An Roinn Oideachais

Tuarascáil na Comhairle Oideachais

mar tíolacadh i

Don Aire Oideachais

(1) Feidhm na Bunscoile.

(2) An Cúrsa Léinn a teanfaí sa mBunscoil ó aois naíonáin go haois 12 bliain.

DEPARTMENT OF EDUCATION

Report of the Council of Education

as presented to

The Minister for Education

(1) The Function of the Primary School.

(2) The Curriculum to be pursued in the Primary School from the infant age up to 12 years of age.

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Houses of the Oireachtas

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*The following changes in membership occurred since the Council was first appointed in April, 1950:

John A. Bennett, M.A., PH.D., died April, 1951.
Very Rev. Cornelius Canon McNamara, P.P., V.F., resigned April, 1951.
Very Rev. Denis Canon O'Keeffe, M.A., D.D., Chairman, died April, 1952.
Very Rev. Dr. Brenan, appointed Chairman July, 1952.
Miss Anna H. O'Connor, appointed member July, 1952.
Very Rev. Canon Duggan, appointed member July, 1952.
An tAthair Rí-Oir. Peadar Ó Gráinne, M.A., S.P., appointed member July, 1952; died August, 1953.
Martin Keady, B.E., B.SC., A.R.C.SC.I., resigned January, 1954.

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An Canónach Rí-Oir. Conchubhar Mac Conmara, S.P., V.F., d'éirí as Athbreathnú 1951.
An Canónach Rí-Oir. Donnchadh Ó Chaoimh, M.A., D.D., Cathaoirleach, do Éag Athbreathnú, 1952
An Dr. Rí-Oir. Ó Braonáin do Cheapadh mar Chathaoirleach Iúil, 1952
Anna H. Inion Uí Chonchubhair do Cheapadh mar Chomhalta Iúil, 1952
An Canónach Rí-Oir. Ó Dubhagáin do Cheapadh mar Chomhalta Iúil, 1952
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Máirtín Ó Céidigh, B.E., B.Sc., A.R.C.Sc.I., d'éirí as Eanáir, 1954

AN CHOMHAIRLE OIDEACHAIS

Terms of Reference

To advise the Minister, in so far as pertains to the powers, duties and functions of the State, upon such matters relating to educational theory and practice as they think fit and upon any educational questions and problems referred to them by him.

General Regulations

1. The Council shall have no administrative, executive or financial powers, duties or functions, and all matters relating to salaries, other grants and pensions in respect of educational service rendered shall be excluded from the scope of its discussions.

2. The Council shall consist of a Chairman and other members to a total to be determined by the Minister, all members, including the Chairman, to be nominated by the Minister.

3. (*a*) Subject as hereinafter provided, the term of office of the Chairman shall be three years, and of any other member five years.

(*b*) The term of office of any member may be prolonged by the Minister by such further period as the Minister may determine.

(*c*) The Chairman or any other member going out of office may be re-appointed.

4. If a member is absent from five consecutive meetings of the Council, except for some reason approved by the Minister, his place on the Council shall become vacant.

5. (*a*) Where the term of office of any member has been prolonged by the Minister the term of office of his successor shall be curtailed by the period by which the term of office of the predecessor was prolonged, but without prejudice to the operation of Par. (*b*) of Regulation 3 as respects the term of office so curtailed.

(*b*) Where a casual vacancy occurs by reason of the death, resignation or absence of a member as hereinbefore provided, the member appointed to fill the vacancy shall hold office until the time when the person in whose place he is appointed would regularly have gone out of office and shall then go out of office.

6. The Secretary of the Council shall notify the Minister as soon as possible of every vacancy in the office of a member.

7. The Council shall hold ordinary meetings on such dates as may be fixed by them. Other meetings of the Council shall be determined by them.

An Comhairle Oideachais

Téarmaí Tagartha

Comhairle do chur ar an Aire, sa méid a bhaineann le cumhachta agus le dualgais agus le feidhmeanna an Stáit, i dtaobh ní ar bith is oiriúnaí leo i gcúrsaí oideachais, idir theoiric agus cleachtadh de, agus i dtaobh ceiste nó pointe ar bith oideachais a n-iarrfaidh sé orthu é comhairliú mar gheall air.

Rialacháin Ghinearálta

1. Ní bheidh cumhachta, dualgais ná feidhmeanna ag an gComhairle ó thaobh riaracháin, feidhmiúcháin nó airgeadais de, agus beidh cosc ar ní ar bith a bhaineann le tuarastal, le deontais eile nó le pinsin de thoradh seirbhíse oideachais a thabhairt faoi réim chonspóide sa Chomhairle.

2. Beidh sa Chomhairle Cathaoirleach agus comhaltaí eile den líon a chinnfidh an tAire agus iad uile, an Cathaoirleach orthu, dá n-ainmniú ag an Aire.

3. (a) Fá réir a bhfuil socair anseo síos, trí bliana an tréimhse fónaimh a leagfar amach don Chathaoirleach agus cúig bliana do chomhalta ar bith eile.

(b) Tig leis an Aire tréimhse fónaimh aon chomhalta do shíneadh de thréimhse breise ar bith is mian leis an Aire.

(c) An Cathaoirleach nó aon chomhalta eile a mbeidh a thréimhse fónaimh istigh aige, beidh cead é d'athainmniú.

4. Má ligeann comhalta ar bith cúig cruinnithe tairis i ndiaidh a chéile gan teacht i láthair agus má tharlaionn gan leithscéal aige a bheadh ionglactha ag an Aire, áireofar a áit sin sa Chomhairle do bheith folamh.

5. (a) I gcás ar bith ina sinfear tréimhse fónaimh chomhalta ag an Aire, bainfear de thréimhse fónaimh an té a chuirfear ina áit de réir an fhaid aimsire gur sineadh tréimhse fónaimh an chomhalta sin, ach gan cur isteach ar oibriú ailt (b) i Rialachán 3 sa méid a bhaineann leis an tréimhse fónaimh a gearrfaí sa tsli sin.

(b) Má tharlaionn folúntas fánach i ngeall ar bás chomhalta, nó comhalta d'éirí as an gComhairle nó comhalta do bheith as láthair mar atá leagtha síos i Rialachán 4, beidh an comhalta a ainmneofar don áit ag fóint go dtí an t-am a mbeadh an té go ndeachaigh sé ina áit ag dul as fónamh ar na gnáth-choinníollacha agus racaidh sé as fónamh ansin.

6. Cuirfidh Rúnaí na Comhairle in iúl don Aire é chomh luath is tig leis am ar bith a dtarlaionn áit folamh sa Chomhairle.

7. Tionólfar na gnáth-chruinnithe ar dátaí a socrófar ag an gComhairle. I gcás cruinnithe eile sí an Chomhairle a leagfaidh amach dátaí dóibh.

8. (*a*) The Chairman of the Council shall preside at every meeting at which he is present. In the absence of the Chairman, the Council shall choose a temporary Chairman.

(*b*) At any meeting of the Council seven members shall be a quorum.

(*c*) No act or proceeding of the Council shall be questioned on account of any vacancy or vacancies in their body.

9. The Council may appoint such Committees as they think fit, and may with the consent of the Minister include among the persons appointed persons who are not members of the Council.

10. The members of the Council, persons other than members appointed by the Council to Committees in accordance with Regulation 9 above and persons invited by the Council to give oral evidence, shall be entitled to normal travelling expenses to and from the meetings of the Council, and to subsistence allowance at appropriate rates where absence from home for one or more nights is involved in attendance at meetings in connection with the business of the Council.

11. In all matters not covered by the foregoing Regulations, the Council shall form its own rules of procedure.

Houses of the Oireachtas

8. (a) Cathaoirleach na Comhairle a bheith i gceannas gach cruinnithe a mbeith sé i láthair aige. I gcás an Cathaoirleach do bheith as láthair, toghfaidh an Chomhairle Cathaoirleach sealadach.

(b) Ag cruinniú ar bith den Chomhairle is leor seachtar comhaltaí chun líon gnótha.

(c) Ní oibreoidh polúntas nó polúntais ar bith a bheadh sa Chomhairle chun gníomh nó gnótaíocht ar bith de chuid na Comhairle do chur in aimhreas.

9. Beidh ceann ag an gComhairle cibé Coisti is riachtanach leo do cheapadh agus, le haontú an Aire, daoine do chur ar na coistí sin nach comhaltaí den Chomhairle iad.

10. Beidh comhaltaí na Comhairle, daoine nach comhaltaí a ceapfar ar Choisti do réir Rialacháin a 9 thuas, agus daoine a n-iarrfar orthu fianaise béil a thabairt i dteideal costas cuí taistil d'fháil chuig cruinnithe na Comhairle agus abhaile arís maille le hallúntais phearsanta do réir rátaí feiliúnacha am ar bith a mbeidh orthu oíche amháin nó níos mó a chaitheamh as baile i ngeall ar bheith i láthair ag cruinnithe a bhainfidh le gnó na Comhairle.

11. Ceapfaidh an Chomhairle rialacha dá nós imeachta féin i dtaobh ní ar bith nach bhfreagraítear dó sna Rialacháin sin roimhe seo.

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AN CHOMHAIRLE OIDEACHAIS

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The Primary School

Don Aire Oideachais

1. Introduction

1. On the 5th May, 1950, we were asked by An Generál R. Ua Maolchatha, T.D., Minister for Education, to advise him on :

(1) The function of the primary school, and

(2) The curriculum to be pursued in the primary school from the infant age up to 12 years of age.

We have the honour to submit herewith our Report on these matters. In considering this Report, the scope as well as the limits of the general terms of reference should be borne in mind.

2. The Report is concerned with the particular educational problems referred to the Council by the Minister (i.e., the function of the primary school and the curriculum to be pursued in the primary school from the infant age up to 12 years of age), and its recommendations are restricted to these and to matters which arise from or are immediately relevant to them. It should be explained, however, that in seeking to formulate its views on the function of the primary school, the Council found it necessary to examine the existing scheme of primary and post-primary education and to consider, especially, the question of the school-leaving age and the pattern which education up to and after that age should, in the Council's view, follow. The function of the primary school, it was felt, could be properly determined only in relation to what other education, if any, young persons might be expected to receive. The fact that facilities for further education beyond the primary school exist, that these are being gradually extended, and that they are likely to become more widely available in the future, must affect the determination of the scope of the primary school and influence the aims and content of its curriculum. Accordingly, the Council found it necessary to consider, at least for its own guidance, the general framework within which additional education might in our circumstances best be provided, the re-organisation required, the position of the primary school in the whole education system, and the co-ordination of the work of primary and post-primary schools. For a better understanding of its recommendations regarding the primary school, the Council has considered it desirable to state its views generally on these problems of post-primary education, including the scheme envisaged for the provision and organisation of additional education.

3. These views, which are contained in Chapter XIII (pars. 363-407) are not, however, being submitted in the form of recommendations. The questions involved do not properly come within the limits of the subjects on which we report and, in any event, our treatment of them does not extend

An Bunscoil

Don Aire Oideachais

1. Réamrá

1. Ar an 5ú Bealtaine, 1950, d'iarr An Seneráil R. Ua Maolcatha, T.D., Aire Oideachais, oraimn é a comairliú i dtaob:

(1) feidm na bunscoile, agus

(2) An cúrsa léimn a leanfaí sa mbunscoil ó aois naíonáin go haois 12 bliain.

Tá sé d'onóir againn ár dTuarascáil ar na hábair sin a tabairt duit anseo. Ag breithniú na Tuarascála seo, tá réim agus tóraimn na dtéarmaí tagartha coiteann le meabrú i dteannta a chéile.

2. Baineann an Tuarascáil leis na ceisteanna áiriche oideachais a cuir an tAire cuig an gComairle (.i. feidm na bunscoile agus an cúrsa léimn a leanfaí sa mbunscoil ó aois naíonáin go haois 12 bliain), agus tá a cuid moltaí tóranta leosan agus le hábair atá mar torad orthu nó atá ag brath orthu. Ní mór a mhiniú, áfach, gurb éigin don Comairle, ag leagan amach a tuairimí fá feidm na bunscoile di, an córas oideachais bunscoile agus iarbhunscoile atá ann a scrúdú agus, go háiriche, machnamh a déanamh ar cheist na haoise fágála scoile agus ar an rian ar chóir, dar léi, don oideachas go dtí an aois sin, agus ina diaidh, a leanacht. Ní féadfaí, measadh, feidm na bunscoile a chinneadh go baileach ach i gcomhréir le pé oideachas eile, dá mb'ann dó, a geobadh daoine ósa. Fad is go bfuil cóir oideachais ann de barr ar an mbunscoil, go bfuil an chóir sin dá leathnú do réir a chéile agus gur dóig gur forleithne fós a bheas san am atá romhainn, racaidh sí i gcion ar réim na bunscoile agus beidh tionchar aici ar chuspóirí is ar mhianach an chúrsa léimn. Dá réir sin, b'éigean don Comairle, mar threoir di féin ar a lagadh, a meas cén córas, ina dtabharfaí fearas barr oideachais, ab fearr márgcásna, cén t-athrú ba gá chuige, cén t-ionad a bheadh ag an mbunscoil sa gcóras oideachais fré chéile agus cé mar comhordófaí saothar na mbunscol agus na n-iarbhunscol. Ionas go mb'fearr a tuigfí a cuid moltaí fán mbunscoil, sílid an Comairle gurb inmholta dá dtugadh sí a cuid tuairimí go gineárálta i dtaob ceisteanna seo an oideachais iarbhunscoile, ag áireamh na scéime a samhlóidh sí chun fearas barr oideachais a tabairt agus eagar na scéime sin.

3. Ní i bpoirm moltaí, áfach, a tugtar na tuairimí sin, atá le chéile i gCaibideal XIII (ailt 363-407). Ní tagann na ceisteanna a dtráctar orthu go baileach laistig de thóraimn na n-ábar a bhfuilimid ag tabairt tuarascála orthu, agus in aon chás ní thugann na tuairimí moltaí beachta fá chúrsaí léimn

to detailed suggestions regarding post-primary curricula, without which any recommendations on post-primary education would be incomplete. Our purpose is merly to indicate more clearly the basis on which our primary school should work and the lines on which the education of our youth might most profitably be undertaken in the primary school and continued for a further period of post-primary education. We feel moreover that an exposition of these views, however tentative and non-committal, would encourage fruitful discussion of them and enable this Council, if so requested, to reach more definite conclusions regarding them. We should add that the problems in question were examined in conjunction with certain recommendations which were submitted in June, 1947, to the then Minister by a Committee of his Department and reference to which was made by his successor in his inaugural address to the Council. We had also before us the Report of the Commission on Youth Unemployment published in July, 1951, as well as earlier reports from other bodies containing recommendations on some at least of these matters, notably the Report of the Commission on Technical Education (1927) and the Report presented to the Minister for Education by the Inter-Departmental Committee on the raising of the school-leaving age (1935).

4. There are certain problems closely related to the function of the primary school to which we are able in this Report to make but incidental reference—in particular, the education of mentally retarded children, the education and training of children mentally or physically incapacitated, the selection of primary school teachers, and the siting, design and equipment of primary school buildings. Such problems would require separate and detailed consideration on the part of the Council; to deal with them in this Report would result in its submission being postponed to a much later date.

5. It is proper to mention that, in view of the fundamental issues arising in connection with the function of the primary school and its ancillary problems, it was decided at an early date in our proceedings that the Council, as a body, should work out the general scheme of its Report, delegating details only to Committees.

6. Following a general review of the existing provisions for both primary and post-primary education, the Council, through a general press notice published in February, 1951, invited interested persons and organisations to submit statements of their views on the subjects before it, while a letter addressed to particular bodies, religious, administrative, educational, cultural and social, invited opinions and recommendations on the special problems indicated in Appendix 1. The response to these invitations was very satisfactory, as is indicated by the list of names of those by whom, or on whose behalf, statements were submitted (Appendix 2). For their assistance the Council is sincerely grateful. The Council is also indebted to the Minister for External Affairs, whose representatives abroad kindly furnished material on educational developments in several of the countries to which they are accredited. We must, too, record our appreciation of the cordial co-operation extended to the Council by the Department of Education; every request for information and assistance was most willingly granted by them.

7. The Council did not consider it necessary, having regard to the composition of its membership, the nature of the written evidence received and the information available to it, to invite oral evidence, however

iarbhunscoile, rud a d'fágfadh uireasa ar aon choimirle a tabharfaí fá oideachas iarbhunscoile. Níl d'aidhm againn ach a léiriú nios soiléire cén bonn ar chóir dár mbunscoil oibriú air agus cén bealach ba tairbhí cun tabhairt fá oideachas na hóige sa mbunscoil agus leanacht léi ar feadh tréimse eile d'oideachas iarbhunscoile. Cítear dúinn freisin go mbrostóidh léiriú na dtuairimí seo, dá dteoiriciúla is dá éigimnte iad, díospóireacht tairbheach fútu a chuirfeadh ar chumas na Coimirle seo, má hiarrtar sin uirthi, tíocht ar bhreit nios cinnte ina dtaobh. Ní miste dúinn a rá gur scrúdaíodh na ceisteanna céanna i bpáirt le moltaí áirithe a rinne Coiste dá Roinn, i Meitheamh, 1947, le hAire an ama sin agus ar tagair a chomharba dóibh in óráid thionscnaimh na Coimirle. Bhí os ár gcóir freisin Tuarascáil an Choimisiúin um Dhíphostaíocht Ógra a foilsíodh i mí Iúil, 1951, maille le tuarascála ba luaithe ná sin ó dheama eile ina raibh moltaí fá chuid ar a lagadh de na hábhair sin, go sonrach Tuarascáil an Choimisiúin ar Cheardoideachas (1927) agus an Tuarascáil a thug Coiste Eadarrannach fá ardú na haoise fágála scoile don Aire Oideachais (1935).

4. Tá ceisteanna áirithe a bhaineas go dlúth le feidhm na dunscoile nach bhféadaimid ach fo-tagairt a dhéanamh dóibh, go háirithe scolaíocht pháistí mallmheabhrach, scolaíocht agus oiliúint páistí a bhfuil éalaing intinne nó chorp orthu, togadh oidí bunscoile, agus suíomh, leagan amach agus feistiú foirgneamh bunscoile. Nior mhór don Choimirle ceisteanna den chineál sin a scrúdú go mion astu féin; tá dtuigtí fána bplé sa Tuarascáil seo, cuirfí moill an-mhór uirthi.

5. Is cóir a rá gur socraíodh go luath le linn ár n-imeachtaí, i ngeall ar na fadhbanna bunúsacha a bheadh le réiteach ó thaobh feidhm na bunscoile agus a comhcheisteanna, go socródh an Choimirle féin le céile bun-scéim a Thuarascála, gan ach mionpointí dhi d'fágáil fá Choisti.

6. Tar éis dhi léirmheas a dhéanamh ar an gcóras bunscolaíochta agus iarbhunscolaíochta araon, thug an Choimirle, i bhfógra nuachtán a foilsíodh fá Feabhra 1951, cuireadh do dhaoine agus d'eagraíochta, a mb'fhú leo sin, tuairimí a thabhairt don Choimirle ar na hábhair a bhí le plé aici. Seolad litir, freisin, chuig dheama ar leith, údaráis agus oird eaglaise, luchd riaracháin, oideachais, saíochta agus comhdhonnachta, ag iarraidh tuairimí agus moltaí fá na hábhair ar leith atá luaite in Aguisín 1. Bhí an lion preagraí a tugadh ar an dá chuireadh sin rí-shásúil, mar is léar ó liosta a n-ainmneacha siúd a chuir ráitis isteach nó ar cuireadh isteach iad ar a son (Aguisín 2). Tá an Choimirle fíor-bhuíoch dhíobh as uchd a gcúnta. Tá an Choimirle fá chomaoin freisin ag an Aire Ghnótaí Eachtracha, ar sholáthraigh a ionadaithe thar lear eolas ar chúrsaí oideachais i roinnt mhaith de na tíortha ina bhfuil siad ina dtoscairí. Ba chóir dhúinn tairis sin a lua gur mhór againn an comhar fial a lig an Roinn Oideachais leis an gCoimirle; comhlion siad go fonnmhar aon iarratas ar eolas nó ar chúnamh a rinneadh orthu.

7. I ngeall ar mhianach a comhaltais, ar chineál na pianaise scríofa a fuair sí agus ar an eolas a bhí ar fáil aici féin, nior mheas an Choimirle gur chall pianaise bhéil a iarraidh dá mhéid ab inmholta pianaise den tsórt sin d'fháil. Ach go fiú

desirable the receipt of such evidence might be. Even if such evidence were considered necessary, the selection of representative witnesses would have been extremely difficult, for in the field of education more than in any other, it might be argued, individual experiences and views, at least in matters of practice, are unlimited, and deserving of equal consideration. Moreover, an adequate examination of even a limited number of witnesses would have retarded our procedure to an extent not likely to be justified by the results, particularly in view of the evidence already at our disposal.

8. The Council held 27 meetings of one-day session each, while Committees of its members met on 19 other days.

9. In April, 1952, death unexpectedly deprived the Council of its first Chairman, the Very Rev. Professor Denis Canon O'Keeffe, M.A., D.D., of whose unselfish service and brilliant guidance in the formative and most critical phase of its existence the Council here desires to record its deep appreciation.

2. Explanatory Note

10. The use of the masculine forms of pronouns (" he ", " his ", etc.) in reference to the words " pupil " and " teacher " throughout the Report is intended to include reference to a pupil or teacher of the female sex unless the contrary is stated or is to be inferred from the context.

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dá sílfí gur ċall fianaise mar sin, ba rí-doilig finnéiṫe ionadaċa a ṫogaḋ, mar i ngnóṫaí oideaċais, ṫar gaċ gnó eile, d'féadfaí a rá naċ lia duine ná a ṫuairimí is a ṫaiṫí, agus go mbeaḋ com-ċeart acu uile ar meas is ar éisteaċt. Ṫairis sin, moilleoḋ aon leor-scrúḋú a déanfaí go fiú ar lion tóranta finnéiṫe ár saoṫar oiread is go mb'féidir nárḃ fiú an toraḋ é, go háiriṫe, i láṫair a raiḃ d'fianaise againn ċeana.

8. Tionólaḋ 27 gcruinniú de seisiún lae an ceann den Ċomairle, agus lena gcois sin ṫáinig Coisti de na comaltaí le ċéile ar 19 lá eile.

9. Fá Aibreán 1952, ṫug an bás leis gan coinne céad-Ċaṫaoirleaċ na Comairle, An tOllam Rí-Oir. Donnċaḋ an Canónaċ Ó Caoim, M.A., D.D. is mian leis an gComairle a dearḃú anseo gur mór-comaoin uirṫi an fial-seirḃis agus an tsár-ċinnireaċt a ṫug sé di ina ṫús nuair ba do-réiḋe is ba deacra a saoṫar.

2. Nóta Mínie

10. Na foirmeaċa firinscneaċa d'foraimneaċa ("é," "sé," agus eile) lena dtagraítear do na focla "dalta" agus "múinteoir" nó "oide" ṫríd an Tuarascáil seo, tagraíonn siad freisin do dalta is do múinteoir mná mura luaitear a malairt nó mura gcuirtear é i gcéill.

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CHAPTER 1

Outline of the History of Primary Education in Ireland

Introductory

11. Our present system of primary education was introduced in the year 1831. The idea of popular education was not then novel in Europe. It had for long been sponsored by the Church, which for centuries was the sole dispenser of education, particularly for the poor, for whom she provided free schooling. At times individual rulers and municipalities assisted in the provision of schools, the extension of which was influenced by various religious and political movements down to the 18th century. It was, however, in that century that general education was given its greatest impetus and that from two different sources. The philosophy which stressed the equality of men and the supremacy of the state, and the developing industrial machine which required some mental training in even the least of its operators, were both immediate causes of the several state-aided systems of education afterwards established in Europe. Yet to none of these influences may be directly ascribed the introduction of the Irish system, but rather to causes connected with the country's history. To appreciate the form in which the system was organised and finally developed, it is necessary to outline the history of Irish education from its origins.

Education in Ancient Ireland

12. Little is known of social conditions in pre-Christian Ireland and scarcely anything positive about its means or methods of education. There existed, as in Celtic Gaul, orders of druidism of which that of *an file* preserved the traditions, laws, pedigrees and history of the race. History suggests that this knowledge was passed on from generation to generation in family schools through an arduous course of oral and memory training. Writing and books did not exist. Ogham, the earliest form of writing found in Ireland, was based on the Latin alphabet, borrowed probably from Romanised Gaul or Britain and, judged from its archæological remains, was used only for brief inscriptions on stone and wood.

13. The influence of *an file* appears to have been considerable, chiefly as a result of the political and social system. The organisation of *an tuath*, reflecting the decentralisation of power obtaining for centuries, and the fact that society was a rural one enabled men of his class to bring their learning and knowledge to the public. The early literature suggests that, in addition to oral learning, physical training and music played an important part in the education of youth. The fosterage in one household of the sons of different families was a means of acquiring this education in the case of the nobility, and probably this custom of the chiefs was followed generally or at least by other freemen. Notable instances of fosterage appear in our history down to the 16th century, the custom lingering on to a later date, and in acts of Parliament aiming at denationalising the people, fosterage was the object of special attack.

Gearr-Cuntas ar Stair an Dúnoideachais in Éirinn

Réamhrá

11. Sa mbliain 1831 a cuireadh tús leis an gcóras bunscolaíochta atá againn. Níor smaoineamh úr san Eoraip an uair úd oideachas a thabairt don phobal. B'fhada roimhe sin ó thóg an Eaglais cúram oideachais an phobail uirthi féin agus, ar feadh na gcéadta bliain, ba í féin amháin a chuir scolaíocht ar fáil, go háirithe do na boicht a dtug sí dóibh in aisce í. Amanna, cabhraíodh rialtóirí agus stát. Cathracha áirithe le scola a riar, agus chuir na gluaiseachta éagsúla creidimh agus polaitíochta anuas go dtí an 18ú aois lena lion. San aois sin, áfach, ba mhó a cuireadh dlús le hoideachas do chách, agus sin ar dhá údar i bhfad ó chéile. An fealsúnacht a dearbhaigh comhcearta an duine agus ceannas an stáit, agus an córas tionscail a bhí ag tíocht i réim agus ar riachtanach chuige oiliúint intleachta éigin go fiú san té ba lú tábhacht dá chuid oibrithe, ba iad sin ba gar-chúiseanna leis na stát-chórais scolaíochta a bunaíodh ina dhiaidh sin i dtíortha éagsúla san Eoraip. Ach níl sé le rá gur cheachtar díobh sin ba chúis, ann féin, le bunú córais na hÉireann. Ba chirte a rá gur i stair na tíre a bhí a údar, agus le hreitiúnas a thabairt ar an eagar a cuireadh ar an gcóras agus ar an gcruth a fágadh air sa deireadh, ní mór stair an oideachais in Éirinn óna tús a fiosú go hacomair-

Oideachas in Éirinn anallód

12. Ní heol dúinn mórán fá chúrsaí comhdaonnacha na hÉireann roimh an gCríostaíocht agus is ar éigin atá aon eolas baileach ann i dtaobh a córach ná a modha oideachais. Bhí in Éirinn, mar bhí sa nGaill Cheiltigh, gráinn dhraoithe ar chúram do dhámhfhilí dhíobh seanchas, dlithe, gnealaigh agus stair an chine a chaomhaint. Is cosúil ón stair go dtéadh an t-eolas sin ó ghlúin go glúin i scola a bhí ag teaghlaigh ar leith, thré dhian-chúrsa béaloidis agus oiliúna cuimhne. Ní raibh scríobh ná leabhra ann. Dunaíodh an t-ogham, an chéad mhodh scríbhneoireachta a cleachtadh in Éirinn, ar aibhitir na Laidne agus is dóigh gur ó chóilíneachta Rómhánacha na Gaille nó na Breataine a fuarthas é. Óna bhfuil d'iarsmaí de ag seandálaithe, ní cosúil gur baineadh leas as ach i scríbinní gearra cloiche nó adhmaid.

13. Is cosúil gur mhór tionchar an fhile, de thoradh an chórais polaitíochta agus comhdaonnachta go háirithe. Chuir eagar na dtuath, comharba den dí-lárú rialtais a mhair na céadta bliain sa tír, agus uireasa bhailte móra ar chumas an fhile a chuid léinn agus eolais a chur i lathair an phobail. Tá sé le tuiscint as an tsean-litríocht gur tugadh tábhacht mhór in oideachas dhaoine ósa don chorpoiliúint agus don cheol, i dteannta an bhéaloidis. Ba bhealach leis an oideachas sin d'fháil, i gcás na n-uaisle, clann mhac de theaghlaigh éagsúla a chur ar altram in aon-teach. Agus is é is dóigh gur lean an pobal, nó ar a laghad na "saor-chéili," den nós céanna. Tá cáis shonrasacha den altramas le léamh sa stair anuas go dtí an 16ú aois, mar ba nós é nár cailleadh ar fhad go dtí ina dhiaidh sin, agus i reachta Parlaiminte a ceapadh le nósa dúchais na tíre a chloí, rinsiodh an t-altramas go géar.

The Coming of Christianity

14. Evidence of the high standard of culture and intellectual development reached by our ancestors is afforded by the eagerness and finality with which they received the message of Christianity. One of the first tasks of the bearers of that message was to teach the Latin alphabet and language, necessary for the ordination of a native clergy. Thus, with the new Faith, was introduced a new cultural agent and a new schooling. The seeds sown by St. Patrick in the field of education bore rich fruit a century later. This was exemplified in the monastery established at Cluain Ioraird, which was to become in time the model for the centres of learning that for the next five centuries covered Ireland and overflowed into neighbouring countries, eventually as far east as the Danube. But Christian teaching and its Latin learning did not dispossess the native culture. St. Patrick himself, tradition holds, consecrated a native scholar, Fiacc Find of Sléibhte, as first bishop in Leinster. The act was indicative of the spirit in which the alien and the indigenous were ever to coalesce. In accordance with the pattern Irish found its way into the monasteries, there to be clothed in Latin letters and to be enriched by Latin loan-words, and finally to emerge as the medium of the first vernacular literature in Europe outside Greece and Rome.

Monasteries and Native Schools

15. The monasteries and lay schools of poetry prospered together and at times even exchanged ideas and teachers. Colmcille is not the only example of a monk skilled in Latin who also composed in Irish. The standard of learning in two languages, the knowledge of literature and philosophy, the beauty of Irish manuscripts, testify to the efficacy of the fundamental education acquired by the Irish monks and peregrini. Where was this elementary education obtained? In at least one monastery, Cill Íde in Co. Limerick, boys are known to have been taught from childhood.[1] It is unlikely that St. Íde's school was the only one which young persons entered for education at an early age. More probably, however, as may be shown of several of our holy men, aspirants to monastic life were individually taught in their boyhood by local priests and hermits, receiving elementary education in this way before entering the monasteries at about the age of 16. The growth of the monasteries, encouraged by Irish rulers, multiplied the centres of elementary training, and, making due allowance for a number of foreign students and for possible exaggeration of totals, the large number of scholars reputed to have attended Irish monasteries suggests that a fair percentage of the people received a good measure of education. The decentralisation of government, as well as the parochial influence of the monasteries, helped the extension of learning; local art, law and literature needed local schools. Local autonomy was thus the cultural strength, as well as the political weakness, of the Irish nation.

9th-12th Century

16. The course of Irish learning was interrupted but not brought to an end by the Danish invasions. The Irish victory at Clontarf gave the monasteries a renewed spell of influence, and speaking of the importance of lay learning at this period the late Professor Curtis, in his *History of*

[1] *Irish Monasticism*—Rev. John Ryan, S.J., M.A., D.Litt. p. 139.

Teacht na Críostaíocta

14. Is fianaise ar ard-caighdeán saíochta agus léinn ár sinsear a fonnmhaire agus a cinnti a glacadar leis an Soiscéal. Ar na céad-cúraim a bí ar teachtairí an tSoiscéil, bí múineadh aibítre agus teanga na Laidne, le go mb'féidir cléir den tír d'oirdniú. Sa gcaoi sin, táinig cóir nua saíochta agus scolaíochta isteach leis an gCreideamh. Tug an síol oideachais a cuir Pádraig Naofa torad céadfach san aois dár gcionn. Níl sampla is fearr de ná mainistir Chuana Ioraird, a bí ar ball ma heisiompláir ag na hIonaid léinn a bí ar leat le hÉirinn sa gcúig céad bliain ma dhiaidh sin agus a spréig amach i gcoigríocha, soir fá dheireadh go bruach na Danóibe. Ach níor chuir teagasc na Críostaíochta ná a léann Laidne an tsaíocht dúchais as a seilb. Do réir scéil, choisrig Pádraig féin an saoi Éireannach, Fiacc Finn Sléibhte, mar chéad-easpag i Laighne. Ní raib sa ngníomh ach séan den nós ma bfuil iasacht agus dúchas cun a chéile ariamh ó shoin. Do réir an nóis, fuair an Gaeilge áit sna mainistreacha, feistíod i fá chulaith litreacha na Laidne, cuir iasacht focal ón teanga sin lena saibreas, agus táinig sí cun cinn astu amach an chéad-teanga san Eoraip mar scriobadh gnát-litríocht, lasmuig den Gréig agus den Róimh.

Na mainistreacha agus na scola dúchais

15. Bí an dea-rath céanna ar na mainistreacha agus ar scola na bfuil agus tugadar féin, in amanna, smaointe agus oidi dá chéile. Níorb é Colmcille an t-aon manach a raib léann na Laidne air agus a cum dán Gaeilge. A gcaighdeán léinn sa dá teanga, a n-eolas ar litríocht agus ar fealsúnacht, agus áilleacht a láimhscríbinní, is téist iad ar éifeacht an bunoideachais a fuair manaig agus *peregrini* Gael. Cár tugadh an bunoideachas sin? Is eol dúinn go múinti buachailli ó aois linb i mainistir amáin ar a laghad, i gCill Íde i gCo. Luimnig.[1] Ach ní móide gur ag Naoi Íde a bí an t-aon scoil ina múinti páisti óga. Is dóigde, áfach, mar is léar ó beatai chuid de na naoimh, go bfuair buachailli ar ti dul isteach i mainistir teagasc dóib féin ó sagairt agus ó dhíthreabaig áitiúla, agus gur mar sin a fuaireadar a gcuid bunoideachais sara ndeachadar isteach i mainistir in aois a 16 bliana nó mar sin. Chuir fás na mainistreach, ar chuir na flatha lena lion, méadú ar lion na n-ionad bunoiliúna agus, do réir an lear mór mac léinn atá tugtha síos do mhainistreacha na hÉireann, fiú má comhairtear roimhe eachtrannach orthu agus go mb'féidir áibéil a bheit san iomlán, is cosúil go bfuair riar mhaith den phobal cion cothrom oideachais. Chabraig mod rialtais na dtuath agus tionchar áitiúil na mainistreach le leathadh an léinn; níor mhór scola áitiúla le freastal don ealain, don dlí agus don litríocht áitiúil. Ba chúis nirt don náisiún Éireannach i gcúrsaí saíochta, mar sin, mar ba chúis laige dó i gcúrsaí polaitíochta, neamhspleáchas na dtuath.

9ú-12ú Aois

16. Thac ionad na Loclannach forás an léinn in Éirinn ach níor thasc sé é. Tar éis na buaidhe i gCluain Tairb, mhéadaig aris ar tionchar na mainistreach, agus ma *History of Mediaeval Ireland*, d'fhéad an tOllamh Curtis a rá fá thábhacht an léinn chuataí an trát úd: " no country in Europe of that time main-

[1] *Irish Monasticism*— Rev. John Ryan, S.J., M.A., D.Litt., lch. 139.

Mediæval Ireland, could say that " no country in Europe of that time maintained so large a class of *literati,* or one so influential." From this period too have come some of the finest examples of native craft, art and architecture, of a technical skill and artistic appreciation connoting a high standard of basic education. The ordinance of the Synod of Clane (1162) that none but a graduate of Armagh be appointed as *fer légind* or teacher in the monasteries indicates a desire to maintain a high standard, and instances of grants of lands and other endowments by Irish rulers to new schools at the same time point to efforts to promote education.

In the Norman Period

17. The monastery schools were being rebuilt and the lay schools were entering on a new era when the Normans came. Soon Norman abbeys were to be raised, although these were to be comparatively few in number. A feature of the early attempts at conquest was the Norman practice of building castles on the sites of the older monasteries and of confiscating lands which maintained the native institutions. Episcopal seats followed the new strongholds or removed into the towns, thus helping to efface the rural aspect of Irish society. Into the towns also, probably, went some of the Irish to school, as they were to do at a later date. Within the Pale statutes were made to counteract what were regarded as formidable native influences among the settlers—the use of the Irish language, the entertainment of bards, the practice of fosterage and other native customs. For the most part, however, native schools and institutions continued their work, and from the beginning of the 14th century right down to the Battle of Kinsale the number of poets and writers issuing from the Irish schools is almost legion. Outside the Pale, at the same time, native monastic institutions were opened, the most famous of which was perhaps the Franciscan convent at Donegal, from which was to come later a train of Irish scholars and teachers.

New Aims in Education

18. The year 1537 marked the beginning of a new educational era for Ireland. Hitherto the systems had been voluntary: there was a separate Irish system, ecclesiastical and lay, operating over all the land; there were also Norman-English schools which were confined to the towns and even there were hard pressed to maintain their existence uninfluenced from without the walls. Now the English State positively intervened to direct education. Henceforth there was to be a carefully-planned State system of schools aimed at assimilating the Irish people to English culture and to the new religion. This policy was to be maintained with varying emphasis and intensity for the next 300 years.

English Schools

19. The new policy was inaugurated by " An Act for the English order, habite and language " passed by the Dublin Parliament in 1537, which provided that any person receiving major orders should undertake to learn the English language, to teach all others under him English, to " bid the beades in the Englishe tongue, and preach the word of God in English," and to " keepe or cause to be kept within the place, territorie or paroch . . . a schole for to learne the same. . . ." In so far as the statute prescribed the establishment of parish schools, it was but a civil counterpart of the

tained so large a class of *literati*, or one so influential." Is leis an tréimse sin, freisin, a baineas cuid de na samplaí is breátha de ceirdne, d'ealaín agus d'ailtireacht dúchais, a bfuil d'oilteacht teicniúil agus de thuiscin ar ealaín iontu go léiríonn siad ard-caighdeán bunoideachais ar lucht a saothruithe. Is fianaise ar an riachtanas a ceapadh a beith le hard-caighdeán a chothú reacht Seanaid Chaonta (1162) a socraigh nach bféadfaí ach scoláire as Ard Macha a ceapadh mar "fer légind" nó ollamh sna mainistreacha, agus is fianaise ar na hiarrachta a rinneadh leis an oideachas a chur chun cinn an talamh agus na dearlaicí eile a bronn flatha Gael ar scola nua fán am céanna.

Tréimse na Normánach

17. Bí scola na mainistreach dá n-atógáil agus scola na bfilí ag tosnú ar ré nua nuair a thámig na Normánaigh. Bunaíodh mainistreacha Normánacha gan mhoill, bíodh gur beag a líon. Ba nós ag Normánaigh i dtús báire caisleáin a thógáil ar láithreacha na sean-mhainistreach agus na taltaí a chothaigh iad a ghabáil. Lean suite easpag na dtaingin nua nó haistríodh isteach go dtí bailte móra iad, rud a chabraigh le tionchar na tuaithe ar shaol comhdaonnach na hÉireann a laghdú. Is dóigh go ndeachaigh cuid de na hÉireannaigh ar scoil isteach sna bailte céanna, mar chuadar ina dhiaidh sin. Laistigh den Páil, rinneadh reachta in aghaidh na nós dúchais ba mhó a chuaigh i gcion ar na cóilínigh—úsáid na Gaeilge, coirdeam le filí, altramas agus nósa Gaelacha eile. Den chuid is mó, áfach, lean na scola agus na fundúireachta dúchais dá gcuid oibre agus ó thosach na 14ú aoise anuas go dtí Cath Chionn tSáile, is éachtach an líon filí agus scríbneoirí a thámig as na scola Gaelacha. Thaobh amuigh den Páil, sa tréimse céanna, bí mainistreacha dúchasacha dá mbunú; ba í mainistir na bProinnsiascánach i nDún na nGall an ceann ab iomráití díobh, b'féidir, agus thug sí ina diaidh sin lear scoláirí agus oidí don tír.

Cuspóirí Nuaidhe san Oideachas

18. San mbliain 1537 thosaigh ré nua oideachais in Éirinn. Roimhe sin, ba chórais theontacha a bí ann: bí córas dúchais ar leith, ag an Eaglais agus ag tuataigh, i réim ar fud na tíre; bí scola Sacs-Normánacha ann freisin nach ndeachaigh thar na bailte móra, cé gur dhoilig dóibh ansin féin teacht saor ó thionchar na nGael thaobh amuigh de na ballaí. Anois glac an Stát Sasanach páirt chinnte i riar an oideachais. As seo amach bí córas beacht-fheidhmiúil scol Stáit le beith ann ar chuspóir na Gaeil a thabairt le saíocht agus nósa Sasana agus leis an gcreideamh nua. Coinníodh leis an mbeartas sin go ceann 300 bliain, cé go ndeachaigh athruithe beaga ar a threo agus ar a threise air ó am go ham.

Scola Béarla

19. "An Act for the English order, habite and language" a rith Parlaimint Bhaile Átha Cliath i 1537 a chuir tús leis an mbeartas nua. Fán Acht, bí ar aon duine a bheadh ag dul fá mhór-oird móid a thabairt an Béarla d'foghlaim, Béarla a mhúineadh do gach duine faoi, "bid the beades in the English tongue, and preach the word of God in English," agus fós "keepe or cause to be kept within the place, territorie or paroch . . . a schole for to learne the same. . . ." Sa méid gur ordaigh an reacht scola paráiste a bhunú, ní raibh ann ach cothrom an reachta chanónda a bí i bfeidhm cheana le roinnt céadta bliain i

canonical obligation already in force for some centuries over Latin Europe. The Act (28 Henry VIII) is the first recorded attempt to set up a state-sponsored primary school system. There is no evidence to show to what extent it led to the immediate foundation of schools, but from the Reports of the Commission of Inquiry of 1824 it is clear that many parishes possessed a school of this description.

Other Acts affecting Education

20. In the same year (1537) the Dublin Parliament, which had again banned fosterage and other native institutions, passed the Act of Supremacy together with an act dissolving the abbeys and vesting their lands in the Crown. A petition sent by the King's Council in Dublin to the English Chancellor pleaded, unsuccessfully, for the continuance of certain Norman-built abbeys, and stressed that in these " yonge men and childer, bothe gentilmen childer and other, bothe of man kynd and woman kynd " were educated in " vertue, lernyng, and in the English tonge and behavior." The new law required office holders (lawyers, schoolmasters, etc.) to recognise the King as Head of the Church, but its terms were not then universally enforced. These State decrees relating to education in Ireland were supplemented by the law of Elizabeth in 1570, providing for " a free schoole within every diocesse " for grammar or secondary school education, and by the foundation of Trinity College, Dublin, in 1592.

Schools of Poetry and Town Schools

21. In spite of four centuries of Anglo-Norman aggression, the native schools of poetry, law and physic continued to flourish. Family poets and writers were to be found in different parts of the land, wherever their learning could find a patron or, later, wherever an Irish chief could be encouraged or urged on to uphold native rights. The volumes of poetry published in our own time, the bardic grammatical tracts, the books on medicine translated or compiled, the religious works and the translations from other literatures, are evidence of the efficacy of the training given in Irish. *The Memoirs of the Marquis of Clanrickard,* published in 1722, contain the only description we have of the methods of teaching adopted in these schools. What concerns us here is that, for their students, " the qualifications first required were reading well, writing the mother tongue, and a strong memory ". The schools held their entrance tests and were taught in classes " wherein a regard was had to everyone's age, genius, and the schooling had before, if any at all; or otherwise ". In these classes, study was continued for 6 or 7 years until the final degree was conferred, the school and its students being maintained by " the gentlemen and rich farmers of the country ". Campion, the author of a *Historie of Ireland,* speaking of these lay schools in 1574, asserts that the students " without either precepts or observation of congruitie " spoke " Latin like a vulgar language, learned in their common schooles of leachcraft and law, whereat they begin children, and hold on sixteene or twentie yeares. . . ."[2] The Irish professional schools in law and medicine were unique in Europe in that they gave equal place to the vernacular (Irish) and Latin as media of instruction; Latin was taken by students even in the primary stage in education.

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[2] Quoted in *Education Systems in Ireland from the close of the Middle Ages*—Rev. Professor T. Corcoran, S.J., D.Litt. p. 4.

Sgríoca Laidneaca na hEorpa. Is é an tAct sin (28 Hanraoi VIII) an céadiarracht atá ar eolas fá stát-córas bunscolaíochta a bunú. Níl fianaise ar an méid scol a bunaíodh láithreach faoi, ach is léar ó Thuarascála Coimisiúin Fiosrúcáin 1824 go raib scoil den tsórt i gcuid mhaith paráisti.

Acta eile a bain le hoideachas

20. Sa mbliain céanna (1537) tar éis dó altramas agus nósa dúchais eile a toirmeasc arís, rit Parlaimint Baile Átha Cliath an tAct Ceannais maraon le hAct ag díscaoileadh na mainistreach agus ag dílsiú a gcuid taltaí sa gcoróin. Cuir Comairle an Rí i mBaile Átha Cliath acáinn, nár géilleadh di, cuig Seansailéar Sasana ag iarraidh go slánófaí mainistreacha áirithe de bunadh Normánach ar an gcúis gur thugadar scolaíocht do " yonge men and childer, both gentilmen childer and other, both of man kynd and woman kynd " i " vertue, lernynge, and in the English tongue and behavior." Fán dtí nua bí ar lucht oifige (dhíodóirí, máistrí scoile, srl.) an Rí d'admháil mar Ceann na hEaglaise, cé nach i gcónaí a cuireadh a forála i bpeirdm san am. Cuireadh leis na reachta Stáit sin i dtaobh an oideachais in Éirinn tré reacht Eilise i 1570, a d'ordaig go mbunófaí " a free schoole within every diocesse " le hoideachas gramadaí nó meánscoile a thabairt, agus tré bunú Coláiste na Tríonóide, Baile Átha Cliath, i 1592.

Scola filí agus scola caithrach

21. D'aimneoin ceithre céad bliain d'ionsaí Sacs-Normánach, mair na scola dúchais filíochta, féineachais agus leighis i réim. Bí filí agus scríbneoirí le fáil i gcoda éagsúla den tír, aon áit a raib éarlam dá gcuid léinn nó, níos déanaí, aon áit a raib plait Éireannach le comhairliú nó le gríosadh ar mhaithe lena dúchas a cosaint. Is teist ar feabas na hoiliúna a tugadh ar Ghaeilge na díoghlama dána a foilsíodh lenár linn féin, tráchtais gramadaí na bairdne, na leabhra leighis a haistríodh nó a tiomsaíodh, na haistí creidimh agus na haistriúcháin a rinneadh as litríocht eile. Is i " *Memoirs of the Marquis of Clanrickard*," a foilsíodh i 1722, atá an t-aon chuntas atá againn ar mhodh teagaisc na mbard-scol. Ní bainneann de anseo linn ach gurb iad na buncáilíochta a theastaig óna gcuid mac léinn " reading well, writing the mother tongue, and a strong memory." Bí a dtriala ionadaichte féin ag na scola agus múinti na scoláirí i ranga " wherein a regard was had to everyone's age, genius, and the schooling had before, if any at all ; or otherwise." Caithfis sé nó seacht de bliantaibh ag staidéar sna ranga sin go mbronntaí an céim deiridh orthu; b'iad uaisle agus feilméaraí saibhre na tíre a chothaig na scola agus na scoláirí. Dúirt Campion, údar an " *Historie of Ireland*," ag cur síos dó ar na scola tuatha seo i 1574, gur labhair na mic léinn, " without either precepts or observation of congruitie," an Laidin " like a vulgar language, learned in their common schooles of leach-craft and law, whereat they begin children, and hold on sixteene or twenty years. . . .[2]" Ní raib san Eoraip leithéidí eile na scol gairme dlí agus leighis a bí in Éirinn sa méid gur bhaineadar comhleas as gnáth-theanga (Gaeilge) agus as Laidin mar airmeán teagaisc; d'fhoghlaimíodh daltaí Laidin fiú i gcúrsa a gcuid bunscolaíochta.

[2] Dá aithris in *Education Systems in Ireland from the close of the Middle Ages*—Rev. Professor T. Corcoran, S.J., D.Litt., lch. 4.

22. In several of the larger towns, particularly Kilkenny, Limerick and Galway, schools of Norman-English origin continued to operate under Catholic direction. These schools stood midway between the government-sponsored and the native schools, for they were English in culture but Catholic in religion; they taught English as well as Latin, and although the sons of some Irish nobles attended them, they do not appear to have made provision for the teaching of Irish.

Emigration for Education

23. In the 16th century began that memorable exodus of young Irishmen for the purpose of obtaining in European universities and colleges the education that was denied them at home. Many of these were to return to Ireland later as priests and teachers, to minister to the religious and educational needs of the people. Their records in the continental schools testify to the high level of the preliminary education which they had received at home.

After Kinsale

24. The defeat at Kinsale in 1601 had disastrous repercussions on the Irish way of life. The dispossession of native patrons and the plantation of their territories caused the dissolution, except in a few areas, of the Irish secular schools. The religious orders and secular clergy endeavoured to promote the education of the Catholic populace, but in both town and country their schools were constantly suppressed. On the part of the State, James I in 1612 assigned the rents from confiscated lands in Ulster for the endowment of free Royal schools. His successor also made grants of land for the endowment of schools providing classical instruction, and in his adversity seemed to be inclined, through the Ormond Peace Negotiations of 1644, to acquiesce in the Catholic demands for " the erecting of one or more Innes of Court, Universities, free and common schooles ", although at the time it is to be inferred from non-native sources that there was no need to meet such demands since " in many places of the land . . . Papists are permitted to keep schooles; unto some whereof such multitudes of children and young men doe resort, that they may be esteemed rather Universities, teaching therein not only the Tongues, but likewise the liberall Arts and Sciences ".[3]

The Penal Laws and Education

25. The systematic suppression of Catholic schools and school-masters was part of the penal code inaugurated under the Cromwellian Protectorate. The policy was continued under the succeeding régime when it was provided by law that school-masters should undertake to conform to the Established Church, take the Oath of Allegiance and Supremacy, and be licensed by the local ordinary. Under " An Act to restrain Foreign Education " (1695), it was made penal to receive education other than in a Protestant school. The statute, while enacting that no Catholic should publicly teach school, admitted that Catholic schools were numerous and required that the Acts of Henry VIII and Elizabeth in relation to the founding of parochial and diocesan schools, respectively; should " from henceforth be strictly observed and put in execution ". A subsequent

[3] cf. Corcoran, *op. cit.*, pp. 24-25.

22. I roimh de na catraca, go hairithe i gCill Choimh, i Luimneach agus i nGaillimh, lean scola de bunadh Sacs-Normánach ag feidhmiú fá stiúradh Caitliceach. Táimid na scola seo leat bealaigh idir na Stát-scola agus na scola dúcais: bíodar Sasanach do réir sáiocta agus Caitliceach do réir creidimh; múineadar béarla comh maith le Laidin agus, cé go ndearna clann mhac roimh d'uaisle Gael freastal orthu, ní cosúil go múinti Gaeilge iontu.

Imirce ar thóir oideachais

23. Sa 16ú aois a tosaigh imirce iomráiteach d'óigfhearaibh Gael chuig iolscola agus colaistí na hEorpa ar thóir an oideachais a ceileadh orthu sa mbaile. D'fill go leor acu ar Éirinn arís mar sagairt agus mar múinteoirí le freastal ar a muintir i gcúrsaí creidimh agus léinn. Is cruthúnas ar ard-caighdeán an bunoideachais a fuaireadar sa mbaile a feabas a d'éirigh leo i scola na Mór-roimhe.

Tar éis Chionn tSáile

24. D'fág briseadh Chionn tSáile i 1601 a lorg go tubaisteach ar shaol na hÉireann. Nuair a díshealbhaíodh na flatha agus nuair a plandáladh a ndúichí, meath na scola tuata ach amháin i gcorr-áit. D'fhéach na hoird chráibhaidh agus an shnáithléir le hoideachas a thabairt do Chaitlicigh na tíre, ach cuirtí a gcuid scola fá chois i gcónaí sna bailte agus fán tuath. Ar thaobh an Stáit, thug Séamas I sa mbliain 1612 cios na bhfearann a gabadh i gCúige Uladh mar dhearbhaic chun saor-scola Ríoga a bunú. Thug a chomharba Proinsias Deontais thalún chun scola a mhaoiniú ma dtabharfaí teagasc clasaiceach, agus nuair a chuaigh dian air dí fonn air, is cosúil, le linn Sioctháin Urmhumhan a bheith fá chaibideal i 1644, géilleadh d'éileamh na gCaitliceach ar " one or more Innes of Court, Universities, free and common schools," a bunú, cé go gcuireann údair ghallda i gcéill nár fá san am géilleadh don iarratas sin óir " in many places of the land . . . Papists are permitted to keep schooles; unto some whereof such multitudes of children and young men doe resort, that they may be esteemed rather Universities, teaching therein not only the Tongues, but likewise the liberall Arts and Sciences."[3]

na péindlithe agus an t-oideachas

25. Ba chuid den reachtas péindlithe a thug rialtas Chromail isteach, deireadh a chur le scola agus oidí Caitliceacha as a chéile. Leanadh den bheartas céanna fán réim a lean é agus forálaí le dlí go gcaithfeadh máistrí scoile a gheallúint go ngabhfaidís leis an Eaglais Reachtbunaithe, an mhóid dhílse agus chéannais a thabairt agus ceadúnas d'fháil ó éaspag an cheantair. Fán " Act to restrain Foreign Education " (1695), rinneadh coir de oideachas d'fháil ach i scoil Phrotastúnaigh. D'aithaigh an dlí nár cheadmhach do Chaitliceach scoil a mhúineadh go poiblí, ach d'admhaigh sé go raibh scola Caitliceacha fairsing agus d'ordaigh sé Acta Henraoi VIII agus Eilise, a bhain le bunú scol paráiste agus scol fairche, fá seach, " a chomhlionadh go beacht agus a chur i bhfeidhm feasta." Fá reacht a rinneadh go luath san 18ú aois, ceapadh an prionós agus an forghéilleadh céanna do mhúinteoirí den " Popish religion," a rinne teagasc i scola nó i

[3]Cf. Corcoran, *op. cit.*, lg. 24-25.

enactment of the early 18th century rendered teachers " of the Popish religion " who taught in schools or in private houses liable to all the penalties and forfeiture applicable to members of religious orders. Legislation under the Georges facilitated the conveyance of lands by the Protestant Bishops and clergy for the purpose of maintaining Protestant schoolmasters " to teach the English tongue to such children of poorer papists and all others as will resort to the same ".

" His Majesty's Royal Charter for Erecting English Protestant Schools in the Kingdom of Ireland "

26. A more definite step was taken in 1733, when, on a petition by bishops and gentry of the established Church, a royal charter was granted incorporating certain dignitaries of Church and State, with power to receive donations and bequests for the support and maintenance of schools for the free education of poor children. The body so established, known as the " Incorporated Society ", aimed at setting up " a sufficient number of English Protestant schools wherein the children might be instructed in the English tongue and the fundamental principles of true religion ". The society was given power to appoint teachers and to provide them with salaries, school-houses, gardens and fields as well as other equipment necessary for the instruction of poor children in religion, reading, writing, arithmetic, husbandry, housewifery, trades and manufactures. An annual grant was received from the royal purse and the first of the " Charter Schools " (as these schools came to be known) was established in Monasterevan in 1734. This grant is the first instance of continued State subsidy for primary education. The subsidy was later increased, particularly by the addition of receipts from licence duties paid by hawkers and pedlars. At no time did the number of schools under the Society exceed 52, while the maximum number of pupils supported in them in any year was less than 3,000. Prior to 1824 the schools had been the subject of inquiries and visitations, the reports of which showed that their organisation was defective and their instruction, in general, of a limited kind. At one stage the Society resolved " to admit none but the children of Papists, or such as were in danger of being bred up Papists ", but this resolution was rescinded in 1803, from which date Protestant children were admitted in preference to Catholics.[4]

Erasmus Smith's " English Schools "

27. For " adventures *bona fide* paid for lands forfeited in Ireland " in the insurrection of 1641, Erasmus Smith, a London citizen, received large estates in several Irish counties. These he later conveyed by indenture to found five grammar schools, a number subsequently reduced to three on the grant of a charter. The rentals from the estates exceeded the expenditure on the grammar schools and the trust governors in 1723 secured, through an Act of Parliament, permission to establish one or more " English " (i.e., primary) schools, a step not provided for by the trust. Grants were later made to landed proprietors who desired to have such schools on their estates and by 1824 over 100 were in operation.

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[4] cf. First Report of the Commissioners of Irish Education Inquiry, 1825, p. 5 *et seq.* and Appendix No. 172, p. 334-5.

dtite cónaí, agus a bí ceapta do comaltaí na n-ord crábaid. Fá na Seoirsí, ceapad caoi nios éasca do na hEaspaig Protastúnaca agus dá gcléir le taltaí a tiolacad cun máistrí scoile Protastúnaca a cotú " to teach the English tongue to such children of poorer papists and all others as will resort to the same."

" His Majesty's Royal Charter for Erecting English Protestant Schools in the Kingdom of Ireland "

26. Rinnead beart ní ba cinnte sa mbliam 1733, nuair a deonad cairt ríosa, ar acaini ó easpaig agus uaisle na hEaglaise Reachtúnaite, cun daoine céimiúla áirite san Eaglais agus sa Stát a corprú agus cumact acu bronntanais agus tiomnacta a glacad cun cotú agus riar a déanamh ar scola ma dtabharfai oideacas in aisce do páistí bocta. An comluct a bunaiod amlaid, agus ar gairmead " Incorporated Society " de, ba cuspóir dó " a sufficient number of English Protestant schools wherein the children might be instructed in the English tongue and the fundamental principles of true religion ", a cur ar bun. Tugad cumact don cumann múinteoirí a ceapad agus tuarastail, tite scoile, gairdíní agus páirceanna a cur ar fáil dóib maille leis an bpeisteas eile a bead riachtanach le creideam, léamh, scríob, uimríocht, talmaíocht, tíos, cearda agus déantúis a múinead do páistí bocta. Tugad deontas bliantúil as an gciste ríosa don Cumann agus bunaiod an céad-ceann de na " Cairt-Scola," mar tugad ortu, i Mamistir Eibin i 1734. Ba é sin an céad-deontas leanúnach Stáit a tugad ar maite le bunoideacas. Méadaiod an deontas ma dtiaid sin, go háirite as fáltas na gcánach ceadúnais a d'iocad mangairí agus ceannaite siúil a cur leis. Ní raib in aon am dar 52 scoil fán gCumann agus bí fá bun 3,000 dalta dá gcotú iontu sin an uair ba mó a lion. Rinnead fiosruite agus tugad cuarta ar na scola roimh 1824, agus léirig na Tuarascála ortu nac raib a riar gan locht agus nár leatan a dteagasc, i gcoitinne. Cinn an Cumann ar fead tamaill " to admit none but the children of Papists or such as were in danger of being bred up Papists ", ac cuiread an socrú sin ar ceal i 1803, agus ón data sin amach glacad le páistí Protastúnaca de rogam ar Chatoilicig.[4]

" Scola Béarla " Erasmus Smith

27. As uct " adventures bona fide paid for lands forfeited in Ireland " in éirí amach 1641, tugad eastáit móra i gcontaetha éagsúla in Éirinn d'Erasmus Smith, cathaideoir as Londain. Tiolaic sé aris iad le dimtiúr cun cúig cinn de scola gramadaí a bunú; lagdaiod a lion go dtí trí cinn ma dtiaid sin nuair a tugad cairt dóib. Ba mó ciosa na n-eastát sin ná an caiteachas ar na scola gramadaí agus fuair na rialtóirí iontaobais cead le hAct Parlaiminte, i 1793, scoil nó scola " Béarla " (.i. bunscola) a bunú, rud nach raib i gceist san iontaobas. Tugad deontais ma dtiaid sin do tiarnaí talún ar mian leo scola den tsórt sin a beit ar a gcuid eastáit, agus fá 1824 bí os cionn 100 díob sin ar oscailt.

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[4] Cf. Céad-Tuarascáil Coimisinéirí Fiosrúcáin an Oideacais in Éirinn, 1825, lc. 5. *et seq.* agus Aguisín Uim. 172, lc. 334-5.

Grattan's Parliament and Education

28. Gardiner's Relief Act of 1782, passed by the Dublin Parliament, repealed those sections of the penal laws which imposed penalties and forfeitures on Catholic teachers. These were still required to take the oath of allegiance before a judge, and were permitted to teach only in Catholic schools. A Catholic school, however, could not be endowed nor could such be kept without the licence of the local Protestant ordinary. This latter requirement was revoked in 1792 but appears, in practice, to have been insisted on for a considerable time longer. The restriction on education abroad was repealed about the same time. Beyond these relaxations of the penal code and the financial aid it gave to the Charter Schools, Grattan's Parliament concerned itself but little with the conditions under which the ordinary people endeavoured to obtain the rudiments of learning. It did appoint a Commission of Inquiry in 1788, one of whose recommendations was that an " English " or parish school should be established under the management of the incumbent of each benefice, the parish clerk to be the teacher and the subjects taught to be " reading, writing and the first five rules of arithmetic ". Another recommendation was " that the children of Roman Catholics and Protestants should be admitted indiscriminately into the schools, and that the clergy of each persuasion should attend for the purpose of instructing the children belonging to their respective communions in the principles of religion." [5] No indication was given of the time to be devoted to this separate religious instruction. Had the Parliament continued to exist, it is possible that its educational plans would have been more comprehensive; it had prepared in 1799 the heads of a bill for " the education of the lower order of the people " in parochial schools,[6] but the Act of Union, becoming law the following year, transferred responsibility for education, as well as for other matters, to the British Parliament for the next one hundred and twenty years.

The Commission of 1806-'12

29. Either as an expedient or as an effort to find a solution, Parliament in 1806 appointed a Commission to inquire into the state and condition of Irish schools. In their final report (1812), the Commission stated that they " had applied their evidence to the framing of a system which, whilst it should afford the opportunities of education to every description of the lower classes of the people, might at the same time, keeping clear of all interference with the particular tenets of any, induce the whole to receive its benefits as one undivided body, under one and the same system, and in the same establishments."[7] Of the instruction being given in the " common schools " the report speaks disparagingly.[8] To remedy the position, the Commissioners recommended the appointment of a Board with extensive

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[5] Report included in Evidence of Endowed Schools (Ireland) Commission, 1857, Vol, II, p. 341 *et sq.*

[6] It is interesting to note that this measure proposed a fixed salary and payment by results as a basis for the remuneration of teachers.

[7] First Report of the Commissioners of Irish Education Enquiry, 1825, p. 38.

[8] " Common Schools " here meant the " Pay Schools " which are discussed later. The Commission estimated that some 4,600 schools existed attended by about 200,000 pupils, but these figures for " Pay Schools " alone are probably an underestimate, since the existence of many of them would very likely at that time not have been communicated to the Commission.

Parlaimint Ghrattan agus an t-oideachas

28. Chuir Acht Fóirtne Gardiner, a rith Parlaimint Bhaile Átha Cliath sa mbliain 1782, na codha sin de na péimhliche ar ceal a ghearr pionós ar mhúinteoirí Caitliceacha. B'éigin dóibh go follí an mhóid bhílse a thabhairt i láthair bhreithimh agus níor cheadaithe dóibh teagasc ach i scola Caitliceacha. Níorbh fhéidir scoil Chaitliceach a mhaomhú, áfach, ná í a bheith ann gan cead easpaig Phrotastúnaigh na háithe. Cuireadh an coimhioll dheiridh sin ar ceal i 1792 ach is cosúil, i ndáiríre, go mb'éigean cloí leis go ceann achair eile. Fán am céanna, ligeadh don toirmeasc ar scolaíocht thar lear. Thaobh amuigh de na leasuithe sin ar an ghnáth-pheannaideach, agus den chabhair airgid a thug sí do na Cairt-Scola, bhí beag aird a thug Parlaimint Ghrattan ar an mbaile a bhí ar na gnáth-thaoime as iarraidh bunús oideachais d'fháil. Is fíor gur aimhnigh sí Coimisiún Fiosrúcháin sa mbliain 1788 agus ceann de na moltaí a rinne siad sin go mbunófaí scoil "béarla" nó scol paráiste fá bhainisteoireacht gach aon reachtaire nó bhiocaire paráiste, cléireach an pharáiste a bheith mar mhúinteoir inti agus "reading, writing, and the first five rules of Arithmetic" a bheith mar árbair scoile. Moladh freisin "that the children of Roman Catholics and Protestants should be admitted indiscriminately into the schools, and that the clergy of each persuasion should attend for the purpose of instructing the children belonging to their respective communions in the principles of religion."[5] Níor luadh cén t-am a caithfí leis an teagasc creidimh ar leithligh seo. Dá mairfeadh an Parlaimint, b'fhéidir dá beartas oideachais a bheith ní ba chríochnúla; bhí cinn bille réidh aici sa mbliain 1799 "for the education of the lower order of the people" i scola paráiste,[6] ach rinneadh dhí d'Acht na hAontachta an bliain dár gcionn agus chuir sin cúrsaí oideachais, comh maith le cúrsaí eile, de chúram ar Pharlaimint Shasana ar feadh céad is fiche bliain eile.

Coimisiún 1806-'12

29. Mar bheart polaitíochta nó d'fhonn réiteach d'fháil, bunaigh an Parlaimint Coimisiún sa mbliain 1806 le staid na scol in Éirinn d'fhiosrú. Ina thuarascáil dheiridh (1812), dúirt an Coimisiún gur bheartaíodar as a gcuid fianaise córas a cheapadh "which, whilst it should afford the opportunities of education to every description of the lower classes of the people, might at the same time, keeping clear of all interference with the particular tenets of any, induce the whole to receive its benefits as one undivided body, under one and the same system, and in the same establishments."[7] Caiteann an tuarascáil throchmheas ar an teagasc a bhí dá thabhairt sna "scola coitianta."[8] Leis an scéal a leigeas, mhol an Coimisiún go gceapfaí Bord a mbeadh lán-chumhacht acu cun córas comhriartha, comh-ionann a chur in áit na "ill-taught and ill-regulated

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[5] Tuarascáil mar chuid d'fhianaise Choimisiúin na Scol Dearlaice (Éire) 1857. 1ml. II, lch. 341 *et. seq.*

[6] Is piú a thabhairt fá deara gur bheartaigh an bille seo tuarastal seasta agus táillí ar chonthaí mar bhun do pháighe mhúinteoirí.

[7] Céad-Thuarascáil Choimisinéirí Fiosrúcháin an Oideachais in Éirinn—1825, lch. 38.

[8] Siad na "scola táille," a dtráchtar orthu ar ball, atá i gceist leis na "scola coitianta." Mheas an Coimisiún go raibh tuairim 4,600 scoil sa tír agus timpeall 200,000 dalta iontu, ach is dóigh go bhfuil an measachán sin gearr i líon na "scol táille" leo féin, mar nach móide go dtabharfaí eolas fá chuid mhaith acu don Choimisiún san am.

powers to substitute a systematic and uniform plan of instruction " in place of the ill-taught and ill-regulated schools ", the Board to receive Parliamentary grants for building and endowing schools, " to decide in the last resort on the appointment, conduct and dismissal of masters, to prescribe the course and mode of education, to provide for the expense of furnishing books, and to have a general control over the whole of the proposed establishments for the instruction of the lower classes ". It was intended that the Board should train teachers and select the school books, some at least of these to contain extracts from Scripture. Religious Instruction, it was proposed, should be given by the several ministers of religion " at proper times and in other places to the children of their respective congregations ".[9] Confidence was expressed that the proposed plan would be well received, but the Commissioners were unanimous in their opinion " that no such plan, however wisely and exceptionally contrived in other respects " could be effectively operated in Ireland " unless it be expressly avowed and clearly understood, as its leading principle, that no attempt should be made to influence or disturb the peculiar religious tenets of any sect or description of Christians ". How the Government gave effect to these recommendations will be seen later.

" Hedge Schools " and " Pay Schools "

30. Before dealing further with the 19th century, it is necessary to refer to the fortunes of the native schools after the defeat at Kinsale. The dispersal of the native rulers led to the decay of the schools supported by them. Irish learning did not immediately die out, however, as Irish poets of the 17th century composed in bardic verse as well as in metres which later became general. After 1600, also, there arose a number of poets and writers, secular and religious, who endeavoured to cultivate native learning and traditions. Among these were members of the religious orders and secular priests like Seathrún Céitinn of whose historical writings and literary compositions many copies were made by later scribes. That, despite the law, native learning was promoted, is well attested by the great number of our extant Irish manuscripts dating from the 17th and 18th centuries. Indeed, down to the establishment of the system of national education, manuscripts in Irish continued to be written. While later works may not be of the standard of those of earlier centuries, still they show that training was given in Irish and that it continued to be read and written. Many of the compilers of these later manuscripts are anonymous, but of those whose names are known several were teachers or farmers or men of no occupation. It is also significant that the most prominent of the lay poets and writers of the 18th century were teachers, keeping school at various places and for different periods, and supplementing their meagre earnings therefrom by work as spailpíní or labourers.

31. The editor of the songs of a well-known poet reproduces a notice in verse which the local priest was requested to publish from the altar regarding the poet's intention to open a school at Cnoc na Groidhe in Co. Cork.[10]

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[9] First Report, 1825, p. 38.

[10] *Amhráin Eoghain Ruaidh Uí Shuilleabháin*—An tAth. P. Ua Duinnín (1902), p. xxii. The English version only of this piece is available in full.

schools '' a bí ann, glacadh le deontais Pharlaiminte chun scoil a thógáil agus a mhaoiniú, socrú a déanamh iad féin fá cheapacháin, iompar agus briseadh na máistrí, an cúrsa agus an modh teagaisc a leagan síos, costas soláthair leabhar a seasamh, agus ceannas coiteann a beith acu ar na scoil ar fad a ceapfaí d'oideachas na h-iseallaicme. Bí sé beartaithe go dtabharfadh an Bord oiliúint do mhúinteoirí agus go dtoghfaidís na leabhra scoile, ach go mbeadh sleachta as an Scríbinn Diaga ar a laghad i gcuid de na leabhra. Moladh gurb iad cléir na gcreideamh éagsúla a bhearfadh Teagasc Creidimh '' at proper times and in other places to the children of their respective congregations.''[9] Bí dóchas ag na Coimisinéirí go mbeadh fáilte roimh an scéim a bí molta acu, ach bíodar ar aon-tuairim nach bpéadfaí aon-scéim d'oibriú go héifeachtach in Éirinn, dá feabhas is dá chríonna a beartófaí í, mura ndearbófaí inti agus murarb follas aisti, mar phríomh-phrionsabal, nach bpéachfaí le airteagail áirithe creidimh aon aicme nó dreama Críostaithe a chaonadh ná a chorraí. Cifear ar ball cé mar cuir an Rialtas na moltaí sin i ngníomh.

"Scoil Gearra" agus "Scoil Táille"

30. Sara dtéitear anonn i seanchas na 19ú aoise, ní foláir tagairt don bhail a d'imigh ar na scoil dúchais ó bhriseadh Cionn tSáile. Nuair a chuaigh na flatha chun fáin, bánaíodh na scoil a chothaíodar. Níor mheath léann na Gaeilge slándíreach, áfach, óir bí filí Gaelacha den 17ú aois a chum bairdne i dteannta aisti a bí foirleathan ina dhiaidh sin. Ina cheann sin, táinig ar an saol, thar éis na bliana 1600, filí agus scríbneoirí, idir chléir agus tuath, a d'fhéach le léann agus oideas dúchasach a shaothrú. Ina measc siúd bí lucht na n-ord chráibhdh agus na gnáthchléire, ar nós Seathrún Céitinn a ndearna scríbneoirí ina dhiaidh sin cóipeanna iomaí dá chuid scríbinní seanchais agus dá shaothar litearta. Is leor d'fhianaise gur cothaíodh an léann dúchais, d'ainneoin an dlí, a bhfuil againn de láimhscríbinní Gaeilge ón 17ú agus ón 18ú aois. Go deimhin, gur bunaíodh córas an oideachais náisiúnta, bí láimhscríbinní Gaeilge dá gcur le chéile. B'fhéidir nach bhfuil na saothair dheiridh seo ar chaighdeán le cinn a cumadh rompu ach is léar uathu gur tugadh oiliúint i nGaeilge agus gur cloíodh lena léann agus lena scríobh. Ní slomntear údair mhórán de na scríbinní deiridh sin ach díobh siúd a bhfuil a n-ainm againn, ba múinteoirí nó feilméaraí nó fir gan tsli cuid mhaith. Cuid sontais freisin go mba mhúinteoirí na filí agus na scríbneoirí tuata ba mhó le rá san 18ú aois, iad scaití i mbun scoile in áiteacha éagsúla, agus scaití eile ag saothrú mar spailpíní nó mar sclábhaithe de bhreach ar an gcaol-fáltas.

31. Tugann eagarthóir a chuid amhrán síos fógra, i bhfoirm rann, a d'iarr file aitheantúil ar shagart na háite a foilsiú ón altóir fá scoil a bí an file ar tí oscailt i gCnoc na Groighe i gCo. Chorcaighe.[10] Sa mbliain 1783 a tharlaigh.

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[9] Céad-Chuarascáil 1825, lch. 38.

[10] Amhráin Eoghain Ruaidh Uí Súilleabháin—An tAth. P. Ua Duinnín (1902), lch. xxii. Níl ach an leagan béarla den dréacht againn in iomlán.

The year was 1783. The notice sets out the curriculum stating that " tender babes " will be taught " their criss-cross ", reading, writing and Catechism, advancing to

". . .book-keeping and mensuration,
Euclid's elements and navigation,
With trigonometry and sound gauging,
And English grammar with rhyme and reason. . . ."

It was a curriculum typical of the new class of school which originated in the 17th century. These were the " hedge schools " that later, under the name of " pay schools ", were so popular in Ireland for almost two centuries.[11] Deriving from the schools of poetry, probably the first instances of them are two schools taught by members of the Society of Jesus, one Fr. James Forde (P. Jacobus Fordus) of whom, in a report in 1652, it is stated that " in medio vastissimi paludis, ubi terra nonnihil firmior erat, ædiculam construxit. . . ." and that in that hut he gathered the youth and young children of the neighbourhood for literary and religious instruction; the other, Fr. Stephen Gelosse who " when Cromwell's tyranny ceased . . . taught a small school . . . in a wretched hovel beside a deep ditch, and there educated a few children furtively ", in the neighbourhood of New Ross.[12]

32. From such beginnings the number of " hedge schools " increased. In a return made to the Dublin House of Lords in 1731, the existence of 552 of them was noted, some being " classical schools ". That many others passed undetected may be inferred from contemporary lists of teachers against whom legal proceedings were taken for transgressing the penal statutes, the penalties for which were imprisonment and transportation for a first offence and the decree of high treason for a second offence. There were also itinerant teachers who taught privately with individual families or, unknown to the law, taught a number of children in a particular locality.

33. There were several reasons for the rapid growth of such schools. From about 1750, the rigorous application of the penal laws was generally relaxed; a Catholic middle class was gaining strength side by side with a growing Protestant movement opposed to the English restrictions on Irish trade and administration. Concessions were made, culminating in the passage of Gardiner's second Relief Act in 1782 and Hobart's Relief Act of 1793, which opened the way to Catholics to take a greater part in commercial and community life. With this loosening of their chains, Catholics sought in their schools the means of rehabilitation.

34. The Commissioners of Irish Education Inquiry of 1824 collected particulars of the different schools in each parish in the country and published abstracts from these returns in their second report in 1826. Evidence is available that some, at least, of the original returns contained much valuable information which was difficult to reproduce in a statistical form but which would have been sufficient to contradict the conclusions reached by the Commissioners, and by other inquiries, regarding the " pay schools ".[13] The abstracts, however, demonstrate how widespread the descendants of the former " hedge schools " had become since 1731. The report[14] shows that

[11] The term " pay school " arose from the fact that each pupil usually paid a quarterly fee for tuition, different rates being laid down for the various subjects.
[12] Corcoran—*op. cit.*, p. 26.
[13] *Schools of Kildare and Leighlin*, A.D. 1775-1835—(Rev.) Martin Brenan.
[14] Second Report, 1826, p. 18 *et passim*.

Tá an cúrsa léinn tuiscthe síos sa bhfógra; go múinfí an aibítir ("criss-cross") do leanaí beaga, léamh, scríobh agus Teagasc Críostaí, agus as sin go dtí

". . . book-keeping and mensuration,
Euclid's elements and navigation,
With trigonometry and sound gauging,
And English grammar with rhyme and reason. . . ."

Ba é a shamail céanna de chúrsa a bíodh sa gcineál nuaíde scol a tosaigh sa 17ú aois. B'iad sin na "scola gearra" ar tugadh "scola táille" orthu ní ba déanaí agus a raibh tarraingt chomh mór sin orthu in Éirinn ar feadh dá chéad bliain beagnach.[11] As scola na bpilí a d'fásadar agus is cosúil gurb iad na céad cinn ar eolas dá gceann a bí ag sagairt de Chumann Íosa. Tá sé ráite i dtuairisc ón mbliain 1652 fá dhuine acu, an tAthair Séamas Mac Giolla'n Átha (P. Jacobus Fordus)—"in medio vastissimi paludis, ubi terra nonnihil firmior erat, aediculam construxit . . ." agus gur bailigh sé isteach sa mbothán sin óganaigh agus páistí na comharsanachta le léann agus teagasc creidimh a mhúineadh dóibh; an fear eile, an tAthair Stiophán Gelosse, bí scoil beag aige "in a wretched hovel beside a deep ditch, and there educated a few children furtively" in aice le Ros Mhic Treoin thar éis do thiománacht Chromail a beith thart.[12]

32. Ba lag a thús ach cuireadh le lion na "scol gearr." Luadh 552 díobh a beith ann i dtuairisc a tugadh do Theach na dTiarnaí i mBaile Átha Cliath i 1731. "Scola clasaiceach" cuid acu. Is léar go ndeachaigh cuid mhór eile ó chuairisc do réir na liostaí de mhúinteoirí a ciontaíodh san am fá na péinreachta a bhriseadh, gníomh a raibh príosúntacht agus loingeas mar phionós air céad-ciontaí ann agus breith ard-tréasa ar an dara ciontaí. Bí freisin múinteoirí taistil ann a díobh ag teagasc mhuirineacha ar leith go príobháideach nó a tugadh teagasc do roinnt páistí i gceantar áirithe, i ngan fios don dlí.

33. B'iomaí cúis a bí le mear-leathnú na scol seo. Ó thráth 1750 amach, maolaíodh i gcoitinne géar-peidhmiú na bpéindlithe; bí meán-aicme Chatoilceach ag teacht chun cinn ar aon chéim le gluaiseacht Phrotastúnach a bí ag neartú in aghaidh na gcreapall a chuir Sasana ar chúrsaí tráchtála agus riaracháin na hÉireann. Tugadh faoiseamh, agus as sin cuireadh i bhfeidhm dara hAcht Póirtine Gardiner i 1782 agus Acht Póirtine Hobart i 1793, dlithe a d'fág bealach ag Caitliceach páirt ní ba mó a ghlacadh i ngnóthaí agus i saol na tíre. Do réir mar scaoileadh na slabhraí díobh, rinne Caitliceach ar a gcuid scoil le cóir a n-aitheartuithe d'fáil.

34. Sa mbliain 1824, bailigh Coimisinéirí Fiosrúcháin an Oideachais in Éirinn mion-eolas fá na scoil éagsúla a bí i ngach paráiste sa tír agus d'foilsíodar achomaireachta de na tuairisceáin sin sa dara tuarascáil leo in 1826. Tá fianaise ann go raibh eolas tábhachtach i gcuid, ar a laghad, de na tuairisceáin bunaidh nárbh furasta a chur i ríocht staidrimh ach ar leor é le breith na gCoimisinéirí, agus luchtaí fiosrúcháin eile, ar na "scola táille" a bréagnú.[13] Léiríonn na hachomaireachta áfach a foirleithne a d'éirigh sliocht na "scol gearr" ó 1731 amach. Tugann an tuarascáil síos[14] go raibh tuairim le 9,000 de na scoil sin ann lena linn agus timpeall 400,000 dalta iontu. Deirtear

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[11] Tugadh "scola táille" orthu toisc go mbíodh ar gach scoláire táille d'íoc in aghaidh na ráithe as a theagasc; bí rátaí ar leith ann do na hábhair éagsúla.

[12] Corcoran—*op. cit.*, lch. 26.

[13] *Schools of Kildare and Leighlin A.D.* 1775-1835—(an tAth.) Martin Brenan.

[14] Dara Tuarascáil—1826, lch. 18 *et passim.*

there were then about 9,000 such schools, attended by some 400,000 pupils. It adds that these schools were not under any particular superintendence and that they arose from time to time in response to demand. This was true, no doubt, of several of them but that many were well-established is known from other sources.[15] A number were permanent "classical schools," providing grammar school as well as primary education in towns and larger centres:[16] many received parochial aid from church collections or the contributions of the local clergy, and were in practice parochial schools. In these the teacher taught or was appointed with the sanction of the parish priest. Records of parochial teachers are found as early as 1752.[17] There were other " pay schools " under Catholic teachers which operated independently but under supervision by the local clergy, and there were then, as in the previous two centuries, itinerant teachers who moved from parish to parish or taught from house to house wherever they could find pupils. For most teachers school-keeping was a seasonal mode of employment, since attendance was usually discontinued in the winter months; this made the provision of accommodation for pupils still more difficult and uncertain. Extracts from the report's abbreviated description of the accommodation for some schools, with the number of pupils taught in each, are consequently illuminating: " house of parish priest " (50), " a cabin open to every wind " (54), " a room in the master's house " (40), " the extremity of a smith's forge " (55), " lent by a farmer for teaching his children " (84), " one end of an old stable, unroofed " (98), " held a week in each of the scholar's houses " (40), " a hut built by neighbours " (77), " built by the master " (100), " held in the chapel " (80). Yet despite the poverty of the people and the lack of school buildings, the ratio of Irish children attending school in 1824 was much higher than that in neighbouring countries.

Parochial " Free Schools " and Schools of Religious Institutes

35. In addition to the " pay schools ", Catholics had also open to them the " Catholic free schools ". Mainly urban, these day schools were attached to the parish churches and the teacher's salary was wholly provided from parochial funds, tuition being free. The curriculum was similar to that of the " pay schools ". In 1824 there were 352 "free schools" in existence, chiefly in Leinster and Munster. For some time too, in the towns, free education was being given in the schools of the religious institutes which were dedicated specifically to the education of the poor. The Irish Christian Brothers had, by 1824, 12 schools catering for about 4,000 boys, and another 10 large boys' schools, some of which antedated those of the Christian Brothers, were conducted by other congregations. For girls there were 52 Convent schools, half of this number being conducted by the Presentation Sisters and attended by 4,500 pupils. These were almost all free schools, and the Commission of 1824 found that they were " conducted with great order and regularity ", the children being well supplied with books and school requisites. In all of them religious and secular instruction was combined as a matter of course.

[15] cf. Brenan, *op. cit.*; Corcoran, *Some Lists of Catholic Lay Teachers and their Illegal Schools in the later Penal Times*; Dowling, *The Hedge Schools of Ireland.*

[16] The education received by him in three of these schools is mentioned by the Rev. Dr. Henry Cooke, then Moderator of the Presbyterian General Assembly, in his evidence before the Commission of 1824 (First Report 1825, Appendix No. 261, p. 810). And again before a Select Committee of the House of Commons in 1837 he states (Report p. 480): " The master with whom I was educated taught alternately Latin and Greek, English and Irish."

[17] Corcoran, *Some Lists, etc.*, p. 33 *sq.*

nać raiḃ na scola fá aon úḋarás ar leiṫ stiúrṫa agus gur bunaíoḋ iad do réir mar ḃí éilimh ortu. D'fíor sin gan aimheas fá cuid maiṫ acu ać is eol duinn ó úḋair eile go raiḃ sean-bunaḋ fá cuid mór.[15] Buan-scola "clasaiceaća" roimpe acu a tug meán-oideaćas agus bunscolaíoćt in éineaćt i mbailte móra agus sna sráiḋbailte ba mó;[16] fuair tuilleaḋ cúnaimh ón bparáiste tré bailiúćáin séipéil nó sintiúis ó ćléir na háite agus ba scola paráiste iad dáiríre. An sagart paráiste a ćeap an t-oide nó a ćeaḋaig dó teagasc iontu seo. Tá tagairtí do mhúinteoiri paráiste le fáil siar sa mbliain 1752.[17] Bí "scola táille" eile fá mhúinteoiri Catoiliceaća ag oibriú ar a n-aġaiḋ féin ać fá śúil cléire na háite, agus bí freisin, mar bí le dá ćéad bliain roimhe, múinteoiri taistil ó pháráiste go paráiste nó ó ćeaċ go teaċ, aon áit a raiḃ scoláirí len éisteaćt leo. Ní raiḃ sa scolaíoćt ać slí beaṫa séasúraċ ag formór na múinteoiri mar nać dtéaḋ páistí cun scoile tráṫa an ġeimhriḋ, ruḋ a d'fáġ ionaḋ agus cóiriúcht scoile níos deacra, neamhcimnte fós. Is spéisiúil dá réir sin an gearr-cuntas a tugtar sa tuarascáil ar cóiriúcht cuid de na scola agus ar an líon páistí a bí iontu—"teaċ an tsagairt pháráiste" (50); "boṫán a dtéann gać sinneán trí" (54), "seomra tiġ an mháistir" (40), "ceann ciar ceartan" (55), "ar iasaćt ó feilméara as teagasc a clainne" (84); "ceann sean-stábla gan díon" (98), "ar bun seaćtain i dteaċ gać scoláire" (40), "boṫóg a tóg comharsana" (77), "an máistir a tóg" (100), "ar bun sa séipéal" (80). Ać ainneoin an anáis agus uireasa foirgneamh scoile, b'airde go mór an coibneas de páistí na hÉireann a bí ar scoil sa mbliain 1824 ná mar bí i Sasana.

"Saor-scola" paráiste agus scola na nOrd

35. Le cois na "scol táille," bí freisin "saor-scola" ag Catoiliciġ. Sna bailte móra a bíoḋ bunáiṫe na scol lae seo, ag dul le heaglais an pháráiste, agus hioctaí tuarastal an oide as ciste an pháráiste, ionas go mbíoḋ an scolaíoćt in aisce. Cúrsa de ćineál na "scoile táille" a tugtaí iontu. In 1824, bí 352 "saor-scoil" ag obair, den cuid ba mó i gCúigí Laiġean agus Mumhan. Sna bailte móra, le tamall roimhe sin freisin, bí oideaćas in aisce dá ṫabairt i scola na n-ord ćráḃaiḋ a raiḃ scolaíoćt na mboćt mar phríomhcuspóir acu. Fá 1824, bí 12 scoil, agus tuairim 4,000 buaćaill iontu, fá cúram na mBráṫar Críostúla agus bí comlućta eile i mbun 10 gcinn de scola móra eile do buaćaillí, scola cuid díoḃ a bí ann roimh na Bráiṫre Críostúla. Bí 52 scoil ćloćair ann do ćailíní, agus Siúraća na Toirbirte i mbun a leaṫ a raiḃ 4,500 dalta iontu. Bí scolaíoćt in aisce ina bformór sin agus fuair Coimisiún 1824 amaċ go raiḃ "great order and regularity" ina riar, agus neart leaḃar agus fearas ag na daltaí. Iontu go léir, bí teagasc creidimh agus teagasc saolta mar cuid dá ćéile ar an ngnáṫ-ćaoi.

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[15] Cf. Brenan, *op. cit.*; Corcoran—*Some Lists of Catholic Lay Teachers and their Illegal Schools in the later Penal Times*; Dowling—*The Hedge Schools of Ireland.*

[16] Tagair an Dr. Oir. Enrí Cooke, Uaćtarán ar an gComḋionóil Presbitéaraiġ san am, i bpianaise a tug sé os cóir Coimisiúin 1824 (Céad-Tuarascáil, Aguisín Uim. 261, lć. 810), don oideaćas a fuair sé i dtrí scoil den tsórt seo; agus arís dúirt sé le Roġa-Coiste de Tiġ na gComóntać in 1837 (Tuarascáil, lć. 480): "The master with whom I was educated taught alternately Latin and Greek, English and Irish."

[17] Corcoran—*Some Lists, etc.*, lć. 22 *sq.*

Confraternity of the Christian Doctrine

36. This institution, which appears at this time to have been active in every parish and whose introduction into this country probably dates back to the Penal Laws, was concerned with religious instruction in the parochial churches mostly on Sundays. Where children resided too far from the church, classes were also held in private houses. The teachers were the priests or lay persons selected by them, many of these lay teachers being also the teachers of the " pay schools ". The pupils were the Catholic children of the parish, whether at day schools or not; adults were also often taught. To each confraternity was usually attached a lending library of religious literature from which books were available for use in class, as well as for the general reading of parishioners. The attendance at this instruction is described by the Commission of 1824 as " extremely numerous "; it was, of course, often the only instruction open to the people.

The Education Societies

37. In the foregoing paragraphs (30-36), the schools normally available to the majority of the people have been described. Prior to Hobart's Relief Act (1793), there began to operate the first of a number of societies which established or aided schools for elementary education and whose activities were largely responsible for the eventual appointment of a state educational authority. That first society was the " Association for Discountenancing Vice and Promoting the Knowledge and Practice of Christian Religion ". Founded in 1792, it was followed in the next century by the " London Hibernian Society " (1805), the " Sunday School Society " (1809), the " Society for Promoting the Education of the Poor of Ireland " (1811), the " Baptist Society for Promoting the Gospel in Ireland " (1814), and the " Irish Society for Promoting the education of the native Irish through the medium of their own Language " (1818). In addition, several lesser societies, originating here or in England, controlled a small number of schools.[18]

The Association for Discountenancing Vice

38. The earliest of the education societies consisted originally of three members of the Established Church " who bound themselves to meet once a week to consult upon the most likely means, under Providence, to restore belief and practice of religion and virtue ".[19] Foremost among the subjects to be discussed by them was religious education. Their funds were at first devoted to the provision of religious books and tracts, and to the distribution of premiums for catechetical examinations. Incorporated in 1800 and given an annual Parliamentary grant, the Association then began to build and support schools. This aid was given on condition that the school received no annual grant from any other public institution, that the teachers were members of the Established Church, that the Scripture was read by all pupils who could read, and that no Catechism was taught but that of the Church of England. The schools were open to children of all persuasions and all pupils were required to read the Scriptures, but only members of the Established Church were required to learn the Catechism. In 1824 there were 226 of these schools, whose curriculum consisted of English

[18] cf. Second Report of the Commissioners of Irish Education Inquiry, 1826, p. 16.
[19] First Report, 1825, p. 31.

Comlucht an Teagasc Críostaí

36. Is dóig gur le linn na bpéindlíte a táinig an cumann seo isteach sa tír; fán am atá i dtráth anseo bí craobh de i ngach paráiste. Teagasc creidimh a tabairt sna heaglaisí paráiste ar an Domhnach, de ghnáth, ba chuspóir dó. Tugtaí ranga i dtithe príobháideacha freisin do páistí a bí ró-fada ón eaglais. Na sagairt, nó tuataigh a thogadar, a thugadh an teagasc agus go minic ba iad múinteoirí na '' scoil táille '' na tuataigh sin. Páistí Catoilíceacha an paráiste a bíodh sa rang, bídís ar scoil lae nó ná bíodh, ach ba mhinic a tugtaí teagasc do dhaoine fásta freisin. Bíodh leabharlann de litríocht chrábaidh ag dul le gach cumann agus bíodh leabhra aisti ar fáil len úsáid sa rang nó ar iasacht mar ábhar léitheoireachta ag an bpobal. Dúirt Coimisiún 1824 go raibh freastal an-lionmhar ar an teagasc seo; ba mhinic, ar ndóigh, a bí an pobal i dtaobh leis.

Na Cumainn Oideachais

37. Tráchtadh sna hailt roimhe seo (30-36) ar na scola a mbíodh teacht de ghnáth ag formhór an phobail orthu. Roimh Acht Póirtne Hobart (1793) sea bunaíodh an chéad-cheann de roinnt cumann a bunaigh nó a chabraigh le scola le haghaidh bunoideachais agus arbh iad a gcuid imeachtaí ba siocair, cuid mhór, fá dheireadh le Stát-údarás oideachais a cheapadh. Ba é '' Comhlachas Toirnimh na Duáilce agus Craobhscaoilte Eolais agus Chleachta an Chreidimh Chríostaí '' an chéad-chumann díobh sin. Bunaíodh é i 1792 agus táinig ina diaidh, sa chéad-aois eile, '' Cumann Íbheirneach Londain '' (1806), '' Cumann na Scol Domhnaigh '' (1809), '' Cumann Forbairte Oideachais na mBocht in Éirinn '' (1811), an '' Cumann Baistiú chun Craobhscaoilte an tSoiscéil in Éirinn '' (1814), agus an '' Cumann Gaelach chun forbairte oideachais na dTiorthach tré airmeán a dTeanga Féin '' (1818). Ina gceann sin, bí roinnt cumann ní ba lú ná iad, a tosaíodh anseo nó i Sasana, agus a raibh beagán scol fútu.[18]

Comlachas Toirnimh na Duáilce

38. Ní raibh sa chéad-cheann seo de na cumainn oideachais ar dtús ach triúr comaltaí den Eaglais Reachtúnaithe '' a cheangail orthu féin tíocht le chéile uair sa tseachtain le comhairle a ghlacadh fán mhodh ab fearr, fá thoil Dé, chun iris agus cleachtadh creidimh agus suáilcí d'aithreoidhe.''[19] Bí oibeas creidimh ar na céad-ábair a chuireadar rompu a phlé. Chaitheadar a gcuid airgid ar dtúe ag soláthar leabhar agus tráchtais irise agus ag dáil duaiseanna ar scrúduithe Teagasc Críostaí. Corpraíodh iad sa mbliain 1800 agus tugadh deontas bliantúil dóibh ón bParlaimint. Thosaigh an Comhlachas ansin ag tógáil agus ag riar scol. Chabraíodar le scoil ar choinníoll nach raibh deontas bliantúil dá fháil aici ó aon fhoras poiblí eile, gur chomaltaí den Eaglais Reachtúnaithe na múinteoirí, gur léigh gach dalta dár fhéadh léamh an Scríbhinn Diaga agus nár múineadh aon Teagasc Críostaí ach ceann Eaglais Sasana. Bí scolaíocht le fáil ag páistí gach aicme creidimh agus bí ar gach dalta an Scríbhinn a léamh, ach ní raibh ach ar chomaltaí den Eaglais Reachtúnaithe an Teagasc Críostaí d'fhoglaim. Fá 1824 bí 226 de na scola seo ann agus ba Catoilicigh dá chúigiú cuid dá gcuid daltaí; léamh Béarla (as an mBíobla ba mhó dó), scríobh agus

[18] Cf. Dara Tuarascáil Choimisinéirí Fiosrúcháin an Oideachais in Éirinn—1826, lch. 16.

[19] Céad-Tuarascáil—1825, lch. 31.

reading (chiefly from Scripture), writing and arithmetic, and some two-fifths of whose pupils were Catholics. The Commission of 1824 stated " that this respectable class of school . . . can hardly be expected to inspire the Roman Catholics, or the Presbyterians with confidence, being under the immediate superintendence of the clergy of the Established Church, the doctrines of which they have always consistently and avowedly taught to all who would consent to learn them. The education of the children of any other persuasion is so entirely an accidental and secondary object that Presbyterians and Protestant Dissenters, as well as Roman Catholics, view this class of schools with some degree of distrust ".[20]

" The Irish Society for promoting the Education of the Native Irish . . ."

39. The Irish Society is of interest chiefly because of its aims. The first of its rules stated that its exclusive objects were " to instruct the native Irish, who still use their vernacular language, how to employ it as a means for obtaining an accurate knowledge of English; and for this end, as also for their moral amelioration, to distribute among them the Irish Version of the Scriptures by Archbishop Daniell and Bishop Bedell, the Irish Prayer Book, where acceptable, and such other works as may be necessary school books, disclaiming at the same time, all intention of making the Irish language a vehicle for the communication of general knowledge."[21] It was then estimated that 1½ million of the population were practically monoglot, and the use of Irish in their case was expected to result in the acquisition of English as well as of knowledge of Scripture, the means directly adopted being the use of books presenting in parallel columns texts in Irish and an English translation. In 1824, the Society conducted some 50 day schools for children and another 20 schools for adults.

The Kildare Place Society

40. " The Society for Promoting the Education of the Poor of Ireland ", formed in the year 1811, emerged as the most important of the education societies. To achieve its object, the Society early undertook, as its " leading principle ", " to afford the same advantages for education to all classes of professing Christians, without interfering with the peculiar religious opinions of any." Towards this end, it set out to assist in the founding and maintenance of schools in which the appointment of teachers and the admission of scholars should be uninfluenced by religious distinctions, and in which the Sacred Scriptures, " without note or comment ", should be read by all pupils who had acquired the ability to read, all catechisms and books of religious controversy being excluded. A school on this basis had been conducted in School Street (Dublin) since 1786, and it was there that the Society at first met. As its principles favoured " mixed " or " undenominational " education (which was to be enforced in Ireland for several decades), it was probably because of them that, instead of appointing a Board as recommended by the Commission of 1806-'12, the British Government chose the Society to administer a Parliamentary grant made available for elementary education in 1814.

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[20] First Report, 1825, p. 89.

[21] Extract from the General Rules prefixed to the Society's Report for 1824 and quoted in the First Report, 1825, Appendix 250.

uimhríocht a bíodh ina gcúrsa léinn. Dúirt Coimisiún 1824 fúthu: " this respectable class of school . . . can hardly be expected to inspire the Roman Catholics, or the Presbyterians with confidence, being under the immediate superintendence of the clergy of the Established Church, the doctrines of which they have always consistently and avowedly taught to all who would consent to learn them. The education of the children of any other persuasion is so entirely an accidental and secondary ob ect that Presbyterians and Protestant Dissenters, as well as Roman Catholics, view this class of schools with some degree of distrust."[20]

"An Cumann Gaelach chun forbairte oideachais na dtíortach . . ."

39. Is de barr a cuspóirí is mó atá an Cumann Gaelach mspéise. Tugadh síos sa gcéad-cheann dá cuid rialacha gurb é a aon-cuspóir a mhúineadh do thíortaigh Gael, a raibh a dteanga dúchais fós acu, cé mar bainfidís leas aisti le eolas cruinn a chur ar Béarla. Chuige sin, agus chun a mbealaigh a leasú, beartaíodh na leagain Gaeilge den Tiomna leis an Ardeaspag Ó Domhnuill agus an tEaspag Bedel a scaipeadh orthu, an leabhar Urnaí Gaeilge san áit a nglacfaí léi agus pé saothair eile a theastódh mar leabhra scoile, ach san am céanna go séanfaí " all intention of making the Irish language a vehicle for the communication of general knowledge."[21] Measadh ag an am go raibh milliún go leith den pobal i ndáil le beith aon-teangach agus bhí súil dá n-úsáidtí Gaeilge ina gcás siadsan go dtabharfaidís an Béarla leo agus eolas ar an Scriptiúr lena chois; chuige sin, baineadh leas as leabhra a raibh téacsa i nGaeilge agus leagain Bhéarla díobh foilsithe iontu i gcolúin le hais a chéile. Sa mbliain 1824, bhí 50 scoil lae do pháistí agus 20 scoil eile do dhaoine fásta fán gCumann.

Cumann Plás Chill Dara

40. Dá é, mar táimig sé chun cinn, " Cumann Forbairte Oideachais na mBocht in Éirinn " an ceann ba tábhachtaí de na cumainn oideachais. Le go n-éireoh leis, chuir an Cumann roimhe, mar phríomh-phrionsabal, go luath ina shaol ' na deiseanna céanna oideachais a thabhairt do gach uile aicme a d'admhaigh an Chríostaíocht, gan baint le tuairimí áirithe irise aon chinn díobh.' Chuige sin bheartaigh sé cuidiú le scola a thógáil agus a riar. Sna scola seo, ní chuirfeadh cineál a chreidimh as do cheapadh an mhúinteora ná d'ionadhacht an dalta; bheadh ar gach dalta iontu, a bhí i mbun léamh, an Scríbhinn Diaga " gan ghluais gan léiriú " a léamh, ach coinneofaí astu amach leabhra teagaisc chríostaí agus leabhra conspóide creidimh de gach cineál. Bhíodh scoil ar an mbun seo fá sheol i Sráid na Scoile (Baile Átha Cliath) ó 1786 i leith agus b'imtí a tionóltaí an Cumann ar dtús. Bhí a chuid prionsabail i bpábhar an oideachais " measctha " nó " neamhrisaicmeach " (a raibh sé i mbán dó a chur i gcion in Éirinn ar feadh cupla scór bliain), agus is dóigh gur mar gheall orthu a thog Rialtas Sasana é chun deontas Parlaiminte, a tugadh le hagaidh bunoideachais sa mbliain 1814, a riar in áit Bord a ceapadh mar mhol Coimisiún 1806-'12.

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[20] *Ibid.*, lch. 89.

[21] Sliocht as na Rialacha Gineárálta a bhí i dtosach Tuarascála an Chumainn, 1824, agus a tugtar síos sa gCéad-Tuarascáil—1825, Aguisín 250.

41. The Society moved, in 1817, to Kildare Place, from which site was derived its cognomen of " Kildare Place Society ". In 1824, of its managing committee of thirty-one laymen, two were Presbyterians, four members of the Society of Friends, two Catholics and the rest members of the Established Church. Few Catholics appear to have been members of the Society. Its plan was, briefly, to make grants for the erection of new schools and for the improvement of existing schools adhering to its rules; to train, at short-term courses in its two model schools, teachers recommended to it by school patrons; to publish " moral, instructive and entertaining books " for the use of schools; to supply school requisites at cost price;[22] to maintain a system of annual inspection, and to award gratuities to teachers.

42. In 1824 as many as 583 schools were aided solely by the Society, while another 300 schools under other education societies also received grants from it. The Society was not, at least officially, supported by the bishops of the Established Church but the clergy in general approved of it, as did also the Presbyterians. At the beginning, and in view of its " leading principle ", some of the Catholic clergy and laity applied for the Society's aid in building and improving schools and for its school requisites, this co-operation being later limited to application for requisites. There were several reasons for this change of attitude: the rules forbade denominational religious instruction in the schools; the indiscriminate reading of the Scripture " without note or comment ", gradually given greater prominence by the Society, was contrary to Catholic teaching, and the Society's insistence, as a matter of fundamental principle, that the purpose of this reading was to enable pupils to " become acquainted with principles of the Christian religion ", was considered to be erroneous.[23] The conduct of some patrons and their interference in religious matters in the schools did not tend to allay Catholic suspicions and, finally, when in 1820 the Society extended aid to schools of other societies, whose aims were more evangelical than educational, the system was denounced by the Catholic authorities and was thereafter strongly opposed by them.

The Lord Lieutenant's Fund

43. Parliament in 1819 empowered the Lord Lieutenant to make grants in aid of the building or purchase of school-houses. Applications were considered by three Commissioners, and granted or refused on their recommendation. A grant of aid was given against a local contribution, on the condition that a lease in perpetuity of the site be made to suitable trustees. The grant was paid on completion of the building; with the school itself the Commissioners were not concerned. In practice, applications from Catholics were discouraged by the use of an official form of conveyance which made the local clergy of the Established Church party to it, vesting in them the schools with the right of appointing the teachers. Moreover, the Commissioners did not favour applications supported by a local fund which was derived from small subscriptions, although there was no other way by which the ordinary people could raise an adequate sum. Accordingly, out of the 481 grants issued up to 1825, only 12 went to Catholic schools.[24]

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[22] Grants for the purchase of the Society's school readers and texts were made to schools of all classes.

[23] First Report, 1825, Appendix No. 257.

[24] cf. First Report, 1825, pp. 58-60.

41. D' aistriġ an Cumann ġo dtí Plás Cill Dara sa mbliam 1817 agus is ón ionad sin a táinig a leas-ainm "Cumann Plás Cill Dara." Den coiste tríoċa haon tuataċ a bí dá stiúrad sa mbliam 1824, ba presbitéarai beirt, comaltaí de Chumann na gCarad ceatrar, Catoilicigh beirt agus comaltaí den eaglais Reachtúnaithe an cuid eile. Ba beag Catoiliceach a bí ina gcomaltaí den Chumann. Ba é a bheartas, go hachomair, deontais a thabairt chun scola nua a tógáil nó caoi a chur ar scola a ghéillfead dá rialaċa; múinteoiri, a mholfad éarlamha scol dó, d'oiliúint ar ġearr-chúrsaí ina dá mhod-scoil; 'leabra, a mbeadh morálta, teagasc agus eolas le baint astu,' d'foilsiú i gcóir na scol; fearas scoile a sholáthar ar a costas;[22] cigireacht a dhéanamh in aghaidh na bliana agus aisci a thabairt do mhúinteoiri.

42. Sa mbliam 1824 bí 583 scoil a bí i dtuilleamaí cabrach ón gCumann féin amháin agus bí 300 eile fá chumann oideachais eile a fuair deontais uaidh freisin. Nior chuidigh easpaig na hEaglaise Reachtúnaithe leis an gCumann, go hoifigiúil ar aon nós, ach bí a cléir i gcoitinne sásta leis, agus na presbitéaraig ina gceann. Ar dtús, i ngeall ar a "phrionn-phrionsabail," d'iarrad roinnt den chléir agus den tuaith Catoilicigh cabair ar an gCumann chun scola a tógáil nó bail a chur orthu, agus d'faigidis a cuid fearas. Ni ba dhéanai, ni dhéanaidis ach fearas d'iarraidh. Bí roinnt chúiseanna leis an athrú meona seo: coisc na rialaċa teagasc iris-aicmiúil creidimh sna scola; bí léamh na Scriptiúra ag cách ar aon-choma, 'gan ghluais, gan léiriú,' ar thug an Cumann breis tábachta dó do réir a chéile, contrárta le teagasc na gCatoilicead, agus measadar an Cumann a bheith in earráid nuair a rinne sé prionsabal dhunaidh dá dóigh gurb é cuspóir a bí leis an léamh cur ar chumas na ndaltaí 'eolas a chur ar phrionsabail an chreidimh Chriostaí.'[23] Nior chuidigh iompar roinnt de na héarlamha scoile, agus an cur isteach a nidís sna scola i gcúrsaí creidimh, le aimreas na gCatoilicead a mhaolú, agus i ndeireadh dála, nuair a thug an Cumann, sa mbliam 1820, cabair d'eagraíocta eile ar mó den tsoiscéalaíocht ná den oideachas a bí ar a gcuspóirí, dhaoraig na húdaráis Chatoiliceacha an córas agus as sin amach cuireadar go tréan ina choinne.

Ciste Phir Ionaid an Rí

43. Fuair Fear Ionaid an Rí údarás ón bParlaimint sa mbliam 1819 deontais a thabairt chun tithe scoile a tógáil nó a cheannacht. Glactaí le hiarratas ar dheontas, nó diúltaití é, ar mholadh trithr Coimisinéiri. Ceadaití an deontas in aghaidh cion-íocaíocta áitiúla, ar choinnioll go dtabharfaí léas sutham ar an suiom d'ionthaobaithe oiriúnacha. Nuair bíodh an foirgneamh tógtha, hioctaí an deontas; ni chuireadh na Coimisinéiri isteach ná amach ar an scoil féin. Baintí leas as foirm oifigiúil tíolacais a níodh cléir na hEaglaise Reachtúnaithe páirteach sa léas, a dhílsíodh na scola iontu agus a thugadh ceart ceapacáin na múinteoiri dóibh, rud a d'fág mí-fonn ar Chatoilicigh a gcuid den chiste d'iarraidh. Tairis sin, ni bíodh aon bháidh ag na Coimisinéiri le hiarratais a mbíodh ciste áitiúil a bailiti i sintiúis beaga de thaca leis, cé nach raibh a mhalairt do bhealach ag na gnáth-daoine le leor-shuim a sholáthar. Sa gcaoi seo, as na 431 de deontais a heisíodh suas go dtí 1825, ni bhfuair scola Catoiliceacha ach 12 díobh.[24]

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[22] Cf. Céad-Thuarascáil—1825, lg. 58-60.

[23] Tugtaí deontais chun léitheoirí scoile agus téacs-leabra an Chumainn a cheannacht do scola de gach cineál.

[24] Céad-Thuarascáil—1825, Aguisín Uim. 257.

Commissioners of Irish Education Inquiry 1824-'27

44. Impelled mainly by their objections to the Kildare Place Society, the Catholic Hierarchy petitioned Parliament in 1824 for aid on a more equitable basis for their schools. In seeking such aid the Bishops specifically stated " that in the Roman Catholic Church the literary and religious instruction of youth are universally combined, and that no system of education which separates them can be acceptable to the members of her communion ".[25] The petition was followed by the appointment of a body known as the " Commissioners of Irish Education Inquiry ", whose reports were issued in the years 1825-'27.

45. The principal function of the Commissioners was " to report as to the measures which could be adopted for extending generally to all classes of the people of Ireland the benefits of education." They opposed, as inexpedient, a system of separate education since they regarded it " of great importance to the interests of the State " that the youth of all persuasions should be educated together " in habits of early intercourse and attachment ".[26] With the Commission of 1812 they agreed that no system would be acceptable to the Irish people that did not afford the opportunity of religious instruction to all, in which respect the Commissioners had found the Kildare Place system defective. They recommended a system of combined literary or general instruction and separate religious instruction for children of different religious persuasions.

46. Briefly, the Commissioners proposed establishing, in each parish, a " public school of general instruction " under two lay teachers, one Catholic and the other Protestant, each of whom would impart religious instruction to the children of his own creed on certain days of the week, following the early dismissal of other pupils, the clergy of the particular creed to attend if necessary. A Government appointed Board was to manage the schools, its funds to be provided partly by the State, partly from " parochial assessments ", and partly from school fees. The Board would administer all state grants for education and schools in receipt of public aid would be required to submit to its jurisdiction. This body was to be empowered to appoint and dismiss teachers, to employ inspectors and to approve books for school use. Copies of the Testament were to be provided for the use of pupils of each denomination, as well as a book of Scripture extracts designed for general instruction. This latter proposal was the immediate cause of the failure of the scheme.

47. Consequent on their first report, the Commissioners were requested by the Lord Lieutenant to set up a certain number of schools by way of experiment. They had already obtained the views of the Catholic Bishops who, early in 1826, had expressed in a series of resolutions their attitude towards the proposed plan.[27] These admitted the possibility of the literary instruction of Catholic and Protestant children together in the same schools provided " sufficient care be taken to protect the religion of the Roman Catholic children and to furnish them with adequate means of religious instruction ", but insisted that a Catholic should be the principal teacher of each school in which Catholic children were in a majority, a Catholic assistant teacher to be employed in schools in which they were in a minority, such teachers to be appointed with the approval of the local Catholic

[25] *ibid*, p. 1.
[26] First Report, 1825, p. 90.
[27] *ibid*, pp. 95-96.

44. Na cúiseanna a bí ag na hEaspaig Catoiliceacha in aghaidh Cumann Phlás Cill Dara, ba iad ba mó a cuir orthu achaí a déanamh leis an bParlaimint sa mbliain 1824, ag iarraidh cothrom ní b'fearr dá gcuid scol. San achaí, luaig na hEaspaig go sonrach ' gur cuid dá céile teagasc litearta agus teagasc creidimh na hóige san eaglais Chatoilicig, Rómánach fré céile agus nach bféadfadh a comhaltaí cumainn glacadh le haon chóras oideachais a dealódh an dá theagasc ó chéile.'[25] Ba é iarmhairt na hachaí gur ceapadh dream ar ar tugadh '' Commissioners of Irish Education Inquiry '' (Coimisinéirí Fiosrúcáin an Oideachais in Éirinn) agus a d'foilsig tuarascála sna blianta 1825-'27.

45. Ba í príomhghnó na gCoimisinéirí '' to report as to the measures which could be adopted for extending generally to all classes of the people of Ireland the benefits of education.'' Measadar nach ndéanfadh córas deighilte oideachais cúis agus diúltaíodar dó ar an tuairim gur ri-thábachtach do leas an Stáit go dtabharfaí comhscolaíocht do dhaoine ógha den uile aicme chreidimh, '' in habits of early intercourse and attachment.''[26] D'aontaíodar le Coimisiún 1812 nach nglacfadh muintir na hÉireann le haon chóras nach dtabharfadh deis ar theagasc creidimh do chách, pointe ina raibh mairg ar chóras Phlás Cill Dara dar leis na Coimisinéirí. Moladar córas ina dtabharfaí comhteagasc litearta nó coiteann agus teagasc creidimh ar leithligh do pháisti d'aicmí éagsúla creidimh.

46. Go hachomair, ba é moladh na gCoimisinéirí go mbunófaí, i ngach paráiste, ' scoil phoiblí oideachais choitinn ' fá bheirt chuach-oidí, duine acu ina Chatoiliceach agus an duine eile ina Phrotastúnach, agus go dtabharfadh gach aon duine acu teagasc creidimh do na páisti a bhaim lena chreideamh féin laethanta áirithe den tseachtain tar éis na dhaltaí eile a ligean chun bealaigh luath; ceadh ag cléir na haicme áirithe a bheith i láthair dá mba gá é. Bheadh baintisti na scol fá Bhord Rialtais ambeadh cuid dá chiste ag tíocht ón Stát, cuid ó chíos paráiste agus an chuid eile ó thailli scoile. Sé an Bord sin a riarfadh gach deontas Stáit le hagaidh oideachais agus chaithfeadh scola a sheobhadh deontais phoiblí ghéilleadh dá chuid rialacha. Bheadh cumhacht aige oidí a cheapadh agus a bhriseadh, cigirí d'fhostú agus leabhra a cheadú le húsáid sna scola. Cuirfí cóipeanna den Tiomna ar fáil do dhaltaí de gach aon aicme chreidimh, agus ina gceann leabhar de shleachta Scriptiúra a mbainfí leas as sa gcomhteagasc litearta. Is é an moladh deireadh sin ba mó ba siocair le briseadh na scéime.

47. Ar lorg a gcéad-thuarascála, d'iarr an fear ionaid ar na Coimisinéirí roimhe scol a bhunú leis an scéim a thriail. Bí tuairimí na n-easpag Catoiliceacha ar an scéim a bí i gceist, a nochtadar i sreath rún go luath in 1826, ar eolas ag na Coimisinéirí ceana.[27] D'admhaig na rúin go mb'fheidir go bhféadfaí teagasc litearta a thabairt do pháisti Catoiliceacha agus do pháisti Phrotastúnacha in éineacht sna scola céanna ar choinnioll go nglacfaí leorchúram '' to protect the religion of the Roman Catholic children and to furnish them with adequate means of religious instruction,'' ach ba coinnioll acu Catoiliceach a bheith ina phríomh-oide ar aon scoil mar Chatoilicig thromlach na ndaltaí, Catoiliceach a bheith ina chúntóir i scola mar mhionlach iad, agus gur le haontú easpaig Chatoilicig na háite a ceapfaí na hoidí sin. Ba choinnioll acu, tairis sin, oiliúint oidí Catoiliceacha a bheith fá Chatoilicig, agus

[25] *Ibid.*, lch. 1.
[26] *Ibid.*, lch. 90.
[27] An Chéad-Thuarascáil—1825, lch. 95-96.

bishop. They insisted further on the training of Catholic teachers being in the hands of Catholics, on the selection by the prelates of books intended for Catholic religious instruction and on the non-introduction of literary books objectionable on religious grounds. They objected, moreover, to the proposed transfer of the existing schools. From any system denying these conditions they would withhold approval.

48. With these resolutions before them, the Commissioners, as a first step, sought to produce a volume of Scripture extracts for use in secular instruction in the new schools. The selection was initially made by representatives of the Established Church and then submitted to the representative of the Catholic bishops, but difficulties arose, ending in disagreement. One of the Commissioners[28] then prepared " a harmony of the Four Gospels " under the title of " Christian Lessons ". This, in due course, was rejected by the Protestant Primate with the statement: " I should feel it my duty to object to any plan of national education in which the co-operation of the clergy in preparing books, visiting schools, and overseeing the teachers was pointedly excluded."[29] The Commissioners abandoned their efforts to give effect to their plan.

In the House of Commons

49. A Select Committee of the House of Commons, in 1828, reviewed the findings of the previous Commissions in an endeavour to discover " a mode in which the combined education of Protestant and Catholic might be carried on, resting upon religious instruction, but free from the suspicion of proselytism ".[30] They proposed that, in schools supported by the State, children should be instructed on four days of the week " in the general subjects of moral and literary knowledge ", while on one of the remaining two days Protestant pupils should receive religious instruction and on the other the Catholic pupils, " the whole of this separate religious instruction to be placed under the exclusive superintendence of the clergy of the respective communions." They proposed also that the New Testament and other religious books should be read in connection with the separate instruction only. The Committee recommended the appointment of a Board of Education to be " bound by strict and impartial rules " and responsible to Parliament for the appropriation of all grants made for the purpose of education in Ireland. They also made proposals for the disbursement of such grants. The adoption of this scheme was supported by another Select Committee which, in 1830, inquired into the state of the poorer classes in Ireland, but a year elapsed before a new plan was introduced, namely, the system of National Education.

The System of National Education

50. The introduction of the " System of National Education " was announced in Parliament on the 9th September, 1831, by the Chief Secretary for Ireland, Mr. Stanley,[31] on a Government vote of the sum of £30,000 for the education of the poor in Ireland. The effect of the vote was to withdraw the grant from the Kildare Place Society and to place it

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[28] Anthony R. Blake, later to be one of the Commissioners of National Education.
[29] Ninth Report, 1827, p. 16.
[30] cf. Appendix No. 7 to the Report of the Powis Commission (1870), Vol. I, Part II, pp. 603-6.
[31] Afterwards Lord Derby.

ceaḋ a ḃeiṫ aṫ na heaspaiṫ na leaḃra a ceapfaí do ṫeaṫasc an ċreiḋiṁ Ċaṫoilicíṫ a ṫoṫaḋ, aṫus, fós, naċ ṫaḃarfaí isteaċ leaḃra liṫeaṙṫa a ḃeaḋ mloċtuiṫe ó ṫaoḃ creiḋiṁ. Ċuireaḋar, freisin, i ṫcoinne scola a ḃí ann ċeana a ċur fá ḃainisṫí an Ḃoiṙḋ. Ní ṫaḃarfaiḋís a n-aonṫas ḋ'aon scéim naċ ṫcomlíonfaḋ na coinníollaċa sin.

48. Ḋ'fféaċ na Coimisinéiṙí mar ṫús, aṫus na rúin sin acu, le leaḃar ḋe śleaċṫa Scriptiúra a ċur ar fáil a núsáiḋeofaí le linn an ṫeaṫaisc śaoltа sna scola nua. Ionaḋaiṫe ḋen Ḃaṫlais Reaċtḃunaiṫe a rinne an toṫaḋ i ḋtosaċ aṫus cuireaḋ a roṫa fá ḃreiṫ ionaḋaí na n-easpaṫ Caṫoiliceaċa, aċ ṫarlaiṫ ḋeaċraċta aṫus níor ṫáṫṫas ar aonṫú ar ḋeireaḋ. Ċuir ḋuine ḋe na Coimisinéiṙí[28] ' comáiṫris as na Ceiṫre Soiscéil ' le ċéile ansin fán ṫeiḋeal " Christian Lessons." Ḋiúlṫaiṫ an Príomáiḋ Protastúnaċ ḋó sin aṫus ḋúiṙt: " I should feel it my duty to object to any plan of national education in which the co-operation of the clergy in preparing books, visiting schools, and overseeing the teachers was pointedly excluded."[29] Liṫ na Coimisinéiṙí ḋen iarraċt an pleaṁ a ṫaḃairt ċun críċe.

I nḊáil Śasana

49. Sa mbliaṁ 1828, ḋ'aṫscrúḋaiṫ Roṫa-Ċoiste ḋe Ḋáil Śasana toraḋ saoṫair na gCoimisiún roiṁe sin ḋe śúil go n-aimseoiḋís " a mode in which the combined education of Protestant and Catholic might be carried on, resting upon religious instruction, but free from the suspicion of proselytism."[30] Moladar go ḋṫaḃarfaí, i scola a mbeaḋ cúnaṁ ón Stáṫ leo, ṫeaṫasc ḋo na páisṫí ceiṫre lá sa ṫseaċṫain " in the general subjects of moral and literary knowledge," go ḋṫaḃarfaí ṫeaṫasc creiḋiṁ ḋo ḋaltaí Protastúnaċa lá ḋen ḋá lá eile aṫus ḋo na ḋaltaí Caṫoiliceaċa lá eile, " the whole of this separate religious instruction to be placed under the exclusive superintendence of the clergy of the respective communions." Moladar freisin naċ léifí an Ṫiomna Nua ná leaḃra cráḃaiḋ eile aċ mar ċuiḋ ḋen ṫeaṫasc aṫscarṫa. Moladar Ḃoṙḋ Oiḋeaċais a ċeapaḋ a mbeaḋ ' rialaċa ḋoċṫa, neamċlaonṫa ' ḋá ċeanṫal aṫus a ḃeaḋ freaṫarṫaċ ḋon Pharlaimint i leiṫreasú na ndeontas uile a caiṫfí le hoiḋeaċas in Éirinn. Rinneaḋar molṫa freisin i ḋtaoḃ íoc na ndeontas sin. Mol Roṫa-Ċoiste eile, a rinne fiosrú in 1830 i ḋtaoḃ staiḋ na mboċt in Éirinn, glacaḋ leis an scéim sin, aċ ḋ'imiṫ bliaṁ sarar tionscnaḋ scéim nua .i. an Córas Oiḋeaċais Náisiúnta.

Córas an Oiḋeaċais Náisiúnta

50. Ar an 9ú Meán Fómair, 1831, ḋ'fóṫair an Príom-Rúnaí ḋ'Éirinn, Mr. Stanley,[31] go raiḃ " Córas an Oiḋeaċais Náisiúnta " le bunú, le linn ḋó vóta Rialtais ḋe £30,000 a moladh sa bParlaimint ar maiṫe le hoiḋeaċas a ṫaḃairt do na boiċt in Éirinn. Ba é briʃ an vóta an deontas a ċúlṫairm ó Ċumann Plás Ċill Ḋara aṫus é a ṫaḃairt don fear ionaiḋ ċun úsáiḋe aṫ

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[28] Anthony R. Blake, a bí ina ḋiaiḋ sin ar ḋuine ḋe Ċoimisinéiṙí an Oiḋeaċais Náisiúnta.
[29] An Naoú Tuarascáil—1827, lc. 16.
[30] Cf. Aguisín Uiṁ. 7 le Tuarascáil Ċoimisiúin Powis (1870), iml. I, Cuid II, lṫ. 603-6.
[31] Lord Derby ina ḋiaiḋ sin.

in the hands of the Lord Lieutenant for the use of a Board of Commissioners, to be constituted by him, for the superintendence of a system of National Education. The first President of the Board, composed of seven members, was the Duke of Leinster.[32] A letter addressed by the Chief Secretary to the Duke, in October, 1931, stated at length the principles and general rules which were to govern the Board's activities.[33]

The " Stanley Letter "

51. According to the letter, the system was to provide for " combined moral and literary and separate religious education ", scrupulously avoiding interference " with the peculiar tenets of any description of Christian pupils " and free from " even the suspicion of proselytism ". Applications for aid would be " admissible from Christians of all denominations ", but priority would be given to joint applications from parochial clergy and laity of different denominations. Aid would be given only where local funds were raised for the maintenance of the school, the payment of the teacher's salary, and the purchase of books and school requisites at half price. For a grant to be given towards school building, at least one-third of the estimated cost was to be contributed locally and, in addition, a site approved by the Commissioners was to be provided and the schoolhouse was to " be vested in trustees, to be also approved by them ".

52. It was stipulated in the letter " that the schools be kept open for a certain number of hours, on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart for giving, separately, such religious education to the children as may be approved by the clergy of their respective persuasions ". The clergy too were to be encouraged by the Board to give religious instruction " either before or after the ordinary school hours, on the other days of the week ". Control was given to the Board over books used in the schools " whether in the combined moral and literary or separate religious instruction ", the Board to sanction the use of books for combined instruction, and the books for religious instruction to be approved by its members who were of the persuasion of those for whom they were intended. It was not designed to exclude from the combined instruction " such portions of sacred history or of religious and moral teaching " as might be approved by the Board, but it was to be understood that such teaching was not intended as a substitute for the separate religious instruction on the day set apart for that purpose.[34] The Board was to apply some of its funds to the editing and printing of approved " books of moral and literary education " and to supply them to the schools at half-price.

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[32] The other members were: two members of the Established Church—Dr. Whately, Archbishop of Dublin, and Dr. Sadleir, Provost of Trinity College; two Catholics—Dr. Murray, Archbishop of Dublin, and Mr. A. R. Blake, Chief Remembrancer and a member of the 1824 Commission; and two Presbyterians—the Rev. Mr. Carlile of the Synod of Ulster, and Mr. Holmes representing the Synod of Munster. The names were suggested by Stanley.

[33] Some material changes appear to have been made in the Letter, as published by the Commissioners up to 1842. The Powis Commission (1870) devoted several pages of its report to these. (Report, Vol. I, p. 21 *et seq.*)

[34] This important provision was inserted, according to the Powis Commission, at the request of some members of the Board prior to their appointment. (Report, Vol. 1, pp. 21-22.)

Bord Coimisinéirí a bunóidh sé féin cun córas Oideachais Náisiúnta a riar. Seachtar comhaltaí a bí ar an gcéad-Bord agus ba é Diúc Laighean an céad-Uachtarán.[32] I litir a chuir an Príomh-Rúnaí chuig an Diúc, cuireadh síos go mion ar na prionsabail agus na rialacha ginearálta a bí le hobair an Bhoird a rialú.[33]

Litir Stanley

51. Do réir na litreach, chuirfeadh an córas " combined moral and literary and separate religious education " ar fáil, seachnóidh sé go scrúpallach cur as ' d'iris áirithe aon cheáil de dhaltaí Chríostaí ' agus bheadh sé saor ó ' fiú aimhreas na prósalachta.' Glacfaí le hiarratais chabhrach ó Chríostaithe den uile aicme chreidimh, ach bheadh tosaíocht do chomiarratais ó chléir pháiste agus thuataigh d'aicmí éagsúla. Ní thabharfaí cabhair ach sa gcás go mbaileofaí airgead sa gceantar leis an scoil a chothú, le tuarastal an mhúinteora d'íoc agus le leabhra agus fearas scoile a cheannacht ar leath-luach. Chaithfeadh luchd an cheantair trian an chostais mheasta, ar a laghad, a sholáthar chun deontas tógála scoile d'fháil agus caithfí, thairis sin, suíomh a sásóidh na Coimisinéirí a chur ar fáil agus an teach scoile a bhílsiú in iontaobhaithe a nglacfadh na Coimisinéirí leo.

52. Leagadh síos sa litir " that the schools be kept open for a certain number of hours, on four or five days of the week, at the discretion of the Commissioners, for moral and literary education only; and that the remaining one or two days in the week be set apart for giving, separately, such religious education to the children as may be approved by the clergy of their respective persuasions." Bhí an Bord leis an gcléir a spreagadh freisin chun teagasc creidimh a thabairt ' roimh nó i ndiaidh na nghnáth-uaireanta scoile ar na laethanta eile den tseachtain.' Tugadh údarás don Bhord ar na leabhra a húsáideofaí sna scoil ' ba chuma ar le haghaidh an chomhteagaisc mhórálta agus litearta iad nó le haghaidh an teagaisc creidimh ar leithligh ' ; cheadódh an Bord féin na leabhra a húsáideofaí sa gcomhteagasc agus mholfadh na comhaltaí de a bhain leis an aicme chreidimh a bhí i gceist leabhra a húsáideofaí ag teagasc creidimh. Ní raibh sé beartaithe " such portions of sacred history or of religious and moral teaching " a mholfadh an Bord a dheighilt ón gcomhteagasc, ach tugadh le fios nach raibh a theagasc sin ceaptha dul in áit an teagaisc chreidimh ar leithligh ar an lá a bhí leagtha amach dó.[34] Bhí an Bord le cuid dá chuid airgid a chaitheamh ar " leabhra molta oideachais mhórálta agus litearta " a chur in eagar agus i gcló agus iad a thabairt do na scoil ar leath-luach.

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[32] Ba iad na comhaltaí eile: beirt chomhaltaí den Eaglais Reachtúnaithe—an Dr. Whately, Ardeaspag Baile Átha Cliath, agus an Dr. Sadleir, Uachtarán Choláiste na Tríonóide; beirt Chatoiliceach, an Dr. Murray, Ardeaspag Baile Átha Cliath, agus A. R. Blake, an Príomh-Meabhránaí, ba chomhalta de Choimisiún 1824; agus beirt Phresbitéarach, an tUrr. Carlile ó Sheanad Ulaidh, agus Mr. Holmes ó Sheanad na Mumhan. Stanley a mhol na hainmneacha.

[33] Is cosúil gur dearnadh roinnt athruithe tábhachtacha ar an litir mar d'fhoilsigh na Coimisinéirí í suas go dtí 1842. Chuir Coimisiún Powis (1870) roinnt leathanach dá thuarascáil leo. (Tuarascáil, 1ml. 1, lch. 21 *et seq.*).

[34] Cuireadh an fhoráil chábhachtach sin isteach, do réir Choimisiúin Powis, ar iarratas roinnt de chomhaltaí an Bhoird sarar ceapadh iad (Tuarascáil 1ml. 1, lch. 21-22).

53. The appointment of teachers was reserved to the patrons (i.e., managers) of the schools, but they could be removed by the Board for stated reasons. While existing teachers could be appointed, subject to the Board's approval, other candidates were to have " received previous instruction in a model school in Dublin to be sanctioned by the Board." This model school was to be established and maintained by the Commissioners who were also to provide from their funds for the " training of teachers for country schools " and for a system of inspection.

Opposition to the National Schools

54. The Board had scarcely commenced to function when the Presbyterian Synod of Ulster condemned the system,[35] chiefly because of the restriction, during schools hours or the time for combined instruction, of the use of the Scripture; but also because of the control vested in the Board over schools, teachers and school books, and the priority given to joint applications for aid. The Synod favoured denominational education and control for schools, for Presbyterian children at any rate. Fruitless negotiations were followed in Ulster by active opposition to the National Schools, ending in the withdrawal from the system of many schools which had been in receipt of aid. In 1838 the regulations of the Board in regard to religious instruction were amended. One day, as hitherto, was set apart for religious instruction, but it was now permissible to have religious instruction interposed during the school hours, provided it was so arranged that children whose parents did not approve of it " should not be required to attend or be present at it ". The following year the Resident Commissioner, the Rev. Mr. Carlile, resigned and shortly afterwards a rapprochement was effected between the Synod and the Board, the later conceding most of the former's demands. The Board no longer insisted that priority be given to joint applications for aid, or that managers of non-vested schools be required to give the use of their schools to persons of other denominations for separate religious instruction, or, in fact, that these schools be open on one day of the week for such instruction.

55. Opposition was not confined to the Presbyterians; it also came, in a strenuous and sustained form, from clergy and laity of the Established Church.[36] Like that of the Presbyterians, it started early in 1832 and on somewhat similar grounds—the prominence given to secular as against religious instruction, the disregard of the claims of the clergy of the Established Church in the management of the schools, and the exclusion of the Scripture during the hours of general instruction. The antagonism was at times coloured by politics, and landlords, in particular, strengthened it by their refusal to grant sites for new schools as well as by their exertions among tenants on behalf of Protestant schools founded in opposition to National Schools. The Church authorities, in condemning the system, offered concrete opposition by founding, in each diocese, schools which were aided from a common fund administered by the Church Education Society, which in the year 1867 had over 1,200 schools under its aegis. Many of the clergy, however, supported the National system, and erected or participated in the erection of schools under its rules, such schools numbering by 1867 over 800. The changes in the Board's regulations, already noticed, helped

[35] Powis Commission Report, 1870, Vol. I, p. 47 *sq.*
[36] Powis Commission Report, Vol. I, p. 66 *sq.*

53. Ba ag éarlamha (.i. bainisteoiri) na scol a bí oidí a ceapadh, ac d'féadfadh an Bord iad a briseadh ar cúis a tabharfadh sé. Féadfaí, le cead an Boird, oidí a bí sna scola ceana a ceapadh, ac nior mhór ' teagasc roimhré i modscoil i mBaile Átha Cliat a bí le ceadú ag an mBord ' a beit faighte ag iarrtóirí eile sara gceapfaí iad. Bí an modscoil sin le bunú agus le cothú ag na Coimisinéirí agus biodar freisin le cuid dá gciste a caiteamh cun ' oidí d'oiliúint do scola tuaithe ' agus le hagaidh córais cigireachta.

Doiceall roimh na Scola Náisiúnta

54. Is ar éigin a bí an Bord i mbun gnóthe nuair a diúltaigh Seanad Presbitéarach Ulad don córas,[35] ar prionncúis gur coisc sé úsáid na Scriptiúra le linn ama scoile nó na tréimse comhteagaisc, ac freisin mar gheall ar an gcumacht a tugadh don Bord ar scola, ar oidí agus ar leabra scoile agus an tosaíocht a tugadh do comhairratais ar cabair. Bí luí ag an Seanad le scolaíocht agus le hurláimh iris-aicmeach, i gcás scola do páistí Presbitéaracha ar aon nós. Tar éis an scéal a plé agus gan réiteach d'fáil, cuireadh go tréan in agaidh na Scol Náisiúnta i gCúige Ulad, agus ar deireadh tug roinnt mait scol a bí ag fáil deontais cúl ar an gcóras. In 1838 leasaíodh rialacha an Boird i dtaobh teagaisc creidimh. Ceapadh lá amháin don teagasc creidimh, mar ceapadh go dtí sin, ac ceadaíodh anois teagasc creidimh a tabairt i rith na n-uaireanta scoile, ar cuntar a socruithe sa gcaoi nach gcuirfí ar páistí, nár aontaigh a dtuismitheoiri leis, " to attend or be present at it." An bliain dar gcionn d'éirigh an Coimisinéir Cónaitheach, an tUrr. Carlile, as oifig agus go haicearr ina diaidh sin rinneadh réiteach idir an Seanad agus an Bord tar éis don Bord géilleadh don cuid ba mó d'iarratais an tSeanaid. Nior coimhioll ag an mBord feasta go dtabharfaí tosaíocht do comhairratais ar cabair, ná go mbeadh ar bainisteoiri scol neamhoilsithe iad a tabairt do dhaoine d'aicmi eile i gcóir teagaisc creidimh ar leithligh, ná, mar tharlaigh, go mbeadh na scola sin ar oscailt lá amháin den tseachtain le hagaidh an teagaisc sin.

55. Ní hiad na Presbitéaraigh amháin a chuir in agaidh an córais; chait cléir agus tuataigh den Eaglais Reachtúnaithe ina coinne go tréan agus go seasta.[36] Mar tharla i gcás na bPresbitéarach, tosaigh an friotaíocht go luath in 1832 agus ar na cúiseanna céanna mórán—an tábhacht a tugadh don teagasc saolta in agaidh an teagaisc creidimh, an neamh-aird a rinneadh d'éileamh cléire na hEaglaise Reachtúnaithe ar bainistí na scol agus an toirmeasc ar an Scriptiúr sa tréimse teagaisc coitinn. Chuir an polaitíocht dath, amanna, ar an ionsaí agus threisigh tiarnaí talún, go háirithe, leis thré thalamh suim a dhiúltú do scola nua agus thrina gcuid tionóntaí a spreagadh le tacú leis na Scola Protastúnacha a bunaíodh i gcomhlimt leis na Scola Náisiúnta. Chuir údaráis na hEaglaise leis an gcáineadh a tugadar ar an gcóras thré scola a bunú i ngach fáirche agus cabhrú leo as comhciste a bí fá réir Cumann Oideachais na hEaglaise, a raibh os cionn 1,200 scola fána coimirce sa mbliain 1867. Seas roinnt mait den chléir, áfach, leis an gcóras Náisiúnta agus tógadar scola fána rialacha nó chabraíodar lena dtógáil; bí thar 800 de na scola sin ann fá 1867. Chuir na hathruithe i rialacha an Boird, a luamar cheana, leis an gclaonadh sin, agus neartaigh an léiriú oifigiúil ar an rialacha fá freastal daltaí ar

[35] *Ibid.*, lch. 47 *et seq.*
[36] *Ibid.*, lch. 66 *et seq.*

to influence this development. It was further encouraged by the official interpretation of the rule governing the attendance of pupils at religious instruction. For some years the rule permitted school patrons to arrange the time for such instruction, provided that they gave notice of the hours arranged and that no child " be compelled to receive or be present at " religious instruction to which his parents objected. In 1847 the Board interpreted this rule as not prohibiting the attendance of children at such instruction, but only their compulsory attendance, ruling that the preposition " to " was understood before the words " be present at ", an interpretation which they had earlier rejected.[37]

56. The system was, at first, accepted cautiously by the Catholic bishops and clergy, with some notable exceptions. The opportunity of providing suitable buildings for their schools, hitherto not available owing to the poverty of the people, and the apparently substantial religious guarantees contained in the " Stanley Letter " encouraged them to give the new system a fair trial, despite its falling short of Catholic principles and despite the small representation on the Board allowed to Catholics, who constituted five-sixths of the population. However, difficulties were shortly to arise which led to suspicions of the real purpose of the system, and finally to dissatisfaction, on the part of the Catholic leaders.

Control of the Schools and the Charter of Incorporation

57. The " Stanley Letter " required that, in the case of a school built by state aid, " a site for building, to be approved of by the Commissioners, be granted for the purpose, and that the schoolhouse, when finished, be vested in trustees, to be also approved of by them ". The terms of this clause, in the Board's edition of the letter, read: " . . . a site for building to be approved of by the Commissioners, *be granted to them,* and the schoolhouse, when finished, *to be vested in them.*"[38] and although the building query sheet issued to applicants for many years allowed these to nominate their own trustees, it was the view of the Board that such trustees acted for the Commissioners and not for the local applicants.[39] Thus the Board claimed a greater degree of control over the vested schools than was originally intended, amounting, in effect, to a claim of ownership, although the Board, not being as yet incorporated, could not accept conveyance to themselves. On the other hand non-vested schools, especially in the interpretation of the rules on religious instruction, were given greater freedom: after 1839, they were not bound to admit the clergy of other denominations to give religious instruction, the use of the school-house in after-hours was unrestricted, and generally they were subject to the rules of the Board only as long as they were in receipt of annual grants. Few Catholic patrons, however, could provide schools without State aid and thus own non-vested schools which were " quasi-denominational ".

58. On the plea that trustee-vested schools were not being properly maintained, the Board, in 1844, obtained a charter of incorporation whereby they were enabled, in future, to insist on the vesting in the Commissioners of all new schools built with the aid of public grants. Such vested schools, and any existing vested schools transferred to them, they undertook to maintain and repair at public expense. Though the Powis Commission in

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[37] *ibid,* pp. 86, 110-112.
[38] Italics ours.
[39] *ibid,* p. 29.

teagasc creidimh leis freisin. Le roimhe bliadna, ceadaigh an rialtas d'éarlamh scoile an t-am don teagasc sin a shocrú, ach fógra a thabairt fá na huaireanta a socrófaí dó agus nach mbeadh aon páiste "compelled to receive or be present" ag teagasc creidimh nár réitigh a thuismitheoiri leis. In 1847 rialaigh an Bord nár choirmeasc an rialtas freastal páistí ar an teagasc sin, ach gur choirmeasc sé a bhfreastal a bheith éigeantach, ó bhí, abhfad, an réamfhocal "to" imthighte roimh na focail "be present at," cé go raibh dúltaithe roimhe sin ag an mBord don léiriú sin.[37]

56. Cé go raibh eisceachta sonasacha ina measc, glac easpaig agus cléir na hEaglaise Catoilicí go coimhéadach leis an gcóras ar dtús. An deis a thug sé dóibh foirgnimh feiliúnacha d'fháil dá gcuid scol, rud nach raibh acu roimhe sin i ngeall ar bhoicte an phobail, agus an t-urrús fiúntach, do réir chosúlachta, a thug Litir Stanley fá chúrsaí creidimh, spreag sin iad le triail chothrom a bhaint as an gcóras, ainneoin nár fhreagair sé ar fad do phrionsabail Chatoilicigh agus nach raibh ach beagán ionadaithe ar an mBord ag Catoilicigh, ar bhíobh cúigear as gach seisear den phobal. Tharlaigh deacrachta go luath, áfach, a d'fhág aimhreas fá fhíor-chuspóir an chórais ar chinniri na gCatoilicigh agus á d'fhág mí-shásta leis ar deireadh iad.

Urláimh na Scol agus an Chairt Chorpuithe

57. Leag Litir Stanley síos, i gcás scoile a thógfaí le cabhair stáit: "that . . . a site for building, to be approved of by the Commissioners, be granted for the purpose, and that the schoolhouse, when finished, be vested in trustees, to be also approved by them." Is mar seo a léigh an abairt sin in eagrán an Bhoird den litir: "that . . . a site for building to be approved of by the Commissioners, *be granted to them*, and the schoolhouse, when finished, *to be vested in them*,"[38] agus, cé go dtug an ceistneoir tógála a cuirtí cuig iarrtóiri ar fead mórán bliadna cead dóibh a n-iontaobhaithe féin d'ainmniú, ba í tuairim an Bhoird gur thar cheann na gCoimisinéirí agus nach thar cheann na n-iarrtóirí áitiúla a ghníomhaigh na hiontaobhaithe sin.[39] Sa gcaoi seo d'éiligh an Bord ceart urláimhe ar na scola dílsithe thar mar bhí i gceist ar dtús; b'ionann é, dáiríre, agus a n-úinéaracht d'éileamh, cé nach bhféadfadh an Bord, nuair nach raibh sé corpraithe go póill, a dtíolacadh a ghlacadh. Ar an taobh eile, tugadh breis saoirse do na scola neamhdílsithe, go háirithe sa mbrí a baineadh as na rialacha fá theagasc creidimh: ní raibh orthu, thar éis 1839, cléir de chreidimh eile a ligean isteach le teagasc creidimh a thabairt, ní raibh aon chosc ar úsáid an tí scoile thar éis am scoile, agus i gcoitinne ní rabhadar fá smacht rialacha an Bhoird ach fad is bhíodar ag fáil deontais bliantúil. Tha beag éarlamh Catoilicead, áfach, a d'fhéad scola a bhunú gan chabhair stáit agus, dá réir, scola neamhdílsithe a bheith aige arb ionann iad mórán agus scola iris-aicmeacha.

58. Ar shiocair nach raibh scola a bhí dílsithe in iontaobhaithe dá gcoimeád i gceart, fuair an Bord cairt chorpuithe in 1844 a chuir ar a chumas feasta a éileamh go ndílseofaí sna Coimisinéirí gach scoil nua a thógfaí le cabhair dheontas poiblí. Ghabhadar orthu féin na scola dílsithe sin, agus scola dílsithe ar bith a thógadh cheana agus a dílseofaí iontu, a choimeáil agus a dheasú as airgead poiblí. Cé gur fhéad Coimisiún Powis in 1870 a rá go fírinneach

[37] *Ibid.*, lgh. 86, 110-112.
[38] Linne an cló Eabhálach.
[39] *Ibid.*, lch. 29.

1870 could truthfully say that " schools vested in the Board enjoy great advantages ", they admitted that " the tenure had not proved popular ".[40] The Catholic bishops and clergy refused to surrender the ownership of the schools managed by them and finally, after much pressure, the Government in 1861 directed the Board to concede the option of vesting schools in trustees or in the Commissioners. The unpopularity of vesting schools in the Commissioners is illustrated by the fact that the number of schools so vested at no time exceeded 15% of the total; objection to the practice was common to all denominations.

The Problem of Books and " Scripture Lessons "

59. The control of the schools was not the only issue between the Board and the Catholic authorities. In 1832, as a temporary arrangement, the Board adopted for use in the schools the books of the Kildare Place Society, together with books issued by the Catholic Book Society and re-edited by the Rev. Mr. Carlile. Following his appointment as Resident Commissioner in 1833, the Rev. Carlile had prepared a series of readers which included a considerable amount of religious and scriptural matter, some at least of which was considered objectionable by Catholics. The readers contained, in their literary and historical matter, only incidental references to Ireland and in effect aimed at the obliteration of all Irish traditions of culture and nationality. Their use in the schools was not obligatory on patrons, but other books, if procurable, could be used only with the sanction of the Board, whose publications were purchasable at half-price, at first, and later were issued to schools as free stock.

60. As well as ordinary books, the Resident Commissioner also set out to provide for use in combined instruction Scripture extracts from the Old and New Testaments. These were not originally envisaged, in view of the failure of the experiment of 1826, but the Government had agreed to their production provided the Board unanimously recommended them. Besides the " Scripture Lessons ", to which some explanatory notes were added and of which four books were prepared, the Board also issued a volume of " Sacred Poetry ", consisting mainly of hymns from Protestant authors and, subsequently, " Lessons on the Truth of Christianity " adapted by the Resident Commissioner from a work by Archbishop Whately.[41] These publications were issued gratuitously to schools, and in some cases pressed on their conductors, for use during combined instruction. Later, in 1843, following considerable opposition, a regulation was made prohibiting their use by pupils whose parents objected, but permitting them to be read during religious instruction. In 1852 Archbishop Whately endeavoured to persuade the Board to have the books used compulsorily in all classes in the district model schools, of which the Board itself was patron, and his proposal eventually led to a majority decision of the Board withdrawing the " Lessons on the Truth of Christianity ", and its original, from the list of sanctioned books. The decision resulted in the resignation of Archbishop Whately and two other Commissioners, resignations followed by an inquiry by a Select Committee of the House of Lords in 1854.

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[40] *ibid*, p. 107.

[41] *Introductory Lessons on Christian Evidences*, which was sanctioned by the Board but not published by them.

'Sé raib buntáistí móra ag scola a bí dílsithe sa mBord,' d'admhaíodar nach raib aon tóir ar an gcineál sin seilbe.[40] Diúltaigh easpaig agus cléir na hEaglaise Caitlicí úmeartacht na scol a bí fútu a thabairt suas agus ar deireadh, tar éis cuid mór éilimh, d'ordaigh an Rialtas don Bord in 1861 ceard a thabairt scola a dílsiú in iontaobaithe nó sna Coimisinéirí. Ní raib in aon am tar 15% de na scola dílsithe sna Coimisinéirí, rud a léiríos nach raib tóir ar an nós; cuir gach aicme creidimh ina aghaidh.

Faobh na leabhar agus na "Scripture Lessons"

59. Níorb é ceannas na scol an t-aon ábhar aighnis a bí idir an Bord agus na húdaráis Caitliceacha. In 1832, mar shocrú sealadach, glac an Bord le leabhra Cumann Plás Cill Dara lena n-úsáid sna scola, i dteannta leabhar a d'fhoilsigh Cumann na Leabhar Caitliceach agus ar chuir an tUrr. Carlile ar-eagar orthu. Tar éis a ceapta ina Coimisinéir Cónaitheach in 1833, d'ullmhaigh an tUrr. Carlile sreath léitheoirí a raib roinnt mhaith ábhair chreidimh agus scriptiúra iontu agus a bhuair Caitlicigh locht ar chuid, ar a laghad, de. Ní raib ach corr-thagairt d'Éirinn san ábhar litearthachta agus staitistiúil a bí sna léitheoirí, agus ba é a n-éifeacht oidreacht saíochta agus náisiúntachta na hÉireann a chur ó eolas. Ní raib ar éarlamh iad d'úsáid sna scola ach níorb fhéidir leabhra eile d'úsáid, dá mbeidís le fáil, gan ceard an Boird, agus bí leabhra an Boird le fáil ar leath luach i dtús ama agus ina diaidh sin tugtaí do scola iad mar stoc aisce.

60. Le cois na nginathleabhar, chuir an Coimisinéir Cónaitheach roimhe leachtas as an Tiomna, idir sean agus nua, a chur ar fáil len úsáid sa gcomhteagasc. Ní raib sin i gceist sarar ceapadh an Bord, de bharr mar chlis ar scéim 1826, ach ceadaigh an Rialtas a gcur ar fáil ar choinnioll go molfadh an Bord d'aon-ghuth iad. I dteannta na "Scripture Lessons" ar cuireadh roinnt nótaí mínithe leo agus ar hullmhaíodh ceithre leabhar díobh, d'fhoilsigh an Bord leabhar de "Sacred Poetry," iomann le húdair Phrotastúnacha den chuid ba mhó, agus, nios deireannai, "Lessons on the Truth of Christianity" a chóirigh an Coimisinéir Cónaitheach ó shaothar leis an Ardeaspag Whately.[41] Tugadh na leabhra sin do na scola in aisce agus i roinnt cás bíothas dá dtabhaint ar stiúrthóirí lena n-úsáid le linn an chomhteagaisc. In 1843 tar éis cuid mór cur ina gcoinne, rinneadh rialú a choimeasc a n-úsáid ag daltai a bhuair a dtuismitheoirí locht orthu ach a ceadaigh iad a léamh le linn an teagaisc chreidimh. In 1852 d'fhéach an tArdeaspag Whately le tabhairt ar an mBord úsáid na leabhar a dhéanamh éigeantach i ngach rang sna mod-scola ceantair, a raib an Bord féin ina éarlamh orthu, agus ba é toradh a bí ar a iarracht gur chinn tromlach an Bord "Lessons on the Truth of Christianity" agus an leabhar bunaidh díobh a baint de liosta na leabhar ceadaithe. Dá barr sin d'éirigh an tArdeaspag Whately agus beirt Choimisinéirí eile den Bord, rud ar lean fiosrú ag Roghá-Coiste de Tigh na dTiarnai é sa mbliam 1854.

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[40] *Ibid.*, lch. 107.

[41] *Introductory Lessons on Christian Evidences*, a ceadaigh an Bord i gcóir scol ach nár fhoilsigh sé.

Training of Teachers

61. Their system of training teachers caused other difficulties for the Board. Their plan was to provide a two years' course, but initially they had to accept untrained teachers and for these they organised a three months' course, mainly in the use of their school books, at a training and model school attached to their first headquarters in Merrion Street. In 1837 the Commissioners opened, adjacent to their recently acquired headquarters in Marlborough Street, a training college for men together with three model schools, the course becoming one of five months. A college for women was added in 1844. The following year a system of "paid monitors" was introduced and a two-year course of training was initiated for a small number of teachers. With a view to providing better education and some training for monitors and other candidate teachers whose final training would take place in Dublin, the Board had planned to establish 32 district model schools throughout the country and the first of these was opened at Newry in 1849. It may be mentioned too that, to promote the teaching of agriculture, the Board in 1838 established a Model Farm at Glasnevin and gave aid to agricultural schools under local management, later setting up some model agricultural schools and giving special grants to ordinary National Schools teaching practical agriculture; they also envisaged providing secondary schools for instruction in science and manual occupations.[42]

62. The Catholic bishops had urged on the Commission of 1824 the importance of the training required for Catholic teachers. In the Board's training college, however, the course did not include religious training; the only religious education given to teachers "was confined to voluntary and irregular attendance upon instruction afforded gratuitously to school children by parochial clergy. In the understanding of the Commissioners they were not empowered to introduce any improvement, since it would have been contrary to their first principle to provide religion for any one, either child or teacher".[43] The Catholic Hierarchy, in 1840, asked that a Catholic be appointed for the religious training of Catholic teachers but this request was refused. Undenominational education was also the directing principle of the model schools under the immediate control of the Board: they were mixed schools, and residential for pupil-teachers. These candidates received no religious instruction other than that provided by visiting clergymen nor were they, any more than those in the training college, trained to teach religion in the schools. The Catholic clergy strenuously opposed the model schools, especially after 1850, and by 1866 comparatively few Catholics attended them. Catholic school managers, too, consistently refused to accept free places allocated to their teachers in the training colleges.

1854-1868

63. No recommendations were made by the Select Committee of 1854 (par. 60), but further changes were made in the rules. Managers and teachers were no longer required to exclude pupils from religious instruction, which was now to be given at a fixed, notified hour; recognition as

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[42] Powis Commission Report, Vol. I, pp. 85-86.
[43] *ibid*, p. 83.

Oiliúint Múinteoirí

61. Bí a scóras oiliúna múinteoirí mar constaic eile roimh an mBord. Bí fútu cúrsa dá bliain a ceapadh, ach ar dtús b'éigean dóib glacadh le hoidí neamh-oilte agus cuireadar cúrsa trí mí ar bun dóibsean, a mhór-chuid ar úsáid na leabhar scoile, i scoil oiliúna agus i mod-scoil a bí ag gabháil lena gcéadh ceann-áras i Sráid Muirbhean. In 1837 d'oscail na Coimisinéirí, in aice ceann-árais nua i Sráid Mhaolbhride, coláiste oiliúna d'fir maraon le trí mhod-scoil, agus rinneadh cúrsa cúig mí den chúrsa. Bunaíodh coláiste ban in 1844. San athbliain tionscnadh córas "maor-dhaltaí iocta" agus cuireadh tús le cúrsa oiliúna dá bliain do roinnt beag oidí. D'fonn oideachas níos fearr agus roinnt oiliúna a thabhairt do mhaordhaltaí agus d'ábhar eile múinteoirí, a chríochnódh a n-oiliúint i mBaile Átha Cliath, bí fán mBord 32 mod-scoil cheantair a bunú ar fud na tíre, agus hosclaíodh an chéad-cheann díobh in Iubhar Chinn Trágha in 1849. Ní miste a lua freisin gur bunaigh an Bord (1838), chun múineadh na talmhaíochta a chur chun cinn, Mod-Feilm i nGlas Naoidean agus go dtugadar cabhair do scola talmhaíochta fá bhainistí áitiúil; bunaíodar ina dhiaidh sin roinnt mhod-scol talmhaíochta agus thug deontais ar leith do ghnáthscola náisiúnta mar múineadh talmhaíocht phraiticiúil. Bí ar intinn acu freisin go mbunófaí meánscola ina dtabharfaí teagasc san eolaíocht agus i lámhcheardaibh.[42]

62. D'fhéach na heaspaig Chatoliceacha le tabhacht na hoiliúna ba gá d'oidí Catoliceacha a chur ina luí ar Choimisiún 1824. Ní raibh aon oiliúint chreidimh, áfach, i gcoláiste oiliúna an Bhoird; ní raibh de theagasc creidimh le fáil ag oidí ach a bhfuaireadar 'ó thimeamh deontach, mí-rialta ar theagasc a thug cléir an pháiste, uathu féin, do pháisti scoile. Sé a thuig na Coimisinéirí nach raibh de chúmhacht acu aon athrú feabhais a dhéanamh,' "since it would have been contrary to their first principle to provide religion for any one, either child or teacher."[43] D'iarr na heaspaig Chatoliceacha, in 1840, go gceapfaí Catoliceach chun oiliúint chreidimh a thabhairt d'oidí Catoliceacha, ach diúltaíodh iad. Oideachas neamh-irisaimeach ba bun-phrionsabal, freisin, do na mod-scola fá rialú an Bhoird féin: ba scola measctha iad, ar chónaigh na scolaróidí iontu. Ní bhfuair na hábhair oidí sin, ach oiread, aon teagasc creidimh ach an méid a fuaireadar ó chléir a tigeadh ar cuairt chuig na scola, agus níor hoileadh iad, ach oiread leo siúd sna coláistí oiliúna, chun creideamh a theagasc sna scola. Chuir an chléir Chatoliceach go tréan in aghaidh na mod-scol, go háirithe tar éis 1850, agus fá 1866 ní raibh ach beagán Catoliceach ag freastal orthu. Diúltaigh scoil-bhainisteoirí Catoliceacha go seasta freisin glacadh leis na hionaid saora a cuireadh in áirithe dá gcuid oidí sna coláistí oiliúna.

1854–1868

63. Ní dearna Rogha-Choiste 1854 (alt 60) aon mholadh, ach rinneadh athruithe eile ar na rialacha. Ní raibh ar bhainisteoirí ná ar oidí feasta páistí a chur amach le linn an teagaisc chreidimh ach bí an teagasc sin le tabhairt tráth cinnte a fógrófaí; héiríodh as aitheantas a thabhairt mar oidí do chomaltaí fir de na

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[42] *Ibid.*, lgh. 85-86.

[43] *Ibid.*, lch. 83.

teachers was withdrawn from members of religious institutes of men;[44] special rules were applied to convent schools (e.g., the same convent could now obtain aid for only one school); all books sanctioned for united instruction (including the " Scripture Lessons ") could now be used without restriction; the use of denominational names and the display of religious emblems on or in the schools were forbidden; the use of National Schools (including those non-vested) for religious worship, and spiritual exercises (prayer, etc.) outside the time of religious instruction, were also forbidden. These changes in the regulations led the Catholic bishops in 1859 to present a memorial to the Lord Lieutenant requesting, without success, " participation in educational grants for the separate education of Catholic children ". In 1866 they asked that exclusively Catholic and Protestant schools be freed from the restrictions on religious instruction, that in " mixed schools " religious instruction be given at the end of school hours to the majority, when children of the minority creed had left, and that the model schools be closed.[45] These requests were also refused, but at the same time the Government asked the Board to consider the question of establishing model schools under local management, and of making the training colleges non-residential institutions, with chaplains to direct the religious instruction and general conduct of the teachers in training. The Board were willing to adopt these suggestions and to extend the training course to one of 44 weeks, but opposition to the proposals came from the Presbyterian General Assembly, and finally a Royal Commission was appointed in 1868 under the chairmanship of the Earl of Powis to " inquire into the nature and extent of the instruction afforded by the several institutions established in Ireland for the purpose of elementary or primary education ".

The Powis Commission

64. The Report of the Powis Commission suggested the main lines on which primary education in Ireland was to develop for the next thirty years, at least. Its conclusions were confined mainly to the National Schools, which then formed two-thirds of all elementary schools and were attended by almost 75% of Irish children. Other elementary schools were the Church Education Society schools, schools of the religious institutes and other societies, and private schools.

65. In 1867 there were on the rolls of National Schools some 900,000 pupils, of whom one-third, on an average, attended daily. Of that number, 45% were in the First Book and about 7% in the Fourth and higher Books. The Commission concluded, from their own inspection and from evidence, that the progress of the pupils was very much less than it ought to be. As an aid to improvement they proposed the introduction of the " results system ". They declined to recommend compulsory school attendance, but observed that in towns its application to children not in employment might be considered. Better attendance would, they felt, be secured everywhere by the payment by all children of school fees. They suggested an increase of teachers' salaries, then insufficient to attract or retain the best qualified teachers.

[44] In 1837 the Irish Christian Brothers' Schools which had been in receipt of aid had withdrawn from the Board as they regarded the regulations as too restrictive, especially in the matter of religious instruction. They did not afterwards receive State aid until 1926.

[45] Powis Commission Report, Vol. I, p. 187.

comlucta crábaid;[44] ceapad rialaca ar leit do scola clocair (e.g. níord féidir le haon clocar cabair d'fáil anois ac don aon scoil amáin); ní raib aon tóraimh feasta le húsáid aon leabar a bí ceadaithe ag an mBord le hagaid comteagaisc (na " Scripture Lessons " ma measc); níord féidir ainmneaca a bain le haon aicme creidimh a tabairt ar na scola ná aon fioraca crábaid a cur ar taispeáint iontu ná ortu; níor ceadaithe ac oiread Scola Náisiúnta (fiú iad sin nár bailsiod) d'úsáid le hagaid seirbísí creidimh agus cuiread toirmeasc freisin ar cleacta crábaid (urnaí, srl.) lasmuig d'am an teagaisc creidimh. Na hacruithe rialac sin, tugadar ar na heaspaig Catoliceaca a iarraid ar an bFear Ionaid in 1859 ' go dtabharfaí deontais oideacais i gcóir scolaíocta ar leithleig do páistí Catoliceaca '; iarraid gan tairbe a bí ann. In 1866 d'iarradar go scaoilfí na ceangail a bí ar teagasc creidimh i scola do Catoligig nó do Protastúnaig amáin, go dtabharfaí an teagasc creidimh don tromlac i " scola meascta " i ndeiread na tréimse scoile nuair a bead na páistí eile imithe, agus go ndúnfaí na mod-scola.[45] Diúltaiod do na hiarratais sin freisin, ac san am céanna d'iarr an Rialtas ar an mBord féacaint ard féidir mod-scola a bunú fá bainistí áitiúil, agus colaistí neamcónaitheaca a déanamh de na colaistí oiliúna, le séiplinig a stiúrfad teagasc creidimh agus a tabharfad aire d'iompar na n-oidí a bí ar oiliúint. Bí an Bord toilteanac glacad leis na molta sin agus an cúrsa oiliúna d'fadú tré cúrsa 44 seactaine a déanamh de ac cuir Coimisiún Rioga fá ceannas Iarla Powis ' cun fiosrú a déanamh fá cineál agus méid an teagaisc a tugas na forais éagsúla atá ar bun in Éirinn fá cóir bun-oideacais.'

Coimisiún Powis

64. Sí Tuarascáil Coimisiúm Powis a leag síos na príomhrianta a bí i ndán don bun-oideacas in Éirinn go ceann tríoca bliain, ar a laghad. Bunáite a cuid breacta, fá na Scola Náisiúnta a bí. Ba iad sin san am dá dtrian de na bunscola agus ba ortu a d'fheastal beagnach 75% de páistí na hÉireann; scola le Cumann Oideacais na hEaglaise, scola leis na comlucta crábaid agus le cumann eile, nó scola príobáideacha ab ea na bunscola eile.

65. In 1867 bí tuairim 900,000 dalta ar rollaí na Scol Náisiúnta agus bíod a dtrian de mean i láthair gac aon lá. Den lion sin bí 45% sa gCéad-leabar agus tuairim 7% sa gCeathrú leabar nó os a cionn. Meas an Coimisiún, as a bhfacadar agus as a bhfianaise, gurb fada na daltaí ó dul cun cinn mar ba cóir. D'fonn feabas éigin a cur ar an scéal, moladar " córas na dtortaí " a bunú. Ní rabadar toilteanac freastal éigeantac scoile a molad, ac dúradar nár miste ceist a curta i bpeirdm i gcás páistí cathrac a bí gan fostaíocht a scrúdú. Síleadar gurb fearrde freastal i ngac áit dá mbead táille scoile ar gac páiste. Moladar ardú ar tuarastail oidí, a bí com híseal an uair úd nár mealladar ná nár coinniodar le múinteoireact na hoidí ab fearr cáilíocta.

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[44] In 1837, tug Scola na mBráthar Críostúla, a mbíod cabair dá páil acu, cúl leis an mBord toisc gur measadar gur cuir na rialaca ceangal ro-docht ortu, go háirithe i gcás teagaisc creidimh. Ní bhuaireadar cabair ón stát ina diaid sin go dtí 1926.

[45] Tuarascáil Coimisiúin Powis, iml. I, lc. 187.

66. For the training of teachers, the Commission suggested that the central training college be maintained but that students should reside under denominational superintendence; that grants should be given to other training colleges under private management; that the course should extend over twelve months and, when all teachers had received some training, should be further extended to two years. The proposal to extend the training course and to recognise other training colleges aimed at improving the standard of training, which the Commission had found to be unsatisfactory.[46] It was hoped thereby also to increase the number of trained teachers, then only one-third of the total employed.

67. The Commission were extremely critical of the district model schools, especially on the grounds that expenditure on them was very high and that they were unsuitable as models, since in management, staff and equipment they were totally unlike the ordinary school. The Commission concluded that they "had failed to accomplish the objects of their institution and that the cost of their further maintenance was not justified by the results produced".[47] They recommended that the existing provincial model schools should be gradually discontinued.

68. With regard to the agricultural model schools and agricultural schools under local management, the earlier ideal of the Board to improve the state of Irish agriculture received popular encouragement after the Famine, and soon 20 agricultural model schools, with large farms attached to most of them, were opened. These schools were established at great cost, run at a disproportionate loss, and considered by the Commission to be unsuitable for the improvement of Irish farming. They recommended that their number be reduced. Even the "first-class agricultural schools under local management", although more economically run, were not satisfactory, and it was suggested that these should not be extended. For agricultural instruction it was proposed instead that National Schools with small farms attached, of which there were then 112, should be encouraged by the payment of management grants and results fees.

69. The Commission were emphatic that the managerial system was "absolutely necessary for the well-being of the school". They held that the power of appointing and dismissing teachers should be in the hands of the managers, subject however to written contracts of employment and to reference to the Board in the case of summary dismissal. On the managers they would place the duty of repairing and maintaining schools but, in default of voluntary local aid, a local education rate might be levied.

70. Regarding religious instruction, the evidence received by the Commission showed that united or "mixed" education, as aimed at by the system, had failed and that Irish schools were, in the main, denominational. The Commissioners proposed that, in a district where there were two or more schools under different denominations, the Board should aid such separate schools, subject only to the rules that no child should be present at religious instruction given by a person of another denomination nor be present at religious instruction to which his parents might object. These two rules were also to apply in districts in which there was only one school, but in these, in addition, religion was to be taught at a fixed hour, the teacher to exclude children of the minority denomination during such

[46] Powis Commission Report, 1870, Vol. II, p. 411.
[47] *ibid*, p. 458.

66. I dtaob oidi d'oiliúint, mol an Coimisiún go gcoimeadai ar bun an lárscoláiste oiliúna, ac go mbeadh cónai ar na mic léinn fá aireacas daoine dá n-aicme creidimh féin; go dtabharfai deontais do scoláisti oiliúna eile fá bainisti priobáideach; gur cúrsa bliana a beadh sa gcúrsa, ac go ndéanfai cúrsa dá bliain de nuair beadh roinnt oiliúna faighte ag na hoidi uile. Ba é cuspóir an chúrsa oiliúna d'fadú agus scoláisti oiliúna eile d'aitint an caighdeán oiliúna, a bi mí-sásúil dar leis an gCoimisiún, d'ardú.[46] Biodas ag súil freisin go méadófai ar an gcaoi sin lion na n-oidi oilte; ni raib oilte an uair sin ac trian dá raib d'oidi ar fostú.

67. Loctaigh an Coimisiún na mod-scola ceantair, go háirithe de bri go raib an caiteacas ordu ró-ard agus nach rabhadar feiliúnach mar eisiompláiri ó bíodar, ina mbainisti, ina bpoirinn agus ina bpeistiú, éagosúil ar fad leis an ngnáthscoil. Ba i tuairim an Choimisiúm gur chis ordu cuspóir a mbunuithe a chomhlionadh agus ' nárb fiú costas a gcothaithe nios faide an toradh a bi ordu.'[47] Moladar deireadh a chur, do réir a chéile, leis na mod-scola a bi sna cúigí.

68. Maidir leis na mod-scola talmhaiochta agus scola talmhaiochta eile fá bainisti áitiúil, b'amlaidh, tar éis an Gorta, a bi lui an pobail le cuspóir an Boird feabas a chur ar an talmhaiocht in Éirinn, agus ba gearr go raib 20 mod-scoil talmhaiochta ar bun agus feilmeacha móra lena mbunáite. Chuaigh costas mór le bunú na scol sin, bi caillúint mí-chiosach ar a riar agus ba i tuairim an Choimisiúm nach rabhadar feiliúnach le feabas a chur ar feilméaracht na hÉireann. Moladar a lion a laghdú. Fiú na ' scola talmhaiochta den chéad-ghrád fá bainisti áitiúil,' ni rabhadar sásúil, bíodh gurb fearr a riar, agus moladh nach gcuirfi leo. In áit sin, ar mhaithe le teagasc na talmhaiochta, molad cabrú le Scola Náisiúnta a mbeadh feilmeacha beaga ag gabáil leo (bi 112 díobh ann an uair sin) tré deontais bainisti agus '' táilli tortai '' d'íoc leo.

69. Bi an Coimisiún go láidir den tuairim go raib an córas bainisteoiri '' absolutely necessary for the well-being of the school.'' Measadar gur ag na bainisteoiri ba chóir cumacht ceapta agus briste oidi a beith, ac conarthaí scriofa postaiochta a beith ann agus an Bord a cead ú i gcás oide a briseadh gan fógra. Is ar na bainisteoiri a chuirfidís dualgas deisithe agus coimeála na scol ac, d'éagmais cabrach deontai ón gceantar, nior mhiste rátai áitiúil oideachais a ghearradh.

70. I gcás an teagaisc chreidimh, léirigh an fianaise a fuair an Coimisiún gur chis ar an gcomhscolaiocht, nó an scolaiocht '' measctha,'' a bi mar chuspóir ag an gcóras agus gur scola iris-aicmeacha an chuid ba mó de scola na hÉireann. Mol na Coimisinéiri, i gceantar ina raib dá scoil nó nios mó fá aicmí éagsúla creidimh, go dtabharfadh an Bord cabair do gach aon scoil acu, ac go gcomhlionfai an riail nach mbeadh aon páiste i láthair le linn teagasc creidimh a beith dá tabairt ag duine d'aicme eile creidimh agus nach mbeadh sé i láthair le linn teagaisc chreidimh a bhaigeadh a chuismitheoiri loct air. Bi an dá riail sin le cur i bhfeidhm freisin i gceantair nach mbeadh iontu ac aon scoil amháin ac, in éineacht leis sin, bi an teagasc creidimh le tabairt ar uair áirithe iontu sin agus bi an t-oide leis na páisti den mhion-aicme chreidimh a chur amach as an

[46] Tuarascáil Choimisiúin Powis—1870, lch. 411.
[47] *Ibid.*, lch. 458.

instruction, and no religious emblems to be exhibited during school hours. The Commission also recommended the withdrawal of the restriction placed on Convent schools (in 1855) and of the prohibition of schools under religious congregations of men.[48]

After 40 Years

71. After almost 40 years, therefore, the system had failed in its aims of establishing " mixed education " and of gaining control and management of the schools. The schools aided by the Board were for the most part denominational schools under local control, while outside its fold remained a number of large Catholic schools and a larger number of smaller Protestant schools. Much dissatisfaction was caused by its departure from original principles, a dissatisfaction accentuated by the religious and political differences of the period. The proficiency of its schools and the qualifications of their teachers were generally questioned. Nevertheless, it must be granted that it succeeded, despite the inadequacy of Parliamentary grants, the irregularity of school attendance and the poverty of the people, in encouraging the provision of better equipped schools under organised and efficient management, although these improvements had in any case begun even before its day. The inspection of schools, the production of school books, however defective, the payment however meagre of teachers, and the replacement of individual tuition by class instruction undoubtedly improved to some degree the general standard of education. It was, at least, a uniform system of primary education.

72. One of the claims made for the system by the Powis Commission was that it had extended throughout the country a knowledge of the English language. This claim, although possibly exaggerated since there were other and more influential forces active in such extension, was certainly justified, for the Board had completely disregarded the day-to-day language of a large percentage of the people. This disrégard is best illustrated by the fact that the minutes of the Board in this period contain only two references to the teaching of Irish in the schools: one, in 1834, in connection with an application from an individual " to be employed as a teacher of Irish ", on which the Board resolved " that such an arrangement does not come within the plan of Education as contemplated by the Commissioners "; the other, in 1844, in relation to a request from a parish priest in what is still an Irish-speaking district, for " permission to have the Irish language taught in the National School of which he is manager ", in connection with which the Board " ordered that the Commissioners decline to comply with this request, as it forms no part of the objects they have been appointed to accomplish ".[49] In literature, language, history and music, the system aimed at denationalisation.

The " Results System "

73. Among the first proposals of the Powis Commission to be introduced was the results system. References to this mode of remunerating teachers are to be found in reports on some of the earlier education societies, while

[48] This to follow the repeal of sections 33 and 34 of the Emancipation Act (10 George IV, c. 7) which prescribed that entry into such orders was an act of misdemeanour, punishable by transportation.

[49] " An Bord Náisiúnta agus an Ghaeilge, 1831-'70," T. Ó Raifeartaigh, M.A. (*Irish Ecclesiastical Record*, December, 1949; Vol. LXXII, p. 481).

rang le linn an teagaisc, agus nior ceadaite fioraca crabaid a taispeaint le linn am scoile. Mol an Coimisiún freisin deiread a cur leis na rialaca speisialta a ceapad do scola cloca ir (in 1855) agus leis an toirmeasc ar scola fá comluchta crábaid fear.[48]

Tar éis 40 bliain

71. Tar éis beagnac 40 bliain mar sin bí cliste ar an gcóras a cuspóirí a baint amac, '' oideacas measctha '' a bunú agus urlám agus baimistí na scoile d'fáil. Ba scola iris-aicmeacha fá urláim áitiúil an cuid ba mó de na scola a fuair cabair ón mBord; bí lion mór de scola móra Catoiliceacha agus lion ba mó fós de scola beaga Protastúnacha a bí neamhspleách de. Bí mí-sásam mór leis an gcaoi a dtug sé cúl ar prionsabail bunaid, mí-sásam ar cuir aignis creidim agus polaitíocta na huaire leis. Caitead aimreas coit-lanta ar éipeacht a cuid scol agus ar cáilíocht a n-oidi. Mar sin féin, is ceart a rá gur éirig leis, in ainneoin caol-deontais parlaiminte, neamrialtacta an freastail scoile agus boicte an pobail, cabrú le scola a cur ar fáil arb fearr a bpeisteas agus a raib baimistí eagraite, éipeachtach ortu, cé go raib an feabas sin tosnaite in aon cás, roimhe. Gan aon aimreas, cuir an cigireacht scol, an solátar leabar scoile, dá donacht iad, agus an iocaíocht oidi, dá fánaí í, agus fós an rang-teagasc a cuiread in áit an teagaisc aonair feabas éigin ar caigdeán coiteann an oideacais. Ar a lagad, ba córas aon-deilbeach bunscolaíocta é.

72. Maig Coimisiún Powis don córas gur leat sé eolas ar Béarla ar fud na tire. Tarlód áibéil ansin, oir bí forsaí eile ba cumactaí ná na scola ag oibriú lena leatad, ac bí fiринne sa ráiteas gan aimreas mar nár cuig an Bord aon aird dá lagad ar teanga laetúil roimhe an-mór den pobal. Is é an léiriú is fearr ar an neamh-aird sin nac bpuil i miontuairiscí an Boird don tréimse seo ac dá tagairt do múinead na Gaeilge sna scola: ceann in 1834 i gcás ar iarr fear go gceapfaí é mar múinteoir Gaeilge agus ar rialaig an Bord '' that such an arrangement does not come within the plan of Education as contemplated by the Commissioners ''; an ceann eile in 1844 i gcás ar iarr sagart paráiste, i gceantar atá ina Gaeltacht go fóill, cead Gaeilge a cur dá múinead sa scoil a raib sé ina bainisteoir uirthi agus arb é ordú an Boird '' that the Commissioners decline to comply with this request, as it forms no part of the objects they have been appointed to accomplish.''[49] Dí-náisiúnú an pobail ba cuspóir don córas i gcúrsaí litríocta, teanga, staire agus ceoil.

'' Córas na dTortaí ''

73. Bí córas na dtortaí ar na céad-cinn de moltaí Coimisiúin Powis a cuiread i bpeirm. Tagraítear don mod seo iocaíocta múinteoirí i dtuairiscí ar na céad-cumainn oideacais; i Sasana, mol Andrew Bell é do scola an

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[48] Leanfad sin aitgairm ailt 33 agus 34 den Act Fuascailte (10 Seoirse IV, c. 7) a d'actaig gur oilgíom dul isteac in oird den tsórt sin agus go bpéadfaí duine a cur ar loingeas mar gcall ortu.

[49] '' An Bord Náisiúnta agus an Gaeilge, 1831-'70 ''—T. Ó Raifeartaig, M.A. (*Irish Ecclesiastical Record*, Nollaig 1949; imh. LXXII, lc. 481.)

in England about 1820 Andrew Bell had suggested it for schools of the National Society. The system was introduced officially in England in 1861 and from there, via the Commission, reached Ireland in 1872. It was to last until 1900 and its effects were to last even longer. Before its adoption schools were expected to teach the " 3-Rs ", some grammar and geography, together with needlework in girls' schools and in mixed schools[50] in which workmistresses or industrial assistants were employed. Mathematics, navigation, book-keeping, vocal music, drawing, and science were regarded as extra subjects for which gratuities were payable to the teachers, but outside the Convent and model schools they were rarely taught. Agriculture was taught in some schools to which farms were attached and a few other schools taught school gardening.

74. Under the results system, fees[51] were paid to teachers on the results of the individual examination by inspectors of pupils who had attended school for at least 100 days during the preceding 12 months (or " results period "). For this test there was a definite " Programme of Instruction and Examination " prescribed for each class. In 1898, shortly before its abandonment, the programme included obligatory subjects, two optional subjects (book-keeping and vocal music) which could be taught within school-hours, and a wide range of extra subjects usually taught outside these hours. Kindergarten in that year (1898) had become obligatory in " organised " Infant departments, and a special fee was payable for the efficient practice of this method. For infants in other schools some kindergarten exercises were prescribed, but greater importance was given to reading from the First Book. Previously infants had been taught reading and spelling only.

75. Along with the " 3-Rs " and geography, the obligatory programme included needlework for girls and agriculture for boys in rural schools taught by a master. Instruction in agriculture, entirely theoretical in the ordinary school, was introduced in Class IV and was based on a standard text-book, *Introduction to Practical Farming*,[52] particular chapters of which were set as the syllabus for each class. The percentage of passes in agriculture was usually lower than in any other subject with the exception of Hygiene and Botany. By 1898 also the number of schools with farms had become negligible, the farms having been reduced to " school gardens " in respect of which special fees were payable. Girls in Class VI could follow an alternative programme of literary and industial subjects, but this was rarely taken up. Usually not more than two extra subjects could be selected for examination. Drawing, mainly free-hand copying, was the most popular of these, being taught in about 2,000 schools (or one-fourth of the total), while alegbra was taught in some 1,400 schools, geometry and mensuration in 900, cookery in 113, and " sewing machine and advanced dressmaking " in over 450 schools. Few of the other eight-

[50] i.e. containing boys and girls.

[51] In addition to salaries which, since 1841, were fixed on a " classification " basis, four " classes " of teachers being recognised and promotion to a higher " class " being secured by examination, only trained teachers being admitted to the highest grade. Originally, salaries (other than gratuities) were to be a charge on local aid but this was not insisted upon. Instead, teachers were paid a capitation grant (£1 for each 10 pupils) and permitted to receive school fees where these were paid by pupils.

[52] Several attempts had been made to produce a simple and satisfactory edition of this text-book, the last in 1897.

National Society tuairim na bliana 1820. Tugadh isteach an córas go hoifigiúil i Sasana sa mbliam 1861, agus as sin táinig sé go hÉirinn le Coimisiún Powis, in 1872. Mair sé go dtí 1900 agus mair a sliocht ní b'fhaide. Sarar cuireadh i bpeidhm é bíodh ar scola léamh, scríobh agus uimhríocht a múineadh, roinnt gramadaí agus tíreolais, maille le hobair shnáthaide i scola cailíní nó scola measctha[50] ina raibh máistreásaí saothair nó cúntóirí tionscail. Bí an matamaitic, lomghseoireacht, cuntasaíocht, ceol gutha, línfocht agus eolaíocht mar ábair bhreise a n-íoctaí aisci le múinteoirí ina leith, ach b'annamh a múnti iad lasmuigh de scola clochair agus de mhód-scola. Múnti talmhaíocht i roinnt scol a raibh feilmeacha leo agus bíodh garradóireacht dá muineadh i gcorr-scoil eile.

74. Fá córas na dtorthaí, híoctaí táillí[51] le múinteoirí ar thorthaí scrúduithe a níodh cigire ar gach aon dalta a bí ar a laghad 100 lá ar scoil sa 12 mí (nó "tréimse torthaí") roimhe sin. Bí "Clár Teagaisc agus Scrúduithe" don triail seo ceaptha do gach aon rang. Dá bliadhain sarar scoradh don córas (1898), bí sa gclár sin ábair éigeantacha, dá ábar neamh-éigeantach (cuntasaíocht agus ceol gutha) a féadfaí a theagasc i rith am scoile, agus lear mór ábar bhreise a múnti go hiondúil i ndiaidh nó roimh am scoile. Bí ciondhargairdín éigeantach ón mbliam sin (1898) i nai-ranna eagraithe agus bí táille ar leith ag dul ar a cleachtadh go héifeachtach. Ní raibh ag naíonáin i scola eile ach roinnt cleachta ciondhargairdín agus ba mhó tábhachta a tugtaí do léamh as an gCéadleabhar. Roimhe sin ní múnti do naíonáin ach léamh agus litriú amháin.

75. Ar an gclár éigeantach, bí léamh, scríobh agus uimhríocht, obair shnáthaide do cailíní agus talmhaíocht do buachaillí i scola tuaithe fá máistrí. Tosaíti ar talmhaíocht a múineadh i ngrádh IV; sa ngnáthscoil, ní bíodh ann ach obair theoirice a bí bunaithe ar théacs-leabhar caighdeánach, "*Introduction to Practical Farming*,"[52] agus a théantaí do réir oiread seo caibidheal den théacs i ngach rang. B'iste de ghnáth an líon pas a bainti amach sa talmhaíocht ná in aon ábar eile ach amháin sláinteachas agus bitheolaíocht. Níorbh fhú tráchta ar líon na scol a raibh feilmeacha leo in 1898; ní raibh leo faoi sin ach "gairdíní scoile" a mbíodh táillí ar leith infhoctha astu. Bí ceadh ag cailíní i ngrádh VI malairt cláir a bheith acu in ábair litearthacha agus tionscail, ach is annamh a leantaí é. Níor cheadaithe, de ghnáth, thar dá ábar bhreise a freagairt sa scrúdú torthaí. Línfocht, a formhór i rioct cóip saorláimhe, an ceann ba choitianta mar bí sí dá muineadh i 2,000 scoil (ceathrú cuid den iomlán) in 1898; bí ailgébar i 1,400 scoil, céimseata agus tuisíocht i 900, cócaireacht i 113, agus fuáil meaisín agus ard-mhaintineacht i 450 scoil. Ba beag le rá a múnti den oct gcinn déag eile d'ábair cheirde agus eolaíochta. Tugadh aitheantas do Ghaeilge

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[50] *i.e.* ina raibh buachaillí agus cailíní.

[51] Le cois tuarastail, a bí ó 1841 anuas socraithe ar bun grádh-aicme; sé sin bí ceithre grádh múinteoirí ann agus tugtaí ardú ó ghrádh go céile do réir scrúduithe, ach ní ligtí ach oiread oilte isteach sa ngrádh ab airde. I dtús ama, is ar chiste áitiúil a bí tuarastail, seachas aiscí, ceaptha titim ach níor cloíodh leis sin. Ina leaba sin, híoctaí deontas caipitíochta le hoiread (£1 an 10 daltaí) agus ceadaití dóib táillí scoile a ghlacadh san áit ar íoc na daltaí iad.

[2] Féachadh go minic le heagrán simplí, sásúil den théacs seo a chur amach, an ceann deiridh in 1897.

teen practical and scientific subjects were taught to any extent. Irish (which, in 1879,[53] had been given its first recognition in the schools and included in the list of extras) and French were each taught in 83 schools, a larger number of candidates being presented for examination in the former. Latin was taught in 27 schools and Greek in 3.

76. The extra subjects, indeed, fared better than might have been expected. Many of them were unsuitable for the primary school. The National Schools too were handicapped by their small staffs and the lack of qualified teachers. A large number of schools had only one teacher, while the number of untrained teachers (in 1883) was over 66% of the total. Moreover, only 75% of the pupils completed the minimum attendance (100 days) to qualify for fees. Teaching methods, also because of the results system, were, in general, largely mechanical, stimulating only the memory to the detriment of intellectual development.

New Training Colleges

77. Steps to provide more trained teachers were not taken until 1883, when the Board acquiesced in a Government direction to recognise denominational training colleges. St. Patrick's Training College for men and Our Lady of Mercy Training College for women, both for Catholics, were opened in that year, and the Church of Ireland Training College for men and women in the following year. In these the course for the ordinary entrant was one of two years' duration. Other training colleges later established were De la Salle, Waterford (1891), St. Mary's College, Belfast (1900) and Mary Immaculate College, Limerick (1901). With the opening of the denominational training colleges came the removal of restrictions on schools and teachers belonging to religious institutes. (par. 63).

Compulsory School Attendance

78. The first effort at compulsory school attendance was made by the Irish Education Act in 1892. Under this Act attendance on at least 75 days in each half year was compulsory for children 6-14 years of age who had not a reasonable excuse for exemption. The provision applied only to municipal boroughs and townships, but rural authorities could apply it where they so chose. The enforcement of attendance was left to school attendance committees, nominated partly by the local authority and partly by the Commissioners. Owing to lack of finance (which was provided out of the poor law rate), the Act was enforced in 1900 in only two-thirds of the towns and in a small number of rural districts. The percentage attendance in the former areas was 68, while for the whole country it was 62. Compulsory attendance involved free education and so school fees were abolished in the majority of schools.[54]

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[53] In a note in earlier "Results Programmes" it was stated: "If there are Irish-speaking pupils in a school, the teacher, if acquainted with the Irish language should, whenever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language." A petition to have Irish placed on the list of extra subjects was rejected by the Board in 1875 but was granted 3 years later at the request of the Society for the Preservation of the Irish Language.

[54] i.e. Schools in which the average fee per pupil was six shillings or less in 1892, other schools being still permitted to charge the difference between their average fee and that sum.

de céadóir sa mbliain 1879[53] mar ábar breise; agus bí sí féin agus an Fraincis dá bhfoglaim i 83 scoil, ach gur mó daltaí a d'fhoglaim Gaeilge ná d'fhoglaim Fraincis fá 1898. Bí Laidin i 27 scoil agus Gréigis i 3 cinn.

76. Go deimhin, b'fhearr a d'éirigh leis na hábair breise ná mar beifí ag súil leis. Níor fheil cuid mór acu an bunscoil. Bí easpa foirne agus múinteoirí cáilithe ina gconstaicí roimh na scola. Ní raib ach an t-aon múinteoir amháin i gcuid mhaith acu, agus bí os cionn 66% de na múinteoirí uile gan oiliúint (in 1883). Ina ceann sin, ní cuireadh ach 75% de daltaí isteach an tinreamh minimum (100 lá) cun táillí do thuilleamh. In aice sin, tug an córas tortaí ar mhúinteoirí moda meichiúla teagaisc a leanacht, ar an mórchuid, moda a spreag an cuimhne ach a rinne díobháil d'fhorás intleachta.

Coláistí nuaide oiliúna

77. Ní deachtas i mbun tuilleadh múinteoirí d'oiliúint go dtí 1883 nuair a ghéill an Bord d'ordú Rialtais i dtaob Coláistí oiliúna iris-aicmeacha d'aithint. Sa mbliain sin a hosclaíodh Coláiste Pádraig Naofa i gCóir fear agus Coláiste Bainríona na Trócaire i gCóir ban, iad araon do Chatoilicigh; hosclaíodh Coláiste Eaglaise na hÉireann an bliain dar gcionn. Cúrsa oiliúna dá bliain a tugadar seo don ghnát-mhac léinn. Sna blianta ina diaidh sin, bunaíodh Coláiste de la Salle, Port Láirge (1891), Coláiste Muire, Béal Feirste (1900), agus Coláiste Muire gan Smál, Luimneach (1901). Scaoileadh na ceangail eile a bí ar scola agus ar mhúinteoirí na n-institiúidí cráibaidh fán am ar bunaíodh coláistí oiliúna iris-aicmeacha (alt 63).

Freastal éigeantach scoile

78. Ba é Act Oideachais na hÉireann, 1892, an chéad-iarracht ar freastal éigeantach scoile sa tír seo. Bí tinreamh 75 lá ar a lagad i ngach aon leith-bliain éigeantach fán Act ar páistí 6-14 bliana d'aois nach raib leithscéal maith acu ar shaorbhail d'fháil óna fhoráil. Ach níor bain an fhoráil sin ach le catair-buirgí agus le bailte móra, cé gur féad údaráis tuaithe a cur i bhfeidhm dá dtoghraídís. Fágadh feidhmiú an fhreastail fá choistí freastail scoile, ar aimhnigh an t-údarás áitiúil cuid dá gcomhaltaí agus na Coimisinéirí an cuid eile. D'uireasa airgid (a soláthraití as rátaí dlí na mbocht), ní raib an tAct dá chur i bhfeidhm i 1900 ach i nóchad dtrian de na bailte móra agus i mbeagán de na tuath-cheantair. Bí tinreamh scoile 68% sna bailte móra, ach ní raib ach tinreamh 62% sa tír fré chéile. Bí oideachas in aisce i gceist le freastal éigeantach agus, dá réir, cuireadh táillí scoile ar ceal i bhformór na scol.[54]

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[53] I nóta sna céad-cláir tortaí dúradh: "if there are Irish-speaking children in a school, the teacher, if acquainted with the Irish language should, whenever practicable, employ the vernacular as an aid to the elucidation and acquisition of the English language." Diúltaigh an Bord d'iarratas ar Gaeilge a chur ar liosta na n-ábar breise i 1875, ach ghéilleadar dó trí bliana ina diaidh sin ar acaini Cumann Buanchosanta na Gaeilge.

[54] .i. i scola ar sé scillinge nó níos lú an meán-táille an dalta in 1892; ceadaíodh go póill do scola eile táille de mhéid na dipríochta idir a meán-táille agus an tsuim sin a ghearradh.

The Belmore Commission

79. The intention to inaugurate a system of technical instruction was probably the chief reason for the appointment in 1897 of the Belmore Commission " to inquire and report with a view to determining how far and in what form manual and practical instruction should be included in the educational system of primary schools under the Board of National Education in Ireland." Its report, issued in 1898, hastened the end of the results system. The recommendations included the introduction of kindergarten in all Infant classes, and its continuation, in the form of hand and eye training, in junior classes, the teaching of woodwork in boys' schools, of drawing, singing, physical training and elementary science in all schools, of needlework to girls and of domestic science subjects wherever practicable. It proposed that agriculture, since it did not properly belong to elementary education and, as then taught, had little value, should be replaced by a course of elementary science for rural schools and an extension of the scheme for school gardens.

80. In favour of its recommendations, the Commission argued that the existing system was too bookish, as it did not encourage intelligent observation by the children, did not impart training in habits of correct reasoning, and did not teach any skill in the use of hand and eye. It was suggested by the Commission that the proposed reforms were founded on educational principles, that they had been introduced and tested elsewhere without loss to literary education and, in any event, that they were necessary as an introduction to technical education. It was not directly proposed to abolish the results system, but inspection only was favoured as a method of testing the work in manual and practical subjects.

The Revised Programme

81. The Belmore report preceded by a short time the appointment of a particularly energetic Resident Commissioner in the person of Dr. Starkie, who in April, 1900, announced a revised programme. The results system was replaced by a system of inspection and class organisation.[55] " A knowledge of Reading, Writing, Arithmetic on rational principles is the foundation of the Programme, while Manual Instruction, Drawing, School Discipline and Physical Drill come next in importance," stated the Board's report for 1900.[56] English and arithmetic remained obligatory in all schools, while the subjects suggested by the Belmore Commission were made obligatory in schools with teachers certified to teach them. Geography and history were not specified as separate " day school " subjects and were to be taught mainly through the use of literary, geographical and historical readers. Irish, French, Latin, Mathematics and Instrumental Music were recognised as optional subjects which could be taught within school hours or as extra subjects, outside these hours, in which case special fees were payable for them. The programme was " promulgated provisionally and tentatively " and allowed for experimentation and the initiative of man-

[55] A new method of remunerating teachers, i.e., according to scales of consolidated salary, was also introduced.

[56] 67th Report, p. 37.

Coimisiún Belmore

79. Is dóig gur de barr é beit beartaithe córas ceard-oideachais a thabairt isteach a bunaíodh Coimisiún Belmore sa mbliain 1897 chun 'a fiosrú agus a thuairisciú cé méid, agus cén cineál, oiliúna láimhe agus ceirde ba chóir a beit sa gcóras oideachais bunscoil fá Bhord an Oideachais Náisiúnta in Éirinn.' Luathaigh a thuarascáil, a foilsíodh sa mbliain 1898, deireadh córais na dtortaí. Moladh, i measc rudaí eile, go dtabharfaí isteach an chondargairdín i ngach rang naíonán agus go leanfaí de i bpoirm oiliúna láimh agus súl i ranga sóisear, go múinfí obair adhmaid i scola buachaillí, líníocht, amhránaíocht, corpoiliúint agus bun-eolaíocht i ngach scoil, obair snáthaide do chailíní agus ábair tís chomh fada agus ab féidir. Moladh, ó tharlaigh nárbh ábhar bunscoile an talmhaíocht agus nár bhí tairbhe mar bhí sí dá teagasc san am, bun-chúrsa eolaíochta a chur ina háit i gcás scoil tuaithe agus scéim na ngairdíní scoile a leathnú.

80. Rinne an Coimisiún amach i bpáipéar a chuid moltaí go raibh córas an ama ró-litearta sa méid nár spreag sé páistí chun rudaí a ghrinniú go meabhrach, nár thug sé oiliúint dóibh i mbealaigh ceart-bhreithnithe, agus nár chothaigh sé aon stuaim iontu in úsáid lámh agus súl. Dúirt an Coimisiún go raibh na hathruithe a bhí molta bunaithe ar phrionsabail oideachais, gur féadadh iad in áiteacha eile gan díobháil don oideachas litearta agus, in aon chás, nárbh fholáir iad mar ullmhúchán don cheard-oideachas. Níor molad bailiúchán go gcuirfí córas na dtortaí ar ceal ach bíothas ar thaobh cigireachta mar mhodh trialach an teagaisc sna hábhair láimhseáchair agus ceirde.

An Clár Leasaithe

81. Ba ghearr thar éis tuarascáil Belmore gur ceapadh Coimisinéir Cónaitheach a bhí thar a bheith dícheallach .i. an Dr. Starkie, agus b'eisean a d'fhógair clár leasaithe fá Aibreán, 1900. Cuireadh córas cigireachta agus rang-eagair in áit córais na dtortaí.[55] I dtuarascáil an Bhoird i gcóir na bliana 1900, dúradh mar seo: " A knowledge of Reading, Writing, Arithmetic on rational principles is the foundation of the Programme, while Manual Instruction, Drawing, School Discipline and Physical Drill come next in importance."[56] Fágadh an Béarla agus an uimhríocht mar ábhair éigeantacha i ngach scoil, agus bhí na hábhair a mhol Coimisiún Belmore le beit éigeantach i scola a raibh múinteoirí cáilithe iontu lena dteagasc. Níor luadh stair ná tíreolas mar ábhair ar leith i gcóir scoil lae ach bhí leas le haimt as léitheoirí a raibh litríocht, tíreolas agus stair mar chuid díobh. Glacadh le Gaeilge, Fraincis, Laidin, an Matamaitic agus Ceol Uirnise mar ábhair neamhéigeantacha a múinfí i rith uaireanta scoile, nó a múinfí mar ábhair bhreise lasmuigh de na huaireanta sin agus a mbeadh sa gcás sin táillí áirithe iníocta ina leith. Foilsíodh an clár 'go sealadach agus ar mhodh a thrialach' agus ceadaíodh do bhainisteoirí é chur i bpeirdhm do réir a gcumais agus a ndúthracht féin. Bhí na daltaí ba shinsearaí

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[55] Tugadh isteach mhodh nua freisin chun múinteoirí d'fhoc .i. do réir scálaí coimhlúite tuarastail.

[56] 67ú Tuarascáil, lch. 37.

agers. Above Infants pupils were classed in six Standards[57] and the Commissioners encouraged collective instruction, in the same subject, of two or more Standards.

82. It was justifiably claimed that the new system had certain advantages. It gave freedom of school organisation, especially to the smaller schools which were then as now in the majority; it substituted the heuristic method of instruction for the didactic; it improved the training of infants; it directed attention to both oral and written expression in English; it made the teaching of the different subjects more practical; it improved the position of "cultural subjects" such as singing, drawing and physical training, and it widened the scope of the curriculum for the average pupil. Its wide scope, however, was its weakness. The study of electricity and magnetism, even by the average city boy at such an age, was too technical, while wirework and cardboard stitching in a non-industrial country were unrealistic. The curriculum involved a complete break with the old order, in both the syllabus of each subject and the methods of teaching. Teachers were given a freedom to which they had not been accustomed and were asked to teach subjects which they could have studied only superficially. Strain was inevitable and the difficulties involved in training teachers in the new subjects forced the Board to modify its plans.

83. Organisers were appointed to give short-term and week-end courses in the new subjects at various centres. The organisers of music and needlework met with little difficulty and these subjects were soon to be found in almost every school. The cost of cookery and laundry courses, however, was found to be prohibitive and, after the first years, training was confined to demonstrations in schools. The lack of equipment obstructed progress and apart from Convent schools little cookery or laundry was taught. In kindergarten methods, manual instruction and elementary science, the Board's task was still more difficult. It was necessary to train teachers both in subjects and teaching methods. Experts from England were engaged to direct the courses and a certain number of teachers were taught some kindergarten work, drawing and science, but it was soon apparent that the five years' plan for training all teachers was altogether inadequate for the project. Lack of equipment, to provide which the Board had no funds, did not increase the popularity of the practical subjects. The oft-quoted story of the parent who objected to his son being taught drill, lest it lead to his conscription for the Boer War, was but a reflection of the general scepticism with which the new programme was met. Managers, teachers, inspectors and the public all had their objections, and so the Board amended the programme.

Revisions of the Revised Programme

84. A set of programmes for schools of different sizes was issued early in 1904, and these formed the basis of instruction until 1922. Object lessons took the place of a modified experimental science course in most

[57] Previously, Class V contained two stages and Class VI had two examinations, the divisions corresponding roughly to Standards V-VIII. In 1904, separate Standards VII and VIII were added to the existing Standards. In framing a provisional syllabus for each Standard, the Commissioners reckoned that pupils were in the different grades at the following ages: 3-9 years, Infants and Standard I; 9-10 years, Standard II; 10-11 years, Standard III; 11-12 years, Standard IV; 12-13 years, Standard V, and 13+ years, Standard VI.

ná naíonáin le roinnt ar sé rang[57] agus comhairlig na Coimisinéirí daltaí as dá rang nó nios mó díob a teagasc i gcomhuiontas.

82. Maíodh, le cearr, go raibh buntáistí áirithe ag an gcóras nua. Tug sé saoirse eagair scoile, go mór-mhór sna scola ba lú, arb iad formhór na scol san am sin iad ag oireadh le haois; cuir sé an modh fionnachta in áit an mhóda dídeachta mar mhodh teagaisc; d'fheabhsaig sé oiliúint naíonán; dírig sé aird ar chruinneas cainte agus leagain scríofa an Béarla; rinne sé teagasc na n-ábhar éagsúla nios praiticiúla; tug sé tábhacht bhreise do na "hábhair cultúra" de leithéid na hamhránaíochta, na liníochta agus na corpoiliúna agus leathnaig sé réim an chursa léinn don gnáth-páiste. Ach ba í a réim a laige. Bí staidéar ar leicthreachas agus ar admhainteas, go fiú ag an ngnáth-gasúr cathrach den aois sin, ró-theicniúil, agus ní raibh sé le céill sreang-mhúnlú agus snaidhm-ghreamú cartpháir a mhúineadh i dtír gan tionscal. Tug an churs broim láimhe don tsean-reacht, ó thaobh cláir gach aon ábhair agus modha teagaisc araon. Fuair múinteoirí saoirse nár chleacht siad agus hiarradh orthu ábhair a mhúineadh nach bhféadfadh de staidéar a bheith déanta acu orthu ach an staidéar fánach. Ní fhéadfaí anbhuain agus méirse a sheachaint, agus bí oiread sin deacrachta i mbealach múinteoirí d'oiliúint ar na hábhair nuaidhe go mb'éigean don Bord tíocht ar mhalairt comhairle fán gcúrsa.

83. B'amlaidh bíochas tar éis timirí a cheapadh chun cúrsaí gearra agus cúrsaí deiridh seachtaine a thabhairt sna hábhair nuaidhe in ionaid éagsúla. Ní raibh aon bhac ar thimirí ceoil agus obair shnáthaide, agus ba gearr go raibh na hábhair sin dá múineadh i mórán gach scoil. Bí costas na gcúrsaí i gcócaireacht agus in obair níochán as cuimse, áfach, agus tar éis na gcéad-bliantha, ní tugtaí ach taispeántais sna scola. Tháinig fanntanas fearas freisin i mbealach na n-ábhar agus ba bheag cócaireachta ná obair níochán a múintí, ach amháin i scola cloch air. B'achrannaí aris an scéal ag an mBord i gcás modha ciondargairdín, lámhsaothair agus buneolaíochta. B'éigean oiliúint sna hábhair féin agus i modha a múinte a thabhairt do na hoidí. Tugadh saineolaithe anall as Sasana leis na cúrsaí a stiúrú agus múineadh beagán ciondargairdín, liníochta agus eolaíochta do mhéid áirithe oidí, ach ba gearr gur léar nach bhféadfaí iad ar fad d'oiliúint sa tréimhse cúig bliana a ceapadh dó ar dtús. Nior mheadaig fanntanas fearais an tóir ar na hábhair phraiticiúla, agus ní raibh aon airgead ag an mBord leis an bhfearas a chur ar fáil. An scéal sean-aithriste fán ngasúr nach ligfeadh a athair druil a mhúineadh dó ar faitios a éignithe chun trodha i gCogadh na mBoerach, ní raibh ann ach samhail den aimhreas a caitheadh ar an gclár nua. Bí a loctha féin ag bainisteoirí, ag múinteoirí, ag cigirí agus ag an bpobal air agus dá barr sin leasaig an Bord an clár.

Athleasú an Cláir Leasaithe

84. Foilsíodh sreath clár i gcóir scol de mhéideanna éagsúla go luath sa mbliam 1904 agus b'iad sin bun an teagaisc go dtí 1922. Múintí ceachta cuspacha in áit churs nua d'eolaíocht thurgnamaig i mbunáite na scol, agus ní

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[57] Roimhe sin bí dá chéim i ngrádh V agus dá scrúdú ag grádh VI, na ranna ag freagairt mórán do Rangs V-VIII. I 1904, cuireadh Rangs VII agus VIII leis an sé rang a bí ann. Nuair bí clár sealadach dá cheapadh do gach aon rang, meas na Coimisinéirí go raibh daltaí sna rangs éagsúla sna haoiseanna seo leanas: 3-9 mbliana, Naíonáin agus Rang I; 9-10, Rang II; 10-11, Rang III; 11-12, Rang IV; 12-13, Rang V, agus 13+ Rang VI.

schools, and manual instruction was confined to the lower standards. Cookery and laundry, and later domestic economy, became special grant-earning subjects, while the optional subjects maintained their former position. Hygiene and " Lessons on Health and Habits " later became obligatory. Instruction on temperance was introduced as a subject in 1906, becoming obligatory in 1919 and a scheme of nature study was provided for rural schools in 1907. Five years later an alternative programme of school-gardening, under the name of Rural Science and Horticulture, for which separate grants were provided, was introduced (in conjunction with the Department of Agriculture and Technical Instruction), the highest number of schools teaching it (201) being reached in 1918-'19. History, it should be noted, was not included as a separate subject in the curriculum until 1908 and then only by way of suggested teaching schemes, Irish History being given no special place even as late as 1921.

The Bilingual Programme

85. An important change in the policy of the Board towards Irish was marked in 1904 by the publication of the first bilingual programme. This programme permitted the teaching, in Irish-speaking and bilingual districts, of both Irish and English to all Standards, and the teaching of other subjects through the medium of either language. Special fees were payable to teachers who followed this programme, the aim of which was not to strengthen Irish but rather to improve the teaching in the schools concerned and to facilitate the acquisition of a sound knowledge of English by Irish-speaking children. Some improvements were made in the programme in Irish as an extra subject in 1906. In that year, also, prizes for proficiency in Irish were awarded in the final examination of the Training Colleges, recognition was extended to the voluntarily established " Summer " Irish Colleges and courses for teachers, school organizers of Irish were appointed, Irish was included (as an alternative to Book-keeping) in the Training Colleges' Entrance Examination, and a regulation was made that teachers appointed to schools in Irish-speaking districts would be required to have an oral knowledge of Irish. By 1922 Irish was included in the curriculum of 1,900 schools, while the bilingual programme was followed in another 240.

Evening Classes and " Higher Grade " Schools

86. Evening schools or classes for adults and children were very much encouraged between 1900 and 1922 and provided an additional source of income for teachers. The origin of these classes under the Board went back to 1846 when, following the " considerable number of evening schools . . . of late opened in several parts of the Kingdom " and " to supply a good specimen of the manner in which such schools might best be conducted ", an attempt, which proved abortive, was made to open two evening schools in Dublin, one in the Model Schools and the other in the National School in the " small rural village " of Glasnevin.[58] For some years grants were paid to classes connected with Mechanics' Institutes, as separate schools, and down to 1900 an occasional evening class was to be found in ordinary schools. From 1905 onwards the Commissioners continued, unsuccessfully, their endeavours to obtain Government sanction for

[58] Powis Commission Report, 1870, pp. 109, 115.

bíodh láimhsáotar ag sna bunranga. Tugadh deontais ar leith ar chócaireacht agus níochán, agus ar tíos ar ball, agus fágadh na hábair neamhéigeantacha mar bíodar. D'ábair éigeantacha ina dhiaidh sin sláinteachas agus "Lessons on Health and Habits." Tosaíodh ar mheasartacht mar ábar scoile i 1906 (rinneadh ábar éigeantach di i 1919), agus ceapadh scéim d'Eolas ar Nádúr i gcóir scol tuaithe i 1907. Cúig bliana ina dhiaidh sin, ceapadh (i gcomhar leis an Roinn Talmhaíochta agus Ceard-oideachais) clár, de roghain ar an scéim, fán teideal Tuaitheolaíocht agus Garradhóireacht a n-íochtaí deontais ar leith as; shroich an líon scol ina múinti é barr binne (201) sa mbliain 1918-'19. Cuid sontais nár cuireadh an Stair mar ábar ar leith ar an gcúrsa go dtí 1908, agus ansin féin ní raibh inti ach scéimeanna molta teagaisc; ní raibh aon áit ar leith ag Stair na hÉireann go fiú com déanach le 1921.

An Clár Dá-Theangach

85. Faoi stiúrú sontasach ar bheartas an Bhoird i leith na Gaeilge i 1904 nuair a foilsíodh an chéad-chlár dá-theangach. Cheadaigh an clár seo Gaeilge agus Béarla araon a mhúineadh san uile rang, agus ábair eile a teagasc tré cheachtar den dá theanga, i gceantair Ghaeltachta agus Bhreac-Ghaeltachta. Níochtaí táilli ar leith le múinteoirí a thugadh teagasc sa gclár. Níorbh é cuspóir an chláir an Gaeilge féin a neartú; ba í intinn an Bhoird go bhfeabhsódh sé an teagasc sna scola sin agus go dtabharfadh sé deis do páistí ar Ghaeilgeoirí iad cumas maith Béarla a thabairt leo. Cuireadh feabhas ar an gclár Gaeilge, mar bhreis-ábar, i 1906. Sa mbliain sin, freisin, tugadh chuaiseanna as uchd a bhfeabhas i nGaeilge d'iarrthóirí ar scrúdú cinn chúrsa na gColáistí Oiliúna, tugadh aitheantas do Choláistí Gaeilge Samhraidh agus do chúrsaí do mhúinteoirí, a bhí ar siúl go deontach, ceapadh timirí Gaeilge do scola, cuireadh an Gaeilge mar ábar i scrúdú ionadaithe na gColáiste Oiliúna (mar mhalairt ar Cuntasaíocht), agus rinneadh riail go gcaithfeadh múinteoirí a ceapfaí i scola Gaeltachta a bheith i mbun Gaeilge a labhairt. Fán mbliain 1922 bhí an Gaeilge ar chúrsa 1,200 scoil agus bhí an clár dá-theangach dá theagasc i 240 eile.

Scola Oíche agus Scola "Ard-Ghrádh"

86. Idir 1900 agus 1922, cuireadh scola agus ranga oíche, do dhaoine fásta agus do páistí, cun cinn go mór agus bain múinteoirí biseach fáltais as a stiúradh. Siar in 1846 a d'fhéach an Bord i dtosach le ranga den chineál sin a bhunú; 'de bharr an líon mór scol oíche . . . a hosclaíodh le fairid i roimhe mhaith áiteacha sa Rioct' agus 'd'fhonn sampla maith a chur ar fáil den bhealach ab fhearr scola dá gcineál a riar,' rinneadh iarracht, gan tairbhe, dá scoil oíche d'fhoscailt i mBaile Átha Cliath, ceann sna Modscola agus an ceann eile sa Scoil Náisiúnta i 'mbaile beag tuaithe' Ghlas Naoidhean.[58] Ar feadh roimhe bliain tugtaí deontais as uchd rang a bhíodh ag dul le hInstitiúidí Ceardaithe, mar scola ar leithligh, agus anuas go dtí 1900 bhíodh corr-rang oíche ar bun sna gnáth-scola. Ón mbliain 1905 amach bhíodh na Coimisinéirí ag síor-chuineamh leis an Rialtas ag iarraidh ceadh Scola Ard-Ghrádh agus ard-ranna i Scola Náisiúnta a bhunú chun malairt chúrsaí a sholáthar, de mhianach meánscolaíochta

[58] Tuarascáil Choimisiúin Powis, 1870—lch. 109, 115.

the establishment of Higher Grade Schools and advanced departments of National Schools, which would provide alternative courses, of a secondary-technical school type, in commerce, industry, agriculture and general education.

Staffing

87. After 1900 important changes were made in the regulations governing the staffing of schools. The figure of average attendance of pupils required for the appointment of assistant teachers was reduced by 10 units to 50 and, in 1906, salary was provided for the employment of a new class of teacher, i.e., junior assistant mistresses, in schools with an average attendance of 35-49 pupils. It was intended to give these junior assistants some training in kindergarten and object lessons, since the special purpose of their appointment was to teach these subjects, along with singing and needlework and the ordinary programme of the junior classes. In 1912 the Commissioners introduced a rule prohibiting, except under special sanction, the appointment of men who had not been trained in a recognised Training College, thus aiming to fulfil, in the case of men, the fundamental condition prescribed in 1831 that persons appointed as teachers should have received previous training. Other changes, relating to the inspection of schools, the selection of candidates for the teaching profession and the training course, were also made in the period under review.

The First National Programme Conference

88. During the Anglo-Irish War, in January, 1921, began the work of a conference of educationalists which was to propose more important changes in the character of the Irish primary school. It was convened, on the direction of the previous Congress of the Irish National Teachers' Organisation, by the Executive of that body, for the purpose of framing " a Programme or series of Programmes in accordance with Irish ideals and conditions—due regard being given to local needs and views ". Its members included representatives of the I.N.T.O., Aireacht na Gaeilge of Dáil Éireann,[59] the General Council of County Councils, the National Labour Executive, the Gaelic League and the Association of Secondary Teachers.[60] The late Rev. Professor Corcoran, S.J., assisted this body, which came to be known as the First National Programme Conference. Its report, issued in the same year, briefly indicated the main faults of the existing programme, namely, that it contained altogether too many obligatory subjects—" this overloading had arisen from the desire to see the National School function as a primary, technical and intermediate school ", that it placed the Irish language, " which it was evident the vast majority of the Irish people wished to have taught to their children ", in a subordinate position, and that it was generally " out of harmony with national ideals and requirements ".

89. The Conference decided to recommend an obligatory minimum programme consisting of Irish, English, mathematics, history, geography, singing, physical training, and needlework. To the syllabus in history, geography and singing it gave a more national tone. As well as this pro-

[59] Afterwards Aireacht an Oideachais.

[60] Invitations to participate had also been addressed to the University Professors of Education, the School Managers' Association, the Irish Christian Brothers and the Schoolmasters' Association.

agus ceard-scolaíocta, i dtráchtáil, tionscail, talmaíocht agus gnát-oideachas. Níor féilleadh dá n-acaimí.

Scoil-foirne

87. Rinneadh athruithe tábhachtacha tar éis na bliana 1900 ar na rialacha a bain le ceapachán oidí. Laghdaíodh, de 10 n-aonadh, go dtí 50 an figiúr de meán-timreamh daltaí a cheastaigh cun oidí cúnta a cheapadh agus, sa mbliain 1906, ceadaíodh tuarastal cun cineál nuaíde oide d'fostú, .i. fo-máistreása, i scola a raibh meán-timreamh 35-49 dalta iontu. Bhí sé beartaithe roinnt oiliúna a thabairt do na fo-máistreása seo i gciondargairdín agus i gceachta cuspach, mar gurb é údar áirithe a gceapta go múmpholís na hábhair sin, amhránaíocht agus obair shnáthaide, le cois gnát-chláir rang sóisear. Sa mbliain 1912 rinne na Coimisiméirí riail a thoirmeasc, ach amháin le cead ar leith, fir nach bhfuair oiliúint i gColáiste Aithnithe Oiliúna a cheapadh mar oidí; ba iarracht é ar chomholl bunaidh 1831—gur daoine oilte a ceapfaí mar mhúinteoirí—a chur i bhfeidhm i gcás na bhfear. Sa tréimhse atá i gceist freisin, rinneadh athruithe eile a bain le cigireacht scol, teagasc múinteoirí agus leis an gcúrsa oiliúna.

Comhdháil an Chéad-Chláir Náisiúnta

88. Fá Eanáir 1921, le linn Chogaidh Gael le Sasanaigh, tháinig comhdháil de luchd oideachais le chéile a raibh athruithe níos tábhachtaí le moladh acu ar mhianach na bunscoile in Éirinn. Ar ordú na comhdhála rinne sin de Chumann na Múinteoirí Náisiúnta, chionóil Ard-Choiste na heagraíochta sin an comhdháil ar cuspóir ' clár nó sreath clár a cheapadh a d'oirfeadh forsamhla agus saol na hÉireann—ach aird chóir a thabairt ar riachtanais agus ar thairimí áitiúla.' Bhí ionadaithe ó Chumann na Múinteoirí Náisiúnta, ó Aireacht Gaeilge Dháil Éireann,[59] ó Ardchomhairle na gComhairlí Contae, ó Choiste Gnótha an Luchd Oibre, ó Chonradh na Gaedhilge agus ó Chumann na Meán-mhúinteoirí ar an gcomhdháil.[60] Cuireadh an tOllamh Oir. Ó Corcoráin, C.Í., nach mairfeann, leis an gcomhdháil, ar tugadh Comhdháil an Chéad-Chláir Náisiúnta uirthi i dtrácht. Foilsíodh a tuarascáil sa mbliain céanna. Tráchtadh inti, go hachomair, ar phríomh-lochtaí an chláir a bhí i bhfeidhm: go raibh i bhfad iomarca ábhar éigeantach ann—' seanreire a cuireadh air d'fonn bunscoil, ceard-scoil agus meán-scoil in éineacht a théanamh den Scoil Náisiúnta '—go dtug sé fo-ionadh don Ghaeilge ' ar léar gur mian leis an bhformhór mór de mhuintir na hÉireann go múmpí í dá gclainn,' agus i gcoitinne nár fhéil sé ' forsamhla ná riachtanais an náisiúin.'

89. Chinn an Chomhdháil bun-chlár éigeantach, a mbeadh Gaeilge, Béarla, matamaitic, stair, tíreolas, amhránaíocht, corpoiliúint agus obair shnáthaide ann, a mholadh. Cuireadh féith ní ba náisiúnta sa gclár i stair, tíreolas agus amhránaíocht. I gceann an chláir sin, mhol an Chomhdháil go bhféadfaí ábhar nó dó

[59] Aireacht an Oideachais ní ba théanaí.

[60] Tugadh cuireadh cun comhdhála d'ollúna Oideachais Iolscoile, do Chumann na Scol-bhainisteoirí, do na Bráithre Críostúla agus do Chumann na Scol-mháistrí freisin.

gramme, the Conference suggested that one or more of certain "additional subjects" might be taught, according to circumstances, these subjects being almost identical with the other obligatory and extra subjects included in the Commissioners' programme but with different syllabuses. With regard to Irish, it was proposed that the work of the Infant classes, together with the teaching of Irish history and geography, singing and physical training, was, where practicable, to be through the medium of Irish; wherever it was impracticable to introduce the programme in its entirety, each pupil was to receive instruction in Irish as an ordinary school subject for at least one hour per day, but wherever the majority of the pupils' parents objected to having Irish or English taught as an obligatory subject, their wishes were to be complied with. In such schools one "additional subject" was to be taken instead of the language omitted.

A new order replaces the old

90. Two features made the framing of this programme remarkable. Hitherto the Commissioners of National Education or their inspectors drafted and promulgated each programme. In this case the Board was not even represented and the signature of the report itself preceded by only a few days the supersession of the Commissioners by the Minister for Education of Saorstát Éireann. On the formation of the Provisional Government the Minister took over responsibility for the supervision of three separate Boards of Commissioners, viz., those for National Education, Intermediate Education, and Endowed Schools. On the supersession of the Commissioners of National Education, their powers were temporarily delegated to a Chief Executive Officer responsible to the Minister. The Secretary of the Ministry became Chief Administrative Officer of the three Boards, and he and the Chief Executive Officer were appointed National Education Commissioners in June 1923.[61] The present Department of Education came into being in the following June consequent on the enactment of the Ministers and Secretaries Act (1924), and to it was assigned the administration of the services connected with primary, secondary and technical education,[62] reformatory and industrial schools, the National Library, the National Museum, the Metropolitan School of Art, and certain other institutions. Thus, for the first time, were administratively unified the state and semi-state agencies connected with education, other than agricultural education. Thus, too, the policy and administration of these agencies came under the immediate direction of a State Ministry and a State Parliament.

Public Notice No. 4

91. One of the first acts of the new Government was to issue, in a public notice on the 1st February, 1922, an order providing that, from the 17th March, 1922, "the Irish language be taught, or used as a medium of instruction, for not less than one full hour each day in all National Schools where there was a teacher competent to teach it". This was one of the recommendations of the First National Programme, and in the following April the programme itself was adopted for schools. Its adoption indicated

[61] The Commissioners of Intermediate Education were, at the same time, superseded by the appointment of the Secretary and Deputy Secretary as Commissioners.

[62] The Technical Instruction Branch was previously under the Department of Agriculture.

d'áḃair ḃreise a ċeasasc, do réir mar d'feilfeaḋ; b'ionann na háḃair seo móran agus na háḃair ḃreise agus na háḃair éigeantaċa eile a ḃí i gclár na gCoimisinéirí, aċ go raiḃ malairt sullabais acu. I dtaoḃ Gaeilge, molaḋ gur ṫré Gaeilge a déanfaí an obair i ranga naíonán, agus an ceasasc i stair agus i dtíreolas na hÉireann, in amránaíoċt agus i gcorpoiliúint, san áit arḃ inḋéanta sin; i scoil nárḃ féidir fós an clár sin, ma iomlán, a múineaḋ, molaḋ go múinfí Gaeilge, mar ġnáṫ-áḃar scoile, do gaċ aon dalta ar feaḋ uair a ċloig sa lá ar a laġaḋ; dá gcuirfeaḋ formór tuismiṫeoirí na ndaltaí i gcomne Gaeilge nó Béarla a múineaḋ mar áḃar éigeantaċ, go ngéillfí dá dtoil aċ, i scoil dá ṡórt sin, caiṫfí ceann de na háḃair ḃreise a múineaḋ in áit na teanga a ligfí ar lár.

Reaċt nuaiḋe in áit an tsean

90. Bí dá ġné sontasaċa aḃam le ceapaḋ an clár seo. Go dtí seo, b'iaḋ Coimisinéirí an Oideaċais Náisiúnta nó a gcuid cigirí a ḃreaċtaiġ agus a d'foilsiġ gaċ clár. Ní raiḃ go fiú ionadaí ag an mBord ar an gcoiṁḋáil agus ní raiḃ sé aċ cupla lá ó sinioḋ an tuarascáil féin gur ġlac Aire Oideaċais Saorstát Éireann cúraim na gCoimisinéirí air féin. Nuair a bunaíoḋ an Rialtas Sealaḋaċ, fágaḋ an tAire freagarṫaċ as riar trí Bord éagsúla Coimisinéirí .i. Coimisinéirí an Oideaċais Náisiúnta, Coimisinéirí an Meán-oideaċais agus Coimisinéirí na Scol Dearlaice. Nuair a cuireaḋ in áit Coimisinéirí an Oideaċais Náisiúnta, tuġaḋ a gcumaċta, go sealaḋaċ, do Príom-Oifiġeaċ Feiṁiúċáin a ḃí freagarṫaċ don Aire. Rinneaḋ Príom-Oifiġeaċ Riaraċáin de Rúnaí na hAireaċta, agus rinneaḋ Coimisinéirí Oideaċais Náisiúnta de féin agus den Príom-Oifiġeaċ Feiṁiúċáin i Meiṫeaṁ 1923.[61] Táiniġ an Roinn Oideaċais atá ann anois i ḃfeiḋm sa Meiṫeaṁ ḋar gcionn ar reaċtú an Aċt Airí agus Rúnaiṫe (1924) agus is uirṫi a cuireaḋ riar na seirḃísí a ḃain le hoideaċas bunscoile, meánscoile agus ceardscoile[62] na scola ceardúċáin agus saoṫair, an leaḃarlann Náisiúnta agus an tArd-Músaem, Scoil Ealaíona na Príomḋaṫrac, agus forais áiriṫe eile. Sa gcaoi seo, de ċéaḋóir, tuġaḋ fá ċomriaraċán na comlucta stáit agus na comlucta stát-ċaomnaiṫe a ḃí i mbun oideaċais, seaċas oideaċas talmaíoċta. Sa gcaoi seo, freisin, táiniġ beartas agus riaraċán na gcomlucht seo fá ordú Aireaċta agus Parlaiminte Stáit go díreaċ.

Fógra poiblí Uim. 4

91. Ceann de ċéad-ġnim an Rialtais nua ordú do ṫaḃairt, i ḃfógra poiblí ar an gcéad lá d'Feabra 1922, go gcaiṫfí, ón 17ú lá de Márta 1922," an Saeḋilg do ċeasasc nó aḋḃar eile do ċeasasc triṫi ar feaḋ uaire an ċluig ar a laiġeaḋ gaċ lá ins gaċ scoil ina ḃfuil múinteoir in ann Saeḋilge do ċeasasc." Bí seo ar ċeann de moltaí an Céad-Clár Náisiúnta agus fán Aibreán ḋar gcionn glacaḋ leis an gclár féin fá ċóir na scol. Ċuġ a glacaḋ treoir fán rian a leanfaḋ obair na scol; haomaíoḋ naċ ḃféadfaí an clár

[61] Cuireaḋ in áit Coimisinéirí an Meánoideaċais, san am céanna, an Rúnaí agus an leas-Rúnaí a ceapaḋ mar Coimisinéirí.

[62] Bí Brainse an Ċeardoideaċais roime seo fán Roinn Talmaíoċta.

the general lines on which schools should work; it was acknowledged that the programme could be introduced only partially and gradually as far as the teaching and use of Irish were concerned. Managers and teachers were to be allowed considerable latitude in drafting their own syllabuses in the different subjects and to submit for approval special programmes to suit the circumstances of their schools, provided that in these the minimum prescribed time be given to the teaching of Irish. Fees for the teaching of Irish as an " extra subject " were withdrawn as were, later, " bilingual fees ".[63] The language had been given a place in the curriculum : all schools were in future to be bilingual.

An Obstacle and its Solution

92. The shortage of teachers qualified in Irish was an obstacle to the successful working of the new programme. There were few native speakers of Irish in the profession, and while, since 1900, many had by voluntary attendance at Irish Colleges acquired some knowledge of the language, less than 10% of serving teachers possessed the " bilingual certificate ", while another 25% had only the ordinary certificate of qualification to teach Irish awarded by those colleges. To overcome this obstacle, summer courses in Irish for teachers were held between 1922 and 1926 and teachers were allowed special leave to attend them, attendance being obligatory on those under 45 years of age. This intensive method resulted in the acquisition by almost half the teaching body of the ability to teach Irish as a subject, but less than one-sixth were as yet qualified to teach through Irish. The courses were only a transitional method, to overcome a major difficulty, and while Irish had become an essential subject in the Training Colleges, a more effective solution was necessary if the aims and objects of the programme were to be fulfilled.

The Second National Programme Conference

93. The programme had been adopted provisionally and in 1925 the Minister, at the request of the Teachers' Organisation, convened a conference to consider its suitability and to make recommendations to him as regards any alterations which might seem desirable. The Second National Programme Conference had a wider character than its predecessor, including as it did representatives of the managers, the teachers, the universities, the Gaelic League, local authorities, the Oireachtas and the Department's inspectorate. Its report was issued in March, 1926, and from the beginning of the next school year dates the greater part of our present primary school programme.

94. The Conference expressed its approval of the First National Programme in general, of its character and contents, and above all of its suitability for attaining the end which was stated to be an essential part of the educational aim of the Irish Government, namely, " the strengthening of the national fibre by giving the language, history, music and tradition of Ireland their natural place in the life of Irish schools ". It was considered to have been a welcome improvement on preceding programmes, but it was open to objection inasmuch as it had aimed at an ideal which could only be realised after long and strenuous efforts on the part of those connected with education. The working of the programme had been found to be beset with many difficulties, especially for those teachers insufficiently qualified in Irish. Some of these, either through their own excess of zeal,

[63] Teachers already in receipt of them continued to be paid their equivalent.

d'oibriú ac do réir a céile com fada agus bain le múineadh agus le húsáid na Gaeilge. Bí baimisteoirí agus múinteoirí le cuid maith de cead a gcinn a beit acu cun a sullabais féin a ceapadh sna hábair éagsúla agus cun cláir ar leit a cur i gcead na Roinne mar d'oirfeadh cás áirithe a gcuid scol, ar coinnioll go dtabharfaí an minimum ama bí ordaithe do mhúineadh na Gaeilge sna cláir sin. Tarraingíodh siar na táillí i leit Gaeilge mar ábar breise agus, ní ba déanaí, na "táillí dá-theangach."[63] Bí ionadh sa gcúrsa bainte amach ag an teanga; bead gach scoil dá-theangach feasta.

Fadh agus a réiteach

92. Cuir ganntanas nó uireasa múinteoirí a bí imniúil ar Gaeilge isteach ar oibriú an cláir nuaidhe i gceart. Da beag Gaeilgeoir ó dúchas a bí i measc na múinteoirí, agus, cé dtug go leor acu eolas éigin ar an teanga leo ó na Coláistí Gaeilge, a d'fheastal siad uathu féin, ba lú ná 10% de mhúinteoirí na scol a raibh an "teastas dá-theangach" acu ó na Coláistí sin agus bí 25% eile a raibh an gnát-teastas acu a thug na Coláistí mar cáilíocht cun Gaeilge a teagasc. Le tíocht thar an gconstaic sin, bí cúrsaí samraidh i nGaeilge ar bun le hagaidh múinteoirí idir 1922 agus 1926 agus ceadaíodh saoire speisialta do mhúinteoirí cun freastal orthu; bí ar oidí a bí fá bun 45 bliana d'aois freastal orthu. Cuir an dian-mhodh foglamtha seo ar cumas timpeall leath na múinteoirí Gaeilge a teagasc mar ábar, ach ba lú ná an séú cuid díobh a bí fós i ndon ábair eile a mhúineadh tré Gaeilge. Ní raibh sna cúrsaí ach bealach sealadach le mórfadh a sárú agus, cé gur dearnadh ábar éigeantach den Gaeilge sna Coláistí Oiliúna, bí réiteach ní b'éifeachtaí de dhíth cun cuspóirí an cláir a cur i gcrích.

Coimdáil an Dara Clár Náisiúnta

93. Is go sealadach a glacadh leis an gclár, agus i 1925 thug an tAire, ar iarratas Chumann na Múinteoirí, coimdáil le céile cun oiriúnacht an cláir a bhreithniú agus cun moltaí a déanamh leis i dtaobh aon athruithe a measfaidís ba chóir a dhéanamh air. Da mhó a raibh d'ionadaithe ar Choimdáil an Dara Clár Náisiúnta ná ar an gcéad-cheann, óir bíodar ann thar ceann baimisteoirí, múinteoirí, iolscola, Connradh na Gaedhilge, údaráis áitiúla, Oireachtas agus cigirí na Roinne. Tugadh a dtuarascáil fá Márta, 1926; téann formhór an cláir bunscoile atá i bpeirdhm fá láthair siar, dá réir, go dtí tús na scoilbliana ina diaidh sin.

94. Mol an Choimdáil an Chéad-Chlár Náisiúnta i gcoitinne, a mhanach agus a ábar, agus go háirithe a oiriúnacht cun an cuspóir sin a shlánú ar dhúradh gur chuid cheart-riachtanach é d'aidhm oideachais Rialtais na hÉireann, sé sin 'cáilíocht dúchais an náisiúm a neartú tríd an ionadh ba dual dóibh a thabairt do theanga, stair, ceol agus oidhreacht na hÉireann i saol na scol Éireannach.' Measadh gur mhór an peadhas é ar chlár a thámh Roinne ach bí de locht air go dtug sé fá chuspóir nach raibh intsroichte gan dícheall fada, dúthrachtach na ndaoine a raibh baint acu le hoideachas. Bí mór-chuid deachracta ag dul le hoibriú an chláir go háirithe ag na múinteoirí sin nár leor a gcumas Gaeilge. Rinne cuid díobsan iarracht, le teann a ndúthrachta féin, nó tré mí-thuiscint d'intinn na Roinne, nó, mar cuireadh i gcéill, ar éileamh ó oifigigh den Roinn, le leas a

[63] Níocadh cothrom na dtáillí dá-theangach le múinteoirí a bí dá saothrú cheana.

or through misinterpretation of the Department's intentions or, as was alleged, on the insistence of the Department's officials, had attempted to use Irish as a medium of instruction. The Conference disapproved of such attempts and stated that " wherever subjects could not have been efficiently taught through Irish, English should have been used ".

95. The Conference agreed " on the supreme importance of giving effect as far as possible " to the principle of teaching the Infant classes through the medium of Irish, as insisted upon by their predecessors. They recommended, accordingly, that the work in the Infant classes between the hours of 10.30 and 2 o'clock be entirely in Irish where the teachers were sufficiently qualified (i.e. held bilingual certificates or equivalent qualifications). If, however, the teachers were unable to use Irish as a medium of instruction but were able to teach Irish, instruction in Irish should be provided for at least one hour a day and Irish should be used as much as possible as the school language. With regard to the teaching of subjects through Irish, the Conference suggested that, where a teacher was competent to teach through Irish and where children could assimilate the instruction so given, the teacher should endeavour to extend the use of Irish as a medium of instruction as far as possible. When these conditions did not exist, transitional courses were suggested, e.g., the use of both languages for certain subjects and the gradual extension of instruction through Irish. The curriculum introduced as a result of the Second National Programme Conference included religion, Irish, English (each language having alternative, and complementary, " higher " and " lower " courses), arithmetic, history, geography, music and needlework (for girls) as obligatory subjects in all schools. Rural Science or nature study, algebra and geometry were also obligatory, under certain conditions, in schools other than those with only one teacher. A number of optional subjects were left to the manager's choice—drawing, physical training, cookery or laundry-work or domestic economy (for girls) and manual instruction (for boys). It was recommended that special grants be paid in respect of advanced algebra and geometry (where taught outside school hours), cookery, laundry, domestic economy and rural science (1912 course).

Modifications of 1934

96. In 1934 certain modifications of the programme were made. The teaching of rural science and its alternative subject, nature study, became optional in all schools. Algebra and geometry became optional in one-teacher and two-teacher schools and in three-teacher mixed schools, as well as in all classes taught by women. A revised course in Irish, approximating to the standard of the former higher course, and a less ambitious syllabus in English replaced the former alternative courses, while English became optional in Standard I. At the same time a regulation was introduced requiring the work in Infant classes to be entirely through Irish where the teacher was sufficiently qualified; otherwise Irish was to be taught as a subject to infants and to be used as much as possible as a medium of instruction. This latter regulation was amended in 1948 to permit of the teaching of English for half an hour per day where the manager so desired.

Recruitment of Teachers

97. To assist in providing teachers qualified in Irish to teach the programme, the Department, in 1926, established the first of six residential Preparatory Colleges, in which candidates for the teaching profession

baint as Gaeilge mar airmeán teagaisc. Fuair an Coimisiún locht ar iarracht den chineál sin agus dúirt 'san áit nárbh féidir ábair a múineadh go héifeachtach trí Gaeilge, gur chóir leas a baint as Béarla.'

95. Bí an Coimisiún ar aon-bheirt 'gur ró-thábhachtach go ndéanfaí cinn fada agus ab féidir beart' den phrionsabal go múinfí ranga náisiúnta trí Gaeilge, mar leag an chéad-Coimisiún síos. Moladar, dá réir, gur trí Gaeilge ar fad a bheadh an obair i ranga náisiúnta idir uaireanta 10.30 agus a 2 a chlog i scola a raibh leor-cháilíocht chuige ag na múinteoirí (.i. a raibh an teastas dá-theangach acu nó a chothrom de cháilíocht). Dá dtarlódh, áfach, nach raibh na múinteoirí inniúil ar Gaeilge d'úsáid mar airmeán teagaisc ach go bhféadfaidís Gaeilge a mhúineadh, ba chóir Gaeilge do theagasc ar feadh uair a chloig ar a laghad sa lá agus an Gaeilge d'úsáid cinn mait agus ab féidir mar theanga scoile. I dtaobh ábair a mhúineadh trí Gaeilge, mhol an Coimisiún, sa chás go raibh múinteoir inniúil ar theagasc trí Gaeilge agus go bhféadfadh na páistí teagasc dá shórt a ghlacadh, go bhféachfadh an múinteoir le Gaeilge d'úsáid mar airmeán teagaisc cinn fada agus ab féidir. Sa chás nár comhlíonadh na coinníollacha sin, molad bealaigh eatramh a leanacht e.g. an dá theanga d'úsáid le hábair áirithe agus an teagasc trí Gaeilge a leathnú do réir a chéile. Ar an churSa a mhol Coimisiún an Dara Clár Náisiúnta, bí teagasc creidimh, Gaeilge, Béarla ("ard-churSa" agus "bun-churSa," a bí ag comhlánú a chéile mar roghchúrsaí sa dá theanga), uimhríocht, stair, tíreolas, ceol agus obair shnáthaide (do chailíní) mar ábair éigeantacha i ngach scoil. Bí tuairteolaíocht nó eolas ar nádúr, ailgéabar agus céimseata éigeantach freisin, ar coinníollacha áirithe, i scola a raibh níos mó ná oide amháin iontu. Bí roinnt ábar neamhéigeantach a bhféadfadh baintsteoirí a roghnú díobh a thogadh—líníocht, corpoiliúint, cócaireacht agus níochán nó tíos (do chailíní) agus lámhsaothar (do bhuachaillí). Molad go n-iocfaí deontais ar leith as ard-churSa ailgéabair agus céimseatan (dá múintí iad lasmuigh d'uaireanta scoile), cócaireacht, níochán, tíos agus tuairteolaíocht (churSa 1912).

Athruithe i 1934

96. Rinneadh athruithe áirithe ar an gclár i 1934. Fágadh tuairteolaíocht agus a comhábar, eolas ar nádúr, mar ábair neamhéigeantacha ag an uile scoil. Bí ailgéabar agus céimseata le beith neamhéigeantach i scola aon-oide nó dá-oide, i scola measctha trí-oide, agus freisin i ranga fá bhan-oidí. Cuireadh churSa leasaithe Gaeilge, ar bhuil an ard-churSa a bí ann, mórán, agus churSa Béarla nach raibh comh leathan, in áit na roghchúrsaí, agus rinneadh Béarla neamhéigeantach i Rang I. Tugadh rialú isteach, san am céanna, nár mhór an obair ar fad i naí-ranga a déanamh trí Gaeilge san áit a raibh leor-cháilíocht ag na múinteoirí chuige; sa chás nach raibh, bí Gaeilge le múineadh mar ábar do naíonáin agus oiread agus a féadfaí den teagasc le tabairt trí Gaeilge. Leasaíodh an rialú seo i 1948 chun cead a thabairt do bhaintsteoir Béarla a chur dá múineadh ar feadh leath-uaire sa lá dá mba mhian sin leis.

Togadh agus Oiliúint Múinteoirí

97. Mar bhealach le múinteoirí d'fháil a bheadh cáilithe i nGaeilge leis an gclár a mhúineadh, bunaigh an Roinn, i 1926, an chéad-cheann de shé Coláistí cónaí Ullmhúcháin, ina dtugtar a churSa meánscolaíochta d'ábair mhúinteoirí ar feadh

pursue their secondary school course, in an Irish-speaking environment, for four years and, on passing the Leaving Certificate Examination, are admitted to the Training Colleges for two further years. Entrance to the Preparatory Colleges, of which there are three for Catholic girls, two for Catholic boys and one for Protestant girls and boys, is by public examination based on the programme for Standard VII in the National Schools. One half of the vacancies are reserved for candidates who obtain not less than 85% of the marks for oral Irish at the entrance test and 50% of these, in turn, are reserved for native speakers of Irish who otherwise fulfil the conditions for entrance. It is estimated that approximately 15% of the teachers at present employed in the schools have been recruited in this way. General recruitment also takes place from the ordinary secondary schools through the Training College Entrance Examination, which consists of a preliminary test, held annually at Easter, in oral Irish, oral English, needlework (for girls) and singing, and the Leaving Certificate Examination. Admission to Training Colleges is also granted to university graduates, on certain conditions, and to untrained assistant teachers. It is a necessary qualification for all candidates for training that they possess a satisfactory knowledge of oral Irish.

98. Six Training Colleges, under denominational control and management, are at present recognised and aided,[64] two for Catholic women (in one of which members of religious congregations are also trained); and one each for Catholic laymen, Protestant men and women, members of the Irish Christian Brothers, and members of other congregations of Brothers. The training course, of two years' duration, consists of (i) study of professional subjects—principles of education, teaching methods, elocution (including phonetics and voice training), drawing, vocal music, rural science (for men in both years and for women in the second year), physical training (theory and practice), hygiene, and domestic science and needlework (for women), and (ii) general education in obligatory subjects—Irish, history, English, mathematics and geography. In addition, students may study instrumental music, and Latin or French. Practice of teaching under supervision and attendance at model lessons over a certain period are obligatory on all students. Examinations on the work of the course are held at the end of the first and final years. Teachers trained since 1931 are required, before being awarded a Diploma of Training, to obtain a certificate of competency to give instruction through the medium of Irish (known as " An Teastas Dá-Theangach " or bilingual certificate) and the majority of students secure this qualification at their final examinations. A minimum qualification for the teaching of Irish as a subject is " An Gnáth-Theastas " or ordinary certificate, which is awarded to all who pass in Irish at the final examination. A higher literary qualification in Irish is required for " An tArd-Teastas ", an examination for which is held annually by the Department. Statistics showing the number of teachers possessing different qualifications in Irish as well as the numbers of trained and untrained teachers are appended to the Report. (Appendix 3.)

School Attendance

99. The enactment of a new School Attendance Act in 1926 did much to remedy the defects of the previous measure of 1892. Unlike those of the earlier Act, the provisions of the present Act apply throughout the State, and are enforceable by a school attendance committee in each of the four

[64] The former Commissioners' Training College in Marlborough Street was closed in 1923.

ceiṫre bliana, i gcomharsanaċt na Gaeilge. Tar éis an scrúdú Ard-Teistiméireaċta, caiṫeann siad dá bliain eile i gColáistí Oiliúna. Ar comórtas poiblí, atá bunaiṫe ar clár Rang VII i Scola Náisiúnta, a tugtar ionaid sna Coláistí Ullmhúċáin. Tá trí cinn de na Coláistí ceaptha do ċailíní Caṫoiliceaċa, dá ceann do buaċaillí Caṫoiliceaċa, agus ceann do buaċaillí agus do ċailíní Protastúnaċa. Cuirtear leaṫ na n-ionad sna Coláistí in áiriṫe d'iarrṫóirí naċ lú ná 85% an marc a gnóṫaid ar labairt na Gaeilge sa triail ionadaċta, agus tá 50% de na hionaid seo aris curta in áiriṫe do Gaeilgeoirí ó dúċas a comhlionas na coinniollaċa eile a ṫéann le hionadaċt. Meastar gur tríd na Coláistí seo a toġaḋ timpeall 15% de na múinteoirí atá sna scola fá láṫair. Taġann ábair mhúinteoirí freisin as na ngnáṫ-mheánscola trí Scrúdú Ionadaċta na gColáistí Oiliúna, ar coda de réamscrúdú, a cuirtear gaċ bliain fá Cáisc, i labairt na Gaeilge agus an Béarla, in obair shnáṫaiḋe (do ċailíní) agus in amhránaiocht, agus an scrúdú Ard-Teistiméireaċta. Tugtar ionaid sna Coláistí Oiliúna, freisin, do ċéimiṫe iolscoile, ar coinniollaċa áiriṫe, agus do mhúinteoirí cúnta neamhoilṫe. Is cáilíocht riaċtanaċ ar gaċ iarrṫóir ar oiliúint eolas sásúil ar Gaeilge labarṫa a beiṫ aige.

98. Fá láṫair, tá aiṫeantas agus cúnamh ón Stát dá tabairt do sé cinn de Coláistí Oiliúna fá urláimh agus bainistí iris-aicmeaċ,[64] dá ceann do mná Caṫoiliceaċa (a n-oiltear, freisin, comhaltaí de comhluċta cráḃaiḋ i gceann acu), agus ceann an dream do tuataiġ Caṫoiliceaċa (fir), fir agus mná Protastúnaċa, na Bráiṫre Críostúla, agus comhaltaí de comhluċta eile Bráṫar. Dá bliain a maireas an cúrsa oiliúna, ar a bfuil (i) cúrsaí ar ċeird an oide—prionsabail oideaċais, modha múinte, aiṫriseoireaċt (maille le foġraíocht agus oiliúint ġuṫa), líníocht, ceol ġuṫa, tuaiṫeolaíocht (ag fir sa dá bliain agus ag mná sa dara bliain), corpoiliúint (teoiric agus cleaċtaḋ), slámteolaíocht, agus tíos agus obair shnáṫaiḋe (do mhná) agus (ii) gnáṫ-léann—Gaeilge, stair, Béarla, matamaitic agus tíreolas. Lena gcois sin, féaḋann mic léinn ceol uirnise, agus Laidin nó Fraincis d'foġlaim. Bíonn ar gaċ mac léinn cleaċtaḋ múinteoireaċta a ḋéanamh fá stiúir agus freastal ar mhoḋ-ċeaċta ar feaḋ tréimse áiriṫe. Bíonn scrúdú, ar obair an ċúrsa, ag ceann na céad-bliana agus na dara bliana. Sara dtugtar dioplóma oiliúna dóib, bíonn ar gaċ múinteoir, a hoileaḋ ó 1931 i leiṫ, teastas (ar a dtugtar "An Teastas Dá-Theangaċ") a baint amaċ mar ċruṫúnas ar a n-inniúlaċt teagasc a ṫabairt trí Gaeilge; gnóṫaíonn formhór na mac léinn an teastas seo ar na scrúduiṫe cinn ċúrsa. Is bun-cáilíocht ċun Gaeilge a mhúineaḋ mar ábar "An Gnáṫ-Teastas," a tugtar do gaċ mac léinn a n-éiríonn leis sa scrúdú cinn ċúrsa. Ní mór ard-eolas ar litríocht na Gaeilge a beiṫ ag oide ċun "An tArd-Teastas" a baint amaċ; bíonn scrúdú ann dó gaċ uile bliain fán Roinn. Tá staideam ag dul leis an Tuarascáil (Aguisín 3) a taispeánann an méid múinteoirí a bfuil na cáilíocta éagsúla sin i nGaeilge acu, maille leis an líon de mhúinteoirí oilṫe agus neamhoilṫe atá sna scola.

Freastal Scoile

99. Rinne Act Freastal Scoile 1926 cuid maiṫ leis na locta a bí ar Act 1892 a leiġeas. Ní hionann agus an sean-Act, baineann forála an Acta atá ann anois leis an Stát ar fad; is ag coistí freastail scoile sna ceiṫre contae-buirgí, agus ag an nGarda Síoċána sa gcuid eile den Stát, atá a gcur

[64] Dúnaḋ an Coláiste Oiliúna a bíoḋ ag na Coimisméirí i Sráid Mhaoilbríde i 1923.

county boroughs and in the borough of Dún Laoghaire, and elsewhere by the Garda Síochána. Attendance at a National School or other suitable school, on every day on which the school is open, is required of every child of 6-14 years of age who is not validly excused on certain defined grounds. A child of statutory school age may no longer be so employed as to interfere with his attendance at school. A section of the Act enables the Minister to order the application of its provisions "to children or any class of children who have attained the age of 14 years and have not attained the age of 16 years", power being given to limit such order to a particular area or to instruction in one or more specified subjects. The noticeable increase in the daily attendance of pupils, from 73·5% of the average number on rolls in the school year 1924-'25 to 85·3% in the school year 1951-'52, may be ascribed chiefly to this legislation.

Other Improvements

100. Other factors, however, have undoubtedly influenced the more regular attendance: the various schemes of conveyance assisted by the State for children to whom suitable schools are inaccessible, the schemes for the provision of school meals and extended medical services administered by the local authorities, the great progress made in the erection of new schools and the general improvement in the maintenance of all schools, and finally the opportunities provided by way of scholarships for post-primary education, all of which demonstrate the greater encouragement given to primary education under native rule.

Extension of Post-Primary Education

101. That this encouragement corresponds to a greater desire for education on the part of the people in general is evidenced by the extension of post-primary education. In the school year 1924-'25, when the Intermediate Education system in operation since 1878 was reformed, there existed 278 recognised secondary schools attended by 22,897 pupils. There were in 1952-'53 441 such schools with 52,151 pupils and, in addition, over 5,000 pupils following recognised secondary school courses provided in special classes (or "Secondary Tops") by 80 National Schools. Our secondary schools are without exception privately owned institutions, aided by the State, but independent of it as regards control and management. Their growth during that period is due to no law but that of demand and service.

102. The State has, by legislation, endeavoured to meet the need for non-grammar school education and, through the Vocational Education Act, passed in 1930, has provided a system of continuation and technical education which is gradually being extended to meet constantly increasing demand. Thus, at whole-time day courses of continuation education for young persons of 14 years of age and over, which as distinct from evening classes and courses of technical education were non-existent in 1922, there were enrolled in the school year 1952-'53, 19,780 pupils in 196 schools or centres under the local Vocational Education authorities. These figures do not include pupils in schools of art or music or those in attendance at part-time and other courses, and do not indicate the demand which has simultaneously arisen for strictly technical instruction.[65] There has, therefore, already been erected, through private and public co-operation, the edifice of general education. Its foundation is the Primary School.

[65] The total number of schools in operation for courses of all kinds was 224, as against 65 in 1930.

i bpeirm. Ní mór do gach páiste atá 6-14 bliana d'aois freastal ar Scoil Náisiúnta nó ar scoil oiriúnach eile gach lá a mbíonn an scoil ar oscailt, mura bfuil ceann de chúiseanna áirithe mar leithscéal aige. Ní cead páiste atá san aois reachtúil a bheith le fostaíocht a chuirfeadh as dá chuid freastal scoile. Do réir ailt den Acht is féidir leis an Aire a ordú go mbainfidh a fhórála "le leanbaí nó le haon aicme de leanbaí go bfuil ceithre bliana déag d'aois slán acu agus gan a sé bliana déag d'aois slán fós acu," agus is féidir gan a bheith i gceist san ordú sin ach ceantar áirithe nó teagasc in ábhar nó in ábhair áirithe. Is de thoradh an Achta sin is mó a tháinig an méadú atá le sonrú ar freastal laethúil dhaltaí, ó 73·5% den mheán-líon ar rollaí sa scoil-bhliain 1924-'25 go dtí 85·3% sa scoil-bhliain 1951-'52.

Údair eile feabhsuithe

100. Tá nithe eile, áfach, a chuidíonn gan amhras le rialtacht an freastail d'fheabhsú: na scéimeanna éagsúla a bfuil cabhair an Stáit leo chun páistí nach bfuil scoil oiriúnach comhgarach dá n-áit chónaí a thabhairt ar scoil, na scéimeanna chun béilí scoile a chur ar fáil agus na seirbhísí feabhsaithe leighis fá riaradh na n-údarás áitiúla, an méid scol nua a tógadh agus an feabhas a cuireadh ar riar na scol uile i gcoitinne, agus, ar deireadh, na deiseanna iarbhunscolaíochta a cuireadh ar fáil thré scoláireachta. Is léiriú na nithe sin ar fad ar an gcabhair a thug rialtais dhúchais don bhunscolaíocht.

Leathnú na hIarbhunscolaíochta

101. Is fianaise leathnú na hiarbhunscolaíochta go bhfeagraíonn an chabhair sin don dúil níos mó atá an pobal i gcoitinne a chur san oideachas. Sa scoil-bhliain 1924-'25, nuair a leasaíodh an córas Meánscolaíochta a bhí ann ó 1878, bhí 278 meánscoil aitheanta ann agus 22,897 daltaí ag freastal orthu. I 1952-'53, bhí 441 scoil den tsórt sin ann agus 52,151 daltaí iontu agus, ma dteannta sin, rinne os cionn 5,000 daltaí cúrsaí aitheanta Meánscoile i ranga ar leith (nó "Meán-Bhairr") in 80 Scoil Náisiúnta. Is ar úimeartacht phríobháidigh atá gach uile cheann dár gcuid Meánscoil; cabhraíonn an Stát leo ach tá siad neamhspleách de ma gceannas agus ma mbainistí. Is de thoradh éilimh agus fónaim amháin a tháinig méadú orthu sna blianta sin.

102. D'fhéach an Stát, chomh maith, le freastal don riachtanas a bhí le scolaíocht seachas scolaíocht ghramadaí, agus bunaigh sé, leis an Acht Oideachais Ghairme Bheatha, a rithead i 1930, córas scolaíochta leanúna agus cearrscolaíochta atá dá leathnú do réir a chéile de bharr síor-mhéaduithe na tórach uirthi. I gcás na scolaíochta leanúna de, bhí, sa scoil-bhliain 1952-'53, 19,780 daltaí in 196 scoil nó ionaid fá na húdaráis áitiúla Gairmoideachais, ar rollaí ag cúrsaí lán-aimsire lae do dhaoine ógha 14 bliana d'aois agus os a chionn, cúrsaí nach raibh ar fáil chor ar bith (ní hionann agus ranga tráthnóna agus cúrsaí cearrdoideachais) i 1922. Níl áiream sna figiúir sin ar dhaltaí i scoil ealaíon nó ceoil ná orthu sin a dhéanas freastal ar chúrsaí páirt-aimsire agus ar chúrsaí eile, ná ní léiríonn siad an t-éileamh a tháinig i rith an achair chéanna ar scolaíocht fíor-chearrúil.[65] Tá poirtfeam an Ghnáth-oideachais tógtha cheana mar sin, thré chomhar dhaoine aonraic agus údarás poiblí. Is ar fhoth na bunscoile atá sé suite.

[65] 224 líon iomlán na scol a thug cúrsaí d'aon chineál; 65 a líon i 1936.

CHAPTER II

The Primary School Defined

103. In considering the function of the primary school, the Council has confined its examination to those schools in which, under the Constitution, free primary education is provided for by the State and which are attended by the great majority of children within its present jurisdiction. These are the National Schools, though there are among them special schools for mentally and physically incapacitated children which we have, for the present, excluded from our review. We have not, however, overlooked the existence of other primary schools which appear to be attended by about 4% of our children 6-11 years of age. Privately owned and managed, they are mainly junior and preparatory departments of Secondary Schools but include also a small number of schools conducted by individuals to provide nursery, kindergarten or more advanced elementary training. Many of them are long-established but, with some possible exceptions, they are confined to the cities and larger towns. Being in receipt of no public aid, they are free from State supervision and inspection save in so far as the provisions of the School Attendance Act may apply to them; the contents of their curriculum and the qualifications of their teachers rest with their conductors. The Constitution maintains the freedom of parents to choose that the education of their children be provided "in their homes or in private schools or in schools recognised or established by the State" (Art. 42. 2). While this Report is directed especially to those schools in which free elementary education is provided for, we trust that our remarks and recommendations may prove of value to primary schools of all kinds.

Some Problems

104. Consideration of the primary school, as already mentioned (par. 2), immediately raised for us a number of problems. To outline its function was merely to describe its purpose but such delineation obviously required a definition of the primary school itself. The derivation of the word "primary" aids one but little in arriving at this definition, for if the primary school is the first stage of the child's education where and why does that stage end? Is the completion of that stage, moreover, the termination of the child's education or is it only a point at which he enters on a new phase? Again, is there at present a second stage or if not, is such a second stage necessary or desirable and, if so, to what age and for what end? The extension in recent years, previously noted (pars. 101-102), of post-primary education, which is no longer confined to those intended for the professions, has affected the function of the primary school. The latter can no longer stand alone. Its function is not therefore limited to itself nor can it be fruitfully discussed in the abstract.

105. Traditionally the term "primary school" has been applied to that stage in which children acquired the essentials of education complementary to the fundamentals acquired in the home. These essentials included religious doctrine and practice and a sufficient knowledge of reading, writ-

Saimhniú ar an mBunscoil

103. Ag scrúdú feirm na bunscoile di, cloíg an Comhairle leis na scola sin trína ndéanann an Stát, trí mBunreacht, socrú cun bunoideachas a beith ar fáil in aisce agus a thaitíos bunáite na bpáistí atá laistigh dá dlínse trí lathair. Is iad seo na Scola Náisiúnta, cé go bfuil ina measc scola speisialta, nach dtugaimid i dtrácht trí lathair, do páistí a bfuil éalaing coirp nó intinne orthu. Ní hé ár ndearmad go bfuil bunscola eile ann a ndéanann, is cosúil, timpeall 4% de páistí na tíre, 6-11 bliain d'aois, freastal orthu. Tá siad seo trí ghnéasacht is trí bainistíocht phríobháidigh agus is ranna sóisir nó ullmhúcháin de Mheánscola a mbunáite, cé go bfuil roinnt beag díob atá dá stiúrad ag daoine aonair cun oiliúint altran, ciondargairdín, nó bunoideachais is airde ná sin, a thabairt. Téann bunad a bhformhór i bhfad siar ach, mura bfuil an ceann áirithe sin ann, is i gcathracha nó sna príom-bailte móra amháin atáid. Ní faigeann siad aon deontas poiblí agus dá réir sin níl urlámh ná cigireacht Stáit orthu ach amháin sa méid a baineas forála an Acht Freastal Scoile leo; siad a stiúrthóirí a cinneas réim a gcúrsaí léinn agus cáilíochta a gcuid oidí. Admhaíonn an Bunreacht gur ag tuismitheoirí atá a socrú an tabharfar oideachas dá gclann " ag baile nó i scola príobháideach nó i scola a admhaítear nó a bunaítear ag an Stát " (Alt 42. 2). Cé gur do na scola ina dtugtar oideachas in aisce go háirithe a tagraíos an Tuarascáil seo, tá súil agamn go mbaine bunscola den uile chineál tairbe as na tuairimí agus an moltaí atá inti.

Faobanna Áirithe

104. Ag breathnú cás na bunscoile dúinn, casad láithreach roinnt faobanna orainn mar atá ráite cheana (Alt 2). B'ionann a feirm a rianú agus a cuspóir a léiriú, ach ar ndóigh, níor mhór saimhniú a tabairt ar an mbunscoil féin leis an léiriú sin a déanamh. Is beag tairbe do duine ciall an focail " bun " cun tíocht ar an saimhniú seo, mar más í an bunscoil an chéad-chúrsa d'oideachas an páiste, cá gcríochnaíonn an chúrsa sin agus cén fád? Fós, an é críoch an chúrsa sin deireadh oideachais an páiste nó an amhlaid nach bfuil ann ach céim isteach i gcúrsa nuaidhe? Arís, an bfuil fá lathair an dara cúrsa ann nó, mura bfuil, ar fá nó ar inmholta a leithéid a bheith ann agus, más ea, go dtí cén aois agus cad chuige? Cuir an leathnú, a tugad fá deara cheana (Ailt 101-102), i gcás an oideachais iarbunscoile le blianta anuas isteach ar feirm na bunscoile, arae ní do lucht gairme amháin an t-oideachas sin feasta. Ní féadfaid an bunscoil as seo amach oibriú ina haonar. Téann a feirm, dá réir, thar a tórainn féin amach agus, ar ndóigh, ní tairbe an feirm sin a plé mar ábhar teibí.

105. Do réir nóis, gairmeadh " bunscoil " den chúrsa sin ina bfuair an páiste bun-riachtanais a chuid oideachais mar chomhlánú ar an mbunús a thug sé leis ó bhaile. Ar na riachtanais sin bí teagasc agus cleachtadh creidimh maille le hoireadh eolais ar léamh, scríobh agus áireamh is a dheimheodh don ghnáth-

ing and arithmetic to guarantee the average child in later life a fair chance of success in at least unskilled occupations. There were, of course, differences of opinion in different places as to the degree of proficiency needed by the average person and hence, as in our own country prior to the advent of native rule, efforts were made from time to time to add to the primary stage a variety of theoretical and practical training aimed at raising the standard of proficiency. The question of the age to which this education should continue was also given different answers. The normal parent needed no incentive to use the facilities provided for the education of his children, regarding this as part of his natural duty to secure their welfare. But in the case of the exceptional parent, indifferent to his obligations or hindered by obstacles, the State found it necessary to intervene through the introduction of compulsory attendance. The interests of the child and the common good were the justification for such intervention since citizenship connoted a minimum education.

106. Compulsory attendance required the determination of the period or ages within which a child should be expected to attend school and the minimum education came to be related to the duration of the compulsory period. In this way the school-leaving age was determined. In Ireland, as in many other countries, the age has long been estimated at about 14 and since 1926 school attendance to that age has been compulsory for all. The imposition of that age-limit was no doubt influenced by economic considerations, at least in the industrial countries. Physically immature children had found their way into factories and workshops to the detriment of adult employment. While social legislation endeavoured to improve their conditions, the belief gradually emerged that it was not until 14 or so that children were physically capable of entering employment. Modern industry, however, with its more complicated and scientific methods, demanded not only a mature hand but a trained and developed intellect, the product of more general and technical education combined. With the advance of industry has come the improvement of social standards and a consequent incentive to seek education of a more advanced type.

107. It is here that the traditional primary school organisation is considered to be deficient. The basic subjects of reading, writing and computation are no longer regarded as minimum education. Such education requires these to a greater degree of proficiency than heretofore, and in addition other subjects, literary and technical. A school-leaving age of 14 years, it is held, is too low to meet these two demands, and accordingly a wide opinion favours a higher age. This belief has found expression in the various schemes adopted for the extension of education, either voluntarily or compulsorily, especially in those countries which suffered the economic and social dislocations of two world wars. In a narrowing world this movement to increase the minimum quantity of education for all has found many advocates in this country.

108. Criticism of the traditional primary school does not rest on the ground of its insufficiency only, for there has also arisen the belief that somewhere between the ages of 11 and 13 there is a development of the child's mental capacity which calls for an enlargement of the educational curriculum and a differentiation of approach constituting a specifically different kind of education. This belief has given rise to a new concept of the primary school as comprising two stages, one the primary school

páiste deis cothrom a beit aige ar ball le slí beatha a déanamh, ar a lagad ar saothrú neamhoilte. Bí, ar ndóigh, daoine ar mhalairt tuairime in áiteacha éagsúla fán gcéim oiliúna a theastaigh ón ngnáth-duine agus, dá barr sin, féadfaidh sé am go céile, mar rinneadh sa tír seo sarar bunaíodh rialtas dúchasach, le cineála éagsúla oiliúna, teoiriciúil agus praiticiúil, a cur leis an gcúrsa bunscoile d'fonn céim na hoilteachta d'aradh. Ní rabhas ar aon-óreit ach oiread fán tóraimh aoise ba chóir a chur leis an oideachas seo. Nior chall an gnáth-thuismitheoir a bhrostú chun tairbhe a baint as an gcóir a bhí ann d'oideachas a chuid clainne, mar ba chuid dá dhualgas nádúrtha aige leas na clainne sin a dhéanamh. Ach tuig cás an thuismitheora chorr, a rinne neamhshuim dá dhualgais nó ar chúis ceatai é, ar an Stát tinreamh éigeantach scoile d'achtú. Leas an páiste agus an phobail a tugadh mar údar don bheart sin, ar an intinn gur dhual don tsaoránach minimum oideachais.

106. Le tinreamh éigeantach, níorbh fholáir an tréimhse nó an aois ina mbeifí ag súil go bhfreastalódh an páiste scoil a shocrú, agus ar an gcaoi sin ceanglaíodh an minimum oideachais don tréimhse éigeantach. Is dá réir sin a socraíodh an aois fágála scoile. In Éirinn, amhail tíorta iomaí eile, measadh le fada gur timpeall 14 bliana an aois agus, ó 1926 i leith, tá freastal scoile go dtí an aois sin éigeantach ar cháč. Gan amhras, bí tionchar ag cúrsaí geilleagair ar shocrú na tóraimhe aoise sin, ar a lagadh i dtíorta tionscail. Bí páistí ósa, ar lag-chumas coirp, thar éis a mbealach a déanamh isteach i monarchana agus i gceardlanna, nós ba dhóbáil d'fostú daoine fásta. Cé gur ceapadh reachta lena gcúrsaí postaíochta d'fheabhsú, tángthas ar an tuairim, do réir a chéile, nach raibh an acmhainn choirp ag páistí dul le saothrú go mbeidís 14 bliana d'aois nó mar sin. Ach is chun castachta agus chun ceardúlachta a bhí moda tionscail nua-aoisigh ag dul, i gcaoi nach cumas láimhe amháin a theastódh ó oibrithe ach intleacht oilte, aibiú ina theannta, comhthoradh fearas barr gnáth-oideachais agus ceard-oideachais le chéile. Le forás an tionscail feabhsaíodh cúrsaí saoil agus maireachtála, rud a bhrostaigh arís an tóir ar oideachas níb airde.

107. Is ar an gcor seo a meastar an tseanchóir bhunscolaíochta a beit uireasach. Ní leor le daoine, feasta, mar mhinimum oideachais na bun-ábhair léamh, scríobh agus áireamh. Le hagairt an oideachais sin anois, ní mór oilteacht a thabhairt sna hábhair sin thar mar tugtaí agus ní mór ábhair eile, litearthacha agus ceardúil, a chur leo. Tá an tuairim ann go bhfuil aois fágála scoile 14 bliana ró-iseal le freagairt don dá éileamh sin, rud a fágas tuairim atá coitianta i bhfábhar aoise níos airde. Tá an tuairim sin dá cur i gcion sna scéimeanna éagsúla ar glacadh leo le oideachas a fadú, go deontach nó go héigeantach, go háirithe sna tíorta sin ar fan fuill geilleagracha is óisiala orthu de bharr dá chogadh domhanda. Ar shaol atá dá chúngú, ní gan chuid mhaith tacaíochta d'fháil sa tír seo atá an gluaiseacht sin ar mhaithe le cion minimum oideachais cháč a méadú.

108. Ní as uchd a huireasa amháin a lochtaítear an tsean-bhunscoil. Tá an barúil ann freisin go dtarlaíonn, áit éigin idir aoiseanna a 11 agus a 13, forás ar chumas meabhrach an pháiste, de chineál a gcaitear an chúrsa léinn a theachnú agus moda a theagaisc d'achrú le freagairt dó, amhail is dá mba cineál eile oideachais ar fad a bheadh le tabhairt. Sí bhrí na barúla seo go samhlaítear dá chéim leis an mbunscoil, ceann acu an bhunscoil féin, an ceann eile cuid de chúrsa iarbhunscoile is leithne ná cúrsa na bunscoile agus a

proper, the other part of a larger post-primary stage secured by the addition of a year or two to the school-leaving age. The primary school proper in this new scheme covers the period between the ages of 5 and 12 years or thereabouts. Its course, therefore, is more limited than that of the traditional primary school since it is regarded as a preparation for further education.

109. These preliminary considerations make it clear that the term "primary school" is commonly used in three different senses: (i) the school in which the minimum education for all children should be given (whether it be conceived as comprising two stages or not); (ii) the school in which children are educated up to a stage at which their physical and mental development requires for the first time a marked change in curriculum and methods; (iii) the traditional primary school as it exists in our country. We shall later in this chapter give our reasons for adopting a definition of the primary school which is not exactly identical with any of the three cited. But we may note that each one of them raises fundamental problems which we were bound to consider: (a) the minimum education which we would desire that Irish children should receive and the organisation by which it should be imparted; (b) whether at any age marked differentiation occurs and if so how this should be provided for; and (c) the place of our existing schools in the light of our conclusions under the first two headings. The results of our deliberations are contained partly in this chapter and partly in the final chapter of this Report.

Primary Education Begins

110. "No child under four years of age may be allowed to attend a National School or be enrolled as a pupil therein".[66] The provisions of the School Attendance Act apply to a child from the last day of the quarter in which he reaches 6 years of age. A child may, therefore, come to school at the age of 4 years, while under the School Attendance Act, he must, except for good reason, come at the age of 6. The ordinary child appears to enter the primary school at about the age of 5 years, a number postponing entry for up to another year.[67] For our purpose we may say that the average child enters the primary school at 5-6 years of age. Most of our schools are rural schools and the majority of the pupils are country children. It is normally easier to look after children in country homes and rural parents are not disposed to send their children to school before they are quite capable, physically, of making their own way. Apart from that rural schools are not always convenient to the homes of children of a more tender age, while at the age of 4-6 years even a few months may mean greater physical development.

111. The opinion is held by some that much advantage would accrue from an earlier entry age, and in regard to language teaching, which is the particular work of the infant school, this would appear to be true. It is not improbable also that most children would complete the primary school course at an earlier age through an earlier beginning and thus leave valuable time over for further education. This, however, would

[66] Rule 60 (i) of the Rules and Regulations for National Schools under the Department of Education.

[67] cf. Appendix 4—"Number of pupils on the Rolls of National Schools on the 30th June, 1952, arranged according to Ages, Sex and Standards."

socraítear thé bliain nó dó a chur leis an aois fágála scoile. Sa scéim nuaíde seo, is leis an tréimhse idir aoiseanna 5 agus 12 bliain nó mar sin, a baineas an bunscoil féin. Is fiorra, dá réir sin, a cúrsa ná cúrsa na sean-bunscoile mar go mbreathnaítear air mar ullmhúchán do thuilleadh oideachais.

109. Is léar as an réamhbarraíocht sin go mbaintear, go coitianta, trí bhí as an téarma "bunscoil": (i) an scoil mar chóir minimum oideachais a thabairt don uile pháiste (meastar dá chúrsa a beith ann nó ná meastar); (ii) an scoil ina dtugtar oideachas do pháistí suas go dtí céim áirithe a bheul call ag a bhorás coirp is aigne, de chéadóir, le hathrú sontasach cláir is modha; (iii) an tsean-bunscoil mar atá sí sa tír seo. Déarfaimid ar ball sa gcaibideal seo na húdair a bí againn cun glacadh le saimhiniú ar an mbunscoil nach réitíonn go baileach le haon cheann den trí bhí sin atá luaite. Ach ní miste a mheabhrú gur cúis gach ceann díob le faobhanna bunúsacha a bí oraimn a scaoileadh: (a) an minimum oideachais ba mhaith linn ar pháistí na hÉireann agus an chóir ar a dtabharfaí sin dóib; (b) an dtarlaíonn in aon aois deochrach sontasach agus má tharlaíonn cé mar freagrófaí dó, agus (c) ionad na scol atá ann do réir ár réitigh ar an gcéad dá fabhb. Tugtar cuid de thorach ár machnaimh sa gcaibideal seo agus cuid sa gcaibideal deiridh den Tuarascáil.

Tosach na bunscolaíochta

110. Ní ceadmhach d'aon pháiste rá bun cheithre bliana d'aois freastal ar Scoil Náisiúnta ná a beith ar rolla mar dhalta inti.[66] Baineann forála an Achta Freastal Scoile le páiste ón lá deiridh den ráithe ina sroicheann sé 6 bliana d'aois. Mar sin, féadann páiste tíocht ar scoil in aois a 4 bliana ach, fán Acht Freastal Scoile, ní foláir dó tíocht, ach amháin ar chúis mhaith, in aois a 6 bliana. Is cosúil go dtéann an gnáth-páiste ar bunscoil chart rá aois 5 bliana, ach bíonn líon áirithe a chuireas a gcuid scolaíochta ar athló suas le bliain eile.[67] Déanfaidh sé cúis dúinne a rá anseo go dtéann páistí, de mheán, ar bunscoil in aois 5-6 bliana. Fán tuaith atá formhór na scol agus is páistí tuaithe thromlach na ndaltaí. De ghnáth, is fusa aire a thabairt do pháistí i dteaghlaigh tuaithe, agus ní bíonn fonn ar thuismitheoirí fán tuaith a gclann a chur ar scoil go mbí siad sásach pásta lena mbealach féin a dhéanamh. Tairis sin, ní bíonn scola tuaithe i gcónaí sásach comhgharach do pháistí óga, agus in-aois 4-6 bliana tharlódh méadú maith corp i rith cupla mí.

111. Tá daoine adeireas gur tairbe mhór páistí a chur ar scoil níos túisce, agus ó thaobh foghlama teanga de, sainobair na naí-scoile, is cosúil gur fíor sin. Is dóigh freisin dá dtosaíodh páistí in aois níos óige, gur túisce a chríochnódh a bhformhór a gcúrsa bunscoile agus go mbeadh am le cois acu le tairbe a baint as tuilleadh oideachais. D'ionann sin, áfach, agus go dtapófaí iomarca aibeachan an pháiste san aois is óige. Ní bheadh tapú den tsórt sin,

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[66]Riail 60 (i) de Rialacha agus Rialacháin na Scol Náisiúnta fán Roinn Oideachais.

[67]c.f. Aguisín 4—"Líon Daltaí ar Rollaí Scol Náisiúnta ar 30 Meitheamh, 1952, do réir aoiseanna, gnéasa agus rang."

mean an acceleration of the child's normal development at the earlier age and such acceleration in the school atmosphere, no matter how favourable, is fraught with dangers and, on the whole, is not to be desired. It is true that early entry, apart from its advantages in language learning, ensures the easier development of the child in school society. He learns to mix with children of his own age, at a stage at which he is free from inhibitions of self-consciousness and accustoms himself naturally to obey orders and form good habits. Early entry is particularly valuable for children from city homes where parents are not always able to provide the necessary care.

112. On the other hand, in view of the present staffing, accommodation and equipment of our schools, full provision, probably, could not at present be made for all those above the age of 4. More important than that, however, is the fact that in the average home the young child lives in his natural environment, which no school no matter how perfect, can provide and the benefits of which are immeasurable. Should the effect of the introduction of an earlier age of compulsory attendance be to dissuade parents from taking their full part in the child's first education, it could only be regarded as at least regrettable. It cannot be considered that the school should undertake the function of the home, even the exceptional home, at least at this early stage. In this matter the natural rights and choice of parents are vital.

113. The Council is accordingly satisfied that the existing arrangement, whereby children must attend school at the age of 6 years but may attend at the age of 4, suits this country best and should not be altered.

The End of Primary Education

114. Whether or not the mental development of rural children, reared in an easier and more natural atmosphere, is slower than that of their town cousins, is not here of immediate consequence. The average child enters the school between 5-6 years of age. For each year and standard of his primary school career the programme provides a full syllabus. He is promoted each year to a new standard. He spends up to two years in the infant group, and then proceeds year by year through the following standards to finish Standard VI at the age of 13 years or so. Some do not proceed so rapidly, for various reasons, and find themselves at the end of that standard at a later age; some on the other hand, having come earlier or moving with greater speed, reach that point at any age from 9 to 13; the figures in Appendix 4 indicate both types and the average. Slow development is not a defect; what is detrimental is that it should pass unrecognised and unprovided for, a truism applying equally to the more precocious child. We shall refer again to this point. For the present we do not see any educational disadvantage to the average pupil in the fact that he takes up to eight years to complete the school programme to the end of Standard VI.

115. What, exactly, has the average child acquired by then? A certain programme is prescribed; we, for the moment, assume it has been well taught, again to the average child. It has, or should have, a number of aims, which we shall discuss in the following chapter and the success in attaining which at any particular stage is not so easily discernible to human judgement. What is easily ascertainable is the standard set in the different subjects of the programme. In Irish the average child is

fá tionóar scoile dá oiriúnaí, saor ó chontúirt agus níorb inmholta é san iomlán. Is fíor, gan tráth ar a thairbe i bhfoglaim teanga, go gcabhraíonn luathfreastal scoile leis an bpáiste teacht chun cinn níos réidhe i saol na scoile. Téann sé i dtaithí comhluadair a chomaoiseach in aois nach mbíonn féin-mhothaíocht ag cur as dó, agus foglaimíonn sé go nádúrtha le ordhuithe a ghlacadh agus le dea-nósa a chleachtadh. Tá tairbhe ar leith sa luathfreastal i gcás páistí cathrach nach bhféadann a dtuismitheoirí i gcónaí an aire is fá a thabhairt dóibh.

112. Ar an láimh eile, níorb féidir, do réir mar tá foireann, cóiríocht agus feistiú na scol fá láthair, freastal go hiomlán anois do na páistí uile atá os cionn 4 bliana d'aois. Rud is tábhachtaí ná sin, go dtaithíonn an páiste óg, sa ngnáthbhaile, áitreadh agus saol nádúrtha nach mbeidh aige in aon scoil dá fheabhas agus a bhfuil tairbhe as cuimse le fáil aige astu. Dá mba é an toradh a bheadh ar thosach na haoise éigeanta freastail d'ísliú go gcuirfí tuismitheoirí óna bpáirt iomlán a ghlacadh i gcéad-oideachas an pháiste, caithfí a admháil, ar a laghad, go mba truaighe é. Níor cheart go ndéanfadh an scoil an rud is dual don teaghlach, fiú i gcás an teaghlaigh neamhnáthaigh, ar a laghad san aois an-óg seo. Ní féidir, sna cúrsaí seo, ach oiread, dul thar cheartas nádúrtha agus roghna na dtuismitheoirí.

113. Tá an Chomhairle sásta, dá réir, gurb é an socrú atá ann, go mbíonn ar páistí dul ar scoil in aois a 6 bliana ach go bhféadann siad dul in aois a 4 bliana, is feiliúnaí don tír seo agus nach ceart é d'athrú.

Deireadh na Bunscolaíochta

114. Is beag de thábhacht atá anseo, go dtí seo, leis an gceist ar mhaille aibeachan meabhrach páistí tuaithe, a tógtar le saol is réidhe agus is nádúrtha ná saol na cathrach, ná aibeachan a leithéidí sa gcathair. In aois a 5-6 bliana a théas an gnáth-páiste ar scoil ar dtús. Tá clár iomlán sa gcúrsa do gach aon bhliain agus rang dá thréimhse bunscoile. Uasceimhtear gach bliain é go dtí rang nua. Caitheann sé suas le dá bhliain i roinn na naíonán, agus téann sé ar aghaidh bliain i ndiaidh bliana tré na ranganna eile go gcríochnaíonn sé Rang VI in aois a 13 bliana nó mar sin. Bíonn páistí ann nach dtéann ar aghaidh chomh tapaidh sin, ar chúiseanna éagsúla, sa gcaoi nach gcríochnaíonn siad an Rang sin go mbí siad níos sine: bíonn tuilleadh, a tháinig ar scoil níos óige nó a ghluais níos tapúla, a shroicheas an pointe sin agus iad aon aois idir 9 mbliana agus 13 bliana; léiríonn na figiúir in Aguisín 4 ghluaiseacht an dá cheathrú sin agus ghluaiseacht an mheán-pháiste. Ní haimeadh an t-aibeachan mall; ach is dóigheáil a dhul ó aithne agus ó aire, rud is fíor freisin i gcás an pháiste a bhfuil aibhúlacht neamhnáthach ann. Tagróimid arís don pointe sin. Fá láthair, ní léar dúinn gur dochar don ghnáthdalta, ó thaobh an oideachais, go gcaitheann sé suas le ocht mbliana le clár na scoile a chríochnú go dtí deireadh Rangha VI.

115. Céard, go baileach, atá ag an bpáiste fán am sin? Tá clár áirithe ceapta; cuirimid i gcás, fá láthair, gur mhúineadh go maith é, arís don ghnáth-pháiste. Tá, nó is ceart go mbeadh, roinnt chuspóirí leis an gclár, mar phléifimid sa gcéad chaibideal eile, nach furasta breithiúnas a thabhairt ar a fheabhas a comhlíontar iad ag aon pointe ar leith. Ach is rud atá furasta a chinneadh an caighdeán atá ceapta in ábhair éagsúla an chláir. Sa nGaeilge, tá sé ceapta go mbeadh an ghnáthpháiste i ndeireadh simplí próis nó ait irise a léamh

expected to be able to read and understand an ordinary piece of prose or a magazine article, to write an essay on a familiar subject, a letter or a short dialogue. In English he is to read intelligently and discuss the matter of a suitable text or story-book, to do easy exercises in analysis and parsing, to write an essay or an ordinary letter. Oral proficiency in both languages holds an important place, although the standard achieved in this respect, in Irish at least, will come under notice later. The Arithmetic syllabus covers a fairly full course—operations in decimals and fractions, a working knowledge of the metric system, unitary method and percentages, problems in ratio and percentages, including simple interest and commercial discount, the principle and use of averages and a certain portion of mensuration. In a general way, the pupil in Standard VI learns the story of his country from 1600 to the present day with an insight into her relations with other countries in the last three centuries as well as some of the history of his own particular locality, a subject included also in the previous Standard along with a general course of earlier national history. He is required to gain a fairly detailed knowledge of the geography of Ireland, her foreign commercial relations, her position on the globe and a general knowledge of Britain, Europe and North America. To these subjects is added, in all schools, some training in vocal music and in the technique of its reading, together with an accurate knowledge of a number of songs, while girls are given a reasonably good training in Needlework. If the child is a pupil of a larger school, he acquires a knowledge of fundamental processes in Algebra and Geometry while his sister is taught some Cookery or Domestic Science. In all schools religious and moral training is given and some incidental instruction in health and hygiene.

116. At an earlier stage this programme could not have been equally well covered; the requirements in the two languages alone would not permit of this, nor could the course in History and Geography be advantageously taught at an earlier age, a consideration also applicable to the greater part of the syllabus in Arithmetic. Any programme must be taught in relation to and in accord with the pupil's mental growth. The training and intellectual development prescribed by the programme is a minimum which all children require either for after-life or for further education.

117. Some educationalists and psychologists hold that, as it approaches adolescence, the young mind extends its range of interests, seeks greater activity, wants "to do" rather than "to say", develops greater power of reasoning and observation, and that all these demands need to be met for the child's welfare. There is, at least, a certain element of truth in this opinion. It is evident to parents and teachers alike that a child, from a stage corresponding to the oncoming of adolescence, requires more attention than he has demanded hitherto and that at a later stage this need for attention lessens. What is not so certain is the exact point at which this begins to happen. In many children it is scarcely noticeable; indeed tendencies and changes that occur later, at 18 years or so, are more often marked. Because of the acceptance of the earlier change by the Hadow Reports in England[68] as arising at a point denoted by the

[68] "The Education of the Adolescent" (1927) and "The Primary School" (1931)—Reports of the Consultative Committee of the Board of Education under the chairmanship of Sir W. M. Hadow, C.B.E. (London).

agus a tuiscint, aiste ar ábar aithnit nó litir nó sliocht gearr de comhrá a scríobh. Sa mBéarla, tá ceapta dó ábar téacsa, nó leabair eachtraí a bead feiliúnach, a léamh, a tuiscint agus a plé, ceisteanna éasca taifigh agus mindealuithe a freagairt, aiste nó gnáthlitir a scríobh. Tugtar tábacht do cumas labarta sa dá teanga, ach beidh tuilleadh le rá ar ball i dtaobh an caighdeáin a sroichtear ansin, sa ngaeilge ar aon nós. Is cúrsa iomlán go maith an cúrsa Uimhríochta—réiteach ceisteanna deachúla agus codán, buneolas ar an gcóras méadrach, ar mhó an aoin agus ar chéatadáin, faobhanna coibheasa agus céatadáin, ar a n-áiritear ús simplí agus lascaine thráchtála, teoiric agus úsáid mheán agus méid áirithe tuisíochta. Deirtear léargas don dalta i Rang VI ar seanchas a thíre ó 1600 go dtí an lá inniu mailie le heolas éigin ar an mbaint a bí aici le tíortha eile le trí chéad bliain agus, ina teannta sin, cuid de stair a dúchaí féin, ábar a múinteoir freisin sa rang roimhe sin maraon le cúrsa ginearálta i stair na tíre roimh 1600. Tá air eolas réasúnta mion d'fháil ar thíreolas na hÉireann, ar a thráchtáil choigríche, agus ar a suíomh ar an gcruinne, agus eolas ginearálta ar an mBreatain Mhór, ar an Eoraip agus ar Thuaisceart Meiriocá. In éineacht leis na hábair sin, deirtear, i ngach scoil, oiliúint éigin i gceol béil agus i léamh an chéoil, agus cruinn-eolas ar roinnt amhrán. Ina gceann sin, deirtear oiliúint in obair shnáthaide do chailíní. Más dalta i scoil mhór an páiste, foglaimíonn sé bunús an Ailgéabair agus na Céimseatan nó, más cailín í, foglaimíonn sí Cócaireacht nó Tíos. Deirtear oiliúint chreidimh agus morálta i ngach scoil agus roinnt teagaisc teagmhasaigh i gcúrsaí sláinte agus sláinteachais.

116. Ní go maith a féadfaí dul fad réime an chláir sin ag céim níos ísle; ní chead6 a bfuil le déanamh sa dá theanga leo féin é, ná ní féadfaí an cúrsa Staire agus Tíreolais a mhúineadh go tairbheach do páistí níos óige, ná an cuid is mó den chúrsa Uimhríochta. Ní mór teagasc aon chláir a beith ag freagairt do réim mheabhrach an pháiste. Is minimum do gach páiste, i gcóir an tsaoil atá roimhe nó i gcóir tuilleadh oideachais, an oiliúint agus an forás intleachta atá ceapta don chlár.

117. Creideann daoine áirithe i measc lucht oideachais agus aigneolaíochta go leathnaíonn réim na hintinne ag teannadh le haois ógánachta, go mbíonn tóir aici ar thuilleadh gníomhaíochta, gur mó is fonn léi beart a dhéanamh ná labairt, go neartaíonn a hachmainn réasúnaíochta agus géarchúise, agus nach mór freagairt do na nithe sin ar fad ar mhaithe le leas an pháiste. Tá, ar a laghad, snáth éigin fírinne sa tuairim sin. Is eol do thuismitheoirí agus d'oidí, comh maith le céile, go dteastaíonn níos mó freastail ó dhuine ós ag teannadh le haois ógánachta dó ná mar theastaíonn roimhe sin, agus gur lú a theastós aire uaidh ar ball. Níl sé com cinnte, áfach, cén uair go díreach a thosaíos an t-athrú seo. Is ar éigin atá sé le n-aithne cor ar bith ar roinnt mhaith páistí ; go deimhin, is minic gur soiléire na claonta agus na hathruithe a thagas ina dhiaidh sin, fá 18 mbliana nó mar sin. Toisc gur aontaigh Tuarascála Hadow i Sasana[68] go dtáinig an chéad-athrú sin ag pointe a samhlaíodh, dá

[68] " The Education of the Adolescent " (1927) agus " The Primary School " (1931)—Tuarascála Coiste Comhairliteacha an Bhoird Oideachais fá chathaoirleacht Sir W. M. Hadow, C.B.E. (Londain).

age, mental and chronological, of "11+" years, a division obtains at that age in England, Wales and in the Six-County area of Ireland, between what is termed "primary" and "secondary" education. In Scotland, on the other hand, the Advisory Council on Education, in 1946, recommended that normally transfer from primary to secondary education should take place at the age of 12 "subject to marginal divergence on either side", their Report adding that they had received no evidence and had themselves discovered no cogent reason in favour of a departure from that age.[69] In Great Britain the school-leaving age has been raised and provision is made for post-primary education for all. In other European countries, the division between primary and secondary education is not so clear-cut nor would the belief in a "break" appear to be so definite.

118. For ourselves, we admit that some changes in mental make-up may occur at about the age of 12 or 13, that they apply unequally, that the changes are generally more noticeable in the narrow circle of the home than in the wider one of school, and that country children are possibly liable to be more immune from them than urban children. We speak from our own experience and have not sought specialist psychological advice, for we, in any case, do not consider it necessary, even if it were desirable, to determine an exact age of either a mental or chronological kind, at which primary education should give way to what is commonly designated post-primary. We do hold, however, and recognise in our present practice that at the end of Standard VI, at whatever age that may be, the pupil has completed what is a course of basic or elementary education.

119. The end of Standard VI of the existing primary school course marks a definite stage in the child's education. The practice of the National School itself as well as the present basis of entry into Secondary and Continuation Schools enforces this opinion.

(i) An age of 13-14 at the end of Standard VI follows an entry age of 5-6, as has been noticed earlier. (Par. 114).

(ii) The Primary School Certificate, in its origin intended to be a "leaving" certificate, is taken at the end of Standard VI. The average age of candidates taken from a representative number of schools has, in respect of two different examinations, been found to be 13.2 years. This would indicate that the general average age of candidates is 13+, a figure which is also supported by statistics of the numbers and ages of pupils in Standard VI.

(iii) The majority of pupils complete the course of Standard VI, but at different ages (Appendix 4).

(iv) The primary school programme in permitting the adoption of the appropriate Secondary School syllabus implies that the course for Standards VII-VIII should be of a post-primary character.

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[69] "Primary Education"—A Report of the Advisory Council on Education in Scotland (Edinburgh) 1946.

meas do réir intinne agus do réir ama, le haois a " 11+," rinneadh roinnt ag an aois sin i Sasana, sa mBreatain Big agus i gceantar Sé Contaetse na hÉireann idir bunscolaíocht agus meánscolaíocht, mar a hainmnítear iad ansin. In Albain, áfach, mhol an Coimirle Oideachais i 1946 go ndéanfaí an t-aistriú ó bunscolaíocht go dtí meánscolaíocht ag aois 12 bliain " subject to marginal divergence on either side " agus dúirt sí ina Tuarascáil nár luadh i bprianaise agus nárbh eol di féin aon chúis mhaith lena malairt d'aois a mholadh.[69] Sa mBreatain Mhór, hardaíodh an aois fágála scoile agus tá oideachas iarbunscoile le fáil ag cách. I dtíortha eile san Eoraip níl an roinnt idir bunscolaíocht agus meánscolaíocht chomh beacht sin, ná ní cosúil go gcreidtear chomh díongbálta sin i " mbriseadh."

118. Maidir linn féin, admhaímid go bféadann athruithe éigin teacht ar bealaigh intinne an pháiste fá 12 nó 13 bliana d'aois, nach ionann i ngach cás iad, gur soiléire na hathruithe de ghnáth ar urlár cúng an bhaile ná ar urlár leathan na scoile, agus go mb'féidir gur lú a tagas siad ar pháistí tuaithe ná ar pháistí cathrach. Is de thoradh ár dtaithí féin admhaímid é sin; níor iarramar comhairle shaineolaithe aigneolaíochta, mar ní measaimid in aon chás gur riachtanach, fiú dá mb'inmholta é, aois chinnte a cheapadh, do réir meabhrach ná do réir blianta, ag a n-athrófaí ó bunscolaíocht go hiarbunscolaíocht, mar tugtar air. Creidimid, áfach, agus admhaíonn nós na huaire, go bfuil cúrsa bunaidh oideachais criochnaithe ag an dalta ag deireadh Ranga VI, pé aois atá aige faoi sin.

119. Is céim chinnte in oideachas an pháiste deireadh Ranga VI den chúrsa bunscoile atá ann. Deir cleachtadh na Scoile Náisiúnta féin agus an caighdeán ionadaíocha i Meánscoil agus i Scoil Leanúna tacaíocht don tuairim sin:

(i) Leanann aois 13-14 ag deireadh Ranga VI aois ionadaíocha 5-6, mar dúradh roimhe seo (alt 114).

(ii) Déantar scrúdú na Teistiméireachta ar Bunoideachas, ar ceapadh di beith ina teastas " fágála," ag deireadh Ranga VI. Fuartas amach gur 13·2 bliana meánaois na n-iarrthóirí i líon ionadaí scol i gcás dá scrúdú éagsúla. Tá le tuiscint as sin gur 13+ meánaois na n-iarrthóirí i gcoitinne agus tagann staidream linn agus aoise na ndaltaí i Rang VI leis sin.

(iii) Criochnaíonn bunáite na ndaltaí cúrsa Ranga VI, ach ag aoiseanna éagsúla (Aguisín 4).

(iv) Admhaíonn clár na mbunscol, ó cheadaíos sé clár feiliúnach meánscoile a múineadh, gur cheart go mbeadh mianach iarbunscoile i gcúrsaí Ranga VII-VIII.

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[69] " Primary Education "—Tuarascáil ó Choimirle Oideachais na hAlban (Dún Éadain), 1946.

(v) The standard of the entrance examination of Secondary Schools, for the purpose of the recognition of pupils for grant and other purposes, is based on the programme for Standard VI of the National School.

(vi) The age of " recognised pupils " of Secondary Schools (under the regulations governing the payment of grants) must be not less than 12 years on the first day of the school-year (i.e., the 1st day of August), or not less than 11 years in the case of those who have qualified for the award of the Primary School Certificate.

(vii) New pupils admitted to Intermediate classes in Secondary Schools at the beginning of the 1951-'52 school-year were, as ascertained from the Schools' Entrance Examination returns, of the following ages on the first day of the school-year :

Age	Under 12	12–13	13–14	14 and over	Total
No. of Pupils	954	4,694	5,905	3,102	14,655

The majority were therefore over 13 years of age.

(viii) The examination for scholarships from Primary to Secondary and Vocational Schools awarded by the local authorities is based on the Standard VI course prescribed for National Schools.

(ix) Pupils entering Continuation Schools must be over 14 years of age but are accepted at the age of 13-14 if they have completed at least one year in Standard VI of the National School.

120. At present then secondary and continuation education is planned to follow the completion of Standard VI of the primary school. The degree of intellectual development reached at that stage by the average pupil, as illustrated by experience as well as by the contents of the programme which he has just covered, the mental capacity normal to a child of his age, his aptitude and physical ability, suggest that he is fit to undertake a more advanced and comprehensive study of the ordinary subjects as well as to take on new subjects literary or practical. He should, by that stage, have acquired the fundamentals of learning and have obtained the means of increasing his knowledge and of applying his intellect—the faculty of thinking and reasoning—to whatever subject of study comes his way. This study, whatever be its nature, and whether it be given in National, Secondary or Continuation School, should, in our opinion, be placed in the category of post-primary education, a label perhaps more convenient for identification than expressive of differentiation. All that goes before that we regard as primary education.

121. It will be noted that, in pointing to various existing practices as indicating the terminus of primary education (par. 119), we have sometimes relied on the fact that a stage of differentiation is marked by the

(v) Tá caighdeán scrúdú ionadaíocha na Meánscol, chun páistí d'aitneachtáil le hagairt cúrsaí deontais agus eile, bunaithe ar chúrsa Ranga VI sa Scoil Náisiúnta.

(vi) Ní mór do "daltaí aitheanta" Meánscoile (fá na rialacháin i dtaobh íoc deontas) a bheith 12 bliain ar a laghad ar an gcéad lá den scoil-bhliain (an lú lá de lúnasa), nó 11 bliain ar a laghad i gcás daltaí a ghnóthaigh an Teistiméireacht ar Bunoideachas.

(vii) Do réir fillteacháin an scrúdú ionadaíocha, ba iad seo, ar an gcéad lá den scoil-bhliain, aoiseanna na ndaltaí nua a chuaigh isteach i rang Meántheistiméireachta i Meánscola i dtús na scoil-bliana 1951-'52:

Aois	Fá bun 12	12-13	13-14	14 agus os a chionn	Iomlán
Líon daltaí	954	4,694	5,905	3,102	14,655

Bhí a bformhór mar sin os cionn 13 bliana.

(viii) Tá an scrúdú scoláireacht ó bunscola go dtí Meánscola agus Gairmscola fá údaráis áitiúla bunaithe ar an gcúrsa atá ceaptha do Rang VI i Scola Náisiúnta.

(ix) Ní mór do pháistí a théas chun Scoile Leanúnaí a bheith os cionn 14 bliana ach glactar leo in aois a 13-14 má bhíonn bliain ar a laghad caite acu i Rang VI sa Scoil Náisiúnta.

120. Fá láthair mar sin tá an mheánscolaíocht agus an scolaíocht leanúnach ceaptha teacht i ndiaidh Ranga VI sa mbunscoil do chríochnú. Mar gheall ar an méid aibeachain atá taobh ar imeall an ghnáthpháiste ag an bpointe sin, mar is léir ó thaithí agus ón gcúrsa atá déanta aige, an cumas meabhrach is iondúil i bpáiste dá aois, a éirim agus a chumas coirp, is ceart go mbeadh sé in imeall tabhairt fá staidéar níos doimhne, leithne a dhéanamh ar na gnáthábhair agus ábhair nua, litearta nó praiticiúil, d'ionsaí. Dá chóir, fán am sin, go mbeadh aige, bunús an léinn agus go bpéadfadh sé cur lena chuid eolais agus a intleacht —a chumas smaointe agus réasúin—a chur i gcion ar aon ábhar staidéir a casfaí dó. Is ceart, dar linn, an staidéar sin, pé cineál staidéir é, bíodh sé dá dhéanamh i Scoil Náisiúnta, i Meánscoil nó i Scoil Leanúna, d'áiteamh ina iarbhunscolaíocht, téarma is úsáidí chun an rud dá dtagraíonn sé a chur in aithne ná chun aon éagsúlacht ann a chur i gcéill. Áirímid mar bhunscolaíocht gach a dtéann roimpi.

121. Bhí sé le tabhairt fá deara, nuair a luamar cleachtais éagsúla atá ann fá láthair agus a thugas treoir fá dheireadh na bunscolaíochta (alt 119), go nóramar amanna gur ag deireadh Rang VI a tarla céim dheochruithe an

completion of Standard VI and sometimes on the fact that such a stage commences at a certain age, usually 13, which is the average age for the completion of Standard VI. It is obvious that a certain standard cannot be related absolutely to any age, and this has proved a difficulty all along in determining the range of primary education. We are aware that children do, in fact, sometimes pass to Secondary Schools before the age of 13. We are, however, seeking a practical norm, and hence believe that we should indicate a limit at which, taking all considerations into account, it may be stated that the average child can profitably enter on post-primary education. We therefore hold that, for the purpose of this Report, the primary school may be considered to be that school which provides for the education of the child from the time at which he comes to school to the time at which he reaches the end of Standard VI or the age of 13 years, whichever is the later.

Chapter III

The Function of the Primary School

122. Much has been written and much more said about the function of the primary school. It is, indeed, a subject on which a multitude of treatises could be composed from various standpoints, philosophical, sociological, psychological and historical, since, in its widest sense, it involves consideration of the whole purpose of education, which is a life-long process, beginning with the cradle and ending with the grave. However, whilst always bearing in mind this wider connotation, our practical concern here is to determine the immediate function of the primary school.

What is "Function"?

123. It appears to us that the term "function" signifies two things, the purpose or end aimed at by the primary school, as we have defined it, and, what is of at least equal importance, the means by which this is to be achieved. What should the child be expected to have gained at the end of the primary school? What should be the influence exerted by the school upon him, both during his school days and throughout his span of life? Through what means should that gain and that influence come?

Some Misconceptions

124. There still exist certain misconceptions of the function of the primary school. Exaggerated stress on the utilitarian aspect of education has led to the demand for immediate tangible results, produced, after the fashion of modern manufacture, in accordance with specifications. Education is certainly a process, but the school is not a machine nor are its pupils raw material to be mechanically moulded into finished products. The success of the primary school can be only partially assessed at its termination, for it is not at 13+ but at 33 that the average man has taken his place in life. Much of the success of the primary school, as, we may grant, much of its failure, will always remain hidden from the human mind.

125. The greatness of man is not judged by the extent of his infor-

oideacais agus, amanna eile, gur fá aois 13 de gnát a tarla sí agus gurb í sin an meánaois ag a gcríocnaítear Rang VI. Is léar nach féidir Rang ar bit a shaothadh go docht le haon aois ar leit, agus d'fág sin deacracht i gcónaí i gcinnead réime na bunscolaíochta. Is eol dúinn go dtéann páistí ar Meánscoil, amanna, roimh aois 13. Teastaíonn miosúr ceart tairbeach, áfach, agus ceapaimid, dá réir, gur ceart dúinn tórainn a socrú ag a bféadfaí a rá, agus gach cúinse dá áiream, gur tairbeach don gnáthpáiste tosnú ar iarbunscolaíocht. Is dearb-thuairim linn, mar sin, gur féidir a meas, cun críche na Tuarascála seo, gurb í an bunscoil an scoil sin ina dtugtar oideacas don páiste ón gcéad am a dtéann sé ar scoil go sroiche sé deireadh Ranga VI nó aois 13 bliana, pé ceann is deireannaí díob.

Caibideal III

Feidhm na Bunscoile

122. Is mór a bfuil scríofa agus is mó fós a bfuil ráite i dtaob feidhm na bunscoile. Is ábhar é, go deimhin, a bféadfaí iliomad tráchtas a scríob faoi ó thaobhanna éagsúla fealsúnachta, comhdaonnachta, aigneolaíochta agus staire, óir, sa gcéill is leithne aige, tugann sé cuspóir an oideacais i gcoitinne i gceist agus is cúrsa saoil, ó chliabán go cill, an t-oideacas. Ní ligfimid an bhí leathan sin i ndearmad, ach is é atá uainn anseo gar-feidhm na bunscoile a chinneadh.

Céard é "feidhm"?

123. Ciallaíonn an focal feidhm dá rud, dar linne, an cuspóir nó an chríoch atá ag an mbunscoil, do réir an mínithe atá tugtha againn uirthi, agus, rud atá ar aon-tábhacht ar a laghad leis sin, an mod ar a mbainfear amach é. Cén socar a mbeifí ag coinne leis beith ag an bpáiste i ndeireadh na bunscolaíochta? Cén tionchar is ceart a beith ag an scoil air, i mbliantaí na scolaíochta agus i rith a saoil? Cén chaoi is ceart don tsochar agus don tionchar sin teacht?

Mearbhall tuisceana

124. Bíonn mí-thuiscint áirithe fós ann fá feidhm na bunscoile. De bharr iomarca tábhachta a thabairt do thairbhe saolta an oideacais, tá éileamh ar thorad bailiuch, so-feicthe a cuirfí ar fáil, mar déantar i monarchain an lae, do réir sonnaíochta. Is mod forbartha an t-oideacas gan aimhreas, ach ní hinnleán atá sa scoil ná ní hamh-ábhar atá sa bpáiste a múnlófaí go meicniúil mar déanfaí le earra. Ní féidir breith a thabairt go hiomlán ar feabhas na bunscolaíochta ag a deireadh, mar ní ag 13+ ach ag 33 a glacann an gnáthfear a ionad sa saol. Ní léar don duine daonna choíche cuid maith de bhiseach na bunscoile ná, dá n-abraimis é, cuid maith dá caill.

125. Ní ar mhéid a chuid eolais a measfar cumas an duine; féadann mór-

mation, for ignorant men may be eminently wise. It is not, therefore, the end of the primary school merely to impart information, but to train the mind to distinguish good from bad, valuable from valueless, to observe order among facts, to correlate one set of facts with another. This, it is true, can only be done by the learning of facts, the meaning of words and figures, parts of speech and mathematical formulæ, heights of mountains, dates of battles, achievements of great men, but the acquisition and retention of these facts must always be subordinate to the power of dealing with them. It must also be borne in mind that the child's understanding is limited and his surroundings circumscribed. The facts presented to him should, therefore, be limited to his capacity to grasp and retain them, and, where possible, related to his surroundings, increasing in number and variety according to the development of his intellect and the enlargement of his environment.

126. The child's life is one of activity. His dreams are realised in action, in impersonation, in making things, in building and in knocking down. This desire for activity may be fruitfully utilised as an instrument of teaching in the primary school. It cannot, however, be held that such activity can take the form of practical training of a vocational or technical type. Practical training in such subjects as woodwork, crafts (except of the more elementary type), or agriculture requires a degree of mental and muscular development, understanding and power of concentration, which the average pupil of the primary school has not acquired. The same is true of many other subjects, commercial and scientific. It is not the business of the primary school to train labourers or scientists, farmers or clerks, but to provide the basis for such training.

127. Some critics of our educational system suggest that many of our social evils arise from the failure of the primary school to provide against them. They do not always explain how that is so, or in what respect the primary school fails. They seem to ascribe to the primary school powers which it has not got. No school, of itself, can transform society, and least of all the primary school. It is not the function of the primary school to establish a new social outlook, although it should, by the inculcation and practice of ideals, by the interpretation and application of Christian teaching, and by its incidental emphasis on the honour due to the child's home and on the importance of his community, help to form a mind and character which, in man's estate, will play their share in improving society. The formation of society is man's duty and the child is only learning to be a man. It should be the aim of the primary school to assist him to learn well.

Dual Purpose of the Primary School

128. The function, then, of the primary school is to provide an educational foundation. This may be the child's only school training or he may, as we hope he will, continue his education further but, whether he does or not he will later be forced to learn more in the free school of life. It is for the primary school to ensure that by the time he leaves it, he will be able to assess the value of what he will afterwards learn, to reject what is bad and retain what is good. The primary school therefore serves two purposes; it provides a basic education and it prepares the child for further

Saoıs a beıċ ı nDuıme San léann. Nı hé amáın ıs cuspóır don bunscoıl, dá brí sın, eolas a tabaırt; tá uırċı oıliúınt a tabaırt don ıntınn le go n-aıċneoıd sí an maıt tar an olc, an rud luaċmar tar an rud suarac, le go mbeıd sí ı ndon ord Saoıl mıreanna eolaıs, agus an Saol atá ıdır sreat amáın mıreanna agus sreat eile, a ċrotnú. Is fıor nac féıdır sın a déanamh ac tré mıreanna eolaıs d'foglaım, brí focal agus fıgıúr, ranna ınsce agus foırmlí matamaıtıce, aırde sléıbte, dátaí cat agus gnıomarta sár-fear, ac is tábactaí ı gcónaí acmaınn rıarta na mıreanna eolaıs sın ná a bhoglaım agus a meabrú. Ní ceart a dearmad ac oıread go bhuıl tóraınn le tuıscınt an páıste agus fál lena taıtí. Da ċóır, mar sın, nac racad an t-eolas a tugtar dó tar acmaınn a tuısceana agus a ċuımne, agus go mbead, freısın, nuaır is féıdır sın, baınt acu lena Saol féın, a lıon agus a n-éagsúlacht a beıt ag méadú do réır mar aıbıos a ıntınn agus mar leatnaıos a taıtí.

126. Saol gnıomac é saol an páıste. Déanann sé beart dá samlaıoct ına ċuıd gnıomarta agus ına ċuıd aısteoıreacta, ag déanamh rudaí, dá dtógáil agus dá leagad. Is tairbeac a féadfar leas a baınt as an bhonn gnıomaıocta sın mar uırnıs múınteoıreacta sa mbunscoıl. Ní féıdır aontú, áfac, gurb ar mod oıliúna praıtıcıúla, de ċineál ceardúıl nó teıcnıúıl, ba ċóır an gnıomact sın a beıt. Le hoıliúınt praıtıcıúıl a tabaırt ın obair admaıd, láımċearda (ac amáın an ċuıd is simplí díob), talmaıoct, agus ın ábair dá sórt, nıor mór forás ıntınne agus neart coırp, tuıscınt agus dúthract machnaım tar mar bead go póıll sa ngnátdalta bunscoıle. Tá sın fıor freısın fá mórán ábar eile, ıdır ábaır thráctála agus ábaır eolaıocta. Ní hé gnó na bunscoıle sclábaıde ná eolaıde, feılméaraí ná cléırıg, d'oıliúınt; níl uırċı ac fota a tógáil fá ċóır na hoıliúna sın.

127. Daoıne a loctaıos an córas oıdeacaıs, tugann sıad mar údar le mórán d'oılc agus d'aımıarsmaí an córais comdaonnaıg nac gcuıreann an bunscoıl rud ına aghaıd. Ní mínıd ı gcónaí cé mar tá sın amlaıd ná cén ċaoı a gcliseann an bunscoıl. Is cosúıl go samlaıonn sıad cumact ag an mbunscoıl nac bhuıl aıcı. Ní féadfaıd aon scoıl, ımtı féın, córas comdaonnac a ċlaoċló agus is í an bunscoıl is lú a féadfas é a déanamh. Ní hí peırdm na bunscoıle dearcad nua comdaonnac a spreagad, cé gur ċeart go gcabród sí, tré forsamla a teagasc agus a ċleactad, tré teagasc Críostaí a mínıú agus a cur ı gcıon agus, tríd an meas a taıspeánfad sí, go teagmasac, don onóır is dleact do theaglac an páıste agus do tábact a comarsanacta, le hintınn agus cáılíoct a múnlú a spreagfad an dalta lena ċıon a déanamh d'fonn an córas comdaonnac a leasú nuaır a sroicfead sé aos fır. Is don fear is dual córas comdaonnac a múnlú agus níl an páıste ac ag foglaım le beıt ına fear. Is é an cuspóır is ceart a beıt ag an mbunscoıl cabrú leıs a ċuıd foglama a déanamh ı gceart.

Dá Ċuspóır na bunscoıle

128. Is é is peırdm don bunscoıl, mar sın, bunús an oıdeacaıs a tabaırt. D'féıdır nac bhraıgıd an páıste de scolaıoct ac sın, nó d'féıdır go leanfaıd sé, agus tá súıl agaınn go leanfaıd, lena ċuıd scolaıocta nıos faıde, ac, ın aon cás acu, beıd aır ar ball tuillead foglama a déanamh ı scoıl móır an tsaoıl. Is don bunscoıl a rátú go mbeıd ar a ċumas, nuaır a fágfas sé í, fiúntas a bhoglaımí sé ına dıaıd sın a meas, dıúltú don droċ-rud agus an dea-rud a ċomneál. Déanann an bunscoıl freastal, dá réır, ar dá ċuspóır; beıreann sí bunús oıdeacaıs agus réıtíonn sí an páıste le haghaıd tuillead scolaıocta,

education should he receive it. It is not to be expected that the primary school can, within the range in which we have placed it, impart the full minimum education that is to-day regarded as necessary but it can provide such a foundation as will answer the common needs of all.

Religious and Moral Training

129. The school exists to assist and supplement the work of parents in the rearing of their children. Their first duty is to train their children in the fear and love of God. That duty becomes the first purpose of the primary school. It is fulfilled by the school through the religious and moral training of the child, through the teaching of good habits, through his instruction in duties of citizenship and in his obligations to his parents and to the community—in short, through all that tends to the formation of a person of character strong in his desire to fulfil the end of his creation.

130. The child should, therefore, leave the primary school well versed in the knowledge and practice of his faith. He should have a clear conception of his dignity as a creature of God and the duties that he owes to his Creator, of his final destiny and the means at his disposal to attain it, of the duties that he owes to his fellow men.

He must also take his place in human society, as a citizen of the State and as a member of various lesser communities. His training for this is again essentially religious and moral, but it will emphasise certain virtues and certain modes of exercising them which are particularly social. His duties towards his parents, love for his country, obedience to lawful authority, respect for private and public property, belief in the dignity of work and the need for service, good manners, courtesy and a sense of order, regard for all God's creatures, all these must take a prominent place in the training of the primary school.

Language and Speech

131. Proceeding to the consideration of the means to be taken to secure the end of primary education, it is clear that the first of these is the study of language. Since language is the vehicle of normal communication between human beings, the acquisition of correct speech is an essential step towards the acquisition of all other knowledge. The elements of speech, the ability to talk and a limited vocabulary have been acquired by the child in the home. He is daily increasing that vocabulary and finding greater use for words. This process the school must extend, guide and correct. The child, therefore, must be taught to speak accurately, to understand the meaning of words ordinarily used by himself and those about him, and to use them in correct and easy sequence to convey his thoughts clearly and intelligently.

132. In the matter of language teaching we must at the outset recognise that our primary schools are faced with a particular problem in that they must provide a knowledge of two languages. The detailed discussion of this question will be found later. It is sufficient to recognise here that, even before the establishment of native government, the revival of the native language had been a national aim, and that since that date it has been settled national policy. No argument is necessary to prove that such an aim could not be realised unless Irish should find an important place in the primary school.

má bíonn sin le fáil aige. Ní féadfaí a bheith ag súil go dtabharfadh an bunscoil, taobh istigh den réim atá ceapta againn di, an minimum iomlán oideachais a measfar gá a bheith leis anois, ach is féidir léi bunús a thabairt a fhreagrós do riachtanais choiteanna cháich.

Oiliúint Chreidimh agus Morálta

129. Is mar chabair is mar d'fhéadfadh barr deise do chuismitheoirí lena gclann a thógail atá an scoil ann. Sé a gcéad-dualgas siúd a gcuid páistí a thógáil i ngrá agus in eagla Dé. Sé an dualgas sin, freisin, céad-dualgas na bunscoile. Comhlíonann an scoil é trí an pháiste d'oiliúint i gcreideamh agus i morálta, thré dea-nósa a mhúineadh dó, thré theagasc a thabairt dó i ndualgais an tsaoránaigh agus ina dhualgais dá chuismitheoirí agus don phobal—go hacomair thré gach rud a théas chun duine dea-chréitheach a dhéanamh a bheul mian láidir aige cuspóir a chruthaithe a chomlíonadh.

130. Dá bhrí sin, nuair a fhágas an páiste an bunscoil ba cheart go mbeadh sé eolach go maith ar a chreideamh agus oilte go maith ar a chleachtadh. Ba chóir tuiscint chruinn a bheith aige ar a dhignit mar chréatúr le Dia agus ar a dhualgais dá Chruthaitheoir, ar a chríoch dheiridh agus ar mhodh a slánuithe, ar a dhualgas dá chomhduine. Ach ní foláir dó, freisin, a áit a ghlacadh sa saol, mar shaoránach den Stát agus mar chomalta d'fho-phobail éagsúla. Arís, is bunús creidimh agus morálta atá ag an oiliúint a geobhas sé cuige sin, ach cuirfidh sí treise le suáilcí áirithe, agus le modha áirithe chun a gcleachta, a bheul feidhm chomhaonnach ar leith acu. A dhualgais dá chuismitheoirí, grá dá chéile, umhlacht d'údarás oleachach, urraim do mhaoin, idir mhaoin an phobail agus maoin na comharsan, léirthuiscint d'uaisleacht an tsaothair agus do riachtanas na seirbhíse, dea-bheasa agus cuirtéis agus dea-riar, meas ar chréatúir uile Dé, tá tábhacht leo sin ar fad in oiliúint na bunscoile.

Teanga agus Urlabhra

131. Scrúdaímis anois na huirnisí atá le cuspóir na bunscolaíochta a bhaint amach. Is léar gur staidéar teanga an chéad cheann díobh. Ós teanga is gnáthmheán cathartha idir dhaoine, tá urlabhra chart riachtanach le haon eolas eile d'fháil. Bíonn bunús na hurlabhra, cumas labhartha agus foclóir tóranta, ag an pháiste leis ón mbaile. Cuireann sé leis an bhfoclóir sin in aghaidh an lae agus baineann sé tuilleadh leas as focla. Ní mór don scoil an fhéidearthacht sin a neartú, a threorú agus a chartú. Ní mór a mhúineadh don pháiste labhairt i gceart, bhrí na bhfocal a úsáidfeas sé féin agus a luchd cathartha de ghnáth a thabairt leis, agus na focla sin d'úsáid go cruinn agus go slachtmhar lena chuid smaointe a nochtadh go soiléir, socuigthe.

132. Ó thaobh múineadh teanga de, ní mór a admháil i dtús baire go bhfuil ceist ar leith ann i gcás bunscoil na tíre seo sa méid go gcaithfidh siad dá dteanga a mhúineadh. Pléifear an cheist seo níos mine amach anseo. Is leor a rá anseo gur chuspóir náisiúnta, fiú sarar bunaíodh rialtas dúchais, an teanga dúchais d'athbheochaint agus ó shoin gur beartas cinnte náisiúnta é. Ní gá cúiseanna a meabhrú lena rá nach bhféadfaí sin a dhéanamh gan ionad tábhachtach a thabairt don Ghaeilge sa mbunscoil.

133. With regard to Irish our general remarks on language training hold good, with the addition that the primary school, outside the Irish-speaking districts, must generally provide the first elements of that language, and must pay special attention to enabling the child to converse in a natural manner on the ordinary affairs of the world around him. We do not consider that the school alone can effect the revival of Irish, but it can provide such knowledge as is necessary for its revival, encourage the use of the language and awaken a sympathetic disposition towards it.

Reading

134. Included in language teaching are reading and writing, reading being the more important of the two. Both are handmaids to speech training while each stands also on its own merits. Reading has the dual purpose of giving the child, by the end of the primary school, the ability to read intelligently ordinary prose such as he should find in a public notice, in a book of history or stories, or in a newspaper or magazine articles on matters with which he is conversant, and, secondly, of exciting in him the desire to read in after-life as an occupation for his leisure hours. It remains throughout an aid to speech training but its value in that respect should not be overstressed. The primary school can only touch the fringe of literature, but it can at least make its pupils aware of the existence of great and beautiful writings, of their various forms and various degrees of excellence, of their value as reflections of the human mind with all its complex personal and national characteristics. Even the slight actual acquaintance that it can give with great writing will help the children to realise the value of words and the power wielded by those who can use them with exactness, force and beauty.

Writing

135. The primary function of handwriting is to enable the child to commit to paper his thoughts clothed in the speech which he has learned. It has, however, an important secondary function which should not be lost sight of, namely, to assist in that training of the hand and eye which is an essential part of primary education. With regard to the first function, the child can only be expected to express his thoughts in unadorned language based on the vocabulary he has acquired. What is important is that these thoughts should be expressed correctly and that the result should be legible. Thus the child should, at the end of the primary course, be capable of writing a simple description of some experience within his ken or a letter containing a request or conveying information.

Arithmetic

136. As language meets the child's first need in society, so Arithmetic meets his second. In practically every sphere of life man must have recourse to the use of figures. He must buy and sell, measure and weigh and calculate. He must, therefore, be able to add, subtract, multiply and divide, to measure length, area and volume, to relate money to commodities, to ascertain his income or outgoings from different transactions, his profit or loss. The accurate use of figures which is involved in these processes must, therefore, form part of the training of the primary school.

133. Ḃaineann a ndeirimid go gineárálta i dtaob oiliúna teanga leis an nGaeilge com maith, ac go gcaithfid an bunscoil féin, sa gcás, bunús na teanga sin a tabairt don páiste de gnáth, lasmuig den Gaeltacht, agus go gcaithfid sí cúram ar leith a déanamh de cumas a tabairt do cun comhrá nádúrta a déanamh ar gnáth-cúrsaí an tsaoil ina timpeall. Ní silimid go bhféadfaid an scoil ina haonar an Gaeilge d'athbheochaint, ac féadfaid sí an t-eolas a theastaios lena hathbheochaint a tabairt, úsáid na teanga a spreagadh agus báid léi a chothú.

Léitheoireacht

134. Áiritear i múineadh teanga léitheoireacht agus scríob, ac sí an léitheoireacht is tábachtaí díob. Deireann siad araon cabair don oiliúint urlabhra, ac tá a tairbhe féin freisin i ngach aon cheann acu. Tá an dá chuspóir leis an léitheoireacht, cumas a tabairt don páiste, fá deireadh na bunscoile, piosa gnáthróis den tsórt a bheadh i bhfógra poibli, i leabhar staire nó scéalta, nó in alt nuachtáin nó irisleabhair ar ábhair a bhfuil eolas aige orthu, a léamh go tuisceanach, agus, freisin, mian a spreagadh ann léitheoireacht a chleachtadh mar chaitheamh aimsire i rith a shaoil. Cuidionn sí i gcónaí leis an oiliúint urlabhra ach níor cheart ró-thábacht a chur leis an taob sin di. Ní fhéadfaid an bunscoil ach teanghmáil le himeall na litríochta, ach ar a laghad féadfaid sí a chur in iúl dá dhaltaí go bhfuil scribinní cumasacha áille ann, eolas a tabairt dóib ar a bhformheacha agus a bhfeabhais éagsúla, ar a bhfúntas mar léiriú ar aigne an duine agus ar a hiltréithe, idir phearsanta agus náisiúnta. Fiú an mhear-aithne a bhéarfas sí dóib ar an mór-litríocht, caibhróid sí le páistí brí agus éifeacht focal a thuiscint, maille leis an gcumhacht atá acu siúd a fhéadann iad úsáid le cruinneas, le fuinneamh agus le maise.

Scríob

135. Sé is príomchuspóir don láimscríob a chur ar chumas an páiste a chuid smaointe a bhreacadh sna focla atá foghlamtha aige. Tá cuspóir tánaise aige, áfach, a bhfuil tábacht leis agus nach ceart a ligean i ndearmad, cabhrú leis an oiliúint lámh agus súl atá ina cuid bunúsach den bhunoideachas. I dtaca leis an gcéad chuspóir de, ní ceart a bheith ag súil ach go scríobfaid an páiste a chuid smaointe go lom sna focla atá foghlamtha aige. Ach is ri-thábachtach go nochtfaí na smaointe sin go cruinn, ceart agus go mbeadh an torad so-léite. I ndeireadh a chúrsa bunscoile, is ceart, dá réir sin, go bhféadfaid an páiste cuntas simplí ar eachtra a bheadh ar a acmhainn nó litir iarratais nó eolais a scríob.

Uimhríocht

136. Mar fheagraios teanga do chéad-riachtanas an páiste ina shaol comhdaonnach, freagraionn Uimhríocht dá dhara riachtanas. Is ar éigin atá aon chor a chuirfeas duine de sa saol nach mbíonn air figiúir d'úsáid. Deir díol agus ceannach le déanamh aige, tomhas agus meá agus rioml. Ní mór dó a bheith i ndon suimiú, dealú, iolrú agus roinnt a déanamh, fad agus achar agus toilleadh a thomhas, coibheas idir airgead agus earraí a rioml, a shochar nó a chaiteachas ar bhearta éagsúla, a bhrabach nó a chailleanas, a shonrú. Ní mór, dá réir, oiliúint a thabairt sa gcruinn-úsáid figiúr a theastaios lena n-agaid sin mar chuid d'oiliúint na bunscoile.

History and Tradition

137. Mention has already been made of training in citizenship and love of country. Next to the religious motive, the most powerful influence in creating and fostering these virtues is the study of History. The story of his country, if only in outline, should be known to every child by the time he leaves the primary school. Why we are as we are, is the essence of that story. The best characteristics of our people, their esteem for spiritual things, their love of culture, their fidelity to ideals, their willingness to bear sacrifices, their desire for freedom, can be proposed by History in a striking and appealing way for the imitation of the present generation. The child can learn from History that true freedom demands the virtues required to use that freedom properly, toleration, charity, truth, manliness, diligence and readiness to serve. A better knowledge of the story of his immediate surroundings will give him a deeper interest in them and a better sense of their value, a greater respect for himself and for his people as being heirs to an ancient and honourable tradition.

The Child's Health

138. Development of mind is not the sole function of the school. The child has also a body, the culture of which should keep pace with that of the mind. Physical training requires practical exercises and directions, though they may be few and simple. The child should be accustomed to stand, sit and walk properly; he should be taught to realise the importance of correct breathing, fresh air and exercise. Games should find a place in every school, habituating the child to self-control and self-reliance, obedience, co-operation and an easy, friendly disposition, as well as aiding physical growth. The school must also stress the care of the child's health and his training in habits of hygiene, personal cleanliness and temperance. Through this means of physical training, the child is disciplined in the care of his health, so that he may be better fitted to fulfil God's plan in his regard.

Practical and Cultural Training

139. It is universally acknowledged that primary education must include training of the hand and eye, since these are the principal instruments given to the body for executing the designs of the mind. Physical culture includes this training with that of the whole body. We have already alluded to the value of writing in this regard, and with writing may be included Arithmetic. To what extent further training of hand and eye should be provided is a point on which there is some difference of opinion. It is obvious that a considerable amount of it is essential for infants, who are only learning the proper co-ordination of these instruments. We recognise that for older children some such training is also desirable. We would, however, emphasise two points. In our opinion, the training of the eye by leading the child to learn from observation is even more important than the training of the hand. The latter he acquires to a considerable extent naturally and inevitably, both inside and outside the school. The former appears to require more formal development. Furthermore, there appears to us to be a danger of over-stressing the value of " activities " in developing the skill of hand and eye, and of misunderstanding their purpose and their relation to the rest of the curriculum. There is, in any case, a

Stair agus Seanċas

137. Rinneamar tagairt ċeana d'oiliúint i gcúrsaí saoránaċta agus i ngrá tíre. Taob amuigh den ċreideamh amáin, is é staidéar na Staire is láidre a spreagas agus a ċothaíos na suáilcí sin. Is ceart go mbeadh, ar a laghad, léargas ar scéal a tíre ag gach páiste fán am a bhágann sé an bunscoil. An ċúis go bhfuilimid mar táimid, éirim an scéil sin. Is féidir leis an Stair cur síos taitneamhach soiléir a dhéanamh, d'fhonn go ndéanfadh an ghlún óg aithris orthu, ar suáilcí ár muintire, ar a meas ar nithe spioradálta, ar a ngrá don tsaíocht, ar a ndílseacht d'ard-aidhmeanna, ar a fhonnmhaire d'fhulaingíodar ibirt, ar a mhéid ba mhian leo an tsaoirse. Tá sé le foghlaim ag an pháiste as an Stair nach mór don phór-saoirse na suáilcí is gá le leas ceart a bhaint as an tsaoirse sin, caonfhulaingt, cartanacht, firinne, fearúlacht, díograis saothair agus fonn seirbhíse. Déarfaidh eolas níos cruinne ar scéal a dhúthaí féin tuilleadh spéise dó inti agus tuilleadh tuisceana ar a tháthacht, tuilleadh measa air féin agus ar a muintir mar dhaoine a thug leo oidhreacht árda, uasal.

Sláinte an Pháiste

138. Ní hé fonás na hintinne aon-chuspóir na scoile. Tá colainn ag an pháiste freisin agus is ceart í d'oiliúint ar aon-chéim leis an intinn. Le haghaidh corpoiliúna, teastaíonn stiúir agus cleachtadh, comh maith le céile, cé gur beag, simplí is leor díobh. Is ceart taithí a thabhairt don pháiste ar sheasamh, suí agus siúl mar is cóir; is cóir a chur i gcéill dó a thábhachtaí atá ceart-análú, aer úr agus aclaíocht coirp. Ba ceart go mbeadh cluichí dá n-imirt i ngach scoil d'fhonn nósa an féin-smachta agus na féin-mhuinine, na humhlachta agus an chomair a chothú ann, bealach láidir séimh a mhúineadh dó, agus cabhrú le fonás a choirp. Is den scoil, freisin, cúram a dhéanamh de shláinte an pháiste agus de dhea-nósa sláintiúla, glaine pearsan agus measartacht a mhúineadh dó. Tríd an gcorpoiliúint seo, tugtar mar chleachtadh don pháiste aire a thabhairt dá shláinte le gur fearr a fhéadfas sé an rian a ċeap Dia dó a leanacht.

Oiliúint Phraiticiúil agus Oiliúint Saíocta

139. Admhaítear go coitianta go gcaithfear oiliúint lámh agus súl a thabhairt mar chuid den bunscolaíocht, ós iad sin príomh-uirnisí an choirp le bearta na hintinne a chur i ngníomh. Tugann aclaíocht choirp an oiliúint sin mar chuid den oiliúint a thugann sí don chorp fré chéile. Luamar ċeana tábhacht na scríbneoireachta ina leith sin, agus tá a tairbhe féin san Uimhríocht freisin chuige. Níl daoine ar aon-intinn cé mhéid eile oiliúna lámh agus súl is ceart a thabhairt. Is léar go bhfuil riar maith di riachtanach i gcás naíonán nach bhfuil ach ag foghlaim le úsáid ċeart na mball sin a chomhordú. Aithnímid go dteastaíonn oiliúint éigin den tsórt sin, freisin, i gcás páistí atá níos sine. Tá dá pointe, áfach, ba mhaith linn a mheabhrú go speisialta. Is í ár dtuairim gur thábhachtaí oiliúint na súl, ó spreagas sí an páiste ċun foghlama ó shaingríomh, ná oiliúint na lámh. Ní féidir leis gan roinnt maith den oiliúint lámh d'fháil uaidh féin taobh istigh den scoil agus taobh amuigh di, ach is cosúil nach mór an oiliúint súl a thabhairt ar mhodh níos foirmiúla. Ina ċeann sin, ċitear dúinn go bhfuil contúirt ann go dtabharfaí iomarca tábhachta do "ghníomhachta" ċun oiliúint lámh agus súl a thabhairt agus nach dtuigfí i gceart a gcuspóir agus a ngaol leis an gcuid eile den chúrsa léinn. Tá tóraimh, in aon chás, leis an méid ama is féidir leis an mbunscoil a thabhairt don oiliúint sin. Is iad na príomh-ábhair a mholaimid, i

limit to the amount of time which the primary school can give to such training. The principal subjects which we advocate, in addition to those already mentioned, are Art and Drawing, together with Needlework for girls.

140. In addition to giving practical instruction, the primary school must also provide the elements of cultural and aesthetic education which is an integral part of general education. Love of the beautiful and refined is not necessarily innate; it must be planted and fostered from early years. While most subjects of the curriculum can be utilised to foster the aesthetic sense, we consider that Drawing, Music and Nature Study possess distinctive virtue for this purpose.

141. Music has several functions in the education of the child, as a mode of self-expression, as an instrument of refinement, as a source of pleasure to himself and others. In the primary school singing is the chief form of music to be cultivated, though every possible encouragement should be given to other forms. The proper teaching of singing involves training in musical appreciation drawn from familiarity with good music, the national musical tradition naturally finding a prominent place.

142. The highest form of aesthetic training for the child is provided by the study of Nature, the divine creation untouched by the hand of man. In it he will find art, music and drama incomparably greater and more beautiful than the most perfect creations of human genius. It is, moreover, the source from which he can draw an ordered idea of the world around him, a world about which he was curious even at an age when he was unable to give expression to his questioning. It gives him an appreciation and understanding of those surroundings in which he moves and acts, trains him to value and admire his immediate neighbourhood, teaches him to observe and to use that power of observation for his further education.

143. As the child grows in years, the boundaries of his neighbourhood increase, and the primary school must, at least in a general way, assist him in his need for an adequate knowledge of it. Geography here comes in to teach him the nature of his country, of the work and movements of his people, and of the relations between them and other nations. The development of modern means of communication and travel renders all the more urgent the necessity to extend his knowledge beyond the shores of his own country.

Summary of Function—Training

144. We have repeatedly used the word " training " in describing the function of the primary school. Properly understood, the word expresses both the aim and the method of the school. On the one hand, it undertakes a common task for all children, the development of the whole individual, composed of the soul with its two great faculties of mind and will and the body. Yet these two components, though common to all, are not the same in all, and hence the school must provide for the religious and moral, intellectual, cultural and physical development of each of a number of individuals. The method should not attempt to reform each mind or to build each body to a common pattern. In its use of the instruments of development, the subjects of the curriculum, sufficient allowance must be made for the growth of each individual child. It is not what all the

dteannta a bfuil luaite againn ceana díob, ealaí agus líníocht agus, do cailíní, Obair Snáthaide.

140. Comh maith le teagasc praiticiúil a tabairt, ní mór don bunscoil freisin bunús an oideachais saíochta agus éisteitice, ar cuid bunúsach den oideachas ginearálta é, do tabairt. Ní i gcónaí a beirtear grá don áilleacht agus don dearscnaíocht sa duine; ní mór a fréamhú agus a cothú ann ó óige. Díob gur féidir leas a baint as an gcuid is mó d'ábair an cúrsa léinn le dúil agus tuiscint san áilleacht a spreagadh, is dóigh linn go bfuil buanna ar leith cuige sa líníocht, sa gCeol agus san eolas ar Nádúr.

141. Is iomaí feidhm atá ag an gCeol in oideachas an páiste, mar mhodh cun é féin a chur in iúl, mar uirnis dearscnuithe, mar ábar aoibhnis dó féin agus do dhaoine eile. Sa mbunscoil is í an amhránaíocht an príomhghné ceoil atá le saothrú, cé gur ceart saothrú ghnéithe eile a chothú freisin agus is féidir. D'fonn amhránaíocht a mhúineadh mar is cóir, ní foláir oiliúint a thabairt ar thuiscint an cheoil thré eolas a chur ar cheol mhaith; beidh, ar ndóigh, ionadh tábhachtach ag an gceol dúchais sna cúrsaí sin.

142. Eolas a chur ar an Nádúr, an rud a chruthaigh Dia agus nach bfuil lorg láimhe an duine air, an cineál oiliúna éisteitice is airde don páiste. Geobhaidh sé ann ealaí, ceol agus dhrámaíocht is cumasaí agus is áille ná an dán is foirfe dár cum intleacht an duine. Déarfaidh sé dhó freisin léiriú ar chuibeas oird an domhain atá ina timpeall, domhan a raibh sé fiosrach faoi fiú sarar sroich sé aois ceisteanna a chur. Beireann sé léargas agus tuiscint dhó ar an saol ina maireann sé féin, beireann sé aithne agus meas dhó ar fiúntas a gcomharsanachta, múineann sé grinnfhiosacht dhó agus foghlaimíonn sé uaidh leis an gcumhacht ghrinnis sin d'úsáid le tuilleadh oideachais d'fháil.

143. Mar théas an páiste in aois, leathnaíonn thóraimh a chomharsanachta, agus ní mór don bunscoil, ar mhodh ginearálta ar a laghad, cabhrú leis chun leoreolas d'fháil fán gcomharsanacht sin. Is anseo a thagas an Tíreolas i gceist le eolas ar ghnéithe a thíre, ar obair agus ar imeachta an phobail, agus ar a gcaidreamh le náisiúin eile, a thabairt dhó. Is móide an riachtanas atá aige le heolas ar thíortha coigríche, an foras atá tagtha ar bhealaigh caidrimh agus taistil an lae inniu.

Achoimre ar an bfeidhm—oiliúint

144. Is minic an focal "oiliúint" againn, ag léiriú feidhme na bunscoile dhúinn. Má tuigtear i gceart é, tugann an focal leis cuspóir agus modh oibre na bunscoile comh maith le céile. Ar an gcéad ásc, tá dualgas coiteann uirthi i leith gach uile pháiste, foras an duine go hiomlán idir an t-anam, gona dhá mhór-chumacht, intinn agus toil, agus an corp. Ach cé go bfuil anam agus corp ag an uile pháiste, ní hionann iad iontu uile, agus ní mór don scoil, dá bhrí sin, freastal d'fhoras gach duine ar leith acu i gcúrsaí creidimh agus moráltachta, intleachta, saíochta agus coirp. Níor chóir sin a dhéanamh ar mhodh a d'fhéachfadh le gach intinn d'athchruthú ná gach corp a thabairt ar aon-achmainn. Sa leas a bhaineas sí as na huirnisí forbairte, ábair an chúrsa léinn, ní mór don scoil aird a bheith aici ar foras gach aon pháiste ann féin. Ní hé an méid eolais atá faighte ag na páistí uile, ná an méid atá ar a gcumas a dhéanamh,

children know or what they can do that should be the test of the efficiency of that individual training but how each child reasons, how ordered are his habits, how accurate his methods, how vigorous his curiosity, how controlled his thoughts, how acute his judgement. Each child's character should therefore find expression in the school, in an atmosphere orderly and controlled but at the same time free and happy. Within such an atmosphere, each child should find in the curriculum provided for him sufficient to meet his needs for the purpose for which he goes to school.

Chapter IV

Some Aspects of the Existing Primary School

145. Before proceeding to discuss the precise curriculum of the primary school, it is necessary here to advert to certain relevant features of the primary school as we already know it, that is the National School, particularly to the end of Standard VI. This review is not an attempt at an assessment of its work, other than in a general way, as detailed assessment is not required for our purpose. Its chief aim is to show that, in framing the curriculum and in determining the limits which should be set for each stage, we were forced to take into consideration certain factors which appear to be overlooked by critics of our schools and their curriculum, but which, in any realistic view, must be taken into account.

146. The number of National Schools in operation on the 30th June, 1952, was 4,876, a figure which includes a few special schools for incapacitated children and Industrial Schools, in so far as children of school-going age are educated in these. Reducing this figure to categories under which National Schools may be conveniently classified, we find a small number (109) of Infant Schools in which both boys and girls are usually enrolled and which ordinarily contain pupils of Standards I and II in addition to the Infant grades; a larger number (496) of what are sometimes termed "senior schools", these being separate boys' or girls' schools which usually cater for the grades above Standard I or II and receive their pupils from the separate Infant schools and, in the case of boys, from " mixed " Infant departments attached to girls' schools; and some 643 other separate schools, mainly for girls, which are " all-age " schools and contain pupils in all Standards from Infants to the highest. The remainder of the total number is 3,628 schools and these are " all-age ", " mixed " schools which include, in all Standards from the Infants to the highest, both boys and girls. These figures are introduced at this point in order to emphasise the position occupied by the " mixed ", " all-age " schools which constitute almost 75% of all National Schools. They are the schools normally found in rural Ireland.

147. It is not in this respect alone that statistics relating to National Schools are noteworthy. The great majority of our schools are small schools, as may be seen in the following table, of which the details for each county are appended to the Report (Appendix 5):

a léiríos éifeacht na hoiliúna sain-phearsanúla sin, ach a feabas oibríos réasún gach aon páiste, a ordúla atá a bealaigh, a chruinne atá a mhóra oibre, a láidre atá a fiosracht, a riartha atá a smaointe, a géire atá a breithiúnas. Da ceart go bhfaigheadh gach páiste deis a cáilíocht do léiriú i saol na scoile, saol a mbeadh saoirse agus sonas inti com maith le heagar agus smacht. Má bhíonn sin amhlaidh, geobhaidh gach páiste, sa gcúrsa léinn atá ceaptha dó, riar a riachtanas don chuspóir a tugas ar scoil é.

Caibideal IV

Gnéithe Áirithe den Bhunscoil mar atá sí

145. Sara dtugtar fá chúrsa léinn na bunscoile a phlé go baileach, ní mór tráchtanseo ar gnéithe ar leith atá le hábhar i gcás na bunscoile sin atá ar eolas againn cheana, sí sin an Scoil Náisiúnta, go deireadh Rang VI go háirithe. Ní tugtar sa tráchtseo fá fiúntas a cuid oibre a meas, ach amháin i gcoitinne b'féidir, mar níl call ag ár ngnó le haon léirmheas mion. Níl de chúis againn leis ach a léiriú go raibh orainn, nuair bhíomar ag ceapadh an chúrsa, agus ag socrú na tóranna a cuirfí le chuile chéim de, aird a thabairt ar chúrsaí áirithe a ndéanann luchtléirmheasta na scoil dearmad díobh do réir chosúlachta, ach nach mór a áireamh in aon tuairimíocht réadúil.

146. Bhí 4,876 de Scola Náisiúnta ann ar an 30ú Meitheamh, 1952. Áirítear san uimhir sin beagán scoil ar leith do páistí éalaingeacha agus Scola Saothair, sa méid go mbíonn páistí d'aois scoile ag fáil oideachais iontusan. Má roinntear an uimhir do réir chineálacha, ina bpeileann sé Scola Náisiúnta a sheachrannú, beidh againn líon beag (109) de naí-scola mar iondúil malraigh is girseacha le chéile ar rolla agus ina mbíonn, de ghnáth, daltaí de Ranga I agus II chomh maith le naíonáin; líon is mó ná sin (496) den chineál a dtugtar "scola sinsear" orthu uaireannta, agus ar scola ar leithligh iad do bhuachaillí nó do chailíní, ar ghnáthach ranga is airde ná Rang I nó II iontu agus a dtagann daltaí chucu as naí-scola nó, i gcás bhuachaillí, as na ranna naíonán "measctha" a théas le scola cailíní; agus 643 eile de scola ar leithligh, do chailíní a bhformhór, ar scola "il-aoise" iad agus a bhfuil daltaí i ngach uile rang acu ó naíonáin go barr. Fágann sin 3,628 den iomlán agus siad seo na scola "measctha," "il-aoise," ina mbíonn buachaillí agus cailíní in éineacht san uile rang ó naíonáin go barr. Tá na figiúir seo dá lua ag an bpointe seo i rioct is go bpreicfí tábhacht ionaid na scol "measctha," "il-aoise" céanna a bhfuil a líon i ngar do 75% de na Scola Náisiúnta go léir. Siad seo an cineál scol is gnátaí fán tuaith in Éirinn.

147. Ní sa gcaoi sin amháin atá staidreamh fá na Scola Náisiúnta le crothú. Scola beaga formhór mór ár gcuid scol mar is léar ón tábla seo leanas, a bhfuil mion-eolas air do réir contaethe ag gabháil leis an Tuarascáil (Aguisín 5):

Number of National Schools arranged according to teaching staff on 30th June, 1952

Number of Teachers on Staff	1	2	3	4	Over 4
Number of Schools ...	820	2,740	678	235	403

The number of small schools, those with one and two teachers, it will be noticed, almost corresponds with the number of all-age "mixed schools" given in the foregoing paragraph (par. 146), the two-teacher school also being the type generally found in the countryside. Some "mixed" schools, however, are staffed by three (or more) teachers, while separate boys' and girls' schools are found with one or two teachers. Few one-teacher schools are found in the cities and towns, other than those under Protestant management under which, also, are the majority of schools of this class in the counties of Donegal, Cavan and Monaghan. The two-teacher schools include 1,174 in each of which, in addition to the principal teacher, who is usually a trained teacher, there is a junior assistant mistress, of which class practically all are untrained.

148. The one-teacher school may contain any number of pupils from 9 to 35, computed by average daily enrolment, while in an ordinary two-teacher school such enrolment may vary from about 28 to 99 pupils, the lower figure in this case being due to the operation of special regulations governing the retention of teachers in schools in which the average enrolment has fallen below that required for their normal recognition.[70] Since the annual average attendance is about 85% of the average enrolment, over the whole area, the number of pupils who are taught daily in these small schools may be estimated.

149. It is important also to notice the organisation of the "mixed" schools. One-teacher, two-teacher and three-teacher schools generally contain pupils of any age from 4 to 15 years and may contain pupils, although such is now rarely the case, of even 17-18 years of age, 18 years being the highest age for retention on the rolls.[71] These schools then cater for two grades of Infants and, ordinarily, six or seven higher Standards, and are required to teach a distinct programme to each Standard. This distinction of programme, though necessary, is, in the case of the one-teacher school especially, more theoretical than practical, since the different Standards can only be taught by grouping a number of them for class-work. Thus in the one-teacher school there are usually three groups—Infants combined with Standard I forming one group, Standards II-III forming a second group, and Standard IV and higher a third. There is in this way an age-range of three years or so to be found in each group. The two-teacher school generally organises its pupils into groups of two successive Standards each, each teacher taking charge of two groups. Here the age-range is, on an

[70] The figures of enrolment for the appointment and retention of teachers are given in Appendix 6. Special provision, allowing still lower figures of enrolment, is made for the employment of junior assistant mistresses in small "mixed" schools under a master as principal.

[71] There were 412 pupils aged 16 years and over enrolled in ordinary classes (i.e. excluding "Secondary Tops", and Industrial and other special schools) in National Schools on the 30th June, 1952.

Scoil Náisiúnta Roinnte do réir a bpoireann oiroí ar an 30ú Meitheamh 1952

Líon Oiroí ar an bPoirinn	1	2	3	4	os cionn 4
Líon Scol	820	2,740	678	235	403

Sonrófar go bfuil an líon de scoil beag, iad sin atá i dtaobh le hoide amháin agus le beirt oiroí, ar aon-mhéid beagnach leis an uimir de "scoil measctha" il-aoise atá luaite san alt roimhe seo (alt 146). An scoil dá-oide freisin an cineál is coitianta fán tuaith. Bíonn, áfach, triúr oiroí nó cairis i gcorr-scoil "measctha," agus tá scoil ar leith do buachaillí is do cailíní ann nach mbíonn car oide nó beirt iontu. Is beag scoil aon-oide a bhíos sna cathracha agus sna bailte móra, lasmuigh de chinn atá fá bainistí Phrotastúnaigh, ar fúithi freisin atá formhór na scol den chineál sin i dTír Chonaill, i gCabán agus i Muineachán. Ar líon na scol dá-oide, áirítear 1,174 a bfuil, de ghnáth, oide oilte ina phriomhoide ar gach ceann díobh, agus duine de ghrád fo-máistreása, nach bfuil ach corr-dhuine díobh oilte, ag cúnamh dó.

148. Féadfaidh aon uimir daltaí ó 9 go 35, dá ríomh do réir an meán-rollúcháin laethúil, a bheith i scoil aon-oide. Sa ngnáth-scoil dá-oide téann an uimir sin daltaí ó 28, nó mar sin, go dtí 99, agus i gcás an fhigiúir is ísle díobh sin, is rialacháin speisialta, fána gcoinnítear oiroí i scoil a bfuil an meán-rollú titithe fá bun an fhigiúir is gá chun gnáth-aitheantas a thabairt dóibh, is ciontach leis.[70] Féadfar an líon daltaí a múintear cuile lá sna scoil beag seo a mheas má meabraítear go mbíonn an meán-tinreamh bliana thart fá 85% den meán-rollúchán i gcoitinne.

149. Is fiú freisin breathnú ar eagar na scol "measctha." Is gnáthach daltaí d'aois ar bith óna 4 go dtí 15 bliana i scoil aon-oide, dá-oide agus trí-oide, agus, ós 18 mbliana an aois is airde le ainm dalta a choimeád ar an rolla, d'féadfaidh daltaí in aois a 17-18 de bliantaibh a bheith iontu cé gurb annamh a tharlaíonn sin anois.[3] Déanann na scoil sin freastal ar dá ghrád naíonán agus, go hiondúil, ar sé nó seacht de ranga os a gcionn, agus ní mór dóibh clár éagsúil a theagasc do gach aon rang. Cé go gcaithfidh an éagsúlacht cláir seo a bheith ann, is mó tairbhe a threorach ná furastacht a hoibrithe, i gcás na scoil aon-oide go háirithe, ó tharlaigh nach féidir na ranga éagsúla a theagasc ach thré chuid acu a chur le chéile ina mbuíonta. Sa gcaoi seo, bíonn trí buíon de ghnáth sa scoil aon-oide: Naíonáin agus Rang I i gcomhuín amháin, Ranga II-III i mbuín eile, agus Rang IV is as sin suas sa triú buín. Faigtear, mar seo, aois-réim trí bliana nó mar sin i ngach aon buín. Sa scoil dá-oide, cuirtear na daltaí i mbuíonta a mbíonn dá rang leanúnach i ngach ceann díobh, agus bíonn dá buín fá chúram an oide chéanna. Dá bliain an aois-réim anseo de mheán. Bíonn ar scoil trí-oide agus ar scoil is mó ná iad córas seo na mbuíon

[70]Tugtar figiúir an rollúcháin i gcóir ceapacháin agus coimeála oiroí in Aguisín 6. Tá socrú ar leith ann, fána gceadaítear figiúir rollúcháin níos ísle arís, chun fo-máistreása d'fhostú i scoil beag "measctha" fá phriomhoide fir.

[71]Bí 412 daltaí d'aois 16 is tairis, ar na rollaí i ngnáth-ranga (.i. gan "meánbairr," Scoil Saothair agus scoil speisialta eile d'áiream) ar an 30ú Meitheamh 1952.

average, two years. The three-teacher and even larger schools have also to apply the grouping system for, as is evident, it is only in a school under a staff of six or more teachers that one will find one Standard per teacher. In schools in which Standards are grouped for class teaching, the Department's Inspectors do not, of course, expect the full course for any group from the lower Standards in the group. Here it may be mentioned that the existing programme is intended for schools staffed by two trained teachers, and while a wider programme in the subjects is expected from larger schools, according to their type, a modified course is accepted from schools staffed by a trained teacher and junior assistant mistress or by one teacher. In the school with a staff of two trained teachers, the obligatory subjects of secular instruction are confined to Irish, English, Arithmetic, History, Geography, Music, and Needlework for girls. Special allowance is made also by inspectors for the difficulties of those smaller schools for which, because of their remoteness or other reasons, managers often find it difficult to engage and retain the services of trained teachers.

150. It will be acknowledged that there are good grounds for this reduction of the programme; it is unavoidable in the average school. For obvious reasons, therefore, the teaching of Algebra and Geometry is not obligatory except in boys' schools under three or more teachers, nor are these subjects obligatory in classes taught by women, chiefly because of the necessity of teaching Needlework. Algebra or Geometry, or both, were, in the school year 1951-'52, taught to the following extent in schools in which they are optional:

	One-Teacher	Two-Teacher	Three-Teacher "Mixed"	Under Women Teachers
Algebra	32	174	72	47
Geometry	4	8	4	2
Algebra and Geometry	8	76	47	95
TOTAL ...	44	258	123[72]	144

151. The absence of Rural Science, a subject we shall consider later, is in these circumstances also understandable; it was taught in only 45 schools, while its sister subject, Nature Study, found a place in 55 schools, both subjects being taught mostly in "mixed" schools, due possibly to a local tradition. Manual Instruction of any description was taught above Infants in only 9 schools, and Drawing in 39. Boys, therefore, must for all practical purposes rest satisfied with the minimum programme. Girls have everywhere the additional subject of Needlework, and in some schools, usually the larger ones, girls of 11 years and over have the advantage of a course in Cookery, Laundrywork or Domestic Economy; where provision for these subjects is not possible, pupils may be permitted, by special arrangement, to attend local Continuation classes during school hours. In the school-year 1951-'52 these subjects were taught in 245 Convent and in 82 other schools, grants being paid in respect of 15,058 pupils, while grants were also paid in respect of 366 pupils from 2 Convent and 13 other schools who attended Domestic Economy classes in local Vocational Schools.

[72] This figure does not include 3-teacher boys' schools, in which one of these subjects is obligatory.

d'oibriú freisin, mar ní bfaighfear, is léar, rang amáin fán oide ag a scoil a bfuil foireann seisear oidí nó cairis iontu. I scoil ina gcuirtear ranga le chéile i mbuíonta le hagaid teagaisc, ní bíonn cigirí na Roinne ag súil, ar ndóigh, leis an gcúrsa iomlán don buín a beith ar eolas na sóisear sa mbuín. Tá an clár léinn atá i bfeidhm ceapta do scoil a bfuil foireann de beirt oidí oilte iontu, agus cé go mbítear ag súil le clár níos leithne sna hábair ó scoil is mó ná sin, do réir a gcineáil, glactar le clár níos cúinge ó scoil d'foirinn oide oilte agus fo-mháistreás, nó ó chinn atá fá oide amháin. Ní comhairtear mar ábair éigeantacha sa gclár teagaisc saoltha do scoil beirte oidí oilte ach Gaeilge, Béarla, Uimhríocht, Stair, Tíreolas, Ceol, agus Obair Shnáthaide do cailíní. Bíonn cás ar leith ag na cigirí freisin do scoil fíorbheaga a mbíonn, de bharr a n-iargúile nó eile, deacracta go minic ag bainisteoirí oidí oilte a fostú agus a fáil le fanacht ar seirbís iontu.

150. Admhófar nach gan cúis mhaith an cúngú seo ar an gclár léinn; níl neart air sa ngnáth-scoil. Is léar dá réir, tuige nach bfuil Ailgéabar agus Céimseata mar ábair éigeantacha teagaisc ach amháin i scoil buachaillí fá thriúr oidí nó níos mó. Níl na hábair sin éigeantach ach oiread i ranga fá oidí mná, ar príomh-cúis nach mór Obair Shnáthaide a teagasc. Seo mar bí ionad ag Ailgéabar nó Céimseata, nó acu araon, i scoil ina bfuilid neamh-éigeantach, sa scoilbliain 1951-'52:

	Aon-oide	Dá-oide	Trí-oide "measctha"	Fá oidí mná
Ailgéabar	32	174	72	47
Céimseata	4	8	4	2
Ailgéabar agus Céimseata	8	76	47	95
Iomlán	44	258	123[72]	144

151. Sna cúrsaí seo, is iontuigthe freisin an Tuaiteolaíocht, ábar a dtráchtfaimid air arís, a beith ar iarraidh; ní raibh sí dá teagasc ach i 45 scoil, agus ní raibh áit ag a comhábar, Eolas ar Nádúr, ach i 55 scoil; sean-nós san áit, is dóigh, ba siocair leis gur i scoil "measctha", dá bfoirmhór, a bí an dá ábar dá dteagasc. Níor múineadh láimhsaochar, d'aon chineál, lasmuigh de ranga naíonán, ach i 9 scoil, ná Liníocht ach i 39. Féadfar a rá, dá bhrí sin, go mbíonn ar bhuachaillí déanamh leis an gclár minimum. Bíonn ábar breise, Obair Shnáthaide, ag cailíní i ngach uile áit, agus i roimhe scoil, na chinn is mó de ghnáth, bíonn tairbhe le fáil ag cailíní os cionn 11 bliain d'aois as cúrsa i gCócaireacht, Obair Níochán nó Tíos; san áit nach bfuil cóir ann do na hábair seo, féadfar socrú ar leith a dhéanamh fána gceadaítear do dhaltaí freastal ar ranga Oideachais Leanúna le linn ama scoile. Sa scoilbliain 1951-'52, tugadh teagasc sna hábair seo i 245 scoil Chlochair agus in 82 scoil eile agus híocadh deontais as uchd 15,058 ndalta iontu; san am céanna híocadh deontais as uchd 366 dalta eile as 2 Chlochar agus 13 scoil eile a d'freastal ranga Tís i Scola Aitiúla Gharmoideachais.

[72]Ní háirítear sa bhfigiúr seo scola buachaillí 3-oide ina bfuil ceann de na hábair seo éigeantach.

152. The majority of our schools are, therefore, handicapped by difficulties of organisation and programme, and the question must arise whether the standard of education which they can, at their best, reach, is sufficient to be regarded as a minimum. This question we discuss in our final chapter.

153. Meanwhile we quote the following remarks of the Commission on Vocational Organisation, based, presumably, on the evidence received by it: "Primary education is not properly co-ordinated with post-primary. Secondary, vocational and agricultural schools all complain of the defective general education of pupils coming to them from primary schools. It is significant that this complaint comes from three different quarters."[73] To these remarks may be added the following opinion expressed by the Commission on Youth Unemployment: "In view of criticism received by the Commission, we consider there is grave need to examine the content of primary education, more especially the content of Irish and the treatment of that language."[74]

154. The question of co-ordination of courses between primary and post-primary education will be discussed later (pars. 395-398). As to the general education of pupils coming from primary schools, those of our members with experience of Secondary Schools testify to the efficiency of the National Schools in general as reflected in the intellectual development of their pupils entering on secondary education. While admitting their somewhat limited curriculum, they rate highly the proficiency achieved in the fundamental subjects. In regard to rural schools, this standard of proficiency is even more widely acknowledged, although, again, criticism from individuals and organisations connected with the Continuation Schools has been made from time to time. This criticism is mainly directed to the absence of certain subjects from the curriculum, but it also applies to the general standard of the pupils received by these schools. That the latter criticism is not groundless we frankly recognise, for it is true that some pupils enter Continuation Schools without having completed the full primary school course (to the end of Standard VI) and that they are therefore insufficiently prepared to benefit from the curriculum of these schools; they are usually those whose progress in the primary school has been slower than that of the average pupil.

155. Criticism of primary education is common enough to-day, and not in our own country only. The critics, however, do not always enquire whether the low standard which they sometimes encounter in individual young people is due to the system of education or to certain peculiar features of our age. Among our own people some employers, for example, allege that the standard is unsatisfactory for the needs of industry and commerce, and is poor by comparison with that of fifty years ago. It must be recalled that fifty years ago the field of recruitment for employers from those whose education terminated in the primary school was far wider than it is to-day and allowed the choice of the most gifted and best educated products of that school. This no longer holds true in view of the number who proceed to post-primary schools, while for the remainder the demands of industry and trade are more complex and discriminating than formerly. Again, instances are cited of individual young persons who are found to be almost illiterate. No attempt, however, is made to ascertain whether the

[73] Report, 1943—p. 333, par. 537.

[74] Report, 1951—p. 15, par. 51.

152. Tá cora eagair agus cláir, mar sin, ag cur bac ar bunáite ár gcuid scol agus is ceist le cíoraó í ar leor mar minimum oideacais an caigdeán a d'féadfaidís, i ndiaid a ndícill, a baint amach. Pléimid an ceist seo sa gcaibideal deiridh.

153. Idir an dá linn, aitrisimid na ráite seo ón gCoimisiún ar Gairmeagraíocht, ar bunaíod iad, is dóig, ar an bprianaise a fuaireadarsan: "Primary education is not properly co-ordinated with post-primary. Secondary, vocational and agricultural schools all complain of the defective general education of pupils coming to them from primary schools. It is significant that this complaint comes from three different quarters."[73] Ní miste an tuairim seo de cuid an Choimisiúin um Dí-fostaíocht Ógra a cur leis an méid sin: "In view of criticism received by the Commission we consider there is grave need to examine the content of primary education, more especially the content of Irish and the treatment of that language."[74]

154. Pléifear ceist sin chomhordaithe na gcúrsaí idir bunoideachas agus iarbhunoideachas ar ball (ailt 395-398). I dtaobh oideachas ginearálta na ndaltaí a fágas na bunscoileanna, molann na comhaltaí sin dínn a bpuil taithí acu ar Mheánscoileanna éifeacht na Scol Náisiúnta i gcoitinne mar léirítear sin i bprocás intleachta a gcuid daltaí ar tí tosnuithe ar mheánscolaíocht dóib. Cé go n-admhaíonn siad a cúinge atá an cúrsa léinn, tá ard-thuairim acu den oiliteacht a tugtar sna bun-ábair. I gcás na scol tuaithe, is foirleithne fós an meas atá ar an gcaigdeán oiliteachta, cé, arís, go ndearna daoine is dreama a bpuil baint acu le Scoil Leanúna Gearán faoi sin féin ó am go ham. Príomhcúis an ghearáin seo ábair áirithe beith ar iarraid as an gcúrsa, ach baineann sé freisin le gnáth-caigdeán na ndaltaí a théann isteach sna scoil sin. Admhaímid go hoscailte nach bpuil an gearán deiridh seo gan a údar, mar is fíor go dtéann roimhe daltaí isteach i Scoil Leanúna nach mbíonn an cúrsa bunscoile go hiomlán (go dtí deireadh Rang VI) críochnaithe acu agus nach mbíonn, dá réir, ullmhaithe sách maith le tairbe a baint as cúrsa na scol sin; is iondúil gur páistí iad a chuaig chun cinn sa mbunscoil níos maille ná an gnáth-dalta.

155. Tá locthúcán an bunoideachais sách coitianta ar an saol deiridh seo, agus ní sa tír seo amháin é. Ní fiafraíonn lucht an ghearáin, áfach, an é an córas oideachais féin nó tréith áirithe a sonraítear leis an aois seo, is ciontaí leis an gcaigdeán iseal a cítear dóib ag daoine óga ar leith. Sa tír seo, tá fostaitheoirí, mar shampla, a cuireas i gcéill go bpuil an caigdeán mí-sásúil ó thaob riachtanas tionscail is tráchtála, agus go bpuil sé lag le cois mar bí caoga bliain ó shoin. Ach ní miste cuimhniú go mba fairsinge go mór caoga bliain ó shoin ná inniu an roga d'féadfadh fostaitheoir a dhéanamh díob seo a chríochnaig a gcuid oideachais sa mbunscoil agus go raib scoth éirime agus léinn na scoile sin ina measc le togadh a dhéanamh astu. Ní hamhlaid atá feasta, do chonn a dtéann isteach i scoil eile; san am céanna, is achrannaí dóib siúd nach dtéann, agus is do-sháraithe, cúrsaí tionscail agus tráchta ná mar bíod. Luaitear freisin cás daoine óga a bíos geall le beith gan léamh, gan scríob. Ní féachtar, áfach, lena fáil amach a bpuil mórán de na cáis sin ann, ná ní meabhraítear go mb'féidir do na daoine óga sin a beith réid le scoil le beagán de bhliantaibh agus iad a

[73]Tuarascáil, 1943—lch. 333, alt 537.

[74]Tuarascáil, 1951—lch. 15, alt 51.

number of such cases is at all appreciable, nor is account taken of the fact that such young persons may have left school for several years, and have been either unemployed or employed in occupations which give no opportunity to them to retain what they have learned in school. Exceptional cases, too, such as those which sometimes appear in the children's courts, cannot be adduced as criteria of the standard of our children as a whole. Judgement by comparison with what is recalled as one's own experience is a test which is commonly made, but it is not altogether reliable. After a lapse of many years such experience can only be recalled in outline; much has been filled in during the intervening years which cannot properly be credited to one's early schooling.

156. Even granting, which we think to be by no means certain, that there has been some deterioration in standard, allowances must in fairness be made for the many influences which, in our day, make the work of the teacher more difficult than formerly. The cinema, the radio, the miscalled " comics ", are sources of distraction which were unknown to children of earlier generations. Parental control has undoubtedly lessened, and the urbanisation of our population has rendered control more difficult for many of those parents who take their duties seriously.

157. A reasonable majority of our pupils continue their education to the end of Standard VI when the Primary School Certificate examination, based on the course for that Standard, is taken.[75] The certificate testifies to the completion of the course and to the passing in written tests in Irish, English and Arithmetic; it was originally proposed to testify " to the creditable completion of a Primary Course."[76] The examination is intended as a test for the child of average ability, and the fact that some of our members consider the standard of the papers to be too high, whilst others consider it not to be high enough, suggests that it does, in fact, strike a fair mean. In the five years prior to 1953 an average of 76% of those entered for the examination passed. This in itself would seem to be, as far as the three basic subjects are concerned, prima facie evidence that the average child has received a satisfactory course of instruction by the end of Standard VI. There is no reason, we may add, to think that these results are less reliable than the results of other examinations set by the Department for other schools, or, for that matter, than the results of such examinations elsewhere. We have already outlined the contents of the programme prescribed for that Standard (par. 115). We have no reason to doubt that the programme is, on the whole, efficiently taught; our general experience confirms that it is, due allowance being made for the difficulties of our schools as indicated in the earlier paragraphs of this chapter.

158. We do not then agree with all the criticisms directed against the primary school. Our experience, indeed, leads us to reject some of the more prevalent of them. On the other hand, we do not pretend that there are no grounds for criticism. The main weakness is that, with the present distribution of our population and the resultant prevalence of small schools, a certain curtailment of programme is inevitable. We considered it one of our most important tasks to determine how far this programme can be enlarged, having regard to the fact that our schools are bilingual.

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[75] cf. Appendix 4.

[76] Report presented by the Committee on Inspection of Primary Schools to the Minister for Education (1927)—p. 16.

beit dí-fostaithe nó le slite beatha nach dtugann deis dóib ar foghlaim siad ar scoil a choinneál. Ní féidir ach oiread glacadh, mar shlat tomais ar chaighdeán oideachais ár bpáistí san iomlán, le cáis ar leith den chineál a bhios amanna os cóir cúirteanna páistí. Is minic a féachtar le oideachas a mheas thré chomórtas leis an rud, mar tugtar cun cuimhne é, a chleacht an duine féin, ach níl sin bailiúch, iontaofa mar mhodh measta. I gcionn bliantá fada, ní feictear don chuimhne ach cnámha an rudha a cleachtadh; idir dá linn, is iomaí craiceann a cuireadh orthu nach féidir ó cheart a rá gur ó scolaíocht a hóige a fuair duine iad.

156. Ach go fiú má thomhaitear, rud nach deimhin linn chor ar bith, go dtáinig ísliú éigin sa chaighdeán, caithfear, le cothrom a thabhairt, cuimhneamh ar na tionchair iomaí a chuireas, már lá féin níos mó ná riamh, le deachracht an oide ina chuid oibre. Úsáir mearuithe iad an pictiúrlann, an radió, agus na "greanntáin," más dual dóib an t-ainm, nach raibh fios fúthu ag páistí na seanlinne. Níl aimhreas ar bith ná gur lú smacht atá ag tuismitheoirí ar a gclainn, agus is doilí arís do thuismitheoirí a bhios dáiríre fána ndualgais, smacht a choinneál de bharr lui an phobail le saol an bhaile mhóir.

157. Coinníonn thromlach maith dár gcuid páistí lena gcuid scolaíochta go dtí deireadh Rang VI, nuair a théantar scrúdú na Teistiméireachta ar Bhunoideachas atá bunaithe ar chúrsa an Ranga sin.[75] Dearbhaíonn an teastas gur chríochnaigh an dalta an cúrsa agus gur éirigh leis i dtrialacha scríofa i nGaeilge, Béarla agus Uimhríocht; moladh i dtosach go ndearbhódh sé "the creditable completion of a Primary Course."[76] Tá sé ceaptha gur triail ar páiste meán-éirime atá sa scrúdú agus is cosúil, ó síl cuid dár gcomhaltaí go mbíonn caighdeán na bpáipéar ro-ard agus gur síl cuid eile díobh nach raibh sé sách ard, go n-éiríonn leis meán-chaighdeán cothrom d'aimsiú. Sa gcúig bliana roimh 1953, d'éirigh ar mheán le 76% díobh sin a d'fhreagair an scrúdú. Ar an gcéad-amharc, sin fianaise ann féin, comh fada agus baineann leis an trí bun-ábar, go mbíonn cúrsa sásúil teagaisc faighte ag an ngnáth-páiste fá dheireadh Rang VI. Níl, ní miste a rá, aon chúis lena cheapadh gur mí-mhúinítí na torthaí seo ná torthaí scrúduithe eile a chuireas an Roinn i gcóir scoil eile, ná go deimhin torthaí scrúduithe dá chineál in áiteacha eile. Thráchtamar cheana ar chrot is ar mhianach an chláir atá ceaptha don Rang sin (alt 115). Níl aon údar aimhris againn go múintear an clár sin go héifeachtúil san iomlán; sé ár dtaithí i gcoitinne go múintear, má cuirtear deachracht na scol, mar luaitear iad sna hailt tosaigh den chaibidil seo, i gcás.

158. Ní aontaímid, mar sin, leis na lochtaí ar fad a caitear leis an mbunscoil. Go deimhin, ní ligeann ár dtaithí féin dúinn ach na cinn is coitianta díobh a shéanadh. Ar an taobh eile, nílimid dá chur i gcéill nach bhfuil aon údar lochtuithe ann. An laige is mó atá ann go gcaitear fiorrú éigin a dhéanamh ar an gclár a fad agus atá an pobal scaipthe mar atá agus scoil beaga comh coitianta dá barr sin. Chuireamar romhainn, ar na gnóthaí ba thábhachtaí a bhí againn le déanamh, a chinneadh cé mar fhéadfaí an clár seo a leathnú, ag cuimhneamh go múintear dá theanga sna scoil.

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[75] c.f. aguisín 4.

[76] Tuarascáil a chuig an Choiste ar Chigireacht bunscol don Aire Oideachais (1927)—lch. 16.

159. None of us would desire that, at least before the age of 12 years or even 13, what are called " practical subjects " should be superimposed on the present programme, namely, those subjects which are introductory to technical training. We do, however, consider that certain important subjects which not only give a wider culture, but also serve as aids to the teaching of the fundamental subjects, could be advantageously introduced within the age range under consideration. They are, in particular, Drawing, Nature Study and Physical Training. We have earlier stated our belief that these are essential to the proper discharge of the function of the primary school. We also think that certain important details of the basic subjects are not given due attention, training in phonetics and speech, the use of practical activities in class teaching such as the production of plays and the discussion of individual reading, the social and local study of History, and the experiments and explorations necessary for the teaching of Geography. It is contended that sufficient time or staff is not available to permit of attention to such matters, and that, for the same reason, music and song, training in health, citizenship, manners and deportment must all be given a lesser place than they deserve. Whilst fully recognising the difficulties under which teachers labour, especially in small schools, and the excellent work already being done by many teachers, we believe that, by some reorganisation, more attention could be paid to the matters we have mentioned without detriment to the major subjects. Furthermore, this moderate widening of the curriculum would give a degree of variety which is at present lacking, at least above the Infant stage, and which is most desirable for young children.

160. We have stated that a reasonable majority of primary school pupils continue their education to the end of Standard VI. Some, even of those who enter Secondary Schools, remain in the Primary School beyond that Standard. There would, on the other hand, appear to be an appreciable proportion of children who do not complete the course to the end of Standard VI. This, it may be observed, is no new feature of our primary schools, as it is reflected in statistics going back over many years before the establishment of native government.

161. Normally a pupil is promoted to a higher Standard at the beginning of each school year and proceeds without interruption from Standard to Standard to the end. In most Standards, however, one pupil in ten, on an average, may be found who, because of irregular attendance or for other reasons is regarded as unfit, in respect of attainments and mental development, to enter on the course prescribed for the higher Standard, and accordingly he must remain for the whole or part of another year in the same Standard. This proportion of non-promotion may be somewhat higher in Standard V than in the lower Standards, for the reason that the course for that and for Standard VI is comparatively more exacting and, moreover, includes in every school a wide syllabus in both History and Geography, two subjects which are formally introduced in Standard V.[77] This possibility of non-promotion at some stage or other of the course (in the case of the under-average or backward pupil), in addition to the fact which we have

[77] It is in this Standard also that Algebra and Geometry are introduced in the larger schools.

159. Níor mhaith le haon duine dóibh go gcuirfí anuas ar an gclár atá ann, ar a laghad roimh aois 12 bliain nó 13 féin, na hábair sin ar a dtugtar "ábair fhraiticiúla," sin le rá ábair a thugas réamhoiliúint i gcóir ceard-oideachais. Measaimid, áfach, go bhféadfaí ábair áirithe a dtéann cultúr níos leithne leo agus, tairis sin, a ghabhaíos le teagasc na mbun-ábar, a thabairt isteach go tairbheach sa gclár san aois-réim atá i gceist. Siad sin, go sonrach, líníocht, Eolas ar Nádúr agus Corpoiliúint. Dúramar ceana go gcreidimid nach bhfuil dul d'uireasa na n-ábar sin cun feidhm na bunscoile a chomhlionadh, go ceart. Measaimid, freisin, go bhfuil gnéithe tábhachtacha ar leith de na bun-ábair nach dtugtar a ndíol aire dóibh: oiliúint urlabhra agus teanga; ghníomhachta, ar nós léiriú dhrámaí agus díospóireacht fá ábar a léigh na daltaí, a mbainfí leas astu i gcomhteagasc; staidéar staire comhdaonnaí agus áitiúla, agus na trialacha agus na fionnachta atá riachtanach chun Tíreolas a theagasc. Deirtear nach bhfuil dóthain ama ná foirne ann le go bhféadfaí aire a thabairt do na nithe sin, agus, ar an údar céanna, go gcaitear ionad is lú ná a thuilleann siad a thabairt do cheol agus d'amhrán, d'oiliúint i gcúrsaí sláinte, do shaoránacht, do dhea-bhéas agus d'iompar. Cé gur maith is eol dúinn na deachracta a bhíos roimh oidí, go háirithe i scola beaga, agus feabhas an tsaothair atá mórchuid oidí a dhéanamh cheana, cítear dúinn go mb'fhéidir, thré atheagrú éigin, airde níos mó a thabairt ar na nithe a luamar gan díobháil do na príomh-ábair. Ina cheann sin, chuirfeadh an leathnú measartha sin crot éasúlachta ar an gclár nach bhfuil air fá láthair, ar aon nós thar ranga naíonán, agus ar mhór an leas do pháistí ósa í.

160. Dúramar go bhfanann tromlach maith de na páistí ar an mbunscoil go deireadh Ranga VI. Fanann cuid acu sa mbunscoil thar an rang sin, go fiú cuid díobh sin a théas ar Meánscoil. Dealródh sé, ar an láimh eile, go bhfuil cion maith de pháistí nach gcríochnaíonn a gcúrsa go deireadh Ranga VI. Tá sé le rá nach aon ghné nuaíde sna bunscola é seo, mar léirítear é i staidreamh a théas siar bliantá fada sarar bunaíodh rialtas dúchasach.

161. De ghnáth, aistrítear páistí go dtí rang níos airde i dtús gach aon scoilbliana agus téann sé chun cinn amhlaidh gan stad ó rang go céile go dtí an deireadh. I mbunáite na rang, áfach, b'fhéidir go mbeadh, de bharr mí-rialtacht tinnis nó cúise éigin eile, dalta as gach deichniúr, ar an meán, nach measfaí a bheith, ó thaobh eolais agus foráis intinne, i ndon do chúrsa an chéad ranga eile. Bíonn airsean, dá réir, fanacht sa rang céanna ar feadh bliana eile nó corda dí. Tarlódh an cion seo de dhaltaí nach n-aistrítear a bheith beagán níos airde i Rang V ná sna rangaí faoi, de bhrí gur déine, roimhe, an clár don rang sin agus do Rang VI, agus go bhfuil cúrsa leathan Staire agus Tíreolais mar chuid de, dá ábar a dtosnaítear orthu go foirmiúil i Rang V.[77] Sí an easpa uaschéimithe seo ag pointe éigin den chúrsa (i gcás an páiste fo-mheánaig nó mall-mheabhrach), chomh maith le nach dtagann roimhe páistí ar scoil, mar a meabhraíodh cheana (alt 110), go mbíonn siad 6 bliana d'aois nó mar sin, a mhíos tuige gur i Rang V a bíonn suas le trian de pháistí na haois-aicme

[77] Sa rang seo freisin a tosnaítear ar Ailgéabar agus ar Chéimseatain i scola móra.

already noticed (par. 110) that a number of children enter the primary school at about the age of 6, explains why practically one-third of the pupils of the age-group 13-14 years on roll are to be found in Standard V at the end of the school year, while a much smaller fraction have not yet entered that Standard. (cf. Appendix 4.)

162. Ordinarily about 85% of the pupils in Standard V are promoted at the beginning of the school year to Standard VI. It is to be noticed, however, from the statistics available (Appendix 4) that while, on the 30th June, 1952, some 49,000 pupils were enrolled in Standard V, only 33,000 pupils were on the same date, in Standard VI. These two figures, making allowance for non-promotion, would seem to suggest that a number of children cease to attend the primary school before the end of Standard VI. It is true that some of those who leave do so to enter Secondary Schools at the beginning of the next school year and thus spend only a few weeks in Standard VI. Many of these, however, are under 12 years of age and cannot, accordingly, be regarded as in any way backward, although they have not reached the ordinary standard of proficiency of those entering Secondary Schools at the end of Standard VI.

163. On the 30th June, 1952, there were in Standard V some 19,000 pupils of the age-group 12-13, and some 11,000 of the age-group 13-14. While making due allowance for non-promotion and for the discontinuance of primary education on the part of those who enter Secondary Schools before the end of Standard VI,[78] it should be expected that the numbers of the age-groups 13-14 and 14-15 in Standard VI, at the end of the school year, would not be less than 16,000 and 8,000 respectively, and might be greater. The comparative figures for the same date, however, are 14,000 and 4,000 approximately. There were, also, about 3,000 pupils of the age-group 14-16 enrolled in Standard V while in Standard VI are found only 705 aged 15 years and over. It is clear from these figures, and from the data given in the promotion table (Appendix 4, Table C), that a number of children cease to attend school on reaching the age of 14 years, even if they have then only completed Standard V or have been only one, two or three quarters in Standard VI. It would seem, also, that a number of others in Standards V and VI cease to attend school without having reached the age of 14.

164. We realise that some of those who discontinue their primary education, before completing the course to the end of Standard VI, are moved by economic causes, but it is also possible that many leave under the impression that their intellectual capacity is insufficient to benefit from another year in the same school and at the same subjects, a school in which their progress has been slow and difficult, chiefly owing to inherent weakness in themselves which the school failed to remedy. We do not deny that a number of them may receive further education after leaving, although they may not be adequately prepared to gain full benefit from it. That a different type of curriculum more suited to their educational capacities and needs, in the same or in a different school, would entice most of them to continue their education further with much advantage to themselves, is, we believe, true. In any event, every effort should be made within the primary

[78] Children may not enter Continuation Schools until they are 14 unless they have completed a year in Standard VI and are then over 13 years of age.

13-14 bliana, atá ar rolla, ag deireadh na scoilbliana, agus go mbíonn cion is lú i bfad ná sin díob fá dtin an Rang sin (cf. Aguisín 4).

162. Is iondúil go n-ardaítear 85% nó mar sin de daltaí Ranga V go dtí Rang VI i dtús na scoilbliana. Tabharfar fá deara, áfach, ón staidream atá againn (Aguisín 4), cé go raib, ar an 30ú Meitheamh, 1952, cart fá 49,000 dalta ar rollaí Rang V, nach raib ach 33,000 i Rang VI ar an dáta céanna. Dealród sé ón dá figiúr sin, ag áireamh daltaí nár hardaíodh, go bfágann roimhe páistí an bunscoil roimh deireadh Rang VI. Is fíor gur le dul isteach i Meánscola i dtús na hathbliana scoile a imíos cuid acu agus nach gcaitheann siad ach cupla seachtain i Rang VI. Go leor díob seo, áfach, bíonn siad fá dtin 12 bliain agus, dá réir, ní comhairfí iad a beit ar aon dealach ar deireadh ina gcuid scolaíochta, cé nár sroicheadar gnát-caighdeán oilteachta páistí a téas cun Meánscoil ag deireadh Rang VI.

163. Ar an 30ú Meitheamh, 1952, bí cart fá 19,000 dalta den aois-aicme 12-13 agus 11,000 den aois-aicme 13-14 i Rang V. Ag áireamh an riar de daltaí nach n-ardaítear agus díobsan a scoras den bunscolaíocht ar dul isteach i Meánscola dóib roimh deireadh Rang VI,[78] beifí ag súil nach mbeadh an méid d'aois-aicmí 13-14 agus 14-15 i Rang VI, ag deireadh na scoilbliana, fá dtin 16,000 agus 8,000 fá seach, agus go mb'féidir dó beit cairis. Siad a gcomh-figiúir sin don dáta céanna, áfach, 14,000 agus 4,000 go hacomair. Bí, freisin, timpeall 3,000 dalta den aois-aicme 14-16 ar rolla i Rang V, ach i Rang VI ní raib ach 705 a bí 15 bliana nó cairis. Is léar as na figiúir sin, agus as an eolas atá sa tábla ar uascéimiú (Aguisín 4, Tábla C) go scoráinn riar páistí de scoil in aois 14 bliana, fiú mura mbíonn ach Rang V curtha díob acu nó ráithe, dá ráithe nó trí caite acu i Rang VI. Dealród sé freisin go mbíonn roimhe eile i Ranga V agus VI a scoras de scoil sara slánaíd aois 14 bliana.

164. Tuigimid go maith gur cúiseanna geilleagair a spreagas cuid acu siúd a scoras dá mbunscolaíocht sara gcríochnaíd an cúrsa go deireadh Rang VI. Ach tarlód, freisin, go n-imíonn go leor acu agus iad den barúil nach leor a n-éirim aigne le tairbe a baint as bliain eile sa scoil céanna leis na háibh céanna, scoil ar mhall, achrannach a ndeil cun cinn inti, go príomha de bharr laige a bí iontu féin nár leigeas an scoil. Ní séanaimis go mb'féidir go bfaighid roimhe díob tuilleadh oideachais ar ball, cé nach leor-oilte iad cun lántairbe a baint as. Ach is fíor, measaimid, go mealltar cineál eile cúrsa léinn, a d'feilfeadh a gcumas foglama is a riachtanais, sa scoil céanna nó i scoil eile, a bhformhór cun cloí lena gcuid scolaíochta níos faide, rud nár beag a shocar dóib. In aon cás, ba cóir gach iarracht a déanamh ins an mbunscoil le páistí dá gcineál a cur cun cinn. Sa scoil sin, baineann cuid dá scéal le oideachas páistí atá mall-mheabrach nó ar gcúl, ceist a d'fágamar

[78] Ní ceadmhach do pháistí dul isteach i Scola Leanúna go mí siad 14 bliana mura mbí bliain caite acu i Rang VI agus iad os cionn 13 bliana ag an am.

school to secure the advancement of such pupils. Their problem in that school is, in part, related to the education of backward or mentally retarded children, which we have deliberately excluded from our present survey, but it is also related to the question of school staffing, to which we refer later. (Chapter X).

165. Lest the figures we have quoted in the preceding paragraphs may be misconstrued, it is only fair to say that the proportion of the total number of pupils in primary schools to be found to-day in Standards VI and higher is greater than in any previous year for which figures are readily available despite, or possibly because of, the extension of further education and despite the fact that our schools have been required in the last 30 years to teach a second language and at the same time maintain a sound standard in fundamental subjects.

Chapter V

The Curriculum of the Primary School

1. The Curriculum in General

166. In approaching the question of the curriculum of the primary school, we have been influenced by two aims, the religious and moral, intellectual and physical welfare of each individual Irish boy and girl, which is our chief concern, and the cultural and material well-being of our nation, which, though secondary, is our concern also. These two aims are in fact complementary, and we have made every effort to keep both in view, allowing neither to obscure the other.

167. The memoranda of evidence received by the Council, much of the criticism of our educational system expressed over a number of years, and our own individual views concerning it convey an almost unanimous conviction that the present curriculum of the primary school is too narrow. It might, therefore, be expected that we should recommend the adoption of a much wider curriculum. We have had, however, to make our recommendations with full regard for facts and realities.

The obstacles to a wider curriculum recapitulated

168. Most of these facts have been already stated by us. They can be briefly recapitulated. The great majority of our schools are small schools; small schools can only have small staffs; the distribution of teaching power, at the same time, over a number of standards reduces its efficiency and accordingly its ability to handle a wide curriculum.

169. The present school-day is one of five hours and the week one of five days. It has not been suggested that the day should be prolonged or that the week should become one of six days. To apportion the week's 25 hours over a much greater number of subjects would leave less time for the basic subjects, of which there are eight in the smallest mixed school, while in the larger boys' or girls' schools there may be ten. A wider programme could lead to a lowering of standard in the basic subjects, unless the new subjects introduced were such as would effectively compensate for the loss. As our children may not continue their education beyond the primary

de leataoib d'aon-turas, ac bameann cuid eile le ceist na foirne teagaisc a dtagróimid di ar ball (Caibideal X).

165. Ar faitíos go mbainfí brí mícheart as na fisiúir a tugad sna hailt roimhe seo, níl sé ach cóir a rá gur mó an cothrom atá d'iomlán na ndaltaí bunscoile i Rang VI agus os a cionn inniu ná mar bí in aon bliain eile a bfuil fisiúir di le fáil, in aimneoin, nó b'féidir de barr, gur leathnaig córta oideachais iarbhunscoile agus in aimneoin go raib ar na scola sna 30 bliain seo caite an dara teanga a teagasc agus ag an am céanna caighdeán slán a choimeád sna bunábair.

Caibideal V

Cúrsa Léinn na Bunscoile

1. An Cúrsa i gCoitinne

166. Cuireamar dá cuspóir romhainn agus sinn ag plé cúrsa léinn na bunscoile: leas creidimh agus morálta(c)ta, intleachta agus coirp gach aon bhuachaill agus chailín Éireannach ar leith, rud is céad-chúram linn, agus leas saíochta agus gheilleagair ár náisiúin, rud, cé tánaiseach é, is cúram linn freisin. Dáiríre, is amhlaidh freagraíos an dá chuspóir seo dá chéile, agus rinneamar ár ndícheall iad araon a choimeád os ár gcóir, is a thábhacht féin a thabairt do gach aon cheann.

167. Na meabhracháin fianaise a fuair an Choimirle, mórán den tuairimíocht a tugad fán gcóras oideachais le blianta anuas agus barúla ár gcomhaltaí féin ina thaobh, tá siad ar aon-bhreith nach mór go bfuil cúrsa léinn na bunscoile ró-chúng. Deirí ag súil, dá réir sin, go molfaimis glacadh le cúrsa i bfad níos leithne. Ach i dtaca le moltaí a dhéanamh, b'éigin dúinn achmainn na scoile agus na cora atá uirthi a thabairt chun cruinnis.

Gearr-aithris ar chonstaicí an chúrsa leathan

168. Thráctamar ar formhór na gcor seo cheana. Is féidir iad d'athlua go hachomair. Scola beaga bunáite na scol; ní féidir ach foireann beag a beith i scoil big; laghdaíonn a scaipeadh ar roimhe rang san aon-am éifeacht teagaisc na foirne sin agus fágann sé, dá réir, oibriú cúrsa leathan thar a cumas.

169. Fá láthair, níl sa lá scoile ach cúig uair a chloig ná sa tseachtain ach cúig lá. Níor luadh linn go bfadófaí an lá ná go gcuirfí sé lá sa tseachtain. Dá riarfaí 25 uaire na seachtaine ar uimhir mhór níos mó d'ábair, fágfaí níos lú ama ag na bun-ábair, a bfuil ocht gcinn déag sa scoil mheascha is lú agus a bféadann deich gcinn déag a bheith i scola móra buachaillí nó cailíní. D'féadfaí cúrsa níos leithne ísliú caighdeám sna bun-ábair a thabairt i gcion, sin murar ábair de chineál a chúiteodh an chaill iad na hábair nuaíde a cuirfí ar an gcúrsa. B'féidir nach racaí ár gcuid páistí thar an mbunscoil lena gcuid oideachais agus, dá brí sin, ní hachmainn dúinn go dtitfead caighdeán na scol íochtair.

school, we cannot afford any depression of standards in the lower schools. A high standard in fundamental subjects is clearly to be preferred to a lower standard in a large number.

170. Our schools teach two languages, a fact which critics of the curriculum sometimes overlook. In one of these, Irish, it is expected, and we think not unreasonably, that ability to converse in it should be achieved by the time the pupil from the English-speaking home reaches the end of his primary course. This aim demands no light effort from the school. The intellectual training given in its achievement compensates in part for the absence of other subjects.

Defects of a narrow Curriculum

171. It must be considered on the other hand that in the restricted curriculum itself lies a hidden danger. To maintain the interest of his pupils in a limited programme requires great effort on the part of even the most efficient teacher. The constant repetition of the same subjects not only tends to damp his enthusiasm but produces dullness and lethargy in the class. Under such circumstances the efficiency of the teacher's labour is lessened. Children enjoy variety and greatly value diversity in work which is akin to play. "A change of work is rest" is an adage particularly applicable in the case of young children. Moreover, a change which would continue the training in the basic subjects under another guise should tend to improve, rather than depress, the general standard. It must be unequivocably stated, however, that these uses of the additional subjects are secondary and that their primary aims must be maintained.

172. These aims are set out in Chapter III. There we concluded that, to function properly, the primary school should provide an integral education which will be religious, civic, physical, linguistic, arithmetical, practical, cultural and æsthetic. Our task, therefore, is to select the minimum of subjects which will give such an education and at the same time provide the greatest variety possible so as to lighten the burden on pupils and teachers and enliven the work of the school. Furthermore, we believe that such subjects must be formally included in the curriculum; the mere incidental teaching of them through other subjects would not produce adequate results.

Standard Curriculum Proposed

173. Having regard to the views expressed in the preceding paragraphs (pars. 166-172), the Council considered the general aims of the primary school would best be served by a standard curriculum, the subjects of which would be obligatory in all schools, as far as possible, allowance being made for the fact that certain other subjects were already being taught in particular schools. Different opinions were held in the Council as to the claims of particular subjects to a place in such a standard curriculum. It is not unreasonable that the views of individual members should vary according to the aspects of each subject which they considered most important, the aim in teaching it, its value to the child, its value weighed against that of a wider course in a subject considered more important, the feasibility of introducing it in small schools, and especially the part it could play in the function of the primary school. All our members, without exception, would agree that Religious Instruction, some Physical Training,

is léar gur fearr caigdeán ard sna bun-ábair ná caigdeán nios isle i lion mór ábar.

170. Múintear dá teanga már scoile, rud nach meabraíonn luchd cainte an chúrsa amanna. Í Gaeilge, bítear ag súil, rud nach mí-réasúnta dar linn, go mbeadh páiste as teaglach labhartha Béarla i ndoin comhrá a déanamh inti fán am a sroiche sé ceann a chúrsa bunscoile. Ní beag an dúthracht a éilíonn an cuspóir seo ar an scoil. Cúitíonn an oiliúint intleachta a tugtar de bharr a comhlionta roimhe as easpa ábar eile.

Éislinní an chúrsa chúng

171. Ní mór a mheabhrú ar an taobh eile go bhfuil contúirt i bhfolach sa gcúrsa tóranta. Bíonn ar an oide is éifeachtaí féin dúthracht thar cuimse a chaitheamh ag iarraidh spéis a chuid daltaí a choimeáil i gclár tóranta ábhar. Ní hé amháin go maolaíonn sior-aithris na n-ábhar céanna díograis an oide beagán, ach fágann sí marbhántacht is lag-bhrí ar an rang. Sna dála sin, laghdaítear éifeacht saothair an oide. Baineann páistí taitneamh as an éagsúlacht agus is fiú go mór leo ilghnéitheacht ina gcuid oibre, rud atá ar nós súgraidh. Seanfocal é a feileas go sonrach cás páistí óga gur " geall le sos malairt oibre." Tairis sin, is mó a racadh athrú, a chothódh an oiliúint sna bun-ábair i gcumraíocht eile, cun socair ná cun dochair don chaigdeán ghinearálta. Ní mór a rá go soiléir, áfach, gurb seo leas le cois atá sna hábair bhreise agus go bhfuil a gcuspóirí bunaidh féin acu le freagairt dóibh.

172. Tráchtadh ar na cuspóirí sin i gCaibidil III. Thángamar ar an tuairim ansin nár mhór don bunscoil, le feidhmiú i gceart, scolaíocht chomlán a thabhairt idir cheitheamh, shaoránacht, corpoiliúint, teanga, níomhaireacht, lámhshaothar, saíocht agus éisteitic. Sé ár ngnó, mar sin, an lion is lú ábar a thogadh a bhéarfas oideachas den chineál sin, agus ag an am céanna oiread éagsúlachta agus is féidir a bheith ann chun an t-ualach d'éadromú ar dhaltaí agus ar oidí agus chun beocht a chur in obair na scoile. Creidimid nach mór na hábair sin a chur mar chuid cheart den chúrsa; ní thabharfadh a dteagasc thré ábair eile go teaghmasach amháin leor-thoradh.

Cúrsa coiteann dá mholadh

173. Ag meabhrú na dtuairimí a tugtar sna hailt roimhe seo (ailt 166-172), meas an Chomhairle go mb'fhearrde cuspóirí ginearálta na bunscoile cúrsa coiteann a mbeadh na hábair ann éigeantach sna scoil go léir, chomh fada agus ab féidir, dá chur san áireamh go bhfuil ábair áirithe eile dá dteagasc i scoil ar leith. Níorbh ionann tuairimí sa gComhairle fá cheart ábar áirithe ar áit d'fháil sa gcúrsa coiteann sin. Ní rud mí-réasúnta é go n-athródh tuairimí comhaltaí do réir na ngnéithe de gach aon ábar a measadar ba thábhachtaí: cuspóir a mhúinte, a tairbhe don páiste, a tairbhe i gcomhortas le tairbhe chláir níos leithne in ábar a measfaí a bheith níos tábhachtaí; a dóigheadh go bhféadfaí a teagasc i scoil beaga, agus go mór-mhór an cion a ghlacfadh sé i bhfeidhm na bunscoile. D'aontódh ár gcomhaltaí uile gur chóir Teagasc Creidimh, roimhe éigin Corpoiliúna, Ceol, Uimhríocht, Stair, Tíreolas, agus Obair Shnáithe do chailíní a bheith sa gcúrsa léinn. Ní aontóidís uile, áfach, gur chóir an dá theanga, Gaeilge agus Béarla, araon a bheith éigeantach; measa comhalta amháin ar a

Music, Arithmetic, History, Geography, Needlework for girls, should be included in the curriculum. Not all members would agree, however, that both languages, Irish and English, should be obligatory, one member, at least, holding that Irish should not be obligatory outside the Irish-speaking districts and one member being opposed to English being obligatory in any school. In regard to these two subjects also opinions differed as to the stage at which they should be introduced as obligatory subjects; we refer to this problem later. The inclusion of Nature Study and Drawing, while generally advocated, did not find favour with one or two members, chiefly on the ground that time could not well be provided for them in the average school. Several of our members questioned the practicability of and the need for providing separate obligatory courses in Algebra or Geometry even in the larger schools, but all would agree that through the Arithmetic course all pupils should be introduced to these subjects and that special emphasis be given, as far as possible, to the study of mensuration. After full consideration of the various objections made and having had regard to suggestions received by way of the statements of evidence, the Council, on the whole, recommends the adoption of the following standard curriculum—Religious Instruction, Irish, English, Arithmetic, History, Music, Physical Training, Nature Study, Geography, Drawing, and Needlework (for girls). It recommends also that the subjects, Algebra and Geometry, be included as obligatory subjects in the curricula of schools to the extent to which they are at present obligatory, subject to the suggestion contained in paragraph 184.

174. This standard curriculum is intended for adoption in all schools other than Infant schools and Infant departments (or Infant classes in other schools) the curriculum for which we shall discuss separately.

175. We suggest, however, that this standard curriculum should be modified to meet the special circumstances of the one-teacher schools and of two-teacher schools in which both teachers are not trained teachers.

Separate Programmes Required

176. A condition pre-requisite to the successful organisation of the teaching of the standard curriculum is the provision of separate and detailed programmes in the subjects thereof to meet the circumstances of one-teacher, two-teacher, three-teacher, and larger schools, respectively. It is recommended that such programmes be prepared by the Department.

Optional Subjects Not Proposed

177. We do not propose optional subjects for inclusion in the curriculum of any school, principally for the reason that we consider that the curriculum suggested can meet both minimum and maximum requirements of all schools and also because comparatively few schools include in their curriculum any of the optional subjects at present prescribed. Indeed the very term " optional " suggests that these subjects are of secondary importance. We consider, however, that where a school manager desires to include another subject, of satisfactory practical and educational value (e.g., Domestic Economy and Rural Science), at an appropriate stage, in the curriculum of any of his schools or to substitute such subject in place of Drawing or Nature Study, he should, subject to the approval of the Department, be permitted to do so.

lagad nár ceart Gaeilge a beit éigeantach tasmuig den Gaeltacht agus bí comhalta eile i gcoinne Béarla a beit éigeantach in aon scoil. I dtaob an dá ábar sin, freisin, bí malairt tuairime fán gcéim ag a dtosnófaí orthu mar ábair éigeantacha; tagróimid don cheist seo ar ball. Cé go rabhas i gcoitinne ar thaob Eolas ar Nádúr agus Líniocht a chur ar an gcúrsa, bí duine nó dó nach raib ma fábhar, ar an gcúis áirithe nach maith d'fhéadfaí am a fáil dóib sa ngnáth-scoil. Bí cuid mhaith de chomhaltaí in amhreas an bhféadfaí, nó ar chall, cláir éigeantacha ar leith a mhúineadh in Ailgéabar nó i gCéimseatain go fiú sna scola móra, ach d'aontóidís uile gur chóir, thríd an gcúrsa Uimhríocha, réamh-eolas ar na hábair sin a ligean le gach páiste agus go dtabharfaí tábhacht ar leith chomh fada agus ab féidir, d'fhoglaim na tuisíochta. Thar éis di na hargóna éagsúla a mheas agus aird a thabhairt ar na tuairimí a fritheadh i ráitis fianaise, molann an Chomairle, ar an iomlán, go nglacfaí leis an gcúrsa coiteann léinn seo leanas: Teagasc Creidimh, Gaeilge, Béarla, Uimhríocht, Stair, Ceol, Corpoiliúint, Eolas ar Nádúr, Tíreolas, Líniocht, agus Obair Shláthaithe (do cailíní). Molann sí freisin go mbeadh Ailgéabar agus Céimseata mar ábair éigeantacha i gcúrsaí scol a mhéid atá siad anois éigeantach, fá bhí a moltar in alt 184.

174. Tá sé beartaithe go nglacfaí leis an gcúrsa coiteann léinn seo sna scola uile, seachas scola agus earnála naiónán (nó ranga naiónán i scola eile). Pléifimid an clár lena n-aghaidh sin, ann féin.

175. Molaimid, áfach, go n-athrófaí an cúrsa coiteann seo le freastal ar chás speisialta na scol aon-oide agus na scol dá-oide nach oidí oilte an beirt oidí iontu.

Cláir ábair ar leith riachtanach

176. Chun go n-éireoidh le eagrú teagaisc an chúrsa léinn seo, níor mhór féachaint chuige roimhré go gcuirfí clár ar leithligh ar fáil ma mbeadh mion-eolas fá réim na n-ábar agus a d'fheilfeadh scola aon-oide, dá-oide, trí-oide, agus scola is mó ná sin, fá seach. Moltar go gcuirfeadh an Roinn na cláir ábar sin le chéile.

Níl ábair neamh-éigeantacha dá moladh

177. Ní mholaimid ábair neamh-éigeantacha a chur ar an gcúrsa léinn d'aon scoil, ar phríomh-chúis go measaimid gur leor an cúrsa atá molta le freagairt do bharr-riachtanais, comh maith le bun-riachtanais, an uile scoil agus, tairis sin, gur beag scoil as an iomlán a bhfuil aon cheann de na hábair neamh-éigeantacha, atá ainmnithe fá láthair, ar a cúrsa. Go deimhin, bampí de bhí as an téarma "neamh-éigeantach" nach bhfuil ach meath-thábhacht leis na hábair seo. Measaimid, áfach, sa gcás gur mhian le bainisteoir scoile ábar eile, a mbeadh leor-thairbhe phraiticiúil nó oideachais ann (e.g. Tíos agus Tuaitheolaíocht), a chur isteach, ag céim oiriúnach, i gcúrsa aon cheann dá chuid scol nó ábar dá shórt a chur in áit Líniocht nó Eolas ar Nádúr, gur chóir sin a cheadú dó ach an Roinn d'aontú leis.

The Case for a Standard Curriculum

178. We consider that to provide a standard curriculum for all schools is preferable to prescribing a certain number of obligatory subjects for schools of each type. Our main reasons for this decision are as follows. We believe that the education given through these subjects, without exception, is essential for all pupils of the primary school. We also hold that the additional subjects, Drawing, Nature Study and Physical Training, if efficiently taught, within the limits of the programme suggested for them, should aid considerably the more efficient teaching of the other subjects and hence that time taken from other subjects to provide for their teaching will not reduce the standard of proficiency in those other subjects. Nature Study can be utilised as an aid to the teaching of language, both in speech and composition, and of Geography and Drawing. Drawing should improve handwriting, foster accuracy in mensuration, and help Nature Study both as an aid to memory and an exercise in observation. Physical Training, besides helping to develop a healthier and happier child and generally producing a keener mind, can be used in conjunction with the teaching of Music and assist in the maintenance of good order and decorum in the school-room. Our recommendation in this matter has also been influenced by the desire to see even the smallest rural school maintaining, as far as possible, as high a standing in the matter of curriculum as the largest town school, thus discouraging the inclination of rural children to travel to town-schools in search of extra subjects.

179. Various other subjects have been suggested to us for inclusion in the curriculum, but, for what we believe to be good reasons, we have not accepted these suggestions. We do not believe that such subjects as book-keeping, business methods, electricity, woodwork, metalwork, leatherwork, local or other arts and crafts (at least in any advanced form), forestry, agriculture or agricultural science, elementary science, biology and botany, are suitable subjects for primary school pupils. The successful study of them demands a degree of mental development and power of concentration and, in some cases, of physical dexterity which the average pupil of the primary school is not likely to have reached before the end of Standard VI.

The Exclusion of Rural Science

180. There are other subjects, however, which almost all our members would be disposed to include in the curriculum were we satisfied that they could be profitably taught without upsetting the balance of proficiency in fundamental subjects. The first of these is Rural Science. Its efficient teaching requires a greater amount of practical work than is generally imagined and, like the subjects we have mentioned in the preceding paragraph, a high degree of mental maturity. It cannot be taught adequately without a suitably sized garden and some scientific equipment or without individual and supervised experimental work on the part of the pupil, work which, to be fruitful, it is necessary to extend to the home. For mixed schools it is, on the whole, unsuitable. We admit that a certain amount could, with some advantage, be done in a smaller plot and with fewer implements, but there is in that the danger that pupils will not be sufficiently interested in the practical work to be influenced to carry its lessons into later life. Rural Science appears to us to occupy a place between Nature Study and the Agriculture which would be studied at 16 years or over. It

An cás do chúrsa coiteann

178. Measaimid gur fearr cúrsa coiteann i gcóir na scol ar fad a bheith ann ná roinnt áirithe ábhar éigeantacha d'ainmniú i gcóir scol de gach aon chineál. Seo iad na príomh-chúiseanna a bhí agamn leis sin. Creidimid gur riachtanach do dhaltaí uile na bunscoile an t-oideachas a geobhaidís thré mheán na n-ábhar seo uile a mholamar. Sí ár dtuairim, freisin, má múintear go héifeachtúil na hábhair bhreise, liníocht, Eolas ar Nádúr agus Corpoiliúmt, go gcabhróid siad go mór, laistigh de chórainn an chláir atá ceaptha dóibh, cun breis éifeachta a thabairt do theagasc na n-ábhar eile agus, dá bhrí sin, má baintear am de na gnáth-ábhair chun na hábhair bhreise do theagasc, nach amhlaidh a hísleofar caighdeán oilteachta na ngnáth-ábhar sin. Is féidir an-leas a bhaint as an Eolas ar Nádúr chun teanga, idir chaint agus cheapadóireacht, Tíreolas agus liníocht do mhúineadh. Ba chóir go bhfeabhsódh an liníocht an láimscríobh, go gcothódh sí cruinneas sa tuisíocht agus go racadh sí chun tairbhe don Eolas ar Nádúr mar chabair don chuimhne is mar chleachtadh ar an tsaimhrinneacht. Ní hé amháin go gcuireann an Corpoiliúmt foras ar shláinte agus ar shuairceas an pháiste agus, i gcoitinne, go ngéaraíonn sí an intinn, ach is féidir leas a bhaint aisti i múineadh an Cheoil agus chun ordúlacht agus dea-iompar a chothú sa seomra scoile. Rinneamar an moladh seo, freisin, ar son gur mhaith linn go mbeadh seasamh na scoile is lú pán tuaith, chomh fada agus ab féidir é, ar comh-airde leis an scoil is mó sa gcathair ó thaobh cúrsa de, agus sa gcaoi seo go laghdófaí dúil páist tuaithe taisteal go dtí scola i mbailte móra ar thóir ábhar breise.

179. Tá ábhair éagsúla eile a luadh linn le cur ar an gcúrsa léinn, ach níor shlacamar leis an moladh, ar chúiseanna is leor, dar linn. Ní measaimid gur ábhair feiliúnacha léinn do dhaltaí bunscoile an chuntasaíocht, riar ghnóta, leictreachas, obair adhmaid, obair mhotair, obair leathair, láimhchearda áitiúla nó eile (ar a laghad i gcrut ard-théantúis), foraoiseacht, talmhaíocht nó eolaíocht talmhaíochta, bun-eolaíocht, biteolaíocht ná luibeolaíocht. Le staidéar ceart a théanamh orthu, níor mhór foras aibiúlachta agus dúthracht mhachnamh, agus, i roinnt cás, deaslámhacht de chineál nach dóigh a bheith sroichte ag an ngnáth-dhalta bunscoile roimh dheireadh Rang VI.

Tuaitheolaíocht fágtha as

180. Tá ábhair eile, áfach, a mbeadh fonn ar ár gcomhaltaí uile nach mór a gcur ar an gcúrsa dá mbeidís sásta go bhféadfaí a múineadh go tairbheach gan cur as do chothrom oilteachta an teagaisc sna bun-ábhair. Tuaitheolaíocht an chéad cheann díobh. Lena teagasc go héifeachtúil, is mó obair chleachta a theastaíos ná mar siltear go hiondúil agus, ar nós na n-ábhar a luamar san alt roimhe seo, ní mór céim mhaith aibiúlachta lena foglaim. Ní féidir a múineadh go cóiriúil gan gairdín de mhéid feiliúnach agus gan obair thrialach dó féin, fá threoir an oide, a bheith le théanamh ag gach aon dalta, obair nárbh fholáir cuid di a théanamh sa mbaile le go mbeadh sí tairbheach. Ar an iomlán, ní ábhar feiliúnach í do scola measctha. Admhaímid go mb'féidir gurbh fhiú beagán di a théanamh i gceapóig níos lú agus le níos lú uirnise, ach tá de chontúirt ansin nach mbeadh oiread spéise ag na daltaí san obair chleachta le go racadh a ceachta i gcion orthu níos déanaí ina saol. Cítear dúinne gur idir an tEolas ar Nádúr agus an Talmhaíocht, a ndéanfaí staidéar uirthi in aois 16 bliana nó os a cionn, atá ionad na Tuaitheolaíochta. Geobhadh sí a háit chóiriúil, mar sin, san oideachas iarbunscoile, i mblianta 13-16. Is eol dúinn go bhfuil uimhir beag

would, therefore, find its proper place in the post-primary education of 13-16 years. We are aware that in a small number of primary schools it has been found practicable to teach Rural Science. We wish to emphasise that we do not intend our views to be interpreted as disparaging, in any way, the initiative and enthusiasm of the teachers concerned. On the contrary, we should wish that their efforts should be encouraged and their example followed, wherever possible, in other schools.

Domestic Economy Subjects

181. We note with approval that certain schools already include Cookery and Domestic Economy in their curriculum, and we consider that every encouragement and facility should be given to any schools which wish to provide for these subjects. However, we have not thought it advisable to insist on their inclusion in all schools, since we believe that in some cases better results will be gained by a post-primary course. Public economy and the avoidance of duplication of facilities were other motives which prompted this decision.

182. With regard to both Rural Science and Domestic Economy subjects, it must not be overlooked that the formal teaching of History other than in story form cannot begin until Standard V and that the teaching of Geography assumes greater importance at that stage also. To increase the number of new or almost new subjects introduced in Standard V by adding obligatory Rural Science or Domestic Economy would present great difficulties for most schools. In Standard VI History and Geography must continue to hold an important place, so that much the same difficulty occurs there.

Civics

183. Representations were made to us to recommend that time be found for the formal teaching of Civics. The function of the primary school, as we have already stated, undoubtedly includes training in citizenship, yet we do not agree that any advantage is secured by treating citizenship as a separate subject. For one thing, it is essential that it should be regarded as a part of the child's religious and moral duty. A knowledge of the laws of the State is, of itself, insufficient to produce good citizenship. The further sanction of religion is required. Again, it appears to us that incidental instruction and correction will link the idea of citizenship more closely with the child's whole existence than isolated formal talks on the subject. Accordingly, we recommend that Civics be taught incidentally in the course of Religious Instruction, language teaching, History, Nature Study and other subjects which lend themselves to the introduction of questions of citizenship. Care, however, should be taken not merely to enunciate principles, but to apply them, by familiar examples, to the child's daily life.

Algebra and Geometry

184. In retaining Algebra and Geometry for the larger schools, we were influenced both by their educational and practical values, as well as by the view that these schools could undertake to introduce them in the primary stage. Here we should remark that it seems but fair that girls, as well as boys, in suitably staffed schools should have an opportunity of acquiring an elementary knowledge of the two subjects in question at primary level, though it is realised that Needlework must, usually, be given the time avail-

bunscol ann ina múintear Tuaiteolaíocht. Da maith linn a deimniú nach éard is brí dár dtuairimí droch-mheas a caiteamh, ar aon bealach, ar tionscnamh ná ar dúthracht oidí na scol sin. Ina leaba sin, is é rud ab áil linn go neartófaí a n-iarracht agus go leanfaí a sampla i scola eile, áit ar bith is féidir.

Ábair Tís

181. Is maith linn a feiceál go bfuil scola ann a bfuil Cócaireacht agus Tíos ar an gcúrsa acu agus measaimid gur cóir gach uile chúnamh agus gach uile dheis a tabairt do scola eile ar mhian leo na hábair sin a theagasc. Níor shíleamar, áfach, gur cóir na hábair sin a mholadh mar chuid den chúrsa coiteann i ngach scoil, mar go measaimid gur fearr an toradh a bheadh i gcáis áirithe ar chúrsa iarbunscoile. Bí de chúis againn, freisin, go ndéanfaí fearacas ar airgead an pobail agus go seachnófaí córa foglama a chur ar fáil fá dó.

182. I dtaobh Tuaiteolaíochta agus Tís araon, ní cóir a ligean i ndearmad nach féidir tosnú ar theagasc foirmiúil na Staire, ach amháin i rioct scéalta, go dtí Rang V, agus go dtugtar breis tábhachta do mhúineadh an Tireolais as an bpointe sin freisin. Déanfadh sé ceatai mór do bunáite na scol dá méadaití an líon ábhar nuaidhe, nó geall le beith nuaidhe, a dtosnófaí orthu i Rang V thré Thuaiteolaíocht nó Tíos éigeantach a chur leo. Bheadh an deacracht céanna mórán i gceist i Rang VI, mar a gcaitear áit thábhachtach a thabairt don Stair agus don Tireolaíocht.

Saoránacht

183. Rinneadh cás linn a mholadh go gcuirfí am in áirithe le haghaidh teagasc foirmiúil ar Saoránacht. Is fíor gan amhras go n-áirítear, mar dhúramar cheana, oiliúint an tsaoránaigh ar feidhm na bunscoile, ach ní aontaímid gurbh aon tairbhe saoránacht a theagasc mar ábhar ann féin. Ar an gcéadh ásc, is riachtanach go mbreathnófaí uirthi mar chuid de dhualgas creidimh agus morálta an páiste. Ní leor, as féin, eolas ar dhlithe an Stáit le dea-shaoránacht a spreagadh: ní mór tionchar an chreidimh de breis air. Sa dara háit, cítear dúinn gur fearr a cheanglódh teagasc agus ceartúcán, a tabharfaí go teaghmasach, smaoineamh na saoránachta le saol uile an páiste ná dá dtugtaí léachtaí ar leith dó fán ábhar. Molaimid, dá réir sin, go múinfí Saoránacht mar chuid den teagasc i gCreideamh, Teanga, Stair, Eolas ar Nádúr agus in ábair eile ar furasta ceisteanna saoránachta a plé iontu. Dá cóir cúram a dhéanamh de, áfach, nach mbeifí i dtaobh le prionsabail d'aithris, ach go gcuirfí i gcion iad, thré samplaí coitianta, ar shaol laethúil an pháiste.

Ailgéabar agus Céimseata

184. Is é rud a chuir orainn Ailgéabar agus Céimseata a choimeál do scola móra, nach é amháin go bfuil tairbhí oideacais agus praiticiúla iontu, ach go bféadfadh na scola seo dul i muinín a múinte sa gcúrsa bunscoile. Níor mhiste dúinn a lua anseo go bfeicfear dúinn nach mbeadh sé ach cothrom go bfaigfeadh cailíní, chomh maith le buachaillí, i scola a mbeadh leorfoirne iontu, deis chun uraiceacht eolais d'fáil ar an dá ábar sin as leibéal na bunscoile, cé gurb eol dúinn go gcaitear an t-am, a bhios as buachaillí le hAilgéabar agus

able to boys for Algebra and Geometry. Whilst acknowledging the value and utility of these two subjects, several of our members hold the view that a sound training in Arithmetic, in which a course in mensuration is included, is quite adequate as a preparation for Mathematics in post-primary education. Hence if it were found in any particular school that the time required for Algebra and Geometry could more profitably be given to Arithmetic, the former subjects might be omitted. Those familiar with secondary education, in particular, would be inclined to agree that their schools find litle difficulty in teaching Mathematics to a pupil who has been well trained in Arithmetic in the primary school.

Infant Training

185. While we refer again (pars. 209-216) to the aims of the Infant school in relation to language teaching, most of our members consider that the present programme of Infant training is on the whole unsuitable. The majority of the Council recommend, however, that the teaching of English, as a subject, be obligatory for one half-hour daily in Infant classes in schools outside the Irish-speaking districts. In schools in the latter districts we do not desire that any change be made in present practice. As we are aware, however, that there are schools in which the training of Infants and other classes is being given solely through Irish, we also recommend that, where the parents, as represented by the manager of a school, desire that the work of the school be conducted wholly through Irish, the Minister should make provision for such school to be conducted on an all-Irish basis. The place of Irish in the schools and the provisions which should govern the use of Irish as a medium of instruction are discussed more fully in Chapter VII.

186. In proposing that the teaching of English be obligatory for one half-hour per day, as part of the infant training, we have taken into account that, since 1948, the teaching of English, also for half an hour daily, has been optional in Infant schools and Infant departments. We understand that in the majority of Infant classes and schools, outside the Irish-speaking districts, this option has been used and English is being taught, although the practice as regards the time and standard for its introduction varies—some schools introducing it in senior Infants only, others teaching it in the latter part of the school-year, and others still teaching it in both Infant standards. While the option of teaching it was allowed, no provision appears to have been made in the programme for it by variation of the general standard expected in the obligatory programme, so that schools which chose to teach it appear to have been placed at a disadvantage. In order to remedy this position and at the same time to provide relief for those schools which do the rest of the work through the medium of Irish, the majority of our members consider it right that provision be made for the teaching of English in all Infant classes and schools outside the Irish-speaking districts, at the same time providing a safeguard for schools which elect to do all the Infant training through Irish.

Unity of the Curriculum

187. Once more we emphasise that the function of the primary school is the education of the whole child. Equally, the training apparatus, the curriculum, is one : it is not merely a number of different subjects. There

le Céimseatain, a tabairt don Obair Shátaide de Shát. Cé go n-admóidís go raib tairbe agus úsáid sa dá ábar céanna, bí roimpe mait dár gcomaltaí a bí den tuairim gur leor, mar ullmhúcán don Matamaitic san oideachas iarbunscoile, oiliúint dhíongbálta in Uimhríocht a mbeadh cúrsa tuisíochta mar cuid di. Dá barr sin, dá measfaí in aon scoil gur tairbhí an t-am a caitfí ar Ailgéabar agus ar Céimseatain a tabairt don Uimhríocht, féadfaí an dá ábar sin d'fágáil ar lár. Beadh fonn orthu seo a bhfuil taithí acu ar Meánoideachas, go háirithe, aontú nach mbíonn mórán stró ar a gcuid scola an Matamaitic a múineadh do dhaltaí a tugas bunús maith Uimhríochta leo ón mbunscoil.

Oiliúint Naíonán

185. Cé go dtagraímid arís (ailt 209-216) do chuspóirí na naí-scoile i leith múineadh teanga, measann bunáite ár gcomaltaí go bhfuil an clár atá ann i gcóir oiliúna naíonán feiliúnach ar an iomlán. Molann tromlach na Comhairle, áfach, go mbeadh teagasc an Bhéarla, mar ábar, éigeantach ar fead leath-uaire a chlois sa lá i ranga naíonán i scola lasmuigh den Gaeltacht. Ní mian linn go ndéanfaí aon athrú sa nós a leantar fá láthair i scola na Gaeltachta. Ós eol dúinn, áfach, go bhfuil scola ann ina dtugtar an oiliúint naíonán agus an teagasc i ranga eile trí Gaeilge, molaimid freisin i gcás gur mian le bainistheoir, tar ceann na dtuismitheoirí, go ndéanfaí obair na scoile fré chéile trí Gaeilge, go ndéanfadh an tAire a shocrú go n-oibreoidh an scoil sin ar foras iomlán Gaeilge. Pléitear níos iomláine i gCaibideal VII ionad na Gaeilge sna scola agus na foráil fánar chóir úsáid na Gaeilge mar airmheán teagaisc a riar.

186. Nuair molamar go mbeadh teagasc an Bhéarla éigeantach ar fead leath-uaire sa lá, mar cuid d'oiliúint naíonán, cuireamar san áireamh go bhfuil sé de cheadh Béarla a theagasc i scola agus in earnála naíonán, ar fead leathuaire sa lá freisin, ó 1948 i leith. Tuigimid gur bhaineadh leas as an gceadh seo i bhformhór na ranga agus na scola naíonán, lasmuigh den Gaeltacht, agus go bhfuil an Béarla dá múineadh cé nach hionann an nós imeachta i dtaobh an ama teagaisc ná i dtaobh ranga a tosnuithe i ngach scoil; i roimpe scoil múintear do naíonáin shinsearacha amháin í, i scola eile múintear í sa dara leath den bliain agus i gcinn eile múintear í sa dá rang naíonán. Cé gur tugadh cead a múineadh, ní cosúil gur dearnadh aon tsocrú chuige sin sa gclár trí athrú a dhéanamh sa gcaighdeán coiteann a mbeifí ag súil leis sa gclár éigeantach, ionas gur cosúil gur fágadh mí-bhuntáiste ag an scola a thogair í a múineadh. Leis an scéal seo a leigeas agus, ag an am céanna, le faoiseamh a tabairt do na scola sin a níos an chuid eile dá gcuid oibre trí Gaeilge, measann tromlach ár gcomaltaí gur cheart go ndéanfaí socrú chun Béarla a mhúineadh sna ranga agus sna scola naíonán go léir lasmuigh den Gaeltacht agus, ag an am céanna, chun slán-chearta a tabairt do scola a thograíos an oiliúint naíonán ar fad a tabairt trí Gaeilge.

Aontacht an Churca Léinn

187. Dearbhaímid arís gurb é oideachas an páiste ina iomlán is feirdhe don bunscoil. Chomh maith céanna, is rud aonta an chóir oiliúna, an churca; ní lion d'ábair gan gaol eatarthu atá ann. Níl ábar ar an gcúrsa, má bhaintear

is no subject in the curriculum which does not, properly used, aid the teaching of every other subject. We fear that this is too often overlooked in the primary school, so that knowledge of different subjects takes the place of the general development of the child. Every teacher is aware of the contribution Arithmetic, for instance, can make to speech and the connection between Geography and History. What is forgotten is that similar interrelation exists between all subjects of the curriculum. If the purpose of the curriculum, the development of the child, is kept constantly in mind the number of subjects prescribed will not be found excessive. We might state our view in another way by saying that incidental teaching is not the least valuable means of teaching any subject.

2. "The Curriculum to be pursued in the Primary Schools from the Infant Age up to 12 years of age"

188. This was the second question referred to us for consideration. Just as, in considering the function of the primary school, we took the view that it formed part of a greater whole, so we considered that the curriculum from the infant age up to 12 years formed part of a greater whole, namely the curriculum of the primary school. Having in the preceding part of this chapter discussed that curriculum in general, we are now in a position to deal more briefly with the curriculum up to 12.

189. "Infant age" is the beginning of the primary school and occurs in practice for the average child at a stage between the ages of 5 and 6 years (par. 110). The end of primary education as contemplated by us occurs at the end of Standard VI, for the average child about the age of 13 years (par. 114). The average child at the age of 12 years is therefore at the end of Standard V. Accordingly, the curriculum now in question is that for all Standards up to the end of Standard V.

Infants

190. For Infant classes, we have already indicated that the present programme might be retained subject to the change proposed regarding the position of English. (Pars. 185-186.)

Standards I—V

191. (i) For Standards 1 and II, following the Infant classes, we propose the following subjects chosen from the standard curriculum: Religion, Irish (oral and written), English (oral in both and written in Standard II), Arithmetic, Music, Physical Training and Drawing.

(ii) To these subjects we propose that the following be added in Standard III, to be continued in Standard IV:—History (in story form), Nature Study, Geography (based on local geography) and Needlework (for girls).

(iii) The curriculum for Standard V is the standard curriculum given in par. 173. Algebra and Geometry also are introduced in this Standard in schools for which these are obligatory.

an leas ceart as, nach gcuidíonn le gach ábhar eile do theagasc. Tá faitíos orainn gur ró-mhinic a déantar neamhshuim de sin sa mbunscoil, ionas go gcuirtear eolas ar ábhair éagsúla in áit forás coiteann an páiste. Is eol do gach oide a méid a cuidíos Uimhríocht, mar shampla, leis an urlabhra agus an bhaint atá idir Tíreolas agus Stair. An rud a ligtear i ndearmad go bhfuil a ionúil de ghaol idir ábhair uile an churса léinn. Má meabhraítear go seasta gurb é cuspóir an churса forás an páiste, ní motófar go bhfuil an líon ábhar atá molta iomarcach. D'fhéadfaimis ár dtuairim a thabairt ar mhoid eile agus a rá nach é a mhúineadh go teaghmasach an bealach is lú tairbhe cun aon ábhar a mhúineadh.

2. "An churса léinn a leanfaí sa mbunscoil ó aois naíonáin go haois 12 bliain"

188. Ba í seo an dara ceist a cuireadh már gcomhairle. Díreach mar mheasamar, agus sinn ag scrúdú feidhme na bunscoile, gur chuid d'iomlán ní ba mó í, measamar gur cuid d'iomlán ní ba mó, sé sin churса léinn na bunscoile, an churса a leanfaí ó aois naíonáin go haois 12 bliain. Ó tharlaigh gur phléamar an clár iomlán i gcoitinne sa gcuid deiridh seo, tá sé ar ár gcumas trácht níos acomhre a dhéanamh ar an gcurса go dtí 12.

189. "Aois naíonáin" tosach na bunscoile agus tarlaíonn sin i gcás an ghnáth-pháiste ag céim atá idir aoiseanna 5 agus 6 bliana (alt 110). Luíonn deireadh na bunscoile, mar chítear dúinne í, ag ceann deiridh Rang VI, thart fá aois 13 bliana i gcás an ghnáth-pháiste (alt 114). Bíonn an ghnáth-pháiste mar sin ag criochnú Rang V in aois a 12 bliain dó. Tá réir sin, sé an churса do na ranga go léir suas go deireadh Rang V atá i gceist anois.

Naíonáin

190. Chuireamar in iúl cheana go bhféadfaí an clár atá ann a chomhéal le haghaidh naíonán fá réir an athruithe a moltar i dtaobh ionaid an Dhéarla (ailt 185-186).

Ranga I-V

191. (i) Do Ranga I agus II, i ndiaidh ranga naíonán, molaimid na hábhair seo leanas as an gcurса coiteann: Teagasc Creidimh, Gaeilge (a labhairt agus a scríobh), Béarla (a labhairt sa dá rang agus a scríobh i Rang II), Uimhríocht, Ceol, Corpoiliúint agus Líníocht.

(ii) Molaimid go gcuirfí leo sin na hábhair seo leanas i Rang III agus go leanfaí díobh i Rang IV:—Stair (i bhfoirm scéalta), Eolas ar Nádúr, Tíreolas (ar bun tíreolais áitiúil), agus Obair Shátaithe (do chailíní).

(iii) Sé an churса coiteann mar tuigtear sin in alt 173 an churса do Rang V. Tosnófar ar Ailgéabar agus ar Chéimseatam sa rang seo freisin i scola a bhfuilid sin éigeantach orthu.

192. To meet the special circumstances of one-teacher and certain two-teacher schools, we have suggested that the foregoing curriculum be modified. (Par. 175.)

Programmes

193. The need for separate and detailed programmes in the subjects of this curriculum for each type of school we have already emphasised (Par. 176). As aids to the preparation of such programmes, the four following chapters (Chapters VI-IX) contain notes of our views regarding the place, value and treatment of each subject in the curriculum, and suggestions as to the contents of the programmes to be prepared, these views and suggestions to be read in conjunction with the existing programme. Our aim in these notes is not to provide complete and detailed opinions on questions of method and syllabus; it is merely to direct attention to points which we wish to emphasise.

Chapter VI

Religious Instruction

194. In Ireland, happily, there is no disagreement as to the place religion should occupy in the school. Through many centuries our people have striven to secure the freedom to have their children taught in schools conducted in accordance with the parents' religious concept of life. For them religion was not merely one of many subjects to be taught in the school: it was the soul, the foundation and the crown of the whole educational process, giving value and meaning to every subject in the curriculum. The undenominational principle underlying the " system of national education " was obnoxious to our people, though at least that system had the merit of recognising that Religious Instruction was an indispensable constituent of the curriculum.

195. The outcome of that past struggle is that our primary schools to-day are essentially religious and denominational in character. They are owned and managed almost exclusively by religious bodies, and their primary purpose is religious. Though the State makes certain demands of them by reason of the public moneys contributed towards their building and maintenance, they are in the main really parochial schools conducted on behalf of particular denominations.

196. It is, therefore, not our place to make recommendations in regard to religious education or Religious Instruction. The time to be allocated to Religious Instruction, the supervision of the teaching and the testing of the results are the exclusive concern of the religious denomination on whose behalf the school is conducted. We would merely emphasise the primacy of religious values in the school and draw attention to the importance which the State itself attaches to religious education. We quote with approval the note in the present programme under the heading " Religious Instruction " :

> " Of all the parts of a school curriculum, Religious Instruction is by far the most important, as its subject-matter, God's honour and service, includes the proper use of all man's faculties, and affords the most

192. Cun freastal ar cás ar leit scol aon-oide agus scol airithe dá-oide, molamar go n-atrófaí an clár sin roimhe seo (alt 175).

Cláir Ábhar

193. Deimhníomar ceana go raibh call ag gach aon cineál scoile le cláir ar leithligh a mbeadh mion-eolas iontu fán gcúrsa léinn (alt 176). Mar áis cúnta cun cláir den tsórt sin a cur le chéile, tá nótaí sna ceithre caibidil ina diaidh seo (Caibidil VI-IX) fá na tuairimí atá againn fá ionadh, fiúntas agus mod ionramhála gach aon ábhar den chúrsa, mailli le moltaí fá réim na gclár ábhar atá le ceapadh, tuairimí agus moltaí atá le léamh i gcomhar leis an gclár ábhar atá i bhfeidhm i láthair na huaire. Ní hé is cuspóir dúinn sna nótaí seo mion-tuairimí bailiocha a thabhairt ar cheisteanna mhóra ná clár oibre; níl ann ach le aire a thiriú ar pointí ar mhaith linn treis a chur leo.

Caibidil VI

Teagasc Creidimh

194. Níl, rud is méanar, aon easaontas sa tír seo fán ionadh is cóirithe an creideamh sa scoil. Caith ár muintir na céadta bliain ar thóir saoirse chun a bpáistí do chur ar scola a riarfaí do réir meoin agus irise creidimh a dtuismitheoirí. Ní hamhlaidh a shíleadar nach raibh sa gcreideamh ach ábhar eile ar chúrsa leathan na scoile: ba é anam, bun-chloch agus díon an chórais oideachais go hiomlán é, a thug fiúntas agus brí do gach uile ábhar ar an gcúrsa. Dhí col ag ár muintir le prionsabal na neamh-aicmíochta creidimh a bhí mar bhun ag an "gcóras oideachais náisiúnta," cé go raibh sé de bhuaidh sa gcóras céanna gur aomhaigh sé, ar a laghadh, go mba cuid den chúrsa é an Teagasc Creidimh nach raibh teacht dá uireasa.

195. Sé toradh na coimhlinne sin fadó go bhfuil go bunúsach tréith an chreidimh agus na hiris-aicmíochta ag rith lenár mbunscola inniu. Is beag díobh nach comhluchta creidimh is úinéaraí agus bainisteoirí orthu agus sé an creideamh a gcéad-chuspóir. Cé go mbíonn éileamh áirithe ag an Stát orthu de bhrigh an airgid phoiblí a caitear ar a dtógáil agus ar a gcothú, ó cheart is scola paráiste a mbunáite atá dá stiúradh ar mhaithe le haicmí áirithe creidimh.

196. Ní hé áit na Comhairle, mar sin, moltaí a dhéanamh i dtaobh oideachais chreidimh ná Teagasc Creidimh. An aicme chreidimh a n-oibríonn an scoil ar a son, is aicisi amháin a socrú cén t-am a thabharfar do Theagasc Creidimh, cén mhaoirseacht a dhéanfar air agus cé mar scrúdófar a thorad. Ní háil linne ach dearbhú a thabhairt ar phríomhacht agus ar mhór-luach an chreidimh i saol na scoile agus airdiú a thiriú ar an tábhacht a thugas an Stát féin d'oideachas creidimh. Aontaimid dá réir, go fonnmhar, le téarmaí an nóta seo leanas atá i gclár na mbunscol fán teideal "Religious Instruction":

"Of all the parts of a school curriculum, Religious Instruction is by far the most important, as its subject-matter, God's honour and service, includes the proper use of all man's faculties, and affords the most powerful

powerful inducements to their proper use. Religious Instruction is, therefore, a fundamental part of the school course. Though the time allotted to it as a specific subject is necessarily short, a religious spirit should inform and vivify the whole work of the school. The teacher—while careful, in presence of children of different religious beliefs, not to touch on matters of controversy—should constantly inculcate, in connection with secular subjects, the practice of charity, justice, truth, purity, patience, temperance, obedience to lawful authority, and all the other moral virtues. In this way he will fulfil the primary duty of an educator, the moulding to perfect form of his pupils' character, habituating them to observe, in their relations with God and with their neighbour, the laws which God, both directly through the dictates of natural reason and through Revelation, and indirectly through the ordinance of lawful authority, imposes on mankind."

Chapter VII

Language

1. Irish

Its Position and Importance

197. The position of Irish as the national language is defined in the Constitution, as it was also defined in the Constitution of Saorstát Éireann. Its title as the national language goes back over twenty centuries. To hold, however, that in a nation politically free a language can continue to be regarded as the national language, while altogether ceasing to be used as a vernacular, would seem to be a contradiction in terms. When therefore we speak of the revival of the Irish language we do not mean its mere survival, much less its study as a dead or moribund language. The certainty of its survival within its existing limits and under present circumstances experience shows to be unassured; its place as a mere subject of study could be no greater than that of the classics, a place diminishing in importance with the passage of the years. Its revival then can only mean the extension of its use as a vernacular language, as a vehicle of communication in the ordinary life of the country. If that revival is to be realised, the fortunes of the language cannot be left to chance.

198. It is not our duty to state the arguments in favour of its revival. They are found in the history of every nation, ancient and modern, which endeavoured to preserve its freedom or which, having lost it, strove to regain it through the strength of its nationality and the sense of community. It is often argued, and with some force, that in our geographical and economic position the effort to revive Irish is unrealistic. Geography in the case of the several other small countries of the world, which the sea does not separate from their neighbours, has not influenced them to discard their individual languages nor is their economy or their international trade the poorer for the possession of vernacular national languages. This argument too, however well it may claim to be based

inducements to their proper use. Religious Instruction is, therefore, a fundamental part of the school course. Though the time allotted to it as a specific subject is necessarily short, a religious spirit should inform and vivify the whole work of the school. The teacher—while careful, in presence of children of different religious beliefs, not to touch on matters of controversy—should constantly inculcate, in connection with secular subjects, the practice of charity, justice, truth, purity, patience, temperance, obedience to lawful authority, and all the other moral virtues. In this way he will fulfil the primary duty of an educator, the moulding to perfect form of his pupils' character, habituating them to observe in their relations with God and with their neighbour, the laws which God, both directly through the dictates of natural reason and through Revelation, and indirectly through the ordinance of lawful authority, imposes on mankind."

Caibideal VII

Teanga

1. An Ghaeilge

A hIonad agus a Tábhacht

197. Aithníonn an Bunreacht ionad na Gaeilge mar teanga náisiúnta amháil a haithníodh é freisin i mBunreacht Saorstát Éireann. Tá teideal teanga náisiúnta aici seo le dá mhíle bliain. Ní bead ann, áfach, ach brí focal do chur in aimhriocht a rá go bféadfaí, i náisiún a bhfuil saoirse polaitíochta aici, aiteantas a thabhairt do theanga mar theanga náisiúnta nuair stadfar dá labhairt ar fad mar ghnáth-theanga. Nuair tagraímid d'athbheochaint na Gaeilge, mar sin, ní hé atá i gceist againn nach mairfeadh sí ach ar éigin, agus is lú ná sin atá la staidéar mar theanga atá marbh nó i riocht bháis i gceist. Ní haon urrús an bhail atá ar an scéal go mairfidh sí go fiú sa limistéar ina bhfuil sí, ar an saol atá ann. Mar ábhar staidéir, níorbh fearr a hIonad ná ionad na gclasaicí, ionad ar lú a thábhacht le himeacht na mblianta. Níl de bhrí lena hathbheochaint mar sin ach a húsáid mar ghnáth-theanga is mar mheán caidrimh i saol laethúil na tíre do leathnú. Má tá an athbheochaint sin le tabhairt chun críche, ní féidir leas na teanga d'fhágáil fán gcinniúint.

198. Níl oraimn na hargóna i bhfábhar a hathbheochana a dhéanamh anseo. Tá siad le léamh i seanchas gach náisiúin, sean agus nua, a d'fhéach lena saoirse a chosaint nó, thar éis dóibh a cailliúint, a thug fána athghnóthú de bhuaidh na náisiúntachta agus na dáimhe cine. Bhítear dá áiteamh go minic, agus bunús éigin leis, go bhfuil athbheochaint na Gaeilge neamh-réadach ó thaobh suime agus tráchtála na tíre seo. Ní raibh de thionchar ag a suíomh ar chuid mhaith eile tíortha beaga sa domhan, nach bhfuil farraige idir iad agus a gcoigríocha, a dteangacha féin a chaitheamh uathu, agus ní boichte a ngeilleagar ná a dtráchtearnáisiúntá a dteangacha dúchais a bheith dá labhairt iontu. Cibé bunús atá san áiteamh argóna seo, déantar dearmad inti ar an gcuspóir sin a thug achmainn ibhirte don náisiún ar son saoirse polaitíochta. Cé gur chuir cúiseanna eile malairt

on realities, overlooks the very purpose which gave strength to the nation's sacrifices for political freedom. Though they may at times have been tinctured by the intrusion of other motives, the efforts to gain freedom for over seven centuries were always refreshed at the fountain of nationality. By nationality we mean that identity which the common heritage of twenty centuries gave to the people of this island.

199. The relation between a separate culture, at once both the product and source of nationality, and a separate language cannot be denied in our case, when it must be conceded in the case of other identified nations, great and small. The loss to a culture of its language is admitted to be irreparable by all who realise the relations between the two, for a nation's own language more than any other characteristic gives life to its genius and culture. But language cannot live without use and cultivation, and in modern times language is cultivated primarily in the school, whether that be the mother-tongue or another.

200. It is, at times, objected that it is not the business of the school to take account of native culture or language. Yet the influence of tradition and the inspiration of patriotic ideas, reflected in the national language, are in every free education system recognised as invaluable in the training of future citizens. In our case these forces are allied to and tempered by religion, serving it and intensifying its effects. Few would deny that, despite its recession in the last hundred years, Irish still remains, for at least the majority of our people, the national language. The fact that another language is, at present, spoken by them requires that due regard be given to their needs in that language; it does not however detract from the value and place of the traditional language. If it be held that the individuality of our culture can continue to be maintained without the inspiration and influence of Irish, it could equally well be held that, for example, England and France could retain their own cultures while exchanging languages.

Analogies with other Countries

201. In discussing the position of Irish in the primary school, analogies are often drawn with the practice of similar schools in other countries, especially of those in which two or more languages are used. Belgium, Canada and South Africa are the countries more generally selected to indicate the practice which we should follow. The analogies are hardly admissible. These countries are bilingual because of the fact that they represent portions of two or more originally distinct nationalities. The protection afforded to each distinct language in them has a clear purpose, since it secures a minimum right for the native languages within the areas in which they are generally spoken. The example of Switzerland is also quoted but there too the position is different. Switzerland is a confederation and Swiss primary schools are controlled by the municipal authorities and municipal areas are, with the exception of one or two, not " bilingual ", so that the language of the commune is the language of the primary school. The case of Wales nearer home cannot, either, be regarded as strictly analogous to ours, since there the effort is to secure for Welsh equal rights with English. That this is so is indicated by the following extract from a recently published Report of the Welsh Central Advisory Council for Education :

dreac ortu amanna, tuig na hiarracta ar son na saoirse ar fead seacht gcéad bliain ac-neart leo i gcónaí as foinse na náisiúntacta. Níl i gceist againn le náisiúntacht ac an céannacht sin a tug oideacht coiteann dá mhile bliain do mhuintir an oileáin seo.

199. An gaol atá idir teanga ar leit agus cultúr ar leit, arb é san aon am, toradh agus údar na náisiúntachta é, ní féidir a ceilt oraimne nuair a caitear a admháil i gcás náisiún aithnid eile, idir beag agus mór. Iad siúd a aithníos a ngaol, admhaid gur caill do-leigeasta a teanga féin a scaradh ó cultúr, mar is í teanga dílis an náisiúm tar aon tsaim-ghné eile de a tugas beata d'éirim a dúcais is dá cultúr. Ac ní beo teanga gan a húsáid agus a saothrú agus, ar an saol deiridh seo, is sa scoil go príomha a saothraítear teanga, is cuma an í sin an teanga mátara nó ceann eile.

200. Deirtear ina coinne sin, amanna, nac hé gnó na scoile aird a tabairt ar cultúr ná ar teanga dúcais. Ac aithnítear i ngach saor-córas oideacais gur sár-tairbeach d'oiliúint ábair saoránaigh an tionchar a bíos ag tionacal na sean agus an spreagadh a tugas smaointe tír-ghrá, mar nochtaítear iad sa teanga náisiúnta. Inár gcás féin, tá na forsaí seo comhcheangailte leis an gcreideamh, rud a mhaolaíos iad, ionas go bfónann siad é agus go neartaíonn siad a sliocht. Is beag a séanfadh, ainneoin mar cúlaig sí sa gcéad bliain seo caite, gurb í an Gaeilge fós an teanga náisiúnta, ar a lagad ag formhór an phobail. Má labhraíonn siad teanga eile fá lathair, ní cuireann sé i gcéill ac gur ceart aird cóir a tabairt ar a riachtanais sa teanga sin; ní bheann sé de thabhacht ná d'ionad na teanga smsearta. Má siltear go bféadfar saintréithe ár gcultúir a coitú gan féith agus tionchar na Gaeilge, féadfaí a samhlú com maith go n-éireoidh le Sasana agus leis an bhFraing, mar shampla, a dteangacha a mhalairtiú agus a gcultúr féin a coimeál san am céanna.

Comórtas le tíortha eile

201. I dtrácht ar ionad na Gaeilge sa mbunscoil, is minic a déantar comórtas leis an nós a leantar ina comhscola i dtíortha eile, go háirithe iad sin ina n-úsáidtear dá teanga nó níos mó. An Bheilg, Canada agus an Afraic Theas na tíortha is iondúla a toigtear lena cur in iúl cén nós ba cóir dúinne a leanacht. Ac is ar éigin gur slán comórtas. Tá na tíortha sin dá-theangach de bhrí nach bhfuil iontu ó bunadh ac coda de dá náisiún éagsúla, nó níos mó. Tá cuspóir soiléir leis an gcumhdach a déantar iontu ar gach aon teanga ar leit, mar cuireann sí minimum cirt in áirithe do na teangacha dúcais sna limistéir ina labhartar iad de ghnath. Luaitear an Eilvéis freisin ac ní hionann cás ansin ac oiread. Is comhstát an Eilvéis agus is fá na húdaráis áitiúla atá na bunscola Eilvéiseacha, agus seacas ceann nó dó díob, níl na ceantair riaracáim '' dá-theangach,'' ionas gurb i teanga an ceantair riaracáim teanga na bunscoile. Níl cás na Breataine Bige atá níos gaire do baile, ac oiread, díreach incomórtais lenár gcás féin, óir níl i gceist ansin ac cothrom cirt leis an mBéarla a tabairt don Bhreatnais. Léiríonn an sliocht seo leanas as Tuarascáil a d'foilsigh Lár-Chomairle Oideacais na Breataine Bige le gairid gur mar sin atá:

> " What we require to do, therefore, is to see that the Welsh language is given similar opportunities and is granted equal prestige to enable it to compete on comparable terms with the English language. Some means of achieving this end are outside our purview : they are political and social. But the improvement of the teaching of Welsh in the schools, in the colleges and in the universities, and its wider use as a medium of instruction would go a long way to ensuring that a fair equilibrium might be maintained. And these measures would not only increase the numbers of those who spoke the language, but would also improve the quality of the Welsh they spoke.[79]

Israel, whose practice is perhaps of greater interest, is also in a different position since it is, in reviving its language in a modern form, at the same time providing a lingua franca for a polyglot people. On the other hand, the varying practices followed in British, French, American, and Soviet States and possessions, serve only to underline the importance attached to language in governmental policy.

Our Position Different

202. In our case there is no question of two nations or more; we all claim the name of Irishmen and know no other allegiance. Within the State we are not impeded by the lack of social or political means to revive the Irish language. The purpose of the revival is not an imperial one, the language is not being forced on us from the outside, and it is not being forced on a people to whom it is foreign; the speech which the majority now use reveals in phrases, words and sounds the force of the native tongue without which their very names, the names of their villages and rivers, towns and hills would be inexplicable. Few Irishmen, however they may differ in their assessment of the probability of its accomplishment or of the methods adopted therefor, would deny the propriety of its revival. Support for the revival is not confined to any one class of our people or to members of one denomination or to the leaders of one political party.

Progress Slow

203. Yet it must be acknowledged that the rate of progress has not satisfied all sections. Some maintain that it is too slow, others consider it too exacting; some criticise the methods used and suggest that alternatives would ensure success, while among many, the majority perhaps, there is towards Irish what must be described as apathy. It may, however, be questioned whether the last-named attitude denotes a fixed frame of mind, for more than once in our history what seemed to be the apathy of the Irish people has confounded the prophets.

Revival not a matter only for Schools

204. If there has not been achieved all that was hoped for thirty years ago, there have been very good reasons for this. We have stated our belief that the school, of itself, cannot revive Irish. Why this is so needs little demonstration. Action and example are required on the part of the

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[79] *The Place of Welsh and English in the Schools of Wales*—Report of the Central Advisory Council for Education (Wales). (London) 1953—p. 53.

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Is spéisiúla b'féidir an nós a leantar san Israel ach ní hionann ach oiread á cás, ó tarlaig go bfuil de cuspóir ag athbeochaint a teanga i gcrut nuaaoiseach go bfreagróidh sí mar lingua franca do pobal il-teangach. Ar an taob eile, ní déanann na bealaig a leantar i stáit agus i gcríocha na Breataine, na France, Meiriocá agus na Soibéide ach a léiriú an mór-tábhacht a tugtar do cúrsaí teanga i mbeartas rialtais.

Malairt staid againne

202. Inár gcás-ne, ní dá náisiún nó níos mó atá i gceist; tugaimid uile Éireannaig orainn féin agus níl géillsine eile againn. Laistig den Stát, níl uireasa córach comhdaonnaí ná polaitíochta dár gcosc ó Gaeilge d'athbeochaint. Ní haon cúis impireachta atá de cuspóir ag an athbeochaint, ní ó coigríc atá an teanga dá brú orainn agus níl sí dá brú ar pobal ar comhtíoc dóib í; léiríonn an teanga a labhraíos formór an pobail sin anois i leagan, i bfocla agus i bfogar neart na teanga dúchais, teanga nach mbainfí brí dá huireasa as a sloinnte féin ná as ainmneacha a mbailte agus a n-áitneacha, a gcatracha agus a gcnoc. Is beag Éireannach a séanfadh gur cóir í d'athbeochaint, cibé a thuairim go dtiocfaidh sin sa déanamh nó cibé a mheas ar na modhanna ina bfuil sé dá déanamh. Ní ó dream amháin den pobal ná ó aicme amháin creidimh ná ó cinniri páirtí amháin polaitíochta atá tacaíocht leis an athbeochaint.

Dul chun cinn mall

203. Caithfear admháil mar sin féin nach sásta gach dream fá luas na hathbeochana. Deir daoine gur ró-mhall dó agus tuilleadh gur ró-dhian; loctaíonn daoine na bealaig a leantar agus measaid go mbainfí ceann scríbe amach ar a malairt de bealach. Ag an am céanna, déanann cuid maith, an tromlach b'féidir, mar bheadh neamhsuim de Gaeilge; is éidearfa, áfach, an d'aigne cinnte a tagas an mtinn deiridh sin, mar ní huair amháin már saol a cuir an rud ba neamhsuim mhuintir na hÉireann, do réir dealraimh, mearbhall ar na páirte.

Ní gnó don scoil amháin an athbeochaint

204. Mura bfuil a raibh súil leis tríocha bliain ó shoin bainte amach, ní gan chúiseamna maithe é. Luamar gurb í ár dtuairim nach féidir leis an scoil, léi féin, an Gaeilge a shlánú. Ní call mórán aignis lena cúis a léiriú. Ní mór gníomh agus sampla ón bpobal taob amuig leis an teanga a foglaimítear

[79] *The Place of Welsh and English in the Schools of Wales*—tuarascáil an Central Advisory Council of Education (Wales) (Londain), 1953, lch. 53.

public outside to bring into use the means of revival provided within the school. It is in this respect more than any other that the aims of the revival have not been accomplished. The National Programme Conference in 1926 did, we feel, visualise a sustained and gradual development in the use of Irish inside and outside the schools. It possibly did not sufficiently emphasise the necessity for such a development, and it counted on a far greater extension of the use of Irish in every department of public life than has actually taken place. The work of revival has in general been left to the schools, and there has not been that extension of the language in public and private life necessary to encourage and forward the work imposed on the schools. It cannot be denied that, were the revival of Irish the concern of every citizen and the special care of all organs of public life and society, whether administrative, legislative, religious, social, cultural, industrial and commercial, progress would be much more rapid. We do not advocate a revolution, but we envisage a gradual and sustained effort in pace with the achievements of the schools. Such an effort, wholeheartedly entered into by those who do not know Irish as well as those who do, would in a shorter space of time than is now imagined ensure the salvation of the language.

205. The school then needs encouragement and support in its work for Irish. Constructive and sympathetic criticism will undoubtedly tend to its efficiency, but criticism which is antipathetic or even antagonistic to the language will inevitably result not only in a distaste for Irish on the part of the pupils but in a dislike for the school and all it represents. The child can scarcely be expected, at his age, uninfluenced by his elders and his surroundings, to become a pioneer in the use of Irish, although his contribution would be effective were he but given encouragement.

206. It must be acknowledged also that the facility acquired in Irish by the pupils of primary schools has not been, in all cases, fully satisfactory, at least in oral expression. Here it must be borne in mind that 30 years ago only a comparatively small percentage of teachers were themselves proficient in Irish, nor can it yet be admitted that all the schools have teachers adequately qualified in that language, taking the bilingual certificate as the index of satisfactory qualification. Even the most proficient teachers were often hampered by having too large or too many classes and, in some cases, overcrowded schools. Moreover, opinion among teachers and others suggests that too little attention has been given to oral Irish and too much to the written language. To impart full oral command of a language requires the use of a variety of aids and literature which, it is objected, have been wanting in our schools. In face of the many difficulties the teachers encountered, both inside and outside the schools, it was not surprising that not a few grew discouraged and lost something of that enthusiasm required to communicate to their pupils a love of Irish and an understanding of its value.

207. While granting all this, and admitting that the view is also held that little or no progress has been made, it is only fair to show another side of the picture. Census returns notwithstanding, most of us feel that much has been achieved in the last 30 years and that the schools and their teachers have contributed their share to that achievement. To object that less Irish is heard now than was 30 years ago may possibly be correct, for then those who knew even a little Irish did not hesitate to use

sa scoil a cur in úsáid. Is ar an dóigh seo tar aon dóigh eile atá cuspóirí na hathbheochana gan ráth. Shamlaigh Comhdáil an Chláir Náisiúnta, feicthear dúinn, go mbainfí go leanúnach do réir a céile, fearas barr leasa as Gaeilge laistigh agus lasmuigh de na scoil. D'fédfadh nár cuireadar leor-threise ar an ngá a bí leis an bhforás sin agus go raibh siad ag braith go leathnódh úsáid na Gaeilge i ngach roinn de shaol an phobail i bhfad ní ba mó ná mar tarlaigh. Ar an iomlán is fá na scoil a fágadh obair na hathbheochana, agus níor tarlaigh an leathnú sin ar an teanga sa saol poiblí agus príobháideach a bí ag teastáil cun saothar na scol a spreagadh agus a neartú. Ní féidir a shéanadh go mba mhire a rachfaí cun cinn dá mba cuid de ghnó gach saoránaigh athbheochaint na Gaeilge agus dá mba cúram ar leith í ar orgáin uile an phobail, idir orgáin riaracháin is reachtaíochta, creidimh is comhdaonnachta, saíochta, tionscail is trádtála. Ní hamlaidh atáimid i bhfábhar réabhlóide, ach go samlaímid iarracht sheasta a choimeádh céim ar chéim lena ndéanfadh na scoil. Dá gcuiridís seo nach bhfuil Gaeilge acu, comh maith leo sin a bhfuil, a gcroí agus a ndúthracht le hiarracht den tsórt sin, slánófaí an teanga in achar is giorra ná samlaítear fá láthair.

205. Tá mar sin uchtach agus cúnamh de dhíth ar an scoil ina saothar ar mhaithe le Gaeilge. Cuideoidh moltaí bárdúla gan aimhreas le éifeacht an tsaothair sin, ach an lochtú a déantar le teann doichill roimh an teanga nó le frithbheartaíocht ina coinne, ní hé amháin go gcuirfidh sé déistean ar dhaltaí roimh an nGaeilge ach cuirfidh sé drugall orthu roimh an scoil agus a mbaineann léi. Is ar éigin is cóir a bheith ag súil go dtionsclóidh an páiste, ina aois, úsáid na Gaeilge, gan tionchar ón saol agus ó dhaoine níos sine, cé go mba feidhmiúil an lear a dhéanfadh sé ach an t-uasach d'fáil.

206. Caithfear admháil freisin nach sásúil ar fad i ngach uile chás an cumas Gaeilge a thugas daltaí na bunscoile leo, ar a lagadh ó thaobh líofacht cainte. Ach ní mór a mheabhrú gur beag as an gcéad de na hoidí tríocha bliain ó shoin a bí imniúil ar Gaeilge: go deimhin ní féidir a rá fós go bhfuil oidí na scol go léir leor-cháilithe sa teanga, dá áiream gur leor-cháilíocht é an teastas dá-theangach. Na hoidí ab éifeachtúla fém, is minic a chuir iomarca rang nó ranga ró-mhór agus, i gcásanna, scola ró-lán constaic rompu. Tairis sin, tá an tuairim ag oidí agus ag daoine eile nár thugadh a dhíol airgid ar labhairt na Gaeilge agus gur thugadh iomarca ar a scríobh sa scoil. Le lán-chumas cainte i dteanga a thabairt, ní mór leas a bhaint as cineálacha éagsúla áise agus litríochta nach bhfuil, admhirtear, fáil orthu ag na scola. Agus a raibh de theachtaí rompu, laistigh agus lasmuigh den scoil comh maith lena céile, ní hionadh nach beag de na hoidí a thámhaigh droch-mhisneach orthu agus ar thráigh cuid éigin den díograis sin is riachtanach cun grá don Gaeilge agus tuiscint dá tábhacht a mhuscailt ina gcuid daltaí.

207. Díoth fém go bhfuil bunús leis an méid sin agus go n-admháitear go bhfuil an tuairim ann, freisin, gur beag má tá aon dul cun cinn déanta, ní bheadh sé ach cóir taobh eile den scéal a léiriú. In ainneoin staidhrimh daonáirimh, measann ár mbunáite nach beag an toradh atá ar shaothar an tríocha bliain seo caite agus go ndearna na scola agus a n-oidí a gcion fém den tsaothar. D'fédfadh go bhféadfaí a áiteamh gur mó Gaeilge a cloistí 30 bliain ó shoin ná mar cloistear anois, mar san am sin níor leasc le daoine a bí ar

it and to assert their pride in being Irish speakers. The ideals which underlay the national movement in the previous twenty years were to them nearer and more real than they are to the present generation of young people. There was for them possibly less criticism and more encouragement. It would, however, be generally admitted by our members, although figures to prove it are not available, that there are to-day more homes in English-speaking districts in which Irish is the first language, that the number of our children and young people who can answer in Irish if addressed in it is immensely greater, that in many offices and shops business can be transacted in Irish, that the standard of oral Irish possessed by non-native speakers of the language is higher, and that a thriving literature is read by a greater number. These points need to be mentioned in face of the doubts often expressed regarding the success of the work undertaken by the schools. It must, however, be admitted that they are not sufficient to give assurance that Irish will ultimately be brought into use as an everyday language.

208. The task of realising that aim is naturally a slow and arduous one. English was slow to set its roots here though the policy of its propagators, following some early attempts at penalisation, was to disregard the existence of the native tongue. The success of this policy was assured following the collapse of the native political system, the growth of town life, the decay of rural independence accelerated by the Famine, and the establishment of a system of education and public institutions whose sole linguistic medium was English. The growing influence of the Press served its interests, and in our own time the coming of the cinema and the radio, and the wide diffusion of printed matter have helped to maintain it. These facts must be recognised when we are faced with the problem of giving to Irish its place in the primary school; they must equally be considered in connection with the general aim of reviving the language.

Necessity for its Early Introduction in Schools

209. In relation to Irish, it was necessary for the Council to consider at what stage the teaching of the language should form part of the curriculum. Practically all our members would unquestionably agree that Irish should be taught as an obligatory subject in the primary school but opinions differed as to the stage at which its teaching should begin in schools outside the Irish-speaking districts. Some were of the opinion that, as Irish was the home language of only a small percentage of the children outside the Gaeltacht, it should be given the place usually assigned to other second languages and its introduction in the curriculum postponed to some age between 8 and 11 years, when the child should have acquired a fair measure of proficiency in the home language. In support of this view it was argued that Irish could be taught more extensively and efficiently at that stage, through effective methods of " second language " teaching and under teachers better equipped for the purpose than the ordinary teacher of a second language, more time being also available for its teaching when the child had acquired a good foundation, oral and written, in the home language. At such a stage, it was held, the novelty of learning the second language would possess greater appeal for the child, whose better developed powers would assure him of more certain progress and of greater facility

fíor-beagán Gaeilge leas 'a baint as a raib acu le teann mórála go mba Gaeilgeoirí iad. Ba gairge, so-mhothuithe acusan na hoideama a thug neart don gluaiseacht náisiúnta le fiche bliain roimhe sin ná mar táid as an nglúm óg atá suas. D'féidir freisin gur mhó den mholadh ná den iomardadh a caitheadh leo. Ach d'admhódh ár gcomhaltaí i gcoitinne, cé nach bfuil staidreamh ann lena chruthú, gur fairsinge sa nGalltacht inniu teaglaigh arb í an Gaeilge is céadteanga iontu, gur mó go mór de páistí agus de dhaoine ósa atá i ndon freagairt i nGaeilge má labhartar leo í, gur féidir gnóthaí a dhéanamh tré Gaeilge i mórchuid siopaí agus oifigí, gur fearr liofacht Gaeilge an té nach dtug ó chlabán leis í agus gur mó a léas a litríocht, litríocht a bfuil borradh agus fás fúithi. Ní mór na pointí sin a lua agus a mbíonn in éidearbhú ar thoradh saothair na scol. Caithfear admháil mar sin féin nach leor iad lena dearbhú go mbainfear ar deireadh thiar leas as an nGaeilge mar teanga choiteann chaidrimh.

208. Níl sé ach le céill gur go mall, anróiteach a saothrófar an cuspóir sin. Tóg sé achar fada ar Béarla fréamh a chur i dtalamh anseo cé go raib de bheartas ag lucht a síolchurtha, ó chéad-iarracht peannaide amach, gan ligean orthu go raib an teanga dúchais ann. Briseadh an chóras dúchais polaitíochta, fás na mbailte móra, meath neamhspleáchais na tuaithe i ndiaidh an Gorta Mhóir agus bunadh córais oideachais agus foras poiblí arb í an Béarla a n-aon teanga, cinntíodar sin go léir go n-éireoidh leis an mbeartas sin. Cuir méadú tionchair an phreas le leas an Béarla freisin agus már lá féin cuidíonn an cinema agus an radió, agus an leathnú mór ar ábhar cló-bhuailte, lena cothú. Ní mór cuimhniú ar na pointí sin nuair théitear i mbun ionadh na Gaeilge sa mbunscoil a shocrú; ní mór iad a mheabhrú chomh maith céanna ó thaobh cuspóra choitinn athbheochana na teanga.

An gá atá lena tosnú go luath sna scoil

209. I dtaobh na Gaeilge, bí ar an gComairle a chinneadh cén chéim, dar leo, ag ar chóir múineadh na teanga a bheith mar chuid den chúrsa léinn. D'aontódh ár gcomhaltaí uile, nach mór, gur chóir, gan cheist, múineadh na Gaeilge a bheith éigeantach sa mbunscoil ach ní rabhthas ar aon-tuairim fán gcéim ag ar chóir don teagasc sin tosnú i scoil lasmuigh den Gaeltacht. Bí cuid de na comhaltaí den tuairim, ó tharlaigh nach teanga theaglaigh í an Gaeilge ach ag cuid beag de pháistí, lasmuigh den Gaeltacht, gur chóir ionadh a thabhairt di mar tugtar de ghnáth do dhara teanga agus í a thabhairt isteach sa gcúrsa ag aois idir 8 agus 11 bliain, nuair beadh cothrom oiliteachta sroichte ag an bpáiste sa teanga theaglaigh. Dúradh mar thaca leis an tuairim seo, gur mó Gaeilge a féadfaí a mhúineadh, agus sin níos críochnúla, ag an gcéim sin, tré mhodha éifeachtacha teagaisc "dara teanga" agus fá oidí a beadh níos inniúla chuige ná an gnáth-mhúinteoir dara teanga, agus fós go mbeadh níos mó ama ann le caitheamh leis an teagasc nuair a beadh bunús maith ag an bpáiste sa teanga theaglaigh, idir a labhairt agus a scríobh. Ag an gcéim sin, síleadh, ba mhóide an tarraing a beadh ar an bpáiste ag nuaíocht foghlama na dara teanga, agus d'fágfadh fearas barr foráis a chumachta féin ar a chumas bealach níos cinnte a dhéanamh, agus éascaíocht níos mó aige, in úsáid na Gaeilge. Cuireadh freisin ar son na barúla, gur chóir múineadh na teanga do chur tart go dtí aois a 10 mbliana nó mar sin, a feabhas

in the use of Irish. The success with which persons, who had studied Irish at a more mature age, had gained vernacular control of the language was also advanced in favour of the opinion that the teaching of the language should be postponed to the age of 10 years or so. Finally, it was argued that the premature introduction of a second language in the primary school upsets the balance of the curriculum and causes retardation in the progress of the average child in the rest of the programme.

210. The great majority of our members, however, consider that, in regard to language teaching, the problem in this country is probably unique. Irish, they maintain, cannot in any sense be regarded as a second language in the same way as French, German or Italian is a second language. As already mentioned its influence is even yet strongly felt in the dialect of English spoken in the English-speaking districts, the children being at most but a few generations removed from Irish-speaking ancestors. Ordinarily its vocabulary and sounds are not strange or foreign to these children; much of its syntax and idiom they have learned from their parents under the cloak of English. These factors are mentioned here to support the contention that for the average child Irish should not be regarded as a " second language " in the ordinary meaning of the term. Of greater moment, however, are the national aims in regard to Irish, as stated earlier in this chapter (pars. 197-202). With the majority of our members these aims have particular weight in deciding the position they would allot to it, due consideration being always given to the educational interests of the individual child and the general welfare of the nation. To introduce Irish at the age of nine years or later would in the first place allow but little time for its teaching, even were the school-leaving age to be raised, and would result in scarcely any oral command over the language being acquired by the average child in his school career. The force of this contention will be realised when consideration is given to the extent of our curriculum, our difficulties of organisation, no matter what improvements may be made, our experience in the teaching of continental languages in Secondary Schools, and the force of extra-school influences. Secondly, common experience proves that at the age of ten years or so the child's imitative habits and ability to adapt his speech to new sounds become more limited and that his speech organs become less flexible and plastic. Thirdly, the second language is more easily acquired in infancy by the same methods through which the child acquires his first language—imitation, play and activity. The experience of parents whose children play with child-speakers of another language substantiate this, although much admittedly here depends on environment. In support of this view also these members quote, as from a source unconcerned with " revival " or " bilingual " problems, the following evidence from Sweden :

> " According to the School Commission, the best time for the introduction of a modern language is determined partly by the maturity of the pupils, partly by the object aimed at in the language-teaching.
>
> " ' The experience of linguistic psychologists indicates that it is possible to acquire a language over and above the mother-tongue in Swedish schools. The age adopted, however, depends on what one is aiming at and what methods one uses. If complete bilingualism is aimed at, and the direct method chosen, it is possible to begin at the age of 3. If it is desired to give a good knowledge of the language

a d'éiriġ le daoine a rinne staidéar ar Ġaeilge, aġ aois níos sine, cumas a labarta mar teanga laethúil d'fáil. Ina ceann sin, cuireadh mar argóint go ndéanann múineadh na teanga a dosnú ro-luath an cúrsa mí-chothrom agus go moillíonn sé dul chun cinn an ġnáth-páiste sa ġcuid eile den chlár.

210. Is dóiġ le tromlach mór ár ġcomhaltaí, áfach, ġur ar éiġin atá samhail de chás na tíre seo ann, ó thaobh múineadh teanga de. Dar leo, ní féidir, le haon chéill, a mheas ġur dhara teanga í an Ġaeilge sa ġcaoi ġur dhara teanga an Fhraincis nó an Ġearmáinis nó an Eadáilis. Mar luadh cheana, tá a hiarsmaí fós le sonrú i ġcanúint an Bhéarla a labhartar sa nGalltacht agus níl na páistí scarta ach ġlún nó dhó ó shinsear Ġaeilgeoirí. De ġnáth, ní bhíonn foclóir ná foġair na Ġaeilge comhchioch ná iasachta aġ na páistí sin, agus is mór dá comhréir is dá leaġan a foġlaimíos siad óna dtuismitheoirí fá chraiceann an Bhéarla. Luaitear na dála sin anseo mar thaca don tuairim nár chóir, i ġcás an ġnáth-páiste, breathnú ar Ġaeilge mar "dhara teanga" do réir ġnáth-chéille an téarma sin. Ach is tábhachtaí fós iad na cuspóirí náisiúnta i dtaobh na Gaeilge, mar luadh iad cheana sa ġcaibidéal seo (ailt 197-202). Bhí brí ar leith sna cuspóirí sin d'fhormór ár ġcomhaltaí nuair a bhíodar aġ socrú an ionaid a thabharfaí do Ġaeilge, ach go dtuġadar aird chóir ar leas oideachais an páiste féin agus leas choiteann an náisiúm i ġcónaí. Dá dtosnaítí ar Ġaeilge in aois a 9 mbliana nó thairis, ní fáġfadh sin, sa ġcéad áit, ach fíor-bheaġán ama lena múineadh, fiú agus go n-ardófaí an aois fáġála scoile, agus is ar éiġin a bheadh aon liopacht chainte dá bharr aġ an ngnáth-páiste ina chúrsa scoile. Tuiġfear brí na hargóna sin má cuimhnítear ar léitheadh an chúrsa léinn, ar theachtaí eaġair scoile is cuma cé mar feabhsaítear iad, ar ár dtaithí ar mhúineadh teanġaca na Mór-Roinne i Meánscola agus ar thionchar na bpórsaí atá lasmuiġ den scoil. Sa dara háit, is feasach go coitianta go laġdaíonn acmhainn aithrise an pháiste, agus a chumas chun foġair nuaidhe a thóġáil isteach ina chuid cainte, thart fá aois a 10 mbliana nó mar sin, agus fós go n-éiríonn a bhaill urlabhra rite, do-lúbtha. Sa tríú háit, is fusa do pháiste an dara teanga a thóġáil mar naíonán thré na modha céanna ina dtóġann sé a chéad-theanga—aithris, imirt agus ġníomhacha. Fíoraíonn taithí chuismitheoirí, a n-imríonn a ġcuid páistí le páistí a labhraíos teanga eile, an méid seo, cé go mbraitheann cuid mhór ar thimeallacht an pháiste sa ġcás sin. Mar thaca lena dtuairim, tuġann na comhaltaí seo freisin an fianaise seo leanas ón tSualainn, tír nach mbaineann ceisteanna "athbheochana" ná "dá-theanġacais" léi:

"According to the School Commission, the best time for the introduction of a modern language is determined partly by the maturity of the pupils, partly by the object aimed at in the language-teaching.

'The experience of linguistic psychologists indicates that it is possible to acquire a language over and above the mother-tongue at a considerably earlier age than has hitherto been tried in Swedish schools. The age adopted, however, depends on what one is aiming at and what methods one uses. If complete bilingualism is aimed at, and the direct method chosen, it is possible to begin at the age of 3. If it is desired to give a good

but nevertheless to give considerably greater importance to the mother-tongue, the foreign language can be begun when the mother-tongue is fixed (at the age of 6-8). On the other hand, if it is only a question of acquiring an auxiliary language, and methods are used involving the teaching of grammar then one must wait until the pupil is sufficiently mature for more abstract methods (age of 11-12).' "[80]

In countries aiming at bilingualism, opinion seems to favour the early introduction of the second language.[81] Similarly in the Gaelic-speaking districts of Scotland schools are encouraged to begin the teaching of English early in the case of the child whose mother tongue is Gaelic:

"It is well to introduce him to English early; his speech organs are then flexible and can easily master the sounds of the new language, and at this stage he is usually eager to learn it. A caution may be given here: the English words which he has to learn should be of a kind which he can readily understand from his own observation or experience."[82]

211. With few exceptions, the statements received by the Council, where these contained a specific recommendation as to the age at which Irish should be introduced, suggested that its teaching should begin in the Infant Standards. A large majority of our members accept this standpoint and they recommend accordingly that the teaching of Irish be introduced at the beginning of the primary school.

Is the Teaching of Two Languages Detrimental?

212. It is sometimes asserted that the teaching of two languages in the primary school is detrimental to the educational and mental development of the child. No scientific research to prove or disprove this assertion has been carried out in this country. In some other countries, however, research has been made, mainly through experiments based on the results of "intelligence tests" applied to children. In view of the differences of opinion held regarding the efficacy of such tests, in general, and especially as their results can in any case only reflect the position at a particular time, it is difficult to arrive at a definite conclusion regarding the value of the experiments, apart from the fact that conclusions arrived at regarding one country may not be at all applicable to another. The results themselves moreover would appear to be equally inconclusive, for whilst some suggest that bilingualism is detrimental, there are others which suggest the contrary. We quote in this respect the conclusion reached by the Welsh Central Advisory Council for Education, after reviewing the results of various research experiments:

"It appears wisest at the present juncture to accept that body of opinion that maintains that bilingualism in itself is neither an advantage nor a disadvantage to the mental development of the normal child."[83]

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[80] The Swedish School Reform, 1950—A summary of the Government Bill at the request of the 1946 School Commission—(Prof.) Ingemar Düring (Uppsala, 1951). p. 70.

[81] cf. *The Bilingual School*—A Study of Bilingualism in South Africa—E. G. Malherbe, (London), 1940, pp. 30-31; "*The Place of Welsh and English in the Schools of Wales*"—op. cit., pp.56 et seq.

[82] *The Primary School in Scotland*—Memorandum on the Curriculum (Scottish Education Department), 1950, pp. 60-61.

[83] Op. cit., p. 47, par. 218.

knowledge of the language but nevertheless to give considerably greater importance to the mother-tongue, the foreign language can be begun when the mother-tongue is fixed (at the age of 6-8). On the other hand, if it is only a question of acquiring an auxiliary language, and methods are used involving the teaching of grammar then one must wait until the pupil is sufficiently mature for more abstract methods (age of 11-12).' "[80]

I dtíorcha a bpuil dá-theangacas mar cuspóir acu, tátar i bpábar múineadh na dara teanga do tosnú go luath.[81] Sa gcaoi céanna i nGaeltacht na hAlban moltar do scola tosnú go luath ar múineadh an Béarla don páiste arb í an Gaibhlis a teanga dúcais:

"It is well to introduce him to English early; his speech organs are then flexible and can easily master the sounds of the new language, and at this stage he is usually eager to learn it. A caution may be given here: the English words which he has to learn should be of a kind which he can readily understand from his own observation or experience."[82]

211. Mol na ráitis a fuair an Coimirle, lasmuig de cupla ceann, i gcás go ndearnadar moladh ar leit fán aois ag ar cóir tosnú ar Gaeilge, go dtosnófaí ar a múineadh sna ranga naíonán. Aontaíonn tromlach mór dár gcomaltaí leis an tuairim sin agus molann siad dá réir go múmpí an Gaeilge ó tús na bunscoile.

An bpuil múineadh dá theanga díobáilach?

212. Deirtear amanna gur údar díobála d'fhorás léinn agus intinne an páiste dá teanga a múineadh sa mbunscoil. Níor dearnadh aon taighde bailiúch sa tír seo leis an tuairim sin a chruthú ná a bréagnú. I roinnt tíortha eile, áfach, rinneadh taighde, mór-chuid de ar thurgnamha a bunaíodh ar "thrialacha meabhrach" a cuireadh ar páistí. De bharr tuairimí éagsúla a bheith ann i dtaobh éifeacht na dtrialach sin, i gcoitinne, agus go háirithe nach bpréadann a dtorthaí in aon chás ach an scéal mar atá ag am áirithe a léiriú, is deacair teacht ar bhreith chinnte fá thairbhe na dturgnamh, gan tráchtar go mb'fhéidir nach mbainfeadh tátail a dtiocfaí orthu i gcás tíre amháin le cúrsaí tíre eile chor ar bith. Ach tairis sin, tá na torthaí féin éidearfa mar cé go sílfí ó chuid acu go bpuil díobáil i ndá-theangacas, tá a mhalairt de bhí le cuid eile. Ina thaobh seo, tugaimid an bhreith seo a dtáinig Lár-Coimirle Oideachais na Breataine Bige uirthi, thar éis dóibh torthaí thurgnamh éagsúla taighde a bhreithniú:

"It appears wisest at the present juncture to accept that body of opinion that maintains that bilingualism in itself is neither an advantage nor a disadvantage to the mental development of the normal child."[83]

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[80] "The Swedish School Reform, 1950—A summary of the Government Bill at the request of the 1946 School Commission"—(An tOll.) Ingemar Düring (Uppsala) 1951, lch. 70.

[81] cf. *The Bilingual School*—A Study of Bilingualism in South Africa—E. G. Malherbe (Londain), 1946, lgh. 30-31: *The Place of Welsh and English in the Schools of Wales*—op. cit., lgh. 56 et seq.

[82] *The Primary School in Scotland*—Memorandum on the Curriculum (Scottish Education Department), 1950, lgh. 60-61.

[83] op cit., lch. 47, alt 218.

213. The majority of our members conversant with post-primary education are of opinion that the importance given to Irish in the primary school has not impaired the level of education of pupils entering post-primary schools, nor has it on the whole reduced the standard of their knowledge of the English language or of other subjects. If a lowering of standard were to result, however, from the necessity of providing sufficient time in the curriculum for the teaching of Irish, the question would remain whether the introduction of Irish at an early age would still be justified. We are not, however, called upon at this stage to answer the question nor do we consider that it would, in any event, be within our competence to provide the answer. It is obvious, nevertheless, that special provision should be made for children whose level of intelligence is found to be lower than average, a provision required not only because of their difficulty in acquiring a knowledge of Irish but also because of their inherent inability to acquire proficiency in other subjects.

In the Infant School

214. Much criticism has been directed at the position given to Irish in Infant classes, chiefly on the grounds that at this stage, in particular, the work should be done through the medium of the home language. This is a problem to which we have given considerable thought. Some of our members urged that, if Irish were to be introduced in these classes, a teaching period of, at most, one hour daily, would be sufficient for the purpose, the remainder of the Infant programme to be taught through the medium of the home language. In support of this point of view, it was claimed that the child, at this stage, is mentally incapable of mastering the second language, that the wide programme in it overtaxes his powers, causing repression and strain, with bilingual confusion as between his limited knowledge of the home language and a limited facility in the second. It was also objected that the atmosphere of the school is entirely an artificial one and therefore cannot provide for the child a natural environment in which the second language could be acquired spontaneously and normally.

215. Before stating the views of the majority of the Council in regard to the place which Irish should occupy in Infant classes, it is necessary to refer to the prefatory Note to the programme prescribed for Infants. It reads:

> " The aim of the Infant School is to provide the atmosphere and background in which the child's whole personality may develop naturally and easily. It should therefore take cognizance of the child's interests, activities and speech needs, and utilise them to the full in aiding and directing such development.
>
> " The present programme positively integrates with this a further aim, that of giving to young children, from English-speaking homes, a vernacular power over Irish at an age when they are most adaptable and imitative and when their vocal organs are plastic. Where

213. Sí tuairim formór ár gcomaltaí a bfuil taithí acu ar oideachas iarbunscoile nach ndearna an tábhacht a tugtar do Ghaeilge sna bunscoileanna don dochar do chaighdeán coiteann oideachais na ndaltaí a thagas isteach in iarbunscoileanna, agus san iomlán nár bhain sí dá gcaighdeán eolais ar bhéarla ná ar ábhair eile. Ach dá mba é ba toradh ar an am is riachtanach a chaitheamh le múineadh na Gaeilge, go dtarlódh isliú caighdeáin dá bharr, bheadh sé i gceist fós ar cheart tosnú ar an nGaeilge in óg-aois. Níl oráinne, áfach, an cheist sin a fhreagairt ag an bpointe seo, agus dá mbeadh féin ní mheasaimid gur againne atá a freagairt. Is léar, mar sin féin, gur chóir riar ar leith a dhéanamh ar pháisti ar isle ná an meán a gcaighdeán intleachta, riar is gá ní hé de bharr a dhoilí agus a bhios foghlaim na Gaeilge acu, ach tairis sin de bharr an neamhchumais atá iontu féin ar oiliteacht a thabhairt leo in ábhair eile.

Sa naí-scoil

214. Luchtaítear go mór an t-ionad a tugtar do Ghaeilge i ranga naíonán, ar phríomh-chúis gur thré mheán na teanga teaghlaigh ba chóir an obair a dhéanamh, ag an gcéim seo go háirithe. Seo ceist ar chaiteamar dúthracht lena barraíocht. Comhairligh cuid dár gcomaltaí, i gcás go dtosnófaí ar Ghaeilge sna ranga sin, go mba leor ar a mhéid tréimhse uair a chloig sa lá a chaitheamh léi, agus an chuid eile de chúrsa na naíonán a theagasc tríd an teanga teaghlaigh. Mar thaca leis an tuairim sin, maíodh nach mbíonn an cumas meabhrach sa bpáiste, ag an aois sin, máistreacht d'fháil ar an dara teanga, go dtéann méid an chláir atá le foghlaim thar a chumachta, rud a chuireas barróg agus for-éigean ar a intinn, agus a fágas mearbhall air sa dá theanga óna mheitheolas ar a teanga teaghlaigh agus a bheag-líofacht sa dara teanga. Cuireadh mar argóint freisin gur saol mí-nádúrtha ar fad atá sa saol scoile agus dá bhrí sin nach dtugann sé iomsaoil aiceanta don pháiste ina bhféadfadh sé an dara teanga a thabhairt leis go nádúrtha uaidh féin.

215. Sara dtugtar tuairimí tromlaigh na Comhairle i dtaobh na háite ba chóir a beith ag an nGaeilge i ranga naíonán, ní mór tagairt don Nóta atá roimh an gClár atá ceaptha do na naíonáin. Mar seo a léitear ann:

> '' Sé ba cheart a bheith mar aidhm ag na múinteoirí ins na naí-scoltacha gnáth-saol agus gnáth-chúrsaí na rang a riaradh sa tsli is fearr a chabhróidh le pearsantacht uile na ndaltaí a thabhairt chun forbairte go réidh nádúrtha. Níor mhór dóibh, dá bhrí sin, sonrú a chur ins na nithe a mbeadh suim ag naíonáin iontu, agus ins na cúrsaí is dual do naíonáin, agus ins an gcineál cainte 's comhrá is fonn leo de ghnáth a dhéanamh, agus feidhm a bhaint as gach poinnte acu sin mar chabhair agus mar threoir leis an bhforbairt.
>
> Sa Chlár seo atá dá chur amach anois tá aidhm eile dá comh-cheangal go dheimheach leis an aidhm sin, 'sé sin, cumas maith ar an nGaeilge a chur ar fáil do pháisti ósa nach i an Ghaeilge a dteanga dúchais, agus é sin a dhéanamh nuair atáid san aois ina bhfuilid féin so-mhúnlaithe, nuair atá an

the teachers are sufficiently qualified the aim should be to reach a stage as early as possible at which Irish can be used as the sole language of the Infant School.

> " As a method, a high degree of unity should characterize the work as a whole; the teaching should have a blend of realism and imagination, and every effort should be made to create within the school the normal activities and experience of the child's world."

The actual programme is, therefore, designed gradually to impart to Infants, through the use of the " direct method " of language teaching and activities of play, handwork, art, number and music, basic oral command of Irish. It has a similar objective in the teaching of English in schools in which only part of the work is done through Irish. Religious Instruction in practically all Infant classes in schools outside the Irish-speaking districts is taught through English, and in the majority of these classes English is taught as an optional subject for half an hour daily, even in the case of those schools where the rest of the Infant training is done through Irish. The programme for Infants then is essentially a language programme, not a syllabus of instruction in separate subjects. It is based on normal methods of training young children when they first come to school. It proceeds from experience to expression and is co-ordinated with the speech capacity of the child. It also takes account of the need which we have already stated of imparting to the child, at the age at which he is most open to its reception, reasonable fluency in Irish, enabling him to advance more rapidly and acquire greater proficiency as he proceeds to the end of his course.

216. The majority of our members see no valid reason why this process of language teaching in Infant classes should not be employed to give young children from English-speaking homes a basic and vernacular command of Irish. They would emphasise the word " basic ", because the child's command over any language is at this stage limited to his needs. The fact that his vocabulary in English is itself limited and that he stands in need of new words to communicate his experiences encourages him to acquire these words and phrases in whatever language is presented to him. They do not agree that the programme for Infants, in the hands of a qualified teacher, aware of her purpose and sure of her methods, tends to repression or to unfavourable psychological consequences for the child. Their own experience of the work of the schools supports them in this view, in connection with which they might also quote the following direction to teachers of Infants taken from the Notes for Teachers, " An Naí-Scoil " (The Infant School):

> " The habit of speaking Irish should be gradually established, care being taken to ensure that the methods adopted do not result in any repression of the young child's natural urge to express himself in speech." (p. 3).

The programme does not hinder the use of English in the first stages following the child's entry to school, where the needs of the child require its use. The introductory Note to the programme may in this regard

claonaḋ cun aiṫrise go láiḋir iontu, agus nuair aṫá a mbaill urlabra so-oibriṫe, so-lúbṫa. I ngaċ scoil ma bṫuil doċtam cáilioċta cuige acu, 'sé an aiḋm is ceart a beiṫ ag na múinteoiri an pointe a sroisint, ċom luaṫ agus is féiḋir é, ma bṫéadfai an Ġaeilge amáin a úsáiḋ san naí-scoil mar teangain ċaiḋriṁ agus teagaisc.

Ó ṫaoiḃ moḋa ḋe, ba ċóir gaċ gné den obair a ḋlúṫú lena ċéile ċom mór agus is féiḋir é; ba ceart na niṫe aṫá fíor agus na niṫe a samlófai d'fiġe ma ċéile sa teagasc, agus gaċ díċeall a ḋéanaṁ cun deis a ṫabairt do na páisti ar scoil a beiṫ ag gabáil do na gnóṫai a mbeaḋ suim acu iontu agus cleaċtaḋ acu orṫu."

Tá sé ceapṫa don ċlár féin, ḋá bri sin, bunċumas labarṫa na Gaeilge a ṫabairt do réir a ċéile do naiónáin, ṫré úsáiḋ an " moḋa ḋiriġ " cun teanga a múineaḋ agus ṫré gníomaċta cluiċí, lám-obair, ealaí, uimríoċt agus ceol. Tá cuspóir den tsórt céanna leis i múineaḋ an Ḃéarla i scola naċ nḋéantar aċ cuid den obair iontu ṫré Ġaeilge. I scola lasmuiġ den Ġaeltaċt, is ṫré Ḃéarla a múinṫear Teagasc Creiḋiṁ sna ranga naiónán ar fad, naċ mór, agus i bformór na rang sin múinṫear Ḃéarla mar ábar neaṁ-éigeantaċ ar feaḋ leaṫ-uair a ċloiġ sa lá, fiú i gcás na scol sin ma ḋtugṫar an cuid eile den oiliúint naiónán ṫré Ġaeilge. Is clár teanga mar sin, ó bunús, clár na naiónán agus ní cúrsa teagaisc in ábair éagsúla. Tá sé bunaiṫe ar ġnáṫ-moḋa oiliúna páisti óga ar ċéad-ṫeaċt ar scoil ḋóiḃ. Tagann an ċaint i gceist ann ón taiṫí, i gcomréir le cumas urlabra an páiste. Tugann sé aird freisin ar an riaċtanas, a luamar ċeana, atá le liofaċt measarṫa Ġaeilge a ṫabairt don páiste ag an aois is mó a bṫuil sé réiḋ le glacaḋ léi, ruḋ a fágas ar a rioċt dul cun cinn nios tapúla a ḋéanaṁ agus oilteaċt nios fearr a ḃaint amaċ do réir mar ṫeannann sé le ceann a cúrsa.

216. Ní léar d'formór ár gcomaltai aon ċúis maiṫ naċ mbaimpí leas as an moḋ teagaisc teanga seo i ranga naiónán cun bunċumas labarṫa Gaeilge a ṫabairt do páisti óga as teaglaiġ a labraios Ḃéarla. Tá an focal " bunċumas " le meabrú mar ní bíonn cumas an páiste in aon teanga ag an gcéim sin aċ do réir a riaċtanas. Ó ṫarlaiġ naċ bṫuil aċ foclóir cúnġ aige sa mḂéarla féin agus go bṫuil focla nuaḋe uaiḋ le cur síos ar a ḋtarlaíonn dó, bíonn sé réiḋ leis na focla agus na leagain sin a ṫógáil isteaċ i pé teanga a cuirtear ċuige. Ní aontóḋ formór na gcomaltai go ḋtiocfaḋ as clár na naiónán, i láṁa oiḋe atá cáiliṫe, a ṫuigeas a cuspóir agus atá deiṁin dá moḋa, aon ċrapaḋ intinne ar an bpáiste ná aon ḋroċ-fuiolt ó ṫaoḃ anam-eolaioċta de. Téann a ḋtaiṫí féin ar obair na scol leis an tuairim sin, agus ma ṫaoḃ sin freisin measaiḋ gur ċóir an treoir seo leanas do múinteoiri naiónán mar tá sna Nótai do Múinteoiri, " An Naí-Scoil," d'aṫriotal:

" The habit of speaking Irish should be gradually established, care being taken to ensure that the methods adopted do not result in any repression of the young child's natural urge to express himself in speech." (lċ. 3).

Ní ċoisceann an clár leas a ḃaint as Ḃéarla sa gcéaḋ am ṫar éis don páiste teaċt ar scoil ar ḋtús, san áit a mbíonn sin de ḋíṫ ar an bpáiste féin. Ní miste, ma ṫaoḃ sin, an réaṁ-nóta atá leis an gclár d'aṫlua. In aice sin,

be again emphasised. In addition, we may here recall the majority proposal that, where the school manager does not arrange otherwise English should be an obligatory subject and taught for half an hour daily in all Infant classes in schools outside the Irish-speaking districts. Such a programme gradually, consistently and enthusiastically followed, with due regard for the child's needs as well as for the aims set for it, should do much to secure that when the child leaves the Infant Standard his proficiency in Irish, and in English where that is the home language, will be such as to enable him to benefit fully from the rest of the curriculum.

The Standard to be Expected in Irish

217. Earlier, we defined generally the function of the primary school in relation to the standard of knowledge of Irish which the child should be expected to acquire by the end of his primary education. The knowledge, oral and written, we should expect from the average child is such as would satisfy the needs of his ordinary daily experiences, whether he resides in a town or in the country. It is not expected that the ordinary child from an English-speaking home should carry with him from the school sufficient ability in Irish for the full purpose of his avocation in later life. He must be able, however, to converse with reasonable fluency about his daily activities and gain such literary ability as will enable him to read literature written in easy language. Moreover, he should acquire some appreciation of simple Irish poetry, to be used as an instrument for literary and phonetic training in the language. We must assume that through further education and use that knowledge will be increased.

Speech

218. Oral expression should take precedence over all other sections of the Irish programme. The first and paramount care of the primary school in relation to Irish should be to secure that the child can speak it. In this the work should be a logical continuation of the Infants' programme. There is no conflict between the aim of attaining fluency and the equally important aim of acquiring accuracy of speech and sound; the two are not incompatible, but fluency may always be encouraged to the greater advantage of correctness of speech. Conversation figures largely in the programme as a means of giving oral proficiency. Aimless talk within the forum of the class is likely to be ineffective and boring, all the more when conducted by a less efficient teacher. Time is valuable and should be conserved by the careful preparation and planning of subjects of class conversation. Spontaneity and variety should always characterise them. Conversation is not a question and answer affair. Use should be made of drama and playlets to provide material for speech training and conversation, and of anything else that will brighten and enliven the conversation class. Finally, every effort should be made to encourage each child to make his contribution to the conversation.

Reading

219. In Irish reading, the aim is also one of extending comprehension and oral command of the language, as well as giving preparatory train-

meabraímid anseo molad an tromlaig gur cóir Béarla a beit mar ábar éigeantach, agus a múineadh ar fead leat-uair a cloig sa lá, i ranga naíonán i scola lasmuig den Gaeltacht, mura socraíonn bainisteoir na scoile a mhalairt. Dá leantaí clár den tsórt sin céim ar céim, go seasta agus go dúthrachtach, agus aird a tabairt ar uireasa an páiste com maith leis na cuspóirí atá ceapta don chlár, ba mhaith a chinnteoch sé go mbeadh ag an bpáiste, ag fágáil na naí-roinne dó, oiread oilteachta i nGaeilge, agus i mBéarla nuair is í sin a teanga teaglaig, agus a chuirfeadh ar a chumas lán-tairbe a baint as an gcuid eile den chlár.

An Caighdeán a mbeifí ag súil leis i nGaeilge

217. Roimhe seo, mínfomar go gcreathálta feidhm na bunscoile i leith an chaighdeáin eolais ar an nGaeilge a mbeifí ag súil leis ag an bpáiste fá dheireadh a chuid bun-oideachais. Eolas, idir a labairt agus a scríobh, a d'fhreagróidh riachtanais a ghnáth-shaoil ó lá go lá, cónaíodh sé fán tuaith nó sa mbaile mór, an t-eolas a mbeimisne ag súil leis ón ngnáth-páiste. Ní cóir a beit ag súil go dtabharfadh an gnáth-páiste, ó theaglaig a labhraíos Béarla, oiread cumais i nGaeilge leis ón scoil agus a déanfadh cúis iomlán dá gairm sa saol. Ní mór dó, áfach, a beit i ndon comhrá measartha líofa a dhéanamh fá imeachta a lae agus oiread cumais litearthachta a tabairt leis agus go bhféadfadh sé litríocht i nGaeilge shimplí a léamh. Tairis sin, ba chóir tuiscint éigin a beit aige ar filíocht shimplí Gaeilge, a mbainfí leas aisti freisin chun oiliúint litearthachta agus foghraíochta sa teanga. Caithfear a beit ag súil go gcuirfear leis an eolas sin thré bheis oideachais agus thré bheis taithí.

Urlabhra

218. Ba chóir do chaint tús áite d'fháil ar na coda eile de chlár na Gaeilge. Sé príomh-aidhm agus céad-chúram na bunscoile i leith na Gaeilge deimhin a dhéanamh de go dtabharfaidh an páiste leis cumas a labhartha. Sa méid seo, ba cheart go leanfadh an obair an rian agus an cuspóir atá le clár na naíonán. San obair sin, níl aon choimlint idir líofacht chainte a tabairt agus cruinneas cainte agus foghar a mhúineadh, dá aidhm atá ar comhtháthacht: níl siad in aimhréir le chéile, ach ní miste líofacht chainte a spreagadh i gcónaí agus is fearrde cruinneas cainte é. Tá páirt mhór sa gclár ag comhrá mar bealach le oilteacht chainte a tabairt. Ní beidh de rath ach tuirse ar chaint fánach i láthair an ranga, go mór-mhór fá mhúinteoir nach bfuil com héifeachtach sin. Tá am na scoile gann agus ba chóir lón fada a dhéanamh de thré réiteach agus leagan amach cúramach a dhéanamh ar ábair an comhrá ranga. Ba chóir na hábair sin a beit beoga, éagsúil i gcónaí. Ní cúrsaí ceist agus freagra, ar ndóigh, atá i gcomhrá, agus ba cheart leas a baint as dhámaí agus as cluichí aisteoireachta mar ábar oiliúna urlabhra agus comhrá, agus as aon rud eile a chuireas anam agus éagsúlacht sa rang comhrá. Ina cheann sin ba chóir iarracht a dhéanamh i gcónaí gach aon páiste a spreagadh lena chuid féin den chomhrá a dhéanamh.

Léitheoireacht

219. Tá de chuspóir ag léitheoireacht na Gaeilge cur le tuiscint agus le cumas cainte an pháiste sa teanga, i gceann réamh-oiliúint a tabairt ar a scríobh.

ing for writing. Reading merely to acquire the technique of reading is, in either language, a very limited aim on which much valuable time may be wasted. The reproduction in the pupil's own speech of the matter read from books in class should be given a much more important place than it obtains at present. It is far more valuable for the child to read a few pages in such a way that he can re-form or enlarge their subject matter, or discuss it in his own speech, than to read a whole book with little ability to discuss its matter, even though the reading itself be correct and intelligent. Silent and home reading should be fostered with a view to the discussion of reading matter. We refer elsewhere to the importance of the school library.

Need for Children's Books and Papers in Irish

220. The supply of books and papers in Irish for the use of children is still very insufficient, although the efforts made to increase the supply are to be wholeheartedly commended. Variety in supply would increase demand rather than decrease it, and we would urge that the State should still more actively assist the production of such literature.

Poetry

221. We need not emphasise the value of poetry in language teaching; it can always be well used in Irish, especially in conjunction with the Music class. Pupils should be encouraged to keep their own poetry anthologies, and short poems or extracts should be chosen in preference to longer ones. It is obvious that the poems selected should be suited to the taste and comprehension of the pupils at each stage, but it is worth remarking that a good literary standard should, within the limits imposed, be aimed at.

Spelling

222. Spelling is acquired through reading and its importance in Irish is not less than in other languages. It is not our business to pass judgement on the various efforts made to standardise the spelling of Irish, and we should be foolish to imagine that even if a standard acceptable to all were devised it would at all times be incapable of improvement. Few languages have succeeded in fully representing even their standard sounds in letters, and some of the most widely used have been the least successful. We would appeal, however, for consistency in the spelling used in school books and elsewhere and, without any desire to impinge in any way on the value and right of dialects, we suggest that a standard basic vocabulary for school work would be most valuable.

Writing

223. In order to find time for more oral work in Irish, as well as to enable Drawing, Nature Study and Physical Training to find a place in the curriculum, we recommend that the time at present allotted to written work in both Irish and English be reduced. There seems to be no need to introduce writing in both languages at the same stage, since penmanship in either language facilitates the acquisition of competence in penmanship in the other. It may be here remarked, with regard to script and type, that it is realised that there are some grounds for favouring the

Cuspóir an-cúnz i zceaċtar teanza léaṁ ar ṁaiṫe le ceiṫrone na léiṫeoireaċta d'foglaim agus féadfar mór-cuid ama atá luaċṁar a dtomailt leis. Ba cóir áit níos táḃaċtaí ná zeiḃeann sí fá láṫair a taḃairt don aiṫinseaċt, i bfocla an dalta féin, ar an áḃar a léiṫear as leaḃra sa ranz. Is tairḃí zo mór don páiste cupla leaṫanaċ a léaṁ i zcaoi zo bféadann sé aṫ-cruṫ a cur ar a n-áḃar nó cur leis, nó é plé ma cuid focal féin, ná dá léifeaḋ sé leaḃar iomlán zan a beiṫ ann a áḃar a plé móran, bíoḋ zo mbeaḋ an léiṫeoireaċt féin cruinn, tuisceanaċ. Ba cóir léiṫeoireaċt os iseal agus léiṫeoireaċt sa mbaile a coṫú d'fonn a náḃar a cur fá díospóireaċt. Tagraímid aris do táḃaċt na leaḃarlainne scoile.

Call le leaḃra agus páipéir Ġaeilze do páistí

220. Ní leor cor ar biṫ fós a bfuil de leaḃra agus de páipéir i nGaeilze ann le haġaiḋ páistí, cé zo bfuil na hiarraċta atá dá ndéanaṁ lena solátar le molaḋ zo mór. Is aṁlaiḋ cuirfeaḋ mór-cuid cineál díoḃ leis an éileaṁ atá ortu in áit a laġdaiṫe, agus ṁolfaimis zo láidir zo dtaḃarfaḋ an Stát tuilleaḋ cuideṫe cun litríoċt den tsórt seo a solátar.

Filíoċt

221. Ní fá dúinn treise do cur le táḃaċt na filíoċta i múineaḋ teanza; is féidir an-leas a baint aisti i scónaí i nGaeilze, zo mór-mór i scomar leis an ranz Ceoil. Ba cóir caḃrú le daltaí duanairí filíoċta dá gcuid féin a cur le céile, agus b'fearr dánta agus sleaċta gearra do toġaḋ de roġaim ar cinn fada. Is léir gur ċeart na dánta a toġfaí a beiṫ aġ freaġairt, aġ gaċ aon ċéim, do réim spéise agus tuisceana na ndaltaí, aċ is fiú a lua gur cóir féaċaint le caiġdeán maiṫ litearta a baint amaċ laistiġ den tórainn atá leagta síos.

Litriú

222. Foglaimítear litriú ṫré léiṫeoireaċt agus ní lúide a táḃaċt i nGaeilze ná i dteanzaċa eile. Ní againne breiṫ do taḃairt ar na hiarraċta éagsúla a rinneaḋ cun litriú na Gaeilze a caiġdeánú, agus ba díċéillí uainn a sáṁlú, zo fiú dá gceaptaí caiġdeán a sásóḋ cáċ, naċ bféadfaí a feaḃsú zo deo. Is beag teanza ar éiriġ léi fiú a foġair caiġdeánta a cur in iomlán i rioċt litreaċa agus ní hiad na teanzaċa is mó a húsáidtear is fearr ar éiriġ leo. D'iarrfaimis, áfaċ, zo mbeaḋ an litriú a húsáidtear i leaḃra scoile agus eile ar aon-foirm agus, cé naċ é is fonn linn cur as do ċearta ná do tairḃí na gcanúintí ar aon bealaċ, measaimid gur ṁaiṫ an áis bun-foclóir caiġdeánaċ i gcóir obair scoile.

Scríoḃ

223. Le zo bféadfaí breis ama a ċaiṫeaṁ le laḃairt na Gaeilze ċoṁ maiṫ le áit a taḃairt sa gcúrsa léinn do líníoċt, Eolas ar Náḋúr agus Corpoiliúint, molaimid an t-am a caiṫear fá láṫair le hobair scríofa i nGaeilze agus i mBéarla araon a laġdú. Ní cosúil gur call tosnú ar scríoḃ sa dá teanza aġ an am céanna, óir cuideonn láṁscríoḃ i gceaċtar teanza le cumas láṁscríofa sa teanza eile. Ní miste a rá anseo, ó ṫaoḃ scríḃinne agus cló de, zo dtuiġtear naċ bfuil úsáid litreaċa "Rómánaċa" i scríoḃ na Gaeilze gan siocair a molta, aċ ar an taoḃ eile, fad agus múintear Béarla freisin i ranza sóisear,

use of the " Roman " characters in written Irish, yet on the other hand, as long as English also is taught in junior classes, the use of a separate type in Irish reading has obvious advantages for phonetic training, provided always that the native speech sounds are given to the letters of the Irish alphabet. Written English is not introduced until Standard II under the present programme and it is not suggested that any change need be made in that regard. In written Irish, however, transcription should be postponed to Standard III and exercises in dictation, of an easy description, should begin in Standard IV. We believe that no educational loss would result from the postponement of sentence formation and composition in Irish to Standard V where, with the greater ability given earlier in speech, they could be more quickly and better taught. Composition and essay writing, it need hardly be mentioned, should at every stage deal with subjects within the child's experience and environment. Thus, as regards the time allotted to writing in the earlier stage, written work or penmanshop in Standard I, which should be limited to the copying of an easy headline, might normally be given not more than three periods (1½ hours) per week, while in Standard II written Irish might be allotted two periods and written English three, the latter compensating for the absence of written English in the earlier standards.

Grammar

224. Reference to grammar we have, on purpose, omitted from the heads of speech, reading and writing, as we fear there has been much misunderstanding of its place and its use especially as regards the teaching of Irish. In the " Notes for Teachers " (Irish) its place in Standards V-VIII is at present thus defined :

> " Formal grammar is the province of this Senior division. A concise grammar text book may be employed and the speech-moulds and word-forms already known will thus be fitted logically into their places. Reasons will be substituted for rules of thumb. The five declensions of nouns, full paradigms of the verbs and the accidence of the adjective will be studied. Analysis and syntax will be included."

The Council agrees with the above statement of the place and function of grammar in the primary school. Up to Standard IV, that is up to the age of 10+, a modern language can be efficiently taught without any formal reference to grammar. Even after that a detailed study of grammatical forms or of unusual points in syntax is too difficult for the child mind, and will not repay the time spent on it, even if that time could be spared. However, care must be taken not to go to the other extreme and regard the study of grammar as completely superfluous. As the Notes above-quoted correctly state, it is a valuable discipline for older children to reduce their knowledge of word forms to some system, and to grasp the broad principles on which correct speech is based. This discipline is especially useful in the study of Irish, since it is an inflected language and since its word-order is highly significant. It may be mentioned, too, that it is a most useful preparation for the study of similar languages by children who go on to Secondary Schools. We believe that the necessary rudiments of grammar can be well taught to children within the limits of the programme prescribed. We think that some economy of time might be effected by curtailing exercises in parsing and analysis, once the principles of these processes have been grasped.

tá léar-buntáisti le hagaid foghraíocta ag cló ar leit i léitheoireacht Gaeilge, ar cuntar go dtugtar na foghair dúcais i gcónaí do litreacha na haibítre Gaeilge. Ní tosnaítear sa gclár, fá láthair, ar scríob an Béarla go dtí Rang II agus ní ceaptar gur fá aon athrú a déanamh ansin. I gcás scríob na Gaeilge, áfach, ba chóir atscríob a chur siar go dtí Rang III agus tosnú ar cheacta deachtuithe i Rang IV, ach na ceachta sin a beith furasta. Ní chreidimid gurb aon chaillíunt oideachais é dá gcuirtí siar cumadh abairtí agus ceapadóireacht i nGaeilge go dtí Rang V, áit arb féidir iad a múineadh níos tapúla agus níos fearr de barr an fheabais a bheadh curtha ar chumas cainte na ndaltaí sna rangaí roimhe sin. Is ar éigin is fá a rá gur chóir gur ar ábhair a mbeadh taithí ag an bpáiste orthu óna shaol féin a beadh ceapadóireacht agus aistí i ngach rang. Dá réir sin, maidir leis an am a ceapfaí do scríob sna rangaí ísle, féadfaí de ghnáth gan thar trí thréimhse ($1\frac{1}{2}$ uair a chloig) a thabairt i Rang I d'obair scríofa nó láimhscríob, nach mbeadh ann ach cinnlíne simplí d'atscríob, agus i Rang II féadfaí dá thréimhse a thabairt do scríob na Gaeilge agus trí thréimhse do scríob an Bhéarla; chítheodh an cion sa gcás deiridh sin uireasa scríob an Bhéarla sna rangaí roimhe sin.

Gramadach

224. D'aon-turas, níor thagraíomar do gramadach fá na teidil urlabhra, léitheoireacht agus scríob, mar gur eagal linn go mbíonn cuid mhaith mí-thuisceana ann fána hionadh agus a húsáid, go háirithe i gcás múineadh Gaeilge. Sna "Notes for Teachers" (Gaeilge), is mar seo a tráchtar ar an áit atá ceapta di fá láthair i Rangaí V-VIII:

> "Formal grammar is the province of this Senior division. A concise grammar text book may be employed and the speech-moulds and word-forms already known will thus be fitted logically into their places. Reasons will be substituted for rules of thumb. The five declensions of nouns, full paradigms of the verbs and the accidence of the adjective will be studied. Analysis and syntax will be included."

Aontaíonn an Chomairle leis an ráiteas sin i dtaobh ionaid agus feidhme na gramadaí sa mbunscoil. Suas go dtí Rang IV, sé sin go haois 10+, is féidir teanga bheo a mhúineadh go héifeachtach gan aon tagairt foirmiúil a dhéanamh don gramadach. Ina dhiaidh sin féin, tá mion-staidéar ar foirmeacha gramadaí nó ar phointí neamh-choitianta comhréire ró-dheacair ag intinn páiste, agus níorb fhiú é an t-am a caitfí leis, fiú dá mb'féidir an t-am sin a spáráil. Ach ní mór a bheith san airdeall nach dtéitear thar tóraimh ar an taobh eile agus a mheas gur rud gan tairbhe ar fad staidéar na gramadaí. Mar deirtear go firinneach sna Nótaí a bhfuil sliocht astu roimhe seo, is tairbheach an mhodh oiliúna do pháistí níos sine a gcuid eolais ar foirmeacha focal a chur fá eagar éigin agus na rialacha leathana ar a mbunaítear cruinneas cainte a thuiscint. Tá an modh seo úsáideach go háirithe i staidéar na Gaeilge ó tharlaigh gur teanga mhillte í agus go bhfuil brí ar leith lena horo focal. Is féidir a rá freisin gur ri-fhóinteach an réiteach é sin i gcóir staidéir ar theangacha den chineál céanna ag páistí a téas ar Meánscola. Creidimid gur féidir a dteasthaíonn uathu de bhunús gramadaí a theagasc go maith do pháistí laistigh den chlár atá ceapta di. Measaimid go mb'féidir roinnt ama a spáráil thré chleachtadh ar mhondealú agus ar thaifeach a lagadh, an dá luach agus a tuigtear bunús na gcúrsaí sin.

In Irish-Speaking Districts

225. What we have said about Irish applies mainly to the English-speaking districts. In the Irish-speaking districts there is this great difference that the language studied in school derives immediately from the home language. The programme of Irish in the Gaeltacht should, therefore, emphasise this derivation from a living source. What the child learns in school, whether from the teacher's lips or the printed page, should not conflict with what is best in the Irish spoken in the locality. It may not be so easy at times to decide what is best in the absence of that research and study which Irish still awaits, but obviously it must be conceded that even in the Gaeltacht, though accuracy of speech is a general characteristic, good and bad models and forms of speech are to be found. Within each area a standard speech can be encouraged in the school but such a standard should be guided by the speech of the older generation. There should accordingly be provided a separate syllabus in Irish for the use of schools in the Irish-speaking districts, a syllabus having as its aim the maintenance and enrichment of Irish in these areas and the transmission of that tradition of language, vocabulary, speech and literary influence which a gap of 300 years between native schools and language has not yet broken; this will be found to coalesce easily with the tradition being set by the modern language and literature.

" Bilingual " Districts

226. In the partly Irish-speaking districts, one often hears the criticism that the language as learned in the school is not the same as that spoken by those who still retain it. That there is a basis for such criticism is to be regretted, for it can only be interpreted as the failure of the school to provide a link between the child and the traditions of his locality and environment. " Gaeilge na scoile " should not in these areas be suggestive of opprobrium and stricture any more than in other Irish-speaking districts, although it must remain as the standard in those parts where English is spoken. The children of the Breac-Ghaeltacht should become aware that among them Irish still exists, and that the language they are acquiring bears close relationship to that spoken in particular homes or by certain individuals. The Irish language programme for their schools should encourage them to foster and strengthen this relationship.

Irish as a Medium of Instruction

227. There was a difference of opinion in the Council also as to the use of Irish as a medium of instruction in the primary school and the question received long and serious consideration. A number of our members regard as paramount the principle that the medium of instruction should be the home language of the child, and that it should apply from the Infant class to the end of the primary school. They hold that the child is not ordinarily capable of benefiting fully from instruction through the medium of the acquired language, his proficiency in which will at the primary stage be limited, and that consequently such instruction is injurious to his progress and generally results in a lowering of the standard of his education. They are particularly con-

Sa nGaeltacht

225. Mór-cuid dá ndúramar fá Gaeilge is leis an nGalltacht is mó a bameas sé. Tá de difríocht móir sa nGaeltacht gur cuid dá céile an teanga a foglaimítear sa scoil agus teanga an baile. Ba cóir do chlár na Gaeilge i scola na Gaeltachta an bamt bunaid sin roir í agus an béal beo a cur in úl. Ni cóir go mbead an focal a foglaimíos an páiste ar scoil, ó béal an múinteora nó ón leabhanac cló, ag teacht i gcomne na coda is fearr de Gaeilge an ceantair. Ni furasta a rá i gcónaí céard is fearr Gaeilge in éagmais an taighde agus an staidéir atá d'uireasa ar an nGaeilge go fóill, ac is léar go gcaithfear a admáil go bfuil sa nGaeltacht féin, in ainneoin gur tréit coiteann cruinneas cainte, múnlaí agus foirmeacha cainte roir maith agus olc. I ngach ceantar ba cóir teanga caighdeánach a tabairt cun cinn sna scola ac is ar caint na sean-muintire ba cóir an caighdeán sin a bunú. Is ceart mar sin go gcuirfí clár ar leith Gaeilge ar fáil i gcóir scol na Gaeltachta, clár a mbeadh sé de cuspóir aige an Gaeilge sna ceantair sin a coimeád agus a saibriú, agus an oideachas teanga, foclóra, cainte agus tionacair litearta sin, nach bfuil scaipte fós in ainneoin bearna 300 bliain roir na scola dúchasacha agus an teanga, a tiolacadh slán do na glúnta atá le teacht; geofar amach gur éasca a tagas an oideachas sin agus nós na nua-theanga agus na nua-litríochta le céile.

Sa mBreac-Gaeltacht

226. Is minic a cloistear locht dá fáil sa mBreac-Gaeltacht nach ionann an teanga mar foglaimítear í sa scoil agus an teanga a labhraios tíortaigh na háite a bfuil Gaeilge acu. Is cruaidh go mbeadh bunús ar bit leis an locht seo, mar ni cuireann sé i gcéill ac go gcliseann ar an scoil snáth a ceangal roir an páiste agus béal-aithris a ceantair is a comharsanacta. Nior cóir go mba téarma drochmeasa agus cáinte an téarma "Gaeilge na Scoile" sna ceantair seo ac oiread leis an nGaeltacht féin, cé gurb í, ar ndóigh, a caithfeas a beit mar caighdeán go fóill sna ceantair ina labhartar béarla. Ba cóir go gcuirfí i bfios do páisti na Breac-Gaeltachta go bfuil an Gaeilge beo fós ina measc, agus go bfuil gaol gar roir an teanga atá siad a foglaim agus í sin a labhartar ar teallaigh áirithe nó a labhraios daoine ar leith, san áit féin. Sé cuspóir clár na Gaeilge le haghaidh scol na Breac-Gaeltachta na páisti a spreagadh le ceangal an ghaoil sin a coimeád agus a neartú.

An Gaeilge mar Airmeán Teagaisc

227. Ni raib an Comhairle ar aon-intinn ac oiread i dtaobh úsáid na Gaeilge mar airmeán teagaisc sa mbunscoil, agus caitheadh i bfad i mbun machnaimh dúthrachtaigh ar an gceist. Measann cuid dár gcomhaltaí gur prionsabal do-sáraithe é gurb í teanga baile an páiste a beadh mar airmeán teagaisc agus go leanfadh an prionsabal sin ó rang na naíonán go dtí deireadh na bunscoile. Creideann siad nach mbíonn an páiste de ghnáth i ndon tairbhe iomlán a bhaint as teagasc a tugtar thré meán teanga a d'foglaim sé, go mbíonn tóraimh lena oilteacht sa teanga sin sa mbunscoil agus, dá bri sin, gur díobháil dá dhul cun cinn teagasc den tsórt sin agus gurb é a toradh i gcoitinne caighdeán an oideachais d'isliú. Cúis imní ar leith dóibh an páiste nach dtéann a cuid oideachais thar an mbunscoil. Citear do na comhaltaí sin freisin nár mór

cerned with the child who receives no education beyond the primary school. These members also feel that a teacher, using such a medium, would require to possess more than ordinary competence, linguistic and pedagogical, and that even in his case the size of the class in the ordinary school would render it difficult to produce satisfactory results.

228. In regard to this problem, the majority of our members have considered it proper to differentiate between the use of Irish in Infant classes and its use as a medium of instruction in Standards above Infants. The problem has already been dealt with in relation to Infant classes, (pars. 215-216), in which the purpose of Irish is language training—handwork, art, singing, games and number being the means of achieving this aim. In Standard I the pupil is introduced formally to Arithmetic and Music to which, it is hoped, will be added in future Drawing and Physical Training.

229. In 1926 the National Programme Conference set out the following directions to govern the use of Irish as a teaching medium:

> " Where a teacher is competent to teach through Irish, and where the children can assimilate the instruction so given, the teacher should endeavour to extend the use of Irish as a medium of instruction as far as possible.
>
> " When these conditions do not exist, such teaching through Irish is not obligatory.
>
> " Teachers who hold Bilingual or Higher Certificates will, unless there be evidence to the contrary, be regarded as competent; but the possession of these certificates is not an essential condition for such teaching.
>
> " When the full use of Irish as a medium of instruction is not possible any or all of the following transitional courses are suggested:
>
> (1) The use of both languages in teaching certain subjects;
>
> (2) A gradual extension through the standards, beginning at the lowest, of instruction through Irish;
>
> (3) The gradual extension through the subjects of the use of Irish as a medium of instruction."

While the programme was still in the early stages of adoption, the Department in July, 1931, found it necessary, because of misapprehension on the part of schools, to issue a general circular to managers, teachers and inspectors with a view to clarifying the regulations governing the use of Irish as a medium of instruction. A copy of this circular is appended to this Report (Appendix 7); the procedure and aims set out in it still govern the position as regards teaching other subjects through Irish.

230. How far is Irish being used as a medium of instruction in other subjects? It is relevant to state the position as well as we can. Basing our estimates on the figures from returns prepared annually by the Department, and included in its Reports,[84] we find that, in 1951-'52, in all the schools in the Fíor-Ghaeltacht (or scheduled Irish-speaking districts) Irish was the

[84] The statistics refer to secular instruction only.

cumas tar gnáth, sa teanga agus i modha múinte, a beith ag múinteoir a bainfeadh leas as airmheán den tsórt sin, agus, ma cás sin féin, go mba doilig dó toradh sásúil d'fáil de barr méid an ranga sa ngnáth-scoil.

228. I dtaobh na ceiste seo, meas formór ár gcomhaltaí gur ceart idirdealú a dhéanamh idir úsáid na Gaeilge i ranga Naíonán agus a húsáid mar airmheán teagaisc i ranga os cionn Naíonán. Fléadar ceana an ceist chom fada is a baineas le ranga Naíonán (ailt 215-216), ranga ard é cuspóir na Gaeilge iontu an teanga sin do múineadh tré lámhobair, ealaí, amhránaíocht, cluichí agus imríocht. I Rang I tosnaíonn an dalta go foirmiúil ag foglaim Imríochta agus Ceoil agus tá súil againn go gcuirfear líníocht agus Corpoiliúint leo sin freasta.

229. I 1926 leag Comhdáil an Chláir Náisiúnta amach na treoracha seo leanas i dtaobh úsáid na Gaeilge mar airmheán teagaisc:

> " Where a teacher is competent to teach through Irish, and where the children can assimilate the instruction so given, the teacher should endeavour to extend the use of Irish as a medium of instruction as far as possible.
>
> When these conditions do not exist, such teaching through Irish is not obligatory.
>
> Teachers who hold Bilingual or Higher Certificates will, unless there be evidence to the contrary, be regarded as competent; but the possession of these certificates is not an essential condition for such teaching.
>
> When the full use of Irish as a medium of instruction is not possible any or all of the following transitional courses are suggested :—
>
> (1) The use of both languages in teaching certain subjects;
>
> (2) A gradual extension through the standards, beginning at the lowest, of instruction through Irish;
>
> (3) The gradual extension through the subjects of the use of Irish as a medium of instruction."

Nuair a bí an clár fós i dtús a oibrithe, b'éigean don Roinn i mí Iúil, 1931, de barr mí-chuiscint a bheith ann ó thaobh na scol, imlitir choiteann a chur amach chuig bainisteoirí, múinteoirí agus cigirí fré chéile d'fonn na rialacháin fá úsáid na Gaeilge mar airmheán teagaisc a soiléiriú. Tá cóip den imlitir sin ceangailte leis an Tuarascáil seo (Aguisín 7); is do réir an mhodha imeachta agus na gcuspóirí atá tugtha síos inti a théitear i mbun áthair eile a mhúineadh tré Gaeilge go póill.

230. Cé chom forleathan agus úsáidtear Gaeilge mar airmheán teagaisc áthar eile? Baineann sé leis an gceist atá dá plé againn sin a léiriú chom maith agus is féidir. Ag bunú ár measthacháin ar na figiúir as tuairisceáin a cuirtear le chéile gach bliain agus a foilsítear i dTuarascála na Roinne,[84] cífear gurb í an Gaeilge meán teagaisc na n-áthar go huile sna scola ar fad sa

[84] Tagraíonn an staidreamh do theagasc saolta amháin.

medium of instruction in all subjects, while in the English-speaking districts less than 5% of schools did all the work through that language; of this number approximately half were separate Infant schools. In districts scheduled as partly Irish-speaking (Gaeltacht and Breac-Ghaeltacht), 16% of the schools (separate Infants, " all-age ", etc.) used Irish as the sole medium of instruction. In all cases, the English language is taught through its own medium. On the other hand, in only 25 schools out of the total (4,876) was English used as a medium of instruction in all subjects, other than Irish. In between those which teach solely through Irish and those teaching solely through English, practice varies a good deal and would perhaps seem, to the casual observer at least, to be contradictory. Irish is taught through the work in Infant classes, although it is not in the majority of these the only language taught. The exclusive use of Irish for instruction in other subjects is, on the other hand, not carried on in a large number of cases to other Standards above Infants. Some schools discontinue the use of Irish for instruction in other subjects after Standard 1, others the following year, while some continue it into one or more of the following Standards. Those which do not use Irish in all subjects up to a particular Standard may use it as a medium of instruction in one or more subjects (Music, Geography, Needlework, etc.), or in some subjects instruction may be bilingual, while in 4 schools Irish is found as a medium of instruction in an odd Standard above Infants.

231. To represent such variety of practice, in all its proportions, is not here necessary, but the following figures will help to give an idea of the position. Excluding separate Infant schools and those in which instruction is given solely through the medium of Irish, it is estimated that approximately 20% of the remaining schools in partly Irish-speaking and English-speaking districts which contain Standard 1 do the work entirely through Irish in that Standard, continuing its use from the Infant classes; only 1% or so, however, follow the same practice up to Standard V and scarcely any continue it further. As against that, some 42% of the schools, instead of continuing the instruction through Irish in one or more of the Standards above Infants, teach one or more subjects through the medium of Irish, while approximately 14% resort to bilingual instruction in one or more subjects.

232. It may be asked why the practice is so varied. The rule is explicit; the teacher must be competent to teach through Irish and the pupils must be sufficiently advanced in their knowledge of Irish to assimilate the instruction so given. This proficiency in the pupil is not necessarily the same for each subject; a more exact knowledge may be required for Arithmetic than for Needlework or Singing for example. Similarly not all teachers in the same school are equally competent to teach through Irish. The provisions of the 1931 Circular contemplated such a position, and on the whole were sufficiently elastic to enable the teacher to exercise his judgement in the matter.

233. To encourage the use of Irish as a medium of instruction in other subjects seems to the majority of the Council to be only reasonable. If Irish is confined to the language class, the child will tend to regard it merely as a school subject rather than as a language for everyday life. Furthermore, since the aim is that he should ultimately be able to transact ordinary business in Irish, it would be illogical to make no attempt to realise this aim,

bfíor-Ġaeltacht sa mbliam 1951-'52, agus sa mbliam céanna go raib níos lú ná 5% de na scola sa nGalltacht a rinne a gcuid oibre go léir sa teanga sin; den uimir seo ba naí-scola ar leitliġ tuairim is a leat. I gceantair Bhreac-Ġaeltachta, bain 16% de na scola (naí-scola ar leit, scola "Maoise," srl.) leas as Ġaeilge mar aon-mheán teagaisc. I ngach cás, is trí Bhéarla a múintear an Bhéarla. Ina choinne sin ar fad, ní raib ach 25 scoil as an iomlán (4,876) mar húsáidíodh Béarla mar mheán teagaisc sna háibair go léir, lasmuiġ den Ġaeilge. Toir na scola ina dtugtar teagasc trí Ġaeilge amháin agus iad sin ina dtugtar teagasc trí Bhéarla, tá scola a bfuil an tiomad nós agus cleachtadh acu ionas go sílfeadh, ar a laġad, an té nach scrúdódh an scéal go maith go raib a gcleachtadh ag dul in aġaid a chéile. Trí an obair a múintear an Ġaeilge sna ranga Naíonán, cé nach í an t-aon teanga a múintear i bformhór na rang seo í. Ar an láimh eile, ní leantar le húsáid na Ġaeilge amháin i dteagasc áibar eile i gcuid maith cás sna ranga os cionn Naíonán. Stadann cuid de na scola de Ġaeilge d'úsáid le haġaid teagaisc áibar eile tar éis Ranga I, cuid eile acu an bliain dár gcionn, agus coinnionn cuid eile fós léi i rang amháin nó níos mó ina diaid sin. Iad seo nach n-úsáideann Ġaeilge ag teagasc na n-áibar go léir suas go dtí rang áirithe, b'féidir dóib leas a baint aisti i gcóir teagaisc áibair amháin nó níos mó (Ceol, Tíreolas, Obair Shnáithe, srl.), nó b'féidir don teagasc i gcuid de na háibair a beit dá-theangach; i gceithre scoil bí Ġaeilge mar mheán teagaisc i ranga corr os cionn na rang Naíonán.

231. Ní gá anseo a rá go bailleach cé mhéid scoil a leanas gach aon cheann de na modha ilġnéitheacha seo, ach béarfaidh na figiúir seo a leanas tuairim den scéal. Gan naí-scola leitleacha agus scola ina dtugtar an teagasc ar fad trí Ġaeilge d'áiream, measfar gur trí Ġaeilge a déantar an obair go léir i Rang I i 20% de na scola eile a bfuil an rang sin iontu, sa mBreac-Ġaeltacht agus sa nGalltacht, ag leanacht dá húsáid ó na ranga Naíonán; ní choinn sé ach 1% nó mar sin díob leis an nós sin, áfach, suas go dtí Rang V agus is ar éigin a théas aon scoil díob tairis sin leis. Ina choinne sin, múintear áibar amháin nó níos mó trí Ġaeilge i 42% nó mar sin de na scola céanna, in áit leanacht den teagasc trí Ġaeilge i rang amháin nó níos mó tar éis na naíonán, agus bainean tart fá 14% eile díob leas as an dá theanga cun áibar amháin nó níos mó a theagasc.

232. Cad chuige an ġnás a beit coitianta sin? Tá an riail soiléir: ní mór don mhúinteoir a beit inniúil ar teagasc a thabairt trí Ġaeilge agus ní mór do na daltaí a beit coitianta sin cun cinn ina gcuid eolais ar Ġaeilge agus go nglacfaidís teagasc den tsórt sin. Ní gá gurb ionann an oiliteacht seo sa dalta i gcóir gach uile áibar; b'féidir gur cruinne an t-eolas a theastódh uaidh le haġaid na hUimhríochta ná le haġaid Obair Shnáithe nó Ceol mar shampla. Ar an gcaoi chéanna, ní bíonn na múinteoirí uile sa scoil chéanna coitianta le chéile ar theagasc a thabairt trí Ġaeilge. Ceapadh forála Imlitreach 1931 le freagairt do cásanna dá sórt, agus bíodar san iomlán sách scaoilte le cead a thabairt don mhúinteoir déanamh do réir a bhreithiúnais féin sa gcás.

233. Cítear d'fhormhór na Comhairle nach luíonn sé ach le réasún go molfaí an Ġaeilge d'úsáid mar airmheán teagaisc áibar eile. Má fágtar í i dtaob leis an rang Ġaeilge amháin, beidh fonn ar an bpáiste breathnú uirthi mar ábar tor ranga seachas mar ġnáth-theanga do chúrsaí laethúla an tsaoil. Ina cheann sin, ós é an cuspóir go mbeadh sé, i ndeireadh scríbe, i ndon ġnáth-ġnóthaí a déanamh trí Ġaeilge, beadh sé in aġaid céille gan aon iarracht a déanamh leis an

to whatever extent is possible, within the school. There is also the important consideration that to acquire fluency in Irish, as in any language, requires constant practice, which cannot be provided by the Irish class alone.

234. The principle underlying the oft-quoted statement applied to English in English schools that " every teacher is a teacher of English, because every teacher is a teacher in English ", that " it is impossible to teach any subject without teaching English ", and that " it is almost equally impossible to teach English without teaching something else ",[85] has a particular application to Irish. It cannot be over-emphasised, however, that the use of Irish as a teaching medium requires certain conditions to be present before it may be employed. The teacher must always have such proficiency in Irish as will enable him to use it with effect at the level of the child's knowledge of both the subject being taught and of Irish. Equally the child must possess competence in the language fully to understand what is being said and to express his thoughts in Irish. It is to be expected that, given proper and efficient training in language from the Infant classes onwards, the average child should at a certain point have acquired such facility in Irish; it may not be the same point for each subject nor may it be exactly the same stage in each school. Opinions may differ as to when that point is reached but that it is reached at some time or other, and that a decision must then be made on the introduction of Irish as a medium of instruction, is, we believe, true. Experience in each school must determine that issue.

It is relevant to quote here the views of the Welsh Central Advisory Council for Education on the use of the second language as a medium of instruction, although it may be observed that the aims set before the Welsh schools are not altogether the same as ours:

> " Unless the acquisition of the second language can be related to a purpose beyond the mere learning of that language, unless the general community or the school can supply incentives, and unless language is regarded by the teacher as a tool to be used more and more freely and imaginatively, the language lesson may remain a series of pointless verbal tricks. There is little value in learning a language merely in order to have acquired it and indeed in such conditions there is very little likelihood that the child will ever learn it.
>
> " This implies that at an appropriate stage, and very gradually, the second language should be introduced as a medium of instruction. We are not unaware of the contention of some teachers that one of the weaknesses in the teaching of English as a second language has been the premature use of that language as a medium of teaching other subjects. At the same time, however, it is clear to us that the almost exclusive use of English as a medium has been the principal means of ensuring its satisfactory acquisition by the pupils of some schools. Moreover, we have received evidence that a fundamental weakness in the teaching of Welsh as a second language has been the almost complete isolation of all stages of the work in Welsh from the other activities of the school. The truth lies between these prac-

[85] *The Teaching of English in England*—being the Report of the Departmental Committee appointed by the President of the Board of Education to inquire into the position of English in the educational system of England. 1921 (London) —p. 63.

gcuspóir sin a cur i gcrích laistigh den scoil, do réir mar atá sin indéanta. Pointe tábhachtach le meabhrú freisin nach dtagann éascaíocht cainte i nGaeilge, ach oiread le haon teanga eile, gan síor-chleachtadh, rud nach féidir a thabhairt sa rang Gaeilge amháin.

234. Tá feidhm ar leith i gcás na Gaeilge ag an bprionsabal is bun leis an gcaint a haithristear go minic agus adúradh i dtaobh an Bhéarla i scola Sasana: " every teacher is a teacher of English, because every teacher is a teacher in English "; " it is impossible to teach any subject without teaching English"; " it is almost equally impossible to teach English without teaching something else."[85] Ní féidir a rá ró-mhinic, áfach, nach cóir Gaeilge d'úsáid mar airmheán teagaisc ach ar chuntair áirithe. Ní mór don mhúinteoir i gcónaí oiread imnilachta a bheith aige ar Gaeilge le go bhféadfaidh sé í d'úsáid go héifeachtach do réir mar oireas d'eolas an pháiste ar an ábhar ceachta agus ar an nGaeilge araon. Ar aon-dul leis sin, ní mór an páiste a bheith comh hoilte ar an teanga go mbeidh sé i ndon a ndeirtear a thuiscint go bailleach agus a smaointe féin a chur in iúl i nGaeilge. Beifí ag súil, ach teagasc ceart, éifeachtach sa teanga a bheith dá fáil aige ó rang na naíonán amach, go mbeadh cumas Gaeilge den tsórt sin tuigthe leis ag an ngnáth-pháiste ag céim áirithe ina chúrsa; b'féidir nach í an chéim chéanna í i gcás gach aon ábhair ná an cumas céanna bailleach i ngach aon scoil. Ní beifí ar aon-focal, b'féidir, fán am a sroichtear an chéim sin, ach is fíor, dar linn, go sroichtear í uair éigin agus go gcaithfear a shocrú ansin an dtosnófar ar teagasc trí Gaeilge. Is do réir mar bhios i ngach aon scoil a caithfear an socrú sin a dhéanamh.

Ina thaobh seo, tá sé le hábhar tuairimí Lár-Chomhairle Oideachais na Breataine Bige fá úsáid na dara teanga mar airmheán teagaisc d'aithris anseo, cé nach miste a rá nach ionann bailleach na cuspóirí atá curtha roimh scola na Breataine Bige agus na scola anseo:

> "Unless the acquisition of the second language can be related to a purpose beyond the mere learning of that language, unless the general community or the school can supply incentives, and unless language is regarded by the teacher as a tool to be used more and more freely and imaginatively, the language lesson may remain a series of pointless verbal tricks. There is little value in learning a language merely in order to have acquired it and indeed in such conditions there is very little likelihood that the child will ever learn it.
>
> This implies that at an appropriate stage, and very gradually, the second language should be introduced as a medium of instruction. We are not unaware of the contention of some teachers that one of the weaknesses in the teaching of English as a second language has been the premature use of that language as a medium of teaching other subjects. At the same time, however, it is clear to us that the almost exclusive use of English as a medium has been the principal means of ensuring its satisfactory acquisition by the pupils of some schools. Moreover, we have received evidence that a fundamental weakness in the teaching of Welsh as a second language has been the almost complete isolation of all stages of the work in Welsh from the other activities of the school. The truth lies between these practices; the premature employment of a second

[85] *The Teaching of English in England*—Tuarascáil an Choiste Roinne a bunaigh Uachtarán an Bhoird Oideachais chun ionad an Bhéarla i gcóras oideachais Sasana d'fhiosrú. (Londain) 1921—lch. 63.

tices; the premature employment of a second language as a medium is to be deprecated as greatly as the refusal to use it when it is appropriate to do so. We need not be discouraged by the apparent difficulty of using the second language in this way. We have heard of displaced children in this country who have been taught such subjects as arithmetic and geography within an extremely limited vocabulary and syntax by well trained teachers of a second language." [86]

235. The majority of the Council, who favour the use of Irish as a medium of instruction wherever the requisite conditions are present, are aware that reasonable objections exist to such instruction in the case of mentally retarded children, and grant that the position in regard to them may require special consideration. They are, however, satisfied that, where children of ordinary ability are concerned, to teach other subjects through Irish provided always that the teacher is himself competent and efficient and provided also that the pupil has sufficient ability in the language to benefit from the instruction in the subject being taught, is not only possible without educational loss ensuing but, in our circumstances, is advantageous. They do not, accordingly, suggest that any change be made in the present regulations regarding teaching through Irish.

236. It is natural to expect, however, that Irish as a medium of instruction in Standards above Infants, assuming that the language has been efficiently taught at that stage, would continue to be used in an increasing proportion as teachers more proficient in Irish are appointed to the schools. Similarly, it is to be expected that such instruction should be more extensively given in senior Standards than it is at present, observing the principle that the use of Irish in teaching other subjects should be gradually introduced and that there should, as far as possible, be no reversion to the use of English consistently with the conditions already stated being satisfactorily fulfilled. In general, the majority of our members consider that there should be flexibility in the use of Irish as a medium of instruction, while at the same time greater use of Irish should be made in the teaching of other subjects from Standard to Standard.

237. As regards the priority which should be given to the use of Irish in teaching various subjects, there are obvious subjects for which it can, generally, be used with advantage—Music, Physical Training, Drawing, Needlework and Nature Study. Geography also suggests itself, although for both it and History a wider vocabulary and a greater understanding of language is required than is usually perhaps considered necessary. Two points of view are expressed concerning Arithmetic; one suggests that the difficulty of the subject, especially in Standards III and higher, requires full proficiency in language, the other that the amount of language necessarily used in Arithmetic is defined, and limited to the process at the time being taught. In relation to the first viewpoint the opinion was expressed in the Council that, where the teaching of Arithmetic through Irish was discontinued in Standard III or higher, the formal teaching of tables should be through English in Standard I, so that pupils would not be required to re-learn tables through English later. With this opinion several of our members would agree, particularly on the ground that such re-learning results in a certain amount of loss to

[86] Op. cit., p. 63.

language as a medium is to be deprecated as greatly as the refusal to use it when it is appropriate to do so. We need not be discouraged by the apparent difficulty of using the second language in this way. We have heard of displaced children in this country who have been taught such subjects as arithmetic and geography within an extremely limited vocabulary and syntax by well trained teachers of a second language."[86]

235. Is eol do thomlaċ na Comhairle, atá i bpáḃar Gaeilge d'úsáid mar airmheán teagaisc pé áit a gcomhlíontar na coinníollaċa cuige, go bfuil argóna réasúnaċa ann i gcoinne teagaisc den tsórt sin i gcás páistí mall-mheaḃraċ agus aontaíonn siad go mb'féidir nár mhór aird ar leiṫ a tabairt ar a gcás. Is deimhin leo, áfaċ, comh fada agus a baineas le páistí a bfuil gnáṫ-éirim intinne iontu, naċ é amháin gur féidir áḃair eile a teagasc tré Gaeilge gan aon ċaill oideaċais do dhíḃ aċ, már gcás-ne, gur tairḃe é, ar ċuntar i gcónaí go bfuil an múinteoir féin inniúil, éifeaċtaċ agus ar an gcuntar freisin go bfuil a dhíol Gaeilge ag an bpáiste le biseaċ d'páil as an teagasc san áḃar atá dá múineaḋ. Ní mholaid, dá réir sin, go ndéanfaí aon athrú sna rialaċáin atá ann i dtaoḃ teagaisc tré Gaeilge.

236. Ba ċóir a beiṫ ag súil, áfaċ, do réir mar ceaptar múinteoirí sna scola a mbeid biseaċ oiliteaċta lena gcuid Gaeilge, go raċaḋ úsáid na Gaeilge mar mheán teagaisc i méid do réir a ċéile i ranga os cionn naíonán, ag déanamh talamh slán de go múnfí an teanga go héifeaċtaċ sna ranga naíonán. Ar an gcaoi ċéanna, beifí ag súil gur mó a taḃarfaí den teagasc sin sna ranga simsear ná mar déantar fá láṫair, ar ċuntar gur do réir a ċéile a bainfí leas as Gaeilge ag teagasc áḃar eile agus, comh fada agus ab féidir, naċ bfillfí ar úsáid an Bhéarla ar ais, aċ na coinníollaċa a luamar roimhe seo a beiṫ comhlíonta go sásúil. I gcoitinne, measann formhór ár gcomhaltaí gur ċóir go mbeaḋ so-lúḃtaċt ag ríṫ le húsáid na Gaeilge mar mheán teagaisc agus san am céanna gur mó a bainfí leas aisti i dteagasc áḃar eile ó rang go rang.

237. Ó ṫaoḃ an oird ina dtosnófaí ar na háḃair éagsúla do teagasc tré Gaeilge, tá áḃair áiriṫe ann ar léar go bféadfaí, de gnáṫ, an Gaeilge d'úsáid go tairḃeaċ dá múineaḋ—Ceol, Corpoiliúint, Línioċt, Obair Shnáṫaide agus Eolas ar Nádúr. Tagann an Tíreolas i gceist freisin, cé go dteastaíonn foclóir níos leiṫne agus fearas barr tuisceana ar teanga dó féin agus don Staiṫ ṫar mar sílfear go hiondúil b'féidir. Tá an dá ḃarúil ann fán Uimhríoċt; cuireann ceann i gcéill go bfuil an t-áḃar ċomh deacair sin, go háiriṫe i Rang III agus as sin suas, naċ mór lán-ċumas teanga lena agaiḋ; sí éirim an ċinn eile naċ gcaitear leas a baint aċ as méid áiriṫe d'aon teanga san Uimhríoċt agus go dtéann a méid do réir na coda den áḃar atá dá múineaḋ ag an am. I dtaoḃ na céad-ḃarúla, tugaḋ an tuairim sa gComhairle gur ċóir gur tré Bhéarla a déanfaí teagasc foirmiúil táblaí i Rang I sa scoil a scorfaí de teagasc na hUimhríoċta tré Gaeilge inti i Rang III nó os a cionn, ionas naċ mbeaḋ ar ḃaltaí na táblaí d'athoglaim níos déanaí tré Bhéarla. Beaḋ cuid mhaiṫ dár gcomhaltaí ar aon-intinn leis an tuairim sin, go háiriṫe ar an gcúis gur caillfiúint áiriṫe don páiste an athoglaim sin a beiṫ le déanamh aige agus naċ bfuil aon biseaċ mór don Gaeilge i gceist. Ar an láimh eile, cé go mbain-

[86] op. cit., lċ. 63.

the child, without any great gain to Irish. On the other hand, while there may be exceptional circumstances in individual schools or classes, it is not unreasonable to expect that, where the basis of Arithmetic has been adequately provided through Irish, the subject should be continued through Irish to the end of the school, again, however, with due regard to the principles we have previously set down. On the whole we would say that experience, in the circumstances of each school, would seem to be the best guide in deciding which medium to adopt for any particular class.

Irish the School Language

238. Of greater importance, perhaps, than the use of Irish in class is its incidental use as a school language and the language of extra-class activities. Orders, directions, requests and other general or individual communications with pupils outside the class lesson, and outside the class-rooms, unobtrusively made in Irish can do more to promote the use of the language and to stimulate the pupil's pride in his knowledge of it than much class teaching. Constant use of Irish by the teacher and constant encouragement given by him to the pupils to speak it among themselves will do much to promote its spontaneous use by them both in the class-room and in the playground.

239. Whilst excessive or exaggerated stress on the merits of Irish may only produce an unfavourable reaction in the child's mind, it is sound pedagogical psychology to supply him with motives which may encourage him in his study. In Infants and junior Standards such motive is provided by the association of Irish with activities and subjects pleasant and attractive in themselves. In junior Standards, in addition, stories from History can be used to associate Irish with historical characters, both early and modern, who have a special appeal for pupils of these grades. With senior pupils motive can be provided through the language itself, and through several of the other subjects of the curriculum—History, Geography, Music in particular. Citizenship and nationality are the main sources from which motive should be drawn; to produce a lasting effect, they should be drawn on frequently but casually.

240. The most powerful of all motives, however, will be the influence of the teacher which can play and has played a magnificent part in the revival of Irish. One daily meets, in out of the way places, men and women who have retained over years their enthusiasm for Irish, and who gratefully acknowledge that the spark was kindled in them by the teacher. The teachers were amongst the first to advocate a place for Irish in the schools and to take positive action to ensure its revival. We believe that in our schools to-day there are men and women whose purpose is no less firm and whose ideals are no less high. The task of instilling the same purpose and ideals into their pupils is one that requires patience, understanding and perseverance. It requires, too, unwearying attention to seize every opportunity to show the children that for their teacher Irish is a living language. All this is not easy, but past experience through the centuries shows that our Irish teachers are not afraid of difficulties.

feaḋ cás ar leiṫ le scola nó le ranga corra, níl sé mí-réasúnta a ḃeiṫ ag súil go leanfaí ag teagasc na hUmṁríoċta tré Ġaeilge siar go deireaḋ na scoile, sa ġcás go múintear bunús an áḃair go sásúil tré Ġaeilge, aċ aris aird ċóir a ṫaḃairt ar na prionsabail a luamar ċeana. Déarfaimis, ar an iomlán, gur ḋóiġ gurb í an taiṫí, i gcás gaċ aon scoil, is fearr a ḃéarfas treoir i dtaoḃ na teanga a húsáidfear in aon rang ar leiṫ.

An Ġaeilge mar Ṫeanga Scoile

238. Is táḃaċtaí fós b'féidir úsáid ṫeagmasaċ na Gaeilge mar ṫeanga scoile agus mar ṫeanga imeaċta lasmuiġ den rang ná a húsáid sa rang féin. Is mó a raċaḋ sé ċun úsáide na Gaeilge agus ċun bróid a ṫaḃairt don dalta as a ċuid eolais ar an teanga ná mórán ceaċtanna a ṫaḃairt inti, dá mba i nGaeilge a taḃarfaí, go nádúrta, séimh, orduiṫe agus treoraċa do na daltaí nó a hiarrfaí rudaí orṫu nó a labhrófaí leo le ċéile nó le haon duine acu leis féin lasmuiġ den rang nó lasmuiġ den tseomra ranga. Má ḃaineann an múinteoir féin leas as an nGaeilge go rialta agus má mheallann sé na daltaí go seasta lena labhairt ina measc féin, caḃróiḋ sé go mór leo í d'úsáid uaṫu féin, sa seomra ranga agus ar an bpraiċe imeaṫa araon.

239. Cé go mb'féidir naċ ndéanfaḋ iomarca cainte nó treise ar ṫáḃaċt na Gaeilge aċ intinn an páiste d'iompó ina coinne, is rialt ċeart múinteoireaċta, ó ṫaoḃ na haigneolaíoċta de, go mba ċóir údar éigin a ṫaḃairt dó le go gcuirfeaḋ sé dúil sa nGaeilge. I ranga Naíonán agus sóisear ġeoḃaiḋ sé an t-údar sin as an nGaeilge a ċeangal le gníomaċta agus le háḃair atá taitneamaċ, tarraingeaċ iontu féin. Lena ċois sin féadfar, i ranga sóisear, leas a ḃaint as scéalta stairiúla ċun laoċra na staire, idir sean-stair agus nua-stair, a gcuireann páistí de na ranga sin spéis ar leiṫ iontu, a ċeangal le Gaeilge. Beiḋ údar le páil ag daltaí sinsearaċa as an teanga féin agus ó ċuid eile d'áḃair an ċláir—Stair, Tíreolas agus Ceol, go háiriṫe. Is as an tsaoránaċt agus an náisiúntaċt is mó ba ċóir údair d'páil; le go mbeiḋ toraḋ buan orṫu ba ċóir na húdair a lua go minic aċ go neamċúiseaċ.

240. Sé tiondar an múinteora féin, áfaċ, an t-údar is cumaċtaí ar fad, agus féadfaiḋ sé cion mórċumasaċ a ḋéanamh, mar atá sé a ḋéanamh ċeana, in atḃeoċaint na Gaeilge. Níl lá ar biṫ naċ gcastar ar duine, in áiteaċa as bealaċ, fir agus mná a maireann a gcuid dúṫraċta don Ġaeilge tar éis na mblianta agus a admháos go buíoċ gurb é an múinteoir a ċéad-múscail an spioraid ina gcroí. Bí na múinteoirí ar na céad daoine a d'éiliġ iontaḋ don Ġaeilge sa scoil agus a rinne gníomh cinnte ar maiṫe lena hatḃeoċaint. Creidimid go bfuil már scola inniu fir agus mná naċ laiġe a gcuspóir agus naċ lú a meanmarc. Ní mór foiġid, tuiscint agus buantseasamh leis an gcuspóir céanna agus an meanmarc céanna a múscailt ina gcuid daltaí. Ní mór freisin a ḃeiṫ síor-aireaċ go mbamfear leas as gaċ uile ócáid lena léiriú do na páistí gur teanga beo í an Ġaeilge ag an múinteoir. Ní haon ribín réid é seo ar fad, aċ léiríonn seanċas na gcéadta bliain naċ staonfaḋ múinteoirí na hÉireann roimh deacraċta.

Aid for the School

241. We do not suggest that the school and the teacher should stand alone in the effort to revive Irish. As we have before stated, it is the concern of all and demands from each citizen and each organ of society untiring aid for its success. The schools and the teachers, above all, should not lack any facility which can better enable them to achieve their aims.

242. There should be no dearth of aids to the teaching of Irish. Guidance for teachers, the fruits of research and experience in language teaching methods everywhere, should be systematically provided. In this field much advance has been made, and teachers in the schools cannot be expected of themselves to keep up to date with it. Many of our own teachers too have been eminently successful in this work, and a knowledge of their methods may inspire others to emulate their achievements. While we shall refer to other aspects of school and teaching aids in a later chapter, we here recommend that a special research and advisory section be established within the Department, working in co-operation with managers and teachers and educational bodies, to assemble and prepare for application to the teaching of the curricula, in all schools, but especially in the primary school, the results of research and experience at home and abroad. Such a department would, inter alia, be in a position to assist in the greater co-ordination of teaching methods and practice, to receive and make recommendations regarding text-books, to devise or suggest new aids, provide handbooks and pamphlets on teaching methods, etc., plan syllabuses and provide advice on their use. The department would, of course, need to be adequately staffed and equipped and in general be enabled fully to perform its functions. We suggest that publications for teachers prepared by this body be, as far as possible, issued in Irish. In making the foregoing recommendation under the head of this chapter, we stress the aid a research body of the kind we suggest could give to the advance of the Irish language in the schools.

243. We should like to suggest also the desirability of prizes for proficiency in Irish being available for award to deserving pupils of schools in the English-speaking districts. The awards might be nominal—books, games' equipment, etc.—and need not necessarily be decided on the results of any formal test; the teachers could select the pupil for his progress in oral Irish and for his use of Irish as a school language and in the playground; senior pupils too might be given a vote in the selection. Managers, language organisations, other local bodies and individual persons might contribute towards such awards for the schools of a particular parish or locality, prizes to be provided for all schools irrespective of kind and size. The State also can here find room for co-operation. The aim should always be to dispel apathy, encourage the schools and stimulate the use of the language acquired by the pupils.

2. English

244. Much of what has been said about the teaching of Irish can be applied to English. In many ways teaching methods in both languages supplement and aid each other, although the aims in regard to them must always differ. Their positions differ in so far as English is the first language

241. Ní hé ab áil linn gur ar iarraidt na scoile agus an múinteora amáin a bead atbeoáint na Gaeilge ag brait. Mar dúramar cheana is cúram do cách i agus éilionn sí cuidiú gan staonad ar gach saoránach agus ar gach eagraíocht den pobal le go n-éireod léi. Nior cóir, tar aon rud eile, go mbead aon deis ar iarraid ó scola ná ó oidi a cuirfead nios fearr ar a gcumas a gcuspóir a slánú.

242. Nior cóir go mbead aon uireasa áiseanna ann do múinteoireacht na Gaeilge. Ba cóir go gcuirfí ar fáil go hord-beartaithe treoir agus comairle do múinteoirí, torad taighe agus taití ar moda teagaisc teanga i ngach áit. Tá dul cun cinn mór déanta sna moda seo agus ní féadfaí a beit ag súil go n-éireod leis na múinteoirí uathu féin an t-eolas is nuaidhe a beit acu ina dtaob. Tá morán dár gcuid múinteoirí féin freisin ar éirigh tar barr leo san obair seo agus b'féidir go mbrostód eolas ar a gcuid moda múinteoirí eile déanamh com maith leo. Tagróimid i gcaibideal ina diaid seo do ghnéithe eile a bhaineas le háiseanna scoile agus teagaisc, ach molaimid anseo go mbunófaí sa Roinn rannóg speisialta taighe agus comairle, a d'oibreod i gcomhar le bainisteoirí, múinteoirí agus comlúchta oideachais, cun tortaí taighe agus taití sa mbaile agus i gcéin a chiomsú agus a cur in ord ar maithe le teagasc na gclár san uile scoil ach go háirithe sna bunscoila. Bead rannóg den tsórt sin, inter alia, i riocht cabhrú le comhord níos fearr a cur ar moda múinte agus ar cleachtad na scol, moltaí d'fáil agus a déanamh i dtaob téacs-leabhar, áiseanna nuaidhe a ceapad nó a molad, láimhleabhra agus leabhráin ar moda múinte, srl., a cur ar fáil, cláir a leagan amach agus comairle a tabairt i dtaob a n-úsáide. Nior mór, ar ndóigh, leor-foireann agus leor-fearais a beit sa rannóg agus, i gcoitinne, caoi a beit aici ar a feidhmeanna a comlionad i gceart. Molaimid gur i nGaeilge, com fada agus is féidir, a cuirfí amach foilseacán a d'ullmhód an rannóg i gcóir múinteoirí. Is sa gcaibideal seo a déanaimid an molad roimhe seo d'fonn treisiú leis an gcuidiú ad'féadfad dream taighe den cineál a molaimid a tabairt do dul cun cinn na Gaeilge sna scola.

243. Ba maith linn a meabhrú freisin gurb imholta duaiseanna as uct a bpeabhais i nGaeilge a beit ann le bronnad ar daltaí a cuillfead iad i scola sa nGalltacht. Ní teastód, b'féidir, ach ainm duaiseanna—leabhra, fearas cluichí, agus a leithéid—agus nior gá go mbronnfaí iad ar tortaí trialach foirmiúla ar bith. D'féadfad na múinteoirí an dalta a togad as uct a dul cun cinn i labhairt na Gaeilge agus a húsáide mar teanga scoile agus imearta; féadfaí, b'féidir, gut a tabairt freisin do daltaí simseracha sa togad. D'féadfad bainisteoirí, eagraíocta teanga, comlúchta áitiúla eile agus daoine aonair a gcuid féin a déanamh le duaiseanna a soláthar i gcóir na scol i bparáiste nó i gceantar áirithe, duaiseanna a beit ar fáil le hagaid na scol go léir gan idirdealú do réir cineál ná méid. Bead deis anseo freisin ag an Stát a chion féin cabhrach a tabairt. Ba cóir é a beit mar cuspóir i gcónaí neamhsuim a chloí, uaigh a tabairt do na scola agus na daltaí a spreagad le leas a baint as an teanga atá foghlamtha acu.

2. Béarla

244. Baineann morán dá ndúradh fá theagasc na Gaeilge leis an mBéarla freisin. Is iomaí caoi ina gcabhraíonn moda múinte sa dá teanga lena chéile agus a gcuireann siad le feidhm a chéile, cé nach ionann coiche na cuspóirí atá ann dóib. Tá de dhifríocht eatarthu freisin gurb i an Béarla is céad-teanga

of the great majority of the children coming to school. For that reason, the majority of our members are of the opinion that in schools outside the Irish-speaking districts it should be allotted the position of an obligatory subject in Infant classes except where the manager, as representing the parents, decides to have an all-Irish school. Apart from its connection with our trade and commerce, its position must also be recognised as the language of a literature to which Irishmen have contributed no small part, and as the language used by many of those whose names are engraved in our history over the last century and a half. Even if the revival of Irish were to be achieved within a short time, it is likely that English would continue as an important second language in our schools. It may be here stated that, in connection with the obligatory teaching of English in Infant classes, a number of our members were of the opinion that no change should be made in the present regulations whereby the teaching of English is optional in Infants and Standard 1 but that provision should be made in the curriculum for the formal teaching of English in these Standards where the manager of the school so desired.

245. There is no reason why the English language and its literature, as well as the child's knowledge of them, should not be used to advance Irish or why the child's acquired knowledge of Irish and his work through that language should not assist him in literary English. Learning to read in English is not unrelated to learning the same technique in Irish; composition both in outline and detail, the evaluation of poetry and many other mental processes are in Irish not unlike those in English and other languages. Their speech and their contents, it is true, differ and are often in opposition.

Speech

246. The place of English in Infant classes is, like that of Irish, to provide training in speech, and the methods used are akin to those required to teach Irish. The child from the ordinary home has acquired a certain but limited vocabulary, a certain number of phrases, the ability to communicate his thoughts and his needs which are themselves as yet simple and limited. In the case of Irish, this foundation is laid in the school; in the case of English, the child comes to school with the foundation already laid. It cannot, however, be always inferred that the language which the child brings with him to school is that which he is to be taught in school. Dialect is not something peculiar to the English spoken in Ireland, and the problems here are negligible by comparison with those, for example, which exist in England. In the greater part of this country, however, an Irish background provides another problem for the teacher of English. We do not suggest that the school should aim at the eradication of sounds and speech-forms peculiar to this country or that it should endeavour to efface their background; such an aim would hardly succeed nor would it be any more desirable than it was found to be in connection with the teaching of English in England.[87] The aim of the school should be to give the child a grammatically correct knowledge of English in speech and writing. Where English is introduced as an obligatory part of the programme, the Infant school can, in the time provided, impart a training in speech as prescribed in the

[87] We do not, however, suggest that the suppression of dialect should be aimed at, but that children who speak a dialect, should, as often happens, become bilingual, speaking standard English too." ("*The Teaching of English in England*," p. 67).

d'fhormór na bpáistí ar teacht ar scoil dóib ar dtús. Ar an ábhar sin tá tromlach árd-scoileanna den tuairim gur cóir, i scoileanna lasmuigh den Ghaeltacht, áit a dtabhairt don Bhéarla mar ábhar riachtanach i ranga naíonán ach amháin sa gcás ina socraíonn bainisteoirí, tar ceann na dtuismitheoirí, scoil lán-Ghaelach a bheith aige. Gan trácht ar an mbaint atá aici lenár dtráchtáil agus le cúrsaí gnóthaí, caithfear a admháil go bhfuil ionad tuillte ag an mBhéarla freisin mar theanga litríochta nár bheag an cion a chum Éireannaigh di, agus mar theanga a bhí ag mórán díobh siúd a bhfuil a n-aimhneacha greanta ar phár árd-staire le céad go leith bliain. Fiú amháin dá n-éiríodh le hathbheochaint na Gaeilge in aicearracht aimsire, is dóigh go mairfeadh an Béarla mar dhara teanga tábhachtach mhór scoile. Ní miste a rá anseo i dtaobh an Bhéarla a theagasc go héigeantach i ranga naíonán go raibh an tuairim ag roinnt dár gcomhaltaí nár chóir aon athrú a dhéanamh sna rialacha atá i bhfeidhm fá láthair agus fána bhfuil teagasc an Bhéarla neamhéigeantach ag naíonáin agus i Rang I, ach go ndéanfaí socrú sa gclár chun teagasc foirmiúil a thabhairt i mBéarla sna Rangaí sin dá mba mhian le bainisteoir na scoile sin a dhéanamh.

245. Níl cúis ar bith nach mbainfí leas as an mBéarla agus a litríocht, comh maith le heolas an pháiste orthu, le Gaeilge a chur chun cinn ná nach gcabhróidh an t-eolas atá faighte ar an nGaeilge ag an bpáiste, agus a chuid oibre thíos an teanga sin, leis i mBéarla litearthacht. Tá gaol idir léitheoireacht d'fhoghlaim i mBéarla agus an cheird chéanna d'fhoghlaim i nGaeilge; níl ceapadóireacht, ina foirm agus ina dhéanamh, léirmheastóireacht filíochta agus mórán beart eile mtimhe micheasúil, i nGaeilge, lena n-ionúil i mBéarla agus i dteangacha eile. Is fíor gur mór idir a n-urlabhra agus a ndamhna agus is minic iad ag teacht trasna ar a chéile.

Urlabhra

246. Dála na Gaeilge, is chun oiliúint urlabhra a thabhairt atá áit ag an mBéarla i ranga naíonán, agus tá cosúlacht ag na moda a húsáidtear leo seo a theastaíos chun Gaeilge a mhúineadh. Bíonn foclóir áirithe faighte cheana, cé gur thóranta é, ag an bpáiste as an ngnáth-bhaile, bíonn roinnt áirithe abairtí aige, agus bíonn sé i ndon a smaointe agus a riachtanais a chur in iúl, smaointe agus riachtanais atá iad féin simplí agus thóranta go follas. I gcás na Gaeilge, is sa scoil a tugtar an bunús seo; i gcás an Bhéarla, tagann an páiste chuig an scoil agus an bunús aige cheana. Ní hé is brí leis sin i gcónaí, áfach, gurb í an teanga chéanna a thugas an páiste leis chuig an scoil a mhúintear dó sa scoil. Ní leis an mBéarla a labhartar in Éirinn a baineas canúna go háirithe, agus is beag le rá ceisteanna canúna anseo i gcomórtas leo siúd atá i Sasana, mar shampla. Sa gcuid is mó den tír seo, áfach, tugann cúlra Gaeilge cnámh eile le creimneadh do mhúinteoir an Bhéarla. Ní hé a mholfaimis go gcuirfeadh an scoil roimpi deireadh a chur le foghair agus foirmeacha cainte a baineas leis an tír seo ar leith ná go bhféachfadh sí lena gcúlra a cheilt ná a chur ó aithne; is ar éigin a d'éireodh léi sin a dhéanamh agus in aon chás níor mhó ab mhaith é ná mar measadh a bheith i gcás teagaisc an Bhéarla i Sasana.[87] An cuspóir ba chóir a bheith ag an scoil, eolas cruinn gramadúil ar Bhéarla, ó thaobh a labhartha agus a scríofa, a thabhairt don pháiste. Gan áit a dtugtar Bhéarla isteach mar chuid riachtanach den chlár, féadfaidh an

[87] "We do not, however, suggest that the suppression of dialect should be aimed at, but that children who speak a dialect, should, as often happens, become bilingual, speaking standard English too." (*The Teaching of English in England*, lch. 67.)

present programme, based on informal conversation, rhymes and verse-speaking. Speech-training should be the sole purpose of the subject for Infants and reading, we suggest, should be postponed to Standard 1. Speech-training in all Standards must also be emphasised. Since English is to be taught it should, like other subjects, be well taught, and the ability to speak and comprehend well in any living language is the chief aim of learning it.

Reading

247. As with Irish, reading is a second aid to the acquisition of the language. In the reading lesson, therefore, discussion on the subject matter must be stressed. To have the pupil relate in his own words what has been read and to find time for class discussion may mean decreasing the time given to actual reading, yet, as a means of developing the individuality and personality of the pupils, and as an aid to composition, it would mean time profitably spent in all classes, but more especially with senior pupils who had done silent reading. Greater use should also be made of silent and private reading whether in the home or in the school, and pupils who are, at any stage, sufficiently advanced in ability to read the class-book in use should not be allowed to waste time in mere mechanical reading aloud. Reading aloud should always be intelligent, lively, stimulating and purposeful.

248. We referred to " silent " reading. The common object of all school reading is the cultivation of taste for what is good in literature. How that object can be achieved, however, within the range of the primary school, or how far the average child can catch a glimpse of what is literature is not easy to determine, particularly when he is to meet at every turn so much of what is not literature. Nevertheless, the school can impress on him that print is not necessarily literature, and in discussions on the results of silent or private reading ample opportunity will arise for stressing the point. That should be a primary purpose of reading in the home—to give the child an idea of selection. It must be accepted that he will read detective and cowboy stories, and, provided these are wholesome, it is better that they rather than nothing be read. The " comics " provide a special and grave problem, on which we cannot dwell here. The paucity of their printed matter and their preponderant use of block letters make their value as reading exercises negligible—many educationalists, indeed, regard them as seriously detrimental to reading—whilst the moral tone of a great many calls for the utmost vigilance on the part of parents. The aim, however, should be to direct the child's natural interest in reading better literature, which can be most suitably supplied by history and stories from history.

Poetry

249. The study of poetry should not be confined to the memorisation of a certain number of lines or of poems, or to their recitation. Poetry is again an instrument for the cultivation of good speech and should be used as such; choral teaching of verse-speaking and prose-speaking, as well as individual recitation by the pupil, should be encouraged to that end. Expressive rendering by the pupil presupposes ability to interpret and

naí-scoil, san am atá ceapta dí, oiliúint a tabairt in urlabra, mar tá leagta síos sa gclár fá láthair, ar dun comhrá neamhformiúil, rannta agus aithris rannaíochta. Ba cóir go mbeadh oiliúint urlabra mar aontoisc ag an ábhar i gcóir naíonán agus ba cóir, dar linn, léitheoireacht a chur siar go dtí Rang 1. Ní mór tábhacht a tabairt freisin d'oiliúint urlabra sna ranga go léir: ó tá béarla le múineadh ba cóir ar nós gach ábhair eile go múinfí go maith í agus sé príomh-chuspóir foglamtha aon beo-theanga a beith i ndon í a labairt agus í a thuiscint go maith.

Léitheoireacht

247. Mar tarlaíonn le Gaeilge, bíonn an léitheoireacht mar dhara háis chun an teanga a thógáil. Dá bhrí sin, caithfear sa gceacht léitheoireachta tábhacht a tabairt do bhíospóireacht ar ábhar an cheachta. B'fhéidir nár mhór an t-am a caithfí leis an léamh féin a laghdú le go n-inseoidh an dalta ina leagan féin an rud a léadh agus le go ndéanfaí bíospóireacht faoi sa rang; mar sin féin, mar bhealach le forás a chur ar shaimhearsanacht agus ar shanchumas na ndaltaí agus mar áis don cheapadóireacht, níorbh am amú é in aon rang, ach go mór-mhór i gcás daltaí sinsearacha a bhfuil léitheoireacht os íseal déanta acu. Ba cóir tuilleadh leasa a bhaint freisin as léitheoireacht os íseal agus as léitheoireacht phríobháideach, déantar í sa mbaile nó sa scoil, agus daltaí a bhfuil ar an gcumas an rang-leabhar atá dá úsáid a léamh sách maith ag aon chéim, níor chóir ligean dóibh am a dhíomailt ag léamh go meicniúil os ard. Ba cóir go mbeadh an léitheoireacht os ard léar, beoga, spreacúil, agus feidhmiúil.

248. Tagraíomar don léitheoireacht os íseal. Gnáth-chuspóir na léitheoireachta scoile fré chéile claonadh leis an rud is fiúntaí sa litríocht a shaothrú. Ní furasta a chinneadh go baileach cé mar slánófar an cuspóir sin laistigh de réim na bunscoile, ná cé chomh fada agus is féidir léargas a thabairt don gnáth-páiste ar an rud is litríocht, go háirithe nuair a caspar leis oiread sin nach litríocht. Mar sin féin, féadfaidh an scoil a chur ina luí air nach gá gurb ionann cló agus litríocht, agus geofar neart deis lena bhí sin a léiriú i ndíospóireachta ar ábhar a léadh os íseal nó go príobháideach. Sin é ba cóir a beith mar phríomh-chuspóir leis an léitheoireacht bhaile—tuairim éigin a thabairt don dalta fá ábhar léitheoireachta a thogadh. Caithfear glacadh leis go léifidh sé scéalta fá lorgairí agus fá "buachaillí bó" agus is fearr go léifí iad sin, ach dea-mhianach a beith iontu, ná nach léifí dada. Ceist thromaí imtí féin í ceist na "ngreanntán" nach bhfuil ionú againn ar a plé anseo. Is ar éigin atá aon tairbhe iontu mar cleachtadh léitheoireachta de bharr gainne a n-ábhair chlóbhuailte agus a mhéid a bhaintear leas as bloc-litreacha—go deimhin tá eolaithe oideachais ann a mheasann gur díobháil mhór a nídh don léitheoireacht—agus ag an am céanna níor mhór do thuismitheoirí a beith an-airdeallach fúthu i ngeall ar a dtéithre morálta. Ba cóir é a beith mar chuspóir, áfach, dúil nádúrtha an pháiste a seoladh ar bhealach litríocht is fearr ná sin a léamh agus atá le fáil go rí-fheiliúnach sa staid agus i scéalta staidhriúla.

Filíocht

249. Níor chóir go mbeadh staidéar na filíochta i dtaobh le huimhir áirithe de línte ná de dánta a chur de ghlan-mheabhair nó d'aithris. Arís, is áis chun dea-urlabra a shaothrú í an filíocht agus ba chóir an leas sin a bhaint aisti; ar an intinn sin ba cheart cór-theagasc bhéarsaíochta agus próis-aithrise, i gceann aithriseoireachta aonair ón dalta féin, a chothú. Ach má bhíonn bhrí le motú san aithris, ní foláir don dalta a beith i ndon ábhar an dáin a mhíniú agus tuiscint

appreciate the subject of the poem; one cannot expect proper expression from a pupil who has not grasped what the poet is talking about or who has no idea of what manner of man he was or of the time in which he lived. Poems and pieces introduced into the primary school should be simple in expression and thought, within the complete comprehension of the pupils by whom they are being learned, and, while the choice of selections should be left to the managers and teachers, narrative, nature, ballad and action poetry are considered to be most suitable for pupils of this school. In prose and poetry, Anglo-Irish literature should be given its proper place.

Grammar

250. The principal function of English grammar teaching proposed in the present Programme of Primary Instruction[88] is to explain and assist in the correction of errors in speech and composition. We accept this standpoint and would merely add that, by the end of Standard VI, the pupil should know the parts of speech and their functions and have a good idea of simple analysis.

Written English

251. It is not necessary to say much on the subject of written English. The programme should set down the aims and define the scope. All through the school due attention should be given to penmanship and punctuation. To stress this in the Irish or English writing lesson and to neglect it in written work of other kinds is obviously unsound and what applies to handwriting also applies to order and neatness in Arithmetic and similar work.

Schools in Irish-Speaking Districts

252. What English programme should be expected from schools in Irish-speaking districts? We have found this a difficult problem. We have suggested that no change be made in the practice at present being followed. We cannot, obviously, suggest the exclusion of English from these schools while insisting on its retention in other schools. At the same time, the standard to be expected from them in English is not so easily determined. We are aware that a lower standard is accepted from them in the Primary School Certificate Examination although on a common examination paper, but it has been represented to us that the general course prescribed is not suitable for their use. We propose therefore that, when separate programmes are being prepared, special consideration be given to the requirements of these schools.

Chapter VIII

Mathematics, History, Music and Physical Training

253. We bring these subjects together in one chapter not because the relationship between them is closer than that which exists between other subjects or because each is not related to the rest of the curriculum. Our only idea is to indicate the order of their precedence in the curriculum.

[88] Revised Programme of Primary Instruction—p. 10.

a beit aige dó; ní féidir a beit ag súil le cruinn-léiriú ó dalca nach dtuigeann céard ab áil leis an bpíle a rá agus nach bfuil aon tuairim aige den chineál fir a bí ann nó den chineál saoil inar mair sé. Ba cóir go mbeadh na dánta agus na dréachta a múintear sa mbunscoil simplí ó thaobh teanga agus smaointe, go bféadfadh na daltaí a foghlaimíos iad iomlán a mbrí a thabairt leo; cé gur ag baimisteoirí agus ag oidí a bheadh cnuasachta dán a thogadh, measfar gur filíocht scéaltach, agus filíocht fán dúlra, filíocht bailéid agus eachtraíochta is feiliúnaí do dhaltaí na scoile seo. I bprós agus i bfilíocht, tá a háit choiriúil dlite don litríocht Gall-Gaelaig.

Gramadach

250. An príom-feidm a tugtar do theagasc gramadaí an Béarla sa gClár bunscoil atá ann fá láthair,[88] earráidí i gcaint agus i gceapadóireacht a míniú agus cabhrú lena gceartú. Aontaímid leis an dearcadh sin agus ní chuirfimis leis ach gur cóir go mbeadh na ranna insce agus a bpeidmeanna ar eolas ag an dalta fá dheireadh Rang VI, agus go mbeadh tuairim maith aige cén chaoi le taifeach simplí a théanamh.

Scríob an Bhéarla

251. Ní gá mórán a rá fá scríob an Bhéarla. Ba cóir go luafaí sa gclár a aidhm agus a scóip. Is ceart go bpaigeadh an láimhscríob agus an poncaíocht a ndíol aire ar dtús an chúrsa scoile ar fad. Is léar nach bfuil sé le céill aird ar leith a thabairt ar láimhscríob agus ar poncaíocht i gceachta scríbneoireachta in Gaeilge nó in Bhéarla agus faillí a ligean iontu in obair scríofa de chineálacha eile, agus an rud a bhaineas le láimhscríob, baineann sé freisin le heagar agus slacht in Uimhríocht agus in obair dá sórt.

Scola sa nGaeltacht

252. Ba cheist chasta againn a rá cén clár Béarla ar cóir a beit ag súil leis i scola na Gaeltachta. Molamar nach ndéanfaí aon athrú ar an méid a déantar fá láthair. Nior fhéidir linn, ar ndóigh, a mholadh nach múinfí aon Bhéarla sna scola sin fad agus bhíomar dá éileamh go gcoinneofaí Béarla i scola eile. San am céanna, níl sé chom héasca sin an caighdeán a mbeifí ag súil leis uathu i mBéarla a chinneadh. Is eol dúinn go nglactar le caighdeán níos ísle uathu ag scrúdú na Teistiméireachta ar Bhunoideachas, cé gur ar pháipéar coiteann scrúduithe é, ach rinneadh cás linn nach bfuil an chúrsa Béarla atá leagtha síos do scola i gcoitinne feiliúnach dóibh. Molaimid, dá bhrí sin, nuair a bheas cláir ar leithligh dá gcur le chéile go mbreathnófaí riachtanais na scol sin go speisialta.

Caibideal VIII

An Mhatamaitic, Stair, Ceol agus Corpoiliúint

253. Ní hamhlaidh a thugaimid na hábhair seo le chéile in aon-chaibideal ar chúis go bfuil gaol níos gaire eatarthu ná mar atá idir ábhair eile nó nach bfuil aon bhaint ag aon cheann acu leis an gcuid eile den chúrsa léinn. Níl uainn ach ord a thabhachta sa gcúrsa a léiriú.

[88] Clár Nuadh na mBunscol—lch. 13.

1. Mathematics

Arithmetic

254. Arithmetic is the hinge on which the teaching of other mathematical subjects hangs. The place which it obtains, the efficiency with which it is taught, and the skill acquired by the pupil in it determine the extent to which other mathematical subjects can successfully be taught, either in the larger primary schools or later in post-primary education. In this respect our primary schools are the heirs to a sound tradition, and one which we believe they have, generally, succeeded in maintaining. Our remarks therefore on the subject will be few.

255. In Infants the child acquires some facility in appreciation of number, a term—and its corresponding term in Irish, Uimhríocht—which correctly describes the simple process taught at this stage in connection with language. It is not suggested that any change be made in the practice and syllabus at present being followed in these classes. The teaching of Arithmetic through Irish in Standard 1 and higher Standards, whether in Infant schools or in other schools, should be subject to the general principles which we have suggested should govern the teaching of other subjects through Irish.

256. In the junior Standards and indeed in higher Standards drill in fundamental processes is of primary importance to encourage accuracy and, as the child develops, understanding. Reasoning at the lower stage must be based on the child's ability to appreciate what he sees, and what can be materially demonstrated to him. Emphasis on reasoning, not capable of easy demonstration, should be discouraged in the junior classes. The oral and practical building up of tables is accordingly the best aid to learning and grasping tables. Obviously the addition tables are the basis of all others and without them the others are meaningless. The process and tables of multiplication should be postponed until Standard II, where the average child will have reached the stage of mental development at which he can understand them. Similarly in that Standard the familiarisation of pupils with the idea of one-half and one-quarter, through the use of concrete examples, would be sufficient introduction to fractions.

257. From the beginning we would recommend attention to the following principles: (i) Arithmetic is a mental process. The use of written figures is merely a device to relieve the memory from the burden of retaining large numbers, such as are not required for the ordinary dealings of life. At every stage, therefore, encouragement should be given to what is commonly called " mental Arithmetic ", namely, exercises calculated to develop independence from the use of written figures, such exercises being particularly valuable as a means of introducing and consolidating the teaching of new processes. (ii) The aim of the programme in Arithmetic should be the mastering by the pupils of fundamental principles and processes, and the application of their knowledge of these principles through simple and practical problems. Fundamental principles and processes are concerned with units before they become concerned with multiples or fractions. They should be all applied to values well within the child's ability to realise before being extended. (iii) This need to deal in familiar numbers must be taken a step further. Throughout the whole course in Arithmetic problems set for the pupil should be practical, simple and direct. Involved and difficult problems unrelated to the pupils' needs

Uimhríocht

254. Is ar an Uimhríocht atá múineadh na n-ábhar matamaitice eile ag braith. Deir rath ar mhúineadh na n-ábhar sin, sna bunscola móra nó ar ball sna hiar-bhunscola, do réir an ionaid a bhéarfar don Uimhríocht sa mbunscoil, do réir na héifeachta lena múinfear í agus do réir na hoiliteachta a geobhaidh an dalta inti. Ina thaobh sin, bíodh caighdeán ard riamh sna bunscola agus creidimid go bhfuil, i gcoitinne, an caighdeán sin iontu i gcónaí. Ní mórán a bheas le rá againn mar sin i dtaobh an ábhair.

255. Sna ranga naíonáin, beirtear tuiscint éigin don pháiste ar uimhreacha, téarma a léiríos go cruinn—mar léiríos a comhthéarma, Uimhríocht—na hearta simplí a múintear sa gcéim sin mar chuid den teagasc teanga. Níl aon athrú ar an nós ná ar an gclár a leantar fá láthair sna ranga sin dá mholadh againn. Baineann na prionsabail ghinearálta a luamar i gcás múineadh ábhar eile thré Gaeilge le múineadh na hUimhríochta thré Gaeilge i Rang I agus na ranga os a chionn, i naí-scola nó i scola eile.

256. Sna ranga sóisear, agus go deimhin i ranga os a gcionn, tá tábhacht ar leith ag baint le síor-chleachtadh na mbunmhóidh ríofa d'fonn cruinneas a chothú agus, do réir mar thagas forás meabhrach chuig an pháiste, cun a thuiscint a neartú. Caithfidh cleachtadh na réasúnaíochta sna ranga ísle, a bheith bunaithe ar chumas an pháiste bhí a bhaint as an rud a feiceas sé agus ar an rud atá mléirithe dhó ar bhealach so-fheicthe. Ní ceart a bheith ag súil sna ranga sóisear le réasúnaíocht nach féidir a léiriú go furasta. Is é an bealach is fearr le táblaí d'fhoghlaim agus a thuiscint, iad a chur in ait a chéile i bhfocla agus i ngníomh. Is léir gurb iad na táblaí suimithe is bonn le gach tábla eile, agus dá n-uireasa níl bhí ná bun le táblaí eile. Ní ceart tosnú ar mhodh an iolruithe ná ar na táblaí iolruithe go dtí Rang II, nuair a bheas d'fhorás ar intinn an ghnáth-pháiste go bhféadfaidh sé iad a thuiscint. Ar an gcaoi chéanna, ba leor mar bhealach le codáin a chur in aithne do dhaltaí an Ranga sin an bhí atá le leath agus le ceathrú a léiriú dóibh thré shamplaí nithúla.

257. Ó thosach, mholfaimis aird a thabhairt ar na prionsabail seo: (i) obair don intinn an Uimhríocht. Níl i bhfigiúir scríofa ach bealach le nach mbeadh ar an gcuimhne ualach d'uimhreacha móra d'iompar, uimhreacha nach dteastaíonn i ngnáth-chúrsaí an tsaoil. Ba cheart mar sin go mbainfí leas mór i ngach céim as an rud ar a dtugtar "uimhríocht bhéil," cleachtadh arb é a chuspóir an dalta a fhágáil neamhspleách den figiúr scríofa agus a bhfuil tairbhe ar leith ann mar mhodh chun hearta nua a chur ar a aithne nó chun a eolas ar sean-hearta a bhuanú. (ii) Is é cuspóir ba chóir a bheith leis an gclár Uimhríochta máistreacht a thabhairt do na daltaí ar bhun-phrionsabail agus ar bhun-mhodha ríofa, agus a gcuid eolais ar na prionsabail sin a chur i gcion thré cheisteanna simplí, praiticiúla a réiteach. Baineann bun-phrionsabail agus bun-mhodha ríofa le ghnáth-uimhreacha níos túisce ná le cuideogha agus codáin. Is ceart iad d'úsáid le suimeanna atá ar chumas an pháiste a thuiscint go réidh, sara dtéitear tairis sin leo. (iii) Tugann an riachtanas seo atá le himhreacha coitianta d'úsáid céim eile sinn. Tríd an gcúrsa iomlán Uimhríochta ba cheart go mbeadh na ceisteanna a thugtar don dalta le réiteach praiticiúil, simplí, díreach. Níl aon áit sa mbunscoil d'fhadhanna casta, deacra nach bhfreagraíonn do riachtanais an pháiste. Ní hé cuspóir na gceisteanna a fháil amach cé chomh gasta agus dhéanfadh

should therefore find no place in the primary school. The aim is not to ascertain how cleverly a child can find his way through a labyrinth of different processes, unravelling on the way a number of skeins, but rather to find out how accurately and with what speed he can solve practical and direct problems which he will meet in actual life. Problems on vulgar fractions, percentages and practice, in particular, should accordingly be straightforward and uninvolved.

258. We should like to emphasise the following note with which the existing programme in Mathematics is prefaced :

> "In the selection of matter for questions the teacher should, in all branches of Mathematics, have regard to the actual experience and interests of the pupils, and, whenever possible, the pupils themselves should obtain the data for the questions, e.g., by counting or measuring objects." (Revised Programme of Primary Instruction, p. 11).

These practical exercises and experiments in Arithmetic should wherever possible be carried on to the end of the course.

259. In all schools, but more especially in rural schools, a training in mensuration should be given. The area of his fields, the relations between them and his seeds and crops, the height of his barns and all the other measurements connected with his work are very real to the farmer. The primary school should provide a foundation for such knowledge. In the smaller schools the introduction of square measure and of exercises in rectangular areas should be postponed to Standard VI. In the general programme at present prescribed for Standard VI, sections (*a*) and (*c*) might read as follows :—

> "(*a*) Operations with simple and compound quantities including decimals and vulgar fractions with simple exercises in the latter. The metric system.
>
> (*c*) Practical problems depending on ratio and percentage including simple interest and cash discount."

Algebra and Geometry

260. An elementary understanding of what is meant by Algebra and Geometry should be given through the Arithmetic course in all schools. The separation of Algebra from Arithmetic and of Geometry from the fundamentals of mensuration can lead to the acquisition by the child at a later stage, should he come to study them, of a very unreal idea of what Algebra and Geometry are. An understanding of the use of algebraic symbols through Arithmetic and of measurements through mensuration should provide him with a sufficient basis for the study of Algebra and Geometry in the post-primary course. In the larger schools where, we consider, it is possible to include one or both of these two subjects in the curriculum, the programmes already in use are regarded as sufficient. We do not suggest that in Standards V and VI the pupils' knowledge of the subjects need be greater; in fact it might possibly be less ambitious in scope, provided greater accuracy is acquired by the pupil in relation to what is retained.

an páiste a bealaċ tré ċaṡċoill ríomhaireaċta agus é ag toċras d'iarna aimréiḋ ar an tsli, aċ a fáil amaċ cé ċom cruinn, tapaiḋ agus a réiteoḋ sé ceisteanna praiticiúla, díreaċa a caspaí dó ina ṡaol laeṫúil. Is ceart, dá réir, go mbeaḋ ceisteanna ar bréag-ċoḋaim, céataḋaim agus cleaċtaḋ, go háiriṫe, díreaċ, neamċasta.

258. Ba maiṫ go gcrotnóṗaí go háiriṫe an nóta seo atá i dtosaċ an ċláir Matamaitice a bṗuil feiḋm aige pá láṫair:

> '' Nuair a bíonn ábar i gcóir ceisteann á toġaḋ ag an múinteoir ba ċeart dó, i ngaċ brainse Matamaitice, cuimneaḋ ar an méiḋ eolais atá ag na daltaí agus ar na niṫe ina gcuiriḋ spéis; agus gaċ uair is féidir é, ba ċeart do na daltaí féin na dála do na ceisteanna do lorg, e.g., tré earraí do ċomaireaḋ nó do tomas.'' (Clár Nuaḋ na mBunscol, lċ. 14.)

Ba ċóir leanaċt den ċleaċtaḋ agus de na triala sin san Umhríoċt, aon uair is féidir sin, go dtí deireaḋ an ċúrsa.

259. I ngaċ scoil, aċ go háiriṫe i scola tuaiṫe, ba ċeart oiliúint a tabairt ar tuisíoċt. Is gar do ṡaol an feilméara atá aċar a cuid páirceanna, an coibneas atá idir iad agus a cuid síolta agus a cuid barraí, airde a cuid scioból agus na tomais eile ar fad a baineas lena cuid oibre. Ba ċeart don bunscoil bunús a ríoṗa sin a tabairt. Sna scola beaga, ní ceart tosnú ar tomas cearnaċ ná ar ċeisteanna fá aċair dronuilleoġ go dtí Rang VI. Sa gclár coiteann atá ceapta fá láṫair do Rang VI, d'féadṗaí mínéanna (a) agus (c) a cur mar seo:

> '' (a) Oibriú le cainníoċta simplí agus comṡuiṫe, ag áireamh deaċúla agus bréag-ċoḋaim ordusan, maille le cleaċtaḋ ar ceisteanna simplí bréag-ċoḋaim. An córas méadraċ.
>
> '' (c) Ceisteanna praiticiúla atá ag brait ar coibneas agus ar ċéataḋaim ar a n-áiriṫear ús simplí agus lascaine airgid.''

Ailgéabar agus Céimseata

260. Ba ċeart bunús tuisceana ar Ailgéabar agus ar Céimseataim a tabairt sa gcúrsa Umhríoċta i ngaċ scoil. Má coinníṫear Ailgéabar deiġilte ón Umhríoċt agus Céimseata ón mbuneolas ar tuisíoċt, is féidir leis an bpáiste iomrall tuisceana a beiṫ air ar ball i dtaoḃ céard iad Ailgéabar agus Céimseata, má tarlaíonn dó staideár a déanamh ortu. Ba ċóir gur leor de bunús dó le staideár a déanamh ar Ailgéabar agus ar Céimseataim sa gcúrsa iarbunscoile tuiscint ar úsáid comartaí Ailgéabair tríd an Umhríoċt agus ar tomais tríd an tuisíoċt. Sna scola móra mar féidir, dar linn, ceann nó an dá ċeann de na hábair a beiṫ sa gcúrsa léinn, síliméid gur leor na cláir atá dá leanaċt fá láṫair. Ní hé ab áil linn a cur i gcéill go dteastaíonn níos mó eolais ar na hábair sin a beiṫ ag na daltaí i Ranga V agus VI; go deimin níor mhiste, b'féidir, réim na n-ábar a cúngú fad is go dtabarfaí tuilleaḋ cruinnis don dalta sa méiḋ a coinneoṗaí.

261. The notes which at present appear in the Arithmetic programmes for Standards V and VI and which refer to the omission of the use of algebraic symbols and formulæ and of mensuration exercises in classes taught by women teachers, should, in our view, be deleted. Consideration might also be given to the question of including a course in Algebra and Geometry in large girls' schools, with a view to the raising of the mathematical standards of girls in Secondary Schools.

262. All our members would advocate the introduction of the Decimal and Metric System to replace our present complicated systems of measurement. As this question is, however, under consideration by another body, it is not here proposed to examine it further.

2. History

263. History as a source of training for citizenship has already been mentioned (par. 137). It is a subject which can be related to practically all others in the curriculum and which delineates, explains and interprets the child's background. How much history can be formally taught in the primary school? Formal instruction in it cannot begin until the child has reached the age at which he can read reasonably well and at which he can appreciate, to some extent, the causes of historical events. These two factors must accordingly limit the amount that the primary school can profitably cover. At present, an attempt is made to impart some idea of the history of Ireland from the earliest times to the present day in the course of two years. We agree that such an outline should be in the mind of every child leaving the primary school, but if we were assured that all our young people would continue their education beyond that school we should be inclined to omit altogether the less essential portions of national history. In the absence, for the present, of that assurance we are unable to limit the range to be covered.

Course Proposed

264. We considered whether, through stories connected with the language courses, an informal introduction to History, as early as Standard II, might not prove a solution of the problem. History is, after all, for children of the primary school ages only another kind of story. They cannot learn all of the facts or appreciate all of the reasons. The introduction of historical anecdotes in language lessons, in Standard II, might however detach conversation from the child's surroundings and result in a positive loss to his speech requirements. In any case historical events related through conversation would be forgotten again when the pupil came to relate them to the formal course. It would seem practicable, on the other hand, to introduce History in story form in Standard III, connecting the subject with language lessons, and to continue it in that way, with suitable revision, to the end of Standard IV. We suggest then that a selection of stories dealing with historical personages and events from the earliest times up to A.D. 1014, at least, be prepared and that a certain number of these, at the teacher's choice, be taught in Standards III-IV, the selection to include some stories from the Craobh Rua and Fianna cycles and from the lives of the Saints. For the formal History course in Standards V-VI we favour the History of Ireland, taught by way of outline to link important landmarks or movements, these to be dealt with in greater detail. For the first

261. Da ceart, dar linn, go siosrai amach na notai ata fa lathair sna clair Umhriochta do Ranga V agus VI agus aoireas nach call comhartai agus foirmli ailgeabair na cleachtadh na tuisiochta a mhuineadh i ranga ata fa dan-oidi. Nior mhiste a breathnu freisin ar choir go mbeadh cursa Ailgeabair agus Ceimseatan i scola mora cailini, d'fonn caighean matamaitice cailini i Meanscola d'aroú.

262. Molfadh ar gcomhaltai uile an córas deachúil agus méadrach a thabairt isteach in áit na gcóras casta comhais atá againn. Ó tá an ceist seo dá scrúdú ag dream eile, afach, níl fúinne í a scrúdú anseo.

2. Stair

263. Rinneadh tagairt cheana don tairbhe atá sa Stair chun oiliúint a thabairt d'ábair shoránaigh (alt 137). Ábhar í is féidir a cheangal le bunáite na n-ábhar eile sa gcúrsa léinn; léiríonn sí a cúlra don pháiste, agus mínionn agus cuireann sí i dtuiscint dó é. Cé mhéid Staire is féidir a mhúineadh go foirmiúil sa mbunscoil? Ní féidir tosnú dá teagasc go foirmiúil go mbí an páiste san aois a bhféadfaidh sé léamh réasúnta maith agus brí éigin a bhaint as na húdair a bí le bearta stairiúla. Cuireann an dá chomholl sin tórainn leis an méid is féidir leis an mbunscoil a mhúineadh di go tairbheach. Fá láthair, féachtar le gearr-chuntas éigin a thabairt ar stair na hÉireann, ó thosach aimsire go dtí an lá inniu, in imeacht dá bliain. Aontaímid gur cheart go mbeadh léargas dá shórt ag gach páiste ag fágáil na bunscoile dó, ach dá mbeadh deimhniú againn go leanfadh gach páiste dá chuid oideachais tar éis na scoile sin, níor mhiste linn na codanna is lú tábhacht dár stair d'fhágáil ar lár. D'éagmais an deimhnithe sin i láthair na huaire, ní háil linn tórainn a chur le réim an chláir.

An clár a moltar

264. Da cheist linn ar réiteach ar an bhfaidhb é réamhchúrsa neamhfoirmiúil Staire a foghlaim, chomh luath le Rang II, tré scéalta a ceanglófaí leis na cúrsaí teanga. Níl sa Stair, tar éis an tsaoil, do pháisti d'aois bunscoile ach cineál eile scéil. Ní féadfaidh siad an t-eolas ar fad a thabairt leo ná na cúiseanna ar fad a chuiscint. D'féadfadh sé, afach, de bharr scéalta fán stair a thabairt i gceachta teanga i Rang II, go dtréigfeadh an comhrá cúrsaí saoil an pháiste agus go mbeadh, dá dtaradh, uireasa ar chumas labhartha an dalta. In aon chás, bheadh dearmad déanta arís aige de bearta stairiúla a haithriseofaí mar chuid de rang comhrá nuair a thiocfadh am a gceangail den chúrsa foirmiúil. Is cosúil go bhféadfaí, ar an láimh eile, tosnú ar an Stair i rioct scéalta i Rang III, dá ceangal leis na ceachta teanga, agus dul ar aghaidh léi ar an gcaoi sin agus ad-mseacht feiliúnach dá déanamh uirthi ó am go ham, go dtí deireadh Ranga IV. Da mhaith linn, mar sin, go n-ullmhófaí sreat scéalta fá dhaoine agus bearta sa stair ó thosach aimsire go dtí 1014 A.D., ar a laghad, agus go múinfí méid áirithe díobh, a thogfadh an múinteoir féin, i Ranga III-IV, agus go mbeadh i measc a dtogfadh sé roimhe den Rudraíocht, den Fhianaíocht agus de seanchas fá bheathaí na Naomh. Don chúrsa foirmiúil Staire i Ranga V-VI, mholfaimis Stair na hÉireann a mhúineadh tré shnáithe an tseanchais a leanacht ó éacht amháin, nó mórghluaiseacht, go céile, agus cuntas níos iomláine a thabairt orthusan. Don chéad bliain, molaimid an

year we propose that the period covered should extend from the earliest times to the Treaty of Limerick, and for the second year a continuation of history from that point to the Anglo-Irish Treaty, 1921. One of our members, however, considers that the dividing point in the period proposed should occur at an earlier stage, i.e., at the reign of Ruaidhrí Ó Conchubhair, thus giving greater prominence to the earlier history.

The Landmarks

265. Many will consider this course to be too extensive but to understand any portion of Irish history it is necessary to have a general view of the whole. In early history the course should discard *na Gabhála* or early invasions and begin right away with the coming of the Gael. The intervening period to the Mission of St. Patrick will have been already well treated through the stories taught in Standards III-IV. To what movements should special attention be given? St. Patrick's Mission, Ireland's Golden Age including a few of the more outstanding schools and missionaries and more particularly the characteristics which gave the period its name, and the Norse Invasions, treating more particularly of their effects, are outstanding in the period down to 1014. Later the Normans and the effect on Irish life of their coming should be treated in some detail, although there may be a temptation to linger over these 300 years or so longer than their importance here warrants. The Religious Struggle, the Nine Years' War, the Ulster and Cromwellian Plantations are the pivotal movements of the remainder of the first year course. In the second period of history the movements are more interwoven but emphasis should be laid on the Penal Laws, the United Irishmen, Catholic Emancipation, the Famine, the Struggle for the Land, the Gaelic Renaissance, Sinn Féin and the War of Independence. Additional lessons should be given on the fundamentals of the Constitution.

266. History was in the past taught as a series of dates, names and military events. It is agreed that some at least of these may be retained as the means of connecting the different movements, and giving a chronological idea of history, but the number should be reduced to a minimum. Military events especially should be placed in their proper perspective in the period being treated and should be subordinated to the religious, social, industrial and cultural records of the people. The aim throughout should be directed to tracing the ideals and achievements of the nation in the period of its freedom, how it lost that freedom, what it lost by its subjection, why and at what cost it persevered in asserting its rights to direct its own affairs. The course should illustrate the nation's ability to assimilate other ideals and other peoples, to turn to good account systems intended for different ends, and finally should give due credit to the contributions made to it by men whose religion differed from that of the majority.

267. Irish history was not enacted detached and apart from world influences, and the chief developments within Irish shores should be related, as far as is thought practicable, with the more important historical movements abroad; more particularly Irish relations with European countries, and with the Americas and Australia in later centuries, should be mentioned where appropriate. The history taught through stories might also give some idea of the sources which influenced the development of our civilisation—the Holy Land, Egypt, Greece and Rome.

tréimhse ó thosach aimsire go dtí Conradh Luimnigh, agus don dara bliain an tréimhse as sin go dtí an Conradh idir Éire agus Sasana i 1921. Measann duine dár gcomhaltaí, áfach, gur cheart tóraimh is luaithe ná sin, .i. réim Ruaidhrí Uí Conchubhair, a cheapadh idir an dá thréimhse agus tuilleadh tábhachta a thabhairt ar an gcaoi sin don luath-stair.

na príomhghluaiseachta

265. Beidh daoine ag ceapadh go bfuil an cúrsa sin ró-mhór, ach le haon chuid de stair na hÉireann a thuiscint ní mór don dalta léargas a fháil ar an iomlán. Sa tréimhse tosaigh, ní call bacadh leis na Gaibhla ach tosnú láithreach le teacht an Ghaeil. Beidh eolas maith ag an dalta ar an tréimhse as sin anuas go haimsir Phádraig Naofa ó na scéalta a múineadh dó i Rang III-IV. Cé na gluaiseachta ar cheart aird ar leith a thabhairt orthu ? Tá tábhacht ar leith, sa tréimhse anuas go dtí 1014, le Misiún Phádraig, le " hAois Órda " na hÉireann, mailli le beagán de na scola agus de na misméirí ab iomráiti agus, go háirithe, na tréithe as ar sloinneadh an tréimhse, agus le hIonradh na Lochlannach, mailli le staidéar níos mine ar a thoradh. Is cheart roinnt mhionoelais a thabhairt i dtaobh na Normánach agus an lorg a d'fhág a dteacht ar saol na hÉireann, cé go dtarlódh níos mó ama a chaitheamh leis an 300 éigin bliain sin ná mar is fiú iad é anseo. An Choimlint Chreidimh, Cogadh an dá Aoi, Plandáil Ulaidh agus Plandáil Chromail na mórghluaiseachta sa gcuid eile de chúrsa na céad-bliana. Sa dara tréimhse is dlúithe atá na gluaiseachta fite as a chéile, ach féadfaí tábhacht ar leith a thabhairt do na Dlithe Peannaideacha, do na hÉireannaigh Aontaithe, d'fhuascailt na gCatoilicigh, don Ghorta, do Chogadh na Talún, do Ghluaiseacht Athbheochana na Gaeilge, do Sinn Féin agus do Chogadh na Saoirse. Ba cheart ceachta breise a thabhairt ar príomhnéithe an Dunreachta.

266. San am a caitheadh múmtí an stair mar sreath de dátaí, d'ainmneacha agus de bheartaibh míleata. Aontaítear nach miste cuid acu sin a choimeád mar cheangal idir na gluaiseachta éagsúla agus mar chabhair lena gcur in ord aimsire, ach níor cheart a bheith ann díobh ach an chaol-chuid. Ba cheart, go háirithe nach bpraiseadh beartaibh míleata ach a n-áit dílis féin sa tréimhse lena mbaineann agus gur lú tábhacht a thabharfaí dóibh ná tabharfaí d'eolas ar chúrsaí creidimh, comhdhaonnachta, tionscail agus saíochta pobail na linne. Cuireadh múinteoir na Staire roimhe i gcónaí oideamh agus mór-ghníomhartha an náisiúin, fad ba saor di, a rianadh, a inseacht cé mar chaill sí an tsaoirse sin, cén bhail a d'fhág a braighdeanas uirthi, cad chuige agus cé mar d'fhulaing a muintir gan staonadh lena gceart ar a gcúrsaí féin a riar d'fhógairt agus do chur i gcion. Ba cheart go léireodh an cúrsa cumas an náisiúin a chuid féin a dhéanamh d'oideamh iasachta agus d'eachtrannaigh, leas ar fónamh a bhaint as córais a ceapadh ar a mhalairt de chuspóir, agus ina cheann sin ba cheart go dtabharfadh sé creidiúint as uchd a mheasnadar ar a son do dhaoine nach raibh ar aon-chreideamh leis an tromlach.

267. Ní aisti féin, glan-scarta ó ghluaiseachta eile an domhain, a tharlaigh stair na hÉireann, agus ba chóir an ceangal idir na gluaiseachta móra in Éirinn agus na gluaiseachta ba thábhachtaí thar lear a léiriú oiread agus ab féidir; ba chóir, go háirithe, an sean-chaidreamh a bhí ag Éirinn le tíortha eile na hEorpa, agus a caidreamh le Meiriocá (Theas agus Thuaidh) agus leis an Astráil sna haoiseanna deiridh, a lua nuair is cuí sin. Níor mhiste, ach oiread, dá dtugadh na scéalta stairiúla a múmpí léargas éigin ar na tíortha d'fhág a lorg ar fhorás ár sibhialtachta—an Tír Naofa, an Éigipt, an Ghréig agus an Róimh.

Local History

268. The place of local history in the school curriculum has, of late years especially, been stressed. We would wish to see this stress maintained. Few school districts in Ireland are devoid of monuments and sites connected with historical events and persons on which useful lessons can be given to illustrate the part played by the locality in the history of Ireland. These should always be given prominence and pupils should continually be encouraged to collect and relate in school lore connected with historical events and places in the locality. The time given to local history can, however, be divided profitably between the oral Irish class and the history lesson on the appropriate period, local place-names, where appropriate, being given their meaning in Irish. Visits to places of historical interest in the school neighbourhood should also be arranged occasionally.

269. The inter-relation of History and Geography has an important bearing on the teaching of both these subjects and requires to be accentuated wherever opportunity arises. Pupils, too, should be made familiar with, and in Standard VI be trained to draw, rough sketch-maps illustrating historical movements, a task which can be combined with the Drawing class. Reading a text book of history, however well-written, and memorising its contents without any class reference to a map or chart, or without class discussion, can hardly be termed adequate treatment of History.

3. Music

270. The movement initiated in recent years to extend and improve the teaching of Music in our schools is one which the Council unreservedly commends; the co-operation of the Department and the teachers in this field is deserving of the highest praise. That their efforts be further extended and enlarged is the wish of every member of this Council.

Our Tradition

271. Our native love of music and song is a tradition which Irishmen regard with legitimate pride; our history and literature down to the 19th century record the place held by music in the lives of our people. Misfortune failed to weaken this attachment; at the close of the 18th century a writer speaking of his sojourn in Tipperary town could say:

> "Among the unspeakable misery of those half-fed wretches, they enjoy in a very exalted degree poetry and song. There is a sympathy of the Irish language and Irish airs, that charms a state of poverty and sorrow. I have often sat under a hedge, and listened to the rustic songs of those peasants while at labour, with transcending pleasure."[89]

It must be acknowledged that in modern times this tradition has been weakened. Various causes have been suggested, the decay of the Irish language, the absence of musical training in our schools, undesirable influences from abroad, or a combination of all three. Whatever be the cause, the fact is undeniable that while we still produce, from time to time,

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[89] Quoted (pp. 71-72) in *Education Systems in Ireland, from the close of the Middle Ages* by Rev. Prof. Corcoran, S.J., from Charles T. Bowden's *Tour through Ireland* (Dublin, 1791), pp. 158 *et seq.*

Stair Áitiúil

268. Tá trí sé dá cur, le tamall de blianta go háirithe, le tábhacht na staire áitiúla i gcúrsa léinn na scol. Níor mhaith linn go lagfaí an tríú sin. Is beag ceantar scoile in Éirinn nach bfuil séadchomhartaí agus láithreacha éigin ann a bfuil baint acu le cúrsaí agus le daoine sa stair agus a bhféadfaí ceachtanna tairbheacha a bhunú orthu a léireodh páirt an cheantair i stair na hÉireann. Is ceart i gcónaí tábhacht a thabhairt dóibh sin agus is ceart daltaí a spreagadh le seanchas i dtaobh bheartas agus áitiúla sa gceantar a thiomsú agus d'aithris sa scoil. Is féidir go tairbheach an t-am a bheirtear don stair áitiúil a roinnt idir an rang comhrá Gaeilge agus an ceacht staire ar an tréimse iomchuí; is ceart brí loganmhneacha áitiúla a thabhairt i nGaeilge nuair is cuí sin. Tha chóir, freisin, cuairt a thabhairt ó am go ham ar áiteacha stairiúla i gcomharsanacht na scoile.

269. Tá comhgaol na Staire agus an Tíreolais an-tábhachtach i gcúrsaí múinte an dá ábhar sin, agus is ceart an gaol sin a léiriú nuair a bhíos an deis ann chuige. Tha chóir, freisin, go mbeadh taithí ag na daltaí ar bhreac-léarscála a léireodh gluaiseachta stairiúla, agus, i Rang VI, tha chóir a múineadh dóibh lena dtarraingt, rud a d'fhéadfaí a cheangal leis an rang líníochta. Ní féidir a rá go múintear an Stair i gceart mura ndéantar ach téacs-leabhar staire, dá fheabhas é, a léamh agus a bhfuil ann d'fhoghlaim de ghlan-mheabhair gan aon léarscáil ná cairt a scrúdú leis an rang ná gan caoi a thabhairt dóibh ábhar an leabhair a phlé.

3. Ceol

270. Molann an Comhairle fré chéile an iarracht atá dá déanamh le roinnt blianta múineadh an Ceoil sna scola a leathnú agus d'fheabhsú; is mór an chreidiúint atá ag dul don Roinn agus do na hoidí as uchtú a gcomhoibrithe chuige sin. Is é is mian le gach comhalta den Comhairle go dtreiseofaí agus go leathnófaí na hiarrachta sin.

Ár n-Oidheacht Ceoil

271. Cúis mhórtais d'Éireannaigh an cion ar cheol agus ar amhráin atá ag rith leo anuas óna sinsir. Tugann ár stair agus ár litríocht anuas go dtí an 19ú aois le fios cén t-ionad a bí ag an gceol i saol ár muintire. Níor lagaigh anacair a saoil an cion sin; i ndeireadh na 18ú aoise d'fhéad scríbneoir a rá fána chuairt ar bhaile Thiobrad Árann:

> "Among the unspeakable misery of those half-fed wretches, they enjoy in a very exalted degree poetry and song. There is a sympathy of the Irish language and Irish airs, that charms a state of poverty and sorrow. I have often sat under a hedge, and listened to the rustic songs of those peasants while at labour, with transcending pleasure." [89]

Caithfear a admháil gur boicht an oidheacht sin anois. Samhlaítear cúiseanna éagsúla leis sin, meat na Gaeilge, easpa oiliúna ceoil mar scola, drochthionchar ón iasacht, nó na trí nithe sin i dteannta a chéile. Pé cúis atá leis, ní féidir a shéanadh nach bfuil an t-ionad ag an gceol i ngnáthshaol an phobail a bíodh aige, cé go dtagann go fóill ón bpobal, ó thrát go chéile, amhránaithe agus ceoltóirí

[89] Tá aithris (lch. 71-72) in *Education Systems in Ireland, from the close of the Middle Ages*, leis an Ollamh Oir. Ó Corcoráin, C.Í., as "*Tour through Ireland*," le Charles T. Bowden (Baile Átha Cliath, 1791), lch. 158 *et seq.*

outstanding singers and musicians, the place of music in the ordinary life of the community is not what it was. Many of our young people have poor taste in music, while the number who can play a musical instrument or sing creditably is regrettably small.

Teachers of Music

272. There should be no school without a teacher competent to teach vocal Music. We are aware that the Department endeavours to secure that singing is taught in every school but due to the regulations governing the appointment of teachers or to the difficulty of finding fully qualified teachers for small schools, its endeavours are sometimes unsuccessful. All teachers should in future be given a training in musical appreciation, whether they are qualified to teach vocal Music or not, and, as far as possible, teachers of Music should also acquire some skill in instrumental music. The popularity of refresher courses in Music indicates the desire of teachers to gain the best possible training. We recommend that more of these courses be held, and over longer periods, for teachers of Music, more provision to be made especially for conducting and choral singing.

Appreciation

273. Not all children, perhaps, are endowed with singing voices, though there is evidence to show that " not having an ear " is related to the absence of music in early childhood. Some of these children, however, can acquire the ability to play some musical instrument, and all children can be taught to appreciate music. The latter aspect of music is most important in our schools. A generation trained to appreciate and love music, to understand that the lack of a voice does not deter from the enjoyment of song, will in time be followed by generations possessing greater gifts of music. It is on this basis that our musical traditions can be rebuilt. We advocate, therefore, that in every school and to every pupil a training in musical appreciation be given. If every school were equipped with a radio set and the work in each could be co-ordinated to receive, at the same hour, a suitable programme in Music, use might be made of such a programme to provide this training; whether it would be as effective as a lesson given by the pupils' own teacher is a matter about which there are differences of opinion. In the absence of radio sets, however, it is suggested that a good gramophone and a selected set of records, with notes and guidance for this purpose, might be provided. It should be the minimum equipment in Music for every school. Where a musical instrument is available, it could in the hands of an enthusiastic teacher be used to very good effect. The work done for the encouragement of appreciation through public concerts for school children is also worthy of mention and we should very much favour an extension of this good work to the rural and small-town schools, concerts to be given perhaps by smaller combinations and on a more homely scale. However it is done, there remains much useful work to be undertaken in the schools and outside to impart to our children the value and appreciation of good music and to impress on them that none need go without its benefits. To hear such music, whether vocal or instrumental, and to understand its contents are the first steps in that direction.

274. We pay tribute also to the work of individual teachers who have introduced percussion bands to their schools, and we recommend that the founding of school bands, with whatever instruments are most convenient,

cumasaċa. Ní 1 gceol maiṫ is mó aṫá ḋúil aġ go leor ḋár ndaoine óġa, agus is beaġ acu, fairíor, a ṗéadas uirnis ċeoil a ġeinnm ná amṁrán a rá go maiṫ.

Múinteoirí Ceoil

272. Nior ċeart go mbeaḋ aon scoil gan múinteoir a beaḋ innúil ar Ċeol guṫa a ṫeaġasc. Is eol ḋúinn go bṗéaċann an Ronn lena ḋeimniú go múmṗí amṁránaíoċt 1 ngaċ scoil aċ, de barr na rialaċán a baineas le ceapaḋ oiḋí nó a ḋeacra aṫá sé oiḋí lán-cáiliṫe ḋ'ṗáil do scola beaġa, ní 1 gcónaí a éirios léi. Ba ċeart ṗeasta oiliúmt 1 ndea-ṫuiscint ċeoil a ṫaḃairt do gaċ oiḋe, biḋis cáiliṫe ċun Ceol guṫa a ṫeaġasc nó ná biḋis, agus ba ċeart ṗreisin go bṗaiġeaḋ múinteoirí Ceoil oiliúmt éigin 1 seinnm ċeol-uirnise. Léiríonn an tóir a bios ar aṫcúrsaí sa gCeol a méiḋ is mian le múinteoirí an oiliúmt is ṗearr is péiḋir ḋ'páil. Molaimíḋ go mbeaḋ tuilleaḋ de na cúrsaí sin ann, agus tréimse nios faiḋe púṫu, do múinteoirí Ceoil, agus go ndéanṗaí ṗreastal ní b'ṗearr ar ċór-stiúraḋ agus ar ċór-amṁránaíoċt go háiriṫe.

Dea-Ṫuiscint don Ċeol

273. Ní ḋual, b'péiḋir, gur ceoil a beiṫ aġ gaċ páiste, cé go bṗuil ṗianaise ann a léireoḋ go bṗuil baint aġ uireasa ṗoinn a beiṫ ar páiste le gan ceol a beiṫ le cloisteáil aiġe ina óiġe. Is péiḋir le cuid de na páistí sin, áṗaċ, ṗoġlaim le huirnis éigin ċeoil a ġeinnm, agus is péiḋir dea-ṫuiscint do ċeol a múineaḋ do gaċ uile páiste. Tá an-táḃaċt leis an ngné deiriḋ sin den ċeol már gcuid scol. Má tuġtar dea-ṫuiscint agus cion ar ċeol do ġlúin amáin, agus má tuġtar le ṗios di naċ lúide an taitneam aṫá le baint as amṁrán naċ dtiġ ṗonn ná nóta óna mbéal, leanṗaiḋ 1 dtráṫ í dine ṗaḋa ḋaoine a mbeiḋ buaiḋ agus éirim an ċeoil iontu. Is mar sin aṫá ár gclú 1 gcúrsaí ceoil len aṫsláną againn. Táimíd, dá réir, 1 bṗáḃar oiliúmt 1 ndea-ṫuiscint ar ċeol a ṫaḃairt do gaċ aon ḋalta 1 ngaċ aon scoil. Dá mbeaḋ radió 1 ngaċ scoil agus dá bṗéaḋṗaí an obair 1 ngaċ aon ċeann acu a leaġaḋ amaċ sa gcaoi gurḃ péiḋir éisteaċt, aġ an am céanna, le clár peiliúnaċ ceoil, péaḋṗaí leas a baint as an gclár leis an oiliúmt sin a ṫaḃairt. Tá ḋaoine ar malairt tuairime, ar ndóiġ, 1 dtaoḃ éiṗeaċta cláir radió den tsórt sin 1 gcomórtas le ceaċt ó múinteoir na ndaltaí féin. D'éaġmais ġléasa radió, áṗaċ, ceaptar nár miste dá gcuirtí gramafón maiṫ, agus roinnt ċeirníní a toġṗaí, maille le nótaí agus treoir púṫu, ar páil ar maiṫe leis an oiliúmt seo a ṫaḃairt. Ba ċóir go mbeaḋ sin ar a laġaḋ mar deis ceoil 1 ngaċ scoil. Péaḋṗaí, ar ndóiġ, an-tairḃe a baint as uirnis ċeoil dá mbeaḋ a leiṫéid ar páil aġ oiḋe ḋúṫraċtaċ. Tuilleann an obair a déantar le dea-ṫuiscint don ċeol a ċoṫú, tré ċeolċoirmeaċa poiblí do páistí scoile, a lua agus ba maiṫ linn go mór dá ndéantaí an obair ṫairḃeaċ ċéanna do na scola páin tuaiṫ agus sna bailte beaġa, nuair a d'péaḋṗaḋ, b'péiḋir, ceolṗoirne beaġa na coirmeaċa a ṫaḃairt ar mod neamṗoirmiúil. Pé bealaċ a déanṗar é, tá cuid mór oibre tairḃí len ionsaí sna scola agus lasmuiġ diob ċun dea-ṫuiscint do ċeol maiṫ agus a ṫairḃe a ṫaḃairt dár gcuid páistí agus lena ċur ina luí orṫu go bṗuil soċar an ċeoil ann le páil aġ gaċ duine. An ceol sin a ċloisteáil, ina ċeol guṫa nó ina ċeol uirnise dó, agus é a ṫuiscint, sin é an ċéad-ċéim ar bealaċ a déanta.

274. Molaimíḋ, freisin, obair na múinteoirí sin a bṗuil cnaġ-buionta ceoil bunaiṫe acu ina gcuid scol agus ba maiṫ linn go dtaḃarṗaí tacaíoċt do bunú ceolbuionta scoile, le pé uirnisí is so-páiġte. Péaḋann cóir scoile maiṫ

should be encouraged. Much aid can be given to Music through school choirs and we are glad that more schools appear to be more active in this field.

275. Bands and choirs, however helpful, are secondary to the training which should be given to all pupils. Normally schools should be able to allow three periods weekly to Music up to Standard V, but in the larger schools it should be possible to extend this allowance to senior classes as well. In fact, if it were possible to provide more time for Music in every school, it would do much to raise the morale and tone of the younger generation.

Songs and Words

276. It should be possible to teach the words of songs in the oral Irish classes. These should always be well understood and well taught as regards diction and delivery; the relation between the words and phonetics of Irish songs and their music is very close. To sing them properly their words, no less than their melodies, should be completely grasped.

277. The choice of songs we should be inclined to leave to the teachers. Such choice should be made with great care. Possibly a wide selection of songs for pupils of different grades and different types of schools might be made by the Department and from this teachers would be free to choose those most suitable for their own use.

Religious Music

278. The claims of religious music (plain chant, hymns, etc.) to a place in the regular curriculum cannot be disregarded and wherever circumstances permit such music should find a place in the Music class. The influence of Church music on musical standards has always been considerable and its importance in religious worship demands that it should be taught in the schools.

4. Physical Training

279. From the beginning of its deliberations, the Council regarded the absence of Physical Training as a defect in the existing curriculum. The evidence received by us tended strongly to support this view. In the Report of the Commission on Youth Unemployment (1951) much importance was attached, and we think rightly so, to this aspect of the physical welfare of young persons.[90]

280. Whilst we were unanimous as to the necessity for some such training, it was not easy to find agreement on the time to be allotted to it. All were of one mind that some time must be found for it, even at the risk of reducing the rest of the programme, and that it should be of two kinds —physical and hygienic. The two are not distinct, of course; they are two aspects of the same subject related to the full and proper development of the child's physique on which mental health and development so much depend. We would, therefore, call this subject Corpoiliúint agus Sláinteolas, to cover its components of Physical Training, Health and Hygiene.

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[90] cf. pars. 112-136—pp. 29-34.

mór a déanamh don Ceol agus is údar átais dúinn go bfuil tuilleadh scol, do réir cosúlachta, gníomhach ar an gcaoi seo.

275. Dá méid maiteasa a ní ceolbuíonta agus cóir, is tábhachtaí go mór an oiliúint atá le tabhairt do gach dalta. De gnáth, ba cóir go bféadfadh scola trí tréimse in agaid na seachtaine a tabhairt don Ceol suas go dtí Rang V, ach sna scola móra ba cóir go bféadfaí an méid sin a tabhairt sna Ranga sinsear comh maith. Go deimhin dá bféadfaí níos mó ama a caitheamh le Ceol i ngach scoil, ba mhór an spreagadh agus an tógáil meanman a déanfadh sé don glúin óig.

Amhráin agus focla

276. Féadfaí focla na n-amhrán a múineadh i rang an chomhrá Gaeilge. Ba cheart go dtabharfadh an dalta a mbrí leis go maith i gcónaí agus go múinfí dó lena rá go cruinn, soiléir; tá dlúthbaint idir focla agus fuaimeanna na n-amhrán Gaeilge agus an fonn a théas leo. Lena gcanadh i gceart, ní mór don dalta a bheith inmhe a chuid féin a dhéanamh de na focla, comh maith leis an gceol.

277. D'fhéadfaimis tosach na n-amhrán fá na múinteoirí féin. Ba cheart dóibh an tosach sin a dhéanamh go fíor-chúramach. D'féidir nár mhiste don Roinn rosa maith d'amhráin d'ainmniú do dhaltaí de rangha éagsúla agus do chineálacha éagsúla scol agus ceadh a bheith ag an oide na cinn ab feiliúnaí dá cás féin a thosach astu.

Ceol eaglaise

278. Ní féidir neamhaird a thabhairt ar an éileamh atá ag ceol eaglaise (cantain Greagórach, dánta diadha, srl.) ar áit sa ngnáthchúrsa léinn, agus is ceart, aon áit is féidir sin, go mbeadh áit ag an gceol sin sa rang Ceoil. Bí tionchar mór ariamh ag an gceol eaglasta ar chaighdeán an cheoil, agus tá de thábhacht leis i seirbísí eaglaise go dtuilleann sé a múineadh sna scola.

4. Corpoiliúint

279. Ó tús a cuid staidéir, meas an Chomhairle gur mairg ar an gcúrsa léinn atá ann má láthair Corpoiliúint a bheith in easnamh air. Tug an fianaise a fuaireamar tacaíocht láidir don tuairim sin. I dTuarascáil an Choimisiúin um Dhíphostaíocht Ógra, tugadh tábhacht mhór, agus an ceart ann dar linn, don ghné seo de leas corparta dhaoine óga.[90]

280. Cé go raibh mar aon-mhinn go raibh riachtanas le hoiliúint éigin den tsórt sin, níorbh furasta dhúinn teacht ar aon-tuairim i dtaobh an méid ama a caithfí léi. D'aontaíomar ar fad nár mhór roimhe ama a chur ar fáil don oiliúint choirp, go fiú dá gcaití an chuid eile den chlár a laghdú, agus go mba cheart oiliúint de dhá chineál a bheith ann—oiliúint an choirp féin agus teagasc má shlainteachas. Ní dhá rud ar leith iad sin, ar ndóigh; níl iontu ach dhá ghné den ábhar céanna gurb é a aidhm cabhrú le forbairt choirp an pháiste go ceart agus go hiomlán, forbairt a bhfuil slainte agus forás a mhinne ina thuilleamuí go mór. Corpoiliúint agus Slainteolas a thabharfaimis mar theideal don ábhar le go bhfreagródh sé dá chomh-ranna, corpoiliúint, slainte agus slainteachas.

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[90] cf. ailt 112-136, lch. 29-34.

281. Games are to the normal child the best and most natural form of physical training. Not all children, however, can actively partake in games which aid physical growth. Training in walking, sitting and breathing properly, is, moreover, not necessarily provided by games, as the deportment of many football players and athletes seems to illustrate, and such training is imperative. Should this training be through formal drill of one or other of the better known types? The introduction of drill, on any major scale at least, is at this age open to certain objections, of which the chief are that it involves physical regimentation and that it may lead to artificial habits of movement which do not necessarily produce natural and healthy deportment. But some ordered exercises should be provided to improve deportment and to correct defects of carriage and physique. Incidental training, which is given by most teachers, is not sufficient to produce an enduring effect. " Health Talks " are at present prescribed for the use of schools. Talks alone, however, for young children are unimpressive; demonstrations and practice must, wherever feasible, be given, and above all individual correction and advice. The talks should therefore be combined with actual training to produce one balanced programme. Personal hygiene and habits of cleanliness also form an important part of health education.

282. On this subject we may be permitted to anticipate criticism. If the children do not work in hygienic conditions in the schools, how can a training in hygiene influence them? We agree that there is an element of truth in this view and that the provision of hygienic school surroundings should be our first concern. But there will always be children with unhygienic habits and the maintenance of hygienic conditions depends to a great extent on well-trained children. The training given to them is not merely for the school period; its effects and influence are expected to continue after school and to permeate into homes for whose conditions, whether good or bad, the school cannot be held responsible. The training of the child is fundamental; it is necessary whatever his surroundings may be and however his school is furnished. The very fact that a school may not have the most modern hygienic and sanitary equipment, or that its class-rooms are not always what they should be, only increases the need for the acquiring of hygienic and healthy habits by the child.

Aims

283. The aims of the programme then should be the development of carriage and physical alertness, good posture in sitting, and the general cultivation of health.

Syllabus

284. The syllabus of physical training should include simple formation and marching exercises, breathing exercises, simple rhythmic actions and exercises in deportment and posture. Irish dancing is also recommended. " Safety First " instruction should also be included in the programme.

285. The following matters of health and hygiene should be given careful attention, practical directions to be always included:

(i) The Person—very simple story of human body, the chief organs and their functions in general terms; body temperature and clothing;

281. Cluicí an cineál corpoiliúna is fearr agus is nádúrta don gnáthpáiste. Ní hé gach páiste, áfach, atá i ndon páirt ghníomhach a glacadh i gcluicí a chabraíos le forás an choirp. Ní gá ach oiread go siúlfadh, go suífeadh ná go n-análódh duine mar is cóir de barr cluicí a cleachtadh, rud atá le léiriú ar chorp-iompar an iomaí peileadóra agus lúithnire, agus níl teacht d'uireasa na hoiliúna sin. Ar cheart an oiliúint sin a tabairt thré dhruil foirmiúil ar cheann nó eile de na modha is mó cáil? Is féidir locht áirithe d'fháil ar dhruil, aon riar mór di ar aon nós, a tabairt isteach ag an aois seo. Is iad na príomhlochta go n-éilíonn sí corp-rialtacht iomarcach agus go bhféadfaidh sí nósa saorga gluaiseachta a bhunú arb féidir nach iompar nádúrtha slámtiúil a bheadh mar thoradh orthu. Ach ba cheart roimhe éigin de cleachtadh ordúil choirp a tabairt le corp-iompar na ndaltaí d'fheabhsú agus na lochta a bhíos ar a ngotadh gluaiseachta agus ar a n-urra coirp a leigeas. Ní leor an oiliúint teagmhasach, a thugas an chuid is mó d'oidí, le toradh martanach a tabairt. Tá "Cainteanna fá Sláinte" ceapta fá látair do scola. Ní théann cainteanna leo féin i gcion ar páistí óga; ní foláir léiriú agus cleachtadh a tabairt do réir mar atá sin mínéanta agus, thar gach rud eile, gach páiste a chomairliú agus a cheartú as féin. Ba cheart mar sin na cainteanna a cheangal den oiliúint féin chun aon chlár meáite amháin a chur ar fáil. Is coda tábhachtacha den oideachas i gcúrsaí sláinte, freisin, sláinteachas pearsanta agus nós na slaineachta.

282. Ní miste dúinn, ina thaobh seo, b'féidir, teacht roimh luchd iomarbhá. Mura mbí cóir sláintiúil ar na scola ina n-oibríonn na daltaí, cén chaoi a racaidh oiliúint i gcúrsaí sláinteachais i gcion orthu? Admhaímid go bhfuil fírinne éigin sa méid sin agus go mba cheart gurb é ár gcéad dualgas na scola a bheith ag freagairt don tsláinteachas. Ach beidh páistí i gcónaí ann a mbeidh nósa acu nach den tsláinteachas iad, agus braiteann buaine córach sláinteachais cuid mhór ar na páistí féin a bheith dea-oilte. Ní le tréimhse na scoile amháin a bhaineas an oiliúint a bheirtear dóibh; tá súil againn go mairfidh a tairbhe agus a tionchar i ndiaidh na scoile agus go séadlóidh siad isteach ina dtithe cónaí, nach bhfuil an scoil freagarthach ina bheadhas ná ina ndoonacht. Tá tábhacht bhunúsach le hoiliúint an pháiste; tá riachtanas léi pé cor a bheas ar a dhála agus pé feistiú a bheas ar an scoil. Má bíonn uireasa na córach is nuaidhe agus is sláintiúla ar scoil nó roimhe locht ar a cuid seomraí ranga, ní fágann sin ach gur riachtanaí fós dea-nósa i gcúrsaí sláinte agus sláinteachais a chothú sa dalta.

Cuspóirí

283. Is iad cuspóirí an chláir, mar sin, feabhas a chur ar iompar agus ar bheogacht choirp na ndaltaí, bealach ceart le suí a mhúineadh dóibh agus cúram a dhéanamh dá sláinte i gcoitinne.

Clár an Ábhair

284. Ba chóir go mbeadh i gclár teagaisc na corpoiliúna, cleachtadh simplí buion-eagair agus máirseála, cleachtadh anála, ghníomharta simplí rithimiúla agus cleachtadh ar mhodh ceart siúil agus iompair. Moltar rinci Gaelacha freisin mar chuid de. Ba chóir teagasc a thabairt freisin fá "Thrácht-ghnais do Sheachaint" mar chuid den chlár.

285. Tá cúram ar leith le déanamh de na nithe seo, a bhaineas le sláinte agus le sláinteachas, agus treoir praiticiúil le tabairt ina dtaobh i gcónaí:

(i) An Colainn—cuntas simplí ar cholainn an duine, na príomhbhaill agus a bhreithm, ar mhodh ginearálta; teas an choirp agus éadaí;

(ii) Breathing, perspiration, personal and domestic cleanliness; care of the teeth—cleansing agents;

(iii) Alcohol—harmful effect of alcoholic liquor, especially on young people; effects of alcoholic excesses (moral, mental and physical); temperance. We agree that the syllabus of " Health Talks," prepared by the Irish Red Cross Society and already prescribed for National Schools,[91] or a similar series could be used for the Health and Hygiene section of the programme. Certain matters of the syllabus mentioned are, however, more relevant to the Nature Study programme.

286. The ideal system of physical training should make separate provision, in methods and matter, for boys and girls; their training should be given apart. In view of the difficulty of providing for such separate training in mixed schools, care should be taken that the exercises prescribed are suitable for mixed groups. Games should always be organised separately.

287. We have stated (par. 281) that games are, for the normal child, the most natural form of physical training. Their value for recreative training is commonly admitted, nor need we stress their value for social and mental training. Every school, therefore, should foster organised games, and we commend the work being done by individual teachers and by local organisations engaged in promoting school games and athletics. We cannot too strongly urge the imperativeness of the provision in connection with each school of adequate playgrounds; no consideration should be allowed to impede it. Covered enclosures in connection with schools are also necessary if the health of children is to be sufficiently safeguarded.

Time

288. A period of at least half an hour weekly, apart from the daily recreation periods and " breaks ", should be given in the time-table of every school to physical and health training. This requirement should apply to all standards above Infants, for whom provision is already made. We make no definite recommendation as to the duration of class in the subject or to the manner in which the half-hour should be divided. We think, however, that two or three short periods of 15 or 10 minutes each per week would be preferable to one period of half an hour, provided that in framing the syllabus regard be had to the time available. Short, periodic, physical exercises wherever feasible help to improve the general tone of the class and the standard of work. Open-air exercises, when these are possible, should be preferred to indoor training. Indoors, however, the use of the pupils' movements between playgrounds and classrooms can be very profitable for training in deportment and conduct. The arrangement, in some schools, by which children sit in desks during all or most of the school hours is objectionable; for reading, conversation and similar lessons children should preferably stand.

Handbook

289. The programme which we suggest should be suitably and in detail edited in a separate and well-illustrated handbook to be provided for the use of teachers.

[91] Circular 13/47.

(ii) Análú, allas, slaine na pearsan agus slanacar tí; cúram na bpiacal agus ábair a nglanta;

(iii) Deoca meisciúla—a nóiobáil, go háiriúe do daoine óga; toraḋ na meisce (ó taob na moráltacta, na meabrac agus an coirp); an measartacht.

Aontaímid go bpéadpaí an tsreat de "Cainteanna fá Sláinte" a cuir Cumann Croise Deirge na hÉireann le céile agus atá ceapta do Scola Náisiúnta ceana,[91] nó sreat dá sórt, d'úsáid sa roinn den clár a baineas le Sláinte agus Sláinteacas. Is mó a baineas cuid d'ábar na sreata sin, áfac, le clár an Eolais ar Nádúr.

286. I sár-córas corpoiliúna, ba cóir go mbeaḋ cláir ar leit ann, idir móḋa agus ábar, do buacailli agus do cailini; ní ceart go dtabarfaí an oiliúint ḋóib in éineact. Toisc a deacra a beaḋ sé oiliúint a tabairt ḋóib ar leitliġ i scola meascta, ba cóir a beit san airdeall go mbeaḋ an cleactaḋ a ceapfaí feiliúnac do buionta meascta. Ba cóir cluicí fá leit a cur ar siúl do buacailli agus do cailini i gcónaí.

287. Úramar (alt 281) gurb iad na cluicí an cineál corpoiliúna is nádúrta ag na ngnátpáiste. Aithnítear go forleatan a dtairbe cun oiliúna thré imirt agus caiteam aimsire, agus ní fá ḋúinn a dtábact cun oiliúna comḋaonnacta agus mtinne a meabrú. Ba cóir, mar sin, go mbeaḋ cluicí eagraite dá n-imirt i ngac scoil agus molaimid an obair atá déanta ag múinteoiri ar leit agus ag eagraíocta áitiúla cun cluicí agus lúitcleasa scoile a cur cun cinn. Ní féadfaimis iomarca treise a leagan ar a riachtanai atá sé faice ceart mearca a beit ag ḋul le gac scoil; níor ceart géilleaḋ d'aon constaic le go mbeaḋ sin ar fáil. Tá call, freisin, le díon-clós a beit le scola más áil linn ceart a tabairt do sláinte na bpáistí.

Am

288. Ba cóir ar a lagaḋ tréimse leathuaire sa tseactain, le cois na dtréimsí súgarta agus gearr-sosa a tugtar gac lá, a tabairt in am-clár gac scoile do Chorpoiliúint agus d'oiliúint sláinte. Baineann an riar ama seo le gac rang os cionn Naíonán, a bfuil socrú ann fána gcóir ceana. Ní déanaimid aon molaḋ cinnte fá fad an ranga san ábar ná fán roinnt a déanfaí ar an leathuair. Ceapaimid, áfac, go mb'fearr a ḋó nó a trí de thréimsí gearra, 15 nó 10 neomat an ceann, sa tseactain ná tréimse amáin leathuaire, ar comhioll go dtabarfaí aird, agus an clár teagaisc dá ceapaḋ, ar an méid ama a leagfaí amac don ceact. Is mór an mait gearr-cleactaḋ coirp ó am go ham, nuair is indéanta é, le meanma an ranga agus caiġdeán na hoibre d'aroú. B'fearr an cleactaḋ a déanfaí fán aer amuiġ, nuair a beaḋ sin caoṫúil, ná cleactaḋ a déanfaí istiġ. Laistiġ féin, áfac, féadfar an-tairbe a baint as gluaiseact na ndaltaí idir faicí mearca agus seomraí ranga cun oiliúint i ngotaḋ gluaiseacta agus corp-iompair a tabairt. Nós a bfuil loct air, a bios i roinnt scola, go suíonn na páistí sna crimlíní ar feaḋ an lae nó ar feaḋ na coda is mó de; b'fearr go mberdís ina seasamh le hagaid léitheoireacta, comrá agus a leithéid eile de cineacta.

Láimleabar

289. Ar maite le múinteoirí, ba cóir mion-eolas fán gclár atá dá molaḋ againn a cur in eagar feiliúnac i láimleabar ar leit, a mbeaḋ léaráidí maite inti.

[91] Imlitir 13/47.

Nature Study, Geography, Drawing and Needlework

1. Nature Study

290. In introducing Nature Study into the standard curriculum, we should not like it to be concluded, as some critics hold, that the subject finds no place in the curriculum at present. Lessons on nature are contained in most of our readers, and in Irish conversation classes the names and habits of animals, birds, trees and flowers enter into the lessons. Some would hold that more can hardly be given within the time provided and a few may consider that no more is, in fact, required. We have stressed the influence of the incidental use of Irish and a similar influence may be exerted through the incidental teaching of other subjects. It is easily realised however that, where a subject depends on incidental teaching only, that subject will tend to take a secondary place. Readers can be profitably used to supplement practical demonstrations in Nature Study, but their exclusive or main use as the teaching vehicle for the subject can lead to its teaching becoming perfunctory and of little value. All of us would agree that Nature Study deserves more formal treatment.

"Environmental Knowledge"

291. We here use the term Nature Study. The subject might preferably be known by the name of "Environmental Knowledge" or a similar acceptable name in Irish.

Aims

292. Our aim in giving a place to the subject is two-fold; to stimulate the interest of the child in his surroundings and to give him a minimum understanding and appreciation of them. Such interest and appreciation are, it will be agreed, necessary to the full and natural development of the child, to his growth as a citizen, and to his proper grasp of other subjects.

293. More explicitly, the object of the teaching is to lead children

(i) to love and admire Nature and to appreciate it as the work of the Divine Creator;

(ii) to observe and inquire into their surroundings;

(iii) to cultivate kindness to animals and birds;

(iv) to abhor the destruction of trees, shrubs and flowers and to assist in their preservation;

(v) to beautify the home and its surroundings with trees and flowers;

(vi) to understand the value of food and know the origin of the ordinary home-produced foods.

Time

294. While in some schools more time can be given to the subject, we

Eolas ar Nádúr, Tíreolas, Líníocht agus Obair Shnáithe

1. Eolas ar Nádúr

290. Nuair a thugaimid áit sa gcúrsa coiteann léinn don Eolas ar Nádúr, níor mhaith linn go sílfí, mar cuirtear i gcéill amanna, nach bhfuil aon áit aige sa gcúrsa atá ann. Tá ceachta fán dúlra sa gcuid is mó de léitheoirí scoile, agus bíonn aimhneacha agus tréithe aimhithe, crann agus bláth i gceist sna ceachta comhrá Gaeilge. Tá daoine a mheasfadh nach go maith a fhéadfaí níos mó a theagasc san am atá ann le tabairt don ábhar agus tá corr-duine adhéanfadh nach bhfuil aon ghá le tuilleadh. Thugamar tábhacht don tionchar a bhíos ag úsáid teagmhasach na Gaeilge ar an teanga agus beadh tionchar den tsórt céanna de bharr ábhair eile a mhúineadh go teagmhasach. Is furasta a shamhlú, áfach, má bhíonn ábhar i dtaobh le múineadh teagmhasach amháin, go mbeidh claonadh ann gan ach meachtábhacht a tabairt dó. Is féidir úsáid tairbheach a bhaint as leabhra léitheoireachta cibé cur leis an méid a foghlaimítear ón gcleachtadh praiticiúil sna ranga Eolas ar Nádúr, ach, más iad na leabhra amháin, nó más iad sin is mó, a húsáidtear mar uirnis theagaisc, d'fhéadfadh a bheith de thoradh air go mbeadh múineadh an ábhair éadoimhin, neamhriochnúil agus fuar beag a bheadh de tairbhe dá barr. Aontaímid ar fad go dtuilleann Eolas ar Nádúr a theagasc ar mhodh níos iomláine ná sin.

"Eolas Iomshaoil"

291. Úsáidimid anseo an téarma Eolas ar Nádúr. D'fhearr, d'féidir, de theideal ar an ábhar "Eolas Iomshaoil," nó téarma eile Gaeilge a bheadh oiriúnach a thabairt air.

Cuspóirí

292. Tá dá chuspóir againn le haghaidh a tabairt don ábhar: spéis an pháiste sa saol atá timpeall air a spreagadh agus an tuiscint is lú is gá le go mbainfidh sé taitneamh as a thabairt dó. Aontófar go bhfuil an tuiscint agus an taitneamh sin riachtanach d'fhorás iomlán, nádúrtha an pháiste, dá oiliúint mar shaoránach agus dá chruinn-léargas ar ábhair eile.

293. Go beacht, is é is cuspóir don mhúinteoireacht, páistí a spreagadh—

(i) le cion a tabairt don dúlra, a hiontais a chrothú agus meas a bheith acu uirthi mar shaothar láimhe an Chruthaitheora;

(ii) lena bhfuil thart orthu a ghrinniú agus d'fhiosrú;

(iii) le cineáltacht a chothú iontu le haimhithe agus le héanacha;

(iv) le gráin a tabairt do mhilleadh crann, tor agus bláth agus le cabhrú lena gcoimeáil slán;

(v) leis an mbaile agus a timpeallacht a mhaisiú le crann agus le bláthanna;

(vi) leis an mhaith atá i mbeatha a thuiscint agus le heolas a chur ar bhunús na nGnáth-chineál beatha a soláthraítear sa mbaile.

Am

294. Cé go bhféadfar i roinnt scoil tuilleadh ama a thabairt don ábhar,

consider that one period (half an hour) weekly should, in all schools, be allotted to the subject in each of the standards above Standard II. All through, its teaching should be closely related to Geography, Drawing and composition (oral and written). It can be utilised advantageously as an aid to conversation and discussion, whether in Irish or in English.

Syllabus

295. The programme to be taught might consist of the following heads:

Standards III-IV

(i) Observation and recognition of, and kindness to, birds and animals.

(ii) Simple general study of local natural features—trees (woods), rivers, lakes, wells (springs), bogs, hills and seashore (where appropriate).

(iii) Recognition of trees; garden and/or wild flowers; insects and flowers; life story of a butterfly.

(iv) Seed germination—growing of bulb in water.

Standards V-VI

(i) Further development and extension of the course for Standards III-IV.

(ii) Plant life; simple examination of typical plant; structure and functions of its parts; conditions favourable to normal plant growth; food storage and multiplication of plants.

(iii) Weather observations—weather lore and forecasting.

(iv) Water—sources, uses and purification of.

(v) Elementary knowledge of the part air plays in burning.

(vi) Effects of breathing bad air; how air is changed by breathing. Ventilation—necessity for and how effected.

(vii) The home; ventilation, cleanliness, beautifying.

(viii) Food—value of home produced foods—bread, vegetables, fruit.

Most of the foregoing are included in the syllabus of optional study already prescribed for the primary schools.

Practical Work

296. To make the subject worth while, every child should be encouraged to take part in the work, to collect specimens of wild flowers and plants and to ascertain the names by which they are known locally, as well as to bring in specimens of cultivated flowers and the leaves of trees, the latter being in the cities the principal item of the pupils' collection. In every class where the subject is taught, a " nature chart " or " calendar " should be kept, and the pupils should provide the material. Nature walks should be arranged as often as possible and the results of observation recorded and discussed. In all schools, window or outdoor boxes and flower pots can be utilised to demonstrate phases of growth and development of plants and flowers. Illustrations (pictures and charts) depicting natural phenomena should be

measaimid go mba ceart tréimse amáin (leathuair) sa tseachtain a ceapadh don ábhar i ngach aon rang os cionn Rang II i ngach scoil. Bha cóir i gcónaí go mbeadh dlúthbhaint ag múineadh an ábhair leis an Tíreolas, leis an líníocht agus le ceapadóireacht (scríofa agus labhartha). Is féidir úsáid tairbheach a bhaint as mar ábhar comhrá agus díospóireachta, i mBéarla nó i nGaeilge.

Clár Teagaisc

295. D'fhéadfaí an clár a bheadh le teagasc a shonrú fá na príomhranna seo a leanas:

Rang III-IV

(i) Grinniú agus aithneachtáil éanacha agus ainmhithe, agus cineáltacht leo.

(ii) Staidéar simplí gnéithe aiceanta an cheantair—crann (coillte), aibhne, loch, tobair (fuaráin), portaigh, cnoic agus cladach (do réir mar feileas).

(iii) Aithneachtáil crann; bláthanna gairdín agus/nó bláthanna fáime; feithidí agus bláthanna; scéal beatha an fhéileacáin.

(iv) Gnúmhacht síolta—bleibhin d'fhás in uisce.

Rang V-VI

(i) Forbairt agus leathnú an chláir do Rangha III-IV.

(ii) Saol plandaí; scrúdú simplí a dhéanamh ar phlanda ghné-shamplach; dhéanamh agus feirm a ranna; na dála a chuirfhís le gnáthfhás plandaí; taisceadh bhídh agus síolrú plandaí.

(iii) Síon-ghrinniú—comharthaíocht agus tuar na haimsire.

(iv) Uisce—a fhomhsú, a úsáid agus a ghlanadh.

(v) Dhuneolas ar feirm an aeir chun dóite.

(vi) Thoradh análuithe dhroch-aeir; an chaoi a n-athraíonn análú an t-aer. Aerú—a riachtanaí agus mhodh a dhéanta.

(vii) An bhaile, aerú, ghlaine, maisiú.

(viii) Bheatha—an mhaith atá le beatha thíre—arán, ghlasraí, thorthaí.

Tá an chuid is mó den mhéid sin i gceist cheana sa gclár neamhéigeantach staidéir atá ceaptha do na bhunscoileanna.

Obair Phraiticiúil

296. Le go mbainfí díol tairbhe as an ábhar, bha cóir gach dalta a ghríosadh le páirt a ghlacadh san obair, le samplaí de bhláthanna fáime agus de phlandaí a bhailiú, na hiomhneacha a thuigfear orthu sa gceantar a chur ar eolas, agus le samplaí de bhláthanna gairdín agus de dhuilliúir crann a thabhairt isteach. Sa gcathair is samplaí den dá ní dheiridh sin is mó a bheas i gcnuasacht na bpáistí. I ngach rang ina múinfear an t-ábhar, bha cóir "cairt dhúlra" nó "fhéilire" a chumadh as an ábhar a chuirfeas na daltaí féin ar fáil. Bha cheart siúlóidí a thabhairt chun an dúlra a ghrinniú chomh minic agus is féidir agus cuntas ar thoradh an ghrinnithe a bhreacadh síos agus a phlé. Is féidir, i ngach scoil, leas a bhaint as boscaí fuinneoige nó boscaí fán aer agus as potaí bláth chun céimeanna fáis agus aibeachaim plandaí agus bláth a léiriú. Bha cóir go mbeadh

available in every school and wherever possible use should be made of films and film strips.

Little Differentiation Between Rural and Urban Schools

297. There is, in our opinion, no necessity in this country to differentiate between urban and rural schools in regard to Nature Study. No Irish child is far removed from rural life and the wonders of nature can be brought to the attention of all. In rural schools, however, more advanced and varied experience is at hand for the pupil and his study should accordingly be more practical and wider than that of the pupil of the urban school.

2. Geography

Local Geography

298. Geography is in the present curriculum introduced in Standard IV. Its introduction in Standard III would not appear to involve any difficulty in organisation since in the majority of schools these two standards are grouped for instruction. Local Geography, a factual and geographical knowledge of the school locality, as an introduction to national and world Geography, suggests itself in fact as complementary to the Nature Study syllabus which, it is proposed, should begin in Standard III. One period a week given to such instruction in each of these Standards would help to simplify the teaching of Geography in senior Standards and would ensure more rapid progress by giving a sound foundation.

299. In Standard III the physical features of the locality may be brought to the child's attention, a knowledge of the cardinal points given, a rough plan made of the school-district, noting the different physical features, the life and work of the people of the district discussed, and information given regarding the life of people in other lands. Pupils of Standard IV should cover the work of the preceding class in greater detail and enter on a study of a map of the school-district showing roads, railways and canals, extending this study to the townland, the parish and the county. In all cases maps should in the beginning be rough sketches, done in relief if possible. Later, full-scale maps may be used to prepare the pupil for his study of the map of Ireland. For both classes the approach to Geography in urban schools would of course take a somewhat different form.

Standards V-VI

300. As regards the programme for senior Standards V and VI, we consider the present syllabus to be on the whole suitable. The pupil's idea of latitude and longitude, however, can be only elementary in Standard V. It is desirable that he should also acquire some idea of vegetation when he comes to discuss zones. In every school extensive use could well be made of the globe and atlas in senior Standards.

3. Drawing

301. Drawing is an integral part of Infant training, and an excellent foundation in the subject can be provided by the kindergarten programme. It is, in our view, a decided educational loss that this subject, so rich in

léaráidí (pictiúir agus cáirteacha) de theagmhais aiceanta ar fáil i ngach scoil agus go n-úsáideofaí, aon uair ab féidir é, scannáin agus stiall-scannáin.

Ní mórán idir scola tuaithe agus scola cathrach

297. Ní fá, dar linn, aon idirdhealú a dhéanamh sa tír seo idir scola tuaithe agus scola cathrach i gcás an Eolas ar Nádúr. Is beag a théann idir aon páiste éireannach agus saol na tuaithe agus is féidir iontais na dúlra a mheabhrú dóibh uile. I scola tuaithe, áfach, tá deis staidéir níos doimhne agus níos ilghnéithí in aice láimhe ag an dalta agus ba chóir dá réir go mba praiticiúla agus go mba leithne a réim foghlama ná réim a comhdalta i scoil chathrach.

2. Tíreolas

Tíreolas Áitiúil

298. Tosnaítear ar an Tíreolas i Rang IV sa gcúrsa atá ann i láthair na huaire. Ní cosúil go mbeadh aon deacracht eagair ann dá dtosnaíti air i Rang III, óir déantar aon bhuion teagaisc amháin den dá rang sin i bhformhór na scol. Go deimhin, samhlaímid go mba chomlánú ar an gclár Eolas ar Nádúr, a molaimid tosnú air i Rang III, an Tíreolas áitiúil seo, eolas ar ghnéithe aiceanta agus ar ghnéithe tíreolaíochta ceantair na scoile, mar réamhteagasc do tíreolas na tíre agus an domhain. Dá dtugtaí tréimhse amháin sa tseachtain don teagasc sin i ngach rang den dá cheann, ba mhór an chabair sin do mhúinteoir an Tíreolais sna Rangaí sinsear agus ba bonn maith é ar a bhféadfaí tógáil níos tapúla.

299. I Rang III, féadfar ghnéithe aiceanta an cheantair a mheabhrú don pháiste, eolas a thabairt dó ar na ceithre hardaí, pleain ghairid a dhéanamh de cheantar na scoile a léireoidh na ghnéithe aiceanta, saol agus obair mhuintir an cheantair a plé agus eolas a thabairt i dtaobh saoil dhaoine i dtíortha eile. Ba chóir do dhaltaí Rangaí IV staidéar níos beaichte a dhéanamh ar chúrsa an Rangaí roimhe sin agus tosnú ar staidéar a dhéanamh ar léarscáil de cheantar na scoile ar a léireofaí bóithre, iarnróid agus canála, agus an staidéar céanna a dhéanamh, do réir a chéile, ar an mbaile fearainn, ar an bparáiste agus ar an gcontae. I ngach cás ba cheart gairm-léaráidí, léaráidí cobhraíocha más féidir é, d'úsáid mar léarscála i dtosach. Ina diaidh sin, d'fhéadfaí leas a bhaint as léarscála lánscála mar ullmhúchán don dalta le staidéar a dhéanamh ar léarscáil na hÉireann. Ní mionann ar fad, ar ndóigh, mar mhionsóraí an Tíreolas, i gceachtar den dá rang, i scola cathrach.

Rang V-VI

300. Maidir leis an gclár do na Rangaí sinsear V agus VI, measaimid go bhfuil an chúrsa atá ceaptha fá láthair feiliúnach ar an iomlán. Ní féidir leis an dalta, áfach, ach tuairim neamhoin a bheith aige de leathadh agus d'fhad doimhneadh i Rang V. Ba mhaith an rud freisin dá dtugtaí tuiscint éigin dó ar an bhfásra nuair a bheadh sé ag foghlaim fá na creasa. Níor mhiste i ngach scoil an chruinne agus an t-atlás d'úsáid cuid mhaith sna Rangaí sinsear.

3. Líníocht

301. Is cuid bunaidh d'oiliúint Naíonán an Líníocht, agus is féidir fán gclár cionoargairdin bun-tsraith fíor-mhaith a chur fán ábhar. Is caillíunt chmnte ó thaobh an oideachais, dar linn, nach leantar sa mbunscoil den ábhar seo,

aesthetic and practical values, is not continued in the primary school. It is true, of course, that it is taught in Continuation Schools and in many Secondary Schools; but not all children attend a post-primary school and in any case the years that intervene between the Infant and the post-primary school are vital. We have therefore recommended that Drawing be restored to the curriculum.

302. To take time from language writing for the sake of teaching Drawing would not, we feel, injure the standard of handwriting; it would, in fact, tend to improve it. Similarly, Drawing would be an aid to Geography and History teaching, giving greater facility in map-drawing and sketching; it is a necessary adjunct to the teaching of Nature Study and can equally aid Mensuration and Geometry, while it will help to train the pupil in general neatness and orderliness.

Aims

303. The subject should, however, appeal to teachers and schools for its own values. Stated briefly, these values may be expressed in the following aims which the teaching of Drawing in the primary school should have:

(i) Cultivation of self-expression;

(ii) Development of appreciation of form and colour (to appreciate why a thing is beautiful), and appreciation of beauty in nature;

(iii) Development of the imagination;

(iv) Encouragement of observation;

(v) Cultivation of good taste in home decorations and colours;

(vi) Counteraction of destruction and vandalism.

Syllabus

304. The syllabus taught should be a continuation of that set out in the Infants programme, with some mechanical drawing introduced in senior standards. Without designating the syllabus for each Standard in detail, we consider that the whole programme should include the following:

(i) Freehand and Memory Drawing;

(ii) Illustrative Drawing;

(iii) Drawing of natural forms—leaves, trees, flowers, etc.;

(iv) Illustration of exercises, especially in Nature Study and Composition;

(v) Design and/or Drawing of simple objects (in the senior group) to teach the principles of Object Drawing;

(vi) Mechanical Drawing (in Standard VI)—simple scale drawing, simple plan and elevation;

(vii) Colour matching;

(viii) Simple art appreciation (explanation of colour, grouping, composition of a few good pictures or reproductions thereof).

a bfuil oiread fiúntais éisteiticiġ agus praiticiúil inti. Is fíor, ar nóiġ, go múintear í i Scola Leanúna agus i mórán Meánscol: ach ní hé gach páiste a théanas freastal ar iarbunscoil, agus in aon cás tá barr táthachta leis na blianta idir an naí-scoil agus an iarbunscoil. Tá moltaí againn dá réir an líniocht a chur ar ais sa ġcúrsa léinn.

302. Ní dóiġ linn go ndéanfaí dochar do chaiġdeán na lámscríbneoireachta dá mbaintí am den scríob ar maithe le múineadh na líniochta; is amlaid, go deimhin, a racadh an líniocht cun tairbhe dó. Ba chabair freisin í do mhúineadh an Tíreolais agus na Staire, tré thuilleadh éascaíochta a thabairt do na daltaí ar tarraingt léarscál agus léarálaí; tá riachtanas léi i dteagasc an Eolais ar Nádúr agus, comh maith leis sin, ba chabair í don Tuisíocht agus don Chéimseatam. Tairis sin chuideoch sí le nós an tslaicht agus na hordúlachta i ġcoitinne a chothú sa dalta.

Cuspóirí

303. Ba chóir, áfach, go mbeadh tóir aġ múinteoirí agus aġ scola ar an ábhar ar son na tairbhe atá ann féin. Léiritear an tairbhe sin go hachomair sna cuspóirí seo thíos ba chóir a beith le múineadh na líniochta sa mbunscoil:

(i) Cabhrú leis an dalta é féin a chur in iúl;

(ii) Breithiúnas ar dheilbh agus ar dhath (a thuiscint cén fáth a bfuil áilleacht i rud), agus dea-thuiscint ar áilleacht dúlra d'fhorbairt;

(iii) Forbairt na samhlaíochta;

(iv) Ġrinneacht a spreagadh;

(v) Tuiscint a thabairt ar dhea-roġa a dhéanamh i maisiú tí agus i ndathanna;

(vi) Cúl a chur ar scrios agus ar mhilteanas.

Clár an Ábhair

304. Ba chóir go mbeadh an cúrsa a múinfí agus a bfuil den ábhar i ġclár na Naíonán aġ teacht le chéile, ach roinnt líniochta meichniúla a thabairt isteach sna ranġa simsear. Ġan an clár do ġach aon ranġ a leaġan amach go mion, measaimid go mba chóir go mbeadh na nithe seo a leanas sa ġclár iomlán:

(i) Saor-líniocht agus Meabhair-líniocht;

(ii) Líniocht phictiúireach;

(iii) Líniocht dhúlchruth—dhuilleoga, crainn, bláthanna, srl.;

(iv) Léaráidí d'ábhair cheachta, go háirithe san Eolas ar Nádúr agus sa ġCeapadóireacht;

(v) Ġréas-chóiriú agus/nó líniocht cuspaí simplí (sa mbuíon simsear) chun bun-ġnéithe na líniochta Cuspa a theagasc;

(vi) Líniocht meichniúil (i Ranġ VI)—líniocht shimplí do réir scála, thomhchló agus inġearchló simplí;

(vii) Cuibheas dathanna;

(viii) Measthóireacht shimplí ealaíon (léiriú ar dhath, comheasar agus comhriar roinnt beag de phictiúir mhaithe nó macasamhla díobh).

Time

305. Two periods per week, or perhaps in some classes one period of equivalent duration, would require to be given to the subject.

306. It is, of course, necessary that simple materials and equipment, particularly colours, for the teaching of Drawing be provided free; otherwise the subject can be but very inadequately treated. Similarly good reproductions of pictures for the teaching of art appreciation would be needed by the schools. In the larger schools separate art rooms would also be required.

307. It is possible that all teachers will not be able to adapt themselves immediately to the teaching of this subject, although the majority of trained teachers are already qualified to teach it. Its gradual introduction, following suitable refresher courses for teachers, would solve any difficulties which might be experienced.

4. Needlework

308. It is mainly as a manual training that Needlework is important as a subject of the primary school curriculum. With greater experience and wider training given at home or through further education, it is also a valuable practical training for girls. Under the existing curriculum, it is obligatory in one- and two-teacher schools in Standard III and higher Standards, while in larger schools in which there are at least two women teachers it is also obligatory in Standards I-II, consisting throughout of knitting and hand-sewing, including darning and cutting out of garments. Whether young children of 7-9 years of age are sufficiently developed to manipulate knitting needles, without loss of time, seems, to some at least of our members, to be open to doubt. It is true that a child must learn at some stage and that a child's hands and fingers can in a remarkably short space of time become quite deft. There would seem, however, to be a certain physical effort involved for a child of this age in holding knitting needles and wool for any length of time and the degree of manual skill required could, perhaps, be given with less loss of time and energy when the pupil enters Standard III. On the whole, we are inclined to favour the postponement of the subject to that Standard in all schools.

309. We consider also that the time given to the subject could be reduced to one hour weekly in Standards III-IV, double this time to be provided in senior classes.

310. As regards the contents of the programme to the end of Standard VI, we feel that it should aim at providing the "mechanics" of sewing and stitching, simple cutting out and some knitting. These carefully taught will provide a satisfactory foundation for the post-primary period, in which we hope that girls will be given an adequate training in all domestic subjects necessary for their future vocation.

305. Nior mór dá tréimse sa tseachtain, nó b'fhéidir i roimh rang tréimse amháin ar dhonn fad dhi, a thabairt don ábhar.

306. Is riachtanach, ar ndóigh, go gcuirfí damhna agus deiseanna simplí, datanna go háirithe, ar fáil in aisce le haghaidh teagasc na Líníochta; dá n-éagmais sin nior leor mar fhéadfaí an t-ábhar a theagasc. Ar an gcaoi chéanna, bheadh gá ag na scola le macasamhla maithe de phictiúir le meastóireacht ealaíon a mhúineadh. Sna scola móra bheadh gá, freisin, le seomraí ealaíon ar leithligh.

307. Tarlóidh nach mbeadh na múinteoirí fré chéile i ndon iad féin a chur i dtreo láithreach leis an ábhar seo a mhúineadh, cé go bhfuil formhór na múinteoirí oilte cáilithe cheana lena theagasc. Dá dtugtaí isteach do réir a chéile é, tar éis athchúrsaí feiliúnacha a chur ar fáil d'oidí, réiteodh sin deachracta ar bith a bheadh ann.

4. Obair Shnáthaide

308. Is mar láimhoiliúint is mó atá tábhacht le hObair Shnáthaide mar ábhar i gcúrsa léinn na bunscoile. Nuair a tugtar tuilleadh cleachta agus oiliúna inti sa mbaile nó tré fhearas barr scolaíochta, bíonn tairbhe léi freisin mar oiliúint phraiticiúil do cailíní. Fán gclár atá i bhfeidhm, is ábhar éigeantach í i scola aon-oide agus dá-oide i Rang III agus sna Ranga os a chionn; i scola is mó ná sin ma bhfuil beirt bhanoidí ar a laghad, is ábhar éigeantach freisin í i Ranga I-II. Is é ruo a bhios inti, i ngach cás, cniteáil agus láimhfuáil, ar a n-áiritear baill éadaigh a dhearnáil agus a ghearradh. Is úsáid aimhris do chuid ar a laghad dár gcomhaltaí an bhfuil páistí ósa 7-9 mbliana d'aois sách stuama le bioráin chniteála a láimhsiú gan am a dhíomailt. Is fíor go gcaithfidh an páiste foghlaim uair éigin agus gur ní-ghearr go mbí láma agus méaracha an pháiste oilte. Is cosúil, áfach, go mbíonn ar pháiste den aois sin iarracht nirt éigin a chaitheamh le greim a choinneáil ar fead aon achar ar bioráin agus ar snáth, agus féadfaí, b'fhéidir, an caighdeán céanna láimhoilteachta a bhaint amach, gan oiread ama ná síleála a chaitheamh leis, nuair a racadh an páiste isteach i Rang III. Ar an iomlán, is mó ab fhearr linn an t-ábhar d'fhágáil gan teagasc go dtí an Rang sin i ngach scoil.

309. Measaimid freisin go bhféadfaí an t-am a bhéarfaí don ábhar a laghdú go dtí uair a chloig sa tseachtain i Ranga III-IV, a dá oiread sin a thabairt do sna ranga simsear.

310. I dtaobh a mbeadh sa gclár go deireadh Ranga VI, ceapaimid gur leor mar chuspóir an "bun-cheirdeone" a ghabas le fuáil agus greamanna, gearradh simplí agus roimh chniteála. Dá múinti iad sin go cúramach, ba ullmhúchán sásúil iad don tréimse iarbhunscoile, ar mhaith linn go dtabharfaí ann do gach cailín leor-oiliúint sna hábair chís uile a bheadh riachtanach dá gairm saoil.

CHAPTER X

The Primary School Staff

1. The Teacher

311. To say that teaching is one of the highest and most difficult of vocations is merely to enunciate a well-worn truth. The teacher stands in the place of the parents and shares some of their most sacred responsibilities. He is called on, therefore, on the one hand to fit himself for such an exalted task by cultivating the highest qualities of soul and mind, and, on the other, to show constantly towards his pupils a personal solicitude which will reflect that of their parents. To adhere to such a high ideal through years of hard and at times monotonous work is not easy, and it is rendered all the more difficult, but also all the more necessary, by the fact that the teacher holds such a conspicuous place in the life of the community.

312. The teacher, therefore, has a right to every help that can be given him for the fulfilment of his vocation. It does not enter into the terms of the subjects referred to us to discuss the various ways in which this help might be given, but there are two which we have thought peculiarly worthy of consideration. The first (as proposed in pars. 241-242) is the provision of advice and information for teachers to enable them to apply to their work in the schools the fruits and results of successful educational research and initiative here and elsewhere and the provision of other teaching aids and equipment mentioned in Chapter XI. The second help, namely the adequate staffing of schools, we have regarded as of vital importance, especially since consideration of the function of the primary school required of us that we should, wherever necessary, tender advice on all matters which influence the successful achievement of that function. The question of staffing has, accordingly, been the subject of lengthy and careful consideration on our part, the results of which we set out in the following paragraphs.

2. Staff

313. We have already stressed the disabilities imposed on our primary schools in the matter of organisation. One-sixth of our schools are one-teacher schools while more than one-half work with a staff of two teachers. From these facts, mainly, arise difficulties of satisfactory organisation, that is the arrangement of pupils in classes in such numbers in regard to age and development as will enable them to gain the greatest possible advantage from the work of the teacher. These difficulties exist also in larger schools, not because a number of pupils of different ages and standards of proficiency must be combined in group for class teaching, but because the number of pupils in the school in proportion to the number of teachers on the staff is too large and also because the number of pupils of a particular age and standard of attainment is too large for satisfactory instruction by one teacher. Briefly expressed, there are two problems: some teachers have charge of classes that are too large, others have charge of too many classes.

Foireann na Bunscoile

1. An Múinteoir

311. Níl ann ach sean-nath fíor a rá go bfuil an múinteoireacht ar an ngairm is uaisle agus is cruaidhe dá bfuil ann. Is tar ceann na dtuismitheoirí a gníomhaíos an múinteoir agus bíonn páirt aige leo i gcuid de na cúraim is dílse acu. Bítear ag súil uaidh, mar sin, ar thaobh amháin, go réiteoidh sé é féin do chúram chomh huasal sin thré na cáilíochta is airde anama agus intleachta a shaothrú, agus, ar an taobh eile, go mba cás leis i gcónaí leas gach aon duine dá chuid daltaí de shamhail an chúraim a bheadh ar a dtuismitheoirí féin fútu. Ní furasta dhó cloí le hard-chuspóir den chineál sin thré bhliantaí fada de mhór-dhua agus, in amanna, de mhall-shaothar leadránach, anróiteach, agus is doilí dhó arís é a dhéanamh, cé gur riachtanaí, de bhrí go mbíonn súil an phobail i gcónaí air.

312. Tá ceart ag an múinteoir, dá bhrí sin, ar gach uile chúnamh is féidir a thabhairt dhó lena gairm a chomhlíonadh. Ní bhaineann sé le téarmaí na n-ábhar a cuireadh fánár gcóir na bealaigh éagsúla ar a dtabharfaí an chúnamh sin a plé, ach tá dhá cheann go sonrach ar dhíol díobh go mbreathnóimis iadh. An chéad cheann acu (mar mholamar in ailt 241-242) comhairle agus eolas a bheith ar fáil ag múinteoirí le go bhféadfaidís torach agus tairbhe taighde, i gcúrsaí oideachais agus saothair bhunaidh anseo agus in áiteacha eile, a chur i gcion ar a gcuid oibre sna scoil, agus freisin go gcuirfí ar fáil dóibh na háiseanna teagaisc agus na fearais eile a luaitear i gCaibideal XI. An dara cineál cabhrach, sé sin leor-fhoireann múinteoirí a cheapadh sna scoil, measamar go raibh buntábhacht ar leith lena plé, go háirithe de bhrí nár mhór dúinn, agus feidhm na bunscoile dá breathnú againn, comhairle a thabhairt, pé áit a raibh call léi, ar na cúrsaí ar fad a bfuil tionchar acu ar chomhlíonadh rathúil na feidhme sin. Rinneamar machnamh fada chúramach, dá réir sin, ar cheist sin na foirne scoile agus tugaimid a thorach sna hailt ma dhiaidh seo.

2. Foireann Scoile

313. Léiríomar ceana na constaicí atá ag déanamh toirmisc dár mbunscoil i gcúrsaí eagair. Scoil aon-oide sea an séú cuid dár gcuid scol agus tá níos mó ná leath díobh i dtaobh le foirinn bheirte oidí. As na cúrsaí sin a tharlaíonn bunáite na ndeacracht i mbealach eagair sásúil, eagar lena bhféadfaí daltaí a dháiliú ar rangaibh do réir a n-aoise agus a bhforáis intleachta, gan níos mó a bheith in aon rang ná d'fhéadfadh an tairbhe is fearr ab fhéidir a bhaint as saothar an mhúinteora. Tá na deacracta céanna i scoil móra, ní de bharr go gcaitear líon daltaí d'aoiseanna agus de chaighdeán éagsúla oiliúchta a chur le chéile in aon-bhuin i gcóir rang-theagaisc, ach toisc go mbíonn an líon daltaí sa scoil ró-mhór i gcoibhneas leis an méid múinteoirí a bhíos ar an bhfoirinn, agus fós go mbíonn an uimhir daltaí d'aois áirithe agus de chaighdeán áirithe oiliúchta ró-mhór le teagasc sásúil d'fháil fá oide amháin. Go hacomair tá dhá cheist ann—tá cuid de na múinteoirí i mbun rang atá ró-mhór, agus cuid eile acu i mbun iomarca rang.

314. Large classes are confined mainly to the cities and would, in part, appear to be due to lack of accommodation—the problems arising in connection with new housing schemes are abnormal and must be treated as such. The Department insists on satisfactory accommodation being provided before sanctioning the appointment of additional teachers. Such an attitude is quite reasonable, although there may always be cases in which a more lenient approach might be justified. Where there are pupils waiting for a teacher, the first step should be the provision of accommodation to enable that teacher to carry on his work efficiently. In the cities too, and occasionally in rural areas, there are seasonal problems. Thus from March to June beginners swell the number on the rolls of Infant classes, a position adjusting itself somewhat from the first day of the next school-year, while the promotion of pupils at that stage serves to increase the numbers in higher Standards, these in turn dwindling as pupils reach the age of 14 years and leave or transfer to post-primary education.

315. In rural schools the main problem is that one teacher is in simultaneous charge of too many classes. In the one-teacher school the teacher will normally have pupils of at least eight different Standards, although the number in each may be few. In the two-teacher school one teacher will be found in charge of four Standards grouped in two classes, the other in charge of four or five, grouped in two or three classes, the numbers in the lower groups being usually greater. On the enrolment of one or two pupils may rest the issue of whether a school is a one-teacher or a two-teacher school, a two-teacher or a three-teacher school and so on, and in rural areas a school may be for years waiting for that extra pupil to change its category. It must be recognised that at some point a figure must determine whether another teacher will be appointed, and in our case it is to be admitted that the rules which distinguish between appointments to new posts and appointments to existing posts, as well as the rules which sanction the temporary retention of teachers in schools in which a minimum enrolment has not been maintained over a certain period of time, help to alleviate the difficulties connected with staffing. It should be equally recognised that some special provision is already being made to meet the problems of the smaller schools by allowing lower figures of average enrolment for the appointment of teachers than those insisted on for larger schools.

316. It is for us a question of deciding what, in our circumstances, is the maximum number of pupils of which one teacher should have charge. Obviously, the teacher who has to attend to the educational needs of a number of pupils whose ages range from 4 years to 13 years or over, cannot, by any effort of human exertion, achieve the same results as a teacher who has charge of the same number whose ages range only from 4-6 years or 7-8. The attainments and standards to be served by the one are wide and varied, while in the case of the other they are somewhat the same. The teacher in the one-teacher school must teach two or three subjects in the same half hour, or at least take turns with each of three groups, each containing pupils of different age-ranges. The teacher whose only group or class consists of one Standard, or two at the most, can give all his attention to

314. Sna catraca atá bunáite na rang mór, agus uireasa cóiríocta, do réir cosúlacta, is cúis le cuid acu—is ceisteanna neamhcoitianta iontu féin na ceisteanna a bameas le scéimeanna nuaíde títe agus ní mór agaid dá réir a tabairt ortu. Leagann an Roinn síos mar coinníoll go mbeadh leor-cóiríocht ar fáil sara gceadófaí múinteoirí breise a ceapadh. Tá ciall leis an mtinn sin, cé go mb'féidir i gcónaí cásanna a beit ann ina mbeadh sé caothúil agus ceart a beit níos géilliúnaí san éileamh. Má tá daltaí ann ag fanacht le múinteoir, an céad réiteach atá le déanamh cóiríocht a cur ar fáil le go bpéadfaidh an múinteoir a cuid oibre a déanamh go héifeachtúil. Tarlaíonn fadhba freisin sna bailte móra, agus amanna fán tuaith, i dtréimsí áirite seachas a chéile. Ó Márta go Meitheamh, mar shampla, cuireann an líon páistí a tagas ar scoil de chéadóir méadú an-mór ar an uimhir ar rollaí na rang naíonán ach cothromaíonn na ranga naíonán iad féin roimh ón lá tosaigh den chéad scoilbliain eile. Ag an am céanna méadaíonn an líon sna ranga os a gcionn, de barr daltaí d'aistriú ag an bpointe sin, agus laghdaíonn a líon sin arís do réir mar shroicheann páistí aois 14 bliana, agus mar fágann siad nó mar aistríonn siad go dtí iarbhunscoil.

315. I scoil tuaithe, sí an príomhfadhb go mbíonn múinteoir amháin i mbun an iomarca rang ag an am céanna. Sa scoil aon-oide, bíonn daltaí as ocht gcinn de ranga éagsúla, ar a laghad, fán múinteoir céanna de ghnáth, cé go mb'féidir gur beag a líon in aon rang. Sa scoil dá-oide, bíonn ceithre rang roimhe ar dá buin faoi mhúinteoir amháin agus bíonn an múinteoir eile i mbun ceathair nó cúig de ranga agus iad roimhe ar dá buin nó trí, ach gurb ionúil gur mó a mbíonn de daltaí sna buíonta íochtaracha. B'féidir gur ar dalta amháin nó dó a theacht ar an rolla a bhraitheadh sé cé acu ar scoil aon-oide nó dá-oide í an scoil, ar scoil dá-oide nó scoil trí-oide í agus mar sin de, agus fán tuaith b'féidir go mbeadh scoil blianta ag fanacht leis an dalta breise sin a d'athróidh a haicme. Ní mór a admháil go gcaithfeadh figiúr a shocrú ag pointe éigin an gceapfaí múinteoir eile sa scoil, agus, már gcás-na, is fíor go gcabhraíonn na rialacha a níos roimhealú roimh ceapacháin do postaí nuaíde agus ceapacháin do postaí atá ann cheana, i dteannta na rialacha a ceadaíos múinteoirí a coimeáil go sealadach i scola nach bfuil an uimhir mhinimum ar na rollaí go seasta iontu ar feadh tréimse áirithe, le faoiseamh a tabairt ar na deacrachta a bameas le foirne na scol. Caithfear a admháil com maith céanna go ndéantar réiteach ar leith de chineál áirithe cheana le teacht roimh deacrachta na scol beag thré mheán-uimhreacha rollúcháin níos ísle a ceadú cum múinteoirí a ceapadh iontu ná mar ceadaítear i scola móra.

316. Is ceist dúmhe a rá cén uimhir is mó daltaí ba chóir mar gcás-na a beit fá aon oide amháin. Má bíonn ar mhúinteoir freastal do riachtanais oideachais daltaí a dtéann a n-aoiseanna ó 4 bliana go dtí 13 bliana nó os a chionn, is léar nach bféadfaidh sé, agus déanadh sé a mhíle dícheall, an toradh céanna d'fáil a fheadas an múinteoir atá i mbun an lín cheanna daltaí ach nach dtéann a réim aoise ach idir 4-6 bliana nó idir 7-8. Is fairsing éagsúil réim cumais agus caighdeáin eolais na ndaltaí atá mar chúram ar dhuine acu; i gcás an duine eile tá an caighdeán mórán mar a chéile. Bíonn ar an múinteoir sa scoil aon-oide dá dhar nó trí a theagasc sa leat-uair cheanna nó, ar a laghad, sealaíocht a dhéanamh ar gach aon cheann de trí buíonta a bfuil daltaí d'aois-réimeanna éagsúla i ngach ceann díob. Féadann an múinteoir nach bfuil sa mbuín atá faoi ach daltaí de rang amháin, nó de dhá cheann ar a mhéid, a dhúthracht ar fad a

that group and to the subject prescribed for the period. We will therefore first deal with the maximum number when the teacher has only one class or group, and then with the maximum when he has more than one.

Size of Class

317. Where statements of evidence received by us referred to this question, they practically all agreed that 30 is the maximum number of pupils which should constitute a class. The majority of the Council members are of opinion that 30 is an optimum figure. Such a figure would satisfactorily guard against financial wastage and at the same time prevent all but the minimum educational loss. The figure also refers to the primary school only, and takes account of the fact that practical instruction requiring a great deal of individual attention is not included in the curriculum. The Council must however have regard not only to a fair ideal in education but to the practicability of giving effect to that ideal, and they realise that the introduction of this figure would place such an additional burden on the national economy as would make it incapable of immediate adoption. Furthermore, they cannot overlook the possibility of a sufficient number of suitable and efficient teachers not being available should the field of recruitment be greatly widened to supply the additional needs of primary schools as well as the demands of post-primary education. They have, accordingly, carefully examined the problem with a view to ascertaining whether a higher figure might be adopted without unduly impairing educational efficiency.

318. As a result they have come to the conclusion that in the case of pupils of the same, or approximately the same, standard and age of mental attainment, the maximum number which should be under the charge of a trained teacher is 40. While it is held by some that the number of infant pupils should be less than this and by others that the number of senior pupils should be less, we feel that a maximum enrolment of 40 pupils per teacher should satisfy both points of view. We may here advert to the objection that an enrolment of 40 pupils per teacher means a daily attendance of about 35 pupils. That such a figure of attendance be reached means, in practice, that on most days over 35 pupils are in attendance. The very fact that the average attendance is not higher requires that greater individual attention be paid to absentees to the detriment of the majority. If the enrolment were greater, the general educational loss would be proportionately heavier. It is recognised, of course, that enrolment must in this case be interpreted as average daily enrolment over a period of the year.

319. Where, however, the teacher must attend to the needs of separate groups of pupils of different ages and attainments, it is clear that the maximum number of pupils of which he has charge should be less than 40. Taking into consideration the needs of the smaller schools, we recommend that the average number of pupils on roll in a one-teacher school should not exceed 25, that the average number of pupils on roll under the charge of each teacher in the case of a two-teacher school should not exceed 30, and that in a three-teacher school that number should be restricted to 35. We speak of fully trained teachers or teachers with equivalent qualifications. Wherever an untrained teacher is temporarily, or in special circumstances permanently, employed we consider that these figures should be reduced.

caiteam leis an mbuin sin agus leis an ábhar atá ceaptha don am. Déarfaimid agaid ar dtús, dá réir sin, ar an uimhir is mó ba cóir a beit fá múinteoir nach bfuil aige ach buíon nó rang amháin, agus ansin ar an uimhir is mó ba cóir a beit aige nuair atá níos mó ná sin fána cúram.

Méid an Ranga

317. Bí na ráitis fiosaise a fuaireamar, sa gcás gur tagradar don ceist seo, ar aon-bhreith, nach mór, gur thíocfa an líon is mó daltaí ba cóir a beit i rang. Sí tuairim formhór na Comhairle gurb é thíocfa an figiúr is comhfheilúnaí. Seachnóid figiúr dá méid sin díomhaoin airgid agus ag an am céanna ní bheadh ach caillteanas gan bhrí dá barr ó thaobh an oideachais. Is leis an mbunscoil amháin a bhaineas an figiúr, agus cuireann sé sa gcomhaireamh nach bfuil aon teagasc praiticiúil sa gclár a dteastóid múinteoireacht ar leithligh ó gach aon dalta ann. Ach ní ar an riar is fearr a d'fheilfeadh ó thaobh an oideachais amháin a chaithfeas úil na Comhairle a beit, ach ar a dóichí go bhféadfaí é a chur i gcion, agus tuigeann sí go maith dá n-úsáidfaí an figiúr atá i gceist go gcuirfeadh sé oiread d'ualach breise caiteachais ar an Stát nárbh féidir glacadh leis láithreach dá barr. Tairis sin, ní mór di a meabhrú go mb'féidir nach mbeadh dóthain múinteoirí feilúnacha, éifeachtúla ar fáil dá méadaití an-mhór an líon as a dtoghfaí múinteoirí le freastal ar riachtanais bhreise na mbunscol chomh maith le héileamh an oideachais iarbhunscoile. Scrúdaigh an Comhairle, dá réir, an ceist go cúramach d'fhonn a fháil amach an bhféadfaí glacadh le figiúr ní b'airde ná sin gan díobháil ró-mhór a dhéanamh d'éifeacht an oideachais.

318. Tá an Comhairle tagtha ar an mbreith, dá barr sin, gur ceathracha an uimhir is mó ba cóir a beit fá chúram múinteora oilte i gcás páistí den caighdeán agus den aois céanna foráis intleachta nó gar don caighdeán agus don aois chéanna. Cé go síleann daoine gur cóir an uimhir de daltaí naíonán a beit níos lú ná sin, agus go síleann daoine eile gur cóir don uimhir de daltaí sinsearacha do beit níos lú, measaimid go réiteoid uas-rollú de 40 daltaí an t-oide leis an dá chuairim. Ní miste dúinn tagairt anseo d'argóint ina choinne sin gurb ionann rollú de 40 daltaí an t-oide agus meán-timeam laethúil de 35 daltaí nó mar sin. Ach le go sroichfí a leithéid d'figiúr timthil, nior mhór thar 35 daltaí a beit i láthair ar bunáite na laethanta. Go deimhin de barr nach bfuil an meán-timeam níos airde, ní mór cúram níos mó a dhéanamh de gach duine de na daltaí a bíos as láthair, rud is díobháil don tromlach. Dá mba mó an líon ar rollaí, ba mhóide arís caill oideachais na coitiantachta. Admhaítear, ar ndóigh, gurb é is ciall le rollú sa gcás seo meán-rollú laethúil ar fead tréimse den bliain.

319. Is léar, áfach, gur chóir gur lú ná 40 an uas-uimhir daltaí ba cóir a beit fá chúram an oide a mbíonn air freastal ar bhuíonta éagsúla de daltaí nach ionann aois dóib ná caighdeán eolais. Ag cuimhniú ar riachtanais na scol beag, molaimid nár chóir gur mó ná 25 an meán-uimhir daltaí ar rolla i scoil aon-oide, nár chóir gur mó ná 30 an meán-uimhir daltaí ar rolla fá chúram gach aon mhúinteora i gcás scoile dá-oide, agus gur 35 an tóraimh a cuirfí leis an uimhir seo i scoil trí-oide. Táimid ag tráchtar oidí lán-oilte nó oidí a bfuil a chothrom de cháilíochta acu. I gcás ar bith a mbíonn oidí neamh-oilte ar fóstú go sealadach, nó go buan ar chúmsí ar leith, measaimid gur cheart na figiúir sin a laghdú.

The need for adequate Staff

320. We mentioned earlier (pars. 149-152) that, owing especially to difficulties of organisation, the curriculum of the primary school must be curtailed. This curtailment involves not only restriction in the number of subjects taught but also, as mentioned in par. 159, the omission of important details in the treatment and scope of the programme in basic subjects. In order to include a moderate programme of Nature Study, Drawing and Physical Training in the curriculum, we ourselves have been compelled to suggest some reduction in the syllabus requirements for the basic subjects, despite the fact that already the contents of these syllabuses are limited and their treatment hampered by lack of freedom in school-organisation and the demands made by numbers on the teaching power of the school. In its endeavour to cope with even a curtailed programme the average school, either because of the size of the class or the number of classes under each teacher, must sacrifice attention to detail and insistence on a higher standard of proficiency in several subjects in order to ensure that a minimum standard of attainment in fundamentals is secured for all. In other words perfection, even in the restricted programme, is an unattainable ideal for the ordinary school.

321. Indeed it is hard to feel assured that all pupils reach the necessary minimum standard of attainment in fundamentals, when it is considered that in every Standard there will invariably be found one or two pupils of retarded development and a few more whose rate of progress is slower than that of the average. Such pupils require a good deal of individual attention on the part of the teacher and his inability to provide that attention in a sufficient and satisfactory degree, without injuring the advancement of those of average ability, is in our opinion the source of much of the criticism directed at our schools. Here, however, it should be observed that it is not only the mentally retarded child who stands in need of individual attention. The pupil whose talents and rapid development enable him to outstrip the average, in every subject or in some, must also receive special attention to ensure that his progress is safeguarded and the needs of his development met, where these needs are not best served by his promotion to a higher Standard.

322. We need not again emphasise the magnitude of the task undertaken by our schools in connection with language teaching. Language learning is a process which demands much individual attention, especially as regards conversation and pronunciation. Every day should allow of a reasonable amount of time being given to each pupil for practice and correction, so that each may become more aware of his ability to use the language apart, as it were, from the class and thus gain encouragement from his progress and proficiency. This is obviously impossible in a large class or in other conditions which cause over-straining of the teacher's attention. The absence of individual attention seems to explain, at least in part, why progress in the present Irish language programme has not been such as might have been expected.

323. A staff on the basis we have suggested would enable each school, by competent organisation and a satisfactory system of promotion, to allow to each of its teachers greater freedom and wider opportunities for raising the general standard of proficiency. It would also enable greater care to

320. Luamar roimhe seo (ailt 149-152) go scaitear cúrsa na bunscoile a cúngú de barr deacracta scoil-eagair go háirithe. Ní hé amháin go scuireann an cúngú seo tóraimh leis an méid ábar a múintear ach, mar dúradh in alt 159, go scaitear mion-shéite tábhachta i dteagasc agus i scóip an cláir sna bun-ábair d'fágáil ar leataoibh. Dí oraimh féin a molaidh go nsiorrófaí roimhe réim na gcúrsaí sna bun-ábair sin le go bféadfaí clár measartha in Eolas ar Nádúr, Iniochd agus Corpoilliúint a teagasc, amheasa gur fíor go bfuil réim na gcúrsaí sin tóranta cheana, agus gur bhac ar mhóid múinte na gcúrsaí an uireasa sháirse in eagar scoile agus an t-éileamh a níos líon mór na ndaltaí ar chumhacht teagaisc na scoile. Bíonn ar an nsnáthscoil, de barr méid an ranga nó an líon rang atá fá gach aon mhúinteoir, an-iarracht a dhéanamh le clár tóranta féin a teagasc agus déanamh d'uireasa aire a thabhairt do mhion-shéite agus d'uireasa ard-chaighdeáin oiliúchta i gcuid mhaith ábar, lena chinntiú go mbaineann cách amach caighdeán minimum eolais sna bun-ábair. I bhfocla eile, is forshamail do-shroichte ag an nsnáthscoil an foirfeacht, go fiú sa gclár tóranta.

321. Go deimhin is doiligh a bheith cinnte go mbaineann na daltaí uile an caighdeán minimum eolais is riachtanach sna bun-ábair amach, nuair a measraítear go mbíonn go hiondúil i ngach rang dalta nó dó gur mhall a bhfoghas agus corr-dalta eile a mbíonn a dhul chun cinn níos mhaille ná an meán. Ní mór don mhúinteoir cuid mhór aire ar leith a thabhairt do daltaí den chineál sin, agus dar linne sé is údar do mhórán den locht a déantar ar ár scola nach mbíonn ar chumas an mhúinteora leor-chúram sásúil a dhéanamh díobh gan díobháil a dhéanamh do dhul chun cinn na ndaltaí a bfuil cumas meánach iontu. Is ceart a rá anseo freisin nach é an páiste mall-mheabhrach amháin a mbíonn cúram pearsanta ag teastáil uaidh. Ní mór don dalta a gcuireann a achmainn agus a mhearfhoghas ar a chumas barr a bhaint den gnáth-dhalta, i ngach ábar nó i gcuid acu, aire ar leith d'fháil freisin lena chinntiú nach baol dá dhul chun cinn agus go bhfreagraítear dá fhoghas, sa gcás nárbh fhearrde a riachtanais é d'ardú go dtí an chéad rang eile.

322. Níl oraimh arís méid an tsaothair a thóg ár scola orthu féin i ngnó múinte teanga a dheimhniú. I gcúrsaí foghlama teanga, ní foláir cuid mhór cúraim a chaitheamh le gach dalta as féin, go háirithe ó thaobh comhrá agus foghraíochta. Ba chóir go bféadfaí cothrom ama a chaitheamh gach lá le gach aon dalta, ag cleachtadh agus ag ceartú a chuid cainte, ionas go mothódh gach duine acu go bfuil sé féin i rioct leas a bhaint as an teanga, amach ó dhíobh an ranga mar b'eadh, agus go bfaighfeadh sé misneach ar an gcaoi sin de barr a bhisigh agus a oiliúchta féin. Is follas nach bfuil seo indéanta i gcás an ranga mhóir ná nuair bhíos aon chonstaicí eile ann a sháraíos aire an mhúinteora. Sé uireasa an teagaisc ar leith seo, is cosúil, is bhí le cuid, ar aon nós, den údar nár chruthaigh an clár teagaisc Gaeilge atá ann chomh maith agus a beifí ag súil leis.

323. D'fhéadfadh gach scoil, le foirinn den méid a molamar, le heagrú fóirstineach agus le córas ceart céim-ardaithe, fearas barr saoirse d'fágáil ag gach aon duine dá cuid oibre agus deis níos fearr a thabhairt dóibh an caighdeán coiteann oiliúchta d'ardú. Bheadh foireann den méid sin, freisin, i mbun

be taken to achieve perfection and facilitate the detailed study of matters which must at present be excluded from the programmes of the curriculum proposed by us. It would, above all, provide greater opportunity for individual attention, enabling the teacher to serve the needs of backward pupils and secure the more certain progress of those more advanced, problems, we repeat, that in our view demand greater consideration than the average teacher can, at the moment, give to them.

324. We realise that the staffing of our primary schools on the lines we propose cannot be achieved overnight, and that there is already considerable leeway to be made up to ensure that none but trained teachers be employed in our schools. The implementation of our proposal would, no doubt, take some time and could be satisfactorily achieved only as part of a long-term policy in relation to the staffing of our schools. In order, however, that the function of the primary school, as we have described it, may be fully realised at the earliest possible date, we recommend that a plan to ensure the adequate staffing of primary schools, on the basis we propose, should be undertaken immediately.

325. Urgent as the question of providing further facilities for post-primary education may be, all of us would agree that the need for improving the staffing arrangements of the primary school is far more imperative. Unless all pupils, in proportion to their needs and according to their standards, receive satisfactory service and attention at the primary school stage, their ability to gain full advantage from suitable post-primary education will be lessened or retarded. Such a handicap can but depress our general standard of education. It will, moreover, in practice, force the post-primary school to provide anew elementary instruction for pupils of under-average attainments, thus creating overlapping which, at least in the subjects of the standard curriculum, is wasteful and injurious both to the pupil's progress and the standard of post-primary education.

326. The arrangements suggested, it may be remarked, do not envisage the disappearance of one-teacher schools, the majority of which would not be affected. The elimination of one-teacher schools would involve the closing of some of them, and the appointment of extra teachers in the remainder disproportionately to the number of pupils on their rolls. Neither of these steps is, in our view, feasible; the former we should altogether discountenance, the latter we should not feel justified in recommending even on educational grounds. The position of one-teacher schools, the majority of which are in isolated or sparsely-populated districts, deserves careful consideration particularly in view of the difficulty experienced by managers in finding teachers for such schools or in persuading them to continue to serve in them. Frequent changes of staff in any school can only lower the standard and retard the progress of the pupils; it is doubly injurious to the one-teacher school where tradition is usually so often broken.

Training for all Teachers

327. We are aware that it is the Department's aim ultimately to recognise only trained teachers. It is an aim to which effect should be given with all possible speed. The longer the opportunity for training is post-

breis cúraim a déanamh den criocnúlacht agus den chruinneas agus d'éascóid sí mion-staidéar a déanamh ar nithe a gcaitear fá láthair a bpágáil as cláir an chúrsa léinn atá molta againn. Tar gach ní, is fearr a ceadóid foireann den tsórt sin aire ar leith a thabairt don dalta aonraic, rud a chuirfeadh ar chumas an pine freastal ar dhaltaí a bheadh ar gcúl agus a dheimneoid go rachadh daltaí atá go maith ar agaid cun cinn nios fearr, cúrsaí, adeirimid arís, nach mór aird nios mó a thabairt orthu, dar linn, ná atá i gcumas an gnáth-mhúinteora a déanamh fá láthair.

324. Tuigimid gur mó ná cion aon-lae de gnó é foirne oidí a ceapadh sna bunscola do réir mar atá molta againn, agus go bfuil easnamh mór le tabairt isteach go dtí nach mbí ar postú sna scola ach múinteoirí oilte. Tógfadh sé seal, gan amhras, sara mbeadh árd molad curtha i gcrích agus ní go maith a féadfaí sin a déanamh ach mar chuid de beartas fad-thréimhse a ceapfaí ar mhaithe le foireann-riar na scol. Le go bféadfaí, áfach, feidm na bunscoile, mar chuireamar síos uirthi, a comhlionadh go críochnúil a luaithe is féidir, molaimid go nagfar láithreach i mbun scéime cun leor-foireann, do réir mar tá molta againn, a sholáthar do na bunscola.

325. Dá mhéid cruóige atá le cóir oideachais iarbhunscoile a chur ar fáil, d'aontóimis uile gur gátaraí arís na socruithe a baineas le foireann-riar na bunscoile d'fheabhsú. Mura dtugtar do gach uile dhalta do réir a riachtanais agus a gcaighdeáin, freastal agus aire ceart sa mbunscoil, laghdófar, nó moilleofar, a gcumas chun lán-tairbhe a bhaint as oideachas feiliúnach iarbhunscoile. Ní bheadh dá bharr sin ach caighdeán coitianta an oideachais d'ísliú. Tairis sin, chuirfeadh sé d'ualach ar an iarbhunscoil, ina cuid oibre féin, cúrsa bunoideachais a chur ar fáil as an nua do dhaltaí atá fá bun coitrom foghlama, ionas go mbeadh an dá scoil ag oibriú ar an scair chéanna, rud a nios diomailt agus a nios díobháil do dhul chun cinn an dalta agus do chaighdeán an iarbhunoideachais i dteannta a chéile.

326. Ní miste a rá nach samhlaitear go n-imeoid na scola aon-oide de bharr na socruithe atá molta; ní chuirfeadh na socruithe isteach ar a bhformhór. Chun deireadh a chur le scola aon-oide, caithfí cuid acu a dhúnadh agus múinteoirí breise a cheapadh sa bhfillteach as coibheas leis an líon daltaí a bheadh ar a gcuid rollaí. Níl ceachtar de na nithe sin indéanta; beimis glan i gcoinne an chéad chinn agus, maidir leis an dara ceann, ba dhóilig linn a mheas gur ceart a mholadh go fiú ar scór an oideachais féin. Tuilleann cás na scol aon-oide, a bhfuil a bhformhór suite i gceantair iargúlta nó i gceantair nach bhfuil iontu ach daonra fánach, aird ar leith, go háirithe i bhfianaise na deacrachta a bhíos ag bainisteoirí múinteoirí d'fháil ina gcóir nó iad a mheallad le fanacht ar seirbhís iontu. Ní bhionn de thoradh ar ró-mhalairt foirne in aon scoil ach an caighdeán d'ísliú agus cúl do chur ar dhul chun cinn na ndaltaí; is measa go mór arís é i gcás na scoile aon-oide a mbristear réim na múinteoireachta coitianta sin inti de ghnáth.

Oiliúint do na hoidí go léir

327. Is eol dúinn gurb é cuspóir na Roinne nach mbeadh aitheantas dá thabairt fá dheoid ach do mhúinteoirí oilte. Is cuspóir é ba chóir a chur i gcrích coitianta agus is féidir. Dá fhad dá gcuirtear siar deis a n-oiliúna i gcás daoine

poned in the case of eligible persons at present employed, the greater will the problem of untrained teachers become in later years. To add to their number by new appointments, instead of reducing it, can only further aggravate it. We do not wish to belittle the service being given by those teachers who have not been trained. Our members conversant with their work in the schools have paid well-deserved tributes to their devotion and enthusiasm. That their services evokes such commendation only emphasises the benefit they would derive from a suitable course of training.

3. Size of School

328. As regards the minimum number of pupils of which a school should consist, the present regulations state that " in no circumstances is aid continued to an existing school at which the average attendance falls below seven units for two consecutive calendar years."[92] This minimum, while being reasonable, is in our opinion none too small, and we consider that in no case should action be taken to discontinue a school until satisfactory arrangements are made for the education elsewhere of any pupils attending such a school. The conveyance of children to a neighbouring school, in lieu of maintaining an existing local school, should be regarded as an expedient of last resort; and we may add that, in our opinion, if such an alternative becomes necessary, it is incumbent on the State to provide it wherever feasible in co-operation with local initiative, even where the interests of only one child are concerned. It is admitted that the general principle of preserving small schools raises a number of difficulties for the State. They are not, however, incapable of solution, and the aim should be to ensure that every aspect of the problem is carefully examined and satisfactory alternative educational facilities provided for the pupils concerned, before recognition is withdrawn from a school.

329. The extra-small school presents problems, which are both educational and economic. It must be acknowledged, however, that other problems, educational, social and administrative, may be created by the extra-large school. In our opinion, it is a sound principle that no school should contain such a number of pupils as would render it impossible for the principal teacher to have knowledge of the character and general progress of each pupil, to maintain complete supervision of the work of his staff, and to devote some part of his time to class-work. When the number of pupils exceeds a certain limit, the principal teacher will obviously be forced to give much of his time to other tasks, particularly clerical and administrative duties and interviews with parents. The opportunities for contact with individual pupils, for overseeing the progress of each class and for regular class teaching on his own part will, in such circumstances, be lessened. It is true that the problem of the extra-large school is comparatively uncommon in this country and is not likely to occur except in the cities where special difficulties relating to sites and building arise. There it may, at times, be necessary to accommodate a very large number of pupils in the one building, but in such a case the problem may be, as we understand it is, met by the organisation of a number of separate schools, each under its own principal teacher, in the same building. Provision also exists in the

[92] Rule 31 of the Rules and Regulations for National Schools under the Department of Education.

atá moilte agus atá ar postú má láthair, is measa beas ceist na múinteoirí neamoilte ar ball. Ní déanfaidh sé ach cur lena donacht, in áit í a laghdú, líon na múinteoirí neamoilte a méadú thré ceapacháin nuaidhe. Ní mian linn beag is fiú a déanamh den tseirbhís atá na múinteoirí neamoilte seo á tabhairt. Tug ár gcomhaltaí, a bhfuil taithí acu ar obair na scol, molaidh do dhílseacht agus do dhúthracht na múinteoirí sin a bí tuillte acu. Ní déanann an molaidh sin as uchd a seirbhíse ach a deimhniú gur mhór-thairbheach dhóibh cúrsa feiliúnach oiliúna d'fháil.

3. Méid na Scoile

328. I dtaobh an líin mhínimum dhaltaí ba chóir a bheith i scoil, deirtear sna rialacha atá ann má láthair: " in no circumstances is aid continued to an existing school at which the average attendance falls below seven units for two consecutive calendar years."[92] Tá an mínimum seo réasúnach ach dar linne ní ró-bheag a laghadh, agus measaimidh nár chóir, in aon chás, deireadh a chur le scoil go mbí socrú sásúil déanta le scolaíocht a thabhairt in áit eile do na daltaí atá ag freastal na scoile. Níl in iompar páistí go dtí scoil chomharsanachta, in áit scoil áitiúil atá ann a choimeádil ar bun, ach seipt nár chóir dul ma muinín má tá teacht i dtír dá huireasa; agus cuirimis leis sin, má bhíonn an mhalairt chórach sin riachtanach, go bhfuil sé, dar linn, de dhualgas ar an Stát í a chur ar fáil pé ar bith áit is indéanta é le cabhair thionscnaimh áitiúil, go fiú sa gcás nach bhfuil ach leas an aon pháiste amháin i gceist. Admhaítear go gcuireann mór-phrionsabal seo scola beaga a bhuanú roimh dheacracta roimh an Stát. Níl siad sin do-réitithe, áfach, agus ba chóir é bheith mar chuspóir i gcónaí go scrúdófaí gach gné den scéal go cúramach agus go mion, agus go gcuirfí malairt sásúil chórach oideachais ar fáil do na daltaí a bhios i gceist, sara mbaimfí aitheantas ó scoil.

329. Baineann faobh na scoile bídeach le cúrsaí oideachais agus cúrsa geilleagair in éineacht. Ach caithfear a admháil go bhféadfadh ceisteann a oideachais, comhdaonnacta agus riaracháin a bheith ann freisin i gcás na scoile abhalmóire. Is slán-riail é, dar linne, nár chóir go mbeadh oiread sin daltaí i scoil agus a chuirfeadh thar cumas an phríomhoide eolas a bheith aige ar cháilíocht gach dalta agus ar a dhul cun cinn i gcoitinne, maoirseacht iomlán a dhéanamh ar obair na foirne a bheadh faoi agus roimh éigin dá cuid ama a chaitheamh le rang-theagasc. Nuair a théas an líon daltaí thar thóraimh áirithe, is léar go mbeidh ar an bhríomhoide cuid mhór dá cuid ama a chaitheamh le gnóta eile, go háirithe le dualgais chléireachais agus riaracháin agus le agallamha le tuismitheoirí. Sa gcás sin is lú an deis a bheas aige teagmháil le gach aon dalta, aire a thabhairt do shaothar gach aon rangha agus teagasc a thabhairt do rang go rialta é féin. Is rí-annamh, is fíor, a thagas an scoil abhalmór i gceist sa tír seo, agus ní dóigh go dtarlódh sé ach sna cathracha, áit a mbíonn deacracta ar leith ag baint le suiom agus le tógáil scol. Ní mór amanna sna cathracha cóiríocht a chur ar líon an-mhór daltaí i bhfoirgneamh amháin, ach sa gcás sin is féidir teacht thar an deacracht, rud a thuigimidh a déantar, thré uimir de scola ar leithligh d'eagrú san bhfoirgneamh céanna, gach ceann acu fána príomhoide féin. Féadfar, freisin, fá Chód na Roinne, aitheantas a thabhairt mar leasphríomhoide do dhuine amháin nó níos mó de na hoidí cúnta i scola móra ma bhfuil líon sách mór ar na rollaí chuige. Is ceist nár mhiste, b'féidir, a scrúdú a

[92] Riail 31 de na Rialacha agus na Rialacháin do Scola Náisiúnta fán Roinn Oideachais.

Department's Code for the recognition of one or more of the assistant teachers as vice-principals in large schools where the enrolment justifies such recognition. Consideration might, perhaps, be given to the practicability of delegating to these teachers some of the principal teacher's administrative duties. The question, when is a school of such dimensions as would render it, on educational and administrative grounds, unsatisfactory is not easy to determine, since much will depend on the particular case and on the arrangements which are made for supervision by the principal teacher. So long as these arrangements accord with the principle enunciated at the beginning of this paragraph, we feel that the necessity for defining the desirable maximum size of a primary school does not arise.

330. We should observe, however, that while the administrative problem connected with the extra-large school may be satisfactorily solved in various ways, the difficulty of providing adequate playing and recreation space for the numbers attending such a school is not so simple of solution. It is, of course, a difficulty which may be encountered anywhere and for a school of any size; in the cities it is likely to be more formidable and less capable of solution. As a general rule it will only be increased by the centralisation of schools.

Chapter XI

The Primary School, Its Control and Equipment

Denominational Characteristics

331. In the introductory chapter on the history of primary education in Ireland, it was shown that the difficulties encountered by the Commissioners of National Education were, for the greater part, due to their failure to recognise the demands for denominational education. These demands did not come merely from members of one religious faith but from all those who objected to the principle of " mixed " education and who favoured private (i.e., non-State) ownership and control of the schools. In actual fact to-day the overwhelming majority of the National Schools are denominational in the sense that the trustees, manager, teachers and pupils of each school are of the same religious persuasion; less than 3% of the total are " mixed " schools, i.e., attended by children of different religious affiliations, and the State, in fact, assists children of religious minorities to enable them to attend schools of their parents' choice. Hence we consider that the theoretical object of the " system of National Education," which is " to afford *Combined* literary and moral, and *Separate* Religious Instruction to Children of all persuasions, as far as possible, in the same school. . . .,"[93] is at variance with the principles of all religious denominations and with the realities in the primary schools, and consequently that it needs restatement. We suggest that it be amended in accordance with Article 44. 2. 4° of the Constitution,[94] and that the fullness of denominational education may be legally sanctioned in those schools which are attended exclusively by children of the same religious faith.

[93] Quoted from the trust deed which must be signed by all parties on the occasion of vesting a school in trustees.

[94] " Legislation providing State aid for schools shall not discriminate between schools under the management of different religious denominations, nor be such as to affect prejudicially the right of any child to attend a school receiving public money without attending religious instruction at that school."

n-oirfeaḋ sé cuid de ḋualgais riaraċáin an príomhoide a ċur ar na múinteoirí seo. Ní furasta a ṡocrú cén uair a bíos scoil ċom mór sin go mbeaḋ sí loċtaċ, ó ṫaoḃ an oideaċais agus an riaraċáin de, mar go mbraiṫeann cuid mhór ar an gcás áiriṫe agus ar na socruiṫe atá déanta le haġaid maoirseaċta ag an bpríomhoide. Ḟad agus a réitíos na socruiṫe sin leis an bprionsabal a leagamar síos i dtosaċ an ailt seo, ní feicfear dúinn gur gá uas-mhéid imholta na bunscoile a leagan síos.

330. Cé gur féidir na deacraċta riaraċáin a ḃaineas leis an scoil ḃalmhóir a réiteaċ go sásúil ar bealaiġ éagsúla, ní miste dúinn a mheabhrú naċ bfuil réiteaċ ċom furasta sin ar an deacraċt a ḃaineas le leorspás imeartа agus caiṫeamh aimsire a ċur ar fáil don mhéid daltaí a beaḋ i scoil dá sórt. Deacraċt é sin, ar ndóiġ, a d'fhéadfaḋ a ḃeiṫ ann áit ar biṫ nó i gcás scoile de mhéid ar biṫ; is é is dóiċí gur mó de deacraċt í agus gur doilí a réiteaċ sna catraċa. De ġnáṫ, ní déanfaidh comláṫrú na scol aċ cur léi.

Caibidil XI

An Bunscoil, a hUrlámh agus a Feistiú

Cáilíoċta Irisaicmeaċa

331. Sa gcaibidil, fá stair an bunoideaċais in Éirinn, atá i dtosaċ na tuarascála seo, léiríoḋ gurb í an neamhsuim a rinneadar den éileamh a bí ar scolaíoċt irisaicmeaċ ba mhó ba ċúis leis na deacraċta a ṫáinig roimh Choimisinéirí an Oideaċais Náisiúnta. Ní ó ṫaobh den aon-aicme ċreidimh a ṫáinig an t-éileamh sin aċ ó gaċ duine a ċuir in aġaid prionsabail na scolaíoċta "measċta" agus a bí ar ṫaoḃ na scola a beiṫ ar úiméaraċt agus fá urlámh príobháidiġ (.i. seaċas urlámh an Stáit). Mar atá inniu, is scola irisaicmeaċa bunáiṫe mór na Scol Náisiúnta, sa méid gur den iris amháin ċreidimh iontaobaiṫe, bainisteoir, oidí agus daltaí gaċ aon scoile; is lú ná 3% den iomlán cion na scol "measċta," .i. na scola a ndéanann páistí d'aicmí éagsúla creidimh freastal ortu, agus, go deimhin, cabraíonn an Stát le páistí de mhionúireaċta creidimh ċun deis a ṫabairt dóib freastal ar na scola is roġa lena dtuismiṫeoirí. Measaimid, dá réir sin, go bfuil cuspóir teoiriciúil "an córais Oideaċais Náisiúnta," is é sin "to afford *Combined* literary and moral, and *Separate* Religious Instruction to children of all persuasions, as far as possible, in the same school . . .,"[93] in éagsúlbeas le prionsabail na n-aicmí creidimh go léir agus leis an staid mar atá sna bunscola, agus, dá bhí sin, go dteastaíonn sé athleagan a ċur air. Is dóiġ linn nár mhiste é a leasú ar comhréir le hAirteagal 44. 2. 4° den Bunreaċt,[94] agus go mbeaḋ aiṫeantas olí ag scolaíoċt irisaicmeaċ ina hiomláine sna scola sin naċ bfreastalann ortu aċ páistí den aon-iris.

[93] Dá airis as an ngníomhas iontaobais naċ mór do gaċ páirtí a síniú nuair bíos scoil dá bhfilsiú in iontaobaiṫe.

[94] "Reaċtaíoċt lena gcuirtear cúnamh Stáit ar fáil do scolaiḃ, ní ceaḋ iomḋealú do déanamh inti idir scolaiḃ atá fá bainistí aicmí creidimh seaċas a ċéile ná í do déanamh doċair do ċeart aon linb ċun scoil a ġeibeann airgead poiblí do fhreastal gan teagasc creidimh sa scoil sin do fhreastal."

Parochial Ownership

332. There is another characteristic of the National Schools to which it is necessary to advert. The system of National Education introduced in 1831 was not intended to found State schools but to assist the building and maintenance of schools established on behalf of each parish. Our primary schools are therefore non-State schools, despite earlier efforts to interfere with their ownership and control. The Irish people, through their Government, have clearly recognised the demands for private (i.e., non-State) control of the schools in so far as the practice of vesting new schools in the Minister was discontinued after the inauguration of native rule. Thus to-day less than 8% remain vested in the Minister, while practically 57% are vested in local trustees, the remainder being at the moment " non-vested."[95] The local trustees are parochial trustees, acting in trust for the parents and the parish: the schools are thus in effect parochial schools. It is to be feared that this local and parochial ownership of the schools is not sufficiently known and appreciated by the public at large. If it were adequately understood, managers should find less difficulty in procuring that local aid against which the community in general, through the State, assists, by grants for building and maintenance of schools, the provision of primary education in each locality. We are of the opinion that the term " National School " has contributed to this ignorance of the public, and we consider that the designation " Primary School," in its stead, would help to show that our schools, in general, are not State schools.

Managerial System

333. Closely linked with the parochial ownership of the schools is the managerial system. The responsibilities of school managers are many and serious inasmuch as they have obligations to the parents, the teachers and the State. Their duties are not confined to building schools, appointing teachers and acting as correspondents to the Department on behalf of their schools, though these alone involve heavy and pressing work. The maintenance of schools, the frequent visitation of individual schools, the supervision of religious instruction, the admonishment of parents and pupils in regard to attendance, and the guidance of teachers require their constant attention, which is often given at the cost of great sacrifice to themselves. The manager is the counsellor and administrator of the school, the very pillar on which the school rests. The enthusiasm and efficiency of the school depend largely on the influence of a manager, whose energy and interest are directed not to one aspect of school administration or to one subject of the curriculum but to every phase of school life and activity.

334. Local or parochial control of schools requires that each locality should bear its due share of the cost of building and maintaining its primary schools. Every form of local co-operation designed to further this end should receive active encouragement from all interested in local welfare. Such co-operation would produce in turn greater interest and pride in the schools and, accordingly, ensure better school buildings, improved attend-

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[95] These " non-vested " schools are either schools built entirely without State grants (mostly schools owned by religious institutes), or schools formerly vested in trustees which have ceased to be so vested on the expiry of the lease. Before State grants for renovation or building can be made available to the latter, the schools must again be vested in trustees.

úinéaracht pháraiste

332. Tá cáilíocht eile sna Scola Náisiúnta ar gá tagairt di. Níor ceapadh an córas Oideachais Náisiúnta, a tionscnadh i 1831, chun scola Stáit a bunú ach chun cabhrú le tógáil agus riar-chotú scol a bunófaí thar ceann gach páraiste. Ní scola Stáit, dá bhrí sin, ár gcuid bunscol, in ainneoin na n-iarrachtaí a tugadh cur isteach ar a n-úinéaracht agus ar a n-urláimh. Tá aitheantas tugtha go soiléir ag muintir na hÉireann, thrína Rialtas, don éileamh atá ar na scola a beith fá urláimh phríobháidigh (.i. neamh-Stáit), sa méid gur héirigh, tar éis bunú Rialtais Shúdais, as an nós scola nua a dhílsiú san Aire. Dá bharr sin, is lú ná 8% cion na scol atá dílsithe san Aire inniu agus tá cion is ionann le 57% díobh dílsithe in iontaobhaithe áitiúla. Tá an chuid eile, fá láthair, "neamh-dílsithe."[95] Is iontaobhaithe páraiste na hiontaobhaithe áitiúla, a ghníomhaíos le hiontaoibh na dtuismitheoirí agus an pháraiste: is é bhrí an méid sin gur scola páraiste na scola. Tá faitíos orainn nach dtuigeann ná nach n-aithníonn an pobal i gcoitinne é sin sách maith. Dá dtuigtí ceart é, b'éasca a gheobhadh bainisteoirí an chúnaimh áitiúil sin is riachtanach chun go dtabharfadh an pobal i gcoitinne, thrí an Stát, cabhair i ríocht deontas i leith scola a thógáil agus a chothú, chun bunscolaíocht a chur ar fáil i ngach aon cheantar. Sílimid gur chuidigh an téarma "Scoil Náisiúnta" leis an easpa tuisceana sin ar an bpobal, agus measaimid go gcuideoidh an teideal "Bunscoil," ina áit, lena thaispeáint nach scola Stáit, i gcoitinne, ár gcuid scol.

An Córas Bainisteoireachta

333. Tá ceangal dlúth idir na scola a bheith ar úinéaracht pháraiste agus an córas bainisteoireachta. Is líonmhar agus is trom na cúraim a bhíos ar bainisteoirí scoile de bhíthin a nualghas do thuismitheoirí, d'oidí agus don Stát. Ní hé amháin is cúram dóibh scola a thógáil, oidí a cheapadh agus comhfreagras a dhéanamh leis an Roinn thar ceann na scol, cé go mbaineann saothar agus cruógleo sin féin. Ní mór dóibh, rud is ábhar doghrainne agus dócúlachta dóibh go minic, a bheith de shíor i mbun a gcuid scol a choinneál, cuairt a thabhairt go minic ar gach ceann ar leith acu, teagasc creidimh a stiúradh, comhairle a chur ar thuismitheoirí agus ar pháisti fá fhreastal scoile, agus na hoidí a threorú. Is é an bainisteoir comhairleach agus riarthóir na scoile, is é crann seasta na scoile é go deimhin. Braitheann díograis agus éifeacht scoile go mór ar thionchar an bainisteora, nach ar aon ghné amháin de riaradh na scoile ná ar aon ábhar amháin den chúrsa léinn atá aghaidh a thúschlacta agus a aire, ach ar gach ghné dá saol agus dá saothar.

334. Éilíonn urláimh áitiúil nó pháraisteach na scol go n-íocfadh gach aon cheantar a chion ceart de costas tógála agus cothaithe a chuid bunscol. Ba chóir go dtabharfadh gach duine a bhfuil spéis aige i leas an cheantair agus i dtionscnamh áitiúil tacaíocht d'aon tsórt comhair áitiúil a chabhróidh chuige sin. Spreagfadh an comhar sin arís tuilleadh spéise sna scola agus tuilleadh mórtais astu, agus thiocfadh dá thoradh sin foirgneamh scoile ní b'fhearr, feabhas

[95]Scola iad na scola "neamhdílsithe" seo a tógadh gan aon deontas Stáit (scola le comhluchta crábaidh a bhformhór), nó scola a bí dílsithe cheana in iontaobhaithe ach a dtáinig deireadh lena ndílsiú ar an léas a bheith caite. Sarar féidir deontais Stáit a thabhairt le haghaidh deasúcháin nó tógála do na scola deiridh sin, ní mór iad a dhílsiú arís in iontaobhaithe.

ance, and a keener standard of education. Equally, it would result in a higher standard of citizenship on the part of the child and on the part of his parents. Local committees working under the direction of school managers could contribute much to the improvement of schools and school-buildings, not only by procuring funds locally to set against State aid for building and maintenance, heating and cleaning, but also by improving and beautifying school grounds, providing playing pitches, promoting athletics and games, concerts, plays and other school activities, presenting prizes, and securing through their own initiative or from individual members of the community pictures and paintings of educational value to embellish the walls of the school-room, and books to add to the school library. There is in fact no limit to the ways in which the locality could assist its own schools, thereby fostering a spirit of initiative, independence and service, and giving force and vitality to the influence of the school. That such would be the result is evidenced by the number of places in which, in recent years especially, the amenities of the local primary school have been extended and improved by local initiative and mainly at local expense.

Achievements

335. The number of new schools built in the last thirty years, the number renovated and extended, and the improvements made in the plans, equipment and surroundings of new schools are achievements of which native Government, aiding local co-operation, may feel justly proud. Testimony to public bounty and goodwill in this work is forthcoming from representatives of all denominations. Much, nevertheless, remains to be achieved until it can be said that no unsuitable school building exists in the entire State.

Maintenance

336. It is not enough, however, that new school buildings should be erected: their upkeep and repair, their maintenance in hygienic and sanitary conditions, their satisfactory cleaning and adequate heating must continue from day to day and from year to year. It would hardly be contested that a proportion of our primary schools are inadequately served in these respects. The sanitary arrangements and equipment in a number are regarded as unsatisfactory, the heating in some cases insufficient, the school surroundings often badly kept, and the furnishing, woodwork and windows defective. The school and its surroundings should, in our view, be a model for the average home in respect of cleanliness and should be such as to enable pupils from every type of home to profit from their living daily in hygienic conditions. Their health, which the school should constantly endeavour to promote both by precept and practice, demands that the school which they enter in the morning should be properly cleaned, aired and heated, retaining throughout the day an even temperature, and free from dust and germs. While senior pupils may be profitably trained to make the school-room attractive and to keep desks, tables, books and other articles in neat and proper order, the sweeping of floors and the setting of fires are scarcely suitable tasks for them. Of course it cannot be accepted that these tasks should be discharged by the teacher and certainly not at his own expense. On the other hand, it is recognised that the financial burden involved often falls heavily on managers. We would, however, urge that steps should be taken through the co-operation of all concerned to ensure the satisfactory maintenance, heating and sanitation of our primary schools.

ar an tinream agus ardú sa gcaiġdeán oideacais. Ciocfaḋ ḋá coraḋ, preism, ardú i gcaiġdeán saoránacta an páiste agus a cuismiteoiri. D'féadfaḋ coisti áitiúla, ag obair ḋóiḃ fá stiúraḋ na mbainisteoiri scoile, mórán a ḋéanamh le feabas a cur ar na scola agus ar na foirgnimh scoile tré airgead d'fáil sa gceantar in aġaiḋ deontais Stáit i gcóir tóġála agus coṫuiṫe, téamh agus glanaḋ, agus, comh maiṫ leis sin, tré fearann na scol d'feabsú agus a mhaisiú, faiċí imearta a cur ar fáil, lúiṫċleasa agus cluiċí, ceolċoirmeaċa, dramaí agus gníomhaċta scoile eile a spreagaḋ, duaiseanna a ḃronnaḋ agus picṫiúiri agus daṫaḋóireaċta a mbeaḋ fiúntas oideaċais iontu, cun maise a cur ar ḃallaí na seomraí scoile, agus leaḃra don leaḃarlann scoile, d'fáil iaḋ féin nó ó ḋaoine sa gceantar. Go deimhin níl aon tóramh leis na bealaiġ a ḃféadfaḋ an ceantar cuiḋiú lena cuid scol féin agus, ar an gcaoi sin, spioraḋ an tionscnaimh, an neamhspleáċais agus na seirḃíse a coṫú, agus fuinneamh agus brí a ṫaḃairt do tionċar na scoile. Is cruṫúnas go mbeaḋ sin dá coraḋ na háiteaċa mar feabsaíoḋ, le roimhe ḃliantá go háiriṫe, sómaireaċt ḃunscoile an ċeantair, agus mar cuireaḋ léi, tré tionsclaíoċt luaṫ an ċeantair agus, den ċuid is mó, ar costas an ċeantair.

A ḃfuil déanta

335. Tá ceart ag an Rialtas dúċais a ḃeiṫ mórtasaċ as an méid scol nua a tógaḋ le tríoċa bliain, as an méid a haṫċóiriúḋ agus an méid ar cuireaḋ leo, agus ar an ḃfeabas a cuireaḋ ar pleameanna, ar feistiú agus ar ċearmainn na scol nua i gcomar leis an gcúnamh a tugaḋ go háitiúil. Dearḃaíonn ionadaiṫe de gaċ aicme creidimh plaiṫiúlaċt agus dea-mhéin an pobail i leiṫ na hoibre sin. Tá mórán eile le déanamh, áfaċ, sarar féidir a rá naċ ḃfuil aon foirgneamh mí-feiliúnaċ scoile sa Stát fré ċéile.

Coṫú

336. Ní leor, áfa, scola nua a tógáil: caiṫfear leanaċt ó ló go ló, ó bliain go bliain, dá gcóiriú agus dá ndeasú, dá gcoimneál i rioċt glan sláintiúil, dá nglanaḋ go sásúil agus dá dtéamh mar is gá. Is ar éigin a séanfaí naċ gcaitear mar ċeastóiḋ ar an gcaoi seo le roimhe ḋár mbunscola. Measfar naċ ḃfuil an cóir ná an goireas sláintiúcta sásúil i roimhe acu, naċ leor a mbíonn de ċéamh ar cuid acu, go mbíonn láṫair na scoile gan slaċt go minic agus an troscán, an t-adhmad agus na fuinneoga loċtaċ. Ba cóir, dar linn, go mbeaḋ an scoil agus a hiomláṫair ma n-eisiompláir ó ṫaoiḃ glaine ag an nglán-teaċ agus iaḋ i rioċt go mba tairḃeaċ do ḋaltaí as gaċ cineál baile áit sláintiúil mar é a ṫaiṫí in aġaiḋ an lae. Is riaċtanaċ do sláinte na ndaltaí sin, ar cóir don scoil cúram seasta a ḋéanamh di tré briaṫar agus tré beart, go mbeaḋ an scoil a dtaġann siaḋ cuici ar maidin glan, aeraiṫe, te, go leanfaḋ teas coṫrom inti ar feaḋ an lae agus go mbeaḋ sí saor ó ḋeannaċ agus ó biteoga. Díoḃ go mba tairḃeaċ do na daltaí sinsir cleaċtaḋ d'fáil ar an seomra scoile a maisiú agus crimlíní, boird, leaḃra agus niṫe eile a coimneál go slaċtmar, is ar éigin gur obair feiliúnaċ ḋóiḃ na hurláir a scuabaḋ agus timte a cur síos. Séanaimid, ar ndóiġ, gur d'obair an oide é sin ná gur ar a costas seisean a ḋéanfaí é. Ar an taoḃ eile, is eol ḋúinn gur trom an costas a cuireas sé go minic ar ḃainisteoiri. Iarraimid, áfaċ, go ndéanfaí beart, tré comhar na ndream uile lena mbaineann sé, a ḋeimneoḋ dár gcuid bunscol coṫú, téamh agus sláintíoċt a beaḋ sásúil.

Equipment

337. In the matter of equipment, it is suggested that greater care be taken to ensure that desks should in all cases be suitable to the child's age and physique and that seating accommodation be always sufficient. Indispensable equipment such as blackboards, easels, presses and cupboards should always be adequate. Maps and globes, together with equipment for Nature Study and Drawing, are also necessary. Here the need for a variety of charts, pictures and other visual aids for the teaching, in particular, of Irish, Geography, History and Nature Study should be stressed. The proposed research and advisory section of the Department could supervise the preparation of such aids to suit the needs of the different types of schools.

338. The use of films and film-strips in the work of the primary schools has everywhere found favour. We should be glad to see their use increase in the case of Irish schools, although it is to be observed that more detailed study remains to be made regarding their function, and that special training must be provided as regards their use and selection before they are generally introduced. We are also aware that the use of the radio in schools finds some support. While we consider that suitable evening radio programmes for children can aid and facilitate the work of the schools, and are to be recommended, we are not, at least for the present, prepared to suggest that radio programmes should form part of the school day nor that radio sets should be generally installed in the schools.

339. Reference must also be made to the provision of working equipment required for Kindergarten training, for Drawing and for Needlework especially. Whether the cost of this equipment should be borne by parents, by local funds, or by public grants or by a combination of all three, we are not in a position to say. We consider, however, that the training or education of no child should suffer through lack of working equipment due to poverty or other circumstances; the teacher should not be expected or forced by the failure of other sources to supply such equipment.

School Library

340. In every school, however small, should be found a school library, even if it consists of only a few volumes. As already suggested, suitable books obtained from local sources could assist to enlarge its contents. Books on History, more especially local history, Nature Study, Geography, as well as suitable general literature should be included, while school dictionaries, a reference atlas, and other reference books should form its nucleus, these to be provided as part of the ordinary school requisites. The use of the library books by senior pupils, for private reading, should be regulated and supervised.

School Text-Books

341. The most important part of the school apparatus is the class text-book, and dissatisfaction with prescribed text-books is perhaps the most common line of criticism expressed by teachers in this country. Such

Fearas Scoile

337. I gcás an fearais de, moltar a beit níos cúramaí go bfeilfid na crimlíní, i ngach cás, d'aois agus do méid coirp an páiste agus gur leor an cóir sui i gcónaí. Ba cóir go mbeadh dóthain clár dubh, tacas, cófraí agus almóirí agus troscán riachtanach eile dá samhail ar fáil i gcónaí. Tá léarscála agus cruinní, maille le fearas i gcóir Eolas ar Nádúr agus Líníocta, riachtanach freisin. Meabhraímid anseo an fá atá le cairteacha, pictiúirí agus áiseanna amhairc eile, den iomad cineál, le Gaeilge, Tíreolas, Stair agus Eolas ar Nádúr, go háirithe, a theagasc. D'féadfadh rannóg taighde agus comhairle na Roinne, a moltar a bunú, réiteach na n-áiseanna a stiúradh le go bfónfaidís do na cineálacha éagsúla scol.

338. Tá báid go coitianta le húsáid scannán agus stiall-scannán in obair na mbunscol. Ba mhaith linn go mbainfí tuilleadh leasa astu i scola na hÉireann, ach ní miste a rá go dteastaíonn staidéar níos géire a déanamh ar a bfeidhm, agus go gcaithfear oiliúint ar leith a thabairt ina n-úsáid agus ina dtogadh sara dtosnófar go forleathan ar a n-úsáid. Is eol dúinn, freisin, go bfuil roinnt tacaíochta le húsáid an radió sna scola. Cé go measaimid go gcabhróidh cláir feiliúnacha radió do páistí sa tráthnóna le hobair na scol agus go n-éascóidís í, agus go bfuil siad sin le moladh, nílimid sásta a mholadh, fá láthair ar aon nós, go mbeadh cláir radió ina gcuid den lá scoile ná go gcuirfí gléasa radió ar fáil go forleathan sna scola.

339. Caithfimid tagairt a dhéanamh, freisin, do sholáthar an fearais oibre is fá le hagaid oiliúna Ciondargairdín, go háirithe le hagaid Líníocta agus Obair Shnáthaide. Ní againne a rá an as airgead na dtuismitheoirí, as cistí áitiúla nó as deontais poiblí a híocfaí a costas sin nó an roinnfí é orthu sin ar fad. Measaimid, áfach, nár cheart go mbeadh easnamh ar oiliúint ná ar oideachas aon pháiste mar gheall ar uireasa fearais oibre de thoradh boicteanais nó eile. Níor cóir go mbeifí ag súil go gcuirfeadh an t-oide ar fáil é, ná go mbeadh air é a chur ar fáil, nuair nach gcuirfí ar fáil ar bealach ar bith eile é.

Leabharlann Scoile

340. I ngach scoil, dá laghad í, ba cóir go mbeadh leabharlann scoile, fiú mura mbeadh inti ach beagán leabhar. Mar dhúramán ceana, féadfaí cur léi thré leabhra feiliúnacha d'fháil ó thaobh sa scoil-cheantar. Ba cheart leabhra pháin Stair, go háirithe an stair áitiúil, fá Eolas ar Nádúr, agus fá Tíreolas a bheith inti, chomh maith le gnáth-litríocht feiliúnach. Ba cheart foclóra scoile, atláis thagartha agus leabhra tagartha eile a bheith mar bhunús léi, agus go gcuirfí iadsan ar fáil mar chuid de ghnáth-fearas na scoile. Ba cóir go mbeadh rialú agus stiúir ar úsáid leabhar na leabharlainne ag daltaí sinsir mar ábhar léitheoireachta príobháidí.

Téacs-leabhair Scoile

341. Is é an téacs-leabhar rangha an chuid is tábhachtaí d'fhearas na scoile agus is iad na téacs-leabhra a hainmnítear is coitianta, b'fhéidir, a luchtaíos oidí sa tír seo. Ní san aois seo ná sa tír seo amháin, áfach, a déantar an locht

criticism is not, however, confined to this age or to our teachers. It is necessary here to explain that, for our schools, the Department does not actually prescribe particular school books: it provides a list of books the use of which is sanctioned for different Standards. This list is prepared from books placed on the market by publishers, who generally submit copies to the Department before publication. It is, however, open to school managers to submit, for the Minister's sanction, other books selected outside this list for use as school text-books.

342. The list of sanctioned books appears to most of our members to be such as to provide a wide selection for the different schools. It has been suggested that a specially prepared and sanctioned series of standard readers and text-books would be more satisfactory than the present system of selection. We have examined this suggestion carefully and are agreed regarding the suitability for individual teachers and schools of the present arrangements.

343. Objections to the contents and quality of sanctioned school books in general have also come before us. These objections may be reduced to two heads: (i) the absence of " worked examples " and explanatory notes from text-books in Arithmetic; and (ii) the absence of notes and glossaries from language text-books. On these matters we received an explanatory memorandum from, and examined a representative of, the Department. The text of the memorandum in question is appended (Appendix 8) since, following our examination of the Department's representative, the Council generally approved of the official approach to the question of the inclusion of examples, notes and vocabularies in text-books as explained therein. Our approval has been influenced chiefly by two factors: the aim, common to all, of keeping the cost of school-books as low as possible by the exclusion therefrom of all matter not absolutely necessary, and, secondly, the desire to avoid any interference with the teacher's function in class. It is obvious that the work of the teacher should not be restricted by editors' notes and glossaries any more than that he should be restricted by another's method of teaching. Moreover, anything tending to over-emphasise the class text-book or to encourage over-dependence on its contents on the part of either the teacher or pupil would, in our view, tend to reduce the teacher's initiative and influence and generally lower the standard of his teaching.

344. On the other hand, we would emphasise the need for still greater attention to the proper grading of lessons in all text-books, especially in the case of reading books, and the inclusion in mathematical text-books of such graded problems as are practical, simple and direct, encouraging accuracy and understanding in regard to each process rather than testing ability. Reference has been made to the inclusion of dictionaries in the school library. Suitable dictionaries for the individual use of senior pupils should not be overlooked. The lack of an Irish language dictionary with word explanations in simple Irish seems to be a definite want which should be immediately made good. The need for a suitable vocabulary phrase book in Irish, containing standard terminology and phrases on all aspects of life, rural and urban, within the pupil's experience and correlated to his vocabulary in English, would also appear to demand consideration.

sin. Ní mór a míniú anseo nach é an caoi a gceapann an Roinn leabra áirithe dár gcuid scol: cuireann sí liosta ar fáil de leabra a bfuil a n-úsáid ceadaithe i ranga éagsúla. Cuirtear an liosta sin i dtoll a céile ó na leabra a cuireas foilsitheoirí, ar gnátach leo iad a cur fá bhreith na Roinne sara bhfoilsíd iad, ar an margadh. Is féidir, áfach, le baintheoirí scoile leabra nach bfuil ar an liosta sin a cur i láthair an Aire cun cead d'fáil iad d'úsáid mar théacs-leabra scoile.

342. Cítear don chuid is mó dár gcomhaltaí go dtugann liosta na leabar ceadaithe rogha leathan do na scola éagsúla. Cuireadh már láthair go mba sásúla sreath de leabra léitheoireachta agus de théacs-leabra a hullmhófaí go speisialta agus a ceadófaí ná an mod ar a dtograr iad fá láthair. Tá an pointe sin scrúdaithe go cúramach againn agus aontaímid go bfeileann an socrú atá ann i láthair na huaire gach aon oide agus scoil.

343. Rinneadh casaoidí linn freisin i dtaobh áibhair agus cáilíochta na leabar scoile atá ceadaithe. Is féidir dá roinn a sonrú ar na casaoidí sin: (i) uireasa "samplaí réitithe" agus nótaí minithe ar na théacs-leabra Uimhríochta; agus (ii) uireasa nótaí agus gluaiseanna ar na théacs-leabra teanga. I dtaobh na nithe sin, fuaireamar meabhrachán minithe ón Roinn agus ceisteanna ionadaí di. Tá théacs an mheabhrachán sin leis an Tuarascáil seo (Aguisín 8) ó tharlaig gur aontaig an Comhairle, i gcoitinne, tar éis di ionadaí na Roinne a ceistniú, leis an mtinn atá ag an Roinn, mar minítear an mtinn sin sa meabhrachán, do ceist samplaí, nótaí agus gluaiseanna a bheith i dtéacs-leabra. Dá bhrí sin, cúis a bí againn aontú léi—an cuspóir, atá ag cách, costas leabar scoile a choimeád cothrom iseal agus is féidir tré aon ábhar nach bfuil fíor-riachtanach d'fágáil astu, agus, an dara ceann, fonn gan cur isteach ar bealach ar bith ar fheidhm an oide sa rang. Is léir nár chóir go gcuirfeadh nótaí agus gluaiseanna eagarthóra an múinteoir ina cuid oibre ach oiread is cuirfeadh mod múinte duine eile ceangal air. Tairis sin, aon ní a chuirfeadh ró-threise ar an théacs-leabar ranga nó a chothódh iomarca spleáchais leis san oide nó sa dalta, dar linn go lagfhódh sé tionscnamh agus tionchar an oide agus go n-ísleodh sé caighdeán a chuid múinteoireachta i gcoitinne.

344. Ar an taobh eile, ba mhaith linn an fá atá le tuilleadh aire i leith gnáthú ceacht i ngach théacs-leabar a mheabhrú, go háirithe i gcás leabar léitheoireachta, agus an fá atá i dtéacs-leabra matamaitice le ceisteanna gnáthaithe atá praiticiúil, simplí, díreach, a chothaíos cruinneas agus tuiscint ar gach aon mhod ríofa níos mó ná mar thrialaid cumas. Dúradh cheana go mba chóir go mbeadh foclóra sa leabarlainn scoile. Níor cheart dearmad a dhéanamh d'fhoclóra feiliúnacha d'úsáideadh daltaí sinsir dóibh féin. Ceapaimid gur uireasa chinnte ceal foclóra Gaeilge ina mineofaí na focla i nGaeilge shimplí, uireasa ba chóir a slánú láithreach. Ba chóir freisin go mbreithneofaí an fá atá le leabhrán d'fhocla agus d'abairtí Gaeilge ina mbeadh téarmaí agus abairtí caighdeánacha a bhainfeadh le gach gné den tsaol, idir shaol na tuaithe agus saol na cathrach, a mbeadh teagmháil ag an bpáiste leis agus iad ar chomhréir leis an bhfoclóir atá aige i mBéarla.

1. Primary School Certificate. 2. Homework

1. Primary School Certificate

Earlier Certificates

345. Since the late seventies of the last century, certificates have been formally or officially awarded to primary school pupils testifying to their standard of education. The purpose and basis of these awards, however, varied. Thus certificates of proficiency were required under the Factory and Workshop Acts (1878-'91) and were issued at first on the " results " examination in the Fourth Class programme. With the introduction of an element of compulsory school attendance in 1892, exemption from attendance was granted to a child of 11-14 years who had been awarded such a certificate, the educational level for which was raised to that of Standard V in 1900 and to that of Standard VI in 1919. In 1903 the practice of awarding Certificates of Merit was instituted. An ordinary certificate was given to pupils aged 13 years or over, who had been enrolled in Standard VI for at least one year and had, in the opinion of the Inspector, attained to considerable proficiency in English, Arithmetic and Geography, while a special certificate in technical subjects was also introduced. The Certificate of Merit does not appear, however, to have been widely conferred; in the year 1919, for example, only 290 ordinary certificates and 70 special certificates were issued. Meanwhile in 1915 a Higher Grade Certificate was instituted for pupils who had acquired satisfactory proficiency in the Standard VI programme. It was at first introduced in Belfast, chiefly to encourage pupils to continue attendance to the end of Standard VI. The test was conducted by a local committee of teachers and inspectors, similar bodies acting in Dublin and Cork. The examinations for this certificate in 1920 were attended by approximately 1,500 candidates.

Recommendations of Committee on Inspection (1927)

346. Following the publication of the National Programme in 1926, a Committee on Inspection of Primary Schools, consisting of representatives of the school managers, the Irish National Teachers' Organisation, the Irish Christian Brothers and the Department, was asked by the Minister for Education as part of its duties " to advise as to the desirability of instituting a primary leaving certificate examination or examinations." The Committee, in its report (issued in February, 1927), referred to " the advantages of a State Primary School Certificate which would testify, with the full authority of the Department, to the creditable completion of a Primary Course and which would have a standard value all over the country." It submitted an examination scheme which it " strongly suggested " should be adopted, observing, however, that it was " not possible or advisable in present circumstances to make it obligatory on teachers to present pupils " for such a test. " By the adoption of this scheme," the report stated, " teachers would get a clearer knowledge of the standards after which they are expected to strive; the formal character of the examination would be a powerful stimulus to the pupils. The certificate would come to be recognised as

1. An Teistiméireacht ar Bun-Oideachas. 2. Obair Baile

1. An Teistiméireacht ar Bun-Oideachas

Réamh-Theastais

345. Ó na seachtóidí deiridh den aois seo caite, tugtaí teastais go foirmiúil nó go hoifigiúil do dhaltaí bunscoile mar dhearbhú ar chaighdeán a gcuid oideachais. Níorbh ionann i gcónaí, áfach, cuspóir agus modh deonta na dteastas sin. Bhí teastais oiliúnachta riachtanach, mar shampla, fá na hAchta Monarchan agus Cearbhlann (1878-'91) agus tugadh amach iad ar dtús ar an scrúdú "tortaí" i gclár an Cheathrú Ghrádh. Nuair a tugadh isteach beagán éigeantach de fhreastal scoile i 1892, bhí saor-chead ag páiste 11-14 bliana d'aois a raibh an teastas sin bainte amach aige gan freastal níos mó. hArdaíodh caighdeán oideachais an teastais go dtí caighdeán Rang V i 1900 agus go dtí caighdeán Rang VI i 1919. I 1903 tosnaíodh ag bronnadh Teastas Ard-Fheabhais. Tugtaí an ghnáth-teastas do dhaltaí a bhí 13 bliana nó os a chionn d'aois, a raibh bliain ar a laghad caite acu i Rang VI agus a raibh, i dtuairim an chigire, cuid mhaith oiliúnachta orthu i mBéarla, Uimhríocht agus Tíreolas; ag an am céanna tugadh isteach teastas ar leith in ábhair cheardúla freisin. Ní cosúil áfach gur bronnadh an Teastas Ard-Fheabhais seo go coitianta; sa mbliain 1919, mar shampla, níor tugadh amach ach 290 de ghnáth-teastais agus 70 de theastais ar leith. Idir an dá linn bunaíodh Teastas Ard-Ghrádh i 1915 i gcóir daltaí a raibh oiliúnacht sásúil orthu i gclár Rang VI. I mBéal Feirste a tugadh an teastas seo i dtosach agus an phríomh-fheirm a bhí leis daltaí a mheallad le leanacht ag freastal scoile go dtí deireadh Ranga VI. Coiste áitiúil de mhúinteoirí agus de chigirí a bhíodh i mbun na trialach, agus bhí coisti den tsórt céanna ag oibriú i mBaile Átha Cliath agus i gCorcaigh. Timpeall 1,500 d'iarrthóirí a bhí ar na scrúduithe don teastas seo i 1920.

Moltaí an Choiste ar Chigireacht (1927)

346. Tar éis an Clár Náisiúnta d'fhoilsiú i 1926, d'iarr an tAire Oideachais ar Choiste ar Chigireacht na mBunscol, a raibh ionadaithe ó na Scoil-Bhainisteoirí, ó Chumann na Múinteoirí Náisiúnta, ó na Bráithre Críostúla agus ón Roinn air, mar chuid dá dhualgas, comhairle a chur air i dtaobh a mholtacha scrúdú nó scrúduithe teastais fhágála bunscoile a bunú. Tagair an Coiste ina thuarascáil (a cuireadh amach fá Feabhra 1927) do na buntáistí a bheadh ag Stát-theastas Bunscoile "which would testify, with the full authority of the Department, to the creditable completion of a Primary Course and which would have a standard value all over the country." Leag an Coiste amach scéim scrúduithe ar chomhairlig sé go láidir go nglacfaí léi, ach luaig sé nárbh fhéidir agus nár chiallmhar san am a bhí ann é a chur d'fhiachaibh ar mhúinteoirí daltaí a chur isteach ar thriail den tsórt sin. Dúradh freisin san Tuarascáil: "By the adoption of this scheme, teachers would get a clearer knowledge of the standards after which they are expected to strive; the formal character of the examination would be a powerful stimulus to the pupils. The certificate would come to be recognised as qualifying for entrance to Post-Primary, Continuation, Junior Technical, or Secondary Schools; and would have a considerable

qualifying for entrance to Post-primary, Continuation, Junior Technical, or Secondary Schools; and would have a considerable value for the purpose of obtaining employment." The standard of the test, based on the programme for Standard VI, it was recommended, " should be well within the reach of any diligent pupil of average capacity." The examination subjects suggested were Irish, English, Mathematics, History, Geography, and (for girls) Needlework, with an oral test in Irish to be applied by the teacher,[96] additional subjects to be optional. The pass standard in the different subjects was to be decided by a central joint committee of teachers and inspectors, while the marking of answer books was to be undertaken by the manager of each school, or his representative, and the teachers.

Recommendation of Commission on Technical Education

347. About the same time (October, 1927), the Commission on Technical Education recommended that " all sixth Standard pupils of primary schools should be tested in an examination which should be supervised and authorised by the Department, and that success in this examination should entitle the candidate to the award of a school-leaving certificate." The Commission did not specify the examination subjects but suggested that the tests should be related to " essential subjects " and " should be of such a character as can be accomplished readily by a pupil of average ability."

Examination optional and later obligatory

348. The Department accepted the scheme proposed by the Committee on Inspection and the first examination was held in June, 1929. Between that date and 1942, however, only 25% or so of the pupils eligible attended the examination in each year. Since 1943 the examination has been obligatory for all pupils in Standard VI or higher Standards who have not previously been candidates for the certificate, and consists of written tests in Irish, English and Arithmetic, the test in the last-named subject containing a section in " mental arithmetic " as well as a section requiring written calculation. In order to pass the examination a candidate must obtain 40% of the marks allotted to each subject.[97] The certificate testifies that the pupil completed the Standard VI programme in the particular subjects of the curriculum taught in his school and passed the examination in the three subjects already mentioned.

Objections to the Certificate

349. In considering whether, in the Council's view, the examination should be continued and, if so, whether any changes should be made in the existing scheme, some members held that an examination at the primary school level was unsuitable and educationally unsound. For children of such an early age, an examination gave a wrong emphasis to the place of examinations in education generally. In our case it was unnecessary, in view of the effective system of school inspection, and of little practical value since post-primary schools may, for their different purposes, prescribe their own entrance tests. For the benefit of those entering employment the teacher in the primary school, if necessary in association with the inspector,

[96] The results of the oral tests were subject to the approval of the local inspector.

[97] A pass standard of 30% in English is accepted from pupils attending school in a scheduled Irish-speaking district.

value for the purpose of obtaining employment." Molaḋ go mbunóṗaí caiġḋeán na trialaċ ar ċlár Ranga VI, agus go mbeaḋ sé go maiṫ ar aċmaim aon ḋalta ḟiriúil ar meán-éirim. Molaḋ mar áḃair don scrúḋú Gaeilge, Béarla, Matamaitic, Stair, Tíreolas, agus Obair Snáṫaiḋe (do ċailíní), maille le scrúḋú caimte i nGaeilge a ċuirfeaḋ an múinteoir;[96] beaḋ ceaḋ áḃair breise a ġlacaḋ ċom maiṫ. Comḟoiste láir de múinteoirí agus de ċigirí a ċeapfaḋ an pas-caiġḋeán sna háḃair éagsúla agus ṫógfaḋ baimisteoir gaċ aon scoile, nó a ionaḋaí, agus na múinteoirí ordu féin na leaḃra freagra a marcáil.

Molaḋ an Ċoimisiúin ar Ċeard-Oideaċas

347. Ṫart fán am céanna (Deireaḋ Fómair 1927), mol an Coimisiún ar Ċeard-Oideaċas mar leanas: " all sixth Standard pupils of primary schools should be tested in an examination which should be supervised and authorised by the Department, and that success in this examination should entitle the candidate to the award of a school-leaving certificate." Nior aimnig an Coimisiún na háḃair scrúḋuiṫe aċ molaḋar go mbaimfeaḋ na trialа leis na " háḃair riaċtanaċa " agus gur ċóir ḋóiḃ a beiṫ " of such a character as can be accomplished readily by pupils of average ability."

An scrúḋú neamh-éigeantaċ agus ina ḋiaiḋ sin éigeantaċ

348. Glac an Roinn leis an scéim a mol an Coiste ar Ċigireaċt agus bí an ċéaḋ scrúḋú ann i Meiṫeamh 1929. Ḃoir an ḋáta sin agus 1942, áfaċ, ní bioḋ aċ 25% nó mar sin de na ḋaltaí inscrúḋuiṫe i láṫair aṫ an scrúḋú in aon bliam. Ó 1943 i leiṫ, tá an scrúḋú éigeantaċ le haġaiḋ gaċ ḋalta i Rang VI nó i ranga is airde ná sin, naċ raiḃ ina n-iarrṫóirí ċeana ar an teastas. Is é ruḋ a bíos sa scrúḋú trialа scríofa i nGaeilge, Béarla agus Uimríoċt, agus bíonn " uimríoċt meabraċ " mar ċuid den triail san áḃar deiriḋ sin ċom maiṫ le roinn a bíos le hoibriú amaċ ar páipéar. Ċum pas ḋ'faiġil sa scrúḋú ní mór ḋ'iarrṫóir 40% ar a laġaḋ de na marcanna atá ceaṗta do gaċ aon áḃar ḋ'faiġil.[97] Dearḃaíonn an teastas gur ṡaoṫraiġ an ḋalta cúrsa Ranga VI sna háḃair áiriṫe den ċlár a múintear ina scoil agus gur éiriġ leis sa scrúḋú sna trí háḃair atá luaiṫe ċeana.

Aġóidí i gcoinne an Teastais

349. Ḃreaṫnaiġ an Comairle ar ċóir, dar leo, leanaċt den scrúḋú agus, dá ndéantaí, ar ċóir aon aṫrú a déanamh sa scéim atá ann. Bí an tuairim aġ cuid de na comaltaí go bfuil scrúḋú le linn na bunscoile mí-feiliúnaċ agus loċtaċ ó ṫaoḃ an oideaċais. Do páisti aġ an aois an-óg sin, tugann scrúḋú táḃaċt naċ bfuil ceart d'ionaḋ na scrúḋuiṫe san oideaċas i gcoitinne. Níl gá leis már gcás-na i ngeall ar an gcóras éifeaċtaċ cigireaċta scoile, agus is beag de ṫairḃe é nuair is féidir leis na hiarḃunscola a gcuid trialа ionaḋaċta féin a ċeapaḋ i gcóir a gcuid gnóṫaí éagsúla. Ar maiṫe leo siúḋ a bíos aġ dul le fostaíoċt, d'féaḋfaḋ an muinteoir sa mbunscoil, i gcomar leis an gcigire dá mba gá, dearḃú a ṫáḃairt ar oideaċas gaċ aon páiste

[96] Bí ar an gcigire áiṫiúil a beiṫ sásta le toṫaí an scrúḋuiṫe ċaimte seo.

[97] Glactar le pas-caiġḋeán 30% i mbéarla ó ḋaltaí atá aġ freastal scoile i gceantar Fíor-Gaeltaċta.

could testify to each pupil's attainments where that was required, such testimony providing a greater incentive for the pupil than the existing certificate. These members, too, objected that a compulsory examination was particularly detrimental to the work of the school since special preparation in the three examination subjects was undertaken by teachers, leading to " cramming " in these subjects and to less attention being given in the ordinary school to pupils of other Standards and to the other subjects of the curriculum which were so vital for the child's education. It was strongly urged that the work in oral Irish especially, which should be the particular care of the school, did not receive due attention during this period of preparation for an examination which comprised written tests only. It was also held that, for many pupils, the examination signified discontinuance of school attendance whether or not the child had reached the school-leaving age. In addition, the view was expressed that parents, generally, did not attach any value to the certificate.

350. Some of those who criticised the present examination scheme considered that the standard of the tests was too low or unsatisfactory while others held that it was in fact too high, having regard to the candidate's mental development, the time allowed for each paper and the standard originally intended to be set by the examination. The absence of an oral test in Irish and of tests in other subjects of the curriculum was regarded as a defect, while one member was of opinion that English should not be included as an obligatory subject.

351. Those opposed to the present scheme would, generally, be prepared to agree that an examination on a voluntary basis might prove acceptable. Should the examination be retained on an obligatory basis, however, they would suggest that the test be set in the programme for Standard VII, thus raising the general standard and encouraging pupils to continue at school for a further year. It was urged, especially, in favour of a certificate awarded on this standard that, for those who do not enter post-primary schools, it would be of greater value than the present certificate.

Views of majority of Council

352. While the majority of our members concede that some of the arguments advanced against the present examination are well-founded, they are unable to accept the view that a test of this kind should find no place in the primary school. They feel that the detrimental effects ascribed to an examination, at such an age and of such a standard, are unduly magnified. They hold that no satisfactory substitute has been discovered for examinations as a means of assessing the standard of the child's knowledge. They do not admit that special concentration is in itself undesirable, especially when it is on the fundamental subjects of the curriculum. On the contrary they regard such concentration as valuable and necessary, in so far as it imparts to the child a sense of order, enables him to distinguish between values, and exercises his memory and powers of perception. Whilst they would certainly be opposed to " cramming " in the sense of memorising matter which the pupil does not understand, they would not be prepared to admit that " cramming " should follow from the requirements of the examination in question, assuming that the standard set for it is, as it was originally intended to be, " well within the reach of any diligent pupil of average capacity " and that the school programme has been consistently

dá dteastaíodh sin, agus ba mhó an spreagadh a thabharfadh sin don páiste ná an teastas atá ann. Fuair na comhaltaí seo de locht air freisin, go ndéanann scrúdú éigeantach díobháil ar leith d'obair na scoile ó tharlaigh go ndéanann na múinteoirí réiteach ar leith sna trí hábair scrúduithe, agus nach mbíonn d'fuíoll air sin ach "meabhair-pulcadh" sna hábair sin agus neamhart sa ngnáthscoil i ndaltaí na rang eile agus sna hábair eile den chlár atá com riachtanach sin d'oideachas an páiste. Díothas dá áiteamh ar an gComhairle, go háirithe, nár tugadh an aird ba chóir ar an obair i labhairt na Gaeilge, ar chóir di a beith mar chúram ar leith ag an scoil, le linn tréimhse seo an ullmhúcháin do scrúdú nach bhfuil ann ach trialach scríofa amháin. Bí an tuairim ann freisin gur chuir an scrúdú i gcéill do mhórán daltaí go bhféadfaidís scor de fhreastal scoile ina dhiaidh, bídís in aois fháscála scoile nó ná bíodh. Lena chois sin, dúradh nach raibh aon mheas ag tuismitheoirí, i gcoitinne, ar an teastas.

350. Meas cuid díobh sin a loctaigh an scéim scrúduithe atá ann go raibh caighdeán na dtrialach ró-íseal nó mí-shásúil, cé gurb í tuairim chuid eile gurb amhlaidh a bí sé ró-ard ag áireamh foráis mheabhrach an iarrtóra, an t-am a tugadh do gach aon pháipéar agus an caighdeán a bí ceapta ar dtús a beith ag an scrúdú. Luadh mar mharach ar an scrúdú freisin uireasa scrúduithe cainte i nGaeilge agus uireasa trialach in ábhair eile den chlár, agus bí comhaltaí amháin den tuairim nár chóir go mbeadh béarla mar ábhar éigeantach ann.

351. Iadh siúd a bí i gcoinne na scéime atá ann, d'aontóidís i gcoitinne go mb'fhéidir go nglacfaí le scrúdú ar bonn deontach. Dá gcoinnítí an scrúdú ar bonn éigeantach, áfach, molfaidís gur ar chlár Ranga VII a bunófaí an trialach, rud a d'ardódh an caighdeán i gcoitinne agus a spreagfadh daltaí le fanacht ar scoil go ceann bliana eile. Dúradh, go háirithe, mar tacaíocht le teastas a bunófaí ar an gcaighdeán seo, gur mhó a tairbhe ná tairbhe an teastais atá ann dóibh sin nach dtéann isteach in iarbhunscoil.

Tuairimí thromlaigh na Comhairle

352. Cé go ngéilleann thromlach áirithe gcomhaltaí go bhfuil bunús le cuid de na hargóna a cuireadh i gcoinne an scrúduithe atá ann, ní fhéadann siad aontú leis an tuairim nár chóir áit a beith ag trialach dá sórt sa mbunscoil. Déantar áibhéil, dar leo, fán bhfuíoll díobhálach a leagtar ar scrúdú ag aois agus ar chaighdeán den tsórt sin. Sé a dtuairim nach bhfuarthas malairt shásúil fós a dhéanfadh cúis in áit scrúduithe mar sin caighdeán eolais an pháiste a meas. Ní admhóidís nach imholta ann féin dian-staidéar a dhéanamh, go háirithe nuair is ar bun-ábhair an chúrsa a déantar sin. Go deimhin is amhlaidh is dóigh leo go dtéann sé cun socair don pháiste, agus gur riachtanach dó, a mheabhair a chruinniú ar an gcaoi sin sa mhéid go dtugann sé tuiscint ar eagar dó, go gcuireann sé ar a chumas idirdhealú a dhéanamh idir fiúntas nithe agus go gcuireann sé a chuimhne agus a cumhachta cruinn-thuisceana ag obair. Deirdís ar ndóigh i gcoinne "meabhair-pulcadh" sa gcéill go mbeadh an páiste ag cur ábhar nár thuig sé de ghlan-meabhair, ach ní aontóidís go dteastaíonn sin a dhéanamh i gcóir an scrúduithe atá i gceist, ag déanamh talamh slán de go bhfuil an caighdeán atá curtha roimhe, mar bí sé ar intinn go mbeadh ar dtús, "well within the reach of any diligent pupil of average capacity" agus go múinfí an clár scoile go maith ar feadh na bliana. Ar an gcoinníoll céanna, ní aontóidís go ndéanfaí

well-taught during the year. On the same assumption they would not admit that the education of other pupils in the school or the training in other subjects would be handicapped through lack of attention.

353. In considering the need for such an examination, particular attention was paid to the aims set for it by the Inspection Committee (par. 346). These, it was felt, are still all important. With regard to co-ordinating primary and post-primary education and setting a standard of proficiency for the average child at the end of the primary school proper, the importance of the examination can only increase with any extension of facilities for post-primary education and a greater attendance thereat. Admittedly the problem of co-ordination is not immediately solved by the institution of a certificate testifying to the successful completion of the primary course; there are on both sides of the testing point other and more important factors of curriculum and approach which also enter into the problem. However, a certificate of " standard value all over the country " which would be accepted for entry to all post-primary schools could be of much assistance in ensuring proper co-ordination between the work of the primary school and the course of post-primary education which the child would enter on leaving Standard VI.

354. Those who favour the existing scheme of the examination are aware that the benefits of the certificate as an instrument of co-ordination are, at least in part, nullified by two causes. The first is that the results of the test are not usually issued in sufficient time to allow the Secondary Schools to dispense with their own individual entrance tests for pupils coming from National Schools. The second is the fact that some pupils enter Continuation Schools before completing the primary course. All pupils should be encouraged in the primary school to continue their education in that school at least until they have obtained the certificate, while the Continuation Schools themselves might discourage entry without the certificate.

355. In regard to co-ordination also some of those in favour of the certificate consider that the absence of tests in other subjects of the curriculum is a defect. Difficulties of administration and organisation must be considered in this connection: for instance, any increase in the number of subjects would call for an extension of the examination period over two or three days. The suggestion was made that questions in History, Geography and Nature Study for example might be included in the language tests, but, on the other hand, it was held that written tests in History and Geography especially, except of the simplest kind, are too difficult for the average child to answer satisfactorily. Apart from this objection to the incidental introduction of other subjects in the language papers, the opinion was expressed that the examination paper in English, for example, should be framed as a test in grammar, punctuation and composition. Several of our members stressed the importance of the certificate bearing some reference to the candidate's proficiency in oral Irish.

356. The majority of our members are convinced that parents generally appreciate the value of the examination and favour its continuance. They would observe that, since the test became compulsory and examination centres more conveniently available, the attendance of candidates at the examination, despite some difficulty in organising centres, has been very

dioḃáil d'oideaċas na ndaltaí eile sa scoil ná don oiliúint sna háḃair eile, d'uireasa aire.

353. Ag cur an ḟá atá le scrúdú den ċineál sin sa meá, tugaḋ aird ar leit ar na cuspóirí a leag an Coiste ar Ċigireaċt síos dó (alt 346). Measaḋ go raiḃ táḃaċt leo seo ar fad go póill. Ó thaoḃ bun-oideaċas agus iarḃunoideaċas a ċomhordú agus caiḟdeáin oiliteaċta a leagan síos don ḟnáth-páiste i ndeireaḋ na bunscoile féin, is i méid a raċaiḋ táḃaċt an scrúduiġe má déantar aon leatnú ar ċóraċa oideaċais iarḃunscoile agus má ċéann an freastal orthu i méid. Is fíor naċ leor go mbeaḋ teastas ann a dearḃóḋ gur críoċnaíoḋ cúrsa na bunscoile go héifeaċtaċ, ċun ceist an ċomhorduiġe a réiteaċ ar an doird; ar ḟaċ thaoḃ de pointe na trialaċ tá ġnéiġe eile, ó thaoḃ cúrsa léinn agus teagaisc is táḃaċtaí ná é agus a ḃfuil baint acu leis an scéal. Mar sin féin, is mór an ḟar ċun comhordú ceart a thaḃairt i gcrích, idir obair na bunscoile agus an cúrsa oideaċais iarḃunscoile a raċaḋ an páiste leis ar ḟáḟail Ranga VI dó, teastas a ḃeith ann a mbeaḋ an fiúntas céanna ann ar fud na tíre agus a nglacfaí leis i gcóir ionaḋaċta sna hiarḃunscola go léir.

354. Is eol dóiḃ seo atá i ḃfáḃar na scéime scrúduiġe atá ann go gcailleann an teastas, ar dá ċúis, cuid ar a laġaḋ dá éifeaċt mar ġléas comhorduiġe. An céad ċúis acu, naċ ġnáthaċ tortaí na trialaċ a ḃeith ar fáil sáṫaċ luath le go ḃféadfaḋ na Meánscola déanamh d'uireasa a dtrialaċ ionaḋaċta féin i gcás daltaí a thagas ó Scola Náisiúnta. An dara cúis díoḃ, go dtéann roinnt daltaí isteaċ i Scola Leanúna gan a gcúrsa bunscoile a ḃeith críoċnaiġe acu. Ba ċóir ḟaċ dalta a ḃrostú sa mbunscoil leanaċt dá chuid oideaċais sa scoil sin go mbí an teastas bainte amaċ aige, ar a laġaḋ, agus d'ḟéadfaḋ na Scola Leanúna féin gan uḟaċ a thaḃairt dó tosnú sna scola sin gan an teastas.

355. Ó thaoḃ comhordaiġe freisin, measann cuid acu seo atá i ḃfáḃar an teastais gur maraċ air trialа in áḃair eile den ċúrsa a ḃeith ar iarraiḋ as. Ní mór cuimneamh ar dheacraċta riaraċáin agus eagruiġe ma leit seo; mar ṡampla, dá ndéantaí aon méadú ar uimir na n-áḃar, níor mhór dó nó trí de laetanna a ċaiteamh leis an scrúdú. Molaḋ go ḃféadfaí ceisteanna ar Stair, Tíreolas agus Eolas ar Nádúr, mar ṡampla, a ċur isteaċ sna trialа teanga, aċ bí an tuairim eile ann go mbeaḋ trialа scríoḃa, i Stair agus i dTíreolas go háiriġe, aċ amháin an cineál ba ṡimplí díoḃ, ró-ċruaiḋ ag an ngnáth-páiste lena ḃfreagairt go sásúil. Gan tráċt ar an loċt seo a fuarthas ar áḃair eile a thaḃairt isteaċ go teagmhasaċ sna páipéir teanga, luaiḋ mar thuairim gur ċóir an páipéar scrúduiġe i mBéarla, cuir i gcás, a leagan amaċ mar trial ġramadaí, ponċaiocta agus ceapadóireaċta. Luiġ cuid mhaith dár gcomhaltaí ar a thaḃaċtaí a bí sé go ndéanfaḋ an teastas tagairt éigin do ċumas an iarrthóra i labairt na Gaeilge.

356. Is dearḃ le formhór ár gcomhaltaí go dtuigeann tuismitheoirí i gcoitinne tairbe an scrúduiġe agus go ḃfuilid i ḃfáḃar leanaċt de. Ní miste leis na comhaltaí sin a rá go raiḃ timeamh na n-iarrthóirí ar an scrúdú an-tsásúil, in ainneoin roinnt deacraċta fá ionaid scrúduiġe d'eagrú, ó rinneaḋ an trial éigeantaċ agus ó socraíoḋ ionaid níos caoṫúla d'iarrthóirí. Is eol

satisfactory. They are also aware that in city areas in particular prospective employers look for the certificate from apprentices.

357. In general the majority of the Council's members consider it reasonable that such an examination be held to test each child's proficiency in at least the basic subjects at this first stage of his educational career. They are unable to accept the contention that inspection is an adequate test of the standard of each individual pupil though it undoubtedly assesses the work of the teacher. While postponement of the examination to a subsequent Standard might offer some advantages, they recognise that most of the pupils, especially those entering Secondary and Continuation Schools, would have left the primary school before the end of that Standard, apart from the fact that, in the scheme of education visualised by the Council itself, an examination at a later stage would not testify to the completion of the primary course proper, or make for co-ordination between it and post-primary education. They feel that, given greater co-operation between those concerned, improved organisation, suitable tests and the early issue of the results, the certificate would be of value in raising the general standard of education in schools of all kinds. They accordingly recommend the retention of the examination on the existing basis.

2. Homework

358. To judge from views published from time to time in the press, it would appear that, especially of late years, the question of homework has given rise to considerable dissatisfaction. It is difficult to determine whether this is due to an increase in the amount of homework prescribed in schools, or to some change in the relations between parents and children, or to a greater regard for the interests of children. In the primary school the practice of prescribing homework would appear to be not uncommon, although some teachers rarely prescribe formal tasks for homework. The Department, at least in its regulations, neither advocates nor discourages the practice.

359. Some critics of the practice differentiate between compulsory homework, which they decry, and voluntary homework, in which they see much virtue, especially if it takes the form of practical exercises selected by the pupil himself and related to his hobbies and to similar activities. Certainly, this type of homework has much in its favour wherever the results can be related to the following day's work in the school. It can be used especially to advantage in such subjects as Nature Study, local history, Geography and Drawing, and can be used equally well in literature and composition.

360. Compulsory homework involves the setting of formal tasks and should involve the examination of such tasks in the school. Merely to set a task without ascertaining whether it is done, and if so whether it is done successfully, deprives it of almost all its educational value, and may even lead the child to regard it as a mere penalty. One argument for the inclusion of some homework may be drawn from the high standard set by the school programme, which can hardly be attained on classwork alone. Parents too do not all disapprove of homework for their children; many of them are anxious for it so that they may keep in touch with the work in the school and with the progress of their children. This co-operation between home and school is to be encouraged rather than weakened.

dóiḃ, freisin, go mbíonn, sna catraca go háiriṫe, fostaiṫeoirí ag súil leis an teastas ó ábair printísiġ.

357. Ar an iomlán, measann formór comaltaí na Comairle go bfuil réasún le scrúdú den tsórt sin a beiṫ ann mar triail ar oiliúint gach aon páiste, ar a laġad sna bun-ábair, ag an gcéad céim seo dá réim oideachais. Ní féadann siad ġéillead don argóint gur leor de triail ar caiġdeán gach aon páiste ar leiṫ an ciġireacṫ, cé go ndéanann sí gan aimhreas saoṫar an múinteora a meas. Tarlóid go mbead buntáisti áiriṫe ag an scrúdú a cur siar go dtí ranġ níos déanaí, ach is léir dóiḃ go mbead bunáiṫe na ndaltaí, go háiriṫe iad sin a téas isteach i Meánscola agus i Scola Leanúna, imiṫe as an mbunscoil roimh deiread an Ranġa sin, agus tairis sin ní bead scrúdú ag an gcéim deiriḋ sin, do réir na scéime oideachais a ṡamhlaíos an Comairle féin, mar ceist ar críochnú na bunscoile ó ceart, ná ní caḃróḋ sé le comorduú idir oideachas bunscoile agus iar-bunoideachas. Ciṫear dóiḃ go mbead tairḃe sa teastas cum an caiġdeán oideachais i gcoitinne d'ardú i scola de gach cineál, dá mbead comoibriú níos fearr eatarṫu seo a mbaineann an scéal leo, dá bfeadḃsaiti eagar an scrúduiṫe, dá gcuirtí trialta feiliúnacha ar fáil agus dá mbead na tortaí ar eolas níos luaiṫe. Molann siad dá réir sin go leanfaí den scrúdú ar an mbun atá faoi.

2. Obair Ḃaile

358. Is cosúil ó na tuairimí a foilsíṫear ó am go ham sa bpreas, go bfuil cuid mór mí-sástacta de barr ceist seo an obair baile, go háiriṫe le blianta beaga anuas. Is doiliġ a déanamh amach an méadú éiġin ar a mbíonn d'obair baile dá taḃairt sna scola is cúis leis sin nó an atrú éiġin é sa gcaoi a dtóġann tuismiṫeoirí a gclann nó an é go bfuil aird níos mó dá taḃairt ar ṫoil an páiste féin. Ní cosúil gur ruḋ neamġnáṫach sa mbunscoil obair baile a taḃairt le déanamh, cé gurb annamh a tuġas cuid de na múinteoirí saoṫar cinnte le déanamh mar obair baile. Ní cuireann an Roinn ar ṡon ná i gcoinne an nóis, ar a laġad ma cuid rialaċán.

359. Déanann cuid de na daoine, a bíos ag taḃairt breiṫe ar an nós, roirḋealú roir obair éiġeantaċ baile, ruḋ a cáineann siad, agus obair ḋeontaċ baile, ruḋ a bpeiceann siad mait mór inti, go háiriṫe i bproirm bearta táiġiúla saoṫair a ṫoġfaḋ an dalta féin agus a mbead baint acu lena cuid áilḃearta féin agus le gníomaċta dá sórt. Tá, gan aimhreas, mórán le rá ar son obair baile den tsórt sin, áit ar biṫ ar féidir an torad a ceangal le hobair an ċéad lae eile sa scoil. Féadtar leas tairḃeaċ a baint as in ábair ar nós Eolas ar Nádúr, stair áitiúil, Tíreolas, agus Líniocṫ agus tá leas le baint as ċom mait céanna i litríocṫ agus i gceapadóireacṫ.

360. Téann bearta foirmiúla oibre a ceapad leis an obair éiġeantaċ baile, agus ba ċóir go ndéanfaí scrúdú ar na bearta sin sa scoil freisin. Is ar éiġin atá aon tairḃe oideachais i mbeart a ceapad mura bfaiġtear amach ar dearnad é, agus má rinnead ar dearnad ceart é; go deimin sa gcás sin, tarlóid go sílfead an páiste gur de phionós air a tuġad le déanamh dó é. Argóint amáin ar ṫaoḃ roimhe éiġin d'obair baile a taḃairt, an caiġdeán ard atá ceapṫa ag clár na scoile, caiġdeán nach féidir a baint amach ar éiġin ar ranġ-obair amáin. Ní hé gach tuismiṫeoir ach oiread a ġeiḃ loċt ar obair baile dá claim; tá tóir ag cuid mór acu uirri le go bfeadfaid siad fios a beiṫ acu céard a déantar sa scoil agus cé mar tá a gcuid bráisti ag dul ar aġaid. Is le neartú, in áit a laġta, atá an comoibriú seo roir baile agus scoil.

361. In general, at least where home conditions are suitable, the practice of prescribing some homework is to be recommended. Reading, for example, when pupils reach that stage, should always be encouraged; it is a task in which few children do not find pleasure. In other subjects, also, special tasks, on a voluntary basis, may be allotted to pupils. Where, however, formal work is set in Arithmetic, writing and literature, care should always be taken to ensure that exercises are in the nature of revision work only. Processes and lessons which have not already been well taught in class should not be prescribed as homework.

362. The health of the child, especially in the primary school, requires however that only a reasonable amount of homework should be prescribed. A maximum of half an hour's homework per night is considered sufficient for pupils of junior Standards while a maximum of one hour might be allotted to pupils of the senior Standards. Undoubtedly, what is half an hour's work for one pupil may only take another a fraction of that time; we suggest that the amount be measured by the ability of the average or under-average pupil. Different tasks might also be given on different nights, and, as we have suggested, individual pupils might be encouraged to undertake exercises and projects of their own selection. Regard should also be had to the type of lighting used in the child's home and to his need to be out of doors in sunshine and fine weather. Finally, in view of the various difficulties which attend the carrying out of homework by most of our primary school children, we consider that the attitude of the teacher must be much more lenient with regard to it than with regard to class work. It is better to risk evasion than to risk causing undue strain. The general principle should be that, if the child fails to do the homework or to do it properly, he should be encouraged to try again.

Chapter XIII

The Primary School in the Framework of Education

363. As we have indicated in the introductory statement to this Report (pars. 2-3), we found it necessary, in considering the function of the primary school, to determine for ourselves the level of education which every child should reach, the pattern or scheme which that education might, in our circumstances, most suitably follow, and the place of the primary school within that scheme. Here we have thought proper to state tentatively the conclusions reached by us in these matters. While these conclusions do not form part of the subjects referred to us and are submitted in the form of general views in no respect definitive, we feel that to include them will help to clarify our approach to the function of the primary school and provide a better understanding of the problems connected with post-primary education.

1. Education beyond the Primary School

364. We have already referred (pars. 105-107) to the influences creating a demand for education of a kind more advanced than that provided by the traditional primary school. In this respect modern thought and world movements have not passed Ireland by. The emergence of our nation to

361. I gcoitinne, ar a laghadh má tá cúrsaí an bhaile feiliúnach, is inmholta an nós obair baile éigin a thabairt. Ba chóir i gcónaí léitheoireacht, mar shampla, a mholadh nuair a bhíos daltaí i ndoon chuici; saothar í ar beagh páiste nach mbaineann taitneamh aisti. In ábair eile freisin, is féidir bearta ar leith, do réir mar thograíodís, a thabairt do pháistí le déanamh. Sa gcás, áfach, ina leagtar amach obair foirmiúil le déanamh in Uimhríocht, scríbneoireacht nó litríocht, ba chóir féachaint chuige i gcónaí nach mbíonn sna ceachta ach obair athcleachta. Níor chóir modha oibre agus ceachta nach bhfuil múinte go maith cheana sa rang a thabairt mar obair baile.

362. Is dleacht do shlámte an pháiste, áfach, go háirithe sa mbunscoil, nach dtabharfaí le déanamh dó ach cothrom réasúnta d'obair baile. Meastar gur leor do dhaltaí i Rangaí sóisear leath-uair ar a mhéid d'obair baile san oíche agus go bhféadfaí suas le uair a chloig oibre a thabairt do dhaltaí na Rang sinsear. Gan amhras, an obair a thógas leath-uair ar dhalta amháin, b'féidir nach gcaithfeadh dalta eile ach cion den am sin léi; is dóigh linn gur chóir an méid a tabharfaí a thomas do réir chumais an ghnáth-dhalta nó an dalta atá fán meán. Féadfaí freisin bearta éagsúla a thabairt ar oícheanta éagsúla agus, mar luamar, féadfaí dalta a ghríosadh le saothar nó beart dá roghain féin a ghlacadh chuige. Tá aird le tabairt freisin ar an gcineál solais a bhíos sa mbaile ag an bpáiste agus don chall atá ann dó a bheith amuigh fán aer nuair atá grian agus soineann ann. Mar dheireadh scéil, measaimid go mba chóir gur foighdí a bheadh an múinteoir leis an gcaoi a ndéanfaí obair baile ná mar bheadh le hobair a déanfaí sa rang, ar son a theacha a bhíonn obair baile a dhéanamh ag formhór na bpáistí bunscoile. Is fearr dul sa bhfiontar nach ndéanfar í ná dul i gcontúirt díobháil anbhuaine ina déanamh. Ba chóir é a bheith mar phrionsabal i gcoitinne, má chiseann ar an pháiste a chuid obair baile a dhéanamh nó í a dhéanamh i gceart, go spreagfaí é le tabairt fúithi arís.

Caibideal XIII

An Bunscoil sa gCóras Oideachais

363. Mar dúramar sa réamhrá leis an Tuarascáil seo (ailt 2-3), bí orainn, chun feidhm na bunscoile a chinneadh, an chéim oideachais ba chóir do gach páiste a baint amach, an múnla ab fheiliúnaí don oideachas sin i gcás na tíre seo, agus áit na bunscoile do réir an mhúnla sin, a shocrú dúinn féin. Measamar gur chuí dúinn anseo ár mbreith ar na nithe sin a thabairt ar mhodh breithe sealadaí. Dhíobh nach cuirfeadh aon bhar a cuireadh inár láthair an bhreith sin agus go dtugaimid i bhfoirm tuairimí gheárálta nach bhfuil cinnte ar aon bhealach, ceapaimid gur chabhair iad a lua leis an intinn atá againn d'fheidhm na bunscoile a léiriú agus le tuiscint níos fearr ar fhadhba na hiarbhunscolaíochta a thabairt.

1. Scolaíocht de bhreis ar an mBunscoil

364. Tagraíomar cheana (ailt 105-107) do nithe is siocair don éileamh atá ar scolaíocht is airde ná mar thugas an bunscoil a bhfuil cleachtadh againne uirthi. Sa méid sin, níl smaointe na haoise agus gluaiseachta an domhain gan a lorg d'fhágáil ar Éirinn. Nua-shaoirse an náisiúm, forbairt na tíre

freedom, the industrial development of our country under native government, the general improvement in living standards, increased contact with the outside world, have all accentuated a traditional desire for education. The education sought to-day, however, is perhaps more related to practical needs and to material, as well as intellectual, improvement.

365. To satisfy that desire and to provide for our people the additional education which they need in a modern world should be our ambition. The fact that modern life is exigent in this respect and that modern thought tends in this direction are not our only reasons for agreeing that further education beyond the scope of the primary schools is needed. There are other more compelling, if not more fundamental, grounds to support this view. Ours is a comparatively undeveloped country. Much has been done in the industrial and commercial spheres but much more remains to be done. World competition, as well as the needs of better living standards, impel us to ensure that it be done well. While agriculture remains, and must continue to be, our basic industry, it is there that our efforts have been, perhaps, least successful. Modern agricultural methods, by which alone agricultural production may be satisfactorily increased, can only be acquired by special training which depends in turn on a high standard of general education. We do not suggest that the provision of more education would, of itself, put an end to emigration, but we do hold that the education of our youth continued to a more formative age than hitherto would, by imparting to them a deeper appreciation of their surroundings, a clearer vision of the opportunities there available, a greater love for their land and a higher conception of their obligations to the community and of their duties as citizens, influence them to grasp any reasonable facilities for self-improvement provided at home.

366. There remain two other grounds on which the case for further education rests. Successive native Governments have decreed that one of the tasks of our schools should be to give to our youth a command of the national language. While we cannot but view with a degree of satisfaction the efforts of the primary schools in this task, we are convinced that much earlier labour goes unrewarded because of the discontinuance of their education at the age of 14 years or so by many of our children. We would not agree that the pupose of the extended education of our children should be solely or even mainly to foster the revival of the Irish language, however laudable such a purpose might be, but we are convinced that even the incidental use of Irish at the age of 14-16 years would greatly enhance the likelihood of its ultimate revival as a vernacular. Such education too would aid, in other ways, the cultural enrichment of our nation. But the improvement of our people as citizens and the amelioration of their material well-being, however important, remain at all times subsidiary to their spiritual and moral welfare. The modern world requires a greater knowledge of things secular but it also demands, for that very reason and because of itself, a still greater knowledge of the spiritual nature and purpose of life. The value of such knowledge is more keenly appreciated and more easily acquired at the later stages of adolescence. Its provision would be facilitated during the continued education we have in mind.

367. Our present school-leaving age is 14 years and practically all Irish children continue to that age, although as we have noticed (par. 163) some of them leave before reaching the end of Standard VI. What proportion

i gcúrsaí tionscail fá rialtas dúcais, an fearas coiteann ar bealaig maireactála, an fearas barr caidrimh le tíorta eile, cuireadarsan uile le seandúil an Éireannaig sa léann. Is mó, b'féidir, a baineas an scolaíocht a bfuil tóir uirri anois, áfac, le riactanais an tsaoil agus le leas saolta, coimh maic le leas intleacta.

365. Da cóir go mba airdm dúinn an dúil sin a sásamh agus an scolaíocht breise a cur ar fáil dár muintir a bfuil fá acu léi i saol an lae inniu. Go n-éilionn an saol sin é agus gur mar sin atá tuairimí na haoise, ní hiad sin amáin ba cúiseanna againn le go n-aontóimis go bfuil fá le fearas barr oideacais tar mar tugas an bunscoil. Tá údair eile, ar láidre, murar bunúsaí, iad, mar taca againn leis an tuairim sin. Is tír í seo atá gan forbairt fós i gcomórtas le tíorta eile. Tá cuid mór déanta i gcúrsaí tionscail agus tráchtála ach tá mórán fós le déanamh. Mar geall ar iomaíocht thráchtála tíorta an domhain agus d'fonn ár gcaighdeán maireachtála d'ardú, ní mór dúinn a dheimniú go ndéanfar go maic é. Is í an talmaíocht atá, agus a beas, mar príomhtionscal againn agus is ina cás sin is lú, b'féidir, a bí rac ar ár n-iarracht. Ní féidir moda nuaide talmaíochta, nach go maic a méadófar toradh na talmaíochta dá n-uireasa, a cleachtadh gan sain-oiliúint atá, i féin, ag braic ar ard-caighdeán gnáth-oideacais. Ní hé rud is áil linn a rá go gcuirfeadh fearas barr oideacais, as féin, deireadh leis an eisimirce; ach creidimid, dá leanfadh daome ósa dá gcuid scolaíochta go dtí aois arb foirfe a múnlaí, go bfaighidís tuilleadh measa ar a ndúthaigh féin agus léargas níos fearr ar na deiseanna atá ar fáil inti, go gcothófaí iontu grá níos doimhne dá dtír agus tuiscint níos fearr ar a ndualgais don phobal agus ar a ndualgais mar shaoránaigh, agus go spreagfaí iad, dá barr sin, cun glacadh le haon deis réasúnta a geobaidís sa mbaile le hiad féin a cur cun cinn.

366. Tá dá cúis eile fós le fearas barr oideacais a thabairt. Socraig gach Rialtas dúcais dá raib againn gur cuid de gnó na scol eolas ar an teanga náisiúnta a thabairt dár ndaome ósa. Cé gur díol éigin sástachta dúinn, gan amhras, obair na mbunscol cuige sin, is deimhin linn go dtéann go leor den chéad-shaothar sin gan tairbe toisc go scoireann mórán de na páistí dá gcuid scolaíochta in aois a 14 bliana nó mar sin. Ní aontóimis gurb é aoncuspóir, ná fiú príomh-cuspóir, tuilleadh scolaíochta a thabairt dóib, cabhrú le hathbheochaint na Gaeilge, dá inmholta dá mbeadh sin, ach níl amhras orainn ach go mba dóigde go mór a hathbheochaint mar teanga laethúil amach anseo, an Gaeilge a beic dá húsáid, fiú go teagmhasach, in aois a 14-16 bliana. Da chabair an scolaíocht sin freisin, ar bealaig eile, le saíocht an náisiúm a thabairt cun saibhris. Ach dá thábhachtaí é ár muintir d'fearsúil mar shaoránaig agus cur lena rac saolta, is lú a thábhacht sin i gcónai ná thábhacht a leasa spioradálta agus morálta. Teastaíonn, i saol an lae inniu, fearas barr eolais ar nithe saolta, ach teastaíonn freisin, ar an ábhar sin agus mar geall ar chora an tsaoil féin, tuilleadh eolais fós ar gné agus ar chuspóir spioradálta na beatha. Is fearr a tuigtear tairbe an eolais sin, agus is éasca a foglaimítear é, i ndeireadh na hógánachta. Is furasta a bheadh sé é a thabairt le linn na scolaíochta breise atá i gceist againn.

367. Ceithre bliana deag an aois fágála scoile fá láthair agus leanann bunáite páistí na hÉireann go dtí an aois sin, cé go n-imíonn roimhe acu, mar dúramar (alt 163), sara sroicid deireadh Ranga VI. Cén cion dár

of our youth continue their education beyond the leaving age? A table attached to this Report (Appendix 9) provides statistics of the position in respect of persons of the age-groups 14-15 and 15-16 years respectively. These statistics show that practically 59% of the population 14-15 years of age and 37% of those 15-16 years of age were, in the school-year 1951-'52, enrolled at courses of whole-time education. In addition to those, another 5% of the younger age-group and another 8% of the older age-group were enrolled at courses of part-time education during the school-year in question. Thus some 36% of our youth 14-15 years of age and 55% of those 15-16 years of age were enrolled in no school in the academic year 1951-'52. It would, of course, be incorrect to say that these will receive no other education, for a number of them will very likely be found later, at least part-time, at Vocational School courses in company with those over 15 years of age.

368. The statistics quoted in the preceding paragraph, however, include persons of the age-groups in question who were enrolled in National Schools. Of these approximately 1,000 persons in each age-group were in " Secondary Tops " following courses in the programme prescribed for Secondary Schools, which lead to the Intermediate and Leaving Certificates. Excluding these, we find that 24% of the age-group 14-15 and 4% of the age-group 15-16 were following the ordinary course provided by the National School, so that the numbers in receipt of recognised whole-time post-primary education are represented by 35% and 33%, respectively, of the age-groups in question.

369. The ordinary course provided by the National School for those pupils who have completed the course of Standard VI is, in practice, little more than a repetition of the latter course. At best it is that course " but of a more advanced type " unless managers elect to substitute an alternative. This adoption of an alternative programme is, it is to be feared, all too rare. Nor, indeed, can the existing school ordinarily provide an alternative programme. In the average school pupils of Standards V and higher are grouped. Of that group, the teacher must direct his attention and assistance mainly to the two lower Standards (V-VI) for to do otherwise would be unjust to the greater number, and so the few in Standards VII-VIII must continue to repeat, for the greater part, the work of Standard VI. Within the organisation of the large schools, it might be possible to teach a more advanced programme and give to the higher Standards at least some of the individual attention they need. In the smaller school that is impossible, unless under the exceptional teacher. The needs of the pupils of the smaller schools are the greater because they cannot find in the countryside about them the many opportunities for alternative education which are open to pupils of the larger schools situated in the urban areas.

370. Under present conditions, then, the pupil, after Standard VI may learn a little more of the same subjects, but in doing so he wastes much precious time for himself and his teacher. At most he but strengthens the foundation built by the primary school, a process that may certainly be to his advantage but one which should ordinarily be unnecessary. Instead he should have continued to build on that foundation, and on lines suited to the particular avocation which he intends to follow in after-life. It is at this stage, in fact, that his real education should begin, an education to meet the requirements of the world he will later enter.

ndaoine óga a leanas dá gcuid scolaíocta tar éis na haoise sin ? I dtábla a gabas leis an Tuarascáil seo (Aguisín 9), tá staidream ina dtaob sin i gcás daoine de na haois-aicmí 14-15 agus 15-16 fá seach. Léiríonn an staidream sin go raib, sa scoilbliain 1951-'52 suas le 59% díob sin a bí 14-15 bliana d'aois agus 37% díob sin a bí 15-16 bliana d'aois ar rollaí cúrsaí lán-aimsire oideachais. Ina dteannta sin, bí 5% eile den aois-aicme is ísle díob agus 8% eile den aois-aicme is sine ar rollaí cúrsaí páirt-aimsire oideachais i rith na scoilbliana céanna. Mar sin, bí tuairim 36% dár bpáistí 14-15 bliana agus 55% díob sin a bí 15-16 bliana d'aois nach raib ar rollaí aon scoile sa mbliain acadúil 1951-'52. Níor cóir a rá, ar ndóigh, nach bpaigfidís sin aon scolaíocht eile, mar is é is dóigí go mbeid cuid acu ag freastal níos deireannaí, páirt-aimsearach ar a laghad, ar cúrsaí gairm-oideachais i gcuideachta an dreama a beas os cionn 15 bliana d'aois.

368. Tá áiream sa staidream, a luaid san alt deiridh, ápach, ar daltaí den dá aois-aicme sin a bí ar rollaí Scol Náisiúnta. Díob seo bí tuairim 1,000 duine i ngach aon aois-aicme i " Meánbairr " ag dul le cúrsaí i gclár na Meánscol le haghaid na Meán-Teistiméireachta agus na hArd-Teistiméireachta. Dá bhfágáil sin as an áiream, geibimid 24% den aois-aicme 14-15 agus 4% den aois-aicme 15-16 a bí ag foghlaim ar ghnáthcúrsa na Scoile Náisiúnta, sa gcaoi gur 35% agus 33%, fá seach, de na haois-aicmí atá i gceist a bí ag fáil iarbhunscolaíocta aitheanta lán-aimsire.

369. Is beag atá, dáiríre, sa ngnáthcúrsa a tugas an Scoil Náisiúnta do na daltaí a chríochnaig cúrsa Ranga VI le cois aitheas ar cúrsa an Ranga sin. Ar an gcuid is fearr de is é an cúrsa sin é " ach é beit níos deacra," mura dtograí an bainisteoir cúrsa eile a ceapadh. Is rí-annamh, is eagal linn, a ceaptar cúrsa eile amhlaidh. Ná ní féidir leis an ngnáthscoil, do réir mar tá an scéal, cúrsa eile a thabairt. Sa ngnáthscoil, is aon duine amháin daltaí Ranga V agus na ranga os a cionn. Den duine sin, ní foláir don oide an cuid is mó dá cuid aire agus cúnamh a thabairt don dá Rang is ísle (V-VI); mura ndéanadh sé sin, beadh éagóir dá déanamh aige ar an gcuid ba mhó den duine. Dá bhrí sin, caitfidh an beagán i Ranga VII-VIII leanacht aduair, den cuid is mó, d'obair Ranga VI. Sna scola móra, féadfaí, b'féidir, clár níos airde a theagasc agus cuid ar a laghad den aire a teastaíos uathu sin ar leit a thabairt do na Ranga is airde. Sna scola beaga, ní féidir sin a dhéanamh, mura n-éireoidh le hoide ar leit é a dhéanamh. Is mó an call atá ag daltaí na scol beag leis, óir ní beidh acu fán tuait na deiseanna eile oideachais a bhios, go hiomadúil, ag daltaí na scol mór sna cathracha.

370. Mar tá an scéal, dá réir sin, féadfaidh an dalta, tar éis Ranga VI, beagán eile d'foghlaim i dtaob na n-ábhar céanna ach cuireann sé go leor dá am féin agus d'am an oide amú dá dhéanamh. Ar a mhéid níl ann ach go neartaíonn sé an focal, a thug an bunscoil dó, rud is tairbheach dó gan amhras, ach nár chóir de ghnáth gá a beit leis. Ina áit sin, ba chóir go leanfadh sé ag tógáil ar an bhfocal sin ar bhealach a d'fheilfeadh an gairm saoil atá faoi a leanacht. Is ag an bpointe seo, go deimhin, ba chóir dá ceart-oideachas tosnú, oideachas a d'fhanfadh do riachtanais an tsaoil atá romhe.

371. The primary school course, as we have defined it, is a minimum basic course. It is not in our opinion, however, sufficient to enable young persons fully to take their places in the world in which they live, or adequately to qualify them to meet the demands made upon them by their avocations in life. It is, in effect, an insufficient minimum education under modern conditions. The Council, as a whole, feels that, in addition to the time available between the end of the primary school and the present statutory school-leaving age of 14 years, at least one further year's attendance is desirable for all children.

372. In the foregoing paragraph we refer to the need for a suitable course of at least one further year's education. For the normal child that would mean a course extending from the age of 13 years to 15. This would be a minimum course, for we should desire that it would be such as would encourage attendance for three years or at least two years from the end of the present statutory age.

2. Type of Further Education Proposed

373. There are a number of questions pertinent to the problem of further education. Of what should the course of post-primary education consist? In what school should the course be provided? What should be its relation to the primary school? Should young persons be compelled to avail themselves of it?

374. We are not here concerned with Grammar School or Secondary School education as we know it, except in so far as it is a valuable form of post-primary education that, chiefly owing to its tradition, its character and its purpose, has not only maintained but extended its popularity. Its popularity in this country is undoubted. This is evident from the increase we have already noted in schools and pupils over the last 30 years (pars. 101-102), an increase that in recent years has become more remarkable. Whether the proportion of our young people who receive secondary education may become, or is already, too high, as is suggested by some, or whether in fact the proportion is still too low, is not at this point immediately relevant. We here only express the view that the Secondary School provides an excellent type of post-primary education for the young person whose needs it suits and who has the requisite ability to profit from it. The determination of its suitability for the individual young person should, in our view, be a matter entirely for that person's parents, acting with the advice of his teachers where they so desire.

375. We are aware of the fact that in certain areas no Secondary Schools exist and that, in these localities, parents, unless they can afford to send their child to a residential school, are unable, normally to exercise that right of determination. We would not propose as a solution of this difficulty that the State should establish Secondary Schools in these, or in any area, for such foundation by the State would, in our opinion, deprive the Secondary School system of its finest characteristic, its independence. The extension of existing Secondary Schools, and the foundation of new schools in localities already unprovided for in this respect, indicate that the conductors of these schools are aware of the demand for this type of post-primary education and are prepared to undertake the burden of providing the means. Within the framework of the present scheme of public aid for

371. Is bunċúrsa minimum an cúrsa bunscoile, mar a míniomar é. Ní leor é, áfaċ, dar linn, le cur ar ċumas daoine óga, go hiomlán, a n-áit a gcaċaḋ sa saol ina bfuilid, ná le leor-cáilíoċt a tabairt dóib dá ngairm saoil. Ní leor, dá brí sin, mar scolaíoċt minimum é ar an saol atá ann. Measann an Coimirle, ar a hiomlán, gur ċóir do gaċ páiste, le cois an ama a bíos idir deireaḋ na bunscoile agus an aois reaċtúil fágála scoile de 14 bliana atá ceapta pá láthair, bliain eile ar a lagaḋ a ċaiteamh ag freastal ar ċúrsa feiliúnaċ iarbhunscoile.

372. San alt deiriḋ, tagraíomar don gá atá le cúrsa feiliúnaċ bliana, ar a lagaḋ, de scolaíoċt breise. Don gnáthpáiste, ní beaḋ i gceist ansin aċ cúrsa ó aois a 13 bliana go dtí aois a 15. Da ċúrsa minimum é sin, mar ba maith linn go mbeaḋ de mianaċ sa gcúrsa go spreagfaḋ sé freastal ar feaḋ trí bliana, nó ar feaḋ dá bliain ar a lagaḋ, tar éis na haoise fágála reaċtúla atá i bfeirm.

2. An cineál oideaċais breise a moltar

373. Tá roinnt ceisteanna a baineas le fearas barr oideaċais. Céard ba ċeart a beiṫ sa gcúrsa iarbhunscoile? Cén scoil ina dtabharfaí an cúrsa? Cén ceangal a beaḋ idir é agus an bunscoil? Ar ċóir iallaċ a ċur ar daoine óga leas a baint as?

374. Ní baineann oideaċas scoile gramadaí nó meánscoile, mar is aiṫne dúinn é, linn anseo, aċ sa méid gur cineál tairbeaċ oideaċais iarbhunscoile é, ard iad a ċáil, a mianaċ agus a ċuspóir is siocair, dar gaċ ní eile, naċ é amháin gur mair tóir ag an bpobal air aċ go ndeaċaiġ an tóir sin i méid. Níl aon aimheas fán tóir atá air sa tír seo. Léiríonn an méaḋú a sonraíomar ċeana ar scola agus ar daltaí le 30 bliain (ailt 101-102) í, méaḋú atá níos sontasaí fós le roinnt bliain. Ní call dúinn, ag an bpointe seo, a rá an bféaḋfaḋ sé go mbeaḋ, nó an bfuil ċeana, an cion dár ndaoine óga a gceibeas meánscolaíoċt ró-ard, mar deir roinnt daoine, nó an bfuil sé fós ró-íseal. Níl uainn a rá anseo aċ go dtugann an Meánscoil, dar linn, scoṫ an oideaċais iarbhunscoile don óganaċ a bfeileann sé a ċás agus a bfuil a dóṫain éirime ann le tairbe a baint as. Is dá thuismiṫeoirí amháin, measaimid, tar éis dóib coimirle a gcaċaḋ lena ċuid oidí más mian leo, breiṫ a tabairt ar a feiliúnaċt d'aon óganaċ ar leiṫ.

375. Is eol dúinn go bfuil ceantair ann naċ bfuil Meánscoil ar biṫ iontu agus, sna ceantair sin, naċ féidir le thuismiṫeoirí, murab acmhainn dóib a bpáiste a ċur ar scoil ċónaí, an breiṫ sin a déanamh de gnáṫ. Ní molfaimis mar réiteaċ air sin go mbunóḋ an Stát Meánscoil sna ceantair sin ná i gceantar ar biṫ, de bhrí go gcaillfeaḋ an córas Meánscoile, dar linn, de toraḋ a mbunuiṫe ag an Stát, an tréiṫ is breáṫa ann, a neamhspleáċas. Cruṫaíonn an méaḋú atá dá déanamh ar na Meánscoil atá ann, agus bunú scoil nua i gceantair naċ raib a leiṫéid iontu ċeana, gurb eol do stiúrṫóirí na scol sin an t-éileamh atá ar an gcineál seo iarbhunscolaíoċta agus go bfuilid sásta cúram a ċurṫa ar fáil a gcaċaḋ ortu féin. Tá deis ag an Stát, fán scéim atá ann ċun cabhrú le Meánscoil, cabair a tabairt dóib agus a dtionsclaċt a spreagaḋ. Taob amuiġ de sin, measaimid go mbeaḋ réiteaċ

Secondary Schools, the State is in a position to encourage and supplement their initiative. Outside that, we consider that an adequate scheme for the award of scholarships to children likely to benefit from secondary education would solve, for the greater part, the difficulties already mentioned.

376. It is recognised that all young persons do not benefit equally from this type of post-primary education, as indeed they do not from any particular kind of education. It is similarly true that all young persons have not the intelligence and ability to derive satisfactory benefit from a literary and scientific education of the type and standard associated with the Secondary School. For the large proportion of young people who are to follow the ordinary callings of life, a post-primary education more related to their future needs is required when they have reached the end of the primary school. The general nature of that education is described in the Report of the Commission on Technical Education[98] and is in practice exemplified in the different curricula and courses adopted in the Continuation Schools, as set out in Memorandum V. 40 prepared by the Department of Education (Technical Instruction Branch).

377. We do not all agree that these curricula are ideal, but to the extent that, in principle, they aim at a literary and practical education based on the pupils' environment and needs, they must secure our commendation. We feel, however, that the emphasis in the post-primary instruction given after Standard VI should still be on the continuation and extension of the basic subjects, and that to these should be added practical subjects as aids to general education and to the general preparation of the pupil for his future avocation. Some may consider that in the existing Continuation Schools emphasis would seem to be in the opposite direction, but we are forced to admit that there are for this good and sufficient reasons, chief among them being the demand for practical training on the part of the parents and children, and the value, at this stage, of practical training in the general education of the less developed mind. Here, however, we are not considering the Continuation Schools as such; we merely refer to the type of curriculum which they provide and to its suitability for the post-primary education of those who do not enter the Secondary Schools.

3. Where, outside Secondary Schools, should post-primary education be given?

378. Could this type of post-primary education be provided in the existing primary school? To this question we have given lengthy and careful consideration especially in view of the general principle, which we affirm, that education continued in the same school, under the same teachers, assuming their efficiency, is preferable to an education which is divided between two or more schools. The tradition, character and service of our existing schools and teachers were also factors which influenced us in their favour. Contrary to our desires in the matter, however, we are forced to the conclusion that, as present constituted in respect of staff, organisation, building and equipment, these schools could not provide the education we have in mind.

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[98] Pars. 96-108.

ar an scuid is mó de na deacraċta a luaḋ ċeana i leor-scéim scoláireaċt le haġaiḋ páistí ar ḋóiġ ḋóiḃ tairḃe a ḃaint as meánscolaíoċt.

376. Admaítear naċ ionann tairḃe an ċineáil seo iarḃunscolaíoċta do ġaċ uile páiste, aċ oireaḋ agus is ionann ḋóiḃ tairḃe aon ċineáil scolaíoċta. Is fíor, ar an ġcaoi ċéanna, naċ ḃfuil an éirim ná an cumas i ngaċ uile ḋuine óg le go mbamfeaḋ sé tairḃe ċeart as scolaíoċt litearta agus eolaíoċta den ċineál agus den ċaiġdeán atá ag an Meánscoil. Nuair a śroiċeas siaḋ deireaḋ na bunscoile, tá call ag an ḋream mór ḋaoine óga, a ḃoġann na gnáṫċeardaċ mar ġairm, le hiarḃunscolaíoċt a freagrós níos fearr don tsaol atá rompu. Tugaḋ léargas ar cáilíoċt an oideaċais sin i dTuarascáil an Coimisiúm ar Ċeardoideaċas[98] agus tá léiriú ar a cleaċtaḋ i gcúrsaí léinn agus i réimeanna éagsúla na Scol Leanúna, mar táid le léamh i Meaḃraċán V. 40 a d'ullmaiġ an Roinn Oideaċais (an Ḃrainse Ceardoideaċais).

377. Ní aontaímid uile go ḃfuil na cúrsaí léinn sin gan loċt, aċ ní féidir linn gan iad a moladh sa méid gur aiḋm ḋóiḃ, i bprionsabal, oideaċas litearta agus praiticiúil a taḃairt a ḃeaḋ bunaiṫe ar śaol agus ar riaċtanais an ḋalta. Measaimid, áfaċ, gur ċeart an príom-áit sa teagasc iarḃunscoile tar éis Ranga VI a taḃairt fós do ċuilleaḋ staiḋéir agus staiḋéar níos leiṫne ar na bun-áḃair, agus go mba ċóir áḃair praiticiúla a ċur leo sin ar maiṫe le gnáṫ-oideaċas agus ar maiṫe le hullmú an ḋalta i gcoitinne ḋá ġairm sa saol. B'féidir go gceapfaḋ roinnt ḋaoine gur ma malairt de ċreo atá an treise ḋá cur sna Scola Leanúna atá ann, aċ caiṫfimid a admáil go ḃfuil leor-cúiseanna maiṫe leis sin, go háiriṫe an t-éileam atá ag tuismiṫeoirí agus ag páistí ar oiliúint praiticiúil, agus an táḃaċt atá, ag an bpointe seo, le hoiliúint praiticiúil d'oideaċas na hintinne naċ ḃfuil ċom haibiḋ. Ní háil linn anseo, áfaċ, na Scola Leanúna, ma gcáil féin, a scrúḋú; ní ḋéanaimid aċ tagairt don ċineál cúrsa léinn atá acu agus dá oiriúnaċt d'oideaċas iarḃunscoile ḋaoine óga naċ dtéann ar Meánscoil.

3. Cén áit, i lasmuiġ de Meánscoil, ar ċóir an t-oideaċas iarḃunscoile a ṫaḃairt?

378. Arḃ féidir an cineál sin oideaċais iarḃunscoile a taḃairt sa mbunscoil mar tá sí? Is fada, cúramaċ a ḃreaṫnaíomar an ċeist seo go háiriṫe i ngeall ar an mórḃrionsabal, a ḋearḃaímid a ḃeiṫ fíor, gur fearr an t-oideaċas a leantar de sa scoil ċéanna agus fá na múinteoirí ċéanna aċ iad a ḃeiṫ éifeaċtaċ, ná an t-oideaċas a roinntear idir dá scoil nó níos mó. Cuidiġ cáil, mianaċ agus seirḃís na mbunscol atá ann, agus a gcuid múinteoirí, lenár gcur ar a dtaoḃ freisin. In ainneoin ár mbáiḋe leo sa gcás seo, áfaċ, b'éigin ḋúinn teaċt ar an mbreiṫ naċ ḃfeadfaḋ na scola seo, mar atá siaḋ fá láṫair ó ṫaoḃ foirne, eagair, foirgneam agus fearas, an t-oideaċas seo atá ar intinn againn a taḃairt.

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[98] Ailt 96-108.

379. For the efficient and separate teaching of the literary subjects alone additional staff would be required in all or practically all of the existing schools. The primary schools, as we have already stated (Chapter X), urgently need additional teaching power, but we would not be prepared, having in view the joint aims of economy and efficiency, to recommend that an additional teacher be appointed in each school for the purpose of taking charge of a relatively small number of pupils in Standards higher than that of Standard VI. In the " all-age " one-teacher and two-teacher schools this number may vary from one pupil to ten or eleven pupils. The additional teacher could, of course, be given charge of lower Standards as well but to adopt such an arrangement would be partly to defeat the purpose of his appointment.

380. The literary subjects, including Mathematics, are not the only subjects in question. In the country, for example, Rural Science and Manual Instruction (Woodwork principally and possibly Metalwork) for boys and Domestic Economy (Cookery, Needlework, Household Management and related subjects) for girls would need to be provided. Merely to provide a superficial training in these would be obviously of little value and would result, very likely, in the creation towards them, on the part of the pupil, of an aversion in place of the predilection which our social and economic maladies demand they should foster. Their efficient teaching demands adequate qualifications, both pedagogical and practical, from the teacher. Most of our existing teachers have acquired in the Training Colleges a certain knowledge of these subjects, but it is doubtful whether this knowledge would be sufficient, especially without previous practice. Future trained teachers, possibly, could acquire these qualifications and the younger men and women would be capable of acquiring them at " refresher courses," although past experience would seem to suggest that such courses in practical subjects, to be successful, require an existing and applied knowledge on the part of the student. It has been suggested that the practical subjects be taught by visiting teachers from the existing Vocational Schools. This would seem to be impracticable as these teachers are themselves fully employed, and in some areas they are not available. In any event, such a part-time division of duties and responsibilities is generally unsatisfactory.

381. Our present primary schools, with the exception of those in which Cookery and Laundry are already being taught, are wanting in accommodation and equipment for these extra subjects. A few schools have vacant rooms, a fact we regret as indicating a decreasing school population. To the other schools it would be necessary to add at least one or two rooms according to whether they are boys', girls' or " mixed " schools, in which the subjects of Manual Instruction for boys and Domestic Economy for girls would be taught. Such rooms would require to be suitably equipped and furnished, while a proper school-plot adjacent to the school would be needed for the demonstration and practice of Rural Science. We realise that so to extend and equip each school, or even a fair proportion of the schools, would entail expenditure incommensurate with the number involved.

382. The suggestion has been made that, as a solution of the problem of the education of children beyond the primary school, the children over a certain age in each school within a particular area should be transferred to a " central school " specially established for these senior pupils and given

379. Nior mór, le go dtabharfaí teagasc éifeachtach, ar leitliġ, sna hábair litearta leo féin, foireann de bheis sna scola ar fad atá ann, nó ina mbunáite. Is géar a cheastaíos cur le foirinn múinteoireachta na mbunscol, mar atá ráite agamn ceana (Caibideal X), ach, ar comairm fearacáis agus éifeachta, ní beimis sásta a moladh go gceapfaí múinteoir eile i ngach scoil lena cur i mbun an bheagán dalta a bheadh i ranga os cionn Rang VI. I scola "il-aoise" aon-oide agus dá-oide ní bheadh sa mbeagán sin ach ó dalta amáin go dtí deichniúr nó aon duine déag. Féadfaí, ar ndóiġ, an múinteoir breise a cur i mbun rang níos ísle freisin ach b'ionann glacadh lena leitéid sin de ġocrú agus cuid de chuspóir a ceapta a cur ó rath.

380. Ní hiad na hábair litearta, agus an Matamaitic a cur leo, na haonábair atá i gceist. Fán tuaith, mar sampla, beadh call le teagasc i dTuaitheolaíocht agus in Obair Láime (Obair Adhmaid den fhormór, agus Obair Miotail b'féidir) ag buachaillí agus i dTíos (Cócaireacht, Obair Snáthaide, Riaradh Tí agus a gcomhábair) ag cailíní. Is léar gur bheag an tairbhe gan ach meathoiliúint a thabairt sna hábair sin, agus is rí-dóiġ nach mbeadh de bharr a leitéide ach col leis na hábair a mhúscailt sa dalta, in áit an dúil sin iontu a chothú is riachtanach in aghaidh na n-aicídí, comhaonnacha agus ġeilleagair atá ag goilliúint orainn. Ní mór leor-cáilíochta múinteoireachta agus praiticiúla a bheith ag an oide lena dteagasc go héifeachtúil. Fuair na múinteoirí atá sna scola eolas áirithe ar na hábair sin sna Coláistí Oiliúna, ach is díol aimhris ar leor an t-eolas sin, go mór-mhór gan réamh-thaithí. Féadfaí, b'féidir, na cáilíochta sin a thabairt do mhúinteoirí a hoilfí as seo amach agus beadh fir agus mná óiġeanta i ndon iad a bhaint amach ag "ath-chúrsaí," cé gur cosúil, as ar tharlaiġ san am a caitheadh, nárbh foláir eolas agus taithí a bheith ceana ag an mac léinn le biseach a bhaint as cúrsaí dá sórt in ábair praiticiúla. Cuireadh imán ġceann go bhféadfadh múinteoirí "taistil" ó na Scola Gairmoideachais na hábair praiticiúla seo a theagasc. Ní dóiġ go mbeadh sin indéanta, mar bíonn a ndóthain ar aire na múinteoirí sin iad féin, agus níl siad ann i gceantair áirithe. In aon chás, is iondúil gur mí-sásúil roimhe páirt-aimsire mar sin a dhéanamh ar dhualgais agus ar chúraim.

381. Tá cóiríocht agus fearas do na hábair bheise seo in easnamh ar na bunscola, lasmuiġ díobh siúd ina múintear Cócaireacht agus Obair Níochán ceana. Tá seomraí folamha i gcorr-scoil, rud is truaillí mar chomharta ar laġú daonra na scol. Beadh gá le seomra nó dó a chur leis na scola eile do réir mar is scola buachaillí, scola cailíní nó scola "measctha" iad, ina múmpí Obair Láime do bhuachaillí agus Tíos do chailíní. Beadh fearas agus troscán feiliúnach le cur sna seomraí sin agus níor mhór ceapóġ feiliúnach gar don scoil le haġaidh Tuaitheolaíocht a léiriú agus a cleachtadh. Téann sé i bhfeirm orainn go mbeadh costas méaduithe agus feisteithe na scol go léir, nó fiú roimhe chothrom díobh, ar an ġcaoi sin as cuimse leis an líon daltaí a mbéanfaí freastal orthu.

382. Molaim, mar réiteach ar cheist seo oideachais páistí tar éis na bunscoile, go n-aistreofaí na páistí os cionn aoise áirithe as ġach aon scoil i gceantar ar leith go dtí "lár-scoil" a tógfaí d'aon-turas le haġaidh na ndaltaí sinsearacha seo agus ina dtabharfaí cúrsa a measfaí mar oideachas

a course of what would be regarded as post-primary education. The age of transfer proposed is " 12 + " years, although in some of the statements of evidence received by us " 11 + " has been suggested. The education contemplated is, in essence, the same as that which we consider to be necessary for those not entering Secondary Schools. We have attentively examined this proposal but on two grounds in particular we are not disposed to favour it.

(i) The transfer of all pupils of the age of 12 years and over would involve the departure, from each of a number of schools, of such a proportion of pupils as would result in a decrease of staff, and, in some cases, the closing of the schools themselves owing to inadequacy of attendance. We should view with concern and regret the disappearance of even one primary school, no matter how small, for with each such disappearance the daily lives of young children and their parents are rendered more difficult, and a source of encouragement and self-reliance is extinguished in the community which the school served. A disruption or decrease in the teaching power of any school is equally to be avoided.

(ii) A transfer to a central school at the age of " 11 + " or " 12 + " of all pupils presupposes the discovery of a noticeable mental development at a certain age in all pupils which we are unable to recognise (par. 118). It moreover disregards the fact that in the National Schools at present the average pupil has, at the age of " 12 + ," only completed the course prescribed for pupils of Standard V. Such a course we would regard as insufficient for the ordinary child about to receive a different type of education. He has not completed that basic education on which his further education must be built. There appears to us, moreover, no cogent reason why the primary school should not provide that basic training for all pupils. In our view besides, and in this we are supported by experienced evidence, the normal boy at an age below 13 years is physically incapable of properly using the tools and implements employed in practical instruction, and to a lesser extent this is also true of girls, nor would either boys or girls appear ordinarily to be sufficiently developed in intelligence to use these tools and implements to full advantage before that age. It is not necessary here to refer to other reasons for our non-acceptance of the scheme mentioned at the beginning of this paragraph. The fact that similar schemes may, or may not, be working satisfactorily in other countries has not influenced us in rejecting it; our conditions are peculiarly ours and are best served by our own solutions. The geography, economy, and needs of our country must all be considered before embarking on any radically new scheme.

383. Another solution offered we have also carefully examined. It is the proposal that in each parish the most central and most suitable of the existing National Schools be selected as a school in which instruction of a post-primary type be given to all the children of the parish (or other

iarbunscoile. Aois "12+" bliam a beartaíod i gcóir an aistrite, cé gur molad aois "11+" i gcuid de na háitis fianaise a fuaireamar. D'ionann, ina mianac, an scolaíocht a braitfí a tabairt agus an scolaíocht a measaimtone a beit riachtanach dóib sin nach dtéann isteach i Meánscoil. Scrúdaíomar an molad seo go hairead ac níorb áil linn aontú leis ar dá cúis go háirite:

(i) D'imeod ó gach ceann de roimt áirite scol, le haistriú seo na ndaltaí 12 bliam d'aois agus os a cionn, riar com mór sin de na daltaí uile go dtarlód laged sa bpoirinn, agus, i gcásanna, go ndúnfaí na scoil fém d'uireasa leor-timrim. Da cúis imní agus aiféala dúinn go fiú bunscoil amám, dá laged í, a beit dá dúnad, mar le gach dúnad dá cineál cuirtear tuillead anró le saol laethúil páisti ósa agus a dtuismitheoirí agus téann léas as i gcomharsanacht na scoile a tug misneach agus muinín astu fém do muintir na háite. Ní lú ná sin ba cóir aon briseadh nó lagú i gcumacht teagaisc aon scoile a seacaint.

(ii) Sé leagan amach an molta seo .i. na daltaí go léir in aois "11+" nó "12+" d'aistriú cuig lárscoil, go mbíonn foras sontasach imtinne le feiceál ag aois áirite san uile dalta, rud a téas ó aithne orainn (alt 118). Is cuma leis an molad ac oiread nach mbíonn an gnáth-páiste sa Scoil Náisiúnta, fá láthair, ag aois "12+," tar éis dul an cúrsa atá ceapta do daltaí Rang V. Níor leor againne réim den tsórt sin don gnáth-páiste a bead ar tí oideacas de cineál eile d'fáil. Níl an t-oideacas bunaid sin criochnaithe aige ar a gcaitfear oideacas ar bith eile a geibeann sé a tógáil. Ní feicfear dúinne, lena cois sin, go bfuil aon cúis láidir ann nach dtabarfad an bunscoil an oiliúint bunaid seo do gach dalta. Sí ár dtuairimne, freisin, tuairim a dtéann fianaise sean-chleachta léi, go mbíonn easpa cumais coirp ar an ngnáth-buachaill fá bun 13 bliana dó leis an uirnis a mbaintear leas aisti i dteagasc praiticiúil a láimsiú i gceart, agus bíonn sin i gceist freisin i gcás cailíní cé nach com mór céanna é; ní cosúil ac oiread go mbíonn a ndóthain foráis ar intleacht buachaillí ná cailíní le leas iomlán a baint as an uirnis sin roim an aois sin. Ní gá dúinn anseo tagairt do chúiseanna eile a bí againn le diúltú don scéim atá luaite i dtosach an ailt seo. Níor chuid de cúis ár ndiúltuithe go bfuil, nó nach bfuil, scéimeanna dá cineál dá n-oibriú go sásúil i dtíortha eile; tá ár gcás fém againne agus is againn fém is fearr a réiteach. Sara dtéimid i mbun aon scéime ur-nua, ní foláir dúinn cuimneam ar gnéithe ár dtíre, ar a geilleagar agus ar a riachtanais fré chéile.

383. Scrúdaíomar go cúramach, freisin, réiteach eile a molad dúinn. Sé an molad é, go dtogfaí an ceann is caothúla suíom agus is feiliúnaí de na Scoil Náisiúnta atá i ngach aon paráiste mar scoil ina dtabarfaí teagasc de cineál oideacais iarbunscoile do páisti uile an paráiste (nó pé aonáid

convenient unit of population), other than those entering Secondary Schools, who have completed the primary school course, such a school to be extended, equipped and staffed to meet local needs. We see certain merits in this scheme but in one or two respects at least it might prove unworkable. National Schools are not always situated in the most central positions in a parish since they are located to serve smaller units of population, and hence in some cases it would be necessary to build a more central school. Apart from that, the cost of extending existing buildings is practically equivalent to that of building new schools, and few existing schools could provide the separate accommodation required for even the literary instruction of post-primary pupils.

384. The promotion of courses in evening schools and classes has also been examined. Such schools have, as we know, arisen at various times over the last hundred years, and at each stage gained a certain amount of popularity and probably effected much good. As a general rule, however, they are only a partial means of education. Their effects depend mainly on the recipient, and they are, therefore, of greater value to the adult than to the young person. Their defects are particularly evident when the pupils are young persons of 13-16 years, and there is the further consideration that it is undesirable that such young persons should be absent from their homes at night-time, particularly in winter months. The difficulty of providing such classes in rural areas must also be considered and the fact that the practical instruction in Rural Science which they need to give could not be provided.

385. Irrespective of the merits or demerits of these solutions, however, we are bound to take cognisance of the existence of the Continuation Schools established under the Vocational Education Acts. There are already some 196 such schools or centres in operation in which post-primary education of the kind we contemplate is being provided, the majority of these providing courses suitable for pupils of rural areas. We understand that plans exist for additional schools in all counties and county boroughs to meet the demand for the training this system provides and that local authorities are, on the whole, anxious to expedite these plans. There may be features of the curricula of these schools of which all might not approve, but we are bound to acknowledge that in general these curricula, especially at the higher level, appear to be suitable for the post-primary education of young persons above the age of 14 years, and would seem to be capable of any alterations considered necessary to meet more fully the needs of pupils who have completed their education in Standard VI of the primary school and who are at least 13 years of age, but who do not enter Secondary Schools.

386. At present the Continuation Schools receive pupils who are 14 years of age or over, but they also admit pupils who are over the age of 13 years provided these have spent at least one year in Standard VI of the National School. Thus, in practice, they already provide for pupils over 13 years who have completed the primary school course. In considering the suitability of this system, we have had regard to the necessity for avoiding, as far as possible, from the point of view of the country's economy, a multiplication of schools providing identical or almost identical education. It is not from the economic point of view alone that we have been influenced by this consideration. A multiplication of schools requires a multiplication

caoṫúil eile daonra a socrófaí) a mbeaḋ a ṡcúrsa bunscoile críocnaiṫe acu, seaċas iaḋ sin a raċaḋ ar Meánscoil, agus go méaḋófaí an scoil sin agus go scuirfí fearas agus foireann teagaisc inti do réir mar teastóḋ san áit. Tá, dar linn, buanna áiriṫe ag an scéim seo, aċ b'féidir naċ bfuil sí moibriṫe ar ċúis nó dó ar a laġaḋ. Ní i ṡcónaí a bíos suiom ar Scoil Náisiúnta i lár báire an paráiste de bhí gur ċun freastal ar aonáiḋ is lú ná sin de pobal a suiteaḋ iaḋ, agus caiṫfí, dá réir, lárscoil caoṫúil a tógáil i ṡcásanna áiriṫe. Tairis sin, is ionann, mórán, costas méaḋuiṫe scoile agus costas tógála scoile nua, agus is beag de na scoil atá ann a mbeaḋ an cóiríocṫ ar leiṫliġ iontu a teastóḋ go fiú le haġaiḋ teagasc liteartha a tabairt do daltaí iarbunscoile.

384. Scrúḋaíoḋ freisin ceist cúrsaí agus ranga i scoil oíċe. Mar is eol duinn, bí scoil den ċineál sin ann ó am go ham sa ṡcéaḋ bliain seo caiṫe; bí tarraing mór orṫu gaċ am acu agus is dóiġ go ndearnaḋar maiṫ mór. I ṡcoitinne, áfaċ, ní lán-cóir oideaċais iaḋ. Braiṫeann bunáiṫe a ḋtoraḋ ar an té atá dá fáil agus is mó, dá bhí sin, a ḋtairbe don duine fásta ná don duine óg. Is feiceálaí fós a mí-buntáisti nuair is daoine óga 13-16 bliana d'aois a ndaltaí, agus tá de bheis sa scéal naċ imholta daoine óga mar sin a beiṫ amuiġ as a mbaile san oíċe, go háiriṫe sa nGeimreaḋ: ní mór cuimneam freisin naċ furasta ranga den tsórt seo a beiṫ i ṡceantair ṫuaiṫe agus naċ féidir an teagasc praiticiúil a teastaíos uaṫu-san i dTuaiṫeolaíoċt a sholáṫar ar ranga oíċe.

385. Díoḋ buaiḋ nó loċt in aon réiteaċ díoḃ sin, áfaċ, tá orainn a ċur i bfáṫ go bfuil Scoil Leanúna ann a bunaíoḋ fá na hAċta Oideaċais Ġairme Beaṫa. Tá 196 scoil nó ionaḋ den ċineál ag oibriú ċeana a ṫugas oideaċas iarbunscoile mar atá ar intinn againn, agus réimeanna a d'feilfeaḋ páistí ṫuaiṫe ina bformór. Tuiġimid go bfuil sé i ṡceist scoil eile a tógáil i ngaċ contae agus contae-buirg le freastal don éileamh ar an scolaíoċt a ṫugas an córas seo agus go bfuil fonn ar na húdaráis áitiúla, i ṡcoitinne, tógáil na scol sin a tapú. Tarlóḋ naċ n-aontóḋ cáċ le gnéiṫe de cúrsaí léinn na scol seo, aċ tá orainn a admáil gur cosúil go bfeileann na cúrsaí léinn sin, i ṡcoitinne, agus go háiriṫe ag a mbarr, i ṡcóir oideaċais iarbunscoile do daoine óga os cionn 14 bliana d'aois agus gur cosúil go bféadfaí aon aṫruiṫe a déanamh orṫu ba ġá le go bfónfaiḋís níos iomláine do riaċtanais daltaí a críocnaiġ a ṡcuid scolaíoċta i Rang VI den bunscoil agus atá 13 bliana d'aois ar a laġaḋ, aċ naċ dtéann ar Meánscoil.

386. Fá láṫair taġann daltaí ċuig na Scoil Leanúna atá 14 bliana d'aois nó os a cionn, aċ ġlacann siad freisin le daltaí atá os cionn 13 bliana d'aois, ar coimhioll go bfuil bliain ar a laġaḋ caiṫe acu i Rang VI sa Scoil Náisiúnta. I ndáiríre, mar sin, déanann siad freastal ċeana ar daltaí atá os cionn 13 bliana agus a bfuil réim na bunscoile tuṫa acu. Ag scrúḋú feiliúnaċta an córais seo duinn, d'féaċamar ċun an riaċtanais atá ann bunú an iliomaḋ scoil éagsúla, a tabharfaḋ an ċineál céanna scolaíoċta nó gar dó, a seaċaint, oiread agus ab féidir é, ar maiṫe le Gaeilgeoiri na tíre. Ní ó thaoḃ an Ġeilgeoiri amáin, áfaċ, a ċuaiġ a riaċtanas sin i ṡcion orainn. Teastaíonn iliomaḋ oiḋí ó iliomaḋ scol. Ní féadfaí á beiṫ ag súil, de ġnáṫ, as daonra

of teachers. A population such as ours can normally be expected to provide only a proportion of efficient teachers, and from the distribution of these over a greater range of schools must ensue a certain wastage of general school efficiency and a poorer service for the pupils.

387. Influenced, therefore, by the difficulties connected with any satisfactory re-organisation of the existing National Schools to provide adequate post-primary education for all pupils above Standard VI and the necessity of avoiding, as far as possible, any step detrimental to the efficiency and continuity of these schools, we consider that increased facilities for further education could be provided by ensuring that schools of the Continuation type be established in all areas.

388. Each rural Continuation School, at present, is intended to serve an area within a radius of five to six miles from the school centre. This might be found in some areas unsuitable and the length of radius might be there re-considered. On the other hand, there are sparsely populated areas in which no suitable centre for an independent school on an economic basis in respect of attendance would be found. In such cases, arrangements might be made on the basis of the scheme suggested in par. 383 to provide staff, equipment and accommodation on a more limited scale for the senior pupils of the small number of schools in such an area. We do not, of course exclude from consideration the suitability for other more populous localities of the scheme in question, but in the rural areas, at least, it is obvious that a duplication of schools for post-primary education of this type would be undesirable and should be avoided. In some large National Schools, more particularly those for girls only, there are excellent courses in Domestic Economy. We would regret that the establishment of additional schools should in any way result in the discontinuance of these or in the diminution of their number; rather would we hope that these should be further enabled to extend their activities and widen the scope of their curriculum, and others encouraged to make the same provisions.

389. The Council has had its attention directed also to the question of Continuation Schools being established in localities which are already served by Secondary Schools and in which the number of children likely to avail themselves of either kind of school is small. The entry of a new school into a field already occupied, it was suggested, might result in a struggle for existence between the two classes of schools. It must be observed, however, that such a possibility would be likely only in the smaller towns or in country districts, and that experience has in some places at least demonstrated that the establishment of a new kind of school only tends to an increase in the number of pupils of that already established. Nevertheless, care should be taken, while meeting local needs, that schools giving proven service should not be injured by the introduction of a different kind of school. The possibility of providing the Continuation type of education in an already established school should not be overlooked. However, this is a matter which would require to be examined further in connection with the aims and curricula of post-primary education of all kinds.

390. The question of providing opportunities for further education, in isolated areas, by means of the conveyance of children to central schools has also been considered by the Council. The daily conveyance of pupils in groups to a distant school is at any time a solution not to be adopted

na tíre seo ac le cion áiriṫe oiḋí éifeactaca agus níorḃ féiḋir a ḃeiṫ de ṫoraḋ ar scaipeaḋ an ċiona sin ar ṫuilleaḋ cineálaca scol ac ḋíomailt ar éifeact na scol i gcoitinne agus seirḃís ar ḃeagán póinte do na ḋaltaí.

387. Ós léar ḋúinn, mar sin, na deacraċta a ḃaineaḋ le haon aṫeagar sásúil a ċur ar na Scola Náisiúnta ata ann d'fonn go dtaḃarfaiḋís leoroiḋeaċas iarḃunscoile do gach ḋalta os cionn Ranga VI, agus a riaċtanaí atá sé gan ḋaḋa a ḋéanaṁ, más féiḋir é a seaċaint, a laḡḋóḋ éifeact agus leanúnaċas na scol sin, measaimíd gurḃ féiḋir tuilleaḋ córaċ le haḡaiḋ fearas barr oiḋeaċais a ċur ar fáil ṫré scola de ċineál na Scol Leanúna a ḃunófaí i ngaċ aon ċeantar.

388. Tá sé ceapta, fá láṫair, go ḃfónfaiḋ gach Scoil Leanúna tuaiṫe do ċeantar laistiḡ de ċúiḡ nó sé de míle ó láṫair na scoile. D'féadfaḋ sé nach ḃfeilfeaḋ an t-aċar sin i ngaċ áit agus níor ṁiste, b'féiḋir, méiḋ an ċeantair d'aṫrú sna háiteaċa nach ḃfeilfeaḋ. Ar an láṁ eile, tá ceantair ḡann-ḋaonra ann nárḃ féiḋir aon láṫair feiliúnaċ d'aimsiú do scoil neaṁspleáċ a ṫaḃarfaḋ a ḋóṫain timṫiṁ di. Sna cásanna sin, b'féiḋir go ḃféadfaí socrú a ḋéanaṁ do réir na scéime a molaḋ in alt 383 ċun riar ṫóranta foirne, feistis agus cóiríoċta a ċur ar fáil do ḋaltaí sinsear an ḃeagáin scol a ḃeaḋ i gceantar dá ṡórt. Ní ċuirimíd i gcéill, ar ndóiḡ, nár ċeart feiliúnaċt na scéime sin do ċeantair tréan-ḋaonra a meá aċ, fán tuaiṫ ar aon nós, is léar nár ṁaiṫ iarḃunscolaíoċt den tsórt seo a ḃeiṫ dá taḃairt aḡ dá ċineál scol agus gur ċóir sin a seaċaint. I roimṫ Scol Náisiúnta móra, go háiriṫe iad sin do ċailíní amáin, tugtar sár-ċúrsaí tís. Ba ċúis aiféala ḋúinn dá mbeaḋ de ṫoraḋ ar ḃunú scol breise go scoirfí díoḃ sin nó go dtiṫfeaḋ a líon; ma áit sin, is é rud ba ṁaiṫ linn go gcuirfí ar a gcumas sin cur lena gcuid oibre agus scóip a gcúrsaí léinn a leaṫnú agus go spreagfaí tuilleaḋ leis an rud céanna a ḋéanaṁ.

389. Tugaḋ fáil na Comairle, freisin, ceist Scola Leanúna a ḃunú i gceantair ina ḃfuil Meánscoil ċeana agus mar beag an méid páistí a freastalóḋ, do réir ċosúlaċta, ar ċeaċtar cineál scoile. D'féadfaḋ sé, ḋúraḋ, go mbeaḋ ina ċoiṁlint ḃáis is beaṫa iḋir an dá ċineál scol, dá mbunaíṫí scoil nua in áit a raiḃ scoil aḡ freastal dó ċeana. Caiṫfear a rá, áfaċ, gur ar éiḡin a ṫarlóḋ sin aċ sna bailte beaga nó fán tuaiṫ agus gurḃ aṁlaiḋ a ṫarlaíonn in áiteaċa, ar aon nós, gurḃ é an ċaoi a gcuiḋíonn bunú scoile de ċineál nuaiḋe le líon ḋaltaí na scoile a ḃí bunaiṫe roimpi a méaḋú. Ba ċeart, ina ḋiaiḋ sin, a ḃeiṫ cúramaċ aḡ freastal ar riaċtanais áiṫiúla naċ ndéanfaí doċar do scola atá aḡ taḃairt seirḃíse ar fónaṁ ṫré scoil nua de ċineál eile a ḃunú. Ba ċóir féaċaint arḃ féiḋir scolaíoċt de ċineál na Scol Leanúna a ṫaḃairt i scoil a ḃeaḋ bunaiṫe ċeana. Is ceist í sin, áfaċ, nár mór a scrúḋú tuilleaḋ i ndáil le cuspóirí agus cúrsaí léinn gach cineáil iarḃunscolaíoċta.

390. Scrúḋaiḡ an Comairle freisin ceist córaċa fearas barr oiḋeaċais a ċur ar fáil in áiteaċa iarḡúil ṫré cóir iompair a ṫaḃairt do páistí go dtí scola láir. Níor ċeart in aon am glacaḋ mar réiteaċ le ḋaltaí a ṫaḃairt gaċ lá ina mbuíonta go dtí scoil i ḃfad ó láṫair más féiḋir ar aon ċaoi é

unless it is absolutely unavoidable, but particularly in the case of adolescents. The physical strain involved and the general inclemency of our climate are bound to have ill-effects on their health. Moreover, long absence from the immediate control of parents and teachers, and the want of reserve likely to be encouraged by travel in groups, are not conducive to moral well-being.

4. Scholarships

391. Reference has been made to the provision of an adequate scheme of scholarships for post-primary education. Three principal classes of scholarships for post-primary education are at present available: (i) scholarships to Secondary and Vocational Schools awarded by Councils of Counties and County Boroughs under the Local Authorities' (Education Scholarships) Act, 1944; (ii) scholarships to Secondary Schools awarded to persons from the Fíor-Ghaeltacht by the Department of Education; and (iii) scholarships and bursaries from trusts, endowments, etc. In addition to these some scholarships and grants in aid are provided by several Vocational Education Committees and by the Department in respect of continuation and vocational education and agricultural scholarships are provided by County Committees of Agriculture.

392. In 1952 scholarships awarded by the local authorities under the 1944 Act, including new awards, were held by 2,169 pupils, 20 of whom were pupils of Vocational Schools and 8 students in Training Colleges, the remainder being pupils of Secondary Schools, " Secondary Tops ", and Preparatory Colleges. The Department's Fíor-Ghaeltacht scholarships number 18 awards annually; in 1952-'53, 89 were held in Secondary Schools. It is estimated that about 5% of the pupils of Secondary Schools are assisted through scholarships provided out of public funds, while the percentage of pupils so aided in Continuation Schools is smaller. We are not in a position to estimate the number of pupils, mainly in Secondary Schools, who are aided from private trusts and endowments, as well as by the Secondary Schools themselves by way of entrance scholarships and free places. The number is, it is felt, not inconsiderable. It should not either be overlooked that several Secondary Schools, notably those conducted by the religious orders, charge only nominal fees, or in some cases no fees, for the education of deserving children of poor parents. It is evident also that the fees in Secondary Schools and in Vocational Schools are, on the whole, moderate, since otherwise it would not be possible for so many children to avail themselves of them without the aid of scholarships.

393. While it is recognised that the number of scholarships awarded is being gradually increased, it will generally be conceded that the number provided out of public funds still falls very much short of what is needed. Furthermore, the annual value of these scholarships would on the whole appear to be too low. The local authorities, it is true, endeavour to use the funds available to advantage by the provision of scholarships of different values to residential and non-residential pupils. With the same aim they also invariably insist on a means qualification, on which provision almost all our members agree in principle, although some consider that the method of income assessment might, in the majority of counties, be adjusted on a more equitable basis as between valuation and income, recognising however that circumstances may differ from area to area.

a ṡeaċaimt, aċ is lú a ṗeileas sé mar réiteaċ i gcás óganaċ. Ṫoillṗeaḋ sé ar neart a gcoirp agus is cinnte go bṗáṫṗaḋ gnáṫ-ḋoimeann na haimsire léig ma sláinte. Ina ċeann sin, níor ċun tairbe maiṫeasa ḋá leas morálta iaḋ a beiṫ scarṫa i bṗaḋ ó gar-smaċt tuismiṫeoiri agus oiḋi ná an easpa moḋúlaċta ar ḋóiġ do ṫaisteal i mbuíonta í a spreagaḋ.

4. Scoláireaċta

391. Rinneaḋ tagairt do leor-scéim scoláireaċt a bunú le hagaiḋ iar-bunscolaíoċta. Tá trí príom-ċineál scoláireaċt le fáil fá láṫair le hagaiḋ iarḃunscolaíoċta: (i) scoláireaċta ċun Meánscol agus Gairmscol a bronnas Comairlí Contae agus Contae-ḃuirge fá Aċt na nÚḋarás Áitiúla (Scoláireaċta Oideaċais), 1944; (ii) scóláireaċta ċun Meánscol a bronnas an Roinn Oideaċais ar ḋaoine as an bṗíor-Ġaeltaċt; agus (iii) scoláireaċta agus sparánaċta as iontaoḃais, dearlaicí, srl. Ina dteannta sin tugann Coisti Gairmoideaċais áiriṫe agus an Roinn roimnt scoláireaċta agus deontas caḃraċ i leiṫ scolaíoċta leanúnaí agus gairmscolaíoċta agus tugann Coisti Talmaíoċta Contae scoláireaċta talmaíoċta.

392. I 1952 bí scoláireaċta ó úḋaráis áitiúla fá Aċt 1944, agus scoláireaċta nua-bronnta san áireamh, ag 2,169 ḋalta ar ḋaltaí de Gairmscola 20 díoḃ, agus mic léinn i gColáisti Oiliúna 8; ba ḋaltaí de Meánscola, de "Meán-ḃairr" agus de Coláisti Ullmúċáin an ċuid eile. Bronnann an Roinn 18 gcinn de scoláireaċta ṗíor-Ġaeltaċta in aġaiḋ na bliana; i 1952-'53, bí 89 díoḃ dá sealḃú i Meánscola. Ag cur na scoláireaċt ar fad a tugtar as airgead poiblí san áireamh, meastar go bṗuil caḃair scoláireaċt poiblí ag tuairim 5% de ḋaltaí Meánscoile agus ag cion is lú ná sin de ḋaltaí Scoile Leanúnaí. Níl ar ár gcumas a rá cé méiḋ ḋaltaí, i Meánscola go háiriṫe, a ġeiḃ caḃair ó iontaoḃais príoḃáideaċa agus ó ḋearlaicí, agus ó na Meánscola féin ṫré scoláireaċta ionaḋaċta agus ionaiḋ saora. Ceapaimíd naċ beag a líon. Níor ċóir a ḋearmaḋ aċ oiread naċ ngearrann roimnt Meánscol, go háiriṫe iaḋ sin ataí fá stiúraḋ na n-ord craḃaiḋ, aċ táilli ammniúla, nó i gcásanna áiriṫe naċ ngearrann siaḋ aon táille, i leiṫ claimne tuismiṫeoiri boċta a tuillṗeaḋ sin. Is léar freisin naċ bṗuil na táilli i Meánscola agus i nGairmscola i gcoitinne ard, óir, dá mbeaḋ, níorḃ le cuid mór páisti freastal orṫu d'uireasa scoláireaċta.

393. Cé go n-aiṫnímíd go bṗuil líon na scoláireaċt a bronntar dá méaḋú do réir a ċéile, aḋmóṁar go coitianta gur faḋa fós ataí an méiḋ a cuirtear ar fáil as airgead poiblí fá ḃun an méiḋ is gá. In éineaċt leis sin, is cosúil ar an iomlán go bṗuil luaċ bliantúil na scoláireaċt ró-íseal. Is díor go ndéanann na húḋaráis áitiúla iarraċt ar fearas barr tairbe a ḃaint as an airgead ataí ar fáil ṫré scoláireaċta de luaċa éagsúla a ṫaḃairt do ḋaltaí i scola cónaí agus do ḋaltaí i scola lae. Leis an gcuspóir céanna, ceapann siaḋ i gcónaí cáilíoċt maoine, a n-aontaíonn bunáite ár gcomaltaí léi i bprionsabal cé go measann cuid acu go bṗéaḋṗaí, sa gcuid is mó de ċontaeṫe, moḃ measta an ioncaim a ċur ar ḃonn níos coṫroime ó ṫaoḃ an ċoiḃnis idir luaċáil agus ioncam; tá sé le n-aiṫint, áṗaċ, naċ ionann cás ag gaċ ceantar.

394. We have noticed that in the majority of local schemes scholarships are awarded subject to certain reservations, some schemes reserving a number of their scholarships for pupils from rural areas, others apportioning their awards between boys and girls, and others allocating a certain number of scholarships to pupils of the smaller primary schools who qualify for them. With the latter class of reservation in particular we are much in sympathy, realising as we do the standard of competition for these scholarships and the better opportunity open to pupils of the larger primary schools. We would suggest that in all counties a certain quota of scholarships should be reserved for these smaller schools in proportion to the number of their pupils.

5. Relation between Primary and Post-Primary Education

395. Earlier we indicated that, at present, secondary and continuation education is planned to follow from the end of Standard VI., i.e., from the end of primary school as we have defined it. It is partly for this reason that we have described all the education which follows Standard VI as belonging to post-primary education. We do not suggest any change in this respect; on the contrary, our own experience and in general the evidence we have received confirm our view that the present practice should be maintained. A child may thereunder enter a Secondary School at any age at which a school is prepared to accept him but, in the normal way, he must be 12 years of age at the beginning of the school-year and have reached a standard of attainment corresponding to that of the Standard VI pupil in the primary school in order to be regarded as a recognised pupil by the Department. In practice the average age of pupils entering on a recognised course is over 13 years, an average probably influenced by economic considerations and parental solicitude. Provided his previous education is of a satisfactory standard, there is no reason why, entering at this age, his progress through the Secondary School should not be assured.

396. Similarly a child at the age of 13 may enter on a course of continuation education provided he has completed his primary course to the end of Standard VI. At an earlier age, as we have suggested, he would not be sufficiently developed for the practical training which should form part of such a course. It would be to the advantage of the Continuation Schools that all their pupils should have proceeded to the end of Standard VI irrespective of age. The schools would in this way be relieved of the necessity of providing preparatory continuation courses which they are compelled, in some cases, to give at present.

397. Here we may revert to criticism we have already recorded in regard to the absence of co-ordination between primary and post-primary education (par. 153). If, as we envisage, an adequate staff is provided in the primary school to ensure not only that a satisfactory standard be reached by all pupils at the end of the course but also that all pupils will be enabled fruitfully to proceed through the course to the end, there will be no real grounds for such criticism at least in the future. The fact that some pupils entering post-primary schools will have acquired some knowledge of Algebra and Geometry for example, while others will not, cannot be accepted as indicating lack of co-ordination. What is vital is that all pupils should have acquired a proficient training in Arithmetic, so that on

394. Tugamar fá deara sa gcuid is mó de na scéimeanna áitiúla go mbronntar scoláireachta do réir scar-ranna áirithe, go mbíonn fá chuid de na scéimeanna roimhe dá scoláireachta ceaptha do dhaltaí ón tuaith, fá chuid eile acu go dtugtar riar áirithe scoláireacht do bhuachaillí agus riar do chailíní, agus fá chuid eile fós go mbíonn méid áirithe scoláireacht ceaptha do dhaltaí na mbunscol beag a bíos cáilithe chucu. Tá roimhe mhaith báidh agamn leis an socrú deiridh sin, ós eol dúinn go bhfuil caighdeán ard iomaíochta do na scoláireachta sin agus gur fearr an deis atá ag daltaí na mbunscol mór. Molfaimis go gceapfaí, i ngach contae, cion áirithe scoláireachta do na scola beaga ar comhréir le líon a gcuid daltaí.

5. An Ceanghal idir Bhunscolaíocht agus Iarbhunscolaíocht

395. Dúramar roimhe sin go bhfuil meánoideachas agus oideachas leanúnach ceapta fá láthair le leanacht as deireadh Ranga VI, .i. as deireadh na bunscoile, mar tugamar saimhniú uirthi. Ba sin ceann de na cúiseanna a ndúramar gur le hiarbhunscolaíocht a baineas an scolaíocht ar fad a leanas Rang VI. Ní mholaimid aon athrú a dhéanamh ansin ; is é an chaoi a réitíonn ár dtaithí féin agus, i gcoitinne, an fianaise a fuaireamar lenár dtuairim gur ceart leanacht den tsocrú atá ann. Fán socrú sin, féadfaidh páiste dul ar Meánscoil ag an aois ag a nglacfaidh an scoil leis ach, de ghnáth, ní mór dó a bheith 12 bliain d'aois i dtosach na scoilbliana agus cothrom foghlama dalta de Rang VI sa mbunscoil a bheith bainte amach aige le go dtabharfaidh an Roinn meas dalta aitheanta dó. Bíonn an ghnáthpáiste os cionn 13 bliana ar dul ar Meánscoil dó; is é is dóigh go bhfuil tionchar ag cúrsaí airgid agus ag cúram tuismitheoirí ar an meán-aois sin. Ar chomholl go mbeadh caighdeán sásúil sroichte aige ma chuid oideachais roimhe sin, níl fáth ar bith, ag dul isteach inti dó ag an aois sin, nach bhféadfadh sé dul ar aghaidh go sásúil tríd an Meánscoil.

396. Ar an gcaoi chéanna, féadfaidh páiste in aois a 13 tosnú ar chúrsa oideachais leanúnaigh má tá a réim bhunscoile críochnaithe aige go dtí deireadh Ranga VI. Dá mb'óige é ná sin, ní bheadh sé, mar tá ráite agamn, sách aibí don oiliúint phraiticiúil ba chóir a bheith mar chuid den chúrsa sin. Ba é leas na Scol Leanúna go mbeadh saibhre ag a gcuid daltaí uile, pé aois a bheadh acu, go dtí deireadh Ranga VI. Ní bheadh ar na scola sin sa gcás sin, mar bhíos orthu uaireanta anois, réamhchúrsaí leanúna a thabhairt.

397. Féadfaimid tagairt anseo arís do chasaidí a luamar cheana i dtaobh easpa chomhordaithe ar an mbunscolaíocht agus an iarbhunscolaíocht (alt 153). Má bhíonn, mar tá ar intinn agamn, a dhóthain foirne sa mbunscoil lena dheimhniú go mbeidh caighdeán sásúil bainte amach ag na daltaí uile i ndeireadh an chúrsa agus, freisin, go bhfaighidh gach dalta tairbhe an chúrsa go deireadh, ní bheidh aon údar ceart le casaidí den tsórt sin feasta. Ní mheasaimid gur easpa chomhordaithe é go mbeidh roinnt eolais ag cuid de na daltaí a rachas ar iarbhunscola ar Ailgéabar agus ar Chéimseatam, mar shampla, agus nach mbeidh ag cuid eile. Is é rud atá riachtanach go mbeadh na daltaí uile oilte go maith san Uimhríocht le go bhféadfadh na hiarbhunscola, do réir an easair atá orthu féin, oiliúint mhatamaitice a leagan ar an mbun-tsraith sin. Ar an dóigh chéanna,

that foundation the post-primary schools may proceed, within their own organisation, to impart a mathematical training. Equally, the pupil with a sound training in two languages, in History, in Geography, in Drawing and in Nature Study may proceed, in the Secondary or Continuation School, to extend his knowledge of such of these as may be included in the curriculum. It is further important that neither Secondary nor Continuation School should be required to repeat any portion of the primary school course. Such overlapping is wasteful and should at all cost be avoided.

398. The fact that pupils may enter Secondary and Vocational Schools at different ages is not, in our view, any defect in the system, provided they all enter possessed of a satisfactory minimum standard of intellectual attainment and development. While Secondary Schools might prefer, for example, to receive all their pupils at the age of 12 years or so, it could not in reason be suggested that all children intending to enter the Secondary Schools should be compelled to enter at that age, irrespective of the stage then reached by them in the primary school, or of their parents' desires in their regard. On the other hand, Continuation Schools should not be required to accept pupils before they are sufficiently developed to profit fully from the practical training provided, nor should these schools any more than the Secondary Schools expect that all pupils would enter at a particular age.

399. There will probably be in the primary school some pupils who, having completed the Standard VI course before the age of 13 years, would not then enter Secondary Schools and would be too young for admission to Continuation Schools. Again, even should Continuation Schools become conveniently available for them, there would probably be some few pupils, apart from those in " Secondary Tops ", who, on completion of the course for Standard VI, would elect to remain in the primary school for another period. It is not possible here to estimate with any accuracy the number involved but we visualise that, if our recommendations regarding the staffing of schools are accepted, suitable provision could be made for these by way of more advanced education. In mentioning this particular aspect of the problem we merely wish to stress that the lack of facilities in a particular kind of school should not, as far as possible, prove an obstacle for parents in continuing their children's education in that school, subject always to a reasonable regard for economy and efficiency in respect of public expenditure. We have not, however, come to a definite conclusion regarding the provision to be made for such pupils pending final consideration of the organisation and curricula of post-primary schools.

6. The School-Leaving Age.

400. Had we agreed that the scope of the primary school extended, for the average pupil, beyond the age of 14 years, we should have found it incumbent on ourselves to make a definite recommendation on the question whether attendance at school, beyond the present statutory leaving age, should be obligatory. We had, in fact, to examine the question in the course of our consideration of a scheme for further education. In the light of our insistence on the need for this additional education and of our view that facilities for such education should be provided, a future recommendation to raise the school-leaving age would perhaps seem to some to be but a corollary. Before giving our opinion, however, it is necessary to review the results of previous consideration of this question.

féadfaidh an dalta a bhfuil oiliúint maith faighte aige i dá teanga, i stair, i dtíreolas, i liníocht agus in eolas ar nádúr dul ar aghaidh, sa Meánscoil nó sa Scoil Leanúna, agus cuir lena chuid eolais ar na cinn díobh sin atá ar a chúrsa léinn. Is tábhachtach, freisin, nach mbeadh ar Meánscoil ná ar Scoil Leanúna aon chuid de chúrsa na bunscoile a mhúineadh athuair in aon cheann d'ábhair na bunscoile. Tá a leithéid sin diomailteach agus ba chóir díchealla a dhéanamh é a sheachaint.

398. Ní haon locht ar an gcóras é, dar linn, go bhféadann daltaí dul ar Meánscoil agus ar Scoil Leanúna ag aoiseanna éagsúla, fad is tá ag gach duine acu, ar dtosnú dó, minimum sásúil foráis intleachta agus foghlama. Díobh go mb'fhéidir go mb'fhearr leis na Meánscola, mar shampla, a ndaltaí uile teacht chucu in aois a 12 bliain nó mar sin, níorbh fhéidir a rá, go réasúnta, gur cheart iallach a chur ar gach páiste a bhí le dul ar Meánscoil dul chuici san aois sin, pé pointe a bheadh sroichte aige sa mbunscoil nó pé rud ba mhian lena thuismitheoirí dó. Ar an taobh eile, níor chóir go mbeadh ar Scola Leanúna glacadh le daltaí nach mbeadh sách aibidh fós le tairbhe iomlán a bhaint as an oiliúint phraiticiúil a thabharfaí dóibh, agus níor chóir go mbeadh na scola sin, ach oiread leis na Meánscola, ag súil go dtiocfadh gach dalta chucu ag aois áirithe.

399. Is dóigh go mbeidh sa mbunscoil roimhe daltaí a chríochnóidh cúrsa Ranga VI roimh aois a 13 bliana agus nach racaidh ar Meánscoil ansin ach atá ró-óg le go nglacfaí leo i Scoil Leanúna. Arís, fiú dá mbeadh Scola Leanúna le fáil go caothúil acu, beadh, is dóigh, beagán éigin daltaí, thaobh amuigh díobh sin i "Meán-Bhairr," ar mhian leo tréimhse eile a chaitheamh sa mbunscoil thar éis dóibh cúrsa Ranga VI a chríochnú. Ní féidir anseo an líon a bheadh i gceist a mheas go cruinn, ach measaimid, má glactar lenár gcuid molta i dtaobh foirne na scol, go bhféadfaí socrú feiliúnach a dhéanamh dóibh sin i bhfoirm oideachais níos airde. Ag lua na gné sin den cheist dúinn, ní theastaíonn uainn ach a mheabhrú nár chóir go gcoiscfeadh easpa deis i scoil de chineál áirithe ar thuismitheoirí, ach a lagadh ab fhéidir é, leanacht d'oideachas a gclainne sa scoil sin, ach cúram réasúnta a dhéanamh i gcónaí nach ndéanfaí diomailt gan tairbhe ar airgead an phobail. Níor thánigeamar, áfach, ar aon bhreith chinnte i dtaobh an tsocruithe a dhéanfaí do dhaltaí den tsórt sin go dtí go ndéanfaí scrúdú chríochnúil ar eagrú agus ar chúrsaí léinn na n-iarbhunscol.

6. An Aois Fágála Scoile

400. Dá mba rud é gur aontaíomar go sineann réim na bunscoile thar aois 14 bliana don meánpháiste, níor mhór dúinn moladh cinnte a dhéanamh ar chóir go mbeadh freastal, thar an aois reachtúil fágála atá i bhfeidhm fá láthair, éigeantach. Bhí orainn, go deimhin, an ceist sin a scrúdú nuair a bhí scéim fearas barr oideachais dá plé againn. I bhfianaise an riachtanais a cheapaimid a bheith leis an oideachas breise sin agus na tuairime atá againn go mba chóir deis a fháigthe a sholáthar, ní beifí ach ag súil, b'fhéidir, go molfaí amach anseo an aois fágála scoile d'ardú. Sara nochtaímid ár dtuairim féin, áfach, ní mór dúinn breathnú ar thoradh an scrúdaithe a rinneadh cheana ar an gceist seo.

401 (A). The Report of the Commission on Technical Education, 1927, states as follows in the summary of its principal recommendations and conclusions :[99]

> " 18. As soon as the necessary accommodation and staff are provided, attendance at continuation classes should be made compulsory in any locality in the following manner :—
>
> (*a*) whole-time attendance in urban areas for all young people between 14 and 16 who are not in employment, only those in approved employment to be exempted.
>
> (*b*) part-time attendance in urban areas for a minimum of 180 hours in each year of the period for all young people between 14 and 16 in approved employment.
>
> (*c*) part-time attendance in rural areas for a minimum of 180 hours in each year of the period for all young people between 14 and 16."

(B) In 1935, an Interdepartmental Committee was directed " to consider the question of extending compulsory attendance at school to young persons between 14 and 16 years of age." A summary of its conclusions is contained in Appendix 10 to this Report. As a result of these conclusions and as an experimental arrangement, Part V of the Vocational Act, 1930, was enforced in the County Boroughs of Cork (in 1938), Limerick (in 1942) and Waterford (in 1947). Part V of the Act, wherever it applies, provides for the compulsory attendance at a course of continuation education, for 180 hours each year, of all young persons between the ages of 14 and 16 years not already in attendance at a whole-time course of education, primary, secondary or continuation, whether such young persons are in employment or not. In practice, this attendance is for one day in each of 36 weeks. It would be impossible to evaluate exactly the full educational return from such attendance but the methods of teaching followed, which are necessarily informal, appear to confer certain benefits especially when, as in the three areas in question, attendance is connected with " after-school " activities. The effect in general has been to improve attendance at other schools of those within the age-range concerned, while the part-time attendance also influenced some pupils to return to whole-time education and others to continue further at evening classes.

402. (C) The most recent inquiry in which the school-leaving age has figured was that undertaken by the Commission on Youth Unemployment, to whose Report we have already referred. In dealing with the school-leaving age, the Report (pars. 34-35) states :

> " When, in the course of our deliberations, it became apparent that raising the school-leaving age would be a valuable factor in dealing with the immediate problem of youth unemployment, we agreed that for us the overriding consideration must be whether the educational needs of young persons demand such a step. To recommend that the school-leaving age be raised to deal with a situation, the magnitude and nature of which might vary considerably from time to time, would be fundamentally unsound.

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[99] Page 146.

401. (A) Tá an méid seo in aicmhe príomh-mholta agus príomh-bhreatha Tuarascála an Choimisiúin ar Cheardoideachas, 1927:[99]

"18. As soon as the necessary accommodation and staff are provided, attendance at continuation classes should be made compulsory in any locality in the following manner:—

(*a*) whole-time attendance in urban areas for all young people between 14 and 16 who are not in employment, only those in approved employment to be exempted,

(*b*) part-time attendance in urban areas for a minimum of 180 hours in each year of the period for all young people between 14 and 16 in approved employment,

(*c*) part-time attendance in rural areas for a minimum of 180 hours in each year of the period for all young people between 14 and 16."

(b) I 1935, thiarrad ar Choiste Eadar-Rannach: "to consider the question of extending compulsory attendance at school to young persons between 14 and 16 years of age." Tá aicmhe ar a bhreatha in Aguisín 10 leis an Tuarascáil seo. De thoradh na mbreathnuithe sin agus mar shocrú trialach, cuireadh Cuid V den Acht Oideachais Ghairme Bheatha, 1930, i bhfeidhm i gContae-Bhuirgí Chorcaighe (i 1938), Luimnigh (i 1942) agus i bPhortláirge (i 1947). Aon áit a dtugtar feidhm di, déanann Cuid V den Acht freastal ar chúrsa scolaíochta leanúnaí, ar feadh 180 uaire a chloig sa mbliain, éigeantach ar gach óganach idir 14 agus 16 bliana nach bhfuil ag freastal ceana ar chúrsa lán-aimsire bunscolaíochta, meánscolaíochta nó scolaíochta leanúnaí, bíodh an duine óg sin fostaithe nó ná bíodh. Is é rud a tarlaíos go ndéantar freastal lae in aghaidh na seachtaine ar feadh 36 seachtaine. Ní féidir tairbhe an fhreastail sin ó thaobh an oideachais a mheas go cruinn ach, cé go gcaitear modhanna neamhfhoirmiúla múinteoireachta a chleachtadh, is cosúil go mbíonn socar cinnte dá mbarr, go háirithe nuair a ghabas gníomhachta "iarscoile" leis an bhfreastal mar ghabas sna trí ceantair atá i gceist. Is é a thoradh seo ar fad feabhas a chur ar fhreastal thaobh óga den aois atá i gceist ar scoil eile, agus tuig an fhreastal páirt-aimsire ar roimhe thaltaí fillteach ar scolaíocht lán-aimsire agus ar thuilleadh leanacht níos faide le hanga oíche.

402. (C) Is é an fiosrúchán is deireannaí mar scrúdaíodh ceist na haoise fágála scoile an ceann a rinne an Coimisiún um Oifigeachas Óga, ar tagraíomar cheana dá Thuarascáil. Deirtear sa Tuarascáil (ailt 34-35) fán aois fágála scoile:

"When, in the course of our deliberations, it became apparent that raising the school-leaving age would be a valuable factor in dealing with the immediate problem of youth unemployment, we agreed that for us the overriding consideration must be whether the educational needs of young persons demand such a step. To recommend that the school leaving age be raised to deal with a situation, the magnitude and nature of which might vary considerably from time to time, would be fundamentally unsound.

[99] Leathanach 146.

" Our conclusions in the matter are embodied in the following recommendations which are discussed later in this report :—

(*a*) We recommend that the school-leaving age be raised ultimately to 16 years. As a first step the school-leaving age should be raised to 15 years.

(*b*) We consider that the policy most likely to yield the best results and, at the same time, cause the minimum of inconvenience would be to raise the school-leaving age area by area, according as local conditions become favourable.

(*c*) As a step towards raising the school-leaving age within a reasonable period of time and without prejudice to the main recommendation, we recommend that arrangements be made to expedite the application of Part V of the Vocational Education Act, 1930, or such other measure as may be considered suitable, to those areas to which it is feasible to do so.

(*d*) The County Borough of Dublin calls for special consideration, as it presents an urgent and difficult problem."[100]

403. The majority of the statements of evidence received by the Council also suggested the raising of the statutory age. However, some representative statements opposed such a step, at least in the case of rural areas, while those advocating such raising differed as to the age which should be adopted and the majority conceded that it was in any event impracticable until adequate facilities, both in accommodation and curriculum, were available. None of us would agree that the results to be obtained by mere attendance at the present course in the higher standards of the National Schools would justify the raising of the age. Therefore until satisfactory provision be made by way of courses and accommodation, in whatever schools may be selected for the purpose, any decision to raise the age cannot be implemented.

404. We should be shirking responsibility, however, if we were not to express our own views on the question. There is no doubt as to the right of the State, " as guardian of the common good," to " require in view of actual conditions that the children receive a certain minimum education, moral, intellectual, and social " and, " in exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children," " by appropriate means " to " endeavour to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child."[101] It is difficult, however, to determine what the " certain minimum education " should be. At present the State insists on education up to 14 years of age, but to require a minimum education is not necessarily the same as to insist on education to a particular minimum age. Furthermore, from the fact that compulsory education to a certain age is the law, and properly so, it does not follow that it would be equally proper to add another year or two to that age, since then it could be added to indefinitely.

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[100] Page 11.

[101] Bunreacht na hÉireann (Constitution of Ireland), Article 42, Sections 3 (2) and 5.

" Our conclusions in the matter are embodied in the following recommendations which are discussed later in this report :—

(*a*) We recommend that the school leaving age be raised ultimately to 16 years. As a first step the school leaving age should be raised to 15 years.

(*b*) We consider that the policy most likely to yield the best results and, at the same time, cause the minimum of inconvenience would be to raise the school leaving age area by area, according as local conditions become favourable.

(*c*) As a step towards raising the school leaving age within a reasonable period of time and without prejudice to the main recommendation, we recommend that arrangements be made to expedite the application of Part V of the Vocational Education Act, 1930, or such other measure as may be considered suitable, to those areas to which it is feasible to do so.

(*d*) The County Borough of Dublin calls for special consideration, as it presents an urgent and difficult problem."[100]

403. Molaḋ freisin sa gcuid is mó de na ráitis fianaise a tugaḋ don Coṁairle an aois reaċtúil d'ardú. Cuir roinnt ráiteas ionaḋaċ ma aġaiḃ sin, áraċ, ar a laġaḋ i gcás ceantar tuaiṫe, agus ní raḃḋar siúḋ a ṁol an aois d'ardú ar aon-focal fán aois a ceapfaí, agus d'aṁaiġ a bformóir naċ raiḃ sé inḋéanta ar aon nós go dtí go mbeaḋ dóṫain córaċ ann, ó ṫaoḃ scol agus cúrsaí léinn. Ní aontóḋ aon duine againn gurḃ fiú an aois d'ardú ar ṡon an toraḋ a ḃeaḋ, ann féin, ar freastal an cúrsa atá, fá láṫair, in arduranga na Scol Náisiúnta. Dá ḃrí sin, go dtí go mbeiḋ cóiríoċt ṡásúil agus cúrsaí sásúla ar fáil i pé scola a toġfar cuige, ní féidir aon ṁolaḋ fán aois d'ardú a cur i bpeiḋm.

404. Deimis ag seaċaint ár ndualgais, áraċ, mura dtugaimis ár dtuairim féin fán gceist. Níl aon aimṫeas orainn aċ go bfuil ceart ag an Stát, " ós é caoṁnaí leasa an pobail " é, " é ḋéanaṁ éigeantaċ minimum áiriṫe oideaċais do ṫaḃairt do na leanḃaiḃ i gcúrsaiḃ móráltaċta, intleaċta agus coṁḋaonnaċta " agus, " i gcásaiḃ neaṁ-coiteanna nuair ṫarlaíonn, ar ċúiseannaiḃ corporta nó ar ċúiseannaiḃ móráilte, ná ḋéanaid na tuisti a ndualgais dá gclann," " iarraċt do ḋéanaṁ le beart oiriúnaċ cun ionaḋ na dtuisti do ġlacaḋ, ag féaċaint go cuiḃe i gcoṁnaí, áraċ, do ċeartaiḃ náḋúrṫa do-ċlaoite an línḃ."[101] Is deacair, áraċ, a ṡocrú céard ḃa ċóir a ḃeiṫ sa " minimum áiriṫe oideaċais." Fá láṫair, éilíonn an Stát scolaíoċt suas go dtí 14 bliana d'aois, aċ ní gá gurḃ ionann minimum oideaċais a ceapaḋ agus scolaíoċt go dtí aois áiriṫe minimum d'éileaṁ. Ṫairis sin, cé gurḃ é an dlí go bfaiġiḋ gaċ páiste scolaíoċt go dtí aois áiriṫe, agus is cóir é sin, ní leanann sé as sin go mbeaḋ sé coṁ cóir céanna aon bliaṁ nó ḋá bliaṁ eile a cur leis an aois sin, óir d'féaḋfaí cur léi gan tórainn as sin amaċ.

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[100] Leaṫanaċ 11.

[101] Dunreaċt na hÉireann, Airteagal 42, ailt 3 (2) agus 5.

405. There are certain clear and well-known arguments for raising the school-leaving age. It is held that raising the age would promote the welfare of the individual child and the material well-being of the community, afford protection to the child against anti-social influences, and give a more economic return to the State for the services provided by it at the expense of every citizen. It is also argued that freedom from attendance on the part of others has an unfavourable effect on children required by their parents to continue to attend school.

406. On the other hand, there are considerations which cannot be overlooked. Despite the evidence received by ourselves and by other bodies, many of our members are unable to accept the view that there is in fact a widespread demand for such a step, at least in the rural areas, although all of us recognise that there is everywhere a desire for facilities for further education. The increase in the numbers attending Secondary and Continuation Schools, which are not, in the main, free schools, points to the fact that parents in a position to do so are eager to provide for their children's further education. The voluntary demand for whole-time continuation education in Dublin has not been exhausted and several rural Continuation Schools would seem to carry more than the enrolment originally planned for. The capacity of many of the existing Secondary Schools is being taxed to the utmost, and new schools are being established in many localities. We are sanguine enough to believe that, given facilities for suitable education related to local needs, the voluntary attendance over the age of 14 years would not compare unfavourably with that resulting from the operation of the provisions of the School Attendance Act which apply to that age. It is clearly of greater educational advantage that a majority of the public should voluntarily seek and obtain education to suit their needs than that the nature and standard of that education should be designed to suit a minority which may not desire it. It seems, indeed, to us that a sufficiently clear distinction has not been made between the desirability of education to a higher age and the wisdom of imposing that education compulsorily. The introduction of compulsion would at once raise serious difficulties. Education up to the compulsory age would, in great measure, have to be provided free of charge. Provision would have to be made for a greater number of schools within convenient reach of each child's home, or alternatively for a satisfactory mode of conveyance. There would be the inevitable trend, as exemplified in other countries, towards the determination by other authority than that of the parents of the aptitude of the child for various types of education. There would be the difficult and invidious task of enforcement, finally by legal process. Apart from the question of parental right, it is most doubtful whether the strain, both economic and social, which would be imposed on the public would result in a compensating educational benefit. The difficulties in connection with compulsory attendance in rural areas have too often been emphasised to require reiteration. As to the introduction of a scheme of compulsory attendance in urban areas only, it is not unlikely that such a step would give rise to unfavourable repercussions in the countryside, whose residents would, either directly or indirectly, be required to aid the financing of such a scheme. Finally, it is to be observed that, while countries all over the world have at various times planned the extension of the period of compulsory education, comparatively few have so extended it, although many of them are extending educational facilities. In Europe, the normal period

405. Tá léar-aṫgóna atá ar eolas go coitianta i bpáirt an aois fágála scoile d'aṫrú. Deirtear go ndéanfaḋ aṫrú na haoise leas an páiste aonair agus leas saolta an pobail, go dtabharfaḋ sé cosaint don páiste in aghaidh ain-tionċar comḋaonnaċa agus go mbeaḋ fearas barr soċair ag an Stát as an gcaiteaċas a déanfaí, ar ċostas an pobail, ċun seirbísí a ċur ar fáil. Deirtear freisin naċ maith an tionċar a bíos ar páistí, a dtugann a dtuismitheoirí ortu leanaċt den scolaíoċt, go mbeaḋ páistí eile saor uaiṫi.

406. Ar an taoḃ eile, tá roinnt rudaí naċ ceart dearmaḋ a déanamh ortu. Ainneoin na fianaise a fuaireamar féin agus dreama eile, ní féidir le cuid maith dár gcomhaltaí géilleaḋ don tuairim go bfuil, dáiríre, éileamh forleatan ar an aṫrú sin, ar a laghaḋ fán tuaiṫ, cé gurb eol dúinn ar fad go dteastaíonn i ngaċ áit cóir fearas barr oideaċais. Taispeánann an méaḋú ar an líon a freastalas Meánscola agus Scola Leanúna, naċ bfuil, sa gcuid is mó acu, an scolaíoċt le fáil in aisce iontu, go bfuil fonn láidir ar thuismitheoirí arb acmhainn dóiḃ é fearas barr oideaċais a thabairt dá gclann. Nior sásaíoḋ an t-éileamh deontaċ atá ar scolaíoċt leanúna lán-aimsire i mBaile Áṫa Cliaṫ go fóill, agus is cosúil go bfuil roinnt Scol Leanúna fán tuaiṫ a bfuil níos mó daltaí ar na rollaí acu ná ceapaḋ dóiḃ i dtosaċ. Tá lán-oiread daltaí ag mórán de na Meánscola atá ann agus is féidir leo a ghlacaḋ, agus tá scola nua dá mbunú i gcuid maith áiteaċa. Tá oiread dóċais againne go gcreidimid go mbeaḋ an freastal neamhéigeantaċ os cionn 14 bliana d'aois, dá mbeaḋ córaċa oideaċais ann a d'fheilfeaḋ riaċtanais áitiúla, inċurta leis an bfreastal atá, go dtí an aois sin, de ċoraḋ an Aċta Freastal Scoile. Is léar gur mó an tairḃe ó thaoḃ an oideaċais de go mbeaḋ tromlaċ an pobail, dá ndeoin féin, ag iarraiḋ agus ag fáil oideaċais a fónfaḋ dá riaċtanais ná go gceapfaí an t-oideaċas sin le freagairt do roinnt beag a mb'féidir naċ dteastaíonn sé uaṫu. Ceapaimid, go deimhin, naċ ndéantar idirḋealú sáṫaċ glan idir tairḃe na scolaíoċta go dtí aois níos airde agus a ċéilli a beaḋ sé an scolaíoċt sin a dhéanamh éigeantaċ. Dá ndéantaí éigeantaċ í beaḋ deaċraċta móra ann ar an bpointe. Niorḃ foláir cuid mór den scolaíoċt san aois éigeantaċ a ċur ar fáil in aisce. Caiṫfí tuilleaḋ scola a ċur ar fáil a beaḋ comhgaraċ do ḃaile gaċ páiste, nó caiṫfí cóir śásúil taistil a socrú. Ní beaḋ dul ón gclaonaḋ, atá len aitheaċtáil i dtíorta eile, ċun an cineál oideaċais ab feiliúnaí don páiste a ċinneaḋ ar údaráis eile seaċas údaráis na dtuismitheoirí. Beaḋ obair ċruaiḋ déisteanaċ dá ċur i bpeirḋm, tré bheit ċúirte dá mba gá. Taoḃ amuigh de ċeist ċirt na dtuismitheoirí, tá an-aimhreas ann an mbeaḋ, in aghaidh an ualaigh gheilleagraigh agus comhdaonnaigh a cuirfí ar an bpobal, soċar oideaċais a ċúiteoḋ ann. Luaḋ na deaċraċta a ghabfaḋ le freastal éigeantaċ fán tuaiṫ ro-mhinic le gur gá iad d'aṫlua anseo. Dá gcuirtí scéim freastail éigeantaigh i bpeirḋm sna ḃailte móra amháin, is é is dóigh go mbeaḋ míśásamh i measc mhuintir na tuaiṫe, a mbeaḋ ortu, go díreaċ nó go neamhdíreaċ, cuid de ċostas na scéime sin d'íoc. Mar ċríoċ, is ceart a rá, bíoḋ gur ċuir tíorta ar fud an domhain rompu ag amanna éagsúla cur le tréimse na scolaíoċta éigeantaí, gur beag acu a rinne sin cé go bfuil go leor acu ag cur lena gcuid córaċ oideaċais. San Eoraip, ní faide an ghnáṫ-tréimse scolaíoċta éigeantaí in aon ċeann de na Stáit seo síos ná in Éirinn—an Bheilg, an Danmhairg, an Eadáil, an Eilvéis (cantóm Ticino agus Zurich), an Fionlann, an Fraing, an Luxembourg, an Ollainn, an Norḃuaiḋe, an Ostair, an Portaingéal, an Spáinn, agus an tSualainn, cé go bfuil fadú na tréimse dá bheartú ag cuid acu. Nílimid ag rá gurb ionann ar fad dála na dtíorta sin agus ár ndála féin agus, dá bhrí sin, gur argóint nár mhór géilleaḋ di már

of compulsory education in each of the following states is no longer than the period for Irish children—Austria, Belgium, Denmark, Finland, France, Italy, Luxembourg, the Netherlands, Norway, Portugal, Spain, Sweden and Switzerland (Ticino and Zurich cantons), although in some of them plans are being made for the extension of the period. We do not claim that conditions in these countries are exactly similar to ours and hence that their example is a completely cogent argument for us—though indeed some resemble us closely—but it must equally be recognised that the plans of industrial or urbanised states do not necessarily suit us.

407. As a result of its consideration of various aspects of the problem, the majority of the Council would not be prepared to recommend that the school-leaving age be raised, whether for whole-time or general part-time attendance. It is considered that, when adequate facilities and suitable courses are everywhere provided and the maximum effort of voluntary attendance at such courses has been achieved, the question might be examined further. Meanwhile, such attendance would be encouraged by the provision of facilities suited to local needs and meeting, as far as possible, the different requirements of the community.

Chapter XIV

Summary of Principal Conclusions and Recommendations.

408. This summary does not include the views expressed in Chapter XIII, "The Primary School in the Framework of Education," for the reasons given in par. 363. Of the conclusions and suggestions contained in Chapters VI-IX, which deal with the different subjects of the curriculum, only the more important are included, while brief references only are made to the contents of Chapter II (*Outline of the History of Primary Education in Ireland*). Minority as well as majority opinions are mentioned where these appear in the Report. The numbers in brackets refer to the relevant paragraphs of the Report.

Introduction.

1. The function of the primary school can be properly determined only in relation to what other education, if any, young persons may be expected to receive. (2.)

2. Tentative expression of the Council's views regarding such other education is contained in Chapter XIII. (3.)

3. Certain problems relating to the function of the primary school are only incidentally mentioned in the Report. (4.)

Chapter I.

Outline of the History of Primary Education in Ireland.

4. The present organisation of primary education is the outcome of developments closely connected with our country's history. (17-78.)

5. The desire for facilities for further education is illustrated by the increase in the numbers of post-primary schools and pupils since the achievement of self-government. (101, 102.)

ɡcás-na a sampla siadsan—cé go bfuil cosúlacht mór ag cuid acu linn—ach ní mór a meabhrú com maith céanna nach gá go n-oirfeadh dúinne na córais atá ag stáit tionscalach nó stáit a bfuil formór a ndaonra i mbailte móra iontu.

407. De thoradh an scrúduithe atá déanta aici ar ghnéithe éagsúla den ceist, ní bead tromlach na Comhairle sásta a mholadh go n-ardófaí an aois fágála scoile, le haghaidh freastail lán-aimsire ná le haghaidh freastail comhcoitinn páirt-aimsire. Measaimid, nuair a beas dóthain córach agus cúrsaí feiliúnacha ar fáil gach áit agus nuair a beas a barr-pointe sroichte ag an bfreastal neamh-éigeantach ar na cúrsaí sin, nár mhiste an ceist a scrúdú arís. Ioir an dá linn ba chabair don freastal sin córacha a chur ar fáil a d'feilfeadh do riachtanais áitiúla agus, com fada is ab féidir é, do riachtanais éagsúla an phobail.

Caibidil XIV

Achoimre de Phríomh-Bhreacha agus de Phríomh-Mholta

408. Níl trácht san achoimre seo ar na tuairimí a tugadh i gCaibidil XIII, "An Bunscoil sa gCóras Oideachais," ar chúiseanna a luadh in alt 363. Níl anseo, ach oiread, ach an chuid is tábhachtaí de na breacha agus de na moltaí atá i gCaibidil VI-IX ar ábhair an chúrsa léinn, agus ní déantar ann ach gearr-thagairt dá bfuil i gCaibidil I ("Gearr-chuntas ar Stair an Bhunoideachais in Éirinn"). Luaitear tuairimí an mhionlaigh com maith le tuairimí an tromlaigh aon áit a bfuiltear i gceist sa Tuarascáil. Tagraíonn na huimhreacha idir lúibíní do na hailt iomchuí den Tuarascáil.

Réamrá

1. Ní féidir feirm na bunscoile a chinneadh go baileach ach i gcomhréir le pé oideachas eile, más ann dó, a gheobhaidh daoine óga. (2.)

2. Tá barúla na Comhairle i dtaobh an oideachais eile sin curtha síos go sealadach, ar mhodh tuairimíochta, i gCaibidil XIII. (3.)

3. Ní déantar sa Tuarascáil ach fo-thagairt do cheisteanna áirithe a baineas le feirm na bunscoile. (4.)

Caibidil I

Gearr-chuntas ar Stair an Bhunoideachais in Éirinn

4. As meachta a bí dlúth-fite i stair na tíre a d'fás an córas bunoideachais atá againn. (17-78.)

5. Léirionn an méadú a tháinig ar líon na n-iarbhunscol agus a ndaltaí fá réim rialtais dhúchais an tóir atá ar dheiseanna chun fearas barr oideachais d'fáil. (101, 102.)

Chapter II.

The Primary School defined

6. The term " primary school " is commonly used in different senses :

(i) the school which provides a minimum education ;

(ii) the school in which children are educated up to a certain stage ;

(iii) the traditional primary school as it exists in Ireland. (109.)

7. The definition of the primary school adopted is not exactly identical with any of these. (109.)

8. The average child enters the primary school at an age between 5 and 6 years. (110.)

9. While some advantages would accrue from earlier entry, there are also certain objections to it. (111, 112.)

10. The existing arrangement whereby children must attend school at the age of 6 years but may attend at the age of 4 suits this country best and should not be altered. (113.)

11. No educational disadvantage results from the fact that the average child takes up to 8 years to complete the school programme to the end of Standard VI. (114.)

12. The training and intellectual development prescribed by the programme is a minimum which all children require either for after-life or for further education. (116.)

13. It has not been considered necessary to determine an exact age at which primary education should be replaced by post-primary. (117, 118.)

14. At the end of Standard VI, at whatever age that may be, the pupil has completed a course of basic elementary education. (118.)

15. Present practice in primary and post-primary schools supports the view that the primary school should be regarded as ended on the completion of Standard VI. (119, 120.)

16. Education to that stage should be designated primary, and after that stage post-primary, irrespective of its type or the school in which it is given. (120.)

17. The average age for the completion of Standard VI is about 13 years. (121.)

18. For the purpose of this Report, the primary school is that school which provides for the child's education from infant age to the end of Standard VI or the age of 13 years whichever is the later. (121.)

Chapter III

The Function of the Primary School

19. The term function signifies both the end aimed at and the means of achieving that end. (123.)

Caibideal II

Sainmíniú ar an mbunscoil

6. Daintear, go coitianta, trí bhí as an téarma "bunscoil":

(i) an scoil ina dtugtar minimum oideachais;

(ii) an scoil ina dtugtar oideachas do pháistí suas go dtí céim áirithe;

(iii) an tsean-bunscoil mar atá in Éirinn. (109.)

7. Ní hionann baileach agus aon cheann díobh sin, an sainmíniú ar an mbunscoil a nglactar leis. (109.)

8. Téann an gnáth-pháiste ar bunscoil in aois idir 5 agus 6 bliana. (110.)

9. Cé go mbeadh buntáistí lena dul níos óige, tá loctaí áirithe ina choinne freisin. (111, 112.)

10. Sé an socrú atá ann, go mbíonn ar pháistí dul ar scoil in aois a 6 bliana ach go bhféadann siad dul in aois a 4 bliana, is feiliúnaí don tír seo agus níor cheart é d'athrú. (113.)

11. Ní docar don ghnáthdalta, ó thaobh an oideachais, go gcaiteann sé suas le 8 mbliana le clár na scoile a chríochnú go deireadh Ranga VI. (114.)

12. Is minimum do gach páiste, i gcóir an tsaoil atá roimhe nó i gcóir tuilleadh oideachais, an oiliúint agus an foras intleachta atá ceaptha don chlár. (116.)

13. Níor measadh gur riachtanach aois chinnte a cheapadh ag a n-athrófaí ó bhunscolaíocht go hiarbhunscolaíocht. (117, 118.)

14. Bíonn cúrsa bunaidh oideachais críochnaithe ag an dalta ag deireadh Ranga VI, pé aois a bhíos aige faoi sin. (118.)

15. Is taca nós na huaire i mbunscoila agus in iarbhunscoila leis an tuairim gur chóir a mheas go luíonn críoch na bunscoile le deireadh Ranga VI. (119, 120.)

16. Is ceart bunscolaíocht a ghairm den oideachas suas go dtí an chéim sin agus iarbhunscolaíocht a ghairm den oideachas i ndiaidh na céime sin, is cuma cén scoil ina dtugtar é nó cén mianach atá ann. (120.)

17. Is in aois dhá bhliana déag a chríochnaítear Rang VI. (121.)

18. Chun críche na Tuarascála seo, sí an bunscoil an scoil ina dtugtar oideachas don pháiste ó aois naíonáin go deireadh Ranga VI nó go haois 13 bliana, pé ceann is deireannaí díobh. (121.)

Caibideal III

Feidhm na bunscoile

19. Ciallaíonn an téarma feidhm an cuspóir atá le baint amach agus mod a bainte amach, araon. (123.)

20. The function of the primary school is to provide an educational foundation. (128.)

21. The primary school cannot be expected to provide the full minimum education regarded as necessary to-day. (128.)

22. The chief purpose of the primary school is the imparting of religious and moral education which includes education in citizenship. (129-130.)

23. The initial means to secure the end of primary education is training in language. (131.)

24. The primary school in Ireland must provide a knowledge of two languages. (132.)

25. Language includes reading and writing, both assisting speech training, but each having independent and utilitarian purposes. (134.)

26. Reading also provides an occupation for leisure hours and imparts aesthetic training through literature, while writing helps to train the hand and eye. (134, 135.)

27. By the end of the primary school, the child should be able to read intelligently simple prose and have acquired some acquaintance with literature; he should also be capable of writing legibly a simple description or letter. (134, 135.)

28. The primary school should train the child in the accurate use of the arithmetical processes necessary for daily affairs and transactions. (136.)

29. History should be employed to train the civic sense: the story of his country and a knowledge of local history should be the possession of every child by the time he leaves the primary school. (137.)

30. In addition to developing the mind, the school should provide some physical training, stress the care of health, and cultivate habits of hygiene and temperance. (138.)

31. Primary education should include some training of the hand and eye aimed mainly at developing observation, this training, however, to be ancillary to the rest of the curriculum. (139.)

32. To provide the foundation of cultural and aesthetic education is an integral part of the function of the primary school and for this purpose Drawing, Music and Nature Study possess distinctive virtue. (140, 141.)

33. The primary school should give to the child, through Nature Study, an appreciation and understanding of his environment. (142.)

34. As the boundaries of that environment expand, the school should provide, through Geography, a knowledge of his own country and of its relations with other countries. (143.)

35. The primary school should, in general, provide for the religious and moral, intellectual and physical development of each of a number of individuals. (144.)

20. Is é is feidhm don bunscoil bunús an oideachais a thabairt. (128.)

21. Ní féadfaí a bheith ag súil go dtabharfadh an bunscoil an minimum iomlán oideachais a meastar a bheith riachtanach sa lá inniu. (128.)

22. Príomh-chuspóir na bunscoile oideachas creidimh agus moráltachta, ar cuid de oiliúint ar shaoránacht, a thabairt. (129-130.)

23. Oiliúint a thabairt i gcúrsaí teanga an chéad mhodh chun cuspóir an bunoideachais a bhaint amach. (131.)

24. In Éirinn, ní mór don bunscoil eolas a thabairt ar dhá theanga. (132.)

25. Cuid den teanga a léamh agus a scríobh, agus cabhraíd araon le hurlabhra, ach tá a gcuspóirí agus a dtairbhí féin leo freisin. (134.)

26. Tugann an léitheoireacht ábhar caithimh aimsire freisin maraon le hoiliúint éisteachtach a thabairt chun an litríocht, agus cabhraíonn an scríobh leis an lámh agus an tsúil d'oiliúint. (134, 135.)

27. Fá dheireadh na bunscoile, ba chóir go mbeadh an páiste i ndon prós simplí a léamh go tuisceanach agus go mbeadh eolas éigin aige ar litríocht; ba chóir dó freisin a bheith i ndon tráchtas simplí nó litir a scríobh go so-léite. (134, 135.)

28. Ba cheart go dtabharfadh an bunscoil oiliúint don pháiste i gcruinnúsáid na mbeart uimhríochta a theastaíos i gcúrsaí a shaoil agus a ghnóta. (136.)

29. Tá leas le baint as an staid chun tuiscint a thabairt ar dhualgais na saoránachta; ba chóir go mbeadh scéal a tíre agus eolas ar sheanchas a áite féin ag gach páiste fán am a bhfágann sé an bunscoil. (137.)

30. Chomh maith leis an mhinn d'fhorbairt, ba chóir go dtabharfadh an scoil roimhe chorpoiliúna, tháchd a shláinte a chur i gcion ar an bpáiste, agus dea-nósa sláinteachais agus measartachta a chothú ann. (138.)

31. Ba chóir go mbeadh roimhe éigin oiliúna lámh agus súl mar chuid den bhunoideachas a mbeadh sé de chuspóir aici cumhachta grinníochta an pháiste d'fhorbairt, ach go mbeadh an oiliúint seo ar mhaithe leis an gcuid eile den chúrsa léinn. (139.)

32. Cuid riachtanach d'fheidhm iomlán na bunscoile bunús an oideachais shaíochta agus éisteachtach a thabairt, agus chuige sin tá buanna ar leith sa liníocht, sa gCeol agus san Eolas ar Nádúr. (140, 141.)

33. Ba chóir don bunscoil, tré Eolas ar Nádúr, meas agus tuiscint ar a chomharsanacht a thabairt don pháiste. (142.)

34. Do réir mar leathnaíos tóraimh na comharsanachta sin, is don scoil eolas a thabairt dó, tríd an Tíreolas, ar a tír féin agus ar a caidreamh le tíortha eile. (143.)

35. Ba cheart don bunscoil, i gcoitinne, freastal d'fhorás gach duine ar leith dá cuid dáltaí i gcúrsaí creidimh agus moráltachta, intleachta agus coirp. (144.)

Chapter IV

Some aspects of the existing Primary School

36. Certain factors of organisation and staffing must be taken into account in determining the curriculum of the primary school. (145-149.)

37. These factors at present restrict the curriculum. (150, 151.)

38. While it is generally acknowledged that intellectual development, as indicated in fundamental subjects, is satisfactory, regard must be had to certain features and defects. (153-158.)

39. While the imposition of " practical subjects " before the age of 13 is regarded as undesirable, it is considered that certain important subjects can be advantageously introduced into the curriculum, namely, Drawing, Nature Study and Physical Training. (159.)

40. A reasonable majority of pupils continue their education at the primary school to the end of Standard VI, but there would appear to to be an appreciable number who do not. (160-163.)

41. Most of those who leave before the end of Standard VI are of school-leaving age. Their progress through the primary school requires greater attention. (164.)

42. The proportion of the total number of pupils proceeding to the end of Standard VI and beyond is, however, greater than in the past. (165.)

Chapter V.

The Curriculum of the Primary School

43. General opinion favours the view that the present curriculum is too narrow. (167.)

44. While an undue widening of the programme could lead to a lowering of standard in the basic subjects, there are certain dangers in a narrow curriculum. (169-171.)

45. In framing a suitable curriculum, it is necessary to select the minimum number of subjects which will provide an integral education. (172.)

46. Such subjects should be formally included in the curriculum. (172.)

47. The Council, on the whole, recommends the adoption of the following standard curriculum: Religious Instruction, Irish, English, Arithmetic, History, Music, Physical Training, Nature Study, Geography, Drawing, and Needlework (for girls). (173.)

48. It is recommended also that Algebra and Geometry be included as obligatory subjects in the curricula of schools to the extent to which they are at present obligatory, it being optional for any particular school to omit these subjects and devote the time allotted to them to Arithmetic where such a course is considered more profitable. (173, 184.)

49. The standard curriculum is proposed for adoption in all schools other than Infant schools and Infant departments or classes. (174.)

Gnéithe áiritheacha den bunscoil mar atá sí

36. Ní mór aird a thabairt ar thosca áirithe eagair agus foirne oidí, nuair atá cúrsa léinn na bunscoile dá chinneadh. (145-149.)

37. Fá láthair, cuireann na tosca sin tóraimh leis an gcúrsa léinn. (150, 151.)

38. Cé go n-admhaítear, i gcoitinne, go bhfuil forás intleachta, mar léirítear sin sna bun-ábhair, sásúil, ní foláir gnéithe agus uireasaí áirithe a chur sa gcomhaireamh. (153-158.)

39. Cé go síltear nárbh inmholta "ábhair phraiticiúla" a chur i bhfeidhm roimh aois a 13 bliana, meastar go bhfuil ábhair thábhachtacha ann, siad sin liníocht, eolas ar Nádúr agus Corpoiliúint, ar thairbheach iad a bheith sa gcúrsa léinn. (159.)

40. Leanann tromlach maith de dhaltaí dá gcuid bunscolaíochta go dtí deireadh Ranga VI, ach dealróidh sé go bhfuil uimhir chúiseach nach leanann. (160-163).

41. Bhíonn a bhformhór siúd a imíos roimh dheireadh Ranga VI in aois fágála scoile. Tá bheith cúraim le caitheamh lena nduil chun cinn sa mbunscoil. (164.)

42. Is mó, áfach, ná mar bhíodh, an cothrom d'iomlán na ndaltaí a théas thré Rang VI agus thairis. (165.)

Houses of the Oireachtas

Cúrsa léinn na bunscoile

43. Is tuairim choitianta í go bhfuil an cúrsa léinn atá ann ro-chúng. (167.)

44. Cé go bhféadfadh leathnú an-mhór ar an gclár an caighdeán sna bun-ábhair d'íslíu, tá contúirtí áirithe sa gcúrsa cúng léinn. (169-171.)

45. Chun cúrsa oiriúnach léinn do cheapadh, ní mór an uimhir is lú ábhar, a bhéarfadh oideachas comhlán, do thogadh. (172.)

46. Dá chóir na hábhair sin a chur mar chuid cheart den chúrsa. (172.)

47. Molann an Chomhairle, ar an iomlán, go nglacfaí leis an gcúrsa coiteann léinn seo leanas: Teagasc Creidimh, Gaeilge, Béarla, Uimhríocht, Stair, Ceol, Corpoiliúint, Eolas ar Nádúr, Tíreolas, Liníocht, agus Obair Shnáthaide (do chailíní). (173.)

48. Moltar freisin go mbeadh Ailgéabar agus Céimseata mar ábhair éigeantacha i gcúrsaí léinn scoil a mhéid atá siad anois éigeantach, ach ceadh a bheith ag aon scoil ar leith na hábhair sin d'fhágáil as an gclár agus an t-am a cheapfaí dóibh a chaitheamh le hUimhríocht sa gcás go measfaí go mba thairbhí sin a bhéanamh. (173, 184.)

49. Tá sé beartaithe go nglacfaí leis an gcúrsa coiteann léinn seo sna scoila uile, seachas scoila agus earnála nó ranga naíonáin. (174.)

50. It is suggested that the standard curriculum be modified to meet the special circumstances of one-teacher schools, and two-teacher schools in which both teachers are not trained teachers. (175.)

51. Separate and detailed programmes in the subjects of the curriculum for one-teacher, two-teacher, three-teacher, and larger schools, respectively, should be prepared by the Department. (176.)

52. Notes regarding the place, value and treatment of each subject, and suggestions as to the contents of the programmes to be provided, are contained in Chapters VI-IX. (193.)

53. Optional subjects are not proposed for the curriculum. (177.)

54. Where it is so desired a manager should be permitted, subject to the approval of the Department, to include another subject of satisfactory practical and educational value in the curriculum of any of his schools or to substitute such subject for Drawing or Nature Study. (177.)

55. Schools which already include Rural Science, Cookery and Domestic Economy in the curriculum should be encouraged in their efforts, and facilities should be given to other schools to follow their example. (180, 181.)

56. Civics should be taught incidentally through those subjects which lend themselves naturally to the teaching of citizenship. (183.)

57. Most of our members consider that the present programme of Infant training is on the whole suitable. (184.)

58. (*a*) The majority of the Council recommend that the teaching of English as a subject be obligatory for one half hour daily in Infant classes in schools outside the Irish-speaking districts, no change being recommended in present practice in schools in these districts. (185.)

(*b*) A minority recommend that no change be made in the present regulations whereby the teaching of English is optional in Infant classes and in Standard I, but that provision should be made in the curriculum for the formal teaching of that language where the manager of the school so desires. (244.)

59. The Council as a whole recommend that where parents, as represented by the manager of a school, desire that the work of the school be conducted wholly through Irish, the Minister should make provision for such school to be conducted on an all-Irish basis. (185.)

60. The curriculum to be pursued in the primary school from the infant age up to 12 years of age is regarded, in the case of the average child, as the curriculum for the school up to the end of Standard V. (189.)

61. The curriculum proposed is as follows :

Infants : as at present, subject to the proposal regarding the position of English.

Stds. I-II : Religion, Irish, English, Arithmetic, Music, Physical Training and Drawing.

50. Moltar go n-atrófaí an cúrsa coiteann le freastal ar cás ar leit na scol aon-oide, agus na scol dá-oide nach oidí oilte an deirt oidí iontu. (175.)

51. Ba cóir go gcuirfeadh an Roinn mion-cláir, ar leitlig, de na hábair ar fáil i gcóir scol aon-oide, dá-oide, trí-oide, agus scol is mó ná sin, fá seach. (176.)

52. Tugtar nótaí fá ionad, fiúntas agus mod ionramála gach aon ábar, agus moltaí fá réim na gclár atá le ceapadh, i gCaibidil VI-IX. (193.)

53. Ní moltar ábair neamhéigeantacha sa gcúrsa. (177.)

54. Sa gcás gur mian sin leis, ba cóir ceadh a deit ag bainisteoir, ach an Roinn d'aontú leis, ábar eile a mbeadh leor-tairbe praiticiúil nó oideachais ann a cur ar chúrsa aon cheann dá cuid scol nó a cur in áit liníochta nó eolas ar Nádúr. (177.)

55. Ba cóir go neartófaí iarracht na scol sin a bhfuil Tuaiteolaíocht, Cócaireacht agus Tios ar an gcúrsa acu cheana agus go bhfaigeadh scola eile an deis a sampla a leanacht. (180, 181).

56. Tá saoránacht le múineadh go teagmhasach tré ábair a bheileann sé saoránacht a theagasc mar chuid díob. (183.)

57. Measann bunáite ár gcomaltaí go bhfuil an clár oiliúna naiondn, atá ann, feiliúnach ar an iomlán. (184.)

58. (a) Molann tromlach na Comairle go mbeadh teagasc an Bhéarla, mar ábar, éigeantach ar feadh leat-uaire sa lá i ranga naiondn i scola lasmuigh den Gaeltacht; ní moltar aon athrú a dhéanamh sa nós a leantar fá láthair i scola na Gaeltachta. (185.)

(b) Molann mionlach gan aon athrú a dhéanamh sna rialacha atá i bhfeidhm fá láthair agus fána bhfuil teagasc an Bhéarla neamh-éigeantach ag Naiondm agus i Rang I, ach socrú a dhéanamh sa gcúrsa chun teagasc foirmiúil a thabairt i mBéarla sa gcás gur mian le bainisteoir na scoile sin. (244.)

59. Molann an Comairle, ar an iomlán, sa gcás gur mian le bainisteoir, thar ceann na dtuismitheoirí, go ndéanfaí obair na scoile tré Ghaeilge, go ndéanfadh an tAire socrú go n-oibreoch an scoil sin ar fhoras iomlán Gaeilge. (185.)

60. Glactar leis gurb ionann cúrsa na scoile óna tús suas go deireadh Ranga V agus an cúrsa a leanfaí sa mbunscoil ó aois naiondn go haois 12 bliain, i gcás an ghnáth-páiste. (189.)

61. Seo é an cúrsa atá dá mholadh:

Naiondm: mar atá, fá réir an molta i dtaobh ionaid an Bhéarla.

Rga. I-II: Teagasc Creidimh, Gaeilge, Béarla, Uimhríocht, Ceol, Corpoiliúmt agus Liníocht.

Stds. III-IV : As in Standards I-II, with History (in story form), Nature Study, Geography (based on local geography) and Needlework (for girls).

Std. V : The curriculum is the full standard curriculum proposed, Algebra and Geometry to be introduced in this Standard in schools in which these are taken. (190-191.)

62. The foregoing curriculum should be modified in the case of one-teacher and certain two-teacher schools. (192.)

Chapter VI

Religious Instruction

63. It is not the Council's place to make recommendations regarding religious education or religious instruction. They emphasise however the primacy of religious values in the schools and draw attention to the importance which the State attaches to religious education. (196.)

Chapter VII

Language

Irish

64. While some of our members consider that the introduction of Irish in the curriculum should be postponed to an age between 8 and 11 years in schools in the English-speaking districts, the majority recommend that the teaching of Irish be introduced as from the beginning of the primary school. (209-211.)

65. (a) Some of our members urge that, if Irish be introduced in Infant classes in schools in English-speaking districts, a teaching period of at most one hour daily would be sufficient, the remainder of the Infant programme to be taught through the medium of the home language. (214.)

(b) The majority consider that the programme in the Infant classes is essentially a language programme designed to give young children from English-speaking homes a basic and vernacular command of Irish and, having regard to the national aims in relation to Irish, they recommend that the present practice be maintained. (215-216.)

66. Special provision, however, should be made in Infant and higher Standards for children whose level of intelligence is found to be lower than average. (213.)

67. The knowledge of Irish, oral and written, to be expected from the average child should be such as will meet the needs of his ordinary daily experiences. (217.)

68. Oral expression should take precedence over all other sections of the Irish programme, and the reproduction in the pupil's own speech and the discussion in class of reading lessons should be given a more important place. (218-219.)

Rg. III-IV: Mar atá i Rangaí I-II, agus Stair (i bpoirm scéalta), Eolas ar Nádúr, Tíreolas (ar bun tíreolais áitiúil), agus Obair Shátaide (do cailíní).

Rg. V: Sé an lán-churaclam coiteann atá dá mholadh an churaclam, ach go dtosnófaí ar Ailgéabar agus Céimseatam sa rang seo i scoileanna múmpí iad sin. (190-191.)

62. Tá an churaclam roimhe seo leathan agus scoil aon-oide agus scoil áirithe dá-oide. (192.)

Caibidéal VI

Teagasc Creidimh

63. Ní hé áit na Comhairle moltaí a dhéanamh i dtaobh oideachais chreidimh ná Teagasc Creidimh. Dearbhaíonn sí, áfach, príomhacht agus mór-luach an chreidimh sna scoileanna agus díríonn sí aird ar an tábhacht a thugas an Stát féin d'oideachas creidimh. (196.)

Caibidéal VII

Teanga

An Ghaeilge

64. Measann cuid dár gcomhaltaí nár chóir Gaeilge a thabhairt isteach sa churaclam go dtí aois idir 8 agus 11 bliain i scoileanna sa "nGalltacht," ach molann an tromlach go dtosnófaí ar Gaeilge a teagasc ó thús na bunscoile. (209-211.)

65. (a) Tá cuid dár gcomhaltaí go láidir den tuairim, má tosnaítear ar Gaeilge a teagasc i ranganna naíonán i scoileanna sa "nGalltacht," gur leor ar a mhéid dó sa lá tréimhse teagaisc uair a chloig, an chuid eile den chlár naíonán a theagasc trí an teanga teaghlaigh.

(b) Measann an tromlach gur chóir teanga ó bhunús é clár na ranganna naíonán, a bheith sé ceaptha dó bun-chumas labhartha Gaeilge a thabhairt do pháistí óga as teaghlaigh ina labhartar Béarla agus, ag áiteamh na gcuspóirí náisiúnta i leith na Gaeilge, molann siad go leanfaí den nós atá ann fá láthair. (215-216.)

66. Ba chóir, áfach, riar ar leith a dhéanamh, i ranganna naíonán agus os a gcionn, ar pháistí ar íseal ná an meán a gcaighdeán intleachta. (213.)

67. Ba chóir a bheith ag súil go gcuirfeadh an tSnáthpháiste oiread eolais ar Gaeilge, idir a labhairt agus a scríobh, agus a d'fhreagródh riachtanais a tSnáth-shaoil ó lá go lá. (217.)

68. Ba chóir do chaint thús áite d'fháil ar na coda eile de chlár na Gaeilge, agus ba chóir go dtabharfaí ionad níos tábhachtaí don díospóireacht sa rang agus don at-insint, i leagan an dalta féin, ar cheachta léitheoireachta. (218-219.)

69. The supply of books and papers in Irish for the use of children is still very insufficient. (220.)

70. Irish poetry as an aid to language learning should be used in conjunction with the music class. (221.)

71. The time at present allotted to written work in both Irish and English should be reduced; written English to begin in Standard II as in the present programme; transcription and dictation in Irish to be postponed until Standard III and Standard IV, respectively; sentence formation and composition in Irish to be postponed until Standard V. (223.)

72. The formal teaching of grammar in the higher Standards should be limited to the rudiments which give the broad principles on which correct speech is based. Exercises in parsing and analysis should be curtailed once the principles of these processes have been grasped. (224.)

73. A separate syllabus in Irish for schools in the Irish-speaking districts should be provided, and the language programme for schools in " bilingual districts " should aim at encouraging pupils to foster and strengthen the relationship between the Irish which they learn in school and that which is spoken in particular homes or by particular individuals in the locality. (225-226.)

74. A number of our members consider that the medium of instruction should, in all classes, be the home language. (227.)

75. (*a*) The majority of the Council favour the use of Irish as a medium of instruction (in Standards above Infants) where the conditions prescribed at present for such use are fulfilled, namely that the teacher is competent to teach through Irish and that the pupils can assimilate the instruction so given. (228-235.)

(*b*) They agree, however, that the rule governing the use of Irish as a medium of instruction should be flexible, while progressively greater use should be made of Irish as a medium from Standard to Standard. (236.)

(*c*) Experience, in the circumstances of each school, should determine which medium to adopt for any particular class. (237.)

76. The incidental use of Irish as a school language and for extra-class activities is of great importance. (238.)

77. Various motives for the study and use of Irish should be stressed according to the pupil's ability to appreciate them. (239-240.)

78. There should be no dearth of aids to the teaching of Irish. (242.)

79. A special research and advisory section should be established in the Department to provide advice on teaching methods and aids in general, but especially those used in the primary school, and on the teaching and advancement of Irish in the schools. (242.)

80. Publications intended for the use of teachers should, as far as possible, be issued in Irish. (242.)

69. Ní leor cor ar bit fós a bfuil de leabra agus de páipéir i nGaeilge ann le haghaidh páisti. (220.)

70. Ba cheart leas a baint as filiocht na Gaeilge, mar áis cun múineadh teanga, i gcomhar leis an rang ceoil. (221.)

71. Ba chóir an t-am a caitear le hobair scriofa i nGaeilge agus i mBéarla araon a laghú ; tosnú ar scriob an Bhéarla i Rang II mar atá sa gclár atá ann; atscriob agus deachtú i nGaeilge a chur siar go dtí Rang III agus Rang IV, fá seach; cumadh abairtí agus ceapadóireacht i nGaeilge a chur siar go Rang V. (223.)

72. Níor chóir a bheit i dteagasc gramadaí sna hard-ranga ach an bunús a léireodh na prionsabail ar a ndéantar urlabra chruinn. Tá cleachtadh ar mhodhalú agus ar thaifeach le laghú ón uair atá tuiscint ar phrionsabail na gcúrsaí sin ag na daltaí. (224.)

73. Ba cheart clár ar leith Gaeilge a cheapadh do scola sa nGaeltacht, agus ba chóir go mbeadh sé de chuspóir ag an gclár teanga i scola " Breac-Ghaeltachta " na daltaí a spreagadh leis an ngnáthol atá idir an teanga a foghlaimíonn siad ar scoil agus í sin a labhraíos teaghlaigh áirithe nó daoine ar leith sa gceantar a chothú agus a neartú. (225-226.)

74. Measann cuid dár gcomhaltaí gurb í an teanga bhaile ba chóir a bheit mar airmheán teagaisc i ngach rang. (227.)

75. (a) Tá formhór na Comhairle i bpábhar an Ghaeilge d'úsáid mar airmheán teagaisc (i ranga os cionn Naíonán) san áit a gcomhlíontar na coinníollacha atá leagtha síos fá láthair len aghaidh sin, sé sin, go bfuil an múinteoir inniúil ar teagasc thré Ghaeilge agus go bhféadann na daltaí teagasc den tsórt sin a ghlacadh. (228-235.)

(b) Aontaíonn siad, áfach, gur chóir don riail a bhaineas le húsáid na Gaeilge mar airmheán teagaisc a bheit so-lúbtha, agus san am céanna gur mó a bhaineas leas as Gaeilge mar airmheán ó rang go rang. (236.)

(c) Ba chóir go socrófaí do réir thaithí, i gcás gach aon scoil, cén t-airmheán a húsáidfeofaí in aon rang ar leith. (237.)

76. Tá rí-thábhacht ag baint le húsáid na Gaeilge mar theanga scoile agus mar theanga in imeachta laethúil den rang. (238.)

77. Ba chóir treise a chur le húdair éagsúla atá le foghlaim agus le labhairt na Gaeilge do réir mar bhios cumas cun a dtuisceana sa dalta. (239-240.)

78. Níor chóir go mbeadh aon uireasa áiseanna ann do mhúinteoireacht na Gaeilge. (242.)

79. Moltar go mbunófaí rannóg ar leith sa Roinn, i gcóir taighde agus comhairleachain, cun comhairle a thabhairt fá mhodha múinte agus áiseanna i gcoitinne, ach go háirithe fútu sin a húsáidtear sa mbunscoil, agus fá theagasc agus fá forbairt na Gaeilge sna scola. (242.)

80. Ba cheart gur i nGaeilge, comh fada agus ab féidir, a cuirfí amach foilseacháin i gcóir múinteoirí. (242.)

81. Prizes for proficiency in oral Irish should be awarded to deserving pupils, in order to encourage the use of the language. (243.)

English.

82. Speech-training should be the sole purpose of English in Infant classes, and should be emphasised for all Standards. (246.)

83. The general aim of the school in teaching English should be to impart a grammatically correct knowledge of English in speech and writing. (246.)

84. English reading should be postponed until Standard 1. (246.)

85. Class discussion on the matter of reading lessons should be stressed and greater use made of silent and private reading in senior classes. (247.)

86. Reading, generally, should foster literary taste. (248.)

87. Poetry should be used for the cultivation of speech, choral teaching of verse and prose, as well as individual recitation, to be encouraged to this end. (249.)

88. By the end of Standard VI, the pupil should know the parts of speech and their functions and have a good idea of simple analysis. (250.)

89. All through the school, due attention should be given to penmanship, punctuation and neatness in written exercises. (251.)

90. When separate programmes are being prepared, special consideration should be given to the requirements in English of schools in Irish-speaking districts. (252.)

Houses of the Oireachtas

Chapter VIII.

Arithmetic.

91. No change is suggested in the syllabus and practice followed at present in relation to number learning in Infant classes. (255.)

92. The teaching of Arithmetic through Irish in Standard 1 and higher Standards should be subject to the general principles governing the teaching of other subjects through Irish. (255.)

93. The process and tables of multiplication should be postponed to Standard II. (256.)

94. Arithmetic should be taught principally as "mental Arithmetic;" fundamental processes should be all applied to values well within the child's ability to realise, and problems set for pupils should be practical, simple and direct. (257.)

95. Practical exercises and experiments by the pupils in measuring and obtaining data should be used throughout the course. (258.)

96. In all schools training in mensuration should be given. (259.)

81. Cun úsáid na Gaeilge a spreagadh, ba cóir tuaiseanna as ucht a bpeadhais i labhairt na Gaeilge a beit ar fáil le bronnadh ar dhaltaí a thuillfeadh iad. (243.)

Béarla

82. Is oiliúint urlabhra ba cóir a beit mar aon-toisc le Béarla i ranga naíonán; tá tábhacht léi freisin san uile rang. (246.)

83. Ba cóir é beit i gcoitinne mar chuspóir ag an scoil, i dteagasc an Bhéarla, eolas cruinn, gramadúil a thabhairt ar Bhéarla ó thaobh a labhartha agus a scríofa. (246.)

84. Ba cheart léamh Béarla a chur ar gcúl go dtí Rang I. (246.)

85. Tá tábhacht le tabhairt do chomhrá sa rang ar ábhar na gceacht léitheoireachta agus breis leasa le baint as léitheoireacht os íseal agus léitheoireacht phríobháideach sna ranga sinsear. (247.)

86. I gcoitinne, ba cóir go gcothódh an léitheoireacht claonadh le litríocht fiúntaigh. (248.)

87. Ba cóir leas a bhaint as an bhfilíocht chun dea-urlabhra a shaothrú, agus cór-theagasc béarsaíochta agus prós d'úsáid chuige sin. (249.)

88. Fá dheireadh Ranga VI, ba cheart eolas ar na ranna insce agus ar a bpeiromeanna a beit ag an dalta agus tuairim mhaith a beit aige de thaifeach simplí. (250.)

89. Is ceart go bhfaigheadh láimhscríobh, poncaíocht agus slacht in obair scríofa a ndíol aire i gcónaí. (251.)

90. Nuair a bheas cláir ar leithligh dá gcur le chéile, ba cheart go mbreathnófaí go speisialta riachtanais na scol i gceantair Ghaeltachta ó thaobh an Bhéarla. (252.)

Caibidéal VIII

Uimhríocht

91. Níl aon athrú dá mholadh ar an sullabas ná ar an nós a leantar fá láthair ó thaobh foghlama uimhríochta i ranga naíonán. (255.)

92. Ba cóir múineadh Uimhríochta tré Ghaeilge i Rang I agus os a chionn a beit do réir na bprionsabal ginearálta a riaras teagasc ábhar eile tré Ghaeilge. (255.)

93. Ní ceart tosnú ar mhóda ná ar thablaí iolruithe go dtí Rang II. (256.)

94. Is mar "uimhríocht béil" is mó ba cóir Uimhríocht a theagasc; ba cóir bun-bearta d'oibriú ar luacha a mbeadh sé ar chúmas an pháiste a mbrí a thuiscint, agus ba cóir na ceisteanna a cuirfí ar dhaltaí a beit praiticiúil, simplí, díreach. (257.)

95. Is ceart go mbainfí ar fead an chúrsa leas as bearta agus triala praiticiúla a dhéanfadh na daltaí féin chun tomhaiseanna agus dála eile d'aimsiú. (258.)

96. I ngach scoil, ba cóir oiliúint ar thuisíocht a thabhairt. (259.)

Algebra and Geometry.

97. An elementary knowledge of the meaning of Algebra and Geometry should be given through Arithmetic in all schools. (260.)

98. Where these subjects are included as separate subjects in the curriculum, the present programme might be less ambitious in scope. (260.)

99. No distinction should be made between classes taught by men and those taught by women as regards the teaching of algebraic symbols and formulae or of mensuration, and the inclusion of a course in Algebra and Geometry in girls' schools might be considered. (261.)

History.

100. The outline of Irish History should be known to every child by the time he leaves school. (263.)

101. History should be introduced, formally, by way of stories in Standard III and continued in Standard IV. (264.)

102. A selection of stories dealing with historical personages and events from the earliest times down to 1014 A.D. at least, should be prepared, a certain number of these, at the teacher's choice, to be taught in Standards III-IV. (264.)

103. This informal course might also give some idea of the sources of our civilisation—the Holy Land, Egypt, Greece and Rome. (267.)

104. The formal History course in Standards V-VI should be the History of Ireland from the earliest times to 1921, taught by way of outline and linking pivotal movements indicated in the Report. (264-265.)

105. Dates, names and military events should be introduced only to the extent necessary to give a chronological idea of History, being subordinated in each period to religious, social, industrial and cultural aspects. (266.)

106. Local history should be given prominence and pupils encouraged to collect and relate lore connected with local historical events and places. (268.)

107. The time given to local history could be divided between the oral Irish class and the History lesson on the appropriate period. (268.)

108. Visits to places of historical interest should be arranged occasionaly. (268.)

109. Use should be made of sketch drawings, the study of maps and charts, and class discussion to relate the work in History, Geography and Drawing. (269.)

Music.

110. There should be no school without a teacher competent to teach vocal music. (272.)

Ailgéabar agus Céimseata

97. Ba ceart bunús tuisceana ar Ailgéabar agus ar Céimseatam a tabairt tríd an Uimríocht i ngach scoil. (260.)

98. Sa gcás go múintear na hábair seo mar ábair ar leith den cúrsa, níor mhiste réim an cláir atá ann a beith níos cúmgte. (260.)

99. Níor cóir idirdealú a déanamh idir ranga fá fir agus ranga fá mná ó thaob comhartaí agus foirmlí ailgéabair agus céimseatan a teagasc, agus níor mhiste a breathnú an bpéadpaí cúrsa in Ailgéabar agus i gCéimseatam a tabairt i scola cailíní. (261.)

Stair

100. Is ceart go mbeadh uraiceacht Staire na hÉireann ar eolas gach dalta fán am a bpágta sé an bunscoil. (263.)

101. Ba cóir tosnú ar Stair a múineadh go neamhfoirmiúil, tré scéalta, i Rang III agus leanacht leo i Rang IV. (264.)

102. Ba ceart sreath scéalta fá daome agus fá bearta stairiúla, ó tús ama go dtí 1014 A.D. ar a laghadh, d'ullmhú, agus go múnpí méid áirithe díobh, de roghain an múinteora féin, i Ranga III-IV. (264.)

103. Féadpaí, sa gcúrsa neamhfoirmiúil seo, léargas éigin a tabairt ar fomsí ár saothálacha—an Tír Naofa, an Éigipt, an Ghréig agus an Róimh. (267.)

104. Stair na hÉireann ó tús ama go dtí 1921 ba cóir a beith sa gcúrsa foirmiúil staire do Ranga V-VI, ach go múnpí í sin mar shnáithe a ceanglódh na príomh-ghluaiseachta a luaitear sa Tuarascáil. (264-265.)

105. Ní call dátaí, ainmneacha ná bearta míleata a lua ach mar is riachtanach chun léargas a tabairt ar ord aimsire na Staire, agus ba cóir níos mó tábhacht a tabairt do chúrsaí creidimh, comhdaonnachta, tionscal agus saíochta na staire. (266.)

106. Ba ceart tábhacht a tabairt don stair áitiúil agus daltaí a spreagadh chun seanchas a bailiú agus d'aithris i dtaob imeachta agus ionad stairiúla na háite. (268.)

107. Féadpaí an t-am a caitpí le stair áitiúil a roimnt idir an rang comhrá Gaeilge agus an rang cuí Staire. (268.)

108. Ba cóir cuairt a tabairt ó am go ham ar áiteacha stairiúla. (268.)

109. Ba ceart leas a bhaint as breac-líniocht, staidéar a déanamh ar léarscála agus ar chairteacha, agus díospóireacht a déanamh sa rang chun an obair sa Stair, sa Tíreolas agus sa líniocht a ceangal le chéile. (269.)

Ceol

110. Níor ceart go mbeadh aon scoil gan múinteoir a bheadh inniúil ar ceol chuta a teagasc. (272.)

111. All teachers should be trained in musical appreciation and, as far as possible, teachers of music should also acquire some skill in instrumental music. (272.)

112. Further refresher courses in Music, over longer periods, should be held, more provision to be made especially for choral singing and conducting. (272.)

113. Training in musical appreciation should be given in every school and to every pupil. For this purpose a gramophone and a selected set of records and notes might be provided. (273.)

114. School bands and choirs should be encouraged. (274.)

115. Normally, schools should allow three periods per week for Music up to Standard V, and in larger schools to senior classes as well, but all schools would benefit if more time were devoted to the subject. (275.)

116. Words of songs should be taught in the oral Irish classs. (276.)

117. A wide selection of songs suitable for different grades and types of schools should be prepared by the Department, the songs to be taught in each school to be chosen from this selection by the teacher. (277.)

118. Religious music should find a place in the Music class wherever circumstances permit. (278.)

Physical Training.

119. Physical Training should include education in hygiene, under the title of Corpoiliúint agus Sláinteolas. (280.)

120. While the introduction of drill on any major scale is open to objections, some ordered exercises should be provided. (281.)

121. The aims of the programme should be the development of carriage and physical alertness, good posture in sitting and the general cultivation of health. (283.)

122. The syllabus of physical training should include simple formation and marching exercises, breathing exercises, simple rhythmic actions and exercises in deportment and posture, Irish dancing being also recommended. (284.)

123. " Safety First " instruction should be included in the programme. (284.)

124. The teaching of the syllabus suggested for health and hygiene should be accompanied by practical exercises and demonstrations. (281, 285.)

125. In " mixed " schools, in which boys and girls are not given separate instruction in the subject, care should be taken that exercises prescribed are suitable for mixed groups. (286.)

126. Games should always be organised separately for boys and girls. (286.)

111. Ba cóir oiliúint i ndea-thuiscint ceoil a beith ar gach múinteoir agu com fada agus is féidir, cumas i gceol uirnise a beith ag gach múinteoir ceoil. (272.)

112. Ba cheart tuilleadh atcúrsaí i gCeol a thionól, iad leanacht ar fead tréimsí nios faide, agus fearas barr freastail a dhéanamh ar chór-cheol agus ar chór-stiúradh. (272.)

113. Ba cóir dea-thuiscint don cheol a tabairt i ngach scoil do gach uile dhalta. Ina cóir seo, féadfaí gramafón agus sliocht ceirnini agus nótaí eolais a chur ar fáil. (273.)

114. Ba cóir cuideú agus moladh a tabairt do cheolbuionta agus cóir scoile. (274.)

115. De ghnáth, ba cóir do scola trí thréimse sa tseachtain a caitheamh le Ceol sna ranga suas go dti Rang V, agus sna hard-ranga freisin i scola móra, ach b'fearrde gach scoil dá gcaiti nios mó ama le Ceol. (275.)

116. Ba cheart focla na n-amhrán a mhúineadh i rang an chomhrá Gaeilge. (276.)

117. Ba cóir don Roinn roga maith d'amhráin d'ainmniú i gcóir na rang agus na gcineál éagsúla scol, agus ceadh a beith ag oide na cinn a b'feiliúnaí dá scoil féin a thogadh astu sin. (277.)

118. Aon áit arb féidir sin, ba cheart ionadh sa rang ceoil a tabairt do cheol eaglaise. (278.)

Corpoiliúint

119. Ba cheart teagasc fá cúrsaí slánteachais a beith mar chuid den Chorpoiliúint, fán teideal Corpoiliúint agus Slánteolas. (280.)

120. Cé go bfuil locta áirithe ar mór-chuid druileach a múineadh, ní foláir cleachta eagraithe éigin a tabairt. (281.)

121. Cuspóirí an cláir feabas a chur ar iompar agus ar bheogacht coirp, bealach ceart le suí a mhúineadh agus cúram a dhéanamh den tsláinte i gcoitinne. (283.)

122. Ba cóir go mbeadh, i gclár teagaisc na corpoiliúna, cleachta simplí buion-eagair agus máirseála, cleachta anála, ghníomharta simplí rithimiúla agus cleachta ar mhodh ceart siúil agus iompair; moltar rinci Gaelacha freisin mar chuid de. (284.)

123. Ba cóir teagasc fá "Thrácht-ghnais do shéachaint" a tabairt mar chuid den chlár. (284.)

124. Ba cheart cleachtadh agus léiriú praiticiúil a tabairt ar an teagasc a moltar i gcúrsaí slánte agus slánteachais. (281, 285.)

125. I scola "measctha," nach múintear an t-ábar iontu do bhuachaillí agus do chailíní ar leithligh, ba cóir a beith san airdeall go bfeilfidh na cleachta a toghtar do bhuionta measctha. (286.)

126. Ba cóir cluichí fá leith a chur ar siúl do bhuachaillí agus do chailíní i gcónaí. (286.)

127. Every school should foster organised games, for which the provision of adequate playgrounds is imperative. (287.)

128. Covered enclosures are also necessary. (287.)

129. At least one-half hour weekly (apart from recreation and " breaks ") should be allotted to physical and health training in all Standards above Infants. (288.)

130. The time allotted may be divided into two or three periods each week. (288.)

131. Open-air exercises, where possible, should be preferred to indoor training. (288.)

132. Pupils' movements between playground and classrooms should be used for training in deportment and conduct. (288.)

133. For reading, conversation and similar lessons, pupils should, preferably, stand in class. (288.)

134. A suitably edited and illustrated handbook of the programme suggested should be provided for the use of teachers. (289.)

Chapter IX.

Nature Study.

135. The subject might preferably be known as " Environmental Knowledge " or a similar acceptable term in Irish. (291.)

136. The general aims of the subject should be to stimulate and encourage the child's interest in, and appreciation of, his surroundings. (292.)

137. The teaching should lead children to observe and admire Nature, to inquire into their surroundings, to cultivate kindness to animals, to preserve trees and flowers, to beautify the home and to understand the value of food. (293.)

138. One period (half an hour) weekly should be allotted to the subject in each of the Standards above Standard II. (294.)

139. The teaching, throughout, should be closely related to Geography, Drawing and composition (oral and written), and used as an aid to conversation and discussion. (294.)

140. Each child should participate in activities and projects connected with the teaching of the subject. (296.)

141. In rural schools, the subject should be studied in a practical way. (297.)

Geography.

142. Geography should be introduced in Standard III by way of a factual and geographical knowledge of the school locality, complementary to the introduction of Nature Study, this study to be extended in Standard IV. (298-299.)

127. Ba ċeart cluiċí eagraiṫe a beiṫ ag gach scoil, agus ċuige sin tá dian-gá le faiċí ceart mearṫa. (287.)

128. Tá call le dion-ċlóis freism. (287.)

129. Ba ċóir ar a laġad tréimse leaṫ-uaire sa tseaċtain (le cois am súgarṫa agus gearr-ṡosa) a ċaiṫeamh le corpoiliúmt agus sláinteolas i ngaċ rang os cionn Naiónán. (288.)

130. Féadfaí dó nó trí de ṫréimsí gearra sa tseaċtain a déanamh den tréimse leaṫ-uaire sin. (288.)

131. D'fearr cleaċtaḋ fán aer, nuair oireann sé, ná cleaċtaḋ a déanfaí istiġ. (288.)

132. Ba ċóir leas a baint as gluaiseaċt na ndaltaí idir na faiċí mearṫa agus na seomraí rang ċun oiliúint i ngoṫaḋ gluaiseaċta agus corp-iompair a ṫabairt. (288.)

133. D'fearr daltaí a beiṫ ma seasamh sa rang le linn ceaċta léiṫeoireaċta, comrá agus a leiṫéid. (288.)

134. Ba ċeart láimleabhar den ċlár atá dá mholaḋ, a beaḋ fá eagar feiliúnaċ agus a mbeaḋ léaráidí inti, a ċur ar fáil do mhúinteoirí. (289.)

Caibideal IX

Eolas ar Nádúr

135. D'fearr, d'féidir, "Eolas Iomṡaoil" nó a ionúil de ṫéarma oiriúnaċ Gaeilge a ṫabairt ar an ábhar. (291.)

136. Cuspóir coiteann an ábhair spéis an páiste sa saol ṫimpeall air a méaḋú agus a spreagaḋ, agus taitneamh dá comharsanaċt a ṫabairt dó. (292.)

137. Ba ċóir gurb é toraḋ a múinte go ndéanfaḋ na páistí an dúlra a ġrinniú agus a hiontais a ċroṫnú, a bfuil ṫart orṫu d'fiosrú, cineáltaċt le hainmiṫe a ċoṫú iontu, craiṁ agus bláṫa a ċoimeáil slán, a mbaile a mhaisiú, agus tuiscint d'fáil ar ṫairbe beaṫa. (293.)

138. Ba ċeart tréimse amháin (leaṫ-uair) sa tseaċtain a ċaiṫeamh leis an ábhar i ngaċ rang os cionn Rang II. (294.)

139. Ba ċóir i gcónaí go mbeaḋ dlúṫbaint ag an teagasc leis an Tíreolas, leis an Liníoċt, agus leis an gceapaḋóireaċt (idir scríofa agus labarṫa), agus go mbainfí leas as i gcóir comrá agus díospóireaċta. (294.)

140. Ba ċóir go mbeaḋ gaċ dalta páirteaċ i ngníomhaċta agus i mbearta a bainfeaḋ le múineaḋ an ábhair. (296.)

141. I scola tuaiṫe, ba ċóir go mba praiticiúla an staiḋéar a déanfaí ar an ábhar. (297.)

Tíreolas

142. Ba ċóir tosnú ar Tíreolas i Rang III, ar mhoḋ eolais ar ġnéiṫe aiceanta agus tíreolaíoċta ceantair na scoile, agus mar comhlánú ar an gclár Eolas ar Nádúr, agus an staiḋéar sin a leaṫnú i Rang IV. (298-299.)

143. One period (half an hour) per week should be allotted to the subject in Standards III-IV. (298.)

144. For Standards V-VI, the present programme is considered, on the whole, to be suitable. (300.)

Drawing.

145. To take time from writing in order to teach Drawing, would in fact tend to improve the standard of handwriting. (302.)

146. The aims of Drawing in the primary school should be: the cultivation of self-expression and good taste, the appreciation of beauty, the development of imagination and the encouragement of observation. (303.)

147. The programme taught should be a continuation of that prescribed for Infants. (304.)

148. Two periods, or their equivalent, per week would require to be devoted to the subject. (305.)

149. Simple materials and equipment should be provided free. (306.)

150. The subject should be introduced gradually in the schools, following refresher courses for teachers where necessary. (307.)

Needlework.

151. The postponement of the subject to Standard III is favoured. (308.)

152. Time allotted to its teaching could be reduced to 1 hour per week in Standards III-IV, 2 hours to be provided in senior Standards. (309.)

153. The programme should aim at teaching the " mechanics " of sewing and stitching, simple cutting out and some knitting. (310.)

Chapter X

Staff.

154. Two problems are caused by the present organisation and staffing of schools: some teachers have classes that are too large, others too many classes. (313-315.)

155. The Council recommend that:

(a) in the case of pupils of the same standard and mental age, the average number of pupils on roll under the charge of a trained teacher should not exceed 40;

(b) the average enrolment in one-teacher schools should not exceed 25;

(c) the average number of pupils in charge of each teacher in a two-teacher school should not exceed 30, while in a three-teacher school that figure should be restricted to 35. (318-319.)

156. Wherever an untrained teacher is employed, the foregoing figures should be reduced. (319.)

143. Da cóir tréimse amáin (leat-uair) sa tseachtain a caitheamh leis an ábar i Rangaibh III-IV. (298.)

144. I gcóir Rangaibh V-VI, measfar go bfuil an clár a múintear fá láthair oiriúnach, ar a iomlán. (300.)

Líníocht

145. Is amhlaidh a chabhróidh sé le feabhas a chur ar láimhscríobh am a bhaint den scríbhneoireacht chun líníocht a theagasc. (302.)

146. Cuspóir na líníochta sa mbunscoil: cabhrú leis an dalta é féin a chur in iúl, tuiscint don dea-rogha agus dea-thuiscint don áilleacht a thabhairt dó, a shamhlaíocht d'fhorbairt agus a ghrinneacht a spreagadh. (303.)

147. Da cóir go leanfadh an clár as an teagasc a tugtar do Naíonáin. (304.)

148. Níorbh fholáir dá tréimse, nó a gcothrom, sa tseachtain a chaitheamh leis an ábar. (305.)

149. Níor mhór damhna agus deiseanna simplí a chur ar fáil in aisce. (306.)

150. Da cóir an t-ábar a thabhairt isteach do réir a chéile sna scoil, thar éis athchúrsaí a thabhairt do mhúinteoirí más call sin. (307.)

Obair Shnáthaide

151. Táthar i bhfábhar an t-ábar a chur siar go dtí Rang III. (308.)

152. Féadfaí an t-am a caitear lena mhúineadh a laghdú go dtí uair a chloig sa tseachtain i Rangaibh III-IV, agus dá uair a chaitheamh leis i rangaibh sinsear. (309.)

153. Da cóir go dtabharfadh an clár "bun-cheirdeanna" fuála agus ghreamanna, gearradh amach simplí agus roinnt chniteála. (310.)

Caibidéal X

Foireann Theagaisc

154. Tagann dá fhaidhb as an gcóras eagair agus foirne teagaisc atá i bhfeidhm fá láthair: tá cuid de na múinteoirí i mbun rang atá ró-mhór agus cuid eile i mbun an iomarca rang. (313-315.)

155. Molann an Coimisiún:

(a) nach mó ná 40 an meán-líon de dhaltaí, den chaighdeán agus den aois chéanna foráis mhleachta, ba chóir a bheith ar rolla fá chúram aon oide oilte;

(b) nár chóir gur mó ná 25 an meán-rolla i scoil aon-oide;

(c) nár chóir thar 30 dalta de mheán a bheith fá gach aon oide i scoil dá-oide, agus nach rachadh an figiúr sin thar 35 i scoil trí-oide. (318-319.)

156. Áit ar bith a mbeadh múinteoir neamhoilte ar fostú, go laghdófaí na figiúirí sin roimhe seo. (319.)

157. Additional staff is needed to ensure adequate treatment of the curriculum, special attention for backward pupils, the satisfactory realisation of school aims in relation to Irish and, in general, the raising and co-ordination of educational standards. (320-323.)

158. A plan to ensure the satisfactory staffing of schools, on the basis proposed, should be undertaken immediately. (324.)

159. Effect should be given with all possible speed to the Department's aim to recognise trained teachers only. (327.)

Size of School.

160. In no case should action be taken to discontinue a school until satisfactory arrangements are made for the education of pupils attending it. (328.)

161. The conveyance of children to a neighbouring school, in lieu of maintaining an existing school, should be regarded as an expedient of last resort. (328.)

162. No school should contain such a number of pupils as would render it impossible for the principal teacher to know each pupil, to maintain complete supervision of the work of his staff, and to devote some time to class-work. (329.)

163. Consideration might be given to the practicability of delegating some of the principal teacher's administrative duties to vice-principals. (329.)

Chapter XI.

The Primary School, its control and equipment.

164. It is considered that the theoretical object of the "system of National Education" is at variance with the principles of all religious denominations and with the realities in the primary school, and consequently that it needs re-statement. (331.)

165. The designation "Primary School," instead of "National School," would help to show that the schools, in general, are not State schools. (332.)

166. Every form of local co-operation to ensure the improvement and adequate maintenance of schools should receive encouragement from all interested in local welfare. (334.)

167. Steps should be taken through the co-operation of all concerned to ensure the satisfactory maintenance, heating and sanitation of primary schools. (336.)

168. Greater care should be taken to ensure that essential minimum equipment (desks, blackboards, etc.) is suitable and adequate, and that equipment and aids necessary for the teaching of the different subjects are available. (337.)

169. The education of no child should suffer through lack of working equipment due to poverty or other circumstances. (339.)

157. Tá sá le breis foirne cum leor-teagasc a tabairt sa gcúrsa léinn, cun aire ar leit a tabairt do páistí atá ar gcúl, cun cuspóir na scol i leit na Gaeilge a slánú go sásúil, agus, i gcoitinne, cun caighdeáin oideachais d'aroú agus a comhoroú. (320-323.)

158. Ba chóir dul láithreach i mbun scéime cun leor-foireann, do réir mar atá molta agamn, a sholáthar do na scola. (324.)

159. Ba chóir cuspóir na Roinne i dtaob oroí oilte amháin d'aithint a cur i gcrích com mear agus is féidir. (327.)

Méid na Scoile

160. Nior chóir in aon chás deireadh a chur le scoil go ndéanfaí socrú sásúil d'oideachas dhaltaí a bheadh ag freastal uirthi. (328.)

161. Nior cheart a mheas go ndéanfadh iompar páistí chuig scoil comharsanachta cúis in áit scoil atá ann a choth ach amháin sa gcás nach bfuil teacht tairis. (328.)

162. Nior chóir go mbeadh oiread sin dhaltaí i scoil agus a chuirfeadh thar cumas an príomhoide eolas a bheith aige ar gach aon dalta, maoirseacht iomlán a dhéanamh ar obair a chuid foirne agus roinnt ama a chaitheamh le rang-teagasc (329.)

163. Nior mhiste a scrúdú a n-oirfeadh sé cuid de dhualgais riaracháin an phríomhoide a chur ar leas-phríomhoirí. (329.)

Caibideal XI

An Bunscoil, a hurlámh agus a feistiú

164. Meastar go bfuil cuspóir teoiriciúil "an chóras Oideachais Náisiúnta" in éagmhéas le prionsabail na n-aicmí creidimh go léir agus leis an staid mar atá sna bunscola, agus, dá bhrí sin, go dteastaíonn sé athleagan a chur air. (331.)

165. Chuideoch an téarma "Bunscoil," in áit "Scoil Náisiúnta," lena thaispeáint nach scola Stáit iad na scola i gcoitinne. (332.)

166. Ba cheart go dtabharfadh cách a chuireas spéis i leas áitiúil tacaíocht do gach uile chineál comhair áitiúil cun foirgnimh scoile d'fheabhsú agus a choimeáil go sásúil. (334.)

167. Ba chóir go ndéanfaí beart, thré chomhar na nDreama uile lena mbaineann sé, a dheimneoch do na bunscola cothú, téamh agus sláintíocht a bheadh sásúil. (336.)

168. Is ceart a bheith níos cúramaí go bpeilirid agus gur leor an troscán riachtanach scoile (crimlíní, cláir dhubha, srl.) agus go mbí an fearas agus na háiseanna is gá, cun na hábhair éagsúla a theagasc, ar fáil. (337.)

169. Nior cheart go mbeadh easnamh ar oideachas aon pháiste de bharr uireasa fearais oibre de thoradh bochtanais nó eile. (339.)

170. Every school should contain a school library, however small, the use of which, for the private reading of senior pupils, should be regulated and supervised. (340.)

171. The present arrangements for the selection of text-books for schools are regarded as satisfactory. (342.)

172. The need for greater attention to the grading of lessons and to the contents of text-books is emphasised. (344.)

173. There is need for suitable school dictionaries, especially in Irish, and a graded vocabulary phrase-book in Irish. (344.)

Chapter XII.

Primary School Certificate.

174. (*a*) Some members of the Council are opposed to the holding of this examination. Reasons variously urged against it were: its being educationally unsound, unnecessary, of little practical importance, or detrimental to the work of the school. Some, though opposed to its being obligatory, would agree to its being optional. (349-351.)

(*b*) The majority recommend that, having regard to the aims originally set for it, to its utility in co-ordinating primary and post-primary education and to the demand for it on the part of parents, the Certificate examination on the existing basis be retained. (352-356.)

175. Care should be taken in setting the examination papers to ensure that the standard of the examination conforms to the standard originally intended for it. (352.)

176. The certificate might bear some reference to the candidate's proficiency in oral Irish. (355.)

177. Continuation Schools might discourage the entry of pupils who have not obtained the certificate. (354.)

178. The results of the examination should be issued in sufficient time to allow Secondary Schools to dispense with their own individual entrance tests in the case of pupils coming from National Schools. (354, 357.)

Homework.

179. Where home conditions are suitable, the practice of prescribing some homework is to be recommended. (361.)

180. Processes and lessons which have not already been well taught in class should not be prescribed as homework. (361.)

181. For pupils of junior standards a maximum of half an hour's homework per night is considered sufficient, while a maximum of one hour's homework might be allotted to senior pupils, the amount to be related to the capacity of the average child. (362.)

182. Individual pupils might be encouraged to undertake exercises and projects of their own selection. (362.)

170. Dá cóir go mbeadh leabharlann scoile, dá lagad í, i ngach scoil agus go mbaineadh daltaí timthireacha leas aisti, i gcóir léitheoireachta príobháidí, fá rialacha agus fá stiúir. (340.)

171. Measfar go bfuil an socrú atá ann fá láthair cun téacs-leabhra scoile a thogadh sásúil. (342.)

172. Meabhraítear an gá atá le tuilleadh aire a thabairt do ghrádú na gceachtanna agus don ábhar a bhíos i dtéacs-leabhra. (344.)

173. Tá call le foclóra oiriúnacha scoile, go háirithe i nGaeilge, mailli le leabhrán ghrádaithe d'fhocla agus de leaganacha cainte i nGaeilge. (344.)

Caibidil XII

An Teistiméireacht ar Dhúnoideachas

174. (a) Tá cuid de chomhaltaí na Comhairle i gcomhair an scrúdaithe seo a bheith ann. Ar na cúiseanna a cuireadh, go héagsúil, in aghaidh bí: é bheith loctha ó thaobh an oideachais, neamhriachtanach, ar bheagán tairbhe, nó díobhálach d'obair na scoile. Tá roinnt chomhaltaí i gcomhair a bheith éigeantach, ach d'aontóidís lena bheith neamhéigeantach. (349-351.)

(b) Molann tromlach na gcomhaltaí, as áiteamh na gcuspóirí a ceapadh dó go bunaidh, a thairbhe i gcomhordú an dhúnoideachais agus an oideachais iarbhunscoile, agus an éilimh atá air ó thaobh na dtuismitheoirí, go leanfaí den scrúdú ar an mbun atá faoi. (352-356.)

175. Dá cóir a bheith cúramach as ceapadh na bpáipéar scrúdaithe cun a chinntiú go mbeadh caighdeán an scrúdaithe ar chomhréir leis an gcaighdeán a ceapadh dó go bunaidh. (352.)

176. Féadfaí tagairt éigin a dhéanamh sa teastas do chumas labhartha Gaeilge an iarrthóra. (355.)

177. D'fhéadfadh Scola Leanúna gan úsáid a thabairt do dhaltaí tosnú sna scola sin d'uireasa an teastais. (354.)

178. Dá cóir tortaí an scrúdaithe d'foilsiú in am chun go bhféadfadh Meánscola dhéanamh gan a dtriala ionadaithe féin a chur ar dhaltaí a thiocfas chucu ó Scola Náisiúnta le dhéanamh. (354, 357.)

Obair Dhaile

179. Sa gcás a bfuil cúrsaí an daile oiriúnach, is mholtha an nós roinnt obair daile a thabairt le dhéanamh. (361.)

180. Ní ceart beartas agus ceachtanna nár múineadh go maith sa rang a thabairt mar obair daile. (361.)

181. Measfar gur leor do dhaltaí rang sóisear leath-uair a chloig, ar a mhéid, d'obair daile san oíche agus go bhféadfaí uair a chloig oibre ar a mhéid a thabairt do dhaltaí timthireacha, méid na hoibre a thomas do réir chumais an ghnáth-dalta. (362.)

182. Féadfaí daltaí a spreagadh le saothar nó beartas dá rogha féin a dhéanamh. (362.)

CONCLUSION.

409. We should like to express our warm thanks to our Secretary, Mr. Máirtín Ó Flathartaigh, for his invaluable assistance at all stages of our deliberations. His specialised knowledge, painstaking industry and unfailing courtesy greatly facilitated the compilation of this Report.

410. Throughout this Report, where different opinions on particular matters were strongly held by members of the Council, we have indicated such differences in the form of statements of minority and majority views and recommendations. While our signatures indicate that we accept the broad principles of the Report, the signature of any individual member should not be interpreted as an acceptance by that member of a particular opinion or recommendation, nor should such signature be regarded as indicating complete agreement with the terms in which an opinion is expressed even where the member agrees generally with the opinion.

MARTIN BRENAN, Chairman
H. ST. J. ATKINS
ANTHONY BARRY
BRÍD NÍ AIMHIRGIN
PÁDRAIG S. BREATHNACH
J. J. BUTLER
T. BYERS
R. LEE COLE
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UNA NÍ GIOLLA BHRIGHDE
SÉAMUS MAC GIOLLA SHEANAIGH
M. KENNEDY, C.S.Sp.
M. A. LATIMER
PÁDRAIG ERIC MAC FHINN
PÁDRAIG MAC GIOLLA CHEARA, S.P.
FEARGHAL MAC CRAITH, S.Í.
STEPHEN MACKENZIE
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ANNA H. O'CONNOR
CAITLÍN UÍ CHONCHUBHAIR
LIAM Ó MAOLCATHA
SÉAMUS P. Ó MÓRDHA
PÁDRAIG Ó SIOCHFHRADHA

M. Ó FLATHARTAIGH,
Rúnaí.

14 Bealtaine, 1954.

Houses of the Oireachtas

409. Bá maith linn ár mór-buíochas a chur in iúl don Rúnaí, Máirtín Ó Flatharta, as ucht a thug sé de chabhair rí-tharbheach dúinn i rith ár saothair. Bá mhór a d'éascaigh a chuid sameolais, a thúracht oibre agus a shíor-chórtas tiomsú na Tuarascála seo.

410. Tríd an Tuarascáil seo, aon uair a bí tuairimí éagsúla go láidir ag comhaltaí na Comhairle ar aon cheist, chuireamar sin in iúl tré thuairimí agus moltaí an mhionlaigh agus an tromlaigh a lua le cois a chéile. Cé gur ciall dár n-ainmneacha a beith leis an Tuarascáil go n-aontaímid leis na prionsabail leathna atá inti, níl sé de bhrí le síniú aon chomalta áirithe go n-aontaíonn an comalta sin le tuairim nó le moladh ar leith, ná níor cheart a mheas ón síniú sin go léiríonn sé aontas iomlán le leagan na bhfocal ina nochtar tuairim go fiú nuair a aontaíos an comalta leis an tuairim sin i gcoitinne.

Máirtín Ó Braonáin, Cathaoirleach
Bríd Ní Aimhirgin
Enrí Atkins
ANTHONY BARRY
Pádraig S. Breathnach
J. J. BUTLER
T. BYERS
Éamon Ó Cearbhaill
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Anna H. Ní Chonchúbair
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Fearghal Mac Craith, S.Í.
T. Ó Dubhagáin
Pádraig Eric Mac Finn
Úna Ní Ghiolla Bhríde
Pádraig Mac Giolla Chéara, S.P.
Séamus Mac Giolla Seanaig
STEPHEN MacKENZIE
M. A. Latimer
Liam Ó Maolcatha
Séamus P. Ó Mórdha
MARGARET MURPHY
Pádraig Ó Siochfradha

M. Ó Flatharta,
Rúnaí.

14 Bealtaine, 1954.

MINORITY REPORT No. 1.

By The Rev. Canon W. Nesbitt Harvey, Dr. Henry Kennedy and Dr. Patrick Moran

The Primary School.

1. We have been unable to sign the Report on " The Primary School " presented by the majority of the members of the Council of Education. We appreciate that in the Report references are made to differences of opinion on various matters discussed by the Council, and we would not hesitate to associate ourselves with our colleagues, were the matters on which we disagree of secondary importance. We consider, however, that they are fundamental, and because of that belief we feel it necessary to place our views on record.

2. In Pars. 128-130 the Majority Report sets out admirably the function of the primary school in imparting a basic education, in preparing the child for further education, and above all, in assisting and supplementing the work of the parent in the religious and moral training of the child. In Par. 131, the Report says :

> " Proceeding to the consideration of the means to be taken to secure the end of primary education, it is clear that the first of these is the study of language. Since language is the vehicle of normal communication between human beings, the acquisition of correct speech is an essential step towards the acquisition of all other knowledge. The elements of speech, the ability to talk and a limited vocabulary have been acquired by the child in the home. He is daily increasing that vocabulary and finding greater use for words. This process the school must extend, guide and correct. The child, therefore, must be taught to speak accurately, to understand the meaning of words ordinarily used by himself and those about him, and to use them in correct and easy sequence to convey his thoughts clearly and intelligently."

3. With this we are in complete agreement. When, however, it goes on to say : " In the matter of language teaching, we must at the outset recognise that our primary schools are faced with a particular problem in that they must provide a knowledge of two languages," the Report departs from the high purpose expressed in Pars. 128-130, and is dominated by an extra-educational consideration, the attempt to revive the Irish language as a vernacular. That extra-educational consideration could only be justified if it were clearly demonstrated that the attempt had no detrimental effect on the standard of education given to children leaving the primary schools, and especially to those who receive no further education. We are strongly of opinion that the attempt to revive Irish in the primary schools in the past has had a very serious effect on educational standards, and that the proposals for modification made in the Majority Report will have no appreciable effect in the future.

4. The position of the Irish language in the primary school is based on the Report of the National Programme Conference of 1926. Because of his great influence on educational thought at the time, the most important witness before the Conference was the late Rev. Prof. Corcoran. The evidence submitted by him to the Conference has been made available to the members of the Council. The following is an extract from this evidence, the queries being put by a member of the Conference :

" Q. You seem to agree that the schools are sufficient to get the whole people speaking Irish eventually?

A. I may say that, even without any reliance on the home, the task is quite feasible if means are taken; and feasible within, say, the 18 or 20 hours of the school week.

Q. Assuming a boy leaves school at 14 years and graduates into the general life of the surrounding district, an English-speaking district, how will he fare as regards his Irish?

A. Much better on the plan I propose than on the existing plan. Of course it will take a generation to alter the actual speech of a district. There will be a certain measure of wear and tear. The restoration of Irish will have to go through much the same process as the putting in of English; and yet this was effectively completed within one generation."

5. The evidence would seem to indicate the belief of the witness that if the Irish language were introduced at the infant stage and made the dominant feature of the educational system, it would become a vernacular language at the age of 8 years or so. No difficulty would arise in its use as a medium of instruction, and Irish would be used generally within a generation as the language of ordinary intercourse.[102]

6. The importance of Prof. Corcoran's evidence is reflected in the following extract from the Report of the Conference :

" One of the leading characteristics of that Programme (The 1922 National Programme Conference) is its insistence on the principle of teaching the Infant classes through the medium of Irish. The members of our Conference agreed on the supreme importance of giving effect as far as possible to this principle; and in confirmation of their belief they received authoritative evidence. It was argued with much weight that a ' direct ' method of teaching Irish, continued during the length of an ordinary school-day for a few years between the ages of 4 and 8, would be quite sufficient—given trained and fluent teachers—to impart to children a vernacular power over the language; while, in the case of older children, it was shown that such a result would be more difficult of attainment. The members of the Conference were,

[102] See also *Studies*, Sept., 1925. pp. 385-6.

therefore, at one in holding that the true and only method of establishing Irish as a vernacular is the effective teaching of it to the Infants."

7. An objective consideration of subsequent history must lead to the conclusion that the theories expressed by Prof. Corcoran and accepted by the Conference were without foundation in fact. The tremendous effort of the schools for more than a quarter of a century have made no appreciable change in the extent to which Irish is used as a spoken language. That this is accepted in the Majority Report would appear from the statement (Par. 207): " To object that less Irish is heard now than was 30 years ago may possibly be correct." The Report is doubtful of success in the future: " The certainty of its survival within its existing limits and under present circumstances, experience shows to be unassured." (Par. 197.) " These points need to be mentioned in face of the doubts often expressed regarding the success of the work undertaken by the schools. It must, however, be admitted that they are not sufficient to give assurance that Irish will ultimately be brought into use as an everyday language." (Par. 207.)

8. The Majority Report states (Par. 133): " We do not consider that the School alone can effect the revival of Irish." That statement gives expression to the dominant factor in the situation. It is the antithesis of the opinion put forward by Prof. Corcoran which seems to have influenced so profoundly the findings of the 1926 Programme Conference. False analogies from the past have been used as arguments that intensive effort in the schools can of itself change the vernacular of the people. The mighty effort necessary to change a vernacular must spring from a powerful urge, which can alone supply and maintain the driving force necessary to overcome the tremendous difficulties. The English language could not have been imposed on the people of this country unless the change were on the whole willingly sanctioned by the people, and encouraged in the homes of the children. " There is evidence to show that for many decades before the inauguration of the National Education system, the popular schools organised by the Irish people themselves, concentrated on the teaching of English to the detriment of Irish, while the extra-State Schools in operation during the nineteenth century showed no greater interest in the revival of Irish than did the National Schools " (I.N.T.O. 1941 Report). The English language developed, because it was regarded as a means of escape for an oppressed and poverty-stricken people to better conditions at home and overseas. The transition persists to this day, and for the same reasons, in the Gaeltacht, notwithstanding every effort to prevent it. The children of European and Oriental emigrants to the United States learned English as a means towards economic betterment. It requires little imagination to realise the encouragement given to the children in the homes to equip themselves with this powerful weapon for securing the rich prizes offered in plenty in that land of opportunity.

9. The fact that experience has shown the possibility of developing a vernacular command of two languages under specially favourable conditions has no relation to the problem involved in achieving the same result among the mass of children where neither home nor school conditions are favour-

able. The unfavourable conditions in the schools will be referred to later. In the homes there is apathy, resentment, passive resistance or actual hostility. There is a total absence of that urge referred to in Par. 8. Changing a vernacular is not a reversible process. There is no indication whatever of a change in the attitude of the vast majority of parents. In these days of dangerous doctrines it is not wise to ignore their wishes. To do so does not seem to be in accordance with Christian teaching on the rights of parents in the education of their children.

10. The main objective of educational policy over the last thirty years, namely, the restoration through the schools of the Irish language as a vernacular, was based on theories which have proved groundless. The result has been failure, and there is no indication that if that policy is pursued in the future, a different result will ensue. The supersession of the Irish language by English as a vernacular is only one of the regrettable facts of our history. It is unrealistic not to accept it as a fact. There are no grounds for pessimism in regard to the maintenance and development of a distinctive culture in the Irish nation in the future provided that the educational system is such as to give the greatest possible opportunity for its development.

11. We believe that the introduction of the Irish language in the infant schools and in at least the earlier stages of the primary Standards, and still more its use as a medium of instruction is a serious limiting factor in the width and quality of our primary education. The Programme Conference Report of 1926 refers to the exclusion from the curriculum of "some subjects, which form part of the obligatory curriculum in most other countries," the main reason being apparently the difficulties entailed by the efforts to restore Irish as a vernacular. One cannot fail to be impressed by the fact that in countries such as Sweden, Denmark, Holland, where there is a very high standard of education, and where there is an urge among a considerable percentage of parents that, for commercial, professional or scientific purposes in the future, their children should have facility in the use of a language such as English or German, the vernacular only is used in the earlier stages of the educational programme, and the new language is not introduced until the age of 10-11 years. The time and energies of the teacher are fully occupied in the training of the child in the language of the home as well as the ordinary school subjects. There is an equal need here to perfect in the schools the language of the home. It can hardly be said that the children of this country were over-educated before the introduction of Irish in the schools. It seems somewhat anomalous that Religious Instruction is given in English to children from English-speaking homes, while there is such meagre provision in the time-table for training in that language. If Irish is to be the " language of the school," it presumably must be the medium of the moral training emphasised in Pars. 129-130 of the Majority Report. It is contrary to reason and experience to expect anything but confusion in the child's mind from exhortations in a strange language.

12. The teaching of Irish in the earlier years of the primary school is contrary to the practice in countries where a high educational standard exists. It is educationally unsound, even in well-organised and adequately

staffed schools, because it limits the opportunity of perfecting the use of the language of the home, and the language which according to past experience the child will use in after life; and because it restricts the scope of the programme. The Majority Report expresses a realisation of the restrictions imposed on the curriculum by the Irish programme—(Pars. 150, 151, 158, 159, 168, 320, 321, 322). The effect in the actual circumstances of this country are particularly serious. The Majority Report (Par. 152) refers to the fact that " the majority of our schools are handicapped by difficulties of organisation and programme." Of 4,876 National Schools 820, or 17%, are one-teacher schools and 2,740, or 56%, are two-teacher schools, making a total of 3,560, or 73%, of all schools which are staffed by one or two teachers. The Report states (Par. 149) that " one-teacher, two-teacher and three-teacher schools generally contain pupils of any age from 4 to 15 years, and may contain pupils, although such is now rarely the case, of even 17-18 years of age." " These schools then cater for two grades of infants and ordinarily six or seven higher standards, and are required to teach a distinct programme to each standard." In the two-teacher schools some of the subjects which are obligatory in better staffed schools have had to be jettisoned, the obligatory subjects being confined to Irish, English, Arithmetic, History, Geography, Music and Needlework for girls. The teachers, therefore, have to deal with eight or nine classes, to teach six or seven different subjects, to teach some or all of them through a language medium, which is to say the least imperfectly understood by the children, and to do it all in a week of 25 hours. The position in the one-teacher school is, of course, still worse.

13. Conditions in the small schools seem to have received far too little consideration. They cater for the majority of children in rural areas. The problem presented by them is a result of the sparsity of population. The teachers in these schools have rendered devoted service to the children of the countryside, but the introduction of the Irish language has aggravated beyond measure the intrinsic difficulties. There is a limit to what the teacher and the child can endure. The small schools are of particular importance inasmuch as they serve the agricultural population. It is well known that our agricultural industry, which must be the main basis for greater wealth and greater well-being for more people, is backward by modern standards. Its production is only a fraction of its potential. An efficient agriculture in modern conditions is possible only in a highly educated agricultural community. There is much more than traditional skill needed in the complicated biological processes of crop and animal production under modern conditions. Danish studies have shown a striking correlation between educational standards and agricultural efficiency. A similar correlation was shown to exist between efficiency and the extent to which the farmer made use of current agricultural literature. This latter point is very important. However the advisory services in agriculture may be extended, they are unlikely to reach more than a fraction of farmers unless the desire for information is stimulated by reading. This makes the training in English of special importance in rural schools, so that facility in reading may be acquired and the habit of reading developed. The introduction of Irish limits the educational programme, and restricts the development of facility in the use of English, which is so essential. The technical literature relating to agricultural industry which is available

to our people is in the English language. Between 70%-80% of all our children receive a primary education only. A surprisingly small percentage proceed to Secondary and Vocational Schools. The purpose of the Primary School is to provide a minimum basic education, and for a large number of our children, this is all the education they will receive. It is an urgent matter, then, to give the Primary School pupil the very best foundation possible. We are a small country, surrounded by people, English and American, who speak a world language which we ourselves use in all our commercial, sporting, cultural and religious activities. Our Primary School children must have a competent knowledge of English, both oral and written, as a basic element of their education.

14. In considering the effect on educational standards of the use of Irish as a medium of instruction, it is not necessary to rely on mere personal opinion. Evidence from psychologists made available to the members of the Council was to the effect that the use of a language other than the home language was definitely detrimental to the educational development of the child. More important, however, is the actual experiences of the teachers themselves. The Irish National Teachers and their Organisation cannot be accused of any lack of enthusiasm for the revival of the Irish language. In a statement submitted to the 1926 National Programme Conference, it was stated that " The Executive cannot but be convinced by the unanimous expression of opinion which it has received on this point, backed up as it is by the experience of the members themselves. The attempt to teach a child in a language of which it is ignorant and which it has no opportunity of hearing outside the school premises seems to be contrary to all accepted views and opinions in this matter."

15. In 1941 the Irish National Teachers' Organisation published a " Report of the Committee of Inquiry into the use of Irish as a Teaching Medium to children whose home language is English." This is a most valuable Report, which has received far too little attention. It was based on replies to a questionnaire issued to a large and representative number of teachers. In an introductory note to the questionnaire it was requested: " That all replies should be given as a result of personal *experience* irrespective of one's *opinions* or of the experience or opinions of others." The Report is so important as to warrant extensive quotation from it.

> " The great bulk of evidence supports the view that a smooth and easy educative process imposing comparatively little strain on the child, and making his life in school a happy one, is extremely difficult in a language other than his home language, even with the brighter pupils, and next to impossible with those of average or slow mentality. The average child comes to school already equipped with a vocabulary sufficient to express in simple language the experience of his everyday life. He is suddenly transferred into a new and unnatural world. The simplest expressions of the teacher or of the more advanced pupils are quite unintelligible to him. . . .
>
> " To a certain extent life in school for him is a life of repression, confusion and unhappiness."

"In dealing with the question of the comparative benefits of Arithmetic instruction in the home language and in the second language, those replying, repeatedly referred to the bearing on the question, of the existence or non-existence of a fairly well developed mathematical faculty in the children. Any teacher of experience will agree, that owing to the lack of mathematical ability which no education can supply, there is in every class in every school a minority of children who fall far below the standard in Arithmetic of their class as a whole. Even when instruction is through the home language this minority forms in or about 20 per cent. There is also in every class another 20 per cent., who can only reach the class standard by repeated, continuous, and energetic teaching. When the language used is not the home language this second group is not in a position to react to special coaching, and its members go to augment the group first referred to. Then there is a third group who lack linguistic ability. Their arithmetical progress is also bound to suffer with the result that when the medium of instruction is not the home language the retarded section of the class is very considerably increased, and in most cases is about two to three times what it would be if the vernacular had been used.

". . . .The teaching of arithmetical problems has possibly the highest educative value of all teaching, but that value is largely lost when the language used is not the vernacular.

" . . . .Is it any wonder, therefore, that the general experience of the teachers, as illustrated in the replies, would go to show that work in the senior classes suffers much more than in the juniors, when the medium of arithmetical instruction is Irish. It was repeatedly pointed out in these replies, that with the curtailment of all other subjects owing to the introduction of the second language, the further reduction of the mind development resulting from an inadequate mathematical education was most unfair to the child. Any such reduction must have a detrimental effect on the preparation with which the school should provide him for the battle of life.

" The vast bulk of the evidence submitted to us in the replies would go to show that once the mechanical aspect of mathematical instruction is mastered further progress is definitely hampered by the use of a language other than the home language of the child. This applies especially to the application of problems and theorems in Geometry and with overwhelming force when it is sought to show Algebra to be what it really is, generalised Arithmetic. We are convinced from this evidence that an unanswerable case is made against the use as the medium of mathematical instruction of any other language, save the home language of the child.

". . . .There is, however, a constant theme running through all the replies which points to the fact that parents generally are opposed to a method for the Irish revival which would tend to lower the educational standard of the children, according to their values. Infant teachers have stated that it is a common practice for parents to ask

that infant children be provided with English primers so that they may be given in the home, instruction in English reading denied to them in the school. Many examples were cited of parents who endeavoured to teach their children at home through English subjects that the same children were being taught in school through Irish, while it was repeatedly urged that complaints from the parents on the low standard of their children's general education were widespread. This attitude of the parents to the problem under review does not seem to have been adverted to by those directing the Irish revival. When the important place occupied by the parents in the education of their children is realised, then greater cognizance must be taken of their views on, and their attitude to, the present problem."

The only comment we feel it necessary to make is that the findings of the I.N.T.O. are in conformity with reason and experience.

16. One final consideration may be based on the Encyclical *Divini Illius Magistri* quoted in the I.N.T.O. Report, in which the late Holy Father, Pius XI declares: "The school is by its very nature an institution subsidiary and complementary to the family and the Church. It follows logically and necessarily that it must not be in opposition to, but in positive accord with those two other elements, and form with them a perfect moral union, constituting one sanctuary of education, as it were, the family and the Church." The great anxiety for the education of their children has been a characteristic of the Irish people in the past. It is a very precious heritage. Under present conditions parents experience frustration because of the unnatural language barrier between school and home which prevents them from giving help and encouragement to their children. Reference has already been made to the anomaly of Religious Instruction being given in the home language, and the inadequate provision for training in that language.

17. The purpose of education is the spiritual, intellectual and physical development of the child. The complexities of modern life make it imperative that that development should reach as high a level as possible. Christian tradition and teaching are subject to violent onslaught. The ordinary citizen has power in modern democratic society which he had not in the past. It is essential that his sense of responsibility should be developed accordingly.

18. In this country, largely as a heritage of the past, economic development is backward. One tragic result is the extent of emigration. The experience in recent times indicates that some thirty per cent. of all infants born in the country will have to find a home elsewhere. It is of paramount importance that they should be prepared by the highest possible standards of education for life in their new environment.

The evil of emigration can be mitigated only by greater productivity on the land and in the factory. For that, high standards of education are essential. Educational considerations alone should be taken into consideration. The system should be designed not for the brilliant child alone —nor even for the "average" child. It has to take cognizance of the sub-

stantial minority, who while not being defective, are slow in developing, and claims more than average attention from the teacher. The welfare of the child must not be sacrificed to extra-educational considerations. We believe that the introduction of Irish in the Infant School and early standards is a serious obstacle to the high standard of education which should be aimed at, and that its effect is particularly detrimental in the one- and two-teacher schools, which are of equal importance to the agricultural community. The objective study carried out by I.N.T.O. has reinforced our conviction that the use of Irish as a medium of instruction is particularly harmful.

19. The introduction of Irish in the primary school at the age 10-11 would be in accordance with what is regarded as sound educational practice. Experience on the Continent has shown that it is possible to get a good knowledge of a new language, when begun at that age, at least where the education is continued beyond the primary stage. There are many arguments for this contention, but we will mention just a few :

(*a*) The older child would have a good foundation in his mother-tongue—written and oral—thus enabling him to concentrate more effectively on the new study, when more time might be given to it.

(*b*) The child's more developed powers at the later stage would enable him to make better use of what is taught to him.

(*c*) The child would have a greater enthusiasm for the novelty of a new subject.

The training of our teachers in Irish has been intensive and their proficiency in the language is high, so that far better results can be expected than were achieved in the teaching of continental languages in the past.

20. We wish to associate ourselves with our colleagues in the tribute paid to the Secretary, Mr. Máirtín Ó Flathartaigh.

W. NESBITT HARVEY[103]
HENRY KENNEDY
PATRICK MORAN.

12th June, 1954.

[103] Subject to appended reservation.

RESERVATION BY CANON W. NESBITT HARVEY, D.D.

While fully in sympathy with my colleagues who favour the beginning of Irish at the age of ten or eleven years, I think there is something to say for its introduction at the Infant School level, if this is done *informally,* and for short periods only. One half hour per day is as much as the interest and attention of small children can easily accommodate. If an informal approach based on the " Play Way " method of education be adopted no educational injury need be feared. The indispensable thing is that the Irish lesson should be associated with pleasurable activities—songs, games, stories and dramatic representation.

In the Notes for Teachers (An Naí Scoil, Page 3) it is stated :

> " The purpose of the Infant School is to provide the environment, opportunities, and activities most favourable to the children's full development. Infant teaching to be successful must be based on the young child's instinctive urge to play, to talk, to imitate. The children should be made to feel happy in school ; brightness and joy are their right."

All genuine educationalists will endorse this view so admirably expressed. It is only in an atmosphere of spontaneity that favourable conditions for the small child's education are present. These conditions are absent for children of English-speaking parents when a teacher attempts to make Irish " the sole language of the Infant School."[104] To divorce the language of the home from that of the school is bad educational practice.

W. NESBITT HARVEY.

[104] *Vide* Revised Programme for Infants, p. 5.

MINORITY REPORT No. 2.

By Mr. Liam Forde

1. I regret that I have to disagree with the majority report of the Council of Education on the question of the proposed curriculum for the Primary school. I think the report has erred in recommending the extension of the present number of obligatory subjects, as well as proposing that there should be a compulsory Primary Certificate Examination for Standard VI.

1. The Curriculum.

Minimum Curriculum necessary.

2. In most countries at the present time concentration on a small essential minimum of subjects is the policy adopted in primary education. This is even more necessary in our own country where the major portion of the work of restoring the national language has been thrown on the schools. Moreover, in drafting a Curriculum for the Primary schools we should be governed by the sound principle of "a little well done." The introduction of a multiplicity of subjects into the programme with the idea of increasing the general knowledge of the child very often defeats its own object.

3. For the past half century, sound educationalists have pleaded for a cutting down of the Primary school Programme to the barest essentials and insisting on a good standard in these. The National Programme Conference of 1920 failed largely because it attempted too much. The Programme Conference of 1926 failed for the same reason. It may be of interest to recall that the 1920 Conference, in the introduction to its report, stated that the Programme then in existence contained—to quote its own words—"too many obligatory subjects: it was overloaded and there was practically no freedom of choice of subjects left to the teacher." Is the Council of Education going to fall into the same error? The Programme drafted by the National Programme Conference was found to be unworkable, not merely owing to its large Irish content, but because it was over-ambitious. It was framed rather to mark an ideal to be attained than to determine an essential educational minimum to be achieved. It was only after years of trial and error that the present programme was evolved when experience proved the impracticability of the 1920 and 1926 programmes, due mainly to the inclusion of too many compulsory subjects.

Addition of new subjects impracticable.

4. If we now agree to suggest the addition of three new compulsory subjects to the existing Programme, we are going back to the position that existed over twenty years ago. The suggestion that time can be found for the teaching of Drawing, Nature Study and Physical Training, by cutting down on the written work in both Irish and English is ridiculous. The standard in both those subjects is, if any, already too low to permit of further reduction. The suggestion furthermore shows a complete lack of knowledge of the working of a Primary school. Most schools are two-

Tuarascáil Mhíosúil Uimh. 2

ó

Liam Uasal Mac Giolla'n Áta

1. Is trua liom nach bféadaim aontú le tuarascáil an tromlaigh den Choimirle Oideachais ar chéist an chúrsa léinn atá molta acu le haghaidh na Bunscoile. Measaim gur earráid ar an Tuarascáil a mholadh go gcuirfí le líon na n-ábar léinn atá éigeantach faoi láthair, chomh maith lena mholadh go mbeadh an scrúdú Teistiméireachta ar Bunoideachas éigeantach ag Rang VI.

1. An Cúrsa Léinn

Cúrsa Minimum Riachtanach

2. Sa gcuid is mó de chiorcla faoi láthair, tá sé mar bheartas i gcúrsaí bunoideachais cloí le minimum beag riachtanach d'ábair léinn. Is riachtanaí arís é seo a dhéanamh mar dtír féin, áit a bhfuil an chuid is troime d'ualach athbheochana na teanga náisiúnta anuas ar na scoil. Tairis sin, nuair bhímid ag leagan amach cúrsa léinn do na Bunscoil, ba mhaith an treoir oraínn leanacht do shlán-phrionsabal "an beagán a dhéanamh go bailleach." Ní-mhinic, is amhlaidh go sáraíonn sé cuspóir a dhéanta má tugtar isteach an iliomad ábar sa gclár d'fonn cur le eolas ginearálta an páiste.

3. Le leithcéad bliain anuas, tá sé mar chúis achaí ag dea-eolaithe oideachais Clár na Bunscoile d'fhágáil i dtaobh le hábair atá fíor-riachtanach, ach féachaint chuige go sroichfí caighdeán maith iontu sin. Ar a mór-chuid, chlis ar Choimhdáil an Chláir Náisiúnta i 1920, de bhrí gur bheartaigh sí tabhairt faoi iomarca. Ar an gcúis chéanna, chlis ar Choimhdáil Chláir 1926. Is inspéise, b'féidir, a mheabhrú go ndúirt Coimhdáil 1920, sa réamhrá dá Tuarascáil, go raibh sa gClár a bhí i bhfeidhm san am—ina briathra féin—"too many obligatory subjects: it was overloaded and there was practically no freedom of choice of subjects left to the teacher." An bhfuil an Choimirle Oideachais ag dul ar seachrán sa gcaoi chéanna? Fuarthas amach nach raibh an clár a cheap Coimhdáil an Chláir Náisiúnta inoibrithe, ní hé amháin de bharr a raibh ó thaobh na Gaeilge ann ach, fós, gur leathadh sé a bhrat ro-mhór. Is amhlaidh a ceapadh é chun léargas a thabhairt ar fhor-shamhail a bhí le slánú in áit a bheith mar treoir ar mhinimum riachtanach oideachais a fhéadfaí a bhaint amach. I gceann achair de bhlianta dá fhéachaint agus dá leasú, nuair ba léar nach raibh clár 1920 agus 1926 mfeadhma, ar phríomh-chúis go raibh iomarca ábar éigeantach ann, táimigheas ar an gclár mar tá sé againn.

Ábair nuaíde de bhreis do-oibrithe

4. Má aontaímid anois ar a mholadh go gcuirfí trí hábair nuaíde, éigeantacha sa gClár atá ann, ní bheimid ach ag dul thar n-ais go dtí an staid ina rabhtas os cionn fiche bliain ó shoin. Is tuairim gan chéill a meas go bhféadfaí am d'fháil chun Líníocht, Eolas ar Nádúr agus Corpoiliúint a theagasc tríd an obair scríofa i nGaeilge agus i mBéarla araon a laghdú. Is ro-íseal, más data é, atá án caighdeán sa dá ábar seo cheana le go ndéanfadh sé cúis a laghdú tuilleadh. Léiríonn an molad, freisin, uireasa eolais ar bhealaigh oibre na Bunscoile. Formhór na scol, is scola dá-oide iad, ina mbíonn dá buin faoi gach aon oide,

teacher schools, where each teacher has two groups; and while one group is at written work, the other is at oral work. There is no such thing as a period of written work only. So it follows that the time required for new subjects must be taken from the time for oral work with a consequent loss to the oral work in other subjects. In a country like ours, where over 80% of the schools are one- and two-teacher schools, where the principal teacher has often five classes to attend to, where the average attendance rarely exceeds 85% and often falls below 65%, and where the equipment and working conditions are often defective, effective work can be done only by concentrating on those subjects which are regarded as absolutely essential and fundamental in the Primary school curriculum. The disparity that exists between the circumstances of individual schools is greater here than in most countries and the attempt to set up a common standard is often not only impossible but highly inadvisable. We must give more freedom to Managers and teachers in the devising of school programmes. The Minister for Education recognised the need and the advantage of this in his recent circular to the effect that one-half day per week may be utilised for informal teaching of cultural subjects in the schools, where the teacher possesses the necessary qualifications and where the necessary facilities for their teaching exists. This very desirable innovation, on trial until 1955, while enlarging the scope of the curriculum and ensuring that the extra subjects of a cultural nature suggested will be taught only by teachers who have a special flair for their teaching, should have a much more beneficial effect than the compulsory teaching of such technical subjects as Drawing, Nature Study and Physical Training, where in many cases the teacher possesses no aptitude or training for their teaching.

5. The restoration of the Irish language is the most important work of the schools for this and for future generations. In order to achieve this aim it is imperative that only the barest number of subjects should be on the Primary school Programme and in addition the amount prescribed in such subjects should be cut to the barest minimum. Either we are in earnest about the revival of Irish, or we are not. If we are in earnest then everything else should be subordinated to this aim and we should be prepared, and must be prepared, to sacrifice the teaching of subjects no matter how desirable, and to cut to the barest minimum those other subjects which must be included in the Programme. The revival of Irish and a pre-1922 Primary school Programme are absolutely incompatible. Anyone who suggests adding further subjects to the existing Programme, either knows very little about primary teaching, or must not be in earnest about restoring the Irish language. We cannot have it both ways. Any addition to the present Programme will automatically result in a lowering of the standard of Irish in Primary schools.

2. Primary Certificate Examination.

6. The recommendation that the Primary School Certificate examination be continued on a compulsory basis is, to my mind, educationally unsound, and opposed to the best interests of the child. The compulsory written examination tends to dominate the curriculum and to throw over-emphasis on the written rather than the spoken word. By reason of the formal nature of the examination extra time has to be devoted to teaching the

agus nuair a bíos buíon amáin i mbun obair scríofa, bíonn an ceann eile le hobair béil. Níl a leithéid de rud ann agus tréimhse nach mbíonn i gceist mar sin ach obair scríofa amháin. Fágann sin gur ón am i gcóir obair béil a caithfear an t-am a tógáil do na hábair nuaíde agus gur caillíúint don obair béil in ábair eile a bheith dá iarmhairt sin. I dtír mar í seo, mar scoil aon-oide agus dá oide 80% de na scoil, ina mbíonn ar an bpríomhoide, go minic, freastal ar cúig cinn de ranga, arb annamh a théann an meán-timeam orthu thar 85%, agus gur minic faoi bun 65% é, agus mar minic a bhfearas agus a gcóir oibre lochtach, ní féidir saothar éifeachtach a dhéanamh ach thré luí leis na hábair sin a measfar a bheith fíor-riachtanach agus arb iad bun-ábair an churse léinn Bunscoile iad. Is mó atá idir gach aon dá scoil sa tír seo ná mar atá idir scoil i dtíortha eile agus is rud atá ní hé amháin do-dhéanta é go minic ach go mór in aghaidh céille féachaint le caighdeán coiteann a cheapadh dóibh. Ní mór dúinn tuilleadh saoirse a thabairt do Bhainisteoirí agus do mhúinteoirí cum a gcláir scoile féin a leagan amach. D'admhaigh an tAire Oideachais an fá agus an tairbhe atá leis seo san imlitir a chuir sé amach le déanaí mar ceadaíodh leat lae sa tseachtain a chaitheamh ag múineadh ábhar cultúra, go neamhfoirmiúil, sna scoil, sa gcás go bhfuil na cáilíochta riachtanacha ag an múinteoir agus deis a múinte ar fáil. Ba chóir gur thairbhí go mór toradh an athruithe ri-mholta seo, atá ar a thriail go dtí 1955, de bhrí go leathnaíonn sé réim an churse léinn agus nach múmfidh ach oidí a bhfuil an tréith chuchu iontu na hábair chultúra, ná go mbeadh sé d'éigin orthu ábair chearrúla ar nós Liníocht, Eolas ar Nádúr agus Corpoiliúint a múineadh nuair a tharlódh i gcuid mhaith cás nach mbeadh an cumas ná an oiliúint chum a múinte iontu.

5. Sí athbheochaint na Gaeilge an cúram is tábhachtaí dár cuireadh ar na scoil don ghlúin seo ná don dóine a leanfas í. Leis an gcúram sin a chomhlíonadh, ní foláir Clár na Bunscoile a bheith i dtaobh leis an uimhir is lú d'ábair nach bhfuil dul dá n-uireasa agus ní mór, tairis sin, réim gach ábair a hammnítear a bheith i dtaobh le minimum lom, riachtanach. Táimid dáiríre i dtaobh athbheochana na Gaeilge nó nílimid. Má táimid dáiríre, ba chóir gach ní eile a bheith ag freastail don chuspóir sin, agus ba chóir dúinn a bheith réidh, rud a chaithfimid a bheith, le cur suas d'ábair a mhúineadh dá mholta iad agus leis na hábair a caithfear a chur sa gClár a chaolú go dtí an méid nach bhfuil déanamh dá uireasa. Tá athbheochaint na Gaeilge agus Clár Bunscoile mar bí ann romh 1922 glan i gcoinne a chéile. An duine a molas breis ábar a chur ar an gClár atá ann, is beag is eol dó faoi mhúinteoireacht Bunscoile nó is duine é ar cuma leis faoi athbheochaint na Gaeilge. Ní féidir é bheith agamn ar an dá bhealach. Má cuirtear leis an gClár atá i bhfeidhm ní bheidh de thoradh air ach caighdeán na Gaeilge sna Bunscoil d'ísliú.

2. Scrúdú na Teistiméireachta ar Bhunoideachas

6. I mo thuairimse, tá sé lochtach ó thaobh an oideachais agus i gcoinne leas an pháiste a molad go leanfaí den scrúdú Teistiméireachta ar Bhunoideachas ar bun éigeantach. Sé dúchas an scrúduithe éigeantach scríofa a chuid féin a dhéanamh den churse léinn agus iomarca tábhachta a thabairt don obair scríofa i leaba an focail béil. De bhrí gur scrúdú foirmiúil atá i gceist, ní mór fearas barr ama a chaitheamh ag múineadh ceithre an scrúduithe, mar tabharfaí air,

child what may be called the technique of examination, with the result that in one-, two- and three-teacher schools, the other classes are more or less neglected, or left to their own devices, during the few months preceding the date of the Primary Certificate examination. The normal working of the school during this period is disrupted to some extent, and the education of the other children suffers.

7. The Certificate itself confers little benefit on the child, and neither parents nor employers seem to show any enthusiasm for it. It is definitely wrong to say that it marks the completion of the child's primary school course. Attendance is compulsory until the end of the quarter following the child's fourteenth birthday, and this examination is in the majority of cases held before the child reaches his *thirteenth* birthday. The holding of the examination at this age signifies for the child, in most cases, the discontinuance of school attendance long before his fourteenth birthday, or a lack of interest in school work after the examination is held.

8. If there is to be a formal test at the end of the Primary school course, the test should be on a voluntary basis as formerly, and as still obtains in other systems of education in this country. The standard then could be that of the Seventh Standard Programme for National Schools, when the child is more mature intellectually and his reasoning powers more fully developed. At the period of completing his Primary school course at the age of fourteen, the tangible goal of the examination would serve as a spur and incentive, and the Certificate awarded as a result of such examination would be of greater value to the child than the present Certificate seems to be.

LIAM FORDE.

16th June, 1954.

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don páiste, sa gcaoi, i scoil nach bfuil iontu ach oide, beirt nó triúr, gurb amlaidh a théantar a bheag nó a mhór d'fáilli sna ranga eile nó a fágtar fútu féin iad, ar fead na gcupla mí roimh dáta an scrúdaithe Teistiméireachta ar Bunoideachas. Cuirtear gnáth-oibriú na scoile as alt ar slí i rith an ama seo agus bíonn a mairg sin ar oideachas na bpáistí eile.

7. Is beag tairbhe don páiste an Teistiméireacht féin agus ní cosúil go bfuil aon dúil ag tuismitheoirí ná ag fostaitheoirí ann seachas a chéile. Níl sé cóir ar aon bealach a rá go dtéann sé le beireadh cúrsa Bunscoile an páiste. Tá freastal scoile éigeantach go dtí beireadh na ráithe ina sroicheann an páiste aois a cheithre bliana déag agus, i bformhór na gcás, téann an páiste faoin scrúdú seo sara mbíonn an **tríú bliain déag** sroichte aige. Sé is brí don scrúdú a bheith ann ag an aois seo, i gcás formhór na bpáistí, go bfuil cead scorta dá bfreastal scoile acu i bfad sara mbíd cheithre bliana déag nó nach díol suime dóib obair scoile ó tá an scrúdú tartu.

8. Má tá triail foirmiúil le bheith ann ag deireadh an chúrsa Bunscoile, ba chóir an triail a bheith ar bun deontach mar bhíodh sé cheana agus mar tá sé fós i gcórais eile oideachais sa tír seo. Féadfaí caighdeán an scrúdaithe a bunú ansin ar Chlár Ranga VII do Scoil Náisiúnta, nuair bead cumas intleachta níos fearr sa bpáiste agus acmhainn a réasúm níos foirfe. I dtréimhse seo chríochnaithe a chúrsa Bunscoile ag aois a ceathair déag, bead chríoch cinnte an scrúdaithe mar feidhm bhrostaithe agus ghríosaithe ar an bpáiste agus ba mhó tairbhe a bead aige i dTeastas de barr a leithéide de scrúdú ná is cosúil atá dó sa Teastas atá ann fá láthair.

Liam Mac Giolla'n Átha.

16 Meitheamh, 1954.

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APPENDIX 1.

Matters on which information and views were specially invited by the Council.

1. The Function of the Primary School.

2. The school-leaving age, having regard to: (i) circumstances in rural and urban areas; (ii) the question of compulsion.

3. The age or standard at which primary education should be regarded as ended.

4. Any re-organisation of the present system of education considered necessary (i) if the school-leaving age is raised; (ii) if the school-leaving age is not raised.

5. (*a*) The subjects to be included in the Curriculum of the Primary School as obligatory subjects and the priority to be accorded to each.

(*b*) Age or standard at which the teaching of each obligatory subject should be introduced.

6. (*a*) Optional subjects in the Curriculum of the Primary School having regard to the circumstances of the school (type, location, staff, etc.).

(*b*) Age or standard at which the teaching of each optional subject should be introduced.

7. (*a*) The position of (i) Irish and (ii) English in the Curriculum of the Primary School, having regard to the question of the revival of the Irish language.

(*b*) The teaching of subjects through (i) Irish and (ii) English.

8. Any other recommendations regarding—

(*a*) The function of the Primary School.

(*b*) The Curriculum of the Primary School.

AGUISÍN 1

ÁBAIR AR IARR AN COMHAIRLE EOLAS AGUS TUAIRIMÍ NA DTAOB GO SPEISIALTA

1. Feirm na Bunscoile.

2. An aois fágála scoile, ag meabrú: (i) cúrsaí fán tuaith agus sa mbaile mór; (ii) ceist na héigeantachta.

3. An aois nó an rang ag a measfaí an bun-oideachas a bheith críochnaithe.

4. Aon at-eagrú ar an gcóras oideachais, atá ann anois, a measfaí a bheith riachtanach (i) dá n-ardaítí an aois fágála scoile; (ii) mura n-ardaítí an aois fágála scoile.

5. (a) Na hábair a cuirfí, mar ábair éigeantacha, ar chúrsa léinn na bunscoile agus an tosaíocht a tabharfaí do gach aon cheann díob;

(b) an aois nó an rang ina dtosnófaí ag teagasc gach aon ábar éigeantach.

6. (a) Na hábair neamh-éigeantacha a cuirfí ar chúrsa léinn na bunscoile do réir cáis na scoile (cineál, suíom, foireann, srl.);

(b) aois nó rang ina dtosnófaí ag teagasc gach aon ábar neamhéigeantach.

7. (a) Ionad (i) na Gaeilge agus (ii) an Bhéarla i gcúrsa na bunscoile, ag féachaint do cheist athbheochana na Gaeilge;

(b) Teagasc ábar trí (i) Gaeilge agus (ii) Bhéarla.

8. Aon mholtaí eile fá—

(a) Feirm na bunscoile;

(b) Cúrsa léinn na bunscoile.

APPENDIX 2.

A. List of Organisations and Individuals who submitted Memoranda, on the Function and Curriculum of the Primary School, in reply to Council's press notice, or letter of invitation.

(Names given in the order received. Some bodies submitted more than one memorandum).

Rev. E. J. Mullen, Clochán, Tír Chonaill.

Micheál P. Ó Broin, B.A., A.T.O., Príomhoide, Scoil Áine Naofa, Loch Cutra, Gort, Co. na Gaillimhe.

Cumann "Aire Dhuit" na hÉireann ("Safety First Association of Ireland").

The Board of Education of the United Dioceses of Dublin, Glendalough and Kildare.

The Board of Education of the General Synod and the House of Bishops, of the Church of Ireland.

Mrs. M. C. Guinan, 13 Cullenswood Gardens, Ranelagh, Dublin.

Áine Ní Cheannain, M.A., A.T.O., Príomhoide Scoil Eoin Baiste (C), Cluain Tairbh, Áth Cliath.

The Presbytery of Letterkenny, Presbyterian Church in Ireland.

Irish Roadside Tree Association.

P. Quigley, N.T., Crinkle N.S., Birr, Offaly.

Coiste Feis Cheóil an Iarthair, Gaillimh.

Liam Mac Mathúna, O.S., S.N. an Chairn, Inis, Co. an Chláir.

Irish Housewives' Association.

Irish Union of Assistant Mistresses in Secondary Schools.

Michael E. J. Rowan, B.A., H.Dip.Ed., Phœnix Park B.N.S., Dublin.

The Women's Social and Progressive League.

Seán Stafford, Stiúrthóir, Club na nÓg, Gaillimh.

Máire Bean Mhic Seadbhaird, M.A., A.T.O., Príomhoide, Scoil Fhursa, Gaillimh.

Michael Hurley, Ex-N.T., Kilcrohane, Bantry, Co. Cork.

The Presbytery of Raphoe, Presbyterian Church in Ireland.

Miss Kathleen O'Rourke (Principal) and Miss J. M. Culhane (Vice-Principal), Dublin College of Physical Education.

The Civics Institute of Ireland, Ltd.

Breasal Mac Siúrtáin, O.S., Scoil Dhruimbhearra, Ceannanus Mór, Co. na Midhe.

The Sports Federation of Ireland (Comhnaidhm Lúthchleas na hÉireann).

A. Liosta d'Eagraíochta agus de Dhaoine a Cuir isteach Meabhrachán, i dtaobh Feirm agus Cúrsa na Dunscoile, i mod freagra ar an bhfógra nuachtáin nó ar litir chuiriodh ón gComhairle.

(Tugtar ainmneacha san ord ina dtáinigeadar. Bí dreama ann a chuir níos mó ná meabhrachán amháin isteach.)

An Sagart S. Ua Maoláin, Clochán, Tír Conaill.

Micheál P. Ó Broin, B.A., A.T.O., Príomhoide, Scoil Áine Naofa, Loch Cutra, Gort, Co. na Gaillimhe.

Cumann "Aire Duit" na hÉireann.

Bord Oideachais Fáirrí Aontaithe Át Cliath, Gleann Dá Loch agus Cill Dara.

Bord Oideachais na Mór-Sheanaidhe, agus Teach na nEaspag, d'Eaglais na hÉireann.

Mrs. M. C. Guinan, 13 Gairdíní Feadha Cuilinn, Raghallach, Át Cliath.

Áine Ní Ceanainn, M.A., A.T.O., Príomhoide Scoil Eoin Baiste (C), Cluain Tarbh, Át Cliath.

Presbitre Leitir Ceanainn, An Eaglais Presbitéarach in Éirinn.

Irish Roadside Tree Association.

P. Quigley, O.S., S.N. Chrioncoille, Biorra, Ua bFáilghe.

Coiste Feis Ceoil an Iarthair, Gaillimh.

Liam Mac Mathúna, O.S., S.N. an Chairn, Inis, Co. an Chláir.

Irish Housewives Association.

Irish Union of Assistant Mistresses in Secondary Schools.

Michael E. J. Rowan, B.A., A.T.O., S.N.B., Páirc an Fhionnuisce, Át Cliath.

The Women's Social and Progressive League.

Seán Stafford, Stiúrthóir, Club na nÓg, Gaillimh.

Máire Bean Mhic Seadhbaird, M.A., A.T.O., Príomhoide, Scoil Fursa, Gaillimh.

Michael Hurley, Ard-O.S., Cill Chuachán, Beanntraí, Co. Chorcaighe.

Presbitre Rátha Bhoth, An Eaglais Presbitéarach in Éirinn.

Miss K. O'Rourke (Príomhoide) agus Miss J. M. Culhane (Leas-Phríomhoide), Dublin College of Physical Education.

The Civics Institute of Ireland, Ltd.

Breasal Mac Stiúrtáin, O.S., Scoil Dhruimbearra, Ceannanus Mór, Co. na Mí.

Comhairdom Lúthchleas na hÉireann.

Conference of Convent Primary Schools.

Limerick Juvenile Advisory Committee.

Irish Association for the Prevention of Intemperance.

Women's Christian Total Abstinence Union (Éire).

Patrick H. Kavanagh, N.T., Clonmany, Tír Chonaill.

Central Association of Irish School Mistresses.

An tSr. M. T. Ní Chormaic, Príomhoide, Coláiste Foirbhiúcháin Bhaintighearna na Trócaire, Páirc Dhúin an Charrúnaigh, an Charraig Dhubh, Baile Átha Cliath.

Miss Eilis Aughney, M.A., H.Dip.inEd., 72 Merrion Square, Dublin.

Lil Nic Dhonnchadha, M.A., Príomhoide, Coláiste Moibhi, an tSeanchill, Co. Átha Cliath.

Cumann Ollún na gColáistí Oiliúna.

De la Salle Brothers.

Cumann Dochtúirí na hÉireann (The Irish Medical Association).

Connradh na Gaedhilge.

Board of Education of the Methodist Church in Ireland.

The Provincial, Marist Brothers.

Very Rev. P. McKevitt, D.Ph., B.D., B.C.L., Professor of Catholic Sociology and Catholic Action, St. Patrick's College, Maynooth.

An tSr. M. Colombán, Príomhoide, Coláiste Íde, Baile an Ghóilín, Daingean Uí Chúise.

Macra na Feirme.

An Cumann Gairm-Oideachais i n-Éirinn (Irish Vocational Education Association).

Irish Christian Brothers.

Liam Mac Meanman, O.S., Scoil Cholmcille, Dromoghill, Manorcunningham, Tír Chonaill.

Ollamh an Oideachais, Coláiste Pádraig, Dromchonnrach, Baile Átha Cliath (Thríd an bPríomhoide Oir.).

Comhdháil Náisiúnta na Gaeilge.

Irish Women Workers' Union.

An Roinn Tionscail agus Tráchtála (Department of Industry and Commerce).

Bantracht na Tuatha (Irish Countrywomen's Association).

An Roinn Talmhaíochta (Department of Agriculture).

Loreto Sisters, Rathfarnham.

An Roinn Airgeadais (Department of Finance).

Cumann na Múinteoirí Náisiúnta (Irish National Teachers' Organisation).

An Roinn Chosanta (Department of Defence).

Comhdháil na gCumann-Cheárd i nÉirinn (Irish Trade Union Congress).

Comhdháil na mDunscol Cloćair.

Coiste Comhairliteach Ógra Luimnigh.

Irish Association for the Prevention of Intemperance.

Women's Christian Total Abstinence Union (Éire).

Patrick H. Kavanagh, O.S., Cluain Máine, Tír Conaill.

Central Association of Irish School Mistresses.

An tSr. M. T. Ní Cormaic, Príomhoide, Coláiste Foirbiúćáin Daintigearna na Trócaire, Páirc Dúm an Charrúnaigh, An Carraig Dubh, Baile Átha Cliath.

Miss Eilis Aughney, M.A., A.T.C., 72 Cearnóg Muirbtean, Áth Cliath.

Lil Nic Dhonnćadha, M.A., Príomhoide, Coláiste Moibí, An tSeanćill, Co. Átha Cliath.

Cumann Oiliún na gColáistí Oiliúna.

Bráithre De La Salle.

Cumann Doćtúirí na hÉireann.

Connradh na Gaedilge.

Bord Oideaćais na hEaglaise Meitheodisti in Éirinn.

An Cúigíoć, Bráithre Muire.

An tAth. Ri-Oir. P. McKevitt, D.Ph., B.D., B.C.L., Ollamh Soćólaíoćta Catoilicí agus Gníomhaíoćta Catoilicí, Coláiste Pádraig, Mag Nuadat.

An tSr. M. Colomban, Príomhoide, Coláiste Íde, Baile an Góilín, Daingean Uí Cúise.

Macra na Feirme.

An Cumann Gairm-Oideaćais in Éirinn.

Na Bráithre Críostaí as Éirinn.

Liam Mac Meanman, O.S., Scoil Colmcille, Druim Eoćaille, Maćaire Mór, Tír Conaill.

Ollamh an Oideaćais, Coláiste Pádraig, Dromćonnrać, Baile Átha Cliath (tríd an bPríomhoide Oir.).

Comhdháil Náisiúnta na Gaeilge.

Irish Women Workers' Union.

An Roinn Tionscail agus Trádtála.

Bantrać na Tuaća.

An Roinn Talmhaíoćta.

Siúraća Loreto, Rát Fearnáin.

An Roinn Airgeadais.

Cumann na Múinteoirí Náisiúnta.

An Roinn Cosanta.

Comhdháil na gCumann-Ceárd in Éirinn.

Cómhar Ceárd Éireann (Congress of Irish Unions).

Cumann na Meán-Mhúinteoirí (Association of Secondary Teachers, Ireland).

Patrician Brothers.

An Roinn Sláinte (Department of Health).

General Assembly of the Presbyterian Church in Ireland (Committee on Government and Education, Twenty-Six Counties).

Institiúid Náisiúnta na Scannán, Éire (The National Film Institute of Ireland).

Cumann Bailte-Chomhairle i nÉirinn (Association of Municipal Authorities of Ireland).

The Archbishops and Bishops of Ireland.

Association of Chambers of Commerce of Ireland.

Muintir na Tíre.

Catholic Headmasters' Association.

B. Organisations and Individuals from whom memoranda, statements or resolutions on special subjects were received:

Sister M. Peter, Superior, Auxiliary Orthopædic Hospital, Baldoyle, Co. Dublin.

Vocational Education Committee, Co. Sligo.

W. J. O'Donnell, 99 Cherryfield Road, Crumlin, Dublin.

Certain Local Authorities re teaching of agriculture (per Department of Education).

Executive Committee, Dublin Trades' Union Council.

Comhairle Chonndae Bhaile Átha Cliath re health and hygiene (per Department of Education).

Dr. P. C. Jennings, 53 Calderwood Road, Griffith Avenue, Dublin.

Christus Rex Society—Congress 1952 (papers on " The Rural School ").

Pilib Ó Laoghaire, Timire Ceoil, Coiste Oideachais Ghairme Beatha Chontae Chorcaighe.

Cómar Ceárd Éireann.

Cumann na Meán-Múinteoirí.

Bráithre Pádraig.

An Roinn Sláinte.

Mór-Thionól na hEaglaise Presbitéaraí in Éirinn (Coiste Rialtais agus Oideachais 26 Contae).

Institiúid Náisiúnta na Scannán, Éire.

Cumann Bailte-Comhairle in Éirinn.

Ardeaspaig agus Easpaig na hÉireann.

Association of Chambers of Commerce of Ireland.

Muintir na Tíre.

Cumann na nArdmháistrí Caitliceacha.

b. Eagraíochta agus daoine ar phriteadh meabhrachán, náitis nó rúin uatha ar ábhair ar leith.

An tSr. M. Peadar, Stiúrthóir, Fo-Ospidéal Croithleagachta, Baile Dubhgaill, Co. Átha Cliath.

Coiste Oideachais Ghairme Beatha, Co. Shligigh.

W. J. O'Donnell, 99 Bóthar Pháirc na Silíní, Cromghlinn, Áth Cliath.

Ughdarás áitiúla áirithe i dtaobh múineadh na talmhaíochta (thrí an Roinn Oideachais).

Coiste Ghnótha, Comhairle Ceardchumann Átha Cliath.

Comhairle Chontae Bhaile Átha Cliath i dtaobh sláinte agus sláinteachais (thrí an Roinn Oideachais).

Dr. P. C. Mac Eoin, 53 Bóthar Caladharbaid, Ascal Uí Ghríofa, Áth Cliath.

Cumann Christus Rex—Comhdháil 1952 (páipéir ar "The Rural School")

Pilib Ó Laoghaire, Timire Ceoil, Coiste Oideachais Ghairme Beatha Chontae Chorcaighe.

APPENDIX 3.

TABLE A

Qualifications in Irish of Teachers serving in National Schools on 30th June, 1952.

Qualification	No. of Teachers	Percentage of Total
Without any Certificate	1,038	7·8
Gnáth-Teastas	2,040	15·4
Teastas Dá-Theangach	9,386	70·7
Ard-Teastas	804	6·1
TOTAL	13,268	100·0

TABLE B

Number of Trained and Untrained Teachers on the staffs of National Schools on 30th June, 1952.*

	MEN		WOMEN	
	Trained	Untrained	Trained	Untrained
Principal and Assistant Teachers	3,938	263	6,033	1,313
Junior Assistant Mistresses	—	—	82	1,306
TOTAL	3,938	263	6,115	2,619

* NOTES :

(1) The figures in Table B do not include supernumerary assistant teachers employed, in addition to the minimum staffs, in capitation schools.

(2) The majority of untrained men consist of members of religious congregations, part of whose training course has been completed and who will later complete the course.

(3) The majority of the untrained women teachers (other than junior assistant mistresses) are members of religious communities who either were recognised as teachers before training facilities for religious were provided, or who are awaiting entry on their training course.

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Aguisín 3

Tábla A

Cáilíocta Gaeilge na múinteoirí a bí ar seirbís i Scola Náisiúnta ar 30 Meitheamh, 1952

Cáilíocht	Líon Oibí	Céatadán den Iomlán
Gan aon Teastas	1,038	7·8
Gnát-Teastas	2,040	15·4
Teastas Dá-Theangach	9,386	70·7
Ard-Teastas	804	6·1
Iomlán ..	13,268	100·0

Tábla B

Líon Múinteoirí Oilte agus Neamhoilte ar fhoirne Scol Náisiúnta ar 30 Meitheamh, 1952*

	Oilte	Neamhoilte	Oilte	Neamhoilte
Príomhoidí agus Cúntóirí	3,938	263	6,033	1,313
Fo-Mháistreása ..	—	—	82	1,306
Iomlán ..	3,938	263	6,115	2,619

*Nótaí:

(1) Ní áirítear na figiúir i dTábla B cúntóirí breise a bí ar fostú, le cois na mbunfoireann, i scola caipitíochta.

(2) Comhaltaí de chomhlucht crábaird, a bhfuil cuid dá gcúrsa oiliúna curtha isteach acu agus a chríochnóidh an cúrsa ar ball, is ea formhór na n-oibí neamhoilte fir.

(3) Formhór na n-oibí neamhoilte mná (seachas fo-mháistreása), comhaltaí iad de chomhlucht crábaird a haitheoidh mar oibí sara raibh cóir oiliúna do mhná rialta ar fáil, nó atá ag fanacht ionaid ar chúrsa oiliúna.

APPENDIX 4.

Number of Pupils on the Rolls of National Schools on 30th June, 1952, arranged according to Ages, Sex and Standards.

TABLE A.

NOTE :—(i) It is to be borne in mind that the date to which these tables relate is the last day of the school-year and that the promotion of pupils takes place on the 1st July.

(ii) The statistics do not include pupils of Industrial Schools or schools for mentally or physically incapacitated children.

(i) PUPILS AGED 4–10 YEARS

		4–5	5–6	6–7	7–8	8–9	9–10
Infants	Boys ..	10,984	22,391	24,966	13,125	1,334	115
	Girls ..	11,706	21,855	23,404	11,914	1,161	67
Std. I	Boys ..	—	212	2,813	11,914	12,774	3,013
	Girls ..	—	266	3,290	11,489	11,162	2,457
Std. II	Boys ..	—	—	113	2,345	10,782	12,072
	Girls ..	—	—	264	3,014	10,264	11,012
Std. III	Boys ..	—	—	—	80	1,893	9,134
	Girls ..	—	—	—	229	2,457	9,059
Std. IV	Boys ..	—	—	—	—	98	1,682
	Girls ..	—	—	—	—	174	2,045
Std. V	Boys ..	—	—	—	—	1	124
	Girls ..	—	—	—	—	—	133
Std. VI	Boys ..	—	—	—	—	—	2
	Girls ..	—	—	—	—	—	—
TOTAL	Boys ..	10,984	22,603	27,892	27,464	26,882	26,142
	Girls ..	11,706	22,121	26,958	26,646	25,218	24,773
GRAND TOTAL	..	22,690	44,724	54,850	54,110	52,100	50,915

Houses of the Oireachtas

Aguisín 4

Líon Daltaí ar Rollaí Scol Náisiúnta ar 30 Meitheamh, 1952, do réir Aoiseanna, Gnéasa agus Rang.

Tábla A

Nóta: (i) Tá sé le meabhrú gurb é an lá deiridh den scoil-bliain an dáta a mbaineann na táblaí seo leis agus go n-uaschéimítear daltaí ar lú luíl.

(ii) Ní háirítear sa staidreamh seo daltaí as Scola Saothair ná as scola do phaisti a bhfuil éalaing intinne nó choirp orthu.

(Rg.≡Rang, b≡Buachaillí, C≡Cailíní.)

(i) **Daltaí 4–10 mbliana d'aois**

		4–5	5–6	6–7	7–8	8–9	9–10
Naíonáin ..	b.	10,984	22,391	24,966	13,125	1,334	115
	C.	11,706	21,855	23,404	11,914	1,161	67
Rg. I ..	b.	—	212	2,813	11,914	12,774	3,013
	C.	—	266	3,290	11,489	11,162	2,457
Rg. II ..	b.	—	—	113	2,345	10,782	12,072
	C.	—	—	264	3,014	10,264	11,012
Rg. III ..	b.	—	—	—	80	1,893	9,134
	C.	—	—	—	229	2,457	9,059
Rg. IV ..	b.	—	—	—	—	98	1,682
	C.	—	—	—	—	174	2,045
Rg. V ..	b.	—	—	—	—	1	124
	C.	—	—	—	—	—	133
Rg. VI ..	b.	—	—	—	—	—	2
	C.	—	—	—	—	—	—
Iomlán ..	b.	10,984	22,603	27.892	27,464	26,882	26,142
	C.	11,706	22,121	26,958	26,646	25,218	24,773
Mór-Iomlán		22,690	44,724	54,850	54,110	52,100	50,915

Houses of the Oireachtas

(ii) Pupils aged 10 Years and Over

		10–11	11–12	12–13	13–14	14–15	15–16	16 and above
Infants	Boys	7	8	—	—	—	—	—
	Girls	8	—	—	—	—	—	—
Std. I	Boys	529	89	43	—	—	—	—
	Girls	371	60	—	—	—	—	—
Std. II	Boys	3,870	924	232	76	—	—	—
	Girls	3,033	613	116	18	—	—	—
Std. III	Boys	11,496	4,701	1,580	434	55	1	—
	Girls	10,572	4,150	1,156	282	28	—	—
Std. IV	Boys	7,582	10,324	5,413	2,103	304	26	—
	Girls	7,746	9,957	4,728	1,494	198	—	—
Std. V	Boys	1,468	6,195	9,582	5,542	1,241	115	4
	Girls	1,488	6,620	9,652	5,705	1,302	129	9
Std. VI	Boys	130	1,342	5,093	7,206	2,070	324	14
	Girls	108	1,535	5,543	6,992	2,266	325	42
Std VII	Boys	2	111	604	1,926	1,269	205	13
	Girls	2	100	904	3,012	2,565	801	171
Std. VIII	Boys	—	1	24	132	198	115	78
	Girls	—	—	31	299	963	1,142	1,123
Total	Boys	25,084	23,695	22,571	17,419	5,137	786	109
	Girls	23,328	23,035	22,130	17,802	7,322	2,397	1,345
Grand Total		48,412	46,730	44,701	35,221	12,459	3,183	1,454

TABLE B

Number of Pupils in each Standard

	Infants	I	II	III	IV	V	VI	VII	VIII
Boys	72,930	31,387	30,414	29,374	27,532	24,272	16,181	4,130	548
Girls	70,115	29,095	28,334	27,933	26,342	25,038	16,811	7,555	3,558
Total	143,045	60,482	58,748	57,307	53,874	49,310	32,992	11,685	4,106

TABLE C

Number of Pupils promoted to a Higher Standard on 1st July, 1951, or during the school year ending 30th June, 1952.

To Std. I	To Std. II	To Std. III	To Std. IV	To Std. V	To Std. VI	To Std. VII	To Std. VIII
56,093	57,649	54,096	52,021	49,302	41,562	25,898	8,421

(ii) **Daltaí 10 mbliana d'aois agus tairis**

		10–11	11–12	12–13	13–14	14–15	15–16	16 agus tairis
Naíonáin	b.	7	8	—	—	—	—	—
..	c.	8	—	—	—	—	—	—
Rg. I ..	b.	529	89	43	—	—	—	—
	c.	371	60	—	—	—	—	—
Rg. II	b.	3,870	924	232	76	—	—	—
	c.	3,033	613	116	18	—	—	—
Rg. III..	b.	11,496	4,701	1,580	434	55	1	—
	c.	10,572	4,150	1,156	282	28	—	—
Rg. IV	b.	7,582	10,324	5,413	2,103	304	26	—
	c.	7,746	9,957	4,728	1,494	198	—	—
Reg. V	b.	1,468	6,195	9,582	5,542	1,241	115	4
	c.	1,488	6,620	9,652	5,705	1,302	129	9
Rg. VI	b.	130	1,342	5,093	7,206	2,070	324	14
	c.	108	1,535	5,543	6,992	2,266	325	42
Rg. VII	b.	2	111	604	1,926	1,269	205	13
	c.	2	100	904	3,012	2,565	801	171
Rg. VIII	b.	—	1	24	132	198	115	78
	c.	—	—	31	299	963	1,142	1,123
Iomlán	b.	25,084	23,695	22,571	17,419	5,137	786	109
	c.	23,328	23,035	22,130	17,802	7,322	2,397	1,345
Mór-Iomlán		48,412	46,730	44,701	35,221	12,459	3,183	1,454

TÁBLA b

Líon Daltaí i ngach aon Rang

	Naíonáin	I	II	III	IV	V	VI	VII	VIII
b	72,930	31,387	30,414	29,374	27,532	24,272	16,181	4,130	548
c	70,115	29,095	28,334	27,933	26,342	25,038	16,811	7,555	3,558
Iomlán	143,045	60,482	58,748	57,307	53,874	49,310	32,992	11,685	4,106

TÁBLA c

Líon Daltaí a huascéimíodh go dtí Rang níos airde ar 1ú Iúil, 1951, nó i rith na scoilbliana dar críoch 30 Meitheamh, 1952

Go Rg. I	Go Rg. II	Go Rg. III	Go Rg. IV	Go Rg. V	Go Rg. VI	Go Rg. VII	Go Rg. VIII
56,093	57,649	54,096	52,021	49,302	41,562	25,898	8,421

APPENDIX 5.

No. of National Schools in each County arranged according to staff.*

County	(i) One Tr.	(ii) Prin. and J.A.M.	(iii) Prin. and Asst.	(iv) Three Trs.	(v) Four Trs.	(vi) Over Four Trs.	(vii) Total
Carlow	17	13	10	8	2	15	65
Cavan	63	67	50	16	4	1	201
Clare	32	39	70	26	10	3	180
Cork	75	133	150	70	34	48	510
Donegal	124	103	90	39	9	8	373
Dublin	23	27	49	57	41	160	357
Galway	37	71	144	66	11	14	343
Kerry	33	68	91	46	17	10	265
Kildare	12	22	30	15	5	13	97
Kilkenny	19	31	58	21	4	9	142
Laois	16	34	27	10	5	4	96
Leitrim	36	48	32	9	3	2	130
Limerick	10	22	103	39	16	23	213
Longford	9	18	23	15	6	1	72
Louth	6	14	32	13	—	16	81
Mayo	48	80	141	54	9	8	340
Meath	9	30	56	17	6	6	124
Monaghan	47	47	35	15	4	5	153
Offaly	22	32	26	11	5	7	103
Roscommon ..	21	57	63	16	3	4	164
Sligo	38	45	42	16	3	3	147
Tipperary	37	67	77	35	13	20	249
Waterford	17	28	32	15	5	11	108
Westmeath	10	34	42	7	4	7	104
Wexford	21	25	55	25	11	9	146
Wicklow	38	19	28	17	4	7	113
TOTAL ..	820	1,174	1,556	678	234	414	4,876

* This table, cols. (i)-(v), includes a number of capitation schools which are classed according to their minimum staffs although supernumerary assistant teachers may be employed in them. Their totals are: 1-teacher=1; 2-teacher=58; 3-teacher=57; and 4-teacher=62. The figures refer to the position as on the 30th June, 1952.

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AGUISÍN 5

An líon Scol Náisiúnta i ngaċ Contae, sreaċroinnte do réir méid a bpoireann*

mar bí ar 30 Meiṫeaṁ, 1952

Contae	(i) Oide Amáin	(ii) Príom-Oide agus Fo-Máis.	(iii) Príom-Oide agus Cúnt.	(iv) 3 oidí	(v) 4 oidí	(vi) Thar 4 oidí	(vii) Iomlán
Áṫ Cliaṫ	23	27	49	57	41	160	357
Caṫán	63	67	50	16	4	1	201
Ceaṫarloċ ..	17	13	10	8	2	15	65
Ciarraige ..	33	68	91	46	17	10	265
Cill Choinnig ..	19	31	58	21	4	9	142
Cill Dara ..	12	22	30	15	5	13	97
Cill Mantán ..	38	19	28	17	4	7	113
Clár	32	39	70	26	10	3	180
Corcaig ..	75	133	150	70	34	48	510
Gaillimh	37	71	144	66	11	14	343
Iarmhóe ..	10	34	42	7	4	7	104
Laois	16	34	27	10	5	4	96
Liatroim ..	36	48	32	9	3	2	130
Loċ gCarman ..	21	25	55	25	11	9	146
Longport ..	9	18	23	15	6	1	72
Lúimneaċ	6	14	32	13	—	16	81
Luimneaċ ..	10	22	103	39	16	23	213
Maig Eo ..	48	80	141	54	9	8	340
Míde	9	30	56	17	6	6	124
Muineaċáin ..	47	47	35	15	4	5	153
Port Láirge ..	17	28	32	15	5	11	108
Ros Comáin ..	21	57	63	16	3	4	164
Sligeaċ	38	45	42	16	3	3	147
Tiobraid Árann	37	67	77	35	13	30	249
Tír Conaill ..	124	103	90	39	9	8	373
Ua bFáilge ..	22	32	26	11	5	7	103
Iomlán ..	820	1,174	1,556	678	234	414	4,876

*Tá i gcol. (i)–(v) den tábla seo roinnt scol caipitíoċta a sreaċroinntear do réir na bunfoirne atá iontu cé go dtarlóid cúntóirí breise ar fostú iontu. Siad a n-iomláin: 1-oide=1; 2-oide=58; 3-oide=57, agus 4-oide=62.

APPENDIX 6.

Appointment and Continued Recognition of Teachers—Enrolment of Pupils required.

(1) In the case of classification schools (i.e., schools in which all the teachers are paid salary directly by the Department), the following figures of average daily enrolment of pupils in the school must be reached over a certain period, before a teacher, in addition to the principal teacher, may be (1) appointed to a new post therein, (2) appointed in succession to an outgoing teacher or (3) retained on the staff under normal recognition :

	(1) First Appointment	(2) Succession Appointment	(3) Normal Retention
Junior Asst. Mistress	36	32	28
1st Asst. Tr. ..	60	52	45
2nd ,, ,, ..	100	95	90
3rd ,, ,, ..	160	150	145
4th ,, ,, ..	220	205	200
5th ,, ,, ..	275	260	255
6th ,, ,, ..	330	315	310
7th ,, ,, ..	350	335	330
each additional Asst. Tr. ..	an extra 45 units	an extra 45 units	an extra 45 units

(2) In the case of capitation schools (i.e., schools aided by way of capitation grants based on the average attendance of pupils), a certain minimum staff of recognised teachers must be employed in proportion to the average annual attendance of pupils, corresponding to the following sacle :

Under 35 pupils	1 teacher
35 but under 55 pupils	1 teacher+J.A.M.
55 but under 95 pupils	2 teachers
For each extra 45 units..	1 additional teacher

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Ceapacán agus Gnát-Aiteantas Múinteoirí—Líon daltaí is riachtanach ar rolla

(1) I scola aicmiochta (.i. scola ma n-iocann an Roinn féin tuarastal go direach leis na múinteoirí go léir iontu), ní mór na figiúir seo leanas de meán-rollú laethúil a beit sroichte iontu ar fead tréimse áirithe cun múinteoir, le cois an phríomhoide, (1) a cheapadh i bposta nua iontu, (2) a cheapadh i gcomharbacht do mhúinteoir a d'éirigh as, nó (3) a choimeáil ar an bpoirinn fá gnát-aiteantas:

	(1) Céad-Ceapacán	(2) Ceapacán Comharbachta	(3) Gnát-Aiteantas
Fó-mháistreás ..	36	32	28
Iú Cúntóir ..	60	52	45
2ú ,, ...	100	95	90
3ú ,, ...	160	150	145
4ú ,, ...	220	205	200
5ú ,, ...	275	260	255
6ú ,, ...	330	315	310
7ú ,, ...	350	335	330
Gach aon cúntóir le cois	45 aonad eile	45 aonad eile	45 aonad eile

(2) I scola caipitiochta (.i. scola a n-ioctar deontais chaipitiochta leo ar bun meán-tinrim na ndaltaí), ní mór bun-foireann áirithe de mhúinteoirí oilte a beit ar fostú iontu i gcomhréir leis an meán-tinreamh bliantúil de dhaltaí, mar atá sa scála seo leanas:

Fá bun 35 dalta	múinteoir oilte amháin.
35 ach fá 55 dalta	1 ,, +fo-mháistreás.
55 ,, 95 ,, ...	2 mhúinteoir oilte.
In aghaidh gach 45 aonad le cois ..	múinteoir oilte eile le cois.

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APPENDIX 7.

Text of Department's Circular 11/31.

Circular to Managers, Teachers and Inspectors on Teaching through the Medium of Irish.

The Department, finding that a good deal of misapprehension exists regarding the use of Irish as the medium of instruction in Primary Schools, considers it necessary in connection with the issue of the accompanying Circular on Teachers' Ratings to define the requirements of the school programme in respect of teaching through Irish and to state at more length what its aims are, and what it expects the schools to do to realise them.

Section 6 of the " General Notes " prefatory to the Programme (pp. 27, 28) states :—

" Where a teacher is competent to teach through Irish and where the children can assimilate the instruction so given, the teacher should endeavour to extend the use of Irish as a medium of instruction as far as possible."

" When these conditions do not exist, such teaching through Irish is not obligatory."

" Teachers who hold Bilingual or Higher Certificates will, unless there be evidence to the contrary, be regarded as competent; but the possession of these Certificates is not an essential condition for such teaching."

" Where the full use of Irish as a medium of instruction is not possible any or all of the following transitional courses are suggested :—

" (1) The use of both languages in teaching certain subjects.

" (2) A gradual extension through the *standards* of instruction through Irish.

" (3) The gradual extension through the *subjects* of the use of Irish as the medium of instruction."

It is clear from the foregoing—

(*a*) that the aim of the programme is to secure the full use of Irish as the teaching medium in all schools as soon as possible;

(*b*) that the use of Irish as the teaching medium is now obligatory when the teacher is competent to give the instruction and the pupils are able to assimiliate the instruction so given;

(*c*) that teaching through Irish is not obligatory unless the two conditions are fulfilled, i.e., ability of the teacher to give instruction and ability of pupils to receive it;

(*d*) that transitional stages are suggested at which partial use of teaching through Irish should be introduced, according as teachers become competent to give such instruction and the pupils can understand and assimiliate it.

Such then are the requirements of the programme. Of the foregoing items the first three need no elucidation. The intention of the programme is that the schools should do their part in reviving the language as a spoken tongue by giving the pupils such a mastery of Irish as will go a long way towards ensuring that revival. The use of Irish as the medium of instruction will do more than increase the pupils' oral grasp of the language. It will convince them that the Irish language is a living speech capable of adjusting itself to the needs of modern life. There is no means of attaining this conviction, so essential to the revival movement, more potent than the general adoption of and success in the use of Irish as the medium of instruction in the schools. The success would, however, be jeopardised by premature attempts to use Irish in unsuitable conditions and the programme therefore requires a sufficient oral knowledge from both teacher and pupils before the attempt is made. Yet the attempt must obviously not be delayed until the " full use " of Irish in all the work and in all the classes of a school is possible. The programme therefore suggests transitional stages. In other words, according as the teachers become qualified and obtain Certificates and according as the pupils require from their Irish lessons sufficient understanding of and fluency in spoken Irish the partial use of Irish as a teaching medium should be introduced. Assuming that a teacher holds the Bilingual Certificate and that his pupils, say of Standard IV, have had efficient instruction in the language for four years it is not unreasonable to expect that they should be able to derive profit from instruction in Irish in certain of their subjects at least in the Fourth and Higher Standards. The reasonableness of this expectation is not a conjecture. It is demonstrated by the fact that there are schools where the pupils after a few years' effective teaching in the language have been able to complete their education through instruction in Irish alone. It is still more forcibly shown by the fact that in some schools in English-speaking areas practically all the work of all the standards is already done effectively through Irish. On the other hand, the reports of the inspectors show that there are schools in which teachers holding Bilingual qualifications in Oral Irish have taught Irish efficiently since 1925 and yet have done little or nothing to introduce teaching through the medium of Irish.

The circumstances of the schools generally vary so much in many respects and chiefly in respect of the qualifications in Irish of the members of the teaching staff that it is obviously impossible to make definite regulations for the introduction of the partial use of Irish as the teaching medium and for

its progressive extension. The Department must rely upon the teachers' acceptance of the general aims of the programme and upon their zeal to realise them. In making the suggestions in this Circular in amplification of those contained in Section 6 of the General Notes to the programme the Department desires it to be clearly understood that these suggestions are to be taken subject to the principle that even the partial use of Irish as a medium of instruction is not obligatory unless the two conditions, viz., ability of the teacher to give the instruction and ability of the pupils to receive it, are present in sufficient degree to warrant the success of the attempt.

The first of the transitional courses suggested in the Notes to the Programme is the use of both languages in teaching certain subjects. Regarding this suggestion the following observations derived from the actual organisation of work in some schools, may be made :—

(1) All the disciplinary arrangements of a school may be based almost exclusively on the use of Irish.

(2) Subjects the teaching of which involves a large amount of *doing* on the part of teacher and pupils, e.g., Drawing, Nature Study, Cookery, Needlework, Singing and Drill, lend themselves readily to the early use of Irish. The terminology and range of phrase necessary for the teaching of these subjects is comparatively limited and can be easily acquired. The teacher's oral directions are quickly understood from the actions accompanying them and the Irish phrases are quickly associated with the operations required.

(3) In the teaching of Geography the greater part of the map lessons may be quite effectively dealt with by a teacher who has the ordinary certificate in Irish. Such a teacher will have no difficulty in showing boundaries, political divisions, mountains, rivers, etc., in Irish, and when their position have been memorised by the pupils, he can put all his questions of revision and examination in Irish.

(4) In Mathematics, while the explanatory or demonstration lessons may be given in English, revisory exercises can be done through Irish which can also be largely used for the teacher's commendation of good work, indication of errors, etc.

The feasibility of the second suggestion contained in these notes, viz., the gradual extension of instruction through the medium of Irish through the standards obviously depends upon the Irish qualifications of the staff of the school as a whole. Suppose the school to be a two-teacher school or a three-teacher school in an English-speaking district and that all the teachers are competent in Irish. Such a school should attain the full use of Irish as the medium of instruction in less than half a dozen years; for, beginning with whole-time use of Irish in Standard I in the first year a new Irish-speaking standard would accrue each year, and at the same time a partial use of Irish would be possible in the remaining standards.

Unfortunately such favourably circumstanced schools are not yet numerous, and therefore the introduction of Irish as the teaching medium under this plan must be determined by a wise provision for the actual conditions of each school in accordance with the aims and principles previously enunciated.

The majority of the schools are two-teacher schools. If the teacher of the Junior Division of the school is competent to teach through Irish but the teacher of the Senior Division is not, it is obvious that the organisation of the work of the school must take account of the Senior teacher's disability and that the adoption of the Irish medium in the Junior Division must be but very partial. If the teacher of the Juniors is not qualified, but the teacher of the Seniors is, then a partial introduction of the Irish medium is possible only in the manner indicated above. These adverse conditions, in which one of the two teachers is wholly incompetent in oral Irish are not widely prevalent, and the number of schools in which they obtain is diminishing from year to year. In most of the two-teacher schools now, and in an increased number as time goes on, practicable adjustments of the organisation of their work may be made in harmony with the aims of the programme.

The third suggestion of the Programme, viz., the extension of instruction through Irish by subjects does not call for expanded comment. What has been said about the other two suggestions applies to this one also, and is sufficient to indicate the methods of procedure. The Department, as already indicated, has noted the example of a certain number of schools in which the initiative and enterprise of the teachers has proved the feasibility of making a beginning with instruction through Irish in one or two subjects and in adding others as the pupils advance in their knowledge of the language, but it is felt that the progress made in the use of Irish as the teaching medium in the schools generally is not as great as it should be, having regard to the growing qualifications in Irish of the total teaching staff of the schools. In the new issue of the Circular on teachers' ratings attention is directed to the requirements of the Programme. It is necessary here, however, to note that although during the past eight years two-thirds of the teachers have passed the Ordinary Certificate stage of qualification of whom 4,000 have advanced to the Bilingual Certificate and over 1,000 hold the Árd-Teastas, the number of schools in which considerable and progressive work through Irish is being done is comparatively small. The Department, therefore, desires teachers to address themselves earnestly and courageously to the accomplishment of this important duty of extending instruction through the medium of Irish. There are difficulties to be overcome, but good will and intelligent effort will overcome them. The Department looks for success in the schools through that good will and intelligent effort, and expressly stipulates that no undue pressure must be put upon teachers to undertake more than their own powers and the conditions of their schools warrant. The inspectors are therefore instructed to be guided in their assessment of the teachers' rating, in respect of the requirement of teaching through the medium of Irish, by consideration of the evidence of his good-will and capacity to do what is best in his particular circumstances. Should the teacher's performance, in the opinion of the inspector, fall

short of the reasonable possibilities of his school, the inspector will indicate clearly in his report what the shortcomings are, and the teacher will not suffer in his rating until he has definitely failed within a year to make adequate improvements. The Department hopes that such failures will be of rare occurrence and that the teachers, willingly accepting the directions and exhortations of this circular, will respond effectively to its appeal for fuller accomplishment of the Irish aims of the school programme.

SEOSAMH Ó NEILL,

Rúnaí.

An Roinn Oideachais,

Baile Átha Cliath.

Iúl, 1931.

Houses of the Oireachtas

Meabhrachán na Roinne i dTaobh Téacs-Leabhar Uimhríochta agus Teanga

APPENDIX 8.

Department's Memorandum on Arithmetic and Language Text Books.

Téacs-Leabhair Uimhríochta.

In the Notes for Teachers—Mathematics—p. 5, it is recommended that "in Arithmetic a text should be selected which contains a properly graded selection of exercises only—without answers and without either explanatory matter or worked examples. The worked examples are often useless and occasionally harmful, while the explanatory matter serves no purpose (except, perhaps, for a private student)—the pupils do not read it, and would not understand it if they did."

The view of the Department here expressed has guided the Book Committee when considering text-books submitted by publishers for sanction. Explanatory matter and worked examples would obviously be out of place in books used by Standards I-V. It may be conceded—though with some hesitation—that some pupils in Standards VI-VIII may occasionally find them helpful and where they have been included in books for those standards they have been sanctioned, provided that they are appropriate and not excessive in amount.

An ordinarily competent teacher can by skilful presentation and blackboard demonstration give his pupils more guidance in half an hour than they could derive from several pages of explanations and worked examples in a text-book. Moreover, it is not desirable that text-books should be increased in size without compelling reason of added advantage. They are expensive enough as they are for the average parent—and are likely to become more expensive in the near future.

Téacs-Leabhair Gaeilge:

A small minority of those on the list of sanctioned books contain notes and brief glossaries. As in the case of explanatory matter in the books in Arithmetic for Standards VI-VIII, it may be conceded that some few pupils may occasionally derive benefit from them but where the teacher is competent and the pupils are trained—as they should be—to consult dictionaries available in the school these notes and glossaries are to a large extent redundant.

Téacs-Leabhair Béarla:

A few books for senior standards contain a small amount of historical and biographical notes appended to certain lessons. Very occasionally a word which is more or less exotic is explained in a footnote. A few literary exercises are incorporated in some readers.

The Book Committee is of opinion that any increase in the amount of notes or exercises in English Readers is neither necessary nor desirable.

APPENDIX 9.

NOTE.—The following tables do not include persons of the age-groups mentioned in attendance at private, commercial or other special schools.

TABLE A

Proportion of Age-Groups 14–15 and 15–16 years enrolled at courses of whole-time education in the school-year 1951–'52. (Figures given correct to nearest thousand.)

	14–15 years			15–16 years		
(1) Total Population in each age-group* ..	Boys 26,000	Girls 25,000	Total 51,000	Boys 26,000	Girls 26,000	Total 52,000
(2) (*a*) In National Schools (30. 6. '52)	6,000	7,000	13,000	1,000	2,000	3,000
(*b*) In Secondary Schools ..	6,000	5,000	11,000	5,000	5,000	10,000
(*c*) In Continuation Schools ..	3,000	3,000	6,000	3,000	3,000	6,000
(3) Total 2 (*a*), (*b*) and (*c*) ..	15,000	15,000	30,000	9,000	10,000	19,000
(4) No. at (3) as % of (1) ..	57·7%	60·0%	58·8%	34·6%	38·5%	36·5%

* Based on the figures which appear in Table 10A, p. 41, Census of Population of Ireland, 1951 (Pr. 1643), and which refer to persons whose ages on the night of 8-9 April, 1951, had been 13, 14 and 15 years respectively on their previous birthdays.

TABLE B

Number of Persons aged 14-15 and 15-16 years respectively enrolled at part-time courses in Vocational Schools during session 1951-'52.*

Course	No. of Pupils enrolled	
	Age-group 14–15 years	Age-group 15–16 years
(1) (i) Day Courses confined to Apprentices	60	152
(ii) Compulsory Courses under Part V of the Vocational Education Act, 1930 (confined to Cork, Limerick and Waterford)	568	969
(iii) Day Courses (single subjects) ..	315	158
(iv) Evening Courses (confined to specific trades and occupations)	145	709
(v) Evening Courses (open)	1,521	2,372
(2) Total of 1 (i)–(v)	2,609	4,360
(3) No. at (2) expressed as a percentage of (1) Table A	5%	8%

* Pupils simulatneously attending two courses are included only under one course.

NÓTA: Ní háirítear sna táblaí seo leanas daoine, de na haois-aicmí atá i gceist, a bí ag freastal ar scoil príobháideach nó tráchtála nó ar scoil speisialta eile.

TÁBLA A

An cuid de na haois-aicmí 14-15 agus 15-16 bliana a bí rollaithe ag cúrsaí lán-aimsire oideachais sa scoilbliain 1951-52. (Tá na figiúir cruinn go dtí an mhíle is gaire)

	14–15 bliana			15–16 bliana		
(1) Iomlán daonra i ngach aois-aicme*	Buachaillí 26,000	Cailíní 25,000	Iomlán 51,000	Buachaillí 26,000	Cailíní 26,000	Iomlán 52,000
(2) (a) i Scoil Náisiúnta (30/6/'52)	6,000	7,000	13,000	1,000	2,000	3,000
(b) i Meán-Scoil	6,000	5,000	11,000	5,000	5,000	10,000
(c) i Scoil Leanúna ..	3,000	3,000	6,000	3,000	3,000	6,000
(3) Iomlán 2 (a), (b) agus (c) ..	15,000	15,000	30,000	9,000	10,000	19,000
(4) Uimh. ag (3) mar % de (1) ..	57.7%	60.0%	58.8%	34.6%	38.5%	36.5%

*Bunaithe ar figiúir atá i dTábla 10, A, lch. 41, de Dhaonáireamh na hÉireann 1951 (Pr. 1643) agus a thagraíos do dhaoine arb iad a n-aoiseanna, oíche an 8/9 Aibreán 1951, 13, 14 agus 15 bliana fá seach ar a mbreith-lá roimhe sin.

TÁBLA B

Líon daoine in aois 14–15 agus 15–16 bliana fá seach ar rollaí ag cúrsaí páirt aimsire i Scoil Gairm-Oideachais i rith seisiúin 1951/'52*

Cúrsa	Uimhir Daltaí ar Rolla	
	Aois-aicme 14–15 bliana	Aois-Aicme 15–16 bliana
(1) (i) Cúrsaí Iae do Phrintsigh amháin ..	60	152
(ii) Cúrsaí Éigeantacha fá Chuid V den Acht Oideachais Gairme Deata 1930 (i gCorcaigh, Luimneach agus Port Láirge)	568	969
(iii) Cúrsaí Iae (ábair aonraic) ..	315	158
(iv) Cúrsaí Oíche (do chearda agus do Gharma ar leith amháin)	145	709
(v) Cúrsaí Oíche (oscailte)	1,521	2,372
(2) Iomlán de (1) (i)–(v)	2,609	4,360
(3) Uimh. ag (2) tugtha mar chéatadán de (1) Tábla A	5%	8%

* Ní háirítear ach fá chúrsa amháin daltaí a bí san aon-am ag freastal dá chúrsa.

Sliocht

Tuarascáil a tug Coiste Eadar-Rannach, ar ardú na hAoise Fágála Scoile, don Aire Oideachais (1935)

APPENDIX 10.

EXTRACT

Report presented to the Minister for Education by the Inter-Departmental Committee on the Raising of the School-Leaving Age.

(1935)

Raising of the School-Leaving Age.

(VI. Summary of Conclusions.)

"1. The existing requirements of the Saorstát in the matter of compulsory attendance at school are as comprehensive as those of other European countries.

2. Although there has been in many countries in recent years a persistent demand for the general raising of the school-leaving age to 15 and 16 years, scarcely any country has so far yielded to the demand.

3. Large numbers of young persons between the ages of 14 and 16 are employed in agricultural occupations in the Saorstát, but they are the sons and daughters of small-holders, and if the school-leaving age were raised the withdrawal of their labour from the farms would cause considerable hardship to their parents.

4. The withdrawal of juvenile labour in agricultural areas would not result in any material improvement in the employment of additional adult labour.

5. There is not an undue proportion of juvenile to adult workers in non-agricultural occupations and there is no evidence that juveniles are employed to any appreciable extent on industrial work that is suitable only to adult workers.

6.There is no case for the raising of the school-leaving age on the grounds that young people are too immature for employment at the age of 14 years.

7. A large proportion of the employment obtained by juveniles in non-agricultural occupations is blind-alley employment as messengers, etc., but it is difficult to see what better employment could be obtained for such juveniles by keeping them a year or two longer at school.

8. The parents of juveniles who enter blind-alley employment are generally in very poor circumstances and would be unable to keep them longer at school. If the school-leaving age were raised, there would be a very strong demand for maintenance grants for the disemployed juveniles.

9. The withdrawal from the industrial labour market of all boys and girls under the age of 16 years would not lessen adult unemployment to any appreciable extent.

10. There are large numbers of young people between the ages of 14 and 16 who have not obtained employment and do not attend school. There is grave danger in their idleness which tends to make the young people unfit for employment.

11. There is a definite advantage to be gained by keeping unemployed juveniles at school, but if they are to have a reasonable chance of obtaining employment on leaving school they must be kept to 16, and not 15, years of age.

12. Under the conditions that prevail in the Saorstát it would be better that the school-leaving age should be raised to 16 years for unemployed juveniles than that it should be raised to 15 years for all juveniles.

13. It is essential to the success of any extension of the period of school life that there should be adequate facilities for post-primary education, and the lack of such facilities in many districts in the Saorstát makes the general raising of the school-leaving age impracticable at present.

14. The provision of Part V of the Vocational Education Act might be put into operation in two or three carefully-selected areas, all employed juveniles in these areas being required to attend classes for not more than 180 hours per year and all unemployed juveniles in the areas being required to attend whole-time schools."

Houses of the Oireachtas

Wt. ——/——. 2,000 . 8/54. C.&Co. (194.) G.Spl. Est. 7013

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