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INTRODUCTION

MINISTRY/DEPARTMENT OF EDUCATION ARCHIVE

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Table of Contents

A History of the Department of Education, Northern Ireland, 1922–

Summary

The Ministry of Education for Northern Ireland, in common with the other Ministries of the new Government of Northern Ireland, was established in June 1921. It was set up under the provisions of the Government of Ireland Act, 1920.

Ministers of Education

Lord Londonderry 1921-1926
Lord Charlemont 1926-1937
John Hanna Robb 1937-1943
Rev Professor Robert Corkey 1943-1944
Lieutenant-Colonel Samuel Hall–Thompson 1944-1950
Harry Midgley 1950-1957
Morris May 1957-1962
Ivan Neill 1962-1964
H V Kirk 1964-65
W J Long 1965-1968
W K Fitzsimmons 1968-1972

Period of Direct Rule, 1972-1973

Paul Channon,
Sir WilliamVan Straubenzee,
Lord Belstead

Northern Ireland Assembly, 1973-1974

William Basil McIvor

Period of Direct Rule 1974-1999

Lord Moyle 1974-75
Lord Donaldson 1975-76
Lord Carter 1976
Lord Melchett 1977-78
Lord Elton 1979-1980
Nicholas Scott 1981-85
Dr Brian Mawhinney 1985-1990
Lord Belstead 1991
Jeremey Hanley 1992
Michael Ancram 1993-96
Anthony Worthington 1997
John McFall 1998
Martin McGuinness 1999

Northern Ireland Executive Established 2 December 1999

Martin McGuinness 1999-2000

The 'Belfast' Education Bill

Prior to the passing of the Government of Ireland Act in 1920, education in Ireland had been administered from six offices in Dublin Castle and it was widely agreed that reform was necessary. The Ulster Unionist MPs in the Westminster parliament had wholeheartedly supported two proposed reform measures. The first called for the establishment of a single ministry of education, and rate aid for primary, intermediate and technical education, that is, local civic support of the schools through the rates, and the second for rate aid to Belfast primary schools and for local involvement in the control of those schools. The hierarchy of the Catholic Church opposed the reforms and the Irish Nationalist MPs blocked the measures. Knowledgeable commentators *Times Educational Supplement* predicted that Ulster 'which lost the education bill through southern opposition, is not likely to lose the chance of shattering the present scheme of things and remoulding it nearer its heart's desire. Legislation on the lines of the Belfast education bill may therefore be expected in the northern parliament'. That is exactly what happened.

Administration of Education in the New State

Following the setting up of the Northern Ireland state it was decided that administration of education would be directed from one office. Sir Ernest Clarke, who is credited with laying down the administrative foundation of Northern Ireland, modified and streamlined the model in operation in Dublin Castle. He was, however, keen to maintain administrative continuity for the new government, and with this in mind, acquired specimen forms and booklets from Dublin for use in the new government departments.

The new Ministry took over a three-stranded school system - primary, secondary and technical. Under the Dublin Castle regime the Commissioners of National Education in Ireland had controlled the administration of public elementary education, that is, national schools. These national schools were managed mostly by clergy of different denominations. The Commissioners paid teachers' salaries and awarded building grants for the construction of new schools. See :

ED/1	Grant-aided Applications
ED/2	Miscellaneous Files re National Schools
ED/3	Building files
ED/6	National and Primary School Registers
ED/7	Salary Books
ED/8	Correspondence of National Education Commissioners
ED/12/2	Copies of Plans of National Schools
ED/12/3	Plans of National and Public Elementary Schools, also drawings of fixtures and fittings
ED/14	Primary School 'P' Files

Secondary education was provided by intermediate schools, many of them profit-making concerns, which received grants from the Intermediate Education Board. Technical schools were the responsibility of the Department of Agriculture and Technical Instruction and were controlled by committees of local people. See ED/4 and ED/20 for files relating to the Department of Agriculture and Technical Instruction.

Before Partition

The 90 years preceding partition in Ireland witnessed the gradual development of the national school system under the auspices of which schools had been built throughout all of Ireland. As a result, elementary education was accessible all over the country with pupils following broadly the same curriculum. Secondary, or intermediate, education as it was officially called, although more restricted in terms of access, had also been developed with a common syllabus and at the date of partition both states inherited an extensive network of schools. A school inspection system was in place. See ED/5 and ED/18 for Examination files, 1892.

In the period running up to the setting up of the Northern Ireland state, education became one of the battlegrounds between Ulster unionism and Irish nationalism. The overwhelming majority of Irish schools were under denominational control, even though they were financed chiefly by the state. The primary school system (national school system) was in theory non-denominational but, in practice, control of all but a few was vested in the parish clergy. The two main Protestant churches, the Church of Ireland and the Presbyterian Church, had been very opposed to the national system at its inception. By the time the Church of Ireland had been disestablished in 1870, more and more schools under its management affiliated to the national system. Within the Presbyterian Church, especially in the northern counties, strenuous opposition to the national school system was expressed. Pressure was brought to bear in the late 1830s to change the regulations so that school managers might be allowed a greater degree of control over their own schools in order to determine for themselves who should be granted access and in what format religious instruction would be provided. This campaign was largely successful and schools under Presbyterian auspices joined the national system. By the early twentieth century the main Protestant churches – Church of Ireland, Presbyterian and Methodist – were so well integrated into the national system that they had few, if any, complaints about it.

Among the academic secondary schools (intermediate schools), Catholic institutions were entirely under clerical control, while Protestant schools were usually governed by a mixed board of clergy and laymen. There was also a number of schools conducted by laymen for private profit.

In neither the primary nor the academic secondary network was there provision for local civic support of the schools through the rates nor was there any statutory provision for the participation of local citizens in controlling the schools. Only the technical schools were under lay control and in receipt of regular financial support from local taxation as well as from the central exchequer.

Following the formation of Northern Ireland the new administration inherited those schools which had been operating within the six counties – 2,040 national schools, 75 intermediate schools, 12 model schools, 45 technical schools, one teacher training college (St Mary's), Queen's University and Magee College. Because the Boards of National and Intermediate Education had been based in Dublin, no local administration existed in Northern Ireland at that time. (See ED/17 relating to Higher Education, 1922).

The First Minister of Education

Northern Ireland's first Minister of Education, Lord Londonderry, was appointed in June 1921 and immediately signalled his desire for reform. He had been president of the English Board of Education from 1902-1905, the years during which the principle of local control of all schools both state and denominational was being brought into practice. In September of that year he established a committee of inquiry to make proposals as to the future structures of education in Northern Ireland. The committee became known as the Lynn Committee after its chairman, the Belfast Unionist MP, Robert Lynn.

The Lynn Committee

The members of the Lynn Committee elected R.M. Jones, headmaster of Royal Belfast Academical Institution, as vice-chairman. In addition to Jones six Old Instonians (past-pupils of The Royal Belfast Academical Institution or 'Inst') sat on the 32 member committee, thus guaranteeing that the interests of academic secondary schools would be well protected. The primary schools had several representatives on the committee, the most important being Napoleon Bonaparte Wyse, later to become Permanent Secretary of the Ministry of Education. Wyse, because of his previous high rank in the service of the former Commissioners of National Education in Dublin, had an unrivalled knowledge of the primary school system. In contrast to the primary schools and the academic secondary schools, the technical schools were badly represented having only two seats on the Committee.

The Catholic Church was not represented on the Committee. Lord Londonderry had issued invitations to the Catholic authorities but in each case they were refused. At a meeting of Catholic clerical primary school managers in Dublin in October 1921 a warning was issued to the reformers in the north that 'in view of pending changes in Irish education, we wish to reassert the great fundamental principle that the only satisfactory system of education for Catholics is one wherein Catholic children are taught in Catholic schools by Catholic teachers under Catholic auspices'. In other words they opposed any alteration to the existing situation.

Commentators see this refusal of the Catholic authorities to join the Lynn Committee as the single most important determinant of the educational history of Northern Ireland from 1920 to the present. By refusing to sit, it is said, they surrendered their

last shred of influence at the very time when the basis of Northern Ireland's educational development was being determined. The Lynn Committee, while trying to keep in mind Catholic interests, inevitably framed its recommendations according to Protestant educational assumptions.

Structural Recommendations

In late June 1922 the committee reported accepting the principle that the amount of control over a school assumed by the appropriate local government body should be in direct proportion to the total amount of local and central government aid which the school received. The report recommended the establishment of three classes of primary schools and that all schools in each of the three categories were to continue to have their teachers' salaries paid in full by the Ministry of Education.

Class I – schools which would be elementary schools built by local rates in combination with Ministry of Education grants and existing schools handed over by their previous managers to the local primary education committees. For class 1 schools the local committee for primary education was to pay all costs of furnishing, heating, maintaining and repairing from the local rates. As regards capital expenditure Class 1 schools were to have two thirds of such expenses borne by central government and one third by local rates.

Class II – schools which would be elementary schools for which special school management committees were formed consisting of two representatives of the local primary school committee and four representatives of the school patrons. They were to receive half the cost of maintaining, furnishing and repair from the local rates and they were to have two thirds of capital expenditure met by the Ministry, one sixth by the local rates and the remainder by the school patrons.

Class III – schools were to be those schools whose managers wished to remain entirely independent of local government authorities. They were to receive no aid from local rates but were to be eligible for grants towards heating and cleaning made directly by the Ministry of Education. The Ministry could, at its discretion, lend money to the school managers but the entire amount had to be repaid by the managers. These proposals, slightly modified, were eventually incorporated into the 1923 Education Act. (See ED/13 'G' General Policy files and ED/16 Local Education Committee files).

Problems Facing the New Minister

Lord Londonderry faced serious difficulties in setting up the new Ministry, not least because the transfer of control of education services from the Dublin administration to the northern ministry was delayed because the southern government refused to co-operate with the Government of Ireland Act, 1920. In addition;

- the region was at war
- he had inherited several educational deficiencies
- he was without a body of trained personnel since difficulties arose surrounding the transfer of the necessary personnel, files and documents from Dublin, that is the authorities in Dublin refused to transfer records and personnel
- one third of the managers and teachers in elementary schools, especially in border areas, engaged in a campaign of non-recognition of the northern ministry, as did a considerable number of Catholic clergy: the Dublin government assisted this campaign by paying Catholic teachers' salaries up until December1922.

Gaining Control

On the other hand, however, the Minister was fortunate in that in setting up the new Ministry he had a strong administrative base. The establishment in Ulster of a single unified ministry of education solved the erstwhile problem of co-ordinating the various levels of educational activities which had so bedevilled the former all-Ireland authorities. Under Lord Londonderry's control were placed all the activities of the former Commissioners of National Education and of the former intermediate school commissioners, plus control over technical education which had previously been exercised by the Department of Agriculture and Technical Instruction. This unified ministry not only strengthened Londonderry's hand administratively, but placed his ministry in a favourable relationship with Unionist politicians and Protestant educators, both of whom were strongly in favour of such an arrangement.

The Minister was still faced with the problem of non-recognition of the authority of the northern ministry by the managers and teachers of the Catholic elementary schools. However, in the autumn of 1922, the Dublin authorities announced that the payment of salaries to Catholic teachers in Northern Ireland would cease and the campaign of non-co-operation collapsed. Once Lord Londonderry and his staff had gained control of the educational machinery he was free to frame legislative reform. (See ED/25 Reports of Ministry of Education, 1922; and ED/30 Parliamentary Questions).

The 1923 Education Act

In framing the Education Act (NI) 1923, Lord Londonderry sought to transform education in Northern Ireland by establishing a non-sectarian system of education combining efficiency with popular local control. This Act was a major piece of legislation and it introduced significant structural changes affecting the ownership, management and financing of schools in Northern Ireland. The most important structural change was the provision for the establishment of local education committees to provide, control and manage schools within their respective areas as recommended by the Lynn Committee. This had been advocated in government

circles even before partition, and strongly supported by the Protestant clergy and Unionist politicians. Although the 1923 Education Act dealt with all aspects of education other than higher education, it was mainly intended to improve facilities for elementary, that is, primary education.

Religious Instruction and the 1923 Act

On the question of religious instruction, the Act departed from the Lynn Committee's recommendations. The Committee was strongly of the opinion that the new system should adhere to the original aim of the system of national education, that is, the provision of combined literary and moral education with separate religious instruction. Religious instruction was to be provided on a regular basis during the hours of compulsory schooling provided that parents approved of such instruction and that the right of access by the clergy was retained.

The Act ignored the recommendations of the Lynn Committee that religious instruction should continue as before to be given in state-aided schools, that is, 'combined secular and separate religious education'. Instead, the Act stated that schools were to provide 'an education both literary and moral, based upon instruction in the reading and writing of the English language and in arithmetic.' Religious instruction was no longer to be part of the required curriculum except where it might impinge through 'moral education'. Under clause 28 such instruction was forbidden in elementary schools, and under clause 26, local education authorities were not permitted to provide religious instruction in schools under their control. Under clause 66 the education authority was not entitled to take into account a teacher's religion when an appointment was being made. Lord Londonderry, who was opposed to the segregation of children according to religious belief, did not think it was the state's role to assume responsibility to impart Christian beliefs. He argued that the state's role should be a neutral one in this area.

Opposition to the Act

The religious instruction clause in Londonderry's 1923 Education Act drew fierce criticism from Protestant church leaders and the Protestant community in general. They wanted it clearly stated that religious instruction would be given in all primary schools that came under the control of local authorities, and that teachers would be permitted to teach religious instruction during compulsory school hours. Agitation peaked in 1923 and clause 26 was redrafted in an attempt to reach a compromise.

Section 26, when it finally reached the statute books, stated that 'moral instruction' would be given in schools. However, this excluded 'bible teaching.' The controversy surrounding this issue brought the government into direct conflict with sections of its own supporters, and had the potential to undermine its ability to govern.

The United Education Committee of the Protestant Churches

The national school system had set out to establish non-sectarian education, but it too had met with opposition from the main religious denominations. Similarly the religious aspects of Londonderry's 1923 act engendered a great deal of bitterness among Protestant church and political leaders. From 1923 to1929 they campaigned for the inclusion of the Lynn Committee's stipulations regarding the provision of religious instruction in all primary schools under the control of the local authorities, and that teachers be permitted to give religious instruction during compulsory school hours. The Protestant clergy and politicians were also unhappy concerning the method of appointing teachers, that is, by school managers and not by regional education committees, fearing that Catholic teachers would be appointed to Protestant schools, thereby influencing the religious instruction given to the children in their care. This opposition was spearheaded by a pressure group known as 'The United Education Committee of the Protestant Churches', a pressure group, founded in 1924.

'Simple Bible Instruction'

Initially the government stood its ground in the face of this opposition but an amending, the Education Act (NI) 1925, included the word 'moral' alongside 'literacy' to indicate that both were part of the aims of education. This was done in order to avoid accusations that the Minister was indifferent to the general moral well-being of the young. The Ministry of Education continued in the view that the local education authorities could not provide and pay for religious instruction as defined in the 1923 Act, but advised that they could adopt a programme of 'simple bible instruction'. The United Education Committee persisted in its campaign for educational reform. By 1928 its demands were three-fold: that bible instruction be given in primary schools; that the perceived preferential treatment meted out to Catholics in the primary education system cease and that ministers of religion be appointed to sit on regional education committees. The Education Act (NI) 1930, while not mentioning the clergy directly, allowed the Protestant clergy to maintain a share in the control of the local elementary schools although these were ostensibly under local civic control. The Act also embodied the concession already promised to Catholics, namely that the Ministry would pay one half of the costs of building and equipping new voluntary schools. It also obliged teachers to give simple bible instruction, and removed the prohibition on inquiring into a teaching candidate's religious background.

Catholic Opposition

The government's attempt to satisfy Protestant conscience brought Catholic intervention into the education arena for the first time around this time. The Catholics sought government grants towards voluntary schools on the grounds that they had

lost out financially under the terms of the Act, that is, when they changed to the voluntary school system. Under the national school system, they had received two thirds of the total amount of building and equipment costs. The government, anxious to quell further agitation, agreed in the 1930 Act to the payment of 50% grants for building expenses of privately managed schools. Catholics continued to be dissatisfied with this arrangement. However, the 1930 Education Act remained unchanged until after the Second World War.

The Second World War

Tyrone House, the Belfast headquarters of the Ministry of Education was damaged in the air raids of 1941, and the headquarters were moved to Castle Erin, Portrush. Senior and junior officials as well as important documents were transferred and the only officials remaining were the private secretary to the Minister, two inspectors and the staff in charge of youth welfare activities.

Further Reforms and Further Controversy

Towards the end of World War Two, the government prepared for a major reorganisation of education along the lines of the English Education Act 1944 (also referred to as the Butler Act). There was, it was felt, a need to make good the neglect of the inter-war years. Nevertheless, three years were to pass before the main elements of the Butler Act were applied to Northern Ireland. Around this time Lieutenant-Colonel Samuel Hall-Thompson, who had become Minister of Education in 1944, proposed an increase in capital grants to schools managed by the four-and-two committees, (mainly Catholic), from 50% to 65%, and to raise heating, cleaning and maintenance costs from the previous 50% to 100%. He also proposed the provision of books free of charge, and free school milk and lunches to those children whose parents could not afford to pay. Far from being grateful, Catholic leaders had profound misgivings insisting that these proposals were further evidence of pressure being brought to bear in order to force their privately managed schools to join the state system. They demanded 100% funding for their schools on the grounds that the state schools were Protestant schools, and that they were subsidising these through the payment of 100% taxes, while receiving only 65% of the capital expenditure leaving them to raise the remaining 35%. (See ED/19 School Meals, 1935).

Nor were Protestants particularly happy with the Ministry of Education at this time. Once again the United Education Committee of the Protestant Churches was lobbying for an act of worship to be introduced at the beginning of each school day, and for the provision of religious instruction for all children regardless of the type of school they attended. A White Paper published in December 1944 had alarmed them, and they made it known that any abrogation of the religious arrangements contained in the 1930 act was unacceptable. In particular they objected to the following proposals –

- the repeal of previous statutes which regulated the conditions of religious instruction in public elementary schools and in particular those schools transferred from clerical manager
- a proposed conscience clause for teachers, and
- increased grants proposed for four-and-two schools.

Thus the government was caught in the middle of two opposing sides. Protestant education campaigners wanted state schools to be Protestant in staffing and curriculum but would not admit the principle of denominationalism, while the Catholic campaigners would not settle for anything less than the principle of denominationalism. No common ground could be found and this issue rumbled on becoming the focus of a bitter on-going government-clerical disagreement between the years 1945-56.

Despite sectarian bickering, Lieutenant Hall-Thompson's Bill became law in 1947. He resigned two years later, however, when his proposal to pay Catholic teachers' national insurance and superannuation was not supported by Lord Brookeborough, the then Prime Minister. Harry Midgley became the new Minister of Education in 1950.

Radical Reforms

The radical changes contained in the 1947 Act came into operation on 1 April 1948. The Act had 120 provisions, and the main features of the reform were to convert elementary schools into new primary and secondary schools. (See ED/28 and ED/29 for Secondary and Secondary Intermediate School files). Pupils would leave the first level at 11 years of age. The most able 20% would be selected by a qualifying examination for grammar school. The remaining 80% would go to intermediate or technical secondary schools. The raising of the school leaving age was deferred until 1957 when it was raised to 15 years of age.

The full social and political impact of educational advance resulting from these reforms was not fully felt until the mid-1960s when, largely as a result of the 1947 Act, higher education became available to all able children regardless of social class since the great majority of pupils in secondary schools had their tuition fees paid by the education and library boards. This is still the case today. However, education was now organised along strictly segregated lines, with Queen's University in Belfast and the University of Ulster being the only further education institutions where young people of different religions were being educated together.

The Youth Welfare Acts (Northern Ireland) 1944–1947

The Youth Service in Northern Ireland is primarily concerned with the social education and personal development of young people. A growing interest in youth work, due mainly to the war conditions and youth war work, resulted in the setting up of a working party around 1942 by the Minister of Education to look into the problems affecting the welfare of young people and to suggest ways of solving these problems. As a consequence of their recommendations a Youth Welfare Act was passed in 1944, and a Youth Welfare Committee for Northern Ireland was created. Its remit was to conduct youth surveys, review the existing facilities for youth welfare, physical training and recreation, and to direct public interest into these matters.

The Youth Welfare Act (NI) 1944, broadened the scope of the work to include all aspects of youth work for which grants could be made. The rate of grant to local voluntary organisations was raised from 50% to 75%, and the Youth Welfare Act (NI) 1947, enabled the Ministry to pay grants to central voluntary organisations at the same rate as the 1944 Act authorised for local organisations.

Over the years the Youth Welfare Service in Northern Ireland had broadened its remit. It had always been concerned with the social education and personal development of young people, primarily in a social setting. By the 1970s and 1980s its objectives included the promotion of tolerance and mutual understanding among young people.

Further Development

By the 1960s the administration of public education in Northern Ireland was under the general control of the Ministry of Education based at Rathgael House, Bangor, Co. Down. The main statutory provisions were those set forth in the Education Acts (NI) 1947-63, the Youth Welfare Acts (NI) 1938-1962 and the Statutory Rules and Orders made in conformity with those Acts. Moreover, in keeping with the recommendations of the 1961 Development of the Youth Welfare Service White Paper, local education authorities were playing a greatly increased role in youth welfare. This White Paper on the Development of the Youth Welfare Service indicated how the government expected the service to expand and the Youth Welfare, Physical Training and Recreation Act (Northern Ireland) 1962, put into effect the proposals contained in the White Paper. It established the Youth and Sports Councils for Northern Ireland. Voluntary youth organisations were able to get grants of 75% for heating, lighting, rates and maintenance and of 90% on the salaries of full-time leaders. Grants of 75% were given for the swimming pools and the acquisition of land needed for playing fields and playgrounds. (See ED/15).

Review of Progress and Setting of New Targets

In 1964, a White Paper on Educational Development in Northern Ireland, contained a number of proposals for further progress in the fields of primary, secondary and further education. New targets were set: for example, the replacement of unsatisfactory school buildings, closure of small rural schools and a reduction in class sizes. The White Paper examined the arguments for and against comprehensive education and decided on a compromise, that is, it encouraged experiments in secondary education (the development of academic streams and extended courses) with a view to reducing the importance of selection at the age of 11. Intermediate schools were renamed secondary (intermediate) schools and moves were made to lessen the difference between them and grammar schools. The White Paper modified the qualifying examination. It was discontinued after 1965 being replaced with the Eleven Plus with the emphasis on verbal reasoning rather than arithmetic and English tests. The new examination, which was linked to teachers' assessments of pupils, could be taken at a pupil's own school. Despite the name change an changes to the test the stigma of failure remains to this day. Discussions have been on-going in recent years to find a replacement for the Eleven Plus.

Teacher Training Colleges

The former Irish government had at no point accepted responsibility for training teachers for secondary schools and the Northern Ireland Ministry of Education continued in this vein. On the eve of partition there was only one teacher training college in Northern Ireland, St Mary's in Belfast, and this was for women only. The new ministry had to make provision for training Protestant men and women and Catholic men. A committee for training teachers was appointed with H.M. Pollock, the Minister of Finance, as chairman and it set about establishing Stranmillis Training College, (now known as Stranmillis University College).a non-denominational college in Belfast.

By October 1922, 200 students (male and female) were being trained as elementary school teachers. Catholic authorities would not stand for Catholic men being trained alongside Protestants, and all Catholic male first-year students at Stranmillis received a letter in April 1925, informing them that they must comply with a directive from the Catholic bishops. This was, that they leave Stranmillis and enrol in St Mary's Catholic training college in Middlesex. (This college was commonly referred to as 'Strawberry Hill' in order to distinguish it from St Mary's College in Belfast). Failure to do so would most likely result in their not finding employment in a Catholic elementary school anywhere in Northern Ireland. As a consequence, Stranmillis came to be regarded as a Protestant institution after 1925 because no Catholic men trained there. In 1945 St Mary's College in Belfast began taking in young Catholic men for teacher training, and in 1947 male teacher trainees were accommodated in Trench House, a part of St Mary's College, Belfast. In 1965 a voluntary college under Catholic management was established for male students – St Joseph's College, Belfast (also known as Trench House). These colleges provided training for

teaching in both primary and secondary schools. In 1984 St Joseph's and St Mary's colleges in Belfast amalgamated and this new college is known as St Mary's University College. (See ED/31).

The Queen's University of Belfast

The Queen's University of Belfast was founded under the Irish Universities Act, 1908, and incorporated by Royal Charter. The Queen's College, Belfast, out of which the university grew, was founded in July 1845 and was a constituent college of the Queen's University in Ireland until the dissolution of the latter in 1882. Since 1908 the university has been a self-governing institution under the control of a Senate composed of nominees of the Crown, representatives of the academic staff, graduates of the university and members elected by city and county councils and other public bodies. The university receives under the Government of Ireland Act, 1920, the Church Temporalities Fund Act (NI) 1922, the Queen's University of Belfast Act (NI) 1928, and the University and Collegiate and Scientific Institutions Act (NI) 1938, annual parliamentary grants to the university for general purposes and capital expenditure. (See ED/17).

The Lockwood Report

In November 1963 a committee, headed by Sir John Lockwood of London University, was appointed by the Minister of Finance to review the facilities for university and higher technical education in Northern Ireland and to make recommendations. The committee's findings, published as the Lockwood Report, enabled the government to make far-reaching plans for higher education in Northern Ireland. They predicted that by 1974, between 8,000 and 9,000 university places would be needed and that this figure would rise to around 13,000 by 1980. They recommended the establishment of a second university which would be complimentary to the Queen's University, Belfast. The committee considered several locations for this new university and, having regard to the criteria used by the University Grants Committee, eventually settled on Coleraine, Co. Londonderry, as the location for what was to become the New University of Ulster. In February 1966 Professor NA Burgess was nominated as Vice-Chancellor elect and when the university opened its doors in October 1968 its first intake was approximately 400 students. (See ED/39 and FIN/58 on the Lockwood Committee and T2772 for papers relating to the proposed establishment of a new university at Armagh as early as 1830).

In 1970 under the provisions of the Magee University College, Londonderry (NI) Act, Magee University, situated in the city of Londonderry, became an integral part of the New University, later to become the University of Ulster. (See D2511 for information relating to the debate leading up to the creation of this second university for Northern Ireland).

The committee also recommended the establishment of the Ulster College which would provide non-degree courses in technology, commerce, domestic science, art, drama and music. The Ulster College was re-titled the Northern Ireland Polytechnic in August 1978 under the terms of the Education (NI) Order 1978 and in 1984 the Polytechnic became the Jordanstown Campus of the University of Ulster which also incorporated the College of Art and Design in Belfast. They are now known as the

University of Ulster at Jordanstown and the University of Ulster at Belfast respectively.

In February 2000, government approval was given for the development of the long-awaited Springfield Campus in West Belfast but which so far has never materialised.

Magee University College, Londonderry

Magee University College was opened in 1865 by the General Assembly of the Presbyterian Church in Ireland for the purpose of providing a liberal education in both the arts and divinity. Magee was the first college to grant equal privileges to both men and women students. PRONI holds the Magee Presbyterian Trust archive (MPT). These records, which date from c1850-1984, document the Trust's maintenance of Magee Presbyterian College, Londonderry, subsequently known as McCrea Magee Presbyterian College and then Magee University College. It is now part of the University of Ulster at Coleraine. (See Higher Education files in ED/17)

Model Schools

Model schools were founded by the Commissioners for National Schools as the basis of their teacher training programme. Male and female model schools were opened in Dublin in 1834. These schools came under the direct control of the Commissioners.

Catholic church leaders were unhappy with the provision of religious instruction in these schools and in 1863 ordered that Catholic pupils be withdrawn. Model schools, mainly attended by Protestant children, survived up until recently.

Nursery Education

The first nursery schools were intended to facilitate the children of women employed in industry during the Second World War. Children between the ages of two and five years could attend. The continued need for female labour, particularly in the textile industry, at the end of the Second World War meant that there was a continuing need for the provision of nursery education, either under voluntary or local authority management in the form of a committee. Local education authorities were required to provide these schools and the majority of the nursery establishments already in existence became the responsibility of local authorities on 1 April 1950. The Ministry paid the salaries of the nursery teachers and contributes towards the salary of other staff. By 1951, 23 of these were in existence.

This number of nursery schools dropped slightly in the 1960s, but nursery education was given a major place in the educational field in 1974. The number of nursery

schools continued to expand and had reached 53 by 1978. By 1997 there were 11,100 pre-school children in the statutory education sector and of these 8,500 are catered for in 91 nursery schools and 69 nursery classes attached to primary schools, and 2,600 in 400 reception classes and groups. (See ED/24).

Special Schools

The Education Act of 1947 required local education authorities to determine the special educational needs of children with learning difficulties, that is, children with special needs. Special schools were to be established for the teaching of these children, or, where the learning difficulties were not too severe, special classes were to be organised within the mainstream education system. By the mid-1970s, over 2,500 pupils were receiving special education in 30 special schools, almost 100 were attending boarding schools outside Northern Ireland, and around 100 were receiving home tuition. In addition over 200 pupils were attending units attached to ordinary schools. (See ED/23).

Maintained Schools

The Education (Amendment) Act (NI), 1968 introduced a new 'maintained' status for voluntary primary and intermediate schools which were prepared to accept the 'four and two' committees. They would receive 80% building grants and the education authority would be responsible for all maintenance and equipment costs. Existing schools would remain under purely voluntary management attracting 60% grants. Entirely new schools would be recognised for grant purposes only if they accepted maintained status. Voluntary grammar schools would reap the same benefits if the governing body accepted 'an appropriate measure of public representation'. Entirely new voluntary grammar schools would only be recognised as grant-aided on these terms. Some of the proposals in the White Paper got a guarded welcome from Cardinal Conway, the Catholic Primate of all Ireland, and Catholic bishops, while initially hostile, were prepared, in the end, to give it a 'fair trial.' The Bill was published in January 1968, and became law in March of that year.

Segregated Education

Reform was very much in the air by the mid-1960s. There was a growing concern about civil rights and community relations and this would broaden the education debate to include discussion as to how to procure a healthier and more inclusive society. Integrated education was felt by some observers to be capable of providing a solution to the divisions within Northern Ireland society.

In 1968, echoing Lord Londonderry almost fifty years earlier, Captain Terence O'Neill, the Prime Minister of Northern Ireland, speaking on community relations said that 'a major cause of division (in Northern Ireland) arises from segregation of education'. As social unrest took hold, particularly in the 1970s, integrated schools began to emerge. The first of these, Lagan College, took in its first pupils in 1981, and others, both secondary and primary, have followed. One of the last acts of the Minister of Education, before devolved government was suspended in 2000, was to approve funding for two new integrated primary schools.

The 1970s

By the mid-1970s the Department of Education was responsible for the development of primary, secondary, further (including adult) and higher education. Area Education and Library Boards answerable to the Department became responsible for the local administration of the education and library services, teacher training, examinations (including selection and review procedures), youth welfare and youth services, museums, the Arts Council and Armagh Observatory.

By 1978 the Department had taken over responsibility for the formulation and sponsorship of policies for the improvement of community relations and community services in Northern Ireland and for grant-aiding various recreational and community facilities. Expenditure on education, libraries and allied services represented the second largest element in the budget for Northern Ireland Government departments with about half the Department's capital expenditure going towards the provision of school buildings and equipment. Voluntary grammar schools paid their own teachers' salaries with these and other running costs being met from fees and direct grants from the Department.

Parents were under a statutory obligation to ensure that their children received an efficient and full-time education between the ages of five and 16 years of age. In controlled and voluntary schools there is a collective act of worship during the school day. Religious instruction, which must be provided in these schools, is non-denominational in controlled schools, but in voluntary schools its nature is determined by the managers.

A sophisticated school inspectorate was put in place advising the Department on the professional, as opposed to the administrative aspects of its work. Inspectors now visit schools and colleges and report back to the Department. They are closely involved in the implementation of programmes in schools, colleges and the youth service and play an active role in curriculum development, in in-service training of teachers and in the development of induction training for newly qualified teachers. They also maintain close links with area boards, voluntary school authorities, the colleges of education and the Northern Ireland Schools Examinations Council and its examinations board. The Inspectorate also represents the Department on a wide variety of national and other committees.

School Management in the 1980s

Controlled schools are schools under the management of education and library boards and are wholly financed from public funds. Voluntary schools are grant-aided schools under the management of persons approved by the Department of Boards of Governors established in accordance with approved schemes.

With effect from 1968 it was open to each existing voluntary school other than voluntary grammar schools to become a maintained school, that is, a voluntary school under the management of a committee consisting of representatives appointed by the trustees or managers of the voluntary school and the appropriate Education and Library Board. The great majority elected for 'maintained status, and thus qualified for additional funding. This system is in place to this day.

Access Rule

Since the 1 January 2005, the decision on whether to release or withhold historical records is determined by the application of the Freedom of Information Act (2000). However, in common with other parts of the United Kingdom, Northern Ireland official records which are 30 years old or more are made available at the end of each year. The annual release of selected official files continues against a background of greater public access through the Freedom of Information Act (2000). The FOI Act created a new access to information regime and all records are reviewed in accordance with the FOI Act and the Data Protection Act.

Records continue to be brought forward for release as they approach 30 years of age. This involves the referral of the files to the Responsible Authority for sensitivity review. This entails a page by page examination to ensure that a record contains nothing sensitive as defined by the FOI Act and DP Act.

The emphasis is on disclosure but records may be closed either fully or in part only. Partial closures involve the removal of a limited number of papers from the file that have been deemed as exempt from the right to know under FOI. To facilitate the release of as much information as possible, we can also redact (blank out) sensitive data within individual documents which would otherwise prevent release. All information which is withheld in the manner outlined above, however, must be retained in accordance with the exemptions contained within the FOI Act. In the majority of cases, the reason for extended closure is the section 40 Personal Information exemption of the Freedom of Information Act. This means that personal information is exempt from the right to know if it would cause a breach of the Data Protection principles.

Introduction to the Education Archive

The class descriptions (that carry the reference number ED) below give an overview of the contents of the records in that class. For more information on all aspects of education see the actual files and documents held in the Public Record Office of Northern Ireland (PRONI).

ED/1: Grant-Aid Applications, 1832-1889

In September 1831 the Commissioners of National Education were established to administer a fund of £30,000 per annum placed at the disposal of the Lord Lieutenant for the education of the poor in Ireland. They were empowered to make grants to local schools on condition that part of the required sum was raised locally and in addition they supervised the work of the schools, supplied textbooks and trained teachers.

This class of records which bears the PRONI reference number ED/1 consists of 33 volumes of applications made to the Commissioners for grants for building schools, payment of teachers, provision of textbooks, equipment etc. The applications were made on printed questionnaire forms (occasionally accompanied by correspondence), which were filed and bound together in date order and arranged county by county. They cover the period 1832-1889. ED/1/1 to ED1/29, are available on microfilm and bear the reference number MIC/548, Reels 1 to 58.

The National Archives in Dublin hold a few unbound applications from Counties Antrim, Armagh, Down, Fermanagh and Meath, as well as a volume of Rejected Applications from Ulster schools for the period 1868-72.

ED/2: National Education Office Files

The nineteenth century system of national education, founded in 1831 under the direction of Chief Secretary E.G. Stanley, eliminated fairly rapidly the illiteracy which existed throughout Ireland. The national schools not only taught children how to read and write, but also provided the opportunity for studying agriculture, science and other practical subjects.

In the early years of the nineteenth century there was no shortage of schools in Ireland, but many were in a poor state of repair and badly conducted. In 1832 it was estimated that there were around 9,000 pay schools in existence and over 2,000 other elementary schools. The majority of pay schools opted to become national schools. The national schools were built with the aid of the Commissioners of National Education and local trustees. The community was responsible for providing the site for the new school which was then vested in the trustees who were frequently landlords or local clergymen. Patronage was usually vested in the local bishop of the diocese who appointed a manager, usually a minister or parish priest, who in turn had virtually unlimited powers of hiring and firing and normally employed teachers of his own denomination.

This class of records consists of c.900 files from 1861-1927. They cover a range of subjects from the fairly significant, that is, the appointment of new trustees and managers, applications for loans for improving and enlarging existing schools and building teachers' residences, the appointment of teachers, the amalgamation of small schools, to the more routine such as the applications for grants towards heating and for supplying hot water, grants for cooking stoves and the purchase of pencils. Nevertheless, when examined in conjunction with other education records, ED/2 provides valuable information for those researchers interested in the minutiae of educational matters spanning this period.

Occasionally a file reveals papers relating to issues which reflect the wider concerns of the day. For example, ED/2/600 dated 1908-22, refers to permission being sought to hold weekly prayer meetings in Dundrod National School, Co. Antrim (sic), indicating perhaps, the strength of feeling in the community concerning the link between education and religion. ED/2/844 refers to an arrangement whereby a number of pupils were given permission to attend confession in the church adjoining the school for one day each month from 12.30 to 1.30pm which 'comprises the line fixed for Recreation and Religious Instruction' underlining the debate about religious instruction being taught in schools. It should be remembered that at this time in Irish history the overwhelming majority of Irish schools were under denominational control. Further evidence of this can be found in ED/2/761 which contains papers referring to the holding of 'spiritual exercises' in a Co. Antrim school 'within the hours of secular instruction.'

It is interesting to note that corporal punishment was a controversial issue as early as 1911 – ED/2/508 reveals that a junior teacher was reprimanded for slapping a pupil on the hand with a cane in an era when corporal punishment was tolerated. It would appear too that league tables are not such a recent innovation for ED/2/849, which

contains papers dated 1911, tells us that an efficiency table was ‘furnished’ and ‘promotion of a teacher to second grade was not recommended.’ The First World War is fleetingly glimpsed in ED/2/705. The principal teacher of a school in Co. Tyrone resigns to join the army in 1916, and ED/2/747 reveals that recognition was given to the new principal of Roughfort National School, Co. Antrim following the death of Mr Caruth who was ‘killed in action.’

ED/3: School Building Files

From 1845 the Commissioners of National Education undertook for the first time responsibility for the upkeep of the national schools for which they had made a building grant. Many of the schools which transferred to the National school system were in a dilapidated state and were required to be rebuilt. An inspection carried out in 1818 by John Veevers on behalf of the Kildare Place Society (a society founded in 1811 by a group of prominent Dublin people) found that 'a general zeal prevailed in all ranks for instruction ... in spite of the wretched buildings which served as schools. The doors often served the treble purpose of entrance, window and chimney.'

This class consists of 350 files which date from 1890-1920 and refer exclusively to applications for grants to build schools throughout the six counties (the area which would become Northern Ireland) which have been either approved, withdrawn, turned down or cancelled.

Additional School Building Material

Any researcher interested in the design and planning of school buildings should consult LA/6/2/2 which contains architectural drawings and plans for national and public elementary schools. FIN/19/1-2, the archive of Tyrone County Council contains government papers pertaining to grants for improvements to schools and reports on the condition of various public elementary national and Royal school buildings. Furthermore some Cabinet records offer insights into attitudes towards building of schools after 1921. (See CAB/9A/3/4). ED/12/3 refers to plans of public elementary schools and detailed drawings of fittings and furniture, prepared by the Department of Public Buildings and Works, Ministry of Finance, for the Ministry of Education for the period 1925-37.

ED/4: Technical School Files, 1890–1933

The Technical Instruction Acts 1889 and 1891 (52 and 53 Vict. c.76) authorised local authorities to raise money on the rates for technical or manual education ('instruction in the principles of science and art applicable to industries….'), and to appoint committees to exercise their powers in respect of technical instruction. The Department of Science and Art in London was given general responsibility for administering the Acts and establishing the conditions on which parliamentary grants could be made in aid of technical education. Only one file in this collection, ED/4/278, dates from this period.

The Agriculture and Technical Instruction (Ireland) Act, 1899 (62 and 63 Vict. c50) established a Department of Agriculture and other Industries and Technical Instruction for Ireland. The Department, with the assistance of a Board of Technical Instruction, was responsible for administering a grant in aid, amounting to £55,000 per annum to encourage technical instruction.

County and Urban District Councils were authorised to raise money on the rates for technical education and could appoint committees to exercise their powers in respect of technical education.

Most of the files in this collection originated in the Department of Agriculture and Technical Instruction but some were created in the Northern Ireland Ministry of Education. They contain the correspondence which passed between the Department and the various County and Urban Technical Instruction Committees, copies of Committee minutes, Inspectors' Reports, returns of expenditure, etc. Among the subjects discussed in the files are the building, equipment, decoration and general maintenance of schools, the arrangement of 'schemes' or programmes and the appointment of teachers.

ED/5: National Education Office, Dublin: School Inspectors' Papers

This class of files which cover the period 1849–1951 are divided into eight subclasses, viz –

ED/5/1 Inspectors' district books
ED/5/2 Monitor training registers
ED/5/3 Circulars from National Education office
ED/5/4 Cash books
ED/5/5 Teachers returns to inspectors
ED/5/6 Inspectors' notebooks
ED/5/7 Examination papers
ED/5/8 General inspection registers

ED/5/1 Inspectors' District Books

School inspection in Ireland began in the early nineteenth century when the Society For Promoting the Education of the Poor in Ireland (the Kildare Society) appointed John Veevers to tour the Society's schools in Ireland and write a detailed report on his findings. Veevers recommended that permanent inspectors be appointed and by 1831 the Society had eight inspectors touring the country. The first national school inspector was appointed in May 1832, and from May 1855 Ireland was divided into 61 Education Districts.

ED/5/1 consists of 34 volumes dating from 1855-1948 relating to Cos Antrim, Down, Londonderry, and Tyrone and which detail the inspector's findings following his visit. ED/5/1/2, for example, refers to different schools in various parishes in Cos Londonderry and Antrim. This is District No 3. The first ten pages or so, list, in alphabetical order, the different schools visited – Aghadowey, Co. Londonderry, Armoy, Co. Antrim, to Tullybane, Co. Antrim. The detail is astonishingly comprehensive and telling. For example, the entry for Aghadowey school on 21 June 1853 informs us that the school, which is built on meeting house grounds by local subscription, separated from the public road by a ditch, is not vested, is one room slated, no privy, five desks, nine forms, a book press, no blackboard, and reading tablets only. The teacher, who is aged 40 years, is not trained, and in the opinion of the inspector his teaching methods are 'only middling wanting that interest in his pupils which makes a man lend his entire exertions to their improvement ... he requires new life and energy to be breathed into him.' His moral character, however, is good. A Ballycastle national school teacher c.1870, on the other hand taught with 'zeal and success' and his class was generally found 'in a very satisfactory state'.

With the exception of ED/5/1/16 and ED/5/1/19, which contain references to Cos Donegal, Sligo, Leitrim and Tipperary, as well as Fermanagh, the volumes refer to the six counties of Northern Ireland. It should be noted that at least four of the volumes are closed for 75 years from the date of the last entry.

Additional School Inspectorate Material

Other useful sources in PRONI for those interested in the subject of school inspection are the Inspectors' Observation Books in the SCH series[1] which date from c.1860–c.1970. These are to be found under the sub-classification SCH/5, for any school: thus, for example, the reference SCH/145/5 relates to the Inspectors' Observation Books for Carrickmannon Public Elementary School, Co. Down. ED/5/5 refers to teachers' returns to inspectors; ED/5/6 contains inspectors' notebooks; ED/5/8 is inspectors' general inspection registers, that is, buildings, salaries etc. Another significant sub-class is ED/6/2 – old school correspondence registers which in 1855 were reorganised into 'district books'. Researchers should also note that there is much important information in the SCH/1–1412 school records series which dates largely from 1861. These records contain the name, date of birth or age or date of entry of each pupil, the occupation and address of the parents, their religion and details of attendance and academic progress of pupils. Furthermore, reference to the PRONI Guide to Education Records will reveal the reference number of documents scattered throughout private collections which are relevant. For instance, T3082 refers to extracts from a district inspector's report on exam results in 1887-88.

ED/5/2: Monitor Training Registers, 1849–1902

Training of teachers began soon after the establishment of the Board of National Education 1831. Through time training was organised along more elaborate lines. A pupil who aspired to be a teacher would first be appointed as a paid monitor in the local national school following a regulation that came into force in 1845. Next came three or four years of study, following a graded syllabus, combined with teaching practice. Those pupils who stayed the course would undergo a public examination and, if successful, would be awarded a place in a Model School as a candidate-teacher. A further six months' teaching followed, then two years teaching in a national school with pay, and a final stint of training at Marlborough Street Training College.

Monitors in Model Schools

The Commissioners, from the first establishment of their Model Schools, employed a small staff of monitors chosen exclusively on the grounds of merit from the best pupils who would assist the teachers in the classroom. Small weekly payments were made to these pupils and these increased over time as the monitor's experience expanded. At the same time they received careful instruction in teaching methods from their teacher. Several of the monitors became assistants in the Model Schools, many became teachers in ordinary schools, while some were apprenticed as junior clerks in the Central Official Establishment.

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[1] School files held under the PRONI reference SCH are also useful for research. They cover a variety of topics ranging from attendance registers, minute books, corporal punishment and teachers' returns.

In 1845 the Commissioners ordered that from 30 September 1845 'the number of paid monitors be limited to two males and one female in each district to be recommended by the superintendent; that the payment be at the rate of £4 per hour for the first year, £5 for the second year, £6 for the third and £7 for the fourth to be paid half yearly upon a satisfactory report being received from the superintendent on the conduct of each monitor.'

In 1855 the Commissioners considered the expediency of encouraging, by small rewards, the teachers in whose schools paid monitors were recognised in order to ensure the necessary care was taken over their instruction. They ordered that the Head and District Inspectors attested to teachers having given careful attention to the content of a young assistant in the prescribed course of study. The teachers would be entitled to £1 for the first year, £1 10 0 for the second, and £3 for the third year.

The number of monitors gradually increased, and from April 1851, an improved scale of salaries was adopted. Eight males and four females were appointed to each district.

In 1885 the Commissioners instituted a class of Junior Paid Monitors in the belief that such a class would be the means of enabling the Board to attach to its service many promising young people. Junior monitors were to be appointed at an age of not less than ten years and senior at not less than 14 years.

In 1862 Commissioners considered appointing pupil teachers in large and highly efficient national schools with a salary of £20 per annum: these candidate teachers were to be selected from the senior monitors. In 1863 they decided that instead of pupil teachers, an advanced grade of monitors be instituted as designated First-class Monitors at a rate of salary somewhat higher than that of paid monitors of the junior and senior grades.

By 1876, regulations required that a school for which a monitor is recommended must have a daily attendance of not less than 40 pupils in at least three of the four quarters ending on the 31 of March each year. Monitors were to be effectively trained by the teachers during ordinary school time in class in time set aside for this and during extra hours to compensate monitors for the time they assisted the teacher in school work. All monitors were to be examined annually by the inspectors in a prescribed programme of instruction for which the teachers were requested to prepare them.

ED/5/2 refers to registers in which District Inspectors have recorded the names, ages, religious denomination, academic ability of monitors and the occupation of the parents of those pupils selected for training as monitors. There are 11 volumes dating from 1849 -1902 for Counties Antrim, Fermanagh, Tyrone, Londonderry and also for Leitrim and Donegal. These volumes contain a rich source of information for those researchers interested in genealogy and social history. Judged by today's standards this system would perhaps be regarded as exploitative - many of the monitors were as young as 10 years of age - but placed in the context of post-famine Ireland, it was no doubt seized upon as a golden opportunity by the more able pupils. Take, for example, Samuel

McCracken, a pupil at Ballymacarrett school, Belfast, aged 14 years at the time of being appointed as a monitor, who on achieving exam success, resigned as monitor in 1854 and was appointed as assistant teacher in the same school the following year. James Campbell also aged 14 was not so fortunate. He was appointed as a monitor on 1 January 1855, but died on 16 April the same year, and Eliza McLemon, appointed as monitor in Ballymullan school, was removed from her post the following September, having had 'a disagreement with the principal teacher.'

ED/5/5/1–7: Teachers' Returns, 1904–1951

This class of records consists of a bundle of annual returns completed by teachers and countersigned by the school managers. The contents were used for inspection purposes. They relate mostly to schools in Co. Antrim, although there are a few returns for schools in Co. Londonderry.

The returns contain comprehensive detail. For example, the name of the school, the circuit or district to which it belongs – Randalstown school, Co. Antrim, is in district 2A – the name of the manager and the teacher (or teachers), where and when they were trained, their age, religion and whether or not they are married. Additional information relating to the pupils is recorded; the number of pupils, their gender, whether they are in standard One, Two or Three and their progress and attendance for the year in question. In every instance, information concerning the actual building is recounted as well as the standard of cleanliness of the classrooms and lavatories.

ED/5/5/2 refers to 'Candidate Monitors' – returns to the inspector on the eligibility of certain pupils to act as monitor. (See also ED/5/2). ED/5/5/3 refers to proscribed book lists. The schoolbooks published by the National Education Board played an important part in the work of the schools and, although not made compulsory by the Board, were used in the majority of schools. Books were given free to schools in poor districts. The various graded books (First Book of Lessons, Second Book of Lessons, etc) were all-purpose primers, and also stressed the value of good moral behaviour although their religious content was non-denominational.

Researchers should note that some of this material is closed for 75 years from the date of the last entry.

ED/5/6: Inspectors' Notebooks

These seventy notebooks contain rough notes on general administration and teaching methods in schools in Belfast, Counties Londonderry, Tyrone, Down and Donegal during the years 1862-1867. Some of the notebooks contain an Index of Reference, that is, a page is headed Folio, Name of School, Date and sometimes has the name of the school manager written on the top of the page. A printed page, laid out in tabular form, gives details of the inspection, such as the average roll for the

year, average attendance, the numbers in Book 1-5, equipment, and range of subjects taught. The name of the teacher, or teachers, is given.

Alternative pages are headed Miscellaneous Notes on Methods, Character etc of Teachers, Proficiency of Pupils, suggestions for the Teacher's attention, neighbouring Schools, etc. From this rather promising description it is somewhat disappointing to find that where entries are made they consist of rather rudimentary notes, often hastily written in pencil and are of a superficial nature. For example, 'there are 25 children in Roll Book, but only 11 in attendance,' or 'evening school, Monday, Wednesday and Saturday 6 to 9.15,' 'the master was sick at last report.' It is likely that these notes were made for the inspector's own use, a form of aid memoire to be called upon to jog his memory on each successive visit

In some case a notebook contains a check list in abbreviated form relating to the fixtures and fittings of the school being inspected, for example, the number of windows, how the building was situated, any defects, if any, it had, whether it was well ventilated, whether there was a fireplace, a clock, maps, a book press, desks or forms and if there was more than one entrance.

ED/5/7/1–30: Pupil Teachers'/Monitors Examination Papers, 1884–1886

These examination papers for pupil teachers and monitors for schools in District 10, that is, parts of Belfast (for example, Dundonald, Willowfield, and Short Strand) and Londonderry and certain towns and villages in Co. Down. They are written in copperplate cover the following subjects: methods of teaching, dictation, algebra, grammar, spelling, composition, mathematics (arithmetic, algebra, trigonometry geometry, mensuration), philosophy, book-keeping, agriculture, history, geography, agriculture, English literature, electricity (sic) and in some instances engineering subjects such as hydrostatics, hydraulics, magnetism.

The July examination paper for 1886, on the subject of agriculture, and completed by John Warden, in the second year of his pupil/teacher training at Newtownards Model School, notes that 'the best temperature for a dairy is from 56 to 58 degrees Fahrenheit' and that a the dairy 'should have, if possible, a northern aspect to ensure a fairly even temperature.' He collected seven marks out of ten for this answer but a mere three marks in his geography paper when he wrote that 'when we are nearest the sun the weather is coldest' and that this is explained by the fact that 'the rays of the sun strike the earth more obliquely and are reflected and consequently the weather is colder.'

ED/5/8: General Inspection Registers

This sub-class consists of two registers containing school inspectors' observations on school buildings, fixtures and fittings and teachers' salaries for the years 1851-63, for District 12, that is, the Newtownards, Co. Down, and Castlereagh, Belfast, areas (ED/5/8/1). The third volume is a return of requisitions sold and free stock granted by the Commissioners to national schools in Districts 7, 10 and 12 for the years 1849-63.

Page headings in the registers refer to schools, roll numbers, post town of school and distance to it, county, parish, townland, barony, correspondent and post town, building and fitting up (sic), salary and observations. Remarks in the observation section are confined to 'salary withdrawn for incompetency' 'struck off' and whether a particular school was vested in trustees

ED/6: National and Primary Schools Correspondence Registers, 1835–1960s

This group of school correspondence registers or 'county books' consists of 76 volumes created by the National Education Board in Dublin and continued by the Northern Ireland Ministry of Education. The registers are principally minute books of all proceedings taken in connection with the abstracts of letters from and to all National Schools. Not all the registers relating to schools located in Northern Ireland were transferred to Belfast and many of the missing volumes can be found in the National Archives, Dublin.

The registers were initially arranged in provincial volumes, but the Ulster register was not transferred to Belfast. In 1835 the provincial volumes were discontinued and replaced by a series of County Volumes, later described as Old County Books (OCB). Each school is given a 'folio number'. This number appears to be a random number and, for a given school, may change from volume to volume. The specially designed folios record the roll number and the location of each school, its relation, if any, to a religious denomination, its date of establishment, date when it became affiliated to the Board, particulars of the lease, patrons, any controlling committee, number and dimensions of the school rooms and various details relating to the finances of the school. Each folio closes with a reference forward to the next folio relating to the school in question: this folio number could appear in the next volume, in another of the Old County Books, or in the New County Books (NCB).

From the early 1850s, a series of New County Books was opened. While the design of the pages is different, the information recorded is essentially the same as before. Many folios close with a reference leading the reader forward to yet another series of New County Books. It is evident that this second set of books was in use for a time, but at some point the volumes were broken up and folios were renumbered and rebound into District Books.

In the 1850s, the country was, for administrative purposes, divided into 61 education districts with each district covering a portion of a county or portions of several counties. Most of the District Registers relating to Northern Ireland are held in the National Archives, Dublin, but some which deal with districts exclusive to Northern Ireland, were transferred and are to be found under the PRONI reference number ED/6/2. The PRONI reference numbers relate to each county. For example, ED/6/1 refers to Co. Antrim, ED/6/2 to Co. Armagh and so on for the six counties of Northern Ireland.

Early in the twentieth century the District volumes were discontinued and yet another series of County Books was begun. This series was used by the Northern Ireland Ministry of Education after 1922, although in the latter part of the decade, the new Ministry assigned a new roll number to each school under its jurisdiction.

ED/7: National and Public Elementary Schools: Salary Books, 1899–1905

This class of records consists of c.250 volumes recording salary payments to teachers in National, and later, Public Elementary Schools. The volumes consist of specially printed folios, (a sheet of paper folded once making two leaves of a book), and although the layout of the folios was altered on a number of occasions, the information recorded remained essentially the same throughout.

In the volumes entries are arranged by numerical order of rolls. Underneath the roll number the name and address of the school, the District or Circuit (these consisted of a portion of a county, or portions of several adjoining counties) in which the school is located, whether it is vested or not, and its status as a free, or excess fee paying school is recorded. Also noted is the name, address and religious denomination of the school manager. This is followed by a series of columns detailing the teachers and monitors' names, academic qualifications, their official position, the date of appointment or registration (when either event occurs within the time span covered by the volume in question), and various particulars of salary and any other payments made. Salaries could be affected by a variety of factors and as a result much incidental information is recorded, for example, the annual capitation grant and average attendance figures. Relevant Board Orders are noted and reference is made to any absence of the teacher and any temporary closing of the school.

The volumes in the Public Record Office Northern Ireland (PRONI) begin in 1899, but it is 1905, before **all** the volumes relating to what was to become Northern Ireland became available here. The pre-1899, and the missing 1899-1904 volumes are held in the National Archives, Dublin.

Until 1844 a single series of volumes was used to cover the whole country; from 1844 55 Provincial volumes were used, and County Volumes from 1856-70. These volumes are to be found in the National Archives, Dublin.

From 1870-1902, salaries paid were recorded in District Volumes. Only the volumes for 1899-1902, and for Districts 3, 4, 7, 8, 8A, 9, 9A, 10 and 11 are held at PRONI. (See ED/71). For the years 1903 and 1904, Circuit Volumes were used. Only those relating to the Ballymena and Belfast Districts are in PRONI. (See ED/7/2).

In 1905, the National Board of Education reverted to the County Volume system and PRONI holds all the material – relating to what is now Northern Ireland – from that date. When the Ministry of Education for Northern Ireland took over responsibility from the National Board of Education it inherited the records now deposited here. The Ministry continued to use the Salary Books until 1948 when they were superseded by Teachers' Cards.

ED/8/1: National Education Commissioners, Dublin: Model School Files, 1868–1922

This class of records consists of c.450 files, the correspondence and memoranda of the National Education Commissioners, Dublin, for the period 1868-1922. They are divided into two sub-classes, ED/8/1 and ED/8/2. The files deal with the detailed management and maintenance of the Model Schools in Northern Ireland. Model schools were founded by the Commissioners for National Schools on the basis of their teacher-training. The first two Model Schools opened in Dublin in 1834.

Most of the files deal with matters affecting individual teachers, and in some cases, pupil-teachers, for example, their appointment, salary, transfer, replacement, discipline, illness, retirement and death. Here and there a file crops up which refers to other issues. The encroachment onto Enniskillen Model School grounds where road-widening schemes are undertaken (see ED/8/1/5). There are several files which deal with the outbreak of serious diseases in different schools throughout the Province. For instance, in 1895, Newry Model School was closed for one week due to a smallpox epidemic (see ED/8/1/132), and in the same year Enniskillen Model School was temporarily closed while the authorities dealt with an outbreak of scarlatina. (See ED/8/1/140). 1899 saw this school bring forward the Christmas vacation period by two weeks, this time due to several pupils suffering from measles. (See ED/8/1/178), and the Model School at Newtownstewart closed for the same reason in 1899. (See ED/8/1/185). Whitewashing walls and the use of disinfectant were some of the measures used at Lurgan Model school to prevent the spread of infectious diseases. (See ED/8/1/278).

A particularly poignant case is that of the headmaster of Enniskillen Model whose 14 year old daughter died from typhoid fever following an outbreak among pupil-teachers in the school in 1883. Water used for domestic purposes became contaminated with effluent which leaked from a sewer. The headmaster, Charles Morris, seeking a refund of his daughter's funeral expenses, wrote that it was 'providential that where 14 of an establishment were struck down with a malignant fever, only one succumbed.' He went on to say that he 'took every means in my power….. to stamp out the disease, and that by judicious action I prevented a panic among the parents and pupils.' He felt satisfied that the Commissioners would not require him to 'be further the victim of circumstances which I was powerless to foresee or prevent.' (See ED/8/1/25).

PRONI also holds additional material which refers to Model Schools and this can be found under the following reference numbers: SCH/99, SCH/278, SCH/608, SCH/719, SCH/266, SCH/12, SCH/338, SCH/422, SCH/482, ED/7/9, ED/8 and ED/12/1.

ED/8/2: Model School Files of the National Education Commissioners, Dublin, 1922–1930

Like the contents of ED/8/1, the bulk of these files in the sub-class ED/8/2 deal with the minutia of every-day school administration - personnel matters, the supply of new equipment, structural improvements to classrooms in the form of fitting new doors or erecting or removing partitions, the refund of unemployment contributions, income tax statistics, the dates of Christmas vacations, and so on. However, scattered throughout the archive is a smattering of more interesting material. Improvements in the standard of living in the early decades of the twentieth century is reflected in ED/8/2/100, which refers to the provision of a bathroom and indoor WC in Newry Model Boys School in 1924, and sometime between 1926-27, the headmaster of Coleraine Model School erected a 'motor garage' in the school grounds. (See ED/8/2/51). The Ballymoney Board of Guardians sought free admission for workhouse children to Ballymoney Model School in 1906. They were unsuccessful, for it was decided that a 'rate 2 fee' was to be charged. (See ED/8/2/251)

On a wider political front we learn a little of the impact the Government of Ireland (1920) Act, had on Model School Teachers. ED/8/2/19 refers to a request by the Model School Teachers' Association to have a clause inserted into an existing agreement which protected their rights, and which was drawn up between themselves and the education authorities. This agreement had been in place under the previous administration, and Model School teachers were expressing concern over whether existing conditions of service would be altered after the 'appointed day', that is, the date the Government of Ireland Act came into being. In addition, ED/8/2/17 deals with the question as to whether the Act would alter conditions of service of Model School-Teachers generally. A further indication, perhaps, of the uncertainty felt among some sections of the teaching profession following Partition, can be gauged when we learn that the manager and teachers of Coleraine Model School drew up and signed an agreement between themselves and the Ministry of Education concerning their conditions of employment. (See ED/8/2/43).

It is worth mentioning at this point that Model Schools, prior to Partition, were in a category of their own. They had been the National Education Commission's own property, under their direct control and supervision, and the teachers were specially selected. Inspectors were not asked to comment on the teachers in model schools, only to comment on the structure of the school building and record the number of children in each class, the subjects he examined them in and how he rated their ability. It is hardly surprising that they appear to be anxious that they would not be adversely affected professionally at this point in time.

ED/9: Primary School Files, 1925–1976

These records relate to primary school 'L' files dealing with improvements to schools and the transfer of certain schools from private management to local education committees under the terms of the Education Act (Northern Ireland) 1923. The files in this series were reappraised in the 1990s, and a sample of ED/9/3 retained. While few in number, these files are important for, among other things, they tell us a little of the controversy which followed the introduction of Lord Londonderry's Act. Roughly six of the files contain papers relating to improvements to various primary schools, and the remainder refer to the transfer of schools.

Improvements to Schools

On the whole the improvements referred in these files are straightforward – a new window here and there, improved heating, etc, but at least one file gives us valuable insight into the conditions of some primary schools at this point in time. For instance, Ballykinlar Public Elementary School, Co. Down, built c. 1859, is described thus in a report written by a technical inspector in 1935 – 'the school which is of a most unusual design, being more like a big gaunt church than a school' was 'cold and draughty, and the approaches to the offices were wet in rainy weather.' Matters had not improved by 1959 for a further and more comprehensive technical inspection, by a different inspector, revealed that 'the slates were worn in condition, fascias (flat wooden surfaces covering the ends of rafters) and beams were old and suspect' and the lavatories were 'dry pits in a dilapidated structure…not even fit for a pig sty.' Furthermore, 'in one room a class sits huddled in one corner around a stove. The other room is divided by old army blankets on a rope to separate the two classes. There are no opening windows, but ventilation is hardly a problem in these vast areas…a new school should be provided as soon as possible.' Later that year another inspector wrote that the 'grossly unhygienic and indecent sanitary arrangements make this a matter of urgency.' By 1967 the new school was nearing completion although teaching was 'proceeding in primitive conditions'.

Transfer of Schools

Ten of the sixteen files refer to the transfer of voluntary schools to local education committees who would control and manage schools in their respective areas. The introduction of these education committees had been the most important structural change introduced by the Education Act (Northern Ireland) 1923. According to the Act local committees were to be composed of representatives of the local authorities in the areas they served along with others who had an interest in education. Existing schools were to be invited to transfer control and management to local committees which would then assume full responsibility for their maintenance and development. Voluntary schools were, therefore, schools whose trustees did not wish to transfer their schools. However, voluntary schools would only be considered for capital grant aid if management committees were established on which the relevant local education committee would be represented by a ratio of four trustee

representatives to two local authority representatives. This management structure gave rise to the term ‘two and four committees’ The Catholic church was not prepared to accept this degree of public representation in their management and as a result lost out on funding.

The papers in at least one file graphically illustrates this state of affairs. Carnmoney Public Elementary School, Draperstown, Co. Londonderry, was to be transferred from the owners of the school the Manor of Draper’s Charity, London[2] though vested in Draper’s Charity Trust, to Magherafelt Regional Education Committee in 1947. On hearing of this, a local Catholic priest wrote to the Minister of Education stating that if this proposal went ahead he would be compelled to withdraw practically all the children, 32 of whom were Catholic, and five of other denominations, from the school. The teaching staff were all Catholic. The priest was proposing that the Catholic Church purchase the school as a way around the problem and the file contains the correspondence between him, Magherafelt Regional Education Committee and the Ministry of Education.

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[2] In 1609 the City of London was invited to undertake the corporate plantation of Derry and Tyrone. It was thought such a colonisation would ensure stability, strong defence and prosperity, and that the example and prestige provided by the City would encourage undertakers throughout Ulster. Thus 55 London Companies were ordered to contribute to the Plantation at rates determined according to their wealth and prestige. The Drapers Company was one of these and gave rise to the name Draperstown.

ED/10/1: Parliamentary Papers on Education, 1825–1951

This collection of papers represent the parliamentary papers on education for the period 1825-1951, and relate to the Reports of the Commissioners of National Education, their rules and regulations, abstracts of business, minutes of intermediate education boards, to name but a few of the 32 subject areas covered.

The sub-class ED/10/1 comprises 57 official reports of the Commissioners of national Education dating from 1834-1920. These progress reports take the form of bound volumes containing as many as twelve separate reports. ED/10/1/1 is one such volume covering the period 1834-45. Nearly all the reports carry appendices. Those in this volume cover a range of topics. For example, they lay down directions and regulations to be followed when making application to the Board for aid towards building school-houses, the support of schools, the choice of teachers, who school inspections were to be conducted, how queries from applicants for aid towards fitting up schools were to be handled, how teachers were to be paid, and how school requisites were to be obtained.

The 1834 Report is prefaced by a letter from the Chief Secretary to the Lord Lieutenant, Lord E.G. Stanley, addressed to His Grace the Duke of Leinster inviting him to become President of the Board of Commissioners of Commissioners of National Education. They report that they began receiving applications for aid towards schools in January 1832, and by 1834 the total number of applications made came to 1548, and the total number of grants made came to 789. Fifty-two other schools received grants but had since ceased connection to the Board and no further grants would be paid to them.

In contrast, the Report for the year 1919-20, (ED/10/1/56), and which is the 86th Report, is a printed pamphlet prefaced with a letter from the Secretaries' Office of National Education, Marlborough Street, Dublin, to the Chief Secretary's Office, Dublin Castle, has a table of contents and an introduction which contains comments on memorable events throughout the relevant school year. It is interesting to note that one of the secretaries is A.N. Bonaparte Wyse who would soon become first assistant secretary in the Ministry of Education in Northern Ireland. The Introduction, which begins on an up-beat note, refers to the satisfactory settlement of teachers' salaries question, remarking that the year 1919-29 will be remembered for this achievement given that pre-war salaries were unduly low with the consequence of discouraging the best candidates from entering the profession.

The body of the Report contains statistics on teachers' salaries, pensions, attendance, training colleges, the number of schools in operation, whether vested or not, (that is. Those vested in the Commissioners and those vested in trustees for the purpose of being maintained as national schools, the number of pupils on the rolls, the number of half-time (sic) pupils, and the religious denomination of each pupil. There are also details of the number of teachers in service, the numbers appointed, transferred, retired on pensions, or who have died. In addition there is a section devoted to monitors, pupil teachers and training colleges.

Mention is made of the fact that in the last revision of the school programme the Commissioners had arranged to give more prominence to 'temperance teaching' while *'being at pains to avoid too much technical and dogmatic treatment of such instruction, rather simple lessons suitable to the pupils' stage of development'*.

This instruction was to form a regular part of the curriculum in all schools attended by children over the age of nine years.

This Report also records that in the school year 1918-19, there were 201 schools with recognised school gardens attached. In 1835 the Commissioners had thought it desirable to have schools for the sole purpose of agricultural instruction, but children 'may get general instruction in gardening in gardens which they proposed to have annexed to each school'.

ED/10/2: National Education Committee: Rules and Regulations

This sub-class consists of fifteen volumes of the Rules and Regulations of the National Education Committee, and one volume of Regulations for Public Elementary Schools. The PRONI reference numbers are ED/10/2/1-17. The volumes date from 1898-1934.

The volume for 1905 (ED/10/2/3) is slightly different from the other volumes as it is prefaced by a copy of a letter written in 1831, to the Duke of Leinster from the Chief Secretary of Ireland, E.G. Stanley concerning the formation of a Board of Commissioners for Education in Ireland who would superintend a system of education from which would ' be banished even the suspicion of proselytism, and which, admitting children of all religious persuasions, should not interfere with the peculiar tenets of any.' Furthermore, it contains two copy Patents, dated 1861, granting Supplemental Charter to the Commissioners of National Education in Ireland. The original Charter was granted in 1845.

This volume also contains a printed copy of the fundamental principles of the system of National Education. They are brief and it is worthwhile reproducing them here:

'The object of the system of National Education is to afford combined literacy and moral and separate religious instruction to children of all persuasions, as far as possible, in the same school, upon the fundamental principle that no attempt shall be made to interfere with the peculiar religious tenets of any description of Christian principles.'

'It is the earnest wish of His Majesty's Government, and of the Commissioners, that the clergy and laity of the different religious denominations should co-operate in conducting national schools.'

'The Commissioners themselves, or their officers, must be allowed to visit and examine the schools whenever they think fit.'

'The Commissioners do not change any fundamental rule without the express permission of His Excellency, the Lord Lieutenant'.

The polemic on religious instruction, the beginnings of which we see here, runs like a fault line through the virtually all the papers relating to education held at PRONI. It dragged on throughout what was left of the nineteenth century, throughout the twentieth century, and is still an issue to this day.

ED/10/3/1-10: Commissioners of National Education Abstract of Business, 1890–1891

This sub-class consists of ten abstracts in bound volumes of business transacted by the Commissioners of National Education who met each fortnight to discuss general business such as applications for aid from different managers, disciplinary matters relating to any breaches of the rules and regulations, what vacancies to be filled and what national schools to be struck off due to insufficient numbers of pupils in attendance. Item 10 on the agenda on 1 July 1890 (PRONI reference ED/10/3/1) refers to a charge brought against a teacher from Killala National School that he was against vaccinations having gone so far as to distribute papers condemning the practice, and on 2 December 1890, an application for Vere Foster's drawing and geographical copy books to be placed on the list of books approved by the Board of Commissioners was received. It was decided that only the drawing copy books would be accepted.

The abstracts for 20 January 1891 (PRONI reference ED/10/3/1) contain a reference to the boycott campaign of the latter part of the nineteenth century. An English-born former soldier appointed agent for Lord Erne's Co. Mayo estates in 1873, Boycott came into conflict with the Land League in 1880 and was the first victim of Parnell's policy of consigning those who broke the league's code of conduct into 'moral coventry.' His name became a synonym for social ostracism. At this meeting the Commissioners addressed the issue of the alleged mistreatment of a child of boycotted parents at a National School in Co. Tipperary. An inquiry into these charges was held by the Head Inspector and the principal teacher reproved and requested to maintain proper discipline.

At the same meeting a letter was received from the manager of a National School in Co. Meath requesting the dismissal of the teacher on the grounds that she had given birth to a child four months after her marriage. Not only was she dismissed, but was declared ineligible for appointment to any National School in the same district and her appointment to a school in another district was not to be ratified without the special order of the Board.

In March 1891, the Commissioners informed the manager of Castleblaney Infant School, Co. Monaghan that they regarded 'with grave dissatisfaction his having allowed political business to be transacted in the school in violation of Rule 69.'

ED/10/5/1–20: Commissioners of National Education Programmes of Business, 1899–1918

This sub-class consists of 20 volumes of the Commissioners of National Education containing information relating to weekly meetings held between 1899-1918. The first of these covers the period January 1899 to December 1899. It includes schedules of cases submitted by finance committees and head inspectors to the Board for sanction. These cases range from relatively slight misdemeanors on the part of school managers and teaching staff, such as inefficiency in schoolwork, to more serious cases of gross inefficiency in the discharge of duties. Examples of these are falsification of accounts, neglect of accounts and use of abusive or unseemly language, and in at least one case, 'the surreptitious circulation of copies of the Board's arithmetic tests' by a male teacher in a national school. However, the fact that the teacher placed an advertisement in *The Daily Independent*, a local paper, offering to supply copies of the tests to other teachers, places a question mark over the use of the word *surreptitious*. (ED/10/5/1)

By 1918 the issues being raised included increased teachers' salaries, the amalgamation of various schools, whether school managers should continue to pay teachers' salaries or if they should be paid directly by the Board. The matter of paying increased war bonuses[3] was also raised. This must have been a bone of contention in some quarters since the Roscommon Teachers' Association, at a meeting on 30 January that year, 'rejected with scorn the miserable dole called a war bonus just granted' and demanded a war bonus on 'Civil Service terms.' (ED/10/5/20).

ED/10/6/1–42: Intermediate Education Board: Reports

These Reports, submitted by the Intermediate Education Board to the General Governor of Ireland, and published by the Stationery Office in Dublin cover the years 1880-1922. The introduction to the first Report refers to the significant increase in the number of candidates presenting themselves at the Intermediate Examinations. Especially noticeable, they write, is the number of female candidates, affording gratifying proof of the popularity and success of this particular educational scheme. Notwithstanding, only 1447 girls sat the intermediate examination that year, as opposed to 4114 boys. (See ED/10/6/1).

The subjects on the examination curriculum included Latin, Greek, English, French, Italian, German, botany, Celtic (sic), geography, mathematics, music, philosophy and drawing (using Vere Foster's drawing books and cards). The examination was graded into Junior, Middle and Senior grades.

The next section of the Report is given over to tables detailing the number of students who applied to take the examination, the number who actually sat the

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[3] It is not specified here why these war bonuses were being paid.

examination, and the number of students who presented themselves at the different examination centres, for example, Armagh Royal, Methodist College, Belfast, Magee, Co. Londonderry, etc. Additional tables show the number of students who passed, and those who gained exhibitions and money prizes. Exhibitions were usually for sums of money between £20–£50, tenable for two to three years, and were awarded to the student who attained the highest mark in senior grade. No prize exceeded £50 per year.

Difficulties Following Partition

The 1922 Report, which was the forty-second to be submitted, notes that 6133 boys and 3981 girls took part in the Intermediate examination. By now the curriculum had expanded to include history, Spanish and Irish. Problems arose, however, when it came to administering the examination, for by 1922 Ireland was divided into the Free State and Northern Ireland. Although the Board had been requested to conduct the 1922 examinations in Northern Ireland there was a last minute change to this plan. It was decided by the Northern education authorities that Northern Ireland candidates would not now be examined by the Board in Dublin. However, the date fixed for the separation of the education services between Northern Ireland and the South, 1 February 1922, passed, and with 3000 entries from Northern Ireland having been submitted, it was decided that in order to resolve this problem, candidates who wished **not** to be examined by the Board in Dublin would be allowed to withdraw. A total of 2,262 candidates did so, and 22 examination centres were set up throughout Northern Ireland for the 738 candidates who did not withdraw. Around 30 candidates took advantage of the ruling that allowed for the examination papers to be completed wholly or partly in Irish. Appendix 1 is a list of Northern Ireland schools that consented to be inspected by the Board after partition. (See PRONI reference number ED/10/6/42 and CAB/4/73 for discussion on the 1923 Education Bill.)

ED/10/7/1: Intermediate Education Board Minutes

This sub-class consists of minutes of the proceedings of the Commissioners of Intermediate Education for the period 1901-21. The minutes are in bound volumes. In some instance two copies have been retained although the minutes for January 1913 to December 1915 have not been deposited at PRONI. ED/10/7/8, the minutes for January 1919 to December 1921, is divided into 8A and 8B. The minutes bearing the reference number ED/10/7/1/8B are not bound, but are comprised of a bundle of 38 pages.

Among the matters discussed at the meetings held on 9 and10 January 1901, was school inspection. Particular attention was given to the issue of adverse reports. If an unflattering report was written about any school, a copy of the report was to be furnished to the head of that school who had the right of appeal to the Board, or to an Inspection Committee appointed by the Board. The Board's decision after a hearing would, however, be final. Moreover, it was stated that it was essential that inspectors

appointed should be persons of high educational standing and, in a departure from the norm, it agreed that women, who had the necessary 'credentials of competency,' should be appointed as school inspectors. The rate of pay for an inspector in 1901 per day was £3. 3. 0 plus travelling expenses. (See ED/10/7/1A)

A further concern captured in the minutes of 31 January 1901, was how the work of the Department of Agriculture and Technical Instruction for Ireland might be coordinated with that of the Intermediate Education Board with regard to commercial courses and instruction in science and art subjects in secondary schools throughout Ireland generally. At the next meeting on 21 February 1901, it was agreed that the programme for elementary science and drawing was to be the same as that adopted by the Department of Agriculture and Technical Education.

By 1917 we learn that the Board and representatives of the Department of Agriculture and Technical Instruction for Ireland had turned their minds to proposed additional courses in manual instruction and practical mathematics. In manual instruction, for example, in addition to more difficult exercises set out for the first year of the course, the following skills had to be acquired - curve or wave sawing and chamfering (bevelling symmetrically a right-handed edge or corner) with a chisel. By the end of the course pupils would be expected to be able to grind and sharpen the more common tools.

ED/10/8/1/39: Intermediate Education Board: Rules and Programmes

This sub-class consists of 39 volumes of Rules and Programme of the Intermediate Education Board Examinations for the years 1881-1922.

The volume bearing the PRONI reference number ED/10/8/1, covers the years 1881- 3. It contains a list of the 31 rules laid down under the Intermediate Education (Ireland) Act, 1878. These written examinations extended over a course of three years and were held in three grades - junior (at age16 years), middle (at age 17 years), and senior (at age 18 years), and the examination papers were divided into pass, honours and optionals. The subjects were as follows:

Greek,
Latin,
English language and literature
French
German
Italian or Celtic language and literature
Mathematics
Natural Sciences
Music or drawing or

'such other subjects of secular education as the Board may, from time to time, prescribe.' No student could obtain a pass or be awarded any exhibition, prize or

certificate at any examination unless he had passed in either Greek, Latin, English, or two mathematical subjects. A mark of thirty-five per cent constituted a pass. The volume also contains a list of the names of the examiners and the subjects in which they specialised.

The rules for 1896 are identical to those of 1895, but have slight variations to those of 1880. For example, an additional grade has been added at some point to include a preparatory grade for twelve to fourteen year olds, and candidates were now required to present evidence of age in the form of a certified extract from the Public Registry of Births. (See ED/10/8/14.)

ED/10/9/1–32: Intermediate Education Board: Examination Papers, 1890–1925

These are bound volumes containing the examination papers for Junior, Middle, and Senior grades for the years 1890-1925. ED/10/9/1 is a volume which gives the name of the examiners and copies of the examination papers for French, Latin, geography, history, mathematics, English, drawing (examples in freehand drawing are included for the candidates to copy but with slight variation), chemistry, natural philosophy, book-keeping, music, and domestic economy. The latter includes the following questions: 'write a short note on the circulation of the blood and tell how it is purified in the lungs,' and 'state the advantages of wearing flannel next to the skin.'

The examination papers for 1925 bear the PRONI reference number ED/10/9/32 and were set by the Department of Education, Secondary Education Branch. This is printed in Irish with the English translation underneath. This volume has a table of contents, but the practice of listing the different examiners' names for the various subjects appears to have stopped. Question One of Section A, the history and geography question, is a compulsory one and reads as follows: 'discuss the effect of (a) the Wicklow plateau, (b) the Midland bogs, (c) the hills and lakes of Southern Ulster in delaying the English conquest of Ireland up to 1603.'

ED/10/10/1–32: Intermediate Education Board: Exhibition and Prize Lists, 1890–1921

In 1878 the Intermediate Education Act was passed, setting up the Intermediate Education Board. The function of the Board was to conduct written examinations which would help to set a general standard of secondary education, and to distribute grants to the secondary schools whose pupils passed these examinations. By 1878 there was a large number of private secondary schools in Ireland, built and maintained by church and other bodies without state aid. The Intermediate Education Board had no say in the appointment of managers or teachers, or in paying teachers' salaries in secondary schools, and until 1900 it had no power in inspecting the work of the schools.

The Collection

These papers, which bear the PRONI reference number ED/10/10/1-32, are lists of students to whom gold medals have been awarded for obtaining first place in their respective grades, lists of students to whom gold and silver medals have been awarded for junior, middle and senior grades and lists of prizes for classics, mathematics and English. For example, ED/10/10/1 is a list, in booklet form, of all the girls who won prizes in 1890. It contains a reference to the Burke Memorial prize. A sum of money was subscribed in memory of the late Thomas Henry Burke, Under Secretary to the Lord Lieutenant and amounted to £1,222 18s 1d. This sum was transferred on the 18 March 1884, from the Burke Memorial Fund to the Intermediate Education Board for Ireland who undertook to administer the fund along guidelines laid down by the Burke Memorial Committee.

The names of male and female examination candidates are listed separately. The name of the school the candidate attended is also given along with details relating to the grade for which the prize was awarded, whether the winner received a gold or silver medal, a money prize or a book. Even a cursory glance through the lists for 1890 reveals that students attending Victoria College, Belfast did exceptionally well in all the grades.

ED/10/11/1–26: Intermediate Education Board: Inspection and Examination Reports

This sub-class consists of selections from the reports of school inspectors (sometimes temporary inspectors) on education methods and practices in schools in their particular districts, and also extracts from the reports of examiners for intermediate examinations at junior, middle and senior grades for the period 1901-23.

The report, which bears the PRONI reference number ED/10/11/1, has been produced by temporary inspectors for the year 1901-02, and relates to a general inspection carried out in over 300 schools by six inspectors between October 8 1901, and May 14 1902. The subjects dealt with include English, the classics, modern languages (French, German, Italian) and Irish, mathematics and experimental science. The report emphasises the importance of school inspections which the inspectors regarded as being twofold – the Board (in this instance the Intermediate Board) being kept informed as to the standard of education being provided and the efficiency, or otherwise, of teaching staff generally, and also passing of useful advice from the inspectors to the school managers and teachers.

Part of the inspectors' remit was to assess the methods of teaching employed in the classroom, acquaint themselves with the qualifications of the teaching staff, comment on discipline generally, inspect the school buildings, the classrooms and the equipment, (desks, text books, maps etc), check on the type of heating and lighting provided, whether the ventilation was adequate, determine if there was a library, cloakrooms, sick room and whether the standard of the sanitary arrangements was

adequate. The continuing use of slates for writing caused consternation. This was still a common practice in 1901, although the authorities had condemned it on the grounds that 'they [slates] are hurtful to the eyesight, while the universal practice of spitting for the purpose of rubbing out is not only offensive but injurious to health.'

On the standard of teaching in the 300 schools inspected they found, in the majority of schools, 'painstaking, thorough and excellent work.' However, despite the earnestness and self-denying character of the teachers as a body, they identified frequently recurring general defects in teaching methods, for example, the pupils were not taught to speak distinctly – a fault found in some teachers; the pace of taking a lesson was too slow; teaching was too discursive and much verbiage was used when asking questions; teachers often failed to elicit an answer to a question and ended by supplying the answer themselves. It was felt that in the vast majority of schools results would be improved by one third if the lessons were taught at a proper pace and if pupils were encouraged to speak up so that they were audible to one another. On a more optimistic note they found that in English composition there were 'instances of good, even brilliant work here and there' and concluded that this subject should form a larger element in schoolwork.

Extracts from reports of the examiners for the intermediate examinations set by the Ministry of Education for 1922, are to be found in this sub-class. These are published by His Majesty's Stationery Office, on behalf of the Government of Northern Ireland. The examiners found that the quality of work in all grades varied considerably in English and it was therefore difficult to generalise. (See ED/10/11/26).

What was clear, however, was a carelessness in spelling and punctuation and a general ignorance of the correct use of *shall, will, should,* and *would.* Middle grade honours history was poor with few exceptions, and the number of candidates for Greek was disappointingly small - only 50 candidates presented themselves. This was due, the examiners believed, to an unhappy and mistaken tendency to abolish Greek with a view to finding room for subjects of 'more practical value'. It was hoped that a reversal of this trend would soon manifest itself. They went on to report that the small number of candidates taking this subject was to some extent compensated for by the high standard of their work.

ED/10/12/1: Vice Regal; Committee on Intermediate Education: Reports, 1917–1925

This sub-class consists of a bundle of reports and correspondence involving the Ministries of Education and Finance, a Standing Committee representative of associations of local education authorities, secondary school teachers' associations and the National Union of Teachers. These relate to the issues surrounding the conditions of service and remuneration of teachers in intermediate schools and the distribution of grants from public funds for intermediate education in Ireland. In 1917 comparisons were drawn between Scotland, England, Wales and Ireland, and in 1919 a Vice-Regal Committee was appointed to report on the conditions of service

and remuneration of teachers in intermediate schools, and on the distribution of grants from public funds for intermediate education in Ireland.

This matter surfaced again in Northern Ireland following Partition. A Departmental Committee on the Educational Services in Northern Ireland was established to consider the question of new permanent scales of salaries for national teachers. Comparisons were again made between arrangements in the rest of the United Kingdom and Northern Ireland and a confidential report drawn up.

Among the papers is a memorandum dated 10 October 1924, and written in long-hand by A.N. Bonaparte Wyse, Assistant Secretary in the Department of Education in which he compares the salary systems of teachers in Wales, England, Ireland and Northern Ireland setting out the principal features. For example, in Northern Ireland the scales of payment were uniform over the whole area of the six counties, whether urban or rural districts were in question, and were paid out of parliamentary votes. In England and Wales, however, the salaries were paid by the local education authorities who recovered c60% of the amount from the Board of Education from parliamentary funds. The Irish scale, established in 1920, was intended to be a permanent scale. The Assistant Secretary concluded that there were many minor matters in which small differences of procedure existed. He appears not to have made any recommendations at this juncture.

Agreement between teachers and the government had not been settled by 1925 and the matter was referred to arbitration. A letter dated 14 July 1925, from the Secretary of the Departmental Committee on Salaries of Teachers in Public Elementary Schools [recipient not named] states that Lord Londonderry, the Minister of Education, regretted that, in view of the general financial stringency, he was unable to enlarge on an earlier offer since that offer represented the maximum concession which the Government felt able to make.

Researchers should note that these records, approximately 150 papers, are not listed, nor are thy sorted into date order. Despite this slight draw back, valuable information surrounding educational matters in the early days of Northern Ireland can be gleaned from them.

ED/10/13/1–3: Miscellaneous Papers Relating to Intermediate Education Board (Ireland) Acts, 1878–1944

This sub-class consists of a bound volume of copy Acts of Parliament, Rules for Officers, General Summary of Recommendations of Intermediate Education (Ireland) Commission, 1899, Conditions of Advances to Managers dating from 1878-1912, a copy of Intermediate Education (Ireland) Act dated 1878, and unbound copies of Acts of Parliament relating to education.

The Intermediate Education Board for Ireland (ED/10/13/1), also referred to as the Board, was to consist of seven members appointed by the Lord Lieutenant The Board, at the first meeting each year, was to appoint one member of the Board to be

chairman and one member to be vice-chairman who would continue in office for one year. The Board was to be a corporate body and to have a common seal. Three members of the Board would form a quorum. Assistant Commissioners would be appointed, from time to time, by the Lord Lieutenant and these assistant commissioners would also act as secretaries, and when required, as inspectors. It was to be the duty of the Board to promote intermediate secular education in Ireland by instituting and carrying on a system of public examinations of students, to provide prizes, exhibitions and certificates to students and to pay managers of schools in keeping with the prescribed conditions of fees dependent on the results of public examinations of students. A schedule of rules relating to examinations is also included in this volume. This shows when and where they were to be held, the subjects in which candidates were to be examined, the age students had to be before taking the first paper, and details of prizes and exhibitions.

ED/10/14/1: Intermediate Education Board for Ireland: Intermediate Inspectors' Conferences

This is a bound volume of Reports of Inspectors' Conferences held between 1915-1921. The issues discussed range from capitation grants, (a grant of a sum calculated from the number of people to be catered for), class sizes, how certain subjects should be taught (a minimum of four hours per week, it was believed, should be devoted to teaching English), the inherent problems in the teacher-pupil system, and the length of vacations, which were deemed to be too long.

In September 1918 it was agreed that all set books in modern language were to be abolished for one year as a war measure. At the same conference it was also agreed that *school* was to mean 'any educational institution (not a national or trade preparatory school) affording classical or scientific education in any grade.' The term *student* was to mean any boy or girl who pursued courses prescribed by the Board.

Letters which had been received by the Board from different teachers were considered. For example, a teacher from Clongowes Wood College, the prestigious Catholic boys' school in Dublin, in a letter dated 1918, made the following points relating to the junior poetry grade, 'the poetry should not be too hard; Wordsworth's *Tintern Abbey* last year was altogether too hard. Nor should it be too long.' The contents of another letter, this time from the headmaster of the Royal Academical Institution, Belfast, Mr R.M. Jones, was discussed. In it he acknowledged the positive remarks made about the school by the school inspectors in their report for the period 1918-19. He took deep exception, however, to the criticisms they had made. The inspectors had identified many defects. For example, there were inadequate free periods for teachers for the purpose of supervision and co-ordination. In some instances, due to poor organisation of classes, teachers were sometimes teaching classes in which they did not know the names of the pupils. Class sizes were too large. It was not uncommon to find 30 boys to a class with the number closer to 40 in English classes. The general work of the teachers was arduous due to the large amount of written work they had to correct.

The blame for these unsatisfactory arrangements, the inspectors believed, lay firmly with the headmaster. He in turn insisted that determining the boundaries of the time-table and preserving the balance of subjects was his responsibility alone and interference from the Board's inspectors would not be helpful. He regarded this as peremptory interference with the liberty of the school-master, the school and the parents, and sought a full discussion before the Board. The inspectors, on the other hand, believed that inspectors' reports were more or less privileged and that nothing but harm would result from a free debate on this particular report. The attitude of the inspectors appears to have hardened at this point for in a submission to the Board headed 'Further Observations from Mr Rea on Mr Jones's Letter,' it is recorded that, in their opinion, 'when Mr Jones demands sympathy and a wide and imaginative outlook, he would do well to practice what he preaches. A headmaster who treats his masters as a lot of school boys who cannot be trusted to work on their own lines, or even choose their own text-books, has scarcely the right to criticise inspectors for narrowness of view.'

A report, directed to the headmaster of Belfast Royal Academical Institution, followed a few weeks later. It recommended the following: an increase in the number of maths teachers, more free periods to enable the chief mathematical teacher to co-ordinate the work of various members of staff, and crucially, that the number of teachers overall be increased in order to reduce the large class sizes. If the latter was not complied with, it was stipulated, the whole matter would be submitted to the Board with a view to a reduction of the capitation grant to the school.

By 1921 the question of Partition[4] had arisen and the inspectors' chief concern was the very serious danger that the examinations, if held that year, would be rendered null and void. Regrettably nothing more is written on this issue in this particular set of papers and virtually the next case to be considered is that of the Loreto Convent, Clonmel, which, in the inspector's opinion, was 'hopelessly ineffective: no nun who can teach ever finds her way to it,: it appears to be a refuge for all the bad teachers among the Loreto nuns.'

ED/10/15/1–11: Department of Agriculture and Technical Instruction for Ireland: Reports

This sub-class is made up of a series of Reports dating from 1903-19, and relating to the central institutions of the Department of Agriculture and Technical Instruction for Ireland, which was established in 1899 under the Agricultural and Technical Instruction (Ireland) Act. The Reports also cover funding and administration of the department and the legislation relating to technical, agricultural and scientific matters.

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[4] The Government of Ireland Act, 1920, created the province of Northern Ireland made up of the six counties of Antrim, Armagh, Down, Fermanagh, Londonderry and Tyrone and retained within the United Kingdom after the rest of Ireland (the other 26 counties) achieved dominion status by the Anglo-Irish Treaty of 1921.

ED/10/15/1, a Report for the year 1909-10, and the tenth in the series, contains details of the Department's central institutions. These were the Royal College of Science, the National Museum of Science and Art, the National Library of Ireland, the Metropolitan School of Art, the Royal Botanic Gardens and the Geological Survey of Ireland. The Report also contains details of funding and of operations for that particular year for Agriculture and for Technical Instruction, Fisheries, Veterinary, Transit and Markets and Statistics and Intelligence. Legislation referred to in this particular Report relates to turbary (right of access to bog land for turf-cutting), pastures, cutting down of trees on holdings, raising of sand or gravel, harvesting sea weed, preservation of game, fish, woods or plantations, among other things.

The section headings of the Reports scarcely vary from year to year. The first half of a Report deals with agricultural matters, while the second half is given over to reporting on Technical Instruction. A third section contains tables showing allocation of funding by county, lists of primary, secondary, technical and art and science schools and the occupations of the students attending technical schools.

Field Experiments

Under the heading Special Investigations is a section devoted to Field Experiments. These experiments were carried out on a variety of aspects of agriculture, for example, on flax growing, cheese making, poultry fattening and, surprisingly, the growing of tobacco on commercial lines which had begun in 1904 in Counties Meath, Louth, King's (Offaly), Wexford, Tipperary and Limerick. In view of the increasing demand for tobacco for the manufacture of nicotine for insecticides, an experiment on the growing of tobacco solely for this purpose had been authorised in addition to the large scale experiments and small growers' experiments. The maximum area allowed for this particular experiment was 101 acres which, it was estimated, would yield c900 pounds (c.404 kg). It is noted that the result of this experiment was as yet unavailable. However, reference to the Report for the following year, which bears the reference number ED/10/15/2, reveals that the results of some tobacco-growing experiments, including the large scale experiments which were continued in 1911, were published in the Department's Journal. These were circulated later in pamphlet form. A scheme for small growers which was working smoothly, was approved for the following year. However, the growing of tobacco commercially for the manufacture of nicotine for insecticides showed a loss of £2.15s.6d. per acre. Notwithstanding, it was decided to continue the experiment using different methods of production. (For more information on improving measures on the land see the Gosford Papers, D/1606, in particular the survey carried out by William Greig on the Gosford estate, D/1606/6B/12, and published by PRONI under the title General Report on the Gosford Estates in Co. Armagh, 1821).

Experiments were also undertaken on less exotic crops such as oats, barley, wheat, potatoes and turnips. Plots of land, roughly one tenth of a statute acre,were set aside for these crops. Different quantities and types of fertiliser were applied to the ground and the various seeds planted. The resulting produce was then quantified to determine what combination worked best. The most successful formula was then recommended to the farmer.

Control of Weeds

The Department became aware in 1909 that in some districts large quantities of seeds of inferior quality were being sold - often, we are told, the sweepings of hay lofts containing seeds of what were nothing more than weeds which were being passed off as pure grass seeds. As a result the 'Weeds and Agricultural Seeds (Ireland) Act, 1909, was passed in order to put a check on this practice. Section 5(1) of the Act permitted a Departmental official to enter the premises of the vendor to allow him to take samples. Furthermore, the vendor was required to divulge the name and address of the supplier. Where false information was given a penalty of £10 was imposed.

In addition to the introduction of the Act, a letter was issued to the secretary of each county council by the Department of Agriculture and Technical Instruction drawing attention to the main provisions of the Act concerning the prevention of the spread of weeds and the incalculable harm such weeds, which were very prevalent in Ireland, caused to agriculture. The five main culprits were listed in the Act itself and were ragwort, charlock, coltsfoot, thistle and dock. Pure seeds, on the other hand, were seeds of grass, clover, flax, cereals (wheat, barley, corn etc), turnips, rape, mangle, carrots, celery and parsnips.

Control of Disease

In 1909 it was decided to establish a temporary research station in Clifden, Co. Galway, in order to investigate the cause of the various types of diseases affecting the potato crop in the west of Ireland. In addition to carrying out spraying and other experimental work in connection with ordinary potato blight, other diseases were studied in some detail, viz. Yellow Blight, Black Stock Rot, Stalk, or Selerotium Disease, Spongospora Scab and Leaf Roll and Curl. The results of these investigations were published in the Department's Journal, Volume X and X1, No 3 published in January 1910, and April 1911.

A serious outbreak of Foot and Mouth disease occurred in Swords, Co. Dublin in November 1912, (see ED/10/15/3). This was the first outbreak in Ireland in 28 years, and despite stringent measures being taken the disease spread to Counties Meath, Louth, Kildare, Wicklow, Westmeath and Fermanagh with a considerable loss of livestock.

Other examples of the wealth of information for the researcher to be gleaned from these Reports include data on Irish minerals and raw materials. The Department acted as a bureau of information with regard to the mineral and raw material resources of Ireland and gave advice and made inquiries through the agency of their Economic Geologists. The development of the mineral resources of the country by private enterprise was increasing markedly at this time.

Linen

The researcher interested in the linen industry will find a rich vein of information on flax growing. Of particular interest is the series of trials of foreign and home-grown seeds carried out over the period covered by these Reports. Seeds from Irish crops proved far superior to those from high class imported seeds, for example, and discussions were under way regarding the improvement or establishment of open flax markets. As early as 1909, a committee was appointed to inquire into the state of the flax-growing industry in Ireland. It was to determine the causes contributing to the decline in the industry, and to submit recommendations to the Department.

The sections of the Reports given over to technical instruction yield up superb information for the researcher interested in secondary and technical education, for example. We learn that the aim (in 1913) was to provide the 45,341 students with the best form of Technical Education possible. The work, it was felt, fell naturally into two divisions – the work of Technical Schools, and 'Itinerant' and other modes of instruction in rural areas. These were usually of an elementary character and focused on teaching students how to regulate expenditure of income and how to keep household accounts.

Schemes designed for instruction in experimental science, domestic economy, drawing and manual instruction were introduced into a rapidly developing system of Technical Education. Further schemes were set up under local authorities who, in turn, were co-operating with the Department. Technical schools in Ireland were by now improving and expanding rapidly and in response local authorities were providing permanent buildings. By 1913 Technical Schools were providing courses of instruction designed to suit social needs. The first series of examinations, which were voluntary, were held in 1912. The reports also cover technical instruction given in primary and secondary schools.

ED/10/16/1–5: Journals of the Department of Agriculture and Technical Instruction (Ireland), 1911–1915

The Legislation

The Agriculture and Technical Instruction (Ireland) Act, 1899 established a Department of Agriculture and Technical Instruction for Ireland. The newly established department helped to set up technical schools and winter agricultural schools and introduced itinerant instructors.

The Technical Instruction Act of 1889 was introduced to facilitate the provision of technical instruction in schools. It authorised local authorities to supply teachers of manual instruction out of the local rates. The amount of rate for this purpose was not to exceed one penny in the pound.

The Sub-Class

This sub-class consists of five volumes, dating from 1911-15, containing articles referring to a broad range of agricultural matters such as early potato growing, tuberculosis in poultry, veal-calf production in Ireland, imported and home-grown feeding stuffs, the use of sea-weed as a fertiliser and statistical tables. ED/10/16/1, the twelfth journal to be published, contains a paper, read before the Royal Institute of Public Health, which stresses the need for reform in education. Two main reforms were advocated - that the basic laws of health be taught in all schools, and that regular medical inspections of schools be carried out in order to address the problem of the high mortality rate among school children as a result of tuberculosis.

Another article, headed 'Memorandum on the Doyen Method of Treating Foot and Mouth Disease' informs us that in July 1910, the French press announced a sensational discovery of a cure for this disease. The invention, a phaogenic[5] liquid, claimed to have extraordinary and immediate results when administered to affected animals in Normandy, France. These claims proved to be false, for not only was the miracle cure found not to work, symptoms were seriously aggravated in animals treated with it. In some cases they even died as a result. The French Ministry of Agriculture's initial enthusiasm gave way to reprobation as the number of casualties grew following treatment. Experiments with the serum throughout France yielded negative results.

ED/10/16/4, the journal for 1913, covers fairly similar topics to earlier ones. It recounts the American Commission of Agricultural Inquiry's visit to Europe culminating in a few days in Ireland. The purpose of their visit was 'to observe and confer' with the different agricultural departments and agricultural co-operatives in each country. This journal also contains an address given by a representative of the Department to the Irish Technical Congress, Bangor, Co. Down, in May 1913, entitled Citizenship and Education. The key tenet of the address was that technical schools were going to be the great lever for establishing the true self-respect of the working-man and therefore a new method of teaching was needed - one that was not didactic in any moralising sense, but which inculcated a sense of self respect and dignity in the student similar to that enjoyed by the mediaeval craftsman.

Statistics

In addition there is statistical information relating to emigration (see page 820 for a table showing destinations and numbers leaving Irish ports in 1912 and 1913), fishery statistical tables for the coasts of Ireland and the British Isles, weekly average prices of cereal, and tables showing the exports and imports of animals between Great Britain and Ireland, all of which are of immense value to the social and economic historian.

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[5] Possibly, phagocyte, that is a type of cell capable of engulfing or absorbing foreign matter.

ED/10/18/1–7: Examination Papers and Reports of the Department of Agriculture and Technical Instruction

This sub class consists of seven official booklets, published by His Majesty's Stationery Office, of examination papers and Examiners' Reports together with a summary of results for the years 1913-17. The examination subjects covered range from commerce, applied chemistry, electrical and mechanical engineering, art and domestic economy.

In addition there are two appendices, one devoted to a list of examination centres and the courses available at the centres where the examinations were held, and the other being a summary of results.

ED/10/20/1–5: Miscellaneous Papers Relating to Agriculture and Technical Instruction, 1904–1905

This sub-class refers to miscellaneous papers relating to agriculture and technical education between the years 1904-15. There are five volumes in total. The first of these, ED/10/120/1 is a volume from a series of Department of Agriculture and Technical Instruction for Ireland entitled *Some Features of American Education* written by the Assistant Secretary of the Department in 1904.

In June 1903, two members of a Commission of Inquiry were invited to undertake a comparative study of the education systems in parts of the United States of America paying special regard to its bearing on commercial and industrial efficiency. They were accompanied by 30 representatives of the British educational authorities and institutions, and the group spent almost two months travelling and observing teaching practices in America. The ensuing Report, which was submitted to the Secretary of the Department of Agriculture and Technical Instruction for Ireland, includes information on local government support for schools, comments on some features of American elementary and high schools, teachers and teaching, technical education and the relationship between technical education, industry and commerce.

The observers found that initially the provision of education had been a matter for families, then larger groupings of families, then school districts, and finally the responsibility of township, city and county organisation. The author points out that Americans realised before the British that education was a child's birthright, and that the absence of it was 'a danger to the common weal.'

The main features of American education were free elementary schools, free high schools, and except for the mid-west, free universities, and all three types of educational institutions were co-related and interdependent organs. Moreover, because of their belief in education, Americans gave lavishly to the support of their schools. There was 'no grudging of rates'.

ED/10/20/2 is a Report of the Rural Education Conference in 1911 on *A Suggested Type of Agricultural School*. A Committee was appointed to give detailed consideration to the feasibility of providing a three-year course for boys aged 12 or 13, in the theory and practice of agriculture. This proposed course would be provided, along with general education, either in existing elementary schools or in special boarding schools and would be aimed at boys who would become labourers or farmers of small-holdings.

ED/10/20/3 is a Report of the Departmental Committee on Agricultural Credit in Ireland, 1914. A Committee was appointed whose terms of reference were how improvements could be made in the existing rural credit system. No proposed new scheme should involve financial assistance from the Exchequer. Their Report was produced at a time when many small farmers were moving from the status of tenants to that of occupying owners. A random selection of the subjects covered in the Report will perhaps convey the significance of this particular document to the economic historian – joint stock bonds in Ireland, Post Office and Trustee Savings Banks in Ireland, Moneylenders and the Agricultural Classes, 'Trust' or 'Credit' Auctions, Credit Advances to Farmers by Shopkeepers, the Co-operative credit movement in Ireland, mortgages on long-term credit. In their conclusion the author found that the existing facilities for the supply of credit to the smaller and medium-sized farmers were inadequate for their special needs and that credit to this class required 'considerable extension.'

The papers bearing the reference number ED/10/20/4-5 refer to a publication titled Notes for Teachers – Mathematics and Physics by A.S.M. Imrie, 1912, and two copies of Suggestions for Teaching of First Year Syllabus in Experimental Science, Day Secondary Schools, 1915. The author is unknown.

ED/10/21/1–10: Royal Commission of Inquiry into Primary Education

In 1868 a Royal Commission on Primary education in Ireland, under the Earl of Powis, was set up to examine the existing provision of primary education thirty eight years after its inception. They had a difficult task before them since religious issues plagued the education system with Catholic clergymen suspicious of proselytism, and Protestants clergymen arguing for more bible study. This tension is reflected in the composition of Commission – out of a total of fourteen members, seven were Protestant, and seven were Catholic. In the circumstances the Commission came to what might be seen to be the surprising conclusion that nondenominational education was not unpopular.

The Sub-Class

This sub-class consists of ten sets of Minutes of Evidence taken before the Royal Commission of Inquiry into primary education in Ireland between 1868-70. The date of the first set of Minutes of Evidence that PRONI holds is1868. The volume lists, on the first page, the names of the witnesses examined by the

Royal Commission. The detailed and sustained nature of questioning of witnesses - the Resident Commissioner, Chief Inspectors, and the Secretaries of the National Board - meant that the procedures and practices were laid bare. The questioning, which at times seems unrelenting, was sustained over a two, sometimes three day period.

It is possible to glean considerable detail about primary education around the middle of the nineteenth century from these minutes and reports. For example, who founded new schools, who was responsible for their maintenance, the number in existence, the relationship between central authority and local management, whether corporal punishment was approved of, the number of managers, their religion, who appointed teachers, their salary, school time-tables, the books used and why and who chose them. Other information includes the fact that there were 26 model schools in Ireland, 60 District Inspectors each responsible for 1,000 schools, six Head Inspectors who were responsible for c.100 schools, and that each new teacher was examined by a District Inspector within three to four months of appointment.

'School Pence'

Other interesting facts to emerge are those of a statistical nature and discussion concerning 'school pence.' This latter was a contribution of one penny per week paid by the better-off parents and it amounted to c.£4,000 for the year 1886. It is not clear if this amount represents the money raised in a particular province, or for the whole of Ireland. The latter is the most likely given that that in 1868 a teacher was paid between £24 and £52 per annum and an apprentice teacher received £18 per annum. (ED/10/21/1). Moreover, children of the destitute were not expected to pay towards their education, attendance was irregular, and large numbers of parents who could afford to pay a penny a week refused to do so. (ED/10 21/5). The province of Ulster contributed the largest share of school fees for it had one third of all of the schools in Ireland. In turn, Antrim had the most schools of any county in Ulster. (ED/10/21/1).

Teaching History

Controversy arose over the teaching of history. When questioned about the teaching of history in national schools one of the Chief Inspectors whole-heartedly endorsed the practice of one school in Enniskerry, Co. Wicklow, where the subject was taught at a separate time just as religious instruction was. It was publicly notified that at a certain hour of the day history would be taught and parents who objected to this were free to remove their children thus avoiding this class. Much more space is given over to the thorny problem of the amount of time spent teaching the children of 'the humbler classes to parse sentences' and in National Schools 'the teaching of playing on the piano to the children of humble peasants, interfered very much with their learning needlework and other things that might appear, at all events, to an ordinary person, much more practical [an] education than the piano to such persons.' (See ED/10/21/1 and ED/10/21/2).

Religious Instruction

The Minutes of Evidence bearing the reference number ED/10/21/3 relate to Cardinal Cullen's evidence taken on the 24 and 25 February, 1869, in which he expresses his views on the provision of religious instruction in schools and on mixed education. Drawing comparisons with other countries – USA, Canada, India, where it was believed that pupils taught in government schools in Calcutta, in the absence of religious instruction, became 'flippant infidels.' To support his argument he cites an example, taken from the Fourth Report of the Commissioners of Irish Education Inquiry, 1827, concerning a non-denominational school, 'a literary institution' opened in Belfast in 1814, which broke its own rule of 'never interfering directly…. with the religious faith of any of their pupils.' Cardinal Cullen's evidence runs to 90 pages. He expressed his anxiety concerning the tendency towards materialism and the 'vicious range of fiction appealing especially to the young'. He made reference to '31 criminal catchpennies [whose] weekly issue is calculated at a quarter of a million'. He was adamant that religion, the Catholic religion in particular, ought to be made the basis of education of Catholic children. Proselytism, he believed was just like murder for it deprives the soul of its true life by depriving it of faith.

Model Schools

ED/10/21/4, 1869, relates almost exclusively to model schools: questions and answers relate to the establishment of non-vested model schools, overpayment of teachers employed in them, dishonesty in examinations in certain model schools in Belfast, the attitude of the Catholic Church to them, (that is, that Catholic children should be withdrawn from them), the social class to which pupils belong, a secular system of instruction, the curriculum and teacher training. The Inspectors present were questioned closely concerning a report published in 1850 which alleged that teachers as a body were not punctual in their observance of opening and closing the school; 'that they consume whole hours reading newspapers, writing letters or making out accounts, mapping the fields last surveyed by them, and smoking, a practice very general with the male teachers, and in the indulgence of which they consume a great amount of time.'

Teacher Representation

ED/10/21/5 are the Minutes of Evidence for 1869, and among the witnesses are teachers from different schools throughout Ireland, District Inspectors, Head Inspectors of schools, the Chairman of Board of Guardians, Rathkeale, Co. Limerick, clergymen and the surveyor and architect to the Hon. The Irish Society. The teachers, it would appear, had been invited along to put the case for the teaching body as a whole. They were seeking improved status, a salary increase and the introduction of a pension. They pointed out that elderly teachers were holding on to their jobs as long as possible because there was no pension provision for them and they were reluctant to resign as a consequence of this. In a statement which holds a certain resonance today, it was claimed that teachers were mentally and physically exhausted - it was, it was stated, a very exhausting profession. The teacher who was acting as

spokesperson for the whole profession pointed out that, although he had served only 24 years in the profession, he 'feels it telling considerably upon him' and went on to say that the constabulary were better paid and were given a pension on retirement. He wound up by saying that he wished he had chosen that profession rather than teaching. The Commissioners raised the question of payment by results - the 19 century equivalent of performance related pay which is currently being introduced into the teaching profession.

Poor Law Commissioner Returns

ED/10/21/7 is Miscellaneous Papers being returns from The Poor Law Commissioners, the Inspectors-General of Prisons the Alexandera College and Replies to Questions addressed to R.R.W. Lingen. The first comprises names of Unions, population in 1861, the no of children under 15 years of age in the workhouse of each union on 25 March 1868, their classification according to religious denomination, sex age and number on Rolls, names of workhouses with the number of school departments showing whether national or not, the number of pupils on the rolls of the schools, their classification by creed, age, lesson books or branches of learning for year 25 March, 1868.

ED/10/22/1–10: Vice Regal Committee of Inquiry into Primary Education (Ireland): Reports and Minutes of Evidence, 1913–1919

In 1913 a Vice-Regal Committee of Inquiry into Primary education In Ireland was set up. This Inquiry lasted until 1918, although a report was completed in 1919. (See ED/10/21/8).

This group of papers consists of Reports of the Vice-Regal Committee of Inquiry into Primary Education. The Committee was appointed to inquire into, and report upon, whether the rules, regulations and practices of the Commissioners of National Education in Ireland with regard to the inspection of schools and to the awarding of increments and promotion to teachers were effective. The Inquiry was largely concerned with the system of school inspection and examination, and the methods adopted by the inspectors in executing their tasks. These methods, aimed at assessing the efficiency of teachers, were nevertheless intended to be conducive to sound education while at the same time being fair and uniform in their treatment of teachers and pupils alike. However, inspection alone, it was believed, 'provided no evidence as to how far a teacher's instruction had penetrated the minds of his pupils.' (ED/22/2 Appendix X11).

The Methods Used by the Committee

The witnesses, that is the school inspectors, were called to give evidence before the Committee which was comprised of the Secretary, the Chief Inspector, Private Secretary to the Resident Commissioner of National

Education, Chief Inspector and Examiner to the Board of National Education in Ireland. The questioning, which was intense at times, took place over several consecutive days. Considerable emphasis was placed on defining certain terms or phrases commonly used by the inspectors when compiling their reports. For example, did the phrase 'tone of the school' refer to the moral or intellectual tone, or both, and what criterion was used to classify a school into excellent, very good, good, fair, middling or bad. (ED/10/22/2).

The Committee was required to report on the relationship between the Commissioners of National Education and their teachers and inspectors, and on the rules and regulations relating to the conduct of teachers. Furthermore, it was to establish if these rules and regulations restricted the liberty of teachers, and whether the facilities for appeals and means of access to the Board were readily available.

Reasons for the Inquiry

National Education in Ireland had been established in 1831. The Powis Commission of 1868-70 was instructed to inquire into the construction and working of the National Board. They amassed evidence on the classification and promotion of teachers, the methods of inspection, the mode of appointing inspectors, pupil attendance levels and their proficiencies. The many recommendations they made influenced the way national education developed in the latter decades of the nineteenth century, and ultimately led to the need for the inquiry into primary education in Ireland in 1913.

The Powis Commission found little fault with the existing system of inspection or the method of appointing inspectors, but did find that attendance all over Ireland was alarmingly low - only 33.5 per cent of all children attended 100 days. Levels of illiteracy were equally shocking; in some counties between 50% to 65% were unable to read and write. In response to this the government advised the Board of Commissioners of National Education, (referred to in these documents as the National Board or Board), to introduce a new method of paying teachers, viz, by capitation grant on an annual examination of individual children. It was recommended that all children be examined by the inspector in reading, writing and arithmetic, and on receipt of the inspector's report, the National Board would pay the school a fixed sum for every pass in each of the subjects in respect of each child who had made the required number of attendances in the year preceding the inspector's visit. This system became known as ***payment by results*** and would be *supplemental* to teachers existing salaries.

Payments by Results

Payments by results did succeed in erasing some of the deficiencies in Irish education, that is, it raised attendance levels, made teachers more industrious, made for rapid progress, increased the interest of parents and managers in the efficiency of their local schools. Unfortunately it created new ills – course work became narrow and limited, a bias developed towards cramming in the run up to examinations at the 'expense of gradual and orderly development of

character and natural powers', mediocre pupils acquired superficial and mechanical skills and as a result did well in the exams. In addition, some of the more able teachers failed to get recognition, while the second-rate teacher could adapt to the new system by coasting along for most of the school year, then put on a spurt in the run up to the inspector's tests. Outspoken criticism by teachers of the system that had brought them greater financial gain led to its eventual abandonment.

It had been hoped that ***payments by results***, which was a supplement to teachers' salaries, would mean improved attendance, more rapid progress of the children and improved efficiency of the teachers. It was also hoped that seeing their children tested at the annual examination, which would be the key event of the school year, would stimulate the interest of parents and gratify their natural wish to see their children succeed. In addition, it was hoped that these changes would do away with the 'evils that were paralysing the Irish primary education system.

Unfortunately, these hopes were not realised as, according to one commentator, a bias developed towards cramming in the run up to the annual examination at the expense of gradual and orderly development of character and natural powers.' Course work became narrow and limited and mediocre pupils acquired superficial and mechanical skills and consequently did well.

School Inspectors

Up until 1870 all appointments to inspectorate posts were by patronage. The Powys Commission changed this to candidates being nominated by the Board and then examined by the Civil Service Commissioners. By 1913 teachers were calling for all school inspectors to be national teachers. This was not the case to date. A new system of inspection was introduced following the report of the Commissioners of Manual and Practical Instruction in 1898. In circulars dated 1902 and 1911, broad principles were laid down for guidance when carrying out school inspections. (See p11 ED/10/22/7 for details of these).

The Inquiry

The Inquiry was concerned primarily with the system of school inspection and examination. While examinations revealed the results of instruction in schools, inspection concentrated on matters of discipline and order. Inspection alone, it was believed, provided no evidence as to how far a teacher's instruction had penetrated the minds of his pupils. (ED/10/22/2 Appendix X11).

The Inquiry met 65 times, and 53 of the meetings were devoted to receiving evidence. In total they interviewed 65 people, including the Resident Commissioner of the National Board of Education, and the Chief Inspectors of Schools from Scotland and England. The Inquiry, which took place in private, was not concerned with reviewing the history of the National Board since this already had been done by the Powis Commission. They had found little fault with the system of inspection or the mode of appointing inspectors, but did find

that attendance and proficiency revealed a very unsatisfactory condition of education. The average attendance all over Ireland was alarmingly low. In some counties between 50 - 60% of school children were illiterate, and of the children in regular attendance it was calculated that 45% did not progress beyond ***first book***, and only 7% progressed to fourth class. Moreover, 'composition was wretched and reading was mumbling, monotonous and unintelligent.' (ED/10/22/1 and ED/10/22/7).

A.N. Bonaparte Wyse's Evidence

Occasionally the researcher will stumble upon the evidence of an unexpected witness. The Minutes of Evidence - Appendix to the First Report, 1913, and which bears the reference number ED/10/22/1, for example, contains the evidence given by A.N. Bonaparte Wyse who, in 1913, was Private Secretary to the Resident Commissioner of National Education in Ireland. His robust response to questions regarding the strengths and weaknesses of the educational system reveals how passionate he felt about the educational issues of the day. He was vehemently opposed to the system of ***payment by results***, 'a vicious educational principle' which he had opposed as far back as 1887 (he had been appointed as a District Inspector in1895) believing it to be ruining education. Indeed, he gave vent to his feelings in such a vehement fashion that he drew a sharp rebuke from the Chairman. Bonaparte Wyse would later become the Permanent Secretary of the Ministry of Education following Partition in 1922. He played no small part in steering through the ensuing reforms introduced by Lord Londonderry, the Minister of Education. (See ED/10/22/9 for a summary of Bonaparte Wyse's evidence).

It had been hoped that ***payment by results,*** which was supplemental to teachers' salaries, would mean improved attendance and more rapid progress of the children and improved efficiency of the teachers. It was also hoped that seeing their children tested at the annual examination, which would be the key event of the school year, would stimulate the interest of the parents and gratify their natural wish to see their children succeed. In addition, it was hoped that these changes would do away with the 'evils that were paralysing the Irish primary education system.'

Unfortunately, these hopes were not realised as, according to one commentator, a bias developed towards cramming in the run up to the annual examination at the expense of 'gradual and orderly development of character and natural powers.' Course work became narrow and limited and mediocre pupils acquired superficial and mechanical skills and consequently did well.

The System of Inspection

The Inquiry was not concerned with reviewing the history of the National Board – this had been done by the Powis Commission, 1868-70. They had found little fault with the system of inspection or the mode of appointing inspectors, but did find that attendance and proficiency revealed a very unsatisfactory condition of education. The average attendance all over Ireland was alarmingly low. In

some counties from 50% to 65% of school children were illiterate, and of the children in attendance it was calculated that 45% never progressed beyond the ***first book,*** and only 7% progressed to fourth class. Composition was 'wretched' and reading was 'mumbling, monotonous, and unintelligent.'

The Belfast Case

The Belfast Case (ED/10/22/1) became something of a ***cause celebre.*** A deputation of Belfast teachers was received by the Resident Commissioner in February 1911. They believed they had been unfairly marked by the inspectors responsible for reporting on schools in the Belfast District. The ensuing correspondence deals with claims and counter claims. On the one hand, it was alleged that certain teachers failed to address irregularities and deficiencies in their schools, and on the other, that teachers in an inordinate number of schools in and around Belfast were being marked down on their performance. In one spectacular example it was claimed that a particular teacher had been hounded to death by the tyranny of the Inspectors.

Summaries of Evidence

ED/10/22/9 consists of four reports dated 1918 which contain summaries of evidence, memoranda, including a memorandum on grants from public funds, various returns relating to national schools, convents, training colleges and pension. A memorandum handed in on behalf of the Irish Principal Teachers' Union stated that the welfare of Ireland depended in increasing measure on the efficiency of national education, and the fundamental prerequisite for securing this was that there should be an adequate supply of high calibre teachers. This was, it was stressed, a matter of supreme national importance.

ED/10/23/1–3: Commission on Manual and Practical Instruction in Primary Schools Under the Board of National Education in Ireland: Minutes of Evidence, 1897–1898

The Commissioners of National education in Ireland became aware at the close of the nineteenth century that the system of primary education, for which they were responsible, was not satisfactory, and were anxious to raise the standard of education to the level of that in England, Scotland and Wales. The way forward, it was believed, was to introduce manual and practical instruction into national schools. The idea of combined literary and manual instruction had been advocated by no lesser figures than Martin Luther as early as the sixteenth century, and 'learning by doing' had been propounded by the eighteenth century intellectuals Locke and Rosseau. Consequently, a Commission on Manual and Practical Instruction in Primary Schools was established on 25 January 1897, by order of the Viceroy, Earl Cadogan.

This sub-class consists of three volumes - Minutes of Evidence presented to the Commissioners of manual and Practical Instruction in Primary Schools under the Board of Commissioners of National Education in Ireland, Appendices to Reports, and a Final Report. The volumes are dated 1897-89.

The Commission

The Commission's remit was twofold: firstly to obtain information concerning how manual instruction and the teaching of elementary science should be introduced into schools, and secondly, to formulate a ***modus operandi.*** Information was to be obtained by getting evidence from experts, and sending people familiar with Ireland's needs in this area to look at, and report back on, the systems in existence elsewhere. The wisdom of this approach is underlined by the evidence of one witness before the Commission who volunteered that although there was a widespread feeling in favour of introducing a system of practical instruction and training into schools, there was also a 'feeling of vagueness and looseness around the matter.' (ED/10/23/2).

Visiting England Scotland and Europe

Educationalists visited countless schools in England and Scotland talking to headmasters, teachers and school inspectors. Visits were also made to Sweden, Belgium, France, Holland, Germany and Switzerland. They were impressed with their findings, particularly in England and Scotland. In England, for example, training began in Standard One, where paper folding was practiced to acquaint young pupils with form and shapes. By Standard Three, the children were working with wire and pliers bending wire into right and acute angles, curves, spirals and ovals: and by Standard Six, pupils were working with sheet metal and wood. This subject was compulsory and a doctor's certificate was required if a pupil was to be excused from class. Teachers were trained to City and Guilds standard.

A professor of chemistry in the City and Guilds of London Institute, Professor Henry Armstrong, in giving his evidence, stated that he recommended practical work in the laboratory for all pupils, especially girls, and not just those intended for a scientific career. When questioned on this point, Professor Armstrong responded by saying that in his opinion, girls were in particular need of this type of training, since young men, when they went into the world, got this type of training in the course of their work. Young women, on the other hand, did not. The educational value of practical work in the laboratory, he stated, was that 'it taught young people to use their wits.' (ED/10/23/1).

Witnesses

Witnesses whose evidence was sought were asked to outline the principles which characterised hand to eye training necessary for acquiring manual and practical skills. The level of questioning on the benefits or otherwise of manual instruction was thorough to say the least. For instance, ED/20/23/1 is a volume which runs to 284 pages and contains an index of the forty-five witnesses

examined and their evidence. At least one example is cited of a boy, trained in woodwork, successfully applying those skills to stone work and finding well paid work in a quarry.

The conclusions drawn were that manual instruction trained and quickened the intelligence of pupils, showed them the value of exactness, and gave variety to schoolwork. An additional, if unforeseen, bonus was that it acted as an inducement to pupils to stay on at school even after it ceased to be compulsory to do so.

ED/10/24/1–6: Primary Education: Miscellaneous Parliamentary Papers

These papers include reports of the Primary School Inspectorate and Committee (two copies), Minutes of Departmental Committee on Education Services, Report of the Board of Education, Regulations for Public Elementary Schools, Interim and Final Report of the Departmental Committee on Education Services in Northern Ireland [The Lynn Committee].[6] They are dated 1921-23, 1927 and 1934.

In June 1926, a Committee on Inspection of Primary Schools was formed with the following terms of reference:

(a) to investigate the current system of primary school inspection, the amount of merit marks awarded to schools and teachers, and to report to the Ministry of Education as to the changes or reforms, if any, that might be considered necessary

(b) to advise as to the durability of instituting a primary leaving certificate examination.

The Committee, which was composed of representatives of school managers, senior clergymen, nominees of the Ministry of Education and members of the Irish National Teachers Organisation, produced a report on their inspection of primary schools. A comparison was made between the school inspection system in Ireland and those in other European countries.

Several defects were identified in the Irish system, the chief among them being that too little importance was being attached to the specifically educational aspect of education compared with its aspect as a controlling agency. Too much time, it was stressed, was given to auditing and checking school records. Testing of pupils proficiency, and the examination of teaching methods were unsatisfactory and unfair to the teacher, especially where a rating, based on the performance of the teacher, was being lowered. A lowered rating could result in a lowered merit mark and a subsequent reduction in the teacher's pay. The solution, according to the

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[6] See CAB/4/18 for reply by Cardinal Logue to the invitation from the Ministry of Education to appoint representatives to the Lynn Committee.

Committee, was more frequent *incidental* visits, and a much more thorough general inspection. (ED/10/24/1).

The Minutes of the Departmental Committee on Educational Services (ED/10/2 4/2) state that the problem before the Committee fell naturally into five strands – primary, secondary, technical, special schools, reformatories, deaf and dumb schools, etc. University education, on the other hand, presented a more immediate division of the subject, namely legislation and administration.

ED/10/24/3 is a Report of the Board of Education, 1922-23. This 177 page document, which includes five appendices, covers such topics as the origin and growth of the Boards' inspectorate, elementary schools, canal boat children (twenty-seven local authorities in England reported the presence of children on boats during 1922), poor law schools, all in England and Wales, salaries of teachers in public elementary schools. The remainder of the report is given over to secondary and technical schools in England and Wales, adult education, library services, teacher training, and information on the medical services of local education authorities, 1922-23. The final chapter refers to museums, in particular the Victoria and Albert, Bethnal Green and the Science Museum giving statistics on the number of visitors, types of exhibitions, the nature of the collections, and details of any refurbishment or repairs to the premise.

Regulations for Public Elementary Schools are laid out in ED/10/24/4. These Regulations were made by the Ministry of Education for Northern Ireland under the Education Act (Northern Ireland), 1923 to 1931. They include staffing inspection, salaries, capitation grants and premiums for special qualifications, school attendance, religious instruction and pupil teachers.

An Interim Report and a Final Report of the Departmental Committee of Education Services in Northern Ireland, 1922, bear the reference numbers ED/10/24/5 and ED/10/24/6. This Committee was also known as the Lynn Committee after its chairman, the Belfast Unionist MP Robert Lynn. It accepted the principle that the amount of control over a school assumed by the appropriate local government body should be in direct proportion to the total amount of local and central government aid which a school should receive, and recommended the establishment of three classes of primary schools. (See the General Introduction to Education in Northern Ireland).

ED/10/25/1–3: Commission of Inquiry on Public Instruction Ireland, 1834–1835

This sub-class consists of two Reports and an Appendix prepared by the Commission for Inquiring [sic] Respecting the State of Religions and other Institutions Now Existing in Ireland. The first Report, which is a weighty one, is composed of four Reports which are in effect a census recording the population of different dioceses, the number of rectories and vicarages, places of worship, the average number of persons attending and the frequency of services in the dioceses, 'in the provinces of

Armagh, Dublin, Cashel and Tuam.' (ED/10/25/1). An appendix to this Report bears the reference number ED/10/25/2.

A second Report, (ED/10/25/3), which is dated 1835, is a general report on the provinces of Armagh, Dublin, Cashel, and Tuam containing statistics relating to 'daily schools', that is, whether they were endowed schools, the number of children attending, the number of children under daily instruction, and so on. This volume also contains statistics on rectories and vicarages. In a section headed Class 11 – Perpetual Cure, there are lists of benefices, descriptions of schools, that is, hedge schools or Sunday schools, the source of financial support, number of children on the books at the time of inspection, whether the average attendance has increased or not, and the kind of instruction - reading, writing and arithmetic.

ED/10/26 Irish Education Inquiry: Commissioners Reports, 1825–1837

During the first half of the nineteenth century mass education and increasing literacy was spreading throughout Ireland and, in 1824, a Commission was appointed to inquire into the general state of Irish education. The Commissioners directed their attention to 'the general state of education of the lower classes in Ireland' following a petition from Catholic prelates in Ireland in which they had called upon the House of Commons to adopt measures that would promote the education of the Catholic poor in Ireland. Their findings are contained in the ten *Reports* which go to make up this sub-class.

The Schools

The Commissioners began by personally inspecting different schools of the 'lower orders in Ireland' and by drawing on existing published material from the eighteenth century. Of the societies that were engaged in elementary education the oldest was the Incorporated Society for Promoting English Protestant Schools in Ireland, founded in 1733. This society had a few thousand children in its charge and the barbarism of these charter schools had been exposed by the Commissioners in earlier investigations and the Commissioners quote heavily from these earlier reports based on the evidence of clergymen who visited them. According to Rev. Elias Thackery, who found schoolhouses 'slovenly and neglected' with many of the children 'ill, diseased and barely clothed'. Hardly surprisingly, the children were found to be 'sullen and dogged.' At a school in Sligo it was 'the habitual practice of the master to seize the Boys by the Throat and press them almost to Suffocation and to strike them with a Whip or his Fist upon the Head and Face during the Time his Passion lasted.' (Appendix No 75 ED/10/26/1) At Clonmell boys appear to have been punished with great severity by the Usher who used 'a common horsewhip.' And at Strangford 'the same severity appears to have prevailed.' (ED/10/26/1) At one point there had been ten of these schools in Ulster but, by 1825, there were only two – one for girls at Ballycastle, Co. Antrim, and one for boys at Strangford, Co. Down.

Other schools in existence were those run by the Association for the Discountenance of Vice and the Promotion of Religion, Parochial Schools, The Kildare Street Society Schools, Sunday School Society Schools, London Hibernian Society, Irish Society for Promoting the Education of the Native Irish Through the Medium of Their Own Language and Christian Brothers Schools.

The schools attached to the Association for the Discountenance of Vice etc, was founded in 1792. In its infancy this strongly established church body distributed bibles, prayer books and religious tracts at reduced prices. By 1825 they were running about 250 schools, six of these in Ulster and 'were attended almost numerously by Roman Catholics as by Protestants.' When visited in 1819 and 1820 by the Reverend Lee, Curate of Newport, Co. Tipperary, he found them to be 'generally favourable both with respect to their Management and to the Regularity of their Attendance of the Children.' (ED/10/26/1)

The London Hibernian Society, which originated in 1806, had schools of widely differing standards. Their chief purpose, it seemed to the Commissioners, was to encourage the scriptures. The Kildare Place Society (also known as the Society for the Education of the Poor in Ireland), offered the best educational services. It had been formed in Dublin in 1811, and was managed by a committee of people from different religious persuasions. By 18816 it had eight schools and this figure rose to 1,634 by 1830. In the course of several tours of inspection the Commissioners found the Kildare Place Society Schools to be 'convenient, cleanly, and in good Order, and the Instruction given in them extremely efficient.' (ED/10/26/1)

ED/10/27/1–4: Commission of Inquiry into Endowed Schools, 1855–1858

This sub-class consists of three volumes related to the Commission of Inquiry into Endowed Schools. The first two are Minutes of Evidence and the third is a bound volume of Papers Accompanying the Report. These volumes contain the minutes of evidence presented to the Commission between 1855-58, and the Report produced by them following their inquiry. The Report, which runs to 300 pages, contains recommendations relating to the schools under examination and also details of endowed schools in Ireland dating back to 1570. It includes reference to Diocesan Free Schools, Erasmus Smith schools, Protestant Charter Schools and Royal Free Schools. (ED/10/27/1).

The Commission

In November 1854 the Endowed Schools Commission was appointed to inquire into the endowments, funds and conditions of all school endowed for the purposes of education in Ireland and to report on their findings. The Commission began by compiling a list of endowed schools from the reports of previous Commissions and from returns made to parliament, issuing circulars to the secretaries and registrars of the different Boards in charge of education in

Ireland, to individual trustees and to the principals of all endowed schools in Ireland. They also contacted the Association of Discontinuancing Vice, the Church Education Society for Ireland, the Church Missionary Society of Ireland, the Dingle Mission, the Irish Society for Promoting the Education of the Native Irish through the Medium of their own Language, the Baptist Irish Society, the Society for Irish Church Missions, the Society for Promoting the Scriptural Education of the Inhabitants of the Islands and Coasts, the Sunday School Society for Ireland, the Hibernian Wesleyan Methodist Missionary Society of London, the Worshipful Company of Drapers and Ironmongers, London, the London Hibernian Society, the Ladies Hibernian Female School Society, and the Wesleyan Mission Schools, both in London.

This exercise was designed to elicit information regarding the nature of the foundation and endowments of each school, the emoluments of the master, and the levels of pupil attendance. The Commission also applied to the Commissioners of Charitable Donations and Bequests in Ireland for any information they might be able to furnish relating to endowed schools.

Erasmus Smith Schools

Erasmus Smith Schools were founded under a charter of 1669 by Charles 11. Erasmus Smith, a London alderman, obtained property in Ireland under the Act of Settlement and endowed schools with part of the estates thus acquired. His original intention was to establish five grammar schools, but, in order to guarantee better salaries for the teachers and provide clothes for the existing pupils, decided to open only three, at Drogheda, Galway and Tipperary. Under the charter these had to be free schools for twenty poor children, (to be named by the founders or governors), dwelling within two miles of the school, as well as for all the tenants of Erasmus Smith. They were to be instructed in writing and 'casting accounts,' Latin, Greek and Hebrew, and if so desired, to be prepared for university. The masters were to 'catechise their scholars on each Lord's Day, in the catechism of Archbishop Ussher[7]. The teachers in turn were to be approved by the Archbishop of the diocese. According to the minutes of evidence 'an exclusive religious foundation was thus established.' In due course more schools were to be set up throughout Ireland. In the concluding observations, based on the Minutes (ED/10/27/1) we learn that in 1854 there was a total of 144 endowed schools and that Erasmus Smith survived until 1691. (ED/10/27/3).

Interestingly the governors of Erasmus Smith schools refused to reply to the Commissions inquiries on the grounds of the privilege contained in their charter. This, they alleged, exempted their schools from being visited by any person unless authorised by an Act of Parliament. Moreover, they claimed that the Commission had no right to inquire into the endowment funds or conditions of endowed schools. In response the Commission sought increased powers to overcome this obstacle. When it came to National Schools they limited their inquiries to those that had endowments as distinct from those schools receiving

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[7] James Ussher (1581-1656) was a Church of Ireland bishop and scholar.

aid from Parliamentary grant. They did, however, apply for and get, a list of all schools enjoying such endowments. (ED/10/27/3).

Blue Coat Schools

In April, May and November 1856 the Commissioners held public courts to inquire into the condition and management of the Hospital and Free School of King Charles 11, commonly called the Blue Coat Hospital, and also referred to in these documents as Blue Coat Schools. These schools, which took their name from the blue uniform worn by the pupils, were established throughout Ireland in the eighteenth century. Pupils were given free food, clothes and also a small fee when they joined. They were eventually apprenticed to local tradesmen. (ED/10/27/1). We find out from these papers that some poor parents took advantage of this system, sending their children to the school just long enough to qualify for these before withdrawing them. The following brief extract is taken from the Minutes of Evidence reveals the following about the Blue Coat Hospital/School, Cork:

'this is a very spacious school…in which twenty or twenty-four boys are lodged clothed, dieted and educated. They are mostly sons of decayed citizens of Cork.' (ED/10/27/1).

Further documentary evidence states that

'a headmaster be named and chosen to teach and instruct poor boys to read and write and understand arithmetic….and to choose such a number of boys as they think fit to be lodged, maintained and taught in St Stephen's Hospital of Cork…and be provided [with] decent ***blue coats and caps*** *upon St Stephen's Day for ever after, together with meat, drink and other necessities.'*

Downpatrick Blue School for Boys and Blue School for Girls

In 1733 two Blue Coat schools were opened in Downpatrick, one for boys and one for girls. The building which housed them at a later date still stands and is known as the Southwell Charity Building Trust named after Edward Southwell who, in a codicil to his will in 1750, stipulated that the sum of £218 15s 5p per year be directed towards the up-keep of an almshouse and the Blue Schools in Downpatrick. Pupils at the latter were to be known as Blue Scholars. Remarkably a nursery school was domiciled there up to as recently as1986. However, the Downpatrick ***Blue School for Boys- Blue School for Girls*** drew unfavourable comment from the Commissioners who, in1855,

'noted with disappointment that the schoolmistress had been in the habit of taking in lodgers during the assizes' and 'the incompetence of the master and mistress was made manifest at our public court.' (See ED/10/27/3 p148).

The same Report records that Drogheda Blue School, on the other hand, was kept in

'the neatest condition, and that the state of instruction was satisfactory and progressive.'

Diocesan Free Schools

Diocesan Free Schools, mentioned at length in these papers, were the oldest of the existing free schools in Ireland. They were placed on a permanent basis by and Act of the Irish parliament in 1570. According to this Act there should be a free school in every diocese in Ireland, and furthermore, that the schoolmaster should be an English-man.

Royal Schools

Royal Schools were planned by James 1 in the early part of his reign and by 1625. To begin with they were established in Tyrone, Fermanagh, Cavan, Armagh and Donegal. Two additional schools were later established in 1629, one in King's county, and one in Co. Wicklow. All were grammar schools with a limited number of free places. The endowment of Royal Schools for, Tyrone, Donegal, Fermanagh and Cavan by James 1, is noted in a debate in the Irish House of Lords in 1640. The minutes record, however, that there is scant information regarding this type of school during the intervening period between the Act which founded the Royal Schools and the date of Commissioners' inquiry. (ED/10/27/1).

ED/10/28/1–9: Royal Commission Report: University Education, 1858–1903

This sub-class of documents relates to Reports, Minutes of Evidence, Tables and Returns of the Royal Commission on university education in Ireland between the years 1858-1903.

The first Report, compiled in 1858, deals with the Queen's Colleges of Belfast, Cork and Galway established by an Act of Parliament on 31 July, 1845 'for the better advancement of learning among all classes of her majesty's subjects in Ireland.' The Commissioners examined and commented upon, the establishment of the Queen's Colleges at Belfast, Cork and Dublin, their foundation and objectives, the condition of the Colleges, the Council, its constitution and powers, as well as the President his appointment and emoluments, power and duties, the professionals and office bearers, and the students, in particular their social rank, religious denomination and their numbers. Many esoteric exchanges took place in the gathering of the evidence. For example, it was asked of a professor of Latin at Queen's College, Cork, if 'the study of Greek developed a much more metaphysical cast of mind, and higher intellectual qualities than the study of Latin.' (ED/10/28/1).

In March 1857, the Commissioners began their inquiry into the Queen's College, Belfast. They began, as they themselves expressed it, by 'taking up the history of the

College, and its connection with the Queen's University in Ireland from the time of its establishment.' The evidence they found suggested that the great majority of students attending Queen's College belonged to the middle classes. The Commissioners were happy to observe the good relationship between the members of the collegiate bodies of both Belfast and Galway, but regretted that this was not the case in Cork 'lamenting' that 'the evidence so credible to the several Collegiate Bodies….be disfigured by such a mass of personal altercation.' Their vexation is almost palpable when they point out that 'those concerned, in introducing their dissent to the notice of the public through the medium of the press, have already gained an unhappy notoriety.' (ED/10/28/1).

Other Reports, for example, the one entitled Report on the Condition and Progress of the Queen's University in Ireland, 1852, deals with the Charter of the University, the Warrant appointing Dublin Castle as the seat of the University, code of bye-laws prepared by the Senate, lists of names of students who obtained degrees, diplomas and exhibitions, and so on. (ED/10/28/2).

ED/10/28/9, an appendix to the final Report, opens with a memorandum by the professor of the Department of Irish Studies. He is writing about Irish and Irish literature, acknowledging that evidence on the subject is not very bulky, and proceeds to pay tribute to the witnesses to whom the Commission is chiefly indebted. Not least of these, he says, is Douglas Hyde, the President of the Gaelic League. Other memoranda in this Report relates to issues such as 'religious difficulty' which refers to the response of Catholic bishops to the 'great revolution in education effected in the nineteenth century.' In addition, there are statements by the Irish National Teachers Organisation (INTO), and pamphlets on such matters as 'The Irish University Question' and much more. (ED/10/28/9).

ED/10/29/1–14: Miscellaneous Education Papers

This sub-class is comprised of various reports minutes, correspondence and loose papers referring to teachers' qualifications and pensions for the years 1864-1951. One of the reports entitled Report of the Committee of Council on Education and dated 1864-65, contains minutes relating to the inspection and examination of schools in Scotland, small rural schools and evening scholars, endowments for education as well as tables setting out expenditure from education grants, numbers of teachers and teacher-pupils, and building grants. Three appendices relate to tables showing results of inspection of Normal Schools (defined at another point in the appendix as Church Normal Schools for Schools for Schoolmasters), and details of expenditure from Parliamentary grants for building, enlarging and improving school premises. (ED/10/29/1).

A handbook published in 1937, entitled Handbook of Suggestions for Teachers states in the introduction the need to 'recognise that life is being lived at a faster rate. The universality of motor-transport, of broadcasting, and of the sound film in the cinemas make it necessary for those engaged in education to review their task afresh.' It goes on to set out guidelines on such issues as nursery and infant school

stages, health and physical training, music, art and craft, needlework, housecraft, gardening, and, inexplicably, in this context at least, an appendix devoted to an historical background to The League of Nations. (ED/10 /29/13).

Minutes of Evidence taken before the Inter-Departmental Committee on Physical Deterioration Report 1904, refer to the physical state of the 'Irish race.' Issues covered in the Principal Subject of Evidence (see List of Witnesses), range from Feeding of School Children to the Influence of Heredity and Environment, Urban Conditions to General Conditions in Ireland - Anthropometric Survey. (ED/10/29/2).

ED/10/30/1: Simple Directions in Needlework and Cutting Out, 1853

This sub-class consists of one volume containing instructions in needle-work and cutting out intended for the use of national female schools of Ireland to which are added specimens of work done by the pupils of Female National Schools. In this instance the specimens have been executed by Ellen Anne Carlisle, Drumgiven, in June 1853. There is little to be said about this poignant little collection of samples of exceptionally fine needlework except to say that according to the Table of Contents, Ellen Ann's work is classified as Fourth Division. The works of the Fourth Division, according to the Introductory Remarks at the beginning of the book, 'consist principally of those kinds which are denominated works of taste.'

ED/10/31/1–18: National Education Board Minutes

This sub-class deals with the monthly meetings of the Commissioners of National Education between the years 1901-18, and provides a record of the routine matters that cropped up on a day-to-day basis in the field of national education.

Composition of the Board

The Board was comprised of members of the aristocracy and senior clergymen. The Resident Commissioner was W.J.M. Starkie. Among the issues dealt with were amendments to the rules and regulations governing national education, and administrative matters such as the appointment of a new book-keeper, permission sought for the transfer of a particular school from one building to another, and the submission of estimates for the different costs of national education generally. These monthly meetings provided a forum for school managers to air their complaints and to elaborate on any disciplinary measures they had been forced to take. To cite one example, the manager of Bourney National School, Roscrea, made a strong complaint against one of his teachers whose 'demeanour towards him' was 'unacceptable.' He informed the Board that he had given this person the customary three month's notice. (ED/10/31/1).

On page 171 of this same volume is a letter from George Wyndham. He had been Chief Secretary for Ireland 1900-05, joining Balfour's cabinet in 1902, and achieving success with the Land Act of 1903. He resigned from the government in March 1905.

His letter to the Resident Commissioner is reproduced in full here, and in it Wyndham is at pains to correct a perceived misrepresentation of a speech he had given in Parliament on the 21 July1901. The issue appears to centre round the retirement of clerks employed in the Treasury. He is adamant that his argument, which was constantly interrupted by John Redmond, MP for Waterford City, and leader of the Nationalist Party (1900-18) was the straightforward one of requesting that the Board show the same consideration to its officials as that shown to Civil Servants in a similar position, (this position is unspecified). Wyndham, it should be remembered, was also a keen administrative reformer which might well account for this particular exchange.

By 1918 W.J.M. Starkie is still the Resident Commissioner, although most of the other members of the Board had changed. (ED/10/31/18). Among the matters raised, were returns of attendance of office staff, inspectors' journals, and the Dean of Waterford's objections to the withdrawal of grants from the schools where the average attendance over the year fell below seven. Listed under Special Cases are details relating to the amalgamation of schools, and again withdrawal of grants, and irregularities in school records - usually to do with the failure to keep a record of pupil attendance - and details of misconduct on the part of teaching staff in different schools throughout Ireland.

ED/10/32: Commission of Inquiry on Model Schools, 1897

This sub-class consists of one volume entitled Minutes of Proceedings of the Committee of the Whole Board Appointed to Report to the Board on the Condition of Model Schools.

In total thirteen meetings were held over the course of the year. At the first meeting in January 1897, the inspectors responsible for Model Schools submitted a report detailing the number of pupils in attendance, the quality of instruction given, and whether teachers were displaying the correct amount of zeal and assiduity in discharging their duties. Consideration was given to the accommodation provided, reasons for falling attendance figures, the distribution of the religious denomination of pupils on the rolls, the cost of running the school for a year, even the cost per pupil. Also considered was the breakdown of the population of the town (where the school was located) into religious denomination.

The Committee examined and commented on other reports laid before them. These comments were usually of an unfavourable nature. For instance, the poor examination results of the Number One Boys' School, in 1896, were highlighted. The main complaint appears to have been that the school failed to provide and follow a timetable. Returns relating to Model Schools throughout Ireland show the average attendance, number of pupils on the rolls, and the religious denomination of the

teaching staff. Other returns refer to national Education in Ireland as a whole and are broken down into those schools attended by both Catholics and Protestants. Worthy of note, perhaps, is a return showing the population census of 1891, and the religious denomination of the inhabitants of 118 borough towns and townships to which compulsory education clauses of the Irish Education Act 1892, apply. Ballymena, Co. Antrim, Coleraine, Co. Londonderry, and Omagh, Co. Tyrone, are a few examples of the towns that appear here.

The final part of this particular report is devoted to the re-organisation of the Central Model Schools. Included in this is the suggestion that an Example School might, from time to time, be improvised for exhibition purposes. The idea was to create a *perfect Model School*, but the idea was rejected on the grounds that it would 'portray an abnormal state of things.' It was decided instead to favour the idea of a Complete School since this would portray a more 'normal' state of affairs.

The researchers' attention is drawn to other Model School papers held at PRONI. These are ED/7/9, ED/8/1[8] ED/12/1, ED/10/32.

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[8] See the Introduction to ED/8/1 for references to Model Schools in school records bearing the reference SCH.

ED/11/1–2: Specimens: Forms and Correspondence, Various Schools, 1887–1933

This small collection of forms, memoranda and circulars which emanated from the Office of National Education, Dublin and the Ministry of Education, Belfast, are intended only as specimens of a larger collection of such papers which was cleared for destruction under disposal schedules in the past.

There is little to be said of these other than that the claim for a capitation grant made by Whitehead High School in 1925, to the Ministry of Education contains a list of the names of pupils in the preparatory department, and might be of some research value to anyone with family connections in that area who might be engaged in genealogical research. (ED/11/1).

ED/12/1–6: Plans and Drawings of Model Schools

This collection of architectural plans and drawings of model schools prepared by the Board of Education, the Board of Public Works, Ireland, and the department of Public Buildings and Works, date from 1848-1926, includes contract drawings, and duplicates of these, maps and plans of elevations, proposed additions and alterations and elevations to National Schools in Ballymena, Belfast, and Carrickfergus (all Co. Antrim); Coleraine, Co. Londonderry; Lurgan, Co. Armagh; and Newry, Co. Down.

ED/13/2: General and Policy: Numerical Files

These numerical series files comprise c100 files dating from 1947-66, and contain correspondence between the Ministry of Education and the Department of Finance on such topics as teachers' salaries (ED/13/2/83), memoranda and statistics relating to the school leaving age (ED/13/2/99), minutes of the Standing Conference on Primary Education meetings (ED/13/2/102), and the report by the joint working party of the NI Council for Educational Research.

ED/13/2/127 refers to the report the Ulster Folk Museum's Standing Commission on Museums and Galleries, and the issues concerning the establishment of a second university at Coleraine, Co. Londonderry, may be followed in ED/13/2/121 and ED/13/2/164-172.

ED/13/2/164–172: Education Policy Files in Other Classes and Archives

The researcher's attention is directed to other education policy files held in PRONI. ED/16, for example, refers to policy files relating to the six County Education Committees in Northern Ireland, and also Belfast and Londonderry County Borough Committees and Bangor Borough Education Committees for the period 1924-60. The files in ED/32 cover the period 1915-57 and refer to Ministry of Education Private Office policy discussion on such topics as religious instruction in schools and children from Eire[9] attending schools in the north. Also, ED/21 contains papers of the Education Advisory Council which was set up in 1923 by the Ministry of Education to consider reports to the Minister relating to educational matters. This series contains minutes, reports and sub-committee papers. ED/40 refers to files which emanated from the Community Policy and Co-ordinating Branch of the Department of Education and which relate to policy matters. This branch took over the work of the Department of Community Relations in 1975.

In addition there are education records deposited by private depositors (in some instances dating back to the sixteenth century) and these cover a variety of topics such as national schools, private education, tertiary education, reformatory and industrial, as well as nursery schools, and agricultural schools and colleges. Included too, are statistics on education, local government policy, school buildings and school inspection. These carry a numerical reference number prefixed by the letter **D** (see for example, D/279/6 which are the papers of William Currie, solicitor for Antrim County Council and comprise deeds and agreements concerning the acquisition of sites for schools), or the letter **T** if the papers are type-scripted. (See T1674 which contains biographical notes relating to pupils of Dungannon Royal School, Co. Tyrone). Where a document has

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[9] The Irish language name for the southern state as prescribed in the 1937 Constitution. Before that it was called the Irish Free State, and in 1948 the coalition government passed the Republic of Ireland Act. This caused some confusion since the Republic of Ireland was the *description,* but not the name of the state as defined in the 1937 Constitution.

been microfilmed it will bear the reference number prefixed by the letters **MIC**. For further details relating to these education records see *The Guide to Education Records* which may be consulted in the Search Room in PRONI.

ED/15/1–40: Youth Welfare, 1938–1955

The Youth Welfare, Physical Training and Recreation Acts (NI) 1938-1947, gave the Ministry of Education power to pay grants up to 50% of the expenses of the local authorities in providing facilities for youth welfare, physical training and recreation, and up to 75% to voluntary organisations.

The Youth Committee

The 1944 Youth Welfare Act Section 2 (3), laid down that the Minister of Education should endeavour to secure that one half of the members of the Youth Committee 'shall be under 40 years of age.' That same year a Youth Committee was appointed with Dame Dehra Parker as its chairman (she resigned in 1949 in order to take up her appointment as Minister of Health and Local Government). The members were drawn from clergymen, teachers, prominent businessmen and people already engaged in youth organisations such as the Girl Guides and Boy Scouts. Membership was reviewed every three years and the Minister of Education was required to ensure that one half of the members of the Committee were under 40 years of age. Evidence of their commitment is to be found in ED/15/2 where we learn that between 1943-46 they met 46 times and dealt with over 500 applications for grant aid. By 1947 the greatest part of their time was taken up with the training and qualification of youth leaders, arranging summer schools, and, almost inevitably, the consideration of applications for grants.

An example of the social mores of the time is reflected in the following suggestion made in 1952 by the retiring chairman who wished to see a married woman appointed to the Committee – a woman 'who has brought up a family without the luxury of a servant's help.' In the early part of 1958 the Ministry accepted that the maximum rate of grant to the local authorities should be increased from 50%-65% and effect was given to this measure in the Administrative and Financial Provisions Act (NI) 1958.

The Recreation and Youth Service (NI) Order 1973, replaced the Youth Welfare Physical Training and Recreation Act 1962 and established two new separate bodies, the Sports Council for NI with executive and advisory functions, and the Youth Committee for NI with advisory functions. The Order placed upon district councils a duty to secure the provision for their areas adequate facilities for recreational, social, physical and cultural activities. Local authorities now receive grants at the rate of 65% towards the cost of sports facilities, that is, playing fields, swimming pools, and at 75% for the acquisition of land needed to provide these.

ED/16/1–10: Ministry of Education: Local Authority Files

In section 2 of the Education Act (Northern Ireland), 1923, it was provided that the powers and duties of an education authority being the council of a county shall be exercised and performed through regional education committees to be established under schemes framed by the education authority and confirmed by Orders made by the Ministry of Education Northern Ireland.

This sub class of files, dated 1924-63, refer to local authority local education committee files for Belfast, Bangor and Londonderry Borough education committees, and also to counties Antrim, Armagh, Down, Fermanagh, Londonderry and Tyrone education committees.

For the most part the files relate to the financial and administrative arrangements concerning different schools throughout Northern Ireland. The topics covered range from the allocation of grants, audits of accounts, the appointment of staff and school management committees, the provision of books and library facilities. Some of the papers in ED/16/1/2 and dated 1942, refer to staffing proposals related to the introduction of the provision of school meals and milk.

ED/17 Higher Education Files

PRONI holds a considerable quantity of records relating to third level education. These particular files in ED/17 relate exclusively to Queen's University, Belfast (QUB) and Magee University College, Londonderry. They mostly refer to accounts, audits, government grants, and grants from other bodies (for example, Lough Neagh Fisheries contribution towards scientific research into pollan in and around Lough Neagh) made to Queen's for the period 1922-1962.

Magee University College, Londonderry

Magee University College was opened in 1865 by the General Assembly of the Presbyterian Church in Ireland for the purpose of providing a liberal education in both the arts and divinity. From the foundation of the Royal University of Ireland in 1870 until its dissolution in 1908, Magee College was one of the first recognised colleges at that university. The College was built, endowed and carried on without state aid until 1938 when, under the University and Collegiate and Scientific Institutions Act (NI), an annual parliamentary grant of £2500.00 was authorised on the grounds that it be applied exclusively to the literary and scientific department of the College. Additional statutory annual government grants have been awarded since c.1951. In the same year it became a recognised College of the Queen's University Belfast. A less well-known fact is that Magee was the first college to grant equal privileges to both men and women students.

Papers in the Ministry of Finance higher education files, FIN/58/1, for example, reveal that Magee University College prepared students for the degrees of QUB and Dublin University. First year courses in certain subjects in the Faculty of Arts at QUB could be completed at Magee. As far as honours degrees of Dublin University were concerned, the first two years and two terms of the third year of the arts course and part of the natural science course could be taken at Magee. Moreover, students preparing for a BA (General Studies) Dublin University could spend all four years of the course at Magee apart from one term in each of the last two years which had to be taken at Dublin.

In addition to the files held in ED/17, PRONI holds the Magee Presbyterian Trust Archive, in many respects believed to be the single most important archive deposited here. These records document the Trust's maintenance of the College from c1850-1984. The papers detail the College's position as one of the five institutions of the Royal University of Ireland until 1909, when it became connected with Trinity College, Dublin and its subsequent history, including its integration into the New University of Ulster, Coleraine in 1970. They include the bequest of Mrs Magee, wife of the Presbyterian minister, which led to the erection of the College in 1852 (although not opened until 1865). What emerges from these documents is that the initial purpose in establishing Magee was to train Presbyterian ministers for the ministry. (See PRONI Reference MPT). For information on the controversial debate leading up to the creation of a second university in Northern Ireland at Coleraine, Co. Londonderry during the 1960s, see D/2511).

The Queen's University Belfast (QUB)

The Queen's University of Belfast was founded under the Irish Universities Act, 1908. The Queen's College, Belfast, out of which the University grew, was founded in 1845 as a constituent College of the Queen's University of Ireland. The University receives annual parliamentary grants to the University for general purposes and capital expenditure under the Government of Ireland Act, 1920, the Church Temporalities Fund Act (NI) 1922, the Queen's University of Belfast Act (NI) 1928, and the University and Collegiate and Scientific Instructions Act (NI) 1938.

By the mid-1960s QUB was the only institution in Northern Ireland of full university rank. There were eight faculties – Arts, Science, Law, Economics, Medicine, Applied Science and Technology, Agriculture, and Theology. BA, BSc (Econ) courses were three to four years in length depending on whether the pass or honours degree was to be taken. Teaching arrangements for most of the subjects of the faculty of Applied Sciences and Technology were divided between the university and the Belfast College of Technology which was a recognised college. The total number of full-time students enrolled was 3809, included post-graduates and the number of full-time academic staff was 388. The faculty of Agriculture had a staff of 43 who were civil servants paid by the Ministry of Agriculture. (See FIN/58/1 Higher Education File and ED/39 Lockwood Committee on Higher Education).

In 1938 the secretary of the Ministry of Commerce wrote to the Ministry of Finance drawing his attention to the continued scarcity of pollan in Lough Neagh. The pollan fishery there had provided a steady and substantial income to a considerable body of local fishermen in the past. Now, however, stocks were falling and, in the absence of a satisfactory explanation for this development, the Ministry was advocating scientific research into the underlying cause being undertaken by the Department of Zoology at Queen's University. The letter stresses that although pollan was a fish peculiar to Northern Irish waters, no previous scientific research into its life and habits had been undertaken. Although several theories had been put forward as to the cause of depleted stocks, none of these were satisfactory. The letter proposed that the Ministry of Finance share the cost of the research with Queen's, contributing £50 per year for a two year period, with the balance of the expenditure being borne by the University. The application was successful. (See ED/17/16).

ED/18/1–4: Examination Files, 1924–1964

These twenty files relate to Northern Ireland Certificate, Junior Certificate examinations, technical school and qualifying examination files with references to administrative arrangements for sitting exams and marking papers, exhibitions and prizes awarded to secondary school pupils, committee papers dealing with the future of the Junior Certificate 1953-55 (ED/18/2/3) revision of syllabuses and complaints and criticisms about the difficulty of papers.

Papers relating to the problems encountered as a result of the continued use of both standardised and traditional spelling in the Irish language examination papers are to be found in ED/18/1/1.

ED/19: School Meals Files

General Information

Under part VIII of the Education Act (Northern Ireland) 1923, the power to spend money on the provision of meals for children attending public elementary, that is, primary schools was vested in the local education authority. In January 1942, with a view to encouraging local education authorities to initiate schemes for the provision of meals and extend existing schemes, the Ministry of Education announced that special grants amounting to 90% of the costs of meals for needy children would be available for the duration of the war. Equipment and accommodation to facilitate the preparation of these meals would also be made available free of charge. The children not deemed to be 'necessitous' would pay the cost of the ingredients of the meal only.

The Files

The eight files that go to make up this class and which are dated 1942-49, relate to the debate surrounding the provision of school milk and meals for primary, intermediate, secondary and technical school children in Northern Ireland in the post war years. The files contain correspondence between the Ministry of Education, based at Castle Erin, Portrush, Co. Antrim, and local education authorities. One circular, issued on behalf of the Minister of Education and dated 1934, sets out the Ministry's growing awareness of the value of nutrition for developing children, and concern for the plight of pupils attending school in rural areas, in particular, where a walk of several miles to and from school each day was not uncommon. Incidences of anemia among school-children in Garvagh, Co. Londonderry, was cited as an example of poor nutrition due to war-time shortages and incorrect feeding. In the North Antrim area childrens' diet, it was believed, contained 'too much white bread, tea and too many sweet cakes from the baker's cart.' Milk, cheese, brown bread, fish, fresh vegetables and fruit should be the norm. In addition insufficient sleep compounded the problem. Dietary deficiencies coupled with lack of sleep resulted in 'pallid, transparent-skinned, languid children with thin dry hair.' (ED/19/8).

The Ministry urges school managers and management committees to organise schemes for the provision of hot mid-day meals for children unable to return home to eat at lunch-time. It was recognised that there would be difficulties to be overcome – lack of space and even lack of a suitable fireplace. One way around the latter problem, it was suggested, was to have the food prepared in 'a near-by cottage and carried into the school.' This way simple meals could be provided such as porridge, vegetable stew, boiled rice or sago and cocoa. Pupils were to be encouraged to contribute small amounts of money, or even small quantities of food where possible, and if offered, contributions from local people were to be accepted in order to defray the cost. Attempts to refine and improve the provision of school meals continued and by 1944 correspondence referring to means-testing begins to appear on file. By 1954 school kitchens

and dinning-rooms capable of providing up to 500 school meals was not uncommon. (ED/19/14).

ED/20/1 and ED/20/2: Technical Schools: General Files [See also ED/4]

Technical instruction was defined in the Education Act of 1923, as instruction in the principles of science and art applicable to industries, and in the application of special branches of specific industries or employments. The system was administered by the local education authorities and financed mainly from Parliamentary grants and local rates.

The Education Act of 1947 now referred to technical instruction as 'further education.' This further education supplied full-time and part-time education for any person over school age, and leisure-time occupation for any person over compulsory school age willing to profit by the facilities provided for that purpose. These institutions came under the management of the local education authorities. In addition facilities were provided by bodies such as Queen's University Joint Committee for Adult Education, which worked in close co-operation with the Northern Ireland Branch of the Workers' Educational Association and the Council for the Encouragement of Music and Art (NI).

The Implementation of the Industrial Training Act 1964 brought further changes. The Ministry had appointed a number of committees to advise it on matters affecting technical education as related to the particular industry represented. These committees contained representatives of employers and employees in the industry, of local education authorities, technical backers, professional instruction and other interested government departments. Around this time many of the students were given day-release by their employers to enable them to attend classes, or in a few cases, given periods of 'block release' thus allowing full-time attendance for certain periods during the course of the year.

March 1973 saw the creation of the Technical Education Council. This body is concerned with the development of technical education for persons employed at technical level in industry and elsewhere. In addition a Northern Ireland Liaison Committee was established to keep under review the needs of the Province in this field. Membership of the TEC Programme Committee includes teachers and employers from Northern Ireland who have been chosen for their knowledge and expertise in the matters under consideration by the Committees.

An assessor from the Department also attends meetings of the Business Education Council. The Council was established in May 1974 to plan, administer and keep under review the development of a unified national programme of courses in business and office studies at levels below that of primary degree.

The files which bear the reference number ED/20/1 are general files and refer to teacher training, salaries, student statistics, examination results and so on. The two files in the sub-class ED/20/2 refer to technical school fees and details of courses available at technical schools.

ED/21/1–3: Education Advisory Board Council Papers, 1920–1955

Under the terms of Section 1 of the Education Act (NI), 1923, and SR & O 19/1925, the Education Advisory Council was established to 'consider and report to the Minister upon such education matters as may be 'referred to them by the Minister.' The Council also had the right to make representations to the Minister that any question affecting education ought to be referred to them. Their function was to advise the Ministry of Education on such matters connected with educational theory and practice as they thought fit and upon any question referred to them by the Ministry. The first members were nominated in March 1925 and their term of office expired in October 1927. Thereafter the Council was re-constituted every three years.

The files contain papers relating to a variety of subjects ranging from the provision of PE (Physical Education, to the provision of medical treatment of school children. ED/21/1/2, for example, contains minutes of meetings for the period 1948-1951. The minutes for June 1950 make reference to the problem of cramming for the Qualifying Examination (now known as the 11 Plus). The Committee also discussed the use of the terms 'pass' and 'fail' in relation to this examination and it was agreed that a letter should be sent to the Minister of Education recommending that 'the public should be helped to realize that if a child does not qualify… it is just an indication that he will perhaps be better suited to studies of a practical nature.' By 1951, in a discussion on the examination system the Committee were of the opinion that examination anxiety in the child was fostered mainly by the attitude of the parent, and that the nomenclature 'Qualifying Examination' was 'from a psychological point of view, a bad choice.'

ED/22 Accounts Branch Records

These are largely National Board of Education and Teacher Training College accounts. They include: two registers, 1936-52, summarising the allocation of contributions from rates and Ministry grants by Regional Education Committees; a file containing audit queries, ledger accounts, payable orders, pension fund accounts and insurance and income tax papers, 1908-14; and miscellaneous accounts for Stranmillis and St Mary's Teacher Training Colleges for the years 1925-49. The most interesting item is a series of 1 inch to 1mile Ordnance Survey of Ireland maps showing the location of national schools in Northern Ireland, c.1921.

ED/23: Special School Files

The Education Act of 1947 required that local education authorities determine what children in their areas had special educational needs. It was then incumbent on them to provide the facilities to meet those needs. Special schools were to be provided for those children who were severely handicapped and children with less severe handicaps were to be accommodated in main-stream education. Home tuition was to be arranged for these children when they were unable to attend class.

These thirty files refer to the period 1921-64 and bear the reference number ED/23. They refer to various special schools, some of which were in existence before Partition, and which catered for children with physical and mental problems. All but one file relates to schools in Northern Ireland. (ED/23/28 refers to Claremont Institute for the Education of the Deaf and Dumb). St Brigid's School for the Blind in Belfast, for example, was already in existence in 1921, while The Rudolph Steiner School at Craigavad, Co. Down, got its certificate of approval as a special school in 1949. It is interesting to note that some of the file titles reflect the changing use of the English language in the intervening decades. It is doubtful if the term 'Cripples Home' exists in the lexicon of to-day's public servants never mind be approved of as a file title. The same might be said for the word 'cretin' which appears in a medical report written by a doctor in one of the files. While this was a perfectly legitimate medical term defined in the Oxford Modern English Dictionary as 'a person who is deformed and mentally retarded as a result of a thyroid deficiency,' it has passed into every-day use as a term of abuse.

ED/24: Nursery School Files

It has long been recognised that good quality pre-school education has important benefits for children, families, communities and society as a whole, and that children who experience good pre-school education, especially those from socially or economically disadvantaged backgrounds, are better prepared for school and learn more quickly.

The government is developing a National Childcare Strategy to give all young people and their parents access to an integrated range of high quality education and childcare provision which is flexible in meeting their diverse needs.

All of this is a far cry from the humble beginnings when elementary schools catered for the under fives. In the 1920s, for example, three year-olds on the rolls were endearingly referred to as 'baby infants' and four-year-olds as 'junior infants.' Private, that is, fee-paying elementary schools had kindergartens, of course.

When women began working in factories during the Second World War while the men were fighting at the front the government arranged for their children to be looked after in nursery schools during the day. Many mothers came to enjoy this new-found freedom and the ability to generate their own income, and were reluctant to return to their traditional role of house- wife and mother when the war ended. Nevertheless, the idea of nursery education other than as a war measure was slow to take hold and by the late 1960s, a period seen in retrospect to be progressive, there were only 20 nursery schools in Northern Ireland.

However, by 1973, nursery schools were providing 950 places for children aged two to five years, as well as 725 places in 29 nursery classes in primary schools *and* approval was given for 36 new nursery schools that year.

This number had increased to 53 with enrolment for 2,798, and 61 nursery classes in primary schools catering for 1,463 children by 1978. Reviews of staffing needs for nursery education continued throughout the 1980s. By the 1990s a new era for children in Northern Ireland had begun. Hundreds of them began to benefit from the government's commitment to the expansion of pre-school education in 1998 in the form of a twenty percent increase in funding for nursery education in a single year.

ED/25: Ministry of Education Annual Reports

These annual reports of the Ministry of Education, 1922-58, with gaps, were published as H

ED/26/1–8: Miscellaneous Library Pictures, 1884-1970

These miscellaneous library papers relate to secondary, intermediate and technical school examination papers for the years 1925-1970 along with city and county borough of Belfast Annual Abstract of Accounts for the years 1925-70. Two volumes dated 1890 and 1893 titled *Students' Pages – The National Teacher and Irish Educational Journal* contain examination questions and test papers the usual subjects - algebra, English language, geography, botany, arithmetic and interestingly, a test paper identified as Civil Service Arithmetic. (ED/26/6/2)

Local historians will surely be interested in the small collection of photographs of certain primary schools taken in 1907 and arranged by county (Antrim, Armagh, Tyrone and Londonderry only) in a Stationery Office booklet. (ED/28/8/1) Another small collection of photographs, taken sometime between 1938-42, should appeal to those interested in the Second World War since most of the photographs refer to the German invasion and occupation of Czechoslovakia. Among the photographs is one of the first President of Czechoslovakia, Thomas Garrigue Masaryk, his successor Dr Edward Benes who was 'leading the struggle against Nazi occupation' when the photograph was taken. Other photographs include King Peter of Yugoslavia, Queen Elizabeth (the late Queen Mother), Antonin Dvorak, the Soviet Ambassador and the Czechoslovakian Minister of Foreign Affairs captured on camera 'having a friendly conversation after the signing of the agreement between the two countries and whereby the USSR fully recognises Czechoslovakian independence.' (See ED/26/6/25)

ED/27: Educational Endowment Schemes Files, 1885–1966

These files contain papers relating to abstracts of accounts of the governing bodies, inspectors' reports on governing bodies, administration of educational endowments, auditors' and governors' reports and general correspondence between governing bodies and the Ministry of Education for various endowed schools throughout Northern Ireland. In addition there are notes of transfer from governing bodies to local education authorities and the Ministry of Finance Charities Branch.

Examples of Endowed Schools

The Commissioners of Charitable Donations and Bequests for Ireland under the Educational Endowment (Ireland) Act, 1885 amended the original endowment scheme, which had been sanctioned by the Lord Chancellor of Ireland, on 27 March 1852, for the future government and management of educational endowments belonging to Magee Presbyterian College, Londonderry, established in 1852. The file bearing the reference number ED/27/11 contains correspondence, auditors reports and abstracts of accounts relating to the educational endowments of Magee University College.[10]

Methodist College, Belfast, founded in 1865 under the name The Wesleyan Methodist Collegiate Institution for children of Methodists, enjoyed similar bequests, securities and property for the benefit of the College and details of these are to be found in ED/27/6. All told there are almost one hundred files in this class and the names of other prestigious schools appear – Coleraine Academical Institution, Coleraine, Co. Londonderry, Royal School, Dungannon, Co. Tyrone, and Pertora Royal School, Enniskillen, Co. Fermanagh, to name but a few. It should be noted that several of these files are closed for 75 years from the date of the last paper inserted into the file.

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[10] Now part of the University of Ulster.

ED/28/1/22: Secondary Intermediate Schools 'J' and Numeric Files

The Education Act (Northern Ireland) 1947, provided for the education of all children on the basis of age, ability and aptitude. The system was organised in three progressive stages – primary, secondary and further education.

Secondary (Intermediate) Schools

Unlike grammar and technical schools secondary intermediate, or secondary schools as they are more commonly known, did not exist before the 1947 Education Act but were a direct result of the Act. These schools are free and offered courses of four years or more with most children entering them at age eleven. Not infrequently pupils in intermediate schools continue their education there after reaching the age of 15 years. The courses are designed to form an essential part of the pupils' general education. The curriculum includes English, geography, history, science, mathematics, manual instruction (woodwork or metalwork) domestic science, art, physical education, music and crafts, and it is not unusual for pupils to continue to GCSE and even Advanced Level examinations.

The files in these two classes, which bear the reference numbers ED/28/1 and ED/28/2, contain details of the day-to-day administration of these schools and relate, for the most part, to comprehensive inspection reports carried out between 1939-68. The inspector's report on Garvagh County Secondary Intermediate School, Co. Londonderry, for the period 1958-59 informs us, among other things, that 'the rise in enrolment was placing a considerable strain on accommodation, the football pitch was poorly drained and unfit for use in wet weather….. also the classrooms could be more efficiently heated.' On a more positive front the inspector recorded that 'there was a very good spirit in the school. Children go about their tasks in a quiet and orderly manner and their sense of responsibility is early developed. Staff and pupils combine to give an impression of harmonious and purposeful effort…..' (ED/28/1/12)

ED/29/1–180: Secondary School Files, 1924–1961

These files contain papers relating to detailed inspection reports, special inspection reports, governing bodies, school accounts and fees, and general correspondence for various secondary schools throughout Northern Ireland.

A Brief History of the System

In 1926 all schools in Northern Ireland in which secondary education was conducted charged their pupils a fee. Only those pupils who had been awarded a scholarship were exempt from fees. A certain number of scholarships were open to competition each year with some being offered by the schools themselves, while others were made available by the local education authorities established under the Education Act (Northern Ireland) 1923.

Secondary schools had to meet the following criterion in order to qualify for grants from the Ministry of Education

- the complete school income – from all sources be spent on furthering the educational interests of the school
- the management of the school be in the hands of the governing body, approved by the Ministry and that the management should receive minimum salaries prescribed by the Ministry
- the teachers' qualifications to be approved by the Ministry.

At this point in time no secondary school had been established or conducted by a local education authority and the governing bodies approved had fallen into three classes

- those which worked in accordance with schemes made under the provisions of the Education Endowment (Ireland) Act 1885
- those which had had been formed as limited liability companies under the Companies Acts
- those which involved the appointment of trustees.

Secondary education in these early days were financed from two main sources – grants from the Ministry of Education and fees from pupils. The grant from the Ministry was either a capitation grant in respect of each pupil who satisfied the conditions laid down in the regulations, or a grant based on the position and length of service of the teachers who were on the authorised staff of schools.

By 1935 eight secondary schools were conducted by local education authorities. The basis of the system was the assessment of pupils, their character, conduct, level of intelligence and their academic progress. Annual reviews of teachers were undertaken in the form of annual school inspections

when the teacher's work was scrutinised. In 1938 the work of every school was reviewed and a report, based on the information acquired after a series of successive visits, issued annually thereafter. The radical reforms outlined in the 1947 Education Act came into being on 1 April 1948. This Act had 120 provisions and the main features of the reform were to convert elementary schools into new primary and secondary schools. Pupils would leave the first level at 11 years of age. The most able 20% would be selected by a qualifying examination for grammar school. The remaining 80% would go to secondary intermediate schools or to technical schools. Secondary intermediate schools did not exist before the 1947 Education Act, rather they were a direct result of it. These schools were, and still are free and offer courses of four years or more with children entering them at age 11 years of age.

The Collection

The papers in this class date from 1924-1962 and relate to Ministry of Education secondary school files throughout Northern Ireland. The first file, which is dated 1924-50, refers to the governing body of Armagh Christian Brothers School, and the very first paper, a letter dated 2 April 1924, states that a circular was issued towards the end of the previous year to the managers of schools dealing with the question of the formation of Boards of Governors and the 'preparation of schemes of management as required in the rules for payment of grants to preparatory Intermediate and Secondary schools.' (ED/29/26). Special inspection reports of Belfast Methodist College are to be found in ED/29/54. We learn that in 1947, Latin holds a place in the curriculum 'fully in keeping with the fine tradition of classical teaching of which that particular school is rightly proud.'

ED/30: Parliamentary Questions

ED/30 consists of a sample of Senate and Commons Parliamentary Questions which contain supplementary information to that found in *Hansard*. These take the form of press cuttings, booklets or statistical information. Included among these are Questions which were either not asked or were withdrawn. They cover a range of subjects such as religious instruction in schools, the religious denomination of teachers, what special facilities exist for mentally and physically handicapped children. The above reflects the type of Question being tabled in the 1940s.

By the 1960s the focus was on matters such as whether Northern Ireland would follow a step-by-step policy with Great Britain in the matter of applying a means test to student grants. Other issues considered were as varied as the impending strike action by members of the Irish National Teachers' Organisation (INTO) in support of their fellow professionals in Great Britain in their demand for better salaries and conditions and if swimming and life saving facilities were being provided for pupils in all secondary schools.

Overcrowding in schools caused by the influx of evacuees in 1941 gave rise to at least one Parliamentary Question and for calls for an investigation to be carried out. The reply stated that the Ministry of Education had not received any representation from the Ministry of Home Affairs on this subject and it was not considered necessary to have a special investigation. By the 1930s Parliamentary Questions were being asked concerning the break-down, into rank and religious denomination, of the Royal Ulster Constabulary (RUC). (See ED/30/2/1). The RUC replaced the Royal Irish Constabulary (RIC). It was originally intended that a third of the RUC should be Catholics, but the Catholic element in the force quickly declined from a peak of 21%in 1923 to 17%in 1927.

ED/31 Teacher Training Files

Records held in PRONI relating to Northern Ireland Government policy on education after partition embrace a wide range of issues including that of teacher training. ED/31/1 and ED/31/2 reflect the hiatus in the system relating, as they do, to the appointment of a teacher training committee in 1922 undoubtedly formed to oversee the changes necessary following partition. ED/31/1 and ED31/2 also contain lists of teachers from the Free State who were given full recognition in Northern Ireland and general correspondence concerning the whole subject of teacher training in Northern Ireland. For example, in a statement made by the Irish Principal Teachers' Union (Belfast and District Branch) in 1923, and which would appear to be at odds with government policy concerning methods of preparing monitors and pupil-teachers for the profession, it was stated that 'the Primary School is the proper training ground of the Primary School Teacher.' (ED/31/1/4). The sub-class ED/31/2 relates to improving facilities for teacher training in Northern Ireland, the administration of teacher training, the establishment of courses and liaison with the Free State concerning the reciprocal recognition of teachers' qualifications.

ED/32: Ministry/Department of Education: Private Office Records

This class of records relate to Minister's Private Office Series, ED/32/A, and Secretary's Private Office Registered Files, ED/32/B, dating from 1921 to 1976. These files provide an overview of the entire range of problems and issues that confronted the new Minister of Education in 1921, and successive Ministers for the next fifty-five years or so.

It would be a huge task to attempt to represent all the matters touched upon in these files. What is offered instead is a selection of the key topics and debates as they emerged over the years and which are represented by the files themselves. Since they run in consecutive order the obvious method appeared to be to look at each decade from the 1920s to the 1970s. For example, Lord Londonderry's reforms instigated in the 1920s, the continuing controversy surrounding the provision of religious instruction in schools throughout the 1930s, etc.

Before Partition

The national system of education that had existed throughout Ireland up until 1921 had been designed to exclude all forms of proselytism. Its guiding principle was the combination of children of all religious backgrounds for the study of moral and literary subjects and their separation for religious instruction. Before long disputes arose among bishops and in the end national schools became quasi denominational

The 1920s

The first Minister of Education, Lord Londonderry's desire for reform manifested itself in an attempt to make education non-denominational. This was not well received by either set of clergymen. Nevertheless, reforms were perused by his successor Lord Charlemont in 1926. The ensuing tensions are encapsulated in correspondence between the Minister and Mrs Dhera Chichester (a member of Parliament for that area) concerning whether or not recognition, that is, the awarding of grants, be given to a convent school in Kilrea, Co. Londonderry, in 1926. Since many nationalists were opposed to partition there was anxiety in unionist minds that the new regime was at risk from them. It would offend unionists sensibilities, her argument ran, if Catholic schools, which were attended by the children of nationalists, were to receive financial support from the very state they could conceivably undermine. (ED/32/A/1/44)

Transfer of Educational Services

In addition to the every-day issues such as teachers' salaries, school accounts, closing of schools on fair days and curriculum matters, the main issues facing the new ministry are reflected in these files. One very immediate problem was that of transferring the control of educational matters for the six counties that

made up Northern Ireland, from Dublin to the northern ministry. ED/32/A/1/5, which refers to the transfer of educational services from the National Board of Education to the Ministry of Education in 1922, contains correspondence which became increasingly terse in tone, between the Secretary to the Ministry of Education, L McQuibban, and his counterpart in the Office of National Education, Dublin concerning the failure of Dublin to recognise that 'the appointed day on which the administration of the Irish services in connection with education was to be transferred to this Ministry was the first day of February, 1922.'

Recalcitrant Teachers

Other pressing problems were those of Irish teachers' pensions (ED/31/A/1). The significance of this is evidenced by the fact that the very first file in the series addresses this topic. Another problem area was that of recalcitrant teachers in Catholic schools, that is, Catholic teachers who, objecting to Partition, engaged in a campaign of non-co operation with the Ministry. This led to the School Teachers' (Oath and Declaration) Act (NI), 1929. (ED/32/B/1/6/1)

Increased State Intervention and Teacher Training

The 1920s saw increased state intervention into the educational arena in the form of more stringent enforcement of school attendance (ED/32/A/1/57 and ED/B/2/3), and the appearance of discussion papers relating to the transfer of control of certain schools from regional committees to the education authority. Downshire Public Elementary School, for example, built in 1887 by the Board of national education, experienced particular problems concerning this. Structural alterations were necessary, but these proved difficult to execute since the lease was due to expire. Further complications arose over the right of the use of the premises after transfer since this school was built by government grant and vested in trustees by the former Commissioners of National Education before being adopted by the Ministry. A proposal to use the school for Sunday School and certain parochial meetings was problematical since this would require the Ministry's approval. (ED/32/A/1/62).

The former Irish government had had at no point accepted responsibility for training teachers for secondary schools and the Northern Ireland Ministry of Education continued in this vein. On the eve of partition there was only one teacher training college in Northern Ireland, St Mary's College in Belfast. This, and other deficiencies, were addressed as early as 1922. ED/32/B/1/2/57, for example contains a discursive report written by the Chief Inspector for the Training of Teachers in Scotland, which recommends various changes to the system including 'the establishment of new training courses in Belfast… with university prestige would stimulate the flow of pupils from secondary schools to training centres ...' (See also ED/31 Teacher Training files 1922-31 and ***A History of the Department of Education*** available in the Search Room for further details on teacher training in Northern Ireland and as the Introduction - see above - to the class descriptions).

The 1930s

By the 1930s the perennial problem of providing religious instruction in schools was still not solved. ED/32/A/1/80, for example, refers to the Education Bill (NI) 1930, and the proposed amendments to the 1923 Education Act. Some of these amendments concerned the right of entry for clergymen to give religious instruction to pupils of their own denomination, no change in electing regional education committees, no alteration to the constitution, and school committees not to be given additional powers. The debate over denominational versus non-denominational education had rumbled on into the new decade. The government's attempt to satisfy Protestant conscience brought Catholic intervention into the education arena. Catholics sought government grants towards voluntary schools on the grounds that they had lost out financially under the terms of the Education Act (NI), 1923. The Minister was at times swamped by deputations from education committees which had representatives from either the Orange Order or Catholic bishops depending on which set of grievances were being aired. (ED/32/A/1/58, ED/32/A/1/59, and ED/32/A/1/81).

In addition, ED/32/A/1/80 contains the views of Catholic bishops on the impending amendments to the 1923 Education Act. In a lengthy statement to the Minister, Lord Charlemont, they reminded him that in 1923 they had protested 'most earnestly' against the policy towards pure secularism in education as evidenced by the proposals regarding religious instruction in transferred schools and by 'the financial disabilities to be inflicted on schools under clerical management.' For the appropriate education of Catholic children, they argue, they required 'Catholic schools, staffed with Catholic teachers under Catholic management'. Moreover, these schools were entitled to participate to the full in the grants made for educational purposes. The researcher should see also ED/32/B/1/2/17 on the subject of the provision of religious instruction in schools. On the same theme ED/32/A/1/111, contains papers relating to the numbers of Protestant children attending schools under Catholic management in 1938.

By 1944, comparison was being made between education in Eire and that in Northern Ireland. (See ED/32/B/1/1/2). Also at this time statistics relating to the religion of students proposing to train as teachers and the provision of scholarships for trainee teachers were being compiled and analysed (see ED/32/B/1/9/247), and proposals were being put forward to amalgamate Catholic boys' and girls' schools. (ED/32/A/1/96).

The 1940s

Towards the end of World War Two, the government prepared for a major reorganisation of education along the lines of the English Education Act 1944 (also referred to as the Butler Act). There was, it was felt, a need to make good the neglect of the inter-war years. Papers in ED/32/B/1/9/218 reveal that the 1944 Education Bill in Great Britain is being discussed at this point.

As early as 1944, Lieutenant-Colonel Samuel Hall –Thompson, the Minister of Education, proposed an increase in capital grants to schools managed by Four and Two Committees (mainly Catholic) from 59% to 60% and to raise heating, cleaning and maintenance costs to 100%. He also proposed the provision of free milk, lunches and schoolbooks to children of the less well-off.

Increased social awareness can be detected around this time as the Ministry turned its attention to the existing provision for nursery education. (ED/32/B/1/2/110). So too was the education of handicapped children as the papers in ED/32/B/1/9/4 reveal. The issue of managing schools transferred to local education authorities was also under discussion, ED/32/B/1/9/219. Other matters being discussed were the abolition of school fees for secondary education, the introduction of means testing ED/32/B/1/9/220, and the reduction of primary school classes, ED/32/B/1/9/221. Wearily, the syllabus for providing Religious Instruction was still being discussed - this time in grammar schools. (ED/32/B/1/9/224.

The 1950s

The radical changes contained in the 1947 Act came into operation on 1 April 1948, and had made an impact by 1950. Files concerning university scholarships begin to make an appearance around 1955. (ED/32/B/1/2/155). Teacher training seems to have still been an issue as witnessed by ED/32/B/1/9/174 which refers to recruitment and training of teachers, and ED/32/B/1/9/23 contains correspondence between the Ministry and St Mary's, Strawberry Hill, Middlesex, a teacher training college favoured by Catholic students. The school leaving age was under review again, ED/32/B/1/9/27. Interestingly, Cabinet memoranda, dated as early as 1955, was concerned with equal salaries for male and female teachers. (ED/32/B/9/128). Preparatory papers relating to the Education (Amendment) Bill (NI) 1951, are contained in ED/32/B/1/9/154. There are memoranda and other papers dealing with controls on grants for voluntary grammar schools in, for example, ED/32/B/1/9/150 -151, and ED/32/B/1/9/160 -161.

The 1960s

By the 1960s the administration of public education in Northern Ireland was under the general control of the Ministry of Education based at Rathgael House, Bangor, Co. Down. The main statutory provisions were those set forth in the Education Acts (NI) 1947-63, the Youth Welfare Acts (NI) 1938-62 and the Statutory Rules and Orders made in conformity with those Acts.

In 1964, a White Paper on educational Development in Northern Ireland contained a number of proposals for further progress in the field of primary, secondary and further education. (ED/32/B/1/1/32-33). New targets were set: for example, the replacement of unsatisfactory school buildings, closure of small rural schools and the reduction of class sizes. The arguments for and against comprehensive education were gone over and a compromise arrived at, that is the development of academic streams and extended courses and reduced

importance to selection at age 11. Intermediate schools were renamed secondary (intermediate) schools and the qualifying examination which was discontinued after 1965, being replaced with the Eleven Plus. Despite the name change the stigma of failure remains to this day.

The Lockwood Commission

The single most important issue in the field of education and one which dominated the 1960s, is without doubt the Lockwood Committee's examination of the development of higher education and its recommendation of a second university for Northern Ireland. (ED/32/B/1/9/291).

In November 1963 a committee, headed by Sir John Lockwood of London University, was appointed by the Minister of Finance to review the facilities for university and higher technical education in Northern Ireland and to make recommendations. The committee's findings, published as the Lockwood Report, enabled the government to make far-reaching plans for higher education in Northern Ireland. They recommended the establishment of a second university which would be complimentary to Queen's University. The committee's miscellaneous correspondence with the Ministry is filed under ED/32/B/1/9/294 – 295.

This university took in its first students in1965, and came to be known as the New University of Ulster (NUU). The researchers attention is drawn to ED/39 and FIN/18 for a preponderance of files relating to the Lockwood Committee and to ED/17 for Higher Education Files for a more comprehensive picture of the controversy surrounding the establishing of NUU and the siting of it at Coleraine, Co. Londonderry, rather than in the city of Londonderry itself. Finally, the papers of the academic planning board of NUU bear the reference ED/32//2/25.

The 1970s

The air of reform characteristic of the1960s, was still evident by the 1970s. By the mid - 1970s the Department of Education was responsible for the development of primary, secondary, further (including adult) and higher education. By the late 1970s the Department had taken over responsibility for the formulation and sponsorship of policies for the improvement of community relations and community services in Northern Ireland **and** for grant-aiding various recreational and community facilities. Expenditure on education, libraries and allied services represented the second largest element in the budget for Northern Ireland Government departments with about half the Department's capital going towards the provision of school buildings and equipment and yet again we see these trends reflected in this series. ED/32/B/2/42, for example, refers to future financial arrangements and social, economic and physical development programme for Northern Ireland. Other matters reflected here are the growth of leisure centres, ED/32/B/2/48, adult education ED/32/B/2/44 and recreational provision by District Councils ED/32/B/2/62.

ED/33: Royal Commission on Elementary Education: Correspondence

In the early years of the nineteenth century there was no shortage of schools in Ireland but many were in a poor state of repair and badly conducted. In 1832 it was estimated that there were about 9,000 pay schools in existence and over 2,000 other elementary schools. The majority of pay schools opted to become national schools under the system of national education founded in 1831 under the direction of the Chief Secretary E.G. Stanley. The national schools were built with the aid of the Commissioners of National Education and local trustees. The Commissioners of National Education were based in Dublin. (See ED/10 for their business papers and Reports).

In 1867 a Royal Commission was set up to 'settle the question of Primary Education.' (See ED/33/2). By this it was intended that an investigation be undertaken by the Royal Commission into the state of national schools, through the collection of information from witnesses drawn from the field of education. This evidence would be considered and the findings published in the form of Reports. All told there are 199 files dating from 1867-69. The first twenty or so contain correspondence relating to a variety of administrative matters ranging from the appointment of staff to the Secretariate, providing accommodation for the Earl of Powis, President of the Commission 'during his sojourn in Dublin' (ED/33/61). The remaining files in this class are given over to correspondence from clergymen and the general public to the Commissioners. One writer in 1834, expresses the pessimistic view '…. that after an outlay of six millions the country does not possess one thousand decent school houses… that the teaching staff is getting worse and worse each year, that the better class of teachers are emigrating, ….the training schools are shams, the central official department is too costly, too large, too inefficient,' and the public will expect full information upon all these points.' (ED/33/34).

Other correspondence relates to issues such as the attempts to establish a denominational education system, (ED/33/61), method of paying teachers, that is, by money order through the Post Office, the conduct of the Board, and the behaviour of the Commissioners. For example, a letter of complaint was sent to Lord Powis in May 1868 by the Rev Cowie, Harley Street, London remarking that one of the Commissioners tried to obtain a great deal more money than he was entitled to from the English Education Commission' ….. & altogether made himself a blister….'

ED/34: School Files

This class consists of five files dating from 1949 to 1958 and refer to Carolan Grammar schools, Belfast, Dufferin and Ava Hospital Special School, Belfast, Immaculate Special School, Newtownabbey, Co. Antrim, Bushmills Grammar School, Co. Antrim, and Assumption High School Ballynahinch, Co. Down. The papers in these files emanate, for the most part, from the Ministry of Education and the Directors of Education of the different boroughs throughout Northern Ireland. They refer to staffing issues, general correspondence and school inspection. For example, in the first letter in file ED/34/131/1 written by the Northern Ireland Hospitals Authority to the Ministry of Education in 1954, informs us that since 1947 the Belfast Council of Social Welfare has provided a part-time teacher to provided educational and recreational facilities for long-term patients under five years of age accommodated in the Dufferin and Ava block of the Belfast City Hospital. However, due to lack of funds this service could no longer be provided. A solution was found nevertheless, since by 1954, three additional teachers had been found and home tuition was being provided to c.40 children in and around the Belfast area.

ED/35: [Not catalogued]

ED/36: Examination Pass and Prize Lists: Examination Question Papers ‘O’ and ‘A’ Level

Although PRONI holds the examination pass and prize lists from 1943 to 1975 (ED/36/1), these are closed to the public. However, ED/36/2 - volumes of ‘O’ and ‘A’ level examination question papers – are open and may be consulted. At least 24 volumes were published but PRONI has not received all of these. For example, ‘O’ level examination papers for 1973 have not been deposited here, although the ‘A’ level examination papers for that year have. The list indicates very clearly where this is the case.

An example of a typical question for the history exam in 1983 reads thus: ‘The hotter sort of Protestants’. Is this a satisfactory description of Elizabethan puritans?'
(See ED/36/2/12B).

ED/37: Youth Employment Files

This class consists of three files only and two of these are closed for 50 years from the date of the last paper inserted into the file. The papers date from 1946-59.

ED/37/1, the only file open to the public does, however, contain some interesting material on the question of juvenile employment. In June 1947, the Minister of Labour and National Insurance wrote to the Minister of Education regarding anxiety expressed by a recent delegation to Stormont concerning the lack of full and competent career guidance for young people before they left full-time education. Moreover, industry as a whole was suffering since the right people were not being matched up to the right jobs. Parents too, they argued, had to have access to information and advice; there had to be full and effective co-operation between the Ministry of Education and the Ministry of Labour in addition to co-operation between industry and education. Furthermore, vocational guidance and juvenile employment schemes should function as one integrated whole and not fall into two separated and disjointed parts. They were of the belief that an important first step in redressing this deficiency was that a system of school record cards, relating to a student's progress, should be initiated in order to aid the placing of young people in employment, and finally teachers should be trained in the methods and practices of vocational guidance.

The Minister, impressed by the arguments put forth by the delegation, urged that a Vocational Guidance Committee be set up to direct the scheme in Belfast. The Committee was to be composed of members of the Educational Committee (already in existence), employers, trades union leaders together with some representatives from such bodies as the Rotary Club.

By 1947 a Progress Report had been prepared, a copy is held on file, and by 1950 there was considerable press coverage of a positive nature – again press cuttings are held on file. The last paper on the file is extracts from the minutes of a meeting of the Youth Employment Service Committee where discussion relating to the Report of the Committee of Enquiry on Vocational Guidance and Youth Employment Services had taken place.

ED/38: [Not catalogued]

ED/39: [See also FIN/58 and ED/17 Higher Education Files]: Lockwood Committee on Higher Education

In August 1961, the Northern Ireland government asked if the Robbins Committee,[11] which was reviewing further education in England, would extend its enquiries to cover Northern Ireland. This was not possible as the committee was too far advanced in its inquiry. (FIN/58/1)

In 1962 a Working Party was set up to review higher education and the need for a second university in Northern Ireland. Membership was drawn from the Ministries of Education, Finance, Labour and Agriculture. It was decided not to invite representatives from the Social Studies Department, Queens University, Belfast to assist with the survey. The Working Party prepared the ground and proposed a Lockwood Committee a similar body to the Robbins Committee.

The papers in FIN/58/1, for example, relate to the steps to be taken to review higher education in Northern Ireland in the light of the general findings of the Robbins Committee in Great Britain. These papers emanated from the Ministry of education, Dundonald House. The Working Party's remit was to examine the following in the field of education:

- the existing facilities
- proposals for extending the existing facilities
- deficiencies in education
- numbers of teachers
- school children who reach A level standard
- numbers of students from outside Northern Ireland
- numbers of students from Northern Ireland studying abroad

On 20 November, 1963, John L Andrews, Minister of Finance for Northern Ireland, appointed a ten member committee under the chairmanship of Sir John Lockwood of London University. A paper headed Lockwood Committee 1963 agreed the terms of reference:

> *'rev*iew the f*acilities for university and higher technical education in Northern Ireland having regard to the report of the Robbins Committee, and to make recommendations.'*

(See Higher Education in Northern Ireland, Cmd 475 PRONI reference SO/1A/475, vii and FIN/58/8.)

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[11] So called after its chairman, Professor Lord Robbins.

Implicit in the report, which was published in February1965 along with a Government statement, was that the Lockwood Committee should consider the Robbins Report and the decisions taken on the Report by the United Kingdom government while allowing for the different economic, social and educational structure of Northern Ireland. At the same time, however, it did not lose sight of its responsibility to think of the province as part of the United Kingdom as well as being a unit in its own right. The basic assumption of the Lockwood Committee, as of the Robbins Committee, was that courses of higher education should be available to all those who were qualified by ability and attainment to pursue them and who wished to do so.

One committee member, R.B. Henderson, Managing Director of Ulster Television (UTV) expressed disquiet at the amount of 'local graduate wastage' from the province. He of was of the opinion that Northern Ireland was an ideal area for experimentation in education and urged the Committee to seek to take evidence in Armagh and Londonderry. (FIN/58/8).

By 1963 the Lockwood Committee had encountered problems with teacher training. FIN/58/8 contains correspondence from the Federal Council of Teachers in Northern Ireland expressing concern that the terms of reference were so drawn as to exclude consideration of the position of teacher training colleges in relation to the proposed new university. By March 1964 papers appear on file regarding the citing of the new university and suggesting that the terms of reference of the Committee were wide enough to recommend a particular location of a second university.

A substantial amount of material was assembled in the preparation of the report, consisting not only of the minutes of the Committee itself, but also those of the Working Party that was established to provide information for Sir John Lockwood and his colleagues. Set up in March 1963, the Working Party consisted entirely of Ministry officials and systematically collected detailed information relating to a number of areas including the existing facilities for higher education in Northern Ireland, the prospective demand and supply for teachers up to 1985, and the issue of Northern Ireland students wishing to study abroad.

Apart from the minutes of meetings there is also a series of detailed verbatim reports, a number of papers submitted in evidence to the Committee, and some miscellaneous correspondence regarding its work. Some of this correspondence, as well as minutes of meetings and a summary index of the evidence submitted is to be found in ED/39 (which is comprised of three files dated 1963-64) but the greater part of the material is included under FIN/58. For example, FIN/58/2 contains the verbatim report of a meeting between the Lockwood Committee and Londonderry County Borough Council in May 1964 who put up a strong argument for any proposed university to be located in that city on the grounds that a university college, that is Magee College, already existed there as a 'going concern'.

Papers in ED/39/3 show that at one point consideration was given to evidence submitted by the Ministry of agriculture for Northern Ireland for the need to establishment a veterinary college in Belfast to meet the demand for veterinary education and for veterinary surgeons. The implications for the Faculty of Agriculture at Queen's University were recognised.

Magee University College was closely associated with Trinity College, Dublin an association which dated back to 1908 when the Royal University of Ireland was dissolved and concern was expressed by a deputation to Lockwood concerning the implications for Magee's relationship with Trinity should a second university be established in Northern Ireland. (See ED/39/1).

ED/40 [Not catalogued]

ED/41: Art Advisory Council

The Art Advisory Council was first publicly proposed in the Report of the Industrial Art Committee[12] and was set up by the Minister of Education for Northern Ireland, with Lord Charlemont as Chairman, to advise on matters concerning art education. It met for the first time on 19 April 1937.

In an address to those present, the Chairman stated that the time was ripe for an advance in art education in Northern Ireland, for not only was applied art becoming increasingly important to the industrial and commercial communities, but the lives of the adult population as a whole would be enriched by a continuing interest in art inculcated at school. He went on to express his pleasure that Sir John Lavery had accepted service on the Council and in his readiness to assist with its work.

The business of the Council, the Chairman believed, was to advise the Ministry of Education and from the outset they should concentrate their attention on larger issues concerning the system of art education throughout Northern Ireland.

A.N. Bonaparte Wyse, a member of the Council, explained that the Ministry of Education had been unable to implement the recommendations of the Industrial Art Committee because they were insufficiently staffed. For example, the Ministry had only one art inspector to supervise the work in elementary, secondary, technical schools and in teacher training colleges. He sought the Council's advice on the matter of staffing and implementing the Industrial Art Committee's recommendations. (See ED/41/1/1).

By 1938, the Council was expressing a keen interest in the work of the Royal Fine Art Commission and was advocating that a body with similar duties be set up in Northern Ireland. However, some members expressed doubts as to whether there were enough architects of sufficient standing in Northern Ireland to form an independent Fine Art Commission for the area. (ED/41/1/12).

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[12] The Industrial Art Committee was set up in 1933 by the then Minister of Commerce, Mr Mylne Barbour and Lord Charlemont to inquire into the position of industrial art in Northern Ireland. It was their belief that good industrial art resulted from a widespread interest in both fine and applied arts and their Report highlighted the growing importance of design in commerce and industry.

ED/42: Community Services Division 'UAP' Files

These eleven files relate to community associations in an around Belfast and are dated 1971-1990. ED/42/1, for example, refers to the Crescent Community Association Community Centre, Upper Donegall Road, Belfast. This centre, like many others, began life in a wooden hut providing youth and community activities for local residence. A committee was formed and government aid sought. The Department of Community Relations grant-aided it in 1975 and a more solid structure was designed and built. This allowed for an expansion of activities and more frequent use of the premises by both young and old.

These files contain fairly routine technical papers, correspondence from the Department of the Environment Social Needs Branch, approval letters, and records of payments to architects and builders etc.

ED/43: Ordnance Survey Maps Showing Sites of Public Elementary/Primary Schools and Proposed Junior Secondary Schools, 1944–1957 [One map dated 1912]

Ordnance Survey (OS) was established under the Board of Ordnance in 1791, and given the task of mapping Britain to new levels of accuracy in anticipation of a feared invasion from France. However, it was civil rather than military needs that brought the survey to Ireland in 1824. Inequalities in the local taxation system pointed to the need for an official map of the names, boundaries, and acreage of the 60,000 or so townlands as a prelude to the revaluation of rateable property. The survey was carried out county by county between 1825 and 1841 starting in Co. Londonderry. Completed on the eve of the Great Famine, the 1,900 maps show the Irish landscape as it approached its population climax, detailing every road and house, field and settlement in a finely engraved topographical portrait that is austerely beautiful. Their value to government, local government and landowners ensured that they continued to be revised and their range expanded to include detailed town plans as well as small-scale maps aimed at a growing tourist industry.

After 1921 the survey became wholly independent and the Ordnance Survey of Northern was Ireland established in Belfast.[13] This class consists of 37 one inch OS maps used to mark up the locations of schools and are divided into three sub classes

ED/43/1–3. These date from 1944-57 although there is one map of the Coleraine, Co. Londonderry area, dated 1912, showing sites of schools in the Dungiven and Eglinton areas. The maps are listed by county. ED/43/1/1, for example, refers to Co. Antrim and shows sites of existing public elementary and primary Catholic and Protestant schools with the number of pupils aged 11-15. ED/43/1/2, on the other hand refers to maps for Armagh, again showing the location of Protestant and Catholic public elementary and primary schools and the number of pupils in each. Counties Down, Fermanagh, Londonderry and Tyrone bear the reference numbers ED/43/1/3, ED/43/1/4, ED/43/1/5 and ED/43/1/6 respectively.

ED/43/2 and **ED/43/3** show the location of proposed new primary school sections throughout Northern Ireland using the Northern Ireland road and popular series maps, ¼ inch and 1 inch to the mile. They are dated 1940-57. All of these maps provide an invaluable finding aid for those interested in local history or genealogy.

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[13] J.H. Andrews, *A Paper Landscape,* 1975.