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TAIGHDE AR OIDEACHAS



INVESTMENT IN EDUCATION

ANNEXES AND APPENDICES

To the Report of the Survey Team appointed
by the Minister for Education in
October, 1962

DUBLIN:
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ROUNDING

In tables in the Report and Appendices, each figure has been rounded individually. In some cases, therefore, the rounded figures in a column or row do not add to the rounded total.

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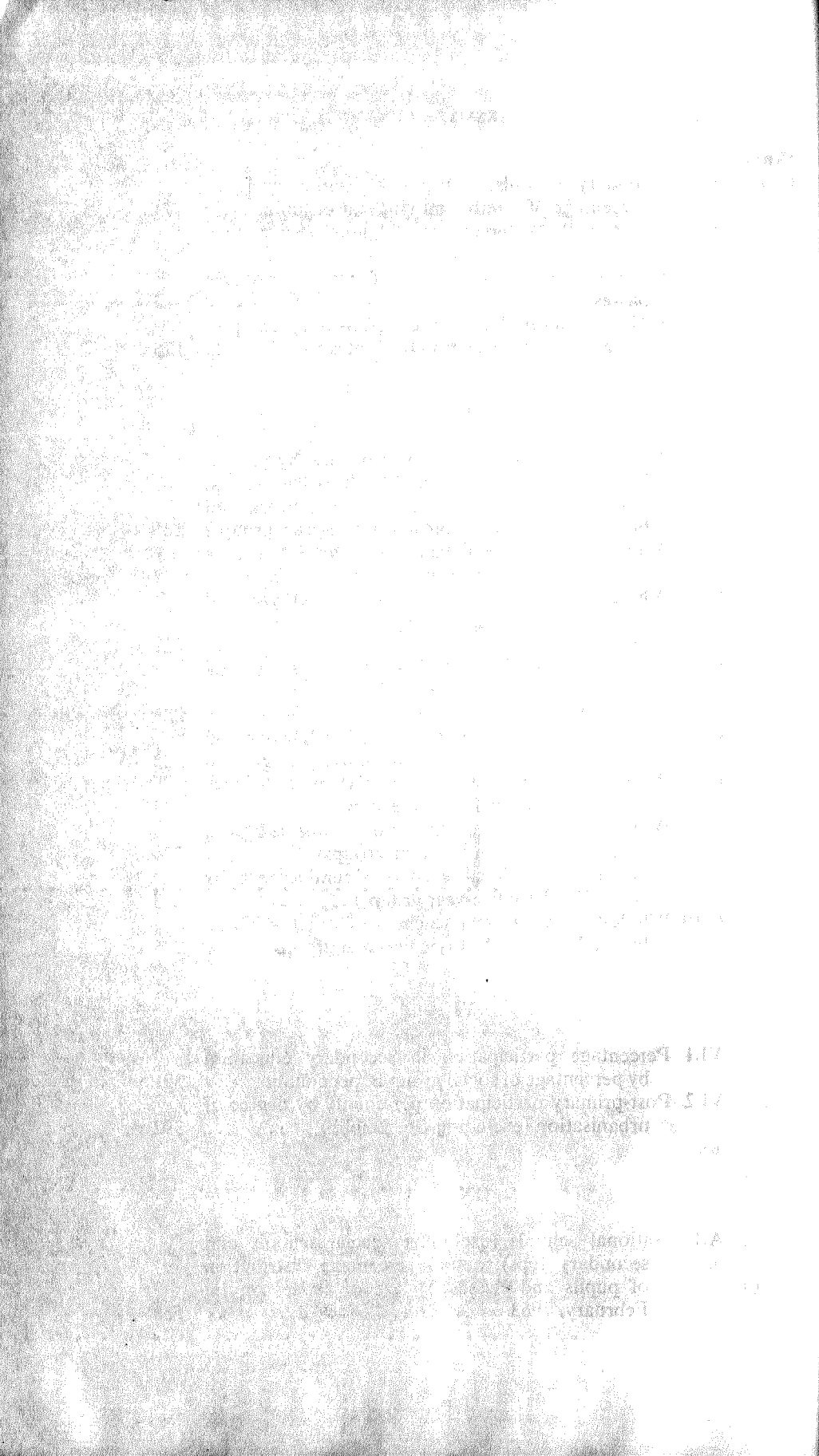
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ANNEXE A

The Training of Teachers

1. Reference has been made already, particularly in chapters 1 and 4 to the training of teachers. Professional training for teachers is provided in the universities and in specialised training colleges which are the subject of this Annexe.

2. There are, of course, very many facets of teacher training, all equally worthy of examination. An adequate evaluation, however, of a programme of professional training in regard to its formative content and adequacy must be a matter for specialists in education and pedagogical studies. We have endeavoured not to obtrude into this field; our references to such matters as duration of training or curricula have been limited in the main to a recording of the position as we found it.

FIRST LEVEL

3. To be recognised as a qualified national teacher in Ireland one must have completed a course of training in a recognised training college. A university qualification does not of itself entitle a person to recognition as a national teacher. For recognition university graduates must do a one year course in a training college. Apart from a very small number trained according to the Froebel system, national teachers are trained in state-aided colleges. There are at present six such colleges, one for Catholic men, two for Catholic girls, one for Protestant boys and girls and two conducted by Catholic teaching orders of brothers for religious. The colleges for Catholic girls are recognised for the training of both lay and religious students.

4. The colleges are under ecclesiastical control and management, but the selection of students, the appointment and conditions of service of professional staff and certain matters of administration (including the amount of the student fee) are subject to the approval of the Minister for Education. The number of students to be admitted each year is also a matter for the Minister. Table A.1 shows for each college in the school year 1963/64, the accommodation, number of students, number of professors and other professional staff, state grants and fees.

5. In general admission to the colleges is open to¹

- (i) candidates who have qualified at the training college entrance examination of the current year,

¹Circular letters 3/64, 4/64 and 4 (a)/64 (Department).

TABLE A. 1
National Teacher Training Colleges
1963/64

College	Category of Student	Student Capacity	Maximum State Capitation Grants Payable	College Fee, Payable by Student	Number of Students		Academic Staff		Teaching hours per week	
					Lay	Religious	Full-time	Part-time	Full-time	Part-time
St. Patrick's College, Drumcondra ...	Catholic Laymen	216	216 @ £115	£90	214	—	16	5	260	30
Our Lady of Mercy, Carysfort Park, Blackrock ...	Catholic Women (Lay and Religious)	462	462 @ £95	£85	310	147	25	5	388	33
Mary Immaculate, Limerick ...	Catholic Women (Lay and Religious)	260	260 @ £130	£85	208	52	13	5	233	48
Church of Ireland, Kildare Place, Dublin ...	Protestant Women and Men	80	80 @ £115	£85	*50	—	2	7	20	14
St. Mary's, Marino, Dublin ...	Members of Order of Irish Christian Brothers	80	60 @ £100	—	—	89	6	4	108	10
De La Salle, Waterford ...	Members of other Orders of Brothers	33	33 @ £115	—	—	38	—	11	—	34
TOTAL ...		1,131			782	326				

*By special arrangement, state grants are based on a 'notional' number of 80 students. All but two of the students were women.

- (ii) preparatory college² students who have successfully completed their course in the current or preceding year.
- (iii) university graduates, who may receive certain exemptions in the written examinations,
- (iv) untrained teachers, who have passed the entrance examination within the preceding five years. (This refers mainly to religious serving as temporary untrained assistants).

TABLE A. 2

National Teacher Training Colleges, Candidates for Admission by Open Competition and Number of Places Available for them 1959-63

		Year				
		1959	1960	1961	1962	1963
Lay	Male: Candidates	559	649	608	576	638
	Places ...	79	75	70	62	80
	Female: Candidates	1,195	993	1,064	1,128	1,255
	Places ...	207	202	207 ¹	194	216
Religious	Male: Candidates	85	121	119	140	123
	Places ...	48	70	49	77	65
	Female: Candidates	102	153	131	158	119
	Places ...	59	104	100	101	97

TABLE A. 2 (a)

Other Lay Candidates Accepted for Training as National Teachers

Type of Candidates	Sex	1959	1960	1961	1962	1963
Preparatory Colleges	Male	32	31	40	36	35
	Female	72	74	77 ¹	82	73
University Graduates	Male	6	6	6	5	6
	Female	6	3	3	8	4
Others	Male	3	4	2	5	4
	Female	12	17	9	7	1
TOTAL	Male	41	41	48	46	45
	Female	90	94	89	97	78

¹These figures differ from those in the Annual Report of the Department of Education for 1960/61. In the course of our investigations some adjustment of the Annual Report figures was found to be necessary.

6. Candidates for the entrance examination must be between 17 and 21 years of age. The examination consists of a preliminary test in needlework (girls), a pass in the secondary schools leaving certificate examination with honours in Irish and passes in English,

²Preparatory colleges provided a full secondary school course for pupils, mainly from Gaeltacht (Irish-speaking) districts, who intended to become teachers. Their main function was the provision of a body of trained teachers who would also be fluent in the Irish language. There is now only one such college in existence, for Protestant pupils.

mathematics, history and geography, qualifying tests in oral Irish and singing³ and an interview. All these are compulsory. The interview board consists of representatives of the Department and of the training college. Selection is in order of merit on the marks in the leaving certificate subjects.

7. Table A.2 shows for recent years the numbers of applicants for admission to training and the numbers called.

8. It will be noted that places are reserved separately for each of the categories of entrant enumerated in paragraph 5. In particular, religious do not compete with lay students. They are selected from amongst community members who have fulfilled the minimum conditions for entrance to a training college. The selection of religious is made by the Department and regard is had to the requirements of the various communities for new or replacement staff for the schools in their care.

TABLE A. 3

National Teacher Training Colleges—Entrance Examination

Total Numbers of Female Candidates examined in the Preliminary Test in Needlework in Each Year 1961 to 1963

Year	1961	1962	1963
Total examined ...	1,154	1,215	1,301
Passed	890	1,113	1,154
Failed	264	102	147
Percentages Passed ...	77·1	91·6	88·7

TABLE A. 4

National Teacher Training Colleges—Entrance Examination. Results for Catholic Lay Candidates (Girls) in the Preliminary Test in Needlework and in Leaving Certificate Examination subjects, in the year 1963

Year	1963
Examined in needlework	1,205
Passed in needlework	1,070
Qualified in leaving certificate examination	768
Failed to qualify in leaving certificate examination	302 ¹
Percentage of candidates who qualified in needlework and in the leaving certificate.	63·7

¹Including 3 absentees.

³Men candidates who fail in singing may be accepted if they reach a certain standard in the leaving certificate.

TABLE A. 5

National Teacher Training Colleges—Entrance Examination. Results for Lay Candidates at the Open Competitive Examination, who were called for Examination in Oral Irish and Singing and for Interview, 1963

	Catholic		Protestant
	Boys	Girls	Boys and Girls
Total called	201	338	16
Number presented	136	291	14
Passed all three	101	229	14
Did not pass all three	35	62	—
Passes as a percentage of number who Presented	74·3	78·7	100

9. Tables A.3 to A.5 contain a detailed analysis of the results of the training college entrance examinations in 1963. Table A.3 deals with the results in the preliminary test in needlework, which is compulsory for all female candidates, and shows that about 10 per cent of candidates fail to qualify. Table A.4 relates to Catholic lay female candidates only while table A.5 shows for all lay candidates in 1963 the results at the interview, oral Irish and at the singing test. In addition to the candidates accounted for in these tables there were 19 other candidates who presented themselves for interview and qualifying tests in Irish and singing. Seven were university graduates and all were successful; the other 12 were former clerical students and former members of religious communities. Four failed to satisfy the interview board and three failed singing.

10. Of the failures recorded in table A.5 the 62 Catholic girls all failed because of failure in singing, likewise 24 of the boys. One boy failed the oral Irish test and ten failed to satisfy the interview board as to their suitability. In the case of Protestant candidates one boy and one girl failed singing but were nevertheless accepted for training.

11. From this analysis of the examination results, which admittedly relate only to one year, 1963, it would appear that quality of candidates need not of itself be a deterrent to increasing the output of trained national teachers. Apart altogether from the large number who were not called for interview although qualified at the leaving certificate examination, almost 90 candidates were failed on account of inability to sing. If this requirement could be removed these candidates would be available for consideration. In the context of a large number of small schools it is, of course, easy to see how important it is for teachers, especially for female teachers, to have a satisfactory singing voice. If, however, the suggestions in our report regarding size of schools and location can be adopted, it should be possible to re-examine this matter. In the same way it is possible that if the size of school units is increased it would no longer be essential for all female teachers to be skilled in needlework.

12. On admission to training, a student must sign an undertaking, guaranteed by his parents or guardian, to serve on qualification for at least five years as a national teacher or, in default, to repay the cost of his training.

13. The colleges are residential and the fee of £85 per annum (£90 for Catholic boys)⁴ is inclusive of boarding cost. Scholarships are not provided but advances of fees are made by the Department to students who show that they are unable to pay them. On qualification and appointment as a teacher, the student repays the advance by means of regular deductions from salary, usually over a period of five years. In the school year 1961/62, of 785 lay students in training, 371 received advances of all or part of their fees. The total amount involved was £21,646. With the exception of a small group of trainee vocational teachers, there is no other area in Irish education in which so great a proportion of the students receive direct assistance from public funds, though of course it is repayable. It is for this reason not surprising to find that social group participation differs from the university patterns of Chapter 6 (Chart 6.7).

TABLE A. 6

National Teacher Training Colleges. Distribution by Social Group of Lay Students admitted to Training in 1963 (Leaving Certificate Candidates, 1963)

	Social Group								Total
	Farmers	Professions, Employers, Managers and Senior Salaried Employees	Intermediate Non-Manual	Other Non-Manual	Skilled Manual	Semi-Skilled and Un-Skilled	Unemployed and Deceased	No Information	
	Percentage Distribution								Number
Boys	17.4	16.5	10.7	7.4	6.6	7.5	3.5	31.4	80
Girls	39.1	17.8	13.0	3.6	4.7	4.4	3.6	13.8	216
TOTAL	32.5	17.4	12.3	4.8	5.3	5.3	3.3	19.1	296

14. While the orders of magnitude are similar, there are interesting differences between the two tables. Thus higher percentages of training college entrants were drawn from the 'other non-manual' and 'semi-skilled and un-skilled' groups, although well below the percentage of these groups in the population. The most important difference, however, is that the dominant group is 'farmers' rather than the professional, employer and managerial group as was found in the case of the universities.

15. It should not be inferred, however, that the differences between the distribution in Table A.6 and that of the basic population are

⁴Fees are now, 1965/66, £100 (£105 for Catholic Boys).

solely a result of economic disability. Undoubtedly, for the weakest sections their inability to meet the ancillary expenses of text-books and maintenance and to bear the opportunity costs of earnings foregone, effectively limits participation; as indeed it does at all points in education after the compulsory first level. The difference between 'farmers' and say, 'skilled workers' is not so easily explained. The description 'farmer' accounts for 25 per cent of the population but covers very wide variations in income; it is likely that many skilled workers, who account for 15 per cent of the population and indeed not a few semi-skilled, are at least as well-off as large sections of the farming community. Yet relatively far more of the farmers choose to meet the opportunity costs and other costs involved in teacher training. We do not have an income distribution for entrants but Table A.6 does seem to reflect not only economic circumstances but also the well-known traditional attachment of certain groups to teaching as a career. The fact that so high a proportion of entrants, over a third of the girls, is drawn from the farming community and that another sixth are from the professional class (which in this case probably means many are the children of teachers) is noteworthy. These figures may not be without some significance for the future. The numbers engaged in agriculture will almost certainly continue to decline over the next decade. At the same time the establishment of new industries and the provision of services are likely to provide new employment opportunities, especially for girls. The growth of opportunities for university education may also be a counter-attraction. In these circumstances, the present favourable position in regard to recruitment for teaching cannot be assumed automatically to continue. It is not of course suggested that there is any likelihood of a scarcity of candidates in the immediate future. It would be most unlikely that any change would become manifest within the period covered by this survey (to 1976). Nevertheless, it would seem advisable even now to keep the situation under review at regular intervals. Experience in other countries shows how difficult it is to overcome recruitment problems once they develop.

16. It may in this connection be of interest to note the areas from which students were drawn. Table A.7, based on departmental records, gives the lay students admitted to training for the first time in September, 1963, by sex and by county of home residence. This table is interesting and useful as far as it goes. Thus, it suggests that the attraction of national school teaching as a career may not be un-related to the economic circumstances of an area. The contrast between the numbers for Leinster and Connaught, for instance, is marked. There is a suggestion also in the table that recruitment may be linked with the availability of secondary education in an area (as might be expected given the requirements for admission to training). The small numbers from Cavan may point in this direction as that county has a very low rate of participation in post-primary education.

TABLE A. 7

*National Teacher Training Colleges, 1963 Entrants to Training by Location of Home
(Lay Students only)*

Location of Home	Male	Female
Cavan	1	1
Donegal	19	20
Monaghan	2	6
Total Ulster (3 counties)	22	27
Galway	13	44
Leitrim	3	4
Mayo	13	32
Roscommon	—	9
Sligo	2	5
Total Connaught	31	94
Clare	14	15
Cork	16	30
Kerry	15	30
Limerick	3	13
Tipperary	5	11
Waterford	8	7
Total Munster	61	106
Carlow	2	3
Kildare	1	3
Kilkenny	3	9
Laois	3	5
Longford	—	4
Louth	1	3
Meath	—	4
Offaly	—	4
Westmeath	1	11
Wexford	2	5
Wicklow	1	3
Total Leinster (Excluding Dublin)	13	54
Dublin County	—	3
Dublin City	4	5
TOTAL DUBLIN	4	8
TOTAL (26 Counties)	131	289

Source: Departmental records.

Table 7 includes students from Preparatory Colleges. Their home residence is given below.

TABLE A. 7 (a)

National Teacher Training Colleges. 1963 Entrants from Preparatory Colleges by Location of Homes

Location of Home	Boys	Girls
Donegal	14	14
Monaghan	1	2
Total Ulster	15	16
Galway	6	17
Mayo	2	12
Roscommon	—	1
Sligo	1	—
Total Connaught	9	30
Clare	—	1
Cork	6	6
Kerry	3	16
Limerick	—	1
Tipperary	1	—
Waterford	—	1
Total Munster	10	25
Dublin County	—	1
Dublin City	1	1
Westmeath	—	2
Total Leinster	1	4
TOTAL, ALL AREAS	35	75

17. In this connection, we analysed the 1963 admission to training (lay students) by size, location and type of secondary schools attended; the details are given in Tables A.8 and A.9. The only conclusive point to emerge is that 60 per cent of the admissions came from boarding schools (including combined day/boarding schools). We are unable to say if these were from the day or boarding pupils. However, the majority of the boys came from day schools (58 per cent). Of the provinces, only Munster had a majority of admissions from day schools and it was in fact the big number of boys admitted to training from this province that resulted in the large aggregate percentage of boys from these schools. A table on residence by centrality (city, large town, small town, village, rural), however, would be most interesting. The only way to get this information with reasonable accuracy would be to question the students themselves. Lack of time prevented us from doing this but it could be done without any great difficulty. In view of the remarks which we have made in paragraph 15 regarding the possible need for caution in regard to the long-term recruitment outlook, we would suggest that the Department of Education should assemble all information

TABLE A. 8

National Teacher Training. Number of Lay Students admitted to Training in 1963 (Excluding Students from Preparatory Colleges) by Size and Type of Secondary Schools attended

Size of Secondary School	Day Schools		Boarding ¹ Schools		All Schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Number admitted to Training						
0-99 pupils ...	4	14	—	1	4	15
100-149 „ ...	19	19	—	37	19	56
150-199 „ ...	3	19	2	19	5	38
200-299 „ ...	18	10	21	58	39	68
300 pupils and over ...	8	6	15	31	23	37
All Schools ...	52	68	38	146	90	214

Source: Departmental records.

¹Including combined day/boarding schools.

TABLE A. 9

National Teacher Training. Number of Lay Students admitted to Training in 1963 (Excluding Students from Preparatory Colleges) by Location of Secondary Schools attended

Location of School	Day Schools		Boarding ¹ Schools		All Schools	
	Boys	Girls	Boys	Girls	Boys	Girls
Number admitted to Training						
Cities	6	6	3	4	9	10
Towns, 5,000 and over	23	15	23	35	46	50
Towns, 1,500-5,000 ...	18	18	11	55	29	73
Towns, 500-1,500 ...	3	20	1	38	4	58
Villages, 200-500 ...	2	4	—	12	2	16
Rural	—	5	—	2	—	7
All areas	52	68	38	146	90	214

Source: Departmental records.

¹Including combined day/boarding schools.

which might have a bearing on the question, including the information on residence and schools attended of the type suggested in this Annexe.

18. The duration of training is two years, each of thirty-four weeks. The programme may be divided into two sections, professional subjects and academic subjects. The professional subjects, which are all compulsory, include education, teaching, oral Irish, oral English, arts and crafts, vocal music, general science (men),

domestic science (women), physical education, needlework (women). The academic subjects include Irish, English, French, Latin, history, geography, mathematics, music and philosophy. Irish and English are compulsory, together with one other subject from a choice of seven. In Irish and English both ordinary and special courses are provided in each year. In mathematics which is one of the seven from which the third subject must be selected, elementary and ordinary courses are provided in the first year but only an ordinary course is provided in the second year. It will be observed from table A.10 that only one training college has availed itself of the elementary course. This table relates to the current session (1964/65): a revised training college programme has been brought into operation for this session. For this reason we have no information as to the numbers of students taking each subject.

TABLE A. 10

National Teacher Training Colleges. Teaching Hours per Subject per Week for the Academic Year 1964/65

Subject	Average weekly teaching hours per subject
Education } Teaching }	5½
Irish—General	4½
Special	5
English—General	4
Special	4
Arts and Crafts	2
Singing	2½
General Science	2½ ¹
Physical Training	1
Domestic Economy	2
Needlework	2½
Rural Science	1½ ¹
Kindergarten	1½
Hygiene	1
History	3½
Geography	3
Mathematics—Elementary	3 ²
Mathematics—Ordinary	3 ³
General	3½
Latin	2½ ³
French	3 ³
Music (Instrumental)	3 ¹
Philosophy	2½ ¹

¹Some colleges.

²One college only.

³Students from the Church of Ireland College attend lectures in Trinity College, Dublin, for some general subjects.

19. The final examinations are conducted by the colleges by arrangement with the Department. Successful students are granted recognition to teach in national schools. After two years satisfactory teaching service, the teaching diploma is granted.

20. Students who pass the final examination may apply to the National University of Ireland to have their scripts in the subjects Irish, English and any two of the subjects history, mathematics, Latin, geography, philosophy or French, marked by the university for exemption from the first examination in the faculty of arts. However, for the final training college examination itself as far as academic subjects are concerned only Irish, English and one of the other subjects are required. Thus a student who has passed the examination need not be automatically eligible for exemption from first arts. Table A.11 shows the percentage who have applied for this exemption in recent years.

TABLE A. 11

National Teacher Training Colleges, Percentage of Final Year Students applying for exemption from the First Arts Examination of the National University of Ireland

Year	...	...	1957	1958	1959	1960	1961	1962
Percentage	...	...	13.5	19.3	16.6	17.5	21.6	25.2

In the case of Dublin University (Trinity College) the Church of Ireland training college has an arrangement whereby the students attend university lectures in general subjects.

21. Mathematics is an optional subject in the final examination, as it is also throughout the course. Up to 1962 one obligatory subject had to be selected from English, mathematics or geography. For that year the numbers in the three colleges for Catholic lay students taking each subject were as set out in Table A.12.

TABLE A. 12

National Teacher Training Colleges, Numbers taking English, Geography or Mathematics as Obligatory Subjects at the Final Diploma Examination, 1962 (Catholic Lay Students only)

Students	English	Geography	Mathematics
Total 444 ...	219	211	14
Boys 91 ...	44	33	14
Girls 353 ...	175	178	—

That, of the new lay teachers, so very few of the boys and none of the girls took mathematics in the final training examination is clearly a matter for concern. It has also been found that very few women who entered secondary teaching in recent years had mathematics in their degree and that relatively few women take mathematics as a subject even in their first year at university. A pass in mathematics at the leaving certificate examination is essential for candidates to training. As teaching in national schools is organised on a class

rather than a subject basis, all national teachers will normally teach mathematics. It occupies about a quarter of the total teaching time in recognition of its position as a necessary part of a minimum education. At present most of this instruction is given under the heading of arithmetic, but it is increasingly recognised that the manner in which basic ideas are treated at an elementary level is vital to the benefit which pupils can derive from mathematics in their later education.

22. Financially the colleges are almost entirely dependent on state grants and students' fees: only the Church of Ireland College has any appreciable independent income from investments etc. As already indicated, the state aid takes the form of a capitation grant based on the number of students. The rates of fee are also subject to approval by the Department. Income from fees in the year ended 31 August, 1964 accounted for 35 per cent of total income. Generally, current income at best just about equals current expenditure.

23. In the past, capital has been raised by the college authorities and the state capitation grant has then been adjusted to take account of interest charges and to enable the colleges to meet the annual repayments of principal.

24. In addition to the national teacher training colleges, training is also provided according to Froebel and Montessori methods. The colleges providing these courses do not receive any state aid and are dependent on fees and other college income. We have no information about these establishments. As indicated in Chapter 4, the annual output is small. Montessori teachers are only recognised to teach in special schools.

25. Training courses to qualify existing national teachers as teachers of the physically and mentally handicapped are also provided.

SECOND LEVEL

26. At the second level the majority of teachers are university graduates and their professional formation is carried out in the universities. Extra-university training is provided only for certain categories, viz. domestic science, art and physical education teachers in secondary and vocational schools and teachers of woodwork and metalwork in vocational schools.

TEACHERS OF ART

27. The qualifications required to teach art in a vocational school are :—

The Diploma of a recognised College of Art, together with a success in the Department's special examination in Blackboard Drawing and Methods of Teaching Art.
The Art Teacher's Certificate of the Department⁵.

⁵Memorandum V.7 of the Department (Technical Instruction Branch).

These qualifications are accepted also for registration as a secondary teacher.

28. The only recognised national college of art in the State is the National College of Art, Dublin, which is under the direct administrative control of the Department. (There are also three schools under local control—see below). The college is divided into a preliminary school and three diploma schools, painting, sculpture and design. Each diploma school has a professor and assistant professor. The course is of three years duration and during this time a number of lectures are given in principles of teaching.

29. The staff of the college during the session 1963/64 comprised an Assistant Master in the Preliminary School, a Professor and Assistant Professor in each of the Diploma Schools, 22 part-time teachers and 9 ancillary staff (clerical, assistants, attendants etc.).

30. We are aware that the organisation of the college has been occupying the Department's attention for some time and that the Council of Design is also concerning itself with the problems. Accordingly, we propose generally to limit our discussion to the role of the college as a centre for the training of teachers. We feel, however, we should draw attention to two features of the staffing. These are the big number of part-time teachers employed in the College and the small number of auxiliary technical staff. We were informed also that while there is a limited library, a librarian is not employed. An Assistant Professor undertakes librarian duties.

31. The College is not primarily a teacher training establishment. Its primary function is the provision of a broad training in art and design. If it has a specific 'practical' function i.e. a function immediately relevant to economic growth, it is the training of designers in industry. The output of diploma holders, however, is very small. Usually only students who intend to become professional artists or designers will do the full course. The majority of the students obtain employment as commercial artists in advertising agencies, dress designers or draughtsmen. The following table shows the position in recent years.

TABLE A. 13
National College of Art—Diplomas awarded 1959/64

School	Number					
	1959	1960	1961	1962	1963	1964
Painting	2	4	2	2	3	3
Sculpture	1	—	3	1	1	2
Design (in Industry) ...	—	1	1	2	1	—
TOTAL	3	5	6	5	5	5

Source: Departmental records.

32. The number of Diploma holders who enter teaching annually is quite small. Generally, students who are thinking seriously of teaching will take the Art Teacher's Certificate. To obtain this, a candidate 'collects' successes in the intermediate and advanced stage examinations in the Art Group of the Technical School Examinations, together with the examination in Blackboard Drawing and Methods of Teaching. These successes can be, and are 'collected' over a period of years. In theory a candidate need not follow any formal training course. In practice most attend the National College of Art or the provincial Schools of Art in Cork, Waterford and Limerick. (These are conducted by the local vocational education committees.) The number of certificates awarded in recent years is as shown below :—

TABLE A. 14

Number of Art Teachers' Certificates awarded 1959/64

Number					
1959	1960	1961	1962	1963	1964
11	3	2	4	3	3

Source: Departmental records.

33. The financial assistance provided for students in the National College of Art is rather meagre. In the session 1963/64 five 'free places' were offered in the Preliminary School and two in the Diploma Schools. Two scholarships, value £200 each, were also offered in the Diploma Schools. Both free places and scholarships are awarded in order of merit on the result of examinations. The number of candidates is small. Thus in 1963 there were only 24 candidates for five free places in the Preliminary School and 8 candidates for the two scholarships in the Diploma Schools. The total value of scholarships awarded or renewed by the Department in 1963/64 was £932. In addition one scholarship value £120, was granted by a vocational education committee. The tuition fee for day students during 1963/64 was £22 10s. or £13 10s. per term. (There are two terms in the session). For evening courses, fees ranged from £3 to £4 10s. according to the number of classes being attended. It is understood that the annual cost of brushes, paints, canvas and other materials used by students is of the order of £15-£20. The total number of whole-time day students was 146.

34. We have not examined the physical accommodation or facilities of the college. We understand, however, that the accommodation is considered far from ideal and that the matter is under consideration. The problem of accommodation in the Institutes of Science and Art, including the College, National Museum and National Library, are of course more than usually complex in view of their physical situation

in the same block of buildings as the Houses of the Oireachtas. Nevertheless, it seems not unreasonable to suppose that some substantial capital expenditure will be incurred by 1971 or 1975, either on the building of a new college or as part of a rearrangement of the science and art institutes. For the purpose of our cost projections an expenditure of £½ million by 1971 has been assumed.

DOMESTIC SCIENCE TEACHER TRAINING

35. Training as a teacher of domestic science is given at present in two residential colleges conducted by Catholic Religious Orders of Nuns. These are private institutions; subject to certain conditions regarding the course of study, appointment of staff and admission of students, they are paid capitation grants by the State. The position in the session 1963/64 was that there were 83 lay students in St. Catherine's College and 56 in St. Angela's. State grants were payable to St. Catherine's at the rate of £160 per student and to St. Angela's at the rate of £240 per student for the first 50 students and £150 per student thereafter.

36. St. Catherine's College is also recognised for the training of members of Religious Orders. The authorised number is 28 and grants are payable in respect of 14. In 1963/64 a total grant of £2,240 was paid for this training.

37. We understand that the colleges have made submissions to the Commission on Higher Education in regard to their position in the sphere of higher education.

38. The duration of training is three years and it extends over thirty-eight weeks in each year. The number of hours instruction per week is approximately thirty-seven. In addition each student spends a fortnight at a selected rural vocational school during her second year and undertakes a fortnight's practical teaching under supervision in selected schools during her third year. The subjects of the course and the number of hours given to each, are detailed in Table A.15. The course is designed to produce a teacher proficient to handle to a high level all branches of home economics with a wide diversity of students, ranging from rural housewives to professional students of dietetics.

39. The annual intake to training has been adjusted from time to time in response to the demand for teachers. Since 1961 it has been 46 per annum. Entry is by competitive examination conducted by the Department of Education; this examination includes an interview in which representatives of the colleges participate. Virtually all applicants have the leaving certificate or an equivalent qualification. Since 1962 the age limits are 18 to 30 years on 31st December of the year of the competition.

40. The fee for the training course is £130 per annum, but there are in addition substantial expenses on books, material and requisites for dressmaking and housecraft. The figure of £20 per annum for these items quoted in the Department's regulations, may now be regarded as a most conservative estimate. It is likely that the course is now almost as expensive as a university course in arts, which is also a three year course.

TABLE A. 15

Domestic Science Teacher Training. Average weekly Teaching Hours per Subject in 1964/65

Subject	Average weekly Teaching hours per Subject
Cookery	6
Dressmaking	6
Home Management	5
Laundry	5
Science and Hygiene	4
Crafts	1
Teaching Practice	1
Theory of Education	1
Public Speaking	1
Irish	3
English	1
Social Science ¹	2
Physical Education ²	1
First-Aid and Homenursing ³	1
Art	1
Nutrition	1
Economics ⁴	$\frac{1}{2}$

Source: College timetables, supplied by the Department of Education.

¹One hour in St. Angela's each year.

²St. Catherine's only.

³Second year in St. Catherine's, third year in St. Angela's.

⁴St. Angela's only.

41. There remains the question of the financial assistance available to intending students. In this respect, domestic science teacher training fares badly compared with the universities or national teacher training. A small number of allowances, normally eight but exceptionally ten, may be granted to students who satisfy the Department that they are unable to meet the costs of the training course out of their own resources. The value of these allowances in 1964 was £75, £65 and £55 per annum. (In addition not more than four scholarships, valued £150 each, may be granted to girls who have held Gaeltacht scholarships in secondary schools). This scheme of financial assistance has been in operation since 1942 when the annual intake was 24 and has failed to keep pace with the increases in the numbers in training. By contrast, university scholarships are of higher value and a quarter are granted without reference to means. In the national teacher training colleges repayable advances of the training college fees may be obtained.

42. The effect would appear to be to restrict the training course to those social groups who also figure largely in university or in national teacher training. We were unable to demonstrate this significant feature from our survey of school leavers, as many girls spend a year after leaving certificate in a residential school of domestic economy before proceeding to training. (We traced only 16 of the 1963 entrants to training, social group not being stated in seven instances). Table A.16, however, supplied by the Department of Education, indicates the occupations of those who applied in recent years for grants towards the costs of training. It can be reasonably inferred that the balance, who did not apply for grants, belong to the higher income groups.

TABLE A. 16

Domestic Science Teacher Training. Social Group of a Subset of Students, 1959/63

Year	1959	1960	1961	1962	1963
Number called	40	40	46	46	46
Number in subset	16	20	27	27	27
Social Group :					
Farmers	6	11	9	11	9
Employers, Managers, Senior Salaried	7	7	12	8	11
Intermediate non-manual	1	2	5	5	5
Skilled workers	1	—	—	—	—
Semi- and unskilled workers	—	—	—	—	2
Widowed, orphans, etc.	—	—	1	3	—
Occupation not stated	1	—	—	—	—

Source: Department of Education.

Note : The subset comprised those who applied for assistance towards the cost of the training course.

43. The sessional and final diploma examinations are conducted by the Department. The great majority of students complete the course satisfactorily and enter vocational or secondary teaching. Details of preliminary destinations of lay students on completion of training in recent years are given in Table A.17. Those of the graduates who are nuns generally teach in secondary schools or residential schools of domestic economy. The teaching diplomas of the colleges are accepted for registration by the Secondary Teachers' Registration Council. A diploma with distinction which would entitle the holder to the allowance payable to teachers with honours degrees, may be awarded to students who attain a very high all-round standard at the examinations. We understand that in the ten years since 1954/63 only three diplomas with distinction have been granted, all in St. Catherine's College.

TABLE A. 17

Domestic Science Teacher Training. Destinations of Lay Students on Completion of Training.

Destination	Number				
	1959	1960	1961	1962	1963
Vocational School	19	22	22	30	22
Secondary School	8	4	4	—	—
National (Special Schools)	—	—	—	—	—
Other teaching	4	4	8	4	—
Teaching abroad :					
Northern Ireland	3	2	1	1	—
Great Britain	—	—	—	—	—
Africa	1	—	—	—	—
Recognition withheld	2	2	—	—	—
Destination unknown	—	—	—	3	16
TOTAL ...	37	34	35	38	38

Source: Department of Education records.

44. Particulars of the teaching staffs are given in Table A.18. In each college at least one lay teacher must have experience of teaching in rural schools. Whole-time lay teachers are required to give a minimum of 20 hours instruction per week. This gives student/full-time equivalent teacher ratios of 10 in St. Catherine's and 7 in St. Angela's. These are extremely generous ratios: however, this is partly due to the Department's regulations which do not permit more than fourteen students per class group for the main professional subjects. Thus, although St. Angela's has only 54 students over the three years, it must have a sufficient teaching force to handle six class-groups each containing 9 students.

TABLE A. 18

Domestic Science Teacher Training, Teaching Force and Teaching Hours per Week, 1964/65.

College	Permanent Staff			Part-time Staff			Aggregate Teaching Hours	Full-time Equivalent Teachers ¹
	Lay	Religious	Aggregate Teaching Hours	Lay	Religious	Aggregate Teaching Hours		
St. Catherine's	4	3	148	9	4	74	222	11
St. Angela's ...	3	4	119	4	7	47	166	8

¹On the basis of 20 hours per week for whole-time teachers.

45. The income of the colleges consists entirely of state grants and students' fees. Accounts were made available to us by the Department of Education. The income is fully spent on current expenditure.

Both colleges have built extensively in the past decade and are faced with considerable capital debts, £100,000 in the case of St. Angela's and £60,000 in the case of St. Catherine's.

46. The main point that seems to emerge from this appraisal of domestic science teacher training is the importance of maintaining the quality of candidates as wider opportunities for alternative forms of higher education become available. A re-examination of the financial assistance available to students would seem to be desirable.

47. As regards the training course itself, the development of the tourist and catering industries, the growing importance of food preservation, nutrition etc., may suggest that the time is approaching when some specialised training, perhaps after the general training course, will be required. It might be possible to use some spare capacity, if and when it becomes available, for this purpose.

48. For some years St. Catherine's College has trained a number of students from overseas, Africa, Asia, the West Indies. These have been mainly religious but some lay students have been admitted. This suggests another way of using spare capacity; it might be used for training some extra students from the emergent countries.

MANUAL INSTRUCTORS (WOODWORK AND METALWORK)

49. Since the inception of the system of technical instruction in Ireland, teachers of woodwork and metalwork have been trained by the Department of Education. In the beginning training courses were organised at irregular intervals to meet replacement demand or to cater for a modest expansion. The development of the system after the passage of the Vocational Education Act, 1930, led to the organization of courses on a fairly regular basis, interrupted only by the second world war. However, the courses have never really lost their *ad hoc* character. The Department does not own a training centre nor does it employ permanent training staff. It rents accommodation as required from a vocational education committee, has one or two suitably qualified and experienced teachers seconded to it to take charge of the course and recruits the other instructors on a part-time basis. Generally, they are serving vocational teachers whose services are made available by their committees. The duration of a course is two years.

50. The over-riding entry requirement for manual instructors is practical trade experience. Candidates are expected to have at least three years satisfactory trade experience. In addition they must be not less than twenty nor more than thirty years of age. Selection is by means of a two-part competitive examination. The first part covers only the practical and related subjects, the second part includes a general interview. Some statistics on the numbers of applicants and the numbers accepted for training are given in Table A.19.

TABLE A. 19

Vocational Teacher Training. Candidates for Training as Manual Instructors and Teachers of Building.

Woodwork			Metalwork			Building		
Year	Candidates	Number Called	Year	Candidates	Number Called	Year	Candidates	Number Called
1951 ...	95	20	1951	58	16	1954	83	20
1952 ...	154	20	1953	78	16	1957	78	19
1953 ...	133	20	1955	66	16	1960	143*	14
1954 ...	146	20	1955	85	16	1963	51	12
1958 ...	160	20	1958	40	17			
1959 ...	106	20	1959	45	18			
1961 ...	75	20	1960	53	16			
1963 ...	113	19	1961	43	16			
1964 ...	77	20	1962	51	16			
			1963	66	18			
			1964	66	20			

*Two competitions were held. For the first, there were 55 candidates, for the second 88.

Source: Department of Education.

51. All candidates accepted for training are awarded a scholarship. This entitles them to free training and a weekly maintenance allowance. This is of course a recognition of the fact that the candidates have been self-supporting and must give up their employment to enter training. The value of this allowance at present is £6 12s. per week in Dublin; in provincial centres it may be a little less. All trainees sign an undertaking to teach for at least five years or in default, to refund the cost of their training.

52. The average weekly time-table covers about 38 hours on woodwork, 35 on metalwork and 46 hours on building courses. On all courses about 3 hours are given to teaching practice and black-board drawing, 5 hours to vernacular languages and 4 hours to mathematics. Technical and trade subjects absorb the balance of the time, building construction, building science, geometry, mechanical drawing, mechanics, carpentry and joinery and cabinet-making for woodwork teachers; engineering science, magnetism and electricity, workshop theory and practice, garage practice, automobile electricity and motor vehicle theory for metalwork teachers.

53. The entire costs of training are met by the Department, including the maintenance allowances already referred to, instruction, materials, equipment and a modest rent to the vocational education committee in whose premises the course is conducted. The cost of training is extremely high, around £1,000 per student.⁶ This is accounted for by the maintenance allowance (about £600 per student), by the small numbers in training and by the need to employ a rather large number of expert teachers for the various subjects. Thus, for

⁶ Information supplied by the Department shows that in 1964 the cost of training a woodwork or metalwork teacher was approximately £1,070.

32 woodwork trainees in the session 1963/64, instruction was provided by 3 full-time and 5 part-time teachers. Similarly, 38 metalwork trainees were being instructed by 1 full-time and 9 part-time teachers (2 of the part-time staff are virtually full-time).

54. In the past the nature of the training has created some problems, particularly in the case of metalwork. Students with a trade background as motor mechanics sometimes experienced difficulty in the engineering trades subjects such as fitting and vice versa. This problem could recur afterwards in teaching, since vocational teachers are expected to handle a varied assortment of students at different levels, including trade apprentices. It is understood that a limited degree of specialization is now permitted during the training course. This should help to overcome the problem.

55. The Department is not burdened with a costly infrastructure, should it decide at any time to suspend training courses. In a period of expansion, however, the arrangement can have disadvantages. As a result of the general development in vocational education, it is virtually impossible to secure accommodation to train a larger number of teachers. Existing accommodation is now fully utilized. It is of course a moot point whether additional suitable students can be found. Obtaining a suitable number of qualified candidates for these courses has always been a problem. The field of recruitment is very narrow. In periods of expansion tradesmen are reluctant to sacrifice lucrative employment now for the security of the teaching profession in the future ; in periods of recession they are among the first to emigrate. This applies with special force to the construction trades. In the past also the number of tradesmen with both a suitable educational background and satisfactory trade experience has been limited by the recruitment procedures operated at apprenticeship level. Again this applied with most force to the building trades. For the future the organisation of entry to apprenticeship and of training during apprenticeship should gradually lead to an improvement. These same changes in apprenticeship arrangements are, of course, creating immediate problems for the vocational education service, particularly for teachers of woodwork and metalwork. We understand that the Department is keeping the situation under review and will make any necessary modifications in the training programme including if needs be the training of new types of teacher.

56. The Department has also been training during the past decade teachers of building. The training system is the same as for the woodwork and metalwork teachers, but the building teachers are more specialized and their course is shorter, one year instead of two. Candidates must be fully qualified tradesmen and must have adequate and satisfactory supervisory experience in the building industry. The age limits are twenty-five to thirty-six years. The maintenance allowance is higher than for the manual instructors, with a special rate for married men. These teachers are primarily intended to initiate and organise rural building schemes by means of which farmers are

enabled to avail themselves of the grants available for rebuilding dwelling-houses and farm buildings. As might be expected the recruitment of suitable teachers has not been easy. Nevertheless with the aid of some inducements on initial salary, 65 teachers have been trained since 1954.

57. To summarize this consideration of vocational teacher training, it is clear that the training of small numbers of specialized teachers is expensive. The requirements of the training programme are such that it is unlikely that significant economies in cost can be achieved. It is all the more necessary, therefore, to pay particular attention to the qualitative features, to ensure that the most suitable candidates are obtained, that the courses are conducted with maximum efficiency and finally that conditions in the teaching profession are such that the Department obtains in teaching service a return consonant with the investment of resources.

PHYSICAL EDUCATION

58. There are two colleges for the training of female teachers of physical education. Neither receive state grants. The qualifications of both are recognised for teaching in vocational schools but only one is accepted by the Secondary Teachers' Registration Council. Apart from the data on students in Table A.20 we have no other information on these colleges.

59. There are no centres for the training of male teachers of physical education. Boys schools which teach the subject have had to rely mainly on former army personnel. Some years ago the City of Dublin Vocational Education Committee organised a scheme in which some other vocational committees participated, to have a group of existing teachers trained in England at the Loughborough Training College. About ten teachers were trained. They attended two six-week courses at the college during the summer vacation and had a further one or two short courses from Loughborough staff in subsequent years. The scheme has not been repeated, however.

ADDITIONAL TABLES

60. Tables A.20 and A.21 show in respect of all candidates accepted for training as teachers in 1963 (other than as national teachers) the highest educational certificates obtained and the years in which they were obtained. The tables cover all lay students and religious admitted to training as teachers of domestic science, froebel and montessori teachers, teachers of physical education and woodwork and metalwork teachers.

61. These tables have been compiled from information supplied to us by the training establishments. Consequently they may differ very slightly from the tables in Chapter 6 on the destinations of 1963 leaving certificate candidates, where the examination results were noted by the team from departmental records.

TABLE A. 20

Educational Qualifications of Persons Accepted for Specified Courses of Teacher Training in 1963, by Year of attaining Educational Qualification

Training Course			Educational Qualification														Number
			Leaving Certificate					Matriculation	Northern Ireland Senior Certificate					Other		TOTAL	
			Year														
Pre-1960	1960	1961	1962	1963	1962	1963	Pre-1960	1960	1961	1962	1963	Pre-1963	1963				
Domestic Science (lay)	—	1	2	26	16	—	1	—	—	—	—	1	—	—	47		
Domestic Science (religious)	6	2	1	2	1	—	—	—	—	—	—	—	—	—	12		
Physical Education	—	—	1	6	19	—	2	—	—	—	—	—	—	8	36		
Froebel Training (lay)	—	—	2	10	5	—	—	—	—	1	2	2	5	—	27		
Froebel Training (religious)	8	2	—	—	—	1	2	1	—	—	—	1	3	—	18		
Montessori (lay)	—	—	—	2	10	—	—	—	—	—	—	—	1	—	13		
Montessori (religious)	1	—	—	—	—	—	1	1	—	—	—	—	—	—	3		

Source: Information supplied by the Training Colleges.

TABLE A. 21

Educational Attainment of Candidates Accepted for Training as Teachers of Woodwork, Building and Metalwork in 1963, by Year of Attaining Educational Qualification Male (Lay)

Educational Qualifications	Number							
	Year							
	Not stated	Pre-1955	1955	1956	1957	1958	1959	Total
Primary Certificate	2	3	—	—	—	—	—	5
Group Certificate ...	—	5	3	1	10	11	2	32
Intermediate Certificate ...	—	5	1	—	—	2	—	8
Northern Ireland Senior Certificate	—	1	—	—	—	—	—	1
Leaving Certificate	—	1	—	—	—	—	1	2
Other ...	1	—	—	—	—	—	—	1
TOTAL ...	3	15	4	1	10	13	3	49

Source: Departmental records.

ANNEXE B

Reformatory and Industrial Schools

1. In Chapter I it was indicated that our interest in reformatory and industrial schools was limited to the role of these institutions in providing education. Our concern, however, is with both the type of educational service provided by the institutions and with the degree of educational opportunity open to the children in them. In relation to these children, the State bears a special responsibility for their education and welfare. The State might, therefore, be expected to ensure that the educational provision for children in reformatory and industrial schools was equal to that available to the community generally. There are difficulties, however, that may not be readily soluble. The circumstances that caused these children to be placed in the schools, e.g. broken homes, destitution, are likely to militate against educational development. Again, there may be technical reasons, mainly resulting from the shortness of the stay in an institution, that make it difficult to advance a child's educational prospects.

2. Obviously there are special problems involved in providing education in reformatories; it must be seen as a part of the general rehabilitative process. During the school year ended 30th June, 1963 there were 154 (127 boys, 27 girls) in 3 reformatory schools (1 for boys, 2 for girls). To be committed to a reformatory juveniles must be over 12 years and under 17 years of age and have been convicted of an offence punishable, in the case of an adult, by imprisonment. The minimum period of detention is two years. We were informed that many of the young people committed have a history of poor school attendance and quite a number are in fact backward. Thus, as far as primary education is concerned, the institutions are faced with many of the problems of the special schools, aggravated by the fact that they receive the children rather late for effective remedial action. We might add that none of the reformatories contains a recognized national school, special or otherwise.

3. As regards post-primary education, the position in the boys' reformatory is that a number (29 in 1962/63) follow a course of continuation education provided by the local vocational education committee. In the case of the girls' schools, while the full formal continuation course is not provided, arrangements are in operation whereby instruction in such subjects as English, arithmetic and in domestic subjects, is given.

4. In the same year there were 3,240 pupils (1,588 boys, 1,652

girls) in the 48 Industrial Schools (13 for boys, 35 for girls). 8 of the girls' industrial schools are also certified to receive a limited number of boys of tender years. Grounds for committal to an industrial school are generally lack of proper guardianship or parental control, wandering or begging, parents adjudged unfit on moral grounds, children who are uncontrollable or failure to attend school under the School Attendance Act, 1926. A child under twelve, or in certain circumstances between twelve and fifteen years, charged with an offence punishable in the case of an adult by penal servitude may be sent to an industrial school. Generally, children committed must not be over 14 and committal is normally until 16 years. On release they remain under supervision until the age of 18 years. The great majority of children are committed on grounds of lack of proper guardianship as Table B.1 shows.

TABLE B. 1

Circumstances in which Children were Committed to Industrial Schools Between 1 July, 1962 and 30 June, 1963.

Grounds of Committal	Boys	Girls	Total
Poor School Attendance	43	2	45
Lack of proper guardianship	246	237	483
Uncontrollable	11	4	15
Indictable Offences	64	4	68
TOTAL	364	247	611

Source: Annual Report of Department of Education, 1962/63.

5. In practice, very many of these committals are made at the request of the parent(s). In such cases, if at some future date an application is made by the parent(s) to have a child released, the child must in accordance with the Constitution, be granted absolute release irrespective of the home conditions.¹ The duration of a child's stay in a school might then be relatively short.

6. We did not ourselves collect any data on the educational level of children on committal to industrial schools. The latest year for which such data were published in the Department's Annual Report is 1958/59 and we reproduce the data in Table B.2.

¹This was not always the position, but in 1955 certain of the Minister's power, under the Children's Acts, 1908-41 were held by the Courts to be unconstitutional.

TABLE B. 2

State of Education on Admission to Industrial Schools Between 1 August, 1958 and 31 July, 1959.

Age when admitted	State of Education									
	Total		Illiterate		Read and write imperfectly		Moderate proficiency in reading and writing		Read and Write well	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
10 and under 12 ...	75	39	13	7	11	20	50	9	1	3
12 and under 14 ...	89	28	7	4	18	11	46	13	18	—
14 years and over	31	5	2	2	7	1	8	1	14	1
TOTAL ...	195	72	22	13	36	32	104	23	33	4

Source: Annual Report, 1958/59.

7. Not surprisingly our investigation of the age/standard progression showed that the percentage of pupils in the 'delayed' category is considerably higher in national schools taking industrial school children than in the national schools generally. Table B.3 gives the details.

TABLE B. 3

Industrial Schools—Age/Standard Position of Pupils on 1 February, 1963—Percentage Distribution.

Age/Standard Progression	Schools taking industrial school children				Schools not taking industrial school children
	Boys		Girls		General National Average (excluding industrial schools)
	Open ¹	Confined ²	Open ¹	Confined ²	
	Percentages				
Advanced ...	2.5	6.3	5.3	3.8	17.2
Model ...	45.0	14.6	31.7	30.7	47.4
Delayed 1 year	47.5	20.5	34.1	34.8	27.0
Delayed 2 years and over ...	5.0	58.6	28.9	30.7	8.3

¹National schools taking some pupils from industrial schools but not confined to such pupils.

²Schools confined to children in industrial schools.

8. Seven-eighths of industrial school children (i.e. 2,835) attend national schools : about 1,400 attend 'open' schools, i.e. schools

not confined to industrial school children, the balance attend 'confined' schools. The position on 1 February, 1963, was broadly as shown in Table B.4.

TABLE B. 4

Number of Industrial Schools on 1 February, 1963, by type of National School (open or confined)¹ Attended by the Pupils.

Type of Industrial School	Number of Schools	Number of schools sending pupils to	
		'Open' National Schools	'Confined' National Schools
Senior Boys	7	—	7
Junior Boys ²	6	2	4
Girls ³	35	30	5

¹See Table B. 3 for definitions.

²Up to 10 years of age.

³8 schools also have boys of tender years.

9. On this point we quote from the Report of the Commission of Enquiry into the Reformatory and Industrial School System which reported in 1936².

'The arrangement which obtains in certain of the girls' and junior boys' schools under which the pupils receive their elementary education in adjoining national schools is, in our opinion, altogether admirable, by reason of the facilities it creates for contact with other children, and we recommend the extension of this arrangement wherever practicable'³. The Commission found that this arrangement operated in 17 girls' schools and one school for junior boys. There has been a considerable improvement but it has been limited almost entirely to girls. 78 per cent of the girls attend 'open' schools against 7 per cent of the boys.

10. The percentage of 'delayed' pupils is significantly worse in the case of boys, the 'open' schools as we have said, contain very few boys. The percentage of boys 'delayed' two years or more in 'confined' schools is very high—58.6 per cent as opposed to 8.3 per cent which is the national average. This 58.6 per cent relates to approximately 650 children—none of whom will have reached primary certificate stage before the compulsory school-leaving age. In all there were over 1,000 industrial school pupils (boys and girls) in this category.

11. About 250 industrial school pupils are in post-primary education, either in secondary tops, secondary schools, vocational

²Published by Stationery Office, Dublin (P.No. 2225).

³ibid, paragraph 100, page 28.

schools, or in vocational classes confined to industrial school pupils. More girls than boys receive post-primary education : 11 per cent of the girls (i.e. 180) against 4½ per cent of the boys (i.e. 70).

12. The following table shows a comparison between the participation of industrial school pupils and that of all pupils in post-primary education (by age).

TABLE B. 5

Participation in Post-Primary Education by Age, showing (a) Industrial School Pupils (b) Total Population 1963 and (c) All Pupils in Full-Time Education.

Age last Birthday	Industrial School Pupils		Total Population of that age ¹	Total Pupils in full-time education
	Male	Female		
	Percentage in Post-Primary Education			
13	1·9	16·0	37·6	41·1
14	12·3	26·9	55·0	83·1
15	29·0	— ²	48·2	96·7

¹Derived from Appendix I, Table 33.

²Small numbers. There were only 62 girls in this age group of whom 29 were attending secondary or vocational schools.

13. It will be seen from this table that the proportion of industrial school pupils receiving post-primary education is considerably lower than that of other children of the same age. This is not altogether surprising of course in view of the factors militating against their educational progress, as mentioned in paragraph 1. It is of interest to note that of the seven schools for senior boys, only two send boys out to local secondary or vocational schools and only one provides a full vocational continuation course within the institution, in association with the local vocational education committee. All the girls' schools, with only one or two exceptions, have pupils attending secondary or vocational schools. In some cases the secondary school is conducted by the community and is located beside the industrial school; generally, however, the girls in full-time post primary education are receiving it outside the institutions.

14. The question of the kind of employment for which children in these schools are prepared, is linked of course with the educational provision, particularly at post-primary level. We have looked at the information given in the Annual Reports of the Department of Education and that for 1962/63 seems to be a fairly typical account of the employment range generally available to industrial school pupils. We reproduce it in Table B.6.

TABLE B. 6

Occupations taken up by Children discharged from Industrial Schools during the year ended 30 June, 1963

	Number							
	Occupation							Total
	Farm Work	Factory Work	Hotel Work	Office Work	Trades	Nursing	Domestic Work	
Boys	24	1	34	1	20	—	—	80
Girls	—	—	8	6	—	16	80	110

Note : Apart from those discharged to employment as indicated above, a further 371 boys and 327 girls were discharged during the year, mainly on return to the parents.

15. The number of boys entering hotel work is interesting. There is a shortage of suitable labour in this industry and it could, presumably, absorb many industrial school children with at least a good elementary education. However, in view of the manner in which hotel training is being organized by Bórd Fáilte and good employers, one would like to know more about the kinds of hotels these children are going into and the positions they occupy in them.

16. While the number entering trades, 20, appears to be satisfactory, it almost certainly includes bootmaking and tailoring, which are traditionally taught as they serve the internal needs of the schools. The Commission to which reference has already been made, referred to the training of boys as being generally of a kind adapted to making them useful to the schools rather than to providing a groundwork for future employment⁴. It then went on to say 'We have had ample evidence that for various reasons it is extremely difficult and often impossible, to find employment for boys in certain trades and the majority of those discharged, earn their livelihood as agricultural or general labourers⁵.' And later it added 'Owing to the operation of Trade Union regulations, admission to certain trades, especially in Dublin and other large centres, is very much restricted and there is, we fear, little hope of more than a negligible percentage of boys from industrial schools becoming apprentices to these trades⁶.' The position now is that entry to the skilled trades is being regulated by an Chéard-Chomhairle (The National Apprenticeship Board) and minimum age and educational requirements are being laid down, although many of the restrictions on entry noted by the Commission still apply. The majority of boys in industrial schools cannot hope to obtain an apprenticeship since they are not being provided with opportunities for the requisite post-primary education.

⁴Paragraph 122, page 33.

⁵Paragraph 122, page 33.

⁶Paragraph 123, page 33.

17. In the case of girls our only comment is that industrial schools must now be one of the largest single sources of domestic servants. One would imagine that it would be more to the girls' advantage to have them absorbed into a wider range of occupations, for which, of course, some extra post-primary education might be needed.

18. Since the Commission reported in 1936, there have been considerable changes in the overall employment structure. In particular, industrial development has opened up a wide range of factory employment, which is reasonably well diffused throughout the country. That more industrial school children are not being found employment in industry is a cause of surprise, in spite of their relative lack of education. Financially most would probably be better off employed as operatives in industry than as farm labourers or domestics. It is difficult to avoid a feeling that in this field of vocational preparation the schools (and the Department) are failing to keep pace with a changing employment situation.

19. While it does not come directly within our purview, we may perhaps comment a little further on these matters. It would seem desirable to improve the placement service, perhaps by providing the schools with more information on employment opportunities. Efforts might also be made to improve the degree of supervision maintained during the two years after release. This is difficult but the provision of hostel accommodation (or of other suitable accommodation where the numbers did not warrant a hostel) would be a help in this regard.

20. Educationally, it would be desirable that more of the children, especially the boys, complete their primary school course in time to enable them to get some post-primary education. This would probably involve research and experimentation in an effort to develop organization and teaching techniques to overcome the initial backwardness and inadequate schooling. It might, for instance, mean that the amount of time devoted to instruction in woodwork and trade training (including farm-work) would have to be reconsidered. Finally, the possibility of providing more formal post-primary education of both a secondary and vocational type, should be investigated.

21. There are two other points which may be mentioned, professional staff and capacity. In February, 1964 schools were asked about professional staff employed, other than teachers. 40 of the 48 schools returned the questionnaire. In 12 of these schools 9 nurses (2 part-time) were employed. It is not clear whether the staff includes persons with training in social work or persons with psychiatric or guidance training.

22. As regards the utilization of capacity the following table shows the accommodation limits and the enrolment in reformatory and industrial schools :—

TABLE B. 7

Capacity and Enrolment in Reformatory and Industrial Schools, June, 1963.

	Number of Schools	Capacity	Enrolment	Percentage Utilization
				%
Reformatory :				
Boys	1	250	127	51
Girls	2	130	27	21
Industrial :				
Senior Boys ...	7	2,048	1,047	51
Junior Boys only ...	6	651	389	60
Girls only	27	3,259	1,205	37
Girls and Junior Boys	8	1,019	599	59

Source: Department.

It can be seen that there is considerable surplus capacity in industrial and reformatory schools. This is true particularly in the case of girls' industrial schools, where only 37 per cent of the capacity is utilized. There are 27 of these schools and they are distributed throughout the country. None of them are over-crowded. There would appear to be considerable differences in the extent to which different schools use their capacity. 30 per cent of schools use less than a third of their capacity while a further 20 per cent use less than half of their capacity. On the other hand 33 per cent use between one-half and three-quarters of their capacity while the remainder use over three-quarters.

23. Normally such under-utilization of capacity would constitute an economic burden. This is probably reduced to some extent by the fact that virtually all the buildings are rather old and there would be very little outstanding capital charges. On the other hand as they become older, maintenance is probably becoming more expensive. There is also an argument for tolerating rather more schools than the numbers would seem to warrant, on the grounds that schools of this type should be fairly small in order to maintain a personal relationship with each child. Also children should not be too far away from their parents and relatives—these schools are fairly widely scattered over the whole country. Nevertheless, it might be desirable to examine the possibility of closing some, particularly as the numbers in care have been declining fairly steadily in recent years.

24. The sole income of the schools is capitation grants paid by the State and by the local authorities. The total grant at present is

£3 10s. per child per week in the reformatories and £3 7s. 6d. in the industrial schools. In view of the smallness of the schools it might be questioned whether this is adequate to enable the schools to maintain and provide for the children, particularly if the schools are to introduce the educational and other improvements which may be necessary.

25. Finally, it might be queried whether the title 'industrial school' is now the most suitable or apt to describe the functions of these schools.

NOTE ON PRIVATE ORPHANAGES

26. We collected some educational statistics from private orphanages. These institutions are not subject to state control as to the children they accept and do not receive any state aid.

27. On 1 February, 1963, there were 294 children in these institutions receiving primary education in recognised national schools (89 boys and 205 girls)—257 were attending 'open' national schools and 37 (32 boys, 5 girls) all under 10 years of age, were in 'confined' national schools. On age/standard progression 43 of the 257 (16.7 per cent) in 'open' schools could be regarded as 'delayed'. None of the 37 children in 'confined' schools were 'delayed'.

28. There were 109 children in post-primary education, 17 boys and 92 girls. Almost all of this was full-time secondary or vocational education. This includes 44 girls who were returned as receiving vocational education in the orphanage. We are not altogether clear whether this should be regarded as equivalent to ordinary vocational continuation education or as domestic training; we record it as returned to us.

ANNEXE C

Special Schools for Mentally and Physically Handicapped

1. At the end of 1963 there were 41 special schools in operation, with a total average enrolment of 2,691¹.

TABLE C. 1

Special Schools for the Mentally and Physically Handicapped in 1963.

Category	Number of Schools	Aggregate enrolment ¹
Blind and partially sighted	2	142
Deaf	3	480
Orthopaedic	6	422
Post-Polio	1	11
Tuberculosis	3	98
General hospital	1	27
Convalescent	5	226
Cerebral Palsy	3	127
Emotionally disturbed	2	44
Maladjusted	1	15
Mentally retarded	14	1,099
TOTAL ...	41	2,691

¹Annual averages of daily enrolment.

Source: Department of Education.

2. The initiative in establishing these schools has rested with religious communities, voluntary organizations and hospital boards. The State has not drawn up a national programme to provide special schools. However, it has facilitated the establishment of schools by according them recognition, meeting teachers' salaries and providing grants towards certain special expenses. Groups establishing schools receive the same consideration in regard to building grants as the managers of 'ordinary' national schools.

3. In view of the relatively low population density the problems involved in providing education for the various groups of handicapped, each quite small in numbers, are rather formidable. While there has been a considerable quickening of public activity in the past fifteen years, it has, not unnaturally, been largely confined to the larger population centres, where organizational problems are less intractable. Of the 41 schools enumerated in Table C.1, 28 are situated in the Dublin area (including Dún Laoghaire and Bray), 4 are in Cork and there are others in Limerick, Galway, Kilkenny and similar areas. Very many of these schools are in residential institutions or hospitals; day schools are generally found only in

¹The latest position (December, 1965) is that there are 52 schools in operation.

Dublin and Cork. This is true particularly of day schools for special groups such as the maladjusted, emotionally disturbed, cerebral palsy.

4. As already indicated the State pays salary grants for recognised teaching staff. The staffing quotas vary with the type of school but generally they provide for one teacher for each 15/20 pupils compared with around twice that number in the ordinary schools. A total of 184 teachers were employed in the schools on 31 December, 1964. Difficulty has been encountered in obtaining enough suitable teachers. Trained national teachers, Froebel teachers and Montessori teachers are accepted. University graduates have also been recognised. Until 1960 special training for teachers in these schools was not provided. Since then a course has been established in St. Patrick's Training College and is attended by 14 teachers² each year. Courses for teachers of the deaf are provided in University College, Dublin in conjunction with St. Mary's School for Deaf Girls, Cabra, Dublin.

5. State grants are made towards the cost of special equipment and materials. The rates of grant are, an initial grant of £1 per unit of average enrolment in the first year of operation and thereafter, at the rate of 10/-. Grants are also payable towards the cost of transporting pupils to and from the schools. Grants towards the cost of maintenance in residential institutions are paid by the Health Authorities in respect of persons eligible to benefit under the Health Acts³.

²Existing trained national teachers.

³Since this Annexe was written the Report of the Commission on Mental Handicap has been issued (Pr. 8234)

ANNEXE D

Secondary Tops

1. Secondary tops consist of higher classes in national schools, in which the secondary school curriculum is followed. On 1 February, 1964 there were 81 of these 'tops' in operation, all attached to Catholic national schools—76 capitation and five classification schools. 29 were situated in county boroughs (19 in Dublin).

2. The conditions for the recognition of a secondary top are:
 - (a) that a high standard is maintained in the work of the ordinary primary classes of the school;
 - (b) that the staff in charge of the classes following the secondary programme is adequate in numbers and qualifications;
 - (c) that the accommodation is suitable;
 - (d) that secondary education is not already within the reach and within the means of the pupils;
 - (e) that the proposed courses of instruction for these classes are approved by the Minister.

Two principles would seem to have operated in the establishment of secondary tops, (i) a desire to provide secondary education in centres where a normal aided secondary school might not be self-supporting and (ii) a wish to provide secondary education for those who might not otherwise have been able to afford it. A number of secondary tops, after some years in operation, have become full aided secondary schools.

3. The financial benefits accruing to a secondary top arise mainly from the fact that as the rooms and facilities are in national schools, capital expenditure is avoided. In addition, pupils are counted as national school pupils and reckon for the payment of capitation staff or for the calculation of the minimum teaching staff, to whom salaries are paid by the Department. This last point, however, may not always be to the advantage of particular schools.

4. The majority of secondary tops cater for girls only. There are only 7 which take boys and two of these are mainly for girls.

PUPILS

5. On 1 February, 1964, there were 6,696 pupils enrolled in secondary tops, 330 boys and 6,366 girls. 286 boys and 5,468 girls were following the Intermediate Certificate course, the balance were following the Leaving Certificate Course. Table D.1 shows the distribution by size of school.

TABLE D. 1

Secondary Tops—Distribution of Schools and Pupils by Size of School 1963/64.

Enrolment-size... ..	Size of School (Number of Pupils)			Totals
	0-99	100-149	150 and over	
Number of Schools ...	62	13	6	81
Number of pupils ...	3,874	1,554	1,268	6,696

Source: February Census, 1964.

6. From a survey conducted by the Department in April, 1964, it would appear that 48.2 per cent of the junior (intermediate) students had entered for the first time in the 1963-64 school year. This is somewhat lower than the estimate derived by us from our surveys (Appendix VI, paragraph 7). A further 27.3 per cent of the 'stock' were in the intermediate examination classes and were due to take the examination in the summer of 1964.

7. The enquiry also revealed that only 26 entrants or 0.5 per cent came from establishments other than national schools. On the other hand, 61 per cent of the entrants came from the national schools to which the secondary tops were attached.

8. 201 pupils had local authority or Department of Education Gaeltacht¹ scholarships, about the same proportion as in secondary schools. 20 had also obtained Department scholarships on the results of the Intermediate Certificate Examination (18 of these were in Dublin).

9. Of the pupils who left secondary tops in the school-year 1962/3, 310 remained in full-time education². Of these 19 entered university³, 20 were admitted to national teacher training colleges and 3 to domestic science teacher training.

¹Scholarships to enable children in Gaeltacht areas to obtain post-primary education.

²*Source:* Departmental survey, April, 1964.

³3 had scholarships to university.

10. The provincial distribution of the schools and pupils is given in Table D.2.

TABLE D. 2

Secondary Tops—Distribution of Schools and Pupils by Province 1963/64.

Province	Number of Schools	Numbers of Pupils Following				TOTAL
		Intermediate Course		Leaving Certificate Course		
		Boys	Girls	Boys	Girls	
Ulster (3 counties) ...	1	—	80	—	17	97
Munster	25	90	1,656	16	250	2,012
Connaught	10	8	733	—	159	900
Dublin City ¹	19	30	1,702	—	219	1,951
Rest of Leinster ...	26	158	1,297	28	253	1,736
TOTAL ...	81	286	5,468	44	898	6,696

Source: February Census, 1964.

¹Includes Dún Laoghaire.

11. The accessibility of the schools is indicated by Table D.3 which shows the distances pupils travel to school.

TABLE D. 3

Secondary Tops—Distribution of Pupils by Distance Travelled to School, Showing each Province Separately, 1962/63.

Province	Distance Travelled ¹ to School			TOTAL
	Less than 5 miles	5-10 miles	Over 10 miles	
	Percentage Distribution			
Ulster (3 counties) ...	34.0	4.1	61.9	100
Munster ...	80.4	14.1	5.5	100
Connaught ...	69.5	27.7	2.8	100
Dublin ...	90.2	5.6	4.1	100
Rest of Leinster ...	76.1	19.2	4.7	100
All Provinces ...	78.4	16.3	5.3	100

¹Single journey.

If the figures are compared with the corresponding figures for secondary schools (Table 10.4) it will be seen that there is very little difference in the patterns, apart from Munster. In that province the secondary tops apparently draw a considerably larger proportion of their pupils from the immediate locality. The one secondary top in Ulster serves a large area of Co. Donegal.

TEACHERS

12. In April, 1964, there were 231 full-time⁴ and 260 part-time teachers. As the average weekly teaching hours of wholetime teachers are in fact 24, the number of full-time equivalent teachers is 289: this gives a pupil/full-time equivalent teacher ratio of 23.2. This is significantly higher than in secondary schools due to the fact that the staffing regulations applied are those applicable to national schools. If schools employ extra staff they must pay them out of their own funds.

13. Table D.4 shows the qualifications of the teachers.

TABLE D. 4
Secondary Tops—Numbers and Qualifications of Teachers, 1963/64.

Qualification	Male		Female	
	Full-time	Part-time	Full-time	Part-time
Trained national teachers no degrees ...	11	12	134	126
Trained national teachers with :				
B.A. ...	1	1	36	13
B.Comm. ...	—	—	2	1
B.A., P.Comm. ...	—	—	1	1
Other degrees ...	—	—	2	—
Other graduates ...	—	7	36	16
Other qualifications ...	—	—	8	83
TOTAL ...	12	20	219	240

The 'other qualifications' include 22 with domestic science diplomas, 3 Froebel diplomas, 9 with the art teacher's certificate, 11 diplomas in physical education, 1 certificate in the teaching of deaf children, and miscellaneous qualifications in commerce, domestic science, art, music, elocution and drawing.

14. 60 teachers (59 female) held the higher diploma in education, 40 were full-time teachers, all female.

FEES

15. Not all secondary tops charge fees, except for 'extras' such as music or physical training. In several schools these receipts are apparently described as 'fees' and they supplied information on them under that head. Just over half the schools said no fees were charged. However, we understand that the majority of schools make charges for 'extras'.

ACCOMMODATION AND CAPACITY

16. Only 22 secondary tops are accommodated in separate buildings, the remainder are under the same roof as the national school.

⁴A minimum of 18 hours teaching per week in the secondary top.

There were 277 classrooms in use with an estimated floor area of 127,670 square feet. The age distribution of these rooms is shown in Table D.7.

TABLE D. 5

Fees charged in Secondary Tops analysed by size of school—May, 1964.

Enrolment size	Fee				TOTAL
	No fee	Less than £5	Over £5 less than £10	£10 and over	
	Number of Schools				
0-99	34	18	2	2	56
100-149	9	7	2	—	18
150 and over	3	4	—	—	7
TOTAL	46	29	4	2	81

TABLE D. 6

Distribution of Pupils in Secondary Tops, by Size and Fee Level, 1963/64.

Enrolment size	Fee				TOTAL
	No fee	Less than £5	Over £5 less than £10	£10 and over	
	Percentage Distribution of Pupils				
0-99	60.7	32.1	3.6	3.6	100
100-149	50.0	38.9	11.1	—	100
150 and over	61.5	38.5	—	—	100
TOTAL	56.8	35.8	4.9	2.5	100

TABLE D. 7

Secondary Tops—Distribution of Classrooms by Age, School Year, 1963/64.

Age in years	Number of rooms	Percentage Distribution
0-4	47	17.0
5-9	33	11.9
10-19	18	6.5
20-39	45	16.3
30-59	11	4.0
60-79	30	10.8
80-99	22	7.9
100 and over	51	18.4
Not known	20	7.2
TOTAL	277	100

17. Just over half the rooms have been built in the past forty years. During this period the numbers of both schools and pupils have more than doubled. A quarter of the rooms, however, are over 80 years old.

18. It is estimated that this capacity is capable of accommodating 9,500 pupils. The utilization rate, therefore, is 70.5 per cent. Only 6 schools reported that they had to refuse admission to pupils in 1963/4 (to a total number of 91).

19. As regards future expansion, the school authorities estimate that enrolments will increase steadily, to a total of about 7,500 in 1966/7. This compares with our estimate of 7,500 by 1970/1. It must be borne in mind, however, that some of these schools as they expand will apply for recognition as secondary schools: thus the existing establishments may expand as they expect but the expansion need not be reflected in the aggregates for secondary tops in 1970/1.

FACILITIES

20. Table D.8 shows the special rooms etc. available in secondary tops.

TABLE D. 8

Secondary Tops—Numbers of Schools with Special Rooms and Teaching Aids, 1963/64.

Description	Number of schools	Description	Number of schools
School Library ¹	72	School orchestra	9
Science Laboratory ²	4	Musical instruments	35
Domestic science room	66	Physical training equipment	12
Concert or assembly hall	32	Sound film projector	15
Woodwork room	1	Film strip projector	34
Geography room	5	Recording apparatus	31
Gymnasium	7	Television } in classroom	5
Facilities for meals	30	Radio	7
School garden	13	Other teaching aids (unspecified)	27

Source: Survey conducted by the Department of Education.

¹Total number of volumes : 20,000 (approximately).

²Estimated total floor area : 1,800 square feet, estimated number of places 100.

CURRICULUM

21. The range of subjects is generally similar to that provided in secondary schools for girls. In the junior cycle most schools provide seven or eight subjects. Irish, English, mathematics, history, geography and domestic science (for girls) are taught in all schools. A modern continental language is offered by 63 schools, generally French (2 teach Spanish). Latin is taught in 33, including 7 which admit boys, art or drawing in 29 and commerce in 44. The proportion

offering commerce is higher than the proportion of secondary schools providing it. Only three (one a boy's school) teach science in the junior cycle.

22. The pattern is equally uniform in the senior cycle courses provided by 49 schools. Irish, English, mathematics, history, geography, domestic science (for girls) in all schools, French in 23 (and Spanish in one), physiology in 31. Three teach botany and one (a boy's school) provides physics. 19 provide Latin, 10 art and 12 commerce. In the case of mathematics only 4 taught the subject to honours level.

THE EFFECT OF SECONDARY TOPS ON NATIONAL SCHOOLS

23. Table D.9 shows the size of classes in secondary tops.

TABLE D. 9

Secondary Tops—Size of Classes, 1963/64.

Class-size					Number of classes
Less than 10	...	...	...	...	75
10-19	...	...	...	...	75
20-39	...	...	...	...	118
40 and over	...	...	...	...	39
Total Classes	...	...	...	...	307

Source: Survey conducted by the Department of Education.

The Department's enquiry also revealed that in the national schools with secondary top divisions, there were 256 primary classes with 50 or more pupils; 90 of the classes had more than 60 pupils. These 256 classes were in 54 of the schools, in the other 27 schools there were no classes over 50 pupils. It would seem likely that the large classes are at least in part a result of the existence of the secondary tops: teachers have had to be diverted to the secondary tops so that the secondary programme can be provided and classes kept at a level appropriate to post-primary education. Even then, as we have seen, the pupil/teacher ratio in the secondary tops is higher than that for secondary schools. We understand that the school managers have made representations to the Department on these matters and that ways of dealing with the problems are under examination.

ANNEXE E

Non-Aided Primary Schools.

1. Non-aided primary schools are private establishments and operate independently of the state aided schools system. They do not receive any form of subvention from public funds, central or local, and they are not subject to any measure of supervision or inspection by the Department of Education. Some effort has been made to register such schools for the purposes of the School Attendance Act, 1926, but the results would seem to have been rather limited. No historical data were available when we began our work.

2. The information presented in this annexe is derived mainly from two sources, a questionnaire issued by us in May, 1963 to managers and conductors of non-aided primary schools, supplemented by data from the February Censuses of 1963 and 1964. The response to the censuses was most gratifying and the information is believed to be substantially complete. In the case of the May 1963 enquiry, seventy-five schools with an estimated enrolment of 9,900 pupils completed the questionnaire. The response, therefore, represented approximately 39 per cent of the schools and 51 per cent of the pupils—it must be remembered of course that the response was entirely voluntary. More than half of the large schools, i.e. those with an enrolment of 150 or more completed all or part of the questionnaire. The proportion of the small schools, i.e. those with an enrolment of less than 50, who made returns was however a good deal lower. While the sample cannot be taken to be fully representative of non-aided primary schools, the information obtained is regarded as very useful. It was decided not to reweight the data by size of school to get adjusted totals but this could be done subsequently if required. Detailed analyses of the sample are presented in Tables E.3 to E.10.

3. In February 1964 there were 192 non-aided primary schools in the country with an attendance of 21,000 pupils. About 125 of these schools were junior or preparatory schools attached to recognised secondary schools. Most of the schools are in larger towns and cities, and nearly three-quarters are in the county boroughs. During the past five years, according to the questionnaires, the number of pupils has been increasing at the rate of 5 per cent per annum. The census data for 1963 and 1964 would appear to confirm this. The number of pupils was 19,500 in 1963 and 21,150 in 1964, an increase of over 7 per cent during the twelve-month period.

PUPIL/TEACHER RATIOS

4. Table E.1 summarizes the number of schools, pupils and teachers by size of school and gives the pupil/teacher ratios by size of school. The average pupil/full-time equivalent teacher ratio

for non-aided primary schools is 24.1. This compares with the average of 34.3 for national schools.

SIZE OF CLASSES

5. In 1963, 8 per cent of classes in non-aided primary schools were classes with 40 or more pupils, 16.1 per cent of the pupils were in such classes. (This compares with 31.1 per cent of classes and 46.3 per cent of pupils in national schools). Table E.2 gives details.

AGE OF PUPILS

6. The age distribution of pupils in non-aided schools is given in Appendix 1, Table 3. It will be noted that the majority of pupils have left by the age of 12+.

AGE DISTRIBUTION OF ENTRANTS AND LEAVERS

7. Table E.3 gives the age distribution of entrants during the school year 1961/62 to the non-aided primary schools which replied to the questionnaire. Table E.4 gives the age distribution of pupils who left these schools during or, at the end of, the same school year.

BUILDINGS AND CAPACITY

8. Seventy-one schools replied to the questions on buildings and capacity. Table E.5 gives the number of classrooms in the sample by age and by size of school. More than a third of these classrooms are over 80 years old.

9. Table E.6 shows the area of classrooms in square feet and the total capacity of the schools by size of schools.

CURRICULUM

10. The schools were also asked to state the secular subjects taught and the typical age of the pupils at the introduction of the subjects. Replies to this question were received from 74 schools. Table E.7 shows the number of schools teaching each subject, by size of school and the number of boys', girls' and mixed schools in each size category. It must be emphasised that many of the schools shown as 'mixed' are girls' schools, which cater for boys up to the age of seven or eight only. No attempt was made to collate the information on the age at which subjects are introduced. This was not feasible, since the age of entry varies considerably as between those schools which cater for kindergarten pupils and junior and preparatory schools which do not. English and arithmetic are taught in all schools in the sample. Irish, history and geography are taught in almost all schools while needlework is taught in most of the girls' and mixed schools. A modern continental language, mainly French, is taught in the majority of girls' schools and in some of the boys' schools.

FINANCING

11. The question of the financing of non-aided primary schools has been dealt with in Chapter 5, paragraph 12 *et seq.* Table E.8

gives the distribution of schools in the sample by enrolment size and by fee level. Table E.9 gives details of the current expenditure in the same schools. Some information was collected on capital expenditure, but it was not supplied in a form suitable for analysis and presentation. It has been taken into account in a general way in the preparation of the expenditure estimates in Chapter 5.

TABLE E. 1

Non-Aided Primary Schools, Pupils and Teachers by Enrolment Size of School February, 1964.

Size of School	Number of Schools	Number of Pupils	Number of Teachers		Number of Teachers F.T.E.*	Pupil/Full-time Equivalent teacher ratio	Pupil/Actual teacher ratio
			Full-time	Part-time			
Less than 50 pupils	70	1,697	90	99	112	15.2	9.0
50-149 pupils	71	6,661	270	204	328	20.3	14.1
150 pupils and over	51	12,791	391	168	436	29.3	22.9
TOTAL ...	192	21,149	751	471	876	24.1	17.3

Source : February Census, 1964.

*F.T.E. = Full-time equivalent. Based on average full-time teaching hours of 22 per week.

TABLE E. 2

Non-Aided Primary Schools—Size of Classes 1963.

Size of Class	Number of Classes	Number of Pupils		
		Boys	Girls	Total
Under 10 ...	80	228	221	449
10 to 20 ...	197	1,216	1,722	2,938
20 to 30 ...	245	2,698	3,236	5,934
30 to 40 ...	206	3,211	3,830	7,041
40 to 50 ...	44	1,036	833	1,869
50 and over ...	21	570	706	1,276
TOTAL ...	793	8,959	10,548	19,507

Source: February Census, 1963.

TABLE E. 3

Non-Aided Primary Schools—Entrants 1961/62 to the Schools (75) which replied to the Questionnaire, by Age at Entry.

	Age at Entry (Years)										
	Total	Under 5	5	6	7	8	9	10	11	12	13 and over
Boys ...	1,696	414	215	179	306	243	124	112	78	21	2
Girls ...	2,161	492	329	223	202	190	187	216	154	73	22
TOTAL	3,857	906	545	402	508	433	311	328	232	94	24

Source: Questionnaire issued by the team.

TABLE E. 4

Non-Aided Primary Schools—Leavers 1961/62 from a sample¹ of Schools, by age of leaving.

	Age at Departure (years)											
	Total	Under 5	5	6	7	8	9	10	11	12	13	14 and over
Boys ...	947	15	37	134	201	54	18	38	262	139	26	23
Girls ...	607	16	21	31	32	22	30	108	202	82	16	47
TOTAL	1,551	31	58	165	233	76	48	146	464	221	42	70

¹The sample comprised the 75 schools which replied to the questionnaire.

Source : Questionnaire issued by the team.

TABLE E. 5

Non-Aided Primary Schools: Age of Classrooms in 76 such schools, containing 378 classrooms, 1963

Age of Classrooms								
Under 10 years	10 to 20 years	20 to 40 years	40 to 60 years	60 to 80 years	80 to 100 years	Over 100 years	Age not known	Total
Number of Classrooms								
64	46	52	16	23	21	112	44	378
Percentage Distribution								
16·9	12·2	13·8	4·2	6·1	5·6	29·6	11·6	100

Source: Questionnaire issued by the team.

TABLE E. 6

Non-Aided Primary Schools: Number and Area of Classrooms and Total Capacity of a Sample of Schools by Size of School.

Enrolment Size of School	Number of Schools in Sample	Number of Classrooms	Actual Pupil Enrolment 1962	Pupil Capacity	Percentage Capacity Utilization	Total area of Classrooms in square feet
Under 50	16	34	355	625	56·8	8,641
50-149 ...	28	124	1,746	1,975	88·4	55,192
150 and over.	27	220	7,220	8,230	87·7	99,095
All Schools.	71	378	9,321	10,830	86·1	162,928

Source: Questionnaire issued by the team.

TABLE E. 7
Number of Non-Aided Primary Schools (Sample) which Provided Certain Subjects in 1963, by Size of School
Boys' Schools

Enrolment size of school	Number of schools which replied to question	Number of Schools teaching subject															
		Boys' Schools	Irish	English	French	German	Arithmetic	Geometry	Algebra	History	Geography	Music	Needle- work	Art	Hand- work	Nature Study	Physical training
Under 50	4	4	4	2	—	4	2	2	4	4	3	—	2	—	1	3	2
50-99	5	4	5	3	—	5	3	4	5	5	5	—	4	3	—	4	2
100-149	5	5	5	1	—	5	1	3	4	5	4	—	4	1	1	4	3
150 and over	7	7	7	2	1	7	6	6	7	7	6	—	4	1	—	7	5
TOTAL	21	20	21	8	1	21	12	15	20	21	18	—	14	5	2	18	12

Girls' and Mixed Schools

Enrolment size of school	Number of schools which replied to question	Number of Schools teaching subject															
		Girls' and Mixed Schools	Irish	English	French	German	Arithmetic	Geometry	Algebra	History	Geography	Music	Needle- work	Art	Hand- work	Nature Study	Physical training
Under 50	13	13	13	10	2	13	7	8	11	12	10	11	9	11	7	10	5
50-99	11	11	11	8	1	11	7	7	11	11	11	9	9	8	7	9	4
100-149	8	8	8	7	—	8	1	4	8	8	8	7	7	5	6	6	4
150 and over	21	21	21	15	2	21	8	8	21	21	21	20	20	19	14	21	11
TOTAL	53	53	53	40	5	53	23	27	51	52	50	47	45	43	34	46	24
Percentage of all schools in sample teaching sub- ject		98.6	100	64.0	8.1	100	47.3	56.8	95.9	98.6	91.9	63.5	79.7	64.9	48.6	86.5	48.6

TABLE E. 8

Non-Aided Primary Schools: Number of Schools in Sample by Fee Level and Size of School

Fee Level ¹	Day Schools	Combined Day/Boarding Schools
£		
0 to 15	21	4
15 to 20	9	5
20 to 30	12	3
30 and over	6	7
Not known	5	3
TOTAL	53	22

Source: Questionnaire issued by the team.

¹Day Fees.

TABLE E. 9

Non-Aided Primary Schools: Current Expenditure 1961/62 in a Sample of Schools by Size of School

(£)

Enrolment size of school	Number of schools in sample	Current Expenditure 1961/62 (£)					
		Teachers' Salaries	Heating, Lighting, etc.	Rent	Loan charges	Other	Total
Less than 50 pupils...	9	6,398	2,246	100	2,060	2,112	12,916
50 to 99 „ ...	10	9,409	7,866	581	500	111	18,467
100 to 149 „ ...	11	12,071	5,679	872	3,479	3,955	26,056
150 pupils and over	17	26,971	9,685	1,988	4,090	2,868	45,622
All Schools	47	54,849	25,496	3,541	10,129	9,046	103,061

Source: Questionnaire issued by the team.

TABLE E. 10

Non-Aided Primary Schools: Number and Percentage of Schools which Replied to Questionnaire, in whole or in part

Enrolment size of School	Number of schools which replied to questionnaire ¹	Number of schools on 1st February, 1963	Percentage Response
0-49 pupils ...	14	68	20.6
50-149 „ ...	33	70	47.1
150 and over ...	28	45	62.2
TOTAL ...	75	183	41.0

¹Based on enrolment size on 1st February, 1963.

[illegible]

(5) Secular subjects taught and typical age of student at introduction of subject.

Subject	Typical age of student at introduction	
	Years of age	
1. Irish		
2. English		
3. French		
4. German		
5. Arithmetic		
6. Geometry		
7. Algebra		
8. History		
9. Geography		
10. Music		
11. Needlework		
12. Art		
13. Handwork		
14. Nature Study		
15. Physical Training		
16. Other (specify)		

(6) What is the length of the luncheon break?

(7) Capacity of school

- (1) Number of classrooms.
- (2) Total area of classrooms (in sq. ft.).
- (3) Maximum number of pupils for whom the school could cater.

(8) Age of school building.

(Specify each new addition separately).

(9) History of Capital Expenditure.

	Year	£ Amount Spent
(1) On buildings, (including restoration and extension)		
(2) On equipment and furnishings, over the last five years.	1957/58	
	1958/59	
	1959/60	
	1960/61	
	1961/62	

(10) Total current expenditure in respect of school-year 1961/62

- (1) Salaries of Teachers.
- (2) Heating, Lighting, Cleaning, Maintenance and Repairs etc.
- (3) Rent
- (4) Loan charges
- (5) Other

(11) Total current revenue in respect of school-year 1961/62.

(1) Fees:

	Normal fee per pupil	Total amount received in fees
Day		
Boarding ...		
	Total	

(2) Extras additional to fees:

(3) Income from Endowments:

(4) Other Income (Please specify as far as possible
e.g. sale of text-books):

ANNEXE F

A Note on Statistics Relevant to the Work of an Educational Development Unit

PURPOSES AND USES OF EDUCATION AND HUMAN RESOURCE STATISTICS

1. Educational and Human Resource Statistics may serve several purposes, for example :

- providing the central government with a factual basis for evaluations and decisions, particularly investment decisions, public accountability,
- educating public opinion so as to lead to informed choices of policy objectives,
- providing data to local authorities in their educational decision-making,
- providing data of value to school authorities in determining their policies,
- serving as a guide to research workers in deciding on research priorities,
- providing background data to research workers in their actual investigations,
- providing data for the purposes of immediate administration.

2. The central government's requirements may relate to such matters as the feasibility of objectives, the evaluation of alternative strategies, the choice and evaluation of specific strategies in the light of targets, the investigation of the effects of chosen strategies and the possible determination of remedial strategies when significant and undesirable deviations from the target path are observed.

3. Statistics may be of assistance in the following ways :

Description : Statistical data may be used to describe an existing system in quantified fashion. This quantification helps to provide a rather solid basis of fact and serves as a useful corrective to other more impressionistic descriptions.

Analysis and Evaluation : Statistical data may be used to assist in the analysis and evaluation of the system on two criteria :

(i) is the system attaining the objectives or targets desired ?

(ii) is the system using the resources available to it in an 'efficient' fashion ?

Projection : Statistics may be used to forecast the evolution of the system in the future and thus to give an indication of the

extent to which, (i) targets and objectives will be achieved in the future, (ii) resources will be in balance with demand for these resources in the future. If any 'failure' on either score is evident as a result of this analysis, evaluation and projection, remedial strategies may be chosen and implemented. In such a situation statistics may have the additional function of 'investigation'.

Investigation : The effects of specific strategies or changes in strategies may be investigated in a systematic fashion. This is intended to give a guide to the efficient future choice of strategies.

Model Building : Particularly significant for the organization of statistical information on the system is the possibility of developing detailed models of the system which can be used either for computer strategy analysis or for projections. A preliminary example of the use of the computer for strategy analysis is included in Appendix XII.C.

THE TYPES OF STATISTICS NEEDED :

SUMMARY OF THE DISCUSSION

4. There are four major 'sectors' or 'aspects' which it is necessary to consider for statistical development :

- (i) The educational sector itself.
- (ii) The socio-demographic structure in a wide sense, including familial/social/geographic/financial/attitudinal and cultural aspects.
- (iii) The manpower aspect of the economic sector.
- (iv) Associated services, e.g. health of children.

Data for section (i) will come mainly from or through the Department of Education, other departments providing educational services and local education authorities;

Data for section (ii) mainly from the Census of Population, supplemented by special surveys;

Data for section (iii) mainly from establishment surveys carried out by the Central Statistics Office, An Ceárd-Comhairle or other bodies, and Data for section (iv) mainly from other state departments and local authorities.

5. A major division in the first sector is between financial and non-financial statistics. As regards such statistics of the educational system, data need to be expressed as far as is feasible in constant as well as current prices, hence price index series are needed. Particular attention must be paid to the collection of data on (i) the *magnitude* and *direction* of flows of funds ; (ii) expenditure patterns and (iii) unit costs. The first includes flows from the government or local

authorities to schools, teachers or pupils/parents, including pension payments; flows from pupils/parents to schools; flows from schools to teachers or pupils; flows from other sources to schools, teachers, pupils/parents. The second covers the analysis of the expenditure of operating institutions (e.g. schools, colleges etc.). Unit costs can be used for many purposes including the allocation of total and component expenditures to ultimate beneficiaries. Capital items need to be distinguished from current items.

6. It is also desirable that financial data be classified into economic categories consistent with those used in National Accounts e.g. Goods and Services, Subsidies and Transfers.

7. As regards non-financial statistics, the main divisions are between (i) stock data and flow data; and (ii) between data on pupils and data on resources (teachers, buildings, etc.). Particularly important are (a) data on final output by attainment; (b) transitional and terminal flows between and out of sectors, classified by socio-economic category and attainment of pupils; (c) structural (e.g. size and type of school) analysis of 'output' and (d) structural analysis of resource utilization.

8. For the second sector, the socio-demographic structures, the basic source of data is the Census of Population. This source must be supplemented by many other kinds of data, derived from special surveys of various kinds e.g. household income and expenditure surveys. It appears that in the light of the need to articulate and evaluate various programmes designed to achieve stated social objectives, a reconsideration of the function and procedures of the Census of Population and the degree of integration with other data could be envisaged, particularly in view of the increased range of choices made possible by the computer. A preliminary discussion on these possibilities is included in this annexe.

9. The main traditional sources of data for the third sector, manpower, are the quinquennial or decennial population censuses and the manpower aspects of the annual censuses of agriculture, industry and other sectors. The salient features for consideration are (i) the collection of data in a form which would facilitate analysis of the relationship between changes in labour force (numbers and structure) and changes in output, productivity, capital investment, capital stock, etc.; (ii) the relating of occupational structure to the educational attainment of the labour force; (iii) relating the flow of highly educated persons out of the educational system to the entry of such persons into the labour force and to their subsequent retention in the labour force.

10. For the fourth sector, associated services, the main source of data will be the other state departments (particularly Health, Social Welfare and Local Government) and local authorities. It is evident

from a preliminary investigation of the data now available that a very considerable effort to improve the relevant statistics available in this area will be necessary in the near future.

THE NEED FOR AN ORDER OF PRIORITIES

11. As regards the development of statistics needed in the educational system the central problem is the determination of a set of priorities. Improvements and extensions are needed in so many areas if the statistics are to serve as an adequate and reliable guide to strategy evaluations and decision-making, that it will take several years to bring about the necessary improvements. On the other hand, statistics themselves represent a very long-term capital investment. When a new set of series is introduced, the benefit may not become apparent or begin to be significant for a decade. Changes in definition, coverage, classifications, etc., which may have to be introduced at a later stage if these matters are not carefully planned at the initial introduction of the series, may be very expensive to carry out and may largely vitiate the value of the series collected. Further, it is generally recognised that statistics in one area are considerably enhanced if they are collected and analysed in a form compatible with other statistics, e.g. demographic, economic, etc.

12. For these reasons it appeared that the Report might best serve statistical policy in this field by suggesting the need for a continuing procedure for defining priorities and working plans and by compiling a provisional list of topics, which our work suggests as priorities at the present time. As regards the first item, it would be desirable if internal priorities for statistical development were worked out between a statistician in the development unit in consultation with his colleagues in the unit and in other parts of the Department of Education and, possibly, with the universities, school and teacher organizations and professional bodies. These priorities might be expressed in a set of five-year working targets which might be discussed in a committee which would include the Director of the Central Statistics Office, the Economic Development Branch of the Department of Finance and the Manpower Authority.

13. As regards the second point, the following list of priorities might be considered :

- (1) Data relevant to measuring and forecasting the supply of qualified manpower, both the flows of qualified manpower out of the educational system and their subsequent retention in the population or the labour force. There are two aspects, the usual collection and compilation aspect and in addition, a methodological aspect. The way in which the problems in this area might be solved is not all clear. In particular it is necessary to integrate the statistics of the outflow of qualified persons from the educational

system with the statistics measuring the stock and utilization of qualified persons. This poses serious problems. Hence, although the measurement of the flows out of the educational system would in practice be the primary concern of the educational development unit, a technical sub-committee (including representatives of the Central Statistics Office) to develop and co-ordinate procedures in both areas would be required. Once the necessary procedures are decided, they will need to be implemented with dispatch. The task, however, will not be easy and in the case of technical manpower, it may involve special arrangements with professional and external examining bodies. University and other higher level pupil statistics will also have to be re-organized as part of this work.

- (2) Statistics on teachers should be re-organized in order to facilitate investigation and forecasts in disaggregated form of the flows of teachers into and out of the profession and between the various divisions.
- (3) Structural statistics concerning the operating units of the system will have to be prepared in a manner which will facilitate strategy analysis. In particular they should be prepared in a form suitable for computer handling.
- (4) A minimum programme should be worked out for developing the financial statistics needed for strategy analysis. They should also be prepared so as to be compatible with national accounts concepts.
- (5) Two sample surveys of a sociological kind might be considered:
 - (a) a survey of the attitudes and awareness of participants in the education process, and their likely reactions to actual or possible innovations.
 - (b) a survey of the 'external efficiency' of the educational system, i.e. how the system meets the 'needs' of employers, employees, emigrants, housewives etc., as seen by these people.

It would be desirable to carry out these two surveys at the same time if possible, in order to provide a more balanced perspective than either survey alone could supply.

More Detailed Consideration of the Basic Statistics Required by an Educational Development Unit.

14. The detailed discussion that follows specifies certain series in detail, without much discussion of the relevance of such series in those cases where there appears to be relatively little difference of opinion among professionals as regards the need for the series.

In other areas where professional opinion has still not crystallized, the purpose of this annexe is primarily to discuss some of the issues involved and only secondarily to suggest what series might be required. In either case, this annexe is intended exclusively as a basis for further discussion and not as an operational guide.

I THE EDUCATIONAL SYSTEM

NON-FINANCIAL STATISTICS

15. Description of educational framework—Stock data.¹

- A. Functional national (and regional) totals by branch, show—population, number of units—schools; pupils; resources (teachers; teaching hours); other professional staff; other staff; number of buildings; space (classroom/other); rooms (classroom/other); facilities etc.
Analysis of totals by 'size' of units.
- B. Geographical number and characteristics (as in A) of school districts or other administrative (e.g. parishes) or operational (e.g. towns) units. Characteristics based on 'size', using such criteria as population, population of school-going age or school population, showing number of educational units, participants and resources.

16. Pupil Statistics—Stock and flow data.

Stock data

Number of pupils by sex, by individual year of age, by branch, (showing separately pupils in special schools and classes for handicapped children), level, cycle and where necessary faculty or standard (grade) and attainment.

Number of classes by size, where relevant.

Number of pupils by level and cycle, by socio-economic category, by centrality, by type and size of school unit.

Number of pupil hours by level, cycle, subject and form of instruction (i.e. classroom teaching, television etc.).

When revised or updated curricula for some subjects are introduced, the number of pupils taking the 'new' curricula might be collected (also the number of teachers actually teaching it and the number 'qualified' to teach it.)

Flow data

Number of pupils entering the sector for the first time each year. (It would also be desirable to show separately the number of pupils re-entering the sector and pupils from abroad entering the domestic sector for the first time).

¹Stock data present the position at any one time—they present a statistical snapshot of a situation. Flow data show the number of persons who have changed their status from one period to the next. In theory, they specify the number of people to whom a certain event (e.g. marriage) occurred in a particular period of time. Flow data are particularly relevant to the problem of making projections as they express the way in which the situation changes over time.

Number of pupils who leave the sector each year (showing separately the number of pupils who leave a particular cycle without completing that cycle), by age, sex, attainment, terminal division or branch, socio/economic/geographic characteristics and by type and size of school attended.

Number of pupils who transfer from one division to another between one session and the following one, by the same characteristics as for sector leavers.

Number of pupils who passed (or failed) the various examinations and obtained or failed to obtain the various certificates, showing repetitions separately (adjusted for duplication of certificates), classified by age, sex, previous (highest) qualification, type of school attended, socio/economic/geographic characteristics and attainment at entry to the cycle or division.

Number of pupils who applied to enter various divisions, classified by the same characteristics as examinees, showing separately those accepted and those refused admission.

Number of pupils who were retained in the same standard (grade) for a second year, by age, sex, attainment and ability characteristics, type and size of school, socio/economic/geographical characteristics, qualifications of teacher(s) etc., as relevant.

17. Special aspects of pupil statistics.

There are a number of aspects of pupil statistics, particularly at the third level, which require special consideration (these factors operate also with technician-type courses). In these cases it is particularly necessary :

- (i) to distinguish part-time from full-time pupils and foreign from Irish students for all kinds of stock and flow statistics. It is also desirable to have all such series classifiable by sex and to have foreign students classified by country (or area) distinguishing separately those receiving financial assistance from the Irish authorities.
- (ii) to integrate flow data relating to the attainment of formal qualifications with other flow data on applications for admission, entries, transfers and departures from the various branches and institutions, and with the corresponding stock data.
- (iii) to collect data on the qualifications obtained in such a way that it can be classified by the previous attainment (in terms of other qualifications) of the recipients. This will provide data on cases of multiple qualifications and facilitate distinctions between certificates issued and qualified certificants leaving the sector. This is of special importance when formal qualifications can be achieved by assembling partial qualifications over time or through alternative channels.

- (iv) special problems of collection arise in the case of students who take courses in Irish institutions but acquire qualifications from examining bodies abroad (e.g. City and Guilds). Efforts must be made to collect the appropriate data.
- (v) special efforts might also be made to collect data on Irish students who acquire post-graduate or specialized qualifications abroad.
- (vi) special efforts may be necessary to collect data on the numbers and qualifications of students who emigrate in the years immediately following their final qualifications.

It is likely that data on pupils in and coming from the senior cycle of the second level and on students at the third level may need to be collected on an individualized basis if the required degree of detail and accuracy is to be achieved. If so, data on those pupils and students might be conserved from year to year. Data on pupils who complete the junior cycle of the second level and leave the full-time sector might also be treated in this way, particularly for those who enter various types of formal apprenticeship training and similar categories.

18. Resource Statistics : Teachers—stock and flow data.

Stock data

Number of teachers, distinguishing full-time and part-time² by branch, by age, by marital and religious³ status, by qualifications, by specialization (if any), by year of completion of training or qualifications, by supplementary qualifications or experience, by pattern of utilization, by administrative status. Number of teachers, by branch, by function, by size and centrality of school unit.

Number of teaching hours by level and cycle, by subject, by branch, by function, by size and centrality of school unit, from which can be derived the number of full-time equivalent teachers by level and cycle, by subjects.

Number of full-time teachers by relevant characteristics, by salary scale.

Flow data

Number of teachers by relevant characteristics (i) entering (ii) re-entering the (domestic) teaching profession each year.

Number of teachers leaving the teaching profession each year, by above characteristics, by reason for leaving, distinguishing, those who leave the labour force from those who do not leave

²It may be necessary to distinguish three categories:

- (a) Teachers regarded as full-time in a particular school.
- (b) Teachers whose only occupation is teaching but who are not full-time in any one school.
- (c) Persons who spend only part of their working hours as teachers.

³i.e. religious or lay.

the labour force and distinguishing, where possible, those who go abroad to teach from those who go abroad for other reasons, and amongst those who go abroad to teach, those who go under special arrangements, by type of arrangement.

Number of teachers, by relevant characteristics who transfer between one type of teaching and another, from one session to the next.

It is expected that data, at least for all full-time teachers, will be available on an individualized basis. Hence the various types of analysis derivable from this form of data will, it is hoped, be available for all branches (even those not paid directly by the Department of Education) in the near future.

19. Resources : Other Professional Staff and Other Staff.

Statistics for professional staff (other than teachers) e.g. administrators, inspectors, research workers, guidance experts, medical and nutritional specialists etc., whether employed in the school or in central or local bodies, would be required on more or less the same basis as teachers : distinguishing function, full-time and part-time; qualification etc., and getting data on inflows and outflows as well as on stocks.

Statistics on non-professional staff could be confined to stock data; showing numbers of staff by function, by branch, by type and size of schools and by centrality.

20. Resources : School Buildings—stock and flow data.

Stock data

Statistics by branch, by type of construction where relevant, by location, by age of building, by size of school, showing : total area of floor space (distinguishing classrooms from other rooms); number of rooms (classrooms/other rooms), by type; number of classroom places; minimum number of equipment places (one rotation) e.g. in laboratories or workshops where the number of places is limited by the availability of equipment and type of such 'bottleneck' equipment.

Utilization of capacity, by relevant characteristics.

Numbers of units declared obsolete, i.e. scheduled for replacement, analysed by the above characteristics and showing comparable data.

Flow data

Number of new school buildings, floor area, rooms and places, characterized as for stock data and also distinguishing non-replacement buildings from total or partial replacement.

Number of school buildings, area, rooms and places withdrawn from stock similarly characterized and also distinguishing schools wholly or partially replaced by new buildings, from those not so replaced.

Number of school buildings added to the obsolete list each year.

Number of obsolete school buildings taken off the obsolete list each year, distinguishing those replaced by new school buildings from those completely withdrawn from stock, showing also the floor area, rooms and places of obsolete schools withdrawn or replaced and comparable data for their replacements. Length of time required to replace old schools and corresponding length of time required to build non-replacement schools; by branch, type, location, etc.

21. Resources : Equipment (including libraries)—stock and flow data.

Stock data

Statistics showing (i) each of the major items of equipment, by branch, showing number of items, by broad age groups (ii) number and type (including size and location) of schools possessing each major type of equipment (iii) number and size of centres having any school with each major type of equipment (iv) patterns of availability (v) patterns of utilization (vi) in the case of libraries the number of volumes by major groups and by language.

Flow data

It seems likely that flow data in physical terms would be too complicated at this stage; it would appear preferable to use the stock data suitably subdivided to calculate requirements in the light of various targets and to confine statistics of actual flows to financial data.

CLASSES

22. Where relevant it would be desirable to have data on size of class—the class being the work unit. It would appear that this would be most feasible at the primary level and the junior cycle of the second level. Data should show not only size, but grade (where possible), pattern (one grade/many grades) and size and type of school units.

EXPOSURE PATTERNS

23. It is desirable to show the structure of (i) exposure patterns and (ii) option patterns. By exposure patterns is meant the collection of subjects actually taken by pupils; by option patterns is meant the collection of subjects open to them to take. It would appear that data on the first of these could only be collected if data were collected on the basis of the individual student. It would probably be too complicated otherwise. However, data on the options available could be collected, at least in the sense of the range of subjects offered (whether or not any particular choice was feasible, in the context of the particular time table in operation during a particular year), by each type of school, at each level

and cycle. A particular case of exposure patterns which requires special consideration is the question of the utilization of new forms of communication (e.g. television, programmed learning devices, language laboratories). It would be desirable to have data by grade, stream and subject of the number of pupils and number of pupil hours devoted to such patterns.

TESTS AND GUIDANCE

24. If ability and attainment tests and guidance procedures based on them are used, it would be desirable to have systematic data on these activities. The best statistical way of recording these operations is still not quite settled and some experimental procedures may be necessary.

EDUCATIONAL RESEARCH

25. Data on educational research activities might show activities performed, classified by objective and the resources used in them. It would also be useful to collect data on research activities planned and also to make attitudinal surveys of field workers, investigating their needs and priorities in relation to research projects.

ATTITUDINAL SURVEYS

26. As education is to a large extent based on an organized system of face-to-face contacts and pupil/teacher interactions, the attitudes of the people concerned and the level of communication between contributors, organizers, beneficiaries and consumers are at least as central to efficient activity, as the more readily quantifiable data so far discussed. At present, there has been only a limited development of statistics relating to the attitudes and awareness of persons in the educational system. It appears that an experimental programme of considerable dimensions may be required in this area. This programme will need to be systematically directed at discovering the current attitudes and awareness of pupils, parents, teachers, school administrators, both local and central, employers and trade unions and of society in general in its evaluation of the value of the education provided for various purposes.

FINANCIAL STATISTICS OF THE EDUCATIONAL SYSTEM

27. The objects of financial statistics relating to the educational system may be classified as the presentation of aggregate data, the development of unit costs and the construction of price index number series. The data should be presented so that the statistics for this area are compatible with national accounts concepts. As far as possible the statistics should be in a form contributing to international comparability.

28. Aggregates

Aggregate data should cover six aspects of financial transactions as follows:

- (1) Presentation of aggregate data (a) on the sources of funds, (b) on the itemized expenditure in this sector.
- (2) Presentation of data on flow of funds between the different elements of the sector.
- (3) Presentation of income and expenditure and capital accounts for the operating units (schools, colleges and universities), allocation of expenditure by divisions, activities, facilities and subgroups, etc.
- (4) Presentation of data on the contribution of the public sectors as sources of funds.
- (5) Presentation of expenditure data for household sector and where possible the relation of this expenditure to income categories.
- (6) Presentation of income and expenditure flows relating to the 'foreign' sector.

The ultimate form in which the aggregate accounts relating to the educational sector should be presented to cover all of these aspects clearly requires further discussion, including discussion at the international level. The following suggestions are intended primarily as a contribution to the discussion rather than an attempt at a fully articulated system of accounts and their statistical implications.

29. The following tables might be proposed. Where relevant the tables should show corresponding data for each branch separately.

- (1) (a) Sources of funds: Tables showing sources of funds for (i) direct educational activity, (ii) infrastructural items; classified into current, capital, loan funds, and into the following sources:—central government (by Department), local authorities, government enterprises, other authorities, business, endowments, services by educational units, parents and students, abroad; by branch. (b) Expenditures: Tables showing the expenditure by (i) operating units (schools, etc.), (ii) central bodies (other than grants to consumers or performing units), (iii) consumers (other than grants and fees to operating units), classified by item of expenditure and by branch. Classification by item to distinguish between capital and current and within each on the usual lines: capital—buildings, equipment, other: current—teachers salaries, superannuation, administration, books and requisites, maintenance of buildings etc., and expenditure on infrastructural items, transport, meals, medical, etc. Financial items, i.e. capital repayments and interest payments should be shown separately.

- (2) The flow of funds between participants, connecting the sources of funds with the expenditure, might be shown in a matrix table, in aggregate and by branch.
- (3) (a) Income and expenditure accounts for operating units should be shown separately for each branch. For this purpose, it may be necessary to allocate the accounts of institutions which covered more than one branch, treating each part as a separate establishment. It may be noted that in practice income data, and selected expenditure data, can be collected more readily than total expenditure data. In these tables income might be allocated by proximate source. (b) Data on capital expenditure should also be collected. Data on the financing of capital expenditure would be more difficult to collect. It might be desirable for experimental purposes to estimate the value of capital stock on various bases (e.g. historical, insurable and replacement). (c) Allocations of expenditure by major object of expenditure, analysed for each branch by (i) division, activities or faculties and (ii) by various sub-groups of establishments, e.g. size, location, structure, etc., would be desirable from an analytical point of view. The capital cost (per place) and the teaching cost (per pupil) at least, should be analysed in both kinds of patterns for all branches. Multiple regression analyses on individual data might well yield analytically significant results for cost reduction and control per unit service.
- (4) Data on the contribution of the Public Sector, showing separately contributions by the Department of Education, other Departments, Local Authorities, Government Enterprises and Public Corporations, should be analysed for (a) current/capital and (b) grants/loans separately, and for each branch separately by initial source within the sector, by proximate source and by category of recipient i.e. (i) proximate recipient, i.e. transfers, subsidies, superannuation payments, administration and other; and (ii) ultimate recipient, classified where possible, by income categories or by social group. For this purpose, pupil stock data, appropriately classified and unit costs per pupil in each branch or division could be used as a basis for allocating funds. As it is usually a major item and is handled in practice as a direct payment, teachers' salaries could be distinguished from other transfers in these accounts. Subsidies should also be distinguished between those based on (i) attainment of recipient (ii) need of recipient (iii) attainment and need taken together and (iv) other subsidies. It would also be useful to distinguish 'tied' subsidies, by type of condition, from untied subsidies or prizes.
- (5) Data on expenditure on education by the household sector and receipts by that sector by way of grants would be

desirable. They might be estimated partly directly (e.g. fees, books and transport) and partly by means of appropriate analyses of household budget data and general statistics on consumer expenditures. It would be most desirable to have expenditures and receipts analysed by family income and composition and by object of expenditure, including possibly imputed items (maintenance costs etc.).

- (6) Data on income and expenditure flows to and from the foreign sector may become increasingly important both as programmes for educational assistance to under-developed countries are expanded and as European integration proceeds. The last mentioned will probably involve a considerable increase in such items as teaching exchange programmes, exchange of programmed materials and co-operative research programmes. It will be important that adequate data on the financial aspects of these activities be available in a flexible form. While it is not possible to foresee all the statistical needs in this area at the present time, the following data will certainly be desirable: educational expenditure by foreign students in Ireland, by country of origin, by branch and main type of expenditure. (It might be desirable to have estimates for related non-educational expenditure also), Subsidies (direct and indirect i.e. via transfers to institutions) for such students by similar categories; expenditures by public authorities on teachers or other educational personnel sent abroad on publicly organized programmes, by type of teacher, showing salary contribution and contribution to related expenditures. Expenditures by aided educational institutions, e.g. university teachers or other educational personnel sent abroad (categories as above), showing comparable data. It may also be possible to collect data on expenditures by non-aided educational institutions e.g. religious missionary schools, using similar categories. Data on expenditure by Irish students abroad would also be desirable. Such statistics, however, would be rather difficult to obtain except for special categories. While data on total numbers of Irish students abroad and corresponding financial data could probably be estimated with the help of statistical offices in other countries, it would be difficult to categorize Irish students in educational establishments abroad into emigrants and persons abroad for purposes of study only.

30. The relationship of financial statistics bearing on the educational sector with those in other parts of the national accounts would need to be considered. In addition, the treatment of the educational sector in the national tables would itself need to be reconsidered. There would appear to be considerable justification for treating the educational sector (and specifically all of the operating units) as enterprises providing services, irrespective of the source of finance to these institutions. The fact that most of these institutions are subsidized from

public funds is a matter which might be shown in a variety of ways, but it seems undesirable to separate these enterprises in the accounts, although some are totally aided, some partially aided and some non-aided enterprises. It also seems very desirable to separate them (also hospitals etc.) from the household sector in the national accounts tables as their economic structure is quite different to that of the household. The same remark applies to establishments such as hospitals. Both Education and Health might preferably be regarded as highly subsidized (and partly monopolistic) service industries. The proportion of highly skilled manpower employed would of itself probably justify this treatment apart from the fact that education is the sector producing human 'capital resources'.

31. In so far as it is possible and does not interfere with the use of the statistics for national decision making, data should be presented in a form contributing to international comparability. Such studies are frequently very useful in providing international perspectives against which national projections and policies may be evaluated. The UNESCO *Manual of Educational Statistics* may be used as a basic document for this purpose.

UNIT COSTS

32. Statistics on the financial aspects of the educational system and related activities also have the function of providing data on unit costs. These can be used for three main purposes :

- (1) the making of a comparative evaluation of different forms of organization, activity, technology etc.
- (2) the estimation of costs of future developments and changes in the system.
- (3) as 'weights' (together with 'shadow' prices) within an optimization technique in evaluating alternative strategies, if necessary using a computer to simulate appropriate parts of the system.

The particular kinds of unit costs in question here are items such as cost per pupil, per pupil hour, per graduate, per place, per teacher, per teaching hour etc. These uses for unit cost data have some considerable effect on the way in which the statistics, both financial and non-financial, are organized and made available for analysis. In effect, the need for unit costs brings together the financial and non-financial aspects of the statistics of the system. Since the financial data have traditionally been collected largely on an aggregative basis, the practical question arises as to the extent to which financial statistics should be disaggregated. This problem has a number of aspects :—

- (a) problems arise in analysing the comparative parts of enterprises of different types and sizes—this aspect implies comparable analysis of both financial and non-financial data.

- (b) problems arise in allocating costs in the case of joint services or joint products—the allocations that are necessary in the analysis of these situations have to be taken into account in designing the statistics.
- (c) certain allocations can be made by collecting some relevant non-financial data and using it to distribute financial aggregates—this aspect must also be taken into account in designing both the financial and non-financial statistics required.

PRICE SERIES

33. In addition to providing financial series in current prices, it is desirable to have these series in constant prices. This requires the calculation of a set of price index numbers. Precisely which series should be deflated in this way and hence what set of price indices should be compiled may be left until a later stage. The basic requirements for these series will be a set of expenditures as weights and the regular (annual) collection of a set of 'prices'. Certain index series may in any case be suggested for compilation, in particular : (i) fees to secondary schools, vocational schools (continuation/other); university (undergraduate/postgraduate); (ii) salaries of teachers (primary, secondary, vocational, university); (iii) building costs in the various branches. If feasible, indices for equipment costs might also be calculated.

II SOCIO-DEMOGRAPHIC STATISTICS AND PROJECTIONS

34. Socio-demographic statistics and projections form a basis for government activity in many spheres. Programmes relating to health, social welfare, transport, communications, agriculture, justice, natural resources, forestry, housing as well as to education and economic development in general are affected by these data. Although this Report is concerned primarily with the relation between demographic data on the one hand and education and economic and social development on the other, it will be evident that ultimately all the relevant requirements must be taken into account when the needs for demographic statistics are being considered. Consequently this discussion should be regarded as a contribution to the more general discussion of these needs, from the special point of view of the relation of educational development to economic and social development.

35. Demographic statistics relate to such matters, as population, births, marriages, deaths, migration, etc. They may as before, be classified as showing either 'stocks' or 'flows'.

TYPES OF DATA REQUIRED FROM POPULATION CENSUSES

36. In developing demographic forecasts relevant to educational planning, it is necessary to have the total population figures analysed

by age, sex, marital status, area of residence, country of birth, employment status, type of activity (e.g. in the labour force, not yet at work, not economically active, etc., occupation, industrial classification) level of educational attainment and qualifications and where relevant, linguistic groups (language of household).

37. There are of course an immense number of ways of tabulating and cross-tabulating selections of these and other variables. Although some attention will be drawn to some specific combinations, the variety of uses is so vast and so unpredictable that it would seem that the major stress should be put not on specific tabulation priorities but rather on treating the information available as a data bank to be drawn on rapidly for a variety of analyses.

38. In general, apart from data on educational characteristics, the basic topics specified above were included in recent Censuses of Population and will presumably continue to be included in the future. It would be desirable to include in future censuses questions on the educational characteristics of the population. Such data have been collected in various countries in the past in one of five ways :

- (1) Number of years of full-time education completed,
- (2) Age of termination of full-time schooling,
- (3) Level, cycle, or grade entered upon, whether or not completed,
- (4) Attainment on termination of education in terms of level, cycle or grade completed,
- (5) Achievement at termination of education, in terms of highest qualifications received.

The first three ways may be regarded as measuring the individual's *input* into the educational system. The last two ways may be regarded as measuring the *outcome* or (proximate) benefit derived therefrom. In the 'Leavers Survey' (Appendix VI) a variation of (3) was used to get a general picture of the educational level of parents. A question relating to type of school attended during educational career was used as the basis of a classification by level entered upon. This rather vague form of classification was felt to be necessary because of the indirect, voluntary and postal nature of the enquiry. While it may be useful as a general indicator of the type and level of education actually aspired to by the parents in their own case and hence relevant to the type and level of education they would wish for their children, it presents a quite inadequate analysis of educational attainment in terms of economic development potential. It is to be hoped that it will be feasible to collect data under more favourable circumstances, which will give a more precise indication of educational attainment. In particular, it may be possible to use rather general questions at the Census of Population to identify particular categories of persons and

to request the more detailed data from such persons through a special survey conducted in conjunction with the Census.

39. From the point of view of the relation of educational development to economic growth there would appear to be little doubt that the classification of greatest value would be one based on a rather precise indication of the level of educational attainment (ideally specifying qualifications of a type used in job vacancy notices by employers or personnel officers). Considerable discussion would be necessary between statistical authorities, government departments, educationists, employers and trade unions, before such a classification could be finalized. Two major problems would arise in developing and using such a classification based on qualifications. The first is that it may not be practicable to identify in any meaningful way which of two (or more) qualifications is the 'highest', (e.g. if a person has an engineering and economics degree—how should he be classified ?) It may also be undesirable to restrict the classification to one qualification in the case of people who have either (a) more than one qualification at the same general level or (b) different types of qualifications at different levels. It would also be desirable to have separately data on highest general educational qualification and on highest specialized (professional or vocational) qualification. Consequently, it would be desirable to regard this variable as establishing a 'profile', composed of perhaps three entries from a basic classification of qualifications. While this approach would take up some extra capacity in the processing procedure it would add considerably to the value of the data. The second problem is that many specialized qualifications of a type relevant to employment in Ireland are issued by foreign examining bodies. While this creates no difficulty in principle for the statistical recording of qualifications, in practice it may extend the qualification classification considerably and make identification more difficult.

USE OF EXISTING DEMOGRAPHIC STATISTICS FOR PROJECTION PURPOSES

40. With the exception of data on the educational attainment of the population and certain types of data relating to family (or household) structure, the existing framework of demographic statistics is broadly satisfactory from the point of view of giving a detailed picture of the structure of the population and manpower resources at any one time. There are, however, some problems connected with projecting this structure, which have not as yet been solved satisfactorily and which may require some further consideration. These problems belong to two categories :

- (1) relationship between rates of change in output and productivity and rates of change in skill and pattern of employment within each industry ;
- (2) determination of the rates of movement from one sector to another.

It may seem surprising that the first mentioned problem is considered under the heading of population statistics, rather than under the heading of the labour force aspects of industrial statistics or establishment statistics in general. This is necessary because almost all of our existing data on occupations come from population censuses rather than from establishment censuses. Even if it were decided to introduce comprehensive establishment censuses and collect detailed occupational data at such censuses, it would continue to be necessary to collect certain occupational data at population censuses, as for various reasons we need to cross-classify occupational data with data on educational attainment and other factors, such as sex, age, etc. In particular we need such data in estimating replacement demand.

41. At the same time there would appear to be little doubt that, in developing the data required for employment forecasts, analysed by occupational group, it would be necessary to collect data on such occupational groups from establishment surveys and to relate changes, where possible, in the distribution of employment to such factors as changes in output, productivity, technology, capital investment, size and type of establishment etc. This question will be considered again in the discussion on labour force statistics. The point of relevance to demographic statistics is that it would appear necessary in any case, to retain occupational headings in population censuses in order to relate them to the other factors mentioned above. It might be desirable, however, to consider whether a shorter list of occupations might be used in population censuses, leaving the more detailed, but compatible list to be collected where necessary through establishment surveys.

42. Returning to the first problem, we note that population projections generally require an analysis of the way in which the distribution within each age/sex cohort changes over time, in terms of a number of variables. Although there can be a variety of projection models of different degrees of complexity, it is in general desirable that the statistics be available in a sufficiently flexible form to permit the person making the projections to choose his projection model as far as possible on analytical criteria (such as the stability of co-efficients etc.) and on relevance to policy decisions.

43. On the basis of existing demographic statistics, comparisons of data from successive censuses are largely restricted to giving the net change in any particular category for any cohort. If there were movements in one direction only, i.e. either into or out of each category such figures of net change would give an adequate picture of the situation. In those cases, however, in which there are movements both ways, an adequate analysis of the relevant movements, and hence an adequate basis for projection, is usually not possible. A particular example of some importance is provided by migration. Even when adjusted for estimated deaths, only the net change in an

age cohort due to emigration and immigration is possible. In cases where both flows may be of importance this provides an unsatisfactory base for projections. Similar problems occur with respect to occupational mobility and internal migration.

44. There would appear to be two methods of approaching this problem and providing a more complete analysis of changes over time. One is the use of individualized data. Census or other data are identified with the individual in question and this identification is *conserved* over time, so that data relating to one person, collected at different time periods can be brought together and analysed. Problems relating to the accuracy of the data compared and to processing requirements would be involved, but this method might give flow data of the kind necessary for projection.

45. A second method is the annual investigation of sample areas (geographic) on an interview basis. In these areas, follow-up studies would attempt to determine patterns of mobility—geographical, occupational, etc. It is evident that this method would be costly. In addition, it is uncertain to what extent it would eventually improve the accuracy of our knowledge of rates and patterns of changes and the accuracy of the projections based on them. These are complex problems requiring further discussion and experimentation and no fully satisfactory solution is at present apparent.

46. In considering these problems it is useful to consider those flows which come within the ambit of the administrative system and on which data are regularly collected (e.g. births, marriages, deaths). Data on these events are generally collected in a manner which enables them to be integrated smoothly, in principle, with population census data. They would, however, be more useful if certain minor adjustments were made in the way they are classified, so that the concepts and classifications used were identical with those used in population censuses.

SOCIO-ECONOMIC STATISTICS

47. Occupational data, together with data on other relevant items, are used in deriving a socio-economic classification. It would appear that this classification would be more useful if it were possible to achieve comparability at the European level. In most countries the proportions of people in each such group seem to be changing rapidly with economic and technological development. It may indeed be expected that this rate of change will be accelerated by the advent of automation in factories, offices and distribution outlets. It would be of considerable value to know the comparative rates of change in the various European countries, based on a common classification. Of course, if changes in classification were found necessary for this purpose it would be important as usual to reclassify so as to ensure that comparability over time was not lost.

SIGNIFICANCE OF CROSS-CLASSIFICATIONS BY GEOGRAPHICAL AREAS AND SOCIO-ECONOMIC GROUPS

48. In the light of interrelated changes in geographic and occupational structure, data from successive censuses classifying population by major age groups, socio-economic category and type of geographic area, would be particularly valuable as a guide to educational policies. (It may be suggested that for this purpose a tripartite classification, (a) cities, (b) towns and (c) rural, would be more useful than a simple town/rural classification). Such data would be particularly useful in determining what proportion of children who grow up in agricultural (and/or rural) environments, continue to live in such environments in their adult lives. A cross-classification by socio-economic group may be valuable in this context. The educational relevance of such data is evident.

FAMILY COMPOSITION AND INCOME STATISTICS

49. We can regard the rate of development of the educational system as being based on the interaction of three major elements:—

- (1) the existing educational structure, physical and organizational ;
- (2) the decisions of central and local authorities, as to the pattern of incentives, regulations and information activities;
- (3) the structure of families—their composition, income, socio-economic background, location, informational level and attitudes.

Data inherent in population censuses have not in the past been organized or tabulated in a way which is most useful in elucidating family structure. Tabulations based on family (or household) composition, which would provide the kind of data required to analyse variations in participation, are suggested. In addition, a distribution by family income is highly desirable for such analysis. For this purpose a family income and expenditure survey based on a sample linked to a population census might be considered. In addition, studies have shown that relative rates of voluntary participation in education, responses to educational incentives and to educational opportunity and hence, the ultimate level of educational achievement are highly correlated with family environment and circumstances. Hence an adequate model for forecasting future rates of voluntary school and college attendance and future educational attainment of the population requires some information on these factors.

50. The following tabulations may be suggested:—

- (a) Total number of families (living in households) classified by size and social group—giving number of persons in such families, distinguishing adults from children and in the case of children those economically active from those not economically active, by school attendance.

- (b) Total number of persons living in institutions by comparable categories and the number of such institutions. If students in boarding schools were enumerated at the boarding school and not at the home, some special arrangements might be necessary to distinguish them from other institutional residents and also, if possible, to get data on the socio-economic group and family structure of such students.

SOCIO-ECONOMIC FAMILY BACKGROUND OF 'EARLY LEAVERS'

51. Children who have left the educational system at an early age and are in the labour force are traditionally classified by occupation and status (and hence by socio-economic group), in terms of their current activity. Thus, on present arrangements, they cannot be classified by the socio-economic category of the family. In order to get a complete picture of the relationship between family structure on the one hand and school attendance and dropout on the other, a new topic might be introduced for a sample group of young persons. It would be desirable to ask a sample of young persons in the labour force aged say 14 or 15 to 19 years, for the social group and family structure of their parents. This would facilitate the calculation of the probability co-efficients linking educational attendance and hence final level of attainment to the social, economic and demographic characteristics of the family and would facilitate the construction of the necessary forecasting models. Such models could also be used for strategy evaluation and particularly for pinpointing remedial or preventative strategies.

LABOUR FORCE STATISTICS

52. Apart from the labour force statistics derivable from censuses of population and available every five or ten years, the main question is to consider what data can be derived from (i) establishment censuses or surveys, (ii) social security records or other similar sources. The main advantage that these data have is that they can be made available more frequently (e.g. annually). In addition, data on occupational distribution collected through establishment surveys can be analysed in conjunction with other data for the establishment, thereby laying a good foundation for employment projections. It is also possible that occupational data could be made more precise if collected on this basis. Against this, however, must be set the difficulty that employment statistics collected on an establishment basis relate to the number of jobs, not to aggregate number of people employed. If there is any considerable number of people who hold two jobs on a part-time basis, there might be considerable duplication of part-time workers. Unless, however, there were a sizable change in this pattern it would not affect the accuracy of forecasts on either basis to any considerable extent. There are also sizable technical problems in ensuring complete coverage in establishment surveys and in avoiding overlapping and double counting. These, however, are typical of the usual problems

experienced in practical statistical work. They are inevitably encountered in developing national account statistics and have no special relevance for the problems of forecasting manpower balances.

53. Another problem which needs to be considered is the use of the International Standard Classification of Occupations (ISCO) issued by the ILO, or some variant of this classification. It is not entirely suitable for this kind of work as it does not adequately distinguish skilled from semi-skilled labour, particularly in regard to educational background. However, there would be considerable value from the forecasting point of view in having data on occupations within industries classified on the basis of an international occupational classification. Co-efficients relating production levels and rates of change to occupational distribution within each industry could then be compared with similar data classified in the same way for other European and non-European countries. This would undoubtedly be of considerable value in evaluating the realism of various projections. It may be mentioned, however, that the existing Irish classification is not in fact widely different from the ISCO. It would be most desirable, however, if any reclassification is undertaken, that data on a comparable basis for at least two successive censuses be made available as a routine matter.

54. In theory, it is also possible to collect a considerable amount of data from social security records on employment patterns; in practice, deficiencies in coverage, time lags and problems relating to the accuracy of classification reduce considerably the value of this approach. There are, however, special situations in which this source can be used. In particular, it is a basic source of data on the structure of unemployment. It would also be desirable to investigate experimentally two additional sources of information on employment conditions (i) vacancy figures; (ii) applications and appointment figures. As these sources have not so far been investigated to any extent it seems desirable to consider the statistical possibilities and the value that might be derived from them. It might be possible to begin by collecting data for the public sector, including semi-state enterprises. In particular, regular detailed statistics on vacancies unfilled are highly relevant to manpower planning as giving the best indicator of failures of supply in meeting demand. It is recognized, however, that there are special difficulties in collecting such data in Irish circumstances.

55. The relationship between statistics derivable from a population census and those derivable from establishment surveys presents some important problems from the point of view of educational planning. It appears probable that data on educational attainment are more readily collected through a population census, or a sample based on it, than by means of a general establishment survey. On the other hand data on occupations may be more accurate and analytically more significant, if collected from establishments as part of a general economic survey. In this case, the standard occupational classification

used could be discussed with representatives of industrial and commercial groups beforehand and instructions could be developed indicating the way in which occupational terms, proper to particular groups of establishments or trades, might be allocated to the headings of the standard (occupational) classification. In addition, the variations in the pattern of occupations by size of firm within each industry would be both valuable in itself and useful for projection purposes. There are naturally considerable problems in depending on two separate sources for information on occupations and education, not the least of which is the problem of cross-classifying the relationship. Hence it would appear to be necessary to collect data on at least the broad general occupational headings at a population census. This again has its own difficulty in that it would make it very difficult to detect systematic upgrading. One solution might be as mentioned in paragraph 41, to request data on occupations in the usual detailed form at population censuses but to code it to more general headings and let the relationship between detailed occupational headings and industries be based on establishment surveys. If this were decided on, it would then be possible to adopt the same attitude with respect to industry coding at the population census. While detailed data would be collected, it might be coded only by general headings. Detailed industry coding would be done only in the case of statistics derived from establishment surveys.

56. In any case it would be helpful if tabulations showing occupation by industry were available from the population censuses, as well as the more usual presentation of industry by occupation. Before leaving this question of occupational classification, one problem must be adverted to. This is the relationship that the development of employment forecasts of requirements, expressed in occupational terms, bears to the way in which the data have been collected. Usually forecasts of requirements in occupational terms are developed initially using statistical techniques; these detailed estimates are then usually presented to industrialists by means of appropriate confrontation machinery and adjustments are made in the light of the comments made by the industrialists.

57. If the initial forecasts etc. are formulated on the basis of statistics collected from establishments the data can be reaggregated where necessary to the enterprise level, or alternatively be shown disaggregated by size of establishment in a way which will present the comparison of current data and the forecasts in a convenient form for the confrontation exercise. On the other hand, if the forecasts are based on industrial and occupational data collected at a population census, a number of problems arise at the confrontation stage :

- (1) it is not possible to reaggregate the data to give enterprise statistics if they are found to be desirable.
- (2) it is not possible to disaggregate the data by size of enterprise.

- (3) there will probably be the usual discrepancies between the data collected at the population censuses and those available to industrialists from their records—this can make for considerable difficulty.

Hence some special procedures may have to be developed if occupational forecasts are compiled on the bases of population censuses. For example, if the form of the confrontation mechanism were already known before the census tabulations were finalized, special aggregations might be made which would be compatible with the coverage of the confrontation committees. This would undoubtedly have the effect of reducing the problems to some extent. The general effect of this consideration, however, is to place some emphasis on having occupational data classified by industry made available from establishment surveys, where possible, as a basis for forecasting and confrontation. Some experimental work on this aspect would seem to be desirable.⁴

INFRASTRUCTURAL ITEMS

58. These items refer to activities which, while not in themselves educational, are frequently necessary to provide a satisfactory basis for learning. Examples are health, nutrition, transport etc. The statistical data required in these areas can be quite complex but will not be discussed in detail here.⁵ There are three aspects for which appropriate data are required :

- A. Number of children 'requiring' the service in question.
- B. Measures of the volume of activities performed.
- C. Measures of the resources used in providing these services.

A. The contribution that regular statistics can make to the first question is to measure the state or condition of the pupils. For example, on the medical aspects, the data should show numbers of children having various conditions requiring attention. This data should, where possible, distinguish age, sex, and socio-economic characteristics. Similarly with nutritional status. In the case of transport, it is necessary to develop data not only on the distances travelled by existing pupils, but also on the location of the homes of young persons not attending after the compulsory school age. It may be that transport problems are a major factor in the non-attendance of some of these persons who live a considerable distance from existing school centres.

⁴It is of some interest to advert to the establishment survey conducted by the United Kingdom Ministry of Labour on the occupational distribution of employees in Manufacturing Industry in May, 1964, which used classifications closely dependent on training or mode of entry to the occupation. See '*Statistics on Incomes, Prices, Employment and Production*', No. 12, March, 1965.

⁵See Correa, *The Economics of Human Resources* for further details.

B. Data are needed on activities, showing the number of children affected (classified by type of school and centrality). In addition to the more usual administrative data on aggregate measures of specific activities performed e.g. number of medical or dental examinations, meals supplied, miles transported, needed.

C. Data on the use of resources, human and material, should include where possible, figures for performance hours. As a basis for arriving at optimal patterns of facility location, utilization patterns should be shown, where feasible, in relation to the geographical area of operations involved.

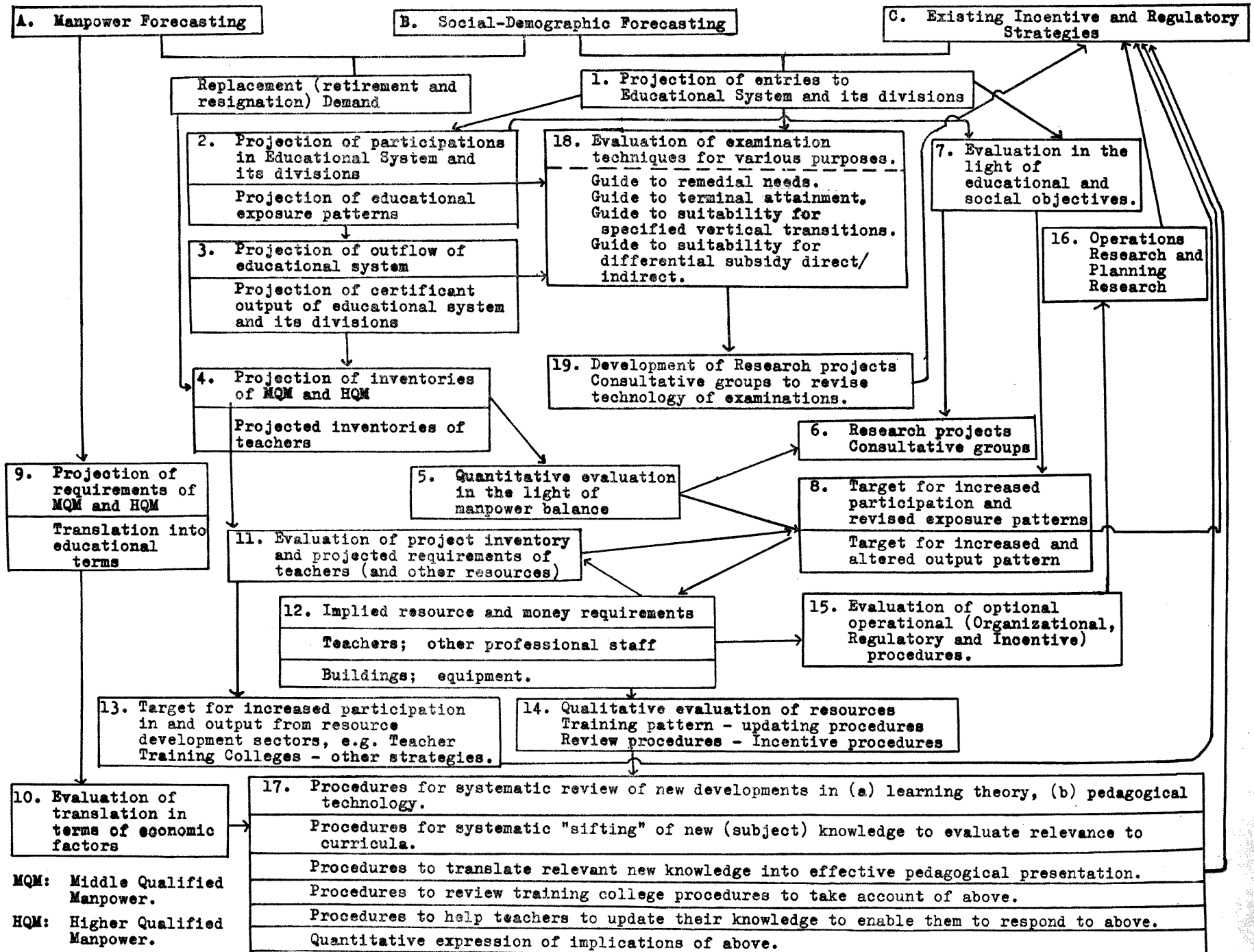
59. It would be desirable that an interdepartmental group representing the Departments of Education, Health, Local Government and the Central Statistics Office be convened to eliminate existing non-comparabilities in these statistics as now available.

CONCLUSION

60. In this note the collection of statistics relevant to the work of an educational development unit has been considered. The attached chart illustrates the inter-relationships between some of the processes involved in educational decision-making and some of the tasks of the unit. It will of course be clear from the discussion that the unit would not itself be responsible for the collection and presentation of a considerable portion of these statistics; much would be drawn from other sources such as the census of population, manpower forecasting etc. The chart and the discussion in this annexe will have pointed up the necessity for close and continuing co-operation between the unit and the other offices and agencies concerned with the problems of statistical collection and development, forecasting and educational and social research, if the full potential of this work is to be realized in the broader framework of national development and progress.

CHART F.1

The Elements of Educational Planning



APPENDICES

APPENDIX I

The February Census

1. One of the difficulties that confronted us at the beginning of the survey was the lack of information on the total number of pupils in full-time education. Some statistics were available for pupils in state-aided establishments, but for technical reasons, e.g. figures for the various divisions related to different dates, these were of limited value. Very little information was available regarding educational participation by the various age groups.

2. A limited census had been taken by the Department of Education in February, 1962. This covered only pupils over ten years of age in national schools, secondary schools, secondary tops and vocational schools. We decided to repeat this census and to expand it to cover all pupils and students in all full-time education. This census was taken by establishments on 1 February, 1963 and repeated on 1 February, 1964. The Department of Education covered the schools under its jurisdiction, national (including special, reformatory and industrial and secondary tops), secondary, vocational and teacher training colleges. The Departments of Agriculture, Lands (Forestry Division), Defence and Justice supplied figures for the establishments for which they are responsible. The universities as well as divisions not aided by the State were covered by ourselves.

3. The principal forms used in 1964 are reproduced in this appendix. Some modifications had to be made to meet the special situation in some smaller specialized establishments. Generally, all establishments were asked for a break-down of the number of pupils or students enrolled on 1 February, by age, sex and standard. In both years, the opportunity was taken to collect other data of relevance to the survey. Thus in 1963 information on size of classes was sought and in 1964 details of the number of teachers and teaching hours were collected.

4. The processing of the returns was our responsibility. Part of the work on the national school returns for 1963 was carried out by the Statistics Section of the Department of Education.

5. We feel this census should be continued annually. While 1 February is probably an ideal date on which to take it, particulars of age might be related to 1 January. This would facilitate comparison of the results with other Department of Education statistics on pupils (which relate to the first or last day of the school year) and with Census of Population data (which relates to April).

THE NON-AIDED SECTORS

6. In general these come under the following headings :—

- (1) Primary.
- (2) Secondary.
- (3) Commercial.
- (4) Religious Institutions (second and third level).

Lists of all these establishments were compiled and are published here for reference. If the census is to be continued some machinery would need to be devised to keep these lists up to date.

7. While these lists are intended to be comprehensive, there may be inadvertent omissions.

8. With the co-operation of various bodies, particularly the national school inspectors, a list of non-aided primary schools was compiled. There are not more than five non-aided secondary schools. We are indebted to the Chief Executive Officers of the Vocational Education Committees for their assistance in compiling a list of commercial schools. In the case of religious establishments only students who were receiving some general education in addition to specific religious training were included. Some difficulty was experienced in defining this category of students in the Religious Sector. All juniorates, which were not already recognised secondary schools, were included; some novitiates (mostly for male students) and scholasticates were also included. We are grateful to Reverend M. Noonan, O.F.M.Cap., Secretary to the Conference of Major Religious Superiors, for his assistance in this aspect of the work. The list published shows the establishments, which were considered and which considered themselves to be relevant to the survey.

9. The detailed results of the 1964 census are given in the tables. A summary of the results for 1963 is also given in Table 1.34.

List of Non-Aided Primary Schools: 1963/64.

LEINSTER

CO. DUBLIN (INCLUDING DUBLIN CITY AND DÚN LAOGHAIRE)

Mount Sackville, Chapelizod.
 Willow Park College, Booterstown.
 Avoca School, Blackrock.
 Dominican Convent, Sion Hill.
 Sacred Heart Convent, Monkstown.
 The Hall School, Monkstown.
 Moyle Park College, Clondalkin.
 Christian Brothers' College, Monkstown Park.
 Presentation Brothers' College, Glasthule.
 St. Mary's Dominican College, Dún Laoghaire.
 Glengara Park School, Dún Laoghaire.

Kingstown School, York Road, Dún Laoghaire.
 Loreto Convent, Foxrock.
 Convent of the Holy Child Jesus, Killiney.
 St. Joseph of Cluny School, Bellevue Park, Ballinclea Road,
 Killiney.
 Scoil Íosa, Malahide.
 St. Paul's College, Sybil Hill, Raheny.
 Manor House School, Raheny.
 Loreto High School, Beaufort, Rathfarnham.
 Sancta Maria College, Ballyroan, Rathfarnham.
 Coláiste de la Salle, Skerries.
 Holy Faith Convent, Skerries.
 Ardscoil Fhionntáin, Sutton.
 St. Dominic's High School, Sutton.
 Sutton Park School.
 Loreto Prep. School, Dalkey.
 Loreto, Balbriggan.
 Coláiste Muire na mBráthar, Cearnóg Parnell.
 Belvedere College.
 Gonzaga College, Sandford Road.
 Catholic University School.
 Chanel College, Coolock.
 St. Mary's College, Rathmines.
 Terenure College.
 Masonic Boys' School, Clonskeagh.
 Sandford Park School, Ranelagh.
 St. Andrew's College, Clyde Road.
 St. Patrick's Cathedral Grammar School.
 The High School, 40 Harcourt Street.
 Dominican College, Eccles Street.
 Dominican College, Muckross Park, Donnybrook.
 Dominican Convent (Boys), St. Mary's, Cabra.
 St. Mary's Holy Faith Convent, Clarendon Street.
 St. Michael's School, Holy Faith Convent, Finglas.
 Holy Faith Convent, Clontarf.
 Holy Faith Convent, Dominic Street.
 Holy Faith Convent, Glasnevin.
 Holy Faith Convent, Haddington Road.
 Mary Immaculate School, Holy Faith, The Coombe.
 Loreto College, Crumlin Road.
 Loreto College, North Great George's Street.
 Ursuline Convent, Cabinteely.
 Bl. Imelda's, Dominican Girls School, Cabra, Dublin, 7.
 Montessori School, Mount Anville, Dublin.
 Our Lady's Grove, Roebuck, 14.
 St. Conleth's, Clyde Road.
 Loreto College, Stephen's Green.
 Sacred Heart Convent, Lesson Street.
 Cross and Passion, Maryfield, Drumcondra.
 Our Lady's School, Templeogue Road, Terenure.

- Our Lady of Mercy School, Beaumont.
 Sacred Heart Convent, Roslyn Park, Sandymount.
 St. Louis Convent, Rathmines.
 Pembroke School, 1 Pembroke Road.
 Alexandra School.
 Masonic Girls' School, Ballsbridge.
 Norfolk College, Rathgar.
 Dalton Tutorial School, Rathmines.
 Wesley College.
 Stratford College, 1 Zion Road, Rathgar.
 O'Brien Institute, Malahide Road.
 Miss E. S. Kennedy, Park House School, 74 Morehampton Road, Dublin.
 Junior Boys, Dominican Convent, Eccles Street.
 Máire Breathnach, 18 Br. Gort na Mara, Cluain Tarbh.
 Miss McAuliffe, 9 Rehoboth Place, Dolphin's Barn.
 Dr. P. C. Clancy, Chairman, St. Kilian's School, 15 Stillorgan Road.
 The Manager, Rathgar Junior School, 63 Grosvenor Road, 6.
 Miss Ashworth, Mount Temple School, Palmerston Park, 6.
 Brother Superior, De La Salle School, Churchtown, 4.
 The Manager, Benildus College, Kilmacud Road, Dundrum.
 The Manager, Lisieux College, 25 Ranelagh Road.
 The Manager, St. Michael's, Ailesbury Road, Donnybrook.
 Mrs. A. Lyons, Oughamore, 4 Sydenham Road, Dundrum.
 The Manager, Marian College, Lansdowne Road, 4.
 The Manager, Glengare School, Glenageary, Co. Dublin.
 The Manager, Brook House School, Ashton Park, Monkstown.
 The Manager, Castlepark School, Dalkey.
 The Manager, Presentation Convent, Rockford Manor, Stradbroke Road, Blackrock.
 Miss V. Ryan, Thornhill, Stillorgan.
 Reverend G. G. Thomson, B.A., Bird's Nest Mixed, York Road, Dún Laoire.
 Our Lady of the Angels, Churchtown Road.
 Miss J. A. Dolan, 36 St. Peter's Road, Phibsboro'.
 Mrs. Rogerson, Ardtona School, Churchtown Road.
 Miss Prior, Children's House, 70 Lower Leeson Street, 2.
 Miss N. O'Connell, B.A., Kilbarrack House, Grange Road, Raheny.
 Miss Kinsella, 150 Cherryfield Road, Crumlin.
 Mrs. Valentine, 3 Iona Villas, Glasnevin.
 Mrs. Tate, 9 Willow Park Grove, Ballymun.
 Mrs. M. Daly, 23 Ferndale Road, Glasnevin.
 Miss Bancroft, Lerrig, Baily, Howth.
 Mrs. McKenna, Padua, 32 Malahide Road, Clontarf.
 Mrs. P. Fitzgerald, 1 Willow Park Drive, Ballymun 11.
 Miss Collins, Mayfield Road East, Terenure, 6.
 Miss Gordon-Mackintosh, c/o Merton Hall, Philipsburgh Ave., Fairview, Dublin.

Mrs. Winter, 8 Chestnut Road, Mount Merrion.
 Miss M. G. Layng, 7 Royal Tce., West, Dún Laoghaire.
 The Manager, Casa del Bambine, 99 Marlboro Road.
 Mrs. Hannigan, Eden Park, Goatstown.
 Mrs. Mac Eneaney, 5 Rathmore Avenue, Kilmacud.
 Miss Ohle, Fortfield Kindergarten School, Dublin, 6.
 Miss E. Sinnott, Sandycove Child Park, Dublin.
 Mrs. Fay, 84 Grove Park Avenue, Finglas.
 Miss E. Shine, B.A., 36 Glenomena Park, Stillorgan Road.
 Miss Carr, Notre Dame School, 22 Highfield Road, 6.
 Miss Kelly, 9 Upper Albert Road, Glenageary.

Co. CARLOW

Convent of Mercy, Carlow.

Co. KILDARE

St. Wolstan's Holy Faith Convent, Celbridge.
 Mrs. K. Argue's, C.I. Private School, Kildare.
 Sr. M. Jarlath, "Our Lady's Bower", Killashee, Naas.

Co. KILKENNY

Loreto Convent, Kilkenny.
 Miss D. Moore, Inistioge, C.I. School, Co. Kilkenny.

Co. LOUTH

Scoil an Chroí Naofa, Clochar na Trócaire, Droichead Átha.
 St. Mary's College, Dundalk.
 Grammar School, Dundalk.
 Our Lady's, Greenhills, Drogheda.
 St. Michael's, Omeath.

Co. MEATH

Preston School, Navan.
 Headfort School, Kells, Co. Meath.

Co. OFFALY

Coláiste na mBráithre, Tullamore.

Co. WESTMEATH

La Sainte Union de Sacré Coeur School, Athlone.
 Clochar Loreto, Mullingar.
 Mrs. Mullally, Oliver Plunkett Street, Mullingar (Kindergarten).
 Miss Raleigh, Bishopsgate Street, Mullingar.

Co. WEXFORD

Loreto Convent, Enniscorthy.
 Scoil Mhuire, New Ross.
 St. Peter's College, Wexford.
 Loreto Convent, Wexford.
 Miss Collins, Private Kindergarten, Gorey.
 Miss O'Connor, Highwater, Drinagh, Wexford.

Co. WICKLOW

Presentation Brothers' College, Bray.
 St. David's Holy Faith Convent, Greystones.
 Loreto Convent, Bray.
 Dominican Convent, Wicklow.
 G. Mansfield, Aravon, Br. na Midhe, Bray.
 St. Gerard's School, Old Connaught, Bray.
 The Manager, Barnes' Academy, 24 Quinsboro' Road, Bray.

MUNSTER

Co. CLARE

Mrs. Murphy, Scoil Phádraig, Lifford, Ennis.

Co. CORK

Grammar School, Bandon.
 St. Mary's Secondary School, Convent of Mercy, Cobh.
 Loreto Convent, Fermoy.
 Middleton College.
 Loreto Convent, Youghal.
 Christian Brothers' College, St. Patrick's Place, Cork.
 St. Aloysius' School, St. Marie's of the Isle.
 Coláiste San Aingeal.
 Ursuline Convent, Blackrock.
 Our Lady of Apostles School, Ardfoyle.
 Coláiste Bríde, 1 Rosarie Villas, Mardyke.
 O'Sullivan's School, South Mall.
 Miss Cahill, Scoil Muire, Wellington Road.
 Rochelle School.
 Coláiste Ciarán, 2 Candem Place.
 Cork Grammar School, Ashton, Blackrock Road.
 Máire Ní Chreimín, 48 An Meall Theas, Corcaí.
 The Manager, St. Theresa's School, Monkstown.
 The Manager, Presentation College, Cork.
 Miss Capliss, Mallow, Co. Cork.

Co. KERRY

Herr Paul Werner, Fossa, Killarney.

Co. LIMERICK

Coláiste an Chroí Naofa, The Crescent.
 Laurel Hill Convent, F.C.J.
 Villiers School.
 Miss S. Fogerty, Eagle Lodge, O'Connell Ave., Limerick.

Co. TIPPERARY

Clochar na Trócaire, Carrick-on-Suir.
 Ardscoil na mBráithre, Clonmel.
 Clochar Loreto, Clonmel.
 Clochar an Chroí Naofa, Roscrea.
 S. Ó Gormáin, Br. na hEaglaise, Nenagh.
 Miss Ann Noonan, Summerhill, Nenagh.

Co. WATERFORD

Waterpark College.
 Convent of the Sacred Heart of Mary, Ferrybank.
 Clochar Ursuilíneach.
 Bishop Foy School.
 Newtown School.
 Reverend J. Coady, Adm., Cathedral Presbytery, Catherine
 Street, Waterford.

CONNAUGHT**Co. GALWAY**

Coláiste Iognáid, Gaillimh.
 Dominican College, Taylor's Hill, Galway.
 Scoil Áine, Mainistir na Coille Móire.

Co. MAYO

C. Ní Rodaigh, Scoil Iosef, Ard na Rí, Ballina.

Co. SLIGO

Ursuline Convent, Sligo.
 Miss Barlow, Annamore Estate, Collooney, Sligo.

ULSTER**Co. DONEGAL**

The Prior School, Lifford.
 Mrs. Blaine, Malinmore, Glencolmcille, Donegal.

List of Private Commercial Schools 1963/64.**LEINSTER****Co. DUBLIN**

Gregg College, 42 Grafton Street, Dublin, 2.
 Merrion Secretarial College, 264 Merrion Road, Dublin, 2.
 St. Louis High School, Rathmines, Dublin, 2.
 Loreto Commercial, North Great George's Street, Dublin.
 Alexandra College, Secretarial Department, Dublin.
 Dominican College, Eccles Street, Dublin.
 Rosse's College, 65 St. Stephen's Green, Dublin, 2.
 Emerson's Commercial College, 30 Lower Abbey Street,
 Dublin.
 St. Anne's Commercial School, Milltown, Co. Dublin.
 Convent of the S.H. of Mary, Roslyn Park, Sandymount,
 Dublin.
 Dominican Commercial College, Dún Laoghaire, Co. Dublin.
 Miss Galway's Secretarial College, 34 Dawson Street, Dublin, 2.
 Holy Faith Commercial, 77 Haddington Road, Ballsbridge,
 Dublin.
 Loreto Commercial College, Crumlin Road, Dublin, 12.

Skerry's College, 76 St. Stephen's Green, Dublin, 2.
 Norwell College, 29 Marino Mart, Dublin.
 Miss O'Donnell's Commercial College, 44 Leinster Road,
 Rathmines, Dublin.
 Miss Regan's Commercial College, O'Connell Street, Dublin, 1.
 Miss Littledale, Kildare Street, Dublin, 2.
 Holy Faith Commercial College, 39 Lr. Dominick Street.
 Our Lady's School, Terenure, Dublin, 6.

Co. KILKENNY

Presentation Convent, Commercial School, Kilkenny.

Co. LOUTH

Miss Murphy's Commercial School, Dundalk.

Co. OFFALY

Mrs. Molloy's Commercial School, Clara, Co. Offaly.

Co. WICKLOW

Barne's Academy, Bray, Co. Wicklow.

MUNSTER

Co. CORK

Skerry's College, 16 South Mall, Cork.
 Premier College, Washington Street, Cork.
 Miss O'Callaghan's School, "Eskerville", Farranlea Park,
 Cork.
 Scoil Muire, Kanturk, Co. Cork.
 Convent of Mercy, Skibbereen, Co. Cork.

Co. KERRY

St. Joseph's Presentation School, An Daingean, Co. Chiarraí.
 The Clonalour Commercial College, Oakpark, Tralee, Co. Kerry.

Co. LIMERICK

Presentation Convent, Sexton Street, Limerick.
 Limerick Commercial College, Ltd., 112 O'Connell Street,
 Limerick.

Co. TIPPERARY

St. Mary's Secretarial School, (Commercial Department),
 Nenagh, Co. Tipperary.
 Miss McDermott's, Limerick Street, Roscrea, Co. Tipperary.

Co. WATERFORD

McNamara's Commercial College, 45, The Manor, Waterford.
 Scoil Mhuire na Dea-Comhairle, Port Mór, Portláirge.
 St. Alphonsus's, Waterford.

CONNAUGHT

Co. GALWAY

Mother of Perpetual Succour Secretarial School, Clifden, Co. Galway.

Grealy's College, St. Helen's Street, Galway.

Miss Broderick, St. Anne's Private Commercial, Cross Street, Loughrea, Co. Galway.

Presentation Convent, Tuam.

Co. LEITRIM

Commercial College, Carrick-on-Shannon, Leitrim.

Co. MAYO

St. Louis Commercial School, Kiltimagh, Co. Mayo.

Convent of Mercy (Commercial) Ballinrobe, Co. Mayo.

Mrs. O'Donnell, Bridge Street, Ballina, Co. Mayo.

Marist Convent, Charlestown, Co. Mayo.

Sacred Heart Secondary (Private Commercial), Westport, Co. Mayo.

Mrs. Kilcullen's Secretarial College, High Street, Ballina, Co. Mayo.

St. Joseph's, Ballyhaunis, Co. Mayo.

St. Joseph's Commercial, Castlebar, Co. Mayo.

St. Bernadette's Private Commercial, Swinford, Co. Mayo.

Co. ROSCOMMON

St. Jude's Commercial School, Ballaghaderreen, Co. Roscommon.

Commercial School, Castlecoote, Fuerty, Roscommon.

Miss Regan, The School of Commerce, Ballaghaderreen, Roscommon.

Miss Keegan, Commercial Academy, Sleeveen, Roscommon.

Co. SLIGO

Ursuline Convent, Sligo.

Marist Convent (Commercial), Tubbercurry, Co. Sligo.

St. Vincent's, Sligo.

ULSTER

Co. CAVAN

St. Clare's Commercial, Cavan.

Loreto Commercial College, Cavan.

St. Clare's Convent, Ballyjamesduff, Co. Cavan.

List of Religious Institutions 1963/64.

JUNIORATES

Ladies of Mary, Castlecor, Ballymahon, Co. Longford.

Convent of the Daughters of the Holy Ghost, Monaghan.

St. Teresa's Juniorate, Nazareth House, Fahan, Co. Donegal.

St. Mary's College, Youghal, Co. Cork.

Convent of the Sisters of St. Joseph of Annecy, Killorglin,
Co. Kerry.

Convent of the Sisters of the Incarnate Word, Carrigoran,
Newmarket-on-Fergus, Co. Clare.

Missionary Convent, "Lourdesville", Bailieboro, Co. Cavan.

NOVITIATES AND SCHOLASTICATES

CARMELITES

St. Joseph's House of Studies, Gort Muire, Dundrum, Co.
Dublin.

Novitiate, Kinsale, Co. Cork.

CARMELITES (DISCALCED)

St. Mary's, Gayfield, Morehampton Road, Dublin, 4.

HOLY GHOST

Holy Ghost Missionary College, Kimmage Manor, Dublin, 6.

VINCENTIANS

All Hallow's College, Drumcondra.

St. Kevin's, Glenart, Arklow, Co. Wicklow.

DOMINICAN

St. Mary's Priory, Tallaght, Co. Dublin.

ROSMINIANS

Rosminian Scholasticate, Glen Comeragh House, Kilsheelan,
Co. Tipperary.

MAYNOOTH MISSION TO CHINA

St. Columban's College, Dalgan Park, Navan.

MISSIONARIES OF THE SACRED HEART

Moyne Park, Ballyglunin, Co. Galway.

M.S.C. Novitiate, Leap, Co. Cork.

OBLATES

House of Philosophy, Belmont House, Blackrock, Co. Dublin.
Our Lady's Scholasticate, Piltown, Co. Kilkenny.

PASSIONISTS

St. Paul's Retreat, Mount Argus, Dublin, 6.

PREMONSTRATENSANS

Abbey of the Most Holy Trinity and St. Norbert, Kilnacrott,
Ballyjamesduff, Co. Cavan.

REDEMPTORISTS

Cluain Mhuire, Galway.
Mount St. Alphonsus, Limerick.

JESUITS

House of Studies, Milltown Park, Dublin, 6.

MARISTS

Mount St. Mary's, Milltown, Dublin, 6.

SOCIETY OF ST. PATRICK FOR FOREIGN MISSIONS

St. Patrick's College, Kiltegan, Co. Wicklow.
St. Patrick's House of Studies, Douglas, Cork.

SOCIETY OF THE DIVINE WORD

St. Patrick's Novitiate, Donamon Castle, Co. Roscommon.

THE WHITE FATHERS

St. Augustine's Seminary, Blacklion, Co. Cavan.

ST. JOHN OF GOD

St. John of God Brothers, Stillorgan, Co. Dublin.

CISTERCIAN

Mellifont Abbey, Collon, Drogheda, Co. Louth.
Mount Melleray, Cappoquin, Co. Waterford.
Mount St. Joseph, Roscrea, Co. Tipperary.

FRANCISCAN—CAPUCHIN ORDER (O.F.M.Cap.)

Friary of St. Francis, Walkin Street, Kilkenny.
Friary of St. Bonaventure, Cork.
Ard-Mhuire, Cashelmore, Co. Donegal.

SECULAR SEMINARIES

St. Patrick's College, Thurles (Seminary)
Holy Cross College, Clonliffe, Dublin.
St. Patrick's College, Carlow.
St. Peter's College, Wexford.
St. Kieran's College, Kilkenny.
St. John's College, Waterford.
St. Patrick's College, Maynooth, Co. Kildare.
School of Philosophy, Mount Mellary, Cappoquin.
St. John of God Brothers, Stillorgan, Co. Dublin.

TABLE 1.1

Number of Pupils in National Schools on 1st February, 1964 by County (or County Borough) and by Standard

County or County Borough	Standard								Special Classes in National Schools	Special Schools	Secondary Tops	Total	
	Infants	1st	2nd	3rd	4th	5th	6th	7th and 8th					
Carlow	1,445	778	821	781	782	722	602	94	24	182	449	6,125	
Cavan	1,768	1,267	1,251	1,243	1,213	1,240	925	255				9,186	
Clare	2,773	1,446	1,552	1,481	1,544	1,537	1,269	134				11,736	
Cork City	5,228	2,379	2,367	2,312	2,121	2,195	1,824	331				19,388	
Cork County	8,272	4,435	4,420	4,393	4,362	4,371	3,495	436	278	125	588	34,897	
Donegal	3,392	2,403	2,270	2,433	2,453	2,512	2,139	1,103				18,802	
Dublin City	24,749	12,879	11,640	11,244	11,125	11,180	8,876	1,357				95,948	
Dublin County	5,613	2,865	2,793	2,419	2,314	2,256	1,743	229				21,648	
Galway	5,884	3,429	3,269	3,469	3,443	3,405	2,897	961	47	43	67	26,867	
Kerry	4,270	2,455	2,466	2,416	2,461	2,435	2,158	599				19,260	
Kildare	2,876	1,587	1,594	1,588	1,516	1,576	1,209	229		100	240	257	12,515
Kilkenny	2,705	1,362	1,447	1,409	1,356	1,373	1,017	200					11,157
Laois	1,717	913	988	962	931	919	675	172	31	36	82	7,474	
Leitrim	1,066	712	618	615	659	642	578	190				5,176	
Limerick City	2,860	1,594	1,185	1,218	1,194	1,140	915	107				10,249	
Limerick County	3,385	1,848	1,843	1,934	1,911	1,882	1,479	126				14,515	
Longford	1,082	666	673	696	664	693	568	118	25	111	336	5,160	
Louth	2,984	1,486	1,553	1,460	1,541	1,433	1,128	350				12,103	
Mayo	4,248	2,657	2,614	2,737	2,714	2,698	2,299	600				20,567	
Meath	2,402	1,501	1,502	1,565	1,539	1,379	1,107	241				11,236	
Monaghan	1,654	997	1,023	1,080	991	1,037	799	437	1	120	556	8,018	
Offaly	2,463	1,421	1,253	1,286	1,185	1,187	856	138				9,981	
Roscommon	2,122	1,207	1,237	1,306	1,260	1,283	1,066	329				10,230	
Sligo	1,968	1,112	1,105	1,155	1,129	1,173	974	291				9,224	
Tipperary	5,192	2,864	2,855	2,787	2,830	2,815	2,243	490	21	36	83	22,413	
Waterford City	1,374	634	611	611	573	613	573	296				5,642	
Waterford County	1,673	925	892	942	890	840	719	180				7,264	
Westmeath	2,232	1,203	1,313	1,303	1,336	1,303	945	232				10,007	
Wexford	3,194	1,897	1,893	1,931	1,969	1,811	1,406	522	371	2,793	6,696	15,179	
Wicklow	2,265	1,371	1,264	1,270	1,213	1,137	864	143				9,646	
TOTAL	112,856	62,293	60,315	60,046	59,219	58,787	47,348	10,889				481,613	

*Number of Pupils in National Schools on 1st February, 1964 by County (or County Borough) and by Age
(Excluding Special Schools and Secondary Tops)*

County or County Borough	Age on 1st February, 1964															Total all Ages
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Carlow	230	532	650	734	692	700	695	686	612	400	86	8	—	—	—	6,025
Cavan	258	726	987	1,093	1,102	1,096	1,088	1,089	980	661	103	3	—	—	—	9,186
Clare	386	1,025	1,327	1,339	1,304	1,306	1,361	1,404	1,311	799	161	11	2	—	—	11,736
Cork City	984	2,172	2,285	2,268	2,137	2,017	2,021	2,025	1,758	910	168	12	—	—	—	18,757
Cork County ...	1,157	3,038	3,913	3,952	3,969	3,979	4,021	4,064	3,572	2,072	400	44	2	1	—	34,184
Donegal	668	1,486	1,892	2,042	2,024	2,163	2,176	2,271	2,040	1,598	293	37	11	4	—	18,705
Dublin City ...	4,351	9,902	11,495	11,278	10,644	10,164	10,139	10,289	8,900	5,579	521	62	4	—	—	93,328
Dublin County ...	1,159	2,362	2,664	2,549	2,387	2,232	2,201	1,995	1,677	929	118	6	—	—	—	20,279
Galway	1,018	2,163	2,867	3,069	2,897	3,107	3,133	3,110	2,806	2,024	497	54	5	7	—	26,757
Kerry	745	1,551	2,088	2,221	2,187	2,330	2,224	2,308	1,998	1,274	283	41	9	1	—	19,260
Kildare	332	1,084	1,384	1,378	1,456	1,485	1,352	1,452	1,271	775	155	36	13	2	—	12,175
Kilkenny	540	1,060	1,196	1,265	1,268	1,257	1,281	1,235	1,088	584	83	10	2	—	—	10,869
Laois	322	651	793	819	844	853	839	833	747	478	92	5	1	—	—	7,277
Leitrim	184	428	562	576	538	580	621	605	522	379	83	2	—	—	—	5,080
Limerick City ...	862	1,053	1,199	1,197	1,005	1,128	1,059	1,037	934	593	120	20	5	1	—	10,213
Limerick County ...	381	1,188	1,564	1,600	1,692	1,632	1,755	1,809	1,568	992	200	26	1	—	—	14,408
Longford	179	411	553	583	573	605	622	598	550	395	81	9	1	—	—	5,160
Louth	619	1,146	1,317	1,365	1,313	1,386	1,406	1,376	1,180	701	112	13	1	—	—	11,935
Mayo	593	1,547	2,165	2,211	2,304	2,453	2,470	2,473	2,230	1,718	366	30	4	3	—	20,567
Meath	367	886	1,243	1,318	1,359	1,402	1,305	1,324	1,126	752	105	27	19	3	—	11,236
Monaghan	404	727	882	906	838	906	905	850	823	555	143	54	23	2	—	8,018
Offaly	426	884	1,103	1,174	1,186	1,109	1,147	1,073	975	615	91	5	1	—	—	9,789
Roscommon	363	862	1,061	1,107	1,064	1,143	1,168	1,097	1,003	699	196	36	7	4	—	9,810
Sligo	430	775	943	1,006	975	1,029	1,087	1,001	918	576	138	22	5	2	—	8,907
Tipperary	1,025	2,032	2,414	2,482	2,501	2,495	2,472	2,577	2,267	1,358	339	71	23	19	2	22,077
Waterford City ...	442	565	580	573	612	519	570	560	494	263	81	25	3	1	—	5,288
Waterford County ...	266	625	760	821	744	868	777	853	713	475	129	23	5	2	—	7,061
Westmeath	443	853	1,106	1,110	1,081	1,149	1,202	1,160	1,009	670	100	4	—	—	—	9,887
Wexford	533	1,126	1,583	1,605	1,694	1,680	1,717	1,695	1,520	1,121	248	62	21	12	6	14,623
Wicklow	281	887	1,070	1,116	1,129	1,085	1,133	1,060	1,025	640	94	5	2	—	—	9,527
TOTAL ...	19,948	43,747	53,646	54,757	53,519	53,858	53,947	53,909	47,617	30,585	5,586	763	170	64	8	472,124

Source: February Census, 1964.

TABLE 1.3

*Non-Aided Primary Schools**Infant, Junior and Preparatory**Number of Pupils on 1st February, 1964*

Age on 1st February, 1964	Infant, Nursery or Kindergarten		Junior or Preparatory (Primary Level)		Total Boys and Girls
	Boys	Girls	Boys	Girls	
Under 4 years ...	87	96	14	20	217
4 years but under 5	607	703	131	156	1,597
5 " " " 6	869	980	209	299	2,357
6 " " " 7	682	827	414	617	2,540
7 " " " 8	255	523	820	997	2,595
8 " " " 9	52	258	1,204	1,188	2,702
9 " " " 10	41	234	1,245	1,265	2,785
10 " " " 11	47	178	1,360	1,272	2,857
11 " " " 12	36	121	1,162	1,117	2,436
12 " " " 13	35	43	406	342	826
13 " " " 14	23	16	108	73	220
14 " " " 15	—	2	7	10	19
TOTAL ...	2,734	3,981	7,080	7,356	21,151

Source: February Census, 1964.

Note: Some of these schools are, at least in part, special schools for handicapped children. Hence the small numbers of older children in the infant nursery and kindergarten schools.

TABLE 1.4

Number of Pupils in Recognised Secondary Schools on 1st February, 1964

Age on 1st February, 1964	Intermediate				Leaving Certificate				Total Boys and Girls
	Boys		Girls		Boys		Girls		
	Eligible for Recognition	Non- Recognised	Eligible for Recognition	Non- Recognised	Eligible for Recognition	Non- Recognised	Eligible for Recognition	Non- Recognised	
11 years, under 12 years	139	229	250	272					890
12 " " 13 "	2,451	265	2,706	226	1				5,649
13 " " 14 "	8,034	94	7,904	45			1		16,078
14 " " 15 "	9,394	85	9,539	94	21		35	3	19,171
15 " " 16 "	7,838	83	8,056	127	856	8	1,028	27	18,023
16 " " 17 "	2,956	46	2,620	69	4,332	78	4,417	45	14,563
17 " " 18 "	382	9	319	45	4,867	89	4,113	33	9,857
18 " " 19 "	36	—	18	1	1,883	47	1,309	19	3,313
19 " " 20 "	2	—	—	—	234	26	80	8	350
20 years and over	—	—	—	—	27	17	4	6	54
TOTAL ...	31,232	811	31,412	879	12,221	265	10,987	141	87,948

Source: February Census, 1964.

TABLE 1.5

Students Enrolled in Vocational Schools (Day Courses) on 1st February, 1964

Age on 1st February, 1964	Whole-time Continuation		Apprentice Courses (Part-time)		Other Part-time Classes			
					Vocational		Adult Education	
	Boys	Girls	Male	Female	Male	Female	Male	Female
12 years but under 13 years ...	85	50	—	—	2	4	—	—
13 " " " 14 " ...	2,745	1,969	1	—	12	1	—	—
14 " " " 15 " ...	6,012	4,254	35	6	69	6	—	—
15 " " " 16 " ...	4,803	3,482	184	21	60	10	1	—
16 " " " 17 " ...	2,046	1,914	448	81	85	11	39	20
17 " " " 18 " ...	476	740	590	76	76	13	29	3
18 " " " 19 " ...	98	215	539	34	60	42	46	14
19 " " " 20 " ...	12	55	383	10	71	17	39	11
20 " " " 21 " ...	2	4	207	8	41	1	16	10
21 " " " 22 " ...	1	2	70	3	24	1	10	10
22 " " " 23 " ...	—	1	28	1	31	—	10	4
23 " " " 24 " ...	—	—	11	—	5	—	6	41
24 " " " 25 " ...	—	1	2	—	5	—	—	—
25 " " and over ...	—	2	19	1	36	201	107	265
TOTAL ...	16,280	12,689	2,517	241	577	307	303	385

Source: February Census, 1964.

TABLE 1.6

Students Attending Whole-Time Day Technical Courses on 1st February, 1964

Age on 1st February, 1964	Male	Female	Total
Under 15	—	2	2
15 years, under 16	24	25	49
16 " " 17	155	67	222
17 " " 18	205	71	276
18 " " 19	306	79	385
19 " " 20	213	56	269
20 " " 21	142	29	171
21 " " 22	80	16	96
22 " " 23	40	7	47
23 " " 24	19	3	22
24 " " 25	27	1	28
25 and over	17	17	34
Not stated	5	1	6
TOTAL ...	1,233	374	1,607 ¹

Source: February Census, 1964.¹Includes 594 third level students.

TABLE 1.7

Number of Students in Full-Time Attendance at Agricultural Schools and Colleges, Forestry Training Schools, Rural Schools of Domestic Economy and Residential Schools of Domestic Economy, on 1st February, 1964

Age on 1st February, 1964	Agricultural Schools and Colleges and Forestry schools ¹	Rural Schools of Domestic Economy	Residential Schools of Domestic Economy ²	TOTAL	
				Male	Female
Under 13 years ...	—	—	—	—	—
13 years, under 14 ...	—	—	2	—	2
14 " " 15 ...	2	6	20	2	26
15 " " 16 ...	49	76	66	49	142
16 " " 17 ...	100	122	109	100	231
17 " " 18 ...	85	57	94	85	151
18 " " 19 ...	111	40	60	111	100
19 " " 20 ...	97	21	28	97	49
20 " " 21 ...	75	21	17	75	38
21 " " 22 ...	25	3	2	25	5
22 " " 23 ...	8	—	1	8	1
23 " " 24 ...	4	—	1	4	1
24 " " 25 ...	—	—	1	—	1
25 years and over ...	4	1	2	4	3
TOTAL ...	560	347	403	560	750

Note: There were also 24 students attending part-sessional courses—19 boys (1 age 17, 3 age 18, 15 age not stated) and 5 girls in residential schools of domestic economy (4 age 16 and 1 age 19).

¹Agricultural schools and colleges are conducted or recognised by the Department of Agriculture. Forestry training schools are conducted by the Forestry Division, Department of Lands.

²These schools are recognised by the Department of Education.

Source: February Census, 1964.

TABLE 1.8

Number of Students in Full-Time Attendance on 1st February, 1964, at Educational Establishments Conducted by the Department of Defence

Age on 1st February, 1964	Second Level	Third Level
Under 15 years	8	
15 years, under 16 years	17	
16 " " 17 "	73	
17 " " 18 "	74	3
18 " " 19 "	107	35
19 " " 20 "	51	40
20 " " 21 "	22	14
21 " " 22 "	6	2
22 " " 23 "	4	
23 " " 24 "	1	
TOTAL ...	363	94

Source: February Census, 1964.

TABLE 1.9

Number of Persons in detention on 1st February, 1964, in attendance at Classes in General Education Conducted by the Department of Justice

Age on 1st February, 1964	First Level		Second Level	
	Full-time	Part-time	Full-time	Part-time
16 years, under 17 years	2		13	—
17 " " 18 "	4	1	15	—
18 " " 19 "	4	1	15	—
19 " " 20 "	3	5	9	—
20 " " 21 "	1	2	5	—
21 " " 22 "		12		
22 " " 23 "		12		
23 " " 24 "		2		
24 " " 25 "		2		
25 years and over ...		9		
TOTAL ...	14	46	57	—

Note: Classes conducted in St. Patrick's Institution and Mountjoy Prison.

Source: February Census, 1964.

TABLE 1.10

*Private Commercial and Secretarial Schools**Number of Students enrolled in full-time day courses on 1st February, 1964*

Age on 1st February, 1964	Male	Female	Total
Under 14 years	—	11	11
14 years but under 15 years	1	78	79
15 " " " 16 " " " "	—	155	155
16 " " " 17 " " " "	4	374	378
17 " " " 18 " " " "	3	524	527
18 " " " 19 " " " "	44	671	715
19 " " " 20 " " " "	11	168	179
20 " " " 21 " " " "	—	40	40
21 " " " 22 " " " "	1	18	19
22 " " " 23 " " " "	1	10	11
23 " " " 24 " " " "	—	2	2
24 " " " 25 " " " "	1	4	5
Over 25	4	14	18
TOTAL	70	2,069	2,139

Source: February Census, 1964.

TABLE 1.11

*Non-Grant-Aided Religious Educational Establishments**Total number of Students following wholetime courses on 1st February, 1964*

	Second Level			Third Level ¹			Total
	Irish Nationals		Non-Nationals	Irish Nationals		Non-Nationals	
	* Male	Female	Male	Male	Female	Male	
Under 13 years	—	—	—	—	—	—	—
13 years but under 14	—	21	—	—	—	—	21
14 " " " 15	—	22	2	—	—	—	24
15 " " " 16	—	24	—	—	—	—	24
16 " " " 17	1	13	—	—	—	—	14
17 " " " 18	3	14	1	21	—	3	42
18 " " " 19	3	—	—	78	—	14	95
19 " " " 20	10	—	—	195	6	12	223
20 " " " 21	5	—	1	226	3	7	242
21 " " " 22	—	—	—	231	2	5	238
22 " " " 23	1	—	4	203	—	9	217
23 " " " 24	2	—	1	215	—	10	228
24 " " " 25	1	—	1	181	1	13	197
25 and over	2	—	2	307	—	44	355
TOTAL	28	94	12	1,657	12	117	1,920

*Source: February Census, 1964.*¹Includes 294 students in St. Patrick's College, Maynooth, not counted under University.*Note: For coverage see paragraph 8 in text.*

TABLE 1.12

*Number of Students in Full-Time Attendance on 1st February, 1964, at Radio Schools¹
recognised by the Department of Posts and Telegraphs*

(All Male)

Age on 1st February, 1964	Total
Under 16 years	—
16 years, under 17 years	2
17 " " 18 " " " "	17
18 " " 19 " " " "	39
19 " " 20 " " " "	23
20 " " 21 " " " "	22
21 " " 22 " " " "	12
22 " " 23 " " " "	4
23 " " 24 " " " "	4
24 " " 25 " " " "	5
25 years and over	1
TOTAL ...	129 ²

¹Other than radio schools conducted by vocational education committees.

²There were also 2 students in attendance for a part-sessional course, one aged 18 years and one aged 20 years.

Source: February Census, 1964.

Age	DAY-STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17 years	4	5	—	—	—	—	—	—	—	—	—	—
17 years, under 18	307	194	—	—	—	—	—	—	2	1	—	—
18 " " 19	1,020	487	—	1	9	25	—	—	4	4	18	1
19 " " 20	1,181	472	—	1	20	20	—	—	12	4	34	1
20 " " 21	1,004	368	7	10	15	18	10	32	26	35	32	3
21 " " 22	651	152	20	2	—	6	39	12	53	33	4	4
22 " " 23	423	104	26	8	—	—	27	11	79	50	3	—
23 " " 24	256	63	14	4	—	1	21	12	70	23	5	1
24 " " 25	177	50	18	2	—	1	14	8	61	33	1	2
25 " " 26	111	45	14	4	1	2	18	9	41	19	1	—
26 " " 27	77	24	11	1	1	1	13	6	29	22	1	1
27 " " 28	77	17	9	2	3	1	14	3	31	12	1	1
28 " " 29	52	19	6	1	—	—	4	2	18	12	1	1
29 " " 30	45	6	4	2	1	2	9	6	16	12	—	1
30 years and over	104	60	70	10	5	13	44	22	77	31	2	1
Age stated as over 21 years† ...	363	171	62	17	16	—	48	46	55	27	6	—
TOTAL	5,852	2,237	261	65	71	90	261	169	574	318	109	17

Source: February Census, 1964.

†Students at University College, Cork, in respect of whom data by individual year of age were not available.

¹The following students are not included :

Part-time students, other than the evening students referred to below.

Occasional students, that is students taking intramural courses of lectures or laboratory instruction, which, although of a university standard and given by university staff, do not lead directly to a degree or diploma, e.g. solicitors apprentices attending some law course lectures.

Students attending courses not of university standard.

Students attending extra-mural courses.

²Advanced *Degree* students are those working for higher degrees other than diplomas.

³Diploma Students are those working for a university diploma for which a primary degree is not a necessary prerequisite.

⁴Advanced *diploma* students are those working for university diplomas for which a primary degree (or equivalent medical qualification) is a necessary prerequisite. Students for the Higher Diploma in Education, Diploma in Public Health etc. will fall in this category.

⁵Only those evening students are included whose courses are comparable to those followed by full-time day students. Week-end students who are following a full university course are included under evening students.

NOTE : Where students came under more than one of the categories in the table they were included in *one category only*, (that with which they were primarily concerned).

TABLE 1.14

*University: National University of Ireland**Number of Registered Students¹ with Normal Home Residence in the State on 1 February, 1964**(26-County Students, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17 years	4	5	—	—	—	—	—	—	—	—	—	—
17 years, under 18	297	184	—	—	—	—	—	—	2	1	—	—
18 " " 19	991	455	—	1	9	25	—	—	4	4	18	1
19 " " 20	1,129	442	—	1	20	18	—	—	12	4	34	1
20 " " 21	944	331	7	10	15	18	10	31	26	35	32	3
21 " " 22	607	123	20	1	—	6	39	12	53	33	4	4
22 " " 23	389	82	24	7	—	—	27	11	79	50	3	—
23 " " 24	214	48	14	4	—	1	20	10	68	23	5	1
24 " " 25	142	36	16	1	—	—	14	8	61	33	1	2
25 " " 26	85	37	12	3	—	2	18	8	40	19	1	—
26 " " 27	54	20	10	—	—	1	12	6	29	22	1	1
27 " " 28	54	15	9	2	2	1	13	3	31	12	1	1
28 " " 29	31	14	5	1	—	—	3	2	18	12	1	1
29 " " 30	29	6	3	2	—	1	8	6	16	12	—	1
30 years and over	66	50	34	10	4	5	43	21	75	31	2	1
Age stated as over 21 years† ...	317	137	57	15	16	—	48	44	55	27	6	—
TOTAL	5,353	1,985	211	58	66	78	255	162	569	318	109	17

Source : February Census, 1964.

For footnotes see Table 1.13.

†Students at University College, Cork, in respect of whom data by individual year of age were not available.

TABLE 1.15

University College, Dublin

Number of Registered Students¹ on 1 February, 1964

(All Students, by Sex)

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17												
17 years, under 18	196	98										
18 " " 19	642	290		1		25				3	18	1
19 " " 20	692	255				20				3	34	1
20 " " 21	623	214	4	3		18	1	7	16	30	32	3
21 " " 22	500	117	13	1		6	16	4	52	33	4	4
22 " " 23	344	80	18	6			15	6	77	45	3	
23 " " 24	216	52	11	3		1	12	9	64	22	5	1
24 " " 25	141	39	16	2		1	7	8	56	31	1	2
25 " " 26	83	37	12	4	1	2	14	7	40	17	1	
26 " " 27	59	18	10	1	1	1	9	4	25	19	1	1
27 " " 28	61	13	9	2	3	1	12	2	26	11	1	1
28 " " 29	46	16	6	1			4	1	14	10	1	1
29 " " 30	36	5	4	2	1	2	6	6	14	10		1
30 years and over	92	52	64	8	5	13	40	21	70	25	2	1
TOTAL	3,731	1,286	167	34	11	90	136	75	454	259	103	17

Source: February Census, 1964.

For footnotes see Table 1.13.

TABLE 1.16

*University College, Dublin**Number of Registered Students¹ with Normal Home Residence in the State on 1 February, 1964**(26-County Students, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17												
17 years, under 18	187	89										
18 " " 19	618	264		1		25				3	18	1
19 " " 20	651	231				18				3	34	1
20 " " 21	580	179	4	3		18	1	6	16	30	32	3
21 " " 22	461	88	13			6	16	4	52	33	4	4
22 " " 23	310	60	16	5			15	6	77	45	3	
23 " " 24	181	37	11	3		1	11	7	62	22	5	1
24 " " 25	111	27	14	1			7	8	56	31	1	2
25 " " 26	63	33	10	3		2	14	6	39	17	1	
26 " " 27	41	16	9			1	8	4	25	19	1	1
27 " " 28	42	12	9	2	2	1	11	2	26	11	1	1
28 " " 29	28	12	5	1			3	1	14	10	1	1
29 " " 30	22	5	3	2		1	5	6	14	10		1
30 years and over	61	45	28	8	4	5	39	20	68	25	2	1
TOTAL	3,360	1,078	122	29	6	78	130	70	449	259	103	17

Source: February Census, 1964.
For footnotes see Table 1.13.

TABLE 1.17
University College, Cork
Number of Registered University Students¹ on 1 February, 1964
(All Students, by Sex)

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17	4	4										
17 years, under 18	88	72							2	1		
18 " " 19	229	111			9				4	1		
19 " " 20	284	101		1	20				12	1		
20 " " 21	201	68	2	4	15		5	15	10	3		
Over 21 years	363	171	62	17	16		48	46	55	27	6	
TOTAL	1,169	527	64	22	60		53	61	83	33	6	

Source: February Census, 1964.
 For footnotes see Table 1.13.

TABLE 1.18
University College, Cork
Number of Registered Students¹ with Normal Home Residence in the State on 1 February, 1964
(26-County Students, by Sex)

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17	4	4										
17 years, under 18	87	71							2	1		
18 " " 19	225	105			9				4	1		
19 " " 20	276	96		1	20				12	1		
20 " " 21	188	66	2	4	15		5	15	10	3		
Over 21 years	317	137	57	15	16		48	44	55	27	6	
TOTAL	1,097	479	59	20	60		53	59	83	33	6	

Source: February Census, 1964.
 For footnotes see Table 1.13.

TABLE 1.19

*University College, Galway**Number of Registered University Students¹ on 1 February, 1964**(All Students, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17		1										
17 years, under 18	23	24										
18 " " 19	149	86										
19 " " 20	205	116										
20 " " 21	180	86	1	3			4	10		2		
21 " " 22	151	35	7	1			23	8	1			
22 " " 23	79	24	8	2			12	5	2	5		
23 " " 24	40	11	3	1			9	3	6	1		
24 " " 25	36	11	2				7		5	2		
25 " " 26	28	8	2				4	2	1	2		
26 " " 27	18	6	1				4	2	4	3		
27 " " 28	16	4					2	1	5	1		
28 " " 29	6	3						1	4	2		
29 " " 30	9	1					3		2	2		
30 years and over	12	8	6	2			4	1	7	6		
TOTAL	952	424	30	9			72	33	37	26		

Source: February Census, 1964.
For footnotes see Table 1.13.

TABLE 1.20

*University College, Galway**Number of Registered Students¹ with Normal Home Residence in the State on 1 February, 1964**(26-County Students, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵			
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree		Diploma	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17		1										
17 years, under 18	23	24										
18 " " 19	148	86										
19 " " 20	202	115										
20 " " 21	176	86	1	3			4	10		2		
21 " " 22	146	35	7	1			23	8	1			
22 " " 23	75	22	8	2			12	5	2	5		
23 " " 24	33	11	3	1			9	3	6	1		
24 " " 25	31	9	2				7		5	2		
25 " " 26	22	4	2				4	2	1	2		
26 " " 27	13	4	1				4	2	4	3		
27 " " 28	14	3					2	1	5	1		
28 " " 29	3	2						1	4	2		
29 " " 30	7	1					3		2	2		
30 years and over	5	5	6	2			4	1	7	6		
TOTAL	896	408	30	9			72	33	37	26		

Source: February Census, 1964.
For footnotes see Table 1.13.

TABLE 1.21

*University: Trinity College, Dublin**Number of Registered University Students¹ on 1 February, 1964**(All Students, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵	
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17										
17 years, under 18	21	10								
18 " " 19	132	82								
19 " " 20	284	174				4			1	
20 " " 21	354	194	1						1	1
21 " " 22	339	136	5			1	1	2	4	1
22 " " 23	223	86	18	2			12	10	3	
23 " " 24	110	24	19	9			11	6	5	3
24 " " 25	87	9	26	5			8	4	2	1
25 " " 26	58	7	21	8			2	1	2	
26 " " 27	34	2	11	2			4	1	3	
27 " " 28	31	3	16	1	2		2	2	1	
28 " " 29	20	1	8	3			1	2	3	
29 " " 30	13	—	14	—	1		1	1		
30 years and over	33	6	87	11	3		16	13	12	3
TOTAL	1,739	734	226	41	6	5	58	42	37	9

*Source: February Census, 1964.**For footnotes see Table 1.13.*

TABLE 1.22

*University: Trinity College, Dublin**Number of Registered Students¹ with Normal Home Residence in the State on 1 February, 1964**(26-County Students only, by Sex)*

Age	DAY STUDENTS								EVENING STUDENTS ⁵	
	Primary Degree		Advanced Degree ²		Diploma ³		Advanced Diploma ⁴		Primary Degree	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 17										
17 years, under 18	14	6								
18 " " 19	86	42								
19 " " 20	138	69				2			1	
20 " " 21	141	62	1						1	1
21 " " 22	115	49	3			1	1	2	4	1
22 " " 23	77	23	14	2			8	7	3	
23 " " 24	26	6	11	6			4	6	5	3
24 " " 25	23	5	12	4			3	2	2	1
25 " " 26	6		9	3			2		2	
26 " " 27	11	1	4	2				1	3	
27 " " 28	7	1	8	1			1	2	1	
28 " " 29	3	1	5	2			1	2	3	
29 " " 30	2		6					1		
30 years and over	14	3	44	3	2		1	4	12	3
TOTAL	663	268	117	23	2	3	21	27	37	9

*Source: February Census, 1964.**For footnotes see Table 1.13.*

TABLE 1.23
St. Patrick's College, Maynooth
Number of Registered Students¹ on 1st February, 1964
(All Male)

Age	Day Students		
	Primary Degree	Advanced Degree ²	Diploma ³
Under 17			
17 years, under 18 years	15		
18 " " 19 "	67		
19 " " 20 "	79		
20 " " 21 "	69		13
21 " " 22 "	18	1	45
22 " " 23 "	2		51
23 " " 24 "	1		58
24 " " 25 "			61
25 " " 26 "			23
26 " " 27 "			3
27 " " 28 "			2
28 " " 29 "			1
29 " " 30 "			
30 years and over ...			1
TOTAL ...	251	1	258

Source: February Census, 1964.
 For footnotes see Table 1.13.

TABLE 1.24
St. Patrick's College, Maynooth
Number of Registered Students¹ with Normal Home Residence in the State, on 1st
February, 1964
(26-County Students only, all male)

Age	Day Students		
	Primary Degree	Advanced Degree ²	Diploma ³
Under 17			
17 years, under 18 years	12		
18 " " 19 "	61		
19 " " 20 "	70		
20 " " 21 "	57		12
21 " " 22 "	17		38
22 " " 23 "	1		39
23 " " 24 "	1		48
24 " " 25 "			56
25 " " 26 "			21
26 " " 27 "			2
27 " " 28 "			2
28 " " 29 "			1
29 " " 30 "			
30 years and over ...			1
TOTAL ...	219		220

Source: February Census, 1964.
 For footnotes see Table 1.13.

TABLE 1.25

Royal College of Surgeons in Ireland
Number of Registered Students on 1 February, 1964
(All Students by Sex)

Age	DAY STUDENTS							
	Primary Degree		Pre-Registration		External Students		Primary Fellowship Class	
	Male	Female	Male	Female	Male	Female	Male	Female
Under 17 years								
17 years, under 18	2	1	6	2				
18 " " 19	4	2	16	3				
19 " " 20	11		18	4				
20 " " 21	21	4	13	5				
21 " " 22	35	11	15	2	2			
22 " " 23	42	15	12	3				
23 " " 24	49	11	9		2			
24 " " 25	60	11	3	1				
25 " " 26	63	10	4		4	1	57 ¹	2 ¹
26 " " 27	36	2	1		3			
27 " " 28	35	3	2		5			
28 " " 29	27	4	5		4			
29 " " 30	24	1	1		5			
30 years and over	67	9	3		11	2		
TOTAL	476	84	108	20	36	3	57	2

Source: February Census, 1964.

¹Returned as 'over 23 years.'

TABLE 1.26

Royal College of Surgeons in Ireland
Number of Registered Students with Normal Home Residence in the State, on 1 February, 1964
(26-County Students only by Sex)

Age				DAY STUDENTS							
				Primary Degree		Pre-Registration		External		Primary Fellowship Class	
				Male	Female	Male	Female	Male	Female	Male	Female
Under 17 years	...	...	...								
17 years, under 18	...	...	...		1	3	1				
18 " " 19	...	...	...	1	2	11	1				
19 " " 20	...	...	...	8		1					
20 " " 21	...	...	...	11	2	1	1				
21 " " 22	...	...	...	14	3	3					
22 " " 23	...	...	...	11	8		1				
23 " " 24	...	...	...	9	5	1					
24 " " 25	...	...	...	3	1	1	1				
25 " " 26	...	...	...	8	3						
26 " " 27	...	...	...	8							
27 " " 28	...	...	...	5	1						
28 " " 29	...	...	...	5	1						
29 " " 30	...	...	...	2							
30 years and over	...	...	...	13	5	1			1		
TOTAL	...	...	...	98	32	22	5		1		2

Source: February Census, 1964.

¹Returned as 'over 23 years.'

TABLE 1.27

Number of Students in Full-Time attendance at the National College of Art on 1st February, 1964

Age on 1st February, 1964	Male	Female	Total
Under 17 years	1	2	3
17 years	4	9	13
18 „	17	22	39
19 „	14	24	38
20 „	12	7	19
21 „	10	6	16
22 „	6	3	9
23 „	2	2	4
24 „	2	4	6
25 years and over	2	4	6
TOTAL ...	70	83	153

Source: February Census, 1964.

TABLE 1.28

Number of Students in Full-Time attendance at the College of Pharmacy on 1st February, 1964

Age on 1st February, 1964	Pharmacy Students (third year)		Assistants ¹	
	Male	Female	Male	Female
Under 17 years				
17 years				
18 „				
19 „				
20 „		2		
21 „	3	3		2
22 „	1	3		6
23 „	3			3
24 „	5			1
25 „	1		1	
26 „				1
27 „				
28 „				
29 „	1			
30 years and over	2		2	3
TOTAL ...	16	8	3	16

Source: February Census, 1964.

¹Students attending the course for pharmaceutical assistants. This course is organized on a sandwich basis.

TABLE 1.29

Number of Students in National Teacher Training Colleges on 1 February, 1964

Age on 1 February, 1964	1st Year					2nd Year					Grand Total
	Men		Women		Total	Men		Women		Total	
	Brothers	Lay	Nuns	Lay		Brothers	Lay	Nuns	Lay		
16 years, under 17	—	—	—	—	—	—	—	—	—	—	—
17 " " 18	2	10	—	44	56	—	8	—	—	8	64
18 " " 19	3	49	—	152	204	6	40	—	57	103	307
19 " " 20	35	50	4	80	169	15	42	1	143	201	370
20 " " 21	13	3	9	3	28	15	—	3	66	84	112
21 " " 22	9	1	21	—	31	14	5	7	7	33	64
22 " " 23	1	—	24	—	25	6	1	12	2	21	46
23 " " 24	1	—	18	—	19	9	1	22	3	35	54
24 " " 25	1	—	8	—	9	—	—	22	2	24	33
25 " " 26	—	—	9	—	9	1	—	15	1	17	26
26 " " 27	—	—	2	1	3	—	1	10	1	12	15
27 " " 28	—	—	2	1	3	—	—	5	—	5	8
28 " " 29	—	—	—	—	—	—	1	3	—	4	4
29 " " 30	—	—	—	1	1	—	—	—	2	2	3
30 years and over	—	—	—	—	—	—	—	2	—	2	2
TOTAL ...	65	113	97	282	557	66	99	102	284	555	1,108

Source: February Census, 1964.

TABLE 1.30

Number of Students in Second Level Teacher Training¹ on 1 February, 1964

Age on 1st February, 1964	1st Year				2nd Year				3rd Year				Total			
	Men	Women		Total	Men	Women		Total	Men	Women		Total	Men	Women		Total
		Nuns	Lay			Nuns	Lay			Nuns	Lay			Nuns	Lay	
16 years, under 17																
17 " " 18			12	12			1	1							13	13
18 " " 19			37	37			6	6							46	46
19 " " 20			22	22			32	32			3	3			71	71
20 " " 21			5	5			21	21			17	17			40	40
21 " " 22	8	4	1	13			7	8			14	14			21	34
22 " " 23	12	4	2	18			1	5			13	13	8	5	6	26
23 " " 24	5	—	—	5	2	2	4	8			3	3	14	6	1	22
24 " " 25	7	5	—	12	3	—	1	4		4	1	5	13	8	1	18
25 " " 26	2	1	—	3	1	4	—	5		2	—	2	10	7	—	10
26 " " 27	1	3	—	4	1		1	2		2	—	2	3	7	—	8
27 " " 28	2	—	—	2			—	—		1	1	2	2	5	1	4
28 " " 29	2	2	—	4			—	—		1	—	1	2	3	—	5
29 " " 30	—	—	—	—			2	2		—	1	1	—	—	3	3
30 " and over	11	2	1	14	1	3	—	4		1	—	1	12	6	1	19
TOTAL	50	21	80	151	16	14	72	102		13	53	66	66	48	205	319

¹Includes Domestic Science, Metalwork, Montessori, Froebel and Physical Education courses.

Source: February Census, 1964.

TABLE 1.31

*Reformatory and Industrial Schools
Children Receiving First Level Education on 1 February, 1964¹*

Age on 1 February, 1964	At National Schools open to the Public																At National Schools confined to the Institutions																			
	Infants		1st		2nd		3rd		4th		5th		6th		7th		8th		Infants		1st		2nd		rd		4th		5th		6th		7th		8th	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Under 5 years ...	14	41																25	24																	
5 but under 6 years ...	19	41																43	32																	
6 " " 7 " "	21	34	2	20														35	28	4	5															
7 " " 8 " "	14	12	11	34	3	9												17	10	29	27	7	9	1												
8 " " 9 " "	1		14	19	9	24		5										3		33	17	25	9	3	2											
9 " " 10 " "			4	9	15	46	15	38		7										6	1	49	16	26	24			2								
10 " " 11 " "							11	9	45	5	36		2							3	11	44	2	35	20	20	12	1	2							
11 " " 12 " "						1	2	22	1	49		40		3								23	2	50	11	44	19	12	9							
12 " " 13 " "										3	1	41		50	2	15							11	26	5	53	15	44	21	15	4	2	1			
13 " " 14 " "										7		26	1	43	2	40		5					5		31	2	43	9	69	24	42	16	9	6		
14 " " 15 " "										3		2		18		32		8		7			1	7		20	3	38	10	44	10	22	8			
15 " " 16 " "												2		9		17		3						1				3	13	3	25	1	18	7	3	
16 " " 17 " "							1		1								1										1									
17 " " 18 " "														3		1																				
18 " " 19 " "																																				
Over 19 years ...																																				
TOTAL ...	69	128	31	82	27	91	26	124	7	164	1	165	4	108	—	17	—	10	123	94	48	61	164	39	180	64	183	61	177	69	127	33	51	22	—	3

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	At 'Public' Schools	At 'Confined' Schools	Totals
Male ...	165	1,053	1,218
Female ...	889	446	1,335
Totals ...	1,054	1,499	2,553

Source : February Census, 1964.

¹These figures have been included in Tables 1.1 and 1.2.

TABLE 1.32

*Reformatory and Industrial Schools
Numbers in Second Level Education (Secondary and Vocational)*

Age on 1 February, 1964	At Secondary Schools, or at Secondary Tops ¹				At Vocational Schools ¹				Vocational Education on Premises			
	Intermediate		Leaving Certificate		Full-time		Part-time		Full-time		Part-time	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Under 10 years	—	—	—	—	—	—	—	—	—	—	—	—
10 years but under 11 years ...	—	—	—	—	—	—	—	—	—	—	—	—
11 " " " 12 " ...	—	—	—	—	—	—	—	—	—	—	—	1
12 " " " 13 " ...	—	6	—	—	1	—	—	—	—	—	—	11
13 " " " 14 " ...	1	12	—	—	—	3	—	2	1	4	—	16
14 " " " 15 " ...	1	16	—	—	4	7	—	3	11	5	23	17
15 " " " 16 " ...	1	22	—	—	9	15	1	—	19	12	22	19
16 " " " 17 " ...	1	10	—	3	—	3	4	—	14	6	—	2
17 " " " 18 " ...	—	4	1	4	—	1	1	—	6	4	—	4
18 " " " 19 " ...	—	—	—	4	—	—	—	—	2	—	—	—
Over 19 years	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL	4	70	1	11	14	29	6	5	53	31	45	70

Summary				Boys	Girls	Total
Intermediate ¹	...	...	...	4	70	74
Leaving Certificate ¹	...	...	...	1	11	12
Day Continuation ¹	...	...	...	14	29	43
Vocational Part-time ¹	...	...	...	6	5	11
Vocational on Premises	...	...	...	53	31	84
Vocational (Part-time on Premises)				45	70	115
				123	216	339

Source: February Census, 1964.

¹Figures included in the appropriate tables for secondary and vocational schools.

TABLE 1.33
Number of Pupils in Full-Time Education, by Age, by Type of School
February, 1963

	AGE LAST BIRTHDAY										Total
	4 and 5 years	6 to 12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years and over	
<i>First Level:</i>											
National Schools ...	60,470	375,679	30,295	6,249	836	189	91	—	—	—	473,809
Special Schools ...	254	1,692	236	193	123	56	47	—	—	—	2,601
Non-Aided Primary Schools.	3,794 ¹	15,307	154	—	—	—	—	—	—	—	19,255
Total First Level ...	64,518	392,678	30,685	6,442	959	245	138	—	—	—	495,665
<i>Second Level (Aided):²</i>											
Junior Cycle... ..	—	6,285	21,326	31,407	25,142	9,452	2,200	495	65	35	96,407
Senior Cycle... ..	—	—	—	54	2,277	8,978	8,996	3,244	643	307	24,499
Total Aided	—	6,285	21,326	31,461	27,419	18,430	11,196	3,739	708	342	120,906
Second Level—Non-Aided.	—	95	55	212	254	550	586	645	176	85	2,658
Total Second Level ...	—	6,380	21,381	31,673	27,673	18,980	11,782	4,384	884	427	123,564
<i>Third Level (Aided):</i>											
Universities ³ ...	—	—	—	—	—	25	638	1,783	2,118	7,565	12,129
Teacher Training ...	—	—	—	—	—	2	84	325	456	679	1,546
Other Aided	—	—	—	—	—	28	55	104	124	182	493
Third Level—Non-Aided ⁴ .	—	—	—	—	—	—	15	103	180	1,821	2,119
Total Third Level ...	—	—	—	—	—	55	792	2,315	2,878	10,247	16,287
Total All Education ...	64,518 ⁵	399,058	52,066	38,115	28,632	19,280	12,712	6,699	3,762	10,674	635,516
Population ('000's) ...	116.9	401.0	56.8	57.6	57.4	55.7	53.9	48.3	44.3	165.4 ⁶	
Percentage Participation	55.2	99.5	91.7	66.2	49.9	34.6	23.6	13.9	8.5	6.5	

¹Includes 234 under 4 years of age.

²Secondary schools 83,934 pupils. Secondary tops 6,778 pupils. Vocational continuation 27,228 pupils. Whole-time technical 1,570 students (including an estimated 500 third level). Residential schools of Domestic Economy 362 students. Other aided 1,034 students.

³Includes students of St. Patrick's College, Maynooth, following secular courses. Includes also 783 students in the Royal College of Surgeons.

⁴Mainly religious institutions, including 294 students in Maynooth not counted under 'University.'

⁵Including pupils in schools catering only for pupils under six.

⁶Population in 20-24 age group.

Source: Census taken on 1 February, 1963, by the Department of Education and the Survey Team.

FORMS USED IN THE FEBRUARY CENSUS.

DEPARTMENT OF EDUCATION : PRIMARY BRANCH

To each Principal Teacher.

A Chara,

The Department is most grateful for your kind co-operation in furnishing certain particulars regarding pupils who were following full-time educational courses on 1st February, 1963.

The Department is again making a survey of pupils at present following full-time educational courses in Primary, Secondary and Vocational Schools. Accordingly, it would be appreciated if you would be so good as to fill in the information sought in the Return overleaf in respect of Primary School pupils alone.

These statistics are required in connection with a study of long-term needs for educational resources which is being carried out by a team in association with the Organisation for Economic Co-operation and Development (O.E.C.D.)

The Return, duly completed, should be sent to the Department of Education, in the enclosed envelope, not later than 28 February, 1964.

Mise, le meas,
T. Ó Raifeartaigh
Rúnaí.

AN ROINN OIDEACHAIS : BRAINSE AN BHUNOIDEACHAIS

Do gach Príomhoide.

A Chara,

Tá an Roinn faoi chomaoin mhór agat i dtaobh do chomh-oibriú i soláthar sonraí áirithe faoi daltaí a bhí ag fáil oideachais lán-aimsire ar 1ú Feabhra, 1963.

Tá áireamh eile á dhéanamh ag an Roinn faoi láthair ar na daltaí atá ag fáil oideachais lán-aimsire, idir oideachas bunscoile, agus oideachas meánscoile agus oideachas gairmscoile. Uime sin beifí faoi chomaoin agat ach an léir-chuntas lastall a líonadh i leith daltaí bunscoile amháin.

Sé fáth a dteastaíonn na staidrimh seo ón Roinn go bhfuil foireann speisialta ann atá ag obair i gcomhar leis an O.E.C.D. ag déanamh staidéir ar an chóir oideachais a bheidh ag freagairt dár riachtanais san am atá le teacht.

Ba chóir an léir-chuntas so, agus é líonta i gceart, do sheoladh chuig an Roinn sa chlúdach leis seo, ar dháta nach déanaí ná 28ú Feabhra, 1964.

Mise, le meas,
T. Ó Raifeartaigh,
Rúnaí.

I.—Uimhir na nDaltaí ar Rollaí ar 1 Feabhra, 1964, do réir Aoise, Inscne agus Ranga

Aois ar 1ú Feabhra, 1964	RANG																							
	Nai-onáin		1ú		2ú		3ú		4ú		5ú		6ú		7ú agus 8ú		Meán Bharr		Iomlán					
	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C	B	C
4 bl. ach fá bhun 5 mbl. ...																								
5 " " " 6 " ...																								
6 " " " 7 " ...																								
7 mbl. " " " 8 " ...																								
8 " " " 9 " ...																								
9 " " " 10 " ...																								
10 " " " 11 bhl. ...																								
11 bhl. " " " 12 " ...																								
12 " " " 13 mbl. ...																								
13 bl. " " " 14 " ...																								
14 " " " 15 " ...																								
15 " " " 16 " ...																								
16 " " " 17 " ...																								
17 mbl. " " " 18 " ...																								
18 mbl. agus ós a chionn ...																								
Iomlán Buachaillí agus Cailíní fré chéile																								

II.—Méid an Ranganna ar 1 Feabhra, 1964

B.1.

Foireann	Luaigh na ranganna atá faoi chúram gach oide	Iomlán na ndaltaí faoi chúram gach oide		
		Buach.	Cailíní	Iomlán
Oide uimhir 1				
" " 2				
" " 3				
" " 4				
" " 5				
" " 6				
" " 7				
" " 8				
" " 9				
" " 10				
" " 11				
" " 12				
" " 13				
" " 14				
" " 15				
" " 16				
" " 17				
" " 18				
" " 19				
" " 20				

Le hionadh ag an bPríomh-oide

Dáta _____ 1964. Siniúchán an Phríomhoide _____

Contae _____ Uimhir Rolla _____ Scoil _____

Márta, 1964.

DEPARTMENT OF EDUCATION
SECONDARY BRANCH

To Managers of Secondary Schools.

A Chara,

The Department is most grateful for your kind co-operation in furnishing certain particulars regarding pupils who were following full-time educational courses on 1st February, 1963.

The Department is again making a survey of pupils at present following full-time educational courses in Primary, Secondary and Vocational Schools. Accordingly it would be appreciated if you would be so good as to fill in the information sought in the Return overleaf in respect of Secondary School pupils alone.

These statistics are required in connection with a study of long-term needs for educational resources which is being carried out by a team in association with the Organisation for Economic Co-operation and Development (O.E.C.D.).

The Return, duly completed, should be sent to the Department of Education, in the enclosed envelope, not later than 21st March, 1964.

Mise, le meas,

T. Ó Raifeartaigh,
Rúnaí.

Márta, 1964.

AN ROINN OIDEACHAIS
BRAINSE AN MHEÁNOIDEACHAIS

Do Bhainisteoirí Meánscoileanna.

A Chara,

Tá an Roinn faoi chomaoín mhór agat i dtaobh do chomh-oibriú i soláthar sonraí áirithe faoi daltaí a bhí ag fáil oideachais lán-aimsire ar 1ú Feabhra, 1963.

Tá áireamh eile á dhéanamh ag an Roinn faoi láthair ar na daltaí atá ag fáil oideachais lán-aimsire, idir bunscoile, agus oideachas meánscoile agus oideachas gairmscoile ar 1ú Feabhra, 1964. Uime sin beifí faoi chomaoín agat ach an léir-chuntas lastall a líonadh i leith daltaí Meánscoile amháin.

Sé fáth a dteastaíonn na staidrimh seo ón Roinn go bhfuil foireann speisialta ann atá ag obair i gcomhair leis an O.E.C.D. ag déanamh staidéir ar an chóir oideachais a bheidh ag freagairt dár riachtanais san am atá le teacht.

Ba chóir an léir-chuntas seo, agus é líonta i gceart, do seoladh chuig an Roinn sa chlúdach leis seo, ar dháta nach déanaí ná 21 Márta, 1964.

Mise, le meas,

T. Ó Raifeartaigh,
Rúnaí.

I. Uimhir na nDaltaí ar na Rollaí ar 1 Feabhra, 1964 do réir aoise, agus rí.
(Number of Pupils on Rolls on 1st February, 1964, according to ages, etc.)

Aois ar 1 Feabhra, 1964 (Age on 1st February, 1964)	Ranganna Meánteist. (Inter. Cert. Classes)				Ranganna Ardteist. (Leaving Cert. Classes)			
	Buachaillí Boys		Cailíní Girls		Buachaillí Boys		Cailíní Girls	
	A.	N.A.	A.	N.A.	A.	N.A.	A.	N.A.
11 bhl. ach faoi bhun 12 bhl. ...								
12 " " " " 13 mbl. ...								
13 " " " " 14 " ...								
14 " " " " 15 " ...								
15 " " " " 16 " ...								
16 " " " " 17 " ...								
17 mbl. " " " " 18 " ...								
18 " " " " 19 " ...								
19 " " " " 20 " ...								
20 " nó ós a chionn ...								
Iomlán (Total) ...								

A. = Inaithinte
(Eligible for Recognition)

N.A. = Neamh-inaithinte
(Not eligible for Recognition)

Le Líonadh ag an mBainisteoir
(To be filled in by Manager)

Ainm agus seoladh na Scoile
(Name and address of school) _____

Uimhir na Scoile (School Number) _____

Síniúchán an Bhainisteora
(Manager's Signature) _____

Dáta
(Date) _____ 1964

II. Foireann Mhúinteoireachta a bhí ag feidhmiú sa scoil ar 1 Feabhra, 1964.
(Teaching Staff serving on 1st February, 1964.)

Saghas (Description)	Líon Iomlán na Múinteoirí (Total Number of Teachers)		Iomlán na n-uair- eanta teagaisc sa seachtain (Aggregate teaching hours per week)	
	Fir (Male)	Mná (Female)	Fir (Male)	Mná (Female)
(a) Múinteoirí ar bhreis-tuarastail sa scoil seo. (Teachers on incremental salary scale in this school.)				
(b) Múinteoirí cláraithe eile. (Other registered teachers.) Lán-aimsire (full-time).				
Páirt-aimsire (part-time).				
(c) Múinteoirí ar phrofa atá ag fáil an liúntais breise ón Roinn. (Probationary teachers in receipt of the supplementary allowance from the Department.)				
(d) Iarrthóirí ar Ard-Teastas in Oideachas. (Candidates for the Higher Diploma in Education.)				
(e) Múinteoirí eile nach bhfuil cláraithe. (Other non-registered teachers.) Lán-aimsire (full-time).				
Páirt-aimsire (part-time).				
(f) Uimhir na bpostanna údaraithe increiminteach sa scoil seo. (Authorised number of incremental posts in this school.)				

DEPARTMENT OF EDUCATION :
TECHNICAL INSTRUCTION BRANCH

To the Principal Teachers.

A Chara,

The Department is most grateful for your kind co-operation in furnishing certain particulars regarding students who were following full-time educational courses on 1st February, 1963.

The Department is again making a survey of pupils at present following full-time educational courses in Primary, Secondary and Vocational Schools as at 1st February, 1964. Accordingly, it would be appreciated if you would be so good as to fill in the information sought in Returns A or B (as appropriate) and C in respect of Vocational School students alone.

Return A covers Day Continuation, Apprentice and miscellaneous day courses. Return B covers technical education and is being issued only to Colleges of Technology and one or two other centres.

These statistics are required in connection with a study of long-term needs for educational resources which is being carried out by a team in association with the Organisation for Economic Co-operation and Development (O.E.C.D.).

The Return, duly completed, should be forwarded to your Chief Executive Officer, for transmission to the Department not later than 13th April, 1964.

Mise, le meas,

T. Ó Raifeartaigh,
Rúnaí.

Márta, 1964.

A.A. 10/214/3/64.

AN ROINN OIDEACHAIS :
BRAINSE AN GHAIRMOIDEACHAIS

Don Phríomhoide.

A Chara,

Tá an Roinn faoi chomaoín mhór agat i dtaobh do chomh-oibriú soláthar sonraí áirithe faoi daltaí a bhí ag fáil oideachais lán-aimsire ar 1ú Feabhra, 1963.

Tá áireamh eile á dhéanamh ag an Roinn faoi láthair ar na daltaí atá ag fáil oideachais lán-aimsire, idir oideachas bunscoile, agus oideachas meánscoile agus oideachas gairmscoile ar 1ú Feabhra, 1964. Uime sin beifí faoi chomaoín agat ach na léir-chuntais A nó B (de réir mar is cuí) agus C a líonadh i leith daltaí gairmscoile amháin.

Baineann léir-chuntas A le cúrsaí leanúna lae, cúrsaí do phrintísigh agus cúrsaí ilghnéitheacha lae. I léir-chuntas B clúdáítear oideachas teicniciúil agus níl an fhoirm seo á sheoladh ach chuig Coláistí Teicneolaíochta agus corr-ionad eile.

Sé fáth a dteastaíonn na staitistic seo ón Roinn go bhfuil foireann speisialta ann atá ag obair i gcomhar leis an O.E.C.D. ag déanamh staidéir ar an chóir oideachais a bheidh ag freagairt dár riachtanais san am atá le teacht.

Ar mhiste leat na léir-chuntais, agus iad líonta i gceart a sheoladh chuig an Príomhoifigeach Feidhmiúcháis lena chur go dtí an Roinn faoi 13 Aibreán, 1964, ar a dhéanaí.

Mise, le meas,
T. Ó Raifeartaigh,
Rúnaí.

Márta, 1964.

Return of Individual Students Enrolled in Day Courses on 1 February, 1964

Scoil : _____
Aggregate Weekly Teaching Hours on Day Courses

Age on 1st February, 1964	(2)		(3)		(4)			
	Whole-time Continuation		Apprentice Courses (Part-time)		Other Part-time Classes			
					Vocational		Adult Education	
	Male	Female	Male	Female	Male	Female	Male	Female
12 years but under 13								
13 " " " 14								
14 " " " 15								
15 " " " 16								
16 " " " 17								
17 " " " 18								
18 " " " 19								
19 " " " 20								
20 " " " 21								
21 " " " 22								
22 " " " 23								
23 " " " 24								
24 " " " 25								
25 and over ...								
TOTAL ...								

Courses	Weekly Teaching Hours			
	Male		Female	
	Whole-time	Part-time	Whole-time	Part-time
Whole-time Continuation				
Whole-time Technical (2nd L)				
do. Technical (3rd L)				
do. part-session (2nd L)				
do. part-session (3rd L)				
Apprentice Courses ...				
Other part-time :— Vocational				
Adult Education				
Part V.				

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Signed _____
(Principal)Countersigned _____
(Chief Executive Officer)

Date _____ 1964.

Column (1) Ages on 1st February, 1964 are required : Add *four months* to age recorded in class register.

Column (2) Enter students normally returned on V.35, Table I.

Column (3) "Day release" type courses for apprentices.

Column (4) Other day courses. The classification should be made by reference to the purpose and character of the course. Adult education is a course of study intended for people irrespective of their actual or intended occupations.

Part-time students who are *also* in attendance at *any* whole-time course (primary, secondary vocational, university, etc.) should *not* be returned here.

Coiste Gairmoideachais : _____
 Return of Individual Students Enrolled in Whole-Time Day Technical* Courses on 1 February, 1964

(1)

(2)

(3)

Age on 1st February, 1964	Full-Session				Part-Session			
	Second Level		Third Level		Second Level		Third Level	
	Male	Female	Male	Female	Male	Female	Male	Female
Under 15 years								
15 years but under 16 years ...								
16 " " " 17 " ...								
17 " " " 18 " ...								
18 " " " 19 " ...								
19 " " " 20 " ...								
20 " " " 21 " ...								
21 " " " 22 " ...								
22 " " " 23 " ...								
23 " " " 24 " ...								
24 " " " 25 " ...								
25 and over								
TOTAL								

Column (1) Ages on 1st February, 1964 are required : Add *four months* to age recorded in class register.

Column (2) Enter students normally returned on V.35, Table II.

Column (3) Courses of a "block release" or "sandwich" type for students other than Apprentices. Second Level education is based upon previous instruction at the first level, and provides general or specialised instruction or both. It includes education which aims at preparing the pupils directly for a trade or occupation. In the case of technical education it would normally require as a minimum condition of admission, the successful completion of a course of junior secondary education (i.e., to Intermediate Certificate or Day Group Certificate Level).

Third Level normally requires the successful completion to matriculation standard, of general, scientific, or technical education, as a minimum condition of admission.

Scoil _____

Return B.

Aggregate Weekly Teaching Hours on Day Courses

Courses	Weekly Teaching Hours			
	Male		Female	
	Whole-time	Part-time	Whole-time	Part-time
Whole-time Continuation				
Whole-time Technical* (2nd L)				
do. Technical (3rd L)				
do. part-session (2nd L)				
do. part-session (3rd L)				
Apprentice Courses				
Other part-time :— Vocational				
Adult Education				
Part V.				

*Include technological, commercial and professional courses.

Signed _____
 (Principal)

Countersigned _____
 (Chief Executive Officer)

Date _____ 1964.

TAIGHDE AR OIDEACHAS
STUDY OF INVESTMENT IN EDUCATION
in association with OECD

Correspondence should be addressed to:

THE DIRECTOR,
at the Department of Education, Dublin, 1.
Telephone: 46341.

Márta, 1964.

To each Principal.

Dear Sir/Madam,

The Study Group on Investment in Education is most grateful for your kind co-operation in furnishing certain particulars regarding students who were following full-time educational courses on 1st February, 1963.

In conjunction with the Department of Education, the Study Group is again undertaking a census of all pupils receiving full-time education. We should be very grateful if you would complete the return overleaf in respect of 1st February, 1964, and return it in the enclosed envelope so as to reach the Study Group by the 21st March, 1964.

This return is being issued to all secondary schools so that we can keep our list of junior and preparatory schools up-to-date.

The Study Group attaches very great importance to this census and would welcome your co-operation.

Yours faithfully,

P. LYNCH,
Director.

NON-AIDED PRIMARY SCHOOLS
INFANT, JUNIOR AND PREPARATORY

Number of pupils on rolls on 1st February, 1964

Age on 1st February, 1964	Infant, Nursery or Kindergarten		Junior or Preparatory (Primary Level)	
	Boys	Girls	Boys	Girls
Under 4 years				
4 years but under 5				
5 years but under 6				
6 years but under 7				
7 years but under 8				
8 years but under 9				
9 years but under 10				
10 years but under 11				
11 years but under 12*				
12 years but under 13*				
13 years but under 14*				
14 years and over*				
Total				

*Pupils who are attending a secondary school should *not* be included in this return.

Teaching Staff

Number of Teachers on 1st February, 1964			Aggregate number of teaching hours per week	
	Male	Female	Male	Female
Full-time				
Part-time				

Name and address of School

County

Signature of Principal

Date 1964

Note: If this form does not apply to your school, please write "not applicable" and the name and address of your school and return. This will assist us in keeping our list of schools up to date.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD
NON-AIDED SECONDARY SCHOOLS**

County..... Name and address.....
.....

Number of Pupils on rolls on 1st February, 1964

Age on 1st February, 1964	Intermediate Certificate or Lower Cycle Classes		Leaving Certificate or Senior Cycle Classes	
	Male	Female	Male	Female
Under 12 years				
12 years but under 13 years				
13 " " " 14 "				
14 " " " 15 "				
15 " " " 16 "				
16 " " " 17 "				
17 " " " 18 "				
18 " " " 19 "				
19 " " " 20 "				
20 years and over				

Teaching Staff

	Number of Teachers		Aggregate teaching Hours per week	
	Male	Female	Male	Female
Full-time*				
Part-time				

*18 hours per week and over.

Note: If this form does not apply to your school, please write "not applicable" and the name and address of your school, and return. This will assist us in keeping our list of schools up-to-date.

Signed.....Principal

Date.....1964

Co. _____		Sex of Pupils:								Male ☐ Female ☐			
Age on 1 February, 1964	Primary									Secondary ☐ or Secondary ☐ Top		Vocational	
	Roll No. of School _____ Name _____									Name of School		Name of School	
	Infants	1st	2nd	3rd	4th	5th	6th	7th	8th	Intermediate Certificate	Leaving Certificate	Whole- time	Part- time
Under 5 years													
5 years and under 6													
6 „ „ „ 7													
7 „ „ „ 8													
8 „ „ „ 9													
9 „ „ „ 10													
10 „ „ „ 11													
11 „ „ „ 12													
12 „ „ „ 13													
13 „ „ „ 14													
14 „ „ „ 15													
15 „ „ „ 16													
16 „ „ „ 17													
17 „ „ „ 18													
18 „ „ „ 19													
Over 19 years ...													
TOTAL ...													

Name and address _____
 Signature of Manager or Superior _____ Date _____ 1964.

ORPHANAGES, INDUSTRIAL AND REFORMATORY SCHOOLS
VOCATIONAL †EDUCATION GIVEN ON THE PREMISES

County: Sex of Pupils: Male ☐ Female ☐

Number of pupils enrolled in above on 1st February, 1964

Age on 1st February, 1964	Whole-time continuation type*		Other
	For full school year	For part of school year	
Under 12 years			
12 years and under 13			
13 „ „ „ 14			
14 „ „ „ 15			
15 „ „ „ 16			
16 „ „ „ 17			
17 „ „ „ 18			
18 „ „ „ 19			
19 „ and over			
TOTAL			

Class	Number of pupils in Class		Number of Teachers	Teaching Hours per week
1		Full-time		
2		Part-time		
3				
4				

Name and address of school.....

Signature of Manager or
Superior

Date 1964.

†Do not include here pupils attending a Primary or Secondary School.

*20 hours per week and over.

STUDY OF INVESTMENT IN EDUCATION

In association with OECD

PRIVATE COMMERCIAL AND SECRETARIAL SCHOOLS

County Name of School.....

Town

Number of Students enrolled in Full-Time day courses on 1st February, 1964*

Age on 1st February, 1964	Male	Female	Teaching Staff			
Under 14 years				Number of Teachers		Aggregate teaching hours per week
14 years but under 15 ...				Male	Female	Male Female
15 " " " 16 ...			Full-time†			
16 " " " 17 ...						
17 " " " 18 ...			Part-time			
18 " " " 19 ...						
19 " " " 20 ...						
20 " " " 21 ...						
21 " " " 22 ...			†20 hours teaching per week or over.			
22 " " " 23 ...						
23 " " " 24 ...						
24 " " " 25 ...						
Over 25						
TOTAL ...						

*If the school is recognised by the Department of Education as a Secondary School, students following a full-time Intermediate or Leaving Certificate Course should not be included in this return.

Minimum Duration of Course (in weeks)

Note: If this form does not apply to your school, please write "not applicable" and the name and address of your school, and return. This will assist us in keeping our list of schools up-to-date.

Signature of Principal.....

Date 1964.

AN ROINN OIDEACHAIS—BRAINSE AN GHAIROMIDEACHAIS

Coláiste nó Cúrsa Oiliúna

Micléinn atá ag fáil oideachais lán-aimsire ar 1ú Feabhra, 1964

Aois ar 1 Feabhra, 1964	An Chéad Bhlian			An Dara Bhlian			An Triú Bhlian		
	Fir	Mná*		Fir	Mná*		Fir	Mná*	
		Tuath- aigh	Siúracha		Tuath- aigh	Siúracha		Tuath- aigh	Siúracha
18 bhl. ach faoi 19 bhl.									
19 „ „ „ 20 „									
20 „ „ „ 21 „									
21 „ „ „ 22 „									
22 „ „ „ 23 „									
23 „ „ „ 24 „									
24 „ „ „ 25 „									
25 „ „ „ 26 „									
26 „ „ „ 27 „									
27 „ „ „ 28 „									
28 „ „ „ 29 „									
29 „ „ „ 30 „									
30 „ „ „ 31 „									
31 „ „ „ 32 „									
32 „ „ „ 33 „									
Thar 33 bhl. ...									
IOMLÁIN ...									

*Ba chóir mic léinn nach bhfuil ina Saoránaigh Éireannacha a áireamh san iomlán do gach aois-ghrúpa ach a luaigh i lúibíní m.s. 10 (2).

Siniú an Phríomh-Oide.....

Dáta.....

Gnéas: ☐ Fir ; ☐ Mná ;

Aois ar 1ú Feabhra, 1964	An Chéad Bhliain		An Dara Bliain	
	Bráithre/ Siúracha	Tuataí	Bráithre/ Siúracha	Tuataí
16 bl. ach faoi bhun 17 mbl				
17 mbl. „ „ „ 18 „				
18 „ „ „ „ 19 „				
19 „ „ „ „ 20 bl.				
20 bl. „ „ „ „ 21 bl.				
21 bl. „ „ „ „ 22 „				
22 „ „ „ „ 23 „				
23 „ „ „ „ 24 „				
24 „ „ „ „ 25 „				
25 „ „ „ „ 26 „				
26 „ „ „ „ 27 bl.				
27 „ „ „ „ 28 „				
28 „ „ „ „ 29 „				
29 „ „ „ „ 30 bl.				
30 bl. agus ós a chionn				
Iomlán				

Síniúchán an Bhainisteora _____
 Dáta _____1964.

FOIREANN MÚINTEOIREACHTA

Líon Iomlán na n-Ollún	Iomlán na nUaireanta Teagaisc sa seachtain
Lán-aimsire	
Páirt-aimsire	

STUDY OF INVESTMENT IN EDUCATION IN ASSOCIATION WITH OECD.

Non-Grant-Aided Religious Educational Establishments

Indicate Type of Establishment : ☐ Juniorate ☐ Male ☐ Scholasticate, Seminary or Schola Interna
☐ Female

Number of Students on 1st February, 1964 :

Age on 1st February, 1964	Second Level*		Third Level†	
	Irish Nationals	Non-Nationals	Irish Nationals	Non-Nationals
Under 13 years ...				
13 years but under 14				
14 " " " 15				
15 " " " 16				
16 " " " 17				
17 " " " 18				
18 " " " 19				
19 " " " 20				
20 " " " 21				
21 " " " 22				
22 " " " 23				
23 " " " 24				
24 " " " 25				
25 years and over ...				

*Second Level education is comparable to that provided at ordinary secondary schools. Many Juniorates are also recognised Secondary Schools. Pupils attending a recognised Secondary School should *not* be included in this form. They will be entered on the form supplied by the Department of Education to the Managers of Secondary Schools.

Teaching Force

Second Level		
	Number of teachers	Aggregate Number of teaching hours per week
Full-time†		
Part-time		

Third Level		
	Number of teachers	Aggregate Number of teaching hours per week
Full-time		
Part-time		

†18 hours teaching or over per week in this Institute.

Signed.....

Date.....1964

Full Address.....

Number of Registered University Students on 1st February, 1964

Age on 1st February, 1964	Day Students (Full-time)																Evening Students							
	Primary Degree				Advanced Degree				Diploma				Advanced Diploma				Primary Degree				Diploma			
	T*		S*		T		S		T		S		T		S		T		S		T		S	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Under 17 years																								
17 years but under 18 years ...																								
18 " " " 19 " "																								
19 " " " 20 " "																								
20 " " " 21 " "																								
21 " " " 22 " "																								
22 " " " 23 " "																								
23 " " " 24 " "																								
24 " " " 25 " "																								
25 " " " 26 " "																								
26 " " " 27 " "																								
27 " " " 28 " "																								
28 " " " 29 " "																								
29 " " " 30 " "																								
Over 30 years																								
TOTAL																								

ABBREVIATIONS :

M=Male. F=Female. *T=Refers to all Students.

*S=Refers to Students whose home residence is NOT in the Twenty-six Counties.

Signed.....

Registrar or Secretary.

Date.....1964

University

Faculty:

Residence and Nationality of Students

Home Residence	Total	Birth Place (if available)	
		Ireland (26 Counties)	Elsewhere
Twenty-Six Counties ...			
Six Counties			
Great Britain			
Other			

Social origin of Students whose home residence is the Twenty-Six Counties
(if available)

Social Group (Parents' Occupation)	Male Students	Female Students
Farmers		
Agricultural Labourers, Fishermen, Forestry Labourers.		
Professional People		
Employers, Managers, Administrative and Executive Personnel.		
Clerical Workers		
Manual Workers		
Others		

Signed
Registrar or Secretary

Date 1964.

NOTES.

1. *Do not include:*

Part-time students, other than the evening students referred to below.

Occasional students. Occasional students are those taking intra-mural courses or lectures or laboratory instruction, which, although of a University standard and given by University Staff, do not lead directly to a degree or diploma e.g. Solicitors, Apprentices attending some Law Course lectures.

Students attending courses not of University standard.

Students attending extra-mural courses.

2. *Advanced Degree Students*

Advanced *Degree* students are those working for higher degrees other than diploma.

3. *Diploma Students*

Diploma Students are those working for a University diploma for which a primary degree is not a necessary prerequisite.

4. *Advanced Diploma Students*

Advanced *diploma* students are those working for University diplomas for which a primary degree (or equivalent medical qualification) is a necessary prerequisite. Students for the Higher Diploma in Education, Diploma in Public Health etc. will fall in this category.

5. *Evening Students*

Include only those evening students whose courses are comparable to those followed by full-time day students.

Week-end students who are following a full University course may be included under evening students with a note to that effect.

Note: Where students come under more than one of the categories in the table they are to be included in *one category only* (that with which they are primarily concerned); i.e., one entry per student. Additional information regarding students in more than one category may be given in a footnote.

AN ROINN OIDEACHAIS—BRAINSE AN GHAIRMOIDEACHAIS

Residential and Miscellaneous Schools

Name of School

Address

Sex of Students:

Male ☐Female ☐*Number of Students enrolled on 1st February, 1964*

Age on 1st February, 1964	Full-time Courses		Part-time
	For Full school-year	For part of school-year	
Under 13 years			
13 years but under 14 years			
14 „ „ „ 15 „			
15 „ „ „ 16 „			
16 „ „ „ 17 „			
17 „ „ „ 18 „			
18 „ „ „ 19 „			
19 „ „ „ 20 „			
20 „ „ „ 21 „			
21 „ „ „ 22 „			
22 „ „ „ 23 „			
23 „ „ „ 24 „			
24 „ „ „ 25 „			
Over 25 years			
TOTAL			

Teaching Force in Full-Time Courses

	Number of Teachers	Aggregate teaching hours per week
Full-time		
Part-time		

Signature
Principal.

Date 1964.

STUDY OF INVESTMENT IN EDUCATION

*In Association with OECD**Agriculture and Forestry Schools*

Indicate type of school:

- ☐ Munster Institute
 ☐ Horticultural School, Botanic Gardens
☐ State Agricultural School
 ☐ Rural Residential School of Domestic Economy
☐ Forestry School
 ☐ State-aided Agricultural College.

Number of Students on Rolls at 1st February, 1964*

Age at 1st February, 1964	Full-sessional courses		Part-sessional Courses	
	Boys	Girls	Boys	Girls
Under 15 years				
15 but under 16 years				
16 " " 17 "				
17 " " 18 "				
18 " " 19 "				
19 " " 20 "				
20 " " 21 "				
21 " " 22 "				
22 " " 23 "				
23 " " 24 "				
24 " " 25 "				
25 and over				
TOTAL				

*Students attending a full-time course at a university should *not* be included here*Teaching Staff*

	Number of Teachers		Aggregate Number of teaching hours per week	
	Male	Female	Male	Female
Full-time				
Part-time				

School Signature of
 County Principal.....
 Date 1964.

APPENDIX II

DEMOGRAPHIC FORECASTING

1. Population data are available for years ending in 1 or 6 (e.g. 1951, 1956 etc.) and it is expected that population censuses will continue to be carried out on this basis in future years. Consequently the population and most of the manpower data shown throughout the report relate to the years 1961, 1966, 1971 and 1976. Forecasts made by the team for 1966 will be subject to a check from the 1966 Census. If these forecasts differ significantly from the 1966 data (some of which may be available by early 1967), this will indicate that the forecasts for subsequent periods will then need revision. It is essential that a re-evaluation of the long-term forecasts be made in the light of the actual realization of the short-term ones.

DATA USED

2. In general the basic data used in connection with the population forecasts were the census of population data for 1951, 1961 and 1956. Population by individual year of age was available for 1951 and 1961; information on the 1956 population was available for five-year age groups. In addition the annual numbers of births and deaths, and allied information, were available from the published volumes of Vital Statistics.

METHODOLOGY

3. The first task was to estimate the 1956 population by individual year of age by interpolation in the published five-year age groups. An unexpected degree of difficulty was experienced in this work. The figures for ages 0-19 are shown in Table 1. These figures were used, after adjustment, to estimate 'survival in Ireland' ratios for the two five-year periods 1956/61 and 1951/56. These ratios for certain age groups are shown in Table 2.

4. Using the average of these patterns, based on five year cumulative survival ratios between (a) 1956/51 and (b) 1961/56, a pattern for 1966/61 was developed. The use of this pattern assumed no change in death or emigration rates compared with the average of the two previous periods. By applying this pattern to the 1961 population by individual year of age an absolute population figure for the over 5's (also by individual year of age) was developed for 1966. Certain basic assumptions were then made regarding the distribution of this hypothetical population by sex—the further work was generally done in two parts, for numbers of males and females. The absolute cohort decline was then allocated between deaths and

emigration and half the decline due to emigration was added to the initial estimate to give a revised 1966 population forecast. This assumed that emigration in the 1961/66 period would be at half the rate obtaining in the 50's. Using these revised figures, adjusted five-year cumulative retention ratios were derived. From these, year to year retention ratios were derived and were used to project the population of school-going age. Table 3 shows for males and females separately, the survival ratios used, (i) where the emigration hypothesis was $\frac{1}{2}$ of the emigration rate of the 50's and (ii) where the rate was $\frac{1}{4}$ of the rate in the 50's. Table 4 shows the projected school-going population for each year to 1976.

EMIGRATION HYPOTHESES

5. As previously mentioned, the population forecasts were carried out on three different hypotheses. The meanings of these hypotheses A(1), A(2), A(3), are as follows.

- A(1) ($\frac{1}{2}$; $\frac{1}{2}$; $\frac{1}{4}$) means that the levels, specific to each age/sex group, of emigration prevailing in each successive five-year period 1961/66, 66/71, 71/76 are assumed to be respectively $\frac{1}{2}$; $\frac{1}{2}$ and $\frac{1}{4}$, that prevailing in the 1951/61 period.

(In aggregate the level of emigration prevailing in the 1956/61 period was only slightly higher than the average level prevailing in the 1951/1961 period).

- A(2) ($\frac{1}{2}$; $\frac{1}{4}$; $\frac{1}{4}$) means that the levels of emigration in each five-year period 1961/66, 66/71, 71/76 are assumed to be respectively ($\frac{1}{2}$; $\frac{1}{4}$ and $\frac{1}{4}$), that prevailing in the 1951/61 period.

- A(3) ($\frac{1}{4}$; $\frac{1}{4}$; $\frac{1}{4}$) means that the levels of emigration in each five-year period 1961/66, 66/71, 71/76 are assumed to be respectively ($\frac{1}{4}$; $\frac{1}{4}$ and $\frac{1}{4}$) that prevailing in the 1951/61 period.

Further hypotheses could of course be developed on other bases.

6. The hypothesis used throughout the report as a basis for other forecasts is the A(2) hypothesis. These levels of emigration are consistent for the short-term period with experience recorded since 1961 and for the long-term, with expectations as to emigration expressed in the Second Programme for Economic Expansion.

BIRTHS

7. Some projections of births were necessary in connection with the forecast of the school-going population. Table 5 shows a series of projections for the past 30 years. It can be seen from this table that the pattern of births has shown an oscillatory movement in the past decade, which caused some difficulty in the projections.

8. A further difficulty presented itself in that the Census of Population data for 1961 showed 62,772 infants under 1 year of age, whereas the number of births registered during the year ending 31 March, 1961 was only 60,845. Table 6 which shows the population from 0 to 13 years of age by birth-place, suggests a partial explanation. It will be seen from this table that there is fairly sizeable infant immigration. However, there remains the discrepancy that the births in the State as shown by the census (61,525) is about 700 greater than those recorded in the vital statistics (60,845). Both of these factors added to the difficulty of projecting births.

9. The general method adopted in the birth projections was as follows: The trends in the number of births per 1,000 (all) women by five-year age group were examined. At first an attempt was made to project these trends but later it was decided to adhere to the average of the rates for recent years (1961/63). These rates were then applied to the projected female population by five-year age group and from this, births were derived for 1966, '71 and '76. Table 7 shows the birth rates per 1,000 women and Table 8 shows the projected number of women by five-year age groups.

10. In making the translation of the series on births into a population series certain assumptions had to be made regarding immigration of infants. Some allowance was also made for "non-registered" births. These assumptions affected in particular the data presented for the earlier years of the projections.

11. Having regard to all of the above factors it will be appreciated that these birth projections and the population data derived from them are of a tentative nature and should be treated with caution. Data on the number of births per annum become available early in the following year. In addition, if the present degree of economic development continues it is likely that the infant immigration pattern will have settled down by 1966, in which case the Census in that year should help to clarify the position. Both of these factors should provide a more solid basis for examining and, if necessary, revising the projections for the later periods.

POPULATION OF TOWN AND RURAL AREAS

12. Table 9 shows the numbers of males and females by each age group in town and rural areas for 1951,¹ 1961² and 1971. Table 10 shows a cohort analysis for the age groups 0-4, 5-9, 10-14 and 15-19.

METHOD

(1) The 1951 data were adjusted to the 1961 classification (as in Table 9).

(2) To get a projection of the 1971 data, (a) the geographical survival ratios between 1951/61, population by age and sex, were

¹1951 Census of Population, Vol. II, Part I, Tables 13 B and 13 C (adjusted).

²1961 Census of Population, Volume II. Table 16.

applied to the 1961 data and adjusted to suit the 1971 population figures. (b) The 1951 and 1961 percentage distribution for town and rural areas was projected to get the 1971 percentage distribution. An average of the percentages of (a) and (b) was taken and applied to the 1971 population figures to get the 1971 distribution for town and rural areas. In the case of the youngest age-groups the second method only could be used.

POPULATION BY PROVINCES 1971

13. Tables 11 and 12 show the population of 1971 classified by age, sex and province. In addition, Leinster is broken down into four sections, Dublin Co. Borough, Dunlaoghaire Borough, Dublin and remainder of Leinster.

METHOD

- (1) The survival ratios 1951/61 for each province by age/sex were used to project the 1971 figures; the distribution by province was then percentaged.
- (2) The percentage rates for 1951 and 1961 were projected logarithmically to get the percentage rates for 1971.

The average of the above two methods was used as the percentage distribution by province, except in the age-groups 0-4 and 5-9, where the second method only could be used. These percentages were then applied to the 1971 Population figures.

TABLE II.1

Estimated 1956 Population by Individual Year of Age (0-19) (Derived from Five-Year Age Groups, Census 1956, by interpolation)

Age	Population (in Thousands)
0	61.1
1	60.2
2	59.1
3	59.9
4	57.9
0-4	298.1 ¹
5	58.8
6	58.7
7	59.7
8	59.8
9	59.1
5-9	296.1 ¹
10	60.2
11	56.9
12	55.6
13	54.1
14	49.8
10-14	276.6 ¹
15	49.5
16	49.6
17	47.0
18	43.8
19	42.2
15-19	232.1 ¹

¹Population of five-year age groups as given in the Census of Population, 1956.

TABLE II.2
Five-Year Survival Ratios

Age	(a) 1956/51	(b) 1961/56	Mean of (a) and (b)
	Percentages		
0/5-4/9	94.7	96.5	95.6
5/10-9/14	98.4	97.5	98.0
10/15-14/19	89.0	84.5	86.8

TABLE II.3
Year to Year 'Survival'¹ Ratios as used in the Population Projections

Age	² E= $\frac{1}{2}$		² E= $\frac{1}{4}$	
	Male	Female	Male	Female
	Percentages			
2 to 3 ...	99.0	99.1	99.5	99.5
3 „ 4 ...	99.4	99.5	99.7	99.7
4 „ 5 ...	99.5	99.7	99.8	99.8
5 „ 6 ...	99.6	99.7	99.8	99.8
6 „ 7 ...	99.7	99.7	99.8	99.8
7 „ 8 ...	99.8	99.8	99.9	99.9
8 „ 9 ...	99.8	99.8	99.9	99.9
9 „ 10 ...	99.8	99.7	99.9	99.8
10 „ 11 ...	99.8	99.6	99.9	99.8
11 „ 12 ...	99.7	99.6	99.8	99.6
12 „ 13 ...	99.5	99.4	99.6	99.5
13 „ 14 ...	99.3	98.9	99.4	99.2
14 „ 15 ...	99.0	98.4	99.1	99.0
15 „ 16 ...	98.1	98.0	98.8	98.8
16 „ 17 ...	97.2	97.4	98.6	98.6
17 „ 18 ...	96.7	96.8	98.3	98.4
18 „ 19 ...	96.1	96.4	98.1	98.2
19 „ 20 ...	95.6	96.2	97.9	98.1
20 „ 21 ...	96.2	96.5	98.1	98.2
21 „ 22 ...	96.9	96.8	98.3	98.4
22 „ 23 ...	97.4	97.2	98.5	98.6
23 „ 24 ...	97.7	97.5	98.6	98.8
24 „ 25 ...	98.0	98.0	98.7	99.0
25 „ 26 ...	98.1	98.2	98.9	99.1
26 „ 27 ...	98.2	98.5	99.0	99.2
27 „ 28 ...	98.4	98.7	99.1	99.3
28 „ 29 ...	98.6	98.9	99.2	99.4
29 „ 30 ...	98.8	99.0	99.3	99.5
30 „ 31 ...	99.0	99.1	99.4	99.5
31 „ 32 ...	99.0	99.2	99.5	99.6
32 „ 33 ...	99.2	99.3	99.6	99.6
33 „ 34 ...	99.2	99.4	99.6	99.7
34 „ 35 ...	99.2	99.4	99.6	99.7
35 „ 36 ...	99.2	99.5	99.6	99.7
36 „ 37 ...	99.3	99.5	99.6	99.7
37 „ 38 ...	99.3	99.5	99.6	99.8
38 „ 39 ...	99.3	99.6	99.6	99.8
39 „ 40 ...	99.4	99.6	99.7	99.8

¹'Survival' ratios incorporate both emigration and death rates.

²E= $\frac{1}{2}$ } The level of emigration during the period in question is taken as $\frac{1}{2}$ (or $\frac{1}{4}$)

²E= $\frac{1}{4}$ } the emigration during the period 1951/61.

TABLE II.4

Projected Population by Individual Year of Age, 1961/1976 on Emigration Hypothesis A (2)

Age	Year											
	1961 ¹	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1976
Population (in thousands)												
4	59.1	58.9	58.2	59.5	59.9	58.5	59.5	59.8	60.4	60.5	60.7	61.8
5	57.6	58.8	58.7	58.0	59.2	59.6	58.3	59.3	59.6	60.2	60.3	61.0
6	58.5	57.3	58.6	58.5	57.8	59.0	59.4	58.1	59.1	59.4	60.0	60.6
7	57.5	58.3	57.1	58.4	58.3	57.6	58.8	59.2	57.9	58.9	59.2	60.0
8	58.2	57.3	58.1	56.9	58.2	58.1	57.6	58.8	59.2	57.9	58.9	59.8
9	55.9	58.0	57.1	57.9	56.7	58.0	58.1	57.6	58.8	59.2	57.9	59.6
10	57.3	55.6	57.8	56.9	57.7	56.5	57.9	58.0	57.5	58.7	59.1	59.5
11	57.3	57.1	55.4	57.6	56.7	57.5	56.4	57.8	57.9	57.4	58.6	59.3
12	58.3	57.1	56.9	55.2	57.4	56.5	57.3	56.2	57.6	57.7	57.2	58.8
13	58.5	57.9	56.8	56.6	54.9	57.1	56.3	57.1	56.0	57.4	57.5	58.4
14	57.5	58.0	57.6	56.4	56.2	54.5	56.7	55.9	56.7	55.6	57.0	57.4
15	56.5	56.8	57.4	56.6	55.7	55.5	53.9	56.1	55.3	56.1	55.1	58.3
16	51.3	55.4	55.7	56.2	55.5	54.7	54.9	53.5	55.5	54.7	55.5	57.3
17	47.5	49.9	53.9	54.2	54.7	54.0	53.9	54.1	52.5	54.7	53.9	55.5
18	42.7	46.0	48.3	52.2	52.5	53.0	53.1	53.0	53.2	51.6	53.8	54.9
19	35.7	41.1	44.3	46.5	50.3	50.5	52.0	52.1	52.0	52.2	50.7	53.4

SUBTOTALS OF ABOVE

5-9...	288	290	290	290	290	293	292	293	295	296	296	301
10-14	289	286	285	283	283	283	285	285	286	287	289	293
15-19	234	249	260	266	269	267	268	269	269	269	269	279
4-5...	117	118	117	118	119	118	118	119	120	121	121	123
6-12	403	401	401	401	403	403	406	406	408	409	411	418
13-14	116	116	114	113	111	112	113	113	113	113	115	116
15-16	108	112	113	113	111	110	109	109	111	111	111	116
17-18	91	96	102	106	107	107	107	107	106	106	108	110

¹Actual (Census of Population, 1961)

TABLE II.5
Number of Births Per Annum 1930-1964
(in thousands)

Year	Births
1930	58.4
1931	57.1
1932	56.2
1933	57.4
1934	57.9
1935	58.3
1936	58.1
1937	56.5
1938	56.9
1939	56.1
1940	56.6
1941	56.8
1942	66.1
1943	64.4
1944	65.4
1945	66.9
1946	67.9
1947	69.0
1948	65.9
1949	64.2
1950	63.6
1951	62.9
1952	64.6
1953	62.6
1954	62.5
1955	61.6
1956	60.7
1957	61.2
1958	59.5
1959	60.2
1960	60.7
1961	59.8
1962	61.8
1963	63.2
1964	64.1

TABLE II.6
Population (0-13 years), Census 1961, by Birthplace
Birthplace

Age	Total	In 26 Counties	In 6 Counties	Ireland— part not stated	England, Scotland and Wales	Elsewhere abroad or not stated
0	62,772	61,525	174	20	943	110
1	60,677	58,901	183	11	1,351	231
2	59,074	57,029	164	17	1,602	262
3	59,187	57,323	167	22	1,423	252
4	59,079	57,277	164	28	1,399	211
5	57,575	55,918	175	28	1,242	212
6	58,528	57,044	160	34	1,094	196
7	57,524	56,079	167	39	1,069	170
8	58,169	56,772	185	32	1,019	161
9	55,873	54,579	169	26	942	157
10	57,321	55,823	225	25	1,096	152
11	57,256	55,777	216	12	1,094	157
12	58,257	56,793	263	9	1,030	162
13	58,466	57,024	268	8	1,006	160

TABLE II.7

Births per thousand women (all women) by 5-year age group

Age of Mother	Year					
	1958	1959	1960	1961	1962	1963
15-19	8.0	8.4	8.9	9.4	11.4	12.4
20-24	92.5	97.6	101.5	108.2	118.0	110.8
25-29	192.5	198.6	205.0	216.9	224.8	226.3
30-34	206.6	209.3	217.9	209.5	211.9	220.3
35-39	148.5	155.9	157.8	152.2	153.1	154.5
40-44	52.0	51.9	54.2	57.7	59.0	59.3
45-49	4.4	4.3	4.1	4.2	4.4	3.4

TABLE II.8

Projected Female Population, Hypothesis A (2), in 1966, 1971 and 1976, in 5 year Age-groups 15/19 to 45/49
(in thousands)

Age group	Year			
	1961	1966	1971	1976
15-19	114	129	131	136
20-24	78	96	119	122
25-29	73	70	91	113
30-34	78	69	68	88
35-39	85	75	68	67
40-44	86	81	73	66
45-49	86	82	79	71

TABLE II.9

Total Aggregate Population in (a) Town Areas, (b) Rural Areas, in 1951, 1961 and as Projected for 1971, by Sex
(in Thousands)

(a) Town Areas

Age Group	Males			Females		
	1951 ¹	1961	1971	1951 ¹	1961	1971
0-4 ...	70.1	76.7	88.2	67.2	73.5	83.7
5-9 ...	60.5	67.9	76.8	58.9	65.9	72.6
10-14 ...	58.4	64.8	72.6	58.2	62.9	70.3
15-19 ...	54.4	53.1	64.8	60.2	59.0	70.6
20-24 ...	47.4	40.6	66.8	54.7	47.9	76.2
25-29 ...	43.8	36.2	50.4	52.2	42.5	55.1
30-34 ...	38.8	35.7	37.2	46.3	42.0	40.4
35-39 ...	39.3	36.7	33.9	46.4	43.4	37.7
40-44 ...	36.9	34.4	31.4	41.4	41.4	37.4
45-49 ...	33.4	34.5	31.0	36.7	40.6	39.3
50-54 ...	30.8	31.9	31.3	35.4	36.5	39.9
55-59 ...	23.3	27.6	32.4	27.5	31.9	38.8
60-64 ...	20.7	23.6	26.1	25.8	29.8	31.1
65+ ...	44.0	47.7	54.6	61.1	70.3	84.7
TOTAL ...	601.8	611.4	697.5	672.0	687.6	777.8

TABLE II.9—*contd.**(b) Rural Areas*

Age Group	Males			Females		
	1951 ¹	1961	1971	1951 ¹	1961	1971
0-4 ...	90.1	76.7	68.8	85.4	73.9	66.3
5-9 ...	83.0	79.1	76.2	78.7	74.8	70.4
10-14 ...	74.3	83.5	75.4	70.0	77.6	71.7
15-19 ...	71.3	67.2	74.2	55.3	54.5	60.4
20-24 ...	58.0	39.8	59.2	42.2	29.7	42.8
25-29 ...	55.8	36.1	43.6	46.6	30.6	35.9
30-34 ...	57.6	39.5	31.8	48.8	35.6	27.6
35-39 ...	63.0	44.9	32.1	52.2	41.8	30.3
40-44 ...	57.1	50.4	38.6	44.9	44.1	35.6
45-49 ...	49.0	54.4	44.0	41.8	45.0	39.7
50-54 ...	52.1	49.8	45.7	44.7	39.0	39.1
55-59 ...	41.7	41.0	45.6	36.3	35.6	39.2
60-64 ...	40.6	40.8	40.9	34.9	36.8	33.9
65+ ...	111.0	101.6	98.4	100.3	95.4	96.3
TOTAL ...	904.6	804.9	774.5	782.1	714.4	689.2

¹Adjusted to 1961 classification.

TABLE II.10

Percentage of Age Group Surviving in Town and Rural Areas, 1951-61 and 1961-71

Age at earlier Census	Male				Female			
	Town		Rural		Town		Rural	
	1961/51 ¹	1971/61	1961/51 ¹	1971/61	1961/51 ¹	1971/61	1961/51 ¹	1971/61
	Percentage							
0-4 ...	92.4	94.7	92.7	98.3	93.6	95.6	90.9	97.0
5-9 ...	87.8	95.4	81.0	93.8	100.2	107.1	69.3	80.7
10-14 ...	69.5	103.1	53.6	70.9	82.3	121.1	42.4	55.2
15-19 ...	66.5	94.9	50.6	64.9	70.6	93.4	55.4	65.9

¹Adjusted to 1961 classification.

TABLE II.11

Males in 1951, 1961 and 1971, Classified by Age Group and Province (in thousands)

Province	Year	Total	AGE GROUP													
			0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Leinster :	1951	664.3	74.7	65.5	60.4	57.2	51.7	48.4	43.7	43.8	40.4	36.3	34.9	26.7	24.9	55.7
	1961	652.1	77.6	71.0	69.3	56.7	41.5	36.4	37.0	39.1	37.9	37.9	34.8	29.9	26.8	56.2
	1971	713.9	85.4	77.9	72.9	68.5	67.3	48.8	36.1	33.8	33.1	33.2	33.8	34.4	28.4	60.3
Munster :	1951	460.4	47.5	42.6	39.7	37.4	30.0	29.0	29.4	31.6	29.5	25.8	26.4	21.0	19.7	50.8
	1961	431.2	44.6	43.5	44.0	35.6	23.2	21.5	22.6	24.8	26.6	28.1	26.1	21.6	20.6	48.4
	1971	444.1	44.7	45.3	43.4	40.9	36.4	28.1	20.6	20.0	21.8	23.6	24.6	24.3	21.4	49.0
Connaught :	1951	249.0	24.7	22.9	21.5	20.7	15.2	14.0	14.9	17.7	15.6	13.1	14.2	11.3	11.1	32.1
	1961	219.9	20.8	21.5	23.2	18.5	10.2	9.3	10.2	11.5	13.3	15.3	13.7	11.1	11.3	30.0
	1971	209.5	18.2	20.2	21.3	19.7	14.7	11.1	8.1	8.0	10.0	12.2	12.4	12.7	11.4	29.5
Ulster :	1951	133.1	13.4	12.5	11.2	10.4	8.5	8.2	8.5	9.2	8.5	7.2	7.4	6.0	5.7	16.4
	1961	113.4	10.5	10.9	11.9	9.5	5.5	5.1	5.5	6.2	7.0	7.7	7.1	6.0	5.8	14.7
	1971	104.5	8.7	9.6	10.4	9.9	7.6	6.0	4.2	4.2	5.1	6.0	6.2	6.6	5.8	14.2

TABLE II.11—*contd.*
Details of Data for Leinster

Province	Year	Total	AGE GROUP													
			0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Dublin County Borough :	1951	244.2	26.8	23.5	23.4	23.0	22.1	19.4	15.8	15.9	14.9	13.6	12.5	9.4	8.4	15.5
	1961	249.0	31.3	27.2	26.3	22.1	18.5	16.0	15.2	14.8	13.5	13.6	12.7	11.3	9.4	17.1
	1971	288.6	38.3	32.1	29.1	27.2	30.3	22.0	16.1	13.6	12.3	12.0	12.3	13.3	10.3	19.7
Dunlaoghaire Borough :	1951	20.8	2.4	2.0	1.9	1.7	1.6	1.5	1.3	1.5	1.3	1.2	1.1	0.9	0.8	1.6
	1961	21.0	2.4	2.1	2.2	1.9	1.3	1.2	1.2	1.2	1.2	1.3	1.2	1.0	0.9	1.9
	1971	23.8	2.7	2.1	2.4	2.4	2.2	1.8	1.2	1.1	1.1	1.1	1.2	1.2	1.0	2.3
Rest of County Dublin :	1951	61.5	8.8	6.7	6.0	5.1	4.2	4.6	4.8	4.5	3.8	3.1	2.7	1.9	1.7	3.6
	1961	64.8	9.2	8.0	6.8	5.0	3.9	3.7	4.2	4.5	4.2	3.8	3.1	2.4	2.0	4.0
	1971	74.8	10.0	9.5	7.1	6.4	6.6	5.1	4.4	4.2	4.1	3.8	3.5	3.1	2.3	4.7
Rest of Leinster :	1951	337.8	36.7	33.3	29.1	27.4	23.8	22.9	21.8	21.9	20.4	18.4	18.6	14.5	14.0	35.0
	1961	317.3	34.7	33.7	34.0	27.7	17.8	15.5	16.4	18.6	19.0	19.2	17.8	15.2	14.5	33.2
	1971	326.7	34.4	34.2	34.3	32.5	28.2	19.9	14.4	14.9	15.6	16.3	16.8	16.8	14.8	33.6

TABLE II.12

Females in 1951, 1961 and 1971, Classified by Age Group and Province ('000's)

Province	Year	Total	AGE GROUP													
			0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Leinster :	1951	672.4	71.2	62.9	58.3	55.2	51.7	50.6	45.7	45.3	40.3	36.6	35.6	28.2	26.9	63.9
	1961	680.0	74.3	67.9	65.8	57.0	43.7	39.6	40.5	42.7	41.1	39.5	35.5	31.8	30.0	70.6
	1971	752.1	80.9	72.4	70.3	68.9	69.5	51.7	38.1	36.3	37.2	37.8	38.7	37.8	30.5	82.0
Munster :	1951	438.6	45.5	41.1	38.0	33.4	26.4	28.2	28.2	30.3	26.7	24.1	25.3	20.3	19.0	52.1
	1961	417.9	42.8	41.6	42.1	32.5	21.0	20.6	22.3	25.2	25.7	26.3	23.4	20.8	20.9	52.7
	1971	428.7	42.3	41.8	42.3	36.9	32.0	25.1	19.0	19.6	21.2	24.1	23.9	23.6	20.2	56.7
Connaught :	1951	222.9	23.2	21.7	21.0	17.8	12.0	12.7	13.7	15.0	12.3	11.4	12.6	10.0	9.5	30.0
	1961	199.6	20.0	20.8	21.4	15.9	8.2	8.3	9.6	11.3	12.3	13.1	10.6	9.6	10.3	28.2
	1971	190.4	18.2	19.7	19.6	16.9	11.2	9.2	7.2	8.0	9.8	11.6	10.6	10.8	9.4	28.2
Ulster :	1951	120.0	12.6	11.8	10.9	9.1	6.8	7.3	7.5	8.0	7.0	6.4	6.6	5.3	5.3	15.4
	1961	104.2	10.2	10.4	11.1	8.1	4.7	4.6	5.1	6.0	6.4	6.7	5.9	5.3	5.4	14.3
	1971	95.8	8.6	9.1	9.8	8.3	6.3	5.0	3.7	4.1	4.8	5.5	5.8	5.8	4.9	14.1

TABLE II.12—*contd.**Details of Data for Leinster*

Province	Year	Total	AGE GROUP													
			0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Dublin County Borough :	1951	278.3	25.5	23.0	23.6	25.4	25.8	22.6	19.2	19.1	17.4	15.6	15.0	11.6	10.9	23.6
	1961	288.4	30.1	26.6	25.1	25.3	22.6	18.8	17.8	17.9	17.0	16.9	15.5	13.8	12.8	28.2
	1971	333.4	36.6	30.2	27.8	31.3	35.5	24.7	17.5	15.6	15.5	16.2	16.8	16.9	13.6	35.2
Dunlaoghaire Borough :	1951	27.0	2.3	2.0	2.0	2.4	2.2	2.0	1.8	1.8	1.8	1.6	1.5	1.3	1.3	3.0
	1961	26.9	2.3	2.1	2.2	2.2	1.8	1.5	1.5	1.6	1.7	1.6	1.7	1.5	1.5	3.7
	1971	29.1	2.5	2.1	2.3	2.4	2.7	1.9	1.3	1.3	1.5	1.4	1.8	1.7	1.7	4.5
Rest of County Dublin :	1951	61.7	8.3	6.4	5.2	4.8	4.6	5.5	5.1	4.5	3.5	3.0	2.6	2.0	1.9	4.3
	1961	68.0	8.8	7.5	6.5	5.6	4.3	4.5	5.0	4.9	4.4	3.7	3.0	2.5	2.2	5.1
	1971	81.5	9.9	8.6	7.2	7.3	7.5	6.5	5.2	4.6	4.6	4.0	4.0	3.4	2.4	6.3
Rest of Leinster :	1951	305.4	35.1	31.5	27.5	22.6	19.1	20.5	19.6	19.9	17.6	16.4	16.5	13.3	12.8	33.0
	1961	296.7	33.1	31.7	32.0	23.9	15.0	14.8	16.2	18.3	18.0	17.3	15.3	14.0	13.5	33.6
	1971	308.1	31.9	31.5	33.0	27.9	23.8	18.6	14.1	14.8	15.6	16.2	16.1	15.8	12.8	36.0

APPENDIX III.A

Projections of Pupil Enrolments—Methodology and Problems.

SECOND LEVEL

SECONDARY

1. The stock, flow and certificate series for the secondary cycle were projected using a rather complex mechanism involving both 'survival' methods and projected age participation ratios.

2. The series for entrants to secondary schools was originally derived by relating it (by a ratio) to those completing 5th standard in the national school, 2 years previously (Graph 3). This ratio was analysed both in relation to time trends and to trends in personal disposable income per capita in real terms. For this purpose, series on income per head and disposable income per head (i.e. income less taxes), both expressed in real terms (that is, adjusted for changes in the value of money), were used. These series were available for the period from 1947 onwards. The degree of association was not very great, which was as expected.

3. The numbers completing 5th standard up to 1968 can be derived by 'surviving' those who were or had been in 1st standard until 1963. The numbers for subsequent years, i.e. 1969 to 1975, were obtained by applying a ratio of children in 5th standard to those born 12 years previously, to the number of children born in each year from 1957 to 1963. The age of entry to secondary school means that entries up to and including 1976 are based largely on persons already born.

4. This approach, however, gives rather high estimates of future entries, particularly in the later years after 1970. Accordingly, the ratio of entrants to the population aged 13 years was also examined, although the population figures for only two years, 1951 and 1961, were available (and an interpolated figure for 1956). This is shown in graph 4. Using this trend in conjunction with the economic indicators, rather lower projections were obtained and these are the figures used in the Report.

5. Forecast stock data for the junior cycle were derived by projecting a ratio of historical stocks to a '3 year ghost' of entries, i.e. a series showing the 3 year moving *aggregate of entries* (Graph

III
TABLE A. I

Entrants to Secondary Schools by Age, 1933 to 1962

School Year	Age										TOTAL
	Under 12 years		12 years		13 years		14 years		15 years and over		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1933/34	369	249	1,637	1,309	2,079	1,223	1,184	891	769	858	10,568
34/35	323	220	1,595	1,215	2,104	1,300	1,370	1,040	681	741	10,589
35/36	360	236	1,582	1,303	2,176	1,390	1,318	1,022	783	715	10,885
36/37	339	255	1,586	1,258	2,367	1,435	1,302	1,085	674	709	11,010
37/38	384	271	1,759	1,328	2,332	1,426	1,247	1,006	584	651	10,988
38/39	373	288	1,676	1,233	2,473	1,559	1,285	1,085	514	615	11,101
39/40	416	278	2,006	1,362	2,608	1,586	1,276	1,048	491	584	11,655
40/41	390	268	1,935	1,322	2,562	1,689	1,276	1,074	499	598	11,613
41/42	399	294	1,937	1,423	2,702	1,621	1,171	1,124	467	636	11,774
42/43	391	309	1,968	1,368	2,619	1,709	1,173	1,134	436	666	11,773
43/44	431	317	2,119	1,501	2,695	1,818	1,081	1,235	366	606	12,169
44/45	456	293	2,229	1,537	2,669	1,811	1,303	1,240	354	571	12,463
45/46	408	316	2,170	1,558	2,911	1,937	1,089	1,190	398	551	12,528
46/47	490	354	2,318	1,747	2,955	2,121	1,184	1,284	361	541	13,355
47/48	515	406	2,419	1,798	3,007	2,177	1,117	1,183	395	433	13,450
48/49	519	421	2,585	1,946	3,120	2,328	1,115	1,359	370	431	14,194
49/50	502	406	2,547	2,039	3,113	2,541	1,209	1,331	351	451	14,490
50/51	576	313	2,640	2,137	3,239	2,560	1,148	1,312	290	382	14,597
51/52	523	431	2,601	2,093	3,206	2,699	1,034	1,392	272	404	14,655
52/53	553	498	2,609	2,137	3,173	2,786	1,181	1,371	389	335	15,032
53/54	554	522	2,614	2,216	3,179	2,888	1,184	1,423	390	354	15,324
54/55	628	504	2,985	2,630	3,545	3,071	1,168	1,308	257	364	16,460
55/56	603	592	3,340	3,051	3,973	3,378	1,038	1,351	284	334	17,944
56/57	725	699	3,558	3,396	4,100	3,610	1,139	1,334	220	301	19,082
57/58	685	615	3,597	3,280	4,296	3,709	1,136	1,404	174	346	19,242
58/59	648	684	3,856	3,585	4,477	3,864	1,204	1,321	152	257	20,048
59/60	688	748	3,858	3,537	4,564	4,126	1,145	1,401	155	299	20,521
60/61	719	815	4,033	3,680	4,922	4,283	1,244	1,473	158	277	21,604
61/62	674	713	4,268	3,764	5,058	4,583	1,106	1,444	169	285	22,064
62/63	721	801	4,440	4,104	5,194	4,847	1,228	1,468	152	289	23,244

5). This enabled us to calculate junior movers, i.e. those who leave the junior cycle either on promotion to the senior cycle or otherwise. The historical figures do not provide any information on length of course or attrition; all that is recorded is the stock, or total number of pupils, which is the product of both factors. From this it would appear that the ratio of stock to entrants in preceding years has been gradually increasing, thus in 1934/5 the ratio of the total number of junior cycle pupils to entrants during the preceding three years was 0.87, by 1963/4 this had risen to 0.94. In projecting the future situation, a further increase in this ratio of stock to entrants has been assumed, partly because the present trend is expected to be maintained and partly because the raising of the school-leaving age may give a boost to the total, by reducing 'drop-out' among 14 to 15 year-olds. The total stock of junior pupils is expected to increase, therefore, to 81,500 in 1970/71 and to 92,100 in 1975/76.

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TABLE A. 2

Entrants to Secondary Schools: Percentage Distribution by Age, showing separately Percentage of Entrants under 14 years of age, for Each Year 1933 to 1962 and as Projected for 1965, 1970, 1975.

School-year	Total Entrants	Age					Percentage under 14 years
		Under 12	12	13	14	15 years and over	
Percentage Distribution							Percentage
1933/34 ...	10,568	5.8	27.9	31.3	19.6	15.4	65.0
34/35 ...	10,589	5.1	26.5	32.2	22.8	13.4	63.8
35/36 ...	10,885	5.5	26.5	32.8	21.5	13.7	64.8
36/37 ...	11,010	5.4	25.8	34.5	21.7	12.6	65.7
37/38 ...	10,988	6.0	28.1	34.2	20.5	11.2	68.3
38/39 ...	11,101	6.0	26.2	36.3	21.3	10.2	68.5
39/40 ...	11,655	6.0	28.9	36.0	19.9	9.2	70.9
40/41 ...	11,613	5.7	28.0	36.6	20.2	9.5	70.3
41/42 ...	11,774	5.9	28.5	36.7	19.5	9.4	71.1
42/43 ...	11,773	5.9	28.3	36.8	19.6	9.4	71.0
43/44 ...	12,169	6.1	29.7	37.1	19.0	8.1	72.9
44/45 ...	12,463	6.1	30.2	35.9	20.4	7.4	72.2
45/46 ...	12,528	5.8	29.8	38.7	18.2	7.5	74.3
46/47 ...	13,355	6.3	30.4	38.0	18.5	6.8	74.7
47/48 ...	13,450	6.8	31.3	38.5	17.2	6.2	76.6
48/49 ...	14,194	6.6	31.9	38.4	17.4	5.7	76.9
49/50 ...	14,490	6.3	31.6	39.1	17.5	5.5	77.0
50/51 ...	14,597	6.1	32.7	39.7	16.9	4.6	78.5
51/52 ...	14,655	6.5	32.0	40.3	16.6	4.6	78.8
52/53 ...	15,032	7.0	31.6	39.6	17.0	4.8	78.2
53/54 ...	15,324	7.0	31.5	39.6	17.0	4.9	78.1
54/55 ...	16,460	6.9	34.1	40.2	15.0	3.8	81.2
55/56 ...	17,944	6.7	35.6	41.0	13.3	3.4	83.3
56/57 ...	19,082	7.5	36.4	40.4	13.0	2.7	84.3
57/58 ...	19,242	6.8	35.7	41.6	13.2	2.7	84.1
58/59 ...	20,048	6.6	37.1	41.6	12.6	2.0	85.3
59/60 ...	20,521	7.0	36.0	42.3	12.4	2.2	85.3
60/61 ...	21,604	7.1	35.7	42.6	12.6	2.0	85.4
61/62 ...	22,064	6.3	36.4	43.7	11.6	2.0	86.4
62/63 ...	23,244	6.5	36.8	43.2	11.6	1.9	86.5
Projected	(⁰⁰⁰)						
1965/66 ...	24.4	6.7	38.0	43.5	10.8	1.0	88.2
1970/71 ...	27.5	6.8	39.0	44.7	9.0	0.5	90.5
1975/76 ...	30.8	6.9	40.0	46.0	7.1	0.0	92.9

6. Entries to the senior cycle (taken as equal to those in 1st year leaving certificate classes) were projected by applying a ratio to junior movers, the ratio being the projected relationship of these entrants to junior movers in the past (Graph 6).

7. Senior stock was projected by applying a constant ratio to a two year ghost of senior entrants. (Graph 7).

8. The resultant projected entry (junior and senior) and stock (junior, senior and total) data were expressed as a proportion of the numbers in the appropriate age groups in the projected population. The trend in this participation ratio was examined both as a

time trend and in relation to real personal disposable income per capita. Cycle leavers were also computed from these figures.

SECONDARY TOPS

9. Since no entry data were available for this sub-division, stock data were projected directly as a simple time trend, using the fact that this sub-division after a period of rapid growth now appears to have settled down to a fairly steady growth. The historical trend in the distribution between junior and senior cycle has been used to project these cycles for future years. (Table 3).

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TABLE A. 3

Secondary Tops: Estimates of Junior and Senior Stock

Year	Actual a = Number presented for Intermediate Certificate	Actual b = Number presented for Leaving Certificate	bc (see foot- note)	a + bc	T Actual Total Stock	S Estimated Senior Stock bc T a + bc	J Estimated Junior Stock	Senior Stock as percent of total Stock
1925/26	119	15	10	129	2,008	156	1,852	7.8
26/27	184	22	15	199	1,926	145	1,781	7.5
27/28	164	24	16	180	1,954	174	1,780	8.9
28/29	167	11	7	174	1,648	66	1,582	4.0
29/30	155	14	9	164	1,737	95	1,642	5.5
30/31	215	30	20	235	2,295	195	2,100	8.5
31/32	272	31	21	293	2,232	160	2,072	7.2
32/33	239	43	29	268	2,054	222	1,832	10.8
33/34	365	38	26	391	2,130	142	1,988	6.7
34/35	376	47	32	408	2,316	182	2,134	7.9
35/36	411	55	37	448	2,864	237	2,627	8.3
36/37	476	68	46	522	3,155	278	2,877	8.8
37/38	536	89	60	596	3,481	350	3,131	10.1
38/39	572	95	64	636	3,738	376	3,362	10.1
39/40	599	130	88	687	3,986	511	3,475	12.8
40/41	661	117	79	740	4,154	443	3,711	10.7
41/42	658	171	116	774	4,104	615	3,489	15.0
42/43	680	189	128	808	4,092	648	3,444	15.8
43/44	642	158	107	749	4,240	607	3,632	14.3
44/45	757	175	118	875	4,691	633	4,058	13.5
45/46	754	162	110	864	4,374	557	3,817	12.7
46/47	779	143	97	876	4,376	485	3,891	11.1
47/48	814	128	87	901	4,316	417	3,899	9.7
48/49	831	181	122	953	4,703	602	4,101	12.8
49/50	957	193	130	1,087	4,971	595	4,376	12.0
50/51	998	193	130	1,128	5,289	610	4,679	11.5
51/52	970	234	158	1,128	5,464	765	4,699	14.0
52/53	995	280	189	1,184	5,715	912	4,803	16.0
53/54	1,070	297	201	1,271	5,744	908	4,836	15.8
54/55	1,091	306	207	1,298	5,514	879	4,635	15.9
55/56	1,078	243	164	1,242	5,607	740	4,867	13.2
56/57	1,120	305	206	1,326	6,081	945	5,136	15.5
57/58	1,161	274	185	1,346	6,021	828	5,193	13.8
58/59	1,331	318	215	1,546	6,219	865	5,354	13.9
59/60	1,301	302	204	1,505	6,286	852	5,434	13.6
60/61	1,330	355	239	1,569	6,347	967	5,380	15.2
61/62	1,405	360	243	1,648	6,619	977	5,642	14.8
62/63	1,477	373	256	1,733	6,789	1,003	5,786	14.8

Source: Annual Reports of the Department of Education.

$$(c = \frac{a \cdot s}{j \cdot b} \text{ in year } 1961/62 = 0.65)$$

1 February, 1963. Junior Stock 5,843. Senior Stock 935. Total 6,778.

1 February, 1964. " " 5,754. " " 942. Total 6,696.

III
TABLE A. 4

Vocational Schools, Whole-Time Continuation Courses

Year	Number of individual students	Total Enrolments ¹					Boys as percentage of Total Enrolment	Girls as percentage of Total Enrolment
		Total	Under 16 years		Over 16 years			
			Boys	Girls	Boys	Girls		
1952/3	19,780	20,271	8,694	7,499	1,868	2,210	% 52.1	% 47.9
53/4	19,932	20,229	8,914	7,338	1,884	2,093	53.4	46.6
54/5	20,299	20,605	9,088	7,670	1,799	2,048	52.8	47.2
55/6	20,780	21,036	9,641	7,693	1,716	1,986	54.0	46.0
56/7	21,786	22,005	10,219	8,137	1,693	1,956	54.1	45.9
57/8	22,961	23,297	11,054	8,577	1,688	1,978	54.7	45.3
58/9	23,675	23,913	11,329	8,859	1,703	2,022	54.5	45.5
59/60	25,368	25,608	12,232	9,403	1,856	2,117	55.0	45.0
60/1	26,090	26,531	12,721	9,843	1,946	2,021	55.3	44.7
61/2	27,124	27,496	13,249	10,126	1,817	2,304	54.8	45.2
62/3	28,132	28,443	14,275	9,945	1,824	2,399	56.6	43.4

Source: Annual Reports.

¹Total enrolments are slightly larger than the number of individual students owing to students enrolling for more than one course. Age/sex data are available only for the enrolments.

VOCATIONAL—CONTINUATION

10. Data on entrants were limited to the five-year period 1959/63 supplied to us by vocational education committees. Data on stocks were available from 1952/53 as in Table 4, a change in the collection and presentation of the statistics in that year makes it difficult to link with the data for earlier years. The data on entrants in the five years 1959/63 are analysed and discussed in Appendix III.B. They show a rather curious alternating pattern of growth, a fairly large increase in one year followed by a small increase the next year. Over the period the average annual rate of growth was approximately 3 per cent.

11. In addition to extrapolating this growth rate, stock was projected by applying longterm projected age participation ratios to forecast population data. The assumption was made that the majority of entrants would be 13 year olds rather than 14 and that they would have to remain for at least two years, on account of the raising of the school-leaving age to 15. Provision also had to be made for the proposed third year course.

VOCATIONAL—TECHNICAL

12. The projection of this sector depends mainly on the rate of growth in facilities for regional technical colleges. The rate of growth in these facilities foreseen by the Department of Education has been used as a basis for the forecast.

COMPARISON OF THE PROJECTIONS OF POST-PRIMARY ENTRANTS AND PRIMARY SCHOOL LEAVERS

13. The above methodology gave the following projections of annual entrants.

III
TABLE A. 5

Entrants to Secondary Schools, Junior Cycle, Actual and Projected

Year	1950/1	1955/6	1960/1	1963/4	1965/6	1970/1	1975/6
Entrants ...	14,597	17,944	21,600	23,600 ¹	24,400	27,400	30,800

¹Estimated before the actual figure, 23,730, as given in Table 3.3, became available.

III
TABLE A. 6

Entrants to Vocational Schools,—Continuation Courses, Actual and Projected

Year	1959/60	1960/1	1961/2	1962/3	1963/4	1970/1	1975/6
Entrants . .	14,287	14,489	15,145	15,266	16,014	20,000	23,500

14. The total number of entrants to the junior cycle in 1970/71 was estimated at 51,700 as shown below.

III
TABLE A. 7

Projected Entrants to Post-Primary Schools (Junior Cycle) 1970/71 (other than those from other Post-Primary Schools)

Type of School	Entrants (in thousands)
Secondary	27.4
Vocational	20.0
Secondary Tops	2.6
Comprehensive	1.7
TOTAL	51.7

15. Movements out of primary education span a wide range of ages, from 11 years onwards. Useful figures on these movements are extremely difficult to obtain, but taking one year with another the annual total must approximate to a complete age cohort. As the size of the cohorts between 12 and 14 years does not vary greatly, it does not seem unreasonable to assume that the total number moving out of first level education in 1970 will be approximately 57,400, the projected number of 13 year olds. It is expected that approximately 3,000 of these will be going from non-aided primary schools to secondary schools. Of the estimated 20,000 entrants to vocational schools some 2,500 will be transfers from secondary schools¹. This leaves 46,200 as the number who should enter post-primary education from national schools and about 54,400 as the number of pupils who would be leaving national schools. If allowance is made for special schools, this figure becomes 53,900. Our report, however, shows that a considerable number leave school altogether without completing the primary school programme. Thus if the projections made by us were to be borne out by events, there would be an almost complete transfer to post-primary schools of those who complete the primary school course. However, data collected by us on the participation of the various social groups in post-primary education, do not support the view that a movement of this order of magnitude can be achieved by 1971 under the existing arrangements.

16. The following table is a condensation of the material in Table 5.34. It shows for a sample of national school leavers in 1963, the percentage of each social group who entered secondary or vocational schools.

¹Source: Survey conducted by the team in 1963.

III
TABLE A. 8

Percentage of National School Leavers who entered Post-Primary School in 1963, by Social Group

	Social Group						
	Farmers	Professional, Managerial, Salaried Intermediate Non-Manual ¹	Other Non- Manual	Skilled manual	Semi- and un- skilled	Widowed No occupation	Not known
Percentage who entered Post- Primary School	76	88 ¹	80	83	54	65	65

¹This figure would be higher if allowance were made for those in non-aided primary schools. This category as combined here, also includes all Army ranks.

Source: Survey conducted by the team in 1963.

17. It seems that the proportion of national school leavers who stayed in full-time education was 72 per cent. To achieve the entry figure suggested in the preceding paragraph would mean raising this to 90 per cent. As the rates of participation in the first four social groups are already quite high, it is clear that a disproportionate increase in participation for the other groups would be required. As we are in chapter three projecting the system as it is, it does not seem reasonable to assume so rapid a growth for these groups over the next seven years. We feel that a more moderate rate of growth should be taken, one which would give an aggregate participation rate of 83 per cent, or an increase of about 15 per cent. This gives a total entry of 44,100 from national schools.

18. As regards the distribution of this total, we feel we cannot reduce the figure already estimated for secondary schools. Entries to these schools have been increasing very steadily and our projections are somewhat conservative. We have in fact slowed down the rate of growth. Consequently, entrants to such schools are still assumed to be 27,400 i.e., 24,400 from national schools and 3,000 from non-aided primary schools.

19. In the case of the continuation courses in vocational schools, the methodology used would give an annual entry of 20,000. As already mentioned about 2,500 would be from secondary schools so the entry from national schools may be taken as 17,500 by 1971. If a 90 per cent participation rate is not achieved by 1970 it will be due to the failure of the weakest social groups to transfer their children to post-primary schools. Under present circumstances this would probably be reflected in a reduced intake into continuation courses. Consequently we have concluded that a lower rate of growth must be postulated for the future. We estimate the entrants from national schools as 16,100 in 1970/71. This gives approximately the same rate

of growth as we have assumed for the secondary schools. There will, of course, be a considerable increase in the total stock but this will come from a reduction in drop-out² and from the third year course. The reduction in drop-out should come from the operation of the higher school leaving age, which will mean that all those aged 13 on entry (the majority by 1970) will have to stay until the end of the second year of the course. The requirements of An Cheárd-Chomhairle (National Apprenticeship Board) regarding age limits and educational standards for entry to apprenticeship will tend in the same direction. It is assumed that by 1970/71 about 6,000 students or one-sixth of the total enrolment will avail themselves of the third year. The total enrolment in vocational schools (including 2,400 transfers from secondary schools as at present) should, therefore, be 38,000.

20. It seems that the net entry from national schools to comprehensive schools is unlikely to go far over 1,000 by 1971. These schools may achieve the figure of 1,700 mentioned earlier by attracting pupils from existing post-primary schools.

21. There is still a residue of just under 10,000. These are the national school pupils, who having reached the school-leaving age, would normally leave full-time education; however, because of the operation of the higher school-leaving age, they will be unable to do so. Accordingly, this is, we suggest, the number who will spend the extra year (or two perhaps, in some cases) in the national schools.

22. We appreciate that our distribution of the cohort on completion of primary education is open to criticism as being over-cautious and conservative. Our basic difficulty is that, while we have endeavoured to project in the context of the existing system, we have in fact changed the parameters by taking account of the changes proposed by the Minister for Education. Apart from the raising of the school-leaving age and the comprehensive schools, all these changes relate to the continuation course. Their impact on this course could be considerable.

23. There are three possible lines of development. The first is the one used by us and assumes that in the relatively short period covered by our terms of reference public attitudes remain more or less unchanged. The second possibility is that when parents find they must keep their children in school for an extra year, they will choose to let them spend it in a post-primary rather than in a national school. In such a case, one would expect most of these children to go to the vocational school and the annual entry could well top 20,000 a year. However, the majority of these extra pupils could be expected to leave as soon as they would reach 15 years.

²See Chapter 6, paragraph 66.

Drop-out could thus be very heavy and the total stock might not be more than 42,000.

24. The final possibility is that the revised continuation course would be accepted as the equal of the intermediate certificate course in secondary schools. If such a change in popular attitudes did take place, many parents who now send their children to secondary schools with some degree of difficulty might in the future choose the vocational school. However, in order to give an entry of 20,000 to the continuation course by 1970/71 this change in outlook would need to become manifest almost immediately, as in effect, the rate of expansion in secondary school junior entrants would have to slow down dramatically over the next five years. A combination of the second and third possibilities could reasonably occur.

25. This discussion should give a fair indication of the difficulties of projecting post-primary inflows at the present time. Depending on how the various factors are assessed, widely differing results are possible. However, if the revised continuation course is introduced in 1966, some indication of the future course of events should be available by 1968. By that date also some pronouncements may have been made on the manner in which the raising of the school-leaving age by 1970 will be implemented. It will thus be possible, and necessary, to revise the projection of enrolments inside three years.

26. Before leaving this discussion of the second level projections, the projections for 1975/76 may be mentioned. If to the figures in Tables 6 and 7 are added appropriate estimates for secondary tops and comprehensive schools we get a total entry of more than 58,000. As the maximum size of the cohort is unlikely to exceed 59,000, this projection of post-primary participation is manifestly unattainable. Indeed the 1970/71 projections may be regarded as the virtual upper limit to the expansion of post-primary education, unless significant changes are brought about in the progress of pupils through the national schools and their transfer to post-primary education.

OTHER SECTORS

27. In the case of agricultural education the Department of Agriculture supplied the following information on future development.

28. The state residential agricultural schools at Athenry and Clonakilty are being rebuilt. The new buildings will provide accommodation for an extra 26 students (80 against 54 at present). The Department is also erecting a new residential horticultural school in Co. Wexford with accommodation for 30 students.

29. One aided agricultural college plans to provide a second year residential course in horticulture from 1965. There will be accommodation for 24 boys and this will give a net increase in enrolment of 12.

30. The number of places available in the other schools and colleges and in the rural residential schools of domestic economy is expected to remain approximately the same as at present.

FIRST LEVEL

31. The only component of the projection of first level enrolments that requires amplification is the estimate of enrolments of under 6 year olds in national schools. There is very little historical data on the age-composition of national school pupils. For the post-war period this information was obtained in respect of the years 1950, 1952, 1957 and 1960. The data for these years relate to 30 June, which is the last day of the school year. In the case of children under six, the relevant details are as follows :—

III
TABLE A. 9

National School Pupils aged less than 6 (as at 30 June)¹

Age	1950	1952	1957	1960
Less than 5 years ...	22,281	22,690	20,899	22,254
5 years	41,668	44,724	42,604	44,922
TOTAL ...	63,668	67,414	63,503	67,176

¹It is not clear from the published tables if special schools were included or excluded in 1950 and 1952. They were excluded in 1957 and 1960.

Source: Annual Reports of the Department of Education.

32. Table 10 shows the enrolment of children under 6 years of age as a percentage of the population in these age-groups. Some of the figures in this table have been estimated, as the particulars of age composition of enrolments were not obtained for years in which a census of population was taken. The table shows that while there have been changes in the size of the age-groups they do not explain the oscillatory movement in enrolments. Since 1957 however, there appears to be a slow increase (just over 1 per cent per annum) in the participation of 4 and 5 year olds. It is assumed therefore, that enrolments of these age groups will continue to increase at roughly this rate to give a total enrolment of 75,600 in 30 June, 1971. Because of the enrolment patterns in schools the enrolment relevant to the school-year 1970/71 would be approximately 66,500 or 62.5 per cent of the age group.

III
TABLE A. 10

Enrolment of Children aged 4 and 5 years in National Schools (excluding Special Schools) as a Percentage of the Total Population in these Age Groups

	1951	1961	1963	1971
	Number (000)			
Total Population aged 4 and 5	122.5	116.7	117 ¹	121
Number of 4 and 5 year olds at school in June.	64.7 ²	67.3	68.7 ³	75.6 ⁴
Number at school as percentage of total ...	52.8	Percentages 57.7		62.5

¹extrapolated.

²interpolated.

³Number of 4 and 5 year olds in National Schools (excluding special) on 1st February, 1963: 60,470.

⁴Pro-rata adjustment of 1971 projection: 66,500.

Source: Census of Population, 1951 and 1961. Enrolment for 1963 supplied by the Department of Education, from the annual statistical returns.

33. Enrolments at the end of a school-year e.g. 30 June (the date used in the official statistics) are of limited value for projection purposes. For various reasons they reflect neither the true enrolment in the year to which they relate, nor the enrolment for the following year. In the case of the infant standards, a comparison of statistics collected on 1 February and 30 June in the same year will show a significant increase in numbers on the latter date, although the promotion of pupils and enrolment of new entrants does not take place until 1 July. Thus in February, 1963, the number of 4 and 5 year olds on the rolls was 60,470, in June the number was 68,700. An analysis of the official statistics suggests that there is a considerable enrolment of young children between February and June, between 20,000 and 30,000. Enquiries have confirmed that this early or 'advance' enrolment occurs in many schools.

THIRD LEVEL

UNIVERSITY STUDENTS

34. The major growth in the numbers of university students has taken place in the National University and this position is expected to continue in the future. The problem therefore, was to project entrants and stock in this university.

35. The method adopted was to ascertain the ratio of undergraduate degree and full-time diploma entrants in past years to passes at the leaving certificate examination in the year of entry. It was therefore, necessary to estimate the number of examinees and the number of passes. The ratio of examinees to senior cycle entrants in past years was applied to the projected senior cycle stock, passes were similarly

estimated by applying the appropriate ratio to the resulting estimates of examinees. The average ratio of entrants to leaving certificate passes during the decade 1951-1961 was 0.29. This was assumed to increase slowly. In fact the ratio for 1962-63 proved to be 0.31, so our projection may prove to be rather conservative. (Table 11 and Graph 8).

36. In projecting university entrants, regard was again had to the economic series described in paragraph 2. These series, and the trend in the number of leavers from secondary schools who were qualified to enter university were used as explanatory variables. Again, however, the degree of association was not great, the multiple correlation coefficient being of the order of 0.5.

37. Undergraduate stock was estimated using a ratio of stock to a 'ghost' of four-year cumulative entries. The average for the decade was 0.86, the ratio used for the projections was 0.85. (Table 12 and Graph 9).

38. Post-graduate students were extrapolated from the historical time-series (Table 13).

TECHNOLOGICAL STUDENTS

39. Students following third level courses in colleges of technology were projected as part of the main body of full-time technical students in vocational schools, because of the very small numbers involved and the lack of historical data on trends.

PART-TIME EDUCATION

VOCATIONAL SCHOOLS

40. All the projections of part-time enrolments are somewhat conjectural due to lack of basic statistical data. The projections of evening enrolments in vocational schools presented the greatest difficulty as there is an almost complete absence of data on progress and trends in this sector. The statistics available comprise the aggregate enrolment of individual students (undifferentiated by sex), aggregate subject enrolments by sex and by age (under 16 years and over 16 years) and aggregate attendance hours. These statistics are available for each vocational education area (Table 18).

41. In paragraph 3.44 reference was made to the decline in enrolments in county schemes. Average attendance hours per student in the counties have fluctuated a good deal, 48.5 in 1951/52, 57.7 in 1952/53, 52.9 in 1959/60, since when there has been a steady decline to 47.5 in 1962/63. Much of the decline in these areas is probably due to emigration, although the steady fall since 1959/60 may indicate that other factors are at work also.

42. In Dublin the increase in enrolments has been accompanied by some rise in the average attendance hours—from 58.6 in 1951/52 to 59.1 in 1961/62 (Table 20). It is difficult to discern a definite trend in Dublin, although it will be noted that the average attendance hours fell in 1962/63 as compared with 1961/62, despite an increase in the number of individual students.

43. As regards the composition of these enrolments, the only information we have is some data on age from the subject enrolment statistics in the Annual Reports of the Department of Education. Enrolments by students under 16 years have varied little between 1951/52 and 1962/63, so the changes have occurred among the older adult age groups. In Dublin however, enrolments by both the under and over 16s have increased. Thus in Dublin both the number of individual students and the number of subject enrolments are going up, in contrast to the position in the county areas.

44. The position in Dublin has been considered at some length as it accounts for 31 per cent of all evening vocational students. It is likely too that the position in the other major population centres is rather similar.

45. Enrolments were also expressed as a percentage of the total population between the ages of 15 and 30, for two years for which census data were available, 1951 and 1961. The percentage was higher in 1961 than in 1951 due to the fall in the population between these ages during the decade (10.2 against 8.9).

46. None of the factors discussed provides a firm basis for a projection. The most important fact seems to be the stability of enrolments since 1951, despite the population decline noted in the last paragraph. In view of the fact that an increase in the population aged 15 to 30 is projected for 1971 it was decided to assume an increase in evening enrolments to 64,000. As a percentage of the appropriate population, this is somewhat greater than in 1951 but less than in 1961.

UNIVERSITY STUDENTS

47. Table 21 shows the historical stock series for part-time university students. No clear trends are discernible; development has been affected by at least two important factors, the reorganisation of the evening degree courses in University College, Dublin, and the discontinuance of evening degree courses in Trinity College, Dublin in 1961.

III
TABLE A. 11

Entrants to Senior Cycle, Secondary School, Leaving Certificate Passes and Full-Time Entrants to the National University of Ireland, Actual and Projected

A		B		B as Percentage of A	C		C as Percentage of B
Entrants to Senior Cycle Secondary School ¹		Leaving Certificate Passes (2 years later) ¹			Full-time N.U.I. Entrants ¹		
Year	Total Number	Year	Total Number		Year	Total Number ²	
1953 ...	7,177	1955 ...	5,266	73.4	1955 ...	1,402	26.6
1954 ...	7,585	1956 ...	5,442	71.7	1956 ...	1,464	26.9
1955 ...	7,672	1957 ...	5,711	74.4	1957 ...	1,483	26.0
1956 ...	7,927	1958 ...	5,961	75.2	1958 ...	1,653	27.7
1957 ...	8,368	1959 ...	6,240	74.6	1959 ...	1,672	26.8
1958 ...	9,088	1960 ...	7,181	79.0	1960 ...	2,081	29.0
1959 ...	10,001	1961 ...	7,846	78.5	1961 ...	2,346	29.9
1960 ...	10,230	1962 ...	8,317	81.3	1962 ...	2,593	31.2
						(¹ 000)	
1961 ...	11,126	1963 ...	8,937	80.3	1963 ...	2.9	33.0
1962 ...	12,155	1964 ...	10,256	85.1	1964 ...	3.4	33.0
						(¹ 000)	
1963 ...	12.8	1965 ...	10.2	80.1	1965 ...	3.4	33.0
1964 ...	13.3	1966 ...	10.6	80.0	1966 ...	3.5	33.0
1965 ...	14.1	1967 ...	11.3	80.0	1967 ...	3.7	33.0
1966 ...	14.7	1968 ...	11.8	80.0	1968 ...	3.9	33.0
1967 ...	15.2	1969 ...	12.2	80.0	1969 ...	4.0	33.0
1968 ...	16.0	1970 ...	12.8	80.0	1970 ...	4.2	33.0
1969 ...	16.8	1971 ...	13.4	80.0	1971 ...	4.4	33.0
1970 ...	17.6	1972 ...	14.1	80.0	1972 ...	4.7	33.0
1971 ...	18.1	1973 ...	14.5	80.0	1973 ...	4.8	33.0
1972 ...	18.6	1974 ...	14.9	80.0	1974 ...	4.9	33.0
1973 ...	19.0	1975 ...	15.2	80.0	1975 ...	5.0	33.0

¹Figures above the lines are actual.

²Entry figures 1953 to 1958 inclusive: provisional data supplied by the Commission on Higher Education.

Source: For A and B, Annual Reports.

III
TABLE A. 12

National University of Ireland (excluding Maynooth)

*Full-Time Undergraduate Stock (Degree and Diploma) by Faculty for 1948 to 1963
and as Projected from 1964 to 1975*

Year	Humanities	Science	Medicine (including Dentistry)	Engineering and Architecture	Agriculture, Dairy Science and Veterinary Medicine	TOTAL
1948/9	1,388	474	1,466	617	253	4,198
49/50	1,385	465	1,461	639	244	4,194
50/1	1,414	409	1,443	665	260	4,191
51/2	1,413	393	1,382	697	291	4,176
52/3	1,486	423	1,316	743	344	4,312
53/4	1,532	367	1,311	796	432	4,438
54/5	1,722	449	1,256	768	527	4,722
55/6	1,726	493	1,202	797	636	4,854
56/7	1,828	584	1,178	822	720	5,132
57/8	1,867	700	1,139	734	803	5,243
58/9	1,957	894	1,157	694	768	5,470
59/60	2,119	961	1,174	672	730	5,656
60/1	2,414	1,044	1,360	688	670	6,176
61/2	2,809	1,132	1,460	700	676	6,777
62/3	3,163	1,202	1,530	767	715	7,377
63/4	3,634	1,299	1,656	888	772	8,249

Projected Stock (in thousands)

1964/65	4·6	1·4	1·8	0·9	0·8	9·5
65/6	5·3	1·5	1·9	0·9	0·8	10·4
66/7	5·8	1·6	1·9	1·0	0·9	11·2
67/8	6·2	1·7	2·0	1·0	1·0	11·9
68/9	6·5	1·8	2·0	1·0	1·0	12·3
69/70	6·9	1·9	2·0	1·0	1·0	12·8
70/1	7·4	2·0	2·0	1·0	1·0	13·4
71/2	7·8	2·2	2·0	1·0	1·0	14·0
72/3	8·3	2·4	2·0	1·0	1·0	14·7
73/4	8·7	2·7	2·0	1·0	1·0	15·4
74/5	9·1	2·9	2·0	1·0	1·0	16·0
75/6	9·5	3·0	2·0	1·0	1·0	16·5

Source: Figures for 1948/49 to 1961/62 based on provisional data prepared by the Commission on Higher Education. The figures for 1962/63 and 1963/64 are February census data.

III
TABLE A. 13

National University of Ireland (excluding Maynooth)

Full-Time Postgraduate Stock (Degree and Diploma) by Faculty 1948 to 1970

Year	Humanities	Science	Medicine (including Dentistry)	Engineering and Architecture	Agriculture, Dairy Science and Veterinary Medicine	Total	Postgraduate Stock as Percentage of Under- graduate Stock
							%
1948/9	272	30	59	—	1	362	8.6
49/50	296	35	42	1	2	376	9.0
50/1	301	49	84	—	4	438	10.5
51/2	284	49	62	—	3	398	9.5
52/3	318	33	64	—	6	421	9.8
53/4	322	42	55	—	6	425	9.6
54/5	268	36	60	—	4	368	7.8
55/6	377	34	41	2	2	456	9.4
56/7	401	33	23	—	11	468	9.1
57/8	395	36	16	—	9	456	8.7
58/9	411	43	24	—	9	487	8.9
59/60	453	71	15	—	15	554	9.8
60/1	517	70	16	3	21	627	10.2
61/2	552	79	26	7	12	676	10.0
62/3	563	80	30	2	15	690	9.3
70/1	1,000	120	50	10	20	1,200	9.0

Source: Figures for 1948/9 to 1961/2 based on provisional data prepared by the Commission on Higher Education. The figures for 1962/3 are February census data.

III
TABLE A. 14

Trinity College, Dublin

Full-Time Stock (Degree and Diploma) by Faculty (Undergraduates) 1948 to 1962

Year	Humanities, including Divinity	Science	Medicine and Dentistry	Engineering and Architecture	Agriculture and Veterinary Medicine	TOTAL
1948/49 ...	1,289	182	531	115	22	2,139
49/50 ...	1,327	174	544	129	42	2,216
50/1 ...	1,226	135	544	111	30	2,046
51/2 ...	1,199	127	552	81	28	1,987
52/3 ...	1,084	119	538	86	38	1,865
53/4 ...	1,033	81	515	90	28	1,747
54/5 ...	914	90	514	106	56	1,680
55/6 ...	866	120	469	103	59	1,617
56/7 ...	908	119	457	102	54	1,640
57/8 ...	1,077	137	512	90	69	1,894
58/9 ...	1,312	179	504	90	68	2,153
59/60 ...	1,395	275	469	113	79	2,331
60/1 ...	1,465	357	438	129	82	2,471
61/2 ...	1,649	367	416	137	84	2,653
62/3 ...	1,736	358	352	135	77	2,658

Source: Figures for 1948/9 to 1961/2 based on provisional data prepared by the Commission on Higher Education. The figures for 1962/3 are February census data.

III
TABLE A. 15

Trinity College, Dublin
Full-Time Postgraduate Stock (Degree and Diploma) 1948 to 1962

Year	Humanities, including Divinity	Science	Medicine	Engineering and Architecture	Agriculture	Total	Total Stock as Percentage of Undergraduate Stock
							%
1948/9	71	24	—	—	2	97	4.6
49/50	102	29	—	—	4	135	6.2
50/1	108	32	—	—	5	145	6.9
51/2	114	23	—	—	4	139	7.0
52/3	101	26	1	—	2	127	7.0
53/4	96	33	—	—	1	126	7.4
54/5	96	31	—	—	1	122	7.4
55/6	34	—	—	—	—	34	2.2
56/7	54	26	1	—	—	81	5.2
57/8	54	21	12	1	—	88	4.8
58/9	70	27	14	2	2	115	5.4
59/60	62	29	11	6	4	112	4.9
60/1	85	49	17	7	7	161	6.6
61/2	121	49	16	4	1	174	6.6
62/3	157	71	27	9	12	276	10.3

Source: Figures for 1948/9 to 1961/2 based on provisional data prepared by the Commission on Higher Education. The figures for 1962/3 are February census data.

III
TABLE A. 16

St. Patrick's College, Maynooth
Students, 1938–1962

Year						Number of Students
1938/9	...	...	...	...	...	587
1948/9	...	...	...	...	...	475
1949/50	...	...	...	...	...	475
1950/1	...	...	...	...	...	477
1951/2	...	...	...	...	...	483
1952/3	...	...	...	...	...	506
1953/4	...	...	...	...	...	533
1954/5	...	...	...	...	...	555
1955/6	...	...	...	...	...	555
1956/7	...	...	...	...	...	547
1957/8	...	...	...	...	...	544
1958/9	...	...	...	...	...	553
1959/60	...	...	...	...	...	556
1960/1	...	...	...	...	...	568
1961/2	...	...	...	...	...	569
1962/3	...	...	...	...	...	572

Source: Statistical Abstracts.

III
TABLE A. 17

Number of Individuals in Part-Time Education for Apprentices and in other Part-Time Day Vocational Courses

Year	Apprentice Part-time	Other Day Part-time
1952/3	2,305	5,346
53/4	2,267	6,076
54/5	2,410	5,303
55/6	2,527	6,234
56/7	2,630	5,058
57/8	2,538	5,016
58/9	2,761	5,961
59/60	2,987	6,801
60/1	3,469	6,609
61/2	3,955	6,811
62/3	4,542	7,330
Projected		
1970/71	('000) 6.8	('000) 8.6

Source: Annual Reports of the Department of Education.

III
TABLE A. 18

Numbers of Enrolments and Students in Evening Classes in Vocational Schools, 1950 to 1963

Year	Enrolment					Total Individual Students	Average Attendance Hours per Individual Student
	Total	Under 16 years		Over 16 years			
		Male	Female	Male	Female		
1950/1	88,490	7,061	6,058	38,679	36,692	59,268	49.8
51/2	90,662	7,260	5,629	39,495	38,278	60,546	53.6
52/3	90,304	7,204	5,516	40,537	37,047	59,559	59.0
53/4	93,189	7,588	5,927	41,644	38,030	62,157	54.5
54/5	92,025	7,425	6,460	41,209	36,931	62,169	53.2
55/6	95,623	7,768	6,521	43,400	37,934	64,409	52.2
56/7	84,637	6,881	5,321	39,692	32,743	58,445	54.2
57/8	80,880	6,404	5,144	38,538	30,794	54,374	54.3
58/9	84,245	7,418	5,909	40,029	30,889	55,333	55.5
59/60	86,343	7,646	5,548	40,768	32,381	56,177	55.9
60/1	85,221	7,078	5,503	41,564	31,076	54,849	52.7
61/2	90,346	7,567	5,797	44,444	32,538	57,810	52.7
62/3	93,339	7,572	5,228	46,371	34,168	59,863	50.5

Source: Annual Reports of the Department of Education.

III
TABLE A. 19

*Number of Students and Attendance Hours in Evening Classes in Vocational Schools
(excluding County Boroughs and Urban Districts) 1950 to 1962*

Year	Individual Students	Attendance Hours	Average Attendance Hours
1950/51	35,256	1,616,233	45·8
51/52	36,867	1,787,545	48·5
52/53	36,205	2,089,762	57·7
53/54	36,557	1,877,509	51·4
54/55	37,501	1,864,385	49·7
55/56	38,563	1,862,203	48·3
56/57	34,456	1,718,895	49·9
57/58	31,009	1,610,368	51·9
58/59	32,001	1,673,846	52·3
59/60	31,873	1,684,409	52·9
60/61	29,201	1,455,171	49·8
61/62	30,388	1,501,402	49·4
62/63	30,038	1,427,516	47·5

Source: Annual Reports of the Department of Education.

III
TABLE A. 20

*Number of Students, Enrolments and Attendance Hours in Evening Classes in Vocational
Schools, 1950 to 1962—Dublin City*

Year	Enrolment					Individual Students	Average Attendance Hours per Individual Student
	Total	Under 16 years		Over 16 years			
		Male	Female	Male	Female		
1950/1	30,996	3,009	1,732	15,901	10,353	14,528	56·6
51/2	31,446	3,125	1,549	15,824	10,948	15,305	58·6
52/3	32,349	3,279	1,408	17,368	10,294	15,196	60·6
53/4	33,433	3,588	1,722	17,249	10,874	16,881	59·1
54/5	33,257	3,440	1,718	17,232	10,867	16,156	59·0
55/6	34,781	3,499	2,158	18,401	10,723	16,684	59·5
56/7	31,416	2,908	1,710	17,285	9,513	15,882	60·8
57/8	31,138	2,860	1,833	17,317	9,128	15,300	57·1
58/9	32,522	3,268	1,740	18,746	8,768	15,274	61·8
59/60	33,887	3,485	1,476	19,604	9,322	15,975	60·7
60/1	35,412	3,256	1,826	20,937	9,393	16,769	56·6
61/2	38,101	3,374	1,924	22,639	10,164	17,632	59·1
62/3	39,736	3,331	1,637	24,123	10,645	18,292	57·3

Source: Annual Reports of the Department of Education.

III
TABLE A. 21

University Students—Part-Time¹

Faculty	Year	1938/9	1948/9	1949/50	1950/1	1951/2	1952/3	1953/4	1954/5	1955/6	1956/7	1957/8	1958/9	1959/60	1960/1	1961/2
1. Divinity ...	...	—	—	—	—	—	—	—	—	6	6	5	2	6	5	8
2. Arts ...	...	162	67	64	82	80	183	241	340	317	330	302	379	427	493	516
3. Education ...	...	9	13	13	12	14	11	16	17	17	31	49	36	35	21	31
4. Social Science ...	...	—	—	—	—	—	—	28	21	20	15	15	—	—	—	—
5. Total Arts (2-4)	...	171	80	77	94	94	194	285	378	354	376	366	415	462	514	547
6. Commerce ...	...	64	143	207	155	160	219	240	263	267	325	298	322	353	413	419
7. Law ...	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8. Humanities ² ...	...	316	500	553	531	571	693	791	897	918	927	893	942	1,106	1,176	1,202
9. Science ...	...	2	—	1	1	1	4	12	4	43	12	28	36	27	21	26
10. Pre. Med./Dent.	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11. Medicine ...	...	15	18	20	22	16	23	18	15	18	10	8	6	8	7	16
12. Dentistry ...	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
13. Engineering ...	...	—	—	—	—	—	—	—	—	—	—	1	1	—	1	5
14. Architecture ...	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
15. Agriculture ...	...	—	—	—	—	—	—	—	—	—	—	1	—	—	—	1
16. Dairy Science ...	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
17. Vet. Med. ...	...	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
18. All Faculties ...	...	333	518	574	554	588	720	821	916	985	957	937	988	1,149	1,210	1,266

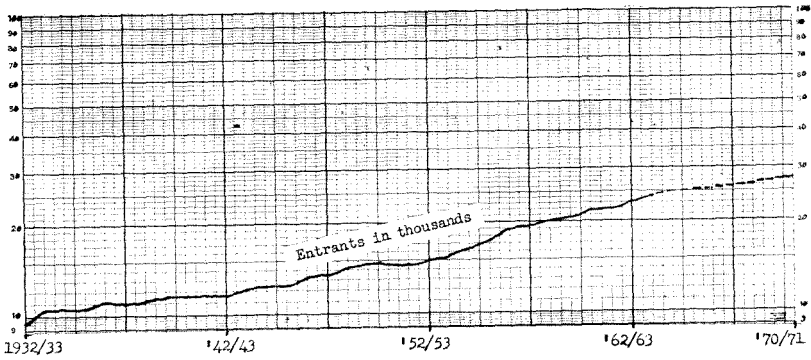
¹Excluding occasional students.

²Totals at 8 include, in addition to the totals at 2, 3, 4, 6 and 7, other students, whom on the information available at the time of preparation of the data, it was not possible to segregate between the preceding categories and who were assumed to come under the heading Humanities.

Source: Provisional data prepared by the Commission on Higher Education.

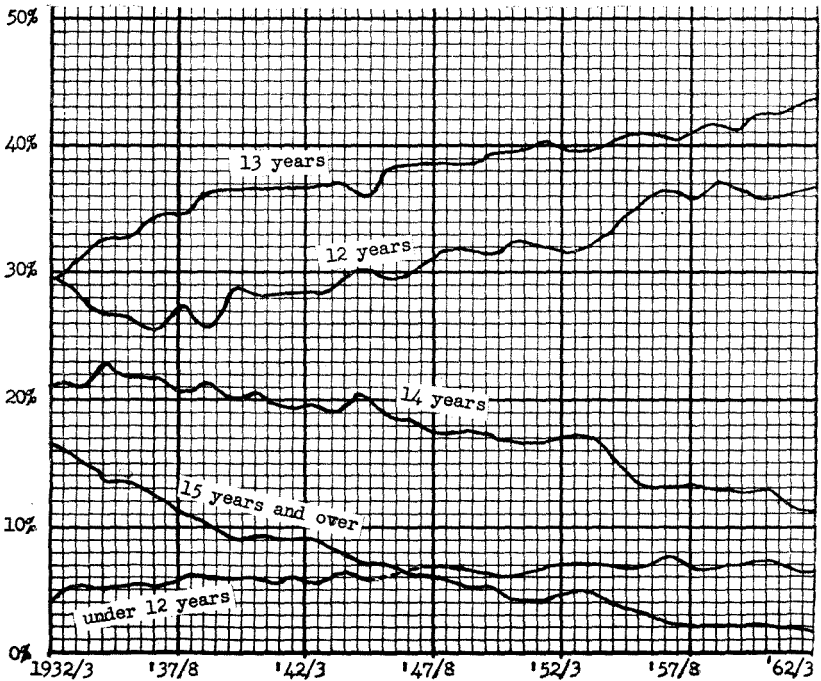
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GRAPH A. 1.

ENTRANTS TO SECONDARY SCHOOLS.



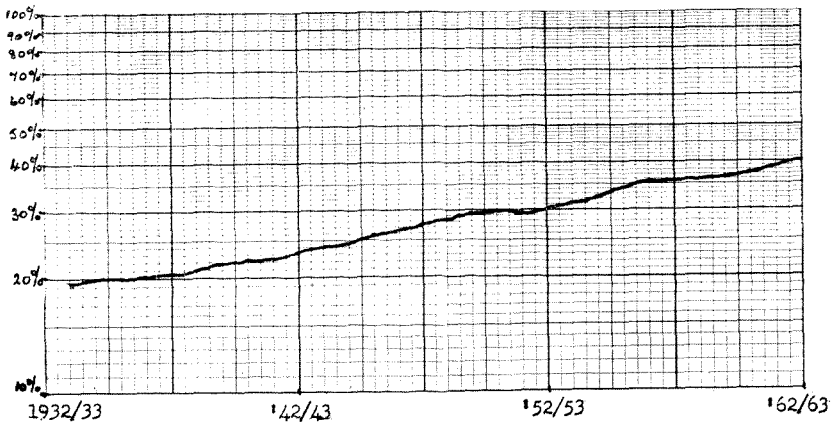
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GRAPH A. 2.

ENTRANTS TO SECONDARY SCHOOLS: EACH AGE GROUP AS
PERCENTAGE OF THE WHOLE.



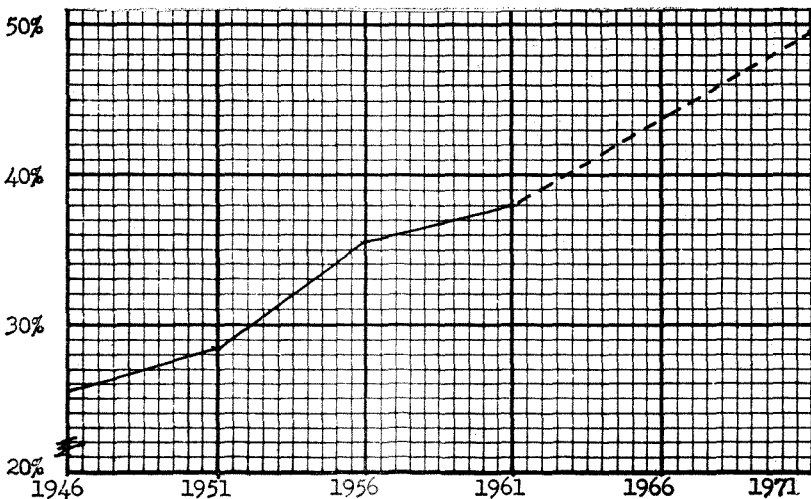
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GRAPH A. 3.

ENTRANTS TO SECONDARY SCHOOLS (EXCLUDING SECONDARY TOPS)
AS PERCENTAGE OF NUMBER OF PUPILS IN 5TH STANDARD TWO
YEARS PREVIOUSLY (3 YEAR MOVING AVERAGE).



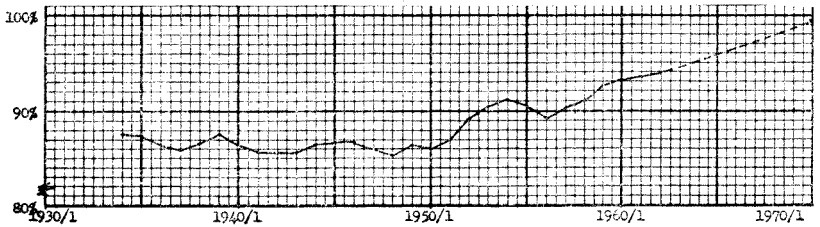
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GRAPH A. 4.

ENTRANTS TO SECONDARY SCHOOLS (EXCLUDING SECONDARY
TOPS) AS PERCENTAGE OF 3 YEAR AVERAGE OF
POPULATION BASED ON 13 YEAR OLDS.



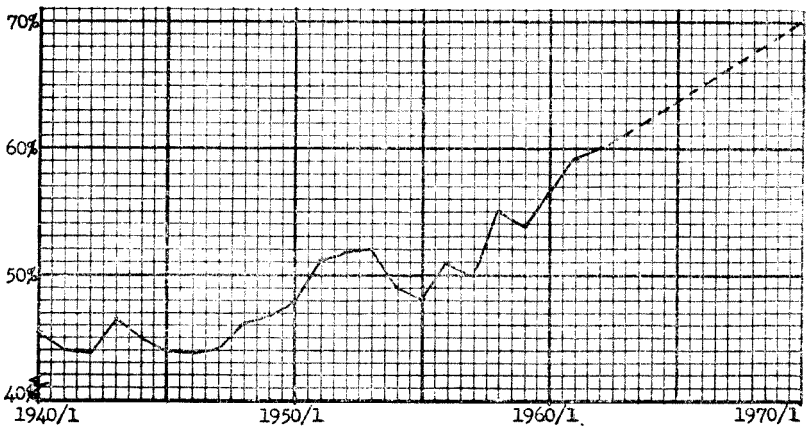
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GRAPH A .5.

SECONDARY SCHOOLS: JUNIOR STOCK AS PERCENTAGE OF "GHOST" JUNIOR STOCK (3 YEARS ENTRANTS).



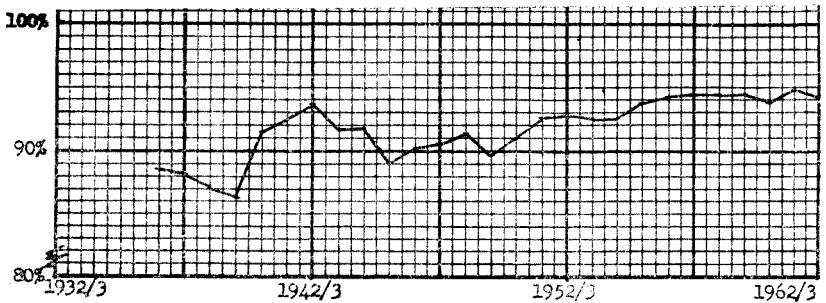
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GRAPH A .6.

SECONDARY SCHOOLS: ENTRANTS TO SENIOR CYCLE AS PERCENTAGE OF NUMBER MOVING OUT OF JUNIOR CYCLE.



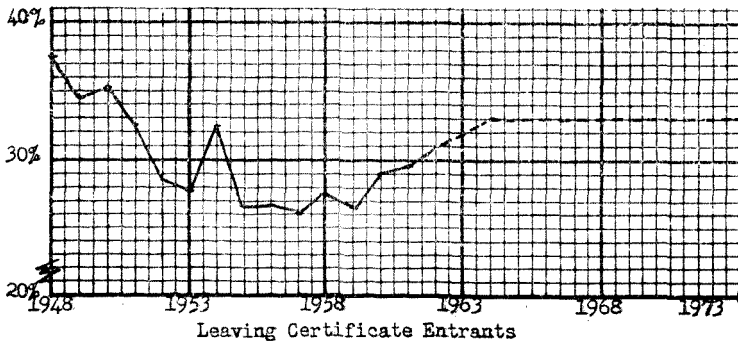
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GRAPH A .7.

SENIOR STOCK AS PERCENTAGE OF "GHOST" SENIOR STOCK (2 YEARS ENTRIES TO SENIOR CYCLE).



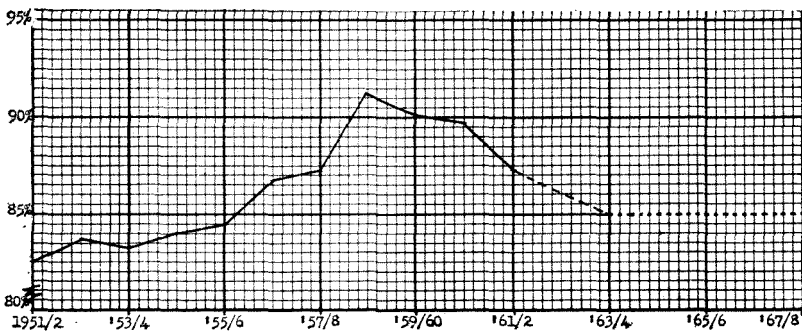
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GRAPH A.8.

N.U.I. ENTRANTS AS PERCENTAGE OF LEAVING CERTIFICATE PASSES.



111
GRAPH A.9.

N.U.I. UNDERGRADUATE STOCK (FULL-TIME) AS PERCENTAGE OF 4 YEAR
 CUMULATIVE ENTRANTS.



APPENDIX III.B

Entrants to Day Continuation Courses, 1959-63

1. Data on entrants to day continuation courses were not collected by the Department. We therefore asked vocational education committees for the figures by sex for each of the years 1959 to 1963. The purpose was solely to obtain an idea of the recent trend, no other information was sought, e.g. on the divisions from which entrants came. (The latter information was asked for in respect of a sample of entrants in 1963, as part of the survey of the flow pattern generally.) The returns were checked in detail to confirm that they related to first time enrolments in continuation courses only.

2. In the attached tables the returns are analysed separately for boys and girls in city, urban and county schemes. The trend in stocks has also been noted. Table 1 shows that the trend for both boys and girls has been irregular. The increase between 1959 and 1963 in new enrolments of both boys and girls in urban and county areas will be noted. In the case of boys, the increase is probably due in part to the activities of An Cheárd-Chomhairle (The National Apprenticeship Board).

3. A most interesting feature of the table is the decline in 1962 and 1963 in new enrolments of both boys and girls in the cities. This probably reflects the acute accommodation problem in those areas, more particularly in Dublin.

4. Table 2 shows that new entrants as a proportion of stock are declining. It follows that stock is growing at a faster rate than entrants, as shown also in Table 2. This indicates that more students are staying on for the second and, possibly, for a third year

5. For the future it is to be hoped that data on new entrants, by age, sex, attainment at entry and pattern of previous education will be collected annually for each scheme.

III
TABLE B. 1

Entrants to Day Continuation Courses, by Sex and Type of Scheme each year from 1959 to 1963

Year		TYPE OF SCHEME							
		County Boroughs		Urban Schemes		Counties		Total	
		Number of Entrants	Percentage yearly change	Number of Entrants	Percentage yearly change	Number of Entrants	Percentage yearly change	Number of Entrants	Percentage yearly change
1959 :	Boys ...	1,945	—	584	—	5,530	—	8,059	—
	Girls ...	1,371	—	363	—	4,494	—	6,228	—
	Total ...	3,316	—	947	—	10,024	—	14,287	—
1960 :	Boys ...	2,000	+2·83	640	+9·59	5,467	—1·14	8,107	+0·60
	Girls ...	1,345	—1·90	337	—7·16	4,700	+4·58	6,382	+2·47
	Total ...	3,345	+0·87	977	+3·17	10,167	+1·43	14,489	+1·41
1961 :	Boys ...	2,024	+1·20	613	—4·22	5,891	+7·76	8,528	+5·14
	Girls ...	1,395	+3·72	406	+20·48	4,816	+2·47	6,617	+3·68
	Total ...	3,419	+2·21	1,019	+4·3	10,707	+6·0	15,145	+4·53
1962 :	Boys ...	1,930	—4·64	648	+5·71	6,157	+4·52	8,735	+2·42
	Girls ...	1,379	—1·15	411	+1·23	4,741	—1·56	6,531	—1·30
	Total ...	3,309	—3·22	1,059	+3·92	10,898	+1·78	15,266	+0·80
1963 :	Boys ...	1,910	—1·04	715	+10·34	6,579	+6·85	9,204	+0·79
	Girls ...	1,342	—2·69	467	+13·63	5,101	+7·59	6,910	+5·80
	Total ...	3,252	—1·72	1,182	+11·62	11,680	+7·18	16,114 ¹	+5·55

¹100 of these were later found to have been previously in another vocational school.

III
TABLE B. 2

Continuation Courses: Entrants as a Percentage of Total Enrolments, by Type of Scheme 1959 to 1963

Year	Type of Scheme	Entrants	Total Enrolments	Entrants as Percentage of Total Enrolments	Percentage yearly change in Total Enrolments
		Number		Percentage	
1959	County Boroughs	3,316	5,281	62.8	—
	Urban	947	1,611	58.8	—
	Counties	10,024	18,270	54.9	—
	TOTAL	14,287	25,162	56.8	—
1960	County Boroughs	3,345	5,344	62.6	+1.2
	Urban	977	1,620	60.3	+0.6
	Counties	10,167	18,913	53.8	+3.5
	TOTAL	14,489	25,877	56.0	+2.8
1961	County Boroughs	3,419	5,372	63.6	+0.5
	Urban	1,019	1,691	60.3	+4.4
	Counties	10,707	19,851	53.9	+5.0
	TOTAL	15,145	26,914	56.3	+4.0
1962	County Boroughs	3,309	5,408	61.2	+0.7
	Urban	1,059	1,814	58.3	+7.2
	Counties	10,898	20,910	52.1	+5.3
	TOTAL	15,266	28,132	54.3	+4.5
1963	County Boroughs	3,252	5,811	56.0	+7.4
	Urban	1,182	1,976	59.8	+8.9
	Counties	11,680	22,884	51.0	+9.4
	TOTAL	16,114	30,671	52.5	+9.0

III
TABLE B. 3

Wholetime Day Continuation Courses

New Entrants by Scheme, 1959/63

Scheme, by Type	Boys					GIRLS					TOTAL				
	1963	1962	1961	1960	1959	1963	1962	1961	1960	1959	1963	1962	1961	1960	1959
<i>County Boroughs:</i>															
Cork	253	227	304	258	259	174	184	202	217	235	427	411	506	475	494
Dublin	1,375	1,459	1,386	1,419	1,411	937	886	885	870	802	2,312	2,345	2,271	2,289	2,213
Limerick	293	285	296	237	214	246	249	279	276	273	539	534	575	513	487
Waterford	95	104	109	88	99	37	48	51	38	52	132	152	160	126	151
TOTALS	2,016	2,075	2,095	2,002	1,983	1,394	1,367	1,417	1,401	1,362	3,410	3,442	3,512	3,403	3,345
<i>Urban Districts:</i>															
Bray	42	62	52	60	53	47	35	39	39	51	89	97	91	99	104
Drogheda	114	103	103	112	95	53	58	60	48	59	167	161	163	160	154
Dún Laoghaire	162	132	123	119	113	133	123	116	75	89	295	255	239	194	202
Galway	112	108	101	107	92	104	95	97	93	82	216	203	198	200	174
Sligo	112	94	90	88	80	40	33	30	27	20	152	127	120	115	100
Tralee	91	84	76	90	75	60	43	44	41	39	151	127	120	131	114
Wexford	82	65	68	64	76	30	24	20	14	23	112	89	88	78	99
TOTALS	715	648	613	640	584	467	411	406	337	363	1,182	1,059	1,019	977	947
<i>Counties:</i>															
Carlow	181	166	153	146	137	160	110	123	119	103	341	276	276	265	240
Cavan	169	162	148	150	152	162	162	128	150	160	331	324	276	300	312
Clare	280	246	244	199	209	215	196	211	178	156	495	442	455	377	365
Cork	631	671	702	624	683	466	425	473	450	454	1,097	1,096	1,175	1,074	1,137
Donegal	401	363	320	310	326	388	347	370	332	300	789	710	690	642	626

III
TABLE B. 3—*continued*

Scheme, by Type	Boys					GIRLS					TOTAL				
	1963	1962	1961	1960	1959	1963	1962	1961	1960	1959	1963	1962	1961	1960	1959
Dublin	311	293	259	230	229	231	203	198	169	187	542	496	457	399	416
Galway	426	326	270	252	259	317	232	220	224	233	743	558	490	476	492
Kerry	303	262	276	267	227	307	249	257	259	221	610	511	533	526	448
Kildare	229	253	277	266	182	152	183	171	177	160	381	436	448	443	342
Kilkenny	233	277	236	197	314	149	171	163	158	179	382	448	399	355	493
Laoighis	172	135	135	105	113	87	66	65	56	64	259	201	200	161	177
Leitrim	151	170	129	142	167	157	143	161	148	141	308	313	290	290	308
Limerick	263	232	172	178	166	211	189	152	163	175	474	421	324	341	341
Longford	142	136	154	160	136	148	145	133	147	136	290	281	287	307	272
Louth	204	182	200	149	177	141	128	138	154	126	345	310	338	303	303
Mayo	295	268	258	259	243	221	227	199	232	221	516	495	457	491	464
Meath	279	262	227	211	192	180	167	183	173	150	459	429	410	384	342
Monaghan	180	182	166	147	167	133	138	146	151	156	313	320	312	298	323
Offaly	242	172	191	157	154	222	192	180	165	123	464	364	371	322	277
Roscommon	131	131	123	103	141	137	118	147	126	143	268	249	270	229	284
Sligo	157	152	129	138	125	136	121	116	114	112	293	273	245	252	237
Tipperary (N.R.) ...	262	224	238	189	213	111	117	122	105	105	373	341	360	294	318
Tipperary (S.R.) ...	280	265	277	280	260	159	204	248	218	218	439	469	525	498	478
Waterford	104	93	78	73	56	64	54	52	49	41	168	147	130	122	97
Westmeath	142	191	183	178	167	139	135	132	176	152	281	326	315	354	319
Wexford	217	171	186	185	185	154	154	174	151	139	371	325	360	336	324
Wicklow	194	172	160	172	150	154	165	154	156	139	348	337	314	328	289
TOTAL	6,579	6,157	5,891	5,467	5,530	5,101	4,741	4,816	4,700	4,494	11,680	10,898	10,707	10,167	10,024
GRAND TOTAL ...	9,310	8,880	8,599	8,109	8,097	6,962	6,519	6,639	6,438	6,219	16,272	15,399	15,238	14,547	14,316

NOTE: These are the figures supplied by the vocational education committees. For the Report, the figures for Dublin City were reduced by approximately 5 per cent to accord with the stock figures shown in the Annual Reports, where a small number of students shown under 'continuation' in the committee's returns had been reclassified under 'technical' by the Department.

APPENDIX IV.A

Requirements and Projected Stock of National Teachers

REQUIREMENTS

1. As stated in paragraph 4.8 the number of national teachers that would be required to meet the targets set out in the Report of the Council of Education on the Function of the Primary School would be over 16,000. The estimate is based on the following analysis.

2. An estimate of the expected number of pupils (average enrolment) in all kinds of national schools (including special schools and secondary tops) for 1966, 1971, 1976 and 1981 gives the following data. It is assumed that there is no change in existing strategies except those enumerated in chapter three, in particular a change in the school leaving age to 15¹. If other assumptions regarding the number of pupils in national schools were made appropriate adjustments would be necessary.

IV
TABLE A. 1

Expected Average Enrolment of Pupils in National Schools (including Secondary Tops and Special Schools)
(in thousands)

Year	1961	1966	1971	1976	1981
Average Enrolment	490	487	498	505	520

The corresponding figure for 1963 was 485,464.

3. The figure for 1981 may be regarded as preliminary. It is given, however, so that a dynamic view may be taken of the situation in 1976, i.e. it seems likely that enrolments in national schools will be expanding by over one-half of one per cent per annum at that time, due to the expected growth in the birth rate.

4. The target number of teachers who would be required in the national schools in any future year depends (i) on the expected number of pupils in the system, (ii) on the distribution of these pupils (a) geographically (b) organisationally and (c) by broad level

¹It is assumed that the extra children aged 14+ will be distributed between the four existing divisions—national school—primary, national school—secondary top, secondary school and vocational (continuation) in the ratios set out in chapter 3.

(primary departments and secondary departments) and (iii) on the teacher allocation quotas for each category, size and type of school. The percentages of children in the various class sizes are therefore, the outcome of the inter-relationships in (ii) and (iii) above.

5. If teacher requirements are estimated on the basis of an average pupil/teacher ratio, it will be found in practice that a proportion of pupils will be in classes of above average size. The number of teachers required to set an upper bound to the proportion of pupils so affected, e.g. to permit only a marginal deviation from the maximum, can be estimated with the aid of data on school size and class size structure, assuming no change in the organisational structure generally or in the teacher allocation quotas in the case of the small schools. At present these are more favourably situated than the average in this respect.

6. In this exercise requirements have been estimated on the basis of the targets suggested by the Council of Education, in particular that there should be not more than five per cent of pupils in classes over 40 in the larger schools. Allowance must be made for the fact that all classes (in any school) cannot be equal in size and a special investigation of the relationship between pupil/teacher ratio and percentage in classes over 40 in the medium sized and larger schools shows that it may be conservatively estimated that to achieve these targets it would be necessary to have a *maximum* pupil/teacher ratio per school of 35 in these schools. This would imply *average* pupil/teacher ratios of slightly less than 30 given the lower pupil/teacher ratios in the smaller schools and some special adjustments to cover the growth in the number of pupils in secondary tops and in special schools.

7. Given the expected inventory of teachers as shown below it appears that in fact this target would not be achieved by 1971. It is estimated that the percentage of pupils in classes over 40 would be about 33 per cent in 1971 compared with 46 per cent in 1963.

EXPECTED INVENTORY

8. The expected inventory of teachers i.e. the 'stock' of teachers we may expect to be available in future years are affected by (a) the output of the development sectors i.e. the training colleges; (b) the effective 'take-off' ratio, assumed to be 1.00; (c) the outflow from the teacher force i.e. what in another context we have called replacement demand; (d) the trend in qualified persons (especially married women) returning to teaching after an absence; (e) the extent to which over-age teachers are willing to remain teaching, etc. Item (e) depends on the age distribution of teachers amongst other factors. Estimates of expected inventories were developed and are set-out in Table 4.1. They imply (i) a total output from the six training colleges at 600 trained teachers per annum, from 1967, corresponding

to 1,200 places, (ii) an average outflow through retirement, resignation and death of approximately 520 per annum, (iii) a small inflow of teachers from Froebel training colleges, (iv) a small inflow of married women returning to teaching.

9. It will be realised that an over-optimistic assumption as to inflow has been made in assuming that a regular inflow of 600 teachers to national schools will be provided by 1,200 places in training colleges. However, this assumption has been deliberately made because there appear to be some other inflows, perhaps from teachers in non-aided primary schools or teachers returning from abroad which cannot be adequately measured by the present statistics and hence cannot be formally projected. It is assumed that any 'losses' on the one hand will be balanced by 'gains' on the other but it will be necessary to revise these estimates regularly once the statistical basis has been improved.

10. As in the case of the inflow of teachers, measurement and analysis of the outflow of teachers is rendered difficult by statistical deficiencies and the estimates presented should only be regarded as provisional until more adequate statistics are available. One factor, however, which particularly affects outflow is the age/sex distribution of teachers and data on this, derived from the Census of Population, 1961 in respect to all primary teachers, is available.

AGE DISTRIBUTION OF PRIMARY TEACHERS

11. Due to the unusual shape of the age distribution of teachers as shown in the following table there will probably be a rather special pattern in the retirement of teachers over the next 25 or 30 years. The table, being derived from Census of Population data and not from Departmental statistics, includes not only National Teachers but also teachers in non-aided primary and preparatory schools, of whom there are probably about one thousand. It would also include supernumerary teachers.

IV
TABLE A. 2

Number of Primary Teachers by Age Group and Years of Retirement (Assuming Retirement Age Retained at 65)

Age at 1961	Total	14-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
Male :												
Lay ...	3,914	26	457	508	355	180	352	600	590	403	300	143
Religious	663	6	101	131	81	74	65	69	60	37	20	19
Female :												
Lay ...	7,997	112	1,695	1,242	637	335	481	746	895	942	713	199
Religious	3,012	—	283	313	275	341	341	303	290	264	254	348
TOTAL ...	15,586	144	2,536	2,194	1,348	930	1,239	1,718	1,835	1,646	1,287	709
Years of Retirement	—	—	—	96/2,000	91/95	86/90	81/85	76/80	71/75	66/70	61/65	—

12. It will be seen from this table that we are moving into a period of high replacement demand which will continue until the beginning of the 80's. This, combined with a backlog demand of about 2,000 which would be needed if a target of reducing class sizes to not more than 40 were accepted, would have the effect of creating an exceptional demand for teachers in the next fifteen years. On the other hand despite an expected expansion demand there will probably be some spare capacity in the training colleges in the 80's.

13. As well as the difficulties created by statistical deficiencies and problems inherent in the interpretation of existing historical series, these estimates are also affected by the possibility that graduate National Teachers, of whom there are more than a 1,000, may be eligible to teach in comprehensive schools and that there may be an outflow of some magnitude from national schools to comprehensive schools at the end of the decade.

APPENDIX IV. B.

Requirements and Projected Inventory of Secondary Teachers.

1. As in the case of National Teachers, statistical deficiencies and difficulties in interpreting the available historical series require a revision of the estimates presented when the statistical basis has been improved. In addition there are ambiguities resulting from a possible movement of secondary teachers to comprehensive schools as these develop. This will depend on factors not yet clear. The position is also complicated by the employment of large numbers of non-incremental and part-time teachers.

REQUIREMENTS

2. The requirements for secondary teachers are discussed in some detail in the Report and it is not considered necessary to add further detail here. The main problem is not the total number of teachers likely to be available but the numbers and quality of specific categories of teacher, e.g. teachers of modern continental languages.

OUTFLOW

3. Outflow of teachers was projected on the age data in Tables 1 and 2. Table 1 shows, for lay and religious teachers, by sex, the age-structure in 1962/63. This table covers about 80 per cent of full-time graduate secondary teachers serving in that year. Table 2 relates to all teachers but does not distinguish between full-time and part-time teachers.

4. A problem in relation to the projection of outflow from secondary teaching is that teachers may remain in full-time teaching after the normal retiring age of 65 (and in the case of women, after marriage), even though payment of incremental salary ceases.

5. The tables show that the number of teachers retiring due to age can be assumed at 500 for the decade 1960-70.

6. The relatively small proportion of religious teachers in the younger age-groups will be noted. Table 1(a) analyses in greater

detail the numbers of them born in the period 1930/39. There are virtually no religious registered with dates of birth after 1936. The inference seems to be that religious on registration are on average about four years older than lay teachers in the case of males and three years older in the case of females.

7. Other outflow of teachers, due to marriage, death and resignation appears to be heavy. As Table 3 shows, between 1950/51 and 1962/63, over 2,700 teachers were registered. It can be assumed that the majority of teachers are aged between 24 and 30 at registration. The age-range of these teachers in 1962/63 therefore, would be 24 to 42. There are, however, only 1,550 teachers between these ages in the sample in Table 1, a good number of whom, of course, were registered before 1950. Even when allowance is made for non-graduate registrations and the incompleteness of the sample, the outflow over the twelve years cannot have been less than 700 and was almost certainly greater.

8. The estimated total outflow of 1,200 between 1963 and 1970 would appear therefore, to be a reasonable estimate.

INFLOW

9. The number of teachers likely to be available depends mainly on the number of university graduates who take the Higher Diploma in Education, are then registered as secondary teachers and enter the teaching service. Table 3 shows the position from 1950/51 to 1962/63 for some relevant series, which were available. It would appear from these figures that in the light of the projected requirements and projected outflow, the necessary inflow will be forthcoming in so far as total numbers are concerned, given the projected increase in university output.

10. In order to evaluate the type and quality of new registrants some additional tables are supplied. Tables 4-7 show for each of the years 1961, 1962 and 1963, the academic qualifications of those admitted to registration in each year and when conferred. This information is given by sex for lay and religious.

11. Tables 8 and 9 show for those awarded the Higher Diploma in Education in 1962, the years in which they obtained their primary degree and their previous academic attainment.

IV
TABLE B. I

Age Structure of Full-Time Graduate Secondary Teachers Serving in 1961/62 (80 per cent sample)

	Year of Birth							TOTAL
	1890 to 1899	1900 to 1909	1910 to 1919	1920 to 1929	1930 to 1939	1940 to 1949	Not Known	
Male:								
Lay ...	18	120	174	159	280	1	89	841
Religious ...	12	105	217	252	100	0	93	779
Female:								
Lay:								
Married ...	0	26	41	33	18	0	16	134
Single ...	7	82	90	99	229	12	101	620
Religious ...	21	127	241	247	133	0	86	855
TOTAL ...	58	460	763	790	760	13	1,385	3,229

Source: Data made available to the Team by the Department of Education for analysis.

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TABLE B. 1 (A)

More Detailed Analysis of Year of Birth of Those in ' 1930-39 ' Column in Table 1

	1930	'31	'32	'33	'34	'35	'36	'37	'38	'39	TOTAL
Male :											
Lay ...	18	28	37	26	32	34	38	28	25	14	280
Religious ...	9	22	16	13	17	14	7	—	—	2	100
Female :											
Lay ...	19	10	22	15	22	30	31	33	37	28	247
Religious ...	24	32	20	18	16	10	11	1	1	—	133
TOTAL ...	70	92	95	72	87	88	87	62	63	44	760

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TABLE B. 2

Secondary Teachers : Age Distribution and Year of Reaching Age of 65

Age (in years) at 1961 Census	14-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and over	TOTAL
<i>Male:</i>												
Lay	2	151	226	148	98	88	128	116	76	56	32	1,121
Religious	2	104	133	169	180	163	143	119	59	47	49	1,168
<i>Female:</i>												
Lay	9	244	232	139	125	100	140	126	72	43	22	1,252
Religious	—	156	235	195	251	265	215	186	130	110	223	1,966
TOTAL	13	655	826	651	654	616	626	547	337	256	326	5,507
Year of reaching age of 65 ...	—	—	1996 —2000	1991 —1995	1986 —1990	1981 —1985	1976 —1980	1971 —1975	1966 —1970	1961 —1965	—	—

Source: Census of Population, 1961.

IV
TABLE B. 3

Number of University Graduates in the Years 1948 to 1962 Taking The Higher Diploma in Education and Registering as Secondary Teachers

Year	(1) Number of teachers registered ¹	Year	(2) Graduates doing Higher Diploma ²	Year	(3) Graduates Total First Degrees ³	(4) Arts Graduates ³	(1) as % of (2)	(2) as % of (3)	(4) as % of (3)	(2) as % of (4)	(1) as % of (4)
							Percentages				
1950-1	152	1948-9	212	1947-8	1,435	654	71.7	14.8	45.6	32.4	23.2
1951-2	159	1949-50	263	1948-9	1,461	677	60.5	18.0	46.3	38.8	23.5
1952-3	165	1950-1	279	1949-50	1,554	704	59.1	18.0	45.3	39.6	23.4
1953-4	149	1951-2	252	1950-1	1,662	787	59.1	15.2	47.4	32.0	18.9
1954-5	168	1952-3	286	1951-2	1,656	869	58.7	17.3	52.5	32.9	19.3
1955-6	182	1953-4	254	1952-3	1,577	789	71.7	16.1	50.0	32.2	23.1
1956-7	183	1954-5	251	1953-4	1,537	812	72.9	16.3	52.8	30.9	22.5
1957-8	245	1955-6	320	1954-5	1,608	844	76.6	19.9	52.5	37.9	29.0
1958-9	265	1956-7	315	1955-6	1,645	896	84.1	19.1	54.5	35.2	29.6
1959-60	242	1957-8	338	1956-7	1,665	834	71.6	20.3	50.1	40.5	29.0
1960-1	267	1958-9	341	1957-8	1,729	818	78.3	19.7	47.3	41.7	32.6
1961-2	265	1959-60	363	1958-9	1,818	801	73.0	20.2	44.5	45.3	33.1
1962-3	287	1960-1	393	1959-60	1,768	834	73.0	22.2	47.2	47.1	34.4
		1961-2	436	1960-1	1,893	900		23.0	47.5	48.4	

Sources: ¹Annual Reports of the Department of Education.

²Commission on Higher Education (excluding Maynooth).

³Statistical Abstracts, National University of Ireland (including Maynooth) and Trinity College, Dublin combined.

IV
TABLE B. 4

*Secondary Teachers Registered in 1961, 1962 and 1963, Showing the Year in Which
Their Academic Qualifications were Conferred, Lay and Religious, by Sex*

Type of Teacher	Year Conferred						Before 1958
	1963	1962	1961	1960	1959	1958	
Male:							
Lay	—	5	55	69	65	24	29
Religious	—	4	25	18	14	3	95
Female:							
Lay	1	5	66	69	63	15	46
Religious	—	5	36	40	30	10	26
TOTALS ...	1	19	182	196	172	52	186

Source: Departmental records.

IV
TABLE B. 5

*Secondary Teachers Registered in 1961 Showing for Lay and Religious, by Sex,
Academic Qualification and Year Conferred*

Qualification and Sex	Year Conferred							Number awarded H.Dip.Ed. in 1960
	1961	1960	1959	1958	1957	1956	Before 1956	
<i>B. A. Male :</i>								
Lay		1	36	7	4	4	3	48
Religious ...		7	10		1		32	23
<i>Female :</i>								
Lay		3	41	9		1	5	46
Religious ...		2	21	8	2		6	16
<i>B.Comm. Male :</i>								
Lay			3					3
Religious ...			2					2
<i>Female :</i>								
Lay			5				2	5
Religious ...			2					2
<i>B. A.</i>								
<i>B.Comm., Male :</i>								
Lay			4				1	4
Religious ...								
<i>Female :</i>								
Lay			1				2	1
Religious ...							1	
<i>B.Sc. Male :</i>								
Lay			2		1			2
Religious ...							1	1
<i>Female :</i>								
Lay							3	1
Religious ...							1	
<i>Other</i>								
<i>Degrees : Male :</i>								
Lay				3		2	1	2
Religious ...							5	2
<i>Female :</i>								
Lay				1				1
Religious ...								
<i>Other Qualifications :</i>								
<i>Male :</i>								
Lay								
Religious ...								
<i>Female :</i>								
Lay		3					2	
Religious ...	2	4	2				2	
TOTALS	2	20	129	28	8	7	67	159

Source: Departmental records.

IV
TABLE B. 6

*Secondary Teachers Registered in 1962 Showing for Lay and Religious, by Sex,
Academic Qualification and Year Conferred*

Qualification and Sex	Year Conferred							Number awarded H.Dip.Ed. in 1961
	1962	1961	1960	1959	1958	1957	Before 1957	
<i>B. A. Male :</i>								
Lay		1	39	11	6	2	3	50
Religious ...		9	8		1	1	22	25
<i>Female :</i>								
Lay		2	42	7	4	2	7	50
Religious ...		3	25	3			1	18
<i>B.Comm. Male :</i>								
Lay			2	1				2
Religious ...								
<i>Female :</i>								
Lay			6	4			1	7
Religious ...			1				1	1
<i>B. A., B.Comm. Male :</i>								
Lay		1	2	2			2	4
Religious ...		2						
<i>Female :</i>								
Lay			5					3
Religious ...								
<i>B.Sc. Male :</i>								
Lay			11	1	4		1	14
Religious ...			1	1			1	1
<i>Female :</i>								
Lay			1				3	2
Religious ...			1					
<i>Other Degrees : Male :</i>								
Lay								
Religious ...				1	1		2	1
<i>Female :</i>								
Lay								
Religious ...								
<i>Other Qualifications :</i>								
<i>Male :</i>								
Lay								
Religious ...								
<i>Female :</i>								
Lay		1						
Religious ...		1	1					
TOTALS		20	145	31	16	5	44	178

Source : Departmental records.

IV
Table B. 7.

*Secondary Teachers Registered in 1963 Showing for Lay and Religious, by Sex,
Academic Qualification and Year Conferred*

Qualification and Sex	Year Conferred							Number awarded H.Dip.Ed. in 1962
	1963	1962	1961	1960	1959	1958	Before 1958	
<i>B. A. Male :</i>								
Lay		4	46	13	3	3	2	58
Religious ...		4	10	2		1	21	21
<i>Female :</i>								
Lay			44	4	3	2	11	48
Religious ...		3	22	6	2	1	9	15
<i>B.Comm. Male :</i>								
Lay		1	1				1	2
Religious ...								
<i>Female :</i>								
Lay			6	1			3	7
Religious ...			4				2	3
<i>B. A., B.Comm. Male :</i>								
Lay			2		1		1	2
Religious ...								
<i>Female :</i>								
Lay			6		1		2	6
Religious ...			1					1
<i>B.Sc. Male :</i>								
Lay			4	1		1		6
Religious ...			4				3	5
<i>Female :</i>								
Lay			6	2				7
Religious ...		1	3				1	3
<i>Other Degrees :</i>								
<i>Male :</i>								
Lay					1		1	1
Religious ...							3	1
<i>Female :</i>								
Lay				1	1		1	2
Religious ...								
<i>Other Qualifications :</i>								
<i>Male :</i>								
Lay								
Religious ...								
<i>Female :</i>								
Lay	1	4	1				1	
Religious ...		3						
TOTALS	1	20	160	30	12	8	62	188

Source : Departmental records.

IV
TABLE B. 8

Table Showing in Respect of Graduates Awarded the Higher Diploma in Education in 1962, the Years in Which the First Primary Degree Had Been Obtained, by Sex

	Higher Diploma in Education, 1962	Year in which Primary Degree Obtained				
		1962	1961	1960	1959	Before 1959
		Number of Persons				
Male ...	240	3	150	25	12	50
Female ...	186	—	139	19	11	17
TOTAL ...	426	3	289	44	23	67

Source : Data made available by the secretariat of the Commission on Higher Education.

IV
TABLE B. 9

Table Showing the Academic Attainment of Graduates Awarded the Higher Diploma in Education in 1962, by Sex

	Higher Diploma in Education, 1962	Previous Academic Attainment							
		B.A. Degree		B.Comm. Degree		B.Sc. Degree		Other Degrees	
		Pass	Honours	Pass	Honours	Pass	Honours	Pass	Honours
		Number of Persons							
Male ...	240	134	57	6	1	21	14	6	1
Female	186	96	44	9	12	16	1	2	6
TOTAL	426	230	101	15	13	37	15	8	7

Source : Data made available by the secretariat of the Commission on Higher Education.

APPENDIX IV.C

The Projection of Vocational Teacher Requirements and Availabilities in 1970-71

1. The projection of the number of vocational teachers required in the session 1970/71 is complicated by the following :—

- (a) the number of categories involved, with different training and recruitment patterns,
- (b) the range of courses on which teachers give instruction,
- (c) teachers often teach in more than one school,
- (d) part-time teachers are widely employed.

2. The procedure adopted, therefore, was as follows :

Requirements : The total teaching hours in the session (school-year) 1962/63 were allocated to each type of course, in total and for each category of teacher. The totals were converted into full-time equivalent teachers and student/full-time equivalent teacher ratios obtained for each course. These were then applied to the projected student enrolments in 1970/71 to give the full-time equivalent teacher requirements in total and hence total teaching hours.

3. In order to allocate this total by category of teacher, a possible distribution of teaching hours by category in 1970/71 was developed. Regard was had to the effect on the composition of the teaching force of possible changes in curriculum arising out of the addition of a third year to the continuation course, the establishment of a technical leaving certificate course etc.

4. This procedure gave the stock teaching force required by 1970/71.

5. **Replacements :** Replacement demand arises from age retirements, resignations on marriage, death and other resignations. Age retirements were calculated from data on the age composition of each category of the teaching force. For the other departures experience over a number of years was analysed.

6. **Availabilities :** The numbers likely to enter vocational teaching were considered in two groups :

- (a) categories trained by the Department. These are woodwork, building, metalwork and domestic science. The likely outputs to 1970 were noted. In the case of domestic science

teachers, the ratio of entrants to vocational teaching to the output of the training colleges was also considered. In the case of the other categories entry to vocational teaching is virtually 100 per cent.

- (b) other categories, recruited from among university graduates and others. The inflows over a number of years were examined and estimates made of the potential future inflows.

7. Generally, in projecting availabilities no radical changes in the existing situation were assumed. In particular, no provision was made for the possibility that the Department might decide to train certain categories at present recruited from universities and other sources, e.g. rural science teachers. Likewise, the effects of special measures to attract certain categories of teachers were not considered. The projection throughout was strictly on the basis of the existing situation and performance within the past decade.

THE PROJECTION OF THE 1970/71 STOCK REQUIREMENTS

8. The teaching hours for each course in 1962/63, allocated between whole-time and part-time teachers, and in the case of whole-time teachers by category, were obtained from vocational educational committees. This material was collected mainly in connection with an analysis of the cost of vocational education, but it was found to be extremely useful for projection purposes also. The results are given in detail for each type of scheme, borough, urban and county, in the attached Tables 1-3. However, only Table 2 need be referred to for the purpose of the present discussion.

9. It was assumed that the average annual teaching hours of whole-time teachers are 900 on continuation courses and 840 on all other courses. These figures are based on information supplied by the Department. In 1962/63 the average of all whole-time teachers irrespective of course was 875. However, average hours on continuation courses are usually somewhat higher, partly because graded and specialist teachers, who teach mainly on technical courses, are required to teach a rather lower annual number of hours.

10. As already explained student/full-time equivalent teacher ratios were derived and hence the projected total stock of teachers and total teaching hours in 1970/71. The possible distribution of teaching hours in 1970/71 presented considerable difficulty as no firm information could be made available as to curricula and timetable arrangements for the proposed new courses. In general, we proceeded on the basis of increasing the proportion of time given by teachers of science, mathematics, metalwork and engineering. Reductions were made in the categories which at present have the highest proportions of teaching time, mainly woodwork and domestic

science. We made two main assumptions, i) that the third year continuation course would have a rather different subject content and emphasis than the present two years and ii) that science subjects and mathematics would be taught to a greater extent than at present by graduates or others with the appropriate qualifications.

11. Table 5 gives the assumed distribution of hours in 1970/71. While we had the benefit of discussions with officials of the Department in preparing it, this table is solely our responsibility and represents our view only of the position that might obtain by 1970/71.

12. To complete the projection, the proportions of whole-time and part-time teachers in each category were assumed to remain more or less the same as in 1962/63.

REPLACEMENTS

13. The projection of the stock requirements in 1970/71 gave the 'expansion' demand. In order to complete the projection of requirements it was necessary to assess the replacement demand. In regard to age retirements no difficulties were encountered. The age/sex composition of the teaching force in September, 1964 was obtained from departmental records and is given in detail in Graphs 1 to 10. These show generally that most categories of vocational teacher are entering on a period of increasing retirements. In some cases, by 1970/73 the filling of posts left vacant by retirement will become a significant matter. It is likely for instance, that this will absorb an increasing proportion of the future output of woodwork and domestic science teachers.

14. In projecting departures due to marriage and other causes, regard was had mainly to the inflow/outflow tables which are discussed in relation to availabilities. In the case of marriages, the age structure was also considered as was the survival (in vocational teaching) of domestic science teachers appointed over a ten year period (Table 7).

THE PROJECTION OF AVAILABILITIES

15. No further comment seems to be necessary on the categories trained by the Department.

16. For the other categories past experience, as shown by the inflow/outflow data, was analysed. The detailed inflow/outflow is available in the annual statistical returns submitted to the Department by vocational education committees. (interleaf XI to Form V.35). We examined the returns back to 1956/57—the results are given in Tables 8 to 16.

17. We had considerable difficulty in developing consistent data from these returns, mainly because of arithmetical errors in compilation. The most common error was non-agreement of the stock figures at the beginning of the session (1 September) with the stock at the end of the previous session (31 August). This is rather understandable as the staffing position through August-September is fluid due to new appointments and moves by existing teachers to other schemes. Nevertheless, these returns are a most useful source of data. It should be added that vocational teachers were the only group for which detailed flow figures were available. We feel that these returns should be continued, with some, possibly minor, clarifications of the method of compilation to ensure year to year consistency and uniformity between schemes.

18. In the course of our work we made a number of adjustments in the figures, all rather minor. However, it may be found as a result, that the stock figures shown in the tables do not always agree with the figures published in the Annual Reports.

19. The tables show generally that the inflows into the categories recruited from university graduates and similar sources have not been such as to engender confidence in the likelihood of a continuing increase in the numbers entering vocational teaching. In general it was assumed that the inflow levels reached in 1961/62 would be maintained; in some cases, e.g. rural science, a slightly more optimistic view has been taken.

20. In the case of university graduates, the maintenance of fairly high inflow rates can be justified by reference to the expected increase in the number of undergraduates, particularly in the humanities and science. Much will depend of course on the employment opportunities available from time to time. For example, a further expansion in the agricultural advisory services could absorb so many graduates in agriculture as to create a serious shortage of rural science teachers.

21. The category 'other teachers' includes the specialist trade and technological teachers. They are recruited mainly from industry. It is impossible to develop a satisfactory basis for a projection of this category. It is, however, a group that is becoming increasingly important as technical education expands. Our attitude has been to assume that the requirement will be met, if necessary by the adoption of special measures. This seems not unreasonable in view of the fact that inducements, such as added increments for suitable pre-teaching experience, are even now being offered in a number of cases.

IV
TABLE C. 1

Vocational Teaching Hours, by Course and Category of Teacher, Showing Borough, Urban and County Schemes Separately

Session 1962/63

Teacher Category	Wood- work	Building	Art	Science and Maths.	Irish and General	Metal- work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course													
	TEACHING HOURS												
CO. BOROUGHs :													
DAY COURSES—													
Day Continuation	39,596	374	5,874	8,487	27,036	33,056	15,113	16,929	—	—	3,981	58,869	209,315
Whole-time Technical and Commercial	1,764	120	3,680	11,482	4,051	9,987	9,717	17,944	—	—	10,952	13,491	83,188
Apprentice	2,696	260	94	1,840	1,140	13,082	1,000	1,055	—	—	21,298	10,068	52,533
Part-time Technical	200	—	—	1,000	—	1,500	250	355	—	15,939	1,738	20,275	41,257
Other	1,437	722	—	—	1,661	—	4,016	210	—	—	—	1,721	9,767
EVENING COURSES—													
Apprentice	2,498	376	—	6	—	4,941	—	549	—	—	5,979	11,607	25,956
Professional and Technological ...	—	185	200	1,156	—	1,124	—	1,092	—	—	1,940	8,421	14,118
Technical and Commercial ...	3,154	291	2,428	1,388	2,467	5,152	—	6,274	—	—	5,829	36,537	63,520
Other	626	245	688	—	166	45	2,769	34	—	8,089	1,251	3,917	17,830
COMMUNITY SERVICES	—	—	—	—	—	—	—	—	—	—	16	—	16
TOTALS	51,971	2,573	12,964	25,359	36,521	68,887	32,865	44,442	—	24,028	52,984	164,906	517,500

TABLE C. 1—*continued.*

Teacher Category	Wood- work	Building	Art	Science and Maths.	Irish and General	Metal- work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course	TEACHING HOURS												
URBAN DISTRICTS :													
DAY COURSES—													
Day Continuation	8,590	—	2,237	4,652	6,600	9,181	6,179	16,786	—	—	4,607	11,229	70,061
Whole-time Technical and Commercial	—	—	—	—	—	—	—	—	—	—	—	—	—
Apprentice	230	—	—	98	105	1,914	—	53	—	—	—	114	2,514
Part-time Technical	—	—	—	—	—	50	284	—	—	—	—	638	972
Other	352	—	—	—	177	40	1,345	38	—	—	—	1,344	3,296
EVENING COURSES—													
Apprentice	1,020	—	—	—	—	702	—	205	—	—	—	1,002	2,929
Professional and Technological...	—	—	3	—	—	—	—	—	—	—	—	457	460
Technical and Commercial	316	—	110	215	348	156	811	1,621	—	—	112	3,448	7,137
Other	75	—	456	—	114	140	599	—	—	—	679	4,912	6,975
COMMUNITY SERVICES	—	—	—	—	100	—	—	—	—	—	38	—	138
TOTALS	10,583	—	2,806	4,965	7,444	12,183	9,218	18,703	—	—	5,436	23,144	94,482

TABLE C. 1—*continued.*

Teacher Category	Wood- work	Building	Art	Science and Maths.	Irish and General	Metal- work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course	TEACHING HOURS												
COUNTIES :													
DAY COURSES—													
Day Continuation	183,842	8,330	12,270	24,106	151,813	93,561	174,172	172,326	108,429	36	5,337	76,196	1,010,418
Whole-time Technical and Commercial	—	—	—	—	—	—	4,918	477	—	—	2,806	704	8,905
Apprentice	2,334	1,228	85	1,140	402	12,945	523	48	280	—	—	16,835	35,820
Part-time Technical	728	65	33	—	125	700	49	4	193	—	32	1,021	2,950
Other	1,616	21	409	56	1,760	253	8,084	433	1,214	—	668	8,316	22,830
EVENING COURSES—													
Apprentice	673	125	17	195	27	2,710	169	52	205	—	—	1,156	5,329
Professional and Technological...	4,657	1,433	254	147	1,488	685	3,420	566	169	—	1,482	1,400	15,701
Technical and Commercial	21,000	8,565	699	145	2,871	4,987	16,069	7,261	1,960	—	1,536	12,036	77,129
Other	6,848	3,425	336	144	2,894	1,472	6,349	599	1,860	—	550	11,483	35,960
COMMUNITY SERVICES	5,830	23,987	340	—	3,364	1,112	2,962	435	7,954	—	2,859	—	48,843
TOTALS	227,528	47,179	14,443	25,933	164,744	118,425	216,715	182,201	122,264	36	15,270	129,147	1,263,835

TABLE C. 1—*continued.*

SUMMARY

Teacher Category	Wood- work	Building	Art	Science and Maths.	Irish and General	Metal- work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course													
	TEACHING HOURS												
DAY COURSES—													
Day Continuation	232,023	8,704	20,381	37,245	185,449	135,798	195,464	206,041	108,429	36	13,925	146,294	1,289,794
Whole-time Technical and													
Commercial	1,764	120	3,680	11,482	4,051	9,987	14,635	18,421	—	—	13,758	14,195	92,093
Apprentice	5,260	1,488	179	3,078	1,647	27,041	1,523	1,156	280	—	21,298	27,017	90,867
Part-time Technical	928	65	33	1,000	125	2,250	583	359	193	15,939	1,770	21,934	45,179
Other	3,405	743	409	56	3,598	293	13,445	681	1,214	—	668	11,381	35,893
EVENING COURSES—													
Apprentice	4,191	501	17	201	27	8,353	169	806	205	—	5,979	13,765	34,214
Professional and Technological ...	4,657	1,613	457	1,303	1,488	1,809	3,420	1,658	169	—	3,422	10,278	30,279
Technical and Commercial ...	24,470	8,856	3,237	1,748	5,686	10,295	16,880	15,156	1,960	—	7,477	52,021	147,786
Other	7,549	3,670	1,480	144	3,174	1,657	9,717	633	1,860	8,089	2,480	20,312	60,765
Total evening courses	40,867	14,645	5,191	3,396	10,375	22,114	30,186	18,253	4,194	8,089	19,358	96,376	273,044
COMMUNITY SERVICES	5,830	23,987	340	—	3,464	1,112	2,962	435	7,954	—	2,913	—	48,997
TOTALS	290,082	49,752	30,213	56,257	208,709	199,495	258,798	245,346	122,264	24,064	73,690	317,197	1,875,867

Percentage Distribution of Total Teaching Hours for Each Course by Category of Teacher, Showing Borough, Urban and County Schemes Separately

Session 1962/63

Teacher Category	Wood-work	Building	Art	Science and Maths.	Irish and General	Metal-work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course	PERCENTAGE DISTRIBUTION												
CO. BOROUGHES :													
DAY COURSES—													
Day Continuation	18.9	0.2	2.8	4.1	12.9	15.8	7.2	8.1	—	—	1.9	28.1	100.0
Whole-time Technical and and Commercial	2.1	0.1	4.4	13.8	4.9	12.0	11.7	21.6	—	—	13.2	16.2	100.0
Apprentices	5.1	0.5	0.2	3.5	2.2	24.9	1.9	2.0	—	—	40.5	19.2	100.0
Part-time Technical	0.5	—	—	2.4	—	3.6	0.6	0.9	—	38.6	4.2	49.1	100.0
Other	14.7	7.4	—	—	17.0	—	41.1	2.2	—	—	—	17.6	100.0
EVENING COURSES—													
Apprentice	9.6	1.4	—	—	—	19.0	—	2.1	—	—	23.0	44.8	100.0
Professional and Technological ...	—	1.3	1.4	8.2	—	8.0	—	7.7	—	—	13.7	59.7	100.0
Technical and Commercial	5.0	0.5	3.8	2.2	3.9	8.1	—	9.9	—	—	9.2	57.5	100.0
Other	3.5	1.4	3.9	—	0.9	0.3	15.5	0.2	—	45.4	7.0	22.0	100.0
COMMUNITY SERVICE	—	—	—	—	—	—	—	—	—	—	100.0	—	100.0
TOTALS	10.0	0.5	2.5	5.0	7.1	13.3	6.4	8.6	—	4.6	10.2	31.9	100.0
URBAN DISTRICTS :													
DAY COURSES—													
Day Continuation	12.3	—	3.2	6.6	9.4	13.1	8.8	24.0	—	—	6.6	16.0	100.0
Whole-time Technical and Commercial	—	—	—	—	—	—	—	—	—	—	—	—	100.0
Apprentice	9.1	—	—	3.9	4.2	70.1	—	2.1	—	—	—	4.5	100.0
Part-time Technical	—	—	—	—	—	5.1	29.2	—	—	—	—	65.7	100.0
Other	10.7	—	—	—	5.4	1.2	40.8	1.2	—	—	—	40.8	100.0
EVENING COURSES—													
Apprentices	34.8	—	—	—	—	24.0	—	7.0	—	—	—	34.2	100.0
Professional and Technological ...	—	—	0.7	—	—	—	—	—	—	—	—	99.3	100.0
Technical and Commercial	4.4	—	1.5	3.0	4.9	2.2	11.4	22.7	—	—	1.6	48.3	100.0
Other	1.1	—	6.5	—	1.6	2.0	8.6	—	—	—	9.7	70.4	100.0
COMMUNITY SERVICES	—	—	—	—	72.5	—	—	—	—	—	27.5	—	100.0
TOTALS	11.2	—	3.0	5.3	7.9	12.9	9.8	19.8	—	—	5.8	24.4	100.0

TABLE C. 2.—*continued.*

Teacher Category	Wood-work	Building	Art	Science and Maths.	Irish and General	Metal-work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
Course													
	PERCENTAGE DISTRIBUTION												
COUNTIES :													
DAY COURSES—													
Day Continuation	18·2	0·8	1·2	2·4	15·0	9·3	17·2	17·1	10·7	—	0·5	7·5	100·0
Whole-time Technical and Commercial	—	—	—	—	—	—	55·2	5·4	—	—	31·5	7·9	100·0
Apprentice	6·5	3·4	0·2	3·2	1·1	36·1	1·5	0·1	0·8	—	—	47·0	100·0
Part-time Technical	24·7	2·2	1·1	—	4·2	23·7	1·7	0·1	6·5	—	1·1	34·6	100·0
Other	7·1	0·1	1·8	0·2	7·7	1·1	35·4	1·9	5·3	—	2·9	36·4	100·0
EVENING COURSES—													
Apprentice	12·6	2·3	0·3	3·7	0·5	50·9	3·2	1·0	3·8	—	—	21·7	100·0
Professional and Technological ...	29·7	9·1	1·6	0·9	9·5	4·4	21·8	3·6	1·1	—	9·4	8·9	100·0
Technical and Commercial	27·2	11·1	0·9	0·2	3·7	6·5	20·8	9·4	2·5	—	2·0	15·6	100·0
Other	19·0	9·5	0·9	0·4	8·0	4·1	17·7	1·7	5·2	—	1·5	31·9	100·0
COMMUNITY SERVICES	11·9	49·1	0·7	—	6·9	2·3	6·1	0·9	16·3	—	5·9	—	100·0
TOTALS	18·0	3·7	1·1	2·1	13·0	9·4	17·1	14·4	9·7	—	1·2	10·2	100·0

TABLE C. 2.—*continued.*
Vocational Teaching Hours (Percentage Distribution)
Summary

Teacher Category Course	Wood- work	Building	Art	Science and Maths.	Irish and General	Metal- work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Total
DAY COURSES—													
Day Continuation	18·0	0·7	1·6	2·9	14·4	10·5	15·2	16·0	8·4	—	1·1	11·3	100·0
Whole-time Technical and Commercial	1·9	0·1	4·0	12·5	4·4	10·8	15·9	20·0	—	—	14·9	15·4	100·0
Apprentice	5·8	1·6	0·2	3·4	1·8	30·7	1·7	1·3	0·3	—	23·4	29·7	100·0
Part-time Technical	2·1	0·1	0·1	2·2	0·3	5·0	1·3	0·8	0·4	35·3	3·9	48·5	100·0
Other	9·5	2·1	1·1	0·2	10·0	0·8	37·5	1·9	3·4	—	1·9	31·7	100·0
EVENING COURSES—													
Apprentice	12·2	1·5	—	0·6	0·1	24·4	0·5	2·4	0·6	—	17·5	40·2	100·0
Professional and Technological ...	15·4	5·3	1·5	4·3	4·9	6·0	11·3	5·5	0·6	—	11·3	33·9	100·0
Technical and Commercial	16·6	6·0	2·2	1·2	3·8	7·0	11·4	10·3	1·3	—	5·1	35·2	100·0
Other	12·4	6·0	2·4	0·2	5·2	2·7	16·0	1·0	3·1	13·4	4·1	33·5	100·0
COMMUNITY SERVICES	11·9	49·0	0·7	—	7·1	2·3	6·0	0·9	16·2	—	5·9	—	100·0
TOTALS	15·5	2·7	1·6	3·0	11·1	10·6	13·8	13·1	6·5	1·3	3·9	16·9	100·0

IV
TABLE C. 3

Vocational Teaching Hours

Percentage Distribution of Teaching Hours for Each Category of Teacher, by Course 1962/63 Showing Borough, Urban and County Schemes Separately

Course	Teacher Category	Wood-work	Building	Art	Science and Maths	Irish and General	Metal-Work	Domestic Science	Commerce	Rural Science	Music	Others	Part-time	Totals
PERCENTAGE														
CO. BOROUGHES :														
DAY COURSES—														
	Day Continuation	76.2	14.5	45.3	33.5	74.0	48.0	46.0	38.1	—	—	7.5	35.7	40.4
	Whole-time Technical and Commercial	3.4	4.7	28.4	45.3	11.1	14.5	29.6	40.4	—	—	20.7	8.2	16.1
	Apprentice	5.2	10.1	0.7	7.3	3.1	19.0	3.0	2.4	—	—	40.2	6.1	10.2
	Part-time Technical	0.4	—	—	3.9	—	2.2	0.8	0.8	—	66.3	3.3	12.3	8.0
	Other	2.8	28.1	—	—	4.5	—	12.2	0.5	—	—	—	1.0	1.9
EVENING COURSES—														
	Apprentice	4.8	14.6	—	—	—	7.2	—	1.2	—	—	11.3	7.0	5.0
	Professional and Technological	—	7.2	1.5	4.6	—	1.6	—	2.5	—	—	3.7	5.1	2.7
	Technical and Commercial	6.1	11.3	18.7	5.5	6.8	7.5	—	14.1	—	—	11.0	22.2	12.3
	Other	1.2	9.5	5.3	—	0.5	0.1	8.4	0.1	—	33.7	2.4	2.4	3.4
COMMUNITY SERVICES														
	TOTALS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
URBAN DISTRICTS :														
DAY COURSES—														
	Day Continuation	81.2	—	79.7	93.7	88.7	75.4	67.0	89.8	—	—	84.7	48.5	74.2
	Whole-time Technical and Commercial	—	—	—	—	—	—	—	—	—	—	—	—	—
	Apprentice	2.2	—	—	2.0	1.4	15.7	—	0.3	—	—	—	0.5	2.7
	Part-time Technical	—	—	—	—	—	0.4	3.1	—	—	—	—	2.8	1.0
	Other	3.3	—	—	—	2.4	0.3	14.6	0.2	—	—	—	5.8	3.5
EVENING COURSES—														
	Apprentice	9.6	—	—	—	—	5.8	—	1.1	—	—	—	4.3	3.1
	Professional and Technological	—	—	0.1	—	—	—	—	—	—	—	—	2.0	0.5
	Technical and Commercial	3.0	—	3.9	4.3	4.7	1.3	8.8	8.7	—	—	2.1	14.9	7.6
	Other	0.7	—	16.3	—	1.5	1.1	6.5	—	—	—	12.5	21.2	7.4

		PERCENTAGE												
COUNTIES :														
DAY COURSES—														
Day Continuation	80.8	17.7	85.0	93.0	92.2	79.0	80.4	94.6	88.7	100.0	35.0	59.0	80.0	
Whole-time Technical and Commercial	—	—	—	—	—	—	2.3	0.3	—	—	18.4	0.5	0.7	
Apprentice	1.0	2.6	0.6	4.4	0.2	10.9	0.2	—	0.2	—	—	13.0	2.8	
Part-time Technical	0.3	0.1	0.2	—	0.1	0.6	—	—	0.2	—	0.2	0.8	0.2	
Other	0.7	—	2.8	0.2	1.1	0.2	3.7	0.2	1.0	—	4.4	6.4	1.8	
EVENING COURSES—														
Apprentice	0.3	0.3	0.1	0.8	—	2.3	0.1	—	0.2	—	—	0.9	0.4	
Professional and Technological ...	2.0	3.0	1.8	0.6	0.9	0.6	1.6	0.3	0.1	—	9.7	1.1	1.2	
Technical and Commercial ...	9.2	18.2	4.8	0.6	1.7	4.2	7.4	4.0	1.6	—	10.1	9.3	6.1	
Other	3.0	7.3	2.3	0.5	1.8	1.2	2.9	0.3	1.5	—	3.6	8.9	2.8	
COMMUNITY SERVICES	2.6	50.8	2.4	—	2.0	0.9	1.4	0.2	6.5	—	18.7	—	3.9	
TOTALS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

Summary

		PERCENTAGE												
DAY COURSES—														
Day Continuation	80.0	17.5	67.5	66.2	88.9	68.1	75.5	84.0	88.7	0.2	18.9	46.1	68.8	
Whole-time Technical and Commercial	0.6	0.2	12.2	20.4	1.9	5.0	5.7	7.5	—	—	18.7	4.5	4.9	
Apprentice	1.8	3.0	0.6	5.5	0.8	14.0	0.6	0.5	0.2	—	28.9	8.5	4.8	
Part-time Technical	0.3	0.1	0.1	1.8	0.1	1.1	0.2	0.1	0.2	63.2	2.4	6.9	2.4	
Other	1.2	0.5	0.4	0.1	0.7	0.1	5.1	0.3	1.0	—	0.9	3.6	1.9	
EVENING COURSES—														
Apprentice	1.4	1.0	0.1	0.4	—	4.2	0.1	0.3	0.2	—	8.1	4.3	1.8	
Professional and Technological ...	1.6	3.3	1.5	2.3	0.7	0.9	1.3	0.7	0.1	—	4.6	3.2	1.6	
Technical and Commercial ...	8.4	17.8	10.7	3.1	2.7	5.2	6.5	6.2	1.6	—	10.1	16.4	7.9	
Other	2.6	7.4	4.9	0.3	1.5	0.8	3.8	0.3	1.5	33.6	3.4	6.4	3.2	
COMMUNITY SERVICES	2.0	48.2	1.1	—	1.7	0.6	1.1	0.2	6.5	—	4.0	—	2.6	
TOTALS	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

IV
TABLE C. 4

Summary Table Showing for Each Course, Students, Teachers, and Distribution of Teaching Hours by Category of Teachers, 1962-1963

Course	Number of Individual Students	Full-time Equivalent Teachers	Total Teaching Hours	Percentage Distribution of Hours by Teacher										Student/ Full-time Equivalent Teacher Ratio
				Woodwork and Building	Metalwork and Engineering	Domestic Science	Art and Design	Mathematics, Science and Rural Science	Irish and General	Commerce	Other	Part-time Teachers	Total	
Continuation	28,132	1,433	1,289,794	18.7	10.5	15.2	1.6	11.3	14.4	16.0	1.1	11.3	100.0	19.6
Full-time Technical ...	1,557	110	92,093	2.0	10.8	15.9	4.0	12.5	4.4	20.0	14.9	15.4	100.0	14.2
Apprentice	4,542	108	90,867	7.4	30.7	1.7	0.2	3.7	1.8	1.3	23.4	29.7	100.0	—
Part-time Technical } Other Day Courses }	7,330	54 43	45,179 35,893	2.2 11.6	5.0 0.8	1.3 37.5	0.1 1.1	2.6 3.6	0.3 10.0	0.8 1.9	39.2 1.9	48.5 31.7	100.0 100.0	— —
All Evening Courses ...	59,863	325	273,044	20.3	8.1	11.1	1.9	2.7	3.8	6.7	10.1	35.3	100.0	—
Community Services ...	—	58	48,997	60.9	2.3	6.0	0.7	16.2	7.1	0.9	5.9	—	100.0	—
TOTALS ...	101,424	2,131	1,875,867	18.2	10.6	13.8	1.6	9.5	11.1	13.1	5.2	16.9	100.0	

Actual Teachers : Full-time, 1,826 ; Part-time, 1,896.

IV
TABLE C. 5

Projected Percentage Distribution of Vocational Teaching Hours by Course and Category of Teacher, 1970/71

Course	PERCENTAGE DISTRIBUTION OF HOURS BY TEACHER									
	Woodwork and Building	Metalwork and Engineering	Domestic Science	Art and Design	Mathematics, Science and Rural Science	Irish and General	Commerce	Other	Part-time Teachers	TOTAL
Continuation ...	12·5	12·5	10·0	3·0	20·0	15·0	10·0	7·0	10·0	100·0
Technical Leaving Certificate ...	5·0	5·0	5·0	2·0	28·0	15·0	23·0	7·0	10·0	100·0
Other Full-time Technical ...	2·0	12·5	12·5	4·0	12·5	14·0	15·0	12·5	15·0	100·0
Apprentice ...	7·5	30·0	2·0	—	3·5	2·0	2·0	23·0	30·0	100·0
Part-time Technical ...	2·0	5·0	1·0	2·0	2·0	1·0	3·0	40·0	44·0	100·0
Other Day Courses	12·0	1·0	37·0	1·0	3·5	10·0	2·0	1·5	32·0	100·0
All Evening Courses	20·0	8·0	12·0	2·0	3·0	4·0	6·0	10·0	35·0	100·0
Community Services	60·0	2·0	6·0	1·0	16·0	7·0	1·0	7·0	—	100·0

IV
TABLE C. 6

*Teaching Hours in Vocational Schools (Day Continuation Education) by Scheme,
1962/63*

	Total Teaching Hours	Full-Time	Part-Time	Percentage Part-time
<i>County Boroughs:</i>				
Cork	30,819	22,664	8,155	26.5
Dublin	173,526	130,145	43,381	25.0
Limerick	25,384	19,342	6,042	23.8
Waterford	12,113	10,822	1,291	10.7
<i>Urban Districts:</i>				
Bray	9,723	8,579	1,144	11.8
Drogheda	8,421	8,270	151	1.8
Dún Laoghaire	18,748	13,039	5,709	30.5
Galway	15,476	14,045	1,431	9.2
Sligo	12,054	10,689	1,365	11.3
Tralee	8,797	7,457	1,240	14.1
Wexford	7,631	7,442	189	2.5
<i>Counties:</i>				
Carlow	24,629	21,423	3,206	13.0
Cavan	23,645	22,416	1,229	5.2
Clare	38,541	33,659	4,882	12.7
Cork	110,013	104,793	5,220	4.7
Donegal	58,363	56,911	1,442	2.5
Dublin	56,949	43,366	13,583	23.9
Galway	59,139	57,740	1,399	2.4
Kerry	44,479	41,080	3,399	7.6
Kildare	41,085½	36,667	4,419	10.8
Kilkenny	36,185	35,622	563	1.6
Laoighis	18,420	17,989	431	2.3
Leitrim	32,747	32,541	206	0.6
Limerick	32,963	28,697	4,266	12.9
Longford	26,878	25,032	1,846	6.9
Louth	23,221	22,952	269	1.2
Mayo	39,318	37,578	1,740	4.4
Meath	44,708	40,712	3,996	8.9
Monaghan	23,459	20,665	2,794	11.9
Offaly	35,613	31,894	3,719	10.4
Roscommon	22,708	20,872	1,826	8.0
Sligo	28,723	27,605	1,118	3.9
Tipperary (N.R.)	30,130	28,684	1,446	4.8
Tipperary (S.R.)	40,615	38,822	1,783	4.4
Waterford	13,230	11,292	1,938	14.6
Westmeath	31,552	30,103	1,449	4.6
Wexford	37,251	31,799	5,451	14.6
Wicklow	27,808	24,496	3,312	11.9

Source: February Census, 1963.

IV
TABLE C. 7

*Table Showing the Number of Domestic Science Teachers Trained Annually from 1950 to 1961
and the Number of Years Service as a Whole-time Vocational Teacher Given to Resignation*

Year Trained	Number Trained	Years of Service to Resignation										Still serving in 1962		Unaccounted for
		1	2	3	4	5	6	7	8	9	10	Whole-time	Part-time	
1950	36	1	—	2	1	2	1	5	5	3	—	6	—	10
1951	36	—	—	1	2	7	—	1	3	1	6	7	—	8
1952	34	1	1	1	2	2	4	3	3	1	—	8	—	8
1953	40	—	4	5	4	6	2	3	2	—	—	8	2	4
1954	42	1	—	2	4	4	4	5	—	—	—	13	—	9
1955	39	1	2	4	2	1	3	1	—	—	—	10	2	13
1956	39	1	2	2	4	1	—	—	—	—	—	16	2	11
1957	39	1	3	1	—	—	—	—	—	—	—	18	2	14
1958	39	1	3	4	—	—	—	—	—	—	—	25	1	5
1959	37	2	—	1	—	—	—	—	—	—	—	22	2	10
1960	35	—	—	—	—	—	—	—	—	—	—	25	5	5
1961	35	—	—	—	—	—	—	—	—	—	—	23	—	12
TOTALS	451	9	15	23	19	23	15	18	13	5	6	181	16	109

IV
TABLE C. 8

Whole-Time Vocational Teachers of Woodwork and Building—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS				Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Death	Left Service	Total Outflows					
1955	273	1	1	8	10	11	43	32	+22	295
1956	295	—	1	5	6	10	25	15	+ 9	304
1957	304	—	—	6	6	10	30	20	+14	318
1958	318	—	1	1	2	2	24	22	+20	338
1959	338	—	1	3	4	1	2	1	— 3	335
1960	335	—	1	3	4	2	19	17	+13	348
1961	348	—	1	1	2	6	38	32	+30	378
1962	378									

IV
TABLE C. 9

Whole-Time Vocational Teachers of Art—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	34	1	—	—	2	3	1	5	4	+ 1	35
1956	35	1	1	—	1	3	2	3	1	+ 2	33
1957	33	—	—	—	—	—	1	4	4	+ 3	36
1958	36	—	—	—	2	2	—	2	2	0	36
1959	36	2	1	—	—	3	—	3	3	0	36
1960	36	—	—	—	—	—	2	6	4	+ 4	40
1961	40	—	1	—	1	2	3	7	4	+ 2	42
1962	42										

IV
TABLE C. 10

Whole-Time Vocational Teachers of Science and Mathematics—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	56	1	1	—	4	6	—	3	3	— 3	53
1956	53	1	3	—	1	5	—	5	5	0	53
1957	53	—	1	—	—	1	—	7	7	+ 6	59
1958	59	1	2	1	3	7	4	8	4	— 3	56
1959	56	—	1	—	4	5	2	5	3	— 2	54
1960	54	2	2	—	4	8	1	13	12	+ 4	58
1961	58	—	—	1	5	6	4	20	16	+10	68
1962	68										

IV
TABLE C. 11

Whole-Time Vocational Teachers of Irish and Continuation Subjects—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	232	5	2	—	3	10	12	26	14	+ 4	236
1956	236	3	3	—	3	9	7	22	15	+ 6	242
1957	242	1	6	2	2	11	7	16	9	— 2	240
1958	240	2	3	2	1	8	10	32	22	+14	254
1959	254	2	5	1	6	14	8	26	18	+ 4	258
1960	258	2	5	3	12	22	18	42	24	+ 2	260
1961	260	2	—	—	6	8	15	36	21	+13	273
1962	273										

IV
TABLE C. 12

Whole-Time Vocational Teachers of Metalwork and Engineering—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS				Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Death	Left Service	Total Outflows					
1955	134	3	—	3	6	3	22	19	+13	147
1956	147	—	—	3	3	9	29	20	+17	164
1957	164	—	2	4	6	10	34	24	+18	182
1958	182	1	—	4	5	—	8	8	+ 3	185
1959	185	—	1	—	1	—	6	6	+ 5	190
1960	190	1	1	5	7	8	25	17	+10	200
1961	200	4	1	3	8	12	36	24	+16	216
1962	216									

IV
TABLE C. 13

Whole-Time Vocational Teachers of Domestic Economy—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	289	2	24	1	9	36	3	37	34	— 2	287
1956	287	1	24	2	4	31	11	52	41	+10	297
1957	297	—	20	1	6	27	11	37	26	— 1	296
1958	296	2	32	1	8	43	11	43	32	—11	285
1959	285	2	26	—	4	32	17	49	32	0	285
1960	285	1	28	3	7	39	12	47	35	— 4	281
1961	281	1	22	1	8	32	10	45	35	+ 3	284
1962	284										

IV
TABLE C. 14

Whole-Time Vocational Teachers of Commerce—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	202	4	5	—	5	14	3	24	21	+ 7	209
1956	209	—	7	—	3	10	5	25	20	+10	219
1957	219	2	7	—	6	15	7	23	16	+ 1	220
1958	220	—	9	—	4	13	5	16	11	— 2	218
1959	218	3	7	—	3	13	7	36	29	+16	234
1960	234	4	7	1	6	18	14	47	33	+15	249
1961	249	3	10	1	8	22	22	50	28	+ 6	255
1962	255										

IV
TABLE C. 15

Whole-Time Vocational Teachers of Rural Science—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	83	—	—	—	5	5	4	24	20	+15	98
1956	98	—	—	1	4	5	4	4	0	— 5	93
1957	93	—	—	—	1	1	7	21	14	+13	106
1958	106	—	—	—	7	7	8	23	15	+ 8	114
1959	114	—	—	—	7	7	6	26	20	+13	127
1960	127	—	—	—	7	7	9	22	13	+ 6	133
1961	133	—	—	—	17	17	1	17	16	— 1	132
1962	132										

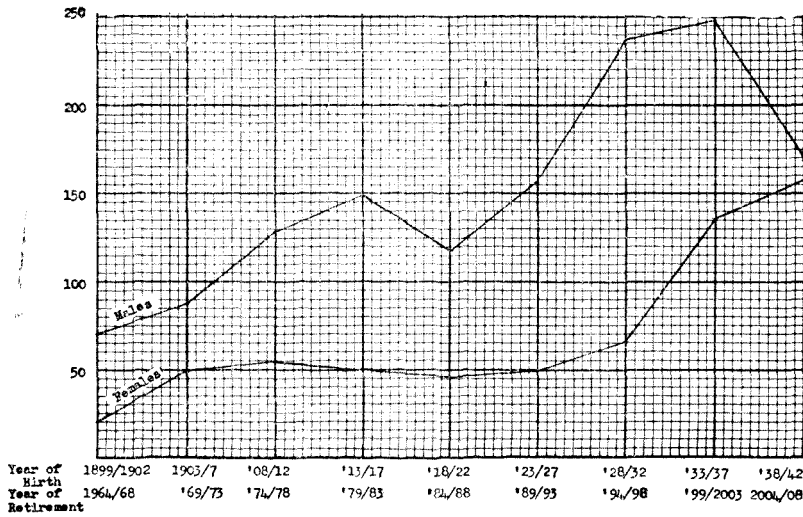
IV
TABLE C. 16

Whole-Time Vocational Teachers: Other Teachers—Stocks and Flows

Year	Stock at 31st August	OUTFLOWS					Inservice Transfers	Total Appointments	Inflow	Nett Change	Stock at 31st August, following
		Pension	Marriage	Death	Left Service	Total Outflows					
1955	60	—	—	—	4	4	—	11	11	+ 7	67
1956	67	1	1	—	1	3	—	11	11	+ 8	75
1957	75	—	1	—	1	2	—	10	10	+ 8	83
1958	83	1	—	—	—	1	2	15	13	+12	95
1959	95	2	3	—	6	11	—	3	3	— 8	87
1960	87	—	—	—	4	4	1	7	6	+ 2	89
1961	89	—	1	1	7	9	1	20	19	+10	99
1962	99										

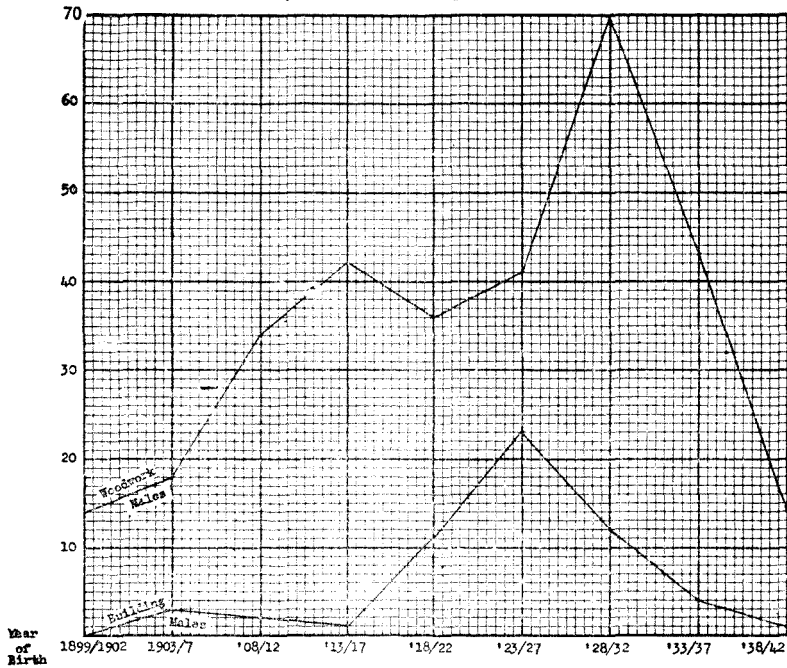
IV
GRAPH C. 1

*Whole-Time Vocational Teachers by Sex, by year of Birth and Year of Retirement
(in Five-Year Groups)*



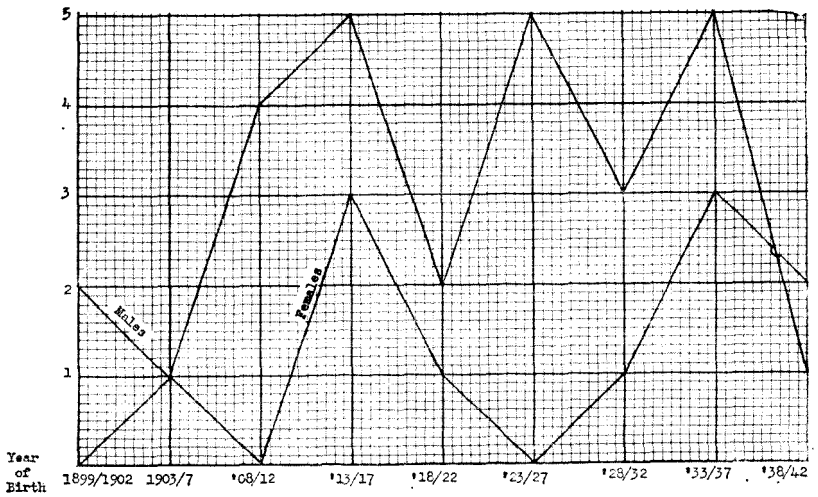
IV
GRAPH C. 2

*Whole-Time Vocational Teachers of Woodwork and Building by Sex, by Year of Birth
(in Five-Year Groups)*



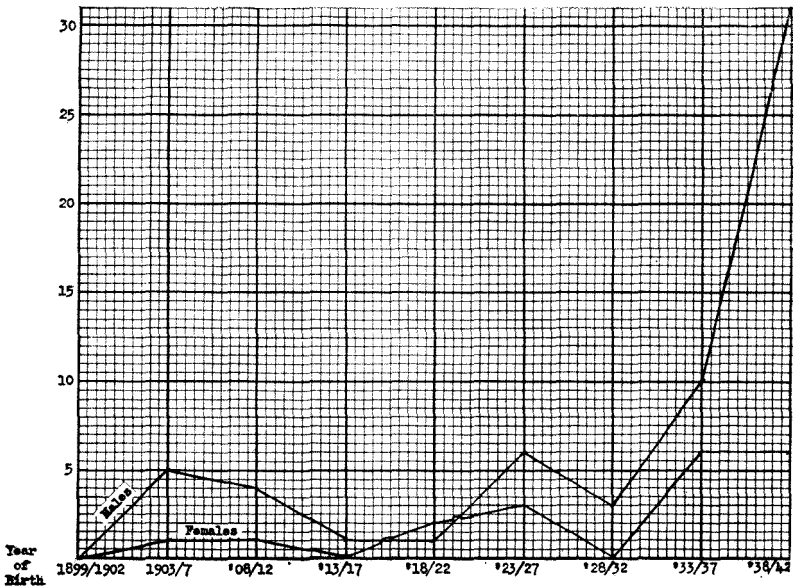
IV
GRAPH C. 3

*Whole-Time Vocational Teachers of Art by Sex, by Year of Birth
(in Five-Year Groups)*



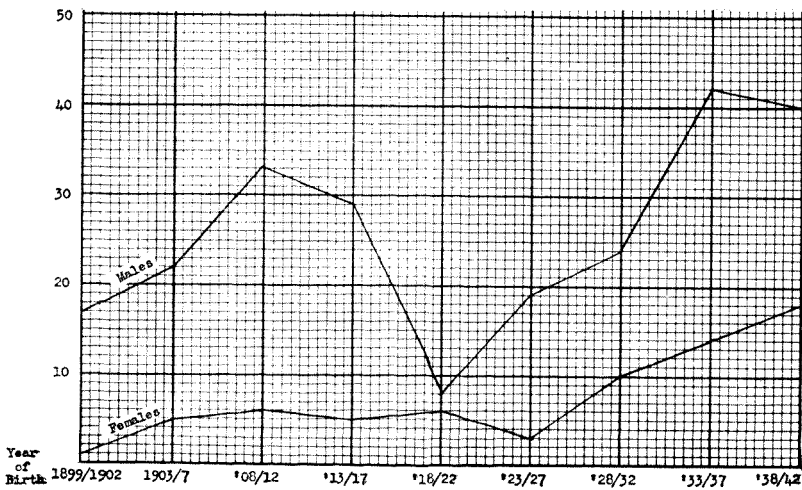
IV
GRAPH C. 4

*Whole-Time Vocational Teachers of Science and Mathematics by Sex, by Year of Birth
(in Five-Year Groups)*



IV
GRAPH C. 5

Whole-Time Vocational Teachers of Irish and General Subjects by Sex, by Year of Birth (in Five-Year Groups)



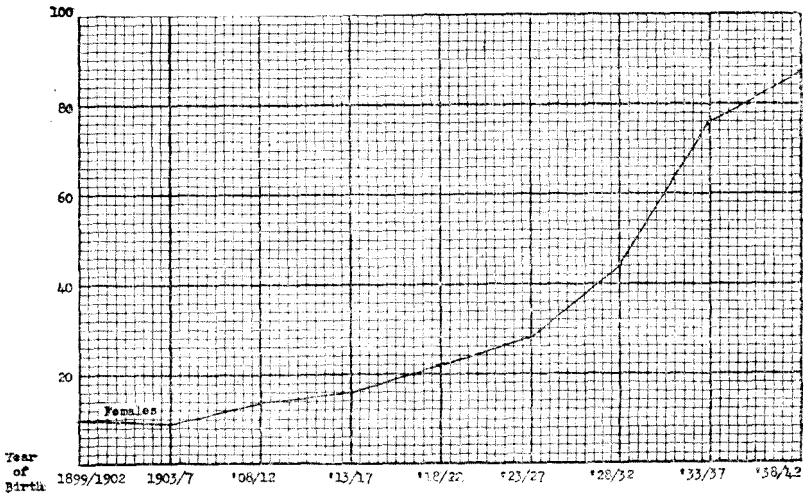
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GRAPH C. 6

Whole-Time Vocational Teachers of Metalwork and Engineering by Year of Birth (in Five-Year Groups)



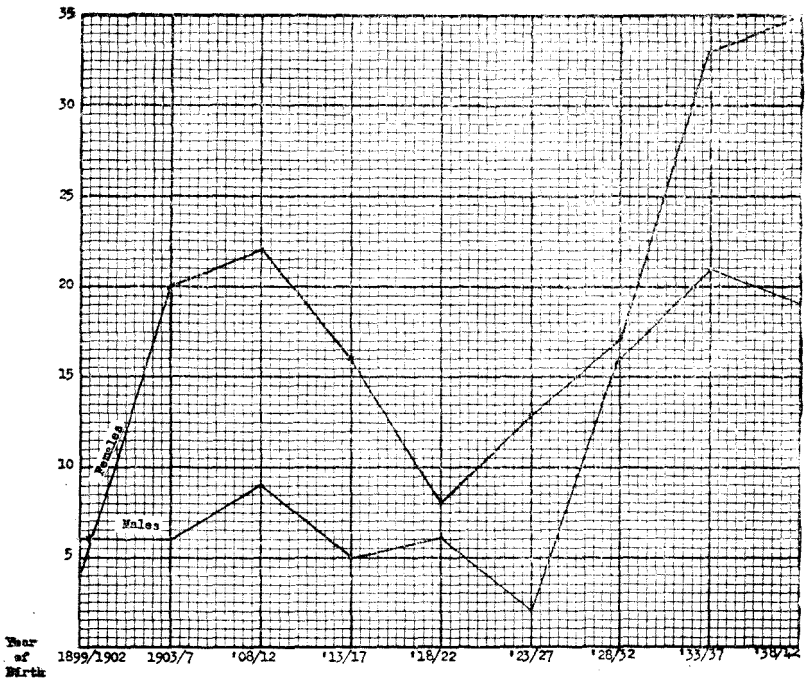
IV
GRAPH C. 7

Whole-Time Vocational Teachers of Domestic Science by Year of Birth (in Five-Year Groups)



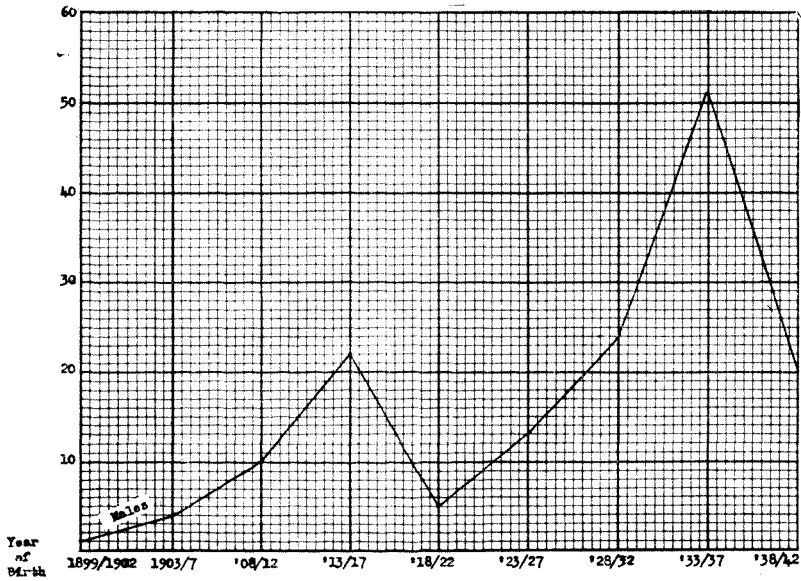
IV
GRAPH C. 8

Whole-Time Vocational Teachers of Commerce by Sex, by Year of Birth (in Five-Year Groups)



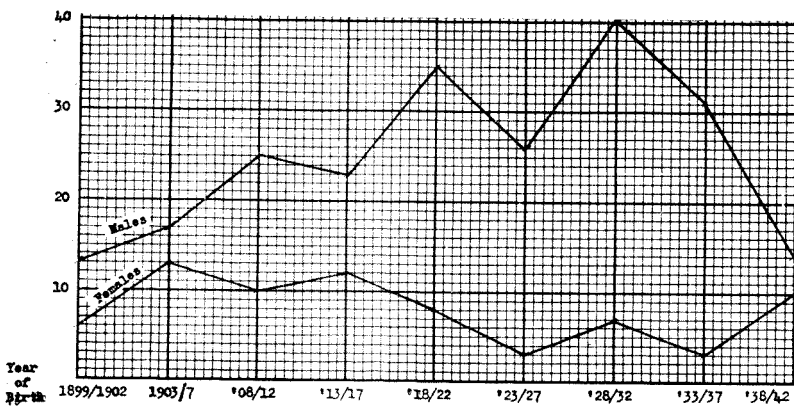
IV
GRAPH C. 9

*Whole-Time Vocational Teachers of Rural Science, by Year of Birth
(in Five-Year Groups)*



IV
GRAPH C. 10

*Whole-Time Vocational Teachers of Other Subjects by Sex, by Year of Birth
(in Five-Year Groups)*



APPENDIX IV. D.

Vocational Schools—Capacity and Building Programme

1. Replies to the questionnaire on vocational school capacity and facilities were received from all vocational education committees.

2. With regard to the capacity figures shown in this appendix it should be mentioned that in several cases, since no figures were shown by the Chief Executive Officers, capacity had to be estimated. A figure of 24-25 per room was taken for this purpose. While this is a reasonable estimate for small schools, it may be rather high for large schools with a number of special rooms.

3. The position is summarised separately for the county boroughs, urban schemes and counties. The information on capacity contained in this appendix relates mainly to day continuation courses.

CO. BOROUGHES

ACCOMMODATION POSITION IN THE SESSION 1963/64.

4. Complete returns were not received from Dublin City ; in the schools for which returns were received, 697 applicants were refused admission to whole-time day courses. In Cork City the number of students refused admission was 85.

5. No students were refused admission to courses in Limerick City though some of the accommodation is reported to be unsatisfactory. 43 applicants were refused admission to whole-time day courses in Waterford City. Of those not admitted, 30 were advised to return to primary school as they had obtained 25 per cent or less at the entrance examination.

BUILDING PLANS FOR THE PERIOD 1964/1981.

6. erection of 7 new schools,
 replacement of 2 existing schools,
 extensions to 5 existing schools.

7. It is expected that building programmes will increase capacity as shown in Table 1. It should be noted that no figures for increased capacity were received from Cork City. These have been estimated as increases of 200 by 1970 and of a further 250 by 1976. With regard to Dublin city the following estimates of increases in capacity have been made and are contained in the figures shown : 700 places by 1966, another 500 by 1971 and a further 750 by 1976.

IV
TABLE D. 1*County Borough Vocational Schemes—Estimated Student Capacity in 1963/64, in 1966, 1971 and 1976 (Continuation Courses)*

Total Student Capacity in 1963/64	Total Capacity Expected to be Available in		
	1966	1971	1976
6,000	6,400	8,300	9,940

8. This represents a capacity increase of 38.3 per cent by 1971 and of 65.7 per cent by 1976.

9. In view of the present backlog in Dublin City it may be useful to show separate figures for this scheme.

IV
TABLE D. 2*Dublin City—Estimated Student Capacity 1963/64 and 1966, 1971 and 1976 (Continuation Courses)*

Total Student Capacity in 1963/64	Total Capacity Expected to be available in		
	1966	1971	1976
3,550	4,250	5,100	6,060

URBAN SCHEMES

ACCOMMODATION POSITION IN 1963/64.

10. 32 students were refused admission to whole-time day courses in Galway and Tralee. There is a serious accommodation problem leading to overcrowding in Drogheda, Dún Laoghaire, Galway, Sligo and Tralee while some of the accommodation in Bray and Wexford is stated to be unsuitable. The Committees in Dún Laoghaire and Galway have been compelled to rent outside accommodation.

BUILDING PLANS FOR THE PERIOD 1964/1981.

11. Erection of 2 new schools,
 Replacement of 4 existing schools,
 Extensions to 3 existing schools,

It is expected that this will increase capacity as shown in the following table :—

IV
TABLE D. 3*Urban Vocational Schemes—Estimated Student Capacity in 1963/4 and in 1966, 1971 and 1976 (Continuation Courses)*

Total Student Capacity in 1963/4	Total Capacity Expected to be Available in		
	1966	1971	1976
1,980	2,690	3,420	3,420

12. This represents a capacity increase of 72.4 per cent by 1971.

COUNTY SCHEMES

ACCOMMODATION POSITION IN 1963/64.

13. Replies were received from all 27 administrative counties. The response indicates that there are accommodation problems in all counties except Counties Limerick and Waterford. The following counties accepted all applicants but were forced to overcrowd classes, to use unsuitable accommodation or to rent premises :—

Co. Carlow, Co. Cavan, Co. Clare, Co. Kerry,
Co. Leitrim, Co. Longford, Co. Meath,
Co. Tipperary, (South Riding), Co. Westmeath,
Co. Wexford, Co. Wicklow.

14. Some applicants were refused admission to whole-time day courses, in the following counties :—

<i>County:</i>							<i>Number refused</i>
Cork	...	...	...	...	...	...	29
Donegal	...	...	...	...	...	...	90 (approx.)
Dublin	...	...	...	...	...	...	12
Galway	...	...	...	...	...	...	12
Louth	...	...	...	...	...	...	30
Monaghan	...	...	...	...	...	...	25
Offaly	...	...	...	...	...	...	24
Roscommon	...	...	...	...	...	...	116
Tipperary (North Riding)	...	...	...	...	...	...	11
TOTAL	...	...	...	...	...	...	349

BUILDING PLANS FOR THE PERIOD 1964/1981.

15. erection of 69 new schools,
replacement of 36 existing schools,
extensions to 101 existing schools.

16. It is expected that this will increase capacity as shown in the following table :—

IV
TABLE D. 4

County Vocational Schemes—Estimated Student Capacity in 1963/4, and in 1966, 1971 and 1976 (Continuation Courses)

Total Student Capacity in 1963/4	Total Capacity Expected to be Available in		
	1966	1971	1976
24,520	29,410	37,280	40,142

17. This represents a capacity increase of 52 per cent by 1971 and of 63.7 per cent by 1976.

SUMMARY

18. Total capacity in vocational schools is expected to increase by 50.8 per cent of the present figure by 1971 and 64.6 per cent of the present figure by 1976. The figures are as follows :—

IV
TABLE D. 5

Vocational Education—Estimated Student Capacity in 1963/4, and in 1966, 1971 and 1976 (Continuation Courses, all Schemes)

Total Student Capacity in 1963/4	Total Capacity Expected to be Available in		
	1966	1971	1976
32,500	38,500	49,000	53,500

ACCOMMODATION FOR APPRENTICES

19. The position outside the four county boroughs in 1963/64 may be summarised as follows :—

20. **Urban Schemes.** Committees were able to meet all requests for courses in 1963/64. However, for the future, only Drogheda and Wexford indicated that they could accept increased numbers. The major reason given was lack of accommodation although lack of teachers and equipment and the difficulty of arranging for the release of apprentices from their employment, were also mentioned by some of the Chief Executive Officers.

21. **County Schemes.** Counties Galway, Kildare, Laois, Louth and Offaly were unable to provide all the courses requested in 1963/64. The main reason was again lack of accommodation, although lack of equipment, shortages of teachers and administrative problems were also mentioned.

22. For the future Counties Carlow, Dublin, Galway, Kildare, Leitrim, Limerick, Longford, Meath, Offaly, Tipperary (North and South Ridings) and Waterford indicated that additional numbers could be accommodated, though only on evening courses in some cases. The situation varies within counties, some centres being fully used, with the result that while accommodation may be available, it may not always be available where it is required.

23. For the 15 schemes that could not accept any additional numbers, the reasons were the familiar ones of lack of accommodation, equipment and teachers (in that order). County Donegal also referred to the problem of distance from the schools.

PROVISION OF COURSES (OTHER THAN CONTINUATION)—GENERAL
OBSERVATIONS

24. Chief Executive Officers were asked (a) whether there were any types of courses which they felt could have been developed to meet the needs of their areas and (b) the factors which had inhibited the development of these courses.

25. Of the 33 Chief Executive Officers who replied to (a) only five felt that there were no courses which could have been developed. A sixth felt that the present position was not fully availed of. The principal need in most areas seems to be more apprenticeship courses. Trades mentioned included motor mechanics, electrical, bakery and confectionery, building, carpentry and joinery, painting and decorating, hotel, retail distribution, textiles, clothing, carpet and furniture trades. Farm apprentice courses were also mentioned. Other courses suggested were courses in management, courses for foremen and supervisors, advanced commercial courses, and courses in salesmanship and accountancy. Chief Executive Officers also mentioned courses in science, courses for laboratory assistants, courses in marine engineering, metalwork, boat-building, hand knitting, arts and crafts, horticulture, general subjects, continental languages, choral singing and physical training. Two Chief Executive Officers would like to have seen higher level whole-time day courses developed and one felt that adult education courses generally could have been developed to a greater degree.

26. With regard to (b) 18 Chief Executive Officers gave lack of teachers as one of the factors which had inhibited development, 17 mentioned lack of accommodation, 7 lack of equipment, 3 lack of interest on the part of students or employers, 2 (in County Dublin and Dún Laoghaire) proximity to Dublin City, 2 difficulties in organisation, 2 lack of administrative staff, 1 (in Co. Wicklow) the geographical distribution of apprentices, 1 concentration of effort on building, 1 lack of co-operation from trades, and 1 insufficiency of numbers at any one centre.

TAIGHDE AR OIDEACHAS

STUDY OF INVESTMENT IN EDUCATION

in association with OECD

Questionnaire on Vocational School Capacity and Facilities

Committee : _____

1. AGE AND CONDITION OF BUILDINGS

Name of School	Year Built	Year(s) any Extensions Added	Number of Rooms							Other Facilities (Mark X)		
			General	Wood-work	Metal-work	Domestic Science	Science	Art	Other (specify)	Assembly Hall	Library	Other (specify)

If the condition of a school is satisfactory save for certain rooms, please mark with an X the rooms you consider obsolete or otherwise unsuitable.

2. CAPACITY (WHOLE-TIME DAY COURSES).

NOTES :

- (a) Capacity should be expressed as the number of places available for whole-time *full sessional* students.
- (b) Please give data separately for whole-time day continuation and whole-time technical students (see (c) below).
- (c) Whole-time technical students are those taking post-group certificate courses leading to technical or professional qualifications. Higher commercial and art courses are included, but not secretarial courses.

[illegible]

3. CAPACITY (OTHER COURSES) :

Please mark with an X on line (a) the courses, if any, for which schools were unable to take all applications in 1963/64. On line (b) give the number refused admission.

Name of School	Day Courses				Evening Courses				
	Apprentice		Part-time Technical	Other (specify)	Apprentice	Commercial	Technical	Professional	Adult Education*
	Day Release	Block Release							
(a)									
(b)									
(a)									
(b)									
(a)									
(b)									
(a)									
(b)									
(a)									
(b)									
(a)									
(b)									

*Adult educational courses are courses which are not orientated in any way to any occupation or business.

Had your committee to decline to provide apprentice or industrial training courses in 1963/64?

☐ Yes ☐ No

(f) If "Yes" please mark reasons with an X

☐ Lack of accommodation

☐ Lack of equipment

☐ Lack of teachers

☐ Other reasons (specify) _____

5. GENERAL :

- (a) Are there any types of courses which you feel should have been developed to meet the needs of your area? Please enumerate.

(b) Please state the features that have inhibited the development of these courses :_____

☐ Lack of accommodation

□ „ „ teachers

☐ other reasons (specify) _____

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STUDY OF INVESTMENT IN EDUCATION
in association with OECD

Number of individuals following apprenticeship courses in the sessions 1962/63 and 1963/64, by trades.

NAME OF COMMITTEE : _____

(1)	(2)	(3)		(4)		(5)	
Centre	Trade	Numbers of Individuals following Day Courses only or Day and Evening Courses		Evening Courses only		Total Number of Individual Students (3+4)	
		1962/63	1963/64	1962/63	1963/64	1962/63	1963/64

TAIGHDE AR OIDEACHAS

Study of Investment in Education in Association with O.E.C.D.

PART-TIME EDUCATION

Particulars of other students in employment, following courses of a technical or professional character leading to specialised technical or professional qualifications.

Name of Committee.....

Centre	Courses	Number of individual students following			
		(i) Day Courses only, or (ii) Day and Evening Courses		Evening Courses only	
		1962/63	1963/64	1962/63	1963/64
	Architecture				
	General Surveying				
	Quantity Surveying				
	Building Technology				
	Town Planning				
	Engineering				
	Graduate Engineering				
	Gene. Engineering				
	Marine Engineering				
	Auto. Engineering				
	Engineering Draughtsman				
	Production Methods				
	Aircraft Maintenance				
	Diesel Maintenance				
	Welding Technician				
	Health Inspectors				
	Printing Technology				
	Applied Printing				
	Costing (Printing)				
	Paper Technology				
	Typographic Design				
	Senior Science				

TAIGHDE AR OIDEACHAS

Study of Investment in Education in Association with O.E.C.D.

PART-TIME EDUCATION

Particulars of other students in employment, following courses of a technical or professional character leading to specialised technical or professional qualifications.

Name of Committee

Centre	Courses	Number of individual students following			
		(i) Day Courses only, or (ii) Day and Evening Courses		Evening Courses only	
		1962/63	1963/64	1962/63	1963/64
	Electrical Engineering ...				
	Laboratory Technicians ...				
	Intermediate B.Sc.				
	B.Sc. (Part I)				
	B.Sc. (Part II)				
	Microbiology				
	Medical Laboratory Technician				
	Flour Milling Technician ...				
	Post Office Engineering ...				
	Radio, T.V. Servicing				
	Electronics				
	Radio Officers' Certificate ...				
	Telecommunication Technician				
	Air Navigation				
	Aircraft Despatcher				
	Civil Aircraft Control Officer ...				
	Chemical Technology				
	Work Study				
	Marketing				
	General Management				
	Purchasing Management ...				
	Local Administration				
	Central Administration ...				

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Study of Investment in Education in Association with O.E.C.D.

PART-TIME EDUCATION

Particulars of other students in employment, following courses of a technical or professional character leading to specialised technical or professional qualifications.

Name of Committee

Centre	Courses	Number of individual students following			
		(i) Day Courses only, or (ii) Day and Evening Courses		Evening Courses only	
		1962/63	1963/64	1962/63	1963/64
	Hospital Administration ...				
	Matriculation				
	Accountants and Auditors ...				
	Advertising, Publicity				
	Art in Industry, etc.				
	Company Secretaries				
	Cost and Works Accountants ...				
	Banking and Finance				
	Foreign Trade				
	Insurance				
	Statistics				
	Transport				
	Dip. Commerce				
	Social and Economic Studies ...				
	Food Technology				

This list is an indication of the kind of part-time day and/or evening courses have in mind. It is not exhaustive. If you have other courses, please add them this list.

APPENDIX IV. E.

Secondary Schools—Buildings and Capacity

Additional tables based on returns to a questionnaire issued to secondary schools in 1963

IV
TABLE E. 1

Number of Rooms in Secondary Schools, by Size and Age of School (71 per cent sample of all Secondary Schools)

Age (in years)	Size of School					Number all schools	Percentage Distribution
	0-99 pupils	100-149	150-199	200-299	300 pupils and over		
	Number of rooms						
0-9	255	159	115	176	126	831	25.1
10-19	56	105	27	110	75	373	11.3
20-39	62	149	78	91	108	488	14.8
40-59	54	76	61	107	17	315	9.5
60-79	49	88	26	59	46	268	8.1
80-99	104	36	46	51	19	256	7.7
100 years or more ...	145	142	166	82	160	695	21.0
Age unknown	30	39	11	—	2	82	2.5
Total rooms	755	794	530	676	553	3,308	100
Percentage Distribution	22.8	24.0	16.0	20.5	16.7		100
Estimated floor area (in square feet)	334,058	331,904	253,436	330,021	274,471	1,523,890	

IV
TABLE E. 2

Number of Applicants Refused Admission to Secondary Schools in the School-Year 1962/63, by Size of School. (71 per cent Sample of all Secondary Schools)

Size of School	Number of schools in sample	Number of schools which refused admission to applicants	Number of applicants refused admission	
			Day	Boarding
0-99 pupils ...	152	16	52	71
100-149 " ...	116	32	92	333
150-199 " ...	57	22	64	288
200-299 " ...	61	31	280	649
300 pupils and over	34	21	379	522
All schools ...	420	122	867	1,863

IV
TABLE E. 3

Secondary School Enrolments in the School-Year 1962/63 and Total Enrolments for 1963/4, 1964/5 and 1965/6, as Estimated by the Schools (71 per cent Sample of all Secondary Schools)

Size of School	Actual Enrolment		Estimated Enrolments (000)					
	1962/3		1963/4		1964/5		1965/6	
	Day	Boarding	Day	Boarding	Day	Boarding	Day	Boarding
0- 99 pupils	9,143	1,948	9.6	2.4	10.3	2.5	10.4	2.6
100-149 "	9,142	3,609	11.2	4.4	11.8	4.5	11.7	4.5
150-199 "	7,708	3,434	7.7	3.1	8.0	3.1	8.2	3.2
200-299 "	11,211	4,810	10.6	4.9	11.0	4.9	11.2	5.0
300 pupils and over	10,917	4,327	9.9	4.0	10.0	4.0	10.1	4.0
All Schools ...	48,121	18,128	49.0	18.8	51.1	19.0	51.6	19.3

TAIGHDE AR OIDEACHAS

STUDY OF INVESTMENT IN EDUCATION in association with O.E.C.D.

Questionnaire for Secondary Schools

(1) Code Number of School :

(2) Number of pupils in school-year 1961/62.

	Boys		Girls		Total
	Inter Cert.	Leaving Cert.	Inter. Cert.	Leaving Cert.	
Boarders ...					
Day Pupils					
Total ...					

(3) Number of pupils whose normal residence is outside the State :

(4) Number of teachers in school-year 1961/62.

	(a)† With Honours Degree*	(b)† With Pass Degree*	(c) With Specialised Diploma* recognised for registration	Others	Total
Full-time ...					
Part-time ...					
Total ...					

*Other than a Diploma in Education.

†(a) and (b) to exclude persons in (c).

(5) Is there a private primary or junior school run in conjunction with the Secondary school?

(6) Below is a list of subjects on the Secondary School curriculum. Please indicate by an X the courses in those subjects which are NOT taught in your school, and indicate by an X the main reason they are not taught.

Subject				REASON			
	Junior Pupils	Senior Pupils		Lack of demand	Lack of facilities	Lack of suitably qualified staff	If for other reason, please mention briefly
		Pass Course	Honours Course				
1 Litriocht na Gaeilge ...		—	—				
2 Irish (Senior) ...	—						
3 English Literature ...		—	—				
4 English (Senior) ...	—						
5 Latin							
6 Greek							
7 Hebrew							
8 French							
9 German							
10 Italian							
11 Spanish							
12 History (Senior) ...	—						
13 Geography (Senior) ...	—						
14 Mathematics (other than Elementary)							
15 Experimental Science (Junior)		—	—				
16 Physics	—						
17 Chemistry	—						
18 Botany	—						
19 General Science ...	—						
20 Physiology & Hygiene	—						
21 Domestic Science ...							
22 Agricultural Science							
23 Applied Mathematics	—						
24 Commerce							
25 Music (Prescribed Course)							
26 Manual Training ...		—	—				
27 Art or Drawing ...							

(7) If shortage of textbooks is a problem, please specify the subject(s) :

(8) Is there a Physical Training instructor employed by the school, either full or part-time, who holds a diploma recognised for registration?

(9) Have you found any major educational shortcomings in pupils coming to you from primary schools?

If so, please specify :

(10) Capacity of School-buildings.

- (1) Number of classrooms :
- (2) Total area of classrooms, in sq. ft.:
- (3) Maximum number of pupils who could be accommodated in those classrooms:
- (4) Maximum number of boarders, if any, for whom school can cater:

(11)

- (1) If the school is full, how many potential pupils, boarding and day, had to be refused in respect of the school-year 1962/63?

Boarding..... Day.....

- (2) What are your expectations regarding total pupil numbers for each of the next three years (1963/64 to 1965/66)?

Boarding 1963/64..... Day 1963/64.....

1964/65..... 1964/65.....

1965/66..... 1965/66.....

(12) Age of classrooms:

If units of different age are in use, give some indication of age, e.g. "half are 100 years old, a quarter 20 years old . . ."

(13) Residential and related quarters for pupils.

(1) Age:

If units of different age are in use, give some indication of age.

(2) Approximate total floor area, in sq. ft.:

(14) Pupil Transport.

- (1) Numbers of day pupils using various forms of transport and the distance travelled to school.

Distance to School	Number of Day Pupils travelling					
	On foot	Bicycle	Private car	Public bus/ train	Private bus	Other means (specify)
Under 5 miles ...						
5-10 miles ...						
Over 10 miles ...						

- (2) Is private transport provided or arranged by the school for the pupils?

Yes..... No.....

If so, please state

Approximate number of your pupils using it.....

Approximate average charge per pupil per return journey (in pence).....d

(15) Indicate by an X which of the following are provided in your school:

- | | |
|--------------------------------|--|
| 1. Library | Approx. number of volumes: |
| 2. Science Laboratory(ies) | How many places? |
| 3. Domestic Science Room | Approx. total area, in sq. ft.: |
| 4. Geography Room | |
| 5. Concert or Assembly Hall | |
| 6. Gynasium | |
| 7. Physical Training Equipment | |
| 8. Woodwork Room | |
| 9. Metalwork Room | |
| 10. Musical Instruments | Is there a school orchestra? |
| 11. Film Strip Projector | |
| 12. Sound Film Projector | |
| 13. Recording Apparatus | (for language teaching) |
| 14. Radio | (in classroom) |
| 15. Television | (in classroom) |
| 16. Other Teaching Aids | (Please specify): |
| 17. Facilities for Meals | (for Day Pupils) |
| 18. School Farm | (for Agricultural Science) |
| 19. School Garden | (for Agricultural Science or Nature Study) |

(16) Indicate any desirable educational developments in your school which in your opinion, have been arrested or prevented by financial stringency:

(17) Are there any plans for future developments or extensions to the school? (specify):

(18) Do you award any scholarships, free or partly free places (other than on compassionate grounds)? If so, please indicate number and amount of each:

(19) History of Capital Expenditure (if available)

	Year	Amount
1. On Secondary school-buildings, including restoration and extension. (If possible, distinguish restoration from extension)		
2. On equipment and furnishing of school-buildings for each of the past five years	1957/58 58/59 59/60 60/61 61/62	
3. On residential and related quarters for pupils		
4. On equipment and furnishing for these residential and related quarters for each of the past five years	1957/58 58/59 59/60 60/61 61/62	

(20) Total current expenditure in respect of the Secondary School for the school-year 1961/62:

1. Salaries of Lay Teachers (excluding incremental salaries):

	Number of Lay Teachers	Aggregate amount of salaries paid £
Full-time ...		
Part-time ...		

2. Heating, Lighting, Cleaning, etc.:

3. Maintenance and Repairs:

4. Administrative costs:

5. Loan Charges: Interest..... Repayment of Principal.....

6. Rates:

7. Rent of school premises:

8. Other (please specify as far as possible, e.g. supplying textbooks):

(21) Total current revenue in respect of the Secondary School for the school-year 1961/62:

1. Fees

	Normal fee per pupil	Aggregate amount received in fees £
Day ...		
Boarding ...		
Total ...		

2. Extras additional to fees:

3. Income from endowments:

4. State grants to current revenue:

5. Other grants to current revenue (please specify):

6. Other income (please specify as far as possible, e.g. sale of textbooks):

(22) Has the school received any grant towards the cost of furnishing and equipping of laboratories from (a) the State: (b) The Secondary School Scientific Education Trust?

If so, please state:

Year..... Amount..... Source.....

(23) Has the school received any other grants for capital expenditure in the past five years?

If so, please specify:

APPENDIX V

Financial Data

INTRODUCTION

1. This appendix presents material which may be of use as a supplement to Chapter 5 in the main body of the report. The appendix is divided into five sections. Section A is a brief description of how some problems of a general nature were dealt with, Section B presents financial data for national schools, Section C deals with secondary schools and Section D with vocational schools. Finally Section E contains some data on expenditure from public funds in past years.

SECTION A

General

2. The first problem to be resolved was the question of what items of expenditure were deemed to be 'educational'. In most cases this presents no difficulty, but 'fringe' items such as school meals are more controversial. From the exposition given in Chapter 5 it should be reasonably clear which items have in fact been included. It may be worthwhile, however, to mention their derivation and in so doing, to refer to items which were not included.

3. In the case of central government spending, the necessary data were obtained from the annual appropriation accounts. These accounts summarise expenditure under a number of vote headings. The vote headings (1963/4) mainly concerned with education are (1) Office of the Minister for Education, (2) National Education, (3) Secondary Education, (4) Technical Education, (5) Universities and Colleges, (6) Reformatory and Industrial schools. In addition educational expenditure occurs in the votes for Office of Public Works, Agriculture, Forestry and Gaeltacht.

4. In the case of the Office of the Minister of Education expenditure relating to administrative and inspectorial staff was included. Payments for staff in institutions such as the National Museum and National Library were excluded, since they were excluded from the definition of the educational sector given in Chapter 1 of the report. Similarly payments in connection with international organisations such as UNESCO, or OECD were excluded (this incidently means that the Irish government's proportion of the costs of this survey are excluded!). Payments in respect of the College of Art appear under the heading of 'other third level' education in the text. The grants to various other bodies such as the Catholic Workers' College, were all

excluded. Of these excluded items, the most questionable might be the item 'payments to Colleges providing courses in Irish'. These courses are described as being for adults other than teachers and are excluded since they do not refer to any of the educational activities described in Chapters 1, 3 or 4.

5. In the case of the vote for National Education, the bulk of the expenditure appears under the same heading in Chapter 5 and here. The exceptions are expenditure on teacher training which appears under that heading in this appendix, and administration expenditure on examinations, which is transferred to 'other government expenditure'.

6. Similarly with the vote for Secondary Education the bulk of the expenditure appears here as grants to the secondary schools. Scholarships are shown separately, while administrative expenses for examinations are again transferred to 'other government expenditure'.

7. In the case of the vote for Technical Education three of the items appear under the same heading. They are the annual grants to the vocational education committees and payments to local authorities in respect of teachers' superannuation and debt service. Payments for teacher training appear under that heading, while payments for other courses appear under 'other second level'. Examination expenses are again transferred to 'other government expenditure'.

8. With Universities and Colleges, payments to the university colleges in Dublin, Cork and Galway, to Trinity College and to the National University appear under the heading of 'universities'. Payments to Maynooth College, the Colleges of Pharmacy and Surgeons, and the Dental Hospital appear under the heading 'other third level' together with the College of Art. The Dublin Institute for Advanced Studies is excluded. The reason for placing Maynooth College with 'other third level' instead of with 'universities' was because no data on its income and expenditure was available, hence it could not be included with the universities in Chapter 5.

9. The vote for Reformatory and Industrial Schools may well be considered as non-educational, since it refers to the maintenance grants for children in such schools and not to the direct teaching costs (those latter appear in the vote for National Education). It could be contended that including such expenditure is anomalous, since if more children were to be committed to such schools it would apparently result in a rise in 'educational' activity. However, it might also be contended that one of the chief reasons for committal is to ensure that such children do in fact attend school regularly, and that maintenance costs are a necessary component of educational costs for such children. Since the item is shown separately in the tables it is possible to exclude it if desired.

10. The expenditure from other votes in part refers to other educational establishments mentioned in Chapter 1, such as Agricultural and Forestry Schools. That from the Office of Public Works refers to capital expenditure on National Schools. The remaining items fall into two groups. Firstly there are the services provided by other government departments for educational groups, telephone services by Posts and Telegraphs, stationery by the Stationery Office, and fuel etc. by the Office of Public Works. Secondly there is the expenditure by other government departments which are related to school children. The items included here are (1) school meals, (2) school medical service and (3) Gaeltacht grants. They are included because to be eligible for these the recipients must be attending school. It might be contended that this is purely for administrative convenience and that the first two are really social service items while the third is a form of cultural activity. Again they may be excluded if desired.

11. A final item which was included was the estimated cost of interest payments on monies borrowed for capital expenditure on national schools. The available data on the Public Debt does not in fact show the amount attributable to education (or other activities). The data which appear under this heading were obtained by first estimating the average 'life' of the debt and secondly estimating the average rate of interest payable on it. Thus for 1962/3 the average 'life' was about $7\frac{1}{2}$ years. ('Liquid' debt such as Post Office Savings, Prize Bonds, etc. was treated on a par with Exchequer Bills, i.e. given an average life of 6 weeks. The alternative, to treat it as permanent would give an infinite life, rendering calculations impossible.) It was then assumed that interest payments would be needed for all educational capital spending during the $7\frac{1}{2}$ years preceding 1962/63. This amounted to approximately £11 million. The average interest rate on the Public Debt in 1962/3 was approximately $3\frac{3}{4}$ per cent. Applying this rate to £11 million gives a figure of approximately £400,000 as the amount payable in respect of education. The method is rather crude. The intention is to ensure that all expenditure arising from education is as far as possible taken into account.

PRICE LEVEL

12. A problem in making projections for a future date is the need to make some assumption about changes in the value of money. The usual assumption is that it will remain stable and calculations are then made in 'constant' prices (constant with reference to a chosen base year). This is also the assumption which is made in Chapter 5. It may be objected that since the projections made in that chapter assume rises in teachers' salaries and other items, then they cannot be in 'constant' prices. The difficulty arises because of ambiguity as to whether the term 'constant' applies to the price level in general or to each price taken separately. It is in the former sense that the term is intended here. It is assumed that the

general price level remains constant, but that within this general constancy, there are relative price changes. The specific assumption is that prices of educational items (teachers etc.) are expected to show a relative rise leaving other items (such as manufactured products) to show a relative fall.

TEACHER SALARY INCREASES

13. Arising from the preceding paragraph is the question of what rate of price increase in the educational sector would be compatible with overall price stability. To answer this adequately would require a projection of price trends in these non-educational sectors, as well as in the educational sector itself. This is clearly beyond the scope of the present survey. We have confined our attention to the educational sector. In that area the major expenditure component is teachers' salaries. In Chapter 5 an annual rate of increase of 3.5 per cent was assumed for these salaries. This was adopted because it is the figure for the average rise in productivity per person given in the Second Programme for Economic Expansion. It might be contended that a higher figure could be adopted because the projected annual rise in G.N.P. is 4.3 per cent and taking a lesser figure than this might imply that wage incomes, while rising as a fraction of National Income (because of the reduction in unemployment), would not rise as fast as profits (assuming that these latter are a function of the numbers employed). Against this it may be observed that because of changes in the structure of the Labour Force which will result in a relative rise in the numbers of more highly paid workers, the share of National Income going on wages and salaries may in fact rise as fast, or even faster, than other forms of income. In the absence of indicators of the relative strength of these two offsetting tendencies, it was assumed that they would cancel out, leaving 3.5 per cent as the figure by which *all* wages and salaries could rise in real terms.

14. It may be objected that this assumption is unrealistic for teachers since their salaries have risen by substantial amounts (circa 40 per cent) in the past three years. Part of these increases, however, are purely monetary and have been offset by price inflation. While their rise in real terms may still be more than 3.5 per cent annually, this greater rate of increase, must result in some other group(s) receiving below average increases. It remains to be seen whether the teachers do in fact maintain their gain. We would not wish to appear to prejudge the issue in their favour, hence our 'neutral' assumption of 3.5 per cent.

IMPUTED SALARIES

15. Reference is also made in Chapter 5 to the value of teaching services provided by unpaid religious teachers. In general such services have been valued by reference to the salaries paid to comparable grades of teachers. It may be observed that this may not

be correct since were such teachers to be paid, it might produce a change in the price (salary) of all teachers. In the absence of any indication of the likelihood or extent of such price changes, the existing salary levels were used. It will be noted that the estimated value of these unpaid teaching services was excluded from the aggregate tables at the end of Chapter 5 when comparing education spending with national income. This is because the latter refers to actual monetary valuations of goods and services. Specifically it does not include the value of the negative rents or (quasi-rents) which people are prepared to accept in order to remain in their present occupations. To have included these rents in the case of education would affect the comparability of the two sets of data.

GROSS V NET EXPENDITURE

16. Finally attention should be drawn to the fact that expenditure is given in net terms, that is the value of any offsetting receipts have been deducted from the gross expenditure on each item. In the case of the various votes, the appropriations-in-aid (as these receipts are termed) have been apportioned to the relevant expenditure category. In the case of activities which are financed jointly, but are administered by one authority, the net amount borne by each is the figure which appears. School meals, for example, are administered by local authorities, hence gross expenditure appears in their accounts. As half of the cost is met by the central government however, this amount is deducted from the gross expenditure, so that the net expenditure for each authority will be shown as one-half of the total.

APPENDIX V: SECTION B

An Examination of National School Costs

(This appendix is a condensation of a report prepared by Mr. T. O'Brien, M.A., who was attached to the Survey Team as an O.E.C.D. Fellowship holder during the year 1963; the Survey Team does not necessarily accept all the conclusions of his report.)

PART I

CAPITAL COSTS

HISTORICAL BACKGROUND

1. Primary school building on a nationally organized basis only began to develop following the emancipation of Catholics and the subsequent establishment of the Board of National Education in 1831. Grants for school building were made available from 1832 onwards. In the year 1833 there were 789 schools included in the system and by 1840 there were 1,978. Despite the severe population losses brought about by the famine during the following decade, the year 1850 saw

4,547 National schools in existence. Notwithstanding the steady drop in population which then set in, the school population continued to rise so that by 1884 there were 7,832 National schools.

2. From this decade onwards the numbers of schools started to decline as the steady flow of migrants from the rural areas began to make itself felt. This then, is the period when it can be said that the primary school infrastructure was complete. What remained to be done was :

- (i) Normal replacement;
- (ii) the renovation and improvement of schools according as standards rose ;
- (iii) the erection of new schools to take account of shifts in population;
- (iv) the erection of special schools to take account of the crippled, blind, hard of hearing and mentally retarded children.

3. The standard of primary school buildings was, in general, not high. The grants provided by the Board were small and during some periods were discontinued completely on grounds of economy. Standard estimates of the cost of various types of schools were fixed and the manager was allowed a grant of two-thirds of the estimate (special grants for very poor areas were not introduced until 1908). Managers frequently had schools built by local labour for the amount of the state grant only and it is, therefore, not surprising that many of the schools were badly constructed. They were, for the most part, also badly maintained because, with certain exceptions, the Board made no grants available for maintenance of any kind, which was deemed to be a local responsibility (See section on Maintenance, Part II). Furthermore, all school building practically ceased from 1914 until 1922 due to the outbreak of the first world war and the breakdown in government which occurred in the troubled years which followed. Thus, the new Irish Government in 1922 came into an inheritance of badly built and badly maintained schools, the vast majority of which had been constructed during the 19th century to serve a predominantly rural population.

4. In the early years of the new State, little could be done to replace defective schools because of the reconstruction made necessary by the War of Independence and the civil war. What money was available went on the provision of new accommodation made necessary by the Compulsory School Attendance Act, 1926 and by the growth of new urban housing areas. This situation lasted into the mid-thirties and, although grant provision was increased considerably from 1935 onwards, arrears did not diminish because normal wastage continually added to the problem. Another factor which slowed up the rate of building was the fact that the Office of Public Works was inadequately staffed with technical personnel. During the war and for some

years afterwards, funds were largely concentrated on works designed to keep existing schools in a reasonably serviceable condition.

5. It was 1948/49 before school building on a significant scale was recommenced. Almost as many new schools were built during the decade 1951/52-1961/62 as during the preceding 29 years. Difficulties encountered by the Board of Works in attracting and retaining technical personnel meant that the Department of Education was sanctioning grants for new schools faster than the Board of Works was able to build them. Since 1957/58 the position has been reversed.

SCHOOL BUILDING 1957/58-1961/62

6. The following three tables summarise the findings of an investigation into school building costs by size of school. Table 1 presents the total net cost of primary school building over the period 1957/58-1961/62, as divided between expenditure to the localities and the State. The net cost excludes the cost of design and administration and local unrecognised expenditures on the site and other miscellaneous costs (see later below).

7. Column 9 shows the total cost per pupil place. The pattern is clear. One classroomed schools are the most expensive to construct. From this point, costs fall until the four and five classroomed schools are reached and then start to rise again with the six classroomed category. A sharp jump then takes place in respect of schools with from seven to twelve classrooms, which display the second highest costs after one classroomed schools. A gradual decline then sets in, but costs do not drop to an equal or lower level than those pertaining in schools of six classrooms and less.

8. Table 2 shows the gross cost of school building. This includes the cost to the State of design and administration charges and the cost of unrecognised expenditures to the localities. The column showing total cost per pupil place displays practically the same pattern as was noted in paragraph 7, above, except that the disparity between the costs of schools of seven to twelve classrooms and thirteen to eighteen classrooms is seen to have narrowed. Table 3 shows the gross cost of providing a pupil place in each size of school broken down by type of cost. These are, in order of magnitude, site works and building, design and administration, equipment, miscellaneous, school site and legal fees.

9. The object of this part of the study was to obtain data on the cost per pupil place by size of school. It became apparent that neither the total annual capital expenditure nor the proportion of it spent on any one size group was constant. In order, therefore, not to get a distorted picture, it was necessary to examine expenditure over a period of five years and not only for the year 1961/62.

10. Having analysed the data, the question arose of adjusting the expenditure for each size group over the five years for constant prices. However, while the index for the schools of six classrooms and under, designed by the Board of Works, showed a steady rise from 1957/58, the index for the larger schools, designed by private architects, was erratic. As the large schools account for half the expenditure the combined index was also erratic. An attempt was then made to apply the mean figure of two building indices provided by the Central Statistics Office. This was also rejected because it was found that a rise in one index was compensated for by a drop in the other, giving an almost constant price level over the period. In the circumstances, it was decided to make no adjustment to the figures.

11. To the Board of Works a school is a building to be erected at a particular time and place. From the educational or administrative point of view, this building may be divided into two or more schools. The Board, therefore, returns a cost for the completion of a building which may be subsequently administered as a number of schools. For example, the Board may construct a building of five rooms which is administered as a two-roomed school for boys and a three-roomed school for girls.

12. The data on school building were, therefore, analysed in two different ways. Firstly, the buildings were classed as built by the Board of Works, and it is to this analysis that the Tables 1-3 refer. The second analysis split schools up by administrative divisions. Thus, while the first analysis showed the number of schools constructed as being 386, the second analysis showed the number to be 431. This study, which absorbed a considerable amount of time, did not reveal any significant findings. However, one must consider that it would not have been possible to draw this conclusion if the work had not been carried out.

13. Schools of six classrooms and under are designed and building operations supervised by the Board of Works. Particular attention is given to reducing costs to a minimum. Indeed, in terms of value for money, these schools, while not elaborate, are well designed and built and must rank amongst the most economically constructed schools in Western Europe. Schools of seven classrooms and over, which are designed by private architects, do not display a uniform pattern.

14. When comparing the costs for both types of school, it is well to remember that the smaller schools, being designed by the Board, conform closely to certain specifications and lay out. Because of technical reasons and the fact that private architects are employed, the larger schools do not conform in this way. Although certain specifications are adhered to and the plans are examined by the Board, there is still ample room for variations. Many large schools have extra facilities such as teachers' rooms, and medical inspection

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TABLE B. 1

NET SCHOOL BUILDING COSTS

This table shows, by size group, the net cost (£) of school building by totals and per pupil place, as divided between the cost to the State and localities. The number of schools built and pupil places provided are also given. The data relate to all schools completed between 31st March, 1957 and 31st March, 1962.

1	2	3	4	5	6	7	8	9
Number of Classrooms	Number of Schools	Number of pupil places provided	Recognised local costs	Cost to State	Total Cost (Columns 4+5)	Cost per pupil place to:		
						Localities	State	Total Cost (Columns 7+8)
			£					
1	17	504	8,108	54,741	62,849	16·087	108·613	124·700
2	175	11,461	127,123	932,395	1,059,518	11·091	81·354	92·445
3	92	10,266	94,183	698,546	792,729	9·174	68·044	77·218
1-3 ...	284	22,231	229,414	1,685,682	1,915,096	10·319	75·826	86·145
4	27	4,444	38,080	325,790	363,870	8·568	73·310	81·878
5	10	2,100	24,186	150,103	174,289	11·517	71·477	82·994
6	13	3,230	36,879	247,701	284,580	11·417	76·688	88·105
4-6 ...	50	9,774	99,145	723,594	822,739	10·143	74·033	84·176
1-6 ...	334	32,005	328,559	2,409,276	2,737,835	10·265	75·278	85·543
7-12 ...	32	12,576	219,423	1,203,961	1,423,384	17·447	95·735	113·182
13-18 ...	13	8,652	124,237	825,702	949,939	14·359	95·435	109·794
19 and over	7	10,242	86,602	904,725	991,327	8·455	88·335	96·790
7 and over	52	31,470	430,262	2,934,388	3,364,650	13·672	93·244	106·916
All Schools	386	63,475	758,821	5,343,664	6,102,485	11·954	84·185	96·139

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TABLE B. 2

This table shows, by school size group, the gross cost (£) of school building by totals and per pupil place, as divided between the cost to localities (including unrecognised costs) and the cost to the State (including design and administrative charges)

1	2	3	4	5	6	7
Classrooms per school	Cost to localities including unrecognised capital costs	Cost to State including charges for administration and design	Total cost (Columns 2+3)	Cost per pupil place to:		
				Localities	State	Total (Columns 5+6)
1	10,352	61,026	71,378	20·539	121·083	141·622
2	160,373	1,038,347	1,198,720	13·992	90·598	104·590
3	117,827	777,818	895,645	11·477	75·765	87·242
1-3 ...	288,552	1,877,191	2,165,743	12·979	84·440	97·419
4	46,639	362,177	408,816	10·494	81·497	91·991
5	28,446	167,532	195,978	13·545	79·776	93·321
6	44,783	276,159	320,942	13·864	85·498	99·362
4-6 ...	119,868	805,868	925,736	12·263	82·450	94·713
1-6 ...	408,420	2,683,059	3,091,479	12·760	83·832	96·592
7-12 ...	261,695	1,370,022	1,631,717	20·809	108·939	129·748
13-18 ...	169,243	936,528	1,105,771	19·561	108·244	127·805
19 and over	139,837	1,020,380	1,160,217	13·653	99·627	113·280
7 and over	570,775	3,326,930	3,897,705	18·137	105·717	123·854
All Schools	979,195	6,009,989	6,989,184	15·425	94·682	110·107

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TABLE B. 3

This Table shows the gross cost (£) of providing a pupil place in each size of school, by type of school and by major components

School size number of classes	Site works and building	Equipment ¹	School site	Legal fees	Design and Administration	Miscellaneous	TOTAL
1	199·700	6·371	2·664	0·742	12·470	0·674	141·622
2	87·445	5·320	1·587	0·335	9·244	0·656	104·590
3	73·218	4·179	1·720	0·197	7·721	0·206	87·242
1-3	82·145	4·256	1·673	0·281	8·614	0·448	97·419
4	78·878	4·206	1·178	0·133	8·187	0·407	91·991
5	79·994	4·495	1·266	0·104	8·299	0·161	93·321
6	83·105	4·450	1·392	0·088	8·753	0·515	99·362
4-6	80·176	4·349	1·268	0·112	8·417	0·390	94·713
1-6	81·543	4·284	1·550	0·229	8·554	0·424	94·592
7-12	109·182	6·931	1·832	0·089	13·204	3·360	129·748
13-18	105·794	6·549	4·298	0·052	12·809	5·199	127·805
19 and over	92·790	5·050	4·786	0·023	11·292	5·195	113·280
7 and over	103·916	5·604	3·471	0·057	12·473	4·462	123·854
All schools	91·139	5·443	2·503	0·144	10·497	3·468	110·107

¹Including unrecognised expenditures on equipment by school managers (see Table 5).

rooms, which the cost per pupil place measurement does not take into account. The cost of assembly halls, which are frequently built for big schools, have, however, been excluded from the figures given in Tables 1-3.

15. By far the most accurate measurement of building costs, for comparative purposes, is the cost per square foot. The Board are at present collecting information on large schools (i.e. seven classrooms and over) with a view to applying this type of analysis to them. The standardization being carried out in the design of small schools will also simplify cost analysis on a floor area basis for small schools. It should then be possible to make valid cost comparisons between all sizes of schools.

16. The form used by the Board to record data on large schools provides for entering the final cost of a school, which is usually higher than the estimated cost. At present, there appear to be no plans to collect this information in regard to small schools. The lack of such information meant that much time had to be spent going through old files. There is a very strong case to be made in support of a proposal to fill out, in respect of every small school built, the same information sheet as is used for large schools. Data on the schools would then be concentrated in one area which would facilitate future study.

THE ECONOMICS OF PRIMARY SCHOOL BUILDING

17. During the five year period between 1st April, 1957 and 31st March, 1962, 63,465 new pupil places were provided in national schools, an average of 12,693 per year. Just over 50 per cent of the pupil places provided were in schools designed by the Board of Works i.e. six classrooms and under. The remaining 49.6 per cent were in schools designed by private architects, i.e. 7 classrooms and over. It may be appropriate, therefore, to examine some of the implications of this pattern.

18. The first choice facing the investor in school plant is the rate at which he is prepared to depreciate these assets. The three main factors which affect the depreciation rate of school plant are :

- (i) the physical life of the school building given
 - (a) adequate maintenance, or
 - (b) inadequate maintenance.
- (ii) changes in educational thought and practice affecting the design of schools;
- (iii) the utilization of a school.

The present view of the Board is, that with proper maintenance, a school should last eighty years. This topic and the question of inadequate maintenance are dealt with extensively in Part II of this study which deals with running costs. Consideration of changes in educational theory and practice are beyond the scope of this survey. This leaves the question of utilization.

19. One possibility that must be faced up to, is the likelihood that many small rural schools which were replaced during the last decade, and others which are due to be replaced during the decade ahead, will become redundant during the next twenty to thirty years due to a continued drift in population from the land. The depreciation rates on such premises will be much higher than for a school lasting sixty or eighty years. Many small schools, while not closing down, are likely to be heavily under-utilized; an economic cost can be put on such developments.

20. The real yardstick by which to judge the economic efficiency of one type of school as against another, is not the initial capital cost per pupil place or per square foot, but the capital cost per utilized place. To arrive at this figure, one would have to project the annual enrolment over the life of the school and divide it into the initial capital cost plus an allocation for future expenditures of a capital nature on the school. This is not a feasible proposition.

21. A crude picture however, can be obtained by dividing the figures for enrolments in 1961/62, in respect of all schools completed during the five year period, into the figures for initial capital costs. The results of this showed that the initial capital cost per head of average enrolment in one classroomed schools was 35 per cent higher than the per pupil place figure, signifying the low utilization of these schools. For two classroomed schools, it was 26 per cent above the per pupil place figure and for three classroomed schools 14 per cent. The four teacher schools provided a surprise; here the figure was 22 per cent even though these buildings tend to be situated in small and large towns. From this point upwards, the position is reversed. The larger schools tend to be over-crowded, so that the cost per head of average enrolment is actually lower than the cost per pupil place. Taking these findings in combination with the figures on class size revealed by the investigation into teaching costs (see Part II), one can say that the capital costs per pupil in average enrolment decrease according as the size of school increases. Adding to this the point mentioned above, namely, that the expected life of many small schools is much lower than that of large schools, reinforces the conclusion that the capital costs of providing pupils with schools of from one to four classrooms are higher than those of providing them with larger schools.

UNRECOGNIZED CAPITAL COSTS

22. Reference has been made in Table 2 to unrecognized costs. These comprise all expenditure of school managers or localities, which are not reckoned for grants from the Department of Education. Unrecognized capital costs can be divided into three categories :

- (a) Unrecognized costs associated with the erection of a new school;
- (b) Unrecognized costs associated with an extension or a major improvement to a school;
- (c) Unrecognized costs associated with a minor improvement to a school.

23. The main unrecognized costs associated with the erection of a new school are :

- (i) the cost of a school site or of additions to the old one;
- (ii) legal fees associated with the proving of title to the land;
- (iii) the cost of equipment purchased for a new school over and above that allowed by the Department;
- (iv) miscellaneous expenses.

24. To some extent these costs may be recognized. Thus, in a poor parish, if the manager has paid a considerable amount for the school site or has incurred other heavy unrecognized costs, such as unsuccessful well-sinking, the Department will often take account of that fact when settling the amount of the local contribution which the manager will pay towards the cost of the new school. One can say then that, indirectly, the cost of school sites are sometimes grant aided.

25. From the point of view of the investigator, unrecognized costs pose a problem because there is no record of them kept in the Department, since administratively, there is no necessity to do so. In order to establish what the position was, a questionnaire was sent to the managers of all schools completed in the five year period 1957/58-1961/62. The opportunity was also taken to gather information on current costs. Reference to the results of the latter investigation, together with a copy of the questionnaire, can be found in the section on running costs, in Part II of this Section.

26. The response to the survey was generally good, as can be seen from Table 4. In only two of the nine size groups surveyed did the number of replies account for less than 37 per cent of the new schools completed and in neither instance did the number fall below 23 per cent.

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TABLE B. 4

This table shows, by size group, the number of questionnaires on unrecognised school building costs which were returned and the average area of school site

1	2	3	4	5
Size of School, number of class-rooms	Schools completed in period March, 1957—March, 1962	Questionnaires returned, by school size group	Number of returns as a percentage of school size group	Area of School site, average to nearest $\frac{1}{4}$ acre
1	17	8	47.0	1
2	175	66	37.7	1
3	92	42	45.7	1
1—3	284	116	40.8	1
4	27	10	37.0	1½
5	10	5	50.0	1½
6	13	7	53.8	2
4—6	50	22	44.0	1½
1—6	334	138	41.3	1
7—12 ...	32	15	46.9	3
13—18 ...	13	3	23.1	3
19 and over ...	7	2	28.6	7
7 and over ...	52	20	38.4	3½
All Schools ...	386	158	40.9	1½

27. The results of this investigation are set out in Table 5. Here we see the average cost of a school site rising from £79 in respect of one classroomed schools to a figure of £7,004 for schools of 19 classrooms and over. Legal fees are practically constant from one size group to another, but both equipment and miscellaneous costs rise steadily. One exception to this can be seen in the case of miscellaneous costs for five teacher schools, which drop, against the upward trend. The most significant figures are those showing total unrecognised costs per pupil place. From these one learns that managers of one teacher schools expended an average of £4 in unrecognised costs per pupil place. Per pupil place costs drop by size of school until the low point is reached with the four classroomed school. This is the same pattern as was observed for net and gross school building costs. However, unlike net construction costs, the upturn which sets in with the five classroomed school continues right up to the 19 classrooms and over category, where costs are shown to be in excess of £5 per pupil place.

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TABLE B. 5

This table shows the breakdown of unrecognised initial or capital costs incurred by localities in connection with new school building during the period 1957/58-1961/62 (in £'s)

Size of school number of classrooms	School Sites			Legal Charges			Equipment costs			Miscellaneous Charges			All Costs		
	Total cost	Cost per school	Cost per pupil place	Total Cost	Cost per school	Cost per pupil place	Total Cost	Cost per school	Cost per pupil place	Total Cost	Cost per school	Cost per pupil place	Total Cost	Cost per school	Cost per pupil place
1	1,343	79·0	2·664	374	22·0	0·742	187	11·0	0·371	340	20·0	0·674	2,244	132·0	4·452
2	18,200	104·0	1·587	3,850	22·0	0·335	3,675	21·0	0·320	7,525	43·0	0·656	33,250	190·0	2·901
3	17,664	192·0	1·720	2,024	22·0	0·197	1,840	20·0	0·179	2,116	23·0	0·206	23,644	257·0	2·303
1-3	37,207	131·0	1·673	6,248	22·0	0·281	5,702	20·1	0·256	9,981	35·1	0·448	59,138	208·2	2·660
4	5,238	194·0	1·178	594	22·0	0·133	918	34·0	0·206	1,809	67·0	0·407	8,559	317·0	1·926
5	2,660	266·0	1·266	220	22·0	0·104	1,040	104·0	0·495	340	34·0	0·161	4,260	426·0	2·028
6	4,498	346·0	1·392	236	22·0	0·088	1,456	112·0	0·450	1,664	128·0	0·515	7,904	608·0	2·447
4-6	12,396	248·0	1·268	1,100	22·0	0·112	3,414	68·3	0·349	3,813	72·3	0·390	20,723	410·5	2·120
1-6	49,630	148·6	1·550	7,348	22·0	0·229	9,116	27·3	0·284	13,594	40·7	0·424	79,861	238·6	2·495
7-12	23,040	720·0	1·832	1,120	35·0	0·089	11,712	366·0	0·931	6,400	200·0	3·360	42,272	1,321·0	3·360
13-18	37,193	2,861·0	4·298	455	35·0	0·052	4,758	366·0	0·549	2,600	200·0	5·199	45,006	3,462·0	5·199
19 and over	49,028	7,004·0	4·786	245	35·0	0·023	2,562	366·0	0·250	1,400	200·0	5·195	53,235	7,605·0	5·195
7 and over	109,261	2,101·2	3·471	1,820	35·0	0·057	19,032	366·0	0·604	10,400	200·0	4·462	140,513	2,702·2	4·462
All schools	158,891	411·6	2·503	9,168	23·8	0·144	28,148	72·9	0·443	23,994	62·3	3·468	220,374	570·5	3·471

PART II

CURRENT COSTS

INTRODUCTION

28. Current costs incurred by the Department of Education on the national school system during the financial year ended 31st March, 1962 are set out in Table 6. It will be observed that payments in respect of teachers amounted to over 98 per cent of total state expenditure on current costs. This figure is divided as between payments to recognised serving teachers (86 per cent) and superannuation payments in respect of retired teachers (approximately 12 per cent). Of the remaining 2 per cent, 1.2 per cent comprises grants towards the cost of heating and cleaning schools. The other 0.8 per cent covers miscellaneous expenses, which range from the cost of subsidizing a small number of school transport services to grants of free school books to necessitous children.

29. Table 6 also shows the estimated value of contributions made in the form of cash, goods or services by the localities, i.e. by the parents of pupils, the school manager or by religious communities running schools. These estimates put the value of local contributions to current costs, during the financial year under review, at £514,324 or 4.6 per cent of the total state expenditure under this heading. This figure excludes local expenditure on unrecognised school running costs which are dealt with separately below.¹

PAYMENTS TO TEACHERS

30. The responsibility for remunerating recognised teaching staff serving in national schools is borne entirely by the State. Standard salaries are prescribed and there is a non-contributory pension scheme. There is a common scale for women and single men teachers who are principals or assistants, which ranged (in 1961/62) from £430 per annum to £810 per annum for those who were trained, and £346 per annum to £624 per annum for those who were untrained. If women teachers were serving in a more junior position than principal or assistant they received a salary which started at £430 per annum and climbed to £666 per annum if trained. Untrained teachers in the same category start at £346 per annum and rise to £624 per annum. Trained married men had a scale of from £505 per annum to £1,020 per annum and if untrained, from £425 per annum to £795 per annum. In addition bonuses are payable in respect of special educational qualifications and also to principal and vice-principal teachers, according to the number of pupils on the rolls. Allowances in respect of dependent children and in aid of house-rent are payable, subject to certain conditions, to married men teachers and to widow teachers.

¹In the Table set out below no figures appear in respect of state grants for indoor and outdoor painting because these became available subsequent to the financial year to which the Table relates.

THE CAPITATION SYSTEM

31. The schools in the national school system are staffed both by lay teachers and religious. On 30th June, 1962, convent and monastery

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TABLE B. 6

Statement of Current Expenditure from Public Funds on National Schools, together with Estimates of the Value of the Contribution made from Local Sources, in respect of the Financial Year ended 31st March, 1962

	1	2	3
	State expenditure	Distribution of State expenditure	Estimated value of local contribution
	£	%	£
Salaries etc. of teachers in classification schools and grants to capitation schools	9,621,246	86.446	256,657 (a)
Superannuation, etc., of teachers ...	1,323,330	11.890	—
Model schools (miscellaneous expenses) ...	6,457	0.058	—
Transport services	31,833	0.286	— (b)
Free grants of school requisites ...	3,477	0.030	—
Grants towards the cost of heating, etc. of schools and cleaning of out-offices	135,846	1.222	257,667 (c)
Grants towards the cost of free school books for necessitous children ...	4,452	0.040	—
Incidental expenses	3,028	0.027	—
Ex-Gratia payments to certain retired teachers	76	0.001	—
TOTAL ...	£11,129,745	100.000%	£514,324

Column 1: These figures are derived from Table 29, page 113, Department of Education Annual Report 1961/62; an allocation must be added to them to cover the cost of Administration, Inspection etc.

(a) The basis of this figure is explained in the succeeding paragraphs.

(b) The localities contribute to the cost of transport but this item of expenditure which is very small) was not investigated.

(c) This figure relates to the school year ended 30th June, 1962.

schools accounted for 12 per cent of all national schools and accommodated 39 per cent of total pupil enrolment. Under the present system convents and monasteries can opt to have religious teaching staff at the school paid either on a salary or on a capitation basis. According to the capitation system the community are remunerated on the basis of a per capita payment in respect of each pupil in average enrolment. In return, the schools must maintain a certain minimum teaching staff. The State normally makes no extra financial provision for teachers in excess of this minimum.² The level of the per capita payment is determined by a number of factors. An important one is the number of lay teachers on the minimum recognised staff. Such teachers are paid directly by the Department and when one is employed on the minimum staff of a capitation school, the amount of his or her salary is deducted by the Department from the total sum paid to the community.

²There were, however, 136 extra assistants in 1961/62 paid by the Department.

32. In Table 7 it can be seen that, while the majority of monasteries are paid by personal salaries, the majority of convents are paid by capitation. Capitation schools have 33 per cent of all primary pupils on their rolls although the number of such schools is only 9 per cent of the total. This is accounted for by the fact that 240, or over half of all capitation schools, have seven classrooms and over. Of all primary schools in the country of seven classrooms and over, two thirds are capitation schools.

33. It can be appreciated that though relatively small in number, these schools occupy a very important place in the national school system. In order to understand some of the figures in connection with teachers salaries and running costs per teacher which are given later on in the text, it is necessary to examine further aspects of the capitation system. Firstly, in order to have the number of trained teachers on the minimum recognised staff, as required by the regulations of the Department, a community may have to employ one or more lay teachers. In June, 1962 there were thus 1,394 lay teachers serving in schools paid by capitation, all but 42 of whom were trained. 24 per cent of these teachers were men. Because the salaries paid by the State to these teachers will be deducted from the capitation payments paid to the school, the communities have an economic incentive to employ young teachers who are low down on the salary scale. Some evidence that this may occur is given below. This would help to depress the average salary in respect of all teachers in capitation schools. Because 70 per cent of all teachers in capitation

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TABLE B. 7

This Table shows the number of Schools and Enrolments as between Convents (Capitation and Salary); Monasteries (Capitation and Salary) and other Schools. The Figures relate to the School Year ended 30th June, 1962 (including Special Schools and Secondary Tops)

Types of National Schools	Numbers of National Schools		Number of pupils in average annual enrolment	
		percentage		percentage
Ordinary Schools, Teachers paid by personal salaries ...	4,231	87.0	298,707	59.6
Convents paid by personal salaries ...	92	1.9	16,175	3.2
Convents paid by capitation ...	362	7.4	117,514	26.5
Monasteries paid by personal salaries ...	91	1.9	30,968	6.8
Monasteries paid by capitation...	63	1.3	15,404	3.1
Model, special Irish and fosterage schools ...	28	0.5	3,979	0.7
Total All types ...	4,867	100.000	500,794	100.000

Compiled from Tables 1, 7 (a) and (b), 8 and 14 in the Annual Report of the Department of Education, 1961/62.

schools serve in schools of seven classrooms and over, the factor mentioned above can also influence the average payments made by the State in respect of teachers in these schools.

34. Capitation convents and monasteries pay no income tax on money received under this system. In these circumstances one might expect the level of capitation payments to be set in such a way that the average payment made in respect of trained and untrained religious teachers, who were members of the minimum staff in capitation schools, would be lower than the average rates for trained and untrained single lay teachers who are all subject to income tax. However, against this it would be necessary to allow for the non-payment by the State of pensions to teachers who are members of religious communities and on the minimum staff of capitation schools.

35. It would seem that the capitation convents and monasteries are compensated to some extent for the loss of such pension rights sustained by their members on minimum teaching staffs, by receiving an average payment per recognised teacher which, though possibly £40 per annum below that paid to the average unmarried lay teacher, is tax free. This picture is, however, not supported by hard facts, it is rather an informed guess made after analysing the results of a sample of schools. In order to discover what the true position is it would be necessary to sample an adequate number of capitation schools and establish what salaries would be paid, what superannuation payments would accrue, and possibly, what would be the effect of taxation if the schools ceased to be capitation schools. A comparison of the monies received under both systems could then be made.

36. The position is, in fact, so complicated that where the head of a convent or monastery does not feel bound by the rules of his or her order to adopt the capitation system, it is not unheard of for an accountant to be engaged to determine which of the two systems would yield the best return. For this reason a school may switch back and forth from one system to another according as it is considered to the financial benefit of the community to do so.

SUPERNUMERARY TEACHERS

37. On 30th June, 1962 there were in addition to the 14,091 serving national school teachers in respect of whom the Department of Education made payments, some 461 supernumerary teachers serving in schools paid under the capitation system. These teachers are in excess of the minimum staff required by the Regulations of the Department and the convents and monasteries concerned do not, therefore, receive any payment from the State in respect of their services. However, the fact that services have been made cannot be altogether ignored. Supernumerary teachers comprise 3.2 per cent of the total teaching force and 12.5 per cent of the teaching force in capitation schools. Their presence plays no small part in reducing the size of classes in capitation schools to manageable proportions.

38. Practically all supernumeraries are women (chiefly nuns) and over 70 per cent are untrained. It can be argued that the religious communities are out of pocket only to the extent of the cost of supporting the supernumeraries, except in the rare case where a lay supernumerary is engaged and must therefore be paid. As most of the supernumeraries are nuns, supporters of this line of thought hold that they actually earn negative incomes for their communities, because if they were not available the communities would probably have to employ lay teachers to whom salaries would have to be paid. From an economic point of view, however, these supernumeraries supply a service for which the State makes no payment. It is possible to compute a cost for these services and regard it as a local contribution, analogous to the unrecognised capital contributions mentioned in Part 1 above and the unrecognised running costs set down in section B, on running costs, below. This of course is on the assumption that the services of supernumerary teachers are comparable with those in the appropriate category of paid teachers.

39. Calculating on the basis of the salaries paid to trained and untrained single teachers, revealed by one of the pilot studies discussed later, it was possible to make an estimate of the total value of the services given by supernumerary teachers during the year under review. According to this computation (set out in table 8) the value of this form of local contribution amounted to £256,657, which is equivalent to approximately 2.3 per cent of total state expenditure on current costs and 2.8 per cent of total state expenditure on serving teachers (excluding superannuation charges).

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TABLE B. 8

This Table shows the Breakdown of Supernumerary Teachers by Sex and Training and gives an Estimate of the Value of their Services during the year ended 30th June, 1962

	Men		Women		Total
	Trained	Untrained	Trained	Untrained	
Number of supernumerary teachers	2	4	132	323	461
Estimated average salary rates per single teacher	£683	£505	£683	£505	(Average) £557
Estimated value of the services of supernumeraries	£1,366	£2,020	£90,156	£163,115	£256,657

40. The £256,657 could not be apportioned as between various school size groups as no breakdown of supernumeraries by school size is published by the Department. However, we know the estimated size of the contribution made by capitation monasteries and convents and the average annual enrolment in both categories of school. Dividing contribution by enrolment we see that the value of the

services of supernumeraries in capitation monasteries works out at £0.22 per head of average enrolment and in capitation convents at £2.15 per head of average enrolment.

41. Over 70 per cent of all pupils of capitation schools (i.e. about 20 per cent of total enrolment) are enrolled at schools of 7 teachers and over. These schools are concentrated in the cities and large towns. This means that, allowing for the contribution made by supernumeraries, the average annual cost of teaching a pupil in schools of 7 teachers and over, and in cities and large towns, will be somewhat higher than the cost based solely on the payments made by the State. The same tendency is also likely to manifest itself in relation to schools of 4-6 teachers but not to the same degree as with the category 7 teachers and over where the capitation schools are much more strongly represented.

PILOT STUDIES

42. Prior to drawing up the sample of schools to be investigated for teaching costs, two pilot surveys were executed. The first related to capitation schools in Counties Offaly and Carlow, the second to all schools in County Kildare. Data on capitation schools was therefore, available for three counties and is summarised in Table 9 below, which is of interest because the figures shown therein support a number of points made earlier. Firstly, single lay trained teachers (in this case all but two were single) serving in capitation schools are shown to have received on average £559 per annum. This was lower than the average salary of £683 for single trained lay teachers in non-capitation schools in County Kilkenny, thus supporting the contention that many of the trained lay teachers employed in capitation schools tend to be fairly young.

43. Table 9 is also interesting because it disaggregates teachers in the 32 capitation schools surveyed, as between religious and lay. It will be noted that 17 per cent of the total teaching force is made up of supernumeraries, 74 per cent of whom are untrained. These are above the national figures of 12.5 per cent and 70 per cent respectively. Continuing to count in terms of total teachers we notice that 20 per cent of religious in the category 'recognised' are also untrained making a grand total untrained, including untrained supernumeraries of 35.5 per cent. The cost side of the picture is, unfortunately, not so clear. Because the schools are paid on a capitation basis there are no separate payments in respect of trained and untrained religious teachers. No payment at all is made in respect of the supernumeraries.

44. It was most revealing to probe into the effect which supernumeraries had on the pupil/teacher ratio. When the average annual enrolment in the 32 schools surveyed, was divided by the number of teachers paid for by the State, it gave an average pupil/teacher ratio of 47, but when the unpaid supernumerary teachers were brought into the calculation the pupil/teacher ratio fell to 39. A fall in the

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TABLE B. 9

This table shows the numbers of teachers serving in a sample of capitation schools on June 30th, 1962, broken down as between recognised and supernumerary, religious and lay and trained and untrained. Payments made by the State in respect of each category are also shown

Number of capitation schools sampled= 32	Recognised				Supernumeraries				TOTAL
	Religious		Lay		Religious		Lay		
	Trained	Untrained	Trained ¹	Untrained	Trained	Untrained	Trained	Untrained	
Number of teachers ...	147	57	31	—	9	38	—	—	282
Percentage distribution of all teachers in sample	52·0	20·0	11·0	—	3·5	13·5	—	—	100
Percentage distribution of recognised teachers in sample	62·5	24·3	13·2	—	—	—	—	—	100
Monies paid by State in respect of teachers	£120,600	£17,336	—	—	—	—	—	—	£127,936
Percentage distribution of payments to teachers	86·5	13·5	—	—	—	—	—	—	100
Average payment per recognised teacher	£591	£559	—	—	—	—	—	—	(average) £587

¹2 of whom were married.

pupil/teacher ratio naturally has the effect of pushing up teaching costs per pupil. In this case the drop in the pupil/teacher ratio occasioned by the inclusion of supernumeraries in the calculation means that the teaching costs per pupil would rise from £11.6 to £13.9 or by £2.3 per head of average enrolment, as is shown in table 10 below. These findings mean that the results of the major investigation into teaching cost have to be qualified in some degree. Further reference is made to this subject later in the text.

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TABLE B. 10

This Table gives Information on Pupil/Teacher Ratios and Teaching Costs per Pupil in respect of 32 Capitation Schools in the Counties Carlow, Offaly and Kildare (which were investigated as part of a Pilot Survey)

Average number of pupils per recognised teacher 47	Average number of pupils per teacher, including supernumeraries 39
Teaching costs per pupil at the above teacher/pupil ratio £11.6	Teaching costs per pupil at the above teacher/pupil ratio £13.9

INVESTIGATION INTO TEACHING COSTS

45. In order to establish the cost of teaching by size of school it was decided to make a sample survey of twelve per cent of the total number of schools. This sample³ was so structured as to take account of the distribution of schools by number of teachers, religion, centrality and system of payment (capitation or non-capitation) for each county borough and county. Prior to this, however, the two pilot surveys mentioned earlier were executed to test certain assumptions. The number of children in average annual enrolment was noted for each school sampled.

46. The next step was to gather data on payments made by the State in respect of the teachers serving in the schools sampled. There were two sources of this information. The returns which the Department of Education make to the Revenue Commissioners provided material on payments made to all teachers paid by personal salary. Data in respect of teachers who were members of a religious community paid by capitation, were calculated from information supplied by the Department. Table II shows, by size of school, the number of schools and teachers sampled as a percentage of total figures. In no instance does the sample drop below 10 per cent and reaches as high as 22 per cent and 18 per cent respectively for some size groups. Twelve per cent of total schools were sampled and these contained 15 per cent of the total recognised teaching force.

³The sample was drawn up under the guidance of the Team.

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TABLE B. 11

This table shows, broken down by size group, the total number of teachers and schools in service on 30th June, 1962, and the percentage which were sampled in the investigation into teaching costs

1	2	3	4	5	6	7
	1 teacher schools	2 teacher schools	3 teacher schools	4-6 teacher schools	Schools of 7 teachers and over	All Schools
Number of schools in operation, 1961/62 ...	757	2,468	905	394	343	4,867
Percentage number of schools surveyed in sample ...	12	10	12	18	22	12
Number of recognised teachers, 1961/62 ...	757	4,936	2,715	1,773	3,910	14,091
Percentage number of teachers sampled ...	12	10	12	21	21	15

RESULTS—THE BASIC DATA

47. Table 12 shows, in respect of the sample taken, the number of schools, teachers, teachers' payments and enrolment by school size, centrality, county boroughs and provinces. This is the basic data from which pupil/teacher ratios, teaching costs per pupil and average salaries paid to teachers were calculated. These calculations together with a comment appear separately below. The other information which the table can provide can be better appreciated if the figures are translated into percentages. This has been done in respect of the totals and can be read in the table immediately following (i.e. Table 13).

48. The data is presented in two ways. Firstly, there is the percentage distribution of schools, teachers, payments and enrolment as between city, town etc. for each school size group. Thus, from Table 13 we see that 65 per cent of all one teacher schools are situated in the country, the equivalent figure for two teacher schools is 74 per cent. In the bigger school size groups the percentage declines until we find that no schools of 7 teachers and over are located in rural areas. In fact, these schools are completely confined to the cities and large towns. It is even more interesting to examine the national distribution of teachers and pupils as between centralities, which can be read in the extreme right hand column. Twenty-eight per cent of all teachers and teachers' payments go to schools in the rural areas, these same schools contain only 19 per cent of total enrolment. It can be observed that city schools bear the brunt of this maldistribution, for while 30 per cent of all teachers are serving in these schools they must instruct 39 per cent of total enrolment.

49. The second form of presentation shows the data for each school size group as a percentage of the total for all schools. Here it is observed that while one teacher schools absorb 4 per cent of both teachers and teachers' payments they have only 2 per cent of the total number of pupils in average enrolment. Two teacher schools are somewhat similar. They have approximately 25 per cent of total teachers who receive 25 per cent of payments but there are no more than 16 per cent of total enrolment in the classes. The three teacher schools display a similar though not so pronounced tendency. Only with the four to six teacher category are the proportion of teachers, teachers' payments and enrolments in balance. The largest schools which absorb roughly 40 per cent of all teachers and payments have 53 per cent of total enrolment.

PUPIL/TEACHER RATIOS AND TEACHING COST PER PUPIL

50. When examining Table 14 attention should first be directed to the average pupil/teacher ratio by size of school in respect of the whole country (second last row on table, C 1-5). This shows that the number of pupils per recognised teacher mounts steadily from 17 in

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TABLE B. 12—Current Costs
Payments to Teachers

Presenting by size, centrality, County Boroughs and Province the following: i) Number of Schools selected in special sample; ii) Number of Teachers who taught in these Schools; iii) Gross Payments made by State in respect of those Teachers (excluding contributions to pension fund); Pupils in average annual enrolment at the Schools sampled

Note: Teachers here refers to recognised teachers

1		2				3				4			
C1 = City C2 = Town, pop. 5,000 and over C3 = Town, pop. 1,500-5,000 C4 = Town, pop. 500-1,500 C5 = Rural		1 Teacher Schools				2 Teacher Schools				3 Teacher Schools			
		Number of schools	Number of teachers	Payments to teachers	Pupils in average annual enrolment	Number of schools	Number of teachers	Payments to teachers	Pupils in average annual enrolment	Number of schools	Number of teachers	Payments to teachers	Pupils in average annual enrolment
				£				£				£	
County- boroughs	C1	4	4	2,715	130	7	14	10,940	350	10	30	25,586	1,152
Province of	C2	5	5	4,152	68	9	18	12,455	372	6	18	12,612	596
Leinster	C3	2	2	1,676	30	4	8	5,756	245	10	30	24,616	1,096
	C4	1	1	606	20	8	16	11,470	529	8	24	17,852	897
	C5	14	14	8,092	245	40	80	56,345	2,053	13	39	26,751	1,196
	C2-5	22	22	14,526	263	61	122	86,026	3,199	37	111	81,831	3,785
Province of	C2	4	4	2,776	59	3	6	5,067	209	3	9	5,395	366
Munster	C3	1	1	838	20	4	8	6,416	213	6	18	11,947	602
	C4	2	2	1,296	37	13	26	18,208	873	7	21	14,646	638
	C5	11	11	5,810	205	57	114	84,172	3,088	13	39	28,241	1,238
	C2-5	18	18	10,720	321	17	154	113,863	4,383	29	87	60,229	2,844
Province of	C2	2	2	856	35	3	6	6,493	310	2	6	4,766	176
Connaught	C3	2	2	1,546	28	4	8	6,534	232	7	21	15,051	788
	C4	1	1	614	10	5	10	6,949	315	6	18	13,807	550
	C5	15	15	8,566	241	53	106	71,780	2,919	14	42	29,422	1,253
	C2-5	20	20	11,582	314	65	130	91,756	3,776	29	87	63,046	2,767
Province of	C2	2	2	1,984	27	—	—	—	—	1	3	2,281	104
Ulster	C3	3	3	2,120	47	4	8	4,976	236	1	3	2,441	111
(Part of)	C4	3	3	2,280	56	1	2	1,253	62	1	3	2,244	91
	C5	18	18	10,913	286	35	70	45,425	1,579	2	6	4,253	183
	C2-5	26	26	17,247	416	40	80	51,654	1,877	5	15	11,219	469
County- boroughs	C1	4	4	2,715	130	7	14	10,940	350	10	30	25,586	1,152
and	C2	13	13	9,718	189	15	30	24,015	891	12	36	25,054	1,242
Provinces	C3	8	8	6,180	125	16	32	23,682	926	24	72	54,055	2,597
	C4	7	7	4,706	123	27	54	37,880	1,779	22	66	48,549	2,176
	C5	58	58	33,381	977	185	370	257,722	9,639	42	126	88,667	3,850

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TABLE B. 12.—(continued.)

		5				6				7			
		4-6 Teacher Schools				Schools of 7 Teachers and Over				All Schools			
		Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment
				£				£				£	
C1 = City													
C2 = Town, pop. 5,000 and over													
C3 = Town, pop. 1,500-5,000													
C4 = Town, pop. 500-1,500													
C5 = Rural													
County- boroughs	C1	17	84	65,227	3,425	40	505	321,484	27,620	78	637	425,952	32,677
Province of Leinster	C2	6	30	21,918	1,266	18	194	120,904	8,852	44	265	172,041	11,154
	C3	3	15	8,880	620	—	—	—	—	19	55	40,928	1,991
	C4	6	24	15,636	768	—	—	—	—	23	65	45,564	2,214
	C5	3	12	7,698	450	—	—	—	—	70	145	98,886	3,944
	C2-5	18	81	54,132	3,104	18	194	120,904	8,852	156	530	357,419	19,303
Province of Munster	C2	10	50	35,572	2,274	11	106	67,801	4,838	31	175	116,611	7,746
	C3	7	29	19,108	1,163	—	—	—	—	18	56	38,309	1,998
	C4	2	8	5,844	262	—	—	—	—	24	57	39,994	1,810
	C5	4	17	13,650	629	—	—	—	—	85	181	131,873	5,160
	C2-5	23	104	74,174	4,328	11	106	67,801	4,838	158	469	326,787	16,714
Province of Connaught	C2	5	25	17,499	1,130	4	48	28,336	2,148	16	87	57,950	3,799
	C3	2	9	5,856	421	—	—	—	—	15	40	28,987	1,469
	C4	—	—	—	—	—	—	—	—	12	29	21,370	875
	C5	—	—	—	—	—	—	—	—	82	163	109,768	4,413
	C2-5	7	34	23,355	1,551	4	48	28,336	2,148	125	319	218,075	10,556
Province of Ulster	C2	1	4	2,820	135	2	16	10,373	729	6	25	17,408	995
	C3	3	12	9,648	494	—	—	—	—	11	26	19,185	888
	C4	—	—	—	—	—	—	—	—	5	8	5,777	209
	C5	1	4	3,003	169	—	—	—	—	56	98	63,594	2,197
	C2-5	5	20	15,471	798	2	16	10,373	729	78	157	105,964	4,289
County- boroughs and Provinces	C1	17	84	65,227	3,425	40	505	321,484	27,620	78	637	425,952	32,677
	C2	22	109	77,809	4,805	35	364	227,414	16,567	97	552	364,010	23,694
	C3	15	65	43,492	2,698	—	—	—	—	63	177	127,409	6,346
	C4	8	32	21,480	1,030	—	—	—	—	64	159	112,705	5,108
	C5	8	33	24,351	1,248	—	—	—	—	293	587	404,121	15,714
	C1-5	70	323	232,359	13,206	75	869	548,898	44,187	595	2,112	1,434,197	83,539
Provinces	C2-5	53	239	167,132	9,781	35	364	227,414	16,567	517	1,475	1,008,245	50,862

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TABLE B. 13
Current Costs

Presenting, in percentage form, the final two rows of Table 12 (i.e. the rows titled 'County Boroughs and Provinces'; 'Provinces Only') and showing i) the percentage distribution of schools, teachers, etc. by centrality for each group individually; ii) in relation to the whole sample taken, the percentage distribution of schools, teachers, etc. by size group and centrality
Note: Teachers here refers to recognised teachers

		Column 1				Column 2				Column 3			
C1 = City C2 = Town, pop. 5,000 and over C3 = Town, pop. 1,500-5,000 C4 = Town, pop. 500-1,500 C5 = Rural		1 Teacher Schools				2 Teacher Schools				3 Teacher Schools			
		Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment
County- boroughs and Provinces	C1	4	4	5	9	3	3	3	2	9	9	11	10
	C2	14	14	17	12	6	6	8	6	11	11	10	11
	C3	9	9	11	8	6	6	7	7	22	22	22	24
	C4	8	8	8	8	11	11	10	13	20	20	20	20
	C5	65	65	59	63	74	74	72	72	38	38	37	35
	C1-5	100	100	100	100	100	100	100	100	100	100	100	100
Provinces only	C2-5	96	96	95	92	97	97	97	97	91	91	89	90
County- boroughs and Provinces	C1	5	1	1	0.5	9	2	3	1	13	5	6	3.5
	C2	13	2	3	1	16	5	7	4	12	7	7	5
	C3	13	4	5	2	25	18	19	15	38	41	42	41
	C4	11	4	4	2	42	34	34	35	34	42	43	43
	C5	20	10	8	6	63	63	64	61	14	21	22	25
	C1-5	15	4	4	2	42	24	25	16	18	16	17	13
Provinces only	C2-5	17	6	5	3	47	33	34	26	19	20	21	19

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TABLE B. 13—(continued).

		Column 4				Column 5				Column 6			
		4-6 Teacher Schools				Schools of 7 Teachers and over				All Schools			
		Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment	Schools	Teachers	Payments to teachers	Pupils in average annual enrolment
C1=City													
C2=Town, pop. 5,000 and over													
C3=Town, pop. 1,500-5,000													
C4=Town, pop. 500-1,500													
C5=Rural													
County- C1		24	26	28	26	53	58	59	63	13	30	30	39
boroughs C2		32	34	34	36	47	42	41	37	16	26	25	28
and C3		22	20	19	20	—	—	—	—	11	8	9	8
Provinces C4		11	10	9	8	—	—	—	—	11	8	8	6
C5		11	10	10	10	—	—	—	—	49	28	28	19
C1-5		100	100	100	100	100	100	100	100	100	100	100	100
Provinces C2-5		76	74	72	74	47	42	41	37	87	70	70	61
only													
County- C1		22	13	15	10	51	79	75	86	100	100	100	100
boroughs C2		23	20	21	20	36	66	62	70	100	100	100	100
and C3		24	37	34	42	—	—	—	—	100	100	100	100
Provinces C4		13	20	19	20	—	—	—	—	100	100	100	100
C5		3	6	6	8	—	—	—	—	100	100	100	100
C1-5		12	15	16	16	13	41	38	53	100	100	100	100
Provinces C2-5		10	16	17	19	7	25	23	33	100	100	100	100
only													

one teacher schools to 51 in the largest schools. This is the most important fact revealed by the investigation. In effect it means that practically regardless of what differences occur in the average level of teachers' salaries, as between one school size group and another, and significant differences do exist, the dominant factor determining per capita costs is the pupil/teacher ratio. Thus, it can be observed that the average cost to the State of providing a pupil in a one teacher national school with a year's instruction, was £37. This figure falls progressively according as the size of school increases because, as shown above, the number of pupils per teacher grows with every such increase. The large size of classes in schools of 7 teachers and over means that teaching costs per pupil are as low as £12 or one third of the average cost of instructing a pupil in one teacher schools.

51. The total national average figures by size group can also be subdivided by centrality (degree of urbanisation). The general tendency is for pupil/teacher ratios to drop from high levels in centrality 1 (cities) to lower levels in towns, villages and rural areas. This trend, if not immediately apparent from the analysis of individual school size group, becomes obvious from the total national average of all size groups shown at the bottom of column 7. Here the pupil/teacher ratio is observed to fall from a figure of 51 in the cities to 27 in the rural areas. Costs per pupil reflect this position. They are low in the cities and rise with every decrease in the degree of urbanisation.

52. The figures that have been reviewed so far are national averages. With only one exception, the totals for each school size group by county borough or provinces display the same characteristics as did the national totals, namely, increasing pupil/teacher ratio by school size and diminishing teaching costs per pupil. The one exception concerns one teacher schools in county boroughs (cities), where the pupil/teacher ratio is extremely high. Looking at the table from the point of view of centrality the same results are found as were discovered in the national total. A glance down Column 7 confirms that there is a clearly established relationship between the degree of centrality, class size and hence costs per teacher.

TEACHERS' SALARIES

53. No detailed references have yet been made to teachers' salaries. The national figures by size of school (second last row, Table 14) show that from the low point of £631 in one teacher schools the average salary rises to a height of £733 in the three teacher schools after which it declines. At £632 per teacher the average salary in the largest schools, (7 teachers and over), is the same as that prevailing in the smallest schools.

54. If, therefore, average pupil/teacher ratios were constant for all school size groups, the difference in the average salary per teacher, as

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TABLE B. 14 CURRENT COSTS
PAYMENTS TO TEACHERS—DERIVED FROM TABLE B. V 12
Presenting by Size, Centrality, County Boroughs and Provinces the Following : i) Average Salary Paid to Teachers in Year Ended March, 31st, 1962 : ii) Average Teacher Pupil Ratio : iii) Average Teaching Costs per pupil in Average Annual Enrolment, During the School Year Ended June 30th, 1962
Note : Teachers here refers to recognised teachers (i.e. it excludes supernumeraries).

		1 Teacher Schools			2 Teacher Schools			3 Teacher Schools			4-6 Teacher Schools			Schools of 7 Teachers and Over			All Schools		
		Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s	Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s	Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s	Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s	Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s	Average salary per teacher £s	Average teacher pupil ratio	Average teaching Cost per pupil £s
C1=City																			
C2=Large Town																			
C3=Small Town																			
C4=Micro Town																			
C5=Rural																			
County Boroughs	C1	679	33	21	781	25	31	853	38	22	776	41	19	637	55	12	669	51	13
Province of Leinster	C2	830	14	61	692	21	33	701	33	21	731	42	17	624	46	14	649	42	15
	C3	838	15	56	720	31	23	821	37	22	592	41	14	—	—	—	744	36	21
	C4	606	20	30	717	33	22	744	37	20	652	32	20	—	—	—	701	34	21
	C5	578	18	33	704	26	27	686	31	22	642	38	17	—	—	—	682	27	25
	C2-5	660	17	40	705	26	27	737	34	22	668	38	17	623	46	14	674	36	19
Province of Munster	C2	694	15	47	845	35	24	599	41	15	711	45	16	640	46	14	666	44	15
	C3	838	20	42	802	27	30	664	33	20	659	40	16	—	—	—	684	36	19
	C4	648	19	35	700	34	21	697	30	23	731	33	22	—	—	—	702	32	22
	C5	528	19	28	738	27	27	724	32	23	803	37	22	—	—	—	729	29	26
	C2-5	596	18	33	739	28	26	692	33	21	713	41	17	640	46	14	697	36	20
Province of Connaught	C2	428	18	24	1,082	52	21	794	29	27	700	45	15	590	45	13	666	44	15
	C3	773	14	55	817	28	28	717	37	19	651	47	14	—	—	—	725	37	20
	C4	614	10	61	695	32	22	767	31	25	—	—	—	—	—	—	737	30	24
	C5	571	16	36	677	28	25	701	30	23	—	—	—	—	—	—	673	27	25
	C2-5	579	16	37	706	29	24	725	32	23	687	46	15	590	45	13	684	33	21
Province of Ulster (part of)	C2	967	14	72	—	—	—	760	35	22	705	34	21	648	46	14	696	40	17
	C3	707	16	45	622	30	21	813	37	22	804	41	20	—	—	—	738	34	22
	C4	760	19	41	627	31	20	748	30	25	—	—	—	—	—	—	722	26	28
	C5	606	16	38	649	23	29	709	27	26	751	42	18	—	—	—	649	22	29
	C2-5	663	16	41	646	23	28	748	31	24	774	40	19	648	46	14	675	27	25
TOTAL																			
County Boroughs and Provinces	C1	679	33	21	781	25	31	853	38	22	777	41	19	637	55	12	669	51	13
	C2	748	15	51	801	30	27	696	35	20	714	44	16	625	46	14	659	43	15
	C3	773	16	49	740	29	26	751	36	21	669	42	16	—	—	—	720	36	20
	C4	685	15	39	701	33	21	736	33	22	671	32	21	—	—	—	709	32	22
	C5	576	17	34	697	26	27	704	31	23	738	38	20	—	—	—	688	27	26
Provinces only	C1-5	631	17	37	708	27	26	733	33	22	719	41	18	632	51	12	679	40	17
	C2-5	629	16	38	706	27	26	721	33	22	699	41	17	625	46	14	684	34	20

between one school size group and another, would be the only factor determining per capita costs. In such a situation average costs per pupil in one teacher schools would be identical with those prevailing in the largest schools, because in both size groups the average salary per teacher is the same. The three teacher schools, where the highest average salaries are to be found, would therefore have the highest teaching costs per pupil. However, disparities in average pupil/teacher ratios between school size groups are so great that differences in average salary levels can be regarded as having a relatively minor influence on the average teaching costs per pupil.

55. The national averages for teachers' salaries by centrality (see bottom of column 7, Table 14) show that the average salary paid to teachers in cities and large towns are practically the same. Differences between small towns and villages are also marginal, but the level of salaries here is roughly 6 per cent higher than in the more urban areas. Salaries in the rural areas occupy a median position between centralities 1 and 2 and centralities 3 and 4. An examination of average teachers' salaries by province reveals numerous variations from the figure set by the national averages. It would be pointless to try to explain such provincial variations because teachers' salaries are subject to such a myriad of influences. They differ according to training and qualifications, age, marital status and number of children, to mention only the more important factors.

56. When considering differences in national averages which exist between one size group and another, it is possible to identify certain broad trends. Firstly, it was observed in Table 13 above, 65 per cent of one teacher schools are situated in the rural areas, many of them in remote parts of the country. It is extremely difficult to attract qualified teaching staff to many of these schools. The Department, therefore, has to make do with untrained teachers who are almost without exception women. These untrained teachers are paid on a lower scale than trained teachers; the average salary tends therefore to be low.

57. Looking at the national average salaries by size group we see that there is not much difference between the payments made to teachers in 2, 3 and 4-6 teacher schools. It is in these categories that the vast majority of trained male married teachers are concentrated and this factor must be largely responsible for the relatively steep increase in salaries over the level prevailing in one teacher schools. An explanation must now be offered as to why the average salary in respect of teachers serving in schools of seven teachers and over should be the same as for the one teacher schools where the majority of staff are untrained; the very opposite situation to what one would expect.

58. There are a number of explanations to this conundrum. One is that the schools of seven teachers and over are mostly staffed by

unmarried male and female teachers who are members of religious orders and by single lay teachers. Lay male married teachers can also be found on the staffs of such schools but as a percentage of the total number of recognised teachers employed their number is small. The relative absence of marriage and children's allowances, therefore, serves to depress the average payment made by the State in respect of teachers in this school size group.

59. A large number of single teachers serving in these schools tend to be at the low end of the salary scale because of their youth. This also has its effect on the average payment per teacher. Cognisance must also be taken of the large numbers of brothers and nuns in this school size group who are members of minimum staffs paid on a capitation basis. On average these payments seem to work out at a figure below the average salary paid to single teachers, paid on a salary basis. This fact has possibly the strongest influence on the average salary per teacher over the whole school size group and accounts for the fact that it is on a par with the average salary paid to teachers in one teacher schools who, as said before, are mostly untrained.

60. No exact information on the age structure of the teachers in one teacher schools is available. Payments to teachers would have to be disaggregated in each size group by age, sex, marital status, number of children, qualifications, position in school, lay or religious etc. to enable a serious study into the aetiology of teachers' salaries by size of school to be made. In addition, a special study of capitation payments to assess their comparability with personal salaries would be needed. As mentioned in paragraph 34 such comparison is complicated at present by the facts that no tax is paid on capitation payments and religious teachers on the minimum staff are not eligible for pensions.

61. In the light of certain findings regarding the influence of supernumerary teachers on class size, (outlined in the section 'the pilot studies'), it is necessary to qualify some of the figures which occur in Table 14. The biggest city schools (7 teachers and over) are shown to have an average pupil/teacher ratio of 55 and similar schools in large towns one of 46. This makes a national average pupil/teacher ratio for all big schools of 51. These figures are a product of the annual enrolment at the schools sampled divided by the number of teachers in respect of whom the State made payments; the supernumerary teachers in capitation schools were not included. However, some account must be taken of their influence on class size. For example, the average pupil/teacher ratio in Dublin City, which is given as 55, is too high. This is the average ratio for which the State pays, and not the actual ratio, which may be brought as low as 48 or 45 by the influence of unpaid supernumeraries. This means that the real teaching costs per pupil in these schools are higher than those borne by the State, the extra cost being the local

contribution given by the convents and monasteries through the services of the unpaid supernumeraries. On average this local contribution is extended to be about £1 per head per annum for every pupil in average enrolment in all schools of 7 teachers and over and about £0.25 per capita of enrolment in schools of 4-6 teachers.

SUPERANNUATION PAYMENTS

62. In some countries, such as the Federal Republic of Germany, the State pays a permanent teacher a gross salary from which is deducted a contribution to the pension fund. In Ireland teachers benefit from a non-contributory pension fund. This means that unlike in Germany, the monthly or annual salary statement tells nothing as to the cost of superannuation per teacher.

63. What was needed for the purposes of the study on teaching costs was a statement of the value of the state contribution to the pension fund during the year 1961/62 in respect of all teachers serving in the schools sampled. This could then have been added to the salaries so that the figure for the average teacher salary in each size group would have reflected the cost of superannuation. Average teaching costs per pupil, one of the criteria of the economic efficiency of a school size group, would also have reflected this cost.

64. However, the State does not put aside a sum in respect of each teacher on an annual basis, not even on paper. Pensions are dealt with as they arise, normally when a man retires. A calculation based on the amount of salary and other emoluments received from the Department which is considered eligible for pension purposes, is then made. The number of years of service and other factors are also taken into account and the level of pension decided.

65. The problems involved in relating the annual cost of the pension scheme to the average salary of teachers serving in each school size group are so involved that their investigation merits a separate study and does not deserve to be treated as a minor adjunct to an investigation covering many aspects of school costs.

66. The only published data on pensions relate to the amount of money paid out to retired teachers. This works out at £79 per head per annum of the serving teacher force. It must be remembered that in this connection all brothers and nuns who are on minimum staffs of schools paid by capitation are excluded from the calculation as they receive no pensions.

67. In general one can say that the effect of pension charges on the costs of the largest schools would not affect the average cost per pupil very much, because of the large numbers of non-pensionable teachers on the staff of these schools. The four to six teacher category would certainly be affected but here also the impact on average

teaching cost per pupil would be lessened by the considerable number of non-pensionable teachers.

68. The costs per pupil in the two and three teacher schools would be affected most because of the large number of trained teachers and married men serving in these schools. But even here the influence of the pupil/teacher ratio on teaching costs per pupil is so strong that if the costs of superannuation were found to add £120 to the average teacher's salary in both size groups, the teaching costs per pupil would rise by only £3 and £4 respectively.

69. Because of the large number of untrained single teachers in one teacher schools, the allocation for superannuation costs could be expected to be lower. But such is the influence of class size that it would only take an increase of £60 to raise the cost of teaching per pupil by the same amount as for two teacher schools despite the fact that we assume an increase of £120 for that size group.

70. To conclude, while the lack of detailed information on the influence of the cost of superannuation on per pupil teaching costs by size of school is regrettable, its absence cannot significantly affect the pattern of costs revealed by the investigation into teachers' salaries and class size.

Other Current Costs

SCHOOL RUNNING COSTS

71. The State makes available to school managers grants to help them defray the costs of fuel, labour for cleaning and setting fires, and cleaning materials. These grants are subject to maximum limits. At the time of this investigation (December 1963) the Department was considering a revision of these grants. Tables 15 and 16 below, in which the estimated costs of heating and cleaning are analysed, are based on data gathered by the Department from the annual applications for heating and cleaning grants made by school managers.

72. The figures in Table 15, columns 3 to 6, contain few surprises. The situation is as one might expect with costs rising steadily by size of school. In only one instance is this universal trend reversed and that is in column 5, where the cost of cleaning materials in five teacher schools is shown to exceed that for six teacher schools. It is unlikely that this is of any special significance.

73. Moving on to the second part of the table (column 8) we now examine the costs of heating and cleaning per recognised teacher. This yardstick was chosen for many reasons. It made possible the final joint analysis of teaching and running costs (which can be read in paragraph 105 in Part III below) and enabled an estimate to be made of the cost per head of average enrolment. In addition,

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TABLE B.15

*This table shows, separately and in total, the estimated average amount of money expended per school by both State and localities on heating, services (e.g. cleaning) and materials, by size of school, during the school year 1st July, 1961 to 30th June, 1962. Costs per recognised teacher and per pupil in average annual enrolment are also given.
(Including Special Schools and Secondary Tops)*

1	2	3	4	5	6	7	8	9	10
School size by number of recognised teachers	Number of schools in each size group	Average cost of heating per school to State and localities £s	Average cost of services per school to State and localities £s	Average cost of materials per school to State and localities £s	Total average cost per school to State and localities (cls. 3+4+5) £s	Number of recognised teachers per school size group	Total average cost per recognised teacher (cls. 3+4+5) £s	Average pupil teacher ratio by school size group	Column 8 divided by column 9. Cost per pupil £s
1	757	21.3	14.7	1.4	37.4	757	37.4	16	2.38
2	2,468	28.6	21.1	2.9	52.6	4,936	26.3	27	0.97
3	905	41.9	34.2	2.7	78.8	2,715	26.3	33	0.79
1-3 ...	4,130	30.2	22.8	2.6	55.6	8,408	27.3	—	—
4	225	45.6	31.9	3.9	81.4	900	20.4	—	—
5	99	82.7	65.0	6.8	154.5	495	30.9	—	—
6	70	84.3	75.0	4.6	163.9	420	27.3	—	—
4-6 ...	394	61.8	47.9	4.7	114.4	1,815	24.8	41	0.60
1-6 ...	4,524	32.9	25.0	2.8	60.7	11,223	26.8	—	—
7 and over	343	155.5	179.2	12.2	346.9	3,868	30.8	46	0.67
All schools	4,867	41.6	35.9	3.4	80.9	14,091	27.9	34	0.72

Column 8: Derived from dividing column 7 into figures for total running costs, column 6 in Table 16.
Column 9: Derived from figures taken from Table 14 on teachers' salaries.

it provided a rough measurement of the cost per utilised classroom. The table shows that from the high point of £37 prevailing in one teacher schools, costs slope downwards to touch £20 in four teacher schools only to jump to a level of £31 in five teacher schools. A decline is evident with the six teacher group to £27 and the large schools experience the same costs per teacher as the five teacher group. There are so many influences at work here that it would be extremely difficult to give a meaningful interpretation to the figures. It will suffice to say that the exclusion of supernumerary teachers from the calculation means that figures given for the larger schools, especially those of 7 teachers and over, are somewhat higher than in reality because these teachers must utilise some extra classrooms of which no account is taken here.

74. It is of more interest to examine the costs per head of average annual enrolment set out in column 10. This gives a good picture of the effect which the pupil/teacher ratio has on per capita costs. It can be seen that it is less expensive per pupil to both State and localities to provide heating and cleaning in larger schools. Whether these findings would be sustained by a comparison based on costs per square foot must await a further study.

75. It can be argued from the facts revealed in Table 15 that the pupil/teacher ratios of 41 and 46 shown in column 9 in respect of the larger schools, are a little high and that the inclusion of supernumerary teachers would bring down these figures, thus pushing up the per capita costs in the larger schools closer to those prevailing in small schools. Note has been taken of this point. It was mentioned at the end of paragraph 73 above that in reckoning the costs per teacher (or per utilised classroom) in column 8, it was not possible to take account of supernumeraries. The costs per utilised classroom in large schools are therefore, stated as being somewhat higher than they are in reality. However, when calculating per capita costs in column 10, it was assumed that this initial overestimation was compensated for adequately by the slightly higher pupil/teacher ratio (column 9) which also resulted from the exclusion of the same supernumeraries.

76. Table 16, which is an appendix to Table 15, sets out the estimates for running costs according to the total amount spent by the State and localities on each school size group. Almost 60 per cent of the total amount expended goes to schools which have less than three teachers. It is these schools which have the highest running costs per pupil in average annual enrolment, due almost solely to the relatively low number of pupils per classroom. Heating and cleaning may be regarded as a fixed cost and unit costs in the urban schools with heavy enrolments are naturally much lower than for the sparsely populated rural areas, in many of which there has been a steady decline in population over the years. It will be noted from column 8 that the State provided about 35 per cent of the total estimated cost of heating and cleaning.

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TABLE B. 16

*This table is an appendix to Table B.15 and shows, separately and as a grand total the total estimated expenditure by both State and localities on heating, services and materials, by school size group, during the school year 1st July, 1961 to 30th June, 1962
(Including Special Schools and Secondary Tops)*

1	2	3	4	5	6	7	8
School size. Number of recognised teachers	Number of schools per size group	Total heating costs to State and localities £s	Total cost of services to State and localities £s	Total cost of materials to State and localities £s	Grand total of running costs to State and localities £s	Percentage distribution of figures in column 6 £s	Estimated amount paid by the localities
1	757	16,124	11,128	1,060	28,312	7.1%	£257,667 (65.5 per cent)
2	2,468	70,585	52,075	7,157	129,817	33.0%	
3	905	37,920	30,951	2,443	71,314	18.2%	
1-3	4,130	124,629	94,154	10,660	229,443	58.3%	Amount paid by State £135,846 (34.5 per cent)
4	225	10,260	7,177	878	18,315	4.7%	
5	99	8,187	6,435	673	15,295	3.9%	
6	70	5,901	5,250	322	11,473	2.9%	
4-6	394	24,348	18,862	1,873	45,083	11.5%	
1-6	4,524	148,977	113,016	12,533	274,526	69.8%	
7 and over	343	53,337	61,466	4,184	118,987	30.2%	
All schools	4,867	202,314	144,482	16,717	393,513	100.0%	£393,513 (100.0 per cent)

NOTE: Amount paid by localities refers to school year ended 30th June, 1962. The amount paid by the State refers to the financial year ended 31st March, 1962.

77. The data set out in Tables 15 and 16 above refer to three items of what is termed in this appendix recognised running costs, i.e. fuel, labour costs, heating and cleaning and cleaning materials. These are running costs which are grant aided either by the State or by local authorities. The full list of these recognised costs are set down as items 1-8, page 4, in 'the Annual School Account' appended. There are, however, many other items of current expenditure, the whole cost of which must be borne by the localities themselves and which are here termed unrecognised running costs. It was considered necessary to gather information on the amount of such unrecognised costs and in order to do so it was necessary to have access to adequate school accounts.

78. The question also arises as to the costs of running a well kept school. It is impossible to judge from accounts whether the costs returned are in excess or below what is required to maintain a proper standard unless one has some yardstick to measure with. Average figures are no yardstick since they reflect a situation which itself may be above or below some desired standard.

79. Information on the question of unrecognised and recognised costs was obtained from annual accounts for the year ended 30th June, 1962, in respect of 49 of the best kept schools in the Roman Catholic Archdiocese of Dublin. The accounts for each of these schools had been undersigned by a chartered accountant. The relationship between costs and the quality of the service provided had also been considered by the administrators of the Archdiocese who had previously chosen a selected number of schools in which the highest standards were maintained regardless of the expenditure involved. In this way it was felt that a picture could be gained of the real cost of maintaining a school premises at a high standard of cleanliness and warmth. The writer initially intended to contrast the costs for the best kept schools with those of other schools in the administrative area. However, while it was possible to make a cost analysis of expenditure incurred in respect of the best schools the attempt in regard to the other group failed due to difficulties involved in discovering what particular schools related to each account. Further reference is made to this topic below.

80. Tables 17 to 20 present both in summary and in detail the results of the analysis. The schools investigated are not grouped by size but by centrality only, there being a separate table for Dublin city, large and small towns, and villages and rural areas. Because of the small samples involved it was felt that a cross classification by size and centrality would have been meaningless. However, it happened that the strong correlation which exists between school size and the degree of urbanisation is reflected in the composition of the sample, there being only one city school with less than five classrooms. The large and small towns are represented predominantly by schools in the size group 3-6 classrooms while in the villages and rural areas no more than 25 per cent of the schools sampled have more than

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TABLE B. 17

This Table Presents in Summary Form the Information Gained from an Analysis of the Accounts, for the year ended 30th June, 1962, of 49 of the Best Kept Schools in the Archdiocese of Dublin (cost in £'s)

1	2			3			4			5	6	7	8	9		
	Recognised and Unrecognised running costs			Running Costs (Heating and Cleaning)			Capital Costs			Number of Classes	Average Number of Pupils per Class	Average capacity per Class	Total Number of Square Feet	Heating and Cleaning		
	Total	To State	To Parish	Total	To State	To Parish	Total	To State	To Parish					Cost per pupil	Cost per Class	Cost per Sq. Ft.
Dublin City :																
Costs per Class	48·60	10·40	38·10	30·00	7·80	22·20	4·80	2·70	2·10	192	40	45	95,385	0·75	30·0	0·060
Costs per Pupil	1·21	0·26	0·95	0·75	0·19	0·56	0·12	0·07	0·05							
Large and Small Towns :																
Costs per Class	44·50	10·80	33·70	29·10	10·80	18·30	3·04	1·37	1·67	43	46	40	19,085	0·64	29·1	0·066
Costs per pupil	0·97	0·24	0·73	0·64	0·24	0·40	0·06	0·03	0·03							
Villages and Rural Areas :																
Costs per class	34·40	10·50	23·90	25·50	10·50	15·00	7·75	0·40	7·35	27	32	34	10,021	0·80	25·5	0·069
Costs per Pupil	1·08	0·33	0·75	0·80	0·33	0·47	0·40	0·02	0·38							
All Areas :																
Costs per Class	46·40	10·50	35·90	29·40	8·50	20·90	5·30	2·30	3·00	262	40	43	124,491	0·73	29·4	0·062
Costs per Pupil	1·16	0·26	0·90	0·73	0·21	0·52	0·13	0·06	0·07							

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TABLE B. 18
DUBLIN CITY

An Analysis of the Accounts, for the year ended June 30th, 1962, of 24 of the Best kept City Schools (Centrality 1) in the Archdiocese of Dublin (Costs in £'s)

1	2			3			4			5	6	7			8	9		
Schools situated in the city (Centrality 1)	Recognised and Unrecognised Running Costs			Running Costs (heating and cleaning only)			Capital Costs			Number of classes	Average Annual Enrolment	Pupil Capacity			Total Number of square feet	Heating and Cleaning		
	total	to State	to parish	total	to State	to parish	total	to State	to parish			per school(s)	deficit	excess		Cost per pupil	Cost per Class	Cost per square foot
School No. 1	1,370	290	1,080	385	—	385	634	414	220	13	592	569	— 23		6,259	0·65	29·6	0·062
School No. 2	325	76	249	191	76	115	63	—	63	7	329	292	— 37		3,212	0·37	27·3	0·059
Schools No. 3 and 4 ...	685	181	504	609	151	458	—	—	—	21	1,029	950	— 79		11,400	0·59	29·0	0·053
Schools No. 5, 6, 7 and 8	1,076	418	658	700	418	282	—	—	—	24	892	977		+ 85	10,747	0·78	29·0	0·065
School No. 9	420	90	330	306	44	262	52	52	—	11	402	490		+ 88	5,390	0·76	27·8	0·057
Schools No. 10, 11, 12 and 13	1,173	218	955	1,016	218	798	—	—	—	37	1,771	1,649	— 122		18,139	0·57	27·5	0·056
Schools No. 14 and 15 ...	1,336	117	1,219	473	117	356	—	—	—	18	910	835	— 75		9,185	0·52	26·3	0·051
School No. 16	126	26	100	92	26	66	87	53	34	3	114	117		+ 3	1,287	0·80	30·6	0·071
Schools No. 17 and 18 ...	636	137	499	460	131	329	—	—	—	13	614	662		+ 48	7,282	0·75	35·4	0·063
School No. 19	190	72	118	101	32	69	—	—	—	5	120	215		+ 75	2,365	0·84	20·2	0·043
Schools No. 20 and 21 ...	627	173	454	504	119	385	—	—	—	12	414	527		+ 113	5,797	1·21	42·0	0·087
Schools No. 22 and 23 ...	1,008	149	859	574	101	473	—	—	—	18	322	896		+ 574	9,856	1·78	31·8	0·058
School No. 24	353	55	298	354	55	299	80	—	80	10	189	406		+ 217	4,466	1·87	35·4	0·079
TOTALS	9,325	2,002	7,323	5,765	1,488	4,277	916	519	397	192	7,698	8,585	— 336	+ 1,223	95,385	AVERAGE COST PER:		
Costs per Classroom ...	48·60	10·40	38·10	30·00	7·80	22·20	4·80	2·70	2·10	Average Number of pupils per Class		Average Capacity per Class			Pupil	Class	Sq. ft.	
Costs per head of Average Enrolment	1·21	0·26	0·95	0·75	0·19	0·56	0·12	0·07	0·05	40		45			0·75	30·0	0·060	

V
TABLE B. 19
LARGE AND SMALL TOWNS

An Analysis of the Accounts, for the Year Ended June 30th, 1962, of 12 of the Best Kept Urban Schools (Centrality 2 and 3) in the Archdiocese of Dublin, (Costs in £'s)

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1	2			3			4			5	6	7			8	9		
Schools situated in large and small towns (Centrality 2 and 3)	Recognised and Unrecognised Running Costs			Running Costs (heating and cleaning only)			Capital Costs			Number of classes	Average Annual Enrolment	Pupil Capacity			Total Number of square feet	Heating and Cleaning		
	total	to State	to parish	total	to State	to parish	total	to State	to parish			per school(s)	deficit	excess		Cost per pupil	Cost per Class	Cost per square foot
School No. 1	104	25	79	80	25	55	96	42	54	3	128	95	- 33		1,045	0-63	26-6	0-077
School No. 2	45	21	23	37	21	16	1	—	1	3	128	119	- 9		1,309	0-29	12-3	0-028
School No. 3	29	15	14	29	15	14	34	17	17	2	53	70		+ 17	770	0-55	14-5	0-038
Schools No. 4 and 5 ...	636	105	531	217	105	112	—	—	—	8	279	346		+ 67	3,806	0-78	27-1	0-057
School No. 6	153	26	127	65	26	39	—	—	—	3	131	112	- 19		1,232	0-50	21-6	0-053
School No. 7	112	28	82	99	28	71	—	—	—	2	72	76		+ 4	836	1-37	49-5	0-118
School No. 8	126	43	86	89	43	46	—	—	—	3	180	120	- 60		1,320	0-49	29-6	0-067
School No. 9	165	44	121	123	44	79	—	—	—	6	347	260	- 87		2,860	0-35	20-5	0-043
School No. 10	412	108	304	412	108	304	—	—	—	8	481	337	- 144		3,707	0-85	51-5	0-111
School No. 11	58	25	33	50	25	25	—	—	—	2	38	50		+ 12	550	1-32	25-0	0-090
School No. 12	74	26	48	52	26	26	—	—	—	3	130	150		+ 20	1,650	0-40	17-3	0-032
TOTALS	1,914	466	1,448	1,253	466	787	131	59	72	43	1,967	1,735	- 352	+ 120	19,085	AVERAGE COST PER:		
Costs per Class ...	44-50	10-80	33-70	29-10	10-80	18-30	3-04	1-37	1-67	Average Number of Pupils per Class 40		Average capacity per Class			Pupil	Class	Sq. foot	
Costs per head of Average Enrolment ...	0-97	0-24	0-73	0-64	0-24	0-40	0-06	0-03	0-03			40						

V
TABLE B. 20

VILLAGES AND RURAL AREAS

An Analysis of the Accounts, for the year ended June 30th, 1962, of 13 of the Best Kept Schools (Centrality 4 and 5) in the Archdiocese of Dublin (costs in £'s)

1	2			3			4			5	6	7			8	9		
Schools situated in villages and rural areas (Centrality 4 and 5)	Recognised and Unrecognised Running Costs			Running Costs (heating and cleaning only)			Capital Costs			Number of classes	Average Annual Enrolment	Pupil Capacity			Total Number of square feet	Heating and Cleaning		
	total	to State	to parish	total	to State	to parish	total	to State	to parish			per school(s)	deficit	excess		Cost per pupil	Cost per Class	Cost per square foot
Schools No. 1 and 2 ...	117	46	71	73	46	27	47	19	28	5	168	169		+ 1	1,859	0·43	14·6	0·039
School No. 3 ...	49	24	25	47	24	23	—	—	—	2	53	55		+ 2	605	0·89	23·5	0·077
School No. 4 ...	49	15	34	42	15	27	224	—	224	2	78	72	— 6		792	0·54	21·0	0·053
School No. 5 ...	149	—	149	86	—	86	—	—	—	3	143	117	— 26		1,287	0·60	28·7	0·067
Schools No. 6 and 7 ...	308	92	216	235	92	143	—	—	—	4	117	150		+ 33	1,650	2·00	58·7	0·142
School No. 8 ...	55	21	34	33	21	12	14	—	14	2	66	76		+ 10	836	0·50	16·2	0·039
School No. 9 ...	68	24	44	52	24	28	53	—	53	2	79	78	— 1		858	0·66	26·0	0·064
School No. 10 ...	30	15	15	30	15	15	1	—	1	2	36	40		+ 4	440	0·83	15·0	0·068
School No. 11 ...	16	8	8	16	8	8	1	—	1	1	17	40		+ 23	440	0·94	16·0	0·036
School No. 12 ...	36	16	20	31	16	15	—	—	—	2	36	24	— 12		264	0·86	16·2	0·117
School No. 13 ...	51	22	29	45	22	23	—	—	—	2	61	90		+ 29	990	0·74	22·5	0·045
TOTALS ...	928	283	645	690	283	407	340	19	321	27	854	911	— 45	102	10,021	AVERAGE COST PER:		
Costs per Class ...	34·40	10·50	23·90	25·50	10·50	15·00	7·75	0·40	7·35	Average Number of Pupils per Class 32		Average capacity per Class 84			Pupil	Class	Square foot	
Costs per head of Average Enrolment.	1·08	0·33	0·75	0·80	0·33	0·47	0·40	0·02	0·38									

two classrooms. It may be noted in passing that in many cases, especially in the city, costs have been returned in respect of a group of schools and not for each premises individually. However, the reference to school size above refers to the size of each school prior to being grouped together in this way. The names and roll numbers of all schools have been excluded as the data are regarded as confidential.

81. Summary Table 17 is one of the most significant in the whole study. Under column 2 is found a statement of the average running costs per classroom during the year in question. Running costs here refer to all costs involved in the running of the school, ranging from the price of sharpening a lawn mower to expenditure on school prizes for pupils. As mentioned in paragraph 77 above the number of running cost items of expenditure for which a school manager can claim a grant from the State and local authorities is limited to certain recognised costs. Partial grants are received from the State in respect of the following: school transport, heating, cleaning, lighting, (to a small extent) the upkeep of grounds, and more recently, indoor and outdoor painting. The State also gives small grants to schools in respect of the provision of school books for poor children. In certain areas, some local authorities and the State between them pay the full cost of a school meals service. Apart from the painting grants, which became operative for the first time during the last three months of the year under consideration, the only headings under which significant running cost grants were paid are heating and cleaning.

82. The figures in column 2 are quite interesting. They show that total running costs per classroom decline from £48 in the city to £44 in the large and medium sized towns and £34 in villages and rural areas. However, the State grant in absolute terms remains almost constant for each area at between £10 and £11 but relatively it declines with the degree of urbanisation. This means that while a school manager in the rural areas is reimbursed by the State in respect of 32 per cent of his costs, the town manager gets 25 per cent and the city manager less than 22 per cent. The reason for this is simply that the city and town managers spend far more than their rural colleagues and as grants are practically confined to heating and cleaning, every extra pound spent on top of these costs reduces grants as a percentage of total expenditure.

83. In general, more money tends to be spent on schools in towns and cities. This is because there seems to be a fairly close relationship between the degree of urbanisation, the amount of income at the manager's disposal and the amount he can afford to spend on his school. This is very understandable when it is considered that the great majority of managers are clergymen whose

only source of revenue comprises contributions from their parishioners. The State grant varies according to school size but takes no account of the level of local wealth, so that unless the manager and people of a poor parish display a quite unusual scale of preferences, their schools are likely to be less well cared for than those in wealthier areas. Of course a great deal depends on the individual school manager. Poor parishes can be found where the schools are run and maintained at a very high level, due to the vigour and interest of the manager. The opposite cases can also be found. By and large, however, what has been set down above holds true.

84. Another point which may contribute to this cost pattern is the tendency for costs of services to be higher in the urban areas, a factor that is not necessarily compensated for by the slightly higher cost of some goods (coal and oil) in many rural areas.

85. We know that all the schools analysed above have been well cleaned and heated. In other words, they conform to a minimum standard. Differences in total running costs per class in these schools do not necessarily reflect differences in standards over and above what is essential. When total running costs are divided by total classroom area the cost per square foot in Dublin city works out at £0.097, in the towns at £0.100 and in rural areas at £0.093. These figures indicate that where equivalent standards were maintained in the Diocese of Dublin there was for practical purposes, no difference in average area costs as between schools located in different centralities. It is unlikely, however, that such cost uniformity as between well kept schools would extend over the whole country. The costs per pupil are also interesting. Instead of declining from city down to country, per pupil costs in town are actually lower than in rural areas. A glance at columns 6 and 7 on the detailed tables, which give figures on school enrolment and capacity will suffice to show that this feature is caused by overcrowding in many of the schools in question. The average capacity per class in large and small towns is 40 but the average number of pupils per class is 46.

86. We now turn to column 3 where heating and cleaning costs are set out separately. These costs are disaggregated because they constitute the biggest single item of expenditure in the running cost budget of a school. Furthermore, it is the only heading under which most schools received current cost grants. If heating and cleaning costs are subtracted from total expenditure in most cases, the residual will consist of unrecognised expenditure. This was found to be the case here, where towns and rural areas can be seen to have received no grants other than those for heating and cleaning.

87. When the average city grant of £7.80 per classroom in

column 3 is compared to the rural figure of £10.50 it becomes evident that something is wrong. This can arise through a grant, though due, not having been received when a school account is being drawn up. Evidence that this in fact, occurred was found. It would seem that the Dublin figure should be about £3 higher.

88. The trend of the figures show the same tendency as in column 2. Costs per classroom decline from city to rural areas. The trend in relation to costs per pupil is distorted, firstly, by the missing grant in Dublin and secondly, by the overcrowded town schools (centrality 2 and 3).

89. It is important to remember that cost per pupil is not the best yardstick for measuring heating and cleaning. For heating the best measurement is the cubic foot and for cleaning the square foot. It was possible to obtain information on the floor area of the classroom of the schools analysed. In column 9 the three measurements of pupil, class and square foot are contrasted. We can see that while costs per class decline from the high level established in the city, the more accurate costs per square foot tell the opposite story.

90. In how far do these costs of heating and cleaning provide a cross check on the estimates made in Table 15 above? The answer is that they tally fairly closely, as is demonstrated in Table 21 below. If we accept the close relationship found in the sample of the 49 Dublin schools between centrality and size, then this comparison between the two sets of costings is valid.

V
TABLE B. 21

Comparison between Findings in Respect of Heating and Cleaning Costs in Table B. 15 (V) and Summary Table B. 17 (V)

1	2	3
School size (number of recognised teachers)	Total average heating and cleaning costs per recognised teacher (per utilised classroom) (Table (V) B. 15, Column 8)	Average heating and cleaning costs per classroom in 49 of the best kept schools in the Archdiocese of Dublin (Table (V) B. 17, Column 3)
	£	£
1—3 	27·3	25·5 (Villages and rural areas)
4—6 	24·8	29·1 (Large and small towns)
7 and over 	30·8	30·0 (Dublin city)
All Schools	27·9	29·4 All areas

91. It is now time to turn to the question of the estimation of unrecognised current costs. For the best kept schools, they are as

follows : city £18, town £15, rural £9 per classroom. If these figures are arbitrarily divided by three, to make allowances for all schools which are kept below minimum standards one is left with the figures of £6, £5 and £3 to apply to the country at large. It was noted above that the school size composition of the sample by centrality was remarkably close to the existing pattern. By using the number of teachers (utilised classrooms) by size group 1-3, 4-6 and 7 and over, set out in Table 21 above, it is possible to calculate a sum for the amount expended on unrecognised costs. The results of this calculation are set out in Table 22 below.

V
TABLE B. 22

This Table gives a 'Guesstimate' of the amount of Unrecognised Running costs expended by School Managers

School size by number of recognised teachers	Number of teachers (utilised class-rooms)	Estimated amount of 'unrecognised costs' per class	Estimated total 'unrecognised costs' per size group
1—3 	8,408	£ 3 (Villages and rural areas).	£ 25,224
4—6 	1,815	5 (Large and small towns).	9,075
7 and over	3,868	6 (Dublin city)	21,168
TOTAL ...	14,091		55,467

92. This calculation is somewhat crude but a beginning must be made somewhere. If it was valid it would add another £55,000 to the sum of contributions from local sources set out in Table 6 thus bringing the localities contribution up from 4.5 per cent to 5 per cent of total state expenditure on current costs. This figure would still exclude any costs religious orders may possibly incur through loss of pension payments to their members brought about by the adoption by the school of the capitation system.

93. The attempt at this crude estimate of unrecognised costs was brought about by the relative failure of a questionnaire, sent out to over 500 school managers, to provide the necessary information. The questionnaires were sent to the managers of all schools newly built during the five year period March 1957-March 1962. The questionnaire was divided into three parts, one of which referred to current costs, the others to the costs incurred in connection with new school building and improvements. While the response in regard to new school costs was good the same cannot be said in respect of current costs. Not infrequently, this sheet of the questionnaire was completely ignored or heating and cleaning costs only were entered. It might be argued that there were, in fact, no other items of expen-

diture. Experience in analysing the 49 Dublin school accounts showed, however, that there were a great number of small expenses that must have been incurred, such as the cost of stamps, stationery, water rates, insurance premiums etc. There was expenditure; what was missing were the school accounts to record it.

MAINTENANCE COSTS

94. So far specific reference has not been made to an important item of running costs, namely, maintenance. In Summary Table 17 above, it was shown that while on average, the heating and cleaning cost per classroom for all the sample of best kept schools in the Dublin Archdiocese was £29, total costs per classroom came to £40. Of the remaining £11, a large part goes on maintenance. Before discussing the present situation in regard to these costs, it is worthwhile to get a certain historical perspective.

95. The year 1845 is a landmark in the history of Government financial support for the national school system. In that year vested schools (see Note (i), end of Section) became divided into two distinct categories :—

- (i) those vested in the Commissioners of Education (as the Department then was) in their corporate capacity, and
- (ii) those vested in trustees.

The Commissioners undertook the cost of maintenance in schools vested in themselves, but not in respect of schools vested in trustees. This undertaking still holds good to-day, although the percentage number of school premises so maintained has shrunk from 11 in 1884 to approximately 6 in 1962.

96. Most of the Roman Catholic Hierarchy, fearful lest the vesting of schools in the Commissioners might weaken the right of the Church to teach religion in the schools, refused to have premises under their control vested in the Commissioners and thus forfeited the right to have the schools maintained free of cost to the localities.

97. While the Commissioners could do nothing to force existing schools to become vested in themselves, they refused, from 1845 to 1861, to make grants towards the cost of building any school house unless the building was so vested. Under pressure from the Hierarchy, this rule was relaxed in 1861 and local vesting was again sanctioned.

98. The number of schools vested in the Department of Education to-day shows a relative and absolute decrease from the level obtained in 1884. This has been caused by the virtual discontinuation of the practice and the depletion of the stock of such schools due to closures

and the expiration of leases. Apart then from fully maintaining a number of schools from 1845 onwards, which never exceeded 11 per cent of the total, the national school authorities in Ireland did not make aid available to help cover the cost of maintaining schools. This position was changed in the Budget of 1962/63, when provision was made for grants to help defray the cost of indoor and outdoor painting. (see Note (ii) at end of Section).

99. What would have been the economic consequences if, in 1861 the Commissioners had not abandoned their requirements in relation to new school vesting? On the minus side would be the cost of keeping all schools built and operated since 1845 at a proper standard of maintenance. On the plus side, to exclude all considerations of benefits in terms of pupil welfare, would stand savings which would have accrued to the Commissioners and their successors, caused by the lengthening of the life of many school premises. It is also likely that the money spent on many expensive improvement schemes, made necessary by serious neglect, would have been saved. Would more public money have been saved than spent?

100. No exact answer can be given to that question, but it is possible to say what did happen as a result of the Commissioners' capitulation.

101. The manager of a school vested in trustees was, and still is, held fully responsible for the repair and upkeep of his school. In practice, large numbers of managers have been either unable or unwilling to fulfil that responsibility. The national school authorities can respond to cases of serious neglect of maintenance by withdrawing payments to teachers and heating and cleaning grants, thus effectively closing the school. In practice this does not happen. The passage of years has left the powers of school managers unimpaired, but there has never been a determined official effort to enforce their responsibilities, either in relation to the acquisition of school sites or school maintenance.

102. It is possible that a firm stand has never been taken on the matter of maintenance because the closing of a school brings hardship to pupils and teachers and it may be thought better to have them housed in a school which is in a state of disrepair, rather than in no school at all. Furthermore, the inability of many managers to make the financial outlays necessary to maintain all schools in their parishes in a good state of repair may have been apparent. To press matters to a head would have involved frequent clashes with the clerical authorities and raised the question of state assistance.

103. The policy of not making grants available to schools vested in private trustees resulted in the rapid depreciation of many schools,

in which millions of pounds of public money had been invested, to a sub-standard level. In addition, many improvements have been carried out which, in fact, were necessitated by the lack of proper maintenance. Expenditure on such cases cannot be classed as capital investment, but rather as concealed maintenance or current costs.

Note (i) Prior to 1845 there were two kinds of school :—

- (a) those built partly by grants received from the Board of Education which were known as vested schools ;
- (b) those which were local or private property and had been built without any state aid.

Note (ii) In certain circumstances school managers can also claim grants to compensate for monies expended in rectifying storm damage, but these grants are of a wider provision covering many other types of buildings and are not administered by the Department.

PART III MAIN CONCLUSIONS

CORROBORATION OF BOARD OF WORKS FINDINGS

104. Until recently there were four sizes of two classroomed schools and five sizes of three classroomed schools. The Board of Works, with a view to rationalising the position carried out a study of the costs per pupil place in the various sizes of two and three roomed schools.

105. The essence of the findings are presented on Table 23. They show that, in the two teacher category the school providing for 80 pupils was the cheapest, while in the three-roomed category the 120 pupil school is the cheapest. After considering many of the factors favouring one size against another, the Board have decided to concentrate on the 80 and 120 pupil schools. The result of this rationalisation will mean higher productivity in the output of plans and working drawings.

106. Information thrown up by the present investigation confirms the Boards findings. Table 24, shows that in each of the five years reviewed, the 80 and 120 pupil schools supported the lowest costs per pupil place.

THE IMPLICATIONS OF THE FINDINGS ON CAPITAL COSTS

107. The full effects of the growth of the school-going population in urban areas and the migration of families from the rural areas have

hitherto been softened by the existence of a high rate of emigration. Every decrease in emigration is, therefore, likely to swell the urban school population from two sources.

- (i) The outflow of dependent emigrants from the cities and towns slows down.
- (ii) Migrant families from the rural areas are more likely to settle in an Irish rather than an English urban area.

108. This trend is likely to continue if the current rate of economic expansion is maintained. The word 'continue' is used because the findings of an investigation into migration, as indicated by the Children's Allowance Section of the Department of Social Welfare, have shown that between 1959/60 and 1962/63 dependent emigration dropped by 50 per cent.

V
TABLE B. 23

This Table is based on an Analysis of Tender Prices and shows the Cost per place of building Two and Three Roomed Schools of Different Sizes

Number of pupil places per school	Number of rooms in school	Based on tenders received in 1961	Based on tenders received in 1958/59/60
Number of places		Cost per place	Cost per place
48	2	£110. 6	£121. 0
64	2	£91. 8	£100. 5
80	2	£80. 6	£79. 7
96	3	—	£78. 8
104	3	—	£96. 0
112	3	—	£77. 2
120	3	—	£75. 2
128	3	—	£77. 3
136	3	—	—

Source: Investigation carried out by the New Schools Division, Office of Public Works, St. Stephen's Green, Dublin 2.

V
TABLE B. 24

This Table which is Based on an Analysis of Final Costs, Shows the Cost per Place of Two and Three Classroomed Schools, of Different sizes, completed during each of the Five Years 1957/58—1961/62

Number of pupil places per school	Number of Class-rooms in school	1957/58		1958/59		1959/60		1960/61		1961/62	
		Schools completed	Cost per place	Schools completed	Cost per place	Schools completed	Cost per place	Schools completed	Cost per place	Schools completed	Cost per place
48 	2	4	£ 101	14	£ 110	8	£ 124	12	£ 114	7	£ 102
64 	2	3	91	19	101	15	93	14	87	18	95
80 	2	7	78	15	79	10	76	18	84	11	93
48/80 	2	14	—	48	—	33	—	44	—	36	—
96 	3	3	102	4	82	5	81	4	85	5	89
104 	3	3	76	4	76	3	77	6	81	3	82
112 	3	3	74	6	72	3	72	10	78	5	81
120/28 	3	3	64	3	71	8*	70*	2	71	6	74
136 	3	—	—	1	99	3	68	—	—	3	78
98/136 	3	12	—	18	—	22	—	22	—	22	—

*Excluding one school, where, for a number of reasons, costs appear to have been excessive.

109. This development is likely to aggravate the present overcrowding that is a feature of many urban schools. It is against this background that the question of higher returns on the investment of educational capital must be viewed. The provision of excess places in rural areas which may be badly needed in towns and cities is something that should be avoided.

110. Any decision to continue the large scale replacement of small rural schools, built in the 19th century to serve a large rural population, must be taken with the full cost implications in mind. As will be seen, the current cost implications are even more sobering than those related to capital costs.

111. Two other points must also be mentioned. Firstly, the Board of Works at present restricts itself to the design of schools of up to six classrooms which, as we saw, provided 50 per cent of the pupil places provided during the five years under review. The trend towards urbanisation with the concomitant necessity for bigger schools, suggests that the Board might usefully consider designing schools which have hitherto been executed solely by private architects.

112. Lastly, there is the problem of establishing an order of priorities for the replacement of schools. This necessitates the construction of a table showing the expected life of every existing school. This can be done by grading each school on a points system such as was developed in the nineteen-twenties by Strayer and Englehardt for American elementary school buildings. This could be carried out initially by inspecting 20 per cent of schools each year for a five year period. Such a system of inspection could be maintained permanently, but on a more perfunctory basis. A similar suggestion is made below in connection with the checking of school maintenance. The two operations are complementary and there is no reason why they should not be combined.

CURRENT COSTS

113. The last line in Table 25 summarises the position. It costs £40 per annum to cover the costs of heating, cleaning and teaching a pupil in a one teacher school. The costs in schools of four to six teachers is £18, and in schools of seven teachers and over it is £12. The chief cause of this disparity is the fact that many of the classes in small schools are undersized, while in the big schools they are not infrequently over-crowded. Looking at the situation from an economic point of view, this can only be regarded as the result of an inefficient or maldistribution of resources which carries a cost penalty.

V
TABLE B. 25

Showing Average Heating and Cleaning Costs and Teaching Costs per Recognised Teacher and per Pupil in Average Annual Enrolment, by Size of School

	SIZE OF SCHOOL					
	1 teacher	2 teachers	3 teachers	4-6 teachers	7 teachers and over	All schools
	COST IN £s					
Average cost of heating and cleaning per teacher	37.4	26.3	26.3	24.8	30.8	27.9
Average amount paid by the State in respect of each teacher	631.0	708.0	733.0	719.0	632.0	679.0
Total average current costs per teacher	668.4	734.3	759.3	743.8	662.8	706.9
Average heating and cleaning costs per pupil	2.38	0.97	0.79	0.60	0.67	0.72
Average teaching cost per pupil	38.00	26.00	22.00	18.00	12.00	17.00
Total average current costs per pupil	40.38	26.97	22.79	18.60	12.67	17.72

NOTE : Teaching costs relate to the year ended 31st March, 1962. Heating and cleaning costs relate to year ended 30th June, 1962.

114. Practically every developed country in Western Europe is experiencing a teacher shortage. There are not enough primary school teachers to-day to reduce the pupil/teacher ratio in overcrowded national schools to the desired level. The movement of population from rural areas, which is likely to continue, will mean that the low pupil/teacher ratios in many small schools will be further reduced.

115. The more small rural schools are replaced, the greater are the chances that this situation will be perpetuated. If the policy is continued, it is likely to pose the Department of Education with frequent dilemmas in the not too distant future, e.g. whether to abandon a relatively new capital investment or to continue to utilise it at a heavy cost in terms of current expenditure.

SCHOOL MAINTENANCE

116. The introduction of grants to help cover the cost of indoor and outdoor painting will certainly serve to raise the returns on capital investment by prolonging the life of school premises. However, the cost of painting, while being the most important item of maintenance expenditure, is by no means the only one. If the investment of public money in school buildings is to be adequately safe-

guarded, measures must also be taken to ensure that these other items of expenditure are also incurred.

117. There are a number of ways in which the problem could be approached. One possible solution would be for the Department to encourage the establishment of central diocesan school funds from which managers in poor parishes could receive monies to enable them to maintain their schools to proper standards. In certain circumstances, grants might be made available to augment the central fund. Alternatively, grants could be made directly from the Department.

118. The first system has the merit of directly involving the local diocesan authorities. Experience has shown that where the Church Authorities are keenly interested in schools, the problems of neglected maintenance responsibilities are relatively rare. But in poor areas, diocesan interest cannot be expected to completely compensate for lack of funds. Whatever system of securing the availability of funds for the proper maintenance of schools is adopted, it would gain added strength if supported by a regular assessment of each school premises. A quinquennial pattern of inspection has already been suggested in connection with school building and there is no reason why the two operations could not be combined.

COPY OF QUESTIONNAIRE

The Director,
Study of Investment in Education,
Dept. of Education, Dublin, 1. Tel. 46341.
Date as on Postmark.

To: Managers of Primary Schools.

Dear Manager,

The object of this questionnaire is to determine as accurately as possible the amount of money expended by localities in connection with the erection and extension plus the running and maintenance costs of schools.

It is of great importance to the Study of Primary School Costs at present being undertaken that this information be collected. We rely on your kind co-operation to achieve this aim. I assure you that we fully appreciate the amount of time and trouble that our request imposes on you. Should you desire a copy of the questionnaire in Irish we shall be happy to dispatch one promptly on request to the above address.

We would be glad to answer any queries relating to any special difficulties which may be encountered in the course of answering the questions set out overleaf.

Yours faithfully,
PATRICK LYNCH,
Director.

Do Bhainisteoirí Bunscoileanna.

A Bhainisteoir, a chara,

Is é aidhm an cheistneora so ná a fháil amach chomh cruinn beacht agus is féidir an caiteachas do réir ceantar, ar tógáil agus leathnú scoileanna, maraon le costais reatha agus caomhnaithe.

Tá sé fíor thábhachtach don staidéar atá á dhéanamh faoi láthair ar na costais a bhaineann le Bunscoileanna, go mbailítear an t-eolas so. Táimid ag braith ar do chomhchúnamh chun é seo a dhéanamh. Ba mhaith liom a rá go dearfa go dtuigimid go rómhaith an mhéid ama agus trioblóide a chuirfidh ár n-iarratas ort.

Más rud go mba mhaith leat cóip den cheistneoir seo a fháil i nGaeilge beidh áthas orainn cóip a chur chugat láithreach agus fáilte ach iarratas a fháil.

Beidh áthas orainn ceisteanna a fhreagairt ar aon deacrachtaí ar leith a éiríonn le linn na ceisteanna lastall a fhreagairt.

Mise, le meas,
PÁDRAIG Ó LOINSIGH,
Stiúrthóir.

INSTRUCTIONS

This questionnaire is being sent to the Managers of all new schools which were completed during the five year period April 1st, 1957 to March 31st, 1962. In addition a 10% sample of all schools will be surveyed for improvement and current costs.

It would be helpful if all cash entries were made 'to the nearest £1.'

LAND: Where the school, to which this questionnaire relates, shares a site with one or more other schools the cost of the land should be apportioned, according to size, amongst all the schools which share the site.

For example, a questionnaire arrives relating to new school Roll No. 19000 which provides 200 pupil places. No. 19000 shares the site costing £2,000 with an older school of similar size. It is planned to build yet a third school for 400 pupils on the same site. As No. 19000 will provide 25% of the total number of pupil places which will stand on the site, its share of the cost of the land should be returned as 25% or, in money terms, £500.

ROUGH FORMULA: Find proportion of pupil places provided by school (to which questionnaire relates) as a percentage of total pupil places which stand or will stand on the same site. Take a similar proportion of the cost of the site and return this as the expenditure on land for the school in question.

IMPROVEMENTS: It may well be that certain equipment which was purchased during 1961/62 for use in the school (to which this questionnaire relates) is also used in the church or in another adjoining school. In such a case the cost of the equipment should be divided equally between the number of places of use and a fraction of the cost apportioned to the school. For example, a floor polisher costing £60 is purchased during the year April 1961/March 1962, and is used in the church, the parish hall and the school. The machine has three places of use so divide by 3 and allot £20 as the cost for cleaning equipment for the year on the 'Improvements' questionnaire.

PLEASE NOTE: Information on improvements is only sought in respect of the year beginning April 1st, 1961, to March 31st, 1962. The cost of improvements which were carried out and *completed* between these dates should be entered on the questionnaire.

CURRENT COSTS: The *services* of a caretaker, gardener or cleaner may be engaged for both the church and adjoining school(s) or for a number of schools on the same site. In such a case one should divide the wages and other costs of these services between the number of places where these services are employed and allot a fraction to the school to which the questionnaire relates, as illustrated in the paragraph headed 'Improvements' above.

The question sheet covering current costs deals with one year only i.e. the school year beginning July 1st, 1961 to June 31st, 1962.

DIFFICULTIES AND SUGGESTIONS: We will be at your disposal should you run into difficulties regarding the interpretation of any of the questions. It would be helpful, however, if you would specify in the case of each query, the name of the question sheet i.e. whether 'new schools', 'Improvements' or 'current costs', and the number(s) of the particular question(s).

IMPROVEMENTS

School Name.....	Roll No.....		
Co.....	For Office Use Only		
Manager's Name.....	A.	D.	G.
Address.....	B.	E.	H.
Parish	C.	F.	I.
Diocese			

COSTS CONNECTED WITH ANY IMPROVEMENT TO THE SCHOOL OF THE ABOVE ROLL No., WHICH WAS COMPLETED BETWEEN APRIL 1ST, 1961 AND MARCH 31ST, 1962

1. Did the improvement involve the enlargement of the school site?

Yes ☐ ; No ☐

2. If the answer is 'yes' please indicate in relation to the addition(s) to the site:—

A. The purchase price (including stamp duty) ... £.....

B. The ground rent, if any £.....

C. The annual rental, if any £.....

3. What is the area of the new addition(s) to the site, to nearest $\frac{1}{4}$ acre?

Description of costs If the following cannot be entered separately, give a total figure	Please state the TOTAL Cost incurred on the improvement which was completed between April 1st, 1961/ March 31st, 1962	Please state the GRANT which was received in respect of expenditure incurred on the improve- ment
4. Building, Construc- tion cutworks including holiday payments.		
5. Equipment.		
6. Legal charges.		
7. Other expenditure (specify).		
TOTAL (excluding land)		

CURRENT COSTS

Current Costs Incurred during the School Year July, 1961—June, 1962

Description of Current Costs	Please state the <i>TOTAL COST</i> incurred during the school year July, 1961—June, 1962	Please state the <i>GRANT</i> , if any, which was received in respect of expenditure incurred during the school year July, 1961—June, 1962
1. Heating (including fuel in kind).		
2. Cleaning and upkeep of school grounds including wages of caretaker.		
3. Lighting.		
4. Painting, indoor and outdoor.		
5. If the following cannot be entered separately, give a total figure. Maintenance of building. Maintenance of equipment.		
6. School Transport costs.		
7. Salaries of lay super- primary teachers.		
8. Insurance.		
9. Interest on loans.		
10. Other current costs not included under the above headings, please specify:—		
TOTAL ...		

APPENDIX V : SECTION C

Secondary Schools : Financial Data

1. This expenditure-and-income summary for the secondary (grammar type) schools in Ireland is based on the returns to a questionnaire sent to all such schools in 1963, requesting data for the school year 1961/62. Apart from presenting financial data on such schools in general, an examination is also made of the relationships between size and type of school and costs. The sample (i.e., the returns to the questionnaires) covered 71.2 per cent of the total number of schools, 70.3 per cent of the pupils, and 78.1 per cent of the total number of full-time teachers. The sample and its relation to the total is shown in the following tables:—

V
TABLE C. 1

Secondary schools—Total Number of Schools and Pupils, and Total Number of Schools and Pupils in Sample, Classified by Type of School, 1961/62

Schools	Type of School			
	Boys	Girls	Mixed	Total
Total Number	223	254	65	542
Number in Sample	160	184	42	386
Percentages				
Sample as percentage of total ...	71.7	72.4	64.6	71.2
Pupils				
	Boys	Girls	Mixed	Total
Total Boarders	10,384	9,665	943	20,992
Total Day	28,427	26,360	4,621	59,408
Total Pupils	38,811	36,025	5,564	80,400
Number in Sample				
	Boys	Girls	Mixed	Total
Boarders	8,385	7,017	792	16,192
Day	19,422	17,729	3,206	40,357
Total Pupils in Sample	27,807	24,744	3,998	56,549
Percentages				
Sample as percentage of Total	71.7	72.4	64.6	71.2
Teachers				
	Boys	Girls	Mixed	Total
Boarders	80.7	72.6	84.0	77.1
Day	68.3	67.3	69.4	67.9
Combined	71.6	68.7	71.8	70.3

V
TABLE C. 2

Secondary Schools—Number of Teachers in the Sample as a Percentage of the Total 1961/62

Teachers	Full-time		Recognized		Part-time	
	Number	Percentage	Number	Percentage	Number	Percentage
Sample ...	3,185	78.1	2,574	76.1	748	48.2
Total ...	4,078	100.0	3,381	100.0	1,552	100.0

The term 'recognized' relates to full-time teachers, part of whose salary is paid by the Department of Education. Recognized teachers are referred to as 'Incremental' in the Department's Reports.

2. It should be emphasized that since this was the first attempt to collect information of this type, and given the strict confidentiality accorded to the replies (which precluded any attempt of verifying individual statements), it is unlikely that the results obtained are strictly accurate. The unfamiliarity of the schools with the type of question asked produced difficulties in some cases, particularly for boarding and combined schools. It is therefore felt that while the general orders of magnitude emerging from this analysis are correct, undue significance should not be attached to any one figure or figures. It is also felt that on balance the data for day schools are more accurate than that for the other categories.

SIZE AND TYPE OF SCHOOL

3. The returns to the questionnaires were classified by size (according to the actual number of pupils enrolled in the year 1961-62) into five groups :

0	—	99 pupils
100	—	149 pupils
150	—	199 pupils
200	—	299 pupils
300		pupils and over.

The classification by *type of school* comprised three groups :

- (1) Day schools—for day pupils only;
- (2) Boarding schools (for boarders only);
- (3) Mixed (combined) schools—with day pupils and boarders.

SCHOOL REVENUE

4. From the discussion in the main body of the report it will be recalled that secondary schools are financed from three sources (i) pupils' fees, (ii) state funds and (iii) endowments etc. For the year 1961/62, the total revenue of the schools contained in the sample was as follows:—

V
TABLE C. 3

*Secondary Schools—Total Revenue for Schools in the Sample Allocated by Fee Level
1961/62*

(£'s)

Type and Fee Level of School	Fees Collected	Other School Revenue	State Grants	Incremental Salaries	TOTAL
DAY					
Up to £15	156,709	22,133	240,878	486,671	906,391
£15-£25	68,027	9,616	56,511	115,042	249,196
£25+	150,694	15,642	55,805	131,396	353,537
TOTAL DAY ...	375,430	47,391	353,194	733,109	1,509,124
COMBINED					
See below	327,578	58,613	131,282	249,257	766,730
	271,803	37,381	80,720	153,952	543,856
	609,748	53,530	92,600	220,498	976,376
TOTAL COMBINED ...	1,209,129	149,524	304,602	623,707	2,286,962
BOARDING					
Up to £75	21,391	8,875	12,282	26,504	69,052
£75-£100	51,968	13,390	10,769	24,249	100,376
£100+	260,415	10,219	21,449	43,987	336,070
TOTAL BOARDING ...	333,774	32,484	44,500	94,740	505,498
GRAND TOTAL ...	1,918,333	229,399	702,296	1,451,556	4,301,584

Fee levels and details of fees collected in combined day/boarding schools are as follows:

<i>Day Pupils</i>				<i>Boarders</i>			
Up to £15	42,035	Up to £75	285,543				
£15-£25	47,075	£75-£100	224,728				
£25+	109,695	£100+	500,053				
	<u>198,805</u>		<u>1,010,324</u>				

Source: Questionnaires, Departmental Incremental salaries and state grants from Department of Education data.

5. It will be noted that the table also includes incremental salaries. These of course are paid directly to teachers and do not go to schools, but since the schools also pay basic salaries to teachers, it seems more convenient to include these incremental salary payments in school income. A corresponding expenditure will appear when school costs are discussed later.

6. It may be of interest to illustrate the actual fee pattern which the data in Table 3 represent. Accordingly Table 4 shows the average fee paid by pupils in each type and size of school (further details are given in the tables at the end of this section).

V
TABLE C. 4

Secondary Schools—Average Fee per Pupil by Size and Type of School, 1961/62
(In £'s)

	SIZE OF SCHOOL					ALL SCHOOLS (Average)
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 pupils and over	
<i>Day Schools</i> ...	10.0	12.6	18.3	12.0	14.3	13.0
<i>Combined Schools</i>						
Day Pupils ...	14.2	14.0	17.5	18.4	19.8	17.5
Boarding ...	89.9	73.5	74.3	73.3	87.4	78.2
				200 pupils and over		
<i>Boarding Schools</i> ...	49.2	85.4	148.4	147.3		102.2

ANALYSIS OF EXPENDITURE

7. The analysis of expenditure may for convenience be split as between current and capital expenditure. Teaching costs are by far the most substantial component of current expenditure, so this latter may in turn be split into two categories: teaching and 'other' running costs.

8. Expenditure for teaching purposes is met from two sources:

- (1) by the schools themselves, who pay a 'basic' salary to teachers, and
- (2) by the State, which pays an 'incremental' salary to recognised, full-time teachers. The details regarding payments by the schools are given in Table 5.

V
TABLE C. 5

Secondary schools—Number of Lay Teachers in Sample and Salaries Paid by the Schools, Classified by Size and Type of School, 1961/62

Type and Size of School	Full-time Lay Teachers		Part-time Lay Teachers		TOTAL	
	Teachers	Salaries	Teachers	Salaries	Teachers	Salaries
	Number	£	Number	£	Number	£
<i>DAY/BOARDING</i>						
0- 99 pupils	57	18,050	35	3,111	92	21,161
100-149 „	150	41,045	76	15,455	226	56,500
150-199 „	99	31,123	66	7,661	165	38,784
200-299 „	138	41,755	51	6,025	189	47,780
300 pupils and over	129	34,113	40	5,027	169	39,140
TOTAL DAY/BOARDING...	573	166,286	268	37,279	841	203,365
<i>BOARDING</i>						
0- 99 pupils	16	4,645	2	212	18	4 857
100-149 „	16	4,255	19	2,822	35	7,077
150-199 „	23	11,934	4	1,359	27	13,293
200 pupils and over	21	6,380	6	1,320	27	7,700
TOTAL BOARDING ...	76	27,214	31	5,713	107	32,927
<i>DAY</i>						
0- 99 pupils	230	56,467	80	6,878	310	63,345
100-149 „	135	38,274	34	3,982	169	42,256
150-199 „	103	28,238	34	3,619	137	31,857
200-299 „	115	31,043	20	1,532	135	32,575
300 pupils and over	160	47,146	29	2,681	189	49,827
TOTAL DAY	743	201,168	197	18,692	940	219,860
<i>TOTAL</i>						
0- 99 pupils	303	79,162	117	10,201	420	89,363
100-149 „	301	83,574	129	22,259	430	105,833
150-199 „	225	71,295	104	12,639	329	83,934
200 pupils and over	563	160,437	146	16,585	709	177,022
TOTAL ALL SCHOOLS ...	1,392	394,468	496	61,684	1,888	456,152

Source : Questionnaires.

9. Information as to the incremental salaries paid to teachers was not directly available. Accordingly, it was decided to estimate the amount involved, by taking the value of the average incremental salary paid in 1961/62 (£564) as being the amount paid to each recognised teacher in the sample. The results of this calculation are given in Table 6.

V
TABLE C. 6 (a)

Secondary Schools—Number of Incremental Teachers in the Sample Classified by Size and Type of School in 1961/62

Type of School	Size of School					Total
	0—99 Pupils	100—149 Pupils	150—199 Pupils	200—299 Pupils	300 pupils and over	
Day Schools... Day/Boarding	Number					
	437	265	162	193	243	1,300
	74	221	233	298	280	1,106
				200 pupils and over		
Boarding ...	45	56	23	44		168
TOTAL ...	556	542	418	1,058		2,574

Source: Department of Education data.

V
TABLE C. 6 (b)

Secondary Schools—Amounts Paid in Incremental Salaries¹ to Teachers in a Sample of Schools, Classified by Type and Size of School, 1961/62

TYPE OF SCHOOL	SIZE OF SCHOOL					TOTAL
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 pupils and over	
	AMOUNTS PAID (£)					
DAY SCHOOLS	246,437	149,441	91,357	108,839	137,035	733,109
DAY/BOARDING (MIXED)	41,731	124,629	131,396	168,051	157,900	623,707
				200 pupils and over		
BOARDING SCHOOLS ...	25,377	31,580	12,970	24,813		94,740
TOTAL	313,545	305,650	235,723	596,638		1,451,556

¹Number of recognized teachers in the sample multiplied by the average salary £563.93 of the school year, 1961/62 (Department of Education data).

Source: Department of Education data.

10. It will be noted that the number of teachers receiving incremental salaries exceeds the number of full-time teachers receiving basic salaries (Table 5). The difference is accounted for by teachers who are members of religious communities and who do not receive a basic salary. Details of the numbers of religious teachers are given in the tables at the end of this section.

11. Data on non-teaching costs was collected under a number of headings, such as heating and cleaning, rates, maintenance. Details are given in the tables at the end of this section; here they may be conveniently summarised in the following way.

TABLE C. 7

Secondary Schools—Running Cost in a Sample of Schools, Classified by Size and Type of School (School year 1961/62)
(£'s)

TYPE OF SCHOOL	SIZE OF SCHOOL					TOTAL
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	
	RUNNING COSTS (£)					
1. Day Schools	103,102	54,013	51,550	49,775	81,890	340,330
2. Combined	35,078	98,106	141,955	155,093	259,249	689,481
				200 pupils and over		
3. Boarding Schools ...	55,369	91,590	40,101	59,559		246,619
TOTAL	193,549	243,709	233,606	605,566		1,276,430

Source: Department of Education data.

12. By combining Tables 5, 6 and 7 the total current expenditure of the schools contained in the sample may be obtained. The results are presented in Table 8.

TABLE C. 8

Secondary Schools—Actual Current Cost, Allocated by Type and Size of School, 1961/62

TYPE OF SCHOOL	SIZE OF SCHOOL					TOTAL
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	
	CURRENT COSTS (£)					
DAY SCHOOLS						
Teaching Cost	309,782	191,697	123,214	141,414	186,862	952,969
Running Cost	103,102	54,013	51,550	49,775	81,890	340,330
TOTAL DAY SCHOOLS	412,884	245,710	174,764	191,189	268,752	1,293,299
COMBINED SCHOOLS						
Teaching Cost	62,892	181,129	170,180	215,831	197,040	827,072
Running Cost	35,078	98,106	141,955	155,093	259,249	689,481
TOTAL COMBINED SCHOOLS ...	97,970	279,235	312,135	370,924	456,289	1,516,553
BOARDING SCHOOLS				200 pupils and over		
Teaching Cost	30,234	38,657	26,263	32,513		127,667
Running Cost	55,369	91,590	40,101	59,559		246,619
TOTAL BOARDING SCHOOLS ...	85,603	130,247	66,364	92,072		374,286
TOTAL						
Teaching Cost	402,908	411,483	319,657	733,660		1,907,708
Running Cost	193,549	243,709	233,606	605,566		1,276,430
TOTAL ALL SCHOOLS	596,457	655,192	553,263	1,379,226		3,184,133

Teaching cost based on Tables 5 and 6.

Running " " " Table 7.

13. Given this data on total current expenditure, it is now possible to calculate expenditure per pupil for each type and size of school. The results are given in Table 9.

V
TABLE C. 9

Secondary Schools—Actual Current Cost per Pupil in a Sample of Schools, 1961/62

TYPE OF SCHOOL	SIZE OF SCHOOL					TOTAL
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 pupils and over	
<i>DAY SCHOOLS</i>	COST PER PUPIL (£)					
Teaching Cost	40.0	33.6	31.6	28.6	27.9	32.9
Running Cost	13.3	9.5	13.2	10.1	12.2	11.7
Total current cost per pupil ...	53.3	43.1	44.8	38.7	40.1	44.6
<i>COMBINED (MIXED) SCHOOLS</i>						
Teaching Cost	48.2	39.1	35.1	31.8	29.8	34.0
Running Cost	26.9	21.2	28.4	22.9	39.2	28.4
Total current cost	75.1	50.3	63.5	54.7	69.0	62.4
<i>BOARDING SCHOOLS</i>				200 pupils and over		
Teaching Cost	36.4	36.0	52.9	37.5		39.1
Running Cost	66.7	85.2	80.8	68.8		75.5
Total current cost	103.1	121.2	133.7	106.3		114.6
<i>Average of Day, Combined and Boarding Schools</i>						
Teaching Cost	40.8	36.1	34.1	29.9		33.7
Running Cost	19.6	21.3	24.9	23.4		22.6
Total current cost	60.4	57.4	59.0	53.3		56.3

14. It will be seen that expenditure per pupil varies significantly by size and type of school. In the case of teaching expenditure per pupil the variation as between different sizes of school is hardly due to differences in salaries to teachers, since the same figure for incremental salary was taken for all such teachers. Differences in the numbers of religious in part-time teachers would produce some variation in teaching cost per pupil, but not on the scale shown by Table 9.

15. The major cause of these variations in teaching expenditure per pupil would appear to be differences in pupil/teacher ratios. For the schools in the sample ratios were as follows:—

TABLE C. 10

Secondary Schools—Pupil/Incremental Teachers Ratio for Schools in the Sample, 1961/62

TYPE OF SCHOOL	SIZE OF SCHOOL					All Schools
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 pupils and over	
	RATIOS					
<i>Day Schools</i>	17.7	21.5	24.0	25.6	27.6	22.3
<i>Combined Schools</i>	19.4	20.9	21.4	22.8	23.6	22.0
<i>Boarding Schools</i>	18.4	19.2	21.6	200 pupils and over		17.4
				19.7		
TOTAL AVERAGE	17.8	21.0	22.4	24.5		22.0

16. It will be seen that in general, the smaller the school the lower is the pupil/teacher ratio and the variation would be sufficient to result in a teaching cost per pupil for the largest schools which would be about two-thirds of the cost in the smallest schools. This would be adequate enough to account for the variation shown in Table 9 for teaching expenditure.

17. Running costs (i.e. non-teaching current costs) are, as one would expect, more dependent on the type of school, rather than on size, since costs for day and boarding pupils would be very different. In order to obtain an estimate of the total expenditure involved with both types of pupil, it is necessary to break down the running costs of combined schools. This was done by assuming that the costs for day and boarding pupils in these combined schools, bore the same ratio to each other for each size of school, as they did in the day and boarding schools proper. By applying these cost ratios to the actual numbers of day and boarding pupils in the combined schools, the total costs for these schools were allocated between the two categories of pupils. Thus Table 9 shows the running costs per pupil for schools in the 0-99 range to be £13.3 per day and £66.7 per boarding pupil, or a ratio of almost exactly 1 : 5. Table 7 shows running costs for combined schools in this size range to be £35,078. The total number of pupils in these schools was 1,304 of whom 650 were day and 654 were boarders ; (for convenience they may be taken as split equally between day and boarders). This would result in 1/6 of the £35,078 being attributed to day, and 5/6 to boarding pupils. (Algebraically, expenditure = E, for each size group of school, was multiplied by $\frac{Pd}{P(d+b)}$ and $\frac{Cd}{C(d+b)}$

where P stands for pupil numbers, C for cost per pupil, and d and b for day and boarding respectively).

18. The results of this allocation of non-teaching expenditure for combined schools on a per pupil basis gives the results shown in Table 11.

V
TABLE C. 11

Secondary Schools—Actual Current Running Cost per Pupil in Combined Day/Boarding Schools, Allocated by Day Pupils and Boarders and by Size of School, 1961/62
£'s

SIZE OF SCHOOL	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	TOTAL
	CURRENT COST PER PUPIL					
<i>Per Day Pupil</i> Running Cost	12.7	7.4	10.1	7.5	9.8	9.5
<i>Per Boarder Pupil</i> Running Cost	58.6	54.9	53.5	39.7	70.2	55.1

19. It may be mentioned that in addition to requesting details of new capital expenditure, schools were also asked for information as to their payments (both interest charges and capital repayments) in respect of previous capital expenditure. The interest charges component appears as part of the schools' current expenditure, both here and in the main body of the report. The capital repayments element appears to have created some difficulty. The amount returned by the schools who answered this question was £545,000. This however, far exceeded any surplus which such schools had on current income. In some instances it was not a true capital repayment but rather a switching of borrowing from one party to another. It was decided, accordingly, not to use this approach to measuring the capital activities of the schools, since we had no information as to their capital receipts.

20. It may also be of interest to relate expenditure per pupil to the fee levels of schools. This is done in Table 12.

V
TABLE C. 12

Secondary Schools—Cost per Pupil by Type of School and by Fee Level (in £'s), 1961/62

Type of School	Teaching Cost	Running Cost	Total Current Cost	Percentage of Pupils Boarding
	£			
<i>Day Schools...</i>	32.9	11.7	44.6	—
Up to £15	31.6	7.8	39.4	—
£15—£25 ...	32.5	14.9	47.4	—
£25 + ...	38.7	25.9	64.6	—
<i>Combined (D/B) Schools¹ ...</i>	34.0	28.4	62.4	53.2
	28.5	26.1	54.6	50.8
	30.3	23.1	53.4	48.5
	45.1	35.9	81.2	60.6
<i>Boarding Schools ...</i>	39.1	75.5	114.6	100.0
Up to £75	33.6	60.3	93.9	100.0
£75—£100	34.3	63.1	97.4	100.0
£100 + ...	44.7	90.4	135.1	100.0

¹For fee levels see footnote to Table 3.

21. It will be seen that there is a fairly close connection between fee level and current expenditure per pupil.

22. Finally it may be useful to comment on the fact that revenue of schools exceeds their current expenditure. The relationship between the two may be summarized as follows:—

V
TABLE C. 13

Secondary Schools—Current Cost per Day and Boarding Pupil as a Percentage of Revenue per Day and Boarding Pupil Respectively, 1961/62

SIZE OF SCHOOL	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	All Schools
	PERCENTAGE OF REVENUE					
Current cost per day pupil...	95.2	79.3	72.8	68.9	72.6	78.2
Current cost per boarding pupil 	84.8	76.0	69.8	200 pupils and over		69.6
				57.4		

23. Apart from any errors in the data (in general it is felt that the revenue figures are more accurate than those for expenditure) the major reason why revenue should exceed current expenditure is that capital expenditure would have to be met from this surplus. Accordingly we now turn to a consideration of this aspect of expenditure.

CAPITAL EXPENDITURE

24. Schools were asked for details of their capital expenditure for each of the five years 1957/8 to 1961/2. It was decided to do this, because it was felt that any one year might not give a reasonable picture of activity in this sphere. The results obtained are summarized in Table 14.

V
TABLE C. 14

Secondary Schools (Sample)—Capital Expenditure by Year, for (a) School Buildings, (b) School Equipment and Furnishing of Buildings, 1957/8 to 1961/2 (inclusive)

(to nearest £)

Year	1957/58	1958/59	1959/60	1960/61	1961/62
Buildings	839,861	541,146	649,855	834,694	1,642,677
School equipment etc.	119,697	93,559	102,063	136,428	146,370

Source: Questionnaires.

V
TABLE C. 15

Secondary Schools—Number¹ of Religious Teachers in Sample by Size and Type of School, 1961/62

TYPE OF SCHOOL	SIZE OF SCHOOL											
	0-99 Pupils		100-149 Pupils		150-199 Pupils		200-299 Pupils		300 Pupils and over		All Schools	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
	Number of Religious Teachers											
Day Schools ...	303	26	172	28	97	16	117	—	119	—	808	70
Day/Boarding ...	49	16	131	31	209	19	241	17	299	23	1,059	106
Boarding Schools ...	28	46	50	20	10	5	200 pupils and over				126	81
							Full-time		Part-time			
							38		10			
TOTAL ...	380	88	353	79	316	40	814		50		1,793	257

¹Total number of Teachers—Lay Teachers=Religious.

25. It should be pointed out that replies to this section of the questionnaire were not as complete or as detailed as those for other sections, hence a certain amount of caution must be attached to these data. It is felt that some schools may have made incorrect allocations of their expenditure and in some cases this would appear to have resulted in overstating and in others, understating, capital spending.

26. The data may also be used for framing some estimate of cost per pupil place. The data on school buildings were accordingly analysed to obtain this information. The results suggest an average cost per pupil place of £306 over the 5 year period, for the school building. School equipment accounted for a further £8 per pupil place.

IMPUTED SALARIES OF RELIGIOUS TEACHERS

27. Finally, before concluding this brief summary of the income and expenditure pattern of secondary schools, it may be useful to frame some estimate of the significance of unpaid teaching services. These arise with respect to religious, who receive no basic salary if they are full-time, and no salary at all if they are part-time teachers. For the schools in the sample the number of these teachers was as in Table 15.

28. If it were assumed that for these teachers the basic salary for full-time staff was £200, and £100 for part-time, the amount of these imputed salaries would be as follows:—

V
TABLE C. 16

Secondary Schools—Imputed Salaries to Religious Teachers¹ by Size and Type of School (Sample) School Year 1961/62

(£'s)

TYPE OF SCHOOL	SIZE OF SCHOOL					All Schools
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	
	SALARIES					
DAY SCHOOLS	63,200	37,200	21,000	23,400	23,800	168,600
DAY/BOARDING SCHOOLS	11,400	29,300	43,700	49,900	48,100	182,400
				200 pupils and over		
BOARDING SCHOOLS ...	10,200	12,000	2,500	8,600		33,300
TOTAL	84,800	78,500	67,200	153,800		384,300

¹Number of religious teachers multiplied by an average imputed salary (£200 and £100 for each full-time and part-time teacher, respectively).

V
TABLE C. 17

*Number of Schools and Pupils in the Secondary Schools in Sample,
Classified by type and size of school
Year 1961/62*

SIZE OF SCHOOL	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	TOTAL
<i>Number of Schools</i>	150	95	55	86		386
DAY	117	48	23	20	16	224
BOARDING	14	9	3	3		29
DAY/BOARDING (MIXED)	19	38	29	29	18	133
<i>Number of Pupils</i>	9,873	11,404	9,383	25,889		56,549
In Day Schools	7,739	5,702	3,896	4,941	6,695	28,973
In Boarding Schools	830	1,074	496	866		3,266
In Combined Schools	1,304	4,628	4,991	6,783	6,604	24,310
of which : Day	650	2,347	2,282	2,956	3,149	11,384
„ „ Boarders	654	2,281	2,709	3,827	3,455	12,926
<i>Pupils by type</i>						
	9,873	11,404	9,383	11,925	13,964	56,549
Day Pupils	8,389	8,049	6,178	7,897	9,844	40,357
Boarders	1,484	3,355	3,205	8,148		18,192

Source : Questionnaires.

V
TABLE C. 18

Secondary Schools—Distribution of Pupils in Sample by Fee Levels and by Type of School, 1961/62

FEE LEVELS	Boys' Schools				Girls' Schools				Mixed Schools				TOTAL	
	NUMBER OF PUPILS													
	Boarding	Day	Boarding	Day	Boarding	Day	Boarding	Day	Boarding	Day	Boarding	Day	Boarding	Day
Up to 10		1,428				4,380		1,360		658		135		7,961
10-15 ...		10,089		890		2,304		2,577		900		201		16,961
15-20 ...		1,454		1,124		1,082		817		279		—		4,756
20-25 ...	166	1,180		142		464		1,143		182		88	166	3,199
25-50 ...	600	2,221		604	24	1,510	71	1,257		209		250	695	6,051
50-75 ...	77	141	1,573	139	34	143	3,471	343			215	281	5,370	1,047
75-100	701		1,703	10	91	349	1,345				71	23	3,911	382
100-150	208		1,789		105		1,520				319		3,941	
150+ ...	995		573		265		89				187		2,109	
TOTAL	2,747	16,513	5,638	2,909	519	10,232	6,496	7,497		2,228	792	978	16,192	40 357

Source: Questionnaires.

NOTE: The third column in each section refers to pupils in combined day/boarding schools.

V
TABLE C. 19

Secondary Schools—Percentage Distribution of Pupils by Size of School and by Fee Level 1961/62

Fee Levels (£)	Day Pupils						Boarding Pupils				
	Size of School										
	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 pupils and over	TOTAL	0-99 Pupils	100-149 Pupils	150-199 Pupils	200 pupils and over	TOTAL
	Percentage Distribution										
Up to 10 ...	28.9	24.9	19.0	17.6	9.8	19.7					
10-15 ...	44.1	49.9	39.8	32.4	42.9	42.0					
15-20 ...	10.8	5.0	11.4	23.4	9.2	11.8					
20-25 ...	8.0	4.8	4.8	8.6	11.8	7.9			5.2		1.0
25-50 ...	7.7	11.5	17.4	13.7	23.6	15.0	28.5	8.1	—		4.3
50-75 ...	—	3.9	2.3	4.3	2.6	2.6	25.1	36.3	42.1	29.8	33.2
75-100 ...	0.5	—	5.3	—	0.1	1.0	21.4	22.5	18.0	27.6	24.2
100-150 ...	—	—	—	—	—	—	20.4	20.0	23.2	27.4	24.3
150+ ...	—	—	—	—	—	—	4.6	13.1	11.5	15.2	13.0
TOTAL ...	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10-25 ...	91.8	84.6	75.0	82.0	64.7	81.4	—	—	—	—	—
25-100 ...	8.2	15.4	25.0	18.0	26.3	18.6	75.0	66.9	65.3	57.4	62.7
100+ ...	—	—	—	—	—	—	25.0	33.1	34.7	42.6	37.3
TOTAL ...	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Questionnaires

V
TABLE C. 20

Secondary Schools—Total Collected Fees, by Size and Type of School (Sample) 1961/62

(£'s)

SIZE OF SCHOOL	0-99 Pupils	100-149 Pupils	150-199 Pupils	200-299 Pupils	300 Pupils and over	TOTAL
FEES COLLECTED						
Day Schools	77,118	71,954	71,214	59,435	95,709	375,430
Boarding Schools	40,822	91,745	73,618	127,589		333,774
Day/Boarding (Mixed) ...	68,051	200,471	241,063	334,933	364,551	1,209,129
<i>Details of 'Mixed' :</i>						
Day Pupil Fees	9,231	32,816	39,848	54,428	62,482	198,805
Boarding Fees	58,820	167,655	201,215	280,565	302,069	1,010,324
TOTAL	185,991	364,170	385,895	982,277		1,918,333

FEES COLLECTED, ALLOCATED BY DAY PUPILS AND BOARDERS

Day Pupils	86,349	104,770	111,062	113,863	158,191	574,235
Boarder Pupils	99,642	259,400	274,833	710,223		1,344,098
TOTAL	185,991	364,170	385,895	982,277		1,918,333

FEES COLLECTED PER PUPIL

Day Pupils	10·3	13·0	18·0	14·4	16·1	14·2
Boarder Pupils	67·1	77·3	85·8	87·2		83·0

Source : Questionnaires.

V
TABLE C. 21

Secondary Schools—Running Costs of Schools in Sample, Classified by Size and Type of School, 1961/62

Type of and size of School	Heating, Lighting, etc.	Maintenance	Administra- tion	Loan charges (interest)	Rates	Rent of School Premises	Other	TOTAL
<i>I. Day Schools:</i>								
0-99 pupils ...	25,579	17,769	11,746	25,918	7,365	577	14,148	103,102
100-149 „ ...	9,504	15,123	6,328	15,040	3,790	583	3,645	54,013
150-199 „ ...	13,111	8,498	13,032	7,759	3,695	577	4,848	51,550
200-299 „ ...	10,143	14,265	4,398	9,667	5,599	127	5,576	49,775
300 pupils and over	12,889	23,010	8,895	18,778	6,079	474	11,765	81,890
TOTAL ...	71,226	78,665	44,399	77,192	26,528	2,338	39,982	340,330
<i>II. Day/Boarding:</i>								
0-99 pupils ...	10,768	8,262	— ¹	5,489	2,274	247	8,038	35,078
100-149 „ ...	26,654	30,354	—	10,722	7,409	275	22,692	98,106
150-199 „ ...	39,669	46,692	—	11,893	13,293	137	30,266	141,955
200-299 „ ...	38,648	35,258	—	11,371	13,589	414	55,813	155,093
300 pupils and over	57,982	54,643	—	20,953	10,864	12,636	102,171	259,249
TOTAL ...	173,721	175,209	—	60,428	47,429	13,709	218,985	689,481
<i>III. Boarding:</i>								
0-99 pupils ...	8,037	8,193	20,132	8,232	2,251	300	8,224	55,369
100-149 „ ...	26,441	16,958	36,023	3,393	6,565	200	2,010	91,590
150-199 „ ...	6,791	5,846	3,272	8,969	1,957	320	12,946	40,101
200 pupils and over	13,938	5,234	23,708	1,350	3,880	—	11,449	59,559
TOTAL ...	55,207	36,231	82,135	21,944	14,653	820	34,629	246,619

¹Included under 'other'. In the case of combined day/boarding schools, it was not possible to distinguish the costs of school administration from general administrative costs, including the boarding element.

Source: questionnaires.

APPENDIX V: SECTION D.

The Cost of Vocational Courses

INTRODUCTION

1. A perusal of the Annual Reports of the Department of Education will reveal that, while they show the average cost to the State per pupil in national and secondary schools, there is no such information for vocational schools. Unlike primary and secondary schools, which may be said to provide one type of education (secondary classes in national schools are a rather small exception), vocational schools provide a range of courses of both a continuation and a technical type. In some cases the one establishment may be providing both second level (post-primary) and third level (higher) courses. Any attempt to apportion total expenditure over the full range of courses is fraught with difficulties. The largest single course provided is whole-time day continuation; by comparison, the extent of technical, apprentice and evening courses is small. On the other hand, although restricted in number and limited in scope, technical and apprentice courses may be expected to require most of the more highly remunerated professional teachers (both full-time and part-time), expensive equipment and considerable amounts of material. Their smallness should also increase their unit costs *vis-à-vis* continuation courses.

COST OF INSTRUCTION

2. Expenditure on vocational education is recorded in the accounts of committees under five heads:— administration, instruction, maintenance of schools and classes, scholarships and prizes and other miscellaneous expenditure. The major item is of course, instruction and it was felt that it should be possible to allocate it over the various courses. If this could be done successfully, it might give some ideas on how to treat the other items of general expenditure. Accordingly, returns were obtained from all vocational education committees in respect of the session

1962/63, breaking down number of teaching hours by the following types of course :—

DAY COURSES	EVENING COURSES
Continuation	Apprentice-type
Whole-Time Technical	Technical and Commercial
Apprentice	Technological and
Part-time Technical	Professional
Compulsory part-time	Other
Continuation ¹	
Other	Community Services ²

Committees were also asked to return all payments made to teachers by way of gross salary and allowances, additional payments for special activities (some of the activities that come under the head of 'community services' attract special honoraria) and such travelling and subsistence expenses paid to teachers as could be directly attributed to instruction. In general committees were requested to compile both hours and payments on the bases they would use when making the annual statistical and financial returns to the Department of Education.

3. The Department's Annual Report for 1962/63 shows that total teaching hours in the session 1962/63 were 1,966,131 and total expenditure on instruction was £1,992,290. 98.2 per cent of the hours (1,929,982) and 96.4 per cent of the expenditure (£1,920,384) was accounted for by our enquiry. It is scarcely necessary to seek reasons for these small differences but it may be noted that on the financial side, different time periods are involved. Our enquiry related to the session (1st September to 31st August following): official statistics relate to the financial year. In regard to the teaching hours, it would seem that many committees returned net teaching hours, i.e. exclusive of authorised absences. The expenditure on teaching by course is given in Table 1. The data have been analysed by administrative area. In view of the fact that the unit of administration is the appropriate local government unit (county, urban area or county borough) it was not considered feasible to mount a study of costs by school-size. However, in the course of this appendix, an effort will be made, with the aid of other data collected during the survey, to arrive at some estimates of unit costs in various sizes of school.

4. Tables 2 (a) and 2 (b) show the cost per teaching hour and per student by type of course. The student numbers used to calculate

¹Under Part V of the Vocational Education Act, 1930, children between the ages of 14 and 15 years not attending school, are obliged to attend classes in continuation subjects for 120 hours per session. This part of the Act is in operation in the county boroughs of Cork, Limerick and Waterford.

²Services, usually of a non-teaching nature given by teachers voluntarily or as part of their duties. Examples include advice and assistance with rural building projects given by Building Teachers, home advisory and demonstration activities of Domestic Science Teachers, the organisation of Macra na Tuaithe Clubs by Rural Science Teachers, organisation of Feiseanna by Irish Teachers.

V
TABLE D. 1

Vocational Education—Actual Expenditure on Teaching, by Course and Type of Scheme, 1962/3

(£)

Type of Scheme	Day Courses						Evening Courses				Communi- ty Services	Total expend- iture
	Continua- tion	Whole- time Technical	Appren- tice	Part- time Technical	Part V	Other	Appren- tice	Technical and Commer- cial	Technol. and Pro- fessional	Other		
All	1,278,507	125,992	92,200	64,439	15,633	27,023	29,961	147,645	21,178	48,428	48,264	1,899,270
County												
Boroughs ...	253,274	103,210	74,349	61,390	15,633	6,256	22,138	61,264	20,063	14,335	18	631,930
Dublin City ...	170,202	84,537	65,280	47,516	—	2,991	17,054	52,070	15,546	931	—	456,127
Urban ...	79,952	—	3,183	595	—	3,591	2,780	5,796	205	6,942	178	103,222
Dún												
Laoghaire	18,252	—	1,405	—	—	2,479	881	746	131	3,770	—	27,664
Counties ...	945,281	22,782	14,668	2,454	—	17,176	5,043	80,585	910	27,151	48,068	1,164,118

V
TABLE D. 2

Vocational Education, 1962/63

*(a) Estimated Cost of Instruction per Teaching Hour by Type of Course and Type of Scheme
(in shillings)*

Type of Scheme	Day Courses						Evening Courses				Communi- ty Services
	Contin- uation	Whole- Time Technical	Appren- tice	Part- Time Technical	Part V	Other	Appren- tice	Technical and Commer- cial	Technol. and Pro- fessional	Other	
All	19·0	28·4	26·4	26·2	19·9	17·6	17·5	18·2	27·4	17·2	17·7
County Boroughs	20·0	31·6	28·4	27·0	19·9	26·8	17·1	19·2	28·4	16·1	22·6
Dublin City ...	19·6	33·6	29·0	31·6	—	23·6	16·8	19·4	31·8	34·8	—
Urban	19·8	—	25·4	15·5	—	20·6	19·0	16·2	15·3	18·0	25·8
Dún Laoghaire ...	19·5	—	37·8	—	—	24·8	16·9	14·5	15·9	15·0	—
Counties	18·7	19·4	12·0	16·6	—	15·7	18·6	17·7	16·8	17·6	17·7

(b) Estimated Cost of Instruction per Student, by Type of Course and Type of scheme (in £s)

Type of Scheme	Day Courses					Evening Courses	Community Services
	Continuation	Whole-time Technical	Apprentice	Part V	Part-time Technical and other	All Courses	
All	45·45	80·92	19·10	—	10·85	4·10	—
County Boroughs	46·83	96·28	22·86	—	16·23	4·82	—
Dublin City ...	47·56	112·87	24·93	—	23·90	4·68	—
Urban	44·07	—	9·45	—	6·40	3·43	—
Dún Laoghaire ...	48·03	—	16·13	—	7·20	2·95	—
Counties	45·21	46·97	15·41	—	7·83	3·70	—

the totals in Table 2 (b) are the individual enrolments by course as given in Table II, Appendix IV of the Department's Annual Report for 1962/63.

5. In these and subsequent tables the figures for the county boroughs include Dublin, Cork, Limerick and Waterford. Dublin has been shown separately as it provides the widest range of technical courses and so might be expected to have a unique pattern of unit costs. Similarly, the figures for urban schemes cover Bray, Drogheda, Dún Laoghaire, Galway, Sligo, Tralee and Wexford. Again Dún Laoghaire is also shown separately as it was thought unit costs there might be more similar to those in Dublin than in the other urban schemes. Some observations on the unit costs on continuation and whole-time technical courses are made in the following paragraphs.

6. **Continuation :** Costs per teaching hour appear to vary little between schemes, being lowest in the counties and highest in the county boroughs. The average for all schemes was 19/-. The slightly higher costs in the county boroughs and urban schemes may be due to higher average salaries per teacher in these areas as compared with the counties. It is said that there is a certain drift to the cities and urban schemes from the rural areas of teachers with some years teaching service. In the urban schemes also the teachers tend to stay with the same committee throughout their teaching career. The higher salaries paid to graded teachers in the cities and some urban schemes may also be a factor leading to higher average salaries in these areas.

7. It should be noted that payments made to non-teaching principals were deducted from the cost of instruction and included under costs of administration. This involved an adjustment of slightly more than £20,000 in the county boroughs. In the urban schemes, where Chief Executive Officers teach for approximately 300 hours per year, one-third of their gross salaries were ascribed to instruction.

8. In contrast to the comparative uniformity of the teaching hour costs, the cost per student shows slight but interesting variations. In particular, Dublin and Dún Laoghaire have the highest costs although cost per teaching hour in these areas are lower than in county borough and urban schemes generally. This would suggest that the teaching time provided per student is rather more generous in Dublin and Dún Laoghaire than elsewhere³. As the continuation course time-table is pretty uniform throughout the country, this would suggest smaller class-groups and hence, lower student/teacher ratios. Table 7 in Appendix X.B., however, shows that the ratios in both these schemes are high : this is as might be expected in two schemes where prospective students had to be refused admission due to overcrowding. The reason for the apparent generosity in teaching time on continuation courses in Dublin and Dún

³This point is referred to also in Chapter 10.

Laoghaire, therefore, is not clear. It may simply reflect a problem of ensuring adequate teaching hours for all the teachers required to service the many varied courses provided by these committees.

9. **Whole-time technical courses:** The high teaching hour cost reflects the higher salaries paid to technological and specialist teachers. The very high cost per student is partly due to the small number of students and also to the fact that many technical courses require low student/teacher ratios. This fact may be expected to offset any tendency for the cost to decrease as the number of technical students gradually grows.

OTHER COSTS

10. The other expenses of vocational education as already mentioned, are administration, maintenance of schools and classes and miscellaneous items⁴. For the financial year 1962/63 these totalled £970,000, divided as follows:—

V
TABLE D. 3

Vocational Education—Other Current Expenditure 1962/63

Type of Scheme	Administration £	Maintenance £	Other £
County Boroughs ...	82,328	315,649	24,405
Dublin City ...	58,254	241,304	21,486
Urban ...	16,984	32,438	1,833
Counties ...	126,792	346,594	22,978

Source: Annual Report 1962/63.

11. We added a further sum of £21,114 to 'administration' in respect of payments to principal teachers who do no formal teaching. £20,430 of this related to the county boroughs (£13,248 to Dublin City).

12. It is extremely difficult to apportion these general items over the various types of course in a way that will reflect accurately their importance and cost. Technical courses may require expensive machinery, large quantities of material and perhaps special rooms not used for other courses. Evening courses may lead to heavy expenditure on lighting and heating. Maintenance in particular, will vary considerably according to whether a course is of a general or technical type and theoretical or practical. This item, incidentally covers not only actual maintenance, but costs of materials, equipment and furniture, wages of porters, attendants, caretakers, cleaners and also interest and redemption on capital borrowings raised on committees' own account.

⁴Scholarships are considered later.

13. The relative importance of the various courses in different areas is shown in Table 4 (which repeats the material in Table 10.30).

14. It is clear that to divide the general costs by teaching hours would not give a true picture of the cost of the various courses. It might not prove too unsatisfactory for the urban and county schemes as the vast bulk of expenditure in these areas must relate to continuation courses, but it would give most misleading results for the county boroughs and especially for Dublin. It was decided, therefore, to apportion these expenses on the basis of the cost of instruction on the different courses. The results are given in Table 5. This method takes account both of the size of courses and of the fact that a course requiring expensive teachers is also very likely to require expensive equipment and materials. The main defect is that it inflates the cost of courses which require expensive teachers but are largely theoretical in content e.g. evening technological and professional courses. Without detailed costings at institutional level, it is impossible to resolve these difficulties. Such refinement is scarcely necessary for our purposes. It may be noted however, that the areas mainly affected, Dublin City and Cork City, should both be in a position to undertake the necessary investigations⁵.

15. However, as the demerits of the method adopted show up most acutely in Dublin, an effort was made to refine the figures somewhat for this scheme. All whole-time technical courses and the bulk of professional and apprentice classes are conducted in the four colleges, the Colleges of Technology, Bolton Street and Kevin Street, the College of Commerce, Rathmines and St. Mary's College of Domestic Science, Cathal Brugha Street. An estimate was obtained of the cost of maintenance for the colleges and this was assigned to whole-time technical courses, day apprentice and day part-time technical courses, evening apprentice, technological and professional courses. Using teaching hours only as the basis of allocation, the following results were obtained:—

OTHER CURRENT COSTS PER TEACHING HOUR IN DUBLIN CITY, 1962/63 (in shillings)

Continuation courses, other day courses, evening technical and commercial, and other evening courses.....	14.98
Whole-time technical courses, part-time technical, day and evening apprentice courses, evening technological and professional courses.....	22.71

OTHER CURRENT COSTS PER STUDENT IN DUBLIN CITY, 1962/63 (in £'s)

Continuation.....	36.31	Evening apprentice	} 4.10
Whole-time technical.....	76.40	„ technical and commercial	
Apprentice.....	19.56	„ technological and professional	
Part-time technical	} 17.05	„ Other	
Other			

⁵We have since learned that costings of this type are kept by the City of Cork Vocational Education Committee.

V
TABLE D. 4

Vocational Education—Total Teaching Hours by Scheme and Percentage Distribution of Teaching Hours by Course Within Each Type of Scheme, 1962/63

Type of Scheme	Total Teaching Hours	Day Courses				Evening Courses				Community Services
		Continuation	Whole Time Technical	Apprentice	All Other	Apprentice	Technical and Commercial	Technol. and Professional	Other	
		Percentage Distribution								
All	1,929,982	69.6	4.6	4.2	4.9	1.8	8.4	0.8	2.9	2.8
County Boroughs ...	559,497	45.4	11.7	9.4	11.8	4.6	11.4	2.5	3.2	—
Dublin City	386,097	44.9	13.1	11.7	8.4	5.3	13.9	2.5	0.2	—
Urban	105,813	76.5	—	2.4	4.0	2.7	6.7	0.3	7.3	0.1
County	1,264,672	79.8	1.9	1.9	2.0	0.4	7.2	0.1	2.4	4.3

V
TABLE D. 5

Vocational Education

a) Other Current Costs, per Teaching Hour, Allocated by Type of Course and Type of Scheme, 1962/63
(in shillings)

Type of Scheme	Day Courses						Evening Courses				Community Services
	Continuation	Whole-time Technical	Apprentice	Part-time Technical	Part V	Other	Apprentice	Technical and Commercial	Technol. and Professional	Other	
All	10·2	15·0	12·4	14·0	14·0	7·2	9·2	9·8	14·6	8·0	3·0
County Boroughs	14·0	22·0	19·8	19·0	14·0	4·0	14·0	13·4	14·0	11·2	—
Dublin City ...	14·4	24·4	21·2	23·2	—	20·8	12·2	14·2	23·4	25·6	—
Urban	10·0	—	11·0	7·6	—	10·2	9·4	8·0	7·6	9·0	12·8
Dún Laoghaire ...	12·6	—	24·7	—	—	16·2	11·0	9·5	10·4	9·8	—
Counties	8·3	8·7	5·3	7·4	—	6·9	8·2	7·8	8·8	8·9	2·6

(b) Other Current Costs, per Student, Allocated by Type of Course and Type of Scheme, 1962/63
(in £'s)

Type of Scheme	Day Courses					Evening Courses	Community Services
	Continuation	Whole-time Technical	Apprentice	Part V	Part-time Technical and other	All Courses	
All	24·20	43·09	10·81	—	6·64	2·11	—
County Boroughs	32·82	67·47	16·02	—	11·37	3·38	—
Dublin City ...	34·86	82·72	18·28	—	17·52	3·43	—
Urban	21·89	—	4·69	—	3·18	1·72	—
Dún Laoghaire ...	31·37	—	10·53	—	4·83	1·93	—
Counties	20·10	22·97	6·80	—	3·50	1·79	—

V
TABLE D. 6

Vocational Education—Scholarships 1962/63 (in £'s)

Scheme	Continuation	Whole-time Technical	Apprentice	Other	Total
All	25,485	10,805	5,730	1,650	43,670
County Boroughs	2,343	227	1,992	365	4,927
Dublin City ...	1,747	—	1,732	45	3,524
Urban	365	378	395	—	1,138
County	22,777	10,200	3,343	1,285	37,605

V
TABLE D. 7

VOCATIONAL EDUCATION

(a)—Estimated Cost of Scholarships and Prizes (1)—per Teaching Hour and (2)—per Student, by Main Type of Course and Type of Scheme, 1962/63 (in shillings)

Type of Scheme	Continuation		Whole-time Technical		Apprentice		Other	
	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
All	0.41	19.4	2.4	138.8	1.5	25.8	0.34	4.5
County Boroughs ...	0.22	10.5	0.07	4.2	0.79	12.8	0.15	1.8
Dublin City	0.26	12.2	—	—	0.77	13.2	0.03	0.43
Urban	0.10	4.5	...	...	...	...	...	...
County	0.45	21.8	...	...	...	...	...	...

... Not possible to allocate the expenditure in this manner. Payments are made by these schemes but students are following courses in other types of scheme, including the county boroughs.

16. Comparison with Table 5 shows that the differences are slight, 'continuation' in particular being almost constant. The figures given above, however, do avoid the illogical difference in cost of day and evening apprentice courses. It is likely that on the whole, they reflect the position in Dublin a little more accurately than the figures in Table 5. They have been adopted, accordingly in Table 9.

17. The other current costs in urban and county schemes were looked at also, on the basis of teaching hours only. It was found that the results differed only marginally from those in Table 5.

18. There remains one final item of expenditure, scholarships and prizes. For the financial year 1962/63, expenditure on scholarships amounted to £45,160. All but £1,500 was accounted for, broken down as in Table 6. Expenditure on prizes totalled £2,038, of which £1,848 went to continuation students (£1,300 in county schemes).

19. The allocation by teaching hour and student of this expenditure on scholarships and prizes is given in Table 7. As technical and apprentice scholarships are generally tenable outside the areas granting them, it is not possible to give a complete breakdown by area.

20. Some comment on this table may be useful. In the case of continuation courses much of the scholarship support is attributable to travel scholarship schemes in rural areas. In 1962/63 these schemes were in operation in Counties Cavan, Cork, Donegal, Galway, Kerry, Laoighis, Leitrim, Louth, Mayo, Roscommon, Sligo, Tipperary (N.R.) Westmeath, Waterford and Wicklow. Total expenditure was £12,446 and the number of students benefiting 1,692. Special assistance is also being provided in Dublin to children from Ballyfermot attending city vocational schools (expenditure in 1962/63—£780, number of students covered 174).

21. Much of the remaining expenditure under the head of continuation scholarships does not relate directly to continuation courses in the schools, but consists of scholarship awards to enable continuation students to attend summer Irish courses in the Gaeltacht. Expenditure on these scholarships in 1962/63 was £5,500.

22. The relatively high level of support for technical and apprentice students arises from the financing arrangements for such courses. Many are organized on a national basis and a vocational education committee contributes a fixed sum towards the cost of training each student from its administration area. The number of technical scholarships in which money is actually paid to the students, is extremely small. In Dublin, incidentally, it has been the practice to award a number of free places on the senior science and engineering courses. The maximum amount foregone in fees is £100. The 'scholarships' to apprentices can be explained in a similar manner. In the main, these are grants towards the cost of training certain apprentices, generally on block release courses in Dublin, Cork or Limerick, though courses have been organized in other centres. The apprentices mainly concerned are employees of the E.S.B., Bord na Móna, Comhlucht Siúicre Éireann and Post Office technician-trainees. In all cases also, the employers make a substantial financial contribution.

23. This item has been examined in some detail as the table could otherwise be most misleading. It is also a form of expenditure that is likely to increase rapidly in the future as technical and apprentice training develops. It is clearly not altogether appropriate to describe it as scholarship payments.

24. There are two further items, which, while no payments are made, result in a loss of fee income to committees. The first is the remission of fees in necessitous cases; no data is available on the amount involved, but it must be quite small as fees are generally low.

The other is the granting of free places (described as entrance scholarships); this is a common practice in the cities and towns. We have been able to identify £650 as coming under this head.

25. There is finally the matter of interest charges and repayment of capital. Capital for vocational education is most frequently provided by way of grants from the rating authority, the amortization being borne equally by the authority and the State. Vocational committees from time to time however, raise monies on their own account and the amount outstanding is rising slowly. The most important borrower has been the Dublin City Committee, although it also has lately resorted to grants from the Corporation, due to the very large amounts it has to borrow at present. Interest and repayment charges on monies raised by the Committees, come under the heading of 'maintenance'. In 1962/63 these capital charges totalled £155,636, of which £68,798 related to Dublin, £45,000 approximately being in respect of the four technical colleges. These sums are included in Tables 3, 5 and 8.

26. In 1962/63, the amount of interest and repayment charges borne by the rating authorities and the State was £134,250. This amount was not included in the calculation of the costs shown in Table 5. It was added to the amount shown for maintenance in Table 3 and the aggregate was allocated as shown in Table 8.

V
TABLE D. 8

Vocational Education—Payments in Respect of Maintenance, including All Interest and Repayments on Capital by Type of Scheme, 1962/63 (in £'s)

Type of Scheme	Amount
	£
County Boroughs	336,449
Dublin City	256,246
Urban	34,838
Counties	457,644
All Schemes	828,931

27. Table 9 shows the other current costs per teaching hour and per student including the figures for scholarships and prizes given in Table 7, and the aggregate figures for maintenance given in Table 8. Table 10 shows the aggregate costs per teaching hour and per student and is an amalgamation of the data in Tables 2 and 9.

28. The most interesting feature of Table 10 is not that costs are lowest in urban and county schemes and generally highest in county boroughs but that they are so significantly lower, even for the continuation course. As all vocational schools can be presumed to be well maintained, the difference in unit costs must be due to the higher cost of services and the larger administrative organizations in the county boroughs.

V
TABLE D. 9

Vocational Education—Other Current Costs¹ by Course and by Type of Scheme, 1962/63

(a) Cost per teaching hour (in shillings)

Type of Course	Day Courses						Evening Courses				Community Services
	Continuation	Whole-time Technical	Apprentice	Part-time Technical	Part V	Other	Apprentice	Technical and Commercial	Technol. and Professional	Other	
All	10·8	17·5	13·9	14·0	13·9	7·5	11·1	9·7	14·6	9·2	9·4
County Boroughs	14·2	22·2	19·9	19·0	13·9	18·3	12·0	13·5	19·9	11·3	—
Dublin City ...	15·2	22·7	23·5	22·7	—	15·0	22·7	15·0	22·7	15·0	—
Urban	10·4	—	13·2	8·1	—	10·7	9·9	8·4	8·0	9·4	13·4
Dún Laoghaire ...	12·7	—	24·6	—	—	16·2	11·1	9·5	10·4	10·0	—
Counties	10·1	9·2	6·1	8·5	—	8·0	9·5	9·1	8·6	9·0	9·1

(b) Cost per student (in £'s)

Type of Course	Day Courses				Evening Courses	Community Services
	Continuation	Whole-time Technical	Apprentice	Part-time Technical and Other	All courses	
All	25·20	50·20	12·10	6·90	2·21	—
County Boroughs ...	33·36	67·70	16·70	12·30	3·38	—
Dublin City	36·31	76·40	19·56	17·05	4·10	—
Urban	23·15	—	4·91	3·33	1·78	—
Dún Laoghaire ...	31·36	—	10·55	4·71	1·93	—
Counties	25·10	24·10	7·90	4·02	1·89	—

¹Including interest and loan repayments borne directly by the State and rating authorities.

V
TABLE D. 10

Vocational Education—Combined Teaching and Other Costs by Course and Type of Scheme, 1962/63

(a) Costs per teaching hour (in shillings)

Type of Course	Day Courses						Evening Courses				Community Services
	Continuation	Whole-time Technical	Apprentice	Part-time Technical	Part V	Other	Apprentice	Technical and Commercial	Technol. and Professional	Other	
All	29·8	46·9	40·3	40·2	33·8	25·1	28·6	27·9	42·0	26·4	27·1
County Boroughs	34·2	53·8	48·3	46·0	33·8	45·1	29·1	32·7	48·3	27·4	22·6
Dublin City ...	34·8	56·3	52·5	54·3	—	38·6	39·5	34·4	54·5	49·8	—
Urban	30·2	—	38·6	23·6	—	31·3	28·9	24·6	23·3	27·4	39·2
Dún Laoghaire ...	32·2	—	62·4	—	—	41·0	28·0	24·0	26·3	25·0	—
Counties	28·8	28·6	18·1	25·1	—	23·7	28·1	26·8	25·2	26·6	26·8

(b) Costs per student (in £'s)

Type of Course	Day Courses				Evening Courses	Community Services
	Continuation	Whole-time Technical	Apprentice	Part-time Technical and Other	All courses	
All	70·65	131·12	31·20	17·75	6·31	—
County Boroughs ...	80·19	163·98	39·56	28·33	8·20	—
Dublin City	83·87	182·27	44·49	40·95	8·78	—
Urban	67·22	—	14·36	9·73	5·21	—
Dún Laoghaire ...	79·39	—	26·68	11·91	4·88	—
Counties	70·31	71·07	23·31	11·85	5·59	—

UNIT COSTS BY SCHOOL SIZE

29. As mentioned earlier it was not possible to do this study by school size. However, some estimates of the costs for continuation courses in different sizes of school can be made using the data in Tables 2 and 9 and data on average weekly teaching hours per student, which is given in Table 3, Appendix X.B. For convenience, the figures are repeated here.

V
TABLE D. 11

*Average Weekly Teaching Hours per Student on Day Continuation Courses by E—
Size and by Centrality of Schools*

Number of students in enrolment	Centrality						TOTAL
	Cities	Towns 5,000	Towns 1,500-5,000	Villages 500-1,500	Villages 200-500	Rural	
0-99	1.72	1.60	1.49	1.44	1.49	1.64	1.50
100-149	1.37	1.38	1.53	1.28	1.26	1.09	1.41
150-199	1.24	1.14	1.18	1.16	—	—	1.18
200-299	1.21	1.24	1.24	1.18	—	—	1.22
300 and over ...	1.26	1.11	—	—	—	—	1.20
All sizes	1.25	1.22	1.41	1.33	1.41	1.53	1.33

Source : Census on 1 February, 1964.

30. As the average number of weeks for which instruction is given in vocational schools is 36, we can convert the figures in Table 11 into average teaching hours per student for the session (Table 12). If these are multiplied by the average costs per teaching hour in Tables 2 and 10, we get estimates of the teaching and other current costs per student in schools of different size. The appropriate unit costs for county borough, urban and county schemes were applied to the number of schools in each size category in each type of scheme and the totals averaged for each size-category. This gave the results in Table 13.

V
TABLE D. 12

Continuation Courses—Average Annual Teaching Hours per Student by Size of School

Size	0-99	100-149	150-199	200-299	300 and over
Average annual teaching hours per student ...	54	50.76	42.48	43.92	43.2

V
TABLE D. 13

Estimated Teaching and Other Current Costs of Wholetime Day Continuation Courses per Student by Size of School 1962/63 (in £'s)

Size	0—99	100—149	150—199	200—299	300 and over	All Schools
Teaching costs ...	27·7	25·7	22·8	25·9	27·5	25·8
Other current ...	50·7	45·7	40·3	42·6	42·6	45·5
Total costs ...	78·4	71·4	63·1	68·5	70·1	71·3

**DISTRIBUTION OF EXPENDITURE ON VOCATIONAL EDUCATION
BY COURSE IN 1962/63 AND 1970/71**

31. Using data in Table 10 and the numbers of individual students given in the Annual Report for 1962/63, the percentage distribution of expenditure on vocational education in 1962/63 is estimated to have been as shown in Table 14.

V
TABLE D. 14

Vocational Education—Percentage Distribution of Expenditure, by Type of Course, 1962/63

Continuation	Wholetime technical	Apprentice	Part-time technical and other day courses	Part V	All evening courses	Community Services
Percentage Distribution						
68·8	7·0	4·8	4·5	0·8	13·0	1·6

32. In chapter 4 of the report it is estimated that by 1970 there will be 38,000 continuation students, 5,000 wholetime technical, 8,000 apprentice, 8,600 part-time technical and other day students and 64,000 evening students. Assuming that changes in costs are reflected equally in the unit costs for the various courses, the distribution of expenditure in 1970/71 is expected to be as shown in Table 15.

V
TABLE D. 15

Vocational Education—Projected Percentage Distribution of Expenditure, by Type of Course, 1970/71

Continuation	Wholetime technical	Apprentice	Part-time technical and other day courses	Part V	All evening courses	Community Services
Percentage Distribution						
63·6	15·6	5·9	3·6	0·6	9·6	1·1

33. However, as capital expenditure on technical colleges between 1963 and 1970 is projected in chapter 5 to amount to £4.5 million out of a total projected capital expenditure of £9.5 million, it is likely that the proportion of expenditure going to technical and apprentice courses will be somewhat greater than is estimated here.

STUDY OF INVESTMENT IN EDUCATION

In association with O.E.C.D.

Vocational Education Committee.....

Expenditure on Instruction in the Session 1962/63

Activity	Number of Hours ^o	Total Payments† to Teachers and Headmasters
		£
<i>Day:</i>		
Continuation ...		
Whole-Time Technical and Commercial ...		
Apprentices		
Part-Time Technical ...		
Other		
<i>Evening:</i>		
Apprentice-type ...		
Technical and Commercial Type ...		
Professional and Technological Type		
Other		
<i>Community Services:</i>		
Total for all activities ...		

Total payments to non-teaching Principals.....£.....

^oNumber of hours should equal those shown in the final column of interleaved Table IX of V.35 and total payments to each teacher should be allocated to the activities according to the distribution of this total.

†Total Payments are to be compiled on the same basis as that shown in Table (11) Section 2—Instruction—of Expenditure Analysis (Page 5)—V.15.

Signed.....
Chief Executive Officer.

Date.....1963

Vocational Education Committee_____

WORK SHEET ACTIVITY

[illegible]

Signed
Chief Executive Officer

Date 1963.

STUDY OF INVESTMENT IN EDUCATION
in association with OECD

Vocational Education Committee _____

DETAILS OF SCHOLARSHIPS AND PRIZES FOR THE SESSION 1962/63

Activity	Number of Scholarships			Value of Scholarships			Prizes
	Travelling	Other	Total	Travelling £	Other £	Total £	Value £

Signed : _____
Chief Executive Officer.

Date: _____ 1963.

APPENDIX V : SECTION E

Educational Expenditure from Public Funds

1. The tables which appear in this section are intended to supplement those given in chapter 5. They present some historical time-series of expenditure from Public Authority funds. The data have been assembled in a manner which it is hoped will facilitate comparison with the material in chapter 5. Thus in Table 1 the first three items relate to national school education, and have their counterparts in Table 1 of chapter 5. Other items have been similarly arranged. Expenditure on secondary schools is comparable with the data given for state grants in Table 5.4 and grants to vocational education committees is comparable with the item on the income side of Table 5.10.

2. The one exception to this direct comparability occurs with university expenditure. Here, grants have been split between those of a general nature and those which are tied to agricultural education. In Table 5.13 the item 'state grants' refers to the sum of these two.

3. Table 1 refers to expenditure met from central government funds, while Table 3 refers to expenditure by local authorities. In cases where services are financed jointly (e.g. school meals and school medical services) the items in these tables are the net expenditure of each authority.

4. Table 4 presents data on the income and expenditure of vocational education committees comparable with Table 5.10. It will be noted that the amounts appearing on the income side of this table under the headings 'state grants' and 'local authority grants' do not coincide with the amounts shown as paid out by these bodies in Tables 1 and 3 respectively. These discrepancies may be due to time-lags between payments and receipts. It was not possible in the time available to inquire into the matter.

5. Finally Table 6 summarises this public expenditure on education in relation to the overall budget of the central and local authorities and the national product. The educational expenditure is the sum of Tables 1 and 3. Public sector budget is the net consolidated budget of the central and local governments (that is, payments between the two have been deducted). The figures for these public sector budgets and for G.N.P. are taken from official publications for the period from 1947 onwards. Those for the earlier years are based on unofficial estimates.

V
TABLE E. 1 (a)

Central Government Expenditure on Education (£'000)

Year	National Schools			Secondary		Vocational Education		
	Current	Capital	Debt Service	Schools	Scholarships	Grants to Vocational Education Committees	Debt Service	Super-annuation
1926/27 ...	3,443	77	20	241	5	141	—	—
28 ...	3,490	130	20	262	5	135	—	—
29 ...	3,521	164	20	282	4	133	—	—
30 ...	3,498	161	20	296	4	137	—	—
31 ...	3,526	165	25	315	5	153	—	—
32 ...	3,532	111	25	332	6	163	—	—
33 ...	3,554	102	25	334	7	165	—	—
34 ...	3,374	129	25	349	8	172	—	1
35 ...	3,487	162	30	372	9	188	2	1
36 ...	3,461	173	30	392	10	207	4	2
37 ...	3,446	194	35	416	11	218	5	2
38 ...	3,439	209	35	432	11	230	7	3
39 ...	3,682	219	40	444	11	267	9	3
40 ...	3,642	257	45	462	12	282	11	3
41 ...	3,649	220	45	463	13	280	12	4
42 ...	3,693	218	50	476	13	293	13	4
43 ...	3,728	247	55	490	13	303	13	5
44 ...	3,852	258	55	516	13	303	14	6
45 ...	3,918	234	60	554	12	324	14	6
46 ...	4,033	177	65	594	11	370	14	6
47 ...	4,116	175	65	691	11	423	14	8

V
TABLE E. 1 (a)—*continued*

Central Government Expenditure on Education (£'000)

Year	National Schools			Secondary		Vocational Education		
	Current	Capital	Debt Service	Schools	Scholarships	Grants to Vocational Education Committees	Debt Service	Super-annuation
48 ...	4,961	145	70	821	11	519	14	9
49 ...	5,097	320	70	866	11	539	14	20
50 ...	5,192	517	75	894	12	591	14	22
51 ...	6,165	532	90	1,041	12	626	16	24
52 ...	7,637	569	110	1,305	12	724	19	24
53 ...	7,461	689	130	1,291	13	761	21	29
54 ...	7,464	1,088	150	1,293	13	813	28	30
55 ...	7,946	1,086	175	1,678	13	896	33	33
56 ...	8,168	1,073	205	1,740	13	1,069	37	38
57 ...	8,822	1,459	230	1,811	13	984	41	38
58 ...	8,882	1,235	260	2,305	13	1,011	46	39
59 ...	9,216	1,505	290	2,237	13	1,130	50	42
60 ...	10,067	1,550	320	2,483	13	1,207	51	47
61 ...	10,329	1,273	350	2,686	14	1,353	55	48
62 ...	11,044	1,713	380	2,929	19	1,507	60	57
63 ...	12,042	1,833	410	3,435	27	1,903	67	56
64 ...	13,476	2,342	465	3,568	74	1,888	86	66
65 ...	15,978	2,465	540	4,438	123	2,067	102	70

Source: Appropriation Accounts.

V
TABLE E. 1 (b)

Central Government Expenditure on Education (£'000)

Year	University				Other Second Level		Teacher Training	Other Third Level	Other Government Expenditure	TOTAL
	Current	Capital	Agriculture	Scholarships	Agriculture	Other				
1926/27	175	—	6	—	28	5	82	20	338	4,581
28	153	—	37	—	14	5	96	20	350	4,717
29	158	—	49	—	23	6	102	20	359	4,841
30	154	—	58	—	25	6	96	18	357	4,830
31	154	—	53	—	25	7	98	20	369	4,915
32	155	—	46	—	21	7	101	18	380	4,897
33	156	—	40	—	24	8	100	19	394	4,928
34	153	—	40	—	23	8	97	18	388	4,785
35	158	—	40	—	24	8	96	18	402	4,997
36	159	15	44	2	23	10	99	10	414	5,115
37	159	—	46	2	21	10	99	10	423	5,097
38	161	—	49	2	24	12	101	10	444	5,169
39	160	—	52	2	24	13	98	10	458	5,492
40	159	—	52	2	24	14	93	10	476	5,544
41	160	—	52	2	24	14	78	12	472	5,500
42	160	—	53	2	19	14	71	12	473	5,564
43	160	—	53	2	22	14	66	12	497	5,680
44	160	70	54	2	19	14	69	12	534	5,951
45	160	—	55	2	36	14	73	13	549	6,024
46	160	—	57	2	47	15	80	13	581	6,225
47	221	—	69	2	35	15	91	14	632	6,582
48	299	—	80	7	52	14	118	14	680	7,814
49	322	—	84	11	83	18	137	14	742	8,348
50	318	—	84	14	120	20	123	14	755	8,765

V
TABLE E. 1 (b)—*continued*

Central Government Expenditure on Education (£'000)

Year	University				Other Second Level		Teacher Training	Other Third Level	Other Government Expenditure	TOTAL
	Current	Capital	Agriculture	Scholarships	Agriculture	Other				
51	462	—	96	16	116	20	154	32	762	10,164
52	462	—	98	17	167	20	152	32	876	12,224
53	527	—	97	16	142	20	165	33	932	12,327
54	520	250	123	17	138	20	169	34	963	13,113
55	515	32	107	17	155	23	190	35	969	13,903
56	499	20	110	16	172	29	206	36	1,003	14,434
57	634	25	126	15	177	31	214	37	1,061	15,718
58	616	20	134	13	208	33	248	43	1,046	16,152
59	649	18	164	12	257	46	204	38	1,130	17,001
60	844	80	181	13	243	51	228	44	1,187	18,609
61	904	50	234	13	188	56	235	51	1,164	19,006
62	960	85	247	13	192	58	236	45	1,265	20,810
63	1,057	602	299	19	240	70	252	56	1,333	23,701
64	1,264	979	309	49	184	78	273	70	1,378	26,549
65	1,340	1,422	380	67	218	84	352	135	1,518	31,299

V
TABLE E. 2

Components of 'Other Government Expenditure' in Table E. 1 (£'000)

Year	Office of the Minister for Education	Administration Costs of Office of Public Works	School Medical Service	School Meals	Reformatory and Industrial Schools	Other	TOTAL
1926/27 ...	167	9	1	5	107	49	338
28 ...	161	14	1	11	113	50	350
29 ...	162	19	3	7	116	52	359
30 ...	160	22	6	7	118	44	357
31 ...	160	21	10	9	117	52	369
32 ...	159	14	17	13	118	59	380
33 ...	161	14	20	15	119	65	394
34 ...	153	21	22	16	118	58	388
35 ...	155	20	24	19	117	67	402
36 ...	157	26	24	18	114	75	414
37 ...	161	27	28	19	110	78	423
38 ...	174	25	30	20	108	87	444
39 ...	180	26	33	24	108	87	458
40 ...	184	35	34	26	113	84	476
41 ...	185	28	34	26	120	79	472
42 ...	183	25	33	33	119	80	473
43 ...	184	34	34	40	120	85	497
44 ...	195	44	35	53	122	85	534
45 ...	205	30	35	67	127	85	549
46 ...	220	33	40	64	128	96	581
47 ...	231	33	47	55	146	120	632
48 ...	246	23	48	66	133	164	680
49 ...	254	35	37	75	168	173	742
50 ...	268	49	37	87	161	153	755
51 ...	278	55	37	78	152	162	762
52 ...	350	49	37	84	186	170	876
53 ...	335	70	37	93	230	167	932
54 ...	322	104	40	93	220	184	963
55 ...	333	92	42	91	209	202	969
56 ...	338	96	45	93	197	234	1,003
57 ...	368	148	45	91	188	221	1,061
58 ...	366	154	53	94	178	201	1,046
59 ...	370	176	55	85	236	208	1,130
60 ...	381	179	59	90	251	227	1,187
61 ...	380	166	64	89	239	226	1,164
62 ...	443	185	68	84	231	254	1,265
63 ...	511	190	77	88	219	248	1,333
64 ...	510	220	80	88	205	275	1,378
65 ...	560	250	80	90	257	281	1,518

Source: Appropriation Accounts, except for administration costs of Office of Public Works which have been estimated. (See Chapter 5).

V
TABLE E. 3

Local Authorities—Expenditure on Education (£'000)

Year	Primary	Vocational and Secondary Scholarships	Grants to Vocational Education Committees	Capital Grants to Vocational Education Committees	University Scholarships	School Meals	School Medical Service	Reformatory and Industrial Schools	TOTAL
1926/27 ...	22	—	93	—	28	—	—	74	217
28 ...	18	—	102	—	16	—	—	78	214
29 ...	20	—	107	—	16	—	—	82	225
30 ...	20	24	73	29	16	—	—	83	245
31 ...	8	27	76	2	15	11	13	84	236
32 ...	7	24	103	3	14	19	19	85	274
33 ...	7	25	107	50	15	22	21	85	332
34 ...	7	26	117	76	16	23	25	83	373
35 ...	7	25	132	32	14	20	25	81	336
36 ...	7	31	148	78	14	23	17	80	398
37 ...	8	31	158	37	15	22	21	77	369
38 ...	9	33	170	72	16	28	24	76	428
39 ...	9	35	189	66	19	31	24	78	451
40 ...	9	37	198	17	80	30	26	80	477
41 ...	10	38	208	6	23	38	23	83	429
42 ...	9	37	206	9	21	41	28	85	436
43 ...	10	37	209	1	19	59	39	114	488
44 ...	11	33	200	—	19	79	33	136	511
45 ...	11	36	217	7	22	73	36	131	533
46 ...	13	36	244	—	21	71	37	134	556
47 ...	12	42	267	—	26	52	36	133	568
48 ...	14	46	287	5	31	101	53	137	674
49 ...	—	52	314	38	32	91	55	156	738
50 ...	—	55	350	174	39	84	60	153	915
51 ...	—	60	378	61	41	77	65	153	835
52 ...	—	63	405	238	41	122	70	220	1,159
53 ...	—	72	450	105	46	102	75	218	1,068
54 ...	—	72	492	221	45	103	80	224	1,237
55 ...	—	78	542	80	47	99	85	206	1,137
56 ...	—	81	584	140	50	102	90	193	1,240
57 ...	—	83	622	85	58	101	91	186	1,226
58 ...	—	84	648	69	58	102	107	174	1,242
59 ...	—	88	670	130	63	96	110	244	1,401
60 ...	—	90	720	126	66	95	119	244	1,460
61 ...	—	94	776	—	59	89	129	232	1,379
62 ...	—	101	847	—	66	84	137	213	1,448
63 ...	—	158	912	—	85	88	155	204	1,602

Source: Local Taxation Accounts.

V
TABLE E. 4

Current Receipts and Expenditure of Vocational Education Committees
(£'000)

Year	Current Receipts						Current Expenditure					
	State Grants	Grants from Local Authorities	Fees	Sale of Books, etc.	Other	Total	Adminis- tration	Instruc- tion	Maintenance of Schools and Classes	Scholar- ships	Other	Total
E.1932/33 ...	181·7	106·1	14·9	2·5	4·3	309·5	39·4	190·8	83·5	6·6	9·5	329·8
E. 34 ...	188·6	118·0	15·6	2·4	4·4	329·0	38·7	194·3	80·4	7·5	9·3	330·2
E. 35 ...	204·7	132·2	15·5	2·3	4·0	358·7	38·8	206·1	85·6	7·0	9·5	347·0
E. 36 ...	222·9	147·9	15·9	2·4	3·9	393·0	40·7	224·2	95·9	7·7	11·1	379·6
E. 37 ...	235·8	158·5	16·2	2·6	4·9	418·0	43·8	245·7	106·0	8·8	14·5	418·8
E. 38 ...	251·9	168·9	17·4	2·8	4·3	445·3	46·6	271·6	116·3	9·4	8·2	452·1
E. 39 ...	285·8	188·7	17·6	3·0	6·0	501·1	49·5	295·2	118·4	10·0	12·7	485·8
E. 40 ...	309·1	202·7	18·4	3·3	4·8	538·3	51·5	309·5	130·7	10·6	13·2	515·5
E. 41 ...	308·3	202·2	19·3	3·3	5·1	538·2	52·8	328·4	132·7	10·9	9·8	534·6
E. 42 ...	321·5	207·1	19·7	3·8	5·6	557·7	53·7	338·5	136·1	10·2	11·6	550·1
E. 43 ...	333·0	209·0	20·5	3·9	5·6	572·0	54·6	348·6	139·9	11·1	16·5	570·7
E. 44 ...	332·8	209·2	21·0	4·3	7·2	574·5	55·9	369·0	146·7	12·9	17·7	602·2
E. 45 ...	345·4	223·0	21·9	5·5	6·3	602·1	59·4	391·2	156·9	15·0	22·9	645·4
A. 45 ...	343·6	223·0	26·4	6·4	32·8		59·3	392·5	154·8	13·1	10·1	
46 ...	400·4	254·5	28·2	7·3	12·0	702·2	86·8	451·1	169·4	14·1	24·5	725·0
47 ...	437·8	267·7	29·1	4·9	12·4	751·8	65·9	468·0	173·9	14·5	19·2	741·5
48 ...	547·1	285·1	31·2	7·0	25·2	895·6	81·0	564·1	212·4	14·8	64·6	936·9
49 ...	561·1	316·7	37·0	7·3	22·1	944·1	87·7	577·5	229·3	17·1	46·7	958·3
50 ...	613·6	342·6	41·0	8·1	73·0	1,078·2	93·1	621·0	246·6	18·6	47·7	1,027·0
51 ...	650·9	368·4	46·3	8·2	45·4	1,119·2	99·3	648·1	257·2	19·7	59·6	1,083·9
52 ...	726·7	400·2	54·7	10·4	30·5	1,222·4	115·7	772·3	314·0	21·8	68·7	1,292·5
53 ...	766·7	444·5	65·4	10·7	134·2	1,421·4	116·3	796·0	314·1	26·5	119·9	1,372·8
54 ...	859·8	486·9	68·3	11·1	33·2	1,459·3	136·2	928·0	336·7	26·0	72·9	1,499·8
55 ...	944·5	536·6	70·3	11·4	36·0	1,598·8	142·8	999·3	366·1	30·3	39·9	1,578·5
56 ...	980·5	577·0	75·9	14·8	27·9	1,676·1	146·2	1,042·2	417·1	31·4	34·1	1,670·9
57 ...	1,000·1	616·0	97·8	12·9	40·5	1,767·3	157·0	1,131·8	423·2	32·8	41·0	1,785·9
58 ...	1,045·5	639·5	107·5	13·6	42·5	1,848·5	154·4	1,160·1	444·4	29·3	34·0	1,822·1
59 ...	1,138·7	665·0	116·1	14·8	72·2	2,006·8	162·4	1,282·7	504·0	32·8	28·7	2,010·5
60 ...	1,204·3	706·6	125·8	15·0	78·6	2,130·3	170·9	1,378·8	547·1	35·2	31·3	2,163·3
61 ...	1,313·6	766·7	131·3	16·4	73·4	2,301·5	192·0	1,551·7	576·5	37·2	35·0	2,392·5
62 ...	1,513·8	838·8	154·2	15·1	82·6	2,604·6	202·3	1,640·6	607·7	42·1	41·0	2,533·7
63 ...	1,794·2	898·2	191·4	16·7	83·3	3,032·9	226·1	1,992·3	694·7	47·2	49·2	3,009·4

Source: Annual Reports of the Department of Education.

E.—Estimated breakdown.

A.—Actual breakdown.

V
TABLE E. 5

Capital Expenditure of Vocational Education Committees (£'000)

Year					Expenditure (£)
1932/33	...	...	...	...	11.1
34	...	...	...	...	56.9
35	...	...	...	...	57.4
36	...	...	...	...	115.7
37	...	...	...	...	133.5
38	...	...	...	...	95.4
39	...	...	...	...	118.0
40	...	...	...	...	135.3
41	...	...	...	...	72.0
42	...	...	...	...	41.3
43	...	...	...	...	44.0
44	...	...	...	...	50.8
45	...	...	...	...	23.7
46	...	...	...	...	16.9
47	...	...	...	...	11.9
48	...	...	...	...	33.4
49	...	...	...	...	27.0
50	...	...	...	...	91.0
51	...	...	...	...	133.8
52	...	...	...	...	164.7
53	...	...	...	...	295.1
54	...	...	...	...	258.9
55	...	...	...	...	247.6
56	...	...	...	...	327.4
57	...	...	...	...	502.8
58	...	...	...	...	292.6
59	...	...	...	...	268.1
60	...	...	...	...	356.8
61	...	...	...	...	360.4
62	...	...	...	...	353.9
63	...	...	...	...	721.9
64	...	...	...	...	1,000.8
65	...	...	...	...	1,239.5

Source: Annual financial returns of vocational educational committees (unpublished). Supplied by the Department.

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TABLE E. 6

*Public Expenditure on Education as a Percentage of the Total Public Sector Budget
and of G.N.P.*

Year	(1) Total Public Expenditure on Education £'000	(2) Total Public Sector Budget £ mil.	(3) (1) as Percentage of (2)	(4) G.N.P. (Factor Cost) £ mil.	(5) (1) as Percentage of (4)
1926/27	4,798	34.0	14.1	154.1	3.1
28	4,931	34.0	14.5	156.8	3.2
29	5,066	35.0	14.5	159.2	3.2
30	5,075	33.0	15.4	161.4	3.2
31	5,151	32.0	16.1	156.2	3.3
32	5,171	33.0	15.7	150.0	3.4
33	5,260	33.0	15.9	146.1	3.6
34	5,158	40.0	12.9	142.1	3.6
35	5,333	41.0	13.0	146.7	3.6
36	5,513	42.0	13.0	151.5	3.6
37	5,466	43.0	12.7	156.0	3.5
38	5,597	44.0	12.7	157.8	3.5
39	5,943	48.0	12.4	161.4	3.7
40	6,021	49.0	12.3	169.4	3.6
41	5,929	49.0	12.1	184.0	3.2
42	6,000	54.0	11.1	200.0	3.0
43	6,168	54.0	11.4	221.0	2.8
44	6,462	56.0	11.5	246.0	2.6
45	6,557	59.0	11.1	259.8	2.5
46	6,781	65.5	10.4	283.6	2.4
47	7,150	72.0	9.9	296.8	2.4
48	8,488	84.1	10.1	309.6	2.7
49	9,086	97.2	9.3	333.7	2.7
50	9,680	110.3	8.8	347.9	2.8
51	10,999	118.6	9.3	357.9	3.1
52	13,383	138.9	9.6	382.3	3.5
53	13,395	146.1	9.2	421.3	3.1
54	14,350	169.4	8.5	458.1	3.1
55	15,040	174.6	8.6	464.6	3.2
56	15,674	175.4	9.0	485.1	3.2
57	16,944	193.5	8.8	483.2	3.5
58	17,394	194.5	8.8	501.4	3.5
59	18,402	182.7	10.0	515.1	3.6
60	20,069	195.1	10.3	548.5	3.7
61	20,385	214.7	9.5	585.3	3.5
62	22,258	235.3	9.5	631.7	3.5
63	25,303	256.9	9.8	683.0	3.7

APPENDIX VI

OUTPUT, PARTICIPATION AND FLOW PATTERN

1. The following are the details of the school returns referred to in paragraph 6.12 :—

TABLE VI. 1

Destinations of Intermediate Certificate Candidates 1963, by Examination Results
(Actual Returns, not expanded)

Examination Result Destination	Boys				Girls				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Secondary (including Secondary Top):									
Junior Cycle	300	175	180	655	256	275	122	653	1,308
Senior Cycle ¹	3,073	1,972	456	5,501 ²	3,246	2,693	236	6,175 ²	11,676 ²
Total Secondary	3,373	2,147	636	6,156	3,502	2,968	358	6,828	12,984
Commercial	8	16	12	36	212	556	139	907	943
Other full-time Education:									
Vocational School	29	99	117	245	95	237	82	414	659
Agricultural	7	18	8	33	3	18	3	24	57
Other School or College	13	19	9	41	26	86	21	133	174
Total Other full-time Education	49	136	134	319	124	341	106	571	890
Left full-time education	125	291	297	713	184	587	182	953	1,666
TOTAL RETURNS	3,555	2,590	1,079	7,224	4,022	4,452	785	9,259	16,483
Total Candidates ³	4,065	2,968	1,251	8,284	4,258	4,871	855	9,984	18,268
Response Rate Per Cent	87·5	87·3	86·3	87·2	94·5	91·4	91·8	92·7	90·2

¹Includes 108 boys (79 Honours, 25 Pass, 4 Fail) returned as entering Novitiate (mainly Christian Brothers).

²See paragraph VI. 2 below.

³Annual Report (S.O.) 1962-63.

2. The totals for senior cycle (but not the details by result) can be checked against the totals for the first year senior classes as given in the Annual Reports. It will be seen that there is close agreement.

TABLE VI. 2
Comparison of First Year Senior Stock with Estimate

First Year Senior Class 1963/4	Boys	Girls
<i>Estimate:</i>		
(a) Total from returns	5,501	6,175
(b) Response rate	87.2%	92.7%
Expanded total: (a)/(b)	6,308	6,661
Repeats ¹	60	130
Non-examinees ¹	150	100
Estimated total	6,518	6,891
Total Secondary ²	6,527	6,262
Total Secondary Top ³	32	552
Total (Secondary and Secondary Top)	6,559	6,814
Excess of estimate	-41	+77

¹Estimated from survey (Q.5., Form D2).

²Annual Report 1963/4 (S.O.). (Not yet published).

³Estimated, from survey (Q.5., Form D2)—see also par. VI 14.

3. The details of the school returns “Left Full-Time Education” were as follows:—

TABLE VI. 3
Details of ‘Left Full-Time Education’ (in Table VI. 1) (Actual Returns, Not Expanded)

Intermediate Certificate Result	Male				Female				TOTAL
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Employment									
By own } on farm ...	14	47	63	124	16	40	22	78	202
family } in business	10	23	46	79	6	32	13	51	130
Total family employment ...	24	70	109	203	22	72	35	129	332
Farm	1	1	9	11	0	0	1	1	12
Industry	45	79	49	173	21	89	17	127	300
Distribution	9	27	35	71	16	57	14	87	158
Transport	5	12	7	24	0	3	1	4	28
Public Services (other than industry) ...	9	16	4	29	40	110	18	168	197
Other Employment ...	22	59	43	124	55	149	42	246	370
Total non-family Employment ...	91	194	147	432	132	408	93	633	1,065
Unaccounted for ...	4	13	17	34	10	48	33	91	125
Unemployment and other	6	14	24	44	20	59	21	100	144
TOTAL ...	125	291	297	713	184	587	182	953	1,666

4. The following is a summary of the returns for secondary tops (girls). As the number of boys entered from secondary tops was so small (85) it is not proposed to show their returns separately from the general returns.

TABLE VI. 4

General Destinations of Intermediate Certificate Candidates 1963 by Examination Result

Secondary Tops (Girls)

Examination Results Destination	Honours	Pass	Fail	Total
	Percentage			
Secondary School	70.0	45.4	39.5	55.4
Commercial School	12.4	16.8	9.2	14.4
Other Full-time Education ...	4.8	11.9	10.5	8.8
Left Full-time Education ...	12.8	25.9	40.8	21.4
Total of Percentages	100.0	100.0	100.0	100.0
TOTAL RETURNS	454	548	76	1,078
Total Candidates ¹	1,293		99	1,392

¹Derived from Annual Report 1962/63 (S.O.) and Departmental lists (unpublished).

TABLE VI. 5

General Destinations of Intermediate Certificate Candidates, 1963. By Location of School and by Examination Result(i) Boys¹

Destination	Secondary School				Commercial or other full-time education				Left full-time education				Total Returns	Total Candidates	Response Rates
Location of School	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total			
	Percentages				Percentages				Percentages						
Dublin City ² ...	91	75	58	80	2	7	10	5	7	18	32	15	1,624	1,648	98.5%
Dublin County ² ...	97	95	64	92	1	3	18	4	2	2	18	4	515	736	70.0%
Rest of Leinster ...	96	85	55	86	2	4	18	5	2	11	27	9	1,323	1,528	86.6%
Munster Co. Boroughs ³	97	84	62	86	1	7	10	5	2	9	28	9	924	1,066	86.7%
Rest of Munster ...	96	84	57	86	2	8	18	6	2	8	25	7	1,579	1,844	85.6%
Connaught ...	96	89	64	88	1	3	10	3	3	8	26	9	929	1,058	87.8%
Ulster (part of) ...	99	94	64	92	0	1	6	1	1	5	30	7	245	319	76.8%
TOTAL ...	95	83	60	85	1	6	13	5	4	11	27	10	7,139 ¹	8,199	87.1%

¹Excluding returns from secondary tops. (85 out of 85 candidates).²As used in 'List of Recognised Secondary Schools 1963-64' (S.O.). Milltown, Raheny, Rathfarnham, for example, are included under 'Dublin County'.³Cork, Limerick, Waterford.

TABLE VI. 5 (Contd.)

(ii) *Girls*¹

Destination	Secondary Schools				Commercial or other full-time education				Left full-time Education				Total Returns	Total Candidates	Response Rates
Location of School	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total			
	Percentages				Percentages				Percentages						
Dublin City ² ...	81	67	45	69	14	24	38	22	5	9	17	9	1,170	1,256	93·2%
Dublin County ² ...	90	77	43	80	8	15	39	14	2	8	18	6	533	533	100·0%
Rest of Leinster ...	88	70	48	76	7	17	34	14	5	13	18	10	1,687	1,794	94·0%
Munster Co. Boroughs ³ ...	85	61	37	68	11	24	38	20	4	15	25	12	719	840	85·6%
Rest of Munster ...	91	72	51	80	6	16	29	12	3	12	20	8	2,124	2,165	98·1%
Connaught ...	92	70	49	77	5	21	24	15	3	9	27	8	1,548	1,575	98·3%
Ulster (part of) ...	93	76	19	84	5	13	31	9	2	11	50	7	400	444	90·1%
TOTAL ...	89	70	46	76	7	19	33	15	4	11	21	9	8,181 ¹	8,592	95·2%

¹Excluding returns from secondary tops (1,078 out of 1,392 candidates).²As used in 'List of Recognised Secondary Schools 1963-64' (S.O.). Milltown, Raheny, Rathfarnham, for example, are included under 'Dublin County'.³Cork, Limerick, Waterford.

5. The secondary schools not included in the response comprised 31 boys' schools, 12 girls' schools, 10 mixed schools or 53 schools in all out of a total of 557 (228 boys, 261 girls, 68 mixed). The latter figure includes the very few schools who did not present candidates, the former figure does not. Table VI. 5 gives the response ratio and results by area. The sizes of the missing schools were as follows:—

TABLE VI. 6
Missing Schools (in Table VI.5) by E-Size of School

Size of School Total (Pupils)	Number of schools missing	Total number ¹ of Schools	Percentage of Schools missing
			%
Under 100	31	214	14
100-199	16	215	7
200 and over	6	128	5
TOTAL	53	557	9.5

¹Annual Report 1962/63.

6. The schools were also asked to indicate the destinations and the parents' occupation in the case of a random ten per cent sample of intermediate certificate candidates—those whose dates of birth were the 5th, 15th, or 25th of a month i.e. 36 days out of 365. The response to this was not quite as good as for the aggregate returns, being 85 per cent. for the boys and 82 per cent. for the girls, probably owing to some reluctance or inability to give the parent's occupation or perhaps to the novelty of the sampling method. These returns are summarised here:—

TABLE VI. 7
Destinations of Sample of Intermediate Certificate Candidates, 1963, by Examination Result

Examination Result	Boys				Girls			
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total
Destination								
	Percentages							
Secondary	93.7	78.5	66.3	83.9	88.1	65.0	37.3	72.7
Other Full-time Education	2.1	6.2	9.2	4.7 ¹	7.3	19.4	35.8	15.5 ²
Left Full-time Education	4.2	15.3	24.5	11.4	4.5	15.6	26.9	11.7
Total of percentages	100	100	100	100	100	100	100	100
Total in sample	331	275	98	704	354	397	67	818
TOTAL CANDIDATES	4,065	2,968	1,251	8,284	4,258	4,871	855	9,984

¹Vocational 3.7 per cent, Agricultural 0.7 per cent, Commercial 0.1 per cent, Other 0.1 per cent.

²Vocational 4.0 per cent, Agricultural 0.1 per cent, Commercial 11.4 per cent, Other: nil.

The overall agreement with the aggregate returns (Table 6.1) is quite good. The figure for 'left education' is rather higher (11.4 and 11.7 per cent against 9.9 and 10.3 per cent) but still within the bounds of likely sample error—with a true proportion of 10 per cent and random samples of about 700 the standard deviation is about 1.1 per cent so that the observed values are outside one deviation but within twice the deviation. Conversely if a ratio of 11.5 per cent were obtained in a random sample of about 700 the true value could confidently (to one in twenty) be said to lie between about 13.7 per cent and 9.3 per cent which range does include the aggregate value in this case. The figures for 'other education' agree very closely and the figures for 'Secondary School' are then of course slightly lower in the sample (83.9 and 72.7 per cent against 85.2 and 73.7 per cent). There are some greater discrepancies in the details however, as might be expected.

ESTIMATING JUNIOR CYCLE LEAVERS

7. The total number of pupils who move out of the junior cycle of secondary schools (other than secondary tops) in a given year can be calculated simply from available data. Thus if N_t is the total of junior cycle pupils in year t and E_t the number of new pupils who entered in year t , then M_t , the number who move out of the junior cycle in year t , is given by the equation

$$M_t = N_t + E_{t+1} - N_{t+1}$$

for all of which time-series are available.¹ These time-series are not available for the secondary tops—the only time-series available being total stock. The breakdown of total stock into junior and senior cycles has been done for two years as follows:

TABLE VI. 8(a)
Secondary Tops, Junior and Senior Stock

				Boys	Girls	Total
1st February, 1963 ¹	...	...	Junior Cycle	347	5,496	5,843
			Senior Cycle	55	880	935
			TOTAL ...	402	6,376	6,778
1st February, 1964 ²	...	...	Junior Cycle	286	5,507	5,793
			Senior Cycle	44	898	942
			TOTAL ...	330	6,405	6,735

¹School Census.

²Dept. survey (unpublished.)

Figures are not available for entrants to secondary tops. As part of the survey, however, these data were asked for in relation to 1962/63. The schools which responded represented a junior stock of 4,632 girls out of the total of 5,496: their entry figure of 1,868 was expanded

¹Annual Reports (S.O.)

in that ratio to give an estimate of 2,216 entrants in 1962/63. As a check, the number of first year pupils in the missing schools was found to be 409: taking these as entrants gives a total of 2,277 which is in close agreement with our first estimate and which suggests that first year pupils might be taken as an approximation to entrants. We take then 2,246 as the number of entrants to secondary tops in 1962/63. For 1963/64 we multiply this by the ratio of the junior stocks, to give an estimate of 2,250 entrants in the latter year.

The entry figures for boys were 129 in 1962/63 (full response) and an estimated 106 in 1963/64.

It is to be noted that some schools changed from being secondary tops in 1962/63 to being secondary schools in 1963/64.

We then compute the leavers from the secondary tops in the same way as for the secondary schools (using *n*, *e*, *m* for *N*, *E*, *M*), add them on, subtract the total who sat for the intermediate certificate in 1963 and add in the number of return examinees (Table VI. I expanded), to give the number who left the junior cycle in 1962/63 without sitting that examination. The computation is given here:

TABLE VI. 8 (b)

Estimating Junior Cycle Leavers, from Secondary Schools and Secondary Tops, 1962/63

		Junior Cycle	Boys	Girls
Secondary Schools	1962/63 ...	Nt	31,768	31,137
	1963/64 ...	Et+1	+11,967	+11,763
Secondary Tops	1963/64 ...	Nt+1	43,735 -32,856	42,900 -32,573
	Total Movers	Mt	10,879	10,327
	1962/63 ...	nt	347	5,496
	1963/64 ...	et+1	+ 106	+ 2,250
	1963/64 ...	nt+1	453 - 286	7,746 - 5,507
	Total Movers	mt	167	2,239
Secondary	(as above) ...	Mt	10,879	10,327
Total moving out of junior cycle			11,046	12,566
Total Examinees			-8,284 2,762	9,984 2,582
Return examinee ¹			+ 751	+ 704
Non-examinees entering Senior Cycle ²			- 150	- 100
Total Non-examinee Leavers.			3,363	3,186

Sources: Nt, Et total examinees: Annual Reports (S.O.); nt: February School Census.

¹Estimated from Appendix Table VI. 1.

²Estimated from Survey (Form D2. Q5).

8. The following tables give in unexpanded form the actual school returns of junior cycle leavers (non-examinees) referred to in paragraph 6.27.

TABLE VI. 9 (a)
Junior Cycle Leavers—School Returns

	Total	Vocational School	Other Full-time Education	Left Full-time Education
Boys	1,915	588	87	1,240
Girls	1,858	430	231	1,197

TABLE VI. 9 (b)
Details of 'Left Full-Time Education' (in Table VI. 9 (a))

	Total	Family Farm	Family Business	Total Family Employment	Non-Family Employment	Not yet at work and other	Unaccounted for
Boys ...	1,240	444	121	565	468	91	116
Girls ...	1,197	187	103	290	707	142	58
Total ...	2,437	631	224	855	1,175	233	174

TABLE VI. 9 (c)
Details of 'Non-Family Employment' (in Table VI. 9 (b))

	Total	Farm	Industry	Distribution	Transport	Public Service	Other
Boys ...	468	18	171	85	12	20	162
Girls ...	707	2	192	133	1	117	262
Total ...	1,175	20	363	218	13	137	424

9. Re pars. 6.31-6.33, the school returns other than for university and teacher training were as follows :

TABLE VI. 10

Destinations of Leaving Certificate Candidates 1963—Other Than University or Teacher Training

(Actual Returns, not expanded)

Leaving Certificate Result : Destination	Boys				Girls				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Commercial	19	60	10	89	241	643	80	964	1,053
Other ¹ full-time ² Education	82	290	86	458	130	286	43	459	917
Religious Life ...	98	229	25	352	118	133	15	266	618
Professional Apprenticeship ³	12	23	2	37	76	328	53	457	494
Left full-time Education ⁴	390	1,185	229	1,804	330	642	91	1,063	2,867
Unknown ⁵	79	250	55	384	59	99	12	170	554
(a) Total School Returns	680	2,037	407	3,124	954	2,131	294	3,379	6,503
'Unknown' as percentage of (a)	11.6	12.3	13.5	12.3	6.2	4.6	4.1	5.0	8.5
(b) Total Candidates	763	2,378	482	3,623	1,072	2,461	347	3,880	7,503
(a) as percentage of (b)	89.12	85.66	84.44	86.23	89.00	86.59	84.73	87.09	86.67
'Unknown' as percentage of (b)	10.35	10.51	11.41	10.60	5.50	4.02	3.46	4.38	7.38
(a) less 'unknown' as percentage of (b)	78.77	75.15	73.03	75.63	83.50	82.57	81.27	82.71	79.29

¹Other than university, teacher training or commercial.

²The term 'full-time' was not used explicitly on the form.

³cf. Table VI. 24 (b).

⁴Excluding 'Professional Apprenticeship' which are included with it in Table 6.6.

⁵Where a school return left some (but not all) destinations blank or indicated as 'unknown', or incorrectly gave university or teacher training.

These figures from the returns (other than the totals) were then divided by the response rate (last row in Table VI. 10) to give an estimate of the distribution of the total. This means in effect that the 'unknowns' were distributed proportionally among the other categories in Table VI. 10. This was done purely as a matter of convenience: it may well be that the 'unknowns' are in fact biased towards the category 'left full-time education'. In considering the

following table then one must remember that a certain percentage (between 4 and 14 per cent as in Table VI. 10) of these categories were returned as 'unknown'.

TABLE VI. 11

Destinations of Leaving Certificate Candidates 1963—Other than University or Teacher Training

(Estimated by Expanding the School Returns)

Leaving Certificate Result : Destination	Boys				Girls				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Commercial	24	80	14	118	289	779	98	1,166	1,284
Other full-time education	104	386	117	607	155	346	53	554	1,161
Professional Apprenticeship	15	30	3	48	91	397	65	553	601
Religious Life	125	305	34	464	142	161	18	321	785
Left full-time education	495	1,577	314	2,386	395	778	113	1,286	3,672
Total (equals actual number of such candidates)	763	2,378	482	3,623	1,072	2,461	347	3,880	7,503

These were then combined with the University and teacher training college figures (Table 6. 7) to give the following table:

TABLE VI. 12

General Destinations of Leaving Certificate Candidates, 1963 by Examination Result

Leaving Certificate Result : Destination	Boys				Girls			
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total
	Percentages				Percentages			
University (full-time)	42.9	22.1	2.6	26.4	18.5	6.7	0.8	10.4
Teacher Training	6.9	0.5	—	2.4	16.6	1.8	1.1	7.0
Commercial School or College ...	1.6	2.6	2.8	2.3	17.5	29.0	27.7	24.8
Other full-time education	6.8	12.6	23.7	11.9	9.4	12.8	14.9	11.8
Professional Apprenticeship	1.0	1.0	0.6	1.0	5.5	14.8	18.4	11.8
Religious Life	8.2	9.9	6.9	9.1	8.6	6.0	5.1	6.8
Left full-time education	32.5	51.3	63.4	46.9	23.9	28.9	31.9	27.4
Total of percentages	100	100	100	100	100	100	100	100
Total Candidates	1,521	3,074	495	5,090	1,653	2,689	354	4,696

10. The following tables give details of the different categories in Table 6.7.

TABLE VI. 13 (a)

Details of University Entrants (in Table 6.7)

Leaving Certificate Result : University College	Male				Female				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Dublin	346	405	5	756	127	104	3	234	990
Cork	131	104	2	237	76	32	0	108	345
Galway	97	103	2	202	70	37	0	107	309
Maynooth	53	31	1	85	—	—	—	—	85
Trinity	24	31	2	57	31	6	0	37	94
Surgeons	2	6	1	9	2	0	0	2	11
TOTAL	653	680	13	1,346	306	179	3	488	1,834

TABLE VI. 13 (b)

Details of Teacher Training College Entrants (in Table 6.7)

				Male	Female
Category of Teacher ...	National Teacher	...	...	121	276
	Physical Education	...	...	—	22
	Domestic Science	...	...	—	16
	Montessori	...	...	—	9
	Froebel	...	...	—	5
TOTAL				121	328
Leaving Certificate Results	Honours	...	...	105	275
	Pass	...	...	16	49
	Fail	...	...	0	4

11. The details of the remaining categories in Table 6.6 are given below as they were in the returns, i.e. in their unexpanded form.

TABLE VI. 14 (a)

Details of 'Other Full-Time Education', (in Table VI. 10) (School Returns, not Expanded)

Leaving Certificate Result: Destination	Boys				Girls				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Secondary School ¹ ...	40	83	60	183	43	44	12	99	232
Vocational School ...	5	45	7	57	14	57	7	78	135
College of Technology ...	16	61	8	85	10	13	1	24	109
School of Art ...	2	7	2	11	6	13	4	23	34
Domestic Science School ...	0	0	0	0	31	84	11	126	126
Agricultural School or College	10	81	4	95	1	2	2	5	100
Other education in Ireland	0	8	3	11	0	1	0	1	12
Education outside the State	9	5	2	16	25	72	6	103	119
TOTAL RETURNS ...	82	290	86	458	130	286	43	459	917

¹i.e., remaining on in secondary school.

TABLE VI. 14 (b)

Details of 'Professional Apprenticeships' (in Table VI. 10) (School Returns, not Expanded)

Leaving Certificate Result: Destination	MALE				FEMALE				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
Nursing and Radiography	2	4	1	7	72	308	52	432	439
Physiotherapy ¹ ...	0	0	0	0	4	12	0	16	16
Other ² ...	0	0	0	0	0	8	1	9	9
Accountancy ...	10	19	1	30	0	0	0	0	30
TOTAL RETURNS ...	12	23	2	37	76	328	53	457	494

¹U.C.D. Total. ²Library Training, Dress Designing, Beauty Culture.

TABLE VI. 14 (c)

Details of 'Left Full-Time Education' (in Table VI. 10)· (School Returns, not Expanded)

Leaving Certificate Result : Employment	MALE				FEMALE				Total
	Honours	Pass	Fail	Total	Honours	Pass	Fail	Total	
By Own } on farm ...	12	92	25	129	18	44	7	69	198
Family } in business ...	12	89	37	138	15	36	7	58	196
TOTAL FAMILY EMPLOYMENT	24	181	62	267	33	80	14	127	394
Farm	0	6	1	7	0	6	0	6	13
Industry	78	241	32	351	23	44	5	72	423
Distribution	16	62	16	94	8	27	4	39	133
Transport	12	47	3	62	3	3	2	8	70
Public Service (Other than Industry)	113	167	21	301	150	219	29	398	699
Other Employment ...	106	351	64	521	70	183	27	280	801
Total Non-family Employ- ment	325	874	137	1,336	254	482	67	803	2,139
Other ¹	41	130	30	201	43	80	10	133	334
TOTAL ...	390	1,185	229	1,804	330	642	91	1,063	2,867

¹Includes not yet at work, emigration, etc., or death.

TABLE VI. 15

*National University Entrants, 1963 (Irish¹)**(i) Male*

College	Leaving Certificate ²					Did not sit for Leaving Certificate i.e., did Matriculation or other examination ³	TOTAL
	Result Year	Honours	Pass	Fail	Result Unknown (pre-1961)		
Galway ...	1963 ...	98	103	2			
	1962 ...	21	25	1			
	1961 ...	44	4	2			
	TOTAL ...	123	132	5	16	12	288
Cork ...	1963 ...	131	105	2			
	1962 ...	13	47	1			
	1961 ...	2	7	—			
	TOTAL ...	146	159	3	12	29	349
Dublin ...	1963 ...	349	415	5			
	1962 ...	41	96	1			
	1961 ...	23	21	2			
	TOTAL ...	413	532	8	55	56	1,064
Maynooth	TOTAL ... (all 1963)	53	31	1	—	—	85

(ii) Female

College	L.C. Result Year	Honours	Pass	Fail	Result Unknown (pre-1961)	Matriculation or other examination ³	TOTAL
Galway ...	1963 ...	70	37	—			
	1962 ...	3	5	—			
	1961 ...	—	1	—			
	TOTAL ...	73	43	—	10	6	132
Cork ...	1963 ...	76	33	—			
	1962 ...	3	6	2			
	1961 ...	2	3	—			
	TOTAL ...	81	42	2	22	15	162
Dublin ...	1963 ...	127	110	3			
	1962 ...	12	27	1			
	1961 ...	3	6	—			
	TOTAL ...	142	143	4	37	27	353

¹Home Residence in State. ²Including 'equivalent' passes and honours (par. 6-56). ³Including joint passes.

TABLE VI. 16

*National University Entrants (Irish) 1963, by Faculty, Full-Time First Year Students
Excluding Repeats and Transfers*

Faculty	College	Dublin		Cork		Galway		Maynooth	
		M.	F.	M.	F.	M.	F.	M.	F.
Agriculture ...	...	69	1	19	0	27	0	—	—
Architecture ...	...	26	7	—	—	—	—	—	—
Arts (inc. Music) ...	...	248	171	94	109	94	64	81	—
Commerce ¹ ...	...	149	22	48	20	36	37	—	—
Dairy Science ...	...	—	—	19	0	—	—	—	—
Engineering ...	...	132	0	50	0	42	0	—	—
Law ...	...	47	11	5	1	—	—	—	—
Medicine (inc. Dentistry) ...	...	134	41	50	16	37	12	—	—
Pharmacy ...	...	14	13	—	—	—	—	—	—
Science ...	...	160	37	64	16	52	19	4	—
Social Science ...	...	8	49	—	—	—	—	—	—
Veterinary Medicine ...	...	77	1	—	—	—	—	—	—
TOTAL ...	...	1,064	353	349	162	288	132	85	—
Number who sat Leaving Certificate, 1961-63 ...	...	953	289	308	125	260	116	85	—

¹Including 'Arts and Commerce'.

The following tables relate to paragraph 6.56.

TABLE VI. 17 (a)

Leaving Certificate Examination, 1962, Candidates under Rule 76 (E.10's)—Entries

	Boys	Girls	Total
Number entered from Secondary Schools ...	240	485	725
Number entered privately	489	227	716
TOTAL	729	712	1,441

TABLE VI. 17 (b)

Leaving Certificate Examination, 1962, Candidates under Rule 76 (E.10's) Results

	Boys	Girls	Total
(1) Number who presented in 4 subjects or less ...	432	459	891
(2) " " " " 5 " " " more ...	297	253	550
TOTAL ENTERED	729	712	1,441
(3) Number who obtained at least 5 passes, including not more than 2 honours	170	152	322
(4) *Number who obtained 3 Honours and 2 or more passes	3	17	20
(5) *Number who obtained 4 Honours or more ...	9	20	29
TOTAL 'Equivalent Passes' ...	182	189	371

*These results would be equivalent to a pass with honours.

TABLE VI 17. (c)

*Leaving Certificate Examination, 1962**Candidates under Rule 76 (E. 10's)—Numbers presenting each Subject and Results*

SUBJECT	BOYS				GIRLS			
	Result Number presented	Hon.	Pass	Fail	Result Number presented	Hon.	Pass	Fail
Irish	315	26	211	78	240	38	163	39
English	419	14	279	126	288	39	228	21
History	206	9	149	48	160	12	110	38
Geography	341	19	230	92	265	41	162	62
Mathematics	495	14	286	195	351	1	222	128
Latin	267	5	186	76	272	2	235	35
Greek	1	—	1	—	—	—	—	—
French	60	1	37	22	156	20	97	39
Physics	80	6	49	25	16	—	11	5
Chemistry	75	10	51	14	27	1	18	8
Physics and Chemistry	6	1	3	2	6	1	5	—
General Science ...	—	—	—	—	3	1	2	—
Applied Mathematics	28	4	17	7	2	—	—	2
Botany	40	2	28	10	18	6	10	2
Physiology and Hygiene	15	2	5	8	120	24	71	25
Agricultural Science	14	5	9	—	—	—	—	—
Domestic Science ...	—	—	—	—	121	26	89	6
Music	1	—	1	—	1	—	1	—
Art	30	4	21	5	52	15	30	7
Drawing	135	13	88	34	71	12	48	11
Commerce	90	6	73	11	34	7	23	4
Spanish	25	3	14	8	15	—	15	—
Italian	2	—	—	2	2	1	—	1
Hebrew	—	—	—	—	—	—	—	—
German	1	—	1	—	3	1	2	—

12. There are two other special categories, not included in the survey, who are admitted to the leaving certificate examination at a reduced fee. The 1963 figures were:

(1) candidates for teacher training: 79 men, 42 women.

(2) candidates for university scholarships: 7 men, 6 women.

Of these six men from category (1) entered university in 1963. None of those in category (2) did so—indeed their marks raise some doubts about the validity of their scholarship aspirations.

ESTIMATING THE NUMBER OF OTHER SENIOR CYCLE LEAVERS

13. Time-series are available² for the number of pupils in first and second year senior cycle classes in secondary schools (other than secondary tops) at the beginning of each school-year. Let us denote these by N_t^1 and N_t^2 , respectively. Now by the following year ($t+1$) all of those senior pupils ($N_t^1 + N_t^2$) must either have left, or be repeating first-year ($r.N_t^1$) or be in second year classes. These last mentioned will in fact comprise the total of the second year classes in year $t+1$ (i.e. $N_t^2 + 1$)—assuming that the number who enter a second year class

²Department's Annual Reports (S.O.).

other than on completion of first year is negligible. We therefore have for L_t the number leaving in school-year t , the equation:

$$L_t = N_t^1 + N_t^2 - N_{t+1}^2 - r.N_t^1$$

All of the N s are available, as mentioned, and $r.N_t^1$ was found from the survey (Intermediate Certificate, form D2), to be of the order of 60 boys and 130 girls. Putting in the values for $t=1962/3$ we get:—

$$L_t = 5,645 \text{ Boys and } 5,179 \text{ Girls.}$$

To those must be added the appropriate figures for secondary tops. Here we do not have the time-series. However, the school census of February 1963 showed 880 girls and 55 boys in senior classes³ and the number who sat the leaving certificate examination was 343 girls and 30 boys in June 1963 and 365 girls and 15 boys in June 1964⁴.

An estimate of the leavers from secondary tops (senior cycle) in 1962/63 on that basis would be 500 girls and 30 boys, which must be added to the figures for L_t in the preceding paragraph.

How many of those leavers had sat the leaving certificate examination in the ordinary way? The answer is total examinees (5,090 boys, 4,696 girls) less the number of examinees who remained in secondary school or secondary top—240 boys, 120 girls—estimated from Table VI. 14(a).

This finally gives the number of leavers from the senior cycle of secondary school or secondary top who did not sit the leaving certificate examination in the ordinary way in 1963 as 825 boys and 1,113 girls.

A very small number of these (probably about 200 boys and 100 girls) would have sat the examination in the previous year.

The computation is shown here:

TABLE VI. 18

Estimating Senior Cycle Leavers, from Secondary Schools and Secondary Tops, 1962/63

							Boys	Girls
	N_t^1	...	...	...	...	...	6,279	5,876
1962/63	N_t^2	...	...	...	...	...	+5,281	+4,575
							11,560	10,451
1963/64	N_{t+1}^2	...	...	...	...	...	—5,855	—5,132
							5,705	5,319
	$r.N_t^1$	...	...	...	...	...	— 60	— 130
∴	L_t	...	...	...	...	...	5,645	5,189
	Secondary Tops	...	...	...	...	...	+ 30	+ 500
	Total Leavers	...	...	...	...	...	5,675	5,689
	Total Examinees	...	...	...	...	...	—5,090	—4,696
	Total Non-Examinee Leavers	...	...	...	...	...	825	1,113

³cf. Table VI. 8 (a).

⁴Source : Department. (Annual report, not yet published).

SECONDARY TOPS

14. Re pars. VI 2, 7, 13, we estimate the senior cycle flow as follows:—

	Boys			Girls		
	I	II	Total	I	II	Total
September, '62 ...	<u>25</u>	<u>35</u>		<u>560</u>	<u>360</u>	
February, '63 ...	<u>23</u>	<u>32</u>	<u>55</u>	<u>530</u>	<u>350</u>	<u>880</u>
June, '63 ...	—	<u>30</u>		—	<u>343</u>	
September, '63 ...	<u>32</u>	<u>20</u>		<u>552</u>	<u>390</u>	
February, '64 ...	<u>29</u>	<u>15</u>	<u>44</u>	<u>520</u>	<u>378</u>	<u>898</u>
June, '64 ...	—	<u>15</u>		—	<u>365</u>	

NOTES : Underlined figures are the starting points. June figures are examinees (Annual Reports). September, '63 figures for I are based on survey form D2, 2A : boys total 41 less 9 now secondary ; girls 470 on response of 77 per cent of examinees, giving 610 in all, but February, 1963 data on non-response schools suggests 470+100, i.e., 570 ; we take mean 590 less 38 now secondary.

(I and II refer to first and second year respectively):

This gives total movers 1962/3 from senior cycle of secondary tops (including those becoming secondary school pupils) as:

Boys: 30 Leaving Certificate examinees, +5 from II+5 from I=40.

Girls: 343 Leaving Certificate examinees, +17 from II+170 from I=530,
less return examinees, say 30 boys+500 girls as in par. VI. 13.

15 The details of the schools returns for the non-examinee senior leavers were as follows:—

TABLE VI. 19

Secondary Schools—Senior Cycle Leavers, 1962/3 Non-Examinees
(School Returns, not expanded)

Highest Certificate held Destination	Boys				Girls				Total
	Leaving ¹ Certificate	Intermediate Certificate	None	Total	Leaving ¹ Certificate	Intermediate Certificate	None	Total	
Commercial School ...	—	—	—	—	—	61	15	76	76
Vocational or Other ...	3	15	10	28	3	44	14	61	89
University ...	46	—	—	46	4	—	—	4	50
Other third level ...	2	2	1	5	—	4	1	5	10
Total Education ...	51	17	11	79	7	109	30	146	225
Religious Life ...	—	3	—	3	1	10	1	12	15
Family Employment ...	1	42	29	72	1	29	11	41	113
Nursing ...	—	—	—	—	1	90	23	114	114
Public Service ...	—	—	—	—	4	64	2	70	70
Other Non-Family Employment ...	22	104	31	157	2	75	15	92	242
Total Employment ...	23	146	60	229	8	258	51	317	539
Other (illness etc.) ...	4	23	22	49	1	21	2	24	73
Total Returns ...	78	189	93	360	17	398	84	499	859
Total (as estimated Leavers in par. VI. 13) ...	—	—	—	825	—	—	—	1,113	1,938

¹From a previous year, or equivalent.

TABLE VI. 20

*Destinations of Day Group Certificate Candidates 1963: Boys**(a) Numbers of Boys by Destination and by Examination Result*

Examination Group ¹ and Result	In Vocational School	Secondary ² School	Agricultural School	Other Schools	Left full-time Education	Unaccounted for	Total
Manual Training :							
3 or more honours ...	90	3	1	13	426	5	538
1 or 2 honours ...	309		13	20	948	1	1,291
Pass ...	261		5	6	706	34	1,012
Fail ...	360		11	8	759	45	1,183
Rural Science:							
3 or more honours ...	9		4		22		35
1 or 2 honours ...	23		18	3	55		99
Pass ...	20		7	3	58		88
Fail ...	19		2		31		52
Commerce:							
3 or more honours ...	6	2			22		30
1 or 2 honours ...	5				17	1	23
Pass ...	3				1	5	9
Fail ...	8			1	22	6	37
TOTAL ...	1,113	5	61	54	3,067	97	4,397

TABLE VI. 20—*continued*
Destinations of Day Group Certificate Candidates 1963: Boys—continued
(b) Destinations of those Boys who Left Full-Time Education

Examination Group ¹ and Result	Family Farm	Family Business	Non-Family Employment			Other ³	Unaccounted for
			Apprenticeship	Other	Total		
Manual Training:							
3 or more honours ...	9	3	343	39	382	26	6
1 or 2 honours ...	68	26	530	194	724	81	49
Pass ...	72	16	316	166	482	66	70
Fail ...	115	27	184	264	448	92	77
Rural Science:							
3 or more honours ...	10	1	9	2	11		
1 or 2 honours ...	31		14	7	21	2	1
Pass ...	24	5	9	14	23	4	2
Fail ...	21	2	4	1	5	3	
Commerce :							
3 or more honours ...		1	1	20	21		
1 or 2 honours ...	1		4	10	14	2	
Pass ...				1	1		
Fail ...	4	1	5	9	14	2	1
TOTAL ...	355	82	1,419	727	2,146	278	206

¹Students who took more than one group were to be allocated according to whichever certificate was most relevant to their destinations.

²Or Secondary Top.

³Includes illness, unemployment, emigration etc., or death.

TABLE VI. 20 (c)

Group Certificate Candidates, 1963 Analysis of 'Total Non-Family Employment'

Examination Group and Result	Farm	Industry	Transport	Distribu- tion	Public ¹ Service	Other	Unaccoun- ted for
Manual Training 3 or more Honours	2	251	8	10	42	13	56
1 or 2 Honours ...	15	485	18	33	34	63	76
Pass	10	302	6	37	21	58	48
Fail	20	237	13	57	17	79	25
Rural Science 3 or more Honours		6			2		3
1 or 2 Honours ...	2	14		2		1	2
Pass	5	10		2	2	4	
Fail		3	1				1
Commerce 3 or more Honours		8		7	3	3	
1 or 2 Honours ...		7		3	1	2	1
Pass		1					
Fail		6		3	1	4	
TOTAL ...	54	1,330	46	154	123	227	212

¹Excluding Industrial Enterprises : they are included under industry.

TABLE VI. 21

*Destinations of Day Group Certificate Candidates 1963: Girls**(a) Numbers of Girls by Destination and by Examination Result*

Examination Group ¹ and Result	Vocational School	Secondary ² School	Agricultural School	Other Schools	Left Full-Time Education	Unaccounted for	Total
Commerce (General):							
3 or more honours ...	203	3	9	9	333		557
1 or 2 honours ...	191		2	6	252		451
Pass	73		1	3	53	9	139
Fail	246		4	10	326	13	599
Commerce (Secretarial):							
3 or more honours ...	25			2	171		198
1 or 2 honours ...	5	1			101	2	109
Pass	1			1	20	1	23
Fail	16	1		1	104	2	124
Domestic Science:							
3 or more honours ...	95		12	17	86		210
1 or 2 honours ...	147		19	33	162	4	365
Pass	114	5	6	17	97	12	251
Fail	68		2	5	68	6	149
TOTAL ...	1,184	10	55	104	1,773	49	3,175

TABLE VI. 21—*continued**Destinations of Day Group Certificate Candidates 1963: Girls**(b) Destinations of those girls who left Full-Time Education*

Examination Group ¹ and Result	Family Farm	Family Business	Non-Family Employment			Other ²	Unaccounted for
			Apprenticeship	Other	Total		
Commerce (General):							
3 or more honours ...	7	5	31	267	298	22	1
1 or 2 honours ...	14	4	27	188	215	16	3
Pass	8	3	2	29	31	10	1
Fail	33	13	25	189	214	54	12
Commerce (Secretarial):							
3 or more honours ...	4		18	137	155	9	3
1 or 2 honours ...	4	1	7	85	92		4
Pass			2	14	16	4	
Fail	6		15	65	80	18	
Domestic Science:							
3 or more honours ...	16	4	15	44	59	6	1
1 or 2 honours ...	33	3	18	90	108	16	2
Pass	23	1	14	47	61	10	2
Fail	17	5	3	32	35	9	2
TOTAL ...	165	39	177	1,187	1,364	174	31

¹Students who took more than one Group were to be allocated according to whichever Certificate was most relevant to their destinations.²Or Secondary Top.³Includes illness, unemployment, marriage, emigration, etc., or death.

TABLE VI. 21 (c)
Analysis of 'Total Non-Family Employment'

Examination Group and Result	Farm	Industry	Transport	Distribution	Public ¹ Service	Other	Unaccounted for
Commerce (General) 3 or more Honours		89	5	65	52	72	15
1 or 2 honours ...	1	72		37	20	68	17
Pass		14		11	1	5	
Fail	2	42	4	59	14	68	25
Commerce (Secretarial) 3 or more honours		41	1	21	47	29	16
1 or 2 honours ...		25	4	7	12	37	7
Pass		5		2	4	5	
Fail		20	1	11	8	23	17
Domestic Science 3 or more honours	1	16		11	11	15	5
1 or 2 honours ...		25		19	13	40	11
Pass		20		15	5	15	6
Fail	1	4		5	3	11	11
TOTAL ...	5	373	15	263	190	388	130

¹Excluding Industrial Enterprises: they are included under industry.

TABLE VI. 22
Full-Time Technical Students. Destinations of Students by Examination Result 1963

Destination	Examination Result					TOTAL
	Passed	Failed one or more subjects	Failed Exam.	Absent	Result not given	
EDUCATION :-						
Technical course at same centre ...	52	17		1	9	79
Third level course at same centre ...	30		2		1	33
Secondary School					1	1
University	10		1	2	16	29
College of Surgeons					2	2
College of Technology					1	1
Teacher Training	2					2
Commercial Course					1	1
APPRENTICESHIP OR EMPLOYMENT TRAINING :						
Apprentice	9	4			1	14
Trainee	47	2	2			51
Accountancy	1					1
Nursing or Physiotherapy	2	1				3
Dress Designing					1	1
EMPLOYMENT :						
Hotel and Catering Industry	69	8				77
Other Industries	5	5	3		11	24
Transport					1	1
Distribution		1				1
Laboratory Technicians (Non-Industrial)	1	1				2
Architectural Assistant	1					1
Family Farm					1	1
Clerical Work	9	3				11
Unspecified Employment	10	5				15
OTHER :						
Unemployed					3	3
Emigrated	3	4				7
No information			12		4	16
TOTAL	250	51	20	3	53	377

NON-AIDED PRIMARY SCHOOLS

16. Re paragraph 6.75 the following is taken from the school censuses :

TABLE VI. 23
Non-aided Primary Schools Stock, Aged 11 and Over (February Census)

Age on 1 February	Boys			Girls		
	1963	1964	Apparant Cohort Decrease	1963	1964	Apparant Cohort Decrease
11 ...	1,038	1,198	—	1,097	1,238	—
12 ...	389	441	597	403	385	712
13 ...	92	131	258	62	89	314
14 ...	9	7	85	9	12	50
— ...	—	—	9	—	—	9
TOTAL ...	—	—	949	—	—	1,085

Since we do not have data on the movement between non-aided primary and national schools at these ages, we have taken the naive figure for the 'apparent cohort decrease' in the above table as the number entering secondary school from non-aided primary in 1963. The figure will be lower than the true figure by the amount by which movement into non-aided primary from national schools at these ages exceeds the reverse movement.

TABLE VI. 24

National School Leavers Survey: Response by Size of School (Enrolment Size)

	0-24 pupils	25-49 pupils	50-99 pupils	100-199 pupils	200-499 pupils	500 pupils and over	TOTAL
Number of missing Schools ...	102	210	304	95	73	41	825
Total Number of Schools ...	620	1,222	1,829	649	356	145	4,821
Missing schools as percentage of total schools	16	17	17	15	21	28	17
Percentage of total pupils ...	2.0	9.5	26.4	17.4	24.0	20.7	100
Schools that replied as percentage of total schools	84	83	83	85	79	72	83
Relative distribution of pupils in schools that replied	168	789	2,191	1,479	1,896	1,490	8,013
Percentage distribution of pupils in schools that replied	2.1	9.8	27.3	18.5	23.7	18.6	100
Percentage distribution of pupils in all schools	2.0	9.5	26.4	17.4	24.0	20.7	100

TABLE VI. 25

National School Leavers: Composition of Response by Social Group

		SOCIAL GROUP							TOTAL of Percentages
		A	B/C	D	E	F	G	H	
		Percentages							
Response	Boys ...	35.6	13.5	7.7	9.7	26.1	3.8	3.6	100
	Girls ...	35.7	15.5	6.0	8.4	27.3	3.7	3.4	100
	TOTAL ...	35.6	14.5 ¹	6.8	9.1	26.7	3.7	3.5	100
Population ² 0-14 ...		25.5	19.7	9.6	15.4	25.2	4.7		100

¹The addition of the non-aided primary leavers would restore group B/C to its proper proportion but would affect the others very little, assuming those to be mostly B/C.

²Census, 1961.

17. The size and rateable valuations of the agricultural holdings of the 235,331 persons returned as farmers in the 1951 Census Tables 6A, 9A, 9B, were distributed as follows:

TABLE VI. 26

(i) *Farmers by Size of Holding (1951 Census)*

Size of holding (acres)	Under 15	15 and under 30	30 and under 50	50 and under 100	100 and under 200	200 and over	Total of Percentages
Percentage of farmers ...	19.4	27.8	23.3	19.2	7.9	2.4	100.0

(ii) *Farmers by Rateable Valuation of Holding (1951 Census)*

Rateable Valuation of holding	Under £2	£2 and under £10	£10 and under £30	£30 and under £100	£100 and under £200	£200 and over	Total of Percentages
Percentage of farmers ...	4.6	30.4	40.8	20.1	3.1	1.0	100.0

TABLE VI. 27

Percentage Decrease 1951-1961 in Cohort Aged 0-9 Years in 1951, by County and Province

County and Province	Population		Decrease Percentage
	Aged 0-9 in 1951	Aged 10-19 in 1961	
Carlow	7,367	6,311	14.3
Dublin	137,664	131,374	4.6
Kildare	15,487	13,477	13.0
Kilkenny	13,668	11,673	14.6
Laois	9,618	8,113	15.6
Longford	6,977	5,765	17.4
Louth	14,580	13,065	10.4
Meath	14,340	12,687	11.5
Offaly	10,982	9,814	10.6
Westmeath	11,279	9,911	12.1
Wexford	19,169	15,671	18.2
Wicklow	13,237	11,021	16.7
Leinster	274,368	248,882	9.3
Clare	15,718	13,368	15.0
Cork	63,830	57,948	9.2
Kerry	24,706	21,322	13.7
Limerick	30,296	25,557	15.6
Tipperary	27,341	23,044	15.7
Waterford	14,815	12,961	12.5
Munster	176,706	154,200	12.7
Galway	33,263	29,593	11.0
Leitrim	7,270	5,717	21.4
Mayo	28,459	24,081	15.4
Roscommon	12,166	10,130	16.7
Sligo	11,287	9,490	15.9
Connaught	92,445	79,011	14.5
Cavan	12,648	9,978	21.1
Donegal	27,330	22,220	18.7
Monaghan	10,378	8,342	19.6
Ulster (part of)	50,356	40,540	19.5
TOTAL	593,875	522,633	12.0

¹Census of Population 1951, 1961.

County and Province	Population Aged 3-7 in 1951	Secondary Pupils	Secondary Pupils ¹ as Percentage of Population	Vocational Pupils	Vocational Pupils ¹ as Percentage of Population	Total Pupils	Secondary and Vocational Pupils as Percentage of Population
Dublin	67,560	23,614	Percentage 34·95	4,893	Percentage 7·24	28,507	Percentage 42·2
Carlow	3,724	968	25·99	495	13·29	1,463	39·3
Kildare	7,878	1,791	22·73	897	11·39	2,688	34·1
Kilkenny	7,000	2,074	29·63	720	10·29	2,794	40·0
Laois	4,992	1,073	21·49	393	7·87	1,466	29·4
Longford	3,548	874	24·63	633	17·84	1,507	42·5
Louth	7,450	2,120	28·46	825	11·07	2,945	39·5
Meath	7,321	1,708	23·33	856	11·69	2,564	35·0
Offaly	5,597	1,408	25·16	743	13·27	2,151	38·4
Westmeath	5,664	1,657	29·25	677	11·95	2,334	41·2
Wexford	9,821	2,448	24·93	796	8·11	3,244	33·0
Wicklow	6,681	1,528	22·87	770	11·53	2,298	34·4
Rest of Leinster	69,676	17,649	25·33	7,805	11·20	25,454	36·5
Clare	8,002	2,599	32·48	900	11·25	3,499	43·7
Cork	32,101	11,840	36·88	2,927	9·12	14,767	46·0
Kerry	12,648	4,117	32·55	1,213	9·59	5,330	42·1
Limerick	15,262	5,073	33·24	1,445	9·47	6,518	42·7
Tipperary	13,782	4,775	34·65	1,476	10·71	6,251	45·4
Waterford	7,533	2,563	34·02	473	6·28	3,036	40·3
Munster	89,328	30,967	34·67	8,434	9·44	39,401	44·1
Galway	16,674	5,222	31·32	1,448	8·68	6,670	40·0
Leitrim	3,712	888	23·92	652	17·56	1,540	41·5
Mayo	14,404	4,082	28·34	1,001	6·95	5,083	35·3
Roscommon	6,155	2,096	34·05	536	8·71	2,632	42·8
Sligo	5,653	1,763	31·19	851	15·05	2,614	46·2
Connaught ...	46,598	14,051	30·15	4,488	9·63	18,539	39·8
Cavan	6,445	1,327	20·59	528	8·19	1,855	28·8
Donegal	13,816	2,166	15·68	1,395	10·10	3,561	25·8
Monaghan	5,240	937	17·88	589	11·24	1,526	29·1
Ulster (part of) ...	25,501	4,430	17·37	2,512	9·85	6,942	27·2
TOTAL ...	298,663	90,711	30·37	28,132	9·42	118,843	39·8

¹As given in Table 6.32.

18. With regard to paragraph 6.79 it is of interest to see how the social group composition of persons aged 0-14 differs from that of the population as a whole. Table VI.29 below shows this for the whole country and also for one selected county, Meath :

TABLE VI. 29

Social Group Composition of Total Population and of Population, Aged 0—14

Social Group	Ireland (26 Counties)		Co. Meath	
	Under 14 years	Total Population	Under 14 years	Total Population
	Percentage			
A	25.45	27.33	30.35	32.03
B	10.00	10.24	6.28	6.62
C	9.69	12.37	6.50	8.32
D	9.56	9.43	7.14	7.91
E	15.38	12.97	11.15	10.29
F	25.23	22.40	34.67	31.03
H	4.65	5.23	1.48	3.76
Total of Percentages	100	100	100	100

It will be seen that groups E, F (manual workers, skilled and unskilled) include a slightly higher proportion of children while group C (clerks etc.) includes an appreciably lower proportion, group A (farmers) also including somewhat less. The pattern for Co. Meath is not markedly different from that for the whole country. While we do not have data on the incomes of the parents of children aged 0-14, there are grounds for thinking that this does not materially affect our argument in paragraph 6.119.

TABLE VI. 30

Post-Primary Participation¹, Population Density², Degree of Urbanisation³ by County (Excluding Co. Dublin)

County	Percentage Post-Primary participation	County	Number of persons per 100 acres	County	Town population as percentage of total population
CONNAUGHT :					
Galway ...	40.0	Galway ...	10.2	Galway ...	33.5
Leitrim ...	41.5	Leitrim ...	8.9	Leitrim ...	17.8
Mayo ...	35.3	Mayo ...	9.2	Mayo ...	23.9
Roscommon ...	42.8	Roscommon ...	9.7	Roscommon ...	17.9
Sligo ...	46.2	Sligo ...	12.1	Sligo ...	35.7
ULSTER :					
Cavan ...	28.8	Cavan ...	12.1	Cavan ...	24.1
Donegal ...	25.8	Donegal ...	25.8	Donegal ...	25.8
Monaghan ...	29.1	Monaghan ...	14.8	Monaghan ...	29.1
MUNSTER :					
Clare ...	43.7	Clare ...	9.4	Clare ...	32.0
Cork ...	46.0	Cork ...	17.9	Cork ...	58.6
Kerry ...	42.1	Kerry ...	10.0	Kerry ...	10.0
Limerick ...	42.7	Limerick ...	20.1	Limerick ...	53.9
Tipperary ...	45.4	Tipperary ...	11.8	Tipperary ...	40.8
Waterford ...	40.3	Waterford ...	15.7	Waterford ...	63.3
LEINSTER :					
Carlow ...	39.3	Carlow ...	15.1	Carlow ...	47.4
Dublin ...		Dublin ...		Dublin ...	
Kildare ...	34.1	Kildare ...	15.4	Kildare ...	42.0
Kilkenny ...	40.0	Kilkenny ...	12.1	Kilkenny ...	39.7
Laois ...	29.4	Laois ...	10.6	Laois ...	36.5
Longford ...	42.5	Longford ...	11.9	Longford ...	27.7
Louth ...	39.5	Louth ...	33.2	Louth ...	67.4
Meath ...	35.0	Meath ...	11.3	Meath ...	25.3
Offaly ...	38.4	Offaly ...	10.4	Offaly ...	44.3
Westmeath ...	41.2	Westmeath ...	12.1	Westmeath ...	46.7
Wexford ...	33.0	Wexford ...	14.3	Wexford ...	41.3
Wicklow ...	34.4	Wicklow ...	11.7	Wicklow ...	58.3

¹Based on Table VI. 28.

²Number of persons per 100 acres.

³Town population as percentage of total population.

TABLE VI. 31

Educational Sector by Social Group, 1963, Age 14

Social Group	Total	First Level	Second Level			Third Level		
			Secondary	Vocational	Other	Total Second Level	Excluding Theology	Theology
A	10,763	2,953	5,487	1,693	616	7,796	12	2
B	4,490	206	3,832	152	280	4,264	20	—
C	4,370	433	3,174	460	293	3,927	9	1
D	3,111	630	1,569	634	271	2,474	4	3
E	4,889	869	2,586	1,053	374	4,013	5	2
F	6,633	2,193	2,038	1,716	682	4,436	3	1
H	2,569	664	1,209	248	380	1,837	6	62
TOTAL	36,825	7,948	19,895	5,956	2,896	28,747	59	71

TABLE VI. 32

Educational Sector by Social Group, Age 15—19

Social Group	Total	First Level	Second Level				Third Level	
			Secondary	Vocational	Other	Total Second Level	Excluding Theology	Theology
A	19,670	707	14,106	3,350	840	18,296	616	51
B	12,914	99	9,538	485	1,008	11,031	1,712	72
C	10,657	123	8,054	936	734	9,724	760	50
D	4,459	169	2,897	956	292	4,145	129	16
E	7,446 ¹	245	4,879	1,531	517	6,927	258	16
F	6,941	580	3,537	2,251	458	6,246	97	18
H	7,415	397	2,785	577	995	4,357	821	1,840
TOTAL	69,502	2,320	45,796	10,086	4,844	60,726	4,393	2,063

¹The total of second level on the summary sheet is 6,807 but this was altered to 6,927 on the 15-19 sheet.

TABLE VI. 33

Educational Sector by Social Group, Age 20—24

Social Group	Total	First Level	Second Level				Third Level	
			Secondary	Vocational	Other	Total Second Level	Excluding Theology	Theology
A	865	—	68	24	68	160	525	180
B	2,027	—	33	43	70	146	1,762	119
C	1,014	—	33	27	34	94	847	73
D	183	—	6	14	8	28	131	24
E	337	—	15	16	23	54	256	27
F	142	—	14	14	13	41	89	12
H	3,332	—	28	16	57	101	1,569	1,662
TOTAL	7,900	—	197	154	273	624	5,179	2,097

TABLE VI. 34

Educational Sector by Social Group, Age 14—24

Social Group	Total	First Level	Second Level				Third Level	
			Secondary	Vocational	Other	Total Second Level	Excluding Theology	Theology
A	31,398	3,660	19,661	5,067	1,524	26,252	1,153	233
B	19,431	305	13,403	680	1,358	15,441	3,494	191
C	16,041	556	11,261	1,423	1,061	13,745	1,616	124
D	7,753	799	4,472	1,604	571	6,647	264	43
E	12,672	1,114	7,480	2,600	914	10,994	519	45
F	13,716	2,773	5,589	3,981	1,153	10,723	189	31
H	13,316	1,061	4,022	841	1,432	6,295	2,396	3,564
TOTAL	114,227	10,268	65,888	16,196	8,013	90,097	9,631	4,231

TABLE VI.35

Private Households Classified by Size of Household and Social Group of Head

Number of Persons in Household	Total Private house-holds	Social Group of Head											
		Farmers, farmers' relatives and farm managers	Other agricultural occupations and fishermen	Higher Professional	Lower Professional	Employers and Managers	Salaried Employees	Intermediate Non-manual Workers	Other Non-manual Workers	Skilled Manual Workers	Semi-skilled Manual Workers	Unskilled Manual Workers	Unknown
1	85,388	25,291	7,014	800	3,088	1,061	497	9,544	5,892	4,729	3,510	4,343	19,619
2	137,287	43,899	9,882	3,714	4,198	4,235	2,329	19,215	10,476	14,034	7,375	9,454	8,476
3	116,876	39,710	7,919	2,316	2,950	4,096	2,223	15,212	9,083	13,873	6,695	8,689	4,110
4	98,233	30,340	6,537	2,026	2,350	4,103	2,425	12,190	8,571	13,431	5,967	7,712	2,581
5	78,432	22,705	5,250	1,604	1,854	3,568	1,861	9,117	7,310	11,584	5,185	6,644	1,750
6	59,213	17,314	4,022	1,282	1,443	2,654	1,280	6,238	5,509	8,783	4,200	5,405	1,083
7	40,903	12,623	2,853	797	851	1,704	782	3,997	3,751	5,966	2,983	3,958	683
8	26,207	8,281	1,997	436	512	1,058	413	2,322	2,335	3,710	1,966	2,800	377
9	15,620	5,070	1,174	233	246	584	214	1,225	1,358	2,200	1,318	1,813	185
10	9,571	3,121	771	124	149	287	99	688	883	1,293	809	1,224	123
11	4,370	1,357	386	37	54	116	54	283	425	588	400	629	41
12	2,317	723	211	18	28	66	15	149	204	310	199	368	26
13	1,140	342	114	8	9	31	5	103	87	146	116	172	7
14	509	164	35	2	—	14	8	32	47	64	58	82	3
15	201	53	21	3	1	9	1	6	22	24	22	38	1
16	91	28	14	—	—	5	2	5	10	8	5	13	1
17	30	5	3	—	—	1	—	4	2	6	3	6	—
18	6	2	—	—	—	—	—	1	—	2	1	—	—
19	4	1	—	—	—	—	—	—	—	1	—	1	1
20	1	—	—	—	—	—	—	—	—	—	—	—	—
23	2	1	—	—	—	—	—	1	—	—	—	—	—
25	1	—	—	—	1	—	—	—	—	—	—	—	—
TOTAL ...	676,402	211,030	48,203	13,400	17,734	23,592	12,208	80,332	55,965	80,753	40,812	53,351	39,022

Source: Census of Population 1961.

TABLE VI. 36

Children classified by number of children in family, by Social Group, 1961.

Number of children in family	Social Group												
	Total	Farmers, farmers' relatives and farm managers	Other agricultural occupations and fishermen	Higher Professional	Lower Professional	Employers and managers	Salaried Employees	Intermediate Non-manual workers	Other Non-manual workers	Skilled manual workers	Semi-skilled manual workers	Unskilled manual workers	Not known
1	54,606	12,559	3,570	1,365	1,972	2,502	1,545	7,299	5,370	8,491	8,652	4,033	2,248
2	134,458	30,842	8,688	3,886	4,532	7,274	4,224	17,258	13,178	20,938	8,450	10,200	4,968
3	193,788	48,537	12,489	5,181	6,252	10,122	5,070	23,796	18,672	29,445	12,177	15,243	6,804
4	228,492	63,696	14,892	5,156	7,200	10,516	5,432	25,532	21,452	32,940	14,548	19,404	7,724
5	219,545	66,225	15,510	3,655	6,310	8,735	4,175	22,530	19,505	30,825	14,680	20,630	6,765
6	195,396	62,718	14,688	2,496	4,878	6,096	3,018	18,138	16,770	25,950	13,662	21,048	5,934
7	157,094	51,338	12,425	1,673	3,332	3,794	2,212	13,055	13,419	21,308	11,914	17,864	4,760
8	127,160	41,952	10,560	888	2,384	2,464	1,264	9,720	11,256	16,968	9,776	16,448	3,480
9	95,391	30,600	8,379	477	1,566	1,467	729	7,200	8,622	12,312	7,614	13,536	2,889
10 and over	201,697	57,726	20,750	586	2,289	2,925	1,291	13,185	17,388	26,661	18,561	24,605	6,650
Total Children	1,607,627	466,193	121,951	25,363	40,715	54,995	28,960	157,713	145,632	225,838	115,034	173,011	52,222

Source: Derived from Census of Population, Volume VIII, Table 14.

TABLE VI. 37

Percentage distribution of children in each Social Group, classified by number of children in family, 1961

Number of children in family	Total	SOCIAL GROUP											
		Farmers, farmers' relatives and farm managers	Other Agricultural occupations and fishermen	Higher Professional	Lower Professional	Employers and Managers	Salaried Employees	Intermediate non-manual Workers	Other non-manual Workers	Skilled manual Workers	Semi-skilled manual Workers	Unskilled manual Workers	Not known
		PERCENTAGE											
1	3.4	2.7	2.9	5.0	4.8	4.5	5.3	4.6	3.7	3.8	3.2	2.3	4.3
2	8.4	6.6	7.1	15.3	11.1	13.2	14.6	9.4	9.0	9.3	7.3	5.9	9.5
3	12.2	10.4	10.2	20.5	15.4	18.4	17.5	15.1	12.8	13.0	10.6	8.8	13.0
4	14.2	13.7	12.2	20.4	17.7	19.1	18.8	16.2	14.8	14.6	12.6	11.2	14.8
5	13.7	14.2	12.7	14.5	15.5	15.9	14.4	14.3	13.4	13.6	12.3	11.9	13.0
6	12.1	13.4	12.0	9.8	12.0	11.1	10.4	11.5	11.5	11.5	11.9	12.2	11.4
7	9.7	11.0	10.3	6.6	8.2	6.9	7.6	8.3	9.2	9.4	10.4	10.3	9.1
8	7.9	9.0	8.8	3.5	5.9	4.5	4.4	6.2	7.7	7.5	8.5	9.5	6.7
9	5.9	6.6	6.8	1.9	3.8	2.7	2.5	4.6	5.9	5.5	6.6	7.8	5.5
10 and over	12.5	12.4	17.0	2.3	5.6	3.7	4.5	8.4	11.9	11.8	16.1	20.0	12.7
Total children	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Derived from Census of Population, Volume VIII, Table 14.

TABLE VI. 38

Children classified by number of children in family, by social group, per 1,000 children, 1961

Number of children in family	SOCIAL GROUP												
	Total	Farmers, farmers' relatives and farm managers	Other agricultural occupations and fishermen	Higher Professional	Lower Professional	Employers and managers	Salaried Employees	Intermediate non-manual workers	Other non-manual workers	Skilled manual workers	Semi-skilled manual workers	Unskilled manual workers	Not known
	Number												
1	34	8	2	1	1	2	1	5	3	5	2	3	1
2	84	19	5	3	3	5	3	11	8	13	5	6	3
3	121	30	8	3	4	6	3	15	12	18	8	10	4
4	142	40	9	3	5	6	3	16	14	20	9	12	5
5	136	41	10	2	4	5	3	14	12	19	9	13	4
6	122	39	9	2	3	4	2	11	10	16	9	13	4
7	98	32	8	1	2	2	1	8	9	13	8	11	3
8	79	26	7	1	1	2	1	6	7	11	5	10	2
9	59	19	5	0	1	1	0	4	5	8	5	8	2
10 and over	125	36	13	0	1	1	1	8	11	17	12	22	4
Total children	1,000	290	76	16	25	34	18	93	91	140	72	108	32

Source: Derived from Census of Population, Volume VIII, Table 14.

CHART VI. 1.

PERCENTAGE PARTICIPATION IN SECONDARY EDUCATION BY
PERCENTAGE OF SOCIAL GROUP B, PER COUNTY.

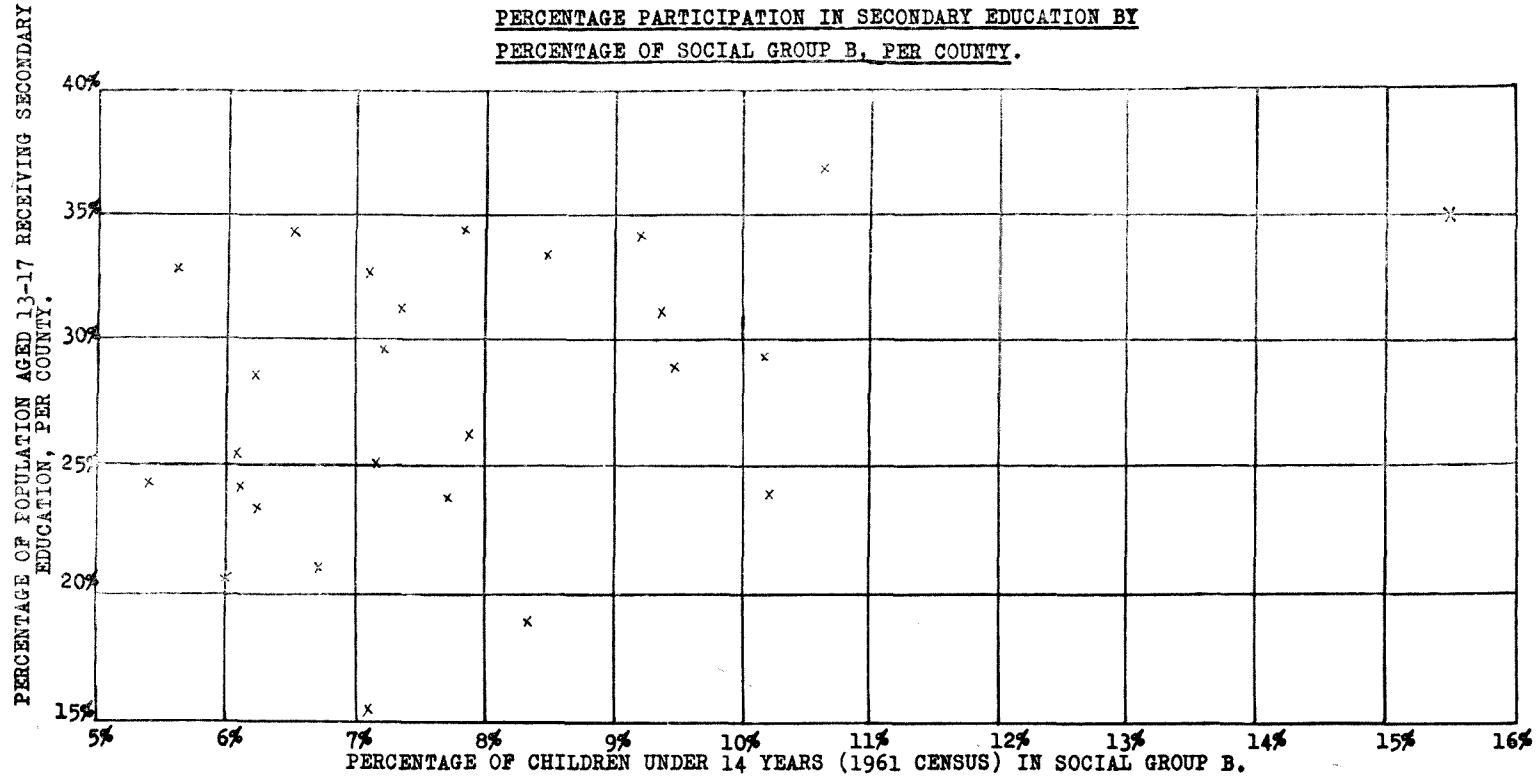
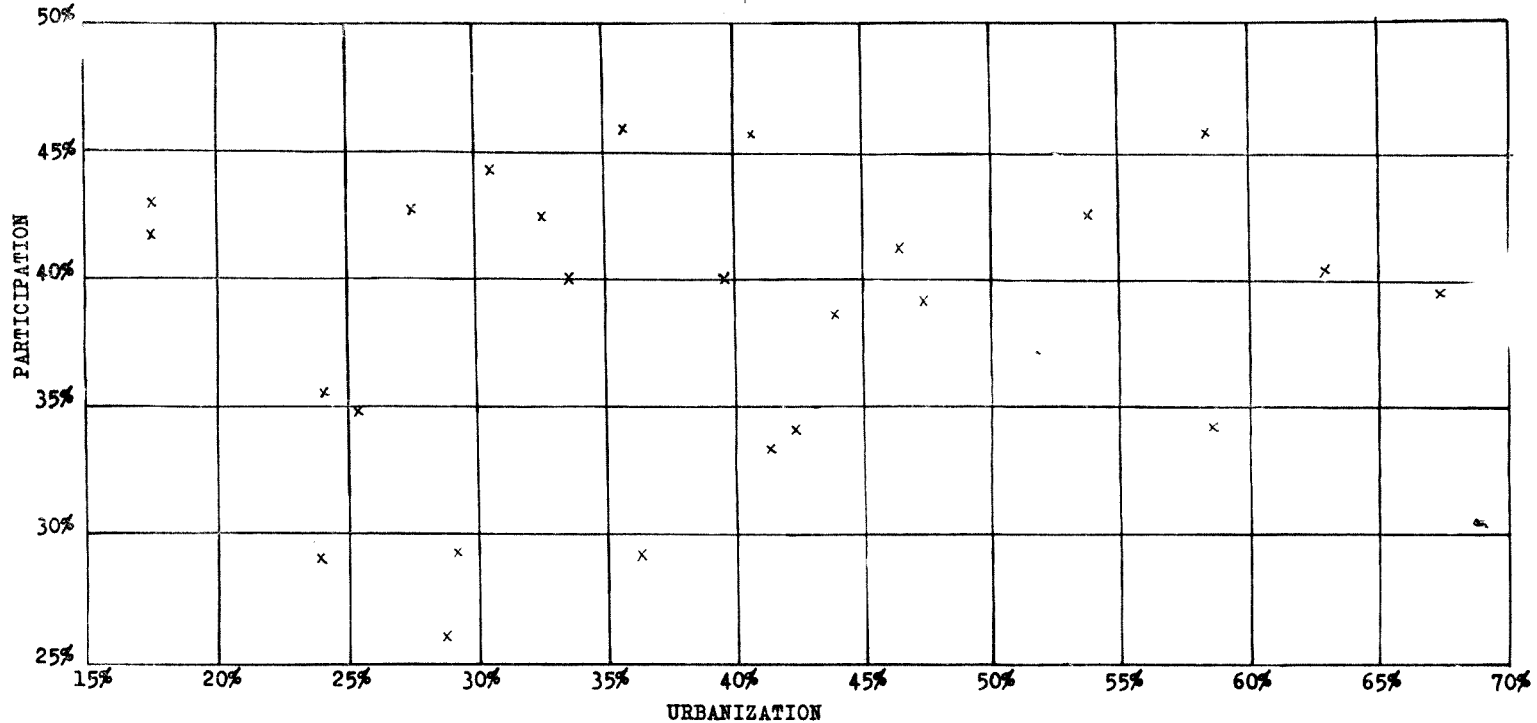


CHART VI.2

POST-PRIMARY PARTICIPATION PER COUNTY BY DEGREE OF URBANIZATION (EXCLUDING CO. DUBLIN).



FORMS USED FOR THE SURVEY OF SCHOOL LEAVERS, 1963

L. 1.

STUDY OF INVESTMENT IN EDUCATION

in association with OECD

Questionnaire to be Completed by a Sample of National School Pupils during 1962/1963 Session.

1. Roll Number _____. 2. County _____
3. Name of Pupil: _____
4. Date of Birth: _____
5. Sex: Male ☐; Female ☐.
6. Are you doing the Primary Leaving Certificate this year? Yes ☐; No ☐.
If so, are you doing it for the first time? Yes ☐; No ☐.
7. Number of children in family _____.
8. How many of them are older than you? _____
9. Is your father alive? Yes ☐; No ☐.
10. If Yes, state father's occupation _____
11. Is your mother alive? Yes ☐; No ☐.
12. School or College attended by:

	National	Vocational	Secondary	Teacher Training	University	Other
Father	☐	☐	☐	☐	☐	☐
Mother	☐	☐	☐	☐	☐	☐
13. Location of home: In City or Town: ☐; Name _____
County _____: In Village or Rural: ☐; Name _____
14. Did you sit for a County Council, Corporation or Gaeltacht scholarship examination last Easter?
Yes ☐; No ☐.
15. What standard are you in at present? _____
16. *Intentions for next school year (1963/64)*
 - ☐ Stay at a National School
 - ☐ Go to a Secondary School or a Secondary Top
 - ☐ Go to a Vocational School
 - ☐ Go to another type of school (specify) _____
 - ☐ Leave school altogether.
17. If you intend to leave school altogether
 - (a) What kind of job do you hope to get _____
 - (b) Do you intend to emigrate (e.g. go to England or America)?
Yes ☐; No ☐; Perhaps ☐.

TAIGHDE AR OIDEACHAS

i gcomhar le OECD

Ceistneoir le Líonadh ag Sampla de Dhaltaí i Scoileanna Náisiúnta sa Scoilbhliain 1962/63

1. Uimhir Rolla na scoile _____. 2. Contae _____.
3. Ainm an Dalta _____.
4. Dáta breithe _____.
5. Gnéas: Fireann ☐; Baineann ☐.
6. An bhfuil tú ag dul faoin scrúdú faoin Teistiméarachta ar Bhunoideachas i mbliana? Tá ☐; Níl ☐.
- Má Tá, an bhfuil tú ag dul faoi scrúdú don chéad uair? Tá ☐; Níl ☐.
7. An líon páistí sa chlann _____.
8. Cé mhéad díobh atá níos sine ná tú? _____.
9. An bhfuil t'athair beo? Tá ☐; Níl ☐.
10. Má Tá, cad é an tsli bheatha atá aige? _____
11. An bhfuil do mháthair beo? Tá ☐; Níl ☐.
12. Na scoileanna nó na coláistí ar a raibh

	Scoil Náisiúnta	Gairmscoil	Meánscoil	Coláiste Oiliúna Múinteoirí	Olscoil	Saghas eile
t'athair do	☐	☐	☐	☐	☐	☐
mhathair	☐	☐	☐	☐	☐	☐

13. Suíomh an teach cónaithe: i gcathair nó i mbaile ☐ }
Contae _____: i sráidbhaile nó faoin tuaith ☐ } Ainm _____
14. Ar sheas tú scrúdú le haghaidh scoláireachta ó Chomhairle Contae nó ó bhárdas nó le haghaidh scoláireacht Gaeltachta an Cháisc seo chaite?
Sheas ☐ Níor Sheas ☐.
15. Cén rang ina bhfuil tú faoi láthair? _____
16. Cad tá ar intinn agat don scoilbhliain seo chughainn (1963/64)?
☐ Fanacht ar scoil náisiúnta
☐ Dul go meánscoil nó meánbharr
☐ Dul go gairmscoil
☐ Dul go saghas eile scoile (abair cén saghas) _____
☐ Scoil a fhágáil ar fad.
17. Má tá sé ar intinn agat scoil a fhágáil ar fad,
 (a) Cén saghas poiste atá tú ag súil lena fháil? _____
 (b) An bhfuil sé ar intinn agat dul thar lear (m.s. go Sasana nó Meiriceá)?
 Tá ☐; Níl ☐; b'Fhéidir ☐.

STUDY OF INVESTMENT IN EDUCATION

L.1A.

IN ASSOCIATION WITH OECD

QUESTIONNAIRE TO BE COMPLETED BY A SAMPLE OF PRIMARY SCHOOL PUPILS DURING 1962/1963

1. Name and Address of school : _____

2. County _____

3. Name of Pupil _____

4. Date of Birth : _____

5. Sex : Male ☐ ; Female ☐

6. Are you doing the Primary Leaving Certificate this year ? Yes ☐ ; No ☐
 If so, are you doing it for the first time? Yes ☐ ; No ☐

7. Number of children in family _____

8. How many of them are older than you ? _____

9. Is your father alive ? Yes ☐ ; No ☐

10. If Yes, father's occupation _____

11. Is your mother alive ? Yes ☐ ; No ☐

12. Schools or Colleges attended by :

	National	Vocational	Secondary	Teacher Training	University	Other
Father	☐ ;	☐ ;	☐ ;	☐ ;	☐ ;	☐ ;
Mother	☐ ;	☐ ;	☐ ;	☐ ;	☐ ;	☐ ;

13. Location of home : In City or Town : ☐ ; Name _____
 County _____ : In Village or Rural : ☐ : Name _____

14. Did you sit for a County Council, Corporation or Gaeltacht scholarship examination last Easter ?
 Yes ☐ ; No ☐

15. What standard are you in at present ? _____

16. Intentions for next school year (1963/64):

- ☐ Stay at a Primary school.
- ☐ Go to a secondary school or a secondary top.
- ☐ Go to a Vocational School.
- ☐ Go to another type of school (specify) _____
- ☐ Leave school altogether.

17. If you intend to leave school altogether

(a) What kind of job do you hope to get _____

(b) Do you intend to emigrate (e.g., go to England or America).

Yes ☐ ; No ☐ ; Perhaps ☐.

STUDY OF INVESTMENT IN EDUCATION

L.2.

IN ASSOCIATION WITH OECD

QUESTIONNAIRE FOR COMPLETION BY PUPILS TAKING INTER-MEDIATE CERTIFICATE OR GROUP CERTIFICATE EXAMINATION IN 1963

1. Name and address of school_____
2. Examination : Intermediate Certificate : ☐ 3. Examination Number
Group Certificate : ☐ _____
4. Date of Birth_____
5. Sex : Male ☐ ; Female ☐.
6. Are you doing this examination for the first time ? Yes ☐ ; No ☐.
7. Number of children in family_____
8. Number in family older than you_____
9. Is your father alive? Yes ☐ ; No ☐.
10. If yes, state father's occupation :_____
11. Is your mother alive ? Yes ☐ ; No ☐.
12. Schools or Colleges attended by :
- | | National | Vocational | Secondary | Teacher Training | University | Other |
|--------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Father | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mother | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
13. Location of home : in City or Town ☐ ; Name _____
County_____in Village or Rural ☐ ; Name _____
14. Previous Attainment (Certificates already held)
Intermediate Certificate. Pass ☐ ; Honours ☐. Group Certificate ☐.
15. What kind of Primary School did you attend ?
National ☐ ; Private ☐ ; Both types ☐.
16. Have you done the Primary Certificate Examination ? Yes ☐ ; No ☐.
17. Intentions for next school year (1963/64) :
- ☐ Continue in present school.
- ☐ Change to another school (specify)_____
- ☐ Leave school altogether.
- What kind of job do you hope to get ?_____
- If you are leaving school do you intend to emigrate ?
Yes ☐ ; No ☐ ; Perhaps ☐.

TAIGHDE AR OIDEACHAS

I GCOMHAR LE OECD

CEISTNEOIR LE LÍONADH AG SCOLÁIRÍ ATÁ AG DUL FAOI SCRÚDÚ
NA MEÁNTEISTIMÉIREACHTA NÓ AN SCRÚDÚ DON TEASTAS GRÚPA

I 1963

1. Ainm agus Seoladh na Scoile_____
2. Scrúdú : Meánteistiméireacht ☐ Teastas Grúpa ☐ 3. Uimhir Scrúdaithe _____
4. Dáta breithe_____
5. Gnéas : Fireann ☐ ; Baineann ☐.
6. An bhfuil tú ag dul faoin scrúdú so don chéad uair ? Tá ☐ ; Níl ☐.
7. An líon páistí sa chlann_____
8. Cé mhéad díobh atá níos sine ná tú ?_____
9. An bhfuil t'athair beo ? Tá ☐ ; Níl ☐.
10. Má tá, cad é an tsli bheatha atá aige ?_____
11. An bhfuil do mháthair beo ? Tá ☐ ; Níl ☐.
12. Na scoileanna nó na coláistí ar a raibh :

	Scoil Náisiúnta	Gairmscoil	Meánscoil	Coláiste Oiliúna Múinteoirí	Ollscoil	Saghas eile
t'athair	☐	☐	☐	☐	☐	☐
do mháthair	☐	☐	☐	☐	☐	☐
13. Suíomh an teach cónaithe : i gCathair nó i mbaile } Ainm _____
 contae_____ : i sráid bhaile nó faoin tuaith }
14. Caighdeán atá bainte amach agat (na teastais atá agat cheana féin)
 Meánteistiméireacht. Pas ☐ ; Onóracha ☐ Teastas Grúpa ☐.
15. Cén saghas bunscoile a fhreastal tú ?
 Scoil Náisiúnta ☐ ; Scoil Phríobháideach ☐ ; An Dá shaghas ☐.
16. Ar chuaigh tú faoin Scrúdú faoin Teistiméireacht ar bhunoideachas ?
 Chuaigh mé ☐ ; Níor chuaigh mé ☐.
17. Cad tá ar intinn agat don scoilbhliain seo chugainn (1963-64) ?
 - ☐ Fanacht san scoil ina bhfuil tú anois.
 - ☐ Aistriú go scoile eile (abair cén saghas) _____
 - ☐ Scoil a fhágáil ar fad.
 Cén saghas poist atá tú ag súil lena fháil ?_____

Má tá tú ag fágaint na scoile ar fad an bhfuil sé ar intinn agat dul thar lear?

Tá ☐ ; Níl ☐ ; b'fhéidir ☐.

VOCATIONAL SCHOOLS.

L.2. Sample.

DAY GROUP CERTIFICATE EXAMINATION, 1963

Male ☐Female ☐FOR OFFICE
USE ONLY

Name of School _____ County _____

Name of Candidate _____

Examination No.:

Date of Birth:

To be filled in by Headmaster
(Write "Don't know" where necessary)1. Occupation of Candidate's father* _____
(*mother, if father dead)2. Did the candidate return to full-time education, in a
vocational or other school, after Summer 1963?Yes ☐ ; No ☐

If Yes, please specify school and course:

Vocational, Continuation ☐Vocational, Technical ☐ Other School ☐If Technical, please give name of school _____
and title of course _____

3. Position of candidate on 8th April, 1964:—

☐ Still in full-time education.☐ Employed by own family.☐ In other employment.☐ Emigrated.☐ Other (e.g., not yet employed), Please specify _____

4. Is he/she an apprentice?

Yes ☐ ; No ☐

If Yes, what trade? _____

Is he/she attending an apprenticeship course?

Yes ☐ ; No ☐*For Office Use.*

12 and 17 (b)

Group	Result	Honours	Maths.
M. & R.			
C.G. & S.			
Dom.			

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.

QUESTIONNAIRE FOR COMPLETION BY PERSONS TAKING LEAVING
CERTIFICATE EXAMINATION OR MATRICULATION, 1963

1. Name and Address of School: _____

2. Mark the examination you are taking this summer:
☐ Leaving Certificate: ☐ Matriculation: ☐ Both.
 Examination Number: _____: Examination Number: _____ (enter both numbers).
3. If you are sitting the Leaving Certificate Examination, is it for the first time?
 Yes ☐; No ☐
4. Date of Birth: _____
5. Sex: ☐ Male; ☐ Female
6. Number of children in family: _____
7. How many of them are older than you? _____
8. Is your father alive? Yes ☐; No ☐
9. If Yes, state father's occupation: _____
10. Is your mother alive? Yes ☐; No ☐
11. Schools or Colleges attended by:

	National	Vocational	Secondary	University	Teacher- Training	Other
Father	☐	☐	☐	☐	☐	☐
Mother	☐	☐	☐	☐	☐	☐
12. Location of home: in City or Town: ☐: Name: _____
 County: _____: in Village or Rural: ☐: Name: _____
13. What kind of Primary School did you attend?:
 National ☐; Private ☐; Both types ☐
14. Do you intend to continue in whole-time education next year?
 Yes ☐; No ☐
 If Yes, specify: _____
15. What kind of job do you hope to get when you finish your education?

16. Do you intend to emigrate? Yes ☐; No ☐; Perhaps ☐
17. Have you done the Intermediate Certificate? Yes ☐; No ☐
 If Yes, year 19____. Did you get Honours? Yes ☐; No ☐
18. Have you done the Primary Certificate? Yes ☐; No ☐

TAIGHDE AR OIDEACHAS

I gCOMHAR LE OECD

CEISTNEOIR LE LÍONADH AG SCOLÁIRÍ ATÁ AG DUL FAOI SCRÚDÚ
NA hÁRDTEISTIMÉIREACHTA NÓ AN SCRÚDÚ MAITHREÁNACH
I 1963.

1. Ainm agus Seoladh na Scoile_____
2. Cuir marc ós comhair an Scrúdú atá á dhéanamh agat an Samhradh so:
☐ Árdteistiméireacht: ☐ Maithreán: ☐ An dá cheann (líon isteach an dá uimhir.)
 Uimhir Scrúdaithe_____ Uimhir Scrúdaithe_____
3. Má tá tú ag dul faoi scrúdú na hÁrdteistiméireachta an don chéad uair é?
 Is Ea ☐ ; Níl hEa ☐
4. Dáta breithe_____.
5. Gnéis: Fireann ☐ ; Baineann ☐
6. An líon páistí sa chlainn_____
7. Cé mhéad díobh atá níos sine ná tú?_____
8. An bhfuil t'athair beo? Tá ☐ ; Níl ☐
9. Má tá, cad é an tsli bheatha atá aige?_____
10. An bhfuil do mháthair beo? Tá ☐ ; Níl ☐
11. Na scoileanna nó na coláistí ar a raibh:

	Scoil Náisiúnta	Gairmscoil	Meánscoil	Coláiste Oiliúna Múinteoirí	Ollscoil	Saghas eile
t'athair	☐	☐	☐	☐	☐	☐
do mháthair	☐	☐	☐	☐	☐	☐
12. Suíomh an teach cónaithe: i gCathair nó i mBaile ☐ } Ainm _____
 Contae_____ : i sráid bhaile nó faoin tuaith☐
13. Cén saghas bunscoil a fhreastal tú?
 Scoil Náisiúnta ☐ ; Scoil Príobháideach ☐ ; An dá shaghas ☐
14. An bhfuil rún agat freastal ar chúrsa oideachas lán-aimsire an scoilbhliain seo chughainn? Tá ☐ ; Níl ☐
 Má Tá, abair cén saghas_____
15. Cén saghas poist atá tú ag súil lena fháil nuair chríochnaíonn tú t'oideachas?

16. An bhfuil sé ar intinn agat dul thar lear? Tá ☐ ; Níl ☐ ; B'fhéidir ☐
17. Ar chuaigh tú faoin Scrúdú Meánteistiméireachta?
 Chuaigh mé ☐ Níor chuaigh mé ☐
 Má chuaigh, luaigh an bhliain 19_____.
 Ar ghnóthaigh tú Onóracha? Ghnóthaigh mé ☐ ; Níor ghnóthaigh mé ☐
18. Ar chuaigh tú faoin Scrúdú faoin Teistiméireacht ar bhunoideachas?
 Chuaigh mé ☐ ; Níor chuaigh mé ☐

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.

QUESTIONNAIRE FOR VOCATIONAL SCHOOLS—FULL-TIME
TECHNICAL STUDENTS ON ROLLS AT THE END OF THE
1962/63 SESSION.

A. To be completed by the Student.

1. Name of school_____

2. Name of student_____

3. Sex: Male ☐ ; Female ☐

4. Date of Birth_____

5. Father's occupation_____

6. Schools or Colleges attended by

	National	Vocational	Secondary	Teacher Training	University	Other
Father	☐	☐	☐	☐	☐	☐
Mother	☐	☐	☐	☐	☐	☐

7. Location of home: in City or Town ☐ } Name _____
County_____ : in Village or Rural ☐

8. Attainment at entry to Technical course (i.e. Certificates held).

☐ Group Certificate

☐ Intermediate Certificate: Honours ☐ ; Pass ☐

☐ Leaving Certificate: Honours ☐ ; Pass ☐

Others (specify)_____

9. What course did you take this year?_____

10. Examinations to be taken summer 1963

(Examinations which lead to separate qualifications should be noted on separate lines.)

(i) Level of examination_____

Ultimate Qualification expected_____

(ii) Level of examination_____

Ultimate Qualification expected_____

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.

FORM FOR COMPLETION IN RESPECT OF FULL-TIME TECHNICAL
STUDENTS WHO DID NOT COMPLETE 1962/63 SESSION.

(A copy of this form to be completed in respect of each full-time technical student who left during the session.)

1. Name of pupil_____
2. Name of school_____
3. Date of birth_____
4. Sex: Male ☐ ; Female ☐
5. Location of Student's home: ☐ In City or Town } Name _____
County_____ ☐ In Village }
6. Father's Occupation_____
7. Attainment at entry to Technical Course.
☐ Group Certificate
☐ Intermediate Certificate: Honours ☐ ; Pass ☐
☐ Leaving Certificate: Honours ☐ ; Pass ☐
Others (specify)_____
8. *Attainment on leaving.*
Specify Certificate held by student at exit.

	Name of Certificate	Level (Intermediate, Final, etc.)
(i)		
(ii)		
(iii)		

9. Destination.

Has student gone to another educational establishment? Yes ☐ ; No ☐
If Yes, complete Section A. If No, complete Section B.

Section A

- ☐ University. Name_____
- ☐ University-type (specify)_____
- ☐ Teacher Training College. Name_____
- ☐ Other (specify)_____

Section B

- ☐ Helping on family farm
- ☐ Helping in family business
- ☐ Employment (i.e. other than in family enterprise)
Specify type of job_____
- Specify industry in which employed_____
- ☐ Other (specify)_____

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.

SECONDARY SCHOOLS—LEAVING CERTIFICATE CYCLE.

Pupils who began the school-year 1962/63 but did not complete it. Please complete a form for each such pupil.

1. Name and address of school _____
2. Name of pupil _____
3. Date of Birth _____ 4. Sex: Male ☐ Female ☐
5. Location of pupil's home: in City or Town ☐ ; Name _____
County _____ : in Village or Rural ☐ ; Name _____
6. Father's occupation _____
7. The pupil was following:—the ☐ 1st Year Leaving Certificate Course
the ☐ 2nd Year Leaving Certificate Course
8. Attainment on leaving.
Has pupil obtained the:—
Day Group Certificate: Yes ☐ ; No ☐
Intermediate Certificate: Yes ☐ ; Honours ☐ ; Pass ☐
No ☐
Matriculation: Yes ☐ ; No ☐
Leaving Certificate Examination (from a previous year)?
Yes ☐ ; Honours ☐ ; Pass ☐
No ☐

Destination of Pupil

9. Has pupil entered the religious life? Yes ☐ ; No ☐
 10. Has pupil gone to another educational establishment? Yes ☐ ; No ☐
- If Yes, complete section A. If No, complete section B.

Section A

- To 2nd Level School
- ☐ Secondary School
- ☐ Vocational School
- ☐ Agricultural School
- ☐ Other (specify) _____

- To 3rd Level
- ☐ University: Name _____
- ☐ University-type (specify) _____
- ☐ Teacher Training College: Name _____
- ☐ Other (specify) _____

Section B

- ☐ Religious (Postulant or Spiritual Year)*
- ☐ Helping on family farm
- ☐ Helping in family business
- ☐ Employment (i.e. other than in family enterprise)
- ☐ Other (specify) _____

Analysis of Employment
Other than in Family enterprise.

Job	Industry					
	Farm	Industry	Distribution	Transport	Public Service	Other
Clerical						
Apprentice to Skilled Trade						
Other						

*This code should be marked *only* if the person is in Religious life and is *not* also attending a formal full-time educational course. If the person is in Religion and is also following a formal full-time educational course (say University) the appropriate box in section headed "Analysis of A" should be marked and the letter "R" placed before the box.

L.6 (Gaeilge)
(ISL)

TAIGHDE AR OIDEACHAS
I GCOMHAR LE OECD

MEÁNSCOILEANNA—SRAITH NA hARDTEISTIMÉIREACHTA

Scoláirí a thosnaigh ar chúrsa na scoilbhliana 1962/63 ach nár chríochnaigh é.
Beifear buíoch díot ach foirm a chomhlánú i leith gach scoláire don cineál san led
thoil.

1. Ainm agus Seoladh na Scoile _____

2. Ainm an Scoláire _____

Fireann ☐

3. Dáta breithe _____

4. Gnéis:

Baineann ☐

5. Suíomh teach cónaithe an scoláire: i gCathair nó i mbaile ☐ } Ainm: _____
Contae _____: i Sráidbhaile nó faoin tuaith ☐ }

6. Slí bheatha athair an scoláire _____

7. Bhí an scoláire ag freastal ☐ an chéad bhliain de Chúrsa na hArdteistiméireachta.

☐ an dara bhliain de Chúrsa na hArdteistiméireachta.

8. Caighdeán ar imeachta.

Ar ghnóthaigh an scoláire:

Teastas Grúpa lae na nGairmscoileanna: Ghnóthaigh ☐; Níor Ghnóthaigh ☐;

An Meánteistiméireacht: Ghnóthaigh ☐; Onóracha ☐; Pas ☐; Níor Ghnóthaigh ☐

Maithreán: Ghnóthaigh ☐; Níor Ghnóthaigh ☐

An Ardteistiméireacht

(ó bhliain roime seo) Ghnóthaigh ☐; Onóracha ☐; Pas ☐; Níor Ghnóthaigh ☐

CÁR CHUAIGH AN SCOLÁIRE.

9. Ar chuaigh an scoláire le saol cráifeach? Chuaigh sé ☐; Níor chuaigh sé ☐.
10. Ar chuaigh an scoláire go fundúireacht oideachais eile? Chuaigh sé ☐; Níor chuaigh sé ☐.

Má chuaigh sé, líon isteach Roinn A. Munar chuaigh sé, líon isteach Roinn B.

ROINN A.

Go scoil den dara leibhéal

- ☐ Meánscoil
- ☐ Gairmscoil
- ☐ Scoil Talmhaíochta
- ☐ Scoil eile (abair cén saghas)*

Go dtí an tríú leibhéal

- ☐ Ollscoil: Ainm_____
- ☐ Institiúd ar chomhchineál le hOllscoil
(abair cén saghas)

- ☐ Coláiste Oiliúna Múinteoirí
Ainm_____
- ☐ Fundúireacht eile (abair cén saghas)

ROINN B.

- ☐ Saol Cráifeach (Nuasachán nó Bliain Spioradálta)†
- ☐ Ag cabhrú ar fheirm a chlainne
- ☐ Ag cabhrú i gnólucht na clainne
- ☐ Fostaithe (sé sin leasmuich de gnó clainne)
- ☐ Gnó eile (abair cén saghas)_____

MIONSEORAÍ FOSTAÍOCHTA
LEASMUICH DE GNÓ CLAINNE

Post	Tionscal					
	Feirm	Tionscal	Miondáiliú	Iompar	Seirbhís Phoiblí	Saghas eile
Cléireachas ...						
Printiseach le céard oilte						
Saghas eile						

†Marceáiltear an cód so sa cás go bhfuil an duine imithe le saol cráifeach agus nach bhfuil sé ag freastal cúrsa lán-aimsire foirmeálta oideachais. Má tá sé imithe le saol cráifeach agus ag freastal cúrsa lán-aimsire foirmeálta oideachais (mar shampla, Ollscoil) ba chóir an bosca cuí i Roinn A a mharcáil agus an litir "R" a chur ós cómhair an bhosca.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.**

**FORM FOR COMPLETION BY PERSONS TAKING AN APPRENTICESHIP
COURSE IN THE SESSION 1962/63.**

1. Name of School..... 2. Town.....
3. Name of pupil..... 4. Sex: Male ☐; Female ☐
5. Date of Birth..... 6. Occupation
7. Father's occupation
8. Location of family home: In City or Town ☐ } Name.....
County.....: In Village or Rural ☐
9. Education at entry to Apprenticeship:
National ☐: Vocational (Continuation) ☐: Secondary ☐
10. Certificate held at entry to Apprenticeship:
Group Certificate ☐
Intermediate Certificate ☐: Honours ☐; Pass ☐
Leaving Certificate ☐: Honours ☐; Pass ☐
11. Courses followed while in Apprenticeship: Day ☐; Evening ☐
12. Certificate(s) obtained to date, while taking apprenticeship courses.

General title

- ☐ Technical School Examinations
☐ City and Guilds
☐ Other (specify).....

Subjects

Highest level passed

_____	_____
_____	_____
_____	_____

13. Examinations to be taken this summer (1963)

- ☐ Technical School Examinations
☐ City and Guilds
☐ Other (specify).....

Subjects

Level

_____	_____
_____	_____
_____	_____
_____	_____

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.**

**FORM FOR COMPLETION IN RESPECT OF PERSONS TAKING
APPRENTICESHIP COURSES WHO LEFT DURING SESSION
1962/63.**

(A copy of this form should be completed in respect of each such apprentice.)

1. Name of student _____
2. Name of school _____
3. Town _____
4. Date of birth _____
5. Sex: Male ☐ ; Female ☐
6. Occupation _____
7. Father's Occupation _____
8. Location of family home: in City or Town ☐ } Name _____
County _____: in Village or Rural ☐
9. Education at entry to Apprenticeship.
National ☐ ; Vocational (Continuation) ☐ ; Secondary ☐
10. Certificates held at entry to Apprenticeship:
Group Certificate: ☐
Intermediate Certificate: ☐ : Honours ☐ ; Pass ☐
Leaving Certificate: ☐ : Honours ☐ ; Pass ☐
11. Courses followed while in Apprenticeship: Day ☐ ; Evening ☐
12. Certificate(s) obtained while taking Apprenticeship courses.

General title

- ☐ Technical School Examinations
- ☐ City and Guilds
- ☐ Other (specify) _____

Subjects

Highest Level Passed

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.**

SECONDARY SCHOOLS—INTERMEDIATE CERTIFICATE CYCLE.

**TOTAL NUMBER OF PUPILS WHO BEGAN THE SCHOOL YEAR 1962/63
BUT DID NOT COMPLETE IT.**

1. Name and Address of school _____
2. Attainment at departure, and destinations.

	Destination			
	To another school			Left school altogether
	Secondary	Vocational	Other	
Boys:				
With Intermediate Certificate*				
Without Intermediate Certificate				
Girls:				
With Intermediate Certificate*				
Without Intermediate Certificate				

*From a previous year's examination.

3. Length of Stay in School.

	Less than 1 school year	1 year but less than 2 years	2 years but less than 3 years	3 years or over
Boys ...				
Girls ...				

4. Destinations of those who left school altogether.

	Family Farm	Family Business	Non-family Employment	Other
Boys ...				
Girls ...				

5. Analysis of non-family employment.

	Farm	Industry	Distribution	Transport	Public Service	Other
Boys						
Girls						

Signed: _____
Principal.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.**

**VOCATIONAL SCHOOLS—WHOLETIME DAY CONTINUATION CYCLE.
TOTAL NUMBER OF PUPILS WHO BEGAN THE SESSION 1962/63 BUT
DID NOT COMPLETE IT.**

1. Name and Address of school_____

2. Attainment at Departure and destinations.

Attainment	Destination			
	To another school			Left school altogether
	Vocational	Secondary	Other	
Boys: With Group Cert.* Without Group Cert.				
Girls: With Group Cert.* Without Group Cert.				

*From a previous year's examination.

3. Length of Stay in School.

	Less than 1 year	1 year but less than 2 years	2 years but less than 3 years
Boys			
Girls			

4. Destinations of those who left school altogether.

	Family Farm	Family Business	Non-family Employment	Other
Boys				
Girls				

5. Analysis of non-family employment.

	Farm	Industry	Distribution	Transport	Public Service	Other
Boys ...						
Girls ...						

Signed: _____
Headmaster.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD.

D.1.

SURVEY OF LEAVERS FROM PRIMARY SCHOOLS, 1962/63

County_____ Name of School_____ Roll No._____

Please complete sections I and II of this form, even if you have already supplied information in respect of section II.

If "Yes" to questions (a) or (b) in Section II please complete section III overleaf, also.

Section I

Please give the total number of pupils who left your school from fourth and higher standards

(i) during the school-year 1962/63 (i.e. between the date of commencement after the summer holidays, 1962 and the last day of the school-year, Friday, 28th June, 1963)†	Boys	Girls	Total
(ii) on or after Friday, 28th June, 1963, and did not return to your school for the 1963/64 school-year	Boys	Girls	Total

Section II

- (a) Were any of these pupils born on the 5th, 15th or 25th of any month (according to the school rolls)?

Yes ☐No ☐

- (b) Did any pupil in your school sit for the examination for scholarships conducted by the Department of Education at Easter, 1963?

Yes ☐No ☐

Signed.....
Principal

Date.....1963

†Pupils who were on rolls but who did not attend on any day after the summer holidays, 1962, should not be included on this form.

County_____

Roll No._____

Section III

DESTINATION OF PUPILS WHO LEFT THE SCHOOL

Please complete this section in respect of school leavers from fourth and higher standards who either

- (i) sat for the Examination for Scholarships conducted by the Department of Education, Easter, 1963 *or*
- (ii) were born on the 5th, 15th or 25th of any month (according to the school rolls).

In the final column of table (I) type of school should be indicated as follows:

National School (other than Secondary Top)	N	Vocational	V
Private Primary or Preparatory	P	Agricultural	A
Recognised Secondary	S	Commercial	C
Secondary Top	S.T.	Other (specify)	O

Indicate pupils who sat for a scholarship thus: + before their names.

I. Pupils who went to other schools.

Name of Pupil	Date of Birth	Occupation(s) of Parents	School to which Pupil went		
			Name	Town	Type
(a) Pupils who left <i>during</i> school-year 1962/63					
(b) Pupils who left <i>on or since</i> 28th June, 1963					

II. Pupils who left full-time education.

Mark destination of pupil by an X.

Name of Pupil	Date of Birth	Occupation(s) of Parents	DESTINATION				
			Family Farm	Family Business	Apprenticeship	Other Employment	Other ¹
(a) Pupils who left <i>during</i> school year, 1962/63							
(b) Pupils who left <i>on or since</i> 28th June, 1963							

¹Includes illness, marriage, emigration, etc., or death.

TAIGHDE AR OIDEACHAS
I GCOMHAR LE OECD.

SUIRBHÉ AR LUCHT FÁGÁLA BUNSCOILEANNA 1962/63

Contae _____ Ainm na Scoile _____ Uimhir Rolla _____

Líon isteach ranna I agus II den fhoirm seo, led thoil, fiú má thug tú eolas cheana i dtaobh roinn II.

Más “rugadh” an freagra ar cheist (a) i roinn II nó “sheas” an freagra ar cheist (b) roinn II, líon isteach roinn III ar chúil na billeoige seo, led thoil.

Roinn I

Tabhair líon iomlán na ndaltaí a fhág do scoil ón cheathrú rang agus ó ranganna níos airde

	Buachaillí	Cailíní	Iomlán
(i) i rith na scoilbhliana 1962/63 (sé sin, idir an dáta tosnaithe tar éis saoire an tSamhraidh i 1962 agus lá deireannach na scoilbhliana, an Aoine, 28 Meitheamh, 1963)†	_____	_____	_____
(ii) ar nó tar éis an Aoine, 28 Meitheamh, 1963 agus nár fhíll ar do scoil i gcomhair na scoilbhliana 1962/63.....	_____	_____	_____

Roinn II

- (a) Ar rugadh éinne de na micléinn sin ar an 5ú, 15ú nó 25ú lá de mhí ar bith (de réir rollaí na scoile)?

Rugadh ☐

Níor rugadh ☐

- (b) Ar sheas dalta ar bith id scoil an scrúdú i gcomhair scoláireachtaí a thionól an Roinn Oideachais um Cháisc, 1963?

Sheas ☐

Níor sheas ☐

Síniú.....

Príomh-Oide

Dáta.....1963

†Ní cheart daltaí a áireamh ar an bhfoirm seo a bhí ar na rollaí ach nár rinne freastal ar an scoil lá ar bith tar éis saoire an t-samhraidh, 1962.

Contae _____

Uimhir Rolla _____

Roinn III

CÁ CHUAIGH NA DALTAÍ A D'FHÁG AN SCOIL

Líon isteach an roinn seo led thoil i leith na ndaltaí a d'fhág an scoil ón cheathrú rang go ranganna níos airde, más rud é

- (i) gur sheas siad an Scrúdú i gcomhair Scoláireachtaí a thionól an Roinn Oideachais um Cháisc 1963, nó

- (ii) gur rugadh iad ar an 5ú, 15ú nó 25ú de mhí ar bith (de réir rollaí na scoile)

Sa cholún deireannach de tábla (I) taispeáin an cineál scoile leis na comharthaí seo leanas:—

Scoil Náisiúnta (seachas Meánbhárr)	N	Gairmscoil	V
Bunscoil Phríobháideach nó Ullmhúcháin	P	Scoil Talmhaíochta	A
Meánscoil aithinte	S	Scoil Tráchtála	C
Meánbhárr	S.T.	Scoileanna eile (luaigh iad)	O

Cuir an comhartha + ós comhair ainmneacha na ndaltaí a sheas an scrúdú i gcomhair scoláireachtaí.

I. Daltaí a chuaigh go scoileanna eile.

[illegible]

II. Daltaí a d'éirigh as oideachas lán-aimsire.

Taispeáin cad a bhain don dalta mar seo: ×

Ainm an Dalta	Dáta Breithe	Slí(te) beatha na dtuismitheoirí	Chuaigh sé go dtí				Rudaí ¹ eile
			Feirm a mhuin-tíre	Gnólucht a mhuin-tíre	Printseacht	Fost-alocht eile	
Daltaí a d'fhág an scoil <i>i rith</i> na scoilbliana, 1962/63							
Daltaí a d'fhág an scoil <i>ar nó tar éis</i> 28 Meitheamh, 1963.							

¹Airítear anso breoiteacht, pósadh, imirce, 7rl., nó bás.

County_____ Name_____ Roll No._____

I. Did any pupil leave the above National School* during or at the end of the school-year 1962/63? (This means pupils who were in attendance at some time after the Summer of 1962 but did not make any attendance after the Summer of 1963. Do not count pupils who had not reached fourth standard or who moved to another National School).

No ☐

II. Were any of the pupils who left born on the 5th, 15th or 25th of a month?

No ☐[illegible]

STUDY OF INVESTMENT IN EDUCATION in association with OECD

D.2.

Boys

County _____

Name and address of school _____

Destinations of Pupils who took the Intermediate Certificate Examination, 1963

1. Numbers of pupils by destination and by examination result.

Examination Results	Remained in your school		Went to another Secondary School or Secondary Top	Went to Vocational School	Went to Agricultural School	Went to Commercial School	Went to other Schools or Colleges	Left full-time education altogether
	In Intermediate Certificate classes	Promoted to Leaving Cycle						
Honours								
Pass								
Fail								
TOTAL ...								

2. Destination of those pupils who left full-time education altogether.

Examination Results	Family Farm	Family Business	Non-family Employment			Unemployment and Other*
			Apprenticeship	Other	Total	
Honours ...						
Pass ...						
Fail ...						
TOTAL ...						

*Includes illness, emigration etc. or death.

3. Analysis of total "Non-family Employment."

Examination Results	Farm	Industry	Distribution	Transport	Public Service	Other
Honours ...						
Pass ...						
Fail ...						
TOTAL ...						

†Excluding industrial enterprises; these should be included under Industry.

4. Total number of pupils who joined your school for the first time for the 1963/64 schoolyear having sat for the Intermediate Certificate in 1963.

Examination Results	Staying in Intermediate Cycle	Promoted to Leaving Cycle
Honours		
Pass		
Fail		
TOTAL		

5. Attainment of all pupils in first year Leaving Certificate class(es).

	Number of Pupils
Pupils with Intermediate Certificate	
Sat for but did not obtain the Intermediate Certificate ...	
Have not sat for the Intermediate Certificate	
TOTAL	

Signed: _____

Date: _____ 1963

Cad a bhain do na daltaí a sheas an Scrúdú Meánteistiméarachta i 1963

1. Líon na ndaltaí de réir a dtorthaí scrúdaithe agus a bhain dóibh.

Torthaí Scrúdaithe	I do scoil féin fós		Imithe go Meánscoil nó Meánbhárr eile	Imithe go Gairmscoil	Imithe go Scoil Talmhalochta	Imithe go Scoil Tráchtála	Imithe go Scoileanna nó Coláistí nach iad	Éirithe as oideachas lán-aimsire
	I rang Meánteistiméarachta	I rang Ardteistiméarachta (1ú nó 2ú bl.)						
Onóracha ...								
Pas ...								
Teip ...								
Iomlán ...								

2. Cá chuaigh na daltaí sin a d'éirigh as oideachas lán-aimsire.

Torthaí Scrúdaithe	Feirm a muintire	Gnólacht a muintire	Fostaíocht lasmuigh den teaghlach			Díomhaoin agus Rudaf eile*
			Printiseacht	Fostaíocht eile	Iomlán	
Onóracha ...						
Pas ...						
Teip ...						
Iomlán ...						

*Áirítear anso breoiteacht, imirce srl. nó bás.

3. Mionsonraí "Fostaíocht lasmuigh den teaghlach."

Torthaí Scrúdaithe	Feirm	Tionscail	Dáileadh	Iompair	Seirbhís Poiblí	Rudaf eile
Onóracha ...						
Pas ...						
Teip ...						
Iomlán ...						

†Seachas gníomhalochtaí tionscail : áirígh iad san faoi tionscail."

4. Líon iomlán na ndaltaí a thosnaigh id scoil don chéad uair sa scoilbhliain 1963/64 tar éis dóibh an scrúdú Meánteistiméarachta a sheasamh i 1963.

Torthaí Scrúdaithe	I rang Meánteistiméarachta	I rang Ardteistiméarachta
Onóracha ...		
Pas ...		
Teip ...		
Iomlán ...		

5. An caighdeán atá bainte amach ag na daltaí uile atá i rang(anna) na chéad bhliana Ardteistiméarachta.

Daltaí a bhfuil Meánteistiméarachta acu	Líon daltaí
Daltaí a sheas ach nár ghnóthaigh an Meánteistiméarachta ...	
Daltaí nár sheas an scrúdú Meánteistiméarachta ...	
Iomlán ...	

Síniú

Príomhoide/Bainisteoir.

Dáta

1963.

STUDY OF INVESTMENT IN EDUCATION in association with OECD

D.2A.
Girls.

County _____

Name and address of school _____

Destinations of Pupils who took the Intermediate Certificate Examination, 1963

1. Numbers of pupils by destination and by examination result.

Examination Results	Remained in your school		Went to another Secondary School or Secondary Top	Went to Vocational School	Went to Agricultural School	Went to Commercial School	Went to other Schools or Colleges	Left full-time education altogether
	In Intermediate Certificate classes	Promoted to Leaving Cycle						
Honours								
Pass								
Fail								
Total								

2. Destination of those pupils who left full-time education altogether.

Examination Results	Family Farm	Family Business	Non-Family Employment			Unemployment and Other*
			Apprenticeship	Other	Total	
Honours ...						
Pass ...						
Fail ...						
Total ...						

*Includes illness, marriage, emigration, etc. or death.

3. Analysis of total "Non-family Employment"

Exam. Results	Farm	Industry	Distribution	Transport	Public† Service	Other
Honours						
Pass ...						
Fail ...						
Total ...						

†Excluding industrial enterprises; these should be included under Industry.

4. Total number of pupils who joined your school for the first time for the 1963/64 schoolyear having sat for the Intermediate Certificate in 1963.

Examination Results	Staying in Intermediate Cycle	Promoted to Leaving Cycle
Honours		
Pass		
Fail		
Total		

5. Attainment of all pupils in first year Leaving Certificate class(es).

	Number of Pupils
Pupils with Intermediate Certificate	
Sat for but did not obtain the Intermediate Certificate ...	
Have <i>not</i> sat for the Intermediate Certificate	
Total	

Signed:

Date:

1963

Cad a bhain do na daltaí a sheas an Scrúdú Meánteistiméarachta i 1963

1. Líon na ndaltaí de réir a dtorthaí scrúdaithe agus a bhain dóibh.

Torthaí Scrúdaithe	I do scoil féin fós		Imithe go Meánscoil nó Meánbhall eile	Imithe go Gairmscoil	Imithe go Scoil Talmhaíochta	Imithe go Scoil Tráchtála	Imithe go Scoileanna nó Coláistí nach iad	Éirithe as oideachas lán-aimsire
	I rang Meánteistiméarachta	I rang Ardeistiméarachta (1ú nó 2ú bl.)						
Onóracha ...								
Pas								
Teip								
Iomlán ...								

2. Cá chuaigh na daltaí sin a d'éirigh as oideachas lán-aimsire.

Torthaí Scrúdaithe	Feirm a muintire	Gnólacht a muintire	Fostaíocht lasmuigh den teaghlach			Díomhaoin agus Rudaí eile*
			Printíseacht	Fostaíocht eile	Iomlán	
Onóracha						
Pas ...						
Teip ...						
Iomlán ...						

*Áirítear anso breiteacht, pósadh, imíree, srl., nó bás.

4. Líon iomlán na ndaltaí a thosnaigh id scoil don chéad uair sa scoilbhliain 1963/64 tar éis dóibh an scrúdú Meánteistiméarachta a sheasamh i 1963.

Torthaí Scrúdaithe	I rang Meánteistiméarachta	I rang Ardeistiméarachta
Onóracha		
Pas		
Teip		
Iomlán		

3. Mionsonraí "Fostaíocht lasmuigh den teaghlach".

Torthaí Scrúdaithe	Feirm	Tionscail	Dáileadh	Iompair	Seirbhís Poiblí†	Rudaí eile
Onóracha						
Pas ...						
Teip ...						
Iomlán ...						

†Seachas gníomhaíochtaí tionscail: áirigh iad sar faoi "tionscail".

5. An caighdeán atá bainte amach ag na daltaí uile atá i rang(anna) na chéad bhliana Ardeistiméarachta.

Daltaí a bhfuil Meánteistiméaracht acu	Líon daltaí
Daltaí a sheas ach nár ghnóthaigh an Meánteistiméaracht	
Daltaí a sheas an scrúdú Meánteistiméarachta	
Iomlán	

Síniú:

Dáta:1963

Príomhoide/Bainisteóir.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

SECONDARY SCHOOLS—INTERMEDIATE CERTIFICATE CYCLE
TOTAL NUMBER OF PUPILS WHO DID NOT SIT FOR THE INTER-
MEDIATE CERTIFICATE IN 1963 AND DID NOT RETURN TO THE
SCHOOL AFTER THE SUMMER VACATION 1963

1. County _____

Name and address of school _____

2. Destination of Pupils:

	Total	Destination			Left full-time education
		To another School			
		Secondary†	Vocational	Other	
Boys ...					
Girls ...					

†Include Secondary Top.

3. Length of stay of those pupils in your School:

	1 school year	2 years	3 years	Over 3 years
Boys ...				
Girls ...				

4. Destination of those who left full-time education:

	Family Farm	Family Business	Non-Family Employment			Other (1)
			Apprentice- ship	Other	Total	
Boys ...						
Girls ...						

5. Analysis of total non-family employment:

	Farm	Industry	Distribution	Transport	Public Service†	Other
Boys						
Girls ...						

(1) Includes illness, marriage, emigration, etc., or death.

†Excluding industrial enterprises: include these under "industry."

Signed.....
Principal/Manager.

TAIGHDE AR OIDEACHAS

D.3.

I GCOMHAR LE OECD

MEÁNSCOILEANNA—CÚRSA NA MEÁNTEISTIMÉARACHTA

LÍON IOMLÁN NA nDALTAÍ NÁR SHEAS AN SCRÚDÚ MEÁNTEISTI-MÉARACHTA I 1963 AGUS NÁR FHILL AR AN SCOIL TAR ÉIS SAOIRE AN tSAMHRAIDH, 1963

1. Contae:_____

Ainm agus seoladh na scoile:_____

2. Cad a bhain do na daltaí sin:

	Iomlán	Chuaigh go Scoil eile			D'éirigh siad as Oideachas lán-aimsire
		Meánscoil†	Gairmscoil	Scoileanna eile	
Buachaillí ...					
Cailíní ...					

†Áirítear Meánbháirr anso.

3. An fhaid a bhíodar id scoil.

	1 bhliain	2 bhliain	3 bliana	Thar 3 bhliana
Buachaillí ...				
Cailíní ...				

4. Cá chuaigh na daltaí a d'éirigh as oideachas lán-aimsire.

	Feirm Muintire	Gnólucht a Muintire	Fostaíocht lasmuigh den Teaghlach			Rudaí eile (1)
			Printíseacht	Fostaíocht eile	Iomlán	
Buachaillí						
Cailíní ...						

5. Mionseoraí faoi "fostaíocht lasmuigh den teaghlach," go hiomlán:

	Feirm	Tionscail	Dáileadh	Iompar	Seirbhís Phoiblí†	Rudaí eile
Buachaillí ...						
Cailíní ...						

(1) Áirítear breoiteacht, pósadh, imirce agus rl., no bás.

†Seachas gníomhaíochtaí tionscail: áirigh iad san faoi "tionscail."

Síniú.....
Príomhoide/Bainisteoir.

Dáta.....1963.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

SECONDARY SCHOOLS—LEAVING CERTIFICATE CYCLE

Pupils, other than those who sat for the Leaving Certificate Examination in 1963 who left over the Summer vacation 1963.

Please complete a form for each such pupil.

1. Name and address of school _____
County _____
2. Name of pupil _____
3. Date of Birth _____
4. Sex: Male ☐; Female ☐
5. Location of pupil's home: in City or Town ☐ Name _____
County _____: in Village or Rural ☐
6. Father's occupation _____
7. The pupil was following the ☐ 1st Year of the Leaving Certificate Course
☐ 2nd Year of the Leaving Certificate Course
8. Attainment on leaving.
Had the pupil obtained the
Day Group Certificate? Yes ☐ No ☐
Intermediate Certificate? Yes ☐ No ☐
Honours ☐ Pass ☐
Matriculation? Yes ☐ No ☐
Leaving Certificate Examination
(from a previous year)? Yes ☐ No ☐
Honours ☐ Pass ☐
9. Has pupil entered the religious life? Yes ☐ No ☐
10. Is pupil attending another educational establishment as a full-time student?
Yes ☐ No ☐

If yes, complete section A. If no, complete section B.

SECTION A

At 2nd Level

- ☐ Secondary School
- ☐ Vocational School
- ☐ Agricultural School
- ☐ Other (specify) _____

At 3rd Level

- ☐ University: Name _____
- ☐ University type (specify) _____
- ☐ Teacher Training College: Name _____
- ☐ Other (specify) _____

SECTION B

- ☐ Religious (Postulant or Spiritual Year)*
- ☐ Helping on family farm.
- ☐ Helping in family business.
- ☐ Employment (other than in family enterprise).
- ☐ Other (specify) _____

ANALYSIS OF "EMPLOYMENT (OTHER THAN IN FAMILY ENTERPRISE)"

Type of Job	Sector					
	Farm	Industry	Distribution	Transport	Public Service†	Other
Clerical ...						
Apprentice to Skilled Trade						
Other ...						

*This code should be marked *only* if the person is in Religious life and is *not* also attending a formal full-time educational course. If the person is in Religion and is also following a formal full-time educational course (say University) the appropriate box in Section A should be marked and the letter "R" placed before the box.

†Excluding industrial enterprise: these should be included under Industry.

TAIGHDE AR OIDEACHAS

I GCOMHAR LE OECD

MEÁNSCOILEANNA—CÚRSA NA hARDTEISTIMÉIREACHTA

Daltaí, seachas iad san a sheas an scrúdú Ardeistiméarachta i 1963, a d'fhág an scoil le linn saoire an tSamraidh 1963.

Beifear buíoch diot ach foirm a chomhlánú i leith gach scoláire den chineál san led thoil.

1. Ainm agus Seoladh na Scoile _____

Contae _____

2. Ainm an dalta _____

3. Dáta breithe _____

Fireann ☐

4. Gnéis:

Baineann ☐

5. Suíomh teach cónaithe an dalta: i gCathair nó i mBaile ☐ } Ainm _____
 Contae _____ i Sráidbhaile nó faoin tuaith ☐

6. Slí bheatha athair an dalta _____

7. Bhí an scoláire ag feastal ar ☐ an chéad bhliain de Chúrsa na hArdteistiméireachta.

☐ an dara bliain de Chúrsa na hArdteistiméireachta.

8. Caighdeán ar imeachta dhó.

Ar ghnóthaigh an dalta

Teastas Grúpa Lae na nGairmscoileanna: Ghnóthaigh ☐ Níor Ghnóthaigh ☐

An Meánteistiméireacht?

Ghnóthaigh ☐ Níor Ghnóthaigh ☐

Onóracha ☐ Pas ☐

Máithreán? Ghnóthaigh ☐ Níor Ghnóthaigh ☐

An Ardeistiméireacht
 (ó bhliain roimhe seo)

Ghnóthaigh ☐ Níor Ghnóthaigh ☐

Onóracha ☐ Pas ☐

CÁ CHUAIGH AN DALTA

9. Ar chuaigh an dalta leis an saol rialta?
(i.e. ord rialta nó cléir) Chuaigh ☐
Níor Chuaigh ☐
10. An bhfuil an dalta ag freastal ar ionad oideachais eile mar macléinn lán-aimsire?
Tá ☐; Níl ☐
- Má tá, líon isteach Roinn A. Muna bhfuil, líon isteach Roinn B.

ROINN A

- | | |
|--|---|
| Ag an dara leibhéal | Ag an tríú leibhéal |
| ☐ Meánscoil | ☐ Ollscoil: Ainm_____ |
| ☐ Gairmscoil | ☐ Institiúid ar chomhchineál le hOllscoil
(luaigh)_____ |
| ☐ Scoil Talmhaíochta | ☐ Coláiste Oiliúna Múinteoirí |
| ☐ Scoil eile (abair cén saghas) | Ainm_____ |
| | ☐ Ionad oideachais eile (luaigh)_____ |

ROINN B

- ☐ An saol rialta (Nuasachán nó Bliain Spioradálta)*.
- ☐ Ag cabhrú ar fheirm a mhuintire.
- ☐ Ag cabhrú i ghnólucht a mhuintire.
- ☐ Fostaíocht (seachas i ghnó muintire).
- ☐ Rud eile (luaigh)_____

MIONSONRAÍ DE FOSTAÍOCHT (SEACHAS I GHNÓ MUINTIRE)

An Saghas Poist	Rannóg					
	Féirm	Tionscal	Dáileadh	Iompar	Seirbhís Phoiblí†	Rannóg eile
Cléireachas						
Printiseach le ceárd oílte						
Saghas eile						

*Marcáiltear an cód so sa chás go bhfuil an duine imithe leis an saol rialta agus nach bhfuil sé ag freastal ar chúrsa lán-aimsire foirmeálta oideachais. Má tá sé imithe leis an saol rialta agus ag freastal ar chúrsa lán-aimsire foirmeálta oideachais (Ollscoil mar shampla), ba chóir an bosca cuí i Roinn A a mharcáil agus an litir "R" a chur os comhair an bhosca.

†Seachas gníomhaíochtaí tionscail; áirigh iad sin faoi "tionscal."

D.5.

Boys.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD**

County _____ Name and address of School _____

**DESTINATIONS OF STUDENTS WHO SAT FOR THE DAY GROUP
CERTIFICATE IN 1963**

1. Numbers of students by destination and by examination result:

Examination Group* and Result	In Vocational School		Gone to Secondary school or Secondary Top	Gone to Agricultural School	Gone to other schools (specify)	Left fulltime education
	Continuation	Full-time Technical				
<i>Manual Training</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Rural Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
Total						

2. Destinations of those students who left full-time education:

Examination Group* and Result	Family Farm	Family Business	Non-Family Employment			Other ¹
			Apprenticeship	Other	Total	
<i>Manual Training</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Rural Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						

*Students who took more than one group should be allocated according to whichever certificate is most relevant to their present destinations.

¹Includes illness, unemployment, emigration, etc., or death.

3. Analysis of total non-family employment:

Examination Group and Result	Farm	Industry	Transport	Distribution	Public* Service	Other
<i>Manual Training</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Rural Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
Total						

*Excluding industrial enterprises: include those under Industry.

Signed _____

Headmaster

Date _____ 1963.

TAIGHDE AR OIDEACHAS
I GCOMHAR LE OECD

Contae _____

Ainm agus seoladh na scoile _____

CAD A BHAIN DO NA MICLEINN A DHEIN AN SCRÚDÚ DON TEASTAS
GRÚPA LAE I 1963

1. Líon na macleinn de réir a dtorthaí scrúdaithe agus a bhain díobh:

Grúpa* agus toradh scrúdaithe	I nGairmscoil		Imithe go Scoil Talmhaíochta	Imithe go Scoileanna nach iad (luaigh iad)	Éirithe as oideachas lán-aimsire
	I gCúrsa leanúna	I gCúrsa lán-aimsire teicniciúil			
<i>Lámh-Oiliúint</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					
<i>Tuaitheolaíocht</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					
<i>Tráchtáil</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					

2. Cá chuaigh na micléinn sin a d'éirigh as oideachas lán-aimsire:

Grúpa* agus toradh scrúdaithe	Feirm a muintire	Gnólucht a muintire	Fostaíocht seachas gnó muintire			Rudaí eile ¹
			Printiseacht	Fostaíocht eile	Iomlán	
<i>Lámh-Oiliúint</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tuaitheolaíocht</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tráchtáil</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						

*I gcás micléinn a thóg níos mó ná grúpa amháin ba chóir iad a bhreacadh isteach de réir an teastais is mó a bhaineann lena bhfuil ar siúl acu anois.

¹Áirigh anso breoiteacht, dífhostaíocht, imirce, ʔrl' nó bás

3. Mionseoraí de “Fostaíocht seachas gnó muintire”:

Grúpa agus toradh scrúdaithe	Feirm	Tionscail	Dáileadh	Iompar	Seirbhísí Poiblí*	Rudaí eile
<i>Lámh-Oiliúint</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tuaitheolaíocht</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tráchtáil</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						

*Seachas gníomhaíochtaí tionscail: áirigh iad sin faoi “Tionscail”.

Síniú_____

Árdmháistir.

Dáta_____1963

D.5A.

Girls.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD**

County_____

Name and address of school_____

**DESTINATIONS OF STUDENTS WHO SAT FOR THE DAY GROUP
CERTIFICATE IN 1963**

1. Numbers of students by destination and by examination result:

Examination Group* and Result	In Vocational School		Gone to Secondary school or Secondary Top	Gone to Agricultural School	Gone to other schools (specify)	Left full-time education
	Continuation	Full-time Technical				
<i>Commerce (General)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce (Secretarial)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Domestic Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
Total						

2. Destinations of those students who left full-time education:

Examination Group* and Result	Family Farm	Family Business	Non-Family Employment			Other ¹
			Apprenticeship	Other	Total	
<i>Commerce (General)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce (Secretarial)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Domestic Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						

*Students who took more than one group should be allocated according to whichever certificate is most relevant to their present destinations.

¹Includes illness, unemployment, marriage, emigration, etc., or death.

3. Analysis of total non-family employment:

Examination Group and Result	Farm	Industry	Transport	Distribution	Public* Service	Other
<i>Commerce (General)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Commerce (Secretarial)</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
<i>Domestic Science</i> 3 or more Honours						
1 or 2 Honours						
Pass						
Fail						
Total						

*Excluding industrial enterprises : include those under Industry.

Signed _____
Headmaster.
Date _____ 1963.

TAIGHDE AR OIDEACHAS

I GCOMHAR LE OECD

Contae _____

Ainm agus seoladh na scoile _____

CAD A BHAIN DO NA MICLÉINN A DHEIN AN SCRÚDÚ DON TEASTAS
GRÚPA LAE I 1963

1. Líon na mac léinn de réir a dtorthaí scrúdaithe agus a bhain díobh:

Grúpa* agus toradh scrúdaithe	I nGairmscoil		Imithe go Scoil Talmhaíochta	Imithe go Scoileanna nach iad (luaigh iad)	Éirithe as oideachas lán-aimsire
	I gCúrsa leanúna	I gCúrsa lán-aimsire teicniúil			
<i>Tráchtáil (Gineardla)</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					
<i>Tráchtáil (Rúnaíocht)</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					
<i>Tíos</i> 3 onóracha nó níos mó					
1 nó 2 onóracha					
Pas					
Teip					

2. Cá chuaigh na micléinn sin a d'éirigh as oideachas lán-aimsire:

Grúpa* agus toradh scrúdaithe	Feirm a muintire	Gnólucht a muintire	Fostaíocht seachas gnó muintire			Rudaí eile ¹
			Printiseacht	Fostaíocht eile	Iomlán	
<i>Tráchtáil (Ginearálta)</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tráchtáil (Rúnaithe)</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tíos</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						

*I gcás micléinn a thóg níos mó ná grúpa amháin ba chóir iad a bhreacadh isteach de réir an teastais is mó a bhaineann lena bhfuil ar siúl acu anois.

¹Áirigh anso breoiteacht, dífhostaíocht, pósadh, imirce, srl., nó bás.

3. Mionseoraí de "Fostaíocht seachas gnó muintire":

Grúpa agus toradh scrúdaithe	Feirm	Tionscail	Dáileadh	Iompar	Seirbhísí Poiblí*	Rudaí eile
<i>Tráchtáil (Ginearálta)</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tráchtáil (Rúnaithe)</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						
<i>Tíos</i> 3 onóracha nó níos mó						
1 nó 2 onóracha						
Pas						
Teip						

*Seachas gníomhaíochtaí tionscail: áirigh iad sin faoi "Tionscail".

Síniú_____

Árdmháistir.

Dáta_____

1963.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD**

D.6.

VOCATIONAL SCHOOLS—WHOLETIME DAY CONTINUATION

**TOTAL NUMBER OF PUPILS, OTHER THAN THOSE WHO SAT FOR THE
DAY GROUP CERTIFICATE EXAMINATION IN 1963, WHO LEFT OVER
THE SUMMER VACATION 1963**

1. County_____

Name and address of school_____

2. Attainment at departure, and destinations:

	Total	Destination			Left full-time education altogether
		To another school			
		Secondary†	Vocational	Other	
Boys.					
With Group Certificate*					
Without Group Certificate					
Girls.					
With Group Certificate*					
Without Group Certificate					

*From a previous year's examination.

†Includes Secondary Top.

3. Length of Stay of those students in your school:

	1 school year	2 years	3 years	Over 3 years
Boys				
Girls				

4. Destinations of those who left full-time education:

	Family Farm	Family Business	Non-family Employment			Other ¹
			Apprenticeship	Other	Total	
Boys						
Girls						

5. Analysis of total Non-family Employment:

	Farm	Industry	Distribution	Transport	Public Service*	Other
Boys						
Girls						

¹Includes illness, marriage, emigration, etc., or death.

*Excluding industrial enterprises • include those under Industry.

Signed_____

Principal.

Date_____1963.

**TAIGHDE AR OIDEACHAS
I GCOMHAR LE OECD**

D.6.

GAIRMSCOILEANNA—CÚRSAÍ LÁN-AIMSIRE LAE

Líon Iomlán na Mac léinn, seachas iad san a dhein an Scrúdú don Teastas Grúpa Lae i 1963, a d'fhág an scoil i rith laetheanta saoire an tSamhraidh, 1963.

1. Contae _____

Ainm agus seoladh na scoile _____

2. An caighdeán a bhí bainte amach ag na mic léinn sin agus cad a bhain dóibh:

	Iomlán	Chuaigh go			D'éirigh as oideachas lán-aimsire
		Meánscoil†	Gairmscoil	Scoil eile	
Buachaillí. Le Teastas Grúpa Lae*					
Gan Teastas Grúpa Lae					
Cailíní. Le Teastas Grúpa Lae*					
Gan Teastas Grúpa Lae					

*Ó scrúdú i mbliain roimhe seo.

†Áirigh Meánbháir anso.

3. An fhaid a bhí na mic léinn sin id scoil:

	1 bhliain	2 bhliain	3 bhliain	Thar 3 bhliain
Buachaillí				
Cailíní				

4. Cá chuaigh na daltaí a d'éirigh as oideachas lán-aimsire:

	Feirm a muintire	Gnólucht a muintire	Fostaíocht seachas gnó muintire			Rudaí eile ¹
			Printiseacht	Fostaíocht eile	Iomlán	
Buachaillí						
Cailíní						

5. Mionsonraí faoi “Fostaíocht seachas gnó muintire”:

	Feirm	Tionscail	Dáileadh	Iompar	Seirbhís Phoiblí*	Rudaí eile
Buachaillí						
Cailíní						

¹Áirítear breiteacht, pósadh, imirce, 7rl., nó bás.

*Seachas gníomhaíochtaí tionscail. Áirigh iad san faoi Tionscail.

Síniú _____

Príomhoide.

Dáta _____ 1963.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

STUDENTS TAKING AN APPRENTICESHIP COURSE IN THE 1962/63
SESSION WHO COMPLETED THE SESSION BUT DID NOT RETURN FOR
THE 1963/64 SESSION

Please complete a form in respect of each such student.

County _____

Name of school _____

Name of student _____

Sex: Male ☐; Female ☐

Date of birth _____

Trade _____

Examinations taken in 1963:

- ☐ Technical School Examinations.
- ☐ City and Guilds.
- ☐ Other (specify).

Results

Subjects	Level	Result
_____	_____	_____
_____	_____	_____
_____	_____	_____

Reason student did not return:

- ☐ Apprenticeship completed.
- ☐ Full school course completed.
- ☐ Transferred to another centre. Specify _____
- ☐ Left Apprenticeship.
- ☐ Other (specify).

TAIGHDE AR OIDEACHAS

I GCOMHAR LE OECD

MICLÉINN A BHÍ AG FREASTAL AR CHÚRSA DO PHRINTÍSIGH SA
SEISIÚN 1962/63 AGUS A CHRÍOCHNAIGH É ACH NÁR FHILL DON
SEISIÚN 1963/64

Líon isteach foirm i leith gach macléinn den chineál sin, led thoil.

Contae_____

Ainm na scoile_____

Ainm an mhicléinn_____

Gnéas: ☐ Fireann
☐ Baineann

Dáta breithe_____

Céard_____

Na Scrúduithe a dhein sé i 1963:

- ☐ Scrúduithe na nGairmscol.
☐ City and Guilds.
☐ Scrúduithe eile (luaigh iad led thoil).

Torthaí

Ábhar	Leibhéal	Toradh
_____	_____	_____
_____	_____	_____
_____	_____	_____

An Chúis nár fhill an macléinn:

- ☐ Printíseacht críochnaithe aige.
☐ An cúrsa iomlán sa scoil críochnaithe aige.
☐ Aistrithe go ionad eile. Luaigh_____
- ☐ Printíseacht tréigthe aige.
☐ Cúis eile. Luaigh_____

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD**

D.11.

MISCELLANEOUS EDUCATIONAL ESTABLISHMENTS

**FINAL YEAR STUDENTS WHO COMPLETED THE SESSION 1962/63.
BUT DID NOT RETURN AFTER THE SUMMER VACATION, 1963**

1. Name and address of Establishment_____
2. Sex of Students: Male ☐; Female ☐
3. Number of final year Students by examination result and destination:

Examination Result	Number of Students	Number staying in same establishment	Number gone to another full-time educational course	Number who left full-time education
Pass ...				
Fail ...				
Did not sit ...				
TOTALS ...				

4. Destinations of those who left full-time education:

Total	Family Farm	Family Business	Non-family Employment			Other (1)
			Apprenticeship	Other	Total	

5. Analysis of total Non-family Employment:

Total	Farm	Industry	Distribution	Public Service†	Other

6. Particulars of students who have gone to another education course:

Name	Date of Birth	Name of School last attended	Educational establishment entered

(1) Includes illness, marriage, emigration, etc. or death.

†Excluding industrial enterprises, include those under Industry.

Signed_____Principal.

Date_____1963.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

D.12.

MISCELLANEOUS EDUCATIONAL ESTABLISHMENTS

STUDENTS, OTHER THAN FINAL YEAR STUDENTS, WHO COMPLETED
THE SESSION 1962/63 BUT DID NOT RETURN AFTER THE SUMMER
VACATION 1963

1. Name and address of establishment: _____

2. Sex of Students: Male ☐; Female ☐

3. Destination of students: _____

Total Number of Leavers	Left full-time education	Continuing full-time education

4. Destination of those who left full-time education: _____

Total	Family Farm	Family Business	Non-family Employment			Other (1)
			Apprentice- ship	Other	Total	

5. Analysis of total non-family employment: _____

Total	Farm	Industry	Distribution	Public Service†	Other

6. Particulars of students who are continuing full-time education: _____

Name	Date of Birth	Name of School	Educational establishment entered

(1) Includes illness, marriage, emigration, etc. or death.

†Excluding industrial enterprises, include those under Industry.

Signed _____
Principal.

Date _____ 1963.

STUDY OF INVESTMENT IN EDUCATION

D.13.

IN ASSOCIATION WITH OECD

AGRICULTURAL SCHOOLS, SCHOOLS OF DOMESTIC ECONOMY AND
COMMERCIAL SCHOOLS

STUDENTS WHO COMPLETED THE SESSION 1962/63

1. Name and address of establishment_____

2. Sex of Students: Male ☐; Female ☐

3. Destination of Students:

Total Number of Leavers	Left full-time education	Continuing full-time education

4. Destination of those who left full-time education:

Total	Family Farm	Family Business	Non-family Employment			Other (1)
			Apprentice- ship	Other	Total	

5. Analysis of total non-family employment:

Total	Farm	Industry	Distribution	Public Service†	Other

8. Particulars of students who are continuing full-time education:

Name	Date of Birth	Name of School last attended	Educational establishment entered

(1) Includes illness, marriage, emigration, etc. or death.

†Excluding industrial enterprises, include those under Industry.

Signed_____

Principal.

Date_____1963.

ENTRIES TO SECONDARY TOPS

County_____

Name of School_____

1. Pupils born on the 5th, 15th or 25th of any month, (according to the school rolls), who entered on a course of secondary education, for the first time, for the school year 1963/64.

[illegible]

†Write 'same' if the pupil came from the Primary School to which the Secondary Top is attached.

2. Total number of pupils who entered on a course of secondary education for the first time in the school year 1963/64: Boys_____ Girls_____ Total_____

How many of these have Primary Certificate Boys—— Girls—— Total——

Other educational certificates (specify) Boys—— Girls—— Total——

No certificate? Boys—— Girls—— Total——

Signed _____
Principal.

Date_____1963.

I GCOMHAR LE OECD
IONTRÁLUITHE I MEÁNBHÁIRR

Contae _____

Ainm na scoile _____

1. Daltaí a rugadh ar an 5ú, 15ú nó 25ú lá de mhí ar bith (de réir rollaí na scoile) a thosnaigh ar chúrsa meánoideachais don chéad uair sa scoilbhliain 1963/64.

[illegible]

†Scríobh “an scoil seo” má tháinig an dalta ón Bhunscoil ina bhfuil an Meánbhárr suite.

2. L'ion iomlán na ndaltaí id scoil a thosnaigh ar chúrsa meánoideachais don chéad uair sa scoilbhliain 1963/64: Buachaillí_____ Cailíní_____ Iomlán_____

An líon díobh ag a bhfuil:

An Teistiméaracht ar bhunoideachas

Buachaillí—— **Cailíní**—— **Iomlán**——

Teastais eile oideachais
(luaigh iad)

Buachailli—— Cailíní—— Iomlán——

Cé mhéid díobh atá gan Teastas ar bith

Buachaillí—— Cailíní—— Iomlán——

Siniú _____

Príomh-Oide.

Dátum _____ 1963.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

ENTRIES TO FULL-TIME CONTINUATION COURSES IN VOCATIONAL
SCHOOLS

County _____

Name of School _____

1. Students *born on the 5th, 15th or 25th of any month*, (according to the school records) who entered on a full-time day continuation course for the first time in Autumn, 1963.

Name	Male (M) or Female (F)	Date of Birth	Name of school last attended	Year of Leaving

2. Total number of pupils who entered full-time continuation courses in Autumn 1963.

Boys _____ Girls _____ Total _____

How many of these had:
Primary Certificate (only)

Boys _____ Girls _____ Total _____

Intermediate or Leaving Certificate

Boys _____ Girls _____ Total _____

Other educational Certificates
(specify)

Boys _____ Girls _____ Total _____

No Certificate

Boys _____ Girls _____ Total _____

Signed _____

Headmaster.

Date _____ 1963.

TAIGHDE AR OIDEACHAS

I gCOMHAR LE OECD

IONTRÁLUITHE I gCÚRSAÍ LÁN-AIMSIRE LEANÚNA LAE I nGAIRM-
SCOILEANNA

Contae_____

Ainm na Scoile_____

1. Micléinn a rugadh ar an 5ú, 15ú nó 25ú lá de mhí ar bith (de réir croinnicí na scoile) a thosnaigh ar chúrsa lán-aimsire leanúna lae don chéad uair sa Fomhair, 1963.

Ainm	Fireann (F) nó Baineann (B)	Dáta Breithe	Ainm na scoile is deanaí ar a raibh sé ag freastal	Bliain a fhág sé an scoil sin

2. Líon iomlán na mac léinn a thosnaigh ar chúrsaí lán-aimsire leanúna lae sa Fomhair 1963:

Buachaillí_____ Cailíní_____ Iomlán_____

An líon díobh ag a raibh:

An Teistiméaracht ar
Bunoidreachas

Buachaillí_____ Cailíní_____ Iomlán_____

Teastais eile oideachas
(luaigh iad)

Buachaillí_____ Cailíní_____ Iomlán_____

Cé mhéid díobh a bhí gan
teastas ar bith?

Buachaillí_____ Cailíní_____ Iomlán_____

Siniú_____

Dáta_____1963.

ENTRIES TO FULL-TIME DAY TECHNICAL COURSES

Students who entered on a full-time technical course for the first time in Autumn 1963.

[illegible]

Leaving Certificate	L.C.
Intermediate Certificate	I.C.
Group Certificate	G.C.
Others	specify

Date _____ 1963.

I gCOMHAR LE OECD

IONTRÁLUITHE I gCÚRSAÍ LÁN-AIMSIRE TEICNICIÚLA LAE

Contae _____

Ainm na Scoile _____

Cúrsa _____

Micléinn a thosnaigh ar Chúrsa lán-aimsire teicniúil lae don chéad uair sa Fomhair, 1963.

[illegible]

¹Bain úsáid as na comharthaí seo leanas, led thoil:

Ardeistiméarach	L.C.
Meánteistiméarach	I.C.
Teastas Grúpa lae	G.C.
Teastais eile ...	luaigh iad, led thoil.

Síniú _____
Príomhoide/Ardmhaistir

Dátum _____ 1963.

ENTRIES TO APPRENTICE COURSES FOR THE 1963/64 SESSION

Course _____

Apprentices who entered on day release courses for the first time in Autumn, 1963:

[illegible]

†Abbreviate as follows:—

Primary Certificate
Group Certificate
Intermediate Certificate
Others

P.C.
G.C.
I.C.
Specify

IONTRÁLUITHE I gCÚRSAÍ DO PHRINTÍSIGH SA SEISIÚN 1963/64

E.5.

STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD

ENTRANTS TO FULL-TIME TECHNOLOGICAL AND OTHER THIRD
LEVEL COURSES

Form for completion by students entering on full-time courses of study in Colleges of Technology and other third level establishments, for the first time in the session 1963/64.

College _____ Course _____

1. Name of Student _____

2. Date of Birth _____

3. Sex: Male ☐: Female ☐

4. Home Residence: ☐ Ireland (26 Counties) ☐ Great Britain.
☐ Ireland (6 Counties) ☐ Elsewhere.

5. Country of Birth: ☐ Ireland (26 Counties) ☐ Great Britain.
☐ Ireland (6 Counties) ☐ Elsewhere.

6. Qualifications at entry:

☐ Leaving Certificate. Year _____ Examination No. _____
(if in 1963).

☐ Matriculation Year _____

☐ Other (specify) _____ Year _____

7. School last attended and year of leaving _____

TAIGHDE AR OIDEACHAS

I gCOMHAR LE OECD

IONTRÁLUITHE I gCÚRSAÍ LÁN-AIMSIRE TEICNEOLAÍOCHTA AGUS
CÚRSAÍ EILE LÁN-AIMSIRE DEN TRÍÚ LEIBHÉAL

Foirm lena líonadh ag micléinn atá ag tosnú ar chursaí staidéara lán-aimsire i gColáistí Teicneolaíochta agus fundúireachtaí eile den tríú leibhéal don chéad uair sa seisiún 1963/64.

Coláiste_____ Cúrsa_____

1. Ainm an mhicléinn_____

2. Dáta breithe_____

3. Gnéis: Fireann ☐ Baineann ☐

4. Áit cónaithe baile: ☐ Éire (26 Contae) ☐ An Bhreatain Mhóir.
☐ Na Sé Contaethe ☐ Tír eile.

5. An tír inar rugadh tú ☐ Éire (26 Contae) ☐ An Bhreatain Mhóir.
☐ Na Sé Contaethe ☐ Tír eile.

6. Cáilíochtaí ar tosnú ar an chúrsa duit:

☐ Ardeistiméarach. Bliain_____ Uimhir Scrúdaithe_____ (más i 1963)

☐ Máithreánach Bliain_____

☐ Cáilíochtaí eile. Luaigh iad_____ Bliain_____

7. An Scoil is déanaí ar a raibh tú ag freastal agus an bhliain ar fhág tú é_____

STUDENTS WHO ENTERED TEACHER TRAINING COURSES FOR THE
FIRST TIME IN SEPTEMBER, 1963

[illegible]

Date _____ 1963.

**STUDY OF INVESTMENT IN EDUCATION
IN ASSOCIATION WITH OECD**

ENTRANTS TO UNIVERSITY COURSES

Form for completion in respect of the students entering on University courses for
the first time in Autumn 1963

Mark the appropriate boxes thus: ✓

College _____ Faculty _____ Course _____

1. Name of Student _____

2. Date of Birth _____

3. Sex: Male ☐ ; Female ☐

4. Religious ☐ ; Lay ☐

5. Home Residence: ☐ Ireland (26 Counties); ☐ Ireland (6 Counties).

☐ Great Britain; ☐ Elsewhere.

6. Country of Birth: ☐ Ireland (26 Counties); ☐ Ireland (6 Counties).

☐ Great Britain; ☐ Elsewhere.

7. Religious Denomination: _____

8. Year of Matriculation: _____

9. School last attended: _____

and year of leaving: _____

10. Type of Course:

- ☐ Full-time (day) degree course.
- ☐ Full-time (day) diploma course.
- ☐ Part-time (evening or week-end) degree course.
- ☐ Part-time (evening or week-end) diploma course.
- ☐ Other full-time course not leading to a degree or diploma.

APPENDIX VII. A.

Projection of Labour Force Composition

1. The approach adopted for this problem was outlined in Chapter 7. It was decided to project the trends in labour force composition for each industrial group. For this purpose total employment was broken down into almost 100 sectors (agriculture, 60 industrial groups, and 38 service and distribution groups). Within each of these groups, it was also necessary to break-down total employment. It was not possible to use occupations for this purpose, since there are so many of these that the task would have been unmanageable. Accordingly, it was decided to use socio-economic groupings for this purpose. The groups used were (1) farmers and agricultural workers, (2) professional and technical, (3) employers and managers, (4) intermediate non-manual, (5) other non-manual, (6) skilled workers, (7) semi-skilled and unskilled workers.

2. The Central Statistics Office provided tabulations showing for each industrial group, the total number of persons employed at the 1961 Census, broken down into socio-economic groups. We then prepared a comparable table for 1951, by re-classifying the 1951 census data on the basis of the 1961 definitions. The main problem posed by this work was that, while there was a socio-economic grouping given in the 1951 Census, it was not available by industry group. Instead, for each industry group there was given some details of the major occupational groups, leaving the residual as an unspecified 'other'. The occupational groups were classified into socio-economic categories with relatively little difficulty. The residual category, which varied significantly in size for the different industry groups, had to be allocated on an *ad hoc* basis in each case. There were also some changes in the classification of some categories of persons, which had to be taken into account. The main changes were:

- (1) Professional, theological and agricultural students were deducted from 'higher professional', 'lower professional' and 'other agricultural occupations' respectively, and classified as 'not economically active'.
- (2) The 'own account' workers category was discontinued and for this table persons previously shown in this group, were changed to an appropriate alternative group.
- (3) Some improvements were made in the breakdown between skilled and unskilled workers.

3. The results of these calculations on our part, though felt to be reasonably accurate, clearly contain some degree of error and should, accordingly, be interpreted with caution.

4. When making the actual projection for 1971, we had available to us the detailed projections of output and productivity for each of the 99 sectors, prepared by the Economic Development Branch of the Department of Finance. The general assumption made was that skill was positively correlated with productivity so that the greater the expected productivity change in any industry, the greater the general upgrading in the skill composition of employment was likely to be. Any known trends, or special factors in an industry were also taken into account, so that the assumption was not applied mechanistically but used as a general tendency. The socio-economic composition of the 1971 labour force was obtained by summing the projections for each sector. It is worth pointing out that a large part of the projected change in the socio-economic composition of the labour force between 1961 and 1971 is the result of changes in the relative importance of different industrial groups. For example, employment in agriculture is expected to fall over the decade while that in industry as a whole is expected to rise. Therefore, even if there was to be no change in the socio-economic composition of employment within agriculture or industry, it would still be true that for both combined there would be a change in the overall composition because of the decline in one, and the rise in the other. Hence, in using the data of chapters 7 and 8, and of this appendix, it might be useful to bear in mind that the forecast changes in employment composition are only partially the result of any assumptions of ours.

VII
TABLE A. 1

Estimated Number of Persons at Work by Social Group in 1951¹

('000)

	Total Employ- ment	Farmers, Agri- cultural Workers and Others	Pro- fessional and Technical ²	Employers, Managers and Salaried Employees	Inter- mediate Non- manual ²	Other Non- manual	Skilled	Semi- skilled	Un- skilled
Total ('000)	1,217	543	57	57	147	130	126	99	58
Percentage	100	44.7	4.7	4.7	12.1	10.7	10.3	8.1	4.8

¹Based on 1961 definitions.

²Draughtsmen are included with intermediate non-manual in this table.

VII
TABLE A. 2

Numbers at Work in 1961 and Projected for 1966, 1971 and 1976 Classified by Industrial Groups and by Social Group

Industrial Group and Total at Work 1951	Year	Number of Persons ('000's)					
		Total at Work	Professional and Technical ¹	Employers, Managers, etc.	Skilled Workers	Intermediate Non-Manual ²	Other
AGRICULTURE— Agriculture (including Fishing and Forestry) 1951 496.2	1961	378.7	0.4	0.9	—	—	377.2
	1966	350.0	0.4	1.0	—	—	348.6
	1971	320.0	0.5	1.0	—	—	318.5
	1976	290.0	0.5	1.0	—	—	288.5
INDUSTRIES— Mining, Quarrying and Turf Production 1951 9.9	1961	9.6	0.2	0.1	3.9	0.3	5.1
	1966	10.9	0.3	0.2	4.3	0.5	5.6
	1971	12.2	0.4	0.3	4.8	0.7	6.0
	1976	14.5	0.5	0.5	5.6	1.0	6.9
	Manufacturing Industry 1951 177.0	1961	179.4	3.5	9.4	71.6	79.4
		1966	207.2	5.2	11.4	83.3	87.0
		1971	238.5	7.6	13.4	96.8	95.0
		1976	274.2	10.4	15.9	112.1	103.0
	Building and Construction 1951 85.9	1961	59.6	1.2	0.4	27.0	29.6
		1966	64.4	1.4	0.6	29.3	31.1
		1971	68.3	1.8	1.0	31.3	31.9
		1976	72.8	2.1	1.4	33.6	32.7
	Electricity, Gas and Water Supply 1951 9.5	1961	10.2	0.6	0.1	3.5	4.2
		1966	12.0	0.8	0.2	4.1	4.6
		1971	13.5	1.0	0.2	4.5	5.0
		1976	15.5	1.3	0.2	5.1	5.2
	Total Industries 1951 282.3	1961	258.8	5.5	10.1	105.9	118.3
		1966	294.5	7.7	12.5	121.0	128.2
		1971	332.5	10.8	15.0	137.5	137.7
		1976	377.0	14.3	18.0	156.5	147.7

¹Including Draughtsmen.

²Excluding Draughtsmen.

VII
TABLE A. 2—continued

Numbers at Work in 1961 and Projected for 1966, 1971 and 1976 Classified by Industrial Groups and by Social Group

Industrial Group and Total at Work 1951			Year	Number of Persons ('000's)					
				Total at Work	Professional and Technical ¹	Employers, Managers, etc.	Skilled Workers	Intermediate Non-Manual ²	Other
SERVICES—									
Commerce	1951	149.2	1961	143.2	2.1	18.4	11.7	85.0	26.0
			1966	151.9	2.3	18.4	13.8	90.4	27.0
			1971	160.0	2.4	18.5	16.0	94.9	28.3
			1976	171.6	2.6	18.7	18.7	101.6	30.0
Insurance, Banking and Finance	1951	11.8	1961	14.2	0.2	4.3	—	8.8	0.9
			1966	15.5	0.2	4.7	—	9.7	0.9
			1971	17.5	0.3	5.2	0.1	10.9	1.0
			1976	19.1	0.3	5.7	0.1	12.0	1.0
Transport, Communication and Storage	1951	59.7	1961	54.2	0.4	2.7	7.0	10.5	33.6
			1966	56.7	0.4	3.1	7.3	10.9	35.0
			1971	60.0	0.4	3.6	7.7	11.5	36.9
			1976	64.5	0.5	4.1	8.1	12.3	39.5
Public Administration and Defence	1951	40.0	1961	40.6	2.4	2.8	1.5	27.7	6.2
			1966	42.5	2.5	2.9	1.4	29.5	6.2
			1971	43.5	2.6	2.8	1.4	30.5	6.1
			1976	45.2	2.7	2.8	1.4	32.2	6.1
Professions	1951	76.5	1961	86.0	64.8	0.2	0.5	6.2	14.3
			1966	97.3	73.6	0.2	0.7	7.0	15.8
			1971	110.0	84.3	0.2	0.7	7.9	16.9
			1976	124.0	95.4	0.2	1.0	8.9	18.5
Personal Services	1951	86.1	1961	63.3	0.7	2.1	0.8	4.5	55.2
			1966	68.9	1.0	2.5	1.0	5.6	58.8
			1971	74.7	1.2	3.1	1.2	7.0	62.2
			1976	82.3	1.5	3.7	1.5	8.6	67.0
Entertainment and Sport	1951	10.9	1961	11.0	1.3	0.4	0.3	5.0	4.0
			1966	11.5	1.3	0.4	0.3	5.4	4.1
			1971	12.3	1.4	0.5	0.3	5.8	4.3
			1976	14.4	1.7	0.5	0.3	6.9	5.0

¹Including Draughtsmen.

²Excluding Draughtsmen.

VII
TABLE A. 2—*continued*

Numbers at Work in 1961 and Projected for 1966, 1971 and 1976 Classified by Industrial Groups and by Social Group

Industrial Group and Total at Work 1951	Year	Number of Persons ('000's)					
		Total at Work	Professional and Technical ¹	Employers, Managers etc.	Skilled Workers	Intermediate Non-Manual ²	Other
Other Industries or Industry not stated 1951 4.0	1961	2.5	—	0.1	0.1	0.6	1.7
	1966	2.2	—	0.1	0.1	0.5	1.5
	1971	2.0	—	0.1	0.1	0.5	1.3
	1976	2.4	—	0.2	0.1	0.5	1.6
Total Services 1951 438.6	1961	415.0	72.0	31.0	22.0	148.3	141.7
	1966	446.5	81.4	32.5	24.5	159.0	149.2
	1971	480.0	92.7	34.0	27.5	169.0	156.8
	1976	523.5	104.7	36.0	31.0	183.0	168.8
TOTAL NON-AGRICULTURAL 1951 720.9	1961	673.8	77.5	41.1	128.0	167.3	259.9
	1966	741.0	89.1	45.0	145.5	184.1	277.3
	1971	812.5	103.5	49.0	165.0	202.5	294.5
	1976	900.5	119.0	54.0	187.5	223.5	316.5
TOTAL ALL INDUSTRIAL GROUPS 1951 1,217.1	1961	1,052.5	77.9	42.0	128.0	167.3	637.3
	1966	1,091.0	89.5	46.0	145.5	184.1	625.9
	1971	1,132.5	104.0	50.0	165.0	200.5	613.0
	1976	1,190.5	119.5	55.0	187.5	223.5	605.0

¹Including Draughtsmen.

²Excluding Draughtsmen.

TABLE A.3
Percentage Distribution of Numbers at Work in 1961, and Projected for 1966, 1971 and 1976 Classified by Industrial Groups and by Social Group

Industrial Group	Year	Percentage Distribution				
		Professional and Technical	Employers, Managers, etc.	Skilled Workers	Intermediate Non-manual	Other
AGRICULTURE—						
Agriculture (including Fishing and Forestry)	1961	0·1	0·3	—	—	99·6
	1966	0·1	0·3	—	—	99·6
	1971	0·2	0·3	—	—	99·5
	1976	0·2	0·3	—	—	99·5
INDUSTRIES						
Mining, Quarrying and Turf Production	1961	2·2	1·1	40·0	3·6	53·1
	1966	2·7	1·8	39·5	4·7	51·3
	1971	3·2	2·5	39·1	5·7	49·5
	1976	3·7	3·2	38·7	6·7	47·7
Manufacturing Industry	1961	2·0	5·3	39·9	8·6	44·2
	1966	2·5	5·5	40·2	9·8	42·0
	1971	3·2	5·6	40·6	10·8	39·8
	1976	3·8	5·8	40·9	12·0	37·5
Building and Construction ...	1961	2·0	0·6	45·2	2·5	49·7
	1966	2·1	1·0	45·5	3·1	48·3
	1971	2·6	1·5	45·8	3·4	46·8
	1976	2·8	1·9	46·1	4·1	45·1
Electricity, Gas and Water Supply	1961	5·9	1·0	34·3	17·6	41·2
	1966	6·7	1·7	34·1	19·2	38·3
	1971	7·4	1·5	33·3	20·7	37·0
	1976	8·3	1·5	32·9	23·9	33·5
Total Industries	1961	2·1	3·9	40·9	7·3	45·8
	1966	2·6	4·2	41·1	8·5	43·6
	1971	3·2	4·5	41·4	9·5	41·4
	1976	3·8	4·8	41·5	10·7	39·2
SERVICES—						
Commerce	1961	1·5	12·8	8·2	59·4	17·1
	1966	1·5	12·1	9·1	59·5	17·8
	1971	1·5	11·5	10·0	59·3	17·7
	1976	1·5	10·9	10·9	59·2	17·5
Insurance, Banking and Finance ...	1961	1·2	30·5	0·2	61·9	6·2
	1966	1·3	30·3	0·3	62·2	5·9
	1971	1·7	29·7	0·6	62·3	5·7
	1976	1·6	29·8	0·5	62·8	5·3

VII
TABLE A. 3—continued

Percentage Distribution of Numbers at Work in 1961, and Projected for 1966, 1971 and 1976 Classified by Industrial Groups and by Social Group

Industrial Group	Year	Percentage Distribution				
		Professional and Technical	Employers, Managers, etc.	Skilled Workers	Intermediate Non-manual	Other
Transport, Communication and Storage	1961	0·7	4·9	13·0	19·4	62·0
	1966	0·7	5·4	12·8	19·3	61·8
	1971	0·7	5·9	12·7	19·1	61·6
	1976	0·7	6·4	12·5	19·0	61·4
Public Administration and Defence	1961	5·9	7·0	3·4	68·4	15·3
	1966	5·9	6·8	3·3	69·4	14·6
	1971	6·0	6·5	3·2	70·2	14·1
	1976	6·0	6·3	3·1	71·1	13·5
Professions	1961	75·3	0·2	0·6	7·2	16·7
	1966	75·6	0·2	0·7	7·2	16·3
	1971	76·6	0·2	0·7	7·2	15·4
	1976	76·9	0·2	0·8	7·2	14·9
Personal Services	1961	1·2	3·3	1·3	7·0	87·2
	1966	1·4	3·7	1·4	8·2	85·3
	1971	1·6	4·1	1·6	9·3	83·4
	1976	1·8	4·5	1·8	10·4	81·5
Entertainment and Sport	1961	11·8	3·9	2·4	45·8	36·1
	1966	11·7	3·8	2·4	46·5	35·6
	1971	11·6	3·7	2·4	47·2	35·1
	1976	11·5	3·6	2·4	47·9	34·6
Other Industries or Industry not stated	1961	1·4	5·6	3·1	22·1	67·8
	1966	1·5	6·2	3·1	22·1	67·1
	1971	1·7	6·7	3·1	22·1	66·4
	1976	1·8	7·3	3·1	22·1	65·7
Total Services	1961	17·3	7·5	5·3	35·7	34·2
	1966	18·2	7·3	5·5	35·7	33·4
	1971	19·3	7·1	5·7	35·2	32·7
	1976	20·0	6·9	5·9	35·0	32·2
TOTAL NON-AGRICULTURAL	1961	11·5	6·1	19·0	24·8	38·6
	1966	12·0	6·1	19·6	24·8	37·5
	1971	12·7	6·0	20·2	24·9	36·2
	1976	13·2	6·0	20·8	24·8	35·2
TOTAL ALL INDUSTRIAL GROUPS	1961	7·4	4·0	12·1	15·9	60·6
	1966	8·2	4·2	13·3	16·9	57·4
	1971	9·2	4·4	14·6	17·7	54·1
	1976	10·2	4·6	15·8	18·6	50·8

VII
TABLE A. 4

(a) Males at Work in Manufacturing Industries Classified by Social Group, 1961 ('000)

Industries	SOCIAL GROUP									
	TOTAL	Professional and Technical ¹	Employers and Managers	Salaried Employees	Inter-mediate non-manual workers ²	Other non-manual workers	Skilled manual workers	Semi-skilled manual workers	Unskilled manual workers	Other
Food	26.5	0.4	1.7	0.8	1.5	4.5	7.5	5.3	4.8	—
Beverages	7.8	0.2	0.3	0.4	0.6	1.0	1.3	1.8	2.2	—
Tobacco	1.1	—	0.1	0.1	0.2	0.1	0.1	0.4	0.1	—
Textiles	9.4	0.2	0.5	0.2	0.3	0.5	3.4	3.6	0.7	—
Textile made-up goods (excluding clothing)	1.1	—	0.1	—	—	0.1	0.6	0.1	0.2	—
Clothing (including boots and shoes)	10.0	0.1	0.5	0.3	0.2	0.3	7.4	1.1	0.1	—
Leather and fur products	2.1	—	0.1	—	0.1	0.1	1.4	0.2	0.2	—
Wood and Cork (excluding furniture)	5.5	—	0.1	—	—	0.1	4.7	0.1	0.5	—
Furniture	3.5	—	0.1	—	—	0.1	2.8	0.2	0.2	—
Paper and paper products	2.5	—	0.1	0.1	0.1	0.2	0.8	0.8	0.4	—
Printing and publishing	7.6	0.7	0.4	0.3	0.7	0.6	4.1	0.4	0.4	—
Rubber products	1.9	—	0.1	0.1	0.2	0.2	1.1	0.1	0.1	—
Chemical and chemical products	5.6	0.4	0.4	0.4	0.4	0.6	0.7	1.1	1.6	—
Bricks, pottery, stone and glass	6.1	0.2	0.1	0.1	0.2	0.5	2.2	1.1	1.7	—
Metal-products	9.3	0.2	0.2	0.1	0.3	0.3	5.4	1.6	1.2	—
Machinery (excluding electrical machinery and transport equipment)	3.7	0.1	0.2	0.2	0.2	0.2	2.2	0.3	0.3	—
Electrical machinery and appliances	4.0	0.2	0.2	0.2	0.3	0.3	1.6	0.9	0.4	—
Transport equipment	9.0	0.2	0.2	0.1	0.4	0.6	5.9	0.5	1.1	—
Other manufacturing Industries	2.8	0.1	0.2	0.1	0.1	0.1	1.4	0.7	0.1	—
TOTAL	119.5	3.1	5.5	3.5	5.5	10.4	54.6	20.2	16.3	0.2

NOTE: Figures may not always add due to rounding.

Source: Census of Population, 1961. Data supplied by Central Statistics Office.

¹Including Draughtsmen.

²Excluding Draughtsmen.

VII
TABLE A. 4—*continued*
(b) *Females at Work in Manufacturing Industries Classified by Social Group, 1961 ('000)*

Industries	SOCIAL GROUP									
	TOTAL	Professional and Technical ¹	Employers and Managers	Salaried Employees	Inter-mediate non-manual workers ²	Other non-manual workers	Skilled manual workers	Semi-skilled manual workers	Unskilled manual workers	Other
Food	10·7	0·1	0·1	—	2·1	0·2	1·4	6·6	0·2	—
Beverages	1·1	—	—	—	0·6	0·1	—	0·4	—	—
Tobacco	1·1	—	—	—	0·3	—	—	0·8	—	—
Textiles	11·2	—	0·1	—	0·8	0·1	3·6	6·5	0·1	—
Textile made-up goods (excluding clothing)	1·1	—	—	—	0·1	—	0·4	0·6	—	—
Clothing (including boots and shoes)	18·8	—	0·1	—	1·0	0·2	7·4	10·1	—	—
Leather and fur products	0·8	—	—	—	0·1	—	0·5	0·2	—	—
Wood and cork (excluding furniture)	0·2	—	—	—	0·1	—	0·1	—	—	—
Furniture	0·4	—	—	—	0·1	—	0·2	0·1	—	—
Paper and paper products	1·6	—	—	—	0·2	—	0·2	1·2	—	—
Printing and publishing	3·7	0·1	—	—	1·2	0·1	1·8	0·5	—	—
Rubber products	0·8	—	—	—	0·2	—	0·5	0·1	—	—
Chemicals and chemical products	2·3	—	—	—	0·8	0·1	0·1	1·2	—	—
Bricks, pottery, stone and glass	0·9	—	—	—	0·3	—	0·3	0·3	—	—
Metal products	1·1	—	—	—	0·4	—	0·1	0·6	—	—
Machinery (excluding electrical machinery and transport equipment)	0·5	—	—	—	0·4	—	—	0·1	—	—
Electrical machinery and appliances	1·9	—	—	—	0·5	—	0·2	1·2	—	—
Transport equipment	0·5	—	—	—	0·4	—	—	0·1	—	—
Other manufacturing industries	1·5	—	—	—	0·3	—	0·3	0·9	—	—
TOTAL	59·9	0·4	0·3	0·1	9·9	0·9	17·0	31·2	0·4	—

NOTE: Figures may not always add due to rounding.
Source: Census of Population, 1961. Data supplied by Central Statistics Office.

¹Including Draughtsmen.

²Excluding Draughtsmen.

VII
TABLE A. 5

Distribution of Persons in the Professional and Technical Category at Work, by Occupation and Industrial Group, 1961, ('000's)

Industrial Group	Professions	Agriculture, Forestry and Fishing	Industry	Commerce, Insurance, Banking and Finance	Transport and Communication	Public Administration and Defence	Other Services	Total at Work
Occupation								
Physicians and Surgeons ...	2.86	—	—	—	—	0.06	—	2.94
Dentists ...	0.56	—	—	—	—	0.01	—	0.56
Nurses ...	14.58	—	0.04	—	—	0.08	0.03	14.73
Pharmacists ...	0.07	—	0.07	1.50	—	0.01	—	1.64
Other Medical Workers ...	0.70	—	0.01	0.08	—	0.11	—	0.90
Engineers ...	0.34	0.01	1.73	0.10	0.20	0.32	0.02	2.72
Forestry Inspectors ...	—	0.12	—	—	—	0.01	—	0.13
Scientists ...	0.21	0.01	0.50	0.04	—	0.53	—	1.28
Surveyors and Architects ...	0.61	—	0.25	0.03	0.01	0.14	0.01	1.05
Accountants ...	1.36	—	0.62	0.25	0.05	0.05	0.04	2.37
Legal Professions	1.68	—	—	0.02	0.01	0.14	—	1.86
Veterinary Surgeons ...	0.56	0.01	—	—	—	0.12	—	0.68
Librarians ...	0.07	—	—	0.01	—	0.34	0.01	0.43
Draughtsmen ...	0.16	—	0.43	0.01	0.08	0.11	0.01	0.81
Technical n.e.s. ...	0.60	0.29	0.75	0.03	0.05	0.21	0.03	1.96
Professional n.e.s. ...	0.60	—	1.05	0.25	0.01	0.03	1.25	3.20
Teachers ...	18.10	—	—	—	—	—	0.07	18.18
Religious ...	21.52	—	0.01	—	—	0.01	0.47	22.01
Social Welfare Workers ...	0.26	—	0.02	—	—	0.09	0.12	0.51
Total ...	64.84	0.43	5.50	2.32	0.43	2.35	2.06	77.94

Source: Information supplied by the Central Statistics Office.

Note: Figures may not always add due to rounding.

VII
TABLE A. 6

Distribution of Persons at Work by Occupation in the Education and Health Services 1961 ('000's). (included under "Profession" in Table VII A. 5)

Occupation	Education			Health		
	Male	Female	Total	Male	Female	Total
Physicians and Surgeons	20	6	26	2,338	468	2,806
Dentists ...	—	—	—	495	51	546
Nurses ...	2	22	24	2,116	12,310	14,426
Other Medical Workers	—	—	—	167	501	668
Chemists and Scientists ...	23	14	37	—	—	—
Librarians ...	16	26	42	—	—	—
Teachers ...	6,963	11,072	18,035	3	23	26
Religious ...	2,231	5,376	7,607	79	1,951	2,030
Social Welfare Workers	—	—	—	—	30	30
Other ...	282	127	409	240	238	478
TOTAL ...	9,537	16,643	26,180	5,438	15,572	21,010

Source: Census of Population, 1961.

VII
TABLE A. 7

Occupational Distribution of the Economically Active Population in Certain Countries in 1960 or 1961

Occupation Group (ISCO nomenclature)	Country									
	Austria 1961	Denmark 1960	Finland 1960	Greece 1961	India 1961	Ireland 1961	Netherlands 1960	Norway 1960	Sweden 1960	U.S.A. 1960
	Percentages									
Professional, technical and related workers	6.8	8.0	8.2	3.4	1.7	7.1	9.2	8.1	12.9	10.8
Administrative, executive and managerial	3.4	1.3	1.6	0.7	1.0	1.2	3.1	3.2	2.1	7.8
Clerical and sales workers ...	15.1	18.8	12.1	10.1	5.3	15.9	21.8	14.5	18.0	20.4
Other non-agricultural ...	52.0	54.2	43.0	32.1	19.1	40.0	55.1	54.8	53.5	56.9
Total non-agricultural workers	77.3	82.3	64.8	46.3	27.1	64.3	89.2	80.6	86.5	95.9
Farmers, fishermen and related workers	22.7	17.7	35.2	53.7	72.9	35.7	10.8	19.4	13.5	6.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	Number (in millions)									
Total Number of Economically Active Persons (millions) ...	3.4	2.1	2.0	3.6	188.7	1.1	4.2	1.4	3.2	74.7
	U.S. \$ (thousands)									
GDP (1960) per Economically Active Person (U.S. \$ '000)	1.8	2.8	2.2	0.9	0.2	1.6	2.7	3.5	3.8	6.7

Source: Yearbook of Labour Statistics 1964 (International Labour Office) and United Nations Statistical Yearbook, 1963.

APPENDIX VII. B.

Manpower Supply

1. In addition to the forecasts of the demand side (i.e. jobs likely to be available) we were of course also concerned with supply side, that is with the availability of people to fill any given number of jobs¹. The potential total manpower position was examined in the light of its consistency with other factors.

2. The factors which were specifically considered were (1) total population, (2) emigration, (3) educational participation and (4) labour force participation, each classified by age/sex groups. From an employment viewpoint the population aspect is primarily a question of measuring outflow of population, since the 1971 potential labour force was already born by 1961. This outflow may arise either through deaths or net emigration. Death rates may be considered as a relatively stable and known factor. Emigration on the other hand, is not a stable or clearly predictable factor, as also is the case with the third and fourth factors listed. Hence it is necessary to decide on some combination of all the factors which will appear reasonable. The method used here was the same as that employed by the framers of the Second Programme and is usually termed the iterative method.

3. The actual manner of its application was to start by making specific assumptions regarding the educational and emigration factors and allow the participation rates to be determined as a residual. These were then evaluated in the light of historical trends and likely developments in the future. The labour force participation rates were derived by projecting the trends in the male participation ratios, determined by the data for 1951 and 1961 for the older age groups and treating females as a residual. However, the data for persons in the younger age groups in the labour force were obtained as a residual in order to balance the total numbers expected in the labour force in 1971 with the projected figures shown by the age/sex breakdown. The numbers in education are the result of an autonomous projection of the existing educational system. In view of the decision to raise the school-leaving age by 1970, no persons aged 14 years (but under 15) were allocated to the labour force for 1971.

4. Clearly there is scope for different views as to the reasonableness of this approach. It will be evident that different combinations

¹The forecasts were prepared on the basis of main occupations. The complications introduced by considering the problem of persons holding two jobs, especially in agriculture and in other sectors have been ignored. For an indication of the magnitude of the problem, see the reports of the 1961 Census.

of these factors could be derived, given the figures for total labour force. While no definitive case in favour of any particular combination can be established with the present degree of knowledge, the actual combination chosen seems acceptable for the following reasons. Firstly, although educational participation is undoubtedly influenced by employment opportunities there appears to be a strong trend in favour of increased participation at all post-primary levels: hence it was decided to project an increase in participation for this sector. In the case of labour force participation rates, although it is not known what factors influence them, the main change is increased participation of women. Given the fact that female labour is already scarce this appears not too unlikely as there is some evidence that supply responds to demand in this area. This leaves emigration. It would be widely agreed that this factor is very difficult to predict. The Second Programme, however, gives a projection which we have used for the main projection.

5. The detailed projections are given in Table 1 of this Appendix and in Tables 7.7 and 7.8 in the Report. The participation ratios for 1951, 1961 and 1971 are given in Tables 2 and 3.

VII
TABLE B. 1

Total Actual and Projected Population and Labour Force Aged 14 Years and Over, in Five-year Age Groups, for Each Census Year, 1951 to 1976 ('000)

(a) Population

		Age											
Year	Total	14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
1951	2,158.6	52.7	241.2	202.3	198.4	191.6	200.9	180.3	160.9	163.0	128.8	122.1	316.4
1956	2,080.3	52.6	232.1	179.1	169.8	175.2	181.9	184.7	172.4	147.2	151.8	116.9	316.6
1961	1,998.6	57.5	233.8	158.0	145.4	152.8	166.8	170.3	174.6	157.1	136.1	131.1	315.1
1966	2,032.2	56.2	267.0	196.0	142.0	137.0	147.0	159.0	163.0	166.0	146.0	123.0	330.0
1971	2,103.0	57.0	270.0	245.0	185.0	137.0	134.0	143.0	154.0	156.0	156.0	132.0	334.0
1976	2,177.6	57.6	279.0	250.0	232.0	179.0	134.0	130.0	138.0	147.0	146.0	141.0	344.0

(b) Labour Force

		Age											
Year	Total	14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 +
1951	1,262.4	12.9	153.7	160.0	136.6	119.9	120.6	108.8	95.7	95.8	74.2	66.3	117.9
1956	1,185.2	11.9	142.8	141.2	115.2	106.8	105.7	109.3	102.9	87.6	88.1	62.6	111.1
1961	1,108.1	11.9	138.5	124.5	97.9	91.9	95.9	98.9	103.7	94.6	78.7	69.8	101.8
1966	1,140.0	10.2	155.5	160.3	97.5	83.6	85.2	92.3	96.2	99.5	86.4	66.8	106.5
1971	1,172.5	—	150.4	203.6	128.1	84.2	78.3	83.0	89.6	92.2	88.8	70.8	103.5
1976	1,222.5	—	148.1	211.3	163.8	111.5	79.7	76.9	80.9	86.4	82.2	75.0	106.7

VII
TABLE B. 2

Percentage Participation Rates of Population Aged 14 Years and Over by Major Sectors, 1951, 1961 and 1971

Males

		Age											
Year	Total	14 years	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and over
Labour Force													
1951 ¹	85.6	29.6	72.2	92.7	96.1	97.5	97.6	97.2	96.0	95.1	92.8	86.5	58.4
1961	82.3	23.6	64.3	90.0	96.3	97.4	97.5	97.3	97.2	95.5	92.1	85.4	51.5
1971	80.4	—	60.0	90.8	96.4	97.5	97.5	97.5	97.5	96.0	91.0	84.3	50.0
In Full-time Education—over 14 years													
1951 ¹	3.7	43.8	17.9	4.5	1.1	0.2							
1961	6.0	61.3	27.9	7.6	1.7	0.4							
1971	9.2	98.3	38.8	7.9	2.2	0.6							
Not Yet at Work													
1951	1.6	23.6	8.7	0.1	—	—							
1961	1.2	12.1	6.2	0.7	0.1	0.1							
1971	0.2	—	0.9	0.4	0.1	—							
Residual Not Gainfully Occupied (and not already accounted for in other sectors)													
1951 ¹	9.1	3.0	1.2	2.7	2.8	2.3	2.4	2.8	4.0	4.9	7.2	13.5	41.6
1961	10.5	3.0	1.6	1.7	1.9	2.1	2.5	2.7	2.8	4.5	7.9	14.6	48.5
1971	10.2	1.7	0.3	0.9	1.3	1.9	2.5	2.5	2.5	4.0	9.0	15.7	50.0

¹Adjusted to 1961 definitions.

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TABLE B. 3

Percentage Participation Rates of Population Aged 14 Years and Over by Major Sectors, 1951, 1961 and 1971

Females

		Age											
Year	Total	14 years	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and over
Labour Force													
1951 ¹	30.4	19.2	54.5	64.2	41.4	27.0	21.1	20.2	21.1	21.2	21.8	21.7	17.0
1961	28.6	17.6	53.9	67.1	38.7	24.0	19.1	19.2	20.1	22.0	23.0	22.1	15.0
1971	31.5	—	51.1	75.0	41.2	25.0	20.5	20.5	21.0	23.0	22.8	22.0	14.9
In Full-time Education—over 14 years													
1951 ¹	3.8	51.1	22.2	1.5	0.2								
1961	5.7	67.0	31.8	2.6	0.4								
1971	8.5	98.2	44.7	2.8	0.4								
Not Yet at Work													
1951	1.8	15.5	12.5	0.3	—	—							
1961	1.0	6.8	6.4	0.9	0.1	0.1							
1971	0.3	—	1.7	0.5	0.1	—							
Residual Not Gainfully Occupied (and not already accounted for in other sectors)													
1951 ¹	64.0	14.2	10.8	34.0	58.4	73.0	78.9	79.8	78.9	78.8	78.2	78.3	83.0
1961	64.7	8.6	7.9	29.4	60.8	75.9	80.9	80.8	79.9	78.0	77.0	77.9	85.0
1971	59.7	1.8	2.5	21.7	58.3	75.0	79.5	79.5	79.0	77.0	77.2	78.0	85.1

¹Adjusted to 1961 definitions.

APPENDIX VII. C.

Forecasting Replacement Demand

1. As already noted, Tables 5, 7 and 8 in chapter 7 show stock data and may be described as implied "requirements". Before they can be compared with the outflow from the educational sector they have to be translated into flow data. For this purpose 'departures', whether due to death, retirement or resignation have to be estimated so that the expected change in stocks can be combined with expected departures to give total flow demand i.e. expansion demand plus replacement demand.

2. In speaking of replacement demand over a ten year period it is necessary to distinguish (i) replacement generated by the departures of persons who were in the labour force at Census date in 1961 and who are not expected to be in the labour force in 1970/71, from (ii) replacement demand due to the departure of persons who both entered and left the labour force in the intervening period and thus were not recorded as being in the labour force at either date. We may as a matter of convenience call (i) 'overt' replacement demand and (ii) 'latent' replacement demand. Examples of this latter kind of replacement demand would be illustrated by a girl who left school or college during the early '60's, worked for a few years, then got married and resigned her job before the 1971 Census; or a boy who left school or college at the same time, also worked for a while and then went abroad.

3. To get replacement demand in a form suitable for comparison with the total annual outflow from the educational sector we need—so to speak—'to annualise' the ten year flow pattern; or in other words to add to the estimated overt replacement demand over the ten year period an estimate of latent replacement demand over the same period. A formula involving the relationship of ten year overt departures to the sum of the implied annual departures for each of the ten years under certain conditions, was used to derive annual departures.

4. Technically, the replacement demand in the decade 1961-1971 was estimated using the age/sex composition of the labour force by socio-economic groups as a starting point. The 1951-61 survival ratios for each age cohort were calculated and applied to the appropriate 1961 cohorts to give a first estimate of the size of the cohorts in 1971. These were balanced with estimates of the 1971 labour force composition by age, sex and social group especially prepared for this

purpose. By subtraction, the increase or decrease for each cohort in 1971 over 1961 was then obtained.

5. The annual difference for each age/sex group were obtained by interpolating annual age/sex participation ratios and applying them to the interpolated population. These differences were then treated as flows into or out of the labour force by a self-balancing system of probability co-efficients relating to transitions between the major absorption sectors. In the case of the older age groups, inflow was assumed to be zero, except for a small assumed inflow of middle-aged women. Hence the annual age/sex differences were regarded as out-flows, except for these special cases. Total demand by social group, by sex is then equal to the sum of the estimated outflows and the change in labour force composition between 1961 and 1971 by age, sex and social group.

6. Table 1 shows the projected flows into and out of the labour force between 1961 and 1971 for each five-year age group by sex. It will be appreciated that the figures are given to one decimal place purely as a matter of convenience and there is no suggestion that they are accurate to that extent.

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TABLE C. 1

Projected Numbers Moving Into and Out of the Labour Force During the Period 1961-71 ('000's)

Age in 1961	Age in 1971	Out			In			Difference		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
5-9	15-19	2.0	3.3	5.3	85.4	70.3	155.7	<u>83.4</u>	<u>67.0</u>	<u>150.4</u>
10-14	20-24	10.0	23.0	33.0	117.4	107.3	224.8	<u>107.4</u>	<u>84.3</u>	<u>191.7</u>
15-19	25-29	16.0	55.0	71.0	29.2	31.4	60.6	<u>13.2</u>	<u>23.6</u>	<u>10.4</u>
20-24	30-34	8.5	36.5	45.0	3.2	1.5	4.7	<u>5.3</u>	<u>35.0</u>	<u>40.3</u>
25-29	35-39	6.0	14.4	20.4	0.8	—	0.8	<u>5.2</u>	<u>14.4</u>	<u>19.6</u>
30-34	40-44	5.3	3.6	8.9	—	—	—	<u>5.3</u>	<u>3.6</u>	<u>8.9</u>
35-39	45-49	6.6	0.2	6.8	—	0.5	0.5	<u>6.6</u>	<u>0.3</u>	<u>6.3</u>
40-44	50-54	8.5	0.2	8.7	—	2.0	2.0	<u>8.5</u>	<u>1.8</u>	<u>6.7</u>
45-49	55-59	15.5	0.4	15.9	—	1.0	1.0	<u>15.5</u>	<u>0.6</u>	<u>14.9</u>
50-55	60-65	21.5	2.3	23.8	—	—	—	<u>21.5</u>	<u>2.3</u>	<u>23.8</u>
55 plus	65 plus	118.7	28.1	146.8	—	—	—	<u>118.7</u>	<u>28.1</u>	<u>146.8</u>
Total	...	218.6	167.0	385.6	236.0	214.0	450.0	17.4	47.0	64.4

(Increases underlined in 'difference' columns.)

APPENDIX VIII. A.

Estimation of Net Outflow of Certificants from the Educational Sector

1. One of the most important and difficult parts of the exercise consisted of an attempt to estimate net outflow of certificants from the educational sector. Due to deficiencies in the statistical data throughout the educational sector but particularly as regards statistics of higher education, the estimates and forecasts presented for this important concept cover unfortunately only part of the field and are of a lower degree of accuracy than the stock figures for the educational sector. This appendix is intended (a) to explain the concept of net outflow from the educational sector, (b) to describe the statistics available, covering those available before we began our work and those we collected specially for this purpose and (c) to describe the procedures and assumptions used to derive the estimates and projections made.

MEANING OF NET OUTFLOW OF CERTIFICANTS

2. This is a simple, though unfamiliar concept. It represents the annual number of persons who leave the total educational sector, classified primarily by their level of certification on leaving and additionally by such variables as age, sex, nationality, socio-economic status, destination, terminal division etc. However, although the concept in itself is simple, the statistical measurement of it is exceptionally difficult and, in the strict sense, impossible on the basis of the present statistical approach. There is indeed, ample reason for the view that it would be necessary to base pupil statistics on individualized data if accurate figures for this vital concept are to be realized, particularly at the higher levels.

STATISTICS AVAILABLE OR COLLECTED BY US.

3. The statistics used by us in the partial estimation of net outflow may be conveniently considered in two parts :

(i) Statistics available previous to our survey.

4. The statistics available previous to our survey which were relevant to this part of the work were simply the results of certain examinations, in particular the primary certificate, the vocational schools group certificate, the intermediate certificate, the leaving certificate, the university matriculation examinations, the teacher training college examinations, the university degree examinations and some results of the Department's examinations in technical subjects. Although these results were useful indicators of historical trends, for

a variety of reasons they were quite inadequate of themselves for the purposes of estimating net output. These reasons included lack of data on duplication of certificates, repetition of certificate, previous certificate status of successful candidates, overlapping of qualifications at some levels, nationality and residential status of successful candidates, full-time or part-time status of successful candidates, retention in or departure from the educational sector of successful candidates, subsequent return to the educational sector after a period of persons with the specified certificant level, successes in certificates other than those granted by the Department or the universities, e.g. professional bodies and external examining bodies, etc.

(ii) STATISTICS COLLECTED BY US.

5. Special inquiries were conducted and special compilations were made to supplement the available statistics. These enquiries, which involved over a quarter of a million forms, are collectively known as the leavers survey and some of the detailed results are shown in Chapter 6 and Appendix VI. In addition, special compilations were made from basic Departmental records in regard to persons who achieved technician-type qualifications, as described in Chapter 8 and Appendix VIII.C. These enquiries provided certain coefficients relating to the year 1963 with respect to many of the items listed above on which data were not otherwise available. In the absence of other data it was necessary to assume that these coefficients were applicable to other years. The reliability of this assumption could be evaluated only indirectly, by investigating the stability of certain other coefficients derivable from existing data over time. Although no claim for formal accuracy can be made, it is believed that any data presented are adequate for the purposes to which they are put.

6. The special compilation based on Departmental records of persons passing certain technical examinations, being based on individual records, showed the highest technical stage of certification reached by these persons and are cross-classified by the level of trade certification achieved. Although, unfortunately, covering only part of the field of technical qualifications (in particular corresponding records for successes in relevant examinations conducted by external bodies, especially City and Guilds of London Institute are not available) these compilations are unique in our educational statistics and provide a guide as to the procedures which should be used for statistics of university and other higher qualifications.

PROCEDURES USED—(i) GENERAL CERTIFICATES

7. As the actual procedures used were quite complicated it may be useful to give a simple example setting out the principle of the calculation (i.e. the procedures which would be followed in dealing with a much simpler situation than actually exists) and to follow with a note on the actual complicated situation experienced and the techniques adopted in making the calculations.

8. If each examination were taken once and once only; if at each such examination one and only one certificate were issued; if all examinations could be ordered in a unique hierarchy of achievement; if success at the exact preceding examination were a condition of entry to each subsequent member in the hierarchy, if no students from other countries entered for our examinations or if examination results for such students were always separately available and if a fixed period existed for all students between success in each examination and the one immediately following, then the procedure would be to deduct the number of successes in each examination from those in the examination immediately preceding it in the hierarchy, after the appropriate time interval as determined by the period between successes. (For example, successes in the leaving certificate would be deducted from those in the intermediate certificate examination two years previously). This combined with data on the transitional terminal choices of successful candidates at examinations and data on the distribution over time of drop-outs in each succeeding cycle, would allow a distribution over time of the difference mentioned above and would give a series of the type shown in Table 8.5 for net output of certificants. In principle, this approach was adopted in estimating net outflow of general certificants. It was modified in practice because none of the ideal conditions mentioned actually existed and coefficients derivable primarily from the leavers survey were used to make the necessary adjustments. The main coefficients used for this purpose were as follows:—

- | | |
|--|--------|
| a) proportion of 1963 leaving certificants who had sat for the examination in a previous year..... | 0.025. |
| b) proportion of 1963 leaving certificants who had not sat for the intermediate certificate..... | 0.015. |
| c) proportion of intermediate certificants who had sat for the examination in a previous year..... | 0.05. |
| d) unduplicated vocational group certificants in 1963 as a ratio of the total certificates..... | 0.84. |
| e) proportion of 1963 group certificants who had sat for the examination in a previous year..... | 0.075. |
| f) proportion of 1963 group certificants who had not the primary certificate..... | 0.06. |

With the exception of (d) which was obtained from Departmental records, all the coefficients were derived from the 1963 leavers survey (Chapter 6). These coefficients enable us to estimate duplication and repetition of certificates and the previous certificant status of successful candidates at subsequent examinations. In addition approximate data on the distribution over time of drop-out in each cycle, classified by certificant status, were collected and data were also derived on the terminal/transitional choices of successful examination candidates. Data on the overlap of students taking examinations at

similar levels e.g. leaving certificate and matriculation were also derivable from the same survey.

9. The description so far given refers primarily to the estimated historical net outflow. To project these series it was necessary (a) to assume that coefficients derived from 1963 data were applicable to the period to 1976 and to past periods (b) to project the available series relating to numbers of certificates achieved over the same period. These projections were relatively straight-forward and were based on the trends in the ratio of certificates achieved to stock series in each cycle. The projected coefficients derived from the analysis were applied to the projected stock figures in the various cycles to give the projected series for certificates achieved. These data were also compared with those derivable, where feasible, by investigating the trends in the ratios of certificates achieved to entries to the corresponding cycle a specified number of years previously, depending on the modal length of the cycle. These projections automatically assume no change in the standard of certificate examinations and no overall change in the average general level of attainment in the various cycles. Whether this will be so or not can perhaps be evaluated in due course but at the present time no reason exists to choose other than such neutral assumptions.

10. It should be mentioned that for the earlier years, 1924 to 1961, the numbers of certificates and degrees awarded were taken from the Annual Reports of the Department and from the Statistical Abstracts. For some of these years estimates had to be made. These were compared with the available records for these periods and appeared to give satisfactory concordances, making some translations of the types of certificates issued in the years concerned. These estimates would affect mainly the older age groups in 1961 and 1966. They are hardly significant in their policy implications.

11. It is felt that the data presented are reasonably adequate up to and including the second level of the educational system. Due to the deficiencies in the statistics available for the university sector and for other higher levels, due to the difficulty we experienced in covering these levels and due to the complexity of the situation at these levels, the supply picture presented for these areas is both less comprehensive and less accurate. This is to be regretted: there is no doubt that a radical re-evaluation of statistical procedures in this area is one of the most urgent tasks in clarifying the supply of highly qualified manpower.

PROCEDURES USED—(ii) TECHNICAL CERTIFICATES

12. The procedures used in the case of technical certificates were quite different. Because of the kind of basic records available, they consisted in compiling statistics from these records, hitherto used exclusively for administrative purposes. The available records showed for each individual who had passed certain kinds of technical examin-

ations, the examinations he had passed and the certificates which he had been issued. These records have the essential characteristics of individualized data, in that examination successes and certificate attainment over a period of years were recorded in one place and hence could be compared directly. The data compiled consisted of two series: data on the highest certificate achieved for each person were compiled by year of achievement of this certificate and cross-classified in the case of those with technical qualifications (except the highest) by highest level of trade certificate obtained. Hence in this group, apart from overlap in the area of mathematics, the total shown was exactly equal to the number of persons in respect of whom cards existed. In addition, data compiled in this way on the total number and level of certificates issued each year is useful for comparison with the educational areas where the data of the former kind are not available. It is regrettable that it was not possible to cross-classify the data by current participation or non-participation in the educational sector as a student or to identify the destinations of those with technical qualifications, in particular persons teaching and persons not currently in the labour force. It is suggested that a high priority be given to special efforts to collect these data and also to integrate them with data available from the City and Guilds and other professional examining bodies. Data on the general certificate status of persons with technical qualifications are also not available but a general picture of the probable situation may be derived from data on prior educational level of entrants to full-time technical courses given in Table 23, Appendix VIII.C.

APPENDIX VIII.B

Methodological Note on the Estimation of Certificant Levels in the Population and in the Labour Force

1. The purpose of the exercise was to estimate the number of persons in the population and in the labour force with first, second or third level educational certificates, taking in each case the highest level of certificate obtained. Separate estimates were prepared for males and females for the years 1961, 1966, 1971 and 1976.

2. In the absence of any data from the 1961 Census of Population (or from earlier censuses) on the educational level of the population, it was necessary to devise a method of estimating the stock of certificants in order to compare them with those resulting from any target figures and also with whatever data might be available for other comparable countries. It will be appreciated that the method described below contains a number of assumptions, which there is no means of verifying although they may be felt to be reasonable or at least neutral. Hence, the accuracy of the data on this topic cannot be regarded as comparable with that which might be derived from a Census of Population. Nevertheless, it is felt that the estimates made are valid for the purposes for which they have been used.

3. Using the projections for educational stock in future years (Chapter 3) and future population data (Chapter 2) the procedure described below enabled us to project the educational level of the population in 1966, 1971 and 1976 in the same way as the estimates for 1961 were derived.

4. The following assumptions have been used in making the estimates :—

- (1) A modal age has been assumed for the attainment of each type of certificate, 16 for junior certificates, 18 for the senior (leaving) certificate and 22 for degrees.
- (2) The series for final outflow of certificants by highest certificate achieved were used as a measure of aggregate input of certificants into the population, both labour force and non-labour force.
- (3) The survival in Ireland of the output from each age cohort over a specified period was assumed to be equal to the general survival in Ireland of the total age cohort over the same period and thus to be independent of the level of education attained.

5. A cohort analysis of the population by five-year age groups, by sex, was compiled for each five year period from 1911 to 1976. Some interpolations were necessary for years when a Census of Population had not been taken (1916, 1921, 1931 and 1941). The data are given in Tables 1 and 2.

6. Tables 5-8 show the unduplicated number of certificants at each level in five year totals, and also the numbers surviving in Ireland in 1961, 1966, 1971 and 1976. The latter were obtained by applying to the total certificants the ratios of the age-groups 15-19 (for second level junior and senior certificants) and 20-24 (for degrees) in each five year period 1911 to 1971 surviving in 1961, 1966, 1971 and 1976. (Tables 3 and 4). (These ratios were derived from Tables 1 and 2). This gave estimates of the stock of certificants by level in each of the four years mentioned.

7. Tables 9-16 show the estimated numbers at each certificate stage in the population and in the labour force. The numbers are additive as these tables show the highest certificate obtained. In preparing these tables, it was assumed (taking males and females separately) that participation or non-participation in the labour force was independent of the level of education achieved. This assumption is important in the case of women where it may be held to be broadly reasonable, but no doubt has the effect of underestimating a little the number of men with post-primary certificates in the labour force—the discrepancy in this case however, would be negligible as the labour force participation ratio for men in the main working ages is about 97 or 98 per cent.

8. It will be noted that a special supplementary estimate has been made of persons with full-time third level certificates other than university degrees. Due to deficiencies in the statistical base this estimate is incomplete and refers primarily to trained non-graduate teachers in primary, secondary and vocational schools.

9. It will be realized, of course, that there is no suggestion that the detailed figures are accurate to the number of decimal places shown in the tables. They are presented in this detail primarily to facilitate evaluation and criticism. In the substantive analysis only the broad aggregates should be taken into account.

VIII
TABLE B. 1

Cohort Analysis of the Population

Males

Year	Age in 1961 (Five Year Groups)														
	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4
	Numbers in each 1961 Cohort in the years shown ('000)														
1976					52.9	69.0	71.0	71.0	67.0	64.0	67.0	91.0	119.0	128.0	143.0
1971				51.3	67.0	78.0	77.0	75.0	70.0	66.0	69.0	94.0	126.0	139.0	148.0
1966			51.3	61.0	75.0	84.0	81.0	78.0	72.0	68.0	72.0	100.0	138.0	145.0	149.0
1961		51.1	64.5	68.6	81.7	89.0	84.8	81.6	75.3	72.3	80.4	120.3	148.3	147.0	153.4
1956	55.2	57.8	76.7	75.8	88.7	94.0	89.1	86.3	84.0	91.6	120.8	140.3	151.6	151.3	
1951	61.4	65.0	82.9	82.4	94.0	102.3	96.5	99.6	105.4	125.7	132.7	143.5	160.2		
1946	67.8	69.9	87.0	84.3	97.5	103.8	104.1	118.1	127.8	133.3	135.1	150.5			
1941	74.8	77.6	91.2	90.1	101.8	112.9	118.7	139.4	134.7	132.9	141.7				
1936	80.5	83.7	96.8	94.1	113.3	134.7	138.1	143.7	136.3	136.4					
1931	84.5	88.7	98.5	104.6	130.3	146.3	142.7	144.9	139.9						
1926	87.3	92.5	106.6	124.5	146.0	150.8	144.8	146.2							
1921	91.0	100.1	126.9	139.5	150.5	153.0	146.1								
1916	118.7	129.0	145.9	149.6	153.6	154.4									
1911	141.3	155.5	154.2	157.6	155.9										

NOTE : The figures opposite 1961 are the numbers in each five year age group in that year.
The figures within the lines in each column are, upper figure, the numbers in the cohort when it was aged 20-24 and lower figures when it was aged 15-19.

VIII
TABLE B. 2

Cohort Analysis of the Population

Females

	Age in 1961 (Five Year Groups)														
	70-74	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4
Year	Numbers in each 1961 Cohort in the years shown ('000)														
1976					55.8	72.0	75.0	76.0	71.0	66.0	67.0	88.0	113.0	122.0	136.0
1971				54.3	65.0	78.0	79.0	79.0	73.0	68.0	68.0	91.0	119.0	131.0	142.0
1966			53.1	62.0	71.0	82.0	82.0	81.0	75.0	69.0	70.0	96.0	129.0	138.0	144.0
1961		52.3	66.6	67.5	75.4	85.6	85.5	85.2	77.5	73.1	77.6	113.5	140.5	140.7	147.4
1956	53.7	59.1	75.1	71.4	83.7	90.7	92.8	88.9	85.8	87.5	111.3	136.3	144.5	146.8	
1951	60.7	63.8	80.1	78.5	86.3	98.6	95.1	98.8	96.9	115.5	128.2	137.6	152.6		
1946	67.1	67.6	86.1	81.3	94.3	100.9	104.0	113.2	123.7	129.0	130.8	144.2			
1941	71.0	74.6	88.4	88.0	95.6	107.5	110.6	134.5	130.4	131.0	137.1				
1936	76.1	79.2	95.6	89.2	103.5	119.8	130.2	139.1	133.0	131.9					
1931	81.2	87.6	98.7	100.2	117.2	140.4	135.9	140.5	133.9						
1926	88.4	90.8	108.8	115.7	140.1	144.7	139.9	141.5							
1921	91.6	100.1	125.6	138.3	144.4	149.0	140.9								
1916	105.9	119.7	144.6	145.4	149.4	150.1									
1911	127.8	147.9	149.0	152.6	151.3										

NOTE : The figures opposite 1961 are the numbers in each five year age group in that year.

The figures within the lines in each column are, upper figure, the numbers in the cohort when it was aged 20-24 and lower figure, when it was aged 15-19,

VIII
TABLE B. 3

Survival Ratios of Those Aged 15-19 (in Given Year) in 1961, 1966, 1971 and 1976

Males

15-19 in year	Survival Ratios			
	1961	1966	1971	1976
1911	0.329			
1916	0.441	0.352		
1921	0.492	0.437	0.368	
1926	0.560	0.514	0.459	0.362
1931	0.608	0.574	0.533	0.472
1936	0.614	0.587	0.558	0.514
1941	0.585	0.560	0.538	0.509
1946	0.588	0.563	0.548	0.524
1951	0.575	0.541	0.525	0.509
1956	0.666	0.596	0.571	0.555
1961	—	0.831	0.781	0.756
1966	—	—	0.913	0.862
1971	—	—	—	0.921

Females

15-19 in year	Survival Ratios			
	1961	1966	1971	1976
1911	0.354			
1916	0.461	0.367		
1921	0.488	0.448	0.393	
1926	0.538	0.507	0.464	0.398
1931	0.610	0.584	0.556	0.513
1936	0.657	0.630	0.607	0.576
1941	0.633	0.602	0.587	0.565
1946	0.627	0.606	0.590	0.574
1951	0.633	0.598	0.589	0.572
1956	0.697	0.629	0.611	0.602
1961	—	0.846	0.802	0.775
1966	—	—	0.922	0.876
1971	—	—	—	0.931

VIII
TABLE B. 4

Survival Ratios of Those Aged 20-24 (in Given Year) in 1961, 1966, 1971 and 1976

Males

20-24 in year	Survival Ratios			
	1961	1966	1971	1976
1911				
1916	0.396			
1921	0.507	0.404		
1926	0.551	0.490	0.412	
1931	0.627	0.576	0.514	0.406
1936	0.661	0.624	0.579	0.512
1941	0.714	0.682	0.649	0.598
1946	0.691	0.660	0.635	0.601
1951	0.713	0.683	0.664	0.636
1956	0.789	0.742	0.721	0.699
1961	—	0.896	0.858	0.833
1966	—	—	0.940	0.910
1971	—	—	—	0.944

Females

20-24 in year	Survival Ratios			
	1961	1966	1971	1976
1911				
1916	0.437			
1921	0.530	0.423		
1926	0.583	0.536	0.469	
1931	0.643	0.606	0.555	0.476
1936	0.715	0.684	0.651	0.601
1941	0.773	0.741	0.714	0.678
1946	0.753	0.716	0.698	0.671
1951	0.801	0.775	0.754	0.733
1956	0.835	0.789	0.777	0.754
1961	—	0.902	0.876	0.863
1966	—	—	0.948	0.917
1971	—	—	—	0.950

VIII
TABLE B. 5

*Vocational School Group Certificants Surviving in 1961, 1966, 1971 and 1976
(Five Year Totals)*

*Males
(‘000)*

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1946	0.9	0.5	0.5	0.5	0.5
1951	4.9	2.8	2.7	2.6	2.5
1956	8.7	5.8	5.2	5.0	4.8
1961	13.0	6.9	10.8	10.1	9.8
1966	20.3	—	11.5	18.6	17.5
1971	27.1	—	—	15.4	25.0
1976	—	—	—	—	20.2
Total Group Certificants surviving		16.0	30.7	52.2	80.3

*Females
(‘000)*

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1946	0.7	0.4	0.4	0.4	0.4
1951	3.6	2.3	2.2	2.1	2.1
1956	6.5	4.5	4.1	4.0	3.9
1961	9.6	5.2	8.2	7.7	7.5
1966	15.1	—	8.5	13.9	13.2
1971	20.1	—	—	11.4	18.7
1976	—	—	—	—	15.0
Total Group Certificants surviving		12.4	23.4	39.5	60.8

NOTE: The figures in this table refer to all persons having the certificate and not only to those having it as their highest qualification.

VIII
TABLE B. 6

*Secondary School Intermediate Certificants Surviving in 1961, 1966, 1971 and 1976
(Five Year Totals)*

Males
('000)

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1911	1.3	0.4	—	—	—
1916	2.0	0.9	0.7	—	—
1921	3.2	1.6	1.4	1.2	—
1926	5.6	3.1	2.9	2.6	2.0
1931	8.8	5.4	5.1	5.0	4.2
1936	12.7	7.8	7.4	7.1	6.5
1941	15.9	9.3	8.9	8.6	8.1
1946	17.8	10.5	10.0	9.8	9.3
1951	21.0	12.1	11.4	11.0	10.7
1956	23.7	15.8	14.1	13.5	13.2
1961	31.4	17.8	26.1	24.5	23.7
1966	39.0	—	22.8	35.6	33.6
1971	45.6	—	—	26.5	42.0
1976	—	—	—	—	31.1
Total Intermediate Certificants surviving		84.7	110.8	145.4	184.4

Females
('000)

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1911	1.0	0.3	—	—	—
1916	1.5	0.7	0.5	—	—
1921	2.3	1.1	1.0	0.9	—
1926	3.1	1.7	1.6	1.4	1.2
1931	6.4	3.9	3.7	3.6	3.3
1936	10.8	7.1	6.8	6.5	6.2
1941	15.0	9.5	9.0	8.8	8.5
1946	18.6	11.7	11.3	11.0	10.7
1951	23.6	15.0	14.1	13.9	13.5
1956	29.9	20.8	18.8	18.3	18.0
1961	40.6	23.0	34.4	32.6	31.5
1966	50.5	—	29.4	46.6	44.2
1971	58.9	—	—	34.2	54.8
1976	—	—	—	—	40.3
Total Intermediate Certificants surviving		94.8	130.0	177.8	232.2

NOTE: The figures in this table refer to all persons having the certificate and not only to those having it as their highest qualification.

VIII
TABLE B. 7

*Secondary School Leaving Certificants Surviving in 1961, 1966, 1971 and 1976
(Five Year Totals)*

Males
('000)

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1911	1.1	0.4	—	—	—
1916	1.6	0.7	0.6	—	—
1921	2.5	1.2	1.1	0.9	—
1926	3.5	2.0	1.8	1.6	1.3
1931	4.8	2.9	2.8	2.6	2.3
1936	7.0	4.3	4.1	3.9	3.6
1941	8.9	5.2	5.0	4.8	4.5
1946	10.3	6.0	5.8	5.6	5.4
1951	14.5	8.4	7.9	7.6	7.4
1956	15.7	10.5	9.4	9.0	8.7
1961	23.1	4.6	19.2	18.0	17.6
1966	30.5	—	6.1	27.9	26.3
1971	37.8	—	—	7.6	34.8
1976	—	—	—	—	11.8
Total Leaving Certificants surviving		46.2	63.8	89.5	123.7

Females
('000)

Age 15-19 in Year	Number of Certificants	Number of Certificants surviving			
		1961	1966	1971	1976
1911	0.7	0.3	—	—	—
1916	1.0	0.5	0.4	—	—
1921	1.5	0.7	0.7	0.6	—
1926	2.0	1.1	1.0	0.9	0.8
1931	3.0	1.8	1.8	1.7	1.5
1936	4.9	3.2	3.1	3.0	2.8
1941	7.6	4.8	4.6	4.5	4.3
1946	9.2	5.8	5.6	5.4	5.3
1951	12.8	8.1	7.7	7.6	7.3
1956	14.8	10.3	9.3	9.1	8.9
1961	21.8	4.4	18.4	17.5	16.9
1966	28.7	—	5.7	26.5	25.1
1971	35.7	—	—	7.1	33.2
1976	—	—	—	—	11.2
Total Leaving Certificants surviving		41.0	58.3	83.9	117.3

NOTE: The figures in this table refer to all persons having the certificate and not only to those having it as their highest qualification.

VIII
TABLE B. 8

*University Graduates Surviving in 1961, 1966, 1971 and 1976
(Five Year Totals)*

*Males
('000)*

Age 20-24 in Year	Number of Degrees	Number of Graduates surviving			
		1961	1966	1971	1976
1911	0.5	—	—	—	—
1916	0.9	0.3	—	—	—
1921	1.3	0.7	0.5	—	—
1926	2.1	1.1	1.0	0.8	—
1931	3.0	1.9	1.7	1.5	1.2
1936	4.1	2.7	2.5	2.4	2.1
1941	4.5	3.2	3.1	3.0	2.7
1946	5.0	3.4	3.3	3.1	3.0
1951	5.9	4.2	4.0	3.9	3.8
1956	6.3	4.9	4.7	4.5	4.4
1961	7.8	3.1	7.0	6.7	6.5
1966	11.7	—	4.7	11.0	10.6
1971	13.9	—	—	5.5	13.9
1976	—	—	—	—	6.5
Total Graduates surviving ...	...	25.5	32.5	42.4	53.9

*Females
('000)*

Age 20-24 in Year	Number of Degrees	Number of Graduates surviving			
		1961	1966	1971	1976
1911... ..	0.2	—	—	—	—
1916	0.4	0.2	—	—	—
1921	0.5	0.3	0.2	—	—
1926	0.9	0.5	0.5	0.4	—
1931	1.3	0.9	0.8	0.7	0.6
1936	1.5	1.1	1.0	1.0	0.9
1941	1.4	1.0	1.0	1.0	0.9
1946	1.6	1.2	1.2	1.2	1.1
1951	2.1	1.7	1.6	1.6	1.5
1956	2.2	1.8	1.7	1.7	1.7
1961	2.6	1.1	2.4	2.3	2.3
1966	3.7	—	1.5	3.5	3.4
1971	4.7	—	—	1.9	4.5
1976	—	—	—	—	2.2
Total Graduates surviving ...	...	9.8	11.9	15.4	19.1

NOTE: The figures in this table refer to all persons having a degree and not only to those having it as their highest qualification.

VIII
TABLE B. 9

Stock of Certificants in 1961 and Numbers in the Labour Force, by Highest Certificate Obtained

Males

('000)

Highest Certificate Obtained	Stock											
	Age in 1961											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 +	TOTAL
Group Certificate	6.59	5.52	2.67	0.51								15.29
Intermediate Certificate	12.24	4.55	3.10	3.91	3.63	3.09	2.16	1.00	0.26	0.17	0.05	34.16
Leaving Certificate	4.62	8.11	4.65	2.87	2.63	1.87	0.90	0.55	0.38	0.20	0.10	26.88
Degree		2.35	3.71	3.16	2.57	2.43	2.02	1.41	0.85	0.49	0.26	19.25
Total with specified Post-primary Certificates	23.45	20.53	14.13	10.45	8.83	7.39	5.08	2.96	1.49	0.86	0.41	95.58

Numbers in Labour Force, by Highest Certificate Obtained

Group Certificate	4.24	4.97	2.57	0.50								12.28
Intermediate Certificate	7.87	4.10	2.99	3.81	3.54	3.01	2.10	0.96	0.24	0.15	0.04	28.81
Leaving Certificate	2.97	7.30	4.48	2.80	2.56	1.82	0.87	0.53	0.35	0.17	0.09	23.94
Degree		2.12	3.57	3.08	2.51	2.36	1.96	1.35	0.78	0.42	0.22	18.37
Total with specified Post-primary Certificates	15.08	18.49	13.61	10.19	8.61	7.19	4.93	2.84	1.37	0.74	0.35	83.40

NOTE: The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 10

Stock of Certificants in 1961 and Numbers in the Labour Force, by Highest Certificate Obtained

Females

Highest Certificate Obtained	Stock ('000)											TOTAL
	Age in 1961											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 +	
Group Certificate	4.90	4.29	2.18	0.41								11.78
Intermediate Certificate	17.46	9.47	6.10	5.31	4.21	3.54	1.88	0.50	0.35	0.17	0.07	49.06
Leaving Certificate	4.36	9.54	6.74	4.53	3.89	2.42	1.01	0.43	0.34	0.27	0.14	33.67
Degree		0.79	1.37	1.25	0.93	0.77	0.82	0.65	0.38	0.21	0.11	7.28
Total with specified Post-Primary Certificates	26.72	24.09	16.39	11.50	9.03	6.73	3.71	1.58	1.07	0.65	0.32	101.79

Numbers in Labour Force, by Highest Certificate Obtained

Group Certificate	2.64	2.88	0.84	0.10								6.46
Intermediate Certificate	9.41	6.35	2.36	1.27	0.80	0.68	0.38	0.11	0.08	0.04	0.01	21.49
Leaving Certificate	2.35	6.40	2.61	1.09	0.74	0.46	0.20	0.09	0.08	0.06	0.02	14.10
Degree		0.53	0.53	0.30	0.18	0.15	0.16	0.14	0.09	0.05	0.02	2.15
Total with specified Post-primary Certificates	14.40	16.16	6.34	2.76	1.72	1.29	0.74	0.34	0.25	0.15	0.05	44.20

NOTE : The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 11

Stock of Certificants in 1966 and Numbers in the Labour Force by Highest Certificate Obtained

Males

(⁰000)

Highest Certificate Obtained	Stock											
	Age in 1966											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
Group Certificate	10.92	10.24	4.94	2.52	0.48							29.10
Intermediate Certificate	15.52	5.59	4.07	2.92	3.75	3.48	2.96	2.04	0.92	0.23	0.12	41.60
Leaving Certificate	6.10	15.70	4.10	4.37	2.74	2.53	1.78	0.85	0.50	0.34	0.16	39.17
Degrees		3.50	5.26	3.49	3.03	2.45	2.33	1.91	1.30	0.75	0.39	24.41
Total with specified Post-primary Certificates	32.54	35.03	18.37	13.30	10.00	8.46	7.07	4.80	2.72	1.32	0.67	134.28

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	6.91	9.29	4.76	2.46	0.47							23.89
Intermediate Certificate	9.82	5.07	3.92	2.85	3.66	3.39	2.89	1.96	0.85	0.20	0.06	34.67
Leaving Certificate	3.86	14.24	3.95	4.26	2.67	2.47	1.74	0.82	0.46	0.29	0.08	34.84
Degrees		3.18	5.08	3.40	2.95	2.39	2.27	1.83	1.20	0.65	0.20	23.15
Total with specified Post-primary Certificates	20.59	31.78	17.71	12.97	9.75	8.25	6.90	4.61	2.51	1.14	0.34	116.55

NOTE : The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 12

Stock of Certificants in 1966 and Numbers in the Labour Force by Highest Certificate Obtained

Females

('000)

Highest Certificate Obtained	Stock											TOTAL
	Age in 1966											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
Group Certificate	8.08	7.74	3.88	2.05	0.40							22.15
Intermediate Certificate	22.23	14.20	8.55	5.76	5.13	3.99	3.39	1.79	0.48	0.32	0.13	65.97
Leaving Certificate	5.74	17.31	7.55	6.37	4.38	3.70	2.32	0.97	0.40	0.31	0.21	49.26
Degrees		1.13	1.77	1.29	1.21	0.89	0.74	0.78	0.61	0.35	0.17	8.94
Total with specified Post-primary Certificates	36.05	40.38	21.75	15.47	11.12	8.58	6.45	3.54	1.49	0.98	0.51	146.32

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	4.27	5.61	1.56	0.51	0.08							12.03
Intermediate Certificate	11.74	10.30	3.43	1.44	1.03	0.80	0.71	0.41	0.12	0.07	0.02	30.07
Leaving Certificate	3.03	12.55	3.03	1.59	0.88	0.74	0.49	0.22	0.10	0.07	0.03	22.73
Degrees		0.82	0.70	0.32	0.24	0.18	0.16	0.18	0.15	0.08	0.03	2.86
Total with specified Post-primary Certificates	19.04	29.28	8.72	3.86	2.23	1.72	1.36	0.81	0.37	0.22	0.08	67.69

NOTE : The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 13

Stock of Certificants in 1971 and Numbers in the Labour Force by Highest Certificate Obtained

Males

('000)

Highest Certificate Obtained	Stock											TOTAL
	Age in 1971											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 +	
Group Certificate	14.61	17.63	9.62	4.73	2.44	0.48						49.51
Intermediate Certificate	17.58	5.98	5.25	3.89	2.83	3.64	3.34	2.81	1.90	0.82	0.19	48.23
Leaving Certificate	7.56	23.69	9.79	3.94	4.25	2.68	2.42	1.70	0.80	0.45	0.29	57.57
Degrees		4.16	8.25	5.03	3.38	2.94	2.36	2.21	1.76	1.16	0.63	31.88
Total with specified Post-primary Certificates	39.75	51.46	32.91	17.59	12.90	9.74	8.12	6.72	4.46	2.43	1.11	187.19

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	8.77	16.01	9.27	4.61	2.38	0.47						41.51
Intermediate Certificate	10.55	5.43	5.06	3.79	2.76	3.55	3.26	2.70	1.76	0.71	0.10	39.67
Leaving Certificate	4.54	21.51	9.44	3.84	4.14	2.61	2.36	1.63	0.74	0.39	0.15	51.35
Degrees		3.78	7.95	4.91	3.30	2.87	2.30	2.12	1.63	1.00	0.33	30.19
Total with specified Post-primary Certificates	23.86	46.73	31.72	17.15	12.58	9.50	7.92	6.45	4.13	2.10	0.58	162.72

NOTE : The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 14

Stock of Certificants in 1971 and Numbers in the Labour Force by Highest Certificate Obtained

Females

('000)

	Stock											
	Age in 1971											
Highest Certificate Obtained	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
Group Certificate	10·85	13·20	7·33	3·76	2·02	0·39						37·55
Intermediate Certificate	25·39	17·77	13·47	8·30	5·67	4·99	3·90	3·26	1·70	0·43	0·28	85·16
Leaving Certificate	7·14	25·06	14·82	7·34	6·27	4·26	3·61	2·24	0·93	0·37	0·28	72·32
Degrees		1·40	2·66	1·72	1·28	1·18	0·86	0·71	0·74	0·56	0·30	11·41
Total with specified Post-primary Certificates	43·38	57·43	38·28	21·12	15·24	10·82	8·37	6·21	3·37	1·36	0·86	206·44

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	5·54	9·90	3·02	0·94	0·40	0·08						19·88
Intermediate Certificate	12·97	13·33	5·55	2·08	1·13	1·00	0·82	0·75	0·41	0·10	0·04	38·18
Leaving Certificate	3·65	18·80	6·11	1·84	1·25	0·85	0·76	0·52	0·22	0·09	0·04	34·13
Degrees		1·05	1·09	0·43	0·26	0·24	0·18	0·16	0·18	0·13	0·05	3·77
Total with specified Post-primary Certificates	22·16	43·08	15·77	5·29	3·04	2·17	1·76	1·43	0·81	0·32	0·13	95·96

NOTE: The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 15

Stock of Certificants in 1976 and Numbers in the Labour Force by Highest Certificate Obtained

Males

('000)

	Stock											
	Age in 1976											
Highest Certificate Obtained	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
Group Certificate	19·14	23·70	16·64	9·32	4·60	2·37	0·46					76·23
Intermediate Certificate	17·72	5·09	5·65	5·09	3·79	2·74	3·48	3·15	2·58	1·68	0·65	51·62
Leaving Certificate	11·83	29·93	16·48	9·46	3·83	4·11	2·55	2·29	1·57	0·71	0·35	83·11
Degrees		4·88	9·81	8·00	4·89	3·29	2·82	2·24	2·03	1·56	0·92	40·44
Total with specified Post-primary Certificates	48·69	63·60	48·58	31·87	17·11	12·51	9·31	7·68	6·18	3·95	1·92	251·40

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	10·72	21·33	16·02	9·09	4·49	2·31	0·45					64·41
Intermediate Certificate	9·92	4·58	5·44	4·96	3·70	2·67	3·39	3·02	2·39	1·44	0·56	42·07
Leaving Certificate	6·62	26·94	15·87	9·22	3·73	4·01	2·49	2·20	1·45	0·61	0·30	73·44
Degrees		4·39	9·45	7·80	4·77	3·21	2·75	2·15	1·88	1·34	0·79	38·53
Total with specified Post-primary Certificates	27·26	57·24	46·78	31·07	16·69	12·20	9·08	7·37	5·72	3·39	1·65	218·45

NOTE: The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

VIII
TABLE B. 16

Stock of Certificants in 1976 and Numbers in the Labour Force by Highest Certificate Obtained

Females

('000)

Highest Certificate Obtained	Stock											
	Age in 1976											
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	TOTAL
Group Certificate	14.20	17.78	12.54	7.09	3.71	1.96	0.38					57.66
Intermediate Certificate	27.12	18.86	16.89	13.01	8.18	5.51	4.86	3.75	3.10	1.58	0.37	103.23
Leaving Certificate	11.17	31.59	21.80	14.33	7.22	6.09	4.16	3.48	2.12	0.85	0.33	103.14
Degrees		1.65	3.34	2.57	1.70	1.24	1.14	0.83	0.68	0.69	0.47	14.31
Total with specified Post-primary Certificates	52.49	69.88	54.57	37.00	20.81	14.80	10.54	8.06	5.90	3.12	1.17	278.34

Numbers in Labour Force by Highest Certificate Obtained

Group Certificate	7.10	14.03	5.45	1.84	0.78	0.41	0.08					29.69
Intermediate Certificate	13.56	14.88	7.35	3.38	1.72	1.16	1.07	0.90	0.78	0.38	0.06	45.24
Leaving Certificate	5.59	24.92	9.48	3.73	1.52	1.28	0.92	0.84	0.53	0.20	0.05	49.06
Degrees		1.30	1.45	0.66	0.35	0.26	0.25	0.20	0.17	0.17	0.08	4.89
Total with specified Post-primary Certificates	26.25	55.13	23.73	9.61	4.37	3.11	2.32	1.94	1.48	0.75	0.19	128.88

NOTE: The figures in this table are shown to two decimal places only for convenience. They should not be taken as accurate to this degree.

APPENDIX VIII.C

Technicians—Additional Data

ADDITIONAL TABLES

1. Tables 1 to 21 show in detail the results of our analysis of the Technical School Examinations. The figures on certificants refer to individuals and it is emphasised that each individual has been counted only once during the period 1945-63, in respect of the highest stage certificate obtained by him. Consequently the number of certificants is less than the number of certificates. For information, the actual number of certificates awarded is shown also, as the statistics published by the Department give only the total numbers of entries and passes. It may be added also that the number of certificates is always less than the number of passes shown in Department's Annual Reports as certificates are not awarded in respect of every pass.

2. The figures in the tables are not intended to be conclusive ; the nature of the records makes this virtually impossible. However, we believe a high degree of accuracy has been achieved.

3. The word 'full' is used in the tables to denote a certificate covering both written and practical trade tests.

4. Table 22 gives particulars of the numbers of passes in the Technical School Examinations for each year from 1936 to 1963. Totals are given by stage for each examination group. This information is taken from the Annual Reports and is reproduced here so that the numbers of passes can if desired, be readily compared with the numbers of certificates awarded, as given in Tables 1 to 21.

5. Table 23 gives the educational attainment of entrants to the various wholtime day technical courses in 1963/64. This information was supplied to us in connection with the survey of student flows, described in detail in Chapter 6.

6. A complete list of the subjects offered at the Technical School Examinations is appended for the information of readers.

CITY AND GUILDS OF LONDON INSTITUTE EXAMINATIONS

7. A list showing the subjects taken by candidates from the Republic in the 1963 examinations of the City and Guilds of London Institute is also appended. This table is reasonably complete but it is possible that some subjects, taken by very small numbers, have been omitted. Because of the variety of stages and certificates in the Institute's examinations, we decided not to attempt any more detailed listing.

VIII
TABLE C. 1

Technical School Examinations

Group : Building (Technological only)

Number of Certificates Awarded

Period	Technological		
	Elementary	Intermediate	Advanced
	Certificates Awarded		
1945-49	6	5	4
1950-54	12	6	3
1955-59	27	20	12
1960	4	1	2
1961	5	1	—
1962	7	1	—
1963	19	2	2

Highest Certificate Obtained

Technological		
Elementary	Intermediate	Advanced
Individual Certificants		
2	2	4
8	6	3
15	17	12
4	1	2
5	1	—
5	1	—
13	1	2

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TABLE C.2

Technical School Examinations

Group: Building (Technological and Carpentry and Joinery)

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological			Trade Only				Technological and Trade								Adv.
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.	Junior Stage		Senior Stage		Elementary and				Intermediate and				
	Full	Practical only	Full	Practical only				Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage				
										Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only			
Number of Certificates							Individual Certificates													
1945-49 ...	24	30	6	1	9	6	—	6	23	1	—			1		3		1		
1950-54 ...	88	261	25	49	16	20	7	29	219	10	36	3		2		4		7	2	7
1955-59 ...	156	167	49	67	52	38	14	84	159	21	53	9	4	1	4	12	1	13	2	14
1960 ...	55		6		23	21	10	28				4		1	1	5		3	2	10
1961 ...	65		4		15	23	6	40		1		6				14		4	2	6
1962 ...	67		10		18	2	1	51		6		4		1						1
1963 ...	85		16		9	17	9	80		5		7		3		4		8		9

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TABLE C. 3

Technical School Examinations

Group: Building (Technological and Cabinetmaking)

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological		
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.
	Full	Practical only	Full	Practical only			
Certificates Awarded							
1945-49 ...	18	9	6	1	2	2	
1950-54 ...	46	134	22	34	1	1	2
1955-59 ...	50	40	1	24	9	9	4
1960 ...	22	—	—	—	3	5	—
1961 ...	6	—	2	—	—	1	2
1962 ...	2	—	3	—	—	—	—
1963 ...	17	—	3	—	1	2	3

Trade Only				Technological and Trade								Adv.	
Junior Stage		Senior Stage		Elementary and				Intermediate and					
Full	Practical only	Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage			
				Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only		
Individual Certificants													
9	6	4	1								1		
23	130	18	29			1							2
31	34	1	21					3	1			1	4
20								3					
4		2											2
18		3											
13		3		1									3

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TABLE C. 4

Technical School Examinations

Group : Building (Plumbing)

Number of Certificates Awarded

Period	Trade			
	Junior Stage		Senior Stage	
	Full	Practical only	Full	Practical only
	Certificates Awarded			
1945-49 ...	5	4	2	—
1950-54 ...	10	7	1	3
1955-59 ...	40	2	3	—
1960 ...	9	—	1	—
1961 ...	7	—	2	—
1962 ...	10	—	2	—
1963 ...	12	—	—	—

Highest Certificate Obtained

Trade			
Junior Stage		Senior Stage	
Full	Practical only	Full	Practical only
Individual Certificants			
3	4	2	—
7	8	—	3
36	2	3	1
7	—	1	—
7	—	1	—
10	—	2	—
12	—	—	—

No technological certificants traced

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TABLE C. 5

Technical School Examinations

Group : Building (Plasterers' Work)

Number of Certificates Awarded

Period	Trade			
	Junior Stage		Senior Stage	
	Full	Practical only	Full	Practical only
	Certificates Awarded			
1945-49 ...	3	3	1	—
1950-54 ...	12	15	2	9
1955-59 ...	19	12	8	7
1960 ...	2	—	—	—
1961 ...	6	—	—	—
1962 ...	7	—	2	—
1963 ...	6	—	2	—

Highest Certificate Obtained

Trade			
Junior Stage		Senior Stage	
Full	Practical only	Full	Practical only
Individual Certificants			
1	3	1	—
3	13	1	9
10	11	8	6
2	—	—	—
3	—	1	—
5	—	2	—
6	—	2	—

No technological certificants traced in this group

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TABLE C. 6

Technical School Examinations

Group: Building (Technological and Brickwork)

Number of Certificates Awarded								Highest Certificate Obtained														
Period	Trade				Technological			Trade Only				Technological and Trade										
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.	Junior Stage		Senior Stage		Elementary and				Intermediate and				Adv.		
	Full	Practical only	Full	Practical only				Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage						
										Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only					
	Certificates Awarded							Individual Certificants														
1945-49 ...	5		1					3		1												
1950-54 ...	8	10	4					5	9	4												
1955-59 ...	21	9	3	1				16	9	3	1											
1960 ...	6	—	—	—	1	—	—	3				1										
1961 ...	6	—	3	—	—	—	1	6		2									1			
1962 ...	7	—	2	—	1	—	—	5		2		1										
1963 ...	5	—	—	—	—	—	—	5														

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TABLE C. 7

Technical School Examinations

Group : Building (Painting and Decorating)

Number of Certificates Awarded

Period	Trade			
	Junior Stage		Senior Stage	
	Full	Practical only	Full	Practical only
	Certificates Awarded			
1945-49 ...	4	1	1	—
1950-54 ...	7	5	1	—
1955-59 ...	12	—	5	—
1960 ...	6	—	1	—
1961 ...	6	—	—	—
1962 ...	5	—	5	—
1963 ...	4	—	—	—

Highest Certificate Obtained

Trade			
Junior Stage		Senior Stage	
Full	Practical only	Full	Practical only
Individual Certificates			
3	1	1	—
5	5	1	—
11	—	5	—
5	—	1	—
3	—	—	—
5	—	5	—
4	—	—	—

No technological certificants traced in this group.

VIII
TABLE C. 8

Technical School Examinations

Group : Building (Woodcutting Machinist's Work)

Number of Certificates Awarded

Period	Trade			
	Junior Stage		Senior Stage	
	Full	Practical only	Full	Practical only
	Certificates Awarded			
1945-49 ...	—	—	—	—
1950-54 ...	11	3	3	2
1955-59 ...	8	3	2	1
1960 ...	8	—	2	—
1961 ...	3	—	2	—
1962 ...	1	—	—	—
1963 ...	4	—	1	—

Highest Certificate Obtained

Trade			
Junior Stage		Senior Stage	
Full	Practical only	Full	Practical only
Individual Certificates			
—	—	—	—
6	2	3	2
8	2	2	1
7	—	2	—
3	—	2	—
1	—	—	—
3	—	1	—

No technological certificants traced in this group.

VIII
TABLE C. 9

Technical School Examinations

Group: Mechanical Engineering (Technological Only)

Number of Certificates Awarded

Period	Technological		
	Elementary	Intermediate	Advanced
	Certificates Awarded		
1945-49	30	10	1
1950-54	76	22	7
1955-59	50	17	4
1960	11	7	—
1961	12	2	2
1962	17	2	2
1963	14	1	—

Highest Certificate Obtained

Technological		
Elementary	Intermediate	Advanced
Individual Certificants		
18	7	1
63	17	7
40	14	4
10	6	—
10	2	2
15	2	2
10	1	—

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TABLE C. 10

Technical School Examinations

Group: Mechanical Engineering (Technological and Fitters' Work)

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological		
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.
	Full	Practical only	Full	Practical only			
Certificates Awarded							
1945-49 ...	84	220	23	76	23	3	1
1950-54 ...	197	425	53	281	59	22	6
1955-59 ...	249	337	74	289	95	45	14
1960 ...	96	154	19	108	49	10	4
1961 ...	128	218	24	102	33	12	5
1962 ...	108	171	51	133	34	22	9
1963 ...	139	308	72	137	39	8	10

Period	Trade Only				Technological and Trade								
	Junior Stage		Senior Stage		Elementary and				Intermediate and				Adv.
	Full	Practical only	Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage		
					Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only	
Individual Certificants													
1945-49 ...	29	136	16	74	1	2	2	1			2		1
1950-54 ...	35	241	19	260	6	5	18	13	3		8	3	6
1955-59 ...	54	210	28	264	6	6	23	16	6		19	6	14
1960 ...	22	107	12	98	6	3	5	11	—		4	2	4
1961 ...	20	142	16	92	1	1	3	5	1		3	3	5
1962 ...	38	130	30	120	3	1	11	8	—		8	1	9
1963 ...	86	282	51	125	18	8	11	6	—		3	1	10

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TABLE C.11

Technical School Examinations

Group: Mechanical Engineering (Technological and Turners' Work)

Number of Certificates Awarded								Highest Certificate Obtained												
Period	Trade				Technological			Trade Only				Technological and Trade								Adv.
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.	Junior Stage		Senior Stage		Elementary and				Intermediate and				
	Full	Practical only	Full	Practical only				Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage				
										Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only			
Certificates Awarded								Individual Certificants												
1945-49 ...	45	85	18	32				16	60	18	32									
1950-54 ...	127	166	28	106	1			50	123	26	105		1		1					
1955-59 ...	144	147	48	152	8	6	1	58	95	46	142		1	2	1				4	1
1960 ...	57	67	12	50				19	43	11	50					1				
1961 ...	78	79	17	52		1		16	48	16	52									
1962 ...	48	77	23	47			1	21	58	20	45									1
1963 ...	101	100	47	63				76	101	47	63									

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TABLE C. 12

Technical School Examinations

Group: Mechanical Engineering (Technological and Brassfinishers' Work)

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological		
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.
	Full	Practical only	Full	Practical only			
Certificates Awarded							
1945-49 ...	3	7	1	4	1		
1950-54 ...	1	21	—	5	1	1	
1955-59 ...	3	8	1	2			1
1960 ...	—	3	—	—			
1961 ...	5	2	1	2			
1962 ...	—	4	—	3			
1963 ...	1	1	—	4			

Trade Only				Technological and Trade								Adv.
Junior Stage		Senior Stage		Elementary and				Intermediate and				
Full	Practical only	Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage		
				Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only	
Individual Certificants												
—	5	1	4	1								1
1	15	—	5									
2	7	1	2									
—	2	—	—									
1	1	1	2									
—	3	—	3									
1	1	—	2									

VIII
TABLE C.13

Technical School Examinations

Group: Mechanical Engineering (Technological and Sheet Metal Work)

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological		
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.
	Full	Practical only	Full	Practical only			
Certificates Awarded							
1945-49 ...	23	9	16	2			
1950-54 ...	38	15	15	6	2	1	
1955-59 ...	24	12	17	8	1		
1960 ...	5	6	1	1		1	
1961 ...	8	6	3	3			
1962 ...	5	8	3	5	1		
1963 ...	4	2	6	3	1		

Trade Only				Technological and Trade								Adv.
Junior Stage		Senior Stage		Elementary and				Intermediate and				
Full	Practical only	Full	Practical only	Junior Stage		Senior Stage		Junior Stage		Senior Stage		
				Full	Practical only	Full	Practical only	Full	Practical only	Full	Practical only	
Individual Certificates												
3	8	16	2									
18	12	14	6								1	
12	7	16	8			1						
—	5	1	1								1	
2	4	3	3									
—	7	3	5									
2	1	6	3			1						

Boilermakers : 1 certificate awarded (1962) Junior practical.

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TABLE C. 14

Technical School Examinations

Group: Motor-car Engineering

Number of Certificates Awarded

Highest Certificate Obtained

Period	Trade				Technological		
	Junior Stage		Senior Stage		Elem.	Inter.	Adv.
	Full	Practical only	Full	Practical only			
	Certificates Awarded						
1945-49 ...	18	8	6	2	9	1	
1950-54 ...	433	118	152	52	129	51	6
1955-59 ...	756	336	449	161	194	79	19
1960 ...	4	3	89	8	7	1	3
1961 ..	203	44	122	26	55	35	4
1962 ...	238	53	133	20	53	38	15
1963 ...	222	28	197	19	77	31	20

Trade Only				Technological and Trade										
Junior Stage		Senior Stage		Elementary and				Intermediate and				Adv.		
Full	Practical only	Full	Practical only	No Trade Test	Junior Stage		Senior Stage		No Trade Test	Junior Stage			Senior Stage	
					Full	Practical only	Full	Practical only		Full	Practical only		Full	Practical only
Individual Certificants														
122	65	92	44	13	19		23	3	4	7		20		6
221	254	309	151	17	22	10	62	6		3		60		19
2	3	58	7				21	1				1		3
39	37	94	25		7		10					17		4
78	43	93	19		8	1	10	1	2	5		20		15
130	27	146	19	8	29	1	23			3		21		20

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TABLE C. 15
Technical School Examinations
Group: Electrical Engineering
Number of Certificates Awarded

Period			Trade		Technological		
			Junior	Senior	Elementary	Intermediate	Advanced
Certificates Awarded							
1945-49	...	...	101	43	88	12	6
1950-54	...	...	216	97	144	9	—
1955-59	...	...	293	186	200	38	5
1960	...	...	88	53	43	7	1
1961	...	...	81	34	71	13	7
1962	...	...	119	45	58	6	3
1963	...	...	58	45	51	22	9

Highest Certificate Obtained

Period	Trade Only		Technological and Trade						
			Elementary and			Intermediate and			Advanced
	Junior Full	Senior Full	No Trade Test	Junior Full	Senior Full	No Trade Test	Junior Full	Senior Full	
Individual Certificants									
1945-49...	38	40	71	2	1	7	1	2	6
1950-54...	94	55	56	28	34	—	3	3	—
1955-59...	106	81	71	24	70	9	3	16	5
1960 ...	39	23	10	4	20	2	—	2	1
1961 ...	44	12	15	25	15	1	3	8	7
1962 ...	65	21	11	27	15	2	—	2	3
1963 ...	51	22	13	22	22	6	1	16	9

VIII
TABLE C. 16

Technical School Examinations

Group: Applied Chemistry

Number of Certificates Awarded			
Period	Technological		
	Elementary	Intermediate	Advanced
Certificates Awarded			
1945-49	61	13	12
1950-54	74	20	13
1955-59	33	21	8
1960	3	5	—
1961	—	1	—
1962	4	4	—
1963	2	1	—

Highest Certificate Obtained		
Technological		
Elementary	Intermediate	Advanced
Individual Certificants		
58	6	12
65	11	13
32	19	8
3	5	—
—	1	—
3	4	—
2	1	—

VIII
TABLE C. 17

Technical School Examinations

Group : Flour-Milling

Number of Certificates Awarded					Highest Certificate Obtained				
Period	Trade		Technological		Trade		Technological and Trade		
	Junior Stage	Senior Stage	Inter- mediate	Advanced	Junior Stage	Senior Stage	Intermediate		Advanced
							Junior Stage	Senior Stage	
Certificates Awarded				Individual Certificants					
1945-49 ...	2				4		—		3
1950-54 ...	16	3	3	3					
1955-59 ...	38	43	28	16	10	14	—	17	16
1960 ...	3	6	4	2	1	2	—	3	2
1961 ...	4	3	1	1	1	2	—	—	1
1962 ...	3	3	3	1	2	—	—	1	1
1963 ...	3	3	—	1	2	3	—	—	1

VIII
TABLE C. 18

Technical School Examinations

Group: Printing

Number of Certificates Awarded

Period	Trade	
	Junior Stage	Senior Stage
Certificates Awarded		
1945-49	—	—
1950-54	49	10
1955-59	53	38
1960	3	6
1961	14	13
1962	—	1
1963	7	—

Highest Certificate Obtained

Trade	
Junior Stage	Senior Stage
Individual Certificants	
—	—
33	10
30	38
3	6
14	13
—	1
7	—

VIII
TABLE C. 19

Technical School Examinations

Group: Radio Service Work

Number of Certificates Awarded

Period	Trade			
	Junior Stage		Senior Stage	
	Full	Practical only	Full	Practical only
Certificates Awarded				
1950-54 ...	13	—	7	—
1955-59 ...	54	—	35	—
1960 ...	17	—	8	—
1961 ...	24	1	18	—
1962 ...	20	—	7	2
1963 ...	18	—	16	—

Highest Certificate Obtained

Trade			
Junior Stage		Senior Stage	
Full	Practical only	Full	Practical only
Individual Certificants			
6	—	7	—
28	—	35	—
10	—	8	—
9	1	18	—
13	—	7	2
14	—	16	—

VIII
TABLE C. 20

Technical School Examinations

Group: Mathematics

Number of Certificates Awarded

Period	Technological		
	Elementary	Intermediate	Advanced
Certificates Awarded			
1945-49	5	—	—
1950-54	15	2	1
1955-59	472	53	29
1960	292	43	28
1961	7	11	—
1962	2	2	—
1963	301	88	18

Highest Certificate Obtained

Technological		
Elementary	Intermediate	Advanced
Individual Certificants		
2	—	—
5	1	1
437	42	29
277	34	28
7	11	—
1	2	—
265	76	18

VIII
TABLE C. 21 (a)

Technical School Examinations

Telecommunications

Number of Certificates Awarded

Year	Group A—Post Office Technical Personnel								Group C Telephone Repairs	Group B Post Office Tech- nician Trainees	Ordinary Tech- nician Certificate	Higher Tech- nician Certificate
	Magnetism and Elec- tricity	Line Plant Service	Telecom- muni- cations I	Elec- tronics for Telecom- muni- cations	Tele- communi- cations II A	Tele- communi- cations II B	Line Trans- mission	Radio Communi- cation				
1961 ...	30	—	16	8	1	—	9	—	2	3	—	—
1962 ...	32	3	31	12	1	—	9	—	7	7	—	—
1963 ...	22	30	48	7	15	1	10	9	—	42	—	—
TOTAL	84	33	95	27	17	1	28	9	9	52	—	—

NOTES : Group A. Post Office personnel attending part-time courses.

Group B. Technician Trainees. They attend block release courses for three terms and must pass all the examinations at the end of each term.

Group C. Consists of one examination only.

Ordinary Technician Certificate is awarded to technicians who have passed all Term examinations (Group B) or certain examinations in Group A.

Higher Technician Certificate is awarded to holders of the ordinary certificate who have passed certain additional examinations in Group A.

This scheme of examinations was revised in recent years and is only gradually coming into full operation.

VIII
TABLE C. 21(b)

Technical School Examinations

Telecommunications

Highest Certificate Obtained												
Year	Group A								Group C	Group B only	Ordinary Technician Certificate	Higher Technician Certificate
	Highest number of Certificates obtained											
	1	2	3	4	5	6	7	8				
Individual Certificants												
1961 ...	16	6	1	—	—	—	—	—	2	3	—	—
1962 ...	14	8	2	—	—	—	—	—	7	7	—	—
1963 ...	64	21	8	8	—	1	—	—	—	42	—	—
TOTAL	94	36	11	8	—	1	—	—	9	53	—	—

VIII
TABLE C. 22

Technical School Examinations—Passes

Year	Motor-car Engineering						Mechanical Engineering					
	Trade		Technological			Total	Trade		Technological			Total
	Junior	Senior	Elementary	Intermediate	Advanced		Junior	Senior	Elementary	Intermediate	Advanced	
1936 ...	38	30	39	37	22	166	98	29	33	33	10	203
1937 ...	36	16	67	12	30	161	232	26	114	16	10	398
1938 ...	101	15	43	25	12	196	177	35	75	18	9	314
1939 ...												
1940 ...	75	32	44	20	46	217	176	58	93	50	15	392
1941 ...	99	24	36	7	11	177	195	42	87	38	28	390
1942 ...	40	12	52	10	14	128	177	43	86	37	32	375
1943 ...	32	8	57	16	4	117	192	45	70	25	16	348
1944 ...	32	6	83	14	18	153	185	60	140	45	19	449
1945 ...	59	4	96	19	10	188	253	75	134	59	10	531
1946 ...	126	18	51	7	13	215	199	83	172	41	10	505
1947 ...	245	21	69	8	6	349	202	69	208	32	5	516
1948 ...	240	75	74	24	11	424	185	72	177	55	14	503
1949 ...	160	51	200	35	8	454	202	71	141	65	27	506
1950 ...	197	84	184	68	4	537	168	85	275	57	27	612
1951 ...	166	148	248	120	18	700	252	112	147	51	23	585
1952 ...	205	110	182	107	10	614	306	144	171	49	26	696
1953 ...	198	111	265	171	14	759	261	141	181	81	26	690
1954 ...	226	146	306	134	18	830	352	117	162	67	27	725
1955 ...	216	143	156	120	24	659	275	159	250	56	25	765
1956 ...	250	114	282	126	27	799	272	147	226	85	18	748
1957 ...	245	103	209	129	7	693	359	146	207	119	25	856
1958 ...	341	440	147	39	14	981	423	165	278	89	38	993
1959 ...	531	458	209	34	24	1,256	502	183	392	84	43	1,204
1960 ...	477	398	225	54	37	1,191	473	218	392	104	44	1,231
1961 ...	448	572	211	103	37	1,371	658	251	346	96	27	1,378
1962 ...	587	485	203	119	58	1,452	505	326	370	117	56	1,374
1963 ...	977	698	254	99	68	2,096	858	376	485	138	64	1,921

Source: Annual Reports of the Department of Education.
These statistics were out published in the Annual Report for 1938/1939.

VIII
TABLE C. 22 (Contd.)

Building							Electrical Engineering						
Year	Trade		Technological			Total	Year	Trade		Technological			Total
	Junior	Senior	Elementary	Intermediate	Advanced			Junior	Senior	Elementary	Intermediate	Advanced	
1935/36	248	73	43	50	25	439	1935/36	16	2	31	6	2	57
1936/37	183	60	21	38	17	319	1936/37	56	2	103	20	5	186
1937/38	221	149	38	70	26	504	1937/38	41	7	105	20	11	184
1938/39							1938/39						
1939/40	219	97	29	76	40	461	1939/40	58	21	84	22	4	189
1940/41	272	77	27	39	23	438	1940/41	41	23	48	15	5	132
1941/42	212	84	64	90	30	480	1941/42	35	31	48	19	4	137
1942/43	273	52	43	51	41	460	1942/43	26	12	81	9	5	133
1943/44	182	80	47	39	44	392	1943/44	45	13	85	12	1	156
1944/45	228	60	76	45	40	449	1944/45	25	19	64	4	5	117
1945/46	205	106	69	64	53	497	1945/46	24	19	78	6	7	134
1946/47	155	64	29	43	54	345	1946/47	34	34	73	9	5	155
1947/48	248	44	62	31	23	408	1947/48	89	22	76	11	1	199
1948/49	268	83	42	61	49	503	1948/49	33	30	72	9	1	145
1949/50	293	54	92	39	32	510	1949/50	69	41	77	10	—	197
1950/51	306	103	90	69	57	625	1950/51	43	42	70	10	—	165
1951/52	394	120	72	49	37	672	1951/52	69	49	70	10	—	198
1952/53	357	107	47	28	41	580	1952/53	49	29	105	12	—	195
1953/54	313	106	62	36	31	548	1953/54	58	70	96	13	1	238
1954/55	300	124	85	82	66	657	1954/55	75	89	125	22	5	316
1955/56	269	106	105	57	65	602	1955/56	118	88	131	15	1	353
1956/57	257	47	56	34	31	425	1956/57	199	87	150	31	3	470
1957/58	298	91	106	70	41	606	1957/58	172	117	138	44	7	478
1958/59	363	120	85	63	41	672	1958/59	197	124	80	29	3	433
1959/60	387	118	106	83	99	793	1959/60	203	121	127	33	3	487
1960/61	305	120	95	85	59	664	1960/61	205	113	168	31	31	548
1961/62	478	132	131	47	42	830	1961/62	247	145	164	29	4	589
1962/63	452	129	113	61	50	805	1962/63	318	177	264	47	39	845

Source : Annual Reports of the Department of Education.

VIII
TABLE C. 22 (Contd.)

Year	Applied Chemistry				Mathematics				Flour Milling			
	Technological			Total	Technological			Total	Technological			Total
	Elementary	Intermediate	Advanced		Elementary	Intermediate	Advanced		Elementary	Intermediate	Advanced	
1935/36	41	25	10	76	101	6	5	112	—			
1936/37	36	25	8	69								
1937/38	71	13	8	92								
1938/39												
1939/40	88	39	11	138	128	11	—	139	—	28	8	36
1940/41	103	34	22	159	112	22	6	140	—	20	20	40
1941/42	119	59	17	195	131	9	7	147	—	21	9	30
1942/43	87	43	30	160	96	15	1	112	—	18	23	41
1943/44	105	48	23	176	128	20	3	151	—	17	12	29
1944/45	68	38	32	138	147	19	5	171	—	23	14	37
1945/46	34	45	14	93	120	7	3	130	—	26	8	34
1946/47	54	48	28	130	97	17	2	116	—	29	17	46
1947/48	38	30	11	79	78	13	—	91	—	23	21	44
1948/49	47	42	10	99	57	33	11	101	—	13	12	25
1949/50	69	53	9	131	130	26	18	174	—	15	8	23
1950/51	30	30	48	108	78	35	9	122	—	17	7	24
1951/52	36	21	5	62	150	20	17	187	—	9	12	21
1952/53	44	42	26	112	100	24	7	131	—	5	6	11
1953/54	59	61	10	130	152	28	12	192	—	26	—	26
1954/55	37	68	23	128	204	38	5	247	—	38	7	45
1955/56	85	54	7	146	222	26	11	259	—	32	18	50
1956/57	27	94	55	176	170	43	16	229	—	23	17	40
1957/58	62	55	33	150	242	21	10	273	—	13	17	30
1958/59	62	71	10	143	282	36	20	338	—	24	7	31
1959/60	57	120	10	187	309	52	29	390	—	18	8	26
1960/61	39	152	18	209	291	69	23	383	—	7	12	19
1961/62	65	81	4	150	121	43	26	190	—	6	8	14
1962/63	52	59	6	117	312	93	24	429	4	6	5	15

Source : Annual Reports of the Department of Education.

VIII
TABLE C. 22 (Contd.)

Year	Printing			Radio Service Work			Hairdressing			Manual Training	
	Trade			Trade			Trade				
	Junior	Senior	Total	Junior	Senior	Total	Junior	Senior	Total	Elementary	Total
1935/36 ...											
1936/37 ...											
1937/38 ...											
1938/39 ...											
1939/40 ...											
1940/41 ...	67	35	102								
1941/42 ...	34	21	55								
1942/43 ...	25	11	36								
1943/44 ...	28	16	44							711	711
1944/45 ...	35	9	44							692	692
1945/46 ...	47	16	63							768	768
1946/47 ...	43	13	56							129	129
1947/48 ...	70	22	92				20	5	25	207	207
1948/49 ...	64	67	131				22	6	28	169	169
1949/50 ...	83	73	156	40	—	40	19	10	29	1,862	1,862
1950/51 ...	45	35	80	23	12	35	27	13	40	1,923	1,923
1951/52 ...	73	57	130	36	1	37	34	23	57	2,324	2,324
1952/53 ...	81	56	137	21	16	37	37	6	43	2,726	2,726
1953/54 ...	22	7	29	31	14	45	34	5	39	203	203
1954/55 ...	88	69	157	22	17	39	21	6	27	393	393
1955/56 ...	124	52	176	31	18	49	43	6	49	324	324
1956/57 ...	97	75	172	24	23	47	35	10	45	473	473
1957/58 ...	123	106	229	32	24	56	32	8	40	413	413
1958/59 ...	115	117	232	43	21	64	35	4	39	375	375
1959/60 ...	80	83	163	49	26	75	35	8	43	479	479
1960/61 ...	143	91	234	60	38	98	61	6	67	568	568
1961/62 ...	139	86	225	62	32	94	61	6	67	669	669
1962/63 ...	203	113	316	61	41	102	32	8	40	557	557

Source : Annual Reports of the Department of Education.

VIII
TABLE C. 22 (Contd.)

Year	Commerce				Irish				Other Languages			
	Elementary	Intermediate	Advanced	Total	Elementary	Intermediate	Advanced	Total	Elementary	Intermediate	Advanced	Total
1935/36	1,111	261	80	1,452	391	131	39	561	160	44	9	213
1936/37	1,266	382	80	1,728	345	169	44	558	204	69	20	293
1937/38	1,461	418	103	1,982	298	150	32	480	266	87	14	367
1938/39												
1939/40	2,014	697	154	2,865	547	248	94	889	392	155	23	570
1940/41	2,554	887	234	3,675	557	316	127	1,000	451	186	68	705
1941/42	2,481	1,045	278	3,804	649	386	152	1,187	657	242	44	943
1942/43	2,527	1,004	317	3,848	621	417	135	1,173	610	254	51	915
1943/44	2,777	943	274	3,994	744	329	175	1,248	636	213	63	912
1944/45	2,745	868	268	3,881	725	421	150	1,296	729	272	60	1,061
1945/46	2,668	906	229	3,803	794	348	128	1,270	721	274	63	1,058
1946/47	1,717	465	145	2,327	601	171	103	875	507	110	50	667
1947/48	2,688	489	150	3,327	853	265	80	1,198	904	160	27	1,091
1948/49	2,529	668	112	3,309	805	141	83	1,029	929	166	36	1,131
1949/50	2,655	548	159	3,362	1,004	203	82	1,289	1,116	146	48	1,310
1950/51	3,017	737	188	3,942	1,033	145	61	1,239	1,039	199	45	1,283
1951/52	3,543	830	202	4,575	1,159	203	54	1,416	1,296	200	50	1,546
1952/53	3,492	860	224	4,576	1,027	170	68	1,265	1,472	172	72	1,716
1953/54	3,151	700	207	4,058	1,215	241	68	1,524	1,591	221	80	1,892
1954/55	3,023	719	192	3,934	1,083	300	75	1,458	1,665	189	70	1,924
1955/56	3,292	798	231	4,321	1,151	261	85	1,497	1,943	179	70	2,192
1956/57	3,353	845	204	4,402	928	169	81	1,178	1,932	218	75	2,225
1957/58	4,125	672	195	4,992	860	169	33	1,062	1,362	212	89	1,663
1958/59	3,633	753	215	4,601	1,093	107	35	1,235	1,920	196	109	2,225
1959/60	4,630	872	284	5,786	1,336	135	51	1,522	2,248	253	91	2,592
1960/61	3,808	720	285	4,813	1,087	108	40	1,235	2,409	251	111	2,771
1961/62	4,361	991	293	5,645	1,233	177	41	1,451	2,940	290	124	3,354
1962/63	3,901	998	309	5,208	1,105	158	31	1,294	2,701	346	136	3,183

Source : Annual Reports of the Department of Education.

VIII
TABLE C. 22—(Contd.)

Year	Art				Domestic Economy			
	Elementary	Intermediate	Advanced	Total	Elementary	Intermediate	Advanced	Total
1935/36	387	145	83	615	683	33	—	716
36/37	357	91	41	489	852	88	—	940
37/38	331	125	66	522	1,149	113	—	1,262
38/39								
39/40	315	80	34	429	1,659	118	—	1,777
40/41	334	101	33	468	2,056	166	—	2,222
41/42	429	228	44	701	1,819	149	—	1,968
42/43	538	166	41	745	2,123	282	—	2,405
43/44	447	308	60	815	2,150	371	—	2,521
44/45	510	321	74	905	2,672			2,672
45/46	470	277	88	835	2,512	267	—	2,779
46/47	379	265	66	710	1,932	93	—	2,025
47/48	399	237	72	708	2,446	—	—	2,446
48/49	327	231	59	617	2,379	—	—	2,379
49/50	328	236	61	625	2,731	76	—	2,807
50/51	397	244	81	722	2,577	65	—	2,642
51/52	442	292	91	825	2,782	78	—	2,860
52/53	392	258	64	714	2,872	65	—	2,937
53/54	360	286	90	736	2,533	167	—	2,769
54/55	412	244	72	728	2,766	240	—	3,066
55/56	423	261	128	812	3,132	246	—	3,378
56/57	346	191	129	666	3,342	172	—	3,514
57/58	390	215	145	750	3,692	268	—	3,960
58/59	414	176	102	692	3,373	326	7	3,706
59/60	365	149	101	615	3,913	261	28	4,202
60/61	313	197	112	622	3,950	278	14	4,242
61/62	486	287	171	944	4,261	347	17	4,625
62/63	410	248	187	845	3,756	272	27	4,055

Source: Annual Reports of the Department of Education.

VIII
TABLE C. 23

Educational Attainment of Entrants to Whole-Time Day Technical Courses, 1963/64

Course	No Post-Primary Certificate	Intermediate	Group Certificate	Leaving Certificate or Matriculation	Other	Not Stated	TOTAL
Opticians	—	—	—	8	2	—	10
Architectural Technology ...	—	4	1	11	—	—	16
Auto. Technology	1	4	—	2	—	—	7
Building Technology	1	12	—	3	1	1	18
Preliminary Engineering ...	2	15	3	14	3	—	37
Engineering Technology ...	—	21	1	5	—	—	27
Aircraft Technicians	—	7	4	1	—	—	12
Engineering Draughtsman...	—	2	—	6	—	—	8
Marine Engineering	—	4	6	2	4	—	16
Senior Science	—	3	8	24	3	—	38
Electrical Engineering ...	—	—	—	10	2	—	12
Science (Inter. B.Sc.)	—	—	—	7	1	—	8
Health Inspectors	—	—	—	7	1	—	8
Architecture... ..	—	—	—	35	1	—	36
General Surveying	—	—	—	18	4	—	22
Quantity Surveying	—	—	—	18	6	—	24
Diploma in Engineering ...	—	—	—	14	12	—	26
Industrial Science	—	—	—	17	1	—	18
Marine Engineering	—	—	—	2	7	—	9
TOTAL	4	72	23	204	48	1	352

Source: 'Leavers' Survey, 1963.

Technical School Examinations
List of Subjects in which Examinations are Offered
(a) Technological Examinations

Examination Group	Stage			
	Elementary	Intermediate	Advanced	Higher Technological or Diploma
Building	Building Construction Mathematics and Geometry	Plane and Solid Geometry Builder's Quantities Building Construction Structural Engineering	Plane and Solid Geometry Building Construction Part I Building Construction Part II Structural Engineering Builder's Quantities	
Mathematics	Mathematics	Mathematics	Mathematics	
Flourmilling		Flourmilling (elements) Physics for flourmilling Flourmilling (principals and processes)	Flourmilling organisation Flourmilling Technology Cereal Science	
Applied Chemistry ...	Inorganic Chemistry Experimental Physics Biology	Inorganic Chemistry Experimental Physics Organic Chemistry Physical Chemistry	Organic Chemistry Physical Chemistry Inorganic Chemistry	Industrial Chemistry Organic Chemistry Physical Chemistry
Mechanical Engineering ...	Heat Mechanics Machine Drawing	Applied Mechanics Heat and Heat Engines Machine Drawing and Construction	Heat Engines Applied Mechanics Machine Construction and Design	Strength of Materials Hydraulics and Hydraulic Machinery Theory of Machines Mathematics Heat Engines—Steam Heat Engines—Internal Combustion Machine Design
Motor Car Engineering ...	Engineering Science Motor Car Engineering Automobile Electricity	Motor Car Engineering Automobile Electricity Engineering Science	Motor Car Engineering Garage Organization and Management Automobile Electricity Heat Engines and Applied Mechanics	
Electrical Engineering ...	Electrical Engineering	Electrical Engineering	Electrical Engineering Practice (Section A) Practice (Section B) Electro-Technology	

(b) Trade Examinations

Examination Group	Subjects
Building	Carpentry and Joinery Cabinetmaking Brickwork Plasterers' Work Painting and Decorating Plumbers' Work Woodcutting Machinists' Work Stonemasons Work
Mechanical Engineering	Fitters' Work Turners' Work Metalplate Work Boilermakers' Work Brassfinishers' Work Farriery and Smithwork
Motor Car Engineering	Workshop Practice
Electrical Engineering	Electrical Installation Work
Printing	Compositors' Work Letterpress Machine Work Typographic Design and Layout Irish for printers
Hairdressers' Work	Hairdressers' Work
Flourmilling	Flourmilling
Radio Service	Radio Service Work

(c) *Other Examinations*

Examination Group	Stage		
	Elementary	Intermediate	Advanced
Commerce	Retail Practice Book-keeping Commercial Procedure Typewriting Spanish Commerce Shorthand French German Commercial Arithmetic English Irish	Commerce Italian Shorthand Spanish Irish French Typewriting Commercial-Arithmetic Book-keeping English German Commercial Procedure Commodities	Irish Commodities (Drapery Trade) Irish Commodities (Grocery Trade) Typewriting Shorthand Italian Spanish Commerce Procedure (Part I) Commerce Procedure (Part II) French German Commercial Arithmetic Commerce Economic Geography English Book-keeping Economics Pictorial Design
Art	Imaginative Drawing Object and Memory Drawing Mechanical Drawing and Design Drawing from Natural Forms	Drawing from the Antique Painting from Still Life Modelled Design History of Art Design for Craftwork Pictorial Design	Pictorial Design Modelled Design Drawing from Life Modelling from Life Painting from Life Design for Craftwork

(d) Other Examinations—(cont.)

Examination Group	Subjects
Post Office Employees	Magnetism and Electricity Line Plant Practice Telecommunications I Electronics for Telecommunications Line Transmission Radio Communication Telecommunications II A Telecommunications II B
Domestic Science	Laundry Work and Home Management Cookery Needlework Dressmaking
Manual Training	Elementary Woodwork Elementary Metalwork

EXAMINATIONS OF THE CITY AND GUILDS OF LONDON INSTITUTE

Subjects taken by candidates from the Republic in 1963.

Aircraft Electrical Practice
Boot and Shoe Manufacture
Breadmaking
Building Technology
Cabinetmaking and Furniture
Catering
Clothing Technology
Cotton Spinning
Dyeing of wool and allied textiles
Electrical Engineering
Embroidery
Engineering Science
Flour Milling
Fuel Technology
Industrial Organization
Instrument Maintenance
Jute Spinning
Mathematics
Mechanical Engineering
Motor-vehicle Technology
Paper Technology
Printing
Radio and Television Servicing
Science Laboratory Technicians
Steam Turbine Plant Operation
Tailoring and Dressmaking
Telecommunications

VIII
TABLE C. 24

United Kingdom: Proportion of Scientists, Technologists and Technicians Employed in the Main Manufacturing Industry Groups

Industry Group	Scientists, Technologists and Technicians (including Draughtsmen) as a percentage of		Scientists and Technologists	Draughtsmen	Other Technicians
	As a percentage of				
	Total Employees	Total Administrative, Technical and Clerical Employees	Total Scientists, Technologists and Technicians (including Draughtsmen)		
	Percentage				
Food, Drink and Tobacco	1.1	4.7	36.6	15.2	48.2
Chemical and allied Industries	9.2	24.7	39.7	7.0	53.3
Metal Manufacture	3.3	16.5	25.2	22.6	52.2
Engineering and Electrical	7.8	25.4	21.3	41.6	37.1
Vehicles	6.1	24.2	13.5	38.3	48.2
Manufacture of Metal Goods	1.9	9.4	15.9	53.7	30.4
Textiles	1.6	11.3	25.7	13.5	60.8
Leather and Leather Goods	0.6	3.7	40.5	2.7	56.8
Clothing and Footwear ...	0.5	3.9	7.9	12.2	79.9
Bricks, Glass, Cement, etc.	2.3	12.0	28.1	35.5	36.4
Pottery	1.2	7.7	17.4	29.0	53.6
Timber and Furniture ...	0.9	4.4	2.2	63.7	34.1
Paper and Cardboard ...	1.6	8.6	19.4	14.2	66.4
Printing and Publishing	0.5	1.8	46.6	36.6	16.8
Other Manufactures ...	2.6	11.0	27.3	23.6	49.1
Total Manufactures ...	4.1	17.2	23.2	33.1	43.7

Source: Survey of Manufacturing Industry, May, 1964. U.K. Ministry of Labour (H.M.S.O. London).

APPENDIX VIII.D

Comparison with Norway—Derivation of Possible Targets for Vocational, Technical and Professional Education

1. Norwegian statistics on the educational level of the population include a cross-classification of highest general education with highest vocational or professional education. There is also a classification of second highest vocational or professional education. These statistics are set out in Volume IV of the 1960 Census (Folktelling). Apart from the statistical aspect, Norway would appear to be in many ways a most useful country for comparison purposes. There are the size of the populations, the low density of population, the dependence on foreign trade, the absence of the natural resources on which industrial economies are traditionally based, the excellent record in industrial development, in foreign trade in manufactured and quality goods, the excellent system of vocational, technical and professional education and the broad comparability of their system of general education. One specially interesting and valuable feature of a comparison with Norway is the extent to which vocational and professional education is correlated with general education. Thus the first table shows both the percentages of the population aged 15 and over with stated levels of general education and the percentage of those with each of these levels who have subsequent vocational and professional education. The second table shows the population aged 15 and over group, classified by sex and by type of vocational or professional education completed.

VIII
TABLE D. 1

Persons 15 Years of Age and Over: Percentage Distribution by Highest General Level of Education and Percentage Within Each Category Having Vocational or Professional Education

	Highest Level of General Education Completed				
	Primary	Continuation e.g. Group Certificate	Middle Secondary, e.g. Intermediate Certificate	Upper Secondary e.g. Leaving Certificate	Total
Total	72	14	9	5	100.0
Percentage of which with Vocational or Pro- fessional Education ...	11	30	51	68	20

Source: Census (Folktelling,) 1960.

VIII
TABLE D. 2

Persons 15 Years and Over: Percentage Distribution by Sex and Highest Completed Vocational Education

	Male	Female	Total
No completed vocational education ...	73.5	86.0	80.0
With completed vocational education :			
Agriculture schools	3.4	0.1	1.7
Workshop „	3.3	0.3	1.8
Other vocational schools for industry	0.6	0.9	0.8
Craftsmen qualified	1.8	0.3	1.0
Technical schools	2.4	—	1.3
Commercial schools lower ...	4.2	4.5	4.3
Commercial secondary, upper ...	1.3	0.9	1.1
Seamen's schools	3.6	0.1	1.8
Teachers' Training Colleges ...	0.9	1.1	1.0
Nursing schools	0.1	2.1	1.1
Domestic economy schools ...	—	2.8	1.4
Universities, etc.	2.8	0.3	1.5
Other vocational schools	2.1	0.5	1.2
Total (with vocational education) ...	26.5	14.0	20.0

Source: Census (Folkteiling) 1960.

2. While in the total population aged 15 and over, 20 per cent of persons had vocational/professional education, the percentage of persons in the labour force who had vocational/professional education was higher as might be expected at $28\frac{1}{2}$ per cent.

3. As regards general education it will be seen from Table 1 that 28 per cent of the population aged 15 years and over held at least a junior post-primary qualification. The corresponding percentage for the labour force was much the same.

4. As a useful exercise the detailed Norwegian coefficients both for general and for vocational/professional education for 1960, as derived from their Census volume, were applied to the projected 1971 Irish labour force and non-labour force, with results shown in Table 3. This indicates, at least by comparison with the position in Norway in 1960, the shortage of persons with junior post-primary certificates. It will of course be noted that in Norway of those with such a certificate as their highest qualification in general education (i.e. excluding those with upper secondary) about 40 per cent had a subsequent vocational qualification.

VIII
TABLE D. 3

Stock Target for the Projected Irish Labour Force and Population, 1971 using Norwegian 1960 Coefficients for General Educational level ('000)

Category	Total Population age 14 years and over	Highest qualification (general education)			
		Primary Only	Continuation Certificate	Middle Secondary (Intermediate Certificate)	Upper Secondary (Leaving Certificate) (Including third level) ¹
Labour Force	1,173	813	170	120	70
Non-Labour Force	930	730	100	70	30
TOTAL	2,103	1,543	270	190	100

Irish supply data for 1961 and forecast for 1971:

1971	...	2,103	1,710	87	133	173
1961	...	1,999	1,802	27	83	87

¹In Norwegian Census statistics, the highest general certificate identified is the Upper Secondary Certificate (Leaving Certificate). All University and third level is treated as part of vocational/professional qualifications.

VIII
TABLE D. 4

Stock Target for the Projected Irish Population and Labour Force 1971, Using Norwegian 1960 Coefficients for Vocational/Professional (V./P.) Education ('000)

Category	Total Population 14+	Without V/P Education	With V/P Education	University	Technical	Teacher Training	Commercial	
							Lower	Upper
Labour Force ...	1,173	853	320	—	—	—	—	—
Non-Labour Force	930	830	100	—	—	—	—	—
Total ...	2,103	1,683	420	32	23	21	90	23

No comparable Irish supply data is available.

APPENDIX VIII.E

Educational Attainment of the Population in Other Countries

1. The tables that follow contain information on the educational attainment of the population in fourteen European countries, the United States, Israel and Japan. The information is taken from the most recent census data published. The data are based mainly on corresponding tables in the United Nations Demographic Yearbooks 1963 and 1964, supplemented in a few cases by national census publications. The reclassification made is the responsibility of the team.

It is hoped that these data will be found useful for reference purposes. It will be appreciated that they must be interpreted with caution and with an awareness of the institutional differences in the educational systems of the countries shown.

VIII
TABLE E. 1
*Educational Attainment of Population
by level, age and sex* Country: Bulgaria

Date of census: 1.XII.1956	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (total 15+)	100.0	53.6	32.6		10.0	0.8	3.0	100.0
15-19	10.4	31.9	60.6		7.5	—	—	100.0
20-24	11.8	31.8	45.0		20.8	1.4	1.0	100.0
25-34	24.0	35.6	41.8		16.0	1.4	5.2	100.0
35-44	17.2	54.0	33.6		7.2	0.6	4.6	100.0
45-54	17.2	73.3	18.6		5.0	0.4	2.7	100.0
55-64	10.6	79.6	11.9		5.4	0.5	2.6	100.0
65+	8.8	87.4	7.9		2.8	0.2	1.7	100.0
Female (total 15+)	100.0	66.5	22.6		9.0	0.9	1.0	100.0
15-19	10.0	32.0	57.2		10.7	0.1	—	100.0
20-24	11.5	39.8	35.3		22.4	1.7	0.8	100.0
25-34	23.4	53.7	29.7		12.6	1.7	2.3	100.0
35-44	16.6	73.1	19.5		5.7	0.6	1.1	100.0
45-54	16.4	85.0	9.4		4.4	0.5	0.7	100.0
55-64	11.2	88.6	5.8		4.4	0.6	0.6	100.0
65+	10.9	93.6	3.8		2.2	0.1	0.3	100.0

A. 7-year primary not completed
(including unknown and illiterate).

B. 7-year primary completed.

C. —

D. Secondary completed.

E. 'Post-secondary' completed.

F. 4 years or more, higher completed.

VIII
TABLE E. 2

Country: Byelorussian SSR

*Educational Attainment of Population
by level, age and sex*

Date of census: 15.1.1959	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 15+)	100.0	66.7	21.3		9.2	1.0	1.8	100.0
15-19	24.3	64.9	28.6		6.4	0.1	—	100.0
20-24	13.0	41.0	35.9		20.2	2.1	0.8	100.0
25-34	23.4	63.0	24.1		9.0	1.2	2.7	100.0
35-44	11.3	55.5	23.4		14.0	2.4	4.7	100.0
45-54	11.9	82.1	7.8		6.3	0.9	2.9	100.0
55-64	8.5	89.4	4.3		4.2	0.4	1.7	100.0
65+	7.6	94.6	2.1		2.5	0.2	0.6	100.0
Female (Total 15+)	100.0	71.8	16.8		9.2	0.9	1.3	100.0
15-19	18.3	58.1	31.6		10.2	0.1	—	100.0
20-24	11.1	40.3	30.5		25.2	2.7	1.3	100.0
25-34	21.6	62.8	22.2		10.1	1.7	3.2	100.0
35-44	13.4	69.0	15.6		11.7	1.3	2.4	100.0
45-54	13.8	92.4	3.6		3.0	0.2	0.8	100.0
55-64	11.1	95.9	1.4		2.2	0.1	0.4	100.0
65+	10.7	98.6	0.4		0.9	—	0.1	100.0

A. 7-year primary, not completed (including unknown).

B. 7-year primary, completed (including those attending or having attended but not completed secondary).

C. —

D. Secondary, completed.

E. Attending or having attended but not completed higher.

F. Higher completed.

VIII
TABLE E. 3

Country: Czechoslovakia

*Educational Attainment of Population
by level, age and sex*

Date of census: 1.III.1961a	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	99.9b	1.1	79.6	6.3	9.7		3.3	100.0
15-19	11.2	0.7	87.8	1.7	9.8		—	100.0
20-24	9.2	0.7	72.3	6.5	19.1		1.4	100.0
25-34	19.4	0.8	71.4	9.1	12.5		6.2	100.0
35-44	16.9	0.6	74.2	9.0	11.2		5.0	100.0
45-54	18.5	1.0	82.9	6.4	6.5		3.2	100.0
55-64	14.6	1.4	86.2	4.7	5.4		2.3	100.0
65+	10.1	2.2	87.1	3.5	4.7		2.5	100.0
Female (Total 15+)	99.9b	1.4	83.8	6.7	7.3		0.8	100.0
15-19	10.0	0.8	82.3	3.9	13.0		—	100.0
20-24	8.3	0.7	69.1	8.4	20.6		1.2	100.0
25-34	18.0	0.9	77.2	10.5	9.3		2.1	100.0
35-44	16.4	0.8	82.0	9.0	7.2		1.0	100.0
45-54	17.9	1.3	87.7	6.4	4.1		0.5	100.0
55-64	15.5	1.8	90.2	5.2	2.5		0.3	100.0
65+	13.8	3.1	92.7	2.2	1.9		0.1	100.0

a *De jure* population.

b 0.1 per cent unknown.

A. Primary not completed (including unknown).

B. Primary completed.

C. 1 or 2 years, secondary completed.

D. At least 3 years, secondary completed.

E. —

F. 4 years or more, higher completed.

VIII
TABLE E. 4

Country: Finland

*Educational Attainment of Population
by level, age and sex*

Date of census: 31.XII.1960 ^a	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	99.9 ^b		89.8	5.8	2.1		2.3	100.0
15-19	13.0		87.4	11.5	1.1		—	100.0
20-24	10.9		83.7	8.9	7.0		0.4	100.0
25-34	20.8		87.9	6.2	2.8		3.1	100.0
35-44	17.6		90.3	4.6	1.8		3.3	100.0
45-54	17.2		92.2	4.0	1.0		2.8	100.0
55-64	12.0		93.8	3.2	0.8		2.2	100.0
65+	8.4		94.8	2.1	0.8		2.3	100.0
Female (Total 15+)	99.9 ^b		86.8	9.1	2.9		1.2	100.0
15-19	11.1		81.3	17.2	1.5		—	100.0
20-24	9.3		75.2	15.1	9.0		0.7	100.0
25-34	17.9		82.2	11.2	4.3		2.3	100.0
35-44	17.8		87.8	7.8	2.7		1.7	100.0
45-54	17.7		90.2	6.8	1.7		1.3	100.0
55-64	13.6		92.8	5.1	1.3		0.8	100.0
65+	12.5		94.3	4.1	1.1		0.5	100.0

a De jure population.

b 0.1 per cent unknown.

A. —

B. Primary, whether or not completed.

C. Middle school completed.

D. Upper secondary (matriculation) completed.

E. —

F. Persons with university degree or equivalent.

VIII
TABLE E. 5

Country: Greece

*Educational Attainment of Population
by level, age and sex*

Date of census: 19.III.1961 <i>a</i>	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	100.0	35.3	51.4		10.0		3.3	100.0
15-19	10.5	13.6	81.9		4.5		—	100.0
20-24	12.3	21.6	60.2		16.8		1.4	100.0
25-29	11.7	33.9	47.7		14.4		4.0	100.0
30-44	27.2	33.2	52.2		9.9		4.7	100.0
45-64	28.2	44.0	43.4		8.6		4.0	100.0
65+	10.1	57.3	34.1		6.2		2.4	100.0
Female (Total 15+)	100.0	57.0	35.1		6.9		1.0	100.0
15-19	9.5	22.6	72.8		4.6		—	100.0
20-24	11.3	38.8	46.7		13.6		0.9	100.0
25-29	11.7	52.4	35.1		10.7		1.8	100.0
30-44	27.6	50.6	40.0		7.9		1.5	100.0
45-64	27.7	72.2	22.5		4.5		0.8	100.0
65+	12.2	85.4	12.1		2.2		0.3	100.0

^a Excluding armed forces and diplomatic personnel stationed outside country, but including alien armed forces and foreign diplomatic personnel stationed in the area. Data are based on a 2 per cent sample of census returns.

A. Primary not completed.

B. Primary completed; for 4 years (school system prior to 1928) or 6 years (school system beginning 1928).

C. —

D. Secondary completed; for 4 years (school system prior to 1929) or 6 years (school system beginning 1929).

E. —

F. Higher, years completed not stated.

VIII
TABLE E. 6

Country: Hungary

*Educational Attainment of Population
by level, age and sex*

Date of census: 1.I.1960	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	100.0	16.1	69.3	2.5	7.1	1.0	4.0	100.0
15-19	10.8	6.0	74.1	10.9	8.5	0.5	—	100.0
20-24	9.4	9.5	69.3	3.4	13.1	2.9	1.8	100.0
25-34	20.6	9.1	72.9	2.2	8.2	1.3	6.3	100.0
35-44	16.2	10.2	74.3	1.4	7.7	1.1	5.3	100.0
45-54	18.4	26.7	62.9	0.9	5.0	0.4	4.1	100.0
55-64	14.0	23.5	66.5	0.7	5.0	0.4	3.9	100.0
65+	10.6	26.8	64.4	0.6	4.2	0.3	3.7	100.0
Female (Total 15+)	100.0	18.5	71.7	3.0	5.6	0.3	0.9	100.0
15-19	9.6	4.5	72.6	12.9	9.7	0.3	—	100.0
20-24	8.9	8.3	69.6	4.3	15.3	1.4	1.1	100.0
25-34	19.3	8.8	79.5	2.2	6.8	0.4	2.3	100.0
35-44	16.2	11.0	81.0	1.3	5.0	0.3	1.4	100.0
45-54	18.3	29.0	65.9	1.2	3.0	0.1	0.8	100.0
55-64	14.5	26.8	67.9	1.8	2.7	0.1	0.7	100.0
65+	13.2	34.3	62.1	1.1	2.0	0.1	0.4	100.0

A. Less than 5 years primary completed (including unknown).

B. At least 5 years primary completed.

C. 1 or 2 years secondary completed.

D. At least 3 years secondary completed.

E. 1, 2 or 3 years higher completed.

F. At least 4 years higher completed.

VIII
TABLE E. 7

Country: Italy

*Educational Attainment of Population
by level, age and sex*

Date of census: 15.X.1961 ^a	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 14+)	100.0	15.6	63.5	12.9	5.6		2.4	100.0
14-20	14.7	6.7	61.0	29.0	3.3		—	100.0
21-24	8.7	7.6	62.4	17.5	12.1		0.4	100.0
25-34	20.2	10.9	66.1	12.4	7.7		2.9	100.0
35-44	16.8	11.7	66.3	11.1	6.6		4.3	100.0
45-54	16.7	17.6	67.3	8.2	3.9		3.0	100.0
55-64	12.1	24.0	63.4	6.7	3.5		2.4	100.0
65+	10.8	36.9	52.8	5.0	3.0		2.3	100.0
Female (Total 14+)	100.0	21.2	64.8	9.0	4.3		0.7	100.0
14-20	13.3	7.2	67.3	22.0	3.5		—	100.0
21-24	8.0	10.2	68.6	12.0	8.9		0.3	100.0
25-34	19.0	14.8	68.6	9.4	5.8		1.4	100.0
35-44	16.7	16.1	69.9	7.7	4.9		1.4	100.0
45-54	16.4	23.1	67.6	6.1	2.6		0.6	100.0
55-64	12.8	29.7	61.2	5.0	3.7		0.4	100.0
65+	13.8	45.5	48.8	3.1	2.4		0.2	100.0

^a *De jure* population.

A. Primary not completed (including unknown).

B. Primary completed (persons with elementary school certificate).

C. Lower stage secondary (usually 3 years), completed.

D. Upper stage secondary (usually 4-5 years), completed.

E. —

F. Higher completed (persons with a university degree only).

VIII
TABLE E. 8

Country: Netherlands

*Educational Attainment of Population
by level, age and sex*

Date of census: 31.V.60. <i>a b c</i>	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 15+)	100.0	5.1	80.9	8.6	3.5	0.2	1.7	100.0
15-19	11.9	34.9	58.8	5.7	0.6	—	—	100.0
20-24	10.3	7.5	76.2	12.3	3.8	0.1	0.1	100.0
25-34	19.5	0.3	78.4	13.7	5.4	0.3	2.2	100.0
35-44	17.9		81.7	10.5	4.8	0.2	2.7	99.9
45-54	16.0		86.4	7.5	3.6	0.1	2.4	100.0
55-64	12.5		90.2	5.2	2.6	0.1	2.0	100.0
65+	11.9		94.1	2.7	1.6	0.1	1.5	100.0
Female (Total 15+)	100.0	3.0	86.3	8.3	2.1	0.1	0.2	100.0
15-19	11.0	24.6	66.3	8.3	0.8	—	—	100.0
20-24	9.7	2.6	79.6	14.4	3.3	0.1	—	100.0
25-34	18.8	0.1	83.2	13.0	3.2	0.1	0.4	99.9
35-44	17.9		87.5	9.6	2.5	0.1	0.3	100.0
45-54	16.3		91.1	6.6	1.9	0.1	0.3	100.0
55-64	13.2		94.4	4.0	1.4	0.1	0.2	100.0
65+	13.1		97.2	1.8	0.9	—	0.1	100.0

a De jure population.

b Age classification based on year of birth rather than on completed years of age.

c Excluding vocational training. Data by level of education are persons not attending school at time of census, according to highest level completed.

A. Persons attending school and unknown.

B. 5 or more years primary completed.

C. Lower secondary completed (i.e. 'secondary modern general', or 3 grades of 'secondary grammar completed').

D. Upper secondary (grammar) completed.

E. Persons having a 'lower' university degree.

F. Persons having a 'higher' university degree.

VIII
TABLE E. 9

Country: Norway

*Educational Attainment of Population
by level, age and sex*

Date of census: 1.XI.1960 <i>a</i>	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	100.0		80.7 <i>b</i>	11.1	5.4		2.8	100.0
15-19	10.3		87.1	11.4	1.5		—	100.0
20-24	8.2		71.0	15.2	13.4		0.4	100.0
25-29	7.7		71.7	15.3	9.6		3.4	100.0
30-39	18.5		74.3	13.1	8.3		4.3	100.0
40-49	19.1		81.7	10.1	4.7		3.5	100.0
50-59	15.9		83.2	9.8	3.6		3.4	100.0
60-69	11.8		86.4	8.6	2.4		2.6	100.0
70+	8.5		89.6	6.9	1.5		2.0	100.0
Female (Total 15+)	100.0		85.7 <i>b</i>	10.0	4.0		0.3	100.0
15-19	9.6		86.4	12.2	1.4		—	100.0
20-24	7.6		73.6	16.8	9.5		0.1	100.0
25-29	7.2		76.4	15.4	7.6		0.6	100.0
30-39	17.5		80.8	11.9	6.7		0.6	100.0
40-49	18.5		87.7	8.5	3.4		0.4	100.0
50-59	16.3		88.1	9.0	2.6		0.3	100.0
60-69	12.8		91.3	6.6	1.8		0.3	100.0
70+	10.5		94.7	4.2	1.0		0.1	100.0

^a *De jure* population.

^b Of which, with completed continuation education, 13.3% male and 14.5% female.

A. —

B. Primary and continuation education.

C. Secondary lower stage completed.

D. Secondary upper stage (gymnasium) completed.

E. —

F. Persons with a university degree or equivalent.

VIII
TABLE E. 10

Country: Poland

*Educational Attainment of Population
by level, age and sex*

Date of census: 6.XII.60 <i>a b</i>	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 14+)	99.9 ^c	42.7	29.1	14.4	9.2	1.5	3.1	100.0
14-17	9.2	34.8	24.2	40.4	0.4	0.2	—	100.0
18-24	13.5	20.6	37.9	24.8	10.7	5.2	0.8	100.0
25-34	24.4	33.3	31.2	15.2	13.8	1.6	4.9	100.0
35-44	17.0	41.3	33.4	9.4	10.6	1.0	4.3	100.0
45-54	16.6	55.0	25.8	7.1	8.2	0.6	3.3	100.0
55-59	7.0	61.1	23.5	5.2	7.0	0.4	2.8	100.0
60+	12.2	66.8	20.7	3.7	5.9	0.4	2.5	100.0
Female (Total 14+)	99.9 ^c	47.6	31.5	9.9	9.0	0.8	1.2	100.0
14-17	7.8	22.8	36.0	40.4	0.6	0.2	—	100.0
18-24	13.7	15.6	45.0	18.2	17.0	3.4	0.8	100.0
25-34	21.8	42.4	31.7	9.7	13.0	0.7	2.5	100.0
35-44	17.0	47.9	35.7	5.9	8.5	0.5	1.5	100.0
45-54	16.5	60.4	27.7	3.5	7.0	0.3	1.1	100.0
55-59	7.1	66.5	23.8	2.8	6.0	0.2	0.7	100.0
60+	16.0	72.3	20.3	1.7	5.0	0.1	0.6	100.0

a Excluding civilian aliens within country and including civilian nationals temporarily outside country.

b Excluding 369,779 persons (345,653 males, 24,126 females) not classified by sex, age and level of education.

c 0.1 per cent unknown.

A. 7-year primary not completed (including unknown).

B. 7-year primary completed, including lower secondary attended but not completed.

C. Lower secondary (usually 2-3 years) completed.

D. Upper secondary (usually 4-5 years) completed.

E. Higher not completed.

F. 3 years or more higher completed.

*Educational Attainment of Population
by level, age and sex*

a *De jure* population.

A. Primary not completed (including unknown).
B. Primary completed.
C. Secondary not completed.
D. Secondary completed.
E. Higher not completed.
F. Higher completed.

VIII
TABLE E. 12

Country: Roumania

*Educational Attainment of Population
by level, age and sex*

Date of census: 21.II.56	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 15+)	100.0	82.1	9.6		5.8		2.5	100.0
15-19	12.9	64.8	30.2		5.0		—	100.0
20-24	13.3	73.9	14.8		10.6		0.7	100.0
25-34	23.9	84.0	5.4		6.9		3.7	100.0
35-44	15.1	84.6	6.1		5.4		3.9	100.0
45-54	16.6	87.2	5.0		4.5		3.3	100.0
55-64	10.6	90.4	3.9		3.4		2.3	100.0
65+	7.6	91.9	3.2		2.7		2.2	100.0
Female (Total 15+)	100.0	87.6	7.3		4.2		0.9	100.0
15-19	12.1	69.5	24.7		5.8		—	100.0
20-24	11.9	79.9	10.5		9.0		0.6	100.0
25-34	22.5	89.5	4.4		4.4		1.7	100.0
35-44	16.2	90.2	4.9		3.5		1.4	100.0
45-54	15.7	92.0	4.1		2.9		1.0	100.0
55-64	11.7	94.1	3.5		2.0		0.4	100.0
65+	9.9	95.5	2.6		1.6		0.3	100.0

A. 7-year primary not completed (including unknown).

B. 7-year primary completed.

C. —

D. Secondary completed, years not stated.

E. —

F. 4 or more years higher completed.

VIII
TABLE E. 13

Country: Switzerland

*Educational Attainment of Population
by level, age and sex*

Date of census: 1.XII.60a	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 15+)	100.0	5.3	60.3		22.5		11.9	100.0
15-19	10.8	2.6	53.8		30.9		12.7	100.0
20-24	10.3	6.0	59.5		20.9		13.6	100.0
25-34	20.1	5.8	59.9		21.2		13.1	100.0
35-44	17.3	4.7	58.8		23.4		13.1	100.0
45-54	16.8	5.1	61.4		23.0		10.5	100.0
55-64	13.3	5.6	63.3		20.8		10.3	100.0
65+	11.4	7.2	64.8		18.1		9.9	100.0
Female (Total 15+)	100.0	5.3	67.1		20.5		7.1	100.0
15-19	9.8	2.1	61.2		26.8		9.9	100.0
20-24	9.2	4.1	66.0		20.5		9.4	100.0
25-34	18.2	4.4	66.0		21.5		8.1	100.0
35-44	16.4	4.4	65.1		23.0		7.5	100.0
45-54	16.6	5.2	68.1		20.5		6.2	100.0
55-64	14.7	6.4	69.8		18.2		5.6	100.0
65+	15.1	8.8	71.6		15.1		4.5	100.0

a *De jure* population.

A. Unknown, none or less than one year.

B. Primary, year not stated.

C. —

D. Secondary, year not stated.

E. —

F. Higher, year not stated.

VIII
TABLE E. 14

Country: USSR

*Educational Attainment of Population
by level, age and sex*

Date of census: 15.I.1959	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	
Male (Total 10+)	100.0	60.8	24.2		11.1	1.2	2.7	100.0
10-19	22.8	63.7	29.1		7.1	0.1	—	100.0
20-24	14.3	38.0	38.3		20.1	2.6	1.0	100.0
25-34	24.9	55.2	28.6		11.1	1.3	3.8	100.0
35-34	12.1	50.1	26.4		15.9	1.9	5.7	100.0
45-54	12.4	74.5	10.3		9.3	1.1	4.8	100.0
55-64	7.4	82.9	5.2		7.1	0.9	3.9	100.0
65+	6.1	92.2	2.1		3.8	0.3	1.6	100.0
Female (Total 10+)	100.0	66.2	19.9		10.9	1.0	2.0	100.0
10-19	17.1	57.2	32.2		10.5	0.1	—	100.0
20-24	11.2	30.8	37.5		26.6	3.5	1.6	100.0
25-34	21.4	51.8	29.7		12.6	1.4	4.5	100.0
35-44	14.6	63.4	19.3		12.8	1.2	3.3	100.0
45-54	15.2	87.8	5.0		5.3	0.4	1.5	100.0
55-64	11.0	92.1	2.0		4.5	0.3	1.1	100.0
65+	9.5	96.4	0.8		2.3	0.1	0.4	100.0

A. 7-year primary, not completed (including unknown).

B. 7-year primary, completed.

C. —

D. Secondary, completed.

E. Persons attending or having attended but not completed higher.

F. Higher, completed.

VIII
TABLE E. 15

Country: *United States*

*Educational Attainment of Population
by level, age and sex*

Date of census: 1.IV.1960 <i>a</i>	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 15+)	100.0	8.1	29.6	16.6	28.4	9.0	8.3	100.0
15-19	11.2	2.3	22.0	40.7	31.4	3.6	—	100.0
20-24	8.8	2.7	13.2	14.7	43.3	19.7	6.4	100.0
25-34	18.7	3.7	18.2	15.2	36.6	11.8	14.5	100.0
35-44	19.6	5.1	23.5	14.9	35.2	9.8	11.5	100.0
45-54	16.9	7.8	35.9	14.9	25.0	8.0	8.4	100.0
55-64	12.6	12.9	46.6	12.1	15.4	6.6	6.4	100.0
65+	12.2	23.4	49.1	8.0	10.2	4.9	4.4	100.0
Female (Total 15+)	100.0	6.3	27.2	17.1	35.2	9.1	5.1	100.0
15-19	10.3	1.9	16.2	41.6	36.4	3.9	—	100.0
20-24	8.7	1.6	10.1	15.2	51.7	16.5	4.9	100.0
25-34	18.3	2.5	14.7	15.8	48.7	10.8	7.5	100.0
35-44	19.4	3.5	21.3	15.4	43.8	9.7	6.3	100.0
45-54	16.5	5.7	33.2	15.8	29.7	9.3	6.3	100.0
55-64	12.8	10.6	43.5	13.0	19.9	8.1	4.9	100.0
65+	14.0	18.1	48.3	9.8	14.6	6.0	3.2	100.0

a De jure population, but excluding armed forces overseas, estimated at 609,720, and civilian citizens absent from country for extended period of time, estimated at 764,701.

- A. Less than 5 years primary completed.
- B. 5 years or more primary completed.
- C. 1 or 2 years of secondary completed.
- D. 3 or 4 years of secondary completed.
- E. 1, 2 or 3 years of higher completed.
- F. 4 or more years of higher completed.

VIII
TABLE E. 16

Country: Israel

*Educational Attainment of Population
by level, age and sex*

Date of census: 22.V.61 a b	%	Percentage distribution						
		Primary level		Secondary level		Higher level		Total
		A	B	C	D	E	F	A-F
Male (Total 14+)	100.0	19.0	36.3	17.4	16.4		10.9	100.0
14-19	15.8	7.6	39.6	32.0	18.8		2.0	100.0
20-24	10.2	14.2	36.3	13.3	24.2		12.0	100.0
25-34	19.3	20.0	37.9	15.1	15.4		11.6	100.0
35-44	18.1	18.8	37.8	15.6	15.9		11.9	100.0
45-54	17.7	18.9	34.3	16.2	16.5		14.1	100.0
55-64	11.5	26.3	33.2	13.5	13.4		13.6	100.0
65+	7.4	36.8	30.6	11.5	9.3		11.8	100.0
Female (Total 14+)	100.0	30.6	32.4	16.2	13.6		7.2	100.0
14-19	15.1	13.5	34.2	32.4	16.9		3.0	100.0
20-24	10.2	25.4	29.0	13.6	17.6		14.4	100.0
25-34	20.6	31.7	33.5	13.3	12.4		9.1	100.0
35-44	18.7	28.7	35.7	15.2	13.6		6.8	100.0
45-54	17.2	30.4	32.7	14.7	14.7		7.5	100.0
55-64	10.5	42.0	29.1	12.4	11.2		5.3	100.0
65+	7.7	57.4	26.4	7.6	5.6		3.0	100.0

a De jure population.

b Data are based on the results of an enumeration of a 20 per cent sample of the total population.

A. Less than 5 years primary completed.

B. 5-8 years primary completed.

C. Lower secondary completed (9-10 years of schooling).

D. Upper secondary completed (11-12 years of schooling).

E. —

F. Higher completed (13 years or more of schooling).

VIII
TABLE E. 17

Country; Japan

*Educational Attainment of Population
by level, age and sex*

Date of census:	%	Un- known c	Percentage distribution						
			Primary level		Secondary level		Higher level		Total
			A	B	C	D	E	F	
1.X.1960 a b									
Male (Total 15+)	100.0	8.6	1.0	12.0	46.1	24.0	3.5	4.8	100.0
15-19	14.8	48.2	0.2	0.3	40.3	11.0	—	—	100.0
20-24	13.0	10.3	0.2	1.0	48.0	35.2	1.1	4.2	100.0
25-34	24.9	0.5	0.2	3.2	48.6	33.2	4.5	9.8	100.0
35-44	16.0	—	0.4	8.9	47.9	30.9	6.9	5.0	100.0
45-54	13.6	—	0.7	18.6	51.1	20.9	4.7	4.0	100.0
55-64	10.3	—	1.5	34.4	45.8	11.8	3.5	3.0	100.0
65+	7.4	0.1	7.6	47.4	32.7	7.7	2.4	2.1	100.0
Female (Total 15+)	100.0	6.1	3.3	19.6	43.5	25.3	1.8	0.4	100.0
15-19	13.6	42.6	0.1	0.4	44.7	12.2	—	—	100.0
20-24	12.4	2.1	0.2	1.3	55.5	37.0	3.1	0.8	100.0
25-34	23.3	0.1	0.2	5.7	50.4	39.6	3.1	0.9	100.0
35-44	17.8	—	0.6	19.1	47.8	30.2	2.1	0.2	100.0
45-54	13.9	—	1.4	34.0	42.0	20.7	1.7	0.2	100.0
55-64	10.0	—	4.3	52.6	30.9	11.4	0.7	0.1	100.0
65+	9.0	0.1	27.5	52.2	15.1	4.6	0.4	0.1	100.0

a Excluding diplomatic personnel outside country and allied military and civilian personnel and their dependents stationed in the area.

b Data by level of education are persons not attending school at time of census, according to highest level completed.

c Persons attending school.

A. Persons with no schooling.

B. 5-year primary completed.

C. 2-3 year junior secondary completed.

D. Upper secondary completed.

E. 2-3 year junior college completed.

F. University completed.

APPENDIX IX.A.

Pupil/Teacher Ratios and Class-size in National Schools

1. The attached tables analyse in detail pupil/teacher ratios and class-size in national schools. Table 1 sets out the official regulations governing the appointment and retention of teachers. Tables 2 to 4 analyse pupil/teacher ratios by enrolment and teacher-size of schools and by centrality, showing Catholic and Protestant schools separately. Table 5 gives the ratios for each county. Finally Table 6 is a comparative table showing the average pupil/teacher ratios in Ireland, the other member countries of the OECD.

2. Data on class-size are given in Tables 7 to 12 and are illustrated in Graph IX.1. The data are presented by enrolment and teacher-size of schools by centrality and by religion. Table 12 contains a detailed analysis of the position in the four County Boroughs of Dublin, Cork, Waterford and Limerick.

3. The analysis of class-size was carried out in conjunction with the February Census, 1963.

IX
TABLE A. 1 (a)

*Classification Schools: Averages Governing Appointment and Retention of Teachers
as from 1st July, 1962 (Rule 82, Departmental Regulations)*

	First Appointment		Succession Appointment		Retention	
	Average Attendance	Average Enrolment	Average Attendance	Average Enrolment	Average Attendance	Average Enrolment
J.A.M.	29.5	36	29.5	32	24.5	28
1st Asst.	49.5	60	49.5	52	39.5	45
2nd "	74.5	90	74.5	85	69.5	80
3rd "	129.5	140	129.5	130	119.5	125
4th "	174.5	210	174.5	195	164.5	190
5th "	219.5	265	219.5	250	209.5	245
6th "	264.5	320	264.5	305	254.5	300
7th "	299.5	340	299.5	325	289.5	320
8th "	339.5	385	339.5	370	329.5	365
9th "	379.5	430	379.5	415	369.5	410
10th "	419.5	475	419.5	460	409.5	455
11th "	459.5	520	459.5	505	449.5	500
12th "	499.5	565	499.5	550	489.5	545
13th "	539.5	610	539.5	595	529.5	590
14th "	579.5	655	579.5	640	569.5	635
15th "	619.5	700	619.5	685	609.5	680
16th "	659.5	745	659.5	730	649.5	725
17th "	699.5	790	699.5	775	689.5	770
18th "	739.5	835	739.5	820	729.5	815
19th "	779.5	880	779.5	865	769.5	860
20th "	819.5	925	819.5	910	809.5	905
21st "	859.5	970	859.5	955	849.5	950
22nd "	899.5	1,015	899.5	1,000	889.5	995

Vice Principals

	Appointment		Retention	
	Average Attendance	Average Enrolment	Average Attendance	Average Enrolment
1st Vice Principal ...	159.5	185	149.5	170
2nd " " ...	319.5	370	309.5	355
3rd " " ...	479.5	555	469.5	535
4th " " ...	639.5	740	629.5	720

J.A.M.—Junior Assistant Mistress

IX
 TABLE A. 1 (b)

Capitation Schools; Averages Required for Appointment (Departmental Regulations)
Minimum Staff—Rule 87 (1).
Staff Warranted—Rule 82.

Average Attendance	Number of teachers including Principal	Average Attendance	Average Enrolment	Number of teachers including Principal
Under 55 ...	*1			
55 ...	2	50	60	2
95 ...	3	75	90	3
140 ...	4	130	140	4
185 ...	5	175	210	5
230 ...	6	220	265	6
275 ...	7	265	320	7
320 ...	8	300	340	8
365 ...	9	340	385	9
410 ...	10	380	430	10
455 ...	11	420	475	11
500 ...	12	460	520	12
545 ...	13	500	565	13
590 ...	14	540	610	14
635 ...	15	580	655	15
680 ...	16	620	700	16
725 ...	17	660	745	17
770 ...	18	700	790	18
815 ...	19	740	835	19
860 ...	20	780	880	20
905 ...	21	820	925	21
950 ...	22	860	970	22
995 ...	23	900	1,015	23
1,040 ...	24	940	1,060	24
1,085 ...	25	980	1,105	25
1,130 ...	26	1,020	1,150	26
1,175 ...	27	1,060	1,195	27
1,220 ...	28	1,100	1,240	28
1,265 ...	29	1,140	1,285	29
1,310 ...	30	1,180	1,330	30
1,355 ...	31	1,220	1,375	31
1,400 ...	32	1,260	1,420	32
1,445 ...	33	1,300	1,465	33
1,490 ...	34	1,340	1,510	34
1,535 ...	35	1,380	1,555	35
*When average is 35 but under 55 a second teacher is required corresponding to a junior assistant mistress employed in classification schools of a similar average.		1,420	1,600	36
		1,460	1,645	37
		1,500	1,690	38
		1,540	1,735	39

IX
 TABLE A. 2

National Schools: Numbers of Schools, Pupils and Teachers and Pupil/Teacher Ratios, Classified by Religion, Enrolment-Size of Schools and by Centrality, 1962/3. (including Secondary Tops, excluding Special Schools)

Catholic	Schools	Pupils	Teachers ¹	Pupil/ Teacher Ratio
	Number			
0-24 pupils:				
Cities	1	18	1	18.0
Towns (1,500 and over) ...	—	—	—	—
Other Towns and Villages...	5	101	5	20.0
Rural	324	5,428	336	16.2
25-49 pupils:				
Cities	8	342	15	22.8
Towns (1,500 and over) ...	10	377	19	19.8
Other Towns and Villages...	69	2,883	136	21.2
Rural	1,023	38,649	1,949	19.8
50-99 pupils:				
Cities	29	2,229	80	27.9
Towns (1,500 and over) ...	24	1,763	56	31.5
Other Towns and Villages...	449	33,043	1,053	31.4
Rural	1,293	88,116	2,887	30.5
100-199 pupils:				
Cities	57	8,100	220	36.8
Towns (1,500 and over) ...	79	11,634	298	39.0
Other Towns and Villages...	303	39,027	1,013	38.5
Rural	201	23,766	648	36.7
200 and over pupils:				
Cities	260	125,254	2,780	45.1
Towns (1,500 and over) ...	198	79,410	1,744	45.5
Other Towns and Villages...	38	9,537	211	45.2
Rural	4	1,127	26	43.2
TOTAL:				
Cities	355	135,943	3,096	43.9
Towns (1,500 and over) ...	311	93,184	2,117	44.0
Other Towns and Villages...	864	84,591	2,418	35.0
Rural	2,845	157,086	5,846	26.9
Protestant				%
0-24 pupils:				
Cities	7	130	8	16.3
Towns (1,500 and over) ...	42	624	43	14.5
Other Towns and Villages...	99	1,484	100	14.8
Rural	142	2,010	142	14.2
25-49 pupils:				
Cities	19	720	36	20.0
Towns (1,500 and over) ...	26	943	50	18.9
Other Towns and Villages...	31	977	50	19.5
Rural	36	1,177	60	19.6
50-99 pupils:				
Cities	18	1,268	41	30.9
Towns (1,500 and over) ...	10	672	23	29.2
Other Towns and Villages...	4	275	8	34.4
Rural	2	131	4	32.8
100-199 pupils:				
Cities	10	1,405	37	38.0
TOTAL:				
Cities	54	3,523	122	25.4
Towns (1,500 and over) ...	78	2,239	116	19.3
Other Towns and Villages...	134	2,736	158	17.3
Rural	180	3,318	206	16.1

¹Excluding Supernumeraries.

IX
TABLE A. 3

Pupil/Teacher Ratios in Catholic National Schools, Classified by Type of School, by Enrolment Size and by Centrality, 1962/3 (including Secondary Tops, excluding Special Schools)

(a) Classification Schools

Centrality	Size of School (Number of Pupils)					Total
	0-24	25-49	50-99	100-199	200+	
Cities ¹	—	22.0	28.2	36.5	43.3	40.7
Towns, 1,500 and over	—	20.0	32.6	39.1	45.0	40.3
Other Towns	—	21.0	31.2	38.3	47.1	35.4
Villages	20.2	21.1	31.2	36.9	46.4	32.3
Rural	16.2	19.8	30.5	36.6	43.3	26.8
TOTAL ...	16.2	19.9	30.6	37.2	43.7	30.3

¹In this and subsequent tables in this Appendix cities are Dublin, Cork, Limerick and Waterford. Dublin includes Dun Laoghaire.

(b) Capitation Schools (excluding supernumeraries)

Centrality	Size of School (Number of Pupils)					Total
	0-24	25-49	50-99	100-199	200+	
Cities	18.0	—	25.0	40.0	45.6	45.5
Towns, 1,500 and over	—	31.0	29.9	38.1	46.1	45.6
Other Towns	—	—	34.6	42.5	44.7	42.9
Villages	—	—	34.9	39.7	52.5	39.4
Rural	—	—	44.3	40.9	43.6	41.8
TOTAL ...	18.0	31.0	33.8	40.9	45.8	45.0

(c) Capitation Schools (including supernumeraries)

Centrality	0-24	25-49	50-99	100-199	200+	Total
Cities	6.0	—	18.2	40.0	44.8	44.5
Towns, 1,500 and over	—	10.0	24.9	28.7	40.5	39.7
Other Towns	—	—	28.4	31.9	31.8	31.6
Villages	—	—	24.0	28.5	52.5	28.6
Rural	—	—	35.4	30.3	36.3	31.9
TOTAL ...	6.0	10.0	25.1	30.7	42.4	40.5

IX
TABLE A. 4

National Schools, showing the number of Schools, Pupils and Teachers and Pupil/Teacher Ratios, classified by Religion, Teacher-Size and Centrality, 1962/3 (including Secondary Tops, excluding Special Schools)

	Schools	Pupils ¹	Teachers	Pupil/Teacher Ratio
	Number			
<i>Catholic</i>				
1-3 teachers:				
Cities	55	4,593	144	31.9
Towns, 1,500 and over	61	5,406	155	34.9
Other Towns and Villages	722	59,262	1,785	33.2
Rural	2,793	149,371	5,622	26.6
4-6 teachers:				
Cities	104	21,671	522	41.5
Towns, 1,500 and over	109	22,648	530	42.7
Other Towns and Villages	137	23,576	594	39.7
Rural	50	7,009	207	33.9
7 teachers and over:				
Cities	196	109,679	2,430	45.1
Towns, 1,500 and over	141	65,130	1,432	45.5
Other Towns and Villages	5	1,753	39	44.9
Rural	2	706	17	41.5
<i>Protestant</i>				
1-3 teachers:				
Cities	49	2,683	100	26.8
Towns, 1,500 and over	78	2,239	116	19.3
Other Towns and Villages	134	2,736	158	17.3
Rural	180	3,318	206	16.1
4-6 teachers:				
Cities	5	840	22	38.2

¹Average number on rolls.

IX
TABLE A. 5

*National Schools—Pupil¹/Teacher Ratios by County (a) excluding Supernumerary Teachers and (b) including Supernumerary Teachers, 1962-3
(including secondary tops, excluding special schools)*

County	Pupil/Teacher Ratio		School/Pupil Ratio
	Excluding Supernumeraries	Including Supernumeraries	
	Ratios		
Carlow	35.3	33.4	102.3
Cavan	26.3	26.3	49.3
Clare	29.3	28.6	67.9
Cork County	31.4	29.6	77.0
Donegal	26.4	26.2	53.2
Dublin County	37.5	37.4	114.0
Galway	32.3	31.0	81.3
Kerry	30.5	30.3	76.8
Kildare	38.2	35.9	129.1
Kilkenny	32.2	29.8	81.3
Laois	31.1	29.1	77.1
Leitrim	24.3	23.6	42.5
Limerick County	32.1	30.8	80.9
Longford	30.5	29.2	73.6
Louth	38.0	38.0	147.6
Mayo	29.3	28.6	65.9
Meath	34.0	33.0	91.7
Monaghan	28.4	28.4	59.2
Offaly	35.2	34.0	99.4
Roscommon	29.2	28.7	66.7
Sligo	29.3	28.7	65.1
Tipperary	33.2	31.3	90.0
Waterford County	32.4	30.9	81.4
Westmeath	34.8	33.5	97.3
Wexford	35.2	33.9	105.8
Wicklow	34.8	34.3	88.8
Dublin City and Dun Laoghaire	43.2	43.0	347.5
Cork City	43.7	43.0	304.1
Limerick City	48.5	46.2	349.5
Waterford City	43.9	41.3	371.3

¹Average enrolment.

IX
TABLE A. 6

Average Pupil/Teacher Ratios in Primary Schools in OECD Member Countries

Austria	28
Belgium	20
Canada	29
Denmark	31
France	28
Germany (F.R.)	34
Greece	40
Iceland	25
IRELAND ¹	33
Italy	22
Luxembourg	24
Netherlands	33
Norway	25
Portugal	35
Spain	40
Sweden	22
Switzerland	27
Turkey	48
United Kingdom	26
United States	28
Yugoslavia	33
Total OECD area	29

¹National Schools only. Non-aided Schools not included.

IX
TABLE A. 7

*Analysis by Class-Size of the Total Numbers of Pupils and Classes in National Schools
on 1st February, 1963
(excluding pupils and classes in special schools and in secondary tops)*

	Classes with							Total
	Less than 10 pupils	10-19	20-29	30-39	40-49	50-59	60 and over	
Number of Pupils ...	1,570	30,135	96,400	125,720	109,725	82,290	28,204	474,044
Number of Classes ...	223	1,994	3,827	3,565	2,420	1,485	416	13,980

Source: February Census, 1963.

IX
TABLE A. 8

*Total Numbers of Pupils and Classes in National Schools on 1st February, 1963
(excluding pupils and classes in special schools and in secondary tops)*

Centrality, Size of School				Pupils	Classes	Average Pupil/ Class Ratio
CITIES AND TOWNS						
1-3 teachers.	Total	...	...	14,793	516	28.7
Catholic Classification	...	...	...	9,088	273	33.3
„ Capitation	...	...	...	1,044	34	30.7
Protestant	...	...	...	4,661	209	22.3
4-6 teachers.	Total	...	...	47,326	1,169	40.5
Catholic Classification	...	...	...	31,853	786	40.5
„ Capitation	...	...	...	14,538	351	41.4
Protestant	...	...	...	935	32	29.2
7 teachers and over.	Total	...	...	167,105	3,483	48.0
Catholic Classification	...	...	...	44,282	967	45.8
„ Capitation	...	...	...	122,823	2,516	48.8
Protestant	...	...	...	—	—	—
Total for Cities and Towns	...	...	...	229,224	5,168	44.4
RURAL						
1-3 teachers.	Total	...	...	214,834	7,877	27.3
Catholic Classification	...	...	...	202,529	7,291	27.8
„ Capitation	...	...	...	6,466	220	29.4
Protestant	...	...	...	5,839	366	16.0
4-6 teachers.	Total	...	...	27,251	806	33.8
Catholic Classification	...	...	...	17,599	510	34.5
„ Capitation	...	...	...	9,652	296	32.6
Protestant	...	...	...	—	—	—
7 teachers and over.	Total	...	...	2,735	79	34.6
Catholic Classification	...	...	...	1,181	33	35.8
„ Capitation	...	...	...	1,554	46	33.8
Protestant	...	...	...	—	—	—
Total Rural	...	...	...	244,820	8,802	27.8
Summary (Cities, Towns and Rural)	...	...	...	474,044	13,930	34.0
1-3 teachers	...	...	...	229,627	8,393	27.4
4-6 teachers	...	...	...	74,577	1,975	37.8
7 teachers and over	...	...	...	169,840	3,562	47.7
Catholic Classification	...	...	...	306,532	9,860	31.1
„ Capitation	...	...	...	156,077	3,463	45.1
Protestant	...	...	...	11,435	607	18.8

Cities and Towns (Census) in this table mean cities and towns with a population of 1,500 and over according to the 1961 Census of Population.

Rural includes also towns and villages with a population of less than 1,500 according to the 1961 Census of Population.

IX
TABLE A. 9

National Schools—Percentage Distribution of Classes by Religion and Teacher-Size of Schools, 1962/3
(excluding special schools and classes and secondary tops)

School Size	Size of Classes (Number of Pupils)							Total
	Less than 10 pupils	Less than 20 pupils	Less than 30 pupils	Less than 40 pupils	Less than 50 pupils	Less than 60 pupils	Less than 70 pupils	
Number of Teachers	Percentages							
(a) All Schools								
1	8.7	62.0	92.7	96.9	98.5	99.3	100.0	
2	0.6	26.6	68.5	94.1	99.6	100.0	—	
3	3.9	10.2	44.8	84.1	97.0	99.7	100.0	
1-3	2.4	24.1	62.5	91.0	98.6	99.8	100.0	
4-6	0.6	6.8	27.1	56.6	84.9	96.1	99.2	100.0
7 and over	0.2	1.5	7.5	24.2	58.4	90.9	98.4	100.0
Total	1.6	15.9	43.3	68.9	86.3	97.0	99.5	100.0
(b) Catholic Schools								
1	4.9	51.6	88.9	94.9	97.6	98.9	100.0	
2	0.5	25.6	67.7	94.0	99.6	100.0	—	
3	3.4	9.8	43.9	83.9	96.8	99.6	100.0	
1-3	1.8	21.4	60.4	90.4	98.5	99.8	100.0	
4-6	0.6	6.9	27.1	56.6	85.0	96.1	99.2	100.0
7 and over	0.2	1.5	7.5	24.2	58.4	90.9	98.4	100.0
Total	1.2	14.0	41.4	67.8	85.8	96.9	99.5	100.0
(c) Protestant Schools								
1	14.1	77.2	98.4	100.0	—	—	—	
2	1.9	45.9	87.1	97.7	100.0	—	—	
3	36.3	38.4	63.9	89.4	100.0	—	—	
1-3	11.3	62.3	91.3	98.3	100.0	—	—	
4-6	—	3.1	31.2	59.3	81.2	100.0	—	
7 and over								
Total	10.7	59.1	88.1	96.2	99.0	100.0	—	

Source: February Census, 1963.

IX
TABLE A. 10

*Number of Classes of Different Sizes in National Schools, by Religion, Teacher-Size of School and Centrality, 1962/3
(excluding secondary tops and special schools and classes)*

Religion, Teacher-size and centrality of schools	Size of Classes (Number of Pupils)					
	0-19	20-39	40-49	50-59	60 and over	Total
CATHOLIC SCHOOLS						
Number of Classes						
1-3 teacher schools						
Cities	11	101	23	3	1	139
Towns 1,500 and over ...	16	102	35	14	1	168
Other Towns and Villages ...	154	1,359	260	40	9	1,822
Rural Areas	1,489	3,835	315	45	5	5,689
4-6 teacher schools						
Cities	31	213	181	97	28	550
Towns 1,500 and over ...	22	249	207	77	32	587
Other Towns and Villages ...	62	364	138	35	11	610
Rural Areas	18	139	34	4	1	196
7 teachers and over						
Cities	22	303	674	865	202	2,066
Towns 1,500 and over ...	25	460	527	286	119	1,417
Other Towns and Villages ...	7	37	9	6	2	61
Rural Areas	1	5	9	3	—	18
Percentages						
1-3 teacher schools						
Cities	7.9	72.7	16.5	2.2	0.7	100
Towns 1,500 and over ...	9.5	60.8	20.8	8.3	0.6	100
Other Towns and Villages ...	8.5	74.5	14.3	2.2	0.5	100
Rural Areas	26.2	67.4	5.5	0.8	0.1	100
4-6 teacher schools						
Cities	5.7	38.7	32.9	17.6	5.1	100
Towns 1,500 and over ...	3.7	42.4	35.3	13.1	5.5	100
Other Towns and Villages ...	10.2	59.7	22.6	5.7	1.8	100
Rural Areas	9.3	70.9	17.3	2.0	0.5	100
7 teachers and over						
Cities	1.0	14.7	32.6	41.9	9.8	100
Towns 1,500 and over ...	1.7	32.5	37.2	20.2	8.4	100
Other Towns and Villages ...	11.5	60.7	14.8	9.8	3.3	100
Rural Areas	5.5	27.8	50.0	16.7	—	100

IX
TABLE A. 10—(continued)

Religion, Teacher-size and centrality of schools	Size of Classes (Number of Pupils)					
	0-20	20-39	40-49	50-59	60 and over	Total
PROTESTANT SCHOOLS	Number of Classes					
1-3 teacher schools						
Cities	26	62	7	1	—	96
Towns 1,500 and over ...	58	54	1	—	—	113
Other Towns and Villages ...	103	47	—	—	—	150
Rural Areas	171	44	1	—	—	216
4-6 teacher schools						
Cities	1	18	7	6	—	32
Towns 1,500 and over ...	—	—	—	—	—	—
Other Towns and Villages ...	—	—	—	—	—	—
Rural Areas	—	—	—	—	—	—
	Percentages					
1-3 teacher schools						
Cities	27.1	64.6	7.3	1.0	—	100
Towns 1,500 and over ...	51.3	47.8	1.0	—	—	100
Other Towns and Villages ...	68.7	31.3	—	—	—	100
Rural Areas	79.2	20.3	0.5	—	—	100
4-6 teacher schools						
Cities	3.1	56.2	21.9	18.8	—	100
Towns 1,500 and over ...	—	—	—	—	—	—
Other Towns and Villages ...	—	—	—	—	—	—
Rural Areas	—	—	—	—	—	—

IX
TABLE A. 11

*National Schools—showing Pupil/Teacher Ratios and Percentage of Pupils in
(a) Classes of 40 and over, (b) Classes of 50 and over, by Religion, Teacher-Size and
Centrality of Schools, 1962/3
(excluding secondary tops and special schools and classes)*

Religion, Teacher-size and centrality of schools	Pupil/Teacher Ratio	Pupils in classes of	
		40 and over	50 and over
		Percentages	
CATHOLIC			
1-3 teachers			
Cities	31.9	28.3	5.3
Towns, 1,500 and over	34.9	41.5	14.4
Other Towns and Villages	33.2	24.9	4.8
Rural	26.6	11.4	1.9
4-6 teachers			
Cities	41.5	68.4	32.1
Towns, 1,500 and over	42.7	66.0	26.8
Other Towns and Villages	39.7	42.9	15.1
Rural	33.9	28.3	3.7
7 teachers and over			
Cities	45.1	90.1	60.1
Towns, 1,500 and over	45.5	75.5	37.8
Other Towns and Villages	44.9	42.1	22.4
Rural	41.5	75.0	21.7
PROTESTANT			
1-3 teachers			
Cities	26.8	14.7	2.2
Towns, 1,500 and over	19.3	2.0	—
Other Towns and Villages	17.3	—	—
Rural	16.1	1.3	—
4-6 teachers			
Cities	38.2	30.3	—
Towns, 1,500 and over	—	—	—
Other Towns and Villages	—	—	—
Rural	—	—	—

Source: February Census, 1963.

IX
TABLE A. 12

Analysis of Class Sizes in the County Boroughs on 1st February, 1963.

Dublin City (Excluding Dún Laoghaire) :

Religion	Size of School	Number of schools	Number of classes	Total Number of Pupils	Number of Classes with					Number of Pupils in classes with	
					Less than 20 Pupils	20-30	30-40	40-50	50 Pupils and over	Less than 20 Pupils	50 Pupils and over
Catholic Schools : (excluding special)	1 teacher	2	2	51	1		1			15	
	2 teacher	8	16	397	5	8	2		1	68	50
	3 teacher	27	81	2612	5	23	27	15	1	84	55
	4-6 teacher : Classification lay										
	Capitation	51	263	10,551	10	40	69	90	54	185	2,969
		8	45	2,041		4	12	11	18		1,033
	TOTAL 4-6 teacher :	59	308	12,592	10	44	81	101	72	185	4,002
	7 teachers and over : Classification lay										
	Classification	28	276	12,546	2	16	80	86	105	27	5,942
	Convent and										
	Monastery	9	103	5,277	1	2	5	26	69	10	3,780
	Capitation	90	1,068	53,199	4	39	84	322	619	65	34,274
	TOTAL 7 teachers and over :	127	1,447	71,022	7	57	169	434	793	102	43,996
	TOTAL, Catholic, (excl. special) :	223	1,854	84,633	28	132	280	550	867	454	48,103
Special Schools		12	73	976	65	8				801	
Protestant Schools (excl. special)	1 teacher	4	4	117	1	2	1			16	
	2 teacher	21	42	1,031	14	20	6	1	1	233	53
	3 teacher	5	15	484	1	5	6	3		18	
	4-6 teacher	5	22	749	1	8	6	5	2	17	103
	TOTAL, Protestant, (excl. special)	35	83	2,381	17	35	19	9	3	284	156
All Schools	GRAND TOTAL	270	2,010	90,031	110	175	299	559	870	1,539	48,259

IX
TABLE A. 12 (Contd.)

Cork City

Religion	Size of School	Number of schools	Number of classes	Total Number of Pupils	Number of Classes with					Number of Pupils in classes with	
					Less than 20 Pupils	20-30	30-40	40-50	50 Pupils and over	Less than 20 Pupils	50 Pupils and over
Catholic Schools : (excluding special)	2 teacher	5	10	253	2	5	3			31	
	3 teacher	3	9	334	1	2	4	1	1	16	82
	4-6 teacher : Classification lay Capitation	18 6	87 29	3,670 1,156	1 4	10 2	26 8	27 10	23 5	19 62	1,337 266
	TOTAL, 4-6 teacher	24	116	4,826	5	12	34	37	28	81	1,603
	7 teacher and over : Classification lay ordinary	5	47	2,192	1	1	9	14	22	17	1,235
	Classification Convent and Monastery Capitation	2 14	23 173	1,141 8,463		3 3	3 15	3 78	14 76		824 4,292
	TOTAL, 7 teacher and over	21	243	11,796	2	7	27	95	112	35	6,351
	TOTAL, Catholic, (excl. special)	53	378	17,209	10	26	68	133	141	163	8,036
Special Schools		2	4	64	3	1				44	
Protestant Schools (excl. special)	1 teacher	3	3	64	2		1			30	
	2 teacher	2	4	110		2	2				
	3 teacher	1	3	111			2	1			
	TOTAL, Protestant, (excl. special)	6	10	285	2	2	5	1		30	
All Schools	GRAND TOTAL	61	392	17,558	15	29	73	134	141	237	8,036

IX
TABLE A. 12 (Contd.)

Waterford City

Religion	Size of School	Number of schools	Number of classes	Total Number of Pupils	Number of Classes with					Number of Pupils in classes with	
					Less than 20 Pupils	20-30	30-40	40-50	50 Pupils and over	Less than 20 Pupils	50 Pupils and over
Catholic Schools : (Excluding Special)	3 teacher	1	3	124			1	2			
	4-6 teachers : Capitation	2	9	386		1	3	1	4		217
	7 teacher and over : Monastery	2	18	857		1	5	7	5		282
	Capitation	9	87	3,717		11	18	39	19		1,064
	TOTAL Catholic (excl. Special)	14	117	5,084		13	27	49	28		1,563
Protestant Schools (excl. Special)	2 teacher	1	2	55		1	1				
All Schools ...	GRAND TOTAL ...	15	119	5,139		14	28	49	28		1,563

IX
TABLE A. 12 (Continued)

Limerick City

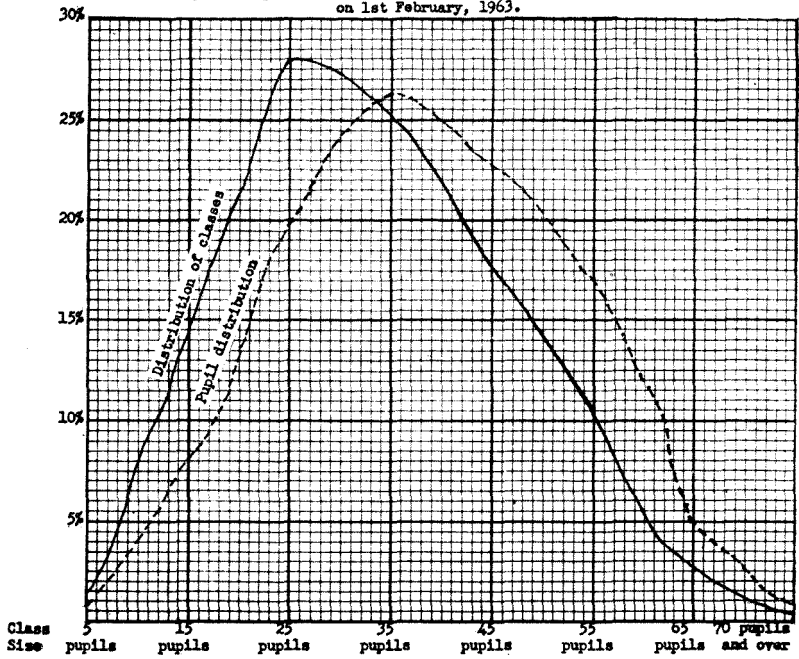
Religion	Size of School	Number of schools	Number of classes	Total Number of Pupils	Number of Classes with					Number of Pupils in classes with	
					Less than 20 Pupils	20-30	30-40	40-50	50 Pupils and over	Less than 20 Pupils	50 Pupils and over
Catholic Schools (excl. Special)	1 teacher	1	1	18	1					18	
	2 teacher	2	4	123		2	1	1			
	4-6 teacher	8	43	1,897		3	8	22	10		570
	7 teacher and over ...	15	174	7,886	3	7	23	86	55	51	3,140
	TOTAL Catholic (excl. Special)	26	222	9,924	4	12	32	109	65	69	3,710
Special School		1	2	28	2					28	
Protestant (excl. Special)	1 teacher	1	1	15	1					15	
	3 teacher	1	3	81		3					
	TOTAL, Protestant (excl. Special)	2	4	96	1	3				15	
All Schools	GRAND TOTAL ...	29	228	10,048	7	15	32	109	65	112	3,710

Source : February Census, 1963.

LX
GRAPH A.1.1.

NATIONAL SCHOOLS (EXCLUDING SPECIAL SCHOOLS AND SECONDARY TOPS).

Actual percentage distribution of pupils and classes by size of classes
on 1st February, 1963.



APPENDIX 1X.B

Scholarships to Post-Primary Schools

GENERAL

1. The award of scholarships to post-primary schools is a function of the local authorities and is governed by the provisions of the Local Authorities (Education Scholarships) Acts 1944 and 1961. Subject to the provisions of these Acts, the corporation of a county borough or the council of a county may submit a scholarship scheme to the Minister for Education, who may approve of, modify or refuse to approve of such a scheme. The preparation and submission of schemes are reserved functions under the City and County Management Acts.

2. Scholarships are tenable at 'approved schools', which are defined in the 1944 Act as :—

- (a) a school or college which provides secondary education, continuation education, or technical education, or
- (b) a school, college or other institution which provides instruction or training in agriculture, forestry, teaching or other vocational subject, or
- (c) a particular course or courses in any such school or college as is mentioned in the foregoing paragraph (a) or in any such school, college, or other institution as is mentioned in the foregoing paragraph (b).

3. The main purpose of the 1961 Act was to establish an extended scheme of scholarships tenable in post-primary schools and in universities¹ and to enable the State to contribute to such scholarships. In addition the Act provides that (a) up to one-fourth of the total moneys for scholarships shall be allocated on the basis of merit alone, without a means test ; (b) the amount of money to be allocated for university scholarships in the scheme for any year shall not be more than half the amount to be allocated for the post-primary scholarships to be awarded in that year ; (c) in the first year after the commencement of the Act the State shall provide £1 for £1, subject to a maximum corresponding to the produce of a rate of 1d in the pound ; in the second year £1 for £1, subject to a maximum corresponding to the produce of a rate of 2d in the pound ; in the third year £1 for £1 up to the amount raised by a rate of 2d and £3 for every £2 provided by the corporation or council in excess of the produce of a rate of

¹The award of university scholarships by local authorities is governed by the Irish Universities Act, 1908.

2d in the pound, subject to a maximum corresponding to the produce of a rate of $3\frac{1}{2}$ d in the pound and in the fourth and subsequent years £1 for £1 up to the amount raised by a rate of 2d. and £3 for every £2 in excess of the produce of a rate of 2d, subject to a maximum corresponding to the produce of a rate of 5d in the pound.

GENERAL PROVISIONS OF SCHEMES

4. A scheme must include provisions covering the eligibility of applicants in relation to residence, age and income, the tenure of scholarships, their amount and number and the manner of payment. Applicants must be *bona fide* resident in the functional area of the local authority. The age limits have been prescribed by the Minister for Education and in 1963 were not less than 11 and not more than 13 years on 1 January. The date however, has since been changed to 1 April.

5. The income limits are not more than £800 per annum with an additional £50 per annum for each child in the family. In the case of farmers the valuation is used, the limit being £50 with an additional £5 for each child.

THE SCHOLARSHIP EXAMINATION

6. It is of interest to note that under the Act, different examination tests (including different qualifying percentages of marks) and different age limits may be prescribed in respect of different scholarships, whether comprised in the same or different schemes. However, at present only one qualifying examination is held. This is conducted by the Department of Education. Irish, English and arithmetic are obligatory. Candidates may also take two optional subjects from the following: history, geography, algebra, geometry, drawing, rural science or nature study, needlework. Bonus marks may be awarded to candidates who answer the papers wholly in Irish, apart of course from the examinations in Irish, English and needlework.

AWARDS

7. Each local authority is supplied with the examination results of the applicants under its scheme. The scholarships are awarded in order of merit as shown by these results, and subject to compliance with other requirements of the scheme, including if appropriate the income requirements. All awards are made subject to the approval of the Minister for Education.

VALUE AND TENURE OF SCHOLARSHIPS

8. It has been suggested to local authorities to fix the value of scholarships within the following ranges :

non-residential	£25 to £40
residential	£70 to £100.

Depending however, on the income, the amount actually awarded may be somewhat less or greater than the limits shown.

9. Subject to satisfactory progress, scholarships may be renewed for each year of the course. Pupils who are successful at the intermediate certificate, or day group certificate in the case of vocational schools, may have their scholarships continued to enable them to complete the leaving certificate course or appropriate full-time day technical courses.

RESERVATION OF SCHOLARSHIPS

10. Practically all county councils reserve certain scholarships for one teacher schools. Most councils also reserve scholarships for two and three teacher schools. In 1963, in counties Carlow, Kildare, Kilkenny, Meath and Tipperary (South Riding), scholarships were reserved for schools of up to four teachers while in Wexford they were reserved for schools of up to five teachers. Some councils specify a certain number for boys and a certain number for girls, others reserve a certain number for girls, while yet others reserve some for disabled children. A few counties have special arrangements to cover separately schools in urban and rural areas.

OTHER POST-PRIMARY SCHOLARSHIPS

11. In addition to the scholarships mentioned above 80 scholarships are made available by the Minister for Education to children residing in Ghaeltacht areas and 20 to children attending island schools. These are financed directly from central government funds. A small number of scholarships are also available from Trust Funds. The examination described in paragraph 6 is used in relation to these schemes also.

IX
TABLE B. 1

Post-Primary Scholarships Awarded in each Local Authority Area in 1963, Classified by Size of School

Local Authority Area	Size of National School (Number of Teachers)						Awarded to Pupils already in Secondary Schools	Total
	1	2	3	4-6	7 and over			
Number of Scholarships								
Co. Cavan	2	14	5	9	—	—	30	
Co. Carlow	—	2	4	3	12	5	26	
Co. Clare	2	15	21	2	10	13	63	
Co. Cork	1	21	6	4	24	6	62	
Cork City	—	—	—	1	59	7	68	
Co. Dublin	—	—	3	7	95	23	128	
Dublin City	—	—	1	13	358	28	400	
Co. Donegal	1	10	3	6	2	2	24	
Co. Donegal (Vocational)	—	5	2	1	—	—	8	
Co. Galway	—	14	11	3	26	3	57	
Co. Kildare	2	8	2	14	10	5	41	
Co. Kerry	—	11	5	2	26	4	48	
Co. Kilkenny	—	20	5	3	20	13	61	
Co. Leitrim	1	9	10	3	1	2	26	
Co. Laois	—	7	4	7	11	—	29	
Co. Limerick	1	13	16	11	7	11	59	
Limerick City	1	—	—	3	40	—	44	
Co. Longford	—	4	2	1	9	—	16	
Co. Louth	—	11	10	—	33	6	60	
Co. Mayo	2	17	12	3	5	5	44	
Co. Meath	—	9	9	11	20	9	58	
Co. Monaghan	—	4	4	5	7	3	23	
Co. Offaly	—	7	6	2	6	7	28	
Co. Roscommon	—	19	7	5	5	3	39	
Co. Sligo	—	12	2	—	5	1	20	
Co. Tipperary (South)	—	13	14	11	24	14	76	
Co. Tipperary (North)	1	3	3	7	17	4	35	
Co. Waterford	3	8	17	11	7	8	54	
Waterford City	—	—	2	—	12	10	24	
Co. Wexford	—	5	4	4	18	12	43	
Co. Wicklow	—	5	2	7	11	13	38	
Co. Westmeath	—	7	1	7	32	10	57	
Totals	17	273	193	166	912	228	1,789	

Source: Departmental records.

IX
TABLE B. 2

Post-Primary Scholarships Awarded in each Local Authority Area in 1963 Showing Separately those Awarded on Merit and Subject to Income Qualifications

Local Authority Area	Subject to income qualifications	Awarded on merit	Total
Number of scholarships awarded			
Co. Cavan	26	4	30
Co. Carlow	21	5	26
Co. Clare	46	17	63
Co. Cork	45	17	62
Cork City	62	6	68
Co. Dublin	96	32	128
Co. Donegal	17	7	24
Co. Donegal (Vocational) ...	8	—	8
Co. Galway	40	17	57
Co. Kildare	32	9	41
Co. Kerry	40	8	48
Dublin City	300	100	400
Co. Kilkenny	52	9	61
Co. Leitrim	23	3	26
Co. Laois	24	5	29
Co. Limerick	45	14	59
Co. Longford	13	3	16
Co. Louth	45	15	60
Co. Mayo	39	5	44
Co. Meath	43	15	58
Co. Monaghan	19	4	23
Co. Offaly	20	8	28
Co. Roscommon	30	9	39
Co. Sligo	15	5	20
Co. Tipperary (South) ...	57	19	76
Co. Tipperary (North) ...	29	6	35
Co. Waterford	41	13	54
Waterford City	20	4	24
Limerick City	36	8	44
Co. Wexford	30	13	43
Co. Wicklow	28	10	38
Co. Westmeath	39	18	57
TOTAL	1,381	408	1,789

Source: Departmental records.

IX
TABLE B. 3

Post-Primary Scholarships awarded by the Department to Pupils from Gaeltacht Areas and Islands, Classified by County and by Size of National School, 1963

County	Size of School (Number of Teachers)					Awarded to pupils in Secondary Schools	Total
	1	2	3	4-6	7		
Number of Scholarships							
Donegal	4	7	19	20	—	—	50
Galway	1	9	6	2	2	—	20
Kerry ...	—	12	6	1	—	—	19
Mayo ...	—	1	1	—	—	—	2
Meath	—	—	1	—	—	—	1
TOTALS	5	29	33	23	2	—	92 ¹

¹8 scholarships could not be traced; of these 2 were awarded in Co. Donegal, 1 in Co. Galway, 3 in Co. Kerry and 2 in Co. Mayo.

Source: Departmental records.

APPENDIX IX.C

Age/Standard Progression of Pupils in National Schools

IX
TABLE C. 1

Distribution of National School Pupils by Standard¹ Classified by Religion, Teacher-Size of School and Centrality, 1962/3

Religion, Size and Centrality of Schools	Standard					
	First	Second	Third	Fourth	Fifth	Sixth
	Percentages					
All Schools	16·9	17·3	17·6	17·4	17·3	13·5
Catholic						
Small—Urban ...	13·5	18·3	18·8	17·6	18·2	13·6
Small—Rural ...	16·4	17·0	18·1	17·9	17·6	13·0
Medium—Urban ...	15·6	18·7	17·6	17·1	17·1	11·9
Medium—Rural ...	19·7	16·6	16·5	17·0	16·3	13·9
Large—Urban ...	17·5	17·3	17·1	17·0	17·0	14·1
Large—Rural ...	23·6	15·2	14·7	14·9	15·6	15·9
Protestant						
Small—Urban ...	18·8	18·8	17·7	18·0	16·6	10·1
Small—Rural ...	17·5	17·7	17·4	18·8	16·6	12·0
Medium—Urban ...	21·0	17·8	20·1	19·8	16·8	4·5

Source: February Census, 1963.

Small—1 to 3 teacher schools.

Medium—4 to 6 teacher schools.

Large—7 teachers or more.

Urban—cities and towns with a population of 1,500 and over at the Census of Population, 1961.

Rural—all other centres.

¹Excluding pupils in infants, in seventh and eighth standards, those in secondary tops and those in special schools and classes.

IX
TABLE C. 2

Age/Standard Analysis of Pupils in National Schools (excluding Industrial School and Special School Pupils) by Age and Standard on 1st February, 1963

Age/Standard	Standard							
	Infants	First	Second	Third	Fourth	Fifth	Sixth	Total
	Number of Pupils							
A3 +	—	9	5	8	2	85	10	
A2	—	493	429	438	344	1,633	365	
A1	—	12,085	10,294	9,379	8,431	10,223	5,875	
Total A ...	—	12,537	10,728	9,825	8,777	11,941	6,250	60,058
M	100,136	32,188	31,050	29,196	27,786	23,767	21,327	165,314
D1	10,428	12,470	14,784	16,859	16,782	17,053	16,172	94,120
D2	837	1,656	3,131	4,266	5,731	6,505	2,931	24,093
D3 +	127	247	532	1,342	1,639	816	208	4,911
Total D ...	11,392	14,373	18,447	22,467	24,152	24,374	19,311	123,124
Total ...	111,528	59,098	60,225	61,488	60,715	60,082	46,888	348,496

A = Advanced · M = Modal · D = Delayed · A1 = One year ahead of the modal group · D1 = One year behind modal group, etc.

Source: February Census, 1963.

IX
TABLE C. 3

Percentage Distribution of National School Pupils in each Standard (excluding Pupils in Reformatory and Industrial Schools and in Special Schools and Classes) by Age/Standard Scale, Classified by Religion, Size of School and Centrality, 1962/63

(a) Catholic Schools

Centrality, Teacher-size and Age/Standard Scale	Standard						
	Infants	First	Second	Third	Fourth	Fifth	Sixth
	Percentage						
Urban Schools (1-8 teacher)							
A	—	18.5	16.8	14.2	12.9	13.8	13.1
M	85.2	51.4	47.9	44.2	41.0	36.4	44.3
D1	12.9	26.1	27.0	30.1	30.9	31.0	35.0
D2+	1.9	4.0	8.3	11.5	15.2	18.8	7.6
Urban Schools (4-6 teacher)							
A	—	22.7	19.9	17.6	15.7	14.7	15.4
M	90.3	53.8	52.2	48.5	46.9	43.0	46.0
D1	8.4	21.1	22.8	26.6	27.0	29.3	32.2
D2+	1.3	2.4	5.1	7.8	10.4	13.0	6.4
Urban Schools (7 teachers or more)							
A	—	21.2	16.9	15.7	14.1	13.4	13.4
M	92.4	61.1	57.8	53.8	52.3	46.5	49.3
D1	7.1	16.3	21.6	25.4	25.3	20.6	32.6
D2+	0.5	1.4	3.7	5.1	8.3	10.6	4.7
Rural Schools (1-3 teachers)							
A	—	19.5	16.4	14.7	13.3	13.1	12.1
M	86.7	50.5	47.8	43.9	41.6	37.9	42.4
D1	12.1	25.2	27.6	29.4	29.9	33.0	37.0
D2+	1.2	4.8	8.2	12.0	15.2	16.0	8.5
Rural Schools (4-6 teachers)							
A	—	23.7	20.1	17.5	16.3	14.7	13.6
M	89.0	50.6	47.6	42.4	40.8	37.0	43.3
D1	10.0	21.3	24.5	28.4	27.1	30.6	32.3
D2+	1.0	4.4	7.8	11.7	15.8	17.7	10.8
Rural Schools (7 teachers or more)							
A	—	24.2	31.9	20.1	19.8	17.4	17.8
M	94.3	62.4	47.5	53.5	50.0	51.5	45.8
D1	5.7	12.2	17.1	21.3	21.7	21.9	29.1
D2+	—	1.2	3.5	5.1	8.5	9.2	7.3

(b) Protestant Schools

Centrality, Teacher-size and Age/Standard Scale	Standard						
	Infants	First	Second	Third	Fourth	Fifth	Sixth
	Percentage						
Urban Schools (1-3 teacher)							
A	—	46.8	46.0	41.2	37.7	34.5	33.0
M	94.2	41.5	41.2	38.2	38.5	39.5	37.4
D1	5.5	10.0	10.6	14.8	15.3	17.0	24.3
D2 +	0.3	1.7	2.2	5.8	8.5	9.0	5.3
Urban Schools (4-6 teacher)							
A	—	51.1	49.2	51.1	47.3	39.6	40.0
M	99.6	47.5	43.2	42.9	39.7	44.1	50.0
D1	0.4	1.4	6.8	6.0	8.4	9.0	6.7
D2 +	—	—	0.8	—	4.6	7.2	3.3
Rural Schools (1-3 teacher)							
A	—	32.6	27.9	23.1	20.2	19.0	18.5
M	92.0	44.9	41.6	41.3	41.3	38.7	42.0
D1	7.3	18.1	22.2	22.6	23.6	26.6	31.3
D2 +	0.7	4.4	8.3	13.0	14.9	15.7	8.2

Urban = Cities and towns with a population of 1,500 and over at the Census of Population 1961.

Rural = All other centres.

Source: February Census, 1963.

IX
TABLE C. 4

Percentage of National School Pupils, not 'Delayed' in 1st Standard, who became 'Delayed' by 5th Standard, 1962/3

Religion and Centrality	Size of School (Number of Teachers)		
	1 to 3 teachers	4 to 6 teachers	7 teachers and over
CATHOLIC			
Urban	28	28	27
Rural	27	35	21
PROTESTANT			
Urban	16	15	—
Rural	25	—	—

Urban } As in Table 1.
Rural }

IX
TABLE C. 5

National Schools by Religion, Teacher-Size and Centrality, showing (i) Average Pupil/Teacher Ratios, (ii) Percentage of Pupils in Classes of 40 and over, (iii) the Percentage of Pupils in Infants to Sixth Standards, inclusive, in the 'Advanced' and 'Delayed' Categories of the Age/Standard Scale and (iv) the Percentage of Infants in the 'Delayed' Category of the Age/Standard Scale (excluding Pupils in Reformatory and Industrial Schools and in Special Schools and Classes), 1962/63

Religion, Teacher-Size and Centrality of School	Average Pupil/ Teacher Ratio	Pupils in Classes of 40 and over	Age/Standard Progression			
			Infants to Sixth (incl.)		Infants Delayed	
			Advanced	Delayed		
Percentage						
CATHOLIC						
1-3 teachers	Urban	33·4	35·7	14·9	40·9	14·8
	Rural	28·2	15·2	14·9	41·1	13·3
4-6 teachers	Urban	42·1	67·1	17·6	33·9	9·7
	Rural	38·2	39·5	17·7	38·7	11·1
7 teachers and over	Urban	45·3	84·5	15·9	30·5	7·6
	Rural	43·9	51·0	21·9	26·0	5·7
PROTESTANT						
1-3 teachers	Urban	22·8	8·7	40·3	20·4	5·8
	Rural	16·6	0·7	23·7	34·6	8·0
4-6 teachers	Urban	38·2	30·3	46·6	9·0	0·4
	Rural	—	—	—	—	—

Urban = }
Rural = } As in Table 1.

APPENDIX IX.D

Facilities in National Schools

1. Two surveys were made of facilities in national schools. The first, by the Department in 1963 covered heating, cleaning and lighting. Tables 1, 2 and 3 are based on this survey. The second was carried out by the team in 1964 and covered water supplies, sanitary facilities, equipment, libraries and special rooms. In both cases less than 1 per cent of the schools did not supply information.

2. Table 4 shows by year built and by teacher-size, the number of schools in respect of which data on drinking water, sanitary facilities, libraries, equipment and special rooms were obtained. Data are shown separately for Catholic and Protestant schools. Table 5 shows the number of schools with drinking water and the source of the supply. Table 6 gives details of sanitary facilities in the schools. The nearest source of water is also shown for schools without flush toilets (information on the distance of this source from the school was also collected).

3. Table 7 gives details of the audio-visual aids in the schools.

4. The rest of the data covering library facilities, special rooms etc. was processed on a sample basis (the information is available for all the schools that replied and could be processed in full if required). An analysis was made of a 13 per cent sample of all national schools, details of which are given in Table 8. This sample was so designed as to include approximately 13 per cent of the schools in each size category. The discrepancies in the proportions represented in the sample, either in terms of age or in terms of teaching size, may be noted by comparing Table 8 with the sum of Tables 4 (a) and (b). As they do not appear to be significant, unadjusted tables are given for the various items. If, however, it were desired to adjust the data, this can readily be done by reweighting on the basis of teacher-size. One or two cases where this was done showed no significant difference when compared with the totals shown in the tables.

IX
TABLE D. 1*Number of National Schools using Various Forms of Heating, by Teacher-Size of School*

Size of School	Number of Returns Received	Heating System								
		Solid Fuel			Gas		Oil		Electricity	
		Open Fires	Stoves	Central Heating	Stoves	Fires	Stoves	Central Heating	Central Heating	Storage
1 teacher	736	456	223	4	—	—	15	5	4	29
2 „	2,411	1,850	372	24	4	1	32	17	11	100
3 „	868	561	110	32	7	—	9	41	13	95
4 teachers and over	764	141	38	161	—	4	4	261	22	132
Total ...	4,779	3,008	743	221	11	5	60	324	50	356

Source: Questionnaire issued in 1963.IX
TABLE D. 2*Number of National Schools having Electricity, Showing the Extent of the Installation, by Teacher-Size of School*

Size of School			Number of Returns received	Electric Current	Power Plugs	Electric Water Pump
1 teacher	...	...	736	338	270	23
2 „	...	...	2,411	1,309	1,202	278
3 „	...	...	868	633	493	160
4 teachers and over	...	...	764	709	568	199
TOTAL ...			4,779	2,989	2,533	660

Source: Questionnaire issued in 1963.IX
TABLE D. 3*Number of National Schools Employing Caretakers for Fires and Cleaning, Showing Employment Status by Teacher-Size of School*

Size of School	Number of Returns received	Caretakers Employed		Employment Status	
		For Fires only	For Cleaning etc.	Wholtime	Part-time
1 teacher ...	736	192	309	16	316
2 „ ...	2,411	748	1,253	79	1,211
3 „ ...	868	316	551	45	519
4 teachers and over...	764	303	700	134	579
TOTAL ...	4,779	1,559	2,813	274	2,625

Source: Questionnaire issued in 1963.

IX
 TABLE D. 4

Number of National Schools in Respect of Which Information on Drinking Water and Sanitary and Other Facilities were Obtained, by Teacher-Size of School, by Year Built

(a) Catholic Schools

Size	Year Built						TOTAL
	Before 1850	1850-99	1900-21	1922-34	1935-64	Unknown	
1 teacher	40	221	69	22	62	5	419
2 teachers	156	888	324	176	743	46	2,333
3 teachers	46	272	97	67	369	13	864
4-6 teachers	35	125	45	29	148	17	399
7 teachers and over	20	70	29	24	197	3	343
TOTAL ...	297	1,576	564	318	1,519	84	4,358

(b) Protestant Schools

Size	Year Built						TOTAL
	Before 1850	1850-99	1900-21	1922-34	1935-64	Unknown	
1 teacher	83	136	31	8	23	26	307
2 teachers	17	48	14	3	24	6	112
3 teachers	1	6	1	1	2	—	11
4-6 teachers	1	2	—	—	3	—	6
7 teachers and over	—	—	—	—	—	1	1
TOTAL ...	102	192	46	12	52	33	437

Source: Questionnaire issued in 1964.

IX
TABLE D. 5

Number of National Schools having Drinking Water by Teacher Size, Showing Type of Supply

(a) Catholic Schools

Size	Number of returns received	Piped Water	Other sources of supply			Number with source on school site
			Pump	Well	Other	
1 teacher	419	24	69	285	41	25
2 teachers	2,333	649	692	851	141	85
3 teachers	864	494	192	129	49	26
4 teachers and over	742	701	23	13	5	4
TOTALS ...	4,358	1,868	976	1,278	235	140

(b) Protestant Schools

Size	Number of returns received	Piped Water	Other sources of supply			Number with source on school site
			Pump	Well	Other	
1 teacher	307	142	52	99	14	16
2 teachers	112	87	9	13	3	3
3 teachers	11	10	—	—	1	—
4 teachers and over	7	7	—	—	—	—
TOTALS ...	437	246	61	112	18	19

Source: Questionnaire issued in 1964.

IX
TABLE D. 6

Number of National Schools having Various Forms of Sanitation, by Teacher-Size of School

(a) Catholic Schools

Teacher-size	Number of Returns received	Water Flushed Toilets	Chemical Closets	Dry Latrines	Other	Nearest Source of Water (Schools without flush toilets)		
						Piped Water	Well or Pump	Lake or River
1 teacher ...	419	38	12	350	19	16	180	185
2 teachers ...	2,333	685	28	1,535	85	198	826	624
3 teachers ...	864	513	2	329	20	69	157	125
4 teachers and over	742	711	—	28	3	6	21	8
Total ...	4,358	1,947	42	2,242	127	289	1,184	942

(b) Protestant Schools

Teacher-size	Number of Returns received	Water Flushed Toilets	Chemical Closets	Dry Latrines	Other	Nearest Source of Water (Schools without flush toilets)		
						Piped Water	Well or Pump	Lake or River
1 teacher ...	307	150	32	107	18	18	80	59
2 teachers ...	112	89	3	16	4	1	16	6
3 teachers ...	11	11	—	—	—	—	—	—
4 teachers and over	7	7	—	—	—	—	—	—
Total ...	437	257	35	123	22	19	96	65

Source: Questionnaire issued in 1964.

IX
TABLE D. 7

Number and Type of Audio-Visual Aids in National Schools by Teacher Size of School

Teacher size of school	Number of returns received	Film Strip Projector	Sound Film Projector	Recording Apparatus	Record Player	Radio in Class room	T.V. in Class-room	Other Audio-visual aids
1 teacher ...	726	15	3	7	18	11	1	3
2 teachers ...	2,445	43	21	48	61	16	3	6
3 „ ...	875	39	10	24	36	8	3	1
4-6 „ ...	405	47	23	33	54	17	5	2
7 teachers and over.	344	128	72	74	123	13	8	9
TOTAL ...	4,795	272	129	186	292	65	20	21

IX
TABLE D. 8

*Number of National Schools in 13 per cent Sample used for Processing Part of the
Questionnaire on Facilities, by Teacher Size and by Age of Building*

Size	Year Built					TOTAL
	Period before 1850	1850- 1899	1900- 1921	1922- 1934	1935- 1964	
1 teacher	18	55	14	1	2	90
2 teachers	43	123	50	24	99	339
3 teachers	7	36	17	7	49	116
4-6 teachers	4	19	4	2	25	54
7 teachers and over	1	8	3	2	28	42
TOTAL	73	241	88	36	203	641

IX
TABLE D. 9

Number of National Schools having Library Facilities, by Teacher Size of School (13 per cent sample)

(a) CATHOLIC :

Size	School with own Library	Type of accommodation				Number of Volumes	Schools using Co. Library lending service	Schools using Libraries in other schools	Type of 'other' school			Number of Schools in sample
		Special Library Room	Open Shelves	Glass Case	Presses				Primary	Secondary	Vocational	
1 teacher ...	14	—	2	1	9	745	18	1	1	—	—	53
2 teachers	138	1	28	26	76	6,873	181	8	7	—	1	322
3 teachers	45	3	10	4	27	2,991	64	3	2	—	—	113
4 teachers and over	46	11	11	8	21	9,377	38	1	—	1	—	94
TOTAL ...	243	15	51	39	133	19,986	301	13	10	1	1	582

(b) PROTESTANT :

1 teacher ...	17	—	7	1	10	823	11	1	—	—	1	37
2 teachers	8	—	2	—	7	1,259	5	—	—	—	—	17
3 teachers	1	—	—	—	1	32	1	—	—	—	—	3
4 teachers and over	—	—	—	—	—	—	1	—	—	—	—	2
TOTAL ...	26	—	9	1	18	2,114	18	1	—	—	1	59

Source : Questionnaire issued in 1964.

IX
TABLE D. 10

Number of National Schools having Room Thermometers, Special Equipment and Fire Escapes, by Teacher Size of School (13 per cent sample)

(a) CATHOLIC

Size	Room Thermometer		School equipped for :			Rural Science		Fire Escape			Number of Schools in sample
	Installed	Recorded daily	Cookery	Laundry	Manual Instruction	Taught	Garden cultivated	Fire Escape installed	Other Exit from upper storey	Ground Floor Buildings	
1 teacher ...	1	—	—	—	2	1	—	—	—	53	53
2 teachers ...	13	5	23	8	17	14	7	2	3	313	322
3 teachers ...	14	3	19	9	8	6	3	—	5	101	113
4 teachers and over	9	3	39	29	2	4	2	2	27	43	94
TOTAL ...	37	11	81	46	29	25	12	4	35	510	582

(b) PROTESTANT

1 teacher ...	5	—	1	1	2	2	2	—	1	34	37
2 teachers ...	2	—	2	—	2	1	1	—	1	15	17
3 teachers ...	—	—	—	—	—	—	—	—	—	3	3
4 teachers and over	—	—	1	—	—	—	—	—	—	2	2
TOTAL ...	7	—	4	1	4	3	3	—	2	54	59

Source : Questionnaire issued in 1964.

IX
TABLE D. 11

Particulars of Special Rooms and Recreation Facilities in National Schools, by size of school (13 per cent sample)

(a) CATHOLIC :

Size	Special Rooms									Recreation facilities			School Band	Number of Schools in sample
	Assembly Hall	Music Room	Domestic Economy Room	Science Room	Art Room	Principals Room	Staff Room	Dining Room	Other	Playing Field	Paved Play Space	Play Shelters		
1 teacher ...	—	—	—	—	—	—	1	—	1	19	13	2	—	53
2 teachers ...	3	—	4	—	—	5	27	1	16	160	161	141	13	322
3 teachers ...	1	1	3	1	—	5	20	1	5	50	69	62	12	113
4 teachers and over	33	14	34	2	—	45	42	4	9	41	86	72	26	94
TOTAL ...	37	15	41	3	—	55	90	6	31	270	329	339	51	582

(b) PROTESTANT :

1 teacher ...	—	—	—	—	—	—	—	—	3	19	9	6	—	37
2 teachers ...	1	—	—	—	—	—	—	—	1	7	10	11	—	17
3 teachers ...	—	—	—	—	—	—	—	—	—	—	2	2	1	3
4 teachers and over	2	1	—	—	—	—	—	—	—	1	2	2	—	2
TOTAL ...	3	1	—	—	—	—	—	—	4	27	23	21	1	59

Source : Questionnaire issued in 1964.

AN ROINN OIDEACHAIS: BRAINSE AN BHUNOIDEACHAIS

Ba chóir an léir-chuntas so, agus é líonta i gceart, do sheoladh chuig an Roinn sa clúdach leis seo, ar dháta *nach déanai ná 30ú Meithamh, 1964.*

This Return, duly completed, should be sent to the Department of Education, in the enclosed envelope, *not later than 30th June, 1964.*

Contae _____ Uimhir Rolla _____ Ainm na Scoile _____
County _____ Roll Number _____ Name of School _____

Nóta 1: Marcáil an bosca cuí mar seo: ☒ agus fág na boscaí eile glan.
Note 1: Mark the appropriate box thus: ☒ and leave the other boxes blank.

1. *Uisce Inólta.*

Drinking Water.

(i) An bhfuil soláthar (poiblí nó priobháideach) d'uisce inólta ar fáil i bpiopaí sa scoil nó ar láthair na scoile? Tá ☐ ; Níl ☐
Is there a piped supply of drinking water (public or private) in the school or on the school site? Yes ☐ ; No ☐

(ii) Mura bhfuil, an bhfuil uisce inólta le fáil ar aon bhealach eile ar láthair na scoile? Tá ☐ ; Níl ☐
If 'No', is drinking water available from another source on the school site? Yes ☐ ; No ☐

(iii) Más 'Níl' freagra (ii), cén fad ón scoil an soláthar d'uisce inólta is gaire di? If 'No' to (ii), how far from the nearest available source of drinking water?

(iv) Cén cineál soláthair a dtagraítear do in (ii) nó (iii)?

What is the source referred to in (ii) or (iii)?

Caidéal ☐ ; Tobar ☐ ; Eile ☐ ; Más 'Eile' sonraigh le do thoil ☐
Pump ☐ ; Well ☐ ; Other ☐ ; If 'Other', please specify ☐

2. *Cóir Sláintiúchá.*

Sanitation Facilities.

(i) Leithris uisce ☐ ; Leithris cheimiceacha ☐ ; Leithris thiorma ☐
Water-flushed toilets ☐ ; Chemical closets ☐ ; Dry latrines ☐

Saghas eile ☐ ; Sonraigh _____
Other ☐ ; Specify _____

(ii) (a) Mura bhfuil leithris uisce ann, cén cineál soláthair uisce is gaire. If water-flushed toilets are not provided state source of nearest water supply.

Uisce i bpiopaí ☐ ; Tobar nó Caidéal ☐ ; Loch nó Abhainn ☐
Piped water ☐ ; Well or Pump ☐ ; Lake or River ☐

(b) Fad an tsoláthair uisce ón scoil _____
Distance of water supply from school _____

3. *Teocht Seomra.*

Room Temperature.

(i) An bhfuil teirmimeadar seomra sa scoil? Tá ☐ ; Níl ☐
Is there a room thermometer in the school? Yes ☐ ; No ☐

(ii) Má tá, an bhfuil sé de nós teocht an tseomra a léamh agus a chlárú gach lá scoile? Tá ☐ ; Níl ☐
If yes to above, is the room temperature read and recorded each schoolday? Yes ☐ ; No ☐

4. *Cócaireacht, Níochán, Lámhobair.*

Cookery, Laundry, Manual Instruction.

Marcáil aon ábhar díobh seo a leanas a bhfuil an scoil feistithe le na theagasc. Mark any of the following subjects which the school is equipped to teach.

Cócaireacht ☐ ; Níochán ☐ ; Lámhobair ☐
Cookery ☐ ; Laundry ☐ ; Manual Instruction ☐

5. *Tuatheolaíocht nó Eolas ar Nádúr.*

Rural Science or Nature Study.

- (i) An bhfuil Tuatheolaíocht nó Eolas ar Nádúr á theagasc? Tá ☐ ; Níl ☐
Is rural science or nature study taught? Yes ☐ ; No ☐

- (ii) Má tá an bhfuil ceapach á saothrú mar chuid den teagasc?

If yes, is a garden plot cultivated as part of the instruction? Tá ☐ ; Níl ☐
Yes ☐ ; No ☐

6. *Staighre Éalaithe.*

Fire-Escape

- (i) An bhfuil na rangsheomraí go léir ar bhunurlár an fhoirgnimh?

Are all the class-rooms on the ground floor of the building? Tá ☐ ; Níl ☐
Yes ☐ ; No ☐

- (ii) Mura bhfuil, an bhfuil staighre éalaithe lasmuigh?

If 'No', is there an external fire-escape? Tá ☐ ; Níl ☐
Yes ☐ ; No ☐

- (iii) Más 'Níl' freagra (ii), an bhfuil malairt slí amach ón urlár uachtair?

If 'No', to (ii) is there an alternative mode of exit from the upper storey? Tá ☐ ; Níl ☐
Yes ☐ ; No ☐

- (iv) Má tá, cad é féin? _____

If so, what is it?

7. *Áiseanna súl-is-cluas.*

Audio-visual aids.

Taispeáin má tá aon chuid díobh seo a leanas ar fáil sa scoil?

Which of the following, if any, is/are available in the school?

Teilgeoir stiallscannán ☐ ; Teilgeoir Fuaimscannán ☐ ;Film strip projector ☐ ; Sound Film projector ☐ ;Gléas Taifeadtha ☐Recording apparatus ☐Seinnteor Ceirníní ☐ ; Raidió (sa Rangsheomra) ☐ ;Record Player ☐ ; Radio (in classroom) ☐ ;Teilifís (sa Rangsheomra) ☐Television (in classroom) ☐Áiseanna eile súl-is-cluas ☐Other Audio-visual aids ☐

Sonraigh _____

Specify

8. *Leabharlann.*

Library.

- (i) An bhfuil leabharlann sa scoil?

Has the school a library?

Tá ☐ ; Níl ☐Yes ☐ ; No ☐

- (ii) Má 'Tá', an bhfuil seomra speisialta leabharlainne ann? Tá ☐ ; Níl ☐

If 'Yes', is there a special library room? Yes ☐ ; No ☐

- (iii) Más 'Níl', freagra (ii) conas a choimeádtar na leabhair?

If 'No' to (ii), how are the books accommodated?

Seilfeanna oscailte ☐ ; Cásanna gloine ☐ ; Cófraí ☐Open shelves ☐ ; Glass case(s) ☐ ; Presses ☐

- (iv) An líon leabhar sa leabharlann _____

Number of volumes in library

- (v) An bhfuil leabhair ar fáil sa scoil faoi sheirbhís leabharlann an Chontae?

Is the County Library lending service made available to the school? Tá ☐ ; Níl ☐
Yes ☐ ; No ☐

- (vi) An bhfuil teacht ag an scoláirí ar leabharlann i scoil ar bith sa chomharsanacht?

Do the students have access to the library of any Yes ☐; No ☐
adjacent school?

- (vii) Má 'Tá', sonraigh an saghas scoile.

If 'Yes', specify type of Primary ☐; Secondary ☐; Vocational ☐
school.

9. *Seomraí Speisialta.*

Special Rooms.

Marcáil má tá cuid ar bith díobh seo a leanas sa scoil.

Which of the following, if any, are in the school?

Halla tionóil ☐; Seomra Ceoil ☐; Seomra Tís ☐
Assembly Hall ☐; Music Room ☐; Domestic Economy Room ☐

Seomra Eolaíochta ☐; Seomra Ealaíne ☐; Seomra Príomhoide ☐
Science Room ☐; Art Room ☐; Principal's Room ☐

Seomra(i) Fóirne ☐; Seomra Bia ☐ Saghsanna eile (Sonraigh) _____
Staff room(s) ☐; Dining room ☐ Others (specify)

10. *Ceolbhanna Scoile nó Ceolfhoireann.*

School Band or Orchestra.

An bhfuil Ceolbhanna nó Ceolfhoireann sa scoil?

Tá ☐; Níl ☐
Yes ☐; No ☐

Is there a school band or orchestra?

11. *Cóiríocht Imeartha.*

Recreation Facilities.

An bhfuil páirc imeartha ag gabháil leis an scoil?

Tá ☐; Níl ☐
Yes ☐; No ☐

Is there a playing field in connection with the school?

An bhfuil clós pábhálta súgartha ag gabháil léi?

Tá ☐; Níl ☐
Yes ☐; No ☐

Is there a paved play space?

An bhfuil scáthláin shúgartha ag gabháil léi?

Tá ☐; Níl ☐
Yes ☐; No ☐

Are there play shelters?

12. *Aois.*

Age.

- (i) Cén bhliain a tógadh an scoil? _____

What year was the school built?

- (ii) Inis aon mhór-fheabhasúchán a deineadh agus an bhliain a deineadh é. _____

Specify date and type of major improvements, if any. _____

Síniúchán an Phrimhoide _____

Signature of Principal Teacher

Dáta _____

Date

APPENDIX IX.E

Delays Associated with the Provision of National Schools

1. Arising from the study into school building costs, detailed information and identification data was available in respect of all schools completed during the five year period 1957/58-1961/62. This identification data facilitated an investigation into delays associated with school building. It was decided to take the first year (1957/58) and the last (1961/62) so that any significant changes or developments which might have taken place during the three intervening years would be revealed.

2. Apart from the length of the delays that took place, there are a number of other points that merit notice. One is the fact that of the new schools completed during the two years under review, only nine were non-replacements, that is to say, they were not built to replace obsolete schools. Eight of these nine schools belong to the seven classrooms and over category and were built in urban areas. The number of replacement schools may seem to be very high. Most of them are small rural schools.

3. The figures in the table do not necessarily reflect a deterioration in the time taken to build. The Board of Works are now beginning to overtake the backlog and cases that have, for one reason or another, waited many years are now moving forward. Paradoxically as they do so, the position appears to worsen though it may, in fact, be improving.

4. Table 2 shows that, on average, it took approximately 12 years 5 months from the date a new school (excluding non-replacements) was recommended to the time of its completion. The difference in the average length of time taken between large and small schools, 2.5 years, is almost entirely accounted for by pre-grant formalities. In the comparison between schools erected in 1957/58 and 1961/62, it will be noted that in the case of both small and large schools, the average total period elapsing between the recommendation and completion dates has lengthened (see paragraph 3). This is entirely due to pre-grant formalities because the time taken between date of grant, tender accepted and school completed has declined.

5. It can be seen that the average time-lag between the recommendation and completion dates for non-replacement schools is approximately half of the figure given for replacement schools. However, as almost all non-replacement schools are of 7 classrooms and

over, it is better to contrast the figures with those for all large schools. Thus we find that the non-replacement schools were completed in less than two-thirds of the time it took for all large replacement schools.

6. Variations in the time taken between date of grant and tender, and tender and completion are not great, so that the average figures given in Table 2 are a reflection of the true situation. However, the average is quite inadequate to express the variations in the time-lags between dates of recommendations and grant sanction. For this reason Table 3 shows the schools broken down by the total amount of time elapsing between recommendation and completion. If a figure of three years is subtracted from the figures in this table, to cover the amount of time absorbed in preparing plans, tendering and building, an indication is obtained of the amount of time consumed by site and legal difficulties.

7. When reading this table, it should be borne in mind that inevitable delays connected with the proving of title to land etc. may be acerbated by the lack of a sense of urgency at local level. The first figures that should be examined are those in the right hand column in respect of schools of six classrooms and under. There it can be seen that taking 1957/58 and 1961/62 together, 22 per cent of the smaller schools took over 20 years to complete from the date on which the recommendation for a new school was made. Only 10 per cent of these smaller schools were completed in under 5 years. It would also seem that the position is deteriorating because while in 1957/58, 29 per cent of the schools built had taken in excess of 15 years, the comparable figure for the two years 1957/58 and 1961/62 together was almost 38 per cent.

8. In contrast to the position in relation to small schools, only 4.8 per cent of the larger schools were in the over 20 years category, while there was a reduction during 1961/62 in the proportion of schools in the over 15 years group. However, while in 1957/58, 63 per cent of the schools were completed in just under 10 years, during 1961/62 this percentage dropped to 40. These figures thus support those in Table 2 which seem to indicate that there has been a deterioration in the situation between 1957/58 and 1961/62 in that the lapse of time between the dates of recommendation and completion have widened.

9. Taking the two years combined and comparing small schools with the larger, it is of interest to observe that while only 14 per cent of the large schools took over 15 years, 38 per cent of small schools fell into this grouping. This probably reflects the degree of co-operation experienced by the Department of Education at local level; the larger schools being for the most part situated in urban areas and staffed by religious orders. It will be noted that both size groups had approximately the same proportion (i.e. 50 per cent) of schools completed in 10 years and under, although the percentage of large

schools completed in less than 5 years is almost double that in respect of small schools.

10. In marked contrast to the other figures in Table 3, the data on non-replacement schools shows that, regardless of the size or year of construction, all were completed in 10 years or less. This is possibly because the schools were built in urban areas in response to pressure of increased population, a situation which engenders active co-operation at local level.

IX
TABLE E. 1

Number of National Schools Completed in Each of the School Years 1957/58 and 1961/62¹ by Size

Size of School	Year of completion 1957/58	Year of completion 1961/62	Both years
6 classrooms and under	27 ²	69	96
7 classrooms and over	17	12	29
TOTAL ...	44	81	125

¹The total number of schools examined for the purpose of this analysis was 125, i.e., all national schools returned by the Office of Public Works as being completed in the years 1957/58 and 1961/62. Information on one 1 teacher school erected in 1957/58 was omitted.

²Excluding one school not included in this investigation (see note (1)).

IX
TABLE E. 2

Average Period Elapsing between the Date on which a New National School was Recommended and the Grant was Sanctioned, the Tender Accepted and the School Completed, by Major Size Group and as between Replacement and Non-replacement Schools in respect of the Years 1957/58 and 1961/62

Year in which the schools were Completed	School size Group	Type and number of schools completed	The average time which elapsed between the recommendation date and the completion date	The average time which elapsed between date of recommendation and the date the grant was sanctioned	The average time which elapsed between date of sanction of grant and date on which a tender was accepted	The average time which elapsed between date of acceptance of tender and date on which the school was completed
			Years— Months	Years— Months	Years— Months	Years— Months
1957/58	6 classrooms and under.	Replacements 27	12—3	8—11	1—10	1—6
1961/62	6 classrooms and under.	Replacements 68	13—4	10—6	1—8	1—2
Both years.	6 classrooms and under.	Replacements 95	12—11	10—0	1—9	1—3
1957/58	7 classrooms and over.	Replacements 11	10—2	7—3	1—4	1—7
1961/62	7 classrooms and over.	Replacements 10	10—5	7—11	0—11	1—7
Both years.	7 classrooms and over.	Replacements 21	10—4	7—7	1—2	1—7
Both years.	All schools	Replacements 116	12—5	9—6	1—7	1—4
Both years.	All schools	Non-Replacements 9	6—1	3—5	1—2	1—6

IX
TABLE E. 3

National Schools by Average Time Period Elapsing Between Date of Recommendation and Date of Completion by Major Size Group

6 Classrooms And Under (excluding one non-replacement school):

Total time period elapsing between date of recommendation and completion	Schools completed in 1957/58		Schools completed in 1961/62		Schools completed in 1957/58 and 1961/62	
	No.	%	No.	%	No.	%
Up to and including 5 years	2	7.4	7	10.2	9	9.5
Up to and including 10 years	11	40.7	27	40.0	38	40.0
Up to and including 15 years	6	22.2	6	8.8	12	12.6
Up to and including 20 years	6	22.2	9	13.2	15	15.8
Over 20 years	2	7.4	19	27.8	21	22.1
TOTAL ...	27	100.0	68	100.0	95	100.0

7 Classrooms And Over (excluding eight non-replacement schools) :

Total time period elapsing between date of recommendation and completion	Schools completed in 1957/58		Schools completed in 1961/62		Schools completed in 1957/58 and 1961/62	
	No.	%	No.	%	No.	%
Up to and including 5 years	2	18.2	2	20.0	4	19.0
Up to and including 10 years	5	45.4	2	20.0	7	33.3
Up to and including 15 years	2	8.2	5	50.0	7	33.3
Up to and including 20 years	1	9.1	1	10.0	2	9.6
Over 20 years	1	9.1	—	—	1	4.8
TOTAL ...	11	100.0	10	100.0	21	100.0

IX
TABLE E. 3 (Continued)

All schools (excluding nine non-replacement schools):

Total time period elapsing between date of recommendation and completion	Schools, 6 classrooms and under, completed in 1957/58 and 1961/62		Schools, 7 classrooms and over, completed in 1957/58 and 1961/62		All schools completed in 1957/58 and 1961/62	
	No.	%	No.	%	No.	%
Up to and including 5 years ...	9	9.5	4	19.0	13	11.2
Up to and including 10 years ...	38	40.0	7	33.3	45	38.8
Up to and including 15 years ...	12	12.6	7	33.3	19	16.3
Up to and including 20 years ...	15	15.8	2	9.6	17	14.5
Over 20 years	21	22.1	1	4.8	22	19.2
TOTAL ...	95	100.0	21	100.0	116	100.0

Non-replacement schools:

Total time period elapsing between date of recommendation and completion	Schools, 6 classrooms and under, completed in 1957/58 and 1961/62		Schools, 7 classrooms and over, completed in 1957/58 and 1961/62		All schools completed in 1957/58 and 1961/62	
	No.	%	No.	%	No.	%
Up to and including 5 years	—	—	1	12.5	1	11.1
Up to and including 10 years ...	1	100.0	7	87.5	8	88.9
Up to and including 15 years ...	—	—	—	—	—	—
Up to and including 20 years ...	—	—	—	—	—	—
Over 20 years	—	—	—	—	—	—
TOTAL ...	1	100.0	8	100.0	9	100.0

APPENDIX X.A

Secondary Schools : Additional Tables

X
TABLE A.1

Distribution of Secondary Schools (including Secondary Tops) by Province, 1962/3

Province	Size (Number of Pupils)					TOTAL
	Less than 100	100-149	150-199	200-299	300 and over	
	Number of Schools					
Ulster (part of) ...	21	5	2	2	2	32
Munster	94	63	30	22	16	225
Connacht	36	24	15	14	7	96
Dublin City and Dún Laoghaire... ..	32	18	12	19	21	102
Rest of Leinster ...	83	42	25	23	7	180
TOTALS ...	266	152	84	80	53	635

Source: Departmental lists.

X
TABLE A.2

Distance Travelled by Secondary School Pupils to School (Single Journey)—Particulars of Response to Questionnaire, including the County Boroughs and Dun Laoghaire, 1962/3

Province	Distance Travelled (in miles)			Total Response
	Under 5	5 to 10	Over 10	
	Number of Pupils			
Ulster (part of) ...	1,218	494	305	2,017
Munster	11,339	4,076	923	16,338
Connacht	4,358	1,816	419	6,593
Leinster	16,548	3,563	629	20,740
TOTALS ...	33,463	9,949	2,276	45,688

Source: Questionnaire to secondary schools, May, 1963.

X
TABLE A. 2 (a)

Distance Travelled by Secondary School Pupils to School (Single Journey)—Particulars of Response to Questionnaire, excluding the County Boroughs and Dún Laoghaire, 1962/63

Province	Distance Travelled (in miles)			Total Response
	Under 5	5 to 10	Over 10	
	Number of Pupils			
Ulster (part of) ...	1,218	494	305	2,017
Munster ...	7,571	3,388	675	11,634
Connacht ...	4,358	1,816	419	6,593
Leinster ...	8,265	1,994	346	10,605
TOTALS ...	21,412	7,692	1,745	30,849

Source: Questionnaire to secondary schools, May, 1963.

X
TABLE A. 3

Comparison of Honours Results in Certain Subjects of the Intermediate and Leaving Certificate Examinations (Averages for the Five Years 1959-63)

Boys

Subject	Intermediate	Leaving Certificate (2 years later)	
	(i) Passed with Honours	Examined on Honours Paper as Percentage of (i)	Passed with Honours as Percentage of (i)
	Number	Percentages	
Irish ...	11,575	101.2	67.4
English ...	18,449	71.4	25.9
Latin ...	13,389	45.8	23.4
Mathematics ...	13,805	44.3	23.4
History ...	14,342	54.8	19.8
Geography ...	14,342	90.5	35.7
French ...	1,976	70.9	26.3

Girls

Irish ...	14,313	87.9	65.5
English ...	19,566	74.8	28.7
Latin ...	6,147	38.3	16.5
Mathematics ...	4,840	6.0	3.1
History ...	15,525	63.8	24.0
Geography ...	15,525	91.7	34.3
French ...	7,534	65.3	22.8

Source: Annual Reports.

X
TABLE A.4
Facilities in Secondary Schools, 1962/63—Particulars of Response to Questionnaire

Province	Number of Schools (Sample)																		
	Library	Science Laboratory(ies)	Domestic Science Room	Geography Room	Concert or Assembly Hall	Gymnasium	Physical Training Equipment	Woodwork Room	Metalwork Room	Musical Instruments	Film Strip Projector	Sound Film Projector	Recording Apparatus	Radio (in Classroom)	Television (in Classroom)	Other Teaching Aids	Facilities for Meals (for Day Pupils)	School Farm (for Agric. Sc.)	School Garden (for Agric. Sc. or Nature Study)
Leinster ...	139	130	81	10	107	43	41	15	2	99	93	96	96	93	47	41	89	16	33
Munster ...	104	73	74	1	62	23	35	10	2	73	63	63	68	52	14	29	71	10	21
Connacht	47	35	37	3	28	6	7	4	—	33	19	20	25	25	8	9	28	6	12
Ulster (3 Counties)	15	18	9	—	10	6	3	—	—	12	7	8	8	10	2	7	11	—	2
TOTAL ...	305	256	201	14	207	78	86	29	4	217	182	187	197	180	71	86	199	32	68

Source : Questionnaire issued to secondary schools, May, 1963.

APPENDIX X.B

Vocational Education : Additional Tables

X
TABLE B. 1

Percentage Distribution of Whole-Time Day Continuation Students by Distance Travelled to School (Single Journey) and Mode of Transport Used, 1963/64

Distance Travelled	Mode of Transport						Total of Percentages	Total Students
	On foot	Bicycle	Private Car	Public bus/train	Private Bus	Other Means		
Miles	Percentages							Number
Under 5 ...	25.5	25.4	0.5	9.0	0.8	0.1	61.3	16,992
5 to 10 ...	—	20.7	1.2	8.6	1.8	0.2	32.5	8,998
over 10 ...	—	1.0	0.6	3.9	0.6	0.1	6.2	1,729
TOTAL ...	25.5	47.1	2.3	21.5	3.2	0.4	100.0	27,719

Source: February Census, 1964.

X
TABLE B. 2

Number of Travelling Scholarships by Scheme (Continuation Courses) 1962/63

Scheme	Number of Scholarships
Co. Cavan	46
Co. Cork	21
Co. Donegal	674
Co. Galway	45
Co. Kerry	91
Co. Laois	13
Co. Leitrim	151
Co. Louth	47
Co. Mayo	100
Co. Roscommon	52
Co. Sligo	141
Co. Tipperary (NR)	34
Co. Waterford	80
Co. Westmeath	18
Co. Wicklow	179
TOTAL	1,692

X
TABLE B. 3

Average Weekly Teaching Hours per Student on Day Continuation Courses by Enrolment-Size and by Centrality, 1963/64

Size (Number of Students)	Centrality						All
	Cities	Towns 5,000 +	Towns 1,500— 5,000	Towns 500— 1,500	Villages 200—500	Rural	
Under 99 ...	1.72	1.60	1.49	1.44	1.40	1.64	1.50
100—149 ...	1.37	1.38	1.53	1.28	1.26	1.09	1.41
150—199 ...	1.24	1.14	1.18	1.16	—	—	1.18
200—299 ...	1.21	1.24	1.24	1.18	—	—	1.22
300 and over ...	1.26	1.11	—	—	—	—	1.20
All sizes ...	1.25	1.22	1.41	1.33	1.41	1.53	1.33

Source: February Census, 1964.

X
TABLE B. 4

Student/Teacher Ratio (Full-Time Equivalent Teachers) on Day Continuation Courses by School Size and Centrality, 1963/64

Size (Number of Students)	Centrality						All
	Cities	Towns 5,000 +	Towns 1,500— 5,000	Towns 500— 1,500	Villages 200—500	Rural	
0—99 ...	14.8	15.2	16.7	17.6	18.6	15.6	16.6
100—149 ...	18.3	18.3	16.4	19.4	20.1	22.9	17.7
150—199 ...	20.3	22.3	21.2	21.6	—	—	21.2
200—299 ...	20.6	20.2	20.4	21.3	—	—	20.5
300 and over ...	20.0	22.8	—	—	—	—	20.8
All sizes ...	20.5	20.5	17.8	18.7	17.8	16.4	18.5

Source: February Census, 1964.

X
TABLE B. 5

Distribution of Vocational Schools Classified by Size and by Student/Full-Time Equivalent Teacher Ratio (Day Continuation Courses) 1962/63

Size of School (Number of Students)	Student/Teacher Ratio					Total
	Over 25	20—25	15—20	10—15	Under 10	
Number of Schools						
0—49 	—	3	10	25	6	44
50—99 	—	27	50	9	—	86
100—149 	1	24	25	—	—	50
150—200 	3	12	12	—	—	27
200—299 	4	14	12	—	—	30
300+ 	—	2	3	—	—	5
TOTAL ...	8	82	112	34	6	242

Source: February Census, 1963.

X
TABLE B. 6

Vocational Schools, Day Continuation Courses—Average Size of Classes by Size of School, 1962/63

Size of School (Number of Students)	Average Number in class					Total
	25 and over	20—24	15—19	10—14	Less than 10	
	Number of Schools					
0—49	1	4	14	19	6	44
50—99	7	23	49	7	—	86
100—149	2	26	21	1	—	50
150—199	4	16	7	—	—	27
200—299	5	13	11	1	—	30
300 and over	—	2	3	—	—	5
TOTAL	19	84	105	28	6	242

Note: Tables 5 and 6 are based on an analysis made of data relating to the session 1962/63, in the course of which the average weekly teaching hours per continuation student were derived for each school. By dividing this figure into 25, the average weekly teaching hours per whole-time teacher, the distribution of student/teacher ratios in Table 5 was obtained. Similarly, by dividing it into 28, the average weekly teaching hours given to each class-group, the distribution of schools by class-size was obtained. This table should, of course, be treated with some caution as classes are frequently amalgamated or divided for different subjects.

X
TABLE B. 7

Vocational Schools—Day Continuation Courses

Average Student/Full-Time Equivalent Teacher Ratios by Scheme, 1962/63

City Schemes:	Ratio	County Schemes:	Ratio
Cork	22.0	Kerry	19.8
Dublin	21.1	Kildare	19.5
Limerick	21.2	Kilkenny	18.9
Waterford	19.2	Laoighis	20.7
Urban Schemes:		Leitrim	19.8
Bray	19.0	Limerick	19.0
Drogheda	28.2	Longford	22.6
Dun Laoghaire	22.4	Louth	22.0
Galway	22.6	Mayo	23.8
Sligo	17.6	Meath	18.6
Tralee	24.8	Monaghan	23.6
Wexford	17.7	Offaly	20.7
County Schemes:		Roscommon	21.4
Carlow	24.9	Sligo	18.3
Cavan	22.0	Tipperary (NR)	18.9
Clare	19.6	Tipperary (SR)	19.0
Cork	20.5	Waterford	17.2
Donegal	22.5	Westmeath	18.8
Dublin	17.3	Wexford	18.7
Galway	17.8	Wicklow	18.7

Source: February Census, 1963.

X
TABLE B. 8

Vocational Schools—Day Continuation Courses
Distribution of Schools by Size and by Scheme, 1962/63

Scheme	Total	Enrolment Size (Number of Students)					
		0— 49	50— 99	100— 149	150— 199	200— 299	300 and over
Number of Schools							
Co. Boroughs							
Cork	3	—	1	—	—	1	1
Dublin	16	—	2	1	2	10	1
Limerick	3	—	—	—	2	—	1
Waterford	1	—	—	—	—	1	—
Urban Districts:							
Bray	1	—	—	—	1	—	—
Drogheda	1	—	—	—	—	1	—
Dun Laoghaire	2	—	—	1	—	1	—
Galway	1	—	—	—	—	—	1
Sligo	1	—	—	—	—	1	—
Tralee	1	—	—	—	—	1	—
Wexford	1	—	—	—	1	—	—
Counties:							
Carlow	4	—	2	1	—	1	—
Cavan	8	3	4	—	1	—	—
Clare	8	3	2	—	1	1	1
Cork	23	5	7	9	1	1	—
Donegal	11	—	4	4	3	—	—
Dublin	8	4	—	1	1	2	—
Galway	12	1	8	2	1	—	—
Kerry	9	—	6	1	2	—	—
Kildare	8	1	3	3	1	—	—
Kilkenny	12	6	5	—	—	1	—
Laoighis	4	—	2	1	1	—	—
Leitrim	8	1	5	2	—	—	—
Limerick	9	2	5	2	—	—	—
Longford	5	—	2	2	—	1	—
Louth	4	—	3	—	—	1	—
Mayo	9	1	4	2	1	1	—
Meath	8	1	4	1	1	1	—
Monaghan	5	1	1	2	—	1	—
Offaly	7	2	1	2	1	1	—
Roscommon	5	1	1	2	1	—	—
Sligo	7	1	3	3	—	—	—
Tipperary (N.R.)	6	—	3	3	—	—	—
Tipperary (S.R.)	9	4	2	1	2	—	—
Waterford	4	3	—	—	1	—	—
Westmeath	5	—	3	—	—	2	—
Wexford	8	4	1	2	1	—	—
Wicklow	5	—	2	2	1	—	—
TOTAL	242	44	86	50	27	30	5

Source: February Census, 1963.

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TABLE B. 9

Vocational Schools—Day Continuation Courses

Percentage Distribution of Students in Each Scheme by Size of School

Scheme	Total Students	Size of School (Number of Students)					
		0-49	50-99	100-149	150-199	200-299	300 and over
		Percentages					
Co. Boroughs:	Number						
Cork	630	—	7.9	—	—	38.9	53.2
Dublin	3,391	—	4.5	3.9	10.2	72.1	9.3
Limerick	675	—	—	—	52.6	—	47.4
Waterford	241	—	—	—	—	100.0	—
Urban Districts:							
Bray	188	—	—	—	100.0	—	—
Drogheda	253	—	—	—	—	100.0	—
Dun Laoghaire	355	—	—	29.3	—	70.7	—
Galway	329	—	—	—	—	—	100.0
Sligo	246	—	—	—	—	100.0	—
Tralee	220	—	—	—	—	100.0	—
Wexford	159	—	—	—	100.0	—	—
Counties:							
Carlow	497	—	26.6	23.1	—	50.3	—
Cavan	522	18.2	49.6	—	32.2	—	—
Clare	899	9.3	16.5	—	17.0	22.9	34.3
Cork	2,045	6.3	24.4	51.2	7.8	10.3	—
Donegal	1,378	—	24.1	34.7	41.2	—	—
Dublin	927	14.0	—	13.4	20.9	51.7	—
Galway	1,072	2.8	59.0	23.1	15.1	—	—
Kerry	883	—	47.7	11.9	40.4	—	—
Kildare	822	3.9	32.5	45.0	18.6	—	—
Kilkenny	662	32.1	46.2	—	—	31.7	—
Laoighis	393	—	30.3	25.4	44.3	—	—
Leitrim	635	6.9	58.3	34.8	—	—	—
Limerick	686	12.4	47.7	39.9	—	—	—
Longford	628	—	29.7	33.0	—	37.3	—
Louth	563	—	47.4	—	—	52.6	—
Mayo	989	3.2	34.4	23.6	15.7	23.1	—
Meath	847	4.4	39.1	12.6	18.9	25.0	—
Monaghan	585	4.6	16.6	43.2	—	35.6	—
Offaly	766	6.9	7.2	27.7	20.0	38.2	—
Roscommon	528	6.6	16.3	48.7	28.4	—	—
Sligo	581	8.2	34.1	57.7	—	—	—
Tipperary (N.R.)	586	—	40.3	59.7	—	—	—
Tipperary (S.R.)	807	16.5	23.0	16.4	44.1	—	—
Waterford	217	25.8	—	—	74.2	—	—
Westmeath	668	—	28.3	—	—	71.7	—
Wexford	572	23.3	9.1	40.9	26.7	—	—
Wicklow	568	—	25.0	42.8	32.2	—	—

Source: February Census, 1963.

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TABLE B. 10

Vocational Schools—Day Continuation Courses
Teaching Hours by Scheme, 1962/63

Scheme	Total Teaching Hours	Full-time	Part-time	Percentage Part-time
Co. Boroughs:				
Cork	30,819	22,664	8,155	26.5
Dublin	173,526	130,145	43,381	25.0
Limerick	25,384	19,342	6,042	23.8
Waterford	12,113	10,822	1,291	10.7
Urban Districts:				
Bray	9,723	8,579	1,144	11.8
Drogheda	8,421	8,270	151	1.8
Dun Laoghaire	18,748	13,039	5,709	30.5
Galway	15,476	14,045	1,431	9.2
Sligo	12,054	10,689	1,365	11.3
Tralee	8,797	7,457	1,240	14.1
Wexford	7,631	7,442	189	2.5
Counties:				
Carlow	24,629	21,423	3,206	13.0
Cavan	23,645	22,416	1,229	5.2
Clare	38,541	33,659	4,882	12.7
Cork	110,013	104,793	5,220	4.7
Donegal	58,363	56,911	1,442	2.5
Dublin	56,949	43,366	13,583	23.9
Galway	59,139	57,740	1,399	2.4
Kerry	44,479	41,080	3,399	7.6
Kildare	41,086	36,667	4,419	10.8
Kilkenny	36,185	35,622	563	1.6
Laoighis	18,420	17,989	431	2.3
Leitrim	32,747	32,541	206	0.6
Limerick	32,963	28,697	4,266	12.9
Longford	26,878	25,032	1,846	6.9
Louth	23,221	22,952	269	1.2
Mayo	39,318	37,578	1,740	4.4
Meath	44,708	40,712	3,996	8.9
Monaghan	23,459	20,665	2,794	11.9
Offaly	35,613	31,894	3,719	10.4
Roscommon	22,708	20,872	1,826	8.0
Sligo	28,723	27,605	1,118	3.9
Tipperary (N.R.)	30,130	28,684	1,446	4.8
Tipperary (S.R.)	40,615	38,822	1,783	4.4
Waterford	13,230	11,292	1,938	14.6
Westmeath	31,552	30,103	1,449	4.6
Wexford	37,250	31,799	5,451	14.6
Wicklow	27,808	24,496	3,312	11.9

Source : February Census, 1963.

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TABLE B. 11

Vocational Schools—Continuation Courses

Percentage Distribution of Students in Schools Providing Certain Subjects, by Size and Centrality, 1962/63

(a) Size

Size of School (Number of Pupils)	0-99	100-149	150-199	200-299	300 and over
Total numbers of students ¹	6,943	6,500	3,735	7,333	2,354
Percentage of students in schools supplying:					
Metalwork ...	17.1	40.0	49.6	64.1	34.1 ²
Mathematics ...	50.9	56.3	49.6	67.3	48.4 ²
Magnetism and electricity.	7.8	27.6	15.1	32.7	42.8 ²
Rural science ...	40.2	45.5	21.9	8.5	10.5
Other science subjects.	23.4	36.0	38.9	64.9	48.4 ²
Shorthand ...	31.7	43.9	55.2	44.6	35.6 ²
Commercial geography.	21.3	22.1	27.0	26.6	40.0
Art ...	15.1	18.6	42.8	70.7	58.0
Modern continental language.	6.1	10.6	14.8	25.0	2.0

¹Approximate distribution.

²Of limited value due to the large number of single-sex schools in this size category. This applies also, to a lesser extent to the 200-299 category.

(b) Centrality

Centrality	Cities ²	Towns 5,000+	Towns and Villages 1,500- 5,000	Villages 500- 1,500	Villages 200-500	Rural
Total number of Students ¹	5,699 ²	5,546	7,310	4,650	1,879	1,781
Percentage in schools providing:						
Metalwork ...	53.3	48.3	47.9	32.1	16.1	7.5
Mathematics	59.2	58.2	52.1	58.4	56.7	51.9
Magnetism and electricity.	30.1	35.4	20.7	20.3	8.7	—
Rural Science	—	17.9	35.1	47.5	45.6	46.0
Other science subjects.	61.3	53.6	30.3	37.7	29.9	18.2
Shorthand ...	40.2	44.1	41.6	50.7	24.1	35.4
Commercial geography.	27.6	36.0	17.2	21.1	30.3	24.0
Art ...	80.0	52.0	17.3	26.1	11.3	14.7
Modern continental language.	14.5	20.0	16.5	4.1	7.0	4.6

¹Approximate distribution.

²Percentages are of limited value due to the prevalence of single-sex schools in the cities.

NOTE: Timetables for two schools (total enrolment 361) could not be traced. They are not included in the total number of students.

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TABLE B. 12

Vocational Schools—Day Continuation Courses

Individual Entries for the Day Group Certificate Examinations, 1963, by Subject

Book-keeping	3,106	Rural Science	2,012
Commercial Arithmetic ...	2,952	Irish	7,558
Commerce	3,105	English	8,243
Typing	3,065	Commercial geography ...	237
Shorthand	2,780	Retail Practice	25
Domestic	1,556	Art	1,867
Cookery	1,659	Household Management ...	282
Needlework } Practical	1,614	Business Methods	613
Laundry and }	1,566	Mathematics	4,108
Household }		Mechanics and Heat	1,915
Management }		Magnetism and Electricity ...	2,218
Mechanical Drawing	4,938		
Woodwork	4,952		
Metalwork	3,893		

Source: Annual Report.

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TABLE B. 13

Vocational Schools—Particulars of Audio-Visual Aids, 1963/4 (excluding Dublin City)

Description	Cities and Dún Laoghaire	Rest of Country	Total
Sound projector	6	32	38
Strip projector	10	124	134
Epidiascope	6	13	19
Radio (in class)	—	11	11
Television (in class)	2	3	5
Record Player	6	44	50
Tape Recorder	4	62	66
Physical Training Equipment ...	7	8	15
Audio Typing Unit	1	—	1
Dictaphone or Dictating Machine	1	4	5
Camera	—	1	1
Projector Head for Micro Photography	1	—	1

Source: Information supplied by vocational education committees, July, 1964.

APPENDIX XII.A

Transport Services to National Schools

1. The following are the principal conditions¹ which must exist before the Department of Education would be prepared to consider the question of making a grant towards the cost of a transport service for the conveyance of children to a national school:

- (i) There should be a sufficient number of children available for conveyance to school to ensure that the average daily number of eligible children conveyed in each quarter would not be less than 10. In order to be eligible for conveyance to school by a transport service, a child should be between 5 and 10 years of age and reside not less than 2 miles from the nearest suitable National School, or be between 10 and 14 years of age and reside not less than 3 miles from such a school. A grant will not, however, be provided for the conveyance of children whose homes are situated at scattered points on the periphery of a school-district or where all the children concerned reside less than 3 miles from the nearest suitable school.
- (ii) A substantial local contribution towards the expenses of the transport service should be guaranteed.
- (iii) A reasonable tender for the operation of the service should be available.

All arrangements for the operation of a transport service are made between the manager of the school and the local interested parties.

TRANSPORT SERVICES TO NATIONAL SCHOOLS—THE PRESENT SITUATION

2. Schemes may be classified under six heads:

1. As an alternative to the payment of grants to a school, grants are paid for conveying children to a suitable neighbouring school.

2. Grants are paid under a scheme established in 1934, towards the cost of the conveyance to school of Protestant children for whom no schools under Protestant management are readily accessible.

3. Grants may be paid towards the cost of special measures to

¹Source: Departmental memorandum.

enable Church of Ireland children to whom no suitable schools are readily accessible, to attend national schools under Church of Ireland management.

4. Grants are paid towards the cost of boat services to convey pupils who live on islands to schools on the mainland.

5. Grants are paid towards the cost of bus-services to convey children in new residential districts in the Dublin suburbs to schools in Dublin City. These services are a temporary measure pending the provision of schools in the area.

6. Grants are paid in aid of transport of children to special schools for mentally and physically handicapped children.

3. The financing of these schemes is complex in that various amounts are paid for different services. Total state expenditure on all services in the financial year 1963/64 was £36,604.

4. The proportion of schools involved was only about 4 per cent of all national schools. Less than one per cent of all pupils are covered by schemes.

5. The local contribution varies, firstly from scheme to scheme and secondly within some schemes. The Protestant scheme and the Church of Ireland scheme are run by a transport sub-committee within the Representative Church Body. The Government grant is 50 per cent of the cost of the scheme or £14 per pupil per annum (whichever is the lesser). As regards the Dublin City scheme, on average the pupils pay 2d. each per day.

APPENDIX XII.B

The School Location Analysis

INVESTMENT AND LOCATION

1. One of the most important elements in any investment project is the determination of the most suitable geographical locations for the plant or service units. This is true whether the investment is public, private or combined, but is particularly relevant in the case of public investment, especially social service units.

2. Three of the most relevant factors to be taken into account in determining an optimum location pattern of service units appear to be :

- (1) The pattern of effective or potential demand for the service.
- (2) The cost of transport between the service units and the consumers.
- (3) The technical and economic characteristics of the specific types of service units. Particularly significant is the minimum effective size of the unit. Thus for economic and technical reasons one expects to find petrol pumps widely dispersed but not units for manufacturing or assembling motor vehicles. Equally of education, one expects to find primary schools widely dispersed but not universities or colleges of technology.

3. The more dense the population, the greater the number or size of the service units feasible in any given area. In other words, the more dense the population, the smaller the geographical area which will support a service unit of a given size. In addition, persons availing themselves of the service will travel shorter distances and hence transport costs will be lower both absolutely and as a proportion of the total cost of providing the service. It was noted in the main body of the report, that density of population is low in Ireland by European standards. Hence the problem of the appropriate location of services is particularly important in Ireland.

4. In any specific situation it is necessary, in addition to the factors mentioned above, to take existing service units into account in order to devise the best investment pattern in the specific circumstances. However, for a variety of reasons, some of which were touched upon in the report, the existing investment pattern in service units may in part be quite uneconomic compared with that which a

systematic analysis would suggest. Also, since certain units may be obsolete and in need of replacement, it may be suitable in such cases to arrange for their discontinuance and their replacement by more efficient ones. Alternatively it may be feasible to devise interim solutions until existing units become obsolete and then to replace them by units based on a more systematic analysis of needs. For this reason it is of value to make an independent analysis of the consequences of the first three factors in order to gain a perspective as to the optimal location pattern in general. This when subsequently combined with the data on existing units, gives a more operationally relevant delineation of investment requirements in the short term. A further analysis, taking into account the economic viability and degree of obsolescence of existing units gives a picture which would be still more relevant to longer-term planning.

5. When considering educational service units (i.e. schools, colleges etc.) we find that certain types of schools are likely to be used by a relatively large proportion of the population (e.g. primary schools), while other types are likely to be used by a very small proportion of the population (e.g. post-graduate specialities in universities or special schools for the handicapped). In the first case it is possible to distribute school facilities so that the vast majority of pupils can continue to reside at home while attending them. In the majority of cases, therefore, almost all such pupils will be day-pupils. On the other hand, in extreme examples of the second type one may find that only one or two institutions can be provided in the whole country. (Indeed in the case of very advanced specialities it may not be feasible to have appropriate facilities in some of the smaller countries and in these cases post-graduate students must be sent abroad). In any case it is usual to locate such facilities in one or two major cities and to accept the implication that many of the students will have to reside away from home while availing of such facilities. In intermediate cases we find that it is feasible to provide one relatively specialized institution in an area. Certain technician courses provided at one or two centres in a county might be regarded as an example of this type of provision. Many specialized apprentice courses would also fall into this category. In these instances it will also be necessary for a sizeable proportion of the pupils to live away from home, although adequate transport facilities can reduce this number in some cases.

AVERAGE PROPORTION OF POPULATION IN EACH TYPE OF SCHOOL (1970/71)

6. An indication of the types of education which may be classified in the various categories can be derived from the data in Tables 3.1 and 3.2, by expressing the numbers in each type as a proportion of the population. This is done in the following table:

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TABLE B. 1

Average Number of Pupils/Students per 1,000 Population, by Level and Cycle, 1970

Level and Cycle	Number of Pupils/Students per 1,000 population
National School (excluding special) ...	170
Special National School ...	2
Non-aided primary ...	10
Total First Level ...	182
Junior Cycle-Aided ...	47
Secondary ...	34
Vocational ...	13
Senior Cycle-Aided ...	14
Secondary ...	12
Technical ...	2
Non-Aided Second level ...	1
Total Second Level ...	62
University ...	7
Teacher Training-Aided ...	0.5
Other-Aided ...	0.2
Teacher training—Non-Aided ...	0.1
Non-Aided Religious ...	0.8
Total Third Level ...	8.6
Total Full-time Education ...	252

7. Consequently if we can estimate the future population of a particular area we can make a rough estimate of the number of pupils from that area which will be attending particular types of schools¹. One approach to this problem might be to divide the country into districts based on existing centres of population. If the country is divided into the 154 catchment areas based on large towns (including the 100 towns of over 1,500 population) we find that the average number of persons in the sixteen smallest catchment areas (see Table 9) is about 4,500 persons. On the basis of some reasonable assumptions as to the minimum size of school unit, it appears reasonable to classify the (aided) levels in the following way:—

- (i) levels which can be provided primarily for day-pupils:—
national schools, junior cycle post-primary and possibly senior cycle secondary.

¹In the case of areas which expect to have either a considerably higher or lower degree of participation than the national average, the tables can be used in a simpler fashion. If it is assumed that the *relative position* of the area remains unchanged, both in relation to population changes and in relation to rates of participation in any particular category of education, it may be useful to apply the percentage change between 1964 and 1971 to its own 1964 figures as a means of estimating its 1970/71 pupils. While this procedure is theoretically quite valid in the case of catchment areas, it is not applicable to individual schools, particularly at the post-primary level, because the number of schools at this level is increasing. Hence, although an increase in size for the majority of existing schools is quite compatible with these data, the rate of increase cannot be deduced from these figures. However, in particular catchment areas where it is known (or assumed) that the number of schools will not increase, the method may be applied to the individual schools if their relative attractiveness is assumed to remain constant.

- (ii) levels which could be provided on a county or similar basis:—
special national schools, senior cycle technical schools.
- (iii) levels which can be provided only on a regional basis:—
universities etc.

8. It will be seen later that most forms of specialized apprentice training cannot be provided on the first basis (i.e. for day pupils).

9. It will also be noted that in any level or cycle in which it is desired to provide separate facilities for 'sub-groups' of pupils, it will be necessary to divide the numbers given in the proportions of the different sub-groups. Thus if education in the first and second levels is to be provided in separate facilities for boys and girls, the numbers shown for these levels will have to be divided by two (the proportion of boys and girls availing of these facilities is roughly equal). Consequently the size of catchment area which will give an economic school unit is multiplied by two, which will of course involve a considerable increase both in the average distance travelled and in the proportion of pupils who require boarding facilities.

SUPERINTENDENT REGISTRARS' DISTRICTS AND REGISTRARS' DISTRICTS

10. Before describing our work on the problem it may be useful, as an alternative to the foregoing analysis to consider the appropriateness for educational purposes of units already in use in connection with the provision of services to large numbers of people. For this purpose the units chosen were those used in the administrative organization of the Public Health Services.

11. The organization of the Public Health Services is based on the Registrars' Districts and the Dispensary Districts. (In the great majority of cases the Registrar's District and the Dispensary District are co-terminous but in certain cases, principally in urban areas, a Dispensary District will contain two or more Registrars' Districts). Registrars' Districts, of which there are 655, aggregate to Superintendent Registrars' Districts which number 126. With two minor exceptions², Superintendent Registrars' Districts combine into counties (including the co. boroughs). Population data for Registrars' Districts and Superintendent Registrars' Districts are available from the Census by sex and five-year age group³ and these data may

²Ullid Registrar's District is contained both in Waterford City and Kilkenny County and Bray Number 2, Registrar's District is both in Counties Wicklow and Dublin.

³Table 10, Volume 1, Census of Population, 1961.

provide a basis for local planning. As public health and medical services are already administered on this basis, it might be considered whether the catchment areas defined by these districts might also have some function in the administration of education and other social services. It might be mentioned that Registrars' Districts are the smallest areas for which age/sex analysis of population data is readily available and which are currently used for routine administrative purposes. (Data are available in respect of District Electoral Divisions⁴ and consequently of Rural Districts (160) but Rural Districts were abolished as administrative areas in 1925). We understand that detailed maps showing the boundaries of Registrars' Districts and Superintendent Registrars' Districts are available in the Department of Health. It might be useful if these maps were published or otherwise made available to administrators of social services e.g. Department of Education and to local bodies and other interested parties or individuals.

12. Tables 2 and 3 show (i) Superintendent Registrars' Districts and (ii) Registrars' Districts classified by province and size (total population).

13. From Table 3 we see that only five Superintendent Registrars' Districts (or 4 per cent) have a population of less than 4,500. As will be noted from Table 1 this would give a total number of junior cycle secondary pupils (boys and girls) of 150 which in the light of the lower limit for building grants for secondary schools may be regarded as having some administrative significance. As most secondary schools are single-sex schools it will also be of interest to note that 34 areas or 27 per cent of the total, have a population of less than 9,000. These areas would in general provide less than 300 junior cycle secondary pupils by 1970 and consequently single-sex secondary schools containing more than 150 pupils in the junior cycle would not be feasible.

⁴Information is available in the Department of Education as to the D.E.D. in which each national school is situated. As Registrars' Districts are defined in Volume 1 of the 1961 Census in terms of D.E.D.'s, it would be a simple routine procedure to classify national schools by Registrars' Districts and consequently by Superintendent Registrars' Districts.

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TABLE B.2

Number of Superintendent Registrars' Districts by Province and Size

Province	Size of District (Total Population of Area)													Total
	0- 1,800	1,800- 2,700	2,700- 3,600	3,600- 4,500	4,500- 5,400	5,400- 6,300	6,300- 7,200	7,200- 8,100	8,100- 9,000	9,000- 9,900	9,900- 10,800	10,800- 11,700	11,700 and over	
Dublin City and County	—	—	—	—	—	—	—	—	—	—	—	—	3	3
Rest of Leinster	—	—	1	1	—	3	—	2	3	1	1	—	23	35
Munster ...	—	—	2	1	3	—	2	5	2	4	—	2	26	47
Connacht ...	—	—	—	—	—	1	2	1	2	2	—	1	17	26
Ulster ...	—	—	—	—	—	—	1	2	—	—	4	1	7	15
TOTAL ...	—	—	3	2	3	4	5	10	7	7	5	4	76	126

XII
TABLE B. 3

Number of Registrars' Districts by Province and Size

Province	Size of District (Total Population of Area)													Total
	0— 1,800	1,800— 2,700	2,700— 3,600	3,600— 4,500	4,500— 5,400	5,400— 6,300	6,300— 7,200	7,200— 8,100	8,100— 9,000	9,000— 9,900	9,900— 10,800	10,800— 11,700	11,700 and over	
Dublin City and County	—	2	2	4	2	—	3	—	1	1	2	—	28	45
Rest of Leinster	28	70	41	8	11	7	5	2	4	1	2	2	1	182
Munster ...	44	64	60	23	11	9	9	1	4	1	2	1	7	236
Connacht ...	17	27	30	19	15	6	2	—	1	—	2	—	1	120
Ulster ...	9	22	22	9	4	5	1	—	—	—	—	—	—	72
TOTAL ...	98 ¹	185	155	63	43	27	20	3	10	3	8	3	37	655

¹15 of these districts have a population of less than 1000

14. The following Tables 4 and 5 show the 126 Superintendent Registrars' Districts classified (i) by area (in acres) and (ii) by density (persons per 100 acres).

XII
TABLE B. 4

Number of Superintendent Registrars' Districts Classified by Area (in Acres), and Province

Province	Area of District (in acres)					TOTAL
	Under 50,000	50,000–100,000	100,000–150,000	150,000–200,000	200,000 and over	
	Number of Districts					
Dublin City and County	1	1	1	0	0	3
Rest of Leinster	3	10	10	4	8	35
Munster	3	13	16	11	4	47
Connacht	0	5	7	8	6	26
Ulster	1	3	5	4	2	15
TOTAL ...	8	32	39	27	20	126

XII
TABLE B. 5

Number of Superintendent Registrars' Districts Classified by Density (Persons per 100 Acres) and Province

Province	Persons per 100 acres					TOTAL
	Under 5	5-10	10-15	15-20	20 and over	
	Number of Districts					
Dublin City and County	—	—	—	—	3	3
Rest of Leinster	—	13	12	7	3	35
Munster	2	17	18	4	6	47
Connacht	1	14	9	1	1	26
Ulster	—	4	8	3	0	15
TOTAL ...	3	48	47	15	13	126

15. It is of interest to note from Table 4 that 47 of these districts have an area of more than 150,000 acres. In other words they are greater than 15 miles square. It may be particularly noted that in Connacht, half of the districts are in this size group, as are also the largest individual Superintendent Registrars' Districts (Westport and Roscommon, both over 300,000 acres).

16. It may also be noted that 51 of the Superintendent Registrars' Districts have a density of less than one person per 10 acres or 64

persons per square mile. This of course creates particular problems in the provision of post-primary facilities. Again more than half of the districts in Connaught are in this group.

17. In the case of the Registrars' Districts, of which there are 655, the corresponding catchment areas are of course much smaller. In particular we see that 93 per cent of these districts have a sufficient population to warrant a national school with one teacher for each grade (say 7 teachers and a principal)—on existing regulations—assuming it was catering for all the pupils in the district. If separate facilities were to be made available for boys and girls only 57 per cent of the districts would support a full national school in the sense defined above.

LOCATION SURVEY

INTRODUCTION

18. In order to investigate catchment areas unrelated to existing administrative divisions, we decided to define two levels of centres and their corresponding catchment areas. For convenience, we will refer to these as major centres and general centres respectively. The major centres, numbering 154, were selected primarily on the basis of population. As, with one exception they all have full post-primary facilities at present (September 1963), they may be regarded as constituting a stable or minimal group of centres, at least with respect to junior cycle post-primary education facilities. The general centres, totalling 323, were defined by reference to population, geographical location and existing facilities⁵. All but six such centres already had (September 1963) some post-primary facilities and in those six such facilities were envisaged. On the other hand 12 centres, in which one very small school currently exists, were not included. The general centres are in fact closely related to the current (1965) position regarding post-primary facilities and they may be considered as provisional centres for full post-primary facilities. However, the survey also included and was carried out on the basis of the calculation of the numbers in the catchment areas of the actual centres containing any post-primary facilities in September 1963 (day secondary schools for boys and/or girls and vocational schools).

19. Five points may be mentioned in relation to this survey :—

- (a) Of the 329 centres with any post-primary facilities, facilities are formally incomplete in about two-thirds of them. (See Table 12.1). Hence this set of centres suffers from some defects as an analytical basis.
- (b) It will be evident that the more centres there are, the smaller

⁵Naturally they include all the major centres as well as other centres.

the number of pupils attending the schools in each centre, and that the fewer the number of centres the greater the number of pupils attending schools in each centre.

- (c) The fewer the number of centres the larger the geographic extent of their catchment areas and hence the greater the proportion of pupils who will have to travel to these centres from outlying districts and the longer the average distance travelled.
- (d) The more schools there are per centre the smaller the number of children attending each school—given a level of attendance.
- (e) The fewer the number of centres and the larger and more populous they are, the greater the likelihood, other things being equal, that it will be possible to have more than one school catering for any one category of pupil, thereby generating some effective choice of schools for parents within the catchment area.

20. These aspects were all taken into account in the investigation. Nevertheless the analysis is not as complete as it might be, owing to practical difficulties. The completion of the analysis might be a priority project of an educational development unit.

PURPOSE OF LOCATION SURVEY

21. The main purposes of the location survey were :—

- (i) to provide an analysis of a possible optimum distribution of post-primary educational facilities :
 - (a) assuming no post-primary facilities existed at present.
 - (b) taking existing post-primary facilities into account.
- (ii) to provide some data on the size and structure of possible school districts in Ireland for post-primary education.

22. The survey was mainly an attempt to analyse the implications of the existing location of pupils or potential pupils in relation to the location of post-primary schools (or rather of those centres which contain or might contain post-primary schools). This was done by examining the number of pupils in national schools and the location of the national schools in relation to various centres. It will be obvious that this exercise provides a useful basis for investigating the demand for post-primary education in various centres in the future. In addition to analysing the future prospects of existing centres, the survey enables us to estimate what the prospective demand might be based on a different set of centres.

ACTUAL PROCEDURE USED

23. In carrying out the location survey, the procedure used was to have a questionnaire completed in respect of each national school*, showing the distances to the nearest centres which (a) had any post-primary facilities, (b) were either major or general centres. This questionnaire was completed by the national school inspectors and supplementary data of a statistical nature were entered from sources available in the Department of Education. All the information on the questionnaire related to the period between February and June 1963. (For administrative reasons it was not found feasible to relate all the data to one date). In addition to showing the total number of pupils and teachers in each national school, the data show one age cohort (11 and under 12 years on 1st February, 1963) and hence may be regarded as indicative of a potential entry cohort. Entry and stock figures in junior cycle post-primary schools (both secondary and vocational) can thus be projected by applying suitable coefficients.

24. The analysis of the questionnaire may be considered under two broad headings :—

- I. An analysis of the existing situation of national school pupils in relation to post-primary schools.
- II. An evaluation of the consequences, in particular the transport implications, of choosing different levels of catchment areas as a basis for the development of post-primary facilities. From this evaluation it is possible to consider the cost implications.

(As a by-product of this investigation, it was possible to analyse the existing structure of the national school system. This analysis is described at the end of the section and the results are included in Chapter 9).

25. The following data were entered on every questionnaire :—

- (i) Name of and distance to nearest general centre.
- (ii) Name of and distance to nearest major centre.
- (iii) Name of and distance to nearest day secondary school for girls.
- (iv) Name of and distance to nearest day secondary school for boys.
- (v) Name of and distance to nearest vocational school.

26. It should be noted that pupils attending Protestant national schools were related to the nearest Protestant secondary school.

*This means that national school pupils were treated as if their homes were adjacent to the national schools which they attended. (The vast majority would live within 3 miles of the school.) While this does not affect the size of the catchment area it is important to bear it in mind in the interpretation of the tabulations showing distances.

27. The analysis has the property that any suggested changes in either the major centres or general centres can, by a simple systematic procedure, be evaluated one by one.

RESULTS OF LOCATION SURVEY

28. Before presenting the results of this survey, it is necessary to consider briefly the relationship of organizational structures to size of school. In most centres which at present have full post-primary facilities, that is, secondary schools to Leaving Certificate level and a vocational school with day continuation courses, for both boys and girls in each case, the most common form of organisation is one (or more) girls' secondary school(s), one (or more) boys' secondary school(s) and one vocational school catering for boys and girls. In other words, one usually finds a minimum of three schools in such a centre. There are of course cases where one secondary school caters for both boys and girls and on the other hand in some of the larger centres one finds separate vocational schools for boys and for girls. An alternative pattern, recently under consideration, particularly for the junior cycle, is the comprehensive school providing both grammar and vocational type education and catering for both boys and girls. Such a pattern would require only one school in the centre. If it seemed likely that there would be about 200 post-primary pupils in a given catchment area, the average size of schools would be only about 70 pupils if there were three schools, compared with 200 pupils in a single comprehensive school. On the other hand if 600 post-primary pupils were expected in a given area, the average size of school would be about 200 if three schools were provided. In the same area the (average) size of one comprehensive school would be 600, whereas two comprehensive schools, one for boys and one for girls, would average 300. In general then, the more populous the catchment area the more practical it is to organise post-primary education on the present pattern.

29. We may now go on to examine the results of the location survey. As mentioned in the previous section, one of the exercises was to divide the country into catchment areas based on general centres. Table 6 shows the number of such catchment areas classified by approximate population size⁷ and province.

⁷The approximate population size was derived from the number of national school pupils (excluding pupils in special schools) by multiplying by a factor of 6.

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TABLE B. 6

Number of Catchment Areas (Based on General Centres) by Population Size and Province

Province	Under 1,800	1,800– 2,700	2,700– 3,600	3,600– 4,500	4,500– 5,400	5,400– 6,300	6,300– 7,200	7,200– 8,100	8,100– 9,000	9,000– 9,900	9,900– 10,800	10,800– 11,700	11,700 and over	TOTAL
Leinster ...	8	10	16	19	9	10	6	2	5	5	2	2	15	109
Munster ...	5	17	11	16	11	9	9	8	1	4	2	3	15	111
Connacht ...	3	9	6	5	6	7	5	6	1	4	2	—	9	63
Ulster ...	6	2	7	5	4	4	4	1	1	2	1	1	2	40
TOTAL ...	22	38	40	45	30	30	24	17	8	15	7	6	41	323

30. The general centres are compatible with the actual existing centres which provide post-primary facilities. Hence the size-structure of the catchment areas based on general centres may be identified with the size of catchment area based on existing post-primary centres. We see from the above table that 100 centres, or 30 per cent of the total, have a catchment area with a population of less than 3,600. In other words a single comprehensive school in these areas would have less than 200 pupils in the junior cycle. 47 of the centres have a catchment area with a population of over 10,800. Therefore, if we take 200 as constituting a minimum feasible number of pupils for a viable post-primary school, 14 per cent of the total centres could follow the tradition of having three separate schools in each centre.

31. It is interesting to note the distance of the pupils' homes⁸ from a centre with post-primary facilities. The following table shows the percentage distribution of boys by distance from the nearest post-primary school taking day boys and of girls by distance from the nearest post-primary school taking day girls.

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TABLE B. 7

Percentage Distribution of Boys and Girls in National Schools by Distance from the Nearest Boys' and Girls' Post-Primary Schools Respectively

Type of School	Distance from Post-Primary School								Total
	Under 1 mile	1—4 miles	5—9 miles	10— 14 miles	15— 19 miles	20— 24 miles	25— 29 miles	30 miles and over	
Percentage Distribution									
(a) Secondary School } Day Boys	50.2	11.2	24.1	10.0	2.8	0.6	0.2	0.9	100.0
(b) Vocational School }	53.1	14.5	25.4	5.5	0.9	0.3	0.1	0.2	100.0
(c) Nearer of (a) and (b)	55.1	16.1	23.9	3.9	0.7	0.1	—	0.2	100.0
(d) Secondary School } Day Girls	54.9	12.2	22.7	7.1	1.8	0.4	0.2	0.7	100.0
(e) Vocational School }	54.3	13.5	25.2	5.5	1.0	0.2	0.1	0.2	100.0
(f) Nearer of (d) and (e)	58.1	15.4	22.4	3.3	0.6	—	—	0.2	100.0

⁸This means that National School pupils were treated as if their homes were adjacent to the National Schools which they attended. (The vast majority would live within 3 miles of the school). While this does not affect the size of the catchment area it is important to bear it in mind in the interpretation of the tabulations showing distances.

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TABLE B. 8

Number of Catchment Areas Based on Major Centres, by Population Size and Province

Province	Population of Catchment Area													TOTAL
	Under 1,800	1,800– 2,700	2,700– 3,600	3,600– 4,500	4,500– 5,400	5,400 – 6,300	6,300– 7,200	7,200– 8,100	8,100– 9,000	9,000– 9,900	9,900– 10,800	10,800– 11,700	11,700 and over	
	Number of Catchment Areas													
Leinster ...	—	—	2	2	1	2	6	5	4	1	2	3	27	55
Munster ...	—	1	—	—	2	2	1	7	2	4	4	3	26	52
Connacht ...	—	—	—	—	—	1	2	—	—	3	3	3	16	28
Ulster ...	—	—	1	—	—	2	—	4	2	1	2	2	5	19
TOTAL ...	—	1	3	2	3	7	9	16	8	9	11	11	74	154

32. We see from this table that 0.3 per cent of boys live more than 20 miles from the nearest boys' post-primary school and 0.2 per cent of girls live more than 20 miles from the nearest girls' post-primary school. This gives a total of about 400⁹ pupils (boys and girls) for whom there would be no option but to provide boarding facilities. We also note that 28.5 per cent of boys live between 5 and 19 miles from the nearest boys' post-primary school and 26.3 per cent of girls live the same distance from the nearest girls' post-primary school. This would indicate that on the basis of the existing distribution of facilities transport facilities would be necessary for about 45,000⁹ pupils. In practice a number of these would require boarding facilities.

33. It will be evident that there is quite a large number of catchment areas which have so few potential pupils that it appears unlikely that even one post-primary school would be viable. Accordingly, we will now evaluate (Table 8) the position in regard to the catchment areas based on the major centres.

34. On this basis we find only 4 centres or less than 3 per cent of the total, where a school if organized, would have less than 200 pupils. On the other hand 85 centres, or 55 per cent of the total, could support three schools in each centre. In fact 34 (or 22 per cent) centres could support six or more such schools, thereby generating some effective choice of schools for parents and pupils within the catchment area.

35. As previously mentioned, the larger the catchment area the longer the distances from the pupils' homes to the school and hence the higher the transport costs involved. We find that in the catchment areas based on major centres, 60 per cent of the prospective pupils live less than 5 miles from the centre, 38 per cent live from 5 to 19 miles away and 2 per cent live 20 miles and over from the centre. In other words on this basis, the number of pupils requiring boarding facilities would be almost 3,500 and in addition about 62,500 pupils would require transport facilities.

COMPARISON BETWEEN THE VARIOUS CATCHMENT AREAS

36. The following table shows the percentage distribution by size of catchment areas based on (i) Superintendent Registrars' Districts, (ii) major centres, (iii) general centres and (iv) Registrars' Districts.

⁹These figures were derived by applying the given percentages to the projected number of pupils in post-primary school in 1970. They are probably under-estimates of the pupils requiring boarding and transport facilities as the provision of such facilities would in itself increase the total post-primary participation.

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TABLE B. 9

Comparison between Various Catchment Areas—Percentage Distribution by Size

Type of Catchment Area	Number of Centres	Population Size of Catchment Area						
		300 and over	2,700 and over	4,500 and over	6,300 and over	8,100 and over	9,900 and over	11,700 and over
		Percentage of Areas in each size						
(i) Superintendent Registrar's Districts.	126	100	100	96	90	79	67	60
(ii) Major Centres ...	154	100	100	96	90	74	62	48
(iii) General Centres ...	323	100	81	55	37	25	17	13
(iv) Registrar's Districts	655	100	57	24	13	9	7	6

37. From these figures it can be approximately estimated what the size distribution of any intermediate number of catchment areas would be assuming of course that the degree of variation in size was within the limits of those evaluated.

USE OF LOCATION SURVEY FOR OTHER PURPOSES

38. While the location survey has been used initially to measure the size of catchment areas in terms of the numbers of children in national schools and potentially in post-primary schools it will be clear that the data may be useful also in the planning of a variety of social services apart from education.

APPENDIX XII.C

Note on Strategy Evaluation Using a Computer

INTRODUCTION

1. In attempting to make the best use of resources, particularly those resources which happen to be scarce at (and are expected to remain scarce for) a period of time, various strategies, involving perhaps some structural changes, may be considered. One of the most important technical aspects of educational planning is the development of techniques for accurate and detailed evaluation of the consequences of alternative strategies. This has always proved very difficult in the past. The advent of the computer has meant a significant transformation of the conditions under which such evaluations are made. It is now possible to programme a computer to analyse in great detail the consequences of a large number of different strategies. Given certain additional information, e.g. concerning costs and the relative 'values' attached to different benefits, the computer may also be used to evaluate these consequences. For these applications, however, the computer must be provided with accurate statistical data, precisely organized for its relevance to the problems involved.

2. In order to explore these possibilities it was decided to develop an appropriate methodology and apply it to a particular aspect of the system. The sector chosen was the national school system. This sector has considerable problems in relation to utilization of teachers and replacement and utilization of schools and classrooms. These problems which were discussed in Chapter 9 of the report, may be summarized as follows :—

- (a) utilization of teachers—while many classes are too large, other classes are much too small to utilize fully the corresponding teachers ;
- (b) utilization of schools and classrooms—many classrooms and schools are over full, while at the same time other classrooms are under utilized ;
- (c) replacement of schools—many of the schools which are obsolete or very old are those in which teachers and classrooms are under utilized. If the pupils now in these schools are catered for in adjacent schools by extending those schools where necessary, it would not be necessary to replace these schools as such. The pattern of the distribution and utilization of resources could thus be improved.

Hence, it is a matter for consideration whether the pattern of replacement of obsolete schools could be changed so as to bring about better usage of teachers and classroom space.

3. The technique used has a number of advantages. It allows for a much more accurate calculation of the consequences of particular decisions; it facilitates the calculation of the consequences of decisions from several different aspects; it allows for separate calculations of the cases where there are 'gains' from those where there are 'losses'; it facilitates further analysis of cases where there are 'losses' and it provides for identification, where necessary, of cases where there are special problems. The technique consists in using the statistics collected to 'build' a detailed model of the actual system (or any part thereof) in the computer. Certain parameters (i.e. numbers representing aspects of the system—pupils, teachers, classrooms, items of equipment, etc.) are used to specify the relevant aspects of the situation. It is then possible to develop procedures which allow the consequences of any given decision (or complex of decisions) to be calculated. These consequences will be expressed in terms of some or all of the parameters used and it will be necessary to evaluate the different elements for comparison purposes.¹ Some part of this evaluation will be relatively easy (at least in principle) and will consist merely in attaching the appropriate money costs to some of the parameters. It will be more difficult to evaluate other consequences, especially on the benefit side, as there will not be any objective method of comparing relative values of particular 'gains' and 'losses'. It will then be desirable for the ultimate decision maker to specify relative preferences or at least to specify some method by which they might be determined.

4. It is also possible to evaluate the consequences if the decision is to provide certain options and/or incentives to local decision makers; in this case certain additional parameters, representing estimates of the probabilities of various responses under various conditions will be required. These additional parameters may be the result of special experiments, previous knowledge or the estimates of subject specialists. In this application of the technique 'Monte Carlo' methods may be used once the 'response probabilities' have been specified. Finally, it is possible to evaluate the difference between attempting to achieve a certain objective (a) by enunciating certain rules centrally, or (b) by providing a pattern of incentives and options for local decision. This may be done by comparing the optimum result from the rule-making case with the optimum result from the incentive/option case. In general, this may be described as comparing the (quantifiable) gains and losses from decentralizing decision-making. This is, of course, of central importance in a wide field of administrative action. It will be seen that this approach provides a valuable additional tool

¹A summary might be presented as two numbers; a weighted cost indicator and a weighted benefit indicator; the final decision between the feasible pairs to be based on the judgement of the policy maker(s).

to administrators, although only quite preliminary aspects have so far been investigated.

5. We gave one example of the use of this technique. It is, however, evident that it is highly flexible and can be used in a wide variety of circumstances. It is equally evident, however, that the uses to which it can be put are determined by the statistics collected and hence this aspect requires great care.

APPLICATION OF THE TECHNIQUE TO THE NATIONAL SCHOOL SECTOR

6. The particular problem to which the technique was applied by us arises in the sphere of primary education. We have, on the one hand, a considerable shortage of teachers in the cities, while on the other hand, many of the teachers in the small rural schools are under-utilized. In addition many of the small rural schools are either obsolete or very old and have inadequate facilities. Hence the pupils in both sets of schools are not being provided with altogether satisfactory conditions for learning. This situation may be rectified at least in part either by replacing the schools in question or by arranging that the children attending such schools be transferred and catered for in other more suitable schools in the area. In some instances such schools might have adequate spare capacity; in other cases extensions might have to be built and extra teachers supplied. This approach would release some teachers for use in large city schools.² At the same time the resources of the building industry which will probably remain somewhat strained for many years, could be concentrated on replacing and extending schools where there was the greatest need. To evaluate the exact consequences of some of the many strategies which could be devised to meet these general objectives, a particular strategy was defined and evaluated, with results indicated in Chapter 12. The particular strategy chosen may be regarded as an example of the technique and there is no suggestion that it is optimal—other alternatives can readily be evaluated once the technique is established.

DEFINITION OF STRATEGY EVALUATED

7. This strategy evaluates the consequences of withdrawing grants from all schools which have been formally declared obsolete and for which replacement grants have not been sanctioned. Where possible children attending these schools would be placed in other suitable schools in the area and where this was not possible one new school would be built in affected areas, whether one or more than one school in the area fell to be replaced.

²It may be noted that the change does not imply the transference of teachers at present teaching in rural areas to city areas. It could equally well be effected by using a higher proportion of new teachers in city areas instead of using them as replacements in rural areas. Teachers 'released' in a particular rural area could be 'held' there if desired until a replacement in that area is required. In any event the human problems involved would need consideration.

8. Certain conditions had to be met in all cases. These were (a) an average of not more than 40 pupils per room was allowed in any case (b) not more than one teacher per room.

9. The relevant results from this work are indicated in Chapter 12. It is desirable, however, to stress the fact that the work so far done in this approach is experimental and that the approach seems to offer considerable and indeed unique possibilities.

GENERAL STATISTICAL TABLES

TABLE 1

Number of Schools (National, Secondary and Vocational)

Year	National ¹	Post-Primary			
		Total	Secondary	Secondary Tops ²	Vocational ³
1925-26	5,648	390 ⁴	283	42	65 ⁴
26-27	5,641	400	285	48	67
27-28	5,555	405	285	50	70
28-29	5,447	396	287	39	70
29-30	5,401	405	290	43	72
30-31	5,378	416	294	45	77
31-32	5,361	429	300	52	77
32-33	5,334	457	306	53	98
33-34	5,306	487	311	54	122
34-35	5,280	510	315	54	141
35-36	5,243	555	319	55	181
36-37	5,212	566	327	56	183
37-38	5,166	597	329	62	206
38-39	5,127	602 ⁴	342	60	200 ⁴
39-40	5,114	608 ⁴	345	63	200 ⁴
40-41	5,076	611	345	65	201
41-42	5,034	616	352	63	201
42-43	5,064	629	362	64	203
43-44	5,032	644	371	70	203
44-45	5,009	646	377	72	197
45-46	4,957	648	385	69	194
46-47	4,946	650	385	73	192
47-48	4,922	668	404	72	192
48-49	4,896	686	409	78	181 (18)
49-50	4,886	701	416	82	185 (18)
50-51	4,879	718	424	81	195 (18)
51-52	4,876	719	434	80	205 (15)
52-53	4,880	763	441	85	224 (13)
53-54	4,874	770	447	85	225 (13)
54-55	4,872	799	458	83	245 (13)
55-56	4,871	823	474	81	252 (16)
56-57	4,869	842	480	87	260 (15)
57-58	4,869	855	489	84	267 (15)
58-59	4,878	868	494	87	272 (15)
59-60	4,882	889	512	83	279 (15)
60-61	4,880	913	526	84	289 (14)
61-62	4,867	932	542	82	294 (14)
62-63	4,864	949	557	80	298 (14)

¹Including special schools for the mentally and physically handicapped.

²Counted also under national in respect of the national school department.

³Permanent whole-time centres including those used only for technical education and evening courses and including residential schools of domestic economy. Beginning 1948/9, the latter were excluded from total vocational and are shown separately (in brackets).

⁴Estimated.

Source: Annual Reports of the Department of Education.

TABLE 2
Number of National Schools

Year	Ordinary National Schools ¹	Convent National Schools ¹	Monastery National Schools ¹	Modal National Schools	Special Irish National Schools	Fosterage National Schools	Total
1924/25	5,226	328	51	31	—	—	5,636
1925/26	5,168	334	117	31	—	—	5,648
1926/27	5,159	336	118	30	—	—	5,641
1927/28	5,070	338	118	29	—	—	5,555
1928/29	4,957	342	118	29	—	1	5,447
1929/30	4,909	343	119	29	—	1	5,401
1930/31	4,882	346	120	29	—	1	5,378
1931/32	4,867	347	121	25	—	1	5,361
1932/33	4,840	347	122	24	—	1	5,334
1933/34	4,810	349	124	22	—	1	5,306
1934/35	4,785	348	124	22	—	1	5,280
1935/36	4,748	348	124	22	—	1	5,243
1936/37	4,717	349	124	21	—	1	5,212
1937/38	4,717	349	124	21	—	1	5,212
1938/39	4,672	349	124	20	—	1	5,166
1939/40	4,629	358	127	n.a.	—	n.a.	5,114
1940/41	4,567	357	129	22	—	1	5,076
1941/42	4,525	356	130	22	—	1	5,034
1942/43	4,497	363	130	22	—	1	5,013
1943/44	4,454	366	134	18	8	1	4,981
1944/45	4,428	368	134	18	8	1	4,957
1945/46	4,398	390	142	18	8	1	4,957
1946/47	4,382	394	143	18	8	1	4,946
1947/48	4,357	394	144	18	8	1	4,922
1948/49	4,443	340	88	17	7	1	4,896
1949/50	4,322	393	146	17	7	1	4,866
1950/51	4,426	338	90	17	7	1	4,879
1951/52	4,308	395	148	17	7	1	4,876
1952/53	4,308	398	148	17	8	1	4,880
1953/54	4,302	398	148	17	8	1	4,874
1954/55	4,296	401	149	17	8	1	4,872
1955/56	4,290	407	149	13	11	1	4,871
1956/57	4,287	408	149	13	11	1	4,869
1957/58	4,277	417	150	13	11	1	4,869
1958/59	4,278	426	150	12	11	1	4,878
1959/60	4,270	433	153	12	13	1	4,882
1960/61	4,245	452	155	12	13	3	4,880
1961/62	4,231	454	154	12	13	3	4,867
1962/63	4,224	457	154	14	12	3	4,864

¹Including special schools for mentally and physically handicapped children.

Source: Annual Reports of the Department of Education.

TABLE 3

Number of National Schools, Average Number of Pupils on Rolls, Average Daily Attendance and Average Cost per Pupil from Public Funds

Year	Number of Schools ¹	Average Number of Pupils on Rolls	Average daily attendance of pupils	Percentage of average daily attendance of pupils on rolls	Total Expenditure from public Funds	Average Cost per pupil on rolls
					£	£ s. d.
1924/5	5,636	493,382	362,588	73.5	3,501,790	7 1 11
25/6	5,648	518,002	399,281	77.0	n.a.	n.a.
26/7	5,641	518,355	413,159	79.7	3,549,864	6 17 0
27/8	5,555	512,333	423,974	82.7	3,594,021	7 0 2
28/9	5,447	507,840	419,780	82.6	3,631,581	7 3 0
29/30	5,401	504,427	420,941	83.4	3,610,737	7 3 2
30/1	5,378	502,393	416,723	82.9	3,633,885	7 4 7
31/2	5,361	503,017	417,017	82.9	3,638,758	7 4 7
32/3	5,334	504,521	422,489	83.7	3,663,537	7 5 2
33/4	5,306	502,661	422,266	84.0	3,475,720	6 18 2
34/5	5,280	492,893	413,262	83.8	3,608,781	7 6 5
35/6	5,243	484,601	404,657	83.5	3,589,042	7 8 2
36/7	5,212	477,878	393,380	82.2	3,577,585	7 9 9
37/8	5,166	469,925	392,925	83.6	3,580,340	7 12 4
38/9	5,127	462,526	384,572	83.1	n.a.	n.a.
39/40	5,114	464,108	389,390	83.9	3,746,484	8 1 4
40/1	5,076	462,245	380,929	82.4	3,784,009	8 3 9
41/2	5,034	460,199	381,676	82.9	3,901,708	8 9 7
42/3	5,064	459,984	380,634	82.8	3,871,571	8 8 4
43/4	5,032	454,647	373,414	82.1	4,001,805	8 16 0
44/5	5,009	453,962	375,258	82.7	4,076,282	8 19 9
45/6	4,957	451,820	370,787	82.1	4,191,083	9 5 7
46/7	4,946	444,132	354,985	79.9	4,153,110	9 7 0
47/8	4,922	446,082	374,101	83.9	5,038,801	11 5 8
48/9	4,896	445,183	377,437	84.8	5,227,469	11 14 9
49/50	4,886	449,412	382,459	85.1	5,247,941	11 13 7
50/1	4,879	452,114	376,658	83.3	6,218,985	13 5 2
51/2	4,876	460,845	392,871	85.3	7,159,741	15 10 7
52/3	4,880	468,707	401,424	85.6	7,522,026	16 0 9
53/4	4,874	472,536	404,648	85.6	8,167,423	17 5 8
54/5	4,872	479,487	405,499	84.6	8,419,128	17 11 2
55/6	4,871	486,634	418,600	86.0	8,446,186	17 7 2
56/7	4,869	488,197	423,786	86.8	9,141,250	18 14 5
57/8	4,869	490,700	419,883	85.6	9,115,181	18 11 7
58/9	4,878	492,315	424,594	86.2	9,453,633	19 4 0
59/60	4,882	491,851	430,885	87.6	10,323,446	20 19 9
60/1	4,880	490,016	428,456	87.3	10,373,313	21 11 7
61/2	4,867	484,618	421,483	87.0	11,206,854	23 2 6
62/3	4,864	485,464	427,765	88.1	12,448,217	25 12 10

¹Including special schools for the mentally and physically handicapped.

Source: Annual Reports of the Department of Education.

TABLE 4

Average Number of Pupils on Rolls in National Schools¹ Showing Separately the Average Number on Rolls in Convent and Monastery National Schools

Year	Average Number of Pupils on Rolls	Average Number on Rolls in Convent and Monastery National Schools
1925-1926	493,382	n.a.
1926-1927	518,002	133,335
1927-1928	512,333	135,542
1928-1929	507,840	137,414
1929-1930	504,427	138,812
1930-1931	502,393	141,701
1931-1932	503,017	144,546
1932-1933	504,521	146,981
1933-1934	502,661	148,870
1934-1935	492,893	145,417
1935-1936	484,601	145,732
1936-1937	477,878	145,111
1937-1938	469,925	145,067
1938-1939	462,526	n.a.
1939-1940	464,108	n.a.
1940-1941	462,245	152,186
1941-1942	460,199	152,958
1942-1943	459,932	153,444
1943-1944	454,647	154,811
1944-1945	453,962	156,368
1945-1946	451,820	160,475
1946-1947	444,132	160,969
1947-1948	446,082	163,576
1948-1949	445,183	164,312
1949-1950	449,412	167,026
1950-1951	452,114	155,553
1951-1952	460,845	176,906
1952-1953	468,707	171,528
1953-1954	472,536	178,567
1954-1955	479,487	184,068
1955-1956	486,634	187,619
1956-1957	488,197	188,156
1957-1958	490,700	191,365
1958-1959	492,315	194,205
1959-1960	491,851	196,786
1960-1961	490,016	201,573
1961-1962	484,618	198,108
1962-1963	485,464	202,049

¹Including special schools.

Source: Annual Reports of the Department of Education.

TABLE 5

Number of National Schools, 1925/26 and 1929/30 to 1962/63, by Size (Pupils), Showing Separately Classification and Capitation Schools

Classification Schools							Capitation Schools					
Year	Total Schools	Under 50 pupils	50-99	100-199	200-399	400+	Total Schools	Under 50 pupils	50-99	100-199	200-399	400+
1925/26	5,277	2,726	2,150	318	71	12	370	7	53	140	103	67
29/30	5,016	2,036	2,520	359	88	13	385	6	52	133	117	77
30/31	4,989	2,136	2,421	332	88	12	389	7	55	133	118	76
31/32	4,971	2,153	2,397	313	92	16	390	7	54	133	114	82
32/33	4,943	2,098	2,397	329	99	20	391	8	47	138	107	91
33/34	4,915	2,117	2,348	331	96	23	391	5	51	127	120	88
34/35	4,889	2,242	2,218	310	100	19	391	5	57	124	120	85
35/36	4,852	2,334	2,116	286	94	22	391	5	59	123	116	88
36/37	4,820	2,423	2,018	266	95	18	392	9	59	124	110	90
37/38	4,775	2,424	1,976	256	95	24	391	8	61	119	117	86
38/39	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
39/40	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
40/41	4,674	2,539	1,782	245	85	23	402	7	60	122	117	96
41/42	4,632	2,504	1,767	251	86	24	402	7	59	119	118	99
42/43	4,654	2,582	1,706	247	97	22	410	8	67	121	115	99
43/44	4,620	2,645	1,621	239	92	23	412	9	71	116	116	100
44/45	4,596	2,644	1,594	245	92	21	413	9	70	112	120	102
45/46	4,522	2,604	1,576	219	95	28	435	23	76	126	122	88
46/47	4,510	2,769	1,428	215	85	13	436	10	72	133	123	98
47/48	4,489	2,573	1,555	249	87	25	433	8	66	135	120	104
48/49	4,468	2,494	1,601	256	90	27	428	6	66	129	129	98
49/50	4,460	2,444	1,640	262	89	25	426	7	57	125	131	106
50/51	4,451	2,530	1,548	259	84	30	428	9	61	127	123	108
51/52	4,445	2,301	1,743	289	78	34	431	9	59	126	129	108
52/53	4,447	2,000	1,818	450	141	40	431	2	59	127	121	122
53/54	4,446	2,327		1,974 ¹	121 ²	24	428	4		149 ¹	150 ²	125
54/55	4,444	2,325		1,979 ¹	115 ²	25	428	5		145 ¹	152 ²	126
55/56	4,440	2,283		2,008 ¹	124 ²	25	431	5		139 ¹	152 ²	135
56/57	4,436	2,230		2,048 ¹	125 ²	33	433	7		137 ¹	131 ²	138
57/58	4,429	2,193		2,077 ¹	126 ²	33	440	6		135 ¹	157 ²	142
58/59	4,435	2,185		2,092 ¹	124 ²	34	443	5		139 ¹	157 ²	142
59/60	4,432	2,178		2,083 ¹	137 ²	34	450	5		137 ¹	159 ²	149
60/61	4,428	1,807	1,854	590	131	46	452	4	33	98	139	178
61/62	4,414	1,797	1,832	607	130	48	453	5	40	97	145	166
62/63	4,379 ³	1,788	1,835	571	133	52	445 ³	2	40	102	134	167

¹50-179.²180-399.³Special schools excluded in 1962/63. Included in all other years.

Source: Annual Reports of the Department of Education.

TABLE 6
National Schools Distributed by Teacher-Size

Year	Teacher-Size					TOTAL
	1 teacher	2 teachers	3 teachers	4-6 teachers	7 teachers and over	
	Number of Schools					
1953/4 ...	828	2,640	765	361	280	4,874
54/5 ...	828	2,636	763	361	284	4,872
55/6 ...	781	2,686	750	354	300	4,871
56/7 ...	768	2,659	779	362	301	4,869
57/8 ...	765	2,644	779	356	325	4,869
58/9 ...	755	2,648	782	375	318	4,878
59/60...	746	2,532	912	363	329	4,882
60/1 ...	741	2,499	916	385	339	4,880
61/2 ...	757	2,468	905	394	343	4,867
62/3 ...	743	2,444	886	408	343	4,824 ¹

¹Excluding Special Schools. Figures for years prior to 1962/3 include Special Schools.

Source: Annual Reports.

TABLE 7
Total Number of National School Teachers¹ Distributed by Size of School

Year	Teacher-Size of School					TOTAL
	1 teacher	2 teachers	3 teachers	4-6 teachers	7 teachers and over	
	Number of Teachers ¹					
1953/4 ...	828	5,280	2,295	1,658	3,153	13,214
54/5 ...	828	5,272	2,289	1,661	3,124	13,174
55/6 ...	781	5,372	2,250	1,624	3,368	13,395
56/7 ...	768	5,318	2,337	1,664	3,126	13,213
57/8 ...	765	5,288	2,337	1,638	3,570	13,598
58/9 ...	755	5,296	2,346	1,723	3,554	13,674
59/60...	746	5,064	2,736	1,674	3,620	13,840
60/1 ...	741	4,998	2,748	1,775	3,726	13,988
61/2 ...	757	4,936	2,715	1,815	3,776	13,999
62/3 ...	743	4,888	2,658	1,840	4,006	14,135

¹Excluding supernumeraries.

Source: Annual Reports.

TABLE 8

National Schools: Number of Classification Schools, Number of Pupils and Teachers, the Average Pupil/Teacher Ratio and Average Size of School

Year	Number of Schools ¹	Number of Pupils (000's)	Number of Teachers	Average Pupil/Teacher Ratio	Average Size of School
1927/8 ...	5,178	381·7	11,149	34·2	73·7
28/9 ...	5,064	385·3	11,163	34·5	76·1
29/30 ...	5,016	380·5	11,115	34·2	75·9
30/1 ...	4,989	375·5	11,109	33·8	75·6
31/2 ...	4,971	373·8	11,055	33·8	75·2
32/3 ...	4,943	372·9	11,042	33·8	75·4
33/4 ...	4,915	370·1	11,004	33·6	75·3
34/5 ...	4,889	362·4	10,951	33·1	74·1
35/6 ...	4,852	354·5	10,877	32·6	73·1
36/7 ...	4,820	348·1	10,808	32·2	72·2
37/8 ...	4,775	340·3	10,767	31·6	71·3
38/9 ...	n.a.	n.a.	10,671	n.a.	n.a.
39/40 ...	n.a.	n.a.	10,574	n.a.	n.a.
40/1 ...	4,674	326·4	10,497	31·1	69·8
41/2 ...	4,632	323·8	10,345	31·3	69·9
42/3 ...	4,654	323·1	10,338	31·3	69·4
43/4 ...	4,620	317·2	10,210	31·1	68·7
44/5 ...	4,596	315·2	10,071	31·3	68·6
45/6 ...	4,522	309·8	9,876	31·4	68·5
46/7 ...	4,510	302·3	9,845	30·7	67·0
47/8 ...	4,489	302·8	9,769	31·0	67·5
48/9 ...	4,468	303·0	9,822	30·9	67·8
49/50 ...	4,460	305·3	9,870	30·9	68·5
50/1 ...	4,451	316·6	9,817	32·3	71·1
51/2 ...	4,445	309·4	9,820	31·5	69·6
52/3 ...	4,449	318·8	9,879	32·3	71·7
53/4 ...	4,446	317·1	9,960	31·8	71·3
54/5 ...	4,444	323·0	10,035	32·2	72·7
55/6 ...	4,440	327·6	10,026	32·7	73·8
56/7 ...	4,436	328·7	10,083	32·6	74·1
57/8 ...	4,429	328·1	10,198	32·2	74·1
58/9 ...	4,435	328·7	10,242	32·1	74·1
59/60 ...	4,432	326·2	10,356	31·5	73·6
60/1 ...	4,428	322·1	10,465	30·8	72·7
61/2 ...	4,414	318·1	10,412	30·6	72·1
62/3 ...	4,419	321·1	10,556	30·4	72·7

¹Including special schools.

Source: Annual Reports of the Department of Education.

TABLE 9

National Schools: Number of Capitation Schools, showing the Number of Pupils and Teachers in Them, the Average Pupil/Teacher Ratio and the Average Size of School

Year	Number of Schools	Number of Pupils (000's)	Number of Teachers ¹	Average Pupil/Teacher Ratio ¹	Average Size of School	Teachers (including super-numeraries)	Pupil/Teacher Ratio (including super-numeraries)
1927/28	377	120.6	2,428	49.7	320.0	...	...
1928/29	383	122.5	2,494	49.1	319.8	3,168	38.7
1929/30	385	124.0	2,507	49.5	322.1	3,249	38.2
1930/31	389	126.8	2,543	49.9	326.0	2,950	43.0
1931/32	390	129.2	2,580	50.1	331.3	3,213	40.2
1932/33	391	131.6	2,573	51.1	336.6	3,294	40.0
1933/34	391	132.6	2,668	49.8	339.1	3,279	40.4
1934/35	391	130.5	2,653	49.2	333.8	3,462	37.7
1935/36	391	130.1	2,610	49.8	332.7	3,545	36.7
1936/37	392	129.7	2,618	49.5	330.9	3,512	36.9
1937/38	391	129.6	2,590	50.0	331.5	3,490	37.1
1938/39	n.a.	n.a.	2,589	n.a.	n.a.	3,435	n.a.
1939/40	n.a.	n.a.	2,715	n.a.	n.a.	3,607	n.a.
1940/41	402	135.8	2,639	51.5	337.8	3,537	37.9
1941/42	402	136.4	2,720	50.1	339.3	3,611	37.8
1942/43	410	136.8	2,746	49.8	333.7	3,655	37.4
1943/44	412	137.4	2,727	50.4	333.5	3,535	38.9
1944/45	413	138.7	2,773	50.0	335.8	3,648	38.0
1945/46	435	141.9	2,915	48.7	326.2	3,563	39.8
1946/47	436	141.9	2,927	48.5	325.5	3,771	37.6
1947/48	433	143.3	2,843	50.4	330.9	3,876	37.0
1948/49	428	142.1	2,999	47.4	332.0	3,800	37.4
1949/50	426	144.1	3,000	48.0	338.3	3,754	38.4
1950/51	428	135.5	2,975	45.5	316.6	3,596	37.7
1951/52	431	151.4	3,063	49.4	351.3	3,585	42.2
1952/53	431	149.9	3,121	48.0	347.8	3,783	39.6
1953/54	428	155.4	3,184	48.8	363.1	3,847	40.4
1954/55	428	156.5	3,196	49.0	365.7	3,866	40.4
1955/56	431	159.0	3,286	49.1	368.9	3,817	41.7
1956/57	433	159.5	3,319	48.1	368.4	3,888	41.0
1957/58	440	162.6	3,356	48.5	369.5	3,920	41.5
1958/59	443	163.6	3,511	46.5	369.3	3,991	41.0
1959/60	460	165.6	3,510	47.2	368.0	4,056	40.8
1960/61	452	168.0	3,567	47.1	371.7	4,065	41.3
1961/62	453	166.5	3,679	45.8	367.5	4,140	40.2
1962/63	445	164.3	3,662	44.9	369.2	4,066	40.4

¹Excluding supernumerary teachers.

Source: Annual Reports of the Department of Education.

TABLE 10

Number of Pupils on the Rolls of National Schools by Standard on 30th June of Each Year

Year	Standard								TOTAL
	Infants	1st	2nd	3rd	4th	5th	6th	7th and* over	
1927 ...	171,431	74,832	68,660	67,362	56,142	45,490	24,502	13,652	522,080
1928 ...	155,509	76,880	69,971	66,971	58,730	48,338	27,551	13,571	516,666
1929 ...	153,101	78,586	69,789	67,077	59,309	48,716	29,196	14,318	515,092
1930 ...	150,777	71,379	67,548	67,965	59,825	49,319	29,658	15,078	511,549
1931 ...	147,634	69,848	66,877	66,820	61,267	50,642	31,208	15,300	509,396
1932 ...	139,261	69,726	65,537	65,939	62,406	52,787	34,509	18,255	508,420
1933 ...	139,917	68,156	66,076	65,159	62,045	54,209	36,939	20,848	513,349
1934 ...	130,925	68,353	64,558	64,643	61,283	53,874	37,954	23,000	504,590
1935 ...	123,309	66,105	65,457	63,622	61,766	53,823	38,124	23,618	495,829
1936 ...	124,361	61,555	64,212	62,625	60,528	54,399	37,866	23,531	489,077
1937 ...	125,152	58,675	61,624	61,397	59,910	53,319	38,334	23,188	481,599
1938 ...	123,254	58,584	59,164	59,716	58,657	52,872	38,751	24,115	474,113
1939 ...	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	38,266	24,380	469,972
1940 ...	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	38,856	24,850	471,233
1941 ...	128,112	58,235	57,550	57,605	56,268	50,789	38,470	25,116	472,145
1942 ...	127,283	56,975	57,566	56,409	55,323	50,324	37,364	24,429	465,673
1943 ...	127,340	57,829	57,157	56,767	55,098	50,737	36,357	23,547	464,332
1944 ...	129,577	58,678	57,684	56,609	54,611	50,328	34,392	21,721	463,600
1945 ...	128,318	58,483	57,251	56,666	54,823	49,864	34,088	21,129	462,642
1946 ...	127,594	58,593	57,216	56,487	54,497	49,999	33,395	19,979	457,760
1947 ...	127,808	59,410	57,698	56,626	53,750	48,836	31,955	17,345	453,428
1948 ...	132,496	58,550	57,792	57,546	53,742	48,462	31,724	16,740	457,052
1949 ...	134,336	58,471	58,036	56,834	54,690	48,495	32,030	16,107	458,999
1950 ...	136,963	59,680	57,900	57,202	54,270	49,682	32,123	15,888	463,703
1951 ...	137,137	60,629	58,950	57,446	54,473	49,580	33,452	15,926	467,593
1952 ...	143,883	61,125	59,330	57,917	54,530	49,923	33,375	15,968	476,051
1953 ...	146,022	62,873	59,319	58,591	56,016	50,410	35,133	16,000	484,364
1954 ...	143,442	63,988	62,215	59,272	57,327	51,909	36,144	15,880	490,157
1955 ...	141,435	64,572	62,843	61,557	57,511	53,574	37,726	15,945	495,163
1956 ...	143,986	63,297	63,234	62,599	59,201	54,163	38,829	15,585	500,894
1957 ...	142,069	63,348	62,946	62,801	60,725	55,679	39,751	16,062	503,381
1958 ...	142,236	62,403	63,173	62,043	60,646	56,734	41,287	15,879	504,401
1959 ...	143,233	61,532	62,164	62,318	60,144	57,668	41,838	16,466	506,363
1960 ...	144,982	61,972	61,399	61,192	60,434	57,037	42,699	16,513	506,208
1961 ...	144,420	61,181	61,428	60,809	59,823	56,906	42,565	16,086	503,218
1962 ...	143,404	61,265	60,872	60,266	59,472	57,238	42,593	15,634	500,794
1963 ...	144,546	61,163	61,257	60,151	59,226	56,576	43,562	15,578	502,059

*Including Secondary Tops.

Source: Annual Reports of the Department of Education.

TABLE 11

Percentage Distribution of Pupils on Rolls in National Schools on 30th June by Religious Denomination

Year	Catholic	Church of Ireland	Presbyterian	Methodist	Others	TOTAL
1929 ...	95.34	3.54	0.78	0.16	0.17	100
30 ...	95.41	3.47	0.78	0.17	0.17	100
31 ...	95.54	3.35	0.77	0.17	0.17	100
32 ...	95.61	3.32	0.73	0.17	0.17	100
33 ...	95.78	3.20	0.71	0.16	0.15	100
34 ...	95.83	3.15	0.70	0.16	0.16	100
35 ...	95.94	3.07	0.68	0.16	0.15	100
36 ...	96.02	3.01	0.67	0.14	0.16	100
37 ...	96.15	2.92	0.63	0.16	0.14	100
38 ...	96.27	2.79	0.62	0.16	0.16	100
39 ...	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
40 ...	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
41 ...	96.39	2.68	0.61	0.15	0.17	100
42 ...	96.57	2.58	0.55	0.14	0.16	100
43 ...	96.63	2.46	0.55	0.21	0.15	100
44 ...	96.78	2.41	0.53	0.14	0.14	100
45 ...	96.79	2.38	0.54	0.15	0.14	100
46 ...	96.89	2.33	0.53	0.13	0.12	100
47 ...	96.94	2.30	0.51	0.14	0.11	100
48 ...	96.88	2.35	0.51	0.13	0.13	100
49 ...	96.90	2.33	0.51	0.14	0.12	100
50 ...	96.85	2.40	0.50	0.14	0.11	100
51 ...	96.87	2.34	0.51	0.14	0.14	100
52 ...	96.89	2.38	0.48	0.13	0.12	100
53 ...	96.77	2.45	0.50	0.15	0.13	100
54 ...	96.93	2.30	0.52	0.13	0.12	100
55 ...	96.97	2.27	0.50	0.13	0.13	100
56 ...	96.97	2.30	0.47	0.13	0.13	100
57 ...	97.11	2.20	0.46	0.12	0.11	100
58 ...	97.22	2.10	0.44	0.13	0.11	100
59 ...	97.27	2.08	0.43	0.12	0.10	100
60 ...	97.38	1.99	0.41	0.11	0.11	100
61 ...	97.42	1.98	0.39	0.11	0.10	100
62 ...	97.45	1.94	0.39	0.11	0.11	100
63 ...	97.56	1.85	0.39	0.10	0.10	100

Source: Annual Reports of the Department of Education.

TABLE 12
National Schools
Numbers promoted into each Standard by School Year

Year	Standard							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1929/30	60,086	60,748	60,647	57,021	49,958	36,591	19,280	6,056
1930/31	60,840	60,897	59,331	58,162	51,807	38,480	20,128	6,754
1931/32	60,961	60,778	60,261	58,506	53,745	41,321	23,560	7,703
1932/33	60,367	60,436	59,156	58,609	54,444	44,144	25,748	9,153
1933/34	61,297	60,152	59,572	58,137	54,938	45,483	28,116	10,992
1934/35	60,418	59,520	58,399	58,437	54,418	45,813	29,484	11,949
1935/36	55,655	59,367	58,534	58,046	55,281	46,353	30,054	12,422
1936/37	54,291	55,177	56,584	56,074	53,995	46,228	30,206	12,322
1937/38	53,314	53,973	55,513	53,929	52,956	46,009	30,291	12,481
1938/39	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1939/40	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1940/41	53,031	52,593	53,467	51,903	49,250	44,094	30,038	13,381
1941/42	52,000	53,803	50,657	52,827	49,634	42,918	29,532	13,608
1942/43	53,907	53,601	51,510	50,896	42,926	42,553	28,526	13,086
1943/44	52,774	53,791	51,706	49,388	47,591	40,930	28,112	12,315
1944/45	52,898	53,714	51,723	49,760	47,390	40,695	26,988	11,581
1945/46	52,614	53,317	50,508	50,020	46,930	39,890	26,278	11,309
1946/47	53,093	53,116	49,945	48,385	45,731	38,723	24,700	10,839
1947/48	52,351	53,931	51,859	49,801	46,891	39,248	24,537	9,372
1948/49	53,309	55,582	51,989	51,753	48,314	40,772	25,217	9,231
1949/50	55,366	56,062	52,701	51,356	49,207	40,400	24,830	8,700
1950/51	55,874	56,960	53,161	51,137	49,036	41,818	25,877	8,545
1951/52	56,093	57,649	54,096	52,021	49,302	41,562	25,898	8,421
1952/53	60,036	58,950	55,221	53,236	49,963	42,381	26,234	8,660
1953/54	61,285	59,843	55,876	54,075	50,470	43,260	26,677	9,012
1954/55	61,034	60,514	56,894	54,825	51,722	43,964	27,414	8,793
1955/56	61,817	61,226	57,531	55,462	52,321	44,488	27,751	8,905
1956/57	62,936	61,915	58,860	55,818	52,773	44,662	28,421	9,139
1957/58	58,452	62,085	59,297	57,120	55,707	47,656	29,540	8,270
1958/59	57,528	61,156	59,359	56,704	55,264	48,092	30,175	8,230
1959/60	58,899	59,790	57,837	57,786	55,087	49,109	30,308	8,536
1960/61	58,370	61,098	57,626	57,083	55,874	48,415	30,690	8,316
1961/62	59,001	60,281	57,080	56,188	54,837	48,925	31,131	7,844
1962/63*								

*Series discontinued.

Source: Annual Reports of the Department of Education.

TABLE 13
National Schools
Numbers not promoted in each Standard by School Year

Year	Standard							
	Infants	1st	2nd	3rd	4th	5th	6th	7th
1929/30	91,015	12,838	9,142	10,056	9,351	12,125	9,916	5,412
1930/31	89,937	10,482	8,217	9,803	8,018	10,839	9,530	5,185
1931/32	86,673	9,070	6,416	8,314	7,522	9,321	7,648	4,357
1932/33	78,894	9,290	6,381	7,330	7,962	8,643	8,761	5,039
1933/34	78,620	8,004	6,504	7,022	7,107	8,726	8,823	5,057
1934/35	70,507	8,833	6,159	6,206	6,865	8,061	8,470	5,296
1935/36	67,654	6,738	6,923	5,576	6,485	7,475	8,070	4,874
1936/37	70,070	6,378	7,628	6,551	6,533	8,171	7,660	4,900
1937/38	71,838	4,702	6,111	7,468	6,954	7,310	8,043	4,720
1938/39	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1939/40	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
1940/41	74,473	4,458	4,791	5,477	6,518	7,472	8,818	4,670
1941/42	76,112	4,432	6,893	4,778	6,634	7,871	8,938	4,767
1942/43	73,376	3,374	6,056	5,513	12,397	7,771	8,838	4,617
1943/44	74,566	4,038	5,451	7,379	7,507	9,807	8,245	4,917
1944/45	76,679	4,964	5,961	6,849	7,221	9,633	7,304	4,464
1945/46	75,704	5,166	6,743	8,666	7,893	9,974	7,810	4,274
1946/47	74,501	5,477	7,271	8,102	8,766	11,276	8,695	4,192
1947/48	75,457	5,479	5,839	6,825	6,859	9,588	7,418	3,648
1948/49	79,187	2,968	5,803	5,793	5,428	7,690	6,507	3,451
1949/50	78,970	2,409	5,335	5,478	5,483	8,095	7,200	3,312
1950/51	81,089	2,720	4,739	5,465	5,234	7,864	6,246	3,261
1951/52	81,044	2,980	4,854	5,425	5,171	8,018	7,554	3,211
1952/53	83,847	2,175	4,109	4,681	4,567	7,542	7,141	3,180
1953/54	84,737	3,030	3,443	4,516	5,546	7,150	8,456	2,628
1954/55	82,408	3,474	5,321	4,447	5,605	7,945	8,730	2,778
1955/56	79,618	3,346	5,312	6,095	5,190	9,086	9,975	3,415
1956/57	81,050	1,382	4,374	6,781	6,428	9,501	10,408	2,636
1957/58	83,617	1,263	3,649	5,681	5,018	8,023	10,211	3,924
1958/59	84,708	1,247	3,814	5,339	5,382	8,642	11,112	3,539
1959/60	84,334	1,742	4,327	4,532	5,057	8,559	11,530	3,783
1960/61	86,592	874	3,773	4,109	4,560	8,622	12,009	3,767
1961/62	85,419	900	4,348	4,621	4,986	7,981	11,434	4,037
1962/63*								

*Series discontinued.

Source: Based on Annual Reports of the Department of Education.

TABLE 14
Numbers of Teachers in National Schools

Year	In Capitation Schools				In Classification Schools				Grand Total (excluding super-numeraries)
	Lay	Religious	Super-numeraries	Total (excluding super-numeraries)	Principal	Assistant Teacher	Junior Assistant Mistress	Total	
1927/28	613	1,815	n.a.	2,428	5,165	4,128	1,856	11,149	13,577
1928/29	645	1,849	669	2,494	5,039	4,264	1,860	11,163	13,657
1929/30	670	1,837	742	2,507	5,015	4,236	1,864	11,115	13,622
1930/31	660	1,883	407	2,543	4,984	4,268	1,857	11,109	13,652
1931/32	689	1,891	633	2,580	4,967	4,273	1,815	11,055	13,635
1932/33	721	1,852	721	2,573	4,921	4,354	1,767	11,042	13,615
1933/34	780	1,883	616	2,663	4,912	4,353	1,739	11,004	13,667
1934/35	764	1,889	809	2,653	4,894	4,318	1,739	10,951	13,604
1935/36	766	1,844	935	2,610	4,847	4,316	1,714	10,877	13,487
1936/37	766	1,852	894	2,618	4,808	4,278	1,722	10,808	13,426
1937/38	767	1,823	900	2,590	4,772	4,309	1,686	10,767	13,357
1938/39	753	1,836	846	2,589	4,740	4,304	1,627	10,671	13,260
1939/40	777	1,938	892	2,715	4,699	4,295	1,580	10,574	13,289
1940/41	779	1,860	948	2,639	4,656	4,299	1,542	10,497	13,136
1941/42	754	1,966	891	2,720	4,611	4,251	1,483	10,345	13,065
1942/43	737	2,009	909	2,746	4,619	4,276	1,443	10,338	13,084
1943/44	730	1,997	808	2,727	4,583	4,210	1,417	10,210	12,937
1944/45	749	2,024	875	2,773	4,548	4,137	1,386	10,071	12,844
1945/46	766	2,149	648	2,915	4,482	4,046	1,348	9,876	12,791
1946/47	777	2,150	844	2,927	4,478	4,013	1,354	9,845	12,772
1947/48	750	2,093	1,033	2,843	4,451	3,932	1,386	9,769	12,612
1948/49	805	2,104	801	2,999	4,428	4,046	1,348	9,822	12,821
1949/50	835	2,165	754	3,000	4,436	4,064	1,370	9,870	12,870
1950/51	807	2,168	621	2,975	4,409	4,050	1,358	9,817	12,792
1951/52	867	2,196	522	3,063	4,407	4,030	1,388	9,825	12,888
1952/53	872	2,249	662	3,121	4,400	4,044	1,435	9,879	13,000
1953/54	881	2,303	663	3,184	4,430	4,137	1,393	9,960	13,144
1954/55	936	2,260	670	3,196	4,439	4,203	1,393	10,035	13,231
1955/56	988	2,248	581	3,236	4,402	4,268	1,356	10,026	13,262
1956/57	1,032	2,287	569	3,319	4,422	4,332	1,329	10,083	13,402
1957/58	1,091	2,265	564	3,356	4,409	4,451	1,338	10,198	13,554
1958/59	1,235	2,276	480	3,511	4,430	4,540	1,272	10,242	13,753
1959/60	1,289	2,221	546	3,510	4,423	4,691	1,242	10,356	13,866
1960/61	1,313	2,254	498	3,567	4,429	4,815	1,221	10,465	14,032
1961/62	1,394	2,285	461	3,679	4,408	4,826	1,178	10,412	14,091
1962/63	1,417	2,245	404	3,662	4,410	4,940	1,206	10,556	14,218

Source: Annual Reports of the Department of Education.

TABLE 15

Numbers of Teachers in National Schools Showing Trained and Untrained Teachers Separately

Year	Trained	Untrained	Total (excluding super- numeraries)	Graduates ¹
1925-26 ...			13,247	
1926-27 ...			13,310	
1927-28 ...			13,577	
1928-29 ...	8,304*	999*	13,657	281
1929-30 ...	8,247*	1,004*	13,622	314
1930-31 ...	8,272*	980*	13,652	408
1931-32 ...	8,893*	1,036*	13,635	513
1932-33 ...	8,814*	1,182*	14,336	575
1933-34 ...	8,904*	1,141*	13,667	611
1934-35 ...	8,897*	1,079*	13,604	670
1935-36 ...	8,885*	1,044*	13,487	703
1936-37 ...	8,888*	964*	13,426	787
1937-38 ...	8,911*	937*	13,357	813
1938-39 ...	8,943*	854*	13,260	—
1939-40 ...	8,985*	786*	13,289	—
1940-41 ...	9,010*	724*	13,136	965
1941-42 ...	8,904*	712*	13,040	992
1942-43 ...	8,890*	742*	13,084	1,007
1943-44 ...	8,781*	756*	12,937	1,069
1944-45 ...	8,721*	713*	12,844	1,013
1945-46 ...	8,640*	654*	12,791	1,066
1946-47 ...	8,599*	669*	12,772	1,074
1947-48 ...	8,464*	669*	12,612	993
1948-49 ...	8,559*	720*	12,821	988
1949-50 ...	8,589*	744*	12,870	997
1950-51 ...	8,535*	727*	12,792	1,143
1951-52 ...	8,606*	698*	12,883	1,068
1952-53 ...	8,587*	729*	13,000	1,049
1953-54 ...	10,085	3,059	13,144	1,025
1954-55 ...	10,167	3,064	13,231	1,027
1955-56 ...	10,244	3,018	13,262	1,001
1956-57 ...	10,391	3,011	13,402	1,059
1957-58 ...	10,563	2,991	13,554	1,051
1958-59 ...	10,956	2,797	13,753	1,067
1959-60 ...	11,218	2,648	13,866	1,175
1960-61 ...	11,509	2,523	14,032	1,159
1961-62 ...	11,637	2,454	14,091	1,232
1962-63 ...	11,943	2,275	14,218	1,300

*Excluding members of Religious Orders and lay assistants who are member of the minimum recognised staff in Capitation Schools.

¹Included in the total.

Source: Annual Reports of the Department of Education.

TABLE 16

Primary Schools Certificate Examinations showing Number of Candidates Presented and Number who Passed

Year (June)	Number of Candidates presented	Number who passed	Percentage of candidates who passed
1929*	9,327	7,427	79·6
1930*	10,007	7,397	73·9
1931*	9,198	7,042	92·0
1932*	10,311	7,135	69·2
1933*	11,145	8,330	74·7
1934*	11,215	7,600	67·8
1935*	10,888	7,753	71·2
1936*	10,890	8,085	74·2
1937*	11,145	8,492	76·2
1938*	11,797	8,795	74·6
1939	n.a.	n.a.	n.a.
1940	n.a.	n.a.	n.a.
1941	12,066	9,468	78·5
1942	12,767	10,415	81·6
1943	44,272	31,635	71·5
1944	32,544	23,298	71·6
1945	31,076	22,544	72·5
1946	27,888	20,851	74·8
1947	28,739	18,824	65·5
1948	30,344	22,620	74·5
1949	29,673	22,888	77·1
1950	29,633	20,952	70·7
1951	30,726	23,403	76·1
1952	29,888	25,268	84·5
1953	32,094	25,599	77·1
1954	33,933	26,183	77·2
1955	34,179	27,787	81·3
1956	35,650	28,213	79·1
1957	37,450	29,237	78·1
1958	39,164	30,588	78·1
1959	38,914	32,632	83·9
1960	40,157	34,470	85·8
1961	40,281	33,553	83·3
1962	39,728	34,040	85·7
1963	41,993	34,402	81·9

Source: Annual Reports of Department of Education.

*From Annual Report of Department of Education, 1937-38.

TABLE 17

Numbers of Pupils in Special (National) Schools for the Mentally and Physically Handicapped (On 30th June each year)

Year	Enrolment
1953/54	1,312
1954/55	1,389
1955/56	1,501
1956/57	1,863
1957/58	1,944
1958/59	2,024
1959/60	2,252
1960/61	2,174
1961/62	2,435
1962/63	2,602

Source: Annual Reports of the Department of Education.

TABLE 18

Number of National Schools where Every Subject is taught through Irish except English

Year	Gaeltacht Schools ¹	Galltacht Schools ²	Total
1933/34	201	185	386
1934/35	214	356	570
1935/36	236	376	612
1936/37	245	400	645
1937/38	243	398	641
1938/39	274	430	704
1939/40	247	396	643
1940/41	249	374	623
1941/42	247	362	609
1942/43	244	345	589
1943/44	247	354	601
1944/45	257	354	611
1945/46	252	368	620
1946/47	258	357	615
1947/48	253	335	588
1948/49	243	291	534
1949/50	232	277	509
1950/51	248	275	523
1951/52	240	250	490
1952/53	236	250	486
1953/54	234	236	470
1954/55	243	241	484
1955/56	243	233	476
1956/57	231	244	475
1957/58	222	232	454
1958/59	238	233	471
1959/60	235	216	451
1960/61	240	183	423
1961/62	245	138	383
1962/63	244	135	379

¹Irish-speaking areas.

²Other areas.

Source: Annual Reports of the Department of Education.

TABLE 19
National Schools—Transport Services In Operation

Year (31st March)	Transport Service under general Rule 30 (2)	Transport Service under special scheme for con- veyance of Protestant children to school	Boat Service
1937	22	64	7
1938	n.a.	n.a.	n.a.
1939	n.a.	n.a.	n.a.
1940	n.a.	n.a.	n.a.
1941	27	71	5
1942	23	68	5
1943	20	65	6
1944	17	64	7
1945	17	60	5
1946	17	64	7
1947	20	69	7
1948	22	63	4
1949	30	64	7
1950	31	68	6
1951	36	69	7
1952	38	65	7
1953	43	65	6
1954	45	64	5
1955	47	61	3
1956	54	67	2
1957	60	71	2
1958	61	71	4
1959	65	65	3
1960	69	64	3
1961	73	66	2
1962	79	68	2
1963	93	74	2

Source: Annual Reports of the Department of Education.

TABLE 20

National Teacher Training Colleges: Total Number of Students and Number who Passed Final Year Examination

Session	Total Number of Students	Number who Passed Final Year Examination
1926/27	705	268
1927/28	743	303
1928/29	746	354
1929/30	758	317
1930/31	770	363
1931/32	780	312
1932/33	771	363
1933/34	730	345
1934/35	699	315
1935/36	665	294
1936/37	625	267
1937/38	604	276
1938/39	532	276
1939/40	491	188
1940/41	427	227
1941/42	424	186
1942/43	420	206
1943/44	337	179
1944/45	326	135
1945/46	410	180
1946/47	541	218
1947/48	637	293
1948/49	643	318
1949/50	640	286
1950/51	633	338
1951/52	655	291
1952/53	681	358
1953/54	690	302
1954/55	755	368
1955/56	860	367
1956/57	935	447
1957/58	942	469
1958/59	950	446
1959/60	946	483
1960/61	986	425
1961/62	987	492
1962/63	987	487

Source: Annual Report of the Department of Education.

TABLE 21

Scholarships Awarded by Government or Public Bodies in Second Level Schools

Year	Number of Scholarships Awarded		Number of Scholarships Held	
	County Council or County Borough Scholarships	Intermediate Certificate Scholarship	County or County Borough Scholarships	Intermediate Certificate Scholarship
1925	243	75	694	124
1926	222	75	854	136
1927	224	75	865	143
1928	209	89	896	159
1929	214	97	934	187
1930	226	107	958	203
1931	213	103	1,021	206
1932	242	107	1,028	219
1933	278	104	1,043	200
1934	290	108	1,056	205
1935	336	105	1,190	218
1936	330	107	1,274	206
1937	389	126	1,427	219
1938	386	124	1,479	229
1939	357	108	1,554	225
1940	341	112	1,615	208
1941	306	112	1,622	211
1942	340	112	1,516	210
1943	344	112	1,470	214
1944	428	112	1,458	210
1945	428	112	1,545	199
1946	443	112	1,652	208
1947	456	111	1,740	214
1948	479	112	1,870	210
1949	479	111	1,958	212
1950	515	112	2,036	217
1951	523	111	2,110	216
1952	538	111	2,176	216
1953	534	111	2,251	214
1954	534	111	2,288	214
1955	532	112	2,291	219
1956	542	112	2,355	220
1957	572	112	2,412	221
1958	583	112	2,451	223
1959	600	112	2,548	223
1960	619	112	2,609	224
1961	621	112	2,668	223
1962	1,735	111	3,870	220

Source: Annual Report of the Department of Education.

TABLE 22

Number of Secondary Schools by Size (Pupils in Attendance)

Year	Size of School					TOTAL
	Under 100	100 and under 150	150 and under 200	200 and under 300	300 and over	
	Number of Schools					
1926/27						283
1927/28						287
1928/29						290
1929/30						294
1930/31						300
1931/32						306
1932/33	204	59	23	15	10	311
1933/34	199	65	26	14	11	315
1934/35	196	63	35	12	13	319
1935/36	195	75	27	19	11	327
1936/37	191	73	33	21	11	329
1937/38	198	73	30	25	11	336
1938/39	206	74	30	22	10	342
1939/40	207	71	33	25	9	345
1940/41	200	81	32	30	9	352
1941/42	206	84	35	26	11	362
1942/43	226	69	40	26	10	371
1943/44	240	59	44	23	11	377
1944/45	232	65	41	28	13	379
1945/46	243	63	37	29	13	385
1946/47	239	69	38	33	14	393
1947/48	242	75	37	36	14	404
1948/49	238	85	34	35	17	409
1949/50	236	82	43	39	16	416
1950/51	247	80	40	42	15	424
1951/52	240	86	51	39	18	434
1952/53	233	98	47	44	19	441
1953/54	233	101	49	44	20	447
1954/55	233	104	50	48	23	458
1955/56	234	111	54	46	29	474
1956/57	226	121	51	48	34	480
1957/58	217	124	60	52	36	489
1958/59	212	122	62	59	39	494
1959/60	211	127	69	63	42	512
1960/61	212	133	65	71	45	526
1961/62	209	142	75	68	48	542
1962/63	214	137	78	77	51	557

Source: Annual Report of the Department of Education.

TABLE 23

Number of Secondary Schools showing Separately the Number taking Boarders

Year	Number of Secondary Schools	Number taking Boarders
1926/27	283	n.a.
1927/28	287	n.a.
1928/29	290	n.a.
1929/30	294	n.a.
1930/31	300	n.a.
1931/32	306	161
1932/33	311	165
1933/34	315	166
1934/35	319	165
1935/36	327	170
1936/37	329	172
1937/38	336	174
1938/39	342	175
1939/40	345	173
1940/41	352	175
1941/42	362	175
1942/43	371	180
1943/44	377	179
1944/45	379	177
1945/46	385	179
1946/47	393	180
1947/48	404	184
1948/49	409	188
1949/50	416	190
1950/51	424	195
1951/52	434	196
1952/53	441	192
1953/54	447	199
1954/55	458	206
1955/56	474	213
1956/57	480	209
1957/58	489	211
1958/59	494	212
1959/60	512	218
1960/61	526	226
1961/62	542	228
1962/63	557	231

Source: Annual Report of the Department of Education.

TABLE 24

Number of Pupils in attendance at Secondary Schools showing Day-pupils and Boarders Separately

Year	Total Pupils	Day-pupils	Boarders
1924/25	22,897		
1925/26	25,488		
1926/27	24,766		
1927/28	25,561		
1928/29	26,792		
1929/30	27,645		
1930/31	28,994		
1931/32	30,004	19,066	10,938
1932/33	30,966	20,529	10,437
1933/34	32,384	21,660	10,724
1934/35	33,499	23,094	10,405
1935/36	35,111	23,529	11,582
1936/37	35,890	24,224	11,666
1937/38	36,092	24,231	11,961
1938/39	36,676	23,701	12,975
1939/40	37,670	25,389	12,281
1940/41	38,713	26,551	12,162
1941/42	39,537	27,240	12,297
1942/43	39,787	26,743	13,044
1943/44	40,040	26,694	13,346
1944/45	41,178	27,899	13,279
1945/46	41,799	27,969	13,830
1946/47	42,927	28,624	14,303
1947/48	43,780	29,128	14,652
1948/49	45,413	30,753	14,660
1949/50	47,065	32,198	14,867
1950/51	48,559	33,354	15,205
1951/52	50,179	34,575	15,604
1952/53	52,151	36,533	15,618
1953/54	54,019	37,640	16,379
1954/55	56,411	39,751	16,660
1955/56	59,306	42,004	17,302
1956/57	62,429	44,387	18,042
1957/58	66,221	47,568	18,653
1958/59	69,568	50,133	19,435
1959/60	73,431	53,468	19,963
1960/61	76,843	56,558	20,285
1961/62	80,400	59,408	20,992
1962/63	84,916	62,482	22,434

Source: Annual Report of the Department of Education.

TABLE 25

Secondary Schools

Comparison between Number of Grant Earning Pupils and Number of Pupils in Attendance at the beginning of the School Year

Year	Grant earning pupils	Pupils in attendance	Grant earning pupils as percentage of pupils in attendance
1932/33	26,939	30,966	87.0
1933/34	28,107	32,384	86.8
1934/35	29,159	33,499	87.0
1935/36	30,458	35,111	86.7
1936/37	31,201	35,890	86.9
1937/38	31,731	36,092	87.9
1938/39	32,457	36,676	88.5
1939/40	33,315	37,670	88.4
1940/41	34,200	38,713	88.3
1941/42	34,605	39,537	87.5
1942/43	34,993	39,787	88.0
1943/44	35,463	40,040	88.6
1944/45	37,031	41,178	89.9
1945/46	37,769	41,799	90.4
1946/47	39,539	42,927	92.1
1947/48	40,598	43,780	92.7
1948/49	42,260	45,413	93.1
1949/50	44,119	47,065	93.7
1950/51	45,385	48,559	93.5
1951/52	47,089	50,179	93.8
1952/53	49,029	52,151	94.0
1953/54	51,070	54,020	94.5
1954/55	53,435	56,411	94.7
1955/56	56,605	59,306	95.4
1956/57	60,920	62,429	97.6
1957/58	63,032	66,221	95.2
1958/59	66,510	69,568	95.6
1959/60	71,041	73,431	96.7
1960/61	74,134	76,843	96.5
1961/62	77,072	80,400	95.9
1962/63	81,238	84,916	95.7

Source: Statistical Abstracts.

TABLE 26

Number of Pupils in Secondary Schools showing separately the Number in Intermediate Certificate and Leaving Certificate Cycles

Year	Number of Pupils in Intermediate Certificate Cycle	Number of Pupils in Leaving Certificate Cycle	Total Number of Pupils
1924/25			22,897
1925/26			25,488
1926/27			24,766
1927/28			25,561
1928/29			26,792
1929/30			27,645
1930/31			28,994
1931/32			30,004
1932/33	25,011	5,955	30,966
1933/34	26,027	6,357	32,384
1934/35	26,775	6,724	33,499
1935/36	27,932	7,179	35,111
1936/37	28,207	7,683	35,890
1937/38	28,080	8,012	36,092
1938/39	28,633	8,043	36,676
1939/40	29,570	8,100	37,670
1940/41	29,785	8,928	38,713
1941/42	30,076	9,461	39,537
1942/43	30,012	9,775	39,787
1943/44	30,603	9,437	40,040
1944/45	31,606	9,572	41,178
1945/46	32,215	9,584	41,799
1946/47	33,186	9,741	42,927
1947/48	33,814	9,966	43,780
1948/49	35,021	10,392	45,413
1949/50	36,496	10,569	47,065
1950/51	37,245	11,314	48,559
1951/52	38,104	12,075	50,179
1952/53	39,464	12,687	52,151
1953/54	40,854	13,166	54,020
1954/55	42,743	13,668	56,411
1955/56	44,998	14,308	59,306
1956/57	47,727	14,702	62,429
1957/58	50,832	15,389	66,221
1958/59	53,097	16,471	69,568
1959/60	55,411	18,020	73,431
1960/61	57,878	18,965	76,843
1961/62	60,135	20,265	80,400
1962/63	62,905	22,011	84,916

Source: Annual Reports of Department of Education.

TABLE 27

Secondary School Teachers, Showing Registered Whole-Time Teachers as Percentage of Total Teachers

Year	Registered Full-time	Total Teachers Full-time and Part-time	Registered Teachers as Percentage of Total Teachers
1940/41	1,794	3,173	56·5
1941/42	1,879	3,251	57·8
1942/43	1,927	3,357	57·4
1943/44	1,966	3,386	58·1
1944/45	1,974	3,497	56·4
1945/46	2,018	3,512	57·5
1946/47	2,100	3,584	58·6
1947/48	2,225	3,671	60·6
1948/49	2,304	3,863	59·6
1949/50	2,334	3,844	60·7
1950/51	2,374	3,929	60·4
1951/52	2,422	4,043	59·9
1952/53	2,512	4,170	60·2
1953/54	2,542	4,097	62·0
1954/55	2,612	4,417	59·1
1955/56	2,787	4,564	61·1
1956/57	2,857	4,739	60·3
1957/58	2,969	4,957	59·9
1958/59	2,983	5,032	59·3
1959/60	3,150	5,178	60·8
1960/61	3,282	5,282	62·1
1961/62	3,471	5,630	61·7
1962/63	3,602	5,908	61·0

Source: Annual Reports of the Department of Education.

TABLE 28
Secondary Teachers—Stocks and Flows

Year	Flows	Stocks of Teachers				
	New Registrants	Full-time Teachers			Part-time Teachers	Total Teachers
		Registered	Unregistered			
			Graduates	Other		
1940/41	106	1,794		1,379 ¹		3,173
1941/42	105	1,879		1,372		3,251
1942/43	125	1,927		1,430		3,357
1943/44	102	1,966		1,420		3,386
1944/45	114	1,974		1,523		3,497
1945/46	16	2,018		1,494		3,512
1946/47	102	2,100		1,484		3,584
1947/48	125	2,225		1,446		3,671
1948/49	88	2,304		1,559		3,863
1949/50	143	2,334		1,510		3,844
1950/51	152	2,374		1,555		3,929
1951/52	159	2,422		1,621		4,043
1952/53	165	2,512		1,658		4,170
1953/54	149	2,542		1,555		4,097
1954/55	168	2,612		1,805		4,417
1955/56	182	2,787		1,777		4,564
1956/57	183	2,857		1,882		4,739
1957/58	245	2,969		1,988		4,957
1958/59	265	2,983	282	277	1,490	5,032
1959/60	242	3,150	267	307	1,454	5,178
1960/61	267	3,282	286	318	1,396	5,282
1961/62	265	3,471	311	296	1,552	5,630
1962/63	287	3,602	422	310	1,574	5,908

¹From 1940/41 to 1957/58 only the aggregate number of unregistered and part-time teachers was published.

Source: Annual Reports of the Department of Education.

TABLE 29

Intermediate and Leaving Certificate Examinations¹ showing Number Examined, Number Passed with Honours and Number Passed without Honours

Year	Number Examined		Number Passed with Honours		Number Passed without Honours	
	Inter- mediate Certificate	Leaving Certificate	Inter- mediate Certificate	Leaving Certificate	Inter- mediate Certificate	Leaving Certificate
1926 ...	2,766	672	715	207	871	203
1927 ...	3,116	823	882	294	1,279	249
1928 ...	3,207	835	877	319	1,304	274
1929 ...	3,672	1,069	1,041	430	1,675	353
1930 ...	3,951	1,299	951	625	1,708	374
1931 ...	4,242	1,579	1,642	753	1,456	492
1932 ...	4,738	1,672	1,676	853	1,719	508
1933 ...	4,788	1,869	1,816	969	1,506	660
1934 ...	5,249	2,041	2,523	1,234	1,548	471
1935 ...	5,803	2,165	2,841	1,359	1,373	510
1936 ...	6,353	2,396	3,171	1,452	1,684	578
1937 ...	6,623	2,588	3,258	1,624	1,955	611
1938 ...	6,937	1,856	3,019	1,799	2,077	676
1939 ...	7,084	2,937	3,491	2,046	1,885	522
1940 ...	7,549	2,918	4,190	1,893	2,100	654
1941 ...	7,881	3,135	3,837	2,089	2,522	583
1942 ...	7,926	3,627	4,063	2,088	2,393	672
1943 ...	8,025	3,720	3,933	1,304	2,474	1,548
1944 ...	8,154	3,591	4,569	881	2,308	1,824
1945 ...	8,561	3,702	4,359	982	2,799	1,993
1946 ...	8,823	3,717	4,182	963	3,048	2,046
1947 ...	8,887	3,718	4,603	1,168	2,934	1,845
1948 ...	9,212	3,875	4,954	997	2,653	2,193
1949 ...	9,516	4,236	4,799	1,155	3,000	2,307
1950 ...	10,188	4,468	5,324	1,303	3,381	2,529
1951 ...	10,472	4,591	5,468	1,419	3,382	2,428
1952 ...	11,046	5,328	5,333	1,547	4,246	2,909
1953 ...	11,306	5,569	5,167	1,796	4,506	3,075
1954 ...	11,953	6,007	4,756	1,846	5,185	3,226
1955 ...	12,311	6,098	5,352	2,067	5,037	3,199
1956 ...	12,819	6,382	5,430	1,839	5,104	3,603
1957 ...	13,578	6,665	5,138	1,758	5,907	3,953
1958 ...	14,298	6,941	5,788	1,900	5,928	4,061
1959 ...	15,205	7,309	7,211	2,005	5,697	4,235
1960 ...	15,536	7,966	7,061	2,311	6,604	4,870
1961 ...	16,217	8,676	7,005	2,449	7,145	5,397
1962 ...	17,390	9,033	7,926	2,714	7,207	5,603
1963 ...	18,268	9,786	8,323	3,174	7,839	5,763

¹Candidates admitted under the terms of Rules 46, 49 and 70 of the Rules and Programmes for Secondary Schools.

Source: Annual Reports of the Department of Education.

TABLE 30

Numbers of Pupils attending Secondary Tops who sat for the Intermediate and Leaving Certificate Examinations showing also Number who Passed

Year	Intermediate Certificate		Leaving Certificate	
	Number who Sat	Number who Passed	Number who Sat	Number who Passed
1926	119	66	15	8
1927	184	122	22	12
1928	164	93	24	19
1929	167	122	11	10
1930	155	119	14	8
1931	215	157	30	25
1932	272	190	31	20
1933	239	174	43	35
1934	376	313	47	36
1935	365	264	38	32
1936	411	335	55	45
1937	476	399	68	66
1938	536	423	89	84
1939	572	458	93	91
1940	599	533	130	123
1941	661	570	117	103
1942	680	568	89	157
1943	658	544	171	147
1944	642	551	158	130
1945	757	670	175	150
1946	754	653	162	136
1947	779	714	143	121
1948	814	742	128	104
1949	831	741	181	154
1950	957	850	193	175
1951	998	885	193	172
1952	970	880	234	221
1953	995	923	280	265
1954	1,070	984	297	272
1955	1,091	1,006	306	292
1956	1,078	985	243	229
1957	1,120	1,012	305	272
1958	1,161	1,022	274	253
1959	1,331	1,233	318	295
1960	1,301	1,202	302	290
1961	1,330	1,238	355	320
1962	1,405	1,285	360	342
1963	1,477	1,372	373	344

Source: Annual Reports of the Department of Education.

TABLE 31

Secondary Schools

Number of Pupils (Day and Boarders) in Secondary Schools (not including Secondary Tops), by County of Origin and County in which attending School, 1962/63

At Schools in County	County of Origin														
	Dublin	Cavan	Carlow	Kerry	Kilkenny	Kildare	Wicklow	Clare	Cork	Donegal	Galway	Westmeath	Laois	Leitrim	Wexford
Dublin	20,234	95	60	83	65	191	291	42	199	101	84	84	110	28	103
Cavan	12	673	—	—	—	—	1	—	—	3	2	8	—	57	—
Carlow	14	—	638	12	117	61	22	—	14	—	10	9	98	—	64
Kerry	2	—	—	3,316	—	—	1	3	100	1	1	—	1	—	—
Kilkenny	22	1	31	21	1,145	11	9	6	14	18	5	8	65	5	23
Kildare	252	5	22	35	22	1,077	63	8	57	10	14	22	62	5	36
Wicklow	265	—	11	7	12	19	910	3	21	7	15	3	11	1	51
Clare	7	—	—	—	1	—	—	2,022	15	—	7	—	—	—	—
Cork	60	2	12	164	23	16	9	31	9,702	29	24	6	7	11	15
Donegal	4	—	—	—	—	—	—	—	—	1,475	—	—	—	32	—
Galway	41	2	—	13	2	3	12	139	2	49	4,680	17	11	5	—
Westmeath	63	28	6	16	7	26	21	10	15	8	47	1,123	27	18	5
Laois	62	11	24	36	38	34	30	40	38	5	11	36	446	13	33
Leitrim	1	60	—	—	—	—	—	—	—	—	—	4	1	416	—
Wexford	36	—	38	8	97	10	32	—	12	—	2	—	—	—	1,423
Longford	11	99	—	2	—	—	1	2	2	—	5	116	—	108	2
Louth	82	35	2	6	1	8	10	6	8	21	21	7	5	4	6
Limerick	94	2	8	241	8	16	8	182	187	5	38	4	3	7	7
Meath	144	177	—	8	5	12	4	4	20	22	11	92	5	9	8
Mayo	48	2	—	10	4	3	1	18	31	14	120	8	—	6	—
Monaghan	69	81	2	3	1	3	2	8	10	137	9	16	2	12	—
Waterford	99	7	9	53	121	15	4	15	188	2	2	1	2	5	84
Roscommon	—	—	2	—	—	—	—	—	1	16	21	—	3	1	—
Sligo	13	21	—	2	—	1	—	3	—	91	35	11	4	24	—
Tipperary	151	11	11	80	181	28	20	52	146	4	37	22	53	11	30
Offaly	13	15	1	1	—	10	1	5	9	7	26	58	—	11	—
Total Pupils from County															
at Schools	21,799	1,327	877	4,117	1,850	1,544	1,452	2,599	10,791	2,025	5,227	1,655	917	789	1,890

Source: October Lists of the Department of Education.

TABLE 31—continued

Secondary Schools

Number of Pupils (Day and Boarders) in Secondary Schools (not including Secondary Tops), by County of Origin and County in which attending School, 1962/63

At Schools in County	County of Origin															Total Pupils at School in the County
	Longford	Louth	Limerick	Meath	Mayo	Monaghan	Waterford	Roscommon	Sligo	Tipperary	Offaly	Northern Ireland	Great Britain	Other Countries		
Dublin	47	97	92	172	81	37	52	58	76	129	93	235	103	87	23,129	
Cavan	26	41	—	20	—	9	—	2	—	—	—	13	6	—	873	
Carlow	—	—	4	2	3	—	8	—	—	10	12	—	—	—	1,098	
Kerry	—	—	12	—	—	1	2	—	—	—	2	—	—	—	3,442	
Kilkenny	1	1	4	5	6	—	4	12	5	52	27	—	—	—	1,501	
Kildare	12	22	24	33	16	2	16	8	6	24	21	26	50	23	1,973	
Wicklow	8	12	15	12	7	—	5	7	4	28	5	9	18	19	1,485	
Clare	—	—	43	—	—	—	1	—	—	111	12	—	—	—	2,220	
Cork	2	3	215	2	8	2	65	8	14	59	18	17	16	8	10,548	
Donegal	—	—	—	—	—	—	—	2	7	—	—	5	1	—	1,526	
Galway	5	2	13	147	312	—	9	113	9	45	7	1	9	7	5,655	
Westmeath	55	4	15	112	20	4	2	126	25	14	98	10	3	5	1,918	
Laois	2	7	62	21	22	4	18	4	4	96	123	14	—	—	1,235	
Leitrim	5	—	—	1	4	—	—	113	7	—	2	—	2	—	616	
Wexford	—	2	2	2	—	—	13	1	—	13	1	—	5	1	1,698	
Longford	645	4	—	13	9	1	—	60	7	2	15	1	2	—	1,107	
Louth	16	1,622	1	226	8	68	—	3	5	2	36	35	12	—	2,256	
Limerick	2	5	4,195	7	34	1	25	1	11	206	10	10	7	17	5,341	
Meath	12	34	7	846	24	16	8	10	15	23	29	4	7	8	1,564	
Mayo	—	4	10	5	3,317	4	2	52	178	5	3	25	4	—	3,874	
Monaghan	5	45	9	35	5	781	2	4	6	2	—	23	4	—	1,276	
Waterford	1	7	52	5	5	—	1,593	5	6	93	3	1	10	3	2,391	
Roscommon	5	—	—	1	105	—	—	776	123	—	—	—	2	—	1,056	
Sligo	9	—	5	6	62	3	—	152	827	3	—	8	2	1	1,283	
Tipperary	14	8	256	21	24	2	133	11	13	3,377	44	10	30	49	4,829	
Offaly	2	—	18	14	10	2	—	21	4	55	724	14	2	—	1,023	
Total Pupils from County at Schools	874	1,920	5,054	1,708	4,082	937	1,958	1,549	1,352	4,349	1,285	461	295	229	84,912	

Source: October Lists of the Department of Education.

TABLE 32
Vocational Schools
Numbers of Schools, Pupils and Teachers

Year	Number of Permanent Vocational Education Schools	Vocational Education Schools other than Permanent Schools	Number of Pupils on Rolls ¹	Average cost per		Number of Teachers	
				Attendance hour s. d.	Teaching hour £ s. d.	Whole-time	Part-time
1924/25	64	912	55,262				
1925/26	n.a.	n.a.	n.a.				
1926/27	67	1,248	63,753				
1927/28	70	1,245	60,178				
1928/29	70	6,314	68,937				
1929/30	72	1,228	69,325				
1930/31	77	1,168	64,606				
1931/32	77	1,287	63,426			585	550
1932/33	98	754	62,800			649	586
1933/34	122	681	62,231			689	604
1934/35	141	759	62,670			713	613
1935/36	181	673	63,465			757	621
1936/37	183	695	64,878			777	644
1937/38	206	776	65,861			827	694
1938/39	n.a.	n.a.	n.a.			866	678
1939/40	n.a.	n.a.	n.a.			869	672
1940/41	201	613	65,349			906	783
1941/42	201	629	63,646			921	715
1942/43	203	575	62,217			937	747
1943/44	203	582	66,079			937	731
1944/45	197	590	75,046			988	766
1945/46	194	673	77,152			1,023	831
1946/47	192	592	74,635			1,055	826
1947/48	192	618	78,580			1,055	862
1948/49	181	623	80,543			1,114	924
1949/50	185	635	84,234			1,179	900
1950/51	195	n.a.	83,509			1,125	1,021
1951/52	205	n.a.	85,860			1,193	1,004
1952/53	224	603	85,627	1 6	1 1 10	1,239	1,061
1953/54	225	621	88,900	1 8	1 1 1	1,332	1,121
1954/55	245	586	90,777	1 10	1 2 2	1,363	1,185
1955/56	252	598	94,506	1 9	1 3 5	1,427	1,192
1956/57	260	537	88,624	1 9	1 3 7	1,487	1,119
1957/58	267	475	85,744	1 10	1 3 0	1,537	1,121
1958/59	272	503	88,659	1 10	1 4 6	1,574	1,228
1959/60	279	490	92,287	1 10	1 5 4	1,606	1,446
1960/61	289	433	92,077	2 0	1 7 3	1,661	1,560
1961/62	294	456	96,901	2 0	1 8 3	1,750	1,641
1962/63	298	438	101,424	2 1	1 11 1	1,826	1,896

¹Students following whole-time and part-time day continuation and day technical courses and evening courses. Does not include courses in art or music.

Source: Annual Reports of the Department of Education.

TABLE 33

Numbers of Students, Teachers, Attendance Hours and Teaching Hours in Vocational Schools

Session	Total Students ¹	Total Attendance Hours (million)	Total Whole-time Teachers	Total Part-time Teachers	Total Teaching Hours			Whole-time Hours per Whole-time Teacher
					Whole-time	Part-time	Total	
1950/51	85,553	15.0	1,125	1,021	919,278	186,092	1,105,370	817
1951/52	87,806	16.9	1,193	1,004	1,004,081	197,974	1,202,055	842
1952/53	87,516	17.9	1,239	1,061	1,025,628	201,604	1,227,232	823
1953/54	90,966	18.2	1,332	1,121	1,105,668	200,092	1,305,760	830
1954/55	90,777	17.8	1,363	1,185	1,175,752	202,946	1,378,698	863
1955/56	94,506	19.5	1,427	1,192	1,272,781	220,428	1,493,209	892
1956/57	88,624	20.6	1,487	1,119	1,336,149	208,914	1,545,063	899
1957/58	85,744	20.8	1,537	1,121	1,356,386	208,020	1,564,406	882
1958/59	88,659	22.0	1,574	1,228	1,410,636	230,443	1,641,079	896
1959/60	92,287	24.0	1,606	1,446	1,446,908	274,024	1,720,932	901
1960/61	92,077	23.8	1,661	1,560	1,452,347	289,426	1,741,773	874
1961/62	96,901	25.7	1,750	1,641	1,537,024	304,910	1,841,934	878
1962/63	101,424	27.2	1,826	1,896	1,598,123	368,008	1,966,131	875

¹Including students attending courses in art and music conducted by Vocational Education committees.
Source: Annual Reports of the Department of Education.

TABLE 34

Vocational Schools

Number of Students attending Whole-time Continuation Courses, 1950/51 to 1962/63

Year	Enrolment under 16			Enrolment over 16			Total Enrolment	Total Individual Students
	Boys	Girls	Total	Boys	Girls	Total		
*1950-51	7,837	7,004	14,888	2,075	2,377	4,489	19,377	18,042
*1951-52	8,063	7,105	15,168	2,175	2,425	4,600	19,768	19,011
1952-53	8,694	7,499	16,193	1,868	2,210	4,078	20,271	19,780
1953-54	8,914	7,338	16,252	1,884	2,093	3,977	20,229	19,932
1954-55	9,088	7,670	16,758	1,799	2,048	3,847	20,605	20,299
1955-56	9,641	7,693	17,334	1,716	1,986	3,702	21,036	20,780
1956-57	10,219	8,137	18,356	1,693	1,956	3,649	22,005	21,786
1957-58	11,054	8,577	19,631	1,688	1,978	3,666	23,297	22,961
1958-59	11,329	8,859	20,188	1,703	2,022	3,725	23,913	23,675
1959-60	12,232	9,403	21,635	1,856	2,117	3,973	25,608	25,368
1960-61	12,721	9,843	22,564	1,946	2,021	3,967	26,531	26,090
1961-62	13,249	10,126	23,375	1,817	2,304	4,121	27,496	27,124
1962-63	14,275	6,945	24,220	1,824	2,399	4,223	28,443	28,132

*Figures for 1950-51 and 1951-52 include figures for whole-time technical education.
Source: Annual Reports of the Department of Education.

TABLE 35

Number of Students receiving Whole-time Technical Education, 1952/53 to 1962/63

Year	Under 16			Over 16			Total Enrolment	Total Individual Students
	Boys	Girls	Total	Boys	Girls	Total		
1952-53	25	34	59	489	192	681	740	526
1953-54	20	9	29	476	188	664	693	534
1954-55	50	—	50	623	292	915	965	596
1955-56	27	37	64	546	276	822	886	556
1956-57	64	33	97	640	310	950	1,047	705
1957-58	85	15	100	929	312	1,241	1,341	855
1958-59	57	2	59	1,101	332	1,433	1,492	929
1959-60	66	11	77	1,063	285	1,348	1,425	954
1960-61	89	3	92	1,055	329	1,384	1,476	1,060
1961-62	124	12	136	1,961	348	2,309	2,445	1,201
1962-63	142	53	195	3,132	536	3,668	3,863	1,557

Source : Annual Reports of the Department of Education.TABLE 36
Reformatory Schools

Year	Number of Schools	Number of Pupils on Rolls	Total Expenditure from Public Funds (£)	Average Cost per Pupil £ s. d.	Number of Teachers
1924/25 ...	4	111	5,016	45 4 0	26
1925/26 ...					
1926/27 ...	4	129	3,924	30 8 4	26
1927/28 ...	2	105	3,172	30 4 3	13
1928/29 ...	2	129	3,751	29 1 6	13
1929/30 ...	n.a.	n.a.	n.a.	n.a.	n.a.
1930/31 ...	2	130	3,838	29 10 6	17
1931/32 ...	2	102	3,543	34 14 8	12
1932/33 ...	2	105	3,038	28 18 9	10
1933/34 ...	2	101	2,490	24 13 1	17
1934/35 ...	2	123	2,553	34 8 8	19
1935/36 ...	2	120	3,106	34 18 1	21
1936/37 ...	2	113	3,636	33 19 7	22
1937/38 ...	2	132	5,070	41 18 1	21
1938/39 ...	n.a.	n.a.	n.a.	n.a.	n.a.
1939/40 ...	2	226	n.a.	n.a.	n.a.
1940/41 ...	2	248	13,285	53 11 5	24
1941/42 ...	2	253	11,168	45 11 8	24
1942/43 ...	2	272	11,907	45 15 11	25
1943/44 ...	3	298	13,454	47 3 3	32
1944/45 ...	3	292	14,462	49 10 7	29
1945/46 ...	3	266	13,948	52 8 9	28
1946/47 ...	3	223	11,900	53 7 3	27
1947/48 ...	3	229	11,784	54 11 1	27
1948/49 ...	3	258	14,539	58 12 6	26
1949/50 ...	3	237	14,995	64 7 2	24
1950/51 ...	3	214	13,678	64 4 4	24
1951/52 ...	3	214	16,873	79 4 4	26
1952/53 ...	3	204	18,998	97 8 6	26
1953/54 ...	3	177	16,671	94 3 8	26
1954/55 ...	3	168	16,096	95 16 3	26
1955/56 ...	3	168	15,444	91 18 11	26
1956/57 ...	3	182	17,050	93 13 8	26
1957/58 ...	3	202	19,116	94 12 8	27
1958/59 ...	3	196	25,533	130 5 4	20
1959/60 ...	3	205	30,047	146 11 5	...
1960/61 ...	3	205	29,985	148 0 0	...
1961/62 ...	3	177	25,975	146 0 0	...
1962/63 ...	3	154	26,534	172 0 0	...

Source : Annual Reports of the Department of Education.

TABLE 37
Industrial Schools

Year	Number of Schools	Number of Pupils on Rolls	Total Expenditure from Public Funds	Average Cost per Pupil	Number of Teachers
			£ s. d.	£ s. d.	
1924/25	52	5,663	162,168	28 12 0	496
1925/26					
1926/27	52	6,171	175,908	28 10 1	396
1927/28	53	6,313	194,461	30 16 1	413
1928/29	52	6,595	199,888	30 6 2	421
1929/30	n.a.	n.a.	n.a.	n.a.	n.a.
1930/31	52	6,776	203,433	30 0 5	496
1931/32	52	6,853	200,444	29 5 0	471
1932/33	52	6,793	200,862	29 11 5	470
1933/34	52	6,732	204,906	30 8 9	500
1934/35	52	6,566	198,721	30 16 3	481
1935/36	52	5,910	192,881	30 15 4	469
1936/37	52	5,562	186,580	30 15 9	480
1937/38	52	5,486	175,895	29 0 3	464
1938/39	n.a.	n.a.	n.a.	n.a.	n.a.
1939/40	52	6,434	n.a.	n.a.	n.a.
1940/41	51	5,809	197,008 13 7	30 8 11	449
1941/42	51	6,229	200,993 6 5	30 10 9	406
1942/43	51	6,055	230,303 5 0	34 12 0	469
1943/44	51	6,116	267,488	40 7 5	479
1944/45	51	5,966	271,630	41 13 6	431
1945/46	51	6,045	276,438	40 0 8	424
1946/47	51	5,875	273,751	42 9 6	438
1947/48	51	5,696	278,103	43 13 7	425
1948/49	51	5,565	326,259	52 3 2	418
1949/50	51	5,298	317,626	52 6 0	437
1950/51	50	5,406	314,939	53 8 2	442
1951/52	50	5,498	374,189	64 10 9	389
1952/53	50	5,154	452,564	80 11 8	394
1953/54	50	5,074	451,511	84 5 1	389
1954/55	50	4,773	430,512	85 10 5	349
1955/56	50	4,408	414,713	87 3 7	352
1956/57	50	4,210	392,096	87 3 5	358
1957/58	49	3,982	375,391	88 9 10	347
1958/59	48	3,792	498,610	119 17 9	325
1959/60	48	3,378	471,479	116 14 0	...
1960/61	48	3,181	464,186	126 0 0	...
1961/62	48	3,047	436,278	124 0 0	...
1962/63	48	2,816	422,127	130 0 0	...

Source: Annual Reports of the Department of Education.

TABLE 38

University Students (including Maynooth and excluding Royal College of Surgeons)

Year	Total Full-time Students (Undergraduate Degree)	Total Students Full-time and Part-time (Undergraduate Degree)
1950/51	6,136	6,342
1951/52	6,040	6,308
1952/53	6,040	6,384
1953/54	6,088	6,518
1954/55	6,308	6,854
1955/56	6,337	6,843
1956/57	6,510	7,044
1957/58	6,818	7,327
1958/59	7,301	7,868
1959/60	7,669	8,376
1960/61	8,312	9,073
1961/62	9,083	9,885

Source: Provisional data prepared by the secretariat of the Commission on Higher Education.

TABLE 39

Universities (excluding Maynooth): Number of Degrees Conferred

Year	Number of Primary Degrees Conferred		Number of Higher Degrees Conferred
	Honours	Ordinary	
1931/32	238	532	197
1932/33	285	529	183
1933/34	258	705	237
1934/35	295	724	227
1935/36	265	664	218
1936/37	265	714	268
1937/38	278	736	251
1938/39	301	734	250
1939/40	278	762	227
1940/41	301	742	214
1941/42	311	736	290
1942/43	347	855	298
1943/44	370	721	265
1944/45	318	719	257
1945/46	316	828	289
1946/47	313	879	287
1947/48	342	1,003	222
1948/49	349	1,034	147
1949/50	395	1,076	156
1950/51	503	1,074	150
1951/52	473	1,086	169
1952/53	438	1,049	144
1953/54	444	1,003	147
1954/55	406	1,087	138
1955/56	462	1,080	124
1956/57	452	1,095	133
1957/58	467	1,172	133
1958/59	489	1,232	120
1959/60	491	1,176	130
1960/61	543	1,271	168
1961/62	596	1,432	195

Source: Statistical Abstracts of Ireland.

TABLE 40

Universities: First Degrees in Arts and Commerce (excluding Maynooth)

Year	Honours			Ordinary			Grand Total	Honours as percentage of Total	
	N.U.I.	T.C.D.	Total	N.U.I.	T.C.D.	Total		N.U.I.	T.C.D.
1951/52	198	185	383	280	235	515	898	41.4	44.0
1952/53	168	168	336	316	229	545	881	34.7	42.3
1953/54	192	146	338	281	249	530	868	40.6	37.0
1954/55	183	138	321	353	246	581	902	35.3	35.9
1955/56	244	116	360	366	248	614	974	40.0	31.9
1956/57	241	115	356	326	153	479	835	42.5	42.9
1957/58	243	97	340	395	234	629	969	38.1	29.3
1958/59	239	108	347	397	196	593	940	37.6	35.5
1959/60	239	73	312	425	206	631	943	36.0	26.2
1960/61	235	117	352	433	232	665	1,017	35.2	33.5
1961/62	226	115	341	549	280	829	1,170	29.2	29.1

N.U.I.—National University of Ireland.

T.C.D.—Trinity College, Dublin.

Source: Statistical Abstracts of Ireland.

TABLE 41

Universities: First Degrees in Science (excluding Maynooth)

Year	N.U.I.		T.C.D.		Total
	Honours	Ordinary	Honours	Ordinary	
1951/52 ...	40	57	—	25	122
1952/53 ...	40	38	—	6	84
1953/54 ...	45	33	—	7	85
1954/55 ...	29	35	—	7	71
1955/56 ...	43	40	—	1	84
1956/57 ...	33	68	—	6	107
1957/58 ...	47	63	—	4	114
1958/59 ...	55	104	—	2	161
1959/60 ...	82	73	—	6	161
1960/61 ...	93	123	—	10	226
1961/62 ...	109	129	52	2	292

N.U.I.—National University of Ireland.

T.C.D.—Trinity College, Dublin.

Source: Statistical Abstracts of Ireland.

TABLE 42

Numbers of Degrees Conferred in St. Patrick's College, Maynooth, 1950/51 to 1961/62

Year	First Degrees	Higher Degrees	Total
1950/51	85	17	102
1951/52	97	8	105
1952/53	90	11	101
1953/54	90	14	104
1954/55	115	17	132
1955/56	103	12	115
1956/57	118	16	134
1957/58	90	25	115
1958/59	97	7	104
1959/60	101	3	104
1960/61	106	14	120
1961/62	104	14	118

Source: Statistical Abstracts of Ireland.

TABLE 43

Numbers of Professors and Lecturers (Full and Part-time) in the Universities (including St. Patrick's College, Maynooth)

Year	National University		University of Dublin (Trinity College)		Maynooth		Total	
	Professors and Fellows	Lecturers, Assistants and Demon- strators	Professors and Fellows	Lecturers, Assistants and Demon- strators	Professors and Officials	Lecturers	Professors, Fellows and Officials	Lecturers, Assistants and Demon- strators
1938/39	114	201	66	80	32	10	212	291
1948/49	126	282	62	105	34	5	222	392
1949/50	123	290	61	115	34	6	218	411
1950/51	133	254	60	117	32	6	225	377
1951/52	132	272	68	113	33	8	233	393
1952/53	133	271	57	121	35	9	225	401
1953/54	135	284	58	100	35	9	228	393
1954/55	136	323	65	107	36	10	237	440
1955/56	136	361	63	117	36	13	235	491
1956/57	137	374	62	123	36	13	235	510
1957/58	139	385	59	128	36	12	234	525
1958/59	142	391	57	139	34	10	233	540
1959/60	141	425	62	154	36	8	239	587
1960/61	150	461	62	166	36	9	248	636
1961/62	155	538	63	170	36	9	254	717

Source: Statistical Abstract of Ireland.

TABLE 44

Miscellaneous Schools and Colleges—Numbers of Schools and Pupils

Year	School of Art		Training Schools of Domestic Science ¹		Day Trades Preparatory Schools ²		Residential Schools of Domestic Science and miscellaneous schools ³	
	Number of schools or colleges	Number of pupils on rolls	Number of schools or colleges	Number of pupils on rolls	Number of schools or colleges	Number of pupils on rolls	Number of schools or colleges	Number of pupils on rolls
1924/25	1	360	2	52	10	431	—	—
1925/26								
1926/27	1	473	2	51	10	342	—	—
1927/28	1	557	2	51	10	427	—	—
1928/29	1	533	2	50	10	338	—	—
1929/30	1	379	3	84	10	467	—	—
1930/31	1	362	3	79	10	488	—	—
1931/32	1	429	3	88	1	114	—	—
1932/33	1	424	3	106	1	98	—	—
1933/34	1	431	3	99	1	79	—	—
1934/35	1	444	3	114	1	94	—	—
1935/36	1	482	3	103	1	93	—	—
1936/37	1	431	3	103	1	91	—	—
1937/38	1	474	3	106	1	91	—	—
1938/39				not available				
1939/40				not available				
1940/41	2	790	2	89	1	147	—	—
1941/42	2	873	2	101	1	125	—	—
1942/43	2	788	2	109	1	119	—	—
1943/44	2	867	2	109	1	115	—	—
1944/45	2	977	2	123	1	128	—	—
1945/46	2	723	2	121	1	128	—	—
1946/47	2	940	2	114	1	131	—	—
1947/48	2	949	2	120	1	117	—	—
1948/49	2	999	2	122	1	137	18	1,268
1949/50	2	1,032	2	118	1	121	18	1,081
1950/51	2	1,039	2	136	1	136	18	1,039
1951/52	2	1,065	2	142	1	160	15	919
1952/53	2	1,128	3	137	1	161	13	918
1953/54	2	1,195	3	134	1	176	13	945
1954/55	1	689	2	144	1	164	13	748
1955/56	1	690	2	145	1	159	16	916
1956/57	1	683	2	150	1	158	15	796
1957/58	1	645	2	135	1	155	15	861
1958/59	1	646	2	132	1	148	15	851
1959/60	1	646	2	132	1	148	15	851
1960/61	1	615	2	146	1	176	14	899
1961/62	1	674	2	152	1	175	14	780
1962/63	1	641	2	157	1	175	14	871

¹Teacher training mainly but from 1924 to 1937/38 includes the Killarney School of Housewifery, a school conducted by the Department of Education for the training of girls as domestic servants (annual enrolment 12-16).

²With one exception all these schools were absorbed as day vocational schools in 1931/32.

³Statistics for earlier years not available. Information in the general records of the Department however, indicates that the numbers of schools and pupils showed little change between 1924 and 1950.

Source: Annual Reports of the Department of Education.

