

APPENDIX

TO THE

SEVENTY-NINTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

SCHOOL YEAR, 1912-13.

SECTION I.

General Report on the State of National Education by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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APPENDIX TO THE SEVENTY-NINTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND.

SCHOOL YEAR 1912-13.

SECTION I.—GENERAL REPORTS on the STATE of NATIONAL
EDUCATION in 1912-13 by INSPECTORS and OTHERS.

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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

GENERAL REPORT ON THE TRAINING COLLEGES, SESSION 1912-13.

Messrs. J. McNEILL, B.A., AND T. P. O'CONNOR, B.A.

The Training Colleges continue to discharge their most important duties in an admirable manner. The future of Irish education lies largely in their hands. Entrance into the teaching profession except through the Training Colleges has now been almost completely barred, and everything depends on the quality of the finished material turned out by them. It would be wrong to say that no defects exist, but these defects are unimportant, and affect to only a small extent the general highly satisfactory verdict. It is right and just that we should give credit where credit is due.

As to the supply of suitable candidates for admission to the Colleges, there is no change to record. There is no difficulty in securing in sufficient numbers women candidates of good qualifications, for the very good reason that the post of a National School teacher, as a career for a woman, compares most favourably with other feminine occupations—that of a governess, for instance. People are gradually awakening to this fact. We find daughters of professional men in a good position taking up the teaching profession, attracted, no doubt, by the steady pay and the independent position as compared with that of a private teacher. This state of affairs does not exist on the masculine side. Here there is strong competition with other and attractive employments, and the result is that in two of the Training Colleges there is a shortage of men candidates that handicaps the authorities considerably. An increase in the initial salary offered to teachers would, in our opinion, cause a flow of better-prepared and more suitable candidates. Probably, also, the appointment of more Monitors and Pupil teachers would, in the course of a few years, secure a better stock of candidates.

In the case of two Colleges (De La Salle and St. Patrick's) a third year's course of training is now an established fact, and can be pronounced a success. We consider it very important that only teachers who have shown their ability and industry by successful conduct of a school should be admitted to a third year's course. We understand that the teachers who attended the various University classes gave marked satisfaction by their

steady attention to business and determination to benefit by the lectures given to them.

The recent change in the system of administering the practical tests in teaching, whereby a student is called on to teach any one of a list of thirty lessons or upwards taught by him during the year, continues to meet with general approval. Formerly the student presented three lessons, from which the Inspector selected one. The new method undoubtedly leads to much more readiness and resource on the part of the candidates, and there is an improvement in dealing with wrong or unexpected answers (that real touchstone of a capable teacher). In some cases there was a disposition to narrow unduly the field of lessons to be taught. For instance, of twenty candidates, each one might present "The Battle of Clontarf" as a history lesson. This want of variety is to be deplored. The students are supposed to be trained to give *any* lesson in History, not *a* lesson in History.

We have to express our appreciation of the way in which Criticism lessons are carried out. Generally speaking, the students, on the occasions when we were present, showed much ability and shrewdness in hitting off the weak points of a lesson, and showed considerable powers in the matter of criticism and discussion. The debating societies that exist in some of the Colleges must be a considerable factor in teaching this readiness of speech and alertness of comment.

Except in the case of Talbot House, which, as a building for the reception of Women Students, cannot be regarded with any satisfaction, the different Training Colleges provide excellent accommodation for their students. In fact, we find students better housed and better cared for than they would be in a quite expensive boarding school.

Physical Exercise gets a satisfactory amount of attention, and the recent introduction of Swedish Drill has had good effects. It appears to us that this system is calculated to have the best possible effect on physique and deportment. The health record of the various Colleges has been satisfactory, and testifies to the care and attention bestowed on the physical well-being of the students.

The usual tables (A, B and C) containing statistics concerning the students in training, and giving an abstract of the results of the Easter and July Examinations are appended.

General Report on the Training Colleges, 1912-13.

KING'S SCHOLARS IN TRAINING, 1912-13.

TABLE A.

NUMBER of STUDENTS in the several TRAINING COLLEGES at the commencement of the Session, and at its close, and the number of those who passed the examination.

	Number at commencement of Session.	Number at close of Session.	First Year Students.		Final Year Students.	
			Number Examined.	Number Passed.	Number Examined.	Number Passed.
Marlborough-street—						
Men,	101	101	38	28	63	44
Women, Intern, ..	165	163 (a)	106	103	57	53
Women, Extern, ..	1	2 (a)	1	1	1	1
St. Patrick's ..	165 (b)	162 (b)	84	75	74	70
Our Lady of Mercy,	200	197	90	88	107	107
Church of Ireland,—						
Men,	34	34*	16	12	17	16
Women,	95	95	58	56	37	36
De La Salle, ..	200 (c)	198* (c)	82	78	96	95
St. Mary's,	100	98	48	48	50	48
Mary Immaculate, ..	100	100	55	55	45	45

*1 absent through illness from Examination.

(a) Four women left the intern class. Two of the vacancies thus created were filled by the re-admission, in March, 1913, of two students to complete a previously interrupted first and second year training respectively. Another student was re-admitted as an extern in January, 1913, to complete a previously interrupted first year of training.

(b) Includes four students undergoing a third year of training.

(c) Includes nineteen students undergoing a third year of training. Four men—two in their first year and two in their second year—left; and two men were re-admitted in April, 1913, to complete a previously interrupted first year of training.

TABLE B.

JULY EXAMINATION, 1913.

RESULTS of EXAMINATION of KING'S SCHOLARS.

FINAL YEAR.

	Men.	Women.	Total.	Percentage
Number passed in 1st Division, ...	71	123	194	35·4
Do., do., 2nd do., ...	109	148	257	47·0
Do., do., 3rd do., ...	45	19	64	11·7
Total number Passed, ...	225	290	515	94·1
Do., Failed, ...	25	7	32	5·9

FIRST YEAR.

	Men.	Women.	Total.	Percentage
Number passed in 1st Division, ...	47	120	167	28.9
Do., do., 2nd do., ...	113	198	311	53.8
Do., do., 3rd do., ...	33	33	66	11.4
Total number Passed, ...	193	351	544	94.1
Do., Failed, ...	27	7	34	5.9

TABLE C.

KING'S SCHOLARSHIP EXAMINATION, 1912 and 1913.

Results.	Year 1912.		Year 1913.	
	Men.	Women.	Men.	Women.
First Division,	40	91	33	137
Second Division,	133	476	100	500
Third Division,	77	286	102	356
Number of Intermediate Students passed.	19	41	52	66
Special Candidate — Passed in Drawing.	1	—	—	—
Total number of Passes, ..	270	894	287	1,059
Number failed,	205	698	177	332
Number disallowed, ..	—	—	—	3
Number who did not complete examination.	2	4	1	3
Total,	477	1,596	465	1,397

MARLBOROUGH STREET COLLEGE.

Men's Department.

In September, 1912, 63 students re-entered for the second year's course. The number of new or first-year students was exceptionally small—only 38. An explanation of the dearth of suitable candidates has been given above. Not only are the candidates few in number, but they are largely drawn from the lowest division of the King's Scholarship list. A comparatively heavy task is, therefore, set the Professors in the preparation of candidates of slender ability, and one is not surprised that the percentage of failures is higher than elsewhere.

All the students (101) completed the session, and attended the July examination.

Mr. Tibb's report on the teaching of Swedish Drill was very favourable.

The resident Principal at Marlborough Hall and his staff are most earnest in their efforts to promote the general welfare of the students, and to maintain the buildings and grounds of the College in the best possible condition.

Women's Department.

At the opening of the session the numbers on the rolls were 58 senior students and 108 juniors.

Two of the latter and one of the former left during the session.

The students acquitted themselves creditably in the practical examination.

The work done in the Criticism Hall was particularly good. The discussion which followed the lessons revealed keen observation, and a real grip of the factors of teaching power together with a remarkable ease and fluency of expression.

Swedish Drill is taught efficiently. The general bearing and manner of the students made a pleasing impression. The defects of the College buildings have been repeatedly referred to. It is a matter for regret that no immediate prospect of improvement is to be reported.

The Principal and his competent staff make the most of the existing conditions to further the best interests of their students.

ST. PATRICK'S COLLEGE.

At the opening of the session in September, 1912, 77 students began their second year's course. The new entrants for the first year's course were 84 in number, and comprised 2 Assistant Teachers, 24 ex-Monitors 9 ex-Pupil Teachers, and 49 who were pupils in National or in Intermediate Schools. Four students entered for the third year's training course.

Three students of the second year left during the session owing to ill-health.

The teaching tests at the close of the year furnished satisfactory evidence of efficient work done in the Practising Schools and in the Criticism Hall. The College Register gave an accurate estimate of the students' merits in teaching, and showed that in several cases much crudeness had been overcome.

Mr. Tibbs, Senior Inspector, furnished a very favourable report on the teaching of Swedish Drill.

The College is, in general, maintained in its usual efficient condition, and the anticipations of the last report as to its progress under the capable direction of the new Very Rev. Principal have been fully realised.

The fine buildings and grounds are kept in admirable order.

ST. MARY'S COLLEGE.

The session opened with the full number of 100 students—51 senior or second-year and 49 junior. A senior student retired in February owing to ill-health, and a junior student died at home during the Easter holidays.

All the 98 students who attended the closing examination passed the practical teaching tests. Not a few showed distinguished merit in their lessons. In the methods and manner of the students generally one could not fail to observe the cultured influence of the College.

The Criticism Lessons are conducted by the Professor of Method with admirable skill. Perfect mastery of her subject invests her instruction with an ease and grace which must make a deep impression. The students had obviously gained much from her precept and example.

Swedish Drill was taught effectively by Miss Dewey, who adds enthusiasm to her other fine qualifications for physical training.

The College still suffers from the want of adequate accommodation in the Practising Schools. The re-building of St. Catherine's Convent National School on an up-to-date plan—a project desirable in itself in the interest of the children's better comfort and progress—would appear to offer the best solution of the difficulty.

MARY IMMACULATE COLLEGE.

This College opened the session with the full complement of 100 students, all of whom attended the July examination of 1913. The usual high standard in proficiency was reached, there being no failure to pass in either first year course or second year course. The practical teaching tests showed that the students had been trained to use their powers to the best advantage. Their manner with children is easy, natural, and refined, and they form excellent models for the imitation of the pupils of whom they have charge.

In the matter of Criticism Lessons marked ability was shown. The manner in which the students detected any little flaw in the specimen lessons given before them, and the command of language which they displayed in making their points and in suggesting remedies for defects, was very remarkable.

The College Register is well kept, and was of much assistance to us.

At the close of the examination a concert was given. The performances of the students were highly creditable, and showed that attention is paid to their training in matters that are outside the ordinary routine.

Mr. Tibbs reports that the Drill Instructor, Mr. Brown, has paid careful attention to the suggestions made to him on the subject of the Swedish system, and that the results of his training are very good.

The health of the students has been good. The fine situation of the College and the great care with which it is kept and managed are responsible for this.

OUR LADY OF MERCY COLLEGE.

200 students were in attendance at the opening of the session, and of these 197 attended the July examination of 1913. The result of the year's work is highly creditable to all concerned. The students answered very well in the written part of the examination, and showed much aptness and resource in the actual teaching tests. The Criticism Lessons were particularly satisfactory; the students called upon displayed cleverness and good command of appropriate language.

With regard to Swedish Drill, Mr. Tibbs reports that Miss Farrelly, the Instructor, is attentive and anxious, and likely to prove successful as a teacher.

Miss Annie Connolly, appointed Assistant Organizer under the Board, has been succeeded as Kindergarten Teacher by Miss Macken, who promises to be very efficient.

The College is a very fine building, healthily situated, well equipped, and kept in excellent order.

CHURCH OF IRELAND COLLEGE.

The session began with 129 students, of whom 128 completed the course and were examined in July, 1913. Results show that a good year's work has been done. Care is taken and skill exercised, so that the students may leave the College properly equipped for the teaching profession.

The women candidates who apply for admission to this Training College are of a good type and sufficient in number, but, owing to the increase in more attractive employments than teaching, it is difficult to find enough men candidates. Those who do enter are, in our opinion, very suitable material for teachers.

The practical teaching tests passed off satisfactorily, the students showing knowledge, alertness, and resource. The practising schools are very well conducted, and form a valuable asset of the College.

DE LA SALLE COLLEGE.

This College is licensed for 200 students, and there is no trouble in keeping up the full number; there is always a good supply of well-prepared candidates.

After many years of devoted and efficient service, Rev. Brother Thomas resigned the post of Principal of this College. Undoubtedly the College owed much to his earnest supervision and

fostering care. He has been succeeded by Rev. Brother Ignatius. We are confident that under the skilled guidance of Rev. Brother Ignatius the College will continue to advance and prosper.

In addition to 19 third year students, there were 178 students (96 seniors and 82 juniors) who remained to the close of the year and were examined, with satisfactory results, in July, 1913. We can report favourably on the manner in which the practical tests in teaching were undergone. The students showed resource and intelligence. The Criticism Lessons are well managed, stimulating, and profitable.

As to the physical training of the men, we are glad to notice that a manly bearing generally prevails, and that the importance of a polite, mannerly demeanour is recognised. Mr. Tibbs says that he was pleased to see the keenness and good spirit with which the students went through the exercises.

Singing and dancing are not neglected. Some of the students are very good performers in these branches.

J. McNEILL,

THOS. P. O'CONNOR,

Chief Inspectors.

28th October, 1913.

LONDONDERRY,

30th June, 1913.

GENTLEMEN,

In accordance with the instructions contained in your letter of 6th May, I beg to submit the following General Report on the schools of this Circuit inspected during the school year ended 30th June, 1913.

There are 381 schools in the circuit. Of these, 180 are in the A or southern section, in charge of Mr. Dardis; 178 in the B section (the northern), in charge of Mr. Kane, and 23 in my own, at the south-eastern corner. Most of them are in County Donegal; there are a few in the adjoining counties of Tyrone, Fermanagh, Leitrim, and Sligo.

School Accommodation and Equipment.

The supply of schools is adequate, and there is no multiplication of unnecessary schools. There are two cases in Mr. Dardis' section in which steps are being taken towards replacing old adjacent houses by central schools, and he informs me that there are ten other schools in which the same could advantageously be done. In B section schools have been amalgamated since the last report at Ramelton, Meenacross, Dungloe, and Rosnakill (with Tamney, No. 2, a newly-recognised school).

Aid has been also granted to three other schools—one at Burtonport, one at Ballyconnelly, near Rathmullen, and one at Doobin, in the mountains, eight miles south of Glenties.

There is a steady improvement in the school buildings. Old and unsuitable houses are gradually being replaced by new ones. In section A building grants have recently been sanctioned for new schoolhouses at Pintra, Kilcar, Frosses, Meenacross, Killybegs, and Derryhallow (near Belleek); and many new houses have not long been completed. In section B recently completed new buildings include Meenmara, Cruit Island, Owey Island, Traghenah, Inishfree, Carrownaganonagh, Gartan, Leatbeg, Ranafast, and Croaghross; and new buildings are sanctioned or projected at Ballymichael, Dooghbeg, Keelogs (Churchhill), Meenmore, Trenta, Tawney, Ballyholey, Ballyhuirke, Dunlewey, and Devlin. This last is a proposed new school, near Glenveigh Castle. Carnowen school, in my own section, has also been replaced by a new building. There are only about 52 schoolhouses in the circuit which should be classified as bad, unsuitable buildings; and, as Mr. Dardis says—

“In practically all these cases the managers are aware of the unsuitability of the houses, and are taking steps to build new ones to replace them.”

The space accommodation is, as a rule, sufficient. Mr. Kane, however, observes that—

“The greater number of the bilingual schools in the West tend to be over crowded in winter, from November to March, and comparatively empty, or with a low attendance, during the summer months.”

As Mr. Kane puts it :—

"In most cases, the essentials of school equipment are present. It is generally found that more blackboards are wanted. Desks are the worst feature in the schools."

The desks are, as a rule, except in the newest schools, badly designed and quite unsuitable, especially for the junior pupils. This is, of course, recognised by the Managers; but want of funds often delays the remedying of the defect; and it is difficult to obtain funds for the purpose from parents who believe that what was good enough for themselves is good enough for their children, and who are often unwilling to pay for their children's books. The matter is, however, receiving special attention, and here and there new desks are being provided. There are usually sufficient maps, but there ought to be more pictures; and, as Mr. Dardis says :—

"Books and papers have to lie on window-sills sometimes for want of sufficient press accommodation."

I should like to see mats and scrapers more generally in use.

On the subject of flowers, Mr. Kane writes :—

"I doubt if I have seen more than two schools where there were no flowers, or where plants were not grown in flower-pots, or in window-boxes; but I have note of only 12 schools where gardening outside has been attempted. One school, Churchhill, is taking up the Board's horticultural course."

Mr. Dardis writes :—

"I should like to see flowers and shrubs cultivated to a much greater extent in the enclosures surrounding the schools. The growth of creepers and climbing plants receives but little attention. Flower culture is attempted with only moderate success, and garden plots are rare."

The schools are, as a rule, kept clean, though the regular scrubbing of the floor at stated intervals is sometimes rather neglected. The use of Jeyes' Fluid and the method of sweeping recommended in the "Notes on Physical Training" are being largely adopted, with good results. I am also glad to note that the teachers are not afraid to keep some of the windows open in all weathers, showing that they appreciate the importance of good ventilation. The children come to school clean and tidy; I very seldom see a dirty child. They are trained to keep their work clean; but the care of their books does not receive enough attention.

Of the out-offices, Mr. Dardis says :—

"The pits are generally carefully attended to, but too great an interval is allowed to elapse before they are cleansed, consequently the health of the children suffers. The approaches are not properly gravelled."

and in bad weather the children are, therefore, liable to get their feet wet. Thirty of the schools have no offices

Mr. Kane says that :—

“The heating of the schools has greatly improved since the grant in aid was introduced.”

Mr. Dardis reports that the heating is

“On the whole satisfactory, though the arrangements made for a proper and continuous supply of fuel during the winter and spring are not always perfect.”

There are few school libraries in A section, and there are only six in Mr. Kane's section. This is a great pity. As Mr. Dardis writes :—

“The school should be the source from which a taste for good wholesome literature should emanate. If a judicious selection of books were made and distributed among the pupils, a taste for general reading would be cultivated in early years, and would do much to check the growth of evil literature.”

Most of the schools have playgrounds, but in many cases they are too small, and often rough and badly kept. Eighty schools have none. As physical training on Swedish lines is now superseding the older forms of drill, dumb-bells and other appliances for physical culture are no longer used, though I sometimes meet with them. Football is a favourite recreation; in B section “there are,” Mr. Kane says, “four cases in which football or hurling teams are organised by the boys of National schools.”

Teachers.

The teachers are in most cases competent, and fit for their work. Mr. Dardis says that they

“Discharge their duties on the whole creditably, and are anxious for the most part to improve their methods of teaching, if faulty, and to adopt the suggestions set down for their guidance.”

Similarly, Mr. Kane finds them

“In most cases industrious and anxious to advance themselves, and to come into line with modern requirements. They are conscientious and interested in the progress of their pupils.”

We find, however that, as Mr. Kane puts it,

“They very generally lack initiative, not merely in introducing ideas or practices of their own suggestion, but particularly in taking up obviously excellent suggestions requiring no discussion, which are found, *e.g.* in the Notes for Teachers on History, Geography, and Physical Training. The same criticism applies to gardening and school decoration.”

Weekly preparation for work is fairly generally made; but complete plans of work giving the lessons for all subjects are still the exception rather than the rule. The majority of the country teachers seem to read very few books—no doubt, as Mr. Kane suggests, partly “owing to their remoteness from bookshops and libraries”—and to confine themselves to newspaper reading. It

is also probably due to the too narrow course of reading pursued when they were at school themselves. No one would ever acquire a taste for reading from old lesson books or "Literary Readers."

"Two almost universal faults in teaching,"

to which Mr. Kane calls attention,

"are (1) very imperfect systems of questioning, and indifference to the proper art of questioning in teaching; and (2) the neglect of proper recapitulation in lessons, and of well-timed, regular, and effective revision of past work."

He adds:—

"I have been unable to see the least ground for the assertion commonly made that there are too many subjects on the time table. I should be much more likely to say: 'There is too much time spent in school.' If half the time spent at present in most schools was filled with careful, efficient, and economical teaching, the rest might be spent in the playground, with an improved proficiency. The only schools in any way hard pressed in this respect are the bilingual schools."

Personally, I find many of the teachers glad to get suggestions, and anxious to act upon them, specially as to new subjects, such as Physical Training on the Swedish system, Cookery, and new Manual employments for infants.

Eighty-nine schools are in charge of untrained Principal Teachers, *i.e.*, over 23 per cent.

Attendance and Health of Pupils.

The attendance is irregular and very unsatisfactory. The weather during the winter months is severe, and epidemics are frequent. The younger children are then kept at home, and the older ones attend school. When the spring work begins, and during the summer and part of autumn, the bigger children attend very little. They are kept at home for farm work or for hiring; but most of the irregularity is, as Mr. Kane says, "simply due to indifference and carelessness on the part of the parents." He approximates the percentage of attendance to children on Rolls as about 64 per cent. He says:—

"Throughout one-half of the section the children are only at school for five months at the outside, in most cases; and during that period they attend irregularly. In some cases the younger and more active managers have a distinct effect in increasing the attendance by their personal exertions and inquiries."

"Pupils are to be found at school,"

(I quote Mr. Dardis),

"shortly after reaching the age of three years, and some continue—not many—to the age of fifteen."

Most of them leave at 12 or 13, being wanted for farm or other work. The numbers remaining for fifth or higher standard courses are small.

The health of the pupils is, on the whole, good, but there have been frequent epidemics of measles, scarlatina, influenza, and

whooping-cough during the year, owing to which many schools were closed for some time. I think the children would be stronger if they were better fed. Tea and white bread for breakfast and one or two pieces of bread and jam for lunch is not sufficient for children who have to walk perhaps two miles to the school and two miles home, who are generally indifferently protected against the storms and rain so common here, and who hardly ever get their dinner before four o'clock. In towns and villages some children get dinner at home during recreation time, but the majority cannot do this. The teachers would do well to impress on the parents the desirability of improving the lunch by the addition of bacon or cheese, and cocoa or a bottle of milk. In upwards of twenty schools the experiment of providing cocoa at lunch time is already being tried. There would be less consumption in the country and the children would be able to learn more if this matter were attended to. A great deal could also be done by closer attention to ventilation, the regular use of disinfectants, and more frequent washing and scrubbing.

Cases of markedly defective eyesight are rare.

I regret to find that in many schools the pupils do not attend early enough; many of them come in between 10 and 10.30, and lose the advantage of the 10 o'clock lesson. This is sometimes due to unpunctuality on the part of the teacher.

Proficiency.

The teaching of infants is seldom good. Mr. Dardis says:—

“The daily speaking lesson, upon which so much stress has been laid in the ‘Notes,’ has received but little attention in this Section. The result is that the foundation of indistinct and monotonous reading is being slowly, but surely laid for the subsequent school years. Reading tablets are occasionally to be met with, but in general the practice of teaching reading from the blackboard is becoming common. Recitation I find to be deserving of more attention, and the institution of a variety of occupations and games into the daily routine for infants is very desirable. I have noted a marked tendency to retain the pupils as infants quite too long. I have come across instances of pupils making from 400 to 600 days as infants before being promoted. Sufficient care is not being exercised in making judicious promotion from the infants’ standard, and the provisions of Rule 127 (a) are not always carried out. The result of undue retention in the junior standards is that the pupils, although sometimes 11 and 12 years of age, rarely go beyond fourth standard.”

Mr. Kane says:—

“The teaching of infants is receiving more attention (in the light of a novelty) at present than most other subjects. A much greater variety of kindergarten has been introduced into the more enterprising schools; infants’ dialogues, plays, and recitations, are practised; games are played outside; morning and afternoon breaks are given, and conversation lessons are now features of most time tables. Nevertheless, it is very difficult to find genuine, sympathetic and natural infant teaching done, making the dialogue and occupations really interesting to the infants’ classes. The majority of the teachers do this work in a lifeless, wooden, mechanical and extremely serious manner, obviously without the least conception of the attitude and spirit intended by all promoters of kindergarten.”

He has counted 33 of his schools where there is little or no satisfactory infant training, and 27 where it is good.

In addition to paper-folding and stick-laying, which have been in use for some years, I believe, plasticene modelling and working, paper-cutting, mass drawing, raffia plaiting, and games with beads, pictures, &c., are finding their way into the better schools.

Of 381 schools in the circuit, 4 are marked Excellent, 39 Very Good, 146 Good, 162 Fair, and 30 Middling.

Good *Reading* and oral answering is not common. In most schools the teachers listen while the children read in monotonous or sing-song tones, and seem to regard any attempt to improve this as hopeless. Insufficient attention is paid to the subject-matter, and silent reading in the higher standards is little practised. Spelling is weak.

Writing is good in about half the schools. Many of the teachers merely put a headline on the blackboard, but do no teaching. They do not attend enough to the necessity of selecting suitable subjects for letters and *compositions*. Letters about elephants, tigers, or "the sheep" are often met with. As Mr. Dardis says, "the subject-matter of history, geography, and object lessons or science is not utilised, as it should be, for composition."

"The teaching of *History* is," as Mr. Kane puts it, "remarkably unintelligent, feeble, and ineffective. The teachers appear to be steadily indifferent to the necessity of a bird's-eye view or a date scheme. There are exceptions, but very few." Suitable schemes of lessons in history are seldom made out, and there is a want of progression from year to year.

Geography is still dealt with in the old-fashioned way. The children learn it from a text-book, and the teacher asks them questions from it with or without the map. Very few of the teachers make proper preparation so as to give an interesting lesson; and the blackboards are seldom utilised. Map drawing is uncommon. "Too much attention" (I quote Mr. Dardis) "is assigned to capes, bays, etc., and to mere map pointing, to the exclusion of interesting information about large towns, railway and canal routes, physical features," and the people and their occupations.

The standard of proficiency in *Arithmetic* is not as high as might be expected from the amount of time assigned to it in all standards from infants up. "Demonstration lessons," as Mr. Kane says, "are omitted in too many schools"; and in others too little teaching is done. The pupils spend too much time working arithmetic on paper from text-books. Children working the same sums are seldom separated; and I often find them looking out the correct answer in the back of the book before finishing the sum. I recommend that the answers should not be in the books used by the pupils. The written exercises thus done are often found to be carelessly supervised, and sometimes not even marked at all. Mr. Dardis writes that mental arithmetic is receiving attention, but finds problem work to be still weak.

Singing is backward in most of the schools. This is largely due to defective organisation and to want of attention. The

blackboard is not used, and the children rehearse several songs in wrong keys, making the same mistakes every time, without getting any teaching. The subject is, however, receiving more attention, and really good results have been attained in some schools. The Pettigo girls' school, for instance, this year got first prize in both competitions at the Londonderry Feis for National School Choirs. We are endeavouring to have some singing done every day in infants' classes.

Drawing is in need of improvement. Mass drawing is now being taken up in infants' classes. In the higher standards the drawing of objects is not very generally practised. Suitable schemes for the year are scarcely ever drawn up; and the lessons lack continuity.

Over 30 schools, I believe, are equipped for *Science*, but very little progress is being made in this subject. Mr. Dardis finds one of the chief reasons to be the difficulty of getting the teachers to prepare a carefully graduated scheme of exercises and to make proper preparation for each lesson. The written science books, also, are often not properly supervised.

Cookery or *Laundry* is taught in some 85 schools, as a rule with good results. They seem to be popular subjects.

Most of the teachers are endeavouring to introduce Ling's system of *Physical Training* (Swedish); and though few of them have opportunities of knowing anything about it except from books or from what I can show them, the general results so far are reasonably satisfactory. Many of them take an intelligent interest in the subject; and where the work is carried out on proper lines, the children enjoy it.

Organisation.

Organisation is on the whole satisfactory. Mr. Dardis writes :—

"The two-teacher school is the prevailing type here. The double bipartite system is now practically adopted in all these schools, and the arrangement works admirably. The grouping arrangements are working well, though in some instances they have only lately been understood."

Mr. Kane writes :—

"The new scheme of organisation secures a maximum of class teaching with a limited staff. In good schools, particular advantage is taken of this fact in Arithmetic and in Geography. There is a tendency in the junior division to leave the lower class in desks engaged in writing or ciphering for too long and too frequent periods. Suitable infant occupations are now being substituted."

Monitors and Pupil Teachers.

There are 33 monitors and 7 pupil teachers in the circuit. They exhibit as a rule evidence of vigour and power to control

and grip a class, but they are not well trained in the art of questioning. Criticism lessons are in nearly all cases regularly given and the requirements as regards these are carried out faithfully. Mr. Dardis observes that

"Much more good would result from these lessons if the teachers prepared a scheme of lessons at the beginning of the school year, and then carefully adhered to it during the year."

He finds that

"The list of lessons prepared for the final year does not show enough variety, and some are selected that are far too difficult for the monitor to teach thoroughly."

The monitors' instruction in their special courses and in the King's Scholarship programme is uneven. Of 9 monitors examined this year at the Easter examination, only 5 passed, none of them in the first division.

The 2 pupil teachers examined passed, one in the first division.

Bilingual Schools.

There are 64 bilingual schools in the circuit, 54 in Mr. Kane's section and 10 in that of Mr. Dardis. Mr. Kane thinks that the bilingual work done is, in the main, genuine. He says:—

"The great defect is the almost universal absence of any efficient teaching of Irish as a grammatical language, according to some standard. The children know Irish when they come to school; they learn to read and write Irish, but in very few cases do they understand the syntax of the language, nor is their vocabulary (except as to a few school terms), or power of conversational expression improved in any way. They write and speak in the same manner, with all its limitations, in which they would speak if they never came to school. The teachers deserve credit for the courage they have shown with regard to the bilingual programme."

Optional or Extra Branches.

Irish is taught as an extra branch in 43 schools in section A; but thirteen of these are not presenting their classes for fees this year. In Mr. Kane's section it is taught as an extra in 32 schools. Of the proficiency, Mr. Kane says that it is generally good in the Irish-speaking districts and fair in the places where no Irish survives. Two schools in my section are presenting pupils for fees in this subject.

Mathematics has been taught in 22 schools in Mr. Kane's section, 18 in section A, and 3 in mine.

Mr. Dardis tested 51 classes and classified 24 as good, 13 as fair, and 14 as middling. He says:—

"Simple problem work in Arithmetic was weak, and in Algebra, although the work was purely mechanical, there was far too much inaccuracy. Simple riders on the propositions are rarely attempted. Mensuration, instead of being taught concurrently with Geometry during the year is often postponed until the last month of the school year."

Evening Schools.

There were 35 evening schools in operation this year in the circuit.

Mr. Kane says of the 14 in his section :—

“ Their work was on the whole satisfactory. They call for no special comment.”

And Mr. Dardis says of the others :—

“ The attendance, notwithstanding the abnormal severity of the weather during the winter months, was good. The popular additional subjects chosen were history, book-keeping, or health and habits. In general good work was done. The numerical strength of the classes, in some instances, was too great to admit of really satisfactory and efficient work being accomplished.”

I am, Gentlemen,

Your obedient Servant,

J. H. TIBBS,

Senior Inspector.

The Secretaries.

(*Mr. J. Ross.*)

LONDONDERRY,
July, 1913.

GENTLEMEN,

In pursuance of your instructions, I beg to submit a General Report on the National Schools of the Londonderry Circuit for the year ended 30th June, 1913.

Circuit.

Since forwarding my last report there has been no change in the extent or contour of the circuit as a whole, but at the beginning of the educational year 1912-13 it was found necessary, in order to equalise the work of the sections, to transfer from the western to the eastern section the following five schools:—Bellarena, Roe, Aghanloo, Myroe, and Carrymena. All these are situated on the banks of the River Roe to the north of Limavady.

School Accommodation and Equipment.

There are now 177 schools in operation in the western section and 178 in the eastern section. These are exclusive of the 12 schools in my immediate charge. In the City of Derry there has been unwonted activity in regard to school building during the period dealt with in this report. Rev. W. B. MacFeely, Adm., has completed a fine structure to accommodate the boys of St. Eugene's Schools, Rosenmount. This building, on an exceptionally well chosen site, commanding a fine view of the city and its surroundings, is now practically ready for the reception of pupils. By the same manager a school for infant boys in connection with St. Eugene's Cathedral Convent National school is in course of erection. An excellent site in the Albert Market, in the neighbourhood of St. Columb's Catholic Church, was secured by Rev. Wm. Doherty, Adm., and a very large building of modern type is in course of erection there. In connection with these new houses, the portions of the existing buildings that will be vacated on the removal of the boys from each of them will be utilized for providing additional and improved class-rooms for the girls, while the portions now occupied by the girls will also undergo structural improvement. It is my pleasing duty to express my keen appreciation of the example set by the two managers named in the provision of superior school accommodation. Rev. Canon Goold-Adams has received a grant for a building to replace Stewart Memorial National school in the Waterside, and a grant has also been sought by Rev. John Stuart, LL.D., for a building to supersede two schools—Clooney Terrace and Waterside (2). Each of these two schools is held in the basement of a Presbyterian Church, and the accommodation, long under official condemnation, renders the new building an imperative necessity. Delays may arise in the foregoing two cases owing to the difficulty of raising the necessarily heavy local contribution. A grant is also sought for the erection of a new school to supersede

Strand Road and Park Avenue National schools; both these are held in most unsuitable buildings, but much delay has arisen hitherto owing to the difficulty of obtaining a site. It is hoped that this difficulty is now approaching solution. This new school is likely to tap an area about to be devoted to the erection of streets of dwellings in the neighbourhood of the recently reopened shipbuilding yard. If this revived shipbuilding industry continues to progress as it has done up to the present, it will ensure a rapid growth in the city population, likely to necessitate a further development of school buildings. In the rural area of this western section building has gone on steadily, and six new vested houses have come into operation in the past two years:—Cloughcorr, Glendermott, Faughanvale (1), Muldonagh, and Tiernasligo B. and G. Each of these six buildings has superseded unsuitable premises, and in four instances the house superseded was a mere hovel. In addition to these totally new houses, Aughaclay and Killenagh, vested houses, have been rebuilt with the aid of grants, and at Castlemellon structural improvements, amounting practically to rebuilding, have been carried out solely from local funds. Negotiations for building grants are in progress in the cases of Carrowreagh, Lower Cumber, and Upper Cumber. In the following six houses more or less substantial improvements to the building, furniture, and equipment have been provided:—Bready, Drunaweir, Keenagh, Leckpatrick, Muff, and Bennett Street. Improvements are also contemplated in Cabry, Coolkenney, Derry Cathedral B. and G., Rashenny, and Three Trees. When the improvements just indicated have been carried out, the number of schools in the western section with seriously defective accommodation will be comparatively small, but there will still remain more than 50 where a separate room for each teacher will not be available.

In the eastern section of the circuit the building of new schools has been at a standstill for the past two years: but grants have been sought for new schools to supersede Kirkhills and Drumgarner. The former of these schools is situated between Ballymoney and Stranocum, and the latter is in the neighbourhood of Kilrea. Difficulties in regard to the site have in each of these cases given rise to vexatious delays. Ballynagashel has been rebuilt from local sources, and Moneydig has had improvements effected, including division by a glazed partition, so as to provide suitable accommodation for its own pupils and those of Drumcree, a neighbouring school with which it has been amalgamated. The long contemplated scheme at Bushmills for the amalgamation of five small schools in one modern building has at length materialized, and I understand that the plans for the new building are already in the hands of the Board of Works. It has been arranged that this school, when it comes into operation, will be under the joint management of the Rector and the Presbyterian Minister for the time being at Bushmills, and a carefully drawn scheme was made out for the smooth working of this management. The realization of this desirable co-operation should be helpful in dispelling prejudices against amalgamation in other similar communities of Protestants.

There has been no multiplication of unnecessary schools in the circuit in the past two years. Grants were given temporarily from March, 1912, towards a school at Finvoy pending the adoption of a scheme for amalgamation with Carrowreagh in a new building intermediate between the existing buildings. A new school—its existence being justified on the grounds of religious instruction—was opened in January last for the Roman Catholic children of Portstewart.

Two unnecessary schools in the eastern section have become inoperative during the period covered by this report. Drumeene was taken into amalgamation with Moneydig, without exciting opposition from local opinion. When the teacher of Camus retired on pension it was found practicable to introduce a van service to bring the children to Castleroe National school. This van service, like that established between Clintyfinnan and Arnoy (1), is likely to raise the efficiency of the work in the school districts affected. In the North Antrim area several cases of amalgamation are still pending; as these cases demand new school buildings, the local apathy takes the effective form of declaring an inability to raise the necessary local funds. It is hoped, however, by persistent effort to overcome local prejudices, and to effect amalgamation in central buildings at Ganaby and Landhead; Ballywatt and Kilmoyle, and Carrowreagh and Finvoy.

In the western section the amalgamation of Lismacarroil and Ardmore is to come into operation at an early date, and it is possible that one school will replace the two small struggling schools under Protestant management in Eglinton village and its immediate vicinity. In Newtowncunningham, Moville, and Buncrana the existence of two separate schools under Protestant management has still to be tolerated: in the first-mentioned place one school only will be recognized after the retirement of the present teacher of All Saints National school. In the other two towns, owing to the attitude of the managers representing one of the denominations concerned, the prospects of amalgamation are very remote. As already referred to in this report, the amalgamation of Clooney Terrace and Waterside (2) and of Strand Road and Park Avenue are well on their way to realization. The amalgamation of Carlisle Road and Bennett Street schools would be very desirable. In regard to this matter of amalgamation, I believe that at present public opinion is not quite so hostile as it was some years ago; the difficulty now I generally find to be a financial one, due to the natural reluctance of managers and others to undertake the unpleasant task of raising funds.

While too many unnecessary schools still remain, the distribution of school space compared with attendance is on the whole satisfactory: there are very few instances at present either where the total space accommodation provided is inadequate or where accommodation unduly in excess of requirements is available. But connected with this question of distribution of school space is the common and grave defect of inadequate class-room space. When many of our older schools were erected the necessity for

class-rooms was an idea not then above the educational horizon, and in many comparatively recent buildings the huge size of the main rooms and the cramped dimensions of the class-rooms might lead one to the surmise—perhaps inaccurate—that the building was intended for some other purpose than the training and education of children. Some of these educational establishments are suggestive of recreation halls for adults, with a fine room, say, for Badminton, and little rooms off the main one for the preparation of refreshments for the players. The most exasperating feature of these ill-planned buildings is that they do not lend themselves to effective structural improvement. There are two mountainous districts—one in County Donegal, north of Buncrana, and one on the borders of County Londonderry and County Tyrone—where new schoolhouses are needed. When recently considering an amalgamation scheme, including the provision of modern school accommodation in Buncrana, a site was selected for a new house that will provide for the first-named locality, and preliminaries are well advanced for the erection of a school at Glenrandle, which will meet the second case. The sites of the schools under Protestant management between Londonderry and Moville were almost all badly chosen. Muff National school should have been about one and a half miles further towards Moville, and a site near Carrowkeel would be much needed to replace Three Trees and Cabry National schools; both these last-mentioned schools are squalid hovels, erected on badly chosen sites.

The schools erected within the past four years usually surpass the older type of building in furniture and fittings quite as much as in the planning of the accommodation. Here we find dual desks with back rests, and graduated in height according to the ages of the children: these well-planned desks constitute a most practical reform, and one likely to have a far-reaching benefit on the health of the pupils. The clumsy, badly shaped desks, often incapable of structural improvement, and well calculated for promoting physical deformities in growing children, are among the worst features of the older type of schools. Though it must be acknowledged that a great deal has been done by the managers to improve old desks and to provide new ones, bad desks are still very common, and I cannot record much being done to carry out an almost constantly repeated suggestion for bringing the seat more directly under the writing board, so as to permit the children to take up a correct and healthy position at desk work.

It is but seldom, even including the newer type of schools, that one can describe the equipment as complete—the most common deficiency being the lack of an adequate supply of kindergarten and other similar appliances in schools attended by infants. There has been no appreciable advance in the number of school libraries since I furnished my last report. Derry Cathedral Boys' School, however, won on each of two successive years a school library as a prize for first place in an open competition in writing. A fair number of schools are provided with dumb-bells; a few have poles or bar-bells, but beyond these there are no appliances for physical culture.

In my own experience as well as in that of my colleagues, a steady advance in the keeping of the school-rooms is in evidence. Whitewashing or colouring of the inside walls and whitewashing of the outside walls are seldom neglected. Window gardening—not always, it must be admitted, as successful as one could wish—is almost universal, while in a large proportion of the schools a supply of wall pictures has been provided. Many of the teachers—women especially—display much taste in the arrangement of the wall pictures and other simple but effective decorations. The three Model schools in my charge have been provided with a series of twelve wall pictures—copies of drawings by distinguished artists. These illustrate some of the most important events in the History of England, and they have been found of much practical service in connection with the teaching of History. Some two or three managers have at my suggestion obtained copies of this series for their schools. I should like to see a similar series depicting outstanding events in the History of Ireland.

The grants towards heating and cleaning of the schools and cleaning of the pits of the out-offices have proved of great benefit, inasmuch as the award of these grants has directed the special attention of all concerned to the importance of keeping the school-rooms and out-offices in a condition that does not constitute a menace to the health of the pupils.

The keeping of the premises, including the planting of flowers and general tidying of the school plots, still remains far from satisfactory, though many teachers show commendable taste in these matters. A few of the schools have well-kept school gardens; one such garden, specially intended for the training of the pupils in school gardening, was provided last year. My colleagues inform me that, so far as the teachers are responsible, the ventilation and heating of the schools are duly attended to. Mr. Doody met with one instance of neglect of heating.

Teachers.

A further experience of two years has led to no change in the very favourable opinion I have expressed in former reports of the teachers of this circuit. A considerable proportion of them are well informed men and women, with those pronounced tastes for self-culture that lead to their teaching possessing the essential elements of freshness and interest. Five of the masters have succeeded in obtaining University degrees in the past two years, and one master of a small school obtained the Certificate of Associate of the College of Preceptors. I have looked over the papers set for this Certificate, and have formed a high opinion of the lines of study suggested by them. It is a pity that this desirable course of study is not pursued by a larger number of our teachers. For young people, fresh from the Training Colleges, it will be a great boon if this spirit of self-culture is encouraged officially by well directed courses of study, offering a variety of subjects to meet various bents of mind. Departing for a moment outside the limits of this report, I should like to state that I have taken note with much pleasure of the singular success

of the children of National teachers who go forward to the Universities. When visiting one of the city schools recently, which is in charge of a principal of exceptional ability, it was pleasing for me to note the unerring skill with which he gained the confidence of his pupils, and awakened their eager interest in the subjects of instruction. The frank, manly bearing of these boys and their readiness in expressing themselves fluently and intelligently made a very favourable impression; but this instance strongly contrasts with a rather widely spread defect on the part of some otherwise capable and very earnest teachers, viz., their tendency to absorb too much of the time of their class-teaching in their own talking and lecturing, with the result that the interest of the pupils slackens, and their powers of expressing themselves become in a great measure dormant through lack of use. I am constantly impressing on such teachers the necessity for affording the pupils ample practice in unassisted effort to give expression to their ideas. In a word, that a due proportion of the time at any oral lesson should be occupied by the pupils in speaking rather than by the teacher. In regard to the teachers, Mr. Kyle reports:—

"It must be confessed that among so many men and women, in a profession requiring special qualifications, there will be found a number who have drifted into an occupation for which they have no natural aptitude, and even a few who lack some of the qualities essential to success in any career demanding strenuous application. But as a body the teachers of this section need not fear comparison with any profession of similar extent, and among them are found a considerable number who possess in a high degree the resource, skill, and sustained industry that ensure eminent success. With exceptions so few as to be practically negligible, they are of irreproachable character, earnest, devoted to the welfare of their pupils, and of unwearying zeal in the discharge of their duties."

Mr. Doody finds that the teachers of his section invariably have evidence of preparation for work, but that their notes in this connection are not always so helpful as they might be. In the course of some soundly appreciative remarks on the discharge of their duties by the teachers of his section, he gives the following instance, which I can corroborate, of the reformation that a devoted young teacher effected recently in one of the schools. I quote his note on this point in full:—

"We had in the north-eastern part of this section within the past three months a striking example of what an earnest and skilful teacher can accomplish. His predecessor, in the space of a couple of years, had let the efficiency drop from 'good' to almost 'middling,' and always proved a most careless school-keeper. The room was never tidy, the pupils never seemed interested in their lessons, and their proficiency, especially in writing, had declined to a great extent. The new teacher was only two months in charge when I visited for general report, and I was agreeably surprised to find a striking reformation in the keeping of the house and premises, as well as in the conduct of the school. With the co-operation of the pupils, the pathways had been trimmed and bordered, and the grounds prepared for flower-beds. The teaching, formerly haphazard and unmethodical, had become careful and systematic. The pupils were again taking interest in their work, and they had made more progress in two months than they had in the previous two years. A comparison of the written exercises executed in December with those done two months later in the same copy-books, afforded a most convincing and illuminating object lesson."

Attendance and Health of Pupils.

The exceptionally wet season of 1912, and serious outbreaks of epidemic sickness in the autumn of 1912 and the spring of the present year, had a very depressing effect on the attendance in widely extended rural areas in the circuit. With the exception of these temporary causes, which did not affect the larger towns, there is no marked tendency towards increase or decrease over the circuit as a whole. In the City of Derry the normal increase of the population, combined with the activity of the School Attendance Committee, has tended alike to raise the number on Rolls and to increase the regularity of the attendance. According to the last report of the School Attendance Committee for the County Borough of Londonderry, the percentage of average daily attendance to average on Rolls reached 79·8 for the year 1912. This is the highest percentage yet recorded here since the introduction of compulsory attendance. In the rural localities the Act is not so successfully enforced, and in most of these the school registers, which present the condensed facts of the child's opportunities and progress, afford rather discouraging information. These registers in most of the rural schools establish with the certainty of a mathematical demonstration the culpable and shameful neglect of many hundreds of parents in regard to their plain duty of keeping their children regularly at school.

Mr. Doody reports that the causes above referred to—the wet season and epidemics—had a very adverse effect on the attendance in most rural areas in his section, but that the attendance in the town of Coleraine for the year 1912 was more regular than for any year of which he has a record. Mr. Kyle finds that the causes which have hitherto produced the deplorably irregular attendance in Innishowen are still at work—the herding of cattle in unfenced fields and the system of hiring out quite young children. The Compulsory Act is not in force in this part of the circuit.

The number of pupils who are in abnormally low condition, either physically or mentally, is, happily, very small. The same remark applies to the eyesight of the children; defects of vision so pronounced as to attract special attention are comparatively rare. With the exception of epidemics, which are always more or less prevalent, the health of the children appears to be satisfactory—though medical and dental inspection will, when established, give valuable information on these matters, now hidden from the unprofessional observer. Dental inspection has been established in the Bushmills neighbourhood, and Mr. Doody considers the result of this new departure very satisfactory.

Proficiency.

From frequent examinations of the school registers in various areas of the circuit as well as from other sources of information, I am convinced that in all cases where the attendance is reasonably regular the promotion of pupils is sufficiently rapid. This is one point in which parents—often careless in educational matters—are ever watchful; indeed, in my experience some

teachers have from time to time to exercise considerable moral courage in resisting undue pressure from parents keen to have their children promoted owing to the not too worthy motive of having them reach the standard for exemption with all possible speed. The greater attention now given to taste and tidiness in the maintenance of the school-room, to the cultivation of intelligence, and of politeness of speech and behaviour, together with the training afforded by such branches as Drill, Singing, Drawing, Science, Hygiene and Nature Study is, in my opinion, producing in the higher standards of good schools a type of pupil better fitted for the responsibilities of life, and with wider and more intelligent interests than was possible under the Results' System.

Among the greatest drawbacks to infant training hitherto existing in the schools of the circuit have been unsuitable accommodation, absence of desks adapted for tiny people, and the meagre provision of appliances for keeping little children profitably occupied. The infants have, of course, benefited by the improved character of the accommodation in the new type of school-house, but, on the whole, the accommodation and equipment for younger infants especially remain far from satisfactory. Even in the special infant schools and schools with infant departments, there is not a single instance in the circuit of a suitable "babies' room." Though these fundamental drawbacks are still largely with us, I am convinced that the infant training here has developed considerably in the past two years. The educational importance of correlation of subjects is better understood and more widely appreciated, and practice in correct speaking is more regularly given. In this most important matter of early training in the correct use of the organs of speech, I think some practical acquaintance with the merest elements of phonetics for the teachers in charge of infants would prove most helpful: it would decidedly assist them in combating the effects of their chief opponent—the degenerated speech that the pupils are constantly hearing outside of the schools. Many of the junior assistant mistresses show much aptitude for dealing with young children, and some of the brightest and most engaging infants that I meet with in my inspections are taught by these mistresses. In many of the schools I observe a free use of black-board sketches in connection with first steps in reading: some of these sketches are remarkably well done, and prove of much service in gaining the attention of little children.

On the question of general proficiency, I quote from Mr. Kyle in some detail:—

"*Reading* is generally free from the defects that would arise from want of facility in recognising words at sight, and the pupils are trained with considerable success to follow the sense of the passages read; they may therefore be regarded as fairly well equipped for silent reading—for most people the chief, if not the only, form of reading in after years. But the act of reading aloud, so as to please the ear, and fully interpret the meaning, is a comparatively rare acquirement, and the skilled teaching it would necessitate is seldom heard. Indeed, of any attempt to teach a good style of reading aloud, there is, in my experience, too little."

"*Composition*, oral and written, receives much attention, and in the best schools the efforts of senior pupils are often highly creditable. The general standard of proficiency in this branch has certainly risen.

"In *Arithmetic* progress may be regarded as fairly satisfactory, though, on the whole, less so in higher than in lower standards. The improved text-books in this subject now available, and generally placed in the hands of the children, have had a good effect in training them to apply their knowledge of arithmetical processes to concrete problems. The need for greater attention to notation, and for constant practice in elementary tables in the lower standards, and in mental calculations related to the written work, has frequently to be insisted on.

"*Geography* and *History* are efficiently taught in a fair number of schools, and both are, on the whole, improving under increased attention and more skilful treatment. The correlation from which both would benefit is not always sufficiently availed of, and too often there is failure, especially in *History*, to distribute the emphasis on the facts dealt with in accordance with their relative importance. This failure seems to arise from insufficient knowledge, for which, as regards older teachers, it is but fair to say there is much excuse.

"In *Drawing* there is greatly increased attention to representation of actual objects, and in large schools, the staff of which usually includes at least one who has special taste and aptitude in this branch, some very satisfactory work is done. In the majority of the smaller schools fair or very fair results are attained, the number in which progress must be described as unsatisfactory being small.

"In many urban and in a fair number of rural schools *Singing* is well taught, a few reaching a really high standard of merit. In average schools the commonest defect in singing lessons is to give too little attention to junior pupils, on the pretext that hardly any of them can sing. My tests have shown that a very small proportion of infants, being unable to imitate a musical sound, are presumably incapable of learning to sing.

"*Elementary Science* continues to be efficiently taught in most of the equipped schools, especially in those within the city. In the unequipped schools really good object lessons, though not unknown, are somewhat rare; but lessons in *Health* and *Habits* are generally taught, and, on the whole, with reasonable success."

"*Needlework* is a subject in which proficiency varies rather widely, but, on the whole, it is so taught as to yield valuable results, both educationally in training the hand and eye, and in fostering habits of painstaking application, and practically in teaching the making and mending of simple garments. Speaking generally, the practical aspect might with advantage receive more attention in the higher standards."

Mr. Doody agrees with Mr. Kyle in regard to the effective teaching of reading aloud, and goes on to remark:—

"The children, as a rule, have a good knowledge of the subject-matter of their lessons, but their manner of expressing that knowledge is not so satisfactory as could be wished.

"*Written English* shows no decline. Some of the older teachers put still too much faith in *transcription* and *dictation*, and are rather slow to set their pupils to *Composition*; but in the majority of schools the children are trained in second and third standards to write short sentences dealing with the subjects treated of in the reading and object lessons, or descriptive of articles of school furniture, pictures, etc. In the senior standards the themes set for composition might often be better chosen and more judiciously graded, while the arrangement of the matter in logical sequence might also receive more attention. Corrections of errors in grammar and spelling are, as a rule, faithfully made.

"*Arithmetic*, within certain limits, is well taught, but the programme covered in the senior standards is not as extensive as it might be. The

importance attached in the official 'Notes' to the development of intelligence in this branch, as opposed to the working of questions by merely mechanical rules, is, generally speaking, steadily kept in view. Pupils may not be able to do stereotyped examples with as much readiness as in the results days, but what Arithmetic they do know is of much more practical use to them. At the same time, I have to note that the value of the training which mental Arithmetic supplies is not always fully appreciated, and that more practice at tables in the junior standards would save much time later on.

"I notice little improvement in the teaching of *Geography*; the subject is not introduced in the proper way, and is not developed with much method or system.

"*History* is backward, except in a few of the best schools. The pupils have very vague ideas of the social conditions of the periods dealt with, and they display an astonishing facility for forgetting in one week what they had learned in the previous week. Frequent revision seems to be essential in this branch.

"*Drawing* in many schools appears to be in a transition stage. Some time ago it was the rule to meet with pattern after pattern of unending sameness, with a little scale drawing thrown in to break the monotony; but recently more attention is given to the study of natural objects and to the development of the power of original expression.

"*Elementary Science* is scarcely holding its own, but the revised syllabus outlined in the last issue of the 'Notes' may give a new impetus to the teaching of this branch.

"*Needlework* is very efficiently taught in the large girls' schools of the section, and the subject generally gets a due share of attention. Stitching as a rule is neat and well spaced, but darning and cutting-out admit of some improvement. Suggestions as to the holding of demonstration lessons, and entering the dates of these lessons in the Progress Record, are not always carried out as faithfully as could be wished.

"*Singing* is excellent in a few schools, and good in most schools. I notice that the organising inspector of musical instruction has reported favourably on the teaching of this branch. The adjudicator at the Musical Festival in Coleraine also spoke highly of the attainments of the National school children who took part in the competitions."

Organization :—

Grouping of standards is now well understood, and most teachers are alive to its advantages, as they have found by experience that the adoption of an intelligent system of grouping renders their work at once less harassing and more effective. In the two-teacher schools, even where both principal and assistant have to work in the same room, the organization, now almost invariably adopted, arranges the pupils in two divisions, each division consisting of two groups. In schools with one teacher effective organization is impracticable; it is at best but a gallant attempt to achieve the impossible. In addition to urging the following-out of the official suggestions in the programme for these schools, the main advice I have found it desirable to offer is to take care that the system of organization adopted will enable the teacher to exercise as much supervision as possible, so as to secure that the children will be trained to make a profitable use of their time. In some of the larger schools with infant departments, it is still occasionally necessary to protest against unduly large classes of junior children being placed in charge of a single

teacher. In regard to grouping for Arithmetic, Mr. Kyle remarks :—

"In Arithmetic the higher standard in a group always does some work more advanced than that done by the lower standard in the group, and such differentiation within reasonable limits seems commendable."

Mr. Doody finds that though the standards are practically always grouped on the lines suggested in the official programme the grouping occasionally turns out to be more nominal than real, as the pupils of the same group do not always share the same lessons or, on more rare occasions still, do not use a common reader. Where this occurs in regard to readers, he learns on inquiry that the teachers have weakly yielded to importunities of parents protesting against a child being "in the same book" as a younger brother or sister.

Monitors and Pupil Teachers.

There are 14 monitors and 28 pupil teachers in the schools in my immediate charge; in Mr. Kyle's section there are 32 monitors and 6 pupil teachers; and in Mr. Doody's section 36 monitors. With the exception of the Model schools, where, under special arrangements, the instruction of the pupil teachers and of those monitors who have been Intermediate students, is carried out during their first and second years' of service in Intermediate schools, the responsibility for teaching and training lies solely with the senior staff of the schools. In the case of the girls' schools in the city under the Rev. Wm. Doherty, Adm., a modification of the principle of pupil teacher centres is adopted under which the monitors are grouped for instruction under a specially selected Sister or lay teacher.

In the Model schools very effective attention is given to criticism lessons, with most beneficial results alike to the senior staff and to the young people under training. Both my colleagues speak in terms of commendation of the instruction and training of the monitors in their respective sections, and Mr. Kyle has formed a very favourable impression of the value of the criticism lessons at which he has been present. At the Easter Examinations, 1913, of the 29 monitors and pupil teachers of the circuit who presented themselves for final examination only one failed, a result that justifies the opinion that the instruction of these young people is faithfully attended to. The monitors not in their final year are examined by written papers towards the close of each educational year, and pupil teachers are required to attend these examinations also, but those pupil teachers who are pursuing their studies at Intermediate schools are liable for examination in such branches only as are not fully covered by their programmes under the Intermediate Board. After the recent examinations in June it was found necessary to warn some of the monitors and pupil teachers who proved weak in Arithmetic and other branches.

The selection of the monitors continues to be made by competitive examination; this method secures possibly the best material. Mr. Doody refers to a falling off in the number of candidate monitors in his section for the year just commencing. Of the nine recommendations made by him, seven were girls and only two were boys; this paucity of well-qualified boy candidates is found in most of the schools of the circuit.

Optional and Extra Branches.

Cookery is taught to the girls in all the schools in my immediate charge. Those in Ballymoney Model School take Domestic Science at the adjoining Technical School. The teaching of the subject is successful, and it is very popular with the girls in all the schools referred to. *Mathematics* is taught in St. Eugene's Boys' School and in the boys' department of the three Model Schools. In the educational year just ended I found the subject successfully dealt with in all these schools.

Irish is taught in St. Eugene's Cathedral Convent School, and the organizer's reports on the teaching there are highly favourable. In my experience the native language undoubtedly benefits the pupils when, as in this instance, it is taken up and pursued enthusiastically by the teachers. The reports of the organizer of Irish in regard to St. Eugene's Boys' and Girls' Schools are also favourable.

On the subject of optional and extra branches, Mr. Kyle reports:—

"In nearly 70 schools the senior girls have had practical instruction in Cookery or Laundry in the current school year; the interest shown by the pupils, and the careful training generally given in orderly methods and in cleanliness and neatness, warrant the belief that the branch is a valuable addition to the curriculum.

"Mathematical classes are usually formed in about 30 schools each year, but before its close a number of these become inoperative, owing to the dropping off of senior pupils and other causes. The programmes for the first year's course are usually fairly well taught, but thorough mastery of the higher courses is not often attained. Irish, which is taught in about half-a-dozen schools, is in all cases tested by the Organizer.

"One school has for some years done distinctly good work in practical gardening, and in a few others it is hoped to introduce this subject next year."

In regard to these branches, Mr. Doody remarks:—

"Cookery is now taught in 56 schools of the section, and the subject is evidently gaining in popularity. In addition, the girls of suitable age in attendance at the Limavady, Coleraine, and Ballymoney schools receive instruction in the subject at the Technical Schools in these towns.

"I have not yet obtained a list of the schools in which Mathematics is taught, but I know that the subject has been temporarily dropped in a few schools owing to the decline in the attendance of the senior pupils. The proficiency in both branches of this subject for the year ended 30th June, 1912, was fair on the whole. Rural science and school gardening as an alternative to Elementary Science has been introduced in one school with average success."

Evening Schools.

In regard to Evening Schools, my colleagues report as follows :—Mr. Kyle—

"During the past winter 18 evening schools were opened, and 16 of these were continued for at least 50 meetings. In all cases faithful teaching, mostly of elementary subjects, was given, and I am satisfied that the pupils derived substantial benefit."

Mr. Doody :—

"Four evening schools were in operation in this section at the beginning of last session, but one of them had to be discontinued after a few meetings owing to the death of the teacher. In the others fair or very fair work was accomplished, but the schools were scarcely so popular in their respective districts as in the previous year.

I am, Gentlemen,

Your obedient servant,

J. Ross,

Senior Inspector.

The Secretaries,
National Education Office,
Dublin.

BALLYMENA,

July, 1913.

GENTLEMEN,

In accordance with instructions, I beg to submit the following General Report on the schools of the Ballymena Circuit for the year ended 30th June, 1913.

The Circuit.

The circuit embraces the greater part of the County Antrim, roughly the quadrilateral area of which Kilrea, Crumlin, Torr Head and Whitehead are the angular points, and a considerable portion of south-east Derry. There is also one school in the Co. Tyrone. Some features in the surface relief of the circuit deserve a passing notice. On the Antrim seaboard and for several miles inland the country is broken up with hills and mountains into which, from the coast, run the far-famed Glens of Antrim. The population is here scattered in small communities, being confined to the glens and the coast villages, and, except at Larne, which is a populous centre, the schools are comparatively few and necessarily small. Further inland the surface falls from the mountains to the valley of the River Main, from which it again rises in a high ridge overlooking the valley of the Bann. From that river it once more rises for many miles up to the barrier of the Carntogher Mountains in the County Derry. Numerous rivers and streams flow down the slopes and valleys just noted and yield an abundant water supply, for power and for other purposes, to the mills and factories which are to be found along their courses. The soil, except in the River Bann districts, is well drained and is fairly fertile. The undulating character of the country has, it will be observed, a rather marked effect for good on the chief industries of the people, which are : farming almost everywhere and manufacturing at many centres along the river valleys. Both of these are successfully followed, and they are at the same time favourable and unfavourable to the work of the schools. They are the means, of course, of placing the people in comparatively prosperous circumstances, the children are well cared for, grow up healthy, and are generally well equipped and, on the whole, nicely prepared for school. In the manufacturing centres, too, the attendance at the schools is usually regular during the school-going period. As to the unfavourable influences, the farming operations during spring and the several harvest times in rural localities render the school attendance intermittent and eventually uninteresting to both parents and pupils ; whilst the mills and factories by providing remunerative employment for the boys and girls draw them away from the local schools at an age when most of them can hardly have acquired any permanent grasp of the essentials of even a passable education.

School Accommodation and Equipment.

The number of schools at present in the circuit is 364. Of these, 15 in the town of Ballymena, the circuit centre, are under

my immediate charge, 172 are in the eastern section in charge of Mr. Hughes, and 177 are in the western, which is inspected by Mr. Semple from Magherafelt as centre. Within the past two years 7 schools were removed from the operative list. The supply is still more than ample and at various points in both sections there are too many small schools. With regard to these, repeated efforts have from time to time been made to reduce their number by combining them by twos or threes at common centres, but so far with no practical results. The policy of amalgamating small schools within reasonable limits is very generally accepted by local parties as one which makes for efficiency of school work, and I regret to think that it is rendered impracticable in almost every proposed case by obstacles set up from considerations entirely unconnected with the progress of education, and with the interests of a whole district large enough to maintain a school of reasonable size. So far in this circuit, it is only when cases have come directly under the Code Rules that reduction of the redundancy of schools has taken place. This method of thinning the schools is not generally so satisfactory as that of amalgamation. When a school is closed the children in its area will have, as a rule, to travel much longer distances to other schools than they should have to travel to reach the central school of an amalgamation scheme.

Under this heading, Mr. Hughes has the following remarks :—

“There are several cases in which amalgamation is very desirable, and the circumstances have already been discussed again and again with the local authorities, but so far with little result. Difficulties have arisen about obtaining a suitable site (for central school) or the mutual jealousies of the persons concerned have barred progress.”

Mr. Semple on the same subject writes :—

“Three or four small schools are unnecessary. There are four cases of adjoining Boys' and Girls' schools to which the rules regarding amalgamation will apply on a change of teachers, and a few cases in which neighbouring schools could be amalgamated if new buildings were provided, but of this there is little prospect. Amalgamation of schools where the managers are of the same denomination, is a very difficult matter; where they are of different denominations amalgamation is practically impossible.”

The school space available is fairly liberal, and is, in the main, properly distributed. Cases of over-crowded rooms occur at Larne and Ballymena, and occasionally at the rural centres. In the towns mentioned increased accommodation will soon be provided. In the country there is reason to believe enlargements of the premises will be more slowly taken up. In some 65 schools overcrowding of a peculiar kind is to be met with. The houses are large enough, sometimes too large, for the attendance of pupils, but years ago they were each divided on the plan of one large main and one small classroom, the latter being intended for a draft of pupils under one teacher, the former for some three-fourths of the school taught by the second teacher and a large staff of unpaid monitors. Under the new and improved organization half of the school must be put for instruction under one teacher into the small classroom, and the hygienic and working

conditions of the crowded room are often extremely unsatisfactory. All this could be remedied by moving the division wall into the main room, and substituting suitable desks for old classroom galleries; but, of the several works needed to improve school premises, those of alterations would seem to be the last attended to.

Town schools, and a fair percentage of those in the country, are provided with substantial and suitable buildings, but a considerable number of the houses all over the circuit are old, low and ill-ventilated, are not provided with class-rooms, playgrounds or sanitary arrangements sufficiently remote from the building.

In this connection, Mr. Hughes writes for his section:—

“There are several old and unsuitable buildings that should be done away with, either by building new ones, or amalgamating them with adjacent schools.”

For the continued recognition of such premises various reasons might be given. In many cases a rearrangement of the schools of a whole district is pending. There is also the difficulty of raising the necessary local funds. In the past, landlords and wealthy benefactors did something to further the erection of schools, and in several districts the people would seem to have become unaccustomed to give voluntary aid in any form. Mere local apathy and inertia have also to be reckoned with.

Under active and progressive management, however, several schools have had their accommodation improved during the year. New buildings were erected at Muckamore and Templepatrick (1), and the addition of class-rooms undertaken at Racavan, Drumard, Ballyeaston, Ballyclare, Ballyrobin, and St. Mary's (Portglenone). As to progress in the immediate future, I may mention that grants to build vested schools to supersede twelve unsuitable buildings will shortly be availed of.

In the desk accommodation of many schools considerable improvement is being shown both as to its adequacy and suitability; but in many of the small rooms the desks are still defective in both these respects. In several cases wooden desks have recently been lowered to suit the younger children. Galleries are still too common, especially in the small class-rooms, to which I have referred above; and desks suitable for the practice of Kindergarten exercises are provided with difficulty, except in cases of new buildings. The equipments essential for the teaching of literary and other subjects are usually adequate. Science and Cookery apparatus provided, the one directly the other indirectly, by the Commissioners, are generally complete. Readers for the junior classes are, however, often short in supply; so are Kindergarten requisites; and local scale maps and globes are often missing. School libraries are by no means common in this circuit; and the difficulties of establishing and maintaining them are, I believe, generally under-estimated. The cost, selection, change and sanitary condition of the books, as well as the local prejudices and jealousies in connection with them, are matters not so easily dealt with.

In the matter of repairs, the school buildings are kept in fairly satisfactory condition. In at least 90 per cent. of the schools flowers are grown in the windows with more or less success, and, in addition, small plots or beds of flowers are frequently cultivated in the school grounds. In nearly all the girls' schools these are carefully attended to, but in some mixed and boys' schools the plants and soil are sometimes neglected.

As a direct result of the award of a special grant in aid towards heating and cleaning, the services required for these are more regularly and thoroughly done, and this change for the better in the hygienic conditions of the rooms and premises of the schools is, I am glad to say, everywhere very marked. On this subject, Mr. Hughes reports :—

"Heating and sanitation of schoolrooms receive, generally speaking, adequate attention. Limewashing, painting, cleaning of offices, &c., are attended to with more regularity than formerly, now that the Board assists in defraying the expense."

On the same subject, Mr. Semple writes :—

"The grants recently made for the heating and cleaning of schools have been of the greatest advantage not only in regard to the improvements in these matters which have directly resulted from compliance with the conditions to be fulfilled in order to merit the grants, but also in directing attention to their great importance. Marked want of cleanliness is very rare, while in the greater number of schools neatness and cleanliness are strictly observed."

Facilities for the practice of physical exercises are, on the whole, very limited. Many of the schools are built in such "waste" spaces as road-sides, river-banks, and field corners, and have no plots in connection for playgrounds. Even when plots are available their surfaces are made of common turf, and are deep and muddy in winter. In these circumstances class drill is generally conducted in the school or on the public road adjoining. The appliances are usually bar and dumb-bells, but much may be done without any appliances. Kindergarten games are practised in some schools, but playground games for the standards are seldom or never organized, and a splendid opportunity for character and physical development is thus being thrown away. A portion of the daily playtime could be given up to games if proper grounds were available. I am of opinion that in many localities where the children are evidently free to dispose of their own time, the excitement and interest awakened in school life by the practice of suitable games would help to prolong their attendance at school, especially in the case of the boys.

Teachers.

The circuit enjoys the services of a very considerable number of earnest and skilful teachers. Of course, in a circuit such as this, where the majority of the schools are small, one does not expect to find the best or even average teaching power. Young, promising teachers are apt to leave, and do leave, them on their first opportunity of obtaining better appointments in Model and

other large schools. The teachers in general are, however, very well qualified for their duties. Few of them are untrained, and many possess special qualifications for the teaching of cookery, laundry and science. The number of applications from the teachers for special courses of training at the local Technical Schools every year is large—a very good sign—and the practical training they receive in these courses is invariably turned to good account in their schools. As to whether they study very widely the subjects of the school curriculum the system of inspection furnishes very good tests to decide. A well connected series of lessons in, say, history, modern geography, or nature study cannot be successfully conducted without considerable previous reading and preparation. I regret to think that the manner in which lessons in these and other subjects are frequently treated does not afford much evidence of previous reading on the part of the teachers. The extent to which they pursue the study of professional subjects is not so well tested by mere inspection. Teachers must be men or women of thought as well as of action, and their neglect of professional studies must, of course, lead to mere mechanical routine in work; but the tendency may develop very slowly, and may not be so evident in its earlier effects, especially in the years immediately following Training College studies.

Under this heading, Mr. Hughes writes :—

“ The majority of the teachers are zealous and hard-working. There does not appear, however, to be any very strong wish on the part of some of them to learn new methods. They are content to follow the same system year after year. I have been told by many that having once left the Training College there is no inducement to study or read as was the case before the present system came into operation.”

Mr. Semple remarks :—

“ That the number of teachers who pursue what may be called post-graduate courses of study is small—and there are some—is not surprising, as there is little or no inducement for them to do so, but it might be expected that most if not all, would show a desire to perfect themselves in the technique of their profession, school organisation, methods of teaching, &c. Many, however, concern themselves little with these matters, of which any additional knowledge they require after leaving the Training College is derived from the suggestions and hints of inspectors. Even the official “ Notes for Teachers ” is largely ignored. If means of inducing young teachers to continue their studies for some years after starting on their career were found the gain to education would be great.”

Attendance and Health of Pupils.

Most town and village schools are showing steady and in some cases increased attendances. In the country there would seem to be latterly no decided tendency towards increase or decrease—some schools returning larger, others smaller rolls. In several cases the average daily attendance of the pupils was lifted from about 40 to over 50. On the other hand, as already noticed, seven rural schools had to be closed through severe falling off in their attendances.

As may be gathered from what I have said in my notice of the circuit, regularity of attendance depends much on the social condition and on the industrial pursuits of the people. At manufacturing centres and in thriving towns attendance, if comparatively short, is regular. In rural localities its continuity is and will always be interfered with by the periods of pressing farm work.

Children enter and leave school at slightly different ages in different localities. Both the entering and leaving ages appear to rise as we proceed from towns to remote country districts. The ages vary, respectively, from 3 to 5 years and 12 to 14 years. Through the operation of the Board of Trade Labour Exchanges the leaving age may decline towards the legal limits.

Regarding the social circumstances of the pupils, Mr. Semple says :—

“All grades of society are represented except landlords, Children of labourers, factory hands, artisans, shop-keepers, farmers, and professional men . . . attend the same school and learn the same lessons.”

On the subject of the health of the pupils and the temporary effects of epidemics on attendance during the year under review, I again quote from Mr. Semple. His experience coincides very nearly with my own :—

“The pupils, to judge by their looks and their activity and self-assertiveness in the play-ground, are naturally a vigorous race, and nearly all are comfortably clad, but these advantages have not enabled them to escape epidemics, which have been very prevalent in the winter just ended. Schools have been closed on account of measles, whooping-cough, diphtheria, scarlatina, and influenza.”

Defective eyesight in school children is occasionally observable, and the number of pupils provided with glasses is perceptibly increasing.

There are signs that in future children's teeth will receive increased care and attention, which, especially in towns, are much needed. A dental clinic has been established in the town of Antrim, and efforts are being made to secure a similar clinic for the town of Ballymena.

Proficiency.

The problem of how best to employ infants in the schoolroom is one which is certainly becoming much better understood by the teachers. Most of the women teachers, including the junior assistant mistresses, are very well qualified to organize and superintend infants' occupations based on sound principles. As to what is actually being done, there is not so much progress to be reported as I could wish. This is due solely to the want of proper facilities for infants' training in a large proportion of the schools. Suitable class-rooms, desks and materials, one or more of them, may frequently not be available. In nearly all the schools, however, training of a very useful kind is given to the infants. For the very young ones, teaching of a formal, abstract, and disciplinary nature is very seldom arranged, and

instead, exercises in story-telling, mass drawing and drawing in sand, laying of sticks, building, &c., are practised.

With regard to the teaching of infants Mr. Hughes remarks:—

"The teaching of infants continues to receive more and more attention, especially in the case of those teachers who have recently left the Training Colleges. In many cases, however, the facilities for infant training are poor. Desks are old and unsuitable, apparatus inadequate, no separate room, &c."

In the teachers' weekly schemes of work, the earlier exercises for infants are usually based on some one central theme after the manner suggested in the "Notes for Teachers," and the plan is useful in giving reality, interest and completeness to the Kindergarten work of the week.

The methods of introducing and teaching writing, number, singing and drawing to infants are generally good in the schools. Not so the method of teaching English, which is too often of the reactionary kind. The children, even the youngest, are put to the spelling and reading of words at once without any previous training of moment in the art of speaking.

Of this defect, Mr. Semple reports:—

"All infants, whatever their ages may be, are taught reading, notwithstanding official suggestions to the contrary. The blackboard is commonly used for this purpose, but sufficient care is not always taken to graduate difficulties."

Lessons in speaking of a systematic kind are far less common in the schools than they should be. Where they are regularly taken up the exercises are often so unskilfully conducted that they are of little value. The communicative members of the classes are allowed to answer out of turn or to speak simultaneously; the slow children, if attentive at all, join in, and utter indefinite sounds with the leaders. The cultivation in the individual pupil of effort to think and to speak clearly is not attained by exercises conducted in this way, and for many children it means worse than waste of time. I have referred to this matter because the want of carefully conducted speaking exercises and of regular oral composition practice is much felt in the schools of this circuit, where the children articulate and pronounce words very feebly and imperfectly, and are remarkably reticent and diffident when under oral examination. Many of them would appear to be so much afraid of their own voices that they persistently answer in whispers.

Notwithstanding this imperfect training in many schools, the promotion of infants to Standard I. is now fairly rapid. As a rule, in the teaching of the early standards the methods of the infants' room are retained, and with intelligent results. The free use of the concrete at the lessons, the enlisting of the aid of the eye in black-board and other illustrations, and the power gained by the pupils from their extended reading of interesting matter, as well as from their efforts challenged in the practice of object lessons, composition exercises, &c.—all go far to

account for the first three standards being, as they are, the most intelligently taught section in the schools. Promotion in these standards is quite regular.

The chief faults in the *Reading* of this circuit are feeble articulation and indistinctness. These are very marked and very common. Many teachers put it all down to local accent or dialect, but this is not a correct view of the causes of it, for much of the feeble pronunciation one hears in the schools is by no means peculiar to the localities. I am convinced that reform of the reading in this matter of pronunciation can be brought about only by the regular practice, as preliminary exercises, of vocal and sound drills and by the extension into the standards of the lessons in speaking referred to above. Mr. Hughes, in his remarks, emphasises the want of distinctness in the reading of his section : and Mr. Semple says :—

“ The reading of the pupils (in the standards) continues to improve. The greater quantity of matter now read confers fluency and the importance of correct phrasing, by which the reading is rendered intelligent, is more fully realised. Want of distinctness is still a defect in many schools, and in this respect no great improvement can be looked for as long as the teacher's ears are as patient of indistinctness as they now are. The importance of distinct speech and correct vowel sounds does not appear to be sufficiently emphasised in the teachers' professional training.”

Up to sixth standard *Composition* is taught in the majority of the schools with considerable care and success. In some schools of an inferior type most of the exercises intended to pass for composition are merely reproduced passages from the school books. Mr. Hughes finds deterioration in letter-writing, and states that

“ To keep up the appearance of it, historical exercises are sometimes introduced and completed in the form of words used in letters.”

Mr. Semple remarks of the progress in composition that

“ The pupils are far in advance of their predecessors in power of expression,” and he adds that “ more practice in oral composition in the higher standards and more attention to arrangement of the matter would lead to further improvement.”

Much care is bestowed on the teaching of *Arithmetic* in the junior standards, and the methods suggested in the “ Notes for Teachers ” are generally followed. The results are satisfactory. In some schools the use of concrete objects and other devices for explanation of simple processes is excessive, and much time which might be given up with profit to the acquisition of rapidity and accuracy in mechanical computation is all but wasted. There is also a tendency to have worked silently on paper too many problems, which are usually printed on “ cards ” or in “ revision sets ” arranged in the text-books. Mental arithmetic and oral exercises on processes could, with advantage, be substituted for some of the silent problem working. In the senior standards new rules are even yet not properly introduced, and the exact purposes of subsidiary rules are not well brought out. For instance, pupils spend weeks or months working examples in G. C. M. and L. C. M. before they know anything of their

use in the reduction of fractions. This is, of course, following text-book order, but it would be far better to introduce them after the pupils had tried, say, to add or subtract fractions without the use of these subsidiaries. Questions in Interest, Discount, Stocks, Percentages, Commissions, Profit and Loss, &c., should be, but generally are not, worked by the same methods under one rule.

In schools with comparatively large staffs the teaching of *Geography* proceeds from the beginning on fairly sound principles, but in the majority of the schools the subject is not generally well treated. Too often the exercises in the subject are confined to map-practice and memorising, and the best aims in geography teaching are missed.

As a rule, lessons in *History* are not sufficiently interesting; and the facts and events are not properly connected, the teacher relying too much on repetition rather than, as far as possible, on their logical associations.

Referring to Geography, Mr. Hughes says :—

“Geography continues to be taught on the old lines,”

And of History, he says :—

“The teaching of history is making but slow progress. The subject is taken up too much as a reading lesson.”

Mr. Semple writes :—

“Geography and history which of all the subjects on the programme make most appeal to children, are least effectively taught. There is little attempt to correlate the facts of either subject, and the educational value of the teaching, consequently, is not great. . . . One of the causes of failure in the teaching of history is the neglect or inability of a large number of teachers to give their pupils a clear outline of the history of the period under consideration by reference to its general features. The want of a good text-book in this subject is much felt.”

Science teaching is taken up in a fair proportion of the schools, and where the staffs are fairly liberal and class-rooms provided the courses are systematically and profitably taught. Mr. Hughes finds

“Little progress in *Nature Study*,” but remarks that “in the case of a few teachers who have a genuine love for the subject, good work is being done.”

Regarding Science, Mr. Semple notes :—

“The teaching of Elementary Science is gradually extending but is not characterised by any particular enthusiasm. Object lesson teaching is becoming more scientific and the trivialities which were formerly considered suitable object lessons for senior pupils are among the things of the past. Under this head the structure and life of plants and the laws of health are now fairly well treated, but want of apparatus often renders it impossible to illustrate the latter by suitable experiments.”

Practical *Cookery* or *Laundry* is extensively taught in the schools of the circuit, and, on the whole, the results secured,

especially in cookery, are such as must be regarded with pleasure and satisfaction. Under this heading, Mr. Hughes remarks :—

“The teaching of cookery and laundry work continues to be as popular as ever. This year about 90 schools (in this section) have taken up either one or other of these subjects.”

And Mr. Semple reports :—

“Cookery has taken firm hold of the schools, and where the teachers have been well trained in the subject and the facilities for giving the instruction are suitable, the results are of the greatest value.”

The several branches of plain *Needlework* receive due attention in the schools, and the quality of the work is usually good.

Drawing is now taught in all schools, and with improving results. From the attention drawn to its merits by a member of the Board, drawing from the concrete has come more prominently into the teaching in all the standards. The junior children work with crayons and brown paper, and often produce very grotesque and amusing figures. By the time they have reached the second standard their object drawing is much improved. In the higher classes it is often difficult to limit the learners' observation of the object to that of *appearances*, *i.e.*, of sectional form and of colour in light and shade; and the different parts of the object as seen are badly proportioned.

Regarding the progress in *Drawing*, Mr. Semple remarks :—

“Throughout the standards, beginning with the chalk drawing of the infants the pupils are taught to draw from concrete objects, and the work done is often distinctively good.”

Singing is taught in almost all the schools, and the teaching varies considerably in merit. It is one of the subjects whose successful handling goes to mark out the superior work done in the larger schools. In the small one-teacher schools little is attempted, and musical theory is very much curtailed. As in the case of physical drill, the lessons in music are frequently too long and too few. The equipment for the subject is usually complete, and song-books are coming into general use.

Organization.

The division of a school into groups for teaching purposes depends largely (1) on its size, (2) on the relative sizes of its standards, (3) on the subjects of instruction, (4) on the nature of the accommodation available. In practice, (2) and (3) offer few difficulties. As regards (1), if the school is large the problem of organization is comparatively easy. One or two standards or one or two sections of the infants' department are put together and taught in one or two groups or classes by a teacher; and if each teacher has his own class-room, the arrangement is satisfactory and effective. In the small (one-teacher)

schools of the circuit the "new" scheme of grouping the standards is very generally followed. Two or three groups are formed. The system, apparently not perfect, works well in practice. Lastly, in the two-teacher intermediate school, the two-division, four-group organisation is very common; and it is, theoretically and practically considered, the best and most feasible where two suitable rooms are provided. Unfortunately for many of the two-teacher schools here, only one room or one large room and a small class-room are available, and in such cases it is not unusual to find a whole division—half the school—being taught together in one class. This arrangement is enforced by the defective accommodation, and for the teaching of many subjects it is almost impracticable.

Monitors and Pupil Teachers.

A staff of about 65 monitors, chiefly girls, is employed in the schools. The regulations as to their instruction and training are almost invariably observed. Criticism lessons receive due attention. At the close of their *first* and *second* years the monitors are submitted to an examination in their prescribed courses of study. The results of their *final* examinations are, however, not satisfactory. Of 22 monitors in this circuit who attended the King's Scholarship last Easter, 1 passed in first division; 13 in second; 3 in third; and 5 failed to pass. Results such as these are suggestive of the necessity for a more difficult entrance examination.

The number of pupil-teachers is increasing every year. They are now selected from successful intermediate school pupils, and, so far, the new arrangements made for their professional training and further study are working satisfactorily. Eight pupil-teachers from the circuit attended the recent King's Scholarship examination. All passed, five competing successfully for entrance to the Training College.

Optional or Extra Branches.

Irish, French, Latin and Mathematics are taught as extra subjects in a limited number of schools. As the senior pupils leave school early, only the merest elements of these branches can be attempted, and the instruction, therefore, cannot have much permanent value.

One manager, so far, has taken steps to provide for school gardening instruction under the new scheme of the Commissioners.

Evening Schools.

Eleven evening schools were in operation during the winter session just passed.

Mr. Hughes, who had charge of six of these schools, reports that good work was done in them.

Having inspected the remaining five, Mr. Semple remarks :—

“Good work was done in all and in the case of three I was able to recommend the maximum grant.

“I believe that evening schools would be more numerous and popular if the conditions on which grants are made were less exacting. If the school meets on three evenings in each week, it takes six months, when allowance is made for vacations and holidays, to complete the session. So long as there is a trace of summer left the pupils do not care to attend, and they begin to drop off with the return of the long days of spring. If the school meets on four evenings in each week, the session is completed in about five months, which is not an unreasonable time, but work on as many as four evenings each week imposes too great a strain on the teachers, who are in nearly every case the teachers of day schools, and are supposed to have accomplished a hard day's work before entering the evening school. If the number of meetings required to warrant payment of the full fee was reduced from 70 to 60 and only three meetings in each week were allowed, the session would be completed in about five months which is as long as the enthusiasm and energy of teachers and pupils are likely to last.”

I am, Gentlemen,

Your obedient Servant,

P. J. MCGLADE,

Senior Inspector.

The Secretaries,
Education Office.

DUNDALK,

10th July, 1913.

GENTLEMEN,

I beg to submit my first General Report on the Dundalk Circuit, to which I was appointed from 1st July, 1911.

Circuit.

Mr. Fitzpatrick, District Inspector, was appointed to the charge of Section A, with Newry as centre, and Mr. Cromie, District Inspector, to the charge of Section B, with Drogheda as centre, also from 1st July, 1911. Early in 1912 Mr. Yates, District Inspector, was appointed to the Drogheda Section, *vice* Mr. Cromie, promoted to be Senior Inspector.

School Accommodation and Equipment.

The number of schools in operation is as follows :—

4	Model Schools.
8	P.L.U. Schools.
15	Convent Schools.
3	Monastery Schools.
334	Ordinary Schools.

Total 364

Since the last general report on the circuit was furnished, in 1910, two schools—Ballynafern and Emdale, County Down, both under Presbyterian management—have been struck off the rolls, and two new schools—Creggan, County Armagh, and Collon Erasmus Smith, County Louth, both under E.C. management—have been taken into connexion.

New vested schools at Bellurgan, Dorsey, Killinkere, Drumconrath (B. and G.), and Termonfeckin (B. and G.) have been erected, replacing old and unsuitable buildings; and new vested schoolhouses are in course of erection to replace Headfort and Cormeen schoolhouses. Further applications for grants-in-aid to build and greater progress would have been made but for the difficulty in recent years of obtaining building grants.

Some schoolhouses have been improved, and fair progress has been made, as given elsewhere in this report. There are more unsuitable schoolhouses in the Drogheda than in the Newry section.

There are schools in which the accommodation is insufficient, but this is recognised, and in some of them additional accommodation is to be provided.

Taking the circuit as a whole, the accommodation is good, and I believe there are more cases of the accommodation being unnecessarily large than of its being insufficient.

There are some cases in which amalgamation is desirable, as a rule, because of small attendance. These may be left to time.

They are caused by shrinkage of the population, which explains also why so many schoolhouses are so large for the attendance. Mr. Fitzpatrick mentions the country round Rathfriland as a locality where amalgamations might with advantage be made.

The distribution of schools over the circuit may be described as satisfactory. Considering that the steps for the erection of National schools were left to local initiation, it is a matter for thankfulness that schools are so well distributed.

In Section B, Mr. Yates says :—

“There are at least 10 bad schoolhouses which ought to be replaced by new ones, about 50 single-room houses in which two teachers are employed, and about half that number in which the class-rooms are too small for the proper organization of work.”

If something is not done to replace or improve some of these schoolhouses, it will be necessary to recommend withdrawal of grants. The inspectors of the circuit point out where a classroom could be provided with advantage by the erection of a suitable partition. It is unfortunate that in some good school buildings the class-rooms are too small. They were built at a time when the proper organization of schools was not understood so well as it is now.

Mr. Fitzpatrick says of Section A :—

“Speaking generally, the condition of the school buildings is satisfactory. Many of the houses are very fine, notably in the district from Warrenpoint to Annalong, where there are a great many Vested Schools built in recent years, and maintained in excellent condition. The number of bad houses is comparatively small, and in 5 of the worst cases, grants have been applied for to replace them by new buildings. The manager has renovated the two schools, Carlingford B. and G., at considerable expense, and these schools will now compare favourably with the most up-to-date vested schools.”

Furniture and equipment of schools are better in Section A than in Section B. The schools of Section A are situated in South Down, East Armagh, and North Louth; and the schools of Section B are to be found in the remainder of Louth, in Meath, Monaghan and Cavan.

Mr. Fitzpatrick says of his section (A) :

“As a rule, the schools are well furnished and equipped. Of course, there are exceptions. In two cases new desks have recently been provided, and in four other cases the number of desks has been supplemented by new ones.”

Mr. Yates says of Section B :—

“Defects in furniture and equipment are very common. There are at least 60 schools in which the desk accommodation is unsatisfactory. In addition to being old and rough and sometimes shaky, many of the desks are of very unsuitable shape.”

Both inspectors complain that desks are frequently not of suitable design. Instead of a regular gradation of height, to suit pupils ranging from infants' class to seventh standard, they are frequently of uniform height, and desks suitable for teaching kindergarten are not provided. These objections too frequently

apply to new desks, the reason being that they are made by local men, who take the old desks as a model. Some time ago I visited two schools for which new desks were being made. I mentioned to the teachers the defects which were to be avoided. Visiting these schools this week I found the new desks with the old defects. The teachers explained that they found the desks had already been made. In a large number of schools the desks are not made to suit infant training. Mr. Fitzpatrick recommends that the provision of kindergarten desks and equipment should be made a *sine qua non* in the case of the appointment of all junior assistant mistresses.

As I have referred to Section B being behind Section A, it is right that I should notice the improvements which are being effected in it.

"During the past year, 4 new Vested Schools have been completed, and another is nearly ready. Building Grants have been sanctioned in 4 cases, and at least one other applied for. Renovation has been carried out in 2 schools, and arranged for in some others. Additional class-rooms have been provided or arranged for in several schools, and new closets provided for 2 schools. Desk accommodation has been improved in about a dozen schools and improvement promised in as many more."

There is still a large number of schools without suitable playgrounds. In Section B there are 47. I have not the return for Section A.

There is a great improvement compared with former years in regard to out-offices. I am informed that there is only one school in each section with no out-offices, which is a satisfactory return. In some case the out-offices are too near the schoolhouse, and in others the structure is wooden, and temporary. Sanitation is better looked after, and cleanliness showed a decided improvement.

The schools, as a rule, are fairly warm and comfortable. Mr. Fitzpatrick observes that the grant made for heating by the Commissioners has been of material benefit.

The school-rooms are kept with greater taste and cleanliness than formerly. While too many school-rooms are bare and tasteless, an increasing number is being ornamented and improved in appearance.

Something is being done to cultivate taste by growing flowers in beds or along the school walks, and some teachers train creeping plants along the school wall. Some give as a reason for not growing flowers that the grounds being exposed they would be interfered with by outsiders.

School libraries are exceptional. They have been introduced into a few additional schools during the past year in Kilkeel parish, and are to be introduced into the Newry Model Schools during the coming year.

In a few schools, chiefly Convent schools, dumb-bells and poles are to be found, but appliances for physical culture are a negligible quantity.

Teachers.

The inspectors of the circuit all bear testimony to the fidelity with which the great majority of the teachers discharge their duties. They are well fitted for their office, and in the majority of cases take a decided interest in their work. Some of them have told me they love their work. There is something in the atmosphere of their schools which proclaims the fact.

Most teachers make some preparation for their work, and I think it may be stated that preparation is, on the whole, increasing. Misunderstanding as to the requirements for preparation leads many teachers to make ineffective preparation. This is a matter which might well receive the careful attention of the training colleges. Much of the preparation one sees is of little practical worth.

Mr. Yates says :—

“The most common defects I observe in ‘Notes’ are (1) they often resemble extracts from a general treatise on method rather than definite particulars for a definite lesson ; (2) they are superficial and obvious, and (3) when particulars are given they often seem to be taken haphazard, without any definite object—for instance, the examples and exercises do not show any definite relation to the portion of a subject being studied.”

These observations are not to be taken as of universal application. In a good number of cases we find useful and carefully prepared notes, and evidence of preparation in the teaching.

I have never asked any teacher, even the least experienced, to spend more than an hour each evening in preparation for the following day's work. Much writing is not wanted, nor is it desirable. The preparation should bear on the work of the day.

Mr. Fitzpatrick observes :—

“I am sorry to say that some of the schools in charge of teachers in the first grade compare unfavourably with the other schools under teachers in lower grades, and this may be attributed to want of a little preliminary preparation on the teacher's part. Such teachers think they can give a good lesson in any subject on the spur of the moment though this is contrary to all experience.”

We recommend constant study of the “Notes for Teachers,” supplied to schools by the Commissioners. These “Notes” contain much useful information and valuable practical suggestions, which teachers will do well to follow. Attention to these will improve them in teaching skill and in the new methods.

The teachers of the circuit co-operate with the inspectors. They welcome suggestions, and, with few exceptions, show a desire to carry them out. When they find them helpful, they are ready to recognise their helpfulness.

Mr. Yates adds in this connexion :—

“I always notice a lack of initiative on the part of the teacher in finding a remedy for defects pointed out. I should like to see more evidence of study and of effort to improve their knowledge of the subjects taught and their methods of teaching them. In particular, subjects such as geography, history and composition, are worthy of study by even the most highly qualified teachers.”

"There is doubtless a strong tendency in those who have spent two strenuous years in training, and then settle down in a quiet country place, to devote themselves merely to the details of daily work and to lose sight of the broader principles which underlie these details. If it were practicable to omit some of the literary portion of the final Examination of King's Scholars, thus allowing more time for practical pedagogy, and particularly for methods of organization, and to institute a post-training literary Examination as a condition for obtaining diploma or promotion, I think the effect would be good. Exemption might be allowed to university graduates."

It would be advantageous to education if more attention could be given to practical teaching in the training colleges, but I do not think there would be a desire to revert to examinations as a condition of obtaining promotion.

Attendance and Health of Pupils.

I do not remember a year in which schools have been closed so much through epidemics as the year 1912.

Mr. Fitzpatrick says :—

"I regret to say that this section (A) has been severely scourged this year by epidemics of measles of a bad type and of diphtheria. Unhappily many children were carried off, and as a result of the numerous deaths, many of the schools were closed for lengthened periods. Thus the attendance for the year will prove to be much below the average.

"As regards attendance generally, this section compares favourably with other parts of the country."

Mr. Yates observes of section B :—

"The attendance shows a slight tendency to decrease. The regularity varies much in different schools, from below 60 per cent. to over 90 per cent. In most of the rural schools, it is unsatisfactory and this is one of the greatest difficulties with which teachers have to contend. The irregularity of attendance is probably most marked in Co. Cavan, where the Compulsory Attendance Act is not in force, but even in districts where it is nominally in force, the attendance is far from satisfactory."

Of the six counties in which the schools of the circuit lie, Cavan is the most backward as regards school buildings, equipment and furniture, and regularity of attendance, and the one in which teachers have to work under the most unfavourable circumstances.

Taking the circuit as a whole, I do not consider the attendance of pupils satisfactory.

The Compulsory Attendance Act is in operation in certain parts of the circuit, but, unfortunately, the districts which are the most ready to introduce it are those which need it least—for the more intelligent and progressive the locality, the more the people will recognise the importance of regularity of attendance as a factor in education.

I have often regretted that the Compulsory Attendance Act was passed. It is a case of "much cry and little wool." It is ineffective, its effect on the regularity of attendance of pupils in Ireland being trifling. If this make-shift Act had not been passed, a more effective one might have been passed at a later date.

There are not many pupils enrolled at the age of three. A larger number come at the age of four, and a still larger number at the age of five. Few remain till they reach the age of 15. It has been frequently remarked that pupils leave school at an earlier age than was usual 15 or 20 years ago.

Mr. Fitzpatrick, speaking of his section, says :—

"Only a few pupils are to be found in 5th and 6th standards, while it is very rare to find a pupil in 7th or 8th standard. The chief cause of pupils leaving school so early is the great demand for and high price of labour. This is a great tillage country where people work early and late on their farms. The potato industry assumes enormous proportions in the coast area from near Dundalk to Newcastle (Co. Down). The fishing industry is considerable. The shipping industry is important, and several large spinning mills make increasingly demands for additional labour. Home employment of girls is provided on a somewhat extensive scale by Belfast drapery houses, so that it is little to be wondered at that both boys and girls leave school as soon as possible since money is to be had for the earning. In other districts I have been in, a certain number of young men went up for Civil Service appointments, but I have heard of no case of this kind in any of the schools here."

He adds, that in his section there are three School Attendance Committees in operation, but the general effect on attendance is inconsiderable.

"In Newry, hundreds of children are to be seen in the streets during school hours, and it is a pity that some authority does not look after them and have them sent to school."

"Kilkeel school attendance Committee shows commendable activity and secures as good results as are obtainable through the limited powers at its disposal."

In the southern section the majority of the pupils are the children of small farmers and farm labourers.

Apart from epidemics of measles, scarlatina, and occasionally diphtheria, the general health of the pupils is very good. They are fine, sturdy children, as a rule comfortably clad and well shod. In country schools, many of the children go barefoot in summer time, and seem to enjoy the lightness and coolness.

We came across very few cases of defective sight, and very few pupils wear glasses, though we meet at long intervals cases where it is desirable that a pupil should wear them.

Two dental clinics have been established in the circuit in Section A.

"Two Managers have completed definite arrangements for the treatment of all the children in their schools by a competent dentist."

I expect that this movement will spread owing to the encouragement given to it by the Commissioners.

Proficiency.

I do not think that as large a proportion of pupils reach the highest standards as formerly. One reason for this has been referred to above. Another reason is that under the new system pupils have in many schools been detained too long in infants' class, and consequently their progress has been too slow. I have

met with many cases where pupils with a fair number of attendances have been kept two or three, and in some cases four, years in the same standard before being promoted, and that with no justifiable cause. It is impossible for such pupils to reach the highest standard. Sometimes, but much more rarely, pupils are promoted too soon out of infants' class. This is not good for a pupil, either mentally or physically. Young teachers are specially liable to make this mistake, which arises from a creditable feeling.

By giving special attention to the rate of progress, we have been able to effect some improvement, and I believe that when this has had time to take effect the classification of the pupils will be found to be higher.

In many schools nearly half of the pupils on rolls are in infants' and first classes.

Mr. Fitzpatrick says :—

"The proper training of this group (infants and 1st class), has thus become of more and more importance and most of the teachers are alive to this. In most schools a real effort is made to keep the infants constantly employed and thus prevent the formation of habits of idleness and inattention. Where the Staff consists of two or more teachers, this special duty is carried out with more or less success. The time is fully taken up with reading, writing, tables, drawing, alternating with object lessons, story-telling, drill, games, and kindergarten occupations. In such schools the infants display considerable brightness, alertness, readiness in speaking and general intelligence."

I quite agree with Mr. Yates when he says :—

"Broadly speaking, the training of junior pupils has improved immensely in every respect in recent years and is still improving. The children are more intelligent and better developed in every way."

Mr. Yates adds :—

"In the higher standards there has been a marked improvement in powers of observation and expression both oral and written, but this improvement is not so evident in other respects."

The training of infants is much better than formerly, and their school life is not so deadly dull owing to the greater variety of occupations which has been introduced. Kindergarten is taught efficiently in only a limited number of schools, but some attempt is made to teach drawing, songs, object lessons and conversation lessons in almost all schools. Sometimes this instruction is valuable, sometimes of little if any worth. I find, however, that infants are frequently idle because no provision has been made for keeping them employed. This experience naturally applies most to one-teacher schools.

Reading is generally taught to infants from the black-board. I find that when instruction is confined to this mode, progress is slow, and I usually recommend that if possible two lessons per day should be given—one of them on the black-board, the other, in the case of senior infants, from their readers, and in the case of junior infants from tablets.

Speaking broadly, education in our schools is on a higher plane than in the old days. The pupils are brighter, more intelligent and, I believe, more resourceful. There is less cramming and more teaching. The teachers do not work harder. Indeed, I doubt if they work so hard, but there is more intelligence and skill.

The programme of studies has been widened, and a more liberal education is given. The proficiency is higher in most subjects, but some have rather fallen into the background.

All are agreed that *Reading* was never taught so well as it is now. Not only do pupils read with greater facility, but the style or quality of the reading is improving. The monotone is becoming the exception. At one time nothing but monotonous reading was met with. Some attempt is made to teach pupils to read with intelligence and expression, and we sometimes meet reading which we can call very good. The explanation of this improvement is probably to be found in the greater intelligence of the pupils, the variety of reading books, and the higher standard the teachers put before them.

Explanation receives more attention. A valuable intellectual training which is spreading in the circuit is for pupils when they read a paragraph or portion to reproduce in their own words the substance of what they have read. This trains them to concentration of mind, improves the memory, and is a valuable preparation for composition.

Penmanship is improving in the circuit because more time and attention are being given to it. It was not uncommon to find schools in which instruction in *Penmanship* ceased after second standard, and I have met schools in which no instruction was given after first standard. I do not find such cases now.

The wider range of subjects taught does not admit of so much time being given to *Penmanship* as was given under the Results' System, yet in my opinion there is a distinct improvement in this subject.

Mr. Yates says :—

"Writing is often stiff, but usually neat and legible."

Composition receives in this circuit more than the average amount of attention, and gross grammatical errors are much rarer than they were.

Mr. Yates remarks that :—

"Composition Exercises are usually intelligible but often badly expressed, and in revision sufficient attention is not always paid to the improvement of the language used."

And Mr. Fitzpatrick says :—

"Composition generally shows an improvement in respect both of matter and form."

and he refers to the usefulness of conversation lessons in the junior group as a preparation for composition in the senior, the result being greater length of the compositions and ease and flexibility of the language employed.

There is an undoubted improvement in the *Arithmetic* of the junior standards, but for the senior standards as confident a judgment cannot be pronounced.

Mr. Yates says :—

“ *Arithmetic* is well understood in the junior standards, but I am still disappointed with the work of senior pupils, many of whom are incapable of applying the simple rules correctly. Text books are slavishly followed, many weeks (or even months), being devoted, for example, to *Fractions*, and during this time the pupils are allowed to forget the ‘*Rules*’ formerly learned. If pupils were given a sound knowledge of tables and mental arithmetic and were taught to apply the four simple operations to (a) integers ; (b) decimals ; (c) fractions, and (d) money and ordinary weights and measures, little more would be needed for the work of an elementary school.”

Mr. Fitzpatrick finds a marked improvement in *Arithmetic*, especially *Mental Arithmetic*.

Mental Arithmetic never received so much attention as it receives now, and pupils are much more proficient in it.

I am by no means satisfied with the *Arithmetic* of senior standards. The subject is taught too much by rules. In too many schools pupils have a feeble grasp of it, and show a want of reasoning power. Probably this is largely due to the smaller amount of time unavoidably given to it through the pressure of other subjects.

I cannot speak favourably of the knowledge of *Grammar* and *Geography* acquired in our schools, as I think there has been retrogression in these subjects.

The teaching of *Grammar* under the old system was of little practical value. Pupils committed to memory a text-book which was not understood, but at the same time the subject was taken more seriously than it is now.

The present programme is of more practical value, and can be made of great service for developing pupils’ intelligence, but the subject has been thrust aside too much, and has almost disappeared in many schools. Under the old system, *Grammar* of senior classes was practically confined to parsing. Parsing has largely disappeared, but analysis receives considerable attention.

It is impossible to explain grammatical mistakes in composition or to apply the rules of *Syntax* without some knowledge of *Etymology*.

Mr. Yates says :—

“ I am not at all satisfied with the teaching of *Geography* and *History*. There is too much mere rote-work, and the memory is burdened with details which the pupil cannot assimilate or classify, and consequently soon forgets. Rote-work where needed should, of course, follow the explanatory and descriptive lessons and never precede them. The natural connexion between climate, productions, &c., needs more attention.”

Mr. Fitzpatrick finds *Geography*, as a rule, fairly well taught. *History* is not made interesting. If the suggestions given in “*Notes for Teachers*” in connexion with this subject were studied and applied, pupils would get a more intelligent knowledge of it.

Mr. Yates observes under *Drawing* :—

"The skill shown in the teaching of Drawing varies enormously. In very few schools do the pupils (except the infants), make any attempt to use drawing as a means of expression. They do not observe accurately and they lack the skill to make their pencils obey their thoughts. In some schools a great improvement has taken place, but in others an attempt to copy real objects has resulted merely in a copy of the Teacher's drawing of the object."

Drawing is taught in nearly every school.

Singing and *Drill* are also taught in nearly every school, the former with fairly satisfactory results. Sometimes it is very good, especially in the Convent schools.

Much of the drill taught is of a perfunctory character. A good number of teachers are not well qualified to give instruction in it. In many schools it has improved the bearing and discipline of the pupils.

Needlework is in general well taught. Of the branches of this subject, I should say that cutting-out is the subject least effectively taught.

Elementary Science is not extensively taught. I believe the course of training was too short to enable teachers to carry out the science programme properly.

Object Lessons or *Nature Lessons* are taught regularly. The new programme with its regular sequence has had a beneficial effect.

Extra Branches.

Irish is taught in about 30 schools of Section A and about 50 of Section B. The organizers report favourably on the instruction and progress of the pupils.

Mathematics is taught in about 50 schools in the circuit. In some cases the pupils are not presented for fees.

Evening Schools.

Four evening schools were in operation last session in Section A and three in Section B. One of the latter had to be given up owing to the state of the teacher's health. These schools were conducted satisfactorily.

Cookery is extensively taught in this circuit. It is a popular subject with both teachers and pupils, and is of practical value. My experience is that teachers who disliked the idea of introducing it into their schools were well pleased with it when it was introduced.

Mr. Yates says :—

"Very creditable results are achieved in some of the smaller schools with small equipment and few conveniences."

School Gardening.

Little has been done in the way of regular instruction in school gardening, but flower beds are not infrequently to be seen in the school grounds, and there is more evidence of taste than there was.

Mr. Fitzpatrick observes of his section :—

"I am glad to report that there is a steady improvement in the cleanliness and neatness of the Schoolhouses and premises. Flowers are in nearly every case grown either in pots in the window, or outside along the front wall, and are constantly attended to by the children. The love of flowers is innate in the people of this part of the country. Almost every cottage has its plot or border filled with gay-coloured flowers throughout the Summer and Autumn."

"The new scheme of Horticulture is eagerly looked forward to by several managers and teachers."

I anticipate good results from the classes in rural science held in connexion with the Technical Department. They seem to be popular with the teachers who attend.

Organization.

Mr. Fitzpatrick says that the new system of organization and new methods are being adopted, and the progress made is as good as can be expected, especially in the case of the younger teachers.

Mr. Yates says :—

"The duties of a teacher usually performed with least success are those connected with the proper organization of school work, the drawing up of Time Tables which will enable the teacher to keep his pupils regularly and usefully occupied, the arrangement of work so that full use may be made of the part already done, and preparation made for that which is to come and the proper relation and connexion of different subjects and different parts of the same subject."

A good time-table is a great help. My own experience is that the organization is frequently faulty. Perhaps the worst effect of faulty organization is that so many pupils are idle, and acquire idle and inattentive habits.

Sometimes one finds all the standards in a one-teacher school engaged at arithmetic at the same time, or four reading classes under one teacher at the same time.

The plan we recommend in this circuit is that each teacher's work should be arranged on the bipartite system, so that when one part of his division is engaged at work which requires his presence and instruction the other part should be engaged at work which requires only some supervision.

The time-tables and organization are gradually improving.

The schools which require most to be well organized are the one-teacher schools. It is difficult for one teacher to keep all her classes employed, and I personally would have no objection in such a case to the occasional use of an unpaid monitor. Unfortunately, this sometimes leads to abuse. The same pupil is too often called, and too much use is made of pupils for teaching.

I do not think the programme of studies in some subjects well arranged for the smaller schools, but I refrain from making suggestions, as there is not scope for this within the limits of a general report.

The difficulty of organizing is increased by the fact that so many schools are without class-rooms, and in a number of schools the class-rooms are so small that they cannot be furnished with desks.

Monitors and Pupil Teachers.

My colleagues are better satisfied with the training of monitors and pupil teachers than I am. We are agreed that their training is of a more practical character than it was, and monitors and pupil teachers are receiving a better training in teaching, but it is not satisfactory that 11 of the 32 monitors and pupil teachers examined in their final year should fail, especially when we remember that monitors are not appointed to schools of which the merit mark is not at least good. I can only attribute the failures to one of two causes—either these monitors had not been well enough instructed when appointed or their special instruction had not been properly attended to after their appointment. I should like to see a new programme drawn up for candidate monitors based more on the ordinary subjects.

A third contributing cause of the increased number of failures is that the period of a monitor's service has been shortened from five years to three years, which give so much shorter a time to prepare for the final examination. More time is taken up now in training in method, preparing teaching notes, &c., than when monitors had five years to prepare.

I am of opinion that a pupil well taught on the ordinary National school programme is more likely to turn out an efficient National school teacher than the same pupil would if taught as an Intermediate student.

The criticism lesson has had a good effect in drawing attention to the practical training of the monitor in teaching. It has done much to produce the improvement in the monitors' teaching, referred to above.

Mr. Fitzpatrick remarks :—

"The services of the Monitors are now more valuable."

Mr. Yates was particularly pleased with some of the teaching lessons given this year by the final year monitors and pupil teachers.

General Observations.

I have referred to the fact that the difficulty of conducting a school increases as the number of teachers diminishes. It was the recognition of this principle which led the Commissioners to draw up separate programmes for schools under one teacher, two teachers and three or more teachers. The concession made in the case of the small schools has been to diminish the programme in certain subjects.

I would recommend that instead of limiting the programme in individual subjects the teacher should be allowed to limit the number of subjects. The full programme should be taught in schools with three or more teachers, but certain subjects should be specified, one or two of which should not be compulsory in a two-teacher school, and two or three of them should not be compulsory in a one-teacher school. This would allow teachers to drop subjects for the teaching of which they have no aptitude. It would be a greater concession to the teacher, and I believe it would lead to higher efficiency in the smaller schools.

The records, with very rare exceptions, have been honestly kept. The registers had been allowed to fall into great arrears, but these have been largely, in most cases wholly, removed.

We have to speak highly of the teachers. They are a respectable body, of admirable conduct, and much esteemed.

Our relations with the managers are most agreeable. We find it a pleasure to work among them, and as a body they take a material interest in their schools.

I am, gentlemen,

Your obedient servant,

A. J. McELWAIN.

The Secretaries,
Education Office.

(Mr. J. J. Murphy.)

DUBLIN,

31st July, 1913.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the schools of the North Dublin Circuit for the year ended the 30th June, 1913.

No change in the area of inspection has taken place within the period of two years since I furnished my last report; but since the 10th February, 1912, Miss Bourke has had charge of fifty of the North City schools. These schools comprise all the infant schools in North Dublin and the larger girls' schools, most of which are Convent schools; and I am glad to learn from interviews with managers and teachers that Miss Bourke's sympathetic interest in school work and her broad treatment of inspection are much appreciated. This additional assistance has necessitated a re-apportionment of schools between what may be termed the city and rural sections. Twenty-seven rural schools were transferred from Mr. Rogers' section to Dr. Bateman's from the 1st July, 1912, and the sectional distribution is now :—

Section (Senior Inspector's),	...	...	11 schools
Section A (Dr. Bateman's),	...	...	138 ,,
Section A ¹ (Miss Bourke's),	...	...	50 ,,
Section B (Mr. Rogers'),	...	...	154 ,,
<hr/>			
Total,	...	...	353

School Accommodation and Equipment.

The North section of the City of Dublin is adequately supplied with schoolhouses of a good type, suitably situated, and, on the whole, well furnished. The total number of National schools in the North City and suburbs is 105, including 28 boys' schools (one of which is conducted by the Sisters of Charity of St. Vincent de Paul), 35 girls' schools (9 Convent and 26 ordinary), 28 infant schools and 14 mixed schools. These include the seven Model schools at Marlboro' Street, Inchicore, and Glasnevin. In addition, there are a number of well equipped schools in which the Christian Brothers' provide boys with instruction having for its ultimate aim the intermediate examinations or the technical school.

As regards the circuit as a whole, satisfactory effort is being made to replace unsuitable buildings and to remedy structural defects; but improvement in the matter of furniture and equipment, while proceeding apace in the city, is a slower process in the rural districts, where the difficulty of raising the necessary funds is most felt.

Dr. Bateman gives me the following detailed information:—

"The Tyrone Street Schools, ill-placed and otherwise very unsuitable, have been superseded by the fine new Pro-Cathedral Schools in Lower Rutland Street. At Donabate the erection of new schools to supersede the present unsatisfactory houses is in progress. In response to applications for aid to build urgently-needed new schools, grants have been given at Skerries, Newcastle, and Fishamble Street. The John Street West Schools have been for many years a blot on the school accommodation of Dublin, both teachers and pupils working under very unfavourable conditions. At Kinsealy proper school accommodation has been for years a pressing need, and has of late reached even a more acute stage owing to the increased attendance. I expect that in the near future new buildings will be erected in both these places. The condition of the schoolhouse and of the premises at Oldtown has been unsatisfactory for quite a length of time; and though the school is attended by both boys and girls there are no out-offices. Under the same management are the Garristown schools, where improvements of one kind and another are needed. The truth is that new schools are required in both these villages, so that it is, perhaps, considered useless to spend money on the present buildings. St. Margaret's, Finglas, has been improved under new management, but a new school is really needed here. The attendance has so increased at the Drumcondra school, Church Road, and at the Clontarf schools, that the respective managers contemplate in the near future the provision of increased accommodation; such managers are pleasant to deal with. Another manager of this stamp is the late manager of the St. Paul's (No. 2) boys' and girls' schools, and of the Victoria Kindergarten school. Prior to his promotion to another parish he enlarged the class-room in the infant school, and provided partitions in the boys' and girls' schools. A fine new class-room was also built at the Swords boys' school by the late Rev. D. Mulcahy, P.P. The class-room at the Inchicore Central school may at an early date be enlarged."

The new Pro-Cathedral schools in Lower Rutland Street are of an excellent type, and probably inferior to very few in the British Isles. There are four schools under the one roof—boys', girls', infant boys', and infant girls'—and schoolroom accommodation consists of 28 rooms for ordinary class-work, and two fine practical instruction rooms for science, cookery, and laundry teaching. In the basement excellent play-sheds extend throughout the entire length and breadth of the building. These schools supersede the over-crowded schools in Tyrone Street and Langrishe Place. Accommodation is provided for 1,500 pupils. The schools opened on the 15th April, 1912, and within a month 1,937 children were enrolled. The average on rolls for the year ended the 31st March, 1913, was 1,950, and the average attendance 1,317, the schools being already—the girls' school excepted—as regards official requirements overcrowded. This quarter of the city literally teems with children: the streets and lanes and alleys are held by the rising generation. To fill the Rutland Street schoolrooms was a task presenting no difficulty; a small contingent only was needed; the main army of little street urchins still gambols in the gutter.

The rural section of the circuit—Section B—comprising the greater part of Meath and portion of Westmeath, is well provided with schools of a fairly suitable type. A number of these afford more than ample schoolroom space for the numbers in attendance; and where there is overcrowding, steps are in most cases being taken to enlarge the present buildings or to erect new ones. The Trim Convent schoolhouse is a wretched building, entirely

unsuitable for educational work, but I am glad to hear that funds have recently become available for the erection of a good school-house, and it is to be hoped that this very urgent case will not be further delayed.

Better and more ample accommodation is needed also in the Maynooth and Mullingar Convent schools. The Leixlip schools are much overcrowded, and the building and premises are quite unsuitable.

No efforts are being made to multiply schools unnecessarily. I am of opinion that the St. Michan's No. 2 school and the Phibsboro' Mixed School are not needed, but these are the only exceptions. With regard to the rural schools, Mr. Rogers writes :—

"In some cases two small schools exist side by side which would be benefited by amalgamation. I anticipate that in some instances amalgamation will take place at no distant date, owing to the inability to maintain the averages necessary to have the schools conducted as separate units. There is, however, no inclination on the part of the managers to have changes of this kind made."

I have seldom to find fault with the condition of the city schools, and the Convent schools, as one would expect, are excellently kept. In most cases the necessary work of cleansing and tidying of house and premises is done by a charwoman; and the gradual adoption of a system of automatic flushing of out-offices is fast removing defects in the matter of sanitation. Play-ground space is necessarily limited, but the plots available are usually neatly kept, and concreted yards are becoming more common. Windows without some attempt at window-gardening are the exception, but much more might, I think, be done. Tall geraniums, with straggling stems, squeezed into inadequate pots crammed to the brim with rough, heavy clay are certainly not things of beauty, and suggest nothing of educational value or of encouragement where so little encouragement is needed. Nicely kept window plants are often to be seen in girls and infant schools, but too much is left to the personal taste, or want of taste, of the teacher. The picture on the wall is recognised as proper material and aid for interesting instruction; how much more is the living plant with the growing beauty of its foliage and flowers an object of deep instruction and unfailing delight to the city child.

In the country schools Mr. Rogers reports :—

"A steady improvement in the upkeep of the premises, in the lime-washing of walls and closets, and in the general cleanliness of the school-rooms. Sawdust and similar materials are being used in the sweeping of the rooms, and the objectionable practice of watering the floor before brushing is being abandoned."

Heating is, as a rule, quite satisfactory, the Board's grant now leaving no excuse for a failing in this respect in the poorest localities.

Commendable efforts have been made to improve the furniture and equipment of the city schools. In quite a large number the old-fashioned, long, cumbersome desks have disappeared, and up-to-date dual desks of graded sizes have taken their place. Infant schools and infant departments of Convent schools have received generous attention, and these schools can be said to be on the whole, thoroughly furnished and equipped. A special feature, to which I have given a good deal of attention, is the bright and suggestive wall equipment, consisting of glass-cases for display of the children's handiwork, mural illustrations of the story and nature study for the week, and so-forth. Both teachers and managers have responded willingly to suggestions made in this respect. Old and unsuitable desks are still met with, especially in the country schools; but the re-desking of a school is an expensive undertaking, and it is only fair to be satisfied with a gradual replacement of the old by the new.

School libraries do not appear to be looked upon as useful adjuncts to the literary equipment. They are needed, of course, more in the country than in the city, where they are mostly to be met with. The encouragement now given to silent reading in the schoolroom will probably lead to a better appreciation of the small collections of books that have been gathered together here and there. Even in the city, Miss Bourke finds that school libraries are few and, as a rule, not successfully managed, except in a very small number of Convent schools.

School Gardening.

I am sorry to say that I see little prospect of the introduction of school gardening to any appreciable extent in this circuit. Mr. Rogers, however, informs me that five school gardens will be taken in hand during the coming year, and that the teachers of these schools are making arrangements to secure the official qualifications for recognition. The rural portion of the circuit lies mainly in County Meath, where for generations the hard but sufficiently simple lesson has been taught that land was meant to grow grass and the people to tend cattle. So that it is not much matter for surprise to find small care given to the school plot, and little interest taken in garden cultivation where space allows within the school enclosure. The plots themselves would seem often to be aware of the little expected from them, and show a noticeable tendency to revert to grass land. There is some fruit-growing in the district lying between Gormanstown and Duleek, and I understand that it is a very paying industry for the cottager or small farmer. A course of fruit culture would be a most useful addition to practical school instruction here, if school gardens and school gardeners were available.

Teachers.

I can again congratulate the teachers of the circuit as a body on the success of their earnest and well-directed efforts. The merit marks awarded in 353 schools during the past year were

classed as follows :—“Excellent,” 30; “Very Good,” 130; “Good,” 138; “Fair,” 47; “Middling,” 6; “Bad,” 2.

The standard of inspection is, I think, above the average, especially in the city, and the above classification shows a fair judgment of the present efficiency of the schools. During the year (1911-12) 47 merit marks were raised, as compared with 19 lowered. I am not in possession of the figures for the past year for the entire circuit, but I myself was able to raise 9 merit marks as against 4 reduced. Notes furnished by my colleagues show a record of good, honest work.

Dr. Bateman writes :—

“A healthy tone of steady work pervades the section. The majority of the teachers show general fitness for office.”

And Mr. Rogers :—

“The teachers are, on the whole, earnest and interested in their occupation. The work is, as a rule, done better by the female than by the male members of the profession. There is more evidence of careful and systematic preparation, especially in the case of unmarried teachers; more attention to detail, and a higher standard of personal cleanliness and taste. There is also increased effort to improve themselves, and text-books on Drawing, Kindergarten, and Physical Drill are more frequently found in their schools than in those of the male teachers.”

Miss Bourke has the following notes :—

“Many of the teachers during the past year have attended at their own expense courses of lessons in such subjects as Kindergarten and Swedish Drill, with very encouraging results in the improvement of these subjects in their schools. All the teachers make regularly some form of preparation for their work. This is too often a mere perfunctory noting of the pages to be dealt with in the various lesson books; but in some cases very careful preparation is made. As a rule, infant school teachers make far better notes of lessons than teachers of older children, and the methods of teaching in the infant schools are, speaking generally, more up-to-date than those of the senior schools.

“The teachers as a body do little professional reading. One reason for this, I think, is the expense of modern educational works. I have often thought that if a circulating library of educational works could be established in a circuit it would be an immense advantage to the teachers and to education.”

With reference to Miss Bourke's suggestion as to a circuit lending library, I may say that the lay assistants at King's Inns Street Convent school—a large staff of 52 teachers—have enjoyed for some years the advantage of a first-rate library of reference in the school itself: the library is kept up-to-date, and I am told by the Sister in charge that it is in constant requisition. Its stimulating influence, added to Sister Clare's wise guidance, encouragement, and assistance, is doubtless responsible for the laudable efforts towards self-improvement made by a number of the members of this teaching staff, who have succeeded in securing university qualifications.

I am in a position to record a further improvement as regards official qualifications in the general staff of Convent school lay assistants, which the following table will show :—

	July, 1908.	July, 1911.	July, 1913.
Number of trained teachers serving as lay assistants,	20	42	44
Number of untrained teachers „ „ „	137	147	163
Number of unqualified teachers „ „ „	46	28	4

The chief matter for congratulation here is the practical disappearance of the unqualified teacher. The substitution of the trained teacher for the untrained is a slower process, retarded by traditions and local usage difficult to eliminate, but I anticipate a large improvement within the next couple of years. Over 75 per cent. of the number of untrained lay assistants are serving in schools conducted by the Sisters of Charity, who have till recently preferred to appoint teachers trained as monitors in their own schools without proceeding to the further training offered in the recognised colleges.

The teaching staff of the practising schools attached to the St. Patrick's Training College furnishes an example one would like to see followed in all city schools. Within the last two or three years two of the assistants have graduated in the Royal (National) University. One of these has secured the University Teaching Diploma, and is working for the M.A. Degree; the other is studying for the Diploma. A third assistant is preparing for the final examination for his Degree. Both principal and assistant in the No. 2 school have their Degrees for some time, so that there are in all four Degree men and one holding the Teaching Diploma on the staff of these schools. This is very commendable, and the reverend principal of the College is to be congratulated on the fine spirit of self-improvement shown by his teachers. It has given a tone to these schools which, I think, nothing else could give, and is plainly reflected in the keen spirit of work displayed in the school-rooms, and in the bright atmosphere, laden with youthful intelligence, permeating the whole establishment.

I have referred at some length to two teaching staffs which, as far as my knowledge goes, must be considered as solitary pioneers in the field of professional self-advancement. Laudable effort is made, however, by many of the teachers to improve their practice of teaching by resource to the many helps now available, and by a conscientious study of the official programme, with its possibilities of adaptation to the special needs of the particular school.

There can be little doubt that the country is not at present sending in its best material to the making of teachers, or that the question of remuneration, conditions as to promotion, and professional prospects lies at the root of the matter. A low initial salary suggests that high-class material is not looked for: it is not given. Limited prospects ask for a limited response in the

way of effort directed towards improvement in professional attainments : a very limited response is forthcoming. It is not a simple matter of demand and supply : we have the schools, and the makings of good teachers are plentiful in our educational establishments ; but the number offering for the work will, naturally, depend on the combined conditions of demand and inducement, as compared with the corresponding conditions in other spheres of life. It will be a long time, I think, before the country suffers from a shortage of good women teachers ; but the Training Colleges can furnish sufficient evidence, not only as to the serious dearth of men teachers that threatens us, but as to the falling off in the quality of the material offered. This condition of things is already reflected in an increasingly noticeable difficulty in securing good or promising teachers to fill vacancies as they arise, even in the city schools. During the past year it was with great difficulty, and after long delay, that an Episcopalian teacher was secured for the Central Model Boys' school ; and I am informed that the King's Scholars who have successfully finished their course of training this year at Marlborough Street, are all, without exception, already engaged.

Attendance and Health of Pupils.

As regards the character of the attendance, Dr. Bateman has the following notes :—

"The general tendency of the attendance is towards an increase. Free luncheons help to increase the regularity of attendance in the poorer parts of the city, and I noticed recently at Clonalvey, a rural school, that the children who needed bread and milk were supplied at the manager's expense. The adverse factors to regular attendance are poverty, which in the city causes ill-housing and consequent frequent changes of abode, malnutrition leading to sickness, epidemics, and the carelessness and ignorance of parents. The age at which children go to school varies considerably ; some pupils of eight, nine, and ten years of age are met with, who say that they have not been previously at school. How they have escaped the vigilance of the attendance officers is not clear, unless that, not being on the rolls of any school, they were not within the knowledge of these officials. Such cases would seem to show the necessity of more frequent house-to-house visitations by the attendance officers. In a few schools the social circumstances of several, if not many, of the pupils, appear to warrant their attendance at secondary rather than at primary schools."

And Miss Bourke, also writing on the subject of the city attendance, notes as follows :—

"While regularity of attendance is affected to some extent by the influence brought to bear in school by the teachers, it appears to me to be really more dependent on the social standing of the parents than on anything else, since it varies from about 90 per cent. in the best schools to about 70 per cent., or even less, in schools situated in very poor quarters. Generally school attendance begins at three years of age and ends at fourteen, or on completing a year in fifth standard, except in a very small percentage of cases.

"On the whole the health of the children appears fairly good. Very defective teeth are frequent. Evidences of malnutrition are unhappily in the poorer quarters very common. I find in many schools that the teachers make constant use of the local dispensaries, sending the children

who need treatment to them. I have not observed any abnormally large number of cases of defective eyesight as compared with other conditions of ill-health."

And with reference to the rural schools, Mr. Rogers writes:—

"The pupils are leaving school at an increasingly early age. In several schools the attendance practically ceases in fourth standard. This is due to a lack of interest in education on the part of the parents, the majority of whom are either labourers or herds. Education leads to no temporal advancement, and the desire of education for its own sake is absent. Both parents and children are without ambition or the hope of rising in the social scale, and as soon as the children get Confirmation they are kept at home; indeed, in many instances they are kept at school in order to acquire the amount of instruction necessary to obtain a pass in religious knowledge from their Bishop's examiner. In this district the pupils are sent to school as soon as they are able to walk from their homes to the school door, and it is not uncommon to find a child under three years accompanying her sister to school. The parents embrace the opportunity of having their children looked after for five or six hours a day; and, now that a lunch of cocoa and bread is being provided free in some of the schools, there is an added inducement to get rid of the little ones. The health of the pupils is good, though there are frequently cases of malnutrition, especially during the winter months when milk is scarce. In one portion of the district consumption is very prevalent among the elder girls, and a teacher recently informed me that five of her pupils, who had been attending school within the three years previous, were at that moment dying of the fell disease."

There is, unfortunately, no doubt that many of the children in the poorer localities go to school in the morning very ill-fed, and it is a pleasure to note the increased effort in the city to feed these hungry little ones. Societies of ladies have undertaken the task here and there, but I am not sure that their charity is always appreciated. For my part, I prefer to look upon these free breakfasts and free lunches at school as charitable efforts to meet a difficulty by temporary means: the feeding, as well as the clothing, of the poor should be provided for outside the school. On the other hand, the school affords the proper opportunity for medical and dental inspection, the treatment, of course, being given outside the school.

The outstanding defect in the character of the school attendance is the early age at which a large majority of the children leave school. I shall deal with this matter in connection with the character of the school work.

Proficiency.

There is little noticeable evidence of any decided movement in the direction of progress or retrogression since I reported two years ago on the character of the work done in the schools. Now, as then, the general aspect of the school life leaves the impression of a more intelligent training of the average child than under the Results System. Progress in *Reading* is more rapid than it used to be, the course read is much more varied, and a very fair style has been acquired. *Composition* is taught

at an earlier stage, and is taken effectively in connection with the class lessons in History, Geography, and Domestic Science. I find it necessary to urge teachers to pay close attention to *Spelling*, and to ensure a satisfactory proficiency in this branch by short, systematic exercises in connection with Reading and Composition. My experience convinces me that plentiful reading and writing do not always make a good speller. The faculty of seeing the word mentally is often absent, and the habit of checking the spelling by sounding each syllable mentally, so to speak, as it is written, seems hard to acquire by many. In such cases systematic exercises are, I think, quite necessary. Increased attention is now paid to correct method in the teaching of *History* and *Geography*, and I am glad to find that the utility of the black-board map, and still more of the pupils' own sketch-map, is being recognised in a growing number of schools. Preparation for the class lesson in these branches is often elaborate—too elaborate in fact—and wrongly directed towards multiplied detail, instead of showing an intelligently planned outline with salient points in proper perspective. Now that silent reading is to take its proper place in the school-room—and it will afford a useful relief in the one-teacher and two-teacher schools—I hope to see the Historical and Geographical Readers re-introduced, and the reading of these books properly supplemented by intelligent outline lessons.

Arithmetic continues a favourite branch with most teachers. Far too much time is given to it: I frequently find time-tables overladen with Arithmetic, even in the case of the junior standards, and teachers complaining of an overcrowded programme. Instruction in this branch adheres more obstinately to traditional methods than any other section of the school work, and the time uselessly spent by the pupils working out page-long series of exercises presenting no difficulty once *the rule* is learnt is probably the weariest and most fruitless time in the school day.

I am in full accord with my colleagues as regards the marked improvement noticeable in the teaching of *infants*, especially in the city infant schools and Convent infant departments. Much of this work is excellent, and the very varied schemes of correlated occupations, and the edifying display of children's handiwork and mural chalk drawings, illustrative of story and nature study to be frequently found in the schools, afford very satisfactory evidence of the keen, intelligent interest taken by the teachers in their work.

Miss Bourke writes:—

"The teaching of infants in my section reaches as a rule a high standard of merit. The teachers show much eagerness to acquire up-to-date ideas and to get and use up-to-date equipment. The infants as a rule are very intelligent, cheerful, and friendly, and frequently produce manual work of much merit. The story usually forms a conspicuous and much loved feature of the week's work, while the grouping of other lessons round it is usually well done."

Dr. Bateman finds

"the teaching of infants in schools, other than infant schools, much better than in the time of the Results' system, and in most three-teacher schools as good as in the regular infant school."

And Mr. Rogers notes :—

"The infants are being much better trained than formerly, and their school life is being made brighter and more pleasant. There is far less repression in their instruction, and the games, short periods of instruction, and frequent changes of occupation are rendering them brighter, more alert, and more self-reliant. The training given by the kindergarten organisers to the junior assistant mistresses is doing a great deal of good."

The great obstacle in the way of high efficiency in the National school is the early age at which children leave school, and the very irregular attendance of the pupils of sixth and higher standards in rural districts. The real usefulness and proper value of the educational work done in a school can only be measured by the character of the attendance and the quality of the instruction given in these higher standards. The pupil who only climbs as far as fifth standard has not travelled far enough to see where he is going to, or what he is climbing for : his view is still obstructed ; no prospect opens out before him. Yet even in the city the large majority of pupils leave school when they have passed through fifth standard. There should certainly be a much better attendance in the higher standards in the city, and I am inclined to the opinion that a more robust handling of these standards would bring about a large improvement. A careful consideration of the practical needs of the pupils, having in view their probable destination in life, is needed, especially in the boys' schools ; and it should be obligatory on managers to submit courses of instruction for seventh and eight standards. As I stated in my last report, there is too much mere marking-time in these standards : this is not fair to parent or pupil. In the Central Model Girls' school it is expected that there will be from 120 to 150 on the rolls of seventh and eighth standards at the beginning of next session : until a few months ago *one* teacher was responsible for this entire division ! I am in hopes that during the coming year the work of the higher standards in both the Boys' and Girls' Model schools at Marlborough Street will be thoroughly re-organized.

The present failure of our schools to win a satisfactory attendance beyond fifth standard is a problem to be attacked ; and, as I stated in my last report, "I am forced to the conclusion that in our city school system the necessary link between the ordinary work of an elementary school and technical or intermediate education is still wanting ; and that our best teaching power can be availed of and utilised to its full extent only by the establishment of higher grade schools. This would allow of a rational classification of both schools and teachers, encourage study, and afford justification for a much higher rate of emolument to teachers with university or other special qualifications."

Monitors and Pupil Teachers.

I cannot find fault with the training of the monitors and pupil-teachers, but the present period of service gives them little time to prepare for their final examination. Of 50 monitors who completed their period of service this year, 2 passed in first division, 16 in second, and 9 in third. Seventeen failed, and 6

absented themselves from the examinations. Of 4 pupil-teachers, 3 passed and 1 failed.

Extra Subjects.

I am glad to report that Cookery is now taught in practically every school in which it is possible to introduce it, and Laundry in not a few : the Organizers speak very well of the work done. Irish is taught in about 60 schools, and Mathematics in about 50.

Evening Schools.

There are 9 Evening Schools in operation, and doing useful work on the whole.

Sixty-five Certificates of Merit were awarded during the year 1912.

I am, Gentlemen,

Your obedient Servant,

J. MURPHY,
Senior Inspector.

The Secretaries,
National Education Office,
Dublin.

DUBLIN,

29th July, 1913.

GENTLEMEN,

In accordance with your instructions, I beg to submit my General Report on the schools of Dublin (2) Circuit for the school year ended 30th June last.

The Circuit.

There has been no change in the boundaries of the circuit since my last general report. It includes the southern half of the County Dublin and the greater portion of the Counties of Wicklow and Wexford, together with a small strip of the County Carlow. The inspection staff has been increased by the appointment of Miss Bourke, who has charge of some 50 of the large girls' and infants' schools in and near the City of Dublin.

School Accommodation and Equipment.

Speaking generally, the school accommodation throughout the circuit is adequate. With hardly an exception, schools are provided within a reasonable distance from the homes of the children. In one part of the City of Dublin, the want of a boys' school is much felt, but steps are being taken to supply it. There are, however, some cases of serious overcrowding—notably in Crumlin, Rathnew, and Clonroche—but a building grant has been obtained in the case of Crumlin, and the other two are under consideration. Very unsuitable buildings at Mucklagh, Kiltealy, Ballygarret, Cabinteely, Castlebridge, Coolgarrow, Tinnacross, and Monaseed are about to be replaced by new vested houses, and excellent new buildings have replaced the hovels formerly in use at Ballindaggan and Tullycanna.

I cannot say that neatness of appearance is a general characteristic of our schoolhouses and their surroundings. There are, of course, notable exceptions to this statement, particularly in the cases of city schools, but there is no *systematic* provision for the periodical renovation of the school buildings. The proverbial "stitch in time" is not put in, and hence even vested houses show signs of dilapidation in a few years. Many of the buildings were erected at a time when very mistaken notions were held on the subject of school architecture, and hence are open to objection on the ground of bad lighting or defective heating. The absence of wainscoting and the position of the fire-places render it impossible to heat the rooms properly in a good many cases.

In a certain number of schools the desks have come down from a hoary antiquity, and are now quite out of date. They exemplify every defect that a desk may possess. In others, they are of varying degrees of unsuitability. The adjustable desk with reversible seat is the ideal arrangement, but considerations of expense will, I fear, prevent its realisation for many years to come.

In the urban schools the sanitary arrangements are usually satisfactory, but in the rural areas, where flushing is not possible, the cleaning of the pits is not always as regularly attended to as it should be. In some localities the plan of using movable buckets has been adopted, and it appears to work very well.

The minimum requirements as to apparatus, &c., are usually met, but maps are sometimes kept in use, owing to the difficulty of obtaining funds for new ones, till they are in a state of utter dilapidation.

Window gardening receives attention in a good many schools. The school plots are, however, rarely "things of beauty." Too often they are disfigured by unsightly clumps of grass, weeds, &c.

A good many schools are unprovided with playgrounds. Others have plots for play purposes, but they cannot be used in winter owing to their muddy surfaces.

No progress can be reported in reference to school libraries. Outside the Convents, relatively few schools are provided with them. This is eminently a matter for local initiative.

There are no appliances for physical culture except bar-bells and dumb-bells, which are, as a rule, found only in town schools. The schools are kept reasonably well heated in cold weather.

Mr. Lynam reports as follows in reference to some of these points :—

"About nine-tenths of the schools are well furnished and equipped. Some few of the country schools are very defective in these matters. The want of any recognised local funds for furniture and repairs is a serious blot on the system of primary education as it exists. The rooms are generally kept clean—since the special grant was made there has been an improvement in this respect. As regards garden and window plots, there is a very great variety, ranging from the elaborate parterres of St. Mary's Schools, Rathmines, and some other Dublin schools, to the absence of either plot or playground in many County Wicklow schools. . . . School libraries, even where as in many Dublin schools they have been provided by the Corporation, have been a complete failure, owing chiefly to the absence of any organised scheme for book distribution. This remark does not, however, apply to some of the Convent schools, where a certain number of books are distributed among some of the pupils."

Mr. Dickie notes :—

"On the whole, the school-rooms are well provided with desks. There are several—perhaps many—cases in which the desks are old-fashioned and uncomfortable, and more cases where they are too large for the pupils who use them. . . . In some schools the old-fashioned galleries, which no longer recommend themselves to school builders, have been furnished with small desks, and are found to be both comfortable and effective. . . . Blackboards are often fixed permanently on school walls, and thus space is economised and trouble avoided. . . . Science equipments, which have been very lavishly provided in my district, have suffered considerably from wear, and missing or worn-out articles are seldom replaced. Kindergarten equipment is fairly satisfactory. The great majority of the schools in my section are neatly and cleanly kept."

Miss Bourke remarks :—

"As a rule the schools are well kept. Regular sweeping and dusting, and the washing of floors, are in most cases well attended to. With few exceptions the desks and furniture are in good condition, though in many cases desks of unsuitable types are in use. Most schools make some

attempt—often a successful one—at window gardens, but only in one or two instances are school gardens possible. Sanitation and heating are usually quite satisfactory. School libraries are few, and, as a rule, not successfully managed, except in a very few Convent schools. Playgrounds are satisfactory in quite the majority of cases."

Teachers.

The teachers as a body discharge their duties with care and attention. Some do work of a very high order of merit, and give their pupils excellent mental and moral training. They recognise to the fullest extent the need for preparation, and also the nature of the preparation necessary. They entirely realise that the manner of presenting the subject to the mind of the child is the all-important point, and that this cannot be done effectively "on the spur of the moment." They are in a position to deal wisely with the mistakes of their pupils, and to turn them to good account. With many teachers, on the other hand, the so-called "preparation" consists merely in setting down the pages of the Reader to be studied, the Rules of Arithmetic to be learned, &c., &c., no notes being made of such a kind as would enable the teachers to deal with the matter from the child's point of view. When I ask for such notes, the teachers in many cases inform me that they did not make any, as they knew the subject thoroughly. Such teachers do not know the alphabet of their profession. From the want of this close consideration the teachers, not thinking for themselves, use the loose language employed in many of the text-books to the mental confusion of their pupils. When visiting a school some time ago, I noticed that the principal had entered "decimal fractions" in her syllabus as the portion of arithmetic to be studied during the week. When I asked her what a decimal fraction was, she replied that "it was one which had 10 or some power of 10 for its denominator." I had to point out to her that a decimal fraction had no denominator, good, bad, or indifferent, and did not want any, and that the absence of a denominator was the essential difference between it and a vulgar fraction.

Teachers do not realise to a sufficient extent that all the subjects of instruction are divisible into two classes, (1) those taught by authority—history for example—and (2) those where the children must see the truths for themselves directly—arithmetic being the classic example of the latter. Thoughtful preparation must always take this distinction into account.

Some members of the teaching staff—happily a limited number—are thoroughly inefficient, and are simply preparing their pupils to be "hewers of wood and drawers of water." In the following extracts from my note-books I give typical specimens of the manner in which such teachers do their work:—

(1.) The infants and first standard pupils spent half an hour printing the word "sot" on slates. The two following exercises were written on the black-board for fourth, fifth, and sixth standards:—(a) £678 13s. 4 $\frac{1}{2}$ d. \times 9; (b) £804 11s. 9 $\frac{1}{4}$ d. \times 11. The working of these only occupied a few minutes, and the pupils then sat idle for the remainder of the half-hour.

The teacher read the dictation exercise for the seniors while he left the two groups of juniors practically idle on the floor. He gave a futile lesson on the ball-frame to the infants who were in the desks, while the two geography lessons were left in charge of pupils.

(2.) The geography lesson was confined to mere pointing on the map: no preparation whatever had been made for the lesson, and nothing was done to remove it from mere mechanical *routine* or to impart any interest to it. Though the capital cities of Europe were dealt with, the pupils did not know what a capital city was. The only infant present spent the half-hour for writing in printing the word "bit."

(3.) According to the time table, the juniors ought to have been engaged at "Tables and Sums." What actually happened was this:—Some of the pupils idled; others wrote; some did Arithmetic, and others "conned over their lessons." Those who wrote used broken slates without guide lines, and fragments of pencil. Two walked about. All worked or idled, as they felt inclined. During the time for the reading lesson of the juniors the infants stood idle for a while, talking. The teacher then took charge of them for some five minutes, and taught them from a book held close to their faces; they were then left to their own devices for the rest of the half-hour.

(4.) The principal taught Reading to the infants, individually, going from one to another, and asking each to name a word which she pointed to on the open page of a book held close to the child's face. Even this only lasted for three minutes. During the rest of the half-hour the children sat idle, not even pretending to do anything. All of them answered in whispers. At the time for Writing, three infants out of six present sat idle during the half-hour, as they had no materials for writing; the other three were supplied with broken slates, which were imperfectly grooved, and with fragments of pencil less than an inch in length. The children were placed sitting on a separate form beside the wall, though there were two desks wholly unoccupied. The model which they were supposed to copy was written on a black-board which was suspended *behind* them.

(5.) The infants were kept scribbling on slates without guide lines during the first hour of the day, and received no guidance from the teacher. During the next hour they were engaged at so-called stick laying, and again received no guidance from the teacher. In fact, the hour was spent in practical idleness. The time table arrangements were different, but they were utterly ignored.

(6.) The teacher gave no help to the junior pupils when engaged at reading beyond remarking occasionally, "You are not reading it very well." He pointed out no fault, and did not exemplify the proper method. Arithmetic is taught by "rule." The jingle, "pounds multiplied by 20 are shillings," &c., is the only guide the pupils have when working exercises in reduction of money. The reason for multiplying or dividing, as the case may be, is wholly unknown.

(7.) Chorus work, "one stick and two sticks make three

sticks," was made to do duty for class instruction in Arithmetic. To meet the need for illustration, at the reading lesson given to the junior infants, the teacher held up a primer in front of two or three pupils sitting together—out of a total of some fifty—and asked them to "show her the cat in the picture." The privilege of seeing the cat was denied to the other forty-seven.

Mr. Lynam reports :—

"The great majority of the teachers are zealous and attentive to their duties. They display, however, a very lamentable lack of enterprise and initiative in adapting themselves to the circumstances of their schools and classes. This is sometimes even more noticeable in young teachers fresh from the Training Colleges than in the older teachers who might have a stronger excuse for stereotyped methods. The suggestion of a new method of treatment is often received with something approaching resentment, and carried out with what appears like reluctance."

Mr. Dickie notes :—

"The teachers in my district are in general a most respectable body. With very few exceptions, they are devoted to their work, and though they bring, of course, very different degrees of energy and skill to bear on their duties, they are, as a rule, both industrious and conscientious. . . . I do not believe that the teachers study much."

And Miss Bourke states :—

"The marks of the schools in my section speak very well, I think, for the zeal and efficiency of the teachers. . . . All the teachers make regularly some form of preparation for their work. This is too often a more perfunctory noting of the pages to be dealt with in the various lesson books, but in some cases very careful preparation notes are made. As a rule, infant school teachers make far better notes of lessons than teachers of older children, and the methods of teaching in the infant schools are, speaking generally, more up-to-date than those of the senior schools. The teachers as a body do little professional reading."

Attendance and Health of Pupils.

The attendance has been a good deal interfered with during the past year owing to the prevalence of epidemics and the severity of the weather in the early part of the year. This is especially true of the southern half of the circuit. There was no marked change in the City of Dublin. Two of my colleagues, Messrs. Dickie and Lynam, report that the School Attendance Act has had little effect in increasing the attendance.

The general health of the children is good. Defective eyesight is comparatively infrequent, but cases of defective teeth are often met with. Evidence of malnutrition in the poorer parts of the City of Dublin are, unhappily, very common. Miss Bourke reports that

"in many schools the teachers make constant use of the local dispensaries, sending any children who appear to need medical treatment to them."

Mr. Dickie has succeeded in inducing the teachers of several rural schools to provide cocoa for their pupils at lunch-time. It is found, he says,

"That a cup of cocoa daily can be given for about one penny per week, and the parents pay this sum cheerfully. The warm beverage," he adds, "is a great boon to those pupils who come from a long distance, and they attend more regularly and work more cheerfully."

In the urban schools, the children begin to attend at the age of three years, and in the majority of cases they remain till they reach the age of fourteen years, when, as they are then free from the operation of the Compulsory Attendance Act, they leave school to take up some employment. In rural districts they usually commence to attend school about the age of five years, or earlier if they live near the school. In the country portion of the circuit the parents, in the great majority of cases, are farmers or farm labourers, while in the remaining portion they are occupied in the varied employments usually found in towns.

Proficiency.

Reading continues to improve, and, speaking generally, is now well taught. It is but rarely that what the late Mr. Stronge described as "formless, expressionless mumbling" is met with. Clear, firm, and expressive reading is now very general, and the pupils, as a rule, understand what they read. It is true that the latter result is partly due to the relatively easy Readers in use in many cases. Mr. Dickie thinks, however, that in the rush of school work there is a tendency to neglect explanation. I cannot say that the black-board treatment of Reading in connection with the teaching of infants is always satisfactory in the smaller schools. Too often it is only the old tablet lesson, in another form, and the need for illustrative matter is not sufficiently recognised. In selecting materials for the earlier lessons the principles laid down in the following extract are not always remembered:—"The ground from which we have to start in teaching a child to read is spoken language The words used should be such as are already familiar to him in speech, and thus have fairly definite ideas attached to them. Moreover, since he will know most thoroughly those words that stand for things, the ideas corresponding to which have been gained through the senses, the words selected for use in the first reading lessons should be of this character. There is also the advantage in this—that they can be readily illustrated by objects or pictures, and the association of sound, sign, and idea be thus more completely made."

Repetition of Poetry receives a good deal of attention, and is generally well done.

Oral answering continues to be very unsatisfactory in many schools, especially in the lower standards. Pupils who will read the ordinary lessons, and recite poetry, in a clear, firm tone, speak in an indistinct undertone when replying orally to questions. This is a mere "trick of habit," and it is most injurious to progress. It is, in fact, a form of educational "dry rot." If pupils cannot hear what is said, they become inattentive; and to try to teach inattentive pupils is just as unproductive of any useful result as to pour water on a rock. The class in which this defect exists, instead of being an organic whole—the members being in close intellectual touch with each other—is resolved into a number of individuals who have no thought in common, and who are getting no benefit except when they are individually

employed. In this connection, Mr Lynam very properly points out that

“in primary schools the oral expression of thought and knowledge by the pupils is the one chief instrument of education in the teachers' hands.”

I am strongly of opinion that no matter how good a school may be in other respects, it should not be awarded a high merit mark if the habit of distinct utterance on all occasions be not one of its characteristics.

Writing and *Spelling* are, in general, well taught. When black-board lessons are given in the former, the need of teaching the model in sections is not always recognised.

Composition continues to improve. It is taken up regularly from week to week. In the less efficient schools, an examination of the written exercises does not reveal any substantial progress—that is, increased power of expression. Little judgment is shown, too, in the selection of the matter for these exercises. Continuous composition is often introduced much too soon, without any preliminary training in the formation of sentences. No graduation is attempted, and the systematic treatment of grammatical errors to which the pupils are prone is neglected. Teachers are not always guided by *principles* in their treatment of this subject, but deal with it in a somewhat haphazard manner. Collective composition is rarely attempted. The revision of the Composition exercises is not always as thorough as it should be.

Analysis and *Parsing* usually receive a due share of attention. In a minority of schools these branches are taught with marked success. In others, the instruction is much less effective, for the teachers mix up the two, as they do not realise that each has a distinct aim, and use the technical terms belonging to each indiscriminately. The object of the former is to ascertain the meaning of a printed or written passage, whereas the latter is entirely concerned with the functions and forms of the words which constitute it. “In a logical proposition, which implies reasoning, the idea expressed by all the words or adjuncts is regarded; but in a grammatical sentence, there is always a special reference to the agreement and government of the principal words in it.”

Arithmetic branches into three parts—(1) Notation, (2) Calculation, (3) Problems. The proficiency in the first named is good or very good. Pupils are not only able to set down numbers correctly, but they fully understand “place value.” Quite recently, for example, first standard pupils in a certain school were able to tell me that if I had moved a particular figure one place to the right it would mean eighteen less.

As calculators our pupils—especially those in the senior standards—are too often deficient in quickness and accuracy. They do not get sufficient practice at calculation pure and simple. Some teachers, but they are few in number, devote one or more half-hours in the week to what are called “quick sums.” No

thinking is involved. The aim in view is to get through as many exercises correctly as possible in a given time. A wide adoption of this plan would, I believe, effect a much-needed improvement in the pupils' power of calculation.

Problem Arithmetic—that is, the application of the subject to practical affairs—receives a very fair share of attention. Some schools are much more successful than others in treating this branch of the subject. Problems which appear to be easy in the extreme to the pupils in certain schools produce helpless collapse in those of others. Mr. Lynam takes a very unfavourable view of the proficiency in Arithmetic. He says:—

“The proficiency in this very important subject has, in my opinion, fallen off lamentably during the past dozen years. Twenty years ago the work done in Arithmetic was largely mechanical. The so-called ‘Rules’ were learned by heart, and the stereotyped questions were answered correctly, but without any intelligent comprehension. Mechanical as it was, however, the manipulation of figures involved in the application of the four simple rules was done rapidly and accurately. In these days we have lost this power of rapid and accurate manipulation, and have gained very little in the matter of intelligent comprehension.”

He also points out that time is lost (1) by allowing pupils to copy the “questions” into their exercise books, (2) by getting them to frame each “sum” in a multiplicity of ruled lines, and (3) by sending up a pupil to the black-board to work the question on it slowly and carefully, whereas, had the exercise books been first looked at, it would have been discovered that perhaps ninety per cent. of the pupils had already got the correct answer.

Topography occupies a large space in the teaching of *Geography*, and, in the main, with successful results. I find pretty often, too, that the work preliminary to the introduction of a map, which is indicated in the “Notes for Teachers,” has been gone through more or less effectively. The subject, however, is not always made interesting, and only a limited appeal is made to the intelligence of the pupils. It is not sufficiently realised that “the great instrument for giving reality to the pupils’ conceptions in descriptive geography is the comparison of the unseen with the seen.” Mr. Dickie speaks in very favourable terms of the progress made in this subject in his section, but thinks that more physical geography might be learned, and that some elementary knowledge about the heavenly bodies might be imparted.

History is not neglected, but it is too often taught as a series of disconnected facts. The sequence of historical events, and their dependence on each other, is ignored, or at least omitted, with the result that the History lesson is not a lesson in History. The want of a suitable text-book at a popular price is much felt. Many of the teachers, too, are not well read in the subject, and hence their sense of “historical perspective” is very faulty.

Singing is taught in practically every school. The proficiency varies considerably, but the work done is in general satisfactory, and in many of the city schools particularly it reaches a high order of merit.

Drawing is improving in some respects. Mass Drawing in coloured crayons is now practised in the great majority of schools, and is found to be a most successful introduction to freehand work. A good deal of attention is given to scale drawing. Free-hand drawing, too, is usually of good quality; it gives evidence of power to draw straight and curved lines, with a clear, firm stroke, separately and in combination. Model drawing is not so successful. Many of the teachers do not yet seem to have grasped the principles which should guide them in giving instruction in this subject.

Elementary Science is well taught, according to the prescribed programme, in several of the city schools, but very poorly elsewhere. Very few of the country schools, except in portions of the County Wexford, have been equipped with the necessary appliances. Even in those schools where the subject is taught best, the time available for it is so short that only the merest beginning can be made. In these schools, however, the pupils have learned something of the clear expression of facts drawn from observation or statement, and this is so far satisfactory.

Mr. Lynam notes :—

"I still wait for a single case of a pupil who has learned to combine facts and make a deduction from them. This process, I should have thought, would be the one thing 'Science' would have aimed at, but so far I have met no evidence of its existence in our schools."

Mr. Dickie reports :—

"The instruction in *Elementary Science* remains in much the same condition as when last reported on. The teachers, it must be admitted, seldom devote themselves with any enthusiasm to the subject."

Object Lessons are fairly well treated. They are given to the younger children practically in all schools, and the teachers are showing year by year greater appreciation of the aim and object of such instruction. Well conceived object lessons are, however, often spoiled by the practice of collective answering.

Swedish Drill is finding its way into most of the schools, and is taught with very fair success. It is, in my opinion, much superior to the system previously in use.

Needlework varies considerably in merit, but is, on the whole, good—sometimes excellent. Class instruction is not as widely practised as it should be.

The organizers report favourably of the teaching of *Cookery*, but frequently complain of the lack of adequate equipment and accommodation.

Infants.

The infants do not, as a rule, get through sufficient reading matter, but they are taught the other ordinary branches—writing, arithmetic, &c.—with reasonable success. Their special training is well looked after in infants' schools and in the infants' departments of the larger schools. It can only receive imperfect

attention in the smaller schools—that is, those in charge of one or two teachers. The equipment of such schools is often defective; the teachers are responsible for other classes at the same time; and the Kindergarten method is not yet intelligently grasped by many of the teachers. The habit of distinct utterance on the part of the children should be cultivated to a much greater extent.

Miss Bourke reports :—

"The teaching of infants in the schools in my section reaches, as a rule, a high standard of merit. The teachers show much eagerness to acquire up-to-date ideas, and to get and use up-to-date equipment. The equipment is in some cases hampered by lack of funds.

"The infants, as a rule, are very intelligent, cheerful, and friendly, and frequently produce manual work of much merit. The story usually forms a conspicuous and much-loved feature of the week's work, while the grouping of other lessons round it is usually well done. Occasionally, however, I meet teachers who endeavour conscientiously to correlate *every* lesson with *every* story with results more quaint than educational."

Educational Effect of New System.

Speaking generally, the intelligence of the pupils and their powers of oral and written expression have greatly improved under the new system. In former days, unless pupils were approached along the old familiar groove, the result was a breakdown. The state of things then existing is very clearly shown by a remark made by a teacher to an Inspector who was holding the annual inspection in his school about a year after the introduction of the new system. The Inspector had given the children of second standard an arithmetical exercise to work, which merely involved the addition of two such numbers as 75 and 46. No pupil solved the exercise correctly. The teacher, seeing this, said to the Inspector, "The programme says five lines are to be given in addition!" I need hardly add that the programme contained no provision of the kind, as was at once pointed out to the teacher.

Organization.

The method of "grouping" standards for collective instruction in all branches, except, to some extent, arithmetic, is now well understood, and, as a rule, intelligently carried out.

Monitors.

Monitors are very much better trained in the art of teaching than in former years. The regulation concerning "Criticism Lessons" has been most beneficial. Their literary instruction has, on the other hand, somewhat fallen off. Mr. Dickie has few pupil teachers and monitors, and they are chiefly employed in the Convent schools. He reports favourably as to their training. Miss Bourke states that

"the training of monitors is generally good, and criticism lessons are carefully attended to."

Extra Subjects.

Irish and *Mathematics* are the only extra subjects taught. Reports on the former are furnished by Mr. Mangan and his organizers.

Outside of Dublin and the larger towns in the circuit, not many classes in *Mathematics* were formed. Good proficiency was usually exhibited by the pupils.

School Gardening has been commenced in some half-dozen schools. It is too soon to speak of accomplished results, but, judging from the interest which the teachers concerned show in the matters, and the assiduity with which they attended the instruction classes, I have every hope that the scheme will be a success, and a boon to the country around.

Evening Schools.

There are no Evening Schools in the circuit.

I am, Gentlemen,

Your obedient servant,

T. J. ALEXANDER,
Senior Inspector.

The Secretaries.

(Mr. W. H. Welply.)

CLONMEL,
July, 1913.

GENTLEMEN,

I have the honour to submit for the information of the Commissioners the following General Report on the state of primary education in Circuit 18.

During the two years that have elapsed since my last report Bohermore, Caherconlish, Inch St. Laurence, Kishikirk Boys' and Girls', and Sheahan's Cross Schools, all in the vicinity of Limerick City, have been transferred to the Limerick Circuit; and Bridgetown Boys' and Girls' schools, in County Clare, have been transferred from that circuit to Circuit 18. Two small schools, one at Fethard and the other at Clonbeg, in the Glen of Aherlow, have also been taken into connexion with the Board.

Amalgamation of two adjoining schools has been effected at Ballycahill, near Thurles; and St. Mary's (Clonmel), Clareen, Drumbawn, and Finnoe schools have been struck off the Board's list as being unnecessary.

With the exception of one case, or possibly two, it cannot be said that there are now any unnecessary schools in this circuit, that is, as our ideas go at present on the subject of rural schools, but I can quite conceive a movement originating in Ireland, just as it has originated in the United States and in Canada, for the consolidation of our rural schools by which very many of the small country schools would disappear in favour of large central institutions, whose main aim would be to prepare children for country life, both intellectually and physically, by giving to nature study, manual training, and school gardening a central place in the curriculum, and by connecting the other subjects with these as far as possible.

Circuit.

The circuit comprises the whole of County Tipperary, except a small portion of the extreme north-west and a small portion in the south near Mitchelstown; a considerable part of counties Limerick and Waterford, and small portions of Clare, King's, and Queen's Counties.

School Accommodation and Equipment.

Of the 386 schools included in this area, 16 are in my special charge, and these lie in and about the town of Clonmel; 185 were in the charge of my colleague, Mr. P. J. Fitzgerald, promoted Senior Inspector last January—he has been succeeded by Mr. D. P. Fitzgerald—and 185 in charge of my colleague, Mr. Mahon.

As regards my special small group of schools, new buildings are required at Lisronagh and Rathkeevin, and increased accommodation is needed at the Morton Street Convent school, Clonmel, and at the Clerihan schools. Application has been made

for aid to enlarge the schools at Clerihan, and the conductors of the Convent school in question, the largest school in the circuit, are about to effect this summer such structural alterations as will give increased accommodation in their infants' department; and they mean eventually—next year perhaps—to provide an altogether new school for these pupils.

In these schools, too, cleanliness is well maintained, and the pupils are neat and tidy. Some, like Lisronagh, Rathkeevin, and Russelstown, have no regular school plots, and their out-offices are situated too near the school buildings. Others, like the Clonmel Model school, with its spacious and well-kept grounds, the Clerihan, and the Coleman schools, are excellent examples of what may be done in the way of cultivating shrubs and flowers in school plots.

Of the school buildings, &c., in Section A, Mr. P. J. Fitzgerald writes :—

“ The following new schools have been provided :—

Ardfinane Boys'.
Ardfinane Girls'.
Clogheen Convent.
Cloverfield.
Killusty.
Lisvernane.
Twomileborris.

“ The much-needed building which is intended to replace the existing schools at New Birmingham and the hovel at Ballysloe had not been commenced when I left. Enlargements are about to be provided at Littleton (the delay is not the manager's fault), at Gaile, and at Moycarkey. Alterations are in contemplation at the Tipperary Boys' and Girls' Schools. New desks have been provided for the Kilsheelan Schools. The schools at Anacarty, Garryshane, and Carhne have been renovated. A considerable sum has been expended on the schools at Crogh, and some improvements have been made in the schools at Oola and Newtown, in the Sologhead parish. Improvements are also projected for the Clonea schools, and a much-needed addition has been built at Curraghpoor. There are a few schools in which somewhat better desk accommodation for infants has been provided, as at Newtown (Tipperary) and Ayle. Though these improvements indicate activity on the part of the managers, they are not widely spread, and there are many cases still in need of alteration and improvement. Some schoolhouses should be converted to other purposes and replaced by new buildings. Among these are :—

Grange B. and G.
Crogheloney.
Ballincurry.
Moyglass.
Lanespark.
Holycross B. and G.
Derk.
Noan.
Knockainy B. and G.
Bottomstown.
Castlegrace.
Mardyke.
Oola B. and G.
Graystown.
Herbertstown B. and G.

“ There are several schools which, owing to their structure, cannot be suitably organised. Some of these are comparatively modern buildings, and

it is difficult to convince managers that they have grown obsolete. Among these are :—

Ballingeary; Bishopswood; Cashel B.; Clogheen B.; Hospital Monastery; Mullinahone B. and G.; Nicker B. and G.; Kiltelly B. and G.

All have one or more small classrooms which cannot accommodate half the pupils and are not provided with desk accommodation suitable for young children.

"There is a large number of one-room schools in which two teachers are employed, *e.g.* :—

Knocklong, B. and G.; Newtown B. (Tipperary); Newtown B. (Waterford); Garryshane B. and G.; Annacarty B. and G.; Knockavilla B. and G.; Nodstown B. and G.; Ballytarsna; Clonoulty G.; Ballydonnell; Ballingarry B.; Slieveardagh B.; Killurney; Kilsheelan B. and G.; Crogh B. and G.; Glenanore B. and G.; Newcastle B. and G.; Bennettschurch; Church Street (Cahir); Garryclogher; Garnavilla; Ballydrehid; Mount Bruis G.; Ballylooby B. and G.

Really effective work cannot be done in all these schools until they are divided by partitions; but it is hard to convince the managers that they do not answer their purpose well enough.

"There is still a large number of schools without out-offices, or in connection with which the out-offices are in too close proximity.

"A general improvement in heating and cleansing followed the grant for this purpose.

"With regard to flower cultivation in boxes and plots, there is as much variety in the schools as there is in their efficiency. Some schools are really nice to look at, and are a credit to their teachers and to the locality, which they ornament. Among these may be mentioned Gaile, Glenbane, Mullinahone B. and G., and Clonimiclan. Dualla has a promising school plot, and Ballytarsna, though in the middle of a bog, has its stock of blooms, the gift of a neighbour with refined tastes. In several schools, which have not flowers or shrubs outside, the interiors are nicely kept; the furniture is varnished, the wood work painted, and the walls hung with pictures. There are still too many advertisements displayed, but these are gradually giving place to pictures in better taste.

"The conductors of the convent schools spare no expense to make their schools look well. One of these schools expended between £200 and £300 of the Board's grants in fuel, prizes, and in clothing and food for the poorest of the pupils. Some schools would have flowers if the teachers lived in their locality. There are not many schools in which a good supply of pure air is wanting. The teachers now appreciate the value of pure air and take steps to provide it."

Of the school accommodation in Section B, Mr. Mahon writes :—

"Two new school-houses have been opened during the past year at Ileigh and at Newport. The former is vested, the latter non-vested. Building operations are in progress at Ballybran and at Templetuohy. The latter house is nearly complete.

"Applications for aid to build have been before the Commissioners in the following cases :—

St. Mary's B.; Pike; Graigue; Foilaclera; Curreeny; Clash; Carrig B. and G.; Carrowbawn; Ballyloughane.

These are for new schools. In three other cases applications have been made to effect extensive alterations in existing schools.

"A very large number, quite one quarter, of the schools are unprovided with sanitary conveniences. In some cases there is difficulty in obtaining a suitable site; but many schools, which have grounds of their own, such as Roskeen and Newtowne (Thurles), are equally unprovided."

Teachers.

Regarding the teachers of Section A, Mr. Fitzgerald writes :—

"The teachers vary in skill and industry; there are many highly capable teachers who work with unflagging energy, to whom their work is evidently a pleasure, and whose schools are in a very satisfactory state. There are many others who leave no room for doubt as to their earnestness, but whose methods are more or less defective, with the result that they obtain the merit mark 'good' with hesitation, or fail to obtain a higher mark than 'fair.' A common cause of failure is inefficient superintendence of desk lessons. The teacher has two groups under his charge, he tries hard to conduct his oral lesson and becomes so absorbed in his teaching that he fails to pay any attention to those at work in the desks.

"Good preparation is not so general as it should be, even amongst the most successful teachers, and I have seen very few well-thought-out schemes of work in circuit 18A; certainly none so good in convent or ordinary schools as some I have met with in the best schools of circuit 22. Preparation from week to week has some value, but if it merely follows text book order and covers text book ground, it cannot be so effective as what forms part of a carefully planned scheme, which is really the outward expression of the teacher's thought, skill and care. Without schemes of this kind teaching is largely patch-work, and the absence of them at once relegates a school in the mind of the inspector to a lower plane than it occupies in the mind of the teacher, who is conscious of having worked hard.

"In many cases the preparation made is so meagre as to be of no use for teaching purposes.

"I read complaints that teachers are hampered as regards initiative, but I have seen few instances of initiative to call for interference or encouragement. What is commonly regarded as interference with initiative amounts to nothing more than adverse criticism of merely mechanical methods. Initiative involves thought, and thought ought to be directed to the discovery of the best means of developing intelligence in the pupils. If there is not evidence of original thought on the teacher's part there is no initiative.

On the same subject Mr. Mahon writes :—

"The teachers throughout the section make preparation of a kind for work, but I cannot feel satisfied that what they do is either necessary or useful. I find entries like this :—'Dictation and Transcription,' 'Analysis and Parsing.' The worst of this kind of notes is that the teacher never looks up a subject before teaching it. Unless the teachers acquire a habit of study, their total equipment, as it is with every man leaving college, is far too small to enable them to teach effectively.

"It is recommended, and even prescribed, that schemes of lessons should be made out in certain branches, such as History, Object Lessons, Geography and Hygiene. I have seen some made out. Some of them were good, especially in the big schools, but many of them were very poor. My own opinion is that if, in all the subjects which admit of a definite sequence, the teachers would prepare their schemes of 40, 80, or 120 lessons, according as they have one, two, or three per week they would get more value for their time and labour, with proportionate benefit to the children and the country."

It is evident, then, that much more might be done by the teachers of this circuit in the way of study and in the display of the evidences of forethought which the preparation of schemes of work alluded to by both my colleagues would afford.

I often come upon cases of non-observance of the Time Table. A pupil once wrote to me to complain that he had been kept a whole day at Geography. That was an extreme case, but as the Time Table is the teacher's construction, subject, of course, to

well-understood governing principles of organization, it is much to be regretted that in many instances it is so imperfectly adhered to.

Programmes of Instruction.

The Board's Programme is adopted in all the schools here, and, except in the cases of three Convent schools, in the last two years I cannot recall a single instance of an alternative programme being submitted. Various inferences may be drawn from this fact, and I am not concerned to determine what is the correct one.

In some cases I think the principal of a school ought to be more helpful to the junior assistant by showing her better methods of instruction and of preparation for work; and the same remark is applicable to the case of a monitor's ordinary teaching. When a monitor teaching Reading to fourth standard falls back upon Spelling as the only means of teaching an unrecognized word like "forgotten," the teacher should be ready to show a better way. Of course, in point of fact, such unskilful teaching ought to be impossible in any school nowadays.

Some cases of extreme and almost incredible carelessness came under notice within the last two years:—

- (1) In an infants' copy the word "on" was found to have been written 1,620 successive times.
- (2) In another infants' copy the word "to" was found 360 times, and then the word "in" an equal number of times.
- (3) In a junior standard the same set of sums was repeated. 33 times from 10/9/'12 to 28/2/'13.
- (4) In a senior standard a pupil did the same two sums in his exercise for nearly two months, day by day, as he attended.

Under any system of education things like these can only be reprehended.

Attendance and Health of Pupils.

The attendance of the pupils was irregular last winter and spring owing to exceptionally bad weather and, in some localities, to the prevalence of epidemics. The Compulsory Education Act, as worked in this circuit, produces no marked effect on the attendance. Mr. Fitzgerald instances a School Attendance Committee whose monthly meetings are quite usually adjourned for want of a quorum, so great a waste of time do its members regard attendance at its meeting.

Scarcity of labour, too, operates against regular attendance in this circuit. The farmers of the circuit are, as a whole, in comfortable circumstances; many of them marry late in life, and their families are small in number; consequently the majority of the rural pupils would be labourers' children, who begin to attend at about the age of four years and leave after they are Confirmed.

On this subject, Mr. Fitzgerald writes :—

“ In some of the Convent schools, and in a few of the larger boys' schools, there are a large number of pupils in 5th, 6th and 7th standards; but in rural schools, with one or two exceptions, the 6th and 7th standards are poorly represented.

“ Three Convent schools have Intermediate schools under the same management, to which the senior pupils are drafted at the proper time. The two most successful convent schools are not so fortunate, but the course of instruction imparted to the pupils is almost as comprehensive as in those with Intermediate departments and quite as thorough.”

On the whole, the health of the pupils in this circuit is quite good; the children seem well nourished; there are comparatively few cases of defective eyesight, very few cases of mental deficiency, but many of bad teeth.

Proficiency.

On the subject of proficiency, Mr. Fitzgerald writes :—

“ The proficiency varies, as in all other districts; there are 40 schools in which the general proficiency is very good or excellent, about 80 in which it is good, and in the remainder it is fair or unsatisfactory. There are two decidedly bad schools, and four in which the proficiency is middling. It should be remembered that in awarding the merit mark to all these schools several considerations have been borne in mind, and that the award is in many cases higher than the absolute proficiency deserves. Amongst these may be mentioned equipment, irregularity of attendance; remoteness of locality, social environment, and age, training, and opportunities of the staff. It may be taken for granted that in those schools marked 'very good,' the children are bright, intelligent, neat, orderly, and industrious, and that the methods, industry, and preparation of the staff are all or nearly all that could be desired, and that as much is accomplished as might reasonably be expected. This is a high tribute to the zeal and efficiency of these teachers. In many of the schools marked 'good,' really sound work is being done, but there are defects in training or a limitation of the curriculum in important branches, which render it imperative to award a lower mark than 'very good.' In all the schools marked 'fair' it may be assumed that some important features of school training are not satisfactory.”

When I compare the teaching of the infant pupils now with what I can recall of it fifteen years ago I am greatly struck by the immense superiority of the training of these children now in our best schools, and, indeed, in nearly all schools rated as “good” or higher. Infant training now makes a wide appeal to all the activities of the young child. In most of our schools the infants get employment at more than one kind of handwork; they do Mass Drawing, in which they take an obvious pleasure, and their powers of oral expression are continuously being developed by daily conversation lessons, object lessons, &c.

It is true, however, that cases occur of quite undue retention of pupils in the infants' standards, but I am glad to think these cases are becoming rarer. Some teachers find it hard to divest themselves of the notion that no matter how well a child attends he ought to spend three years in the infants' standard.

I must add that the short courses given from time to time by the Board's organizers in Kindergarten to groups of the junior assistants have proved very useful.

Much attention is paid in all schools to *Reading* aloud. Every teacher knows that he ought to read short patterns in order that the pupils may imitate him, but not every teacher does this, and many do it infrequently. One cause of failure to produce better results in Reading is, as Mr. Fitzgerald notes, that due attention is not paid to the necessity for training the pupils to listen attentively.

In *Singing* it is much rarer to hear models sung for the class. Teachers often prefer to sing *with* their pupils. I do not find adequate progress in this branch at all. The subject is taught in nearly every school of the circuit, but even teachers who are fairly accomplished in this art are too often contented with ear work, and they seldom use the blackboard or try to give their pupils the power to sing simple passages at sight. I am convinced that much better work can be done here in this respect.

In *Written English* much good work is met with, and the correction of the exercises is satisfactory on the whole. Subjects suitable for essays are still sometimes treated in the epistolary style, and the compositions of the Senior Standards are still too short.

Mr. Fitzgerald notes a steady but not very marked improvement in *Arithmetic*. The new system of education in Ireland has at times been reproached as the cause of a decline in Arithmetic, which was held to have been better taught under the Results' System. In results' days the Inspector tested Arithmetic by printed cards officially supplied to him, one set of which remained in use for so many years that copies of them were advertised for sale. These tests were well known all over Ireland, and any argument that may be founded on the children's apparent ability to answer them is, in my opinion, quite likely to be fallacious.

What is still needed in nearly 80 per cent. of our schools is intelligent black-board instruction in Arithmetic, a type of lesson which I so rarely see. At an Arithmetic lesson I commonly hear sums dictated to the pupils, or I see them set out on the black-board, but I rarely hear a lesson on principles, on short methods, or on alternative methods, nor do I often hear the intelligent exercises in Mental Arithmetic which the working of nearly every test affords opportunity for, and which is the best place for Mental Arithmetic.

In this branch, too, enough is not done with concrete objects. In a good village school, last October, I was somewhat disappointed to find on putting 1s. 11d. on the table that no pupil of fourth standard could take 11½d. away from it, nor even suggest how this might be done; and although the village school in another locality is a very indifferent one, it was reasonable to expect that the pupils of fourth standard, who could nearly all tell me that 2 cows at £8 a piece can be bought for £16, would also be able to say how the 2 in question was obtained, but not a pupil had the faintest notion of what arithmetical process was involved.

On this subject, Mr. Fitzgerald writes :—

" Greater success would attend the teachers' efforts if they dealt more with concrete objects, particularly with coins, in connection with money calculations. The introduction of problems is not made a careful study."

Neither my colleagues nor myself find that *Geography* gets the intelligent treatment it ought to receive.

Mr. Fitzgerald notes :—

" So large is the proportion of teachers who are content with the dry details set out in text books that it would not be too high an estimate to set down two-thirds of the schools as wanting in a true conception of the sound and thorough teaching which this truly educational branch requires."

In a small percentage of the schools I find *History* very well taught. A scheme of lessons is made out for the school year, careful notes are prepared, the black-board is brought into use when necessary, the connexion between History and Geography is kept well in view, and Compositions on historical subjects are regularly written. In such schools the pupils gain an intelligent knowledge of the subject. That is the bright side of the picture. In many schools, though, this branch is taught as a mere reading lesson from primers, which are sometimes very unsuitable.

As Mr. Mahon very justly remarks :—

" There is a great tendency to rely on primers for everything. You will find readers in History, readers in Hygiene, readers in Object Lessons, readers in Grammar, readers in Geography. I do not mean readers to supplement teaching, but readers to take the place of teaching."

If I were asked to state compendiously what advice I would give in general to the teachers of this circuit I should say : do more active personal teaching, because nothing can ever supersede the human voice as an instrument of instruction ; make frequent and intelligent use of your black-boards, and make your preparation for work of better quality.

Organization.

As regards Organization, Mr. Fitzgerald, Mr. Yates (now stationed in Drogheda), and myself, in conference and individually, devoted some two years ago much time and thought to effecting improvement in this respect. As Mr. Fitzgerald in his memorandum to me goes into this question very fully, I shall quote him in extenso. He writes :—

" The schools in my section of circuit 18 were not well organised when I took charge in April, 1910. The majority are two-teacher schools ; but the practice of working in four groups had not been adopted, and there was very little grouping of standards for instruction in Oral and Written English and Arithmetic. When the Time-Tables for 1911-12 arrived it became necessary after an examination of them, to return the copies with notings suggestive of better organisation. In several cases, it was possible to carry out the suggested arrangements, but in many two-roomed schools difficulties arose as it happened that sufficient accommodation for a division was not provided in the class-room, which had, as a rule, no desks. While the absence of desks could be got over in the case of Arithmetic, it was not so easy to manage when it became necessary to have one group of a teacher's division engaged at written work while the other received oral instruction. This difficulty, however, was not insurmountable, as all that was required after a few minutes at the beginning was that the teacher in the main

room should superintend all the pupils at work in the desks, while the other teacher taught in the class-room. If the teachers were both good superintendents and good teachers, the organisation accomplished its purpose; but if, as too frequently happened, the teacher in the main room, became too much absorbed in his own immediate task, the portion of the other teacher's division at work in the desks was left much to its own devices, and the purpose of the organisation was missed. In two teacher schools with one room this difficulty did not exist. There was a diffidence about the success of this system of organisation, and a consequent reluctance to adopt it, and no small additional strain and anxiety resulted for the inspectors, with a considerable increase of work, first, in the criticism and improvement of time-tables, as they were sent in at the close of the school year, 1910-11, and secondly, in the demonstration of its practicability in the schools. This system is now adopted in all the schools, with modifications to suit peculiar conditions, and it has been found to work well. The reduction of the number of reading texts to four leads to an enormous saving of time, and to the possibility of giving really effective lessons in reading. This system of organisation involves more talking and teaching for the staff, exhaustive work which uses up the energy of the teacher and offers little temptation to prolong the school day. Such utilities as reading passages for dictation, marking errors in composition, checking the accuracy of sums, and improving bad writing, as one walks through the desks, are not possible or provided for, and work is carried on at high tension, which is good for the brain and for nervous energy. The reading of dictation is delegated to a pupil, the distribution of copies and other materials necessary for the desk exercises is done by the pupils, who gain by having responsibilities. The correction of errors is done before or after school hours, and in the case of writing the errors detected become a topic for discussion at the commencement of the next writing lesson."

Monitors.

Monitors are appointed only in good, or very good, schools, and their training is generally satisfactory. In two of our Convent schools it is really excellent, as may be inferred from the high places their monitors invariably take at the Easter examinations.

Extra Branches.

Mathematics and Irish are the extra branches taught. In the former branch the proficiency of the classes was satisfactory on the whole; but in regard to the latter, which is taken in a much larger number of schools, Mr. Mahon notes:—

"Where it was taught by members of the staff the proficiency was good, but the classes taught by extern teachers showed little benefit from their instruction."

Evening Schools.

Ten Evening Schools were in operation during the session 1912-13. They were successfully conducted on the whole.

I am, Gentlemen,

Your obedient Servant,

W. H. WELPLY.

The Secretaries,
Education Office,
Dublin.

CORK,
August, 1913.

GENTLEMEN,

In accordance with the instructions contained in your letter of 6th May I beg to submit a General Report on the schools of the Kerry Circuit, inspected during the school year ended 30th June, 1913.

School Accommodation and Equipment.

Since my last General Report there has been no change in the circuit area, which comprises the whole of the County Kerry, with small portions of the Counties Cork and Limerick. My colleagues, Messrs. Lehane and Little, have had charge of the northern and southern sections respectively. Generally speaking, the circuit is sufficiently provided with schools, scarcely any of which can be considered superfluous, and on the other hand, except in very few cases in remote localities, the claims of which have been, or are to be, considered, one would not feel justified in recommending an increase in the existing number of schools.

A great many of the schools are models of taste and neatness. This is especially the case in the southern section, in which the number of schools vested in the Commissioners is larger. I noticed during last winter that a distinct improvement was shown as regards the heating arrangements. Also, much more attention to cleanliness is now given. In these two respects the effect of the Heating and Cleaning Grant is already beginning to be very marked.

In his notes on the schools in his section Mr. Lehane reports :—

"Since furnishing my last notes two schools have been amalgamated and one, owing to lack of attendance, has become inoperative. As a rule, the accommodation is sufficient and the buildings good. There are, however, about 24 cases in which the houses are more or less unsuitable and in which the accommodation is insufficient. A grant has been made to replace one unsuitable building, and negotiations regarding the making of grants in seven other cases are in progress. There are about a dozen schools in which partitions should be erected, and in which the construction of the schools is such as to render the erection of partitions feasible. Negotiations for the erection of partitions in six of these cases are in progress. Partitions are desirable in a number of other schools, but owing to their structure the partitions cannot be erected without making other substantial structural alterations.

"Since 1911 three new schools, replacing unsuitable buildings, have been constructed, and seven schools have been provided with classrooms.

"A comparatively large proportion of the schools of the section are vested in the Commissioners, and these schools are kept in good repair. Difficulty is frequently experienced in getting non-vested schools and schools vested in local trustees repaired. Repairs more or less satisfactory have, however, from time to time been effected in these schools also.

"The furniture and equipment are usually good; in many cases, however, desks are too high for the junior children.

"The schoolrooms are almost invariably nicely and cleanly kept, and in most cases some window-gardening has been attempted. Flowers are in numerous cases cultivated in the playgrounds. There are, however, cases in which the window-gardening is merely nominal, and there are several cases in which no attempt has been made to improve the appearance of the playground.

"There are two school gardens, of which one is very well managed.

"School libraries, towards which the Rural District Councils sometimes give aid, have been established in several schools, and I have reason to believe that they are availed of both by the pupils and by their grown-up relatives.

"Every school in the section is provided with out-offices, and as a rule these offices are kept in proper order."

On these points Mr. Little says :—

"In this section there are a few cases in which separate boys' and girls' schools, standing side by side, and having small attendances, ought to be amalgamated for the sake of efficiency. Apart from these cases there is hardly any unnecessary school.

"There are two localities in which it is possible that additional schools may be needed.

"Nearly sixty schools are too small for their attendances. In about twenty of these active measures have been taken to remedy the defect. In some, new buildings are in course of erection; in eight or ten others correspondence has passed between the manager and Board. Roughly, thirty cases remain untouched, but they are not all urgent.

"When a very unsuitable, cramped schoolhouse has been replaced by a new, comfortable, bright and cheery one, it has happened again and again in my experience that the attendance has largely increased in the course of a year or two. In this section such a result has come about in Clooncurra, Kilflynn, and Derryquay—three of the five schoolhouses built in the new style. Unfortunately our up-to-date plans do not allow for expansion; each room is constructed to hold its fractional part of the calculated attendance and no more. Under the circumstances referred to, therefore, the teacher finds himself in the awkward position of having to pack three pupils into each dual desk, and to put two teachers with (say) 70 pupils into a room made to hold exactly 40 children with one teacher. One finds himself wishing for a ready-made classroom which could be attached to the main building without much delay or expense.

"Faulty furniture and ill-planned rooms are found in about a third of the schools in the section. The most common form of organisation here is that in which each teacher has charge of two groups, one being usually engaged in the desks at silent work while the other receives oral instruction on the floor. When a teacher has to use a classroom unfurnished with desks for his oral class, and to leave his other group in the main room at desk-work, supervision cannot be entirely satisfactory and the written exercises suffer in quality.

"Several of the school buildings already referred to as being too small, and some which are not too small, are in disrepair owing to their age, or to neglect on the part of those responsible for their up-keep. Many of the managers are anxious to maintain the buildings in sound condition, and willing to raise money for current expenses and necessary improvements in connection with the schools. On the other hand it must be admitted, with regret, that there are some who cannot be induced to act fully up to their duty in this respect.

"Flower-growing is practised in a large majority of the schools, and with varying success. A few of the teachers show remarkable skill in this department, and a good many succeed in making their schools models of taste. Ornamentation of the rooms with pictures and photographs is also fairly common. Unfortunately, however, we have not yet entirely got rid of the tasteless, cheerless, unattractive schoolroom.

"Outdoor gardening is not common, but there are some few examples of excellent work in this direction, too.

"A few of the schools, generally those which are about to be superseded as unsuitable, are unprovided with sanitary arrangements. Another few have arrangements which are spoken of as sanitary, but deserve a less complimentary description. On the whole, however, there is no great room for complaint under this head, especially since the institution of the Heating and Cleaning Grant.

"Some low-lying, ill-drained playgrounds suffer much from damp in wet weather, and could not possibly be used for recreation. The adjacent road supplies the want in such cases. The number of schools provided with libraries is small, and the number with apparatus for physical culture is still smaller."

Teachers.

My connection with the circuit terminated on 1st June last, and not only for the school year just ended, but for the seven years in which I had charge of this circuit, I can recall with pleasure the earnestness and zeal of the great majority of the teachers, the marked ability displayed, and the earnestness shown by so many in co-operating with inspectors in securing the requirements of the Commissioners. With the best teachers—and Kerry is fortunate in possessing so many of this type—there has been no slacking of effort when a high-grade standard of proficiency has once been noted. In the case of such teachers there is to be constantly observed a laudable ambition to out-rival their neighbours in efficiency, to give to their pupils their best efforts and to keep themselves abreast of all modern requirements. These I believe to be the most marked characteristics of the teachers here as a body. All, with very few exceptions, are in the homely phrase trying to do their best. Standards of efficiency, of course, vary. It would need no very expert knowledge to predicate this when one is dealing with so large a body, but the number of lazy and inefficient teachers is so few as to be almost negligible. The number of highly-graded schools is large, and a special tribute of praise is due to many of the older teachers who have adopted the newer methods with *verve* and success. There has grown up, as regards the trials, difficulties and embarrassments of these older teachers under the present system, a legend which seems to be credited with that facility with which loose statements appear to be so often accepted. To refute this legend, as far as Kerry at least is concerned, one has but to point to the number of efficient schools in charge of such teachers, and to this fact that in recent years the Carlisle and Blake Premium was twice awarded to teachers who had been specially retained for their efficiency beyond the age for compulsory retirement.

The views of both my colleagues are in agreement with my own as to the general efficiency of the teachers. I quote from Mr. Little :—

"In my estimation the teachers here stand very high professionally when compared with teachers in other districts. Subject to the inevitable exceptions they are alert to look for improvements in methods and quick to profit by suggestions. They are ambitious to excel and are gifted, I think, with the teaching talent to a greater extent than the natives of the other provinces. They are courteous towards their superiors and kindly with the children. The proportion of trained teachers is large, and is rapidly increasing. Of more than 80 assistants newly employed in the section during my two years' connection with it, only two are untrained. There is, therefore, a very gratifying improvement in the qualifications of the staff for such a short space of time."

Mr. Lehane says :—

"Progress records and syllabuses of work are kept in every school; these are almost invariably made out up to date."

Attendance and Health of Pupils.

Weather conditions were unfavourable during nearly the whole of the school-year 1912-13, the period with which this report deals; and there were outbreaks of epidemics in many localities. Still, I think, the character of the attendance remained much the same as in the years immediately preceding. Labour is scarce all over the County Kerry and at planting, sowing, hay-making, and harvesting the elder children are inevitably withdrawn from school to aid in these operations. Too often their younger brothers and sisters remain unnecessarily at home at these seasons. Creameries are numerous and account for much irregular attendance, and fairs and markets, at their incidence, also deplete the schools. The truth is that there is great laxity and indifference on the part of very many of the parents as regards their children's attendance at school, and not only are such parents unwilling to make sacrifices to secure the advantages of regular schooling for their children, but they permit them frequently to remain away for insignificant reasons and for no reason.

Mr. Lehane writes as regards attendance in his section as follows:—

“The School Attendance Act of 1892 is in operation in the County Kerry. Complaints have been made that the Act has not been so strictly enforced as it might be. Its operation has, I am satisfied, been beneficial in the Killarney Urban District. Taking the rugged nature of the country into account, and the difficulty frequently experienced in crossing hills and swollen torrents, the regularity of attendance compares, I believe, favourably with the general character of attendance throughout the country.

“Where the children are within a reasonable distance of the school they attend, as a rule, from the age of 4 or 5 years. In the town schools many children between 3 and 4 years of age attend. Comparatively few pupils, owing largely to the scarcity of farm labour and to the poverty of portions of the district, attend school sufficiently long to reach seventh and eighth standards. In large schools in the towns and in some well-conducted country schools, however, several children between 14 and 16 years of age attend.”

I give also Mr. Little's notes on the same subject. His remarks regarding the health and eyesight of the children are applicable to the circuit generally.

“The percentage of attendance for the year was 72, as compared with 73 per cent. in the previous year. This fall was due to unfavourable weather, and was much less than I had anticipated.”

As regards the age at which children come to and leave school his experiences are practically identical with Mr. Lehane's. Mr. Little proceeds:—

“Socially the people are, I think, on the up-grade and seem to be generally in comfortable circumstances. Anæmic and delicate children are to be seen in every school, and teeth in Kerry, especially among the girls, are decidedly bad. I hear from people who ought to know, that tea with un buttered bread forms an altogether excessive proportion of the food of old and young, that potatoes are not grown in sufficient quantities, and that the desire to bulk large in the Creamery books causes many parents to stint their children in milk. The story as it reached me is probably, to some extent, an exaggeration, for the majority of children look healthy

and well developed. On the other hand, almost every country child, if properly fed, ought to be sturdy and strong, and such is certainly not the case. Defective eyesight is uncommon."

Proficiency.

From what I have said above regarding the teachers it is evident that I am of opinion that generally sound educational work is done throughout the circuit, and that in many cases the proficiency rises to a very high level.

Though I grant that *Reading*, as a whole, is intelligent and, generally speaking, fluent, I am not satisfied that in regard to this subject, as well as in regard to the cultivation of oral expression so closely allied to it, so much success generally has been achieved as is possible. My experience here leads me to conclude that many teachers are too easily satisfied on these points. It is not that they are afraid of taking trouble, but they do not take trouble in the right direction. When a certain fluency in Reading is attained, when a child's answer, though slurred and hurried, sounds to the teacher's ear like what he knows to be the right answer, he passes on, and yet I have over and over again demonstrated to teachers that this very slurring and indistinctness cloak grave faults of pronunciation and grammatical errors, which even a tyro in school-keeping should recognise that it is one of the most important functions of the school to correct. I am convinced that the failure on the part of many teachers to secure more natural and expressive Reading and clearer and more distinct articulation arises partly from the fact that they are afraid of what seems to them to be wasting time. I have had this defence submitted to me too often not to recognise how much on this point many teachers are obsessed by this fear; and hand in hand with it stalks the bogey of the home influence—the undoing in the home circle of the school's work in improving articulation and pronunciation. Very many teachers are unduly pessimistic on this point, many admit themselves vanquished in advance without even a struggle. The difficulty is real, but courage to encounter and overcome it is lacking. It is a curious fact that one can always pick out in our schools pupils who have come from English, Scotch, or American schools by the brave, clear tone in which they answer; and again, as I think I have said in former reports, I notice that teachers who have had experience in English schools are almost always keenly alive to the importance of language-training, and in more than one school, in which the theory had previously been impressed on me, that improvement in this direction was impossible for the reasons adverted to above, I have noticed a marked improvement in this respect following on the advent of such a teacher. There are, of course, not a few schools in which the children's speech is delightfully clear, confident, and correct, and yet in these the difficulties, which sap the teacher's courage in others to which I have referred, exist in equal degree.

I note real progress in *Written Composition* and in *Arithmetic* in the circuit. Most other subjects are, on the whole, soundly taught, but the teaching of *Geography* and *History* remain, as a

rule, in the former a mere location of names on a map, and in the latter a memorising of text-book facts. Further, I rarely see the teaching of these subjects correlated.

I give below my colleagues' remarks on the proficiency in their respective sections.

Mr. Lehane says :—

"There are two infant schools and six other schools with regularly organized *Infants Departments* in the section. In these schools the training of infants is, as a rule, very good. Lessons in Kindergarten and Manual Instruction, games, drill, action songs, crayon drawing, etc., are well conducted and the little one's school life is very agreeable. In the general run of ordinary schools, however, the training of infants cannot receive such exclusive attention, but in nearly every school attended by infants some instruction in Singing, Drawing, Object Lessons, and Kindergarten is given.

"*Reading* is, I consider, on the whole well taught; it is generally fluent and frequently expressive. Teachers as a rule read model passages which the pupils strive to imitate.

"The written exercises are numerous and varied. There is always evidence of correction of errors; in some cases the correction might be more thorough. *Composition* receives special attention. Composition exercises are, as a rule, written thrice weekly. In many cases the subjects are well chosen and the pieces produced are creditable. In other instances, however, pupils write as compositions the substance of history, cookery, experimental science or object lessons taught them, and I frequently find that the exercises written on these subjects, though they may be useful in impressing the matter of the lessons given on the minds of the pupils, are little better than transcription or dictation lessons.

"*Geography* is taught with moderate success. Efforts are from time to time made to render this lesson interesting, but in numerous cases instruction is shaped on and confined to the lines of the text-book used in the school.

"*History* is well taught in a few schools, but the instruction generally given is not, I fear, satisfactory. Defects observable in the teaching of this subject are that sometimes it is taught as a reading lesson, while at other times the instruction is mainly catechetical. British History is not taught to a sufficient extent in connection with Irish History, and too much attention is devoted to the mythological and early Christian periods of Irish History to the neglect of the history of modern times.

"*Drawing* is taught in all schools, and *Singing* is taught in every school in which there is a teacher competent to teach the subject. The progress made in both these subjects is fairly good.

"*Cookery* is taught in 95 schools. Though some trouble was experienced in having the subject introduced into several schools, it now appears to be a popular subject with both teachers and pupils. The general character of the instruction given in it is good.

"*Needlework* is fairly well taught."

Mr. Little says in his notes :—

"The Kindergarten Organisers have done much to forward systematic teaching of *Infants* on improved lines in the schools where junior assistant mistresses are employed. Unfortunately they seldom find time to visit the schools with assistants, where perhaps they would find even more efficient results following on their instruction. The weekly story and the correlation of lessons are becoming common features, and there are few schools now in which kindergarten appliances are not provided and used. At the same time there is little time or opportunity in ordinary schools for Kindergarten teaching, and the furniture is generally unsuitable for that purpose.

"In the old Results times as well as more recently I have held the opinion that the children of Kerry are exceptionally intelligent and make

the most of the instruction given them. At the same time there is no room to doubt that instruction, as imparted now, is much better calculated to cultivate the intelligence, the reasoning faculty, and the power of expression, oral and written, than were the methods in vogue under the superseded Results' System. Pupils in general can read well and have a reasonably clear conception of the matter. *Penmanship* is perhaps less generally satisfactory than it was fifteen years ago. *Arithmetic* as taught in this section gives the children a fine groundwork in reasoning, and trains them to solve practical questions by sensible methods rather than by hide-bound rules. *History* in many schools consists of the reading of an elementary text-book with questions on each paragraph, and then it is a profitless subject. But when the teacher has made up his work and deals with it orally in a sympathetic and interesting manner, utilising local historic landmarks as aids, the pupils take a pleasure in the lesson greater perhaps than in any other. *Geography* is less well taught all round than *History*. *Singing* and *Drawing* seldom reach a very high level. *Health and Habits* lessons are gradually familiarising the rising generation with the importance of hygiene, thrift, etc. *Cookery* is a most popular subject with girls, and *Needlework* is not remarkable for merit or demerit.

"There are, to be sure, faults or shortcomings more or less marked in every school, and there are schools where intelligence is at a low ebb in all subjects, but making due allowance for all these, I consider the general proficiency in the schools under my charge is such as to reflect much credit on the teaching body."

In the circuit generally no undue forcing of pupils has been noticeable, but in a good many instances my colleagues and I have had to report cases of undue retention of children. I think, generally speaking, that such retention of pupils has for its object the keeping of pupils longer at school, for in many localities it has been the practice for parents to withdraw their children from school once they have entered or passed through sixth standard. The granting of Merit Certificates to pupils who have been enrolled in seventh standard for a year, and who otherwise qualify for these certificates, has, I think, had some effect on this tendency to consider a sixth standard course as representing the acme of school knowledge.

Organisation.

What my colleagues write regarding Organisation fully represents what I have myself observed. Mr. Lehane says:—

"Most of the schools in the section are two-teacher schools and the pupils are almost invariably taught in four groups, each teacher having charge of two groups. Teachers, as a rule, now understand what is meant by grouping, but one may still find two standards, ostensibly grouped at reading, using different text-books; or two standards ranged round the same circle at a demonstration lesson in Arithmetic but engaged in working different rules. The system of grouping is disregarded more in the case of Arithmetic than in the case of any other subject. No difficulty regarding grouping is experienced in such subjects as Geography, Writing, Drill, Singing, or Drawing."

And Mr. Little says:—

"The systems of Organization officially recommended are now in use in practically all schools with three teachers or less. In larger schools, provided the housing is fairly satisfactory, the task of arranging the work of the staff is not very difficult. The official schemes are working well, and we have not yet seen anything to improve on them. Where discipline

is good, and where the teacher is sufficiently alert to keep watch on the desk-work done by one group while he teaches another group orally, the smoothness with which the system works is really wonderful."

Monitors and Pupil Teachers.

Three Pupil Teachers and 94 Monitors are employed in the schools of the circuit. The competition for monitorial appointments is much keener in the southern section than in North Kerry; and generally girl candidates are more numerous than boys. The monitors are, on the whole, well trained. As to Criticism Lessons Mr. Little reports:—

"In some cases Criticism Lessons have not been efficient or judiciously carried out."

Mr. Lehane's experience in his section is that

"Criticism Lessons are conducted at regular intervals and criticisms are made by the teachers present."

During my own visits I have found very many teachers adopting real and effective methods for training these young people in the art of teaching, and, as a result, I have often found skill displayed and much confidence shown by the monitors. Some teachers still, however, seem rather to shrink from real criticisms, they praise the monitors' attempts in a few colourless phrases, but fail to note, with suggestions for improvement, the defects which must necessarily be exhibited in the crude attempts of a beginner. I find that this arises from a mistaken but kindly sentiment that criticism might discourage the youthful teacher. However, I do not think that I can recall any instance in which, after I had reasoned with the teacher on this point, I did not find at subsequent visits to the school that the character of the criticisms had improved.

Optional and Extra Branches.

Mr. Lehane reports in regard to Optional and Extra Branches:—

"*Mathematics* and *Irish* are taught as optional subjects. Mathematics are taught in about fifty schools, but in several cases pupils are not presented for fees in the subject. As a rule pupils who are enrolled in Fifth standard do not succeed in passing in the First Year's Course."

"There are 29 *Bilingual schools* in the section, and in addition *Irish* is taught as an optional subject in 110 schools. As in the case of Mathematics, but to a less extent, several pupils taught *Irish* as an optional subject are not presented for fees. The instruction given varies from Very Good to Bad. As a rule teachers now make better preparation for teaching the subject than they formerly did, but the difficulty of teaching has increased as pupils now hear less *Irish* spoken at home than their predecessors did some years ago. Reading, Writing, Composition, Elementary Arithmetic, Object Lessons, Geography of Ireland, and Singing are the subjects usually taught bilingually in the bilingual schools. Grammar, Advanced Arithmetic, Drill, and History of Ireland are taught bilingually in a few schools. The organization and working of a bilingual school is much more difficult and trying than the organization and working of a school in which the whole teaching is done through the medium of

English. The bilingual schools are doing good work, and they are the only class of school in which Irish can be said to be really effectively taught to all pupils."

Mr. Little's notings as regards these subjects are as follows:—

"*Irish* is the extra subject most popular in the Listowel section. In 58 schools classes are to be presented for fees; in 13 others all school subjects are taught bilingually.

"Thirty-seven classes are to be presented in *Mathematics* (1) and (2); these belong to 24 schools. Not many teachers show a willingness to break with the traditional order of propositions in Euclid in favour of the newer arrangement outlined in the official programme, or to work through the preliminary practical exercises recommended. But most of those taking the subject are earnest and intelligent, and will, I am sure, come fully into line with the modern ideas.

"The new scheme of *School Gardening* has not yet been put into operation in the section, but some few teachers intend to apply for the grants. In County Limerick there is in operation a very practical and useful scheme with a substantial fund at its back, to encourage school gardening. Grants are given for the establishment of new gardens, and prizes are awarded annually for the best of those in operation. Springmount N.S., belonging to the Listowel section, carries off highest honours from year to year, and some others among my County Limerick schools are also working well under the scheme.

"In one convent school *French* is taught to an eighth standard in connection with the Intermediate Programme, but otherwise optional subjects are not touched."

Evening Schools.

There are no Evening Schools in operation in the circuit.

I have the honour to be,

Gentlemen,

Your obedient Servant,

LOUIS S. DALY.

The Secretaries,
Education Office.

(Mr. W. Pedlow.)

CORK,
July, 1913.

GENTLEMEN,

In accordance with instruction, I beg to submit to you a General Report on Cork No. I. Circuit, in which I have now been stationed for two years.

There are 386 day schools in the circuit and 10 evening schools. All except 8 are on the north side of the River Lee. The circuit embraces most of North Cork, and portions of Limerick, Waterford and Tipperary.

School Accommodation and Equipment.

The schools are not situated at short distances apart, as is the case in northern districts, and religious differences have no tendency to increase the number. The schools under Protestant management maintain a poor existence on account of small attendance; those under Roman Catholic management are not too numerous, and in a few, sufficient accommodation is not provided. In almost all cases of overcrowding, applications to the Board to build have been made. I have reported on applications for the entire cost of building schools, instead of two-thirds of the cost in some localities where the people are prosperous and wealthy and no such thing as poverty exists. As the full expenditure was not given by the State, the old, unsuitable rooms remain. In a few instances, on account of declining population, obstacles to regular attendance, and emigration, especially from the seaboard, boys' and girls' schools might profitably be amalgamated. It is difficult to get managers appointed in old results' days to understand that a room should be provided for each teacher, and that galleries should not occupy unnecessary space. The worst schoolhouses I have seen in recent years are in County Cork. These are Cronrea, Cullen, and Boherbee. They are all wretched hovels, and there has been, owing to local and other circumstances, difficulty in replacing them.

During last year, owing to grants made from public funds, heating has been well attended to; the walls of schools, both outside and inside, have been lime-washed, or otherwise made clean and healthy, and some attempt has been made at the cultivation of flowers. Floriculture, however, requires taste and an observation of nature growth, and where it does not exist there is little success. I take this opportunity of referring to the Tallow Boys' School, where the garden plots are excellently arranged, and the specimens of vegetables and flowers selected with the greatest skill. It is a real pleasure to visit the garden, especially when one knows that the work is done by the pupils and directed by the master. There is a training given in this school beyond mere book knowledge. I think it only right to mention another school

excellent for physical culture—the Buttevant Boys' School. The pupils at this school walk erect, with good figure and bearing, they march through the streets of the little town—fit for inspection by any military authority—with a good band, of which the whole staff are members, and in which the principal beats the drum. There is an education imparted in this school which books could not convey.

Mr. McEnery says :—

“New schools were recently erected at Ballycotton and Templenacarriga by the aid of grants from the Commissioners. Separate schools for boys and girls have just been built at Aubane—an isolated locality south-east of Millstreet—where hitherto none existed. There are, however, about a dozen very unsuitable buildings which require to be replaced by new houses. Building grants have been sanctioned for new school houses in at least half these cases, and initial steps have been taken in the remaining ones towards obtaining the necessary public grants for building purposes. Extensive enlargements of the Blackpool schoolhouse were carried out last year by public aid, and an Infant classroom in connection with Blackrock Boys' N.S., was built entirely from local funds. Grants in aid towards improving the Scartleigh and Lyre schoolhouses have also been sanctioned. Funds are being raised with a view to partitioning the Summerhill main schoolroom, and the question of awarding grants towards improvements of Rathpeacon, Kiskeam, and Clonmeen school buildings is under consideration at present.”

Mr. Morgan says :—

“During the last two years large well equipped schools have replaced the old Convent schools at Mitchelstown and Mallow. In the following schools additional accommodation is very much required :—Affane, Ballyheafy B. and G., Ballylanders G., Ballysaggard, Kilworth G., Newmarket B. and G., and Shandrum G. As the Managers of all these schools have made application for building grants it is to be hoped that the overcrowding which at present exists will not much longer continue. Sufficient heating accommodation is provided in every school, but very frequently none of the desks are suitable for small children, and Kindergarten desks are rare.”

The schools are much brighter than they were years ago, but although lectures on health and habits are given weekly during the winter months hygiene is not sufficiently well studied. Cleaning and dusting might be done with more care. Pupils, however, have usually this duty to discharge. Facilities for cleanliness usually consist of a tin basin, a towel, and a small piece of soap. As regards sanitation, there is, however, some improvement. Slates which passed from one to another have almost entirely disappeared, and mill-boards, which were much more dangerous, are now rarely to be seen. I have pointed out that they were exceedingly dangerous owing to the absorption and retention of moisture.

The greatest defects which I noticed regarding furniture and equipment were want of proper desks for infants, and insufficient kindergarten appliances. There are some school libraries, but I cannot say that they have been much utilized. In many cases the appearance of the books would lead one to a contrary conclusion. In towns where good libraries are available school libraries are not much required.

Teachers.

The teachers are strictly honest, they record attendances with the greatest accuracy, and set a good example by punctual morning attendance at school. They might make better preparation for work. Progress records and syllabus books afford too little evidence of forethought or well matured plans. If some teachers could realize that half-an-hour's thoughtful preparation outside of school hours would probably be worth more than an hour's exertion inside school hours their labours would meet with much better results. An inspector has not now full means of finding out to what extent a teacher continues his studies after training. The old system of promotion by examination had serious defects. When teachers of varying ability were reading year after year for promotion, and some failing year after year, their lot was not a happy one, and the pupils, too, before a results' examination had not a happy time. Still, it can scarcely be denied that encouragement should be given to study educational literature and to obtain educational diplomas.

Under the head of "Teachers," Mr. McEnery writes as follows :—

"The teachers are, as a body, earnest, conscientious, and capable workers, and seem to utilize to the best advantage the opportunities afforded them. The importance of fitting preparation for daily work and the necessity of a broad basis of liberal culture and of technical skill in imparting knowledge are being more widely recognised.

"In too many cases, however, the instruction is still of a mechanical and routine character, and it consequently fails to develop the pupils' intelligence and individuality."

The following are extracts from Mr. Morgan's notes :—

"The teachers, as a body, are thoroughly devoted to their duties. Preparation for work is usually made in the form of a weekly syllabus, but this is often made out in such a way as to show that little thought has been given to arranging a proper sequence of lessons—*e.g.*, for several weeks in succession such entries appear as 'Grammar and Analyses,' 'Ireland,' 'Europe,' and 'England.'"

Since the appointment of junior assistant mistresses junior pupils in many schools receive good training. Some of these mistresses are exceedingly good, and others poor. Their merits vary much.

Attendance and Health of Pupils.

Pupils in junior standards attend more regularly and begin school life at an earlier age than formerly. This is due to the fact that they are not kept merely wasting time, and that they have useful and attractive occupations. There are now many junior mistresses who understand child nature, and can manage to get rid of the dull monotony of making little ones sit still and keep quiet.

The numbers enrolled in senior standards are low. The following causes have been brought under my notice to account for small attendance in senior standards :—

1. The scarcity of farm labourers and the consequent necessity to keep children of twelve years of age or upwards at home to do farm work, especially during spring and autumn.

2. Taking milk to creameries. It is a very common thing for young boys to drive donkeys every morning to these establishments.

3. Negligence and carelessness of parents, who care too little for the education of children of immature and school-going age.

4. Triennial Confirmations. There is an erroneous impression that when children are confirmed their education is completed.

5. The ineffective working of the Education Act. I have not heard a single teacher in Ireland contributing much praise to this Act. I know that in large towns it does some good, and that earnest and energetic members of school committees are endeavouring to make the Act a success. Children are sent to school, especially in towns, at a very early age, the object in some cases being to get rid of them for a time, and to have them nursed. The ages of admission vary from three to five. Few over thirteen years of age remain at school. I am of opinion that children under five should not be admitted to State-aided schools unless there are proper facilities for the training of infants. There is scarcely any poverty in town or country. In one or two schools, however, free food is supplied. There have been frequent epidemics of scarlatina and measles, but accompanied by little mortality.

Defective eyesight is uncommon.

Mr. McEnery writes as follows :—

“Some pupils are without sufficient reason kept at home at the beginning and ending of weeks, on market days, and on days after public holidays. A large proportion of the scholars, too, are infants, who are absent for long intervals during winter on account of inclement weather, infantile epidemics, and other illnesses. Owing to epidemics the schools in the Blarney and Queenstown districts were closed for a couple of months by order of the Officers of Health.

“The compulsory clauses of the Attendance Act are in operation in the City of Cork, and in the Midleton and Queenstown Urban districts, but I do not observe any striking differences in the regularity of attendance in these places as compared with other portions of the section in which the Act is inoperative.

“The ages at which pupils come to school vary from 3 to 5 years, and they usually leave when they are between 13 and 16 years of age. As a rule, the school children are strong and healthy, and defective vision is rarely met with.”

Mr. Morgan writes as follows :—

“Some 40 of the schools in this section were in my district from 12 to 16 years ago, and as compared with that period the attendance is if anything on the increase.

“Many children, especially in villages and town schools, come to school at 3 or 4 years of age.

“In rural districts few children come to school before reaching the age of 5 years. The average age of leaving schools is 12 to 13 years.

“The health of the pupils throughout is good. In rural schools many of the children are necessarily absent from home from 9 to 4 o'clock, and in the winter time especially must feel the want of a substantial meal in the middle of the day. To meet this need an interesting innovation was introduced in a few schools near Mallow during the winter before last. The pupils were asked to subscribe one penny per week in return for which it was found that each would be supplied with a large cup of cocoa for five days weekly, milk and sugar included. The experiment has proved most successful, and during the past winter has been taken up in from 20 to 30 schools.”

Proficiency.

In infant schools and infant departments of schools pedagogy has become a speciality. The occupations of children are now varied, interesting and numerous. In small schools, where there are junior mistresses, there is marked improvement. Changes in programme and the skilful tuition of adept organizers partly account for this progress. There is one defect which I notice too often, and that is the retention of children over seven years of age for an undue length of time in infants' class. I have noted that infants have been kept reading little primers from 300 to 500 days. Attention has been prominently called to this by myself and my colleagues. When children attend schools for only a few years it is important that the half of their school life should not be spent in an infant class. In standards above first, promotions are made with sufficient rapidity.

I find from Mr. McEnery's notes that of 186 schools in his section 6 are classed as Excellent, 43 as Very Good, 90 as Good, 46 as Fair, 1 as Middling, and none Bad. I have examined the register for Mr. Morgan's section. Of 194 schools, 3 are classed as Excellent, 53 as Very Good, 93 as Good, 42 as Fair, 3 as Middling, and none Bad. I have myself sole inspection of only nine schools. Three are Excellent, 5 Very Good, and one Good. Some of these schools are over-staffed, and all well equipped.

Reading is intelligent, but frequently monotonous. The pupils reproduce with fair accuracy the leading thoughts of authors whose English is not too difficult for their years or proficiency. Too much importance is attached to expression, although what expression means is often misunderstood. Very few now read aloud, almost all read silently, so that the cultivation of voice training is not of so much importance as it was when few could read well. In some schools I have noticed an artificial articulation, which was difficult to attain, and destroyed good reading. I do not approve of methods often adopted. The teachers read passage after passage, and the pupils become imitators. Pattern reading is carried on to excess, and after it lessons are read with scarcely an effort on the part of the child. It is spoon-feeding. Even in intermediate standards the lessons are learned by rote, and when this is the case thought ceases. Pattern reading should only be resorted to when pupils in the first instance have endeavoured to do their best for themselves, and this is on heuristic lines. In the case of poor readers it should be done frequently.

Mr. McEnery says :—

"In the teaching of Reading considerable progress has been made, especially as regards fluency and intelligence. Articulation and the proper pitch of the voice do not, however, receive sufficient attention. Articulation in reading is, in my opinion, a more important aspect than what is called expression. Indeed, without proper articulation expression in the true sense of the word is impossible."

Mr. Morgan says :—

"Reading is generally accurate and fluent, but often wanting in expression. The pupils are nearly always well able to express the substance of what they read in their own words."

In the lower standards *Writing* is generally good, especially where the black-board has been freely used for collective instruction. In schools with a limited staff head-line copy-books have to be resorted to. Deterioration and carelessness commence in fourth standard, as *Composition* on paper takes the place of penmanship, and double-ruled paper is partly given up. Compositions are too much alike, and especially in science, health and habits and nature study. They contain the thoughts and expressions of the teachers without originality from the pupils. The general fault is to give too much help to the child, and to leave him too little to his own resources.

The value of *Oral Composition* as a medium of training children to distinctness and accuracy of expression is under-rated. Children can, however, now speak what they think more freely and more grammatically than they did when composition in any form was not thought of until promotion to fifth standard was attained. As regards this subject there is decided and marked improvement.

Under this head I take the following extracts from Mr. McEnery's notes :—

"The technique of the subject rarely receives due attention ; anything in the nature of style or individuality or finishing touches being seldom met with. In written Compositions the most usual defects are poverty of vocabulary, incoherent arrangement of ideas and faulty idiom.

"In the higher standards more letters should be written yearly, and in all standards oral composition should be more practical. Too often, still, the written Compositions afford evidence by their sameness of having been taken from a common source."

Mr. Morgan says :—

"At my first visit to most of the schools, I was much surprised to find piles of exercise books containing Composition which from the absence of errors and frequent identity of wording were evidently not the original expression of the pupils' own ideas in their own language. On enquiry I found that these Compositions were originally written as home exercises, and during the time set apart for Composition on the Time Table were after correction by the teacher transcribed into fresh exercise books. A more rational system has now been adopted."

Composition exercises are usually marked fairly well, but the corrections by the pupils are not made with sufficient care. A generally recognised rule which teachers know well is not observed, and that is, that no new exercise should be commenced until all mistakes in the one last written have been corrected.

History and Geography.—I have grouped these subjects as they should be connected. When taught together they can be made interesting. Bare facts set forth in text-books form too great a portion of routine lessons in these subjects, and this is especially the case as regards Geography. The physical features of countries, their industries and their history receive quite too little attention, and this is due chiefly to want of preparation. Text books in History are used as formal readers, whereas silent reading to be followed by judicious questioning would probably be much better.

Mr. McEnery writes as follows :—

"Geography and History are subjects in the treatment of which much headway has yet to be made. The great fault appears to be the overloading of the memory with facts instead of teaching the pupils the method by which they can find out the facts for themselves. Too often, especially in senior standards, the lesson in Geography or History consists in an examination of a prescribed portion of a text book. What is most needed is more oral teaching and better preparation for each lesson on the part of the teacher."

Mr. Morgan says :—

"History is not well taught in many schools for the simple reason that the teachers of the older generation have a very limited knowledge of the subject.

"Instruction in Geography is too often confined to map pointing, and learning by rote from unsuitable text books. The suggestions given in the Notes for Teachers are generally neglected."

Too much time is spent at *Arithmetic*, and its importance is much over-rated by teachers of long standing. Frequently more than five hours per week out of a total of twenty are devoted to it. When excessive time is allowed the pupils work slowly, and the efforts of the teachers are thwarted. Long and useless calculations of little or no utility are made on paper, whereas simple practical questions, such as might be really useful after school life, are relegated to a back seat. The principles of elementary Arithmetic are fairly well taught and understood, and the teaching is educational. However, pupils from National schools which I am familiar with could not pass examinations for the Civil Service or public institutions as well as in results' days. Then preparations for examinations were the rule; now they are the exception. The fact that pupils may not now in the absence of formal government examinations be able to pass from National schools to public appointments does not reflect on our present system. A barrister has to prepare his brief, just as a pupil has to prepare for an examination. It was a defect of our old system to have a few pupils specially prepared for examinations to the partial neglect of others, and this was specially the case as regards Arithmetic.

Mr. McEnery says :—

"The teaching of Arithmetic is conducted on more intelligent lines, and more time is spent than formerly in explaining and illustrating principles. In the junior standards the results are, on the whole, satisfactory, but in the senior standards though the pupils have a much better grasp of principles, and can deal more readily with problems of a practical nature than heretofore, there is reason to believe that speed and accuracy are not secured to the extent that was formerly possible. There is a tendency still to treat mental and written Arithmetic as two separate branches, and to devote too little attention to the latter."

Mr. Morgan says :—

"More intelligent methods of dealing with Arithmetic are to be noticed in the junior standards. In teaching the more advanced standards the following defects are of frequent occurrence :—Insufficient mental work, unpractical nature of sums to be worked, want of rapidity in written work."

The progress made in *Object Lessons*, *Elementary Science* and *Nature Study* is rather disappointing. Few teachers give object lessons well. Nature study is new, and was practically unknown in schools a few years ago. The Science Programme is popular in some schools, but there is too much repetition of simple experiments. Compositions are almost word for word the same. Too often what the teacher writes on black-board or dictates to the children is copied on jotters. The science composition is then only transcription.

Mr. McEnery remarks :—

“In a few of the large and well equipped schools Elementary Science is being treated on progressive and intelligent lines. The schemes of work proposed in the subject in these schools are as comprehensive as can be overtaken in the time usually devoted thereto, and the lessons are carefully prepared and well given. In the vast majority of the schools the progress expected in Elementary Science has not been realised to any encouraging extent.”

Mr. Morgan says :—

“Elementary Science is not taught in many schools, and seldom with much success. There is little evidence of experiments having actually been performed by the pupils themselves. Their note books seem to describe only what they have seen the teacher do, and when questioned they can seldom give a rational account of any experiment they are supposed to have gone through.”

No branch of instruction is more popular than *Cookery*. It is well taught, and with the most beneficial results. Managers and teachers thoroughly approve of its introduction to schools, and they have handsomely contributed towards expenses. The pupils like the cookery lessons, and are delighted to take to their homes what they have cooked. The cooking is of the plainest kind, and suits the wants of the people. *Laundry work* is chiefly confined to Convent schools.

Mr. McEnery writes :—

“A gratifying effort is being made to suit the Cookery instruction to the needs and circumstances of the pupils. The girls are taught how to provide wholesome food and decent meals, how to keep a house tidy, clean, and comfortable, and thus to make home life attractive and happy.”

Mr. Morgan says :—

“Cookery continues to increase in popularity, and is now taught in 81 schools; of the new subjects this has been undoubtedly most appreciated by pupils and their parents. When examining in the subject I always enquire whether the girls practise at home what they have learned at school, and I find that the former maternal apprehensions that good virtuous would be wasted by ‘prentice hands’ has disappeared.”

The progress of *Singing* is very satisfactory. Thirty years ago it was not taught except in Convent and model schools and a few infant schools. It brightens the life of over 90 per cent. of our children now. Their singing on the streets and country roads is a practical proof of the pleasure which they enjoy from it, apart from its refining influences. Mr. McEnery says that singing is

now very generally taught, but he complains that sweetness and taste are far from being general, and that sight singing and ear and voice training do not appear to get a due share of attention. Mr. Morgan says in his notes that singing is taught in over 90 per cent. of his schools, and, as a rule, with success.

The present organizer has made a renovation in the teaching of *Drawing*. The teachers understand that what the pupils must draw is what they see. Mere copying is disappearing. Outlines are not so fine as formerly. The general rule now is let the abstract alone, and commence with the concrete. The representations of objects on paper are mostly crude, but the idea of what *Drawing* should be prevails.

Mr. McEnery says :—

“In many schools the work is well planned and effectively supervised, whilst in a few of the larger schools work of a high order of merit is produced.”

Mr. Morgan says :—

“The adoption of a more rational programme during the past few years has led to an improvement in this subject. Some attempt is made at Object *Drawing* in all schools.”

Needlework is well taught. Collective work is too little, and demonstration lessons are too few.

Mr. McEnery, writing about general proficiency, says :—

“Infant training is now receiving more careful attention than was possible before the appointment of junior assistant mistresses.

“In the one teacher school, however, infant training cannot be said to receive due attention, and is too much left to unpaid monitors. Kindergarten and other manual occupations are very general in the schools, but the teaching of these occupations is too often spasmodic, scrappy and lacking in proper graduation.

“During the current school year I found a few schools in which the classification was low partly owing to a disinclination to promote from the infants’ class.

“I consider that the teachers as a body have expended much hard work and care on the curriculum, and that solid advance is being made in most of the ordinary subjects of instruction.

“English is profiting largely by the application of more intelligent methods. Increased attention is given in many schools to the practice of oral Composition from the Infants up to the highest standards. The youngest children are trained to tell stories, and to describe the incidents and scenes a picture represents. Later on historical tales, geographical notions and nature knowledge are utilized for the same purpose.”

Regarding proficiency, a word of praise is due to the Principal of St. Luke’s Boys’ School. This school is one of the best in the city of Cork. Refinement, culture, good manners, and everything which constitutes tone are present at all times when a visitor enters. Mr. Kenelly understands psychology bearing on education.

Organization.

I interfere with time-tables as little as possible. Every good teacher should be able to draw one out to suit himself. I do give suggestions in schools when an opportunity is afforded to the staff to express freely their opinions. A system had been in operation which I disapproved of, and endeavoured to counteract. It existed in schools under two teachers. The principal took charge of infants and fifth and sixth standards, and in some cases the fourth. Under this arrangement infants were much neglected, and to a great extent in charge of pupils. There was no sequence. For grouping, the classes should be consecutive. Up to the present no objection has been made to my suggestions for changes. Teachers have told me that they were beneficial, but that they themselves were afraid to change time-tables without official sanction. I always tell teachers that they are at liberty to revise the organization once a year, and at other times with the approbation of the inspectors.

Mr. McEnery says :—

“The schemes of grouping suggested in the revised programmes have been very generally adopted.

“It is found that more effectual supervision can be exercised when one-half of the division in charge of each teacher is under oral instruction, and the other half engaged at silent work of the same or similar character.

“The good teachers are profiting by the greater freedom allowed them in devising and executing their plans of work, but the weak teachers are still timid and loth to use independent judgment.”

Mr. Morgan says :—

“Improved organization has done much to improve the efficiency of the teachers' work. Where a teacher has charge of two groups the system universally adopted is that one group shall be at oral work while the other is at written work.”

Monitors and Pupil Teachers.

There are few candidates for the position of monitor, especially in the case of boys. The salary is not sufficiently attractive. For pupil teachership there are many candidates, but some have not any intention of adopting teaching as a profession, and fail at their final examination. It is very unsatisfactory to report that of 39 monitors and pupil teachers summoned to last Easter examinations 17 failed, and 4 were absent. The attention of pupil teachers is chiefly given to Intermediate and University entrance examinations.

Mr. Morgan remarks that there are fewer monitors than formerly, but that those appointed are much better in attainments than they used to be. Whilst this may be so, the King's Scholarship Programme is not as carefully studied as it was formerly, and examinational results prove this. I am afraid that candidates for Intermediate and University distinctions rather despise the King's Scholarship examinations, and with disastrous results to themselves. I have not found it advantageous for monitors and pupil teachers to be appointed to one school and get special instruction in another. They seem to care about neither.

Mr. Morgan further says :—

"The number of monitors appointed decreases yearly. Except in Convent schools the number of candidates for the position is small. Only three boys have been appointed during the past two years."

Criticism lessons are regularly given. Criticisms are meagre, and for the most part of little value. I had to report one case of very serious neglect.

Optional or Extra Branches.

The extra and optional subjects taken up are Irish, Mathematics, French, and Latin. Irish is taught in 167 schools, Mathematics in 41, and French and Latin in 4 or 5. The reports of experts in Irish are usually favourable. In Mathematics reports are not so good. Mr. McEnery says :—

"In the current school year I have tested the proficiency so far of very few extra classes, and in none of these cases was the proficiency higher than fair."

Mr. Morgan says :—

"There are no Irish-speaking districts in this section, and I have never heard a word of Irish spoken except during a visit to a school while an Irish lesson was in progress. Instruction in Geometry, Algebra, and Mensuration has not been successful. As results' fees are paid on the average attendance teachers have been accustomed to enrol all their pupils from Fifth Standard upwards irrespective of their ability or regularity of attendance."

School Gardens.

School Gardening is in its infancy. It has been taken up in three schools, and in two most successfully. One is Tallow Boys' School, to which I have referred, and the other is S.S. Peter and Paul's B. School, Kilmallock.

Evening Schools.

There are ten evening schools in the circuit, and in all good work has been done. In the city of Cork and in large rural towns many evening schools do not exist, and are not required; the technical schools taking their place.

I beg to express my thanks to managers and teachers for endeavouring to co-operate with me in my work, and to carry out suggestions given to them from time to time.

I am, gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries.

GENERAL REPORT ON IRISH.

DUBLIN,
August, 1913.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the teaching of Irish in National Schools for the year ending June 30th, 1913.

The following table shows the number of schools in each county in which it was proposed to teach Irish as an extra subject during the year in question, the number of schools in which the Bilingual Programme was in operation, the number of schools in which Irish was taught as an optional subject on the 31st December, 1912, as well as the number of pupils under instruction in Irish as an optional subject on that date :—

County.	Irish as an extra subject.	Bilingual Schools.	Irish as an optional subject.	Number of pupils under instruction in Irish taught as an optional subject on 31 : 12 : 1912.
Antrim ..	40	—	8	432
Armagh ..	30	—	13	633
Cavan ..	21	—	2	95
Donegal ..	81	63	74	4,037
Down ..	34	—	6	331
Fermanagh ..	23	—	3	455
Derry ..	13	—	5	703
Monaghan ..	35	—	16	1,476
Tyrone ..	51	—	12	656
Clare ..	116	3	33	1,849
Cork ..	334	13	78	6,637
Kerry ..	169	42	25	1,551
Limerick ..	120	—	25	2,837
Tipperary ..	70	—	19	1,134
Waterford ..	44	3	13	875
Carlow ..	24	—	3	274
Dublin ..	67	—	19	1,706
Kildare ..	15	—	1	196
Kilkenny ..	43	—	11	687
King's ..	24	—	10	568
Longford ..	15	—	2	58
Louth ..	43	—	5	796
Meath ..	37	—	10	920
Queen's ..	25	—	2	75
Westmeath ..	37	—	4	398
Wexford ..	29	—	9	750
Wicklow ..	17	—	2	141
Galway ..	196	61	71	3,733
Leitrim ..	31	—	—	—
Mayo ..	172	22	117	6,845
Roscommon ..	84	—	20	1,366
Sligo ..	71	—	47	2,748
Total ..	2,111	207	665	44,962

Comparing the returns in this table with similar ones for the previous two or three years, we find that the number of schools in which Irish was taught for fees during the year 1912-13 was less than in any of these years. But this need not alarm the friends of the language. It is a case of the survival of the fittest. It is only the less useful and less efficient of the schools (I am speaking of them from the standpoint of Irish only) that have dropped Irish. In the schools where Irish was always well taught the subject continues to be taught still. One of the many causes that might be assigned for the diminution of the number of schools teaching the language for fees last year is that, except in some cases, fees are not now paid for the instruction unless the teacher is fully qualified to give it. Some time ago teachers who had only a smattering of Irish were paid fees for teaching the elementary courses. This was done in the hope that they would be induced to read on and get certificates. But it was found that many of them did not make any serious effort to improve their knowledge, and that they were confining the instruction to the first and second year courses only, and so it became necessary, in the interests of the language and of education, to insist on certificates as a condition for the award of fees. This, no doubt, had the effect of reducing the number of schools where Irish was taught as an extra subject, but it was instrumental in weeding out incompetent teachers and in ensuring that those who taught the subject and claimed fees for doing so would know enough about it to enable them to teach it with some reasonable hope of success. The result has justified the wisdom of this policy, for the teaching has improved, and the general proficiency is better all round than it seems to have been ever before.

Proficiency.

The following table gives an analysis of the courses taught and of the value of the instruction given in them, as estimated by the inspectors and organizers who dealt with Irish classes during the year. The table has reference only to Irish taught as an extra subject for fees. The numbers in the first column with an asterisk prefixed, and the details opposite to them, refer to schools taught by extern teachers only:—

Number of Schools visited and tested.	Number of Schools in which was taught the course prescribed for Standards :—				Number of Schools in which proficiency was "fair" in the course prescribed for Standards :—				Number of Schools in which the proficiency was "good" or higher in the courses prescribed for Standards :—				Inspector or Organizer who tested the Irish Classes.
	III.	IV.	V.	VI.	III.	IV.	V.	VI.	III.	IV.	V.	VI.	
13 *8	11 6	12 6	11 3	6 —	2 1	2 2	3 2	2 —	8 2	9 2	7 1	4 —	Mr. P. J. Fitzgerald, Senior Inspector.
4 *1	4 1	3 —	— —	— —	1 —	— —	— —	— —	3 1	3 —	— —	— —	Mr. D. T. M'Enery, Inspector.
2	2	2	1	1	—	1	1	—	2	1	—	1	Mr. W. MacMillan, Inspector.
44 *3	40 —	32 1	21 3	16 —	10 —	12 —	11 2	5 —	25 —	17 —	9 —	9 —	Mr. R. J. Little, In- spector.
41 *2	39 2	29 2	18 —	8 —	3 —	4 —	4 —	1 —	29 2	21 2	13 —	4 —	Mr. J. Fenton, In- spector.
15 13 *2	15 11 2	15 12 1	7 6 —	9 3 —	6 1 1	5 3 1	2 2 —	3 — —	7 10 —	7 9 —	4 4 —	5 3 —	Mr. B. Dale, Inspector. Mr. W. J. Kelly, Inspector.
28 *2	27 2	18 1	13 1	8 —	3 —	6 1	3 —	1 —	16 1	5 —	5 1	5 —	Mr. C. P. Dardis, In- spector.
201 *18	181 16	149 10	111 7	80 3	33 3	24 2	23 1	20 1	128 1	96 1	58 —	52 —	Mr. M. Cleary, In- spector.
201 *45	180 36	134 29	99 13	64 7	21 9	21 2	15 2	13 3	143 13	103 12	79 6	50 4	Mr. W. Falconer, Organizer.
250 *47	228 44	156 25	87 13	51 10	44 10	46 5	19 7	13 3	154 21	99 15	57 1	32 2	Mr. H. Morris, Organ- izer.
223 *35	195 29	181 18	144 10	108 9	6 2	13 3	15 3	14 3	158 21	145 6	92 2	80 3	Mr. P. MacSweeney, Organizer.
272 *39	181 35	151 26	111 12	55 4	48 10	43 4	35 2	22 —	95 4	70 4	45 —	23 —	Mr. D. Deeny, Organ- izer.
109 *29	92 27	77 18	53 13	35 3	25 6	26 6	13 4	12 1	59 14	46 9	31 4	21 2	Mr. T. Coleman, Organ- izer.
64	50	37	16	5	5	2	2	1	46	29	13	3	Mr. George Nicholls, Inspector.
9	8	7	6	4	—	—	1	1	7	6	5	3	Mr. D. Mangan.

The returns in this table are not exhaustive, as there were some Irish classes in connection with which no particulars reached me. But, in so far as they relate to proficiency, they may be regarded as substantially representing the value of the instruction given in the schools last year. It is satisfactory to note that the number of classes reaching the standard "good" is so high, that the number of those that failed is so few, and that the teaching seems to have been as successful in the higher as it was in the lower standard courses.

Bilingual Schools.

The bilingual schools are increasing in number and improving. Irish is used as a medium of instruction in them to a far greater extent than it was a few years ago. But there are some of them yet where Irish is but sparingly used, and where, consequently, the programme is not a success. On the whole, however, the work done in them is good.

In connection with bilingual schools, Mr. Fitzgerald, Senior Inspector of the Tralee Circuit, says :—

"I have inspected a large number of bilingual schools, and noted that Irish is used extensively as a medium of instruction in all of them The pupils of these schools are keener and quicker than those in which only unilingual instruction is practised."

Mr. Lehane, Inspector, writes :—

"Reading, Writing, Composition, elementary Arithmetic, Object Lessons, Geography of Ireland and Singing are the subjects usually taught bilingually in bilingual schools. Grammar, advanced Arithmetic, Drill and History of Ireland are taught bilingually in a few schools. . . on the whole, the bilingual schools are doing good work."

Mr. Fenton, who inspected the bilingual schools in County Mayo, reports :—

"In the bilingual schools Irish is as much used as English in giving instruction, and with one or two exceptions the character of the work done in these schools compares very favourably with that done in the best schools of the county. Seventy per cent. of these schools are marked 'Good' or higher than good."

Mr. W. J. Kelly, who had charge of the inspection of bilingual schools in County Galway, states :—

"I inspected 54 bilingual schools during the year. The classification is as follows :—

Excellent	..	1
Very Good	..	4
Good	..	29
Fair	..	16
Middling	..	4

Irish is used as the medium of instruction in all subjects—in English only where absolutely necessary."

Mr. Dardis, Inspector, Donegal, notes :—

"There are 10 bilingual schools in this Section. They are classified as under :—

- 1 Very Good.
- 3 Good.
- 4 Fair.
- 2 Middling.

Practically all subjects are now treated bilingually in these schools."

Mr. Deeny, Organizer for the Counties of Mayo, Sligo, and Leitrim, has a

"Very favourable opinion of the instruction given generally in bilingual schools."

He is convinced

"From experience and from a close observation of the work done in them that the pupils taught bilingually are more mentally alert, and better educated than those taught in ordinary national schools in the same districts."

Mr. Morris, Organizer of the whole of Ulster (County Cavan excepted), visited 44 bilingual schools during the year, and found

"Irish used to a greater or less extent in teaching every subject."

"But," he says

"in very few schools does it obtain an equal place with English."

He declares that the disparity between the extent to which Irish and English are used is more noticeable in schools where the teachers are old, but that

"All round there appeared to be a marked improvement in the work of the bilingual schools in north and north-west Donegal, as compared with what it was two or three years ago."

Mr. Cleary, who was until lately a member of the Organizing Staff, states that in the 39 bilingual schools visited by him during the year

"The teaching has improved,"

and both he and Mr. MacSweeney, who is organizer for Cork and Kerry, agree with the general opinion that

"In districts where the home language is Irish,"

the educational gain from the use of the bilingual programme in the schools is unquestionable.

Evening Schools.

Irish was taught in 116 evening schools during the session 1912-13. The teaching of it is generally confined to the elementary courses, is mainly oral, and, except in a few cases, is not of much educational advantage to the pupils.

In connection with this, I beg to quote what is said by Mr. Morris :—

"I visited 22 evening schools. The classes presented were as follows :—

11 Classes in		I. Year's course.	
17	" "	II.	" "
2	" "	III.	" "
6	" "	IV.	" "

The proficiency in the majority of cases was good, but pupils are, I fear, often presented more than once in the same course. However, I still believe in the good of evening schools for the young people of a district during the winter months. They have also a reflexive action on the teaching of Irish in the day schools, for the younger pupils of the latter are encouraged in their study of Irish by seeing their elder brothers and sisters working at it."

Irish as an Optional Subject.

I found Irish taught as an optional subject to the pupils of the junior standards in a few ordinary and in some Convent schools. Where a definite programme was followed, and a series of lessons carefully drawn up and planned was taught, the results were very satisfactory. Mr. Little, who has charge of one of the sections of the Tralee Circuit, mentions the case of two or three teachers in his section who took up the teaching in the junior standards

"As a preparation for the subsequent extra teaching"

and who

"Gave really valuable instruction in the elementary portions of the language."

But it is the general opinion that in the vast majority of cases the teaching of Irish as an optional subject is of very little educational value.

Mr Morris says in this connection :—

"It is more common in Donegal than in the rest of Ulster, but wherever met with it is in nine cases out of ten a deliberate sham."

Methods of Instruction, Preparation for Work, Extern Teachers.

As regards the methods of instruction adopted in the teaching of Irish, the preparation for their work made by the teachers of the subject, the character of the work done by externs, I have nothing to add to what I said in former reports.

The methods of instruction are far from perfect yet, though I think they are improving, the preparation for work is seldom adequate, thoughtful or useful; and externs, compared with the ordinary teachers, are not successful.

These general statements are founded on the results of my own personal experience, and on the opinions of inspectors and organizers, who have assisted me with "notes" for my report.

Speaking of the defects in teaching noticed by him, Mr. P. J. Fitzgerald says :—

"The most serious defect in teaching I have observed is the failure to teach the elements of reading properly. . . . The distinction between broad vowels and slender, aspirated and unmodified consonants is not sufficiently impressed on the minds of the pupils, and when they do succeed in reading correctly it is more often the result of frequent repetition of the lessons than of ability to deal with the words on phonetic principles."

"The gravest fault in method,"

according to Mr. Little,

"is the permission of indistinctness in reading and speaking."

"A second fault in teaching," he adds, "is the failure to mark errors and defects in the written exercises, and have them carefully corrected; and a third is the tendency to rely on stock questions and stock answers—mere rote work—in oral teaching."

In the opinion of Mr. Morris, the chief defects in method are :—

- (1) In some cases adhering to the old read-and-translate system,
- (2) Even where oral teaching is practised, reading the lessons first and talking of the subject matter later,
- (3) In many cases want of system, order, progressiveness in the oral lessons,
- (4) Want of resource in graphically and strikingly illustrating the ideas dealt with in the oral lessons,
- (5) Using orders, making remarks, or giving questions which the pupils do not understand,
- (6) The unbridled use of simultaneous answering

(7) Want of 'thoroughness' in doing the oral work ; hurrying on to a new feature before the last one is thoroughly assimilated,

(8) Want of that feeling which tells a teacher when a class is following him, and when it is enveloped in a mental fog."

Local Interest.

On the question of local interest in the teaching of Irish, the following remarks may be found interesting. Mr. P. J. Fitzgerald :—

"There is some local interest where there are healthy and active branches of the Gaelic League, but it is not widespread and even in such cases, as for example, in the vicinity of Listowel, the effect of the awakening caused by the yearly Feis has not resulted in the spreading of Irish teaching in the schools. . . . I was much disappointed with the evident lack of interest in West Cork."

Mr. Little :—

"In the purely English parts of this Section, the parents adopt a neutral attitude on the question of Irish in the schools. In the region of the bilingual schools the feeling is, I believe, more favourable"

Mr. Fenton :—

"I cannot find much evidence of local interest in the revival of Irish in my district. All through the county Mayo I have met the older generation able to speak Irish, and the children of school-going age speaking the language only in homes where some member does not speak English. . . . One would consider that Irish could be easily kept alive here and side by side with English ; but very little local interest appears to be taken in the matter, and I can find little evidence that anyone with influence over the people urges the Irish-speaking parents to speak the language in their homes. Irish lives longest beside the sea and in mountain glens, and in the nine seaboard parishes of this Section the subject is taught in less than half the schools."

Mr. McEnery :—

"I did not notice any particular local interest in Irish. Parents, so far as I could ascertain, take no interest whatever in the teaching of this subject to their children."

Mr Dardis :—

"The parents, generally take up a neutral attitude in connection with the question of Irish in the schools."

In another place he writes :—

"Irish was taught as an Extra in 42 schools in this Section (Donegal) during the year. In twelve of the schools, however, pupils were not present for Fees."

Mr. Dardis has charge of about 180 schools, of which 10 are bilingual.

Mr. Falconer :—

"Outside of the branches of the Gaelic League there is practically no local interest shown in Irish. I have been told of one or two cases in which parents have asked that their children be taught Irish. I have heard also of many more instances where they have protested against it as mere waste of time. The general attitude is one of indifference, quickened with some show of interest when the children are working for the local Feis."

Mr. Cleary :—

"At present there do not appear to be such active manifestations of interest in Irish as there were a few years ago. Notwithstanding this, successful teachers of the language inform me that several parents are anxious that their children should learn the language. On the other hand, I have met teachers who gave expression to the opposite opinions ; but I must say that these were almost invariably teachers who themselves did not believe in the utility or desirability of learning the language, and who taught it in a slipshod fashion."

Mr. Morris :—

"The employment in my Circuit of almost a dozen extern or travelling teachers, and the holding of over half a dozen of *feiseanna*, and almost a score of *deirdeacta* are all evidences of local interest. Still the majority, it would appear, are apathetic. . . . In Donegal many parents are not in favour of bilingual education, because they think it retards the pupils in acquiring a knowledge of English. . . . But where both English and Irish are well taught in a good bilingual school there is no hostility whatever shown."

Mr. MacSweeney :—

"Local interest is shown by the maintenance of the extern teachers by the holding of *Feiseanna*, where prizes are given for Irish to school children and others. In some places, as in Mallow, good sums are spent on prizes in Irish in connection with local Agricultural Shows ; in others, such as Tralee and Midleton, the Manager gives a medal or cup to the best school or pupil in the parish."

Mr. Coleman :—

"In Co. Limerick and in Co. Tipperary there is, as a rule, a very genuine enthusiasm for the language, whereas in Co. Clare many teachers complain that the people do not care for it."

King's Scholarship Examinations.

There was a marked improvement in the answering in Irish at the King's Scholarship examination compared with what it was in former years. The candidates had a better grasp of the language, knew grammar better, and wrote Irish better than those who attended the examination in the years before.

Training Colleges.

In the Training Colleges, too, the work done is much better than it used to be. In Waterford, in particular, the enthusiasm of the students for Irish was only equalled by the success with which they acquired a sound grasp of the language, and of the best methods of teaching it.

I am, gentlemen,

Your obedient servant,

D. MANGAN.

The Secretaries,
Education Office,
Dublin.

GENERAL REPORT OF SCIENCE INSTRUCTION.

59, UPPER MOUNT STREET,

DUBLIN, July 30th, 1913.

GENTLEMEN,

I beg to append a Report on instruction in Elementary Science and Nature Study for the year 1912-13.

Organization of Work.

Mr. Ingold's district has remained unaltered; as Miss Maguire has not been able to resume duty during the year, I have divided my time between the southern district and my own.

Owing to the pressure of other work we have been able to visit only 341 schools during the year, but through the medium of the short courses of lectures in twenty-four centres a large number of schools have been influenced.

Proficiency.

The average mark in Mr. Ingold's district is higher than in any previous year, but in my own it is slightly below the figures for last year; my visits, however, include a larger proportion of rural schools than those of my colleague.

The general impression marks are summarized below:—

	Mr. Ingold.		Mr. Heller.	
	No. of Schools		No. of Schools.	
Excellent, . . .	2	1.1 per cent.	3	1.85 per cent.
Very Good, . . .	24	13.4 per cent.	17	10.4 per cent.
Good,	84	47.0 per cent.	54	33.3 per cent.
Very Fair, . . .	43	24.0 per cent.	28	17.3 per cent.
Fair,	17	9.5 per cent.	32	19.8 per cent.
Weak,	6	3.3 per cent.	25	15.5 per cent.
Bad,	3	1.7 per cent.	3	1.85 per cent.
	179	100.0 per cent.	162	100.0 per cent.

Visits to Schools.

With the organizing staff at present available it is not possible to carry out any systematic plan of school visits. The difficulty of keeping in touch with the work in schools has been further complicated by Miss Maguire's prolonged absence on sick leave,

and by the rapid increase in the number of equipped schools. Comparatively few of the schools equipped during the past two years have yet received a visit from an organizer. Until it is possible to visit annually every equipped school, and to pay at least two visits to those recently equipped, we cannot expect to get an adequate return for the time and money spent upon the training of teachers and the equipment of the schools.

Six additional organizers are needed to cope with the present demands. Practical and written examinations of King's Scholars and of teachers in training, inspection and examination of teachers' classes under local authorities, the short courses of lectures in local centres and visits of a special nature occupy a very considerable fraction of the working year.

Courses of Instruction.

The scheme of short courses of lectures on Aims and Methods of Instruction in Elementary Science, Nature Study and Health and Habits has been considerably developed during the year.

Mr. Ingold has given fourteen such courses in the following centres:—Thurles, Portrush, Coleraine, Armagh, Clarendon, Ballina, Ballinrobe, Belfast (1), Clones, Larne, Belfast (2), Londonderry, Downpatrick, Dungannon, Letterkenny, and Cavan. These classes were attended by 468 teachers, representing 175 equipped schools and about 50 unequipped schools.

I have conducted similar classes in Dublin (two classes), Killorglin, Ennis, Tralee, Carlow, Clifden, Athlone, Milltown (Sisters of Charity), and Clonbur. The attendance has been uniformly good and regular, the teachers coming long distances, often in very bad weather, at much inconvenience and expense to themselves.

Although little opportunity has occurred to test the influence of these lectures on the work of the schools, I have no doubt that they are more effective than the same time spent in hurried visits to individual schools. The aim is to endeavour to cultivate enthusiasm, purpose and method, without which teaching must fail to achieve its most important results.

Mr. Ingold says:—

“Considering the weather conditions under which many of these classes were held, the attendance was very good. The teachers were attentive, and, in general, thoroughly interested in the demonstrations.”

Classes for teachers in Elementary Science and in Rural Science have been organized by local Technical Instruction Committees at Belfast, Ballymena, Larne, Cookstown, Omagh, Sligo and Galway. Except in the case of the two centres first named the classes were small.

A number of classes in Rural Science (including school gardening) have been conducted by officers of the Department of Agriculture and Technical Instruction in the following centres:—Tullamore, Cloghan, Philipstown, Tullow, Athy, Bagnalstown, Dundalk (two classes), Louth and Dunleer. I inspected some of these classes, and was very pleased with the manner in which they were conducted and with the keenness with which the teachers entered into the work.

Work in the Schools.

There is little to say of the work in schools that I have not already dealt with in my recent reports, nor can there be much progress until a much larger organizing staff, and hence more frequent visits, are possible. On the whole, a better rate of progress of instruction is to be observed, and there is somewhat less of the dreary "marking time" which must disgust pupils and teachers alike.

The revised programme of 1910 is beginning to influence the instruction in many schools, but the changes do not yet appear to have been noticed by some teachers, especially young teachers, fresh from training. Where an earnest effort has been made to interpret the programme and adequate preparation of lessons has been made, some sensible and intelligible instruction in hygiene has resulted, and phrases have given place to ideas. The revision referred to above transferred the measurement of weight and volume from the beginning to the end of the first year's programme; some years ago the practical arithmetic of lines and surfaces was transferred to the arithmetic programme; these two changes have resulted in a very general neglect of mensuration, practical arithmetic, and hence of a real grasp of a decimal notation and the metric system. I am of opinion that much greater importance should be attached to the practical work in the arithmetic programme.

The written work of pupils is, I think, better and more childish, by which I mean it is more genuine, and therefore more useful as a training in English.

The difficulty experienced in getting the right kind of preparation of lessons is more due to want of imagination and to lack of appreciation of the thought and skill necessary to ensure a good and effective lesson than to any desire to neglect work.

In my last report I referred at length to the uselessness of text-book instruction in hygiene; I fear there are few signs of improvement in this respect in the unequipped schools.

In reference to the work in schools, Mr. Ingold says:—

"The amount of time devoted to science on the school time-tables varies very considerably, and it is not always easy to determine the proportion given to demonstrations. Judging from the rate of progress in the syllabus, it would appear that in many schools more time is given to the written work than to the actual lessons. It would be better if the whole time noted for science on the time-table were utilised for demonstrations, and if the notes were written up during a composition lesson, or in upper standards, wherever possible as a home lesson."

"In a small percentage of the schools visited this year I found the revised syllabus in full working order, and the teachers seemed to find that the changes made the fourth standard work far more interesting to the pupils. In the bulk of the schools, however, the new syllabus had not been followed; many teachers, even those fresh from Training Colleges, seemed quite ignorant of the fact that any changes had been made in the science programmes.

A distinct improvement is noticeable in the Nature lessons in the lower standards, but the lessons in Health and Habits are of the most dismal character

"In most schools only half an hour a week is given to 'object lessons' in Standards II. and III.

"I notice that the elements of the metric system are not as well known in schools as they were a few years ago. This is, I think, due to the

exclusion of the exercises in measurement of length and area from the science programme. Although these exercises are now included in the arithmetic syllabus, they can receive but little attention.

"In many girls' schools visited this year no science lessons were being given, except during the short period that cookery is in abeyance. Such lessons given at the end of one school year, and at the beginning of another, are almost entirely useless. The idea is very prevalent among teachers that there is no obligation to teach science to girls who are taking up cookery. I think the best solution of the problem would be to spread the cookery lessons over the whole year, giving every third week to science."

School Gardens.

A good many school gardens are now in operation, and pupils show much keenness in the cultivation of their plots, but in very few cases has any correlated class-room instruction been properly organized. We must look in these school gardens for something more than the economic value of what is taught; like all other forms of manual instruction, gardening must be so conducted that it possesses an intellectual and training value also, and these latter purposes must not be left to chance in the blind hope that digging and weeding alone will turn out better brains and more effective workers.

King's Scholarship Examination.

I regret to report that there are no signs of improvement in the character of the preparation of candidates for King's Scholarships. The Easter examinations tell a tale of ineffective cram.

The need of more adequate machinery for the preliminary training of candidates for the teaching profession is obvious, and until a better trained class of students presents itself for the Easter examinations, the Training Colleges will be unable to exercise to the full their proper functions.

Your obedient servant,

W. MAYHOWE HELLER.

DUBLIN.

July, 1913.

GENTLEMEN,

I submit a general report on Cookery, Laundry and Needlework Instruction in the National schools in Ireland for the school year ending 30th June, 1913.

During the last year the branches of cookery and laundry work have been amalgamated with needlework, but the combined organization will not be in operation until after July. For this reason the duties and districts of the respective organizers have been the same as during the year ending June, 1912.

Teachers' Classes in Cookery and Laundry Work.

Cookery and Laundry classes for teachers have been held by organizers at the centres named below :—

Organiser.	Centre.	Number of Teachers.
Miss Stevenson	Bundoran (L)*	16
	Burtonport (C)†	16
	Ballyshannon (C)	24
	Donegal (L)	16
	Stranorlar (L)	16
Miss Bruncker	Lisburn (L)	21
	Newcastle (C & L.)	11
	Ballycastle (L)	17
	Crumlin (L)	10
Miss Dunlea	Edenderry (C & L)	20
	Gorey (C)	20
	Waterford (C & L)	12 (nuns)
Miss Patten	Rathmore (C & L)	15
	Doneraile (C & L)	18
	Mallow (L)	16
Miss McDonnell	Doon (C & L)	10 (nuns)
	Scariff (C & L)	20
	Kildysart (L)	6
Miss Porter	Tournakeady (L)	8
	Skerries (L)	12
	Lucan (L)	11
	Dublin (L) (2 classes)	24
Miss Ebrill	Thurles (C)	21
	Hospital (C)	9

* (L) Laundry.

† (C) Cookery.

Organiser.		Centre.			Number of Teachers.
Miss Acheson-Smyth	..	Newry (C & L)	..	..	13 (nuns)
		Monaghan (C)	..	..	11 (nuns)
		Irvinestown (C)	..	..	17
		Keady (L)	..	..	17
Miss Earle	..	Kilkenny (C & L)	..	..	15 (nuns)
		Dublin (C)	..	..	15
		Arva (C)	..	..	17
Miss Wallace	..	Achill (C)	..	..	18
		Swinford (L)	..	..	21
		Boyle (L)	..	..	20

Technical School Classes for Teachers.

As Domestic Economy classes for National teachers have been established at municipal technical schools for the past five years the number of teachers attending these classes is gradually diminishing, according as the teachers of each locality obtain certificates. Classes were held at the following schools for the session ending June, 1913 :—Ballymena, Banbridge, Belfast, Carlow, Galway, Dungannon, Enniskillen, Larne, Limerick, Londonderry, Lurgan, Nenagh, Newry, Omagh, Portadown, Sligo, Templemore, Tralee, Tullow, Waterford.

Evening Schools.

Cookery was taught in twenty evening schools, but as I could arrange to inspect only two of these classes a report would not be satisfactory.

Pupils' Classes at Technical Schools.

The attendance of National school pupils was sanctioned at 25 technical schools, viz. :—Strabane, Ballymoney, Limavady, Antrim, Larne, Magherafelt, Cookstown, Lurgan Convent of Mercy Technical School, Lurgan Technical School, Portadown, Banbridge, Carrickfergus, Dromore, Bangor, Hollywood, Newtownards, Newry, Drogheda, Arklow, Blackrock, Bray, Pembroke (Ringsend), Kilkenny, New Ross, Cork.

Pupils from 84 schools attended, showing an increase of 13 schools during the past year.

Special Domestic Economy Class at Waterford.

A very useful type of class has been opened at St. Otteran's Convent, Waterford, which promises to give excellent results.

The aim is to give a general course of domestic economy training for one year to girls over fourteen years' old showing neither taste nor ability for the literary side of school work, and who in

the ordinary course would not remain at school beyond fourteen. Very little literary work is attempted. The managers are sparing neither energy nor expense to make the venture a success. In my next report I hope to give a more detailed account of this most interesting experiment.

Number of Schools Teaching Cookery and Laundry.

The following table shows the number and distribution of schools in which cookery and laundry were included in the programme on 31st December last :—

County.	Cookery.	Laundry.	Domestic Economy.
Antrim	257	56	11
Armagh	88	15	5
Cavan	77	10	1
Donegal	92	16	4
Down	175	21	5
Fermanagh	67	9	1
Londonderry	101	12	10
Monaghan	40	12	5
Tyrone	118	13	1
Clare	84	31	7
Cork	234	80	26
Kerry	127	46	8
Limerick	68	35	13
Tipperary	90	26	11
Waterford	47	11	2
Carlow	23	6	3
Dublin	118	26	10
Kildare	32	5	9
Kilkenny	54	13	2
King's	28	15	1
Longford	41	9	3
Louth	32	7	2
Meath	58	17	1
Queen's	39	7	8
Westmeath	45	20	4
Wexford	48	20	2
Wicklow	31	10	3
Galway	141	54	7
Leitrim	67	15	2
Mayo	145	51	12
Roscommon	87	31	7
Sligo	53	28	4
Total	2,707	727	190

Cookery and Laundry Equipment.

On the whole, the schools are better equipped this year, but they are still far from being complete.

Regarding Mayo, Sligo and Leitrim, Miss Wallace states :—

“The schools are now much better equipped for the teaching of Cookery and Laundry work, but a good deal remains to be done in that direction still.”

Miss Ebrill, who has charge of Limerick, Tipperary and Kerry, writes :—

“There is a marked improvement in the equipment of the schools generally, but there are still cases in which, though fees have been received for more than 3 years, the equipment is still insufficient.”

In a large number of schools no attempt has been made to provide tables, press or stove, although the deficiencies have been pointed out and reported on for at least three years.

In such schools it cannot be considered a hardship if the provision of the deficiencies is insisted upon when statistics show that a grant sufficient to cover the outlay has been earned.

General.

Practically all aversion on the part of managers and teachers to the inclusion of these subjects in the programme appears to have disappeared. Where it exists, I find it is generally due to real or imaginary difficulties; and both managers and teachers are quite willing to give in when means of overcoming them are suggested.

Speaking generally, the children are much neater and tidier on the day of the cookery and laundry lesson than on other days.

Miss Ebrill states :—

“The children, with few exceptions, attend the classes in the neat and tidy manner required, and take the greatest interest in the work.”

And Miss McDonnell remarks :—

“The general appearance of the pupils and the cleanliness in and around the school, shows that the aim to introduce practical cleanliness and neatness is producing a good result.”

With very few exceptions, all schools examined were notified in advance of the proposed visit, so that the teachers had every opportunity of presenting their classes under the best conditions. Neither my colleagues nor I consider inspection of the kind satisfactory, unless where it is supplemented by unnotified visits.

A number of teachers work thoroughly and conscientiously, and would do so if inspectors and organizers were never in existence. There are others who require to be continually kept up to the mark in order to get even a fair amount of work done.

Notified inspection will not discover such faults as want of preparation for the lesson and carelessly kept equipments, because the notice nearly always arrives in time to allow of due preparation being made.

Training Colleges.

The general character of domestic economy teaching at the colleges is the same as noted in my report of last year.

Needlework.

In view of the fact that I was not in charge of needlework until late in the year I feel that for the present I am not in a position to furnish a detailed report on this branch of instruction.

The following extracts are taken from reports furnished by my colleagues. Miss Cullen says:—

“During the school year just ended, *i.e.*, from July, 1912 to end of June, 1913, I visited 267 schools, of which 39 were Convent schools. This number includes 70 in King's Co., 23 in Louth, 18 in Armagh, 41 in Dublin, 37 in Kildare, 11 in Carlow, 19 in Meath, 18 in Wicklow, making a total of 237 in my own district in addition to which I visited 1 secular school and 29 Convents in various parts of Ireland in which special Industrial Classes were carried on, making the total 267 as mentioned above.

In general, I consider that satisfactory progress has been made in the needlework of the schools in my district. Sewing, knitting and darning are, as a rule, well taught. Knitting, which a few years ago was considered backward has improved, special lessons are given on the difficult parts, and the necessary repetition is seen to. Cutting-out still requires attention, and now-a-days when one so often sees difficult and elaborate designs in free hand drawing, so well executed there should be no difficulty in having this branch of needlework well taught. Accommodation for teaching cutting-out is, however, in many cases inadequate. Very often and sometimes even in newly-built and newly-equipped schools, there is no suitable table, and during this year I have been in schools where there was no table of any kind. Under these circumstances the teacher cannot be blamed for not having the subject up to a satisfactory standard. However, in most cases the subject could be better taught than it is, and until this is remedied the practical value of needlework in the homes will not be felt.

There is a notable improvement in the number of garments made in the schools. The garments prescribed in programmes for different classes are seldom omitted, and in many schools 2 or 3 garments are made by the same girl during the year.”

King's Scholars.

“The total number of candidates presented in needlework at the July examinations was 552. The sewing and knitting were generally satisfactory this year, but in some colleges sufficient time is not given for practice of cutting-out. Though we do not know the names of the colleges from which the work comes, the similarity of work of consecutive candidates shows pretty clearly that a certain number come from one place, and a certain number from another. In 2 out of the 5 Women's colleges, all branches were very satisfactory and showed good teaching: in another the work was fairly good, cutting-out being somewhat weak, and in 2 others cutting-out was decidedly weak.

At the Easter examinations this year, the general character of the work was satisfactory.”

Miss Lee reports:—

“The schools visited were classified as follows:—Excellent, Very Good or Good—236; Very Fair or Fair—99; Middling—7.

The progress in sewing, knitting and darning can be described as satisfactory. Cutting-out is still the most backward branch, but it has improved considerably during the past year. The teachers are beginning to realize the importance of this branch, and though they are still rather reluctant to teach it regularly and systematically, fairly good work is often done.

The want of suitable table accommodation is the usual excuse for neglecting cutting-out. When desks are available there is no reason

why it should not be taught. Of course full sized garments for grown up people cannot be conveniently cut, but children's sizes and reduced proportions can be easily managed.

On the whole, I think there is a great improvement in garment-making. I found this branch receiving due attention in the majority of the schools.

The blackboard is not used sufficiently to illustrate correct methods of working. It is difficult to understand why some teachers are so slow to adopt methods which would greatly facilitate their work.

Faulty Time-tables are in some instances the cause of inferior work. When the teacher's attention is divided between a Geography lesson, Cookery and Needlework, the latter cannot be good. I found such an arrangement in a Girl's school recently.

Generally speaking, the teachers are hard-working and anxious to receive helpful suggestions."

Miss Hogan says :—

"The number of individual schools visited in the Connaught District during the year ended 30th June, 1913, was 310. Of these, 28 had not been previously visited by any Organizer of Needlework. Of the total visited, 297 were ordinary and 7 were Convent Schools.

The general awards made to the schools visited were as follows :—

Excellent	..	3
Very Good	..	39
Good	..	158
Fair	..	107
Middling	..	3

In many cases in which the awards 'Fair' and 'Middling' have been made, the low award is occasioned by the irregular attendance of the pupils which renders it very difficult to pursue any systematic course of teaching. In several cases also there has been found great lack of materials for use at the lessons, and of proper accommodation for the storage, between lessons, of articles upon which the pupils are engaged. Collective teaching by means of 'Demonstration Pieces' and blackboard illustrations had been carried on with some measure of success in 137 schools.

In the teaching of the Needlework Programme, especially in the Connaught District, more attention should be given to the practical utility of the subject, and sewing and darning should be practised on the outer garments worn by the pupils at school and in need of repair, rather than on little pieces specially prepared."

Miss Glynn states :—

"During the year I visited 367 schools, also I gave assistance marking the needlework produced at the Easter and July Examinations. Of the schools visited, 8 were judged to be excellent ; 194 good or very good ; 153 fair or very fair ; 11 middling or bad.

"In schools visited a second time I found that, except in five or six cases in which negligence was apparent, reasonable efforts had been made by the teachers to adopt the suggestions left at my previous visit ; but in many instances, owing to the irregular attendance of the pupils and to other causes, the results of the teacher's efforts to improve the quality of the work were scarcely appreciable. This applies more particularly to the sewing, in which the children require more regular practice than in the companion branches to acquire the skill which is necessary to produce good work.

"In the majority of the schools, however, an all-round improvement was readily noticeable ; while the teaching had become more systematic.

"Of the several branches of industrial work, knitting is most noticeably improved. One frequently finds very good work by young children in the junior standards, where it is very difficult to teach, and in districts

where formerly the subject was regarded as unworthy of serious attention, it is now to all appearance receiving due appreciation. Cutting-out though still far from satisfactory, is being taught in many schools on more intelligent lines. For the most part, however, the instruction is scant and unsystematic. This is not entirely the fault of the teachers. While the supposed lesson is in progress, the teacher—except in the case of schools having three or more teachers—has other irons in the fire, each demanding a share of her attention, with the result that the so-called cutting-out lesson is more often than not a mere drawing exercise, in which the children copy, not always accurately, a blackboard diagram of a pattern copied by the teacher from a book model. On a subsequent cutting-out day, or at home, the children, with little understanding as to the meaning or proportion of its parts, try to construct the pattern in paper; in this way the instruction, such as it is, proceeds during the year in many schools.

“Garment work is more extensively carried on; but it is only in the more regular schools that it is practised to the extent recommended in the ‘notes for teachers.’ Materials, however, are much more liberally provided, and altogether there are signs that interest is increasing in this department.”

I am, Gentlemen,

Your obedient servant,

C. M. SHULEY.

The Secretaries,
National Education Office,
Dublin.

GENERAL REPORT ON KINDERGARTEN
INSTRUCTION.DUBLIN,
July, 1913.

GENTLEMEN,

In accordance with your instructions, I beg to submit a General Report on the progress of Kindergarten methods in the National schools for the year ended June 30th, 1913.

Work on which engaged during year.

On the whole, I find that the time of my assistants and myself has been spent chiefly in visits of inspection to schools in towns and those in country districts; also in short periods of organization in schools where the inspectors considered that the visit of an organizer would be beneficial. Fewer courses of Kindergarten instruction for junior assistant mistresses have been given than during the year ended 30th June, 1912.

Organizers' Courses of Instruction.

As in former years, the courses of instruction were attended by the junior assistant mistresses in the neighbourhood, the school staff also receiving the benefit of the four weeks' course.

Many of the junior assistant teachers in Ireland have now been trained, but as new appointments are frequently made, courses of instruction in Kindergarten methods have to be held in the same county from time to time.

The following list shows the centres at which courses were held, also the total number of outside teachers who attended :—

Miss Beveridge.	Miss Treanor.
Presentation Convent, Kilkenny. Clara Convent, Longford Convent, Moate Convent, Arklow Convent,	Limerick Model. Cork. Skibbereen.
Total—59.	Total—29.
Miss Beamish.	Miss Pedlow.
Sligo Infant Model, Enniskillen Convent, Bishop Street, Derry, Mohill Convent, St. Columba's Infant, Letterkenny.	Armagh. Ballymena. Newcastle. Cavan Convent.
Total—85.	Total—46.

Miss Connolly.	Miss Austin.
St. Joseph's, Summerhill, St. Patrick's Convent, West- port. Mall Infants', Armagh.	Drogheda Presentation Convent. Trim Convent. Ballyjamesduff Convent.
Total—22.	Total—30.

Short courses of organisation were also held for the benefit of the school staff only in the following schools :—

Miss Treanor :—

Shanagolden Girls, Co. Cork.
Hospital Convent, Co. Limerick.
Clogheen Convent, Co. Tipperary.
Thurles Convent, Co. Tipperary.

Miss Beveridge :—

Ballyraggett Infant School, Co. Kilkenny.
Urlingford (B. and G.) School, Co. Kilkenny.
Paulstown Infant School, Co. Kilkenny.
Freshford Infant School, Co. Kilkenny.
Cleristown Infant School, Co. Kilkenny.
St. Paul's Infant, Bray, Co. Wicklow.
Dalkey Convent, Co. Dublin.
New Ross Mercy Convent, Co. Wexford.
Johnstown National School, Co. Westmeath.
Mooncoin Convent, Co. Waterford.
Dungarvan Mercy Convent, Co. Waterford.
Dungarvan Presentation Convent, Co. Waterford.

Miss Beamish :—

Coleraine Infants (No. 2), Co. Derry.
Castletown Road (G.) Convent, Dundalk, Co. Louth.

Miss Pedlow :—

Nazareth House Convent, Belfast.
Rostrevor Convent, Co. Down.
Castlewellan (2), Co. Down.
Glenarm Infants, Co. Antrim.

Miss Connolly :—

Newtownsmith Convent, Co. Galway.
Tuam, No. 1, Co. Galway.
St. Angela's Convent of Mercy, Co. Mayo.
St. Columkille's, Co. Mayo.
Meelickmore N. School, Co. Mayo.

Cross (B. and G.), Co. Mayo.
 Greaghcarra N. School, Co. Roscommon.
 Bessbrook Convent, Co. Armagh.
 Thomas Street N. School, Co. Armagh.
 Portadown Infant, Co. Armagh.
 Corduff N. School, Co. Leitrim.

Miss Austin :—

Knocknagilla (G.), Co. Cavan.
 Dunboyne (G.), Co. Meath.

Inspection of Schools.

In addition to giving courses of instruction and short periods of organisation in the schools referred to, each organiser inspected a number of schools (town and rural) in her district, as shown in the following table :

Organiser.	Number of Schools visited.	Counties.
Miss Beveridge ..	37	Kilkenny. King's. Westmeath.
Miss Treanor ..	170	Cork. Limerick. Tipperary.
Miss Beamish ..	156	Sligo. Leitrim. Fermanagh. Donegal. Londonderry. Cavan. Roscommon.
Miss Pedlow ..	235	Antrim. Down. Tyrone.
Miss Connolly ..	94	Galway. Mayo. Roscommon. Armagh.
Miss Austin ..	128	Dublin. Louth. Meath. Antrim. Down. Monaghan. Cavan.

Progress of Kindergarten Work.

There is no doubt that Kindergarten methods have made headway in our schools during the past year. This is due in large

measure to the efforts of the inspectors, who have insisted upon infants receiving suitable training.

I find that teachers are waking up to the importance of giving attention to infants—probably because, as Miss Treanor remarks in her report,

“A marked improvement in the attitude of the public towards this branch of school-work and the necessity for a special suitable training for juniors is now generally conceded.”

To whatever cause we may attribute the result, it is satisfactory to know that progress is being made in the right direction.

There is still noticeable in many teachers, experienced and inexperienced, a lack of knowledge of child nature, but I believe that the students in our training colleges at present are receiving proper instruction in this subject, and that in the near future we shall not have to deplore this deficiency, in our young teachers at any rate.

Of the 128 schools I visited during the year, 24 were Convent schools, the remainder being chiefly schools in which junior assistant mistresses were employed. On the whole, very good work was being done in the Convent schools, the rooms and furniture were suitable, and the equipment for infant training was adequate. In some cases a room had not been set apart for the babies, and the training given to these little ones was not satisfactory. Of the 104 schools inspected, 66 had unsuitable desks, but in the majority of cases a fair supply of kindergarten materials had been provided, usually by the principal or junior assistant mistress in the school.

In the Convent and large infant schools the work is usually well prepared. Schemes of work for each class are made out a week or a month in advance. Drill, singing, games, drawing, and handwork generally, also recitation, are well taught, and frequently the stories and nature lessons are satisfactorily given.

Reading, writing and arithmetic are well taught to senior infants and first standard, but unfortunately these subjects are not always dealt with properly in the junior classes.

Reading is sometimes introduced by teaching children the letters of the alphabet, and the lack of interest displayed by the children would show any good teacher that the method was defective. I have introduced the “phonetic,” combined with the “look-and-say” methods in many schools, and the teachers have found that the children made good progress, and were greatly interested in their reading lesson.

Miss Treanor writes of her experiences in the schools with regard to teaching of reading :—

“More suitable methods of teaching Reading are being adopted. The ‘look and say’ being the most popular ; the value of this method is greatly enhanced if combined with the phonetic, but I find it almost impossible to induce the teachers to do this. and I am coming to the conclusion that except they are well grounded in the phonetic method in the training Colleges, they find it a complicated and difficult way of

teaching reading. I notice too that children who can read fluently from their story from the blackboard are, when given a book, kept a considerable time at the first lessons, which in the average Infant Primer are uninteresting and sometimes foolish ; this is a mistake and the reading is invariably retrograded.

"If a book of simple familiar fairy tales were given as a first reading book, the reading would benefit considerably—in fact this has been the experience of a number of teachers in a Southern district, where it has been tried with marked success."

Miss Connolly writes as follows :—

"Reading I find indifferently taught to infants. In many schools a considerable amount of time is spent in teaching the names of letters, spelling precedes the reading lesson, and primers are given to the youngest children.

"I find very little sentence-reading from the blackboard, the idea being that children must read from books in order to satisfy parents."

In many instances *Number ideas* are given to the babies, as they should be, incidentally, through the varied forms of hand-work, also sense training exercises with Gifts I. and II. ; but in some cases definite number lessons are still given to babies by teachers who do not allow the children to handle any concrete material during the lesson.

Miss Connolly's experience differs somewhat from mine. She writes :—

"The value of figures as a rule is well dealt with, and it is rare to find a number lesson given without concrete material, but one not infrequently finds page after page of addition and subtraction sums in Standard I. and II. without a sign of the concrete or problem form having been used."

Sufficient preparation is not made for *Writing*, which should not be introduced until children have had frequent practice in drawing in sand, on black-boards, and if possible on linoleum or wall-cloth attached to the walls of schoolroom.

Miss Treanor's remarks on this subject are worth noting :—

"On the whole the children write well, but the teaching of writing would be simplified if more use were made of drawing as a preparation for writing, and also if young children were first allowed to print on plain paper. It seems logical that children learning to read print, should learn to write it, and it is not by any means a difficult matter to convert print into script, if a simple form is chosen ; and the narrow lines children are required to write between add a difficulty to an exercise which must involve considerable muscular effort.

School Equipment.

In large infant and Convent schools, where a number of very young children attend, it is not only desirable but absolutely essential that the babies should have a room to themselves. Otherwise the children are restrained too much, and their natural activity, instead of being given suitable outlet, is stunted.

The room set apart for babies should not be furnished with dual desks, but with small, light kindergarten tables (at which two or three children could sit comfortably) and chairs. Tables can now be procured with adjustable legs, which fold up, and the tables

can thus be put aside when the room is required for a game, story-picture, chat, &c. I consider that the furniture made for infant schools is too heavy. Miss Treanor expresses the same opinion :—

"I think that even where special furniture for juniors has been provided, it is usually too heavy, this is particularly true of infant rooms which would be more suitably furnished with light tables and chairs which the children could manipulate themselves."

Miss Connolly writes :—

"The equipment of the schools, both as to furniture and materials for occupation work is, except in the case of Convent schools, generally very poor. I have visited some new schools where the rooms are quite filled with heavy desks fastened to the floor. Games or drill cannot be taught in such schools and therefore for many months of the year are not taught at all.

Junior Assistant Mistresses.

Our work is chiefly concerned with the training and inspection of junior assistant mistresses, and as many of these have now been trained, they are doing good work, especially in schools where the principal teacher takes an interest in the juniors, and sees that the junior assistant mistress prepares the work regularly. Writing about this matter, Miss Pedlow states :—

"I get good work from the junior assistant mistresses who have attended my courses of organisation in Kindergarten methods, especially from the younger teachers, and I feel sure that if their work was in all cases properly supervised by the principal, there would rarely be anything to complain of."

Miss Connolly also refers to the necessity of the junior assistant teacher being supervised by her principal, and concludes :—

"I believe that the junior assistant, who has nothing to fall back on but a month's course of instruction, should not be treated as an independent teacher, but rather as a whole-time monitress."

General Observations.

Summarising the results of her inspection work, Miss Beveridge writes :—

"My experiences were as heretofore. I found in all cases the teachers willing and anxious to gain and carry out suggestions. Of the 37 schools I visited, I classed the infant work in 13 as 'good,' and in 4 as 'very good,' and the remainder either as 'fair' or 'very fair,' only one school falling below these marks. The schools I visited were those of junior assistant mistresses who had recently attended courses of instruction. These teachers have still to work under the very great drawbacks occasioned (1) by lack of Kindergarten material—only 11 out of 37 being equipped with sufficient and suitable occupation materials; (2) by unsuitable furniture and desks; (3) by inadequate space and the want of a separate room for the teaching of the younger children."

Miss Treanor considers that :—

"The two chief bars to success are still—

- (1) Comparative ignorance of good methods of instruction.
- (2) Lack of suitable accommodation and apparatus.

A good method of teaching any subject is largely an individual matter, and it has been said with truth, that almost any method will be successful in the hands of a good teacher ; but to be successful teaching must be methodical, and a teacher should be capable of selecting and practising a good method suitable to her pupils and to her school. Inability to appreciate the value of good methods is generally due to lack of psychological knowledge. Unfortunately, where there is the necessary knowledge it is often difficult to carry it out owing to unsuitable and inadequate accommodation."

Miss Beamish also deplotes the lack of suitable furniture and kindergarten materials in the schools in her district :—

"I found in several schools very bad desks—and in by far the greater number desks that were unsuitable for juniors, being much too high in the majority of cases. A great many of the schools had no class-rooms, and this is a great drawback as the juniors cannot have the work adapted for them in the same way when seniors and juniors are using the same room. In a large number of schools the large rooms now used by all could easily be partitioned and two good rooms thus arranged."

Miss Pedlow refers to the lack of space in some of the town schools she has visited, notably in Belfast, where the rooms were so overcrowded that there was no chance of giving the children satisfactory handwork lessons.

My experience of schools visited in country districts coincides with those of my assistants.

Many of the schools have unsuitable desks for the juniors (desks which are even unsuitable for seniors), and there is not sufficient suitable material in the schools for handwork, so that the junior assistant teacher—often young and inexperienced—finds it almost impossible to keep the juniors suitably employed and at the same time give due attention to the first and second standards. I am glad to say that in some instances the principal teacher has relieved the junior assistant of charge of the second standard, and has grouped the second with third standard.

Improvements have been made in many of the schools I have visited lately. I found new kindergarten desks in the schools, an adequate supply of kindergarten materials, and in some instances a suitable class-room for infants and first standard.

The defects noticeable in some of the schools where junior assistant teachers are employed are :—

1. Lack of discretion in choice of stories for infants.
2. Indiscriminate selection of subjects for object and nature lessons, and a decided lack of knowledge regarding some of the simplest facts of nature study ; also the method of giving nature and geographical lessons, the latter to first and second standards. With reference to the latter, Miss Beveridge remarks :—

"Geographical lessons to standards I. and II. are often mere masses of information learnt by rote—too often bearing no relation to the locality of the school."

Referring to the method of giving nature lessons, Miss Pedlow deplotes that :—

"They (the teachers) waste invaluable time in explaining facts to a child, a child who even at nine years finds great difficulty in reasoning cause and effect—and indeed who cannot do so unless he sees the concrete,

This lack of discernment on the teachers' part Miss Pedlow rightly attributes to ignorance of child nature on the part of the teacher.

3. The initial stages of reading, writing, and arithmetic are frequently taught in rather an aimless way.

4. Monotony in drill, games and singing. The same exercises are taken over and over again instead of introducing some variety at each lesson—this can so easily be done by anyone interested in drill.

I notice a sameness in the games played by the children, and yet in many schools I found a book on Swedish drill which contained many simple, interesting outdoor games. The kindergarten games are rarely taught, except in large infant or Convent schools.

Miss Treanor writes :—

“ Games are conspicuous by their absence in the majority of schools, and even in otherwise good infant schools, the idea of a game is wrongly interpreted, it is usually either a glorified action song or a little play performed by a select number of the children, thus their educational value and power of developing character are made ineffectual.”

Singing is frequently unsatisfactory, because the junior assistant teacher does not know how to choose suitable songs for the children ; also due to the fact that the children only have singing about three times a week, and as the children in country places rarely have the chance of hearing music of any kind, except in school, they have very little idea of singing. I have advised the teachers who were interested in the subject to give the infants five or ten minutes singing daily (in addition to the usual singing lessons) either before roll call or when the children go out for ten minutes' “ free play,” about 11 o'clock. Of course, where there is a class-room, time for the daily short singing practice could easily be arranged. I have also suggested that the teacher should play a march when the children are changing classes, it helps to brighten the school-day, and through marching to music the sense of rhythm is trained to some extent.

Disregard of the Educational Value of Handwork.

This point is thus referred to by Miss Treanor :—

“ Owing to lack of apparatus or want of thought, unsuitable work which serves no useful purpose to the children, is still given, and therefore the good which should result from methodical and useful manual training is not effected, and the appreciation of its value as a developer of brain is hindered.”

Miss Connolly writes :—

“ As taught, some hand training is given through the drawing, but the sticks and paper are used to very poor purpose. No thought is bestowed on method—the same questions are repeated at every lesson, work is not graded, dirty materials are often used, and altogether the results are far from satisfactory.”

With reference to the teaching of drawing, Miss Beveridge states :—

“Another subject that is very weakly handled is drawing, and in most cases the cause is attributed to lack of skill and confidence on the part of the teacher. This remark deals more especially with outline and object drawing than with the teaching of mass drawing which has been generally adopted and that with fair success.”

In spite of the defects referred to many of the junior assistants are doing good work in the schools. I only voice the opinion of others when I state that, generally speaking, the junior assistant teachers who have attended a course of kindergarten instruction know more about kindergarten principles and methods than many of the assistant teachers now in our schools who came from a training college some years ago.

Work in the Training Colleges.

I do not think that for the future the students leaving any of the training colleges will deplore their ignorance of kindergarten methods and principles.

Miss Beveridge accompanied me in June of the present year when examining the students in the five training colleges in Dublin, Belfast, and Limerick. We were greatly pleased with the lessons given by the teachers, and in many instances delighted with the sympathy between teachers and children. This attitude was noticeable chiefly in Carysfort Training College (Blackrock), Kildare Street, and Marlboro' Street Training Colleges, Dublin.

The handwork done by the students in Carysfort Training College was excellent on account of the originality displayed—the simplest materials being utilised to make toys which would delight any child, and which could easily be made by a child.

The students in St. Mary's Training College, Belfast, deserve special mention on account of the excellence of their black-board illustrations for stories, nature lessons, &c. Many of the drawings were unusually well drawn and finished off, and showed some artistic ability.

Now that the training colleges have taken up the matter, and are giving the students proper instruction in kindergarten principles and methods, I feel sure that infant training in our schools will gradually improve.

I trust that soon a yearly grant—even a small one—may be given in the schools to help to defray the cost of materials which are absolutely essential if any valuable manual training is to be given in all the schools.

I am, gentlemen,

Your obedient servant,

GRACE E. AUSTIN,

Organizer of Kindergarten.

To the Secretaries,

National Education Office, Dublin

GENERAL REPORT ON INSTRUCTION IN DRAWING.

DUBLIN,
July, 1913.

GENTLEMEN,

I have the honour to submit my General Report on the instruction in Drawing for the school year ending 30th June, 1913.

Progress of Work.

During the year I have visited 207 schools, and in the majority of these, the work appears to be conducted on lines which indicate little advance on those adopted in schools visited in former years.

The same aims are apparent, and the same traditional methods of giving instruction seem to be adhered to. It is, therefore, not an easy matter to give a clear opinion regarding the causes of this state of affairs, unless they are due to the faulty training, or to the entire lack of training of teachers in the past; to the isolated positions of many of the schools; and to the fact that drawing as a medium of expression is not yet realised and understood in its relation to primary school pupils.

With regard to the training of teachers in the past, the average teacher fully realises and readily admits that the training received in drawing has failed to help in the after-life vocation. Unfortunately this is only too true in many countries as well as in our own, since it is only during the past decade that the usefulness of drawing as an educational factor has been fully realised.

The isolated positions of many of the schools tend to delay progress, and the isolation causes many teachers to experience great, and, in some cases, almost insurmountable difficulties in reaching centres of learning for the purpose of improving their own abilities and knowing more of improved methods of teaching.

Drawing in primary schools, as yet, is barely out of the stage of infancy, and apart from this, so much that is wonderful is usually associated with the possession of great artistic powers, with which a simple ability to draw has been confused, that in many cases, excuse may be found for diffidence in some teachers with regard to its teaching.

The tendency to produce very fine lines is still prevalent, and this in a great measure is due to the use of pencils which are much too hard. The pencils used in some schools are of such a degree of hardness that it is quite impossible with pressure such as should be required in drawing to make a line on the paper that would be barely visible when viewed at a distance of three or four feet. The use of such pencils causes great injury to the nerves and muscles, not to mention the eyes of young people, and if any reliance can be placed in expert medical authority, the strain involved by the use of hard pencils causes an over-emphasis of the accessory muscles which tends to sow the seeds of chorea, or aggravate predispositions to it.

The latter words are borrowed from Dr. Stanley Hall, who further says: "Muscles are the vehicle of habituation, imitation,

obedience, character, and even manners and customs. For the young motor education is cardinal."

Apart from these considerations, there is reason to be greatly concerned about the habits adopted by the pupils when at work. They sit, in most cases, in awkward and cramped positions, and these positions cannot be greatly improved until the strain or effort expended in working is less intensified by the use of pencils several degrees softer than those usually in use.

In addition, the pen as used in writing must be discarded until the pupils become old enough to use it with ease. I mention the pen because it causes more mischief than even a hard pencil. Indeed I may say that it causes much more, since in most schools half an hour each day is given over to writing lessons, while instruction in drawing is limited to one hour and a half or, more often, an hour each week. In the infants' department in one of the practising schools half an hour each week has been allowed for instruction in drawing, while two hours and a half each week were set apart for instruction in writing with a pencil and the pen. To anyone who has witnessed writing and drawing taught under ideal conditions as regards the handling of the tools, and the training of the muscular movements required in their use, this procedure must seem to approach the ludicrous, more especially as few of the pupils had passed their sixth birthday.

I am most anxious not to overestimate the importance of these matters; but when, where, and how the teachers are to receive a training in regard to these essentials, are problems yet to be solved.

There are four methods of writing—I quote from the writings of another—and as a rule, the worst of these methods is usually adopted in the schools. I have met few teachers who seemed to be in possession of such knowledge of these facts as would enable them to use that knowledge to advantage when teaching.

The question of the revival of the older forms, habits, and methods of writing is receiving considerable attention elsewhere, and much useful literature on the subject is now available; besides this, manufacturers are distributing catalogues of specially formed pens for the accomplishment of this particular work.

The using of objects and natural specimens as models seems to be much more general than in previous years, and even when the results are poor, the educational value of the work is greatly in advance of the empty diagrammatic work, or so-called design which was so prevalent during past years. Unfortunately in too many cases, the drawings of objects are made by the teachers on the blackboards, and the pupils produce their drawings to appear similar to the blackboard drawings, instead of to appear like the views of the actual objects which the pupils have observed. This, of course, is not object drawing in any sense of the term.

Many teachers, especially those with whom I have come into contact on a former occasion, inform me that their pupils are greatly interested in drawing from objects as models, and such teachers usually express regret that they do not know more of the proper methods of teaching this useful and educational branch of the work. However, it is to be hoped that as time proceeds,

greater facilities for instruction will be available. I feel confident that most teachers would take a very keen interest in the work if they could get over the initial stages. They are afraid that their pupils will make a mess of their drawing books; and as a consequence, the books will appear untidy, and unfit for inspection. Books, however, should not cause trouble as the aim should not be the preparation of books for inspection, but that of training pupils to observe, and to skilfully record the impressions of their observations.

A very keen struggle appears to exist between "trained" neatness and what may be termed "forced" neatness. The latter kind was much in demand when dotted paper and mechanical devices were the order of the day; but when the advantages of the former kind are realised, progress will be more rapid, and there will be much less anxiety.

Too much stress seems to be laid on the "letter" and not on the "spirit" of the programme in drawing, and as the subject takes an unimportant place in the advancement of the pupils from any standard to a higher, the pupils frequently reach a standard in other school subjects which leads them to the corresponding standard in drawing for which they are unprepared, and in many cases physically and intellectually unfitted. This is most marked in schools where the attention given to drawing is limited, and the method of teaching it is feeble. The effect of this procedure is to develop the pupils' minds to think only of what a book contains, and not to think of that which their observation and intelligence should dictate. This, of course, is a departure from true educational ideals, and the results of tests in observation when applied in such cases, are always considerably below the average. The pupils in this type of school also show increased unhandiness and decreased powers of both oral and graphic expression as they advance upwards in the school.

Instruction of Infants.

During the past year I have observed little change in the character of the work attempted in infants' schools and departments. Some schools display a highly intellectual type of work, while others show work which might be described as worse than useless.

On the whole, chalks are still held, more or less, badly, and the inability to grip a chalk properly is due to over tension of the muscles caused by endeavouring to write and figure with the pen or a pencil at too early an age in life, and to insufficient knowledge of Kindergarten methods of instruction on the part of the teachers.

The drawings made by the pupils are too small, and as a consequence "freearm" drawing in its true sense cannot be said to exist. This is apparent in the character of the exercises selected. In most schools the exercises in all classes are arranged to illustrate some part of a story or other lesson; but when examined from a drawing point of view, these exercises display no analysis of form, and they do not appear to have added to the pupils' powers of graphic description. Of course, this cannot be

expected in the earlier efforts, but the constant aim of the teacher should be to develop the graphic powers, and to improve the quality of the drawing day by day.

Illustrative work of a suitable type should form a desirable adjunct to any drawing course, but when the drawing course is neglected, or, in other words, does not exist, and there is no real training in observation and no manipulative exercises, there can be little chance of good illustrative work.

I should be glad to see at least four types of exercises in all schemes prepared by teachers :—

1. Drawing from objects without any aid ;
2. Drawing from objects with or under guidance ;
3. Illustrative exercises ; and
4. Manipulative exercises, and lessons to give some knowledge of technique.

Occasionally teachers show me some books in which pencil drawings of abstract pattern forms have been made on squared or dotted paper, and an enquiry regarding the use of chalks is often met with the reply, "I only use chalks for the 'Object Lesson' drawings, and the books are not fit to be seen." This is to be expected, since to quote Mr. H. G. Wells, "the mind should be quite uncontaminated by the imbecile drawings upon squared paper by means of which ignorant teachers destroy both the desire and the capacity to sketch in so many young children." Personally I should be glad to see the time when every vestige of squared or dotted paper has been eliminated, but this entails increased knowledge. When this time does come teachers will find no more use for these preter-natural aids than the normal pedestrian finds it necessary to use crutches.

Demonstration Classes for Teachers.

Only five "Saturday" demonstration classes were held this year, and the centres selected were Ardee, Clonakilty, Dunmanway, Macroom, and Nenagh. Demonstrations were also given in several very large schools, but the teachers of other schools were not invited to attend.

The attendance at all these demonstration lessons was highly satisfactory, and I have noticed in many instances that teachers endeavoured to the best of their abilities to put into practice any principles which have been placed before them.

It is to be regretted that more time cannot be devoted to work of this nature ; but professional assistance being denied, it is physically impossible—as mentioned in the Annual Report of 1910—to put into practice prematurely conceived intentions.

Classes are needed everywhere to put the subject on a reasonable basis, but so long as only one organiser is available, when a score could not do all the work necessary, it is impossible to touch more than the fringe of the subject.

King's Scholarship Examinations.

The character of the work displayed on the papers worked during the King's Scholarship Examinations this year was

slightly better than that displayed on the papers of former years, and the proportion of candidates entering the examination under better conditions as regards preparation, was considerably higher. Much, however, still remains to be accomplished. Too many candidates seem to possess knowledge of such a superficial character as to use that knowledge to their own disadvantage. This, no doubt, is the outcome of a hurried or cursory training which, in other subjects, is termed cramming.

The number of drawings displaying greater breadth and freedom of line was greater than formerly; but the tendency to use the ruler in "freehand" drawing is still apparent. The free rendering of form still receives scant attention, and as far as this is concerned, no very marked improvement can be anticipated until the candidates for this examination receive a continuous training during their whole period of monitorship. "Words alone cannot produce intelligent and accurate observation," is a lesson that must also be learned. The coalescence of patient study, careful application of principles, and repeated practice, is probably the shortest road to success.

Training Colleges.

During the year the progress made in drawing in some of the training colleges has been highly satisfactory, and if the work of this year is compared with that executed in the same colleges four or five years ago, the change in its character is remarkable. With regard to other colleges, it is to be regretted that the same standard of proficiency has not been approached.

Judging from the results of the annual examinations, the work executed by the students in the colleges for women, is of a very much higher order than that executed in the colleges for men. The work of the former indicates great freedom of line, and considerable power of drawing; while some sections of the work of the latter appeared to be devoid of even the first and necessary essentials, insomuch that observation, and manipulative skill in the handling of the pencil, were not apparent.

This year the examination papers were designed to test not only the students' ability to draw; but also the students' capacity to teach drawing, and although there has been a very substantial improvement in the character of the work done in drawing, the same cannot be said with regard to making use of the work in its application to teaching in the schools. Some connection is required between the course of instruction in drawing in the training colleges and the practice of teaching in the schools. No very direct information is available regarding the latter branch of the work, but from evidence displayed in the examination papers, it is clear that in most cases the one branch of the work has no direct bearing on the other, consequently in certain cases the students must be leaving the training colleges to enter the schools with very little knowledge of modern developments in the teaching of drawing, and no practice in teaching children of various ages, and of various degrees of proficiency.

It is now generally recognised that there are three classes of art teachers—the teacher in the art school, the teacher of art in

the secondary school, and the teacher of art in the elementary school. It is further beginning to be recognised that each class of teacher requires a different training, and that each should in no way ignore the necessity for the existence of the other. The former classes of teachers may be left to take care of themselves, but the teacher of art in the elementary school must be produced in the training colleges.

There is no apparent reason why this cannot become an accomplished fact. It has been done elsewhere with very great success, and judging from the ability displayed in the original illustrations done by many of the women students at this year's examinations, it can be done in Ireland; provided, of course, that the various disabilities mentioned in Annual Reports receive due consideration. These disabilities refer to the status of the subject, accommodation, size of classes, etc.

Further, if these considerations are realised, it will be found that "a teacher who can illustrate a lesson by sketches of characteristic forms and visible peculiarities of the subject of instruction is a more powerful teacher than one who appeals to the understanding through the ears only."

Classes in Technical Schools.

There has been an increase in the number of classes held in the Art Departments of local Technical Schools, and the number of teachers in attendance at these classes has doubled since last year.

Special inspections, at which I was present, were held in each case by one of the Art Inspectors of the Department of Agriculture and Technical Instruction, and the table following indicates the number of teachers who presented themselves for examination.

			First Year Course.	Second Year Course.	Third Year Course.
Armagh,	...	...	4	—	—
Cork,	...	...	84	—	—
Dundalk,	...	...	8	8	1
Galway,	...	...	10	2	—
Newry,	...	...	11	—	—
Omagh,	...	...	15	—	—
Portadown,	...	...	5	—	—
Sligo,	...	...	11	5	—
Tralee,	...	...	14	2	—
Total,	...	...	162	17	1

I have the honour to be,

Gentlemen,

Your obedient Servant,

CHAS. B. McELWEE,

Organizing Inspector of Drawing.

The Secretaries,
Education Office,

DUBLIN, July, 1913.

GENTLEMEN,

In accordance with instructions received on the 6th May last, I beg to submit my General Report on Musical Instruction for the school year ended the 30th June, 1913.

State of Musical Instruction in the Schools.

In this report are included visits to, and examination of, schools, my Assistant's statement, Easter Examinations, Annual Examination of Practising Schools, Training Colleges' Examination, Choral Singing in Training Colleges, and lastly, Instrumental Music Examination in the several Training Colleges.

During the year I visited over 270 schools, in districts stated later on, and, generally speaking, the work was satisfactory. In comparatively few of the schools did I find the teaching downright bad. In a great number it was throughout excellent, in some the mark given was very good, but in the majority of instances I considered the work was divided between good and fair.

My greatest trouble and anxiety is that I have such meagre help (as Miss Gorman can visit only four hundred schools in the year), which would be greatly lessened if I had one assistant for each province; however, I am buoyed up with the hope that in the near future every school in Ireland will be visited at least once in every two years. It is a source of congratulation that I did not meet with a school in which "no singing" was taught, although some "sailed close to the wind."

Before closing my remarks under this heading, I do not think it would be out of place to refer to one particular school, similar for excellence to one in Stradbally, Queen's County, mentioned last year, namely, Carrick-on-Suir Presentation Convent N.S., which, from the monitors down to the infant department, was equal in every respect to the best of our Dublin schools.

The following are the principal localities visited during the year :—

Athy	Kildare
Baltinglass	Kingstown
Baldoye	Leixlip
Blackrock (Co. Dublin)	Lucan
Belfast	Lismore
Bray	Lusk
Cahir	Limerick
Clontarf	Naas
Clonmel	Newbridge
Clondalkin	Rush
Carrick-on-Suir	Rathfarnham
Dublin	Ringsend
Dungarvan	Shankill
Dundrum (Co. Dublin)	Sallins
Drogheda	Sandymount
Dundalk	Tallaght
Glasthule	Trim
Garryclogher	Tipperary
Garna Villa	Wexford
Howth	Waterford
Irishtown (Co. Dublin)	

Miss Gorman reports as follows :—

"It is a great pity that the country schools cannot be visited more frequently, some of them merely do a little modulator work of the most elementary character, and a few Irish melodies. The latter are unrecognisable, owing to the liberties taken with the time, and the inability to sing certain intervals.

There is a rather peculiar weakness in the rural districts of the West of Ireland, regarding the tones *m f* and *t d'*. The children seem to be totally unable to separate the *m* from the *f*, or the *t* from the *d'*, simply singing *f f* in the one case, and *d' d'* in the other. On one or two occasions I found that singing was given up completely, the material was so poor that the teachers considered it sheer waste of time to teach it. However, I sincerely hope I have remedied this.

The convents are still doing good work—many of them are excellent. Invariably I find the musical instruction in girls' schools superior to that in boys schools; whenever I find a woman assistant in a boy's school, I generally suggest that the subject be given over to her, as the similarity between her voice and the children's voices makes it easier for the little ones to imitate the sounds produced by her. This is especially noticeable in out-of-way districts.

We have not quite got rid of part singing of mixed voices yet, still, there is a decided improvement in that direction, as there is also in the modulator work. Ear tests have begun to receive attention at last. In time, the results ought to be everything that could be desired, and eventually, there ought to be no such complaint as 'he or she is a non-singer.'

Reading at sight (time and tune combined) ought to be taken more seriously, it is in tests of this kind that one can safely judge of the effectiveness of the teaching. Nothing is simpler if done systematically, and nothing repays both teacher and children so much eventually as a little earnestness bestowed on this particular branch of music. The teacher is saved the wear and tear of drumming a song or exercise in until the pupils get it off by heart, and the children are rendered independent in after life, which is the end we are trying to attain for those same children when they leave school. Nobody takes any interest in one who cannot do *at least* a little sightsinging, even though the voice is decidedly good, because the possessor of such a voice is manifestly useless if the singer cannot hold his or her own in a concerted item. I sincerely hope that the day is not far distant when singing at sight will be made compulsory.

I am afraid, too, that we may not look for expression in part-singing until it is duly specified on the programme. Pronunciation might be better, children persistently try to sing through clenched teeth, thereby emitting a nasty nasal sound which does anything but delight the ear, whether the vowel be *a*, *ee*, *i*, *o*, or *oo*, the mouth retains the same shape all the time. A little articulation drill on the different vowel sounds would not be amiss here, and the children would certainly prove responsive if a good example be set for them.

On the whole, music appears to be slowly but steadily advancing throughout the country, and I quite look forward to great things in the near future."

Easter Examinations.

The duty was assigned to me at Easter of examining candidates for admission to Training Colleges at centres in Dundalk and Dublin. The practical test in Modulator was the same as in previous years, but the Sight Test was slightly more of an advanced character, such as you would expect Standards V. and VI., Monitors and Monitresses to read with ease.

With the usual exceptions, made up of those with defective ear—which I anticipate will soon be a thing of the past now that the School Programme embraces Ear-training, which is

made compulsory—the women candidates examined were good, while over 66 per cent. of the men passed, and a goodly number received full marks.

The answering of the Music Papers at the Easter Examination was decidedly encouraging, for out of the large number, considerably over 2,000, only 4 per cent. of women failed and 9 per cent. of men. Junior Assistant Mistresses were set a paper, the result being only seven failures.

Practising Schools.

Through the kindness and courtesy of the Principals of St. Mary's College, Belfast; De La Salle, Waterford; Mary Immaculate, Limerick; Our Lady of Mercy, Blackrock; and St. Patrick's, Drumcondra, I was enabled during my annual examination of the practising schools attached to the before-named Colleges in the first three months of this year, to hear lessons given by the senior students to the children in all standards and in infant departments. I desire that it would be distinctly understood that this idea and suggestion emanated from myself, not in my official capacity, but truly as a means of help and assistance to those men and women who were very soon to become teachers. My request was promptly acceded to by the Principals, who were capable of judging of its reasonableness and usefulness, and I have now to ask them to accept my generous thanks.

As will be seen by the subjoined list of marks given to each Practising School, it is apparent that they are all in an efficient state now, and in sound working order; the weaknesses of 1912 are rectified, and very healthy progress is ensured.

St. Mary's, Belfast, I., Very Good	St. Patrick's, Drumcondra, II. Very Good.
St. Mary's, Belfast, II., Very Good	St. Patrick's, Drumcondra, III. Excellent.
St. Mary's, Belfast, III., Excellent	Kildare Place Girls, Excellent
Mount St. Vincent, Limerick, Very Good.	Kildare Place Boys, Excellent.
St. Vincent De Paul, Limerick, Very Good.	Kildare Place Infants, Excellent
St. Stephen's Monastery, Waterford Excellent.	Carysfort, Blackrock, Excellent.
St. Patrick's Drumcondra, I. Excellent.	Central Model Girls, Excellent
	Central Model Boys, Very Good.
	Central Model Infants, Excellent.

King's Scholars' Examinations.

The total number of King's Scholars examined this year was 1,125. Of these, 654 were women, and 471 men. The following are the numbers examined in each College :—

MEN'S COLLEGES.		WOMEN'S COLLEGES.	
Marlboro' Street	.. 101	Marlboro' Street	.. 165
St. Patrick's	.. 158	Our Lady of Mercy	.. 197
Church of Ireland	.. 33	Church of Ireland	.. 95
De La Salle	.. 179	St. Mary's, Belfast	.. 100
		Mary Immaculate, Limerick	97

The King's Scholars were examined individually. Those in their second year of training were tested (1) in singing one of a

number of prepared school songs; (2) reading in time; (3) in sol-fa from the examiner's pointing on the Modulator; (4) reading tests in sol-fa at sight, and (5) in staff notation; (6) taking down the notes of an ear-test or musical phrase played to them on an instrument.

The tests given to the students in their first year of training were somewhat alike in character, except that staff notation sight-reading was not asked of them.

The results of the examination in singing were much the same as last year, except that I thought the men were not at all up to the same standard, which is disheartening. This is very apparent in the case of one College. It is, however, gratifying to have noticed the true workmanlike manner of the women students, who, as a rule, endeavoured to obtain high marks. As far as one can observe, it is certainly the Women's Colleges that are leading in music.

The following are the numbers of outgoing King's Scholars examined in each College on completion of their second year of training. The same tests were given to both men and women:—

Colleges (Men).	No. examined.	Passed per cent.
Marlboro' Street	63	57
St. Patrick's	74	77
Church of Ireland	17	94
De la Salle	96	81

Colleges (Women).	No. examined.	Passed. per cent.
Marlboro' Street	58	81
Church of Ireland	37	86½
Our Lady of Mercy	107	86
St. Mary's, Belfast	48	89½
Mary Immaculate, Limerick ..	45	95½

This is the first occasion on which the results of the Theory Examination of the outgoing (or senior) students have been available in time to be included in my Annual Report.

Only six men failed, and no women.

Choral Singing in the Training Colleges.

It is a pleasure to record that Choral Singing in all the Colleges, with one exception (and that due to unforeseen circumstances), was most praiseworthy, and in most of them reached a very

high standard. Nice, cultured tone, accurate and expressive rendering, a judicious balance of parts, and a careful selection of pieces made the performances pleasant and instructive. I take the following marks from my notings :—

Men's Colleges.

Marlboro' Street—Excellent.
Church of Ireland—Very Good
St. Patrick's—Excellent
De La Salle—Good

Women's Colleges.

Marlboro' Street—Excellent.
Church of Ireland—Excellent.
Our Lady of Mercy—Excellent
Mary Immaculate, Limerick—
Excellent.
St. Mary's, Belfast—Excellent

Instrumental Music Examination.

During my recent visit to the Training Colleges I was given the opportunity of testing the capabilities of the students in three descriptions of instruments.

Annexed is the number of candidates presented :—

Colleges (Men)	Piano.	Harmonium.	Organ.
Marlboro' Street	—	—	—
Church of Ireland	2	—	3
St. Patrick's	—	10	—
De La Salle	—	11	—

Colleges (Women)	Piano	Harmonium.	Organ.
Marlboro' Street	—	19	—
Church of Ireland	7	52	7
Our Lady of Mercy	4	34	7
St. Mary's, Belfast	3	37	—
Mary Immaculate, Limerick ..	14	33	4

In bare justice to the College teachers, I must say that they have striven hard to educate the men and women placed under them in this most important and essential branch of Music—and (let me add) against tremendous odds.

The first and chief difficulty to be met with is that, as the branch does not form part of a primary school course, it is not "official," and, therefore, is not recognised as part of the necessary training of teachers. It is merely tolerated, and no encouragement is given, not even a paper certificate in return for hard-work done.

In schools I occasionally meet with vocal teaching carried on with fair success by the use of an instrument, indicating that those who adopt such a practice have a doubtful sense of tune. Rather than have no singing, I think this method might be allowed. Therefore I advise students who lack the sense of tune to strain every nerve to bring themselves up to a good standard in instrumental music. What I wish to silence, as irritating and discreditable, is the continual vamping of accompaniments so common in infants' departments. I may add that it is a very rare thing to find the text played correctly.

I hold very strong views with reference to this matter, and can only say that a vocalist is but a poor type of musician without the knowledge of instrumental work, and is only half educated. I remember my first examination of harmonium playing in 1910—*then*, careless fingering, discord, chaos; *now*, clean fingering, carefulness, intelligence, which ought to be productive of some recognition from an educational standpoint.

It was to be regretted that no candidates were presented for organ playing this year in St. Patrick's Training College, but the students in Our Lady of Mercy, Kildare-place, and Mary Immaculate did exceedingly well on the "king" of instruments, playing from the works of Bach, Rinck and Hesse.

I am, Gentlemen,

Your obedient Servant,

T. F. MARCHANT,

Organizer Inspector of Musical Instruction.

The Secretaries,
National Education Office,
Marlborough Street.

REPORT OF INSPECTOR OF DEPARTMENT OF AGRICULTURE AND
TECHNICAL INSTRUCTION ON THE TEACHING OF RURAL SCIENCE
AND HORTICULTURE IN NATIONAL SCHOOLS DURING THE YEAR
1912-13.

From May 13th to July 31st I visited about seventy schools in which instruction was being given in the First Year's Course of Rural Science and School Gardening. The subject is very popular with the children in the schools where it has been introduced, teachers and pupils alike taking a great interest in the work. The children are keen and take a great delight in the garden-work especially, and, in places where suitable experiments have been carried out in connection with the indoor work, great interest is manifested especially in those dealing with the life-story of the plant. Very good progress is being made, but in some cases there has been a tendency to prolong certain parts of the indoor work, to the detriment of other portions equally important. This shows the necessity for careful preparation beforehand, and for a systematic method of carrying out the work. There is a disposition in many of the schools to do as much garden work as possible, teachers having the idea that, unless they can show a well-cropped piece of ground when inspected, they will get no credit for their work. Some of the time thus spent might with advantage be devoted to the teaching of principles. It must be realised that time is necessary to bring virgin ground into a state of cultivation, and attempts have been made to do in one year what could only be secured as the result of several years' constant working. In many cases extra time has been put in after school hours. This involves an undue amount of manual work and tends to discourage the children. A little work done well would yield better results and give opportunities for dealing with reasons underlying the work done.

In the majority of the schools too little attention has been paid to the experimental work. The pupils are not able to grasp the elementary principles of plant growth unless simple experiments are performed to demonstrate these. The teachers give as their reason for not carrying out a great many experiments that they have no indoor equipment.

Another difficulty is being experienced with regard to the teaching of the subject in the second year, as to whether it would be better to teach the Second Year's work only, and run the course as a cyclic one of two years' duration. One other serious difficulty presents itself in connection with teachers who are allowed to teach the First Year's Course before obtaining a certificate in it. In most cases the work done has been along horticultural lines only, the theoretical work consisting of lectures on the sowing and cultivation of the various crops. Little or no experimental work was done, owing to the teacher's lack of knowledge of the subject in which he was giving instruction. Several teachers allowed to commence in that way attended the First Year's Summer Course at Kingstown in August. They

will have to begin the Second Year's Course when their schools re-open, and will be working under the same conditions as regards a knowledge of the syllabus for a second year. The result is the Course does not receive proper treatment at their hands, and though doing their best, the results are usually unsatisfactory.

The system of "cropping" ought to be altered. It is on the same lines as that employed in the school-gardens of England and Scotland and does not quite meet the case in Ireland. Two boys are placed in charge of a plot 30 ft. x 10 ft. There may be a dozen such plots in a garden. The cropping is usually the same, *e.g.*, a line of peas in every plot, followed by a line of cabbage, followed by a line of early potatoes, and so on. The front of the plot is devoted to flowers. Very little flower culture can be done in a space of three feet by ten. The above system does not give any idea of the spacing for several lines of the same kind of vegetable, but looks neat and orderly when the garden is well advanced. It also gives the boys a sense of ownership and tends to encourage keenness and emulation. There are several arguments against this system, one is that it might develop into purely toy-gardening. Economic considerations make it necessary that the boys should have a better idea of the cropping of a garden than is to be obtained from this method. Moreover, the irregular attendance makes it impossible for all the plots to be in the same state of cultivation, and then the symmetry obtainable by the above system is destroyed.

An alternative system, which it is believed would suit local conditions better, is to grow several rows of two or three kinds of vegetables in the first plot, the second plot to have several rows each of two or three other kinds, and so on. The half-dozen or so in use would represent a small garden divided up by paths. This method would give an idea of the spacing and also of the advantages of succession. It would involve less labour and would not be affected by irregular attendance. It would not destroy the sense of ownership or of competition, as each set of boys could sow a line of every vegetable grown. It would not involve overcrowding at any particular place in the garden, as the boys could be taught to work about the plots and to come in pairs to do any sowing that is required.

A point previously mentioned is that the majority of the teachers try to do too much in the garden in the first year, and what they do accomplish is not performed in the right way.

Whenever I had an opportunity of examining the children of the various schools I used it not merely to ascertain if they had gained a knowledge of Botany and Gardening during the year, but to find out if they understood the reasons for their garden operations and if they were being led to become more observant and not to work in a mechanical manner. In some schools there was a tendency to cram pupils with botanical facts and names. From an educational point of view this mode of treatment was not only

useless but injurious. With regard to the records of the work done, it would be a good thing in every case for the teacher to keep a few short notes of the lessons given, in order to show whether due attention was given to preparation or not. The pupils might also with advantage keep short records of these lessons, but such records should not occupy an undue amount of time.

On the whole, the work has been taken up with enthusiasm by the teachers and pupils, and the former appear anxious to follow any suggestions made. The results of the first year's teaching are very satisfactory, and there are signs that the Course will become very popular throughout the country.

APPENDIX
TO THE
SEVENTY-NINTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
YEAR 1912-13.

SECTION II.

Inspectors. Training Colleges. Schools in Operation, &c. Attendance, &c., at Schools of Special Character. Evening Schools. Equipment Grants. Teachers' Pensions, &c. Prizes and Premiums. Compulsory Education. Schools in Operation and the Religious Denominations of Pupils on Rolls on 31st December, 1912. Census Returns as to Illiteracy, &c.

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE.

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OF THE

COMMISSIONERS OF NATIONAL EDUCATION.

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INSPECTORS.

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<i>Gymnastic Instructor,</i>	Mr. H. L. Harte.
<i>Needlework,</i>	Miss H. Heron.
<i>Practical Cookery,</i>	Miss Sullivan.
<i>Kindergarten, &c.,</i>	Miss Tuckey.
<i>Superintendent (Men's Department),</i>	Mr. J. Perry.
<i>Matron, Men's Department,</i>	Mrs. Eaton.
<i>Matron, Women's Department,</i>	Miss Earl.
<i>Assistant Secretary and Accountant,</i>	Rev. P. Pirrie Conerney, B.A., R.U.I.
<i>Medical Attendant and Lecturer on Hygiene,</i>	Henry T. Bewley, Esq., M.D., M.S., &c.

"DE LA SALLE" TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.

(For Masters).

<i>Manager.</i> —The Most Rev. R. A. SHEEHAN, D.D., Bishop of Waterford and Lismore.			
<i>Principal,</i>	..	..	Rev. Bro. Ignatius P. Flood, B.A., N.U.I.
<i>Vice-Principals</i>	{	Waterford ..	Rev. Bro. Philbert Maher, M.A.
		Dublin Hostel ..	Rev. Bro. Stanislaus Hamill
<i>Chaplain,</i>	..	..	Rev. M. C. Crotty, C.P.

PROFESSORS.

<i>English,</i>	..	..	..	Rev. Bro. A. J. O'Connor, M.A., N.U.I.
<i>Do.,</i>	..	..	..	Rev. Bro. P. J. Flynn, B.A., N.U.I.
<i>Mathematics, Irish, and History</i>	..	..	..	James L. Ahern, Esq., B.A., N.U.I.
<i>Natural and Physical Science,</i>	..	..	..	Rev. Bro. Philip M. Healy, B.Sc. (Lond.), and A.R.C.S.C.
<i>Science and Art of Education, and Methods of Teaching.</i>	{			Rev. Brother Philbert M. Maher, M.A., N.U.I.
	{			Rev. Bro. Stephen T. McGourty, B.A., N.U.I.
	{			Rev. Bro. James D. Connors, B.A., L.C.P. (attached to Dublin Hostel).
<i>Professor of Mathematics and Assistant Professor of Science.</i>	{			Rev. Brother Brendan W. Herlihy, B.A., N.U.I., L.C.P.
<i>Art Subjects (3rd year training course)</i>	..	..	..	Rev. Bro. Berchan O'Donnell, M.A., N.U.I. (attached to Dublin Hostel).

SUPPLEMENTAL.

<i>Music (Vocal and Instrumental),</i>	..	..	..	W. Henry Murray, Esq., M.T.S.C., and Rev. Bro. Augustus Roche, L.T.S.C.
<i>Drawing,</i>	..	..	..	Samuel J. Murphy, Esq.
<i>Do. (Assistant), and Geography,</i>	..	..	..	Rev. Bro. Gerald T. Sheehan, T.I.C.
<i>Reading and Elocution,</i>	..	..	..	Joseph Goggin, Esq.
<i>Secretary, Accountant, &c.,</i>	..	..	..	Rev. Bro. Eulogius P. McCarthy.
<i>Prefect of Discipline,</i>	..	..	..	Rev. Bro. Edmund Gleeson, B.A., N.U.I.
<i>Drill Instructor,</i>	..	..	..	Sergeant-Major Hibberd.
<i>Medical Attendant,</i>	..	..	..	J. J. O'Sullivan, Esq., M.D.

"ST. MARY'S" TRAINING COLLEGE, BELFAST.

(For Mistresses).

Manager.—The Most Rev. J. TONILL, D.D., Bishop of Down and Connor.

<i>Principal,</i>	..	..	..	Mrs. M. F. Kennedy.
<i>Vice-Principal,</i>	..	..	..	Mrs. M. S. Kennedy.
<i>Chaplain</i>	..	..	..	Very Rev. P. Convery, P.P., V.G.
<i>Bursar,</i>	..	..	..	Mrs. M. V. Bean.
<i>Secretary</i>	..	..	..	Mrs. Johnstone.

PROFESSORS.

<i>Mathematics and History,</i>	..	..	..	Miss Ryan, B.A.,
<i>Methods, &c.,</i>	..	..	..	Miss G. C. Clarke.
<i>English, &c.,</i>	..	..	..	Miss Mary M'Mahon, M.A., N.U.I.

*Manual Instruction, Drawing, Needlework,
and Kindergarten.* Miss Eliza Murphy.

SUPPLEMENTAL.

<i>Music,</i>	..	..	..	Miss Hannin, Miss Gilmore, and Mrs. Murtagh.
<i>Elementary Science,</i>	..	..	..	H. Lappin, Esq., B.A., N.U.I.
<i>Reading, &c.,</i>	..	..	..	Miss E. McKisack.
<i>Grammar and Geography,</i>	..	..	..	Mrs. Nolan, B.A., Q.U.B.
<i>Irish,</i>	..	..	..	Miss M. MacMahon, M.A.
<i>Cookery</i>	..	..	..	Mrs. M. V. Bean.
<i>Laundry</i>	..	..	..	Miss M. Donnelly.
<i>Drill</i>	..	..	..	Miss Margaret Dewey.
<i>Medical Officer</i>	..	..	..	Sir Alexander Dempsey, M.D.

"MARY IMMACULATE" TRAINING COLLEGE, LIMERICK.

(For Mistresses).

Manager.—The Most Rev. EDWARD T. O'DWYER, D.D., Bishop of Limerick.

<i>Principal,</i>	..	..	..	Mrs. Quinlan.
<i>Vice-Principal,</i>	..	..	..	Mrs. Cullinan.
<i>Chaplain,</i>	..	..	..	Rev. Dr. O'Brien.
<i>Bursar</i>	..	..	..	Mrs. Leonard.

PROFESSORS.

<i>English Literature, &c.,</i>	..	..	Rev. A. Murphy.
<i>Arithmetic and Mensuration,</i>	..	..	D. Broderick, Esq., B.A.
<i>Science,</i>	..	..	Mrs. Leonard.
<i>Grammar, Reading, &c.,</i>	..	..	Mrs. Ryan.
<i>Practice of Teaching, Method, Irish, &c.,</i>	..	..	Miss K. Murphy, B.A., R.U.I.
<i>Practice of Teaching and Recitation,</i>	..	..	Mrs. Quinlan.
<i>Literature Singing, &c.,</i>	..	..	Mrs. Cullinan.

SUPPLEMENTAL.

<i>Vocal Music</i>	..	..	C. Kendal Irwin, Esq.
<i>Drawing, Music, &c.</i>	..	..	Mrs. M'Master,
<i>Drawing,</i>	..	..	Mr. Woods.
<i>Needlework, &c.,</i>	..	..	Mrs. Murphy and Mrs. Fitzgerald.
<i>Cookery and Laundry,</i>	..	..	Miss Mabel Vaughan.
<i>Arithmetic, &c.,</i>	..	..	Mrs. Leonard and Mrs. Murphy.
<i>Geography, Kindergarten, Reading, &c.,</i>	..	..	Mrs. Byrne.
<i>History, Reading, &c.,</i>	..	..	Mrs. M'Grath.
<i>Medical Attendant,</i>	..	..	J. Holmes, Esq., M.D.
<i>Sacristan, Infirmary, &c.,</i>	..	..	Mrs. O'Connor.
<i>Drill Instructor,</i>	..	..	Mr. P. Browne.

ANALYSIS of the Results of the ANSWERING at the EXAMINATIONS held in July, 1912, of the KING'S SCHOLARS in the TRAINING COLLEGES, at the end of their First and Final Years.

"MARLBOROUGH STREET" TRAINING COLLEGE.

(a) MEN.

	Final Year.	First Year.	Total.
Number of Students examined, ..	56	68	124
Character of Answering :—			
Excellent,	3	1	4
Very Good,	9	5	14
Good,	19	27	46
Fair,	16	30	46
Failed,	9	5	14
Total,	56	68	124

(b) WOMEN.

	124	63	187
Number of Students examined, ..	124	63	187
Character of Answering :—			
Excellent,	2	—	2
Very Good,	35	12	47
Good,	57	35	92
Fair,	22	11	33
Failed,	8	5	13
Total,	124	63	187

"ST. PATRICK'S" TRAINING COLLEGE.

MEN.

	84	78	162
Number of Students examined, ..	84	78	162
Character of Answering :—			
Excellent,	2	2	4
Very Good,	21	20	41
Good,	39	47	86
Fair,	18	6	24
Failed,	3	3	6
Disallowed,	1	—	1
Total,	84	78	162

"OUR LADY OF MERCY" TRAINING COLLEGE.

WOMEN.

	Final Year.	First Year.	Total.
Number of Students examined, ..	87	111	198
Character of Answering :—			
Excellent,	—	—	—
Very Good,	16	24	40
Good,	67	78	145
Fair,	3	8	11
Failed,	1	1	2
Total,	87	111	198

"CHURCH OF IRELAND" TRAINING COLLEGE.

(a) MEN.

Number of Students examined, ..	18	21	39
Character of Answering :—			
Excellent,	—	—	—
Very Good,	3	6	9
Good,	7	7	14
Fair,	7	4	11
Failed,	1	4	5
Total,	18	21	39

(b) WOMEN.

Number of Students examined, ..	58	37	95
Character of Answering :—			
Excellent,	3	1	4
Very Good,	14	7	21
Good,	22	22	44
Fair,	15	6	21
Failed,	4	1	5
Total,	58	37	95

"DE LA SALLE" TRAINING COLLEGE.

MEN.

		Final Year.	First Year.	Total.
Number of Students examined,	..	97	97	194
Character of Answering :—				
Excellent,	.. ..	1	2	3
Very Good,	.. ..	19	37	56
Good,	.. ..	49	52	101
Fair,	.. ..	20	5	25
Failed,	.. ..	7	1	8
Disallowed,	.. ..	1	—	1
Total,	.. ..	97	97	194

"ST. MARY'S" TRAINING COLLEGE.

WOMEN.

Number of Students examined,	..	48	51	99
Character of Answering :—				
Excellent,	.. ..	1	—	1
Very Good,	.. ..	18	27	45
Good,	.. ..	24	24	48
Fair,	.. ..	4	—	4
Failed,	.. ..	1	—	1
Total,	.. ..	48	51	99

"MARY IMMACULATE" TRAINING COLLEGE.

WOMEN.

Number of Students examined,	..	53	45	98
Character of Answering :—				
Excellent,	.. ..	2	1	3
Very Good,	.. ..	34	28	62
Good,	.. ..	16	16	32
Fair,	.. ..	1	—	1
Failed,	.. ..	—	—	—
Total	.. ..	53	45	98

I.—LIST OF EIGHTY-SIX NON-VESTED SCHOOLS struck off the Roll during the year ended 31st December, 1912.

County.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.	Reason for striking School off Roll.
Antrim ..	8270	Culnafay	Ballymena Rural	E.C.	Not required.
Do. ..	12081	Milford St. Infant	Co. Borough of Belfast.	R.C.	Amalgamated with Milford Street Girls' N.S.
Do. ..	5	Gortgole	Ballymena Rural	R.C.	Not required.
Do. ..	7020	Minorca Place Boys'	Carrickfergus Urban	R.C.	Superseded by St. Nicholas Boys' and Girls' (new) Vested N.Ss.
Do. ..	10640	do Girls	do.	Pres.	Not required.
Do. ..	2507	Rickamore	Antrim Rural	Pres.	Amalgamated with Carnalea Boys' N.S.
Do. ..	11299	Carnalea Girls' ..	Ballymena Rural	Pres.	
Armagh ..	9895	Drumnabeg	Tandragee Rural	E.C.	Not required.
Do. ..	13868	Magherahely Convent.	Newry (2) Rural ..	R.C.	Superseded by Bessbrook (new) Convent.
Do. ..	4405	Old Clare Girls' ..	Tandragee Rural	Pres.	Amalgamated with Old Clare Boys' N.S.
Do. ..	13387	Allistragh	Armagh Rural ..	E.C.	Amalgamated with Grange N.S.
Donegal ..	7383	Ballyvetherland ..	Donegal Rural ..	E.C.	Amalgamated with Killoughter N.S.
Do. ..	8662	Ramelton-Robertson.	Milford Rural ..	E.C.	Amalgamated with Ramelton N.S.
Do. ..	9692	Rossnakill	do.	R.C.	Amalgamated with Tamney No. 2 N.S.
Do. ..	10210	Ranafast	Glenties Rural ..	R.C.	Superseded by Ranafast (new) N.S.
Do. ..	5899	Inishfree Island ..	do.	R.C.	Superseded by Innishfree Island (new) N.S.
Do. ..	9755	Malinmore	do.	R.C.	Superseded by Malinmore (new) N.S.
Do. ..	10553	Lettercaugh	do.	R.C.	Superseded by Meenamara (new) N.S.
Do. ..	10371	Cruit Island	do.	R.C.	Superseded by Cruit Island (new) N.S.
Down ..	3822	Drungiven	Downpatrick Rural	Pres.	Not required; amalgamated with Ballymacaramery N.S.
Do. ..	6222	Ballymacbrennan	Hillsborough Rural	Pres.	Not required.
Do. ..	8742	Drumlee	Banbridge	Pres.	do.
Do. ..	14523	Knockbraeken	Hillsborough Rural	Pres.	do.
Do. ..	8968	Killynether	Newtownards Rural	Pres.	do.
Londonderry	11826	Reastown	Coleraine Rural ..	Pres.	do.
Do. ..	11682	Ballymulderg (2)	Magherafelt Rural	Pres.	do.
Do. ..	7889	Glendermott	Londonderry (1) Rural.	R.C.	Superseded by Glendermott (new) N.S.
Monaghan ..	3388	Monaghan P.L.U.	Monaghan Urban	Off.	Not required.
Tyrone ..	13109	Corboe	Clogher Rural ..	E.C.	Amalgamated with Eskra N.S.
Do. ..	13577	Roughan	do.	Pres.	Not required.
Clare ..	3534	Ennistymon P.L.U.	Ennistymon Rural	Off.	School abolished.
Do. ..	6224	Kildysart P.L.U.	Bantry Rural ..	Off.	School closed.
Do. ..	2356	Clonmoney Boys'	Ennis Rural ..	R.C.	Amalgamated with Clonmoney Girls' N.S.
Do. ..	3408	Scariff P.L.U. ..	Scariff Rural ..	Off.	School abolished.
Cork ..	9722	Watergate Place	Town of Bandon	Meth.	Amalgamated with Ballymodan Boys' and Girls' N.Ss.
Do. ..	14086	Central District Girls'	Co. Borough of Cork	E.C.	Amalgamated with Central District Boys' N.S.
Do. ..	14141	Aghadown	Skibbereen Rural	E.C.	Superseded by Aghadown (new) N.S.
Do. ..	7802	Maughnaclea	Bantry Rural ..	R.C.	Superseded by Maughnaclea (new) N.S.
Do. ..	5993	Castletown P.L.U.	Castletown Rural	Off.	School closed.
Kerry ..	14520	St. Edwards	Tralee Urban ..	Meth.	Amalgamated with Tralee N.S.
Do. ..	10859	Lyreacrompane ..	Listowel Rural ..	R.C.	Superseded by Lyreacrompane (new) N.S.
Do. ..	5517	Maharees	Dingle Rural ..	R.C.	Superseded by Maharees (new) N.S.
Tipperary ..	598	Killusty	Clonmel (1) Rural	R.C.	Superseded by Killusty (new) N.S.
Do. ..	6697	Ardfinane Boys'	Clogheen Rural ..	R.C.	Superseded by Ardfinane Boys' (new) N.S.
Do. ..	7715	do. Girls'	do.	R.C.	Superseded by Ardfinane Girls' (new) N.S.
Do. ..	8072	Lisvernane	Tipperary (1) Rural	R.C.	Superseded by Lisvernane (new) N.S.
Do. ..	6551	Emly Boys'	do.	R.C.	Superseded by Emly Boys', Girls', and Infants' (new) N.Ss.
Do. ..	7433	Emly Girls'	do.	R.C.	
Do. ..	12705	Emly Infants' ..	do.	R.C.	
Do. ..	2325	Carrig	Birr (2) Rural ..	R.C.	Superseded by Carrig (new) N.S.
Do. ..	12796	St. Mary's	Clonmel Urban ..	E.C.	Amalgamated with Clonmel Model School.
Do. ..	591	Ileigh	Thurles Rural ..	R.C.	Superseded by Ileigh (new) N.S.

I.—LIST OF EIGHTY-SIX NON-VESTED SCHOOLS struck off the Roll during the year ended the 31st December, 1912—*con.*

County.	Roll No.	School.	Rural or Urban District or Town.	Religious Denomination of Manager.	Reason for striking School off Roll.
Dublin ..	9704	St. Patrick's Boys'	Co. Boro' of Dublin	R.C.	Superseded by Pro-Cathedral (new) Boys' Girls' Infant.
Do. ..	9705	do. Girls'	do. ..	R.C.	
Do. ..	9706	do. Infants' (1)	do. ..	R.C.	
Do. ..	9707	do. Infants' (2)	do. ..	R.C.	
Do. ..	15063	St. Mary's Boys' ..	do. ..	R.C.	
Do. ..	4201	Lower Road ..	Dublin North Rural	R.C.	Superseded by Lower Road (new) N.S.
Kildare ..	2033	Old Grange ..	Athy (1) Rural ..	R.C.	Inoperative. Van service to be established.
Kilkenny ..	7247	Church Clara ..	Kilkenny Rural ..	R.C.	Superseded by Clara (new) N.S.
Do. ..	9134	Goresbridge Convent.	Thomastown Rural	R.C.	Superseded by Goresbridge Convent (new) N.S.
Do. ..	2181	Thomastown Convent.	do. ..	R.C.	Superseded by Thomastown Convent (new) N.S.
King's ..	6072	Mount Bolus Boys'	Tullamore Rural ..	R.C.	Superseded by Mount Bolus Boys' (new) N.S.
Do. ..	6073	do. Girls'	do. ..	R.C.	Superseded by Mount Bolus Girls' (new) N.S.
Queen's ..	4525	Aughnahilla ..	Mountmellick Rural	R.C.	Superseded by Augnahilla (new) N.S.
Westmeath	6556	Lacken and Lenev Girls'.	Mullingar Rural ..	R.C.	Amalgamated with Lacken and Lenev Boys' N.S.
Do. ..	3901	Ballinea Girls' ..	do. ..	R.C.	Amalgamated with Ballinea Boys' N.S.
Do. ..	10850	North Gate Street	Athlone Urban ..	Meth.	Superseded by Athlone (new) N.S.
Do. ..	14661	Athlone ..	do. ..	E.C.	
Wexford ..	8085	Redgate ..	Enniscorthy Rural	R.C.	Not required.
Do. ..	3824	Gorey Convent ..	Town of Gorey ..	R.C.	Superseded by Gorey Convent (new) N.S.
Do. ..	3902	Ballindaggin ..	Enniscorthy Rural	R.C.	Superseded by Ballindaggin (new) N.S.
Galway ..	11523	Lettera Boys' ..	Glenamaddy Rural	R.C.	Superseded by Lettera Boys' (new) N.S.
Do. ..	11524	Lettera Girls' ..	do. ..	R.C.	Superseded by Lettera Girls' (new) N.S.
Leitrim ..	10301	Drumshanbo (2) ..	Carriek-on-Shannon (1) Rural.	Meth.	Amalgamated with Drumshanbo No. 3 N.S.
Do. ..	3533	Carriek-on-Shannon P.L.U.	do. ..	Offl.	Children sent to outside schools.
Do. ..	9199	Gowlawn ..	Manorhamilton Rural.	R.C.	Not required.
Mayo ..	10861	Loughkeeran Girls	Castlebar Rural ..	R.C.	Amalgamated with Loughkeeran Boys' N.S.
Do. ..	10386	Rathbane ..	do. ..	R.C.	Superseded by Rathbane (new) N.S.
Do. ..	3268	Tonragee ..	Westport Rural ..	R.C.	Superseded by Tonragee (new) N.S.
Roscommon	8980	Granlahan Girls' ..	Castlereen Rural ..	R.C.	Superseded by Granlahan Girls' (new) N.S.
Do. ..	13717	Gorthaganny ..	do. ..	R.C.	Superseded by Gorthaganny (new) N.S.
Do. ..	9257	Derrylahan ..	Ballinasloe (2) Rural	R.C.	Superseded by Camcloon (new) N.S.
Do. ..	5783	Glanduff ..	Athlone (2) Rural	R.C.	Superseded by Glanduff (new) N.S.
Sligo ..	11989	Drum ..	Sligo Rural ..	E.C.	Not required. Van service to be established
Do. ..	15672	Larkhill ..	do. ..	E.C.	Not required. Van service to be established

II.—LIST OF TWENTY SCHOOLS (VESTED) from which GRANTS were withdrawn during the year ended 31st December, 1912.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested.	Religious De-nomination of Manager.	Reason for Withdrawing Grant.
Armagh ..	2848	Drumgaw ..	Armagh Rural ..	V.T.	Pres.	Not required.
Down ..	9998	Donaghadee Girls'	Donaghadee Urban	V.C.	Pres.	Amalgamated with Donaghadee Boys' N.S.
Do. ..	9094	Anne Street Boys'	Newtownards Urban	V.T.	R.C.	} Superseded by St. Finian's Boys' and Girls' (new) N.S.S.
Do. ..	8888	Anne Street Girls'	do. ..	V.T.	R.C.	
London-derry	4191	Drumcane ..	Coleraine Rural ..	V.C.	Pres.	Amalgamated with Moneydig N.S.
Do. ..	2058	Muldonagh ..	Limavady Rural	V.T.	R.C.	Superseded by Muldonagh (new) N.S.
Tyrone ..	2490	Roan ..	Dungannon Rural	V.T.	R.C.	Superseded by Roan (new) N.S.
Ulster ..	9230	Letterkelly Girls'	Ennistymon Rural	V.T.	R.C.	Amalgamated with Letterkelly Boys' N.S.
Wick ..	11338	Kilmagner Girls' ..	Fermoy Rural ..	V.T.	R.C.	Amalgamated with Kilmagner Boys' N.S.
Wexford ..	10546	Rathmorell Girls'	Listowel Rural ..	V.T.	R.C.	Amalgamated with Rathmorell Boys' N.S.
Wick ..	11914	Killboughteen Girls'	Newcastle Rural ..	V.T.	R.C.	Amalgamated with Killboughteen Boys' N.S.
Wick ..	1283	Ballycahill Boys'	Thurles Rural ..	V.T.	R.C.	Amalgamated with Ballycahill Girls' N.S.
Dublin ..	14716	St. Gabriel's Girls'	Co. Borough of Dublin.	V.T.	R.C.	Superseded by St. Gabriel's Girls' (new) N.S.
Kilkenny ..	4194	Clinstown Girls' ..	Kilkenny Rural ..	V.T.	R.C.	Amalgamated with Clinstown Boys' N.S.
King's ..	6409	Philipstown Girls'	Tullamore Rural	V.T.	R.C.	Superseded by Philipstown Girls' (new) N.S.
Leath ..	2230	Rathkenny ..	Navan Rural ..	V.T.	R.C.	Superseded by Rathkenny (new) N.S.
Galway ..	14401	Knockroone Girls'	Tuam Rural ..	V.T.	R.C.	Amalgamated with Knockroone Boys' N.S.
Do. ..	6213	Galway Model G.	Galway Urban ..	V.C.	Offl.	Amalgamated with Galway Model Boys' N.S.
Mayo ..	3969	Cultibo ..	Claremorris Rural	V.T.	R.C.	Superseded by Cultibo (new) N.S.
Roscommon	12065	Ballymurry Girls'	Roscommon Rural	V.T.	R.C.	Amalgamated with Ballymurry Boys' N.S.

III.—LIST OF THIRTEEN NON-VESTED SCHOOLS to which GRANTS were made during the year ended 31st December, 1912.

County.	Roll No.	School.	Rural or Urban District or Town.	Religious De-nomination of Manager
Antrim ..	16313	St. Teresa's ..	Belfast Rural ..	R.C.
Do. ..	16346	Finvoy ..	Ballymoney Rural ..	E.C.
Donegal ..	16308	Tamney, No. 2 ..	Milford Rural ..	R.C.
Do. ..	16360	Ballyconnelly ..	do. ..	R.C.
Down ..	16330	Ballynanny ..	Banbridge Rural ..	Pres.
Tyrone ..	16350	Orritor ..	Cookstown Rural ..	Pres.
Tipperary ..	16314	Clonbeg ..	Tipperary (1) Rural ..	E.C.
Waterford ..	16348	Mocollop ..	Lismore Rural ..	R.C.
Do. ..	16361	Kilmacthomas ..	Kilmacthomas Rural ..	R.C.
King's ..	16307	Garryhinch ..	Cloneygowan Rural ..	E.C.
Louth ..	16325	Collon, Erasmus Smith	Ardee (1) Rural ..	E.C.
Galway ..	16315	Glenloughann ..	Ballinasloe (1) Rural ..	E.C.
Mayo ..	16358	Innisbiggle ..	Westport Rural ..	R.C.

IV.—LIST OF FIFTY-TWO BUILDING CASES brought into operation
during the year ended 31st December, 1912.

County.	Roll No.	School.	Rural or Urban District or Town.	How Vested.	Religious De-nomination of Manager.
Antrim ..	16119	St. Nicholas' Boys' ..	Carrickfergus Urban	V.T.	R.C.
Do. ..	16120	St. Nicholas' Girls' ..	do. ..	V.T.	R.C.
Armagh ..	15880	Bessbrook Convent ..	Newry (2) Rural ..	V.T.	R.C.
Donegal ..	15927	Ranafast ..	Glenties Rural ..	V.T.	R.C.
Do. ..	16075	Inishfree Island ..	do. ..	V.T.	R.C.
Do. ..	15991	Malinmore ..	do. ..	V.T.	R.C.
Do. ..	16142	Meenamara ..	do. ..	V.T.	R.C.
Do. ..	16069	Cruit Island ..	do. ..	V.T.	R.C.
Down ..	16154	St. Finian's Boys' ..	Newtownards Urban ..	V.T.	R.C.
Do. ..	16155	St. Finian's Girls' ..	do. ..	V.T.	R.C.
Londonderry ..	16234	Glendermott ..	Londonderry (1) Rural ..	V.T.	R.C.
Do. ..	16168	Muldonagh ..	Limavady Rural ..	V.T.	R.C.
Tyrone ..	16220	Roan ..	Dungannon Rural ..	V.T.	R.C.
Cork ..	16149	Aghadown ..	Skibbereen Rural ..	V.C.	E.C.
Do. ..	16086	Maughanaclee ..	Bantry Rural ..	V.T.	R.C.
Kerry ..	14998	Lyreacrompane ..	Listowel Rural ..	V.T.	R.C.
Do. ..	16153	Maharees ..	Dingle Rural ..	V.T.	R.C.
Tipperary ..	16111	Killusty ..	Clonmel (1) Rural ..	V.T.	R.C.
Do. ..	16077	Ardfinane Boys' ..	Clogheen Rural ..	V.T.	R.C.
Do. ..	16078	Ardfinane Girls' ..	do. ..	V.T.	R.C.
Do. ..	15677	Lisvernane ..	Tipperary (1) Rural ..	V.T.	R.C.
Do. ..	16059	Emly Boys' ..	do. ..	V.T.	R.C.
Do. ..	16060	Emly Girls' ..	do. ..	V.T.	R.C.
Do. ..	16061	Emly Infants' ..	do. ..	V.T.	R.C.
Do. ..	16166	Carrig ..	Birr (2) Rural ..	V.T.	R.C.
Do. ..	16167	Ileigh ..	Thurles Rural ..	V.T.	R.C.
Dublin ..	15999	Pro-Cathedral Boys' ..	Co. Borough of Dublin ..	V.T.	R.C.
Do. ..	16000	do. Girls' ..	do. ..	V.T.	R.C.
Do. ..	16001	do. Boys' Infant ..	do. ..	V.T.	R.C.
Do. ..	16002	do. Girls' Infant ..	do. ..	V.T.	R.C.
Do. ..	16139	St. Gabriel's Girls' ..	do. ..	V.T.	R.C.
Do. ..	16026	Lower Road ..	Dublin North Rural ..	V.T.	R.C.
Kilkenny ..	16116	Clara ..	Kilkenny Rural ..	V.T.	R.C.
Do. ..	15695	Goresbridge Convent ..	Thomastown Rural ..	V.T.	R.C.
Do. ..	16028	Thomastown Convent ..	do. ..	V.T.	R.C.
King's ..	15395	Mount Bolus Boys' ..	Tullamore Rural ..	V.T.	R.C.
Do. ..	15396	Mount Bolus Girls' ..	do. ..	V.T.	R.C.
Do. ..	16097	Philipstown Girls' ..	do. ..	V.T.	R.C.
Meath ..	15483	Rathkenny ..	Navan Rural ..	V.T.	R.C.
Queen's ..	16017	Aughnahila ..	Mountmellick Rural ..	V.T.	R.C.
Westmeath ..	16092	Athlone ..	Athlone Urban ..	V.T.	E.C.
Wexford ..	16145	Gorey Convent ..	Town of Gorey ..	V.T.	R.C.
Do. ..	15962	Ballindaggin ..	Enniscorthy Rural ..	V.C.	R.C.
Galway ..	16164	Lettera Boys' ..	Glenamaddy Rural ..	V.T.	R.C.
Do. ..	16165	Lettera Girls' ..	do. ..	V.T.	R.C.
Mayo ..	15996	Rathbane ..	Castlebar Rural ..	V.T.	R.C.
Do. ..	15982	Cultibo ..	Claremorris Rural ..	V.T.	R.C.
Do. ..	16113	Tonragee ..	Westport Rural ..	V.T.	R.C.
Roscommon ..	15664	Granlahan Girls' ..	Castlereagh Rural ..	V.T.	R.C.
Do. ..	16127	Gorthaganny ..	do. ..	V.T.	R.C.
Do. ..	15980	Camcloon ..	Ballinasloe (2) Rural ..	V.T.	R.C.
Do. ..	16032	Glanduff ..	Athlone (2) Rural ..	V.T.	R.C.

V.—LIST OF THREE NON-VESTED SCHOOLS to which GRANTS were restored during the year ended 31st December, 1912.

County.	Roll No.	Name of School.	Rural or Urban District or Town.	Religious Denomination of Manager.
Galway	14285	Shindilla	Oughterard Rural	R.C.
Mayo	10612	Cloonfallagh Boys'	Swinford Rural	R.C.
Do.	13591	Cloonfallagh Girls'	do.	R.C.

VI.—ONE VESTED SCHOOL to which GRANTS were restored during the year ended 31st December, 1912.

County.	Roll No.	Name of School.	Rural or Urban District or Town.	How Vested.	Religious Denomination of Manager.
Galway	14532	Oatquarter Boys'	Galway Rural	v.t.	R.C.

VII.—LIST OF EIGHTY VESTED SCHOOLS, towards the erection of which the Commissioners sanctioned Grants during the year 1912.

County, Roll No. and Name of School.		Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
ANTRIM.				
16266	Mulladubh	90	v.c.	Pres.
16274	The Lawther	120	v.c.	Pres.
16312	Brownlee Memorial	190	v.c.	Pres.
16351	St. Mary's, Derryclone	55	v.t.	R.C.
CAVAN.				
16273	St. Michael's Boys'	100	v.t.	R.C.
16301	Do. Convent	130	v.t.	R.C.
16306	Kilduff	60	v.t.	R.C.
16316	Arva Boys'	140	v.t.	R.C.
16317	Do. Girls'		v.t.	R.C.

VII.—continued.

County, Roll No. and Name of School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
DONEGAL.						
16270	Carnowen			45	V.T.	Pres.
16279	St. Columba's			80	V.T.	R.C.
16309	Keelogs (2)			65	V.T.	R.C.
16323	Dooish			60	V.T.	R.C.
16326	Ballyholey			35	V.T.	Pres.
16331	Trenta			55	V.C.	Pres.
16342	Meenmore			95	V.T.	R.C.
16349	Dromore			60	V.T.	R.C.
DOWN.						
16275	Strand			170	V.C.	Pres.
16280	Willowfield (2)			400	V.T.	E.C.
16354	Clanvaraghan			90	V.T.	R.C.
LONDONDERRY.						
16318	St. Eugene's Boys,			300	V.T.	R.C.
16347	St. Columba's			320*	V.T.	R.C.
16356	Rosstowney			220*	V.T.	E.C.
MONAGHAN.						
16319	Castleblayney Convent Infant †			- †	V.T.	R.C.
TYRONE.						
16284	Moortown Boys'			75	V.T.	R.C.
16286	Do. Girls'			75	V.T.	R.C.
16288	St. Patrick's			55	V.T.	R.C.
16298	St. Mary's (Pomeroy) Boys'			120	V.T.	R.C.
16299	Do. do. Girls'				V.T.	R.C.
16305	Timiskea			50	V.T.	R.C.
CLARE.						
16277	Lisheen			70	V.T.	R.C.
CORK.						
16271	Watergrasshill			80	V.T.	R.C.
16286	Fourmilewater Boys'			65	V.T.	R.C.
16287	Do. Girls'			65	V.T.	R.C.
16297	Coomhola Girls'			80	V.T.	R.C.
16310	Schull Boys'			75	V.T.	R.C.
16324	Gortallassa			55	V.T.	R.C.
16329	Milleen			50	V.T.	R.C.
16335	Rylane Boys'			160	V.T.	R.C.
16336	Do. Girls'				V.T.	R.C.
16339	St. Joseph's Monastery			380*	V.T.	R.C.

* Exclusive of a special room for practical instruction.

† See page 24.

VII.—continued.

County, Roll No. and Name of School.				Number of pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
KERRY.						
16281	St. Gobnet's	..	..	90	V.T.	R.C.
16290	St. Ita's	..	..	80	V.T.	R.C.
16328	St. Vincent's Girls'	..	..	130	V.T.	R.C.
LIMERICK.						
16320	Abbeyfeale (2)	..	..	80	V.T.	R.C.
TIPPERARY.						
16276	Carrig	..	..	100	V.T.	R.C.
16344	St. Mary's Boys'	..	..	150*	V.T.	R.C.
WATERFORD.						
16272	Affane	..	..	75	V.T.	R.C.
DUBLIN.						
16267	Portrane Boys'	..	..	60	V.T.	R.C.
16268	Do. Girls'	..	..	70	V.T.	R.C.
16332	St. Patrick's Boys' (Skerries)	..	..	250*	V.T.	R.C.
16333	Do. Girls' do.	..	..		V.T.	R.C.
16352	Cabinteely Boys'	..	..		V.T.	R.C.
16353	Do. Girls'	..	..	150	V.T.	R.C.
KILDARE.						
16302	Brownstown Boys'	..	..	160	V.T.	R.C.
16303	Do. Girls'	..	..		V.T.	R.C.
16345	Nurney	..	..	80	V.T.	R.C.
KILKENNY.						
16311	Craignamanagh Boys'	..	..	90	V.T.	R.C.
16355	Clomantagh	..	..	75	V.T.	R.C.
LONGFORD.						
16282	Clonbroney	..	..	95	V.T.	R.C.
WESTMEATH.						
16304	Milltown Pass	..	..	50	V.T.	R.C.
16322	Ballinacilly	..	..	55	V.T.	R.C.
16340	Ballinagore Boys'	..	..	140	V.T.	R.C.
16341	Do. Girls'	..	..		V.T.	R.C.

* Exclusive of a special room for practical instruction.

VII.—continued.

County, Roll No. and Name of School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
WEXFORD.						
16202	Monageer	..	..	90	V.T.	R.C.
GALWAY.						
16293	Kilreeclo	..	..	50	V.T.	R.C.
16300	Goulane	..	..	40	V.T.	R.C.
16327	Farm	..	..	75	V.T.	R.C.
LEITRIM.						
16296	Kilcoosey	..	..	50	V.T.	R.C.
16321	Gortnaskeagh	..	..	30	V.T.	R.C.
16343	Stracarne	..	..	105	V.T.	R.C.
MAYO.						
16269	St. Joseph's, Killasser	..	..	120	V.T.	R.C.
16283	Pollathomas	..	..	70	V.T.	R.C.
16289	St. John's, Carramore	..	..	80	V.T.	R.C.
16295	Currane	..	..	100	V.T.	R.C.
ROSCOMMON.						
16291	Clooncagh	..	..	90	V.T.	R.C.
16334	Ballintubber	..	..	130	V.T.	R.C.
16337	Church View Boys'	..	..	140	V.T.	R.C.
16338	Do. Girls'	..	..		V.T.	R.C.
SLIGO.						
16278	Dromore	..	..	105	V.T.	R.C.

VIII.—LIST OF TWO HUNDRED AND EIGHTEEN VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants (including schools for which Grants were sanctioned in 1912); but which had not come into operation on 31st December, 1912.

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
ANTRIM.						
16172	Malvern Street	..	..	120	V.T.	Pres.
16213	All Saints	..	..	300	V.C.	E.C.
16233	St. Patrick's	..	..	65	V.T.	R.C.
16266	Mulladubh	..	..	90	V.C.	Pres.
16274	The Lawther	..	..	120	V.C.	Pres.
16312	Brownlee Memorial	..	..	190	V.C.	Pres.
16351	St. Mary's, Derryclone	..	..	55	V.T.	R.C.
ARMAGH.						
16221	Lissummon	..	..	75	V.T.	R.C.
CAVAN.						
15502	Killinkere	..	..	70	V.T.	R.C.
16273	St. Michael's Boys'	..	..	100	V.T.	R.C.
16301	St. Michael's Convent	..	..	130	V.T.	R.C.
16306	Kilduff	..	..	60	V.T.	R.C.
16316	Arva Boys'	..	..	140	V.T.	R.C.
16317	Arva Girls'	..	..		V.T.	R.C.
DONEGAL.						
15926	Owey Island	..	..	30	V.T.	R.C.
16030	Traighena	..	..	65	V.T.	R.C.
16102	Carrownaganonagh	..	..	85	V.T.	R.C.
16146	Leatbeg	..	..	35	V.C.	E.C.
16241	Ballymichael	..	..	85	V.T.	R.C.
16242	Doaghbeg	..	..	40	V.T.	R.C.
16270	Carnowen	..	..	45	V.T.	Pres.
16279	St. Columba's	..	..	80	V.T.	R.C.
16309	Keelogs (2)	..	..	65	V.T.	R.C.
16323	Dooish	..	..	60	V.T.	R.C.
16326	Ballyholey	..	..	35	V.T.	Pres.
16331	Trenta	..	..	55	V.C.	Pres.
16342	Meenmore	..	..	95	V.T.	R.C.
16349	Dromore	..	..	60	V.T.	R.C.
DOWN.						
16198	St. Anthony's Boys'	..	..	300	V.T.	R.C.
16199	Do. Girls'	..	..		V.T.	R.C.
16200	Rosario Boys'	..	..	260	V.T.	R.C.
16201	Do. Girls'	..	..		V.T.	R.C.
16275	Strand	..	..	170	V.C.	Pres.
16280	Willowfield (2)	..	..	400	V.T.	E.C.
16354	Clanvaraghan	..	..	90	V.T.	R.C.
FERMANAGH.						
16050	St. Patrick's (Holywell)	..	..	55	V.T.	R.C.
16210	Ardess	..	..	70	V.T.	E.C.
16238	Kilturk	..	..	30	V.T.	R.C.

VIII.—*continued.*

Roll No. and School.		Number of Pupils to be accommodated.	How Vested.	Religious Denomina- tion of Applicant.
LONDONDERRY.				
16226	Derganagh	70	V.C.	Pres.
16318	St. Eugene's Boys'	300	V.T.	R.C.
16347	St. Columb's	320*	V.T.	R.C.
16356	Rosstowney	220*	V.T.	E.C.
MONAGHAN.				
16022	Edenmore	55	V.T.	R.C.
16202	Castleblayney Convent	204	V.T.	R.C.
16319	Do. do. Infants'		V.T.	R.C.
TYRONE.				
16171	Legfordrum	30	V.T.	E.C.
16214	Cookstown	100	V.C.	Pres.
16215	Garvetagh	55	V.C.	Pres.
16216	Primate Dixon Memorial	276	V.T.	R.C.
16256	St. Mary's (Lisbuoy)	60	V.T.	R.C.
16284	Moortown Boys'	75	V.T.	R.C.
16285	Do. Girls'	75	V.T.	R.C.
16288	St. Patrick's Girls'	55	V.T.	R.C.
16298	St. Mary's (Pomeroy) Boys'	120	V.T.	R.C.
16299	Do. do. Girls'		V.T.	R.C.
16305	Tirniskea	50	V.T.	R.C.
CLARE.				
15549	Ballybran	65	V.T.	R.C.
15968	Baltard	120	V.T.	R.C.
16006	Kilmurry Ibricane	120	V.T.	R.C.
16178	Victoria Road	65	V.C.	E.C.
16186	Inch	75	V.T.	R.C.
16277	Lisheen	70	V.T.	R.C.
CORK.				
15323	Kilcullen Boys'	60	V.T.	R.C.
15324	Do. Girls'	60	V.T.	R.C.
15661	Cullen Boys'	190	V.T.	R.C.
15662	Cullen Girls'		V.T.	R.C.
15947	Templenacarriga	40	V.T.	R.C.
16109	Ballycotton Boys'	60	V.T.	R.C.
16110	Do. Girls'	60	V.T.	R.C.
16163	Aubane Boys'	110	V.T.	R.C.
16195	Do. Girls'		V.T.	R.C.
16210	Keimaneigh	45	V.T.	R.C.
16246	Drumclugh	70	V.T.	R.C.
16253	Aghina	50	V.T.	R.C.
16254	Kilnadur	55	V.T.	R.C.
16255	Reengaroga	30	V.T.	R.C.
16259	Kilcolman	75	V.T.	R.C.
16262	Borlinn	40	V.T.	R.C.
16271	Watergrasshill	80	V.T.	R.C.
16286	Fourmilewater Boys'	65	V.T.	R.C.
16287	Do. Girls'	65	V.T.	R.C.
16297	Coomhola Girls'	80	V.T.	R.C.
16310	Schull Boys'	75	V.T.	R.C.
16324	Gortalassa	55	V.T.	R.C.
16329	Milleen	50	V.T.	R.C.
16335	Rylane Boys'	160	V.T.	R.C.
16336	Do. Girls'		V.T.	R.C.
16339	St. Joseph's Monastery	380*	V.T.	R.C.

* Exclusive of a special room for practical instruction.

VIII.—continued.

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
KERRY.						
15033	Killaynn .. ..	..	..	90	V.T.	R.C.
15592	Ventry Boys' .. ..	..	..	160	V.T.	R.C.
15593	Do. Girls' .. ..	..	..		V.T.	R.C.
15644	Tiernaboul Boys' .. ..	..	..	65	V.T.	R.C.
15645	Do. Girls' .. ..	..	..	85	V.T.	R.C.
15757	Caherleheen .. ..	..	..	120	V.T.	R.C.
16014	St. Finian's Boys' .. ..	..	..	210	V.T.	R.C.
16015	Do. Girls' .. ..	..	..		V.T.	R.C.
16018	St. John's, Cashlagh .. ..	..	..	75	V.T.	R.C.
16147	Emlaghmore Boys' .. ..	..	..	75	V.T.	R.C.
16148	Do. Girls' .. ..	..	..	75	V.T.	R.C.
16150	Coolnoohill .. ..	..	..	75	V.T.	R.C.
16217	Brackluin Boys' .. ..	..	..	280	V.T.	R.C.
16218	Do. Girls' .. ..	..	..		V.T.	R.C.
16281	St. Gobnet's .. ..	..	..	90	V.T.	R.C.
16290	St. Ita's .. ..	..	..	80	V.T.	R.C.
16328	St. Vincent's Girls' .. ..	..	..	130	V.T.	R.C.
LIMERICK.						
15680	Roxborough .. ..	..	..	50	V.T.	R.C.
15685	Athca Boys' .. ..	..	..	105	V.T.	R.C.
15686	Do. Girls' .. ..	..	..	105	V.T.	R.C.
15700	Cloverfield .. ..	..	..	75	V.T.	R.C.
16212	Rochestown .. ..	..	..	50	V.T.	R.C.
16232	Caherconlish .. ..	..	..	140	V.T.	R.C.
16237	Dromtrasna .. ..	..	..	120	V.T.	R.C.
16239	Meenikilly .. ..	..	..	120	V.T.	R.C.
16240	Foilaclera .. ..	..	..	80	V.T.	R.C.
16264	Abbeyfeale .. ..	..	..	70	V.T.	R.C.
16320	Do. (2) .. ..	..	..	80	V.T.	R.C.
TIPPERARY.						
16211	Twomileborris .. ..	..	..	80	V.T.	R.C.
16250	Templetuohy Boys' .. ..	..	..	130	V.C.	R.C.
16251	Do. Girls' .. ..	..	..		V.C.	R.C.
16276	Carrig .. ..	..	..	100	V.T.	R.C.
16344	St. Mary's Boys' .. ..	..	..	150*	V.T.	R.C.
WATERFORD.						
15658	Moonameen .. ..	..	..	65	V.T.	R.C.
16272	Affane .. ..	..	..	57	V.T.	R.C.
CARLOW.						
15934	Tobinstown .. ..	..	..	60	V.T.	R.C.
DUBLIN.						
16235	Crumlin Boys' .. ..	..	..	150	V.T.	R.C.
16236	Do. Girls' .. ..	..	..		V.T.	R.C.
16267	Portrane Boys' .. ..	..	..	60	V.T.	R.C.
16268	Do. Girls' .. ..	..	..	70	V.T.	R.C.
16332	St. Patrick's Boys' (Skerries) .. ..	..	..	250*	V.T.	R.C.
16333	Do. Girls' do. .. ..	..	..		V.T.	R.C.
16352	Cabinteely Boys' .. ..	..	..	120	V.T.	R.C.
16353	Do. Girls' .. ..	..	..	150	V.T.	R.C.

* Exclusive of a special room for practical instruction.

VIII.—*continued.*

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
KILDARE.						
15870	Newbridge Boys' ..	..	..	150	V.T.	R.C.
15871	Do. Infant ..	..	..	270	V.T.	R.C.
16302	Brownstown Boys' ..	..	..	160	V.T.	R.C.
16303	Do. Girls' ..	..	..		V.T.	R.C.
16345	Nurney ..	..	..	80	V.T.	R.C.
KILKENNY.						
15632	Kilmacow Convent, ..	..	..	150	V.T.	R.C.
16073	Kilmanagh ..	..	..	70	V.T.	R.C.
16140	Skeoughvostheen ..	..	..	45	V.T.	R.C.
16156	Urlingford, Boys' ..	..	..	240	V.T.	R.C.
16158	Do., Girls' ..	..	..		V.T.	R.C.
16204	Gazebo, Boys' ..	..	..	185	V.T.	R.C.
16205	Do., Girls' ..	..	..		V.T.	R.C.
16207	Castlewarren ..	..	..	60	V.T.	R.C.
16230	Lisnafunchin, ..	..	..	65	V.T.	R.C.
16248	Dunkitt, ..	..	..	105	V.T.	R.C.
16311	Graignamanagh ..	..	..	90	V.T.	R.C.
16355	Clomantagh ..	..	..	75	V.T.	R.C.
KING'S.						
15612	Cadamstown, ..	..	..	80	V.T.	R.C.
16252	Clonfanlough, ..	..	..	60	V.T.	R.C.
LONGFORD.						
15975	Cullyfad, ..	..	..	70	V.T.	R.C.
16206	Clonfide ..	..	..	70	V.T.	R.C.
16282	Clonbroney, ..	..	..	95	V.T.	R.C.
LOUTH.						
16208	Termonfeckin, Boys' ..	..	..	150	V.T.	R.C.
16209	Do., Girls' ..	..	..		V.T.	R.C.
16249	Bellurgan ..	..	..	80	V.T.	R.C.
MEATH.						
16132	Cormeen, ..	..	..	60	V.T.	R.C.
16143	Drumconrath, Boys' ..	..	..	130	V.T.	R.C.
16144	Do., Girls' ..	..	..		V.T.	R.C.
16247	Coolronan, ..	..	..	45	V.T.	R.C.
QUEEN'S.						
16160	Clonaghadoo, ..	..	..	70	V.T.	R.C.
16203	Rathdowney Convent, ..	..	..	210	V.T.	R.C.
WESTMEATH.						
16304	Milltown Pass, ..	..	..	50	V.T.	R.C.
16322	Ballinacilly, ..	..	..	55	V.T.	R.C.
16340	Ballinagore, Boys' ..	..	..	140	V.T.	R.C.
16341	Do., Girls' ..	..	..		V.T.	R.C.
WEXFORD.						
15937	Monaseed, ..	..	..	90	V.C.	R.C.
16292	Monageer, ..	..	..	90	V.T.	R.C.

VIII.—*continued.*

Roll No. and School.				Number of Pupils to be accommodated.	How Vested.	Religious Denomination of Applicant.
GALWAY.						
16043	Glanagimla,			95	V.T.	R.C.
16152	Carrowkeel,			75	V.T.	R.C.
16157	Aille,			60	V.T.	R.C.
16222	Killeenan,			50	V.T.	R.C.
16223	Ardeevin, Boys'			150	V.T.	R.C.
16224	Do., Girls'				V.T.	R.C.
16225	Killalaghton,			80	V.T.	R.C.
16263	Leitrim,			85	V.T.	R.C.
16293	Kilreecle,			50	V.T.	R.C.
16300	Goulane,			40	V.T.	R.C.
16327	Farm,			75	V.T.	R.C.
LEITRIM.						
15690	Cornagon,			80	V.T.	R.C.
16126	Kilmore,			75	V.T.	R.C.
16130	St. Joseph's			75	V.T.	R.C.
16244	Derrinkehir,			75	V.T.	R.C.
16245	Uragh,			50	V.T.	R.C.
16296	Kilcoosey,			50	V.T.	R.C.
16321	Gortnaskeagh,			30	V.T.	R.C.
16343	Stracarne,			105	V.T.	R.C.
MAYO						
15682	Ballyglass,			120	V.C.	R.C.
15966	Rathmorgan,			65	V.T.	R.C.
16019	Kilvine,			100	V.T.	R.C.
16047	St. Columba's (Aghamore),			50	V.T.	R.C.
16122	Knock, Boys'			100	V.T.	R.C.
16123	Do., Girls'			100	V.T.	R.C.
16170	Cloughans,			60	V.T.	R.C.
16173	Kinaste,			160	V.T.	R.C.
16243	Glanurla,			55	V.T.	R.C.
16269	St. Joseph's (Killasser),			120	V.T.	R.C.
16283	Pollathomas,			70	V.T.	R.C.
16289	St. John's (Carramore),			80	V.T.	R.C.
16295	Curraue,			100	V.T.	R.C.
ROSCOMMON.						
15543	Tibohine, Boys'			70	V.T.	R.C.
15544	Do., Girls'			95	V.T.	R.C.
15653	Ballyforan,			80	V.T.	R.C.
15964	Ratenagh,			40	V.T.	R.C.
16088	Carrowerin,			70	V.T.	R.C.
16228	Derryhance,			30	V.C.	E.C.
16229	Tullaghan,			30	V.T.	R.C.
16231	Knockroe,			50	V.T.	R.C.
16291	Glooneagh,			90	V.T.	R.C.
16334	Ballintubber,			130	V.T.	R.C.
16337	Church View, Boys'			140	V.T.	R.C.
16338	Do., Girls'				V.T.	R.C.
SLIGO.						
16016	Mass Hill,			45	V.T.	R.C.
16136	Cliffoney, Boys'			80	V.T.	R.C.
16141	Do., Girls'				V.T.	R.C.
16260	Ballymore, Boys'			75	V.T.	R.C.
16278	Dromore,			105	V.T.	R.C.

IX.—GENERAL SUMMARY OF OPERATIVE, BUILDING, AND
INOPERATIVE SCHOOLS.

County.	Opera- tive Schools.	Building Schools.	Inopera- tive Schools.	Total.
Antrim	665	7	1	673
Armagh	261	1	—	262
Cavan	251	6	1	258
Donegal	423	14	—	437
Down	484	7	1	492
Fermanagh	174	3	—	177
Londonderry	279	4	1	284
Monaghan	177	3	2	182
Tyrone	353	11	—	364
Clare	251	6	2	259
Cork	697	26	—	723
Kerry	358	17	—	375
Limerick	251	11	2	264
Tipperary	318	5	1	324
Waterford	138	2	—	140
Carlow	79	1	—	80
Dublin	328	8	—	336
Kildare	99	5	—	104
Kilkenny	167	12	—	179
King's	122	2	—	124
Longford	104	3	—	107
Louth	111	3	—	114
Meath	157	4	1	162
Queen's	116	2	—	118
Westmeath	134	4	—	138
Wexford	173	2	—	175
Wicklow	126	—	—	126
Galway	410	11	—	421
Leitrim	190	8	—	198
Mayo	422	13	—	435
Roscommon	240	12	—	252
Sligo	197	5	—	202
Total	8,255	218	12	8,485

CONVENT AND MONASTERY SCHOOLS.

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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ULSTER—CO. ANTRIM.

15667 Lisburn,	Sacred Heart, ..	224	178
7059 Crumlin-road,	Sisters of Mercy, ..	315	254
10566 St. Catherine's,	Dominican, ..	373	290
13843 Star of the Sea,	Sisters of Mercy, ..	340	260
14138 St. Joseph's (Crumlin-road),	do., ..	101	47*
15278 St. Vincent's (Dunlewy-street),	Sisters of Charity, ..	593	410
8056 St. Malachy's,	Sisters of Mercy, ..	466	337
9488 St. Mary's,	Cross and Passion, ..	192	147

CO. ARMAGH.

9719 Edward-street,	Inft. Sisters of Mercy, ..	430	334
15183 Church-place,	do., ..	184	131
8220 Mount St. Catherine,	Sacred Heart, ..	336	267
10856 Keady,	Sisters of St. Clare, ..	215	168
15880 Bessbrook,	Sisters of Mercy, ..	207	143

CO. CAVAN.

8490 Cavan,	Sisters of St. Clare, ..	294	213
10176 Ballyjamesduff,	do., ..	187	129
16057 Belturbet,	Sisters of Mercy, ..	177	128
12093 Cootehill,	do., ..	130	90

CO. DONEGAL.

10165 Glenties,	Sisters of Mercy, ..	86	61
15016 St. Columba's,	Loreto, ..	109	79
2055 Glentogher,	Sisters of Mercy, ..	66	34
9278 Moville,	do., ..	129	92
10689 St. Patrick's,	do., ..	187	120
14705 Ballyshannon (2),	do., ..	190	135
9389 Nuala,	do., ..	83	59

CO. DOWN.

15504 Nazareth House,	Sisters of Nazareth, ..	164	158
15505 Nazareth Lodge,	do., ..	168	165
15390 St. Matthew's,	Cross and Passion, ..	562	405
10253 Mount St. Patrick,	Sisters of Mercy, ..	313	241
243 St. Clare's,	Sisters of St. Clare, ..	733	520
9725 Rostrevor,	Sisters of Mercy, ..	98	78
13732 Warrenpoint,	do., ..	103	76
7508 Canal-street,	do., ..	518	353

All "half-time" pupils.

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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ULSTER—con.—Co. FERMANAGH.

2035 Enniskillen Infants', .. | Sisters of Mercy, .. | 115 | 97

Co. LONDONDERRY.

6168 St. Eugene's Cathedral, ..	Sisters of Mercy, ..	778	666
13212 St. Patrick's (2), ..	do., ..	282	212
14598 St. Columb's, .. G. Inft.,	do., ..	167	128
14599 do., .. B. Inft.,	do., ..	169	131
14915 Nazareth House, ..	Sisters of Nazareth,	183	181
14007 St. Mary's, Magherafelt, ..	Immaculate Conception,	73	56
15066 do., .. Inft.	do., ..	62	46
16029 St. John's, ..	Ursuline, ..	113	83

Co. TYRONE.

10110 Strabane, ..	Sisters of Mercy, ..	442	333
14272 Omagh, ..	Loreto, ..	281	191
13814 Cookstown, ..	Sisters of Mercy, ..	201	160
14458 St. Patrick's, ..	do., ..	254	175
15921 Bridge End, ..	do., ..	107	79

MUNSTER—Co. CLARE.

10644 Ennistymon, ..	Sisters of Mercy, ..	261	193
12962 Tulla, ..	do., ..	140	107
15162 Killaloe, ..	do., ..	142	112
7315 Ennis, ..	do., ..	585	419
11900 Kilkee, ..	do., ..	228	160
13374 Kilrush, ..	do., ..	462	336

Co. CORK.

512 Midleton, ..	Presentation, ..	505	365
3823 Youghal, ..	do., ..	536	395
6376 Queenstown, ..	Sisters of Mercy, ..	748	584
7419 St. Mary's (Carrigtwohill), ..	Poor Servants of the Mother of God and the Poor.	144	107
13450 Rushbrooke, ..	Sisters of Mercy, ..	125	109
1541 Charleville, ..	do., ..	132	97
13031 St. Joseph's, .. Inft.	do., ..	165	116
2278 Millstreet, ..	Presentation, ..	216	166
10047 Macroom, ..	Sisters of Mercy, ..	366	296
10232 Kanturk, ..	do., ..	322	227
2258 Fermoy, ..	Presentation, ..	503	384
4268 Doneraile, ..	do., ..	198	148
16159 Mallow, ..	Sisters of Mercy, ..	394	281

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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MUNSTER—*con.*—Co. CORK—*con.*

11855	Buttevant,	Sisters of Mercy, ..	139	113
16128	Mitchelstown,	Presentation, ..	392	264
9161	Bantry, ..	..	Sisters of Mercy, ..	304	244
13372	St. Patrick's, ..	B. Inft.	do., ..	108	85
7651	Clonakilty, ..	..	do., ..	299	225
8430	Skibbereen, ..	..	do., ..	325	272
13661	St. Mary's, ..	..	Sisters of Charity, ..	185	139
13662	do., ..	Inft.	do., ..	182	130
14813	Roscarbery, ..	..	Sisters of Mercy, ..	232	173
4572	Kinsale, ..	..	do., ..	448	351
5257	Bandon, ..	..	Presentation, ..	357	272
5940	Blackrock, ..	..	Ursuline, ..	118	84
6153	St. Finbar's, ..	..	Presentation, ..	1,111	835
12218	Clarence-street, ..	Inft.	do., ..	630	503
13696	St. Vincent's, ..	..	Sisters of Charity, ..	1,292	986
14000	St. Joseph's, ..	..	Sisters of Mercy, ..	1,258	953
14105	Clarence-street, ..	..	Presentation, ..	641	469
14594	St. Finbar's, ..	B. Inft.	do., ..	228	191
14299	St. Mary's, Passage West, ..	..	Sisters of Mercy, ..	311	256
14722	Schull, ..	..	do., ..	120	96

Co. KERRY.

4062	Listowel, ..	..	Presentation, ..	392	285
11849	Lixnaw, ..	..	do., ..	128	97
15335	do., ..	Inft.	do., ..	90	73
13233	Ballybunion, ..	..	Sisters of Mercy, ..	157	113
1859	Milltown, ..	..	Presentation, ..	138	116
13530	Moyderwell, ..	..	Sisters of Mercy, ..	529	374
13615	Tralee (2), ..	..	do., ..	458	336
14952	Castleisland, ..	..	Presentation, ..	415	343
10050	St. Gertrude's, ..	..	Loreto, ..	56	47

Co. LIMERICK.

7430	Abbeyfeale, ..	..	Sisters of Mercy, ..	203	155
15127	Cappamore, ..	..	do., ..	194	140
13898	Hospital, ..	..	Presentation, ..	266	219
14625	Doon, ..	..	Sisters of Mercy, ..	231	165
13026	Kilfinane, ..	..	Sisters of Charity, ..	288	255
570	SS. Mary and Munchin's, ..	..	Sisters of Mercy, ..	724	537
15777	St. Vincent de Paul's, ..	..	do., ..	363	253
5547	Sexton-street, ..	..	Presentation, ..	681	510
6936	St. John's-square, ..	..	Sisters of Mercy, ..	696	451
9296	Adare, ..	..	do., ..	124	90
10684	Mount St. Vincent, ..	..	do., ..	171	130
11197	Bruff, ..	..	Faithful Companions of Jesus, ..	169	134
12718	St. Vincent de Paul, ..	Inft.	Sisters of Mercy, ..	452	293

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912. All Pupils.
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MUNSTER—con.—Co. LIMERICK—con.

13480 St. Mary's, B. Inft.	Sisters of Mercy ..	232	168
14199 St. John's, B. Inft.	do., ..	245	159
14596 Sexton-street, ..	.. G. Inft.	Presentation, ..	273	205
6032 St. Catherine's, ..	..	Sisters of Mercy, ..	213	157
6569 St. Anne's, ..	..	do., ..	240	185
12975 St. Joseph's, ..	.. Inft.	do., ..	174	123
14555 Do., ..	..	do., ..	142	105

Co. TIPPERARY.

2133 Airhill, ..	..	Sacred Heart, ..	269	189
16112 St. Mary's (Nenagh), ..	..	Sisters of Mercy, ..	562	431
13371 Borrisokane, ..	..	do., ..	207	160
3486 Borrisoleigh, ..	..	do., ..	122	97
4068 Thurles, ..	..	Presentation, ..	492	373
9407 Templemore, ..	..	Sisters of Mercy, ..	177	138
15334 Ballingarry, ..	..	Presentation, ..	105	64
9432 Tipperary, ..	..	Sisters of Mercy, ..	391	255
581 Cashel, ..	..	Presentation, ..	298	201
15990 Clogheen, ..	..	Sisters of Mercy, ..	165	126
7232 Drangan, ..	..	do., ..	111	80
8903 Fethard, ..	..	Presentation, ..	272	208
10120 Cahir, ..	..	Sisters of Mercy, ..	288	189
10437 Ballyporeen, ..	..	do., ..	188	137
11872 Carrick-on-Suir, ..	..	Presentation, ..	578	470
12349 Morton-street, ..	..	Sisters of Charity, ..	593	441
13107 St. Joseph's (Carrick-on-Suir), ..	..	Sisters of Mercy, ..	221	161
13404 New Inn, ..	..	do., ..	121	91
4067 Newport, ..	..	do., ..	118	85

Co. WATERFORD.

5095 Ardmore, ..	..	Sisters of Mercy, ..	66	51
12911 Lismore, ..	..	Presentation, ..	206	159
15457 Cappoquin, ..	..	Sisters of Mercy, ..	165	129
12180 Clonmel, ..	..	Presentation, ..	340	239
11556 KilmacdThomas, ..	..	Sisters of Mercy, ..	157	113
11944 Waterford, ..	..	Presentation, ..	361	270
12007 Ferrybank, ..	..	Sacred Heart, ..	194	142
12087 Dungarvan (2), ..	..	Presentation, ..	302	214
12334 Star of the Sea, ..	..	Sisters of Charity, ..	231	189
12403 St. Joseph's, ..	..	do., ..	793	588
15642 Portlawn, ..	..	Sisters of Mercy, ..	197	131
12535 St. John's (2), ..	..	Ursuline, ..	284	212
12578 Dunmore, East, ..	..	Sisters of Mercy, ..	106	80
13020 Stradbally, ..	..	do., ..	126	90
14938 St. Otteran's, ..	..	do., ..	782	559
15295 St. Alphonsus, ..	..	St. John of God, ..	175	137

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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LEINSTER—Co. CARLOW.

15245 Carlow,	Presentation, ..	507	442
10010 do.,	Sisters of Mercy, ..	159	139
13507 Tullow,	Brigidine, ..	300	231
1926 Bagenalstown,	Presentation, ..	337	242
671 Leighlinbridge,	Sisters of Mercy, ..	154	131

Co. DUBLIN.

1149 King's Inns-street,	Sisters of Charity, ..	1,146	966
5933 George's-hill,	Presentation, ..	802	579
9932 Stanhope-street,	Sisters of Charity, ..	1,078	858
11883 Baldoyle,	do., ..	134	122
12408 Cabra,	Dominican, ..	149	113
12448 Gardiner-street,	Sisters of Charity, ..	1,475	1,128
13887 Mount Sackville,	St. Joseph, ..	81	59
14515 East Wall,	Sisters of Charity, ..	371	314
15056 St. Vincent's,	do., ..	1,191	965
15316 Do.,	do., ..	1,036	814
743 St. James's (1),	do., ..	1,056	803
2018 Baggot-street,	Sisters of Mercy, ..	1,454	1,116
13447 Lucan,	Presentation, ..	269	229
7032 Loreto (Leeson-lane),	Loreto, ..	603	487
7546 Golden Bridge,	Sisters of Mercy, ..	675	496
7883 Clondalkin,	Presentation, ..	217	153
11064 Weaver's-square,	Sisters of Mercy, ..	1,037	770
12471 Our Lady's Mount,	Sisters of Charity, ..	601	467
13611 Warrenmount,	Presentation, ..	956	773
1985 Booterstown,	Sisters of Mercy, ..	171	131
5600 Kingstown,	Dominican, ..	829	600
11832 Mount Anville,	Sacred Heart, ..	163	132
11894 Sandymount,	Sisters of Charity, ..	365	274
12509 St. Anne's,	do., ..	235	193
14586 Blackrock,	Sisters of Mercy, ..	498	401
729 Loreto,	Loreto, ..	165	130
7182 Dalkey,	do., ..	231	197
11569 Townsend-street,	Sisters of Mercy, ..	862	614
13612 St. Joseph's (Terenure),	Presentation, ..	410	313
15480 Harold,	Sisters of Mercy, ..	386	304

Co. KILDARE.

779 Maynooth,	Presentation, ..	271	213
1151 Clane,	do., ..	80	54
15040 Naas,	Sisters of Mercy, ..	232	237
11976 Kilcock,	Presentation, ..	144	109
15769 Monasterevan,	Sisters of Mercy, ..	231	170
2106 Newbridge,	Immaculate Conception, ..	233	186
11745 Great Connell,	do., ..	193	151
11806 Kilcullen,	Cross and Passion, ..	159	129
13373 St. Michael's (Athy),	Sisters of Mercy, ..	484	319
15599 Kildare,	Presentation, ..	338	263

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912. All Pupils.
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LEINSTER—*con.*—Co. KILKENNY.

16028 Thomastown,	Sisters of Mercy, ..	254	163
15695 Goresbridge,	Brigidine, ..	141	114
10478 St. Patrick's,	St. John of God, ..	349	243
10835 Castlecomer,	Presentation, ..	251	200
13675 Callan,	Sisters of Mercy, ..	346	260
13885 Kilkenny,	Presentation, ..	602	443
5437 Mooncoin,	do., ..	166	120
7260 Kilmacow,	do., ..	118	85
12935 Graigue,	Sisters of Mercy, ..	155	109
794 Owning,	St. John of God, ..	144	110
3628 Ballyragget,	Sisters of Mercy, ..	90	73

KING'S COUNTY.

3220 Birr,	Sisters of Mercy ..	370	267
5913 Kilcormac,	do. ..	118	94
13503 St. Rynagh's (Banagher), ..	Sacred Heart, ..	112	94
823 Killina,	Presentation, ..	126	90
2080 Tullamore,	Sisters of Mercy, ..	593	459
15556 Portarlinton,	Presentation, ..	329	245
13118 Clara,	Sisters of Mercy, ..	223	156
16013 Edenderry,	St. John of God, ..	368	336

Co. LONGFORD.

12942 St. Joseph's,	Sisters of Mercy, ..	411	297
13846 Granard,	do., ..	194	144
3865 Ballymahon,	do. ..	128	100
15633 St. Elizabeth's,	do., ..	160	117

Co. LOUTH.

851 Drogheda,	Presentation, ..	625	514
5387 Dundalk, (2),	Sisters of Mercy ..	679	560
8445 Ardee (2),	do., ..	186	131
10475 St. Vincent's, Jun. B., ..	Sisters of Charity, ..	334	284
14651 Castle-town-road,	Sisters of Mercy, ..	313	224
8052 St. Mary's,	do. ..	287	220

Co. MEATH.

883 Navan (1),	Loreto, ..	217	147
16100 Do. (2),	Sisters of Mercy, ..	516	385
10913 Trim,	do., ..	250	188
12068 Kells,	do., ..	443	372

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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LEINSTER—*con.*—QUEEN'S CO.

1556 Ballyroan,	Brigidine, ..	105	83
7183 Mountmellick,	Presentation, ..	324	282
7442 Borris-in-Ossory,	Sisters of Mercy, ..	101	87
13343 Coote-street,	Brigidine, ..	147	121
13386 Maryborough,	Presentation, ..	480	318
13613 Abbeyleix,	Brigidine, ..	240	178
13937 Stradbally,	Presentation, ..	191	159
1157 Rathdowney,	St. John of God, ..	230	176

Co. WESTMEATH.

934 Mullingar,	Presentation, ..	456	351
15512 Moate,	Sisters of Mercy, ..	233	161
14603 Rochford Bridge,	do., ..	108	85
7722 St. Peter's,	do., ..	432	361
13417 St. Mary's,	Sacred Heart, ..	225	177
14491 Kilbeggan,	Sisters of Mercy, ..	191	144

Co. WEXFORD.

967 New Ross (1),	Carmelite, ..	333	238
8670 Duncannon,	St. Louis, ..	76	58
10622 Ramsgrange,	do., ..	68	42
14644 St. Joseph's,	Sisters of Mercy, ..	347	264
14755 Ballyhack,	St. Louis, ..	95	69
969 Wexford,	Presentation, ..	674	492
3634 Newtownbarry,	Faithful Companions of Jesus, ..	115	83
16145 Gorey,	Loreto, ..	257	193
6058 Presentation Convent, Ennis-corthy,	Presentation, ..	441	310
6624 Kilmore,	St. John of God, ..	89	60
8221 Templeshannon,	Sisters of Mercy, ..	295	195
11361 Faythe,	St. John of God, ..	468	352
11986 Summerhill,	Sisters of Mercy, ..	146	110
12966 St. Mary's (George's-street),	do., ..	447	347
9184 Shielbaggan,	St. Louis, ..	63	43
14929 Chapel, Kilmore,	St. John of God, ..	73	62

Co. WICKLOW.

7246 Ravenswell,	Sisters of Charity, ..	301	213
10162 St. Michael's,	Sisters of Mercy, ..	118	92
10418 Wicklow,	Dominican, ..	307	209
13932 Arklow,	Sisters of Mercy, ..	372	256
14994 St. Patrick's (Bray),	Loreto, ..	366	231
14653 Baltinglass,	Presentation, ..	181	133

(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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C. NNAUGHT—CO. GALWAY.

12234 Tuam (1),	Presentation, ..	251	192
12250 do. (2),	Sisters of Mercy, ..	391	263
1013 Rahoon,	Presentation, ..	573	403
4515 Newtownsmith,	Sisters of Mercy, ..	567	383
12243 Carna,	do., ..	64	39
13190 Clifden,	do., ..	167	126
13439 Oughterard,	do., ..	247	169
12181 Clarenbridge,	Sisters of Charity, ..	106	68
13365 Oranmore,	Presentation, ..	118	73
15958 Woodford,	Sisters of Mercy, ..	138	98
6632 St. Vincent's,	do., ..	386	260
6839 Ballinasloe,	do., ..	416	309
15997 St. Brendan's (Eyrecourt),	do., ..	115	82
14159 St. Joseph's,	do., ..	169	130
15523 Kinvara,	do., ..	143	104
13208 Gort (2),	do., ..	225	185
14048 Headford,	Presentation, ..	115	90
16071 Athenry,	do., ..	221	166
13378 Spiddal,	Sisters of Mercy, ..	134	85

Co. LEITRIM.

13770 Mohill,	Sisters of Mercy, ..	221	171
2821 Ballinamore,	Inft. do., ..	97	67
12940 Carrick-on-Shannon,	Marist, ..	253	188
13614 Ballinamore,	Sisters of Mercy, ..	91	63

Co. MAYO.

14176 St. John's (Foxford),	Sisters of Charity, ..	82	56
14345 do.,	Inft. do., ..	93	69
15542 Swinford,	Sisters of Mercy, ..	246	160
15028 St. Aiden's (Kiltimagh),	Inft. St. Louis, ..	180	132
15764 St. Aiden's (do.),	do., ..	116	86
12255 St. Patrick's,	Sisters of Mercy, ..	467	359
13517 St. Joseph's,	do., ..	159	121
14410 St. Angela's,	do., ..	436	310
12239 Mount St. Michael's,	do., ..	294	186
13502 Ballinrobe,	do., ..	363	243
15375 St. Joseph's,	do., ..	308	226
14863 Achill Sound,	do., ..	130	90
16004 Ballina,	Inft. B. do., ..	109	85

Co. ROSCOMMON.

13302 St. Francis Xavier's,	Sisters of Charity, ..	247	178
15043 Abbeytown,	Sisters of Mercy, ..	249	183
6908 Strokestown,	do., ..	162	117
15083 St. Mary's,	do., ..	347	262

*Convent Schools paid by Capitation; Convent Schools 37
paid by Personal Salaries.*

*(a).—THREE HUNDRED AND TWELVE CONVENT NATIONAL
SCHOOLS PAID BY CAPITATION.—continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily at- tendance for year ended 31st Dec., 1912, All Pupils.
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CONNAUGHT—*con.*—Co. ROSCOMMON.

15139 Abbeycarton,	Sisters of Mercy, ..	191	155
13198 St. Anne's,	do.,	274	254
12754 St. Joseph's, Summerhill,	do.,	167	139
7382 Loughlynn,	Franciscan,	92	69

Co. SLIGO.

13240 St. Patrick's,	Sisters of Mercy, ..	524	392
14346 Do.	B. Inft. do.,	173	161
15374 St. Vincent's,	Ursuline,	235	164
11887 Banada,	Sisters of Charity, ..	181	132
16008 Tubbercurry,	Marist,	229	137

*(b).—THIRTY-THREE CONVENT NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.*

ULSTER—Co. ARMAGH.

15310 Portadown,	Presentation, ..	284	196
11752 Middletown (2),	St. Louis,	49	29
15372 Do.	Inft. do.,	71	46

Co. DONEGAL.

14531 Bundoran,	St. Louis,	241	193
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Co. FERMANAGH.

13401 Enniskillen,	Sisters of Mercy, ..	324	244
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Co. MONAGHAN.

359 Monaghan,	St. Louis,	150	117
15402 Do.	Inft. do.,	247	193
15041 Clones,	do.,	136	101
15491 Do.	Inft. do.,	157	113
15329 Carrickmacross,	do.,	339	270
4244 Castleblanay,	Sisters of Mercy, ..	128	91

MUNSTER—Co. CORK.

13762 Castletown,	Sisters of Mercy, ..	172	137
13910 Crosshaven,	Presentation,	230	185
15832 St. Patrick's,	Inft. B. Sisters of Mercy, ..	54	47

(Castletownbere).

(b.)—THIRTY-THREE CONVENT NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912. All Pupils.
Co. KERRY.			
538 Dingle,	Presentation, ..	494	398
545 Tralee,	do.,	561	388
15332 St. Joseph's, ..	Inf.,	72	52
13742 Rathmore,	do.,	187	130
13051 Killarney,	do.,	174	139
13381 Do. (2),	Sisters of Mercy, ..	137	110
13542 Caherciveen, ..	Presentation, ..	260	207
15387 Killarney,	do.,	179	144
15473 Do. (2),	Inf., Sisters of Mercy, ..	217	172
8320 Kenmare,	Sisters of St. Clare, ..	269	201
Co. WATERFORD.			
1289 Tallow,	Carmelite,	119	96
11461 Dungarvan,	Sisters of Mercy, ..	177	132
13473 Do.,	Inf., do.,	147	104
LEINSTER—Co. KILDARE.			
11336 Rathangan,	Sisters of Mercy, ..	168	145
Co. LONGFORD.			
8546 Newtownforbes, ..	Sisters of Mercy, ..	84	65
CONNAUGHT—Co. MAYO.			
5215 Ballina,	Sisters of Mercy, ..	218	175
12961 Do.,	Inf., do.,	175	120
Co. SLIGO.			
12325 Ballymote,	Inf., Sisters of Mercy, ..	129	103
1525 Camphill,	do.,	106	72

(c.)—TWO MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

MUNSTER.—CORK.			
5669 Gt. George's-street, ..	Presentation, ..	411	314
5999 Deuglas-street,	do.,	581	429

(d).—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY PERSONAL SALARIES, &c.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912. All Pupils.
ULSTER—Co. ANTRIM.			
15242 St. Gall's Monastery, ..	Brothers of the Christian Schools.	333	304
15659 St. Finian's,	do.,	85	49
Co. ARMAGH.			
7181 Crossmore Keady,	Brothers of the Christian Schools.	122	92
Co. DONEGAL.			
14628 Letterkenny,	Presentation,	159	124
4418 Carrickboy,	Brothers of the Christian Schools.	69	47
4420 Ballyshannon,	do.,	68	49
Co. DOWN.			
9428 John-street,	Brothers of the Christian Schools.	157	116
Co. FERMANAGH.			
12420 St. Michael's,	Presentation,	150	113
Co. MONAGHAN.			
366 Carrickmacross,	Patrician,	161	113
Co. TYRONE.			
15840 St. Patrick's,	Presentation,	251	196
MUNSTER—Co. CORK.			
15718 St. Joseph's, Cove (1),	Presentation,	243	198
15773 Do. (2),	do.,	284	235
12519 Mallow,	Patrician,	367	286
14784 St. Patrick's (Dunmanway),	Brothers of the Christian Schools.	160	112
12473 Greenmount,	Presentation,	369	288
14403 St. John's (Kinsale),	do.,	248	185
Co KERRY.			
1793 Killarney,	Presentation,	289	240
3655 Milltown,	do.,	114	96

(d.)—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.—continued.

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
Co. LIMERICK.			
6543 Hospital,	Brothers of the Christian Schools.	143	103
15581 St. Patrick's,	do.,	162	121
Co. TIPPERARY.			
13014 Fethard,	Patrician,	140	103
Co. WATERFORD.			
15046 St. Stephen's,	Brothers of the Christian Schools.	678	545
LEINSTER—Co. CARLOW.			
16080 Tullow,	Patrician,	169	132
13105 St. Brigid's,	Brothers of the Christian Schools.	201	158
Co. KILDARE.			
12747 Kildare,	Brothers of the Christian Schools.	181	130
Co. KILKENNY.			
13265 St. Patrick's,	Brothers of the Christian Schools.	152	103
1301 St. John's,	do.,	121	97
King's Co.			
12370 St. Brendan's,	Presentation,	222	179
Co. LOUTH.			
2094 Ardee,	Brothers of the Christian Schools.	158	115
14541 Castletown-road,	do.,	332	255
QUEEN'S Co.			
918 Castletown,	Brothers of the Christian Schools.	54	42
7636 Coote-street,	Patrician,	139	105

(d.)—FIFTY-FIVE MONASTERY NATIONAL SCHOOLS PAID BY
PERSONAL SALARIES, &c.—*continued.*

Roll No. and School.	Religious Order of Community.	Average Number of Pupils on Rolls for year ended 31st Dec., 1912.	Average daily attendance for year ended 31st Dec., 1912, All Pupils.
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LEINSTER—*con.*—Co. WESTMEATH.

12904 St. Mary's,	Marist,	107	85
13756 Do., prep.	do.,	164	136

Co. WEXFORD.

15360 St. Aloysius,	Brothers of the Christian Schools.	68	46
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CONNAUGHT—Co. GALWAY.

12423 Kilkerrin,	Franciscan,	96	66
12528 Curry,	do.,	76	46
1016 Galway,	Patrician,	306	231
15316 Nun's Island,	do.,	151	116
12765 Carrabeg,	Franciscan,	95	49
12502 Roundstone,	do.,	46	33
11675 Annagh,	do.,	85	55

Co. LEITRIM.

14770 St. Mary's (.. -on-Shannon),	Presentation,	134	102
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Co. MAYO.

12621 Treenlaur	Franciscan,	44	25
12727 Errew,	do.,	62	41
13130 Bunnacurry,	do.,	66	40
13347 St. Patrick's,	Brothers of the Christian Schools.	271	205
14862 Swineford,	Marist,	131	93

Co. ROSCOMMON.

15628 St. Joseph's (Boyle),	Presentation,	203	138
12594 Highlake,	Franciscan,		
12357 Granlahan,	do.,	44	26
13709 St. John's (Ballaghadereen),	Brothers of the Christian Schools.	142	100
		170	126
1086 Hanly Memorial (Castlerca),	Marist,	126	104

Co. SLIGO.

14533 Quay-street, .. junior,	Marist,	188	145
15051 do., .. senior,	do.,	117	95

(e.)—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS.

Religious Order.	Schools. paid by Capitation	Schools paid by Personal Salaries, &c.	Total.
Sisters of Mercy,	163	14	177
Presentation,	58	9	67
Sisters of Charity,	26	—	26
St. Louis,	6	8	14
Loreto,	9	—	9
Sacred Heart,	7	—	7
Sisters of St. Clare,	4	1	5
Brigidine,	5	—	5
Dominican,	4	—	4
Franciscan,	1	—	1
Immaculate Conception,	4	—	4
St. John of God,	8	—	8
Ursuline,	4	—	4
Carmelite,	1	1	2
Faithful Companions of Jesus,	2	—	2
Cross and Passion,	3	—	3
St. Joseph,	1	—	1
Marist,	2	—	2
Poor Servants of the Mother of God and the Poor.	1	—	1
Sisters of Nazareth,	3	—	3
Total Convent National Schools, ..	312	33	345

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools, ..	—	20	20
Presentation,	2	12	14
Franciscan,	—	10	10
Patrician,	—	7	7
Marist,	—	6	6
Total Monastery National Schools, ..	2	55	57

ONE HUNDRED and EIGHTEEN WORKHOUSE SCHOOLS, with the Average Number of Pupils on the Rolls, and the Average Daily Attendance of Pupils for the year ended 31st December, 1912.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1912.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1912.	Average Daily Attendance of all Pupils.
ANTRIM.			TYRONE.		
3680 Ballymoney, ..	3	3	3039 Castlederg, ..	6	5
3843 Ballymena, ..	7	7			
3653 Larne, ..	5	4	CLARE.		
6814 Antrim, ..	14	13	6359 Ballyvaughan, ..	9	9
3048 Belfast, ..	337	242	3288 Ennis, ..	39	31
			3489 Kilrush, ..	29	28
ARMAGH.					
11300 Lurgan, ..	14	9	CORK.		
10280 Newry, ..	10	8	3167 Midleton, ..	38	36
			6121 Youghal, ..	22	21
CAVAN.			3923 Kanturk, ..	22	22
3420 Cavan, ..	16	14	4896 Macroom, ..	4	4
3447 Bailieborough, ..	6	6	6012 Millstreet, ..	7	7
3644 Cootehill, ..	16	16	3242 Fermoy, ..	21	19
6910 Bawnboy, ..	Inoperative.		3651 Mallow, ..	23	22
			6216 Mitchelstown, ..	23	20
DONEGAL.			4411 Bantry, ..	16	15
4932 Milford, ..	8	8	6140 Schull, ..	13	12
4975 Letterkenny, ..	8	7	3417 Skibbereen, ..	16	14
7714 Glenties, ..	2	1	3565 Dunmanway, ..	12	11
3863 Inishowen, ..	11	10	6949 Clonakilty, ..	19	17
4313 Donegal, ..	4	3	3545 Cork, ..	215	159
4339 Ballyshannon, ..	8	7	4925 Kinsale, ..	12	11
13754 Stranorlar, ..	9	8	6123 Bandon, ..	18	16
DOWN.			KERRY.		
3068 Banbridge, ..	11	9	3860 Tralee, ..	43	28
11820 Kilkeel, ..	Inoperative.		5324 Dingle, ..	21	17
			4340 Killarney, ..	27	25
FERMANAGH.			4996 Caherciveen, ..	2	1
10795 Enniskillen, ..	20	16	4670 Kenmare, ..	9	8
11366 Lisnaskea, ..	1	1			
			LIMERICK.		
LONDONDERRY.			3066 Kilmallock, ..	34	28
3881 Londonderry, ..	14	11	5058 Limerick, ..	30	24
9587 Limavady, ..	4	4			
10525 Magherafelt, ..	18	17	TIPPERARY.		
3381 Coleraine, ..	Inoperative.		3414 Roscrea, ..	16	15
			3519 Nenagh, ..	27	25
MONAGHAN.			3647 Thurles, ..	27	24
7884 Castleblayney, ..	7	7	3142 Tipperary, ..	71	64
3668 Carrickmacross	8	8			
7812 Clones, ..	Inoperative.				

WORKHOUSE SCHOOLS—continued.

Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1912.	Average Daily Attendance of all Pupils.	Roll No. and School.	Average No. of Pupils on Rolls for year ended 31st Dec., 1912.	Average Daily Attendance of all Pupils.
TIPPERARY—con.			QUEEN'S.		
3363 Cashel, ..	20	19	4315 Mountmellick, ..	26	25
3445 Clogheen, ..	23	22	10810 Abbeyleix, ..	19	19
3546 Carrick-on-Suir, ..	18	14			
12363 Clonmel, ..	23	19			
WATERFORD.			WESTMEATH.		
3418 Lismore, ..	17	17	6866 Delvin, ..	11	11
12220 Dungarvan, ..	26	25	3274 Athlone, ..	20	17
3826 Waterford, ..	104	102			
6745 Kilmaethomas, ..	13	12	WEXFORD.		
			3520 New Ross, ..	36	32
CARLOW.			3508 Wexford, ..	14	13
11154 Carlow, ..	12	12	5674 Enniscorthy, ..	26	24
			10954 Gorey, ..	7	7
DUBLIN.			WICKLOW.		
3144 Balrothery, ..	39	28	3383 Rathdrum, ..	19	15
7187 Dublin, North, ..	343	316	3879 Shillelagh, ..	5	4
3265 Rathdown, ..	48	37	11180 Baltinglass, ..	6	6
KILDARE.			GALWAY.		
3155 Naas, ..	34	30	3365 Galway, ..	24	20
8534 Celbridge, ..	5	4	6568 Mountbellew, ..	12	11
3862 Athy, ..	26	22	6734 Portumna, ..	8	7
			7019 Ballinasloe, ..	33	30
KILKENNY.			LEITRIM.		
6947 Castlecomer, ..	17	15	3669 Manorhamilton, ..	12	12
3378 Callan, ..	15	14	3419 Mohill, ..	15	15
3507 Kilkenny, ..	42	37			
6278 Thomastown, ..	17	17			
			MAYO.		
KING'S.			8474 Belmullet, ..	9	9
7989 Parsonstown, ..	25	23	9221 Killala, ..	4	4
3364 Edenderry, ..	17	17	4895 Swinford, ..	15	15
3446 Tullamore, ..	41	38	4253 Castlebar, ..	8	8
			4727 Westport, ..	7	7
LONGFORD.			6143 Claremorris, ..	22	22
3368 Longford, ..	9	8			
3566 Granard, ..	15	14	ROSCOMMON.		
6811 Ballymahon, ..	16	15	3289 Boyle, ..	19	16
			4933 Castlereagh, ..	19	17
LOUTH.			6122 Strokestown, ..	8	8
3377 Dundalk, ..	33	30			
3382 Ardee, ..	24	20	SLIGO.		
			3330 Sligo, ..	23	23
MEATH.			8219 Tobercurry, ..	9	9
3410 Kells, ..	8	7			
14036 Trim Dist., B.	40	38			
14106 Do., G.	68	62	Gross Total, 118*	3,006	2,617
			Schools.		

* 4 Inoperative on 31st December, 1912.

LIST of TWENTY-SIX NATIONAL SCHOOLS attended by Pupils of INDUSTRIAL SCHOOLS, certified under the Act, who were chargeable to the Treasury Grant for Industrial Schools.

County.	Roll No.	School.	Religious Order of Conductors.	Number of Industrial School Pupils on Roll on 31st Dec., 1912.	Average daily Attendance of Industrial School Pupils for the year 1912.
Armagh, ..	15183	Church Place Convent ..	Sisters of Mercy, ..	8	4
Cavan, ..	8490	Cavan Convent, ..	Sisters of St. Clare, ..	49	52
Down, ..	15505	Nazareth Lodge, ..	Sisters of Nazareth, ..	70	57
Monaghan, ..	359	Monaghan Convent, ..	Sisters of St. Louis, ..	66	56
Tyrone, ..	10110	Strabane Convent, ..	Sisters of Mercy, ..	52	60
Clare, ..	7315	Ennis Convent, ..	Do., ..	58	62
Cork, ..	6376	Queenstown Convent, ..	Do., ..	41	37
" ..	15059	Baltimore Fishery, ..	Lay Teachers, ..	113	108
" ..	14299	St. Mary's Convent, ..	Sisters of Mercy, ..	50	54
Kerry, ..	13615	Tralee Convent (2), ..	Do., ..	70	67
" ..	13381	Killarney Mercy Convent, ..	Do., ..	34	30
" ..	15473	Do., do., Inft. ..	Do., ..	26	23
Limerick, ..	10684	Mount St. Vincent Convent, ..	Do., ..	17	15
Tipperary, ..	9407	Templemore Convent (St. Anne's), ..	Do., ..	60	57
" ..	581	Cashel Convent, ..	Presentation Sisters, ..	50	59
" ..	9432	Tipperary Convent, ..	Sisters of Mercy, ..	15	12
Longford, ..	8546	Newtownforbes Convent, ..	Do., ..	23	18
Westmeath, ..	15512	Moate Convent, ..	Do., ..	51	49
Wexford, ..	11986	Summerhill Convent, ..	Do., ..	60	60
Wicklow, ..	10162	St. Michael's Convent, ..	Do., ..	50	50
Galway, ..	6632	St. Vincent's Convent, ..	Do., ..	55	46
" ..	6839	Ballinasloe Convent, ..	Do., ..	34	32
Rosecommon, ..	13302	St. Francis Xavier's Convent, ..	Sisters of Charity, ..	31	30
" ..	15083	St. Mary's Convent, ..	Sisters of Mercy, ..	28	25
" ..	12754	St. Joseph's Convent (Summerhill), ..	Do., ..	76	74
Sligo, ..	11887	Banada Convent, ..	Sisters of Charity, ..	46	43

LIST OF FORTY-FIVE SCHOOLS in which SPECIAL GRANTS of SALARY in aid
of INDUSTRIAL INSTRUCTION were available on 30th June, 1913.

County.	Roll No.	School.	County.	Roll No.	School.
Armagh, ..	4415	Crossmaglen. G.	Tipperary, ..	11872	Carriek-on-Suir, Con- vent.
			" ..	13107	St. Joseph's, Convent.
Cavan, ..	16057	Belturbet, Convent.	" ..	4068	Thurles, Convent.
			Waterford, ..	11461	Dungarvan, Convent (1).
Down, ..	9725	Rostrevor, Convent.	" ..	13020	Stradbally, Convent.
" ..	7508	Canal-street, Convent.			
			Dublin, ..	2018	Baggot-street, Convent.
Monaghan, ..	359	Monaghan, Convent,	" ..	753	Central Model, G.
" ..	15329	Carriekmacross Convent.	Kildare, ..	13373	St. Michael's Convent.
			Kilkenny, ..	13885	Kilkenny, Convent.
Clare, ..	11800	Kilkee, Convent.	" ..	10478	St. Patrick's, Convent.
" ..	13374	Kilrush, Convent.	" ..	10835	Castlecomer, Convent.
			Longford, ..	12942	St. Joseph's, Convent.
Cork, ..	6376	Queenstown, Convent.	" ..	13846	Granard, Convent.
" ..	10047	Macroon, Convent.			
" ..	4268	Doneraile, Convent.	Louth, ..	8445	Ardee, Convent (2).
" ..	8430	Skibbereen, Convent.			
" ..	7651	Clonakilty, Convent.	Meath, ..	12489	Oldcastle, G.
" ..	14813	Rosscarbery, Convent.			
" ..	4572	Kinsale, Convent.	Queen's, ..	13937	Stradbally, Convent.
" ..	5257	Bandon, Convent.			
Kerry, ..	545	Tralee, Convent (1).	Wexford, ..	967	New Ross, Convent (1).
" ..	13530	Moyderwell, Convent.	" ..	12966	St. Mary's, George's- street, Convent.
" ..	14952	Castleisland, Convent.	" ..	8221	Templeshannon, Convent
" ..	13381	Killarney (Mercy), Con- vent.	" ..	14644	St. Joseph's, Convent.
" ..	13051	Killarney (Pres.), Con- vent.			
" ..	8320	Kenmare, Convent.	Galway, ..	13208	Gort, Convent.
Limerick, ..	14625	Doon, Convent.	Mayo, ..	14176	St. John's, Convent.

NOTE.—In addition to the 308* Evening Schools on this List, 15 schools were in operation during only portion of the session. Total, 323.

* Including Evening Schools conducted under the Alternative Rules.

LIST of EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1912-13, together with the average attendance of pupils—*continued*.

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
LEITRIM.			MAYO— <i>continued</i> .		
480	Manorhamilton ..	B. 27	1007	Killavalla ..	B. 16
545	Kiltyclogher ..	23	1074	Glenmask ..	B. 28
626	Ballaghameehan ..	19	1247	Kilbride ..	B. 26
633	Drumkeelanmore ..	31	1503	Ballycastle ..	B. 16
1216	Newtownmanor ..	32	2092	Pontoon ..	B. 23
1485	Glassdrummon ..	50	2356	Lisaniskea ..	G. 29
1491	Drumshambo ..	14	2411	Knappa ..	B. 23
1769	Corduff ..	40	2413	Creggagh ..	B. 46
1771	Sracomer ..	45	2428	Knockmore ..	B. 26
1965	Cloonty ..	18			
1966	Killaboggy ..	41			
2308	Glenade ..	22			
2309	Ahanlish ..	30		MEATH.	
2359	Meenymore ..	31	1258	Gortloney ..	41
2360	Killea ..	32	1428	Duleek ..	B. 20
2404	Beaghmore ..	32			
2433	Cloonsarn ..	21			
2431	Kilmore ..	33		MONAGHAN.	
2432	Drumnamore ..	52			
LIMERICK.			297	Drumsheeny ..	B. 19
			305	Dawson ..	29
			766	Cornagilta ..	27
78	St. Ita's ..	G. 56	1542	Inniskeen ..	B. 19
1729	SS. Mary and Munchin's ..	48	1973	Crappagh ..	13
	G.		2099	Killyfargy ..	35
1738	Broadford ..	B. 12			
1927	St. John's ..	G. 29		QUEEN'S.	
2375	Gurtavalla ..	B. 23			
LONDONDERRY.			143	Kilbricken ..	30
			148	Oak ..	B. 27
			199	Paddock ..	26
			1178	Clonad ..	17
68	Fallaghlool ..	B. 39			
882	Glendermott ..	B. 11		ROSCOMMON.	
1296	Tirkane ..	B. 35			
1325	St. Columba's ..	B. 75	137	Castlecoote ..	B. 26
1682	Artillery-street Convent ..	193	162	Clonfad ..	26
1751	Lisnamuck ..	B. 35	209	Northyard ..	B. 22
2357	Muldonagh ..	B. 30	233	Don ..	B. 25
2367	Cashel ..	11	244	Kiltycreighton ..	B. 18
2399	St. Columba's ..	G. 48	364	Boheroe ..	B. 31
			444	Gorthaganny ..	B. 10
			494	Taughmacconnell ..	B. 21
			543	Currasallagh ..	B. 38
			568	Clooncullane ..	B. 32
			761	Liscaul ..	B. 38
			1206	Aughalustia ..	B. 28
			1292	Clooncan ..	B. 14
			1499	Lismoil ..	B. 14
			1522	Kingsland ..	B. 26
			1600	Deerpark ..	B. 35
			1886	Derrynargon ..	B. 13
			2034	Ballintlewa ..	B. 16
			2056	Mount Allen ..	B. 22
LOUTH.					
2437	Muchgrange ..	B. 19			
MAYO.					
551	Belcarra ..	B. 23			
741	Gortjordan ..	B. 11			
846	St. Columba's (Cogaula) ..	30			
961	Dereendafderg ..	B. 29			

LIST of EVENING SCHOOLS to which capitation grants were paid at the end of the Session 1912-13, together with the average attendance of pupils—*continued.*

Reg. No.	School.	Average Attendance.	Reg. No.	School.	Average Attendance.
ROSCOMMON— <i>continued.</i>			TYRONE.		
2080	Grange .. B.	25	6	King's Island .. B.	30
2093	Connaught Rangers .. B.	19	7	Cookstown Convent ..	72
2387	Cootehall	25	1241	Aughur (1)	10
2434	Tarmon .. B.	31	1470	Ballyscally	18
2443	Castleplunkett .. B.	15	1621	Leggloghfin .. B.	27
2444	Meelick .. B.	21	1758	Trillick	24
			1914	Golan	20
	SLIGO.		2042	Roscor	18
493	Kilmacowen .. B.	31	2043	Drumharvey	11
513	Carney .. B.	22	2081	Knocknagor .. B.	26
544	Castlegal .. B.	29	2124	Knocknagor .. G.	18
546	Cliffoney .. B.	30	2125	Trillick	14
561	Cloonanure .. B.	22	2143	Grannan	24
564	Breaghwy .. B.	50	2390	Belleisle	22
948	Benbulbin .. B.	40	2406	St. Columbkille's ..	19
1160	Drumcassel .. B.	18	2407	Loughash	23
1212	Calry .. B.	32			
2164	Gillooly Memoria Hall B.	23		WATERFORD.	
2290	Lugnagal .. B.	31	90	Ballymacart .. B.	23
2425	Carrowerory .. B.	34	2111	St. Brigid's .. G.	103
			2112	Cappoquin Convent ..	13
	TIPPERARY.		2195	Endeavour .. B.	24
356	St. Joseph's Convent ..	27	2291	St. Joseph's Convent ..	25
390	Carrick-on-Suir Convent ..	43	2342	Portlaw Convent ..	14
720	Cahir Convent ..	48	2353	Dungarvan Convent (1)	52
979	Crogh .. B.	25			
1710	Commonaline .. B.	32		WESTMEATH.	
2345	Rossmore .. B.	21	1108	Ballymore .. B.	22
2438	Ballough .. B.	25	2316	Killeigh .. B.	34

LIST of TWELVE EVENING SCHOOLS to which Grants were paid under the Alternative Rules for Evening Schools in large Urban Centres.

County.	Reg. No.	School.
Antrim,	2185	Belfast Municipal Technical Institute.
Do.,	2225	St. Peter's, Boys'.
Do.,	2326	Lisburn, Boys'.
Carlow,	69	Graigue.
Cork,	2312	Fermoy.
Dublin,	359	St. Joseph's, Boys'.
Do.,	996	North Prince's-street, Boys'.
Do.,	2269	Harold, Boys'.
Do.,	2426	North Prince's-street, Girls'.
Sligo,	2424	Gillooly Memorial Hall.
Tipperary,	2132	Clonmel Savings' Bank.
Tyrone,	109	Loy, Boys'.

SCIENCE EQUIPMENT GRANTS made in the financial year, 1912 13.

Roll No.	School.	Amount.	Roll No.	School.	Amount.
ANTRIM.			CORK.		
1960	Millquarter ..	£ s. d. 7 10 0	14722	Schull Convent ..	£ s. d. 9 0 0
7333	Stanhope Street ..	7 10 0	2117	Maulatrahane ..	7 10 0
11009	Gortgill ..	7 10 0	2705	Rathbarry Girls' ..	7 10 0
9779	Tennent Street ..	9 0 0	2800	Kilmacdonagh ..	7 10 0
15024	Trinity ..	9 0 0	4447	Boherbee Girls' ..	7 10 0
2580	Ballydunmaul ..	7 10 0	12399	Bardinchy ..	7 10 0
ARMAGH.			13910	Crosshaven Convent	10 0 0
10856	Keady Convent ..	10 0 0	16184	Brinny ..	5 0 0
10948	Mullaghglass ..	7 10 0	12320	Glashakinleen Boys'	7 10 0
4138	Jonesboro' Boys' ..	7 10 0	467	Ballinspittal Boys'	7 10 0
9235	Lislooney ..	7 10 0	11496	Shandrum Boys' ..	7 10 0
CAVAN.			(£3 15s. locally sub-		
Nil.			scribed).		
DONEGAL.			11499	Shandrum Girls' ..	7 10 0
6185	Donoughmore ..	8 5 0*	(£3 15s. locally sub-		
14841	Raphoe (Robertson)	7 10 0	scribed).		
12306	Aughnahoo ..	7 10 0	10771	Queenstown Boys'	5 0 0
DOWN.			15551	Ballyheady Girls' ..	7 10 0
11864	Scarva ..	9 0 0	4230	Lisgoold Boys' ..	7 10 0
4344	Groomsport ..	7 10 0	9848	Kilmacowen Boys'	7 10 0
16196	Bryansford ..	7 10 0	14817	Ballyvoig Girls' ..	7 10 0
11430	Seapatrick ..	9 0 0	5478	Rockchapel ..	7 10 0
16154	St. Finian's Boys'	7 10 0	7101	Inchiclough ..	7 10 0
FERMANAGH.			15787	Gurtycloona ..	7 10 0
10840	Tempo (2) ..	5 0 0	KERRY.		
MONAGHAN.			2849	Kenmare Girls' ..	7 10 0
Nil.			1797	Listowel Boys' (1)	7 10 0
LONDONDERRY.			(£1 17s. 6d. locally		
9358	Eden ..	7 10 0	subscribed).		
TYRONE.			6091	Lansdowne ..	7 10 0
14932	Stewartstown (1) ..	7 10 0	6113	Kilquane ..	10 0 0
12329	Oldtown Girls' ..	7 10 0	10588	Islandanny Girls' ..	7 10 0
11144	Leckpatrick ..	7 10 0	10956	Castleisland Boys'	7 10 0
15190	Beltrim ..	7 10 0	16153	Maharees ..	9 0 0
CLARE.			15844	Ballyduff ..	7 10 0
441	Ruan ..	7 10 0	LIMERICK.		
12795	Kilclaran ..	7 10 0	8926	Adare ..	5 0 0
4548	Clonlara Boys' ..	5 0 0	9296	Adare Convent ..	7 10 0
10758	Shragh ..	7 10 0	10126	Nutgrove ..	7 10 0
13626	Kilnamona Girls' ..	7 10 0	10686	Ballyhahill Girls' ..	7 10 0
13561	Ballycar ..	7 10 0	10815	Raheenagh ..	7 10 0
			14101	Borrigone ..	7 10 0
			9595	St. Patrick's Boys'	7 10 0
			3786	Shanagolden Boys'	7 10 0
			7748	Monaleen Boys' ..	7 10 0
			9632	Ahalin Boys' ..	7 10 0
			TIPPERARY.		
			9432	Tipperary Convent	10 0 0
			13371	Borrisokane Convent	10 0 0
			2237	Dualla ..	7 10 0

* Corresponds with the £7 10s. grant—the difference being due to increased price of material.

SCIENCE EQUIPMENT GRANTS made in the financial year, 1912-13—*con.*

Roll No.	School.	Amount.	Roll No.	School.	Amount.
	WATERFORD.			WICKLOW.	
	Nil.	£ s. d.	11190	Granabeg ..	7 10 0
	CARLOW.			GALWAY.	
	Nil.				
	DUBLIN.		10455	Clondoyle ..	7 10 0
743	St. James' Convent	10 0 0	2386	Furbough ..	7 10 0
10607	Dominick Street ..	7 10 0	10675	Ballymana ..	7 10 0
12471	Our Lady's Mount Convent.	10 0 0	12706	Salerna Boys' ..	7 10 0
14515	East Wall Convent	10 0 0	12707	Salerna Girls' ..	7 10 0
			15072	Kilnadeema Girls' ..	7 10 0
	KILDARE.		14508	Cappagh Boys' ..	7 10 0
9414	Crookstown Boys'	7 10 0	6951	Cappagh Girls' ..	7 10 0
2105	Newbridge Boys' ..	9 0 0	15997	St. Brendan's Convent.	7 10 0
2291	Kildangan Boys' ..	7 10 0	16063	Ballinasloe Boys' ..	9 0 0
15498	Kildare ..	7 10 0	8446	Tullokyne ..	7 10 0
6757	Nurney ..	7 10 0	15817	Shanballymore ..	7 10 0
			15829	St. Joseph's (Ballinruane).	7 10 0
	KILKENNY.		1523	Kiltormer Girls' ..	7 10 0
5713	Coone Boys' ..	7 10 0	5310	Tynagh ..	7 10 0
			15534	Kilkerrin ..	7 10 0
	KINGS'.			LEITRIM.	
	Nil.		9438	Drumany ..	7 10 0
	LONGFORD.		13122	Hollymount (Tullyvacan).	7 10 0
3865	Ballymahon Convent	9 0 0		MAYO.	
8546	Newtownforbes Convent.	7 10 0			
12690	Ballymahon Boys'	7 10 0	13348	Seefin Girls' ..	7 10 0
14435	Carnadough Boys' ..	7 10 0	13502	Ballinrobe Convent	10 0 0
1568	Ballinalee Girls' ..	7 10 0	13517	St. Joseph's Convent Girls'.	9 0 0
12515	Killashee Boys' ..	7 10 0	14301	St. Joseph's Boys'	7 10 0
13846	Granard Convent ..	9 0 0	14302	St. Joseph's Girls'	7 10 0
	LOUTH.			ROSCOMMON.	
	Nil.		12960	Carrigeenroe Girls'	7 10 0
	MEATH.		13047	Lisacul Boys' ..	7 10 0
3380	Whitecross ..	7 10 0	6466	Scardane ..	7 10 0
	QUEEN'S.		8648	Drumpark Boys' ..	7 10 0
7442	Borris-in-Ossory Convent.	7 10 0	15980	Camcloon ..	7 10 0
15867	Knockaroe ..	7 10 0	7195	Mount Welcome ..	7 10 0
	WESTMEATH.		13979	St. Patrick's Girls'	7 10 0
	Nil.		15425	Fairymount Boys'	7 10 0
	WEXFORD.		13800	Currasallagh ..	7 10 0
16176	St. Catherine's .. (£2 10s. locally subscribed).	7 10 0	12594	Highlake Monastery	5 0 0
			13048	Lisacul Girls' ..	7 10 0
				SLIGO.	
			12426	Annaghmore Boys'	7 10 0

TEACHERS' PENSIONS, &c.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1912, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The thirty-third year of the operation of the Act ended on the 31st December, 1912.

2. The fluctuation of numbers on the Pension List under the Act was as follows :—

— — —	MEN.					WOMEN.					Total both Sexes.
	3rd Grade.	2nd Grade.	1 ² Grade.	1 ¹ Class.	Total.	3rd Grade.	2nd Grade.	1 ² Grade.	1 ¹ Class.	Total.	
On the Books on the 31st December, 1911.	2,562	1,506	1,397	150	5,705	4,934	1,251	857	130	7,172	12,877
First appointed in 1912.	229	—	—	—	229	465	—	—	—	465	694
Re-appointed, 1912, ..	45	7	4	—	56	107	7	—	—	114	170
Became Principal Teacher, 1912.	—	8	2	—	10	—	6	2	—	8	18
Became Assistant Teacher, 1912.	—	—	—	—	—	3	—	—	—	3	3
Promoted, 1912, ..	—	47	18	10	75	—	31	23	7	61	136
Depressed, 1912, ..	—	—	—	—	—	—	—	—	—	—	—
	2,836	1,658	1,421	160	6,075	5,509	1,295	882	137	7,823	13,898
Removed from List on account of age or receipt of Pension.	20	29	21	8	78	57	35	20	6	118	196
Quitted the Service, 1912.	121	10	7	—	147	225	14	7	—	246	393
Promoted, 1912 ..	47	18	10	—	75	32	22	7	—	61	136
Became Principal Teacher, 1912.	10	—	—	—	10	8	—	—	—	8	18
Became Assistant Teacher, 1912.	—	—	—	—	—	—	3	—	—	3	3
Depressed, 1912, ..	—	—	—	—	—	—	—	—	—	—	—
Died, 1912, ..	10	9	3	2	24	21	8	3	1	33	57
Remained on Books 31st December, 1912.	2,628	1,583	1,880	150	5,741	5,166	1,213	845	130	7,354	13,095

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rule 21 are as follows :—

— — —	Men.	Women.	Total.
On the Books 31st December, 1911.	30	34	64
Re-appointed 1912, ..	—	—	—
Total, ..	30	34	64
Removed from Establishment on account of Age or on receipt of Pension in 1912, ..	4	3	7
Died in 1912, ..	—	—	—
Resigned or dismissed, 1912, ..	—	1	1
On the Books, 31st December, 1912, ..	26	30	56
<i>Supplemental Pensions.</i>			
Amount payable on 31st December, 1911, ..	£ 721 12 2	£ 1,354 12 7	£ 2,076 4 9
Granted in 1912, ..	102 4 4	97 0 0	199 4 4
Ceased in 1912, ..	115 19 4	5 8 3	121 7 7
Amount payable 31st December, 1912, ..	707 17 2	1,446 4 4	2,154 1 6

4. The Pensions granted were as follows :—

	MEN.										WOMEN.										Total both Sexes.	
	3rd Grade.		2nd Grade.		1 st Grade.		1 st Class.		Total.		3rd Grade.		2nd Grade.		1 st Grade.		1 st Class.		Total.			
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£
Total on 31st December, 1911.	385	10,871	424	16,777	119	6,763	64	5,388	992	39,798	572	11,736	503	15,013	201	8,594	78	4,457	1,354	39,800	2,346	79,598
PENSIONS GRANTED IN 1912.																						
For Ill-health,	1	3	2	14	1	12	-	-	4	29	6	27	3	14	1	9	-	-	10	50	14	79
On Voluntary Retirement,	12	314	9	332	6	377	1	88	28	1,111	9	188	10	277	6	208	1	49	26	722	54	1,833
On Compulsory Retirement,	6	210	19	876	14	840	7	680	46	2,606	41	1,025	25	850	13	645	5	369	84	2,889	130	5,495
Total,	404	11,398	454	17,999	140	7,991	72	6,156	1,070	43,544	628	12,976	541	16,154	221	9,456	84	4,875	1,474	43,461	2,544	87,005
PENSIONS CEASED IN 1912.																						
Through Death,	26	784	32	1,268	11	489	6	525	75	3,066	21	384	17	486	6	275	1	63	45	1,208	120	4,274
Otherwise,	-	-	-	-	-	-	-	-	-	-	5	18	2	14	-	-	-	-	7	32	7	32
Pensions payable on 31st December, 1912.*																						
	378	10,614	422	16,731	129	7,502	66	5,631	995	40,478	602	12,574	522	15,654	215	9,181	83	4,812	1,422	42,221	2,417	82,699

*Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the years 1880-1911, and 1912, respectively.

	MEN.								WOMEN.							
	3rd Grade.		2nd Grade.		1 st Grade.		1 st Class.		3rd Grade.		2nd Grade.		1 st Grade.		1 st Class.	
	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.	1880-1911.	1912.
Average age on :—																
Promotion, ..	20.78	21.59	24.50	35.43	29.81	39.00	32.46	48.60	21.34	22.22	24.39	33.87	29.88	39.80	32.62	49.33
Resignation or Dismissal.	26.62	27.45	30.77	41.00	34.82	37.57	37.31	—	26.79	27.55	29.56	37.33	32.23	40.50	35.15	—
Re-appointment,	27.85	30.69	30.93	42.29	33.83	44.00	36.09	—	27.41	29.04	29.65	42.40	33.38	—	35.27	—
Retirement, ..	56.51	59.74	58.29	62.17	59.87	63.05	60.74	64.75	49.79	57.40	52.63	58.86	54.60	57.68	56.08	60.43
Death, ..	38.57	39.36	42.71	52.50	44.15	42.50	47.71	55.50	35.21	41.52	38.75	45.00	42.33	41.67	42.92	56.00

6. The Number of Teachers paying Premiums, or in receipt of Pensions, on the 31st December of each of the undermentioned years, and the amounts paid each year under these heads, were as follows :—

YEAR.	PREMIUMS.		PENSIONS.	
	No. paying Premiums.	Amount paid.	No. of Pensions payable.	Amount paid.
1890 ..	10,700	£ 9,151	876	£ 29,237
1900 ..	11,838	23,414	1,529	50,801
1910 ..	12,721	24,286	2,282	74,825
1911 ..	12,877	24,252	2,346	78,685
1912 ..	13,095	24,656	2,417	81,222

(1.) The "REID" BEQUEST.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of education in the County Kerry, the Commissioners of National Education, having considered the answering of the monitors employed in the National Schools of that County, at the annual examinations of 1912, awarded prizes as follows :—

MONITORS EXAMINED UPON FINAL YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize.
12832 Killorglin Boys', ..	James Begley,	1st Prize £ 25
1793 Killarney Monastery, ..	Maurice O'Donovan, ..	2nd „ 22
14767 Aghacasta,	Timothy Spillane, ..	3rd „ 20
1793 Killarney Monastery, ..	Patrick Pigott,	4th „ 18
1704 Rathmore Boys' ..	Cornelius O'Leary, ..	5th „ 16
11067 Duagh Boys,' ..	William Hickie,	6th „ 14

MONITORS EXAMINED UPON FIRST YEAR PROGRAMME.

Roll No. and School.	Name of Monitor.	Prize.
9650 Meentogues Boys', ..	Thomas O'Connor, ..	1st Prize £ 20
12833 Killorglin Boys', ..	John Sugrue,	2nd „ 18
1704 Rathmore Boys', ..	Michael Flavin,	3rd „ 16
9302 Glenflesk,	Daniel O'Donoghue, ..	4th „ 14

- (2). LIST of KING'S SCHOLARS in order of merit who passed their Final Year's Examination in July, 1912, and qualified for Certificates of Competency in Irish, and to whom Prizes of £5 each have been awarded.

The Training Colleges are indicated thus:—

C.N.E. "Marlborough-street" Dublin. St. M. "St. Mary's" (Belfast).
St. P. "St. Patrick's" (Drumcondra). M.I. "Mary Immaculate" (Limerick).
O.L.M. "Our Lady of Mercy" (Blackrock). D.L.S. "De La Salle" (Waterford).

County.	Roll No.	School.	Name of King's Scholar.	Training College.
Kerry ..	-	Christian Schools ..	Michael Hanifin ..	D.L.S.
Kerry ..	1695	Ardamore ..	Patrick Ashe ..	D.L.S.
Donegal ..	15016	Letterkenny Con.	Anne Doogan ..	St. M.
Galway ..	1326	Trichill B. ..	John Raftery ..	D.L.S.
Cork ..	3828	Youghal Convent ..	Elizabeth Hanly ..	M.I.
Cork ..	5567	Adrigole B. ..	Cornelius O'Shea ..	D.L.S.
Monaghan ..	15491	Clones Convent Inft.	Anne M'Carney ..	St. M.
Monaghan ..	15041	Clones Convent G.	Annie Quinn ..	St. M.
Cork ..	5567	Adrigole B. ..	Edward Goggin ..	D.L.S.
Roscommon ..	7722	St. Peter's Convent	Ellen M. Croghan ..	St. M.
Down ..	14773	St. Malachy's G. ..	Catherine Keenan ..	St. M.
Tyrone ..	14272	Omagh ..	Sarah O'Doherty ..	St. M.
Galway ..	-	St. Francis', Mount Bellew.	Albert Cunnane ..	D.L.S.
Waterford ..	15046	St. Stephen's Mon.	Lawrence O'Brien ..	D.L.S.
Antrim ..	-	Lisburn Convent ..	Hanna O'Sullivan ..	C.N.E.
Dublin ..	-	Ecclez Street Con.	Margaret Walsh ..	St. M.
Donegal ..	3076	Coguish ..	John Byrne ..	St. P.
Limerick ..	14231	Nicker B. ..	Peter P. Clarke ..	D.L.S.
Sligo ..	15051	Quay Street Senior	James P. Donnellan	D.L.S.
Cork ..	15397	St. Michael's ..	Humphrey Lynch	D.L.S.
Cork ..	2016	Knocknagoun ..	Patrick Ring ..	D.L.S.
Clare ..	14238	Gortown ..	Margaret Flanagan	M.I.
Galway ..	7724	Curraghmore ..	Mary Treacey ..	O.L.M.
Cork ..	5567	Adrigole B. ..	Patrick J. Doyle ..	D.L.S.
Carlow ..	683	Tullow Monastery	John Hutton ..	St. P.
Cork ..	506	Macroom B. (1) ..	John Twohig ..	St. P.
Cork ..	1685	Knocknagree ..	Patrick Sheehan ..	D.L.S.
Limerick ..	6569	St Anne's ..	Mary Finn ..	M.I.
Waterford ..	-	Christian Brothers'	Thomas P. Hanly ..	D.L.S.
Waterford ..	15046	St. Stephen's Mony.	John F. Dineen ..	D.L.S.

In addition to the above, the under-mentioned King's Scholars also passed the examination, but, being already certificated in Irish, were ineligible for the award of a prize:—

Timothy O'Kelly (D.L.S.), Curraghpoor Boys' School, Co. Tipperary, R. No. 14008.

Francis H. Power (D.L.S.).

Timothy O'Sullivan (C.N.E.), Lurgan Boys' Model School, Co. Armagh, R. No. 8540.

Mary A. Flood (St. M.), Bishopswood N. School, Co. Tipperary, R. No. 15535

(3). CARLISLE AND BLAKE PREMIUMS.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National schools the interest accruing from certain funds at their disposal in premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums is distributed in premiums of £5 each—one for the most deserving principal teacher in each of the circuits every year, upon the following conditions:—

- (a.) that the average attendance and the regularity of the attendance of the pupils are satisfactory;
- (b.) that a fair proportion of the pupils have passed in the higher standards;
- (c.) that, if a boys' or mixed school, taught by a master in a rural district, the elements of the sciences underlying agriculture are fairly taught to the boys of the senior standards; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) that the state of the school has been reported during the previous two years as satisfactory in respect of efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Commissioners' rules.

3. No teacher is eligible for a premium more frequently than once in five years.

CARLISLE AND BLAKE PREMIUMS for the year ended 31st December, 1912.

Circuit.	Roll No. and School.	Teacher.
1	10586 Milford	William Crawford.
2	12674 Ogilby Trust	Henry J. Phillips.
3	2920 Racavan	Malcolm Templeton.
4	16062 Drumglass B.	William N. Thornberry.
5	14864 Cornahilta	Mrs. Mary K. Dick.
6	8702 Milford	Thomas Todd.
7	15019 Skegoncill	Hugh Magill.
8	14752 Rosetta	Isaac Harvey.
9	881 Moyalty G.	Miss Elizabeth Brien.
10	12067 Curry G.	Miss Annie M. Burke.
11	14916 Josephian G.	Miss Catherine Dowling.
12	15783 Shillelagh (2)	Thomas Kennedy.
13	13348 Seefinn G.	Mrs. Mary J. Gilmore.
14	12353 Mount Bellew G.	Mrs. Mary Wall.
15	12572 Brosna B.	Thomas Caron.
16	4776 Fairymount B.	Stephen O'Neill.
17	12557 Kilnaboy	Denis Kelliher.
18	14957 Glenbane	Patrick Leahy.
19	14255 Danescastle G.	Miss Mary E. Rodmond.
20	5170 Castlemaine G.	Mrs. Margaret Corcoran.
21	13648 St. Luke's B.	John M. Kennelly.
22	5334 Passago West B.	Thomas Jones.

COMPULSORY EDUCATION.

IRISH EDUCATION ACT. 1892.

(a). PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1912.

County.	Name of Urban District.	Name of Rural District.
Antrim, ..	Ballyclare,	Aghalee.
" ..	Ballymena,	Antrim.
" ..	Ballymoney,	Ballycastle.
" ..	Carrickfergus,	Ballymena.
" ..	Larne,	Ballymoney.
" ..	Lisburn,	Belfast.
" ..	Portrush,	Larne.
" ..	—	Lisburn.
" ..	—	—
Antrim & Down,	Belfast Co. Borough, ..	—
Armagh, ..	Lurgan,	Armagh.
" ..	Portadown,	Lurgan :—Lurgan Division.
" ..	Tandragee,	" Portadown Division.
" ..	—	Newry No. 2.
" ..	—	Tandragee.
Carlow, ..	Bagenalstown,	Carlow :—Bagenalstown Division.
" ..	Carlow,	" Ballon Division.
" ..	Tullow,	" Borris Division.
" ..	—	" Tinryland Division.
Cavan, ..	Belturbet,	—
" ..	Cavan,	—
" ..	Cootehill,	—
Clare, ..	Ennis,	Corofin.
" ..	Kilrush,	Killadysert.
" ..	—	Kilrush.
Cork, ..	Clonakilty,	—
" ..	Fermoy,	—
" ..	Kinsale,	—
" ..	Midleton,	—
" ..	Queenstown,	—
" ..	Cork Co. Borough, ..	—
Donegal, ..	Letterkenny,*	Dunfanaghy.
" ..	—	Londonderry No. 2.
" ..	—	Strabane No. 2.
Down, ..	Banbridge,	Banbridge :—Annaclone Divn.
" ..	Bangor,	" Banbridge Divn.
" ..	Donaghadee,	" Dromore Divn.
" ..	Downpatrick,	" Moneyslane Divn.

*In this case the provisions of the Act were not enforced.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed
on 31st December, 1912—*continued*

County.	Name of Urban District.	Name of Rural District.
Down.	Dromore,	Castlereagh.
"	Holywood,	Downpatrick :—Ballynahinch Div.
"	Newcastle,	" Downpatrick Div.
"	Newry.	" Killyleagh Divn.
"	Newtownards,	" Portaferry Divn.
"	Warrenpoint,	Hillsborough.
"	—	Kilkeel :—Bryansford Division.
"	—	" Kilkeel Division.
"	—	Moirs :—Waringstown Divn.
"	—	" Moira Divn.
"	—	Newry No. 1.
"	—	Newtownards.
Dublin,	Blackrock,	Balrothery :—Balbriggan Divn.
"	Dalkey,	" Garristown Divn.
"	Killiney and Ballybrack,	" Malahide Divn.
"	Kingstown,	Celbridge No. 2.
"	Pembroke,	North Dublin.
"	Rathmines and Rathgar,	Rathdown No. 1.
"	Dublin (Co. Borough) —	South Dublin.
"	Clontarf Division.	
"	" Drumcondra,	—
"	&c., Division.	—
"	" New Kilmain-	—
"	ham Division.	
"	" North West	—
"	Division.	
"	" North East	—
"	Division.	
"	" South West	—
"	Division.	
"	" South East	—
"	Division.	
Fermanagh,	Enniskillen,	Clones (2).
"	—	Enniskillen.
"	—	Irvinestown.
"	—	Lisnaskea :—East side.
"	—	" West side.
Galway,	Ballinasloe,	Clifden.
"	Galway,	Loughrea.
"	—	Oughterard.
"	—	Tuam.
Kerry,	Killarney,	Caherciveen.
"	Tralee,	Dingle.
"	—	Kenmare.
"	—	Killarney.
"	—	Listowel.
"	—	Tralee.
Kildare,	Athy,	Athy No. 1 :—Athy Dispensary
"	Naas,	District.
"	—	" Castledermot Dispen-
"	—	sary District.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1912—*continued*.

County.	Name of Urban District.	Name of Rural District.
Kildare, ..	Newbridge,* ..	Athy No. 1 :—Fontstown Dispensary District.
" ..	—	" Monasterevan Dispensary District.
" ..	—	Baltinglass No. 3.
" ..	—	Celbridge No. 1.
" ..	—	Edenderry No. 2.
" ..	—	Naas No. 1 —Clane Division.
" ..	—	" Kildare Division.
" ..	—	" Naas Division.
Kilkenny, ..	Kilkenny, ..	Castlecomer.
" ..	—	Urlingford No. 1.
King's, ..	Birr, ..	Birr No. 1 :—Banagher Division.
" ..	—	" Birr Division.
" ..	—	" Fermagh Division.
" ..	—	Clonegowan.
" ..	—	Roscrea No. 2.
Limerick, ..	Limerick Co. Borough,	Croom.
" ..	—	Glin.
" ..	—	Kilmallock.
" ..	—	Limerick No. 1.
" ..	—	Mitchelstown No. 2.
" ..	—	Newcastle.
" ..	—	Rathkeale.
" ..	—	Tipperary No. 2.†
Londonderry, ..	Coleraine, ..	Coleraine.
" ..	Limavady, ..	Limavady.
" ..	Londonderry County Borough.	Londonderry (1).
" ..		Magherafelt.
Longford, ..	Granard, ..	Ballymahon :—Abbeyshrule Dispensary.
" ..	Longford, ..	" Ballymahon Dispensary.
" ..	—	Granard.
" ..	—	Longford :—Drumlisk Division.
" ..	—	" Killashee Division.
" ..	—	" Longford Division.
Louth, ..	Drogheda, ..	Ardee No. 1.
" ..	Dundalk, ..	Dundalk.
" ..	—	Louth.
Mayo, ..	Ballina, ..	—
" ..	Castlebar, ..	—
Monaghan, ..	Clones, ..	—
Queen's ..	Mountmellick, ..	—
" ..	—	Abbeyleix :—Abbeyleix Division.
" ..	—	" Rathdowney Division.
" ..	—	Athy (2) :—Ballylinan Division.
" ..	—	" Stradbally Division.
" ..	—	Mountmellick :—Maryboro' Divn.

* In this case the provisions of the Act were not fully enforced.

† In this case the provisions of the Act were not enforced.

(a.) PLACES in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1912—*continued*.

County.	Name of Urban District.	Name of Rural District.
Queen's, ..	—	Mountmellick :—Mountmellick Div.
" ..	—	" Mountrath Divn.
" ..	—	Roscrea (3).
" ..	—	Slievemargy.
Roscommon, ..	—	Castlerea.
" ..	—	Roscommon.
Tipperary, ..	Carrick-on-Suir, ..	Birr No. 2.
" ..	Cashel, ..	Borrisokane.
" ..	Clonmel, ..	Nenagh.
" ..	Nenagh, ..	Roscrea No. 1.
" ..	Templemore, ..	Slievardagh.
" ..	Thurles, ..	Thurles.
" ..	Tipperary, ..	Cashel :—Cashel Division.
" ..	—	" Fethard Division.
" ..	—	" Killenaule Division.
" ..	—	" Kilpatrick Division.
" ..	—	Gortnahoe.
Tyrone, ..	Aughnacloy, ..	Clogher :—Aughnacloy Dispensary District.
" ..	Cookstown, ..	" Ballygawley Dispensary District.
" ..	Omagh, ..	" Clogher Dispensary District.
" ..	Strabane, ..	" Fivemiletown Dispensary District.
" ..	—	Castlederg.
" ..	—	Cookstown.
" ..	—	Dungannon :—No. 1 Division.
" ..	—	" No. 2 Division.
" ..	—	Omagh.
" ..	—	Strabane No. 1. ;—Plumbbridge Division.
" ..	—	" Newtown-stewart Division.
" ..	—	" Dunamanagh Division
" ..	—	Trillick.
Waterford, ..	Dungarvan, ..	—
" ..	Lismore, ..	—
" ..	Waterford Co. Borough,	—
Westmeath, ..	Athlone, ..	—
Wexford, ..	Enniscorthy, ..	Enniscorthy.
" ..	Gorey, ..	—
" ..	New Ross, ..	New Ross.
" ..	Wexford, ..	—
Wicklow, ..	Bray, ..	Baltinglass No. 1. :—Dunlavin Division.
" ..	Wicklow, ..	Naas No. 2.*
" ..	—	Rathdown No. 2.
" ..	—	Rathdrum :—Newcastle Dispensary;

* In this case the provisions of the Act were not enforced.

(b.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES existed on 31st December, 1912, together with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Carlow,	86.8	Belfast,	75.5
Dalkey,	84.5	Cookstown,	75.5
New Ross,	83.9	Waterford,	75.5
Mountmellick,	83.1	Ballyclare,	75.4
Killarney,	81.6	Granard,	75.2
Banbridge,	81.3	Limavady,	75.2
Queenstown,	81.2	Clones,	75.0
Drogheda,	80.7		
Athlone,	80.6	Strabane,	74.9
Naas,	80.3	Cork,	74.8
Londonderry,	80.0	Wexford,	74.7
Templemore,	80.0	Bagenalstown,	74.4
		Ennis,	74.4
Carriack-on-Suir,	79.2	Cashel,	74.3
Portrush,	79.0	Letterkenny,†	74.3
		Newtownards,	74.2
Carriackfergus,	78.6	Larne,	74.1
Donaghadee,	78.3	Midleton,	74.0
Aughnacloy,	78.0		
Blackrock,	78.0	Clonmel,	73.9
Coleraina,	78.0	Ballinasloe,	73.8
		Longford,	73.8
Ballymena,	77.7	Portadown,	73.8
Nenagh,	77.6	Kilrush,	73.5
Lismore,	77.5	Tanderagee,	73.4
Bangor,	77.3	Lurgan,	73.3
Tullow,	77.3	Kilkenny,	73.2
Holywood,	77.2	Castlebar,	73.1
Ballina,	77.1	Dungarvan,	73.1
Downpatrick,	77.1		
Kinsale,	77.1	Belturbet,	72.5
Enniskillen,	77.0	Limerick,	72.1
		Tipperary,	72.0
Newbridge,*	76.9		
Killiney and Ballybrack,	76.6	Tralee,	71.4
Clonakilty,	76.5	Omagh,	71.3
Fermoy,	76.5	Bray,	71.0
Lisburn,	76.5	Galway,	71.0
Thurles,	76.5		
Kingstown,	76.4	Dromore,	70.8
Pembroke,	76.3	Newry,	70.6
Dundalk,	76.1	Newcastle (Down),	70.3
Dublin,	76.1	Enniscorthy,	70.2
Gorey,	76.0		
Rathmines and Rathgar	76.0	Warrenpoint,	69.9
		Cootehill,	69.1
Ballymoney,	75.9		
Birr,	75.8	Wicklow,	67.7
Cavan,	75.7	Athy,	67.2

* In this case the provisions of the Act were not fully enforced.
† Do. do. not enforced.

(c.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES existed on the 31st December, 1912, together with the Per-centage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Slievemargy,	78.9	Birr (1),	70.9
North Dublin,	78.7	Roscrea (2),	70.9
Balrothery,	78.4	Glin,	70.8
Celbridge (2),	78.3	Kilkeel,	70.6
Newtownards,	78.3	Cashel,	70.4
Athy (2),	77.8	Irvinestown,	70.3
Carlow,	77.6	Birr (2),	70.2
Castlecomer,	76.9	Lurgan,	70.2
Rathdown (1),	76.5	Killadysart,	70.1
Kilmallock,	76.0	Londonderry (1),	69.9
Louth,	75.6	Ballymoney,	69.8
Antrim,	75.3	Nenagh,	69.8
Corofin,	75.0	Roscrea (1) (including town).	69.6
Killarney,	75.0	Kenmare,	69.4
Celbridge (1),	74.7	Newry (2) (including Town of Bessbrook).	69.1
Dingle,	74.7	Tipperary (2)*,	69.0
Belfast,	74.6	Borrisokane,	68.9
Rathdown (2),	74.6	Coleraine,	68.8
Abbeyleix,	74.3	Banbridge (excluding Town of Gilford).	68.7
Croom,	74.2	Castlederg,	68.6
South Dublin,	74.0	Longford,	68.5
Ballymena,	73.9	Roscrea (3),	68.5
Thurles,	73.8	Londonderry (2),	68.4
Cloneygowan,	73.8	Enniskillen,	68.4
Edenderry (2),	73.7	Listowel,	68.3
Larne,	73.7	Ballycastle,	68.2
Castlereagh,	73.6	Clones (2),	68.2
Slievardagh,	73.5	Trillick,	68.2
Urrlingford (1),	73.3	Athy (1),	68.0
Moir,	73.2	Strabane (2),	67.9
Ardee (1),	72.8	Omagh,	67.7
Hillsborough,	72.8	Dungannon,	67.6
Gortnahoe,	72.7	Strabane (1),	67.6
Mountmellick,	72.6	Lisnaskea,	67.5
Naas (1),	72.5	Granard,	67.5
Limerick (1),	72.4	Magherafelt,	67.5
Downpatrick,	72.3	New Ross,	67.5
Newcastle,	72.3	Loughrea,	67.1
Tralee,	72.3	Baltinglass (3),	67.0
Dundalk,	72.2	Clifden,	67.0
Lisburn,	72.0	Clogher,	66.8
Rathdrum† (Newcastle and Annamoe District).	72.0	Tuan,	66.4
Baltinglass† (Dunlavin Division).	71.9	Cookstown,	65.8
Mitchelstown (2),	71.9	Enniscorthy,	65.8
Naas (2),*	71.9	Kilrush,	65.8
Caheriveen (including Town).	71.9	Dunfanaghy,	65.5
Ballymahon,	71.8	Castlereagh,†	65.0
Armagh,	71.6	Limavady,	64.4
Rathkeale,	71.4	Roscommon,§	63.7
Tanderagee,	71.4	Newry (1),	63.1
Aghalee,	71.0	Oughterard,	62.8

* In this case the provisions of the Act were not enforced.

† Part only of Rural District.

‡ Committee formed 1st October, 1912.

§ Committee formed 1st November, 1912.

(d.) URBAN AREAS in which SCHOOL ATTENDANCE COMMITTEES did *not* exist on the 31st December, 1912, together with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls.

Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Urban Area.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
*Edenderry,	88.2	Callan,	75.4
Kells,	83.8	*Dungannon,	75.2
Skibbereen,	81.1	Castleblayney,	74.4
Trim,	80.4	Ballybay,	74.3
Bantry,	80.2	Mallow,	74.1
*Balbriggan,	79.6	Youghal,	74.1
*Armagh,	79.1	*Listowel,	74.0
*Gilford,	78.2	*Arklow,	73.5
Macroon,	77.6	*Newcastle (Limerick),	73.4
*Antrim,	77.4	Roscommon,	73.4
Sligo,	76.0	Navan,	72.5
Tullamore	76.6	Bandon,	72.3
Mullingar,	76.4	*Ardee,	72.2
*Keady,	76.4	Ballyshannon,	72.0
Monaghan,	76.0	Boyle,	71.8
Westport,	76.0	*Kilkee,	71.2
Carrickmacross,	75.9	*Tuam,	71.0
*Rathkeale,	75.7	*Loughrea,	69.4
*Fethard,	75.5	*Maryboro',	65.0

* Although there was no committee for the urban area, a committee was in operation in the adjoining rural district.

(e.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1912, together with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Dunshaughlin, ..	76.2	Meath, ..	70.8
Kilbeggan, ..	76.0	Clogheen (including Town of Caher), ..	70.6
		Kanturk, ..	70.4
Cork (and Passage West), ..	75.9	Thomastown, ..	70.3
Castletown, ..	75.2	Carrick-on-Suir, (2), ..	70.2
Midleton, ..	75.0	Oldcastle, ..	70.2
		Tulla, ..	70.2
Edenderry (1), ..	74.7	Crossmaglen, ..	70.1
Ardee (2), ..	74.3	Mitchelstown (including Town), ..	70.0
Edenderry (3), ..	74.3	Waterford (2), ..	70.0
Kilkenny, ..	74.3		
Mullingar, ..	74.3	Dunmanway, ..	69.9
Waterford, ..	74.1	Tullamore, ..	69.8
Carrick-on-Suir (3), ..	74.0	Idrone, ..	69.7
		Clonmel (2), ..	69.5
Skibbereen, ..	73.8	Dungarvan, ..	69.5
Lisnore, ..	73.8	Wexford, ..	69.1
Fermoy, ..	73.7	Carrick-on-Suir (1), ..	69.0
Mallow, ..	73.5		
Charleville (including Town of Charleville), ..	73.2		
Trim, ..	73.1	Ballyshannon (including Town of Bundoran), ..	68.9
Clonmel, ..	73.0	Athlone, ..	68.7
		Ennistymon, ..	68.5
Navan, ..	72.6	Gort, ..	68.5
Youghal (1), ..	72.6	Kells, ..	68.5
Kinsale, ..	72.5	Rathdrum (excluding Newcastle and Annamoe Dispensary Districts.), ..	68.5
Youghal (2), ..	72.5		
Skull, ..	72.3	Sligo, ..	68.5
Callan, ..	72.2	Ennis, ..	68.4
Delvin, ..	72.1	Glenties, ..	68.4
Bantry, ..	72.0	Macroom, ..	68.4
		Strokestown, ..	68.2
Clonakilty, ..	71.8	Cooile, ..	68.0
Limerick (2), ..	71.6		
Baltinglass (excluding Dunlavin Division), ..	71.4	Ballymore, ..	67.7
Tipperary (1), ..	71.4	Scariff, ..	67.7
Millstreet, ..	71.3	Gorey, ..	67.1
Bandon, ..	71.0		

(e.) RURAL DISTRICTS in which SCHOOL ATTENDANCE COMMITTEES did not exist on the 31st December, 1912, together with the Percentage of the Average Daily Attendance of Pupils to the Average Number of Pupils on Rolls—*continued*.

Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.	Name of Rural District.	Percentage of Average Daily Attendance of Pupils to Average No. of Pupils on Rolls.
Portumna,	66·8	Mountbellew,	63·6
Ida,	66·7	Enniskillen (2),	63·1
Kilmacthomas,	66·7	Glenamaddy,	63·0
Stranorlar,	66·6	Manorhamilton,	63·0
Cavan,	66·4		
Baltinglass (2),	66·3		
Castlerahan,	66·1		
Donegal,	66·0	Innishowen,	62·8
		Castlebar,	62·6
Bawnboy,	65·9	Ballinamore,	62·5
Athlone (2),	65·5	Kinlough,	62·2
Claremorris,	65·2	Belleek,	62·1
Ballinrobe,	65·0	Ballinasloe (1),	62·0
Clones (1),	65·0	Cootehill (2),	62·0
		Mullaghoran,	62·0
		Tobercurry,	62·0
Westport,	64·9		
Bailieborough,	64·8		
Carrick-on-Shannon (1),	64·7	Boyle (2),	61·5
Boyle (1),	64·6	Letterkenny,	61·4
Monaghan,	64·6	Killala,	61·2
Shillelagh,	64·4	Swineford,	61·1
Galway,	64·1		
Milford,	64·1		
Carrickmacross,	64·0	Ballina,	60·7
		Belmullet,	60·5
Ballyvaughan,	63·9		
Carrick-on-Shannon (2),	63·9		
Castleblayney,	63·7		
Mohill,	63·7	Ballinasloe (2),	59·7
Cootehill (1),	63·6	Dromore West,	59·3

TABLE showing, according to Provinces and Counties, the number 1912, of 2,303 SCHOOLS which were attended

PROVINCES AND COUNTIES.	Total No. of Schools attend- ed by both R.C. and Prot. Pupils.	SCHOOLS UNDER ROMAN CATHOLIC TEACHERS.							SCHOOLS	
		No. of Schools.	Pupils on the Rolls on 31st December, 1912.						No. of Schools.	Pupils R.C.
			R.C.	E.C.	Pres.	Meth.	Others	Total.		
ULSTER.										
Antrim, ..	172	48	2,665	170	213	-	-	3,048	120	479
Armagh, ..	70	28	1,920	58	51	2	-	2,031	41	197
Cavan, ..	70	56	3,036	212	17	6	7	3,278	12	72
Donegal, ..	155	99	5,821	311	170	10	4	6,316	53	406
Down, ..	145	45	2,936	116	170	-	7	3,229	93	422
Fermanagh, ..	93	51	2,617	267	12	26	2	2,924	38	274
Londonderry, ..	126	50	2,610	105	240	7	4	2,966	71	438
Monaghan, ..	74	47	3,257	133	62	-	-	3,452	26	148
Tyrone, ..	180	85	4,071	316	214	31	6	4,638	89	663
Total, ..	1,085	509	28,933	1,688	1,149	82	30	31,882	543	3,099
MUNSTER.										
Clare, ..	41	41	3,965	94	-	-	3	4,062	-	-
Cork, ..	176	163	15,331	440	7	15	9	15,802	10	39
Kerry, ..	72	69	7,509	175	23	-	3	7,710	3	11
Limerick, ..	63	58	4,609	108	8	16	10	4,751	4	14
Tipperary, ..	74	68	5,231	155	13	1	4	5,404	6	38
Waterford, ..	23	22	2,431	43	-	-	-	2,474	1	2
Total, ..	449	421	39,076	1,015	51	32	29	40,203	24	104
LEINSTER.										
Carlow, ..	24	20	1,886	45	-	2	7	1,940	4	9
Dublin, ..	85	40	4,549	100	4	5	4	4,662	38	146
Kildare, ..	24	23	2,110	74	2	-	6	2,192	1	1
Kilkenny, ..	40	37	2,481	81	1	1	4	2,568	2	2
King's, ..	45	41	2,830	123	-	-	-	2,953	4	14
Longford, ..	25	23	1,934	52	-	7	3	1,996	2	5
Louth, ..	36	32	2,588	65	18	-	-	2,671	4	23
Meath, ..	55	52	2,785	105	12	-	2	2,904	3	18
Queen's, ..	40	36	2,587	101	3	1	-	2,692	1	4
Westmeath, ..	35	34	2,916	82	4	2	-	3,004	1	1
Wexford, ..	60	52	3,410	147	6	3	-	3,566	8	36
Wicklow ..	34	27	1,854	124	-	1	-	1,979	6	25
Total, ..	503	417	31,930	1,099	50	22	26	33,127	74	284
CONNAUGHT.										
Galway, ..	62	61	5,972	140	20	1	3	6,136	1	5
Leitrim, ..	48	41	2,422	124	5	6	-	2,557	6	20
Mayo, ..	66	63	5,757	175	19	6	-	5,957	3	10
Roscommon, ..	32	28	2,212	79	6	1	6	2,304	4	38
Sligo, ..	58	55	3,557	200	9	3	-	3,769	3	6
Total, ..	266	248	19,920	718	59	17	9	20,723	17	79
GROSS TOTAL, ..	2,303	1,595	119,859	4,520	1,309	153	94	125,935	658	3,566

of Pupils of each Denomination on the Rolls on the 31st December by both ROMAN CATHOLIC and PROTESTANT PUPILS.

UNDER PROTESTANT TEACHERS.					SCHOOLS UNDER ROMAN CATHOLIC AND PROTESTANT TEACHERS.							PROVINCES AND COUNTIES.
on the Rolls on 31st December, 1912.					No. of Schools.	Pupils on the Rolls on 31st December, 1912.						
E.C.	Pres.	Meth.	Others.	Total.		R.C.	E.C.	Pres.	Meth.	Others.	Total.	
												ULSTER.
3,742	7,508	831	426	12,986	4	288	429	384	50	226	1,377	Antrim.
1,213	1,037	148	91	2,686	1	34	19	14	—	—	67	Armagh.
322	71	33	12	510	2	94	7	43	4	—	148	Cavan.
851	1,111	108	24	2,500	3	128	10	66	—	—	204	Donegal.
2,639	4,378	239	273	7,951	7	284	146	118	4	8	560	Down.
1,221	87	165	28	1,775	4	102	157	—	12	6	277	Fermanagh.
1,571	2,721	82	122	4,934	5	154	37	60	—	—	251	Lon'derry.
362	676	6	9	1,201	1	52	20	—	—	—	72	Monaghan.
1,779	1,885	122	123	4,572	6	301	125	131	4	—	561	Tyrone.
13,700	19,474	1,734	1,108	39,115	33	1,437	950	816	74	240	3,517	Total.
												MUNSTER.
—	—	—	—	—	—	—	—	—	—	—	—	Clare.
309	5	44	2	399	3	177	67	14	3	11	272	Cork.
89	5	—	—	105	—	—	—	—	—	—	—	Kerry.
77	5	15	22	133	1	1	29	4	5	7	46	Limerick.
137	26	10	6	217	—	—	—	—	—	—	—	Tipperary.
26	4	2	3	37	—	—	—	—	—	—	—	Waterford.
638	45	71	33	891	4	178	96	18	8	18	318	Total.
												LEINSTER.
116	—	1	—	126	—	—	—	—	—	—	—	Carlow.
2,927	278	138	355	3,844	7	1,543	145	15	4	7	1,714	Dublin.
36	—	—	—	37	—	—	—	—	—	—	—	Kildare.
39	3	—	—	44	1	60	4	—	—	—	64	Kilkenny.
94	13	5	—	126	—	—	—	—	—	—	—	King's.
43	5	4	—	57	—	—	—	—	—	—	—	Longford.
52	64	3	2	144	—	—	—	—	—	—	—	Louth.
31	2	—	—	51	3	259	30	—	—	—	289	Meath.
25	1	—	—	30	—	—	—	—	—	—	—	Queen's.
12	—	—	—	13	—	—	—	—	—	—	—	Westmeath.
152	—	—	6	194	—	—	—	—	—	—	—	Wexford.
229	51	25	3	333	1	20	24	—	—	—	44	Wicklow.
3,756	417	176	366	4,999	12	1,882	203	15	4	7	2,111	Total.
												CONNAUGHT.
27	—	—	—	32	—	—	—	—	—	—	—	Galway.
171	2	8	—	201	1	51	12	—	—	—	63	Lettirim.
58	9	—	—	77	—	—	—	—	—	—	—	Mayo.
72	15	2	13	140	—	—	—	—	—	—	—	Roscommon.
95	8	7	4	120	—	—	—	—	—	—	—	Sligo.
423	34	17	17	570	1	51	12	—	—	—	63	Total.
18,517	19,970	1,998	1,524	45,575	50	3,548	1,261	849	86	265	6,009	GROSS TOTAL.

TABLE showing, according to Provinces and Counties, the number of Pupils on the Rolls on 31st December, 1912, of 5,946 Schools attended solely by Pupils of one Denomination.

PROVINCES AND COUNTIES.	Total Num- ber of Schools.	Schools under Roman Catholic Teachers.		Schools under Protestant Teachers.					
		Num- ber of Schools.	Number of Pupils, all R.C.	Num- ber of Schools	Number of Pupils—all Protestants.				
					E.C.	Pres.	Meth.	Others.	Total.
ULSTER.									
Antrim, ..	492	109	14,544	383	15,467	25,784	2,402	1,433	45,086
Armagh, ..	191	77	6,670	114	5,327	2,243	668	229	8,467
Cavan, ..	181	133	8,160	48	1,380	326	64	15	1,785
Donegal, ..	267	200	14,697	67	1,416	937	168	14	2,535
Down, ..	339	79	8,411	260	9,253	15,725	1,519	1,730	28,227
Fermanagh, ..	81	40	2,204	41	1,618	60	268	48	1,994
Londonderry, ..	152	59	6,574	93	2,787	3,854	187	196	7,024
Monaghan, ..	103	66	5,131	37	867	676	49	16	1,608
Tyrone, ..	173	86	6,244	87	2,897	1,805	238	96	5,036
Total. ..	1,979	849	72,635	1,130	41,012	51,410	5,563	3,777	101,762
MUNSTER.									
Clare, ..	210	203	13,843	7	110	18	—	—	128
Cork, ..	519	456	41,008	63	2,119	103	141	80	2,443
Kerry, ..	286	275	21,301	11	267	9	19	—	295
Limerick, ..	188	181	15,980	7	217	4	15	2	238
Tipperary, ..	244	222	16,154	22	467	1	46	3	517
Waterford, ..	115	105	8,711	10	308	30	18	18	374
Total, ..	1,562	1,442	116,997	120	3,488	165	239	103	3,995
LEINSTER.									
Carlow, ..	55	43	2,916	12	330	11	3	3	347
Dublin, ..	242	175	40,648	67	3,809	359	226	430	4,824
Kildare, ..	75	59	5,107	16	414	34	8	8	464
Kilkenny, ..	127	121	8,496	6	227	18	—	10	255
King's, ..	77	64	4,593	13	333	14	4	6	357
Longford, ..	79	68	4,241	11	380	8	9	6	403
Louth, ..	75	66	5,918	9	352	74	19	11	456
Meath, ..	99	87	6,027	12	277	11	5	5	298
Queen's, ..	79	59	4,421	20	567	31	19	3	620
Westmeath, ..	99	86	4,995	13	372	46	14	17	449
Wexford, ..	113	95	9,107	18	633	23	22	13	691
Wicklow, ..	92	60	5,013	32	1,054	12	28	19	1,113
Total, ..	1,212	983	101,482	229	8,748	641	357	531	10,277
CONNAUGHT.									
Galway, ..	348	339	25,034	9	237	22	14	—	273
Leitrim, ..	142	122	7,507	20	492	17	37	—	546
Mayo, ..	356	343	27,456	13	245	40	10	—	295
Roscommon, ..	208	203	13,660	5	119	4	—	—	123
Sligo, ..	139	116	8,383	23	640	38	33	3	714
Total, ..	1,193	1,123	82,040	70	1,733	121	94	3	1,951
GROSS TOTAL, ..	5,946	4,397	373,154	1,549	54,981	52,337	6,253	4,414	117,985

There are six schools with unmixed attendances which cannot be brought under the headings in this table, viz.:—two schools, one in Dublin and the other in Cork, with exclusively Jewish attendances, but under R. C. and Protestant, and R.C. teachers, respectively; Donegal P.L.U. School with only R.C. pupils under a Protestant teacher; Limavady and Ballymoney P.L.U. Schools, with only Protestant pupils on the rolls, but under R.C. teachers; and Cork P.L.U. school with only R.C. pupils under R.C. and Protestant teachers.

LIST of NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1912.

County.	Roll No.	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Rolls for 1912.	Average daily attendance.
Antrim, ..	9372	Rathlin Island, ..	Rathlin, ..	44	25
Donegal, ..	4739	Gola Island, ..	Gola, ..	43	31
Do., ..	5164	Tory Island, ..	Tory, ..	54	34
Do., ..	5273	Owey Island, ..	Owey, ..	36	29
Do., ..	5466	Rutland Island, ..	Rutland, ..	31	23
Do., ..	16075	Inishfree Island, ..	Inishfree, ..	45	31
Do., ..	15955	Aranmore (1) Island, ..	Arran, ..	241	171
Do., ..	16115	Inniskeeragh Island, ..	Inniskeeragh, ..	33	26
Do., ..	9990	Inch Island, ..	Inch, ..	72	52
Do., ..	16069	Cruit Island, ..	Cruit, ..	47	35
Do., ..	11342	Aranmore (2) Island, ..	Arran, ..	165	117
Do., ..	13362	Innismean Island, ..	Innismean, ..	18	15
Do., ..	15003	Innisboffin Island, ..	Innisboffin, ..	46	37
Do., ..	15493	Inishtrahull Island, ..	Inishtrahull, ..	15	11
Do., ..	15727	Inishirrer Island, ..	Inishirrer, ..	16	14
Do., ..	15813	Carriekfin Island, ..	Carriekfin, ..	17	12
Fermanagh, ..	7832	Gubb Island, ..	Gubb, ..	25	17
Do., ..	8002	Drumnaghinahan Is. ..	Boa, Lough Erne. ..	27	19
Do., ..	11257	Innisrooske Island, ..	Innisrooske, ..	36	22
Clare, ..	6649	Coney Island, ..	Coney, ..	6	5
Do., ..	12018	Low Island, ..	Low, ..	13	11
Do., ..	14213	Scattery Island, ..	Scattery, ..	28	20
Do., ..	15470	Islandmore, ..	Islandmore, ..	11	10
Do., ..	15742	Horse Island, ..	Horse, ..	22	14
Cork, ..	2281	Reengarogue, ..	Reengarogue, ..	27	23
Do., ..	3195	Haulbowline Island, ..	Haulbowline, ..	75	68
Do., ..	5868	Long Island, ..	Long, ..	30	23
Do., ..	7452	Laurence Cove, Boys ..	Bear, ..	66	56
Do., ..	7453	Do., Girls ..	Do., ..	67	55
Do., ..	7454	Ballinakilla, ..	Do., ..	106	89
Do., ..	8918	Spike Island, ..	Spike, ..	29	24
Do., ..	13082	Whiddy Island, ..	Whiddy, ..	27	20
Do., ..	13138	Dursey Island, ..	Dursey, ..	48	38
Do., ..	14065	Sherkin Island, ..	Sherkin, ..	48	38
Do., ..	14303	Cape Clear Boys, ..	Clear, ..	58	48
Do., ..	14311	Do., Girls, ..	Do., ..	48	36
Do., ..	15274	Hare Island, ..	Hare, ..	75	57

List of Island Schools.

LIST OF NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1912—*continued.*

County.	Roll No.	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Rolls for 1912.	Average daily attendance.
Kerry, ..	7887	Knightstown, Boys,	Valencia, ..	62	51
Do., ..	7888	Do., Girls,	Do., ..	61	51
Do., ..	9337	Blasket Island, ..	Blasket, ..	54	47
Do., ..	10721	Corobeg, ..	Valencia, ..	55	44
Do., ..	10819	Ballyhearney, Boys,	Do., ..	36	29
Do., ..	10820	Do., Girls,	Do., ..	50	39
Do., ..	15909	Kilmore, ..	Do., ..	29	25
Westmeath, ..	15868	Inchmore Island, ..	Inchmore, ..	15	12
Galway, ..	11938	Inishnee Island, ..	Inishnee, ..	44	31
Do., ..	12339	Inishmaine, ..	Inishmaine, ..	66	51
Do., ..	12340	Killeany, ..	Arranmore, ..	77	55
Do., ..	12342	Onaght, ..	Do., ..	79	62
Do., ..	12367	Omey Island, ..	Omey, ..	20	14
Do., ..	12641	Annaghvane Island,	Annaghvane, ..	24	18
Do., ..	12826	Innishbarra Island,	Innishbarra, ..	37	20
Do., ..	12854	Innishmacatreer, ..	Innishmacatreer, ..	18	11
			Lough Corrib.		
Do., ..	13030	Illaneeragh Island,	Illaneeragh, ..	22	14
Do., ..	13146	Mynish Island, ..	Mynish, ..	57	38
Do., ..	13322	Innishear, ..	Innishear, ..	99	68
Do., ..	13416	Lettermullen Island,	Lettermullen, ..	105	72
Do., ..	13526	Tiernee, ..	Gorumna, ..	87	62
Do., ..	13528	Drim, ..	Do., ..	75	53
Do., ..	13699	Lettermore, ..	Lettermore, ..	68	38
Do., ..	13927	Innisboffin Boys, ..	Innisboffin, ..	54	41
Do., ..	13928	Do., Girls,	Do., ..	63	51
Do., ..	13952	Lettercallow, ..	Lettermore, ..	67	41
Do., ..	14445	Innishark Island, ..	Innishark, ..	28	25
Do., ..	14498	Dynish Island, ..	Dynish, ..	15	12
Do., ..	14532	Oatquarter Boys, ..	Arranmore, ..	56	38
Do., ..	14659	St. Ronan's Boys,	Do., ..	49	35
Do., ..	14660	Do., Girls,	Do., ..	92	74
Do., ..	14724	Trabane Island, ..	Gorumna, ..	72	51
Do., ..	14746	Mason Island, ..	Mason, ..	19	17
Do., ..	14747	Feenish Island, ..	Feenish, ..	24	17
Do., ..	14782	Oatquarter Girls,	Arranmore, ..	103	70
Do., ..	15449	Innishtrawer, ..	Innishtravin, ..	24	18
Do., ..	15513	Inishlacken Island,	Inishlacken, ..	29	18
Do., ..	15518	Knock Island, ..	Gorumna, ..	52	35
Do., ..	15679	Tawin Island, ..	Tawin, ..	25	20
Do., ..	15845	Inishturbot, ..	Turbot, ..	25	20
Do., ..	15846	Innisturk, ..	Innisturk, ..	20	13

LIST of NINETY-EIGHT SCHOOLS, situated on Islands, with the average number of Pupils on Rolls, and the average daily attendance for the year 1912—*continued*.

County.	Roll. No	Name of Island School.	Name of Island on which situate.	Average Number of pupils on Rolls for 1912.	Average daily attendance.
Mayo, ..	2307	Slievemore, ..	Achill, ..	69	41
Do., ..	2308	Dereens, ..	Do., ..	163	107
Do., ..	2309	Dooega, ..	Do., ..	110	59
Do., ..	8309	Bunnacurry, Girls,	Do., ..	54	31
Do., ..	8547	Valley, ..	Do., ..	80	37
Do., ..	14866	Bullsmouth Island,	Do., ..	72	35
Do., ..	16052	Saula, ..	Do., ..	66	40
Do., ..	13130	Bunnacurry Mony,	Do., ..	66	40
Do., ..	13174	St. Columba's, ..	Inisturk, ..	32	23
Do., ..	13177	St. Brigid's, ..	Clare, ..	29	23
Do., ..	13311	St. Patrick's, ..	Do., ..	46	29
Do., ..	13357	Cullenmore, ..	Cullenmore, ..	22	13
Do., ..	13384	Inniskea Island S'th.	Inniskea, South,	36	29
Do., ..	13409	Dooagh, Boys, ..	Achill, ..	101	67
Do., ..	13410	Do. Girls, ..	Do., ..	82	53
Do., ..	14565	Inniskea Island, N'th	Inniskea, North,	54	41
Do., ..	15225	Achillbeg, ..	Achillbeg, ..	31	25
Do., ...	16358	Innisbiggle, ..	Innisbiggle, ..	22	12
Sligo, ..	9016	Coney Island, ..	Coney, ..	15	12
Do., ..	15230	Innismurray Island,	Innismurray, ..	17	13

LIST of ONE HUNDRED and FORTY-ONE NATIONAL SCHOOLS attended by Half-time Pupils on the 31st December, 1912, together with the average Daily Attendance of Half-time Pupils in these schools during the year.

Roll No., County and School.	Number of half-time pupils on rolls on 31st December, 1912	Average daily attendance for the year 1912.	Roll No., County and School.	Number of half-time pupils on rolls on 31st December, 1912	Average daily attendance for the year 1912.
ANTRIM.			ARMAGH.		
9634 Balnamore, ..	6	4	14374 Water Street, ..	8	1
11137 Liscolman, ..	6	2	12590 Edgarstown (1), ..	3	1
12221 Parkgate, ..	3	3	11720 Tamnamore, ..	4	2
12987 Kilbride, ..	2	1	8266 Mullavilly (1), ..	1	2
13986 Church St. (Antrim), ..	1	1	13400 Edenderry, ..	3	1
15689 St. Comgall's Girls', ..	1	—	13113 St. James's, Girls', ..	5	3
15805 Masserene, ..	4	1	8344 Portadown, ..	3	2
16012 Doagh, ..	10	5	8935 Thomas Street, ..	2	—
5430 Cogry Mills, ..	17	10	13623 Corcrain, Boys', ..	5	2
11712 Ballyclare Boys', ..	3	1	8403 Tanderagee, Boys', ..	5	3
11713 Do. Girls', ..	5	2	13112 St. James's, Boys', ..	4	3
12590 Ballymoney St., Boys', ..	23	8	8404 Tanderagee, Girls', ..	3	1
12565 Do. Girls', ..	13	5	13497 Edgarstown (2), ..	6	3
3592 Guy's, Boys', ..	13	9	8356 Portadown, Boys', ..	6	3
7757 Do. Girls', ..	16	8	15588 Mullavilly (2), ..	5	3
7966 Harryville, ..	18	8	15310 Portadown Convent, ..	10	5
27 Whitehouse (1), ..	32	12	14606 Grove, ..	4	2
11482 Greencastle, Boys', ..	33	14	9640 Darkley, Girls', ..	5	3
11483 Do. Girls', ..	24	10	7647 Do. Boys', ..	3	2
14737 St. Joseph's (York Road), Boys', ..	12	7	12365 St. Patrick's, Boys', ..	4	1
14738 Do. (York Road), Girls', ..	51	22	8220 Mount St. Catherine's Convent, ..	11	9
10338 Holycross, Boys', ..	13	7	13868 Magherahely Convt., ..	15	8
15625 Do. Girls', ..	50	22	10791 Craigmore, ..	11	4
14138 St. Joseph's Convent, ..	104	47	6236 Bessbrook, Boys', ..	19	7
12838 Edenderry, Boys', ..	62	24	6237 Do. Girls', ..	14	8
1224 Do. Girls', ..	69	32	15761 St. Malachy's (Bessbrook), ..	47	22
11449 St. Mark's, ..	23	13	11684 Drellincourt Boys', ..	11	2
15328 St. Vincent de Paul's, Boys', ..	37	23			
15580 Do. do. Girls', ..	31	13	CORK.		
10435 Jennymount, ..	249	115	14105 Clarence Place Convent, ..	33	17
8804 Wolfhill Mill, ..	40	23			
11305 Hilden, ..	147	66	DOWN.		
14382 Lambeg Village, ..	15	8	6930 Milltown, ..	1	—
2649 Whiteabbey B. ..	14	3	8937 Dromore (3), ..	1	—
2650 Do. G. ..	16	6	6644 Bann, Girls', ..	3	1
8368 Barnmills, ..	56	26	4811 Gifford Mill, ..	44	19
1063 Mossley, ..	42	19	11430 Seapatrick, ..	42	18
15290 Laurel Vale, ..	4	2	6594 Fortescue, ..	3	—
25 Carnmoney (1), ..	2	4	201 Dromore (1), Girls', ..	6	2
15791 St. James's (Whiteabbey), ..	23	11	9930 Knocknagor, ..	2	1
8516 Ligoniel, ..	22	11	200 Dromore (1), Boys', ..	1	—
14892 Crumlin Road, Boys', ..	42	18	7774 Newtownards Model, Boys', ..	2	1
14893 Do. Girls', ..	164	75	7775 Newtownards Model, Girls', ..	7	2
15353 St. Mary's on the Hill, ..	2	2	16154 St. Finian's Boys', ..	4	2
13 Upper Falls, ..	5	2	16155 Do. Girls', ..	2	1
14691 Ballysillan, ..	30	13	8576 Beersbridge, ..	251	105
8066 Springfield, ..	26	10	12141 Castlegardens, ..	71	33
11160 Linfield Mill, ..	150	63	12580 Londonderry, Boys', ..	8	3
15667 Lisburn Convent, ..	15	8	12581 Do. Girls', ..	22	12
15650 St. Finian's, ..	33	20	9417 Dromore (2) Girls', ..	2	1
9024 Hutchinson St. (1), ..	3	2	3874 Mill Street, ..	3	1
4223 Lisburn, Boys', ..	12	7	6641 Newtownards (1), ..	5	3
15278 St. Vincent's Convent, ..	213	103	4657 Do. (2), ..	7	4
8721 Brown Street, ..	282	118	11542 Greenwell Street, ..	24	12
5794 Seaman's Friend, ..	111	53	15390 St. Mathew's Convent, ..	11	8
8550 Orr Memorial, ..	1	1	6024 Killyleagh, ..	13	5
13883 Derriagh, ..	6	2			
13616 Star of the Sea, Boys', ..	12	8			
15838 Largymore, ..	48	22			

LIST of ONE HUNDRED and FORTY-ONE NATIONAL SCHOOLS attended by Half-time Pupils on the 31st December, 1912, together with the average Daily Attendance of Half-time Pupils in these schools during the year—*continued*.

Roll No., County and School.	Number of half-time pupils on rolls on 31st December, 1912	Average daily attendance for the year 1912.	Roll No., County and School.	Number of half-time pupils on rolls on 31st December, 1912	Average daily attendance for the year 1912.
DOWN— <i>continued</i> .			TYRONE— <i>continued</i> .		
1246 Annsboro', Boys', ..	10	7	2254 Brackaville, Boys', ..	4	3
1486 Do. Girls', ..	11	5	2255 Do. Girls', ..	14	7
11598 Comber Mill, ..	74	37	9681 Loy, Boys', ..	14	8
14772 St. Malachy's, Boys', ..	2	1	13814 St. Brigid's Convent, ..	7	5
14773 Do. Girls', ..	3	1	15840 St. Patrick's Monastery, ..	11	2
3745 Shrigley, ..	8	4	14458 St. Patrick's Convent, ..	12	6
4648 Irish Street, ..	7	4	11936 Derryloran, Boys', ..	8	5
15582 St. Mary's, ..	17	10	11937 Do. Girls', ..	6	3
10793 Drumaness Mill, ..	26	13	16176 Drumglass, Girls', ..	2	1
7508 Canal Street Convent, ..	41	21	12440 Lower Market, ..	2	—
12155 Tullyveery, ..	4	3	407 Gortallowry, ..	3	1
TYRONE.			12443 Oldtown Boys', ..	2	1
11586 Sion Mills, Boys', ..	31	16	12320 Do. Girls', ..	1	1
11587 Do. Girls', ..	26	11	10188 Benburb, ..	3	—
			10283 Newmills, ..	3	2
			7543 Cookstown, ..	1	1
			13256 Gortgonis, ..	1	1

LIST OF NATIONAL SCHOOLS on 31st December, 1912, in connection with which there were VAN or BOAT services in operation for the conveyance of pupils.

County.	Roll No.	Name of School.	Mode of Service.	District Served.
Antrim ..	9270	Armoy	By Van	Clintyfinnan.
Armagh ..	12065	Mullaghmore	"	Loughgilly.
Cavan ..	12099	Billis	"	Drumgoland.
Donegal ..	16045	Shalvey	"	Cronchoe.
Down ..	14160	St. John's, Newcastle ..	"	Maghera.
" ..	15270	Donard View, Newcastle ..	"	Leixlip.
Dublin ..	12014	Lucan (2)	"	Drumany.
Fermanagh ..	14168	Stragowna	"	Belnaleck.
" ..	15920	Jones Memorial	"	Old Grange
Kildare ..	9414	Crookstown B. and G. ..	"	Bellaghabehey.
" ..	7300	Carrigeengeare	"	Camus.
Leitrim ..	8672	Castleroe	"	Errew Promontory.
Londonderry ..	2363	Crossmolina B. and G. ..	"	Larkhill.
Mayo ..	14727	Lugnadiffa	"	Drum.
" ..	14728	Miltown	"	
" ..	13746			
" ..	14844			
Donegal ..	5466	Rutland Island	By Boat	Eighter Island.
" ..	16075	Innisfree Island	"	Innishal.
Galway ..	13030	Illauneeragh	"	Illaunmore.
Mayo ..	13357	Cullenmore Island	"	Islandmore and Clynish.
" ..	6608	Myna	"	Inniscutle and Inniskillew.

CENSUS RETURNS AS TO ILLITERACY AND EDUCATIONAL ESTABLISHMENTS.

(a) TABLE taken from Census Commissioners' Reports, showing the proportion per cent. of the population, five years old and upwards, who could neither Read nor Write, in each Province, County, &c., in Ireland, at the Census periods of 1841, 1851, 1861, 1871, 1881, 1891, 1901, and 1911.

Provinces, Counties, and County Boroughs.	Proportion per cent. of the Population, five years old and upwards, who could neither Read nor Write.							
	In 1841.	In 1851.	In 1861.	In 1871.	In 1881.	In 1891.	In 1901.	In 1911.
IRELAND,	52.7	46.8	38.7	33.4	25.2	18.4	13.7	11.0
PROVINCES.								
Leinster,	44.0	39.0	31.1	27.0	20.3	15.4	11.3	9.8
Munster,	60.6	55.5	46.1	39.2	28.5	19.9	14.0	11.6
Ulster,	40.6	35.3	30.0	26.4	20.3	15.4	12.5	11.5
Connaught,	72.1	66.3	57.1	49.3	37.9	27.4	20.7	17.5
LEINSTER.								
Carlow County, ..	38.0	36.1	29.3	26.3	19.8	14.9	9.2	10.1
Dublin County Borough	25.2	24.9	20.7	19.5	15.5	14.5	10.1	9.2
Dublin County, ..	34.9	29.0	22.2	18.8	13.1	10.1	7.3	6.2
Kildare,	41.9	38.2	29.6	26.0	20.2	14.1	11.2	9.3
Kilkenny,	50.2	45.0	36.3	30.4	22.0	15.8	11.3	9.2
King's,	47.9	43.1	34.8	29.9	22.3	16.4	12.4	10.6
Longford,	51.2	46.9	36.7	32.0	23.1	16.9	13.5	11.9
Louth,	59.1	51.5	44.5	38.0	29.5	21.3	15.8	13.3
Meath,	54.5	47.5	37.2	32.1	23.4	16.3	12.5	10.5
Queen's,	41.6	38.5	30.6	26.5	20.4	14.0	9.4	8.9
Westmeath,	52.1	47.6	38.1	31.0	23.4	16.6	12.0	10.0
Wexford,	41.3	38.9	33.5	31.7	25.6	19.6	15.5	13.9
Wicklow,	41.3	38.1	33.0	28.1	21.7	16.7	13.3	11.0
MUNSTER.								
Clare County, ..	63.1	59.6	46.8	37.9	27.3	19.2	13.2	10.8
Cork County Borough,	35.6	35.7	32.1	29.4	21.0	15.9	11.8	9.8
Cork County, ..	65.6	59.5	50.7	42.7	30.3	20.8	14.7	11.6
Kerry,	70.4	64.3	55.3	47.3	35.1	24.6	17.1	14.8
Limerick County Boro.	42.1	37.6	33.2	29.4	22.8	17.5	12.4	10.9
Limerick County, ..	55.3	51.2	39.6	33.9	24.3	15.9	11.3	9.8
Tipperary,	51.0	46.7	36.5	30.8	21.7	15.1	10.9	8.9
Waterford County Borough.	36.3	39.4	34.6	32.4	27.2	21.8	16.4	14.7
Waterford County, ..	70.6	66.9	58.8	50.7	39.3	28.1	19.0	16.4
ULSTER.								
Antrim County, ..	23.5	19.9	18.2	15.6	12.2	9.0	8.0	7.9
Armagh,	42.8	39.1	34.1	30.4	22.6	18.6	16.0	14.0
Belfast County Borough,	21.1	20.4	17.3	15.7	11.9	8.7	7.7	7.5
Cavan County, ..	51.5	45.0	35.5	30.1	22.4	16.1	12.5	11.5
Donegal,	61.7	57.3	52.1	48.5	39.8	31.1	26.0	22.6
Down,	27.5	24.3	21.2	18.8	14.3	11.1	9.6	9.3
Fermanagh County, ..	45.8	38.5	31.6	27.6	21.5	15.4	13.1	13.0
Londonderry County and County Borough.	29.4	29.5	24.1	22.3	17.6	14.3	11.8	11.6
Monaghan County, ..	51.3	42.0	34.7	30.7	23.0	17.8	13.7	12.8
Tyrone County, ..	45.0	38.2	32.6	29.0	22.6	17.4	14.2	13.7
CONNAUGHT.								
Galway County, ..	76.6	70.1	62.9	56.4	45.8	33.9	25.4	21.0
Leitrim,	57.3	52.0	41.2	32.8	22.5	16.4	12.1	10.9
Mayo,	79.0	73.7	65.5	57.4	44.8	32.0	25.1	20.7
Roscommon,	65.0	58.9	47.1	38.9	27.3	18.2	13.4	11.9
Sligo,	68.7	63.3	53.2	43.1	30.9	22.4	16.0	13.8

(b.) TABLE taken from the Census Commissioners' Reports, showing by Provinces the proportion per cent. of the Population, five years old and upwards, who could Read and Write, Read only, and who could neither Read nor Write, in Ireland in 1841, 1851, 1861, 1871, 1881, 1891, 1901, and 1911.

Provinces.	Read and Write.								Read only.								Neither Read nor Write.							
	1841	1851	1861	1871	1881	1891	1901	1911	1841	1851	1861	1871	1881	1891	1901	1911	1841	1851	1861	1871	1881	1891	1901	1911
Ireland ..	28	33	41	49	59	71	79	84	19	20	20	17	16	11	7	4	53	47	39	33	25	18	14	12
Leinster, ..	34	39	49	57	65	75	83	87	22	22	20	16	15	10	6	3	44	39	31	27	20	15	11	10
Munster, ..	26	31	40	49	60	72	81	85	13	14	14	12	12	8	5	3	61	55	46	39	28	20	14	12
Ulster, ..	30	35	42	50	60	71	79	84	30	30	28	23	20	14	9	5	40	35	30	27	20	15	12	11
Connaught, ..	16	21	28	36	47	62	72	78	12	13	15	15	15	11	7	4	72	66	57	49	38	27	21	18

(c.) TABLE taken from the Census Commissioners' Reports, showing for Ireland the Number of Educational Establishments—Primary and Superior; also the Number of Pupils and Students in attendance thereat during the week ended 13th May, 1911, 11th May, 1901, 30th May, 1891, 14th May, 1881, and 17th June, 1871.

Classification of Establishments. and Census Periods.		Number of Establishments.				Number of Pupils and Students.		
		Male.	Female	Mixed Male and Female	Total.	Male.	Female.	Total.
PRIMARY SCHOOLS.								
(1.) Schools under Board of National Education.	1911	1,736	1,435	5,076	8,247	308,470	325,872	634,342
	1901	2,005	1,598	4,966	8,569	293,143	309,066	602,209
	1891	1,970	1,584	4,747	8,301	310,467	326,229	636,696
	1881	1,834	1,568	4,266	7,668	291,865	304,666	596,531
	1871	1,691	1,657	3,486	6,834	242,808	247,795	490,603
(2.) Church Education Society and Parochial Schools.	1911	2	4	69	75	603	637	1,240
	1901	1	2	127	130	1,158	1,323	2,481
	1891	9	6	245	260	3,191	3,303	6,494
	1881	34	24	442	500	7,260	7,710	14,970
	1871	116	106	919	1,141	19,301	18,858	38,159
(3.) Schools under Christian Brothers and other Roman Catholic Com- munities.	1911	39	5	12	56	8,457	1,701	10,158
	1901	64	16	17	97	12,867	2,024	14,891
	1891	108	13	12	133	19,550	2,088	21,638
	1881	109	31	30	170	24,873	6,741	31,614
	1871	115	34	21	170	26,812	9,750	36,562
(4.) Schools under other Societies or Boards.	1911	40	44	116	200	7,215	6,100	13,315
	1901	37	57	156	250	7,261	7,036	14,297
	1891	44	65	226	335	8,130	8,197	16,327
	1881	81	87	339	507	11,660	11,495	23,155
	1871	129	123	450	702	15,911	14,323	30,234
(5.) Orphanages, ..	1911	4	17	2	23	342	972	1,314
	1901	5	15	6	26	308	797	1,105
	1891	2	16	12	30	213	803	1,016
	1881	5	19	6	30	392	1,038	1,430
	1871	7	22	7	36	425	960	1,385
(6.) Private Schools, ..	1911	2	3	43	48	371	412	783
	1901	4	4	77	85	776	1,018	1,794
	1891	10	—	108	118	1,367	1,536	2,903
	1881	25	16	235	276	3,540	3,796	7,336
	1871	59	26	527	612	11,086	7,756	18,842
Total of Primary Schools,		1,823	1,508	5,318	8,649	325,458	335,694	661,152
		2,116	1,692	5,349	9,157	315,513	321,264	636,777
		2,143	1,684	5,350	9,177	342,918	342,156	685,074
		2,088	1,745	5,318	9,151	339,590	335,446	675,036
		2,117	1,968	5,410	9,495	316,343	299,442	615,785

c.) TABLE taken from the Census Commissioners' Reports, showing for Ireland the Number of Educational Establishments, &c.—*continued*.

Classification of Establishments and Census Periods.		Number of Establishments.				Number of Pupils and Students.		
		Male.	Female.	Mixed Male and Female.	Total.	Male.	Female.	Total
(7.) Superior Schools,*	{ 1911	197	127	165	489	27,244	13,597	40,841
	{ 1901	197	111	182	490	22,978	12,328	35,306
	{ 1891	199	91	185	475	13,913	10,358	24,271
	{ 1881	205	117	166	488	11,303	9,102	20,405
	{ 1871	252	162	160	574	11,990	9,235	21,225
(8.) Colleges of Universities and other Colleges.	{ 1911	14	-	4	18	2,534	280	2,814
	{ 1901	15	-	5	20	3,168	91	3,259
	{ 1891	12	-	3	15	3,473	25	3,498
	{ 1881	15	-	1	16	4,191	97	4,288
	{ 1871	13	-	-	13	2,945	-	2,945
Total Superior Schools and Colleges.	{ 1911	211	127	169	507	29,778	13,877	43,655
	{ 1901	212	111	187	510	26,146	12,419	38,565
	{ 1891	211	91	188	490	17,386	10,383	27,769
	{ 1881	220	117	167	504	15,494	9,199	24,693
	{ 1871	265	162	160	587	14,935	9,235	24,170
General Total, ..	{ 1911	2,034	1,635	5,487	9,156	355,236	349,571	704,807
	{ 1901	2,328	1,803	5,536	9,667	341,659	333,683	675,342
	{ 1891	2,354	1,775	5,538	9,667	360,304	352,539	712,843
	{ 1881	2,308	1,862	5,485	9,655	355,084	344,645	699,729
	{ 1871	2,382	2,130	5,570	10,082	331,278	308,677	639,955

* Schools in which a foreign language is taught are classed by the Census Commissioners as "Superior."

(d.) TABLE showing for the Years 1871, 1881, 1891, 1901, and 1911, respectively, the Population, the Number of Pupils and Students attending Primary and Superior Schools, and the proportion per cent. of such Pupils and Students to the Population.

Year.	Population.	Number of Pupils and Students attending Primary and Superior Schools.	Proportion per cent. of Pupils and Students to Population.
1871	5,412,377	639,955	11.82
1881	5,174,836	699,729	13.52
1891	4,704,750	712,843	15.15
1901	4,458,775	675,342	15.15
1911	4,390,219	704,807	16.05

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