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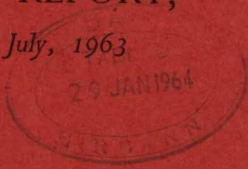


AN COIMISIÚN UM ATHBHEOCHAN  
NA GAEILGE

(Commission on the Restoration of the Irish Language)

SUMMARY, IN ENGLISH,  
of  
FINAL REPORT,

13th July, 1963



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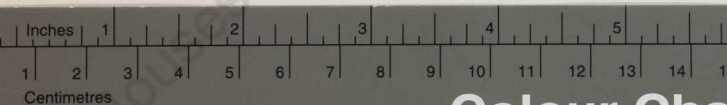
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Houses of the Oireachtas



COMMISSION ON THE RESTORATION  
OF THE IRISH LANGUAGE

FINAL REPORT.



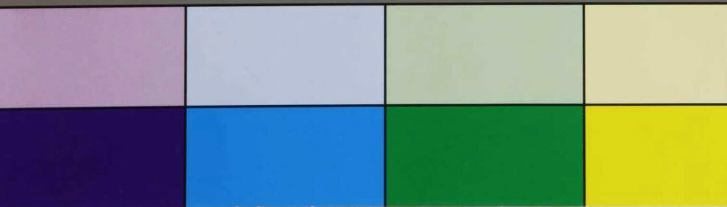
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Blue

Cyan

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Yellow



Houses of the Oireachtas



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Houses of the Oireachtas



## INTRODUCTORY NOTE

The Commission on the Restoration of the Irish language was established by the Government in July 1958, with the following terms of reference :—

“ Having regard to the position at present reached in the endeavour to secure the restoration of the Irish language, to consider and to advise as to the steps that should now be taken by the community and the State to hasten progress towards that end.”

2. The membership of the Commission at the date of the signature of their Final Report was as follows :—

An tAthair Tomás Ó Fiaich, M.A., Lic.Sc.Hist., Chairman,  
Anna Bean Brioscú,  
Earnán de Blaghd,  
An Canónach Oirmhinneach Roibéard S. de Ros, M.A., B.D.,  
H.Dip. in Ed.,  
Harry Lush, B.A.,  
Tomás S. Mac Aindriú, B.A.,  
An tAthair Oirmhinneach Aindrias Mac Aogáin, C.S.Sp., B.A.,  
Pádraig Mac Con Midhe, M.A.,  
An tAthair Oirmhinneach Fearghal Mac Craith, S.I., D.Phil.,  
Áine Ní Cheannain, M.A., H.Dip. in Ed.,  
An tOllamh Liam Ó Briain, M.A.,  
Dómhnall Ó Catháin,  
Breandán Ó Cearbhaill, B.A., LL.B.,  
Dónall Ó Conalláin, B.A.,  
Donncha Ó Cróinín, M.A.,  
Leon Ó Dubhghaill, B.A.,  
Pádraig Ó hIceadha,  
Peadar Ó hUaithnín,  
Pádraig Ó Loingsigh, B.A., B.Comm., M.Econ.Sc., Ph.D.,  
H.Dip. in Ed.,  
Liam Ó Luanaigh,  
An Bráthair Oirmhinneach A. S. Ó Maoil Eoin, B.Sc.,  
Donnachadha Ó Mathghamhna,  
Dónall Ó Móráin, B.A., B.L.  
Gearóid Ó Murthuile, B.A.,  
Diarmuid Ó Riordáin, M.Sc.,

An Bráthair Oirmhinneach Bonaventure Ó Siocháin, F.S.C.  
 Donnchadh Ó Súilleabháin, B.A., B.Comm.,  
 Tomás Ó Tuathail.

The Secretary to the Commission was Seán Mac Gearailt.

3. At the date of the establishment of the Commission, the Chairman was An Monsignor Ró-Oirmh. Máirtín Ó Braonáin, M.A., B.D., B.C.L., Ph.D., P.P., V.F., who—because of the increased pressure of diocesan duties—found it necessary to resign in June, 1959. In his place, An tAthair Tomás Ó Fiaich, who had been an original member of the Commission, was appointed to be the Chairman. The following original members of the Commission died, on the dates indicated, before the presentation of the Commission's Final Report :—

Seán Ó Cléirigh (9th February, 1959),  
 Séamas Ó hEochadha (19th September, 1959),  
 Brian Ó Domhnaill (15th August, 1961) and  
 Micheál Ó Catháin (28th June, 1962).

Dómhnall Ó Catháin was appointed to be a member of the Commission on the 18th March, 1959.

4. The Commission submitted two Interim Reports, dealing with

- (1) Television, dated the 20th March, 1959, and
- (2) The Provision of Textbooks in Irish for Secondary Schools dated the 4th July, 1959.

Neither of these two Interim Reports has hitherto been published. They are included among the Appendices to the Commission's Final Report.

5. The following summary, in English, of the Commission's Final Report, dated the 13th July, 1963, is, of necessity, confined largely to conclusions, without attempting to adduce the arguments supporting those conclusions. The arguments are to be found in the Final Report itself.

July, 1963.

## SECTION 1

### THE LANGUAGE REVIVAL IN RETROSPECT

#### (1) THE DECLINE OF THE LANGUAGE

The Irish language, for centuries the vernacular of the whole country, and retaining its predominant position in the face of successive waves of Danish and Norman settlers, found itself from the 16th century onwards deprived of the political and social order to which it was wedded. The era of confiscation and plantation which followed not only made English the language of the State and of the new landowning aristocracy but brought considerable numbers of English-speaking settlers into various parts of the country. Irish, however, was still the language of the masses of the people, throughout most of the country, apart from some districts in the east of Ulster and Leinster, until the first half of the 19th century.

Due to a combination of economic, political, social and cultural forces in the 19th century the decline of the language became catastrophic. The Great Famine, resulting in the loss of two million people by death and emigration, not only reduced drastically the Irish-speaking population but encouraged the view that English would be a more useful language for the potential emigrants of the future. The extension of popular education, especially through the setting up of the National Schools, provided the means whereby the diffusion of English could be effected in every corner of the land. English was the language of law and politics and even those leaders who took the national side in the political struggle felt compelled by circumstances to use it. Irish thus came to be looked upon as a badge of ignorance and poverty, the more especially as those in positions of leadership throughout the community were the first to abandon its use. The overall consequence was that, within a couple of generations, Irish ceased to be widely used as a spoken language outside certain western and southern districts whose population had continued to decline and, according to the 1956 Census, numbers only 85,547.

#### (2) THE EFFORT TO SAVE THE LANGUAGE

Various groups which interested themselves in the language from the second half of the 18th century onwards concentrated at first on the publication of its manuscript literature rather than on the spoken tongue. This was, perhaps, to be expected, as the drastic reduction in the Irish-speaking areas had not yet occurred. Later societies such as the *Society for the Preservation of the Irish Language* (1876) and the *Gaelic Union* (1878) showed a growing consciousness of the

importance of the spoken tongue, and an occasional national leader lent his support to this view. But no revolutionary change of attitude was brought about until the foundation of the *Gaelic League* in 1893 —“ to preserve Irish as the national language of Ireland and to spread its use as a spoken language.”

By the early years of the present century, through the work of its organisers and travelling teachers, the League had six hundred branches scattered in all parts of the country, where thousands studied the rudiments of the language and learned the history, songs and dances of Ireland. A chain of Irish Summer Colleges was established in the Gaeltacht where teachers and pupils improved their knowledge by contact with the living speech. Feiseanna had become a popular feature of the Summer months and the Oireachtas had been inaugurated as an annual Gaelic festival.

Side by side with this educational machinery of its own, the League organised public opinion to demand a more exalted place for the Irish language in the State educational programme. In the Intermediate System the language, under the name Celtic, had secured a footing since the foundation of the system in 1878 but only 4-7% of the pupils presented it in examinations. Due to the exertions of Dr. Hyde before the Royal Commission of 1899, Irish was given improved status and the percentage of pupils taking it jumped in a few years to 20-30%. In the primary schools, Irish was allowed as an extra subject outside school-hours from 1879 onwards, and, from the beginning of the present century, might be taught under certain conditions within school-hours. By 1921-22 the number of primary schools in which some Irish was taught had risen to almost a quarter of the total. It was not until 1906-7, however, that the use of Irish as a teaching medium was permitted in the Gaeltacht and, by 1921-22, over half the schools there were so employing it. The inclusion of the language among the subjects necessary for Matriculation in the new National University set the seal on its higher status in the educational life of the country and led to a steep increase in the number of students taking it at secondary-school level in the decade between the founding of the University and the setting up of the State.

Apart from the advances made on the educational front, the impetus given by the Gaelic League's work was channelled into a wide field of linguistic and national activity. Side by side with its work for the spoken language, it advanced the cause of Irish writing by the publication of a literary journal and a weekly newspaper, both partly in Irish, the editing of earlier Irish literature still surviving in manuscript and the creation of a new literature in prose and verse. Among the masses of the people it pleaded for support for Irish products, inculcated a virile doctrine of self-reliance and proclaimed the necessity for advancing to independence in the cultural and economic as well as the political sphere. Indeed, we believe that the great contribution of the Gaelic League to Irish history in those years is to be measured, not by the number of fluent Irish speakers

which it turned out (which was probably small), but the fact that it altered radically the attitude of the masses of the people towards the language. From an attitude of contempt and rejection it brought them to one of pride in the few phrases of the language they knew and a general desire to work for its restoration. This view permeated the whole national movement and the crusade to restore the language went hand in hand with the struggle for political independence.

### (3) UNDER NATIVE GOVERNMENT

With the foundation of Saorstát Éireann, the language acquired official status. In its new constitutional position as national language (1922) and first official language (1937), it was given a place in the government and law of the State and some knowledge of it was henceforth expected from state servants. Its revival as a spoken tongue throughout the country became state policy and various efforts were made to this end, which may be classified here under three heads :

- (i) Measures to spread a knowledge of the language through the educational system;
- (ii) Measures to stop the further recession of the language in the Irish-speaking areas;
- (iii) Measures to spread the use of the language in the cultural life of the nation.

THE LANGUAGE IN THE EDUCATIONAL SYSTEM: Already, in January, 1921, the Irish National Teachers' Organisation had convened representatives of various interested bodies to frame an educational programme "in accordance with Irish ideals and conditions, due regard being given to local needs and views". The Government accepted its recommendations that Irish should be included among the subjects taught in all primary schools and that the work of the infant classes together with the teaching of Irish history and geography, singing and physical training should be, where practicable, through the medium of Irish. The second National Programme Conference of 1925-26 expressed its approval of the First National Programme in general and recommended 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. When these conditions did not exist, transitional courses were suggested. These recommendations, with certain modifications which have since been introduced, still govern the position of the language in Primary Education.

To provide a body of teachers qualified to carry out the new programme, courses were organised with State aid in the years 1922-26 and six residential Preparatory Colleges were established from 1926 onwards. The success of these measures is shown by the

fact that, today (1960-61 Report of the Department of Education), 96% of the Primary Teachers are qualified to teach Irish and 89% are qualified to teach through Irish. The actual use of the language as a medium of instruction varies considerably from one age-group to another but it has shown a falling off in recent years and there is a distinct tendency to confine it to the lower age-groups. Only 183 schools outside the Gaeltacht (out of 4,880 schools in the 26 Counties) are reported in 1960-61 to give all instruction through Irish and, of these, 47 are special Infant Schools and most of the remainder are in areas adjacent to the Gaeltacht.

In regard to Secondary Education, the language was already taught before the establishment of the State in most secondary schools because of its necessity for Matriculation in the National University. At present it must be taught in all recognised secondary schools and a pass in Irish is essential for securing the Intermediate and Leaving Certificates. Increased capitation grants have been given since 1924-25 to schools in which all, or part of, the work is done through the medium of Irish and, at the moment, approximately half of the secondary school pupils receive instruction in at least one subject other than Irish through this medium. Due to practical difficulties (such as dearth of textbooks and of courses through Irish at university level), this proportion is much lower than it was twenty years ago.

The language forms part of the continuation education courses given in vocational schools, and training courses and Diplomas have been provided whereby vocational teachers could qualify to teach Irish and other subjects through the medium of Irish.

In regard to University Education, the principal change since the foundation of the State has been the introduction of lectures through Irish in several faculties in University College, Galway. Encouraged by two scholarship schemes, hundreds of graduates have now pursued their studies to degree level and beyond, through Irish, and the provision of scientific terminology in the language has advanced.

**THE GAELTACHT:** The Gaeltacht Commission of 1925-26 spotlighted the need for widespread improvements in the educational facilities, administration, and social and economic conditions of the Gaeltacht.

The Irish language has since become the medium generally, though not universally, used in Primary Education there. Secondary and Vocational Education have been promoted by special grants for building purposes and other assistance. To cater for university education the State and University College, Galway, provide a total of nineteen university scholarships annually for students from the Gaeltacht.

In an effort to provide local services for the people of the Gaeltacht in their own language, it has been State policy since 1928 to demand a competent knowledge of Irish for appointment to State and local government posts there. Due to the difficulty of obtaining

qualified applicants in the early years, the practice was introduced of extending the time limit within which competence in the language must be attained and thus the purpose of the original measure has been largely defeated. Efforts of a similar kind to provide Irish-speaking Gardaí and District Justices for the Gaeltacht areas have met with more success.

The social and economic development of the Gaeltacht, having been assigned to a number of State agencies in turn, was finally entrusted to the new Department of the Gaeltacht in 1956. A number of minor schemes had been put into operation by various Departments down the years, many of them in continuation of schemes initiated by the Congested Districts Board under the British Government. Among the more novel projects of native Governments, we may mention the resettlement of small colonies of Gaeltacht families elsewhere, the annual grant introduced for Irish-speaking children and the provision of glasshouses for tomato-growing. No large-scale industrialisation was attempted in the Gaeltacht but some small industries were added to those which had already been in operation under the Congested Districts Board. Since 1958 these have been operated by Gaeltarra Éireann and, at present, they provide whole-time or part-time employment for over twelve hundred workers in the Gaeltacht, of whom nearly one thousand are women.

**THE PROMOTION OF IRISH IN CULTURAL LIFE:** Since the establishment of native Government the Irish language has come into more general use in the cultural life of the nation. The publication of books and periodicals in the language has increased; dramatic performances in it are regularly given; it has got a place in the national radio and television services and a beginning has been made of film-making in Irish. Catering as they were for a minority of the population, these advances could not have been made without some State assistance. The emergence of a standard written language and the provision of much needed technical terms and of reference books in the language were also due in great measure to State initiative through the work of the Translation Staff of the Oireachtas.

#### (4) THE VOLUNTARY MOVEMENT SINCE THE ESTABLISHMENT OF THE STATE

It was perhaps inevitable that the widespread enthusiasm for the restoration of the language which had been kindled during the struggle for political freedom would not be sustained after the setting up of native government. The language cause could no longer share in that spirit of defiance which had made it a symbol of independence in the preceding years. Many of its most earnest workers had fallen in the struggle, others were caught up in the running of the new State or in the political movements which followed its establishment. Besides, there was a general feeling that, with native govern-

ment, the language was secure and its further promotion could safely be left to the education institutions of the new State.

The bitterness and disillusionment consequent on civil war left a dispirited people whose solidarity in support of a united national front had been shattered. The language movement was slow to recover from this reaction. It tended to splinter and the Gaelic League soon found itself merely one of many language organisations in the field. This was, perhaps, in part inseparable from the effort to bring the language into new areas of Irish life. But barren controversies often resulted and many of the new organisations and journals of the period were shortlived. The past quarter century, however, has witnessed several notable developments—the revival of *An tOireachtas* as an annual Gaelic festival, the setting up of *Comhdháil Náisiúnta na Gaeilge* to co-ordinate the activities of various language bodies, the foundation of three Irish Book Clubs and of several new periodicals, the work of *Gael-Linn* to provide pilot employment schemes in the Gaeltacht and to bring the language into all modern media of mass communication.

#### (5) THE POSITION OF THE LANGUAGE TODAY

According to the 1946 Census—the latest census from which linguistic information is available—the number of Irish speakers in the State aged three years and over was 588,725 (21% of the total population in this age group). While conscious of the subjective element involved in such a census, we feel that its constancy around 20% in three successive censuses taken at ten-year intervals justifies us in assuming that a minimum of one fifth of the population may be classed as Irish speakers today. Within this group, of course, wide variations of speaking ability exist.

The language finds powerful forces against it, for our very geographical position leaves us particularly susceptible to all the modern media of mass communication of the English-speaking world. Failure to arrest the decay of the Gaeltacht means that a single generation could now wipe out the last pockets where Irish is the language of an organic community, while the high rate of emigration from all parts of the country to Great Britain and U.S.A. gives the English language an economic attraction. It is scarcely surprising, therefore, that a large section of the population should be apathetic towards the Irish language, either because they feel that the revival is now impossible or, in present circumstances, impracticable, or because, while sympathetic, some have been displeased by a number of the methods used, others discouraged by the few signs of progress, and not a few irritated by the wastage of much of the effort through lack of co-ordinated plan. We have met very few signs of active hostility to the revival, however, and are convinced that there is a nationwide fund of goodwill for it.

In the face of those factors militating against the language one must place the very significant gains which have been made during



the present century. Despite the wastage in adult life of much of the work of the schools, a considerable knowledge of the language now exists throughout the English-speaking part of the country where it was practically unknown at the beginning of the century. The percentage of fluent speakers here is highest among those who got better educational opportunities, and these include many people in positions of leadership in the community. While much of this knowledge is little used, there is a nucleus of Irish-speaking homes in all the larger cities and towns, and hundreds of Irish-speaking groups throughout the country, whose members use the language as the normal means of communication within their own particular circle.

Side by side with this growth of knowledge of the language has come some notable literary work, especially during the past two decades, so that the work of the best writers in Irish is now acknowledged to possess considerable literary merit and the book in Irish is assured through the various Book-Clubs of a market as great as that of the ordinary book published in this country in English. This literary activity has also given birth to many new periodicals which are now far more numerous in Irish than ever before.

The language itself, also, has undergone considerable development. Terminology has been brought up to date in many fields and the language is now being used to discuss abstruse topics which even at the beginning of the present century would have seemed outside its scope. With the gradual adoption of a uniform system of spelling and grammar, a standard written language has been gradually emerging.

Along with all these factors which can now for the first time help the language to spread and flourish, it is an inestimable advantage to have some areas where the speaking of the language has never ceased and to have the idealism and self-sacrificing work of so many people banded in the cause of its restoration. We know of no other cause in Ireland today which inspires its followers to so disinterested a form of patriotic endeavour as the cause of the restoration of the language. Since leaders of Church and State are agreed that our advance as a nation, even in the purely economic field, demands a national resurgence of the people based on the energising power of patriotism, the spread of the language can be the very thing to spark off this resurgence and provide its spiritual motivation. The revival movement in turn can be expected to receive a new impetus from national progress in all other spheres.

## SECTION II

## ROLE OF STATE AND ROLE OF PEOPLE IN FUTURE

## (6) THE STATE

It would be a mistake to think that, because the Irish Revival has had a fostering State behind it for the past forty years and is not yet in sight of success, the Revival is doomed to failure. The State efforts, in fact, have been so far very largely concentrated on giving a knowledge of Irish, through the educational system, to the younger generation, which is only the first step in the process of bringing the language into general use again. The time has now come when the full weight of State support must in similar fashion be placed behind the second stage—that of putting the great amount of Irish now known throughout the community to general use. While this is under way, all additional measures needed to make the teaching of Irish more successful in the schools and to prevent further recession of the Gaeltacht must, of course, also be undertaken.

All this will take money. We think it well, therefore, at this early stage, to dispel the idea which is current in some quarters that the Revival is annually a heavy financial burden on the State. We have made a full examination of all estimated State expenditure connected directly or indirectly with the Irish Revival for the financial year 1962-63 and it comes to between 0.2% and 0.3% of total estimated State expenditure for this year. Indeed, it is only a fraction of the cost of running many ordinary State services for the year (e.g. about one-sixteenth of the cost of the Army, one-twelfth of the cost of the Garda Síochána and so on). In fact, comparison with many other countries, even small ones, would suggest that a great increase of State expenditure on cultural matters, including Irish culture in a pre-eminent position, is overdue in this country.

We wish to see a co-ordinated policy for the revival of the language put into effect with the whole machinery of State working behind it. This will demand a realistic large-scale employment of the means available in the 1960's rather than a continuing use of only those to hand when the revival movement began. It will demand a close harmony between all parts of State policy so that the advancement of the language through one part will not be cancelled out by another part, as was unfortunately often the case in the past (e.g. schemes to preserve the Gaeltacht weakened by the appointment there of State officers without Irish). It will demand that various policies be followed through to their logical conclusion rather than left hanging in mid-air (e.g. a knowledge of Irish needed to enter the Civil Service but later allowed to rust because the system is geared to working through English). It will demand the speedy implementation of new projects when the need for them is obvious rather than

allowing their practical difficulties to postpone them for a generation (e.g. nearly 40 years of native government had passed before emphasis was put on the spoken language rather than the written one in secondary schools by the introduction of an oral examination). It will demand that where full co-operation with State policy is forthcoming, the effects of this should not be spoiled by lack of necessary apparatus (e.g. the failure to ensure an adequate supply of textbooks for Class A and Class B secondary schools). In short, it will demand that those parts of State policy which have proved their worth in the trial period now past should be linked up in a unified plan, complemented by others such as we recommend hereafter, and the whole put into effect on a scale not hitherto attempted. The Government will thus be in the thick of the campaign for the survival and restoration of the language, leading the people as it has led them on great national issues in the past, and providing them with the resources and the weapons to secure victory.

Since much has been written and spoken in recent years about what is called "Compulsory Irish" resulting from State policy, it must be mentioned here in the general context of State policy in the future. The question is a difficult one to discuss, as the term "Compulsory Irish" has been used to cover so many shades of meaning. In general, however, it may be taken to refer to the position of Irish in the schools and the necessity of the language as a qualification for passing certain public examinations and for obtaining certain public positions. But even in these cases the word "essential" would be more appropriate than the word "compulsory".

It may be remarked at the outset that the power to enforce its laws with a sanction is a necessary part of the make-up of all well-ordered societies and that, in fact, such a power is exercised by the modern State in innumerable aspects of the citizens' daily life. A knowledge of their ancestral language is so fundamental a part of the cultural inheritance which Irish children are entitled to receive, that no Irish educational system worthy of the name could put it in a subordinate position or in a position where it would become the possession of merely the privileged few. Besides, if the language is to be restored to a position of strength in the country, a knowledge of it must first be taught on a wide scale, and the obvious place for teaching it is the school. To leave the teaching of it, therefore, to the desire of an individual teacher or parent or group of children would, in practice, mean its denial to a large proportion of Irish children and would, of course, destroy all hope of restoring it as a vernacular in common use. We have examined the situation in the Six Counties as showing what the alternative to the present status of Irish in the schools would mean in practice and have discovered that in 1960-61 only 7.7% of the pupils in primary schools there (fifteen thousand out of nearly two hundred thousand on rolls) were being taught a small amount of Irish. We have not the slightest hesitation, therefore, in recommending that the present *universal* teaching of Irish to all Irish children be maintained.

With regard to the position of Irish in public examinations, there

may be more room for legitimate differences of opinion. Again, we have no hesitation in recommending that, where the State or State Bodies prescribe a minimum knowledge of a number of subjects as essential for passing an examination, Irish should always be one of these. The application of this general principle to individual examinations is what gives rise to differences of opinion in practice, and in our recommendations we propose a number of changes in the present system.

The introduction of Irish as a necessary qualification for taking up certain posts under the State was a natural corollary of the acquisition of self-government by the nation at a time when it had not yet restored its language into general use. For centuries the language had been ignored by the British state machinery in Ireland; an Irish government on the other hand would naturally seek to restore its prestige and provide incentives to encourage the learning of it. Besides, since the State undertook the task of restoring it to general use, it obviously had to hasten the day when the work of the State itself would be Gaelicised and the first step towards this was to ensure that officers of the State would in future have a knowledge of Irish. We are convinced that the basic decision to make a knowledge of Irish a necessary qualification for State posts was a just and wise one but, as in the case of the schools, our examination of the working of the system in practice has suggested that certain modifications are now needed and these we have incorporated in our recommendations.

It may be useful to call attention to the fact that the State has also made a knowledge of English compulsory both in the schools and in regard to the filling of public positions. It has insisted that English be taught in all schools, including those in the Gaeltacht, and our examination of its status as a necessary qualification for taking up positions in the State service shows that English is demanded in many examinations in which Irish is not. Much evidence submitted to us by Irish speakers, even in the Gaeltacht, complained of the ways in which they were being forced to use English in many aspects of their lives, even by the State. We feel that, when two linguistic communities exist side by side, a certain pressure of one on the other is inevitable; at the moment the pressure exerted by Irish on English speakers is very limited but applies to a lot of the population; the pressure exerted by English on Irish speakers is felt by a much smaller number of people but is, in fact, a much heavier pressure on each one of them.

The slogan "Compulsory Irish" with its implication of a penal enactment has been used by enemies of the language to alienate the sympathy of unthinking people from the language movement. We hope that the last has been heard of it.

THE PUBLIC: English is so strongly entrenched as the sole language of so many aspects of Irish life today that the decision of an individual to make Irish his ordinary language involves a deliberate choice of what, in present circumstances, is the more difficult alterna-

tive. The country is not lacking in individuals and small groups who have chosen this more difficult course from motives of the highest patriotism, but one can hardly expect the number in any community who will do this to be more than a minority. In order that the masses of the people may follow their example, the speaking of Irish in preference to English (or side by side with English) must be made much easier for them so that, in a choice between two alternative modes of speech, the Irish one may come as easily to them as the English one, or almost so. In order to produce this situation we consider that the following three conditions must be fulfilled :

- (1) That the ordinary Irish youth leaving school will have got a sufficient command of the language to enable him to understand it, speak it and read it without difficulty.
- (2) That all around him during later life, enough Irish will be heard and seen by him to ensure at least that he will retain his command of it and, if possible, will be adding to it all the time, without any conscious effort on his part.
- (3) That he will be certain that, if he uses the Irish language in any normal circumstances in his daily life, his use of it will be understood, welcomed, responded to and not considered odd.

So far these three conditions have not been fulfilled. The majority of Irish youth have not attained a ready command of the language by the time they leave school; among those who have attained it, many soon lose it for want of contact with the language in after life; and of those who retain it, many are shy about using the language except in chosen company, lest they may offend or call attention to themselves or be ridiculed. Our recommendations on the educational system seek to ensure that the first condition will be fulfilled; our recommendations on the use of Irish in the mass media of communication and among all sections of Irish society will gradually lead to the fulfilment of the second condition. The break-down of the psychological barrier inherent in the third condition will follow gradually from the fulfilment of the other two, but it can be positively aided in several ways.

One such way is the wearing by all Irish speakers of a badge such as the Fáinne or Eochairsíath. We are convinced that, if all Irish speakers would adopt this simple expedient immediately, the amount of Irish to be heard in all public places would greatly increase almost overnight, for the Irish-speaker would immediately recognise that he is no longer the "odd man out" in any company. To be fully effective, however, such a badge would have to be worn by a few hundred thousand people throughout the country, say on the scale of the Pioneer Badge today.

It goes without saying that in this mass effort by thousands of people to bring the Irish they have learned at school into daily use, those who are stumbling must be helped along and encouraged

rather than spurned for their halting step. Mistakes of grammar and pronunciation will abound, but the efforts of those who make them and yet continue to use the language must be welcomed all the more.

The non-Irish speaking public can also play a large part in creating a favourable linguistic climate. By their ensuring that their children get a thorough mastery of the language while at school, by their words of encouragement and support, especially to the young, and by their proud display of whatever few words of Irish they may possess, they can swing the balance in favour of the language.

Finally, we believe there is need among the people for a widespread propaganda campaign in favour of the language, much of which, in the early stages, will have to be at least partly conducted in English. It is needed in order to raise the morale of the people with regard to the language revival and to dispel doubt and discouragement. A new generation has grown up which has not, in Pearse's words, "gone to school to the Gaelic League". This new generation has learned Irish but not "The Reason Why". As the voluntary language organisations do not seem strong enough financially to undertake a campaign of the magnitude necessary, the State must be prepared to bear some of the burden. In addition, we feel that the State must seek to inform public opinion in the following three ways :

- (1) By constantly putting before the people the reasons for the language revival, using modern publicity techniques;
- (2) By explaining the reason for a particular facet of State policy on the language whenever it is attacked in public controversy;
- (3) By publishing the correct facts or figures on a particular subject whenever incorrect ones are used as damaging propaganda against the language.

While all these things will help to create the favourable milieu in which the speaking of Irish will flourish, none of them will have the impact on public opinion of a comprehensive and co-ordinated State policy in regard to the language revival, whose increasing success from year to year will be clear for all to see. It will be the revival's best propaganda among the public, for a movement clearly on the road to victory can be assured of the support and participation of the public. We now proceed to outline such a policy.

## SECTION III

### THE LANGUAGE IN THE MACHINERY OF STATE

#### (7) OIREACHTAS ÉIREANN

In view of the constitutional status of Irish as the first official language of the State, one would expect to find it widely used in the National Parliament, more especially as the example given there in the matter of its use is closely watched by, and is bound to have a certain influence on, the public outside. While a slight increase in the amount of Irish used in both Dáil Éireann and Seanad Éireann has occurred down the years, the space occupied annually in the Dáil and Seanad Debates by speeches in Irish is still less than 2% of the whole. Undoubtedly, the proportion of Irish-speaking Deputies and Senators has increased considerably during the same period, and we believe that about one-third of the members of the present Dáil—including over half of the members of the present Cabinet—have a good knowledge of Irish. A corresponding increase in the use of the language in debate, however, has been restricted partly, we believe, by the fear that speeches in Irish would not be as fully reported as those in English and partly by the impression that, if directed towards a Minister who does not understand Irish, their effect would largely be lost. Occasional protests by some Deputies against the use of Irish in the Dáil and demands by them that speeches made in Irish should be given also in English have undoubtedly also acted as a brake on the use of Irish within the Houses. We believe that if these practical difficulties were removed, an extension in the use of Irish would follow at once and, given wholehearted co-operation by the political parties in the selection and training of future candidates, a considerable portion of the debates in Dáil Éireann and Seanad Éireann could be conducted in Irish in the near future.

#### **Recommendations :**

- (1) That the Government and the various political parties should request the newspapers to appoint Irish-speaking reporters to cover Dáil and Seanad Debates.
- (2) That a simultaneous translation service should be provided for the benefit of Deputies and Senators who do not know Irish.
- (3) That the political parties (and also the nominating bodies in the case of elections to Seanad Éireann) should strive to have Irish speakers chosen when new candidates are to be nominated for election.

- (4) That, in order to give their members an opportunity to discuss political questions in Irish, the political parties should organise study courses in Politics, Economics, Sociology, History, Law etc., through the medium of Irish.
- (5) That in the allocation of time for political broadcasts on radio and television, extra time should be allocated to parties prepared to use it for a programme or programmes in Irish.
- (6) That the grants given to periodicals in Irish should be available also for the publication of periodicals or bulletins, wholly in Irish, by the political parties.
- (7) That, as the preservation and revival of Irish is a primary objective of all the main political parties, each should promote the use of the language in its correspondence, propaganda and internal administration, and should instruct its local branches that work for the restoration of the language in their own areas is one of their functions.
- (8) That Irish speakers in general should take a more active part in the activities of the political party of their choice.

#### (8) THE CIVIL SERVICE

Owing to the large numbers employed in the Public Service (28,000, of whom half work in the Capital), and the wide range of its dealings with the public, the language revival can be extensively aided or retarded by the greater or lesser use of Irish on the part of its personnel. When a native Government assumed control of it in 1922, the machinery of administration remained substantially as it had been under the British regime, and it was only with the lapse of time that a nucleus of a few thousand public servants possessing a competent knowledge of the national language was built up. To achieve this end a test in Irish was introduced as part of the examinations of the Civil Service at entrance, probation and promotion levels in the general grades of the service, and certain advantages were given to qualified persons possessing a competent or good knowledge of the language in appointments to the professional and technical grades. The ultimate aim of this policy, as outlined on many occasions by Government spokesmen, was to hasten the day when the work of the Public Service in general would be transacted in Irish.

**KNOWLEDGE OF IRISH:** The above measures were successful in producing a Civil Service in part capable of transacting its work through the national language. Thus, by 1959, almost 4,000 (14% of the total) were recorded as having a fluent knowledge of the language and a further 14,000 (50% of the total) had a reading and writing knowledge of it. The large number (10,000) returned in 1959 as having little or no knowledge of the language is explained by the fact that the examinations in Irish mentioned above applied



to only certain grades of the service and were, in fact, taken by only about one-third of the total personnel. Among this one-third, the percentage of people with a knowledge (either speaking or reading and writing knowledge) of the language (over 95%) is much higher than the overall figure (64%) for the service as a whole, and it is highest of all (98.5%) in the combined administrative, executive and clerical grades, together with writing assistants and typists.

The effort to ensure that, at least in the Gaeltacht, all public servants would have a competent knowledge of the language, has not been more than half successful. By 1951, over 50% of those in the higher grades had such a knowledge but only 30% of the lower grades. The actual position in the Gaeltacht proper is somewhat better, however, because these percentages included personnel employed in large contiguous areas and it was in the latter that the lower grades in question were for the most part stationed.

USE OF IRISH: In addition to the steps being taken to ensure that a growing proportion of public servants would have a knowledge of Irish, some few steps were taken to extend the actual use of Irish within the service, almost all of them during the first two decades of native government. Directives were issued about the employment of the language in correspondence, advertisements and official forms, and about the use of Irish by public servants in dealing with the Gaeltacht. The initiative in the use of the language, however, was left almost entirely to the public, and as the machinery was, so to speak, geared to working in English, even the small volume of requests from members of the public to have business transacted with them in Irish was not always acceded to.

An Inter-Departmental Committee (1934-36) led to the setting up of a Commission in 1937 to plan and supervise the extension of the use of Irish in the Civil Service, but before it could have any permanent results, the 1939-45 Emergency interrupted its work and it was never re-assembled. No further extension of the use of Irish occurred since then and, in 1956, it was reported that the position had not greatly altered since 1936: "Leaving aside the Irish-using sections, the proportion of official business conducted through Irish would scarcely amount to 2% of the total. The voluntary use of Irish outside these sections is insignificant." A recent survey conducted at our request shows that, at the beginning of 1961, the position was not appreciably different. Less than 0.5% of the existing public servants are employed in sections in which at least three-quarters of the work is in Irish, and less than 3% in sections in which between one-quarter and three-quarters of the work is in Irish. Indeed, outside the Department of the Gaeltacht, of which the personnel is small in number, and, to a lesser extent, the Department of Education, the amount of Irish used is negligible, and large Departments such as those of Local Government, Industry and Commerce, Transport and Power, Posts and Telegraphs (excluding local post-offices), Defence,

External Affairs and Health have not (1961) a single section in which even one-quarter of the business is transacted in Irish.

**NEED FOR CHANGE IN EMPHASIS:** Having regard to the great increase since 1936 in the number of public servants with a competent or, at least, a reading and writing knowledge of Irish, we are amazed that no progressive extension of the use of the language in the public service has been carried out during this last quarter century. Indeed we have noticed some signs of regression rather than advance in latter years. As a result, the knowledge of Irish of thousands of Civil Servants, proved by them in a series of examinations, has been largely wasted and a certain amount of resentment has arisen against examinations meant to prove the competence of Civil Servants in a language which they are not destined to use in their work.

We consider that the possession of a knowledge of Irish by Civil Servants was not meant to be an end in itself but the *a priori* base on which the use by them of Irish in their work would be built. In fact, actual work through Irish is a much surer and more satisfying way of maintaining competence in the language than periodic examinations. While examinations ensure merely that the knowledge of the language is retained, the progressive Gaelicisation of the service would put this knowledge to daily use which was, from the beginning, the reason why a knowledge of the language was demanded. We have no reason to believe that any substantial body of Civil Servants would be opposed to a great extension in the use of Irish in the general work of the service—indeed some of their Staff Associations have expressly recommended it, and suggested that the lead should come from the top. The change-over of sections to working in Irish would naturally cause some practical difficulties during the period of re-adjustment, but a policy of gradual development, increasing over the years, would dispose of most of these. As a large section of the business of each Department is transacted internally either orally or in writing and a further section is transacted with other Departments, arrangements could be made within a short period of years to have much of this work transacted in Irish. The fact that a particular Minister does not know Irish should not interfere with any such plan, in view of the small percentage of the total work of any Department which requires the personal attention of the Minister. With regard to the business transacted with the public, the progressive Gaelicisation would necessarily be slower but, from the beginning, it is the public servant who should take the initiative in the use of the language in this context rather than leave the initiative to the public, as at present.

#### **Recommendations re the General Grades :**

- (1) That Irish-using sections should be set up at once in all Departments and Offices which have not got such already, and that the number of Irish-using sections should be progressively increased in all Departments and Offices of the public service from year to year.

- (2) That all Civil Servants henceforth appointed in general grades should be given an opportunity to spend at least one year in an Irish-using section during their first five years in the service.
- (3) That lectures in Irish on matters of public administration should be regularly provided for Civil Servants during their normal working hours, like the lectures in English at present given in some Departments and Offices.
- (4) That the use of Irish in the internal affairs of Departments and Offices and in inter-departmental work should be promoted and progressively increased from year to year.
- (5) That all correspondence of State Departments and Offices with officials in the Gaeltacht should henceforward be in Irish.
- (6) That the use of Irish should be promoted in the correspondence of State Departments and Offices with local authorities and gradually extended.
- (7) That correspondence with State-sponsored Bodies should be gradually changed over to Irish according as their Irish-speaking personnel increases in numbers.
- (8) That only Irish should be used in correspondence, forms, etc. sent to those members of the public recognisable as having a sufficient knowledge of Irish either from their profession (e.g. teachers, officers in the Defence Forces, members of the Garda Síochána, public servants, etc.) or from their place of residence (e.g. the Gaeltacht) or otherwise, except in individual cases where English is requested by them.
- (9) That each State Department and Office should keep a record of those members of the public in contact with it who are to be communicated with in Irish. An Irish version should be readily available of all forms to be filled up by the public. Forms in English should always bear an invitation to fill them in Irish if desired, and a space where the recipient can indicate his preference for an Irish version of the form in future.
- (10) That each Department should constantly make known to the public that it welcomes correspondence in Irish. Departmental advertisements in the Press could be used for this purpose and, from time to time, the public should be exhorted in press, radio and television announcements to use Irish where possible in correspondence with State Departments. The impression must also be removed that correspondence in Irish sent to State Departments is not dealt with as promptly as correspondence in English.
- (11) That, in all State Offices to which the public have entry, a notice should be prominently displayed inviting them to transact busi-

ness in Irish and that all such offices should have sufficient Irish-speaking personnel.

- (12) That telephone calls to all State Departments and Offices should be answered with the title of the Department or Office in Irish.

**IMPLEMENTATION OF POLICY:** In order that the policy of promoting the use of Irish in the work of the public service will not be introduced in a piecemeal fashion, but will form part of an ordered growth, increasing from year to year, it is necessary that its planning and execution should be entrusted to a particular branch of the service, which would also make a periodic report on the progress achieved. Accordingly, we endorse the suggestion made by the Committee set up in 1954 by the Establishment Officers' Conference that the advancement of the use of Irish should be made one of the ordinary functions of the Establishment Branches and we recommend the following working scheme:

**Recommendations :**

- (1) That the Establishment Branch of each State Department and Office should determine what steps are necessary and feasible to introduce the use of Irish as indicated above in the working of that Department or Office and that Irish should, from the beginning, be made the language of each Establishment Branch in order to give a lead to the rest of the Department or Office, non-Irish speakers to be transferred to other branches.
- (2) That the Establishment Branch should arrange for the gradual extension of the use of Irish in the work of the Department or Office to which it belongs.
- (3) That each Establishment Branch should furnish an annual report to the Department of Finance outlining the steps taken during the preceding year to promote the use of Irish and the results achieved.
- (4) That the Establishment Branch of the Department of Finance should act as a co-ordinating and administrative centre for the advance of the use of Irish throughout the whole public service.
- (5) That the Minister for Finance should present a triennial report to the Government outlining the progress made in the extension of the use of Irish in the working of the Civil Service as a whole.
- (6) That, on consideration of each report, the Government should issue what directives they might think necessary in order that the use of Irish may be further extended until it becomes the ordinary working language of the public service as a whole.

**EXAMINATIONS:** If Civil Servants were performing a reasonable amount of their work in Irish, they would have no difficulty in maintaining their competence and fluency in the language and some, if not all, of the present series of post-entry examinations meant to ensure

this could be dispensed with. Accordingly, we suggest that, concurrently with the introduction and extension of the new policy, certain existing examinations in Irish might be abolished, in the following order, as an indication that what is henceforth to be fostered is not merely *knowledge* of Irish but *use* of Irish.

### Recommendations :

- (1) That as soon as arrangements have been made for the implementation of the new policy in all State Departments and Offices, the Irish test at probation level should be dropped.
- (2) That, after the gradual extension of the use of Irish in the work of the Civil Service has proceeded for a reasonable period, say six years, the Government should appoint an independent Commission to examine it and to decide if it has progressed sufficiently to allow the Competence and Promotion Tests in Irish to be dispensed with. An officer's competence in Irish should, of course, be taken into consideration in estimating his general competence and suitability for promotion.
- (3) That the entrance examination in Irish for posts in the general grades of the Civil Service should be retained and, in order to allow entrants to use the language in their work with ease and confidence, that a high standard, especially in the oral examination, should be demanded.

PROFESSIONAL AND TECHNICAL POSTS: These posts in the public service are filled by graduates of the Universities and of Professional and Technological Institutes. Until all these institutions are turning out an extensive body of Irish-speaking graduates (for which see our recommendations on Universities and Institutes of Higher Learning), it will be difficult to recruit a sufficient number of them to staff the public-service positions.

We have investigated the present system of appointment to these posts under which certain advantages are given to candidates with a competent or a good knowledge of Irish. We are convinced that the system makes it impossible for an unqualified candidate to be appointed because of his knowledge of Irish, as is sometimes asserted. In the year ended 31 March, 1962, of 385 qualified persons appointed to such posts, only 8 were adjudged to have competent knowledge of Irish, and of these 8 only 1 owed his selection to the priority given because of this knowledge. There is thus no basis for the allegation that outstanding men are being kept out of professional and technical posts in the public service because they lack a knowledge of the language.

On the other hand, we are gravely perturbed by the dearth of Irish in the professional and technical posts of the public service revealed by the above figures. Officers holding such posts are as numerous as those in administrative and executive grades of the Civil Service (approximately 2½ thousand in each); they are in

constant communication with the rest of the service and with the public in general. The failure to provide Irish speakers for these posts in the future would hinder the advance of the use of Irish in the rest of the Civil Service and among the public in general. And it seems to us invidious that a graduate in, say, Arts and Commerce, should require a good knowledge of the language to take up an administrative post, while a graduate in, say, Engineering, Science or Agriculture should not require any knowledge of the language to fill a professional or technical post in the same public service. We accordingly recommend the following changes in appointments to professional and technical positions:

#### **Recommendations :**

- (1) That the present system of appointment to professional and technical posts in the public service, whereby candidates with a "competent" or "good" knowledge of Irish are given (respectively) priority or additional marks among qualified candidates be abolished, and that candidates for these posts be in future appointed without regard to their knowledge of Irish.
- (2) That holders of all such posts be free to sit for an examination for a Certificate of Competence to perform the duties of their office in Irish, to be held periodically by the Department of Education.
- (3) That graduates who have secured the Irish Diploma (for which see Chapter on Universities) at the end of their University or Technological studies, be considered competent to perform the duties of their office in Irish for a period of five years from the conferring of the Diploma.
- (4) That, in the case of future entrants, only holders of the Certificate of Competence (or graduates within five years of receiving the Irish Diploma) should be entitled to the incremental increases in salary attached to the office they fill.
- (5) That State assistance should be available to officers in the public service who wish to bring their knowledge of Irish up to competence standard on the lines of the aid granted to Civil Servants to improve their knowledge of continental languages in 1962. We would suggest the organisation of crash-courses in Irish using all modern teaching aids in centres where a large number of such office-holders reside and, in the case of isolated officers, a grant towards the expenses of a period in the Gaeltacht or of attendance at such a course.

#### (9) THE DEFENCE FORCES

Measures taken to promote Irish in the Defence Forces have included the setting up of *An Cathlán Gaelach* in Galway, the pro-

vision of military terms in Irish, the inclusion of an oral examination in the language for entrance to the Cadet School and for promotion to the rank of Captain. Since 1958, the work of the Military College has been gradually Gaelicised and, at present, Irish is the ordinary language of both the Cadet School and the Infantry School there, and is used to a certain extent in the work of the Command and Staff School. The amount of spoken Irish is high among army officers, especially those under 35, but is weak among non-commissioned officers and private soldiers. About one-tenth of the members of *An Fórsa Cosanta Áitiúil* are returned as Irish speakers and the language is used by Gaeltacht companies and by one group each in Dublin and Cork. Recruitment for *An Cathlán Gaelach* has been difficult for some years owing to emigration, and the battalion now numbers less than 100 men.

We think that the efforts made to promote the use of Irish in the Defence Forces, especially since 1958, are worthy of the highest praise. Their success points to what can be accomplished in a few years by proper direction from top level, careful planning and wholehearted co-operation. They might well be taken as a model by other branches of the public service.

#### Recommendations :

- (1) That the present plans for the Gaelicisation of the Military College and promotion of the language in all Commands be proceeded with.
- (2) That, to ensure that officers in the Technical Corps without Irish will not prove an obstacle to the progressive Gaelicisation of the army at officer level, suitable crash-courses in Irish should be provided for them on the lines of the language courses provided in the Army of U.S.A.
- (3) That, as soon as a reasonable number of non-commissioned officers and private soldiers shows sufficient command of the spoken language as a result of improved teaching methods, a beginning should be made in introducing its use in their Army service; in the meantime, classes and training periods in the Gaeltacht would be a help
- (4) That service in *An Cathlán Gaelach* be made more attractive by teaching each man a trade and by seeking arrangements for his employment on discharge.
- (5) That the plan projected by the Army authorities for the promotion of Irish in *An Fórsa Cosanta Áitiúil* be put into operation without delay.

#### (10) THE GARDA SÍOCHÁNA

The entrance examination for members of the Garda Síochána includes an oral and written examination in Irish and trainees are given a course in the language, with special reference to their

official duties, during the period of training. Irish is also included among the subjects of the efficiency examination for promotion. Only members of the Force with a competent knowledge of the language are posted to Gaeltacht areas.

We feel that a carefully worked out plan on the lines of that operated in the Military College would make Irish the language of Garda training and trainees within a few years and would be more beneficial than examinations. Recruits in many cases have the same educational background as that of the Cadets. Compared with the problems of terminology which had to be solved by the military authorities, similar problems in the case of Garda work would be negligible. The change of training headquarters to Templemore offers, we suggest, a convenient moment to begin.

#### **Recommendations :**

- (1) That the progressive Gaelicisation of Garda training should be begun with a view to making Irish the ordinary language used in the Training School by Instructors and Trainees inside a few years.
- (2) That, in order to encourage the public to use Irish with members of the Force, Gardaí able to speak Irish should wear an easily-recognisable badge or mark as part of their ordinary uniform.
- (3) That the special allowance payable to Gardaí in the Gaeltacht should, in the case of future appointments, be granted only to those serving in the Gaeltacht as defined in 1956.

#### (11) THE COURTS OF JUSTICE

The existence of the Irish version of the Constitution and of all Acts of the Oireachtas and the publication of legal terms in Irish prepared by *Coiste na dTéarmaí Dlithiúla* provide the foundation on which a wider use of the language in the legal affairs of the country must be built. Since 1929 some knowledge of Irish is demanded of both barristers and solicitors but it seems to us, from a comparison of examination standards, that the one demanded of barristers is low.

#### **Recommendations :**

- (1) That the standard of the qualifying examination in Irish for barristers should be raised and that foreign students who do not intend to practise permanently in the Irish Courts should be exempt from it.
- (2) That the Irish language course provided by the Honourable Society of King's Inns should include instruction both at ordinary and advanced level, the former aiming at a good speaking knowledge of the language, the latter to include also some professional study through Irish.
- (3) That, in order to encourage students with a good knowledge of Irish to take the course and examination at advanced level,



valuable prizes or scholarships should be awarded annually, the State to bear at least part of the cost of these.

- (4) That, while the standard of the Second Examination in the Irish language of the Incorporated Law Society of Ireland for solicitors is satisfactory, the prescribed course should be broadened somewhat.
- (5) That barristers and solicitors employed by the State who are known to be good speakers of Irish should be requested to give a lead to their colleagues in bringing the language into more general use in the Courts and in legal correspondence.

#### (12) LOCAL GOVERNMENT

MEETINGS AND DOCUMENTS: So far the language has achieved only an insignificant place in the system of local government. It is rarely used at meetings of local authorities and their subsidiary bodies, even of those in counties which contain Gaeltacht areas. While advances have been made in the use of written Irish in such things as street-names, public notices, inscriptions, forms, correspondence etc., the practice of using some Irish in these is by no means universal and serves merely to underline the failure to advance in other areas.

#### **Recommendations :**

- (1) That all local authorities should take steps to introduce the use of Irish at their meetings. Various small things (e.g. introductory prayer and roll-call in Irish, speeches of some individual members in Irish) would be possible in all such bodies and local authorities catering for the Gaeltacht should give Irish a prominent place at all their meetings.
- (2) That local authorities should request the local newspapers to send Irish-speaking reporters to cover their meetings.
- (3) That local authorities should extend the use of written Irish in documents emanating from them. In Gaeltacht counties, an Irish version of all such documents should be made available and only the Irish version used in the Gaeltacht areas.
- (4) That political parties which include the restoration of the language among their main objectives should give practical assistance to the extension of its use at local-government level by nominating Irish speakers for local elections.

POSTS UNDER LOCAL AUTHORITIES: The more important posts under local authorities are filled by the Local Appointments Commission. Where a knowledge of Irish is necessary in order to fulfil the duties of the office (e.g. Chief Executive Officer, County or City or Town Librarian), such knowledge is demanded as a necessary qualification. In the case of other posts filled by the Local Appointments Commis-

sion, a qualified candidate is granted extra marks for a "competent" or "good" knowledge of the language and, in the case of a few posts connected with school work, a qualified candidate with a "competent" knowledge of Irish is given priority. The system has not succeeded, however, in ensuring a knowledge of Irish, let alone the use of the language, among the great majority who hold positions under local authorities—of 182 appointed in the year ended 31 March, 1962 outside the Gaeltacht, only 9 were adjudged to have a "competent" knowledge of the language and 42 others to have a "good" knowledge.

Nor is the position very much better in the Gaeltacht, where one would expect State servants to be to the fore in advancing the cause of the language. In the case of those posts for which a knowledge of Irish is considered necessary because of constant dealings with the local population (e.g. dispensary doctor), priority is given to applicants with a "competent" or "good" knowledge of the language. Yet, of all local appointments in the Gaeltacht made by the Commissioners in the year ended 31 March, 1962, only 22 out of 91 office-holders appointed had a "competent" knowledge of the language while 27 others had a "good" knowledge. An Order of 1928 and Regulations of 1944 imposed on appointees in the Gaeltacht who had not a sufficient knowledge of the language the obligation of acquiring it within three years but various amendments since then, extending the three-year period, have made both the Order and the Regulations a dead letter.

The full solution of the problem will come, as in the case of professional and technical appointments in the public service in general, only when the universities and other institutes are producing a sufficiency of qualified candidates for these posts with a fluent knowledge of Irish. In the meantime, in order to encourage potential candidates for these posts to maintain and perfect their knowledge of the language, we recommend the following changes in the present system of appointments:

### **Recommendations :**

#### *Posts outside the Gaeltacht*

- (1) That, where a knowledge of Irish is necessary to fulfil the duties of the position (e.g. Chief Executive Officer, County, City or Town Librarian), such knowledge should remain a necessary qualification as at present. We recommend that a knowledge of Irish should also be a necessary qualification in the future in the case of professional and other appointments associated with the schools (e.g. health services). Where suitably qualified applicants are not available, we recommend that only temporary appointments be made and that the posts be re-advertised within one year.
- (2) That, in the case of other professional and technical posts under local authorities, the present system of granting extra marks for a

"competent" or "good" knowledge of Irish should be replaced by the system outlined by us in dealing with professional and technical posts in the civil service (Ch. 8).

- (3) That, in the case of future entrants, only holders of the Certificate of Competence or Irish Diploma should be eligible for increments in professional and technical positions held under local authorities.
- (4) That the same rules regarding Irish should obtain in the case of administrative, executive and clerical appointments under local authorities as obtain in the civil service (cf. Ch. 8).

#### *Posts in the Gaeltacht*

- (1) That only the Gaeltacht as defined in the 1956 Order should be regarded as Gaeltacht for the purposes of Local Government appointments.
- (2) That the Local Offices (Gaeltacht) Orders, 1928-1963, should be repealed, and the Local Officers (Irish Language) Regulations, 1944-1963 should be put fully into force in the case of officers other than those born before 1 January, 1916, whose duties are performed in the Gaeltacht or in relation to the Gaeltacht as defined in 1956.
- (3) That a special allowance such as that paid to teachers and Gardaí serving in certain Gaeltacht areas should be payable to the holders of permanent posts under local authorities whose duties are performed in the Gaeltacht, as so defined.
- (4) That, in the case of any position under a local authority the duties of which are to be performed in the Gaeltacht or in relation to the Gaeltacht, a person with a competent knowledge of Irish is not available, a temporary appointment for not more than one year should be made and the position should then be re-advertised.

**ROAD SIGNS:** The erection of road signs is a special duty which devolves on local authorities. In recent years an extensive programme of signposting has been carried out for the local authorities by Bord Fáilte Éireann according to specifications laid down by the Minister for Local Government. The Commission is appalled that under these specifications the Irish version of all placenames is to be placed in smaller lettering than the English version, even in the Gaeltacht. This places the national language in a position inferior to that given to it on signposts erected by the Automobile Association many years ago.

#### **Recommendations :**

- (1) That the specifications of the Minister for Local Government under which the Irish version of placenames shown on road signs must be in smaller lettering than the English version should be amended to allow equality between the two languages.

- (2) That placenames in the Gaeltacht in which the English version is a direct or almost direct rendering of the Irish should be shown only in Irish—e.g. Direct rendering—Bearna Barna

Carna Carna

Almost direct rendering—An Spidéal Spiddal

Teileann Teelin

Where the relationship is not obvious, the Irish and English version should be shown e.g. AN CLOCHAN LIATH—Dungloe, the Irish version to be in larger lettering than the English version.

- (3) That a Placenames Officer should be appointed to the Department of Local Government who would keep in close touch with the Placenames Commission and would advise, from the point of view of historical and orthographical accuracy, on placenames, streetnames, etc.
- (4) That the Ordnance Survey be directed
- (a) to prepare a reasonably-detailed map of Ireland for general use in which the placenames would be shown in Irish only and
  - (b) to arrange to have the Irish versions of the names of cities and of the larger towns included, as well as the English versions, in the various maps which it publishes.

#### (13) STATE-SPONSORED BODIES

The position held by the Irish language within the State-sponsored bodies varies greatly from one to the other but, in general, it may be said that, with a few exceptions, they do little to promote its use in their work. Very few of them insist on a knowledge of Irish for entry into their service or regard it as an extra qualification for promotion and, in only one, is Irish the language normally used by employees. About half of these bodies do a little advertising in Irish, almost exclusively in Irish-language publications and, in general, they give no indication of any desire to use Irish in their relations with the public.

Since many of these State bodies are among the largest employers of labour in the country and are brought into daily contact with the public, a positive policy directed towards extending the use of Irish within them would not only have an effect on thousands of their employees but would also promote the use of the language among the public in general. In their relations with the public we would expect to find the State bodies actively encouraging and inviting the use of Irish rather than waiting until individual members of the public press its use upon them.

#### **Recommendations :**

- (1) That an oral and written examination in Irish, of a standard in keeping with the general level of education demanded, should be included as part of the entrance examination for clerical posts in all State-sponsored bodies.

- (2) That Irish should be used by State-sponsored bodies as far as possible in correspondence with State Departments and other official bodies.
- (3) That, where practicable, Irish speakers employed in these State bodies should be placed in the same sections so as to facilitate the use of Irish in their work.
- (4) That a reasonable amount of Irish should be used by State bodies in their advertisements, including those in the daily and local press, and on radio and television.
- (5) That State bodies should constantly make known to the public that they welcome the use of Irish in personal dealings and correspondence. Irish-speaking staff in contact with the public should be directed to wear an appropriate badge and, in the case of those companies whose employees wear a distinctive uniform, the incorporation of this type of badge in the uniform would be a suitable step.
- (6) That the use of Irish in official forms and other documents used internally in the affairs of these bodies should be extended progressively.
- (7) That printed matter issued by these bodies for the use of the public, e.g. tickets, baggage labels, timetables etc. should all contain a reasonable amount of Irish.
- (8) That all opportunities on the part of State bodies of contributing to the economic and social development of the Gaeltacht areas should be fully availed of by them.
- (9) That in all publicity films made by State bodies for showing in Ireland a good proportion of the commentary should be in Irish.
- (10) That, as the State bodies are among the largest industrial and commercial undertakings in the country, and cultural organisations must therefore look to them for patronage, the claims of literature, drama and vocal music in Irish should receive adequate attention.
- (11) That, as visitors from abroad who come to Ireland wish to see exhibitions of the native culture and usually find them very attractive, Bord Fáilte Éireann and other State bodies concerned with tourism should promote Irish cultural events and publicise them abroad.

## SECTION IV

### THE GAELTACHT

#### (14) THE DECLINE OF THE GAELTACHT

Many of the forces which caused the catastrophic drop in the number of Irish speakers from the middle of the 19th century onwards still continue to operate in the Gaeltacht areas today. In addition, a whole host of new factors capable of undermining the position of the native language has come on the scene. We discuss these factors here in three groups.

**ECONOMIC AND SOCIAL FORCES:** Very few of the Gaeltacht population can find satisfactory long-term employment in their home areas. With a very limited amount of arable land and extremely small holdings, farming can provide a decent livelihood for only a small number of the population and, for many of these, only when they have an additional source of income. As industry is almost non-existent in these areas, the vast majority of the Gaeltacht population have at present no alternative to emigration. The four counties which have the highest numbers of native Irish-speakers—Donegal, Mayo, Galway and Kerry—are amongst the counties which have the highest population per acre of arable land in the whole country, and the 1961 Census Returns show that it was in these same four counties that the decline in population figures in the period 1956-61 was greatest.

While an economic "push" is thus largely responsible for the continued decline of the Gaeltacht through emigration, there is also a considerable "pull" at work. The present-day "flight from the land" to enjoy the amenities of urban life—a phenomenon noticeable in most countries—is bound to affect the Gaeltacht areas in so far as they are exclusively rural. The tradition of emigration built up in these areas over a couple of generations and nurtured by the maintenance of close links between past emigrants and their relatives at home makes departure easier and more attractive, especially when the emigrant is bound for one of the cities of Britain or U.S.A., such as London, Huddersfield, Glasgow, Springfield or Boston, which have already large colonies of emigrants from the Gaeltacht. Seasonal migration to Britain, for long a marked feature of Gaeltacht life, especially in Donegal and Mayo, has been overshadowed in recent years by the emigration of whole families.

**CULTURAL AND ADMINISTRATIVE FORCES:** Even if improved economic and social conditions should bring large-scale emigration

from the Gaeltacht to a standstill, the pressure of the English language on the daily lives of the people of the Gaeltacht today is so great that Irish could cease to be the spoken language there within a generation or two. We regret that neither Church nor State has given an unequivocal lead in the use of Irish in the Gaeltacht. The whole machinery of State, though spasmodic efforts were made to Gaelicise that part of it dealing with the Gaeltacht, is still far from providing even ordinary services for the people of the Gaeltacht in their own language. Though the position in churches in the Gaeltacht has improved somewhat since the Gaeltacht Commission made its report in 1926, some priests without a knowledge of Irish are still being stationed in Gaeltacht parishes and use English in the churches there.

Even more calculated to transform the Gaeltacht into an English-speaking area are all those agencies which nowadays make English a part of the daily lives of the people. They include the numerous services provided by the English-speaking towns and villages for the Irish-speaking rural areas in their hinterland; the large numbers of English-speaking visitors who holiday in the Gaeltacht; the predominance of English in newspapers and magazines, books, radio, films, television and so on. Irish is thus driven more and more into the position of being a kind of private language used only in conversation with acquaintances—for everything outside this limited circle the Gaeltacht man must turn to English.

**PSYCHOLOGICAL FORCES:** The conviction that Irish was a badge of backwardness and poverty or, at least, that English had certain economic advantages over it, which seized a great part of Gaelic-speaking Ireland in the 19th century, has never been completely eradicated and remains to some extent in the Gaeltacht today. While some measures taken under native government aimed at countering this, they lost a lot of their impact through the failure, so far, to make the Gaeltacht a viable community. Even today, native Irish speakers see that English is the language of government and administration, of trade and commerce, of many of the better-off people and of the professional classes in the local community. They know that, outside their own confined area, English is the principal language of all parts of Ireland, and that, whatever economic progress has been made, is to be found mainly in these parts. They realise that many of their children will have to emigrate to Britain or America, where a knowledge of English will be an economic necessity. This outlook, in so far as it is merely a facing up to hard facts, will remain as long as the economic and social problems of the Gaeltacht remain unsolved.

#### (15) THE REHABILITATION OF THE GAELTACHT

**IMPORTANCE OF THE GAELTACHT TO THE REVIVAL:** The importance of the preservation and strengthening of the Gaeltacht to the movement for the restoration of the language in the remainder of the

country cannot be over-emphasised. The Gaeltacht is the only area where the native culture and traditions, though weakened, have been handed down in unbroken succession and thus it forms the closest cultural link between the Ireland of today and the Gaelic Ireland of the past. It is the one part of the country where the revival of the language has not to be undertaken, and to allow it to die, while at the same time striving to make the language live in other parts, would indeed be the supreme national folly. It is the one part of Ireland today where Irish is spoken as the normal language of an organic community. It can serve as a reservoir of the language, receiving learners to perfect their knowledge and supplying many of the key figures necessary for the propagation of a knowledge of the language throughout the English-speaking areas. Its preservation and resuscitation is also necessary for the psychology of the revival; if the Gaeltacht is allowed to disappear, the will to preserve and spread the Irish language as a spoken tongue elsewhere would probably vanish with it—if, on the other hand, it is turned into a viable and growing community, the effort to promote the use of the language in other parts of the country would receive tremendous impetus.

THE APPROACH TO THE GAELTACHT'S REHABILITATION: The Gaeltacht and its people are entitled not only to their proper share in all advances made by the nation as a whole and to that special attention from the State required by the under-developed areas of any country, they have an extra claim because of the key position which they occupy in the movement to restore the national language and thereby strengthen the whole fabric of the nation. The preservation and strengthening of the Gaeltacht, therefore, must not be approached as if it were an attempt to preserve in one corner of the country an aboriginal reservation to remind us of the past; it can be successful only as part of the movement to preserve the Irish language and spread it as the normal language of Ireland. Indeed, apart from the solution of their economic problems, nothing would be more conducive to making the people of the Gaeltacht cling to their language than to see it gradually coming into general use in other districts. There can be no survival of the language, we fear, without revival.

The isolation of the Gaeltacht areas, which helped to preserve the language there in the past, is no longer a fact. The State aid which might, therefore, have sufficed a generation ago to maintain Irish as the spoken language of them, is no longer sufficient. Indeed, contrary to the popular impression, the Gaeltacht has been anything but a pampered area under native government. Much of the annual State expenditure in the Gaeltacht is merely these areas' proper share of the general expenditure on development and improvement schemes throughout the country as a whole. Even if there were no effort to preserve and restore the Irish language, these areas would require special financial assistance, as was recognised when the British Government set up the Congested Districts Board. Scarcely any of



the moneys made available for capital expenditure through such agencies as An Foras Tionscal find their way to the Gaeltacht. Thus, out of the total of £4½ millions sanctioned by An Foras Tionscal up to 31st March, 1961, to aid the setting-up of industries in under-developed areas, only £33,000 went to assist the industrial development of the Gaeltacht, and half of this would not have been spent if an Irish-language organisation had not itself set up the industry in question. Finally, it must be added that, because of the inclusion within many Gaeltacht schemes of large contiguous areas where the Irish language has not been the normal spoken language for a generation, the Gaeltacht proper has received only a portion of what was already meagre State aid.

We feel that it is extremely confusing that the State has not defined those areas which are to be regarded as the Gaeltacht by all Departments. In fact, there are officially at least eight different demarcations. Thus, while the Government, following the establishment of the Department of the Gaeltacht, defined portions of six counties—Kerry, Cork, Donegal, Galway, Mayo and Waterford—as constituting the Gaeltacht, this demarcation is still not the one followed for certain specific schemes, even by the Department of the Gaeltacht itself. For the purpose of local appointments and for the grant made to parents of Irish-speaking children, the Gaeltacht boundaries still remain as defined according to the recommendations of the Gaeltacht Commission of 1926 and thus include small portions of Clare, Sligo and Tipperary. Gaeltacht housing benefits extended even to certain districts of Cavan, Leitrim, Limerick, Louth and Roscommon up to 1959 and still extend to areas outside the scope of the 1956 Order. Along with areas of the six counties accepted in 1956—areas which are wider than those specified in the 1956 Order—the Gaeltacht for the purposes of Vocational Education includes part of Clare, the Gaeltacht School-Meals Scheme omits both Clare and Waterford; the Garda Síochána recognise only districts in Kerry, Galway and Donegal.

While the Gaeltacht as defined in the Gaeltacht Areas Order, 1956, includes some districts in which Irish is not the normal spoken language, we recommend that it be accepted as the Gaeltacht for all purposes henceforth with, perhaps, the addition of those small districts in Co. Meath where Irish is the spoken language. Within this territory those areas which are really Irish-speaking should, of course, get priority. We recommend further that the State should set up a public enquiry every five years to advise on any changes that should be made in the scheduled Gaeltacht areas.

The Gaeltacht as defined by the Gaeltacht Areas Order, 1956, has now a population of less than 80,000 native Irish speakers of three years of age and over. This marks a steep decrease on the figure for the Fíor-Ghaeltacht alone of the 1926 Gaeltacht Commission. While the areas where Irish is the normal language have not shown a proportionately sharp decrease in size, the population within each has dropped drastically. A similar decrease over the next thirty years

would wipe out the Gaeltacht in a single generation. The solution of the Gaeltacht's problems, especially the economic ones, is, therefore, a matter of extreme urgency. But, as the population is now a tragically small one, there can be no excuse if the nation fails in present circumstances to make it a viable and growing community.

#### Recommendations :

- (1) That the Gaeltacht as defined in the Gaeltacht Areas Order, 1956, should be accepted as the basic area for all future Gaeltacht schemes, with the possible addition of either or both of the two colonies of Gaeltacht migrants in Co. Meath.
- (2) That an enquiry should be held every five years to advise on any changes that may be necessary in the boundaries of the Gaeltacht.

#### (16) THE ECONOMIC DEVELOPMENT OF THE GAELTACHT

**THE MACHINERY TO BUILD UP THE GAELTACHT:** State bodies such as Gaeltarra Éireann, the Forestry Division of the Department of Lands, the E.S.B. and An Bord Iascaigh Mhara provide *full-time* employment for about 880 Gaeltacht workers (c. 530 men and 350 women) of whom only a part, however, are employed in the Gaeltacht proper. In addition, An Foras Tionscal estimates potential employment for 410 workers (55 men and 355 women) in industries established with its aid in the Gaeltacht areas. The only other source of local employment on a fairly wide scale is farming and fishing. The need for large-scale permanent employment of local labour is therefore obvious.

In regard to the provision of such employment, we believe that much can be learned from the mode of operation of the Congested Districts Board. The Board's activities covered a wide range, including agriculture, forestry, sea-fishing, industry, and a variety of general improvement schemes. During the period of slightly over thirty years of its existence (1891-1923), quite remarkable improvements were effected in the economic and social structure of the western districts assigned to it, a success which its Secretary attributed to "its complete independence and to its power to take prompt action for carrying out its plans".

Nowadays, it is principally on the Department of the Gaeltacht and on Gaeltarra Éireann that the development of the Gaeltacht areas devolves. An Foras Tionscal could also, in theory, be a factor in their development, inasmuch as they almost all fall within the Undeveloped Areas as defined in the 1952 Act but, as the present Taoiseach remarked when that measure was being discussed in the Dáil, the State grants would not be sufficient to bring industrialists to the Gaeltacht in preference to other undeveloped areas. This is exactly what happened in practice. We think, therefore, that there is need of a special arrangement in the interest of the Gaeltacht areas which will ensure that they will henceforth get a due share of State capital investment.

One way to ensure this would be through a greatly expanded Gaeltarra Éireann whose present activities are far too restricted to provide more than a beginning. In this connection, we note that, in accordance with the provisions of section 4 of the Gaeltacht Industries Act, 1957, any expansion of the Board's activities requires the prior consent of the Minister for the Gaeltacht given after consultation with the Minister for Industry and Commerce. Within the limit of the Board's present operations, its annual wage bill of about £200,000 paid to workers in Gaeltacht centres represents an average of less than £2 10s. 0d. per head of the population there. Sales of the company's products, while showing an increase of 15% from 1960-61 to 1961-62, had decreased by as much as 19% between 1957-58 and 1960-61. A number of its centres of employment are situated outside the Gaeltacht and others are situated on the fringe, rather than in the heart of the Gaeltacht. The company has not even one centre of activity in the whole Kerry Gaeltacht. We fear, too, that the language is not always given the place due to it in the Board's industrial undertakings. Finally, it is only in 1962-63 that the hand-knitting industry of the company has shown any worthwhile expansion in the export market although private concerns operating throughout the country have been able to build up a large export market for hand-knitted goods.

The Commission holds strongly that Gaeltarra Éireann must be turned into an agency which will make a notable contribution to the rehabilitation of the Gaeltacht. Furthermore, we are convinced that this can be done without making it a permanent burden on State funds. The Gaeltarra industries which are important for the economic development of the Gaeltacht (weaving and hand-knitting) are the very ones which are, at present, being operated profitably by private concerns both inside and outside the Gaeltacht. In view of the success which has attended many industrial undertakings in the west of Ireland in places hardly more advantageously situated than the Gaeltacht, we feel that Gaeltarra Éireann, by itself or in association with private interests, ought to be able to set up new industries successfully in the Gaeltacht. Should the Board consider that any of its activities cannot be put on a sound economic basis, we recommend that it should seek the consent of the Minister for the Gaeltacht to the discontinuance of such activity. We recommend, also, that the necessary Ministerial consent to such discontinuance be granted, subject to the condition that, where it is proposed to discontinue any activity carried on in a Gaeltacht area, the Board should be required, as a condition of the Minister's consent, to set up some other activity which could be put on a sound basis and which would provide alternative employment for the workers.

The great expansion which we hope to see in the activities of Gaeltarra Éireann will still leave room and need for further enterprises both on the part of the State and of private interests. Since the language issue will not be a primary consideration with the latter, they will tend in present circumstances to avoid the far west in favour of areas further east. On the other hand, if a special fund were

available which could be drawn on for Gaeltacht development, we believe they would use it for Gaeltacht projects just as An Bord Iascaigh Mhara drew on the National Development Fund to place a number of trawlers in the Gaeltacht. For that reason, as well as for others connected with the spread of the language outside the Gaeltacht which will be outlined later, we are convinced of the necessity for a special fund which could be called on to finance projects for the rehabilitation of the Gaeltacht and the spread of the language elsewhere, and we make recommendations as to its institution and administration in Chapter 34. With regard to grants made from this fund, however, it seems necessary to make a distinction between (a) schemes for the provision of amenities which will then be administered by the Gaeltacht people themselves (e.g. provision of fishing boats or building of quays) and (b) projects which involve a continuing close relationship between their initiators and the people of the Gaeltacht (e.g. factories). The latter projects could do untold damage to the language if administered by English-speakers and, hence, grants for them should be given only on express condition that they will be locally administered through Irish.

**INDUSTRY:** The industrial development fostered by native government has so far left the Gaeltacht areas, because of their situation, poor communications, lack of towns, and dearth of local capital, almost completely untouched. Many of the factors which acted as a brake on industrialisation in the Gaeltacht are no longer operative, however. The main roads in all Gaeltacht areas are now good; Shannon Airport is within easy reach for products suited to air transport; there are large reserves of peat, one of the cheapest industrial fuels. Unlike much of rural Ireland, many Gaeltacht areas are densely populated, and centres like Gaoth Dobhair or An Cheathrú Rua could supply more workers than a lot of large towns.

For want of seaports and railway facilities, heavy industry could not be quickly developed in the Gaeltacht. We believe, therefore, that it is necessary to concentrate in the immediate future on light industries and, having regard to transport costs, to give priority to industries manufacturing lines small in bulk and weight, but expensive in value. Many of the recent and projected manufactures at Shannon Airport Industrial Zone are of this type. There is no likelihood, however, of foreign industrialists deliberately choosing the Gaeltacht for their factories and, without special arrangements to safeguard the position of the Irish language, they could actually weaken, rather than strengthen, the Gaeltacht. The alternative is for Gaeltarra Éireann to take the initiative in either or both of the following ways:

- (a) Subsidiary companies could be established associating Gaeltarra Éireann with Irish and foreign industrialists prepared to set up industries in the Gaeltacht—part of the capital to be invested by Gaeltarra, who would also ensure

that the new industry would not weaken the position of the Irish language.

- (b) Gaeltarra Éireann could initiate new industrial projects by itself, having first sought the best technical and business advice available. An electronics industry like that set up in Denmark since the last war would seem to be eminently suited to the Gaeltacht and we believe there are first rate Irish technologists, many of them Irish-speaking graduates of U.C.G., who would welcome the opportunity to develop a particular line in this field if assured that it would be followed by industrial production.

In addition, we recommend new industries which would use the natural products of the Gaeltacht areas. There is scope too for great development of the traditional Gaeltacht industries, which would be partly of the factory type and partly home industries. The home industry can still play a part in the economic structure of the Gaeltacht and there is a growing demand for its products. It should be regarded, however, not as offering possibilities of full-time employment for a large number of workers but as a supplementary source of income for people otherwise under-employed.

The setting up of sufficient industry in the Gaeltacht to provide, in addition to agriculture, fisheries, forestry, tourism, etc., full employment for the whole population, must not be regarded at all as an immense task. Less than 2,000 pupils leave the primary schools of the Gaeltacht annually. Having regard to the numbers who proceed to post-primary education, the number of new jobs which must be created in the Gaeltacht annually in all types of local employment will be for the moment about 1,500. We estimate that industrial development sufficient to provide new jobs for 200 male workers per annum, together with parallel expansion in agriculture, fisheries, etc., would go a long way towards solving the problem. Indeed, the provision of three large-scale industrial concerns at once in the heart of the Gaeltacht one, say, in Baile an Fhírtéirigh, one in An Cheathrú Rua and one in Gaoth Dobhair, would be beneficial, not only economically but also psychologically.

The Commission is perturbed by the large numbers in receipt of Unemployment Assistance in the Gaeltacht Areas, in view of its demoralising effects when turned into a permanent means of livelihood of a large section of the population in one area, and its tendency to act as a disincentive to them to avail themselves of other opportunities of increasing income. The Inter-Departmental Committee on the Problems of Small Western Farms showed an acute awareness of this problem with regard to smallholders in the west in general, and we consider the Gaeltacht areas exemplify it at its worst, insofar as the benefits received are high in comparison with the cost of living there. During 1959, £232,000 was paid out in Unemployment Assistance and £159,000 in Unemployment Benefit in the Gaeltacht areas. If half of this annual sum of nearly £400,000 were spent on industrialisation in the Gaeltacht, it would, on the basis of figures

published in the Reports of An Foras Tionscal, provide approximately 130 new jobs in industry each year. It is evident, therefore, that, judged merely from the standpoint of the State capital required, apart from the many side-effects of the dole, industrial expansion in the Gaeltacht to the level of full employment would, in the long run, be no more costly than the present alternative.

#### **Recommendations :**

- (1) That Gaeltarra Éireann should be considerably strengthened to enable it to play as predominant a part in the economic development of the Gaeltacht as was played by the Congested Districts Board. We recommend that, if necessary, the Gaeltacht Industries Act, 1957, should be suitably amended.
- (2) That Gaeltarra Éireann, either by itself or in association with Irish or foreign industrialists, should set up in the Gaeltacht :
  - (a) an electronics industry or other such industry manufacturing a highly-priced and cheaply-transportable end product ;
  - (b) a number of industries based on the natural products of the area—the processing of sea-foods, vegetables, fruit and seaweed and the employment of marble and granite for various purposes indicate the type we have in mind; we recommend that, where possible, local units be organised on a co-operative basis.
- (3) That Gaeltarra Éireann should expand considerably the traditional industries of the Gaeltacht—weaving, handknitting, embroidery, and should promote such industries as the making of souvenirs, boat-building and miscellaneous types of woodwork—both as factory and as home industries. As part of this expansion programme, we believe that any uneconomic industries should be replaced by others which would provide alternative employment for workers within the Gaeltacht.
- (4) That the aim of the Gaeltacht industrial development programme should be to provide new employment for a minimum of 200 male workers per annum.
- (5) That one reasonably large industrial project should be seated in the heart of each of the three major Gaeltacht areas of Munster, Connacht and Ulster.
- (6) That, as more and more full-time employment is provided in the Gaeltacht, the necessary adjustments should be made in the present system of paying Unemployment Assistance and Benefits so that it will no longer act as a disincentive to work, and that savings effected by the State in this way and by the gradual reduction in the number of unemployed in the Gaeltacht should be ploughed back into further industrial expansion in the Gaeltacht.

- (7) That extreme care should be taken that the proposed industrial expansion will be carried out within the context of preserving and strengthening the national language, and that, therefore, the use of Irish at all local levels of management and labour is, from the beginning, absolutely essential.

**AGRICULTURE:** Though much Gaeltacht land is of a poor quality, its output could certainly be much improved by a greater use of fertilisers which, apart from seaweed, are very sparingly used there at present. The size of the holdings is small and there are few opportunities of making them more economic by consolidation. Modern techniques can turn bogland into reasonably productive soil, though we cannot say if the cost of employing them on a large scale would be prohibitive.

Even granted an increase and improvement of the arable land of the Gaeltacht in the above ways, the arable acreage will still remain small in relation to the population living on it. We consider, therefore, that the type of farming most suitable for Gaeltacht land—at least in the west and north—is the intensive cultivation type, with high labour content, of vegetable and fruit growing, and we feel that no effort should be spared to turn Gaeltacht farming in general in Galway, Mayo and Donegal in this direction. The type of farming followed on the small holdings of the Gaeltacht today is really the **type suitable for the large holdings** further east—they are, in effect, as the Inter-Departmental Committee on the Problems of Small Western Farms put it, “ranching without ranches”. If a daily milk supply were assured through the western and northern Gaeltacht areas, much of the present cattle population could be dispensed with and a considerable acreage, now used in small patches for hay, oats and grazing, would be available for the type of intensive cultivation we have mentioned. An assured market would, of course, have to be available for the products, which we assume would be provided by the food-processing plants already proposed.

The production of pigs, broilers and, in some districts, mountain sheep, are other lines which might be suitably developed in the Gaeltacht and, in regard to these, we endorse the suggestions already made by the Inter-Departmental Committee on the Problems of Small Western Farms.

In order that a reasonable proportion of Gaeltacht small-holders might be induced to turn over to the lines indicated, very full agricultural advisory and instruction services would be required there. These should be spread over the Gaeltacht areas far more thickly than at present, and a number of pilot farms, linked up with food-processing plants, should be set up at once to engage in the intensive cultivation of vegetables.

The Gaeltacht Glasshouse Scheme, inaugurated in 1948, is an indication of what can be achieved by careful planning, provision of the necessary advisory services and a guaranteed market, in the matter of intensive cultivation of plots of soil. Nearly two hundred

glasshouses are in operation in two districts—the Gort an Choire area of Donegal and An Spidéal-An Cnoc-An Cheathrú Rua area of Galway. While the profits accruing to the growers have varied considerably from year to year, the heated glasshouse in Donegal can now average a nett profit of £160-£180 per annum. The returns from the non-heated glasshouses are considerably lower.

The agricultural policy outlined here would go hand in hand with many of the industries already proposed for the Gaeltacht, especially the food-processing one. For that reason, we believe that Gaeltarra Éireann should provide the driving force behind it. In the matter of food-processing it is hard to expect Comhlucht Siúicre Éireann to give special consideration to a Gaeltacht area and, hence, we believe that Gaeltarra Éireann should enter the food-processing field either on its own or by setting up a subsidiary company in association with Comhlucht Siúicre Éireann and private interests. Gaeltarra Éireann should also set up breeding centres for the pig scheme, hatcheries and packing stations for broilers and mutton. In connection with land reclamation, where possible on an economic basis, Gaeltarra Éireann should purchase the bogland in question, and, perhaps in association with Mínfhéir Teoranta, carry through the reclamation scheme; then arrange for its disposal to Gaeltacht families, perhaps in association with the Land Commission.

#### Recommendations :

- (1) That a large-scale effort should be made to channel Gaeltacht farming in general, especially in Donegal and Connacht, towards vegetable and fruit growing ; measures to be taken to this end to include (a) the erection by Gaeltarra Éireann of a number of food-processing plants to be run, preferably in association with Comhlucht Siúicre Éireann, on a co-operative basis, with guaranteed prices for contracted amounts of products ; (b) the provision of a daily milk supply in the areas concerned.
- (2) That the production of pigs, broilers and, where suitable, mountain sheep should be stepped up through the provision of local centres by Gaeltarra Éireann on a co-operative basis.
- (3) That the present agricultural advisory services in the Gaeltacht should be expanded and linked up with the organisation of a few pilot farms engaging in intensive horticulture, special provision being made for the training of suitable Irish-speaking personnel to conduct such advisory services and pilot farms in Gaeltacht areas.
- (4) That the Gaeltacht Glasshouse Scheme should be further developed and extended to other Gaeltacht areas, care being taken to provide adequate instruction for all growers. We consider that there is much scope for the use of these glass-houses for growing products in addition to tomatoes.



- (5) That schemes for the reclamation of bogland in the Gaeltacht should be undertaken by Gaeltarra Éireann, perhaps in association with Mínfhéir Teoranta.

**AFFORESTATION:** The Forestry Division of the Department of Lands has acquired 31,000 acres in the Gaeltacht, comprising 21,000 acres already planted or due for plantation and 10,000 acres deemed unsuitable for plantation. The productive acreage acquired for afforestation in the Gaeltacht during nearly forty years' activities is thus much smaller than the area acquired for afforestation in the State as a whole during the single year 1960-61 (29,169 acres). In view of the fact that 44% of current annual planting is being carried out in the western counties, it is extraordinary that the Gaeltacht is receiving such a small quota. At the moment 309 residents of the Gaeltacht are directly employed by the Forestry Division of the Department of Lands. Large areas of the Gaeltacht, however, such as Corca Dhuibhne, west of Dingle, the Connemara coastal area from Bearna to Carna and practically all the Donegal coastal area from An Clochán Liath to Gort an Choirce are untouched by forestry work.

Afforestation would prove of notable benefit to the Gaeltacht both in its short-term effects (e.g. labour required for preparatory work and planting) and in its long-term effects (e.g. shelter-belts, increase of natural wealth, rise of subsidiary industries, etc.). We are glad to note that the western counties occupy a predominant place in the present planting programme and we think that special attention should be given to the Gaeltacht areas within them. Afforestation in these areas would not only provide a small amount of permanent employment but the preparation and planting of the land would give seasonal employment to many workers for a few years—of a type suited to the general economic pattern of these areas, i.e. a few months' work per year to men at present under-employed. The research work already carried out on the afforestation of peat-soils holds out hope that it will shortly be possible to undertake the large-scale planting of these.

Owing to the smallness of holdings in the Gaeltacht, land acquisition there may present more problems than elsewhere. A certain flexibility regarding minimum acreage, situation and title deeds, together with some imaginative propaganda through local organisations, would, therefore, speed up afforestation there.

### **Recommendations :**

- (1) That the Forestry Division of the Department of Lands should give priority to Gaeltacht afforestation for the next few years and aim to plant all suitable land available within these areas.
- (2) That afforestation schemes wholly or partly in the Gaeltacht should always have their centre within the Gaeltacht proper and should employ Gaeltacht labour.

- (3) That the smallness of land-patches available and their isolation from one another should not of themselves be allowed to hold up Gaeltacht afforestation—exchanges of land should be aimed at to overcome these difficulties.
- (4) That local organisations such as parish councils, Muintir na Tíre, Bantracht na Tuaithe, Macra na Feirme, etc., should be enlisted to overcome local problems in connection with afforestation; that such organisations should also endeavour to arouse the interest and enthusiasm of the local community for large-scale afforestation and should call the attention of land-holders to the grants available for private planting.

**FISHERIES:** Although the sea is the greatest source of natural wealth adjacent to many Gaeltacht areas, only a small and decreasing proportion of the population there make a living by it. While the number of whole-time fishermen in the Gaeltacht has remained unchanged (431 > 428) over the past twenty years, the number of part-time fishermen has declined by over 700 during the same period (2,222 > 1,489)—this despite the fact that a total of 46 boats has been made available in Gaeltacht areas under the various schemes of An Bord Iascaigh Mhara.

While Gaeltacht fisheries are thus not in a flourishing condition, they have certainly not declined to the same extent as those on some other parts of the coast; their resuscitation should, therefore, be all the easier. The fishing tradition is still very strong in the Gaeltacht, something clearly brought out by the fact that a quarter of all full-time fishermen and nearly a third of all part-time fishermen in the State are domiciled in the Gaeltacht.

The Congested Districts Board succeeded in producing a remarkable improvement in the fishing industry in western districts during its period of operation. The sea-fishing in these districts which was worth only £50,000 per annum when the Board was set up in 1891 had increased to £166,812 in 1913 and reached the amazing figure of £705,781 in 1918, when war conditions left the demand for fish very high. The price paid for fish landed in the Gaeltacht areas in 1961, £193,305, having regard to the changed money values, indicates that these fisheries are scarcely more productive now than in the early days of the Board, despite all the technical advances of the past half-century.

Present Government planning for Irish sea-fisheries provides for the major development of five ports—Killybegs, Galway, Castletownbere, Dunmore East and Howth—based on the Bjuke Report, and the development of individual branches of the fishing industry according to the plan outlined in the White Paper of April, 1962.

The development of the five major fishing ports will not aid Gaeltacht fisheries, and may even injure them to the extent that trawlers at present based in the Gaeltacht may tend to operate more and more from the nearest major port. The Bjuke Report, however,

left room for the smaller-scale development of some other ports used by inshore fishermen with smaller boats, and the White Paper of April, 1962, promised improvements in these.

In regard to the development of individual branches of the fishing industry, the shell-fish industry seems to us to offer greatest possibilities for the Gaeltacht—the west coast is among the best fishing grounds in Europe; demand is rising everywhere with the rise in living standards; prices have not fallen since the last war; fish are caught inshore and there is no need for large boats or costly equipment. As many of the Gaeltacht fishermen are part-time fishermen and cannot afford a large outlay of capital, second-hand motorboats which could be used for lobster-fishing in summer and for mackerel or scallop and oyster fishing in winter would be, at present, more suitable there than the larger type of boat.

The existing training scheme for boys, administered by the Fisheries Division of the Department of Lands, seeks to obtain trainees from the Gaeltacht for Gaeltacht boats. The scheme for the training of skippers, however, has little attraction for Gaeltacht fishermen in present circumstances, as the number of trawlers operating in the Gaeltacht is small.

#### **Recommendations :**

- (1) That at least one harbour in each of the three main Gaeltacht areas of Munster, Connacht and Ulster should be chosen for fishery development, capable of taking boats of up to 56 feet, as projected in the Bjuke Report and the White Paper of April, 1962.
- (2) That shell-fishing in the Gaeltacht should be greatly developed—this would demand some improvements to existing harbours and quays. A scheme for the hire-purchase of secondhand motorboats outlined in the White Paper on Fishing of April, 1962 should be put into operation in the Gaeltacht without delay.
- (3) That some of the food-processing plants already recommended should be so sited as to provide outlets for Gaeltacht fish catches.
- (4) That An Bord Iascaigh Mhara should help to promote boat building in the Gaeltacht by arranging to have instruction in the reading of boat plans and specifications given to boat builders in these areas, with a view to encouraging them to tender for the building of the Board's smaller craft.

**TOURISM:** The number of visitors to the Gaeltacht every summer, including both children and adults, is increasing annually, and could be further increased if more accommodation were available. Most of the accommodation is at present provided in private houses. There are not many hotels or guesthouses, and the demand for houses which could be rented by families far exceeds the supply.

Tourism is not without danger for the language, however, as many non-Irish speakers are now accustomed to holiday in the Gaeltacht. It is important that Irish-speakers should make their bookings early, otherwise they may find accommodation booked out and the Gaeltacht swamped with English-speaking summer visitors.

With the vast improvement in Gaeltacht housing in recent times, accommodation and cooking facilities in private houses are much improved, but many ordinary amenities are still required. The erection of chalets would, perhaps, help to ease the accommodation problem in those districts at present overcrowded. Facilities for games and indoor entertainment are urgently required in many Gaeltacht centres frequented by young people. Summer courses for special groups e.g. teachers, clerical students, army cadets have been held on a small scale in the Gaeltacht, and this is a side of Gaeltacht tourism which, we believe, could be considerably increased.

### **Recommendations :**

- (1) That much greater early-season publicity should be given to the attractions of the Gaeltacht as a holiday centre, especially for families; that it should be directed particularly towards Irish speakers, and that Bord Fáilte Éireann should give its full backing to the publicity drive and to local improvements in Gaeltacht centres.
- (2) That the voluntary language organisations should direct Irish speakers to the Gaeltacht on their holidays and that one of these organisations should operate a Gaeltacht Holidays Agency.
- (3) That a state-sponsored organisation such as Gaeltarra Éireann should examine the feasibility of the erection of a few medium-sized hotels in those Gaeltacht areas which have outstanding scenic attractions and beaches. Alternatively, the State should consider favourably applications for special grants for this purpose from other concerns which could be relied upon to implement a management policy favourable to the language. The hotels would aim to provide a completely Irish atmosphere for their guests; Irish would be the language normally used by the staff, and entertainments based on the local wealth of song and instrumental music would be a feature of them. Such hotels would not only provide considerable seasonal employment locally but would also provide an increased market for local products such as fresh vegetables, fish and fruit.
- (4) That local organisations and local leaders should bring constantly to the notice of the Gaeltacht people the various government grants available for housing improvements, installation of running water, bathrooms, etc. and for the erection of chalets, and should endeavour to see that each Gaeltacht centre has a suitable hall and playing field. We consider that the present grant for chalets is insufficient.

- (5) That a course in meal-planning and preparation, home-crafts and domestic care should be organised for the women of the district in Gaeltacht technical schools during the winter months.

**MIGRATION FROM THE GAELTACHT:** Even a viable community in the Gaeltacht would still have many who would prefer to seek work and settle down elsewhere. In the present weak state of the language it is essential that serious efforts should be made to provide this Gaeltacht "surplus population" with work and homes in Ireland. The increasing educational facilities of the Gaeltacht will undoubtedly equip them better than in the past in the competition for posts with their counterparts from elsewhere, but we believe that some positive steps should also be taken to attract them to other parts of Ireland rather than suffer them unconcernedly to go abroad.

An Employment Bureau, keeping in close touch on the one hand with the Trade Unions, the Employers Associations, the large business concerns and the State-sponsored Bodies, and on the other with Gaeltacht schools at all levels, could do much, not only to place youths in suitable employment, but to arrange training and apprenticeship schemes in the Gaeltacht with a view to filling openings elsewhere.

The transfer of 122 families from the Gaeltacht to Co. Meath in 1935-40 was a pioneer effort which would have been far more successful from the language point of view if the new colony had been provided with adequate services in their own language and with scope to grow outward according as the sons married and settled down. However, it was left as an isolated Gaelic island in the midst of an English-speaking county and no effort was made to keep adding to it from 1940 onwards. The surprising thing, therefore, is that it has survived at all, and that many of the homes are still Irish-speaking after a quarter of a century, with a new generation gradually taking over from their fathers. The Meath colony, even at this late stage, deserves better than to be allowed to drift slowly to English. With all the shortcomings of the scheme, too, it took far more account of the language than the present practice of the Land Commission of transferring individual Gaeltacht families to farms in the midland and eastern counties in complete isolation.

The well-known tendency of Gaeltacht emigrants to gravitate towards particular cities and towns where others from their native districts have gone has never been channelled to build up deliberately an Irish-speaking district on the outskirts of any Irish city. We believe that, if the nucleus of such an Irish-speaking district were once started, say in the suburbs of Dublin and Cork, with proper housing, assured employment and various services available in their own language, such a scheme would tend to snowball and would gradually also attract many young city families wishing to bring up their children as Irish-speakers.

The gradual re-Gaelicisation of some of the towns and villages

near the Gaeltacht proper like Dingle, Co. Kerry, or Dungloe, Co. Donegal, should be undertaken progressively but, in this connection, the systematic re-Gaelicisation of Galway city would be of most import. With its all-Irish primary and secondary schools, University Courses through Irish, Gaelic Theatre, Irish-speakers in all the professions and in many of the shops, the Irish-speaking Battalion of the Army and so on, it has already the cornerstones on which a systematic effort could be built.

### **Recommendations :**

- (1) That a Gaeltacht Employment Bureau be established with the aim of securing employment in Ireland for native speakers.
- (2) That the Department of the Gaeltacht should set up a public enquiry into the present state of Irish in the two colonies of Gaeltacht migrants in Co. Meath and, if satisfied that the language is in as strong a position there as in the outlying areas of the Gaeltacht as defined in 1956, should afford these districts official recognition as part of the Gaeltacht.
- (3) That, instead of re-settling Irish-speaking families throughout the Gaeltacht in isolation, the aim of the Land Commission should be to re-settle on these holdings English-speaking families at present living in the Gaeltacht or its surrounding areas and use the land thus vacated for improving the holdings of their Irish-speaking neighbours, thus allowing the Gaeltacht more room for natural growth outward.
- (4) That Gaeltacht families should be re-settled in the heart of the Gaeltacht only when large estates of 1,000 acres become available—this would provide for 35 families at 40 acres each.
- (5) That an effort should be made to set up the nucleus of an Irish-speaking community, with full services in their own language, on the outskirts of a couple of the larger Irish cities, and to channel future migrants from the Gaeltacht in this direction.
- (6) That a concentrated and systematic effort should be made to Gaelicise quickly a few towns and villages near the Gaeltacht, and to build on the foundations already established in order to turn Galway into an Irish-speaking city.
- (17) IMPROVEMENTS IN THE SOCIAL, EDUCATIONAL, ADMINISTRATIVE SPHERES, ETC.

**SOCIAL :** The provision of modern amenities and the brightening of rural life ought to make the Gaeltacht a more attractive home for its youth than it was in the past. Great advances have been made there under native government in the matter of housing and, while some of the traditional forms of entertainment are on the wane, there is a keen

interest in many areas in music and drama, and the radio is a very popular form of entertainment. Field sports have been badly affected by the emigration of the young men. The daily and local newspapers seem to be the main reading material in many homes.

With a view to improving still more the amenities of Gaeltacht homes and brightening social life, especially for the young people, the following recommendations are offered :

### Recommendations :

- (1) That the services of woodwork teachers and building instructors stationed in vocational schools in the Gaeltacht should be made available to the local people to advise on and direct improvement in housing and the installation of modern conveniences. An arrangement to facilitate this should be made between the Gaeltacht and the Department of Education, and the grants and loans available under existing schemes should be constantly brought to the notice of the people.
- (2) That those Gaeltacht areas not yet served by a local hall should take advantage of the existing grant for the erection of a hall suitable for dramatic performances. Where the provision of a local hall in a Gaeltacht area is aided by a State grant, the State should ensure as a condition of the grant that such hall will not be used for functions which would weaken the position of the Irish language locally. A local dramatic group in each district should be the aim, with performances throughout the Gaeltacht on an exchange basis and the services of an expert on production, lighting, etc. available from time to time through *An Chomhairle Náisiúnta Drámaíochta*.
- (3) That Vocational Education Committees should strive to foster the strong musical tradition and talent of the Gaeltacht by the appointment of a music organiser for each Gaeltacht area, to work in association with the local voluntary organisations.
- (4) That the life and cultural heritage of the Gaeltacht should find a place in the national radio and television programmes and that talented performers from these areas should be included in such programmes.
- (5) That a weekly newspaper in Irish to cater specially for the Gaeltacht is a basic necessity requiring at least in the initial stages, considerable backing from the State.
- (6) That attractive inducements should be offered through the proposed Publications Board to those weekly newspapers at present serving Gaeltacht areas to ensure the publication of at least one page in Irish per issue or, if preferred, the publication of a supplement in Irish with each issue.
- (7) That the County Library Service in each Gaeltacht county should have a special Gaeltacht department, whose aim would be to

create an interest in good reading throughout the Gaeltacht area and to make books, especially in Irish, more easily available. Many more library centres should be opened in Gaeltacht schools and the Travelling Library Scheme, at present operated in some counties, could be extended with advantage to thinly-populated areas of the Gaeltacht.

- (8) That local organisations in the Gaeltacht should make more use of the existing scheme for the provision of playing pitches.

**EDUCATIONAL:** Educational facilities in the Gaeltacht have improved enormously in recent years. The position in regard to primary education is, in general, satisfactory. Local facilities for secondary education were scarce until the very recent past, but the building grants offered by the Department of the Gaeltacht have eased the position somewhat, and, given local initiative, could lead to the erection of sufficient secondary schools in a few years. Facilities for vocational and technical education are also available on a wide scale in the Gaeltacht and only a few areas are now outside their scope. The Commission offers the following suggestions to increase the benefits conferred by this educational network in the Gaeltacht:

**Recommendations :**

- I. *Primary Education:* (1) That more attention should be paid to the writing of Irish in the primary schools in the Gaeltacht than outside it, and that it should be taught to the children there at an earlier age.

(2) That, as the reading-books in Irish used in the schools in general should aim at giving the children a conversational knowledge of the language, which the Gaeltacht children already have, a special series of graded readers, including works by local authors, should be used in Gaeltacht schools.

(3) That the children in higher standards should be given a little acquaintance with dialects other than their own—records in Irish and some of the periodicals in Irish could be used from time to time for this purpose.

(4) That each primary school should have a small library of books in Irish and that a small grant should be made available for this purpose.

- II. *Secondary Education:* (1) That education authorities in Gaeltacht areas not served by a secondary school should make full use of the existing scheme under the Department of the Gaeltacht.

(2) That the condition in the scheme for Secondary School Building Grants of the Department of the Gaeltacht which



prohibits the making of a second grant to any such school within a period of five years be amended to permit the making of such second grant when required by expansion in school enrolments.

(3) That, while the Commission welcomes the provision of a larger number of secondary school scholarships for Gaeltacht children, recently announced, the Department of Education should constantly review the position and should increase the number according as further secondary schools are opened in the Gaeltacht.

III. *Vocational and Technical Education*: (1) That, as there is a great dearth of Irish speakers with an accurate knowledge of the written language for clerical and secretarial posts, all vocational schools in the Gaeltacht catering for girls should provide a good course to equip them for such posts in the public service, in State-sponsored bodies and in private concerns. Some knowledge of a continental language would be a considerable advantage to them.

(2) That one Vocational Educational Committee serving a Gaeltacht area should institute a course for the training of girls from the Gaeltacht as governesses; such training to include instruction in baby care, children's ailments and first-aid, cookery and housecrafts, child psychology and the elements of the teaching of Irish to children. The training course should lead to a diploma conferring professional status, and arrangements should be made for the recognition of the profession and for appropriate salary scales and conditions of work. We believe there would be a steady demand throughout the country for girls with such a training and we suggest that one of the hotels near the Gaeltacht, open only during the summer, might be leased for the course during the remainder of the year.

(3) That vocational schools in the Gaeltacht catering for boys should provide more courses which would equip them for entrance to the various apprenticeship schemes of State-sponsored bodies and of other interests.

(4) That a College of Technology, to cater mainly for students from the Gaeltacht, should be set up in a convenient centre. Vocational Education Committees serving the Gaeltacht should offer some scholarships to the College for competition among students who have completed appropriate courses in vocational schools in the Gaeltacht.

(5) That Vocational Education Committees serving the Gaeltacht should strive to make each local vocational school a cultural and educational centre for the local community by providing adult education courses in music, drama, literature, etc., wherever there is an opening for such and by arranging for lectures on history, social topics, the arts, sciences and current

affairs. The lead given in this respect by Co. Galway Vocational Education Committee could be followed with profit in other areas.

(6) That the Minister for Education should use the power conferred upon him by section 103 of the 1930 Vocational Education Act to implement the above recommendations and to contribute towards their cost.

**ADMINISTRATIVE:** The aim must be to ensure that all those holding public posts in the Gaeltacht, either in the central or local administration, will be able to transact all their business with the local people with ease and confidence in Irish and that they will strive consistently to give a lead in its use. In addition, local authorities catering for a Gaeltacht area should be anxious always to promote schemes for its improvement. Some of the Commission felt that, as all the Gaeltacht areas are administered as portions of larger units in which English is predominant, a strong case could be made for giving the Gaeltacht a local administration of its own. So many practical problems would arise, however, that we do not recommend it. It is all the more important, therefore, that local authorities should not stint their own expenditure in the Gaeltacht on the plea that special Gaeltacht funds are available there, and all Gaeltacht moneys administered by local authorities should go to benefit Irish-speaking districts alone.

#### **Recommendations :**

- (1) That the State shall ensure that all those holding public positions in the Gaeltacht, under either the central or local authority, will be able to transact their business with the local people with ease and confidence in Irish. (For our recommendations to ensure this, see Chapters 8 and 12.)
- (2) That each local authority having portion of the Gaeltacht under its administration should be clearly informed as to the exact boundaries of this Gaeltacht area and should be instructed that all moneys made available from the Exchequer for the benefit of the Gaeltacht administered by it are to be expended solely on this area, as an addition to, and not a replacement of, normal expenditure by the local authority.

**PSYCHOLOGICAL:** The Gaeltacht people must be brought to feel that their advancement is a matter of concern to the nation as a whole, because the nation desires to preserve and spread the Irish language. Because of the deep conviction of Irish speakers in the past that their language was a serious hindrance to their advancement towards prosperity, the State bounty of £2 (raised in 1946 to £5), payable in respect of children in the Gaeltacht, proved a welcome psychological antidote. It has lost some of its force in recent years, however, because of the increased cost of living. If raised now to equal the purchasing power of £5 in 1946 and linked more closely with the growing demand for post-primary education, we believe the scheme would be more effective.

### Recommendations :

- (1) That the £5 annual bounty, payable in respect of Gaeltacht children, should be raised to £10.
- (2) That the conditions of the scheme should be amended to allow payment of the bounty in respect of young people over 16 years of age, as long as they are in receipt of full-time education, or attending a full-time training course.

**CONCLUSION:** Whatever further steps towards the restoration of the language might be postponed to future generations, the saving of the Gaeltacht cannot be deferred. If this generation fails to save it, there will be no Gaeltacht left for the next generation to save. Nearly forty years ago the Gaeltacht Commission made a series of recommendations which, had they been carried out on a sufficiently broad scale, could have made the Gaeltacht a reasonably flourishing community today. There is now a further opportunity to turn the tide, assuredly the last. Only a supreme national effort will suffice.

[Note: The recommendations contained in this chapter were drawn up prior to the announcement made by the Minister for Education

## SECTION V

### THE EDUCATIONAL SYSTEM

#### (18) GENERAL OBSERVATIONS

The schools alone cannot restore Irish as the language of the people. While very noteworthy progress has been made in extending the knowledge of Irish through the educational system over the past forty years, the Commission emphatically states that its restoration as a vernacular will be inevitably retarded until such time as the practical day to day use of the language outside the schools is adequately encouraged and fostered. In this context, it is clear that the work of the schools for Irish must be directed towards giving children from English-speaking homes a functional command of the language to be used in later life rather than towards formal studies of its linguistic structure.

The Commission attaches considerable importance to the advances made in America and in many European countries in recent times in the scientific treatment of languages to be taught as "second languages". It is confident that the principles on which these advances were based can now be applied to the teaching of the Irish language in schools in the non-Gaeltacht areas.

While much of the good work for the language done in the schools has been wasted because of the failure to back it up outside the schools, some of it has also been spoiled by weaknesses within the educational system itself. The greatest of these was undoubtedly the over-emphasis placed on the written as against the spoken language. There has been a tendency to tail off the use of Irish according as the pupil progressed through his educational course—a widespread use of the language at infants' stage followed by a decreasing use up to the higher standards. For pupils who proceeded to post-primary education there was still less use of the language as a spoken tongue, outside the Class A secondary schools and University College, Galway. The impression must have been inevitably conveyed that Irish was something connected with school and especially with the earlier years there, and that every step forward was a step away from the language until the pupil was finally finished with it on leaving school. This illogical situation must be righted and a serious effort made, not only to co-ordinate the use of the language at all levels of education, but to co-ordinate the various Irish courses in a properly graded system so that one will follow naturally from the other.

#### (19) PRIMARY EDUCATION

[*Note* : The recommendations contained in this chapter were drawn up prior to the announcement made by the Minister for Education

on 5 October, 1962, that it was intended to introduce the use of Roman type-face gradually into all Irish Readers in primary and secondary schools and prior to the Minister's announcement on 4 December, 1962, that he had taken steps to have a scientific study of the language made with a view to having a course in Irish prepared on the most modern linguistic principles. These new developments announced by the Minister are in line with recommendations made in this chapter.]

The vast majority of children born into English-speaking households must depend on the primary school to introduce them to the use of Irish as a normal functional language. In this regard, it must be remembered that every handicap under which the work of the primary school may have to be carried out militates against the teacher's efforts to make Irish speakers of the children entrusted to his care—such handicaps as unsuitable school-buildings, overcrowded classes, too many classes of varying age-groups being taught by the same teacher, lack of modern teaching aids and so on.

It is absolutely necessary to ensure that all primary teachers will themselves have a thorough command of the language. For that reason, the closing of the Preparatory Colleges—rather than their re-organisation—a step taken while this Commission was assessing their worth, removes a system which, from the language point of view, had considerable advantages. Chief among these was the opportunity which these Colleges provided for student teachers from non-Gaeltacht areas to adopt Irish as their normal medium of communication, thereby acquiring, in association with native speakers, a command of the language not, in our opinion, as likely to be achieved under the new arrangements. In order to offset this loss and to secure that, in future, all teachers will be highly qualified to make Irish speakers of primary school-children, every opportunity must be availed of when student teachers are being selected, when their training courses are being planned and pursued and even during their teaching careers, to enable them to acquire and maintain a high standard of perfection as Irish speakers. Subsidised stays in the Gaeltacht and refresher courses for teachers are advocated as ways by which this standard of perfection may be reached and as means by which teachers will be kept informed of the latest developments in language-teaching methods.

The Commission has made a careful study of all the objections put forward against the use of the primary school for the purpose of giving children a working knowledge of Irish, with special reference to the effects of bilingualism on the normal child and the age when the teaching of a second language should begin. Having gone into each one of these objections and having before it the findings of internationally recognised authorities, the Commission has no hesitation in stating emphatically that

- (a) the introduction of Irish to children from English-speaking homes at Infant Standard level is not alone not harmful to them but may be regarded as a positive aid to their

intellectual development when it enables them to attain genuine bilingualism at an early age; moreover, the beginning of the learning of a second language from the earliest school years is gradually becoming widely adopted abroad as a method offering the best hope of producing fluent speakers;

- (b) apart from the fact that the national aim to restore Irish is being served by making Irish speakers of primary school-children, they would gain a positive *educational* advantage through being enabled to become genuinely bilingual, and the break-through from monolingualism to bilingualism would make the learning of other languages later much easier.

Since the primary school curriculum is a wide one, it is quite clear that only a limited amount of time can be given to the formal teaching of Irish. Therefore, in order to derive the optimum benefit from the available time, it is necessary that a progressive and carefully graded course of instruction be planned and followed. Such a course must aim at giving the child the traditional and inherent phonetics and intonations of the language, the elementary and necessary speech-structures and vocabulary that will enable him to use the language as a natural medium of oral communication. This means that unnecessary duplicity and multiplicity of speech-structures should be avoided and that the graded course will aim at giving a command of the essence of the language to the child. It does not mean that the Irish to be learned in school is to be divorced in any way from the traditional forms of the language, or that it will sound or seem in any way to be a synthetic or stilted form of speech. The selection and grading of the language structures and vocabulary to be taught at various levels should be regarded as one of the first duties of a special Research Section, which should be set up by the Department of Education. It is to be understood that this type of scientific sifting and grading of languages for the benefit of learners has been done abroad with outstanding success in the case of various other languages.

This practical and modern approach to giving a fluent speaking knowledge of Irish to all children from English-speaking homes will make it comparatively easy to reach the stage when Irish may be used as the ordinary language of the schools—as a teaching medium for other subjects and as the normal medium of communication between the teachers and the children. The Commission envisages the stage being reached within a reasonable time when every primary school will become an all-Irish school. This stage, however, must be reached by carefully planned steps. The general direction laid down by the Department of Education must be followed—Irish should be used as a teaching medium only when the children are sufficiently advanced in their command of the language to derive the full benefit of such teaching and when the teacher is competent to use Irish as a teaching medium. All-Irish primary schools are already in existence in the

heart of English-speaking areas and are doing invaluable pioneering work in showing the way to genuine bilingualism. The Department of Education is urged to give full co-operation to groups of parents who desire the setting up of such schools for their own children.

The use of the Roman script in reading and writing is recommended by the great majority of the Commission. This will close the undesirable gap that exists at present between the most important Irish books and magazines being published in the country (which are in Roman type-face) and the work in the schools for Irish. By using the Roman script valuable time will be spared in the lower classes, because it will not be necessary to teach separate scripts for Irish and English.

Every primary school should have a library of books in Irish attractively published and suitable for the various age-groups in the school. Such libraries would include adventure tales, cartoon series and so on. At the same time, the Commission stresses that it places far greater importance on giving children an oral rather than a written competency in Irish. They believe the discerning teacher is, himself, the best qualified to recognise the stage at which writing the language ought to be introduced. In this regard, they strongly advise that at least 50% of the marks at present awarded for written Irish in the Primary Certificate Examination be reserved for an oral Irish Examination to be held on the programme for 5th class on the occasion of the annual inspection.

While recognising the constitutional right of parents to send their children to private schools in which Irish may not be efficiently taught, or may not even find a place in the curriculum, the Commission is perturbed at the extent to which children who receive their elementary schooling under such conditions can hamper the work for the language with which the secondary schools might otherwise proceed as a logical continuation of what was achieved in the primary schools. In order to make it possible for the secondary schools to proceed with this work, the Department of Education should ensure that the standard in Irish of all candidates at the entrance examinations of secondary schools will be adequate.

### **Recommendations :**

#### *Teachers*

- (1) That a high standard of Irish, especially of spoken Irish, should be demanded from entrants to the Training Colleges for Primary Teachers.
- (2) That student teachers should be given, during their training, a good course in modern methods of language teaching, including the use of modern teaching aids and a sound understanding of the source language of children in the Galtacht.
- (3) That a language laboratory be established in each training college.
- (4) That suitable Irish native-speakers be employed in each college as

- special tutors to provide intensive training to non-Gaeltacht student teachers in the phonetics and structure of the language.
- (5) That, if necessary, the present period of training be extended to provide for the foregoing additions to the syllabus.
  - (6) That teachers should be encouraged by grants or a scholarship scheme to attend refresher courses in Irish, in language teaching methods and in the use of teaching aids.

#### *Teaching of Irish*

- (7) That the teaching of Irish should be begun in the case of primary school-children in the Infant Standards.
- (8) That the language should be taught to all primary school-children.
- (9) That the main aim of the primary school in the teaching of Irish should be to give the child a functional command of the spoken language.
- (10) That a Research Section should be set up by the Department of Education to make a scientific examination of Irish as a spoken language, as has already been done abroad in the case of other languages, in order to determine what are the essential structures, grammatical forms and vocabulary of the spoken tongue, and that a series of graded text-books, designed to impart a full and accurate knowledge of this essence of the language, should be prepared for the guidance of primary teachers.
- (11) That, as an aid to teaching the proper pronunciation and intonation of the language, a series of recordings should be prepared, designed to provide a graded course in Irish based on the essential structures, grammar and vocabulary of the language.
- (12) That wide use be made of sketches and plays in Irish in all primary school classes as a means towards the development of the children's command of the spoken language.
- (13) That the grammar of Irish should be taught in the primary school not in a formal manner but by the children hearing and repeating correct usage.
- (14) That a series of interesting and well-illustrated readers should be prepared, based on the graded course in the language already mentioned; that the children should be encouraged to read other material in Irish by the building up of a school library of books suitable to different age-groups and by the publication of some children's periodicals, including comics, in Irish.

#### *Written Work*

- (15) That less emphasis should be placed on the writing of Irish, particularly in the lower and middle standards of the primary school.



- (16) That written work in Irish in the primary school should consist of stories, descriptions of events, passages from dictation, simple articles and letters rather than essays on abstract topics. Pupils in higher standards should be encouraged to keep a diary or scrapbook in Irish.
- (17) That, in the opinion of the great majority of the Commission, the Roman script should be the one used in the reading and writing of Irish from the child's first acquaintance with these in the primary school; that pupils in the higher classes should be given some practice in reading Irish in the Gaelic script in order that they may be able to read the works published in that script since the revival movement began.

#### *Outside the Irish Class*

- (18) That in order that the child may have sufficient opportunity to acquire fluency in Irish during his primary school course and may not be left with the impression that the language is merely another school subject unrelated to the world around him, some subjects should be taught through Irish in all primary schools. This should not be attempted, however, in any instance where either of the two conditions at present demanded by the Department of Education is not fulfilled, i.e. (1) that the teacher should be competent to give such instruction, (2) that the children should have sufficient Irish to profit by such instruction. We believe the Department of Education should draw up and publish a series of directives with regard to the use of Irish as a teaching medium for various subjects in the different classes, having as its general plan to secure that, within a short period, all primary schools will use Irish as a medium of instruction for some subjects and that the use of the language in teaching will increase as the child progresses to the higher standards rather than the reverse as at present. Such directives should also seek to end the undesirable position in which the child's medium of instruction varies in haphazard fashion from year to year.
- (19) That the teachers should strive to make Irish the ordinary language of the school, not only for official purposes such as the roll-call, but for ordinary conversation. The language used by the teachers among themselves will set the headline here, and the organisation of team-games through Irish can also help through getting the children to speak Irish at play.
- (20) That recognition as Gaelic schools should be given to those primary schools in which Irish is the ordinary language of teachers and pupils and the language of the playground and in which at least half of the instruction is being given through Irish. We believe that children who receive all their instruction in such schools should be given a special certificate and that teachers employed in them should have their extra efforts suitably rewarded by a bonus such as is payable in the case of

Secondary Teachers and by having their names published annually in a Roll of Honour.

- (21) That since the Primary Certificate examination in Irish is solely a written one and has been partly responsible for over-emphasis on written Irish in the schools to the detriment of oral Irish, an oral examination in Irish to which 50% of the marks for Irish as a subject would be assigned should be introduced as part of the Primary Certificate examination. We recommend that the standard for this oral examination should be the one prescribed for fifth class and that the oral examination should be carried out by the inspectors during the school-year preceding the written examination.
- (22) That in order that pupils of private schools may not hold up the progress in Irish in secondary education of pupils from the national schools, the secondary school inspectors should be instructed to examine the papers set in Irish and the answer books obtained from candidates at the entrance examination of each secondary school and the Department should take steps to ensure an adequate standard.
- (23) That, wherever a substantial demand exists, the Department of Education should assist in every possible way in the setting up of all-Irish primary schools and should provide a grant-in-aid towards transport or special transport facilities in the case of children who have a long way to travel to such schools.
- (24) That further all-Irish residential schools, on the lines of Scoil na Leanbh, An Rinn, and the recently-founded schools at Glanmire and Trabolgan, Co. Cork, should be set up as the demand for them arises.

## (2) SECONDARY EDUCATION

Since the vast majority of those in positions of public leadership in the Church, in politics, in industry, in administration and so on are the past-pupils of the secondary schools, it follows that the gradual Gaelicisation of secondary education is a prerequisite to the restoration of the language in all places of influence in the land.

The Commission feels that every advance in secondary education will help the service to the language that may in future be expected from secondary schools. For example, the practical study of modern continental languages on a wide scale is certain to go hand in hand with our closer contacts with continental Europe. Such studies will make students more appreciative of our own language and of the culture enshrined in it. They will give them a clearer concept of the relative importance of languages and cultures than many of them can hope to derive from their acquaintance with the comparatively broad field of English and the much more undeveloped field of Irish. The more varied the number of languages they study the more apt they

will become in mastering each, and that aptness in languages is bound to help their studies of Irish.

The Commission, however, stresses the fundamental fact that Irish, throughout the whole secondary education system, must remain much more than an examination subject—it must find its place as a living language within the system. In this regard, residential secondary schools, because of their very nature, can play a pioneering part by gradually developing self-contained Irish-speaking communities within their own walls.

In order to ensure that ample time will be available to the Irish teacher in the secondary school to give his pupils a good command of spoken Irish, it may be necessary to curtail to some extent the scope of the present written Irish Course for the Intermediate Certificate examination. A suitable oral examination at Intermediate Certificate level, carrying a considerable percentage of the marks allotted to Irish, would help to shift the emphasis to the spoken language.

It is too soon as yet to form any final assessment of the value of the oral-Irish test which, since 1960, has been part of the Leaving Certificate examination. The over-all indications, however, are

- (a) that it made the secondary school authorities more conscious of the importance of cultivating competence in oral expression among their pupils, and
- (b) that considerable numbers of secondary school pupils availed themselves of such facilities as Gaeltacht holidays or a course at an Irish College in order to improve their oral Irish.

The Commission, however, considers that there should be no delay in arranging that the Leaving Certificate oral test in Irish will be such as to ensure that every candidate who secures a pass in it will have shown himself to have a good command of the spoken language. In order to encourage the attainment of this standard, it will be necessary to increase the percentage of marks assigned to the oral examination and to provide the schools with information as to the relative merits of their pupils in the oral and written sides of the examination.

The Irish language class must be made much more interesting for the student than it normally proves to be at present. The prudent use of such teaching aids as the tape-recorder, the record-player, the educational film, the film-strip and so on immediately suggests itself for this purpose. The tape-recorder and the gramophone record are readily available means by which good native speakers of Irish can be brought into every class-room to recite or to read, and thus to give a new life to, and create a lively interest in, the texts which are being studied. We suggest certain changes in these texts below.

Students of secondary-school age will be helped to assess for themselves the value of Irish if the language's place in the history of the country is presented to them in proper perspective. While a few books and pamphlets are available, in which the place of the language in our history is dealt with, others are needed in which

the fortunes of Irish will be explained in a manner that will appeal to the average secondary school student.

The provision of background reading in Irish, of the type that is eagerly sought by secondary school students in all living languages, is an urgent necessity. The scope, variety, and educational value of the kind of books we have in mind are illustrated, in an Appendix to our Second Interim Report, by a short list of English titles selected from among those that are in high demand by secondary school children in this country. Every secondary school should have a good library of Irish books and the reading of magazines and periodicals in Irish should be encouraged among the students.

It should be impressed on secondary school authorities that the only thorough manner to prepare for oral Irish tests is to arrange that as much use as possible be made of Irish as the normal school language—as a teaching medium for other subjects, as the language of the religious, social, and recreational life of the school. As a period spent in the Gaeltacht under proper supervision can give an oral mastery of the language unobtainable elsewhere, secondary school authorities, by making appropriate arrangements for all their pupils to benefit from at least one stay in the Gaeltacht as part of their normal secondary course, can ensure that the work done for the language in their schools will be most fruitful.

It is our considered opinion that, in general, the best work for Irish in the secondary education system is done in those schools classed as A or B schools, in which Irish is, in whole or in part, the language of work and play. A total of 236 (80 Class A and 156 Class B) out of 526 recognised secondary schools in 1960-61 belonged to these classes. Their number, however, would probably be much higher and their work more successful if all pupils proceeding to secondary education had already acquired a basic fluency in Irish at the primary school level, if secondary-school pupils, having completed their courses through Irish, could more easily pursue a university-degree course through the same language, and if an adequate supply of textbooks in Irish were assured. We believe that, with the great increase in the knowledge of Irish among both secondary teachers and students since 1924-25, when the system of classifying secondary schools began, an extension of the use of Irish is now feasible in many secondary schools though some of them might need to provide a special preparatory class for entrants weak in the language. With regard to those secondary schools already classed as A or B schools, we feel that a revision of the classification of many of them is now called for and that such a revision should be carried out periodically in the future. In the case of other secondary schools a more attractive capitation grant payable to Class B2 schools would have the important effect of encouraging a partial employment of spoken Irish as the language of all secondary schools.

The special status given to Irish in the Leaving Certificate examination leads sometimes to the impression that it is this subject which is responsible for many failures in the examination. This is not borne out by the figures available. In 1961, out of 8,676 students

who sat for the Leaving Certificate examination, a total of 830 failed; the additional number who would have passed the examination were a pass in Irish not essential was 84, i.e. less than 1% of the total entries. The figures for 1962 are—total entries 9,033; total number who failed 716 and the additional number who would have passed the examination were a pass in Irish not essential 101, i.e. a little over 1% of total entries. We believe, however, that, as Irish is the only subject in which failure must necessarily involve failure in the whole examination, its special position should also be marked by allowing students a second chance to pass it, if required.

It is not uncommon to find teachers who have no proper qualifications in Irish placed in charge of Irish classes in secondary schools. In addition, the knowledge of the language expected from secondary teachers for registration is very elementary and, in our opinion, does not guarantee a competence to give instruction through the language. We, therefore, recommend certain changes in the qualifications of teachers of Irish and of secondary teachers in general.

### **Recommendations :**

- (1) That the teaching of modern continental languages, with special emphasis on giving an oral command of these languages, should be greatly expanded in secondary schools; this would be a very useful adjunct to the teaching of Irish.
- (2) That Irish should never be regarded as an academic subject in the secondary school but that the use of the language should be integrated into every aspect of school life—religious, cultural, recreational, etc.
- (3) That the primary purpose of the Irish course in the secondary school should be to give an accurate and fluent oral command of the language to all students and that other aims, such as writing in Irish, the study of Irish literature etc., although important in themselves, should never be allowed to occupy such a large part of the time as to prevent this primary purpose being achieved.
- (4) That, in order to encourage oral use of the language, plays and sketches in Irish should be used and the Irish class made as attractive and stimulating as possible.
- (5) That in order to shift the main emphasis from written to oral work in the junior classes, the prescribed course for the Intermediate Certificate examination should be shortened somewhat and an oral test to carry one-third of the total marks allotted to Irish should be introduced as part of that examination.
- (6) That the standard of the oral examination already introduced as part of the Leaving Certificate examination should be gradually raised in order to secure that candidates who succeed in it would be able to converse on everyday topics with reason-

- able fluency and that one-third of the marks allotted to Irish should be carried by the oral examination.
- (7) That, in order to help school authorities to assess the progress made by their pupils on the oral side of their work and to emphasise its importance, the marks secured by students in these oral examinations should be published in separate columns in the Results Book.
  - (8) That full use should be made in the Irish class in the secondary school of all modern teaching aids. In this connection, we would like to see a series of recordings of select passages of the finest Irish prose and poetry available on a scale not hitherto attempted and we believe that the Department of Education should make arrangements with a commercial firm to have such records issued, with some financial backing if necessary. The tape-recorder, the film and the film-strip are other teaching aids which should find a place in the secondary school Irish class.
  - (9) That the language should be taught in its proper historical context; hence, students should be given a knowledge of the history of the language, the forces which caused its decline, the purpose behind its revival, its imprint on placenames, on personal names, on the English that is spoken in Ireland and so on. We think there is great need of books in both Irish and English which would discuss, in a style that would appeal to teenagers, the fortunes of the language and the philosophy of the revival movement.
  - (10) That the prescribed Irish prose texts for the Intermediate Certificate course, while in general suitable, should aim at more variety from year to year and should include books that will appeal to both country and city children.
  - (11) That two prose texts should in future be prescribed for the honours course in Irish in the Leaving Certificate, one to be a novel or collection of short stories or biography of good literary quality and the other to be a specially-prepared prose anthology with selections from the best modern Gaelic authors; that one of these two prose texts should be prescribed for the pass course in Irish in the Leaving Certificate in the same year.
  - (12) That a book of essays in Irish on the cultural history of the country and its language should be prepared to be used in the secondary schools as background reading to the study of Irish literature; that the practice of prescribing a Fiannaíocht tale as a separate text for the honours course in the Leaving Certificate should be discontinued, but Fiannaíocht literature should be one of the subjects treated in the book of essays and selections from it should be included in the prose and poetry anthologies.
  - (13) That a good anthology of modern Irish poetry, including contemporary poetry, should be prepared, with adequate textual,

- biographical and metrical notes, and selections from it should be prescribed for study in secondary schools over a period of years.
- (14) That the examination papers in Irish at the Certificate examinations should aim to test the student's understanding of the matter of the course pursued and his appreciation of the literary qualities of the prescribed texts rather than to test his memory.
  - (15) That the publication of attractive books in Irish, suitable for pupils of secondary-school age as background reading to their courses, should be undertaken by the proposed Publications Board.
  - (16) That the use of Irish in extra-curricular activities should be fostered among secondary school pupils. We recommend especially the use of the language in the work of ordinary school societies—religious, cultural, recreational; the organisation of inter-school musical, dramatic and debating competitions in Irish; the cultivation of a taste for the reading of books and periodicals in Irish; the offering of prizes for students who do most to spread the speaking of the language among their fellow-students; the use of prayers, hymns, etc., in Irish in communal and private devotions.
  - (17) That it should be accepted as part of the normal secondary school course that all pupils will spend at least one month in the Gaeltacht. We recommend that secondary school authorities should make full use of available State grants in order to offer their pupils an organised period in the Gaeltacht, preferably during, or at the end of, the fifth year of their secondary course.
  - (18) That some of the larger secondary schools should provide a preparatory year for new entrants weak in Irish, in which the normal primary school work would be continued with special emphasis on Irish and a growing use of this language as the teaching medium for other subjects during the year. That capitation grants should be payable in respect of pupils attending such a preparatory course.
  - (19) That all Secondary Schools should be graded anew into Class A schools, Class B1 schools, Class B2 schools and others, according to the extent to which Irish is really the language of teaching and recreation, and that their classification should be reviewed in future every three years. We feel that a small number of Class A secondary schools in which Irish is really the normal language of all aspects of school life is preferable to a large number of schools which claim that classification, some on very slight grounds.
  - (20) That the increase in capitation grant of  $2\frac{1}{2}\%$  and  $5\%$  payable to schools teaching one and two subjects through Irish should be raised to  $5\%$  and  $7\frac{1}{2}\%$  respectively during their first three years in Class B2.

- (21) That steps should be taken at once to provide an adequate supply of textbooks in Irish for secondary schools, and that this should be one of the primary functions of the proposed Publications Board.
- (22) That a pass in Irish should remain essential for securing the Leaving Certificate examination but that, since under the present regulations failure in any other single subject does not necessarily involve failure in the whole examination, those students who would have passed the whole examination but for failure in Irish should be given a second chance to pass in this subject at a special supplementary examination in the autumn.

#### *Qualifications of Teachers*

- (23) That a university degree in Irish should be the normal minimum qualification of those teaching Irish in secondary schools.
- (24) That those wishing to teach Irish in secondary schools who have not a university degree in the language should be required to prove their competence by passing an examination in the language of the standard set for the *Teastas Timire Gaelige* for Vocational Teachers.
- (25) That teachers already teaching Irish in secondary schools who have not a degree in the language should be required to prove their competence in it by examination within a year of the coming into force of the new regulations, and should be ineligible to teach Irish to the Intermediate Certificate class or to any higher standard until they have secured a pass in this examination.
- (26) That, in future, secondary-school teachers of Irish should, as a condition of recognition, be required to spend a period of at least three months in the Gaeltacht during the first three years of their secondary school career as a teacher of Irish. Financial assistance should be available for this purpose.
- (27) That the present test in oral Irish preliminary to the registration of a secondary teacher by the Registration Council should be replaced by a formal examination in written and oral Irish of a substantially higher standard to be conducted by the Department of Education; that a pass in this examination be a condition of recognition as a secondary teacher for all Irish candidates; that the Department of Education should conduct periodically for secondary teachers an examination in oral and written Irish for a qualification of the standard of the Higher Certificate in Irish (an tArd Teastas) of the primary teachers and that a special allowance be paid to any secondary teacher who possesses this additional qualification in Irish; a secondary teacher who teaches subjects through Irish should continue to receive the special increment in respect of such teaching and, where such a teacher possesses the additional qualification in Irish already



mentioned, he should also be granted the special allowance for such qualification.

### (21) VOCATIONAL EDUCATION

The place officially given to Irish in the Vocational Education system is not as specifically defined as it is in the case of the Primary and Secondary systems.

Irish language teachers for vocational and technical schools, who incidentally are also usually required to teach other non-technical subjects, are basically recruited from among university graduates in Arts or Commerce. They are required to attend a special preparatory course, of about a month's duration, during which intensive instruction is given in oral and written Irish, in the principles of language teaching, in the history and philosophy of the language restoration movement, and in such subjects of a cultural value as singing and music, drama, dancing etc. A qualifying examination, practical, oral, and written, is held at the end of the course. Candidates who secure at least 50% in each subject and an aggregate of 60% in the examination as a whole are awarded a *Teastas Timire Gaelige*, which is their certificate of qualification to teach Irish and other general subjects within the Vocational Education system.

Teachers, other than those engaged in teaching Irish and general subjects, are generally required to hold a special certificate of proficiency in Irish issued as a result of a Departmental examination and known as *An Ceard-Teastas*. Owing to the difficulty of finding people with the necessary technical skill to teach certain subjects of a practical nature, Vocational Education Committees are sometimes left with no alternative but to employ as teachers people who have not secured the *Ceard-Teastas*. Such appointments, however, may not be made on a permanent basis.

Apart from the Continuation Courses, Irish is not an essential subject in the ordinary vocational or technical school curriculum. The Continuation Courses include between 2 and 3 hours of formal instruction in Irish each week. Examinations for Group Certificates are held on completion of the courses, and a pass (30%) in oral Irish is essential for the award of a certificate. However, a document indicating the subjects passed can be issued to a pupil who fails the examination for the Group Certificate.

The technical education side of the Vocational Education system is aimed at giving pupils who desire to pursue some technical trade or craft a certain skill in their work. Those who attend the courses are usually either apprentices or people already engaged in a trade who desire to improve their technical skill. The syllabus of instruction for pupils attending these courses does not include instruction in Irish nor in any other subject of a general or cultural nature, nor is a knowledge of Irish, except in the case of apprentices in the printing trade, regarded as a necessary, or even desirable, qualification by any important body employing skilled labour.

Within the structure of the Vocational Education system, special

classes for adults may be organised in a wide variety of subjects, including Irish. Apart from providing such Irish language classes, certain Vocational Education Committees are doing valuable work, which indirectly fosters Irish, in such subjects as choral and instrumental music, while others give occasional help in promoting Irish through offering special patronage to feiseanna, through organising debates and discussions in Irish, through providing scholarships to the Gaeltacht and so on.

The above-mentioned support of the Vocational Education Committees for Irish, however, is haphazard and often the exception. No comprehensive effort seems to have been made to use Irish as a teaching or recreational medium in vocational or technical schools outside the Gaeltacht. The whole Vocational Education system, in its development, seems to have grown away from a practical approach to the task of restoring Irish. Apprentices, for example, have been allowed to depend on whatever command of Irish they gleaned in the primary school. Even the small number of all-Irish or bilingual offices that require the services of typists and other staff to carry out normal routine office work have largely to train their own personnel as far as the use of Irish as an office language is concerned.

### **Recommendations :**

#### *Teachers*

- (1) That the teacher of Irish under the Vocational Education System should be primarily a teacher of languages and should be given a basic training in modern methods of language-teaching during his training course.
- (2) That the present system of providing a month's intensive course for full-time teachers of Irish and other subjects in vocational schools should be retained for those University graduates who have taken Irish as one of their degree subjects ; for other graduates it should be replaced by a year's course. Should it be necessary to recruit non-graduates as full-time teachers of Irish and other subjects, a two-year course should be organised for them. We suggest, also, that the title *Teastas Timire Gaeilge* should be replaced by one more in keeping with the present-day functions of the holder of this Diploma.
- (3) That, as graduates seem reluctant to take up vocational teaching as a career, with the result that some Committees have experienced difficulty in recruiting qualified teachers of Irish, the conditions of employment and the status of full-time vocational teachers should be made more attractive.
- (4) That the Department of Education should organise refresher courses for teachers of Irish and other subjects in vocational schools ; special attention should be paid at such courses to modern methods of language-teaching and the use of teaching

aids ; teachers should be encouraged to attend such courses by special leave of absence and grants-in-aid.

#### *The Irish Course in Full-time Vocational Education*

- (5) That, since many girl-students of the Continuation Courses take up clerical and secretarial posts, particular attention should be paid in the Irish course to correct spelling and to accurate typing in the language.
- (6) That in the selection of topics to be dealt with in Irish conversation classes, the teacher should choose those which have a practical bearing on the student's daily life, and the list provided in the departmental syllabus should be amended accordingly.
- (7) That the pass-mark in the oral Irish examination for the Vocational Education Group Certificate should be raised from 12 to 16 out of 40 (i.e. from 30% to 40%).
- (8) That the Department of Education should seek to ensure, by directives and by consultations between the inspectors, a more uniform standard throughout the State in the oral Irish examination for the Group Certificate.
- (9) That, while teaching aids seem to be used more widely in vocational than in other types of schools, each Vocational Education Committee should see that all schools under its control are provided with a sufficiency of them.
- (10) That a number of textbooks particularly suited to the aptitudes and interests of vocational school pupils should be prepared.
- (11) That, in view of the many advantages which the vocational school holds over other types of schools for the production of drama, extensive use should be made of this medium for the promotion of Irish under the vocational education system. The Department of Education and Vocational Education Committees could help by organising drama festivals for vocational schools, by including some basic training in stagecraft and production in the course for the *Teastas Timire Gaeilge*, by organising drama courses and enabling teachers to attend them and by making the services of a skilled producer available to the schools from time to time.
- (12) That songs in Irish should be taught and choral and *Claisceadal* groups organised in all vocational schools.

#### *Part-time Technical Courses*

- (13) That, in accordance with the practice of several continental countries, training courses for apprentices should be broadened to cover subjects of a cultural nature as well as purely technical training, and that the cultural subjects, aimed at fostering practical patriotism and good citizenship, should include some tuition

in the Irish language (especially the Irish versions of technical terms, etc., connected with their trades) literature, music, history and civics.

- (14) That *An Ceard-Chomhairle* should take steps to ensure that Irish is included as a necessary subject in the apprenticeship courses for shop assistants and for certain classes of hotel workers.

*The Promotion of Irish among Adults*

- (15) That, while formal classes in Irish for adults may sometimes be necessary, they should be varied in the case of those who have already some knowledge of the language with plays and sketches in Irish, choral and community singing, debates, the use of records and tapes, discussion of articles in periodicals, criticism of radio and T.V. programmes, etc.
- (16) That the competent authorities—Department of Education, Local Authorities and Vocational Education Committees—should combine to bring to an end the present unsatisfactory situation where requests for Irish classes and Irish activities have to be turned down because of lack of teachers or funds. We believe that the Vocational Education Authorities should be to the fore in stimulating a demand for such classes and activities, and that there is still scope for an organiser employed by these authorities who would organise classes and activities in Irish for local societies and groups.
- (17) That Vocational Education Committees should organise occasional public lectures in Irish on live topics.
- (18) That, in order that the effort to revive Irish should derive full advantage from the widespread public interest in music and drama, each Vocational Education Committee should appoint a Director of Music and a Director of Drama for work within its area similar to that at present carried on in a few areas.
- (19) That each Vocational Education Committee should give generous support to Irish cultural activities, e.g. Feiseanna, Aeríoch-tanna, Debating Competitions etc. and should provide adequate Gaeltacht scholarships. We consider that some of these scholarships should be awarded to apprentices and young workers attending technical courses.
- (20) That, in accordance with section 21 of the Vocational Education Act, 1930, each Vocational Education Committee should set up a special subcommittee charged with the organisation and direction of Irish language activities on the lines indicated.

(22) UNIVERSITY EDUCATION

The restoration of Irish needs the patronage and support of Universities, not only to give to the language the prestige in intel-

lectual circles which was denied it for centuries, but to place the coping-stone on the work being done for the language throughout the whole educational system. In the training of secondary and vocational teachers, too, in the carrying-out of research into the many educational and psychological problems which will have to be solved before the language revival is fully realised, in the equipment of experts in these fields of research, in the provision of Irish-speaking graduates for the public service, in the preparation of high-grade textbooks in the Irish language, and in the evolution of a modern terminology in Irish for the various sciences, the contribution which the Universities can make to the restoration of Irish is immeasurable.

Apart from the degree courses through Irish introduced in University College, Galway, from the late 1920's onwards, no sustained effort has been made to fit University Education in general into the changed educational pattern of the State since 1921. There have been spasmodic and rather isolated attempts to promote the use of Irish in individual University Colleges as, for instance, the introduction of lectures through Irish in a few subjects in University College, Cork, and the appointment of Irish speakers to some professorships and lectureships there, or the introduction of an oral examination in Irish for all candidates for degrees in the three Constituent Colleges of the National University. But it remains true that, outside University College, Galway, and, to a lesser extent, St. Patrick's College, Maynooth, the language makes little if any impact on the average university student and only in these two colleges is the language used to any wide degree among staff and students outside the Irish departments.

We regard the oral examination in Irish prior to the granting of degrees as no longer serving any useful purpose in University College, Dublin, and University College, Cork, and we, therefore, advocate that it should be replaced in the three Constituent Colleges of the National University by an optional examination of a satisfactory standard leading to the award of university scholarships on an extensive scale. While this should have the effect of making Irish much more widely spoken in university circles than at present, we consider it necessary that some Degree course should be available through Irish in all the colleges of the National University. The present situation leaves the student who has received all his primary and secondary education through Irish with no alternative but to go to University College, Galway, where only three Degree Courses are open to him through Irish. We are not blind to the problems which Degree Courses through Irish in all the colleges would give rise to, but we believe they are all soluble, given goodwill and co-operation. The example of the Hebrew University of Jerusalem shows how quickly a language long out of general use can be forged into an instrument of higher learning and, indeed, the many successes in the National University Studentship Examinations of Galway students who have pursued courses through Irish bear ample testimony to the fact that university lectures through Irish involve no lowering of standards. Because of terminology and stylistic difficulties, lectures through Irish

in certain subjects (e.g. in the Medical Faculty) would, of course, present more difficulties than lectures through Irish in the Arts, Science and Commerce subjects which are already available in University College, Galway. For that reason we believe that Dublin and Cork should begin with the latter subjects, leaving Galway to continue to pioneer lectures through Irish in other subjects. Nor do we consider the scarcity of textbooks an insurmountable obstacle, especially when it is remembered that the smaller European countries use many textbooks in international languages such as English, French and German at university level. Textbooks of university standard will never become plentiful in Irish until many students are pursuing their university courses through the language, and to use their scarcity as an excuse for the postponement of the introduction of such courses through Irish indefinitely would be to surrender to a vicious circle which could never be broken. Finally, we do not favour a policy which would gradually turn University College, Galway, into a wholly Irish-using college while leaving the Cork and Dublin colleges exclusively English-using ones. This would inevitably lead to the isolation of Galway, to academic inbreeding there, and to doubts about the standard of its work, while leaving the larger and better-equipped colleges as permanent anglicising influences.

Owing to the fact that more than half of the students attending Trinity College, Dublin, do not normally have their place of residence in the State, the promotion of Irish in that college presents particular problems, and our recommendations concerning it are, therefore, listed separately below.

### **Recommendations re the Constituent Colleges of the National University**

#### *The Study of Irish Language and Literature*

- (1) That, in order to improve the work which can be done for Irish in the three Constituent Colleges of the National University and to reduce the large classes in Irish which result from the great number of students who take the language as a degree subject, the Irish Departments in the three colleges should be provided with additional staff.
- (2) That, insofar as university work for Irish may be hindered by accommodation problems, as outlined to the Commission on Accommodation Needs of the Constituent Colleges of the National University of Ireland, these deficiencies should be made good as soon as possible.
- (3) That the most modern equipment for the teaching of spoken languages should be available to the Irish Departments of the three Constituent Colleges. We believe that all three colleges should have a language laboratory similar to the one recently opened in University College, Dublin.

- (4) That the many valuable literary works in Irish, suitable for use in university courses, which have been allowed to go out of print in recent years should be re-published with the co-operation of the Irish Departments of the various colleges and the proposed Publications Board.
- (5) That, in view of the long-standing emphasis on the linguistic side of Irish studies at university level, more attention should be given to the literary side of such studies in future.
- (6) That the various Irish Departments, in close association with the other departments of their own colleges and with the Translation Staff of the Oireachtas, should work out a scheme for the provision of modern terminology in Irish for those branches of learning which still require such.

*Spoken Irish among Students not Studying the Language*

- (7) That the present compulsory tests in Oral Irish before graduation held in the three Constituent Colleges of the National University should be replaced by the following scheme:
  - (a) an optional test of a reasonably high standard in oral Irish, to be held annually, should be introduced into these colleges;
  - (b) each student securing a pass in this test should be entitled to a university scholarship of, say, £10 in each year in which he has passed the test;
  - (c) a student who has passed the oral Irish test during each year of his university course should be awarded a Diploma in Oral Irish;
  - (d) graduates who have secured this Diploma in Oral Irish and who, within a period of five years after its award, apply for positions in the Public Service for which a knowledge of Irish is essential, should be accepted by the Civil Service Commission and by the Local Appointments Commission as possessing a competent knowledge of Irish without being required to undergo a further examination in the language;
  - (e) the standard to be expected in the oral Irish tests should be set by the University authorities in consultation with the Civil Service and Local Appointments Commissions;
  - (f) Irish conversation classes, arranged in small groups and in which modern teaching methods and aids would be used, should be provided free of charge in the three Constituent Colleges for students who wish to avail themselves of them;
  - (g) a special grant-in-aid should be made available to the three colleges to recoup them for the expenses of the scheme.
- (8) That steps should be taken to make the atmosphere in all University Colleges more Irish and to integrate the use of the

national language more fully into the everyday life of the colleges. We suggest the appointment of suitable persons from the Gaeltacht or fluent Irish speakers to positions as clerical workers, as porters and as catering staff, the organisation of a series of public lectures in Irish annually in each college, and the more general use of the language by Irish speakers already on the administrative and academic staff as simple steps towards that end, whose overall effect would be by no means negligible.

*Degree and Diploma Courses through Irish*

- (9) That arrangements should be made in the three Constituent Colleges of the National University to provide for lectures through Irish in the following faculties: Celtic Studies, Arts, Commerce, Science, Law and in the courses for the Higher Diploma in Education.

The advance to full courses through Irish in all subjects in these faculties should be made step by step; on the other hand, we believe that each series of lectures given through Irish should form a unit, and that isolated lectures or summaries in Irish do not achieve the same purpose. Various approaches suggest themselves, e.g., where the numbers following a particular course are so large that they cannot all attend the same series of lectures, one series of lectures could be given through Irish; where it is not yet possible to provide a full course of lectures in a particular subject through Irish, a section of it which forms a natural unit could be given through Irish, e.g., the Irish History section of the History courses, the National Economics section of the course in Economics, the Ethics section of the Philosophy courses, and so on.

In many instances, existing Professors and lecturers could give these courses through Irish if relieved of some of their lectures through English. In other cases, the appointment of new lecturers competent to lecture through Irish would be required. In either case, an increase of staff in the various faculties would be necessary. We consider that the lectures through Irish should not be isolated from those through English but that, where possible, the lecturer whose main course is given through Irish should be invited to lecture through English to the students of the faculty pursuing their courses through that language on topics in which he is a specialist and vice versa. In order that the course through Irish may have equal prestige with the one through English, some of the lectures through Irish should be assigned to the Professor of the subject; where this is not possible, an associate Professor should be placed in charge of the lectures through Irish.

- (10) That the necessary arrangements should be made to provide a full course through Irish for the Higher Diploma in Education



in University College, Cork, and at least part of the course through Irish in University College, Dublin.

Since some subjects are taught through Irish in nearly half the secondary schools in the State and Irish is taught in all of them, we believe it would be a considerable advantage to secondary teachers if Irish were the language of at least part of their Higher Diploma courses. A full course through Irish for this Diploma is already available in Galway and about half the lectures of the course are already available through Irish in Cork. The large attendance at these lectures through Irish in Galway and Cork leads us to believe that there would be a similarly keen demand for them if available in Dublin, and that a full Higher Diploma course through Irish in all three colleges should be made available in the near future. The Higher Diploma courses should make full use of the language laboratories which we have recommended for the three Constituent Colleges, and all modern teaching aids should be available in sufficient supply to allow the students to become fully familiar with their use.

#### *Scholarships*

- (11) That, since the university scholarships offered yearly by the State since 1947-48 for students wishing to do degree courses through Irish have lost some of their attraction, despite the raising of their value, because they are now of less value than university scholarships offered by some of the local authorities, they should be raised in value to make them the most attractive university scholarships offered by any public authority in the State, and the scheme should be reviewed from time to time to ensure that these scholarships will remain in this position.
- (12) That some special post-graduate scholarships should be offered for competition among Irish-speaking graduates to enable them to pursue post-graduate studies and thus to be available later when university posts requiring proficiency in Irish are to be filled.

#### *Adult Education Courses*

- (13) That all Adult Education Courses sponsored by the Constituent Colleges of the National University should include some lectures on the Irish language, its history and literature.

#### *Financial Assistance*

- (14) That additional State grants earmarked to cover the cost of increases in staff rendered necessary by the provision of courses through Irish or by the expansion of existing ones and to recoup the colleges for the proposed scholarship scheme should be made available to the three Constituent Colleges.

### Recommendations re Individual Colleges

#### Cork

- (15) That a course in Irish Writing, which could be taken as a subject for the B.A. Degree (Honours), should be organised in University College, Cork.

#### Galway

- (16) That provision should be made for the further development of courses through Irish in University College, Galway.

This will demand in the first place a considerable increase in staff. Having regard to the increased number of students attending courses in the college, the fact that many of the staff there lecture through both Irish and English, the great need for textbooks of university standard in Irish and the need for research by Irish-speaking post-graduate students in order to ensure a supply of such graduates for university posts, such an increase of staff is urgently needed at present, even without the proposed expansion of existing courses through Irish and the introduction of new ones as outlined below.

We recommend the following expansion of the existing courses:

- (a) That a full course in Philosophy should be again made available through Irish.
- (b) That all courses in the Faculty of Science should be made available through Irish.
- (c) That lectures in Commercial Law should be available through Irish, so that Commerce students would be able to take all lectures through Irish up to their Degree. We believe that the work of this Faculty should be lightened by increased staff who would specialise in particular branches e.g. Accountancy, Statistics, Industrial Psychology etc.

Only the first two years of a degree course in Agriculture are available in Galway and not all the subjects which must be taken during these years are available through Irish. We recommend that a Faculty of Agriculture with lectures in all subjects available through Irish, should be set up in Galway.

While we would not wish that lectures through English should cease in Galway on a wide scale, at least as long as lectures through Irish are not available on a wide scale in Dublin and Cork, we believe that parallel courses through English and through Irish may not be necessary in some of the Arts and Science subjects. We recommend that the authorities of University College, Galway, should review the position to see if their limited staff could be more advantageously employed.

#### The University of Dublin

- (17) (a) That further development of the Irish courses in Trinity College should be undertaken as required, and attractive

scholarships and bursaries made available for competition among students taking these courses—some of the cost to be borne by the State.

(b) That Irish should be introduced as an essential subject for Matriculation in the University of Dublin for students ordinarily resident in the State.

(c) That, since many students of the Department of Education of Trinity College are destined to take up teaching posts in Ireland, steps should be taken to make this Department bilingual as soon as possible.

(d) That the existing College scheme of grants to assist students to spend a period in the Gaeltacht should be linked up closely and in an attractive way with courses taken by students who intend to take up secondary or vocational teaching or to enter the ministry, or the public service.

The scheme outlined above to encourage students of the Constituent Colleges of the National University to maintain and improve their knowledge of spoken Irish should, if successful in these colleges, be extended later to the University of Dublin.

**PUBLICATIONS:** For the promotion of Irish at university level, some learned journals in Irish are essential in which research articles of a high standard can be published. These journals rarely pay their way in any language. At present the only such journal wholly in Irish is *Galvia*, devoted to historical research, while other journals such as *Studia Hibernica*, *Béaloides*, *Eigse* and some of the local historical journals publish a considerable amount in Irish in their own fields.

### **Recommendation**

(18) That the proposed Publications Board should be empowered to subsidise the publication of learned reviews in Irish, and to assist multilingual reviews in the publication of research articles in Irish of university standard.

**OTHER INSTITUTES OF HIGHER LEARNING:** Most students who pursue professional courses in Technological Colleges or Institutes of Commerce have already passed in Irish in the Leaving Certificate examination or in the examination for the Matriculation Certificate of the National University of Ireland. A student who passes an examination of equivalent standard may, however, be admitted to such a course although he may not have Irish as a subject in his qualifying examination. We consider that a knowledge of Irish of the Leaving Certificate standard should be required of all students as a condition of entrance to professional courses in Technological Colleges or Institutes of Commerce. We consider, also, that a scheme to promote the voluntary attendance of such students, during

their professional courses, at Irish classes leading to an optional oral examination in the language and to the award to successful students of a Diploma in Irish, should be introduced in these Colleges and Institutes.

The Irish language receives some recognition in the Agricultural Colleges administered by the Department of Agriculture and in the Colleges of Domestic Science which receive financial aid from the Department of Education and, also, in the National College of Art conducted by the latter Department. It is, however, our considered view that most professional bodies have done little to promote Irish among young people entering the professions. Information furnished to the Commission by the more important of these bodies in the State shows that only two of them include Irish as a necessary subject in their preliminary examinations while a few others list the language among the optional subjects which may be taken at their preliminary examinations. We consider it extremely illogical that a student who enters a profession by way of one of these professional bodies is not required to prove any competence in Irish before he commences his professional studies whereas a student who wishes to enter the same profession by way of a degree course in any of the Constituent Colleges of the National University of Ireland must prove a competence in the language of the Matriculation standard of that University or of an equivalent standard before he is permitted to commence his professional course. Undoubtedly, this is one of the factors which is responsible for the dearth of qualified candidates with a knowledge of Irish for professional and technical posts in the public service and we consider that this position can be remedied only by requiring a reasonable competence in Irish from all students entering the professions, whether by way of University courses or by way of the professional bodies, and by providing them with suitable opportunities to maintain, and even improve, their knowledge of the language during their professional courses.

The Agricultural Institute recognises a knowledge of Irish as an additional qualification for posts on its administrative and research staff. In the Dublin Institute for Advanced Studies no person may be appointed to be Registrar or to be an officer or servant of the Institute unless he possesses such a knowledge of Irish as will enable him to use that language in the performance of his official duties. We consider that both of these Institutes could assist the advancement of the language on the lines indicated hereafter in recommendations 4 and 5 respectively.

#### **Recommendations :**

- (1) That a knowledge of Irish of Leaving Certificate standard should be required of students entering professional courses in Technological Colleges and Institutes of Commerce;
- (2) That all such colleges and institutes should provide—
  - (a) classes in Irish which may be taken by professional students on a voluntary basis and without extra fee;

- (b) an optional oral examination in Irish of a high standard for such professional students;
  - (c) a Diploma in Irish to be awarded to students who pass the oral examination in each year of their professional course; steps should be taken to have this Diploma accepted by the Civil Service Commissioners and by the Local Appointments Commissioners as proof of competence in oral Irish as has been recommended in the case of the Diploma in Irish which we recommend in the case of University graduates;
  - (d) short yearly courses on various aspects of Irish culture—each professional student to be required to attend at least one such course;
- (3) That all entrants to professional bodies should be required to possess a reasonable competence in Irish, say, of Leaving Certificate standard and that the State should use its influence with these professional bodies whose qualifications it recognises, with a view to having this requirement accepted generally;
  - (4) That a competent knowledge of Irish should be a necessary qualification for appointment to administrative posts in the Agricultural Institute and that the Institute should seek to promote the use of Irish in the ways which we have outlined in the case of the State-sponsored bodies;
  - (5) That the School of Celtic Studies of the Dublin Institute for Advanced Studies should make more use of Irish in research courses, lectures and the editing of texts; that an oral and written knowledge of Irish should be a necessary qualification for appointment to academic posts in the School in the case of Irish candidates and that members of the School should assist in the publication of learned journals in Irish.

## SECTION VI THE LANGUAGE IN MEDIA OF CULTURE AND ENTERTAINMENT

### (23) IRISH IN THE POST-SCHOOL PERIOD

The most that the educational system can achieve in the furtherance of the language revival is to give each new generation of Irish youth an oral mastery of the language together with a love and veneration for it which will make them wish to use it. Their command of the language will be quickly lost, however, as happens so often today, unless they are constantly coming into contact with it in after-school life. Hence the importance of the language finding a prominent place in the general cultural life of the nation—in publications of all kinds, in radio, television and films, in music and drama—so that the average Irishman will be able to satisfy many of his cultural needs through the national language. Hence the importance, too, of the language being fostered at all levels of Irish society, in the family, the Church, the place of employment and in all types of social organisations. The progressive use of the language in all these fields would not only ensure that young people would retain and probably increase the speaking knowledge of the language which they have acquired at school but it would also help to break the sound barrier which makes so many Irish speakers today shy about using the language after they have left school.

### (24) BOOKS, PERIODICALS AND NEWSPAPERS

BOOKS: Historical circumstances gave the Irish language few opportunities of appearing in print during the 18th and 19th centuries. Despite the publication work of the Gaelic League and of private publishers during the first two decades of the 20th century the number of books of general literature in Irish available at the foundation of the State was still small and the leeway of centuries had still to be made good. In 1926, the State publishing scheme for books in Irish—*An Gúm*—was set up and, since 1952, State grants have been made available for private publishers of books in Irish through *Bord na Leabhar Gaeilge*.

Neither scheme has ensured anything like the large-scale and regular publication of books in Irish which the language requires. Up to March 1961, *An Gúm* had published 1,187 titles, of which 204 were then out of print, (i.e. an average of 34 per year) but of these only 346 (an average of 10 per year) were novels, collections of short stories and biographies, more than half being translations. No more than 163 original works in Irish belonging to one or other of these three most popular classes of reading appeared in the thirty-five years in question, an average of less than five per year. These figures

are really depressing when compared with the annual publication figures of other small countries, e.g. Finland (pop. 4,336,000)—2,432 and Iceland (pop. 165,000)—547.

The output of *An Gúm* in recent years has been small. The production standards of many of its books were low while long delays ensued between the presentation of a MS. and its appearance in book form (sometimes 5-10 years). In addition, *An Gúm* never had a proper distribution and sales service. In general, present-day authors tend to by-pass it and seek an alternative publisher.

The *Bord na Leabhar Gaeilge* system of grants to private publishers has helped with the publication of 124 books during the ten years of its existence. Under its aegis a few new publishing concerns have managed to produce two or three books each per year, but even this would not have been accomplished without the voluntary work in them of language enthusiasts. The Board does not publish itself, nor can it pay any advance fees to authors. It cannot make grants in respect of translations or reprints. As the grant which the Board makes in respect of a book depends to a great extent on the number of words it contains, books requiring large-scale illustration e.g. children's picture story-books, are virtually excluded from the scheme. We feel, too, that the grants which the Board is empowered to make in respect of general publishing costs, while sufficient to allow a publisher to issue a few books per year, would not allow the publication of a larger number for which a full-time staff would have to be employed. All in all, the scheme, good in conception, has been limited in its results by these factors and has not attracted the ordinary commercial publishers into the field of publishing in Irish. As a result, the combined annual output from *An Gúm* and *Bord na Leabhar Gaeilge* today is much less than from *An Gúm* alone in the pre-war years.

The complete inadequacy of present-day financial backing for book publication in Irish is shown by the fact that in the financial year 1962-63 the nett estimated expenditure on both *An Gúm* and *Bord na Leabhar Gaeilge* schemes is roughly the same as the nett expenditure on *An Gúm* alone in 1937-38, notwithstanding the threefold increase in publication costs in the intervening period. An immediate threefold increase in financial backing would therefore merely restore the pre-war situation, which we would still consider grossly inadequate.

**PERIODICALS:** A total of fourteen periodicals, weekly, monthly or quarterly is now published in Irish, together with a few others which appear at wider intervals. Some of them are in receipt of State aid, which has undoubtedly helped them to survive and, in some cases, to expand considerably. We think that the best of them are of a high standard comparable to similar periodicals in other languages.

The foundation of many new periodicals in Irish during the past two decades is one of the most encouraging signs of a new vitality in the language movement. They have made a notable contribution to the literary activity of the same era and to the evolution of a new

vocabulary in many modern fields. There is no indication that the establishment of new periodicals has lowered sales of older ones—the opposite, in fact, seems to be the case. But all existing ones require financial assistance in order to expand further. In addition, there are many gaps still to be filled, the most notable being the absence of comics and magazines for young people.

**NEWSPAPERS:** The amount of Irish in any of the national newspapers rarely exceeds one column i.e. less than 1%, and, in some cases, material in Irish appears only once or twice a week or not at all. A small number of the provincial weeklies carry a column in Irish as a regular feature, but even some of those circulating in Gaeltacht areas carry no Irish. A scheme for the payment of small grants to provincial papers serving the Gaeltacht in respect of the publication of news in Irish has been without practical results. The grants are so low (30/- and 40/- per column) that, in the financial year ended 31 March, 1960, only two papers benefited by them and, in the case of one of these, the grant made for the year totalled £1 1s. 8d.

We feel that the tremendous amount of publication which the language requires to give it a chance of spreading in the face of so much reading material in English and to allow the present-day promising literary work in Irish to grow and flourish will never be provided under the existing system and that the system should be radically changed. In our opinion, only a body enjoying considerable independence and liberally endowed with funds over a period of years could undertake the task on a sufficiently large scale to ensure success. This is the type of job in which State Boards have proved very successful in the past, when a specific task was entrusted to them, and we feel that publishing in Irish needs machinery of the same type to put it really on its feet.

The Board we have in mind would (1) take over and greatly develop the work of *An Gúm*; (2) take over and develop the work of *Bord na Leabhar Gaeilge* in respect of grants to private publishers; (3) administer grants to periodicals published in Irish and seek to fill the gaps in this field; (4) set up and administer an efficient sales service for books and periodicals in Irish; (5) introduce a scheme for the extension of the use of Irish in the national and provincial press. The Board would need to approach its task as one requiring a long-term policy which would aim at an annual target in book-production to be reached after the first few preparatory years. It would require considerable freedom in the expenditure of its funds, subject, of course, to an annual report on its work and expenses which would be laid before both Houses of the Oireachtas. In addition to setting up machinery to deal with all work normally connected with publication, advertising, distribution and sales, it should take the initiative in such matters as the provision of scholarships to promising authors to enable them to spend a period in the Gaeltacht or at a course of study, the running of courses for writers



and journalists and the appointment of agents overseas who would keep the Board informed of new works worthy of translation.

### **Recommendations :**

- (1) That a Publications Board to cover all aspects of publishing in Irish be set up on the lines indicated.
- (2) That, in the matter of books, its aim from the outset should be to secure the publication of an average of 200 books in Irish per year, including those published by itself and those published by private publishers.
- (3) That, in regard to periodicals in the language, it should aim at the strengthening and the developing of existing ones, and the provision of new ones to serve sections of the population not catered for so far.
- (4) That it should also be given the task of preparing and operating a scheme which would ensure the extension of the use of Irish in the national and daily press.
- (5) That the conditions of the scheme for grants to private publishers in respect of books in Irish should be amended in order to allow the inclusion in the scheme of certain types of reprints and translations, to provide adequate financial backing for the production of illustrated books in Irish and to allow expansion on the part of private publishers anxious to increase their output of books in Irish.
- (6) That the Board should consider, as a matter of absolute priority, the production of textbooks in Irish in those subjects and at those levels which are not catered for by private publishers.

### **(25) RADIO AND TELEVISION**

In 1959 this Commission presented an Interim Report on Television to the Government advocating the setting up of a national television service and its use in furtherance of the language revival. The Broadcasting Authority Act, 1960, under which Radio Éireann was constituted in its present form, directed the Authority to keep in mind the national aims of reviving Irish and preserving and developing the national culture.

After a year's experience of the new television service, the Commission is perturbed by the failure to use the service to any significant degree in the furtherance of the language revival. Programmes in Irish occupy only about 3% of the weekly time schedule; the normal practice has been to keep programmes in Irish out of peak viewing hours altogether and even the children's programmes have been predominantly in English. While Irish is occasionally used in continuity announcements, it is evident that many of the personnel who appear constantly on the programmes have not a sufficient knowledge of the language to enable them to use it with ease and confidence.

We feel that none of the modern media of communication offers such scope for a positive and imaginative policy of active support for the language revival as the service provided by Radio Éireann, both in the sound-broadcasting system and, particularly, in the television programmes. While conscious of the many problems which faced the Broadcasting Authority at the inauguration of the television service and of the need for hasty recruitment of highly-skilled technical staff, the appointment of so many non-Irish speakers to posts involving personal appearance before the viewers has rendered the introduction of some Irish into many of the more popular regular programmes difficult if not impossible. A service which must function within a limited budget and which receives part of its income from advertisers will inevitably aim at the largest possible audience within range of its spending power and tends to be unduly influenced by systems of audience measurement. In this connection, we may refer to the strictures of the recent Pilkington Commission in Great Britain on attempts to cater only for majority audiences, and the decision of the B.B.C. to include, in the interest of Welsh culture, many programmes in the Welsh language.

### **Recommendations :**

#### *Sound Broadcasting*

- (1) That a more positive bilingual approach should be adopted in the programmes as a whole. Since many magazine programmes are made up of a number of separate items, the inclusion of one or more items in Irish would be a practical step. A preliminary or interval talk in Irish should accompany musical programmes and portion of the commentary should be in Irish in the case of sports programmes.
- (2) That, as the practice of broadcasting news bulletins in English immediately or shortly after the two regular nightly news bulletins in Irish, leaves little incentive to listen to the news in Irish, the news programmes in both languages should be re-scheduled to allow an interval of at least an hour between news in Irish and news in English; a greater variety in content between Irish and English news should also be aimed at.
- (3) That a special news programme for learners of Irish, at slow speed and using a limited vocabulary, should be broadcast nightly, similar to the news programmes for learners broadcast by several stations abroad.
- (4) That the programme planners should continually aim at greater variety in programme content in the case of programmes in Irish and should be constantly on the look out for new talent for such programmes.

#### *Sound Broadcasting and Television*

- (5) That as fluency of speech and correct pronunciation must be complemented in a good newscaster by clarity of enunciation

and attractiveness of voice and personality, a course of training designed to develop these attributes should be provided by Radio Éireann for all future newscasters in Irish.

- (6) That, as the news service is meant for the country as a whole and should aim at giving a lead in the evolution of a standard pronunciation, local peculiarities of pronunciation should be eschewed on it, leaving the full richness of the dialects to be exploited in other programmes. We recommend, also, that the news be read at a slightly slower speed.
- (7) That, as *RTV Guide* is the only weekly publication issued by a State-sponsored Body and is meant for the general public, it should give a lead to privately-owned periodicals in the extensive use of Irish.
- (8) That, until a large number of the programmes on both radio and television are in Irish, care should be taken in planning to ensure that regular programmes in Irish on the two services will not clash.

#### *Television*

- (9) That there should be a progressive extension of the use of Irish in television programmes; this is all the more necessary now that the programmes are meant to cater for the Gaeltacht as well as the Galltacht.
- (10) That, as the recent introduction of a news-bulletin in English immediately after the late news in Irish—the only regular programme in Irish televised nightly at present—removes much of the incentive to listen to the bulletin in Irish, this bulletin in English should be discontinued or re-scheduled at least an hour from the bulletin in Irish. We recommend, also, that the news headlines should be read in Irish a few times during the evening programme, and that news-spots in Irish should figure regularly in the main news bulletin of the evening at 9 p.m.
- (11) That, in the televising of events (e.g. ceremonies, games etc.) portion of the commentary should be in Irish.
- (12) That, in home-produced magazine programmes (e.g. interviews, farming programmes, gardening, housekeeping, etc.) Irish should be introduced naturally and spontaneously.
- (13) That a preponderance of children's programmes, especially those meant solely for entertainment, should be in Irish.
- (14) That more programmes in Irish and more bilingual programmes should be scheduled for peak-viewing periods.
- (15) That, in the planning of new programmes in Irish, the aim should be to choose types of programme which can also be followed and enjoyed by people without a good knowledge of the language

e.g. musical programmes, panel games, travelogues, etc., rather than straight talks and debates.

- (16) That a television programme for adult learners of Irish should be inaugurated, use to be made of the *RTV Guide* for the publication of weekly lessons, vocabularies etc. in advance.
- (17) That the Radio Eireann Authority should, henceforth, ensure fluency in Irish on the part of members of its staff who prepare programmes or appear in them.

#### (26) FILMS

Apart from a few short films produced by the National Film Institute and individual Government Departments, all existing films in Irish have been made by Gael-Linn. Their weekly newsreel (approx. 4 mins.) is seen by nearly half a million people every week, and their feature-length films *Mise Eire* and *Saoirse?* have been seen by 130,000 and 50,000 respectively. While the public has in general welcomed both types of film in Irish, not more than a beginning has yet been made. Out of nearly a million cinema attendances per week, only about half are at shows which include a short film in Irish, and that for only four minutes in an average programme of 2-2½ hours.

Owing to the smallness of the Irish market (c.220 cinemas), film-making in Irish will require subsidisation in the foreseeable future. In this connection, it may be pointed out that film-making, even in the large European countries such as France, Germany and Great Britain, would not be a commercial success if dependent on their home market alone. The policy of the Irish Film Finance Corporation is to grant loans only in the case of those films which may reasonably be expected to turn out financially profitable. Hence, no films in Irish so far have been financed from this source. The only financial assistance which film-making in Irish at present receives is the small annual grants for this purpose given to Gael-Linn and the National Film Institute. This is not sufficient to enable these bodies to produce more than one quarter, in our estimation, of our minimum present needs.

#### Recommendations :

- (1) That, in order to provide a programme of 7-10 minutes duration in Irish at all cinema performances—the amount we consider both necessary and practicable at present—the production of about 200 short films per annum (including news-reels) should be undertaken.
- (2) That, in order to attain this output, one short documentary filmlet should be produced per week in addition to the present weekly newsreel and the remaining requirements should be made good by the production of short cartoon films and comedies and the dubbing of films made in other languages.

- (3) That an occasional feature-length film of high artistic and technical merit should be made in Irish.
- (4) That a small tax, sufficient to produce about one-tenth of the revenue heretofore collected from the cinemas in entertainment tax, should be collected from the distributors of all feature-length films shown in Ireland in the way explained in our Report, in order to finance the above programme. In this connection, it should be borne in mind that the reduction in entertainment tax formerly granted in respect of film shows which included films in Irish, served as an indirect subsidy—even if on a very limited scale—to the making of such films but this benefit was removed by the Finance Act, 1962.
- (5) That grants should be given from this fund to the makers of films in Irish in similar fashion to those given by the British Film Fund Agency in Great Britain but on a higher scale because of the smallness of the Irish market.

#### (27) MUSIC

The most urgent requirement in regard to songs in Irish is that copies of them and recordings of them should become more easily obtainable. Valuable collections such as *Ceol ár Sinnsear*, *Amhráin Muighe Seola*, *Londubh an Chairn* etc. have all been allowed to go out of print. Publications of *An Gúm* and *Claisceadal Cois Life* have made accessible at the moment only a small fraction of the riches of Irish song. Singers are thus left with only a limited selection to choose from and some of the finest of Irish songs are not available to them, at least in the arrangements which they require. Gramophone records of songs in Irish have never been very plentiful but the work of Gael-Linn in this field since 1957 provides a greater variety now than at any time in the past.

#### Recommendations :

- (1) That the proposed Publications Board should undertake as an urgent duty the preparation and publication of at least one good collection of the best songs in Irish, with music.
- (2) That it should undertake the publication, in sheet-music form, of a minimum of one hundred songs in Irish per annum in various arrangements.
- (3) That it should commission and make available some operettas in Irish for school performances.
- (4) That, insofar as commercial record companies may not find sales of gramophone records of songs in Irish sufficiently rewarding to warrant their production, a system of State loans or small grants should be offered as an incentive to them.

## (28) THEATRE

Drama has blossomed more slowly in Irish than other literary forms. The number of original full-length plays in Irish so far written is small. While *An Gúm* had published 234 plays in Irish up to 1961, half of these were translations, mainly from English, and most of the remainder were one-act plays.

Several of the country's best-known professional actors and actresses are equally at home in Irish and in English. There is a small public for regular performances of plays in Irish, but the continued support for the annual pantomime in Irish in the Abbey Theatre over nearly two decades (1963 performance seen by nearly 19,000) and the success of interesting or unusual plays in *Amharclann an Damer* suggests that a much larger public would be available if regular performances of high-class drama by competent groups could be assured.

The present range of the Gaelic Theatre could be summed up as follows—a short play in Irish after the play in English in the Abbey Theatre on about 80 nights and a pantomime in Irish on some 40 nights per year; seven or eight plays staged per year in *Amharclann an Damer* in Dublin and the same number in the Galway *Taibhdhearc*, each production usually lasting for a week; an occasional play by a local company in Cork and Belfast; frequent performances by local amateur dramatic groups in the Gaeltacht including regular performances in *Amarclann Ghaoth Dobhair*; about fourteen Gaelic drama festivals throughout the country, some of which are subsidised by Gael-Linn, followed by provincial festivals and an All-Ireland Festival, in association with *An tOireachtas*, for prize-winners; seventeen school drama festivals in different parts of the country followed by an All-Ireland Festival of School Drama in Dublin; occasional broadcasts of plays in Irish by Radio Éireann.

While the above list shows that there is no lack of enthusiasm or activity, the whole movement suffers largely from the absence of proper training in acting and production at the amateur level. Some stage patronage is given to the Gaelic Theatre, but it is confined to two cities, to the Gaeltacht and to school-drama and is on a much smaller scale than that provided for drama in English. *An Chomhairle Náisiúnta Drámaíochta* was set up in 1959 to co-ordinate the drama movement in Irish throughout the country and to assist the various local groups and festivals. It has already built up a central library of Gaelic plays which are made available to amateur groups, and it is at present planning courses in production techniques.

#### Recommendations :

- (1) That the proposed Publications Board should aim at the publication of a sufficient number of high-quality plays in Irish annually. The immediate publication of all notable Gaelic plays already in MS. would be a first step. We believe the Board should also commission work from distinguished Irish dramatists and should have some of the best contemporary drama of other countries translated into Irish.

- (2) That, since *An Chomhairle Náisiúnta Drámaíocht* is representative of the amateur drama movement in Irish throughout the country, it should be given official recognition as the co-ordinating body for the promotion of amateur drama in Irish and a State grant to enable it to organise courses in acting and production, to provide the services of experts in these fields for amateur groups, and to develop and expand the existing festivals of drama in Irish.
- (3) That the State grant to *Taibhdhearc na Gaillimhe* be increased in order to enable that theatre to be placed on a professional basis and that the directors be requested to ensure that all actors and actresses engaged will have a fluent knowledge of Irish.

- (1) That the Government should appoint a national expert of all Gaelic families outside the Gaeltacht and should undertake a publicity campaign to inspire Gaelic families to follow their lead and should aim to secure all necessary services for Irish-speaking families in their own language.
- (2) That, where both parents are Irish speakers, they should ensure that their children will learn the easiest and most natural way by hearing it spoken from their infancy in the home.
- (3) That, in those houses where only one of the parents is an Irish speaker, that parent should ensure that the children should be brought up bilingually, as is the case in Ireland in many other countries.
- (4) That those parents who do not know Irish themselves should encourage and assist their children to learn it. The parents should, for instance, insist that their children will speak Irish as a living spoken language at school; they could provide them with children's books, magazines, records, etc., in Irish. The parents in many cases employ a girl from the Gaeltacht as a domestic help when the children are young, and send the children to Irish Summer College or to the Gaeltacht.

(50) THE CHURCH

The outstanding position enjoyed by clergy and religious as leaders in the community and their contribution to education as school-managers and teachers gives an added importance to their attitude towards the language revival. We are happy, therefore, to note the great increase in the number of Irish speakers among the ecclesiastical leaders of the country.

The new Report of the Catholic Church which extends the use of

## SECTION VII

### THE LANGUAGE IN IRISH SOCIETY

#### (29) THE FAMILY

The number of families outside the Gaeltacht in which Irish is the language of the home is not large, but all the cities and larger towns have a nucleus of such families and there are some others scattered throughout the remainder of the country. To cater for their needs, the recently founded organisation, *Na Teaghlaigh Ghaelacha*, aims to link all these Irish-speaking families in a united body and to organise appropriate functions for them.

#### **Recommendations :**

- (1) That *Na Teaghlaigh Ghaelacha* should compile a national register of all Irish-speaking families outside the Gaeltacht and should undertake a publicity campaign to inspire other families to follow their lead ; that it should aim to secure all ordinary services for Irish-speaking families in their own language.
- (2) That, where both parents are Irish speakers, they should ensure that their children will learn Irish the easiest and most natural way by hearing it spoken from their infancy in the home.
- (3) That, in those homes where only one of the parents is an Irish speaker, that parent should ensure that the children should be brought up bilingually, as is the case with infants in many other countries.
- (4) That those parents who do not know Irish themselves should encourage and assist their children to learn it well. The parents should, for instance, insist that their children will be taught Irish as a living spoken language at school; they could provide them with children's books, magazines, records, etc., in Irish; they could in many cases employ a girl from the Gaeltacht as a mother's help when the children are young, and send the children to an Irish Summer College or to the Gaeltacht.

#### (30) THE CHURCH

The outstanding position enjoyed by clergy and religious as leaders in the community and their contribution to education as school-managers and teachers gives an added importance to their attitude towards the language revival. We are happy, therefore, to note the great increase in the number of Irish speakers among the ecclesiastical leaders of the country.

The new Ritual of the Catholic Church which extends the use of



the vernacular in the administration of the sacraments gives full recognition to the Irish language as one of the two vernaculars in use in the country. Decree 239 of the 1956 Maynooth Synod, which lays down that priests should prudently promote the use of the Irish language, provided instruction, sermons and vernacular prayers are in a language understood by the hearers, should gradually lead to a great increase in the use of Irish in the Catholic Church.

The position of Irish in other Churches is weak, though the Church of Ireland holds a monthly service in Irish in Dublin and an occasional one elsewhere. The number of Irish-speaking clergy in these Churches is small, but we would hope for a gradual increase as teaching methods in the schools improve and as the language receives more attention in Trinity College.

### Recommendations :

- (1) That, as far as possible, only clergy who are fluent speakers of Irish should be stationed in parishes in the Gaeltacht and that Irish should be the ordinary vernacular used in all Church ceremonies there and in religious instruction in the schools.
- (2) That the annual grant to St. Patrick's College, Maynooth, as a recognised college of the National University of Ireland, should be increased to allow an expansion of the College's work for Irish with the two-fold aim of ensuring that the Catholic clergy will be fluent speakers of the language and that academic work, especially of a religious nature, can be prepared and published. As aids to the former, we suggest the equipment of a language laboratory in the College and the provision of Gaeltacht scholarships and to the latter, the foundation of post-graduate scholarships. Among aids which ought to have priority would be those which would allow the completion and publication of an approved Catholic translation of the Bible.
- (3) That the proposed Publications Board should include in its annual output books and booklets of a religious nature and should take whatever steps are necessary to encourage the publication of a reasonable amount of material in Irish in existing religious periodicals.
- (4) That, in those cities and towns which have a substantial number of Irish speakers, one of the Sunday Masses should cater specially for them, as is at present the practice in Cork, by the inclusion of prayers, notices and sermon in Irish, and an Irish-speaking Sodality such as are already in existence in Dublin and Belfast should be organised. There is great scope for Irish-speaking branches of various movements of the Lay Apostolate, especially of those who cater for youth.
- (5) That, elsewhere throughout the country, those members of the clergy who have a knowledge of the language should ensure that a reasonable use of it will be made in their churches.

- (6) That the authorities of Trinity College should be requested to work out a system of liaison between their existing facilities for learning Irish (i.e. courses and Gaeltacht scholarships) and theological studies so that candidates for the ministry may have the opportunity and encouragement to become fluent speakers of the language. The early publication of the Prayer Book in Irish would be of assistance.

### (31) INDUSTRY AND TRADE

The encouragement of the use of Irish by factory workers, shop assistants and, in general, by that large section of the country's population engaged in industry and trade, must come from the top in order to produce results. In those few firms where the use of the language has been fostered, the results have been most encouraging. Trade and industry can also assist the language revival in the matter of advertising, in the naming and packaging of products and in patronage offered to cultural activities.

#### **Recommendations :**

- (1) That in business premises in which some members of the staff are Irish speakers, notices such as those commonly found in shops on the continent, which list the languages spoken by the assistants, should be prominently displayed inviting the public to transact business through Irish and that the Irish-speaking members of the staff should be easily identifiable by the use of a badge or other symbol ; fluency in Irish might then be regarded as an extra qualification.
- (2) That manufacturers should supply a liberal amount of posters, display cards, etc., in Irish for displaying their wares throughout the country and that all material of this kind sent to the Gaeltacht should be in Irish.
- (3) That manufacturers should endeavour to use some Irish on packaging materials for goods for the home market, especially those goods bought largely by children and teenagers, e.g. toys, confectionery, ices, soft drinks, etc. ; and that they should also consider the novelty and attractiveness of simple Irish words in naming new products.
- (4) That all firms should retain a certain percentage of their advertising for Irish-language periodicals and should use some Irish in their regular advertising in the national and provincial press and on radio and television.
- (5) That those firms which grant patronage to cultural activities should give Gaelic cultural activities a high place on their list.
- (6) That firms specialising in a particular line which can assist the language revival, e.g. book publishers, manufacturers of gramo-

phone records, bookshops, etc., should ensure that the language gets due place in their products.

### (32) SOCIETIES AND ORGANISATIONS

The hundreds of organisations which exist throughout the country at the present day offer unlimited scope for the advancement of the language. Among youth organisations, *Ogra Éireann* must be singled out as the one which has done most to advance the cause of spoken Irish. The Trade Unions have been to the fore in providing Gaeltacht scholarships for the children of their members, and rural organisations have given some help in the matter of Irish drama and choral singing. Among sports organisations, the Gaelic Athletic Association has given financial assistance to the Gaelic League and to An tOireachtas and has provided Gaeltacht scholarships, while the Ulster Council of the Association has set a headline by making Irish the language of its meetings and running an annual course for potential officers of the Association in the Donegal Gaeltacht.

So much of the social and cultural life of the country revolves around these organisations that, if each made its own practical contribution to the promotion of Irish, the overall effect on the cultural milieu of the country would be remarkable. There is scarcely any group which has not a good proportion of Irish speakers at all levels in its ranks, and a positive policy on their part, designed to extend progressively the use of Irish in the group's activities, could make all such groups units of the language movement within a few years.

#### Recommendations :

- (1) That organisations catering for youth should introduce Irish into their activities in a spontaneous and attractive way, e.g. songs in Irish in community singing, questions in Irish in question-times and panel games, Irish items in concerts, Gaeltacht scholarships schemes for members, camping in the Gaeltacht and so on.
- (2) That the Trade Unions, in association with Employers' Associations, should organise Gaeltacht scholarships schemes for apprentices and should always include a series of lectures on the language, its history and literature in Adult Education Courses organised by them. The Trade Unions could also assist the language by stimulating the writing of Irish among their members, by the use of Irish on membership cards and by arranging for Irish-speaking members who are constantly in contact with the public in their work (e.g. shop assistants, bus conductors, etc.) to wear an Irish-speaker's badge.
- (3) That professional organisations, because of the position of leadership held by their members in the local community, should encourage them to take an active part in all Gaelic activities in their area and should hold an occasional function in Irish for their own members. The recommendations above re Trade Unions are also applicable to professional organisations.

- (4) That all rural organisations should integrate the Irish language into their local activities, e.g. the recreational activities organised by them could include singing and choral work, debating, public-speaking and drama in Irish, with participation in various local and national competitions ; Adult Education Courses organised by them should always include some lectures on the Irish language, its history and literature ; conversational classes in Irish could be organised for their members by arrangement with the local Gaelic society or the local vocational school ; an occasional all-Irish function could be organised by each local branch of the rural organisations.
- (5) That sporting organisations should play their part in the advancement of the language at local level, e.g. by the use of Irish in notices in their club-rooms, by the designation of one night per week or one room for Irish-speaking social activities, by the use of Irish on membership cards, stationery, etc., by the provision of Gaelic periodicals in reading-rooms, by making the Gaelic terms used in the sport in question available to members and so on. We believe that all national sporting organisations could introduce some Irish into their administration and that this should be on an extensive scale in the administration of sport in schools and colleges.
- (6) That the Gaelic Athletic Association should give a lead to all other sporting bodies in the extensive use of Irish in internal administration, advertising, programmes, press, radio and television coverage of its games and so on. We recommend that various Provincial Councils and County Boards of the Association should follow the lead given by the Ulster Council in its use of Irish at meetings and its organisation of courses in Irish for potential administrators ; that the administration of schools and colleges competitions should be in Irish where this is not already the case ; that the Association should use its influence with the Press and Radio to have more extensive coverage in Irish given to Gaelic games.
- (7) That each local cultural society should give the Irish language a place in its annual activities according to its purpose and scope, e.g. the dramatic society by the production of at least one play in Irish annually, the debating society by the inclusion of some debates in Irish, historical and archaeological societies by having an occasional paper read in Irish at their meetings, etc.

### (33) IRISH LANGUAGE ORGANISATIONS

The adoption of a progressive language policy such as outlined by us, with the State taking the initiative in many fields, will not limit or render unnecessary the work of voluntary language organisations. Indeed they may be expected to show a new vitality under its influence, just as rural organisations and local development societies

have sprung to life all over the country in the past decade parallel with the increased State aid given to agricultural development and to tourism in the same period.

We think that the voluntary language organisations have, therefore, an important role to play in the future both at local and national level. At local level we conceive their function as twofold: (a) to provide of themselves a programme of Gaelic activities suitable to the needs of the locality; (b) to promote the use of Irish at all levels of local life, religious, cultural, economic and social, by aiding existing local organisations to bring the language into their activities and thus massing the whole local population behind the language movement. It is essential that each local Gaelic society should set itself a definite annual programme of work, whose implementation will maintain the interest and enthusiasm of the members and show that an orderly advance is being made from year to year. While the programme will have to be arranged in accordance with the needs and resources of the local community, the following are some of the activities which the local Gaelic society should engage in and will in themselves provide a programme for several years' work:

- (1) To urge Irish speakers to use the language as their ordinary medium of communication and, towards this end, to promote the wearing of an appropriate badge by all Irish speakers in the locality and to provide a meeting place and social centre for them.
- (2) To act as an information centre where people could obtain information regarding the Irish language movement generally.
- (3) To marshal public support for Irish books and Book Clubs, periodicals, records, the Oireachtas competitions and so on.
- (4) To arrange local drama festivals and drama groups, public lectures, debates, concerts, etc.
- (5) To organise Gaeltacht scholarship schemes on a wide scale.
- (6) To promote the use of Irish in all local industrial and commercial concerns and provide the necessary advice and assistance thereto.
- (7) To assist the local newspapers in the publication of weekly articles, news and features in Irish.
- (8) To keep the general public informed of the policy and aims of the Irish language organisations and to publicise local language activities.
- (9) To help the advancement of the use of Irish in local branches of national sporting organisations and of farmers' organisations and other local societies, especially those catering for young people.
- (10) To co-operate with the local clergy in extending the use of Irish in religious affairs.

- (11) To co-operate with the local authorities and other official bodies in extending the use of Irish in their work.
- (12) To advise the Vocational Education Authorities on the courses and activities they might provide for the promotion of the language in the area and to encourage the people to patronise those provided.

Some of the proposals in our Report, for instance, those relating to publishing and drama, may, if adopted, lessen the scope of the activities of *Chomhdháil Náisiúnta na Gaeilge*. The need, however, for a body to co-ordinate the policy and activities of the voluntary language organisations will be even greater according as the language movement gains added impetus. *An Chomhdháil* is in a position to provide a very valuable meeting place where the leaders of the various organisations can discuss their work and their plans, take steps to avoid wasteful overlapping and hammer out a common policy on the major problems to be overcome by the movement in general. It will also be more desirable than ever to have a representative body in existence through which to place the movement's views before the State.

#### **Recommendations :**

Consequently, we recommend that this State-endowed Body be maintained ; that it be granted adequate recognition as a liaison body between the State and the voluntary movement and that its annual grant be sufficient to enable it to perform its functions of

- (1) helping to co-ordinate the policy and activities of the voluntary Gaelic organisations ; this, according to its Constitution, is the first objective of *An Chomhdháil* ;
- (2) carrying out further experimental language promotional schemes which are financially or otherwise beyond the capacity of individual voluntary organisations ; an example of this type of work already undertaken by *An Chomhdháil* is the establishment of the Gaelic Book Clubs ;
- (3) continuing to provide secretarial services and other help for the voluntary organisations, particularly for the many societies which cannot economically maintain staff of their own.

So far, *An Chomhdháil* has received limited subsidies from the State. Should the Government consider that, to enable it to increase the annual grant substantially, some State representation in *An Chomhdháil* might be desirable, we are confident that such representation could be arranged in a manner which would not interfere with the independence of *An Chomhdháil* as the co-ordinating body of the voluntary language organisations.

## SECTION VIII

### (34) CO-ORDINATION AND IMPLEMENTATION OF POLICY

The language policy which we have recommended forms, we feel, a unified whole and demands for its implementation the full co-operation of all departments of State and all sections of the public. An advance in only some sectors of the national life, counterbalanced by backsliding or failure to advance in others, would weaken considerably the overall effect of the policy.

The tendency in the past to look upon the language revival as a matter primarily concerning one or two State Departments left others with the feeling that they had no responsibility in the matter. Similarly, the tendency to leave the promotion of Irish among the public in general to the inadequately-equipped Gaelic organisations meant that large sections of the public had very little contact with the language after their schooldays.

For this reason, we urge the State to take the necessary steps to ensure that advances on all fronts of the language revival will be properly co-ordinated, and that, once begun, they will be maintained at a steady or, preferably, at an accelerating pace from year to year. We do not feel competent to recommend the best internal rearrangement of responsibilities or the most workable co-ordinating machinery for this purpose but, whatever system is adopted, we strongly recommend that an annual report be published containing a statement of the achievements in the period under review and specifying the targets to be aimed at in the next period. Recent experience in the domain of economic expansion has shown the stimulating value of this type of periodic publication.

In this chapter we also deem it necessary to urge the provision of an adequate system of financial support for language promotional schemes, and here we may draw attention to the fact that, as compared with other countries, small as well as large, the Irish State has much leeway to make up in its financial support of cultural promotion in general.

While the annual Departmental Estimates can be used to provide assistance for various recurring language promotional schemes, we feel that this system of making financial aid available does not adequately meet the requirements of many schemes inside and outside the Gaeltacht where capital grants are involved or where an unforeseen promotional opportunity arises needing immediate action.

We, therefore, recommend the establishment of a Special Fund, administered, for instance, by an Interdepartmental Committee. The administrators of the Fund would consider applications for aid for Gaeltacht development projects and for general language promotion schemes which of their nature could not await assistance in the

following year's Departmental Estimates. Such a Fund would have a very important added advantage inasmuch as it would serve as an incentive to State Departments to undertake certain Gaeltacht development projects to which priority would not be given if they had to be financed from normal Departmental sources. In certain circumstances, when the interest of the language itself were adequately safeguarded, the Fund could also assist projects in the Gaeltacht being initiated by non-stop bodies, bearing in mind that, as anticipated by An Taoiseach (then Minister for Industry and Commerce) in 1952, An Foras Tionscal is not proving of any considerable benefit to these areas.

**Recommendations :**

- (1) That the Government should set up the co-ordinating machinery necessary to ensure that State policy on the language will, in future, be put into effect systematically on all fronts.
- (2) That a Special Fund for language promotion and Gaeltacht development schemes should be set up on the lines of former special Development Funds.
- (3) That a report should be issued annually by the Government detailing the work done by the State, either directly or indirectly, for the preservation of the Gaeltacht and for the revival of the language outside the Gaeltacht during the previous year; this report should also indicate the objectives to be aimed at during the following twelve months.



## LIST OF PRINCIPAL RECOMMENDATIONS EXTRACTED FROM THE SUMMARY, IN ENGLISH, OF THE COM- MISSION'S FINAL REPORT

(NOTE: The Chapters referred to in the following List of Recommendations are the Chapters of the Commission's Final Report in Irish—and not the Sections of the foregoing Summary, in English, of the Report.)

### CHAPTERS 1 - 6

No Specific Recommendations

### CHAPTER 7

#### OIREACTHAS ÉIREANN

1. That the Government and the various political parties should request the newspapers to appoint Irish-speaking reporters to cover Dáil and Seanad Debates.

2. That a simultaneous translation service should be provided for the benefit of Deputies and Senators who do not know Irish.

3. That the political parties (and also the nominating bodies in the case of elections to Seanad Éireann) should strive to have Irish speakers chosen when new candidates are to be nominated for election.

4. That, in order to give their members an opportunity to discuss political questions in Irish, the political parties should organise study courses in Politics, Economics, Sociology, History, Law, etc. through the medium of Irish.

5. That, in the allocation of time for political broadcasts on radio and television, extra time should be allocated to parties prepared to use it for a programme or programmes in Irish.

6. That the grants given to periodicals in Irish should be available also for the publication of periodicals or bulletins, wholly in Irish, by the political parties.

7. That, as the preservation and revival of Irish is a primary objective of all the main political parties, each should promote the use of the language in its correspondence, propaganda, and internal administration, and should instruct its local branches that work

for the restoration of the language in their own area is one of their functions.

8. That Irish speakers in general should take a more active part in the activities of the political party of their choice.

## CHAPTER 8

### THE CIVIL SERVICE

#### *Recommendations re the General Grades*

9. That Irish-using sections should be set up at once in all Departments and Offices which have not got such already, and that the number of Irish-using sections should be progressively increased in all Departments and Offices of the public service from year to year.

10. That all Civil Servants henceforth appointed in general grades should be given an opportunity to spend at least one year in an Irish-using section during their first five years in the service.

11. That lectures in Irish on matters of public administration should be regularly provided for Civil Servants during their normal working hours like the lectures in English at present given in some Departments and Offices.

12. That the use of Irish in the internal affairs of Departments and Offices and in inter-departmental work should be promoted and progressively increased from year to year.

13. That all correspondence of State Departments and Offices with officials in the Gaeltacht should henceforward be in Irish.

14. That the use of Irish should be promoted in the correspondence of State Departments and Offices with local authorities and gradually extended.

15. That correspondence with State-sponsored Bodies should be gradually changed over to Irish according as their Irish-speaking personnel increases in numbers.

16. That only Irish should be used in correspondence, forms, etc. sent to those members of the public recognisable as having a sufficient knowledge of Irish either from their profession (e.g., teachers, officers in the defence forces, members of the Garda Síochána, public servants, etc.) or from their place of residence (e.g., the Gaeltacht) or otherwise, except in individual cases where English is requested by them.

17. That each State Department and Office should keep a record of those members of the public in contact with it who are to be communicated with in Irish. An Irish version should be readily available of all forms to be filled up by the public. Forms in English should always bear an invitation to fill them in Irish if desired, and a space where the recipient can indicate his preference for an Irish version of the form in future.

18. That each Department should constantly make known to the

public that it welcomes correspondence in Irish. Departmental advertisements in the Press could be used for this purpose and from time to time the public should be exhorted in press, radio and television announcements to use Irish, where possible, in correspondence with State Departments. The impression must also be removed that correspondence in Irish sent to State Departments is not dealt with as promptly as correspondence in English.

19. That, in all State Offices to which the public have entry, a notice should be prominently displayed inviting them to transact business in Irish and that all such Offices should have sufficient Irish-speaking personnel.

20. That telephone calls to all State Departments and Offices should be answered with the title of the Department or Office in Irish.

### *Implementation of Policy*

21. That the Establishment Branch in each State Department and Office should determine what steps are necessary and feasible to introduce the use of Irish as indicated above in the working of that Department or Office and that Irish should, from the beginning, be made the language of each Establishment Branch in order to give a lead to the rest of the Department or Office, non-Irish speakers to be transferred to other branches.

22. That the Establishment Branch should arrange for the gradual extension of the use of Irish in the work of the Department or Office to which it belongs.

23. That each Establishment Branch should furnish an annual report to the Department of Finance outlining the steps taken during the preceding year to promote the use of Irish and the results achieved.

24. That the Establishment Branch of the Department of Finance should act as a coordinating and administrative centre for the advance of the use of Irish throughout the whole public service.

25. That the Minister for Finance should present a triennial report to the Government outlining the progress made in the extension of the use of Irish in the working of the Civil Service as a whole.

26. That, on consideration of each report, the Government should issue what directives it might think necessary in order that the use of Irish may be further extended until it becomes the ordinary working language of the public service as a whole.

### *Examinations : General Grades etc.*

27. That, as soon as arrangements have been made for the implementation of the new policy in all State Departments and Offices, the Irish test at probation level should be dropped.

28. That, after the gradual extension of the use of Irish in the work of the Civil Service has proceeded for a reasonable period, say seven years, the Government should appoint an Independent Com-

mission to examine it and to decide if it has progressed sufficiently to allow the Competence and Promotion Tests in Irish to be dispensed with. An officer's competence in Irish should, of course, be taken into consideration in estimating his general competence and suitability for promotion.

29. That the entrance examination in Irish for posts in the general grades of the Civil Service should be retained and, in order to allow entrants to use the language in their work with ease and confidence, that a high standard, especially in the oral examination, should be demanded.

#### *Professional and Technical Posts*

30. That the present system of appointment to professional and technical posts in the public service whereby candidates with a "competent" or "good" knowledge of Irish are given (respectively) priority or additional marks among qualified candidates be abolished and that candidates for these posts be in future appointed without regard to their knowledge of Irish.

31. That holders of all such posts be free to sit for an examination for a Certificate of Competence to perform the duties of their office in Irish, to be held periodically by the Department of Education.

32. That graduates who have secured the Irish Diploma (for which, see Chapter on Universities) at the end of their University or Technological studies, be considered competent to perform the duties of their office in Irish for a period of five years from the conferring of the Diploma.

33. That, in the case of future entrants, only holders of the Certificate of Competence (or graduates within five years of receiving the Irish Diploma) should be entitled to the incremental increases in salary attached to the office they fill.

34. That State assistance should be available to officers in the public service who wish to bring their knowledge of Irish up to competence standard on the lines of the aid granted to Civil Servants to improve their knowledge of continental languages in 1962. We should suggest the organisation of crash-courses in Irish using all modern teaching aids in centres where a large number of such office-holders reside, and, in the case of isolated officers, a grant towards the expenses of a period in the Gaeltacht or of attendance at such a course.

## CHAPTER 9

### THE DEFENCE FORCES

35. That the present plans for the Gaelicisation of the Military College and promotion of the language in all Commands be proceeded with.

36. That, to ensure that officers in the Technical Corps without Irish will not prove an obstacle to the progressive Gaelicisation

of the Army at officer level, suitable crash-courses in Irish should be provided for them on the lines of the language courses provided in the Army of U.S.A.

37. That, as soon as a reasonable number of non-commissioned officers and private soldiers shows sufficient command of the spoken language as a result of improved teaching methods, a beginning should be made in introducing its use in their Army service; in the meantime, classes and training periods in the Gaeltacht would be a help.

38. That service in *An Cathlán Gaelach* be made more attractive by teaching each man a trade and by seeking arrangements for his employment on discharge.

39. That the plan projected by the Army authorities for the promotion of Irish in *An Fórsa Cosanta Áitiúil* be put into operation without delay.

## CHAPTER 10

### THE GARDA SÍOCHÁNA

40. That the progressive Gaelicisation of Garda training should be begun with a view to making Irish the ordinary language used in the Training School of Instructors and Trainees inside a few years.

41. That, in order to encourage the public to use Irish with members of the Force, Gardaí able to speak Irish should wear an easily recognisable badge or mark as part of their ordinary uniform.

42. That a special allowance payable to Gardaí in the Gaeltacht should, in the case of future appointments, be granted only to those serving in the Gaeltacht as defined in 1956.

## CHAPTER 11

### THE COURTS OF JUSTICE

43. That the standard of the qualifying examination in Irish for barristers should be raised and that foreign students who do not intend to practise permanently in the Irish Courts should be exempt from it.

44. That the Irish-language course provided by the Honourable Society of the King's Inns should include instruction both at ordinary and at advanced level, the former aiming at a good speaking knowledge of the language, the latter to include also some professional study through Irish.

45. That, in order to encourage students with a good knowledge of Irish to take the course and examination at advanced level,

valuable prizes or scholarships should be awarded annually, the State to bear at least part of the cost of these.

46. That, while the standard of the Second Examination in the Irish language of the Incorporated Law Society of Ireland for solicitors is satisfactory, the prescribed course should be broadened somewhat.

47. That barristers and solicitors employed by the State who are known to be good speakers of Irish should be requested to give a lead to their colleagues in bringing the language into more general use in the Courts and in legal correspondence.

## CHAPTER 12

### LOCAL GOVERNMENT

#### *Meetings and Documents*

48. That all local authorities should take steps to introduce the use of Irish at their meetings. Various small things, e.g., introductory prayer and roll-call in Irish, speeches of some individual members in Irish, would be possible in all such bodies, and local authorities catering for the Gaeltacht should give Irish a prominent place at all their meetings.

49. That local authorities should request the local newspapers to send Irish-speaking reporters to cover their meetings.

50. That local authorities should extend the use of written Irish in documents emanating from them. In Gaeltacht counties, an Irish version of all such documents should be made available and only the Irish version used in the Gaeltacht areas.

51. That political parties which include the restoration of the language among their main objectives should give practical assistance to the extension of its use at local-government level by nominating Irish speakers for local elections.

#### Posts under Local Authorities

##### *Posts outside the Gaeltacht*

52. That, where a knowledge of Irish is necessary to fulfil the duties of the position (e.g., Chief Executive Officer, County, City, or Town Librarian), such knowledge should remain a necessary qualification as at present. We recommend that a knowledge of Irish should also be a necessary qualification in the future in the case of professional and other appointments associated with the schools, e.g., health services. Where suitably qualified applicants are not available, we recommend that only temporary appointments be made and that the posts be re-advertised within one year.

53. That, in the case of other professional and technical posts under local authorities, the present system of granting extra marks for a "competent" or "good" knowledge of Irish should be replaced by the system outlined by us in dealing with professional and technical posts in the Civil Service (Ch. 8).

54. That, in the case of future entrants, only holders of the Certificate of Competence or Irish Diploma should be eligible for increments in professional and technical positions held under local authorities.

55. That the same rules regarding Irish should obtain in the case of administrative, executive and clerical appointments under local authorities as obtain in the civil service (cf. Ch. 8).

#### *Posts in the Gaeltacht*

56. That only the Gaeltacht as defined in the 1956 Order should be regarded as Gaeltacht for the purposes of Local-Government appointments.

57. That the Local Offices (Gaeltacht) Orders, 1928-1963, should be repealed and the Local Officers (Irish Language) Regulations, 1944-1963, should be put fully into force in the case of officers other than those born before 1 January, 1916, whose duties are performed in the Gaeltacht or in relation to the Gaeltacht as defined in 1956.

58. That a special allowance such as that paid to teachers and Gardaí serving in certain Gaeltacht areas should be payable to the holders of permanent posts under local authorities whose duties are performed in the Gaeltacht, as so defined.

59. That, if, in the case of any position under a local authority the duties of which are to be performed in the Gaeltacht or in relation to the Gaeltacht, a person with a competent knowledge of Irish is not available, a temporary appointment for not more than one year should be made and the position should then be re-advertised.

#### *Road Signs*

60. That the specifications of the Minister for Local Government under which the Irish version of placenames shown on road signs must be in smaller lettering than the English version should be amended to allow equality between the two languages.

61. That placenames in the Gaeltacht in which the English version is a direct or almost direct rendering of the Irish should be shown only in Irish—e.g., direct rendering: Bearna—Barna, Carna—Carna; almost direct rendering: An Spidéal—Spiddal, Teileann—Teelin. Where the relationship is not obvious, the Irish and English version should be shown, e.g., AN CLOCHÁN

LIATH—Dungloe, the Irish version to be in larger lettering than the English version.

62. That a placenames officer should be appointed to the Department of Local Government who would keep in close touch with the Placenames Commission and would advise, from the point of view of historical and orthographical accuracy, on placenames, streetnames, etc.

63. That the Ordnance Survey be directed

(a) to prepare a reasonably detailed map of Ireland, for general use, in which the placenames would be shown in Irish only and

(b) to arrange to have the Irish version of the names of cities and the larger towns included, as well as the English versions, in the various maps which it publishes.

## CHAPTER 13

### STATE-SPONSORED BODIES

64. That an oral and written examination in Irish, of a standard in keeping with the general level of education demanded, should be included as part of the entrance examination for clerical posts in all State-sponsored bodies.

65. That Irish should be used by State-sponsored bodies as far as possible in correspondence with State Departments and other official bodies.

66. That, where practicable, Irish speakers employed by these State bodies should be placed in the same sections so as to facilitate the use of Irish in their work.

67. That a reasonable amount of Irish should be used by State bodies in their advertisements, including those in the daily and local press and on radio and television.

68. That State bodies should constantly make known to the public that they welcome the use of Irish in personal dealings and correspondence, Irish-speaking staff in contact with the public should be directed to wear an appropriate badge, and, in the case of those companies whose employees wear a distinctive uniform, the incorporation of this type of badge in the uniform would be a suitable step.

69. That the use of Irish in official forms and other documents used internally in the affairs of these bodies should be extended progressively.

70. That printed matter issued by these bodies for the use of the



public e.g., tickets, baggage-labels, timetables etc., should all contain a reasonable amount of Irish.

71. That all opportunities on the part of State bodies of contributing to the economic and social development of the Gaeltacht areas should be fully availed of by them.

72. That, in all publicity films made by the State bodies for showing in Ireland, a good proportion of the commentary should be in Irish.

73. That, as the State bodies are among the largest industrial and commercial undertakings in the country and cultural organisations must therefore look to them for patronage, the claims of literature, drama and vocal music in Irish should receive adequate attention.

74. That, as visitors from abroad who come to Ireland wish to see exhibitions of the native culture and usually find them very attractive, Bord Fáilte Éireann and other State bodies concerned with tourism should promote Irish cultural events and publicise them abroad.

## CHAPTER 14

### THE DECLINE OF THE GAELTACHT

#### No Specific Recommendations

## CHAPTER 15

### THE REHABILITATION OF THE GAELTACHT

75. That the Gaeltacht, as defined in the Gaeltacht Areas Order, 1956, should be accepted as the basic area for all future Gaeltacht schemes, with the possible addition of either or both of the two colonies of Gaeltacht migrants in Co. Meath.

76. That an enquiry should be held every five years to advise on any changes that may be necessary in the boundaries of the Gaeltacht.

## CHAPTER 16

### THE ECONOMIC DEVELOPMENT OF THE GAELTACHT

#### Industry

77. That Gaeltarra Éireann should be considerably strengthened to enable it to play as predominant a part in the economic

development of the Gaeltacht as was played by the Congested Districts Board. We recommend that, if necessary, the Gaeltacht Industries Act, 1957, should be suitably amended.

78. That Gaeltarra Éireann, either by itself or in association with Irish or foreign industrialists, should set up in the Gaeltacht:

- (a) an electronics industry or other such industry manufacturing a highly-priced and cheaply transportable end-product;
- (b) a number of industries based on the natural products of the area—the processing of sea-foods, vegetables, fruit and seaweed, and the employment of marble and granite for various purposes indicate the type we have in mind; we recommend that, where possible, local units be organised on a co-operative basis.

79. That Gaeltarra Éireann should expand considerably the traditional industries of the Gaeltacht—weaving, hand-knitting, embroidery—and should promote such industries as the making of souvenirs, boat-building and miscellaneous types of woodwork—both as factory and as home industries. As part of this expansion programme, we believe that any uneconomic industries should be replaced by others which would provide alternative employment for workers within the Gaeltacht.

80. That the aim of the Gaeltacht industrial development programme should be to provide new employment for a minimum of 200 male workers per annum.

81. That one reasonably large industrial project should be seated in the heart of each of the three major Gaeltacht areas of Munster, Connacht and Ulster.

82. That, as more and more full-time employment is provided in the Gaeltacht, the necessary adjustments should be made in the present system of paying Unemployment Assistance and Benefits so that it will no longer act as a disincentive to work, and that savings effected by the State in this way and by the gradual reduction in the number of unemployed in the Gaeltacht should be ploughed back into further industrial expansion in the Gaeltacht.

83. That extreme care should be taken that the proposed industrial expansion will be carried out within the context of preserving and strengthening the national language, and that, therefore, the use of Irish at all local levels of management and labour is, from the beginning, absolutely essential.

#### *Agriculture*

84. That a large-scale effort should be made to channel Gaeltacht farming in general, especially in Donegal and Connacht, towards vegetable and fruit growing; measures to be taken to this end to include (a) the erection by Gaeltarra Éireann of a number of food-

processing plants to be run, preferably in association with Comhlucht Siúicre Éireann, Teo., on a co-operative basis with guaranteed prices for contracted amounts of products; (b) the provision of a daily milk supply in the areas concerned.

85. That the production of pigs, broilers, and, where suitable, mountain sheep should be stepped up through the provision of local centres by Gaeltarra Éireann on a co-operative basis.

86. That the present agricultural advisory services in the Gaeltacht should be expanded and linked up with the organisation of a few pilot farms engaging in intensive horticulture, special provision being made for the training of suitable Irish-speaking personnel to conduct such advisory services and pilot farms in Gaeltacht areas.

87. That the Gaeltacht Glasshouse scheme should be further developed and extended to other Gaeltacht areas, care being taken to provide adequate instruction for all growers. We consider that there is much scope for the use of these glasshouses for growing products in addition to tomatoes.

88. That schemes for the reclamation of bogland in the Gaeltacht should be undertaken by Gaeltarra Éireann—perhaps in association with Min-Fhéir, Teoranta.

#### *Afforestation*

89. That the Forestry Division of the Department of Lands should give priority to Gaeltacht afforestation for the next few years and aim to plant all suitable land available within these areas.

90. That afforestation schemes wholly or partly in the Gaeltacht should always have their centre within the Gaeltacht proper and should employ Gaeltacht labour.

91. That the smallness of land-patches available and their isolation from one another should not of themselves be allowed to hold up Gaeltacht afforestation—exchanges of land should be aimed at to overcome these difficulties.

92. That local organisations, such as parish councils, Muintir na Tíre, Bantract na Tuaithe, Macra na Feirme, etc. should be enlisted to overcome local problems in connection with afforestation; that such organisations should also endeavour to arouse the interest and enthusiasm of the local community for large-scale afforestation and should call the attention of land-holders to the grants available for private planting.

#### *Fisheries*

93. That at least one harbour in each of the three main Gaeltacht areas of Munster, Connacht and Ulster should be chosen for fishery development, capable of taking boats of up to 56 feet, as projected in the Bjuke Report and the White Paper of April, 1962.

94. That shell-fishing in the Gaeltacht should be greatly developed—this would demand some improvements to existing harbours and quays. A scheme for the hire purchase of secondhand motor-boats outlined in the White Paper on Fishing of April, 1962, should be put into operation in the Gaeltacht without delay.

95. That some of the food-processing plants already recommended should be so sited as to provide outlets for Gaeltacht fish catches.

96. That An Bord Iascaigh Mhara should help to promote boat-building in the Gaeltacht by arranging to have instruction in the reading of boat plans and specifications given to boat-builders in these areas with a view to encouraging them to tender for the building of the Board's smaller craft.

### *Tourism*

97. That much greater early-season publicity should be given to the attractions of the Gaeltacht as a holiday centre, especially for families; that it should be directed particularly towards Irish speakers, and that Bord Fáilte Éireann should give its full backing to the publicity drive and to local improvements in Gaeltacht centres.

98. That the voluntary language organisations should direct Irish speakers to the Gaeltacht on their holidays and that one of these organisations should operate a Gaeltacht Holidays Agency.

99. That a State-sponsored organisation, such as Gaeltarra Éireann, should examine the feasibility of the erection of a few medium-sized hotels in those Gaeltacht areas which have outstanding scenic attractions and beaches. Alternatively, the State should consider favourably applications for special grants for this purpose from other concerns which could be relied upon to implement a management policy favourable to the language. The hotels would aim to provide a completely Irish atmosphere for their guests; Irish would be the language normally used by the staff, and entertainments based on the local wealth of song and instrumental music would be a feature of them. Such hotels would not only provide considerable seasonal employment locally but would also provide an increased market for local products, such as fresh vegetables, fish and fruit.

100. That local organisations and local leaders should bring constantly to the notice of the Gaeltacht people the various Government grants available for housing improvements, installation of running water, bathrooms, etc. and for the erection of chalets and should endeavour to see that each Gaeltacht centre has a suitable hall and playing field. We consider that the present grant for chalets is insufficient.

101. That a course in meal-planning and preparation, home-crafts and domestic care should be organized for the women of the district in Gaeltacht technical schools during the winter months.

*Migration from the Gaeltacht*

102. That a Gaeltacht Employment Bureau be established with the aim of securing employment in Ireland for native speakers.

103. That the Department of the Gaeltacht should set up a public enquiry into the present state of Irish in the two colonies of Gaeltacht migrants in Co. Meath and, if satisfied that the language is in as strong a position there as in the outlying areas of the Gaeltacht as defined in 1956, should afford these districts official recognition as part of the Gaeltacht.

104. That, instead of re-settling Irish-speaking families throughout the Gaeltacht in isolation, the aim of the Land Commission should be to re-settle on these holdings English-speaking families at present living in the Gaeltacht or its surrounding areas and use the land thus vacated for improving the holdings of their Irish-speaking neighbours, thus allowing the Gaeltacht more room for natural growth outward.

105. That Gaeltacht families should be re-settled in the heart of the Gaeltacht only when larger estates of 1,000 acres become available—this would provide for 25 families at 40 acres each.

106. That an effort should be made to set up the nucleus of an Irish-speaking community, with full services in their own language, on the outskirts of a couple of the larger Irish cities, and to channel future migrants from the Gaeltacht in this direction.

107. That a concentrated and systematic effort should be made to Gaelicise quickly a few towns and villages near the Gaeltacht, and to build on the foundations already established in order to turn Galway into an Irish-speaking city.

## CHAPTER 17

## IMPROVEMENTS IN THE SOCIAL, EDUCATIONAL, ADMINISTRATIVE SPHERES, ETC.

*Social*

108. That the services of woodwork teachers and building instructors stationed in vocational schools in the Gaeltacht should be made available to the local people to advise on and direct improvements in housing and the installation of modern conveniences. An arrangement to facilitate this should be made between the Department of the Gaeltacht and the Department of Education, and the grants and loans available under existing schemes should be constantly brought to the notice of the people.

109. That those Gaeltacht areas not yet served by a local hall should take advantage of the existing grant for the erection of a hall suitable for dramatic performances. Where the provision of a local hall in a Gaeltacht area is aided by a State grant, the State should

ensure, as a condition of the grant, that such hall will not be used for functions which would weaken the position of the Irish language locally. A local dramatic group in each district should be the aim, with performances throughout the Gaeltacht on an exchange basis and the services of an expert on production, lighting, etc. available from time to time through An Chomhairle Náisiúnta Drámaíochta.

110. That Vocational Education Committees should strive to foster the strong musical tradition and talent of the Gaeltacht by the appointment of a music organiser for each Gaeltacht area, to work in association with the local voluntary organisations.

111. That the life and cultural heritage of the Gaeltacht should find a place in the national radio and television programmes and that talented performers from these areas should be included in such programmes.

112. That a weekly newspaper in Irish to cater specially for the Gaeltacht is a basic necessity requiring, at least in the initial stages, considerable backing from the State.

113. That attractive inducements should be offered, through the proposed Publications Board, to those weekly newspapers at present serving Gaeltacht areas to ensure the publication of at least one page in Irish per issue, or, if preferred, the publication of a supplement in Irish with each issue.

114. That the County Library Service in each Gaeltacht county should have a special Gaeltacht department, whose aim would be to create an interest in good reading throughout the Gaeltacht area and to make books, especially in Irish, more easily available. Many more library centres should be opened in Gaeltacht schools, and the Travelling Library Scheme, at present operated in some counties, could be extended with advantage to thinly-populated areas of the Gaeltacht.

115. That local organisations in the Gaeltacht should make more use of the existing scheme for the provision of playing pitches.

#### *Primary Education*

116. That more attention should be paid to the writing of Irish in the primary schools in the Gaeltacht than outside it, and that it should be taught to the children there at an earlier age.

117. That, as the reading-books in Irish used in the schools in general should aim at giving the children a conversational knowledge of the language, which Gaeltacht children already have, a special series of graded readers—including works by local authors—should be used in Gaeltacht schools.

118. That the children in the higher standards should be given a little acquaintance with dialects other than their own—records in Irish

and some of the periodicals in Irish could be used from time to time for this purpose.

119. That each primary school should have a small library of books in Irish and that a small grant should be made available for this purpose.

#### *Secondary Education*

120. That education authorities in Gaeltacht areas not served by a secondary school should make full use of the existing scheme under the Department of the Gaeltacht.

121. That the condition in the scheme for Secondary-School-Building-Grants of the Department of the Gaeltacht which prohibits the making of a second grant to any such school within a period of five years be amended to permit the making of such second grant when required by expansion in school enrolments.

122. That, while the Commission welcomes the provision of a larger number of secondary school scholarships for Gaeltacht children recently announced, the Department of Education should constantly review the position and should increase the number according as further secondary schools are opened in the Gaeltacht.

#### *Vocational and Technical Education*

123. That, as there is a great dearth of Irish speakers with an accurate knowledge of the written language for clerical and secretarial posts, all vocational schools in the Gaeltacht catering for girls should provide a good course to equip them for such posts in the public service, in State-sponsored Bodies and in private concerns. Some knowledge of a continental language would be a considerable advantage to them.

124. That one Vocational Education Committee serving a Gaeltacht area should institute a course for the training of girls from the Gaeltacht as governesses; such training to include instruction in baby care, children's ailments and first-aid, cookery and house-crafts, child psychology and the elements of the teaching of Irish to children. The training course should lead to a diploma conferring professional status, and arrangements should be made for the recognition of the profession and for appropriate salary scales and conditions of work. We believe there would be a steady demand throughout the country for girls with such a training, and we suggest that one of the hotels near the Gaeltacht, open only during the summer, might be leased for the course during the remainder of the year.

125. That vocational schools in the Gaeltacht catering for boys should provide more courses which would equip them for entrance to the various apprenticeship schemes of State-sponsored Bodies and of other interests.

126. That a College of Technology, to cater mainly for students from the Gaeltacht, should be set up in a convenient centre. Vocational Education Committees serving the Gaeltacht should offer

some scholarships to the College for competition among students who have completed appropriate courses in vocational schools in the Gaeltacht.

127. That Vocational Education Committees serving the Gaeltacht should strive to make each local vocational school a cultural and educational centre for the local community by providing adult education courses in music, drama, literature, etc., wherever there is an opening for such and by arranging for lectures on history, social topics, the arts, sciences and current affairs. The lead given in this respect by Co. Galway Vocational Education Committee could be followed with profit in other areas.

128. That the Minister for Education should use the power conferred on him by section 103 of the Vocational Education Act, 1930, to implement the above recommendations and to contribute towards their cost.

#### *Administrative*

129. That the State shall ensure that all those holding public positions in the Gaeltacht, under either the central or local authority, will be able to transact their business with the local people with ease and confidence in Irish. (For our recommendations to ensure this, see Chapters 8 and 12).

130. That each local authority having portion of the Gaeltacht under its administration should be clearly informed as to the exact boundaries of this Gaeltacht area and should be instructed that all moneys made available from the Exchequer for the benefit of the Gaeltacht administered by it are to be expended solely on this area, as an addition to, and not a replacement of, normal expenditure by the local authority.

#### *Psychological*

131. That the £5 annual bounty, payable in respect of Gaeltacht children, should be raised to £10.

132. That the conditions of the scheme should be amended to allow payment of the bounty in respect of young people over 16 years of age, as long as they are in receipt of full-time education, or attending a full-time training course.

## CHAPTER 18

### THE EDUCATIONAL SYSTEM

#### No Specific Recommendations



## CHAPTER 19

## PRIMARY EDUCATION

*Teachers*

133. That a high standard of Irish, especially of spoken Irish, should be demanded from entrants to the Training Colleges for Primary Teachers.

134. That student teachers should be given, during their training, a good course in modern methods of language teaching, including the use of modern teaching aids and a sound understanding of the source language of children in the Gaeltacht.

135. That a language laboratory be established in each training college.

136. That suitable Irish native-speakers be employed in each college as special tutors to provide intensive training to non-Gaeltacht student-teachers in the phonetics and structure of the language.

137. That, if necessary, the present period of training be extended to provide for the foregoing additions to the syllabus.

138. That teachers should be encouraged, by grant or a scholarship scheme, to attend refresher courses in Irish, in language-teaching methods and in the use of teaching aids.

*Teaching of Irish*

139. That the teaching of Irish should be begun, in the case of primary school-children, in the Infant Standards.

140. That the language should be taught to all primary school-children.

141. That the main aim of the primary school, in the teaching of Irish, should be to give the child a functional command of the spoken language.

142. That a Research Section should be set up by the Department of Education to make a scientific examination of Irish as a spoken language, as has already been done abroad in the case of other languages, in order to determine what are the essential structures, grammatical forms and vocabulary of the spoken tongue, and that a series of graded text-books, designed to impart a full and accurate knowledge of this essence of the language, should be prepared for the guidance of primary teachers.

143. That, as an aid to the proper pronunciation and intonation of the language, a series of recordings should be prepared, designed to provide a graded course in Irish based on the essential structures, grammar and vocabulary of the language.

144. That wide use be made of sketches and plays in Irish, in all

primary school classes, as a means towards the development of the children's command of the spoken language.

145. That the grammar of Irish should be taught in the primary school not in a formal manner but by the children hearing and repeating correct usage.

146. That a series of interesting and well-illustrated readers should be prepared, based on the graded course in the language already mentioned; that the children should be encouraged to read other material in Irish by the building up of a school library of books suitable to different age-groups and by the publication of some children's periodicals, including comics, in Irish.

#### *Written work*

147. That less emphasis should be placed on the writing of Irish, particularly in the lower and middle standards of the primary school.

148. That written work in Irish in the primary school should consist of stories, descriptions of events, passages from dictation, simple articles and letters, rather than essays on abstract topics. Pupils in higher standards should be encouraged to keep a diary or scrapbook in Irish.

149. That, in the opinion of the great majority of the Commission, the Roman script should be the one used in the reading and writing of Irish from the child's first acquaintance with these in the primary school; that pupils in the higher classes should be given some practice in reading Irish in the Gaelic script, in order that they may be able to read the works published in that script since the revival movement began.

#### *Outside the Irish Class*

150. That, in order that the child may have sufficient opportunity to acquire fluency in Irish during his primary-school course and may not be left with the impression that the language is merely another school subject unrelated to the world around him, some subjects should be taught through Irish in all primary schools. This should not be attempted, however, in any instance where either of the two conditions at present demanded by the Department of Education is not fulfilled, i.e., (1) that the teacher should be competent to give such instruction; (2) that the children should have sufficient Irish to profit by such instruction. We believe the Department of Education should draw up and publish a series of directives with regard to the use of Irish as a teaching medium for various subjects in the different classes, having as its general plan to secure that, within a short period, all primary schools will use Irish as a medium of instruction for some subjects and that the use of the language in teaching will

increase as the child progresses to the higher standards—rather than the reverse, as at present. Such directives should also seek to end the undesirable position in which the child's medium of instruction varies in haphazard fashion from year to year.

151. That the teachers should strive to make Irish the ordinary language of the school—not only for official purposes, such as the roll-call, but for ordinary conversation. The language used by the teachers among themselves will set the headline here, and the organisation of team-games through Irish can also help through getting the children to speak Irish at play.

152. That recognition as Gaelic schools should be given to those primary schools in which Irish is the ordinary language of teachers and pupils and the language of the playground and in which at least half of the instruction is being given through Irish. We believe that children who receive all their instruction in such schools should be given a special certificate and that teachers employed in them should have their extra efforts suitably rewarded by a bonus such as is payable in the case of Secondary Teachers and by having their names published annually in a Roll of Honour.

153. That, since the Primary Certificate examination in Irish is solely a written one and has been partly responsible for over-emphasis on written Irish in the schools to the detriment of oral Irish, an oral examination in Irish to which 50% of the marks for Irish as a subject would be assigned should be introduced as part of the Primary Certificate examination. We recommend that the standard for this oral examination should be the one prescribed for fifth class and that the oral examination should be carried out by the inspectors during the school-year preceding the written examination.

154. That, in order that pupils of private schools may not hold up the progress in Irish in secondary education of pupils from the national schools, the secondary-school inspectors should be instructed to examine the papers set in Irish and the answerbooks obtained from candidates at the entrance examination of each secondary school and that the Department should take steps to ensure an adequate standard.

155. That, wherever a substantial demand exists, the Department of Education should assist in every possible way in the setting up of all-Irish primary schools and should provide a grant-in-aid towards transport or special transport facilities in the case of children who have a long way to travel to such schools.

156. That further all-Irish residential schools, on the lines of Scoil na Leanbh, An Rinn, and the recently-founded schools at Glanmire and Trabolgan, Co. Cork, should be set up, as the demand for them arises.

## CHAPTER 20

## SECONDARY EDUCATION

157. That the teaching of modern continental languages, with special emphasis on giving an oral command of these languages, should be greatly expanded in secondary schools; this would be a very useful adjunct to the teaching of Irish.

158. That Irish should never be regarded merely as an academic subject in the secondary school but that the use of the language should be integrated into every aspect of school life—religious, cultural, recreational, etc.

159. That the primary purpose of the Irish course in the secondary school should be to give an accurate and fluent oral command of the language to all students, and that other aims, such as writing in Irish, the study of Irish literature, etc., although important in themselves, should never be allowed to occupy such a large part of the time as to prevent this primary purpose being achieved.

160. That, in order to encourage oral use of the language, plays and sketches in Irish should be used and the Irish class made as attractive and stimulating as possible.

161. That, in order to shift the main emphasis from written to oral work in the junior classes, the prescribed course for the Intermediate Certificate examination should be shortened somewhat and an oral test to carry one-third of the total marks allotted to Irish should be introduced as part of that examination.

162. That the standard of the oral examination already introduced as part of the Leaving Certificate examination should be gradually raised, in order to secure that candidates who succeed in it would be able to converse on everyday topics with reasonable fluency, and that one-third of the marks allotted to Irish should be carried by the oral examination.

163. That, in order to help school authorities to assess the progress made by their pupils on the oral side of their work and to emphasise its importance, the marks secured by students in these oral examinations should be published in separate columns in the Results Book.

164. That full use should be made in the Irish class in the secondary school of all modern teaching aids. In this connection we would like to see a series of recordings of select passages of the finest Irish prose and poetry available on a scale not hitherto attempted, and we believe that the Department of Education should make arrangements with a commercial firm to have such records issued, with some financial backing, if necessary. The tape-recorder, the film and the film-strip are other teaching aids which should find a place in the secondary-school Irish class.

165. That the language should be taught in its proper historical

context; hence, students should be given a knowledge of the history of the language, the forces which caused its decline, the purpose behind its revival, its imprint on placenames, on personal names, on the English that is spoken in Ireland, and so on. We think there is a great need of books in both Irish and English which would discuss, in a style that would appeal to teenagers, the fortunes of the language and the philosophy of the revival movement.

166. That the prescribed Irish prose texts for the Intermediate Certificate course, while in general suitable, should aim at more variety, from year to year, and should include books that will appeal to both country and city children.

167. That two prose texts should, in future, be prescribed for the honours course in Irish in the Leaving Certificate, one to be a novel or collection of short stories or biography of good literary quality and the other to be a specially-prepared prose anthology with selections from the best modern Gaelic authors; and that one of these two prose texts should be prescribed for the pass course in Irish in the Leaving Certificate in the same year.

168. That a book of essays in Irish on the cultural history of the country and its language should be prepared to be used in the secondary schools as background reading to the study of Irish literature; that the practice of prescribing a *Fiannaíocht* tale as a separate text for the honours course in the Leaving Certificate should be discontinued, but *Fiannaíocht* literature should be one of the subjects treated in the book of essays and selections from it should be included in the prose and poetry anthologies.

169. That a good anthology of modern Irish poetry, including contemporary poetry, should be prepared, with adequate textual, biographical and metrical notes, and selections from it should be prescribed for study in secondary schools over a period of years.

170. That the examination papers in Irish at the Certificate examinations should aim to test the student's understanding of the matter of the course pursued and his appreciation of the literary qualities of the prescribed texts, rather than to test his memory.

171. That the publication of attractive books in Irish, suitable for pupils of secondary-school age, as background reading to their courses, should be undertaken by the proposed Publications Board.

172. That the use of Irish in extra-curricular activities should be fostered among secondary pupils. We recommend, especially, the use of the language in the work of ordinary school societies—religious, cultural, recreational; the organisation of inter-school musical, dramatic and debating competitions in Irish; the cultivation of a taste for the reading of books and periodicals in Irish; the offering of prizes for students who do most to spread the speaking of the language among their fellow-students; the use of prayers, hymns etc., in Irish in communal and private devotions.

173. That it should be accepted as part of the normal secondary-school course that all pupils will spend at least one month in the Gaeltacht. We recommend that secondary-school authorities should make full use of available State grants in order to offer their pupils an organised period in the Gaeltacht—preferably during, or at the end of, the fifth year in their secondary course.

174. That some of the larger secondary schools should provide a preparatory year for new entrants weak in Irish, in which the normal primary school work would be continued with special emphasis on Irish and the growing use of this language as the teaching medium for other subjects during the year. That capitation grants should be payable in respect of pupils attending such a preparatory course.

175. That all secondary schools should be graded anew into Class A schools, Class B1 schools, Class B2 schools and others, according to the extent to which Irish is really the language of teaching and recreation, and that their classification should be reviewed, in future, every three years. We feel that a small number of Class A secondary schools in which Irish is really the normal language of all aspects of school life is preferable to a large number of schools which claim that classification, some on very slight grounds.

176. That the increases in capitation grant of  $2\frac{1}{2}\%$  and  $5\%$  payable to schools teaching one and two subjects through Irish should be raised to  $5\%$  and  $7\frac{1}{2}\%$ , respectively, during their first 3 years in Class B2.

177. That steps should be taken, at once, to provide an adequate supply of textbooks in Irish for secondary schools, and that this should be one of the primary functions of the proposed Publications Board.

178. That a pass in Irish should remain essential for securing the Leaving Certificate examination; but that, since, under the present regulations, failure in any other single subject does not necessarily involve failure in the whole examination, those students who would have passed the whole examination but for failure in Irish should be given a second chance to pass in this subject at a special supplementary examination in the autumn.

#### *Qualifications of Teachers*

179. That a University degree in Irish should be the normal minimum qualification of those teaching Irish in secondary schools.

180. That those wishing to teach Irish in secondary schools who have not a University degree in the language should be required to prove their competence by passing an examination in the language of the standard set for the *Teastas Timire Gaeilge* for Vocational Teachers.

181. That teachers already teaching Irish in secondary schools who have not a degree in the language should be required to prove

their competence in it by examination within a year of the coming into force of the new regulations, and should be ineligible to teach Irish to the Intermediate Certificate class or to any higher standard until they have secured a pass in this examination.

182. That, in future, secondary-school teachers of Irish should, as a condition of recognition, be required to spend a period of at least three months in the Gaeltacht during the first three years of their secondary-school career as a teacher of Irish. Financial assistance should be available for this purpose.

183. That the present test in oral Irish preliminary to the registration of a secondary teacher by the Registration Council should be replaced by a formal examination in written and oral Irish of a substantially higher standard to be conducted by the Department of Education; that a pass in this examination be a condition of recognition as a secondary teacher for all Irish candidates; that the Department of Education should conduct periodically for secondary teachers an examination in oral and written Irish for a qualification of the standard of the Higher Certificate in Irish (an tArd-Teastas) of the primary teachers and that a special allowance be paid to any secondary teacher who possesses this additional qualification in Irish; a secondary teacher who teaches subjects through Irish should continue to receive the special increment in respect of such teaching and, where such a teacher possesses the additional qualification in Irish already mentioned, he should also be granted the special allowance for such qualification.

## CHAPTER 21

### VOCATIONAL EDUCATION

#### *Teachers*

184. That the teacher of Irish under the Vocational Education System should be primarily a teacher of languages and should be given a basic training in modern methods of language-teaching during his training course.

185. That the present system of providing a month's intensive course for full-time teachers of Irish and other subjects in vocational schools should be retained for those University graduates who have taken Irish as one of their degree subjects; for other graduates, it should be replaced by a year's course. Should it be necessary to recruit non-graduates as full-time teachers of Irish and other subjects, a two-year course should be organised for them. We suggest also that the title *Teastas Timire Gaeilge* should be replaced by one more in keeping with the present-day functions of the holder of this Diploma.

186. That, as graduates seem reluctant to take up vocational teaching as a career, with the result that some Committees have

experienced difficulty in recruiting qualified teachers of Irish, the conditions of employment and the status of full-time vocational teachers should be made more attractive.

187. That the Department of Education should organise refresher courses for teachers of Irish and other subjects in vocational schools; special attention should be paid at such courses to modern methods of language-teaching and the use of teaching aids; teachers should be encouraged to attend such courses by special leave of absence and grants-in-aid.

*The Irish Course in Full-time Vocational Education*

188. That, since many girl-students of the Continuation Courses take up clerical and secretarial posts, particular attention should be paid, in the Irish course, to correct spelling and to accurate typing in the language.

189. That, in the selection of topics to be dealt with in Irish-conversation classes, the teacher should choose those which have a practical bearing on the student's daily life, and the list provided in the departmental syllabus should be amended accordingly.

190. That the pass-mark in the oral-Irish examination for the Vocational Education Group Certificate should be raised from 12 to 16 out of 40 (i.e., from 30% to 40%).

191. That the Department of Education should seek to ensure, by directives and by consultations between the inspectors, a more uniform standard throughout the State in the oral-Irish examination for the Group Certificate.

192. That, while teaching aids seem to be used more widely in vocational than in other types of schools, each Vocational Education Committee should see that all schools under its control are provided with a sufficiency of them.

193. That a number of textbooks particularly suited to the aptitudes and interests of vocational school pupils should be prepared.

194. That, in view of the many advantages which the vocational school holds over other types of schools for the production of drama, extensive use should be made of this medium for the promotion of Irish under the vocational-education system. The Department of Education and Vocational Education Committees could help by organising drama festivals for vocational schools, by including some basic training in stagecraft and production in the course for the *Teastas Timire Gaeilge*, by organising drama courses and enabling teachers to attend them and by making the services of a skilled producer available to the schools from time to time.

195. That songs in Irish should be taught and choral and Claisceadal groups organised in all vocational schools.



*Part-Time Technical Courses*

196. That, in accordance with the practice of several continental countries, training courses for apprentices should be broadened to cover subjects of a cultural nature as well as purely technical training, and that the cultural subjects, aimed at fostering practical patriotism and good citizenship, should include some tuition in the Irish language (especially the Irish versions of technical terms, etc. connected with their trades), literature, music, history and civics.

197. That An Ceard-Chomhairle should take steps to ensure that Irish is included as a necessary subject in the apprenticeship courses for shop assistants and for certain classes of hotel workers.

*Promotion of Irish among Adults*

198. That, while formal classes in Irish for adults may sometimes be necessary, they should be varied, in the case of those who have already some knowledge of the language, with plays and sketches in Irish, choral and community singing, debates, the use of records and tapes, discussion of articles in periodicals, criticism of radio and T.V. programmes, etc.

199. That the competent authorities—Department of Education, Local Authorities and Vocational Education Committees—should combine to bring to an end the present unsatisfactory situation where requests for Irish classes and Irish activities have to be turned down because of lack of teachers or funds. We believe that the Vocational Education authorities should be to the fore in stimulating a demand for such classes and activities, and that there is still scope for an organiser employed by these authorities who would organise classes and activities in Irish for local societies and groups.

200. That Vocational Education Committees should organise occasional public lectures in Irish on live topics.

201. That, in order that the effort to revive Irish should derive full advantage from the widespread public interest in music and drama, each Vocational Education Committee should appoint a Director of Music and a Director of Drama for work within its area similar to that at present carried on in a few areas.

202. That each Vocational Education Committee should give generous support to Irish cultural activities, e.g., Feiseanna, Aeríochtanna, Debating Competitions, etc. and should provide adequate Gaeltacht scholarships. We consider that some of these scholarships should be awarded to apprentices and young workers attending technical courses.

203. That, in accordance with section 21 of the Vocational Education Act, 1930, each Vocational Education Committee should set up a special subcommittee charged with the organisation and direction of Irish-language activities on the lines indicated.

## CHAPTER 22

## UNIVERSITY EDUCATION

Recommendations re the Constituent Colleges of the National University.

*The Study of Irish Language and Literature*

204. That, in order to improve the work which can be done for Irish in the three Constituent Colleges of the National University and to reduce the large classes in Irish which result from the great number of students who take the language as a degree subject, the Irish Departments in the three colleges should be provided with additional staff.

205. That, in so far as university work for Irish may be hindered by accommodation problems, as outlined to the Commission on Accommodation Needs of the Constituent Colleges of the National University of Ireland, these deficiencies should be made good as soon as possible.

206. That the most modern equipment for the teaching of spoken languages should be available to the Irish Departments of the three Constituent Colleges. We believe that all three colleges should have a language laboratory similar to the one recently opened in University College, Dublin.

207. That the many valuable literary works in Irish, suitable for use in university courses, which have been allowed to go out of print in recent years should be re-published with the co-operation of the Irish Departments of the various colleges and the proposed Publications Board.

208. That, in view of the long standing emphasis on the linguistic side of Irish studies at university level, more attention should be given to the literary side of such studies in future.

209. That the various Irish Departments, in close association with the other Departments of their own colleges and with the Translation Staff of the Oireachtas, should work out a scheme for the provision of modern terminology in Irish for those branches of learning which still require such.

*Spoken Irish among Students not Studying the Language*

210. That the present compulsory tests in Oral Irish before graduation held in the three Constituent Colleges of the National University should be replaced by the following scheme:

- (a) an optional test of a reasonably high standard in oral Irish, to be held annually, should be introduced into these colleges;
- (b) each student securing a pass in this test should be entitled to a university scholarship of, say, £10 in each year in which he has passed the test;

- (c) a student who has passed the oral Irish test during each year of his university course should be awarded a Diploma in Oral Irish;
- (d) graduates who have secured this Diploma in Oral Irish and who, within a period of five years after its award, apply for position in the Public Service for which a knowledge of Irish is essential should be accepted by the Civil Service Commission and by the Local Appointments Commission as possessing a competent knowledge of Irish without being required to undergo a further examination in the language;
- (e) the standard to be expected in the oral Irish tests should be set by the University authorities in consultation with the Civil Service and Local Appointments Commissions;
- (f) Irish conversation classes, arranged in small groups and in which modern teaching methods and aids would be used, should be provided free of charge in the three Constituent Colleges for students who wish to avail themselves of them;
- (g) a special grant-in-aid should be made available to the three colleges to recoup them for the expenses of the scheme.

211. That steps should be taken to make the atmosphere in all University Colleges more Irish and to integrate the use of the National language more fully into the everyday life of the colleges. We suggest the appointment of suitable persons from the Gaeltacht or fluent Irish speakers to positions as clerical workers, as porters and as catering staff, the organisation of a series of public lectures in Irish annually in each college, and the more general use of the language by Irish speakers already on the administrative and academic staff as simple steps towards that end, whose overall effect would be by no means negligible.

#### *Degree and Diploma Courses through Irish*

212. That arrangements should be made in the three Constituent Colleges of the National University to provide for lectures through Irish in the following faculties: Celtic Studies, Arts, Commerce, Science, Law and in the courses for the Higher Diploma in Education. The advance to full courses through Irish in all subjects in these faculties should be made step by step; on the other hand, we believe that each series of lectures given through Irish should form a unit, and that isolated lectures or summaries in Irish do not achieve the same purpose. Various approaches suggest themselves, e.g., where the numbers following a particular course are so large that they cannot all attend the same series of lectures, one series of lectures could be given through Irish; where it is not yet possible to provide a full course of lectures in a particular subject through Irish, a section of it which forms a natural unit could be given through Irish, e.g., the Irish History section of the History courses, the National Economics section of the course in economics, the Ethics section of the Philosophy courses, and so on.

In many instances, existing Professors and Lecturers could give these courses through Irish if relieved of some of their lectures through English. In other cases, the appointment of new lecturers competent to lecture through Irish would be required. In either case, an increase of staff in the various faculties would be necessary. We consider that the lectures through Irish should not be isolated from those through English but that, where possible, the lecturer whose main course is given through Irish should be invited to lecture through English to the students of the faculty pursuing their courses through that language on topics in which he is a specialist and vice versa. In order that the course through Irish may have equal prestige with the one through English, some of the lectures through Irish should be assigned to the Professor of the subject; where this is not possible, an associate Professor should be placed in charge of the lectures through Irish.

213. That the necessary arrangements should be made to provide a full course through Irish for the Higher Diploma in Education in University College, Cork, and at least part of the course through Irish in University College, Dublin.

Since some subjects are taught through Irish in nearly half the secondary schools in the State and Irish is taught in all of them, we believe it would be a considerable advantage to secondary teachers if Irish were the language of at least part of their Higher Diploma Courses. A full course through Irish for this Diploma is already available in Galway and about half the lectures of the course are already available through Irish in Cork. The large attendance at these lectures through Irish in Galway and Cork leads us to believe that there would be a similarly keen demand for them if available in Dublin, and that a full Higher Diploma course through Irish in all three colleges should be made available in the near future. The Higher Diploma Courses should make full use of the language laboratories which we have recommended for the three Constituent Colleges, and all modern teaching aids should be available in sufficient supply to allow the students to become fully familiar with their use.

#### *Scholarships*

214. That, since the university scholarships offered yearly by the State since 1947-48 for students wishing to do degree courses through Irish have lost some of their attraction, despite the raising of their value, because they are now of less value than university scholarships offered by some of the local authorities, they should be raised in value to make them the most attractive university scholarships offered by any public authority in the State, and the scheme should be reviewed, from time to time, to ensure that these scholarships will remain in this position.

215. That some special post-graduate scholarships should be offered for competition among Irish-speaking graduates to enable

them to pursue post-graduate studies and thus to be available later when university posts requiring proficiency in Irish are to be filled.

### *Adult Education Courses*

216. That all Adult Education Courses sponsored by the Constituent Colleges of the National University should include some lectures on the Irish language, its history and literature.

### *Financial Assistance*

217. That additional State grants, earmarked to cover the cost of increases in staff rendered necessary by the provision of courses through Irish or by the expansion of existing ones and to recoup the colleges for the proposed scholarship scheme, should be made available to the three Constituent Colleges.

### Recommendations re Individual Colleges:

#### *Cork*

218. That a course in Irish Writing which could be taken as a subject for the B.A. Degree (Honours) should be organised in University College, Cork.

#### *Galway*

219. That provision should be made for the further development of courses through Irish in University College, Galway.

This will demand in the first place a considerable increase in staff. Having regard to the increased number of students attending courses in the college, the fact that many of the staff there lecture through both Irish and English, the great need for textbooks of university standard in Irish and the need for research by Irish-speaking post-graduate students in order to ensure a supply of such graduates for university posts, such an increase in staff is urgently needed at present, even without the proposed expansion of existing courses through Irish and the introduction of new ones as outlined below.

We recommend the following expansion of the existing courses:

- (a) that a full course in Philosophy should be again made available through Irish;
- (b) that all courses in the Faculty of Science should be made available through Irish;
- (c) that lectures in Commercial Law should be available through Irish, so that Commerce students would be able to take all lectures through Irish up to their Degree. We believe that the work of this Faculty should be lightened by increased staff who would specialise in particular branches, e.g., Accountancy, Statistics, Industrial Psychology etc.

Only the first two years of a degree course in Agriculture are available in Galway and not all the subjects which must be taken

during these years are available through Irish. We recommend that a Faculty of Agriculture, with lectures in all subjects available through Irish, should be set up in Galway.

While we would not wish that lectures through English should cease in Galway on a wide scale, at least as long as lectures through Irish are not available on a wide scale in Dublin and Cork, we believe that parallel courses through English and through Irish may not be necessary in some of the Arts and Science subjects. We recommend that the authorities of University College, Galway, should review the position to see if their limited staff could be more advantageously employed.

#### *The University of Dublin*

220. (a) That further development of the Irish Courses in Trinity College should be undertaken, as required, and attractive scholarships and bursaries made available for competition among students taking these courses—some of the cost to be borne by the State.

(b) That Irish should be introduced as an essential subject for Matriculation in the University of Dublin for students ordinarily resident in the State.

(c) That, since many students of the Department of Education of Trinity College are destined to take up teaching posts in Ireland, steps should be taken to make this Department bilingual as soon as possible.

(d) That the existing College scheme of grants to assist students to spend a period in the Gaeltacht should be linked up closely and in an attractive way with courses taken by students who intend to take up secondary or vocational teaching or to enter the ministry or the public service.

The scheme outlined above to encourage students of the Constituent Colleges of the National University to maintain and improve their knowledge of spoken Irish should, if successful in these colleges, be extended later to the University of Dublin.

#### *Publications*

221. That the proposed Publications Board should be empowered to subsidise the publication of learned reviews in Irish, and to assist multilingual reviews in the publication of research articles in Irish of university standard.

#### *Other Institutes of Higher Learning*

222. That a knowledge of Irish of Leaving Certificate standard should be required of students entering professional courses in Technological Colleges and Institutes of Commerce.

223. That all such colleges and institutes should provide—

(a) classes in Irish which may be taken by professional students on a voluntary basis and without extra fee;

- (b) an optional oral examination in Irish of a high standard for such professional students;
- (c) a Diploma in Irish to be awarded to students who pass the oral examination in each year of their professional course; steps should be taken to have this Diploma accepted by the Civil Service Commissioners and by the Local Appointments Commissioners as proof of competence in oral Irish as has been recommended in the case of the Diploma in Irish which we recommend in the case of University graduates;
- (d) short yearly courses on various aspects of Irish culture—each professional student to be required to attend at least one such course.

224. That all entrants to professional bodies should be required to possess a reasonable competence in Irish, say, of Leaving Certificate standard, and that the State should use its influence with these professional bodies whose qualifications it recognises, with a view to having this requirement accepted generally.

225. That a competent knowledge of Irish should be a necessary qualification for appointment to administrative posts in An Foras Talúntais and that the Institute should seek to promote the use of Irish in the ways which we have outlined in the case of the State-sponsored Bodies.

226. That the School of Celtic Studies of the Dublin Institute for Advanced Studies should make more use of Irish in research courses, lectures and the editing of texts; that an oral and written knowledge of Irish should be a necessary qualification for appointment to academic posts in the School in the case of Irish candidates and that members of the School should assist in the publication of learned journals in Irish.

## CHAPTER 23

### IRISH IN THE POST-SCHOOL PERIOD

#### No Specific Recommendations

## CHAPTER 24

### BOOKS, PERIODICALS AND NEWSPAPERS

227. That a Publications Board to cover all aspects of publishing in Irish be set up on the lines indicated.

228. That, in the matter of books, its aim, from the outset, should be to secure the publication of an average of 200 books in Irish per

year, including those published by itself and those published by private publishers.

229. That, in regard to periodicals in the language, it should aim at the strengthening and the developing of existing ones and the provision of new ones to serve sections of the population not catered for so far.

230. That it should also be given the task of preparing and operating a scheme which would ensure the extension of the use of Irish in the national and daily press.

231. That the conditions of the scheme for grants to private publishers in respect of books in Irish should be amended in order to allow the inclusion in the scheme of certain types of reprints and translations, to provide adequate financial backing for the production of illustrated books in Irish and to allow expansion on the part of the private publishers anxious to increase their output of books in Irish.

232. That the Board should consider, as a matter of absolute priority, the production of textbooks in Irish in those subjects and at those levels which are not catered for by private publishers.

## CHAPTER 25

### RADIO AND TELEVISION

#### *Sound Broadcasting*

233. That a more positive bilingual approach should be adopted in the programmes as a whole. Since many magazine programmes are made up of a number of separate items, the inclusion of one or more items in Irish would be a practical step. A preliminary, or interval, talk in Irish should accompany musical programmes, and portion of the commentary should be in Irish in the case of sports programmes.

234. That, as the practice of broadcasting news bulletins in English immediately, or shortly, after the two regular nightly news bulletins in Irish leaves little incentive to listen to the news in Irish, the news programmes in both languages should be re-scheduled to allow an interval of at least an hour between news in Irish and news in English; a greater variety in content between Irish and English news should also be aimed at.

235. That a special news programme for learners of Irish, at slow speed and using a limited vocabulary, should be broadcast nightly, similar to the news programmes for learners broadcast by several stations abroad.

236. That the programme planners should continually aim at greater variety in programme content in the case of programmes in



Irish and should be constantly on the lookout for new talent for such programmes.

### *Sound Broadcasting and Television*

237. That, as fluency of speech and correct pronunciation must be complemented in a good newscaster by clarity of enunciation and attractiveness of voice and personality, a course of training designed to develop these attributes should be provided by Radio Éireann for all future newscasters in Irish.

238. That as the news service is meant for the country as a whole and should aim at giving a lead in the evolution of a standard pronunciation, local peculiarities of pronunciation should be eschewed on it, leaving the full richness of the dialects to be exploited in other programmes. We recommend, also, that the news be read at a slightly slower speed.

239. That, as *RTV Guide* is the only weekly publication issued by a State-sponsored Body and is meant for the general public, it should give a lead to privately-owned periodicals in the extensive use of Irish.

240. That, until a large number of the programmes on both Radio and Television are in Irish, care should be taken, in planning, to ensure that regular programmes in Irish on the two services will not clash.

### *Television*

241. That there should be a progressive extension of the use of Irish in television programmes; this is all the more necessary now that the programmes are meant to cater for the Gaeltacht as well as the Galltacht.

242. That, as the recent introduction of a news bulletin in English immediately after the late news in Irish—the only regular programme in Irish televised nightly at present—removes much of the incentive to listen to the bulletin in Irish, this bulletin in English should be discontinued or re-scheduled at least an hour from the bulletin in Irish. We recommend, also, that the news headlines should be read in Irish a few times during the evening programme, and that news-spots in Irish should figure regularly in the main news bulletin of the evening at 9 p.m.

243. That, in the televising of events (e.g., ceremonies, games, etc.), portion of the commentary should be in Irish.

244. That, in home-produced magazine programmes (e.g., interviews, farming programmes, gardening, housekeeping, etc.), Irish should be introduced naturally and spontaneously.

245. That a preponderance of children's programmes, especially those meant solely for entertainment, should be in Irish.

246. That more programmes in Irish and more bilingual programmes should be scheduled for peak-viewing periods.

247. That, in the planning of new programmes in Irish, the aim should be to choose types of programme which can also be followed and enjoyed by people without a good knowledge of the language, e.g., musical programmes, panel games, travelogues, etc. rather than straight talks and debates.

248. That a television programme for adult learners of Irish should be inaugurated, use to be made of the *RTV Guide* for the publication of weekly lessons, vocabularies, etc., in advance.

249. That the Radio Éireann Authority should henceforth ensure fluency in Irish on the part of members of its staff who prepare programmes or appear in them.

## CHAPTER 26

### FILMS

250. That, in order to provide a programme of 7-10 minutes' duration in Irish at all cinema performances—the amount we consider both necessary and practicable at present—the production of about 200 short films per annum (including news-reels) should be undertaken.

251. That, in order to attain this output, one short documentary filmlet should be produced per week in addition to the present weekly news-reel, and the remaining requirements should be made good by the production of short cartoon films and comedies and the dubbing of films made in other languages.

252. That an occasional feature-length film of high artistic and technical merit should be made in Irish.

253. That a small tax, sufficient to produce about one-tenth of the revenue heretofore collected from the cinemas in Entertainment Tax, should be collected from the distributors of all feature-length films shown in Ireland in the way explained in our Report, in order to finance the above programme. In this connection it should be borne in mind that the reduction in Entertainment Tax formerly granted in respect of film shows which included films in Irish served as an indirect subsidy—even if on a very limited scale—to the making of such films but this benefit was removed by the Finance Act, 1962.

254. That grants should be given from this fund to the makers of films in Irish in similar fashion to those given by the British Film Fund Agency in Great Britain but on a higher scale because of the smallness of the Irish market.

## CHAPTER 27

## MUSIC

255. That the proposed Publications Board should undertake, as an urgent duty, the preparation and publication of at least one good collection of the best songs in Irish, with music.

256. That it should undertake the publication, in sheet-music form, of a minimum of one hundred songs in Irish per annum in various arrangements.

257. That it should commission and make available some operettas in Irish for school performances.

258. That, in so far as commercial record companies may not find sales of gramophone records of songs in Irish sufficiently rewarding to warrant their production, a system of State loans or small grants should be offered as an incentive to them.

## CHAPTER 28

## THEATRE

259. That the proposed Publications Board should aim at the publication of a sufficient number of high-quality plays in Irish annually. The immediate publication of all notable Gaelic plays already in MS. would be a first step. We believe the Board should also commission work from distinguished Irish dramatists and should have some of the best contemporary drama of other countries translated into Irish.

260. That, since *An Chomhairle Náisiúnta Drámaíochta* is representative of the amateur drama movement in Irish throughout the country, it should be given official recognition as the co-ordinating body for the promotion of amateur drama in Irish and a State grant to enable it to organise courses in acting and production, to provide the services of experts in these fields for amateur groups and to develop and expand the existing festivals of drama in Irish.

261. That the State grant to *Taibhdhearc na Gaillimhe* be increased in order to enable that theatre to be placed on a professional basis and that the directors be requested to ensure that all actors and actresses engaged will have a fluent knowledge of Irish.

## CHAPTER 29

## THE FAMILY

262. That *Na Teaghlaigh Ghaelacha* should compile a national register of all Irish-speaking families outside the Gaeltacht and should undertake a publicity campaign to inspire other families to

follow their lead; that it should aim to secure all ordinary services for Irish-speaking families in their own language.

263. That, where both parents are Irish speakers, they should ensure that their children will learn Irish in the easiest and most natural way by hearing it spoken from their infancy in the home.

264. That, in those homes where only one of the parents is an Irish speaker, that parent should ensure that the children should be brought up bilingually, as is the case with infants in many other countries.

265. That those parents who do not know Irish themselves should encourage and assist their children to learn it well. The parents should, for instance, insist that their children will be taught Irish as a living spoken language at school; they could provide them with children's books, magazines, records, etc., in Irish; they could, in many cases, employ a girl from the Gaeltacht as a mother's help, when the children are young, and send the children to an Irish Summer College or to the Gaeltacht.

## CHAPTER 30

### THE CHURCH

266. That, as far as possible, only clergy who are fluent speakers of Irish should be stationed in parishes in the Gaeltacht and that Irish should be the ordinary vernacular used in all Church ceremonies there and in religious instruction in the schools.

267. That the annual grant to St. Patrick's College, Maynooth, as a recognised college of the National University of Ireland, should be increased to allow an expansion of the College's work for Irish, with the two-fold aim of ensuring that the Catholic clergy will be fluent speakers of the language and that academic work, especially of a religious nature, can be prepared and published. As aids to the former, we suggest the equipment of a language laboratory in the College and the provision of Gaeltacht scholarships, and, to the latter, the foundation of post-graduate scholarships. Among aids which ought to have priority would be those which would allow the completion and publication of an approved Catholic translation of the Bible.

268. That the proposed Publications Board should include in its annual output books and booklets of a religious nature and should take whatever steps are necessary to encourage the publication of a reasonable amount of material in Irish in existing religious periodicals.

269. That, in those cities and towns which have a substantial number of Irish speakers, one of the Sunday Masses should cater specially for them, as is at present the practice in Cork, by the inclusion of prayers, notices and sermon in Irish, and an Irish-

speaking sodality, such as already are in existence in Dublin and Belfast, should be organised. There is great scope for Irish-speaking branches of various movements of the Lay Apostolate, especially of those which cater for youth.

270. That, elsewhere throughout the country, those members of the clergy who have a knowledge of the language should ensure that a reasonable use of it will be made in their churches.

271. That the authorities of Trinity College should be requested to work out a system of liaison between their existing facilities for learning Irish (i.e., courses and Gaeltacht scholarships) and theological studies, so that candidates for the ministry may have the opportunity and encouragement to become fluent speakers of the language. The early publication of the Prayer-Book in Irish would be of assistance.

## CHAPTER 31

### INDUSTRY AND TRADE

272. That, in business premises in which some members of the staff are Irish speakers, notices, such as those commonly found in shops on the continent which list the languages spoken by the assistants, should be prominently displayed, inviting the public to transact business through Irish and that the Irish-speaking members of the staff should be easily identifiable by the use of a badge or other symbol; fluency in Irish might then be regarded as an extra qualification.

273. That manufacturers should supply a liberal amount of posters, display-cards, etc. in Irish for displaying their wares throughout the country and that all material of this kind sent to the Gaeltacht should be in Irish.

274. That manufacturers should endeavour to use some Irish on packaging materials for goods for the home market, especially those goods bought largely by children and teenagers, e.g., toys, confectionery, ices, soft drinks, etc.; and that they should also consider the novelty and attractiveness of simple Irish words in naming new products.

275. That all firms should retain a certain percentage of their advertising for Irish-language periodicals and should use some Irish in their regular advertising in the national and provincial press and on radio and television.

276. That those firms which grant patronage to cultural activities should give Gaelic cultural activities a high place in their list.

277. That firms specialising in a particular line which can assist the language revival, e.g., book publishers, manufacturers of gramo-

phone records, bookshops etc., should ensure that the language gets due place in their products.

## CHAPTER 32

### SOCIETIES AND ORGANISATIONS

278. That organisations catering for youth should introduce Irish into their activities in a spontaneous and attractive way, e.g., songs in Irish in community singing, questions in Irish in question-times and panel games, Irish items in concerts, Gaeltacht scholarship schemes for members, camping in the Gaeltacht, and so on.

279. That the Trade Unions, in association with Employers' Associations, should organise Gaeltacht scholarship schemes for apprentices and should always include a series of lectures on the language, its history and literature in Adult Education Courses organised by them. The Trade Unions could also assist the language by stimulating the writing of Irish among their members, by the use of Irish on membership cards and by arranging for Irish-speaking members who are constantly in contact with the public in their work (e.g., shop assistants, bus conductors, etc.) to wear an Irish-speaker's badge.

280. That professional organisations, because of the position of leadership held by their members in the local community, should encourage them to take an active part in all Gaelic activities in their area and should hold an occasional function in Irish for their own members. The recommendations above re Trade Unions are also applicable to professional organisations.

281. That all rural organisations should integrate the Irish language into their local activities, e.g., the recreational activities organised by them could include singing and choral work, debating, public-speaking and drama in Irish, with participation in various local and national competitions; Adult Education Courses organised by them should always include some lectures on the Irish language, its history and literature; conversational classes in Irish could be organised for their members by arrangement with the local Gaelic society or the local vocational school; an occasional all-Irish function could be organised by each local branch of the rural organisations.

282. That sporting organisations should play their part in the advancement of the language at local level, e.g., by the use of Irish in notices in their club-rooms, by the designation of one night per week or one room for Irish-speaking social activities, by the use of Irish on membership cards, stationery etc., by the provision of Gaelic periodicals in reading-rooms, by making the Gaelic terms used in the sport in question available to members, and so on. We believe that all national sporting organisations could introduce some

Irish into their administration and that this should be on an extensive scale in the administration of sport in schools and colleges.

283. That the Gaelic Athletic Association should give a lead to all other sporting bodies in the extensive use of Irish in internal administration, advertising, programmes, press, radio and television coverage of its games, and so on. We recommend that various Provincial Councils and County Boards of the Association should follow the lead given by the Ulster Council in its use of Irish at meetings and its organisation of courses in Irish for potential administrators; that the administration of schools and colleges competitions should be in Irish where this is not already the case; that the Association should use its influence with the Press and Radio to have more extensive coverage in Irish given to Gaelic games.

284. That each local cultural society should give the Irish language a place in its annual activities according to its purpose and scope, e.g., the dramatic society by the production of at least one play in Irish annually, the debating society by the inclusion of some debates in Irish, historical and archaeological societies by having an occasional paper read in Irish at their meetings, etc.

### CHAPTER 33

#### IRISH LANGUAGE ORGANISATIONS

285. We recommend that *Comhdháil Náisiúnta na Gaeilge* be maintained; that it be granted adequate recognition as a liaison body between the State and the voluntary movement and that its annual grant be sufficient to enable it to perform its functions of

- (a) helping to co-ordinate the policy and activities of the voluntary Gaelic organisations; this, according to its Constitution, is the first objective of An Chomhdháil;
- (b) carrying out further experimental language-promotional schemes which are financially or otherwise beyond the capacity of individual voluntary organisations; an example of this type of work already undertaken by An Chomhdháil is the establishment of the Gaelic Book Clubs;
- (c) continuing to provide secretarial services and other help for the voluntary organisations, particularly for the many societies which cannot economically maintain staff of their own.

So far, An Chomhdháil has received limited subsidies from the State. Should the Government consider that, to enable it to increase the annual grant substantially, some State representation in An Chomhdháil might be desirable, we are confident that such repre-

sentation could be arranged in a manner which would not interfere with the independence of An Chomhdháil as the co-ordinating body of the voluntary language organisations.

## CHAPTER 34

### COORDINATION AND IMPLEMENTATION OF POLICY

286. That the Government should set up the coordinating machinery necessary to ensure that State policy on the language will, in future, be put into effect systematically on all fronts.

287. That a Special Fund for language-promotion and Gaeltacht-development schemes should be set up on the lines of former special Development Funds.

288. That a report should be issued annually by the Government detailing the work done by the State, either directly or indirectly, for the preservation of the Gaeltacht and for the revival of the language outside the Gaeltacht during the previous year; this report should also indicate the objectives to be aimed at during the following twelve months.



## NOTE REGARDING RESERVATIONS TO REPORT

The full Report in Irish has been signed by all members of the Commission, with the following qualifications:—

- (1) The signature of E. de Blaghd does not apply to Ch. 25, *Radio and Television*.
- (2) The following members have signed the Report subject to certain reservations regarding one or more of the recommendations in the chapters indicated: A. Brioscú (Ch.16); A. Ní Cheannain (Ch. 25, 33, 34); L. Ó Dubhghail, P. Ó hIcedha, D. Ó Súilleabháin, T. Ó Tuathail (Ch. 33, 34).
- (3) There is an Addendum signed by A. Brioscú and E. de Blaghd regarding specific recommendations in Ch. 7 and Ch. 16.



Houses of the Oireachtas

Houses of the Oireachtas

PÁIPÉIR ATÁ LE TÍOLACADH DON DAIL AGUS DON tSEANAD  
PAPERS TO BE PRESENTED TO THE DAIL AND SEANAD.

1. An Roinn atá ag déanamh an tíolachta ...

Department making presentation ...

Industry, Commerce



2. Teideal an Pháipéir atá le tíolacadh ...

Title of Paper to be presented ...

Min. Their. (1959). Teoranta. Statement of Accounts and Director's Report 31st December, 1977.

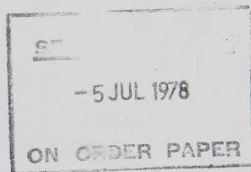
3. Más do réir Reachta atá an tíolacadh á dhéanamh, luaitear Teideal agus Alt an Acha a údaráíonn an tíolacadh ...

If presented pursuant to Statute, state authority for presentation, giving Title and Section of Act ...

Section 24(1) of the Grass Seed (Production) Act, 1953.

4. Más gá é a bheith ar taispeáint ar an mBord ar feadh tréimhse áirithe, luaitear

If required to be on the Table for a specified period, state:



(1) An tréimhse ...

Period ...

Not required

(2) Cé acu tréimhse de laethe siosóin de laethe suí í ...

Whether days of session or sitting days ...

5. An gá tairiscint ag lorg aontuithé gach Tí? ...  
If motion of approval by each House necessary?

Not necessary

Cleireach an tSeanaid,  
Teach Laighean.

Sínte  
Signed



Ceann na Roinne,  
Head of Department