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Development Of Technical Education In Dublin : Technical Education Report Pamphlet

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ASSOCIATION OF
TECHNICAL INSTITUTIONS

DEVELOPMENT
OF
TECHNICAL EDUCATION
IN DUBLIN

by

MARTIN M. GLEESON, M.A., B.Comm., H.D.E., Chief Executive
Officer, City of Dublin Vocational Education Committee

SUMMER MEETING,
DUBLIN
28th June—30th June, 1956.

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Dublin Vocational Education Committee.*



Origin of the Dublin Technical Schools

In the year 1886 an Artisans' Exhibition was held in Dublin to stimulate Irish industries and the City of Dublin Technical Schools were founded in 1887. This was two years before the Technical Instruction Act of 1889, and our Dublin schools were the first of the kind in Great Britain or Ireland. Supported and endowed by private citizens and later by a contribution from the Corporation, the schools had already achieved reputation and success at the inception of the Department of Agriculture and Technical Instruction in 1899. Under the impetus of that Department, with the enthusiasm it engendered and the funds it provided, there was an increasing encouragement and development and the schools under that Act reached an important and useful position.

Prior to the establishment of the Republic of Ireland, technical instruction was administered by local committees under the general control of the Department of Agriculture and Technical Instruction. This type of education had taken root and was of vigorous growth in Dublin and the other County Boroughs, but, in the urban and rural areas where there was little industrial life, the trend of instruction was mainly towards Domestic Economy, Junior Commercial Subjects and Woodwork; yet there was everywhere this eager seeking for training bearing on the possibilities of employment.

One of the early administrative actions of the Republic of Ireland was to make Agriculture a separate department, and to link up Technical Instruction with the Department of Education. The first really progressive move, however, was the appointment in 1926 of a Commission "to enquire into and advise upon the system of Technical Education in Saorstát Eireann in relation to the existing and probable requirements of trade and industry."

The terms of reference were detailed by the then Minister for Education who concluded thus finely:—

“In dealing with these and other problems of Technical Instruction I feel confident that your Commission will handle them on the fundamental principle that Technical Instruction can have, and should have, as profound an educational and civic value as any other form of education, and that no matter how effective a system of Technical Instruction may be in the narrower vocational sense of the word it will fail in one of its chief purposes if it does not uplift every man not merely as a member of his trade, but as a member of the community and a member of the State.”

The Commission, among whose members were expert educationalists from Sweden and Switzerland, having taken evidence from employers, trade unions, technical committees and their educational officers, chambers of commerce and other industrial bodies, and having visited schools and industries throughout the State, duly presented an instructive report with wise recommendations. From these recommendations eventuated the Vocational Education Act, 1930.

This Act, which is now the setting for educational activities in Eire with a vocational and industrial objective, makes many changes. Administratively, Vocational Education Committees have become independent corporate bodies which make annual demands on the local authorities for contributions much greater than previously.

In the year 1930 under the Greater Dublin Act the boundaries of the city were greatly extended, and work was started in two active urban centres, Rathmines and Pembroke, which were large in area and population and which had already been alert and progressive in their provision for Technical and Commercial Education. As the Town Halls in these districts were no longer needed for their original purpose, they were happily secured for the development of educational work. The coming into operation of the Vocational Education Act almost simultaneously with the Greater Dublin Act was bound to involve special difficulties, but the Dublin Corporation made a happy selection of a representative Vocational Education Committee which rapidly solved all the problems of administration and co-ordination of the educational work of the schools.

Duties Generally of Vocational Education Committees

Under the Vocational Education Act, 1930, Section 30, it shall be the duty of each Vocational Education Committee

- (a) to establish and maintain in accordance with this Act a suitable system of continuation education in its area and to provide for the progressive development of such system : and
- (b) to supply or aid the supply in accordance with this Act of technical education in its area.

The Act defines "continuation education" and "technical education" in these terms :

Section 3 — For the purposes of this Act the expression "continuation education" means education to continue and supplement education provided in elementary schools and includes general and practical training in preparation for employment in trades, manufactures, agriculture, commerce, and other industrial pursuits, and also general and practical training for improvement of young persons in the early stages of such employment.

Section 4 — (1) For the purpose of this Act the expression "technical education" means education pertaining to trades, manufactures, commerce, and other industrial pursuits (including the occupations of girls and women connected with the household) and in subjects bearing thereon or relating thereto and includes education in science and art (including, in the county boroughs of Dublin and Cork, music) and also includes physical training.

(2) The Minister may from time to time by order declare that the expression "technical education" shall for the purposes of this Act include instruction in such subjects connected with such pursuits, employments, and occupations (other than agriculture) as may be specified in such order, and whenever any such order is made the meaning of the said expression shall for the purposes of this Act be extended in conformity with the provisions of such order.

(3) The Minister may from time to time, after consultation with the Minister for Agriculture, by order declare that the expression "technical education" shall for the purpose of this Act also include instruction in such subjects bearing on or relating to agriculture as may be specified in such order, and whenever any such order is made, the meaning of the said expression shall for the purposes of this Act be extended in conformity with the provisions of such order.

In connection with sub-section (3), the Minister for Education, by the Vocational Education ("Technical Education") Order, 1934, extended the meaning of the expression to include horticulture bee-keeping, poultry-keeping, home butter-making and home cheese-making.

Administration of Vocational Education in the City of Dublin

The Statutory Authority.

- (i) The statutory authority under the Vocational Education Act, 1930, for the supply of continuation education and technical education in the county borough area is the City of Dublin Vocational Education Committee (Sections 6 (1) and 7 of the Act).
- (ii) Section 8 (1) provides that the Vocational Education Committee for a borough vocational education area shall consist of fourteen members elected by the Council of the county borough, of whom not less than five nor more than eight shall be persons who are members of such council.
- (iii) Section 8 (4) provides that when electing the Vocational Education Committee the local authority "shall have regard to the interest and experience in education of the person proposed to be so elected and to any recommendations made by bodies (including associations or bodies of employers or of employees) interested in manufactures, or trades in the area of such committee and shall, where it appears desirable and circumstances permit, so make such election as to provide for the representation of such bodies on such committee."
- (iv) According to the provision of Section 22
 - (a) a Vocational Education Committee may appoint sub-committees for the exercise or performance of any of its powers, duties or functions which, in its opinion, can be better or more conveniently exercised or performed by a sub-committee;
 - (b) each sub-committee shall consist of not more than twelve members and may be composed in whole or part of members of the Vocational Education Committee;
 - (c) the acts of every sub-committee shall be subject to confirmation by the Vocational Education Committee, save where the Vocational Education Committee, with the sanction of the Minister for Education, dispenses with the necessity for such confirmation.

Vocational Education Committee for the City of Dublin

The City of Dublin Vocational Education Committee is composed of fourteen members, all of whom are appointed by the City Corporation, eight of whom are Councillors, the remaining members being representative of employer, trade union and educational interests. The Vocational Education Committee is

charged with the fulfilment of all duties assigned by the Act; its executive functions are carried out by the Chief Executive Officer and his staff; and each school under the Committee's care is controlled by the Principal, Headmaster or Headmistress, appointed by the Committee for this purpose.

Scheme of general policy—arising from 1930 Vocational Education Act.

Under Section 31 of the Act.

- (i) Every vocational education committee may, and if so required by the Minister shall, from time to time, prepare and submit to the Minister a scheme setting forth the general policy of such committee in relation to continuation education and technical education, respectively, and showing the mode in which it proposes, in pursuance of such policy, to exercise and perform its powers and duties under this Act.
- (ii) In preparing a scheme under this section a vocational education committee shall consider all such representations as shall be made to it in relation to such scheme by persons resident in its area, having interest and experience in educational matters, and by persons concerned in local manufactures, trades and industries, and by persons qualified to represent the views of employers and employees in matters of educational interest relating to such area.

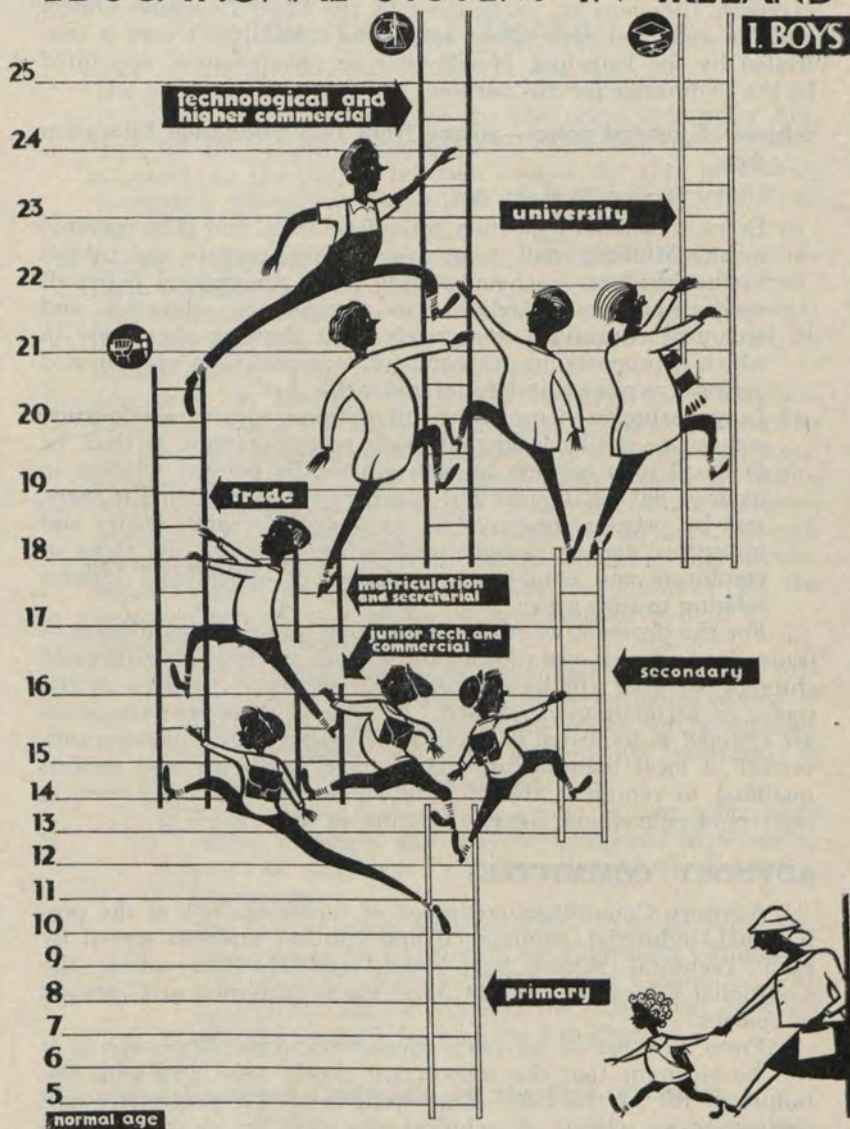
For the provision of technical training and the organisation of trade classes the co-operation of the various interests is maintained through advisory committees composed of representatives of the trades or occupations concerned. In general these representatives are selected as indicated in Section 31(2) (above) from persons concerned in local manufactures, trades and industries and persons qualified to represent the view of employers and employees in matters of educational interest relating to the area.

ADVISORY COMMITTEES

Advisory Committees composed of representatives of the professional, industrial, commercial and cultural interests served by each Technical School have been established to advise the Vocational Education Committee on the organisation and conduct of courses.

From this list of advisory committees (vide Appendix 1) it will be apparent that the schools are closely associated with the industrial life of the city. The strength of this progressive and comprehensive scheme of technical education lies in the closeness of this association; and it is the constant pre-occupation of those in charge of these schemes that this close and harmonious association should be maintained and developed. They well realise that the generous and ungrudging support given by employers and trade unions alike is the sure foundation on which the whole structure rests.

EDUCATIONAL SYSTEM IN IRELAND



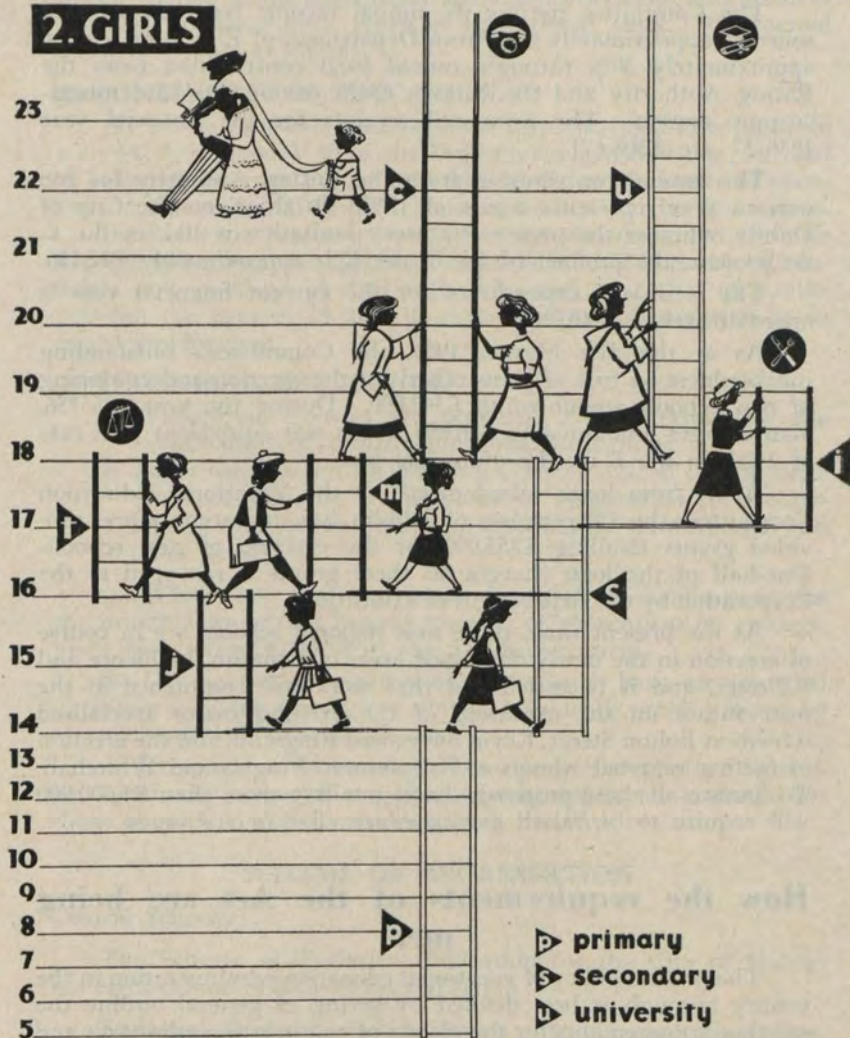
NOTES 'matriculation' includes courses in preparation for professional preliminaries

'trade' includes skilled crafts and retail distribution

unusual transfers are not shown

EDUCATIONAL SYSTEM IN IRELAND

2. GIRLS



normal age

- ▶ junior commercial and junior domestic
- ▶ secretarial and matriculation
- ▶ higher commercial and technological
- ▶ retail distribution and trade
- ▶ household management and institutional management

VOCATIONAL EDUCATION COMMITTEE FINANCES

The Committee derives its annual income from three main sources : approximately 60% from Department of Education grants, approximately 30% through annual local contribution from the Rating Authority and the balance from tuition fees and miscellaneous sources. The estimated receipts for the financial year 1956/57 are £508,671.

The annual contribution from the Rating Authority for the current year represents a rate of 12½d. in the £ on the City of Dublin, whereas the present statutory limitation is 18d. in the £. At present, the product of 1d. in the £ is approximately £12,116.

The estimated expenditure for the current financial year is approximately £504,077.

As at the 31st March, 1956, the Committee's outstanding indebtedness on foot of loans raised for the erection and equipping of new schools amounted to £342,000. During the year 1955/56, loan charges amounted to £26,085 which was equivalent to a rate of 2½d. in the £ on the municipal rate.

Apart from loans raised direct by the Vocational Education Committee, the Corporation of Dublin has, in recent years, provided grants totalling £255,000 for the erection of new schools. One-half of the loan charges on these grants is recouped to the Corporation by the Department of Education.

At the present time, three new regional schools are in course of erection in the newly developed areas of Crumlin, Inchicore and Killester, and it is anticipated that work will commence in the near future on the extension of the existing major specialised schools at Bolton Street, Kevin Street and Ringsend, and the erection of further regional schools at Ballyfermot, Finglas and Whitehall. To finance all these proposals, loans totalling more than £1,000,000 will require to be raised over the next five or six years.

How the requirements of the Act are being met

The present policy of vocational education administration in the county borough is best defined by giving in general outline the existing arrangements for the supply of continuation education and technical education.

There is at present no clear line of demarcation between *continuation* schools and *technical* schools. There are eighteen schools in all, distributed through city and suburbs, in which both "continuation" and "technical" courses are provided. The courses are quite distinct from one another but, for reasons of economy or convenience, the same classrooms and the same teachers are sometimes utilised for both courses; thus a teacher may deal with

Mechanical Drawing for continuation pupils in the morning in a particular room and with Machine Construction for trade pupils in the evening in the same room. Similarly, workshops and kitchens are used to serve both types of educational work. The actual arrangement are as follows :—

(1) CONTINUATION EDUCATION.

(a) Whole-time continuation courses are provided in accordance with Memorandum V.40 of the Department of Education; in view of existing demands pupils are enrolled up to the limits of classroom accommodation in all schools controlled by the Committee.

(b) Part-time continuation courses are also organised through a special sub-committee appointed under Section 22 of the Act (Comhairle le Leas Oige) to deal with the social education of youths between the ages of 14 and 18 years who are unemployed or in casual employment.

(2) TECHNICAL EDUCATION

a. Whole-time Courses are provided in preparation for the examinations of certain professional institutions.

b. Part-time Day and/or Evening Courses, and in certain cases sandwich Courses, are provided in preparation for technological and commercial examinations at professional and other levels.

(a) Whole-time day courses are provided in certain cases for the initial training of a limited number of apprentices by arrangement with representatives of the trades concerned.

(b) Day courses on a part-time or sandwich basis are provided in certain cases for apprentices allowed off during working hours by arrangement with their employers.

(c) Evening courses (arranged on a progressive basis to correspond with the successive stages of apprenticeship) are provided for those at work in various trades during the day.

SCHEME OF ORGANISATION

Central Schools

The Scheme of Technical Education for the City of Dublin has eight central Schools of Specialisation :—

Technical Institute, Bolton Street : Architecture, Surveying, Building Trades; Civil, Mechanical, Motor-car and Aeronautical Engineering; Mechanical Engineering Trades; Printing and Book Production; Teachers-in-Training (Woodwork); Junior Technical School.

St. Mary's College of Domestic Science, Cathal Brugha Street : Dietetics, Hotel, Institutional and Household Management; Hotel Cookery and Chef's Work; Domestic Science.

Institute of Science and Technology, Kevin Street : Science, Electrical, Radio and Telecommunications Engineering; Radio Service, Cinema, Bakery and Bootmaking Trades; Marine Radio Officers and Radar; Ophthalmic Opticians, Health Inspectors, Air Navigation ; Junior Technical School.

High School of Commerce, Rathmines : Accounting, Auditing, Adult Education, Advertising, Banking, Company Secretaries, Cost and Works Accountants, Government Accountancy, Foreign Trade, Languages, Management Studies, Sales Management, Inland and Air Transport, Domestic Science; Commercial, Secretarial and Matriculation.

School of Commerce & Retail Distribution, 18 Parnell Square : Retail Drapery, Grocery and Victualling Trades; Retail Management, Secretarial, Languages, Domestic Science; Junior Commercial Courses (Boys and Girls).

Municipal School of Music, Chatham Row.

Technical Institute, Ringsend : Motor-car Engineering, Mechanical and Carpentry Trades; Teachers-in-Training (Metal work); Junior Technical School (Boys).

Institute of Tailoring and Textiles, No. 1 Parnell Square.

Regional Schools

Eight Regional Schools are situated in populous centres or districts within the city boundary. They accommodate 240 Day Students and 500-800 Evening Students :—

Technical Institute, Cabra (boys and girls).

Technical Institute, Capel Street, (boys ; also Hairdressing Trade Classes).

Technical Institute, Clogher Road, (boys).

Technical Institute, Great Denmark Street (boys).

Technical Institute, Marino (boys and girls).

Technical Institute, Mount Street (boys).

Technical Institute, North Strand (boys).

Technical Institute, Shelbourne Road (girls).

Three new Technical Institutes at Inchicore, Crumlin Road and Killester will be opened in September, 1956. (Vide Appendix 2 for future requirements).

In addition to the usual subjects, classes in such Adult Education activities as Arts and Crafts, Domestic Science, Gardening, Languages, Photography, and Woodwork are provided in most of the Committee's schools.

COMHAIRLE LE LEAS OIGE :

In December, 1941, the Minister for Education intimated to the City of Dublin Vocational Education Committee that he had under consideration plans for the training of those youths who, having left the primary schools and being unemployed, were exposed to grave dangers at a very formative period of their lives. It was apparent to him that a great number of youths left the primary schools each year who did not pursue their education in any of the available training services, either under the Vocational or Secondary systems. He was also aware of the good work being done by voluntary associations in this direction, and it was with a view to the establishment of Youth Training Centres and to the encouragement and assistance of these voluntary associations that he sought the co-operation of the City of Dublin Vocational Education Committee. (Vide Appendix 3 for further information about Comhairle le Leas Oige).

CONTINUATION EDUCATION

For the purposes of the Vocational Education Act, the expression "Continuation Education" means "education to continue and supplement education provided in elementary schools" and includes "general and practical training in preparation for employment in trades, manufactures, agriculture, commerce and other industrial pursuits, and also general and practical training for the improvement of young persons in the early stages of such employment".

In accordance with this definition, whole-time courses of instruction have been organised in each area and, depending on size, type and population of the district served, one or more or all of the following courses are in operation in each area, viz. :

- Day Junior Technical Course for boys;
- Day Commercial Course for boys and girls;
- Day Domestic Courses for girls.
- Day Agricultural Course—boys and girls.

The titles of these courses vary slightly in different areas, but I have named them in this way in order to stress the direction in which each course is biased.

These courses aim at :—

- (a) providing post-primary education in rural areas in which, for the most part, no other facilities exist for secondary education;
- (b) continuing the education of the large numbers who, leaving the elementary schools when the minimum school-leaving age of 14 years is reached, do not immediately succeed in obtaining employment;

- (c) providing a sound secondary education of a type more likely to suit the needs of boys and girls whose future lives will be spent in factories, offices, shops, on farms, in catering services or in home duties, than does the existing more academic type of secondary education;
- (d) providing a suitable educational foundation for future specialised technical education.

To these ends, subjects of a general educational character are continued and strengthened in all of the courses, but their treatment is always from a practical everyday standpoint. In addition, each course is definitely biased towards a particular type of occupational requirement, without being too narrowly specialised. Thus, the Day Junior Technical Course for boys includes a large proportion of Metalwork, Woodwork, Free and Mechanical Drawing, Applied Science and Mathematics. This course gives an ideal pre-apprenticeship training for boys preparatory to taking up employment in workshops, factories, drawing offices, etc., and provides a suitable educational foundation to their subsequent technical education. At the same time, the course is sufficiently broadly based on general educational principles that the boys are not trained solely for one particular type of employment, but can adapt themselves to other callings if their opportunities or inclinations do not lead them into trade or industrial life.

In a similar manner the Day Commercial Course directs towards office or other commercial employment by the inclusion in the curriculum of Book-keeping, Business Methods, Shorthand, Typewriting, and provides a sound pre-employment training for that purpose. The continuance of the subjects of a general educational character and the inclusion in the course of some form of handwork for boys, and of domestic science for girls, ensures that the training of the pupils is not so strictly narrow at this early age that they are merely fitted for one particular type of post which they may never attain.

In the same way, Cookery, Needlework, Household Duties and Household Accounts, give the distinctive note to the Junior Domestic Course for girls, and Horticulture, Rural Science, Woodwork and Farm Accounts to the Junior Agricultural Course.

In all the whole-time courses the Religious instruction of the students is carefully attended to, and their bodily health and fitness are provided for by the inclusion of Physical Training.

While the aims and organisation of the courses are fairly standardised, the educational machinery is sufficiently elastic to enable any Vocational Education Committee, with the sanction of the Department of Education, to design or vary the courses to meet the especial needs of any particular district.

Although attendance at these courses is voluntary, Section V. of the Act contains provisions for the extension of the age of compulsory attendance from 14 to 16 years in any particular area.

The City of Dublin Vocational Education Committee provides the three courses :—

Day Junior Technical Course (Boys)

Day Commercial Course (Boys and Girls)

Day Domestic Course (Girls)

in very many of the schools under their control, and it is strongly suggested that organised industrial and commercial undertakings should largely avail of them in the recruitment of their young employees. Although as yet no scheme of Vocational Guidance is in operation, attendance at these courses affords opportunities for studying and gauging the abilities and aptitude of the pupils for practical or for clerical work, and affords the pupils the opportunity of forming an opinion as to the direction in which their tastes and inclinations lie.

APPRENTICESHIP TRAINING

Entrance Standards

The Day Junior Technical Course provided in our schools is an ideal pre-apprenticeship form of education. The inclusion of practical science, drawing and mathematics in the course gives the essential elements for future technical instruction, and the handwork classes in woodwork and metalwork give opportunity for gauging the boys' aptitude for practical work. For many years employers and trades unions alike accepted without question the idea that the dull, stupid and backward boys at school were the ones to become the skilled tradesmen—the more brilliant boys became clerks. Technical and scientific developments in industry and especially the advances in technique made during two world wars, have now shown that that day is done, and that industry must be manned with technically trained and educated craftsmen. There are increasing signs that that lesson has been learned and very many employers in the City of Dublin to-day require that their new apprentices shall have had a preliminary Day Junior Technical School training. Among the larger bodies seeking this standard of education at entry to apprenticeship are the Electricity Supply Board, the Society of Irish Motor Traders, Messrs. Arthur Guinness, Son & Co., Coras Iompair Eireann, etc. Very many private employers also avail of the scheme, and it is safe to say that some five hundred boys pass yearly from the Junior Technical schools to apprenticeship in the city of Dublin. The effect of this is that the standard of the work in the technical classes can be raised and the progress of the work accelerated. Those who have had experience in dealing with evening technical classes

know the terrible drudgery of trying to impart knowledge when some point of elementary mathematics or science was involved. In these classes the boy who had had the preliminary training in the Day Technical school was welcomed with open arms. Perhaps we had not a very high opinion of him in the Day schools, but in the night classes afterwards he seemed by comparison an intellectual giant.

The success of the trade classes and courses in the Technical schools is almost completely dependent on the classes being closely linked with actual working conditions in the trade outside.

The City of Dublin Committee ensures this by appointing as trade teachers persons actually engaged in the trade and by setting up Advisory Committees consisting of employers and workers to help and guide the trade courses. (See Appendix 1).

Thus the work of the schools keeps closely linked with industry and academic stagnation is avoided.

By raising the standard of education at entry to apprenticeship and by keeping the classes in close touch with the industry, much has been done to improve the evening technical trade classes. Nevertheless, those associated with them are far from satisfied that by these means a satisfactory standard of technical knowledge and skill can be attained.

Day-time Release

Until roughly a quarter of a century ago, the whole of the work of technical education in this country has rested on the voluntary attendance of the young workers at evening classes after the completion of their ordinary day's work. Although in some cases very good results were obtained in general, it may be said that this system did not attain a very high overall standard of efficiency. The start of every evening school session in October showed huge numbers, full of good resolutions for the coming winter, all enrolling for classes and courses. After a while, the strain begins to tell—coming home tired, and perhaps wet, after a day's work—faced with the alternative of a hurried meal and a rush to the classes, or an evening out at dance or pictures or a quiet read by the fire—gradually the enthusiasm wanes and attendance drops off. This is very human and very understandable. Attendance in some groups drops anything up to 50% from start to finish of the evening school session. With those who do remain in attendance, the results achieved are often not proportionate to the efforts expended.

New and different technical ideas are not to be absorbed easily by fatigued minds at the end of a long working day. Fine drawings and accurate handwork are difficult under artificial light. So it is that to those engaged in the task of organising technical education, it has long been apparent that if better results are to

be achieved, the instruction of the young workers should be mainly in day-time classes. They feel that the technical education of the workers is essential to industrial development and that it should, therefore, be part and parcel of the organisation of industry. They feel that industry as a whole benefits by the increased skill and technical knowledge of the workers and that, therefore, all the effort and all the sacrifice should not be on the part of the workers alone. Consequently, the City of Dublin Vocational Education Committee, has supported the proposal that employers should contribute their share of the effort by releasing the young workers during ordinary day working hours for attendance at the technical school.

Good response has been received and gradually, year by year, more and more employers are granting this facility. At the present time, the Dublin schools are providing suitable courses for apprentices released during working hours; the extent and nature of the course vary :

Printing Trade Apprentices : released during the first two years of apprenticeship for the equivalent of $2\frac{1}{2}$ working days per week.

Hairdressing Apprentices : released during the first two years of apprenticeship for two half days weekly.

Cabinet-making Apprentices : released during the first two years of apprenticeship for fourteen hours per week.

Motor Mechanical Apprentices : released during all years of apprenticeship for one half day per week.

Carpentry Apprentices : released for six hours weekly.

E.S.B. Electrician Apprentices and Fitters' Apprentices : released during apprenticeship period for full-time attendance during a period of three months per year.

Bakery Trade Apprentices : released during the first four years of apprenticeship for one half day per week.

Drapery Trade Apprentices : released during the first two years of apprenticeship for three hours per week.

Grocery Trade Apprentices : released during the first two years of apprenticeship for three hours per week.

Victualling Trade Apprentices : released during the first two years of apprenticeship for three hours per week.

Hotel and Catering Apprentices : released during the first three years of apprenticeship for eight hours per week.

Cinema Projectionists are released for five hours weekly.

Coras Iompair Eireann Apprentices : all trade apprentices are released for one day weekly during the first two years of apprenticeship. For trades where day practical courses are feasible, apprentices are released for one day per week during all years of apprenticeship; specially selected apprentices are released for two days per week.

The Coras Iompair Eireann scheme is especially worthy of notice in that it not alone affords the trade apprentice the opportunity for technical instruction in his trade and related subjects, but opens up an avenue for advancement to higher professional status. Briefly the scheme operates as follows :—

During the first two years of apprenticeship, the one day per week in the technical school is, for Mechanical Engineering apprentices, devoted altogether to theoretical subjects—Mechanics, Heat, Machine Drawing and Mathematics. At the end of the second year all these apprentices are specially examined, and are, as well, put forward for the elementary Technological Certificate examinations of the Department of Education. Those apprentices who show definite ability, and who are thus adjudged fit for higher technological study, are released for two days per week during the rest of their apprenticeship. These two days are devoted to instruction in the full course for the Associate Membership Examination of the Institution of Mechanical Engineers. In the works they are given the facilities usually afforded to pupil engineers, and have the opportunity to achieve engineer's status.

These schemes for the day-time release of apprentices are gradually spreading and very many small employers are now availing of the facilities. In the present session, there is a day-time attendance of 1,435 apprentices in various trades who have been specially released for the purpose.

The transference from the evening classes to day classes of the young workers is enabling the re-casting of the evening school programme and the inception of schemes of adult training and adult education which were not previously possible owing to the large numbers of young people who had to be accommodated.

Scheme of Day-Apprentice Training

In addition to these day and evening classes for apprentices, the City of Dublin Vocational Education Committee also has in operation a scholarship scheme of Day Apprentice Training. Under this scheme, a number of boys are selected by examination and interview for specialised trade training in specific trades. The courses are for two years duration and, by agreement with the employers and trade unions concerned, the trainees are accepted into employment at the termination of their training as third-year apprentices. During the two years of training they are paid a weekly maintenance grant of 12/- in the first year, and 16/- in the second year of the course. Usually about ten boys are selected for each group, and the courses at present in operation are in the following trades: Plumbing, Brickwork, Bootmaking and Chef's Work.

From this hurried survey of the activities of the Dublin technical schools in relation to the selection and training of young workers in the skilled trades section, it will be apparent that the schools have become very closely associated with the trade and industrial life of the city.

Regulation of Apprenticeship Conditions by Legislation

The Apprenticeship Act called for in the Commission's Report of 1926, was passed in 1931. It is described as "an Act to make better provisions for the regulation of apprenticeship in certain trades". Under this Act the Minister for Industry and Commerce is empowered to designate any trade in any particular area as a trade to which the Act applies; designated, after an apprenticeship committee is set up consisting of representatives of the employers and employees in equal numbers under an independent chairman appointed by the Minister. The Minister appoints one other member "the appointed member", and provisions are made for the representation of the Department of Industry and Commerce and the Department of Education. It is the function of this Committee to draw up the apprenticeship rules. This Committee is obliged to make four rules dealing with (a) the classification of the persons to be regarded as apprentices, (b) the period of apprenticeship, (c) the minimum rates of wages, and (d) the maximum weekly working hours. Among other rules which the Committee may or may not make as they think fit are two rules:—

- (1) a rule defining the educational qualifications of persons entering employment in a designated trade, and
- (2) a rule requiring employers to train and instruct apprentices employed by them in a specified manner.

It appears very strange that an Act which aims at safeguarding the interests of apprentices, should leave optional the one vital thing that matters to the apprentice and to the future of his craft. Practically all the other rules of the Apprenticeship Committee deal with matters which can be, or have been solved, either by other legislation or by agreement between employers and organised labour.

Another part of the Apprenticeship Act which is pertinent to the question under consideration is Section 26. This section deals with the provision by Vocational Education Committees of suitable courses of instruction for apprentices. Section 26 enables Apprenticeship Committees, if they so desire, to make representations to the Minister for Education with a view to the provision by Vocational Education Committees of suitable courses of technical instruction for apprentices. The Minister may if he considers that effect should be given to such representations forward them to the Vocational Education Committees for consideration. When a

suitable course is made available, the same section empowers the Apprenticeship Committee to serve attendance orders compelling all apprentices concerned to attend at these courses. Only apprentices whose place of employment lies within three miles of the school at which the course is held may be required to attend. The hours of compulsory attendance must be during the normal working hours, and the employer is required to allow the apprentice to attend without deduction of wages. This section of the Act is the only one which visualises the association between apprenticeship training and the vocational schools. It is not, as was recommended in the Report of the Commission on Technical Education a compulsory clause; it is a regulation which the Apprenticeship Committee may or may not make, and if made applies only to those apprentices whose employment started after the "appointed day" on which the rule came into force. Thus, the three rules or orders that the Apprenticeship Committee may make, which could concern apprenticeship in relation to the vocational schools are:—the educational qualifications at entry rule; the training rule; and the order requiring attendance at technical courses.

TECHNOLOGICAL EDUCATION

In common with education authorities in many countries, the Vocational Education Committee for the City of Dublin has, in recent years, become increasingly aware of its responsibilities in the matter of technological education and there has been considerable development of technological courses in the two major Institutes in which this type of work is handled—the Technical Institute, Bolton Street and the Institute of Science and Technology, Kevin Street.

My Committee now feels that the time is opportune for a review of its activities in this field and for the production of a co-ordinated plan for future action. To this end, it has established a Technological Sub-Committee to advise it. This Sub-Committee consists of prominent members of the architectural, engineering and scientific professions together with myself as Chief Executive Officer and the Principals of the two Institutes which are mainly concerned, together with a Senior Inspector of the Department of Education and it has been meeting now for a little over a year, under the chairmanship of Mr. John Ingram, late Chief Inspector of the Technical Instruction Branch, Department of Education. Its report is expected soon and it will be received with great interest by my Committee.

Meanwhile, a considerable programme of building extensions is planned in connection with the Bolton Street and Kevin Street Schools. In the former case sketch plans have been approved and

the working drawings and other contract documents are in course of preparation, whilst the Kevin Street project is now in the sketch plan stage. (Vide Appendix 2.)

The technological courses provided under the Committee's scheme are in general of two types—those at professional level which prepare the student for the qualifying examinations of the relevant professional institutions and those at technician level which prepare for the technological examinations of the Department of Education—which represent the nearest approach we have in this country to the British National Certificate Examinations. Whenever possible, provision is made for vertical mobility so that every student may have the opportunity to advance as far as his talents and ambition will take him, but the possibilities in this direction are largely determined by the requirements of the professional institutions and by the degree of co-operation of employers.

The technological courses provided in the Committee's schools are of several kinds — whole-time, sandwich, part-time day and evening courses. Typical examples are the courses in Architecture and Mechanical Engineering.

In Architecture, the major course is on a whole-time basis for the first three years and on a sandwich basis for the final two. Success in the third year examination carries exemption from the Intermediate examination of the Royal Institute of the Architects of Ireland, and at the end of the fifth year the students take the Final examination of the Institute. There is an alternative part-time course from first to fifth year for students who are employed in architectural offices. This course has day and evening components totalling fifteen to twenty-one hours per week, but it is not so well favoured either by the Committee or by the Institute as the whole-time-cum sandwich course.

In Mechanical Engineering there is a college-based sandwich course of four years' duration which leads to the Graduateship examination of the Institution of Mechanical Engineers. Students spend approximately four months of each year in industrial employment and the remainder of the year in the school. There are part-time day courses and evening courses in Mechanical Engineering at both professional and technician level, and provision is made in these for the specialised branches of Mechanical Engineering such as Marine, Motorcar, Heating, Ventilating and Air Conditioning and Aeronautical Engineering.

The technological courses are organised in close conformity with professional requirements and this conformity is maintained by the machinery of the advisory committee. They are accorded varying degrees of recognition by the professional institutions and other examining bodies and in all cases where exemptions are not granted the students are eligible to sit for the external examinations.

The following list will give an indication of the technologies covered by the Dublin scheme :—

Architecture; Quantity Surveying; Building Surveying; Valuation Surveying; Land Surveying; Building Technology; Mechanical Engineering; Motor-car Engineering; Marine Engineering; Aeronautical Engineering; Heating, Ventilating and Air Conditioning; Electrical Engineering; Radio Engineering; Applied Science; Air Navigation; Food, Water and Drug Analysis; Industrial Microbiology; and Optometry.

The professional courses commence in general at the level of the Secondary Leaving Certificate, Matriculation or Professional Preliminary. They provide, in addition to the purely scientific and technological training, a grounding in professional practice and industrial administration and in spite of the inadequacy of the time available, an attempt is made to encourage the cultural interests that will inculcate in the student the breadth of outlook and intellectual flexibility that his profession demands. The introduction of visiting lecturers, the activities of student societies, the organisation of inter-society debates and the use of the college library all contribute to this end, but the total contribution must remain painfully inadequate until some quantum of leisure can be introduced into the training of the technologist. With ever-increasing demands on the purely technological content of the course this means only one thing—that we must abandon our attempt to produce technologists by the assembly-line technique and recognise that time is needed to produce a quality product.

Commercial Education

(i) Junior Courses.

Five schools under the Vocational Education Committee provide full-time day Junior Commercial Courses for girls of 14 to 16 years of age who then sit for the Department of Education General Certificate in Commerce Examination and proceed to employment as Junior clerical workers. The best of them together with girls who have completed a secondary school course in general education follow a more senior course leading to the Department of Education Secretarial Certificate and which prepares them for employment in the more progressive positions as female clerks in business and industrial organisation and with central and local authorities.

Only one school—the High School of Commerce—provides a similar type of full-time day commerce courses for boys of 14 to 16 years of age; and a number of them continue on in the school, together with a number of girls from *their* junior courses, to matriculate with a view to following a University course or a course leading to professional or semi-professional qualifications.

Our regional schools provide evening courses for employed young people in the elementary stages of commercial subjects which will be of help to them in their future work.

(ii) **Senior Courses.**

In the field of education for commerce the vast majority of young people can continue their higher studies only through attendance at suitable evening courses. These courses (including final stages) are provided in the High School of Commerce, Rathmines, and cover the requirements of the various examining bodies in Auditing, Accountancy, Cost Accountancy, Advertising and Publicity, Art in Industry, Banking, Company Secretaryship, Foreign Trade, Government Accountancy, Sales Management, Industrial Administration, Inland, Air and Sea Transport. Some 2,500 students enrol in these courses each year.

Recently the Vocational Education Committee established a Department of Management Studies in the High School of Commerce. Its present activities include long and short courses in aspects of management such as Foremanship and Supervision, Management Principles, Interviewing Techniques, Office Management, Financial Accounting, Personnel Management, Effective Speaking, Work Study Appreciation and, recently, Training Within Industry. This Department has had the active support of industry and commerce in the city, and we hope to expand its activities in the year before us.

DOMESTIC EDUCATION AND TRAINING FOR THE HOTEL AND CATERING TRADES

Every full-time course for girls contains at least three hours domestic science subjects per week, and in all Departments of Domestic Science evening classes are held for adults.

Training for the Hotel and Catering Trades is carried out at St. Mary's College, Cathal Brugh Street. In the College up-to-date and comprehensive training for personnel in the Hotel and Catering industry from Chefs and Cooks to Managers and Executives is provided. Its purpose is to give such personnel the intensive practical training that has hitherto been obtainable in specialised Hotel Schools abroad and to adopt that training to the local conditions that apply to the Hotel industry in Ireland. The syllabi of the courses are based on the principle that the best hotel manager is one who can undertake the specialised work of any of his subordinates. Part-time refresher courses for Chefs and Waiters employed in the industry have been organised with very satisfactory response. The staff includes a Senior Teacher, Class I, who has had training in the Battersea Polytechnic and who acts as Head of the Department, a Domestic Science teacher who received training in the Westminster Polytechnic, three Chef Instructors and a Waiting Instructor.

School of Music

The Municipal School of Music is an interesting feature of the Dublin Scheme of Education. Vocal, orchestral and instrumental courses are provided, the range of instruments including string, brass, reed and percussion band instruments, the Irish War Pipes and the Uilleann Pipes.

Apart from many triumphs in the Feis Ceoil and other public competitions, the chief merit of the school is that it appeals to the people, for music springs from the people, and from the people have come the greatest artists and composers.

Retail Distribution

Upon the appointment, in 1948, of a new headmistress at Parnell Square Technical Institute, she was charged by the Committee to organise classes for young people engaged in the Retail Distributive Trades. Courses for apprentices released during the day-time by their employers have been arranged. These courses lead to Certificates and Diplomas granted by the relevant Chambers of Trade. Some 500 students attend them.

Religious Instruction

The Committee is fortunate in having instituted in their schools a system of Religious Instruction by His Grace, the Archbishop of Dublin. Recently His Grace paid tribute to the Committee in the following manner:—

“The Committee has never failed to grasp the truth that the only true basis of a genuine and integral education is the knowledge and the practice of the Faith; as Archbishop, I thank the Committee and the Principals for the facilities which have been given me for establishing in the schools a new system of religious education. To know that the Principals have on many occasions declared to me the evident blessings to discipline and scholarship which has resulted from this instruction in religion is indeed a comfort to the parents, and an encouragement to the priest-teachers.”

Although the great majority of our students are Catholic provision is also made for the religious education of non-Catholic students under the guidance of their own pastors.

It is the Committee's policy that the chaplains be facilitated in every way as far as compatible with school organisation, that they be encouraged to take part as far as possible in all the school activities—School Concerts, Sports, Games, Outings, etc.—so that their influence may pervade the whole life of the schools and give it a spiritual force for which no formal instruction, however effective, could ever be a substitute.

Cultural Education

On the statue of Danton in Paris are engraved his famous words—"After bread the first necessity of the people is education"—and there is divine authority that bread is not the only requisite of man's life. Vocational and technical education may and do help towards bread-winning, but a livelihood is not living, and something more is needed than bodily sustenance in greater or lesser degree. The triumph of mechanism promises to lighten human labour and to bring more leisure, but even if that promise lags or fails of fulfilment our schools must give every facility for that cultural education which broadens and brightens the outlook of life. Culture is no word of narrow meaning; it is cultural for the commercial man to acquire a knowledge of woodwork or science, for the artisan to learn music or history.

Here in our olden town where amid a Celtic people the Danes settled and built by the Ford of the Hurdles, where the Normans made their castled stronghold of the Pale, where the fugitive Huguenots found freedom for their worship and their work, blended in blood and in fortune every race and every creed has had its share in the making of a history and a culture of which we are proud. With the expansion of education, the growth of civic spirit and the rapid development of industry there is the bright promise of a great and prosperous capital city worthy of its tradition and the traditions of a storied land.

Whilst the Dublin Vocational Education Committee shall not fail to provide the education to march in step with industrial and commercial progress, always will it be their mission and their mind to foster the nationality of the individual and to preserve the individuality of the Nation.

Adult Education

Adult Education, as part of the Committee's Scheme of Instruction, includes many forms of formal and informal instruction and of practical work for adults who are not using this instruction or this type of practical work to prepare themselves for examinations or for careers. For instance, thousands of women take classes in various domestic science subjects, e.g., cookery, needlework, house-crafts; many hundreds of men take up woodwork as a hobby; others follow courses in horticulture, in bee-keeping, in poultry-keeping; in photography, in motor-car engine maintenance; the more literary-minded attend lectures or short courses in Drama Appreciation, in Film Appreciation, in languages (Irish, English, French, German, Italian). These leisure-time courses and lectures are amazingly popular and indeed, frequently over-tax our accommodation.

Teaching Staff

Whole-time Teachers

The Committee employs 268 whole-time teachers (male and female) on a permanent basis and approximately 630 regular part-time teachers. The general policy of the Committee is to appoint a permanent teacher in a school when the number of teaching hours available justifies such a procedure.

Permanent teachers are appointed in accordance with the regulations laid down in memorandum V. 7 of the Department of Education. In general, to qualify for a full-time teaching post a person must be a graduate of a recognised University or have successfully completed a special Training Course organised or recognised by the Department of Education, and in all cases, the possession of the Ceard Teastas Gaedhilde (a Departmental certificate of competency to teach the required subjects through Irish) is an essential qualification. This qualification is not required for posts in the Technological grade.

Part-time Teachers

Part-time teachers are appointed by the Committee, generally through interview following the advertising of the posts. The necessity for the appointment of part-time teachers arises (a) because there may not be a sufficient number of teaching hours available (900—1,000 hours per annum) to justify the appointment of a full-time teacher, and (b) because of the comparatively large volume of specialised instruction being given particularly in evening classes and courses. Part-time teachers are paid at rates varying from 11/6d. per hour for the elementary stages of general subjects to 21/6d. per hour for highly specialised instruction in technological and commercial subjects. It should be noted, however, that where the higher rates are in operation one hour of satisfactory and efficient class instruction necessitates several hours of preparation by the teacher—the matter is really imparted by way of prepared lectures. The great majority of part-time teachers have other sources of income, and are generally in full-time employment elsewhere. The Committee, however, are disposed to look favourably on the younger part-time teachers, suitably qualified, when full-time permanent vacancies arise. During the session 1954/55 the total number of hours of instruction worked by part-time teachers was 109,627; full-time teachers during the same session gave 228,361 hours of instruction, while the number of student hours was 4,447,310.

Salary Scales—Whole-time Teachers

Class I :

	Minimum	Maximum
Single men and women ...	£769	£982
Married men	£847	£1,162

Class II :

Single men and women	£656	£870
Married men	£735	£1,050

Higher Technological Grade :

Single men and women	£735	£892
Married men	£791	£1,100

(Credit may be given for previous experience and qualifications—maximum of **five** increments on scale.)

Single Men and women ...	£842	Married men ...	£932
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Class III :

Single men and women	£392	£701
Married men	£454	£881

Allowances :

Rent allowance : £42 per annum.

Children's allowances : £28 per annum for each eligible child.

Special allowances : £47 8s. 0d.

Part-time Teaching Rates :

11/6d. per hour —	Category I.
16/0d. per hour —	Category II.
21/6d. per hour —	Category III.

Maintenance Staff

The maintenance staff includes porters, laboratory and workshop attendants, kitchen attendants, cleaners, labourers, carpenters, plumbers and electricians, the latter three types being under the control of the Buildings Superintendent who is also responsible for the proper maintenance of all of the Committee's schools.

APPENDIX 1.

ADVISORY COMMITTEES

Advisory Committees are composed of representatives of the industrial, commercial and cultural interests served by each Technical School.

Mechanical Engineering

- Irish Engineering and Foundry Union.
- Irish Engineering Industrial Union.
- United Society of Boilermakers and Iron and Steel Shipbuilders.
- Coras Iompair Eireann.
- Liffey Dockyard Company.
- Messrs. Howard McGarvey & Sons.
- Messrs. Geo. Watt, Ltd.

Motor Engineering

- Society of Irish Motor Traders.
- Coras Iompair Eireann.
- Irish Automobile Drivers' and Mechanics' Union.
- Irish Engineering Industrial Union.

Architecture

- Board of Architectural Education of the Royal Institute of the Architects of Ireland.

Quantity and Building Surveying

- Chartered Surveyors' Institution (Eire Branch).

Building Trades

- Master Builders' Association.
- Association of Master Plumbers, Heating and Ventilating Engineers of Ireland.
- National Association of Master Painters and Decorators of Ireland.
- Ancient Guild of Incorporated Brick and Stonelayers' Union.
- Plumbers', Glaziers' and Domestic Engineers' Trade Union.
- Dublin Operative Plasterers' Trade Society.
- National Amalgamated Society of Painters.
- Irish National Painters' Union.
- United House and Ship Painters' Union.
- Amalgamated Society of Woodworkers.
- Irish National Union of Woodworkers.

Aeronautical Engineering

- Department of Industry and Commerce.
- Aer Lingus, Teo.
- Army Air Corps.

Air Navigation

Department of Industry and Commerce, Civil Aviation Section.
Aer Lingus, Teo.
Trans-World Airways, Inc.
Department of Education (Technical Instruction Branch).

Printing

Dublin Master Printers' Association.
Dublin Newspaper Managers' Committee.
Dublin Typographical Provident Society.
Irish Bookbinders' and Allied Trades' Union.
Lithographic Artists' and Process Workers' Society.
Stereotypers' Society.

Bakery

Dublin Master Bakers' Committee.
Guild of Irish Bakers.
Federated Union of Employers (Confectionery Trade Branch).
Irish Bakers', Confectioners' and Allied Workers' Union.

Bootmaking

Messrs. James Winstanley, Ltd.
Messrs. S. A. Wiltshire and Co., Ltd.
The Handicraft Trade.

Cinema and Theatre Projection

The Theatre and Cinema Managers' Association.
The Irish Transport and General Workers' Union (Cinema Branch).

Electrical Installation Work

The Electricity Supply Board.
The Electrical Contractors' Association.
Coras Iompair Eireann.
Messrs. A. Guinness Son and Co. (Dublin) Ltd.
The Irish Engineering, Industrial and Electrical Trades Union.
The Electrical Trades Union.

Gas Fitting

Alliance and Dublin Consumers' Gas Co.
Workers' Union of Ireland (Gas Workers' Branch).

Flour Milling

Messrs. Geo. Shackleton and Sons, Ltd., Lucan.
The Dublin North City Milling Co., Ltd.
The Dock Milling Co., Ltd.
Messrs. Johnston, Mooney and O'Brien, Ltd.
The National Flour Mills, Ltd., Cork.

Ophthalmic Optics

The Association of Ophthalmic Opticians, Ireland.

Radio Service Work

The Wireless Dealers' Association.

The Federated Union of Employers (Radio Service Branch).

The Irish Transport and General Workers' Union.

Science

National University of Ireland, Dublin (Science Faculty).

Trinity College, Dublin (Science Faculty).

Messrs. A. Guinness, Son and Co., Ltd.

Department of Education, Technical Instruction Branch.

Company Secretaries

The Irish Institute of Secretaries.

The Chartered Institute of Secretaries.

The Corporation of Secretaries.

The Faculty of Secretaries.

Professional Accountants

The Institute of Chartered Accountants in Ireland.

The Society of Incorporated Accountants and Auditors.

The Association of Certified and Corporate Accountants.

The Irish Association of Accountants.

The Society of Public Accountants.

The Institute of Book-keepers.

The Institute of Company Accountants.

The Institute of Cost and Works Accountants.

The Cost Accountants' Association.

The Association of International Accountants.

The Society of Commercial Accountants.

The Institute of Municipal Accountants and Treasurers.

Advertising and Publicity and Art in Industry and Commerce

The Irish Association of Advertising Agencies.

The Dublin Newspaper Managers' Committee.

The Advertising-Press Club.

The Publicity Club of Ireland.

The Advertising Association.

The Institute of Incorporated Practitioners in Advertising.

Banking and Finance

The Institute of Bankers.

Foreign Trade Practice

The Irish Exporters' Association.

Government Accountancy

The Department of Finance.

Insurance

The Irish Insurance Institute.
The Chartered Insurance Institute.

Sales Management

The Incorporated Sales Managers' Association.

Transport

The Institute of Transport.
Aer Lingus, Teo.
Coras Iompair Eireann.
Great Northern Railway (Ireland) Ltd.
The Institute of Shipping and Forwarding Agents.

Day-Release Schemes

The Dublin Chamber of Commerce.
Coras Iompair Eireann.

Management

The Irish Management Institute.

Personnel Management

The Irish Personnel Managers' Association.

Office Management

The Office Management Association.

Industrial Administration

The Institute of Industrial Administration.
The Institute of Mechanical Engineers.

Purchasing Officers

The Purchasing Officers' Association.

Hotel and Catering

An Bord Failte.
The Irish Hotels' Association.
The Hotel and Restaurant Association.
The Irish Transport and General Workers' Union (Hotel and Restaurant Branch).

Dietetics

Hospital Boards.
Local Authority Hospitals.
General Nursing Council.
The Medical Profession.

Institutional Management

Industrial Canteens.
Office Canteens and Dining Clubs.
Electricity Supply Board.
Irish Matrons' Association.

Retail Drapery

The Drapers' Chamber of Trade.
The Irish Union of Distributive Workers and Clerks.

Retail Grocery

Retail Grocery, Dairy and Allied Trades' Association
(RGDATA).
Irish National Union of Vintners', Grocers' and Allied Trades'
Assistants.

Retail Victualling

The Dublin Master Victuallers' Association.
The Workers' Union of Ireland (Operative Butchers' Branch).

Lip-reading

Special Committee of Doctors and interested lay people.

Hairdressing

Irish Ladies' Hairdressers' Association.
Master Hairdressers' Association.
Irish Master Hairdressers' Guild.
Hairdressing Branch of the Federated Union of Employers.
Irish Union of Hairdressers and Allied Workers.

Textiles

Dublin Branch of the Textile Institute.

Tailoring

Master Tailors' Association.
Irish Clothing and Cap Manufacturers' Association, Ltd.
Mantle and Gown Group of the Federated Union of Irish
Employers.
Waterproof Group of the Federated Union of Irish Employers.
Underwear Group of the Federated Union of Irish Employers.
National Union of Tailors and Garment Workers.
Clothing Branch of Irish Transport and General Workers'
Union.

General

The Congress of Irish Unions.
The Irish Trade Union Congress.

APPENDIX 2

Future Requirements and How They May be Met

The extension of the county borough area and the establishment of densely populated new suburbs in outlying districts, create a demand for better distribution of facilities for vocational education. This demand will be met in accordance with a comprehensive scheme which will cater in the most efficient and economical manner for the needs of the whole county borough area.

The basis on which the Vocational Education Committee proposes to proceed is to continue its present policy, and to extend as soon as possible the benefits of vocational education to every part of its area by

- (a) making ample and adequate provision for higher technical education in its central schools of specialisation, and
- (b) by extending the supply of continuation education by establishing new regional schools and classes as may be required.

The 1930 Act charged the Vocational Education Committee with the provision of three types of education, viz :—

- (a) Technical Education;
- (b) Voluntary Continuation Education;
- (c) Compulsory Continuation Education.

Hitherto, by general agreement, the Vocational Education Committee has confined its attention to items (a) and (b) above, and the general results to date are :—

	Session 1934-35	Session 1954-55
Total number of school buildings ...	9	18
Total number of individual students	12,830	23,169
Total number of student hours ...	1,378,194	4,447,310
Total number of teaching hours ...	109,441	337,987

In the Committee's view the immediate needs are :—

Technical Education

1. Reconstruction and extension of the Kevin Street School on a site now acquired.
2. Extension to the Bolton Street School on a site now acquired.
3. Extension of the High School of Commerce, Rathmines.

Continuation Education

Several new schools well spaced out providing for 2,400 students in districts not yet catered for.

In pursuance of the Committee's previous Building Programme, the following schools are completed or plans in connection therewith are well in hand. Preliminary investigations regarding these works commenced in 1950.

Work completed or nearing completion

Technical School, North Strand	...	Extension completed 1953
Technical School, 14 Upr. Mount Street		Extension completed 1953
Technical Institute, 3 Gt. Denmark St.		Extension completed 1953
Caretaker's House, Ringsend	...	Building completed 1952
Technical School, Clogher Rd., Crumlin		Building completed 1952
School of Textiles and Tailoring	...	Building for use as school purchased in 1952 and Tailoring classes transferred thereto from Capel Street School.
Alternative premises for Comhairle le Leas Oige	...	Two buildings purchased in 1952 an An Comhairle activities transferred thereto from Upr. Mount St., Denmark St. and North Strand.
Municipal School of Music, Chatham Row	...	Extension and alterations completed in 1954.
Vocational School for Boys, Emmet Rd.		Building will be completed by Sept., 1956.
Vocational School for Boys, Killester	...	Building will be completed by Sept., 1956.
Vocational School for Girls, Crumlin Road	...	Building will be completed by Sept., 1956.
Laying out of Playing Fields and erection of Boys' Pavilion, Whitehall		Pavilion completed early 1956. Laying out of Boys' Playing Fields completed 1956. Girls' Playing Fields—completion anticipated by early 1957.

Programme to be dealt with during next five years

Extension and alterations to Technical School, Ringsend, with particular attention to provision of accommodation for Manual Instructors' (Metalwork) Training Courses ...	Sketch Plans awaiting approval of Department of Education.
Extension and re-construction of Technical Institute, Kevin Street	Sketch Plans under consideration.
Extension and alterations to Technical School, Bolton Street	Working Drawings being prepared.
Vocational School for Girls, Ballyfermot	Site acquired.
Vocational School for Boys, Ballyfermot	Site acquired.
Vocational School for Girls, Finglas ...	Site acquired.
Vocational School for Boys, Finglas ...	Site acquired.
Vocational School for Girls, Whitehall	Site acquired.
Vocational School for Boys, Whitehall	Site acquired.
Further extension to Technical School, North Strand	Site acquired.
Extension to High School of Commerce, Rathmines	Probably by way of erection of additional storey on new extension.
Day Junior Technical School for Boys, Rathmines/Terenure area	Site not yet acquired.

In addition to the foregoing the Committee will be prepared to erect Vocational and/or Technical Schools in all new housing schemes approved by the Corporation of Dublin, to the limit allowed by the funds at their disposal for this purpose.

Appendix 3

INDIVIDUAL STUDENTS—TOTALS OF ALL SCHOOLS

SESSION 1954-55

Course	Individual Students	Under 16 years			16 years or over		
		Male	Female	Total	Male	Female	Total
1. Day Courses (Whole-time continuation education)	3,482	1,856	1,144	3,000	220	262	482
2. Day Courses (Whole-time technical education)	422	24	—	24	297	101	398
3. Day Courses (Technical education for apprentices)	1,435	66	23	89	1,249	97	1,346
4. Day Courses (Sundries)	1,639	298	433	731	309	599	908
5. Evening Courses (General)	16,191	1,193	700	1,893	7,439	6,859	14,298
TOTAL :	23,169	3,437	2,300	5,737	9,514	7,918	17,432