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COIMISIÚN NA GAELTACHTA.

Thainig an Coimisiún le Chéile ar a deich a chlog, Dé hAoine, 17adh Abrán, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha, T.D. (Cathaoirleach); Pádraig Ó Cadhla; Pádraig Baxter, T.D.; Pádraig Ó Siofhradha (An Seabhae); Joseph Hanly; Micheál Ó Tighearnaigh, T.D.; L. C. Moriarty; An tAthair Seaghan Mac Cuinnigeáin; Séamus Ó h-Eochadha (An Fear Mór); Risteárd Ó Foghludha (Fiacra Eilgeach).

PÁDRAIC O BROLCHÁIN, called and examined.

Chairman.—We got a statement on the 15th, and there are a few questions that I would like to put from a particular point of view dealing with the satisfactory nature, or otherwise, of the quality or quantity of the teachers that you have in the primary scheme in Irish-speaking districts. I should like to know whether the nature of the machinery that exists from the point of view of the training and providing material is satisfactory. For instance, the Donegal returns show that you have 402 schools in Donegal. We had previous information from the Education Department that there were 100 schools in the Irish-speaking districts in Donegal and that of these there were 72 that were bilingual schools. One of the pages of the report here gives the number of people holding a certificate in bilingual teaching. The figures work down to this that the Donegal teachers who hold the Ard-Teastas amount to 3.4 per cent. Those who hold the bilingual certificate 27.7 per cent., and those who have a certificate for teaching in Irish 14.1 per cent. That is the position in Donegal, where the percentage of Irish speakers for the whole county is, according to the 1911 census, 35.2 per cent.; 31.1 per cent. of the teachers are certified that they can teach to some extent in Irish, but 55 per cent. cannot even teach Irish. We had some enquiries carried out which show that in certain of the Irish-speaking districts that we have tested in Donegal the population has increased since 1911 and the percentage of Irish speakers has increased there, and there you have the position that while 35.2 per cent. of the people in Donegal are Irish speakers; there are only 3.4 per cent. of the teachers holding the Ard-Teastas, and only 27.7 per cent. holding the bilingual. Now, I would like to know what is the value of the bilingual certificate from the point of view of standing up in schools and conducting the whole school work in Irish?

Witness.—First of all, as regards the general question of the ability of the teacher and the training of the teacher, to conduct school work through the medium of Irish, there is the initial difficulty, that under the late régime, for two or three generations, the training colleges were founded on a distinctly English basis. All the instruction in the various subjects of the programme in the training colleges, up to a recent period, was given through the medium of English, and English was regarded as the teaching medium. During the activities of the Gaelic League, Irish came in as a language in the training colleges. Under our régime we are endeavouring, in connection with the teaching of Irish as a language, to train the teachers also to teach through the medium of Irish. In that connection, the difficulty still remained that in the bulk of the training colleges, the teachers and professors in the various subjects, other than Irish, usually have not the qualifications to teach their subject in Irish. So that a professor for such subjects as, say, mathematics, geography, or history, might not be, and usually is not, competent to train teachers to give instruction through the medium of Irish in these subjects. Then the difficulty in regard to training colleges is, we have institutions actually existing, and a teaching staff actually in operation which it is difficult to change at short notice.

Apart from that question of changing the training colleges, what is the value of the bilingual certificate?—Well, the bilingual certificate, as now given, requires a high standard of ability.

We are not so much concerned with the bilingual certificate you now give. These 213 teachers in Donegal who now hold that certificate—hold one obtained before

1925. Can you give us any idea what the standard of that is. May a person who has a bilingual certificate be regarded as having sufficient Irish to appear as a fairly well-educated person, capable of carrying on the conversation of an ordinary person of average education in Irish—would his standard come near to that?—It would, generally speaking, outside mathematics. I should say that in, say, the teaching of history, geography, rural science—in any of these subjects—teachers holding the bilingual certificate, with the check that has been put on these teachers in the recent Irish courses, would be reasonably able to carry on, and teach, through the medium of Irish in the main subjects. Of course, there is this difficulty in this connection, and I want to qualify that statement to this extent that all our teachers have been trained and lived very largely in an English atmosphere. I mean not merely an English atmosphere as regards the district but an English atmosphere as regards the things of life. So that I am afraid that even in the case of the best of our teachers they were not giving instruction through the medium of Irish. But as regards the standard, I would say that the standard both oral and literary is a very high standard, and is one that the teacher who has reached it may be regarded as being reasonably qualified to carry out the primary programme through the medium of Irish.

Does your experience show that you have a sufficient number of those teachers so far qualified over the Counties of Donegal, Galway, Clare, Mayo, Cork, Kerry and Waterford?—Not a sufficient number, as the figures show. In connection with the figures I should say that the first table on page 1 refers to lay teachers. The table on page 4, the second last page, refers both to the lay teachers and to the nuns.

It does not give any change in the number of the schools?—No. I think table one refers to lay schools and not to convent schools. I think percentages will work out on the whole evenly. As regards the Ard-Teastas, the small number of teachers holding the Ard-Teastas would be accounted for by the fact that the Ard-Teastas is only a recent institution which arose out of the Irish courses. That was only given during the past two years to teachers of exceptional merit. The standard for the Ard-Teastas as regards modern Irish is probably nearly as high as it would be for an M.A. in the University. Probably a much better oral knowledge is required than for an M.A. in the University.

Are those who hold the bilingual certificate and those who hold the Ard-Teastas certificate at the present moment the product of special colleges as distinct from training colleges?—Yes, the bulk of the people, of say, from twenty-six years of age upwards, are largely the result of the Gaelic League movement in the country and the establishment of Irish colleges from the year 1906 onwards in the Irish speaking districts.

The fact that they are qualified is due to their own individual energy and ability?—Largely.

As regards the inducements to teachers to qualify at the present moment, is there any differentiation in primary schools in the way in which there is differentiation in the secondary schools—schools get 25 per cent. extra fees where all the work is done in Irish, while the schools in which the work is half done in Irish get 10 per cent.?—No, there is no such arrangement. There is no reward, apart from the reward of a good report from the inspectors, and the merit that arises from those good reports, there is no special reward for teaching of Irish, and teaching through Irish, except in the cases of those schools that were previously recognised as bilingual schools. These schools had special fees under the late régime. When we took

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over, there were about 244 of these schools in the Irish-speaking districts.

What special fees did they get?—They varied from 8s. to 12s. per pupil, according as the teaching was fair, good, very good or above.

That was in addition to the ordinary fees?—In addition to the ordinary salaries of the teachers. Under the late régime also, extra fees were allowed for the teaching of Irish outside school hours, but on the abolition of Irish as an extra subject, the fees were abolished and the teaching of Irish became part of the ordinary programme of the school. I should say, also, that the new Dáil programme provides for a programme at least as extensive as the programme in the old bilingual schools, so that the payment of fees is not intended to continue for the bilingual instruction, except to the teachers who have vested rights in those fees. The reason for that is that we anticipate that in a very short period all the schools in Ireland will be teaching a programme as extensive as the old bilingual programme.

Up to the present, has the Department of Education reserved the right to require special qualifications for the national teacher appointed to schools inside an Irish-speaking area?—Yes, even under the old régime that was done. It was required that the teacher before being appointed to a school in a district scheduled as an Irish-speaking district should have a good oral knowledge of the Irish. In future we propose to interpret that as meaning that the teacher must have bilingual qualifications.

Could you say at the present moment that the teachers in the areas marked as bilingual have really that qualification?—No, not all of them.

Could you say what percentage of them have not the qualification?—I take it that probably 30 per cent. of them would not have that qualification.

You say you hope that over the whole country the programme that will be in actual operation would be equivalent to the old bilingual programme and, apart altogether from that, you have special Irish-speaking districts that you have scheduled as Irish-speaking districts and you probably would want a more Irish programme in them as soon as you could get the teachers for carrying out that programme?—Well, the Dáil programme itself is elastic in regard to the language. First of all, provision was made by which, if a majority of the parents in any district objected to the teaching of Irish, Irish should be omitted from the programme. It was also laid down, on the other side, that, if the majority of the parents desired that English should not be taught, English should be omitted. I am afraid that while some advantage has been taken of the first proviso, no advantage has been taken of the second.

Deputy Tierney.—Has that provision been availed of to do away with the Irish language in many schools?—No. The provision has been availed of in some districts round the Northern border mainly by Protestant schools.

Chairman.—Apart altogether from the main general programme of the country, the fact that nearly 30 per cent. of the teachers in such Irish-speaking districts were not fully qualified for their work, would require a large number of trained Irish-speaking teachers among those coming from your training colleges?—Under the present system, yes.

You were mainly dependent on the training colleges to turn out those people?—Yes.

Where do the people entering the training colleges at the present time come from?—The pupil teachers who were recruited from the Intermediate examinations represent a small number; they also come from monitors who were appointed as such in schools throughout the country and then from private students generally.

Would those be private students of national schools?—They might either come from national schools or secondary schools, mainly from national schools.

What percentage approximately would the private students be?—I will put it another way. A very high percentage of those would be private students, or students who were neither monitors nor pupil teachers. For further information I may say that we find that the monitorial system, as such, has failed to give a suitable supply of teachers. Only about 13 per cent. of the monitors appointed succeed in passing the examination and entering the training college under the

competition. Our experts tells us that the monitorial system has also failed in continental countries and has been abandoned by them. The question of its abolition by our Department is at present under serious consideration, and we have under consideration the substitution of a different system of recruitment, instead of the monitorial system.

With regard to the programme of training schools, and the position of Irish, the 1924-25 programme, it would seem to me, at any rate, does not offer any prospect that you will get from the training colleges, if this programme is an index of their work, the teachers you will require. It says that Irish gets for the higher course, 300 marks. Examining the figures there, I make it out that Irish occupies a position which is equivalent to 20.2 per cent. of the total programme on the men's side, and on the women's side 18.6. If you take it in the case of those who do take the optional subjects, that is to say, the best pupils, Irish gets 16.7 per cent. on the men's programme and 15.7 on the women's programme. If these take the fullest possible advantage of Irish, and do their papers on geography, on the principles and practice of education, and other papers in the Irish language, they can only raise the value of Irish to 20.5 per cent. on the men's side and 18.3 on the women's; these figures would show that Irish is not put into the position in the training schools that it is going to give you, over the whole programme that teachers are expected to do in the training schools, an educated person in the Irish language capable of standing up in school with assurance and effectively carrying out the work of education. It puts the women students in a more prejudicial position, from the point of view of the language, than the men. There is this point also which has a bearing on the training colleges too, and it is that, in the examination for monitors who go up for the training colleges, monitors with Irish would appear not to be catered for, as apart from monitors who have not Irish. If you turn to page 16, you will see that Irish gets 300 marks out of a total of 2,000 for men, and 2,100 for women, and that if they take the fullest possible advantage out of their language, that is if they do all the subjects of their examination for the scholarship in Irish, they will only get 82 additional marks, out of a total of 2,000. It seems to me that those additional marks are worth very little to a student with a good knowledge of Irish. They are rather treacherous because by confining themselves to the treatment of those subjects in the Irish language they would drop more in their general answers than they would make up in Irish?—With regard to that, the question really is the basis on which the teaching of the other subjects in the training colleges would be carried on. The present programme in Irish and English was framed on the understanding that we would have students coming in, one section strong in Irish and another section strong in English. That was the reason for the higher and the lower course. The question would seem to be not so much as to the programme of study in the training colleges as to the power in regard to language which the students would possess on entering the training colleges. Generally speaking, a training college for teachers should do very little of the teaching of the subjects as such. In the past it has been found that students came in in a state which required that they should be trained in the subjects themselves as well as in the best methods of teaching the subjects. With a different system of recruitment, and with students coming into the colleges with a higher knowledge and a greater power in Irish and English, perhaps the necessity for the wide programme in those subjects in the colleges themselves might be obviated. With regard to the comparison of the marks in Irish and the marks on the whole, we are up against a difficulty. You will have to get certain teaching done in certain subjects. Irish is a "failing" subject in the examination, and they cannot pass the examination itself without passing in Irish. At the moment the percentage of marks is not very high in the failing subjects. It is only 30 per cent. But they have to get 50 per cent. at least, on the whole examination, and they will not get that mark unless they are very brilliant students in other subjects without getting considerably higher marks than 30 per cent. in Irish.

With regard to the student coming to a training college and beginning to get training in such matters as the principles and practice of education, elementary science, and rural science, etc., he goes through a

very considerable increase in the use of language and the knowledge of language. In the training schools at the present time all instruction in those subjects would be given through the medium of English?—I should not say all the subjects would be, but I am afraid in the training colleges generally, the bulk of the subjects would be given in English. In a practical examination in teaching they are required to give lessons in the teaching of various subjects through the medium of Irish. I am afraid it is true to say that outside Irish the bulk of the teaching is done through the medium of English.

With regard to scholarships in primary schools, the Local Government Act of 1923 makes the provision for the giving of certain scholarships to enable students in primary schools to pass into secondary schools. Have any scholarship schemes been put into operation under the Act?—They have.

On looking through the programme here, I see that the Council of any county or county borough may assist by means of exhibitions, scholarships, bursaries, payment of fees, or otherwise, any students passing from a primary to a secondary school. There is a general programme and in that general programme too the Irish language stands for 200 marks out of a total of 1,000 marks, that is, one-fifth without any variation of any kind that would throw any advantage over into Irish-speaking schools. It seems that the whole scheme is such that it would be impossible almost against the competition he would have to compete with for a purely Irish-speaking person to compete under the scholarship scheme and to get a scholarship. Has that aspect of the matter come in any way before you?—No.

It does appear that the present scholarship scheme does not offer any advantage to pupils from Irish-speaking districts?—In Irish-speaking districts, under the system that has obtained, and under our present system, too, English has been taught very effectively, and in certain schools where Irish has been taught most effectively, English has been taught at least as effectively. I am thinking of a school in Kerry which has been a bilingual school for years and in which I would take pupils either in the Irish or English language. They would be equal to the pupils in any schools in the most English part of Ireland, so that if a pupil has done a course in a school up to the standard which would be expected, say from the sixth or seventh standard pupil, the probability is that he would be as good in English, probably better in English than the corresponding pupil in the English district would be in Irish.

Involving an invitation to that pupil to switch over to the English language in order to take advantage of the secondary education he can get from the English language and for which the scholarship is provided?—That raises another question, the position of our secondary schools. An effort is being made to Irishise them.

The scholarship scheme for the primary schools provides no advantage and very likely is a disadvantage to the pupils of schools in the Irish-speaking districts. Would you agree to that as a fair statement?—No. I think not to the student who has done the course in a primary school.

Has any county council or borough council taken advantage of the regulation which says that the Minister may approve of a requirement that all or any part of the examination may be answered in Irish only?—Advantage has been taken in at least one instance.

Father Cunningham.—As a means of spreading Irish from the purely Irish-speaking districts, what do you say about selecting prominent pupils in those districts who are very good Irish speakers and giving them special facilities for training as Irish teachers, with a view to their going into the English-speaking districts and thus carrying Irish with them and propagating it? Are you in favour of that?—That comes back again to the method of recruitment of teachers, and in this connection I do not know how far I can talk about it, but I can tell you at least what is in the mind of the Department of Education. As I stated to the Chairman, in continental countries they are proposing to scrap the monitorial system, not the pupil teacher system, but the monitorial system. We think, that instead of that system, a system of preparatory colleges should be established and that in order that the material for the teachers should be Irish those preparatory colleges should be, in the main, situated in Irish-speaking

districts. We propose, if we get sanction for the altered scheme, which I am afraid will cost some more money than the present scheme, to establish a number of these preparatory colleges, that is, if we can achieve it, in the intensely Irish-speaking districts.

We propose that the students in those colleges should be students who would have a fluent knowledge of Irish and that the life of those colleges should be on an Irish basis and that all the subjects of instruction, apart perhaps from, say, English, or some of the continental languages taught, should be taught through the medium of Irish. In the first place, in order to create the atmosphere, we, possibly, would give special attention to the recruitment of students from the Irish-speaking districts. Of course, you would also have students from the English-speaking districts, but with the qualification that they would be able to take their place as Irish speakers in such an Irish-speaking college. If this scheme goes through, these students going into a preparatory college would be something like the material from which we, in the past, drew our monitors. They would be then prepared for, say, four years, in such a preparatory college, and we would expect that all those students who did their four years' course in one of these preparatory colleges would be able to enter straight off into the training college. Questions will arise as to how much of the cost will fall on the State for the maintenance and provision of teaching in these colleges and of the special facilities that would be given to pupils in regard to entrance to training colleges. Our view is, that these preparatory colleges should, if the scheme goes through, supply about half of the material that would enter the training colleges. The rest of the material would come from the pupil teachers and from private students generally. There is also the question as to what may be done in the training colleges themselves and as to the modification of the training college courses, having regard to the courses the students would do during their four years in the preparatory college. I wish to say that I state this with some diffidence, as the question is still *sub judice*.

Mr. Moriarty.—What is the basis, Mr. Bradley, upon which the Education Department depends for scheduling a district for education purposes? Is it bilingual, purely Irish-speaking, or English-speaking? Does it depend upon the ratio of Irish-speaking people in the population?—This was done under the late régime, and what happened was that the Board asked the Inspectors to report as to the schools that should be scheduled as in Irish-speaking districts, and the general test was a district in which a fair proportion of the adult population could speak Irish.

The Inspectors, virtually, were the deciding opinion on the matter?—They were.

Deputy Baxter.—In the statement put in, Mr. Bradley, you told us that in the Gaeltacht particularly the effort made to equip teachers for the work of teaching Irish cost the state £45,000 in 1924. Is it the opinion of the Ministry that the best possible result was got out of the expenditure of this money as far as the point of view of the Ministry was concerned with regard to the equipping of teachers for the teaching of Irish? What I want really to get at is, did all the teachers who went there make good use of their time? Were all the teachers who went there capable of being taught? Were they at an age when it was possible to learn Irish, or, on the other hand, were many of them expected to go there who would hardly be expected ever to obtain a sufficiently satisfactory knowledge of the language to enable them to teach it?—Well, in the first case, with regard to these courses, perhaps I should say that in a sense the Department was bound to set them up. Our present administration as regards the primary schools—to some extent as regards the secondary schools—is based largely on what is known as the Dáil programme. The Dáil programme was drawn up, as you know, during the revolutionary period and was the result of a conference called mainly by the Irish National Teachers' Organisation under the Ministry of Education under what may be called the revolutionary Dáil. The managers did not attend. So that the new programme, known as the National Programme of Primary Instruction, may be largely regarded as a teachers' programme, and in order to carry out that programme the conference recommended as a

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provision to enable existing teachers to acquire a knowledge of Irish, the following provisions: "That the Government should take immediate steps to provide facilities whereby existing teachers may, at the earliest possible date, be fully trained and equipped for the carrying out of this programme, especially with regard to the Irish language; that the attendance at the classes or courses to be provided should not entail a curtailment of the usual holidays allowed to the teachers, and that the expenses of teachers should be paid by the central authority." To carry that out the question arose as to what teachers you should summon and what teachers should be omitted, and it was felt generally that teachers over fifty, at any rate, and perhaps over forty-five years of age, could not, normally speaking, make very much progress in a new language. But we found that if we said to these teachers, "You need not go up for the course, you can stay in your schools," that we would have a school closed here and there, and in other instances a teacher teaching for a month or eight weeks in a school with a number of pupils which he could not deal with effectively. We also found that, with certain exceptions, the teachers over forty-five years of age were anxious to go to the courses, in other words, that if the scheme was going on, they should not be out of it; they would like to be in touch with the work of the courses and with the work which would have to be done afterwards in the schools. Probably the courses were not of much use to a large number of teachers of over fifty, and perhaps not much use to a number of teachers even between forty-five and fifty, but at the beginning I am afraid we were also thinking of the moral effect of bringing the whole body of the teachers into this big scheme, which really meant the revolution of Irish education. Certain teachers that I know of who were of a reasonably advanced age, up to forty-five years of age, did make good use of the courses to such an extent that they have now about the qualification for the ordinary certificate, and they are doing good work in teaching Irish in the schools.

Do you regard the older teachers in the schools as a difficulty, at least, one of the difficulties, in the English-speaking districts, in your efforts to spread the language?—Yes. There is a difficulty, but still it is the difficulty of any change of system in any country.

A difficulty that, as far as you can see, cannot be got over for a pretty considerable period?—Can only be got over gradually.

I take it that it is the policy of the Government everywhere in the case of making new appointments, that the teacher must be efficient as regards the teaching of Irish?—It is.

Now in making appointments, has the Board any experience of teachers being appointed who are not up to the standard, recently?—There have been some cases of appointments where we have not been satisfied with the standard in Irish of the teachers. This arises to some extent from teachers who were trained some years ago in Ireland, and perhaps went to teach in Great Britain. It arises also from some Irish teachers trained in Great Britain and who, under our present regulations, are allowed to come to teach in Irish schools. In these cases we are endeavouring to secure that no teacher shall be appointed in English-speaking districts who is not generally able to deal in a reasonable way with the new programme, but, I must say at the moment it is presenting some difficulty, having regard to our existing regulations.

Would you say that the policy of the Ministry on this is that they do not stand any nonsense; that if a teacher is not what he ought to be, if he is not up to a certain standard in certain subjects, the Ministry do not recognise him as being able to carry out the work they want done, and that they insist on that?—Well, perhaps I should say that we have been generally insisting on that. At present, however, in the English-speaking districts, we cannot, owing to the conditions which obtained, insist on as high a standard in Irish as we should wish. We are at present proposing a regulation which will tighten things up in this regard.

Have you heard any complaints from teachers themselves who are entitled to teach Irish and who have been enthusiastic for years in this work, that the programme at present is over-loaded and to a great extent militates against success with regard to the teaching of Irish?—There is a general complaint from bodies of teachers that the programme is over-loaded, but I don't think I can say that that complaint has been made by

teachers with a competent knowledge of Irish, enthusiastic generally about the programme. But if the programme is over-loaded, perhaps I should say that it is the programme provided mainly by the teachers themselves and, with some slight reservations, adopted by the Department.

The Chairman raised the question of scholarships. We have a system of scholarships in practically every county, I think, whereby pupils can pass from a secondary school and get a scholarship in the University. It is not general that scholarships are thrown open for pupils passing into the secondary schools, is it? Most of the counties have a system whereby pupils can get a scholarship in the University. Have all the counties that system?—Some of the counties, I think, have not that system. One or two have not put that into operation.

Deputy Baxter.—How many of them have not done so?—I am afraid that I haven't the figures at the moment, but the primary scholarships are being generally adopted by the counties.

My experience is all the other way. I would like your opinion as to what you think about it, at least with regard to the help it would be to the Irish language. Would a scholarship from a primary to a secondary school not be more beneficial from the point of view of those who may have a knowledge of Irish, who might be brought up in the Gaeltacht than a scholarship in the University, because I think we may accept it that no pupil will be able to pass from a primary school to the University; he has got to go to a secondary school first? Now the rural inhabitants, and particularly those in the Gaeltacht, are not, many of them, in a position to send their children to a secondary school, with the result that they are practically debarred from a scholarship in the University. It might be possible, perhaps, for many of the pupils in these schools to obtain a scholarship in the secondary school. I would like to know what your opinion is if we are to have a system of scholarships, a scholarship at a secondary school or a scholarship at the University, one against the other, from the point of view of the pupil in the Gaeltacht?—That raises a big question of the value of University education to such a large number of students as now go to the University, or to a University, on the present basis, that is a University largely on a literary or a purely scientific basis. It also raises two questions as to whether the secondary school as at present constituted should be the place to which a large number of pupils from country districts should be sent, or whether they should not be sent to some other type of school which we have not got. Our secondary schools at present are largely regarded as feeders for the Universities, and are largely based on that idea. Now there is just the danger that if we put the secondary school on the one hand against the University on the other, we are not really comparing different things. I think it is largely a question as to whether such a large number of our pupils should be sent to these schools, with the object, not of going back to their farms or their shops, but of going forward for a profession. That is really the question, and it is very difficult to say whether it would be better to give the increased education in the secondary schools than to send them on to the Universities, because sending the ordinary pupil to the secondary school as it is at present constituted means that you are thinking of that pupil going on to the University.

Then I may take it that your opinion is that if the secondary school were of a different type from the secondary school of to-day the benefits to the children in the Gaeltacht might be more than would be obtained from these scholarships at the University for those same children?—Both sides have their own ends. It is important that we should get the best minds from the Gaeltacht to come up to the University and go back from the University to influence the life of the country, and to infuse the life of the country with an Irish spirit. It is important that that should be so, and in doing so to Gaelicise the University itself by sending people into it who will afterwards become its professors, and, by that means, also influence the whole life of the country. Whether, though, we are not sending too many to the University for the number of places that we have in this country, in the way of professions, teachers, or engineers, whether we are not turning out too many of the professor type or the doctor type or the engineer type

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for the conditions that obtain in this country is the question. I think a good deal might be argued that for conditions as they exist generally in the country, including the Irish-speaking districts, a greater number of people with a secondary or a higher primary education might have a better effect in rural districts than by sending these young people in large numbers to the University, perhaps sending persons who are not fitted for a University course and by the fact of going through the secondary course and the University course, perhaps become unfit to go back to a country district and take their part in the life of the country there.

Would you see any possibility through the medium of secondary scholarships in a secondary school of the type you have in mind whereby we could so train our future national school teachers, or at least give them an opportunity of passing from the primary to this type of secondary school where they would be able almost to complete their education and fit themselves out for the work of becoming national teachers, especially in the case of the children of poor parents who to-day are hardly ever in a position even of getting as far as making school teachers of their children? Could a system of scholarships of that kind do that?—If this preparatory college scheme were to go through we should hope that the local authorities would assist the central authority in financing scholarships for poor pupils. But the question arises as to whether those students would not be better in a college moulding them for teachers and giving them the special knowledge in the first place—the special trend, which a teacher would require in future life, giving them perhaps an enthusiasm for scholarship or perhaps some of the technique of the teachers' profession, rather than putting them in a secondary school with a number of people, some of whom will go back to their farms, some of whom will go back to be shop-keepers, and some of whom will go to other avocations. There is something to be said, I must say, on both sides, but on the whole our difficulty is that the present condition of this country is not a normal condition, and the view of those who framed the Dáil programme, and the view expressed by the present Minister for Education and the Government generally, is that they look to the continuation of the historic Irish nation based on Irish, and in order to bring that back through the teaching profession it seems to be necessary to have intensive centres to train our future teachers on an Irish basis rather than to have them scattered with other students.

Chairman.—On this point there are some facts on which I would like to be clear. Are the prospects of a scholarship before a pupil in a national school in an Irish-speaking district that he may get a scholarship that will take him into a secondary school; he may get a scholarship as a monitor that would take him into a training school as a teacher?—In future? No, at the present moment?—He may, yes. And he may get a scholarship for the University?—Yes. These are the prospects of a scholarship that are open?—Yes.

If you then go to Donegal where that coloured portion of the map varies from above 90 per cent. to above 80 per cent. of Irish-speaking people in the 1911 census, you have not in that area a single secondary school, and the secondary schools near it are Letterkenny and Raphoe. The training colleges from the point of view of Irish are such as we know here from this programme and the Universities from the point of view of Irish are such as we know them too, so that any scholarship that a pupil in that area would get under present circumstances would take that product of the Irish-speaking district more and more away from Irish in the development of their education?—I am afraid that that is true of the present conditions.

An Seabhac put a question in Irish as to the giving of evidence in Irish.

The Chairman said:—For the purposes of our work here if any witness give his evidence in Irish it will be taken in Irish. But from our experience, from the desire we have to have the greatest possible accuracy and clearness with regard to the various things that come before us and because there are some people on the Commission who have not Irish we decided among ourselves that we would do our internal work in English, but that any witness who desired to give his evidence in Irish could do so, or could be examined in Irish.

An Seabhac.—With regard to what should be necessary so as to be in alignment with the proposed preparatory training college scheme, is the Minister for Education in a position to order or provide that the training colleges shall conform to a like programme when pupils from these preparatory training colleges go to them automatically or as the result of competition, or whatever may be arranged, at the end of four years?—The Department sets out the conditions under which students may be admitted to training colleges.

Is the Department in a position to direct in what form or through what medium lectures or training shall be conducted? Is the Department's function altogether that of examining entrants and granting certificates when they are leaving, and does it stop there?—No, we inspect the work of the training colleges also.

You complained a while ago that the training colleges have not marched forward to any great length in the last three years in trying to provide the class of people you require. The difficulty evidently is the staff and the necessity for practically revolutionising the staff in the training colleges. From what I can understand all that has been done is the providing of a little more help to teach Irish, and hardly anything else?—Well at the moment the staff is the difficulty in the training colleges, as of course it is in some of our schools, too. But it is a bigger difficulty in the training colleges in so much as they are the makers to some extent of our teachers.

But is the Ministry not in a position to require that a change shall be made?—I feel that is a matter on which I cannot enter at the moment, because the Departmental Committee that has been dealing with the recruitment of teachers proposes to go into the whole question of the training colleges and what can be done in regard to them, and of course in dealing with any portion of Irish education, primary or otherwise, I think that the national necessity should govern all things, and, apart from doing injustice to vested rights, that we must endeavour to see, as far as possible, that our ideal of Irish education is realised. Beyond that I do not know that I should like to say any more in regard to the training colleges at the moment.

Chairman.—Does the Ministry of Education officially set the entrance examination for the training colleges?—Yes.

And does it set the leaving examination?—It does.

And it finances the training colleges?—It does.

Is that the only touch of control that the Department has? Has the Department any power either to approve or disapprove of a teacher appointed as a member of a training college staff?—Oh, yes, they sanction all the professors appointed.

Have you any other control over it?—We have the control of inspection, the control of providing what would be taught in the training colleges, and the control of the way in which it should be taught. I take it at the moment that in dealing with the way in which it should be taught regard need be had to the machine which exists for carrying out the work.

An Seabhac.—In view of the fact that the Ministry pays for the whole thing, that the students are practically provided by the Ministry, have the Ministry no say in the matter of the atmosphere and the enthusiasm of the college in producing a teacher, as you referred to a while ago, fit and suitable to be the preserver and to shape the destiny as you might say, of the historic Irish nation? Are they cut out from that altogether?—The atmosphere is a thing inherited from the past. Unless in the case of revolutionary measures it probably could only be changed gradually.

What is the function of those who control the colleges and their relation with the Ministry? Do they contract with the Ministry to provide teachers for them, or have they been placed there by the Education Ministry of the past, as their servants?—The training colleges are private institutions subsidised by the Department, subsidised to what we regard as the full extent of the cost of the training and the maintenance of the teachers therein; subsidised also to the extent of what is called the free home grants, that is grants for the cost incurred

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by these private parties in the provision of buildings and accommodation for the students. So that generally speaking the State supplies all the financial support of the training colleges, but still these training colleges are regarded as private institutions, subject to the regulations, to the programmes prescribed for entrants and to the programme and course of teaching in the colleges.

But absolutely self-contained in regard to what you might call the private life, the academic life, or the student life?—Of course student life, apart from programmes, is largely the making of the people that gather there. We have the right to refuse recognition to a principal of a training college, to a vice-principal, or to any professor, on new appointment.

What I am aiming at is that, whereas we might in establishing preparatory training colleges now absolutely prepare for the internal economy, atmosphere and spirit of them, we cannot interfere with the present colleges that exist, except what change will come by some of the staff going and new staff coming?—Except by a re-arrangement of those in charge and the teaching body of those colleges as far as possible.

Would it be fair to ask, has any effort been made or have the authorities been approached to Gaelicise the training colleges?—I do not know how far I can speak to that at the moment.

On page 1 of this table certain figures have been given, and in one column there are forty schools in which Irish is not taught, and in the next column there is a certain number of teachers who do not teach Irish in all those counties. Do any of these teachers in the second last column teach in schools in the Gaeltacht or where the population is 50 per cent. or upwards Irish?—Generally speaking I should say no. They are usually in schools under Protestant management, the parents of whose children object to the teaching of Irish—objected at the time in any case—or schools where the teachers were too old to learn to teach Irish effectively.

As to this very big number of schools in Tírconnail—they are Protestant schools I understand—has their exemption been the result of an organised move amongst the Protestant teachers or managers in that county—I notice the figure is down to one, two or three in other places?—I think it is not that. I think that is not the reason. It is largely that in this county, which borders on Derry, there is a much higher proportion of Protestant schools than in the South and West. The number of Protestant schools in the South and West is comparatively small. Generally speaking they are taking up Irish, many of them very enthusiastically.

Has the Ministry any policy in regard to the future for schools like this that wilfully ask for exemption?—This provision was largely forced upon us and adopted jointly with the Dáil programme. We propose to have another conference at a very early date now on the Dáil programme, and any question like that can be raised then.

Do you know of anywhere in the Gaeltacht where the inability of the teacher to teach Irish has prevented an Irish system of education in the school—I believe there are cases of schools where there is inability to teach the course which one would expect.

Is there any talk of any provision or any outside help in a case like that, where the teacher is of an age that you cannot reasonably compel him?—It is very difficult to provide anything of that sort, and, in my opinion, it is very doubtful whether it is advisable. Under the late administration there was such a thing as extern teachers teaching Irish as an extra subject. With the exception of some of the teachers it was not generally successful. Very often such teachers, while they might be very fluent in Irish and reasonably suitable to teach grown boys or girls, had not the training necessary for dealing with very young children. Their employment sometimes had the effect of disturbing the general tenor of the school without corresponding results. Further, I am afraid that if any such system were adopted some of the teachers who are at present making an effort to learn Irish, and some who are making a fairly successful effort to teach it up to a certain standard, would probably drop off from that effort if they were relieved of the work of teaching Irish in the schools.

You might have a teacher of 43 or 44 years of age who has been in a school like that for 20 years and

who has failed to learn Irish, because he could not do it, or because he did not try hard enough—are you aware of any case of that sort?—There are in places which we have scheduled as Irish-speaking districts cases of teachers who we feel have not made a sufficient effort to learn Irish—cases of certain teachers who, under the late régime, were urged year after year to qualify in Irish and have not qualified yet.

You mentioned that there are about 30 per cent. of teachers not certificated yet in Irish-speaking counties or districts generally; do you expect that these will gradually come up to the standard that is necessary?—I am afraid they will not; they are probably old teachers of 45 years or upwards.

Is it the policy of the Ministry in its relation to the teachers to give them the impression in these seven counties in the Irish-speaking districts that they are to consider themselves as agents for the preservation of the historic Irish nation and for the extension of Irish in their personal, private and social capacity, as well as teaching inside the school walls?—I am afraid we have not gone that far yet. The general idea is, while we have not expressed it in a very definite way, that they will do everything through their schools to produce a proper Irish atmosphere, but we have not stated it in so many words.

Though under the Ministry of Education there is the large number of officials—there are about 12,000 or so?—I think probably we did state that in the original circular which we issued in April, 1922.

Has the Ministry of Education felt in regard to the teachers in the Irish-speaking districts that to any extent they look upon themselves as the outposts or mainstay of the language in those districts, or does one come in touch with evidences of enthusiasm on their part to any great extent?—I am afraid that is largely a question of the personality of the teacher.

I believe that the Education Office issued a circular one time notifying teachers that they might be registered in the Gaelic form of their names, which is revolutionary as far as the public service is concerned. To what extent did the teachers take advantage of that?—It was taken advantage of, but I am afraid to a comparatively small extent.

Not even by the teachers in the Irish-speaking districts?—Not even by them. There is a considerable number of teachers—I could not give the figures—who have used the Irish form of the name. In that circular we said we were prepared to change the name on a request that the name should be changed and on receipt of a declaration that they proposed to use that form of name in future in all business transactions.

That would be a very good test?—We put it down very definitely in the case of Banks, Insurance, &c. We did not want them to be juggling with two names.

In official correspondence with the schools in these Irish-speaking districts has there been any differentiation made as between those districts and other districts in sending out circulars, instructions, and so on?—In regard to circulars and instructions of that kind, no. At present our forms, as far as possible, are bilingual. But as regards sending out reports and minutes on the school, where the teacher and manager both know Irish, the Inspector is instructed to send in his report in Irish only, and the reports are sent out in Irish only, but where the manager or the teacher—the manager usually—does not know Irish, the report of the inspector is sent out bilingually.

Would it upset the economy and clerical work of the office if such districts were definitely set aside for different treatment?—With regard to communications I do not think a good case could be made for it. At a very early date, but not at present, I think you will find that English-speaking districts may be as well supplied with people who can read and write Irish as Irish-speaking districts. As regards reading at least, we are gradually becoming perhaps more Irish. We regard the bilingual arrangement as a temporary arrangement.

What would it be worth as an influence on the teachers themselves to find that they were being considered purely as Irish-speaking officials in an Irish-

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speaking district, with the Ministry as Headquarters, understanding it to be a district in which Irish is to be the official language altogether—would it have an appreciable effect on the attitude of the teachers towards their work?—I can only give a personal opinion. I am not in favour of it. Personally I would rather regard Ireland as a whole as far as possible.

Pádraig O Cadhla.—Are there any schools, primary or secondary, in which the whole education is conducted through the medium of Irish?—I believe there is no primary school receiving a State grant in which the whole education is conducted in Irish.

Then Irish-speaking children must still acquire English to obtain the full benefit of education as far as primary education is concerned?—Not necessarily. It is quite possible in an Irish-speaking district, if the pupils generally speak Irish, for all the work of the school to be done through Irish if the teacher is competent to do it. But as far as I know English has not been left off any programme, and in that case I take it that English will be taught, probably through the medium of English. That would be where English was continued on the programme. I think it is continued at present in all primary schools receiving State aid, that the farthest point reached is where English is taught as a subject, and that subjects other than English are taught through Irish. I cannot say how far that is carried out. I believe both languages are generally used.

With regard to the bilingual schools?—That portion of the memorandum refers to the past and the intentions of the past rather than to the moment. The bilingual programme set up under the late administration was set up to some extent under the pressure of a very vigorous Gaelic League at the time. Those Commissioners who agreed to it, and who were not very strongly in favour of Irish, did so on the argument that it would also include the teaching of English.

The Education Department, as far as I can see, is not putting the Irish language to the full use that it should be put in the native-speaking districts to make it the teaching language in all matters of education?—Within the recommendations of the programme, discretion is left to the local authorities with regard to that, but we have accepted certain recommendations of the existing programme with regard to the teaching of history and geography through the medium of Irish, where the teacher is competent to do it, and with regard to the teaching of songs in the Irish language. Beyond that for the moment it is left to the discretion of the local authorities.

Does the educational programme provide for Irish traditional culture in the Irish districts through the medium of the inspectors?—I do not know, but I should think, that Irish educational culture should be a prominent feature?—Do you mean things like local poetry and story?

Yes.

On the first occasion, at the end of January, 1922, on which, acting on behalf of the Minister of Education under the Provisional Government, I met the late Commissioners of National Education, I referred in a definite way to the importance of this aspect of educational culture?—I am afraid we have not yet progressed as far in that direction as we should wish. Personally, I can see the educational advantage, both from an Irish point of view and from the point of view of bringing schools into touch with the district in which they are situated, of having, say, the Irish folk-stories and the Irish poetry of the district in use in the school. I have advocated that in the Department and the Department generally is favourable to such a scheme up to a certain standard in the schools, but we have not yet found it possible to get anything definite done in that way. Our hope was that by the introduction of stories, say in certain Irish districts like Kerry, Donegal or Galway, that the pupils would have in the school the stories current in the district, go home with the stories, and by bringing the school into touch with the older generation at home would have an educational effect on the people themselves and on the district generally. We have not made much progress I admit. We had another hope at the beginning, but we have not been able to go forward with it. It is a question as to whether the best way of doing it is by publishing some of the material existing as regards local knowledge from an Irish

point of view in Irish districts, or, in fact, in Ireland generally. At one time we had hoped that we might get, say, if they were regarded as suitable, the O'Donovan letters on the Ordnance Survey published for use in the various districts in which they apply. So far we have not been able to reach that, and even persons well qualified to judge have some doubt as to whether these letters would be quite suitable for the purpose in view.

An Seabhac.—Is there a modified programme of Irish required, or a substitute for the ordinary one, in connection with the Kildare Street Training College?—Yes, there was a slightly modified and easier programme for entrance. They have, I think, the ordinary programme this year. I should say, too, apart from the question of Irish, that the Kildare Street Training College finds it very difficult at the moment to get a sufficient number of students for the places in the college and for the places in the schools, and it is our concern to assist them as far as possible to overcome such difficulties.

In regard to the appointments in the Irish-speaking districts and in those in which for the last twelve or fifteen years there has been a bilingual programme in the schools, can we understand that the Ministry has taken precautions that the holding of an ordinary bilingual certificate is not sufficient qualification?—Practically all certificates obtained in recent years have been checked with regard to the qualifications of the teachers. A bilingual certificate recently obtained will be regarded as sufficient for a school in the Irish-speaking districts.

Is the record of the particular teacher not taken into account if he be an existing teacher?—Any teacher going to a school with an average of over fifty as principal teacher would require to have had five years' efficient service. In the event of the proposed transfer of a principal teacher from one school to another school as principal teacher, and if, say, such teacher was inefficient or anything of that sort, the question would arise.

Only that of efficiency? Is there no comparative efficiency where there are several candidates for a school? And if it comes to your knowledge that not the most efficient one has been recommended to you by a manager?—No; all we look for is that the teacher fulfils the conditions. We would not be concerned whether the manager appointed the best teacher or not.

Then it follows that the man holding what is known as the bilingual certificate, with his efficiency marks right, automatically becomes the teacher under new appointments?—Yes.

You are not in a position to quarrel with that?—No.

Chairman.—As to certificates on page 6, it says:—
“Ní tiubhrfar an teastas d'aon mhac-léighinn ar éighntais leis ins an scrúdú go bhfuighfear tuairiscí fóghanta ar a chuid múinteoireachta.”

Does that mean on the samples of teaching that he has done in the session or on the teaching that he has done in the ordinary school during the previous year?—In the school itself. The inspector goes afterwards to the school. You pass for a bilingual certificate, but it is confirmed afterwards by a test in the school.

Does that mean a special test in the school, or does it mean general experience of his teaching in the school?—It might mean that an inspector would simply go in and watch him teaching and see if he is teaching Irish successfully.

Is that a new provision?—There was a provision even under the old régime about giving certificates—i.e., a subsequent test in actual teaching was required.

P. O Cadhla.—Have the teachers in the Irish-speaking districts been made aware through circulars or regulations that they are free to teach all school subjects through the medium of Irish?—I think the teachers and the managers are aware that that can be done, and that it is implicit in the programme.

It has been stated that in the examination of the schools there is much more attention paid to a knowledge of subjects in English than there is to a knowledge of subjects in Irish—at least to the extent that a knowledge of English is expected from children in the

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Irish-speaking districts and that such a knowledge is regarded as the important thing?—Where a subject is taught through the medium of Irish the inspector, if he examines at all, is expected to examine through the medium of Irish, and if that is not done the Department will look after it.

Then I may take it that there is no foundation for the complaint of some teachers in Irish-speaking districts who say that they are compelled to do as much in English when teaching a knowledge of a subject as they are in Irish?—It is difficult to follow that argument, because our experience is that teachers who have learned Irish at a recent stage are doing practically all that is required by the programme and are doing it successfully. They are getting "highly efficient" on it, not only in English but in Irish.

The complaint is that the bilingual programme is assisting to an important extent the spreading of English in the Irish-speaking districts?—I believe that under the bilingual programme English is generally reasonably well taught and that generally speaking English is used to a certain extent in some of the other subjects.

A certificate of competency in Irish for a teacher leaving a training college is merely a pass certificate?—The student who passes the final examination in a training college has to pass in Irish, but may not get the ordinary certificate in Irish. The student who would go down in Irish would probably go down on a total of the other subjects.

The point I want to emphasise is, that full use is not made to cultivate and extend Irish as a medium through all the stages of education—that the teaching of subjects through the medium of Irish is not intensive enough under the present rules and regulations of the education authority?—I fear you can hardly say that you have a full Irish system of education at the moment in the sense that we have had a full English system of education in the past. At the very outset you are faced with very great difficulties, and you cannot, perhaps, get more out of a machine which was built in earlier days and only modified during the last two or three years. You cannot, I think, get that machine to go full blast for some time yet.

Chairman.—And that for the reason that the training colleges have, up to the present, given the great bulk of their training to the students in English, and that 30 per cent. of the teachers in the Irish-speaking districts are not capable of imparting instruction in the Irish language?—Yes, and that all over the country the literature of the people, outside of the schools, is largely on an English basis.

An Seabhac.—More than half of the teachers in the County Cork do not hold the Irish certificate, and in Kerry they only amount to more than one-third.

Chairman.—In County Cork only 18 per cent. of the teachers hold the bilingual certificate or a certificate higher than that, and only 50 per cent. hold the certificate to teach Irish or a certificate higher than that.

Deputy Tierney.—As regards the holders of the bilingual certificate, are they supposed, for instance, to be able to teach mathematics through the Irish language?—I am afraid the bulk of them are not able to do that. I am afraid that the bilingual certificate is largely a certificate which shows that the teacher knows literary Irish reasonably well and that he has a fluent knowledge of Irish in regard to conversation generally on ordinary subjects, but when it comes to technicalities, such as are met with in mathematics, I am afraid that the bulk of the teachers holding the bilingual certificate would be weak in teaching that subject through Irish.

In the case of history, the bilingual certificate would be a fairly strong qualification for the teaching of it through Irish?—Of course. On the other hand, it has to be said that a good deal of the language of these technical subjects is made up of a small dialect, and it is questionable whether we can properly regard this dialect as English at all.

Can you say if there is any truth in the suggestion that teachers holding the bilingual certificate are being encouraged to teach a subject like mathematics through the medium of Irish without having themselves a sufficient knowledge of Irish: whether they are being encouraged to do that and are, therefore, more likely to do harm than good?—From my knowledge of our inspectors I do not think that that is true. From my own knowledge, and from what I have seen in the reports of our inspectors, I do not think they would

encourage the teachers to do a thing that they were evidently not fitted to do.

What is the position in regard to text books in primary schools. Are there any official text books in Irish?—No.

Is there any question of undertaking the publication of official text books?—I think, with regard to text books, we have been considering the difficulties on the secondary side rather than on the primary side. In the past the view was that we should make an effort to assist the authors of such text books in the publication of their works. A question may arise soon on the primary side—I mean apart from technical works—when we will have to consider whether the books the publishers are giving us are suitable from our point of view—books, not only in Irish but in English.

Chairman.—You have given a definition of a bilingual teacher just now. On that point I would like to quote you some figures. In the County of Donegal the percentage of Irish speakers, in the census of 1911, was 35.2, number of teachers in Donegal holding the Ard-Teastas 3.4, and holding the bilingual certificate 27.7. In Co. Galway, in the same census year, the figures were: Irish speakers, 54.1 of the population; teachers at present holding the Ard-Teastas in Co. Galway, 1.8, and teachers holding the bilingual certificate, 30.4. The percentage of Irish speakers in Co. Mayo in 1911 was 46.1, teachers holding the Ard-Teastas, 1.4; teachers holding the bilingual certificate, 18.8. In Co. Clare, the Irish-speaking population in 1911 was 35.2; teachers holding the Ard-Teastas, 3.2; and teachers holding the bilingual certificate represented 23.7. In Co. Cork the figures were: Irish-speaking population, 21.4; teachers holding the Ard-Teastas, 3.0; bilingual certificate, 15.8. Co. Kerry: Irish-speaking population, 38.0; teachers holding the Ard-Teastas, 5.1; and the bilingual certificate, 34.0. Co. Waterford: Irish-speaking population, 28.4; teachers holding the Ard-Teastas, 2.5; and the bilingual certificate, 19.6. Taking your definition of a bilingual teacher, I feel that we are terribly badly off from the point of view of a teaching staff to deal with primary education in our Irish-speaking districts alone, and that we would want a very special effort to provide us with additional strength for teaching and to deal with the Irish-speaking districts alone?—It is pretty difficult under the present conditions to get the bilingual certificate. I pointed out the difficulties and that our standard is high.

These bilingual certificates for the greater part have been got by literary students who have not had much experience of teaching?—No. I think you will find that most of these bilingual certificates may be regarded as having been got on the new basis.

On your definition of a bilingual teacher, the position as regards primary education in the Irish-speaking districts, with which we wish to deal thoroughly, is, from the point of view of the schools, serious?—It is.

Has the question arisen at all that the number of schools in the Gaeltacht requires increasing?—I should say no.

What is the average distance that the primary school pupil would have to travel to school?—I should say that generally the maximum distance would be from 2 to 2½ miles. The average distance would not exceed one mile.

Is there any arrangement by which teachers in any particular school consider the question of getting employment for their pupils when they leave school?—I am afraid not, apart from those teachers who, in the Irish-speaking districts, endeavour to get their best pupils to go in for the teaching profession.

Has a report on primary education been issued for the last year?—I think the last one was for 1922.

Is there anything in the nature of a report on primary education from 1922 to 1924 to be had?—One is in type and is ready for publication. I expect it will be available before the Commission has concluded its sittings. The material for another is ready.

I do not think we have got a copy of the ordinary Irish education programme. Do I understand that a committee is sitting on that programme?—No.

But a committee has been proposed to examine the question?—Yes, and we have got the sanction of the Ministry of Finance for it.

An Seabhac.—I suppose we will be able to call any of the primary school inspectors that we may require, especially those who are in personal touch with the Irish-speaking districts?—Yes.

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Father Cunningham.—What is the standard of training and of education required for the position of junior assistant mistress?—The pass programme for entrance to the training colleges. Some time ago it was slightly lower than that. The programme required at present is the pass in the Easter scholarship examination.

Do you consider that a sufficient training for the work that is expected from these ladies afterwards in the primary schools?—I think the answer of the Ministry would be that they would rather that all the teachers in primary schools should be teachers trained in the training colleges. The Junior Assistant Mistress was merely intended at the outset as a kind of help and was appointed at a small salary of something like £24 a year. That salary has now been increased. They are getting a reasonably good salary compared to what was paid them in the past. The salary now is from about £100 to £150 a year. They are intended to serve in schools that have not an average for a full assistant: that is, in schools with an average of under 50—say a normal average of about 35. If we could get, in many cases, an amalgamation of a number of these schools with an average of about 35—for example, an amalgamation of adjoining boys' and girls' schools of about that average, we would be able, in a combined school as recommended by the Killanin Commission, to appoint fully trained teachers. Certain opposition arose to the amalgamation of boys' and girls' schools, and it was found very difficult to carry out their amalgamation. The training of Junior Assistant Mistresses, which would be highly desirable, would also be very expensive, and would mean a big increase under our Vote for training. They have simply come to us as an inheritance from the past, and, as I said earlier, we would rather substitute something else for them if we could: we would rather substitute trained teachers for them.

Would you recommend that a move be made to take up a certain percentage of these Junior Assistant Mistresses annually, and have them pass through a course of training which would fit them better for the work they have to do?—That would be highly desirable. We would encourage Junior Assistant Mistresses to go in for training, particularly those in schools where the average is rising. There is a difficulty, of course, to be met in connection with that. Under present conditions our output of female teachers will probably be just sufficient for our wants. What I mean is, that if we brought in Junior Assistant Mistresses for training, who would go back to their schools after training as Junior Assistant Mistresses, we would be limiting the output of fully trained teachers for other positions. Another point to be considered is that as regards the material for fully trained teachers, the Junior Assistant Mistresses have not reached an educational standard that would enable them to make such good use of the ordinary training course as students who go for these examinations and get high marks. The only way of doing what you have suggested would be to set up a separate institution for such teachers and give them a special course of training. Again of course, the question of expense will arise, and also the question whether this training might not be given by some extension of the preparatory colleges that we have been speaking of, or whether it should be put on a special basis.

I think it would be highly desirable to give these Junior Assistant Mistresses a certain amount of training. They are appointed to schools at present without any particular training. You have a certain number of schools at present in which you cannot hope to have fully trained assistant teachers in the near future?—That is so.

Mr. Moriarty.—I observe in the programme for primary education that nature study is a subject carried on when dealing with natural phenomena, and includes the study of animals and so forth. Have the Commissioners directed their attention to the importance, on the sea-board districts, of bringing before the children, and introducing them to, marine phenomena, and sea production, the use of sea-weeds and the various other sorts of wealth that we derive from the sea, and, also, scientific study in the use of weeds in manures?—I am afraid we have not done much in that direction, but the general question of nature study in rural districts, and the relation of the people to the life in their own districts, are being attended to.

I see that is provided for here?—I am afraid we have not done much specifically to give special attention to the sea-board interest in the direction indicated.

With regard to the value, and importance, of the fisheries, and the fresh-water fisheries, more especially, have questions with regard to the preservation of the salmon stock, and the knowledge and importance of not doing anything to injure the process of reproduction when the fish reach the higher waters, received the attention of the Commissioners?—No, we have not yet done anything. All the teacher would be expected to do would be in regard to ordinary questions of good citizenship.

Witness withdrew.

SEOIRSE MAC NIOCAILL, M.A. (Inspector of Secondary Schools), *examined.*

Chairman.—Seoirse MacNiocail would prefer to give his evidence in Irish, but, realising the difficulty we have to face here, he will give his evidence, and answer any questions that will be put to him in English. I have looked over the list of secondary schools and have come to the conclusion that, practically, at no point does the resident in the Irish-speaking districts, except perhaps in Galway, get an opportunity of attending, as a day pupil, at a secondary school?—No, very few places have such facilities. In addition to Galway we have Dingle, Cahirciveen, Dungarvan, and these are the only places. Westport and Louisbourg have secondary schools, but in the real heart of the Gaeltacht there is no secondary education.

And in Dingle and Cahirciveen there is no secondary education for girls?—No.

Has the Department considered that matter, and have they any proposal before them with a view to giving secondary education facilities in any part of the Gaeltacht where they do not exist?—No, not as regards general secondary education. What happens is that other bodies establish the schools and then apply to the Department for recognition and grants.

In Dingle, Cahirciveen or Galway is any portion of the work of secondary education, except the ordinary teaching of Irish, conducted through Irish?—As far as the inspectors' reports go there is very little being done in that direction. We have a B division in which schools doing a certain proportion of the work in Irish can enter and they get an additional grant. Hardly any schools in the Gaeltacht have applied to be placed in that B division.

So even in those places in the Gaeltacht where there is an opportunity of getting secondary education there is no opportunity of getting secondary education through the medium of Irish?—No. We actually have in the Gaeltacht, at the present time, two schools doing the whole work through Irish and teaching English as a foreign language for a certain period every day.

What are these?—St. Louis, Monaghan, and the Convent of Mercy, Carrick-on-Suir. I should like to mention the actual experience of teaching through Irish, especially with regard to certain subjects. People imagine certain difficulties in regard to certain subjects, for instance, mathematics. My experience is that wherever mathematics was taught through Irish it was much more successfully done than through English. We had a case in one school, where the senior boys made a very bad hand of mathematics. They showed no interest in it. Then the teacher thought he would try an experiment, and he turned over the work into Irish, and, immediately, found a tremendous improvement. I find that in the teaching of mathematics, through Irish, you get at the thing itself, whereas the terminology is a hindrance to the teaching of mathematics through English. Our policy in that respect, should be to encourage education entirely through Irish ultimately. Bilingualism we only recognise as a step to that method of instruction, so we do not admit schools to class B, and, if they are admitted to class B, we do not intend to keep them in class B unless they show a reasonable prospect of doing the whole work in Irish. We do not recognise bilingual schools as a permanent institution.

If to-day some private individual proposed to start

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a secondary school at Spiddal, in Galway, and set up the machinery for a secondary school along the lines of the ordinary school, say in Wexford or in Dublin, with the whole machinery of instruction in English, has the Department of Education any power to refuse a grant, or to refuse recognition to a school like that?—Yes, they can refuse recognition of that particular school, but in the case of a school already recognised the omission to make proper provision for Irish has not been made a ground for withdrawal of recognition.

Looking at it from the point of view that really there is no prospect of a native Irish speaker getting secondary education, as a day pupil, in his own district, how is it possible to turn out secondary teachers for such districts at present? What are the institutions that exist for turning them out?—There is no institution corresponding to that of the training colleges of the National Board, there is no training really for secondary teachers. It very often happens that a man becomes a secondary teacher because he does not see anything else to do. There is no place, actually, leading to the profession at all.

Would it be right to say that they come from the Irish secondary schools and from the universities?—Yes; and of course we have a large number of the secondary teachers from religious Orders, from the Christian Brothers and Nuns.

Are there any qualifications a man must have before he is recognised by the Department of Education as a secondary school teacher?—Hitherto we have had no real means of recognising or not recognising such a teacher. A registration council was set up of late years, and teachers were registered, but the procedure appears to have been more or less formal or automatic: registration was independent of the inspectors' reports upon efficiency. Previously we had no means of dealing with any teacher as regards recognition or otherwise.

Those districts coloured on the map from red to violet are electoral districts which in 1911 had from over 90 per cent. down to over 30 per cent. of Irish speakers among their population. Do you see any prospect of secondary education through the medium of Irish being provided there to any great extent, say, within the next five years, either from the point of view of having secondary school teachers in the country capable of doing it, or having secondary schools actually set up?—The teachers could be found capable of doing it. I do not think the difficulty would lie there. The difficulty, I think, would be in finding a suitable centre for such a school, whether a boarding school or a day school.

I am speaking of a day school?—There is no big area of population where you could say that the population was so dense that you could set up a secondary school for that particular area. The question of the density of the population would be a difficulty.

Take Galway?—I was looking at Donegal. Such a thing ought to be perfectly possible in Galway or in any part of the county Galway and Mayo also.

Watching the horizon as an inspector of secondary schools, do you see any such thing coming along, or is there anything in the outlook of the Department that would be driving them to get such schools introduced there?—I think the trouble there is much the same as in other Departments. There is a general tendency, as the official moves up in the service, to draw nearer to Dublin, and the inferior man is left in the Gaeltacht. We find that in the schools, also, and we find that in the Gaeltacht Irish is being fairly successfully taught, but in the Gaeltacht the same is not being done. The Christian Brothers in Dublin do a large amount of work through Irish, while in the schools in the Gaeltacht belonging to the same order, the position of Irish is far from satisfactory. We have got factors in the Gaeltacht that we have not got in the Gaeltacht; we have bigger schools in the Gaeltacht than in the Gaeltacht. That is one factor; there are others. I may mention we got actually 81 applications from schools to do part of their work in Irish, that is in class B. Several of these withdrew, and several entered under a misapprehension. But very few of these applications came from the Gaeltacht. The classification

or division of the schools in this way has a very important psychological effect. There are three classes—A, B, C. A is the school that works through Irish; B, the school that works partly through Irish, and C is a class apart altogether, and will, I believe, continue apart. There are a number of schools by no means content to be left in the third division, and, purely from the point of view of prestige and honour, they are doing their level best to work up to the higher classes, A and B.

As secondary education goes to-day, you would not be troubled to get good teachers if you had good teachers properly distributed over the country?—No, we would not.

You come down to the question of density, and you get back to Donegal again. The population of Donegal in 1911 was 168,537, and the total number of Irish speakers was 59,313. The percentage of Irish speakers to the population was 35.2. Now we have had some preliminary examination carried out in some districts there, and we find that both the population has increased and the percentage of the Irish speakers in these areas has increased. That suggests that Donegal, as regards population and percentage of Irish speakers to population, has not fallen behind. Letterkenny urban district area had a population of 2,194, of which the Irish speakers number 423. But practically the only secondary schools in Donegal are Letterkenny schools for diocesan pupils as well as other pupils. The secondary school at Raphoe consists of eleven boys and eleven girls. So it means no secondary education of any kind, practically, attaches to the rural population of Donegal?—That is so.

There is no proposal, no concrete proposal, in the Education Department, to-day, to bring secondary education more close to the rural population in Donegal than it is to-day?—Not as regards general secondary education, to my knowledge.

And there is no symptom outside the Ministry pointing to a development in that direction at present?—Not that I know of.

Mr. Hanly.—Is there any teaching of Irish other than written Irish in the secondary schools?—There is. At one time it was practically taught as a dead language; that is gradually disappearing.

Have you any power in influencing the atmosphere in secondary schools towards the development of vocal Irish?—We considered the question of making oral examination part of the regular examination. This year we could not do it. We found tremendous trouble in the way of organising and providing a sufficient number of examiners for each centre, but the matter is under consideration. For myself, I do not believe it is really necessary, at present, with our inspectors, and with a number of subjects being taught through Irish. A subject cannot be taught through Irish unless spoken Irish is developed.

I mean developing the language, generally, through games and through the whole atmosphere of the college, because that is where we stop short?—There is tremendous development in the schools. If a large number are actually using the language in games I do not know that that is a true index of the life of the language in those schools. A few useful expressions in Irish taught to the Irish team might earn for a school a reputation to which the general work for the language did not entitle it.

You agree, generally, that up to the present the tendency has been, through programmes and examinations, to develop written, rather than vocal, Irish?—It remained in that condition for a long time, but that condition has been very rapidly disappearing, and I do not think there is any such tendency at present. Even if we had never an oral examination I do not believe there is any danger of the spoken language being let down.

(Translation of Examination in Irish)

An Seabhac.—The best teachers of other subjects are taken from these districts and are brought to Dublin?—I do not say that that is done purposely, but I do say that there is a general tendency to transfer the best teachers to Dublin.

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Why was that done?—Personally I would not care to say what the reason was.

Does that mean that the schools in the Gaeltacht will be worse off than the English-speaking and the Dublin schools?—They would be.

Have you no way of interfering with that arrangement?—We have control over the grant to those schools, and it may be that no new regulation would be necessary to prevent that condition.

You said a while ago that in the Gaeltacht, in the case of a new school that did not provide for the language, you could withhold recognition, but that in the case of an old school you had to accept and recognise it?—I mean that withdrawal of recognition from a school already recognised is very seldom resorted to.

That is if the Ministry under these regulations thought that school could be put into section B or class B?—That the Ministry have power to classify schools as they think fit.

Could the grant be withheld from such schools?—Yes.

Can you tell me if many intermediate schools are making an effort to transfer from Class B to Class A?—We had applications for such transfers, but it is to be feared that a very small number will have fulfilled the necessary conditions.

I see here that there are two schools in Class A?—Two have applied for admission to Class A. This being the first year, I cannot yet say whether they are entitled to be in that Class.

When these classes were set up first did the managers of the schools understand the arrangement and did they take kindly to it?—In some cases they did; but in other cases they were not satisfied because they were not able to carry out the programmes. Apart from the schools that may be in Class B, there are about 40 schools that will not rest satisfied until they are included in this Class.

Would it not take about three years to enter Class A?—Some of the schools would be competent to do so immediately; others are making arrangements to become so competent. As regards the ordinary schools, the question of dealing with the existing teaching staff which may include several non-Irish speakers is the great difficulty. Convent schools are confronted with special difficulties; but in many cases these difficulties have been attacked in a courageous manner and a high standard of work in Irish has been accomplished. The progressive spirit shown has been remarkable.

Is it not the case in regard to those schools that are striving to get promotion that it is because of what they had done during the last two or three years they are now placed in a position to be classified in Class A or Class B? Do you think that some of the boys' schools could enter Class A next year?—Some of the residential colleges could do so; but in the ordinary day schools they would not be able to become competent so quickly or so easily.

Generally speaking, have the people in charge of the secondary schools accepted the idea of making those schools really Irish schools, or are they doing it more or less against their will?—That is a difficult question to answer. In practice they carry out the conditions laid down by the Department. They do not place any very serious objection in the way. Some of the schools are exceedingly enthusiastic over the facilities and encouragement given them to repair the break in our national development; others are indifferent; a few believe that our efforts are only window-dressing and that they will not last. It is my opinion that if the present regulations continue we can, in a small number of years, restore Gaelic culture to a predominant position in Ireland.

When those Classes were set up, was it the idea that Class A would receive the same money as they had been receiving?—No, they would not be receiving the same grants.

Is it your opinion that schools must strive to get into the higher classes—Classes A and B—if the Department pursues the policy at present in operation, and that by way of competition amongst the colleges, there will always be an incentive to enter the higher grades?—I am of the opinion that a very small number of the colleges will be satisfied to remain outside Class A and Class B.

Is it your opinion that the Ministry of Education intends to pursue the policy that is at present in operation?—It is.

Is there anything being done to get secondary education for the ordinary boys and girls in the Gaelic-speaking districts or do they intend to change some primary schools and make them intermediate or higher primary schools? Is there anything being done in this direction?—We have no such scheme up to the present, but the question has been under consideration. I consider that the secondary schools that are in existence should be Irishised. That is the immediate need.

Could not some of the primary schools be set apart for higher primary or secondary education?—Yes. The Department could do such a thing, and they are actually considering a move on those lines. They would be in the nature of preparatory colleges. It has not been decided yet where they would be situated, nor has any plan in regard to them matured so far.

If all the intermediate schools were in Class A, is it your opinion that the students from them would be as competent as those produced by the present system and schools? That is, would they be fit to enter the Civil Service or the Universities as easily and as competently as under the old way?—As regards the Civil Service, the student who has been educated through the medium of Irish has a distinct advantage. It is now possible for an Irish speaker, knowing no English, to obtain the highest posts filled by competitive examination. The marks assigned to Irish are high, but we aim at a high standard. In all examinations candidates who answer in Irish the questions on other subjects get a bonus of 10 per cent. Therefore, the secondary schools which give instruction through the medium of Irish could secure the highest positions at those examinations.

Then a student in Class A would have a very big advantage as regards competitive examinations over persons in the other classes?—Undoubtedly a very big advantage.

Some of the students from the secondary schools take up the teaching profession. What class of school do these teachers principally come from?—These teachers are principally girls from the higher classes of day schools. The boys enter professions, universities or business clerkships. I would like to add something to what Mr. Bradley said on the question of pupil-teachers.

Chairman.—But do you have pupil-teachers in intermediate schools?—Yes, in the convents—several. They become primary teachers, however, after passing through the training colleges. Hitherto there has been no machinery available to ensure that their education at the secondary school was thoroughly Irish. It is hoped to remedy that in the future.

An Seabhac.—Is there a danger that in Class A schools students admitted without a knowledge of Irish might disorganise the classes already formed?—The difficulties created are by no means as great as one would expect. I have known cases of large numbers of pupils who knew no Irish coming into an Irish-speaking school at the beginning of September, and I have myself heard the same pupils conversing quite naturally with one another in Irish the following January. To put an upper limit to the time, I would say that even the least intelligent of such pupils would be able to profit from instruction given entirely in Irish. I have not known the advent of such pupils to cause any interruption or disorganisation of the work of the school, and I believe that if the matter be properly handled there need never be any such disorganisation.

P. O Cadhla.—A great deal of this information has no very direct bearing on the inquiry. The system of education in the Gaeltacht is not such as would give the children a thoroughly Irish education. That is to say, it does not reach those rural districts, the secondary schools being principally in towns and cities. While they are getting primary education entirely in Irish they have no opportunity of availing of the secondary system of education?—The secondary school has the same permission to do all the work in Irish as the primary school. The secondary school has the further incentive by reason of an extra 25 per cent. grant. English is not essential in the secondary schools, and if they think fit they can dispense with the teaching of English altogether.

P. O Cadhla.—I believe that it is impossible for the Gaelic-speaking children in purely Gaelic-speaking dis-

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tricts to even reach the secondary system of education in the ordinary way.

(*Examination in English resumed.*)

Prof. Tierney.—Would you not think that it would be a better thing to start more practical schools—schools that would be more in contact with the everyday life of the people—and so give them a higher and better education, more in line with what they have to do daily in the Gaelteacht, than the education now being imparted? Suppose you were to start a school that would give a higher education in Irish than is given at present, and suppose there were some departure from the ordinary type of school existing, do you not think it would be much better?—I quite agree that it would be advisable to have the education touching on the realities of the everyday life of the people. Here is the complete list of subjects being taught in a certain school in the Gaeltacht where the people live by farming and fishing:—English, Irish, Latin, Mathematics, History and Geography. It will be seen how little bearing it has on the actualities of life of these people. On the other hand, we have a few schools in which another type of education is being taught, and in that direction a great deal more might be done. I refer to education for the sons of farmers. They are getting instruction in practical farming. Some of them are running a co-operative society. The pupils are keeping books on finance, and they are learning wood-work, horse-shoeing and other practical matters. They know how to kill bullocks and pigs and do other work of that sort. They have cultural education side by side with agricultural education. But those are very exceptional cases. The ordinary school in the Gaelteacht, like the ordinary small school all over the country, is rather following the line of tradition than the consideration of what would be really valuable or vital to the pupils in after life.

How is Irish history being taught? Is there any improvement noticeable in the teaching of Irish history during the last five or six years? Will the new edition of Joyce's History of Ireland be accepted as an ordinary text book in the secondary schools?—I am afraid we are only getting ready for a new output in the matter of Irish history. At the present moment we are really following a traditional system of teaching. I do not think the importance of history as a subject is fully recognised; but it is beginning to be recognised. We have to wait for the teachers to educate themselves in the new text books before anything can be done.

Is there much prospect of the production of good Irish text books?—In that matter we are moving too slowly. Too much energy has been put into the production of the cheap text books. We have at least half-a-dozen of Irish geographies all covering the same ground. We are beginning to move towards something a little bit bigger. We have sufficient text books in most subjects for the ordinary primary school work. In the secondary school the teacher has done what she can in regard to text books. She has, for instance, bought *Fainne an Lae* and books on European history. Most of the work has been thrown on the teacher herself. She has to read up the subject and teach it in Irish next day.

It seems to me that as far as the Gaelteacht is concerned, before you can talk very much about giving any kind of higher primary or secondary education, it will be necessary first of all to work out some means by which modern education can be put into Irish. Even the teaching of Irish that is being carried out in the secondary schools is not as valuable from the point of view of education and from the point of view of a modern continental language, as it should be. Sufficient use is not being made of Irish literature, of the teaching of Irish literature in a really modern way, and more could be done in that direction. Before we can talk about going ahead with Irish education, a great deal of attention will have to be paid to that side. Would you not think it advisable to start off that way?

I do not quite understand the question exactly. Does it mean that we must wait for the books?

I would like to say that I agree that more might be done in regard to the teaching of modern Irish literature. So long, however, as we do the general work of the school through English we are helping to impoverish the Irish language, and are rendering the growth of a virile Irish literature outside the Gaeltacht impossible.

We must take some means to see that the books are produced?—Of course we are up against the question of demand and supply. The publishers will not publish the books until the schools do the work, and if the schools wait for the publishers to move we shall never have the books. Some of the schools did begin years ago without the books, but that was putting extra work on the teacher. When the publishers see that the books would be used they will publish them. When there is a bigger demand for the books the whole thing will be solved in that way.

Chairman.—What was the amount spent on secondary education?—It might be about £300,000.

When was the last annual report in regard to intermediate education?—The Ministry has not published the report.

Are they to publish it?—I do not think the report is in preparation; it has not gone very far.

An Seabhac.—We have come to the very apparent conclusion that there is a complete absence of higher education for the natives of the Irish-speaking districts, except in the case of those parents who have money enough to send their children to colleges.

Chairman.—And even there they will not get much in Irish.

An Seabhac.—No.

Chairman.—However, I suppose we will come to conclusions later.

The Commission adjourned at 1.45 p.m. until 3 p.m.

ART MAC AN BHAIRD (Executive Officer, Post Office), *examined.*

A statement having been read and handed in.

Chairman.—Generally the administration is not satisfied that, in the Irish-speaking districts, the general staff of the offices has such a knowledge as would enable them to transact business across the counter in Irish?—That applies principally to the important offices but not to the smaller or sub-offices throughout the Irish-speaking districts. I think there is no difficulty as regards the spoken language, as the staffs are natives of these districts and should be in a position to speak Irish. Unfortunately, I think they have got into the habit of making use of English for official purposes, and the people in the country are under the impression that it is necessary for them to speak English when they go into the Post Office. Old Age Pensioners and others who have Irish are not prepared to use it. In a confidential circular that was issued we asked that the attention of the staffs should be directed to the desirability of using Irish whenever possible.

You feel that the knowledge of the established clerical staff is poor from the point of view of the language?—Yes. It is poorer in the head offices adjoining the Gaeltacht than in some of the offices in the Gaeltacht.

In the established clerical service as a whole have you any figures to show that you have sufficient staff to carry on and man the offices in what you have marked out as the pure Gaelteacht entirely with Irish speakers if you desired to do it?—We have no figures, but I have been around the head offices, and I think we will have great difficulty in filling vacancies as they occur in the near future. That difficulty arose in the case of Dungarvan. You may have people in Dublin with the necessary Irish language qualification who would not be prepared to go down to Dungarvan. They have ties in Dublin or somewhere else, and do not want to be transferred even on promotion.

Has a census ever been taken of the competent Irish-speakers on the staff?—We have taken no census, but we have statements from the postmasters which will give some indication. These are not quite up-to-date, but I think the position is practically unchanged since last year. The statements were obtained in reply to a circular asking what efforts the staff were making to obtain a knowledge of the language. Ballina reported "no steps taken"; Bantry reported that two indoor and six outdoor members attended classes and had made fair progress. A subsequent report from the Postmaster there, who was newly appointed, stated that all the indoor and outdoor staffs were attending special classes. Generally speaking the reports we got were unsatisfactory. The staff did not seem to realise that it was necessary for them to learn the language. The existing staff with a good knowledge of the language is a very small percentage of the whole. In fact, I think, there are probably more people in the

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Dublin offices with a knowledge of Irish than in the rest of the Post Office service.

So that generally speaking it would be right to say statistics are not available?—That is so.

And we know that you could not staff the general offices in what you have marked out as Irish-speaking districts?—That is so.

How is the established clerical staff of the Post Office recruited?—Up to recently it was recruited mainly by men brought from provincial offices to the head-quarters office. Since the change of Government the whole system has altered.

How is the indoor established staff of the ordinary provincial Post Office, say from the Postmaster down to the clerical officer or telegraphist, recruited?—There had been no recruiting at all since the change of Government. No examination has been held.

Has the established Post Office staff of that type not been added to since the change?—Except temporarily. The temporary staff at present forms at least one-fourth of the establishment, and some of these people have been employed for eight or nine years. Since the European War practically all recruitment by examination has ceased.

Since 1922 no established positions have been filled by examination?—No.

There must be a deficiency then on the establishment?—There is a deficiency on the establishment, but on the other hand we hold that these people who have been in our employment temporarily for a considerable number of years have a certain claim to be established. The intention is to hold a limited competition for them. That competition has been announced, also the syllabus, but the date of the examination has not been fixed.

How does the number of vacancies compare with the number of employees?—I have no figures. We have made economies in the Post Office which have to a certain extent reduced the establishment, and thus some people are redundant.

What is the position of the Irish language in the proposed examination?—It is an optional subject.

Being optional, how does it stand from the point of view of marks?—I think in or about the same marks as for English, but I am not quite certain.

In connection with this examination, you have not taken into account that for purposes connected with the national language you are very badly off?—We have really considered mainly the question of giving permanent employment to people who have a claim on us.

You are offering a certain number of vacancies to your present temporary employees?—That is so.

Will there be additional vacancies that you will offer to those outside?—There is some question under consideration of holding examinations for Learners, but nothing has been yet decided as regards the syllabus which has to be arranged with the Civil Service Commission.

So, practically, for some years to come, in the case of appointments to inside Post Office work, the only way in which you would be taking people would be by Learners' examinations and for a very limited number?—That is so, at the moment.

So that for feeding your inside staff with Irish you seem to be depending on the present staff learning Irish, or on the temporary staff you may get in learning Irish?—We are waiting to see the results of the limited competition as to what exactly the Irish qualifications of the candidates are before a decision is come to. The temporary people are well aware that Irish has been on the mat since the change of Government, and they had facilities for learning it if they so desired.

At the present moment there is nothing to make those who are coming into established positions from the temporary rank to continue to learn Irish or to keep up their Irish, except the prospect of promotion?—The subsequent prospect of promotion. Cases have occurred where men have got promotion mainly on their Irish qualifications.

As regards outside staff, how are they recruited?—Mainly locally. They are made up of part-time officials on the postmen's side. The sub-postmasters are not established officers, and the emoluments they receive from the Post Office are small. In a small office it is absolutely necessary that they should have some other means of livelihood besides the Post Office. The office is run generally in conjunction with a small shop, and the sub-postmasters, to a great extent, depend on members of their families for assistance. At some of the larger

offices they employ full-time assistants who are employees of the sub-postmasters and not of the Post Office. We are only concerned in seeing that the assistants are suitable for employment. We have to approve of the individuals employed. In Irish-speaking districts we have laid it down that approval should not be given unless the assistant had the necessary Irish qualifications.

With the exception of the full-time assistant in a sub-post office, and say, established postmen on outside work, the Post Office in country areas does not provide a permanent means of livelihood?—Not for auxiliaries who generally work five hours daily in the Post Office. Deliverers may have only two or three hours' work daily. The sub-postmasters have only part-time jobs.

In the selection of postmen-deliverers, is it the sub-postmaster has the selection or the head-postmaster?—The head-postmaster.

With a view to getting help in the matter of making selections for employment, is there any connection between the head-postmaster and the schools in the area?—He generally approaches the Labour Exchange. In fact he is bound by the regulations to take men from there. Frequently the Labour Exchange cannot supply men, and the postmaster makes inquiries for suitable persons.

To your knowledge, is there any Exchange at Clifden or Roundstone?—Not to my knowledge. I do not know if there is one at Clifden. The postmaster would go to the nearest Labour Exchange and make application for any one on the list who was suitable. At present the postmaster has not power to employ anyone except he has served in the National Army. Otherwise he has to report the matter.

Have you had any difficulty in purely Irish-speaking districts in filling the positions that are marked in the statement?—No cases have been referred to me, and in ordinary circumstances, if a difficulty had arisen they should have been so referred. I cannot vouch that the head-postmasters have complied with the instructions.

Is there any systematic check on them?—All the sub-offices are really under the direct control of the head-postmaster. He makes surveys and visits sub-offices. It is only occasionally that a member of the head-quarters staff visits them.

When it is stated that for all future appointments there must be a knowledge of Irish, does that mean that appointments such as supervisors or overseers or transfers to these areas must be confined to men who have a knowledge of Irish?—That was the intention, and in the case of one office a definite decision was come to that no new appointment should be made or officer transferred there without the necessary Irish qualification. That arose out of the fact that I reported only two of the staff of the office were capable of speaking Irish.

You say this is your proposal?—Yes, but no question has yet arisen, as there were no vacancies. I can see that there may be difficulty in carrying out the scheme to the full. We had one case of a sub-office in an Irish-speaking district where the candidate had only a fair knowledge of Irish. The case has not yet been decided, but the recommendation was that the appointment be given on the strict understanding that the lady makes herself proficient in Irish. There was no other candidate.

Take what you may call the commercial branch of the Post Office, is there any other branch in those areas besides the Engineering Branch?—Yes, the Accounts Branch and the Stores Branch. They deal with Head Offices.

The only separate Department of the Post Office beside the Commercial Branch would be the Engineering Branch?—Yes.

Do these proposals refer to appointments in the Engineering Department?—We have not really considered the Engineering Department up to the present.

Is any part of the correspondence between postmasters and sub-postmasters carried on in Irish?—Not to my knowledge.

Or between head-postmasters and headquarters?—Nothing beyond an Irish signature. We have given a general instruction, of course, to the Post Office staff that all communications from the public received in Irish must be replied to in Irish. That was given shortly after the change of Government, and has been carried out since; at least we have had no complaint from any member of the public to the

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effect that he was replied to in English when he wrote in Irish.

Mr. Moriarty.—The basis of classification is not given in this list?

Chairman.—That is a confidential list.

Witness.—The list was drawn up mainly because we found that it was absolutely essential that we should give some guidance to head-postmasters as to the districts and offices in which Irish should be regarded as an essential qualification. I am responsible for the drawing up of the list. It was drawn up mainly after consultation with practically everybody whom I thought had a personal knowledge of the various districts. I had to rely on their words in many cases as I had no personal knowledge.

Fiachra Eilgeach.—It was not based on official figures, or census, or anything of that kind?—No, we ignored the census return; in fact, I tried to get a copy of the last census figures and the Stationery Office couldn't supply me.

(*Fiachra Eilgeach* here made some references to Youghal which were not audible at reporters' table.)

Deputy Baxter.—I think in reply to the Chairman, the witness said that beyond the encouragement that promotion might hold out, or rather beyond the encouragement that becoming established officials might hold out, the Post Office was not doing anything with its present employees. It was not taking any steps after a certain number of years to put them through any proficiency examination in Irish. Is that so?—That is so. Of course you must remember that we are to some extent debarred on account of Article X. of the Treaty. The staff might probably regard that as an alteration in the terms of service. We have done everything possible except to bring pressure of that description on the staff—that is the existing staff.

Would you say that after the coming into existence of the present Dáil there was a considerable desire and an effort made on the part of the employees in the Post Office to attain a knowledge of Irish, which recently has not been displayed by them?—Well, if you say a little prior to the Dáil—if you say from the time of the signing of the Treaty until the split—I think there has been a falling off since that time.

And you take up the attitude that it isn't possible under the existing conditions, apart from the question of promotion, to put present employees through any test?—We have never considered doing so.

Can't you see the assistance it would be to the Irish language if the employees in many of the Post Offices down the country were put in the position that it would be essential that they should continue their study of the Irish language, not alone because they would be able to perform work in the Post Office, but because of the moral effect, perhaps, amongst the people? Have you considered the value that that would be, or have you considered that there was any obligation on the Post Office to try by some means to encourage its employees to do this, other than one point you make, that they would sometime become established employees, and a test of their right to become established employees was whether they had a knowledge of the Irish language or not?—Well, the Department really have considered that they have done everything, other than bringing in absolute compulsion, to get the members of the staff to acquire a knowledge of the language. The staff in many cases hold that either they haven't facilities for learning the language or that the duties on which they are employed do not permit them to attend classes outside. I know in one case that was the excuse that was given to me. It was in Dingle; the excuse was given to me that there was no class in Dingle which they could attend.

Fiachra Eilgeach.—Isn't the whole town a class, nearly?

Witness.—I was informed that the summer class was confined to teachers, and there was no chance of the staff attending this class.

Deputy Baxter.—You don't believe that that was the truth? The Ministry is making no effort to collect statistics or figures as to the number of employees who, during a period of a certain number of

months, were attending classes and trying to become efficient in the language?—As I say, we got a report last year from the postmasters. It was in reply to the circular we sent out on the 30th May, and we got replies from all the postmasters as to what was being done. These reports were given to different members of the Survey Staff, and they made personal inquiries of the postmasters with regard to the possibility of improving the position. All the postmasters have been personally and verbally asked to endeavour to get the staff to attend Irish classes, or to form classes within the offices, and the Department is prepared to place rooms at their disposal for that purpose, the staff to provide the teacher and satisfy us that no one but members of the Post Office staff would have access to the premises. Such classes have been organised in certain offices. In the case of Bantry a class was in existence up to Christmas at any rate.

That is not very general?—Generally very little has been done; we aren't satisfied with the progress which has been made by the existing staff.

Do you think it would do any good if your employees were individually expected to supply quarterly returns as to whether they were doing the course or not?—I don't think it would have very much effect, because the staff have given us to understand that they think that they should receive additional remuneration for any knowledge of Irish that they may have. The Department is not prepared to consider such a demand.

In cases where non-established employees were giving earnest that they were trying to become proficient in the language would it be the policy of the Ministry in the question of promotion to give them consideration before those who were established employees and who weren't doing their part?—That is a question for the Civil Service Commissioners. They have to get a certificate from the Civil Service Commissioners before they can be established. They can't be appointed to an established position until they have a certificate.

One of the reasons you have given as to why you can't take certain action with the staff is because of the fact that they might claim that the Treaty affords them certain protection. Don't you think that if certain of these employees weren't doing as much as they might, and were claiming certain protection in order that they might get out of doing what a Gael would think was their obvious duty, that those others who couldn't claim the same protection, but who were prepared to do their work, who might be as capable of discharging the duties and at the same time had tried to make themselves up in their knowledge of Irish, ought to get an opportunity in preference to the others, who were satisfied to stand where they were, certainly as regards the Irish language? I would like to have your opinion on that?—Of course such officers on the staff—temporary people at present—will have an opportunity of competing at the examination which has just been announced. The syllabus has been announced, but the date of the examination has not yet been announced. Irish is an optional subject in that case, and it is for the Civil Service Commissioners to decide as regards the granting of certificates to people who enter for that examination. The Post Office has nothing whatever to say to the giving of certificates.

Chairman.—Have the Civil Service Commissioners agreed that Irish need not be a compulsory subject for that examination?—Presumably.

An Seabhac.—(In Irish).

As I understand from the discussion so far, it is very difficult, if not impossible, for your administration to interfere with the established officers?—Yes, that is so. We can't bring pressure to bear on the established staff.

Under Article X. of the Treaty what exactly are the conditions as regards promotion or advancement in the service that are guaranteed to State servants?—I shouldn't care to go into that phase of the matter.

Do the existing staff understand that junior members of the staff ought not to be promoted over their heads?—That of course is a rule of the service, but we have departed from it from time to time, and have given preference latterly to members of the staff who possess a knowledge of Irish. The adver-

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tisement of the Dungarvan vacancy stated that candidates must have a good knowledge of Irish.

In the case of Galway, Westport, Killorglin and Cahirciveen, etc., what exactly is the relation of those offices with the sub-offices in the Gaeltacht?—Headquarters has to rely on the head Post Office to supervise the sub-offices in Gaelic-speaking districts.

How is the Secretary able to satisfy himself that an applicant for a sub-office appointment has a knowledge of Irish sufficient to warrant his appointment? Has he to rely on the head postmaster's report in all such cases?—Yes, we have to rely on such reports, but in some cases the postmaster's report would be verified by a member of the headquarters staff. In most of the head offices some member of the head postmaster's staff would be able to ascertain the qualifications of applicants for postmasterships.

Who sets the standard for head offices?—There is no set standard. In case of doubt an officer from Headquarters is sent to make investigations locally.

Is there any written test made with regard to the applicants?—No; just as in the case of all inquiries, the head postmaster's report is accepted. There is no examination.

As regards these inquiries you have no set instructions or outlines of a test in Irish for the information of the head postmaster in making his report on a sub-office appointment?—No.

Would it be possible to draft up set instructions or outline a set programme for the guidance of such postmasters?—In the case of postmasters not having a sufficient knowledge of Irish to make such tests, they, as a rule, get somebody locally, such as a teacher or some person knowing the applicant, to supply a statement with regard to the applicant's qualifications in Irish.

Would it be possible for your Department to set some kind of examination that would test applicants for these sub-office appointments?—I don't see, personally, that that would make any difference eventually, as many people are not applying for these offices. On the average there are only three or four applicants, and even at times no applicant comes forward. There are many other things to be taken into account, such as a suitable office in a central position.

Can you tell us in the Fíor-Gaeltacht what would be the number of officials with a knowledge of Irish sufficient to transact all the business of the Post Office in Irish. Is it not a fact that people with a knowledge of Irish had this knowledge more by accident, or at least that they have had it apart from their Post Office service, and that in very rare occasions was the knowledge of Irish acquired with a view to doing Post Office business in Irish, and that they don't make use of their Irish except when they have to do so?—Yes, that is so in many cases.

Is it not a fact that applicants for temporary employment in the Post Office must first make application through the Labour Exchange?—Yes, that is the case.

Is preference given to ex-army applicants?—Yes.

Is not that narrowing down applicants with a knowledge of Irish in so much as they must comply with those regulations?—Yes, naturally.

With regard to employees at sub-offices, is it the head postmaster who makes such appointments?—At present he has very little power of appointment without reference to Headquarters. If he is not able to obtain a candidate with a knowledge of Irish who has the other qualifications such as Army service, he has to make a report to Headquarters stating that to be the case.

How long is that the practice?—About three years.

In making a selection does the postmaster make personal inquiries in the matter, or does he leave it to an officer under him?—The orders to head postmasters are that they have to satisfy themselves that the requirements are complied with in case of all appointments made by them.

Is that instruction followed properly?—So far, we have had no complaints.

Would it not be better if the Post Office had a system of examination for all appointments of a small and unimportant kind?—I do not think such a scheme could be worked. Most of the appointments are for positions such as part-time delivery postmen, where the applicants have only a slight education and are merely able to read and write.

Would it not be well to have them examined as to

their knowledge of Irish?—Of course the postmaster would see for himself and take any steps he thought fit to satisfy himself as to the qualifications of the applicants.

Does not that allow the head postmaster a rather free hand in making these appointments?—It would be difficult to regulate the matter from Headquarters.

Yes, but does it not leave a free hand with the head postmasters, and would it not leave room for favouritism, or at least for overlooking applicants with Irish qualifications?—In all matters bearing on the working of sub-offices the Headquarters office must rely on the report of the postmaster. That is the invariable rule. Another phase of the question is that reductions have been made in many of the rural districts in the Post Office staffs owing to the curtailment of the deliveries, and it is a general rule that people who have lost Post Office employment should be re-employed again before outside applicants.

Could not regulations be made in the Irish-speaking districts that no Post Office official would be permitted to speak English unless to some person who could not possibly transact business in Irish? Would that greatly upset the Post Office?—No, I do not think it would in the smaller offices in the rural Irish-speaking districts.

Would it be possible to ascertain in what districts the work of the Post Office could be carried on absolutely in Irish with the public where the staff would refuse to transact the business in English?—I do not know that that policy would be favoured.

But you are compelling people with a knowledge of Irish only to transact their business with the aid of some third person in English?—In smaller districts there would be little or no difficulty, but in the larger offices in the towns there would be considerable difficulty.

Is practically all the administrative work of the Post Office transacted in English?—Yes.

And does that apply to offices in Irish-speaking districts?—Yes, generally speaking.

If reports come in Irish from the head offices or sub-offices to the chief office in Dublin would they be accepted?—The head office would have to get somebody to translate the reports, or possibly a report might be sent back for translation.

Then in that case it is a fact that the administration of the Post Office is entirely transacted in English?—Yes, that is the case, and there is very little chance of its being altered in the near future. We cannot make any greater headway than we are doing.

That is an admission that you have practically failed to bring Irish into use in the administration of the Post Office?—Yes, we have found it difficult to do so.

What is the course followed latterly with regard to correspondence in Irish?—As a general rule these letters are translated in order to save delay.

Is it a fact that letters addressed in Irish are sometimes purposely sent astray or delayed in the post?—I do not think that is the case to any great extent.

Could not a list of post offices or postal addresses be supplied in Irish to the staff?—Yes, such a list was made and supplied to the post office staff.

But do you not think that a member of the staff who could not master such information should be made to do so?—We have made no test with regard to this.

P. O. Cadhla.—With reference to Irish names of post offices, and Irish in Post Office notices, have you any control over such matters?—The regulations provide that the names should be on the name posts in Irish and English with the Irish first. Instructions to this effect were issued over twelve months ago, and in the great majority of cases these changes have been made although the people who made them had to bear the expense themselves. In a few cases this was not done at the first request, but all sub-offices have since complied with the instruction.

Fiachra Eilgeach.—What steps have you taken to rectify misspellings and so forth?—We have to depend on the people locally to see to that.

With regard to the names generally, what is the policy?—We take them from the Post Saenchas.

An Seabhac.—Who has the final decision with regard to these names?—It rests with the Secretary's office in Dublin.

P. O. Cadhla.—Who is the Minister to whom the engineers who look after the telephones poles throughout the country is responsible?—The Minister for Posts and Telegraphs.

I have known cases where Irish-speaking persons

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employed in connection with these poles and telegraph work generally have been removed from Irish-speaking districts and been replaced by non-Irish speakers. How is it that such changes have taken place?—These changes are made in the ordinary working of the Engineering Department.

Mr. Hanly.—How are the postmen selected?—Under the British they frequently imported ex-soldiers and people of that kind; are they imported now?—It depends a lot on whether a man is an established man or an auxiliary and unestablished. If he is an established man it is quite possible from time to time that it may be necessary for us to transfer him from one district to another; sometimes he may go at his own wish, and sometimes it is a matter of compulsory transfer. An auxiliary postman is usually a small farmer, or has other means of livelihood in the district. He would be recruited locally, but the other man is a full-time pensionable officer.

Is any preference given in the West in the selection of these auxiliary postmen to those who know Irish?—If instructions are carried out, no person without Irish could be appointed to these offices without our sanction.

Is it the local postmaster who makes the recommendation?—The head postmaster of the district makes the recommendation to us, unless he has the power of appointing in the case of a person who has served in the National Army and is an Irish speaker. His power is limited to that. He cannot appoint anyone except those two qualifications are complied with. Otherwise he has to report to us, and then we have to consider the question.

Which of them is an essential qualification?—The ex-National Army qualification is a Government qualification. That is a decision of the Government independent of the Post Office altogether. The other is a Post Office requirement.

And that cannot be changed until the Government changes the regulations?—Personally I think our administration, if such a question arose, would ask the Ministry of Finance to withdraw the instruction if we were not able to obtain an ex-National Army candidate with the necessary Irish qualification.

R. O Foghludha.—That Army qualification does not apply in the case of postmasters and postmistresses?—We are supposed, in the case of Sub-offices, to consult the Labour Exchanges as to whether ex-Army candidates are available.

That would not apply in the case of sub-postmistresses?—No. We are supposed to consider other qualifications. We have to consider the claims of the ex-army men first.

Who appoints some of these assistants in sub-offices?—We have no control so long as the work is done well. First of all the sub-postmaster informs the head office that he intends to employ such and such a person, and he has to fill up a form to that effect. The person sought to be appointed is generally a member of the sub-postmaster's family, and the sanction of the head postmaster must be obtained for such employment. It is purely a matter of form. It always existed, and the main intention was to see that no one was employed against whom there was a suspicion previously of dishonesty. There is a black list, and those on this list are not to be employed in the Post Office. The head postmaster's sanction to the appointment is necessary, and the head postmaster does not give his sanction unless the applicant has the necessary Irish qualifications.

It is quite possible in some offices that others than members of the family of the sub-postmaster, or the sub-postmistress become employed?—That is true.

These people are not paid by you, but by the sub-postmaster?—Yes.

An Seabhac.—That applies to the people employed and paid by the postmaster or the postmistress themselves?—Yes. But the sanction to the employment of assistants in an Irish-speaking district will not be given unless the assistant has a knowledge of Irish.

Is there any way to prevent the members of a sub-postmaster's family—his wife or children—coming into the office and doing work without authority at all?—I think not, but if it comes to our knowledge that such a thing happens, we probably will deal severely with the sub-postmaster, because anybody who is employed in the Post Office has to fill in a certain declaration of secrecy, and unless that form is filled in by him or her no person is entitled to enter a Post Office

premises—that is, in those offices, the separate portion where the official business is transacted.

Now a number of assistants like that would be altogether relieved of this rule about membership of the Army?—We are not concerned with that in these cases.

Suppose the person was a lady?—Yes, and that question of the Army does not apply except to postmen.

And telegraph messengers?—No, nor to telegraph messengers.

Are you not, then, relieved in that respect of these ex-Army qualifications, and do you not insist absolutely on obtaining a knowledge of Irish on the part of anybody employed as assistant in the Post Office?—We are, of course, with this exception, that you must remember that the emoluments of the Post Office are small, and a sub-postmaster in a small office could not afford to pay an outsider. Very often it must be a member of the family who is employed.

I am thinking of Old Age Pensioners coming into a country Post Office where the daughter or wife or some relation of the sub-postmaster is in attendance with your sanction, but is in the same position as those sub-postmasters who know no Irish?—Since 1923 the employment of a person without Irish could not have been authorised, but we cannot, of course, interfere—and we have no intention of interfering—with people who were employed prior to that.

Have you any way of gingering them up to qualify in Irish or to get a knowledge of Irish?—Well, there is the notice that we have issued in *Iris an Phuist*. We have beyond that to rely to some extent upon local pressure.

But when they put up an excuse, like in one particular place, that there was no local class, then you can go no further, that is in a district where 80 per cent. of the people know Irish and yet where there is nobody inside the counter there with any knowledge of Irish?—In that particular case the sub-postmistress gave an undertaking that she would bring in an assistant with a knowledge of Irish to use Irish in the office; and she also stated that she would take steps to acquire a speaking knowledge of the language. Both she and her assistants were able to understand what was said to them in Irish, but they were not able to reply. There should be no difficulty whatsoever under these circumstances, in acquiring the necessary knowledge.

I did not refer to any particular place, but one's experience in one place is likely to be the experience in other places?—Generally speaking, we do not see any difficulty as regards the rural portion.

Are not some of these offices a sort of distributing office for the other sub-offices in the district?—Some of them are, the larger offices, like in Caherciveen.

Is there any control from one sub-post office to a lesser sub-office?—In the past, an office like Caherciveen would have no control whatsoever over an adjoining sub-office. But a scheme is at present under consideration by which certain of these salaried sub-post officers are being graded as postmasters in the future. They are to do some local work to assist the head office.

Suppose that in making out accounts and reports and returns there, the man in the small office makes it out in Irish and sends it in to Caherciveen where no one could read it, what is to happen then?—I see the difficulty as regards Irish correspondence and accounts in Irish.

What will happen now under the new arrangement is to send the thing back again?—Well, there will be a difficulty. The way the Post Office looks at it is this—to do the best for the Post Office service. At the same time we are out to do whatever we possibly can to further the Irish language, not only in the Gaeltacht, but in the rest of the country.

Risteárd O Foghludha.—Is it proposed to have Postal Orders in Irish?—I understand that at present that question is under consideration.

And Money Orders in Irish, English and French?—I have seen nothing about Money Orders.

Well, it is to be hoped that the translation of the new Orders will be something better than the old ones—“Ordu Post Éireann” means nothing to anyone?—

Of course, as regards the question of Irish translation, it is in the Dáil offices that this is done. The translation staff there is responsible for what is done in the way of translation.

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Risteárd O Fhoghludha.—Well, then, if it is done in the Dáil it is bound to be right.

Witness.—The Secretary asked me to say that if you wanted his presence at the Commission he would be quite pleased to come, if there is any special question you wanted to ask him. On this question of Irish, I have worked hand in hand with the Secretary. If at any time you wish to put the Secretary a question on the matter of policy as regards Irish he will be prepared to come here.

An Seabhad.—Do you intend to follow up this circular by periodical enquiries as to the progress and study of the language by the members of the staff?—The intention when we were preparing that circular was to have a general inspection of the Gaeltacht made by members of the Headquarters staff. That was the intention then. I do not see any possibility of doing that at the moment.

In regard to the staffing of these head offices in the Gaeltacht, where established officers are, have you the right to move them where you like?—We have, but of course we would not do it except in exceptional cases.

What might these be?—We would not consider they would have a grievance if compulsorily transferred. We have the right, but in actual practice it is not done, except for disciplinary reasons, or occasionally it is necessary as the result of a reduction in the staff.

It appears rather unfortunate that you are limited for the new staff to people who are of the same calibre as those you have already, and that you are limited in that way for years to come. You do not seem to hold out any hope at all of recruits being taken into the service who would be Irish speakers, just as are coming into the service on the Customs and Excise through the Civil Service Commission?—That question of the recruitment of Irish officers existed at the start. And we are starting to see whether we can form some special scheme for these Irish-speaking districts or the head offices adjoining the Irish-speaking districts. But, as I say, we are really waiting until we see the result of the competition, which is limited to the temporary employees for whom we have to provide a certain number of posts.

Is Irish put on as an extra subject, or as an optional subject?—Irish is an optional subject.

What are the other optional subjects?—English, mathematics and history.

These are not optional?—Oh, no! They are not all optional. Of course English is compulsory.

And mathematics to a certain extent?—Yes.

And you have Irish then an optional subject. Is there another optional subject which an English speaker who does not know Irish might take and gain marks with?—I am not conversant with the syllabus, but I can let the Commission have a copy.

MR. THOMAS McARDLE (Local Government Department), *examined*.

Mr. McArdle read the following statement of evidence :

In the Counties of Donegal, Mayo, Galway, Clare, Kerry, Cork and Waterford the Department of Local Government and Public Health is concerned with administration of the services maintained by the Local Bodies in those Counties. Those services consist chiefly of:—

- (1) The Local Government services maintained by County Councils and County Borough Councils, such as collection of rates, maintenance of roads, etc
- (2) The Poor Law services maintained by Boards of Health and Boards of Guardians, consisting chiefly of the medical and general relief of the poor in institutions and in their own homes.
- (3) Public Health services maintained by Rural and Urban Councils relating to sanitary matters, housing, prevention and treatment of infectious and contagious diseases, etc.

The supervision of these services by the Department is carried out mainly through the means of correspondence and inspection.

As regards the extent to which the Department makes use of Irish in administration, it might be well

to consider the means through which the language might be promoted by the Department. Chief amongst these would appear to be:—

- (1) Insistence on the appointment of officials with a knowledge of Irish by the local bodies in the counties mentioned, or encouragement of the appointment of such officials.
- (2) Insistence on or encouragement of the transaction of the business of those bodies through the means of Irish.
- (3) Correspondence with the local bodies in Irish.
- (4) Encouragement of the promotion of Irish by other means.

Appointment of local officials with a knowledge of Irish.

It should be remembered that as the law stands at present, the selection for positions under local bodies is a matter, in the first instance, for the local bodies concerned. The function of the Minister is to sanction or refuse sanction to the appointment proposed to be made by the local body.

The Minister is often asked to hold an examination to ascertain the qualification of candidates for a particular position, and in a case where the position would be an important administrative one, the Minister would insist on an examination if he had no other means of knowing the qualifications of the candidates. In all such examinations Irish is one of the subjects.

It has not been usual to make Irish a compulsory subject for those examinations. It is merely optional. But a candidate with a knowledge of Irish has a decided advantage, as regards securing a higher aggregate number of marks, over candidates without a knowledge of Irish.

In communicating the result of these examinations, it is usual to indicate the candidates considered qualified, and it is for the local body to make a selection from the qualified candidates. An instance occurred recently in one of the counties of the Gaeltacht where, though the first candidate secured full marks in Irish, viz., 100, and a total of 336 marks, the local body gave the appointment to the second candidate, who only secured 36 marks in Irish and a total of 289 marks.

The Minister has not yet thought it feasible to make a knowledge of Irish compulsory for appointments in the counties mentioned. It is a measure that he is keeping in view, and he hopes that the extension of the knowledge of Irish amongst persons suitable for employment in the local services will be such as to enable him at an early date to make a knowledge of Irish compulsory, without unduly limiting the selection for these appointments.

It might be well, however, to bear in mind that there is a large number of positions in the local services for which technical qualifications are required, such as medical officers, surveyors, engineers, etc. The insistence on a knowledge of Irish for these positions might have such a limiting effect as to do away entirely with competition, and leave the local body with the choice of perhaps only one candidate. The Commission will, no doubt, realise the serious effect of confining or limiting the selection in appointments for which important technical qualifications and experience are required.

It is considered, however, that for medical appointments in Irish-speaking districts a knowledge of Irish should be essential, and the Department would be glad to consider any suggestions that would secure the provision of Irish-speaking doctors for those districts. In the very poor districts difficulty is often experienced in securing doctors, even without a knowledge of Irish.

Transaction of business by local bodies in Irish.

As regards this matter, it is feared that very little can be done by the Department in present circumstances. If a speaking knowledge of Irish were more general amongst members of local bodies and their officers, it might be desirable to consider means of encouraging these bodies to transact their business through the Irish language, but this matter must await a more extensive acquisition of the knowledge of Irish in those localities.

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MR. THOMAS McARDLE, *examined.**Correspondence with local bodies in Irish.*

It is the wish of the Department to conduct as much correspondence as possible through the Irish language. Some difficulties, however, present themselves which it will take some time to surmount. In the first place, most of the correspondence of the Department relates to questions bearing on legal or technical matters, in which great accuracy of expression is required.

It should be remembered that the words and expressions used in connection with legal matters in English have certain defined meanings, and that to conduct a correspondence accurately in regard to matters in which legal or technical questions are involved is quite a difficult matter even in English. The difficulty would be very much greater in Irish, as settled legal and technical expressions in Irish are not so widely known as in English.

Correspondence in Irish would require a number of officials well acquainted with local Government law and procedure, and having a thorough knowledge of the Irish language, and officials of this type are not readily available at present. A similar knowledge would be essential on the part of the executive officers of the local bodies.

Except in cases of great urgency, all orders of the Minister are issued in Irish, but they are also issued in English, so that the danger of misinterpretation owing to the use of Irish does not exist. The advertisements of the Department are published in the two languages.

It might be of interest to mention that the Dáil Department of Local Government occasionally sent letters in Irish to local bodies, and that on one occasion letters in Irish sent to the Council of one of the seven counties of the Gaeltacht were returned to the Department for translation.

A second difficulty in connection with correspondence in Irish is the pressure of business in the Department. The development of a matter of this kind would necessarily occupy a good portion of the time of the administrative officials. For a considerable time past the pressure of work on those officials has been very acute, and it is feared that the business of the Department would not permit them sufficient leisure to deal satisfactorily with correspondence in Irish.

Promotion of Irish by other means.

On the suggestion of the Department a provision was included in the Local Government (Temporary Provisions) Act, 1923, empowering County Councils and Urban Councils to raise a rate of one penny in the pound for the purpose of providing instruction in the Irish language.

In pursuance of this provision rates are now raised in twenty-four counties, the exceptions being Louth and Tirconail.

The Department, though it has every desire to encourage the official use of Irish has not been able to do as much in this respect as it would have wished.

The Department is prepared to consider favourably any suggestions put forward by the Commission for the promotion of the use of Irish through the means of the Local Government services.

Chairman.—With regard to the actual individuals brought into touch with Irish-speaking districts under the Local Government scheme, you have, those people elected on the county councils and those co-opted or elected on any smaller boards; you have a clerical staff working under these bodies; you have an engineering or road staff; you have rate collectors; doctors and the staffs of hospitals?—Yes.

Have you outside nurses?—Yes.

Would these comprise the main types—the individual units of the machinery?—Yes.

Outside public representatives, do all these classes have an examination for their position?—Examinations are held for most of those positions. For posts such as the secretaries of county councils, if the Department had any other means of ascertaining their educational attainments they would not insist on an examination.

If they had, say, university qualifications which satisfied the Department, the Department would not in a case like that insist on an examination?—They would not in a case like that insist on an examination.

Are all these appointments to these positions subject to the approval of the Local Government Department?

—Yes, practically all the appointments. The appointments that are not subject to their approval are not very many. They are such appointments as caretakers.

Is there any class which the Local Government Department insist should have a knowledge of Irish?—No, there is not any single class for which a knowledge of Irish is insisted on. In the case of those positions for which they hold examinations Irish would be one of the subjects for these examinations.

Optional?—Optional.

So that at the present moment there is nothing to prevent an appointment being made under the Local Government in an Irish-speaking district and the person appointed not having a knowledge of Irish?—Practically, there is not.

And the only thing that would come between that happening would be the opinion of the local body who might not recommend it?—Yes.

And there are no proposals before the Ministry of Local Government at the moment bearing on any position in the Irish-speaking districts at all?—Well, the position as regards a knowledge of Irish, on the part of a medical officer, has been considered by the Department, and the Department is satisfied that it cannot do very much at present. And that is so, for this reason, that the only means of ensuring a knowledge of Irish on the part of medical officers would be to make it compulsory for those appointments. The result might press very harshly in some cases. The result might be that some of those districts would not be able to get a medical officer at all. We all know that some of them are situated in very poor districts, and it is not every doctor who would be willing to practice there. There is a scarcity of candidates in some of these cases, and if we impose any limitation there would be more difficulty in getting candidates.

Who fixes the salary of a dispensary doctor?—The local body, but the salary is subject to sanction by the Department.

If the Local Government Department did desire to put a veto on an appointment in any section of the country, have they power to do that at present?—They have always power to refuse sanction to an appointment.

Without saying for what reason?—Yes.

When, without examination, the Local Government Department indicates the candidates considered qualified for the position. Does that mean that the qualifications are accepted?—Yes, it means qualified as far as education. Of course there may be features, such as personality.

Does it mean generally that if they record a man as qualified that he is acceptable as well?—Yes.

Are there any figures in the Department to show how many of the various classes of officials in the counties we have under review here have a spoken knowledge of the language?—No. Of course we could obtain the information from the officials themselves, but we would have to accept their own word for it.

Has the Department come up against any particular difficulties arising out of not knowing the language, except in the case of doctors?—No, I cannot say they have.

Risteárd O Foghludha.—In the case of county surveyors, is it not a fact that Irish was a compulsory subject for county surveyors a few years ago, and was not a qualifying examination held after that in which the candidates received papers from a public department saying that the candidate in that respect was exempt from further examination?—I have no information on that point before me at present, but I would be able to get it.

Is the matter merely for the Civil Service Commission who holds the examination, or for the county council concerned, whether there was to be an examination in Irish for such a post?—Well, it is not always the Civil Service Commission who will hold the examination. Sometimes it is our Department who holds the examination.

A limited examination?—An examination for a particular appointment.

Does it comprise as many subjects as the Civil Service Commission would set—is the examination just as full?—I think so.

Who would settle, then, in such cases, whether there is to be an examination in Irish—have the county council a say in the matter, or can they prevent the inclusion of Irish?—I do not think they would prevent

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having Irish in the examination. Our Department would settle it.

I have been informed on a previous occasion when I asked that question that it was a matter for the council concerned, and the Civil Service Commission said the same thing. They have nothing to do with it but to set the examination. Who has to decide as to whether the candidate will have to pass an examination in Irish?—It is our Department that decides what the subjects should be. As I say, the subject of Irish was optional. It was not decided that Irish should be compulsory.

Deputy Barter.—Have any appointments been sanctioned by your Department with the condition that whoever was appointed to the post would go through and pass a qualifying examination in Irish at a later period?—I am aware of one such appointment, and the candidate has not yet qualified in Irish although the appointment was made some years ago.

It was not part of the policy to do that?—It has not been part of the general policy to do it.

Chairman.—Was it the local council imposed that obligation, or was it your Department?—I cannot say which authority imposed the obligation.

Do you think that there would be any possibility in cases where appointments were being made to dispensary districts that your Department could suggest to the Council that while giving every applicant for the post a fair chance, the applicant with a knowledge of Irish should get the preference?—That would be quite possible. As a matter of fact, I am aware the practice has existed in some places—in Galway and in some other counties of the South-West for instance. In dispensary appointments, a provision is inserted that the candidate with a knowledge of Irish should get preference.

Deputy Barter.—Do you think that as part of a general policy it would be wise, in the interests of the Irish language, for the Department to pursue that?—I think it would.

An Seabhaic.—Would that be extended to another appointments under the Local Government Department, to the appointment, say, of secretaries to county boards of health and to more important positions?—I do not see any objection to extending it to these appointments.

As an educational qualification?—Yes.

Would it not be desirable, in the case of permanent officials like these who will form part of the better class of the social life of the local community, that they should be cultured and Gaelic?—Yes.

I mean to suggest that there would be nothing objectionable in it if that were a common understanding: that a knowledge of Irish would be as essential as a knowledge of arithmetic or any other subject?—I do not see any objection to that in regard to a position such as that of a secretary. The only position in which there might be an objection to it would be a technical position where insistence on a condition of that kind would rule out a large number of candidates and would limit the field of selection.

And the reason that gives rise to that is that a knowledge of Irish is not general enough among the people who specialise in certain professions or forms of education?—Yes.

But, granted that everybody who gets through a secondary school in the future shall have a competent and sufficient knowledge of Irish, would there be any hardship whatever in imposing a knowledge of Irish then for all such positions as we have mentioned?—I do not think so. If we were satisfied that you did not unduly limit the field of selection for the local body in making the appointment there would be no objection.

You mentioned a difficulty that might arise in finding a medical officer for a backward far away Irish-speaking district. Do you not think that with the medical profession so crowded at present you could get a candidate for any vacancy that occurs?—At the present moment that is so, but we have no guarantee that that condition will continue. I have in mind a case that occurred about ten or twelve years ago when one of the public bodies on the west coast of Galway found great difficulty in getting a medical officer for one of their districts. On one occasion the district was vacant for over a year, and they could not get a doctor to live there.

But now that practically all the recruits for the medical profession are going through the secondary

schools in Ireland and through the Irish universities, it is almost certain that practically all the young men becoming doctors in the country and taking out their medical degrees here will know Irish?—It would probably be a certainty, but I am not sure that it is a certainty at present.

From your great experience in dealing with local bodies do you find that the enthusiasm on the part of many of the public Boards for a knowledge of Irish on the part of the officials varies a great deal from one election to another—I could not make any statement on that particular point. I have not come across any incident like that in my experience—I cannot recall any incident like that.

The officials who have to deal most with the Irish-speaking section of the people in the Irish-speaking districts are, I believe, rate collectors, home assistance officers, doctors, and possibly the nurses?—Yes.

In studying the communications that passed through your hands when dealing with poor relief and medical relief, do you find that there is a greater dearth of Irish-speaking nurses than there is of Irish-speaking doctors?—We have very little information as to whether the nurses have a knowledge of Irish or not.

Does the matter ever arise in the appointment of midwives in any of these districts?—No, it has not arisen. If the local body is satisfied that the candidate is fit to discharge the duties attaching to the position, and that she holds the prescribed qualifications, then it does not require any other qualification from the candidate.

Then the use of the machinery of local government for maintenance of Irish in the districts in which it is known and for the furtherance of it, is practically an unused machine, so to speak: it is not driven towards that goal to any extent?—By our Department?

Yes, or by the public bodies?—The only means that could be used for driving the machine would be to insist on the appointment of Irish-speaking officials.

That is not exactly what is in my mind. There is no such thing as an instruction to any of these officials that they shall use the Irish they know. Are you aware of any instruction from any public body like that?—No, I am not aware of any instruction like that.

Are you aware of any local bodies—where certain officials are satisfied to do the work and did it through Irish altogether and did it in their relations with their county council office or their public health office—which objected to that at any time or commended it at any time?—No. Of course that is a matter that would not come under the notice of my Department.

There is a buffer between you and the actual officials in the form of the public body, and the only information you get is contained in the minutes which reach your department?—That is so.

And a lot of the incidents that arise in connection with their work is cut out from your knowledge?—Yes.

Has the Ministry the power at the moment, without legislation, to insist on any condition in regard to a knowledge of Irish in the case of appointments if they so desire?—I think so.

Can you direct that a man with a knowledge of Irish be appointed. You can do that in regard to other qualifications. Can you direct that in the case of a knowledge of Irish?—I would not be so sure about that. Of course the Department have power to make regulations governing these appointments, but the regulations, I think, must apply to the country as a whole. I do not know whether the Department have power to make regulations applying to a section of the country.

Suppose as a result of the deliberations of this Commission that a recommendation went to the Government that certain sections of the country be marked out as places for special conditions of administration, would you then have the power?—Yes, certainly, if we had the legislation we would have the power. I am not at all sure whether we have the power at present. My impression at the moment is, that in making general regulations the Department must make them for the country as a whole.

Is it not a fact that your Department at one time did intend to deal in the Irish language with certain public bodies in the Irish-speaking districts?—I am not aware that it actually decided to deal in Irish with certain public bodies.

But as regards correspondence in Irish, was not there some understanding to that effect?—Yes, correspondence with the Department.

Then so far as the correspondence of certain local

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bodies is not carried on in Irish with your Department, it is not your fault—I do not mean fault; it is not your responsibility altogether. The correspondence originated possibly in English and you answered in English?—Yes. Of course we could not carry on correspondence with the local bodies in Irish unless we were certain that the officials at the other end were able to understand clearly what the correspondence meant.

But you have not been pushing Irish upon them to any extent; that is you have not been consciously doing it?—No, except in so far as all the orders of the Minister are issued in Irish and English, and a few orders have been issued in Irish only, in some of the districts in the west of Ireland. Of course it is rather a risky thing to do to have them only in Irish because there is danger of misinterpretation.

There is a great deal of correspondence which could be safely dealt with?—I am not so certain. The ordinary letters could be sent in Irish without the danger of being misunderstood.

Your Department is in communication with practically every Local Government Body by means of printed forms, and you have quite a number of them. Are any of these in Irish?—I am only aware of one form in our Department in Irish, but it is a very simple form.

There are forms to be filled in by applicants for rate collectorships and so on. Are any of these printed in any way except in English?—No, except in English.

The Department would have no objection to put these into Irish?—No objection.

Then it comes to this: Your Department is quite open to deal with all the correspondence you get in an Irish fashion?—Yes. I think we would be able to deal with all the Irish correspondence we get.

The officials under your control would deal with Local Government of all the Irish-speaking districts?—From the Department as a whole. Of course we all deal with Irish-speaking districts more or less. The correspondence officials are not confined to any particular area.

But you have Local Government Inspectors who go to the Irish-speaking districts, and, sometimes, get in touch with the people and, they have sometimes, to make inquiries to get information. Is that the only direct touch that you have with the Irish people through your staff?—Yes.

All the other touch you have with the people is through the local bodies?—Yes.

The officials of which look on themselves as being, not your official, but the officials of the local authorities?—Yes.

So the only way in which you have direct control, and direct contact with the people, would be through your own inspectors?—Yes, and very few of them ever come into direct touch with the people with the exception of one or two of the Old Age Pension Inspectors.

These belong to you?—Yes.

These appeal inspectors are yours? No, the Medical Inspectors who interview the blind pensioners subsequent to the appeal to the Local Government Department, belong to our Department.

Are these constantly on the move?—Yes, they are constantly on the move but there are only two over the whole Saorstát.

None of them are Irish speakers?—I do not think so.

They come more in direct touch with the Irish speakers in their particular areas than the ordinary inspectors?—Well, the ordinary inspectors rarely come into touch with them at all. It is the local officials that come into touch with them.

You do not control the local Pensions Officers at all, I understand?—That is the Excise Officer? No, we have no control over them.

How is it that you have the Blind Pensions Officers?—Well, you see, the Local Government Board was constituted a Court of Appeal to decide disputes about pensions which had been decided upon by the Pensions Officers; that is how it arose.

It is in questions of dispute that you deal?—Yes.

Mr. Hanly.—When you talk about Local Government Department examinations you mean purely written examinations?—The practice is not uniform, sometimes it is purely written, sometimes oral examinations, if we have suitable inspectors to hold them.

But as a rule the examinations are written examinations?—I would say that the majority are written examinations.

Mr. Moriarty.—With regard to medical officerships vacant I presume these are rather due to the lack of emolument than to the difficulty of getting suitable Irish-speaking doctors?—Yes.

I am aware of one district myself, one of the poorer Irish-speaking districts, that could not get a doctor for a long time, largely because the local authority were only able to offer a very small remuneration, and the private practice there was nil, and the district was very wild.

Risteárd O Foghludha.—I take it we shall hear from Mr. McArdle as to the question of Irish in the examinations?—You mean for county surveyors

Yes. And whether there be any other optional subjects in the case of those examinations for county surveyors which might be a sort of make-weight for other candidates as against those who knew Irish. I mean whether Irish is the only optional subject?—Not in examinations I have been acquainted with.

Are there a number of optional subjects?—Any subject possibly might be an optional subject.

As far as I understand, in the examinations carried out for years past, Irish was made a compulsory subject?—That was for assistant surveyors.

An Scabhac.—In regard to surveyors was not the University degree a qualification?—It was a qualification for some candidates but they must have had some practice.

But how does the question of examination come in except it be a competitive one?—I think there is an examination. A University degree is not the sole qualification.

Mr. Moriarty.—Under the old régime the examination for county surveyors and assistant surveyors was held under the Civil Service Commissioners.

Chairman.—You want a statement as to what are the qualifications now for county surveyors.

An Scabhac.—Is there not a register or list from which appointments only can be made?—Yes.

Risteárd O Foghludha.—That is probably the list I had in mind.

Commission Adjourned.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ar a deich a chlog, Dia Máirt, 5adh Bealtaine, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha, T.D. (Cathaoirleach); Pádraig Ó Hógáin, T.D. (An Clár); Pádraig Baxter, T.D.; Micheál Ó Tighearnaigh, T.D.; Pádraig Ó Siofhradha (An Seabhac); An Dochtúir Tomás Breathnach, M.A.; Risteárd Ó Foghludha (Fiachra Éilgeach); Pádraig Ó Cadhla; L. C. Moriarty.

MR. ROBERT O'CONNOR (Technical Instruction Branch, Department of Education), called and examined.

Chairman.—Would you please read the statement which you have prepared for us?—The memorandum which I have handed in is as follows:—

Memorandum as to the promotion of the study of the Irish language under the Department's Programme for Technical Schools and Classes, with special reference to the Gaeltacht.

1. Schemes of Technical Instruction have been in operation in the Gaeltacht, as elsewhere throughout Ireland, since a period soon after the establishment of the Department of Agriculture and Technical Instruction in the year 1900. These schemes are administered by local committees appointed, under section 14 of the Agriculture and Technical Instruction (Ireland) Act, 1899, by the local rating authorities (County or Urban District Councils) and consisting partly of members of the appointing body and partly of other persons interested in education.

2. The funds from which Technical Instruction Schemes are financed are provided mainly from the following sources:—(a) Local rates (see paragraph 3 below); (b) Students' fees and other small local contributions; (c) Grants to local Technical Instruction Committees, mainly representing the contribution made by the former Department of Agriculture and Technical Instruction under section 16 (1) (c) (ii) of the Act of 1899 from its Endowment Fund for Technical Instruction; (d) Attendance Grants paid by the Department under the conditions of their Programme for Technical schools and Classes (copy annexed); (e) Cost of living bonus on the Civil Service scale to whole-time teachers employed by Technical Instruction Committees, and (f) Temporary additional remuneration at the rate at present of 33½ per cent. to part-time teachers similarly employed.

The grants referred to at (c), (d), (e), and (f) are State grants made from funds provided by the Dáil.

3. The rates which may be raised by local authorities in the Saorstát for the purposes of Technical Instruction, including instruction in Irish, are as follows:—

1d. in the £ under the Technical Instruction Acts, 1889 and 1891.

1d. in the £ under the Agriculture and Technical Instruction (Ireland) Act, 1899.

(The proceeds of these rates are applicable to the purposes of Technical Instruction generally, including instruction in Irish.)

1d. in the £ under the Local Government (Temporary Provisions) Act, 1923.

(The proceeds of this rate may be applied only to the provision of instruction in Irish.)

Funds raised under the Acts of 1899 and 1923 may only be applied in accordance with the provisions of a scheme approved by the Department.

4. For many years past the Irish language has formed a subject of instruction under local schemes, and particularly in the Gaeltacht. The teaching of Irish (as of other languages) as a subject of general culture, as well as for business purposes, is recognised by regulation 21 of the programme, and attendance grants are paid on the subject at rates varying from 2d. per hour for classes under section II (b) (regulation 34) to 1s. 3d. when the subject is taught in the fourth and subsequent years as part of a specialised course under group (B) (regulation 22.)

5. A return showing as regards each county in the

Gaeltacht the amount of local rates applied to the teaching of Irish under schemes of Technical Instruction; the number of teachers employed; the number of centres of instruction and of students in respect of whom grants were paid, and the amount of grants paid is annexed.

6. In addition to classes conducted under schemes administered by local committees, a number of colleges of Irish under independent management also conduct classes for teachers of Irish in the Gaeltacht under section III. of the Department's programme. A statement giving the number of colleges or branches which conducted classes, the number of pupils in attendance, and the amount of grants earned during the Session 1923/24 is attached. The grant paid in respect of teachers' classes is at the rate of 9d. per hour.

7. A copy of an explanatory memorandum issued by the Department of Agriculture and Technical Instruction in December, 1923, relative to Irish classes under County Schemes of Technical Instruction, is also annexed.

8. All classes conducted under the Technical School programme are subject to inspection by officers of the Department.

9. The Minister for Education has recently appointed a special Departmental Committee to consider the question of the Irish classes at present conducted in rural districts under Technical Instruction schemes and of any other Irish classes conducted in these districts with a view to making such classes as effective as possible for the purpose of the teaching of the Irish language, and also to consider how these classes may be organised so as to form centres of Gaelic culture.

DEPARTMENT OF EDUCATION.

(TECHNICAL INSTRUCTION BRANCH.)

Return of certain particulars in respect of Colleges of Irish which conducted classes under the Department's Programme in the Counties of the Gaeltacht during the Session 1923/24.

County.	Number of Colleges, or Branches of Colleges, of Irish.	Number of Teacher-Students in respect of whom Grants were paid.	Amount of Grants.
			£ s. d.
Clare ...	1	18	37 6 3
Cork ...	5	142	318 3 0
Donegal ...	1	29	62 7 3
Galway ...	3	81	171 2 3
Kerry ...	—	—	—
Mayo ...	1	17	34 7 9
Waterford ...	4	160	421 16 11
TOTALS ...	15	447	£1,045 3 5

Chairman.—What we want from you generally, Mr. O'Connor, is, first, information as to the working of your Department in so far as it affects the Irish-speaking districts. In the second place, we want to get some idea as to the extent, if any, to which the Department would serve a purely Irish-speaking population. When you speak of "local committees," do I understand that these are county committees or urban committees?—There are both county committees and urban committees.

Are there committees for smaller areas operating anywhere? The smaller areas in the counties join up

MAY 5, 1925.

ROBERT O'CONNOR, Examined.

AN ROINN OIDEACHAIS.

BRAINSE AN CHEARD-OIDEACHAIS.

Return giving certain particulars as regards the provision of instruction in Irish under local Schemes of Technical Instruction in the Counties of the Gaeltacht in respect of the Sessions 1923-24 and 1924-25.

COUNTY.	SESSION 1924-1925.				SESSION 1923-1924.					
	Special Irish Rate.	Number of Teachers employed.			Number of Centres of Instruction.		Number of Students in respect of whom Grants were paid.		Amount of Grants Paid.	
		Organisers	Whole-time Teachers.	Part-time Teachers.	Itinerant Classes.	Teachers Classes.	Itinerant Classes.	Teachers Classes.	Itinerant Classes.	Teachers Classes.
CLARE ...	£1,302 (1d.)	—	4	2	11	10	165	83	£ 56 2 1	£ 236 19 8
CORK ...	£4,320 (1d.) 8 Urban Districts £253 (1d.)	1	20	6	60	31	1,513	442	£84 11 7	£992 10 8
DONEGAL ...	—	—	—	6	—	1	—	8	—	£ 11 12 6
GALWAY ...	£1,800 (1d.)	1	—	17	23	6	541	73	£344 19 4	£243 5 3
KERRY ...	£587 (½d.)	—	—	20	14	6	437	74	£274 3 2	£178 0 8
MAYO ...	£1,300 (1d.)	1	2	13	32	16	950	199	£440 1 9	£718 4 11
WATERFORD	£1,086 (1d.) Dungarvan Urban District £30 (1d.)	—	4	15	32	9	710	56	£418 0 1	£170 19 3
TOTALS	£10,678	3	30	79	172	79	4,316	935	£2,367 18 0	£2,551 12 11

with the County Council and form what we call a "Joint Committee." The Joint Committee is composed of members of the County Council and Urban District Councils in agreed proportions. When that is done, it becomes a County Joint Committee of Technical Instruction. In Mayo, for instance, there is such a committee. The three urban districts of Mayo combine with the County Council, and form a County Joint Committee of Technical Instruction. A county in which there are no urban districts would have a County Committee of Agriculture and Technical Instruction. A committee corresponding to that would be the committee in County Roscommon, which has no urban district in its area.

That committee would handle funds or grants and carry out schemes for the Education Department, on the technical side, and for the Agricultural Department, on the agricultural side?—Yes. The County Committee of Agriculture and Technical Instruction would look after both those matters. That is a relic of the time when we were one Department—the Department of Agriculture and Technical Instruction.

In the case of Galway, would you have a purely Urban Committee of Technical Instruction?—Yes. Galway city has a separate scheme. Where urban districts have fairly substantial populations, they have separate schemes of Technical Instruction; Tralee has such a separate scheme.

You would not have a committee dealing with Technical Instruction for a rural district area?—Roscommon, for instance, deals with rural districts altogether.

But there would not be any special committee dealing with a sub-portion of Roscommon?—No.

Could you let us know the amount of money spent on Technical Education under your Department in the Counties of Roscommon, Mayo, Galway, Clare, Kerry, Cork, and Waterford?—I have handed in a return showing the value of the special Irish rate.

I am speaking of the money spent generally on Technical Education of any kind. Take Galway, for instance, there would be a local rate struck in County Galway and there would be grants from the Department of Education. Have you any idea as to what the total amount would be?—I can get those returns for you. I have not got the figures with me at the moment.

I would like if you would get for us the amount spent on Technical Education generally in the seven counties with which we are dealing. Are there any trades or industries in the counties we have under consideration to which Technical Education is specially directed?—Technical Education, apart from Irish in the western counties, consists mostly of instruction in woodwork, commercial subjects and domestic economy subjects. That is true of most rural schemes of technical education.

What subjects does the term "commercial subjects" comprise?—The whole course—shorthand, typewriting, book-keeping, business methods, commercial arithmetic and office organisation.

Are any of those subjects taught through the medium of Irish?—Not to my knowledge.

Do you know of any district in which any subject is taught through the medium of Irish?—No, I do not.

It would then be practically correct to say that none of the money spent in any of those counties is spent in bringing technical instruction to the native, non-English-speaking person?—I must explain. Most of these appointments of domestic economy instructresses and woodwork teachers are pre-Treaty appointments.

I only want information as to the fact?—As a fact, no instruction is given in these subjects through the medium of Irish, to my knowledge. At the same time, I would like to explain that the staff engaged to teach these subjects have been there for a long number of years and could be affected by recent developments. I understand the County Cork Committee

ROBERT O'CONNOR, *Examined.*

MAY 5, 1925.

have laid it down recently, in the case of a domestic economy instructress, that, in addition to the ordinary technical qualifications required by the Department of Education, they would put the girl through an Irish-speaking test. The girl who qualifies best in that test will get the post.

Have you any idea as to what kind of test this is going to be?—I understand it is to be set by the committee themselves.

Do you know if it is going to be a test to ascertain whether she could teach domestic economy subjects through the medium of Irish or not?—I have no information on the point. I presume it is to see if she is an Irish speaker in practice.

Risteard O' Foghlughá.—Who will the examiner be?

Chairman.—He has no idea. Additional grants are expended under the Department of Education on colleges of Irish?—Yes.

Do you know whether, in any of these colleges, instruction in technical subjects is given through the medium of Irish?—That would not come under our department, because we are only concerned with Irish colleges in so far as instruction in Irish is provided.

Is it a fact that whatever grants you make to colleges of Irish are made because of their giving instruction in the Irish language as a subject?—Yes.

Do you know whether that instruction in the Irish language as a subject is intended or is, in fact, such as to enable teachers to teach technical subjects through the medium of Irish?—I could not say. The Irish colleges, so far as they come under us, are mostly attended by National School Teachers and, to a smaller extent, by Secondary School Teachers.

Has even the possibility of there being a native, non-English speaking population, requiring technical education, in the country, been conceived by the Department in its plans for imparting technical instruction?—The employees of these committees are not employees of the Department of Education. They are employees of the local committees, who advertise the posts and, if necessary, send the qualifications on to us to see if they fulfil our technical requirements. It is really a matter for the local committees to provide teachers of technical subjects with a knowledge of Irish in the Irish-speaking districts. We are only concerned with the technical qualifications of the persons appointed. They advertise, say, for a teacher of woodwork and we see that the teacher of woodwork has the necessary technical qualifications. If they are going to send that teacher to an Irish-speaking district, it is for the committee to specify that he must have a knowledge of Irish or teach the subject through the medium of Irish.

You are representing the Branch of the Department of Education which deals specially with technical instruction?—Yes.

Would it not be portion of your work to see that if there were Irish-speaking populations requiring technical instruction, they should get the advantage of technical instruction?—We do not select the local centres. It is the county committee who selects the local centres in which the teachers give instruction. You would have, say, a course in woodwork for three months in a certain district and then the teacher would go to another part of the county for three months. It is the county committee that selects those centres. It has never been brought to our notice by any committee that they wanted a teacher exclusively for an Irish-speaking district. I do not think it has ever even been mentioned. We take it that the local committee have cognisance of the requirements of their area and it is left to them to arrange the local centres.

The Ministry of Education outlines the policy with regard to technical education in the country?—Yes.

They practically provide the machinery for giving that education?—To a certain extent. We train domestic economy instructress in our own school.

And you give grants for the training of them?—Yes.

If it were necessary to give technical education relating to the fishing industry on to the repair of motors or engines in the western counties, would you have any difficulty in organising a staff—an English-speaking staff—to deal with it. If there were a departure from the present conditions, in which technical education in these counties is confined to commercial subjects, woodwork and domestic economy, and if you required an extension of the range of technical instruction to the fishing industry and to the general care of engines and motors, would there be any difficulty?—In answer

to that I might say that the Department of Fisheries would be responsible, in the first instance, for investigating that aspect of the question. In Galway town they have a workshop and an instructor employed. Do not take it that instruction in rural districts is necessarily confined to commercial subjects, woodwork and domestic economy. Instruction may also be given in any subjects required by the circumstances of the locality. If there was, say, a leather-work industry in the smaller towns in the south, and if there was a demand for instruction in connection with that subject, it would be given. It is for the local committees to initiate a scheme, and the Department to approve of it, and see that the qualifications of the instructor are satisfactory. Commercial subjects, woodwork and domestic economy were the three main planks in the programme of rural technical instruction in the past.

Is the initiative as to the scope of technical training left entirely in local hands?—The proposal comes, in the first instance, from the local authority.

The initiative is left to them?—Yes.

In page 2, paragraph 4, of the statement which you have read, you say "for many years past the Irish language has formed a subject of instruction under local schemes, and particularly in the Gaeltacht." In what respect is the Irish language taught in the Gaeltacht in technical schools?—Do you mean in the past?

Yes?—It was the Gaeltacht counties mostly which introduced Irish as far back as 1914, as a subject of instruction into their technical schemes. Very considerable sums were allocated from ordinary funds for the teaching of Irish. These funds were spent mostly on classes for training of National School Teachers in Irish, and also, to some extent, on classes for the general public. Since the County Councils got permission to levy the extra penny rate for Irish, most of the counties have struck the extra rate, though some of them have struck only a halfpenny rate.

Risteard O' Foghlughá.—And more of them have struck a twopenny rate for Irish?—None of them has a twopenny rate this year. There was a twopenny rate in some counties last year. Irish, as a subject of technical instruction, really goes back in the Gaeltacht counties to the year 1914. It has now become pretty general in all county schemes of technical instruction, on account of the produce of this extra rate and the funds being provided by the Department.

Chairman.—Is it not misleading to talk of Irish as a subject of technical instruction? Is it not rather a subject on the technical school programme?—Yes, like French, for instance.

When you say that it was introduced as a subject principally for National School Teachers, do you know whether it was so introduced to enable National School Teachers to teach school subjects through the medium of Irish or whether the aim was simply to teach them Irish?—I think it was to give National School Teachers facilities for getting qualified.

In Irish?—Yes.

As a language and not as a medium for instruction?—That really was not a matter for our Department. That did not really concern the Technical Instruction Department. It was for the office of National Education to follow it up.

How many instructors would be working, say, under the Galway Committee?—I have a return of the Irish instructors here.

How many general instructors would there be?—There would be about twelve others.

Could you say how they would be allocated to particular subjects?—There are teachers of domestic economy, woodwork, hygiene and sick nursing, and there is also a teacher of commercial subjects. The branch of domestic economy would include about half a dozen teachers.

How would the other six be divided?—There would be three woodwork teachers, I think, and a commercial teacher. I mentioned twelve as an outside figure.

Mr. Moriarty.—Your schemes do not lead up towards the development of industry. The county schemes are not concerned with commercial development or the exploitation of the knowledge the pupils acquire in the classes. There is no commercial activity connected with these classes at all?—It is up to the local committee to submit to the Department a programme of technical instruction suitable to the needs of the locality. If they find that technical education would aid any

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little industry in the district, it is for them to provide that instruction.

That is provided the industry has already a foothold and has been established by outside capital. The committee does not engage in industry of any sort?—No.

Do committees in the Gaeltacht take up what I may describe as the female industries, such as lace-making?—Yes. Mayo, for example.

Does Galway or Kerry do anything in that way?—No.

You had no communication in connection with the establishment of navigation classes for instruction of people dwelling on the western sea-board?—No.

Deputy Hogan.—Under the Local Government (Temporary Provisions) Act, 1923, there is power given for the striking of a rate by county councils for Irish classes. How are these classes organised? Do the teachers go round to the schools?—In some of the counties they have organisers specially appointed. They organise the classes. Applications are generally sent in to the county secretary from centres requiring classes in Irish. The organiser goes out and if he finds that the classes stand a chance of success and that the necessary accommodation is available, he arranges classes in three convenient areas, so that one teacher will have six classes per week—that is, two evenings a week for each centre. Where you have an isolated centre, without any chance of running classes in adjoining districts, you generally have to fall back on the local national teacher to undertake the teaching if he is competent to teach Irish.

That applies to those who are whole-time teachers of Irish?—I am speaking of part-time teachers. The Department insists that a whole-time teacher should undertake at least twenty teaching hours per week.

Has your Department any opinion as to the value of the instruction given in making Irish speakers?—You are asking a question now which, I think, is outside my sphere. A lot of the questions that have arisen here are the subject of investigation by a Departmental Committee at the present time. They are inquiring as to whether the classes might be properly co-ordinated with the national schools, whether definite programmes for all schools should be prescribed, whether the qualifications of the teachers might be increased and other questions, with a view to making the classes as effective as possible. I have been led to believe that about ten per cent. of those attending Irish classes become fluent speakers. Then there are quite a considerable number who get hold of phrases, which they use in ordinary conversation, and so encourage people to speak the language. In particular classes of course the success would, to a great extent, depend upon the teacher, and there is a question, too, whether the students are really fitted to take advantage of the instruction. Students who leave a national school when in fourth or fifth standard would probably find it very difficult to follow the instruction.

But there would be some kind of average result?—That is a question that one of our indoor staff could hardly answer.

Deputy Baxter.—With regard to your own particular branch, how are your executive officers qualified to deal with matters of administration in the Irish language? What position are they in to formulate a scheme for a district that would be partly Irish-speaking or wholly Irish-speaking?—We would not formulate or initiate a scheme for local committees. Our business really is to examine the scheme when submitted.

What position are your executive officers in to deal, say, with correspondence in Irish?—We have competent men.

On your executive staff?—Yes.

Are letters replied to in Irish?—No. We correspond with Committees of Technical Instruction only through county secretaries and, generally they do not write us in Irish. The county secretary may get communications in Irish from the organiser but in sending them on to us he usually sends his covering letter in English. The county secretary writes in English and we reply in English.

Is the position that if the local body did not initiate a scheme that would take into account the furtherance of the Irish language, your headquarters would not do so. Is it a matter entirely for the local people whether a scheme like that is established or not?—It is. We had no communication of any kind with regard

to the striking of this special rate. The County Council struck the rate and we found that the financial demands in respect of our Technical Instruction Scheme were about three times what they would be in the ordinary way.

You left it all to themselves?—Yes.

You did not circularise them suggesting that it should be done?—No.

The fact that the councils raised this rate entailed a heavier demand on your exchequer?—Yes.

Would that be in any way responsible for the fact that you did not encourage them to strike it?—That is not for us. That is a matter for the Department of Finance to approve of. The Irish rate has cost the Department of Finance about £37,000 in contingent commitments. They agreed to pay attendance grants in respect of the classes and to refund the bonus, and so on.

You were not concerned with the attitude of Finance. You were concerned with what really came within your sphere—the furtherance of technical education. It is not customary for you to recommend the further teaching of Irish in rural districts?—No. You must remember that, while Irish was a subject of technical instruction in the Gaeltacht counties away back to 1914, the produce of the Irish rate, which came into the funds of County Joint Committees in 1923, put an enormous tax on the indoor and outdoor staffs of our Department, because it created immediately about 1,200 new classes for instruction.

You got a lot more work to do?—Yes. Probably the county schemes of technical instruction are two-thirds Irish at the moment. They have become predominantly Irish, for the simple reason that the local rate given to finance these schemes is much more than the old rate.

Chairman.—And this at a time when there is not a single instructor, to your knowledge, giving technical education to Irish speakers in Irish?—I do not know of any.

Deputy Baxter.—With regard to the raising of this rate of a penny in the £, it is taken up, if the rate-payers so decide, without any encouragement from the Department of Technical Instruction. This money comes into the hands of a committee, composed, perhaps, partly of urban and partly of rural members. Let us take a county where £1,100 would be raised by this penny in the £ for the teaching of Irish. Is there any possibility that, in the administration of that fund, in conjunction with the administration of the technical funds generally, £800 of it would be spent on the teaching of Irish by part-time teachers and the other £300 would drop in to the technical side proper?—We could not permit it. Under the terms of the Local Government (Temporary Provisions) Act, we insist that the produce of the rate for the teaching of Irish be spent on the teaching of Irish and we refuse to allow a penny of that money to be allocated for any other purpose.

It is customary, I think, for the part-time teachers to cease work from, say, July until September?—I think you mean by part-time teachers, whole-time teachers employed on a more or less sessional basis?

Deputy Baxter.—Yes?—We do not call them part-time teachers. We call part-time teachers those who are paid so much per hour.

In any county where those teachers are employed, £800, say, will pay their salaries for nine months. They drop out then for two or three months, and a certain sum comes to the Technical Instruction Committee. Do you take definite steps to see that that money will not be appropriated and spent on any other branch of technical education?—The application of the money is dealt with when we are sending out the financial provisions of the schemes at the beginning of the Session. If the produce of the county rate is £1,100, we put down that as expenditure under the various headings—teaching of Irish, administration of the scheme, etc. We are dealing, of course, with estimates. We are not dealing with actual expenditure. It would be the business of the Department of Local Government, when auditing the accounts, to see that the money was spent in accordance with statutory requirements.

You leave it to the auditor to see that the money is properly spent?—We do not audit the accounts. The audit of the accounts is a matter for the Local Government people. We never audit our own accounts, in that sense.

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Could you contemplate a position where a number of those on the committee would be sympathetic to domestic economy or some other technical subject and where they would desire that their scheme should be advanced by utilising the balance over from the Irish rate. In that event, your Department would not interfere but would leave it to the auditor to come along and surcharge them?—If we were aware that the money used represented savings from the Irish rate, we would certainly object.

With regard to appointments under the Technical Instruction Branch generally, there is no qualification demanded with regard to speaking or teaching Irish in these counties?—For subjects other than Irish, no. I may say that we have quite a number of commercial teachers with a B. Comm. degree who have Irish amongst other subjects and who are competent to teach Irish as well as other subjects.

You do not make it one of the necessary qualifications?—The tendency is when committees want a commercial and Irish teacher, to try and get a commercial teacher who is qualified to teach Irish.

That is done by the committees. I am asking as regards your own Department?—We do not initiate schemes.

You mentioned sick nursing. Do any committees take this up in areas like Connemara?—Yes. It operates, I think, exclusively in that area.

Before giving sanction to an appointment made by the committee, would you think it necessary that the instructress in that case should be competent to give instruction through the medium of Irish?—I could not answer that question. The instructress is there for about ten years.

Your regulations in connection with appointments under county committees are such that if the committees do not make Irish compulsory, you do not intervene?—The committee in the case you mentioned would probably advertise for a teacher of sick nursing for Connemara. They would state that she must hold certain qualifications—the technical qualifications required by the Department. Except the committee specified that they wanted an Irish speaker for an Irish-speaking district, we would not interfere with their discretion in the matter.

Chairman.—On what grounds can the Ministry of Education refuse to approve of the appointment of a teacher made by a local committee?—On the grounds that the teacher does not hold the required qualifications. In the case of a domestic economy instructor, she must have the Kilmacud Diploma, or a diploma from one of the recognised cross-Channel training schools.

Deputy Baxter.—Have you recognised the fact that it would be impossible for a teacher of sick nursing to go down to Connemara and teach there without knowing Irish?—I have seen attendance registers from those districts, and have not seen the names marked in Irish.

Would that have to do with the inability of the instructor who forwarded the returns, or would it be that your Department found it more convenient to receive them marked in English?—We are receiving them for Irish classes marked both ways at present. It is a matter for the local committee which has, of course, a superior knowledge of local circumstances. They could insist that a domestic economy instructress should know Irish.

As far as your executive officers are concerned, if the local committee do not make a demand you show no desire that these appointments should be made or that a rate should be levied?—It is not for me to show any desire, but to carry out the policy of my authority. I do not think I should be asked questions on a matter of policy.

Chairman.—We are after matters of fact. As far as I can understand, you could give an affirmative answer as to the fact to the question by Deputy Baxter?—These things are left to the local committee, and it has always been our policy that local circumstances should be taken into consideration. The county committees administering local schemes are supposed to have better knowledge of local circumstances than people at headquarters.

Suppose instructresses are appointed, say, to Spiddal, or a similar district?—Instructresses are not appointed to any particular district. A county instructress would never fill up her time if she were allocated to one district. They are generally sent to

two or three districts. If attendance is poor, it does not pay a committee to keep a class in a district.

Deputy Baxter.—Suppose an instructress is appointed to do part-time work in Spiddal, and is sent on to other parts of the county, you say that if there is not a proper demand for instruction she is not going to be sent back there again?—Yes, very probably.

Take Spiddal, where the returns show that 90 per cent. of the people are Irish-speaking. A high percentage of those do not understand English, and no information could be imparted to them through the medium of English. Does it not follow that if your instructress went in there to teach through the medium of English, there would not be a proper demand for her teaching. If she was capable of teaching through the medium of Irish, it could not be said that it was to the failure of the teacher to impart her knowledge through the language the people understood that was at fault. When you say there may not be a proper demand for the sort of teaching she is prepared to impart, it may follow that it is because you make no demand for qualifications in Irish. If she is appointed without those qualifications, she is incapable of imparting knowledge, and the people in that district may be left without the technical instruction they want?—Would you not think that a county instructress would report that to the secretary of the committee who, in turn, would inform the committee that she was not able to impart the knowledge because the students did not understand her.

Would not that mean that the county instructresses would fail to do the work for which they were appointed?—The instructress takes two or three centres concurrently; for example, Spiddal and two adjoining districts.

In Seabhaic.—Has the Department made no differentiation in regard to the Gaeltacht and what is not the Gaeltacht, in regard to the qualifications of teachers?—The qualifications of teachers are uniform throughout the country.

Where are the domestic economy instructresses recruited from principally?—We have our own training college, where Irish is now a compulsory subject of instruction, I understand.

What is the reason that made the Department provide that Irish should be learnt in Kilmacud?—The same reason as applies in the case of national schools.

Was it not in view of the possibility of these girls requiring Irish in certain parts of the country?—Say, 12 or 15 girls are turned out each year from the training college; they watch the advertisements in the local papers. If any county wants a person qualified in Irish, those girls know that they will require to know Irish.

Has the Department recognised that the Gaeltacht is the most distant part of the country and out of the stream and current of modern life?—Yes.

Have they made no special effort to bring those places into line with other places?—We are carrying on under a pre-Treaty programme, in which Irish is a subject of instruction. The future policy is the subject of investigation. Up to the present, we have been in a transition stage. An inquiry is now being made into the existing regulations.

You know, from your experience of technical instruction, that there is a disinclination on the part technical instructors to work in those backward districts at all. They prefer to go into the more advanced parts of the country?—The centres are selected by the local committee, whose business it is to see that the county as a whole is generally catered for. Of course, there is a human tendency on the part of an instructor to get into the town to teach.

Mostly on the part of instructresses. Your Department has no particular programme for the Gaeltacht more than for any other part of the country, and no provision has been made to provide instruction through the medium of Irish in the Gaeltacht. At the technical colleges which you control is any provision made whereby students can be taught to teach their crafts through Irish, or are they taught Irish as a subject like French?—I cannot deal with that.

Have you been at any time in a purely Irish-speaking district?—No.

You have no personal acquaintance with the conditions?—No.

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Admittedly half or two-thirds of the work of the county Technical Instruction committees is in connection with the teaching of Irish?—Yes.

Has the Department made any particular provision for dealing with that and giving training so that the teaching might be improved?—That is one of the things being considered at the present time.

They have not done anything so far?—Not to any great extent.

In regard to domestic economy teaching all over the country how do you supervise it?—By inspectresses and inspectors.

Have you got qualified inspectors for the great bulk of work done in Irish which is more than half of the whole?—We have an expert inspector on the staff and we have the loan of two National Education officers.

Have you no inspectors to supervise the great bulk of the work?—That is being considered.

The work is being let go on haphazard?—At present it is being considered how the inspection might be adequately undertaken in future sessions.

For the last three years you have had no adequate inspection?—We have not had men available for the work.

How many had you?—We had two on the staff. One of them got a permanent inspectorship in the National Education Office. That left us with one, and we had the loan of two from February to May last from the National Education Office.

Has the great increase in Irish work taken the Department unawares?—It has devolved on us at a time when we had an indoor and outdoor staff below normal strength.

With regard to the teachers of Irish in those counties we are speaking of, is anything done towards the qualifying of those men?—No. The qualifications are recognised ones.

They come to you with their qualifications?—Yes, from the Irish colleges and universities. We have no direct schools of our own.

What status have they. Are they on the same status as teachers of the other subjects?—They are temporary appointments.

Have the wood-work teachers and domestic economy instructresses who are whole-time people permanency in their appointments which Irish teachers have not?—Most of those people were in the employment of committees prior to the Local Government Act of 1919. That gives them security which Irish teachers have not.

Irish teachers may be dismissed without compensation?—If they hold their appointments under the Temporary Provisions Act, 1923.

Are there not teachers of Irish who held appointments previous to that, and who are on the same footing as domestic economy instructresses and wood-workers?—There are two or three who were whole-time teachers of Irish under the ordinary schemes prior to 1919.

Gaelic teachers have no tenure at all. Are ordinary technical instructors on a pensionable basis with the local body?—All existing permanent appointments now are.

Chairman.—How many years' service should a person have prior to 1919 to come under that Act?—They are all entitled to compensation.

An Scabhaic.—A Gaelic teacher has no right to compensation or pension at the present?—I do not think so. They are regarded as temporary whole-time appointments. I do not know whether the Local Government Act of 1925 has any provision concerning them.

Does that conduce to the getting and retaining of good men?—The appointments have to be made temporarily under the Act. The Act was the Local Government (Temporary Provisions) Act, 1923, which is re-enacted at the present time.

Has no county committee which provides funds the right of appointing a whole-time Gaelic teacher who, like a technical teacher, shall be pensionable at the end of twenty or thirty years?—I do not know that they have. The local committee is getting these temporary funds from the county council.

Pensioned servants of technical committees are transferred to the county council's pensions list; not to the local committee's list?—Yes.

The committee never had the responsibility for providing pensions for any of their servants. I do not think that was changed lately. All the Irish teachers

you have at present are on a temporary basis, and do not know what will happen next year about their appointments?—Yes, necessarily, because the rate is struck each year under a temporary enactment.

In the Gaeltacht there are certain problems such as backwardness and so on, and the Department has no authority to insist that technical instruction shall be given in those places, and through the medium of Irish?—You are asking that question on the supposition that the post-Treaty organisation of the Department has been completely overhauled. We are carrying on our pre-Treaty programme.

That is a fairly general and full answer, and there is no need to ask any more?—We have not overhauled our system.

In Kilmacud you think that, as a result of this compulsory teaching of Irish, candidates for positions under local committees will be able to instruct in, say, cookery through the medium of Irish?—I think so. There are one or two schools on the secondary side at present teaching cookery through the medium of Irish.

Chairman.—Where are those?—There is one in Monaghan and one in Dublin.

An Scabhaic.—Has the Department, as far as you are aware, had any particular concern in the Gaeltacht question at all even in the last two or three years?—The problem we had was that we had never so much work in our lives as we had for the last two years, and could not keep up with the work.

It was not Gaeltacht work?—It is largely in the Gaeltacht counties where there were 13,275 students in all subjects of education in the year 1923-24, of which 6073 were taking Irish.

Is it, in general, a fact that the attendance at the meetings of local technical committees usually consists of members who live near the place where the technical meetings are held?—The county council appoints the committee and they co-opt members also.

In regard to general attendance, is it not a fact in Kerry, say, that the people who attend the technical committees belong to Tralee, Listowel and Killarney?—Yes, I daresay.

Would it not follow from that that more attention is paid to the instruction in those areas to the detriment of farther out parts?—It may be so. But the tendency, I think, would be for a man who is living in an isolated part of the country and who is a member of the committee, to attend if he thinks his district is neglected.

I understand that, but I am wondering whether you would agree with me that if technical committees were appointed for smaller areas it would be a better plan, and technical instruction might be spread more evenly. You admit there is more technical instruction given in the town of Tralee than in the rural districts in Kerry?—Tralee has its own scheme of technical instruction, and is not concerned with the expenditure of a penny outside Tralee.

Take the cases of Killarney and Listowel?—Those are so small that if they wanted technical schemes the Department would not allow them the money. They would have to pay separate teachers.

Where are your manual teachers trained?—The Department have trained them to a certain extent in the past. They have held long courses of instruction.

Was there any instruction given in Irish?—None.

Have they gone through any course of training?—There is the School of Art—one of the Department's central institutions.

You say the department is working on a pre-Treaty basis?—The programme has not been changed, under which Irish was admitted as a subject of instruction. It was already there since the Irish colleges came in under the Department in 1908 and 1909. The question is the subject of investigation by a departmental committee.

Padraig O Cadhla.—Have you had any applications from those Irish-speaking districts for the provision of instructors who could teach through the medium of Irish?—If the Irish districts wanted Irish-speaking instructors, they should correspond with the local secretary. If the communication was sent to us we would send it on to the secretary for his committee's observations.

The argument was that you had not instructors competent to give instruction through the medium of Irish in any subject?—It has never been brought

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to our notice by the local secretaries that there was ever a difficulty of that kind.

With regard to correspondence, the fact is that all your correspondence is done in English, even when you get letters entirely in Irish?—Yes. We do not generally get letters in Irish from the secretaries who are our correspondents.

Dr. Walsh.—Why do the pre-Treaty arrangements still hold with regard to the Department, considering the time that has elapsed since then?—We are only under the Department of Education since 1st July last. The revision of educational programmes cannot be done in a hurry. The matter is at present the subject of an investigation.

Has your investigation committee met?—Yes.

Has it met several times?—Yes; it is mainly concerned with the question of Irish.

Your Department has not been asked to train teachers to give instruction in Irish?—No, not through the medium of Irish.

In Kilmacud you say you are introducing Irish. Is the Department doing the same thing with regard to the other training institutions?—We do not possess them.

What about the College of Science?—I do not know whether that is ours or not.

I do not think it is. You are making no effort in the College of Science?—The College of Science was ours, but I do not know how we stand now. Let us say that a commercial teacher is applying for some position. She holds the B. Comm. degree of some university. That is a sufficient qualification in our eyes for the teaching of commercial subjects. An applicant might also hold the diploma of the London School of Economics.

Steps have been taken to see that Intermediate teachers and National teachers will be able to teach through the medium of Irish. What steps has your Department taken to see that your instructors get the same advantage?—Last year a committee went into that matter and organised special courses in Irish for their instructors. Our teachers are not in the same position as National teachers. We are not direct employers of the local staff. The local committee is responsible, but we enquire into the qualifications of the officers.

Your Department has the sanctioning of all those appointments. A legal point on which there is a considerable difference of opinion is whether you are or are not their employers. You sanction their appointment?—Yes, but when it comes to a pension the local people have got to find it.

You cannot get rid of the responsibility by saying that it is the local people who employ them. When you find an educational department assuming responsibility with regard to National and Intermediate education and neglecting it only in the case of technical people, it surprises us. We would like to know whether there is any change of heart?—It is easy to control the appointment of National teachers, because the National Board has control of the colleges.

That is the complaint—that they have not. You could gain the same advantages for your teachers if you liked. As you say, some committee did that, but the thing is unsatisfactory from a great many points of view?—The only training institution we own at the present day is Kilmacud Domestic Economy School.

An Seabhac.—With regard to the point of responsibility or authority, the Department may have to send teachers to a course; has it not been customary with you to bring those teachers here?—Yes.

What authority have you to order them to come?—It is a pure selection process. If it were found that teachers could improve their teaching qualifications by a summer course, they were called up for three weeks to attend a summer course. Those have been abandoned for the last year.

Chairman.—Were they required to attend?—It was an honour for those teachers to be invited. The teacher who promises to attend and does not is excluded from all subsequent courses unless he gives a good reason. There were five times more applications than admissions to the courses.

There is no compulsion on him?—If the teacher's qualifications were only temporarily recognised, and if he was invited to a summer course which he did

not attend, further sanction to teach might be refused.

Dr. Walsh.—Does it not strike you as an extraordinary thing that the Department should spend money in training another section of teachers and have no concern for their own employees?

Chairman.—I do not think it is fair to ask that. We want Mr. O'Connor to help us to bring out the facts?—I think that classes for National teachers are bound to die out. Our programme was in the past the only way in which National teachers could get facilities for learning Irish.

Dr. Walsh.—The National Board was not amenable, and the Intermediate Board was not, and you went in on that ground.

Deputy Professor Tierney.—What is the organisation of your branch, and how does it stand in relation to other branches of education. Is it co-ordinated?—It is hardly co-ordinated yet.

There are three branches, primary, intermediate and technical?—That is the way we exist at the moment.

Is it possible to get any idea of the results of technical education work in country districts or to arrive at any means by which you can judge whether instruction in wood-work has given any real results and is really a valuable instruction?—I could not tell you that.

You are in the position that you cannot lay down any programme of instruction for technical schools?—We do lay down programmes and suggest syllabuses.

You do not provide teachers?—No.

Chairman.—You have given us one copy of the programme for technical schools and classes. Is it possible to have more copies?—They are out of print for the last year or so.

Chairman.—I will circulate this copy.

Deputy Professor Tierney.—Your Department can if it likes reorganise technical instruction in counties like Galway and Mayo?—We can.

Who is responsible for laying down the subjects—for instance, wood-work?—Wood-work and domestic economy were the main planks in rural schemes since the Department was established.

An Seabhac.—Have the Department under their consideration, at all, the teaching of cultural subjects other than Irish?—French is being taught, for example, in the larger urban schools.

Do they teach music and singing?—Singing is a subject to which the Department has had to give consideration. It is felt that the learning of Irish alone is dry, and that you can maintain the interest of pupils by teaching Irish songs. I understand singing cannot be paid for as a grant-earning subject, but the teacher can be paid for teaching singing, and the Department will refund the amount of bonus paid him.

Professor Tierney.—Your idea has been that the teaching of Irish as a subject is not part of your work. You want to teach Irish as a technical subject?—Irish is a literary subject introduced into technical schools, like French.

An Seabhac.—You have not gone to the extent of teaching history or anything like that?—History was taught in one or two schools.

Professor Tierney.—It has been changing from a technical Department into a Department for the teaching of the Irish language and the teaching of French, etc. That is a peculiar thing. Would it be possible for the Department to consider, in the case of a district like Connemara or Mayo, whether a big number of trades—though there was not a demand for them in those areas—might be taught with the object of giving people there the means of finding employment outside the areas?—That is a matter for the local committee, but if a committee in the West of Ireland were about to incur heavy expenditure in this way in a particular locality and asked for special funds to carry out the proposal, we would have to say, "We have not those funds."

Those county committees are in a different position?—Yes.

Would it not be a good thing if your Department was more centralised and had more power over the supply of teachers and that sort of thing?—That is hardly for me to say.

Fiacra Eilgeach.—You mentioned, in answer to Deputy Baxter, that your Department had nothing to do with the initiation of schemes. Have the

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Department anything to say to a county council when it strikes out altogether the rate that has been operating for years with regard to the teaching of Irish. Louth, for instance, set a bad example recently?—Do you mean for Irish?

Yes; every county in the twenty-six has struck a rate of one kind or another for the teaching of Irish, and Louth discontinued theirs?—Louth never struck a special rate for the teaching of Irish. Louth, I understand, at the present time, has struck out the rate for the ordinary technical instruction scheme.

Professor Tierney.—Can a county abolish a county technical scheme?—Yes, and the Department's grants are withheld.

You say you insist that the rate raised for the teaching of Irish shall not be applied to the teaching of any other subject. Is it possible to circumvent that in any way?—I do not think so.

Can you say whether in Carlow anything like that has been done in the last twelve months?

Mr. O'Hegarty.—In county Carlow there is no special rate for Irish levied.

What about last year?—

Mr. O'Hegarty.—There was none last year. It was levied for general purposes. It made provision for Irish among other things.

Mr. O'Connor.—I believe there are four county councils who have not struck a rate for Irish, including county Donegal.

Fiachra Eilgeach.—In the case of a teacher for, say, sick nursing, if the local authority put in an advertisement, with the condition that the candidate should know Irish, and then stultify themselves by appointing a non-Irish speaker, has your Department anything to say as to whether the terms of advertisement are being carried out or not?—We approve of the appointment if it is in accordance with the terms of the advertisement. In the case you mention, if the advertisement came to our notice we would point out that some of the candidates did not conform to the terms of the advertisement.

An Seabhac.—Have you a right to object to an appointment because they do not observe the Irish condition?—I do not know.

Fiachra Eilgeach.—Has it ever been done?—No.

An Seabhac.—The Local Government claim as their absolute right to insist on the terms of the advertisement.

Fiachra Eilgeach.—Are you aware of any move on the part of any of the universities to provide degrees for teachers who would be able to teach subjects through the medium of Irish? I refer now to the question of teachers, who are to obtain their B. Comm. degree through Irish and English, being able to teach in Irish as well as English?—No, I have not heard of that.

There is such a move. There are three such moves?—One county is carrying out an experiment this year of teaching rural science, English and mathematics and Irish as a kind, of course. That is in Monaghan.

Chairman.—Are the county Monaghan instructors running that scheme?—County Monaghan Technical Instruction Committee in connection with their Irish course. County Monaghan struck a penny rate to provide funds for Irish under the Act of 1899. If they struck a rate under the Act of 1923, they would not be at liberty to spend it on rural science, English and mathematics. They had a penny rate for the teaching of Irish. It was struck under the Act of 1899.

In how many centres was instruction given?—In twelve or fifteen.

Would it be difficult for you to provide figures with regard to the seven counties showing the number of instructors under the county committees or the urban committees qualified in Irish as a language subject and those qualified to teach through Irish?—We have not the information in the office.

Would you have any difficulty in getting the particulars from the county secretaries?—We could circularise them. In some of those counties, the ordinary instructors are a very long time working. Their appointments date back to 1911 or 1912.

There ought to be no difficulty in finding out whether they know Irish as a language and whether they are competent to teach through Irish.

An Seabhac.—I think the county secretaries also ought to be included.

Chairman.—Would you let us have also a copy of

the syllabus for Irish recently introduced in Kilmacud. On the commercial side of your technical instruction programme has it appeared to the Department that there is under the present conditions a pretty big need for typists who are trained to type in Irish and shorthand writers who are trained to write Irish shorthand? Have you ever heard of Government Departments or commercial offices requiring typists who can type in Irish and take Irish shorthand?—When we were under the Department of Agriculture and Technical Instruction we replied in Irish to secretaries of Irish colleges when they wrote to us in Irish, and we had on our staff typists capable of typing in Irish.

An Seabhac.—Has the Department recognised the necessity of having a lot of those people available for public offices? Has the Technical Department ever given that consideration?

Chairman.—What consideration induced the Department originally to teach typing and shorthand?—They are the common office subjects.

There was a general need for them?—Yes.

Have you felt any general necessity under present conditions for typists who can type and take shorthand in Irish?—It has not been brought before us in any way. It is possible it exists. I know one instructor who teaches Irish and who is also the teacher of shorthand and typewriting.

You do not know of any place where typing and shorthand are being taught in relation to Irish?—I do not.

The Clerk of the Dáil has never written to ask your advice as to where he might possibly get reporters competent to take down Irish speeches in the Dáil or typists able to type Irish?—Not to my knowledge.

Fiachra Eilgeach.—There is no person in Ireland who can write Irish straight off in shorthand. I have been at the job for thirty years, and I cannot do it. All I can do is to translate it into English and put it back afterwards into Irish.

Chairman.—Do you know of the necessity?

Fiachra Eilgeach.—The demand would be very small. Adaptations of shorthand systems are impossibilities. You cannot have two sets of brains. Pitman's system has been adapted to the Welsh language, but when Lloyd George makes a speech in Welsh in Carnarvon the Welsh reporters translate it into English and then put it back into Welsh. That is what happens, and what has always been done. That is what everyone does with Irish, as far as I know. You cannot have a separate brain to carry an adaptation of a system for a special purpose.

Chairman.—We are not talking of a double capacity.

An Seabhac.—Do you know of any prominent technical school in a place where the population of Irish speakers is over 80 per cent.?—No. Technical schools are established in populous centres.

What I am concerned with is a commercial school or a school in which commercial subjects are taught all the year round, as, for instance, in some of the towns like Killarney and Listowel. If a committee decided to set up a school like that in an Irish-speaking district would any special assistance be available from the Department?—In connection with funds?

In the giving of funds to provide salaries?—No, our funds are absolutely standardised and stabilised in that respect, but, of course a school established in a district like that would earn grants that would afterwards come into the committee's funds. Where a whole-time Irish teacher is employed the Department would refund the cost of living bonus to the committee.

Would assistance be available if some other Department set up a school? Would there be co-operation on the part of the Department of Technical Instruction. I believe that is common in some of the technical schools that some of the secondary school subjects are taught?—They were frequently, but we are all now under the one Department.

Pádraig Ó Cadhla.—They get no benefit whatever in return, as English-speaking districts do? They have no benefit coming back to their children to help them for their future livelihood because no instruction has been given in Irish?

Chairman.—I think Mr. O'Connor has fairly well covered the position now.

Dr. Walsh.—What provision do they intend to make to ensure that teachers will in the future be able to teach through the medium of Irish? That is, what

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facilities will there be to allow county committees and urban committees to get these technical teachers taught Irish so that at some future date they may be able to teach in Irish if necessary? It would not do for the Department to say "they are employees of the county committee and we have nothing to do with it." I think we ought to bring it before them in the shape of a question, which is the only way we can.

Chairman.—We have our report.

Dr. Walsh.—Oh, yes, but that would be later on. That may be too late.

Chairman.—Mr. O'Connor practically has nothing to say on that point. If there are any matters like that that the Commissioners would like to have drawn immediately to the attention of any Department I would undertake to have it done, apart altogether from any examination of witnesses.

Witness.—You have asked a question regarding the total extent of technical schemes. We will compile the information, but do you intend to include separate urban schemes in the Gaeltacht counties, like Galway and Tralee?

Chairman.—I would like to have the total amount of rates struck locally and the total amount of money granted. If the total amount raised locally in a place like Cork is made up of amounts raised by the County Council, and amounts raised by the municipal council, or whatever is there in its place, by the Cogh Urban Council, these could be put separately, but we want the total raised inside the limits of Cork county.

Witness.—You want also the Department's contributions?

Chairman.—With the Department's contributions, so that we will have complete particulars as to the amount of money spent on technical education as a whole inside these counties.

Witness.—With regard to the Department's contributions you will understand that only one grant is fixed, that is what we call the normal grant, and it is a fixed sum. The attendance grants vary according to the activities of the committee and the success of their classes. The cost of living bonuses will vary according to the salaries and the number of whole-time teachers employed.

Chairman.—Then we are faced with the question as to whether we should take estimated figures or actual figures.

Witness.—We can give you estimated figures very readily. I do not know that actual figures will really help you very much more.

Chairman.—I think the estimated figures will do. You could state in a note where you feel that the estimated figures do not bear a very close relation to the actual figures.

Witness.—Will we take the current year? Our year goes from the 1st August to the 31st July following. We could give you the current year's estimates, from the 1st August, 1924, to the 31st July, 1925.

Chairman.—Yes. Thank you, Mr. O'Connor. I think that Mr. O'Connor has covered the ground sufficiently and that we do not want Mr. O'Hegarty.

MR. F. J. MEYRICK (Secretary, Department of Agriculture), *examined.*

Chairman.—What we are anxious to get, Mr. Meyrick, is, in the first place, general information with regard to the working of your Department in the Western Counties so that we will have a picture of what the machinery of administration there is, and in the second place, the extent, if any, to which your Department in matters of education caters for the Irish-speaking population there. This is just an explanation of the lines of attack, so to speak.

Witness.—You have my statement. Do you wish to ask some questions arising out of that?

Chairman.—I think that everybody has read the statement.

Witness.—Well I can run over that. I should say, at the outset that while on general questions of administration I can satisfy you fairly well, I am sorry that I am not able to give you full information with regard to certain matters. I had meant to nominate one of our senior inspectors, Mr. Edward Gallagher, a native Irish speaker, who knew the whole west particularly who was a Donegal man, and who had some knowledge of Kerry, to give evidence on behalf of the Department,

but unfortunately he was ill when your invitation was received and he has since died. He knew all the facts and he could have been questioned in detail. He was a great loss to us and his death has handicapped us very much and will, I am afraid, continue to do so.

In that statement we point out that we have two plans, two principles of administration, all through our work. One is that we do a great deal through the County Committees of Agriculture, and the other is that we do a great deal from headquarters, what does not lend itself definitely to be done through the county committees. What is done through the County Committees of Agriculture is generally for the counties as a whole. The scheme is universal for each county, whether it includes an Irish-speaking district or not. But on all the Western seaboard, what are known as the Congested Districts from Lough Foyle round to Cape Clear, all along the West coast including Leitrim and Roscommon, we have special schemes. These are not county schemes; the money was voted for the Congested Districts as a whole. These schemes are administered directly and the instructors there are the men who would come most intimately in contact with the smaller and poorer class of farmers. The general principle of administration through the county committees is very much the same as what Mr. O'Connor told you. I do not think I need go over that. The county committees have really what you might call Home Rule, and the Department just sees that the rules of the general schemes are observed, but the committees themselves are responsible and they have very considerable liberty in details, provided that the points on which they want to make special regulations do not clash with the general lines of the schemes. We have itinerant instructors in agriculture in every county, at least one, and in some cases more than one, an instructor in horticulture, who usually also does bee-keeping, and an instructor in poultry-keeping and butter-making. Then in some cases there may be instructors in bacon curing and in other subjects for which there is no regular scheme. The agricultural instructor has a high-class training in agriculture, he must have a sound practical knowledge; he must be a good farmer. As a rule he is secured through scholarships given in the College of Science or he comes up through the University, after two years at the University, and passes an examination in practical agriculture. Then he does two years specialised work in agricultural science. The result is that he should be a man who is familiar with all the ordinary routine of a farm, and he knows how to apply the science that he has learned to that routine. The horticultural instructors are men who have done a good deal of work in gardens, say for four or five years. They go through the Horticultural School at the Albert College, Glasnevin, and they get a year or two years' course according to their needs. They are, therefore, able to deal with a subject from the point of view of the practical man. They would not be expected to teach the technical side of gardening but the practical side. In addition, they have scientific knowledge of pests and manures, and so on, that the ordinary gardener does not know much about. They are also instructed in bee-keeping, but in some cases bee-keeping instructors are separate. The instructorships in poultry-keeping and butter-making are usually now held by the same person invariably a woman, and these are trained in the Munster Institute in Cork. They are all, of course, daughters of farmers and they get a course in the Munster Institute for about a year and a half or two years, according to their abilities, and then they are passed out to the different counties. Of course the Department does not appoint any of these people: the Department only provides for their training. When there is a vacancy the county committees advertise, and the Department sees that the person appointed has the necessary qualifications. That covers pretty well, I think, the officials that are appointed by the county committees. Of course the county committee also has a secretary. The Department hold a qualifying examination and the committee can select from the people qualified whichever candidate they prefer. The other class of men that the Department employs directly for the Congested Districts, that is for the districts we are most intimately concerned with here, are called agricultural overseers and assistant overseers. These are rather different from the agricultural instructor, who is employed

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by a county committee. He is a college man; he is intended to be a teacher, to give lectures, to conduct classes, and to conduct experiments in agriculture, and he is a first-class expert. The assistant overseers are concerned solely with the practical farmer. They are not intended to lecture, or to conduct experiments or to hold classes, but they are "the guides, philosophers, and friends" of the small farmers. Each of them has a little district with a comparatively small radius, of about ten or fifteen miles, and the idea of the Department is that he should know every farmer in the district and that if they are in any difficulty they should call him in. They ask him for advice. He has to get things done and shows them how to do things. He looks after their live stock and advises them generally in any agricultural problems that may arise. He impresses on them the necessity for spraying potatoes and taking any precautions of that sort that may be necessary.

There are, besides the directly educational schemes, other schemes that are useful for development purposes that the County Committees administer, that is, the subsidies for agricultural shows and schemes of prizes for cottages and small farms. These help to elevate the people.

Apart from the County Schemes and the Congested Districts' Schemes there are general schemes which are run from the Department's headquarters and apply to the whole country, such as registration of dairy cattle, registration of stallions, and the promotion of the Irish Draught Horse, for which there must be a common standard for the whole country. They are run from headquarters and we have a special staff employed by ourselves to look after these schemes in all counties. That is roughly the organisation. Then we have a certain number of educational centres. I have mentioned already the College of Science. We have always looked on the agricultural faculty of the College of Science as peculiar to the Department of Agriculture, but that has now passed away from us.

Chairman.—Is any remnant of it left?—Well, we are offering scholarships still. We do not know how it will ultimately settle down. It is in a transition stage. Then there is the Albert Agricultural College at Glasnevin. One of its objects is to provide a preliminary course for students who wish to go to the College of Science and become agricultural experts. Another is to cater for men who want to become stewards and to qualify for situations of that kind, and then for pretty substantial farmers who want to run their own farms on better lines. At the College of Science when the student goes in for the specialised agricultural courses, he is tested on his knowledge of practical farming, and if he passes that he does not receive from the college any further practical instruction; he has just to keep his knowledge up. He gets his technical knowledge on top of it. At the Albert Agricultural College he is subjected to a practical test on coming in. It is not a very severe one. He spends about half his time at outdoor work and the other half at indoor work. At the schools at Athenry and Clonakilty we have courses where the outdoor work is the first thing and indoor work is secondary: indoor work is only done in the evenings, on wet days and at more or less odd times. Then there are a couple of private colleges, Mountbellew College, County Galway, and Copeswood College, Pallaskenry, County Limerick, where they pursue a somewhat similar course in agriculture. These are under private management but are assisted by grants; the others are managed by the Department directly. For people outside the colleges there are agricultural classes. These are held by agricultural instructors throughout each county. They are held, as a rule, on two days a week in two centres during the winter months. The usual course is about sixteen weeks and the centres are changed every year, so that they gradually work round the whole county. In addition there are itinerant lectures given by the instructors on particular subjects. That is for the men. For the women we have the Munster Institute at Cork which provides two classes of training. It enables the ordinary girl to learn to do well the work that falls to her on the farm at home or to qualify for employment in a creamery or in a farm dairy. Also if the girls are suitable subjects they are kept at the Institute sufficiently long to enable them to qualify as instructors in poultry-keeping and butter-making.

Then there are what we call schools of Rural Domestic Economy under private management, but assisted by grants from the Department. The managers must employ teachers recognised by the Department. These give somewhat similar instruction in poultry-keeping, butter-making, and domestic economy subjects of a somewhat less advanced standard than in the technical schools. They are suitable for people who are to be employed on farms, or for farmers' wives. That is in general what we do. I should say perhaps, that since the change of Government there has been a Commission on Agriculture appointed by the Government and it has said in general terms that the system that the Department was pursuing was, on the whole, sound. It indicated that the work should develop on these lines, and recommended certain special legislation that we have been busy on ever since. The Minister for Lands and Agriculture is in charge now of the Department of Agriculture and the Land Commission. He has carried through the Oireachtas a special Land Act which we hope will settle the land question, and which will lead, in any event, to a considerable re-settlement of people from the Gaeltacht on land better than their present holdings and thus put them in a better way of living. Of course my Department does not deal with re-settlement; the Land Commission deals with that. Our work will come in as soon as the people are re-settled and when they want instruction. It was out of the re-settlement that followed the Land Acts of 1903 and 1909 that this large number of instructors whom we call agricultural overseers and assistant overseers were appointed, mainly to enable the new holders to make the most out of their holding.

An Seabhac.—Are the new egg inspectors to be under the Department?—Yes.

In how far will they come in touch with the ordinary people?—The egg inspectors will come very little in touch with the people. They will only be in touch with the dealers. The instructor in poultry-keeping will be the person who will impress on the people that they must send eggs to the market in a proper way.

Chairman.—You say in your statement that the work of the Department involves agricultural production and agricultural education. Can I take it that any agricultural production that is done under the Department is a portion of the agricultural education?—Well we always have an educational object in anything we do. But our livestock schemes may be regarded as more directly productive than educative. You see we actually provide means for the introduction of a good bull into a poor district. Of course he is an object lesson in himself, and his progeny are object lessons, but the main thing is that he does increase the value of the animals in his district. The same thing applies to stallions, boars and rams. We experiment with varieties of potatoes, which are more directly related to production than to education pure and simple.

Fiachra Eilgeach.—Also the question of seeds?—Yes, the testing of seeds and so on.

Chairman.—In the matter of dealing with questions such as subsidising premium animals, prizes, experimental and demonstration crops, who is the person who is the medium for dealing with those matters? Do they come under the county committee?—For premium animals the county secretary is our correspondent. The application for premiums are passed through him and his committee award the premiums to selected applicants.

The county secretary himself does not come into direct touch with the people?—He does to a slight extent. He goes round at times, in connection with the horse scheme, when he travels along with the judges. Of course the agricultural instructor is the main person. In some of these schemes there is a good deal of intermingling of headquarters' action and local action. For instance in connection with the horse breeding scheme we send around judges and veterinary surgeons to the local shows. These men are employed by headquarters and the local secretary is also present at the shows.

Who is the local medium for dealing with loans for agricultural purposes that are administered directly?—In the poorer districts, the Congested Districts, generally the assistant overseer is the man who advises the people. He says to a man "you want a plough

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and you will get a loan from the Department to buy it." Of course a strong farmer would make an application direct.

Practically all these overseers and these instructors are the products of your colleges?—Yes, practically all. Some of the assistant overseers were selected solely for their knowledge of practical farming. They had not actually been through the colleges or through any of the courses at the start.

I would like to know the situation from the point of view of Irish speakers. In connection with the colleges and schools there is the question of securing entry and then there is the question of profiting by instruction after entry. If you take a school in a district such as County Donegal, a good class national school, where you would have very bright children and apparently very good instruction, English taught as a subject, and taught well, but the whole medium of instruction being through Irish the children coming there as Irish-speaking children from Irish-speaking homes in a village where there was only one English-speaking household, would the product of that school have any chance of getting into either the College of Science or the Albert College, Clonakilty, Athenry, or girls' schools, any of those domestic economy schools?—The boys, I think, would get into many of the schools if they were good at other subjects. You see, for the College of Science scholarship they can take either Irish or English. They can elect to do the whole answering in Irish if they wish, so that if they were able to answer efficiently in Irish they would be entitled to get a scholarship. The main thing is practical agriculture, and if they are good farmers there is nothing in the syllabus of examination to handicap them in any way on account of there being Irish speakers. In the case of the other schools the examiners are always on the look out for the person who will profit by the agricultural instruction that is given. For instance in such a case if a student were to get "nought" in mathematics and were otherwise all right we let him in because we know we have a good subject.

If we take the College of Science, the person is to take Irish or English, and then there is Greek or Latin or some other modern language?—One of these groups.

If he takes Irish he must take some other language. If he takes English he is supposed to be up to the standard of having read something in Shakespeare, Milton, Shirley, Wordsworth, Scott and Shelley—something like that standard. We may take it that the ordinary national school pupil cannot do that, and we may take it then that the College of Science is really entered by persons who have got some secondary education?—The College of Science is entered largely in this way. The subject you want to get is the secondary school man who is a good practical farmer. But most of the men we will get and have got are not secondary school men. In some schools, I think, we have not more than ten per cent. of secondary school men—at least we have very few. The students have suffered of course to some extent from that because in the earlier years of the College of Science some good men broke down because the study was very severe for a primary school man. You have a boy in a county like Donegal who attends lectures, or the winter classes of an agricultural instructor. The agricultural instructor tells him that there is a school at Athenry or Dublin to which he can go if he wants further training. The farmers in these centres, of course, are very small and very poor, and in the Congested Districts we do not get many who can afford even the £3 fee. But we do get some very small farmers and even labourers' sons. If they go to Athenry they get a practical knowledge of how to handle implements, horses and so on. Then they can come up to the Albert College and at the Albert College they do a course which is substantial in itself, and as well is a preparation for the College of Science, and they are helped in the preparation for that examination. They can study in the Albert College the books mentioned on the syllabus for the College of Science. In addition, the County Committees of Agriculture provide scholarships tenable at the local agricultural station and at the Albert College, so that a local boy has a chance of getting in free. We, of course, do not like to take our agricultural students too young. They are better if they are a little older than seventeen—eighteen for a scholarship and seventeen for the Albert College.

A person who is not an English speaker could not get a scholarship in the College of Science?—If he knew no English at all I do not think he could very well. If he came up we would be glad to see him but he could not do his work through the country districts.

We will get at that afterwards. But the papers are not set in Irish for the College of Science scholarship examination?—No.

And as a matter of fact, in actual practice and considering the type of competition there is for these scholarships a person would want rather a good knowledge of English to get a scholarship?—He would at present, because of course the teaching all the way up will be given through English.

Then as far as profiting by instruction in a college is concerned he could not do that without a knowledge of English and without a pretty good knowledge of it?—No.

And the same would perhaps apply to the Albert College, both as regards entrance and instruction?—It applies all round.

As far as a person coming from these districts having a thorough experience of farm work, is there any reason why a boy from the western portion of Donegal or from the greater portion of Galway should not have as good a knowledge of general farming as a boy from any other part of the country?—Well, of course, in the small holdings which they generally come from there is no horse labour at all and they are very badly equipped with implements. Sometimes they are very primitive. There would be only two or three acres of bad land in some of the outer portions of these districts, and really they would have no practical knowledge of good farming or feeding animals.

So that they may be prejudiced from that point of view?—Yes, but that raises the whole economic question.

Then as regards the three schools at Athenry, Clonakilty, and Ballyhaise, they are required to satisfy the college authority as to their fitness from an educational point of view to take advantage of the courses to have the fifth standard of the national school. As between the fifth standard national school boy from, say, Cavan and one from western Donegal or Galway, would the person brought up as an Irish speaker be at a disadvantage compared with the person brought up as an English speaker in getting entrance to one of these colleges?—Well, if he were not bilingual, of course he would, but the standard for this is really very low. Our object is to get a boy who would at least be able to make small calculations and who would not be a drag on the class. Of course these classes are pretty small and the masters give a good deal of attention to a backward boy. We take in a lad who is promising as a farmer even if his knowledge of arithmetic is very bad. The demand for admission to these schools is not very great.

Could you take many more in these schools than you have?—Oh, we could. In Ballyhaise at present we have no students at all.

But fitness from the educational point of view to take advantage of the course would involve a reasonably good knowledge of English?—Well, we ask them to write a little essay and it is a very simple thing, and make a few calculations in the first four rules of arithmetic.

Is instruction in any technical subject in these colleges given through the medium of Irish?—No.

All the technical instruction is given in English?—Yes.

With regard to the girls in the Munster Institute, Cork, is all the instruction in technical subjects given through English?—Yes.

And a reasonable knowledge of English would be regarded as necessary to qualify for entrance?—They would not be able to follow the courses otherwise.

And it is the same way with the rural domestic economy schools?—Yes. In connection with the rural domestic economy schools, I might mention, that in connection with some scholarships at Clifden for 5 scholarships there were 12 candidates, who were told that they might write their composition in Irish or English. Only 2 attempted it in Irish and only 1 of them would write anything at all. So that practically, you see, there are no candidates in Irish. That is of course one of the difficulties. We started by issuing publications in Irish but it was found that Irish speakers could not read them; the Irish speakers had not been taught to read.

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An Scabhuac.—Is there any encouragement for Irish-speaking girls who are fairly educated from the Gaeltacht coming to the Cork school and going from that to be instructors in poultry-keeping and butter-making?—Well, you see the fees at the Munster Institute are really small and there is nothing to prevent them except the language handicap.

Chairman.—Except the handicap that they must have English.

Witness.—They may be a little backward in English on account of being native speakers, but ordinarily they have not found that a very great handicap, because instructors in those districts say that even people who know Irish when they come to look for instruction always ask for it in English, and when the instructor talks to persons in Irish they always turn to English.

Dr. Walsh.—Perhaps they do not understand the instructors?—Some of the instructors are native speakers.

Chairman.—Then you have the winter classes under the county committees. Do you know of any case in which instruction in these classes is given through the medium of Irish?—No, there has not been any to my knowledge.

In the case of appointments of instructors in agriculture, horticulture, poultry-keeping and bee-keeping, or appointments as agricultural overseers or assistant overseers, is Irish a necessary qualification?—No, I do not think it has been prescribed. It may have been prescribed from time to time but it is not generally prescribed and I cannot recall any instance in which it has been prescribed.

Would it be difficult to get from the various counties the number of instructors who are qualified in the courses in Irish?—I did get some in anticipation of that question, but of course it is not easy to say who is qualified. I would not be sure. It would have to be tested. But I got some particulars as to how many people are reputed to be good speakers, fair speakers, to have a slight knowledge of Irish, and none at all.

An Scabhuac.—Do you know the particular districts for each?—That is a thing which the late Mr. Gallagher would have been able to give information about, because he knew these men personally. I have never had occasion to hear any of them give instruction, so that I could not speak from personal knowledge of them, but I believe that several are able to give it, at least they say themselves that they have sufficient Irish, in a case where the former actually knows no English and where there is no interpreter to manage to do their business. That does not arise very often because they say that in every farm they visit the man who goes to the market knows English.

The tendency, then, is not to use Irish at all?—Well, I think that in districts like Spiddal, which is, I think, the most Irish speaking of the lot, and in Oughterard and Clifden area the assistant overseers use Irish to a fair extent. In the Dingle district down about Ballyferriter there is some use for Irish. The man down there, for instance, tells me that there are only about twelve farmers in that area who do not know English, and these are old men.

I suppose they treat the Irish instructor like they treat the pensions officer; they take it for granted that he knows nothing of Irish?—I think the man in Dingle is a Carlow man who does not know any Irish, but there is a man in Caherciveen who knows some Irish.

Chairman.—Did you say you had some figures?—I have. These figures include all County Leitrim, Sligo and Roscommon.

Chairman.—Suppose you take County Galway. How many instructors are there in County Galway?—We have thirteen agricultural overseers, two agricultural instructors—twenty people altogether under our own scheme and under the county committee. I could get these figures for you. Some of the replies have only come in recently. I could not very readily give you the figures for each of the twenty. Perhaps I could extract it from these reports, but it would take too long.

Chairman.—I think we will probably be asking you with regard to some of these counties for a list of the different instructors, the number that is qualified in Irish as a language, and the number that can teach their subjects through the medium of Irish.

An Scabhuac.—I would like to qualify that by also asking for a return of those who are in the habit of doing it in Irish in the way of public lectures.

Witness.—You see, these men who work most of the Irish-speaking districts do not lecture; their business is not to lecture or to teach classes. They deal with individuals. The man in Clifden knows some Irish, but he says the people are more inclined to speak English, and when he speaks Irish to them they drop into English at the first opportunity. Of course, somebody who knows him would want to find out if that is necessary.

Dr. Walsh.—What is his name?—O'Sullivan. He is a Kerry man.

Witness.—In his district he says there are no farmers who are dependent on Irish only, but in other districts there are people with whom he has to deal in Irish.

Chairman.—As far as systematic instruction in winter agricultural classes or in itinerant lectures goes Irish is not used as a medium of instruction?—No. Of course winter classes are arranged by the local committee, and as a general rule the committees, I think, do not find suitable centres out in these Irish-speaking districts. Classes are not, as a rule, held out there because there is no accommodation for the classes. On account of the want of sufficient accommodation they are confined to a limited number of centres.

In the matter of technical leaflets, are any of the leaflets that are issued on technical matters printed in Irish?—We did issue one set of schemes in Irish in the early days, but there was very little demand for it, and during the food campaign a few years ago we issued another, but there was very little demand for it either. In connection with that we have issued notices and have got them translated by the Official Translators, and I was told that in Donegal people were saying that they did not understand them very well. I do not want to make any reflection on the Translators, but it illustrates the difficulties we have.

We have here a list of 99 of the Department's leaflets. Are none of these printed in Irish?—No.

So that any technical instruction that is to be got from the Department's leaflets is got through the English language?—Yes. Of course, a difficulty in that case is the lack of technical terms in Irish. In a number of these leaflets you have great difficulty in finding Irish terms that would be understood throughout the country.

Fiachra Eilgeach.—You surely would admit that "bee-keeping" and "black scab" can be just as well described in Irish as in English?—Yes, if the people have got a phrase for "black scab" and knew the disease. In nearly all districts I am glad to say "black scab" is not known. It has gone into Donegal, of course.

And for the testing of farm seeds. Do you not think that that could be as easily dealt with in Irish as in English?—Yes, but you will find in most of these leaflets that there are a few technical phrases that I do not think anybody would be able to tell us Irish phrases for that would be understood from Malin Head to Cape Clear. You will have people who are able to understand the English terms for these things very easily.

I see one thing given in English which I do not know very well, but I know the Irish for it. The word "charlock"—"pressaugh bhuidhe." "Charlock" is not known to one person in a thousand in Ireland.

Witness.—You must remember that these leaflets were produced for all Ireland.

Padraig O Cadhla.—In every county I go into "pressaugh bhuidhe" is known.

Witness.—Personally, I never heard "charlock" until I went to the Department. Take another case. For instance, some people are familiar with "furze," but they do not know that in some parts of the country it is known as "whins" and in other parts as "gorse."

Chairman.—In the matter of posters you say that all the Department's posters, except such as are very urgently required, are printed in Irish and English?—Yes.

Are posters issued very frequently? Say, for instance, to-day in Co. Galway how many different subjects are being dealt with in posters on the walls?—Well, we usually have about four posters displayed.

Fiachra Eilgeach.—Stock posters?—No, seasonal, more or less stock. Take the foot and mouth disease,

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for instance; we issue a large poster about that. The way we work is that we have notice boards on the police barracks throughout the country, and we also send posters to railway stations and Post Offices. At the present moment there is a poster out about fluke disease in sheep. There would probably be three or four posters. As a rule we have a notice board of a certain size, and if the posters are seasonal we would replace them as the seasons went round; if they were emergency posters we would cover up everything else with the emergency poster. I have posters here (posters produced).

An Scabhadh.—There is a very evident effort made to include all the dialects to satisfy all.

Witness.—You must not be too hard on the Department, because the other Departments took away all the Irish speakers we had at the start, including our Irish typists.

Mr. Moriarty.—You allude to the Congested Districts schemes. As well as I remember, I think that a sum of about £19,000 was provided under the Land Act of 1909 that went originally to the Congested Districts Board and passed over automatically to the Department for those schemes. That, I think, was in continuation of schemes that had been originally introduced by the Congested Districts Board for the poorer districts in the West of Ireland?—The Congested Districts Board got a small sum, and it was increased when the Congested Districts Board's instruction schemes were passed over to the Department.

That included experimental and demonstration plots?—We draw, for office purposes, a distinction between demonstration and experimental plots. The experimental plot is for research and the demonstration plot is to show the people something already ascertained. We do not ask people in the congested districts to do experimental work, because, as a rule, the land is not suitable.

You have these demonstration plots through the poorer areas?—Yes, that is one of the main features of the system.

Would it be more or less true to say that much of the work done in the Irish-speaking districts was the real start of a good many of the schemes that the Department have been working?—I was not in the Department when it started, but roughly speaking that is so. The Congested Districts Board had, for instance, horse improvement schemes, and the Department have followed on somewhat the same lines. Some of the officials we have at present were originally officials of the Congested Districts Board.

How far do you think have the interests of the agricultural holders in the Gaeltacht benefited or suffered by the fact that they did not have a special Department dealing with their agricultural interests and looking after them, but under the Act of 1903 the Congested Districts Board was precluded from carrying out agricultural work? Has the Gaeltacht land cultivation gone forward or gone back, do you think, as a result of any change in legislation?—Well, I would not be prepared to say that the Congested Districts Board would not have done the work as well as the Department, but the fact is that since the money was increased and additional instruction was provided, the thing has gone forward. The yield of potatoes over all the West has practically doubled in the last twenty years.

The point I was trying to get at is this, that in these poorer districts—I do not know whether this is your experience—they have not had the advantage of being sufficiently vocal, very often, to get advantage of the remedial schemes that are applied to larger areas of administration, and that consequently that has tended to make permanent their backward condition. Is that your experience?—I do not think that that applies to the Congested Districts now, because you see we have a staff of 52 or 54 men over the congested districts. Each of these men has a comparatively small district to look after, and it is possible for him really to know every small holder in that district. He is provided with funds to enable him to put down a very large number of demonstration plots, and we change these from year to year, so that everyone can be pretty thoroughly in touch with the schemes if they want to be. Some of them are extremely retiring, and they will not get into touch; the instructor has to go after them. But, generally speaking, they are very anxious to get the

benefit of the schemes, and they know all about them. Of course, their stock has been greatly improved, too.

Take Athenry. Do many of the Connemara peasant boys come into Athenry for instruction? Taking them from what we will call congested holdings?—A fair number. The fees are fixed in proportion to the valuation—under £20 valuation, £20 to £40, £40 to £100, and over £100. I have not been looking at the figures recently, but they were, when I saw them last, pretty well distributed in the different categories. I could not tell you just now really what counties they were drawn from, but you can have that if you wish.

Except that you might have formed a general opinion in your mind?—I have an impression that the very small holder does not come forward, because even a £3 fee is a consideration, and that is the difficulty.

So that in those counties in general, at all events, while they do very excellent work, they only appeal to and tend to get a fairly well-to-do farmer?—Yes.

There is no training for girls in Mayo, Galway and Donegal comparable with the Munster Institute?—Well, the Munster Institute is the only one of its kind in the whole country, except one that the northern people have in the County Tyrone. But there are rural domestic economy schools for the congested districts at Portumna, Clifden, Swinford and Claremorris. We have also one in the County Cavan and one in County Wexford.

I think I saw in the estimates that you have a fairly ample provision for loans for agricultural implements, £17,000 or £19,000?—We have.

Have you any difficulty in getting these funds? They are voted every year by the Dáil, and there is no trouble about it, I take it?—I do not know about this year which is the first in which the Dáil are asked to vote the money. We were provided with an endowment, of which the Department had complete control, subject to the approval of the Agricultural Board. Now the Finance Department has taken over all our resources, and we are dependent on the Dáil.

Do you or the local committees decide whether a particular loan is a proper one to make?—We decide that at headquarters on the securities offered.

Has any change been made in your procedure by virtue of the abolition of the Endowment Fund?—Oh, no, we are proceeding on the same lines.

What is the rate of interest?—I think it is 5 per cent. now.

Mr. Hogan.—It is said that your schemes have special reference to the peculiar type of farming that is found in the Gaeltacht?—Yes, these schemes are administered for the small farmer in the congested districts. Of course the congested districts include all the Gaeltacht except Waterford. That is the only county on the list here that does not come under that special congested districts system.

That system had special reference to the peculiar type of farming in the Gaeltacht, special reference to the conditions?—Well, I would not say to the Gaeltacht exclusively, because wherever the congested districts occur, in Leitrim or Roscommon, where there is no Irish at all, the same scheme applies as in the Irish-speaking districts.

The Irish-speaking districts run along on the seaboard. Has the Department taken into account any help for the farmers in such things as the utilisation of seaweed for manure, and that sort of thing?—Yes, we have had experiments with seaweed as a supplement to farmyard manure, and by itself.

An Scabhadh.—Has it not got beyond the experimental stage?—Oh, yes, they can give figures of how much should be used, so many tons of seaweed and so many tons of farmyard manure.

Are the farmers along the seaboard very well acquainted with the utilisation of seaweed and with regard to the marketing of it?—It was found that seaweed could not be marketed as manure; it would not pay if you had to cart it any distance inland. There were investigations made about kelp-burning, but, of course, that depends on the iodine market.

It is more or less in the hands of a ring?—Yes, the price is controlled. As a matter of fact I believe that they can produce iodine otherwise much cheaper than from kelp. Mr. Moriarty knows a great deal more about that than I do.

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I think you told the Chairman that it would be safe to assume that none of your officials could go into an Irish-speaking district and lecture or teach entirely in Irish in connection with any farming subject?—I did not say that exactly. What I said was that the men who were appointed specially for the congested districts are not required to lecture or to teach classes. They are not trained for that purpose. They are intended to give individual instruction. Some of them have a certain knowledge of Irish, and I believe that if they had been trained as teachers or lecturers they would be able to use it.

Is there a demand for them?—Well, you could not say that there is. Winter agricultural classes, are fairly difficult things to organise. You might have a boy here and there who would probably go to a class in a congested district, but it would be pretty hard to organise a class because, of course, the boys are being utilised very much on the holdings.

My question is whether the willingness of the Department to supply lecturers in Irish would tend to create a demand, or whether the fact that they are sending people who cannot speak Irish would tend to check the demand?—You see, a great many of the Irish speakers are on very small holdings, and they are better dealt with by individual advice as to the particular thing they want to do at the moment, the buying of seed, the manure they will use, and how they will deal with particular things. You have to apply the teaching to the particular holding concerned, which may be partly rock and partly bog, and not normal land at all. In most cases I think the men would be able to give such teaching in Irish. I could not say off-hand, but in most of them, for instance, in Connemara, the four men in the area round Spiddal and Clifden all say that when they meet a man who cannot get on without Irish, they give instruction in Irish. I think the Dingle man is the man who says he does not know sufficient to deal with them. But the other men in the Irish-speaking districts either say that they have never met a person who could not take instruction in English, or that they are able to get along with what Irish they have.

Has any suggestion ever been made to that particular Dingle man you refer to that he might try to qualify himself to give instruction to people in Irish?—I have visited the district, and I do not know him. I could not tell you that. I will give you what he says actually himself.

Fiachra Eilgeach.—Would it not be possible to shift him and put in another man instead? That is not so easy, because the men are selected for their suitability to the district, for their general personality. If a man is in a district and has settled down, you could not easily shift him because you might not be able to find a house for him.

An Seabhac.—If an official of your own, a headquarters inspector, were in an Irish-speaking district such as you have been referring to, where they say they can get on by giving instruction in English, and were to give instruction in Irish, do you think that there would be any objection to that on the part of those instructed? If a man went down and made up his mind in Connemara, or this place that is painted red on the map, or the yellow places, which are all seventy per cent. or eighty per cent. Irish-speaking, and was of such strength of character that he decided he would instruct and speak to the people in Irish, do you think the instruction would be any the worse for that?—Well, I think that the assistant overseers, where they give instruction and individual advice in a conversational tone, ought to be able to do it just as effectively in Irish as they would in English. Of course, a man who lectured to a class in Irish would want to have been lectured to himself in Irish, would want to have been prepared for his business.

But is the lecture in a country place like that a lecture in the sense that you have in your mind, in the college sense, or is it more of a conversational chat and the answering of questions?—It is, but at the same time there is an attempt to expound principles; it is a systematic discourse of some kind, as a rule. You see, when a man goes round and gives advice on a farm, he is dealing with a concrete thing, and it is purely conversational, but when he goes to teach a class there is a certain amount of system and reference to principles.

You said a while ago that in these congested districts there is scarcely any lecturing at all as such, owing to the nature of the holdings?—The officers who are employed specially for the congested districts are not called on to lecture. The congested districts are catered for by the county committee schemes, and the county committees might arrange lectures at certain centres.

But, as far as the Department is concerned, in any conscious action on their part, do they concern themselves at all with the question of Irish, or the use of Irish, or the existence of Irish, in any particular district? Do they do so officially or consciously, beyond these things you have been telling us of, the issuing of these notices?—To that extent, and of course this is a point that I believe the inspector I referred to, who is dead, dealt with, that in selecting, judging and recommending them, he did take into consideration whether they knew Irish or not, but I cannot say positively. I do not know. I find that the men in Western Connemara have a knowledge of Irish.

In the last three years, has any instruction gone to the officials in these particular areas encouraging them to a greater use of Irish?—No.

In regard to the use of Irish, has there been any conscious change consequent upon the change of Government?—Except the issuing of these notices, and I think before the change of Government we replied in Irish to letters in Irish. We were better equipped with an Irish staff than we are now.

Chairman.—And issued notices in Irish, perhaps, too?—We issued a few during the tillage time, but as I say, the feeling was that a lot of Irish speakers could not read Irish.

An Seabhac.—At that time they could not, but they might possibly, now. You have a list of the present headquarters' staff who are scattered all over Ireland who are good Irish speakers, those who are fair, and those who have no Irish at all?—I have some returns.

Would it be possible for you to man that coloured section of the map with Irish speakers if that were the policy, out of your present staff?—Not at present. You see, the staff that we have in that district at present are practically for that district; we have not that sort of officer outside that district. The money that Mr. Moriarty referred to was provided specially for these congested Districts, and these officers who are mostly in touch with the people were appointed specially for these districts.

They were not appointed under the Department for these districts, but under the Congested Districts Board?—The system started with the Congested Districts Board and then it was transferred to the Department.

The terms of their appointment have not been changed; they still belong to these districts and you cannot move them anywhere else?—The money out of which they are paid is applicable only to these districts and we could not move them outside of them.

Have you any other parts of the country outside these congested districts where the officials are good Irish speakers?—I could not say without detailed enquiry.

Are these officers moved or transferred very often?—No, as seldom as possible because, of course, it costs money.

The man you referred to a while ago has been in that particular station for the last twelve or fifteen years?—As a general principle if a man is good the longer he is in a district the better. When a man goes into a district, the people at first view him with a certain amount of suspicion, and it takes a good while to get to know him. It is not so easy for a man to establish himself in one of these districts as it would be elsewhere. He has to become more of a friend to the people in these districts and these men endeavour to do that.

Have these men been appointed from the beginning to these outlying districts?—Yes.

Do you know if there is anywhere else in the public service an arrangement like that for these particular districts and for no others?—Of course the Congested Districts Board fund when it was in existence was only applicable to the congested counties—the £19,000.

Does that hold as a water-tight arrangement altogether at present with all officials? Does no official deal with a part congested district and a part non-congested district?—Oh, yes, quite a number of them.

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There are certain schemes which I mentioned, for instance the cow testing scheme and the Irish draught horse scheme, which are common to the whole country.

So far you have made no special provision, or no special arrangement, whereby Irish-speaking officials shall deal with matters in the Irish-speaking districts through Irish?—No, we have not.

In sending a man anywhere at all you never consider whether he has Irish or not?—That is what I cannot possibly answer because of the way in which I am handicapped by the death of this inspector who was in charge.

Supposing there was a man in a district who was not interested in the Gaelic point of view, is there a possibility of moving him to a less Gaelic speaking district in the congested districts? Could you move a man from Connemara to Leitrim?—Oh, yes, we can move him anywhere inside that area.

Fiachra Eilgeach.—What constitutes the area?—Donegal, Sligo, Leitrim, Roscommon, Mayo, Galway, part of Clare, Kerry, and part of Cork.

You could move him from one part of Kerry to another?—Yes.

An Seabhac.—You could move a man from West Galway to East or South-East Galway?—Of course although all these counties are congested counties we do not employ these men where there are not small groups of uneconomic holders. Galway, for instance, is not quite covered by these special men.

Have you any man in North Kerry?—There is no man in North Kerry.

Chairman.—Is there not a special Ordnance Survey map prepared showing the spots that are particularly congested?—I have seen such a map, but whether it was an Ordnance Survey map or not, I am not quite sure.

Fiachra Eilgeach.—I think it was shown in Lady Aberdeen's.

An Seabhac.—My reason for asking the questions is this, that you possibly have sent a certain number of inspectors or overseers to these places and that among them there is only a very small percentage of Irish speakers?—Well, the majority of them claim to have at least some Irish; there are very few who admit they have none. A certain number would be fair speakers.

What I am worrying about is this, that without pensioning some of the men you cannot deal with the more intensely Irish-speaking places. Evidently there is no means whereby a general scheme would overlap into that area at all?—Well, of course, the men have to be selected for these districts on their personality and their capacity for doing the work. For some districts the men are better suited, technically, than for others. It is possible that if we made out a schedule testing them all in Irish we might be able to arrange them to provide that the men with the most Irish would get the most Irish-speaking districts. We want a sufficient knowledge on the part of, I should say, about ten of them at least. There are 42 of them in the counties that you are concerned with; six of them have a good knowledge, four of them a fair knowledge, and 31 or 32 of them some knowledge. We can take the six as the available.

You have to complete the staff then?—Of course it would be just possible that the men who are actually there are the most effective men for bringing the people along economically and the best instructors. The man at Clifden was specially selected for that district.

You have a complete staff for those districts. At present there are no vacancies?—There are a couple of vacancies.

Do you intend to fill them soon?—We intended to fill them but the Finance Ministry refused to give us any money.

Would it be possible to have delineated to us the areas in which each officer works?—Yes, in a very rough way (document produced). I can get you a copy made of that plan.

That would give us the area in which each man works?—Yes. The man who covers the district knows, roughly speaking, every small holder in it. There is a particular Irish-speaking district there and there are four of them in it.

I think to carry out the full Gaelic problem you would want practically 20 men to do all that work in

Irish. Is there a possibility of achieving that in the next few years? Are these men encouraged to advance their knowledge of Irish at all?—As a matter of fact they are so occupied that they have no opportunities. That is one of the problems. We would like to let them off to attend a college, but they are everything to these people. For instance, take a thing like this distress last winter; these are the men who distributed the seed, and that is all in addition to their ordinary work, and they are very busy.

But does not that very intimacy, that constant intimacy, with people who are Irish speakers give them the greatest assistance they could get to learn Irish in these particular places?—It does.

How is it that some of them have been able to survive for 15 years without learning a word of it?—Because they say that at every holding they go to there is always somebody who takes instruction in English, that the man who goes to the market speaks in English.

This has occurred—I have seen it—where Englishmen, coastguards, went to live in the same area and were in ten years as good Irish speakers as the natives. Their children learned the habit of speaking Irish among themselves, and some of the other public officials in the place for a longer period did not learn a word at all. Some of the officials seemed to shut themselves up in a shell of anglicisation which cannot be penetrated at all. What I would like to know is: has the Department suggested or recommended or advised these people to enter into the lives of the people in the district in which they are living and get a knowledge of Irish that would be sufficient to enable them to fall into the ordinary life of the place as Irish speakers like the rest of the people?—I cannot say that anything official of that sort was ever sent to them. Of course the inspectors are supposed to see that they do everything to carry out their work. They meet all the small holders and in that way one would naturally expect that they would pick up a good deal of Irish.

Of course it has been possible for English-speaking officials in these districts for the last 300 years to do their work effectively although they did not know the language of the people. They did not accommodate themselves to the people but the people as a whole had to accommodate themselves to the particular officials?—Well, the men say that the people are rather anxious to speak English to them, and when they try to speak to them in Irish the people turn round to English as soon as they can. Others say that the people know that the children require English for the purpose of emigrating, and they feel that they want to talk all the English they can.

You have not lived much in that particular part of the country, I suppose?—I have not lived in it but I have done some cycle touring there.

In regard to the officials' attitude towards the language in these districts you would not be in a position to have first-hand information?—No. I could not say that any man acted in a way that suggested he was prejudiced against the Irish language.

I would not like to go the distance of saying that they were prejudiced against Irish, but that they were absolutely neglectful of it?—I think, generally, that although there has been no positive instruction issued to them they have all a pretty fair idea that they are expected to be sympathetic towards Irish.

Would you imagine that any particular promise of promotion, or something like that, would change them into activists?—Well, the men were selected on their abilities. Personally I would be adverse to putting a premium on anything but their efficiency as developers of agriculture. If a lack of Irish prevented them doing that it would be another matter.

If it is State Policy to maintain Irish and encourage the spread of it could not that be done through the official State machinery without effecting the efficiency of the State machinery—rather increasing its efficiency?—It could, of course, at some cost. For instance we could take these men off their work for a period and let them go to an Irish college, as no doubt some of them would be very glad to do. But that would cost something. If you made a recommendation to that effect we would be prepared at once to provide a certain number of substitutes for men who would take that course.

Padraig O Cadhla.—The fact seems to be that none of the benefits of these schemes are carried to these

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people except through the medium of English?—I would not say that. Quite a number of these instructors do use Irish when there is a necessity for it. That is, when they cannot convey their information in English they use Irish in several districts.

But those instructors are not helped in any way, by any of the money that you expend, to enable them to give information in Irish. None of the colleges under your control help them to equip themselves to be able to give the necessary instruction to these people in Irish?—Oh, yes, in the schools under our control there are Irish classes for the students. The six men that we were speaking of were practically all appointed before these classes were instituted. For instance, these men in the congested districts are usually men who have passed through an agricultural station. Men have an opportunity of learning some Irish when they are at the agricultural station, but the men who were already appointed had not that opportunity. Some of these men are actually native speakers. Three or four of them are.

And the rest have neglected it?—Others have acquired a certain amount of Irish.

But of course not sufficient to deal with these people in such a way that they would benefit by their instruction?—The people do benefit by their instruction. They would not be able to impart instruction in Irish as they could in English. The situation as represented to me is this, that they practically never meet a person who is not able to take advantage of instruction in English, that it is only in a very odd case that a man or a woman is not able to understand English sufficiently well to take the information in English. It is just possible that if all the instructors were quite competent, native speakers of Irish, and had been trained to give instruction in Irish they would be more effective, but I would not say that the people do not benefit by the instruction now.

I am afraid that is not so, from my knowledge of it?—I would be very glad if you could tell me of any specific districts where there are people looking for information. These men go round; they say to a man: "I want you to take up a demonstration plot." They get these plots taken up and they are scattered all over the district. I would like to know some case where a man could not get a plot or could not get a bull because he had no knowledge of Irish.

Padraig O Cuidhla.—None of the instructors in bee-keeping, butter-making, and poultry-keeping are conveying their instructions to the people in Irish.

An Seabhac.—I know one who is.

Padraig O Cuidhla.—That is only one case. I have attended lectures of that kind, and I never heard anyone lecturing in Irish.

Chairman.—I think Mr. Meyrick has made it clear that none of the systematic instruction is given in anything but in English.

Witness.—You see, the difficulty is that we are handicapped in connection with primary education. If all Irish-speaking people came up for training we would be all right, but the people presenting themselves for training are not Irish speakers; they do not know any Irish at all, and, of course, we have to take people on technical knowledge.

Dr. Walsh.—Supposing you were to take up these forty people from the congested districts for three months, do you think the congested districts would be very much worse for it?—They would. Our system would be very much upset.

Your system, probably, would be upset, but would the unfortunate people in these districts be much upset?—Well, the people are continually calling these men in. They get a certain amount of holidays in the year, and they are really busy. We are anxious to have them always in the district, because these are the districts that are liable to emergencies, to crises, and we rely on these particular men to deal with them.

That is, a kind of watching brief?—Yes, but they are helping all the time. A lot of the people they are dealing with are almost on the verge of starvation.

They are not giving them any direct help in that direction; they are only advising them?—Yes, but that is just the thing. They advise them at the right time; but, take a case of neglecting the spraying of potatoes—that might be serious. Then they are always on the look out for potato disease. That is very important.

You see one side of the question, but those of us

who live in the country see every side. I remember many years ago spending the potato-spraying season of the year with a potato-spraying inspector in an hotel in Connemara. We had a very bad attendance, and I do not think the inspector did very much spraying of potatoes.

Witness.—I wonder how much of that was Dr. Walsh's fault.

Dr. Walsh.—I am only telling you that while you think these people may be very busy going around and telling the people what to do, they may not be doing it?—I took one opportunity of going down to see most of them in Athenry. I questioned them about the details of their districts and I am amazed at the answers they gave me, which could hardly have been concocted. They really know the life of their district.

They are a long time there, and they would naturally get the information, no doubt. It seems to me that we can make no change in these forty men.

An Seabhac.—Except as they die.

Padraig O Cuidhla.—Except as they die. Not being able to change them round, do you not think that in view of their necessity the Department might take steps to get them instructed—the thirty-one who do not know Irish? The excuse that you cannot possibly take them away from their districts for the necessary period will not work with any of us who know the circumstances of the country?—It is wholly a question of the development of the congested districts agriculturally. I am not speaking of Irish, because from our point of view the language must be regarded as secondary. We are looking after the keeping of the people alive. This question of our agricultural policy is one that we are coming to the point of reviewing. We have been going through a course of reorganisation, like every other Department, but we have not got to the completed stage yet, and the loss of these senior men has upset us very much in that direction. My personal view is that when the next Estimates arrive we will probably be putting up a claim for more men of that kind. If we were getting more men there would be a possibility, of course, of getting men qualified in Irish and putting them into these districts if they were the best men. You know there is a paternal element in their work, and you must have an eye to the man who will really make himself a friend of the people. We are trying to get men who will really look after and take a fatherly interest in the flock—an agricultural parish priest.

Dr. Walsh.—You are probably well intentioned in trying to do that, but you should look at it from the other point of view, the point of view of the man who has a couple of half-acres of rocky soil, who probably knows better by experience how to knock a living out of these stones than your instructor does. You have no cases where your instructors have been instructed in the working of such bad land as exists, say, all about Aughrim. You take a man out of Athenry, where the finest land probably in Galway is, and you send him back to Connemara to tell the people how to live on entirely different soil and under entirely different conditions. Connemara is very poor, and there is a lot of waste bog and rocks in it. The people themselves know much better how to deal with it than you would, although your intentions are very good?

Witness.—Take the fact of the introduction by our men of improved varieties of seeds, the extent to which they have introduced improved varieties of oats and potatoes is responsible for an immense increase in production, and similarly in the direction of looking after the stock.

Dr. Walsh.—Are you still carrying out the activities of the College of Science as to seed testing, soil testing, and so on?—That happens to be located physically in the College of Science. We carry on that. Of course the chemical portion is separated from us now; the Chief State Chemist has taken over that. He will do the testing of manures, and anything like that.

You do not think it is necessary that you should have any place to train people in home work in these poor districts?—Well, agriculturally I do not think so, because the remedy, I believe, is to give them economical agricultural holdings. But if we found that the people could not be moved out of these districts, that the man with three or four acres of bad

MR. F. J. MEYRICK. *Examined.*

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land would be a permanent institution, then there would be a need, not for agriculture as much as for some general system of teaching the people, firstly, how to make the most of the little land they have, and then how to live by other industries, fishing and rural industries, and that is a separate problem.

Fiachra Eilgeach.—Do all the pupils of the colleges and schools manage to secure places in Ireland?—Up to the present nearly all. Of course I have to make a distinction there. It is really only a limited number of students who enter the colleges and turn out with diplomas of some sort. All the people who enter as ordinary students do not get as far as a diploma. The people who get diplomas have practically all received employment in Ireland up to the present. That, of course, was due to the fact that the Department's work was developing. When we started we had no Irish-trained expert at all; then, as the counties developed, they appointed instructors. Now we are in a more or less stable condition, and it is possible that the number of people qualified will exceed the demand.

Chairman.—Do many of your students simply go back to their farms who get qualified for teaching?—Comparatively few go back, because there has been employment in the Government or in the local services for them.

Would they be any large percentage of the students?—Of the agricultural students of the College of Science they would be a very high percentage until recent years, because the students there nearly all came in as holders of scholarships with the idea of becoming officials, and when they qualified there was actual employment for them. But in late years the county councils provided a number of scholarships, and I think there is a tendency to increase the supply beyond what will meet the demand.

Would they get places in English counties?—I do not know—now.

Fiachra Eilgeach.—None of them will get work in the Six Counties? Is attendance compulsory at the Irish classes at the colleges?—It is optional. All attend at the boys' schools, but at the girls' schools they do not attend so well.

Chairman.—Are you leaving that copy? It is very rough.

Do you say you could amplify it?—I could mark the districts better, and give some explanatory notes of what these dots are.

Perhaps you would do that for us. There is another point. You were suggesting that the new Land Act might mean the transferring of some people from Irish-speaking districts to rather better land?—Yes. Of course the intention of the Act is to provide additional land, and that may be done by transferring one large holder in the neighbourhood and splitting up his farm, or by transferring smaller people.

I think you are suggesting that people so transferred might require certain instruction?—They would. Where ranches were broken up in Roscommon, and places like that, we had an instructor there because these people did not understand the handling of good land, and they wanted an instructor.

In connection with the transfer of people from Irish-speaking districts do you, or did you at any time, contemplate that that instruction would be provided for them in their new circumstances through the medium of Irish?—We have not thought of that, because the Land Commission has only just begun to acquire these estates. It is not a practical question yet.

Neither in that case nor in any Irish-speaking district has your Department yet faced the possibility that instruction in agricultural subjects might require to be given through the Irish language?—No, we are not at that stage yet. I do not think we would really be able to meet a demand of that kind until the students who come up for the preliminary examination are well equipped in Irish.

That is the material from which you make your instructors?—Yes. After three or four years in the primary school, when they come up then the teaching of the course that they require would be through Irish, and we will have boys that we can train to teach in Irish.

An Seabhac.—Could you not hurry that by insistence of a knowledge of Irish on the part of new

entrants for next year?—I doubt if you would get them.

Into the schools at Cork, or at Athenry, or Clonakilty?—You see, at Cork we would not be able to try a rule like that for a couple of years, because now we have a waiting list. If a girl puts down her name now she will not get in for a year and a half. All that are on this list already have been promised admission in their turn.

Fiachra Eilgeach.—But at Ballyhaise, where you have no students?—At Ballyhaise that would be worth consideration. We have a master there who has a good knowledge of Irish.

The Commission adjourned at 2.5 p.m. until 10 o'clock Wednesday morning, May 6th.

DEPARTMENT OF AGRICULTURE AND TECHNICAL INSTRUCTION.

For information of Secretaries of Statutory Committees of Technical Instruction.

IRISH CLASSES UNDER COUNTY SCHEMES OF TECHNICAL INSTRUCTION

EXPLANATORY MEMORANDUM.

Under Section 16 of the Local Government (Temporary Provisions) Act 1923, an additional rate of one penny in the pound has been struck in most counties for the purpose of instruction in the Irish language, and large numbers of Irish classes have been organised under County Schemes of Technical Instruction. The rapid extension of these classes has been attended by some confusion and uncertainty as to the procedure of committees, the appointment and duties of teachers, organisation of class centres, and the general regulations of the Department under which grants are earned. It is hoped that the following notes on these and other points, some of which have already formed the subject of correspondence between the Department and certain committees, will be of assistance in the future organisation of the schemes.

(1) The County Committee of Agriculture and Technical Instruction (or the County Joint Committee of Technical Instruction, as the case may be) remains the statutory authority for administering the proceeds of the special rate, as well as of all other rates collected under the Technical Instruction Act of 1889, and the Agriculture and Technical Instruction (Ireland) Act of 1899, and none of its powers or responsibilities can be delegated to any other committee or group of individuals. Sub-committees, however, may be formed to deal with the Irish language portion of the scheme, and these, where already in existence, have proved very effective in securing sound organisation and regular working of the classes. All proceedings, however, of a sub-committee in order to become valid must be ratified by the Technical Instruction Committee, which is the responsible body, and all communications with the Department, relative to Irish classes, must be made through the Technical Committee's Principal Executive Officer. On the latter will devolve the responsibility of guiding the sub-committee in any administrative arrangements proposed for adoption, and much will depend on his close co-operation with the sub-committee.

(2) The appointment of teachers is one of the most important duties which the committee is required to fulfil, and it must be clearly understood that no appointment can be sanctioned unless the candidate possesses qualifications (oral and literary) that satisfy the Department as to his or her knowledge of the language. The possession of a university degree in Celtic studies or an advanced teaching certificate of one of the recognised colleges of Irish, will in general be required for the provisional recognition of a teacher (under Appendix A. of the Department's Programme for Technical Schools and Classes), and such a teacher must conduct classes to the satisfac-

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tion of the Department's inspectors before this recognition can be confirmed. The following colleges are at present recognised by the Department for the award of such certificates:—

Belfast College of Irish, Belfast Gaelic College, Carbery College of Irish, Connacht College of Irish, Dingle College of Irish, Dublin College of Modern Irish, Galway, Patrick Pearse College of Irish, Leinster College of Irish, Munster College of Irish, O'Curry College of Irish, Omeath, St. Brigid's College of Irish, Ring College of Irish, St. Croghane's College of Irish, St. Declan's College of Irish, Ulster College of Irish (Cloghaneely).

Where certificates of the above standard are not held, the Department may in exceptional circumstances award *temporary* recognition to the holder of a recent Bilingual Certificate of the National Board, but such temporary recognition would be subject to improvement of the teacher's qualifications within one year of date of appointment. The Department would also be prepared to consider specially the case of any candidate-teacher who is a native speaker of Irish and who can submit evidence of a satisfactory literary knowledge of the language.

(3) The Department may determine that any whole-time teacher, irrespective of the nature of his qualifications, be required to attend an approved summer course in Irish before his re-appointment can be approved for a succeeding session.

(4) All appointments should be advertised. If full particulars, accompanied by documentary evidence, of the qualifications and suitability of candidates be submitted to the Department before the appointments are proceeded with, a list of the candidates whom the Department are prepared to recognise will be sent to the Committee.

(5) The teachers appointed may be either whole-time or part-time employees. Whole-time teachers are employed at a definite salary for the session; part-time at a fixed rate per teaching hour. The employment of the former is usually for the period of the academic year, whereas, that of the latter may be for any required period not exceeding a year. It is not to be assumed that a whole-time teacher has a right to continued employment by the committee in a succeeding session. He may be re-appointed from year to year at the annual meeting for the formation and adoption of the scheme, but such re-appointment is not to be regarded as a purely formal matter, and it should not be ratified unless the committee is satisfied as to the character and efficiency of the instruction given. For this purpose, the reports of an organiser or of the principal executive officer of the scheme, or any special reports from the Department as to the conduct of the classes should be taken into consideration.

(6) Before making any arrangements for the appointment of teachers, the rates of remuneration which it is proposed to pay must be sanctioned by the Department. In determining the rates for whole-time teachers any special qualifications may be taken into account. A commencing salary of £120 per annum has been commonly adopted. Higher amounts not exceeding £160 have been approved in respect of teachers of exceptional qualifications and experience. It will be necessary in all cases to adopt a basic salary for the county and to consider exceptional cases separately. In addition, the Department will for the present pay a cost of living bonus appropriate to this salary in accordance with the scale laid down for the salaries of civil servants. For part-time teachers a basic rate per teaching hour should be adopted, and on this the Department will, until further notice, pay temporary additional remuneration amounting to 30 per cent. of the rate fixed. Proposals have been advanced by certain committees for such revision of basic salaries or rates of part-time remuneration as will, in the event of reductions in the cost of living bonus or of temporary additional remuneration keep the total remuneration at a fixed sum. The Department cannot sanction this arrangement as a privilege for any particular class of teacher. Basic salaries or rates, when arranged and approved, must, therefore, remain fixed for the session, and they will carry such bonus or additional remuneration as may from time to time be sanctioned by the Ministry of Finance.

(7) Locomotion and subsistence expenses may be allowed to teachers in accordance with rates sanc-

tioned by the Department, but in an economically arranged scheme subsistence allowances should not be necessary. On no account should teachers be appointed on salaries or rates that are inclusive of travelling expenses or allowances.

(8) In view of the employment of so many new teachers, many of whom have no previous experience of official requirements as to the control of classes earning grants from public funds, and do not appreciate the necessity for exact compliance with such requirements, it is essential that the principal executive officer of the committee should impress the importance of these matters on the teachers employed. This could be done by the issue of circulars containing the necessary information, or by calling a special meeting of teachers at which the regulations could be clearly explained. With a view to keeping an efficient check on the internal organisation of a scheme, all teachers should be required to furnish a monthly report of their work to the principal executive officer. Such reports should contain precise information as to class attendances, and, if suitably drafted, would serve as a check in connection with teachers' claims for remuneration and travelling expenses.

(9) The Irish classes that should be organised fall naturally into three groups, viz.:—(i) afternoon classes for young people; (ii) evening classes for adults; (iii) teachers' classes.

The classes are not intended to apply to children under fourteen years of age, but such children, who have been placed in the sixth standard of a National school, or who have received an equivalent education, may be admitted to classes provided that there is accommodation available. Under no circumstances may scholars on the roll of a primary school attend classes under the county scheme which meet during school hours. (See paragraph 1 of the general conditions attached to county schemes of Technical instruction.)

(10) Classes may not be specifically formed for National school pupils, though a limited number may be permitted to attend within the maximum number of students (40) allowable in a class. No grants can, however, be allowed in respect of the attendance of National school pupils.

(11) As a general rule, whole-time county instructors will be in a position to conduct special classes for teachers. Such classes in the past have been frequently organised on a three-hour basis, but it is considered that a continuous lesson of three hours is unsound educationally. Teachers' classes should be arranged in the future on the basis of two lessons per week of not more than two hours' duration each, or, alternatively, of three hours' instruction on one day per week with a definite break of at least half-an-hour.

(12) Whole-time teachers should be required to give at least 20 hours' instruction per week, and classes should be maintained throughout the year except for such a reasonable period for holidays as may be granted to the teacher. In no case will a total of less than 800 hours' teaching during any year be regarded as sufficient to warrant the continuance of whole-time employment. *It is desirable that each group of students should receive at least three hours' instruction per week in two or more lessons on separate days of the week.* Periods of one or one-and-a-half hours are the most suitable for language lessons, but it may not be possible to provide them in a county scheme, and at the same time properly to economise teachers' time. Bi-weekly classes at each of three different centres are usually found the most effective arrangement. *On no account, even where there is only one class meeting per week, should longer periods than two hours be arranged.*

(13) Care should be taken to have proposal forms for new classes despatched to the Department in proper time. Cases frequently occur in which the preliminary proposals are not received until the time-tables are ready to accompany them—i.e., after the classes have started. In such cases grants can only be paid in respect of attendances made subsequent to the receipt of the official registers, which are applied for on the proposal form.

(14) It is important that any changes made in the time-tables of classes should be notified immediately to the Department (by wire if necessary). The De-

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partment may exercise their right to impose a fine when, through failure to notify a change, a fruitless visit, involving unnecessary expenditure of public funds, is made by an inspector.

(15) No effort should be spared to maintain a good average attendance at the classes until the close of the session. Occasional visits by local members of the county committee will indicate to students the interest taken in the work by representative people in the district. Where classes have to be abandoned, provision should be made in the case of a whole-time teacher to utilise his services at another centre, or, if it is too late in the session for the organisation of new centres, special work, such as the preparation of classes for county scholarships, Feiseanna, should be arranged.

(16) Where the scheme provides for the award of scholarships, the Department should be supplied with full particulars of the examination held and of the standard required. The Department's approval must also be obtained of the awards, as well as of

the schools or colleges at which the scholarships are tenable. Pupils on the roll of a National school, who are over 14 years of age may compete for scholarships, but may not hold them while their names remain on the roll.

(17) A moderate fee should be charged to students. Fees should be collected by the teacher and remitted as soon as possible after enrolment to the principal executive officer of the committee.

(18) The general conditions attached to county schemes of technical instruction apply to classes in Irish in the same way as to all other classes conducted under such schemes. Attention is particularly requested to the requirements in paragraph (10) of the general conditions, that the previous written approval of the Department must be obtained for any purpose not covered by the proposals under the head of Finance.

UPPER MERRION STREET, DUBLIN,

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún lé chéile ar a deich a chlog, Dia Ceadaoin 6adh Bealtaine, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Hogáin, T.D. (An Clár); L. C. Moriarty; Pádraig Ó Siochradha (An Seabhaic); Risteárd Ó Foghludha (Fiachra Eilgeach); Pádraig Ó Cadhla.

Mr. DAVID STACK (Inspector of Customs and Excise, Revenue Commissioners' Department), called and examined.

Chairman.—Will you please read the statement for us?

Witness.—This statement was sent in by the Establishment Division of the Customs and Excise Division.

REVENUE COMMISSIONERS.

Customs and Excise Business.—The work under this head performed in the counties mentioned consists of Old Age Pension investigation duties and general Excise duties (cautionary survey of traders, miscellaneous licensing business and probate business) performed by the officers of General Excise Stations, together with the Customs duties performed by Customs Officers (or, in the case of the smaller ports and creeks, by the officers of the General Stations in which the work arises) at the ports and at the Border Stations included in the areas.

The areas of the Counties Donegal, Mayo, Galway, Clare, Kerry, Cork and Waterford comprise the following General Excise and Stations, grouped under Districts as indicated. Each District is in charge of a Surveyor:—

CO. DONEGAL:—Stranorlar District.—General Stations:—Glenties, Stranorlar, Donegal, Killybegs, Ballyshannon, St. Johnston (Customs), Lifford (Customs), Castlefin (Customs).

Letterkenny District.—General Stations:—Dunfanaghy, Dungloe, Letterkenny, Milford, Buncrana, Moville, Nuff (Customs), Moville (Customs), Bridge End (Customs), Tooban Junction (Customs).

CO. MAYO:—Ballina District.—General Stations:—Belmullet, Crossmolina, Enniscrone, Foxford, Swinford, Ballina, Ballina (Customs).

Westport District.—General Stations:—Achill Sound, Ballinrobe, Castlebar, Westport 1, Westport 2, Ballyhaunis, Claremorris, Kiltimagh, Ballaghaderreen (Sligo Dist.).

CO. GALWAY:—Galway District.—General Stations:—Clifden, Oughterard, Spiddal, Athenry, Tuam 1, Tuam 2, Galway 2, Galway 1 (Customs), Portumna (Birr Dist.), Gort (Ennis Dist.), Ballinasloe, Glenamaddy, Mountbellew (Athlone Dist.).

CO. CLARE:—Ennis District.—General Stations:—Ennis 1, Ennis 2, Ennistymon, Kilrush, Miltownmalbay, Scariff.

CO. KERRY:—Killarney District.—General Stations:—Cahiriveen, Kenmare, Killarney 1, Killarney 2, Killorglin, Castleisland.

Tralee District.—General Stations:—Dingle, Listowel 1, Listowel 2, Tralee 1, Tralee Customs (at Fenit), Tralee 2.

CO. CORK:—Bandon District.—General Stations:—Bandon 1, Bandon 2, Kinsale, Clonakilty, Bantry, Castletownbere, Dunmanway, Skibbereen, Schull.

Cork 1 District.—General Stations:—Cork 1, Cork 5, Macroom, Fermoy, Mallow, Mitchelstown, Cork A and B (Pensions only).

Cork 2 District.—General Stations:—Cork 4, Cork 12 (Customs).

Cork 3 District.—General Stations:—Cork 3, Cork 9, Middleton 1, Middleton 2, Youghal, Cork 2, Cork 7, 10 and 11; Millstreet, Newmarket (Killarney Dist.).

CO. WATERFORD:—Waterford 1 District.—General Stations:—Waterford 1 and 3, Carrick-on-Suir (part of), Dungarvan.

Waterford 2 District.—General Stations:—Waterford (Customs), Waterford 2.

A knowledge of Irish on the part of officers and surveyors in areas which come within the definition of Irish-speaking or partly Irish-speaking is called for mainly in connection with Old Age Pension work. Under present conditions it is not likely that officers will find much scope for the use of Irish in connection with Customs work. Largely owing to the system which prevailed in the British service in regard to the filling of stations, and which transferred officers probably regard as a valuable condition of employment carried over by them to the Free State service, it is a matter of difficulty to arrange for the filling on a general scale of Irish-speaking stations by Irish-speaking officers. The system referred to, which is of very old standing, is that by which officers, while theoretically liable to transfer to any station in accordance with the exigencies of the public service, have been accorded the right to petition for transfer at their own expense to selected stations, the allocation of vacant stations being made to petitioners according to their seniority. Furthermore, an officer once appointed as fixed officer to a station is transferred therefrom against his will only in very exceptional circumstances. Surveyors enjoy similar privileges in regard to appointment to districts.

The practice of leaving officers for long periods in the same stations has, however, worked out satisfactorily in the matter of the use of Irish in official business where the station is in an Irish-speaking area, and the officer, through long residence, has been able to educate or perfect himself in the speaking of Irish. On the other hand, many Irish-speaking officers are at present fixed in Dublin, and these—some of them very senior men who have established homes in the city and never expect to leave it—would certainly regard it as a great grievance to be transferred compulsorily to Irish-speaking stations, and might make such transfer a ground for application for retirement under Article 10 of the Treaty.

It is to be understood that the difficulty mentioned above applies to fixed officers of stations. In addition to these, there are a large number of unattached officers whose services are utilised in relieving the fixed officers, when the latter are on sick or annual leave, in assisting where there is pressure of work, or in officiating in stations which for some reason have been left without a fixed officer. Out of a total personnel of 468 in the officer grade at present, 181 are unattached officers and of these 137 are new entrants recruited by examinations held by the Free State Civil Service Commission. Irish was a compulsory subject at these examinations, and there is, therefore, good reason to believe that the great majority of the unattached officers, who officiate from time to time in Irish-speaking stations, sometimes for prolonged periods, are reasonably qualified to transact official business in Irish.

Income Tax Business.—The Income Tax work in the seven counties mentioned falls to be dealt with by the inspectors in charge of the tax districts centered in Letterkenny, Sligo, Galway, Limerick, Tralee, Cork (3 districts) and Waterford. The Commissioners are of opinion that little practical effort can be made under present conditions to promote the use of Irish in the administration of income tax. They have no definite information as to the extent to which members of the staffs of the tax districts mentioned are Irish speakers, but it is unlikely that those who can speak the language are often called upon to discuss income tax problems in Irish with members of the public. The actual collection of income tax is in the hands of local collectors, natives of the areas in which they carry out collection. While having no exact information on the point, the Commissioners believe that many of the collectors in Irish-speaking areas have some knowledge of Irish.

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MR. DAVID STACK, *Examined.*

Chairman.—Generally what the Commissioners are anxious to get is some general idea with regard to the working of the administrative machinery in some of the western counties in the first place, and in the second place to get some idea as to the extent to which that machinery is serving or could serve the purely Irish-speaking population. If we take the County Galway, where you have fourteen stations apart from the district division, do I understand that there is a clerical staff there as well as the officers and surveyor?—There is a clerical staff. Of course I am confining myself to the question of old age pensions primarily, as all these people who would be over seventy years of age would be Irish speakers, and officers come pretty directly into contact with these.

I want to find out what officers there are. There are fourteen stations; at each of these is there an officer?—Yes.

Is there any other personnel?—No, except in Galway.

So that it is correct to say that in an area like Galway your personnel consists of officered stations and a surveyor at Galway with a small clerical staff?—Yes.

There are also collectors?—There is one collector in Galway.

Only one collector for Galway?—There is only one collector from Donegal to the Shannon.

How many collectors are there in Ireland?—I am speaking of the Customs and Excise.

I am speaking of income tax. I am taking Galway now, and I want to get a picture of the whole staff. How many collectors of income tax would there be there?—You mean local collectors.

Yes?—I am sorry I cannot possibly say that.

An Scabhaic.—I believe there is a large number of local collectors.

Chairman.—I am speaking of those collectors who are not quite State officers, but who are officers from the point of view of dealing with the income tax of the people of the county?—I am not in a position to give you any information about that.

Are there any other persons in the Co. Galway for dealing with the people through the Customs and Excise, old age pensions or income tax?—There are the local pensions committee.

Chairman.—I mean officers.

Deputy Barter.—There is the clerk of the old age pensions committee.

Witness.—He is a local man.

Deputy Barter.—He is a paid official.

An Scabhaic.—Where does their salary come from?—That would be paid on their number of claims.

Chairman.—Who would pay them?—The State.

From what department?—From the Revenue department.

Do you know how many such clerks of committees there would be in such a county as Galway?—There would be a number.

Fiachra Eilgeach.—There is only one in the whole Co. Clare.

Witness.—There would probably be one for every poor law district.

Fiachra Eilgeach.—There are about fifteen or twenty in Cork.

Chairman.—You have in the whole of the service 468 officers?—Yes.

Is there an official record kept as to those officers who are capable of transacting their work in the Irish language? and those who have a school knowledge of the language?—No, there is no record kept. There is no official definite knowledge whatsoever.

Is anything done departmentally to see that all officers dealing with districts like Galway, Spiddal, Oughterard and Connemara are capable of dealing with their work in the Irish language if necessary?—Not so far as I know.

The statement you read says that the unattached officers who have come in through recent examinations may be believed to be reasonably qualified to transact official business in Irish. Is there any ground for that statement beyond the standard of the paper set at the examination?—No.

These men who have come in through that examination and passed that compulsory Irish paper, is there anything departmentally that would make these people keep up their Irish?—No. You mean is there any pecuniary incentive?

Is there any inducement held out to them?—No.

Is there any official suggestion made to them that they ought to keep up their Irish?—No.

Deputy Barter.—The pensions officers might be taken as having the most to do with the people who would be speakers of Irish?—Yes, that is quite so.

Can you give the Commissioners any knowledge whatever as to whether their officers who try to speak in Irish, or try, let us say, to make it difficult for the pensioners who speak in Irish and Irish only, would the Commissioners have any policy generally with regard to the ability of these men to deal with such cases like that?—I would say they have really no definite knowledge on the point as to whether these officers are Irish-speaking or not. Many officers have been in these areas for a number of years, but the Commissioners have no official knowledge of their ability to speak Irish. There is no inquiry directed as to whether the work is performed in Irish or not.

Would there be any possibility that Irish-speaking pensioners would be any worse off when making claims before a non-Irish-speaking officer than if the officer could speak Irish?—What is generally done in that case is, they would get a person to translate; I have met such Irish speakers myself.

It would be possible that people would have to make their claims through the medium of a translator?—Yes, Irish would be their language, and the officer would get someone to translate.

Suppose an inspector has to deal with an appeal by an Irish-speaking claimant from the sub-committee, what is the procedure?—The officer would have to go to that person and question him about his age, means, etc.

Would these questions be put through the medium of Irish?—Where the pensions officer would not have Irish he would get some person to translate for him.

Fiachra Eilgeach.—Could he possibly be fooled?—The pensions officer?

Yes?—Of course.

An Scabhaic.—And vice versa?—Of course.

Deputy Barter.—Suppose a pensions officer lodges an appeal against a decision of the sub-committee and the Appeal Board find it necessary to send down an inspector who would possibly not be capable of understanding Irish.

Witness.—He would be sent by the Local Government Department. The Revenue Commissioners have nothing to do with that matter.

To your knowledge, have there been cases where the inspector would not be capable of transacting the business through Irish and the claimant would not be able to answer in English?—I cannot answer that. We have no knowledge of these cases. We only get the decision from the Local Government Board. They are perfectly independent of the Revenue Department; they are a distinct department altogether.

An Scabhaic.—In regard to the personnel of the staff in the Gaeltacht you state there is no official record as to their ability to transact their business in Irish?—That is so.

Is there no way of getting an approximate idea of what percentage of the staff knows Irish in these places?—There is this way. If an official enquiry is sent out to surveyors they might be able to say exactly what number of these people have Irish and have Irish to that degree that they would be able to transact business in Irish.

As far as the Department is concerned there is no such record there?—No.

As far as the Department is concerned there is no such thing in Ireland as an Irish-speaking population?—The present system we have inherited from the other side and—

Chairman.—I think that is a matter for us to deduce. Mr. Stack can only state what the facts are.

Witness.—I have been sent here only to answer questions in relation to the work performed by these officers.

An Scabhaic.—It does not appear that Mr. Stack has been given the information. I should like to know who are Irish speakers in these stations and who are not.

Chairman.—We have not yet asked for information as detailed as that.

An Scabhaic.—You have been stationed in Irish-speaking stations?—I have.

You think a knowledge of Irish from a purely business point of view would be a consideration towards

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or a surety of the better performance of the work of the old age pensions officers?—The officers would naturally be able to perform their work more efficiently by having a knowledge of Irish.

When an old age pensioner comes to an officer who does not know Irish does the officer send him to find a translator?—In any case a person who could translate Irish into English would have to be procured.

A third party is brought in who becomes aware of the circumstances of the claimant?—Yes.

Have you got the official forms in connection with the old age pension claims?—Yes, here they are. (Hands in forms.)

They have got "Saorstát Éireann" and a few other Irish words outside and all English inside. If a claimant sends all the answers to these questions in Irish to an officer who does not know Irish what happens? Are you aware of any cases where that happened?—There were a few cases. Dingle is the only place where they filled up in Irish.

You had to deal with them yourself there?—Yes.

You told us a while ago that there was no encouragement or any instruction for the extension and the use of the Irish language in your Department?—I said there was no pecuniary incentive.

Outside pecuniary incentive, is there any suggestion or policy? Have you ever received as an official doing work any suggestion from the Ministry that you might extend the use of Irish and encourage it?—No.

The Chairman was speaking of the new staff that is being recruited and he asked you a question which I want to elaborate: whether they were encouraged in the use of Irish or the continuation of their study to become more efficient in it and you said that so far as you knew they were not. Do you know is any use being made of their knowledge of Irish?—I am not aware that there is. I cannot say, of course, how the collector in Galway would employ an Irish-speaking junior, whether he would employ him in Connemara or Spiddal or other Irish-speaking areas.

Are you aware that in any one of these districts there has been an officer who was in the habit of using Irish constantly in his old age pension work?—Yes.

Has that man's work been any worse because of that habit?—No. I would say it was performed more efficiently.

It is reasonable enough to expect that. If a man was in Connemara and went around amongst the old age pensioners and used Irish in every instance, filling in the particulars in these forms and sent in the whole lot, is the Department in a position to deal with work done like that in the higher offices?—That officer's work would be supervised by the surveyors, and it so happens that the surveyors in these districts are practical Irish speakers.

It is very funny that all the senior officers are all qualified and capable Irish speakers and the junior officers are not?—That would be only a small portion of the seniors.

Are you aware that in the Gaeltacht and in that part of the country bordering on the Gaeltacht there are officers who know no Irish at all dealing with old age pensions?—I have no official knowledge, but it so happens I have personal knowledge. I cannot speak from personal knowledge as I am here officially.

Would it be possible for that to happen?—Yes.

What is your position in the service?—An Inspector.

Who would be in a position to give us definite information as to the authority within the service that changes people about?—The Revenue Department have power to remove an officer from one place to another without any cause assigned.

What particular grade of officer in the service?—Any officer, but that power has never been exercised. Appointments are invariably made in order of seniority.

Chairman.—Surely the general suitability for an appointment would be considered as well as seniority?—That is so, but they need not assign any cause. While that power is held it is never exercised except for misconduct or neglect of work.

An Scabhaic.—If a station in the Gaeltacht was a desirable station from the officer point of view, and if the officer in the place did not know any Irish and did not want to know it, he could not be removed without, to a certain extent, interfering with his rights?—They would have to pay his travelling expenses and certain subsistence allowance and the cost of removal in a case of a married man would be fully £100.

Are the places in the Gaeltacht generally looked upon as desirable places?—No.

Do the officers all want to move out of them?—No. If the Board remove a man they would have to pay his expenses, and that would be over £100. If an official in the Gaeltacht wanted to go to Dublin he would apply in the ordinary way. If he was a senior applicant he would get it in the ordinary way, but he would have to pay his own expenses, and that would be about £100 also.

You have been in the British service?—I have.

Are you aware of any question coming up in that service dealing with this matter of native speakers being sent to native-speaking districts and consideration given to it. I am aware of it.

What used to be the rule there?—In certain Welsh-speaking places only Welsh-speaking officers were appointed.

Was that a conscious policy?—The local people raised an objection against a non-Welsh-speaking officer being sent there.

Fuachra Eilgeach.—We ought to be the same here.

An Scabhaic.—Were these objections always listened to sympathetically?—On the whole I think so. You can only judge by results. I have no official knowledge of it.

As far as your experience of the service goes, practically always Welsh-speaking officers were appointed to Welsh-speaking districts?—Yes, that is to places in Wales where Welsh would be the general language.

The people being recruited at present to the Customs and Excise this year—how long will it take in the ordinary course before these juniors become senior enough to be in charge of a station in the Gaeltacht?—In the ordinary way, six or seven years. In some cases it would take longer.

Before the Gaeltacht could benefit it would be six or seven years before these newly recruited people would be sent down as customs officers and old age pension officers?—They cannot be sent down unless the present officers were moved from the stations.

Is the service being conducted in such a way at present that it is possible that the knowledge of Irish which new recruits had coming in may disappear altogether?—Decidedly.

From the way the work is laid out, is there any automatic official procedure that will ensure that the knowledge of Irish these people have will increase rather than decrease?—No.

There is no provision made?—No.

Irish is simply a qualifying subject for the job, and it does not count afterwards?—Yes.

The work is not officially done through Irish. Have you any acquaintance with income tax work?—No.

Are you aware whether there is an official or unofficial suggestion that Irish should not be encouraged in that work?—No, but my experience of the old age pensioners in various Irish-speaking districts is that you have to compel them to use Irish; that is, where they can speak Irish and English.

When a person goes to the income tax people and fills in his forms in Irish and insists that his name shall be in Irish, and they purposely send his name back in the way he does not want it, is that due to the personality of the official or to the official attitude?—I would say it is more due to the personality of the person concerned. I have no knowledge of it. It may be that very few inspectors of taxes know Irish.

Would you think it possible that an inspector of taxes would order his junior officer that he must not answer letters in Irish?—That possibly may arise. An inspector may not know Irish and he may want to read the letters before they go out.

Could he not trust his own staff?—A man very frequently does not like to put his name to a letter unless he is certain about what it contains. I have neither official nor private knowledge of such a case.

Have you any suggestions to make as to how we might get the list of those stations in the State and—?

Chairman.—We can ask for it. That is quite another portion of our work. Any information we require we can ask for it. We are only on general information at the moment.

P. O. Cadhla.—It seems clear there is no personal encouragement of the use of Irish in the Irish-speaking districts. Is there no punishment for those who are active in opposition to the use of Irish? That question

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arises because we know officials have been actively opposed to Irish. Have there been complaints made to that effect?—If there is a complaint made it is investigated.

Suppose an Irish-speaking old age pensioner who does not know English is practically insulted by an officer because he dared to use Irish, what would happen?—If an officer in the conduct of his business insults anyone there is a punishment for the offence.

Are you aware of any complaints that have been made?—No. Any person making an inquiry or transacting business must be dealt with civilly; of course pensions officers in the Gaeltacht know that the class of people they come into contact with are those who have had Irish from the cradle.

Are you aware that officers transferred from the Gaeltacht are replaced by persons who have no knowledge of Irish?—I am not aware of any case of a pensions officer having been transferred from the Gaeltacht to an English-speaking place on the ground of his use of Irish. The Revenue Commissioners would have to undertake the cost of transferring him, and that would be over £100. I have never heard of such a case. There is a difference between the temporary and fixed officers.

Chairman.—I think the question was really this—and probably you have no official information about it—has, in recent times in an Irish-speaking district, an Irish-speaking officer been taken away and replaced by a non-Irish-speaking officer?—I am not aware of that.

Fiachra Eilgeach.—Since the change of Government here, has there been any encouragement to members of the staff who know Irish and are capable of transacting business in it when necessary?—I am not aware of any.

There is no more?—Of course the Board may look on the fact, and probably do, that the service has certain conditions, and those conditions are continued in the Free State. If an officer was transferred, and if he was to be penalised because he did not know Irish, he might say that he had rights under article 10 of the Treaty.

An Seabhad.—What exactly is penalising. Is penalising, in your mind, being transferred out of a place against his will to a less desirable place, or is it being reduced or having his salary cut?—I will put it this way. If the Board take Irish as a factor and allot a certain number of marks to an officer who is promoted on that account, the non-Irish-speaking officers who have those rights under article 10 of the Treaty might say: "Inasmuch as this Irish-speaking officer is promoted owing to the additional marks allotted to his knowledge of Irish, and as this factor did not count under the British, we will have to look for our ten years extra under the Treaty."

Chairman.—What are the subjects for the examination?—The subjects in departmental examinations?

Yes?—In connection with the work: It is mainly a written examination for the surveyors, and after that it is a question of selection for inspectorships.

Was it contemplated in the progress of things that no new aspect of any subject would be opened up that would require an extension of the subjects in these examinations?—I cannot answer that. If you change the character of that examination beyond what it was before the transfer, it would be more a question for a lawyer to answer as to whether these people would have any rights in consequence.

Fiachra Eilgeach.—Apart from any article of the Treaty, can the board appoint a man to any position on the score of ability?—Yes.

Would a man because of his knowing Irish be a more important factor if he were dealing with an Irish-speaking district?—I should say so.

Is it possible that good Irish speakers with long service, and so on, have been rather penalised or handicapped or have suffered on account of their activities in regard to the language?—Are you dealing now with the conditions that existed under the British Government?

Yes?—Undoubtedly, but I have no definite knowledge on the point.

Has not the service suffered rather than improved by the retirement of old native Irish speakers and the recruiting of juniors; we find people like Cu Uladh, Conan Maol and Bert Fhear going out?—Yes, they have retired, but it so happens that owing to the new

customs duties that there is a scarcity of officers; some of them have come back—neither Cu Uladh nor Conan Maol has come back.

Do you know whether, in the British service, if speakers of Gaelic are placed in the Gaelic-speaking districts of Scotland?—I have no personal knowledge on the matter, though I have been in Scotland.

Is it a fact that Excise officers placed in remote places in Scotland are actually paid extra money to go to such places and remain there?—Paid extra money?

Yes?—There is no extra payment. There is no monetary payment at all. Sometimes men are sent there in the ordinary way. Sometimes people like to go there in the ordinary way.

An Seabhad.—What is the reason that the Gaeltacht stations are looked upon by people of the service as undesirable. The man with a family would like to get good schools to educate his children. It is a regrettable fact that in a good part of the Gaeltacht you have no secondary schools that would enable such a man to get these facilities. He is anxious to get to a town to provide for his family.

Are there any conditions that give some people seniority as a result of performing their duties well?—No.

Is there ever a circular sent round for volunteers for any particular stations?—Yes, for particular districts. Seniors might take them or juniors might take them. That applies to Scotland and other places.

In the service in Ireland has it been the habit to circularise when a vacancy occurs in Connemara or Donegal?—Yes. That has been the custom on the other side, and so far as I know it is the custom here. A list of the vacancies are circulated.

If an official is appointed has he got to go?—Yes.

Has he the right to refuse?—No.

There is one other question I would like to ask. Officers who are Irish speakers; would they resent being confined altogether to the Gaeltacht?—I think so, for some of the reasons I have given.

That would be got over if there were a sufficient supply of junior officers coming along to fill these places as men left them. I am speaking of men who know Irish and are quite willing to use their knowledge?—I have no definite knowledge as to the people in the service who know Irish.

Chairman.—What are the main channels of correspondence in the service dealing with Customs, Excise and Income Tax? What are the pivotal branches in Dublin and the points they correspond with the country? What we would like to have is a diagrammatic idea of the line which correspondence takes?—Correspondence for the most part originates locally. Certain questions want to be dealt with from the Gaeltacht—there may be a question about an old age pension. The local officer will send them to his surveyor, who will send them to the Castle.

To what branch?—To the Revenue Commissioners. They will give the necessary decision, and that will be transmitted to the surveyor, who will transmit it to the local officer. The same thing applies in connection with Customs. There may be a question whether an article is dutiable and to what extent it is dutiable. The officer will transmit it to the surveyor, and he will transmit it to Dublin Castle and they will send back their decision.

An Seabhad.—Is there any possibility of doing that in Irish? It is possible to do it in the Education Department?—That is the only Department that conducts its business principally in Irish.

If a surveyor in Galway gets a letter from one of his juniors in Irish and he transmits it in Irish, would it be accepted in Irish in Dublin?—Yes.

There is no objection to getting it?—No.

The answer is sent back in English?—Yes.

So they get Irish out of it somehow?—If the man who gets it knows Irish he usually replies in Irish.

Chairman.—Thank you, Mr. Stack.

COLONEL P. O'CONNOR (Headquarters Staff, National Army), *examined.*

Chairman.—Will you please read the statement sent in by the Department of Defence? Some of the members of the Commission have not got copies.

Witness (reading).—

1. **Irish under the Department of Defence.**—Owing to the many pressing problems arising out of Army

re-organisation and the extent to which responsible officers were consequently otherwise engaged, it was not possible to devote to the question of the Irish language all the attention the National Language is entitled to.

2. The Irish-speaking Battalion.—The technical difficulties encountered proved more formidable than was at first anticipated, and in the initial stages of its formation on the Curragh, it was found impossible to carry on the work completely in Irish. It was thereupon transferred to Dublin and placed for a time under the direct supervision of Training and Operations Branch, who undertook responsibility for its training and organisation. The principle that the language of the Battalion should be Irish and Irish only was then rigidly insisted on. This meant that, not only were Irish equivalents to be provided for the ordinary drill and various activities of the Battalion, but for many things in the everyday life of the members composing it.

3. Officers specially detailed for Language Work.—In order to cope in some way with those difficulties, an officer was detached from his ordinary duties and was specially detailed to make translations of matter urgently required in order to enable the work of the Battalion to be proceeded with on the principle for which it was originally formed. The services of five other Irish-speaking officers were availed of from time to time to assist in the selection of suitable terms.

4. Translations of Terms and Manuals.—These terms embraced infantry drill, musketry and part of physical training. A translation of our Infantry Manual was completed so that the Irish detail for such drill is now available. In addition, it is proposed to complete the translation of Musketry and Physical Training Manuals and the military forms used in courts-martial, courts of inquiry, etc. In the Manuals of Infantry Drill and Musketry, now in the printer's hands, all words of command are inserted in Irish and in English. Typed copies of Infantry Drill were circulated, and the Irish words of command have, to some extent, been taught to the instructional officers at the School of Instruction at the Curragh.

5. The military secretary to the Chief of Staff conducts all the official correspondence of his department in Irish.

6. Forms of officers' commissions were issued in Irish and English.

7. Facilities are afforded to members of the Forces for the study of the language whenever requests for such are made.

8. Irish-speaking Battalion intended for Gaeltacht.—In the counties referred to by the Commission nothing has been done officially. It is intended to transfer the Irish-speaking battalion to Galway or some centre in the Gaeltacht shortly.

PEADAR MACMATHGHAMHNA,
Lieut.-General,
Chief-of-Staff.

Chairman.—How many battalions are there in the army at present?—Twenty-seven.

What is the strength of No. 1 Battalion—the Irish-speaking battalion—officers and men?—Officers, N.C.O.'s and men, one hundred and ninety-six.

Is that the normal strength?—It is not. The normal strength would be roughly five hundred.

How many officers and men are included among the one hundred and ninety-six?—Nine.

Is the battalion fully officered from the officer point of view?—No, sir.

How many officers would a fully recruited battalion have?—It would have twenty.

What has been done to get officers and men for the No. 1 Battalion?—There are sufficient officers at present. With regard to more men, we have started a special recruiting campaign, but the recruits somehow seem to stray. We don't seem to get them. They are coming in very slowly. One of the officers of the Irish-speaking battalion has been made a recruiting officer to recruit locally. Previously all recruits had to be sent to the Curragh, but the new headquarters of the Irish-speaking battalion will be Galway, and the recruits can then be taken in there and equipped locally.

How long has the No. 1 Battalion been organised?—It was organised in October or November last year—1924. It was in being from July, but the work could not be carried on in Irish, and the battalion made no headway on the Curragh, and it was removed to Dublin. It was impossible on account of the amount of English used and the environment.

Although the battalion has been organised since October you have only got 196 men including 9 officers?—Exactly, and a number of these are transfers from other battalions.

Fiachra Eilgeach.—You are open to take men?—We are open to take up to three hundred (300) men at the moment.

Where will the recruiting officer operate?—He will operate throughout Galway.

Chairman.—If you had been able to fill No. 1 Battalion, was it the intention to organise an additional battalion of Irish speakers?—I understand it was.

With regard to the men you have got, what is the period of service?—It is the same as for all infantry—two years.

What have you found the educational standard in the No. 1 Battalion to be?—The educational standard is very low.

Has any provision been made to provide them with additional facilities except by the battalion themselves?—The battalion commandant on his own has started educational classes, giving two hours a day to educational subjects with teachers drawn from his N.C.O.'s. Since the educational scheme proposed by the Adjutant-General was turned down on financial grounds nothing has been done to educate the men.

That is, the Ministry does not recognise that educational facilities are necessary for these men?—A scheme has been suggested, and has been turned down on financial grounds.

Is anything done to secure employment for the members of the No. 1 Battalion when they leave the army after their two years' service? No.

What is the official view as to what the Irish-speaking battalion is intended to do for the Irish language?—It is intended to fulfil a number of things. In the first place, it is thought that the existence of a battalion that does all its work in Irish, even its correspondence in Irish, will help to get all other units in the army eventually working in Irish. It will also raise the standard of Irish in the Gaeltacht when you have a battalion of officers N.C.O.'s., and men all speaking Irish there.

It still leaves you in the position that a man may be taken from the Gaeltacht and, having spent two years in the army, he may leave the army with no additional educational facilities being provided for him, nor any arrangements made to secure employment in their own country?—That is so.

With regard to general examinations in the army, have examinations for officers been conducted throughout the army as a whole?—Yes.

Has Irish been a subject in that examination?—No, it was purely confined to military and educational subjects.

What subjects would come under educational subjects?—What I mean to say is that ordinary subjects like Mathematics and ordinary English would be taken into account in the general knowledge and composition of their papers on military subjects.

Did the officers in the Irish-speaking battalions go through this examination?—A number of them did.

Did they get the papers in English or Irish?—In English.

Did they give answers in Irish?—No, in English. That was before the Irish-speaking battalion was started.

Is there any proposal to include Irish in the examinations?—It was proposed to make a pass in Irish compulsory.

An Seabhaic.—Is the officers' examination run from the Ministry for Defence?—It is conducted by the Chief of Staff's Department.

The Civil Service Commission have nothing to do with it?—No.

Chairman.—When it is said in paragraph 5 that the Military Secretary of the Chief of Staff conducts all the correspondence of his Department in Irish, does it mean that he does not make use of English?—Yes.

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COLONEL P. O'CONNOR, Examined.

What units in the army do his normal duties bring him into correspondence with?—The officers commanding commands and the officers commanding corps.

Has any difficulty arisen as a result of conducting correspondence like that in Irish?—It is accepted all round now.

An *Seabhar*.—You mean to say that the correspondence dealing with such serious matters as that man deals with is conducted in Irish, and no difficulty has arisen?—No. There was some objection at first. As a matter of fact they would be surprised if they got that correspondence in English now.

I was wondering if there was some mistake, and that it referred only to the Irish-speaking battalion?—For practically twelve months that correspondence has been going on.

It is the most extraordinary thing in the whole public service in this country.

Deputy Hogan.—How was the Irish-speaking battalion organised in the first instance; where were they drawn from?—They were drawn by transfer from other battalions. A notice was published saying that the battalion would be established, and men were asked to apply for transfers to this battalion. It first started with a number of transfers. When recruiting started the Irish-speaking recruits were attached to it.

You took out of every other battalion all the Irish speakers in them?—All of them who were willing to transfer to the Irish-speaking battalion. A number of them are not willing to transfer, and some of them have hidden the fact that they know Irish.

I was wondering if there were only 196 Irish speakers in the army?—There are enough Irish speakers in the army to form another battalion and a half.

That would be about seven hundred?—Exactly.

Is there any inducement to these men who have hidden the knowledge they have of Irish to come in?—None whatever. Except that they might like to be in a battalion that used the language. There is no other inducement.

What is the test in Irish that a man must pass to get into the Irish-speaking battalion?—It is a conversation test. The officer who accepts recruits for the battalion converses with them in Irish.

You believe there are two battalions hidden in the army who can speak Irish?—There are about one and a half battalions who have sufficient Irish. They are native speakers.

Do you think that if there was an inducement offered they would transfer?—I believe they would. There is another difficulty that any man, who has been in the army since the army started, is a fairly good soldier, and his commanding officer does not like to lose him.

Chairman.—Then the men themselves would not like to leave the units they have grown up in?—In some cases it would be *esprit de corps*, and they would not like to leave. In other cases, where men would like to transfer, their commanding officers might say it would be hard to replace them.

Do you think that three or four Irish speakers in a battalion who generally use Irish would prefer to transfer to the Irish-speaking battalion?—Three or four will not use Irish amongst themselves.

Fiachra Eilgeach.—Not consistently?—Not at all. They use English, whereas if they go into the Irish-speaking battalion they use all Irish.

Deputy Barter.—With reference to this item No. 5. On an average how many communications in Irish would go from this officer in a day?—That would be a difficult question to answer. He would have anything up to fifty between his inter-Departmental correspondence and that going out to commands.

How many commands are there?—There are four commands and the services, and there is correspondence from one department to another and with the Ministry of Defence.

There are the commands, the services, the inter-departments, and the Ministry of Defence. Would the commands be the lowest down that his communications would go?—Yes.

He would not have communication with the brigades or battalions?—No.

And the services?—They come directly under general headquarters.

What would the services include?—Artillery, armoured cars, air force, signals, medical and engineers.

Tell us what arrangements are made in these different branches of the service to deal with communications sent to them in Irish. Is the staff of the army such that the men in charge who receive communications from the military secretary are capable of dealing with these communications, or have they to call in somebody who is capable of dealing with them?—I cannot really answer that. Some of them are able to deal with them themselves, and some of them are not. We generally get back replies in English.

Indicating that the officer cannot deal with correspondence in Irish?—Yes.

There are 27 battalions?—Yes.

I think you have said that what would compose a further battalion of Irish speakers are mixed through the other battalions. What is the percentage of those who have joined the Irish-speaking battalion to the officers?—There are not very many Irish-speaking officers, but there is a number still through the other battalions who are very good Irish speakers.

Would there be a battalion where three or four of the officers would be Irish-speaking?—You would not get four in any battalion. You might get two.

Even when the officers who have a knowledge of Irish in different battalions come together do they use Irish?—No; if an Irish-speaking officer meets another Irish-speaking officer, No.

Would there be any members of the Fainne?—There is no indication of the Fainne.

Is there any effort made to organise the Irish speakers amongst the officers?—There was, but it failed.

Would it be possible to get amongst the officers a number of men who would volunteer themselves?—It would.

Do you think if a body like that were organised within the army it would have a very good influence on either the officers and men of a battalion?—I don't think so. The fact of the matter is, the officers who speak Irish are to a certain extent looked upon with suspicion, with the result that if Irish is spoken amongst the officers they don't like it at all.

Chairman.—Is there a feeling against the language on the part of any officers in the army?—There is to a certain extent.

And that feeling is born of what?—It might be two things, jealousy or laziness.

Is there a general recognition amongst the officers of the national army that Irish is the national language?—The great majority of the officers are not hostile; they are not unsympathetic. There are numbers of others—a number of senior officers—who are, and, of course, that counts for a lot.

Generally there are numbers of the army officers who are not capable of taking pride in the fact that there is a national language?—There are.

Deputy Barter.—In high commands?—Yes, say senior officers from commandant upwards.

I think you said in connection with the Irish-speaking battalion that the standard of education was low. On what were they judged; was it on a test in English?—No, a test in Irish. When the commanding officer decided to give the men a little educational training he had to grade them into three different classes. (1) Those who could read and write well, (2) those who could read and write a little, and (3) those who could neither read nor write. The third class were in the great majority, and the first class was very small.

Deputy Hogan.—Was it read and write Irish?—We did not try them in English.

Chairman.—Was there any percentage who could not speak English?—We had very few who could not speak English, and they were amongst those who could read and write.

Fiachra Eilgeach.—In other words, they attended a national school somewhere?—Yes.

Deputy Barter.—Is there permanent provision made for the Irish-speaking battalion in the army?—It is not specially mentioned in the army re-organisation. The only thing we have is the G.R.O. and the establishment of the battalion.

Will the maintenance of this Irish-speaking battalion depend on recruiting being up to the stan-

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dard?—I cannot answer that. It will probably depend on that.

How is recruiting for the army generally at the moment?—It is going on very well.

Are you getting as many recruits as you require?—Yes.

Are the same facilities afforded in the Gaeltacht as in the towns and cities?—I don't think so. There are no Irish-speaking recruiting officers except the one attached to the battalion. We have only two recruiting sergeants, one is working in Connaught and one in Munster.

What is the difficulty to establishing not one but two or three Irish-speaking battalions?—None whatever except the staffs. We could not officer three.

You would be able to officer two?—Yes. If recruiting was started in the Gaeltacht there would be no difficulty in getting the necessary officers.

In a few months' time, with facilities being afforded in the Gaeltacht, you could have two Irish-speaking battalions up to strength?—Yes.

Would it cost any more?—We would have to let one of the English-speaking battalions down.

There would be no difficulty about that? No; as a matter of fact the battalion they are relieving in Galway is only up to officer and N.C.O. strength.

At what rate is recruiting going on? What I want to get at is at what period would you be able to dispense with the services of one English-speaking battalion or absorb it in other battalions?—If you had Irish-speaking recruits there would be no difficulty in dispensing with one English-speaking battalion.

You would have enough recruits in the Gaeltacht to form another Irish-speaking battalion if they were recruited?—Yes.

An *Seabhadh*.—If there are Irish speakers amongst the recruits coming in are they automatically transferred to the Irish-speaking battalion?—They are supposed to be, but it often happens they are not.

Why?—They may conceal the fact that they have Irish, or it is overlooked at the Curragh.

Chairman.—Or they don't hear about the Irish-speaking battalion?—Yes.

An *Seabhadh*.—All recruits are passed through the Curragh?—Yes.

And there are specific instructions to find Irish speakers?—Yes.

Is it intended that the Irish-speaking battalion will be kept in the Gaeltacht in future?—It is the intention to put them in Galway. They have got as far as Athlone, and they expect to move to Galway soon.

Will Galway be left completely to them?—There might be an English-speaking battalion in the same barracks.

If the battalion was up to full strength that would not be so?—No, of course not. The barracks is too small.

What other barracks or outposts are there in the Gaeltacht besides Galway? There is one in Waterville?—Yes.

Is there one in Dingle?—I could not say. I could find out.

Are there any in Tirconail?—There are very few. We have drawn in a lot of them in Donegal.

Do you think that if the Irish-speaking battalion was sent out to these places on a vigorous and active recruiting campaign that they would get more Irish speakers?—Yes; I think so.

Is there anything like an officers' military training school in the army?—Yes.

Is there any provision made for teaching Irish in that?—No, the course is confined to military subjects.

Is there a cadet examination for entrance?—No; the officers are detailed to go through the course; the general body of officers are picked and sent down.

How are officers recruited?—They are not recruited at all.

It has been going the other way, you have been cutting down their numbers?—Exactly.

Is there any provision for the recruitment of officers?—Not that I know of.

At the Curragh Military School there is no provision for teaching Irish or anything like that?—No.

It is a military machine?—That is all.

Do you think that is sufficient, or would it be necessary to try and get the seeds of a national spirit

—the Gaelic spirit—into the place?—It would be absolutely necessary.

What is the length of the course?—The course is only two months.

You cannot do much in that time?—You cannot do very much.

P. O. *Cadhla*.—It may be necessary to call some responsible officer in connection with the whole matter. Colonel O'Connor seems to be attached to the Irish-speaking battalion?—No.

Chairman.—Colonel O'Connor will, I think, answer any question you put to him with regard to the army as a whole.

P. O. *Cadhla*.—With regard to the Irish-speaking battalion, the whole social life of that is conducted in Irish?—Yes.

They are drawn from various parts of the Gaeltacht?—Yes.

Did you notice any difficulty amongst them to understand one another?—None whatever.

As far as I can see it could be used as a Gaelic college. If you get English-speaking recruits into it they could be made Irish speakers within three months.

An *Seabhadh*.—Is the use of Irish on a disciplinary basis?—Yes.

What happens if they talk English like we are now?—Once inside barracks the men are supposed to speak nothing but Irish.

You have no difficulty in carrying that out?—No, because they have greater facility of expression in Irish than in English.

Chairman.—When you say Irish speaking is on a disciplinary basis do you suggest that Irish is spoken in a spirit of obedience to discipline?—It is on a disciplinary basis, but it has not been found necessary so far to "crime" any man on that account.

An *Seabhadh*.—Has the men's knowledge of Irish improved?—Yes.

Do you think the battalion will be able to assimilate a certain small proportion of those who don't know Irish very well?—We got several cases of men who did not know a whole lot of Irish, but who were enthusiasts, and who, on account of their lack of Irish, were ordered to be transferred. Before the orders came through they had sufficient Irish to remain in the battalion. When the battalion got to Galway it will probably be filled in a short time. The recruiting officer attached to the battalion won't spare himself trying to get material for it.

P. O. *Cadhla*.—Are your social functions really Irish? Is the dancing and music Irish?—Yes.

Have you any knowledge that when outside barracks the men carry out the rule and speak Irish?—Yes, they speak all Irish outside the barracks.

An *Seabhadh*.—I met them in the trams several times, and they caused considerable surprise amongst the passengers by talking in Irish.

Fiachra *Eitcheach*.—Have you any idea as to any forms of inducements which would result in strengthening the battalion from other units?—There are no inducements at the moment. It would be possible to have certain inducements. If they were taught some things that would be useful to them afterwards when they go into civil life. That might induce some. Extra pay, if it were only 3d. per day, would induce others.

Are the members very proud of their knowledge of Irish?—They are, but at first they were not. When first they came to Dublin they had the idea that the less Irish they spoke the better. Now they have a different idea. They speak all Irish.

In the matter of correspondence does the military secretary to the chief of staff deal with the Minister for Defence?—Yes.

Is any inconvenience caused by the fact that the Minister does not know Irish?—There are several on the Minister's staff who know Irish. As a matter of fact, the communications are coming back from the Ministry in Irish now.

Chairman.—I think I understood you to say that as far as the military college was concerned instruction there was given in a cold, technical way calculated to turn out a military machine?—That is

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the school of instruction. The military college has not yet been established.

Are we to understand that the officers of the army as a body regard themselves as a cold, technical, military machine, without any enlivening feeling that they are a national army?—The majority of them are nationally sound. They think nationally, and don't consider themselves purely a machine.

There is no danger that as a military machine the Irish army will be weakened by losing the consciousness that it is the national army of the Irish nation?—There is always that danger.

There is that danger in your opinion?—In my opinion there is that danger; when you get men to concentrate purely on the technical side of their business they tend to become more of a machine than anything else.

An Scabhaic.—The course at the college appears to be so short, and as it is for technical things only, the national spirit has to be provided from some other sources?—There would have to be something even besides the college. You cannot cater for all the officers of the college. It would take a number of years to put all the officers through the military college, especially if it is a long course.

Chairman.—The witness dealing with primary education—one of the chief executive officers of the Ministry for Education—said in the course of his evidence, “The Government looked to the continuation of the historic Irish nation based on the Irish

language.” Do you think that on the defence side there is danger that the army may forget that it is an institution dealing with the historic Irish nation?—There is that danger.

Apart altogether from the fact of the historic Irish nation which the Government are supposed to bear in mind?—There is that danger at all times. I might say that the spirit of nationality is for the moment not being cultivated to any great extent. That will be remedied by the new text-books and manuals which are coming out, and in which the things of the past will be brought in front of the recruit coming in, and he will get some sort of link with the past to bring him along. At the moment there is absolutely none. There is no trying to increase the morale of the men by educating them. They simply carry out the ordinary military exercises. I forgot to mention that the Adjutant-General's scheme for the education of the army included fifty per cent. Irish education for all ranks of the army, also facilities for officers to have their leave extended so as to spend a fortnight in a Gaelic college.

Chairman.—What would be the cost of the educational scheme submitted by the Adjutant-General have amounted to?—Roughly, £5,000.

Chairman.—Thank you, colonel.

The Commission adjourned to 10 a.m., Thursday, 7th May, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ar a deich a chlog, Diardaoin, 7adh Bealtaine, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha, T.D. (Cathaoirleach); Micheál Ó Tighearnaigh, T.D.; Pádraig Baxter, T.D.; Pádraig Ó Hógáin, T.D. (An Clár); Pádraig Ó Siofhradha (An Seabhaic); Pádraig Ó Cadhla; L. C. Moriarty; Risteárd Ó Foghludha (Fiachra Eilgeach).

MR. J. T. DRENNAN, M.A., B.L. (Secretary, Irish Land Commission), called and examined.

Chairman.—We have had the statement of the Commissioners, and we are anxious to have, in the first place, some general information with regard to the working of the Land Commission, and in the second place to see to what extent in the carrying out of the work of the Land Commission it is either realised there is an Irish-speaking population or whether it is not realised up to the present, and what steps can be taken to realise that now, and to see that in the work of the Irish Land Commission everything that is possible will be done to help, in so far as the Land Commission can help, to so arrange things for that population that it will have every promise to keep and develop as an Irish-speaking population. You have given us here some figures with regard to untenanted land in the seven counties that has been acquired or will be acquired under the 1923 Act?—Yes.

Actually 6,000 acres have already been acquired. Has any of that been distributed?—Yes, it has.

Approximately how much?—I should say about half of it.

That is about 3,000 acres?—Yes.

Would that have been distributed to landless men or to persons who were tenants and who had uneconomic holdings?—The policy of the Commissioners is to provide as far as possible for the enlargement of the holdings of the small tenants, and then they take into consideration the applications of landless men, which means the creation of new holdings. In the first instance they enlarge small holdings.

Would any of that, approximately 3,000 acres, be used in the making of new holdings for landless men?—Yes.

You could not say how much?—No, but I could get the information.

Is it the idea to distribute the land as soon as possible after it has been acquired?—The practice in the Land Commission is, if possible, to distribute the land the day they take over possession. Sometimes that is practicable. We make the agreement to buy, but we defer taking over possession until we have completed the scheme, and the taking over possession and giving the land to the new holders are done at the same time.

You are practically prepared to distribute the 14,000 odd acres in respect of which the price has been agreed on, plus the 3,000 odd that remain of the acquired lands, and perhaps some of the 48,000 acres which have been gazetted?—That would apply to the first two columns set out.

You are prepared to distribute these?—We are preparing schemes with a view to distributing these.

Would you summarise the class of persons to whom you are preparing to distribute these lands?—They are described in the new Land Act, and they are first of all the tenants or proprietors of uneconomic holdings; secondly, those who have surrendered their holdings with a view to getting holdings elsewhere. Then there are former tenants who have been evicted by their landlords; herds and labourers who would be disemployed by the purchase of the land; trustees for the purpose of turbary or pasturage, and such other persons to whom, if we have a residue, the Land Commission consider that an advance to purchase might be made.

As far as the seven counties now under consideration are concerned the second class, that is those who have surrendered holdings in order to get larger ones, is a person who surrenders a holding for distribution, say in Donegal, likely to be considered for a new and better holding in the Co. Donegal?—He gets land elsewhere.

Who is the final authority for allotting land to people?—The Commissioners.

Are they bound by any policy of any kind dictated, say, from the Executive Council or the Dáil?—The Act of Parliament vests the discretion and responsibility in them.

If it were necessary, if, as a matter of policy, the Executive Council considered it desirable that this acquired land would not be distributed to unmarried tenants, would it be necessary to pass an Act of Parliament?—I don't think so, because that is a view that would appeal to the Commissioners themselves. We generally have regard to the assistance a man may have to help him to work his holding, and if he is a married man with a family he is what we would call a strong man to work a holding.

If it did not appeal to the Commissioners of the Land Commission would it be necessary to get statutory powers to impose a policy like that on them?—The Commissioners act under the control of the Minister for Lands and Agriculture. He is the Minister who is in charge not only of the Land Commission, but of the other departments that make up the Department of Lands and Agriculture.

Would he, in virtue of the authority that he has at present—the statutory authority—have power to order that none but married persons shall be given this acquired land?—I would not like to answer that question. That is a question of the interpretation of the law. I would say any views or wishes expressed by the Minister would receive most favourable consideration, and always have done, by the Commissioners.

Take that coloured portion of the map there. It indicates the area where the percentage of Irish speakers, amongst the population, according to the census of 1911, runs from over 90 per cent. to 30 per cent. If the Minister orders in respect of any marked-out portion of that map that where there is a particular percentage of the population who are Irish speakers, that none but Irish-speaking families would be put on acquired land, or would have their present holdings increased, from your experience of the working of the Land Commission do you know of any statutory objections to that, or any practical objections to putting such an order into operation?—The first people to get the land are people who are in the district, and if they are Irish-speaking they get the land provided they come within these classes I have mentioned. We are trying to bring the land to the people, and sometimes we utilise that policy of exchange. If a person surrenders a large farm, then we have his land available for distribution to the people who require land to enlarge their holdings.

And he goes further east?—He goes to a place where we are in a position to provide him with land, having provided for the wants and circumstances of the others there.

Under the policy of increasing the national well-being materially, men have been taken from districts and brought east in order to give additional agricultural facilities to the population in the west?—Yes.

Has anything like that been done compulsorily?—I cannot say. We can resume a holding. Perhaps I should mention here, as I indicated in my minute, it is only recently the Land Commission as such have had to deal with extreme congested portions. They were under the Congested Districts Board, and where they thought it desirable they had the power to resume holdings. The Land Commission now has that power.

Would the Land Commission have power to take over a tenant farm of, say, 200 acres in Co. Galway for the purposes of sub-division, and to offer the tenant a farm elsewhere?—Yes.

What would be the least acreage you would acquire

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in that way?—Acreage is sometimes a very bad test of the value of a holding. It depends on the character of the soil. As a rule, they only acquire comparatively large holdings, because if you try to remove the small man you don't get very much land. If we provide a man with land elsewhere we generally take the stronger man, as he is better able to fight the battle.

Will there be much untenanted land available for distribution in the border counties—that is, Sligo, Roscommon, Westmeath, and so on?—Sligo is not a county with very much untenanted land. In Roscommon and Westmeath there are territories of untenanted land, and the Commissioners are in the process of acquiring land there. Of course, the Congested Districts Board acquired a considerable area in Roscommon.

What about East Galway?—Already considerable tracts have been acquired there, but we are acquiring more.

Do you consider there need not necessarily be any serious difficulty in carrying out a policy like that if the Minister adopted a policy like that?—As I have said, our policy has hitherto been to provide people with the enlargements they require. If it is an Irish-speaking district, then Irish-speaking people get the land.

We have to take into consideration that we are faced with the fact that here is a district in which 80 to 90 per cent. of the people are Irish-speaking and the remainder are English-speaking. The influence of English language may be inclined to spread itself further in that district and sap the virility and bring about the decay of the Irish language there, and if the Minister, just as it is necessary to have economic holdings as a scheme of national well-being in a certain area, were to decide as a policy of national well-being that the Irish language were to be protected, and should not be allowed to be further eaten into in certain districts, and it was decided that as far as there was a basis of permanent industry in that district those Irish speakers and Irish speakers alone would be placed in possession of that permanent industry by Government action?—I am sure the Commissioners would carry out any directions they received, and would be desirous of carrying them out. Whether they could carry them out without exception is another matter. We have to have regard to the fact that we are making advances of public money. To enable people to pay the annuities on such advances we must see, in our own interest and in the interest of the State, that these holdings are economic and will be able to pay us.

It is not a question with me as to whether the Commissioners would carry out the policy; as a result of your experience do you see any difficulties in carrying it out?—There might be a number of non-Irish speaking people who might have holdings that were uneconomic, and that the Land Commission, in its own interests and the interest of the State, would consider it necessary to make them economic in order to get annuities out of them.

There would be the possibility even in cases like that to transfer them to another district?—Yes, but the difficulty is to get the smaller men to move.

On what conditions have the Land Commission to satisfy themselves with regard to a tenant to whom they propose to give a holding?—We have to be satisfied he is competent and fit to work a holding, and that he comes within one or other of the classes of persons mentioned in the Act.

With regard to a person who has an uneconomic holding and wants it increased?—We have to satisfy ourselves it is an uneconomic holding, and unless we have reason to believe that he would not work the additional land we give it to him in our own interests.

Deputy Hogan.—I think there is a provision in the Land Act of 1923 that where there is not sufficient land in a district to go round amongst the uneconomic holders and landless men the Land Commission may provide land elsewhere for the surplus. Has that principle been tried so far?—Oh, yes, the Land Commission have taken up lands from tenants, and provided them with lands elsewhere.

They have removed people from one county to another?—They have, but the class of persons they moved were invariably the strong farmers who had

comparatively large holdings near the holdings that required enlargement.

You said small uneconomic holders did not like to leave their friends and relatives. Can you see a position where it would be necessary if there would not be sufficient land in the same county or neighbouring county for a body of tenants in an Irish-speaking district to be transferred to another county?—I could conceive such a position. It would be very desirable, but, as I have said, the difficulty is to get the small men to move.

That is individually. Suppose you transfer them collectively—suppose you take twenty or thirty tenants from an Irish-speaking district, and increase the amount of land there by taking that section away, and transfer them to the Midlands, can you conceive a position of that kind so that they would not be parted from their friends?—I can conceive such a policy, but I can see the difficulties at the same time. You have to consider the people near the lands that would be about to be given away.

Are there no counties east of the Shannon where there would be sufficient lands to distribute amongst these colonies without necessarily antagonising any large percentage of the population in these areas?—It is very hard to answer that question. We have not completed our inquiries with regard to the untenanted land that could be acquired.

What I am getting at is that in order to save the Gaeltacht it might be quite possible to invade the Pale?—I am sure my Commissioners would be prepared to consider the practicability of that.

Deputy Barter.—Your Commissioners have not completed the schedule of all the lands they propose to take over?—No.

As far as your memory serves you, would there be many tracts of two or three or four thousand acres to be taken over in any part of the country, say, Meath or Westmeath?—There are large tracts which the Commissioners are endeavouring and will endeavour to acquire, but is always open to the objection that it is a home farm.

But a home farm would not be three or four thousand acres?—No.

Would there be two or three thousand acres?—Yes.

Would it be possible to get two or three of these big tracts fairly convenient to each other—within five miles?—I am afraid I cannot answer that.

Chairman.—Would they be free of direct claimants for the land?—We generally find there are some former tenants or their representatives who apply for divisions.

Deputy Barter.—They would be perhaps landless men?—Yes.

When dividing a big tract of land in Westmeath or any other midland county amongst landless men, what do you consider as an economic holding for them? Do you regard twenty to twenty-five acres as an economic holding?—In the Midlands you would want to give them about thirty acres.

If you take a tract of 5,000 acres, that would be the very highest, and take the average number of landless men, you would have room for at least 160 or perhaps 200, depending on the quality of the land, you regard certain difficulties as likely to arise if there was an effort made to transfer bodies of tenants from the Gaeltacht to territory like that, and that because of the fact there are other tenants in the same locality or adjacent localities with claims, does the hostility of the natives weigh to a certain extent with your Commissioners?—If there are people who would be entitled and qualified to get land we must consider them.

You consider them merely on their merits as to their right to get land?—Certainly, but we realise that if we bring people there they will be the objects of hostility.

Suppose you bring 200 families, don't you think the hostility of the others would have to be fairly well organised?—I should say they would make a good defence.

Do you think that means a solution for that problem?—It might be possible in certain districts. I am afraid my knowledge of this land is not extensive. I don't belong to the outdoor staff. I can conceive that there would be places where it would be possible to consider transferring a colony such as you suggest.

I think that where you would get a tract of 5,000

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acres there would be other tracts of a fairly considerable size in adjacent areas. Would it be a solution to put those who would be entitled to the land in the county on one estate and to transfer the colony from the Gaeltacht to the biggest estate? Would that be a practical proposition to put up?—In dividing any area of untenanted land they have to have regard to uneconomic holders in the neighbourhood, and they would naturally like to get land near their friends. Our experience has been that it is very much easier to provide for the people in the district than to try and bring any number of people to fresh lands.

You mean the problem is simpler for your Commissioners because there is less trouble. You are able to satisfy the people with less land?—We can enlarge the existing holdings on which they have their houses and make them economic.

At less expense? A man may be satisfied with five acres if it is convenient to his own fields, and if the land were further off it would take ten acres to satisfy him?—The Commissioners, when distributing land, have regard to the area that will be required to make a holding economic, and they make it economic as far as it is practicable for them to do so.

Professor Tierney.—How are your officials organised, is it in counties?—The Land Commission has taken over or has had transferred to it the work of the Congested Districts Board. It worked in districts, and that for the most part has been continued. The Land Commission practice was to send an inspector to each property according as it was necessary to do so, and the Land Commission had no fixed inspectors in any particular districts. The Congested Districts Board bought poor and impoverished estates which required rearrangement, and they had to have an inspector to look after them for some time improving the holdings before they could be vested in the tenants, whereas the Land Commission did not take over estates until they had the arrangements completed for dividing the untenanted land.

The Congested Districts Board had a resident inspector, and the Land Commission propose to copy the Congested Districts Board to a certain extent?—They have retained the system with some modifications.

And will for some time?—Yes.

They will have one official resident in a certain locality who will know all that locality, and that would be chiefly in the Gaeltacht districts?—Yes.

In a county like Galway, would that apply only to the western part of Galway or to the whole county?—We have them set out in districts with a senior officer in charge.

Deputy Hogan.—To resume my attack on the colony system. I don't know whether the questions I am going to ask are very difficult or not. Can you say how the amount of land for distribution in the Gaeltacht compares with the amount of land for distribution in other parts of the country?—I cannot. The Congested Districts Board bought considerable areas over a number of years, and our inquiries under the new Act have not advanced to such an extent that we are in a position to say what untenanted land we may be able to acquire under the Act.

The other question, how the number of applicants for land and for increased holdings in the Gaeltacht compares with the number of claimants in other districts in Ireland, is equally difficult to answer?—I don't think you could fix any proportion.

You think the Land Commissioners would not be unfavourable to such a system as Mr. Baxter and I have endeavoured to put before you as to the transfer of a number of families from Irish-speaking districts to non-Irish-speaking districts if the land were there?—They would be prepared to consider that very favourably. They would have regard to the difficulties, but they would not approach it with any desire to turn it down.

Regarding your inspectors, have the Commissioners, in investigating claims and the possession of estates in the Irish-speaking districts, Irish-speaking inspectors for these areas?—The officer in charge of Connemara is an Irish speaker.

And the other districts?—There are inspectors there who speak Irish.

Your inspectors are quite qualified to interrogate the applicants?—We have a number of inspectors who speak Irish.

An Seabhaic.—Practically all that district we are concerned with at the moment has been transferred to you only recently?—Yes.

And the staff that were concerned in the distribution of land and valuation, and all that, they were transferred to you at that time?—They were. I should, perhaps, explain that the Congested Districts Board's activities as regards rural industries and fisheries have been assigned to the Ministry for Fisheries, but the land branch of the work has been transferred to the Land Commission.

The land officers had nothing to do with the other industries you have mentioned?—The staff that came to us were entirely on the land.

Mr. Moriarty.—The inspectors were utilised in various ways. They were qualified engineers, and did a lot of engineering work. Some of the engineers were instructors in the building of houses.

An Seabhaic.—What class of officers have you in Galway and Kerry and other places?—We have men who survey the land, then we have inspectors whose duty it is to estimate the price, and when the land is purchased, to divide the lands and apportion the price.

Have you any staff of engineers or anything that might be considered as an engineering section? The Congested Districts Board used to have, and they did a lot of drainage, etc.?—We call them surveyors. They are men who have the engineering qualifications.

And do they employ men in the capacity of overseers?—We have gangers.

These are mostly local men?—Yes.

In regard to the ability of these men as Irish speakers, have you an official record or list in the office which can tell you who are Irish speakers?—No.

Had any record been taken or kept it would, of course, have come from the Congested Districts Board; as far as you are aware, there is no such?—I am not aware of it.

In interchanging officers from one district to another is any consideration given to the question of their knowledge of Irish—that is, those officers concerned with the measurement and striping of land?—When those men go down to a district they are furnished with maps. The landlords furnish the Land Commission with these maps, and these officers walk the boundaries to see whether they are properly marked.

In striping land and walking land and delineating boundaries, don't these inspectors come into personal touch with every tenant in the district?—In a great number of cases the prices and annuities under the new Act are automatically fixed, and if the holders are subject to judicial rents the prices are automatically fixed, and the Land Commission have to satisfy themselves not as to price but as to the boundaries of the holdings, so that when the holdings are being vested in the tenants they will be properly described in the maps.

In doing that under the Congested Districts Board scheme there was a considerable interchange of lands and fields and byways which brought your inspector into intimate personal touch with practically every man who held land in these districts?—It certainly brought him into touch with a great number. There were certain holdings that went through automatically. The principle of the new Act is that it should be a kind of automatic transfer, save as to those cases which the Land Commission will have to rearrange or improve, and in these cases the inspectors would be brought into close touch with the occupiers.

What we wanted to get was an idea of the ability of the staff to conduct their work in Irish and not to be, as some of them have been, active anglicising agents in these districts, which are purely Irish-speaking. They have been so under the old arrangements under the old Congested Districts Board in some places I have personal knowledge of. Has any new policy been initiated in regard to dealing with the people in these places?—No. The Land Commission, so far as the districts which were being worked by the Congested Districts Board are concerned, are following on the same procedure as under the Congested Districts Board to a certain

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extent. In a great number of cases the work is rapidly drawing to a close. The Board had a number of these estates in hand for a considerable time. It is only now we are getting to appreciate the amount of work that has still to be done in these districts.

These inspectors have defined districts in these counties?—The men who are stationed locally have defined districts.

Have you any way of finding out which men in each station are capable of conducting their business in Irish?—I don't know at the present moment who are the people who do that. To my own knowledge Mr. Gallagher, in Connemara, is an Irish speaker.

Is he still there?—He is.

Has there been any change in these officials lately?—There have been certain changes. We have changed men from one district to another.

In cases of changing has it entered into your consideration to send down an Irish-speaking official if one was removed out of an Irish-speaking district?—If we were sending a man to an Irish-speaking district we would send down an inspector who we were aware had a knowledge of Irish. In some cases we have removed men from districts which were partly Irish-speaking because the work has been drawing to a close. If there were any further work to be done there we would probably send that man back again.

Has that occurred recently?—There have been a number of changes in the staff.

From the central office here in Dublin quite a lot of correspondence occurs with tenants in these particular areas?—Yes.

Are you aware that any effort at all was made to have any of that Gaelicised or any policy to virtually Gaelicise things like rent demands or notices?—No.

None of that is done?—No.

All the correspondence goes in English all the time?—Yes, we receive it in English.

R. O Foghludha.—If you received any letters in Irish how is the reply sent?—I think we reply in English. We have not had many. We have no settled practice.

Have you got a man on the staff to deal with correspondence directly in Irish?—Yes.

An Seabhac.—There is no conscious policy in the Land Commission in regard to the maintenance of Irish in these districts, not to speak at all of its extension?—No.

You are concerned purely and solely with the land and you don't allow any other consideration into it?—Our primary duty is to vest the land in the tenants as soon as possible, and we concentrate ourselves on that.

Let us take any Irish-speaking place or one of these three-quarter Irish-speaking places where every grown person would know it, would it be possible for your present staff to arrange that all the work in connection with the land be done through Irish?—I would like to consider that. There are a lot of matters involved. Vesting the lands in the tenants is a very technical thing.

Chairman.—Is the want of English on the part of a prospective tenant a disqualification to carrying out that process?—No, his main qualification is that he has a holding so miserable that it should be made economic.

An Seabhac.—If a man in Dunquin, west of Dingle, is named Tadhg Breathnach, and that he was an individual that knew no English and his father before him knew no English, and that man becomes a tenant of yours and comes on your books, what name does he get?—The name with which he signs his purchase agreement.

But suppose he cannot sign his name. By a most extraordinary freak names have got into the books in forms in which the individuals never heard themselves?—I don't know whether there are cases which occurred under the Congested Districts Board. We have taken over their books. There has been an instruction to take the names they find in common use.

If a man is called Tomas O Murchadha he does not become Thomas Murphy.—We have only taken over the books of the Congested Districts Board, and we assume the names are correct.

You are not aware of any names in the Irish form?—There are very few.

We don't wish you to take the view that yours is a department that is worse than many others.

Chairman.—Our business is to bring out the facts in each department whether it is good or bad.

An Seabhac.—What we want to find out is whether the old system that held in the last sixty or eighty years still continues, and apparently it does. Then you have not in the matter of sending round demands or notices or warnings used Irish either?—No.

What is your standard in regard to considering a farm as being economic in regard to its size or resources in these outlying districts?—There never has been any definition of what an economic holding is. One has to have regard to the quality of the land and how much will be able to support a family in reasonable comfort.

You know that in some districts the number of cows is the standard?—Yes.

You would not consider that a holding capable of supporting two or three cows would be economic, but you would consider that one capable of supporting eight or ten would be economic?—That is a matter we leave to the expert Agricultural Staff to deal with. I, as a headquarter's man, could not deal with it.

The new tenant cannot let or lease or sell over a certain period under the new Act?—Where new farms are provided, we have to be satisfied that they won't be sold or assigned.

Is there any limit to the amount of land a man may buy in these congested districts and hold himself?—I am afraid I cannot answer that at the moment. There are limitations to the amount of advances that can be made to tenants.

Is it possible for a man to buy six or seven farms and hold them all and live only on one?—I think there is some provision in the Act of 1909.—I am sorry I have not got it here.

Is there not some condition with regard to residence on a farm?—The man need not necessarily reside on a farm.

May a man who is given to the grazing system, who has ranches down here and lives in Castlebar or in Cahirciveen, is he allowed to buy a large farm locally and not reside on it in the middle of a congested district? What is to prevent going back to the ranch system in congested districts again?—The Land Commission have power to resume certain holdings if they think it necessary.

Had that reference to land under the Congested Districts Board system?—It refers to any land coming under the new Act.

And it does not refer to the old classes?—No. There is provision which enables the Land Commission to acquire a vested holding under the new Act, but you have to provide him with an alternative holding of equal value.

Is the desirability of that plain to the Land Commission of getting these places?—There are a good number of cases where certain rich men have been able to buy out big stretches of land in the congested districts, and who are the legal tenants of them?—The Land Commission have taken up land from a number of these people and have provided them with land elsewhere. That is a matter of negotiation.

What is the limitation as to demesne lands under the new Act?—There is no limitation as to demesne land.

May they be as big as they were?—A demesne is a demesne. It is a question as to the extent of the demesne.

Is it left to the Land Commission to decide in a case where, say, 2,000 acres have been surrendered, whether they will cut down that part belonging to a big house to 100 acres, and tenant the remainder?—That is what we generally do. They leave as much as they consider the amenities of the tenant of the house would require. There are a lot of other things such as water.

In setting up new tenants on land acquired in that fashion, what assistance does the Land Commission give them in regard to building and stock?—In the case of new tenants, if the land has not a house on it they erect a house provided, of course, the man has not got a house. If necessary they provide him with stock.

That capital expense is added to the loan spread over sixty-eight years?—A portion of it.

You don't put the whole of it on him?—We only put an annuity on him that we think the land is capable of bearing.

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And the Land Commission bears the rest of the expense?—Yes.

P. O. Cadhla.—With regard to the headquarters staff, are you aware that any discouragement has been given to the use of Irish?—None.

In the matter of signing names or anything of that kind?—None.

R. O. Foghludha.—Since the finances of the Congested Districts' Board have been transferred to the Land Commission, has there been any acceleration of the work generally?—There has been an acceleration of the re-sale of the lands.

So much so that in some districts the work is drawing to a close?—The lands are being rapidly vested.

At the present rate how long will it take to finish the job of vesting the Congested District Board's lands?—I should hope we should do it in the next two or three years.

You have offices in these local areas. Where are they?—In Castlebar, Westport, Galway and Tralee.

Is there any in Cork?—I don't think we have a local office in Cork.

Anywhere else?—Yes, in Donegal town.

An Seabhac.—You have offices in smaller places?—There were smaller offices, but we have taken up the documents and records to headquarters.

Have you offices in Dingle and Castlebar?—I cannot say as to Dingle, but we have an office in Castlebar. We have closed a number of small offices. The Land Commission always kept its records at the head office. The Congested Districts Board, mainly due to the class of districts they had to deal with, dealt with them locally, and where the work is closing up we take up the estate maps and records to headquarters.

Is the staff being reduced in these places?—No, the officers go down to deal with certain districts. There has, as a matter of fact, been an increase in the staff.

What would the staff be in a place like Tralee?—It varies from week to week.

Generally speaking, then?—I cannot really answer that question. I know our superintendent surveyor was down there on a visit on Saturday, and he told me he met Mr. McLean and one or two surveyors, and that he had seen two or three of the new men. I don't think we have any definite number there. It depends on the necessities of the work.

R. O. Foghludha.—Does Mr. McLean know Irish?—I don't know.

Isn't he a Scotchman?—I could not say. I think he comes from Mayo.

Isn't it a fact that the majority of these men there don't know a single word of Irish, and yet they are sent to Irish-speaking districts?—I am not aware of that.

Mr. Moriarty.—What amount is provided for improvement works in the congested districts?—There is £200,000 provided in the Land Commission estimate this year for improvement works and other matters.

Is that to be assigned to the districts and lands in the congested districts?—No, it is for the entire area of the Saorstát.

It is given out according to the requirements of the various inspectors as they send up reports?—Yes.

Chairman.—Does that include the provision of stock?—Yes.

Mr. Moriarty.—You cannot say the amount allotted for the improvement of holdings included in that £200,000?—I cannot. It includes not only the amount of money spent on drainage and buildings and the purchase of stock, but it includes certain interest that we have to pay to the Board of Works for moneys borrowed by the Congested Districts Board. You will remember that, Mr. Moriarty.

It is allotted by the inspectors themselves?—That is slightly varied now. What happens is that the inspector recommends that a certain sum of money is to be spent on an estate. He is asked to furnish particulars in detail, and the Commissioners consider how much will be given to build houses and how much for drainage and roads.

Is it possible without elaborate detail to say how much would be spent on the poorer estates of the western districts this year?—It would not. It is a very detailed question.

How far is the policy of the Congested Districts Board relating to the improvement of estates followed by

the Land Commission?—Their system was slightly different.

Does not the Land Commission in some cases vote a sum of money for improvement works on an estate allotted amongst the tenants, allow the tenants to draw the money, and in some cases they don't improve the land?—I don't think that is quite right. The Estates Commissioners worked side by side with the Congested Districts Board. They are dissolved now and the Land Commission in the improvement of an estate allot a certain amount of money for improvements which are carried out under the supervision of one of its officers. The fences are made by the tenants who get the lands. I am not aware of any case where money was given and the improvements not carried out.

The money is not paid until you have a certificate from the inspector that the improvements were carried out?—Not until then.

The Land Acts of 1903 and 1909 contemplated a shortage in regard to a certain amount of land on the re-sale to tenants in the congested districts?—Yes.

There is a limit to the loss to be incurred. Are you supposed to get £1 for £1?—We don't get £1 for £1.

For instance, that £200,000 voted at present never comes back again?—A considerable portion of it is not recovered.

That would be the measure of the contribution of the State towards the expenses of re-settling the congested areas of the west?—Some of it is repayable.

Has the Land Commission ever admitted any scheme of land reclamation or a policy regarding the reclamation of bogs?—The Commissioners were considering the practicability of carrying out some scheme of reclamation. It has not reached the stage that we can put it into operation.

There is nothing in the £200,000 for reclamation?—No.

Is it your opinion in general, having regard to your experience of the work of the Congested Districts Board, since the Act of 1923 transferred that a large Government department such as you are dealing with could give the necessary amount of attention and special consideration to the problems arising in the very poorest congested districts—take for instance the poorest districts in Galway, the Oughterard and Clifden Unions—is the Land Commission sufficiently equipped with machinery to give these districts the very special attention they need for improvement from the point of view of the land settlement?—I hope so.

You have in your organisation more or less incorporated a department for the congested districts in the sense that you have special officials and a special line of treatment for these districts?—When the Congested Districts Board was dissolved and the staff came to us, the congested districts work was made work in conjunction with what we call the Estates Branch of the Land Commission. We have, however, recently reorganised that, and there will be a special sub-branch for dealing with the work of the Congested Districts Board.

What you are setting up is a miniature Congested Districts Board without touching anything else?—Yes.

Do you think it is due to the backwardness of the people, and the want of push that you have got to deal out special treatment?—I think it was done more for carrying on the work—a considerable amount of good work was done by the Congested Districts Board—and we want to complete it.

Taking the Congested Districts Board as a whole, I notice from their reports of 1920-21 and 1921-22 that £200,000 was spent on improvement works and that a good deal of that was never recovered. In the dispensation of that £200,000 that is going to be spent this year, not only for improvement but for other purposes, do you think, therefore, that the Congested Districts' Estates will be disimproved by the abolition of the Congested Districts Board and the setting up of the Act of 1923?—I don't think so. We have just carried out a considerable amount of relief works, and large sums have been spent on improvements out of a special vote for relief works. A considerable amount of improvements have been carried out in these districts.

Having regard to the special economic circumstances existing last year, that expenditure won't be normal expenditure when the conditions improve?—The estates have had the advantage of the improvement works and

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a lot of works the Board would have carried out we have been enabled to carry out in addition to the ordinary work, and to that extent the districts benefited.

Chairman. With regard to the division of the land available in the congested districts into economic holdings, what percentage of that problem had the Congested Districts Board dealt with before the problem was transferred to the Land Commission?

Mr. Moriarty.—I should say they had not dealt with half of it as regards re-settlement of holdings. They had acquired over 75 per cent. of the land to be acquired, but they had not disposed of it. They had not disposed of anything like half of it at the time they were put out of existence. They had a lot of land on hands, including some very troublesome estates.

An Seabhac.—If certain stretches of land became available in the Irish-speaking districts, would the Land Commission be prepared in making new tenants or transferring tenants from the more congested parts near by to consider moving families from the point of view of their being good Irish speakers if that was requested of them?—I think they would.

Would the Land Commission require instructions from the Minister before taking that question of Irish into consideration at all?—I would prefer not to answer that. I really don't know.

There is so much to do by the Land Commission with the Gaeltacht that one could never get finished. They hold the economic life of everyone there in their hands. I think we can only get the thing fairly generally covered.

Chairman.—There is one rather general point: perhaps you could help us. Mr. Drennan. We have to consider the existence of the Irish-speaking population, and in looking into the matter it may strike us to find out, as far as possible, the extent to which that population is provided with a permanent basis of livelihood. It is quite possible to conceive that a good education may be regarded as a permanent basis of livelihood for a person, and we have found out from some of the evidence that has been given to us up to the present that the Irish-speaking population get very little advantage from the State funds provided for secondary and technical education whether as regards agriculture or a university education. The conclusion we would have to come to, if we were coming to a conclusion, as far as a good education could be regarded as a permanent basis of livelihood is that a very grave injustice was done to the Irish-speaking population. The land could be regarded as another thing that would be a permanent basis of livelihood for a person. When you come to consider a county like Donegal and compare it with Sligo you find that Sligo has an area of one-third of Donegal. It has a valuation of presumably two-thirds that of Donegal, a population of presumably one-half, and the number of houses is one-half that of the number in Donegal. Take any particular county and you have a particular area supporting a particular population. In the workings of the Land Commission, have any calculations been made as to the valuation of the land of Donegal from the point of view of it being a permanent basis of industry for a certain number of people?—Are you able to say that the land in Donegal could support twice the number of people there at present?—No, I am afraid not. It is extraordinary what the people can produce out of the land in Donegal. They are a very hard-working race.

Would it be any portion of the business of the Land Commission to realise the implication of the fact that the county Meath on its land was supporting one-tenth of the population that the same area in Donegal was supporting?—I think, to some extent, yes. As lands are being acquired in Meath and Westmeath, portion of it is being utilised to provide holdings for migrants so as to make available lands in districts where they are not otherwise available.

Has the number of people that Meath has capacity for supporting been computed?—I think we would want to know how much land it was possible to acquire.

If you thought it was desirable to make that coloured area there (referring to map) a purely Irish-speaking area you would not be in a position to say what percentage of power for livelihood on the land was in that coloured area compared with the rest of the country?—No, I don't think the Land Commission could. It might be the function of the Department of Agriculture.

I don't think it would be within the function of the Land Commission.

If the Minister for Agriculture desired to work out that question, would he have any proper machinery for doing it, considering the experience of the different branches of his department, other than the Land Commission?—I cannot say. I think the Department of Agriculture is more concerned with the productivity of the soil. We are mainly concerned with the purchase and transfer of the land.

Are you practically in a position to say that the information would not be available at present?—No.

But it might be very difficult to obtain it?—It would.

At Seabhac.—When you took over the Congested Districts Board authority over that area you took over at the same time, from the point of view of the problems in that area, all the tradition and policy that had been in vogue and working?—Yes, to a very great extent. We hope that with powers extending outside the nine counties we may be able to relieve some of the congestion.

With the transfer to you, as the common land authority over the whole of the Saorstát, does it not open ways for the relief of congestion which were outside the scope of the Congested Districts Board?—To that extent we have the advantage compared with the Board.

Would the Land Commission think it desirable for the relief of congestion to move people to the mid-lands if they were satisfied to go?—In a number of cases it will be the only way to relieve congestion.

As the matter is at present you have no power to move people compulsorily?—We have no power to compel people to take lands elsewhere.

You have for taking back the holdings they have got?—Yes, subject to certain limitations.

Does that apply to the land taken over by the Congested District Board during the last twenty years?—The greater proportion of the lands taken over by the Congested Districts Board have been vested in the purchasers who have signed purchase agreements.

You cannot interfere with that?—No, but under the Act of 1923 there is power to acquire, compulsorily, lands which have been vested, but we have to provide them with an equivalent holding elsewhere.

Those lands which have come to the Land Commission under the 1923 Act, it applies to all of them?—Yes.

You mentioned a while ago that letters coming in Irish to your offices would possibly be answered in English?—I think so.

Has any effort been made at all in re-organising the staff to get enough staff to provide the ability to do otherwise?—The staff we are working with is the staff we had ourselves and that we took over from the Congested Districts Board. There have been a certain number of temporary hands, mainly men of the national army who have been taken on in connection with the heavy collection of work.

Do you still retain the Congested Districts Board staff, as it was, complete or is it simply your own staff, of the Estates Commissioners and that of the Congested Districts Board all mixed up?—In certain branches, take the accounts branch, for instance, they work as a whole. In the work of collection we must keep them, to a great extent, separate in dealing with separate districts and in dealing with different classes. The Board kept on tenants as tenants, and there is a collection in the nature of rent.

Is there any suggestion to the staff that they should qualify themselves in Irish?—The staff have formed classes, and we provide them with accommodation, heating and light.

Outside that there is no other encouragement, no other driving force?—No.

How are additions made to the staff?—Any additions to the staff are supplied by the Civil Service Commissioners.

Deputy Hogan.—You just said that demesne lands would not be divided. We are restricted in our powers of compulsory acquirement as regards demesne lands for purposes of division.

It does happen that demesne lands change hands. A man either sells his demesne or breaks it up into different holdings; what is the position of that demesne land?—It would be very hard to maintain

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that it was demesne land in that case, and it comes under the category of untenanted land which the Commissioners could acquire.

If it were bought by one purchaser it would still be demesne land?—That is a question he would have to fight out before the Commissioners in Court.

The Commission has not given any decision as to what its exact policy would be for distribution?—The Commissioners have instituted proceedings for the purchase of certain lands such as you describe. It would not be a case where the Commissioners would have to make the case but the owner would have to do so.

An Seabhad.—Would it be possible for a man who owned a big house and 2,000 acres to sell all that to a purchaser?—It would. But the fact that he does that does not deprive us of our right to take over the lands. If it is sold we follow up the purchaser.

Deputy Hogan.—Then the landlord gets cash and the purchaser gets land bonds?—Yes, the fact that a man sells land does not deprive us of the right to acquire it if we want it.

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Chairman.—Principally on the language side, I wonder could you give us some general information with regard to the officials who are attached to the Irish-speaking districts, and what their functions are to the extent to which instructions are given in official matters, and the extent to which advice of a technical nature is given for the benefit of the people engaged in the fishery business, and the extent to which Irish comes into these matters?—Referring to the officials, we have five superintendents and eleven local fishery officers. That is where we get contact with the public through the medium of these officials. The five fishery superintendents administer over a large area. We have a superintendent who covers Donegal and portion of Sligo, I should say, up to the mouth of Sligo Harbour. We have an inspector who does the remaining portion of Sligo westward and the coast of Mayo. We have another who covers the district from the Killeries down to the mouth of the Shannon. Another is responsible for the coast of Kerry and Cork from the opening of the Shannon up to Youghal. And the other man takes it from Youghal to the termination of our line at Louth. As regards superintendents, their function is to carry out schemes of improvements, so far as the Department gives instructions for the development of fisheries. They come into contact with the fishing public and the fishermen, and they report on the condition of the industry and various matters of interest with regard to sea fisheries. They in turn rely upon the local officers for more local incidents; these are appointed in various districts according to the importance of the fishing industry in these districts. In Donegal we have three local officers at Downings, Kincashla and Killybegs. They are not supposed to travel, that is why they are located to a certain limited range, to certain fishing ports, and they let us know what is going on. In Sligo and Mayo there are no local officers. In Galway and Clare there are four at Roundstone, Lettermore, Arran Islands and Claggan. In Cork and Kerry there are four at Dingle, Killorglin, Baltimore, and Kinsale. In Waterford and the eastern districts there is only one local officer at Arklow. As regards the qualifications of these men to carry on their business through the medium of Irish, the superintendent in Donegal is an Irish speaker. He got very high marks at the Civil Service examination, which was a conversational test. The superintendent for Sligo and Mayo, I am very doubtful if he knows any Irish. I rather think he does not. He is a man we took over from the Congested Districts Board. He is a native of Galway, but I am afraid he does not know Irish. The Galway and Clare superintendent is a fluent native speaker. For the two districts where you have the most intensive Irish speaking we have two fluent Irish speakers. The superintendent for Kerry and Cork, who is a native of Clare, understands Irish, and is able to conduct a limited conversation. I doubt if he would be capable of making himself clear on technical matters. In Waterford, which has only a slight contact with the Gaeltacht, the superintendent has only a slight knowledge of Irish. Coming

down to the local officers, who come more into contact with the people, I may say most of these are appointed from the locality, and consequently they are Irish speakers where Irish is universally spoken. In Downings and Kincashla the officers are Irish speakers. The man at Killybegs understands Irish, and can conduct a simple conversation. The Claggan, Lettermore and Arran men are all Irish speakers. The Roundstone man does not speak Irish. As to the Dingle man, we did not advert to the fact that he was an Irish speaker as he is a native, and I presume an Irish speaker. The Killorglin man is an Irish speaker. The Baltimore man has a slight knowledge of Irish, and the Kinsale man has no knowledge of Irish. That is our outdoor staff. As regards our indoor staff, we have two correspondence clerks who are capable of conducting correspondence in Irish, and the rule of our Department is that when a letter comes in in Irish it is replied to in Irish. With regard to public notices circulated to fishing stations we always circulate these notices in Irish and in English in the Gaeltacht. On the east coast they are circulated in English only. As regards our public notices, unless these were circulated specially in the Irish-speaking districts, we don't publish them bi-lingually. We do follow the rule in sending notices to the Gaeltacht and in publishing notices in the local press there to publish them in Irish. As regards our industrial staff, we run the several industries handed over from the Congested Districts Board. There are nine centres of industry in County Donegal, all in the Gaeltacht area; there is one in Sligo, and there are twelve in Mayo, all in Irish-speaking districts. There are twelve in Galway, all practically confined to the Gaeltacht, and there are two in Cork and one in Kerry. That makes a total of thirty-seven centres of these rural industries for the employment of female labour. These industries are under the control of our own management staff. Our teachers—they are really manageresses—market the products. We supply them with the raw material. We also give assistance at nine centres not under our commercial control. They are generally run by convents and other institutions in the Gaeltacht districts.

As regards Irish speaking among the industrial staff I have not got reliable information as to their ability, but practically all ladies running these industries are recruited from Irish-speaking districts, and if they don't use Irish in their ordinary business it is not because they don't understand it.

Chairman.—Where have they been trained?—They have been all trained in our industries. They graduated as pupils in our schools, and we pick out a bright, intelligent, and smart business-like girl, and put her in as an assistant in another district. If she makes good we appoint her to one of these posts. We find it is best to get the girls who are accustomed to living in these remote districts. On the assumption that every girl belong to an Irish-speaking district, our girls are all Irish-speaking. But in practically no instance is the work of the class conducted in Irish. In strong Irish-speaking districts it is all practically done in English.

There is one other activity, an inheritance from the Congested Districts Board also. The Congested Districts Board felt that when improving an estate in a very poor district such as Connemara, Achill, or North Mayo, it was not enough to build a house. They had to go into their homes and show the people how to use the things that were given to them. The Board decided that they would appoint ladies to go into the home and show the woman of the house how to utilise the various things she had not been accustomed to under the old arrangement. All that work had to be done in Irish. The Board felt it would be useless to send persons into the homes of these people unless they could speak Irish and get into the atmosphere of the place. There are three ladies engaged on this work, one in Connemara around Carraroe, another in Achill, and the third in North-west Mayo. They carry on their work entirely in Irish in the Irish-speaking districts. That gives an outline of the activities of the Department as it affects the Gaeltacht.

Chairman.—Is any technical instruction given bearing on the fishing industry?—Practically none at the present time as such. The Congested Districts Board did take over Scotch and Arklow instructors

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to show the fishermen how to handle the large lugger, but the necessity for that does not arise now. With regard to the men in the western districts, some of them have more up-to-date boats than the men on the east coast, and they are well equipped as regards actual fishing operations. We do give instruction in the manipulation and driving of motor boats. That instruction is not given in Irish. The engineer is an Englishman who settled in Ireland, and he is not capable of speaking Irish. At Donegal instruction is given in the building and repairing of boats, but the instructor is not an Irish speaker. In Galway we do the same, but the foreman is not an Irish speaker.

These are the only centres at which we give instruction directly ourselves.

Are these the only aspects of the fishing industry in respect of which technical instruction of any kind is issued to the people engaged in the industry?—At present yes. I may say we do occasionally give instruction in remote districts in the art of fish-curing, but we have no settled programme. We don't want to send an instructor to teach the people how to cure fish, because you can always get an expert staff of curers when the fish strike. When you come to deal with Clare Island and other such places you never know where herrings may strike. When they do, an instructor is sent to a local man who is willing to buy salt and barrels and employ men to cure. In these cases we send an instructor to teach the local boys how to cure the herrings and to ensure that the catch of herrings in that spot will not be lost. That is the only other instruction we do give, and it is not given in a systematic way.

Is any technical instruction given with the view to showing the habits of the fish off the coast?—It is a matter which we are discussing with the Education Department as to the introduction into the text-book readers in the schools some such matter to draw the minds of the children resident on the sea-board to the importance of fishing, and, therefore, to direct their minds to the life, habits and history of fish in general. We have got no further than the stage of considering that scheme.

No technical literature is issued on the matter at all?—We don't issue technical literature. We issue scientific research reports and the results of observations at sea. They are published in the Department of Agriculture journals, and they appeal to the literate rather than to the fishermen.

What proposals in the matter of technical instruction with regard to fishing are under formulation to any extent at all?—We have no definite broad scheme for technical instruction. It is very hard to draw the line between instruction and development when dealing with a practical art like fishing. We proposed to do one or two things which may be regarded as instruction. One is purely instruction. We are endeavouring to get sanction for it, and that is instruction in navigation to fishermen. We sometimes ask fishermen why, for instance, they don't travel from Dingle to Howth, and they tell us, "We don't like to face that long journey. We don't know the coast well enough." We feel that if these fishermen were taught how to handle the chart and read the pilot guide, and take bearings for their position, that that would induce them to go around the coast and take advantage of the presence of shoals in remote districts, and keep fishing for a longer period. Take the case of districts like Clare, where they have not been accustomed to motor boats, and where they only have the curragh. We have sent a motor boat down, but it would not be fair to ask any man to incur the risk of purchasing it. We have chartered it to some of the fishermen at a weekly rate, and we have our own inspector on the spot to instruct these men as to what they should do. We appoint the skipper, who is a trained fisherman. He takes all the earnings, makes the distribution, and pays the crew. We also have a motor driver on board. That is only instructing these people to fish in a more improved style. It is really giving technical instruction in the art of fishing.

As far as the fishing industry generally is concerned, like the agricultural industry, it may be regarded as a permanent basis of livelihood for a certain portion of the population?—It is part of the basis. From Cobh to Merville is, for the greater part,

very thickly inhabited along the coast by people on poor land. They are not fishermen, but fishermen-farmers. They could not live on their holdings if they had not the advantages to be derived from the sea. In that sense the fishing industry is one of the bases of livelihood on the west coast of Ireland. It is the basis of industry at Howth and Arklow and on the east coast.

Is there any doubt but that the fishing industry off our coast could be regarded as providing the permanent basis of livelihood for a certain definite section of our people?—There should be no doubt about it at all.

Has it been estimated what percentage of the population lives on the fishing industry at present?—It is very hard to say. If you mean total dependence on fishing you don't find it in any part outside of four places. In Arklow there is a total population depending on fishing of about 250. In Howth perhaps 100. In Dingle you have pretty close on another 100, and in the Claddagh you have at least 200, so that you have in the present embryonic stage of the industry about 750 to 1,000 people entirely dependent on the fishing industry. On the other hand, something like 25,000 are engaged in partial fishing. That is a very rough figure. You cannot be dogmatical. The wide range of difference you have between people totally depending and partially depending on the industry is due to the fact that it is followed on a wide portion of the coast by people who have other vocations to follow when there is no fishing.

Is it the official Departmental view that that state of affairs will continue?—It is hoped it won't continue, and it is the aim of the Department to try and prevent it from continuing. That the existing industrial possibilities of fishing on our coast are exploited to such a small extent by our people is regretted by the Department as a lamentable thing. Undoubtedly the fishing industry on our coast is open to difficulties that have to be encountered. On the west coast, where the bulk of the fishing is done, you have very bad seas. You are exposed to the Atlantic. You have no breakwater to stop the force of waves that originate on the coast of the United States and hurl themselves on our coast here. Naturally you must have big boats to withstand that. If you want to keep the men constantly at sea you must have bigger boats, and to get them you must have money. At present there is no attempt being made to capitalise the industry except through the medium of the State. The Congested Districts Board and the Department of Agriculture have made advances from time to time for supplying big boats of between £3,000 and £4,000. But you get some idea of the possibilities when you consider countries like Scotland and England, where enormous capital sums are invested in the fishing industry—practically £100,000,000—in steam trawlers and drifters. The failure to capitalise our industry is largely responsible for the condition in which we find it to-day. The men going out in small luggers cannot withstand the waves, and it necessarily follows that landings of fish will be spasmodic. If you have only a spasmodic supply, where the demand is constant, your demand falls off, and people will go to other markets. That is the brief reason why we find the extraordinary fact of towns in Ireland importing fish from England. Limerick gets four or five tons of fish a week from Grimsby and Hull. Yet there is plenty of fish at its door that could supply its wants. Those are the difficulties that are inseparable from marketing a commodity like fish. Fish includes a big variety from choice sole down to rough pollock, and when you are talking of fish you are talking of a very complex commodity. You are talking of a thing, the supply of which cannot be regulated. The problem of Irish fisheries, so far as our Department visualises it, cannot be solved satisfactorily until there is some attempt made by Irish citizens to put capital into the business and to direct their attention towards the importance of exploiting the sea, and to realise that money can be made out of it. It is a speculative business, but they are making it pay in England and Scotland.

Chairman.—Is the tendency at present for the number of people permanently engaged in the business to diminish or increase?—To diminish, owing to the economic conditions.

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To what extent are the people engaged in the industry in the Irish-speaking districts?—Do you mean totally engaged?

Totally or partially?—They are all Irish speakers, and when they are on board their boats they talk nothing else. There are very few exceptions. A man may go into a district and marry and settle down, and may take up the fishing business. With exceptions like that, they are all Irish speakers.

Deputy Hogan.—It has been stated that the want of finance does hamper you seriously in the development of fisheries?—That was stated by the Minister the other day. We feel that the fishing industry in general, and more especially in the Gaeltacht areas, has not had that special attention that it ought to have. The returns of money expended show conclusively that the expenditure on fisheries by the Congested Districts Board in 1920-21 and 1921-22 and by the Ministry of Fisheries in 1923-24 and 1924-25 does not compare at all favourably. But fishery experts say that the good you do is not always computed by the amount of money spent.

Anyway, the fishing industry has not developed in 1923-24 more than in the previous years?—In 1923 we touched absolutely rock bottom. The fishing industry could not be any worse. In 1924 there was an up-lift. This year there is a greater up-lift. I think we have rounded the worst turn, and while the industry is not developed as it should be, still we are improving. The curve is now slowly rising.

There are a number of people in Clare who would continue as fishermen, and whose entire occupation is mainly fishing, but who are not able to continue, and have to remain unemployed or take up any casual employment there is?—As regards Clare, I know that in Quilty there are a considerable number of men who have very little land, and practically have no means of subsistence except the sea. The difficulties of catering for those people are great, because there you have a coastline on which it is almost impossible to create the shelter they require for their boats. That is the difficulty we are up against in Clare. As regards the population, at Quilty specially, you have hard-working people who go out in their inadequate boats at great risk to do their fishing. I have in mind several other villages from Loop Head to Carrigaholt. At Liscannor the Congested Districts Board put in a large boat to try it. It was a lugger about 30 feet long, but it was wrecked in the harbour. The Congested Districts Board also put up a breakwater between Quilty and Carrigaholt. It consisted of ferro-concrete blocks cemented into the natural rock with bars. A storm arose just as the work was about completed, and its intensity was so great that it tore the solid rock, blocks of concrete and all, and smashed them. The labour of three months was wrecked in one night. It shows the difficulty of trying to set up any shelter for these people who follow fish, and they cannot follow fish without shelter.

That was in the Shannon neighbourhood, was it?—No, in Quilty. She was sent there for the autumn mackerel fishing. The skipper was given full instructions, and they carried on very well for a time. They were continually warned not to anchor their nets; not that I blame them, they have got to do it. But here was a boat that could outride the waves, and they need not have anchored their nets. They anchored the nets, and when they went out next day they were gone. It is very hard to get them into modern methods of fishing on these coasts, specially where you are faced with all the natural disadvantages you have on the Clare coast.

The day of the curragh fishing is gone?—It is all right for the small farmer who wants to get good, healthy food for his family. But as regards the fishing industry you never could develop it with currachs and yawls. It is a question of demand and supply, and you must have constant supply to meet the demand. You cannot have a constant supply unless you have boats capable of withstanding the weather.

Clare is out of the rural industries?—We had an industry in Kilkee, but for want of support we had to take the manageress away. We sent her to Galway. We don't intend to leave Kilkee without an industry. We believe the girls there will realise

they have lost something, and when we send her back they will be able to appreciate her more.

In Seabhaic.—Is it a fact that the greater proportion of the fishing industry is concerned with mackerel and herring?—The volume of fish of these two varieties is greater than other varieties of what we call commercial fish.

It is in connection with mackerel and herring that the practical fishermen are concerned?—Yes.

The regular fishermen have more to do with trawling, but should there be a mackerel or herring season they can have these fish?—Yes.

Has there been an increase in the number of mechanically-propelled boats in the fishing for mackerel and herring?—There may be, but they are chiefly in motor not steam.

Are there any steam boats used in connection with mackerel?—No.

On herring?—There are three in Donegal and a couple in the south. I should say that perhaps there are seven Irish-owned steam drifters in the Saorstát.

Do any of these engage in the trawling industry?—Not so far as we know. We would not allow them. They are not adapted for trawling.

What might be their size?—75 feet over all. Some of them are smaller, about 70 feet, but the average size is 75 feet.

You want bigger boats?—Yes, about 125 to 140 feet.

And the tonnage?—I could hardly say. The draft of the present ones is about 10 to 12 feet, and the tonnage about 50 tons. Some of the trawlers would only come to 27 tons.

From Irish ports how many steam trawlers proper are there?—There are 14 steam trawlers as far as our Department is at present aware of owned or chartered by residents of the Saorstát.

What port do they come from mostly?—Dublin at present runs eleven and Donegal runs three.

Are they engaged all the year round?—They are engaged in trawling all the year round, because it will give them a living all the year round.

From your knowledge, can the owners of those guarantee a fairly reliable supply of fish to any purchaser who makes a contract with them?—Yes, fairly reliable.

Just as reliable as Lowestoft or Yarmouth?—They might not be able to give the supply of soles that would be wanted. They may be reasonably expected to land 10 to 15 tons of fish a week.

For each boat?—Yes, on a good ground.

Where are the crews that work from Donegal recruited from?—They are recruited from the residents of the districts who had gone to Fleetwood and worked there. Donegal is the only Irish-speaking county in touch with steam-trawling?—That is so.

What number of men are employed on a steam trawler?—Nine.

Twice as many as on a wind-jamming lugger?—The Donegal boats take about six men.

On the west of the coast where no trawling is done all wind-jammers are used?—There is a certain amount of motor trawling done too. It is not all done by steam trawlers. We don't prohibit it except in certain areas. The Department's policy is not to restrict trawling except the reasonable restrictions that a motor engine will impose.

Don't you put a restriction as to the weight of the vessel?—We have never yet considered whether we should stop motor trawling generally, and apply the same rules as we apply to steam trawling. The motor trawlers belong to local men, whereas the steam trawlers are principally foreigners.

Have you heard of any cases where the motor trawler is objected to by the other local men who have boats?—In various districts there is a danger of hostility between the motor trawler owners and the others.

That would disappear if they all had motor engines?—Yes, I think so.

Your idea is that the absence of mechanically-driven boats is the key-note of the failure of the permanent fishing industry?—That is my summing up of the situation.

Has the Fisheries Department got any plan, if they had money enough, to provide these?—Except the ordinary plan of the loan they have no others. We have a system of chartering at present working in a small way. We adopt it in the case of motor boats,

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to enable them to be utilised when they cannot be taken on loan.

If ten steam trawlers were substituted in Dingle for 20 or 25 sailing trawlers, and that there was a consequent increase of 500 per cent. in the amount of fish, would there be found in Ireland a market for that fish?—I would not confine myself to Dingle, but, with proper organisation and proper road transit facilities, there would be no difficulty in getting a market for it.

What are the difficulties in the way at the moment outside finance?—You must first have a fairly large works, a dock, a slip, or a dry dock where these boats can be drawn up from time to time for repairs, unless you wish to send them away. You must have a railway close by or a motor service of lorries to take the fish to the railway.

And a certain amount of training for crews?—starting *de novo* you would have great difficulty.

Until such arrangements are made you cannot find a permanent industry for fish?—I don't think you can. You cannot get a permanent industry out of herrings and mackerel, and it is doubtful if in future our spring mackerel is going to be any good. The Cornish fishermen are getting enough for the English, and the Americans want it cured. They prefer the autumn mackerel as it is much better for curing. I doubt if spring mackerel is going to be of any use to us as an export. The herring is a universal food, and you can always dispose of it, but the difficulty about the herring is that it comes at irregular intervals. You are never sure of a supply, and you are driven back on trawling. If trawlers can come around our coasts from Fleetwood, and take two days to come and two days to go back, I don't see why it should not be a paying proposition for Irishmen.

From the information at the disposal of the Ministry for Fisheries do they consider that there are fishing grounds that would stand constant trawling from a fleet of our own?—I think so. You never know, of course, how long a fishing ground will last. But the Dogger Bank has withstood the strain for over one hundred years, and an intensive strain for thirty years, and I don't think there is any reason to fear that our banks will be exhausted very rapidly. We are the nearest to them, and we get nothing out of them.

Do you think there is any future for inshore fishing?—I do. If you develop your trawling fishing you develop your inshore fishing.

P. O. Cadhla.—With respect to the Waterford area, *i.e.*, Ring distirct, some 10 or 15 years ago a pier was built there at a cost of £25,000. Mr. Gill, of the Department, decided to give that to them because they were brave men, and he had great hopes of the fishermen, and he thought he would like to do something for them. The Gaelic College is there for some time, and we have always interested ourselves in the development and livelihood of the people. We formed a co-operative society, and secured a motor boat for the fishermen, but I don't think there is a local officer of any kind for fishing on or for the industrial business in that district?—We have no local officer there. The nearest officer to Helvick is Arklow or Kinsale. The Department have been looking into the case of Ballinagowl and Helvick, and we are trying to get control of some money that will enable us to do something for the Ballinagowl fishermen who need a considerable amount of assistance from the State. We would send down chartered motor boats, and get these men to fish from Helvick. We are hoping it would blossom out into a good herring fishery, and we had arranged that a curer would go down. At the moment the international herring market is at a low ebb, and we fear that will interfere with the prospects of opening up Helvick. We have the idea of sending the motor boat to Ballinagowl and teaching the younger men how to use it.

Chairman.—Who will teach them?—We may get a Donegal man.

With Irish?—Yes, with Irish. I have such a man in my mind, and he is a good native speaker.

P. O. Cadhla.—A great effort has been made to organise business locally. We have written to the Department for an instructor to help in organising rural industries. They have never been able to send an Irish-speaking instructor, and we preferred to leave the people as they were without anglicising them. Perhaps we are in a better position now?—If an application is sent up I am certain we will do everything we can to send an Irish instructor down, and we won't send anyone but an Irish instructor.

The Commission adjourned to Tuesday, May 19th, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le cheile ar a deich achlog Diardaoin, 21adh Bealtaine, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathairleach); At tAthair Seaghan Mac Cuinnigeáin; Pádraig Baxter, T.D.; An Dochtúir Tomás Breathnach, M.A.; Joseph Hanly; Pádraig Ó Siochfradha (An Seabhaic); Pádraig Ó Cadhla; Risteárd Ó Foghludha (Fiachra Eilgeach); Micheál Ó Tighearnaigh, T.D.; L. C. Moriarty.

EINRI Ó FRIGHIL (Secretary, Department of Justice), called and examined.

Chairman.—We have also here Deputy Commissioner Eamonn Coogan of the Garda Síochana.

Witness.—He may be able to give more detail than I can, and I thought it well to have him here.

Chairman.—I take it that each of the Commissioners has read the statement sent in by Mr. Friel. Very well, there is no necessity for Mr. Friel to read his statement again. I don't know, Mr. Friel, if you have any further general remarks to make before starting off, or whether we won't find suitable points as we go along, and you can interpose general remarks as we come to them?—The only point I would like to stress, in addition to the general statement, would be the precise difficulties we have in dealing with the present position. I would like to have an opportunity of saying something on that

Perhaps I could lead you on to that?—Very well.

You speak on page two of your general statement of the practical difficulties you have to encounter. Can you say from your point of view what are the practical difficulties that bring about the apparent position we have, as far as, say, the product of the Irish-speaking districts are concerned. Your figures show that you have 2 officers and 195 men who may be regarded as the product of the Irish-speaking districts at present in the Garda Síochana?—Yes.

You suggest they are not exhaustive figures, but generally they are the figures you have given us?—The practical difficulties are these:—In dealing with the rank and file and, after all, in the future the promotion will be made from the rank and file—we did introduce a cadet system to get a certain kind of officer, but at the moment promotion is on a rank and file basis—we lay down certain physical requirements, a man must have a certain age limit, 19 to 27, a certain height limit, he must be at least 5 ft. 9 inches. He must have a certain chest measurement, and he must be sound in limb and body. We give preference to men who were in the National Army or in the old volunteers. A man must be able to read and write English, and do simple calculations in arithmetic. By the time you limit yourself to that you have a comparatively small choice. If you say he must be Irish speaking, you limit yourself to a very small choice. When you put an age limit, sound health, and a reasonable primary education into force, you have so far limited yourself that you can hardly get enough suitable persons at all. If you put an additional limitation that a man must be a native speaker, you would not get enough men because then you could only get men from the Irish-speaking districts. We have had men from the Gaeltacht who could not read or write any language. They were no use to us. They must be able to read and write. We have gone a long way to meet these men and help them. We have spent public money holding primary classes, and were it not that the educational system is such as it is, we should not have men coming to us who were not able to read and write. We find the educational standard low, and particularly low in the Irish-speaking districts. I would say these are the main difficulties. We actually put out a special poster in the Irish-speaking districts at one time, saying, we would give preference to Irish speakers. The response was poor. It was not our fault. The men who came were not big enough, or stout enough, or in good health, or they could not read or write. If a man should not know English and could make some attempt at reading and writing, we would not put him out because he had no

English. We want men for the Irish-speaking districts. Coupled with these difficulties we have had special difficulties. We have been so busy bringing about conditions of good order that, naturally, this question was a secondary consideration, but we have always had it in our mind and we have always done our best for it. As a matter of fact we were glad to have any medium to carry on our main work of restoring order.

The position seems to be somewhat like this, that somewhat about one-tenth of the population in Ireland are the product of Irish-speaking districts and get their educational facilities there. The number of such people who have officers' positions in the Garda Síochana are 0.5 per cent. and those with rank and file positions are less than 0.4 per cent. Can we say the product of the Irish-speaking districts are less sound physically than the product of the English-speaking districts?—No.

Their disability would not come on the physical side?—No.

Would they come in on the National Army and old Volunteer side?—Well, on the whole, I think, yes. I would say the proportion of native speakers in the National Army was pretty low, the reason being that the Irregular forces held a considerable portion of the western seaboard. And while the native speaker might not be an irregular or a supporter of theirs he was overawed by them.

Was that a matter referred to as a present factor?—Undoubtedly, just as I would regard as a factor that a good many people were irregular and we did not want them in our police force. The time will come when they will get sense, but at the moment we would not take a man who had been blowing up our barracks the day before. It is a present factor, and it has affected the Irish-speaking districts. In the early days the Government Forces held the eastern part of the country and the Irregular Forces held the western seaboard and all the Irish-speaking districts, and almost every one went irregular or remained neutral.

On the educational side how many were turned down?—I would ask the Deputy Commissioner to give details of that.

Deputy Commissioner Coogan.—I should say first as regards that poster that we asked early in 1923 for 500 recruits from the Irish-speaking districts. In direct response to that we got nobody. A few people did apply from Ring, but we did not get anybody from any other part of Ireland. We were in the height of the irregular campaign, and people from West Galway or Mayo could not come even if they wished.

What date was that?—I think it was circulated in February, 1923.

Has any separate appeal been made to the Irish-speaking districts since?—No, not since, but we have encouraged recruiting through our officers from these districts.

On the point I raised about education, what percentage of applicants have been turned down from these districts on educational grounds?—I cannot give an exact percentage. I have figures showing the numbers from the various counties in the Gaeltacht. I can give you figures of the number of men specially accepted for Irish, and any man accepted on that ground was weak in English subjects. First we included Irish as a subject, and examined orally in Irish. As a rule the native speaker is able to secure full marks in Irish, and is, to some extent, able to make up for deficiencies in other subjects.

Even though allowances were made you have only 195 native speakers in the rank and file?—Yes.

In Kerry there were 502 applicants, 108 were

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accepted, 57 had a knowledge of Irish, 52 had no Irish, and 14 were specially accepted for their knowledge of Irish.

In Galway, 94 were accepted, 53 had Irish, 41 had no Irish, and 11 were accepted specially for their knowledge of Irish.

In Donegal, they had 269 applicants; 38 were accepted, 21 of whom had knowledge of Irish, 17 had no Irish.

In Waterford, of 83 applicants, 17 were accepted; 9 knew Irish, 4 were specially accepted.

In West Cork they had 143 applicants; 42 were accepted, 15 of whom had Irish; 7 were specially accepted.

That is as far as I can give you an idea of the percentage.

Have any men been accepted who have not been able to read or write English?—Yes.

How many?—I could not tell you. I know of one case recently of a man from the Blasket Islands.

P. O. Cudhla.—Could he write Irish?—Yes.

Chairman.—Generally, Mr. Friel, if the educational standard in the west was good, would your main difficulty be got over, and would a fair share of the recruitment be given to the west?

Mr. Friel.—I think it would.

You don't contemplate at the present moment that you could take persons into the Civic Guard who have not a reasonable knowledge of English?—It is very difficult for us. We have the question of the distribution of the Force and where you have to distribute men over something like 850 stations, it becomes impossible for us to arrange that Irish speakers are sent to Irish-speaking districts and not to English-speaking districts. There are other considerations also. You may have your best officer in the Force a native speaker, reared in an Irish-speaking district, and having got a good education. We cannot afford to waste him in a western district. We would want him for the more complex police problems. Life is simpler in Gaeltacht, and it requires an officer with less skill to police it. A good deal of the crime there is crude crime, whereas in and around Dublin, for instance, you have to cope with a more complex situation, and you want good officers there. If you had a good Irish-speaking officer you might have to put him in charge of an area in Dublin, and that shows you the difficulty.

Have you found it necessary to do anything in a general way to raise the educational standard?—Yes, for the first two years we felt justified that we should be allowed to employ teachers to educate some of those we had taken on. We recognised that the conditions of the country were not favourable to the education of our young men in latter years, men were taken away from schools, and the disturbed condition of the country cut right across their educational progress, and so the Minister for Finance gave us money to pay primary teachers. We have four primary teachers, and they have been doing nothing but teaching men things they should have learned at school. As time goes on we will have to do away with that. We are paying 4½ millions on education in the Saorstát, and we cannot justify teaching men in the Depot things that should have been got out of that 4½ millions.

To what extent is court work, from the point of view of the language, dependent on the Gardai? What percentage of court work would the Gardai enter into?—That is rather a difficult question. I am afraid I could not answer it off hand. That is bound up with another question, with the professions. When the police come to the court they very frequently get professional assistance, and as people summoned by the police usually get a solicitor, the police conduct their prosecution in English, and the defence is in English too.

In Tralee Court area the report says that the people are anxious to conduct their court business in Irish, but that Solicitors and Gardai don't know or speak the language.

Mr. Coogan.—The district officer in Tralee has the *fainne*.

Chairman.—I am speaking of the report sent in answer to Mr. Friel's questionnaire.

Mr. Friel.—It is simply a conflict of view. The local district court clerk is not satisfied with it.

Was that brought to your notice before you got the answers to these questions?—No.

Has it been brought to your notice at any time that the transaction of business in court, in Irish, was pre-

judiced by the Gardai not knowing Irish either in Galway, Donegal or Kerry?—As far as the courts are concerned my answer would be definitely, no. We never got any kind of a general complaint from the Gaeltacht.

On the matter of distribution, if the Gardai are important from the point of view of the courts, do you, in the distribution of men who know Irish, take into consideration the Irishness or otherwise of any particular district or the comparative degree to which Irish is spoken?—Yes, the Commissioner of the Garda Síochána has definitely insisted on doing that and is doing it of his own volition. He took it as a matter of course that it was part of his duty. I have often discussed things with him, and there is a perfect understanding between us, and I am prepared to say that is our idea.

That schedule is just an analysis of some of the figures given. If you take Dingle there now. In Dingle rural district area in 1911 there were 12,344 native speakers representing 69.3 per cent. of the population. The tendency with regard to the Irish-speaking population was steady from 1901. It had increased as far as percentage goes by 1.5. At the present moment you have six native speakers and six good speakers, and by good speakers I mean persons who have the *fainne* and all that. Now have a look at Glenties, Dunfanaghy and Milford. You have in these three rural areas one of our principal Irish-speaking areas and one in which our investigations have shown the population is increasing in some districts and the percentage of Irish speakers in the population is increasing. In two of these areas the court work is to a pretty large extent carried on in Irish, but it would appear to be served rather poorly from the point of view of the Gardai especially around Milford that can speak Irish as compared with less strong districts. Have you had any representation from that area?—I don't remember now. We have a special section of the headquarters staff dealing with that question during the last six months. We recognise that the last three years have been especially busy. We have had a hard job training recruits, and the main job was to get them on to police duties. We did not give a primary place to the Irish language, but we had not forgotten it, and we have been overhauling the whole country. I am sorry the case of Milford has not been met.

Mr. Coogan.—We have a number of Irish speakers in Donegal, but we have not been able to transfer them to these particular areas probably because they have been out since 1922 and have a perfect knowledge of the areas where they are stationed and especially the areas where illicit distillation is rife. From the police point of view we don't want to transfer these men to purely Irish-speaking districts because we have no one to take their places. Donegal was the first county occupied by the Gardai in 1922, and we have not yet been able to make arrangements to take these men back.

Mr. Friel.—A thing we should write down against the Gaeltacht is that it is the poteen district also. We have men who have shown great skill in detecting poteen-making and who have no Irish. We regard it in the interests of the Gaeltacht itself. If we don't suppress illicit distillation, they will all kill themselves. The stuff they make is absolute poison, and practically all the committals to asylums and the demoralisation of the youth can be traced to it. It is unfortunate that it should flourish in the Gaeltacht more widely than in any other place. We had one chief superintendent who was very successful in limiting the traffic in Donegal, and we sent him to Galway because it was very bad there. I don't believe that officer has much Irish, and people may say "why have you an English-speaking officer in that division?" Our answer is that he is the best man we have for suppressing poteen. That just illustrates some of the difficulties we have. They may seem minor difficulties, but, from a police point of view, they are very important. We have, as I have already stated, been for the last six months overhauling that question, and we are now making a more useful distribution of the material we have. I cannot, in face of what the Chairman has said, say that our arrangements are perfect, but we have been working at it.

In watching the general situation, and given such a situation as you have down the whole middle of Donegal, at Milford, Rathmullen, Letterkenny, Stranorlar, Killybegs, and so, all these districts are shown as being Irish-speaking districts, and in all of them the court

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clerk is able to do the work in Irish, but no cases are being carried on in Irish in the courts, will you be able to review the situation to see what is wrong in these areas, and why it does not appear that some of the court work is done in Irish; when it comes to you officially do you propose that it will be a matter for consideration and see what is the reason of it and see if any injustice is done?—From a purely departmental point of view I would not regard it as part of my duty. We get no complaints, and departmentally I would not interfere. My job is to give the people what they want. I would not ask a clerk why he did not use Irish.

On the solicitor side whose responsibility is it to see what the solicitor should know in order to be qualified?—That is the key note of the whole situation. You will never have Irish much used in the courts unless solicitors and barristers are competent to carry on in Irish. We may appoint Irish-speaking justices and judges and clerks, but if professional men are not able to use Irish you will not have Irish in the courts because people will rely on professional men to conduct their cases. We are not responsible for professional qualifications at the moment, nor could we be reasonably asked to take it on. Solicitors and barristers belong to what is known as "the professions." I don't pretend to analyse what "profession" is meant to be. The Incorporated Law Society are responsible for solicitors. They have certain powers, and all it means for one to be a solicitor is that he will get audience in certain courts, and may do certain work and charge for it. He can recover his fees for services rendered by action. His educational programme is laid down by the Incorporated Law Society, and when he passes their examination he is a solicitor, and the chief justice has a kind of veto. A barrister belongs to the legal profession also, and that profession is ruled by the Benchers. They are a sort of continuing body, and if a vacancy occurs it is filled by co-option. They have an educational committee that determines what qualifications, educational and legal, a man shall have before he becomes a barrister. When he has passed their prescribed examination he is called to the Bar. A barrister really means a person who has right of audience in the courts. A litigant can always appear personally in court, but he can only be represented by a solicitor or a barrister, and in the High Courts by a barrister who must be instructed by a solicitor. It may not be the soundest system, but it has years of experience behind it. A solicitor briefs a barrister and pays him a certain fee according to custom, or according to his standing at the Bar, and the solicitor can charge that fee as part of his costs, and he can recover it from his client. A barrister cannot recover his fee from a client.

H. O. Foghludha.—He gets his money before hand?—Not necessarily. Solicitors in general can be trusted. I am trying to explain what the position is. A barrister is a person with certain professional qualifications controlled by benchers, and the chief justice accepts their verdict of a man's fitness to be called to the Bar. A barrister is a man who has right of audience in the courts, and a solicitor a man who has a right of audience in certain courts. A solicitor can also do other work such as drawing up wills, etc. If you or I drew up a last will and testament, and charged for it, we could not recover the fee, but if a solicitor does it he can recover it. Solicitors and barristers belong to the learned professions and that raises the whole question of the professions. They are not governed directly by the Executive Council, and it would be regarded as a retrograde step if that should be so. If you are going to control engineers and doctors, you will have to control barristers and solicitors you will have to control engineers and doctors, and it would be very difficult to make a case for that. The public would not have it, the reform must come from within. If they are to play the part that is suggested in the national life they will have to rise to the occasion and reform their educational qualifications. In the Irish-speaking districts there are very few solicitors who can speak Irish. I would have thought that with the changed conditions any young Irish-speaking solicitor would go down to the Gaeltacht and say to the people "I can speak Irish and do your work in Irish. Let me have your business." We find that substantially very few are competent to carry on in Irish, and as long as that is so it is futile for us to carry on the work in Irish in the courts. We searched the profession for Irish-

speaking justices who had other necessary qualifications, and we succeeded with some difficulty in getting justices for the western sea-board, and we also managed to get clerks reasonably competent to carry on their work in Irish. Very little business is done in the courts in Irish, primarily because practitioners do not know the language.

Chairman.—As far as we can see the Irish-speaking districts must wait to get Irish-speaking solicitors and barristers until the governing bodies of the profession make up their minds that they will be prepared to give them persons so qualified?—Either that or that any man coming into the profession would have Irish as a matter of course, if the general educational programme was such that people entering the learned professions would have Irish just as well as English.

Deputy Barter.—Suppose you were faced with the problem of taking the census would you be able to do it? Would you have a sufficient number of Gardai to do this work in Irish in the Gaeltacht?—I think we would be put to the pin of our collar. We might just manage it. It would be very costly because it would mean shifting men about and transferring all the men who speak Irish. It would be a costly proceeding and I think we could just provide enough men for that limited purpose; of course we could provide a good number of men with a limited knowledge of Irish who would be able to ask people questions as to what were their names, their ages, whether they were native-speakers and so on.

Has the possibility of this taking place occurred to you?—We have been so very busy restoring order that we have not yet reached that stage. We may when we have our force trained. We have too much to do as it is.

If it were decided to-morrow that this would be part of your work, are you in a position to get on with that work satisfactorily?—Well, with some hesitation, I would undertake to do it.

The point I want to get at is the effect of the Gardai going through the Gaeltacht doing this work. What do you think the effect of the Gardai going into an Irish-speaking district and taking the census in English would be as against going in and taking it in Irish?—From the point of view of preservation of the language it would have a very prejudicial effect. The native speaker has not reached the stage that he has the same respect for his own language as we who have studied and learned it.

The idea of doing this work in their own language would have a very good effect?—Yes.

In that way the Gardai would be brought more into touch with the people of the Gaeltacht than by any other work they do, which is done in a different spirit, than, for instance, their efforts to put down illicit distillation?—They have other duties than that to perform, such as issuing fire arm licences and getting passports. The Gardai do a tremendous amount of miscellaneous work. It would not require a census to be taken to make people feel that the Gardai do other work besides putting people in prison. The Gardai do all kinds of work.

P. Ó Cadhla.—They still make the agricultural returns?—Yes.

Deputy Barter.—Have the Gardai stationed in the Gaeltacht definite instructions that the language they use, where they can, shall be Irish?—They have been brought up in that spirit. It is the whole spirit of their training. The local officers have specific instructions that it is a matter of discipline. They are also brought up in that spirit in the Depot. It is insisted that Irish is to be given a fair chance, and as a matter of discipline, local officers are enjoined to see that it is done.

In recruiting would your policy, personally, be more favourable towards recruiting from the Gaeltacht if the type of applicant was up to the same standard all round.

What is most against him, would you say his educational standard is lower?—I would, that is my point.

Fr. Cunningham.—Would it be true to say they had not educational facilities in these districts?—That may be the explanation. I am only saying that the men from the Gaeltacht come out with a lower educational standard. I don't know what the cause is. It may be that the individual does not get as good an educa-

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tion as in other parts or he does not avail of the facilities afforded him.

Deputy Baxter.—Tell us who is responsible for translating Garda Síochána to Civic Guard?—It is a long story and it happened before I came into the public service in spring, 1922. I am speaking historically and subject to correction. In the spring of 1922 the Provisional Government recognised that a police force had to be established. The R. I. C. had not yet been disbanded. We could not take them over, and they had been provided for in the Treaty. A committee was set up to consider the matter. That committee made certain recommendations for the establishment of a national police force, and somebody selected the name Civic Guard. Civic Guard was the first name given the national police forces, and they were known as the Civic Guard right up to 1923 when we gave them a statutory basis by introducing into the Dáil a Bill called the Civic Guard Bill. A deputy from the labour benches moved an amendment to the Bill to change Civic Guard into Garda Síochána. We ourselves had translated Civic Guard into Garda Síochána, and it was regarded as the best Irish equivalent for Civic Guard. The statutory title is Garda Síochána, and Civic Guard should not be used by anybody, but, unfortunately, it got a good start.

P. Ó Cuidhla.—Unfortunately the Irish language has suffered from that policy all along.

Deputy Baxter.—With regard to our legal system are we to take it our lawyers come through our primary and secondary schools and University?—Yes.

It is a problem of education really to get them equipped with a knowledge of Irish?—I think so.

Very few of our lawyers to-day come out without having passed through a secondary school?—Very few.

It is entirely a problem of education?—Yes.

If the schools' programme gave Irish its proper place it would not be possible for any of these to get through school without being equipped with a knowledge of Irish?—That is so, and when a man came to the professional examination he would have Irish as a matter of course, and the governing body would not be concerned with it.

Would you say that if the benchers were favourably disposed to giving Irish its proper place that that would be a further incentive to would-be barristers?—Undoubtedly.

Similarly with the Incorporated Law Society with regard to solicitors?—Yes, unquestionably.

Have you any experience of what the spirit would be in these bodies, is there any number of men sufficiently sympathetic with the ideals of the Irish nation to take action?—I would not answer that question. I don't think I could answer for professional bodies. Being an official and coming into daily contact with members of the profession I cannot express an opinion. If I were an ordinary citizen I would.

An Scabhuac.—Are you afraid?—I would not be afraid. I cannot tell you who are the benchers and who are the Incorporated Law Society.

Deputy Baxter.—There are many men in both professions whom one would say are very sympathetic to the Irish nation?—I think the profession is democratic. All the members of the profession are the product of the country, and as such are representative of the country.

It seems an impossibility to get these governing bodies to conform?—No, it should not be. These are matters of growth. The professions are the growth of the people. There are no class barriers and anyone can go into them. They grow out of the people and in time what the people will be the professions will be.

Would you hold that the professions should give the people a lead in this matter if we are to have a distinctive culture?—If we can claim a very definite culture of our own, which is materially different from the culture of other countries and characteristic of ourselves, I would think the learned professions would promote that culture. I think the learned professions have great privileges in any country and they owe something to the country in which they flourish to see that the national culture does not lose anything. In other countries that is so. Doctors, lawyers and other professional men add to their countries' culture and very often they are the main exponents of their countries' culture.

There is no reason why they should not do the same

in this country?—No, but as I said it is a matter of growth.

Mr. Hanly.—Are these teachers in the Depot competent to teach Irish?—Yes.

You said the entrance examinations were oral, are they all oral?—They are not all oral.

Is there an oral examination included in every instance?—Yes.

Mr. Coogan.—We have also the "P" examination and Irish is an essential subject, and the oral examination in an essential part.

Mr. Friel.—These are held by the Civil Service Commissioners, and whatever their policy would be would also be our policy.

Mr. Hanly.—In sending men to the Gaeltacht is there any concession of any kind to these men because of their knowledge of Irish?—No. there are inducements in the fact that Irish is an integral part of promotion. If a man wants promotion he knows he must study Irish.

Have you heard the rumour that at the present time men both in the Army and the Garda and other public services who are liable to be sent to the Gaeltacht because they have Irish are hiding their knowledge of Irish because of the danger of being sent there, due to the fact that they do not like the conditions?—There is no doubt it exists, but it exists to a lesser extent in the police force than anywhere else. The police is a new force and we are getting men in from day to day, and we are looking for men with Irish. They are glad to get in, and there is not the same tendency to hide their knowledge of Irish, as for instance, in the case of the old customs and excise officers. They are young men and don't appreciate the difference between life in Dublin and in the Gaeltacht.

Do you think it would be desirable to offer any inducement to the men going to the Gaeltacht—financial or otherwise?—We always resist that kind of thing. We don't like to make any special exceptions or to give monetary rewards. They are bad for the service.

If you send a man down chasing poteen makers you surely offer some special attraction to him in the way of promotion?—There is a monetary consideration, but not a very considerable one, from the revenue commissioners. As a matter of fact up to recently the suppression of this traffic was primarily a revenue matter. They did not suppress it as a social evil, but because it was a dutiable matter. For a long time the ordinary police did not bother, and you had a special police dealing with it. We have regarded it from the social standpoint, and we have made it a crime. The Revenue Commissioners are still interested in seeing that illicit distillation does not flourish. They are prepared always to give rewards, and they hand us over money on a certain fixed scale. We hand it over to the police.

The principle of reward is actually established, and it would be only a case of expansion?—We could give some kind of reward for meritorious service and construe meritorious service where a fellow has done good work for Irish in the Gaeltacht.

Do you think that would be desirable?—It would not be undesirable.

And fit it in with other regulations?—There would be no trouble.

I think you said the height limit for recruits was 5 feet 9 ins.?—Yes.

In the old R.I.C. it was only 5 feet 8 ins.?—No, it was 5 feet 9 ins.

Are any concessions given in that respect?—We did a little of that, but we find that the bigger the policeman the better. There is more respect for the big policeman especially when suppressing scenes of disorder at fairs and such places. For ordinary police duty and the policing of this city we think it better to have a decent standard of policeman. People are more impressed when they see a big strapping policeman regulating traffic say at the corner of Grafton Street, and they obey him more readily than they would a small, undersized policeman.

Has the question been considered of making Irish a compulsory subject any time in the future, for instance, five years hence in order to encourage people to learn Irish?—Irish is a compulsory subject for promotions. It is an essential part for that.

Vocal Irish?—Yes.

Has it been considered at all to make Irish a com-

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pulsory subject for entrance?—No, we do not regard that as our job at all. We will do that when everyone in the Dáil speaks Irish and does all his business there in Irish. When the country can produce Irish-speaking deputies we will produce Irish-speaking police.

You said it would be considered a retrograde step to interfere with the governing bodies of the professions at the present time?—Yes.

I am just putting it to you that they are in a retrograde position at the present time if they don't include Irish in their examinations?—I would like to know, Mr. Chairman, if I should answer that question.

Chairman.—I don't think Mr. Friel is called upon to answer a question like that.

Witness.—The Incorporated Law Society could be asked to give evidence.

An *Seabhac*.—You refer to Article 4 of the Treaty as establishing Irish as the official language?—English has also an official standing.

It is asserted that English is to be equally recognised as the official language. Does it ever arise that there is a conflict between the two in law? Might anybody insist on either one of them being used on any particular occasion?—I certainly think if a person insists on using Irish he is entitled to persist. That was always the case even in the old days, and the county councils had power to appoint and pay court interpreters, and it has happened that people either could not or would not give evidence in court only in Irish. Even then it was recognised that people could not be compelled to speak in a language they did not understand. If people want to speak Irish we cannot question their right if they insist. We should see they have facilities.

And the opposite holds good in the same way?—I think it does. That is the situation.

Does it ever arise that where a legal document is prepared in Irish that the court or the judge may insist that it shall be in English?—I don't think that the court would insist.

Has anybody the power to insist that a given document shall be in English?—I don't think so. Of course that is a legal question, but if I might anticipate a decision on the matter I would be inclined to think that the Supreme Court would hold that people are entitled to have documents in Irish. If I want to draw up a document in Irish no one can compel me to draw it up in English.

Some of them have tried?—It is a matter of common sense to give and take in the present conditions. It is really a matter for compromise.

The general policy or the general desire is now that in all appointments and administration there should be ability on the part of all officers to deal with matters in either language?—Yes.

Now in regard to your administration, is that more English than it is Irish?—Yes.

In dealing with the interests of the general life of the community outside, is it more generally done in English?—Yes. The real reason is that the bulk of the people understand English better. I may say that the people in key positions in my department are capable of dealing with matters in both languages.

In reference to the administration of these six or seven counties coloured on the map, is the documentary and clerical work of the Garda Síochána there preponderatingly in English?—I would be disposed to admit it is, because most of the people don't know Irish.

In your policy for the administration of these six or seven counties, is there a definite view for the gradual Gaelicising of the service in these places?—I would not put it that way because, as I said before, it is not our job departmentally. I have tried to make it plain in my memorandum that we recognise that the bulk of the inhabitants in certain districts are Irish speakers, and since Irish is the national language we cannot complain of that. It is our job to see that they have facilities to carry on their business in Irish if they want to. From that point of view we are trying to get more and more suitable men for work in the Gaeltacht.

In what you have done for the handling of Irish in these districts, is it more with a view to greater efficiency in your department or with the definite in-

attention of encouraging Irish?—Up to the present, and without prejudice to the future, our main effort has been towards efficiency, but we have an undefined sentimental attitude in the matter.

I would like the second consideration to form part of the first?—At the moment, certainly if we had done that we would not have the Garda Síochána to-day.

Chairman.—When you say that you have a sentimental attitude in the matter, are we to understand that you as an official have no definite direction from the Government to see that steps are taken that your department is bilingual?—We have no definite instructions, but it is generally understood. There has never been any clearly defined instruction except that notices in the *Irish Oifigiúil* must be bilingual. On one occasion somebody put in a general notice in English only and the Executive Council made an order that that was wrong. It has always been insisted that article 4 of the Treaty was there, and I always took it for granted that it was my headline. For example, we had a vacancy recently for a district court clerk. An open competitive examination was not deemed suitable, and we adopted a selection board. The selection board set an examination and said that there were three suitable men, and that the Minister for Justice ought to make the final choice. No. 1 was the best all round; No. 2 was a good second; No. 3 was not far behind and in addition was a good Irish speaker. The Minister automatically appointed No. 3. In another case in the Co. Kildare we actually gave a fellow with Irish preference although there were no people in the district speaking Irish. In the Gaeltacht the man with Irish automatically gets preference over equally good men with no Irish. That is the atmosphere. The district justices were deliberately picked out for their Irish. All appointments in the western sea-board were filled with justices selected because they had Irish.

An *Seabhac*.—So the Ministry has recognised that there is such a thing as the Gaeltacht—a certain section of the country where the population speaks Irish?—Certainly.

In dealing with that place you have said that what provision you have made was for the greater efficiency of your department to work in the place?—Yes.

Are we to understand from you definitely that it is not yet of any interest to your department to preserve or spread Irish in that area through the prestige or authority of the Ministry for Justice?—I would not admit any such thing.

What then is your attitude?—I will explain our attitude. Efficiency comes first; there is no question about that, but we had the sentimental idea in the background.

Arising out of that, has any instruction been given to the officers working under your Ministry in that area to use the prestige of their position in that area towards the advancement of Irish?—I would say we did no such thing. I don't regard my department as a department for the preservation or advancement of the Irish language.

You are quite satisfied to admit that the work of your department in Irish-speaking districts will have a great influence for the use of English or Irish?—I admit that.

Your Ministry would not be anxious that your department and its influence should be used to further the national language and preserve it?—Of course that is a question of Government policy, and I cannot speak authoritatively on that question at all.

You are not conscious of any Government policy in regard to it?—I wonder am I competent to talk about Government policy.

Chairman.—I think the question has been more or less generally answered.

Mr. Friel.—I cannot make it any clearer. We have article 4 of the Treaty and we regard it as a legal point. It is our official headline. I have shown positive proof of what we have done in this matter. We have actually sent a circuit judge to Mayo and Galway because he had Irish. There was a very definite sentimental idea in that.

Is there anything like a definite policy outside the question of efficiency and the maintenance of law and order? Is the Irish language itself and its preservation a matter for the consideration of your Ministry?

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—That is the case, as I said before, as regards the Gaeltacht; as regards efficiency outside the Gaeltacht we have perfect efficiency without Irish, but still we make men learn Irish. What more proof can we give.

P. Ó Cadhla.—Put the question this way. The discouragement of Irish in the old days made them believe that the less they used Irish the better chance they had of succeeding in the courts or elsewhere. Don't you think that the present Government should take steps to impress on these people that they wish them to use Irish on all occasions?—We do that as far as we can. These people are still of the opinion that the law is opposed to them. They fear the law, and they think they prejudice their case in court if they use Irish?—I have known a case where a man used Irish in the hope of prejudicing the court, and when he failed he used English.

The people have the idea still stuck in their heads that it prejudices their case to use Irish, and you have admitted that few lawyers can speak Irish?—It is all a question of growth. We know in the back of our minds that this is primarily an educational matter. If pressed we are prepared to admit that the conversion of the whole adult population into Irish speakers is an impossibility. We have no delusions about it either from private experience or official experience. It is a question of the education of the youth, and we are doing our best to encourage it.

Do you admit that all the channels leading up to the highest positions in your department are open to people who speak entirely in Irish?—Without any English?

I don't believe you can staff any headquarters with Irish speakers who do not know English.

For these people to get recognised as barristers or district justices I admit it will take some time?—I don't follow your line of thought. Far from being a disadvantage it is a definite advantage for persons to have a good knowledge of Irish, but they must have English as well.

You believed that children who never spoke English and have got an all-Irish education and the whole of the intermediate education that these channels are open to them to proceed in that way?—There are limitations certainly to a person educated purely in Irish. He has not the same chance as a person speaking English.

An Seabhac.—In regard to the official attitude of your department in dealing with the ordinary people with whom you come into touch in the Gaeltacht, what is the rule with regard to summons forms and such things. Is there any rule?—There is a rule that all new forms are always produced bilingually, so that you have a supply of these forms in Irish. At the present moment we are awaiting the new rules of court, and it was decided that it was better not to translate the old forms because some of them were very archaic. We will have entirely new forms under these rules.

What about the ordinary simple district court forms?—When we disbanded the petty sessions clerks we had a difficult job in getting the machinery going again. The question of legal forms was not a question for the Government then. The Stationery Office and others printed them, and the old petty sessions clerks used to buy these and were given an allowance for the purpose. We believe that from a strict business standpoint we must revert to that. It is not our business to give these forms free. The time might come when the question of forms would not be under our control at all.

For the past two years the ones issued from you have been in English?—Yes.

Are you aware that during the Anglo-Irish war the forms were in Irish altogether?—I am not personally aware of that. It is a matter of time as soon as the new rules are ready to have all the rules in Irish and English. We have some forms already in Irish and English. These are not bilingual in the sense that both Irish and English appear on the same form. They are all in Irish or all in English. There is a common form, the form of recognisance when a fellow has to give bail, which we have changed under the Criminal Justice Administration Act and produced a new form of recognisance in Irish only. There is an

English version for people who want English. I don't pretend we have done a great deal but we are doing our best.

Under the new regulations will it be possible in any particular area to have all these forms in Irish altogether if it is decided that shall be done?—The district justice and district court clerk would understand them but we can see the difficulty with the professional man. How is he going to understand them if he has no Irish? We have no difficulty in sending out instructions to the clerks in Irish.

In dealing with the Irish-speaking clerks in the Gaeltacht that is done in English presumably?—At the moment, yes.

Is it possible in the future that you can change that and deal with them and the district justices in Irish?—It is quite feasible but there is one reservation, that we are going to have a hard time to get accustomed to legal terms. It is not easy to get over that difficulty. When you consider how hard it is to understand Acts of Parliament in English you can imagine how difficult it will be to understand them in Irish.

R. Ó Foghuda.—Would it not be a blessing to get away from the English "jargon" used in the administration of the law?—Technical "jargon" is essential in the administration of the law. Technical terms grow inevitably, and any person must appreciate that technical "jargon" is as inevitable as the rising sun.

No instruction has gone to officials in the Irish-speaking districts that they shall try to get people to do as much of the court work in Irish as possible?—No.

Would there be any difficulty in getting that sent or would any difficulty arise as a result of sending that?—I don't think so, but I would not think it any part of my official duty unless I was told to do it. I would not even ask a district court clerk to influence anyone to use Irish. We are simply passive; we do what the people wish us to do for them.

It would not upset your department if that were done?—No.

With regard to these forms again. Is this the class of type (referring to form) you are going to send out?—Mr. Chairman, do you think I should answer that?

Chairman.—You have no answer to it.

Witness.—I say it does not concern me.

An Seabhac.—In some districts you have arranged for Irish-speaking district justices and Irish-speaking clerks of district courts, and in those districts you have appointed state solicitors who do not know a word of Irish?—I don't appoint state solicitors—the Attorney-General appointed them.

There is a double-barrelled administration in law?—It would take me a good many hours to give you a definition of the position of the Attorney-General.

It means that you have not appointed state solicitors?—No.

Have you appointed the clerks of the peace?—I cannot answer that off-hand. It is a moot question. We have inherited the existing clerks of the crown and peace, and until we have our individual court officer system established under the new rules this question won't arise very much. It is probable that my minister would not appoint these clerks, and it is quite possible the Executive Council as a whole will do it.

Then if you have not the appointment of state solicitors, is there any possibility of co-operation to the effect that you and the other authority shall have the same aim?—There is, of course, because we are both subject to the Executive Council, and the Attorney-General primarily is there to advise the Executive Council and to represent the State generally and the Executive Council in legal proceedings. On matters that are grounded on general policy apart from the law, the Executive Council can direct the lines on which our department can be influenced.

You would not expect any difficulties in getting that other authority to co-operate with you in providing Irish-speaking officials for the Gaeltacht?—I would not expect any difficulty whatever. The Attorney-General sent an Irish-speaking barrister to conduct a prosecution in Galway. The Gaelic League wrote a letter

to me about it. We would not have any primary responsibility for state solicitors.

You make other appointments in these districts—peace commissioners?—Yes.

Do you appoint commissioners for oaths?—The chief justice in open court under the Courts of Justice Act does.

In regard to peace commissioners, have you had the question of appointing men who knew Irish brought to your attention, and has the Ministry provided Irish-speaking peace commissioners recently?—Yes. We have had the question before us. We have always done our best. We have got recommendations very often from the Irish-speaking districts and from responsible people who are known to have strong personal interests in the spoken language and we have always taken the recommendations. A member of this Commission asked us to appoint two Irish speakers in Waterford. Getting peace commissioners is a rather difficult task. A man must have certain qualities. He must have a certain amount of educational standing. It is regrettable, but it is a fact that education is low in Irish-speaking districts.

On the question of peace commissioners, is it a fact that in the little towns in the Irish-speaking districts like Donegal and Dungarvan the residents of these towns are much more alive to these honours than substantial farmers who might be equally good educationally and might be Irish speakers?—With one stroke of the pen we abolished justices of the peace and we had to appoint commissioners. We appointed 2,000, and we have no doubt made several mistakes, but we are constantly reviewing the situation. They are essential; we cannot get on without them, and whenever we get people sufficiently qualified to carry out the duties of the position we are delighted, and when it is proved to us they are qualified we appoint them.

If it were decided that in the future your administration in the Gaeltacht should be Gaelic altogether except when it would have to be English owing to the ignorance of Irish on the part of someone, could your department deal efficiently with it?—I think it would put a very heavy strain on us in the present circumstances.

Could it be done in five years?—We would go a long way on the road. If any sensible body of men put it down as reasonable I would be slow to refuse to carry the thing out. I don't see sufficient barriers to frighten me off altogether.

Let us take Dingle. If the district court clerk there got instructions from you that litigants' names were to be in the Gaelic form unless they objected to it, could not that be done?—Certainly provided there was a good list of Irish names available.

In most districts it is more than likely that a man is known by his Irish name, and he is not known by his English name?—If a fellow gives his name in the ordinary form I have no doubt the clerk writes it down.

That could not happen in Cahirciveen?—Why? Because the clerk does not know Irish at all?—

He is an old petty sessions clerk, and this is one of the biggest districts?—Whilst we disbanded a great many petty sessions clerks, we took some back because the local people had no animus against them. It is a question of money and if you like fair play to the man himself, because otherwise we would have to give him a pension.

With regard to the Garda Síochána, let us take Kerry. You have a list of officers in that county?—Yes.

An officer in that list is written down as an Irish speaker and the only officer in all Kerry who is so. He is stationed in Tralee, and that is the least Irish-speaking part of the county, yet you have non-Irish-speaking officers in Cahirciveen, Dingle and Kenmare, all three Irish-speaking centres?

Mr. Coogan.—That is a difficulty we are up against. Our previous officer in Dingle got into some difficulties, and we could not fill his place right off the reel with an Irish speaker.

But since then you have had two who did not know Irish, and the net result is that in Kerry you have no officer at all stationed in Irish-speaking stations who knows Irish?

Mr. Coogan.—As far as our reports go there is no necessity to have an officer who can use Irish, because there is not any Irish used in the court in Dingle. When the people who come to court want to use Irish it is spoken, otherwise it is not used.

In the ordinary carrying out of their duty by the Garda Síochána in any Irish-speaking district they have to come into touch with the people intimately?

Mr. Friel.—Yes.

You have an Irish-speaking officer in Tralee and there is no Irish-speaking district within fifteen miles of Tralee, so his being there does not count from an Irish-speaking point of view?

Mr. Coogan.—Our officers are graded first, second and third class, and the districts are graded first, second and third class. One of the rules of the service is that no man can serve in his native county or in an adjoining county, and that makes it singularly difficult to place officers.

An extraordinary thing is happening owing to that. Irish-speaking districts because they are Irish-speaking and better conducted than other places are getting third class officers.

Mr. Coogan.—It is not because a man is a third-class officer that he is any worse. A man starts on the third-class grade and goes by stages to first-class.

Are we to understand that all the Irish-speaking officers are first-class?

Mr. Coogan.—A good many of them are.

Mr. Friel.—The most of them are Fainne men, and a man with a Fainne is a man who, as a rule, has a secondary education. Most of these men have learned Irish: by study and they are well educated and they must be well educated to carry a first-class district.

I am thinking of the effect on the public if in Dingle you have the rank and file Irish speakers, and an officer comes along with greater authority and apparently more important who is not an Irish speaker, are you not satisfied to admit that that would be a set-back in the minds of the people in regard to Irish?—Quite so, but underlying all that is the simple geographic difficulty. The fact is that the western sea-board is barren and no country can possibly afford to throw away money on that place. You don't send your first class officers there when you have more complex problems to deal with in places like Bray.

Is it not a fact in these districts in which there are stations manned by Irish-speaking gardai, and where there is an officer who knows no Irish, that it has a rather depressing effect on the enthusiasm of the rank and file who know Irish?—Possibly.

Mr. Coogan.—I think both the officers in Dingle and Cahirciveen have a knowledge of Irish. They passed the Cadet Examination, which had Irish as a compulsory subject, and they have at least a fair literate knowledge of Irish.

Mr. Friel.—By the time we consider every service problem and bring in Irish as well we have a big problem before us.

If it were decided that the services of Irish-speaking officers should be had in districts which are 75 per cent. and over Irish-speaking, would the Garda Síochána be able to provide officers as it is constituted at the moment?

Mr. Coogan.—Yes, but it would mean putting first-class officers in third-class districts.

Is the service able to provide in the ordinary way sufficient third-class officers to manage these districts?—At present it would be very difficult to get proper material. As a matter of fact, at the moment it has been a matter of some anxiety to get suitable men at all, and by the time we get suitable men and give them Irish as well, we are pretty well on our beam ends, if you will excuse the remark.

Is there recruiting to the Garda at present?—It is suspended. It will be closed for the next couple of months.

What are the future conditions with regard to Irish?

Mr. Coogan.—Irish will be included in the entrance examination for those coming from native districts to enable them to pass the entrance examination.

Mr. Friel.—As time goes on we will be more concerned about Irish. At the moment the job is to get

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men any way who would be good policemen, and Irish is only a secondary consideration.

Is it a fact that at the headquarters in Dublin during training the men are encouraged in the matter of Irish?

Mr. Coogan.—We give them two hours' Irish every day.

Is it your desire that they should know Irish?—Yes. Irish is an essential subject for promotion in the Garda.

Do you think the men recognise the gravity of that, and that they recognise and appreciate your anxiety and your enthusiasm, and that they try to translate it into learning the language.

Mr. Friel.—They must do it. A man must pass a literary qualification for promotion. He must pass a standard educational examination.

What is the standard in Irish for promotion?—The Civil Service Commissioners set the papers in consultation with us.

Does not a good deal depend on the standard?—You have to start off with a comparatively low standard. We have a police force of 6,000, and, with Irish as an essential subject for promotion, and having regard to the condition of the country and its most recent history, we must go slowly and we must set a general standard.

In this examination you hold for promotion is a good knowledge of Irish of any particular advantage to a man over one who has only a fair knowledge?—He has a very definite advantage, and, personally, when the marks were put before me for approval I hesitated whether Irish was not given too great a show having regard to our primary job.

Mr. Coogan.—Fifty per cent. of the men who got promotion got it on Irish.

The standard you set being low, a man with a fair knowledge of Irish could get 100 per cent., while a man who could do Keating could only get 100 per cent. too?

Mr. Friel.—That is so.

Mr. Coogan.—If you put a premium on a small percentage of good Irish speakers you are going to have trouble in the Gardai.

A man coming from Dublin knows English better than a man coming from Ballyferrier. The latter knows Irish 100 per cent. and English 40 per cent., and the man from Dublin knows English 100 per cent. and Irish 33½ per cent. Yet the 33½ per cent. man sits down to an examination and gets 100 per cent. in Irish and the man from Ballyferrier also gets 100 per cent., whereas he can only get 40 per cent. in English.

Mr. Friel.—We cannot alter that.

If you have not the same standard of difficulty in Irish as you have in English you are doing the man who talks Irish well a harm?—When it comes to subjects like geography and mathematics we have no objection if the Civil Service Commissioners put them in Irish and English and let who pleases answer in Irish.

Mr. Coogan.—It is optional to candidates to write the English essay in Irish.

I have had complaints from men who know Irish very well, and who only get the same 100 per cent. or 90 per cent. as people who have not half their knowledge?

Mr. Coogan.—The literary examination only qualifies them for promotion. It does not affect promotion proper. The professional qualifications are the ones that we look after. Provided a man is qualified in the literary subjects he is qualified to compete in the professional examination.

Mr. Friel.—The examination from our point of view is a simple examination. It is simply a guarantee that a man is able to read and write reasonably well, and is able to make simple calculations in arithmetic. The standard is low, and is only a sort of qualifying examination to guarantee that a man has sufficient qualifications to make an officer. The real qualification is the professional examination.

Has any instruction been sent to the Gardai in the Gaeltacht as regards the use of Irish in their social relations with the people?

Mr. Coogan.—In every case the officers have been so instructed.

It has not gone direct to the men?—It has gone to them through the officers. Some of the Guards com-

plain that the people prefer to use English in place of Irish.

Mr. Friel.—If you send a Kerry Irish speaker to Donegal, the native speaker is annoyed when he is addressed by the Kerry man, and will not talk to him in Irish.

The same will hold good with regard to English?—It is very often a question of idiom. Very often the words used in Donegal would not be used in Kerry, and vice versa.

P. Ó Cuidhla.—It is simply a case of having got an education in Irish at all. Any native speaker who is able to read Irish at all will be able to read the Irish of every district.

An Seabhaic.—An instruction has gone out to this effect that they should use Irish in their general association with the people of these districts. That has gone to the men through their officers?—Yes.

About the question of the procedure in the District Courts. The professional lawyers are outside your control altogether?—They are.

There are a few points you referred to. There is some sort of a veto by the Chief Justice in regard to the appointment of solicitors?—I think the idea is that a solicitor is an officer of the Court and the Chief Justice is the man who calls him in. It is a formality.

Has that veto ever been exercised?—No, I don't think so. The Chief Justice naturally accepts the recommendation of the Incorporated Law Society.

And they set an educational standard examination and all the other things?—They do, and the same is the case with barristers.

Is there any statutory authority at all given to the Incorporated Law Society?—There is the Solicitors Act, 1898. They have a certain status undoubtedly under law.

Have you any census of the number of lawyers in the country who know Irish?—No. But there are not very many of them.

On the other hand, what would you think of the suggestion for legislation that in certain districts the work of the Courts shall be done in Irish altogether except where the litigant is ignorant of Irish?—There is no official view on that. My personal view is that I would be slow to recommend it. I don't think the idea of compulsion is the way to tackle a job like that. It must be an idea of natural growth.

One great difficulty would be whether you would get a Circuit Judge. You may laugh at the law and legal jargon, but it takes a very long practice to enable one to sit in a Court and give justice. You yourself admit that there are only thirteen Irish speakers amongst the legal profession.

An Seabhaic.—Those are solicitors?—No man regards a solicitor as a proper man to make a Circuit Judge. A barrister is the proper man, and you would not have enough Circuit Judges for the western seaboard, and you cannot create them.

But if these were available?—By the time you have enough skilled lawyers to make Circuit Judges for the whole western seaboard that problem will not arise at all. It will be settled.

Could not there be an increase of the jurisdiction of the District Courts to cover it?—No. It is only a year ago since we moved from the time when you could only sue for £2 in the Petty Sessions Court. Now you can sue for sums up to £25. We have abolished a couple of thousand honorary magistrates and appointed thirty-three paid magistrates to do the work they did, and it was a very big step.

P. Ó Cuidhla.—The Gardai have got instructions to speak Irish in the Irish-speaking districts. Is there any cognisance taken as to whether they do or not?

Mr. Coogan.—There is no disciplinary punishment.

If there is a complaint that Gardai don't use Irish what action is taken?

Mr. Friel.—It is immediately brought to the notice of the officer, and the men are exhorted to use Irish.

With regard to the interpretation of Article 4 of the Constitution and this sentence in parenthesis, in the statement from your department I suppose we are only to tolerate English while we must, and that the ultimate idea is to substitute Irish. That is the aim of the Constitution?—I only

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quoted the Article partially. It is very hard to know what is the policy of the Constitution. I would not say it had laid that down. I believe it points definitely to bilingualism.

It would be important to know if that interpretation is to be allowed to stand. As far as I can understand it, if we want to use Irish in the Courts and have solicitors competent to use this legal "jargon" they use, it will be necessary to have that converted into Irish?—Some of that legal "jargon" is the outcome of experience and process extending over 700 years. That is the time it takes to create a code of law.

We seem to have all our phraseology got from the way it has been adopted in English, and that Irish has to submit to it?—Well, English has to submit to Latin and Norman French, and there is very little of our whole culture that is not really Roman. The Roman Empire spread all over Europe, and no one suggests that there is anything wrong in France and Germany because their culture has been handed down from the Romans. This is a process of slow growth. There are practical difficulties, and it cannot be better illustrated than by the fact that many members of this Commission know Irish and we are using English.

Irish in these districts must be allowed a natural growth, and you admit the fact that when candidates for positions come they won't be able to stand your test if their education has been all in Irish?—In looking over the whole thing you find there are other big difficulties. There are political and economic difficulties. Before you start on cultural development you must feed and clothe people. We have so many economic problems to solve that our whole energies are diverted in seeing that people are able to live. That is the day-to-day problem in the Gaeltacht. Our point of view up here is largely cultural. We cannot pretend it is anything else.

Dr. Walsh.—The only thing I want to refer to is that the whole trend of your evidence is that as Irish spreads the official side will follow—the Courts, the Garda Siachana, and so on—but we know that in the meantime Irish will die. It is a desperate thing this saving of Irish at the present time. We can hardly afford to wait. If we have to wait for a generation before professional men are converted into Irish speakers Irish will be gone. We are up against that. There are set examinations for professional men, and why cannot Irish be made an essential part of these examinations?—If public opinion in this country believes it is a sound principle for the State to intervene in the qualifications for the professional services well and good. I doubt if public opinion would look with favour upon more intervention from the State. There is already a lot of talk about centralisation and about too much State intervention.

Dr. Walsh.—The intervention of the Government in disbanding rural councils and county councils is a very different kind of intervention from intervention in governing the activities of its own officials and those of professional people who get concessions from them to practise their professions.

Chairman.—What we are having now is an argument between a commissioner and an official as to whether—

Dr. Walsh.—We always come up against the official. Will we ever have a chance of coming up against the people who regulate these things?

Chairman.—What we are dealing with in our first run is to get at facts. When we get the facts we get the ground on which to form our first opinion and to help our examination of general witnesses. If we get up against a question as to suggested interference with the curriculum for solicitors or barristers we may possibly have to ask some of the Benchers or members of the Incorporated Law Society to come and give evidence, and stand a cross-examination in the same way as outside people who press on us that we ought to interfere with these people.

Dr. Walsh.—I quite see I am exceeding my functions.

Chairman.—It is not so much exceeding your functions, as whether this cross-examination is of any value.

Dr. Walsh.—As regards the fact of his Department he has given the facts very fully.

Risteárd Ó Foghludha.—You say that poteen is manufactured generally in the Irish-speaking districts. On the principle of the poacher turned game-keeper, have you ever attempted to recruit Gardai from poteen manufacturers?—We would be very slow to take them into the force.

As regards the statement that applicants from the Gaeltacht are not up to the standard, have you considered the large proportion of the police forces in American and English cities that are Irish speakers, and how that comes about?—I question whether there is any proportion. You may find Irish speakers in a foreign police force, but one wonders what the proportion is.

Is it a fact that in Kilkieran and Rossmuck, where you have the District Justice, the clerk, the lay witnesses and solicitors knowing Irish, the cases in Court have to be heard in English because the Garda are the only persons who do not know Irish?—I have heard that that has happened, and I am prepared to believe that is so.

Mr. Coogan.—The men in Rossmuck conduct their Court business in Irish. The sergeant in Oughterard and the officer in Clifden are competent Irish speakers.

Suppose the Gardai do not know Irish, could not an interpreter be provided for them and let the business be conducted in Irish?—You could not expect us to do that. We have to admit that in given cases we have not done the right thing.

Mr. Coogan.—Our policy is to gradually introduce Irish speakers to the Irish-speaking stations. We are doing that as quickly as we can.

An Seabhac.—If anybody should be put to a disadvantage it should be the English speaker who is ignorant of Irish.

Mr. Friel.—If there is a professional man there you cannot do it. After all the professional man is the intervener between the public and the State, and is more or less independent.

An Seabhac.—Would you not agree in the case of, let us say, Dingle, where the justice and the clerk and all the litigants know Irish, that the solicitor for the defence or the State solicitor should be put in the undignified position of having things translated to them?

Chairman.—That is a matter of opinion, and the witness has stated his attitude towards it.

Risteárd Ó Foghludha.—In the case I have mentioned would it not be better that interpreters from Irish to English should be provided in cases where all but one or two persons cannot speak Irish?—It is surprising the very small number of Irish speakers in the Gaeltacht who do not know a little English. The pure Irish speaker is a bit of a myth.

In the matter of the rules of Court, have the Minister for Justice and the Chief Justice anything to do with that?—In the District Court rules the Chief Justice has nothing to say. In the High Court rules he has a very big say. He is on the committee. There is a difference between the District Court and the Circuit Court too. In the case of the High Court there must be concurrence. The Minister cannot make rules without the concurrence of the Judges. There has to be a certain give and take, but in the case of the District Court Rules, the Minister is the rule-making authority, and these rules will be laid before the Oireachtas.

They will be applied for all time?—They can be altered.

What is the likelihood of Irish getting fairplay in these things?—I cannot say until I see them. They are being drafted by practical lawyers who are practising in the courts.

Are there any people on that committee who take any particular interest in the matter of Irish in the courts?—There are. I think there are at least two such people on that committee.

Out of how many?—About six or seven. We actually have a solicitor with a knowledge of Irish. The Incorporated Law Society had to chose at least two people with a knowledge of Irish, and they did it.

Can you say if the persons chosen have made acquaintance with the Brehon Laws?—This committee is not dealing with the substantive law at all. There is just one other thing as a matter of interest. I think you might like to hear the form of oath in use

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in the Gaeltacht. The oath is always given in Irish and taken in Irish. It reads as follows:—

“Tugaim an leabhar i láthair Dé go ndéanfaidh mé an fhirinne iomlán na firinne agus gan aon nidh ach an fhirinne. Mar is maith liom m'anam do shabháil.”

An Seabhadh.—I believe it is a common practice in the Gardai to ask for a transfer from one district to another or to exchange with other Gardai. Are the forms required for that purpose provided with your sanction?—Yes.

If it happens that one in an Irish-speaking district wishes to leave, is there in that form any inquiry that the man who wishes to go to the Irish-speaking district has a knowledge of Irish?—No.

If a Garda in the Gaeltacht wishes to exchange with another man, is it possible that the other man may be an English speaker?—It is not.

Mr. Coogan.—At the present moment Mr. Cullen who is in charge of this matter has certain instructions to see that certain stations are manned with Irish speakers. When it becomes necessary to transfer a man he will replace him by an Irish speaker.

There is an automatic safeguard for these transfers then?—Yes.

Have you found amongst the Garda officers a tendency to get away from the Gaeltacht and come to nearer parts?—Yes.

Is it very marked?—It is not very marked, but no man likes to go to Belmullet if he gets a chance of Bray.

Is there any encouragement that might be given to encounter that?—We have had several suggestions made, but nothing effective has been done up to the present.

Chairman.—Thank you, gentlemen.
The Commission adjourned.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ar a deich a chlog, Dia Céadaoin, 3adh Meitheamh, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siocfhradha (An Seabhaic); Pádraig Ó Cadhla; Risteárd Ó Foghludha (Fiachra Eilgeach); Séamus Ó hEochadha (An Fear Mór); L. C. Moriarty.

Evidence of

DR. BARTLEY O'BEIRNE, M.D., D.P.H. (Tuberculosis Officer, Co. Galway).

MICHEAL RUADH Ó CATHÁIN (President, Bilingual Teachers' Association).

The following statement of evidence, submitted by Dr. O'Beirne, had been circulated to the Commissioners:—

Extent of Irish-speaking Areas.

1. As a county official my knowledge of conditions in all parts of the County Galway is fairly complete. I cannot speak for conditions in other counties.

Irish-speaking Areas.

2. In my opinion the whole area west of Lough Corrib should be classed as Irish-speaking. Irish is the language the majority of the people in those districts use in their daily life, and it is the only language in which they can safely express their views. With the exception of Melnough, the areas between Galway to Headford, Gort, Tuam, Kinvara and Abbey, should be classified as bilingual. Irish speakers are to be met with in all parts of the county, but in those areas referred to English is the language used.

Administration.

3. The Irish language is seldom used by officials of local bodies, and still less by the officials of the central administration. Of the higher staff of the county council only five are capable of conversing in Irish. Their work is not done through the medium of Irish. Re central administration: the county court judge and the district justice, are Irish speakers. Very few solicitors practising in the county are fit to converse in Irish, and I know of only one barrister.

4. The remedy is to make Irish compulsory for positions in the hands of the Government and local bodies. In my opinion this would do more to preserve the language and to have it as a spoken language than the Gaelic League can ever hope to accomplish.

Education.

5. The national schools are doing great work for the language. Not only are the children learning the language, but they take pride in their knowledge of it. Within the past few years the spirit of the national school is completely changed for the better. I attribute this to the fact that teachers now realise that the authorities are serious about the teaching of the language.

Economic Conditions.

6. The first thing necessary in South Connemara is to save the lives of the people. Year after year they have their usual death toll from typhoid and typhus fevers. This is especially so of Lettermullen and Lettermore. Impure water is the cause of those outbreaks. Responsible ministers and their officials have visited these places again and again, yet nothing practical has been done to remedy this defect. I would respectfully suggest that pure wholesome water be supplied to those people from the valleys in the neighbouring mountains. It could be piped in the different districts. The scheme may be costly, but it would save the lives of many Irish speakers yearly, and give much needed employment.

7. This area is overcrowded. The housing is bad, and the people are very poor. Migration is the one solution. The young men should be given farms, say about twenty acres each, in the eastern portion of the county, or in other districts where land is available. They should form little villages. The language in those villages would be Irish, as the young men would naturally marry girls from near their original homes. The effect of such Irish-speaking

colonies would, in time, be bound to spread the language in the surrounding districts.

8. There are practically no industries in the Irish-speaking districts. Lace schools seemed successful and were appreciated by the people. The fishing industry is the only one the westerns chiefly depend on for their living. It has been a failure for years. Their boats and gear are out of date. The boats are not large enough nor fast enough to compete with the British trawlers. Besides, they have no curing station or quick means of placing their fish on the markets. It is nothing unusual for them to have to dump their fish.

General.

9. In Irish-speaking districts all officials and employees of the Government and the public bodies should have a conversational knowledge of Irish. This knowledge should be taken into account in case of transfer or promotion. In partly Irish-speaking districts the bilingual system must continue for the present, at any rate.

(Signed) BARTLEY O'BEIRNE, M.D., D.P.H.,

Tuberculosis Officer, Co. Galway.

9th May, 1925.

* * * * *

DR. BARTLEY O'BEIRNE, M.D., D.P.H., examined.

Chairman.—Tá socair againn dul ar aghaidh leis an obair seo chomh mear agus is féidir linn, agus dá bhí sin is é an Béarla a bheidh againn mara bhfuil einní 'na choinnibh sin. Tuigimid gur obair anathábachtach an obair seo atá ar siubhal againn, agus nách mór duinn gach ní do thuisgint chomh soiléir agus is féidir i dtreo go bhféadfaimid an tairbhe is mó is féidir a bhaint as an obair don tír agus don teangain. If you have no objection, we will take the evidence in English.

Witness.—I have no objection.

Chairman.—The statement we have had from you is one that perhaps you would like to supplement by a more general statement?

Witness.—Or perhaps you would put questions to me.

Chairman.—The statement is a very simple one and short, and I thought you might have some supplementary matter that you would like to put forward.

Witness.—As regards the Irish-speaking districts, with the exception of Aran, and Spiddal and Knock, they are very little use to the language. Take for instance Lettermore and along the sea coast, and from Spiddal along the coast as far as Knock and Gorumna, they are all Irish speakers. They speak nothing but Irish in their daily lives, but the district is only a jumping-off ground for America. They all go away when they reach manhood, so that they are useless so far as the language is concerned. Then, again, there is a tendency I am afraid among the Irish speakers themselves—those uneducated people who cannot read and write the language—not to take any interest in it. I believe myself if the people of that district were taught to read and write the language they would be a great acquisition, because they would help learners and take an interest in the language themselves. An Irish speaker who is not able to read and write Irish, has very little respect for the language, and he is very little good to anybody who wants to learn the language. My remedy for that would be to supply them with books, and the books should be distributed by a traveller who will go amongst them, because if the books are only sold in the shops they will never know anything about them. And the books must

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DR. BARTLEY O'BEIRNE, examined.

be interesting—Rafferty's poems, other poetry, Irish history, and books of that kind. If you take the people as a whole they are very little use to the language. Around Spiddal it is different, because people come there to study, and the people who can read and write the language in that district are more educated. As regards administration, Mr. Chairman, it is a very difficult question. Here, again, we find the same difficulty, the difficulty of no reading matter, no text books in literature. Two things are necessary. First of all, the officials, whether central or local, should have a conversational knowledge of Irish, and, secondly, all officials should have the means of acquiring knowledge from text books in their own particular subject. One without the other is no use. The position now is that no matter how enthusiastic a doctor or a Government official is, and no matter how anxious he is to use Irish in his profession, he is held up simply because he has not books of reference, and he has not the time himself to write a book. In my own opinion, attention should be concentrated on the law courts, because they have a most anglicising effect on the Gaeltacht, and if they were Irish they would have just the opposite effect. I respectfully suggest that in future all students intending to enter the law courts should be compelled to have an entrance examination in Irish. At present with solicitors who have no knowledge of Irish it is very difficult to know what to do. I would be in favour of giving them three or four years in which to acquire a knowledge of Irish. Until then we could have interpreters, as we had in the old courts, to change Irish into English. As regards education, I have stated in my report that the national schools were doing splendid work. They are. But while they have done good in teaching the pupils to read Irish, if you engage the pupils in conversation in Irish, you find it is different. I think the great weakness in the national schools at present is that there is too little conversation and too much book work. Another peculiarity about the schools is this: in the primary schools you have splendid books where they are least wanted, and in the secondary schools you have not; and if you were to start an Irish University to-morrow you would be in the unhappy position of having no library for the professors and no books for the students. That is the situation as I see it. There is a very useful measure that could be taken to improve the conversational use of Irish in the schools. There is no question that there are very bright pupils in the national schools all over the Gaeltacht. My suggestion would be that the Inspectors, along with the school teachers, should select the most brilliant of these children each year and have them sent to be trained as teachers. In four or five years you would have trained teachers who would have the real bias and a real knowledge of the language, which they could convey to their pupils. In addition, that would save an amount of expense that is being incurred each year in having teachers attending summer courses. As regards the health of the people, in Connemara, Lettermore, and along that area, every year there is an outbreak of fever, of typhus and typhoid. In my opinion that is solely due to impure water. They have no water supply there worth talking about. The Congested Districts Board got up two tanks to remedy that, but the tanks are very often out of order and are quite insufficient to meet the needs of the place. I have seen the place. It is rather inconvenient, but there are two lakes, and from one the water could be brought by gravitation alone, and from the other it could be pumped. I discussed the matter with one of the Congested Districts Board's men, and he said it was quite practicable. Of course lives upon lives are lost there every year. The next thing I would draw attention to is migration. So long as the population is allowed to stay in Lettermore and Lettermullen you will have nothing but misery and poverty. Their economic means are practically nothing; they just live from hand to mouth. I suggest that you remove a number of families to other portions of the county, say East Galway, where land is available. I have reason to believe that farmers in East Galway would be willing to give up the lands they have for places in Meath—places that would be equal to their own farms. I would migrate them in 100 families, taking their own teachers and priests with them, and I would have the villages close together. For the first few years the Government should give them all the help they could in line of supplying them with farm tools and equipment. They

are only accustomed to the spade; they know nothing of plough or harrow, and the East Galway land would be new to them. They should also have Irish instructors. I would place them close to the railway line, my idea being that people from Dublin, students and others, would often come down there. That would encourage them and create an interest in the language. The reason why I am so keen on this is that in the year 1850, after the Famine, 150,000 people left Ireland. They were practically all Irish speakers, but there is not an Irish-speaking district in America to-day, although there are German-speaking districts and Polish-speaking districts.

Fiachra Eilgeach.—And Scottish.

Witness.—Yes, but when the Irish speakers went away they dropped the language. In North Connemara I would reverse the process; I would remove the rich and leave the poor. The holdings there are better, and I think you would find people holding big mountain farms would be rather anxious to get farms in exchange for them in East Galway or in Meath. As regards industries, of course in South Connemara they live solely by bringing turf to Clare and to other portions of Galway—to East Galway. Around Carna and in Aran and other places the chief means of living are fishing and kelp. For the past three or four years fishing has been a complete failure. I suggest that the Government supply them with faster boats and better gear, in fact modern methods. And that would scarcely meet the situation unless they got means of transport and of curing the fish when they catch them. It is a remarkable fact that while fish is landed in Galway every day there is less fish to be found in the town of Galway than in other parts of the country far away. It is not that the people don't like fish or that fish is not a good food; it is simply that they cannot get it. I suggest, if you are going to develop the fishing industry, you should get little shops set up in towns around the country, and provide them with ice, and have a curing station in a central place where the fish could be cured if it was not sold. Undoubtedly if the fish could be landed and sold in these districts it would be better than having it sent away. It would be better for the people; it would be better food and cheaper food, and it would help the local fishermen. There was some lace-making in Carna and Lettermore and a few places round there. In my opinion knitting would be more valuable to them, because in the lace market what is fashionable to-day is not fashionable to-morrow, and at times they get very little out of it. If they were trained to make stockings and jerseys and jumpers for home wear, and to supply the people around them, it would benefit the workers and the wearers and the whole district. It would tend to improve home conditions, because they would be anxious to keep the materials clean. Take the question of the Shannon scheme. Their advertising and organising costs will be £75,000 per annum. If we are interested in the Gaeltacht, we should pay a traveller to develop the fishing industry, go to the outlying districts that lack development and see that they are organised. Mr. Chairman, that is the substance of what I have written in the report. If you would like to ask me any questions—

The Chairman.—You are an official of the County Council?—Yes, I am Tuberculosis Officer.

How long have you been in that position?—Since 1912.

And your work takes you to every part of the county?—Yes, every boreen all over the county.

It brings you into close contact with the people?—Their daily lives. I know practically most of the people in each district. I am in touch with them every day.

In what type of work?—Medical work—consumption. Does that involve inspection of their houses or anything like that?—No. I am called to their houses by the medical officer.

Professional medical attendance?—Yes. I go there to see them.

You refer to Headford, Gort, Tuam and Kinvara in your report?—Yes.

Do I understand that the whole area in between Galway and Headford, Tuam and the town of Gort, that the whole of that area is bilingual?—Yes, they know Irish, but what they use in their daily life is English, the great majority of them.

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Irish speakers were met in all parts of the county?—Yes.

About what age?—Practically all the older people.

About what?—I suppose 40 or 45. Of course the children are all learning it also.

Can you summarise briefly the things that are militating against the use of Irish by the people in these areas on the fringe of the Irish-speaking districts?—Well, I would say that this would give you an idea of how the language could be helped. When the present Galway County Council started to use the language every official who knew no Irish got his book and started to learn Irish. It was even introduced into our sports, and on the Golf Links we used Irish, and they were picking up words from us. Then the split came and the officials dropped Irish. You must start with the County Councils and with the Government.

Do the County Council use Irish at all now?—No. There is no use unless a County Council use Irish itself. It would do a lot if even some of them spoke Irish. It would create an atmosphere if you had even one inside the County Council who would use the language. They don't use it, but they spend a certain amount of money in the teaching of Irish in technical classes throughout the county.

Do you believe that the teaching of Irish in technical classes throughout the county is more or less a waste of money?—I don't mean to convey that at all. The more education we get the better, no matter how we get it.

Would the teaching of Irish in technical classes help to keep Irish alive in a county where the County Council had no respect for the language and did not speak it themselves?—I think it would. I do not mean to say that the County Council have no interest in the language. They have an interest in it, but they find it difficult to carry on their work in Irish. A lot of them don't understand it.

One of the causes pressing back the language is that public bodies are not using it?—Not using it officially. The language is not recognised officially. I mean that the language that is used in official business is English.

It is not recognised officially in their regular work?—No.

Is it recognised by the legal fraternity?—No.

By the medical fraternity?—No.

By the clergy?—They give it the most support. In fact it would be in a much worse state only for the Church in Galway.

Do you think the population of the Gorumna-Lettermullen area are less intelligent and less capable of receiving instruction than the people of other areas around them?—No, they are all the same. There is an Irish college in Spiddal, and that has had a great influence on the people, for the students come round and talk to them.

Would you say that the area of Irish is lessening in the Tuam-Gort-Kinvara area?—No. I should say it is much the same. If anything, I should say it is increasing.

That would apply with equal force to the areas bordering immediately on the Irish-speaking districts?—Yes.

Is there in the purely Irish-speaking districts a literary tradition? do the people who cannot read and write Irish know old poems and stories?—Yes. For instance, Raftery's poems and tradition local to the place.

Is that being handed down to the present children?—It is, but I'm afraid it is dying out.

In the matter of the courts, you say they are the most anglicising influence?—Yes.

It has been suggested to us that it is doubtful if the people desire to use Irish in the courts?—I would not agree with that. In the Loughrea-Tuam area I agree that it may probably be so, but not in Uachtarárd or Aran. In Aran anyhow, the only safe way in which they can express themselves is in Irish. I would say the same of Uachtarárd; the majority of them are only able to give their evidence in Irish.

Well, what do you think are the causes bringing about the impression that they do not desire to use Irish in the courts?—As a matter of fact from what I know of the courts they are anxious to speak it. The solicitor as a rule is an English speaker, but since it got around that there is an Irish-speaking Justice it

has been remarked that the people are most anxious to use the language.

You could not see anything to suggest that they are not anxious to use Irish?—I say it is a prejudiced opinion. I believe the contrary.

Well, on the education side you feel that there is too much reading and too little conversation?—Yes.

Do you think this is a defect in the schools of the Irish-speaking districts, or a defect in the national schools generally?—I think it is general.

Do you feel that if a change were made in the national schools in the Irish-speaking districts it would bring the children more into touch with the literature of the people and enable them to take a greater interest in the literary traditions of the locality?—Yes. It would give them an interest in it.

Do you feel that it is the want of the development of conversation in Irish that is preventing the schools from bringing the children into contact with the literary tradition?—Yes, of course it is. There is no question that if they are not able to converse in Irish they will not be able to learn these traditions. When children go on holidays to the country, if they are able to talk Irish at all, the old people get talking to them in Irish.

When you speak of the free grant of books, do I understand you to mean the free gift of books in those areas?—Yes. And what is more, I would say that the writers should get back half the printing costs of their books. Some people would write books only for the cost of printing, and if they got help towards publication costs it would encourage them.

Have you a clear idea as to the type of books you want in the Irish-speaking districts—I take it they are not primary school books?—No, interesting books—Raftery's poems, stories, anything like that; even Local Government Board regulations for the elections for the local boards—anything like that which would interest them. Then you could distribute little papers like the *Dublin Penny Journal* containing articles in Irish.

You think books should be available of the literary standard required for the secondary schools?—Yes.

And of the general knowledge standard of a good post-primary education?—Yes. I would like to see educational books rather interesting.

I take it that a good post-primary education ought to be interesting?—Yes.

In respect of Galway, over what area should free books be given?—I should say the islands of Aran; from Knock and Spiddal along the whole sea coast; around Carna and Kilkerrin, into Maam Cross; from Carna and Roundstone around again to Maam Cross—that whole district, that is, the whole west side of Connemara.

West of what line?—West of the railway line.

Do you go in as far as Galway?—No, I stop at Maam Cross—the Maam Cross—Kilkerrin Road—it is a road line there.

Do you think the teaching material is qualified to work the changed programme in the national schools?—Yes, I think so, Mr. Chairman. Of course there are some old teachers who have learned Irish from books and who find it difficult to pronounce it properly and use it in conversation. That is the great drawback. They have what is known as book Irish.

Do you feel that the teachers in the Irish-speaking districts should be drawn from Irish-speaking stock?—Yes, it would be preferable to take the bright children of the national schools in the Gaeltacht, teach them, and let them become teachers afterwards. They would have the *blas* and natural conversation.

By *blas* you mean natural conversation and correct usage as distinct from phonetic *blas*?—Yes, the language as it is spoken by the people.

On the economic side, it has been suggested to us that whereas in 1923 a special appeal was made for recruits for the Civic Guards and for the Irish battalion of the army, there was hardly any response, that the Irish-speaking battalion of the army is below full strength, and that the young men in Lettermore, Kilkerrin, and the South Connemara area generally did not seem prepared to enter the Civic Guard or the Army?—I think they would be only too glad if they got the chance.

If it were known in South Connemara that five or six hundred Irish speakers would be accepted in the army, would you be able to get them?—I assume so. I have heard nothing to the contrary in going round amongst them.

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As regards girls, it can be easily established, I think, that there is a demand for young Irish-speaking girls capable of looking after children and teaching them conversation in Irish here in Dublin and in other English-speaking portions of the country. Would girls in the Connemara area be prepared to get trained to become children's nurses?—I think so.

Either from the point of view of looking after children as nurses, or in nursing and teaching first lessons in Irish?—I think they would be only delighted. It was only last week that one of them came to me to get her sister a position like that.

Is there any machinery in Connemara for training girls to prepare them in that way?—No. And they suffer from a great drawback in the long distances they have to travel and the cost of lodgings if they have to stay overnight waiting for an appointment if they don't get a place immediately. There is no organisation for getting them employment. They don't care in the Registry Office so long as they get the girl's half-crown.

These girls would have had a primary education?—Yes. They are very quick, very intelligent girls.

Have you had any experience in training girls for what I will call small children's nurses?—No, I have not.

Have you any idea of how long it would take to train a girl in that way?—Do you mean nurses or domestics?

For looking after young children in a private house?—I don't think it would take very long at all. It is natural for some girls to nurse children; others never take kindly to them; you would have to make a selection.

What type of machinery would you want for selection?—I would ask the girl would she like the work. Most girls like to become children's nurses. The others make good domestics.

You think nothing would be necessary but to have a suitable selection board?—Yes.

Would it be possible to get such a board set up in Connemara?—I don't know, but I think it would be.

Would it be possible to organise the dispensary districts in the county to examine girls like that and assist them by giving them certificates?—I think there would be no difficulty so far as the doctors are concerned.

So far as the doctors are concerned?—I think they would help.

You have girls in the area who would be glad of an opening like that?—I think so. They are only waiting for their time to go to America.

Do many of them return from America?—Yes.

How many on the average would come back?—I could not tell. They get married, anyhow, when they come back with money.

What would be the average number of years they would be away?—About 12 or 13 years; sometimes more. A lot of them come back with disease—consumption.

Don't you think it would be interesting to see how much money girls of that type bring back after spending years in America; probably after 8 or 10 years as children's nurses here they might have saved as much money?—Yes, I suppose so.

Are there many houses in the South Connemara area that would be suitable if you could send children down there for a few months to have them looked after and brought up in Irish traditions?—No. In South Connemara there are practically no houses at all suitable. All the houses are very bad. I suppose the only decent houses are the priest's, the teacher's, the doctor's, and a few cottages. The Congested Districts Board built a good number of houses in Lettermullen and Carraroe; but it is a very congested area and the houses are very bad.

Don't you feel that great value could be got from girls if they could go to their homes and take the children with them in the summer?—Yes; but I would not send my children in there in the present condition of the water supply and fever, and I would not recommend anyone else to do so. In North Connemara it is different; you have good houses there.

Generally, however, you feel that the people must be on the land in that area, and must get a good education?—Yes.

And anything else would be subsidiary to that?—Yes. I mean that they are not able to exist on the land there. The land is useless in South Connemara—practically waste.

About how many people leave Lettermullen area yearly?—I could not say exactly. Anyhow, 39,000 a year are leaving Ireland.

In this area the mortality of the people is abnormally high? Yes. The children die in great numbers.

When you suggest migration of groups of a hundred families, to what age are you referring—to young people or to the older people?—I would prefer the young people, young boys who would probably get married to young girls from the same place.

Would it not leave the old people without help if the young people were taken away?—It might, of course. That is a matter that would have to be considered. They would have to be selected.

Deputy Baxter.—Doctor, you made the point about sufficient books not being available; do you mean for the purposes of the Irish language generally?—Yes, books of reference, literature, and other works. I don't see why we should not translate them here, as they do in other countries. If we are going to speak Irish, we will want books of reference. We have absolutely no books at all to refer to.

How would you suggest that steps would be taken to get that done?—I would suggest that the Government employ two or three, or whatever number was necessary, good Irish speakers and scholars such as Professor O Maile, University College, Galway, to translate them. Or Dr. Mac Enri.

Your method to secure that literature would be that half the cost of the printing should be returned?—In the case of an individual himself writing the book that would be so. I think the Government should pay the full cost of printing other books—educational books.

You spoke of distributing these books free; have you considered what would be the annual charge?—I have not, but I don't think it would be a lot. You have the Carnegie Libraries, through which they could be distributed.

You suggest taking the best children in the Gaeltacht and making teachers of them?—Yes.

Do you suggest an examination from the primary school, or would you leave the selection to the teacher?—I would like selection by the teacher, because as a rule he knows the bright boy or girl and has plenty opportunities of judging them. Of course the Cigire, or Inspector, going round the schools would have similar opportunities. Anyone acquainted with the schools could see the bright children.

To whom would you leave the selection?—To the school teacher and the Inspector of schools.

Do you not think that would be a very delicate task for the teacher?—It may, perhaps, but it should be the basis at least.

Having regard to general policy and the attitude of the public do you think it would be feasible to get the teacher to allow the child to be chosen by a selection board?—Yes; perhaps the teacher may not like to make the selection himself.

It has been suggested here by previous witnesses that the standard of education in the Gaeltacht in any language is very low; do you suggest it is lower than in other parts of the country?—I think so.

To what do you attribute that fact?—I don't know, unless that they may not go to school. When they are very young they are put to work to get something as a means of subsistence.

The children have to get work to live?—Yes.

In reference to economic conditions—housing, water, overcrowding—they are very bad, and you suggest inferentially that Government action should be taken to improve these conditions?—Yes.

Have you any knowledge of housing conditions in other parts of the country—in Dublin, for instance?—I have not.

Would you be able to make any comparison?—There is no comparison.

Take the slums of Dublin?—Yes, they are better houses than we have in Galway.

Twenty thousand families living in slums in Dublin! Put that against the slums of the Irish-speaking districts, which would you say are the worse conditions?—They have this advantage in the country that they have fresh air. The people in the country are not always in the houses; that is what saves them. It is not unusual to find a kitchen—only a kitchen—and all the children sleeping in it. In one case a man with nine children—with consumption himself—was sleep-

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ing on the floor. One bed for nine children and himself—a bed of straw. In Letterfrack a man was stretched beside the fire dying of consumption, four beautiful children sitting a little distance away in the kitchen, and behind the door the wife confined,—by the fire a man dying, four children near him, the wife confined, and nothing to eat!

Are there any statistics available from the point of view of public health—fever, tuberculosis, and all that—or is it common knowledge that they are worse off than in the slums in Dublin?—Oh certainly.

To what do you attribute that?—To poverty.

Where disease has broken out, would it be caused through careless methods in the keeping of the homes?—It would, of course. You mean dirt?

Yes?—And bad water supply.

What has been done or is being done by way of giving technical education of any sort in those districts?—I think there is a lot being done.

By the Department of Education or the Ministry of Agriculture?—By the Congested Districts Department. I think there are no instructresses at all now.

What are the conditions of cattle? Are the cows good?—Very bad.

What supplies milk?—They get it from the neighbours generally. All the houses have not cows.

Do you think enough is being done by the Ministry of Agriculture by supplying instructresses to educate the people in improved methods?—In East Galway I know they have a hygiene instructress.

In East Galway?—Yes. I cannot say about other places.

Your work brings you more in touch there?—No.

Other witnesses have suggested that in areas like that an instructress might be sent to a district and would find there was no demand for her services there?

—If a teacher were not able to give her lessons in Irish she might as well not go there. There is some kind of a feeling that once you start in English they get suspicious, but the minute you speak in Irish they are quite at home with you. Speaking as a medical man, I get right into their heart when I speak Irish.

You would apply that in this case?—I am sure they are quite happy and quite at home when you talk to them in Irish.

Would the nurses give lessons in hygiene in parts of the county?—There is one district nurse. Of course they give no lectures. They merely attend the sick poor. There is one lady for the county. I don't know what kind of lectures she gives.

Does she operate in the west?—Yes, she was appointed for the whole county.

Would she be capable of giving instruction in Irish?—I could not say. But anybody who is incapable of giving instruction in Irish would have no use in going to Connemara.

With regard to the question of migration, it has been found that if the Department or Ministry of Lands and Agriculture decided that under the distribution of the ranches a number of people from the congested districts were to be taken very considerable difficulty would be encountered in persuading them to leave?—Yes.

That is one of the things you would be up against; it would be almost a question of compulsion?—It would be compulsion.

Do you recognise the difficulties these people would have to labour under in the difference in soil and the difficulties they would meet with every day in their work?—I do. That is why I say they should be helped by the Government for the first couple of years.

Do you think there should be a selection?—Yes, before they leave.

Do you think you would be able to get a number of people to leave after making a selection?—I am sure you would get plenty to go.

Have these things been thought of?—There is a natural anxiety amongst them to stay in the old home—a great attachment for the old home.

Taking the district of Lettermullen and Lettermore, would you not find it difficult to get a hundred families to go?—I don't think so; there are thousands in that district—something like 8,000.

Chairman.—In Lettermullen Dispensary District there are 7,858 people.

Witness.—I think the young men would go. It would be a great opportunity for them.

As far as the soil itself goes, no instruction, or no additional instruction, could enable the people to get anything more out of it?—No, the soil is very poor.

Have you any experience of afforestation; do you think anything could be done?—I have not personally, but I have discussed it with others. In Connemara along the coast it would be a failure. That is the view of men who know something about planting, for the reason that it is exposed to the south-west winds, and in addition the foundation is cut very low. There is one place in Kilkerrin where I think you could grow acres of trees.

Fiachra Eilgeach.—They were there one time.

Witness.—Yes, I have heard that. The Congested Districts Board tried in Connemara, and it was a failure.

Chairman.—There was an experiment at Carna?—Yes, and it was a failure.

Deputy Baxter.—Simply because of the soil?—Yes.

Chairman.—Some people suggested it was not drained?—It is also hard to grow trees near the coast, only a special kind of tree.

Deputy Baxter.—About fishing. Do you see possibilities in this of the people making a living if the industry were properly organised, and if they were properly trained and equipped?—Yes, but there is another question there. The question arises, "Is there as much fish in the sea as there was some years ago with the modern methods of fishing now employed?"

Fiachra Eilgeach.—"There's as good fish in the sea as ever was caught."

Witness.—Yes; but are the same numbers? I am only just raising the question. In the American prairies buffaloes multiplied at a great rate. Men went out for sport to shoot them. Then the American Government brought out machine guns and did away with them. They thought they would have as many in a short time, but they have practically none at all. The same thought occurred to me with regard to the sea, that with all those boats and modern methods of getting fish there is not as much fish now as there was in former times. These English fellows know every portion of the sea where they are likely to be got, and they follow them.

Deputy Baxter.—Are not those foreign trawlers fishing in our waters?—Well, so they say. You could see six or seven of them there any day now.

What would be the disposition of the people on the coast themselves; is their disposition to go to sea?—Yes, it is their whole outlook.

Would there be very much difficulty in carrying that through with organisation?—I don't think so; it is their outlook.

If you were questioned as to the disposition of the people generally towards work, would you say they are industrious?—Yes. My goodness, only for work they would not be able to live. There is not a spade of soil that is not tilled. There is not a shovelful of clay that is not used.

About kelp-making. Is that dying?—Yes, it is practically dead for the last couple of years, but I have heard there are possibilities of reviving it this year; that there is an inquiry for it. In fact they killed it themselves by putting stones and clay into it so as to make up the weight.

Is there much of that spirit?—Very much—or there was anyhow.

An Seabhac.—The whole question of Connemara and the Gaeltacht area can be put in one question. I suppose your experience is that the soil in that particular area that you are speaking of now has not resources enough to maintain a proportion in anything like the population that it has?—Yes, that is exactly it, and when they reach a certain age they clear off.

You don't think there is any possibility that the condition of the soil there could be improved to maintain, or provide for, that population?—No, not in South Connemara.

Do you think that the maintenance of the people in Connemara is dependent largely on the savings of their friends and families in America?—Yes.

And is that an economic condition that should be allowed to continue?—No.

Would taking away a certain section of the population from that place tend to make it more economically sufficient for the remainder?—I think so. That is my idea.

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Would it not require a great number to be taken out of it?—Yes.

Possibly more than could be provided for?—I suppose it works out like that. At present they have not got six acres of this bad land on an average.

Have you any idea of the average valuation of the holdings in Connemara?—I have not, but I could get it. I know it is below the economic holding valuation of £7.

Do a number of the people of Connemara migrate to England and Scotland?—Yes.

What effect has that on them linguistically?—They lose interest in the language altogether.

And bring back English?—No, broken English.

And a certain kind of culture that is not Irish?—Yes. No improvement on what they had.

On the question of moving some of them in colonies, you said to Mr. Baxter that they would require more or less a certain amount of paternal care under the new conditions?—Yes, for a few years.

The class of farming they do now would have no relation to what they would have to do in the new conditions?—No. It is all spade work now. They would want ploughs in the new place.

You spoke a while ago of the desirability of moving the young people; but the land is not owned by the young people, and it would be no relief to the Irish-speaking districts if you did not leave some land behind to divide among those who were left?—That is true.

What number of families do you think would make a social life of their own strong enough to resist anglicisation?—A hundred families, I think.

Not less than that?—I would be on the safe side.

You would require it to be big enough to allow inter-marriage and all that?—I suppose in time to come they would find wives in the colony. My idea is that you would have a number of colonies.

Where would you provide the land?—I understand you would get farmers in East Galway to take land in Meath and give up their own.

Do you suggest that they be moved into East Galway in preference to Meath?—Yes, because they would be more content. They would be nearer the old home. They would prefer East Galway to Meath. Meath would be out of their world as far as their lives are concerned.

You could not remedy it by taking a good many people from Connemara?—No.

They simply feel their loss all the time?—They have reason to.

With regard to technical instruction, you state you are not aware of any instructresses going about Connemara at present?—I am not sure that there are not, but I am not aware of any.

There was a question as to whether classes would not fall through. Do you think it would be better if, instead of going round organising classes, instructresses in domestic economy, hygiene, and so on, went into the people's houses?—Yes. Both could be done. It is all a question of organisation.

In regard to the language itself. Have the people got any conscious attitude towards Irish?—No. I think not.

They just speak Irish as a habit?—That's right.

Is there any sort of determination to strive to make themselves capable in Irish?—People who are able to read and write Irish speak Irish intentionally as propagandists.

They would have respect for it?—A more intelligent interest in the language. People who are not able to read and write Irish don't care a *thraheen*. It is the language they use. There is no other. There is nothing conscious about their use of it. They look on it more or less as the badge of slaves.

Do they look on it as a badge of anything at all?—Yes. They feel even still that to speak English is a sign of Galántacht.

Is there any influence on the language from the connection with America?—No. I would not say that America had much effect.

Has the outlook of going to America no influence on the parents in regard to the language they speak to the children that are growing up?—Yes. Of course they naturally expect the children to be taught English.

I want to know what the position is there?—As a rule, the parents are very badly able to speak English.

They have no conscious attitude?—In my opinion, they have not.

In Connemara, then, the Irish-speaking population speak Irish because it is the only language?—The only language they can safely express themselves in.

In the schools of that district education has been given in the last ten years in what we know as the bilingual system?—Yes.

Has this been done generally all through that district from Lough Corrib and Galway to the Atlantic?—I could not say, but I think it has been.

Has that system of education in Irish been in touch with the traditional lore and culture in the district?—No.

Is it practically an artificial language?—Yes, it is artificial. It is book Irish. It is not what you could call conversational Irish or lore Irish.

It has not grown with its roots in the traditional lore of the place?—No.

Is there a good deal of that culture left?—I think so.

Filíocht and folk-lore?—Yes. In the small village of Tawin twelve or thirteen years ago I collected seven or eight unpublished stories.

These things would not be found in the schools?—I don't think so.

No definite reference to them?—No.

You spoke of re-publishing Raftery's poems which are most universally known, and you also said they are not transmitted orally to the younger generation?—Yes.

Would your idea be that a book tradition should replace the parental transmission of this traditional lore to the children?—I believe that if they had books they would be helped by the old people because of the connection between the Irish in the books and their own Irish. I saw that where an old man could quote Raftery's poems and the whole village studied them.

Is it not a universal fact now that folk-lore, as far as children get it, is as much a book product as it is oral tradition—that is, in English or German or French?—In English it is book knowledge they get.

All that was transmitted orally in the past?—Yes.

Your idea would be to combine both now?—Yes.

Do you remember a special appeal for recruits for the Garda Síochána in the Gaeltacht?—No.

Did you see a poster at any time in the summer or spring of 1923 asking for 500 Irish-speaking recruits?—I could be there, but I did not see it. I did not see the posters if they were put up.

This was a rather unusual one?—I did not notice it.

Something funny happened to that poster.

Fiachra Eilgeadh.—A lot of funny things happened then.

An Scabhaic.—As regards government, district government and central government, can we take it that you yourself would be typical of the public officials of the Gaeltacht?—No. I would be the exception to the rule (laughter). I am Irish-speaking, and I talk Irish in my daily work, but generally they are not.

Do you think that every official dealing with Connemara might be expected to know Irish?—Yes.

And the public service would be none the worse for it?—It would be the better for it.

With regard to officials dealing with that part of County Galway—West Galway, East Galway, and South Galway—officials of the Government, medical officers, engineers, pensions officers, Land Commission officials in touch with the people every day, have you met any official in Connemara who was doing his work in Irish, or in regard to whom you heard he did his work in Irish?—No. I know one official who has Irish, and I expect he does speak Irish. That is Mr. Gallagher of the Land Commission in Clifden, also the agricultural instructor.

Have you heard complaints in regard to old age pensioners?—Yes.

How are the dispensary doctors in regard to Irish?—One of them knows the language in Lettermore and speaks Irish. He is a native of the place. The big majority of the doctors in Connemara have no Irish.

Is it necessary for a doctor in Connemara to know Irish?—I think it is essential.

For the reason that he will have to deal with

people who don't know English at all sufficiently well to explain what is the matter with them?—Yes. If you want to diagnose a case, in two or three sentences they will tell you all if you have Irish. It would take them twenty minutes or half-an-hour to do the same thing in English.

Do you think that in Connemara Irish is weakening or growing stronger?—Well, I would say it is growing stronger.

For what reason?—Simply because in the people's minds it is going to come into its own.

Do you think that an economic reason?—Yes, not for love of the language.

That would indicate a certain attitude of mind?—Yes. I would call it lack of enthusiasm.

Have you any idea what would benefit the language down there? Is the language as good down there, as far as spoken Irish is concerned, as it could be made?

If you made Irish compulsory for positions—Local Government positions and positions under the Government, I would say that that would give a considerable filip to the language there.

You would require that to be done generally so as to give the young people of this district an advantage from their knowledge of Irish? No. I would do it so that the administration would be better generally.

Is there any particular advantage to the people in the districts—monetary or otherwise? No. I can't see how they would gain because they would not be educated enough.

Provided the necessary education—post primary education was given in suitable schools where they might be chosen out of the Irish-speaking population—the children in the Gaeltacht would be competent to enter into competition with the children of other parts of the country for public positions, for public appointments under the Government and under the local authorities?—Yes. But there is this disadvantage, they have to work younger.

Wouldn't there be a sufficient proportion of them who would be able to remain at school?—Yes, and they are quite as intelligent as people in other parts of the country.

As far as your acquaintance with that part of Connemara goes, are the teachers of the district recruited from the natives of that area and to what extent?—I would not say there were many recruited from the area. Why?—I don't know. Is it that the people are too poor to leave their children sufficiently long at school to make teachers of them?—Yes, it is poverty more than anything else.

Do the teachers come from other portions of Galway or from outside Galway altogether?—From outside Galway, many from Cork and Kerry. In Tawin, my own native parish, it is a Kerry man who is in it.

Your explanation is that the poverty is so great that very few people are able to maintain their children long enough at school to enable them to become national teachers?—Yes, that is exactly my idea.

Does the same thing hold with regard to the Garda Síochána?—Yes, I think so. The same reason applies.

Would a compulsory education law and raising the school-going age to 15 remedy that to any extent?—I suppose it would. It would be a hardship at the same time. Would it be feasible? Unless the economic conditions were improved, I doubt if it would be practicable. Those of them that attend school go to the fifth or sixth standard. They leave school and are away for two or three years.

What effect does that two or three years' absence have on education as a rule?—It is forgotten practically.

What is the reason that it becomes forgotten, is there no intellectual life at all?—No.

No interest in anything that might be called literature?—No, not in that area. They go to work and forget all about school.

That is due to their economic condition?—Yes.

There is no room for it?—They just try to make a living.

The whole thing is a vicious circle then?—Yes, in my opinion.

What about the knitting industry or other subsidiary industries in Connemara? How about the sheep? Is there no wool?—Very little. There is in North Connemara a considerable lot of wool, but in South Connemara there is not.

What happens to that wool?—It is sold and sent away.

Would it be possible to use it up locally?—Yes, if you got knitting machines.

Is the particular kind of wool they raise in North Connemara suitable for knitting machines at all?—Some of it is. In North Connemara they have special sheep—black sheep. In Arran and South Connemara they make practically all their own clothes from their own wool.

Is that going on still to any extent?—It is.

Where do they get their wool?—They raise it themselves.

Are there any local weavers?—A few.

Where do they get the flannel; is the wool sent into Galway?—I could not tell you. There was one started in Leenane. They used to make everything there. They used to make tweed and sell it.

Are there not scattered round about the country districts any old weavers who made flannel for common use?—There are a few. It is dying out. They have to bring the wool into Galway.

Do they carry on spinning at home?—In portions of the district they do, but it is dying out.

They get the spinning and all done outside?—Mostly.

Do they produce anything themselves?—Very little. There must be more organisation before they can do those things.

An *Fear Mór*.—You consider it would be a hardship to apply compulsory attendance for the children in these Irish-speaking districts?—Yes. What I mean is this. I would prefer to improve the economic conditions of the people first. If you do that you need not put the other into force.

I have experience of Irish-speaking districts, and I consider the parents in these districts seem to be very careless about the attendance of their children at school, perhaps because they did not get very much education themselves?—That does not apply to Galway. They have a great respect for education there.

At what age would these children commence to work in these districts, and what sort of work can they do?—They go down the strand and pull carrigeen moss and kelp.

You attribute the fact of the standard of education being so low to poverty?—Yes.

An *Seabhac*.—You are referring to your own particular districts?—Yes.

An *Fear Mór*.—What prospects have the rising generation in these Irish-speaking districts as regards making a living?—America is what they look forward to.

How do they get the money for their passages?—One may be able to get the money and go away, and then he makes some money and sends it home for the passage of another, and so on.

You imagine it would be easy to get them to remove a few miles inland?—I think so—in colonies.

You refer to those who read and write Irish as being propagandists doing good work. Have you any idea of the percentage of the people in an Irish-speaking district who would be able to do that?—I don't suppose you would get more than four per cent.

Was it at the national schools they learned that?—No, at the Gaelic League.

There is another point in connection with the teaching of the language in the schools. That is mainly book work?—Yes.

Have you any idea as to how that could be remedied—is it by burning the books?—Not exactly, but they should be taken for conversation three hours out of six. That is the only way to teach it properly.

There is a very important thing in connection with the whole language question centering round that. A child commences going to school at the age of six. What can they learn from the technical point of view between the ages of six and eight—can they do much?—Yes. You would be surprised.

A child commences going to a national school at six. Would you consider from the medical point of view it would be a disadvantage to begin learning to read immediately?—No.

Their brains would be sufficiently developed?—They have developed a great deal. Higher authorities hold that the one thing a child can learn at that age would be oral language. As far as Irish is concerned, I am in favour of the oral teaching, and the same applies to English. I don't see any objection to people teaching Irish and English to a child of six.

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DR. BARTLEY O'BEIRNE, examined.

In connection with the fishing industry, are you intimately acquainted with the industry in the West?—I am not.

Do you know the position?—For instance, I go to Aran for a week at a time and I am in touch with them all the time.

What help have these fishermen got from the Government Departments?—I don't think they got anything recently.

Do you think that Government help is essential?—It is absolutely essential.

You speak about the distribution of the fish in the immediate neighbourhood; there would be a possibility of selling the fish there?—Yes.

In your experience going amongst the people do you think fish would be a popular food if it were got fresh and at a reasonable price?—Yes. We eat it on Friday, and I believe we would eat it every day if we could get it. On Aran they eat it every day.

If you had a central distributing store in the districts down there where a supply of fish could be had most days of the week you think it would be availed of?—Yes, some central place to get the fish sent to and then distributed to outlying districts. What is wrong now is that it cannot be got at all. It is gone to England before you have a chance of getting it.

In order to secure a steady supply you would want to have more fishing districts than one; that is, your distributing station should be supplied by more than one?—Yes. My idea is to keep the fish at home.

You believe there would be a market for it?—Yes.

You suggest that in future examinations for the legal profession Irish should be a compulsory subject?—Yes, for students starting.

And Irish should be compulsory for the medical profession?—Yes, and I would not let them drop it after they had passed the first examination. I would make them pass in Irish in the qualifying examination afterwards.

I suppose it follows that in all the administrative work of these districts that all the officials should have a knowledge of Irish?—Yes.

In connection with testing their knowledge you suggest it should be done by a central body or local examining body?—You could get plenty of people locally to do it.

Do you think it would be always wise to leave an examination of that type to local people?—I don't know. There is prejudice sometimes.

It would be better to have a central examining body like the Civil Service Commissioners?—Yes.

P. O. Cadhla.—You are very intimately acquainted with the Irish-speaking people in that district?—Yes.

Do you think they have got any more confident in the use of Irish than heretofore?—Yes, they believe the present Government is going to encourage the language now. That is the general feeling.

Do they feel confident enough to go into the courts and put their cases before the courts in Irish?—In the Irish-speaking districts it is the only language they can speak and they plead their cases in Irish.

Suppose they want to have a solicitor to defend them or plead their case?—That is the difficulty.

So they are forced to speak English then?—Yes. The judge and the litigants know Irish, but the solicitors are unable to conduct the cases in Irish.

Do you believe the Irish Government should take steps to change that atmosphere completely and promote one entirely in favour of Irish?—Yes.

With regard to the natural growth of Irish, you are acquainted with Irish-speaking children of school age, and you know that there are children who don't know English until they go to school, are there fairly large populations of these school children in these districts?—Yes.

When they go to school they are put out of sympathy with Irish when they are accosted in English?—Yes.

Do you think it causes an objection to school work when the teacher does not speak to them in their own language?—There is a lot in that. In the Central Hospital in Galway there were three children, before I came up, who were not able to speak a word of English, but one of the nurses was able to speak Irish and she was able to talk to them.

You believe the greatest asset the nation has are the Irish-speaking children?—Yes.

And that they should get all their education through the medium of the language they can use easily?—Yes.

The full course of primary education should be done through the medium of Irish?—I would do it in English also.

How far should they be equipped with English?—Well, take the question of the Garda Síochána. They would want English in the Garda Síochána. I don't see why they should not be allowed the same opportunities for intellectual development as we ourselves have. There is an idea abroad amongst some people that they should be left in total ignorance of English which I consider very wrong.

If these children get the facilities and help for using English the tendency would be towards English; would not that be a danger to Irish?—There is preference given to English as a rule.

Of course. I will go from that. Do you think that teachers who know the Irish dialect well would be best for the children?—Yes.

Do you think that would have its effect on the full national growth of Irish?—It would help it very much. A man coming down from Dublin to the West would have a good lot of book Irish. The old people believe it is not the same Irish. That is because people learning from books never come into touch with the native speakers.

You believe the full growth of Irish should be developed as it exists down there?—Yes.

And publications should be founded on the language they speak. Do you think English books should be translated into Irish?—Yes. The whole world over anything worth translating is translated into every language.

What I mean is that the Irish in these translations is not what the native speaker uses. Do you think he would have much difficulty in understanding them?—No. You can express yourself very scientifically in Irish. Take astronomy, which is rather hard. You may meet an ordinary countryman who can tell you the names of the different stars in Irish.

I am afraid we don't understand each other. In the translation there is too much of the go of the original in it, and it is out of sympathy with the natural expression?—I see what you mean, but if you get men like Professor O Máille, of Galway, who learned the language from the people, to do these translations he would put them into the Irish they know.

Chairman.—Is the Irish in Connemara a less flexible or a less vigorous medium of expression than the English in Galway?—The Irish is more expressive. For instance, I could give you a nastier blow in Irish than in English. It is the more expressive language.

P. O. Cadhla.—You recognise that the point is very serious with regard to the amount of English spoken to children in these schools. Do you feel it would have a detrimental effect on Irish?—Not if you give them the same facilities for both languages in the schools. The language in these districts will always be Irish.

And after a certain number of years the language of the whole country will be Irish?—I think you would be denying them their natural rights if you don't teach them English. They would have far better prospects in life.

Chairman.—As a matter of educational standard we should not say to any class in the country: "You shall not have a knowledge of a second language"?—Yes. I think you have had that before you in the question of the Garda Síochána.

Mr. Moriarty.—In dealing with the attempts by the Government to set up or effect improvements in the poorer districts in the West you are aware of the activities of the Congested Districts Board?—Yes.

How far has West Galway, or, say, South Connemara fared in these schemes of improvement in the poorer districts in the West as compared with East Galway?—Far more attention has been concentrated on West Galway. It was the most deserving district.

More money has been spent on houses—Yes, and making roads, etc.

You consider the money spent there was in all cases well spent?—Yes.

You think there is considerable room for the extension of such processes in the future?—Yes.

Considering the question of the improvement of these districts, how far would it be opened up by good roads

DR. BARTLEY O'BEIRNE, examined.

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—What is necessary is more roads. There are people in some districts that I cannot get at by road.

What roads would you suggest should be made? For instance, a road from Spiddal and westward towards Roundstone?—I would not like to go into that. It is more or less an engineering question.

Considering there are large groups of population concentrated along the seaboard, is there any need for a trunk road right around by the seaboard?—The main roads are all right. What you want is small roads into the villages and bogs.

My idea is to open up these districts. Do you think it is desirable for people outside the Gaeltacht to get into the Gaeltacht?—There is a movement to get a trunk road right along the coast. As a matter of fact, the Galway County Council have taken it up.

Referring to the water and the effect it has, were there not efforts made to improve the water supply in South Connemara?—Yes, the Congested Districts Board erected two tanks.

How far were they successful? Did they alleviate the difficulty?—To a certain degree, but they did not cure it.

The County Council and Rural District Council attempted to sink wells?—They did, but they were not successful.

Through geological causes?—Yes.

You would have a very long way to carry the water from the nearest lake by piping?—Not in some places. In Lettermullen and Gorumna there are two lakes very easily got at. One of them could be used by gravitation. It is near Knock.

From reading your notes your idea I thought was to pipe the water from the mountains, which would be an enormous cost. Your idea is a local supply?—There is one lake in Gorumna—Lough-na-gown it is called—about 12 acres. There is another convenient to Ballinakill.

Dealing with the question of migration, are you aware of any attempts made by the Congested Districts Board to migrate residents from South Connemara to East Galway?—Yes, they made an attempt in East Galway on the French estate and it was successful. They migrated them from the places around and also from Newbridge, Ballina-Loe.

They did not attempt to take them out of the poorer districts of South Connemara in considerable numbers to farm in East Galway?—I cannot say.

As regards the turf industry, it is largely carried on in South Connemara?—Yes.

Do you think it is decaying?—There are reports that the supplies will run short in 10 or 12 years' time. I am told there is a lot up the mountains, but they cannot get at it.

You believe roads there would be desirable?—Yes.

Is any attempt being made to reclaim land?—No.

Do you consider it is possible to utilise the land from which turf has been removed and give it to the people in South Connemara and let them turn it into farms?—I don't think it would be possible. It is very marshy. If it was properly drained, and proper assistance given by the Government, it might be improved.

With regard to fishing, the Aran fisheries have been in a bad way for some time past?—Yes.

They don't do any steam trawling on the Aran Islands?—No.

They have motor trawlers?—They are taken from them if they are not able to pay.

Therefore unless the British trawlers break the law they do not compete with the motor trawlers?—That is right.

There is really no competition so long as they rely on their motors?—No.

Are you aware of a curing station near Cashla?—The Congested Districts Board had one there.

Was any curing ever done there?—I think not.

There is a curing station and no curing being done?—I asked an engineer of the Land Commission and he said there was nothing done. It was put up in the wrong area. It did not suit Roundstone or Kilkerrin.

As regards the dumping of fish, do you frequently hear of fish having to be dumped?—Around Roundstone they say they often have to dump fish.

You propose to establish inland markets. Have you considered the difficulty that arises when you try to get a highly perishable commodity to a

scattered population?—We have an ice factory in Galway.

Ice does not always last. Fish has to be iced again in Dublin before it gets to London. It is not so much the difficulty of icing as the difficulties of transit. You are aware that transit facilities are less than pre-war while railway freights are much higher?—Yes.

Have you considered how far it is feasible to develop inland markets for the bulk of fish caught in this country, herring and mackerel, having regard to the scattered population and high freights?—You could do it by motor car.

Has the distribution of fish by motor been tried in Galway?—I don't think so.

Have you ever heard of a man named Hannon?—I know him.

Did you hear that since the war he tried it and lost money on it?—I did not. He may have lost it on boats.

Fiachra Eilgeach.—You speak of the girls of the Irish-speaking districts being willing to take up domestic service?—Yes.

Chairman.—I was speaking of a type of specialised domestic service.

Fiachra Eilgeach.—Dr. Henry told us about two girls who came to his house but would not stay because he wanted them to speak Irish, and he had to get an English speaker in the town of Galway.

Witness.—You will always get that. You get girls who think that to speak Irish is the badge of slavery.

That is changing?—It is.

An Fear Mór.—With regard to the chairman's question about providing children's nurses, would it be possible to have a short course given by some medical man or capable official in order that these girls might be qualified, so that people could place dependence on them?—It would be a great thing if it could be done.

Fiachra Eilgeach.—We had some other witnesses who told us the Connemara district did not seem to get full value out of the establishment of the Congested Districts Board?—I say that South Connemara got the most of what was going.

At what age generally do the poor children leave school in the Connemara district?—About twelve or thirteen.

What do they do then until they go to America?—They work around the house and they pull Carrigeen moss on the strand or anything in the line of earning a few shillings.

Do you find any serious attempt to find occupations on the border of the Gaeltacht, or are their minds set on America from the age of twelve?—That is the outlook they have.

And nothing has been done for them?—No, they are left there.

The teachers you get from the outside counties have no Irish until they come there?—You do get a few of them. I met some who were good Irish speakers.

You say Irish should be a qualifying subject for the higher examinations for doctors and solicitors?—I don't think any doctors should be allowed into the Gaeltacht without Irish. In Galway no doctor should be appointed without a knowledge of Irish, and the same with nurses.

I heard that your county council has made it compulsory for the new secretary to be able to do all the business in Irish if necessary?—Yes.

An Seabhac.—Will he be appointed by the county council or by a selection board?—The procedure is that the local bodies get the applications and they are sent to a selection board in Dublin. I think that is the rule at present.

An Seabhac.—From your evidence it appears that the economic conditions of Connemara is the root cause of any difficulties that are there in connection with the language?—Yes.

As Connemara is at present, do you think that special relief measures will be an annual necessity?—Yes, as it is at present.

That is the prospect if Connemara is left in the position in which we find it.

Bad weather will cause the necessity for special relief?—Yes.

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MICHEAL RUADH O CATHAIN, *examined.*

Chairman.—There is one question, doctor, I would like to ask you?—Have you given any consideration at all to what part the City of Galway is going to play in the re-Irishing of the western area?—I think Galway city is doing more than any other city. I attribute that to the presence of the university college. The majority of the young professors there are Irish speakers, and not only that but they are enthusiastic organisers as well. You have Professor O Maille, Professor Dillon, and Liam O'Brien. All these are not only Irish speakers, but are very enthusiastic about Irish. All that atmosphere has fallen on the town and has a very good effect. We meet in the street and talk Irish, and on the links we talk Irish.

Generally, you feel Galway will play its part as far as willingness is concerned?—Yes.

Have you given any thought as to what particular part it could play?—In the educational line generally.

And the social line?—Yes.

The Irish-speaking battalion of the army has been sent down there. Do you think that in the surroundings of Galway city these officers and men will be weaned away from the pure Irish language position they are in at present?—No. I was outside Galway post office, and I heard two soldiers talking in Irish, and a remark in English was passed by a man who said, "It is all Irish now." These soldiers go into the shops and ask for things in Irish, and they walk out if they are answered in English. There is just one point I would like to mention. The Commissioners have been considering the most satisfactory method of getting figures that would indicate the lie of the Irish-speaking population to-day. They worked very systematically at the figures available in the census returns from 1871 to 1911. They decided at the last meeting to get carried out a partial census over certain electoral divisions throughout the country. They left me to work out a scheme, but I cannot satisfy myself that the Commissioners would be in a satisfactory position to get them. I have been fortunate enough through the sympathy and kindness of the Department of Justice and the Department of Agriculture to arrange that when they are taking the agricultural statistics at the same to take a census with regard to Irish speakers and non-Irish speakers over these areas. It begins immediately after the 1st of June, and it is expected to be finished by the 31st July.

The list of areas in which the enumeration of Irish statistics will be required is:—

County.	Area.
Donegal	Whole of county.
Mayo	do.
Galway	do.
Kerry	do.
Cork	do.
Waterford	do.
Sligo	Dromore R. D., Tobercurry R. D., Boyle No. 2 R. D., and in the Sligo R. D. the following D. E. D's:— Carrickbanagher, Lisconny, Ballynakill, Drumcolumb, Ballymote, Drumfin, Riverstown, Bricklieve, Lakeview.
Roscommon	Castlerea R. D.
Clare	Ballyvaughan R. D., Ennistymon R. D., Kilrush R. D., Corrofin R. D., Ennis R. D., Killadysert R. D., Tulla R. D.
Limerick	Glin R. D., Newcastle R. D.
Tipperary	Clogheen R. D.

That is undoubtedly throwing a large amount of work on the Civic Guard in these areas, but the Commissioners realise, and the Government realise, that we can only devise true remedies through the consideration of true facts, and that we can only apply remedies from the facts as far as possible. No effort

is being spared on their part to get at the facts, and we want to get the sympathetic help of everybody throughout these areas to get the agricultural statistics readily and expeditiously given to the Civic Guard and the particulars also of the Irish speakers. It has been agreed in the case of our statistics that large towns need not be enumerated, like Ennis, Fermoy, Mallow, and we will look for our statistics by the 31st August.

Witness.—I have some idea of the way these were taken in the past. A policeman met one man in a village and took down the whole thing. If that happens they will be of no use.

Chairman.—You have different machinery now, and it is for different purposes.

An Seabhaic.—Will any other agency be used? Will they require assistance from the teachers?

Chairman.—Letters are being addressed to different people in the country asking their assistance.

Thank you, Dr. O'Beirne.

MICHEAL RUADH O CATHAIN (President, Bilingual Teachers' Association).

The following statement of evidence, submitted by Micheal Ruadh O Cathain, had been circulated to the Commissioners:—

1. In dealing with Clare as a unit, the Irish-speaking areas may be limited to the western sea-board, from Black Head to Loop Head. Irish is well known by those over fifty years of age, and is spoken in Doolin and neighbourhood, the Hag's Head area, and Lisconnor district, in Quilty and towards Doonbeg, at Corbally and in the Loop Head peninsula. It is seldom spoken except by the old people, and is decaying rapidly; being very rarely used as the sole medium of communication, children do not speak Irish in the homes, but there is a noticeable improvement in this respect through the activity in the schools.

2. The English spoken is incorrect, being mainly acquired through what was taught to the children and attempted translation of their own Irish constructions. This is a serious impediment to the teaching and cultivation of the Irish language, and practically neutralises the efforts made to improve the status of English when dealing with that language.

3. In the estimation of Irish-speaking areas and number of speakers in each area, it should be borne in mind that the census returns are unreliable, being compiled by those who, if not hostile to the language, were unsympathetic and disinterested. Such statistics were generally supplied by one individual, in a particular neighbourhood, who generally supplied information suitable to his own sentiment, regardless of accuracy.

4. There are many districts in the interior of the county where Irish is well known by the old people. I have met old people while travelling to Ennis who can speak Irish very fluently. Though Irish is not very generally used in the home it must be remembered that the children easily acquire a knowledge of Irish and become fluent speakers where the teachers are capable, enthusiastic, and *genuinely interested* in the cultivation and use of Irish as a medium of communication. I believe, with favourable conditions, a sound programme, vigorous compulsion and reasonable opportunities, the growing generation will save the language.

Administration.

5. Heretofore Irish was ignored by local representatives, not being a factor which determined their success at the election, it was conscientiously discarded at their deliberations, notwithstanding it was the language that was best known by some. In the appointment of officials the language was never considered, and I have never known where an Irish speaker, or a candidate from a poor district, succeeded in obtaining an appointment under any local council; £ s. d. seemed to be a more powerful and persuasive factor than the Irish language in determining suitable candidates.

6. At present only four members of the county council know Irish, and, consequently, its use is rare except in their ordinary conversation. Three members

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of the clerical staff know Irish. Twenty officials under the county council are absolutely ignorant of Irish. Since the present county council began to function I am informed that two officials, two doctors and three nurses were appointed with a knowledge of Irish. No provision exists for insisting on a knowledge of the language as far as old officials are concerned, but those seeking new appointments must have a knowledge of it or acquire same within *six months*.

7. The county is divided into five districts, with an Irish teacher for each district. A sum of £1,360 is raised annually for this purpose at the rate of 1d. in the £ on the valuation. Two of these are presently working in West Clare. This seems to me to be a very small allowance for West Clare, considering that it is the most Irish-speaking part. There is an advisory committee in existence which is supposed to look after the language interests, make recommendations, and arrange work for teachers in various centres.

8. The main defects in present administration are:—(1) That the main issue seems to be a struggle for political supremacy; (2) That Irish is totally ignored in the determination of appointments; (3) That prospects (corrupt and disgraceful) prompt individuals to become members of local legislative bodies; (4) That no restrictions imposing Irish as a necessary qualification have yet been established by the Ministry.

Remedies.

9. The remedies that I would suggest are:—(1) That all appointments under the county council be made by examination, Irish being a compulsory subject (oral and written); (2) That half the number of questions in each subject be in Irish after this year for county scholarships; (3) That the appointment of professional men, such as, doctors, veterinary surgeons, lawyers, engineers, where degrees and qualifications are required, be made by the responsible Minister (Irish still being largely the qualification which determines the appointment where the other requirements are forthcoming). This has a very beneficial effect as it will help to infuse a spirit of work, energy and enthusiasm into the prospective candidates in each sphere, and help to focus attention on study resulting in higher qualifications. Its influence will extend from the primary school to the university, and will be still more beneficial in keeping out of public life those who are base enough to seek representation for purely corrupt and selfish ends; (4) That a committee from the Irish-speaking areas, consisting of those in close touch with actual requirements, and genuinely interested in the advancement of the language, be appointed to transact certain specified business as determined by the Ministry. The people are so sick of misrepresentation and corrupt representation that, I venture to say, 50 per cent. would much prefer to have a paid official notwithstanding the supposed interest in representative legislation. I have heard several of the more intelligent of the community express this view. *There is a real necessity to adopt every precaution.*

Education.

10. Education, generally speaking, is in a very backward condition, and very limited in its application. The present programme has been responsible for some little activity in the schools, and there has been a noticeable progress, but the home influence, apathy of parents, irregularity, indifference and prevailing ignorance, are factors which largely neutralise the efforts made in the schools. The main defects of the system in its relationship to the Gaeltacht for which I speak are:—(1) There is no adequate provision made to continue the work begun; (2) there is no possibility of recruiting teachers from the Gaeltacht as conditions render same impossible; (3) sufficient opportunities are not afforded the poor children from these Irish-speaking areas; (4) there is no provision made for books; (5) unsuitability of national programme; (6) want of provision of school libraries; (7) want of continuation schools; (8) no provision for pupil teachers; (9) no restrictions regarding the exploitation of child labour; (10) unsuit-

able books. There are other factors which indirectly relate to the system in being, and which are also injurious.

11. The continuation of the work begun in the primary school should be continued in a higher type of school (central or otherwise), which should be established and so situated as to embrace a large number of school areas. Such schools would be the nursery schools for the professions. They would make for the possibility of recruiting from the Gaeltacht material for the teaching profession in the area in question. This type would be a decided advantage, as such a teacher would be better able to appreciate his environment, and its proper educational interpretation, and have greater sympathy towards the social, economic, and industrial advancement of the inhabitants. The introduction of a teacher with a limited or moderate amount of Irish serves no useful purpose, stimulates no effort, but, on the contrary, serves to establish a kind of dialect which is ridiculed by the native speaker. This ideal of procuring local material for the Gaeltacht is a most potent element in the thorough development and propagation of the language. Annual examinations for pupil teachers in the Gaeltacht, of junior grade standard, and with questions wholly in Irish, would be effective in procuring material in the schools for probationary service of two years' duration, and would foster spirit and determination on the part of the parents towards the more extensive use of the language. Pupil teachers should be fairly well paid, and the monitorial system should be entirely discontinued.

12. Under present conditions it is utterly impossible for pupils from Irish-speaking districts to obtain any public positions except to a very limited degree. Banks, railways, public offices and professions of all kinds, are closed to them, or beyond their reach, hence the apathy and indifference which prevails.

13. Books for Irish-speaking districts seem to be limited. Adequate provision has been made for the learner and the teacher in the non-Irish-speaking areas. Books with a large number of questions attached to each lesson have been published for their convenience. A graduated series of Readers, consisting of lessons with a bias towards environment, dealing with fishing, farming, historical and geographical subjects, and helping at the same time to develop national character, would be an acquisition to the Gaeltacht. These would serve to link up home life with the school, and be a source of enlightenment and form the basis for logical development in matters purely educational. Such books and requisites as are necessary should be supplied gratis to the teachers, thus relieving them of a considerable burden borne without complaint for a number of years. I have known teachers who have spent more than their bilingual fees supplying Irish books, and other school requisites, to their pupils. The free supply of books and the establishment of school libraries seem to be two urgent necessities for the advancement of Irish.

14. The establishment, location, constitution, and function of higher schools are matters which I will not touch. I would say, however, that the after training of teachers should be carefully guarded and continued with a view to such a regulated sequence on logical lines that the primary object has not been sacrificed or neglected.

Programme.

15. I regard a special programme for the Irish-speaking areas an immediate necessity. The present national programme is indefinite, and leaves too wide a field for interpretation, and evidently not calculated to embrace the schools and the areas in question. A programme with sound effective regulations and conditions, requiring proper training, qualifications and ability to work same, would be a decided advantage and a great encouragement. The rule of the late board, requiring a knowledge of the language in these districts, was an absolute farce, and, I regret to say, grossly abused by various elements including the Gaelic colleges. Years ago I made an earnest appeal to the colleges to adopt a uniform standard for each certificate, but to no avail.

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The training and proper qualifications of teachers for the Irish-speaking districts have been grossly neglected up to the present.

Inspection—Irish Areas.

16. The areas so scheduled and determined should be specially considered from every standpoint. The inspectors whose knowledge of Irish would so qualify them should be appointed to such districts. They should of necessity arrange conferences with teachers, discuss matters of educational importance, explain details and requirements of programme in every particular, and so help in its advancement and successful working. The knowledge of local conditions, social, economic, industrial and topographical, etc., is an essential to sound, effective work on the part of the inspector. The continual transference of inspectors should be avoided, as it tends to alienate his sympathies, limit his local knowledge, and destroy his interests in local development. Sympathy, co-operation, interest, and exact knowledge of local conditions and circumstances, are indispensable for an exact estimation of work done and for its direction, scope and limitations.

Examinations.

17. Under present circumstances, the candidates from Irish-speaking districts are labouring under terrible disadvantages. Assuming that Irish is their home and native language, they have to compete with others in five, and very often seven, different subjects and answer them in a foreign language. Questions in geography, history and kindred subjects are, generally speaking, based on modern text-books written in English, and cannot be effectively dealt with in Irish, unless such books are read, translated and annotated by teacher and candidates. I do not believe that the addition of a small percentage of marks for answering through the medium of Irish is a genuine solution of the difficulty. Half the questions should of necessity be answered in Irish, this being the only condition which places the candidate from the Gaeltacht in a position of equality; or a proportionate reservation of vacancies for those who answer solely through the medium of Irish, would serve equally well.

Social and Economic.

18. The Irish-speaking districts in Clare were once very thickly populated, until the inhabitants became the victims of ruthless landlordism. There were twelve to fourteen houses where there is now only one; and the inhabitants were forced to burn the land in order to render it more productive for the growth of potatoes and other crops which were required for the large population. To help towards the extermination of the Gael, rents were increased, valuations doubled, and other oppressive measures were adopted. Large numbers were forced to emigrate in discarded ships provided by the landlords, under the guise of pretended benevolence. The result of such oppression has partially survived, for, comparatively speaking, these areas are more highly valued and rents are more exorbitant than in the more fertile areas. These factors must be borne in mind in any effort made to improve our local conditions. Those who live beside the sea are largely dependent on support from their friends in America. The vast majority of the growing generation emigrate at an early age or are sent as servants to neighbouring towns or to rich farmers. Thus is the exploitation of child labour encouraged.

19. In former times large numbers were employed in the fishing industry. There were thirty or forty little boats in each village, and many of the small farming element were also occasionally engaged in this industry, while now there are only a few boats in each district. The spirit and willingness to work have decayed, and fishing is confined to a few in each centre. This has been due to ignorance, want of capital, indifference to equipment and progress; also to want of attention, no commercial capacity, foreign trawling, and other internal circumstances which helped to divert attention towards other pursuits. There are still possibilities for a thorough development of the industry which must be brought

about by effective organisation, pressure, popular sympathy and enlightenment. Education on the lines indicated will be a necessity for such development.

Kelp.

20. This was a flourishing industry some years ago, but has almost completely died out in recent years. Kings were formed, fraudulent methods for testing were adopted, and prices varied from £1 to £8 per ton for kelp of the same quality. Kelp fetched up to £12 per ton during war time, and the raw material realised £120 per ton. The industry now is in a very backward condition, and kelp is in the hands of some poor fishermen for the past few years. In pre-war days, as the result of the ventilation of grievances and investigations, I got into touch with several companies in England, and a representative came to see me from there. He made a careful survey of the Clare Coast and, after close examination, estimated a loss of £1,000,000 per annum in sea-weed alone. He suggested the establishment of stations for drying the sea-weed, with a central station for the extraction of iodine in the crude state, which could be taken by himself in barrels for refinement. The by-products and artificial manures obtained would be sufficient to fertilize the land along the western coast. He intended to develop this, but the great war intervened, and the project dropped. A somewhat similar factory has been established in the Orkney or Shetland Isles. Independent inquiries should be made by the authorities as to similar possibilities in Ireland.

21. I am strongly of opinion that research work should be established in connection with our Universities whereby we may be able to more fully appreciate what can be accomplished in each direction where scientific knowledge is required. Education in this as in other spheres of development is very essential. There has been no such thing as technical education in these centres. This education evidently has been devised for the classes not for the masses. The transference of the inhabitants to other areas would prove an absolute failure here in Clare.

22. We had large oyster beds in flourishing condition along the Shannon area which have now died out. Winkles, carrigeau, and such like products are to be had and only require a market. I had a communication from Italy some time ago asking for the quantity of carrigeau obtainable. This is negligible but, if a central station for distribution and exportation were established, it would help to advance a local industry. Local and cottage industries such as making of toys should be established in the Gaeltacht and should be protected.

23. I regret to say that our internal differences, local prejudices, sentiments, and ideals were largely responsible for the gross negligence of our industries. We had great opportunities after the great war to build them up and to capture the markets and so establish ourselves before our more enlightened competitors had fully recovered from the shock.

General.

24. In my opinion there should be no differentiation in any measures which you propose to adopt between Irish and partially Irish-speaking districts. Teachers with a fluent knowledge of Irish, enthusiastic and interested in its development could work any programme under suitable conditions as to attendance, regularity, requisites and inspection. It must be borne in mind that the bilingual teachers of Ireland have, under trying circumstances and difficulties, made great efforts (not without tremendous sacrifices) to sustain the spirit and the energy necessary to advance the language in their schools. The position of these teachers should be seriously considered: their salaries, emoluments, staffing and improvement of their schools are matters for urgent consideration. It must be remembered that in connection with the larger type of schools where conditions (both hygienic and financial) are considerably more attractive, there is a tendency on the part of the bilingual teachers to migrate, whenever possible, to them. This serves to make teachers in the isolated districts discontented. I would suggest the abolition of averages, capitation and bilingual fees, and the establishment of a graduated scale of salaries for teachers who would work the proposed special pro-

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gramme. This is not a merely selfish idea, but has recommendations which will serve to arouse interest in the language and stimulate greater effort towards its cultivation, and thus help to extend the Gaeltacht gradually. The introduction of the programme as recommended by the inspector would bring with it the higher emoluments and at the same time help in the direction mentioned. I believe that the Department of Education should not allow any inspector into such schools who is not thoroughly qualified in Irish.

25. There are three subjects of great importance which are neglected, viz.: cookery, needlework and religious knowledge, and if the inspectors who knew these subjects were sent to examine them in each district it would be another great encouragement. The organisers for the two former, and for Kindergarten, knew very little Irish, and their presence in schools, where Irish is mainly used, serves no useful purpose. The examination or inspection of the lower standards in oral Irish is very important. Irish should be spoken—not taught.

26. Much could be done by the discontinuation of the present system of keeping school accounts. I do not know that it prevails in any other country, and if discontinued would be an economic salvation in the school and in the office.

27. In order that real effective progress could be made. I believe that the various Ministers concerned should co-operate in the adoption of your recommendations. There are several young men in the West of Ireland who could, if properly dispersed and utilized, be made the medium of conveying a knowledge of Irish to the Guards. One in each barrack would be a benefit, and a source of encouragement in the area where such material was procured. All departments should be consulted and strenuous efforts should be made to secure thorough co-operation in this great work. The Education Department seems to be the only one in real activity at present, but there must be a little help given from the others as well.

28. I regret very much that I had not more time at my disposal to submit a more concise and methodical report. I trust, however, that these notes may be of some benefit, and hope that your recommendations and findings may ultimately result in establishing our native language on a sound and enduring basis.

(Signed) MICHEAL RUADH Ó CATHÁIN,

Corbally, Co. Clare.

6th May, 1925.

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MICHEAL RUADH Ó CATHÁIN, *examined.*

Chairman.—You mention certain districts here in your memorandum. Are there any of them in which Irish is the home language of the people?—I don't think so. While the old people are well able to converse in Irish, they generally speak broken English.

What district is that?—All the old fishermen speak Irish freely and have the old stories, place names, historical references and all that, but they use broken English too in all the sea-coast districts.

Amongst themselves?—No. Speaking to the children.

Where they speak Irish among themselves have they a good literary tradition?—They have. They can deal more effectively with their own interests in Irish than in English, and have by rote poems, etc.

Apart from the complete home use of the language, is there any district in which the children speak the language well?—Yes, in Kilbaha and Kilballyowen, Doolin, and my own district where the children are interested they can speak fairly well.

Take that sympathetic connection between the parents and children; is that kept up through the medium of English or Irish?—Not much through the medium of Irish, because the parents are under the impression that the children will have to go to America and that they will have to earn their living not through their own language but through English, and Irish will be practically of little use to them.

In the case of mothers talking to young children who are beginning to speak, that consideration hardly develops as early as that?—It is the motherly instinct to establish a connection with the child that is

there?—I have no experience where that prevails and where Irish is exclusively used.

To a large extent English is the connection?—It is. In fact there is only one resident in my district totally ignorant of English. There are a great many who speak English, and I would prefer them to speak Irish.

You say the children speak Irish fluently where the teachers are enthusiastic; have you personal experience of that?—Yes, they can. I had a boy up for examination for the county council scholarship, and he answered all the questions in Irish—a fact due to my own endeavours.

Did he get a scholarship?—He did.

Was he the only boy that answered through the medium of Irish?—Yes. You see there are no proper arrangements made for the examination of the county as a whole, and a boy with a fluent knowledge of Irish may only get the same credit as a boy with a much less knowledge. As regards the written examination, some of the questions did not lend themselves to be dealt with very effectively in Irish. Then again, one examiner may set the questions and another examiner may examine the papers.

Were these scholarships for the university or secondary schools?—Secondary schools.

How many are there in Clare?—About twelve this year, and twenty last year. This boy I refer to did not speak much Irish in his youth. He was about thirteen years of age when he started to learn Irish properly.

Did he get any marks for English, or did he lose all these marks?—I don't think he did lose them all. He got a fairly good percentage in English.

Did he take English as a subject?—He did, but he answered all the other papers in Irish.

When you speak of vigorous and compulsory methods to save the language, what are we to understand from that?—I mean compulsory school attendance for children up to fifteen years of age.

Is that the only compulsory matter you would recommend?—If there were continuation schools we could have compulsion from 15 to 18 for specified periods each year.

When you speak of continuation schools, what do you suggest people should learn at these schools?—Well, for instance, Irish, Irish history, literature, civics, farming, etc., the local literature of the place, if any, and as far as girls are concerned they should be required to take courses in domestic science, cookery, house-work and subjects of that kind.

What have you in mind when you say it will save the language?—I don't see any other means of saving it except by compulsory attendance. I don't believe that children who leave school from the fifth or sixth class will save the language and have sufficient knowledge and anxiety in them to continue their studies in after life.

That is what you have in mind when speaking of saving the language as the home language of the country?—Yes, eventually when linked up with the other conditions I have enumerated.

An Seabhar.—The better educated the rising generation, the greater the security for the Irish language?—Yes.

In administration you refer to the county council and say that neither do the people of Clare look for qualifications as Irish speakers among the people they put up nor does the county council as a whole pay any attention to it except to provide for its teaching in five centres?—That is my experience.

Is there no patriotism in the people of Clare that makes them realise that the language is a national asset?—Not up to the present. But, of course, I may say they have set aside five districts, appointed five teachers, and struck a rate of 1d. in the £. In selecting candidates for election there was no consideration at all as regards Irish. I think it would be utterly impossible to get members elected exclusively on that ticket alone.

It would be unreasonable to get them elected as Irish speakers alone, but would it not be possible to get good representatives with a knowledge of Irish?—It would, but it might not be possible to get the electorate to support them.

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They have definitely made a change with regard to the staff?—Yes, but not a genuine one to secure a knowledge of Irish.

For instance, will the county council require the county surveyor and the men who work under him to have a conversational knowledge of Irish before them?—I doubt it. I would prefer to see the clerks appointed by examination, but I have never seen a man from the Irish-speaking district appointed up to the present. It will be some time before we are at that stage. I don't see why the clerks to the council and others should not be appointed by an examination held by some standard examining body and have Irish amongst the subjects, both oral and written.

Are there any appointments under the Clare county council now made as a result of an examination by the Civil Service Commissioners?—I think there is a supposed qualifying examination of some kind for some appointments. Canon Kennedy made an attempt to get somebody with a knowledge of Irish to fill some recent vacancies, but failed.

Education is generally backward in the Irish-speaking districts?—Generally, in comparison with other countries.

And with regard to other counties?—I cannot speak for other counties. Education and interest in education is rather backward as far as my experience goes in Clare.

The people are not interested in education?—No, but I remember when boys went during winter to school until they were up to twenty-three years of age. I remember boys who got certificates for navigation and trigonometry, physiology and mathematics, etc., from South Kensington Department of Science and Arts. That spirit has disappeared. If you insist on these qualifying examinations it would be an inducement to boys to continue their studies and an inducement to parents to send their children to school. A great many have gone into the Civil Service from Clare. You will find men from Clare in every department. At that time they walked five and six miles to school, and they studied very carefully to get into the Civil Service. Conditions have changed since then.

You speak of the unsuitability of the National School programme?—That programme was never intended for Irish-speaking districts as stated in preface to programme.

Have you any clear idea as to the points on which that programme is unsuitable at the moment?—The first idea that suggested itself to me was when at the course for teachers we had a professor whose function was to interpret this programme and how it could be effectively dealt with in the schools, and she maintained that composition should not be taught in the junior standards. As a matter of fact it is possible to take written composition in the second standard. Take my own school, it would be quite possible to teach "Sheanacús" in second class, and get elementary composition written.

Chairman.—What is the age for second class?—I have children from between four and five in infants' class and between seven and eight in second class and I teach them things that would not be possible until the fifth standard in other schools.

That you know of?—Yes.

Roughly in what district or direction?—In all directions; of course the programmes largely depend on the teachers themselves and the interpretation they put on the programme, and this would not be possible where the teachers are not fluent.

The teacher looks upon the programme from his own capacity to deal with it, and when you say that a matter you teach would not be possible in other schools, do you mean it is due to the limitation of the children or the teachers?—That is a question I would not like to deal with. It would be possible if teachers were recruited from Irish-speaking districts and knew Irish thoroughly.

An Seabhac.—You speak of the want of suitable books?—Yes.

And the feasibility of providing these books?—Yes.

Over what area do you think these books should be provided either for teachers or for the children?—In Kilbaha, Carrigaholt, Doolin, Quilty, Liscannor, and my own area.

That is Corbally?—Yes.

You would supply these books to the children?—Yes. Free, and establish school libraries.

Between what ages would the children want these books?—School-going age from three to fifteen years. In dealing with the programme there is a double responsibility. There could be in the second class a book called "Seanachas." Pupils in my fifth class could read historical readers and geographical readers in Irish. I have to supply these books—I have done that for years—whereas in outside districts the one ordinary reader is sufficient. Heretofore you had to supply books in English as well?—That was a double set of books, and the parents being poor that turned them against the Irish language. They grumbled about it and the idea of spending a lot of money on books. In making investigations some time ago, I found that teachers have to supply the poor children with clothes as well as books in certain areas.

An Fear Mór.—I can quite bear out your statement as regards the poverty in these districts, and that clothes have to be supplied as well as books. You are teaching in a bilingual school?—Yes. I have taught for years when there were difficulties with regard to the bilingual programme. I worked in England for a number of years. I was in Waterford and Spiddal, and I travelled around to all the Irish colleges at my own expense and got fairly well acquainted with the language. I taught Irish as an extra, but I could not see the utility of teaching it as an extra. There was a girl in the school, and she knew very little Irish. The average went up to fifty and she made an effort to qualify herself in Irish, but failed. An assistant was eventually appointed, but she had not much Irish. She does not use the language as a native speaker would, with the result that the oral programme in the junior standards has been neglected, and that places me in a rather peculiar predicament. During all my experience I have never had an inspector who could deal effectively with Irish. I have one report and I asked the inspector, when he dealt with the school and the examination, "did you examine on the same standard of difficulty as in an un-bilingual school?" He said "yes," and yet the man knew no Irish. I asked him what his opinion of the standard of intelligence was and he said it ranked equally with the schools outside, and that bilingualism was an impediment to higher efficiency.

Chairman.—What year would that be?—In 1915 or thereabouts.

That is rather a while ago?—Well, it shows you the difficulties I had to work under.

An Fear Mór.—At present the bilingual programme is an official programme?—Yes, but my late manager was against it, and he withdrew the programme when I was here at the university and when I went back I had to work as well as I could on bilingual lines, and the juniors were neglected since.

It is a bilingual school but not registered as such?—It is bilingual as far as I am concerned.

What age are the children when they come to you first?—Very young.

They come from four years of age?—Yes.

How long do you take to make fairly fluent speakers of these kiddies?—If the whole work were done in Irish they would have a fairly good knowledge of Irish in two years—all oral work of school being Irish.

And have full instruction in Irish?—Yes. But I don't believe any sane man would show a child of four years of age a literary alphabet.

What sort of teaching have you for a child of that age?—Purely conversation based on pictures, etc.

You think that if Irish were spoken wholly, and everything were taught in Irish that in two years these children would be fluent?—Yes, for that age, and they would derive more benefit from the teaching in the upper standards.

If they came to school at five would they have lost much by not getting in on reading until seven—devoting the whole first two years to oral work?—I don't think they would. You could introduce reading at seven. My experience is that it is a great mistake to introduce reading at once. We lose

a lot of time trying to teach reading when we should be doing oral work, and especially language work.

Chairman.—I would like to get your opinion on the standard of stuff provided, as reading for the first year's reading and for the second year's reading also?—With regard to reading material, I believe myself, in dealing with the Gaeltacht, that you should have a special set of books with self-contained lessons.

Is the reading provided too simple or too difficult?—The first readers are not so bad; it is when you go to the upper standards that you find you have too many story books. I believe they should be taught certain ideas with regard to farming and fishing, and fix their minds upon the development of the country, and that these ideas should be embodied in the higher standard books, and we should standardise same.

You have not found that the first readers provided are necessarily inadequate in expression and use of the language?—There is no great grievance in that, but they could be much more difficult in every standard in the Gaeltacht than in outside districts. They are written more for the learning element than for the Gaeltacht.

An Fear Mór.—You are chairman of the Bilingual Primary Teachers' Association?—Yes.

What exactly have they in their minds with regard to the whole scheme? Is it their idea that they are in duty bound to give the pupils in their charge an efficient knowledge of Irish and English?—I think that was the original idea.

Do you think bilingualism is the right policy for this country?—Undoubtedly, for any country. The child with two languages is more intelligent than a child with one.

Do you believe that every lesson taught in the schools should be taught in the two languages?—I would teach English as an extra subject, if the conditions and prospects were changed.

Should as much time be devoted to the teaching of English and subjects through the medium of English as to the teaching of Irish and subjects through the medium of Irish?—I would not introduce the teaching of English except as English. I would, as far as the teacher was capable, have all subjects taught through Irish and Irish alone in the Irish-speaking districts when provisions are made for its extension in all departments.

Is it right to describe that as bilingualism? That is, you would teach English as a subject, but you would utilise Irish altogether in the work of the school and teach all subjects through the medium of Irish, except English. Do you think that is the idea the bilingual teachers have before them and that the inspectors would be satisfied with it?—I don't think they would. The idea of the teacher is to please the inspector, and he goes on whatever lines the inspector suggests. There is nothing definite as regards bilingualism and its limitations.

What is your experience of inspectors as to their attitude to the programme?—When Mr. Coleman examined my class he said it would rank favourably with the bilingual schools, but others incapable carefully avoided all reference to programme.

Have you had any complaints from other bilingual teachers that they found inspectors hostile or otherwise towards Irish?—I never discussed that with them.

Do you believe the teachers in bilingual schools have grievances against inspectors at the present time?—I cannot tell you, but they are lessening I presume.

As chairman of the organisation, have you any plans?—We only have an annual meeting, and the last one was very poorly attended. I don't think an inspector should be allowed to enter a bilingual school unless his knowledge of Irish was thorough. An inspector was examining a history class in a certain school, and he commenced by putting four or five questions in English. There was no reply and the teacher intervened and reminded him that the instruction was given in Irish, and he said, in a rather significant fashion, "my mistake." The same thing occurred in the geography class. This was the only complaint I heard recently.

Have you heard of other complaints of that kind?—I have not heard of many complaints of that kind. The inspector is very cautious now and when he goes into a bilingual school he is very careful. It is very

necessary for an inspector going into a bilingual school or an Irish-speaking school to have a thorough knowledge of the language and show an example to the children.

Chairman.—You seem to be under the impression that the Gaelic colleges have issued certificates to teachers who were not qualified to teach?—Undoubtedly, they issued certificates to teachers who had not a sufficient knowledge of the language, and hence the present reaction.

You recommend conferences between inspectors and teachers to discuss matters of educational importance?—Yes, strongly.

Have any such conferences been held up to the present?—They have. We had conferences, but they generally dealt with a particular subject selected. My idea in suggesting conferences is, that if you insist on a special programme for the Gaeltacht with special conditions and otherwise, that for the interpretation of that programme we want conferences with the inspectors to find out what would be their actual requirements in each subject, and so help to arouse public interest in matters educational.

It would be a conference bearing specially on the special programme for Irish-speaking districts?—Yes.

With regard to examinations you say half the questions should be answered in Irish, what examination does that refer to?—Any public examination. Take a boy from an Irish-speaking district coming up for a scholarship. He is accustomed to dealing with all the subjects through the medium of Irish, and he has to answer the questions in English. Regarding the fact that English is foreign to him, if he has to deal with seven or eight subjects he is placed at a great disadvantage. Then take an English-speaking pupil. He has only to do Irish as an extra, and there is a possibility of that boy securing the same number of marks in the written, and probably in the oral examination, as the boy from the Irish-speaking district. I would rather reserve a certain number of places for Irish-speaking boys or place them on an equality with the others by making it necessary that half the number of questions be announced in Irish and answered solely through that medium.

Have you any other examinations in mind?—Yes, the County Council and Civil Service examinations, in fact all examinations.

You consider some of the more Irish-speaking districts in West Clare poor in the matter of productivity and more highly valued than some of the others?—I cannot supply you with statistics. It must be remembered that the majority of the people were transferred into Clare and across the Shannon in olden times. It is quite within the memory of our grandfathers that there were twenty and thirty people living in districts where you would have only three and four now. Of course the majority of them fished at that time. Even the farming element five and six miles inland fished. Then the landlords came along and sent them elsewhere, and raised their valuations and increased their rents to help in their extermination.

But that happened elsewhere too. How do the people get a livelihood?—The people on the sea coast derive it principally from the fishing and kelp industries.

Where do they dispose of their fish?—There were two local dealers who bought it up, but for the past two or three years they did not get as much fish as would supply the needs of the neighbourhood. The type of boat we have in Clare, the Curragh, cannot go to sea only rarely. There is a market for fish at the present time. A Norwegian bought fish in Cleggan in the western district in Galway at 9s a cwt., and the profit he made must be very great. There is a difference of £2 or £3 a barrel between the quotations for Norwegian fish and Irish fish in the American market now. Fish should have fetched at least £1 per cwt.

Mr. Baxter.—You feel in the matter of education that the question of compulsory attendance at school is absolutely essential?—Yes.

How would compulsory attendance suit the economic conditions? You heard evidence here that it would be a great hardship that the children should be kept at school over twelve or thirteen years of age. How would that fit in with the conditions in Clare?—I am assuming the economic conditions are more favourable than at present, that the fishing industry and the kelp industry would be in a more prosperous condition. Would

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you go in for compulsory attendance at once?—I would, and I would leave it to the discretion of the courts to deal with the violation of the rules in force. There could be conditions put into a compulsory clause by which you could overlook certain cases. There is gross negligence at present. I have seen boys standing at corners who would be better inside a school, especially in the winter.

You would not wait for better economic conditions?—No, but would make holiday arrangements to suit local economic conditions.

An Seabhac.—Has English been more effectively taught as a result of the bilingual system introduced about 1912?—Take a district like mine where English is not fairly well spoken in the home, you have a very broken kind of English used. Take a typical example: a native passing along the road will stop and say "you have very wet yard school." He means "you have a very wet school yard." Bilingualism certainly gives a purer sound and power to discern such.

Has the fact that English became more systematically taught improved the English used or extended it?—I don't know about its extension, but it has tended to improve it undoubtedly.

Generally speaking do you believe that the best teachers of Irish would be those recruited from the Irish-speaking homes?—It is absolutely essential to recruit teachers from the Gaeltacht for, at least, that area, and if possible outside areas.

You maintain that the natural knowledge of Irish, and the ability to use it, easily and naturally, gives the child from the Gaeltacht a great advantage over one who has to learn it when he reaches twelve or thirteen or fifteen years of age?—My idea and my experience is—and I have taught in various parts of the country—my opinion is that the child from the Irish-speaking districts is more intelligent than the child from the English-speaking districts. In my district you naturally think a child would not be intellectual, and yet the inspectors are surprised to find a very high standard of intelligence.

That is not what I have in mind. They have natural intelligence, I agree with that. What I want to get at is whether it is desirable to make a special effort to get native Irish speakers made teachers, because of their natural knowledge of Irish and the benefit it gives them to have grown up with all the traditional lore and culture, and the natural idiomatic use of Irish?—Undoubtedly that would be my impression. It is an urgent necessity.

Do you think that persons reared as English speakers and not in touch with the Gaeltacht, but learning Irish afterwards at training colleges and so forth, would make as good Irish teachers as those reared in the Gaeltacht?—No, it would be unnatural to expect it.

And in the ordinary course could never be so?—Anyone who learns Irish through compulsion is not very enthusiastic and could not be as good as the native speaker.

Not exactly through compulsion, but through choice. Take a young person who learns Irish in Dublin and becomes a teacher, without coming quite so closely in touch with what is Gaelic as one who has been reared in it and who is trained to develop the use of that knowledge that came naturally to him?—It would be impossible for him to become as efficient or as capable as the native speaker.

Do you recommend that a special effort should be made to recruit teachers from the Gaeltacht?—Certainly, an immediate effort should be made.

In bilingual schools is it the rule that the same detail in the subjects shall be given to the students in both languages?—In my experience, yes.

Does that mean that teachers in bilingual schools have double work?—Yes. I have known bilingual teachers to travel twenty miles to attend classes to avail of the opportunity of equipping themselves for their work, and they suffered considerably in health as a result of it.

Under the present régime, does the knowledge of a particular subject in one language satisfy the inspectors. For instance, in mathematics, or has a pupil to be proficient in Irish and English?—I have no experience of that kind. My experience would be where an inspector found the teacher was his superior with regard to Irish he did very little. As a matter of fact I have frightened inspectors out of the school because they did not know what I was talking about.

You have not come across a case where they insisted on a knowledge in both languages?—No. In former times everything was asked in English in my school by the inspector.

We are dealing with the conditions of the last two or three years. Do the parents take an intelligent interest in the instruction in the Irish language given in your school to your pupils?—Though not in accordance with the programme and the present educational ideas, rightly or wrongly I give the children home work to do, and I find that where the parents are fluent speakers that a good deal of the language in the compositions is the parents'.

Do they assist them?—They do.

And at no time try to put difficulties in the way?—No.

Are the parents proud of the fact that the children read and write the language. Well, the fact of a boy getting a scholarship last year there aroused great interest in the locality.

Do you think it would have a good effect on the parents themselves if they were aware of the fact that because of their knowledge of Irish their children would be able to get particular positions in the local and public services?—Of course it would be most effective, and that is exactly what we want.

The fact of recruiting a certain number of the teachers of the country from amongst Irish-speaking children would tend to create that impression?—It would, because the fact of getting a position because of the person's knowledge of Irish has a tremendous effect locally.

You were speaking of a rather nice point with regard to the inclusion of Irish as a subject for examination. You said that in certain instances it happens that the knowledge of Irish is such that it is of no advantage at all to the native Irish speaker?—Yes.

What should be done to change that?

—I have suggested the idea to Canon Kennedy. I believe one inspector should be brought to some common centre like Ennis and the mentality of the boys should be so tested so that the boy with superior intelligence would be afforded every opportunity, and the written examinations have half at least in Irish say for local scholarships.

Do you think that the standards set in Irish are such as would give a native Irish speaker scope to display his ability and place him on a higher level than those who do not know Irish so well?—There are five centres and five different inspectors, and the standards are not the same. A fluent Irish speaker was sent to my district and his standard was much higher than the other places, I learned from Canon Kennedy.

The native speaker who knows Irish gets say 80 per cent. of the total marks, and another person who does not know as much Irish also gets nearly 80 per cent. That is no advantage to the native speaker?—That is my point, and he has the advantage over the native speaker in English subjects.

An Fear Mór.—About compulsory education and the attendance of children under the age of ten, do they attend regularly up to the age of ten?—As far as my school is concerned I have no complaints to make in that respect, but there is general dissatisfaction as to attendance from 5 to 10 years.

Have you any experience of other schools?—Take Donegal, some of the children leave school there before they are fourteen and go as servants to farmers. I hold they should be taught domestic service in Donegal and such subjects as cookery, etc., before being allowed to leave. This is exploitation.

In many Irish-speaking districts even at the age of ten they are not kept regularly at school?—Quite so.

Even the economic position in that district would not affect that situation very much?—No.

An Seabhac.—How far is your district from Kilkee?—About 2½ miles.

How far has Kilkee affected the Irish language question in the area?—Kilkee is an anglicising influence, but not many of the visitors there find their way into my district, as there is a very big hill between; it is a sort of natural barrier. However, there is a considerable number of fishermen in Kilkee who speak Irish.

Has trade and commerce any anglicising effect generally?—Yes.

And tells on the rural districts round about?—Undoubtedly.

How are the shops as regards the assistants behind the counters? Do they speak Irish?—They are recruited from the farming element, and I don't know if any of them know Irish.

Is any of the business in the shops done in Irish?—No.

P. O. Cadhla.—Do any of the children in the County Clare speak Irish in their homes?—I don't think they generally do, but I know families who speak both Irish and English.

The district you are in is typical of the Irish-speaking portions of Clare?—Yes.

You have been teaching Irish for a number of years, can you say how far it has affected the spoken Irish in the district during the past twelve or fifteen years?—I could not say, but where the children know Irish very well, their fathers and mothers, who are interested in the Feis, speak Irish for a month or two before the Feis.

Owing to our own internal differences there was an impediment to any kind of progress, and it is only now the people are settling down. I know people who would not learn Irish because of political differences of opinion. Is the teaching in the schools effective to the extent that it is producing Irish speakers? Take your district where the parents talk English to the children?—Not to such an extent. I would not talk much English to them, and if there were any prospects for them it would soon be restored there.

You meet them straight and speak Irish to them?—Yes.

You say that by teaching these children through the medium of Irish you expect them to be fluent speakers after two years?—Yes, for their respective ages.

There are local difficulties?—Yes, but if all the public officials spoke Irish, it would have a great effect.

That would create a good atmosphere for the habit of speaking Irish in that district and the districts round about?—That is true, and is the only way by which it can be extended.

Therefore that Irish district would be expanding on account of more Irish being spoken?—Yes, eventually.

Working on that upwards, and with the point of view of making everybody Irish-speaking in the future, what demand will there be after a certain number of years for English?—There will be no necessity for English as a medium of communication as far as our district is concerned, but if you have a population that migrates you will have to teach English. If we were able to maintain our surplus population in Ireland there would be no necessity for that.

Chairman.—Is education carried on in the country in the spirit of consciousness that a certain amount of them will have to migrate, and is the educational scheme of the country based on that?—I don't know, if it is, but what are you to do with our surplus population? I would like to teach the children French and German, if possible, as is done in other countries, and educate them thoroughly.

An Scabhaic.—Do you know teachers in any part of the country who have in the minds of the people around about become so associated with the language and the extension of it that the people naturally talk nothing else to them but Irish?—Certainly, nobody addresses me in English in my district.

That is because they have come to understand that you have devoted yourself enthusiastically to the extension of Irish?—Yes.

There are numbers of people in the Irish-speaking and semi-Irish-speaking districts standing in their social capacity as upholders of the Gaelic civilization and Gaelic literature and the use of Irish?—I don't think they are very numerous, but I can only speak for a small area. People who are interested can do an amount of good work.

Are there teachers who become so imbued with the spirit of the Gaelic movement that they have been looked upon as personifying that and no one ever talks to them in English? You say that holds with regard to yourself, are there any others?—There might be a few enthusiasts, but I don't think it applies all round.

Would that be your ideal teacher?—Yes, if he wants to develop the language and see a general spirit of earnestness to provide for the Irish speaker

Mr. Moriarty.—You attribute the bad condition of the fishing industry largely to the failure of the spirit of willingness to work; you find that young men are not going in for the calling of fishing?—Yes. At the time of the Great War there was very little fishing done. They were getting barrels of petrol washed up along the coast and people got a living that way.

There was no necessity to fish, you have to meet that difficulty now.

When the economic spur has come on again don't you think they would return to the fishing, or have they lost the art?—They tried, but they have neither the equipment nor the boats.

You are aware that the coast of Clare is naturally very bad for fishery development owing to lack of harbours and so forth?—Yes.

You suggest organising; have the fishermen realised the possibilities of organising?—Yes, as far as my district is concerned.

What does it lead to in their minds?—Exclusively to the development of fishing. There was an inspector down there from the Fishery Department some time ago. I suggest that it should be linked up with education. I am glad to see they are starting a school for navigation in Dublin and that we will be able to train Irish skippers, and that instead of emigrating they will take to the sea, and through organisation teach them habits of thrift, industry and sobriety.

Do you think from your acquaintance with the residents along the seaboard that the people would be willing to go into these steam trawlers and into ports away from their homes?—Yes. As a matter of fact, there was a communication received some time ago from Hull inquiring for men. I could have got a crew, but we decided it would be better not to send them away, in the expectation of our own industry being developed.

As regards the curing of mackerel, there was a station at Quilty?—Yes.

They were local curers?—Yes.

Are the fishermen willing to carry on?—Yes, if they had the boats, equipment, and suitable weather conditions.

Now as regards kelp, you know that some of it did not stand analysis?—That is so; but I know of three cases where £1 10s., £6 and £7, respectively, were offered for three different samples from the same load or lump. The men who were offered the £6 and £7 accepted, and the other man was taking his home when he met another man coming in with his kelp, and the other man took back the two loads and got £7 a ton for them. You see fraud begets fraud. When fraud takes place in the matter of testing, adulteration will take place in the matter of burning.

I am surprised to hear of so low a price as £1 10s.?—Yes, £1 10s. was offered. One of the fishermen made £300 during the war, but they were getting paid at the rate of £120 then for the raw material.

The C. D. B. carried out experiments in the burning of kelp to retain the iodine and other valuable properties and built kilns for them. Have they used them or gone back to the old methods?—That was a result of investigations we made when it was alleged that Swedish kelp was better and fetching bigger prices, but the buyers preferred the old methods of burning.

Are the fishermen organising any concerted action to bear upon the Government the necessity of carrying on the industry? Unfortunately the fishermen were too ignorant for anything. They were slaves, as far as I could see. In both selling the fish and marketing their goods they were absolute slaves. I suggested years ago that they should be organised and get together and bring pressure to bear upon the Government. It is only through organisation pressure can be brought to bear, and I believe they are more alive to their interests now and realize the necessity of organisation.

There was no idea of organising to prevent themselves being exploited by local buyers of kelp and fish by forming co-operative societies?—I suggested that to them, and that when properly organised there would be a possibility of doing that.

You say the transfer of the inhabitants to other areas will prove an absolute failure in Clare. Why should that happen in Clare?—I think it would be much better to develop the local industries. If they are transferred to other areas they have no experience in farming. If

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we are to develop the fisheries we should look for fishermen rather than send them inland.

You also refer to the oyster fishing—that has died out?—It died out years ago. One of the oyster beds there was known as the "gold diggings." There is a gentleman from your department there who is very much interested in the oyster fishing, and he is going to make investigations regarding it.

You also allude to winkles; do the fishermen find it a profitable industry? They are not consumed here but in England.

Does the industry pay these people after paying enormously high freights?—It did not pay up to the present. We have made representations to the G. S. & W. Railways and the West Clare Railway, and we have got concessions with regard to fish freights.

You are aware that the C. D. B. established a local lace making industry in Kilkee. What happened that?—It is not in a place like Kilkee you should establish that. It is in Corbally you should start it.

You would get a sufficient number to start there?—Yes.

The reason it was a failure in Kilkee was that there was a counter attraction in the town?—Yes. There are also two weavers in the district. I have some samples of their work here. (Witness handed in samples.) That is an industry that could be developed. You can see that they make very good material.

An Seabhac.—With local wool?—Yes.

Chairman.—Thank you very much.

The Commission adjourned to 10 a.m. Thursday, 4th June, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sraid Fhearchair, Atha Cliath, ar a deich a chlog, Diardaoin, 4adh Meitheamh, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Ó Siofhradha (An Seabhac); Pádraig Ó Cadhla; Risteárd Ó Foghludha (Fiachra Eilgeach); Séamus Ó hEochadha (An Fear Mór); L. C. Moriarty; An Dochtúir Tomás Breathnach, M.A.

Déisteadh—

DOMHNALL UA CORCRA, Corcaigh.

AN TOLLAMH TADHG Ó DONNCHADHA (TORNA) } University College, Cork.
EAMONN Ó DONNCHADHA,

The following statement of evidence submitted by Domhnall Ua Corcra had been circulated to the Commissioners:—

Na Liomataíste Gaolacha.

1. Liomataíste Ghaolach—ceantar 'na labhraun na leanbhaí Gaoluinn agus iad ag súgra leó féin. Ní bhéadh so fíor i dtaobh ceantair mura ndéanfaí an chuid is mó den ghnó a' Ghaoluinn ann.

Liomataíste Bhreach-Ghaolach—ceantar 'na labhar-faidh na daoine Gaoluinn leat má labharann tú Gaoluinn leó.

Riarachán.

2. Siad na daoine thíos is mó a chabhruigheann le teangain fé an dtuaithe—Sagairt, Múinteóirí, Lucht Oifig an Phuist, Gárdaí Siothchána, Foiridhithe, Suirbhéir, Bailitheóirí sratha, Dochtúirí, Dlítheóirí. Mar dhream ionnta féin táid seo ag cabhrú leis an mBéarla fós in gach ceantar Gaolach atá ar m'eolus-sa. Ní fhágann san ná go bhfuil gárdaí agus sagairt agus múinteóirí annso is ansúd ag oibriú go tréan ar son na teangan. Tá an iomad cainte á dhéanamh i dtaobh na ngárdaí. Is mó go mór an diobháil a dheineann sagart gan Gaoluinn nó dochtúir gan Gaoluinn ná mar a dheineann gárda gan Gaoluinn.

Oideachas.

3. Sí seo an cheist is mó maidir le Gaolachas. Tá dhá bhun-thuairim i n-aighe muintir na Gaoltachta—(a) Ball iargúlta an Ghaoltacht, (b) Nach féidir maireachtain i nAmerica gan Béarla.

Chun (a) do leighas níl againn ach aire fé leith do thabhairt don Ghaoltacht maidir le h-oideas.

Bun-Oideus.

4. Siad an dá locht is mó atá ar an mbun-oideas againne ná—

(1) Ná fuil an múinteoir náisiúnta oilte a dhóthain in gach aon tsaghas slighe.

(2) Go bhfuil an iomad fé dhó le déanamh aige.

Nach féidir na lochta san do leigheas sa Ghaoltacht sar a cuirfead chun iad do leigheas i n-áiteanna eile? An féidir breis múinteóirí do sholáthar don Ghaoltacht agus na múinteóirí is fearr do chur ag obair innte diaidh ar ndiaidh?

Nach féidir árd-scoileanna do chur ar bun innte? Cuspóir na scol san (1) Cultúr Gaolach do shaothrú (2) Adhbhar múinteóirí—múinteóirí de gach saghas—do sholáthar don náisiún uile.

Céard-Oideus.

5. Céard scoil do chur ag obair ingach ceantar Gaolach. A cuspóir sin—Déantúsaí tighé do bhunú agus do threóirí.

Ealadhan-Oideus.

6. Tá dluth-bhaint aige seo le déantúsaí tighé.

Oideus-Curadóireachta.

7. Teastuigheann so go géar ó'n nGaoltacht. I nUibhlaoghaire, cuir i gcás, ní d'foltar aonrud a fhásann sa talamh. Agus fós is féidir dul i Lorry go Corcaigh ó Bhaile-Mhúirne i dhá n-uair a chlog.

Nóta.—Na múinteóirí a bheadh ag múineadh sa cheárd-scoil níor mhór dóibh comhnuidhe sa cheantar agus gan a bheith ortha freasdaíl ar cheantar mór.

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Oideus-Creidimh.

8. Deintear a' Ghaoluinn i n-áiteanna é seo. I n-áiteanna eile ní deintear é sin. Ní maith le sagart post a bheith aige sa Ghaoltacht agus mura bhfuil an Ghaoluinn aige cheana ní dheineann sé aonni chun é féin do chur i n-oiriúint don cheantar. Is fada leis go dul as.

Nóta.—Ní beag so i dtaobh oidis ach ní fheicim go bhfuil aon tseift eile ann chun na droch-thuairme sin

(a) thuas do chur ar neamh-níth. Ní mór meón na ndaoine do shaothrú ar dtúis sar n-éireóchaidh le déantúsaí tighé san Gaoltacht.

9. Maidir leis an dtuairim eile—Nach féidir maireachtain i nAmerica gan Béarla—Níl cur síos ar an méid diobhála a dheineann sin. Is míthid feuchaint chuige. Deirtear go ndeigh 20,000 Éireannach thar lear anuiridh. Imtheóchaidh b'fhéidir 30,000 i mbliana. Beidh ar a luighead 15,000 ag dul uainn i n-aghaidh na bliana go ceann abhfad. An féidir mis-íní Gaolachais de dhéanamh díobh so. Níl ach aon tsilighe ann chun é sin do dhéanamh—cultúr Gaolach do bheith ag gach duine óg a théidheann uainn—agus a fhios san aige. Níl sé ró-dhéanach, fós chun bunús Gaolach do chur le h-impireacht na nÉireannach. Croidhe sgéil na Gaoltachta é seo.

Cúrsaí Maireachtana.

10. Muintir Uibhlaoghaire agus muintir Bhaile-mhac-óda. Nílid bocht, ach mar sin féin ní mór dá lán aca dul go America. Sa Gheimhreadh bíonn a lán aimsire le sparáil ag muintir na geantair san. Samhlúightear dhom gur féidir déantúsaí tighé do chur ar siubhal 'na leithéid sin d'áit. Go dtí le déanaí bhí coillte go tiugh i nUibhlaoghaire. An féidir iad do chur ag fás airis agus déantúsaí tighé a bhéadh ag brath ar an adhmáid do bhunú—cuir i gcás, trosgán tighé agus trosgán eaglaise, mion-earraí adhmaid i gcóir na trippers—boscaí deasa agus mar sin de?

Obair eile is féidir do dhéanamh cois teine—Obair leathair—sparáin, leabhair phócaí, srl.

Obair práis i gcóir eaglaisí. Obair lása agus cniotála.

Cúrsaí Maireachtana ar leanamhaint—Tugheas.

11. Téidheann cailín ó'n nGaoltacht ar aimsear ina bailte móra agus sa chathaireacha ach is annamh a bhíonn a gceárd go cruinn aca. Obair don cheárd-sgoil í seo.

Curadóireachta.

12. An scéim curadóireachta atá i bhfeidhm ina ceantair seo bhí sí ann nuair na raibh aon ghléas iompair aca ach an capall. Nach féidir an fheirmeóireacht do chur i n-oiriúint don tsaol atá ann i láthair na h-uaire?

(Signed). DOMHNALL UA CORCRA.

9adh Bealtaine, 1925.

* * * * *

DOMHNALL UA CORCRA, examined.

1. *Chairman.*—A Domhnall, we have got your statement. There may be some matters that you would like to supplement it with, such as these:—What areas there are in Cork in which you could say that there are homogeneous Irish-speaking popu-

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lations; what areas there are there that you could say of them that they are partly Irish-speaking and could have genuine homogeneous Irish-speaking populations within a certain number of years; what is the present basis of livelihood for those populations there; what do we hope from them, from their product in the future with regard to intellectual development and economic development; and then what would be necessary educationally to help them along those lines in primary education and higher education? From your statement I could see that our minds and yours are running along those particular lines, and there may be something that you would supplement or substitute before we get down to any detailed questions.

Witness.—It is a long story. I have not actually anything in mind to give. There are many parts of County Cork in which I have not been. I would not be able to answer things like those.

2. *Chairman.*—Well, shall we take the paragraphs of your statement?—I think so.

3. Do you know any district in Cork where you say a homogeneous Irish-speaking population exists?—You would have them, I should say, along Coolea and other places in the west around that district, taking that as the centre, and you have part of Ballymacoda. I don't know of any other places. There may be other places.

4. In those districts do you think that Irish is the home language?—Yes, I should say so. In certain houses, yes; in others it is not.

5. And would the population anywhere be great?—No, I could not say that. Ballymacoda is a small district, especially the Irish corner of it—the Knockadon corner.

6. Would the partially Irish-speaking districts be much more extensive?—Oh, yes. You have a large district leading from this point, you might say.

7. Have you any doubt that if proper educational means were adopted Irish could be so spread in these districts and so kept and so developed that a large population would become homogeneous Irish-speaking?—Oh, I have no doubt about that.

8. Would you want more education or economic means?—I think even educational means alone would do so. I don't think there is any fear of the Irish-speaking districts breaking up suddenly. I think myself that even with what has been done Irish has been saved to some extent.

9. You think Irish is not declining in places there?—I think it is declining, but it would have declined much faster if it were not for what has been done.

10. In Cork it appears to have declined—the number of Irish speakers from 1901 to 1911 in these areas?—I should not think so. As compared with 1901, they tell me that the children round Coolea and such places speak more Irish than they used, and I think it is a fact. Also I think it is a fact round Ballingeary. Some people say Ballingeary has been destroyed, by the College there. We have heard that said, but I don't think it is true. I cannot say much has been done in Ballymacoda, because as far as I know the schools there have always been very unsatisfactory as far as Irish is concerned. There were always more or less good schools around the Coolea district, everything tending to preserve and save Irish. In Coolea, in comparison with Ballymacoda, I would say that it had good schools as regards Irish. On the other hand, Ballymacoda always had good priests—parish priests, and fairly good priests in the Ballyvourney side. They have had a great influence in both places.

11. In the matter of administration, you speak of the influence of certain officials. Are the officials and the professional classes to any great extent using Irish at present?—Very little, I think. Take Ballymacoda now. It is a wretched district as regards Irish officials. There are five Civic Guards there, and not one of them has any Irish. The postal officials have no Irish there. The Relieving Officer has no Irish. The deputy surveyor has no Irish. Things are not as bad as that at all in the Coolea district. They could be much better, but they are nothing like as wretched as that.

12. You say of the Kilmacdonogh district that that was perhaps the most intensely Irish-speaking area in Cork, according to the Census of 1911?—Yes. It is known as a very Irish-speaking area. That is my

own experience. There are other things also. There are six teachers in that district. Two of them have fairly good Irish; very poorly as regards the rest. In the most Irish corner of the district there are two teachers who have only a word or two of Irish.

13. No Irish?—That was so always, as far as I know. There was one teacher, who happily died a short time ago. He was a model Irishman but he taught no Irish. The schools have always been very bad there. There were a couple of good priests who did a lot against the influence of the schools.

14. The Civic Guard return that we have got shows that in one small station called Kindoon Point there is one Irish speaker among the Guards there?—At the beginning, about two years ago, there were three Irish speakers among the Civic Guards, but at present there is no one.

15. Generally, then, with regard to officials and the professional classes, the position is not satisfactory?—It is wretched.

16. Do you think public opinion—public pressure—would be sufficient to bring about any change?—Oh, it would do a lot.

17. In the light of the whole facts and in the light of the understanding of what is the national language going to mean for our people?—It would make a great difference, but making the facts known would not be enough.

18. Have you any idea as to how pressure could be applied to help public opinion?—I suppose you could write a book on it. I mean education might do it.

19. Would not some other type of pressure be required besides that?—Yes, but I have no great faith in mechanical remedies. I have no great faith in the pressure of compulsion.

20. If public opinion is to be effective in the matter it has to be an enthusiastic public opinion?—Yes, it has to give some measure of consent to what I may call mechanical means. I am afraid mechanical means would not work.

21. Have you any suggestions as to how public opinion might be enthused on the point?—I think public opinion is coming round all right, and will come round all right.

22. If the educational side was adequate, and proper facilities provided, that will help it?—Yes. I am rather inclined to believe that you must begin at the top. You must have any amount of Irish in the University or else the work in the primary schools will go for nothing. If the people see that the lawyers, doctors, priests and people, and that type are not talking Irish they will say, "What is the use of teaching it?" In other words, if it is still in the minds of the people that educated people can get on without it.

23. It has been represented to us, as far as Galway was concerned, that the most potent influence is the courts. Have you any experience of the courts in Cork?—No, I have not.

24. It has been suggested that in places in Cork there is no tendency for the people for using Irish in connection with court work?—Only very little. I think the magistrate in Cork knows Irish, and I have noticed one or two cases in which Irish has been used lately.

25. Only in one or two cases?—That is what I heard. Of course I have never taken much interest in it.

26. Can you suggest any reason why people don't use Irish in court?—Of course many of them would have Irish, but many of them who would have it might not be able to use it fluently enough in litigation. Then there is the opinion that it might be getting people up against them—the officials and all that. Certainly I think that is one considerable influence. One of the terrible things they see is that educated people with no Irish get on better than if they do have Irish.

27. On the educational side you seem to suggest a special programme for primary schools in the Gaeltacht and the establishment of what I might call post-primary education of a general and technical kind?—Yes. My idea with regard to education—you are referring to the Gaeltacht—is that of the "most favoured nation" kind; you should give it advantages not given elsewhere. Up to the present, as far as I know, education all round, without speaking of Irish education in particular, has been neglected in

the Gaeltacht. Nobody likes to be sent there—no technical teacher, no priest, no doctor—if he can avoid it. All these people avoid it. Then you see an advertisement in the papers about a course of training for manual instructors under the Department, and also a course of training for art teachers. As far as I know it is not necessary that those candidates should have any Irish; certainly there is nothing in the advertisement about it.

28. And as far as you know there is at present no person in the Irish-speaking districts who does this work in Irish?—That it is true I have no doubt, but what I am coming to is this: There is a fairly large number of technical teachers in Co. Cork, commercial teachers and agricultural teachers, and I don't know how many—I should say only two or three—would be able to do anything in Irish in their own line. If we are going to do anything in the way of technical education in the Gaeltacht, you must have your teachers able to do it in Irish. Certainly now is the time to begin, and if you are to have a course of training for such men they should be Irish speakers from the start.

29. It is a matter of some importance that we know what the people generally think of the work done in the primary schools in the Gaeltacht, higher schools and in the line of technical education. If we take technical education for the moment, we have not been able to find out with any certainty to how many students technical education is given, or whether it is brought to the poor in the Gaeltacht. Is it your opinion that not much of it is brought to the Gaeltacht in any language?—Yes, that is right.

30. And one of the number of matters you mention is woodwork. That is the only thing in the technical instruction line that appears to be brought near them. Have you got any opinion as to what the results of instruction in woodwork have been?—You mean in the Gaeltacht?

31. Yes, in the Gaeltacht. We are anxious to know what type of programme should be pursued in the primary schools, in the higher schools and in the technical schools and their influence in this matter of economic development?—I am not a technical expert, but I don't think you will ever achieve anything by having technical teachers working as they are now—a night here and a night there. You should take a centre such as Coolea or Ballingeary, build a little technical institute there, put your technical teacher there, let him reside there, and make him frame a scheme of education in relation to such industries as might be developed in the place. Of course technical people, like others, have two ways of looking at education—its theoretical and its practical value. I think myself it should be of educational value, and at the same time prepare them for practical work in that particular district. They are beginning to find that out in other matters as well as in technical education. In music the child was got to practise scales without any music at the beginning. They found out later that while the child was practising the scales he was making no use of his ears; that while he had been training his hands he had been dulling his ear; and now when they begin music they train the child to play and read from the start, listening to every note they play. I think they will find out in all sorts of education that you cannot separate the mere practical technique or exercises from what is being done in the mind and soul of the child. Now that would apply to technical education too. We have a very good art man in Cork, Mr. Higgins. He tries in all his technical classes to get some work done, and he is able to get better work done in the very backward districts than he does in the towns, so that I think to be on the right road from the start, technical study and work should go hand in hand towards the developing of home industries, and the educational programme should be planned out to prepare them for that.

32. Any technical education you have is theoretical as distinct from going for some definite object?—In all degrees of education a great many of the teachers are trained upon that idea.

33. You would yourself suggest for the Gaeltacht in Munster that a small technical school in Coolea should set out to teach the people?—Well, we separate technical education, I suppose, from agricultural education.

34. We want to consider primary education and higher primary or cultural education, and we want to consider technical education in considering a people like the population of Coolea. The question that I think arises in considering technical education is "What type of technical instruction do the people of Coolea want in order that they can make the best material use of their surroundings for their economic betterment"?—Well, it is a very large thing. I don't know that I could answer. I don't know very much about agriculture. Of course, my general point on agriculture would be, although I know very little about it—

35. I don't want you to consider the matter of dealing with agriculture. I don't want you to strain the matter, but there is another side, and perhaps you would deal with that other side?—There is a great deal of spare time in these places in the winter months when the young men and young women have very little to do. During the winter they have very long evenings. I really don't know what they do between 4 o'clock and 11 in these places. I suppose they play cards. They may really have some work, but I think they have a fair amount of spare time in the country places in the winter, and I think if they don't use up their time to the best advantage it simply arises from the fact that there is no tradition there, and that they have not seen it done. Certainly the provision of good light is one of the first essentials, because anybody who has been in these places will have found it hard to read, and you will always find bad lamps except in a few places. You will find it hard to write or to do anything. That would be one of the first things, and afterwards try to create a tradition of home work, of cottage industries, such as wood work and metal work. I was thinking in connection with that that the Church in Ireland has a bad habit of buying readymade things of all sorts—brass work, altars, stations of the cross, vestments, embroidery, all sorts of things. Well, the further we keep from factories the better. If it is done by mass production it will always be wrong. I see no reason why the great bulk of that work could not be done in cottages, and, from the same point of view, I think it is a fact that this man, Mr. Higgins, in Cork, found he could get better work done in places like Coolea and Gortroe than in towns like Mallow and Fermoy. In the rural districts they take a great interest in the actual bit of work they are doing—while the young man in the town is always comparing it with something he has seen in the shop. He is like the gardener who tries to grow flowers as good as the pictures he sees in the catalogue. A practical art teacher in Coolea could create a tradition. The Church is an immense purchasing power in Ireland and all over the world. They are always looking for all sorts like brass work, which could be done in the cottages.

36. You think all that would tend to make the house much more like homes and tend to create a better social atmosphere in these places?—I must say, personally, I have nothing to say about social atmosphere in the Gaeltacht. I think it is far higher than the social atmosphere in the cities. I see people suggest you should set up clubs in these places. Personally, I am rather against that suggestion, because I don't think clubs improve the social atmosphere in any place. One of the things I would like to see survive is the influence of the home life on the young men and young women. After all, if they are not in their own homes they are in other homes, and there are always women knocking about, mothers and sisters, and I think that accounts for the greater refinement I find in all these places.

37. You do find great refinement in these places among the young men?—I do. If it were possible to have the same atmosphere in the clubs I would welcome them, but I wonder is it possible. In the technical schools and everywhere like that you should do the best you could to reproduce the same atmosphere. It is extraordinary that in the Gaeltacht the only place where you will find the sexes separated from each other is in the Church, never in the house, never in the home. It is the effect, I think, that mothers and sisters have on the young men that is the root of that refinement. I don't cotton on to the people from the cities trying to civilise the Gaeltacht by starting clubs.

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DOMHNALL UA CORCRA, *examined.*

38. *Fiachra Eilgeach.*—You say that a certain teacher working in the Gaeltacht can get better work done there than he could get in the towns. Can you understand a statement made here by another witness who said the standard of education in the Gaeltacht was extremely low, and that they could not get men for the Civic Guards because they did not know Irish and English?—Of course it depends on what you mean by education. If you ask a man from the Gaeltacht to perform certain operations which he has never seen done he could not do it. I would agree with Mr. Higgins that you could teach the young fellows in the Gaeltacht anything. But ask them to do certain things that they have never seen before is not testing education.

39. The children and the old people have the intellect?—I have no doubt at all about it. I have never seen children anywhere like those in the Gaeltacht.

40. *An Seabhac.*—In regard to the Irish-speaking part of the population in West Cork and Ballymacoda, have you found that the people themselves have anything like a definite attitude towards the language?—Yes.

41. *Chairman.*—You must not lay all the blame on the teachers?—That is all I am going to say. I don't know all the Gaeltacht, of course. There may be parts I don't know, but certainly in any place in which an Irish college has been working, or in any district that has come under the influence of an Irish college, the attitude of disrespect towards Irish has been banished as far as I know. But in other places where there has been no Irish college at work you may find it still. I would not say but that there may be people in the Gaeltacht, especially very old people, who have the idea still that it might be possible for children to grow up without knowing English, and have the idea that that would be a very bad thing.

42. For what reason do you think that, in your opinion, it would be different?—Well, I suppose they never got any other education when they were young.

43. The understanding given to them is that it is bad for the future prospects of the children?—Certainly, that is their idea.

44. It is based on what?—It is based on the idea that these children will have to go to America when they get older, and that they have to know English in America. They have the old idea that all educated people speak English.

45. Do you think if it became part of the policy of the Government and of local government and of public life in Ireland that a child would be quite fitted, quite competent, and quite capable of securing a livelihood in Ireland without knowing English, would the idea of America still overshadow the interest in acquiring English?—Well, I should say both things would continue to act for a while. It would depend upon the probability of the people still going to America from those places.

46. From your experience of the people of the Gaeltacht, have they still got the idea that the nation as a whole is not in earnest as regards the rehabilitation of Irish?—No. I don't know that they have got that idea. They have in places, not in others.

47. Have you any idea why they have not got that impression?—No. One thing is, it takes an immense amount of propaganda to get into the Gaeltacht. You might be in the Gaeltacht a month and never see a daily paper. I am certain the majority of the houses in the Gaeltacht never see a daily paper. They see no weekly papers, with very few exceptions.

48. *Fiachra Eilgeach.*—Is it any disadvantage to certain papers?—No, but with regard to propaganda I was showing what little effect they have.

49. *An Seabhac.*—What effect on Irish has the administration, State administration and local administration? The officers working under these governments, what effect would they have on the Gaeltacht if their work was done in Irish or if these servants were to encourage Irish and put backbone into the people to speak Irish?—I think they would have a great influence.

50. Do you think it would be sufficient against all the other influences?—I don't think it would be sufficient. I think the America problem would be there all the time.

51. Are there any other influences against Irish

besides this work of administration and the American idea?—I don't really know.

52. Is not *aer an tSaoghail* generally?—Yes.

53. The priests, the doctors, the Church in a great many cases, and other influences of the life outside, are not all these pressing towards the exclusion of the Gaeltacht?—These are all still there, and they should go hand in hand if the Government try to make the administration Irish. The priests and doctors have more influence than the Civic Guards, and they are more necessary.

54. In your experience of Co. Cork are there any local officials or any State officials who are so associated in the public mind with consideration for the welfare of the Irish language that the people would naturally speak Irish to them—a man, I would say, like Dr. Lynch in Ballyvourney?—Very few. Dr. Lynch had immense influence. The influence of one Dr. Lynch or a few Dr. Lynches in the Gaeltacht would be immense.

55. You don't think there is growing up among the younger men, the young doctors, young priests, teachers, surveyors, and other public officials like pensions officers, all these that are now working in the Gaeltacht dealing with the people's affairs, are you aware that that kind of man is growing up?—No. I don't find him at present, but I think he will come again. I would look for him in about three or four years' time, but at present I don't find him.

56. You will agree that a man like that would exert immense influence?—Oh, yes.

57. Socially and linguistically?—Certainly.

58. You think that kind of official would be the ideal sort?—Yes, certainly, for the Gaeltacht.

59. And the State and local bodies should try to supply them?—Yes. That would especially apply, I think, to the teachers. There is another thing. Each teacher has about twice too much to do at present. Each teacher in Ireland is supposed to teach forty-four pupils. In modern education you will find that the maximum class is supposed to be from twenty to thirty. That is the kind of class I would like to see, having a room to itself, but the teachers in Ireland, many of them, have classes of sixty and seventy in crowded rooms. My objection to the large classes is that the education cannot be done, and it destroys the teacher. It turns him into a drill sergeant, the very sort of man who should have nothing to do with education. There is a great want of higher education among the primary teachers. When I wrote that, I had in mind one of those districts in West Cork, a valley filled with the Irish tradition, where the teacher had been working, I suppose, for twenty years, and he knew very little Irish. I remember at a certain Commission how his school was picked out and put up as a model school, but that man did more to wipe out genuine education in that valley than everybody else. He was a thoroughly good fellow, and he was doing his best to teach according to his own lights.

60. *Chairman.*—If he had had a better education he would have taken more interest in the lives of the people?—He could not have helped doing so.

61. *An Seabhac.*—We were discussing this thing yesterday with another witness on the question of primary education in the Gaeltacht. Is there any teaching of the traditional lore and culture, or is it more or less neglected?—I speak of some years ago—five or ten years ago. It certainly was not in the teaching then. I believe it is something better now, but still not at all what it should be.

62. Do you think the present official programme which is being worked in the national schools in the Gaeltacht is suitable to the particular circumstances of the Gaeltacht in view of the traditional culture or remnants of it?—I am not acquainted with the present programme, but if there is one programme for all Ireland I don't see how it can be suitable. If a teacher teaches forty-four boys, it does not matter what programme you have. So long as you wipe out the personality of the teacher and turn him into a drill sergeant the programme is never taught.

63. *Fiachra Eilgeach.*—Forty-four pupils are supposed to be taught, and you say perhaps sixty or seventy. Would you be surprised to know that in the model schools in Dublin the number is still higher than sixty or seventy for one teacher?—I can quite imagine it, but not in a model school. I have had

to do it myself in my own school. In the lower classes in the elementary schools under the Christian Brothers you will find teachers teaching sixty, seventy and eighty pupils?—Of course it is absurd.

64. *An Seabhadh*.—Do you think that teachers who will be in charge of schools in the Gaeltacht should get special training for the Gaeltacht?—If you had training schools in the Gaeltacht or higher primary schools they should take account of the traditions of the Gaeltacht and should build on them.

65. And you would recruit the teachers from these schools?—I would.

66. As far as you are aware does the teacher give any consideration at all, any calculated recognition to the traditional folk-lore and cultural tradition in the Gaeltacht when the teachers were not fitted or trained to be sent to such places?—I would put it stronger than that. There was no recognition of any literary tradition in Irish as far as I have been able to discover.

67. The provision of higher education—post-primary education—in the Gaeltacht, is that an absolute necessity?—I think so. If you want to get technical teachers able to do their work in Irish, art teachers, university teachers, you should begin in the Gaeltacht. If you want literature—that is, original work—you must begin there. I don't believe that anybody who has learned Irish can produce literature in Irish.

68. You think a person who has learned Irish in Dublin or Athlone or Wexford, and who has not got into actual touch with the Gaeltacht and the traditions of the Gaeltacht, could become a teacher as suitable for Irish education as one who is in touch with that tradition and been steeped in it?—I hardly think so. Certainly, I don't think such a man should be sent to the Gaeltacht. I don't think you can level up Wexford, Dublin, or these places to the level of the Gaeltacht for a long time.

69. Do you think it would be necessary that the traditions of the Gaeltacht should be extended over the part of the country which has ceased to be Irish-speaking?—Certainly. Of course if you take a young man from Wexford at fourteen years of age and send him to one of those schools in the Gaeltacht—higher primary schools—and keep him there three years he would bring away the Gaeltacht spirit with him. But he should have a good knowledge of Irish going there.

70. You mention here the question of re-afforestation. There is also a statement from the two other witnesses. In what parts of County Cork would re-afforestation be most effective?—Well, generally wherever forests have been. The whole of the West Cork hills have been stripped of trees. West Cork only?—West Cork I know best.

71. How long do you think it would be before industries would grow out of actual planting?—I think first of all it would effect in one or two ways the climate almost right from the start, if there were large plantations. That, to my mind, is an immense matter because as far as I know in Ireland generally, even a few degrees increase in the general atmosphere would make all the difference in the world. If you could raise the temperature a couple of degrees it would be an immense thing even if no other industries came. With regard to industries, I suggest it would depend on the sort of industries you would like to have. Where forests are planted I think generally the industries usually thought of are something in mass production as in Norway and other places where they make boxes by the million. You could not do that in Cork, you would wipe out your forests quickly, you should only develop such wood industries as would not wipe out the forests, you should turn out rather a precious article than a "small return" article, an article that when finished will be altogether out of proportion to the value of the wood in it. You could turn out church furniture, confession boxes, pulpits, pedestals for convents and wooden altars. The value of these articles would be out of all proportion to the value of the stuff used in the making of them. That would mean developing a new industry.

72. That would require sound technical teaching in woodwork?—Yes, and it would require sound art teaching also.

73. You have also here a suggestion with regard to tillage. Do you think that that should form a distinct part of the education of children in the Gaeltacht? What age? Say any particular age you like? Of course I do, but I am against all vocational training in the beginning. I don't understand agriculture very well, of course. I am told it would be very difficult to develop agriculture in the Irish-speaking districts beyond what it is there already, because of the risky climate and the poorness of the soil. I should like, if it was possible at all, that more variety should be introduced into these places.

74. You have seen reference of course to what has been described as a rural bias in education in the country districts in Ireland. What do you understand by that? I would like to see it done. I wonder how much can be done in education generally. I am thinking of people I met from England who studied nature study. You took these people up to West Cork and you expected them to admire the scenery, but they did not. They were simply looking for some little flower and picking up things here and there.

75. Do you think education in rural areas tends more towards giving the people a city inclination than to keeping them on the land?—I should say it does tend that way.

76. Do you think it should definitely tend the other way?—I don't see why it should not.

77. We were speaking of the remnants of culture there, traditional lore. Does that exist to a very great extent, more in some districts or less in others? Oh, I think it does. Folk-lore and literary tradition generally will begin to be studied properly when they are properly wiped out.

78. What do you think is the educational value of these things?—Immense.

79. You think they are as necessary in the local school as any other subject?—I do for this reason, that right from the start they effect the soul and the imagination of the child. I think the world generally has got beyond the idea that education was not that. That idea which prevailed for the past fifty years—the 19th century—has been quite the opposite of the education of the soul and the imagination. It was all mind education on the narrowest reading of what the mind was. I think they have got beyond that. It is going back to the humanities, to folk lore, tradition and ideas.

80. In Ireland, so far as the ordinary education of the people generally is concerned, we have sufficient material of that sort to educate the souls of our people in traditional lore and all those things?—If we didn't it would be a miracle.

81. *An Fear Mór*.—You consider that the Gaeltacht is such a big problem that it should have a special Minister of Education?

82. *Chairman*.—No, that is a wrong translation. What the statement sent in says is:—"Aire fé leith do thabhairt don Ghaeltacht maidir le h-oidéas."

83. *An Fear Mór*.—In connection with the *Gárda Síochána*, some witnesses here said that the education of applicants coming from the Gaeltacht was so inferior that they could not be accepted?—That may have been true in the past, that they did not take to the schools, and perhaps it is a very good thing that they did not. In future, if the schools were made attractive for the children the general level of education would gradually be raised. It may be necessary to have compulsory attendance all over Ireland.

84. Would it be a good thing?—I suppose you will have compulsory attendance all over Ireland.

85. Do you think it would be a hardship in any particular districts, especially in poor districts?—I don't actually know any very poor districts, but I don't see why it should be a hardship. There is one thing that might be done. I cannot fathom why it should be necessary to keep a child of seven years of age the same number of hours in school as a child of fourteen or fifteen. For a child of seven or eight two hours would be quite enough. Let them off at 12 o'clock and your teacher would only have half the number to teach, and he could do it properly, something like that.

86. You think when it is a question of teaching two languages in the school you require much more time and fewer students to do the work thoroughly?—I think you require a less number of pupils.

87. Do you think the bilingual programme is a

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proper programme for the Gaeltacht; do you believe it would be sufficient to save the language?—I don't think so. I think we should make up our minds not to have a bilingual country, but to have an all-Irish country. I don't know about teaching the English language itself to children of Irish-speaking stock. If we are to have officials in these places, Government officials, police and teachers, they should certainly be able to use up those children afterwards. I think they will learn English in spite of you, unless you make faster progress than you have been making.

88. Would you consider it advisable, especially amongst the younger groups in the primary schools, that English should be taught at all?—I don't say it should. The great difficulty I see in the matter is, I should not like to get the old people right up against it. There is a danger, great or small, of creating a small rebellion. I suppose you should go slow. If these people saw that the people of influence were doing their work in it—the doctors, priests, and so on—I suppose it would fade away—this spirit of resistance.

89. Some witnesses lay great stress on the importance of English for emigrating to America—they require English for America. You seem to think that we should concentrate on having our emigrants educated in Irish so that they would cling to it and be missionaries in America?—Propaganda is necessary, and should be kept up. When people say what can they do without English in America, I ask what do the Germans and the French and the Polish and Norwegians do without English. I think it is absolutely necessary that the Irish tradition all over the world be raised. It is low. You can tell that by the number of Irish books or books about Ireland purchased by the Irish in America. They practically read nothing. I remember Professor Stockley telling me a long number of years ago that it was not the Irish in America who bought the books about Ireland. The Irish in America practically bought no books about Ireland.

90. *Chairman*.—They neither buy books about Ireland nor books in the Irish language.

91. *Witness*.—They ought to buy books in the Irish language; they don't buy even books about Ireland. I saw in a letter from a very high ecclesiastic in America the other day that the Irish in America had no influence on the mind of America or on the character of its people. That shows how much we have been able to achieve by sending out all our emigrants with English education. When the French left Canada in 1755 they left 65,000 speakers of French behind. At present there are 3,000,000 speakers of French in Canada, and they have practically no emigration from France. Not alone that, but they are squeezing out the English in certain places. If the Irish had done the same thing they could almost rule America now.

92. *Chairman*.—Your contention is that the French foundation upon which the present French population of 3,000,000 is based was a smaller foundation than the number of Irish speakers who left Ireland at the time of the famine?—We sent almost that number in one year.

93. *Chairman*.—We sent more than that in the year of the famine.

94. *Witness*.—We often sent 40,000 in one year. The early emigrants were practically all Irish speakers.

95. *An Fear Mór*.—Is it your contention that if these emigrants were Irish speakers and established colonies like those established by the French, not alone would they have been better materially themselves, but that Ireland would have gained immensely?—Oh, yes, immeasurably. It is overwhelming to think about it. Of course the problem now is different. When you send a young man out now he is caught up in the twenty millions of Irish. A native speaker must be cultured in Irish or he won't have any influence. He must have personality, but it is not too late.

96. In order to secure that culture, you suggest higher primary schools in the Gaeltacht?—Not alone in the Gaeltacht but all over. I think this country is choked with primary education. It would be far better, and it would cost less money if there were less primary education and more higher education.

97. In these higher primary schools would there be

any difficulty in getting sufficient students to justify the expenditure?—I don't think so. Why not send students from other places in for scholarships? We in Cork give 30 scholarships. The winners come from all parts of the country. They all speak Irish well.

98. *Chairman*.—How many secondary scholarships are given to the primary schools by the Cork County Council?—I cannot tell you that. I am speaking of scholarships in the technical Irish classes.

99. *An Fear Mór*.—You believe all our education is suffering as a result of the present position of Irish in the universities?—I think the universities should do very much more for Irish. They should recognise that Irish has been neglected by the universities in the past. It has not got at all the amount of money due to it in the past from Government sources. It requires more money at the present time than any other faculty. It is in a critical phase at the present time.

100. Is it true that in Cork you turned out many M.A.s in Celtic Study who had to take up medicine afterwards?—I believe so.

101. Are the universities doing sufficient for the language in turning out M.A.s in Celtic Studies?—I don't mean philologists. I mean by M.A.s in Celtic Studies men with a cultural knowledge of Irish. What our universities are not doing is that our doctors and engineers have not got Irish. I don't believe in turning out philologists, because half-a-dozen of them will be enough.

102. We have had evidence here that very little is being done in the schools for the spoken language, and you made a nice point in connection with the teaching of music when you said that while the fingers of the musician were being trained the soul and ear were being neglected. Would you agree with the suggestion that something of the same thing exists with regard to Irish, that "Is" and "Tá" are in much the same position as the fingers are with the musician, and that the spoken language was neglected?—I think there should not be much language teaching of Irish—that is, that other subjects should be taught through Irish. Our Irish teachers in Cork find that the case. Some of them may be a bit old-fashioned and inclined to stress grammar and all that, but others who begin from the start to teach other subjects in Irish have turned out more Irish speakers.

103. *Chairman*.—Would you allow the youngsters to say "Ni bhí"?—They would never say that if they never heard it. They say such things in English. If they never heard a wrong thing it would be difficult for them to compose a wrong thing.

104. *An Fear Mór*.—Their minds would be as accurate in reproducing what they hear as the disc of a gramophone?—Almost. They very seldom compose wrong sentences. After all, the children in a well educated family, where there is culture, speak good English or Irish almost right from the start.

105. *Padraig Ó Cadhla*.—Do you think the Irish-speaking people realise that under the new order of things they can go into the courts and fully plead their cases in Irish?—The native speaker who would do that would have to possess sufficient personality and to be tuned up to it.

106. You feel that it is up to the Government of the country to change the atmosphere so much as to make these people feel that Irish is welcome—in fact, that it is desired beyond measure—in order to gain their confidence?—It is up to the people rather than to the Government.

107. The explanation has been made that the Government departments use Irish in their correspondence when the letters sent to them are in Irish. You don't feel that is the proper attitude?—No. That confirms all the bad instincts already in the people.

108. I would like if we could follow the Irish-speaking child up along. When that child goes to school first and is welcomed in a language he does not know he is naturally discouraged. Do you think that should be allowed?—Certainly not.

109. These children are entitled to the full benefits of education, and you think there should be advanced primary schools for them?—I would like to see these advanced primary schools all over Ireland.

110. Have you thought out how the growth of the language could be continued in that fashion into the Universities?—You would have difficulty, of course,

the same difficulties as you have in the training colleges. Professors dealing with native speakers preparing for the professions could help this natural growth, and, of course, text books for these professions would have to be prepared in Irish.

111. That would destroy its purity?—You will have to do it to some extent.

112. It must be done in a careful manner?—It has to be done I suppose.

113. It would be better if you could do away with text books and have all the information given in the old fashion to a great extent?—There is a distinction between pure technical education and education. Education could practically do without text books. Technical education could come after, and you could have as many text books as you like. When the mind is formed text books won't do it any harm.

114. With regard to the full growth of literature, and the production of books, do you recognise that the Gaeltacht is destined to produce the true literature of the language?—What I said a while ago holds good. I could write an essay in Irish, but I could not write fiction in Irish. To write fiction you must know the language, not as the grammar knows it, but as the living person knows it. If I could go and live for five years in the Gaeltacht I might be able to do something, but to depend on book knowledge it could not be done.

115. The foundation of the full growth of Irish is to be found in the Gaeltacht. We must spread the language from the Gaeltacht into other parts. With regard to the influence of the language on the hearts and minds of the people generally, do you agree it will have an important effect?—In answer to that I would say that it would have paid America to have chosen a language of its own 200 years ago, and to have taken as a basis the Indian dialects rather than to have taken on the English language. That is the difficulty that the American people have in creating a literature of their own.

116. Do you recognise that the Irish language has its own characteristics and has the power to work that effect as it is now spoken by the people?—Of course I do.

117. *Dr. Walsh.*—Of those who speak Irish there are two classes—those who learned Irish in school and those who learned it in the Gaeltacht. Which of these two classes will be best from the point of view of saving Irish?—Both of them are important. I should say the propaganda of the whole movement is spread from the cities. I think Dublin and Cork did the most as regards the Irish revival generally, and they will continue to do so. I don't think it is right to consider the Gaeltacht as a problem in itself to be solved. The movements in the cities and in the newspapers outside the Gaeltacht have their influence in the Gaeltacht. I remember in 1915 when I was in Kerry the people used to say when the Irish revival was catching on, "We think nothing about Irish here, but when our children go to America they write home for Irish books." That had some effect. Any amount of propaganda can be done outside the Gaeltacht, and will be done, although the people that really matter are native speakers who grow up in the Gaeltacht.

118. Supposing the Irish speakers with the traditions died and nobody lived who spoke the language, and that it only remained in the schools?—It would pay the nation to cotton on to that language. There is nothing wonderful about a language. You can make a language.

119. You said that a person who has acquired the Irish language will never have a complete command of it, that he will miss the very fine illusive matters and expressions?—Yes.

120. Therefore the people who are most important to us are the people who have Irish from the beginning. The point I want to come at is the importance of the people who have Irish from the beginning?—What I am doing is this. I have both ideas in my mind, and they do not clash. When I say people like myself cannot create literature in Irish, I have a certain critical standard in mind, established by reading old Irish literature, and I compare what I could do in Irish with these, and I say I could do nothing. I could write essays and things of that sort.

121. Take the example of Joseph Conrad; he was not a native English speaker and he wrote in English?—

He lived amongst English people since he was seven-teen years of age, and he had practically become a native speaker.

122. You said that the greatest danger in the Irish-speaking districts are the doctors, engineers, lawyers, priests, and all these people who show bad example by speaking English. If these are to be replaced they must be replaced by children from the schools in the Irish-speaking districts. Thus it is a question of primary importance—how are you to convert the children in the higher standards of the national school into engineers, Government officials, doctors and all the rest? At present is it impossible?—It is impossible if you take the conditions as they are. But the conditions of the outside people will be changed also. In any branch of study you can do a certain amount in Irish. You can teach more in Irish now than ten years ago.

123. What I am coming at is this. Take an Irish-speaking child up to the sixth standard in the national school, how can he get any further? There is no Irish-speaking secondary school and how can he get on?—You are talking of an Irish-speaking boy who has arrived at that stage at present. I say he cannot arrive at that stage without a change taking place outside all round.

124. I am taking into consideration that such changes are made in national schools within the next five or six years' time, and it will be possible to get boys?—Won't similar changes have taken place in secondary schools and in universities. How do you think that will be possible?—The Irish-speaking districts are poor in secondary education, and university education costs a lot of money and they would still be out of reach of practically the whole of the native speaking population. Have you any idea as to how that awkward situation will be solved in the future—it is far easier to make primary schools than secondary schools?—I don't know. In the city of Cork the secondary schools turned out a greater number of speakers of Irish than the national schools, which did not do so well. There is an immense raising of the level as regards the pupils coming to the university in Cork, and many of these come from the secondary schools. I think Irish is doing well in the secondary schools at the present time.

125. Suppose a student came from a native school to a secondary school, having been educated in all subjects in Irish, could they take him and carry him on in Irish right through the secondary school? It is quite true that some secondary schools are teaching in Irish, and in three or four years they will speak Irish very well. What I want to get at is the capacity of the secondary schools for dealing with Irish speakers?—They cannot do that at present. Some of them could do it in certain subjects. In the North Monastery in Cork they could do it in three subjects.

126. The point is this then, that you know of your own experience that the native speaking boy can only be taught three subjects in Irish. That would be a disadvantage?—It would, of course, that school is right at that stage at the present moment. In a few years a certain number of other subjects could be added to them.

127. Can you suggest any way in which the process might be hastened?—The process will be to get teachers from these higher schools in the Gaeltacht.

128. Your solution of the difficulty is the establishment of higher national schools in the Gaeltacht?—Yes, and draw your teachers from them. The rest of the nation might object and say that it was not fair to draw all your teachers from the Irish-speaking teachers. There is no reason why you should not have the scholarship boys drawn into these schools.

129. What I want to get at is this, that the fact of the matter is that the ideal Irish speaker educated up to the mines has no place in this country and the purpose is to make a place for him. It is a big thing involving a whole lot of factors?—Yes.

130. You were trained as a teacher yourself?—Yes.

131. Did you go through the two years?—Fortunately, no.

132. Don't you think they are very mechanical?—I think it farcical.

133. Do you think that farcical training at the public expense is absolute waste?—Of course, there are great difficulties.

134. *Chairman.*—Do you think it is still going on?—I have an idea it is.

JUNE 4, 1925.

PROFESSOR TADHG O'DONOGHUE (TÓRNA), *examined*.

135. *Fiachra Bilgeach*.—How many years is it since you were trained?—18 years.

136. I think you will find it very little changed?—The difficulty in the training colleges I found was that the lowest standard pupil was about fit to commence training when the two years were up. It was cramming all the time for examinations. Where I was the president used to come to us and say, "For God's sake, gentlemen, pass the examination." The teacher of literature would turn over the pages of the book and say, for instance, "there is no examination point on pages 56 to 59, turn to page 60." Of course I was older than the others and I had done a fair amount of writing at the time. One young man I knew used to read penny dreadfuls during his spare time and then read "King Lear" for the examination.

137. *Dr. Walsh*.—You think that in the Gaeltacht, when these higher national schools are established, you will be able within three years to provide teachers or proper material for these colleges?—I think the training of a teacher should be as elaborate as the training of a doctor. There is no comparison between the two. All teachers should have a university education. My idea of the average Irish teacher is that his technical education as a teacher altogether overwhelms his cultural education.

138. Is not that so in all education, technical or otherwise, without education any teaching is very little use?—It is not alone very little use, it is a terrible evil.

139. *An Scabhaic*.—*Dr. Breathnach* was referring to secondary schools where an Irish-speaking student presenting himself there without any English would be at a disadvantage. We had a witness here who said that under the new Intermediate Educational Scheme there is provision made for schools which shall be qualified to provide for students to continue all their studies in Irish. There are only two such schools in that class at present.

140. *Chairman*.—And neither of these had been finally accepted as qualified. They are both girls' schools and in the Gaeltacht.

141. *An Scabhaic*.—There are two questions which it might be well to get answers about. First the exact value to the nation of the preservation of the Gaeltacht.

142. *Chairman*.—I think it has been pretty well suggested by Donal this morning.

143. *An Scabhaic*.—The suggestions have been spread over 30 or 40 questions.

144. *Witness*.—Without the Gaeltacht you might have the language and you might have a literature in the language, but you would not have the living tradition.

145. *An Scabhaic*.—You also had another question put to you and you answered that though the Irish speaking tradition was dead it would be worth while for the nation that Irish, even broken from the old tradition, should be revived and spread again all over Ireland. Between these two questions there is a great matter of importance—the exact value of the preservation of the unbroken tradition?—I still believe it would pay the nation to have a language of its own, even if you have to start and make a language. The value of the Gaeltacht is immeasurable. You have the soul ready-made. If you start to make a language you would have to create the soul in it.

The following statement, submitted by Professor Tadhg Ó Donnchadha (Tórna) and Eamonn Ó Donnchadha, had been circulated to the Commissioners:—

Oidreachas.

1. Gach aon bhunsgoil ins na ceantaraibh Gaedhealach do bheith lán ghaedhealach. 'Sé sin, gach adhbhar léighinn do mhúine as Gaedhilig, agus ag an am céadna ó's ins an tuaithe agus cois fairge atá na ceantair sin, na h-adhbhar léighinn a d'oirfeadh do'n lucht áitribh, mar atá, feirmeoireacht, gairneoireacht, cuireaduireacht, agus gach saghas iasgaigh, do bheith mar chúram bunaidh ortha. Chuige sin, ba mhaith an rud "Gáirdíní Sgoile" do bheith le hais gach tigh sgoile chun dúil i saothar is i saothar do mhúsgailt ins an aos óg agus chun gur b'úsaide 'na dhíadh sin teacht ar shaotharú lubhghort ins an dúthaigh.

2. Ard bhunsgoil nó Meánsgoil do bheith i geomhar gach cúpla paróiste má's féidir d'fhonn cothruim do thabhairt dos na sgoilríbh is eagnaí ins na bunsgoil leannaibh chun teacht ar ollmhú i gcóir Múinteoireachta agus Cléireachais ins an Státsheirbhís, agus i gcóir na

hOllscoile dá mb'é sin ba rogha leó. Oideachas teicnidhe do thabhairt ionnta leis, teicniocht a dh'oirfeadh ní hamháin do'n tuaithe ach do'n bhaile mhór leis. Gach eólas a bhainteadh le hEileachtreachas, cuir i gcás, gach adhbhar léighinn ins na hArd bhunsgoil leannaibh sin do mhúine a Gaedhilig amháin, agus chun gur fusaide sin do dhéanamh, an Rialtas do ghlae 'na cúram ortha féin.

- Leabhair Ghaedhilige ar na hadhbharaibh léighinn a mhúintear ins na sgoileannaibh sin do sholáthar agus do chur i geló agus d'fhoillsiú.
- Sgoláireachtaí do bhunú i gcóir sgoilríbh go mbeadh ortha fanúint ó bhaile chun freasdail a dhéanamh ar na sgoileannaibh sin. A cheadú do sgoilríbh ón mBreacghaedhealtacht agus ó'n nGalldacht na sgoileanna san do fhreasdal ar choinghiollachaibh áirithe.

Cúrsaí Maircachtana.

3. Fir óga (nuaphósta, má's féidir) a raghach thar sáile do choimeád sa bhaile le hiascghatáí dhóibh fá urraithe chun feirmí do cheannach i náitibh eile ná beadh rófhada ó na ndúthaighibh féin (má's féidir ó ar choinghioll leantúint do'n Ghaedhilig agus a glann do thógaint le Gaedhilig.

Tionnsgail.

4. Athchoilltiú na Gaedhealtachta—an talamh idir riasg agus sliabh nár bhfú náid do'n chuireaduireacht. An áit a mbíonn an tadhmad is fuirist tionsnsgail a chur ar bun ann.

Páipear Nuachta agus Litríochta.

5. Tá dianghádh leis sin—

- Chun adhbhair léightheoireachta do'n Ghaedhealtacht.
- Chun an phobail do dhlúthcheangal le chéile agus chun sprid náisiúntachta is saothair do mhúsgailt ionnta.
- Chun a gceart do chosaint dóibh.
- Chun cúrsaí teicnidhe do sgaipeach ina measc: eólas ar thráchtáil agus ar mhargaloct agus ar chomhoibriocht, srl.
- Chun iad do choimeád au couránt le cúrsaibh an tsaoghail.

Páipear seachtanúil. Ceann do'n Mhumhain, ceann do Chonnachtaibh, agus ceann do Chúige Uladh, má's féidir sin. Ní bheidh rath ar aon rud 'san Ghaedhealtacht go mbeidh páipéir de'n tsóid san áca.

6. Beadh muinntir na Gaedhealtachta i goinnibh aon bhuan-teóran idir iad féin agus ar chuid eile d'Eirinn. Bíodh an teóra ann a ganfhios acht ná tugtar puinn chun soluis í.

(Signed)

"TÓRNA."

EAMONN Ó DONNCHADHA.

18adh Bealtaine, 1925.

* * * * *

PROFESSOR TADHG O'DONOGHUE (Tórna),
examined.

1. *Chairman*.—There are some matters arising out of your statement. There is the educational matter which, in itself, is very important, both from the point of view of the language and its continuance from the Gaedilgeóiri point of view, and on the economic side because a good education must be regarded as a basis of livelihood, of course. You deal with the necessity for higher primary schools and better technical education and you raise some point with regard to books and the equipment. Have you any particular ideas in your mind as to the things that are necessary to make better our primary education and post primary education and to supply teachers with the equipment, or, if you like, the finances that would be necessary?—I would be very strong on some kind of continuation school or some means by which students or children in the national schools, when they leave the sixth standard, could be carried on a little further. I had in mind schools which would prepare them for the lower civil service or technical schools and probably for matriculation or the university if they had it in mind to go there. In these schools they would be taught literature and the traditions for the carrying on of the life of the Irish-speaking districts themselves, that is mostly a question of farming and fishing, I should say. I know very little about fishing, because

I have not been very much on the sea. I know something about farming and things like that. Besides these things in these continuation schools, I would have technical schools teaching trades like wood-work. I think you have got all my ideas from Mr. Corkery already. I would suggest a little acquaintance with English or some other language, but all the work to be done in Irish. I would also have taught the elements of science, chemistry, electricity and a knowledge of physics. There are a few things I would like to stress, namely, the continuance of the old traditions and the old stories of the people, which are the surest foundation for building up a literature in the modern language, and some lessons in civics. Besides that something should be done to have schools of that kind for girls. If we want the Irish to flow in a natural way, from its present position to the English speaking parts of the country, it will be absolutely necessary that the little girls of the country be taught Irish. All the men in the country could not save the language, but a good proportion of the women would save it in a very short time. With regard to that, there should be special schools for girls to learn house-keeping and cooking and things of that kind. They might be taught these as well as Irish and other subjects.

2. *Chairman*.—Where in the County Cork would you suggest that education along these lines should be carried on?—In some Irish-speaking district like Coolea, for instance

3. Do you know the County Cork sufficiently to mark out districts where education along these lines should be taken up?—I think Coolea, Knockadoon and Ballingearry would be proper places. I know Cape Clear is a very good place.

4. *Dr. Walsh*.—What about Glengarriff?—You have a more homogeneous population in Coolea than in any other place, with the possible exception of Cape Clear.

5. Would you undertake to consider that point and to mark a map for us from what you know yourself to indicate in what areas, from your point of view, you consider these schools should be placed?—I would undertake to study the question as far as possible and get the information.

6. In connection with that type of education, have you considered at all the difficulties from the point of view of books, because it was put up to us by witnesses from the West that while there were plenty of books for primary education there was a great scarcity of books in respect to the higher types of education and as far as text books were concerned there were none at all?—Books would be plentiful if there was any chance of publication. The cost of the printing of books is tremendous, and nobody but a millionaire could afford books at his own expense. With a little help a beginning might be made in the publication of such necessary books as might be selected.

7. What kind of assistance would be necessary?—Some kind of monetary assistance for the writer and help in the cost of printing and publication.

8. Do you know anything of the reason for the high cost of printing?—Wages and materials, I suppose.

9. Would it be possible at all to develop in the Irish-speaking district itself a printing school?—I think it would be quite feasible with the present necessity for a supply of books of a high class for Irish education. They could turn out books and pamphlets, but as for printing a newspaper, or even a monthly journal, I hardly think they could do that. There is too much work in connection with it. The establishment of a small printing premises could be easily done.

10. You think it is possible you would get a group to take up that matter enthusiastically?—It would require a lot of technical information.

11. On the newspaper side do you think there is any prospect of even a weekly newspaper in Irish being started for Munster, Connaught or Ulster? Would there be a sufficient newspaper reading population in these districts?—If a paper were started it would take about three years to work up a circulation. It would depend on the editor and manager. With a good editor and manager, and correspondents in every district throughout the Gaeltacht in particular, and in other places as far as possible throughout the country who would make a speciality of news from these Irish-speaking districts and the country as a whole, the project could be made a success. They would also have to give the ordinary news of the

week in Irish, as well as having literary articles, stories for children, and all the usual features of a weekly newspaper, with the possible exception of racing and betting.

12. Do you think that the spirit of nationality is alive in our Irish-speaking population?—I don't think so by any means. The Gaeltacht and the Galldacht don't hit it off very well. The Galldacht looks down on the native speakers, and they in turn look down on the people from the Galldacht when they come into the Irish-speaking districts. We are inclined to look down on each other. A paper of this kind would do a great deal to get more backbone into the people of the Gaeltacht. It would give them the habit of reading and picking up information from newspapers, thus keeping *au courant* with the news of the world. In that way it would become a regular feature. I have not the least doubt that in Munster, at any rate, a paper of that kind would pay.

13. And that the spirit of nationality would awaken in them?—It would do a great amount of good in that way.

14. *An Seabhad*.—The people in the Gaeltacht have not got a conceit of themselves because of their knowledge of Irish?—I am afraid not.

15. They have to a small extent in regard to the use of Irish when public officials and strangers use it with them?—As a matter of fact, I think it is more or less the reverse.

16. They are more or less apologetic?—They are not inclined that way yet.

17. They have not yet come to realise that they are the masters of the situation, and that it is the people who do not know Irish who should be at the disadvantage?—I don't know whether the ordinary grown-up individual in the Irish-speaking district has got rid of the old tradition that the law is not on his side now so to speak.

18. The tradition of being the under-dog is not forgotten?—No.

19. What measures do you think would be necessary on the part of the authorities in this country to convince him that he is no longer the under-dog?—I have not given much thought to that subject.

20. Are not certain measures suggesting themselves to you at the present moment?—Well, for instance, officials and public officers of all kinds in the Irish-speaking districts should be all speakers of Irish.

21. To do that do you think there should be a definite State policy?—I would agree with Donal O Corcora that such officials should get more than the ordinary official pay or some honorarium. It might not be a direct monetary advantage now, but something added for pension purposes later on, or something like that.

22. Anyhow, your experience is that the people there have not come to realise yet the importance or the value, nationally or even personally, of their possession of the Irish language and their facility in it?—One would get that impression from them.

23. They have not realised it?—They have not. You will get people there to say still, "What benefit will it be?"

24. Do you think that the people in the Gaeltacht believe that the central authority is in earnest about this matter of the preservation and the restoration of the native language?—I am afraid a great many of them don't. Of course the better class amongst them does really know something, and is quite well aware of the fact that the country has made up its mind to bring back Irish, but they don't sufficiently realise their own importance in connection with the matter, and a great deal of propaganda would be necessary to make them do what is necessary for the preservation of the language.

25. Has that propaganda been absent for the last six or seven years in the Gaeltacht?—Yes

26. What they see is a number of people coming around to learn Irish to qualify themselves for the Civil Service or something like that?—Yes, that is the idea.

27. Besides administration are there any other very big influences being exploited for the Anglicisation of these districts where a little Irish is left, such as trade and commerce, the Church, literature and the Press?—There is a good deal of that. One does not like to mention the Church, but I am afraid it has something to do with it.

JUNE 4, 1925.

PROFESSOR TADHG O'DONOGHUE (TÓRNA), examined.

28. Do you find from your experience, or from information you have, in certain districts in Cork which are half Irish-speaking that Church services in so far as anything but Latin is used are conducted in Irish or partly in Irish?—I don't know, because latterly I have not been there.

29. What influence has the Press in Cork County?—The Press has very little influence as far as Irish is concerned.

30. Has it influence in the other direction?—It has very big influence.

31. I suppose you know a certain number of the primary teachers in County Cork?—Yes.

32. On an average, what is their personal attitude towards Irish?—The great majority of them, simply because a rule was made, followed the rule, and I am afraid that down in the bottom of their hearts they wish the rule and the people who made the rule were in Hong Kong.

33. Is there any percentage who are enthusiasts?—Yes, a very large percentage.

34. That would be amongst the younger section?—Yes.

35. Where did they get that enthusiasm?—Probably in the old Gaelic League or in the schools and training colleges.

36. Would you say they got the language in the training colleges as a result of the official attitude towards Irish in the training colleges?—No.

37. The country part of the Gaeltacht of the County Cork is not a poor place as compared with Connemara?—I would not say that it is as poor, but it is not very rich.

38. In these particular areas what is your experience of the attitude towards the language on the part of the better off people and of the less better off people?—I have not a very wide experience of that matter, but I should say that in Cork we have got very few Dr. Lynches.

39. Very many of the people are farmers, and follow practically the same habits. One man may have four cows and another fourteen or twenty cows. Can you say is there any distinction in the Gaelicism of two such men?—I would not say that the fact of a man having a little worldly prosperity would make him any less Gaelic or Irish, though certainly the more a man has the less inclined he is to be Gaelic.

40. That is the general tendency?—Yes.

41. What is the reason of that?—That may have changed in latter years.

42. What is the likely cause of that? Is it the greater facility for getting education for his family or social intercourse?—It is more social intercourse than anything else.

43. And the sense of respectability of the more non-Irish there?—Yes.

44. Is that operating still?—I should say it is. It is more or less a universal tendency.

45. From the language point of view, what influences have the little towns in Cork on the Gaeltacht that is near them?—They are an anglicising influence.

46. In Cork county are there small towns in which the country people transact their business in Irish in the shops?—I should say there are few. In places like Baltimore they do, and there is a little done in Macroom. There is also a little in Youghal by the people from Waterford.

47. Have the shops in these places attempted to provide assistants in these towns who can deal with Irish speakers?—No, but I should say from a business point of view I imagine they would. I have no experience of it.

48. Are the people engaged in commercial pursuits in West Cork, the merchant class, interested in the spread of Irish? Is the same proportion of that class of people enthusiastic regarding the language as the proportion of the farming class?—It is very hard to tell. I really don't know. I should say there is much of a muchness. You meet people in Cork who would give you a subscription for the Gaelic League and the advance of the movement, but it is another thing when you come to them and say "Give this Gaelic speaker a position"

49. In the University in Cork what influence is it having Gaelic-wise on the public?—We try to do as much as we can.

50. Is the University as a whole trying to do it?—No.

51. Only certain sections of it?—Certain sections do as

much as they can within the meaning of the act. The National University as a whole is a purely anglicising institution. That is because the people at the head of affairs are not imbued with the Irish Gaelic spirit. They have been brought up that way and will remain that way to the end.

52. Among the people who are advanced intellectually and educationally, so far as being in charge of the University education of the country, surely there must be a conscious policy in regard to culture and civilisation?—They could help considerably in that way, but from actual experience we find they either cannot do it or won't do it.

53. Do you think it is the difficulties of the language that are holding them back from taking off their coats to tackle the transformation of this country back into a Gaelic country?—I don't know that the question has been put to them as directly as that. Within the statute of the University they could do a certain amount.

54. Do I gather from you that they have a definite intention, consciously or sub-consciously, that the higher education of this country shall be coloured Gaelic-wise as distinct from not being Gaelic or Irish?—It all depends on how you look at it. I regard culture and everything else as culture won by the individual in his own native language. There are practically no means within the University for doing that.

55. Should not the University be a sort of cover under which that language should be fostered, with all the things that lead in that direction?—It is not there, for the very reason that the language of the University is not Irish. I don't know whether that is conscious or otherwise on the part of those who are in charge.

56. One would like to know?—It is more than I can tell you.

57. *Chairman.*—Is there a University education given in the National University, or is it rather a professional education or a higher secondary?—It is mostly of a professional character.

58. *An Scabhaic.*—Do they ever supplement that specialisation through a policy of general culture that might be the guiding principle of the University?—You mean Irish culture?

59. Yes?—They don't get it at all.

60. Do you think that is really responsible for the difficulty in getting men like Dr. Breathnach and Dr. Lynch for the medical profession?—It is, of course.

61. And engineers?—And engineers and secretaries of County Councils and in every case where they require educated men.

62. Once they begin to specialise in the University they get away from the other altogether?—Yes.

63. And the ordinary human tendency would be to avoid every study they would not be compelled to do?—Yes.

64. *P. O. Cadhla.*—With regard to the Irish folk-lore and tradition which still exists in the Irish-speaking districts, you believe it is a very important matter?—I do.

65. And the native-speaking persons are very fully equipped with regard to language facility and they should be made the foundation of the future teachers?—Yes.

66. The language is strong and flexible and suited to all the national interests for which it could be used?—Yes. It is the language I have always used since I went to Cork.

67. You are most familiar with the University side of the question, and any questions I ask will be put on the University side. What exactly have you done in Cork towards giving the students a Gaelic atmosphere?—A good deal. The authorities make a knowledge of Irish essential for students of all faculties: a working knowledge of it, which means a kind of oral examination and a written essay for all students. Those who have scholarships have to attend lectures and have to pass an examination whether it is one of the examinations for the faculty or otherwise.

68. Is the oral examination carried out by Irish professors?—Yes.

69. Do you insist on a fairly high standard?—A progressive standard from the first year.

70. Is it your experience that the scholars who go through these examinations year after year leave with a fair amount of the language or the Irish spirit?—

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You can hardly judge from the working of that yet. It is only a year since we started it. The examination this year was very successful. We examined orally well over 200 students, that is including our own students as well as scholars.

71. What do you find in your college the greatest difficulty towards Gaelicising the college?—The greatest difficulty is getting Irish taught.

72. Why is that?—Because you cannot get people to do it.

73. It is not fair to blame the authorities then?—It is not altogether fair.

74. Take the Medical School in Cork. Can you Gaelicise that school, for example?—You can if you get demonstrators and helpers with a knowledge of Irish who could deliver some of their lectures in Irish.

75. Do you think such class of persons can be got?—I don't think so.

76. The professors and demonstrators are not to be got. Even if these were to be got the students would not understand them. Therefore the University, with the best will in the world, is up against it, and part of our duty is to help them to overcome that difficulty?—Yes, and provide native speakers.

77. That is one of the problems we will have to deal with. Can you in Cork undertake the training of national and secondary teachers?—Probably we could, but it would take extra buildings and staff.

78. Do you think, if you had the money for the staff and buildings, you could at once get the professors of education competent to teach the scholars?—We could.

79. You could get the staff?—I expect we could.

80. You are confident that in Cork you could deal with that question if the money was available for the buildings?—Yes.

81. That is very important. With regard to Gaelicising a profession like the medical profession, and the turning out of doctors who could go back to the native districts and speak Irish, you would need what you cannot get at present, a staff of teachers for the Medical School who could teach through Irish. Isn't that a big problem?—It is a big problem.

82. The provision of a staff in any college to teach in any language is a problem. What do you think of the possibility of providing these special staffs in ten years' time, provided everything goes well?—It might be begun in about ten years' time.

83. In the meantime it would be unwise to press it?—No; at any time a man may spring up who would be able to do the work in Irish, though he may not be an Irish speaker.

84. I am speaking of the specialised classes. Take the third year medical course, and that one of the men could do a certain amount of his own work in Irish?—The principal difficulty would be the vested interest, and the only chance would be to get a helper who could do both.

85. Suppose a man did teach in Irish and the students did not know Irish, would not the students be at a disadvantage then?—You have to face that difficulty all the time.

86. Hard as it would be to get intern examiners, it would be very difficult to get extern examiners, so the difficulties of the University are very great?—That is so.

87. *An Scabhaic.*—In regard to the matter Dr. Breathnach is referring to, is it necessary that a doctor should have been taught his business in Irish to qualify him to deal with his patients in the Irish-speaking districts?—If he is a native speaker, no.

88. I am speaking of the professional man who, in dealing with the public in the Irish-speaking districts, would use Irish, does it not naturally follow that that particular professional man would be taught his business in Irish?—No.

89. All that would be required is that he should be required to learn Irish?—There is a rule for that in Cork at present.

90. For all the services?—Yes.

91. A man might go to Berlin and learn his business there and carry out his business in Coolea in Irish?—Yes, if he knew Irish.

92. And his knowledge of Irish might be a condition of his qualifying for entering the University?—He requires it at matriculation.

93. Outside the question of lectures given in Irish it is necessary to provide that the man turned out should

be an Irish speaker?—Yes. I am only speaking of Cork now.

94. The difficulty of providing professors who can teach a particular profession in Irish to the students is not necessarily connected with the fact that they might or might not produce afterwards an official who could deal with the people in Irish?—You want to distinguish between the teaching through Irish and the teaching of Irish itself?

95. I mean this that the getting of an Irish-speaking medical officer for a dispensary district in Galway or Kerry need not necessarily depend on the ability of the professor of medicine in the University to speak Irish?—No.

96. It can be provided that such students shall be outside the question of the ability of the professor altogether—I mean the learning of his profession in any language at all?

97. *Fiachra Eilgeach.*—In the sixteenth and seventeenth centuries the studies of the Irish priests in the low countries were carried on mostly in French.

98. *Dr. Walsh.*—What is the standard of Irish in the University matriculation?—I think it is very low. I examined fourteen students this year all of whom passed the University matriculation in Irish. I asked how many could understand Irish when I spoke, and one man out of the fourteen put up his hand. I give that point in answer to An Scabhaic's point.

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EAMONN O'DONOGHUE, *examined.*

1. *Chairman.*—I would like to go into the work that would be before us if we wanted to recommend the changes necessary in primary schools and to make provision for better post-primary education in the country, and I would like to know what you consider is wrong with the present type of programme for the national schools and what it should be in one of these purely Irish-speaking schools, say, in Coolea?—Do you mean the programme in the Gaeltacht or the Galltacht, or all together?

2. The programme you would like to see in the Gaeltacht?—I have not very much fault to find with the programme. Donal O Corera explained that much depended on the personality of the teacher and his ability to adapt that programme to his surroundings and the circumstances of his school. I grant you it is a bit overcrowded—it is a bit too idealistic inasmuch as the staffs in the primary schools taken as a whole are not sufficiently trained along the lines indicated in the policy underlying that primary programme. To my mind the only possible way to make that programme operative would be to draw from the Gaeltacht material from which you could feed a great deal of the teaching staffs of the county, primary, secondary, and university, as well as technical teachers, art teachers, agricultural instructors, and teaching staffs of all kinds. My experience goes to show, despite some of the evidence that I read that was given here, that the standard of the schools in the Gaeltacht is very low. Comparatively speaking, our experience shows the reverse. You have in the Gaeltacht of the Free State some of the best brains of this country, and if given fair educational facilities they would more than hold their own. I do not refer to the Irish language alone. I refer to the curriculum of primary and secondary education. You see men from the Gaeltacht in the Civil Service and in other walks of life—men who won scholarships into the secondary schools and universities. They were slow at first, but they got on extraordinarily well afterwards, although they left their primary schools with no greater advantages than any other pupils. That goes to show that although the standard of education may be low in the Gaeltacht there are solid reasons for saying that there is intellect there, which is the most important factor we have to consider, and which we shall have to develop. The question of the Gaeltacht is mainly an educational one. Of course there is the economic side, and I have come up against that as chairman of the Cork County Committee of Agriculture and as a member of the County Technical Instruction, but of the three aspects the educational aspect is the one we have to consider mainly. The policy with regard to Irish is a policy of neglect as compared with English. English has got a big economic value here. It has also, as you know, a big social advantage. The best thing to do would be to tackle the educational problem of the Gaeltacht and to give it all the advantages possible.

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With regard to the type of schools you would have in the Gaeltacht, I think the curriculum should be as extensive as possible, and should be taught entirely through Irish. English might be part of that curriculum, but should be taught as a subject only, the same as you would teach French or German to students who go on to the professions. They may require certain modern languages, and it would be important that the pupils would be carried on from the fifth or sixth standard in the primary school to the university, and specialise afterwards in any profession they wish to adopt. That school should be a residential school, and whether you should have it in the Gaeltacht or the Galltacht is a debatable question. If in the Gaeltacht it would have its difficulties, but it might have economic advantages if it were in a central place. I should not care to make any recommendation on that point. The point I want to stress is the curriculum of such schools. It should be taught entirely through Irish and should be as extensive as possible, and should include all subjects taught in the ordinary primary school, including the subjects for the matriculation programme. These schools would naturally employ pretty large staffs, and they should be competent staffs to include the best type of teachers produced in the Free State, and they should be under State control. With regard to the economic side of the Gaeltacht, as far as my experience goes from the agricultural point of view you can do very little because of the circumstances of the soil and the country. Donal O Corera has covered practically the whole ground in this respect in his evidence. One point perhaps he did not lay sufficient importance on is that the Ministry of Education, which has charge of technical education, might show a better example to the country in the type of students and candidates they select for their courses. I refer to the technical courses in manual instruction. I think that at least they might have a certain proportion of candidates from the Gaeltacht to attend these courses. This is a very important matter, and in view of the fact that this Commission has been set up, the best test of sincerity that could be shown by the Government departments would be to draw from the Gaeltacht a certain number of young men and women as prospective teachers, because they are the type we are looking to in the future. We have a large number of instructors and instructresses in the County Cork, but we have only two men competent to do their work in Irish. If we were serious in our efforts to save the language we could do a great many things in this way. I think the Ministry of Education is doing its duty by the Irish language much better than the other Ministries. But there is no reason why they should not endeavour to staff the different teaching bodies with men and women competent to do their work in Irish as well as in English. As regards the afforestation of the Gaeltacht, I think that if this was carried out on a large scale it would make little paradises of these places, and in thirty or forty years it would transform the whole outlook of the Gaeltacht—climatic as well as social—and such work might form the basis for starting industries suitable to the different Gaeltachta. An important advantage of afforestation would be that it would absorb a great deal of the surplus population, and would help to put a stop to emigration. Our experience of afforestation in the County Cork amounted to £6,000 or £7,000 being spent under a county council scheme which was very successful up to a certain point, but we found that it was too big a scheme for any local authority to undertake, and that it should be entirely under national auspices. After thirty or forty years the initial outlay in that work would be returned, and the population would be kept at home, and the possibilities for industrial effort would be greater than we can estimate at the moment. The immediate advantage would be to stop emigration. The educational question is a very complicated one. Donal O Corera has explained how difficult it is for the people in the Irish-speaking districts to develop on anything like a solid, permanent basis, literary or otherwise. Our only hope is the youth of the Gaeltacht. I believe it would be possible, by conserving the best intellect in the Gaeltacht, to develop it to feed practically all the educational institutions in the land. The potentialities of the Gaeltacht for the purpose of stabilising and regularising our education in the country are very great. The secondary schools and their connection with the National University have a very important bearing on the latter. That University, unfortunately, so far has not set the fashion of Irish as it might have done, because the culture found

there at the present time is not the culture we regard as correct. The National University has done little for the Irish language. The National University sprang from the Queen's Colleges and the Elizabethan atmosphere and culture. One would naturally conclude that there would be a continuity of that atmosphere and culture in the present National University. It is very hard to break away from a tradition of that type which has a certain influence on the National University even yet. I say this without in any sense disparaging the efforts that are being made to Gaelicise the National University.

3. *Chairman*.—With regard to the post-primary education, you say the schools should be residential, and that they should be under State control. Does that mean you would take the best students from the primary schools in the Gaeltacht for these residential colleges and have them trained through a special programme which would be all in Irish?—I think it would be desirable. A certain small annual fee would be required. The awarding of scholarships in the National University depends on the position of the parents. The Cork County Council is empowered to increase their scholarships in certain cases from £20 to £50. An arrangement of that kind could be made in those schools for pupils who would be admitted on scholarships.

4. You don't anticipate that the ordinary students coming to these schools will be able to pay the normal college fees?—In some cases they may not be able to pay. There are many instances of poor boys who are very intelligent, and it might be to the public benefit to assist them. We have experience in the National University of students of that kind who subsequently reached high positions in the Civil Service.

5. What do you mean by State control?—I suppose these colleges would be controlled by the Minister for Education.

6. It would be a type of secondary school, and practically all the secondary education of the country is a matter of private management with State grants at present?—Yes.

7. Do you think that these schools should be schools with private management?—Everything would depend on where the school would be situated. To my mind it ought to be under some clerical auspices. That does not imply that interference with the ordinary secular curriculum of the schools.

8. When we are considering the basis of livelihood of Irish-speaking populations there is one important thing we have to consider, and that is their position on the land. It would determine whether you are going to have a homogeneous population or not in any particular district. It is probably questionable if you have any large homogeneous population in any place in Cork. Do you know any land vested in the Land Commission or likely to come into the hands of the Land Commission in anything like a partly Irish-speaking area?—Do you mean large demesne lands?

9. Under the 1923 Act do you know whether there is any land to be distributed in Cork?—Not that I know of.

10. On the afforestation side, has the Cork County Council carried out a considerable quantity of afforestation?—Yes.

11. Has that been successful?—Partly. The trees did not seem to thrive, with the result that we had to buy some land in the suburbs of Cork to be used as a nursery. At the moment we are waiting for these to grow up and to plant them again.

12. What age did you plant the trees?—From two to five years.

13. Have you any plants of your own nursery growing?—Not yet. They are now in their third year.

14. Have there been any investigations to see what part of the County Cork provides the best prospects of success?—The matter was referred from the county council to the Committee of Agriculture, and we were guided by the advice of the instructors, and we handed over the trees to people on whom we could rely to plant them according to instructions.

15. *Fiachra Eilgeach*.—Was it mostly native grown trees?—Yes.

16. *Chairman*.—Are you going to plant any plantations with what you have in your nursery?—No definite scheme has yet been formulated.

17. How soon will you be transplanting these?—It is not decided yet.

18. What type of trees have you?—Fir, beech, sycamore, and ash.

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19. Are they grown from Irish seed?—Yes

20. If we wanted to make a recommendation in regard to certain areas being re-afforested in Irish-speaking districts, might it be attempted on a fairly large scale, and who would be likely to give us advice as to the best site to develop industry?—I should say the Cork County Committee of Agriculture. You have expert instructors. One is a Kerryman who is acting in the West of Cork and the other man—a man named Hoctor, who is operating in the Mallow district. These men would be prepared to give their advice, and we would be pleased to facilitate you in any way.

21. *Fiachra Eilgeach*.—It was mentioned by a witness that subjects like arithmetic were declining a great deal in the primary schools in the last twenty years compared with what they were, and that logarithms, mensuration, and the theory of equations were not being taught to the boys of sixteen and twenty, as they used to be.

22. Do you find that sort of thing prevailing in Cork?—You are referring to secondary schools? No, primary schools?—The methods of teaching mathematics have changed and they are much more successful and satisfactory than they used to be.

23. Now, in these higher schools, how many would you put into County Cork?—I would put one for every diocese.

24. That would be three in Cork?—One in West Cork, one or two in Kerry, and one in the Ballymacoda country.

25. As regards afforestation that is under the control of the Department of Lands and Agriculture?—Yes.

26. Your suggestion would mean a separate Ministry for the work?—Not necessarily.

27. *An Seabhac*.—In regard to the question of higher primary education, would you make it more general and bring it more to the homes of the children. That is, to make it possible for day pupils to live at home?—I think it would be very advisable to have day schools as far as possible, but from the financial point of view, it would be better to have them residential.

28. We had a discussion here as to the advisability of transforming some national schools in the Gaeltacht into continuation or higher primary schools, do you think that would be the shortest cut and might it be a more direct and immediate advantage to the children?—Where you have a good primary school and a good teacher that type would form the nucleus of a secondary school.

29. Let us take a fairly homogenous district, for instance, take west of Dingle. That is about ten by twelve miles. How many would you have there?—Well, I cannot say what your school distance would be. In some places it is up to six or seven miles, but I think you could have one in an area of that size.

30. *Chairman*.—You are getting on apace. You said you would have only one for the County Cork a while ago.

31. *An Seabhac*.—I would have more for Cork. Do you think it is desirable to have the same programme for girls as boys?—Not to the same extent. I should not have as much mathematics, at the same time I should include mathematics for girls.

32. For what reason? To make them more logical?—Not necessarily.

33. In the present day programme there is an effort made to extend mathematics to girls and the teachers of girls are objecting?

34. *Fiachra Eilgeach*.—Girls are amongst the best mathematicians in our schools.

35. *Witness*.—Mathematics are necessary for girls in life apart from their mental advantages as a study.

36. *An Seabhac*.—Taking all these things suggested by you and the others, do you think that these would suffice as a barrier against other things that are anglicising us?—You mean a sufficient antidote?

37. Or would they influence these other things?—I think they would. The Gaeltacht would have to move on. It is very hard to visualise the effect of this. The influence of the Gaeltacht on the Galldacht will be very important. There is a distinctive civilization in the Gaeltacht, and there is an influence there that would enrich a continent if properly developed. That civilization is there and it could sweep across the Galldacht and across Europe again. It went there before and could do so again.

38. The great want is that determination on the part of Irish speakers and the back-bone sufficient to stick it out?—Yes, and the proper education for

the younger generation. The present adult population will continue in the slavish mind they have. With the type of education we suggest you will develop backbone and self-reliance in the younger generation in the Gaeltacht that will kill out that slavish mind. As I explained in the beginning, I am quite confident there is sufficient high-class intellect in the Gaeltacht which, if properly trained, would lead the nation in the re-establishing of its distinctive culture. The great need is a feeling of self-confidence and courage.

39. *An Fear Mór*.—Do you think our present national schools, as presently working in the Gaeltacht, are sufficiently developed from an educational point of view to provide good material from the schools you anticipate establish?—I don't.

40. If you don't, how do you suggest to remedy them?—The weakness lies in the staffs of the primary schools in the Gaeltacht and the quasi-Gaeltacht. To remedy that you must have a complete transformation of the training colleges.

41. Have you any suggestion to make as to how we can get over the present difficulties of improving the primary schools so that they would be able to feed the higher primary schools?—I have not qualified my statement. I believe the day will come when you won't have a more Irish body of people in this country than the primary teachers.

42. There is a great deal of apathy on the part of the primary teachers. There have been very good and exceptional men among the primary teachers. As a result of three consecutive courses in Irish their standard of knowledge of Irish has been raised so much that you could not conceive the improvement.

43. We have experience of this in this way. Between 80 and 100 of them are reading for their degrees in the Cork college, and we have one batch of about 48 just finishing up this year. Comparatively speaking, they are very much better at Irish and much more Irish in spirit than the ordinary university student. If the training of these teachers were linked up with the university it would have a very chastening influence on the National University as a whole.

44. What percentage of these 48 were from schools in the Gaeltacht?—There was none of them. They were men who went through the King's scholarship examinations and spent two years in the training colleges. They took Irish as an ordinary subject and came along and did a three years' summer course. They have attended our lectures, and these men are competent to do all their work in Irish.

45. Have any of these found their way into the Gaeltacht?—I think so.

46. *Chairman*.—Compared with the finished teacher prepared in a purely Irish-speaking school, they are not half so valuable?—No.

47. *An Fear Mór*.—With reference to the afforestation question in the County Cork, comparatively speaking it has not been a success?

47A. *Chairman*.—That is explained.

48. *An Fear Mór*.—What percentage of the trees would have actually grown?—You could not call this tree plantation a wood or a forest by any means.

49. *Fiachra Eilgeach*.—Were you the first people to do it?—I don't know. I cannot say if there was a similar scheme anywhere else.

50. *An Seabhac*.—There is one in Wicklow.

51. *An Fear Mór*.—The plantation was not beside the sea?—No, it was not.

52. *An Seabhac*.—Has the County Council or the Forestry Section of it bought out that stretch of land to be planted, or has it given the trees to farmers?—They deputed that work to the County Committee of Agriculture, and we discussed the thing with our instructors. They chose a number of people like school managers and progressive farmers, and they distributed the trees among them.

53. There has been nothing like a stretch of country taken?—No.

54. That is what must be done?—Yes.

55. *P. O Cadhla*.—Regarding the education of the Irish-speaking child, we have districts where the adult population speak Irish well and the children are not speaking it. Have you any idea as to how the school programme should be arranged so as to get these into communication with the adult population to use Irish?—I think it would be quite sound educationally to teach the children entirely through Irish.

56. Would it be any sacrifice of time or education to

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spend a few years helping that on? Would it benefit the children?—Yes.

57. Is there not the difficulty that they would be taken away at an early age from the national schools?—In that connection we should consider the fact that for practically three generations, after the Cromwellian wars, there was no education, and now when an attempt is being made to reform the system of education into one that will bring in its train the whole tradition of the old civilisation and learning, ignorant and illogical objections are being raised against it. I don't think we should consider seriously any such objections. When we have a Government of our own professing Irish as the national language, I don't think we should discuss this question at all.

58. I only want to confirm the impression that this is no sacrifice of time but will create the habit of speaking Irish again. In schools like the school at Ring they have got into that habit, but we have not that facility so much in the national schools of the country where the children spend only three or four hours in the day. If you don't spend a great deal of the day speaking Irish you won't get into the habit very quickly?—I should not worry over that. The bringing back of a language like Irish, with all the obstacles against it, will be a slow work. As I explained a while ago, it is mainly a question of gradual evolution along correct educational lines, and will probably take two or three generations to have an adult population sufficiently conversant with Irish to talk it naturally amongst themselves. In the country you will meet children every day who are able to carry on a conversation in Irish. There is a great improvement in the speaking of Irish.

59. *Dr. Walsh.*—You have given very full and valuable evidence. You are dissatisfied with what the National University has done and is doing for Irish?—Yes.

60. What in your opinion should it have done, and what ought it do now?—I hold that the body responsible for administering higher education in this country are not doing their duty.

61. You know the conditions of the University?—I do.

62. I want you to tell me what definite, practical measures should it have taken?—Twelve years ago it could do very little, but the progress that Irish has made and the extent to which education has been introduced into the Irish language should be sufficient to warrant the authorities of the National University in so readjusting their staffs as to make it possible to have a beginning made by now to create a real National University.

63. What could they do?—Every faculty is fed by students from the secondary schools who have passed in Irish, and these have sufficient Irish to follow without an effort any ordinary lecturer in every subject through Irish. We never speak a word of English to our students. The students coming in never complain.

64. You teach Irish?—I am a lecturer in Irish. If a man has got sufficient command of that language to express himself, there is no reason why he should not lecture in it. Considering modern circumstances and its own obligations, the National University should set that example, and each professor should have a demonstrator who could lecture in Irish.

65. Can they be got?—When are you going to get them if you don't commence to get them now?

66. Here you have the Senate of the National University and three colleges in Dublin, Cork and Galway. Each gets a certain amount of money per annum. That money is fairly well eaten up?—They are all in debt.

67. And you say, "Get demonstrators." Where is the

money to come from? I want to see what ideas you have to put forward as a guide to us and to see how this difficulty is to be got over?—At the present moment the Cork college is adjusting itself. A new degree has been provided and approved by the Senate for the granting of a degree in the language to a man doing Arts, Science or Commerce. Arts would include history and modern languages. This is to meet the requirements of students coming in from the secondary schools and as a logical continuity to the type of training they are getting.

68. *Chairman.*—Is it provided that these should do their work entirely in Irish?—Yes. A man comes along to the university and having been lectured in the majority of his subjects through the medium of Irish, he gets his B. Com. He has to attend all the lectures of the present professor in English. The new arrangement would provide a demonstrator and an assistant in Irish.

69. *Dr. Walsh.*—The point is that you are dissatisfied with what the National University are doing?—I am satisfied that one constituent college is making an effort to solve the difficulty. The Senate of the National University can do very little. It cannot make any college do anything that that college does not want to do. When you say I am dissatisfied with the National University that means I am dissatisfied with what the college authorities are doing. The Senate can do nothing except to raise the standard.

70. *Chairman.*—Could it not create an atmosphere?—

Dr. Walsh.—It could not create the atmosphere. The Senate has no control over the funds of any of the colleges. I make this explanation because it will go on the minutes and to the public. If the National University is not doing what it should do it is the colleges that are not doing what they should do. They are the only people who can do anything, and I am glad to hear they are doing good work.

71. *Witness.*—When I speak of the National University I mean it as one constituent whole, and I say the National University is not toeing the line.

72. What should it do?—It ought to take cognisance of the new era in Ireland.

73. Has it made any representation to the Government to find the necessary staff to readjust itself?—You lay blame on the National University because no representation has been made to the Government for that particular purpose. In that case I say the Senate is failing in its purpose.

74. *Dr. Walsh.*—It is not part of the Senate's duty. The colleges get the money and they make the payments. It is a question for the colleges.

75. *In Seabhaic.*—The arrangement of the colleges is defective to a certain extent, or it is such as would cause a lot of people to complain. *Dr. Walsh* said an application made for the money to meet certain needs would have to be in addition to the present arrangements and establishments?—As far as our college is concerned?—Yes.

76. In the university you are up against the same difficulty as in the training colleges, where there are professors who have vested interests and could not be touched?—Yes.

77. *Chairman.*—Has the Senate power to make recommendations and point out desirable lines of policy to the constituent colleges?—It has.

Chairman.—Thank you, professor.

The Commission adjourned to Tuesday, 16th June, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sraid Fhearchair, Ath Cliath, ar a deich a chlog, Dia Mairt, 16adh Meitheamh, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siocfhradha (An Seabhac); Pádraig Ó Cadhla; Risteárd Ó Foghludha (Fiachra Eilgeach); Séamus Ó hEochadha (An Fear Mór); L. C. Moriarty; Joseph Hanly; An Dochtúir Tomás Breathnach, M.A.; An t-Athair Seaghan MacCuinnigeáin.

D'éisteadh—

AN DOCHTÚIR SEAGHÁN P. MAC EINRI
CORMAC BREATHNACH
PRÓINSEAS Ó FATHAIGH

Coiste Gnótha, Comradh na Gaedhilge.

Bhí an Raitéis seo leanas ó Coiste Gnótha, Comradh na Gaedhilge, i lámhaibh na gCoimisinéirí.

Na Liomataístí Gaelacha.

1. Aon áit 'na bhfuil Gaedhilg ag 50% des na daoine nó os a chionn sin mar ghnáth-theangain is ceart i áireamh mar cheanntar Gaelach. Tuigeann i bhfad níos mó na 50% an Gaedhilg sna h-aiteanna sin.

2. Aon áit 'na bhfuil Gaedhilg ag idir 20% agus 50 des na daoine mar ghnáth-theangain is ceart i áireamh mar cheanntar Breac-Ghaelach. Tuigeann mórán eile an Gaedhilg ins na h-aiteanna san.

3. Aon ghléas a cheapfar i geóir leas na ndaoine sa Ghaeltacht bheadh sé oiriúnach do lucht na Breac-Gaeltachta freisin agus vice versa.

4. Ní féidir teora deamhin a dhéanamh idir an Ghaeltacht agus an Bhreac-Gaeltacht.

Riarachán.

5. Fé mar atá an scéal fé láthair sé an Béarla teanga oifigiúil na tíre ins na ceanntair gurab í an Gaedhilg gnáth-theanga na ndaoine agus sa chuid eile den tír. Táid Oifigigh Rialtais féin agus Oifigigh Cóluchta Áiteamhla ciontach sa nidh seo. Is é tá uainne ná an Gaedhilg a chur i n-ait an Béarla ar fuaid na tíre go léir.

Dualgas an Rialtais.

6. Deir Airtíogal a 4 de BHUNREACT SHAORSTAT ÉIREANN:—

“Sí an Ghaedhilg teanga Náisiúnta Saorstát Éireann ach có-aithneofar an Béarla mar theanga Oifigiúil. Ní coiscfidh aoinnigh san Airtíogal so ar an Oireachtas fóralacha speisialta do dhéanamh do cheanntar nó do liomataístí ná fuil ach teanga amháin i ngnáth-úsaid ionnta.”

Fágann san go bhfuil mar dhualgas ar an Rialtas agus ar gach Roinn Riaracháin de:—

- Gach éinnidh do dhéanamh do chuirfeadh as don Ghaedhilg;
- A bhfuil 'na geumas a dhéanamh chun a chur in áirithe go mbianófar an Ghaedhilg ins na h-aiteanna ina labhtarar í, agus
- A gcomhachta d'úsaid chun an Ghaedhilg do leathanú ar fud na coda eile den tír i dtreo go bhfforófaí ina iomlán an chéad chuid d'Airtíogal a 4.

Na Ranna Rialtais.

7. Tá Oifigigh le gach Roinn den Rialtas, ach amháin an Roinn Gnóthaí Coigeríche, ag obair sa Gaeltacht. Seo áireamh ar na h-oifigigh san:—

- Oifigigh an Roinn Airgid.—Lucht Mál is Custum do bhailiú agus Oifigigh Pinsean Sean-Aoise.
- Oifigigh an Roinn Dlí agus Cirt.—Na Gárdaí Síothchána, na Breithimh Dúitheche, na Breithimh Cuarda, Oifig na gCúirteanna, Cléirigh na Síothchána, na hAtúrmaethe Stáit agus na Fó-Siarraim. Isé Aire na Roinne seo a cheapann na Feadhmannaigh Síothchána agus isé an príomh-Breitheamh a cheapann na Coimisinéirí mionn.
- Oifig an Roinn Oideachais.—Cigirí na mBunscol agus na Meadhon-Scol agus Sgoileanna an Ceard-Oideachais. Ní foláir an Roinn seo bheith sásta le múinteoirí na scol san uile.

(d) Oifigigh an Roinn Tionscal agus Tráchtála.—Cigirí.

(e) Oifigigh an Roinn Cosanta.—Lucht Airm.

(f) Oifigigh an Roinn Rialtais Aitiúla agus Sláinte Puiblí.—Iniúcháir agus Cigirí. Ní foláir an Roinn a bheith sásta leis na hOifigigh a thoghann na Buirde Puiblí, mar tá Rúnaithe agus Cléirigh, Dochtúirí, Shéidliagh, Suirbhéirí, Innealthóirí, Bailitheoirí Rátaí agus Ciosa, Corónéirí, lucht Fóirithine, lucht freastail i dTeaghligh agus Osbidéil Countae agus in Oisbidéil Mheabhar-Ghalar.

(g) Oifigigh an Roinn Tailte agus Talnhuíochta.—Cigirí, Meastóirí agus Múinteoirí.

(h) Oifigigh an Roinn Puist agus Telegráfa.—Máistrí Puist, Innealthóirí, Cigirí, Fir Puist agus Teachtaireí.

(i) An Roinn Iascaigh.—Cigirí.

Cadh is Gudh.

8. Ní mór na h-Oifigigh seo go léir a bheith i ndan a geuid gnótha a dhéanamh as Gaedhilg, agus fós ba cheart dóibh a chur 'na luighe ar na daoine gur sa teangain san is mian leis an Rialtas go ndéanfaí an gnó. Pé Cigirí a raghaidh ag fiosrú na n-oifigeach san ní foláir é bheith ar a geumas a geuid gnótha a dhéanamh as Gaedhilg. Ní ceart éinne ná féadtaidh an scéal so do chó-lonadh do cheapadh chun aon Oifige Rialtais ná Aitiúla ná chun aon phuist ná gabhann tuarasdál leis. Ní ceart aon tsaighdiúirí a bheith sa Gaeltacht ach na daoine gurab í an Gaedhilg a ngnáth-theanga.

9. Ba cheart gur as Gaedhilg a déanfaí gnó na mBórd Puiblí, gur i nGaedhilg a sgríobhfaí na miontuairiscí, agus gur i nGaedhilg go mbeadh gach litir agus sgríbhinn a chuirfeadh lucht an Roinn Rialtais Aitiúla agus Sláinte Puiblí agus lucht gach Buirde chun a chéile.

10. Ní mór daoine do bheith i ngach Roinn den Rialtas a thádfaidh deighleáil le gnó na Gaeltachta tríd an nGaedhilg i dtreo gur i nGaedhilg amháin a déanfar an có-fhreagart as go léir.

11. Na fógraí go léir a foillseóchthar sa Ghaeltacht, pé'ca fógraí Rialtais nó fógraí Bórd Puiblí iad, ní mór iad a bheith i nGaedhilg agus i nGaedhilg amháin.

12. Na Seirbhísigh Stáit gan Gaedhilg atá sa Ghaeltacht ba cheart iad d'aistriú as agus na Seirbhísigh le Gaedhilg do chur ina ionad. Bá chóir bónas a thabhairt dóibh seo a cuirfeadh chun na Gaeltachta nó breis seirbhíse d'airimh dóibh.

13. Sé tuairim an Choiste Gnótha gur cheart do'n Ard-Chomhairle sgrúdu do dhéanamh ar sheirbhís na Dlí sa Gaeltacht agus athshocrú a dhéanamh ann, má's gádh san, ionnas gur as Gaedhilg a déanfaí obair na seirbhíse sin ar fad.

14. Maidir le hOifig an Chláirthóra Ghenerála, is minic a deintear gearan go ndiúlthithear d'ainmneacha i nGaedhilg do chláirí. Is mór an tarcuisle do Gaedhilg é sin.

15. Ba mhór an chabhair é i nGaedhilg na tíre cead do réir Dlí a bheith ag Muinntir na h-Éireann glacadh le h-ainmneacha agus sloinnte Gaelacha—na h-ainmneacha agus na sloinnte is ceart agus is dual d'Éireannaigh a úsáid. Is míthid deire a chur leis an mbréag-riocht a cuireadh ar ainmneacha áite i n-Éirinn agus ainmneacha na n-aiteanna do leistriú i gceart.

16. Chun gur fearr a éireóchaidh leis an Rialtas úsáid

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na Gaedhíle do phréamhú sna Ranna Rialtais ba mhaith an rud é úgharás do bhunú a bheadh freagarthach don Ard-Chomhairle maidir leis na Ranna san do chóifona a ndualgaisí don Ghaedhíle.

17. Dá mhéid Gaedhíleoirí a gheobhaidh beartanna i ngach páirt den tír 'seadh is mó a thiochfaidh meas ar an nGaedhíle agus tá ar chumas an Rialtais ana-chongnamh do thabhairt sa ní seo.

Oideachas.

18. Sé is gádh maidir lé hOideachas, ná Oideachas Gaelach do bheith ar fáil ag gach Éireannach, agus é d'oilíúnt i slighe a chuirfidh ar a chumas gairm bheatha do bheith aige i nÉirinn.

19. Ní mór an tOideachas do stiúra ar chuma 'na bhfásfaidh chugainn aos léighinn 'na mbeidh ortha daoine a fhéadfaidh na h-adhbhair léighinn is aoirde do theagasc tríd an nGaedhíle.

20. Ní foláir Ard-Sgoil nó dhó do bhunú ins gach Paróiste dos na leanbháí a bheidh tar éis dul tríd an séamhadh rang 'sna Bunscoileanna, agus gléas iompair do sholáthar i n-aisce do na leanbháí san. Ba cheart Coláistí Ullmhúithe do chur ar bun sa Gaeltacht d'fhonn oilíúnt do thabhairt do mhachaibh léighinn a bheadh ar aigne dul fé sgrúid an Matriculation san Ollscoil nó fé sgrúid sgoláireachta na gColáistí Múinteoireachta.

21. Ní mór an Ghaedhíle a bheith ina phríomh-theangain i ngach sgrúid Puiblí. (Táthar ag luighe an iomarca ar an mBéarlá fé láthair.)

22. Ba cheart oiread is is féidir don múinteoireacht ins na Coláistí Múinteoireachta agus san Ollscoil do dhéanamh tríd an nGaedhíle i dtreo go leanfaí do dheagh-obair na gColáistí Ullmhúithe.

Cúrsaí Maireachtana.

An Talamh.

23. Nuair a bheidh talamh le roinnt in aon cheanntar ba cheart an tosach a thabhairt dos na Gaedhíleoirí a bheidh 'na dhith san áit: agus ní foláir a chur mar chúram ar Coimisiún na Talamhan scéim a chur le chéile chun cóilneachta Gaedhíleoirí d'aistriú go dtí na tailt bána i lár na h-Éireann, agus féachaint chuige go ndéanfar an t-aistriú san i slí is go leanfaidh na ceanntair nua ina gceanntair fíor-Gaelacha.

Obair Cois Baile.

24. D'fhéadfaí obair do sholáthar do mhuintir na Gaeltachta ag cur crann, ag déanamh bóithre, ag déanamh céibheanna, agus ar scéimeanna dréineála. Ba cheart cóir agus oilíúnt do chur ar na h-iascairí chun go n-éireochadh leo an tairbhe is mó do bhaint da ngairm bheatha.

25. Ba mhór an eabhair do Mhuintir na Gaeltachta déantúsaí teinteáin do bheith ar siubhal aca mar atá, déantúsaí olna, déantúsaí lín, déantúsaí adhmaid agus déantúsaí leathair. Níor mhiste múineadh dhóibh cionnas an Ceilp d'ullmhú i gcóir an mhargaidh.

Crist Leathan.

26. Tá an cheist seo na maireachtana chomh leathan nach féidir lán-tagairt a dhéanamh dí i ráiteas den tséart seo. Tá lán-eolas 'na thaobh le fágáil i dtuarasgabháil an "Dudley Commission."

Aoihbheas.

27. Molaimid cabhair airgid fé leith chun hallaí agus leabharlanna, agus a ghabhann leo, do chur ar bun do mhuintir na Gaeltachta i dtreo go ndéanfaí saoghal na ndaoine do chur i soilbhre agus i ngile.

Generála.

28. Iarraimid ar an gCoimisiún a mhola do lucht na hEaglaise a bhfuil ar a gcumas do dhéanamh chun an Gaedhíle do bhuanú. Iarraimid orra fós a mholadh do lucht na mBanne agus do lucht na mBóthar Iarainn gan ach oifigigh agus seirbhísigh le Gaedhíle do bheith ag obair aca sa Gaeltacht.

Fianaise.

29. Ní aontuighimid leis an bhfiadhnaise a thug Einrí Ó Frighil uaidh ar son an Roinn Dlí agus Cirt maidir le daile lucht na Gaeltachta, agus iarraidm ar an gCoimisiún glaca le fiadhnaise o oifigeach ó Roinn an Oideachais chun an fhiadhnaise sin do bhréagnú.

* * * * *

Bhí an Raiteas seo leanas o'n Dr. Seaghan P. MacÉinri i lámhaibh na gCoimisinéirí.

1. Na ceanntair go léir i n-a bhfuil líon áithrid de Gaedhíleoirí abair 20 do réir an chomh-airimh

dheiridh, a chur le chéile agus mór-cheanntar ar leith a dhéanamh dhíobh. Aire nó Fó-Aire ar leith a bheith ag stiúrad, cúrsaí an mhór-cheanntair sin. Eolas maith ar an nGaedhíle a bheith ag gach oifigeach puiblidhe a bhéas ag obair sa Mór-Cheanntar san fá'n Riaghaltas nó fá na bóirdaibh puiblidhe. A gcuid oibre, sgríobhadh tuairisgí, srl., a dhéanamh as Gaedhíle. Mar gheall ar uaigneas agus ar bhochtanas na n-áiteanna san nGaeltacht ba chóir *bónús ar leith* a thabhairt d'oifigeach-aibh puiblidhe ag obair annsan.

Sgoltacha.

2. Gach rud acht Béarla a mhúineadh thríd an nGaedhíle san nGaedhealtacht. Na Gaedhíleoirí is fearr a chur ag obair annsan agus bónús ar leith aca. Iarracht speisialta a dhéanamh ar na bailte móra sa nGaedhealtacht agus ar a h-imeall a Ghaedhealtú. A fhad is tá na bailte móra Gallda beidh muintir na tuaithe in n-a dtimcheall ag tréigint na Gaedhíle.

Cúirtanna.

3. Gaedhíle amháin a bheith oifigeamhail i ngach cúirt sa bhfíor-Gaedhealtacht. An Béarlóir a chur san áit a raibh an Ghaedhíleoir fá'n tsean-réim i. a chuid fiadhnaise do thionntodh go Gaedhíle agus gan leigint do lucht dlíge ceisteanna a chur i mBéarla. Gan acht Coisteoirí a bhfuil Gaedhíle aca bheith ag fromhadh Gaedhíleoirí. Ins an mBreac-Gaedhealtacht an oiread d'obair na Cúirte 's is féidir a dhéanamh as Gaedhíle. Gan ach saighdiúirí a bhfuil Gaedhíle aca a bheith san nGaedhealtacht.

4. Na táthannata a bhí ann le meath na Gaedhíle. An Béarla a bheith i n-uachtar ins na sgoltacha. Gaedhíleoirí gan bheith i n-an Gaedhíle a léigeadh ná a sgríobhadh agus gan adhbhar léightheoireachta a bheith aca dá mbeidís i n-an dhéanta. Gach duine a raibh foghlaim air agus culaidh mhaith air a bheith ag béarlóireacht, mar atá, sagairt, dochtúirí, lucht dlíge, oidí sgoile, oifigigh riaghaltais agus a leithid.

An Imirce agus Itréachta ó'n Oilean úr.

5. A dheacracht is bhí se a gcuid gnótha a dhéanamh ins na bailte móra dá mbeidís gan Béarla. An nós a ghlac na tuismightheoirí a bheith ag béarlóireacht le n-a gelann sa mbaile.

An leigheas ar na neithe sin.

6. An Ollscoil, na meadhon-sgoltacha agus na bun-sgoltacha san nGaeltacht a Ghaedhealughadh ó bhun go bárr agus féachaint chuige nach gcaillfidh an t-é fuair oideachas Gaedhealach tada i seirbhís na tíre mar gheall air sin acht go mbeidh caoi chomh maith aige le dul ar aghaidh sa saoghal is tá ag an mBéarlóir.

Na bailte móra a Ghaedhealughadh sa gcaoi is go dtiubhradh siad sampla mhaith do mhuintir na tuaithe.

7. Badh chóir do'n Riaghaltas an sgilling sa tseachtmhain a baineadh de na sean-daoine a thabhairt ar ais d'aon tsean-duine ar bhféidir leis a chrughughadh gur mhúin sé Gaedhíle do pháistí an tíghe sul chuaidh siad chun sgoile. Dhéanadh san leas mór ins na ceanntair Bhreac-Gaedhealach a n-a bhfuil Gaedhíle ag sean-daoine gan i a bheith ag daoineibh meadhon-aosta. Bhrisfeadh sé an sean-nós.

8. Gaedhíle a bheith d'obliogáid le haghaidh gach uile phosta.

An cheist Eicimomúiceach.

9. Ní mór seifte eicint a cheapadh le obair sheasta a sholáthar san nGaeltacht.

10. Feidhm a bhaint as na portacha mar ghnithear san nGearmáin.

Stocail agus éadaigh olna a dhéanamh mar ghnithear i nAlbain. Crainn saillige a chur ag fás. Ciseáin a dhéanamh agus rudaí eile is féidir a dhéanamh gan monarcha mhór agus a mbeadh díol ortha. Ní mór féachaint go maith chun *margaidh d'fhágáil dóibh.*

Iasgairacht.

11. Is é an donas nach bhfuil na h-iasgairí cleachtuighthe acht ar churrachaibh agus ar bháid bheaga agus ar bheith ag iasgairacht cois chladaigh. Slíim go mbadh mhaith an rud aimseir a chur ar dhream iasgairí ó Bhreatain na Fraince le teacht agus iasgairacht ar an bhfairge mhóir a mhúnad do'n aos óg san nGaedhealtacht. Annsin ní bheadh faichtios ortha an fhairge mhóir a thabhairt ortha féin mar tá anois. Céibéanna dhéanamh le haghaidh na mbád. Ní dhéanadh na Breatainigh úd Béarla a chur ar aghaidh i measg na

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ndaoinne d'fhéadfaidís Gaedhilg d'fhoghlaim gan stromh agus dá b'pósadh cuid aca cailíní san nGaedhealtacht agus cur fútha annsan bhearfaidís togha sompla i dtaobh iasgaireacht do na daoinibh. Níor mhór margaidh leis na héisg a dhíol a sholathair agus cosg a chur ar eachtrannaigh ó theacht ag iasgaireacht timcheall na hÉireann. Ba chóir scoil speisialta a chur ar bun le maraidheacht, seoladh le compás, déanamh cangach, a mhúnadh do'n aos óg. Badh cheart cuid mhaith de'n Aireamh i scoltacha cois cladaigh a bheith ag baint le h-iasgaireacht agus maraidheacht.

12. Má tá imirce le baint as Gaedhilgeoirí ó'n nGaedhealtacht go dtí fearann bán san nGalldacht ní mór gan iad a scaipeadh i measc Béarlóirí no cailfidh siad an Ghaedhilg. Ba bhreagh an rud é dá bhféadfaidhe na Béarlóirí a mhealladh as paróiste nó dhó i ngach cúige an talamh ar fad a bheith ag lánamhna Gaedhealacha sagart, dochtúir, siopadóir agus oidí scoile Gaedhealacha a bheith aca agus an talamh a thabhairt dóibh ar choingheall go gcoinneocáidh siad an Ghaedhilge beo. Fir a bheith ann le talamhaidheacht a mhúnadh dóibh.

13. Sílím go mbadh mhaith an rud é oileán nó dhó a ngach cúige a choinneál mar "Gaelic reservation," abair na blasgaodáí. Oileán Arann agus oileán Thoraigh; gach rud a bheith Gaedhealach aca; gan leigint do Bhéarlóirí cur fútha ionnta agus cúpla iarracht ar chumas an riaghaltais a dhéanamh leis na daoine annsin a chur ar bhealach a leasa ar choingheall go gcoinneocháidh siad an Ghaedhilg beo bíodhgamhail annsin. Togha oideachais a thabhairt dóibh agus cuidiughadh leis na daoinibh óga is cliste bheith i n-a múinteoirí, srl.

14. Ní mór Coláistí a chur ar bun gan mhoill i nGaedhealtacht gach cúige Ghaedhealigh le Gaedhilgeoirí óga d'oileamhaint le bheith i n-a n-oidí scoil.

15. Badh chóir na scoltacha déantúis san nGaedhealtacht a Ghaedhealughadh. Na cailíní aimsir a thiocfadh asta, d'fhéadfaidís Gaedhilg a labhairt le páistí san áit nach féidir Gaedhilgeoirí ó dhúthchas d'fhághail. Is deacair iad d'fhághail fá láthair óir tá siad go léir ag brath ar dhul go dtí an t-Oileán úr.

16. Ní mór na milliúin crann a chur san nGaedhealtacht ní amháin le slacht agus rath a chur ar an tír acht le obair a thabhairt agus le ádhbhar teineadh agus déantúis a sholathar iar mbeith ídighthe do na portaigh fá cheann 50 bliadhain nó mar sin. Badh chóir na daoine a bhrostughadh chun tuilleadh éanlaithe, cearca, srl., a bheith aca agus cuidiughadh leob le margadh d'fhághail le iad a dhíol. Go mór mór bheadh lachain agus géabha an-fheileamhach i measc na bportaigh. Cineálí mhaith uibheach a thabhairt dóibh le goradh. Féachaint le feidhm nuadh a bhaint as Ceilp.

17. Tá figheadóirí fós i gConnamara. D'fhéadfaidhe an déantús sin a shabháil acht uirlísí níos fearr a bheith aca agus teagasc a thabhairt do'n aos óg agus a mhúnadh dhóibh feidhm a bhaint as dealbha (designs) nuadha. An sgéal céadna i dTír Chonail.

18. Tá gach eolais fa'n gceist eicionomacach le fághail sa tuairisg a chur an Dudley Commission amach.

(Sighnithe). SEAGHAN P. MAC EÍNRI.

(*Uachtarán, Connradh na Gaedhilge.*)

8adh Meitheamh, 1925.

* * * * *

AN DR. SEAGHAN P. MAC EÍNRI, *examined.*

(*English rendering of evidence given in Irish.*)

1. *Chairman.*—Which would you prefer to speak in Irish or in English?—I would prefer to speak Irish, but if I must speak English I am prepared to do so.

2. It is a matter of convenience. We are satisfied to take evidence in Irish as well as in English?—I will do anything you wish.

3. *Fiachra Eilgeach.*—Everybody here to-day understands Irish at any rate.

4. *Chairman.*—You are here on behalf of the Gaelic League?—Yes.

5. You are named for Galway College also?—I am here for the Gaelic League to-day, but if you like I can speak for the college also, but there are others coming to speak for the college.

6. Will there be more to be put before us by Galway College. The college is not mentioned here?—I understand there is another Commission to go into the question of education, and for that reason it was not intended to put evidence on that question before this Commission.

7. You don't speak for Galway College except in so far as it relates to the Gaeltacht?—Exactly.

8. Have you any more to put before us?—There is nothing else, unless there are questions.

9. According to your own statement you think it would be a good thing to have a Minister or an Assistant Minister in charge of the Gaeltacht?—I think something like that will be required. Without somebody in charge of the Gaeltacht specially, it will be hard to get fair play for Irish from the whole Ministry.

10. What kind of work would such a Minister have to do?—There are many things even in relation to Irish that the Ministry don't understand. If there was one person in charge of the Gaeltacht he would be able to make suggestions and give advice to the Executive Council. That is what I had in mind.

11. How would you define the questions for which he would be responsible?—All things relating to the Gaeltacht—doctors, the courts and questions of that kind. Things which are not the same in the Gaeltacht and the Galltacht.

12. The education question?—Yes. Education, the schools, local government, and all things like that.

13. *Fiachra Eilgeach.*—He would be in touch with all the Ministries?—Yes. That is what I thought myself. He would be like the Treasury Remembrancer which the British had; he was in touch with all departments.

14. *Chairman.*—You say that public officials in the Gaeltacht, Government officials and others should know Irish?—I think they should.

15. There are a great many of them at present who have no Irish?—The majority of them.

16. Have you any plan to remedy that?—It is not right to allow anybody into the public service without Irish. When a position becomes vacant in the Gaeltacht it should be filled by the appointment of an Irish speaker, and as these places are far away from the cities and big towns a special bonus should be given to officials there. The British Government gives a special bonus to officials serving in Africa and other places.

17. Have you any opinion as to how many years it would take to fill vacant places in that way?—It could be done gradually. It might take ten years or so. It is possible to do a great deal even at present.

18. You would give a special bonus to people working in the Gaeltacht?—I think it would be right to do something like that. Nobody likes to be working in a remote place.

19. According to what we hear there are people in the public service some of whom conceal their knowledge of Irish for fear they would be sent there. Would you say that every part of the Gaeltacht is remote?—I would, almost every part of it.

20. According as Irish is spread throughout the country, as we hope it will be, would you have the same rule about bonus?—No. I would only apply it where the district was remote from towns or backward.

21. If you were to draw a line on the map there would be certain places beyond the line that could not be called backward and other places that could?—Exactly. There are places in Galway that are not backward, and there are places in Connemara that are.

22. You mention the schools. In the case which the Gaelic League put before us they mentioned education in its entirety. Have you anything special to say about the schools in the Gaeltacht?—As I understand it, there is too much English at present in the schools of the Gaeltacht. Some of the teachers say the inspectors expect as much English as ever in the Fíor-Ghaeltacht. If that is true, I don't think it is right. English ought to be taught as a subject as Irish was before. Everything else should be taught through Irish. The bonus should apply to the teachers also. They don't want to go to backward places, but as little as anybody else. If they are good teachers they try to get schools in other places, and there ought to be some inducement to good teachers to stay in the Gaeltacht.

23. About the machinery of education, there is a need in the Gaeltacht, as we see it at present, for something higher than the primary schools?—Yes, it is necessary to provide higher education than is given in the primary schools. Then there is the question of the university.

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24. On the question of primary schools?—There ought to be an *ard-sgoil* in every parish, a school which would be higher than a national school and not as high as an intermediate school. Students could be sent from the primary school to the *ard-sgoil*, from the *ard-sgoil* to the intermediate school, and from the intermediate school to the university.

25. Do you think it necessary that students from the Gaeltacht should go through three schools before going to the university?—There are people who would be able to go through the intermediate schools and there are people who would not be able to do so.

26. Could you give us an explanation of why they cannot avail themselves of education?—The reason why boys and girls from the Gaeltacht cannot get the education necessary for them to advance in the world is that their people cannot afford to pay for it. At present we have not enough people from the Gaeltacht with sufficient education to become teachers. It would be necessary to provide scholarships to enable clever boys and girls to go from the primary school to the *ard-sgoil*, from the *ard-sgoil* to the intermediate school, and from the intermediate school to the university.

27. Would the *ard-sgoil* be a day school?—I suppose it would be a day school. Perhaps it would be necessary to bring in other students. That would depend upon the number of schools there would be.

28. Say Connemara, south of the railway line between Galway and Clifden, where would you have these schools?—They would have to be away from the railway line, as the district through which it runs is sparsely inhabited.

29. How far from the railway line?—Ten or fifteen miles at least, and it would be necessary to provide means of transport if the schools were far apart.

30. In what places would you have these schools?—In, say, Spiddal, Carraroe, Rosmuc, Oughterard, Carna, Cloch-na-Ron and Clifden.

31. If you were to establish these schools it would be necessary to put up an intermediate school also?—Yes, perhaps that would be an improvement.

32. Do you think it is necessary to have lower schools than the intermediate schools and higher schools than the primary schools in the semi-Irish-speaking districts?—It might be well to do so.

33. In education in Ireland it is the practice for special people, priests or laity, to establish such schools; the Government only gives them fees?—That is a question. I think it would be better if the Government did it, like the national schools.

34. It is not the Government that establishes the national schools?—No, but it provides two-thirds of the cost.

35. You say a special effort should be made to save the semi-Irish-speaking districts?—That is very necessary. The Breac-Ghaeltacht has an anglicising influence on the Fíor-Ghaeltacht, but it should not be hard to Gaelicise it. When the Irish-speaking people go into a town like Clifden they cannot do their business without knowing English. If the towns were Irish the country would be Irish.

36. Have you any opinion as to how the towns could be improved?—To begin with, I think a special effort ought to be made in the schools in the towns.

37. What are the towns that are affecting Irish most?—Galway, Oughterard, Roundstone and Clifden. They are all very un-Irish except Galway city. There is not a town, big or small, in Ireland more un-Irish than Clifden. Roundstone and Oughterard are also very “*gallda*.” They are anglicised by English fishermen. I have met people who were born there fifty years ago and who don't know a word of Irish and the country all round is very Gaelic.

38. You say you would make a special effort to Gaelicise the schools there?—Yes.

39. Is it possible to do anything else?—I don't know that there is anything else that the Government could do except Gaelicise the schools and the public services.

40. What are the influences that are telling most against Irish in the Breac-Ghaeltacht (the semi-Irish-speaking districts)?—In all of them the courts; in most of them the tourists and other people going round speaking English, the foreign fishermen paying money to the people for things they want. There are special reasons in special cases. In one place the “*soupers*” who established a “*bird's nest*” there

eighty years ago. That made the place very English. When the railway line was made many tourists went round speaking English. All these things together helped to drive out Irish.

41. About the old people, you say the 1s. a week taken from the old age pensioners ought to be given back to those who speak Irish?—I think there is nothing that would make a greater improvement than the restoration of the shilling a week to those who teach Irish to the children of the family. They think that Irish is a language for adults and this would show them that they ought to speak it to the children. They themselves don't see the need for speaking Irish to the children. That is one of the things that is killing the language. If the Government publicly announced that they were going to give back the shilling to any pensioner who could prove that he taught Irish to the children before they went to school, I am certain there is nothing that would do more to advance Irish in the Breac-Ghaeltacht than that and it would prevent Irish from declining in the Fíor-Ghaeltacht.

42. How would you determine whether the old people were speaking Irish to the children?—When the children came to school the first day, I would find out whether they spoke Irish, and I would not give the money if they did not.

43. If the children living in the houses of old age pensioners spoke Irish when they first came to school you would restore the shilling?—Yes, because that is proof that they were speaking Irish to the children. You would not want any better proof than that, I suppose, if the old people were Irish speakers.

44. You say that a knowledge of Irish should be necessary for every position in Ireland?—I think so. What we want specially is to find a livelihood and a means of material advancement in Ireland itself for Irish speakers.

45. Do you think it is right to expect that the land could maintain the number of people there at present?—It could not maintain them. The land is very poor. It is not right to call it land at all.

46. Is it possible to improve it?—I don't think it is. Something might be done by roads and drainage, and that would also give work to the people.

47. Don't you think it is possible to do anything to improve agriculture in these districts?—I don't think it is possible in most of them.

48. If there were not so many people there it would be possible for each to have more land in his holding, say three, four or five times?—I should say three times at least.

49. Some people have been saying that there has been a change there, that they are going in for beef now instead of dairy cattle?—I don't think there is any difference there. Sheep is what they mostly keep. There are not many cattle in the Gaeltacht of Connemara; in most places perhaps only a cow.

50. Have the people of Galway tried tree-planting; have many trees been planted?—The Congested Districts Board planted some trees, but not many.

51. Has the county council in Galway done any work like that done by the county council in Cork?—No, they have not done much. The country is very bare there.

52. Some of the young people at any rate will be going to America every year, and there are many people in other parts of Ireland who would like to spread the language throughout the country. Have you any idea as to how boys and girls from Connemara could be scattered among these people?—It is very hard to do that, because girls from the Gaeltacht want to speak English so as to know it when they go to America.

53. Is there a technical school in Galway?—There is.

54. Is it possible to get education there to train them for work at home?—It is possible to get education there, but not in Irish. The Principal has Irish, but the instruction is in English.

55. If a change were made are there many people in Galway who would send their children there to improve their education?—I think there would be a good many.

56. You think they require more education in Irish?—Yes. A knowledge of trades is badly needed. There is not a mason who can speak Irish in Galway. When Canon MacAlinney was doing some building ten miles beyond Spiddal he could not get any Irish-

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speaking mason, and he had to get a person to act as an interpreter for the mason when dealing with the Irish-speaking labourers.

57. There are complaints that suitable education is not being given in the Gaeltacht?—Perhaps it is not.

58. On the question of means of livelihood, you refer in the statement of the Gaelic League to roads, tree-planting, drainage schemes. Are these things worth considering unless they effect a permanent improvement in the life of the people?—They would be. Trees take 100 years growing, but there would be the work of transport and planting and looking after and thinning them. The roads are necessary. It is not possible to get into some of the bogs at present because there are no roads.

59. What about fishing?—I don't think fishing will have any chance until the poaching by foreign trawlers is stopped. At present there is only one protection boat, and that may be in Cork or Kerry when the foreigners are fishing off Connemara. There is scarcely any fish to be got near the shore as a result of these foreign boats. The Irish fishermen must get big boats and go into the high seas. They have nothing at present but the sort of currach they had a hundred years ago. I think it would be a good thing if some of the young people were sent to Brittany and trained, so that they would have courage to go into the high seas, say a hundred miles out, or Bretons might be employed to teach them.

60. Do you think the people of Connemara would be willing to go out in big boats and become fishermen in the high seas?—It would be necessary to get the young people. The old people might not go, but it might be possible to get crews of young people and teach them.

61. *Chairman* (speaking in English).—Mr. Moriarty, you may want to ask the witness a question later on. Dr. Mac Einri advocates bigger boats which will enable fishermen to go out a couple of hundred miles and not to be simply hanging about the coasts. He also suggests that persons ought to be brought from Brittany who could give these young fishermen a course in deep sea fishing because if we want to make fishermen we must depend on the younger generation. (*Addressing Father Cunningham in Irish.*)—Father Cunningham, have you any questions to ask.

62. *Father Cunningham.*—You say there are not sufficient protection boats?—I do. There is only one—the boat formerly called the "Helga."

63. How many would be necessary?—Six at least to protect all the coast fishing.

64. If there was one big boat, and each district had a smaller boat, would that do?—Yes, perhaps it would—motor boats with the military helping.

65. *Fiachra Eilgeach.*—Boats with guns?—A motor boat with a gun and five or six soldiers for each district, and one big boat. That might do. But it is necessary to do something quickly, because the foreign boats are destroying the fishing. On the general economic question there is a lot of information to be got in the report of the Dudley Commission. There were people from every district in the Gaeltacht who gave evidence at that Commission.

66. *An Seabhar.*—I suppose you have personal knowledge of the Gaeltacht of Galway?—I believe I have.

67. And the Irish speakers?—Yes.

68. And of their mind?—Yes.

69. Do they understand the question of the language?—They have not much understanding of it.

70. Do they know that an effort is being made to save Irish?—Oh, they do.

71. Their understanding does not go very far?—They understand that an effort is being made to save the language, but they have little spirit themselves.

72. Is it so still?—It is, but they are beginning to look at things differently now. They are not ashamed to speak Irish now. Twenty years ago they would be ashamed to be heard speaking Irish.

73. There are people who speak English to the children?—That is in the Breac-Ghaeltacht, but there is an improvement. I was going along the road in Galway the other day and I heard two women speaking in English about a child. "I tell you he has no teeth" said one. The other turned to the child and said, "osgail do bhéal," then turned to the other woman and said in English, "didn't I tell you he had?"

Ten years ago it would have been the opposite. The adults would have used Irish when speaking to each other and English to the child.

74. Is that very general?—No, but it is growing since the schools began to teach Irish properly. I think there is an improvement.

75. In most of the Breac-Ghaeltacht is that going on?—I cannot speak except for the district of Galway, but I think there is an improvement. People come to me now and then from semi-Irish-speaking places and their children have Irish. That was not so ten years ago.

76. Do they speak English intentionally?—From bad habit. It came at first because they saw every person who wore a good coat spoke English—the priests, teachers, officials of law and government, everybody who had a good coat spoke English. Disrespect for Irish came from that. They thought that if they were to make any progress in life they should also know English. They think so at present.

77. What act of the Government would cause a change of mind on the part of people who have the bad habit of speaking English?—First, the teaching of Irish properly in the schools. In the second place, to give the shilling a week to old people who speak Irish to the children, and, thirdly, show that Irish is necessary to secure positions in the public service.

78. If the people understood that we were really in earnest about Irish they would help?—Yes.

79. Did the people understand that the Gaelic League was in earnest all along?—They didn't, because they saw every person of importance going about speaking English.

80. Officials of the Government?—Yes, and others—lawyers, medical officers, priests and business people.

81. Because all these things have been going on in the Gaeltacht, is it your opinion that the people of the Gaeltacht understand that we are not in earnest in the rest of the country?—It is.

82. Do they understand how important they are themselves?—I don't think so.

83. Do you think that if everybody from the Government and from the education departments spoke Irish when amongst them it would put backbone into them?—I do.

84. Is there a want of backbone among them at present?—I think so.

85. In Connemara they speak Irish and nothing else?—Yes, in most of it.

86. They don't speak it because it is Irish?—No.

87. In the Breac-Ghaeltacht it is the same?—Yes.

88. Why do they speak English to the young people?—Habit. The habit rose long ago when Irish was suppressed and when the people saw that they could not go ahead without English; Daniel O'Connell, the priests and other important people spoke English and set the fashion, and the bad habit is still going on.

89. Do you think it is in the power of the Government to break that bad habit?—They could do a lot to break it.

90. With the power there is behind English, do you think it is possible for the Government or the Gaelic League to strengthen the people on the side of Irish?—I think so, by degrees.

91. Are you certain?—I think so. Fifteen years ago in Connemara they did not want to be heard speaking Irish.

91A. Why?—Shame.

92. Is that shame gone?—It is.

93. But they are not prepared to be aggressive in using Irish?—Yes, that's it, but there is no shame.

94. What branches of the Government in the Gaeltacht do the most harm?—The pensions officers who use English. In Spiddal there are many pensioners who don't know a word of English, and in Western Galway there are also many of them who don't.

95. How do the pensions officers do their work with the old Irish speakers in Connemara?—I don't know, because they have no Irish.

96. Have you heard any reports as to how they do it?—I suppose they get some person to act as translator for them.

97. It is necessary for them to get an interpreter?—I suppose so. I don't see any other way in which they can do it.

98. What effect would it have on the minds of the people if the officials spoke Irish?—They would see that Irish is alive, and that it would not be necessary for themselves to speak English.

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99. Do many of the people from these districts go into the public service?—A few.

100. Into the police, I suppose?—Yes.

101. Do many of them go into education?—Some of them.

102. Not as many as would supply teachers for the schools?—No.

103. Where do the teachers come from?—From Munster, many of them.

104. Would there be sufficient if they got proper training?—I think we could get more than we do.

105. What is the greatest difficulty now?—The children are very poor and they don't go to school every day. Sometimes only one or two days a week.

106. Why don't they go to school?—They are poor, and the schools are far from each other. They have to work also.

107. Do they stay at home from school earlier in Connemara than in other places?—I don't know. I suppose they are the same as in other places of the same kind.

108. Have the people in these places any respect for education?—I think so; I don't think they are worse than people in other places.

109. If they had the teaching and the opportunity of keeping at school, do you think they have the intellect to get places in the Government or public services?—I think the children of the Gaeltacht are very clever, if they got the opportunity. The inspectors all say so.

110. Would a scheme of preparatory training schools be of assistance?—Yes.

111. Would that induce the people to send their children to school?—I think it would do great good.

112. You were speaking to the chairman about somebody who would act as an observer of government and other services in the Gaeltacht?—Yes.

113. What power would you give to that person?—He would advise the Executive Council if he saw anything working against the language. I wrote to the Technical Education Department about Spiddal College in Irish, and I got an answer in English.

114. Was that since we began to sit here?—Yes.

115. Is it to the Executive Council that he would be responsible?—I think so.

116. It would be very difficult to define the boundary between his authority and the authority of any other minister?—I don't know that it would.

117. If the Executive Council were satisfied to create such a department, what special subjects would you like to have referred to it?—Everything relating to Irish should be given to it so that Irish would receive special attention.

118. The improvement of the position of the language alone is what you are concerned with?—No. I think everything should go to this special department, the condition of the people as well as the language. Very often the people in Dublin don't understand the question of the Gaeltacht or the question of Gaelic.

119. You say public servants don't want to go to remote places, and you recommend a bonus to induce them to go?—Yes.

120. A money bonus?—Yes, or an addition to the service of so many years. For instance, one year's service in the Gaeltacht could count as two.

121. Is there any custom of that kind in the public service anywhere?—I believe there is.

122. You were speaking about the public service in Africa?—I believe those who serve in Africa get a special bonus for working in these places. Every person going into the Indian Civil Service has to learn the language. They have first to pass an examination, then they go to Oxford for two years to learn Hindustani or other Indian languages, and they have to pass an examination in the language before they take up duty. In South Africa two languages were compulsory until recently. When the Treaty was made between the two countries it was agreed that English and the Taal should be known by public servants. It was decided recently that the Taal only should be compulsory.

123. What about public servants who don't know the Taal?—They must learn it.

124. Or go out?—Yes. I saw that on the newspapers recently.

The witness read the following statement in English:—

“According to the South African Constitution both English and Dutch are official languages of the Union.

“All Bills, Acts and Notices of general importance

or interest issued by the Government of the Union are required to be in both languages.

“As regards the civil service, they have the following provision in their Public Safety Act, passed in 1912:—

“An officer entering the Public Service after the commencement of this Act who is appointed to a clerical post in the Administrative and Clerical Division and who has not passed in both official languages at any of the entrance examinations prescribed under section 4 shall not be promoted to any higher grade than that to which he has attained in five years from the date of his first appointment to such post, unless and until he pass such an examination in both official languages as may be prescribed; the standard of the last mentioned examination shall be equal to the standard of the first mentioned examination:

“Provided that if such officer has passed in either of the official languages at any of such entrance examinations he shall be exempted from further examination therein:

“Provided further that if the Commission be satisfied that the officer has during the said period of five years been stationed in places where he had no facilities for acquiring a knowledge of the language in respect of which he has not passed a prescribed examination the Commission may grant him such extension of the said period as it may deem reasonable.

“(2) In recommending any officer for a particular post in which the knowledge of either or both of the official languages is necessary the Commission shall be satisfied that the officer possesses the language qualifications necessary for the efficient discharge of the duties of the post.”

Section 52 of the South African Defence Act of 1912 provides as follows:—

“All officers and non-commissioned officers of the Defence Force shall be instructed in giving and receiving executive words of command in each of the official languages of the Union and all citizens shall be trained and instructed in the official language which is best understood by them.

“Whenever it is not practicable in any unit to carry out the instruction and training entirely in one of the official languages then provision shall as far as possible be made for the instruction and training of the minority of members of that unit in the language best understood by them.”

125. *An Seabhadh.*—That is not done in Ireland?—No.

126. *Chairman.*—It is the law. According to the law the officer shall be trained to give orders in Irish and English.

127. *Witness.*—Is it enforced?

127A. *Chairman.*—It is the law, but I don't know whether it is enforced.

128. *An Seabhadh.*—What is the nature of the change in Africa?—I read in the newspaper the other day that only the Taal is now required.

129. *Chairman.*—Do you know what standard is required for that language?—I suppose it must be high enough to enable them to do their work in it.

130. *An Seabhadh.*—Have you any knowledge in the Gaelic League of what is being done in other places in Europe where there is such a question?—Well, I think every country which is independent uses its own language alone.

131. What are the places?—Poland, Latvia, Esthonia, Czecho-Slovakia, Hungary, Jugo-Slavia—all these.

132. In Alsace-Lorraine, do you know if any laws have been made about the French language?—Since the time of the war?

133. Yes, in education and public work?—I understand they don't allow a word to be taught now but French.

133A. Do you know what happened in South Africa to teachers who did not know the two languages?—I think they got notice to quit.

134. They gave them the road?—I think so.

135. That would not be done in Ireland?—No, but I think it was done in South Africa.

136. As regards the Breac-Ghaeltacht, if an official came from the Fíor-Ghaeltacht and did not know much English, would he be able to do his business?—Yes, he would be able to do it better than if he had no Irish.

137. Irish is general there, but if there were English speakers who knew no Irish he would have no difficulty in getting an interpreter?—No.

138. What place would you say is the most difficult in that respect?—Clifden.

139. There are so many people there who do not know Irish that it would be difficult for him to do his work without knowing English?—There are.

140. What about Galway city?—The old and many young people in Galway speak Irish.

141. If a pensions officer without any English dropped from the sky, he would be able to do his work there?—Yes, a pensions officer certainly. Every person seeking the pension knows Irish.

142. If he requires it he can get information from other people?—I suppose so.

143. You suggest that the shilling should be restored to pensioners who have children in their homes who speak Irish?—Yes.

144. Would you be satisfied with a shilling?—I suppose it would not be possible to get more. The more the better.

145. Would that apply to all Ireland, or to the Gaeltacht or the Breac-Ghaeltacht?—To all Ireland, because it would not be any good in any place except the Breac-Ghaeltacht and the Galtacht, in places where English is spoken. The old people in the Fíor-Ghaeltacht cannot speak anything else but Irish. If there was an old Irish speaker in Meath who spoke Irish to children I would give him the shilling.

146. You think that would cause a great improvement?—I do. I don't know anything that would do more to improve the position of Irish.

147. What would be the benefit in the household?—That they would speak Irish.

148. The old Irish speakers and the children?—Yes. The people between them might not know Irish. This £2 12s. a year may seem a small sum, but these old people think it a lot.

149. Is there any link between the teaching in the primary schools in the Gaeltacht and the old songs and stories and music and traditional lore that has come down from generation to generation?—I don't think there is as much as there ought to be.

150. Do the teachers understand that?—I don't think many of them do.

151. Why?—I don't know.

152. Is it because the teachers themselves got no instruction in it?—I suppose so.

153. Would it be worth making an effort to get it taught?—It would certainly.

154. I suppose there are traces of it in Connemara still?—Yes.

155. Is it being transmitted?—No, or very little of it. I think it would be a great thing if these old stories could be brought into the schools.

156. Would it not be a good thing to so direct the work of the schools that the young people would seek for them?—That could be done, but I think it would be a good thing to bring them into the schools also.

157. Do you think it would be necessary to bring special instructors into the schools?—I think so.

158. Is there much of this work done in the Gaelic colleges now?—I don't know that there is.

159. Does the education department do anything in that way?—I don't know.

160. What islands do you say should be kept as a Gaelic reservation?—The Blaskets, Aran and Tory. I think it would be necessary to have certain areas preserved.

161. How far would you go to protect these places from English speakers?—Strong measures must be taken.

162. The people in these places might not be satisfied to help unless they got land or some other compensation?—The whole matter should be explained to them, and they should get some special inducement.

163. What special inducement?—I don't know. That would be for the Government to decide.

164. Don't you think that that inducement would have to go this far: that Ireland would have to prove to them that their children would get a means of living in Ireland?—Yes.

165. Even if they knew no English?—Yes. They would have to get proof that their children would get a livelihood in Ireland.

166. Do you think it would be right to confine the reservation to two or three little islands? Don't you

think it would be better to have larger areas?—Well, it would be better.

167. In the Blaskets there are only a few households?—It would be better to have larger areas.

168. What number of people living together would be big enough in itself to keep Irish safe and their own lives natural?—A couple of hundred.

169. Would that number do?—It would be better to have more than one reservation.

170. How many people all round?—I don't know. I suppose a couple of thousand. There are three Aran Islands, and only one is all Gaelic—Inismaan. Inismore is all Gaelic except Kilronan, the little town where people buy the fish. Inismaan could be made a reservation.

171. Connemara Gaeltacht is the greatest Gaeltacht in extent and numbers?—I think it is.

172. And a special effort should be made to preserve it?—I think so.

173. You said the land was not sufficient in the place to maintain the people?—I don't think it is sufficient.

174. They must leave it?—Yes, unless there is some livelihood provided for them.

175. Is there material there which would provide work for them in the making of articles which they could sell to the world outside?—There is a good deal of wool there.

176. What do they do with this wool?—There are weavers in Connemara still.

177. They spin and weave it in the home?—Yes.

178. Is there any mill there in which they could get cloth made for themselves?—I don't think there is now. There was a small mill—O'Maille's near Maam, but I don't know if it is there still.

179. I understand from your statement that there is a great district in Connemara in which Irish is spoken without conscious determination?—They speak it as a Spaniard speaks Spanish.

180. These people are very poor; there is not enough land to maintain them?—Yes.

181. Where do the people go to?—To America.

182. They don't come back?—Yes, a good many of them come back. Many of the women come back. They gather a couple of hundred pounds, come back and marry. But not many of the men come back.

183. The influence of America is too great?—It is a great power. There is no influence as powerful as America.

184. How does that influence act on Irish?—Well, first of all, they hope to go to America, and they want to know English. Then money is coming back from America in letters written in English, and they write letters to America in English.

185. Do the people write from America in Irish?—A few, those who went out recently.

186. Is that custom beginning?—I think it is. People who went to America fifty years ago did not know how to read or write Irish. A girl who went out would know her mother could not read Irish, so she would write home in English.

187. The power of America?—Yes. These people know that their children will be going to America.

188. For ten or fifteen years do they think of America, and speak English to their children because of that?—Yes.

189. Do you think they do that of their own understanding?—Yes.

190. America is in the minds of all the fathers and mothers of the children?—Yes. From the day they are born they are thinking of America.

191. And they act accordingly?—Yes, but in Connemara the people not having English cannot speak it.

192. Which of them succeeds best, those from the Breac-Ghaeltacht who speak bad English or those who speak Irish only?—I think the Gaelic speakers. I know people who went to America twenty years ago, and who came back and did not know any English.

193. Women who came back came home with £200?—Yes, they come back and get married.

194. And when their children are growing up what do they speak to them?—They speak Irish except an odd person who thinks herself too grand to speak Irish.

195. Is there any difference between these women and the women who never left home?—I don't think there is much. Some of them are better—they have a better spirit.

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196. The influence of the better education they got in America?—I suppose they get a better spirit in America.

197. How are the people's names registered?—Most of them are in English. I had a fight myself to get a child of mine registered in Irish. The Registrar refused to register the name in Irish.

198. *Fiachra Eilgeach*.—When?—Four years ago. It was two years without being registered. Then the Provisional Government came in and the name was accepted in Irish. There was another child in Galway in the same way.

199. *An Seabhac*.—Do you think there is any of that now?—Oh, there is.

200. On the other side of the question, do you know has any effort been made by the registrars of births and marriages to have the names registered in Irish?—In Spiddal Canon MacAlinney has been doing that for years, but he had a great fight with the Registrar-General. In other places, where the priests and doctors are not very Gaelic, the names are put in English.

201. You don't know if the sub-registrars have any authority?—No. Outside Spiddal I am almost certain it is in English altogether.

202. Do you think it would be possible to get a great change in that?—I think so.

203. Would it be hard?—I don't think so. It would not.

204. How would the people take it?—They would not object.

205. Are there people in the Gaeltacht who have never heard the names under which they are registered?—I think so. There are people named Ó Droighneáin, and they are registered as Thornton. They use their Irish names amongst themselves.

206. Are the school registers in Irish?—I think so. Yes, in Galway.

207. Have they the habit in Galway of using the name in English even when speaking Irish?—Not often. When they are speaking Irish they use the Irish name.

208. Would the people like to speak Irish in the Courts in Connemara?—They would, because they would be able to explain their case better in Irish, but they were afraid to use Irish when the R.M.s were there. They were afraid they would not get fair play if they spoke Irish, but now they would be glad to use Irish.

209. Do they use it?—They do, as far as the lawyers will allow them.

210. What about the lawyers in Connemara?—In County Galway I don't think there are more than two solicitors who know Irish, two in Galway, and perhaps there is one in Tuam.

211. If the people have Irish, and the justice, the clerk and the Garda, English must be used on account of the English-speaking lawyers?—In one case in which the district justice and one solicitor knew Irish, and the parties were ready to give their evidence in Irish, a solicitor who did not know Irish said he could not understand the questions and answers, and the questions were put in English and translated because of this lawyer.

212. Was that done in Galway?—It was, in Spiddal.

213. How many places are there in which the work of the Courts could be carried on in Irish as far as it relates to the people?—In most places in West Galway—Spiddal, Carna, Kilkerrin, Oughterard, and any place between Galway and Clifden.

214. And there are only two solicitors in Galway who know Irish?—Yes, and only one barrister.

215. Is one of them the State solicitor?—When he was appointed he did not know Irish, but he is learning it.

216. Is he a young man?—Yes, about thirty, and he is learning Irish.

217. Do you know of any public officials who have the reputation that they like Irish so much that the people don't think of speaking English to them at all?—I don't think there are many with that reputation.

218. Are there any teachers to whom the people speak Irish in that way?—There are.

219. Are there any other officials?—I don't think there are.

220. Are many of the teachers like that?—Most of the teachers know Irish, and those who know it speak

it to the Irish speakers, but I'm afraid they don't speak Irish to one another.

221. What about the doctors?—The County Council of Galway have made a rule that nobody will be elected in future unless he is able to do his work in Irish. If there is one candidate who knows Irish and others who do not, the candidate who knows Irish will be elected.

222. Was this rule made by Coiste na Slainte?—Yes.

223. Has any doctor been elected according to this rule?—Oh, yes.

224. For the *Fíor-Ghaeltacht*?—Yes, for Spiddal.

225. Do you know what use he makes of it?—He uses Irish.

226. Do you think a doctor would have great power for good if he went among the people doing his work in Irish only?—He would. I don't think there is any official in Connemara who uses Irish except Seán Mac Giolla an Atha.

227. *An Fear Mór*.—Do you think proper education in Connemara would do much to bring Irish back again?—I think it would do great good, but more is needed.

228. You said there was too much English in the schools?—The teachers say so. They say the inspectors expect too much English still. I don't know if they are right about the inspectors.

229. That is in the bilingual schools?—Yes.

230. According to your opinion it is not right?—I don't know. That is what the teachers say.

231. If it is true, it is not right?—If it is true, it is not right. I think it is not right to teach English except as a subject.

232. Do you think the old bilingual programme would do at all?—No. It would do more to advance English than to advance Irish. It was better than the other system which it replaced, but it is not good enough now.

233. In the case of a child in Connemara who knows no English is it not an injustice to put it into a school where the programme is not suitable?—I think it is if there is too much English.

234. And if the instruction is not to be in Irish?—Oh, the rules allow instruction in Irish, but I think they should go further, and that everything should be taught through Irish.

235. Are there some schools in Connemara in which the teachers don't know Irish at all?—A few years ago there were a good many schools in which the teachers did not know Irish, but they are learning it now.

236. Do you think it would be right to change such teachers to another district?—If it were possible, it would be a good thing.

237. Do you think it would be possible?—That is a question for the Ministry of Education. I don't think they have the power to do it.

238. You say some children have to go five miles to school?—Yes. I know a case in which a child has to go three and a half miles to school in East Galway, that is seven miles a day. It is worse in Connemara.

239. Do you think it would be right to have more schools?—I think so.

240. Are there sufficient children for that?—There are not. I think there should be a special average for such districts.

241. You think there should be an *árd-scoil* in every parish. Would it be necessary to establish schools for the training of teachers?—Yes.

242. Would that be better than technical education?—I think there ought to be both.

243. When the children are going to school or coming home from school do they speak Irish or English?—Irish.

244. In the Gaeltacht?—Yes.

245. Are there any schools in the Breac-Ghaeltacht which have made Irish speakers of the pupils?—There are many children in Galway who are looking for the *Fáinne*. They were taught Irish in school.

246. It is not the same thing children having the *Fáinne* and children using Irish among themselves?—I don't know about that. In Tawin there is a teacher who does not speak anything to his own children but Irish. Some middle-aged people there have no Irish and their children speak Irish. The teacher did that.

247. As it is being done at present it would save the

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language in Connemara?—Oh, it would, because Irish is living there.

248. Are you satisfied with the working of the scheme of education in Connemara?—I am not. I think there should be less use of English. I think every subject should be taught through Irish, and that English should be taught as a subject like French or any other language.

249. The lawyers, priests and officials speak English?—Yes.

250. Why? Is it because they don't know Irish?—Some of them know Irish, but they don't speak it.

251. Does their education explain it?—Yes. They got their education in English, and they do their work in English. The County Council of Galway are about to appoint a secretary, and they have advertised that the person appointed must be able to do his work in Irish.

252. Are the schools doing anything to train Irish speakers for the public services?—No.

253. Do you think it would be a good thing to establish a school to give special instruction?—It would help them to stay at home and not go to America.

254. Are the schools doing anything to keep these children at home?—I don't think so.

255. Do you know much about fishing?—I have not much knowledge of it.

256. Is there anything the Government could do for the fishing?—I think they could give boats to the fishermen. They say the fish are not there now because of the trawlers.

257. Do you think the fishermen have got as much help as they ought to get?—I think they ought to get more help. They ought to have big boats to go into the deep sea, and they should get instruction in the curing and marketing of the fish. There is no use in catching fish unless a market can be got for them. You can hardly get fish in Galway. You have to get it from Dublin.

258. What is responsible for that?—They send it altogether to Dublin, and if fish is wanted for a big dinner in Galway it has to be got from Dublin.

259. If every town got its proper share would that be better?—Organisation is necessary for that.

260. I should like your opinion on this question. There are two doctors to be appointed for a Gaelic-speaking district. One has Irish and the other has not. The testimonials of the Gaelic speaker are fair, and those of the English speaker are excellent?—If it is in the County Galway the English speaker would be set aside.

261. Even if he had the better testimonials?—Yes. They don't pay much attention to testimonials, whether they are in Irish or English.

262. *Padraig O Cadhla.*—Have you any scheme in Galway for bringing the Irish speakers into touch with one another?—We have.

263. What about the old Irish speakers?—They come in every week and tell stories. We have meetings, and two or three old speakers come in and tell stories in Irish to those who are learning.

264. Do you think the Gaelic League should do that wherever it could?—Yes.

265. Because it would help to keep these old stories alive?—They are dying very fast.

266. I suppose the time will come when nobody will speak English here?—I hope so.

267. There are many children in the Gaeltacht whose language is Irish?—Yes.

268. What amount of English would it be right to teach them?—I would give them some English, because they may have to go abroad. If they go into the towns they must know some English.

269. In the primary schools do you think it is right to have any English at all?—I think the school work and orders should be in Irish.

270. What industries could be established to provide work for these children at home?—When industries are established it is English speakers who are in charge of them. In the lace schools they are all English speakers, and they do more harm than anything else.

271. *Chairman.*—If other industries are established they would be a bad example?—Yes. There was an English girl from Birmingham making lace near Spiddal, but the Black and Tans burned the place, and it is closed down.

272. *Padraig O Cadhla.*—What you have said about

South Africa, do you think that would be the right thing for us to do?—Do you mean what was done twelve years ago or now?

273. What you gave us from their regulations?—I think that would do for some time, but we should look forward to the time when we shall have Irish only.

274. We have more to fear from English than the South Africans?—Yes, because of the better spirit there.

275. Have you any scheme for colonies of Gaelic speakers?—The Gaelic League is not of one opinion on this subject. It is my opinion that there should be a thousand people in these colonies, and that all the services of the place should be in Irish. The priests, teachers, pensions officers and others should do their work in Irish.

276. Do you think it would be necessary to have special protection for them?—Yes. I think it would be a good thing if some of the English speakers could be sent east and Irish speakers put in their place. At present the Land Commission is putting people from Galway into Roscommon, here and there. They will lose their Irish.

277. If there are 20 boys going into Galway University, and if they have been taught everything in the primary and secondary school in Irish, don't you think they should be allowed to continue their studies in the university in Irish?—It cannot be done at present.

278. Why not begin?—We are endeavouring to do it if the Government is generous enough. If we get the money we are ready to do it in Galway.

279. You have the machinery for lectures in engineering, medicine, law and other subjects in Irish?—No. The machinery is not there at present. The Galway Queen's College was very foreign. When University College was established it took over many of those connected with the old college. A professor of Education is to be elected now, and he must be able to do his work in Irish. What we are trying to do at present is this. In the case of a chair, where the professor does not know Irish, we are trying to get an assistant who knows Irish and who could help the professor to teach students who speak Irish. It is necessary to have money for that.

280. You have no fear but that it is possible?—It is not possible at present without money.

281. Are the students trained to understand university lectures in Irish?—When the schools have been working for a few years, and the children doing work in the intermediate schools in Irish, they should be able to understand university lectures in Irish when they come to the university.

282. Are professors with the necessary knowledge of Irish available?—It would not be possible to fill all the chairs with Irish speakers at present.

283. But it would be possible to begin at once?—Oh, yes. We have a young man in Galway who learned Irish and who is able to give lectures in Irish in physics and chemistry. But books must be got if we are to have education in Irish. No individual could publish these books without losing money. The Government must help.

284. Do you think it is a good practice to translate these books from English?—It is necessary to do that at present. If there is a man who is very clever, and who knows both the subject and Irish thoroughly, he may be able to make his own lectures and produce an original work, but if you have not such a man you must get the translation. That is what is done in other countries.

285. Would it not be better to have a natural development of Irish itself than these translations?—Yes, but we have no alternative at present.

286. Don't you think we have too many books at present?—Perhaps, but there are not too many books on the subjects taught in the university—chemistry, engineering, law and other things. What Galway College thought was that if the Government was satisfied to publish them the assistant professors might try to write the books.

287. Don't you think there are too many books in use in the primary schools, and would it not be better if the teacher did more himself and relied less on the books?—It is necessary to know a good deal to do that.

288. *Dr. Walsh.*—Certain people are not satisfied

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that the university is sufficiently Irish?—I am not satisfied.

289. Why is not the university more Irish?—In the first place, the National University was founded on the Queen's Colleges, and many of the old staff are still there. Then the colleges are competing with colleges outside the Free State. That is lowering the standard. Dublin College is afraid students will go to Trinity or Belfast, and Belfast is afraid students will go to Glasgow or Edinburgh. That competition is keeping Gaelic down and keeping the university down.

290. You think the standard in every subject is lower since the Royal University was ended?—Yes.

291. The university consists of a Senate and three colleges?—Yes.

292. There is certain power of revision, but it is possible for every college to do what it likes?—Yes.

293. Is it possible for the Senate to stop you if it likes?—Yes.

294. Does it do that if you make arrangements for an Irish programme?—I don't think they would do it.

295. There is one thing that is within the power of the Senate, and that is the matriculation. Are you satisfied with the state of Irish in the matriculation arrangements?—I am not. The papers are right enough. I was an examiner myself last year. But the marking is not right. There is the principle of compensation by which surplus marks in one subject can be transferred to another subject in which the student failed. It is possible to pass in Irish on 25 per cent. of the marks.

296. That is not much?—It is something. I know a person who went through and didn't know anything.

297. *Chairman.*—Do many students go into the university like that?—A good many. They go in through the intermediate, and I don't know that they have much Irish. I had a young man last year who came for examination, but he got only 20 per cent.; but he passed in the senior grade of the intermediate, and he had to be allowed in. We found that so many students had failed in the intermediate that the department was afraid there would be an outcry, and they allowed a great many through who had not got the marks.

298. *Dr. Walsh.*—Could anything be done to see that students on entering the university knew Irish?—In Galway we were endeavouring to end the principle of compensation or to make it necessary to get 40 per cent. at least.

299. Why were the Senate afraid to stop it?—They were afraid that the managers of schools would raise an outcry. That refers to other matters as well as Irish.

300. Have you noticed anything lately that is worse in its effect on Irish?—I have.

301. What is it?—Students going into the university without matriculating at all. People who fail in Irish are being allowed into a certain college on condition that they will go through an examination in Irish in a certain time. That is not Galway College.

302. Would it not be right to stop that?—Certainly.

303. The Senate has no power except in the matriculation examination?—Except that and the extern examiners.

304. It is the colleges that are responsible for the university not being more Irish—the Senate made Irish compulsory for matriculation?—Yes.

305. It is not necessary for any other examination?—No.

306. Why isn't there more Irish in Galway College?—You mean among the students?

307. Yes?—Because they don't have it coming in.

308. Why don't the college put more Irish in the programme? Why don't they make Irish compulsory in the first arts?—I don't know.

309. Why didn't they make Irish compulsory before the students get their degree?—That was before us, but it has not been adopted yet.

310. Galway College is not Irish?—It is not as Irish as it ought to be.

311. The atmosphere is not Irish?—It is not very Irish.

312. Have many of the students Irish?—Oh, yes, a good many.

313. Do they speak Irish to one another?—Some of them do, but most of them don't know much Irish coming in.

314. If you were ready to give lectures in Irish, how many of the students would understand them?—About one in four.

315. If a professor could give lectures in Irish would it be necessary for him to give lectures in English also?—If there were a lecturer giving lectures in Irish I don't think it would be right to make him give lectures in English also.

316. Then it would be necessary to have a lecturer in Irish and a lecturer in English?—Perhaps it would be so until the students all know Irish. It would not be possible to do the work altogether in Irish for ten or fifteen years.

317. If you had to draw up a programme for an Irish college now what would you do?—I could do nothing now but get good assistants who would know Irish, and when new professors were being chosen they should have Irish. Then, according as the college staff was becoming more Irish, the use of Irish could be increased, especially if the intermediate schools were working properly and sending Irish-speaking students to the university.

318. From what you know of the university students coming up, is there any intermediate school that is giving an Irish education to the children?—There are some of them teaching things through Irish, but there is no school in Connacht in Class A.

319. Those in Class B, what do you think of their pupils' knowledge of Irish?—I have not got any of them yet. The scheme only began last year.

320. It would only be a loss of money to appoint Irish-speaking assistants to the professors if the students did not know Irish?—I suppose the assistants would not be available for a couple of years, and by that time the students should know Irish.

321. In the areas where there is no English at present, could not clever boys get a proper education in Irish, as good as is to be got by boys in the Gaeltacht in English?—There is a want of books in certain subjects, and also it is not possible for them to go to an intermediate school. They are not able to go beyond the primary school.

322. Suppose in a primary school the teacher did not know Irish a couple of years ago, but learned Irish and got a certificate from Spiddal College, would the children have fair play?—He would be able to do his work fairly well.

323. In Connacht are there not many of them?—There are some.

324. Don't you know there are many people going to the colleges and getting certificates who will not know Irish after all?—I would not say so. They would not get the certificate from us.

325. Would you say that any person who got a certificate from Spiddal College is suitable to put into a school in the Gaeltacht?—I think he could do the work.

326. Teach other subjects through Irish?—Yes, when he would be some years in the place.

327. What about the children who would be there all the time?—There is no escaping from that.

328. In the county scholarship examination it was altogether in Irish to give an advantage to the Irish speakers, but students from outside the Gaeltacht get the scholarships? In Galway City they are at school every day and they work at night till ten o'clock. In the county they have to travel five miles or six to school and only come to school now and then.

329. Every person in Connemara is not so far from the schools?—Some of them got scholarships.

330. Is it not true that the teachers in Galway are willing to do more work than the teachers in the country?—I don't know. It is easier because the boys are near them in Galway.

331. Could anything be done to ensure that Irish-speaking scholars would come to the university?—I don't know that anything could be done except to allow a certain number of scholarships for each district.

332. That would not do if the scholars are not up to the standard?—Perhaps more would come.

333. The Irish speakers are not getting the same education as the English speakers, that is clear?—Yes.

334. I suppose if a teacher came from a county committee and gave lectures on cookery and housework the people of Lettermulien would not have fair play?—Not if the lectures were in English.

335. These people are getting no results for the money they pay?—Not at present.

336. *An Fear Mór.*—There are a great many students from Ring who got scholarships. They got higher marks in Irish and they were successful in the matriculation also. As long as there was a secondary school at Ring these scholarships were won every year. When the school failed the scholarships failed, other parts of the Decies were as good as Ring then.

337. *Dr. Walsh.*—Irish would not be sufficient to get them into an intermediate school?—No. They would have to know English?—Yes.

338. The people, although they are poor, are paying rates and getting no advantage?—No.

339. You know there is fever there always, and that it is the one place in Europe in which there is typhus?—Yes.

340. What is the reason?—Poverty, bad water.

341. Do the poor get any instruction about health?—No.

342. You say there are five or six miles between some schools in Connemara?—Yes.

343. And the schools are poor?—If all the children went to school there would not be sufficient accommodation for them the schools are so small.

344. If they were to come to school every day it would not be for the good of their health?—No.

345. That must be remedied?—Yes.

346. Whatever about Irish or English is it necessary to establish more schools?—Yes.

347. And better schools?—Yes.

348. It is said that the people prefer instruction in English?—That is not true at all. They understand a little, perhaps, but they don't understand it properly. There was a priest in Connemara who read the Pope's letter in English and when the people were going home after Mass they were asking each other what the priest was talking about. "He was talking about more money for the old people," said one of them.

349. Somebody said that boys from the Gaeltacht could not be taken into the Garda Síochána because they were connected with the making of poteen?—I don't think that is true. Poteen-making was never stopped properly until the I. R. A. stopped it. They were Irish speakers and they stopped it, that was more than the R. I. C. or the Garda Síochána could do.

350. Is poteen-making going on still?—It is flourishing.

351. You say a great many young men are going to America for work. Would they not be suitable for the Garda Síochána?—I think so.

352. Why are they not in the Garda?—I don't understand why. There was one young man who had been a district teacher, and when he applied he was told he was not tall enough. He was told he was one-eighth of an inch too short. He was sent home, and later, when his height was right, he was told there was no more recruiting for the Garda.

353. It is said that they know only Irish? I understand from priests in Connemara that when they wrote about Irish speakers being taken for the Garda Síochána they got no answer.

354. Is it not true that Connemara is nearer to New York than Dublin?—Yes, much nearer in the people's estimation.

355. They have more hope of work in America?—It is not that so much, but when they go to America they are amongst their own people, their own relatives.

356. And the people of Dublin are strangers to them?—When they get to New York or Boston they will know hundreds of people.

357. It is possible to stop emigration?—I don't see how it can be done.

358. If you got the young men and young women posts in Ireland they would have hope in Ireland and would stay here instead of going to America?—I suppose it would be so, if they had posts.

359. The question is how are the posts to be got?—If they had friends in Dublin they would send for them as their friends in America do. It is in New York the friends are now and it is in America that work is to be got. If they came to Dublin they would know nobody.

360. You have seen the voters' and jurors' lists?—Yes.

361. Is it not hard for the people in the Irish-speaking districts to understand them?—They don't under-

stand them. They are put up in Connemara in English.

362. Who compiles these lists?—The rate collectors.

363. *An Seabhaa.*—The Clerk of the Peace and the rate collectors under the authority of the county councils.

364. *Dr. Walsh.*—These people pay rates. Is it not time to stop that?—It is. Another thing, people coming into hospital from Connemara give their names in Irish, but the names are entered in English. I objected to that, but nothing was done.

365. The doctor is responsible?—Some of the doctors know Irish also—native speakers but write the names in English.

366. The house surgeon or the house physician fills up the cards?—No.

367. Who then?—The matron.

368. Has the matron Irish?—No. The names in the books are given in English.

369. Are you satisfied that the examination in Irish of doctors for appointments in Galway will ensure that they know Irish?—As far as it goes I think it will be right.

370. *Mr. Moriarty.*—You suggest bringing in Brittany fishermen to instruct the Irish fishermen in the Gaeltacht?—Yes.

371. Would you prefer to see Irish-speaking fishermen instructing them?—Yes, if they are to be had.

372. Are you aware that the Aran fishermen are considered good fishermen?—I don't think they could go very far out to sea. I don't think they go more than a few miles out to sea. I was thinking of them going out a few hundred miles.

373. In steam trawlers?—Yes.

374. Do you think you will get the Connemara men to go out?—I think the young men would go out.

375. Are you aware of any experiments being tried during the last few years?—No.

376. *Fiachra Eilgeach.*—You made reference to the harm that was done by doctors who do not speak Irish?—Yes.

377. You also have great harm caused by priests who do not speak Irish?—Yes.

378. There are many examples in Connacht?—Yes.

379. Although the bishop is on the side of Irish?—Yes.

380. About the return of the shilling to old age pensioners who speak Irish to the children, I suppose you remember the Ard Fheis of the Gaelic League rejected a proposal of that kind as a bribe to speak Irish?—I suppose so, but this suggestion is not from the Gaelic League; it came from myself.

381. Would it not be possible to get it in another way, to give the shilling back to the poor in the Gaeltacht? Wouldn't they want the shilling in any case?—I suggest the test for them.

382. Do you think there is fair play for teachers from the Gaeltacht in the training colleges?—No.

383. Do they get teachers from the Gaeltacht to go into the training colleges?—They get a few.

384. Are the teachers in Connemara from Connacht or Munster?—A good many of them are from Munster.

385. Would it not be possible to get the Irish speakers from Connemara trained?—If the ard-sgoil and training college were established, you would have Irish-speaking teachers. There would be a great change if these schools were to be established in places like Spiddal, Rosmuck, and Carna.

386. You would get sufficient teachers for Connemara altogether?—I think so.

387. You referred to the planting of trees in the county and told us your own county council did not do anything in the matter on the lines of what was done in Cork?—The county council has not got the money. Dr. Dillon can tell you all about that.

388. No money is necessary for sally trees, and if you cut the osiers it is not necessary to replant the trees because they come up again?—Yes.

389. Why don't the county council plant them, they grow best in wet places?—I suppose that should be done.

390. Are there any basket makers there?—I don't think so. There may be an odd one.

391. If a basket-making school were started in Connemara it might help to keep Irish-speaking boys from going to America. There are agricultural schools in Mount Bellew and Athenry; why could not they do something with sally trees?—These places are not in the Gaeltacht, they are in the Breac-Ghaeltacht.

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392. I see a recommendation that something be done to promote trade in eggs?—Yes.

393. Did you ever hear that in the Gaeltacht there is little respect for a person who goes in for such work?—No.

394. When they see a person selling eggs, they say "he's broken, he has only hens"?—I never heard that.

395. It is very general in the Irish-speaking districts.

395a. They have little respect for small things there. You said a good many women come back from America with a couple of hundred pounds?—Yes.

396. What happens to the couple of hundred pounds?—I don't know. I suppose they put it in a stocking.

397. *Fíachra Eilgeach.*—If they bought a man in Munster they would have a farm. But what would they do with it in Connacht?—I don't know.

398. Are you satisfied that there is an improvement in connection with the *Gardaí*?—There is an improvement, but it is necessary that there should be a greater improvement. I heard a few days ago of a station west of Spiddal where all the Guards except one know Irish, and because of that one they have to speak English. In another station all are English speakers except one. Why should not these two be exchanged and one station made Irish-speaking?

399. You say it is not possible to buy fish in Galway?—It is often difficult.

400. Any time I was in Galway I saw lots of salmon in the river?—Yes, under the Bridge.

401. Do you think that fish is sent to Dublin and brought back again?—Yes. If there is a big dinner in Galway they have to get the fish from Dublin. The fishing belongs to an Englishman. I understand it is difficult to get fish in Grimsby.

402. That was not so, when I lived in Hull. There was plenty of fish to be got in Grimsby? I understand it was like Kent where strawberries are grown. You could not get strawberries there because they are all sent to London.

403. About the university standards, you said the National University was watching Trinity lest students should go there?—Yes.

404. And Belfast was watching Glasgow and Edinburgh?—That is true.

405. What are the colleges of the university that have a high standard or a low standard, or are they all the same?—When the old Royal University was there, any person going to be a doctor had to pass his first arts examination. Then when the National University and the Queen's University were established, Belfast was afraid of Edinburgh and dropped the first arts and Dublin College did the same thing.

406. *Chairman.*—You say all education in the Gaeltacht should be Gaelicised from top to bottom, and that it should be seen to that a person who received such education should have opportunities and material advancement as good as those which the English speaker has. That is not really a question of education only?—No. Industries should be established.

407. Everything should be taught through the medium of Irish. What are the subjects that it would be possible to teach in the University through Irish? You are not speaking of Galway College now?

408. No, say Dublin or Cork colleges?—That would depend on many things at this moment. I could not say.

409. It is said in this statement that, as far as possible, subjects should be taught through Irish in the Universities. What are the subjects of instruction that it would be possible to teach?—I suppose mathematics, chemistry, physics, commerce, and geography.

410. Would history and philosophy be in English?—In Dublin I suppose they would have to be in English and Irish. I don't think it will be possible to Gaelicise Dublin College for a long time. It would be possible to Gaelicise Galway College within ten years. In Dublin College it would take much longer.

The Commission adjourned at 1.40 p.m. till 4 o'clock.

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CORMAC BREATHNACH, *examined.*

1. *Chairman.*—I would like you to make a statement on this section about education. I would like to understand more exactly the Gaelic League view on Irish in education and the machinery of education in the Gaeltacht?—Well, we recommend two kinds

of schools. I think these two kinds of schools are necessary. Perhaps *ard-sgoil* is not a good name. I don't think it is a good name. As I understand it, it would be different from the primary school and from the intermediate. It would be a school such as they have in other countries, especially in Scotland, to which children of fourteen years of age are sent to prepare for some trade or profession. When a boy reaches this age his parents are asked what they intend him to be—a doctor or priest, trader or farmer, or whatever they have in mind to make him. He is then sent to this school. There ought to be one in every parish for children leaving the sixth or seventh standard in the primary school. At present there is nothing like that in the Gaeltacht, and between the years fourteen to seventeen or eighteen, while they are waiting to go to America, the boys have nothing to do. That part of their time is spent in idleness, except when there is some little work to be done on the farm. They should be compelled to attend these schools during that period, if we are to make decent citizens of them. By the second kind we mean a college or kind of intermediate school, a residential school. I don't think it is right to say that nobody should go into these higher primary schools but boys and girls intended for teaching. That is not the intention of the Gaelic League, nor is it, I understand, the intention of *Pádraig Ó Brocháin*. It is from these schools and colleges that your future teachers, priests, doctors, and people of that kind will come. If they are confined to children preparing to become teachers, then they will not do what we expect them to do. Something should be done with regard to the training colleges. It is not possible to teach the subjects in the training colleges at present because the students don't know Irish at entrance. But if these schools are established and do their work properly the students on entering the training colleges and the university will know Irish, but they will be taught through English unless a great change is made in these institutions, and a wrong will be done to the children. There is a great deal to be done as far as the training colleges and the university are concerned. *Dr. Mac Einri* said there are schools in the Gaeltacht ten miles from each other. That is true. He also said there should be more schools in the Gaeltacht. I don't agree. That raises two questions. It is not possible to give a proper education in small, one-teacher schools. He has to teach six or seven classes. No one person could do all that effectively. I think education would be five times as good in a two-teacher school as in a one-teacher school. I should like to see a teacher for every class, but I suppose that is not possible. There is no use in building a little school in every glen. I think that explains why the scholarships in County Galway don't go to the Gaeltacht. You have big schools in Galway City and little schools in the Gaeltacht, and the education in the big schools is better than in the little schools. That is why the scholars succeed in the city and don't in the county.

2. *Chairman.*—In how many parishes would it be necessary to have an *ard sgoil*?—In every parish in which there is not an intermediate school.

3. How many would be required altogether?—Thousands, I suppose. We have primary schools as good as any in the world. Perhaps that is not much to boast about. But at any rate people who have been overseas say that. General education is as good here as it is in the primary schools in any country. But primary education is not sufficient. There must be something higher. No country confines itself to education of one kind. There are technical schools, trade schools, a great many kinds of schools. In the Gaeltacht we have nothing but the primary school.

4. *Chairman.*—Do you think the teaching in these schools should be as high as in an intermediate school—say, a Christian Brothers' school?—A different kind of education altogether. In the intermediate schools it is all cultural education—Latin and other subjects. I would prefer a kind of vocational school in which agriculture, navigation, and other things would be taught that would prepare boys and girls for the life before them. The intermediate schools must teach things required by priests and doctors, and so on. The division must

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be made sooner. It must be done as it is done in Scotland. The parent has to say whether it is intended that the child shall be a priest or doctor, or go for a trade or farming, or something else, and according to the answer the child is sent to the school that suits him.

5. *Chairman.*—Up to the University?—Yes.

6. How far apart should the ard-sgoil be from each other?—A good many schools at present are ten miles from each other.

7. Have you any opinion as to how far apart they should be?—I should say one for every parish.

8. How many primary schools are there in a parish?—In Tipperary there are only one or two in some parishes, but it is different in different places.

Fiachra Eilgeach.—Sometimes as many as eight.

Witness.—In Kerry in the parish where I was born there are eight schools.

9. *Chairman.*—Perhaps the provision of these new schools would double the cost of primary education?—It would not do that. There are a great many primary schools where, by the addition of a special room for special work—a “higher top” as it is called in England—the ard-sgoil could be provided. It is not necessary to have a completely new organisation for every school.

10. I suppose there are few primary schools in which you could do the work?—You could do it by adding a new room or by building a new house.

11. Who would pay the teacher's salary?—The State, I suppose, for the present at all events, until our people have as much appreciation of education as the people have in Scotland. Then they may be prepared to pay for it themselves.

12. Would the management be the same as in the primary schools?—I would not like that, but that would have to be considered.

13. Would you leave the people of the Gaeltacht without any intermediate education, because there is no intermediate school at present in which all the work is done in Irish?—I would not. We recommend a preparatory training college which would meet that.

14. Who would establish these colleges?—In the Gaeltacht, it is clear that nobody could build them but the Government.

15. Who would manage them?—The Government. It is not possible to have these schools under any other management.

16. What kind of education would be given in these schools? Would it be free education or would it be necessary to pay for it?—I think it would be necessary to look into the circumstances of the parents. If the parents had means, they should pay; if they had not they should be helped. It is not right to withhold higher education from anybody because of want of means.

17. From Galway to Carraroe how many fathers and mothers could pay for intermediate education for their children?—Very few, but it would be possible to have rates for these schools.

18. You think it would be necessary to have special scholarships for these preparatory schools?—I don't like the idea of scholarship examinations. If you gave ten scholarships perhaps the children of the richest people in the parish would get the whole ten.

19. Perhaps bursaries would be a better word?—Yes, exactly.

20. Have you considered how many bursaries would be required, and what would be the cost?—I have not, but the whole education scheme must be co-ordinated. Technical education is now in the hands of the Ministry of Education, but there is little connection between it and the other branches.

21. What about Irish in the university; have you anything to say about that?—I agree with what Dr. Mac Einri said in the morning. It is only make-believe. I know people who passed the matriculation examination and who did not know as much Irish as a child in the first standard in a national school.

22. Do you agree with Dr. Mac Einri when he says that it is not possible to make an Irish-speaking university for twenty years?

Dr. Mac Einri.—That was not what I said. I said it would be possible to make a beginning, but that it would not be possible to have a Gaelic university for ten years.

Witness.—It will be twenty years at least before we have that. It is not possible at present for three reasons. First, the students are not able to understand the lectures, secondly, the professors are not able to teach in Irish, and thirdly, there are no books. If you established a committee in the morning to provide books, perhaps you would find that the person who knew the subject did not know Irish, and that the person who knew Irish did not know the subject. There is a great need for books in higher learning both in the intermediate schools and in the universities, and until these books are provided I would not deny English to any student in quest of knowledge which he can get in English books.

23. Have you anything to say about technical schools?—I don't know much about them, but I don't hear much praise of those established in the Gaeltacht. I am told these technical schools are more *Gallda* in the Gaeltacht than in the Galltacht. In the schools in Tipperary and Roscommon and other counties you have a good spirit in favour of the language, but not in the Gaeltacht. I don't think there is a single technical school in the Gaeltacht affiliated to the Gaelic League, and there are many in the Galltacht affiliated.

24. According to the information we have, the people of the Gaeltacht get no technical education either as Gaelic speakers or otherwise. Do you think it is necessary?—It is necessary, and it is possible to give them all they require in Irish.

25. What Irish-speaking district do you know best?—*Ibh-háthach.*

26. What kind of trade do you think ought to be taught in a technical school there?—There is fishing at Ballinskellig, and it would be necessary to give instruction in navigation. Then joinery, weaving, spinning and other things. There are scarcely any of these things now, and they used to be at every cross road.

27. You think it necessary to give free education in the ard-sgoil?—Yes.

28. Some of the people should get free education in the preparatory school?—Yes.

29. And perhaps in the technical school?—Yes.

30. In case these schools are established, some people say that books should be given to the pupils free?—If the pupils were very poor I would give them books free. I read somewhere that in some places they give a maintenance allowance, and that the parents are paid for keeping the children at school.

31. Where is that done?—I don't remember at the moment, but I could find out.

32. Do you know any primary school in the Gaeltacht of which it could be said that you are satisfied with the education given in it, and that there is fair play for Irish in the school?—I do. There are three schools in my own native parish, and I would be well satisfied if every school in the Gaeltacht was as good.

33. If Ireland were Gaelic again, would you be satisfied with them?—No, I would not.

34. Are those the three schools you know best?—They are.

35. What are the faults you would find with them?—They had to work the bilingual programme under which every subject had to be taught through English as well as through Irish. That was a fault; that is being improved since the new programme came into operation, but the new programme is not long in operation. The teachers are now getting experience of teaching subjects through Irish alone, because they have permission to do so which is denied them under the old programme.

36. *An Seabhadh.*—In the portion of the Gaeltacht that you know best, is the position of Irish strengthening or weakening?—Strengthening.

37. The position of Irish?—Yes. It is strengthening.

38. How long would you say that is so?—I should say about ten or fifteen years or so. Most of the people of my own age speak English, but the younger people know Irish. Those of twenty years of age know more Irish than those of twenty-five.

39. Have you any opinion as to the cause of that?—I suppose it is due to the better spirit of nationality. These younger people were going to school or just

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leaving school during the war period, and the national movement gripped them.

40. Is that general in that parish?—No. There are parts of it in which the position of Irish is bad enough—places like Curran (Waterville). Dr. Mac Einri said Clifden is the most anglicised town in Ireland. I think Waterville is.

41. There are young people in that district who speak Irish with a definite understanding of the meaning of speaking Irish?—I think so.

42. They have got a kind of back-bone about Irish?—Yes, I would say so.

43. Is that more general among the men or the women?—Among the boys.

44. Which language do the women speak most?—English.

45. Would you say these bilingual schools encouraged the use of Irish outside the school?—Oh, they did. They enabled the child to describe things in Irish because subjects were taught through Irish. I have often felt the want of having been educated through English myself. These children were taught subjects through Irish, and where they are taught through Irish they are almost certain to use the language afterwards.

46. Had the old people that habit in that place of speaking English to the children?—Yes.

47. Is there any change in that yet?—No.

48. Do you think the people have a better understanding of the value of the language than before?—Yes.

49. Will they break off that bad habit of speaking English to the children?—I hope so.

50. What would open their minds and get them to use Irish universally?—Good example from those in authority.

51. Who are they?—Priests, doctors, and officials of the Government and county council.

52. And what has that example been for the last twenty years?—They don't give any good example, but the national spirit was stronger behind the language some years ago than it is now. That is why the younger people speak more Irish. It is not due to any good example from those in authority.

53. What other forces were anglicising the Gaeltacht?—The people were going to foreign countries, to America, and they thought they would have to know English. Most of the young people are waiting for the time when they must go.

54. Do many from that district go into the public service in Ireland?—Yes.

55. Because of the education that was to be got there?—I would say so.

56. If the education was increased the numbers entering the public service would increase?—Very much. It is not possible for the teachers in the primary schools now to prepare pupils for the training colleges.

57. The people of that district themselves understand the position, and you believe it would be easy to bring them willingly to the side of the language?—That is my opinion.

58. It would not be necessary to show that we were in earnest about the language here; you think it is respected by them?—I think most of the people have great respect for the language.

59. Do you think it is in the power of the Government to provide what is wanted as a stimulus to them to be active on the side of the language?—The Government could do their part to stimulate them.

60. In this district in which 80 per cent. of the people can speak Irish, if a public official knowing Irish went down there would he be able to do his work in Irish alone?—He could, but he would not be able to do it in Waterville.

61. Would the pensions officer be able to do his work in Irish?—Yes, well.

62. The officials of the Land Commission?—Yes.

63. The rate collectors?—Yes.

64. The doctors?—Yes, any officials.

65. In your knowledge of this district, is there any official there doing it?—No.

66. No person?—There was a pensions officer named Coleman who did most of his work in Irish. He did not know Irish well, but he did his best.

67. Have you heard of any official there who used Irish to such an extent in his work that the people thought he preferred them to speak Irish to him?—Yes.

68. Where does the pensions official reside?—In Caherciveen.

69. Is it from Caherciveen that public officials do their work?—Yes.

70. Outside Caherciveen could the work of public officials be done in Irish?—Yes.

71. You say that after reflection?—There may be two or three other places.

72. About education in the Gaeltacht, do you think there ought to be any special education for adults and people after leaving school in the old culture, music, literature, and all those things that the old people have and that are not being transmitted to the younger people?—I am strongly for it. I think that kind of education should be available.

73. Do you think it is possible in the form of literature and printing to give that culture to the young people?—I think so.

74. From the way in which these things are dying out in the Irish-speaking districts, do you think it is necessary that some public instruction should be given by the education authorities to help to keep that culture alive?—It is very necessary. Very often names of places occur in poems and stories and the people don't know the meaning of them. There are people here and there who understand the meaning of the place names, but many of the old people don't understand them. It is very necessary that a knowledge of the meaning of the place names should be got by the people. I fear there are many names that are not understood at present.

75. There is also music and old stories?—There are a great many things.

76. Would it be to the advantage of education in the schools to have these things?—Yes.

77. Is that your firm opinion?—Yes, I am strongly convinced of it.

78. Would you say that the people of that district are poor people?—They are not poor. The land is poor, but there is plenty of it. They have no want of food. They are not moneyed people, but they are not poor—they are about as poor as I am.

79. They are not a people whose spirit has been broken by poverty?—No.

80. Help would be given to the Government to strengthen the Gaeltacht and spread it, if it was understood that it was necessary?—I think so. The people like the language and if they understood that the Government were in earnest about it they would then. It doesn't matter about politics.

81. *Chairman*.—Is it a question of hunger or a question of education?—It is fashion, a great deal of it. The returned yanks have done a great deal of harm. They come back with a kind of English nobody ever heard.

82. *An Seabhad*.—Don't you think it is because of their lack of education that they come back with that opinion?—I have no doubt of it.

83. If they had had education, they would have been different?—Undoubtedly, one could understand refinement and culture, but that is not culture.

84. As far as your knowledge goes, has any portion of these people who have gone away indicated in letters home that they have a better spirit because of the knowledge they have got in America?—An odd person. I don't know myself more than three.

85. Is it a habit yet to write home in Irish?—No. I have not seen one letter from America in Irish.

86. *An Fear Mór*.—You gave an account of your own parish and the work of the schools there. Do you know any other Irish-speaking district and the work that is being done there?—I don't, particularly.

87. From what you know of the work of the schools in the Gaeltacht, do you think that work will be sufficient to save the language?—I don't understand that question, because you cannot save Irish in the Gaeltacht unless you use it in the rest of the country. You cannot put a hedge round the Gaeltacht and say to the people "you have got to live here." If the people don't see Irish being spread throughout the country they will drop it. If education is to be of any value at all it will take stock of the Irish life of these Irish-speaking districts. But that is not sufficient. It is not sufficient if a boy in the Gaeltacht learns everything through Irish and the business of the country is done in English.

88. *Chairman*.—It is not an Irish nation we would have?

Witness—No. It is not a Gaelic nation we would have.

89. *An Fear Mór.*—Is as much being done in the schools to keep Irish alive as it would be right and possible to do?—In some schools excellent work is being done, in others only middling work, and in others lower still.

90. Other witnesses have told us that the reason why education is backward in the Irish-speaking districts is that the children do not go to school regularly. Is that your opinion?—It is a good explanation if it is true. I suppose it is true. I believe it is true of Tírchonail. A child who has to go to school at twelve years of age will be backward in education. There is again the question of the long distances. Children living in the glens a long way from the schools cannot go to school in bad weather.

91. Is it your opinion that the fathers and mothers in the Gaeltacht are less careful about education for their children than those in other districts?—The very opposite to that. As far as my information goes they are more particular in the Gaeltacht than in the Galltacht. I was born in the Gaeltacht, and teach in the Galltacht, and in my experience the parents in the Galltacht care very little about education. If they are to be doctors or priests they get university education. They don't care about the rest. It is not so in the Gaeltacht. Most of the children are prepared for emigration and they know that nobody can do anything over-seas without a knowledge of English. There is a greater respect for education in the Gaeltacht than in the Galltacht.

92. Do you think it is a hardship on the poor to keep children at school until they are fourteen years?—I don't think so.

93. Do you think there is need for such a law?—I think there is a great need for it.

94. That is not the same experience of the Gaeltacht and of the fathers and mothers of the Gaeltacht as I have had. Fathers and mothers don't send their children to school—and perhaps it is as well. Even in the Gaeltacht I don't think many natural speakers of Irish come from the schools?—I agree with that.

95. Is there any means of counteracting that?—There is only one means, that is teachers who know Irish naturally. It would take some years to do that because there are people there at present who are not natural speakers. It is difficult to get them out of the way.

96. Even in places where the teachers know Irish they are not succeeding—the children coming from school speak English?—It is easy to understand that. It is a bad habit. Teachers who get all their education in English cannot easily change.

97. Don't you think the programme is partly responsible; is there not too much book-work?—I am surprised to hear you condemn books. I would say there is that fault in the programme, but it is very hard to get teachers who are able to teach Irish without the help of a book. There are people who can do that, but they are relatively few.

98. Do you think it is a fault of education in general that there are too many books, that there is too much dependence on books instead of conversation?—Yes, that is so. It is a habit and it will take a long time to set it aside.

99. Isn't it time to begin?—It is not the programme that is at fault so much as the kind of books.

100. If you had an *ard-sgoil* in every parish, would you be able to get the teachers at present?—In the Gaeltacht you would. I don't think you would in the Galltacht.

101. *Chairman.*—Why?

102. *Witness.*—Because in the Galltacht there are only two or three schools in a parish. I don't know any parish in the Gaeltacht in which there are not six or seven.

103.—*An Fear Mór.*—Do you think the standard in the schools in the Galltacht is high enough to send pupils to the *ard-sgoil* from them?—I would say that any child that has passed the sixth or seventh standard would be good enough to go to the *ard-sgoil*.

104. The tradesmen that were in the country long ago, they have gone into the towns, it is hard to get them in the country now?—Very hard. I don't know if it is possible to get one to mend boots. You would have to go into Caherciveen.

105. I suppose they are not able to get work?—Yes, the people began to buy foreign boots. After the war

they were able to buy them for 10s. 2d. and 7s. 6d. They were fashionable and the people took them.

106. What is the best way to set about getting books for the intermediate schools and the university?—Perhaps it would be better if they came by degrees.

107. Which would you prefer, a book which an engineer or a doctor translated from English, or a book put together by a teacher who had used Irish in teaching the subject?—I would prefer the Gaelic book, but I don't think it is right to leave the making of such books to one person.

108. Don't you think the actual use of the language in teaching the subject would give an advantage to the teacher in making such a book? How could one teacher have all the knowledge required for such a work? He would understand the language required from having taught the subject?—I don't think there is any man living who could write such a book out of his own work. He would have to get his information from books.

109. Would you have a word for word translation then?—Oh, I don't agree with a word for word translation, but they must go to the books in English, French, or German to get the knowledge.

110. *Padraig O Cudhla.*—Is there any amount of Irish in books which if you put it before Irish speakers they would find it hard to understand?—Yes, as I understand, any person who likes has permission to write a book and it is put on the programme for the schools. I am not satisfied with that. In my opinion it would be a good thing for Irish and a good thing for education if many of the books were burned. It would be well if the Commission were to examine this question. Persons should be selected to write books on history and other subjects. Money must be spent on them, and until it is spent we won't have the books. I know nobody who could publish such books.

111. Would it not be well to have a natural growth from the Gaeltacht?—It would.

112. That is if you started about education properly?—I have great hopes in these higher schools in the Gaeltacht. I believe that it is from these schools that the scholars of the future will come for our schools and universities.

113. Have you any knowledge of any place in Kerry where the children came to school speaking English and leave it speaking Irish?—There might be a few in which they left speaking Irish and English.

114. Children who had English only on entering?—Yes.

115. And who on leaving spoke Irish?—Irish and English.

116. Is it necessary to have such education as will secure that all the children on leaving school shall be able to speak Irish?—It is not general yet at any rate. If it were, I suppose we would not be here.

117. I would like to know how far you would go with English in the primary schools—what subjects would be taught—reading, grammar, and everything else?—It would not matter about other things, but reading must be well done in the Gaeltacht for the present. Boys in the Gaeltacht should be able to read English books to get the knowledge they require, if that knowledge cannot be got in Irish books. Grammar and composition should be taught and a lot of reading. To get the knowledge he wants from books he must depend on English at present.

118. Won't that give them an experience of English and cause them to use English in other ways also?—There is that danger, and it will be there until books are provided in Irish. I hope this Commission will make a recommendation about that.

119. Would it not do to teach them English when they go to the high school?—That would be a little too late.

120. Children are sent to the Intermediate schools at 12 or 13, and they begin to learn German and French. Don't you think that would be soon enough to begin to teach English to Irish-speaking children?—I think it would be better to begin a little earlier than that. They should begin before they go to the *ard-sgoil*.

121. After ten years do you think it would be possible to have every school conducted in Irish, with English as a subject of instruction?—Yes.

122. Concerning Government work in the Gaeltacht, it was said here that the people of the Gaeltacht did not want Irish and that the Government could only do what the people wanted? Do you think that is

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correct?—No. The Government is out to do its duty. It can set the fashion either for or against Irish.

123. *Dr. Walsh.*—You would not be satisfied with excluding English?—I would not.

124. Why?—At present it would not improve education. Everybody increases his knowledge by reading, and there is no knowledge worth talking about in Irish books at present.

125. Why should you deny that education to the boy in the Gaeltacht? You would not be denying him education. There are plenty of books that would do until he leaves the primary school?—I don't agree at all. I would not deny the boys in the Gaeltacht any source of knowledge.

126. *An Scabhaic.*—Suppose the fathers and mothers don't want it?—I would not oppose the fathers and mothers.

127. Would it be right to give the parents permission to oppose any subject in the school?—Well, that is a question.

128. Would you give them permission to say that their children should not be taught Irish?—Well, that is a right belonging to the parent.

129. Because he is the father of the child?—Yes. As regards education it is his natural right to deny any subject to his children.

130. You say the Government should compel parents to send their children to school?—Yes.

131. And you would give permission to the parent to say, "You shall not teach my child certain subjects"?—It is a natural right. I don't say it could always be conceded.

132. *Chairman.*—According to the law we would not give him permission to keep his children from school?

Witness.—We would not.

133. *An Scabhaic.*—We can put one thing against the other. What is the opinion of the Gaelic League in the matter?—The Gaelic League thinks everybody should know Irish, that nobody should be allowed to escape it.

134. *Dr. Walsh.*—If English is taught in the primary schools and again in the ard-sgoil, what is the need of publishing Irish books at all? They will be able to read English?—There must be a transition period. According as our knowledge and learning increases we can ignore English.

135. Would it not be better to kill English altogether in the Gaeltacht?—I have answered that question three or four times. I think it will be necessary to keep English until knowledge is to be got in Irish. Get the books in Irish, and then banish English as soon as you like.

136. *Fiachra Eilgeach.*—You said about the high schools that it would not do to have them in every parish; I suppose there would not be sufficient pupils to maintain them?—No.

137. You said it would be hard to do good work in a one-teacher school?—Very hard.

138. In spite of the fact that so much good work was done in the old schools and that many of them were one-teacher schools?—Yes, but they had only two or three subjects to teach. They began with reading, and nothing else was done until the pupils were taught to read well. Then they took writing. In the old schools reading and writing were the principal subjects. Now fifteen subjects have to be taught.

139. *Chairman.*—Is it usual in any schools for the teachers to consider the means of livelihood that the children will have after leaving school?—Some of them do, but I fear there is less of that now than there used to be.

140. In Dublin is there any co-operation between the business people or the Government and the teachers to help the boys to get employment?—There is a body representing labour employers and the managers, but I don't know that it is doing much good.

141. Do you think there is need for a body of that kind?—I think there is great need for it. Teachers should look into the matter. I had a case of a boy in my own school. He wanted to be a priest, money had to be got, and he had been wasting his time because he was not put on the right road at the start. He is only one: there are hundreds of them. There are many boys at the street corners because they are not put on the right road in time.

142. You have a head office in Dublin?—Yes.

143. Have you any knowledge of the working of that office, about letters, etc?—I have not.

144. It appears that one of the greatest difficulties in connection with Government work in Irish is office work—typewriting letters and such things?—That is right. It is done in Irish in the Education Office.

145. Have you any knowledge of what is done in the office of the Gaelic League?—I suppose it is in Irish. I presume the secretary writes in Irish.

146. You think it is a question worth looking into?—Yes.

* * * * *

PROINSEAS O FATHAIGH, Ard Rúnai, Connradh na Gaedhille, *examined.*

1. *Chairman.*—About Father Mac Alinny, we were told he would be here?—He sent us a telegram on Saturday stating he could not attend.

2. *Chairman.*—There is a letter in the Press with his name and others signed to it, which states:—"It is our considered opinion that Coimisiún na Gaeltachta now sitting at leisure on 'the language and economic problems in the Gaeltacht' is the last word in costly inefficiency and do-nothingness, so characteristic of most such bodies, and that these damning facts reveal themselves in the very letter of Mr. Cosgrave instituting this Commission, in the composition of the Commission itself, in that body's own procedure towards their terms of reference, and the gross ignorance and misrepresentation of palpable facts already displayed on the part of the officials supplying evidence, and of Commissioners 'listening in' to such irrelevancy," and so on.

Is there any explanation from Father Mac Alinny?—No, except the telegram which he sent on Saturday. I got it on Sunday.

3. About office work in Irish, I would like to know how it is done in the Gaelic League?—Typewriting and everything is done in Irish. I should say that ten letters are sent in Irish by us for one in English. No letter is sent in English when it can be avoided. Letters come to us from America, England, Germany and other places from people who don't know Irish and who write asking for information. It is necessary to answer some of them in English. But it is in Irish that the letters are usually written.

4. Is there dictation to a shorthand writer?—I have to write my own letters in the rough. I never knew anybody but one who could take down an Irish letter from dictation and transcribe it—that was a person who worked in the Dáil Department of Education under me.

5. I suppose there are few offices in which the head of a firm would have to write letters himself now?—I suppose so.

6. Don't you think that is a great difficulty?—I do.

7. Have you looked into the matter at all?—I have, long ago. I was able to get one Irish shorthand typist for Aireacht an Oideachais four years ago.

8. *Chairman.*—I got over the difficulty by getting a dictaphone, but it would not be possible to have a dictaphone in every office in Ireland.

9. *Witness.*—As regards the teaching of English, it would be a good thing to teach the children to read English. Reading is what they want, and it would not be necessary to spend much time in teaching it. Many people advise now that in teaching French reading is sufficient and not to bother about the speech, as so few of the pupils will ever speak French, while many might read it.

10. *Fiachra Eilgeach.*—There are very few who can read English properly in the schools.

11. *Witness.*—I am only giving my own opinion. I don't know whether the Gaelic League would think that sufficient. The Gaelic League wants all Irish—from the bottom up and from the top down. An academy or committee of specialists should be established to provide books. As regards the things that are working against the language, the lawyers are doing a great deal of harm in the Gaeltacht. I know there are difficulties in the matter, but in my opinion an Act should be passed compelling them to begin this year or next year and have Irish in the first examination for solicitors and barristers. Apparently it is not possible to do that without an Act of Parliament. Somebody has said that the intellect of the

children is not as good in the Gaeltacht as in the Galltacht. A few years ago I met a Scotsman who had had many years' experience in U. S. A. and in Canada, and then took charge of an industry in Galway. He said that the cleverest boys he had met were in the West of Ireland. These boys, with no previous technical training, picked up in six months what it generally took boys in other lands a year to learn.

12. *Chairman.*—I think it was said here before also?—I heard the opposite.

13. *Chairman.*—That was what was said here at first, but the other thing was also said.

14. *Fr. Cunningham.*—Do you know Co. Galway well? It was said that the district between Galway and Claregalway was not an Irish-speaking district?—

Witness.—I spoke only Irish there, and everyone, old and young, understood me; they all have Irish. It would be a great injustice to call that a Breac-Ghaeltacht.

15. *Chairman.*—You spoke about teaching children to read English. Do you think it right to teach a language by reading only?—I don't know. I can read French as well as I can read English, but I can't speak it well.

16. Perhaps if some of the time was spent in teaching the speaking of French it would have helped you to learn to read it better?—Perhaps so.

17. *An Seabhac.*—There is a lot of talk in the newspapers about Irish, people saying that the pace is too fast and too much is being done in the schools. Is it too fast or too slow?—Is it my own opinion or the Gaelic League opinion you want?

18. The Gaelic League opinion?—It is the opinion of the Gaelic League that they are not going fast enough. I myself don't think it is right to ask teachers who don't know Irish well to teach subjects through the medium of Irish.

19. Or to teach Irish?—He should give an hour or two to Irish but not to the teaching of subjects through Irish. It is my own opinion, but not the opinion of the Gaelic League, that it will do harm to education and to Irish to teach many things through Irish until we are better equipped for it.

20. *An Fear Mór.*—Is there any fault to be found with the inspectors?—People write to me complaining

about the inspectors, but when I ask them if they are prepared to give their names to have the case investigated they refuse to do so, although I tell them they have nothing to fear in disclosing the names.

21. *An Seabhac.*—Do you think an inspector in testing a school should award a special mark for a school in which most of the work is done in Irish as compared with a school in which the teaching is in English and Irish is taught as a subject?—Yes, it would be right.

22. At present it is possible for two such schools to be equal?—It is.

23. That is a cause of complaint?—It is.

24. Do you think English is such an advantage to the people of Ireland that they want it?—That is a difficult question.

25. *Chairman.*—If the people of Ireland were told that they would not be allowed speak Irish?—There would be a racket.

26. *An Fear Mór.*—If there were people here trying to kill Irish altogether and people trying to save it, which would succeed?—Possibly English, if the Press and other forces all supported it.

27. If it were left to the people themselves?—If there was nobody from outside interfering, Irish would succeed.

28. Perhaps the best thing the Government could do would be to issue an order against Irish; perhaps that would help Irish?—Perhaps so.

29. *An Seabhac.*—The people do want Irish; there is a public opinion in favour of it?—There is. It is a great misunderstanding to think that they are not in favour of Irish.

30. About those people who are talking about Irish and saying the Government is trying to force Irish down their throats, do you think that is true?—I don't think it is true. They usually don't put their names to the letters.

31. Oh, yes. The names are in the paper to-day. One of them says he has been learning Irish for twenty years?—If there is a teacher who has been learning Irish for twenty years, and doesn't know Irish now, he ought not to be teaching in an Irish school.

Chairman.—Go raibh maith agat a Phroinnsis.

The Commission adjourned until 10 a.m. to-morrow.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sráid Fhearchair, Ath Cliath, ar a deich a chlog, Dia Ceadoin, 17adh Meiteamh, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); An t-Athair Seaghan Mac Cuinnigeaín; Joseph Hanly; Pádraig Ó Siochradha (An Seabhae); Séamus Ó hEochadha (An Fear Mór); Pádraig Ó Cadhla; An Dochtúir Tomás Breathnach, M.A.; L. C. Moriarty; Pádraig Baxter, T.D.; Micheál Ó Tighearnaigh, T.D.; Risteárd Ó Foghludha (Fiachra Eilgeach).

D'éisteadh—

AN SEANADOIR EAMONN MAC GIOLLA IASACHTA

SENATOR P. W. KENNY

PEADAR Ó HANNRACHAÍN

ALASTAIR MAC CABA

FIONÁN MAC COLUIM

(County Councils' General Council).

The following statement submitted by the General Council of County Councils had been circulated to the Commissioners.

Administration—State.

1. See accompanying memorandum regarding the utilization of State services in the Gaeltacht for the propagation of Gaelic culture.

In order to save the Gaeltacht as such, it will be necessary not alone to secure that the administration by public officials shall be through the medium of Irish and in favour of Irish and Irish culture in such districts, but also, that as far as may be possible, the whole administrative machine of the Saorstát shall function in Irish, such as by using Irish forms of place names and personal names in correspondence, and generally throwing the weight and prestige of official positions on the side of Irish-Ireland.

Local Public Bodies.

2. The ignoring of a knowledge of Irish as a necessary qualification in the making of appointments by local bodies has in the past done immense damage to the prestige of the language. Local influences at such elections militate against the translation into practical effect of lip service to the language contained in resolutions in favour of Irish. To obviate this, committees or boards of selection are recommended, whose duty would be to see (*inter alia*) that all candidates, to be eligible, possess the requisite knowledge of Irish to carry out the duties of their prospective office in the language.

Appointment of Resident Gaelic Commissioners.

3. It is suggested that, in each of the provinces of Ulster, Connaught and Munster, a resident commissioner should be appointed whose area should cover the Gaeltacht and semi-Gaeltacht districts in the province, and whose duty it should be to see that the regulations to be made regarding the knowledge of the Irish language required of persons appointed to public positions in these districts, and the functioning of officials in the language, are carried out.

4. The departmental difficulties in the way of giving effect to this suggestion are recognised but, it is considered of great importance.

Oglaigh na h-Eireann and Garda Síochána.

5. Special inducements should be offered to Irish speakers to enlist in the Gaelic Battalion and the Gardai.

Education.

6. The main defect of the system of education in the Gaeltacht is that it is confined to books and literary attainments and fails to train the children in useful processes or in developing initiative.

Recommendations.

7. Establishment of practical technical schools dealing with agriculture, fishing, weaving, horticulture, processes of working in wood, metals, cement, etc.

8. In the Gaeltacht districts the county rate for Irish should be utilized for the technical and cultural training of Gaelic speakers.

9. Establishment of continuation schools on the lines of the Danish Folk schools.

10. Selection of suitable native-speaking boys and girls for training for the teaching profession.

Social and Cultural.

11. Instruction and amusement should be combined. School houses and village halls could be utilized in the evenings as social centres for the production of Irish plays and training in music, singing, Irish dances, etc. Gramophones with Irish records could be usefully set up in the schools and village halls.

Economic Conditions—Migration.

12. In order to minimise the danger of the migrants from the Gaeltacht under a re-settlement scheme becoming anglicised, it is recommended that the colonies to be transplanted should be as large and cohesive as possible, and that they should be re-settled as near to the Gaeltacht districts as practicable.

Fishing.

13. The importance of the development of the fishing industry in relation to the preservation of the Gaeltacht cannot be exaggerated.

Establishment of Industries.

14. The Shannon Development Scheme affords opportunities not hitherto available for industrial development in the Gaeltacht. Facilities should be given through the Trades Loans Act or otherwise to encourage the establishment of suitable industries.

General.

15. Before definitely deciding as to whether discrimination should be used between the Gaeltacht and semi-Gaeltacht districts it would be necessary to know what provisions are to be made for the Gaeltacht. Very stringent measures must be taken regarding the use of English by officials in the real Gaeltacht. As similar measures may not be found practical, if strictly carried out in districts only partially Irish-speaking, and might have a reactionary effect, it will probably be found necessary to differentiate between the two classes of areas.

MEMORANDUM re Public Services.

Old Age Pensions.

16. The local customs and excise officer should be an Irish speaker, and be instructed to transact his business in Irish only. The appeal officer should also

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be of the same kind. Forms and papers could also be in Irish.

Gárda Síochána.

17. All members of the force should be Irish speakers with a specific order that their work was to be conducted in Irish altogether in the Gaeltacht and semi-Gaeltacht. Correspondence with such stations from their superior officers should be in Irish. They should use people's Irish names when in court and law papers, unless somebody makes specific objection. Particularly should the officers in charge of the Gárda see that the use of Irish in this manner is put on a disciplinary basis.

Law Courts.

18. (a) In the Gaeltacht or semi-Gaeltacht, the district justice, the State solicitor, and the court clerk must be Irish speakers and scholars, and none other should hold or should be continued in office. Their authority in the court should be used relentlessly to keep Irish in the position of predominance. The interpreter should be required only for the convenience of those who know only English. Frankly, this is revolutionary and will put solicitors and outsiders in an undignified position. In all Kerry there is only one solicitor who can speak Irish, and it is nearly time that their anglicising influence was checked.

(b) Peace Commissioners in the Irish-speaking districts should be Irish speakers and with literary ability enough in them to take down depositions, etc., in Irish. In the Dingle Peninsula there are four or five Commissioners. None of them knows Irish, oral or written.

(c) Compulsories and court notices issued in those districts should be in Irish—there is no need to have them in English at all.

(d) The county court sessions should be on the same programme. Clerks of the Peace in Donegal, Galway and Kerry should be Irish scholars.

Education.

19. There is not much to press for at present by way of improvement on the existing plan of work of the primary education authorities. The only necessity is to be assured that the programme for the proper training of teachers already partly trained to teach Irish will be continued with vigour. There are some cases, indeed, where a great wrong is being done to Irish by the fact that the teacher is not now and never will be able to teach Irish. The education ministry will have either to dismiss or transfer such teachers. (Coomakishte N. S., Caherdaniel, Co. Kerry, is a case in point.)

Public Board and Local Government Officials.

20. Rate collectors, relief officers, clerks, secretaries, registrars, medical officers, nurses. The Local Government department has a veto on all appointments and, in the case of the Gaeltacht, could exercise it against any candidate but one suited to the linguistic needs of the districts. In the Irish-speaking districts particularly, an effort should be made to bring into official use the Irish form of place names. In great stretches of the country, even outside the Gaeltacht, they are pronounced in the original Irish form even by English speakers. Irish names that have been supplanted by names like Newton, Castletown, Burnham, Hillville, etc., should be again put into the county council books and be made the official form.

Ministry of Agriculture.

21. Instructors and veterinary inspectors under the above who operate in the Gaeltacht are often agents of anglicisation. They could be made the very opposite—and lose nothing in effectiveness—by lecturing and instructing in Irish.

Post.

22. The Postmaster-General might be asked, and it is almost certain would agree, that the appointment of all sub-postmasters and mistresses in the Irish-speaking districts should be given to persons only who know Irish well—oral and written. Ditto. postmen, clerks, mail-car drivers, etc.

Voters and Jurors' Lists.

23. People should be encouraged to have their proper Irish names registered on those lists. It is surely a matter for mirth to find a man from the Basket Island registered as Thomas Crohan. The man never heard that name.

Fisheries.

24. There will be, presumably, some people sent to organise fisheries in the Gaeltacht. The Minister should have the necessity for providing Irish-speaking organisers brought to his notice in time, lest he should be making appointments in the future.

Army.

25. If garrisons are to be maintained for any length of time in places like Dingle, the question of Irish speakers should not be forgotten. Particularly officers, if they were "determined" Irish speakers, would have a considerable social influence.

Land Commission.

26. Officials on the same plane of importance as law officers and clerks of courts, they wield a great power and are greatly respected or feared. They are the men with the power; and the language such men speak in the exercise of their authority is the one that gets the allegiance of the public. Hitherto it has been English. Irish is quite as effective for dividing a bog or fixing a boundary. Also, a receivable order in Irish for a half-year Land Commission rent would startle an Irish speaker as much as one in English.

* * * * *

The following statement, submitted by Eamonn Mac Giolla Iasachta, had been circulated to the Commissioners:—

Deitheneas.

1. An Coimisiún so a bheith ceapúithe ag Ard-Chomhairle an Rialtais, tá súil agam gur comhartha é sin go dtuigeann lucht stiúrtha na tíre an dualgas atá ortha an Ghaedhiltacht do shabháil, agus fós gur ceist báis nó beatha í seo agus ná fuil bliadhna ná leath bhliadhain féin le cailleanhaint má táid i ndáiríbh timpeall ar an sgéal.

Ní mór dosna h-aireachtaí a bheith ag obair as lámh a chéile.

2. Is cuma ceist na Gaedhilde d'aithbheóchaint san Gailldacht seachas í do coiméad beo san Gaeltacht. Tuigeann Airí airíthe an rud so is dócha ach ní misde dhom a rádh ná beidh aon éifeacht ceart san obair maran gcuireann na h-aireachtaí le chéile, maran mbíonn siad ag obair as lámh a chéile d'réir aon sgéim leathan, láidir, aigeanta amháin, nó in aon fhocal amháin maran mbíonn dlúthbhaint ceart eatorra maidir le ceist na Gaedhilde. Tá an Rialtas ag caitheamh mórán airgid ar an nGaedhilt fé láthair ach san an céadna tá an Rialtas, í bhfochair leis an Eaglais agus le muintir na h-Eireann féin, ag marbhú na Gaedhilde ó lá go lá ar a ndithcheall. Seadh, dá mhéid atá dhá dhéanamh ag an Rialtas ar a son cuirtear ar neamhuid é toisg gan aon sgéim éifeachtúil a bheith i bhfeidhm a bhaineann le gach aon Roinn den Rialtas, sé sin, le rádh toisg gan aon *policy* deimhinightheach a bheith ar aigne ag an Ard Chomhairle.

3. Is beag an mhaith atá dhá dhéanamh, cuir i gcás, in áit san Gaeltacht 'na bhfuil na Gárdaí Síochána ábalta ar an nGaedhilt do labhairt leis na daoine má tá Béarlóirí dhá gaur amach ón gcoill agnesa múinteoirí, gnó na bpinsíun dhá phlé a' Béarla, Béarla dá stealladh ag fear a phuist agus é ag gabháil mór-thimpeall ó tigh go tigh leis na leitreacha agus mar sin de, gan trácht ar faoisín dhá éisteacht ag an Sagart i mBéarla, agus Béarla le cloisint ón altóir. Fágámis an taobh san den sgéal ar leath-taobh, per domhan é, dá thabhachtaighte é.

Gaedhiltgeóirí amháin fé'n Rialtas san Gaedhiltacht.

4. Ba cheart, d'réir mo thuairim, Riaghal do-bhriste do chur i bhfeidhm go mbéadh an Ghaedhilt ag gach aon sheirbhíseach stáit a bhíonn ag obair de gnáth san Gaedhiltacht. Is ionan san a's a rádh go geuirfidhe a lán daoine as a gcuid post. Níl aon mhaitheas a bheith ag ceilt rudaí orrain féin. Chun an ruda seo do dhéanamh do bhéadh airgead ag teastáil. Ní bhfuighfidhe iad go léir d'aistriú go dtí áiteanna eile leathismuigh den Ghaedhiltacht agus cáithfidhe cuid aca do chur ar phinsíun bheag nó mhór d'reir an duine. Maran bhfuil an Rialtas sásta airgead do sholáthar chun obair sábháil na Gaedhilde do dhéanamh i gceart níl in bhúr gcuid oibre ach caitheamh aimsire gan éifeacht.

5. Ná séirbhíseach stáit is mó a mbíonn cimit acu

leis na daoine, siad sin is tabhachtaighe go mbeadh an Ghaedhilg acu; 'sé sin le rádh; na Gárdaí síothchána, maighistir an puist (agus a lucht conganta chomh maith) fearaibh an phuist, fear na bpinsiún, an Iustis, cléireach na cúirte, an dochtúir, fear sraithe do bhailitú (ach tá siad san fé'n gComhairle Conntae, dár ndoigh) agus go mór mhór an maighistir agus an mháighistreas sgoile agus aon duine a bhaineann le iasgaracht.

6. Is éigin do gach aon aire gan a bheith bog in aon saghas slighe. Má cheapann an bainisteóir sgoile, cuirim i gcás ná bíonn aige ach roinnt Gaedhilge, caithfidh Aireacht Oideachais diúltú don cheapadh nó beidh deire leis an obair ar fad go luath. Tá an rud céadna le rádh maidir le gach aon phost a líontar ag an Rialtas nó a bhfuil an focal a líontar ag an Rialtas mar gheall air.

7. Rud eile ní dhéanfaidh an rud malluighthe úd "a knowledge of Irish" an gnó. Do deineadh andhíobháil cheana toisg gan a bheith deimhnightheach ar cad is "knowledge of Irish" ann.

Naimhde san Séirbhís Stáit.

8. Tá sprid ceart Gaedhealach ag teastáil sa Rialtas, ní h-amháin san Ard-Chomhairle, ach tríd síos ó bun go bárr. Tá a fhios ag gach aoinne a bhfuil baint aige leis an gceist seo, agus a chuireann suim innti go ndéantar feall ar an Gaedhilg uaireannta dá naimhde d'aimhdheoin an Aire. Is beag aireacht ná fuil oifighe innti a bhfuil roinnt comhachta acu agus gráin ceart acu ar an nGaedhilg.

9. Tá a fhios ag an gCoimisiún, go léir, gan amhras, conus mar a bhí an sgéal san Gárda Síothchána ar dtús agus conus a chuirte Gárdaí gan Ghaedhilg go dtí an Ghaedhealtacht agus a fhágtai Gaedhilgeoirí i gceann-tracha ná raibh aon phráidhinn le na leithéidí. Creidim go bhfuil feabhas ar an sgéal san anois. Dála an gceil, níor mhór do lucht stiúrtha an ghárda cuimhneamh gurb í an Gaedhealtacht an chuid is iargúlta den tír agus dá bhrígh sin go dtiocfaidh déistean ar na Gárdaí a bhfuil an Ghaedhilg acu—toisg gurb éigean dóibh fuireach a bhfad ósna bailtí móra i gcomhnuidhe—maran dteasbántar dóibh tré breis pá nó i slighe éigin dá shaghas gurb ar mhaithe leo féin an Gaedhilg a bheith acu.

10. Ba cheart iarracht a dhéanamh Gaedhilgeoirí do mhealladh isteach san airm, le haghaidh an battailion fé leith úd, sa tslioghe céadna is doigh liom. Deirtear go bhfuil a lán daoine san airm, leis, ná fuil an Gaedhilg uatha in a' chor.

11. Is docha go bhfuil eolas agaibh ar chúis an fhir óig úd, O Lionáin, agus conus a d'aistrigheadh on nDaingean é—toisge a bheith ro-Ghaedhealach d'rér deallraimh. Fíor-adhb íseadh beart den t-saghas sin. Ba cheart go mbeadh árd-mholadh tuille ag aon feadhmannach stáit a dhéineann úsáid den Ghaedhilg i gcúrsaí a ghnótha san Gaedhealtacht—is eagal liom, ámh, ná bíonn ach a mhalairt. Béidir gur neamshuim is cionntach níos mó ná gráin ceart ar an Gaedhilg, ach sé an rud céadna é i ndeire na sgríbe.

An Sprid ceart: Sampla Mhíchil Uí Choileáin.

12. Tuiteann rudaí mar sin amach ar aon chuma. 'Dé chúis? Toisg ná cuirtear na luighe ar séirbhísigh stáit de gach aon saghas go bhfuil an Rialtas go léir ar aon aigne go bhfuiltear chun dian iarracht do dhéanamh chun na Gaeltachta do shábháil agus ná beidh meas madra acu ar aon duine ná fuil ar an aigne céadna. 'Sé an rud atá ag teastáil ach an sprid a bhí ag Mícheál O Coileáin agus é 'na Aire Airgid nuair a cuireadh sé ceist ar 'ceann gach aon oifig fé na aireacht .i. "Cad atá déanta agat it," oifige an tseachtain seo a gháibh tharrainn chun cúrsaí na Gaedhilge do chur chun cinn.

Béarla dhá labhairt ag Gaedhilgeoirí san Gaedhealtacht: 'De chúis?

13. Cé go bhfuil an Ghaedhilg ag fághailt báis, go tiugh, san Gaeltacht mar is eól do chách, ní bheadh aon iongantais orm má tá an oireadh daoine sna ceann-tracha san, nó i gcuid acu, atá in iúil an Ghaedhilg do labhairt as do bhí, deich mblianta ó shoin. Ach isé an Béarla a labhartar ag a lán acu, go mór mhór ages na daone óga. Is minic a airghmíd an t-aos óg ag imirt agus Béarla ar siubhal acu, cé ná fuil duine ortha béidir nach taitheach leis an Ghaedhealg do labhairt leis na sean-daoine sa mbaile.

14. Ach na h-aitreacha agus na mástracha, teidheann siad sin as a slighe chun Béarla briste do labhairt le

na gelann. Agus ná tógtar ortha é. Cidheann siad ná fuil aon mheas ar an Ghaedhilg agus is doigh leo ná fuil in Alt IV ach Ráiméis agus baothchaint (má tá a fhios acu go bhfuil an bhunreacht ann in a' chor "De" chúis a labharfidh an Ghaedhealg lena gelann nuair na fuil aon tsuim dhá cur innti agesna daoine is mó le rádh sa pharóisde, agus má tá féin ní chothluigheann briathra na bairthe, dár ndóigh agus is ar Sasana Nuadh a chaithfidh an clann céadna a n-aghaidh do thabhairt luath nó mall.

15. Do labhairfeadh na tuismightheoirí an Ghaedhilg leis na leanbháí dá bhfeicidís go raibh aon mhaitheas san Gaedhilg agus do labhairfeadh na páistí an Ghaedhilg lena chéile dá mha rudé gurb í an Ghaedhealg a d'aireoidís sa mbaile agus san sgoil. Ní mór, dá bhrígh sin, ar an gcéad dul síos na daoine do choimead san "Ghaedhealtacht" agus fós teasbaint dóibh go bhfuil Gaedhilgeoirí ag teastáil le h-aghaidh post maithe féin Rialtas in Eirinn agus nach "teanga na mbocht" í feasta.

16. Ní misde liom a rádh nach ag cáineadh an Rialtais ar fad atáim, mar is maith atá a fhios agam go bhfuil obair so-mholta déanta acu 'na lán slighe, ach dheineas iarracht cheana romhann annseo cur 'na luighe ar an gCoimisiún nach neart go cur le chéile maidir leis an Rialtas agus leis an gceist seo chomh maith le gach aon rud eile.

Uireasbhaidh oibre (agus a leigheas?).

17. Sin í an adhb, ní mórán oibre le fághailt ag muintir na Gaedhealtachta. Níl aon mhuinghin agam as tionnsgáil a chuirfidhe ar bun 'd'aon gnó chun obair do sholáthar dhóibh (leathszmuigh de rud beag suarach ar nós cniotáil stocaf sa mbaile). Caithfidh gach aon tionnsgail seasamh ar a mbonnaibh féin nó teipfidh air luath nó mall. Obair do sholáthar do Ghaedhilgeoirí, sin í an cheist. Da mbeadh slighe maireachtana ag an méid daoine féin atá 'na gcomhnuidhe san Ghaedhealtacht fé láthair ní bheadh an sgéal chomh dona a's atá.

18. Gheobhfaidhe a rádh ná fuil ach dhá thionnsgail dhuthchasach san Ghaedhealtacht .i. Iasgaracht agus feirmeoireacht. Níl aon eolas cruinn agam ar iasgaracht ach tuigim ó tuarascgabháil Coimisiún na céad Dála ná féadfaidhe an sgéal do leigheas i gceart fé bhun timpeall milliún punt. Maidir le feirmeoireacht tá dlighthe nuadh ceapuithe le déidheanaighe agus béidir go gcuirfidh siad feabhas ar an sgéal, ach is eagal liom gur beag í an difridheacht a bheidh le feiscint san Gaeltacht dá mbárr, go ceann tamaill pe'r domhain e, agus ar aon chuma níl ach an oiread san acraí leathszmuigh limistéir na Gaedhealtachta agus ní bhfuighfidhe é mhéadú. Ach gheobhfaidhe daoine d'aistriú go dtí ceann-tracha eile i bhfochair a chéile agus coilíneachtaí Gaedhilge do phlanndáil fé'n Land Commission.

19. Agus ós rud é gurb ag tagairt do feirmeoireacht atáim is doigh liom gur mhaith an rud é dá bhfuighfidhe feirmeoir mór—a mbeadh roinnt fearaibh oibre ag teastáil uaidh ar an bhfeirm—do mhealladh isteach san Gaedhealtacht nó go dtí an áit ba ghiorra don bhforghaedhealtacht a mbeadh feirm cuibheasach maith le fághailt ann, sé sin le rádh feirmeoir a chuirfeadh suim san Gaedhilg, gan amhras. Féacaigh ar an éifeacht agus ar an sampla a bheadh ann dá mba rud é gur le Gaedhilg a dhéanfaidhe an obair ar fad in áit an duine ba thabhachtaighe sa pharóisde (ní airighim an sagart).

20. Is amhlaidh a bhíonn a mhalairt de sgéal ann anois i gcomhnuidhe. Is ionann feirmeoir láidir agus aigne neamh-Gaedhealach de ghnáth. Ach tá an saghas eile ann, mar sin féin. Piaras Macanna, cuirim i gcás (go ndéanaidh Dia trócaire ar a anam), agus ní fheadar ná go bhfuil áiteanna dá leithéad san Gaedhealtacht féin leis (e.g., i Spiddéal). Anois an t-am mar go bhfuil na Sasanaigh tréis teicheadh le déidheanaighe agus tá a gcuid talmhan agus a gcuid tighthe (na ceannaibh nár dóghadh) diomhaoin. Ní fheadar an fiú mórán an plean sin, ámhthach, agus nílím ach ag tarraingt anuas é.

21. Molaim don Choimisiún cuimhneamh ar an obair mhaith a gheobhfaidhe dhéanamh tríd stór cumann comh-oibre. Tá sampla maith sa Rinn. Creidim go bhfuil i dTír Chonaill leis. Slighe chun na Gaedhealtachta do choimead Gaedhealach íseadh é sin, nó chun na Gaedhilge do choimead dhá labhairt agesna daoine pé sgéal é.

22. Leathszmuigh desna oibreacha coitcheanta a bhfuilim tréis a bheith ag trácht ortha, tuiteann amach uaireannta go bhfuigheann na daoine obair ar feadh bliadhna nó cúpla bliadhna a thugann an-congnamh

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dóibh. Níor gádh do bhuacaillí óga na Rinne, cuir i gcás, imtheacht thar sáile an fhaid as do bhí an piorra ag Ceann Helbhic dhá thógaint. Do bhuail Rialtas Shean-Shasana buille ar son na Gaedhilge (i ngan fhios dóibh féin gan dabht) nuair a chuireadar an obair sin ar bun. Ní mholfaínn d'ár Rialtas féin piorraí do thógaint anso agus annsúd, dar ndóigh, d'fhonn obair do sholathar do Ghaedhilgeoirí ach tá slighthe eile seachas é sin.

23. Cuirtear an oiread san crainn gach aon bhliadhan. Tá Forestry Stations i gCo. Cille Mantáin, i gCo. Laoighise, i gCo. Tiobrad Arainn agus i gCondaethe nach iad, tugann gach aon cheann acu obair do roinnt fearaibh ar feadh an gheimhridh agus cuid den tsamradh leis. Dhéarfainn gur ceart Forestry Station nó dó do chur ar bun san Ghaeltacht. Ní oirfead an Iarthar ro-mbaith dá leithéid ach tá áiteanna san Gaehealtacht i gCúige Mumhain a d'oirfeadh, agus maidir leis sin má táthar chun sgeim mór foraoiseachta do cheapadh don tír seo beidh caoi ag an Rialtas cuimhneamh ar an Gaehealtacht sa tslighe sin. Ní gádh dom a rádh nár mhór Gaehealtacht a bheith i mbun na hoibre, bíodh sí buan nó sealadach.

Aireacht nó Roinn fé leith.

24. Tá aon rud amháin eile gur mhaith liom a rádh. Má's féidir é in aon saghas slighe ba bhreagh an rud é dá mbeadh Aire fé leith le haghaidh na Gaedhilge, nó le haghaidh na Gaehealtachta. Saghas "Extern Minister" a bheadh ann. Tá a fhios agam go maith go mbeadh gráin ceart agasna h-Airi eile ar Aire nó stiúrthóir na Gaedhilge—aon duine acu ná beadh fíordhlís i dtaobh na Gaedhilge mar go mbéadh seisean i gcomhnuidhe ag tabhairt fútha agus ad' iarraidh a cheart do bhaint amach uatha. Tá an iomarca ráidhte agam cheana agus níl slighe agam cur síos go cruinn ar cade an obair a bhéadh le déanamh aige, ach d'fhéadfadh sé chuige, cuir i gcás, go ndéanfaidhe rud de thuar-asgabháil an Chomisiún so. Tá fhios agam narbh fhuiris an rud do shocrú sa tslighe ná beadh sé i gcomhnuidhe ag cur isteach ar obair na n-aireachtaí eile.

25. Is fiú cuimhneamh ar an gceist seo, pé sgeál é, agus dá mba rud é ná fuighfidhe glacadh leis mar phlean, béidir go bhféadfaidhe Coimisinéirí do cheapadh le haghaidh gach aon chúige mar atá curtha in iúl díbh i bfinnédheacht coiste Árd-Chomhairle na gConndae. Deirfidh me anois an rud céadna a dubhraigheas i dtosach mo chuid cainte .i. nár bh mór dluth-bhaint a bheith idir na hAireachtaí go léir i dtaobh ceist na Gaedhilge san Gaehealtacht, agus is fearr a thabhairfeadh Aire na Gaedhilge chun críoch é ná aon rud eile, is doigh liom, a gheobhfaidhe ceapadh chuige sin.

(Sighnithe),

EAMONN MAC GIOLLA IASACHTA.

Raheen, Tuamgraney, Co. an Chlair.

20adh Bealtaine, 1925.

* * * * *

AN SEANADOIR EAMONN MAC GIOLLA IASACHTA,
examined.

1. *Chairman.*—We have gone carefully through your statement, Senator, and there are a few questions I would like to ask generally on it. What particular Irish-speaking districts have you experience of?—I cannot say that I have intimate personal knowledge of any particular one, but for a considerable number of years I have been visiting Ring on and off.

2. I was struck by your remark that there is not a year—nor even half a year—to be lost if there is anything to be done in this matter, and I was wondering what you had in view?—It is common knowledge that Irish speakers are vanishing with great rapidity. I saw that in Ring, and, apart from that, the Irish speakers, even those who are remaining, are ceasing to speak Irish.

3. Does that remark apply to any particular districts?—It refers to them all and especially to the only district I know well.

4. You refer to the fact that the Government, the Church, and the people themselves are killing the language, can you briefly say what the Government, the Church, and the people themselves are leaving undone at the moment what they might be doing?—Let us begin with the Government. They held a garden party a couple of days ago, and, as far as I could

say, there was nothing but Sasanachas there. There was not even an Irish piper there.

5. As regards the garden party, were the invitations issued in Irish?—No. I got one, and I did not accept it.

6. They were not?—No, but they should be. If you look at the top of the State you will see very little bias for general Irish colour about their method of procedure. You asked me a very general question on which I could keep speaking for hours.

7. Take the State, you say there is very little show of Irish at the top. We had evidence from the Gaelic League yesterday that every letter in Irish had to be written by hand by the secretary before it could be typed, which shows that there was a certain unpreparedness in the machinery for carrying on the ordinary public business?—That is the question of shorthand?

8. Yes?—That is true, but it can be overcome. I often dictate letters in Irish slowly to my clerk and they appear in my words afterwards, which shows that it is not taken down in English and translated afterwards into Irish. I don't see why it should be impossible. But that does not alter the general attitude of the people who rule us towards the Irish language.

9. Then as regards the Church?—That is a somewhat delicate question. At the same time I suppose it is common knowledge that the Church on the whole—perhaps, I had better take Ring as it is the only place I know. Have you had evidence about the Church in Ring?

10. No, not in particular. What are the things the Church is leaving undone that it might do at present?—It is not going out of its way to send Irish-speaking priests to Irish-speaking districts, and when they are sent they don't go out of their way to encourage the Irish language. For instance, the old people in Ring have to make their confessions in English.

11. What are the people leaving undone that they might do?—The Irish-speaking parents are speaking English to their children, and I don't blame them altogether for doing so, because they believe the Irish language is no good. That is why I believe from the top down it ought to be demonstrated by a vigorous policy of the Government and the Church that Irish is our language. There is no doubt whatever about it you have children who can speak Irish quite well and their parents speak English only to these children. The children always speak Irish when playing. I sneaked about with my ears open on several occasions to hear what language they were playing in and I found it was English, and they could all answer me in Irish.

12. Then people who have Irish are not speaking it?—Yes.

13. Are there any things the people who have not Irish might do which they are not doing?—They might give up looking upon Irish as a barbarous language and in priding themselves in not knowing it. It is not quite as bad as it was. The language of the bog is Irish, and the language of the large farmer and Government official is English; that is the attitude. I know one large farmer in Ring, and although he and his family know Irish well, I don't think I am libelling him when I say that for the most part the language of his establishment, even with the men working in the place, is English. That is the way the people themselves are deliberately killing the language.

14. You feel among the people who have not Irish that there is an opinion that the Irish speaker is only an ignorant person in the country at present?—Certainly; people don't believe that Irish is any good at all. Down in Dingle not so long ago there was a pensions officer and he believed that Article 4 of the Constitution was a real thing, and he proceeded to do all his work in Irish first to the amazement of the people, and later on to their delight. In any case, after he had been doing this for a time he began to send in his reports to his superior officers in Irish, who, after the manner of so many of the intermediate officials of the Government, did not like it, and he was moved away and an English speaker put in his place. That is the way the Government is doing active harm to the Gaeltacht. There may be men in the Government—the Executive Council even may be actuated by the best motives, but they allowed them-

selves to be thwarted by officials who are a half-way link between the rank and file and themselves. For example, in the Garda Síochána we know that while General Eoin O'Duffy did all he possibly could to send Gardai who had Irish to the Gaeltacht, in practice a number of these were sent to English-speaking districts and *vice versa*. It was discovered that the general order he gave was at least misinterpreted by some person below him who was not particularly fond of the Irish language. That is only my opinion.

15. If deliberate cases such as the Dingle case occurred, don't you think that representations of some kind should be made in the matter?—There always are.

16. And no heed is taken of them?—I would not say that, but things would be much worse but for representations.

17. On the general question of Irish and officials in the Gaeltacht I would like to be clear as to your own and the General Council's opinion?—I am straying far from the General Council's opinion.

18. Is it your opinion that in the Gaeltacht or Breac-Ghaeltacht there should be no official there of the local authorities or the central administration who should not be able to do his work in Irish?—Certainly, in the Gaeltacht. I don't know how far the Breac-Ghaeltacht is supposed to extend.

19. Do you know any districts where Irish is still spoken and where you have not a homogeneous population?—There is one quite near where I live myself.

20. Do you think that the officials operating in these districts should be required to know Irish?—Certainly as far as the future ones are concerned. All the existing officials in the Breac-Ghaeltacht should be sacked if they don't know the language in a given time. As far as the Gaeltacht is concerned they should be sacked or exchanged if they don't know Irish.

21. What percentage of Irish speakers should there be among the population before you would require that a non-Irish speaking official would be removed? In other words, what percentage ought to constitute the Gaeltacht? There on that map you have districts in which you have 30 to 100 per cent. of the population Irish speaking. We are dealing with administration as distinct from education. There may be places in which you would require the whole work of education done in Irish. There are other places where you might not think it reasonable that the officials coming into contact with the people should have a knowledge of Irish. You might have one border line cutting off areas where the whole educational machinery should be through the medium of Irish, and you might have another border line where, as far as the officials and administrative machinery were concerned, the administrative machinery should be entirely capable of carrying on its work in Irish?—Without having given the matter very careful consideration, I would imagine that anything over 50 per cent. Irish speakers in a district would require compulsory regulations in that respect to be put in force. That is a real 50 per cent. and not 50 per cent. on the 1911 census.

22. Do you think that if you have a district where you have 40 per cent. of the people knowing Irish that officials should be appointed who knew English only?—I said before that no official for the Gaeltacht or Breac-Ghaeltacht should be appointed who did not know Irish. It would be a considerable step forward if we could get only Irish speakers appointed through the Gaeltacht.

23. With what percentage of Irish speakers amongst the population would you refuse to appoint Irish-speaking officials?—If I answer that it would be an answer on the spur of the moment, and I might not agree with it later on.

24. We can only derive benefit from considered opinions and I would not press you to answer the question. Do I understand that you would require for 50 per cent. Irish-speaking districts officials who would know Irish?—While I am perfectly certain in my opinion about the fact that in some areas such drastic action should be taken, I am not perfectly sure. For instance, if you take Ring, which according to that map has 85 per cent.

25. *Chairman.*—That is according to the 1911 census. We are getting a 1925 map.

Witness.—Ring would be a district where you should have all Irish-speaking officials. I don't know what percentage you have in Doolin, Co. Clare. That is

another place where Irish ought to be made compulsory for officials. It would be more than 50 per cent., and the existing officials ought to know Irish. I am not prepared to give an absolutely considered opinion on the percentage question. It would be foolish to do so without consideration.

26. On the question in paragraph 5 of your summary, have you any idea as to how a standard might be arrived at in testing people for their Irish? Is a standard desirable?—It is not so much about an exact examination or number of marks a person should get. Sometimes when a person says "Dia 'is muire duit," people think they have a knowledge of Irish. In order to make a knowledge of Irish real a person should pass a written and an oral test. The person who is going to work in the Gaeltacht must know Irish very well, because in the first place if he has bad Irish he won't be understood by the people. They will speak English to him. For instance, in Baile na ngall, which is a pretty good Irish-speaking district, the people would not understand him.

27. If it were possible to regulate certificates such as the Board of Education certificates in England, which would be issued by the Educational Department here by annual examination, do you think a certificate from a general examination like that of a set standard would serve your purpose?—I don't know anything about the particular examination you speak of.

28. The Board of Education in England sets an examination in every subject you can think of?—But here we are only thinking of a knowledge of Irish, and we assume they are qualified for their work.

29. I am speaking of Irish as a kind of hall mark?—I would prepare a memorandum about that if you like.

30. I just wanted to know if a certificate given under the Ministry of Education would fill what you have in mind?—I think so.

31. On the question of employment in the Gaeltacht, you say that farming and fishing are the main permanent industries, but you don't think that the results of recent legislation bearing on agriculture will show themselves very quickly in any improvement on the agricultural side in the Irish-speaking districts?—The people in these districts have only small patches of bad land, and if you improve the prices of butter and various things by legislation it won't improve the position of these people very seriously. If a man has two sons, for instance, he cannot give them both a living. That is why I say that not very much extension can be looked for from the agricultural side so far as the present conditions in the Gaeltacht are concerned.

32. Is the land in the Gaeltacht of a poor quality, and are the people living in particularly strained circumstances?—I would say the majority are. You would get few large farmers in these districts.

33. You have to a certain extent been interested in industry in a more or less Irish-speaking district?—Not more or less in an Irish-speaking district. It is ten miles from the Breac-Ghaeltacht. What I tried to do with indifferent success was to import people from the Irish-speaking districts in order to create a new Irish-speaking district. I failed, and instead of having sixty men working for me I have only fifteen. And the consequence is that anything which goes back economically cannot possibly support any such scheme as I have in mind. If you bring people from one place to another, and they know the reason they are brought is because they speak Irish, there is a certain tendency on their part to believe that their main object in life is to speak Irish and not to produce wealth, and that being so it rather adds to the difficulties of the position.

34. Have you seen the figures quoted by the Minister for Agriculture as to the amount of land available to deal with the number of landless men?—I got a kind of shock, but I have recovered from it. If the land available was given in any reasonable extent to Irish-speaking people it would certainly accommodate a great many of them. In other words, if preference was given to congests from the Gaeltacht of the right type, his figures would not matter so much.

35. Would you be satisfied if the Irish-speaking districts got their proportion based on the population strength?—I won't be satisfied until the whole of Ireland is Irish-speaking.

36. As far as land is concerned?—No, if the Govern-

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ment are going to make it part of their general policy that Irish is to be preserved, they ought to give special treatment to the Gaeltacht and the inhabitants of the Gaeltacht. They should be compensated for the economic hardships of the past by deliberately favouring them to some extent now.

37. With the exception of placing additional land at their disposal, you have no suggestions to offer as to how better use may be made from the agricultural point of view of the land at present in the Irish-speaking districts or how the fishing industry may be made to support the Irish-speaking population?—As regards the fishing industry, a Commission sat in 1920 that went to the question very carefully and decided you could do nothing for fishing piecemeal, and that the whole thing would have to be dealt with altogether. Isolated efforts may help the fishing locally but it would not help very much. If part of the Government policy is to give special treatment to the Gaeltacht, I daresay they might help them to some extent. It is generally recognised the fishing as it stands at the moment is almost incapable of being put on a proper basis without a large sum of money.

38. Can you say if the report stated that the money ought to be put into the business by the Government?—I don't know. Colonel Moore was on the Commission, and he could answer that. Regarding the land, I suppose the general agricultural legislation will help stock and produce, but I have suggested further on it might be possible to select one or two places in the Gaeltacht for forestry stations. The Government are at present adopting a fairly forward, active policy in regard to afforestation, and in places where they do planting they give a considerable amount of employment. If there could be one or two such places set up it would be a help in the right direction. I know it does not mean anything like the Shannon Scheme. It only means a dozen men here or there.

39. Have you any experience in afforestation matters?—I have.

40. Do you feel that money put into afforestation will come out of it later on?—Yes, I do.

41. Have you considered at all how additional industry might be provided in the Gaeltacht?—I don't see how it could. I don't believe industries should be put down simply to start industries. An industry must be sufficiently close to raw materials and proximity to markets—that is on a large scale—to be a success. As regards knitting, I think that industry succeeded fairly well in Donegal.

42. You suggest big farmers ought to be induced to settle in the Gaeltacht. Are you aware that a policy in the opposite direction is being adopted under the Land Act?—I would much prefer to see the large farms divided up and given to the small men. If there is a large farm with a large house it seems to call for a division. Every farm over 300 acres should be divided up except very exceptional ones.

43. You speak about co-operative stores, have you any experience of these? One point strikes me particularly, and that is among the farming community a certain amount of credit is necessary, and co-operative stores are hardly in a position to give as much credit as farmers would get from the shopkeepers?—Co-operative stores have not been a great success in many places, but one established in Ring has been getting along very well, but the same store has a distinctly de-anglicising influence. *Appropos* of what you were saying a while ago, a curious fact is that Irish is spoken all day in that store, and I observed that two persons who, having spoken Irish altogether inside, spoke English when they came outside in the evening.

44. *Deputy Barter.*—In answer to the Chairman you gave us to understand that in places where 60 or 70 per cent. of the people would be Irish-speaking you would dispense with all local officers of local bodies who did not speak Irish. Do I understand that is what you mean?—I mean that to apply to people who are working altogether in the Gaeltacht and who do not know Irish; for instance, postmen, school teachers, etc.

45. I understood you to say local officers?—I was speaking of all public officials.

46. Officers of local bodies included?—Yes, every sort of official of every description under both the Government and local authority.

47. You mean that to apply to existing officials?—I do, certainly. That is why I don't like having to answer questions about percentages because there are fairly far-reaching consequences involved. It might mean sacking people by the hundred or by the thousand, and that would be a ridiculous thing to do. In very largely Irish-speaking places they could be sacked or pensioned or transferred.

48. Do you think it is a feasible thing to do what you suggest? Take teachers, officers of public authorities, rate collectors, medical officers, and all the others employed by the local authorities, such as men on the roads and all these. You would dispense with these because they were unable to work in Irish, although some of them are officials of long standing. You would pension them off or transfer them. Do you think it is a practical suggestion?—Yes.

49. Do you think it would meet with approval in the areas where these conditions exist? Suppose all the Government and local officials are changed and there is a clergyman left who is unable to do his work in Irish, your efforts in one direction would be in vain?—A deputation in that case could go to the Bishop and say, "Here is a district and the Government has changed its officials and put in Irish-speaking ones. The county council has done the same, and yours is the only body that has not done its bit." I would not be a bit afraid to go on a deputation like that.

50. What do you think would be the attitude of the ratepayers if the county councils of Clare, Galway, and Kerry were to pension off or transfer all their non-Irish-speaking officials?—In the first place the total number of people to whom this would apply is not very large. But in any case this is a matter on which a very considerable sum of public money has to be spent, and if the Government are not prepared to spend money in saving the Gaeltacht, you might as well not bother about the language at all.

51. We are not going to disagree about the necessity for doing this. It is the way to do it?—You can do anything with cash.

52. We have to face the difficulty of getting cash and getting the people to spend money. Do you think a county councillor going for election at the present time would obtain the votes of the people in such an area if he made a declaration that he was going to pension off a number of the officials in that area and replace them with others?—The process by which people get votes is varied. It would not be the business of any individual councillor to take up that question at all. It is a question for the Government to take up and say, this must be the rule. It should pass now legislation, and say "this is going to be the case in future." It would then be the law that all officials in the Gaeltacht shall be Irish-speaking.

53. Then the Government would override the authority of the county council and compel them to do that?—That would be nothing new.

54. What is your idea of afforestation?—I have been connected with woods and nurseries since I was nineteen, but my experience does not go so far as planting forests on a large scale or anything like that. I have about twenty years' experience of planting.

55. What are the possibilities of planting along the sea?—They are very poor indeed in Connemara.

56. Are there any possibilities whatever?—There are plenty of places in the Gaeltacht where afforestation could be carried out.

57. Presently?—Yes.

58. And give considerable employment?—It would only be a question of dozens of men here and there.

59. With regard to the reclamation of land, what is your view about that?—I don't say anything about that.

60. Have you any suggestion to make about the possibility of a vast area being reclaimed?—Once the poor land in Ireland could have been reclaimed economically, but it would not be worth it now.

61. What about the bogland on the western seaboard?—I am not very well acquainted with the west.

62. There are vast areas of bogland where the bog has been cut off, is there any possibility of that being brought under cultivation?—I have not thought that out very much.

63. *Mr. Hanly.*—You suggest that a separate ministry should be set up to deal with the question of

Irish; would you include under that all phases of Irish development? For instance, at present there are being conducted a great number of Irish classes under technical committees, would you include that kind of work under such a ministry?—I only throw out that suggestion. Its functions, I suggest, would be something like that of the treasury remembrancer under the old régime here, but a separate ministry might be found to be almost unworkable. There would be so much clash.

64. Don't you think that a clash is necessary at the moment?—The only question is which would be the most effective. If you have merely a link between two ministries of the Government, it might end in a certain amount of bad feeling. If you have a high official whose duty it is to constantly bring under the notice of the people responsible, the way in which they are not fulfilling their obligations. Such a person might be very useful.

65. *Chairman.*—Do you think he should be attached to the educational side?—I do. The treasury remembrancer was a person who had a general roving commission to look into the affairs of every department. The exact way in which it could be effected in the present Government might require somebody better acquainted with Government departments than I am to devise. If he were attached to the Executive Council it might do.

66. *Mr. Hanly.*—Do you mean that he would be a paid official or a representative of the people such as a minister?—I think it would be better if he were an official, and he should be a person with a bias towards Irish, but there are other people who could go into this question better than I could.

67. You refer here to the fact that there was no united policy up to the present on this question, and it is a very big question. I am only trying to see in what way you would meet it, whether that question of different officials from different parts of the country would attain that unity of policy and direction, that you are looking for in the same way as the ministry you suggest would?—I don't think several officials without being co-ordinated under one head would do. You want to have as few officials as you can. If you had a man with a small staff and give him a roving commission he would make things hum, but I am at a loss to see how he would fit into the Government machinery. You would need a very specialised knowledge to see how he could be worked in.

68. Do you believe in transplanting colonies in different parts of the country?—Yes, if they are sufficiently large.

69. How many families would constitute a colony?—I would say about twenty.

70. Would you not think that small?—Perhaps it is, but the bigger the better.

71. Do you think twenty families would perpetuate Irish in a district and they would not be absorbed?—That figure would be my minimum.

72. Do you think it is a desirable policy?—I do.

73. In what way do you think girls and boys from the Gaeltacht might be utilised by families who do not know Irish to teach Irish to their children?—It is very hard to make any use of them, most of them want to learn English themselves. One of the things the director of Irish, or whatever you like to call him, might do would be to have a sort of employment register in which he might keep the names of people who would like to stay in their own country, and on the other hand the names of people who wanted nursery maids, farm boys, etc.

74. Would it be desirable to organise such a scheme?—Yes.

75. Do you believe there is too much stress laid on written Irish at examinations?—Do you mean for positions?

For public examinations generally, do you think written Irish at examinations?—Do you mean for towards the saving of the language?—In being able to speak it in the Gaeltacht is 100 per cent. more important than being able to write it.

76. *An Seabhaic.*—You have here a paragraph headed "the true spirit." That is what you would like—that such influence from the top would have great effect?—Yes.

77. Do you think that it is desirable that queries like that should come from the top very often?—Yes.

So long as the people received them they knew that the Government were in earnest.

78. Besides that you made the suggestion a while ago that example might come from the top, and you referred to a certain social function held recently?—I don't want to give that social function any particular importance. It was only because it happened so recently.

79. It is your feeling that these things at the head are giving a wrong lead because they are not frankly Irish or they show no tendency towards that at all?—That is so.

80. You fear that impression will permeate through all the social life of the country and colour it in like manner?—It is not my fear that it will. It is my conviction that it has already done so or is doing so.

81. In regard to the administrative machine generally, one gathers from your answers to the Chairman that that could be used to a very great extent for the maintenance of Irish in the districts in which Irish is now known, and for the spread of Irish in districts which have become half anglicised, if that were worked as a definite policy towards that end?—That is what I endeavoured to get at.

82. Do you think that it is the duty of the State to lay out a policy to that end?—I do.

83. Do you suggest it should be done?—Yes, and with speed.

84. Do you think it is possible for the State to do that considering the extent of the services?—They should try, and if they don't succeed we might as well stay as we are.

85. Is it reasonable to expect the State to do it?—It is.

86. You were speaking a while ago of the particular percentage of Irish speakers that would warrant a district being given special treatment like that. Do you think it is desirable in certain areas in the country that the public service should be carried out altogether in Irish and under a disciplinary rule more or less?—I do, but I am not prepared to answer any questions about percentages.

87. There are certain areas where the percentage is steady?—Yes.

88. And the State should have an administrative policy as regards the use of Irish in the public service?—Yes.

89. Can you instance any place where that might be done?—The parish of Ring, but that is a small place, and it is probably only the fourth part of the area to be administered by an officer.

90. There are certain officials who could do their work in Irish, and others who might find it difficult because of the different class of people they have to deal with. Medical officers deal with people of all ages, and the pensions officers deal only with people over 65 years of age?—If any line is to be drawn that would be a good instance. If you don't act drastically you will get nothing done.

91. And in an area where the big number knew Irish and a few knew English only, would you continue the majority in the undignified position of having to get a translator in court, for instance, or would you put the English speaker in the position of being the ignorant?—I would put the English speaker in the undignified position and I would do it at once.

92. Do you recommend that the State in sending officials down to these yellow and brown portions of the map should instruct them that they should use the prestige of their position for the furtherance of Irish and the rehabilitation of it?—Yes.

93. Do you mean that the State and Ministers should have a set policy and that their officials should be used as agents for the preservation and propagation of Irish as well as doing their business as well?—I don't know if I suggested that, but I think it is desirable.

94. Would it be to see that this is done you suggest this separate ministry?—That would be one idea.

95. And they should have a continual watch on the administrative machine down there?—Yes.

96. *An Fear Mór.*—You seem to attribute a great deal of importance to getting the true spirit in the Irish-speaking districts as necessary for the language?—I did not say that. It is important to get the Irish-speaking districts to realise that Irish was not a mere ornament, but that it is worth something. You should get that spirit into the officials that they, by

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their example, would show the people that the language was worth something.

97. You remember the time of the truce when every one in the country took up their little primers to learn Irish. Do you think that period had a good effect on the Gaeltacht?—If it continued it would.

98. Is that the spirit you would like to see back again?—That was not the "spioraid." They thought they would have to learn it.

99. Do you think the Government could make them take up their primers in the same way again?—In a general way they could, but any official who takes it up should learn the language properly.

100. In connection with the work of your office you gave us a very interesting piece of information. You told us your typist is able to take down in shorthand letters dictated by you in Irish without any apparent trouble?—What I said was that sometimes I give her letters in Irish, but I have to dictate them very slowly, and generally they are fairly short. I am satisfied she does not take them down in English and translate them back, because her Irish is not sufficiently good to do that. I assume she has some method of taking them down in Irish.

101. Do you think that if the Government made an announcement that it required girls who would be able to take down in shorthand statements made in Irish and that they would make the appointments in twelve months' time, that they would be able to fill those appointments?—I cannot write two words in shorthand and, therefore, the shorthand experts would jump on me if I said anything about that.

102. In connection with the examination suggested by the Chairman, do you think it is desirable that when local bodies are making appointments in which a knowledge of Irish is necessary, that a board of examiners, such as the Civil Service Commissioners, should issue certificates to those competent to fill such positions?—It seems a good idea.

103. There may be an oral examination, but as far as the literary portion of it is concerned, would it be a good idea to have such a body?—Yes.

104. And not to have candidates waiting until such an appointment is announced?—It seems to me a very good suggestion.

105. In connection with the officials in the Gaeltacht would you give them and their staffs time to qualify in Irish?—You could, but you know it would not be worth while.

106. If you had a central body to conduct examinations do you think these people would make a serious effort to qualify?—They never had any reason to believe the authorities would consider that, and so far they don't believe the Government will do it. Personally, I think that all the English-speaking officials that you cannot transfer will have to be pensioned and that is the reason I say it will cost money.

107. It is marvellous what can be done in the way of acquiring the language if they are in earnest?—That is why I would like to make their pensions as small as possible.

108. You seem to believe the attitude of the people towards the language is altogether depending on the example they get from the Government?—The Government, the Church, and the Garden Party people.

109. Do you think that garden party could easily have taken place in Buckingham Palace?—I was never at the Viceregal Lodge or at Buckingham Palace, and I don't know anything about the thing.

110. *Dr. Walsh.*—You laid stress on one very important point as regards the efforts in the Gaeltacht itself and the efforts outside the Gaeltacht. Dublin is the capital of the country and it has a great effect even in the Gaeltacht, and the extent to which it enters into this matter will affect the attitude of the people in the Gaeltacht?—I think so.

111. You complain that it has not got prominence in Dublin up to the present?—I don't remember making that complaint.

112. You mentioned the garden party. That is only an example. How does Irish affect the Irish life in Dublin?—I cannot say to what extent. I know that very often you get invitations printed in Irish and English, but usually your name is written in English.

113. These social functions are a kind of picture of what is going on?—I don't want to see Irish speakers taking to tall hats.

114. You think there ought to be different methods if we are to save Irish?—Yes.

115. *Fiachra Éilgeach.*—In your opinion what dis-

stance inland will trees grow, they won't grow near the sea?—Not on the west coast where you have big Atlantic gales blowing, but you see trees down to the sea shore in some places along the south and east coasts.

116. There are extensive tracts in East Clare suitable for planting. Has the county council done anything to plant that district?—They adopted a scheme of making a contract with nursery men whereby farmers could purchase trees at certain prices. But only three County Councils have done anything seriously.

117. You made reference to the garden party?—I have not much more to say about the garden party.

118. Can you say if the invitations to the reception were issued by the President and to the garden party by the Governor-General in Irish?—No, and I may say that I refused them both in Irish.

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1. *Chairman.*—You are chairman of the General Council of County Councils?—Yes.

2. You are coming as head of the councils' delegation?—Yes.

3. We got a general statement from the General Council itself, and perhaps there are some general remarks you may have to make in regard to that?—The principal evidence I can give won't be very useful in detail, but it will be on the general attitude of those whom I represent here.

(a). The County Councils' General Council, as you know, is composed of men of various political views—some of them are Irish speakers, some students of Irish, some members of the Gaelic League, and others know no Irish whatsoever. But taken as a whole, they are unanimous in appreciation of what the Gaelic League has done for the country for the past twenty-five years. Its influence for good on the general life of the country was considerable, and they attribute to it, and give it credit for having infused a spirit into the people that resulted eventually in the attaining of such freedom as we now enjoy. I do not think they lay so much stress on the language movement as what it connotes, but they are very concerned with the perpetuation of that spirit for the other achievements that yet remain to be accomplished. They consider that the same spirit is essential to us to-day to derive the full benefit of our freedom.

(b). Freedom in itself was not the goal of the League but to attain such a position as to be able to accomplish their ultimate purpose—that being to develop the national life of the country to its full and to make it as far as possible a self-contained country, to enable us to grow and use everything necessary to our lives in our own country, and in that way to give employment to our people who are taken away by emigration, and to develop our own ideals and our own characteristics, and to eventually become a nation in the very fullest sense of the term. So far as the work of the League is concerned they laid down the essentials at the outset. The driving force of the League was a fixed purpose, the spirit of the League was to achieve that purpose and to instil a spirit of loyal co-operation amongst its members. All its qualities are very essential to us to-day to achieve the goal that lies before us—equally essential at least to us as they were in achieving the very happy result we have achieved in securing a measure of freedom.

(c). I am not concerned with the sentimental or visionary idea, but we should not lay aside that weapon which has achieved so much. We are not likely to lay it aside when there remains so much more to be accomplished and for which it is admirably suited. We heard a lot from enthusiasts of the language as a language movement, but their enthusiasm ceases with the importance of these things that the language connotes. From what we know about the League they always look forward to the time when, by their voluntary effort, a position would be attained, and that the Government, with all its facilities and opportunities, would then take up the work and relieve them at least of their voluntary effort and give a further impetus and use it for the purpose of developing the country to the fullest extent possible. So far as I can understand, those who have been in the forefront of that

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movement, and who have spent themselves at very great cost to themselves, were actuated by the spirit of the Gael, and they looked forward to the time when they would achieve their goal. They see the work of those years and all the enthusiasm fade out, and it is only a matter of mathematical calculation in the present decay as to the time when there will be nothing left of the work they have done.

(d). If that is inevitable, and that our ideals and our language and our traditions will be submerged in a wave of commercialism and we will be absorbed in the commonwealth of nations, losing our distinctive traits and characteristics, then you might as well cut the language out and get on to something else. But that is not the conception of the General Council, of the country and its future. Commercialism to them is not the end-all and be-all of national life. They are satisfied from the indications they see around in the nation that unless some very determined effort is made, and which can only be made by the Government, then that will be the inevitable result. When we have approached certain Ministers and interviewed them they were satisfactory enough in their answers to us, but the tangible results of these interviews have been nil. This is the position that is put up to us:—"Give us proof—some positive proof—or indication that the people desire this thing and then we will act." The proof is that this movement and the determination of the people has been such that they put the Government in the position they are in to-day. This particular movement is at the base of our whole achievement of our whole freedom, and we say to the Government: "It is for you to continue that policy and to carry on the work we have been doing for all these years. We want some gesture on the part of the Government which the Government can only give in order to save the situation. If the Government is not prepared to do that, we say: "Very well, we are powerless without the aid of the Government at this critical juncture, and if the Government do not give us aid, then let the language go."

(e). As to what can be done administratively within the past three years many things could have been done by the Government which would show that the Government had at heart this object, through the action of the Government. That has not been borne in on the minds of the members of the council. Take an isolated instance outside the Government purview entirely. Here in Dublin the borough surveyor, Mr. M. J. Buckley, be it said to his very great credit, he was not a native speaker, but by his enthusiasm he galvanised his whole department and laid it down that all the members of his staff must learn Irish, with the result that this has become a little Irish-speaking department. In his own little way Mr. Buckley was the Government, and this analogy gives you an idea of what could be done on a large scale by a Government such as ours. If the Government said "This thing shall be done, it must be done," then the officials would fall into line. Let them put the right head man in a large department and all the subordinates will fall into line immediately. There may be little local obstacles to overcome, but time and opportunity will overcome these.

(f). As far as the spirit of the people can be fostered and induced to concentrate on this movement, if we stress the language as the only means to an end, I think the language spirit could be induced through a study of the language. There are some who have the spirit, and in studying the language and in studying the history of the country they will spread that spirit and let it be known that our country stands for the old ideals. Those who have not got that spirit would be aroused by making a study of Irish and a knowledge of the language compulsory. I think that will foster the spirit, because it is the spirit of the Gael we want to foster. That is the spirit of the Gael that is going to make a success of any undertaking and any commercial enterprise they have in view. That was the spirit of the pioneers of America, when they were fighting for their independence, and that is the sort of thing that is going to make for our success here.

(g). Self-reliance and self-determination to make our country self-contained, and to use everything Irish where possible, whether grown or manufactured in

our country, is what we want at the present time. That is the point of view of the General Council of County Councils so far as I can express their views. Any questions the members would like to put to me I will endeavour to answer them as best I can. I have no knowledge of the Gaeltacht, or any work of the Gaeltacht, except for an occasional visit to Ring, but any questions touching what I have said I will endeavour to answer.

4. In his letter to us the President, on the 4th March, spoke of the Irish language as the central and most distinctive feature of the tradition that is Irish nationality, and on behalf of the Executive Council speaks of it as being so recognised. You speak of the attitude of the General Council, as far as I understand, as regarding it as a means to an end?—To the practical end of our realisation that our people are a distinctive nation, and that it is through the distinct spirit of nationality, of linking ourselves up with the past, that while the language is the starting off point it is the appreciation of national things that come from the study of the language that can give us the determination to overcome our difficulties.

5. When you speak of the General Council being disappointed and disillusioned by the action on the part of the Government in one thing or another during the last three years, are we to understand it is the view of the General Council that the Government does not attach to the language the great significance and importance which would appear to be attached to it in the letter written by the President in March last?—That is so. Those who were in the forefront, some of whom are members of this Government, always stressed the importance of arriving at a position when they could do all these things that we are asking them now to do. Primarily they put the language in the forefront as the hall-mark of our nationality. But I do say now that from our experience of their administration they have not used the means at their disposal to attain the thing they had then in view.

For instance, appointments have been made in a most casual way—a vacancy occurs in a department, and the heads of those departments have a big say in the filling of these vacancies, and it is a common thing for an official who is more or less hostile to this movement to recommend one of his own particular type for these vacancies.

6. I take it that the General Council realises that the individual members of the Government were surrounded by extraordinary difficulties and were personally subject to very great strain during the last three years?—They make every allowance for that.

7. Do you still feel that even with the very strenuous duties and the strain of the last three years—because certainly the strain on individual people was very great, and it is on these people that the country depends for the movement forward that you speak of—do you still feel that the amount of work done in putting the national language in its proper place is unreasonably small?—I think administratively they could have done considerably more than they have done.

8. You are prepared to admit that the Government in setting up this inquiry is facing the question seriously?—We know what Commissioners are. I am not going to answer that until I have experience of the results of this particular Commission.

9. *P. O. Cadhla.*—Do you not think it is time there should be a very clear idea of what article 4 of the Constitution means—there seem to be different interpretations of that article?—In the Senate the use of the language is greater than in the Dáil.

10. The article says that English shall also be the official language. That being so we can see sometime in the future when Irish will be the language, both official and general all over the country. English will fall into its own place here as a commercial language—that is, English will be used then just as French is now used in dealing commercially with France?—Yes.

11. In the Irish-speaking districts we have Irish-speaking children, and they should be the petted children of the nation, more so than the English-speaking children. At present, do you feel that the Government energies are devoted to their prospects more than to the prospects of the English-speaking children?—I think they should be devoted more to the Irish-speaking children, for this reason that the

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Irish speakers in the Gaeltacht are all that is left, and if they are not fostered we can visualise a time when there will be no more pure Irish speakers, and that area which was once a valuable asset to the language will have been wiped out. We want all the propaganda that the State is capable of to make the utmost use of the Gaeltacht. Unless you concentrate on the Gaeltacht to-day and foster it, a time will come when there will be no more pure Irish native speakers.

12. *Dr. Walsh.*—You are chairman of the General Council of County Councils?—Yes.

13. And that is a representative body?—Outside the Dáil it is the most representative body in Ireland.

14. Its functions are deliberative—it has no statutory functions?—No.

15. If any body in Ireland could be taken as voicing the sentiments of the people the General Council of County Councils would be that body?—Yes.

16. Therefore you represent the sentiments of the whole country as regards this Irish language question.

17. There is a point we have not stressed at all—if the Irish language is to be preserved it will cost money, and supposing as a result of our deliberations we arrive at a decision that it will cost some millions to preserve the language, would your General Council of County Councils support us in advocating that that money be provided?—They have got to ask themselves is it worth it.

18. How far do you think they will be inclined to go—will your General Council say it will cost money, but it is worth it?—I cannot say.

19. They have not considered it that way?—No, any proposition they have put up to the Government has been turned down although the Government has power to give effect to them.

20. *Mr. Moriarty.*—Has the body you represent issued any instructions to the various councils from which the body is composed, that in the Gaeltacht appointments made by the county councils should be given to Irish speakers of the Gaeltacht. Have they, in other words, taken any action which you condemn the Government for not having taken themselves?—All appointments are subject to veto by the Local Government, we have no statutory power at all. We are simply an advisory body.

So far as the Gaeltacht itself is concerned I am not in a position to speak for it. In the county councils Irish is an essential condition in any appointment.

21. We have had evidence here that in the Gaeltacht appointments were made by local bodies, of people who were not able to speak Irish for the discharge of their duties in these districts. That is the reason I asked you that question, because there are difficulties in getting suitable men?—There is that difficulty. For instance, the county council is a public health authority, and you will find that in vacancies for position of doctors, some candidates will have Irish and others will not, and so far as their diplomas are concerned they are equal, but then when the county council is considering these appointments they have to take into consideration the personalities of these men from the public health point of view, and it may be that for the sake of the public health they appoint a man who has not a good knowledge of Irish though he may have a leaning towards the fostering of the language. In that way appointments are sometimes made which may be regarded unfavourable from the Irish language point of view.

22. *An Seabhaic.*—Would the General Council of Constituent Councils be prepared to co-operate with or assist the Local Government Department making knowledge of Irish an essential qualification in any particular part of the country for all appointments?—I think so.

23. They would agree to make that a fixed rule which would be unquestionable?—I think so. I think it goes without saying, and in the case of medical appointments in the Gaeltacht that the candidates should have a knowledge of Irish.

24. The local bodies would not be inclined to question that regulation if it were laid down in the Gaeltacht?—No, in the public interest they would not, because they would appreciate that no official could properly carry out his duties without a knowledge of the language.

25. You mention medical officers as the one possible serious appointment that might require great care.

In view of the fact that education is being Gaelicised in the secondary schools right up to the top and at least nominally in the University, do you think that that difficulty in regard to medical officers would disappear from the scene?—I think it will.

26. *An Fear Mór.*—In your experience I am sure you have had an opportunity of seeing how these local examinations work out where Irish is made compulsory. Would you think it would be a practical way out of the situation if we had a central body who would issue certificates to candidates having qualifications in Irish enabling them to fill positions such as that of a doctor, would that relieve the local bodies of dealing with the question?—It would be a very good way; perhaps I should go further and say that those who have not such certificates should, in their own interest, take out that certificate.

27. Would you approve of a regulation by county councils that only candidates holding such certificates would be qualified to hold positions under their authority?—I would give them a time limit.

28. *Fíachra Eilgeach.*—Apart from the shortcomings of the Government themselves do you not think that our own representatives are to blame for not speaking Irish in the Dáil and Senate?—They do. Possibly some of them are rather nervous about it, but you do occasionally hear it. We have Irish speakers in the Senate—of course nobody understands them but themselves, and they do not help the discussions unless they are translated into English, but they may have their value from the point of view of drawing attention to that particular question, but they don't affect a division very seriously unless they translate what they have said into English.

29. How is it that some councils have not struck any rate for Irish?—That is rather a matter for the personnel of the council.

30. The county council of Louth have done away with the rate for Irish, and the county council for Donegal have no technical instruction whatever in Irish—what do you think of that?—That is a question for the local members.

31. Although they are members of the general council?—Yes.

32. *Chairman.*—There is just one point I wish to question you on. The statement of the general council says:—"In order to save the Gaeltacht as such, it will be necessary not alone to secure that the administration by public officials shall be through the medium of Irish and in favour of Irish and Irish culture in such districts, but also that, as far as possible, the whole administrative machine of the Saorstát shall function in Irish." Senator McLysaght said that all English-speaking officials in the Gaeltacht should be pensioned off or removed. The statement of the general council does not suggest it would be necessary in any place to remove officials from Irish-speaking districts or that it would be necessary to pension them off. Had they any such intention in their minds?—I don't think it would be necessary at all. Officials who are in the Gaeltacht must get a knowledge of Irish unless they steel their hearts against it. I think it would only be necessary to put your right man in No. 1 position and all the rest would soon fall into line. I would not discharge them at all. I sent two boys to Ring and in six months they came home Irish speakers. What greater facility had they than these men for acquiring the language?—If they don't acquire it under these circumstances they should be not only sacked, but they should be sacked without a pension after a given time.

33. *Fr. Cunningham.*—I know doctors who are twenty or thirty years in the Gaeltacht and they don't know the language.

Witness.—I would sack them, too.

Chairman.—Thank you, Senator Kenny.

* * * * *

The following statement submitted by Alastair Mac Caba, had been circulated to the Commissioners:—

I. I take it the Gaeltacht Commission is considering the problems of the Irish-speaking districts from the point of view of the preservation of the national language and its restoration to general use amongst the people of the country as a whole. To secure this it is to my mind necessary:

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- (a) To keep on existence areas where the language is used practically exclusively in the everyday life of the community.
- (b) To have that community living in such circumstances that it will come into direct touch with modern developments in the social, economic, and scientific sense.

2. I think most people are agreed on the necessity for (a) as a language used by a few enthusiasts, or even a great many occasionally cannot be regarded otherwise than as a dead language; (b) is particularly important for the reason that no language can remain alive nowadays which does not adapt itself to modern requirements in the shape of a wide and ever extending vocabulary, and facility of expression can develop only where there is an native-speaking community representative of every class and activity to assimilate or construct terms and phrases applicable to the different callings its members are associated with. This is the way every modern national language has been built up, and it is the natural and right way because it is the successful way.

3. The questions then suggest themselves, whether with this end in view it is wise concentrating altogether on the Gaeltacht as it is at present localized, and whether it would not be better to treat conditions in the present Irish-speaking districts as a purely economic problem and see how far its solution could be fitted in with a scheme that would provide us with a community or communities of the type referred to above?

4. The economic problem of the Gaeltacht can be solved only in two ways:—

- (1). By creating or developing existing industries in the areas generally known as the Irish-speaking districts.
- (2). By migration.

Were it possible to solve the problem by the first method it would be the ideal one, as industrial development would mean the infiltration of modern ideas in industry, commerce, and the social amenities generally—creating different standards, if not a higher standard, of living and thereby enriching our native vocabulary. This, however, is possible within any reasonable period of time as the most that can be done for the people of these inhospitable districts apart from fishery development, is to initiate them into the secrets of eking out an existence on cottage industries and such like occupations just as precarious as those they are already engaged in. Sea fisheries offer the only field in which a wide development is possible, but these have to grow up naturally and only to the call of big financial influences in the shape of State subsidies or private enterprise. The prospects of such development are so remote at present that it is not unlikely the Gaeltacht, if dependent on it for its existence, will be *non est* by the time it arrives. Of course there is room for development in a small way on the lines pursued by the late Congested Districts Board and the present Ministry of Fisheries, but these methods can at most only slightly lessen the precariousness of existence in the maritime districts and, therefore, can never do more than touch on the fringe of the problem. Fishery and cottage industry development can however go on *pari passu* with No. 2, and be a very helpful auxiliary method of bringing economic relief, but No. 2 is the only solution that has big possibilities for the language and the economic salvation of those who use it in their daily lives.

5. The objections to the migration solution will come from three main directions: the Government will say that there are insuperable difficulties in the way of such a movement because of (1) scarcity of land; (2) lack of agricultural education and experience on the part of such migrants, and (3) lack of finance. The natives themselves will probably be averse to moving into new spheres of life and activity; and a number of sentimental people and language enthusiasts will be opposed to the idea of taking the language and its speakers out of the atmosphere of primitiveness in which they at present exist—especially when it means introducing anything in the nature of innovation into their methods of life and speech.

6. As regards the Government's probable case against it there should be no difficulty in disposing of it if Gaels as a body took up the idea and pressed it at once and vigorously. There are tracts of land in the Leinster counties where self contained Irish-speaking communities could be established without looking for any additional legislative powers. All the powers

necessary are conferred on the Land Commission by the 1923 Act. Furthermore, houses and other accommodation can be provided by existing British statutes.

7. The experience and education argument could be got over by selecting intelligent young men in the different families and giving them a year's practical instruction, in their own localities, if possible, before migrating them.

8. The financial difficulty of providing schools, sanitation and capital to stock the farms, etc., should not be insuperable; and in any case enthusiasm for the project would probably develop to such an extent immediately it was initiated that the Irish race as a whole, and bodies connected with social welfare in particular, would enter into the spirit of the enterprise and help voluntarily to make it a fitting memorial to national effort in the field of native culture and economics.

9. As regards objections by the residents to migrate, there would be such possibly to individual migration, but where it is applied to a whole village or district or a number of relations there is not much likelihood of any serious difficulty in getting them to move.

10. There is something in the argument that a community planted near anglicised centres such as Dublin or the large eastern towns, would be contaminated by tourists and visitors who had no other interest in seeing it than gratifying their curiosity. This, however, could be got over by having the settlement far enough from the city to put it beyond the reach of the holiday crowd. In any case, were it even to become bilingual, the advantages of having such a centre of native culture and inspiration within the reach of the genuine student would be ample compensation for such a development.

11. Briefly, the ideal organisation to aim at in such a settlement would be:—the migrants to be settled in reasonably-sized villages with their own schools, churches, co-operative stores, creameries, and shops, if possible, where only Irish-speaking clergymen, teachers, shopmen, managers, etc., would be employed. Voluntary help could, without doubt, be secured for the building of places of entertainment, such as picture-houses, theatres, and recreation halls, in which Irish alone would be used.

12. There would also be the opportunity for establishing high schools and technical schools, etc., to which the Department of Education would have to lend its assistance. It should be possible also, if the settlement were on a railway line, to have an Irish-speaking staff, the idea finally being to bring native speakers into contact with every modern development so that our vocabulary might be brought abreast of the times by the people who are best fitted for the work—namely, those who are accustomed to think and express themselves in the idiomatic way from their cradles.

(Signed), ALASTAIR MAC CABA.

15adh Meitheamh, 1925.

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ALASTAIR MAC CABA, *examined.*

1. *Chairman.*—Is there anything general you want to add to your statement?—I don't think so.

2. You seem to suggest that it would be well to treat the Gaeltacht problem as a purely economic one?—Yes.

3. That is that economic prosperity has helped to quicken the rate at which Irish decayed in the Irish-speaking districts up to now?—I would not say that it was exactly economic prosperity, of course it is a fact that the anglicised portions of Ireland happen to be the more prosperous parts of the country.

4. The economic development in a particular part of the country influenced and helped the influx of English into it. What safeguards do you think ought to be applied in any economic developments that would take place in the Gaeltacht to see that in future English did not creep in on top of economic development?—I would say the reasons why the anglicised portions of Ireland happened to coincide with the more progressive parts were that progressive development went on under alien rule in these parts, and these parts came more into touch with alien rule than the more isolated parts. This economic development of the Gaeltacht or any part of it could be done if the Government took proper measures to

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prevent it becoming anglicised and had people with Irish in charge of the areas concerned.

5. It is important if you are going to have economic development that we should know of any concrete suggestions you have and what steps might be taken?—I think a Commissioner in charge of the Gaeltacht and its general economic welfare should be appointed by the Government and that he should be made responsible for the development and the preservation of the language at the same time. I am comparing the Gaeltacht more or less with the native settlements in South Africa. I would suggest something on these lines where a man could concentrate on that district with the help of a small and efficient staff.

6. You say you would make him responsible for any development?—Yes. Suppose you had development of mineral resources, as Colonel Moore suggests, and suppose English capitalists and an outside management acquired an interest and began to develop some of the mineral resources and, as it might happen, the persons responsible were all English speakers it would again increase the prestige of the English language among the people who were having their areas developed and what safeguards would the Commissioner apply in that case?—Would it be left to him to apply safeguards he thought fit?—Yes. I think it would be a question for him. I think it could be very easily arranged if an English company came in, that preference would be given to native speakers even at the risk of their becoming bilingual.

7. On the matter of migration you seem to suggest the migration of people in colonies. About how many such families could be accommodated in that way?—I would be in favour of a community large enough to be self-contained. I would say no less than fifty families.

8. How many acres would you give each family?—The usual Congested Districts Board's allotment. I would make them economic and bring them under the terms that apply to any congested migrants.

9. How many acres?—It is hard to speak in acres. You cannot express economic farms in acres.

10. I take it we are speaking of migrations to eastern districts?—Even in these there are variations in the quality of the land. I would say about twenty acres.

11. Would that be Irish acres?—Yes.

12. So that each settlement would be approximately 1,000 acres?—I don't mean that all should have land. I mean that land should be the big interest. If it were self-contained there could be other occupations. For instance, if there was a railway station there it could be staffed with all Irish speakers.

13. How many would you put on the land?—I would say about thirty or forty farmers would do, and the remainder would be employed on supply services or meeting their wants in the nature of shops or industries. I suppose about a quarter of the community would be engaged in other industries besides agriculture. I was judging that by the size of farms of 800 or 1,000 acres that I happen to know of.

14. How many such settlements could reasonably be set up?—I would say three or four anyhow. Then you could have outlying settlements that could re-inforce the strength of the Gaeltacht spirit in them if you had the land available.

15. Do you think that would be met in the extreme East or on the borders of the West?—The most feasible thing would be to go where you could get land. You don't get farms of 700 to 900 acres on the confines of the Gaeltacht or west of the Shannon. Possibly you would get them in Roscommon, and you would find them in such counties as Meath, Westmeath, and Kildare probably. If you wanted a big settlement you would have to come into these counties. I don't think it would matter very much whether they were on the confines of the Gaeltacht or in the Midlands. One advantage in having them towards the east would be to give facilities to people who were really sincere in their belief in the language, and they could avail of these colonies to learn the spoken language properly.

16. You made no estimate of the cost of such a settlement?—I think if the question of migration is to be faced, as it must be faced, that the cost of a Gaelic settlement would cost any more than a form of settlement of congests. Take a settlement of migrants in any part of Ireland; the Congested Districts Board would have to buy the land, do all the

engineering, build all the houses, and, if necessary, provide them with the conveniences for living. If they provide the same for people from the Gaeltacht I don't think it is showing any partiality towards these Irish-speaking districts. The co-operative people could organise co-operative enterprises, and they would help. I don't see why there should be any objection to handling an Irish colony. On the other hand, there are a lot of welfare societies, and they could help to make the community self-contained, especially as far as providing facilities for enjoyment and pleasure, such as a theatre and other amenities that might be useful in helping the language and keeping abreast of the times.

17. When you consider forty families you would put them in an area not populated up to the present?—More or less, and you will probably have to fit them out with houses and outhouses, and provide them with stock.

18. Can you give in round figures the cost of such migration?—Any official of the Congested Districts Board could answer that. They have done the same with hundreds of families already.

19. Have you any experience of the success or otherwise of a regular colony so migrated?—I cannot recollect, but I think in Central Europe that has been done in hundreds of cases in Czecho-Slovakia. For the purpose of propagating their language they brought a colony within twenty or thirty miles of Praga by voluntary effort and made it the centre for the propagation of the language in the country.

20. What you contemplate in this particular line it would mean provision for one hundred and twenty or one hundred and sixty families, and that would leave the main Irish-speaking population with the same economic problems as they are faced with at present. Have you any idea as to how they could be dealt with?—I think there should be more educational training given through the medium of Irish, such as the establishment of agricultural schools and schools dealing with fisheries and probably cottage industries. I believe education has been neglected in these districts. Educational training would give a great filip to fisheries. That is the main reason why it has not been a success.

21. With instruction in agricultural matters, people on the land in western areas could make a better living than they are making at present?—I believe they could, with a few side-lines in the nature of horse industries. Apart from that, they would be better fitted for migration, as I believe you will have to move more than a few hundred families. It would give them a status that they don't generally enjoy already when they migrate to other parts of the country or of the world, in fact.

22. *Father Cunningham.*—What if they refuse to migrate?—I know there is a decided objection to individual migration, and the reason for that is leaving friends and relations behind, but I think it could be got over by migrating a whole village or a large number of families, so that they would keep each other company.

23. There is even the sentimental reason of leaving their dead and the place where they were born?—Of course, I know there are objections like that.

24. *An Fear Mór.*—Had the Congested Districts Board much trouble in getting them to consent?—No. You will get a number of people who are trying to migrate and others have objections to going, but if they see no other way of getting land and a comfortable holding they would get over their objections in the matter.

25. *Mr. Hanly.*—If you take a village wholesale in that way would you get as good material for starting a colony of that kind as if you selected young men between twenty and thirty-five years?—My idea would be to move families with these young men in each family so they would be able to assimilate any education and instruction that would be given to them.

26. The primary object of this migration would be to cultivate the language, and these young men would have a better chance of grasping this as the main reason why they were being colonised than the older people, who, owing to the associations of the language in the past, are inclined to regard it as a badge of ignorance and disgrace?—You mean to say that these young people would be more likely to drop the language?

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27. No; but to develop it when they would realise that was the primary object in giving them land?—That has struck me as one of the things that would raise the status of the language in the eyes of the people themselves.

28. Do you think if agricultural schools were set up they would be likely to use them?—I believe they would if you had people competent to impart the instruction in Irish.

29. What are your objections to having a Ministry to look after them?—You must consider the psychology of the people, who have a strong objection to any increase in Ministries.

30. Don't you think the preservation of the language would be as important as fisheries and foreign affairs?—Yes, my ideas would be to go on the lines of least resistance.

31. Do you realise that there might be trouble if such a Commissioner were appointed?—If he were not a particularly strong man he might get side-tracked by those astute Government Departments we have?—I think it would be the reverse of that. He would be subjected to criticism, and he would come under the eyes of people interested in the language.

32. *An Seabhad.*—Do you think that for the sake of the language the Government should make a special effort towards keeping in Ireland those who speak the language naturally?—Certainly.

33. Do you realise that to do that you will have to give such people preference?—Decidedly.

34. You think it is justifiable under the circumstances that such people do get preference?—Yes.

35. And get the good things that might be going?—Yes.

36. In connection with the division of land and the settlement of untenanted land in the country you know that the present arrangement is that if a farm is given in the Midlands to anybody from the congested districts the condition is that he shall leave his own farm at the discretion of the Land Commission to do what they like with it?—Yes, unless we revolutionise the machinery for carrying out these migrations.

37. I suppose the migrating of people from the congested districts is to make room for those that remain?—Yes.

38. And part of the good would be lost if a member of a family came to the new farm and left his brother behind on the old one?—There are two forms in which the Land Act applies to land settlement. The people in the congested districts are first to be catered for, and these people in migrating have to hand over their farms. I think they can also provide for landless men.

39. Which does not leave any land on the hands of the Land Commission to provide locally?—Yes.

40. Would it be proper to make it a condition of their tenancy that the continuation of the use of the language by them shall be included in the conditions on which they get the land?—I think it would be advisable with any young man that some kind of a provision or proviso should be entered in their papers.

41. Being primarily migrated because of their knowledge of Irish, the continuance of the use of Irish should be included as a condition in the lease?—Of course, I don't know whether it would be possible under present conditions. I am afraid you will have an objection to putting a proviso of that kind into the title or lease.

42. You don't think it would be valued for much? Would it be better to trust to active propaganda?—Trust to the people to keep it alive.

43. Do you think that provision should be made for agricultural training for such migrants?—Yes. I think they should get some little instruction in continuation schools and night schools.

44. How would you get over the difficulty of that, because such instruction is provided by county councils?—I believe you could by getting at the county councils in which these areas are situated. They would be likely to help.

45. Would there be a welcome for such colonies from the people in Leinster and elsewhere?—It all depends on whether there are landless or uneconomic people in the vicinity.

46. Are you aware of the conditions in regard to the sale and conditions in the agreement with the tenants

under the Land Commission?—I don't know, except that they cannot sell for a number of years.

47. Is it possible they might let it and make it part of a grazing ranch again?—They might, but they would have to be governed by economic conditions. If they were properly educated into tillage and the conditions of tillage, and were adjacent to some place where they could get a market for agricultural produce there would be very little danger of the place turning into a ranch again.

48. Do you think that under the colonies' system you would put a colony near the capital?—Well, far enough from the capital to keep the half holiday crowd away and near enough to be availed of by students sincerely interested in the language.

49. And the city would be open to them for the sale of produce?—I would suggest a direct railway line from Dublin.

50. You think such a colony should be able to stand on its own legs?—Yes.

51. Would you require thirty or forty families?—Yes, thirty or forty families.

52. Would thirty or forty families be sufficient for the social life and what you call the supply services?—Well, the average family in Ireland is five, and in the Gaeltacht it is higher.

53. Would you think it could be left as low as fifty families? Several people have suggested here that one hundred to one hundred and fifty families should form a colony, and that the bigger the better?—Yes, but it would all depend on the amount of land available.

54. Do you think that the State would be justified in making special provision for a colony like that?—Certainly, if they are genuine in their belief of the future of the language they should do it.

55. That would be in the matter of educational training?—Yes.

56. *An Fear Mór.*—You refer to the economic problem as capable of being solved in two ways. By creating industries in the Irish-speaking districts. Have you anything in your mind as to any particular industries being established in any particular Gaeltacht?—The big one is the fishing industry, of course. Other ones I happen to know in Donegal are home-spuns, and I think there is an increasing market for them if properly exploited. Then there are such things as knitting jumpers and costumes and things like that.

57. Do you think that if these factories were established and the youth were trained in these industries the industries would have a chance of succeeding?—I believe they would. I know one factory in Donegal, Paddy Gallagher's factory, where two-thirds of the workers are Irish speakers, and they turn out excellent things. It is one of the most successful industries of its kind.

58. *Fr. Cunningham.*—Is it long since you were there?—About eighteen months.

59. Did you hear it was shut down altogether now?—I was speaking to him yesterday evening and he never said anything about it.

60. *An Fear Mór.*—Do you think it reasonable that the Government should give assistance to these factories by guaranteeing certain orders, for instance, the Army would require socks and other woollen goods?—I think they should go that distance. What the Government could do would be through their agents and their propaganda generally, to teach the people how to get their wares sold. The Government could get their agents to propagate the sale of these articles and send more information about foreign markets and the needs of foreign markets, and the Ministry here could show how they might cater for these markets.

61. Do you think, under the circumstances, a little industry started in the Gaeltacht would be able to compete against mass production?—I would. There are lots of knitted goods on sale in Dublin that come from Scotland and the Shetland Islands where they are made mostly in these small factories.

62. Have you got experience of the fishing industry?—Not very much. I came in contact with the fishermen in the course of some harbour work, and my impression was that you would never have any progress until there was some kind of training given on the possibilities of fishing, and how local fishermen could make better use of the wealth that is at their door. It is mostly a matter of education.

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63. Do you know the Saorstát has only one boat protecting all the east coast?—Yes, I am aware of that.

64. Have you any idea what sea fishing is worth annually?—I think it is £300,000.

65. Do you believe it is bad business to have only one boat to protect that industry?—It is suicidal. I have seen foreign trawlers myself taking away the fish off the Sligo coast. It is a common sight for people to see trawlers around there.

66. Do you think that if fishermen were properly equipped that figure could be multiplied by ten?—It would take a long time to reach £3,000,000. It could be doubled or trebled anyhow, if there was more intensive training.

67. *P. O Cadhla.*—Have you gone into the language question itself, its literature and its capabilities?—I know a smattering of it.

68. You are not a native speaker?—No.

69. You have certain objections to dialects?—I believe some people have objections to other people's dialects.

70. With regard to these colonies around Dublin would you be inclined to make a colony of one section of Irish speakers or would you throw them all together?—I had the idea that these would get some standard form of Irish.

71. *Dr. Walsh.*—You and other witnesses have suggested a Commissioner to see that the work is properly done in the Gaeltacht. Don't you think the success of that would depend on the Commissioner; he would be a kind of superman?—You have to take your chance with that. Commissioners have already been appointed, and you find they have turned out all right.

72. They were appointed simply because other people got off the line. A man appointed in this position would have a big problem to deal with. There is a tendency for Commissioners to be stereotyped. Can you not suggest a better way than that?—I don't believe I could. I don't see any other way except to make some particular man responsible for it.

73. Supposing after this Commission has reported, and the Government decides to put its recommendations into force, and supposing the Government perpetuated this Commission for five or ten years to see that the recommendations were carried out, would that be a good thing?—I think if you had a voluntary Board like the old Board of Agriculture as an advisory committee, that you would have very satisfactory work done.

74. They would keep them up to it?—Yes. My objection to the ministry would be the opposition you would create.

Chairman.—Thank you, Mr. McCabe.

* * * * *

Bhí an Ráiteas seo Cuanas ó Peadar Ó hAnnracháin i lámhaibh na gCoimisinéirí:—

Chairbre.

Na Liomataistí Gaelacha.

1. Breac-Ghaeltacht an dúthaigh seo. Níl aon chuid de ann ar ar chóir fíor Ghaeltacht do thabhairt air anois, ach amháin cuid d'Oileán Cléire agus ní mhaith ar fad thuillean san féin an teideal.

2. Ón Aireamh deireanach a deineadh chífídh an Coimisiún féin líon lucht labhartha Gaedhilge sa cheantar, ach níl an t-Aireamh san féin ró-chruinn déarfainn. Tá cuid Chairbre leis na tuil ach ana lag mar Bhreac-Ghaeltacht. An dúthaig ón Sciobairín siar go Corn Uí Néid agus cois faraige timpal go Dubhros agus go Cuan Beanntraí níl puinn Gaedhilge in ach' chor ann.

Oileán Cléire.

3. Paróisde na Rátha (ó Dhún na Séad aniar).

„ Catharach (siar ó Thuaidh ón Sciobairín).

„ An Sciobairín.

„ Droma Liag.

„ An Ghleanna (Baile Caisleáin).

„ Mídrais.

„ Cill 'ic Abia (an léim).

„ Ruis (Ros ó gCairbre).

„ Dún Maon Mhuighe.

„ Droighnaig (idir Droma Liag agus an léim).

4. Breac-Ghaeltacht an méid sin sa chuma so go bhfuil daoine ann is fearr thuigean Gaedhilge ná

Béarla agus tá cuid mhaith daoine ann gan breis Gaedhilge ag a bhfuil meon Gaelach acu agus ar a bhfuil éagcóir déanta le fada toisg ná raibh ach droch-mheas ortha de bhárr an meon Gaelach san do bheith acu.

5. Ní có-bhreac-Ghaeltacht atá ins na paróisidibh seo luaithe agam. Is Gaedhealaité cuid acu ná a chéile. Ach ní Galldacht aon chuid de ach amháin na sráid bhailtí atá sa cheantar, b'fhéidir.

Riarrúchán.

6. Ole go leór atá an scéal chomh fada as bainean rialú na ndaoine le ceist na Gaedhilge. Tá roinnt Gaedhilge, roinnt réasúnta, ag oifigeach na bpinsión sa Sciobairín ach ní duine é chun an mbeirg do bhaint dí ro-mhinic. Níl aon fhocal ar éigin ag Cléireach na Cúirte, ná ag an Giústís Ceantair do réir mo thuairime. Ní docha go dhféadfaidís duine do leabhrú as Gaedhilge.

(a) *Coimisiún na Talmhan.*—Bhí lucht taisdil uatha san sa cheantar le déidheanaí, ní raibh aon Ghaedhilge acu.

(b) *In Oifig an Phuist.*—Tá beagan i bhfoth-oifig, ach ní heól dom oiread as aon oifig amháin na bhféadfaí aon ghnó as Gaedhilge aon tráth bhíon gadh leis. Tá foth-ghárda Gaelach go leor ach tá an cuid eile acu agus is deacair Gaedhilge tharach asta.

(c) *An Garda Síochána.*—An ceann atá ortha sa Sciobairín tá Gaedhilge bhreagh aige agus dheinean sé a ghnó as Gaedhilge aon tráth bhíon gadh leis. Tá foth-ghárda Gaelach go leor ach tá an cuid eile acu agus is deacair Gaedhilge tharach asta.

(d) *Dochtúirí.*—Níl ceann Gaedhealach san áit.

(e) *Oifig na Comhairle Conndae.*—Ní labhairt focal Gaedhilge, cuir i gcás, suirbhéirí na mbóthar agus daoine ag obair acu a thuigfeadh Gaedhilge go breagh, ná ní labhairt lucht srathana a bhailiú i.

Lochtana u bhaineán leis an scéal.

7. Dár ndoigh, aon duine acu so luaithe ná labhran ach Béarla agus ná deinean gnó sa cheantar ach a' Béarla amháin cad tá ann ach taca den Bhéarla agus é mar droch shampla don dream óg mar duine ag a bhfuil tuaradál agus sliagh-bheatha agus é dall ar Gaedhilge.

(a) Ní ceart d'aon Roinn don Rialtas aon duine do chur do cheantar mar é seo i mbun a ghnótha gan eolas oireamhnach ar Ghaedhilge aige, agus meas aige uirthi.

(b) Ní ceart don Rialtas ghlacadh le haon duine mar sheirbhíseach stáit i gceantar den tsórd so gan Gaedhilge aige agus Gaedhilge mhaith bhrioghmhar leis agus meas aige uirthi.

(c) Ba cheart don Rialtas iarraidh ar gach seirbhíseach atá sa cheantar so acu, muna bhfuilid ana aosta ar fad, tabhairt fé Gaedhilge d'fhoghlaim muna bhfuil sí cheana acu.

8. Le linn dlíghthe nuadha a cheapa don Dáil ba chóir dóibh ainmneacha Gaedhealacha agus teidil Ghaedhealacha do chur san Acht. Tá iomad Béarla á chraobhscaoile sa Ghaeltacht ag an Rialtas le cúpla bliain le na cuid dlíghthe féin. Mar chomartha ar cad do feadfaí a dhéanamh féach conus mar tá an focal "Dáil" i mbéalaibh cáich agus na h-ainmneacha "District Justice," "Circuit Court," "Assistance Officer," etc., i mbéalaibh lucht Gaedhilge sa Ghaeltacht. Combartha Galldacht ar ár Rialtais a leithéid sin de dhiobháil bheith déanta cheana acu i ngan fhios dóibh féin b'fhéidir.

Oideachas.

9. Níl triail cheart fós ar cúrsaí oideachais na lae indíú toisg ná fuil an dream so a fuair oideachas Gaedhealach ó thosach fé mar a fuair cuid acu le trí bliana anuas sásta go leor chun sompla a thabhairt dhúinn. Ach tá easnamh éigin ann fós. A dheacaireacht atá sé na daoine óga do chur ag labhairt Gaedhilge le chéile dtaobh amuigh den scoil trioblóid an scéil. Níl an meas ceart nádúrtha acu uirthi fós. Ní gheibid samplaí ró-mhaitha ós na daoineibh fásta—ó lucht an airgid ó sagartaibh, b'fhéidir, uaireanta, ó chigiribh uaireanta agus mar sin de.

10. Ach tá rudai éigin eile a dhéanamh na dioghbhála leis. Dá bhféadfaí cur i geóill go fuaimiantamhail aon uair amháin i nÉirinn gur b'iad lucht labhartha na Gaedhilge na daoine gur fuirisdé dhóibh sliogthe maithi beatha do bhaint amach sa tír do chuirfeadh sé a lán daoine á labhairt.

11. Dá dtugtaí níos mó eolais i dtaobh na sean-

Ghaedheal agus i dtaobh a ngníomh agus i dtaobh tréithe agus cultúr na nGaedheal dos na daoine óga ar scoil ná mar deintear mhéadóch sé a muingin asta féin. Níl alán oidi ábalta ar é dhéanamh mar níl an t-eolas acu féin agus ní bhíon uain chuige acu b'fhéidir toisg a dhéine a bhíonn cigirí ar lorg a mhalairt d'eolas nuair a thagaid. Ach dúiseóch a leithéid fir-sprid Ghaedhealach.

12. Ba mhaith an rud dá dtaghadh léigheachtaí timpal ó scoil agus úghdaras acu ón Roinn sin— an oideachais, agus léigheachtana a thabhairt agus peictiúirí a theasbaint agus dlúth-bhaint acu le saoghal na nGaedheal nGaelach. Tar éis tamaill chreidfeadh óig-Ghaedhil go mbeidís chomh maith le cách agus bheadh iontaobh acu asta féin.

13. Bu cheart go mbeadh níos mó scoláireachtaí le fághail ag Lucht na Gaedhilge ná ag aon dhream eile ar feadh roinnt blianta—scoláireachtaí go mór mór a chabhróchadh leo chun slighthe deasa beatha do bhaint amach sa bhaile. Ba cheart an bóthar do bheith chó réidh roimh fear labhartha na Gaedhilge agus a bhíonn sé roimh aon Bhéarlóir. Ní tugtar cead d'éan duine i nÉirinn anois é féin d'ullamhú chun bheith na oide scoile gan Béarla aige agus tugtaí cead do gach duine tamall a leithéid a dhéanamh gan focal Gaedhilge acu Eageóir damanta b'eadh an tseana shligh, éageóir dona go leor is eadh an rud fé mar atá. Ní féidir le Gaedhil Ghaedhealach iontaobh cheart bheith asta féin an fhaid a bheadh an scéal amhlaidh. Tá leigheas na diobhála san i lámhaibh an Rialtais.

14. Baineann an cheist chéadna le beartana eile ché maith agus a bhaineann sí le gno na n-oidí. Má's mian le Gaedheal a chlann a thógaint gan Béarla ba chóir go dtuigfí dó ná fuil sé a déanamh eageóra ortha. Caithefear béarnacha leathana a bhrise trí phribhléidí lucht Bhéarla sa tír seo sul a mbeidís sé de mhíseach ag puinn Gaedheal a gelann a thógaint gan Béarla.

Cúrsaí Maireachtana.

15. Ní bhfacfad leis seo mar cheist toisg a bhfuil ráite agam i dtaobh na gceart eile. Níl aon bliana obair ar siubhal sa tír seo againne ach a saothrú na talmhan agus iasgairacht.

Generála.

16. Bheadh an difríocht so idir an Ghaeltacht agus an Bhreac-Ghaeltacht, do réir mar atáid anois, go mbeadh an Ghaedhilge mar theangain teinteáin sa Ghaeltacht agus í ar eolas ag na Páisdíbh, agus ná beadh sí coitchianta ach imeasg na ndaoine bhíasta sa bhreac-Ghaeltacht agus dá bhrig sin ní dócha gurb é an saghas oideachais chéadna a bheadh sa dhá áit agus bheadh baint ag an oideachas le teanga do chiméad na beathaidh.

17. Rud eile, bheadh sé riachtanach pribhléidí fé leith do thabhairt do mhuintir na tír-Ghaeltachta as ncht an scéal a bheith mar atá acu seachas mar do gheobhadh lucht na Breac-Ghaeltachta, agus tá fáthana eile fós chun an deifríocht do dhéanamh, cuir i gcás, ba cheart gan aon Bhéarla bheith á labhairt i mbun gnótha ag seirbisigh an stáit sa Ghaeltacht agus ní bheadh san amhlaidh ar fad sa Bhreac-Ghaeltacht.

18. Sin a bhfuil am aigne breaca fé léithair siúd as go bhfuil i bhfad níos mó go bhféadfainn a rádh mar gheall ar na rudai seo luaithe agam.

19. Is dócha go bhfuighidís sibh bhuir ndóithín daoine chun fianise a thabhairt. Ní maith liom-sa bheith as baile ró mhínic anois, ach má bhíonn aon mhaith le déanamh agam raghaid ma's gádh.

(Sighnithe), PEADAR Ó HANNRACHAIN.

Dun Aoibhinn, An Sciobairin.

12adh Bealtaine, 1925.

Bhí an Ráiteas cabhrúighthe seo ó Peadar Ó Hannrachain i lámhaibh na gCoimisinéirí:—

An Stát.

1. Tá go leor seirbhíseach ag an Stát fé thuarasdal sa Ghaeltacht anois ag leathanú an Bhéarla agus réim an Bhéarla. Lagú mór é sin ar an nGaedhilge, agus a leigheas san i lámhaibh an Rialtais ach féachaint chuige.

(a) Oifigigh an Phinse.

- (a) Tá an Ghaedhilge ag lucht an Phinse fháil, fiú amháin sa Bhreac-Ghaeltacht. Cad chuige Béarla labhairt leo. Oifigeach ar mh'áithne agus roinnt Gaedhilge aige agus an Béarla a labhairt de ghná aige imeasg Gaedheal.
- (b) An scéal céadna ag lucht Coimisiún na Talmhan. Ní bhíonn de ghná chainnt acu ach an Béarla agus iad ad iarraig bheith fé nuheas ag lucht an Bhéarla.
- (c) Na Cúirteana.—Táid ché Gallda againn anso agus bhíodar riamh. Ní bhíonn focal Gaedhilge a labhairt ionta.
- (d) Iascaireacht.—Beagainn beag Gaedhilge ag Cúire ón Roinn sin agus an chuid is mó da ghuo a dhéanamh le daoine ag a bhfuil an Gaedhilge go blanda. Luighdú ar a meas san ar Ghaedhilge a leithéid sin de ghnó.
- (e) Liosatí lucht guthaidheachta agus lucht coisde.—Deintear an donas ar fad de dhíobhail don Ghaedhilge nuair craobhscaoiltear liosdaí mar sin agus gan ortha ach bréag-ainmneacha dhaoine go minic. Tá an t' o' caite amach ar fad as a lán sloinntí fíor-Gaelacha agus crot Gallda nach é curtha ortha agus gan aon athrú tagaithe ó d'imthig na Gaill.
- (f) Rialtas Aiteamhail.—Do féadfaí feidhm mhór do bhaint as go chun ait ainmneacha do Ghaelú arís agus chun meas ar Ghaedhilge do mhéadú. Ní chuimhnion duine as fiche duine díobh so atá ag obair féin Rialtas san ar focal Gaedhilge do labhairt le h-éinne.
- (g) Garda Síochána.—Ba cheart slighthe cheapa chun tuille Gaedheal Gaelach do mhealla isteach. Gan cead acu Béarla labhairt sa Ghaeltacht.

Oideachas.

2. Ba cheart níos mó a dhéanamh ins na Coláistibh Tríonala chun eolas ceart ar rudai a bhaineann le cultúr Gaelach do thabhairt dos na h-oidibh ann.

(a) Ceol fíor-Ghaelach.—Ní h-é a bhíonn ar eolas acu a teacht a bhaile ná meas air ach an oiread ag a lán acu.

(b) Rinneí Ghaelacha.—Ná beidís ché maith le "drill" do leanbhaí scoile i gcúrsaí aicilidheachta ach a mbíonn aon mhúinteoir rinneí Gaelacha ins na Coláistibh? Tá gá le h-athrú mór ins na Coláistibh.

Cigirí

3. Bíonn múinteoirí ag gearán go dtugan Cigirí airithe agus Gaedhilge acu droch-shampla go minic ins na scoileannaibh mar as Béarla is mó a labhraid agus tá cuid acu ná labhran focal Gaedhilge i dtaobh aon ruda na baineann le teagasg na Gaedhilge. Béarla an teanga oifigiúil atá acu san, rud suarach an teanga eile. Ná féadfaí san do leigheas gan puinn trioblóide.

4. Tá múinteoirí scoile agus an lucht céadna ortha as sin ná labhraid an Ghaedhilge sa scoil ach amháin nuair a bhíonn siad a múine. Fágan gnó mar sin machail mhór ar an obair. Sa bhreac-Ghaeltacht fiú amháin ba cheart Gaedhilge labhairt le linn gná ghnótha. Ba cheart níos mó a dhéanamh chun ainmneacha na ribailtí i gceanntar gach scoile do mhúine dos na leanbhaibh agus aon stair a bhaineann leo do mhúine dhóibh agus minitú a dhéanamh ar bhrígh gach ainm díobh. Deintear cuid de seo cheana ach is ro-bheag é agus is ró-leamh deintear go minic é. Bíonn na leanbhaí dall go leor mar gheall ar a leithéid.

5. Ba cheart liosda des na h-ainmneacha san do bheith in gach scoil agus ainmneacha toibreacha, leasana, rathana, caisleain aibhnte, sruthain, gleannta, cnuic agus mar sin, sa cheanntar do bheith a mbailiú, agus an enosacht do chiméad sa scoil, agus órdú ag an gCúire a raghaidh ar chuaird ann tuairisg an liosda san do chur agus meas do bheith ar oide duthrachtach do réir a shaothair sa ghnó san. Bheadh in enfeacht leis sin gnó do leir-scáil an cheanntair ar ball agus na h-ainmneacha breacaithe ann.

6. I ndiaidh a chéile sa chuma san d'eireóch linn rudai atá nach mór caillte againn do shlanú arís agus saidhbhreas mór do bhailiú don lucht leighinn a leanfaig sinn.

7. Mheadóch an gnó san speis na leanbh sa teangain agus chuirfead se na daoine fásta ag machtnamh agus ag cainnt. Thiocgadh meas ar rudai Gaelacha i ndiaidh a chéile.

JUNE 17, 1925.

PEADAR Ó HANNRACHAIN, *examined.*

8. Tá gadh le scoileanaibh tráthnóna nó is d'oiche. Leictiúirí, drámaí, ceól, amhrain. Rudai chun an aigne agus an croi d'árdú agus chun athas do mhéadú.

9. Roinnt múinteoirí Gaedhilge do theagasc i gcúrsaí a bhaineann feirmeoireacht, etc., chun go bhféadfaidís cuid den aimsir do chaith ag tabhairt eolais mar gheall ar rudai a bhaineann go dlúth le saoghal na ndaoine a thiofadh a foghlaim Gaedhilge uatha fe'n dtuath.

10. Níos mó na "cothrum na féinne" do thabhairt do dhaoibh óga sa Ghaeltacht iad féin d'ullmhú i gcóir múinteoireacht.

11. Gan cead ag einne dul isteach ins na Colaistibh Traineala go dtí go mbeadh Gaedhilge ar a ndeis acu.

Rioliú.—Coimisinéirí na Gaeltachta.

12. Gan daoine airithe in ughdaráis chun féachaint chuige go leanfar go dílis do pé dligh a cheapfar ag buanú na Gaeltachta beitear ag brise na dligh sin agus ag seachaint na trioblóid a bhaineann leis na coingeallacha a bheidh ortha. Níor mhór daoine oireamhnacha do bheith ag an Rialtas chun na hoibre sin do dhéanamh agus chun tuille faisneise a bhailiú o am go h-am i dtaobh na Gaeltachta.

An Eanáil.

13. Ní féidir le h-éinne a chaith aon tamall fada sa Ghaeltacht gan tabhairt fé ndeara gur diobhail mhór don teangan sagairt gan Ghaedhilge do bheith i freasdal ar Ghaedhalaibh gan Béarla. Bhi, i bhfios dom-sa, cuid mhór diobhála á déanamh sa chuma san i gCiaraidhe agus i gcuid de Chorcaigh le fiche blian anuas. Ní h-aon mhaith dhuinn ar súile do dhúna air má tá sé ar siubhal fós. Tá fhios againn go bhfuil an sgeul nach mór amhlaigh i n-Oilean Cleire dé lathair. Ní h-air an sagairt atá an lucht, b'fhéidir, ach tá lucht in ait éigin.

14. Cuis achrainn b'eadh an cheist seo idir cuid againn agus ea-boig airithe go minic ach b'fhéidir toisg go bhfuil athrach saoghail anois ann nuair atá ár Rialtas féin againn agus cúram sabhalta na Gaedhilge togha ortha féin, ar chuma, acu, go bhféadfaí an droch-sceal so do leigheas.

15. An fhiad a bheidh sagairt ag Béarlóireacht sa Ghaeltacht beig enuimh mbeathlaith na teangan a h-ide go tuigh.

(Signed) PEADAR Ó HANNRACHAIN.

Dun Aoibhinn, An Sciobáin.

12adh Meitheamh, 1925.

PEADAR Ó HANNRACHAIN, *examined.*

(English rendering of examination in Irish).

1. *Chairman.*—Would you prefer to give your evidence in Irish or English?—I stood out against speaking English to the foreigner, and I would prefer to speak Irish to Gaels. If there is anybody here to put questions to me and he does not understand Munster Irish we will be able to get round it in some other way.

2. That will be done. Before any questions are put perhaps you would tell us what ought to be done and is not being done in regard to education, government, and the life of the people in the Gaeltacht?—It is a long time since I left the Gaeltacht of Kerry, Cork, and Clare.

3. There are places in Kerry and Clare that would require to be treated differently from Cairbre. Your remedy is for Cairbre. Conditions are not the same in Kerry and Cairbre? As to the Gaeltacht, I believe that harm has been done and is being done to the Gaeltacht that it is in the power of the Government to stop. Things are not being done in the way in which they should be done. I refer to the Government. I will come to education presently. There is no use in my repeating what was said yesterday. Public servants don't understand that they should respect and honour the Irish language. They don't understand it, and they are not doing it. Even of those who do know Irish, there is nobody doing it as far as I know except those who love Irish for its own sake.

(a). I am fully satisfied that if the Government have the will to save the language they have the power to do it. With all the difficulties of the past three years it was perhaps hard to do it, but if they endeavoured now to carry out what the President mentioned in his letter to this Commission great good could come from it. That applies to every

part of the country as well as to the Gaeltacht, because it is not in the Gaeltacht only that the people see that the minds of officials are not very Gaelic.

(b). Good example by those in authority will give courage to the people who believe it is in our power to save Irish and that it is right to save it. It will give courage to the people and you will get help from them that you do not get now, because they have not got that courage. Pensions officers, income tax officers, officers of the courts, justices, commissioners of the peace, only an odd one of them knows Irish, and they were appointed by this Irish Government. It would be necessary to do something wonderful to change the mind of the Gael from the way in which it regarded Irish.

(c). The rising of 1916 changed the mind of the people in political affairs. Another rising is wanted in the proceedings of the Government, something unusual and striking to show that a change towards Irish is coming. There are pensions officers with a little Irish, but they don't speak Irish unless they find a person who cannot speak English. If an old age pensioner has any sort of English, they speak English to him. What effect will that have on the mind of the poor pensioners?—It is hard to change their minds, but the pensions officers should be given to understand that the Government mean to establish a Gaelic nation. Then it would be possible to get the Irish speakers to help, but it will not be possible as long as it is necessary to have a stream of English and a stream of foreign influence in making operative whatever laws you enact in Dublin.

(d). There are a good many other things besides the pensions officers. There are the courts. I was in a court in Skibbereen recently, and I was in the court there when the English were here, and I did not see any difference. I am not condemning the Government for anything they have done or anything they have not done, but the public understand that there is only a slight change from what there was under the English. The same thing applies in Local Government. The county councils could do a great deal, but when an appointment is being made it is not the person who knows Irish best who is selected but the person with the biggest pull, with the greatest number of relatives.

(e). If we are to do anything, now is the time to begin. I don't know when we shall have as good a Government again. It is necessary to take advantage of that fact, and do something immediately to raise the value of Irish and show that Irish is a sign of respectability. The want of respect for Irish would change altogether if it was shown that Irish would open many doors and gates to advancement, and that it was not a hindrance but a help. Until that is done the English will be on top and the Gaels will be striving after English and foreign respectability. When the Gaelic League failed to do that I don't think it is in the power of any organisation to do it, except a Government. Perhaps if the people themselves had the stamina they might do it. But I don't think it is possible at present unless the Government actively assists in doing it. It certainly is not possible if the Government is against it.

(f) As regards education, I had some connection with bilingual education when it was first established. I was going round as an organiser of the Gaelic League, and we thought we had won a great thing. But it was not long till we saw that the bilingual programme would not save Irish in the Gaeltacht. I don't believe that the education that is in progress now will do the business. First of all many teachers in the Gaeltacht are not suitable to give instruction through Irish to the children. It is not instruction out of books alone that the children want, but instruction such as a learned person would give to children out of his own store of knowledge. A teacher who has only Irish learned from books cannot do that. He knows nothing of the sort of knowledge that I get in the roads in conversation with old Irish speakers. Few teachers go about like that trying to learn from the old people. The Gaelic teachers did it. There is something wrong in the instruction in the Gaeltacht, and the effects are seen in the people.

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(g). Too little attention is paid to the history of the district or the great people who lived in the district. The Education Department may be responsible for that because the teacher may think that the inspector may not want it because it is not in some text book. The teachers will have to understand what is wanted, and it is for those in authority to direct them properly. This is a Gaelic nation, and every child born here should be given to understand in school that he is a Gael and should be as proud of his country as a Spaniard is of Spain or a Frenchman is of France. Those in charge of education should put such a policy before the teachers, and it should be seen to that no inspectors should be allowed into a district unless they understand that policy not only on paper but in their own lives. I don't think we realise what we owe to these who have kept Irish alive in that part of Ireland which is not conquered yet. I don't recognise any part of Ireland as unconquered except the Gaeltacht.

(h). A little about the Church. I don't know much about the Bishops, but I knew one of them, the late Bishop O'Dea, and I would give him as an example to the others. What he did, I think it would be possible for others to do. A young priest told me that that bishop did not leave a parish in which Irish sermons were necessary that he did not send an Irish-speaking priest to. Our diocese in Cairbre is very small. We have not got enough priests for all the parishes, and we get priests on loan. No priest wants to be sent to Clear Island—perhaps you would not like to be sent there or to parts of Connacht yourselves—the old priests don't like to be sent into the island, and young priests from another diocese, who do not know Irish, are sent to the Irish-speaking people of Clear Island. The prayers and sermons are in English. It is not the priest's fault; the people to blame are the bishops. Great harm has been done. The people have great respect for the Church, and what must they think when they hear the priest speaking nothing but English? They must think English is the right thing. If the bishops were here I would tell them that. The priests used English in certain districts long before there was any necessity for it, and if there is a necessity for Irish it ought to be used even if the people were not looking for it. Any priest or doctor speaking English in an Irish-speaking district is a bad example.

4. *Chairman.*—Are there districts in Cork and Kerry where Irish only ought to be used in the bilingual schools?—There are places in Kerry, Corca Dhuibhne is one of them. Perhaps it would be necessary to have English as a subject of instruction.

5. English as a subject and Irish as a medium?—Yes, there are many teachers who think that their duty is done if Irish is taught, and taught properly, and everything else taught through English. Geography, arithmetic and other things should be taught through the medium of Irish where Irish is the ordinary language of the pupils. I am not talking of banishing English, but of teaching it as a subject. In Corca Dhuibhne a teacher wanted to give instruction through Irish and the inspector would not permit him. We have gone ahead since then. It is an intellectual and national injustice to teach Irish-speaking children through English.

6. Could you give us a list of the schools in Cork and in Kerry in which Irish could be used as a medium, and English as a subject of instruction?—I could, but I would have to travel the districts again.

7. But there are such places there?—Yes, there are such places in Kerry. I am doubtful about Cork, O'lean Cléire perhaps. I remember being in the school in Coolea, near Ballyvourney, and the teacher gave lessons of every kind in Irish, and the children understood and spoke the language.

8. If a new programme on these lines were introduced, do you think the teachers would be able to work it?—I don't think some of them would be able to do it. They were put in their positions without this language being any part of the work of the programme they were to teach. During my own time one of them was appointed who was a "thorn in the flesh" of the Gaeltacht. It was not possible to get at him. A relative of Daniel O'Connell was his manager—a man who lived there for twenty years without knowing Irish. Some priests and doctors would not allow Irish into their ears. I think it is a sin

against education to put such people to educate our children. It is an injustice to the children, because they will never understand the mind of the children. I don't think there are many like him in the Gaeltacht.

9. Do you think that higher primary schools are wanted in the Gaeltacht?—Yes, I think so. When I was in those districts I noticed that the children were cleverer than the boys and girls of the Gaeltacht. It was a great pity not to assist them. That would give courage to the old people, by showing them that no injustice would be done to the children because they spoke Irish, but that they would be assured of right and justice. I think there should be some means of teaching them without putting them in amongst English speakers.

10. You know the Gaeltacht of Galway and Tourmakeady?—I was in Tourmakeady twice, and when I came back I was almost killed when I said there was a place that was more Gaelic than Ballingearry. I was also in Donegal, Burtonport.

11. You understood their Irish?—I was there seven days before I understood them well.

12. *Fiachra Eilgeach.*—Did they understand you?—They did, and I understood ranns of theirs which some people who knew Ulster Irish did not understand.

13. *Chairman.*—If there are teachers in these districts who cannot do their work properly through Irish you would banish them?—I don't say that. I spoke of one man who ought to be banished. But there are others who can read and write Irish. There are many people who are not doing their work properly now, but who would do it properly if they understood that it had to be done. I would not banish them. There are some of them rather old, and I would give them a pension.

14. There are districts in which you would not allow teachers who do not know Irish?—Yes.

15. There are districts in which you would not allow public officials without Irish?—Yes.

16. Are both districts the same?—They are the same. I would go further. Far into the Breac-Ghaeltacht teachers, pensions officers, and certain people who have most connection with the people should know Irish.

17. *An Scabhaic.*—The Gaeltacht in Munster is what you know best?—Yes.

18. Especially Cork and Kerry?—Yes.

19. You referred to a certain school in which the teacher was "a thorn in the flesh." Do you remember a school in the same district where the opposite occurred, and the teacher was banished?—The old teacher was banished.

20. Yes, the teacher was banished because she was doing the work in Irish?—Oh, yes, I remember.

21. What is your opinion of the kind of education that was given in that school and its effect on the minds of the children?—The effect of the work of that teacher was to elevate the minds of the children. Anybody who went to the school could see that. When I went there the first night not only did the young people come to hear about the language, but the old people came with their children. That was proof of the esteem they had for the language. They would stay as long as I liked, listening to recitations, songs and story telling.

22. What connection was there between the kind of education being given to the children there and the old traditions of the place, and what effect had that on the minds of the children in comparison with other schools?—I thought from the children that they were glad to be alive, and glad to come to school. They saw a treasure in the Irish language. There was respect for it in their homes, and the old people were delighted to give them bits of history or other local knowledge. They learned songs from the old people. They were a credit to the place. I could not say it was the same with the others who had learned through English.

23. Would you say they were the makings of clever writers?—They wrote compositions and diaries, and they esteemed learning, literature, history, and all such things.

24. She had awakened that sort of spirit in the pupils?—Obviously she had.

25. What happened to the teacher in that Gaelic school?—She was dismissed.

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26. What about the teacher from Meath?—He is fixed there.

27. Do you think there are many teachers like that, and what would you do with them?—I understand those in charge of education don't want to take the trouble on themselves. I don't blame them for what they have done in the schools. I understand they don't want to banish anybody as the people who were there before them did. Their predecessors had more courage to enforce their will; they were more tyrannical.

28. What happened to the Gaelic teacher, would that be right treatment?—I would not agree to do an injustice to anybody, because that would be an injustice, I think it would be right to give him a pension if he could not get another school outside that district.

29. Do you think education like that is necessary in the Gaeltacht?—Education like that in Sgoil Vólúish?

30. Yes, education that would open the minds of the children?—Yes, that is what I said a while ago. I would say that it ought to be done in any part of Ireland. I would say that to send these English-speaking people into the Gaeltacht is a sin against Irish nationality, a sin against the best thing we have. It is not unusual to make laws protecting things. I see there is a law against a certain kind of stock, against shorthorns. There is a law not to allow them into Kerry, the object of which is to protect the Kerry breed of cows. If the Government think it necessary to protect the Kerry cows, I think it is more necessary to protect Irish in Kerry against the foreigners, whether longhorns or shorthorns.

31. From what you have said, it is to be understood that there is need for a national movement in Ireland still?—I don't come to Dublin often, but some time, a couple of years, ago I read about a gathering in Dublin—about St. Patrick's Day, 1922—and it pleased me. I pictured what Ireland would be soon—Irish dances, Irish music, the Irish language—the foreigners will value them. I have not seen much of that since. We want a gesture, a sample of what could be done. The people in charge of the Government of the country and other people have it in their power to do a great deal more to give courage to people like me, and better and wiser than me.

32. What influence would such exhibitions have on the Gaeltacht and on the people who speak Irish?—Influence for good, and if we had any sort of Press that would give them reports of such happenings it would give them courage. They would see that the day was coming that we had hoped for.

33. Is there a danger now that there are a great many people in the country who think they are doing their duty if they have some connection with some political party?—It was so always. John Mitchell said the same thing about Daniel O'Connell. Republicans say the same thing. Cumann na nGaedheal people think it enough to be members of the Cumann. Teachers think their work is done if they get a diploma of education.

34. *Chairman.*—Or if they are connected with their organisation.

35. Do you think it is necessary to have special instruction on nationality?—It is necessary.

36. To show to the mass of the people that they have to do something?—That Ireland is an Irish nation, and that it will be necessary for them to help in preserving it.

37. Do the people of the Gaeltacht understand yet, or are they taught that it is they who have the truest part of Ireland?—They don't. How could they see it?

38. Do you think it is possible to get that spirit into them?—I would say so.

39. What would do it best?—The language, as I said before, and good example, right teaching, and acts according to the teaching.

40. *An Fear Mór.*—The old people are dying in the Gaeltacht, and there is nobody to take their place. Do you think there is a literature amongst them that we should try to get?—Yes, I found that out when I was writing down things from them. It is a great pity not to have this literature preserved. I am sorry I did not write more of it down myself.

41. Sixty years ago the British Government sent John O'Donovan to collect the place-names. Don't you think it would be right for our Government to do

something like that for this old literature?—I don't think John O'Donovan finished his work.

42. But don't you think that something like that should be done for our old literature?—I think it would be possible to save a great amount of it. It should be done at once because the old people who have this traditional learning are dying. There are twenty fields that could be worked in connection with the saving of Irish, and this is one of them. If it is not done within ten years, it will be too late; the literature will be gone. It could be done without a great deal of expense.

43. Have you seen the dictaphone?—I have not, but if you give me one, and tell me how to use it, I'll do my best to get records of the songs and stories from the old Irish speakers.

44. You would not like to do an injustice to the teachers. Don't you think it is an injustice to the children not to teach them properly?—I do.

45. Did anything happen recently that would indicate the mind of some of the people in your district towards the language?—Yes, I had to write to the income tax man. He sent letters to me in the foreign form of my name. I took no notice. I opened the second one and saw that law was being threatened. I replied in Irish, telling him I did not recognise the foreign form of my name. At last I wrote him, telling him certain things and saying I would report the matter to this Commission. This thing had been going on for two years. I then got a letter addressed in Irish, but the story inside was in English. I am not going to write in English.

I have a couple of children, and they are not registered because I failed to get justice from the registrars. When I could get no justice from the registrars at home I wrote to the registrar in Dublin, and got an answer in English. They told me the local registrar would deal with the matter. When I went into the local office I was given a form in English in which to write the name in Irish. I was told I could write it in Irish. I told them I was living in Ireland, and that they should give me the same facilities as a Frenchman would get in France. I left the matter there. An injustice has been done to me. If I want a certificate of birth for my child I cannot get it.

46. *An Seabhar.*—According to the law your child is not in the world at all?—No. I am not satisfied that I am a foreigner. I am not satisfied that that is the way to treat a Gael in his own country. The Gaels don't get fair play. If there is only one man in Ireland who wants to live the life of a Gael, he should get justice.

(*The Commission adjourned for lunch. When it resumed.*)—

47. *Peadar O hAnnrachain* said:—Before you take any other evidence I would like to say a little more.

Chairman.—Very well.

Witness.—I was listening to a witness giving evidence here to-day, and to questions about the difficulty of getting persons who can write shorthand in Irish, and of the necessity for speaking English. You would think that this Commission would endeavour to remedy that, and that the Government would set a good example to others. But it is not so. Instead of getting better, matters will be getting worse. There is an advertisement in the paper here that there are sixty places to be filled in the service of the State for shorthand writers and typists. For some of them shorthand is compulsory, and for others shorthand and typing, but there is no necessity for a knowledge of Irish.

48. *An Seabhar* (reading in English).—"Open competitive examination for posts as shorthand-typists and typists in the Civil Service.—An open competitive examination for thirty established posts as shorthand-typists and 30 like posts as typists in the Civil Service, will be held in Dublin and Cork on Tuesday, 28th July, 1925. Limits of age—18-23 on 1st July, 1925. Subjects of examination—Shorthand, typing, Gaedhilg, English, arithmetic, history and geography. Note—Shorthand is compulsory for candidate shorthand-typists, and typing for candidate typists. Latest date for entry—Tuesday, 30th instant. Regulations and syllabus from AN RUNAIDHE, 33 Faithche Stiophain, Baile Atha Cliath."

49. *Witness.*—Two things are necessary for this examination. It is possible to take Irish to get extra

marks, but there is nothing about Irish being compulsory. When a thing like that happens while this Commission is inquiring into the position of Irish, how is it possible to believe that certain people are in earnest? Why would we not have doubts when a thing like that occurs while this Commission is sitting?

50. *Chairman.*—What you want to show is that there are people coming into the public service to-day who are not required to know Irish; that it is not necessary for them to have Irish?

Witness.—Exactly, and increasing the existing difficulties. We were talking about banishing people who did not know Irish. Where will the money be got if the difficulties are increased in this way? From these acts one would think that it is not an independent Ireland certain people want, but a half-foreign Ireland.

Talking about the Gaeltacht and the migration of people, I know there are Gaels who hold a little land, and who would prefer to get a bit of land in Ireland than to emigrate. Whatever land is to be divided they should get some of it, if they are willing to take it and work it. Mr. MacLysaght had said that there was more emigration from the Gaeltacht than from other parts of the country. That is because these districts are poorer and the houses are bad. Emigration from the Gaeltacht ought to be stopped, and everything possible should be done to stop it by giving the people land by scholarships and providing a livelihood for them at home. Although some of them may lose Irish by being employed outside the Gaeltacht, they won't be lost to the country. I believe if there was proper education suitable to the Gaeltacht, and if there was a right spirit the people would try to take advantage of their opportunities, and that, instead of running after shoneenism, the English speakers would be running after and trying to learn Irish.

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Bhí an Raitéis seo leanas ó Fionan Mac Colum i lámhaibh na gCoimisinéirí.

GEARR-THUAIRISG AR NA PUINNIBH GURMIAN LIOM TRÁCHT ORTHA.

1. Iarthar Deasumhan ó Cionn tSáile go Dún Chaoin—mír dúitche go bhfuil a bheag nó a mhór de Ghaeilinn ag fúrmhór mhuintir na tuaithe ann (ach amháin sa réigiún de taobh thiar de'n Sciobairín) Tarraic líne ó Cionn t-Sáile go Sráid a Mhuilinn agus as san go Tráighl agus líne eile ón Sciobairín go Beantraighe—sin limistéar mór dúitcheaighe n-ar cheart iarracht fóghanta a dhéanamh chun an teanga do chosaint agus do bhuanú ann, d'fhonn é bheith n-ár geumas í leathanú as san ar fuaid na tíre. Blas láidir Gaedhlach ar chaint na ndaoine i mBéarla féin annso agus mórán de'n cheol dúitcheasach agus den seanaimseireacht beo fós n-a measg i ngach pháirt de—sé sin ag muintir na tuaithe.

2. Fúrmhór mhuintir na mbailt móra imithe Gallda ann ach amháin sa Daingean héidir. Sa tsráid sin féin tá dream dubh Gallda neaduithe a mharbhóghaidh an Ghaeilinn i nDuibhneachaibh maran féidir a gcomhacht do bhriseadh nó iad a ruagairt as.

3. Na trí ranna tíre i nDeoiseas Chiarraige go dtugtar ortha Corca Dhuibhne, Ibh Ráthach, Béara agus Iar Mhúsraige agus ceannatar Beantraighe agus Oileán Cléire na dúitche í tábhachtaí i gcúrsaí na Gaeilinne san limistéar airithe so. Thar gach réigiún eile mholfainn an freasdal agus an chosaint is fearr atá i geumas an Rialtais do thabhairt don Ghaeilinn i gceannatar an Daingin ó Abhannascáil anoir gan leithsgéal ar bith do ghlacadh. Bheith chomh dian is dá mba gur cogadh a bhí i gceist. Amháil a deineann an Magyar, an Gearmánach, an Pólach, agus gach aicme eile atá darribh i dtaobh a naisiúntachta féin do chosaint. D'oirfeadh dos na daoibh san réigiún so níos mó canmh droma do chruthú ionnta. Matheas a dhéanfadh sé dhóibh iarracht daingean láidir chun an Ghaeilinn do thárrtháil agus í chur ar siubhal n-a measg.

4. Droch-shocrú do'n Ghaeltacht an roinneadh i gconndaethe atá déanta d'Eirinn. Ceart do'n Rialtas an éagóir sin do leigheas i slighe is go bhfaghadh muintir na Gaeltachta a sgar féin d'ollmhaitheas na tíre seo feasda.

5. Reachtairé nó fear inid ón Rialtas do chur i bhfeidhil gach limistéar mór Gaeltachta d'fhonn aithne pearsanta do bheith aige ar na daoibh ann agus eolas

ar an meán ar leithilic atá ag baint leo agus tuisgint n-a ngábhatairibh. Seasamh mar Treasury Remembrancer thabhairt dó i slighe 's go mbeadh cead cur isteach aige ar gnóthaí gach Aireachta agus gach bráinne de ghnó na tíre go n-oirfeadh san dóibh. Dualgasaf eile do bheith aige i n-éagmuis seo go bhfuil baint acu le h-oifigí Stáit.

6. Lastmuigh do imirce na ndaoine óg go Meirica srl. an rud is mó atá ag cur na Gaeilinne chun deiridh ins na ceanntracha Gaedhlacha ná an droch-shompla gheibheann na Gaeilgeoirí ós na haicmí seo leanas a bhíonn ag siar bhéarlóireacht eatorra féin agus le daoibh go mbíonn deighleáil acu leo piacu bhíonn Gaeilinn acu féin nó ná bíonn (ach amháin an duine fánach acu).

- (1) Teachtaireí agus lucht feadhma an Rialtais.
- (2) An Chléir.
- (3) Na h-Oidí Scoile.
- (4) Na Gárdaí Síochána.
- (5) Lucht Oifig an Phuist.
- (6) Lucht Dlighe agus Cúirteana.
- (7) Dochtúirí.
- (8) An t-Arm.
- (9) Lucht na mbórd Puiblí agus a bhfuirinn oifigeach.
- (10) Ceannuitheoirí.
- (11) Lucht siopaithe.
- (12) Lucht na mbóthar iarainn.

7. Dhá ní a dheineann an dhóibhail don teangain:—
(1) nuair a bhíonn airgead le tuilleamh nó cabhair ar bith d'iarraidh gur i mbéarla a chaithfidh na Gaeilgeoirí lucht a riartha do chasamh agus (2) ná feiceann siad nó ná cloisid siad nó nach eól dóibh aon dhream a' cheapaid uasal nó galánta a cleachta na Gaeilinne-eatorra féin.

8. Nithe eile gur trí Sacs Bhearla oibrítear ráiseanna, cluichí peile, báire agus cluichí eile gur i mBéarla a bhíonn na h-amhráin, na peictiúirí, na ceolta agus gach saghas caitheamh aimsire ar siubhal. Nithe eile fós: gach saghas fógraí idir Eaglais agus Stáit, ainmneacha áiteanna agus a sloinnté féin (Mistress agus Esquires agus Misses agus Mistresses). Ní eile Meireacá agus na daoine a thagann abhaile ó Mhéiriceá.

9. Molto.—Cúrsaí Oideachais. Orduithe agus obair na scoileanna a dhéanamh trí Ghaedhilg amháin agus na leanbhaí do stiúradh chun í labhairt eatorra féin. Deagh-shompla ós na hoidibh féin an rud is tábhachtaighe chuige seo. Ní mór an mheanmna Ghaedhlach náisiúntach do chruthú ins na h-oidibh an fuaid a bhíonn siad ins na Coláistibh Múinteóireachta Sid é lagphuinnte na Gaeilhuinne i gcúrsaí Oideachais rud do thuig Art Ó Griobhtha go maith. In inead é seo a dhéanamh Léighean agus Cúlur Gallda a chuirtear i bhfeidhm ortha ins na Coláistí seo. Níl slighe ceart ar bun chun na leanbhaí do chur ag labhairt na Gaeilinne i bhfúrmhór na scoileanna. Adhbhar léighinn a dhéintear den nGaeilinn, in inead a bhuanú mar theanga náisiúnta do bheith mar bhun leis an teagasg. (A wrong lead has been given to the people generally.)

Scoláireachtaí.

10. D'fhonn na leanbhaí is cliste do chur i gcrí is do choimeád in Eirinn. An chuid is fearr acu a ghléasadh chun dul le múineadh mar slighe bheatha agus feirmeoireacht agus céirdeanna éagsamhla ar nós gluaisteáin do thomáint, telegrafí, srl., do mhúine do n-a thuille acu. Teagasg a thabhairt dóibh sa bhaile i mbrainnibh mar leanas:—

- Cuireadóireacht.
- Cócaireacht agus glanachar tige.
- Oibriú máisíní agus mótorí.
- Iascaireacht.
- Figheadóireacht, srl.

11. Teasc Cúlúrach. Múinteoir taisdil i ngach ceannatar a mhúinfidh dánta agus sgéalta, amhráin agus ceol, cleachta lúth, drámaí agus rinne Gaelach. Páipéar le haghaidh gach limioteáiste (ar nós "an Lochrann," "an Stoc," "an Scuab").

12. Nithe eile:—Cumann na Fháinne, Féiseanna agus Aerideachta, leabharlanna. (Níor mhise aire speisialta thabhairt don saghas léightheoireachta a bhíonn le fáil ag an aos óg. Ins na bailtibh móra agus sa Bhreac Ghaeltacht leabhair Béarla de shaghas Davis, Mitchel, "The Hidden Ireland," do chur i lámhaibh na ndaoine óga).

FIONAN MAC COLUIM.

Adelphi Hotel, Port Láirge.

12adh Meitheamh, 1925.

JUNE 17, 1925.

FIONAN MAC COLUIM, *examined.*FIONAN MAC COLUIM, *examined.**(English rendering of examination in Irish).*

1. *Chairman.*—Do you wish to speak in Irish or English?—In Irish, please.

2. You say that the people ought to be given to understand that in the saving of Irish a war is in question. Do you think it is a war?—I think it is a continuation of the war between the Gael and the Gall; a war for the soul of the nation. And the hardest part of the war has to be fought yet. We know how other nations fight for their languages. Before the great war began the English newspapers were discussing the tyranny of the Germans and the Magyars about their languages. The officials in the post offices, the railways, and everywhere else spoke the language of the ruling race. The people might speak their own language among themselves, but the Magyars insisted on their language being used in the post offices and railways. It was as bitter as a war in many ways. The foreigner did the same here, and English was used by the officials while the people used Irish.

3. Is it your opinion that if Irish dies, England will have the victory?—It is my strong opinion that if the language dies the nation cannot live as an Irish nation.

4. The nation will die? The nation will be dead.

5. You say the present divisions of the country don't give justice to the Irish-speaking people? The poor people of Kerry, Clare, Galway and the other Irish-speaking districts have to bear more than their share of the rates and taxes as compared with those of rich counties like Tipperary and Meath. The burden falls heavily on them and they do not get their fair share of the expenditure of public money. They are cut away from the centres of power. They have no associations with the Government or the people in charge of the Government of the country. They have no contact with the cities or big towns, and they don't look to Ireland for a livelihood. They look for a livelihood beyond the seas. They are cut off by the present county divisions. If the divisions were made in a different way these places would not be as hard hit as they are.

6. Do you think it would be possible to divide the counties in a better way, in a way that would not put such a charge on these districts?—I don't think it would be possible now. But the case I make is that the Gaels don't get their share of the wealth of the State in proportion to their contributions to it, although they are very poor. In education, the public services, and in many other ways they are denied their just share. I am not thinking of redivision, but of the injury that is being done and the means of correcting it.

7. Is it possible to correct it?—It is, by the adoption of special means to get them their share of the positions in the public service. If they were to get one-eighth of the places in the Garda Síochána, places in the post office and in the training colleges for teachers. That is one way in which it could be corrected, perhaps, one-tenth would be the right proportion, but I think they ought to get more than that because of the long time they have been denied justice. I should say one-eighth of everything that is to be got.

8. You mention that the emigration of the young people to America is the thing that is doing most to kill Irish?—Yes, there is hardly any Gaeltacht left in some places. I know districts from which all the young people have gone, leaving only the old Irish speakers and the children. The young people have to emigrate. There is no livelihood at home for them.

9. Bad example is given by certain people by using English in the Gaeltacht, have you anything to say on that? In their dealings with one another and the public, the post office officials, civic guards, and other officials use English generally. The teachers teach Irish as a subject of instruction, but they do very little to train the children to speak Irish to each other. It is habit more than anything else that determines which language they use when speaking to one another. The teaching of history and geography through Irish encourages the children to use the language naturally. Although some of the Garda know Irish they don't speak it. The post offices are bad. The courts could not be worse than they are. The doctors—in parts of Kerry—we never hear a word of Irish from them. There are some men in the place where I lived, Waterville, and I never heard one of them speaking Irish. The public boards' officials, merchants, shopkeepers, the railway officials—they all use English. The Govern-

ment could not interfere with them, but they could give a good example. In my opinion, if the officials of the Government gave a good example, many of the others would follow it. Instead of that they give a bad example. In addition, many of the people are half-foreign—people who have settled there. If there was any way in which the Government could show that they were in earnest about Irish it would do a lot of good—an order or direction to the officials which would show them that the Ministry or those above them would like them to be on the side of Irish and that their advancement in the State service would be promoted and not retarded by such encouragement to the language. If a notice of that kind were sent out from Dublin to the officials there is no doubt that it would do great good. I don't know that anything of the kind has been done.

10. If the work of the schools is to be done in Irish, which it would be easier to Gaelicise. We must think the first part of your statement, "from Kinsale to Millstreet and from that to Tralee, and from Skibbereen to Bantry"?—It is my opinion that it is necessary to have a wide area and not to take little, remote places. I suppose there are some places that would require special treatment. I mention the parishes around Corca Dhuibhne specially because that is the only district in which there is a big town that is fairly Irish. It is cut off from the rest of the country. It would be easy to Gaelicise Dingle, because of the way in which it is situated, there is no district in Ireland which it would be easier to Gaelicise. We must think of the towns, because the people of the country follow what they see in the town. Dingle is not so foreign that it could not be Gaelicised. There is scarcely a house in Dingle in which there is not an Irish speaker. There are people who know Irish as well as English. There are only two schools, the Christian Brothers' and the Convent. I don't think there is any town in Ireland which it would be easier for the State to Gaelicise, if they tried it properly. English speakers have come into Dingle, moneyed people connected with the banks and with business and professions. They don't want anything but foreignism. I don't think they recognise the damage they are doing to native culture: it is a tradition amongst them. If those representing the Government were in earnest, I suppose it would be possible to come to some arrangement with the banks to have Irish-speaking officials there and the shopkeepers to have Irish-speaking clerks. I advise attention to that particular district beyond all others because it is the most important Irish-speaking district in Munster, and the Gaels of Munster would lose heart if Irish were allowed to die there.

11. When you say the school work and orders should be in Irish only, does that apply to a small district or to the district from Kinsale to Tralee?—The whole district.

12. You would advise that for schools in Clonakilty, Macroom, Dunmanway, and so on?—Yes, the school orders.

13. The school orders and the school work?—Not all. English should be taught as a subject.

14. Do you think it would be possible in Kinsale, Millstreet, Macroom and Bantry to do the work through Irish?—I think it would be possible to do the work in Irish in that entire district, but in the towns you would have to make provision for the English-speaking elements. The children in the towns must be Irishised again.

15. About technical education, have you anything more to say about that than you have in your statement?—There is great need for technical education in the Irish-speaking districts. The people of these districts must be more clever to be able to make a livelihood than the people in places where the land is good. The land is very poor in the Irish-speaking districts, and technical education is badly wanted which would help the people to get a livelihood. The girls should be taught cookery and the boys trained in processes connected with agriculture and the use of machinery, how to deal with motor cars, and everything like that.

16. *Fr. Cunningham.*—Do many of them go to England and Scotland?—No, not from Kerry; more go from Achill and other parts of Connacht.

17. Is it doing any harm to the speaking of Irish?—I suppose they are together when they are away and it does not do so much harm to them. The harm is less than if they were gone away from Ireland altogether and only the old people and children left, as in Kerry.

FIONAN MAC COLUIM, *examined.*

JUNE 17, 1925.

18. *An Seabhac.*—I suppose during the years you spent in the Irish-speaking districts of Munster you found the people still had Irish characteristics?—Yes.

19. Do you think any use is being made of these old traditions in the school programme, or do the teachers receive any instruction in the training colleges which would make them understand that there is such a thing as this traditional culture and that it ought to be preserved?—From listening to the children singing at the Feisianna I fear no proper direction is given to the teachers, because the songs selected have no Irish character. The songs that please them best in the schools are translations from English and with foreign music.

20. Do you notice generally in the schools of the *fior-Ghaeltacht* any effort being made to get a grip of that traditional lore that the old people have and teach it to the young?—There is very little being done; only in an odd place.

21. Do the teachers themselves get any instruction about it?—I don't think they get it except whatever they have got at the Summer courses for the past couple of years.

22. You don't think they get any training during their studies in the training colleges?—I don't think they get any special instruction. I don't think it has been put into operation anywhere up to the present. If such a thing were to be done, the right place to begin is in the training colleges.

23. Do you think there is such a thing at all as cultural education at present?—There is very little. Such culture lives among the people, and it would be possible to get the young people to acquire it—poetry, stories, songs—they become writers of poetry, dialogues and stories. I fear that is not understood among the education people in Dublin. The tradition of literature is preserved among the old people, but the young people do not get much opportunity to acquire it. They must memorise the words in some text-book. It does not matter what you are able to do in Irish; it is not that which is required, but what is allowed by the programme.

24. Is it the position of education in the Gaeltacht that there is little connection between what is being done in the schools and the old Gaelic culture of the country?—I think so, because they have not had time yet to examine that aspect of education. Those in charge of education ought to make a special effort to get Irish life made part of the training of the teachers, but they have done nothing particular in that way yet.

25. Apart from these difficulties, as the matter stands at present, learning in the schools has not its roots in the traditional learning about the school?—No, and that is the greatest fault I find with the schools. There ought to be a change in that.

26. Is there any preparation being made at present for such a change?—This is a matter that depends on the training colleges, and I don't know the colleges from the inside, but as far as I hear or have noticed the teachers get no training of that kind in the colleges.

27. That is your opinion, and you know many of the teachers who have come out of these colleges?—Yes.

28. About the old people who have this characteristic Irish learning, do you think they would be encouraged and strengthened if they saw special attention being paid to it?—If they saw scholars and the education authorities paying attention to it, it would do great good. It would increase their respect for it. At present it is only rarely that anybody looks for knowledge of these old things. It would brighten the hearts of the old people to see teachers and children and the education authorities seeking this old learning and culture. It is a legacy which they have got, and it would give them new life if an interest was taken in it.

29. Do the people in the country think there is as much being done for Irish as they expected would be done by an Irish Government?—Most of the people in the country districts don't compare things in that way. I don't think they have any opinions about it. They see the matter is as it always was.

30. Are they sorry that the matter is as bad as it was?—Many people come to me and ask with sorrow and disappointment why the right thing is not being done for Irish. They say "Irish is going, and the people in Dublin know it is going. You seldom hear Irish spoken now. The people are adopting foreign customs and foreign dances." Many people come to me and speak like that.

31. Do you understand from them that they regret

it?—Oh, some of them are heartbroken, but they are helpless.

32. Is that feeling common amongst them?—It is more among the middle-aged than the young people, because the young people don't understand the loss.

33. Is it your opinion that in the *fior-Ghaeltacht* they would like that Irish should succeed and that it should have an honourable place in the country?—There is no doubt that they would.

34. It is your opinion that the Gaedhilgeoirí of Munster expected that Irish would be given its right place in the business of the country?—They had hopes of that.

35. And if they don't get it what will they think?—They will be discouraged.

36. Would their courage be greater if Irish were as it ought to be?—Oh, certainly.

37. About the people themselves in the *fior-Ghaeltacht* in Corca Dhuibhne and Ibhraítheach, I suppose there is not sufficient to maintain them?—No, not half.

38. They must go?—Yes.

39. Where is there hope set?—They stay at home for a couple of years half idle with nothing definite before them, and then they go to America. I don't think they should have to go to America, because they are clever, strong people, quick at learning, and they should be given the opportunity of earning a livelihood at home. They could become motor drivers, gardeners, and things like that. But they have no such openings at present. They don't like being servant boys at home. They do a little of that while they are waiting for the time to go to America.

40. Do these people in their own minds, and with their knowledge of the rest of Ireland, do they think New York or Dublin the nearer?—New York is nearer to them, because they have relatives and schoolmates in New York who write to them. Dublin is much farther away to these people than New York or Springfield, Mass., or a great many other places like these. Montana is even nearer Cork to many Berehaven people.

41. Would you say that one result of the want of connection between Dublin and the Gaeltacht is that it is borne in on the minds of the people of the Gaeltacht that there is no connection whatever between them and the Government of the country?—They are like children in some ways. They don't understand it. They don't realise that they have any great connection with Government. They look on the Government as a special thing apart from themselves.

42. Do they understand that they now have the same rights as others to share in the work of the Government of the country?—I don't think they do. Only an odd person is able to make these comparisons. They see the posts going to people with money and influence. I know girls who could be trained as typists and given work in Dublin, but they are not educated in these things, and they stay on at home until it is too late to do anything but emigrate. They are good raw material for citizenship of other countries who should be kept at home because they are the true native stock of this country.

43. Are they clamorous enough about their rights?—They are not clamorous. They understand that an injustice is being done them in their having to go over the seas for a livelihood. They understand that something should be got at home but they don't know how, and they put the blame on the Government.

44. Could they not do something themselves to assert their rights and see that justice was done to them?—As I have said before, they are children in many respects. They think the Government ought to do something for them in the way of providing education and work, but they don't get beyond that. They don't understand it, and they think it is their destiny to go over sea.

45. Do you think the Government must go there, explain the question of the Gaeltacht to them, and ask them to help in the work?—I think something like that must be done. It ought to be done because what happened in the past is responsible for the present condition of these people. They are the old Irish nation, and if we are in earnest about Irish nationality we should see that their children are not forced to emigrate. It breaks the hearts of the teachers and of people who have tried to do something for the children of the Gaeltacht.

46. Are there clever children to be got to whom it would be worth while to give every facility and encouragement to train for the public service?—There is

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FIONAN MAC COLUIM, *examined.*

scarcely a school in which you would not get one, and in many of them you would get ten. Anybody can recognise the clever children.

47. Have they any special characteristic, besides Irish, that would give them an advantage over the people of the Gaeltacht?—Yes, they are not snobbish. They are natural. They are not destroyed by "foreignism." They are progressive. That is what brings them over the seas. They like to see the world. They are not like operatives in Lancashire and other places. They want to advance themselves.

48. The people from these districts who have Irish naturally, have they the intellect, the earnestness, and the cleverness to make good teachers?—They have, but they would want to see more of the world to fit them for work as teachers. If they were taken when young and scholarships given to them so that they could come to Dublin and sit side by side with people from other places it would do them good. If they were taken at 14 years of age and shown the reality of things, and that everything in the world was not in Ireland, it would open their minds and get rid of the narrow way of looking at things.

49. Do you think their Gaelicism would be so strong that they could take advantage of such a scheme without harm to the Gaeltacht: that the training would strengthen their minds and make them firmer and more militant Gaels as teachers and other public servants?—Yes, it would be possible to direct the training to that end.

50. There is material there that is worth a great deal to the nation, and material as good intellectually and otherwise as in other areas?—Yes, and its loss is immeasurable. It is worth millions of pounds. That is the material we have to build upon in the effort we are making to save the Gaelic nation.

51. *An Fear Mór*.—Do you think the Government ought to save everything in the Gaeltacht, and what is the best way to set about it?—There are many ways of setting about it. It would be a good thing if those in charge of the schools got together and tried to get anything they could from the old people through the children. A great deal could be done in that way to save the old traditional learning. The things could be kept in a book where they could be read by the children. The old people who have the traditional learning are dying rapidly. There are certain districts which were Gaelic twenty years ago and in which scarcely anybody now speaks Irish. It would be well to use the phonograph or dictaphone to collect these things before it is too late. There are names of plants and other objects and terms of different kinds. It is better to save them now when we have them than to try and

provide them in the future. It will not be in our power to make them twenty years hence.

52. Would you leave the records in the schools, or would you ask them to send copies to Dublin? I suppose a number of persons would be wanted for the work with a person in Dublin directing it. It could not be done without a staff.

53. *Fiachra Eileagh*.—About the *Sar-fhear*, have you any fear that there would be such differences about his work. It would take a courageous man to do it, but when some of us began there were many more against us, and it did not weaken our courage very much.

54. Why don't the boys and girls from the Gaeltacht go to work in the other places where workers are wanted?—They know that they will get better pay over the seas than the farmers at home are prepared to give them. Boys and girls who have gone to work in Limerick and Tipperary compare notes as to the kind of masters and mistresses they have. They think that if they go to America, even if they have to work hard, they will be independent anyway.

55. Although they read notices in the *Cork Examiner* from farmers wanting labourers. Is it not surprising that they don't try that work instead of going to America or England?—They don't write answers to advertisements.

56. Numbers who go to Oregon take up farming there?—People from Cork go and take farms in Dublin and Meath. They go to Oregon and buy farms there. A great many have gone from North Cork to Oregon.

57. You think it is possible to have a *fíor-Ghaeltacht* revival in a couple of years?—Yes, if things were done to give the people courage and show them that Irish was a sign of respectability instead of a sign of poverty. Instead of their imitating the towns the towns would then be imitating them. They should get plenty of music, songs, plays and Irish dances. What is wanted is some of the Gaelic spirit that was there a few years ago. The split did great damage to the spirit of the people, but I think the spirit will come again as everything comes round in Ireland.

58. Would the Irish-Ireland movement succeed again without any political movement?—If the Government were behind it in the country.

59. That's politics. There are people who would not help the Government?—I don't know about that. There is a great change in the minds of the people recently, though there are places in Kerry still where it is hard to bring them together.

The Commission adjourned until 10 a.m. Wednesday, 24th June.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sráid Fhearchair. Ath Cliath, ar a deich a chlog Dia Céadaoin, 24adh Meitheamh, 1925.

Bhí i láthair.—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Joseph Hanly; Pádraig Ó Siocfhradha (An Seabhadh); L. C. Moriarty; Risteárd Ó Foghludha (Fiachra Eilgeach).

D'éisteadh—

AN T OLLAMH TOMÁS Ó MAILLE, M.A., PH.D.)
AN T OLLAMH LIAM Ó BRIAIN, M.A.,)
AN T OLLAMH TOMÁS DIOLÚN, M.A.,)

Colaiste na hOllscoile, i nGaillimh.

Bhí an Ráiteas seo leanas ó Tomás Ó Maille i lim-
háibh na gCoimisinéirí.

FIADHNAIS I DTAOBH NA GHAELTACHTA AGUS NA GAEDHILGE.

Tá fúm fiadhnaisí a thabhairt ar dhá rud:

I. Bail a chur ar an nGaedhilgeoir

- ina bhaile féin .i. sa nGaeltacht,
- sa tír; agus

II. An Ghaedhilg maidir le n-a hionad agus le n-a múnadh:

- Sa mbaile.
- Sa sgoil.
- San Iolsgoil.

I.

1. Leigeann an dá rud chéile. Má cuirtear bail ar an nGaedhilgeoir cuirtear bail ar an nGaedhilg le linn ama.

2. Uireasbhaidh eoluis agus tionchoisg.

Tá an Gaedhilgeoir fá láthair ar uireasbhaidh eoluis agus tionchoisg. Níl aon mhaith dhó ina chuid Gaedhilge le slighe a fhághail dó ina tír féin. Caithefe sé imtheacht as Éirinn le bheith ina sglábhaidhe ag obair do mhuintir Mheiriceá agus muintir Shasana.

Mar shampla air sin déanfa mé ar ball tagairt do chás Sheamuis Mhic Con Iomaire.

3. Fágann sin go bhfuil na Gaeltachta ag intheacht mar bheadh cubhar na h-aibhne. Caithefear ime a chur leis an sruth nó is gearr a mhairfeas an cion-tsruith.

Faobhar.

4. Caithefear faobhar a chur ar an nGaedhilgeoir. Caithefear gearradh a chur ann. Caithefear tógáil oireamh-nacha thabhairt dó. Caithefear a thionchosg agus ceird a mhúnadh dhó—ceird a thiubhras slighe dhó. Caithefear a bheith dhá ghéaradh agus dhá shíor-ghéaradh nó gurb é an fear is géire ghrinne sa tír. Ní bhreathnaighim ar an gcostas. Mura bhfuilimid fá réir leis an gcostas a dhéanamh tá sé chómh maith dhúinn éirge as.

Slighe fá láthair.

5. Tá orainn féachaint ar an méid is féidir a dhéanamh fá láthair le tionnsgáil agus déantas maitheasa a chur ar bun sa nGaeltacht.

Tá na neithe seo ann:

Iasgaireacht.

6. Hiarradh orm, sa mbliadhain 1919, cunntas a chur isteach ag an tsean-Dáil ar iasgaireacht Chonamara agus na Gaillimhe. Chuaidh mé go dtí na daoine is mó eolus sa gConndae fá'n gceist agus chuir mé faisnéis i dtoll a chéile mar gheall uirri. Is féidir an t-eolas sin a chur ar fághail fós. Chuir mé cunntas isteach ar an méid 'ad a bhí le iasgaireacht i gConamara agus i nGaillimh agus an méid daoine bhí a' pleidh leo agus an fonn a bhí orra bheith leis an gceist.

7. Bhí trácht sa geunn ar mhargaidh éisg a nÉirinn agus sa geoigrigh—an chaoi a mb'fhearr le tiaseg a fuaradh, a shailleadh agus a bpacáil; ceadadh dhom daoine a thug eolus cruinn dom ar na rudaí sin.

Bhí sé le tuisgint dá ndéantaí an iasgaireacht a shaothrú i gceart go mb'féidir go leor leasa a bhaint aisti—i bhfad níos mó ná ceaptar.

8. Níor mhór limistéar mór tíre a chur le chéile agus a oibriú i n-eindigh le go mb'féidir slighe 'un traenach

agus 'un margaidh a bheith ceaptha amach, bairillí, bád leice oighre srl.

An gléas agus an tionchosg ceart.

10. Is gach uile chuid de sin, caithefear an t-eolus agus an tionchosg ceart a thabhairt don Ghaedhilgeoir le go mbeadh sé ina mháighistir ar an gceird, le linn ama.

Go dtí sin ní bheidh sa nGaedhilgeoir ach sglábhaidhe a' freastal ar lucht eolais

Aistriú nó Imirce.

11. Maidir leis na Gaedhilgeoirí a aistriú as an áit a bhfuil siad go dtí áit eile, tá go leor le rádh fá'n gceist. Dá mbeadh an saoghal mar ba cheart is iad na Gaedhilgeoirí badh chóir a bheith i seilbh na dtala maithe, is dócha go dtiocfa sin le linn ama. Ach sin í an cheist. Cé'n chaoi ar bhféidir a dhéanamh fá láthair?

12. Si an chaingean is mó atá le réidhteach againne cé'n chaoi ar bhféidir a dhéanamh le sochar a dhéanamh don Ghaedhilg?

Ní bheinn ar son a dhéanta ar chaoi go mbeadh an Ghaeltacht bánaighthe leis an iomarca daoine a thabhairt aisti i n-eindigh. B'féidir go ndéanfadh sin deireadh a chur leis an nGaeltacht.

13. Tá go leor daoine ag imtheacht go Meiriceá agus as an nGaeltacht mar tá ráidhte thuas. Má táthar le aon duine a aistriú sin iad bu chóir a aistriú.

D'fhéadfaidhe cosg a chur leis an imirce go Meiriceá agus Sasana as an bhfíor-Ghaeltacht. Ba cheart a dhéanamh go luath agus saothrú a fhághail dóibh sa tír istigh. Mar is eól do chách tá go leor costais a' baint leis an sgéal, is cuma másé.

(a) An Ghaeltacht a chur as a chéile chomh maith agus is féidir, nó

(b) Sgata Gaedhilgeoirí a aistriú suas fán tír a déanfar. Dá gcuirtí Gaedhilgeoirí as droch-thalamh ar thalamh mhaith níor mhór go leor tioncúir a thabhairt doibh le na oibriú, capaill, céachtaí, beithidhigh, srl.

14. Níor mhór, ina theannta sin, lucht múinte a chur chucu a mhúineadh iad leis an talamh a shaothrú. Níor mhór aireachas a choinneál le faitchos go gcaillfeadh siad an Ghaedhilg. Beidh athrú sgéil faoi sin go luath: athrú chun feabhais. Má cuirtear cúrsaí ceirde nó tionchoisg le haghaidh Gaedhilgeoirí ar bun, ní mór a chur fá deara dhóibh a bhfreastal agus a bhfreastal i gceart.

Nuair a thuigfeas Gaedhil na hÉireann an sgéal mar thuigfeas na Breathnaigh agus Gaedhil na h-Alban beidh athrú sgéil ann.

Mianaigh.

15. Ba cheart túr agus soláthar speisialta a dhéanamh a féachaint a bhfuil mianaigh nó ádhbar foghainteach fá'n talamh sa nGaeltacht nó i n-aice leí. Tá a leitheidí ann, dearbhtha ach is ceist an fiú a n-oibriú?

Muiltí olla.

16. Tá go leor leor olla is na condaethe a bhfuil an Ghaeltacht ionnta. Tá na céadtha míle caorach i gCondae na Gaillimhe. D'fhéadfaidhe multíí olla a chur suas ionnta a d'íocfadh asta féin. Tá buntáiste fá láthair ann ó tá an cháin anclach curtha suas.

An Ghaedhilg i féin.

17. Múnadh agus tionchosg a thabhairt do Ghaedhilgeoirí le iad a chur i riocht Múnadh a thabhairt thar tír amach. Féach thíos, 29. Maidir leis an múnadh, is ceart leas a bhaint as chuile dhuine a fhéadas

JUNE 24, 1925

AN T OLLAMH TOMÁS Ó MÁILLE, examined.

congnamh a thabhairt uaidh. D'orduigh cinnire congnamh.

II.

Múnadh na Gaedhilge.

18. Maidir le múnadh na Gaedhilge tá oireadh tráchtá air is nach mi-de labhairt air.

Sí mo thuairim féin nach bhfuil aon mhúnadh ann a bhfuil tairbhe ann maidir leis an nGaedhilg a choinneáil beo ach an múnadh a déantar sa mbaile. Sin í an tuairim atá agam le tamall maith.

19. Maidir leis an teanga a choimhéad beo mar ghnáth theanga níl sgola isle ná úrda i ndon a dhéanta.

Sé'n fáth a n-abraim é sin mar tá an iomarca muinghine ag muintir na tíre as múinteóiracht na sgoile, agus mar bhí an sgéal, agus mar tá, bheadh an muinghin sin ann go dtíge dé dheiridh na teangan.

"Bhfuil aon Gaedhilg ag an malrach sin?"

"Ó níl. Níor thosaigh sé 'dul chun sgoile fós." Sin é'n chaoi bhfuil an Ghaeltacht dá laghdú ina lán áiteacha den tír.

An m'íd is féidir.

20. Chuir me ceist ar chuid mhaith múinteoirí: An féidir Gaedhilgeoirí a dhéanamh de na páistí i n-imtheacht na seacht mbliadhna a chaitheas siad ar sgoil.

Dubhairt cuid acu go bhféadfaihe, tuilleadh nach bhféadfaihe.

Thrid is thrid bhí tuairim go mb'féidir a dhéanamh i n-áit a bhfuil Gaedhilg ag aithreacha is máithreacha na bpáistí. Ach i n-áit nach raibh nárbh féidir. Sin freisin mo thuairim féin air.

21. Na h-aithreacha. Níl na haithreacha ná na maithreacha á tabhairt mórán conganta fá láthair. B'féidir go bhféadfaihe cónus éigin a chur ar bun le foghaint a bhaint astu. Ar aon chaoi, ba cheart foghaint a bhaint as seandaoine, sa mbreac-Ghaeltacht agus sa nGalldacht le Gaedhilg a mhúnadh. Bíonn triúr sean-Ghaedgeoirí gan aon léigheann de rath i gColáiste na Gaillimhe againn á múnadh is na cúrsaí samhraidh. Silim-se gur éirigh go maith leo agus gur chuir na mic-leighinn suim mhór ionntu.

Na Sgola.

22. Mar tá an sgéal fá láthair tá an iomarca neithe dá múnadh is na sgola le go mb'féidir aon rud a dhéanamh i gceart, go háithrithe Gaedhilg a mhúnadh.

Sa nGaeltacht níor cheart go mbeadh ar aon sgoil sgrúdu a sheas-amh i mBéarla. Ní thig leis na múinteoirí an dá thráigh a freastal. Sa nGaeltacht fá láthair táthar a' múnadh suilbhre an Bhéarla.

Caitheann laghdú ar na hádhbhair léighinn má's linn an Ghaedhilge a láidriú. Oireann sé sin do sgola náisiúnta agus sgola meadhonacha. Caitheann rud éigin a thabhairt suas ar shon na Gaedhilge.

An Clár Du-theangach.

23. Maidir leis an gclár du-theangach sa nGaeltacht, níl ann ach modh maith le Béarla a mhúnadh. Is ar an ádhbhar sin ghlac na sean-Choimisínéirí leis. Níor cheart a bheith sa nGaeltacht ach clár aonteangach. An Gaedhilg a bheith air i n-áit an Bhéarla.

24. Dá ndéantaí Coláistí nó sgoile Gaedhealacha sa nGaeltacht do Ghaedhilgeoirí maith le bun-oideachas maith agus roinn mheadhon-oideachais a thabhairt dóibh, d'fhéadfaihe annsin eolus ceirde na múinteoir-eachta a thabhairt dóibh i gColáiste speisialta. Déanfa mé tuilleamh tráchtá air sin a labhairt ar an Iolscoil agus Coláiste na Gaillimhe.

Sa sgoil Ghaedhealaigh sin níor cheart ach fíor-Ghaedhilgeoirí a leigeann isteach. An mhuintir a bheadh oireamhnach, intleachtach dóibh sin d'fhéadfaihe múinteoirí a dhéanamh dhóibh. Gan aon mhúinteoir bun-sgoile a bheith sa nGaeltacht ach duine acu sin. Tad a sgapadh amach do réir a chéile ar fud na tíre.

25. D'fhéadfaihe múinteoir eile seachas múinteoirí na mbun-sgoil a chur ag obair is na sgola Gaedhealacha sin.

Níor cheart múinteoir ar bith a chur ag obair ach fíor-Ghaedhilgeoirí maith. Tá a lán droch-Ghaedhilge ag imtheacht. Níl idir-dhealú ceart idir dháirí agus cur i geóill.

Na Meadhon-Sgola.

26. Maidir leis na meadhon-sgola ní bhíonn, nó níl fós go léir fíor-Ghaedhilgeoirí a' dul isteach ionnta. Nó

go mbi, ní fhéadfa siad mórán a dhéanamh ach roinn ar son téarmaighreachta, nó daoine a ullmhú i gcomhair na stát-sheirbhíse, le bheith i ndon litreacha a fhreagairt i nGaedhilg agus mar sin. Dá mbeadh tuilleamh fíor-Ghaedhilgeoirí a madhmadh isteach ionnta as sgola Gaedhealacha cuirfidhe feabhas ar an sgéal sin. Tá sgoiláireachta dhá dtabhairt is na condaethe le dul as bun-sgola go meadhon sgola.

27. I gCo. na Gaillimhe, bíonn ar na sgoilíirí gach ádhbhar sa sgrúdu a fhreagairt i nGaedhilg. 'Na dhiaidh sin, siad lucht na mbailte mór nach bhfuil aon Ghaedhilg rathamhail acu is mó atá dhá bhfaghail.

Le sgola Gaedhealacha a chur ar bun is na ceantair Gaedhealacha agus congnamh mór múinteoirí a chur ag obair ionnta, d'fhéadfaihe an sgéal sin a leigheas.

An Iolscoil.

28. San Iolscoil, maidir leis an teagasg, siad na hollamhain an Iolscoil. Maidir leis an teangaidh nó leis an nGaedhealachas nó a mhalairt siad na mic-leighinn an chuid is mó de.

Mar tá ráidhte thuas, níl mórán fíor-Ghaedhilgeoirí a tigeacht isteach don Iolscoil. Na sgoiláireachta atá orduighthe ag na comhairlí Conndae ní thiubhra siad isteach iad. Má's mian na fíor-Ghaedhilgeoirí a thabhairt isteach go dtí an Iolscoil (nó sa meadhon-sgoil) caitheann cónus éigin eile a cheapadh. Ní mór fíor-Ghaedhilgeoirí agus foghlaim le bail a chur ar an éigse agus ar an teangaidh.

Daoine atá a' breathnú ar an oideachas mar tá sé fá láthair tá siad a' ceapadh go mbeidh gach uile sgoil acu Gaedhealach gan mórán achair. Ach má bhíonn na ceantair Ghaedhealacha dhá n-idiú mar tá siad, ní bheidh fuil Ghaedhealach na spreacadh Gaedhealach a rith thriotha. Sé'n chaoi a mbeidh siad a dul un donachta. Nuair a bhéas ollamh a caint le n-a rang caithe sé é féin a chur i dtuisgint dóibh. Fágann sin nach mór, leis an Iolscoil a Ghaedhealú go hiomlán, ollamhain agus mic léighinn a bheith innti a bhfuil Gaedhilg mhaith acu.

Ar bhealach eile, dá mbeadh an t-ollamh a labhairt Gaedhilge bheadh na mic léighinn ag iarraidh í a thuisgint. Leigeann an dá rud dá chéile.

Ach ní chuirfeadh sin na mic léighinn a labhairt na Gaedhilge.

Cúinteoirí Gaedhilge.

30. Leis an sgéal a dheifriú atámaid i gColáiste na Gaillimhe thar éis cúrsaí a chur an bun:

(a) Do Ghaedhilgeoirí atá i ndon Gaedhilge a sgríobh le go mbeidh siad i gcruth Gaedhilge a mhúnadh thar tír amach.

Má thagann uimhir mhór acu sin isteach déanta siad a lán leis an gColáiste é féin a Ghaedhealú. Cuirfe sé feabhas ar an teangaidh i féin.

(b) Ba cheart go mbeadh Coláiste Tionchoisg le haghaidh múinteoirí a gColáiste na Gaillimhe. Agus ar an adhbhar seo.

31. Is ceantar Gaedhealach an baile mór.

Is ceantar Gaedhealach an tír thart thimcheall air. Fá láthair, níl aon chead ón Riaghaltas ag múinteoirí na mbun-sgol an tríomhadh bliadhain a a thabhairt a' foghlaim i gColáiste na Gaillimhe. Le Gaedhealú an Choláiste a dheifriú tá cuid de na h-ollamhna (taobh muigh den Ghaedhilg) fá réir fá cheann sgaithe a guid léigheachta a' thabhairt nGaedhilg.

Féadfa mé tuilleamh eile fiadhnaisí a thabhairt i dtaobh na hIolsgoile agus i dtaobh na leabhra eoluis a bheadh riachtanach le gach rud a mhúnadh i nGaedhilg. Mar tá an sgéal fá láthair, ní féidir a lán neithe a mhúnadh i nGaedhilg san Iolscoil ceal leabhra Gaedhilge a bheith ag na mic leighinn le léigheadh.

Léar-Sgáil na gCúnamhain.

32. Tá a lán áiteacha nach bhfuil Gaedhilg ach ag na sean-daoine. Nuair a gheobhas siad siúd bás ní bheidh aon Ghaedhilg rathamhail nó snasta ina háit. Ba cheart sórt iomchaise nó léarsgáil chan-amhna a chur ar bun le go mbeidh sé ar fághail i sgríbhinn cé'n saghas canamhna a bhí dhá labhairt i gceantair áithrithe, cé'n chruth a bhí ar an nGaedhilg. Chuideochadh a leithéid sin le n-a lán pointí a shocrú ar ball i dtaobh na teangan, i dtaobh an t-seanchais. Maidir le taobh na foghluma (na

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sgoláireachta) den teangaídh tiocfá liom a lán pointí a mhíniú má bhíonn sin a teastáil.

33. Badh cheart go mbeadh baint freisin ag an gComisiún seo le sean-eolas sinnsir i nGaedhilg a chur ar fághail agus ar phaipéar.

(Sighnithe), TOMÁS Ó MAILLE,
Ollamh.

Sadh Meitheamh, 1925.

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AN T OLLAMH TOMÁS Ó MAILLE, *examined.*

1. *Chairman.*—Is there anything general you wish to add to your statement?—I should prefer you to question me as to details. My main point, of course, is that provision should be made for keeping the people of the Gaeltacht at home.

2. In what way?—By giving them a livelihood at home in Ireland.

3. There is one aspect we might touch upon, that is the home of the Gael. What is it that he wants changed in his own home in order to enable him to live any kind of an intellectual life?—It devolves into two questions, providing him with a proper livelihood and a proper education, and thus make him an important Irish citizen. There is the question of providing industries for the Gaeltacht, and also training Irish speakers so that they can get employment in any part of Ireland. The percentage of Irish speakers leaving Ireland is bigger than that of the rest of the population. For years the Irish speakers have been going very rapidly to America, so that the Gaeltacht has gone back very rapidly during the past thirty years, and the last ten years of these thirty years were the worst. That being the case, it is only a question of time until the Gaeltacht itself is wiped out and we won't have any genuine Irish at all. That is my way of looking at it. Then there is the question of what industries you might provide. I suggest that various things might be investigated. Take the fishing industry. If the Government are going to organise the fishing industry, they should organise it on a national basis, and if you train men for that industry you must have some industry to give them employment. At present Irish speakers are going away because they are not trained to do anything useful at home. They go to America and they handle the pick and shovel and they acquire a certain knowledge and training, and after a while they progress.

At present there are very few of them who have become teachers, because they leave school too early. As to the fate of young Irish speakers, I can give you a case in point. I know a man from Connemara, a native speaker, who went to Ring and got a certificate. He got good all round marks, and he has written a lot of Irish of a kind that has never been written before. In his articles he uses a lot of Irish words with reference to sea, plant and animal life never before in print. He has also made large collections of these words. Now, this man applied for a job and was, he told me, selected by the Kilkenny Co. Committee, but the Department would not have him. I made inquiries at the Education Department, and they told me that they did not disqualify him, but that the County Committee apparently did not think he was the best man. He was just a native speaker who tried to teach Irish as best he could, but he could not teach it as well as the people who learned it out of books. He could speak it most fluently, of course, and he could read and write, though he spells a few words wrong.

4. In Irish?—Yes. That is the case of a native speaker who could not get a livelihood as a teacher in Ireland. There are hundreds of these people in the country, and if they could get any training they would be of some use to the country.

5. From your point of view, the situation comes to this. You have to consider what trades or industries should be specially provided in the matter of giving training and giving facilities for the development of them in the Gaeltacht. You have to consider what trades or professions the present out-going population must be able to fill in the English-speaking part of the country, and be useful citizens. You have to base your whole educational system on that point of view?—Yes.

6. On the industrial side you mention the fishing and woollen industries?—Yes.

7. Are there any other industries in the Galway area?—I have no particular knowledge of other industries. Of course there are things that would give large employment, such as tree-planting. There is a lot of land on the edges of the bogs available for planting. I know one farmer who told me he would give 40 acres for tree planting to the Government. If tree planting was started in the Gaeltacht quite a good deal of employment would be given which would give an abundant return both in beautifying the country and providing valuable timber. Then you could investigate whether mining was worth anything or not. I think it is worth investigating, and if there was anything important discovered it would be a great asset. You have the wool in any case, which is a very big industry, and I don't see why it should not be organised.

8. What woollen mills have you in the country at present?—In the West you have the Galway Woollen Mills and a good deal of cottage weaving enterprises, but they are small and not organised in any important scale. Some industry like that might keep the people at home instead of having them going to America.

9. Is there any spinning industry at all in Galway?—There is a small industry, but it is only for the needs of the local people.

10. Do the Galway Woollen Mills import their wool, because the local wool is not of the best kind for spinning?—Yes, that is partly the case, I dare say, but the local wool would be good enough in some branches of the trade.

11. Is there any home woollen industry?—There are weavers here and there. They are in Galway town and in all the country districts. They make friezes, but they do not do very much. Details could be easily collected.

12. On the fishery side, you speak of the report you made to the 1919 Commission. Is that available in print?—It would be incorporated in the 1919 Commission Report with a lot of other reports. In any case the conditions have changed since then.

13. In what general respects?—Conditions were more favourable then, particularly as to markets and prices. I think that if the industry were organised on a national scale, or even on a provincial scale, it would be better. I can, if you wish, supply you with the names of people who know a lot more about the subject than I do. They have studied the question for a long number of years and they have a detailed knowledge of what is being done at present.

We would be very glad to have a list of people who could give us that information, and also of people who could tell us about the woollen industry.

The general feeling seemed to be then that the fishermen on the western coast were fond of fishing and liked it. The question of marketing is the chief difficulty. I can give you names of people who can supply you with very accurate details so that you could see how far it could be made a paying proposition.

14. Could you say at what age the young fellows who go in for fishing begin to fish?—When they leave school.

15. What age would that be?—About 15 years, I suppose.

16. Is there any particular aspect of the report of the previous Commission you want to draw attention to?—I don't want to go into detail just now.

17. Now, on the education side, let us take primary education?—Before I go into that there is another point, and that is the migration question. It is a big and difficult question. If you want to transfer a large number of people from the Gaeltacht into good land, it would be necessary to put a very large number together. It might possibly be a good thing for those who were changed, but then you would have to consider whether you might be doubling the Gaeltacht or breaking it up, or whether these people having been changed might not start to speak English. One of the most difficult things you have to contend with is the lack of appreciation of the Irish speakers of Irish. They don't realise that Irish is any use to them. Of course it is not of any commercial use to them just now, but my idea is that the people who emigrate from the Gaeltacht could be planted in another part of the country, and in that way you could increase the Gaeltacht.

18. You admit there is an annual overflow of population from the Gaeltacht?—Yes.

19. Is that tending to decrease the normal population

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of the Gaeltacht?—I think they are going very rapidly for the past two years.

20. Do you think that the normal surplus or overflow from what are the Irish-speaking districts if it goes on for five or ten years is going to deplete the normal population of these areas?—It would rather reduce it. I fancy it would decrease it a good deal.

21. Have you not even a rough idea of the percentage of Irish land power that is in our Irish-speaking population?—Of course they are collected on the land, but the land is not land in the proper sense. It has no value for cultivation purposes.

22. Would it be your opinion that the Irish-speaking population to-day, numerically speaking, have not their fair percentage of land under them?—They have not their proper percentage of good land.

23. Do you consider it would be reasonable to take that into consideration when dividing up land at present?—The people in the Gaeltacht have been losing at every turn. The people who became anglicised some time ago were able to profit in some way by their intercourse with the rest of the country and by the general trend of things then, and it is only fair that in the next turn of the wheel the Irish-speaking people should get more than what they actually own at present.

24. Do I understand from you that where any people would tend at present to remain in the Gaeltacht you would not disturb them but that where people might tend to migrate, that those who remain should have the extra land divided amongst them?—Yes, some of them should stay at home. The Irish speakers of the Gaeltacht are the only source of teaching the language as a home language to the rest of the country, and if you don't keep them in Ireland the language is gone.

25. Some people have suggested that colonies might come close to Dublin, and others say they should be kept near the borders of the Irish-speaking districts?—It would be a good thing to have them fairly close together. In either event there would be a lot of expense, especially on the land. You would have to provide instructors.

26. We are speaking of land that would be divided up and given to persons in any case?—I certainly think there should be some experiments made. They would probably be a great success.

27. You consider it would be necessary to provide instructors to teach them how to make the best of the new conditions?—Yes.

28. And they should be Irish speakers?—They ought to have some Irish, and they would be able to pick up a better knowledge from the people.

29. On the general question of education, have you anything to say with regard to primary education?—I think I have already mentioned that the only education of any value as regards maintaining Irish as the home language is what is taught in the home. You cannot perpetuate Irish as a home language except through the home. You cannot do it through the schools: you would be only allowing the language to die quietly out. I met a number of teachers lately and asked them what could be done in the schools. Some said they could make the children Irish speakers and some said they could not. I don't think that Irish as the school language would ever be sufficient.

30. Was their view carried over a length of time that where children taught such as that might have Irish-speaking homes of their own?—Except the parents knew Irish or the children came very young they could not be made Irish speakers.

31. Do you consider that the schools in English-speaking districts could not contribute towards making good Irish speakers and could not be looked upon as a contributing factor to making Irish the language throughout the country?—These children are entitled to be taught Irish. Some of them are good Irish speakers, and in after life may be able to establish Irish-speaking homes themselves. But the teachers have to teach Irish and English and a lot of other things, and they don't have time to teach them all effectually. A nursery governess would be a more effective teacher of Irish from the years two to seven than a fully-trained teacher from the ages seven to fourteen. In that way Irish-speaking girls going to America could be utilised for the purpose. An effort could be made to train these girls and get employment for them at home. They would help to teach the Irish language in a more effective way.

32. What type of training would girls of that kind

require before they leave the Gaeltacht?—They should be taught nursery work, cookery and domestic economy, and the importance of hygiene and cleanliness, and when they would get employment in Dublin or other places they could propagate the language by teaching or speaking it to the children.

33. It only bears indirectly on our problem, but it has a definite bearing in this way, where the schools in the English-speaking districts are contributing towards restoring the language and saving the whole country?—The schools lately are very efficient, but their work requires to be supplemented by having Irish spoken and taught in the homes.

34. Would you be prepared to say that you could not hope to spread the Gaeltacht very much without the work in the schools in the English-speaking districts meeting you as you came from the Gaeltacht?—It would naturally be a considerable help, but except in so far as Irish can be made a home language by the help of good speakers from the Irish-speaking districts the results will be disappointing.

35. What bears very directly on our problem is what is wrong? And if anything is wrong what ought to be the position of any primary school where you have 80 per cent. of the children Irish-speaking, or where you have 40 per cent. of the children Irish-speaking? There are districts where 80 per cent of the children are Irish-speaking. There are districts where 40 per cent. of the children are Irish-speaking coming to school from Irish-speaking homes. Are you satisfied from the point of view of continuing Irish as the home language with the type of education given in primary schools in these two classes of districts?—Yes. My experience of primary schools, in Irish-speaking districts, is that they are generally quite efficient. Before the change of Government, a lot depended on individuals. If the teacher or inspector was strongly in favour of the language, it would be well taught, or if the manager was strongly in favour of it. In some cases Irish was very badly taught, even in Irish-speaking districts. In some districts the parents themselves were opposed to it.

36. What I want to know is this: In these districts, in so far as you have experience of them, are you satisfied that the teachers who are available and the books that are in use are such as to get the greatest possible amount of value out of the time spent by children at these schools in order to give them a thorough primary education, with Irish as the language of that education?—It is not easy to give a general answer without investigating the conditions in a large number of schools. My belief is there had been too many subjects on the programme. It would be better to concentrate on a small programme, with Irish taking the place of English. In times gone by it was a common thing that a number of teachers taught in Irish and the inspector came along and examined the children in English. Or the teachers taught the catechism in Irish, and diocesan examiner came along and examined in English, and reported unfavourably. The teacher did not know where he was going to be hit.

37. You have not sufficient experience of the teachers to say what are their difficulties, whether they are through their knowledge of the language or through their training?—There is no doubt at all they have improved greatly, but in some cases there is a lot of room for improvement. I met one or two cases in purely Irish-speaking districts where children learned poems in incorrect Irish they acquired from the teacher, whereas their own Irish was quite good.

38. What about books?—The question of price comes in when you try to get good books.

39. As far as the make-up of the books is concerned have you heard any criticism of them compared with the English or French books?—People say they are bad, but I would not be inclined to take that seriously, as everything takes time to develop.

40. I am speaking of the type and the make-up of the readers used in the schools?—I have not heard any criticism. There are some people who say the children are learning nothing but Irish and won't even know that.

41. As regards primary education, have you anything to say with regard to the fundamental language of the schools in areas in which you have a large percentage of Irish speakers?—Of course the number of places where the language is really Irish has decreased very considerably within the last ten or fifteen years.

42. As a matter of theory, given that there are dis-

tricts where you have 90 per cent. Irish-speaking school districts and 80 per cent. and 70 per cent. and so on?—I should say the tendency is very strong for English to be the language in use by the pupils.

43. What ought it to be?—If you can induce them to speak Irish at home they would take it into the schools. Unless Irish is the home language English is the language used amongst themselves by the pupils of the schools.

44. Do you know of any districts where the fundamental language of the schools should be Irish, others where it should be English, and others where you would have a difficulty about saying it?—I don't quite understand. You mean in teaching?

45. Yes?—Of course you would calculate in that case. My idea is that where the majority of the parents know Irish the language should be Irish. If the majority of the parents were in favour of having Irish I should certainly say that Irish ought to be the language.

46. Do I understand that as far as the teaching of the language was concerned you would leave it to the parents. I did not put it that way. If the parents wanted Irish in particular districts I would give it to them. If they objected to it in Irish-speaking districts I would not allow their objection. In that case I should put it that they were not qualified to give an opinion.

47. As regards secondary education, the fact is that you have not got secondary education for Irish-speaking districts?—Not at present. One point about that is that you have not got enough Irish-speaking pupils in the intermediate schools, because the type of people who send their children to secondary schools do not know Irish well enough to make it their usual language.

48. Are you speaking of day or residential schools?—Residential. In order to have more Irish they would require to have more Irish-speaking pupils. That would be the most effective way of making them Irish.

49. Have you any suggestions to make as to how that should happen?—I suggest scholarships. There are some of them in existence, but they are not having much effect because these require mathematics and other subjects not taught in an advanced form in the primary schools in the Gaeltacht. The pupils stay at home before they get a proper knowledge, and the children who get the scholarships have no genuine knowledge of Irish at all.

50. What would you say is the length of the Irish-speaking district stretching west from Galway?—It goes from Galway town to Roundstone.

51. You have a district stretching for sixty or seventy miles?—Yes.

52. As far as secondary education is concerned is your suggestion that secondary education should be provided for these districts by means of scholarships available in Galway?—Yes. At present there are possibly only three out of that area attending a secondary school.

53. Is secondary education of that particular type available for a limited number of people going to materially affect the educational position of people in that area?—My whole point is to increase the education of these people so as to put them on a level with the rest of the country. If you had continuation schools established in the district it would go a long way. Nearly every one who knows the country districts, apart from the question of Irish, is in favour of continuation schools. Most Irish-speaking parents have not the means to send their children to secondary schools. If these schools were established with efficient teachers some of their energy could be devoted to training scholars for the University. There should be no effort spared to keep these people at home. Every Irish-speaking boy or girl who leaves Ireland is a real loss to the language movement.

54. If post-primary education of a general or technical nature is to be given to the Irish speaker in his own home have you thought over what kind of machinery would be necessary for that?—The schools would possibly want to be larger and you would want a bigger staff. You might have a foundation school in the Gaeltacht to provide teachers for the training colleges, and they could then be sent to all parts of the country. You should have a nursery for teachers in the Gaeltacht.

54A.—I am anxious to know if you have got down to what types of schools that would bring that type of education into Irish-speaking districts. Do I understand

you would require separate educational establishments to act as nurseries for teachers?—Exactly.

55. And the only people you would allow into these establishments would be prospective teachers?—Yes.

56. The staffs would want to know Irish well; do you think these staffs would be available?—Yes, I think you could easily get enough teachers to teach Irish well. I think you must have these schools in any case. You could have continuation schools over and above these.

57. You speak of the University College, Galway?—My idea would be that a number of these would come to Galway College and you would have a large number of teachers studying there. At present I understand teachers are not allowed to go to Galway for their third year. That could be changed without any big difficulty.

58. What do teachers do in their third year?—Certain teachers do a third year of their training at the University, but at present they must go to Dublin. I don't see why they are compelled to do that, because in Galway they could get Irish both inside and outside the University.

59. I would like to hear anything you have to say on the matter of text books?—The only general point I have to make is that there are a large number of people teaching Irish in secondary schools and the Universities, and part of their time I think would be usefully employed in writing books. Teachers in secondary schools work hard in teaching boys who never get very far. If these teachers knew Irish very well, and devoted themselves to writing books or, if you like to call them text books of their subjects in Irish they might eventually hit something original. It could not then be said that Irish education was missing its mark. There is a certain outcry that general education is being neglected, but I don't believe that.

60. You think that not only secondary teachers but University men could write these books well?—Yes.

61. Would you contemplate the editing of these books by any central body attached directly or indirectly to the education authority?—I would contemplate the publication of the books by a central body. The question of editing would be ticklish. Suppose a man makes up a lot of new terms, and the authorities don't agree with them, where are you?—I would not be too keen on the question of editing. It would cause a lot of trouble and friction.

62. You also touch on the question of scholarships generally?—There is one little point I would like to mention. We have instituted courses in Galway, as a result of which Irish speakers may attend the University if they can read and write Irish and have only an elementary education.

63. You say here with regard to the culture of the language, "The Commission should be in a position to make available all the ancient lore of Ireland in Irish?"—Did I say that?

64. Yes?—That is the translation. Then the translation is not correct. My point simply was that in many Irish-speaking districts there is a lot of good traditional Irish lore that is being lost. For instance, in East Mayo and Sligo, where the language is only spoken by the old people, it would be worth while collecting their lore and stories. It would be well to have a survey of the dialects.

65. Our work is to create such a position from the point of view of policy that people will think it is the right thing to do and would be encouraged to do it?—I don't want to embark on the question of policy, but it would be well to have it (the survey of dialects) done.

66. *Mr. Hanly.*—You agree, Professor, I think, that one of the most vital factors contributing towards the killing of the language is that parents won't speak it to their children?—Yes, there is no doubt about it.

67. Have you any means to suggest by which you could alter that atmosphere in the Irish-speaking districts?—Well, if you look back on the past you will find that the Gaelic League devoted a lot of their attention to the English-speaking districts. They never took the genuine Irish speakers into their confidence. The Irish speakers should have been taught to read and write Irish. When I started in the Gaelic League I had classes every Sunday among the Irish speakers, and they were very successful. If that were done for them it would give them an interest in the language and would

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produce more effective teachers at practically no cost.

68. Would you agree it was largely an economic question in the past—It meant bread and butter for them to speak English?—They believed so.

69. Was it not a fact?—The people said “we have to send our children to America, and they must know English,” and the Gaelic League was not able to answer that. And the question is will the present Commission be able to answer it and meet the objection.

70. If there was land being divided, the man who spoke English had a better chance of getting in touch with the Inspector, and so on. Was not that so?—The Irish people are very realistic and as human as anyone else. You might encourage them to speak Irish by propaganda and by economic inducements. In the Highlands of Scotland it is very different. The language there is surviving the change towards an improved condition of the Gaelic-speakers. When I was there I remember having a long conversation in Gaelic with an old man who seemed in rather poor circumstances. He was accompanied by a young man who spoke Gaelic equally well. The latter was his son and turned out to be a medical student at the Glasgow University. You don't get enough of that in Ireland. We have not taken that point of view here yet. It is partly psychological and partly economic.

71. Have you considered the question of migration seriously? You mention it here, but you don't appear to be in favour of changing them to other parts of the country. There are big areas of land inside the Gaeltacht itself that might possibly be available. Would it be better to transplant the people from the poor lands to the good lands?—The amount of land available in the Gaeltacht is not very much. No matter where you put them you will have to provide new schools and also to educate them. Under the old Congested Districts Board it was not part of their policy to get the good lands occupied. Now it seems to be part of the policy to let the good lands remain as they were. That could be changed a great deal. I would not be against it, but I would be inclined to do it very carefully.

72. You refer to the use of the native speakers by having them employed where they could teach Irish to the children. I have some experience of that, and our great difficulty has been to get in touch with the people. Have you any kind of machinery in mind by which people requiring such Irish speakers could get in touch with them?—You could establish an exchange. At present in the Irish-speaking districts they think it is no trouble to go to America but it is a big enterprise to go to Dublin. There might be bounties given to induce girls to go. My idea is to divert every one of them from going to America into the heart of the country in some way. The teaching of Irish to children from two to seven in the homes would make them much better Irish-speakers than anything that can be done in the schools.

73. You would lay a good foundation in that way in getting more educated people in the country brought up as native speakers?—Yes.

74. With regard to examinations, are you satisfied at the present time that the trend of examinations is in the right direction? Is enough attention given to spoken Irish as compared with written Irish?—I have very little faith in examinations at all. I know they are extremely necessary. I agree there is not, but it is a question of detail in carrying out the examinations.

75. If the language is to be preserved as a living language, that must be attended to?—It must.

If you take the students at the Galway University

76. I am thinking of providing a teacher in Agriculture—what percentage roughly of the students would be native speakers and at the same time farmers' sons?—There would not be more than five or ten per cent. who would be both, but then any that are native speakers are farmers' sons.

77. Would it be a wise thing to institute a special scheme of scholarships or some other means by which those selected from that class of student could be trained in agriculture and subjects of that kind?—I certainly think it would from those who know Irish.

78. Would you have them first go through the University and then give them a specialised education afterwards?—We have a scheme in Galway, but it has not yet met with Government approval.

79. Regarding continuation schools, would you use the primary school teachers or would you have special teachers?—You could have an additional staff for teaching subjects like mathematics.

80. Would you mainly depend on primary teachers?—I would. The education of the primary teacher is increasing very rapidly.

81. Referring to the writing of books, would you have the ordinary text books for schools, or would you think they might be better done by one individual than by a number? I am thinking particularly of such books as readers in Irish, books on Geography and books of that kind?—At present I think it would be better to leave them to the individual. The reason I raise the question of text books is that any teacher either in the intermediate or university who wishes to teach any subject through the medium of Irish is at a big disadvantage if he has no book in Irish on that subject.

82. Is there sufficient propaganda given to the teaching of Irish?—No.

83. You think there could be more?—Yes.

84. There is just one question I think you did not deal with at all. In dealing with the language, would you have the whole work controlled by a Ministry or a single official, or would you have it controlled in some other way?—I have not thought the matter out sufficiently. It might possibly be best to have an individual directly responsible, but he should be provided with a departmental staff.

85. Of course I would assume any such individual would have a staff, but whether he should be a Minister or a head of a department in a Ministry or a department apart from the Ministry is the question?—I have not considered the question sufficiently to give a decided answer on that point.

86. *An Seabhad.*—What do you think the Government could do to convince the people in the Gaeltacht that they are in earnest about the revival of Irish and the preservation of it?—My only answer to that is, provide a livelihood for them in their own country. They are a very realistic people. You know that.

87. Do they believe that the Government and the people up in this part of the country are in earnest?—They have not taken it seriously yet. It has not caught on properly yet.

88. That is they have not applied that philosophy to themselves?—Apparently not.

89. You said awhile ago that the language is going rapidly in spite of what is being done?—Yes.

90. And the chief weakening is as between the parent and child. Is that change altogether due to a policy on their part to speak English to the children?—In some places it is; in other places it is merely drift.

91. Has it come to this that they speak to the babies in English?—Yes. I have noticed it continually. You will meet an Irish-speaking father and mother with a child who does not know a word of Irish and they will tell you the child is too young to learn Irish.

92. That is general?—Yes, it is one of the real difficulties. We might change it by propaganda, but the real way is by showing them they can really benefit by having Irish.

93. You think material benefits will change them?—Yes, if they see that the boys and girls will have a chance in future with Irish, that would change them.

94. You will have to have more than propaganda to change them then?—Propaganda might be of some use while you are awaiting developments.

95. In regard to another thing, their psychology, which do the Irish-speaking people in Connemara think is the nearer to them—Chicago or Dublin?—Chicago.

96. *Chairman.*—Is the reason for that that the call from Chicago is the stronger?—Well, their passages are sent to them from Chicago.

97. Do you think that the principal reason the people in Chicago bring them over is that when they reach Chicago they find it is a much lonelier place than they thought it was?—I have come to that conclusion. We had a maid who was a good Irish speaker and she got an invitation to America from her aunt, and I strongly suspect that it was not altogether through love of the girl that the invitation was sent.

98. It is important that our people here would realise that it is loneliness on the part of their friends and relatives that is pulling them outside?—There is no doubt about that. They pull them out when they themselves get lonely.

99. *An Seabhadh.*—Do you think that if any Irish-speaking population were situated here they would try to do the same thing?—Yes. Any boy or girl from the Gaeltacht coming up here would get more enlightenment and get more on the track of things and would tend to pull their friends here internally rather than externally.

100. In regard to privilege and power, do the people of the Gaeltacht look upon themselves as being in their natural right, or do they think they have not their place in the life of the country?—They don't look upon themselves as being part of anything.

101. What is the reason of that?—I don't think they are well enough educated to realise their position.

102. In regard to Irish and the use of it and their assertion of it?—Yes.

103. If there be official causes for Irish not being used, is there any possibility of their rising up against that and demanding them to be removed?—No, not so far at least.

104. What is the reason?—I think they like learning English, to show off their knowledge of English.

105. That is arising from want of confidence in their own cause to be served in Irish?—They have no tradition in that respect. They did not feel some time ago that they could assert any right.

106. And they look on themselves as people to be used by anyone who comes along, except they get the better of some individual?—That is probably one of the reasons why they acquire English.

107. Amongst the people in these intensely homogeneous populations I suppose there is a great deal left in the way of song and music, poetry and literary tradition?—There is quite an unexpected amount. A friend of mine who was interested in bird life collected an enormous amount of detail about bird life from them that he could never get from English speakers.

108. During the last twelve or thirteen years has any use been made in the schools of that fund of local knowledge and intellectual life in the country?—No, very little.

109. Are the teachers capable of realising the importance of that owing to their training?—A large number of the older school would not.

110. Do you think the importance of that is being pointed out to them during their training course?—Those attending our classes for teachers at University College, Galway, have that strongly impressed on them.

111. Do you think that education, and principally primary education, should be linked up with that old literary tradition?—My idea is that the pupils should be taught the best Irish handed down both by literary and oral tradition as far as possible.

112. Have you any experience of the method of the teaching of history in the schools which is expected to begin with local tradition?—Hitherto very little was done in connection with local tradition. They learned the general history of Ireland.

113. What influenced them?—The training colleges. They did not attach any importance to it.

114. They did not consider the child in the equipping of the teacher?—No, but I remember meeting a teacher in West Mayo who was very strong on local history.

115. That was due to the individual rather than the system?—He was a survival of an earlier order.

116. You mention a school where native-speaking girls have been found speaking bad Irish they learned from some teachers?—Yes.

117. Is that very general?—There is a good deal of it, and the children think that their own Irish is wrong.

118. Do you think the teachers are so ill-advised as to insist on their version as being right?—Such teachers don't realise the mistake themselves.

119. Do you think the pupils have far better Irish than the teachers?—Yes, as a rule in the Irish-speaking districts.

120. Even starting level?—I know one district, apart from the teachers altogether, where the young boys speak better Irish than the old people.

121. *Chairman.*—Is that the result of the school work?—Yes.

122. *An Seabhadh.*—The Chairman was speaking of continuation schools in the Gaeltacht. What should they be intended to produce if they were established?—They would give the pupils an education they would never get otherwise, and they might possibly work their way to the University or they might acquire some trade.

123. Would they be used to get them into the Civil

Service?—They would possibly get some of them into the Civil Service. I think it is a very important thing. The people everywhere seem keen on it.

124. Do you think the people of Connemara have got in the public service the number of posts that numerically they should have?—The Irish speakers have not.

125. Do you think they have not got their just proportion?—Certainly not.

126. If things were arranged so that they did get them and a little more, would that be a convincing argument for the people that the Government was serious about the welfare of Irish?—I believe it would.

127. You saw something in the Press about the proposed new system for recruiting teachers—that is setting up preparatory training schools and scrapping the monitorial system?—Yes.

128. Also that these children would be taken chiefly from the Gaeltacht?—Yes.

129. Would it have any material effect in Connemara if twenty children were taken and put into these schools to be made teachers?—It would have an enormous effect.

130. And children could be found for that?—Yes, if the primary schools were strengthened up a bit. At present you have the difficulty that a lot of children leave school too early and the teachers may not have time to bring them up to a fair standard.

131. Is the school attendance very bad in these wild, wind-swept, rainy places in Connemara?—It used to be very bad.

132. Will the proposed Compulsory Attendance Bill make any difference?—It will.

133. The question was raised that it would be a hardship?—It would be a hardship at the start, but it would be worth it. In the old days the schools were pretty empty when the sheep were weaning, when the hay or turf was being saved, and when the potatoes were being planted or dug.

134. The final result would be to improve the condition of the people themselves?—Yes, they would not require the children to work.

135. I gathered from you that the connection between Connemara and the rest of Ireland, scarcely exists?—Not that, but from the point of view of employment and labour there is very little connection.

136. Do you think it would be beneficial to Connemara itself if a connection was made with other parts of the country?—I certainly think it would.

137. To what extent is their outlook coloured with America. It was very largely coloured with America. It may have changed in latter years.

137A. Have you any information as to the fate of Connemara people in America?—Nothing except some individual cases. One generally hears the favourable reports.

138. Do they all live together in the same streets in America?—There used to be a street in Boston where Irish was habitually spoken. I don't know if it is still there.

139. As a result of being educated to a certain extent in Irish during the past twelve or fourteen years, have any of these who went to America acquired the habit of writing home in Irish?—I never met a single case of it. There may be cases of that kind, but I never came across them.

140. I would be interested to know if they wrote in Irish, and dropped the old habit of writing in English, or getting somebody to do it for them?—The parents themselves would not be able to read Irish.

141. Would not the younger members of the family be able to read it?—Yes.

142. *Mr. Moriarty.*—In connection with your observations on the fishing industry, have you any particular place in your mind, as a result of the inquiries of 1919, where a start might be made to develop or intensify the fishing industry?—As regards the Gaeltacht there are two places, Carna and Galway itself. There is a big area of Gaeltacht where there is no fishing. A start might be made at Carna, where they were very keen on it about five years ago.

143. You would not contemplate anything on the Aran Islands?—I think they also would be suitable.

144. Do you see any difficulty in connection with a place like Carna and other districts extending from Carna, eastwards to Galway, and in developing the industry there owing to lack of facilities for transport?—Yes, you would want to have the whole area organised in one section. You would require to do it on a very big scale—on a national scale.

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145. It would take a very big outlay of money, apart from boats and nets, to equip that district with proper transit?—Yes. You would require a fast boat to collect the fish.

146. You are aware of the difficulty of approaching the water at Carna and other places?—The question of piers would arise.

147. It is very largely a question of money?—Yes. You could not re-start now a system that is already out of date.

148. With such places as the Aran Islands and Inis-boffin, where the community are driven to the sea to obtain a livelihood, there are certain difficulties of communication. Have you any suggestion to make as to how that could be improved?—If you had a fairly rapid boat it would do.

149. The Aran Islands are the only places affected at present. They have a bi-weekly service, and the difficulty they find is that it is not sufficiently rapid to handle their fish, have you any alternative to suggest?—My idea would be to have a rapid boat.

150. You speak of the co-operative movement?—There were some co-operative efforts. But anything big would have to be organised by the Government.

151. You mean co-operative societies as they were in the past?—Yes.

152. You think of Government development rather than individual capitalists developing them?—You have not enough capitalists on the sea-board to invest money in them.

153. How far are other bodies co-operating towards developing the Gaeltacht possibilities, or have they always regarded it as a matter for the Government?—I know people in Galway who are very anxious to develop it.

154. Their efforts have been largely with regard to turf development?—Yes, peat is one of the things mentioned.

155. As regards the reclamation of land, would it be possible to do anything with the bogs at Rosmuck and Carraroe?—They make a good deal of money on the turf, but I think the edges of the bog might be planted. It would offer immediate employment, and it would improve the country. The question of the utilization of bogs, is not a question I feel equal to dealing with.

156. *An Seabhar.*—Have some of the bogs been planted?—A little.

157. *Mr. Moriarty.*—Could not more than that be done. Are you aware of any efforts in the past to emigrate small colonies in the Galway district?—The people who migrated were generally people with large holdings, and their holdings were given to the smaller people.

158. Is it your experience that the poorer the land, and the more wretched the soil, the more intensive is their love for the place, and the greater the difficulty of getting them away?—I don't think that is the difficulty. The old people would not like to change, but the young people will go any place whatever.

159. You are confronted with the difficulty of removing the younger generation if you are going to establish a colony outside the Gaeltacht?—Yes.

160. To provide a means of livelihood for Irish speakers in their own country you would migrate them, and the migration would be largely composed of young people?—Yes.

161.—You would not have the head of the house give up his home?—It would be perhaps more difficult to get them to agree to it than the younger generation.

162. *Chairman.*—You were touching on the nationalistic tendency of the Irish-speaking population, is it not very important to realise what help in saving the language we would get from the Irish-speaking population?—Up to the present the uneducated portion have not contributed very much, but as I explained they were not taken into the confidence of the language workers. The Gaelic League workers made a mistake in not taking these people fully into their confidence. They utilised these people without giving them anything definite in return.

163. When you say they are nationalistic, on what point do you base that?—They are as willing to take part in any national movement as any part of Ireland.

164. Regarding yourself, you are Professor of Irish in Galway University?—Yes.

165. How long have you been there?—About fourteen years.

166. Your whole life has been associated with Connemara?—I have never lost touch with it. Thank you, very much, Professor.

* * * * *

The following statement submitted by Professor Liam O Bruin (University College, Galway) had been circulated to the Commissioners:—

I. The College in Galway.

1. This college could undoubtedly be made to play a very important part in the re-Gaelicisation of Connaught, just as it had a lot to do with the Anglicisation of the province.

2. It is situated in an almost solid Gaelic sixty miles long, which, in the natural course of things, would probably be the last reserve of the language.

3. The present efforts towards extending the use of Irish in official life and various other directions and towards the development of the language itself are too scattered and haphazard. They require a centre, a college where the work of translating, preparing texts, etc., etc., could be co-ordinated, and where an official language, so to speak, could be developed and practised. The Irish translation staff of the Dáil are too isolated and unaided. An institute grouping a number of students and workers, aided by a Celtic studies faculty beside them, with lectures in these various subjects, etc., would train and accustom students to the use of Irish in intellectual work. Such an institute is an immediate necessity.

4. I propose that a start be made in University College, Galway, towards realising this ideal. Lecturers of academic standing should be appointed in as many subjects as suitable candidates can be found to fill the positions. The number of students for such courses would be small at first, but would increase rapidly, and the State should foster the increase.

5. The college has already examined this question in all its bearings, and has drafted the heads of a scheme which can be laid before and explained to the Commission.

Even if the other university colleges are as willing and as well able to do this work as Galway, it would still be necessary to have such a centre for Connaught. And there is a special case for having such a group of specialists living together in the Gaeltacht.

II. The Gaedhealtacht.

6. I have not many facts to give to the Commission. I cannot give the percentage of Irish speakers in any particular area in Ireland. I am not specially interested in cases of delinquencies on the part of officials of various departments. Such cases are bound to be frequent all through the Gaedhealtacht until such times as we have officials trained to do their business in Irish—which brings us back to Part (I) of this statement. There are, however, two classes of officials in the Gaedhealtacht that I am interested in, and which deserve, I think, special attention from the Commission.

(a) The Clergy.

7. In the area west of Galway and immediately to the east of it, the priests on the whole are good, as regards the use of the language—probably better than anywhere else. But some of them, like many school teachers, neutralise the good they do in using Irish officially, so to speak—on the altar or in the school—by the bad example they set on all other occasions. The town of Galway is very bad as regards the use of Irish by the clergy. Irish sermons are heard on Patrick's Day only, except in the case of the Jesuits, who have Irish devotions once a month, and who help the language by every means in their power. I don't know of any priest in Galway who makes a point of using Irish with the native-speaking population here. Some of the very young curates, who must have been taught Irish at school and in Maynooth, are among the worst in this respect. It would not be too much to expect at least one Irish sermon every Sunday between all the churches in Galway. I have been trying to make inquiries lately as regards County Mayo, and, from all the information I could gather, the state of affairs is much worse there. Hardly any Irish seems to be used on the altar in County Mayo now. I think the remedy for this state of affairs is to be sought, to a great extent, in Maynooth. The university courses

in Irish there are modelled on those of the University College, Dublin, apparently, and seem to have no application to the future avocations of the Maynooth students (*vid.* their programmes which I will lay before the Commission).

8. Instead of this state of affairs (a) Irish religious literature should figure prominently on their courses; (b) preaching in Irish should be an essential part of the examination; (c) a knowledge of the spoken dialect of their dioceses should be obligatory on the students of dioceses which contain Irish-speaking districts. I suggest to the Commission to put these three points to the hierarchy, together with such figures as they may have obtained in the course of their inquiries as to the number and frequency of Irish sermons in the Gaedhealtacht.

(b) *The District Courts.*

9. I acted in the arbitration courts for land disputes which functioned in Galway and Connemara in 1918-19. Afterwards I was a "district judge" under the pre-truce Dáil, and acted as one of two district justices here and in Connemara for about four or five months after the Treaty. At present I am a peace commissioner. It is my opinion that a really forward move in the Gaedhealtacht—I mean a recovery of lost ground, a bringing back of the language into business and public life—can be best inaugurated through these courts, and I wish to say that Mr. Justice Mac Giolla an Atha is doing it. Through most of the country west of Galway and largely in the town itself, most or nearly all of the court work could be done in Irish, were it not for the solicitors. I have held courts in the most Irish area in Ireland—Leitir Mór Island—and have spent a whole day translating examinations and cross-examinations from English into Irish and back again, and sometimes translating between solicitors and their own clients, apart from acting as judge. As a handful of solicitors should not be allowed to strangle the national language I suggest the following which I consider very strong measures bound to arouse the strongest opposition from the solicitors concerned, and also, alas, from a goodly proportion of the community:—

- (1) That the for-Ghaeltacht court areas should be defined by statute.
- (2) That in these areas Irish be the sole official language.

This would mean that (1) a witness of course, in the interests of justice, would have to be allowed to give evidence in whatever language he knew; (2) that all examinations or questions and all written statements be made in Irish, interpreters being used where necessary (I mean where a witness knew only English that it would not be permissible to question him directly in English, no more than to address the bench in English); (3) I would give a number of years' notice of this change—three or four.

10. I don't think, for the present, that any such measures are feasible as regards the work of the higher courts (question of law books, etc.),

III. *Economic.*

11. I am not an economist or a business man, and have no intention of offering what are called "practical suggestions."

12. However (1) I am against transplanting people out of the Gaeltacht into the Galltacht. I believe their language would have no chance. (2) An obvious source of employment and livelihood is staring the semi-starving people of cois-fhairge in the face—I mean the sea. I know that everything is all wrong with the fishing industry at present. If everything were made all right, most of the people there could live. How to make it all right is not for me to say. I know nothing about it. (3) The almost deserted mountainous region of central and north Connemara would seem to me a most suitable area for a national re-forestation experiment. If such were done, it would (a) make Connemara one of the loveliest regions in Europe, (b) improve the climate, (c) give permanent employment to the excess population of the Gaedhealtacht, (d) help the sheep industry. I make this suggestion tentatively, but I think it would be worth the Commission's while to obtain expert evidence on the subject.

13. I am on surer ground with my fourth economic suggestion. It is to kill two birds with one stone by

the much more extensive employment of the natives of the Gaedhealtacht as Irish teachers. Let the State adopt as a big general principle—teachers of Irish to be as far as possible native speakers—then to provide (a) intermediate or continuation schools here and there in the Gaedhealtacht, (b) a training college for native speakers only in Galway or in Dublin, (c) even now, native Irish teachers to teach the Irish in the hundreds of schools where at present teachers are trying to teach what they don't know, and finally

Teaching of Irish,

(d) in the large Breac-Gaedhealtacht areas, the association of the teaching in the schools with the language still alive in the district; where the parents have ceased to speak Irish in the homes bring them into the schools and pay them. In general, give the children constant, regular, daily and abundant opportunities of hearing the Irish which their parents and grandparents know, let the people be utilised in every possible way, and be given an interest in the large sums of money now going for Irish and going entirely to teachers and cigiri, instead of, to some extent, to the people, and the results can certainly not be worse, and, I am convinced, will be far better than the sad "results" or non-results of the teaching of Irish for twenty years back, in the schools of the Breac-Ghaedhealtacht.

(Signed), LIAM Ó BRIAIN,

17th June, 1925.

Ollamh.

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AN T OLLAMH LIAM Ó BRIAIN, *examined.*

1. *Chairman.*—You are a Professor in Galway College,?—Yes.

2. For how long?—Eight years.

3. What Irish-speaking districts have you experience of?—Galway and Mayo, and I had a few excursions into Munster. I would like to say that as I had an idea that you were sending for us to discuss about the college, I brought about a dozen copies of the scheme which the college has put forward to the Government in connection with an all-Irish university, and I will go into that scheme if you like. (*Hands in copies of scheme.*) Apart from the college, there are other things on which you might question me, such as court work, teaching, and the influence of the Church. I don't touch economic development, because I am not an economist.

4. Perhaps you would first deal with the heads of the proposed scheme for Galway College?—It was put to us by the Government as to whether the college could not make a start towards doing university teaching in Irish and working towards the ideal of being a Gaelic university—that is, of using Gaelic as its basic language. We were all very willing to do everything in our power, and we saw from the way things were going in the secondary education world that we would have to take steps towards that in any case. In the second place we considered the college has a big advantage and claim to be used in that direction. Having considered the thing in all its details, the results were rather small and meagre. That is because, considering it from the actual working of the college, we found there was no use undertaking more than we could perform.

(a) The college is a constituent college. There was never any condition of Irish being necessary for any appointment. The whole staff does not know Irish. Incidentally there are six or seven who know Irish more or less, but most of these would not be good enough to do anything in regard to the language. They are mostly men who did Irish in the secondary schools. Only a small percentage of the students coming in are native speakers. Then you have the students of arts who do the language as a subject. These are mostly girls, and the bulk of the students have compulsory Irish for matriculation, but that is not much use. As regards the staff, someone suggested why should not the staff learn Irish. Well, the majority are middle-aged men and engaged in their avocations, and it is a general proposition that a university professor who cannot teach through Irish now would never be able to do it. It would be necessary to get an Irish-speaking staff, and the way we propose to do it is to provide money for a supplementary staff as they come forward. We would advertise for pro-

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fessors in certain subjects of university standing and able to teach through Irish. We would not take them without testing them, but according as they would appear we would ask the Government to appoint them. It would probably take years before we would have even a partial Irish-speaking staff.

(b) We would have to consider the question of lecturers, too, and the question of compelling the students to attend them. We have come to the conclusion that we could not make it compulsory. We could not afford it. But if students would understand that in Galway they would be taught through Irish, while in Dublin and Cork they would be taught through English, it would effect the desired result. We could not make double courses—that is, have lectures in the same subjects both in Irish and English. The obstacle to that—the physical obstacle—is that they could not fit it in in the twenty-four hours. We are reduced to the third position, that this Irish-speaking staff would not have the compulsory attendance of the students. But later on we would have an increasing number of students coming in, with the development of the teaching of subjects through Irish in the secondary schools, anxious to hear their lectures through Irish.

(c) Secondly, with regard to Civil Service examinations, the Irish-speaking staff could train their students with these examinations in view. I have examined Civil Service candidates, and I have seen attempts to answer the questions in Irish. Students were doing that on their own initiative, and without any training towards that. Thirdly, this staff would be an adjunct and assistance to the Faculty of Education. With us it would be a purely Irish faculty, and we could train teachers to teach things through Irish. That is more or less the scheme we put forward, and we do not see any other way towards creating a Gaelic university in the country. None of the existing university colleges can do anything outside Irish without engaging a new staff. The existing staff do not know Irish, and you can do nothing unless you gather together from all over the country men who would be specialised in various subjects and put them into new institutions. We suggest advertising in all subjects for men of university standing both in their subject and in Irish. It might happen that these men might have no class for some time, but there are in many universities men who have no classes, and they could form a body of specialists in the language which would have enormous advantages all round for the language, and also in the production of text-books.

(d) Up to the present the production of text-books in Irish has been done in a haphazard manner. We have had a scattered number of text-books produced by individual Gaelic Leaguers. I think the needs of the future are going to increase enormously. It will demand the production of a great many text-books, and if there is going to be an extension of the language in the universities the demand for text-books will be very great. At present if you teach a man in Irish he has got to go to the library and read up his subject in English. Several questions arise at the moment. Is the production of text-books going to go on as it has been going on? Will the whole matter be considered? What text-books do we want? Who will pay for their production? You will want a staff of men to give up their whole time to this work. Take the Irish staff of the Dáil, for instance. They are too isolated, and they are turning out work at an enormous rate. I think half of that staff should be studying, because the question of terminology is a serious one. People are making new terms every day like wild-fire, and there is nobody to check them.

5. What full-time professors have you in Galway University?—There are about twenty or twenty-three altogether.

6. In respect of what subjects would you propose to get at once assistants in Irish?—Mostly in arts subjects or subjects that have a connection with school work.

7. What would these be?—History and geography and commercial subjects generally. Mathematics, classical and modern languages, and I suppose psychology, chemistry and perhaps philosophy. We could start with subjects such as these. We would not, for example, begin yet to look for a professor who could teach electrical engineering in Irish.

8. Are these proposals put up with a definite decision in the minds of the college authorities that the Galway University College ought in time be a completely Irish-speaking institution?—Yes, in time, with the development of the use of Irish in the schools in order that we may keep pace with the promotion of Irish in the schools. If after another three years we find all the students speaking Irish and having been taught through Irish in the schools we should try and continue that in the University.

9. If you cannot get an assistant with Irish for history, and in five years' time you require a full professor for history, would you appoint a man without Irish?—No, in fact it is the college policy at the present time from now on to appoint nobody without Irish as far as possible.

10. Even though the time has not arrived when the whole work of the college can be done in Irish?—Yes.

11. You mentioned that in some universities there are professors who would not have a class to work at their subjects. Is there any provision that would require a professor who had no class to continue working at his subject?—There is no compulsion like that. There is only a pious hope at the time of his appointment.

12. If you are going to appoint assistants with Irish in any of these subjects, is it intended that it would be specified on the part of the college authorities that these assistants would do such work as the authorities would require in the matter of providing text-books?—No, they would only be required to do such work as the authorities prescribed as regards teaching. The suggestion was made as to whether they could be required to produce text-books, but it was rejected by us on academic grounds. No university compels a man to write a book.

13. Is there anything like a tradition amongst the professors in Irish to turn out works on their subjects?—Yes.

14. And would the possibility of a man being appointed and doing nothing operate in this matter?—It is a danger that will have to be provided against. Perhaps the appointment of assistants and professors and calling them such might not be the best thing to do. There is no university regulation against that, but it would be a very big question to get over that difficulty.

15. This scheme is still under discussion with the Ministry of Education?—Yes. We have sent it to them.

16. The scheme as proposed is to provide university education for the Gael when primary and secondary education is brought to such a pitch that he can avail of it?—Yes.

17. Also in the matter of books of educational value there is a great want, and it can best be supplied by men coming together who have an interest in these subjects?—Yes.

18. In the matter of Irish religious literature would not that literature be the most rapidly made available in Irish?—I think it would be a very good thing.

19. *An Seabhadh*.—Is it meant by you to be applicable generally?—No, it is about Maynooth. My idea about Maynooth is this. There are any amount of young priests throughout the Gaeltacht and breac-Gaeltacht who must have been taught Irish in Maynooth and in school, but they show no signs of it. There are many in the Town of Galway and in the Gaeltacht and West Galway, who are very good, but a lot of the young priests do nothing. They don't preach in Irish and they don't seem to be able to say the "Hail Mary" in Irish. I think that could be largely remedied. In Maynooth the courses in Irish are a replica of the courses in University College, Dublin. They should be prepared to work in Irish in the Irish-speaking districts. The Gaeltacht students should have different treatment from students from dioceses in Leinster. They should be taught to preach in Irish, and made preach in Irish.

20. What percentage of the priests in the Tuam and Galway dioceses come from Maynooth?—Practically all of them I think, but Galway is much better than Tuam.

21. Over what percentage of the area of the combined Tuam-Galway dioceses is Irish spoken as the language?—About 50 per cent. of it is Irish-speaking, that is good and bad. Practically all the Tuam diocese is a

breac-Gaeltacht area where the older people know Irish. The Galway diocese is situated in the Gaeltacht except a few parishes in the County Clare.

22. Is your complaint about all the young priests coming from Maynooth?—Not about all of them.

23. What percentage?—Many of them. It is hard to say a percentage.

24. And in Irish-speaking districts?—Yes. The clergy, except those who are enthusiasts, follow the people. That is generally their attitude. Where the people speak English they speak English, and if the people use half and half the clergy will use half and half. The clergy follow instead of leading the way. In the Town of Galway they don't use Irish at all. There is a sermon in Irish on St. Patrick's Day and nothing else for the whole year except the Jesuits and they do their best. That is typical of where the people are half and half English speaking.

25. You were going to suggest some change in the Maynooth programme? I think the remedy for this state of affairs is to be sought, to a great extent in Maynooth. The university courses in Irish there are modelled on those of University College, Dublin, apparently, and seem to have no application to the future avocations of the Maynooth students. Instead of this state of affairs (a) Irish religious literature should figure prominently on their courses; (b) preaching in Irish should be an essential part of the examination; (c) a knowledge of the spoken dialect of their dioceses which contain Irish-speaking districts. I suggest to the Commission to put these three points to the hierarchy, together with such figures as they may have so obtained in the course of their inquiries as to the number and frequency of Irish sermons in the Gaedhealtacht.

26. Their programme covers only the B.A. year?—Yes.

27. Do they have any further study in Irish after the B.A. year?—Not so far as I am aware.

28. They learn it as an ordinary subject without any regard to the fact that they may have to work amongst an Irish-speaking population?—That is it, and we see the effects of it very much in the Gaeltacht.

29. You mention the Garda Síochána and the for-Gaeltacht?—Yes. I have had some curious experiences as regards court work. We started the Republican Land Courts in Galway in 1918 when the land disputes arose, and the local Sinn Féin clubs had to stop the people from murdering each other. I acted on a good many of these, and I was a district court judge under the Dáil. I spent most of my time until the Treaty in prison, and after that I acted as district judge not only for the Town of Galway, but also for a large areas out as far as Lettermore as a court of appeal from the parish courts. Since then I have been appointed a peace commissioner. From that experience, I can see what can be done through the courts for the language. There are great possibilities in the courts for really going ahead and bringing the language back into official life. I don't know that there are many of the departments in which you could introduce the language so that it would touch the people so closely and so well. The great difficulty is the legal profession, the solicitors. They have a strangle-hold on the language. There are half-a-dozen of them in Galway and in Clifden, and they are doing more to kill the language than anybody else. Nobody has ever made any concrete suggestions about officially using Irish in the courts, so I am making some myself. I suggest that certain areas be officially defined as Irish-speaking court areas. In these courts Irish should be the official language. That would mean that a witness could not be examined or cross-examined directly in English, and that solicitors could not address the court directly in English and that interpreters would have to be employed.

30. It has been put to us that in the Carna-Clifden area the people have a tendency to use English in the courts?—I don't think that is true in the Galway area. They have an idea that it is to their advantage to use Irish. If the plaintiff starts in Irish in the court the defendant will also use Irish.

31. *Mr. Hanly.*—You referred to the provision of technical terms in technical subjects. Last week I was examining students in the training college and I came across a student who began a paper in Irish and then turned into English. I asked him why, and the reason he gave was that he had not the terms. Have you

any concrete suggestion in which the university could help in that?—That student was evidently not taught that subject through Irish. The same thing occurs in Civil Service examinations. For instance, when I am examining in French I put down a passage in Irish to be translated into French and also a passage in French to be translated into Irish, and the result is very interesting. I am University lecturer in this subject which brings me to deal with this matter. It is only by being taught through Irish that a technical language will be built up. You cannot, for instance, turn a department of the Civil Service into doing its work in Irish without having them prepared.

32. Is it your idea that you can develop a terminology better by teaching subjects through Irish than by setting up some kind of an academy for it?—Everything would help. If you had the professors teaching in Galway through Irish and an academy here it would be much better. It is a very big thing, and all the efforts of everyone in the language movement would help.

33. Do you think the time is ripe for the establishment of such an academy?—Yes. It would not be easy work, still it could be done.

34. Would not the work be difficult in the case of Irish, which is a few hundred years behind in technical terms?—It would. I think there should be an academy, if you can get the experts to work together. By organisation you can advance the language greatly. One question at present is spelling. You have the Government people going off at a tangent on spelling, and if an effort was made to bring these people together it would be a good thing.

35. The people engaged on that work should be men and women who would possess the technical knowledge of the things they were dealing with?—That is the difficulty of the whole thing. You want technical terms for the different subjects. For instance, if we advertise for a professor of botany, and a candidate presents himself, we will request him to write a treatise in Irish. That will be translated and handed to another professor or professors in botany, and they will see whether the man is of University standing or not. If he is to teach that he will have to have his technical terminology.

36. *Chairman.*—Do you mean that this Irish-speaking authority or academy should hold a watching brief or have control on behalf of the language?—From the State point of view we have a Ministry of Education, and it will be their concern or the concern of a special department of that Ministry for the language. I was also thinking of a vocational council such as is provided for in the Constitution. As regards education generally, and Irish language education in particular, the Ministry could get a very good vocational council. I would maintain independent organisations like the Gaelic League. In Belgium, about thirty years ago, the State adopted the whole policy of the Flemish language. There was a diminution of enthusiasm after that, and it has only recently begun to revive enthusiastically. It did not matter there very much because Flemish was very widely spoken. The taking over of the whole language by the State without any popular organisation would be too serious a danger for us to allow.

37. *Mr. Hanly.*—Would you not think a Ministry would have a greater influence and power than a branch of any particular department interested?—Do you mean a Ministry for the Gaeltacht or for Irish education? I mean a Ministry for Irish generally. My point is that if you have a separate branch of a particular department, the Ministry for education might resent interference from that branch. If you had a separate Ministry on the same standing would it not be better?—I think I would agree with you. The only danger would be putting Irish on one side.

38. Would not a separate Ministry be able to guard against that?—Yes. The business of that Ministry would be to put Irish into the other Ministries.

39. *Chairman.*—Don't you think that a separate Ministry is much more easily attacked than a definite official person carrying out the policy of the Government?—That would be a good thing.

40. Its position might easily be much weaker than that of an official person carrying out the Government policy?—These are questions of higher politics. At the present time I am fairly satisfied you have officials who can counter what the Government policy is as regards the language.

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41. Have you evidence of them?—It is perfectly clear the Government are in favour of the language, but there are officials who, through ignorance or malice, are upsetting that policy and are against it. For instance, I know a postmistress who has got instructions to sign her name in English as well as Irish although she had previously got instructions to use Irish as much as possible. That most obviously is not the policy of the Minister for Posts and Telegraphs. She pointed this out and finally she got a letter stating that if she wanted to continue using Irish she must register her name in Irish. She applied to the head postmaster for the necessary form and he replied there was no such form, so there the matter stands. All this happens after every revolutionary government. It happened in France this time a century ago, and now it is happening here. The heads are all right, but the officials are not.

42. *Mr. Hanly.*—Would a branch of a department be able to tackle a question like that?—I don't think so.

43. *An Scabhaic.*—There is a possibility of conducting the business of the courts in the Gaeltacht in Irish, but for the lawyers. Are there any solicitors in Galway who do know Irish?—There is one solicitor who is doing his best, Mr. Louis O'Dea.

44. Outside that the profession is ignorant of it?—Yes, as far as any practical demonstration of it goes. In fact you have hardly stated it strongly enough.

45. Do you think that without damage to the law or to the people or to justice, the work of the courts in all that area in Connemara could be done through Irish?—I think so.

46. And the only difficulty is the *non-possimus* attitude of the solicitors of the county?—Whatever it is, it is the barrier. But there might be officials who could not write Irish.

47. Do you think that the Government would be in a position to legislate that Irish should be the official language in these areas, and that no one should be allowed to address the court in English?—There would be fierce opposition to that from these solicitors.

48. And any other interests?—A good deal of the people themselves here and there.

49. You think justice and the law could be as efficiently administered through Irish at the moment?—It is being done. In many courts all the cases are done in Irish.

50. Only when a solicitor comes into it?—Yes, the people have a tremendous leaning towards solicitors. Although there is talk of these people dying of starvation and all that, they are able to bring their neighbours to court and engage solicitors.

51. Considering all the circumstances of the case, and supposing the establishment of granting a definite Gaelic policy on the part of the administration, do you think that a solicitor should be required to have his address translated into Irish and that he should be placed in the inferior position?—Yes, the thing may look absurd, but we have got to do things that may look absurd to change the status of the language.

52. You would put the English speaker into the undignified position that the Irish speaker was in heretofore?—Yes.

53. And do what would appear to be unnecessary to achieve that?—Yes; it is being done elsewhere. It is being done in Alsace-Lorraine. They are going much stronger on the Continent than we are. French teachers ignorant of German were rounded up all over France and sent to teach French to children who knew nothing but German.

54. *Chairman.*—But you had 400 schools in Alsace-Lorraine entirely French-speaking?—Had you? Not in Alsace, the most of them were in Lorraine?—Well, at present their efforts are concentrated on introducing French into all the schools.

55. *An Scabhaic.*—They take stronger methods than sending teachers to summer courses?—Much stronger. In South Tyrol, which is intensely German, the Italians are Italianising it with a rough hand. Italian is the language of the schools.

56. How is it with regard to public services?—Italian is the official language. The names of places have all been changed and people don't know the names of their villages now. They are fined, too, for using the German name.

57. Things could not happen like what happened to the postmistress in Galway?—No, the official responsible would walk the plank. Eastern Hungary, which

has been annexed by Roumania, is now being Roumanianised violently by the Roumanians.

58. Compared with them we are very easy-going?—We are. I don't think the people in the Gaeltacht think the Government are in earnest about Irish at all, and they won't until they see all the officials using Irish.

59. What experience have you had of the other services besides the law in Connemara in connection with the language?—The position in the Guards is very bad.

60. What about the Land Commission?—I know some of the officials are good Irish speakers.

61. And the Old Age Pensions administration?—I heard various complaints about that. They do the least damage, but still it is a bad influence.

62. What about the Local Government officials?—Some of them are good but the most of them are not.

63. Which of these would have the most serious influence?—The rate collector.

64. And the dispensary medical officer?—Yes.

65. Are there any men in the medical service who have become so associated with the language movement that the people look upon them as the personification of that movement?—Not that I know of. I would like to say something about education and teaching in the *breac-Gaeltacht*. It is what I consider of most importance and the main thing I have to say. There are several areas where the children speak nothing but Irish but there is a much bigger area where the children don't know Irish and where contact has been broken with regard to the speaking of Irish. These areas have become anglicised and the teaching of Irish in the schools has not stopped it. Generally speaking, in these *breac-Gaeltacht* schools the children passing through the schools learned some Irish, but when they left school it was forgotten. I know one parish where only two young men know Irish and they know it because they never went to school. That is the biggest failure of our movement. We have not prevented the decay, and we have not brought back the speaking of Irish. The fault is between the parent and the child, and the teachers cannot do it where the parents do not help. The people must be made to teach Irish to their children. We have failed with propaganda. We must recognise that failure and tackle it some other way. Where there is any Irish remaining at all contact must be restored between the school children and the people who have Irish. It is from them the children must be made learn Irish and not from the teacher. Children only require sufficient opportunities to hear a language to learn it, that is children up to five or six years. In the *Breac-Gaeltacht* the Education Department should direct all these tendencies towards that. I think that would restore the speaking of Irish in the homes. The parents will tell you that they cannot help the children with the new Irish they learn in the schools. But if the children hear it from the real speakers of the district they can go home and speak to the parents. That is the one method we have left. It is of enormous importance that the growing generation in every area should be able to read and write the language. They will be the foundation of the Gaeltacht of the future.

66. Do you think there should be a corresponding movement in the Gaeltacht which shall have its echo down there and convince the people that it is doing something?—Undoubtedly the Gaeltacht leads the country, and has always done so. You want more than shouting-example. It is bad example that has done more to kill the language than anything else.

67. Should State concern in the Irish language be confined to the Gaeltacht?—No; as far as possible every branch should be dealt with.

68. Is there a very pronounced difference between the school Irish and the home Irish?—Yes.

69. To the detriment of the teaching?—I will say nothing against the teachers. There is wonderful work being done by the teachers, which, if it was being done in French, you would say it was great. There is wonderful work in the national schools as regards language teaching, but it is not going far towards making Irish the home language.

70. What will be necessary outside the teacher's effort and the school effort to achieve that?—By giving the people a material interest in it.

71. A certain amount of propaganda?—Yes, and if they got more of the money that is going to Irish now. I would bring the people into the schools to talk to

the children. Another thing would be to give back the 1s. to Old Age Pensioners on condition that they taught the children of the family Irish. If that was done the problem would be all right.

72. *Chairman.*—Would it be any difficulty for inspectors to find out if the children of the house were speaking Irish in addition to the other things they have to find out about the pensioners?—No. I don't think so. I think it would be a just proposition, although there would be complaints about it from English-speaking pensioners, but they would be paid for teaching Irish. It need not have anything to do with the pension. It would simply be extra money for teaching the children Irish.

73. *An Seabhac.*—Would you lower the age?—Yes, there are various little points like that to be considered.

74. You mention principally the Church in the Gaeltacht and that it is not leading in the matter?—In many places. In others it is leading tremendously.

76. You mentioned in the programme for studies in Irish in Maynooth. That might be the programme in the Belfast College or in Trinity here for that matter?—Yes.

76. Do you think that should be a decided religious bent in the study of Irish in the College of Maynooth?—At present they do the Arts course first and then they go on to Theology. Part of their training should be to preach in Irish.

77. So that they would become masters by practice in Irish?—Yes. Of course in Maynooth you would have the different dialects.

78. *Chairmna.*—Is it right to call them dialects?—It is.

79. *An Seabhac.*—Do you think the same enthusiasm exists in Maynooth as did ten or fifteen years ago?—I don't think it does, as far as I can gather.

80. Do you know any diocesan rule anywhere that the young priests shall be Irish speakers and competent to preach in Irish?—There is such a rule in Galway.

81. Should that be extended and adhered to?—It should be adhered to.

82. Is there no instruction that that ability should be utilised?—That is what is wanted, but I don't think you can ask the bishops to force that too much.

83. Do you think there are some parts of the Gaeltacht and the breac-Gaeltacht where religious instruction is given sometimes in English to people who would understand it very much better in Irish?—Undoubtedly.

84. Do you know any place where there is a percentage of English speakers who don't get instruction in English of a like nature?—There might be or may have been.

85. I am speaking of a certain percentage of the population not knowing Irish and not getting instruction by sermons through English. Does that hold to any extent?—No. I have heard of a direction in a certain diocese that a priest was not to speak Irish unless he was certain everyone understood Irish.

86. You have not heard an instruction that the opposite was to hold?—No.

The following statement submitted by Dr. Dillon (Professor, University College, Galway) had been circulated to the Commissioners:—

GEARR-THUAIRISC AR FHLANNAISE AR AN (BHFEAIMINN) AGUS AN GCELLP Ó TOMÁS Ó DIOLÚN.

1. *Qualifications.*—Professor of Chemistry. U. C. G. since 1920. Have taken interest in the industry and made some study of it from time to time since coming to Galway.

Reasons for giving evidence on seaweed to this Commission—

2. Seaweed was for many years an important raw material of industry in the Gaeltacht, and no inquiry into the economic conditions existing there would be complete without taking seaweed into account, and inquiring first to what extent the decline of the industry has led to the bad economic conditions existing in certain parts of the Gaeltacht, and, secondly, what prospect there is of building up

a new and flourishing industry on the basis of seaweed.

3. *History of Kelp.*—Burning seaweed to obtain the ash known as kelp, an industry of varying fortunes, round the west coast of Ireland, in the Highlands of Scotland, and on the coast of Normandy, for some hundreds of years, Ireland's reputation for kelp in eighteenth century. Object of kelp burning in those days—a source of alkali. In competition with barilla. Duty on barilla. Prices of kelp from 1780 to 1822 very good. Estimate of amount of kelp made. Young's statement (1788). Irish soap trade at end of the eighteenth century considerable. Two and a half tons of kelp containing 5 per cent. alkali required to make one ton of soap. Imports of soap into Ireland in 1919—9,000 tons. Probable output of Irish factories not less than 3,000 tons. Total Irish consumption, 12,000 tons. Population of Ireland at end of eighteenth century, about four and a half millions (Lecky); something same as now. If we assume that total Irish manufacture at end of eighteenth century equalled one-third of present consumption (*i.e.*, 4,000 tons) this would require 10,000 tons of kelp—average value £100,000. Probable annual value of kelp, £200,000.

4. Leblanc process for making soda from salt discovered 1794. Gradual displacement of kelp as a source of alkali.

5. Discovery of iodine, 1812 (Courtois). Potash developed along with iodine from seaweed. Varieties of seaweed required for this purpose different from that suitable for alkali. Old methods of burning also unsuitable; but these have not been changed.

6. Competitors of kelp as a source of iodine and potash.

(1). Chili nitrate residues as a source of iodine. First appeared 1874. Can now supply iodine market tenfold. Output restricted by manufacturers. Four-fifths of world's iodine now supplied from Chili; one-fifth from kelp. Japanese iodine industry from seaweed developed since 1885.

(2). Strassfurt salt deposits as a source of potash. Their history since 1857. Development of use of potash in agriculture. German Potash Syndicate advertising campaign for use of potash. Enormous increase in use of potash by farmers, especially in Germany.

7. In spite of competition, kelp industry struggles on. Revival during the great war, when German potash supplies were cut off. Failure at the end of the war. Present boom in kelp. Not permanent.

8. Is there any possibility of utilising the enormous quantities of seaweed round our west coast as a raw material for industry?

9. Present crude conditions of kelp industry. Dependence on Scottish buyer. Primitive and laborious methods of harvesting. Antiquated methods of burning, with unnecessary or harmful labour. Method by which kelp changes hands calculated to lead to dishonesty on the part of buyer and seller.

10. Probability that by means of scientific and technological research a flourishing industry could be based on seaweed. Need for such research in view of the economic problems of the Gaeltacht.

11. Seaweed as a national economic asset for the development of a home source of potash for fertilisers. Importance of such a supply recognised by other countries. Work in America and Japan.

12. Preliminary considerations on the possibility of successful development of seaweed. Hendrick's experiments—loss of potash in present methods of burning. Utilisation of the organic matter. Processes of Stanford. American processes.

(Signed) TOMÁS Ó DIOLÚN.

22nd June, 1925.

Ollamh.

AN T OLLAMH TOMÁS Ó DIOLÚN, *examined.*

1. (a) *Chairman.*—We have had your statement, Professor. Is there anything you would like to add to it?—I only sent you a very short statement. I had not time to write it out fully. I have something further to say. My object was to try and help you on that part of your inquiry which deals with the economic side of life in the Gaeltacht. I think you cannot possibly consider that without having

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some information about the question of seaweed, which has been of very great importance along the west coast. I have taken some interest in it myself since I went to Galway, which is the centre of the kelp-burning area. I have not made a very exhaustive study of it, but I have taken an interest in it and I have made some experiments on it. Burning seaweed to obtain the ash known as kelp has been an industry of varying fortunes around our west coast, in the Highlands of Scotland, and in Normandy for some hundreds of years. In the first half of the eighteenth century Ireland had a reputation as a kelp-making country, and Irishmen were brought to Scotland to teach kelp-burning (Scott, "Report on Home Industry in the Highlands and Islands," Edinburgh, 1714, Cat. 7,564, page 9; Sigerson, "Last Independent Parliament of Ireland," page 189). The object of kelp-burning in those days was to obtain soda for soap and glass manufacture. For these purposes the varieties of fucus were most suitable. They contained mostly soda and comparatively little potash. Kelp was a poor source of alkali. The best samples I analysed at the time contained 5 per cent. and the worst 2½ per cent. of alkali. It was in competition with barilla, which contained ten times as much alkali, but there was a duty on barilla, which, though not prohibitive, was sufficient to allow kelp to hold its own. Prices were good then for kelp. From 1780 to 1790 it was £6 a ton; from 1790 to 1800 it was £9 to £10 a ton; from 1806 to 1810 it was £16 to £20 a ton. From 1800 to 1822 the average was £10 10s. per ton. The output must have been considerable in the Highlands.

(b) According to Scott (*loc. cit.* pp. 25 and 26), the maximum total output was 12,000 tons. The average cost of production was £2 7s. 6d., which represents £28,750 paid to labour, and the remainder of the price, representing royalty or profit, went to the owners of kelp shores. Young in his "Tour of Ireland," written in 1780, before the boom, says that about 3,000 tons were annually exported from Galway. We can obtain a rough idea of the extent and value of the industry during the boom from a consideration of the Irish soap industry at that time. At the end of the eighteenth century, Ireland had a large export trade in soap to North America and the West Indies, and had in fact cut out the British from this market (Sigerson; *loc. cit.* p. 43). In round numbers the population of Ireland at that time was four and a half millions (Lecky, "History of Ireland in the Eighteenth Century," Vol. V., p. 80), or about the same as at present. In 1919 the imports of soap into Ireland amounted to 9,000 tons. The total output of all the Irish factories at the same time could not have been less than 3,000 tons. This would give a total consumption in Ireland in 1919 of 12,000 tons of soap. Let us assume that the total soap output for export and home consumption at the end of the eighteenth century, when the population was about the same as now and when we had a large foreign market, was equal to one-third of the estimated consumption in 1919, that is about 4,000 tons. Now it is easy to calculate that about two-and-a-half tons of kelp, containing 5 per cent. of alkali, would be required to make one ton of soap. Therefore, according to our estimate, the soap industry would have consumed 10,000 tons of kelp of value from £100,000 to £200,000. Taking into account the fact that kelp was also in demand for glass-making and for other purposes for which alkali was required the total value of the kelp industry can hardly have been less than £200,000 per annum. Considering the relative value of money then and now, it is clear that kelp at the end of the eighteenth century must have been a most important economic factor in the life of the country. In any attempt to trace the origin of the slum population along the Connemara coast, it is worth while considering to what extent there may be a derelict residue of a population created there by the kelp industry. Kelp was not only valuable for itself, but was also the origin of the flourishing soap industry which drove the British out of the market, and also of the glass industry.

(c) The discovery in 1794 of the Leblanc process for making sodium carbonate out of common salt sounded the death-knell of kelp as a source of alkali. Kelp at £20 per ton meant, at the best, crude soda at £400 per ton. Leblanc soda, pure, is now bought at £8 per ton. The Leblanc process did not take on at once. In 1821 James Muspratt, of Dublin, opened

the First English alkali works at Liverpool. He was obliged to give away his "black ash" to Liverpool soap makers to convince them that it was better than kelp. Writing in 1860, Dr. Sheridan Muspratt says: "not more than thirty years had elapsed since crown and sheet glass was manufactured from crude alkali obtained from kelp, the preparation of which for this purpose employed a large population on the northern shores of Scotland and the western shores of Ireland, and the abandonment of the material when the duty was taken off barilla plunged whole districts into idleness and misery." The glass works at Drontheim, in Norway, used kelp forty years ago according to Thorpe. (*Dict. of Applied Chem. Art Iodine*).

(d) By 1840 the kelp industry would have died out or the material would have returned to its original position as a local fertiliser, had not a new use for it been found. In 1812 Courtois, of Paris, discovered the hitherto unknown element iodine in kelp. The investigations of physicians showed that it had valuable therapeutic properties. A demand arose for it, and by 1840 it had become an object of chemical manufacture. The rise of the organic chemical industry created a further demand. The percentage of iodine in seaweed was not great, and to supply the demand considerable amounts of kelp were required. Again, potash had been since 1730 an important product of kelp, and indeed it was for the potash it contained that Courtois used it. These products revived the manufacture of kelp, and although prices never reached the boom level, they were sufficient to keep the industry flourishing until other competitors arose. At the same time the change in the purpose for which kelp was required brought about a revolution in the manufacture of it. Fucus (Feamann dubh) contains comparatively small amounts of iodine and potash. Laminariae (Feamainn dearg, corriach, etc), contain much more iodine, and it happens that these also contain more potash. Unlike fucus, which grows on the rocks around the shore, laminariae grow in deep water, and are either collected when a storm throws them up on the shore or by men who cut the weed with special appliances. When iodine and potash became the objects in kelp-making fucus (Feamann dubh) became useless, and the laminaria varieties were harvested. The revolution, unfortunately, stopped at this point. It should have gone on and included the methods of burning. The old methods of burning which were designed to produce a maximum of alkali involved loss of iodine and potash. Nevertheless, the industry of making iodine and potash from kelp flourished in the middle of the nineteenth century. It was mainly concentrated in Glasgow, but there were also works in Donegal and Galway.

(e) Kelp was not, however, fated to hold the field unchallenged as a source of iodine and potash. Competitors arose in both. The competitor for iodine was the residue from the purification of Chili nitrate. The nitrate deposits of Chili contain up to 0.027 per cent. and occasionally 0.17 per cent. of iodine. The production of nitrates is so great—it amounts to two and a half million tons per annum—that the small percentage of iodine could supply the world consumption of iodine ten times over. The estimated combined power of production of iodine of the Chili factories is 5,000 tons, and the estimated world consumption of iodine is 500 tons. Iodine first came from Chili in 1874, and it continued to come in increasing quantities until the market was fully supplied. The manufacturers have combined to restrict the output. Chili supplies about four-fifths of the world demand, and one-fifth is left to kelp. It is curious that in spite of these adverse circumstances Japan has developed iodine from seaweed, and in 1902 began to export it. The exports in 1902 were 35 cwt.; in 1904, 612 cwt.; in 1906, 196 cwt.; and in 1907, 305 cwt. There was a fall in price in 1906, which accounts for the sudden drop in exports in that year. It is easy to see that iodine is a gamble, and it is not a product on which a sound industry could at present be based.

(f) The revival of seaweed as a source of potash was the deposit of salts at Streassfurt, in Alsace. The history of the development of these deposits form an interesting chapter in the history of the chemical industry in the nineteenth century. The beds lie several hundred feet under a layer of

slate clays and limestone in thin veins. Their existence was suspected from the occurrence of brine springs in the neighbourhood, and in 1839 borings were made in the hope of obtaining rock salt. In 1843 salt was reached at about 760 feet, but, to the disgust of the promoters, the common salt was seriously contaminated with potassium and magnesium salts. Further borings showed that the beds were very extensive. In 1851 the sinking of a shaft to mine for rock salt was begun. In order to get at the pure rock salt it was necessary to clear away the potassium and magnesium salts on top. These were called "Abraumsalze," or refuse salt, and were thrown aside. Meantime, however, agricultural science had begun to develop. Liebig, professor of chemistry at Giessen, had shown that plants required potassium, and that potassium was taken by them from the soil, and that it should be returned if the fertility of the soil was to be maintained. These facts directed attention to the "Abraumsalze," and they were found to be a valuable source of potassium and magnesium salts. The first works for the extraction of potassium and magnesium salts were erected by Frank in 1861. After the war of 1870 the famous German Potash Syndicate was formed, and a great advertising campaign by the syndicate, assisted by the agricultural authorities, began, and the necessity for potash fertilisers was impressed on the farmers. The results were very striking. There was an enormous increase in the use of potash at first in Germany and later to a relatively smaller extent abroad. The output of *crude salts* in 1861 was 2,293 metric tons. In 1900 it was 3,037,035 metric tons. The following table shows the output, the total amounts used at home and exported, and the relative percentages used in agriculture and in industry:—

Year	Total Sales Tons	Domestic Tons	Foreign Tons	Agricultural %	Industrial %
1910	807,091	460,618	346,473	88.0	11.7
1913	1,221,406	664,711	556,695	90.4	9.6
1916	972,373	797,548	174,825	94.1	5.9
1917	1,104,709	958,625	146,084	95.7	4.3

The exports were mainly to the United States.

(g) From these figures one might have expected that the kelp industry would have died out completely, yet it struggled on in spite of low prices, and a little seems to have been made every year. When the great war broke out and the German potash was cut off, kelp assumed something like its old importance. Large quantities were made and sold at good prices, some for export and some to be worked up for potash in Galway. When the war came to an end, and when the potash from the mid-European deposits began to come in freely again, the industry collapsed as suddenly as it had grown. This year again there is something of a boom in kelp, and I have heard that £10 has been offered in some places. What the cause of this rise in value of the commodity is, I have not heard. Possibly it may be connected with the fact that a syndicate to control the price of potassium carbonate has been formed. There is certainly no reason to believe that it is permanent.

2. (a) In view of all these facts, is there any possibility of reviving the kelp industry or of making use of the enormous quantities of seaweed around our west coasts? To answer this question it is first necessary to examine the methods by which the kelp industry has been hitherto carried on. These conditions are extremely crude. They are characterised by a complete absence of that organisation which is essential for a modern chemical industry. The first step in the manufacture is the appearance of an agent in the district who makes it known that he will pay a certain price, say £5, £7, or £10 per ton. About the end of April, when the dry season is beginning, a certain number of people (varying with the price expected for kelp), begin to take an interest in seaweed. I need not enter into details as to the process of manufacture. An account by an expert will be found in *An Stoc* for the months, June and July, 1923. It will suffice to say that the suitable varieties of seaweed are collected on the shore as they

are thrown up by the tide or are cut with a special apparatus by men who go out in boats for the purpose. The burning begins in August. A rough furnace of loose stones is built on the beach, a fire is lit, and the dry seaweed is thrown in gradually and burned. The heat developed is sufficient to fuse the ash, and when all the weed has been consumed the molten mass is stirred with iron rakes on long poles. When it has solidified and cooled it is broken into large blocks and carted to the nearest harbour where the agent has a store. Here the agent chips a few pieces from the blocks and takes them into the store and tests them for iodine. He then comes out and informs the kelp-maker whether, as a result of his analysis, he is prepared to buy the load at all, and if so, at what price. The kelper has no alternative to accepting the price offered, and the kelp is shipped to Glasgow to be worked up for iodine and potash.

(b) Now this system has many obvious disadvantages. In the first place, the price paid is the price which a Scotch firm thinks will be sufficient to give it a supply of kelp, presumably to fill up its purchases from the home market in the Highlands of Scotland. In the second place the method of harvesting the seaweed is most primitive and laborious. In the third place, the method of burning is antiquated and is such as to bring about a loss of soluble potash. The raking of the fused ash is a relic of the time when kelp was made for alkali. The raking mixed it with carbon from the charred seaweed which reduced the sulphates to sulphides, and if calcareous sand or limestone were mixed up with it, this converted the sodium sulphide into sodium carbonate which was the article required. It has been shown by Hendrick (*J. S. C. I.* (1916), vol. 35, 572), that fusion of the ash with sand reduces the per cent. of soluble potash and also of iodine—the two valuable constituents of kelp at present. Finally, the basis upon which the kelp changes hands is entirely wrong, and is calculated to encourage dishonesty on the part of both the purchaser and the vendor. Since the buyer tests the kelp and the seller must accept whatever price he alleges to be indicated by his analysis, it is clear that a dishonest buyer might, at the beginning of the season, declare his intention of paying, say £10 a ton for the best quality of kelp, and actually at the end obtain it for an average price of £4 or £5 per ton. But there is not even any necessity to assume dishonesty on the part of the buyer to bring about this result. The method of taking the sample would be sufficient. The process of obtaining an average sample of a large mass of solid material is very elaborate. The chipping off of a few pieces from the kelp block is quite incorrect. But whether it is due to dishonesty on the part of the buyers, or imperfect sampling, the results were certainly unsatisfactory for the kelpers. They tried the experiment of dividing the product of a single furnace into two and selling each part separately. On several occasions one was bought at the full price and the other only at a fraction of that amount. Naturally this led to adulteration on the part of the kelpers, and the kelp industry in Connemara was ruined.

(c) Now, when we consider that the kelp industry carried on in this primitive fashion is able to survive at all, and is even sometimes capable of a boom, it seems clear that if it were placed on a proper modern basis it might become a flourishing industry and provide employment for an Irish-speaking population in a district where seaweed is probably the only raw material available for industry. But there is another aspect of the kelp industry which should arouse the interest of those who do not care about the Irish language and who are not concerned with the problem of congestion, and that is the necessity for opening up, if at all possible, a home source of potash for agriculture. I have already referred to the enormous increase in the use of potash as a fertiliser which has taken place since the middle of 19th century. The consumption of potash in Germany has all along been greater than the total exports to all the rest of the world. The German consumption per unit area of land has also been much greater than that of any other country. Statistics for 1912 show that in that year German lands received 1,400 kilograms per square kilometre, English lands 183.9 kilos, French lands 96 kilos, and American lands 128.9 kilos. It is remarkable that the yield of wheat, oats, barley and potatoes per acre in Germany, are nearly twice the yield in France. The yield of sugar beet in Germany in 1914 was 31.78 tons (metric) per hectare, and in France

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the yield was 28.08 tons (metric) per hectare. The importance of potash in agriculture has been so far recognised that it has been suggested that if the State were to distribute potash gratis to farmers the increased yield in taxes arising from the increased production in agriculture would show a handsome profit on the cost of the fertiliser distributed.

(d) Since it is or should be the policy of governments to encourage the use of potash it is natural that although the Alsatian and German deposits are sufficient to supply the needs of the world for many years, nations should look for a supply within their own borders. Such a supply would not only reduce imports, but also its existence in the country would tend to increase the utilisation of potash by farmers. Hence, for many years the American Government has studied the possibilities of obtaining local supplies of potash, and although America possesses salt lakes from which potash is obtained, it was to seaweed that the investigators looked as their main source. Extensive researches have been carried out, and during the war large quantities of potash were provided from seaweed. About 1885 the Japanese began to learn the European methods of dealing with seaweed, and before the war Japan was exporting potash to Great Britain, Australia, Italy, Germany, and other places (*Scott, loc. cit.*, p. 125).

(e) The utilisation of seaweed as a raw material for industry would contribute to the solution of three problems which are of interest to the people of this country. First, the relief of the poverty along the west coast; secondly, the preservation of an Irish-speaking population; and thirdly, the provision of a home source of supply of potash, and, since the method of utilisation is not at the moment so obvious as to attract the investment of capital in the enterprise, the problem seems to be a typical case for scientific and technological research on a large scale to be undertaken by the Government. From what has been already done such research work seems to me to offer reasonable prospects of success if carried out with sufficient perseverance and on a sufficiently large scale. Recent experiments by Hendrick show that the percentage of potash and iodine in kelp is much less than could be obtained if the preparation of the ash were carried out properly. Moreover, in the kelp-making process the organic part of the seaweed is completely lost. Since the well-known processes of Stanford for the utilisation of organic matter were first introduced, about 1862, there has been a certain amount of experimental work on this matter, chiefly in America. It seems to be now held in that country that if a method of harvesting the raw material economically can be worked out, the manufacture of potash, iodine and organic products from seaweed can be made an economic proposition.

(f) In suggesting that scientific and technological research on seaweed should be undertaken in order to improve the economic condition of the Connaught Gaeltacht I know that I am putting forward a proposal that will appear startling to many people. The idea is not sufficiently ancient British to commend itself. Like the girl in "John Bull's Other Island," we are always singing the English music-hall song of the year before last, and the idea of systematically applying scientific research to industrial development is not yet out of date in England. England, having immense mineral wealth, did not require such means of development, and so the idea did not reach her until the war came. It is, however, old enough on the Continent.

(g) People don't understand what the State could do if it applied itself to scientific research. A modern State has not discharged its duty when it has provided an army to prevent invasion. We must regard ourselves as carrying on a perpetual war with nature to support our population. For that war we require an industrial army, and as one of the principal parts of an army is its intelligence department, so should a research department be one of the principal parts of an industrial army. Unless you attack this question by systematic research you will make no headway. With regard to the cost, it won't do to spend a few hundred pounds. It will be expensive, but it will be worth it. There is a well-known case of a single firm in Germany which took up a process of making sulphuric acid. That process was most unpromising. The chemical reaction on which it was based had been known for forty or fifty years before; but all attempts to apply it to industry had failed. This

firm in Germany wanted to get sulphuric acid by this method, and they spent £1,000,000 on researches with this object. They finally succeeded, and they got their money back in two years. That is only one case of where scientific research, properly applied, paid in the end. You won't of course be able to get results to come out exactly at the end of the financial year. I think research is well worth trying in the case of sea-weed. If you spend a lot of money on technological experiments on a large scale you will be able at the same time to give employment. That is all I have to say.

3. *Chairman.*—I think you have given us a very interesting and elaborate statement with suggestive possibilities in it.

4. *Mr. Hanly.*—At the present time, as you have said, the method of securing iodine is very crude?—Yes.

5. Is it a fact that there is a considerable proportion of the iodine lost in the process of burning it on the coast?—It is a curious thing that recent experiments made by Hendrick in 1916 show that in the actual burning there is not as much iodine volatilised as would seem to be the case. Stanford held there was a considerable loss, but Hendrick holds that there is not. There is iodine and potash lost through the mixing with sand. Hendrick burned the stuff himself, and found a considerably greater quantity of potash and iodine than is usually found in kelp. He found the percentage of potash was in the maximum case 35 per cent., and in the minimum case 20 per cent., with an average of 29 per cent. The average of 15 samples was 29.28 per cent. of potash. The quantity in kelp is only about 12 per cent. average. The stuffs get mixed with sand and forms silicate of potash.

6. At the present time it contains about 12½ per cent. of potash. Would the Gaeltacht produce be able to compete with manufactured potash?—It looks very like it. According to Hendrick the average is 29 per cent. if properly worked.

7. In parts of Galway don't they dry the seaweed?—Yes.

8. Is that extending in any way?—I don't know.

9. Your idea is that there might be some way in which the crude seaweed could be treated so as to retain practically all the potash as K₂O and the nitrogen of the organic matter?—My idea is that you should try the various methods that have been suggested. One method is by distillation, in which you recover the nitrogen.

10. You are satisfied there is room for research?—I am quite satisfied it is an ideal case for carrying out research. The very fact that it is obvious makes it very necessary. In America they have been working at it.

11. Would you be in favour if putting it under protection by putting a duty on imported potash or would you be in favour of such a scheme as is proposed in connection with sugar beet?—As you had worked out a proper method you could consider these things. Take for instance what the Americans did. They set up a plant and when it worked properly they sold it to a private corporation. That is a question of Government policy, whether they carry on the thing themselves or sell it to somebody else. My point is that in a thing like seaweed you are not in the same position as in the sugar industry, where you can get men to come in and do it. If you can establish such an industry it will help to relieve the problem in the West and supply the country with potash. The origin of the American industry was due to one of the mines at Straessfurt becoming flooded.

12. Do you know if anything in the way of an up-to-date method has been tried in the Gaeltacht?—How do you mean?

13. Such as burning the kelp in small furnaces by the people themselves?—I don't know. That was done in Scotland, I think. Stanford invented a kind of portable furnace, and the product was brought to a central place.

14. Your main point is research work?—Yes.

Mr. Moriarty.—What particular body should carry out these researches—the University College or the College of Science?—I think at the present stage it would have to be handed over to some place like that. The Galway laboratories would probably be the best place to do it.

15. *Fiachru Eitgeach.*—You say the probable annual value of kelp one hundred and twenty years ago was about £200,000?—Yes.

16. Don't you think it would be a cheap experiment if success were claimed in getting potash?—It would be very cheap, if you could succeed in getting £200,000 a year, by spending twice that amount in experiments.

17. Have you any idea what type of laboratories would be required?—You would require the ordinary organic chemical laboratory and you would also require technical laboratories. You would have to find the type of weed best suited for the work, and go about it in a systematic way.

18. *Chairman.*—One thing that arises out of this is peat. Have you given any thought to that? It has been mentioned to me recently that there is a process called the Bergeuse (?) process in connection with coal?

19. *Witness.*—Do you mean pulverised coal?

Where they take gas, petrol and heavy oils from coal, it has been suggested that it might be possible to do something with peat, that it would yield a kind of petrol?—You can get gas from turf. You have always these processes. I met a man with one about two years ago, but when cross-examined about it he sheered off.

20. Roughly, do you think there is any possibility in

the future where we would be able to reduce our import of petrol by making use of our peat bogs?—What has often occurred to me is that some of the systems suggested by industrial commissions should be tried in Connemara where they would give employment and help Irish as well as possibly solving the turf question. The turf question also includes the question of dealing with the land afterwards, and making agricultural land out of it. Some people tell me the bogs in Connemara are very shallow. The turf question generally, and around the West of Ireland particularly, should be considered more from the point of view of providing domestic fuel. Turf is getting further away from the towns, and the further it goes the more coal is coming in. Our consumptions of turf and coal are at present about equal as far as the calorific value is concerned. If you could get a method of transporting the turf simply so that it can be used as a domestic fuel you would be doing better than if you attempted to set a 20,000 Kilowatt station worked by turf.

21. We are told that the charges for turf around Aran are outrageous?—Around Aran they will tell you that.

Chairman.—Thank you, Professor.

The Commission adjourned to Thursday, 25th June, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sráid Fhearchair, Baile Átha Cliath, ar a deich a chlog Diardaoin, 25adh Meitheamh, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siochradha (An Seabhaic); Risteárd Ó Foghludha (Fiachra Eilgeach); L. C. Moriarty; Joseph Hanly.

D'éisteadh—

SEAMUS Ó MURCHADHA
TADHG Ó MUINEACHÁIN

Cumann na Meadhon Múinteoirí.

Raitéis ó Seamus Ó Murchadha agus Eamonn Ó Tuathail tar ceann Cumann na Meadhon Múinteoirí.

Réamh-Rádh.

1. Do réir mar atá an sgéal fá láthair tá muintir na Gaedhealtachta beo ar a bhfaghann siad (a) de thairbhe toradh an talaimh, (b) as an iasgaireacht agus (c) as déantúsaí beaga airithe. In go leor áiteacha níl dóigh taeacht i dtír aca ach a bhfaghann siad as an talamh, ach ó tharla nach mbíonn talamh maith sa Ghaedhealtacht ní féidir leo oiread a bhaint as an talamh is a bheathóchadh iad féin mar ba chóir. Má leanann an sgéal mar sin ní bheidh cuid mhaith de na daoine óga sásta fanacht ann agus beidh siad ag síor-imtheacht go h-áiteacha eile nuair gheibhid an chaoi. Go dtí go mbeidh compórd réasúnta ag na daoine ní chuirfidh siad spéis sa Ghaedhilg agus rachaidh an Ghaedhilg i n-éag do réir a chéile. Is é an rud is mó atá de dhíth i láthair na huair feabhas a chur ar shaoghal na ndaoine. Níl aon eolas ar leith againn ar chúrsaí iasgaireachta, agus mar sin ní mian linn aon nídh a mholadh don Choimisiún in a taobh, ach ba mhaith linn a rádh go síleamuid gur féidir feabhas a chur ar staid na h-iasgaireachta fá láthair. Is féidir le muintir na dtíortha eile atá i dtuaisceart na h-Eorpa tairbhe a bhaint as an iasgaireacht. Cad chuige mar sin nach féidir le muintir na Gaedhealtachta tairbhe éigin a bhaint aistí? Más rud é nach bhfuil eolas maith ag na daoine ar an gcaoi is fearr le h-iasgaireacht a dhéanamh ba cheart sgoil iasgaireachta a chur ar bun i ngach ceantar Gaedhealach le h-eolas na thabhairt dóibh.

Déantúsaí Adhmuid.

2. Ceannuightheart roinnt troscáin sa Ghaedhealtacht chuide bhliain. Ó áiteacha taobh amuigh a thigean an chuid is mó de. Dá mbeadh monarcháin beaga sa Ghaedhealtacht do féadfaí an troscán seo a dhéanamh ní h-amháin le h-aghaidh na Gaedhealtachta ach le h-aghaidh muintir na h-Eireann go léir. Do féadfaí rudáí eile a chur dá ndéanamh sa Ghaedhealtacht m.s. bréagáin, éadach, srl.

Bureau do chur ar bun le h-eolas a thabhairt do dhaoine ar mhaith leo laethe saoire a chaitheamh sa Ghaedhealtacht.

3. As seo amach beidh níos mó daoine ag triall chun na Gaeltachta leis an nGaedhilg fhoghlaim. Fá láthair téigheann furmhór na ndaoine seo go dtí áiteacha a bhfuil Coláistí Gaedhilige. Múinteoirí sgoile a bhfurmhór seo nó daoine a dteastuigheann teagas Gaedhilige uabhtha. Ach tá roinnt mhaith daoine ann anois a bhfuil an Ghaedhilg go, réasúnta maith acu. Ba mhaith leo siúd a laethe saoire a chaitheamh chois na fairge sa Ghaedhealtacht—i n-áit a mbeadh Gaedhilg agus sgíth nó sláinte le fágáil i dteannta a chéile. Ní fios dúinn go bhfuil aon ghléas ann fá láthair le heolas a thabhairt da dhaoine i dtaobh áiteacha feileamhnacha, lóistín, srl. a bhéadh le fágáil sa Ghaedhealtacht. Sílimid go mba mhaith an rud Bureau fiosracháin a chur ar bun i mBaile Átha Cliath in a mbeadh an t-eolas seo le fágáil. Dá ndéanfaí an t-eolas seo d'fhuaigradh is cinnte go gcaithfeadh níos mó daoine a laethe saoire sa Ghaedhealtacht. An t-airgead a caithfí sa Ghaedhealtacht mar sin rachadh sé i socar do na daoine.

Sgoiltachta ceantur do chur ar bun sa Ghaedhealtacht.

4. De bhrígh nach mbíonn mórán de mhaoín an tsaoghail ag muintir na Gaedhealtachta ní féidir leo a

glann a chur i scríth chomh maith agus is féidir le daoine i n-áiteacha eile i nÉirinn. Rud eile, dá mbeadh an chaoi féin acu le h-árd-oideachas a thabhairt da gelainn bhéadh ortha an t-aos óg a chur go dtí sgoiltachta atá taobh amuigh de'n Ghaedhealtacht. Ní fhoghnann an chuid is mó de na sgoiltachta seo do mhuintir na Gaedhealtachta. Dhá locht atá ortha. (1) an costas, (2) an Béarla a bheith mar ghnáth-theanga in a bhfurmhór. Chun oidheachas feileamhnach a thabhairt d'aos óg na Gaedhealtachta mholfaimís sgoiltachta ceantar a chur ar bun sa Ghaedhealtacht in a dteagasgfaí Gaedhilg (Litridheacht, ceapadóireacht, srl.), Béarla—agus na h-ádhbhair seo leanas (tré Ghaedhilg)—Stáir, Geograiphe, Matematic, luath-sgríobhnóireacht, clo-sgríobhnóireacht, cuntaisigheacht, ceol agus amhránuigheacht. Is iad na cuspóirí a bhéadh ag na sgoiltachta seo (a) árd-oideachas geinearálta a thabhairt do mhuintir na Gaedhealtachta na dteangaidh féin, (b) eolas a thabhairt dóibh ar chaoi go bhféadfaidís postaí fhágáil mar chléirigh sa Stát-Sheirbhís, ins na bancanna, i n-oifigí na mboithre iarainn, i n-oifigí trachtála agus ins na Gárdaí Síochána. As na sgoiltachta seo freisin a bheobhfaí adhbhair múinteoirí le h-aghaidh na mbun-sgoil agus na meadhon-sgoil.

Sgoiltachta (Árd-Sgoiltachta a chur ar bun sa Ghaedhealtacht le h-aghaidh adhbhair múinteoirí sgoile.

5. Ba cheart árd-sgoil a chur ar bun in gach Gaedhealtacht le haghaidh daoine óga ar mhian leo bheith 'na múinteoirí sgoile. Ionnta a d'fhoghlaiméochthaí na h-adhbhair léighinn is riachtanach le haghaidh sgrúducháin sgoiláireachta na Cásga (Roinn Oideachais).

Ollsgoil (Ghaedhealtach do dhéanamh d'Ollsgoil na Gaillimhe.

6. Os rud é gurab í an Ghaedhilg an teanga a labhras muintir na Gaedhealtachta ba cheart go mbéadh áit amháin ar a laighead i nÉirinn in a bhféadfaidís áird-leighinn (1. Léigheann Ollsgoile) d'fhágáil 'na dteangaidh féin agus ó tharla gurab é Coláiste na Gaillimhe (An Coláiste Ollsgoile) ar t-aon Choláiste amháin atá ar theorainn na Gaedhealtachta ba cheart an Coláiste sin a Ghaedhealtú agus gach ádhbhar léighinn (taobh amuigh de theangthacha iasachta) a mhúineadh tré Ghaedhilg ann. Dá mbeadh an sgéal amhlaidh d'fhéadfaidís Gaedhilgeoirí dul ann chun áird-leighinn fhágáil 'na dteangaidh féin.

7. Mholfaimuis freisin go gcuirfí coláiste traenála ar bun i nGaillimh le haghaidh múinteoirí sgoile. Ba cheart é chomh-cheangail leis an gColáiste Ollsgoile. Mar sin bhéadh caoi go múinteoirí óga ar chúrsaí áird-leighinn d'fhreastail. Do réir an phlain atá leagtha amach againn thuas d'fhéadfaidís buachaill dul ar aghaidh ón mbun-sgoil go dtí an Ollsgoil agus an teagas go léir dá fhágáil aige i nGaedhilg ó thús go deireadh.

(Signithe), SEAMUS Ó MURCHADHA,
EAMONN Ó TUATHAIL.

25adh Meitheamh, 1925.

Baile Átha Cliath.

SEAMUS Ó MURCHADHA, *examined.*
(English rendering of examination in Irish),

1. *Chairman* (speaking in Irish)—Would you prefer to give your evidence in Irish or English?—In Irish, I suppose.

2. Very well. We did not get your paper until yesterday, and it has not been circulated yet. Perhaps you

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would read it to us? This statement was agreed to at a meeting we had last Saturday. In the first place we think that industries ought to be established for the people of the Gaeltacht. Unless the children have proper food it is not possible to have good results from the schools and colleges. At present the people of the Gaeltacht live on what they obtain (1) from the land; (2) from fishing; and (3) from certain minor industries. In many places they have nothing except what they get from the land, but as the land in the Gaeltacht is not good they are not able to maintain themselves properly with what they can get out of it. If the matter remains in this way the young people will not be content to stay there, and they will be continually going to other places when they get the chance.

(a) Until the people have reasonable comfort they will not esteem Irish, and the language will die out gradually. The greatest need of the moment is an improvement in the life of the people. We have no special knowledge of fishing, for that reason we don't wish to make any recommendation to the Commission concerning it, but we wish to say that we think it is possible to improve the fishing industry. People in other countries in Northern Europe are able to derive profit from fishing. Why should not the people of the Gaeltacht be able to do so? If the people of the Gaeltacht don't know the best methods, a fishery school should be established in each district in the Gaeltacht in which they would be taught the trade.

(b) Some furniture is bought in the Gaeltacht every year. Most of that comes from outside the Gaeltacht. If little factories were established there it would be possible to make the furniture not only for the Gaeltacht but for the people of all Ireland, and it would be possible to get other things made also, such as toys, clothing, etc. The stockings made there could be bought by the Government for the Army and the Garda Síochána. The women would be able to make the stockings in their home and bring them to the factory, and the factory people could sell them to the Army. The fishing and these things would help the people to live. The fishing certainly requires to be looked after. I know one place in which there ought to be good fishing and there is not a single boat there at present. It is our opinion that something ought to be done to establish the fishing industry in a place like that.

(c) We recommend that a bureau be established to supply information to people who wish to spend their holidays in the Gaeltacht. From this forward more people will be going to the Gaeltacht to learn Irish. At present most of these people go to places where there are Gaelic colleges. Most of these people are teachers or persons who want instruction in Irish. But there are a good many people now who know Irish fairly well and who would like to spend their holidays beside the sea, in the Gaeltacht, where they would get Irish and rest and health altogether. We are not aware of any machinery at present by which such people could obtain information as to the most suitable places, lodgings, etc., in the Gaeltacht. We consider that it would be a good thing to establish an inquiry bureau in Dublin where such information could be obtained. If such information were advertised it is certain that many more people would spend their holidays in the Gaeltacht. The money that would be spent in the Gaeltacht in that way would be of advantage to the people. There are also many parents in Dublin who would like to send their children to the Gaeltacht if they knew where to send them to.

(d) With regard to education we think it would be a good thing to establish district schools in every part of the Gaeltacht. As the people of the Gaeltacht have not much of this world's goods, they cannot advance their children as well as people in other parts of Ireland can. Even if they had the means of giving higher education to their children, they would have to send them to places outside the Gaeltacht. Most of these schools are unsuitable to the people of the Gaeltacht. They have two faults: (1) the cost, and (2) in most of them the instruction is given in English. To provide suitable education for the youth of the Gaeltacht, we would recommend that schools be established in the Gaeltacht in which the following would be taught—Irish (literature, composition, etc.), English, and the following subjects (through Irish)—History, geography, mathematics, short-hand,

typewriting, book-keeping, music and singing. The objects of these schools would be (a) to give higher education generally to the people of the Gaeltacht, and (b) to prepare them for positions as clerks in the Civil Service, the banks, the railways, commercial offices, and the Civic Guards.

(e) From these schools also candidates would be got for training as teachers for primary and secondary schools. High schools should be established in every Gaeltacht for young people who wish to be trained as teachers. These schools would prepare them for the course of instruction required for the Easter Scholarships examination. There is a great need for schools like Skerry's or McGuire's, where clever boys and girls from the Gaeltacht could be trained for work in Government and other offices. These boys and girls are as clever as boys and girls in Dublin, but they have not the opportunities of receiving education. They cannot get positions in Dublin because they are not trained for the examinations, and they go to America. There should be some system of scholarships for them.

(f) It is our opinion that University College, Galway, should be Gaelicised from top to bottom, and that a college for the training of teachers should be established in connection with it, so that the Gaeltacht could provide teachers for the whole country. As Irish is the language spoken by the people of the Gaeltacht there ought to be one place at least in Ireland in which they could get University education, and as University College, Galway, is the only college that is on the border of the Gaeltacht, that college ought to be Gaelicised, and every subject except foreign language taught through Irish in it. If that were done Irish-speakers could get higher education in their own language. We also recommend that a training college for teachers be established in Galway, and that it be affiliated to the University College. In that way young teachers would have the opportunity of attending the courses in higher learning. According to the plan we have outlined, a boy could go from the primary school to the University and receive all his instruction in Irish from beginning to end.

3. *Chairman.*—There is a union of Intermediate teachers?—Yes, and the reason why we discussed this question is that we wished to see those schools established to provide Intermediate teachers in the future who know Irish. There are many Intermediate teachers at present who don't know Irish.

4. Are you an official delegation?—Yes.

5. How long is the association established?—Many years.

6. About how many years?—About fifteen.

7. What are the objects of the association?—It is a body like the Irish National Teachers' Organisation, meetings are held every month, and matters relating to teachers discussed. It has a deputation going to the Government now.

8. How many members are there in the association?—Five hundred.

9. About home or cottage industries, you think the Government should do something to establish such industries, and buy stockings for the Army and the Garda Síochána?—Yes. The Government could take some and they could sell some of them in other places. There were industries like that in Carna and Spiddal, and they used to sell stockings and shirts to people in Dublin.

10. How many shirts and stockings would be wanted for the Army and Garda Síochána every year?—I don't know exactly.

11. If people from Tipperary or such other place came to the Government and said "we can make shirts for sixpence each lower than the price at which it is possible to get them from Galway"?—I don't see why that should occur. The Government have plenty of money and they should do something for these districts. I don't see why Tipperary should be able to make these things cheaper than Galway. Even if it could we must do something for the people in the Gaeltacht if we want to save the language.

12. Do you know any other place where the Government did commercial work like that, because it would be commercial work?—It would be commercial work. I don't know of any other place in which it has been done, but it would be a good thing to establish such factories—it would help the people.

13. What would happen in other districts if the Government undertook this work in the Gaeltacht?—I

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don't know. The other districts have other resources. The Gaeltacht has been neglected. It doesn't matter what would happen. It would be a good thing to help the people of the Gaeltacht, and if it is possible to do anything in that way, it does not matter what will become of them afterwards.

14. Do you think it is possible to help them in that way?—I do.

15. Have you any opinion as to the amount of money that would be required?—It is not possible to say exactly, but a great deal could be done with small sums. A good deal could be done with £20. They don't think much of £20 in Dublin, but it would do a great deal in the Gaeltacht.

16. Do you know what is being done in Foxford?—Yes. They make woollens there. They are doing splendidly.

17. *Fiuchna Eilgeach.*—Do you know what is the cause?—No.

18. I thought you didn't?—Perhaps if we knew who was directing the work we should know. The people require to be shown how to do things. That is exactly what we want. When the people have not been trained to do anything for themselves, the Government should do something for them.

19. *Chairman.*—In how many places do you think these industries should be established?—About one factory for each Gaeltacht.

20. How many altogether?—One in Donegal, one in Mayo, one in Galway, one in Kerry, and one in Cork.

21. Five altogether. You think the Government ought to establish these five factories?—That is our opinion. I am not tied to five as the number, but the Government should establish such factories, three, four, or five of them. It would do great good.

22. Have you any knowledge of industries of this kind?—I have not, but there were industries in Carna and Spiddal, and the girls were very well satisfied with the work. This went on for five or six years. Then the war came and interfered with the work, and the girls had to go to America. If the work were there the girls would be satisfied to do it, and they were satisfied with the money they got for it.

23. How did the war interfere with it?—Our war here in Ireland is what I refer to—the biggest war as far as we are concerned.

24. About the wood industries, do you think it is the Government that should establish them?—I think the Government would have to do it if it is done at all. There has been talk about these things for years and nothing has been done. It is our opinion that it should help the Gaeltacht, and that the Government should do it. If the Government don't do it, it will never be done.

25. How many of these industries would be wanted?—About the same number. The same factories could be used for the two kinds of industries. The materials could be given out to the people to be made up, and the factory could sell the finished articles.

26. Home industries altogether?—Yes. I don't think it would be right to establish factories like what they have in Manchester.

27. About the inquiry bureau, don't you think that that would be more suitable work for the Gaelic League than for the Government?—Yes, perhaps so.

28. If the Government established it, people might complain that their names were not on the list?—That is true, but will the Gaelic League do it? I remember that this subject was discussed long ago at the Gaelic League Ard Fheis until four o'clock in the morning, but nothing was done.

29. Do you think any official under the Government could make up such a list?—I think so. Of course if you could get the Gaelic League to do it, that would be all right. It doesn't matter who does it, so long as it is done.

30. Have you any idea as to how many per thousand get Intermediate education in this country?—Very few, one in a thousand, perhaps, and less in the Gaeltacht.

31. In the country as a whole, is there any record of what happens to people who get Intermediate education?—Some of them go into the University, others go into offices, banks, and railways. Many of the boys in Ballinasloe get positions in the banks; they get directly from their college training.

32. There is no official analysis?—I don't think so.

33. Do you think Intermediate education in its present form is suitable for the Gaeltacht?—I don't think so. It would be better to have schools established

there which would train boys and girls for public examinations, so that they could get positions which would enable them to live. Three things were considered by us—First, schools in every district in which boys and girls could be trained for certain examinations. Then clever boys and girls who had a taste for teaching could be sent to the training schools to be trained and then sent to Galway college. That should be a real Gaelic college where the education would be in Irish altogether, and English would be taught exactly like French or any other foreign language.

34. You think district schools should be established in the Gaeltacht ten miles from each other?—Yes.

35. Have you any idea as to how many of these schools would be required?—No.

36. How many teachers would be required to do the work?—I don't know.

37. You don't know how many students would be going to these schools?—There would be plenty of students.

38. How many would be going to one of these schools?—Well, I don't see why there should not be over fifty, and as many as one hundred in some. Take the district between Spiddal and Knock. In Spiddal there are five nuns in the girls' school, and two other teachers. In the boys' school there are four teachers. In Knock there are three teachers in the boys' school and three in the girls'. I don't see why fifty or more boys and girls over fourteen years should not be going to such a school in that district. There might be far more, perhaps a hundred.

39. Do you think it would be right to establish new schools altogether independent of the National schools?—Yes. The National schools ought to be allowed to go ahead as they are, and new schools established with no connection with the National schools.

40. Have you any programme made out for such schools?—No.

41. We would like to understand the kind of work that would be done in these schools? When we discussed the matter we had before our minds the examinations that the boys and girls would have to pass in order to get employment, and the programme would have to be arranged to suit these examinations.

42. Do you think there would be examinations for every student going into these schools?—I think so. There are many attending the schools in Dublin in preparation for examinations, and I don't see why there should not be an opportunity for the boys and girls of the Gaeltacht to enter for these examinations.

43. But you did not go into the work of the schools exactly to see what programme would be suitable. Assuming that these schools ought to be established, what we want to know is what is their purpose, and what programme should be laid down so as to provide proper preparation for the students?—As I understand it, it would be according to the public examinations before the boys and girls—schools like McGuire's or Skerry's. Another part of their work would be the training of boys and girls for the preparatory training colleges.

44. That is the kind of education you would have, not higher education leading to the University? That is the thing that would help them most at present. They could go to the University after a time.

45. The objective of these schools would be preparation for students to go in for examinations to get a livelihood?—Yes.

46. Is that objective before Intermediate education at present?—Oh, no, we thought that if these schools were established in the Gaeltacht, boys and girls who now have to go to America could get positions in Ireland. Let other people go to America if they like. At present not one in fifty of the Intermediate teachers could do the work of Intermediate schools in Irish. It will be so for ever unless something like this is done, unless boys and girls from the Gaeltacht are properly trained and educated. They have not the money to go to the colleges at present, and they must go to America as they have done up to the present.

47. Where are the Intermediate teachers at present got?—From the University. They go from the Intermediate schools to the University and get a degree, then they get positions in the Intermediate schools.

48. What percentage of the members of the Secondary Teachers' Association could do the work though Irish?—It is not possible to say.

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49. Could you say how many of them spoke Irish as their first language?—I could not say. There are several of them in recent years since the Free State was established.

50. How long would you be looking for teachers for the higher schools; are they to be got?—I think so. If the schools were established, I think you would get the teachers.

51. Although there are not many Intermediate teachers who are Irish speakers?—Yes.

52. Where are they?—Some of them would be got from the University. I think they will be better in the future. They will know more Irish than the people who are there at present.

53. Do you think it would be possible to staff such schools at present, you have students whose first language was English and who learned Irish, do you think it would be possible for a teacher of that kind to go into a high school in the Gaeltacht and do his work there properly?—I think so, if he knew enough Irish.

54. Have you any knowledge of any country in which such a thing has been done?—No.

An Seabhadh.—If the schools were established in the Gaeltacht, do you consider that they should be established by the Government?—Yes.

55. You know there is no Intermediate school conducted by the Government at present?—I know that, but it is not schools of that type that we want established. We suggest a certain type of school, and we don't think such schools will be established unless they are established by the Government.

56. You suggest commercial schools rather than cultural schools?—Yes.

57. Is it right to be satisfied with that kind of education for the Gaeltacht always?—No, but at present it is wanted to save the boys and girls from going to America.

58. That is the reason why you recommend this kind of school?—Yes.

59. To remedy that? Yes.

60. Otherwise you would prefer to give a higher education that would have some connection with the cultural and national life?—Yes, certainly. The people of the Gaeltacht should have the same educational facilities as the people of the Galltacht.

61. Do you think any people would be got to establish such schools, if they thought fees or the payment of the teachers would be provided by the Government?—I do.

62. That they would be got?—Yes.

63. And that it would not be necessary for the Government to do it themselves?—No, but it would be necessary for the Government to pay. The Connacht College Committee were prepared to establish two schools like the Ring College, one in Spiddal for boys, and another in Tourmakeady for girls.

64. They would be established by the Connacht College Committee?—Yes.

65. Have you any idea as to the amount of money that would be required to establish and maintain these schools, or in what way the money should come from the Government?—I think it would be better to give the money in fees, according to the amount of work done in the schools, but it would be necessary to give some money to establish the schools.

66. For houses?—Yes, because the people would not have sufficient money to provide efficient equipment.

67. Do you think that would be better than to have the schools directly under the Government worked and controlled by them?—Yes. The Government would have the right of inspection, and to see that the programme was carried out.

68. As to the kind of students coming to the schools, how would you be satisfied that they knew Irish?—I think the inspectors going into the National schools would be able to do that work.

69. Nomination by the inspectors?—Yes.

70. Would not there be a danger of too many students coming from a place like Tipperary?—If they came from Tipperary they would not have Irish.

71. You would not be against it if they had?—I think it would be a good thing.

72. How many schools would there be from Galway to Roundstone?—I suppose three would do.

73. They would be mixed schools?—Yes.

74. *Chairman.*—Is this to be free education?—Oh, yes, entirely free.

75. *An Seabhadh.*—What are the things that ought to be taught to persons going for the public service—

What branches of the public service would they go for?—The lower branches.

76. Clerks, yes. For a couple of years more I don't think it would be possible for the boys and girls of the Gaeltacht to get the education necessary for the higher posts. The boys who would be going to the Galway University would be able to get the higher posts. There would be many boys who would be well satisfied with the lower posts.

77. Do you think it is education in itself they want to get work in the public service?—The foundation of the whole matter is that the boys and girls are going to America and England, and this is a great loss to the country as regards Irish. Posts should be got for them. That is the first thing in education, properly speaking.

78. There were people before us who said they were convinced that the greatest intellect is amongst the children of the Gaeltacht. Is that your opinion?—Yes.

79. You say that it is for the lowest positions in the public service that the students from the Gaeltacht should go?—Oh, no, but those from these particular schools. I don't know that it would be possible to prepare them for a couple of years or more for the higher posts.

80. You say that boys and girls who would have been suitable for admission to these schools have been emigrating for years, and that that emigration could be stopped if they got posts in Ireland?—Yes, some of them could get these posts by public examination, others could go to the preparatory training schools, the training colleges, and the University, others would be able to go for the higher posts in the Government service.

81. You think if they had these schools they would get into the public service and the banks?—I think so. I don't see why they should not.

82. You would like to see the girls trained as typists?—Certainly. I consider that would be a good thing for them. It is hardly possible that posts would be got for all the people unless some of them were trained for that class of work.

83. Do you think if there was good education given in these higher schools there would be people in them clever enough to get scholarships in the National University?—I think so.

84. There would be a chance of going into the University for boys and girls of the Fíor-Ghaeltacht?—A good many of them would go.

85. At what age would you bring boys and girls to these schools?—Thirteen or fourteen years, after they had finished with the National school, after they had passed seventh standard in the National school.

86. Would you have any check on the boys or girls entering?—I don't think so.

87. You would have the check of a certain standard of Irish?—Oh, certainly.

88. You would exclude people who did not know Irish at all?—Certainly. The boys and girls would have to know Irish well before being admitted.

89. They would not spend much time on cultural education?—I would not say that. They could pay attention to that as well as the other subjects.

90. Are there teachers who would be suitable to do that work in the same spirit. There would be no English?—There are some.

91. Do you think they would go down there and leave a college in an English-speaking district?—There are some of them who would do it.

92. For the sake of Irish?—Yes. They would have more permanent posts than they would have in the Intermediate schools, but apart from that many of them would do it for the sake of Irish.

93. You understand that in the public service the Gaeltacht is a place where the people don't like to be sent to?—Yes.

94. The draw is always east?—Yes.

95. How would you counteract that?—If you want to get the best people it would be necessary to do something like what is done in the Indian Civil Service, give them increased pay or some other compensation.

96. For a school of fifty, how many teachers would you want?—Two or three, at least.

97. A teacher of mathematics, a teacher of type-writing, a teacher of English, and able to do all these things in Irish?—Yes. Perhaps the same teacher could do mathematics and English.

98. Would it be hard to get people who would have all these advantages?—It is hard to say.

99. Do you know people among the Intermediate teachers who have these things?—There are some. I don't know how many.

100. People who could teach two or three subjects?—Yes, there are some, but I cannot say how many.

101. You have not thought that there should be any connection with these schools and training in cookery and nursing, and the care and education of children?—That is a different thing. It would be well to do that also, but not in these schools.

102. But if there were a teacher capable of giving instruction in domestic economy?—Yes, it would be possible then.

103. A kind of training college for housework, and the teaching of children to speak Irish?—Yes, it would be a good thing.

104. Would you have anything in the form of training as a preparation for young people to teach Irish?—Oh, yes, that would be there also. Boys and girls who would be attending these schools could be sent into the preparatory colleges, and they could then go to the University and become trained to teach Irish throughout the country.

105. *Fiachra Eilgeach.*—In your opinion how many young teachers are wanted every year?—In the Intermediate schools?

106. No, in the National schools?—I don't know exactly.

107. What number goes into the training colleges?—Five hundred altogether, I think.

108. If you had an ard-sgoil in every parish how many new teachers would you have in each school?—There would not be work for them in the schools. They would be wanted for the preparatory schools, and there would be only one preparatory school in each province.

109. And you think these schools would be suitable as a means of getting work for the students?—Yes.

110. How many of the students would get a livelihood as teachers if 500 is enough for the whole country?—It would not be possible to say. In the Intermediate schools boys don't know what they may go for.

111. You admit the number from such schools who would become teachers would be almost negligible?—I would not.

112. If there are only 500 altogether?—Yes.

113. For the twenty-six counties of the Free State?—There are only three or four counties in which the training schools would be.

114. Three or four counties, but they are big counties—Donegal, Mayo and Galway?—We were discussing the Gaeltacht, and if you take Donegal there is only half of it Irish. It is the same in Mayo, Kerry and Cork.

115. You would have students taught typewriting and shorthand?—Yes.

116. Have you any idea of how many students who spend £50 or £100 in learning shorthand and typewriting get positions?—From these districts.

117. From any districts?—I could not say.

118. Would you say that not ten out of every 100 get posts?—I don't know.

119. Of the girls who come to Dublin from Kerry and Galway and other places, and pay their expenses here for a year or a year and a half, do you know that not one in ten of them gets a post?—I don't know.

120. What would you say about girls in the Gaeltacht, where would you get positions for them?—There are many people in the country who get posts every year, and I don't see why they should not be got by girls from the Gaeltacht.

121. What about the girl who spends £100 on preparing herself in Dublin?—There are people who get positions in Dublin, and I don't see why the boys and girls from the Gaeltacht should not get positions. They are going to America, and that is one way to stop them.

122. You say that the Foxford industry has been a great success?—Yes.

123. Do you know that woollen mills would succeed in any county in Ireland if they had one thing that they have in Foxford—a good manager?—Yes.

124. Mother Bernard, who came from Kerry. Do you know that it was she who made it a success?—I don't know, but it is a good thing.

125. She had the intellect, and she put her heart and soul into the management. If she were in charge of an industry in any county in Ireland it would be a success?—I suppose so.

126. *Chairman.*—How long are you teaching in Intermediate schools?—Nine years.

127. Teaching Irish during all that time?—Yes, Irish all the time, but not Irish altogether.

128. Where are you teaching now?—In Belvedere College.

129. Do you think that the teaching of Irish has made any progress in the Intermediate schools in Dublin, that there is any growth in the speaking of Irish in them?—Oh, yes, there is a great improvement.

130. How many of them got the Fáinne?—Some of them did, but I cannot say what number.

131. How many of those who were in your classes for the past three years went in for law?—For law here in Dublin?

132. Yes, as a profession?—I don't think more than two or three.

133. Had they Irish?—They had some.

134. Do you think they will be able to do their work in Irish?—Clever boys who had a desire to use Irish could improve their knowledge, but they had not sufficient knowledge of the language at that time to do their business in Irish.

TADHG Ó MUINEACHAIN, *examined.*

(*Examination in English.*)

1. *Chairman.*—Is there anything you would like to add to your statement?

2. *Witness.*—I don't want to take up the time of the Commission by going over the same ground. I want to say from my experience of the Gaeltacht what the position of the language is in recent years. For twelve years I taught in an intermediate school next to the Gaeltacht. I had children from the Gaeltacht attending. I will take one family which is typical of the position in the Gaeltacht. They were fluent speakers who came from the Gaeltacht. I had occasion to go back ten years ago, and I found the youngest brother of these same boys not having a word of Irish. That family is typical of the whole state of the Gaeltacht, and the language is dying fast in the Gaeltacht. As regards the schools Séamus O Murchadha was speaking of, I think there is a mistake made about native Irish speakers. Fully 60 per cent. of the members of the Secondary Teachers' Association are capable of teaching in the ordinary secondary schools in the Gaeltacht, and they can always acquire a further knowledge of the language. As regards the system of education generally, I think the accepted opinion of the majority of educationalists is that education has taken a wrong trend altogether in this country. The ordinary boy is not catered for, and in the last examinations set by the Intermediate Board only the exceptional boy was catered for. The children of the country are not catered for at all, because they cannot possibly answer some of the papers set. In these schools, especially in the Gaeltacht, I certainly would not have more subjects than English and Irish as a commencement at the present time. That is the opinion of the Secondary Teachers' Association, and the higher education should be more or less of a technical nature. It would be difficult, I am sure, to get the very best qualified teachers to go to the Gaeltacht. You will get a certain percentage, but it will be small, owing to the conditions in the Gaeltacht. In connection with the Garda Síochána, the main idea I understood was that in a few years the Gaeltacht should be able to supply for the Gaeltacht all the men who could fill positions in the Garda Síochána. If men could be procured who were not native Irish speakers they would be qualified for the present time. In the college to which I am attached at the moment there are four men who would be perfectly qualified to teach mathematics through the medium of Irish. Some of them are perfectly qualified who are not teaching Irish at all.

If the link between the primary and secondary schools and the University is broken at all, I think there will never be a success at all. It is absolutely necessary to make Galway University an all-Irish University and have it thoroughly Irish. Otherwise the link will be broken, and the whole Gaeltacht will suffer. As regards this scheme in the Gaeltacht, Séamas O Murchadha was saying that for a radius of about ten miles possibly some one of the national schools could be made a higher school at the present time, and in the course of a few years the Gaeltacht would be able to supply itself with

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TADHG O MUINEACHAIN, *examined.*

teachers. At the present time I am convinced that the language is dying and the rate has been increasing for the past ten years. It is a question of education and economics. Education has been given the wrong trend and it has a bearing on economics. It will take years to settle that. Take a family of six or seven in the Gaeltacht. These must emigrate because there is no livelihood here for them and they find themselves at a disadvantage.

3. How long have you been teaching in secondary schools?—About fifteen years.

4. And you are representing the Secondary Teachers' Association?—Yes.

5. With regard to this wrong trend in education, when did that begin?—It began really with the introduction of the Intermediate system in Ireland.

6. Has anything been done to cure that position?—An attempt had been made by the new Government on which we all based our hopes, but it has developed into the same system as before.

7. When was that attempt made?—It was made with the establishment of the present Ministry of Education.

8. When was this scheme introduced?—I cannot give you the date.

9. You are speaking for the secondary schools?—Yes.

10. Was it not definitely introduced last year?—Some time last year.

11. That scheme raised certain hopes in you?—Yes.

12. What has dimmed these hopes?—If it is one thing more than another it is the examinations set recently by the Intermediate Board. The papers given were such that the ordinary boy could not answer the questions.

13. Were this year's papers the first set under the new scheme?—Yes.

14. The only thing you see wrong with the scheme is the definite attempt to create a bad trend?—With the introduction of this new scheme some of us thought it would gradually evolve into a much better thing. When it was on trial we did not expect very much, but as time went on we discovered it was just as bad as ever, and the ordinary boys of the country are not catered for. To my experience boys have been crammed with French, Algebra and things that the majority cannot make any possible use of. In the establishment of the new schools in the Gaeltacht it would be a useful thing to keep a separate part of the establishment for a sound system of education. I found that the boys who came from the Gaeltacht had a higher standard of intelligence than the boys of the Gaeltacht.

15. That is your experience?—Yes.

16. Where have you come up against that experience?—When I taught near the Gaeltacht and other places.

17. Where did you teach near the Gaeltacht?—In Caherciveen.

18. You think facilities for education higher than the ordinary primary course should be available in the Irish-speaking districts?—I think it is absolutely necessary.

19. Have you thought over what the programme for such higher education should be?—I have not given any definite thought to the matter. I think that should be left to experts.

20. If a secondary teacher of fifteen years' standing won't think himself something of an expert, who is going to do the thinking in the matter?—Of course, speaking generally on the matter, I consider, as I have said, English and Irish would be sufficient in languages. Along with that the education should be of a technical trend. There are several local industries and a technical training could go hand in hand with these.

21. As far as we can find out up to the present, technical education was never forced on the people. If the local people did not want it, then they did not get it. If they did want it the local people had to say they wanted instruction in that particular trade or profession; otherwise they did not get technical education, and it was not suggested to them that they ought to look for it. Things have not, so far as we can see, materially changed recently, and as far as the members of this Commission are concerned they will be dependant on people in these local areas to point out that education of a technical kind in these

areas should be along particular lines. Do we understand that the Secondary Teachers' Association have no systematic suggestions to make or proposals to put up?—I think in the day schools you must combine technical education in the bill. At the present time you have technical schools, and much of the technical education is done at night classes, which are not attended.

22. Do you know any place in the Gaeltacht where there are technical classes of any kind?—I don't know of any place in the Gaeltacht.

23. We have simply got to the idea that schools for education higher than primary education should be established, but we are unable to get a programme for them?—I would not be prepared to suggest a programme.

24. You say 60 per cent. of the members of your Association would be qualified to teach in these schools. That would work out at about 300 secondary teachers qualified to give instruction through Irish in schools higher than primary schools in the Irish-speaking districts. How many of these would be native speakers originally?—I would say about 8 or 9 per cent. of the total.

25. Have you any knowledge of the countries in which bilingual education has been in operation, such as Belgium, South Africa, Canada or Wales?—No, I have no actual experience of it. I understand it has been done in one or two countries where the language was almost dead.

26. Suppose, without having previously gone into it, a person who alleged he had experience of bilingual education said "You cannot have primary education carried out in the home language of the child by a teacher whose first language was not that home language," would you be inclined to think that was a reasonable or an unreasonable statement?—I think it unreasonable.

27. You think it unreasonable?—Yes, I think it is possible, because I have seen subjects successfully taught through the medium of Irish by teachers who were not native speakers.

28. Don't you think there might be a difference between teaching a subject and conducting the work of a class?—That perhaps would be another point. Let us take Pearse, for instance; he succeeded fairly well in teaching Irish.

29. I don't know if his school was all Irish-speaking or not?—He conducted his school through the medium of Irish.

30. You are satisfied at any rate that it is an over statement of the position?—Yes, the living language must change being a living language. It cannot remain at the old standard. Even in Dublin there is a pure accent of its own; that is really because it is a living language. Our aim is to make it a living language.

31. *Deputy Baxter.*—You find fault with the secondary schools' programme as it is presently. Is that because you think the programme is over-loaded with too many subjects?—Yes, and more than that; the ground required to be covered is too much.

32. That is there are too many subjects?—There is too much required for each subject.

33. For the time.—Yes.

34. After two or three years' work will the new programme become easier?—Naturally, from experience they will be able to get into it. To my mind the change is very small from the older scheme.

35. You said when the programme appeared it seemed quite good?—In theory on paper there seemed to be great chances for education, but in the working out of it it did not do that; and the majority of educationalists are disappointed with it.

36. Is it not difficult to reconcile your two statements, that the programme appeared quite workable and that when it was carried into effect it was not satisfactory?—Not in the least contradictory. You take a certain subject which has to be worked out and you set an examination paper. The old game was to find out what the boys did not know, and that is being followed.

37. *An Seabhac.*—The examination paper has not been set in the same spirit as the programme set out?—That is so.

38. *Deputy Baxter.*—It has expected too much from the teachers and the pupils?—Yes. You have to cover so much ground for these examinations that it is not really education in the end.

39. Is there any difference of opinion amongst the secondary teachers as to the effects of this programme?—I think there is, as regards the programme being too difficult in these examinations.

40. At the start you say it was considered educationally sound. Do you mean from the point of view of the country and its needs?—It raised hopes that there would be a change from the old system and that after some years it would gradually develop into a very useful programme.

41. It would not seem on paper that the programme was like the old one?—Before the examination papers appeared it seemed as if it was not, but the examination papers washed away these hopes. The programme will have the same effect of turning people towards the professions. Only the very clever boy could answer the questions. The ordinary boy is neglected, and naturally the schools and papers will cater for the exceptional boy.

42. *Chairman.*—Are we to understand that this is the position, that a person who would be entitled to an Intermediate or Leaving Certificate on their work are possibly not likely to get it as a result of the examinations?—That is so if the standard is not lowered very much. I think only a very small percentage will get Leaving Certificates this year.

43. *Deputy Baster.*—You say only the very clever boy can possibly pass these examinations; does that mean a boy clever at some subjects? Take a boy coming up from the Gaeltacht, has he a chance under this programme to make himself up in subjects that he would have a natural understanding about?—The boy from the Gaeltacht is peculiarly handicapped because he has so many subjects to get through. Perhaps he has not done anything in French or algebra. He has to rush up one subject while other boys, having had better opportunities, would have been three years studying that subject. He has perhaps to do a three-years' course in one year. It is a great handicap.

44. Then the failure lies not so much in the secondary school work as in the primary school work?—I think the primary system has failed during recent years. That is my experience in getting boys from the primary schools. They have not had the same standard as formerly.

45. What percentage of the boys coming to the ordinary secondary school come in merely to do a pass and then go back again to the country, and what percentage come in to pursue their studies and go on for the professions?—I would say there would be four or five in fifty that succeed finally, that is, going on for the professions. Many of them have tried, but the vast majority go back and don't derive any direct benefit from it.

46. I want to know the number coming into any secondary school with the intention of doing a course and going back?—If you are talking about giving some sort of technical training in secondary schools to pupils, you have to contemplate how many of them have come in really for that sort of training, or how many intend to go on for the professions. I would say that more than 50 per cent. come in with the idea of going for the professions. Very frequently they come when they are too old.

47. For pupils like that do you say the present programme is unsuitable?—I do. It is unsuitable not only for people like that but for the majority of the students, say, living in Dublin. I think only about 20 per cent. of those who sat for these examinations will get through.

48. Would that be quite enough to pass for the professions?—All the schools can supply a fair share.

49. *Mr. Hanly.*—What are you teaching?—Mathematics and Irish.

50. Have you any association with science at all? You know that agricultural science and rural science are on the present list?—Yes.

51. They have not been taken up to any extent in the schools or colleges; can you say why that is so?—The colleges cannot appreciate it. They have got the bad habit of looking purely to the professions. There must be real initiative shown by the Ministry or the Gaelic League or by this Commission.

52. The programme in agricultural science is there and it is not being availed of. In what way would you be inclined to introduce that syllabus into the majority of these colleges?—I would be inclined to make it compulsory.

53. Would you also make that syllabus more at-

tractive—would you make it easier in substance and shorter?—I would make it more attractive. The people have to be educated up to it.

54. Would you be in favour of making that part of the syllabus compulsory?—Yes, it is necessary to give a proper training for agriculture for a country like ours.

55. Would that be catering sufficiently for the section of Intermediate students going back to the country?—I think it would be catering sufficiently in these schools and that technical education would afterwards be appreciated. I don't see why the brilliant people in agriculture should not be catered for as well as the brilliant people in the professions.

56. In colleges like Castleknock are such students catered for at all?—Not in agriculture; in science, of course, they are.

57. You talk about post-primary education in the Gaeltacht. What form exactly do you think that should take—I mean as to the status? Should there be Secondary Colleges, as we understand them, or should there be a sort of continuation schools?—I would prefer continuation schools. At the present time it would be very hard to immediately staff such schools.

58. What kind of teachers would you utilise for these schools—secondary or primary teachers?—It would be necessary for the very few advanced students to use secondary teachers. The primary teachers could do the lower grade secondary work. It would be impossible to get a full staff of secondary teachers.

59. Would you conduct these classes in the primary schools?—I would take one school for a radius of ten miles and use it as a sort of higher school.

60. Would it be a primary school or a secondary school?—I would establish it as a secondary school if you could get a sufficient number.

61. Do you think you would get sufficient people in the Gaeltacht to attend such schools?—I think you would because my experience is that they walk long distances to their schools, and I think if such schools were established, and they saw the facilities afforded, they would attend well.

62. The continuation schools in the primary schools you would have conducted by primary teachers?—That would be the best thing to do. I would introduce it gradually.

63. At the present time secondary schools are practically speaking private concerns?—Yes.

64. Would you have such schools private concerns or have them run by the State?—I would expect them to be run by the State. It would be very hard to control private concerns.

65. It would be difficult to establish schools for pioneer work?—I think so, without subsidies.

66. You were talking about the Intermediate examinations a moment ago. I take it you are satisfied that as a basis the present programme is fairly satisfactory but that the spirit of the examination is wrong?—We have not got out of the rut of the old spirit.

67. Is there anything wrong, particularly speaking, except the spirit of the examinations?—I think that for an agricultural country like Ireland there is something missing.

68. Regarding this technical bias, would that take any form other than, say, agricultural science?—Of course the subsidiary industries connected with agriculture could be included.

69. You mean that this education should be more practical and manual?—Not so much manual.

70. Your idea is that the whole trend of secondary education is rather abstract?—Yes, and not in association with the facts of Irish life at all.

71. Is it the definite opinion of the secondary teachers as a body that the present programme needs to be borne in that direction?—Yes, without neglecting culture.

72. You spoke of a family where the younger children did not speak Irish. Had you anything in mind as to what the cause of that was? Was it due to what the children got when they went to school?—It was due to the fact that they were living on the outposts of anglicisation.

73. *An Seabhadh.*—The programme you referred to a short time ago is the one that came as a result of the Dáil Commission on Secondary Education in 1921?—It was the old Dáil programme.

74. What did it give to the teachers and colleges that the old one did not give in the way of freedom?—

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TADHG O MUINEACHAIN, *examined.*

It allowed, in the spirit any way, the liberty of the teacher and the pupil in every subject.

75. It provided for a certain efficiency at the same time?—It did, of course.

76. Was the spirit of the whole thing to leave the Intermediate education free to the particular college authorities and to the parents of the children?—That seemed to be the trend of the programme.

77. But I understood from you that your feeling of the examinations was that they tended to the old system that required cramming?—Yes.

78. Is it possible for the Education Ministry in setting these examinations to ensure that efficiency shall be reached in all the colleges without giving the impression that they are trying to find out who were the exceedingly clever children and not worrying about the ordinary children?—I think it is, and that that was the spirit in which the programme was drawn up.

79. Was it a bias or was it an effort to see that certain children had got to the extreme end of the programme, and thereby proving at the same time that the majority of the children should have failed to reach the ordinary commonplace level?—The result of that is apparent. In order to get a Leaving Certificate they have to cover a course which would require cramming work.

80. Do you think the result of the papers that have been set would be the failure of reasonably good boys and girls?—Yes.

81. *Chairman.*—Do you feel that the result of the examination set this year will be such as will warp the minds of the teachers?—I feel they will do an injustice to students of ordinary intelligence who have sat for Leaving Certificates. Only very clever students will pass.

82. The result will be that you will have found very clever boys?—Yes.

83. *An Scabhar.*—Do you think that the very clever boys might be let paddle their own canoe and that the ordinary boy of average intelligence should be considered?—That is the thing to be considered. There is no fear for the clever students.

84. Is that feeling general among secondary teachers?—Yes.

85. Do you think this programme will tend towards bringing out the very clever boys and more or less neglecting the ordinary, humdrum people?—Well, the humdrum people will be leaving too, and the teacher will try to procure as many Leaving Certificates as possible. The whole trend of the programme should be to educate the ordinary boy. Instead of that he is being wronged.

86. You think the ordinary boy under a continuance of this system of examination will be rather more liable to failure than if the brilliant boy was not looked for?—A boy cannot get a sound education under it.

87. You speak of the general trend of education being applied to the ordinary affairs of life; for instance, there is no trend towards agriculture?—Yes. I think I said the initiative must be made more or less by the Government or the Gaelic League. It must be made more or less compulsory also. We have been having the wrong trend of education for years.

88. Is that due to those administering education or to those engaged in education?—I think it was solely the fault of the system of education by the Intermediate Board.

89. Are not the people themselves equally guilty? Do the people look upon education as being at all applicable to, say, the cultivation of mangolds and turnips or to the breeding of cattle?—Education is really neglected in the country.

90. Do you think it is the duty of the Ministry of

Education to change the minds of the people on this point?—Yes. Technical education is not appreciated by the people, but I don't think they are to blame.

91. As a result of this system of education a solicitor is looked upon as much more of a social light than the farmer?—That has been the net result of the whole system of education.

92. You agree that it is entirely wrong?—Yes.

93. Don't you think it will take an educational revolution to change that?—It will take a shorter time than one would think.

94. You will agree that socially the professions, so called, have a greater influence in this country than ordinary folks?—Quite so, although there is no comparison between them.

95. And what has been the fashion with the professions was the aim of the whole community?—That has been the case.

96. Then it follows that the professions being altogether in the hands of anglicised people, the trend of the people will be towards anglicisation?—It will be if there is not some sort of a revolution.

97. And the professions being in the hands of these people the Gaeltacht idea is not getting a hold at all in the professions?—Quite so.

98. And it is necessary they should be Gaelicised or that Gaels should have provisions made for them to get into the professions to level them up?—That would be a good thing.

99. Would that be your idea, to put up schools in the Gaeltacht where the professions would be the aim?—I don't speak of the professions being the only aim.

100. The Gaeltacht does not supply the nation with its quota of people to the professions?—I am aware of that.

101. Would your idea be that the purpose of these would be to make opportunities for the Gael to get into these professions and act as a lever towards Gaelicising the country?—Not only to the professions but along every branch of education, agricultural science, and so on.

102. Do I understand you? You are not inclined to the opinion that education should lean towards the professions?—It should not.

103. It should be run equally towards any station in life?—Yes, they should be taught things that will help them in after life.

104. You are aware that the Universities are practically altogether schools for the professions?—Yes.

105. And a man who goes through the University and gets his degree and then goes back to the farm is looked upon as a failure?—Quite so.

106. *Mr. Hanly.*—Are you satisfied at the present time that the system of education is satisfactory by which the majority of the students who go to secondary schools are taught practically nothing about nature or things rural until they come into you? Would it not be sounder if the foundation in that direction were laid in the primary school?—Any system of education should be graded from the primary to the University.

107. Have the secondary teachers as a body expressed any view in that direction, that the whole trend of education should be more practical, and that they would like to see students coming into the secondary schools with some ground work in that direction?—They have not expressed that view as a body, but individually that is the view.

Chairman.—Thank you very much.

The Commission adjourned until Wednesday, 1st July.

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COIMISIÚN NA GAELTACHTA

Tháinig an Coimisiún le chéile ag 6 Sraid Fhearchair, Baile Atha Cliath, ar a deich a chlog, Dia Ceadaoin, 1adh Iúil, 1925.

Bhí i láthair:—An Generál Risteard Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siochradha (An Seabhaic); Risteárd Ó Foghludha (Fiachra Eilgeach); L. C. Moriarty; Joseph Hanly; An t-Athair Seaghan MacCunnigean; Micheál Ó Tighearnaigh, T.D.; Séamus Ó hÉochadha (An Fear Mór); Pádraig Ó Hógáin, T.D.

D'éisteadh—

AN TATHAIR SEÁN MAC AN TSAOIR (Falcarragh, Tírchoinail).
AN TATHAIR DAITHÍ UA CONCHUBHAIR (Coláiste Bhreanáin Naomtha, Cill Airne).
PÁDRAIG ÁGHAS (Dunbeag, Cill Caol, Co. an Chlair).

The following statement submitted by An tAthair Sean Mac an tSaoir (Falcarragh, Tírchoinail), had been circulated to the Commissioners:—

Preliminary.

1. The information regarding the extent of Irish-speaking areas was obtained principally during the period from August, 1914, until March, 1921, in connection with Crann Eithne and Religious Examination work. On more than 140 occasions Gaelic speakers were addressed and in many cases individually interviewed at public meeting on Sundays after Mass; on week evenings in the schools, public halls, and other gathering places throughout the diocese. In about 1,300 visits to schools the Gaelic conversational capacity of the children was tested. Impressions regarding other matters mentioned were gathered during seven years parochial and Gaelic League work in an English-speaking parish outside the diocese and ten years spent in three Irish-speaking curacies in the diocese of Raphoe.

Extent of Irish-speaking Areas.

2. Two parishes are given in the order of the Catholic Directory list. Dispensary districts and Electoral divisions in census returns frequently take in townlands from two Catholic parishes. Where figures are given after the name of a school they represent the number of pupils on rolls in that school when visited. My figures took account specially of persons who then could or soon would be able to take an intelligent part in a Crann Eithne conversation.

(a) *Conwall and Leck*.—English-speaking; Treankeel (81 pupils) School—district had 31 families in which the parents spoke Irish. The remaining 66 families of the parish in which there was native Irish were scattered over the other nine school districts. About 60 school children had Irish from their homes.

(b) *All Saints, Raymoychey (St. Johnstown), etc.*—English-speaking. Seventeen families in which one or both parents had come from one of the seacoast parishes had Irish spoken in them. Fifteen school children had home Irish.

(c) *Ardera Parish*.—Partly Irish-speaking: (a) *Largynaseragh* (44), (b) *Brackey* (81), (c) *Leckconnell* (51); *Meentinadea* (75), *Meenavalley* (64) school districts had the majority of parents Irish speakers. But the majority of the pupils, except in *Largynaseragh*, was English-speaking. The clergy and teachers were nearly all Irish speakers and actively anxious for the promotion of the language. The town and non-native settlers' influence appeared to dominate home practice. With well over 2,000 Gaelic speakers in the different sections of the parish, only 192 out of 843 school children appeared to have home Irish.

(d) *Aughnish (Ramelton)*.—English-speaking. A few families had Irish, as in parish (b), but did not speak it to the children.

(e) *Clondarkey (Dunfanaghy and Creeslough)*.—Partly Irish-speaking. (a) *Drumarow* (132), (b) *Kildarragh* (87), *Kilmacloo* (56), *Murroe* (67), had a big majority of Irish-speaking parents. The majority of pupils in (a) *Drumarow* had Irish from their homes. Scarcely one-fourth of the pupils in (b) (c) (d) had home Irish. Scarcely any native-speaking children in the other schools. Total Irish speakers in the parish—about 1,200.

(f) *Clondavaddog (Fanad)*. *Fanavolty* congregation Irish-speaking; *Massmount* congregation English-speaking. (a) *Cashel* (134), (b) *Ballylar* (96), (c) *Ballymichael* (85), (d) *Doaghbeg* (34), had 90 per cent.

of the pupils and about 95 per cent. of the parents Gaelic-speaking, (e) *Ballyhorin* (88) had scarcely one-third of the pupils Irish speakers, although a small majority of the parents were Irish speakers. The other three Catholic school districts are in "planted" areas where English prevails. Irish speakers in the parish—about 2,200.

(g) *Drumholme (Ballintra)*.—English-speaking, except that the old people in about half-a-dozen families in the *Laghey* and *Lagheybarr* school districts could speak Irish.

(h) *Gartan and Termon*.—Partly Irish-speaking. Irish-speaking parents were about 90 per cent. in the (a) *Curren* (155), a majority in the (b) *Stranmore* (71), and (c) *Churchill* (74), and less than one-half in the (d) *Lossot* (56) school district. Less than one half of the *Curren* and *Stranmore* pupils and hardly any of the *Churchill* pupils had home Irish. Managers and teachers had great difficulty in keeping up Irish teaching in the schools. Total Irish speakers—1,500.

(i) *Glencolumbkille*.—Six of the nine school districts were substantially Irish-speaking—parents and children. Something over half the children in *Carrick* (57), *Malinmore* (45), *Malinbeg* (31) schools had not Irish spoken to them at home, although nearly all the parents could speak Irish. The *Musgrave Hotel* and *R.I.C. Barracks* in *Carrick*, the *Coastguards* and other English-speaking families in *Malinmore* and the *Lightkeepers* in *Malinbeg* had an important influence on the language spoken. Total Irish speakers—about 2,500.

(j) *Glvedore*.—Over 95 per cent. of the population Irish-speaking. Total Irish speakers—about 5,300.

(k) *Inniskeel (Glenties)*.—*Edininfagh* and *Fintown* congregations Irish-speaking. *Glenties* congregation partly Irish-speaking. Although the *Glenties* congregation had Irish-speaking priests and teachers who, for the past twenty-five years, have been earnestly urging the practice of Irish as the home language, it was found that all round scarcely one-fourth of the children had Irish spoken to them at home, whereas the other congregations, removed from the town influence, have preserved their Irish. There are over 4,000 Gaelic speakers in the parish.

(l) *Inver*.—Mostly English-speaking. About 140 families had Irish speakers, mostly in the *Meenacahan*, *Letterfad*, *Lettermore* and *Ardbane* districts. Less than 100 school children in the whole parish had Irish spoken to them at home.

(m) *Kilbarron (Ballyshannon)*.—English-speaking. There were about four Irish-speaking families in the parish. A good deal was being done to secure a knowledge of the language for the non-native speakers.

(n) *Kilcar*.—The parents were practically all Irish speakers. The school children Irish speakers in *Crove* (21), nearly all in *Straleel* (41), less than half in *Derrylaghen* (65), *Muckcross* (41), and *Shalvey* (95), with scarcely one-tenth Irish speakers in *Keenaghan* (153), the town school. This was in spite of the fact that the teachers were fluent native speakers constantly endeavouring to get the language spoken and that the Parish Priest constantly used Irish in his dealings with the people in sermons and conversation for the past twenty years. Against this the economic conditions necessitate emigration on a large scale, and English is thus looked on as an essential for the young people. Total Irish speakers—1,800.

(o) *Killymard*.—English-speaking. There are a few Irish-speaking families in the mountain districts. Their children being nearer to schools in the neighbouring parish do not come to the schools in this parish.

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(p) *Kiltteevogue (Glenfin).*—Majority Irish speakers. Practically all the parents and children in the Letterbrick (70), Ardlaghan (42) and Boltifree (44) school districts were Irish speakers. In Cumneen (58) nearly all the parents and two-thirds of the children; in Ballykerrigan (55) two-thirds of the parents and one-half of the children; in Brockagh (50) one-half the parents and children; in Lettershambo (64) two-thirds of the parents and two-fifths of the children. In the districts bordering Stranorlar parish very little Irish was spoken. Total Irish speakers—1,700.

(g) *Killybegs and Killaghtee.*—English-speaking. In the Croagh (124) school district a good deal of Irish was spoken. Very little use seemed to be made of Irish by the remainder of the 180 families in which there were Irish speakers. About 800 Irish speakers in the parish.

(r) *Killygarraun and Tullyfern.*—Glenvar congregation fully Irish-speaking. Very little Irish spoken elsewhere in the parish in spite of the persistent efforts of Irish-speaking priests and teachers to get the parents to speak Irish to their children. About 1,000 Irish speakers in the parish.

(s) *Kilmacrenan.*—English-speaking. About 109 families have native Irish speakers in them, but the intermingling with the foreign element is so common through the parish that very little use is made of Irish. Gaelic League classes supported by the clergy and teachers had very little final effect.

(t) *Lettermacaward and Upper Rosses.*—Majority Irish speakers. The parents in ten of the thirteen school districts were nearly all Irish speakers and Irish-speaking parents were a majority in the other three—Dooley, Dungloe and Meenagowan. Amongst 878 children questioned, 335 had no Irish spoken to them at home. Total Irish speakers in the parish—over 4,000.

(u) *Meragh.*—The Rosguil peninsula portion of the parish is totally Irish-speaking except for a few families in the Downings neighbourhood. In the other portions of the parish most of the parents are Irish speakers, but less than one-third of the children have Irish spoken to them at home. Total Irish speakers—about 2,800.

(v) *Raphoe.*—English-speaking. The parents in about 26 families can speak Irish but make very little use of it.

(w) *Stranorlar.*—English-speaking. The parents in about 60 families may be classed as the 26 in Raphoe parish.

(x) *Tawnawilly Parish (Donegal).*—Mostly English-speaking. The older people in about 80 families are Irish speakers. Except in a portion of the C'ineil Conaill school district very few of the children have Irish spoken to them at home, although repeated efforts have been made to remedy matters.

(y) *Templerone Lower (Lower Rosses).*—(Over 80 per cent. Irish-speaking. In thirteen of the nineteen school districts nearly all the children had home Irish, giving 1,400 Irish-speaking pupils. There were about 400 pupils whose parents were Irish speakers, but who got no home Irish. Total Irish speakers—about 7,000.

(z) *Tullaghobegley and Raymeenterdoney Parish (Cloghaneely).*—About 95 per cent. Irish-speaking. In the Catholic schools 93 children from a total of 1,063 had not home Irish. Total Gaelic speakers in the parish—about 5,500.

Administration—Central.

3. The only supplementary point that occurs to me in this matter is that the admitted shortage of Irish-speaking *Gárdai* could, to a great extent, be remedied by winter evening classes for a number of suitable Gaelic speakers in the migratory labour areas, whose school career was cut short by economic conditions. Ten or twelve centres in Tírconnaill should procure a large and desirable contingent. The county is so extensive that native-speaking Tírconnaill Guards might be easily placed far enough from home and family influence, and yet where their Gaelic would be effective. If the Guards' Gaelic is too different in dialect from the local language, the tendency for themselves and the people is to use English. Exceptions in various ways were common in the old régime. Could not a little latitude be allowed in the matter of longitude for good Gaelic speakers? Quite recently an applicant with good literary Gaelic-speaking and conduct qualifications told me he was rejected because he was half-an-inch less than the official length.

4. *Others in a position to influence, etc.—The clergy.*—Having had unusual, long-continued and many-sided means of observing the mental attitude and language

practice of some thousands of families, I am now convinced that frequent public statements regarding the special influence of the clergy for or against Gaelic have been made without a really serious study of the circumstances. In my diocesan summary I have hinted at a few of the more patent cases under observation as samples. Taking in the whole diocese I feel certain that not more than 3 per cent. of language practice, Irish or English, is due to priestly influence. The plain fact is that the people look on this as a mere temporal matter to be judged by visible results. The priests' advice or practice is considered here in much the same light as would be his recommendation of a certain variety of seed oats or potatoes, which many of the farmers thought unsuitable for their particular soil. Without meaning any disrespect or wishing to be unfriendly, most of his flock would preferably plant the hitherto productive English or Scotch seed rather than the doubtful, although clerically recommended, Gaelic variety.

5. For the priests themselves, of course, it is a matter of conscience, apart from National or anti-National prejudices, to use the language best suited for the instruction of their people. As in the case of his predecessor, the present Bishop of Raphoe, both by precept and example, urges the use of Irish whenever feasible. Fully 90 per cent. of the Raphoe Diocesan clergy are either native speakers or have acquired a fair conversational knowledge of the language.

The Teachers.

6. Regarding Irish outside school hours, the teachers' influence might be put on the same basis as that of the clergy. Inside school hours their attitude controls the situation to a great extent. Of the 443 teachers whom I had to deal with in my *Craun Eithne* work, I found that 376 were producing good language results. But much of this was labour in vain (except from a mental training point of view), in the many cases in which the parents did not actively assist by home encouragement of the language.

Education—Present System.

7. A number of parents who speak Irish to their children have complained that the present programme deals unfairly with them and rather favours those who have neglected or despised Irish. In the old bilingual programme rudimentary English was taught even in the infants' division; now no English is allowed by the programme up to First Standard. Then the Irish-speaking children have to begin at school what the English speakers have been accustomed to at home. As the average school-life in the Gaeltacht is short, and English is essential for a livelihood later on, it should, if possible, get more attention in the Gaeltacht than elsewhere. This instead of injuring would aid the language cause, for the Irish speakers would then see that they got sympathetic attention. They would be much more inclined to retain the native language in this way than if forced to learn it when they believe they would be better employed at a different subject.

8. The July closing is a matter for grumbling against managers, teachers and Government. Country people say the small children can attend better in July, etc., than in winter, and that the bigger children are not yet wanted for the harvest. It should be possible to arrange matters so as to remove this common source of dissatisfaction.

Economic Conditions.

9. Other witnesses treat of this so fully that I may only be allowed to remark that something substantial must be done to bring into the individual homes the conviction that Irish-speaking in future will be both honourable and profitable. Along with the fostering of industries, scholarships for Gaelic speakers, and technical teaching, someone has suggested a partial pension for those over 60 whose families were Irish speakers.

General

10. Thousands of West Tírconnaill seaboard Gaelic speakers go annually to East Donegal, Derry, Tyrone and Scotch farms for temporary employment. It will be difficult for many years yet to have any industry that will locally absorb the bulk of the migrants. But even as they are, they should be supplied, through the schools, with simple dialogues, etc., in Irish and English, which will give them the reasons for retaining their own language wherever they go. Very many pre-

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judices have to be removed before a nationally ideal programme can have goodwill to assist it.

11. The essential thing now is to secure and retain the *Gaeltacht homes* as future sources of spreading the language. My past experience, in many ways, does not make me hopeful that Irish can be revived in any way except as a gradual progressive growth from a vigorous, economic and expanding *Gaeltacht*. Young people coming into the Gaelic-speaking districts quickly learn the language. Grown-up people, however hard-working and intelligent, only in very rare instances get a fluent conversational hold of it. Young people whose parents do not speak Irish very rarely use the language outside school hours, even though quite well able to speak it.

12. Propaganda of an educative, but not an aggressive, kind will be very much wanted for some years to come. The living speech of each province should first be fostered and strengthened in the homes. General use can only be very gradually reached. A family pension or bonus scheme, even of a limited nature, would bring the financial advantages of the language more home to those best qualified to preserve it than would any prospects of public employment for the educated. The struggle for existence in the cottage homes of the *Gaeltacht* leaves little room for mere patriotic sentiment. My own surprise is that so many thousands have clung to the language in spite of the manifest advantages and inducements so long working against it.

(I give in an Appendix a few samples of conditions.)

APPENDIX A.

Extracts from 1911 census of this county

Co. Electoral Divisions	Area in Acres	Total Families	Total Population	Total val. Houses Lands, etc.	Remarks
Annagry ...	4794	2269	11433	£ 3832	This E.D. Dunfanaghy contains over 300 good sized holdings as well as landlord demesnes and 3 towns.
Dunfanaghy	79363	1989	9470	7328	
Dungloe ...	78777	1757	7517	3842		Dungloe town val. in this.
		6015	28423	£15002	
Sample Townlands in above Divisions				£ s.	
Bunawack	374	7	38	6 10	
Croheyboyle	1617	20	110	10 0	
Derrymansher	351	23	117	18 0	
Glasserchoo	560	63	322	42 7	
Loughagher	1514	15	87	11 13	
Rinnaforest	556	82	430	58 11	

In the above we have to exclude the very substantial items referred to in the "remarks" column. It is also to be observed that the valuation all over includes many thousands of comfortable, neatly-kept habitations, which are the product of hard earned saving from emigrant and migratory labour, with partial assistance from the Congested Districts Board. In this way one can judge how little value the land in itself is for the support of about 23,000 Gaelic-speaking inhabitants of the three electoral divisions. Figures in the other Irish-speaking areas generally are so interspersed with "plantation territory" valuation that little can be learned from them of use for economic measures.

APPENDIX B.

1. In the 90 per cent. Gaelic-speaking congregation of 688 families in which I was then Curate I signed, in

May, 1912, 527 Insurance exemption forms for male migratory labourers—ages 15-68 (as per copy of names, etc., on hands). Nearly 100 more could not get exemption, as they were seven or eight months annually employed in Scotland. Fully two hundred others (male and female) of school age and older were occupied in farm work or domestic service in English-speaking districts of East Donegal, Derry, Tyrone, etc. One teacher told me he re-admitted on rolls in his school for the winter seventy pupils who had left in spring for the above purposes.

2. During the periods of agricultural prosperity generally and sea-fishing success at home less than one per cent. of the population of that district emigrated to America and other countries. During slack periods emigration was extensive and (without having figures) I am told is even recently more marked.

3. The migrants frequently went in Gaelic-speaking groups and used their own language whenever possible, but were naturally anxious to be able to speak English to employers and strangers generally. Compulsory education measures and laudable language propaganda require essential elasticity in view of facts of which samples are given in the foregoing appendices. Love of the language must often remain latent where self-preservation and social advancement must be looked to.

(Signed), SEAN MAC AN TSAOIR (Sagart),

Fallcaragh, Tírchoinail.

18adh Meitheamh, 1925.

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1. *Chairman.*—Perhaps you would tell us first the circumstances in which you have been in touch with the *Gaeltacht* in Donegal and elsewhere?—I was not in touch with the *Gaeltacht* elsewhere. I was in touch with the *Gaeltacht* when the Fear Mór and myself were doing our little part. I am glad to see he has survived. He certainly was doing good work then. We did our best then when circumstances were against us. When I came back to the diocese I was made secretary to the Feis for Tírchoinail. Our idea was to bring all the people into the Feis. We had High Mass before the Feis began, and as the Gaelic League was non-sectarian we had to hold the Feis without any approval from the Gaelic League. I was not for that, because there was a kind of coolness between some of us and the Gaelic League, and on account of my association with the Gaelic League before I was sorry for it. It did not change my feelings or enthusiasm for working for the language. We held the Feis, and I was afterwards changed and sent to the Rosses. I was secretary of the Feis in 1914, and on the day the Feis was held Archbishop O'Donnell, who was then my Bishop, announced that he was going to banish me from the Rosses—he was going to send me over the diocese to try to propagate the speaking of the language in the homes. He felt that all the movements that had been tried up to that time were not really getting at the source of the leakage, which was the continual practice of speaking English to the children in the homes. I started the work very soon afterwards, and the Bishop's idea was that I should, as far as possible, get into touch with every Irish-speaking family in the diocese in some way and advise them to speak Irish for at least one hour every day. The reason why he did not expect them to speak Irish all the time was because these people have to migrate to English-speaking districts in Ireland and to Scotland. Anyone who has travelled through the migratory districts knows that the population is so numerous and the land—if you could call it land—is so poor that it is a physical impossibility for them to make a living by it. They must migrate to English-speaking places, and for that reason English will have an interest for them for some time. I started then and held about one hundred and forty public meetings after Mass on Sundays at the churches and in public halls. In the backward places we got the people to come to the schools at night. They came very enthusiastically and attended the meetings in very large numbers. In one case the crowd was so big that the floor of the school went down. All over the diocese I was welcomed by priests and people. The priests did everything they could for me and to help the movement. They presided at my meetings and they encouraged the people in every way they could to take up the movement. At some of the meetings the people said there was no need for my coming to

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tell them to speak Irish every day. One man said to me: "The men are speaking Irish for 24 hours every day and the women speak Irish for 25 hours every day, and there is no need for you to come here."

I attended these public meetings at night and visited the schools during the day. His Grace the Primate, who, as I said, was then my Bishop, was very anxious about it, and he had to get constant reports as to how the language was going on. We cannot say that it was what you call a great success, and that was simply because circumstances were totally against us. The economic necessities of the people are very urgent. I have mentioned in my appendix several instances of this. In one of these places, Rinnaforest, there are 82 families of 430 persons living in houses which they have built with money earned in Scotland. They have comfortable, well-kept, clean houses, and yet the valuation of the entire townland is only £58 11s. It is impossible to expect people to live there and to remain there. What the people told me was that they must have English. Some people say that "if you give these people English in the schools that is against the Irish cause." I have found from my experience that it is not. I have found, as I have stated in Appendix B, that where 527 migrants went to Scotland at least 520 of them came back in the winter. When in Scotland they would have to speak English, but when they returned home neither to me nor to anybody else would they speak a word of English until they went back to Scotland again. As far as they could they frequently went in Irish-speaking groups and used their own language amongst themselves; but they say they must know English, because it adds to their self-respect and is necessary for temporal success to be able to talk to English-speaking people in Scotland in their language. However, after I was engaged for a few months organising. I told them that if they would undertake not to speak English at all at home that the children would get good English at school and they would get good Irish at home. What happened in several places was that they tried to speak bad English at home, and the result was they had absolutely no proper language at all. I had not a word of English until I went to school, and I never heard one word of Irish during my time at school. I had English from 10 o'clock to 3 o'clock in the school. Then the English Department was closed up and it was all Irish at home. The people in my native parish have kept up the Irish language to the present day, but they always insist on having the children learn English at school. In the northern part of my native parish we were all Irish speakers, and the young people learned English at school. In the upper part there was a large mixture of Protestants and Presbyterians, and they had no Irish, and they had a hybrid sort of Scotch-English. In fact, we were able to speak much better English than they were. When we met, the young people used to laugh at us because we spoke Irish, and we used to laugh at the kind of English they spoke. As far as our county is concerned it is really necessary that the children must have a fair amount of English taught to them. Another point is that owing to the migration the school life of the children is very short. The number of children who reach the 4th standard is not very high at all. They have to go away to work. As the present school programme stands, the children who spend two years in the infants' standard hear no English at all, and the people in these places say that the children whose parents talk English to them are in a much better position starting the 1st standard than the children to whom Irish was spoken all the time at home. If English is to be taught at all, these children, they say, should get the rudiments of English in the same way as they got it under the bilingual programme. I know they are anxious about that. With regard to the speaking of Irish at present, I may say that in the parish I am stationed in, Irish is spoken by everybody, except in one small section of it. My experience is that where there was a police barracks the neighbourhood around became anglicised. That is why it is important that the new police force should be as Irish as possible. I made a suggestion in regard to the Garda Síochána. It is said there are not sufficient Irish speakers available, and probably they are not educated. The fact is that we have a

large number of intelligent young men fit for the Garda. These young men had to leave school very early in life and if they had continuation schools I believe you could get a number of young men who are real good speakers of Irish and whose outlook would be Irish, for the Garda, and you would be able to staff all the Gaelic-speaking parts of the country with Irish-speaking Garda. In the notes I sent in I mentioned that I thought it would be preferable if these men could be kept in their own county, but since then I have been told by a gentleman who met a Donegal Guard in Kerry that this Guard after a week or so was able to go on conversing with the natives there, and that the priest of the place, Fr. Lynch, was well able to talk to this man, although the dialects are said to differ so much. So that, more or less, knocks the bottom out of my suggestion, and therefore I blot that out and I say they can be sent anywhere. At the same time it would be a greater help if some of them could be kept in their own county. Our county is so big that they could be stationed far away from their own homes and at the same time be a great help to the Gaeltacht.

A lot has been said about the clergy and Gaelic. Some people think they have ruined it, and some think they have helped the language. I found when going around that the people listened to what I had to say in regard to the language and were very respectful, and if there were any things said that appealed to them they cheered. They got into conversation with me afterwards and they told me the necessities of their cases. Though they loved the language and the life there they simply had to go away to earn money, and in that way the clergy could not do very much in the circumstances. The position as I find it is that the clergy in the diocese are quite capable and desirous of giving every help in the language cause as far as it is consistent with the economic interests of the people. In regard to the economic conditions, of course, that is really a matter of trying to help the people at home. Some old people who heard I was coming here to give evidence came to me on Sunday last and told me about the silver mines in the parish—the Keeldrum mines. Mr. A. O'Doherty told me that in 1905 he met a man aged eighty years, who had been in the mines as a boy, and said the reason why they stopped was that the ore had to be taken in creels for five miles. Mr. Charles McFadden, Falcarragh, got a sample analysed by Mr. Daly, Tacoma Refining Company, Washington, which contained 60 per cent. lead, 7½ per cent. silver, and a small percentage of gold. It is also well known that the sand at Muckish is most valuable for glass.

2. *Chairman.*—I understand that it would be a sin to use the Muckish quartz for making bottles, because it can be used to make the finest optical glass?—Now with regard to administration. I may say, first of all, that at the Pensions Committee meetings I have come in for a great deal of abuse from the old people. We have no records going back more than about fifty years, and the old people have no means of making their age known. Up to the present the pensions officer was not an Irish speaker, and although he is doing his best, the old people had an idea that they could not tell their story properly to him. They came to us at the committee meeting, and they complained that it was very hard for them to try and explain themselves. At the Pensions Committee all the business is carried on in Irish, and if the pensions officer attends, the parish priest or myself translate it for him into English. It should not be necessary to have that done for public officials. It should be possible to have officials who would be able to speak the language of the people, and the people would then feel that they were being fairly treated in that way. In regard to a matter of that kind it would not do to have a drastic upset of things, but it is very important that those who were appointed to Irish-speaking districts should have a knowledge of the language, or make up their minds, if they have not, to get a good oral knowledge of it. I would not expect them to write all their documents in Irish. It is very important for a pensions officer who deals with old people who know no English or very little of it. And what is most important is that it would give our people the impression that Irish was a respectable language and a paying language.

They would see respectable people talking it and know that it was worth talking.

3. Now with regard to these people who *must* migrate or emigrate, cannot something be done in the way of establishing an Employment Bureau either in Scotland or America to secure as far as possible that groups of Irish speakers should go together and get work? The surplus who would *have* to go would be able to keep up their Irish, and they would write home and say to the people, "Speak Irish. Irish has been useful to me. I have got a good position, whereas So-and-so, who despised Irish, has not got a good position." A lot of harm from the language point of view has been done by the letters written home by those who go away. They write to the people at home to speak English, and not mind Irish, because it was very important for those who were going away to speak English. Now in regard to the pensions, I don't think the shilling should have been taken off the Irish speakers and those whose families are Irish speakers. I would go further and say in regard to the Irish speakers whose families are all Irish-speaking that there should be no question of means with them. They have kept to Irish when most well-to-do people abandoned it, and they deserve well of the country. It would simply be a bonus for them, and it would show the others that there is respectability attached to it. It would not cost very much. The idea is to get it known in every townland that Irish is worth speaking. If young people go into these places they very quickly learn the language. I have met children who were only about nine months in Fanad or the Rosses and they were able to answer the Catechism in Irish and give out the Bible stories in Irish.

3A. Children of what age?—In Ballylar I met a child of 11 years of age. In Meevagh a girl I met was about 7 years, and in Ranifast I met four children from 6 to 12 years of age.

4. Is there anything else you want to add?—I have come in a big hurry and I was not quite prepared, but I am ready to answer any questions. I cannot promise that my contribution will be a very valuable one.

I think your contribution up to the present has been very valuable and interesting. You have experience of the areas in which the home language was entirely Irish and areas in which it was Irish and English. Can you say in either one or both of these areas whether the people who spoke Irish did so because it was the language they had most easily or because they had a definite pride in it and realised it was their language—the national language?—Both things occur. Now in regard to it being easy, I remember lecturing in a school in Gweedore on the importance of keeping up the Irish language, and I made a good deal of use of the patriotic motive, that it was the national language, and so on. I asked one of the senior boys afterwards why he spoke Irish, and he told me plainly because it was the easiest spoken. Regarding the national view-point, I met a man at Letterkenny yesterday who was going to the Scotch harvest, and I asked him about the language in his place. He told me they were speaking it *because* it was their own language, the country's language.

5. Is Crann Eithne an organisation for promoting the language?—Yes.

Does it still continue?—The work of it continues, but in this way. It does not continue in the way we had it going before the country got excited about politics. When the great political excitement came the propaganda was carried on in English. It was a time of great stress and mental trial and the young people's minds seemed to be centred on getting rid of the English domination, and you could not get them to settle down to anything like academic things at all. Branches were formed and the work went on, and is still going on, although I cannot say that there are many branches of Crann Eithne at the present time.

6. There is nobody doing the organising work you did for a number of years, going from parish to parish?—I only did that for one year. After that I took up the two positions of diocesan inspector and Crann Eithne organiser. Always in the schools I tried to get as much in for the Irish language as possible in the Catechism and other ways. I am quite certain my successor, who is now one of your Commissioners,

is doing the same thing, and doing it better. I was always glad when I came to a school where the Catechism was in Irish, because I found it much easier to examine in Irish, and I was much happier amongst the children.

7. Do you think there is still in an organised way amongst the people the kind of feeling for the language that Crann Eithne endeavoured to develop amongst them?—I think there is that feeling amongst them, but it is latent on account of the necessities of their position. It is very important to understand how the people are circumstanced there. Take from where I live to Dungloe. You have in that area about 20,000 people who are well able to speak Irish. They do speak it and speak it to the children, and the children have got Irish and they speak it amongst themselves. There is no doubt all along that coast they speak it. In Ranifast I never heard a single word of English spoken, except the English reading lessons in the bilingual school, and there are 82 families in it. When the schoolmaster's boy went to Lifford hospital the great difficulty was to understand him. He was three years of age, and the mother had to stay with him, as the nurses then in Lifford did not know Irish.

8. You feel the principal thing that tends to bring English into these homes is the fact that the young people for the most part will have to leave to earn their living in English-speaking areas?—Yes.

9. That is the principal thing?—Yes.

9A. You consider that if the English language is sufficiently taught in the schools to enable them to bear themselves with dignity among English-speaking people that that is not going to re-act prejudicially on the home language?—I am certain it is not from my experience. Provided they get the means of livelihood and they are given the feeling that it is done to help them.

10. If Irish is made a respectable and a paying language, they will be really anxious to speak it?—That is my experience of the parishes I am most intimately acquainted with.

11. There will be a transition period before you can get industries set up?—Yes.

12. And in that period English must be taught in the schools?—If it is not done, it will do harm. Parents will speak bad English to their children because they find it is necessary.

13. You speak in appendix "B" of compulsory education measures requiring elasticity, would that require compulsory attendance?—That is what I mean, if you feel that elasticity could be allowed in every department.

14. Do you think compulsory attendance cannot be rigidly applied in Donegal?—In the migratory portions it would press very heavily on these poor people.

15. From what age do they migrate?—From nine and ten years of age, or I should say from eleven to twelve years. A number of them are employed as herds from eleven years of age.

16. That is employed locally as herds?—Some of them may have to leave.

17. Do you think it would be a serious hardship to the people if the children were compelled to go to school until they were fourteen years of age?—In some of the congested areas it is a very real struggle.

18. Would these be very extensive?—The principal migratory parts would include four parishes, the two Rosses, Gweedore and Cloughaneely. Migration is not so extensive in other parts. There is a good deal in Rosgull, but if the fishing prospered migration would almost cease there.

19. It opens a very serious problem in an area in which there is migration that the primary education of children cannot be guaranteed after they are ten years of age?—It is very serious, certainly, and we feel it. I felt it myself and advised the people to keep the children at school.

20. At what age would these children begin to go to school?—They don't go to school until they are five or six years of age.

21. That brings us up against the question of what language, English or Irish, these children are going to speak in anything like an educated way. You may find the theory in educational circles where they have had actual experience of bilingualism, that properly applied, it develops a really educated population that can use either one language or the other. Probably some of these will argue that when a child goes to

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school at five or six, their language should be one, and that the second language should be introduced after three years of school life, and that then about two years afterwards they have a better grip of the second language. Working on these lines then they would be able to introduce the two languages satisfactorily?—That is quite intelligible. My point is that, pending the possibility of an economic Gaeltacht, as we call it, what many of them are getting now is not education, it is simply a bare knowledge of the language which is necessary to make them fit to go out and work.

22. They are practically being taught to speak?—That is what it comes to. If they were left at school and given anything like a chance of learning, I would back them against the children of any part of the country.

23. That is entirely hopeful. But suppose it were fixed upon that in these particular years from five to eight, the language of the school should be the home language, and if the second language was introduced at eight years of age, it could be shown to them that this introduction of the second language was much sounder than if it was introduced with the home language at the beginning. Do you think there would be serious objection on the part of the people against delaying the introduction of the second language?—I believe that a great deal of very sympathetic propaganda would be necessary in order to get out of the minds of the people at the present time the idea that they were being neglected in that matter, and that their children are being neglected.

They see the stern realities of life. The idea is there and it has been impressed on me by the parents that the native-speaking infants are doing nothing at all at school. The idea is to try in some way to get the people to realise that they are wrong. I can understand that from an educational point of view what is being done is right, but I am only giving you my experience of what the ideas are in the minds of the people and the difficulties in which they are.

24. Are the people in these areas interested in education as such apart from being able to handle two languages?—I believe they are. From my own experience as a boy the older people were exceedingly interested in education and in all that concerns getting on. In regard to the writing of the Irish language my mother used to read Dr. Gallagher in the ordinary script, and my uncle read the old catechism in Roman characters. I don't like Irish written in this way with the "h's" and that kind of thing. It is far more natural the other way.

25. You mentioned continuation schools, perhaps you could give us an idea as to where these continuation schools would be, and what type of people would come to them, and what type of instruction would be given in them?—That would require some more thought.

26. I want to know roughly what is in your mind as to what types of people would go to these schools, and what type of instruction should be given to them?—I only thought of the matter in regard to the Garda Síochána. As regards men who would go to ordinary positions like working on the railways, only a simple knowledge would be required.

27. Would you be prepared to consider the matter later on and send us a memorandum on the matter?—I will do what I can.

28. What time of the year would these continuation classes run? What type of people would go to them, and what type of instruction would be given?—Winter time would be the best.

29. You will let us have a memorandum on the subject?—Yes.

30. You speak of technical teaching and scholarships for Gaelic teachers, could you amplify that in any way. For instance, what percentage of your primary education children would be in the position of leaving school at the technical age?—I would not be able to tell you a percentage without further consideration.

31. Perhaps if you told us what you had in mind with regard to the scholarships?—It would mean that Gaelic speakers would get help in regard to secondary education, and in regard to being trained as teachers.

32. Up to the present, as far as technical education is concerned, I take it that the Irish-speaking population have not got any technical education worth speaking about?—No.

33. Have you any idea as to the lines technical education would take?—I would prefer you to get somebody more expert to deal with that.

34. On the economic side can you give us roughly the ways you might anticipate the economic development

in Donegal?—The fisheries could be developed a great deal. If the home market was developed it would help the fishermen. In Tory Island the fish caught there were sent to Germany. About £1,400 worth of herrings were sent to Hamburg from Tory for the past month.

35. Then you have fish?—Yes, and the Silvermines and the sand for glass-making.

36. In regard to the Silvermines, I came across a note here in this geological survey. It says "It's history suggests further possibilities in a district which is now more accessible." That is your point?—Yes, it is more accessible now. The failure in the past would be due to the inaccessibility of the place. Transport facilities have changed now.

37. Is there anything else in that line?—They were doing something in regard to granite.

38. It is Burtonport?—Granite is being worked in my native place, Fanad.

39. Is it successful?—For a time it has been. It is a Gaelic-speaking area. With regard to the home industries, you want some central agency that would see to the marketing. There are complaints too, that the raw material is often held up in the customs, and there is difficulty in getting it across the border. It would be well to have an agency to market such products as we saw at the Feis in Glencolumbkille. It was a woman from Glencolumbkille that won a £50 prize in London recently.

40. Had you any foreign agents to see these things?—I could not say. I had sixty miles to travel to the Feis, and a good deal of it was over when I got there.

41. Are there any other things?—I don't know whether anything could be done with the peat. There are fine bogs there, but it is a subject I cannot touch upon.

42. On the agricultural side?—As far as the congested areas are concerned, I happened to meet the agricultural inspector yesterday, and I said to him "can you suggest anything in the way of improving the farming methods in these specially Gaelic-speaking districts?" and he said "the only improvement I can suggest is to leave the land alone for a few years." They practically make all that land themselves. The people who spend the summer in Scotland do a great deal of work on the land in winter. The time to visit these migratory districts and see the work being done is January and February.

43. *Fr. Cunningham.*—Should there be a hard and fast line of demarcation drawn between the Gaeltacht and the leath-Gaeltacht, or should there be plenty of room for expansion?—I would give room for expansion. There is a vast amount of latent Gaelic spirit and energy in Donegal, and what is wanted is that the people should get the idea that the language is respectable, and that it pays. You have numbers of families in which Irish has been neglected. I have found parents speaking the Irish language even when the children did not speak it. Although some districts and parishes would be a good deal anglicised at the same time, the Irish was not dead. It could be easily revived with a little Gaelic spirit, not with poteen.

44. *Fiachra Eilgach.*—You have some of that too?—That is another point that has been mentioned, and also that English-speaking Gardai were sent to Irish-speaking districts to deal with poteen. With the exception of one small section of one Irish-speaking district no trouble has occurred in regard to poteen in Donegal County, except in places where they lost the Irish long ago.

45. *Fr. Cunningham.*—You mentioned that public administrative officials with a good knowledge of Irish should be brought into Irish-speaking districts?—I think so, if it were possible, but I would not have drastic dealing with the officials. In regard to future appointments, however, they should, wherever possible, have a conversational knowledge of Irish.

46. Who is to see that they would have a conversational knowledge of Irish?—I don't know, unless some board would be set up that would deal with that, or some committee of Irish speakers. It should not be much to ask in a case like that, there should be a board whose duty it would be to examine candidates for public offices in the Gaeltacht. Let Irish-speaking officials be sent to Irish-speaking places, and let the people feel that here is a public official—a gentleman who speaks Irish.

47. In regard to this Crann Eithne movement with which you were associated, the underlying idea seemed

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to be that the battle for Irish was won or lost at the fireside?—Yes.

48. That has been driven very firmly into your mind during these years you were associated with it?—Yes. I found that wherever the parents did not speak Irish at home, the tendency of the children was to speak English.

49. It would seem that the idea has been taken up and adopted by the Ministry for Education?—I see they have an *Irish hour* every day in the school. That is a practice which was adopted and propagated very strongly at the beginning everywhere possible by Crann Eithne.

50. In your dealings with the teachers and their work in the schools, did you find that the teachers in the diocese of Raphoe were qualified to teach Irish, and did actually teach it successfully?—I was looking over some old note books and I found that about 376 teachers out of the 443 of whom I had experience directly in the Crann Eithne organisations were doing good work for the spoken language. I would not say that at the time they would be able to teach all subjects through Irish, but they were able to give a good conversational knowledge of the language to the children.

51. *Professor Tierney*.—Were any of them native speakers?—A large number of them are native speakers. Others of them came and lived in the Gaelic-speaking parts and became almost native speakers.

52. *Fr. Cunningham*.—You mentioned that in certain districts a great number of the school children go to service in the summer months?—Yes.

53. That district runs from The Rosses to Horn Head, along the seaboard back to the mountains?—Yes.

54. Do you think that if a measure of compulsory school attendance were introduced and became law it would be a great hardship?—It would be a hardship to impose it without elasticity. It should be understood that in the administration of it there would be a certain latitude allowed in these places.

55. That is as long as the present economic state continues?—Yes, but if you say they are altogether free, people who could keep their children at school would not send them at all.

56. *Chairman*.—If they are away only during the summer months you would not allow any latitude during the winter months?—Not one hour. I would make them go to school in the winter months.

57. Can we get an idea as to the number of summer months in which compulsory attendance would not be insisted on?—The hiring period lasts about six months. It ends about the first week in November.

58. *Fr. Cunningham*.—These children are seriously handicapped if they lose six months' education?—They are.

Would you be in favour of extending compulsory education for these children until they reached the age of sixteen?—I did not think over that. But then that might absorb a number of those whom I had in mind for continuation classes. Of course such a regulation would have to be strictly enforced, and when they grow big it would require an army instead of the Guards to get them to go, but the idea is a good one.

59. You mentioned that there was need for better equipment and better schools?—Yes, I am manager of a school in which there are 150 children, and the gable is in danger, and the matter is now pending before the board.

60. You seemed to infer that there was a lot of latent wealth in the country if it was discovered and developed?—There is supposed to be. My parish priest, Father MacDwyer, suggested a survey as to the minerals.

61. The idea of development would be to help Irish speakers in the Irish-speaking districts who would otherwise have to leave these districts?—That is the idea.

62. In regard to land, you mentioned that there could be no further development. These remarks refer to a particular district?—Yes.

63. They don't refer to the whole county?—No I am not in a position to speak of it. I only mentioned a conversation I had yesterday with the Agricultural Inspector with regard to the intensive Gaelic parts where there is congestion and where these people are doing as much as they can possibly do.

64. Would you favour an all-round measure of compulsory tillage?—I think that might apply to other parts of the country, wherever those competent to

judge would consider that good results could be obtained.

65. *Chairman*.—Would that be compulsory tillage in the Co. Donegal alone?—Not by any means. I think the idea would be to have compulsory tillage wherever practicable throughout the country, in order to keep some of the workers from going to Scotland and America.

66. Would you be in favour of planting Irish-speaking colonies in districts at present essentially English-speaking in order to propagate the language?—It would be all right if you could get the people to go. You would not get them to go in large numbers, I am afraid, unless under very good conditions.

67. Would you get many of the Donegal peasantry to live in a sufficiently large colony that would be self-supporting?—There are so many that go to America from the various townlands that you would like to keep them at home, but I am not sure about the colony. Of course if they were bettering themselves they would go, I think.

68. *Deputy Butler*.—In your statement you say: "The July closing of the schools is a matter for grumbling against managers, teachers, and Government. Country people say the small children can attend better in July and August than in the winter, and that the bigger children are not yet wanted for the harvest. It should be possible to arrange matters so as to remove this common source of dissatisfaction." Replying to Father Cunningham, you said if it were a question of compulsory attendance it would be very unfair to enforce such a law rigidly, but you suggested you would enforce it rigidly in winter?—I would like to.

69. Do you think you could manage to consolidate the parents about the period when Irish classes should be held and at the same time have the schools open at a period that will enable all the children to be compelled to give attendance at school?—There is a middle period between the July and November months. September and October are the months in which the bigger children are engaged at the harvest and potato gathering. The attendances are much greater in July. The Gaelic classes might be held late in August and on into September.

70. Your suggestion is that the period should be altered?—It should be advanced. I am only speaking of the Gaelic-speaking areas now.

71. With regard to compulsory attendance, you recognise that if compulsory attendance is rigidly enforced throughout the greater part of the country, and not in the Gaeltacht, the children attending school in the Gaeltacht will have advantages over the children in the Gaeltacht?—They will, surely.

72. On the other hand you suggest making up for that by continuing the age of leaving school from fourteen years to sixteen?—In some cases. It would depend on the children and the development of their knowledge.

73. *Fr. Cunningham*.—That refers only to a small area in Donegal?—Yes, and to children who are taken away for hire.

74. *Deputy Butler*.—That would apply to other areas, such as Connemara?—I don't know. If children reach a certain standard at fourteen there is no reason why they should be kept at school compulsorily. It is to make up for the deficiency which the economic conditions cause.

75. Suppose we were going to pass an Act to-morrow that if a child has not given an attendance up to the age of fourteen that will equip him with education he will be compelled to continue up to sixteen?—He will be compelled in the winter time, because we take it for granted that the child has been hired.

76. Who would be the judges of this standard?—In some places the 4th standard is taken as the leaving time. I don't know whether there is such a thing as a sort of Leaving Certificate for the national schools in the same way as the intermediate schools.

77. Would you make it a question of standard?—Yes.

77A. Is the teacher responsible for the advancement of pupils from one standard to another?—Of course he is.

78. In doing that he is deciding whether a child will have to continue at school for a longer period?—Yes.

79. Do you think that administering the law would make difficulties for the teacher?—I suppose it would unless he could throw it back on the inspector. It

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would mean an individual examination for the inspector. I suppose it would make difficulties for the teacher.

80. We had evidence here previously that the number of Irish speakers in Donegal had increased in a number of parishes. Would you say the Crann Eithne had anything to do with that?—You put a question to me which appeals to my personal vanity. Of course I have been flattered in regard to this matter from time to time. One priest told me that a few months after my visit to his parish more Irish was spoken in that parish than for the previous seven years. I have no doubt it did a great deal of good for Irish in the homes for the time, but the economic necessities are pressing on it all the time.

81. You stated in reply to the Chairman that Irish speakers find a difficulty in reading Irish written in Irish characters. You indicated that years ago a number of your own people did. Did all the neighbours around read Irish?—It was not in Irish characters. It was in ordinary Roman characters.

82. *An Seabhac.*—What percentage of the people would have been able to read Irish at all?—The Irish speakers who were able to read English.

83. Was that due to the publication of Dr. Gallagher's sermons?—I think it was. Some of the old people I met knew Dr. Gallagher's sermons word for word. The Diocesan Catechism was written in Roman characters. What happened was that the priests through the diocese had certain men and women appointed, and they taught the people to prepare for Confirmation with this Catechism.

84. *Chairman.*—It was done in the school?—It was done in English in the schools at that time. It was not done in Irish in the schools until twenty-five years ago.

85. *An Seabhac.*—The knowledge of Irish came a great deal through religious instruction?—Yes, of reading Irish.

86. And the acquaintance with reading came through the publication of Dr. Gallagher's sermons?—Yes, of reading Irish.

87. *Deputy Butler.*—In Appendix "B" you say "During the periods of agricultural prosperity generally and sea fishing success at home less than one per cent. of the population emigrated to America and other countries"?—I only refer to one particular congregation there.

88. What do you mean by "the periods of agricultural prosperity"? Was that what they would call a good season in Scotland and in Donegal?—In East Donegal, Derry, and Scotland, to which the people went. Last season was a good season for our men, because there was a lot of rain, and our men had to use hooks and scythes. Our people made a fine thing out of the rain in Scotland last year.

89. You don't allude to what we call a plentiful harvest at home?—The harvest at home would not keep them for two months in some parts of the congested areas.

90. Would it be fair to question you on compulsory tillage?—It would not. I have not much experience of that matter.

91. *Mr. Hanly.*—You talk about continuation schools. Do you think they would come into these schools in sufficient numbers to warrant their establishment, that is fellows of 16, 18 and 24 years of age?—In my particular district there has been a good number of people asking for that particular thing.

92. Was it tried in recent years?—It was tried when I was a curate in Annagry.

93. What did you teach in these particular schools?—Reading, writing, arithmetic and a little history.

94. Would there be a demand for a more advanced type of class?—I have not thought of that.

95. Have you considered the possibilities of kelp burning?—I am glad you spoke about that. When I was a boy in Fanad I helped to gather the material for the kelp. One year one firm paid £7,000 to the Gaelic-speaking people of Fanad for kelp. If that could be developed it would be a source of labour for some thousands of Gaelic speakers along the coast.

96. Is it treated in practically the same way now as when you were a boy?—Yes.

97. Under these conditions they have very little chance of competing with the more up-to-date methods in Scotland?—I don't know, but would it not be possible for our men to go over there and learn these things? We have very intelligent young men around the coast.

98. I suppose in the country you are acquainted with there is a great tendency not to speak Irish to the children. Have you thought of any way in which you could discourage that?—I used to tell the parents that the children would get English enough at the schools and not to be speaking bad English to them at home.

99. You are strongly in favour of giving some kind of a pension to Irish-speaking families?—I don't know what the Finance Minister would say to it.

100. Would you be in favour of it?—Yes, something that would bring home to them that Irish was worth something. People say "What is the good of it?" In one place a candid friend told me it was a crime for me to be telling the people to speak Irish when it was English alone that was worth having.

101. Is it your opinion that there is as much consideration given to Irish as to English?—There used not to be, but I think that may change.

102. *An Seabhac.*—The outstanding fact of your evidence is that the resources of the land and sea in the Gaeltacht are not sufficient to maintain the population?—I am afraid that is a fact.

103. You are positive it is a fact?—I am positive there is not sufficient at present, and development must take some years.

104. Do you think it should be the State policy to keep that population there all the time if it is found that any other agricultural possibilities are available?—If they could find another place in the country for them economically desirable I don't see why they should be assisted to stay there.

105. Do you think the population should be allowed to remain there on the prospect of their earnings in Scotland? Do you think that should be consciously promoted by the State?—If the State could make provisions so as to make the normal life of these people as happy as it is now it should not be. Take the ordinary people there in normal times. They spend six months in Scotland. They are very careful, and they earn good money, and if there is a little home industry by the women they are able to get on. They like that kind of a life, and it would be a great wrench for them to be taken away from it unless a much better prospect could be clearly pointed out.

106. Has that sort of life made a sort of independence in them—the ability to strike out and make their own way?—If they were willing to move to some other part of Ireland on to the land that would be a fair guarantee of success?—I believe they would make it a success. They almost create land at home.

107. What experience have those who migrate to Scotland of the more up-to-date methods of tillage?—Except that they are keen observers, they would not have any training. They could tell you how such and such crops were raised, but they could not tell you the reason for it.

108. Do they get experience of the handling of machinery?—Certainly they do.

109. In that respect they would not be handicapped if they had farms of their own?—I don't think they would. Very little training would make them quite expert.

110. As a result of the migration of these people, do you think that there is a tendency to weaken the Irish in the homes?—Take Cloughaneely, the Rosses, and Gweedore, my experience in these places was that when they came back they were finished with English at the railway station until they went away again.

111. Does that hold for all the migratory districts where Irish is less known?—I cannot be sure of that. It is quite likely that in other parts where Irish is not so strong that this is a further means of wiping out Irish.

112. Do you think that the closing of the English-speaking part of the year is very strongly due to the strength of Irish in these districts?—Yes.

113. If Irish weakened in these parts the same rule would hold?—No.

114. It is a question of time until these places are less Gaelic?—What time will it come?

114A. *An Fear Mór.*—It must come if you consider the rest of the country. It is only a question of time.

115. *An Seabhac.*—I am interested in the migration of these people. These people are practically dependent on what they earn in Scotland and on what their friends send back from America?—Yes, except the fishing or the home industries are good. In a number

of these places there is no such thing as a farm in the ordinary sense.

116. Do you think this economic arrangement will hold in its connection with Scotland? Is there no possibility that the thing might suddenly collapse altogether and the population would have to clear off to America or go to the workhouse?—Of course anything is possible. Take the normal circumstances. Some of these people have been going to the same farm for the last forty years, and as long as farm conditions continue as they are a large number of these people will have the same way of living as they have now.

117. Do you think that that economic arrangement should continue, or should there be an effort made to provide something else?—That is very difficult to answer. You would have to go amongst the people and ask themselves.

118. Do you think the people themselves are the best judges? Can they see very much beyond two or three years?—Naturally, they cannot, but farming conditions are a fairly constant factor.

119. You mentioned a while ago that the children are sent to service for part of the year at eleven years of age?—Yes.

120. What is the general standard of education of the ordinary young people of that area?—You might say they are able in a kind of a way to read and write. That is the normal, but you will get a small percentage who remain at school and they are very bright. There are scholarships at St. Eunan's College, Letterkenny, for sixth standard national school boys.

121. Do Irish-speaking boys get these?—Yes, they get a good percentage of them, and a special scholarship for the boy who gets highest marks in a special Irish paper if he is normal in the other things.

122. Do a lot of people lapse back into a sort of illiteracy as a result of very small education?—They are able to read papers and write letters.

123. That is about as much as you will get anywhere?—Yes, that is all.

124. In these schools which were bilingual for twelve or thirteen years have the pupils who are now 25 and 26 years maintained that literary knowledge of Irish?—They don't keep up their interest in reading Irish for the simple reason that they have not got newspapers in Irish. In country places a newspaper is their literature. In regard to the question of patriotism and nationality, very many don't consider it their duty to continue speaking Irish.

125. Is it like this, that while they might think it their duty to be a member of some political organisation to show their nationalism, the fact that they know Irish they consider no qualification?—They don't think that merely knowing Irish makes any one a patriotic Irishman. At the same time they would do anything for the country. They would die for it without having an idea that Irish was an essential thing for patriotism.

126. The political propagandists have left Irish out?—Political propaganda was dumped on us in English, and sometimes I had to speak very hard about it.

127. Outside political propagandists what has been the effect of the administrative machine in that part?—We all know the effect the English Government machinery had was to turn the people's minds from the language.

128. In regard to the present administration, has there been any improvement from the point of view of the language?—Yes, in my immediate neighbourhood the Clerk of the Court and the District Justice, Mr. Louis Walsh, are Irish speakers, and the bulk of the court work is done in Irish. When a lawyer turns up who does not know Irish there is a difficulty.

129. Is that difficulty as much present in Donegal as an anglicising agent as it is in Connemara, where there is only one Irish-speaking solicitor?—The percentage of Irish speakers amongst the lawyers is small.

130. Is it possible in your district that the District Justice, the clerk and the litigants might all know Irish and that the solicitor engaged by one of the litigants might not know Irish, and that the whole case would have to be done in English?—I saw that done.

131. Because of the solicitor?—Yes.

132. Has that difficulty arisen with the Garda

Siochana?—To some extent, but the sergeant is an Irish speaker, and whenever he has a case he can conduct it in Irish.

133. But for the whole country?—I am afraid there would be a very limited number of those who could conduct cases in Irish.

134. How is it in connection with the other departments of State service—the old age pensions section, for instance?—As far as the old age pensions section is concerned, our committee is Gaelic speaking, but the pensions officer has no Irish at all. The superintendent at Letterkenny has no Irish either. We sent in affidavits in Irish and the old people thought that because they were in Irish they did not get any pensions.

135. Mr. Hanly.—Is that since the change of Government?—Yes.

136. An Scabhaic.—In these districts could public officials carry out their duties without having to resort to English and do it efficiently and satisfactorily?—I think they could.

137. Chairman.—Has the interpreter, as such, entirely disappeared from Donegal?—I think so.

138. Fiachra Eilegach.—Do they require a special interpreter on occasions then?—Either the clerk of the court or the justice are Irish speakers, and an interpreter is not required. The two justices who work the whole county, Mr. Walsh and Mr. O'Hanrahan, are good Irish speakers.

139. An Scabhaic.—If an official went down to any part of that red coloured portion of the map where the percentage is above 90, and if he did not know any English, could he do his work as an old age pensions officer?—I don't see why he should not be able to do his work. There would be only a very small proportion of the people who would not know Irish.

140. How is the Local Government machine in regard to the use of it, medical officers, rate collectors, etc?—The medical officer in my district is not a native of the county, but he understands Irish, and his family are all Irish speakers.

141. What percentage of the doctors would know Irish and use it in diagnosing their cases?—I would not know that. The doctor in the next parish knows Irish, and in Gweedore Dr. Carr knows Irish. Dr. McDevitt and Dr. Byrne, and nearly all recently appointed, know Irish.

142. Have you any idea of the relative percentage of Donegal people who become teachers in Donegal?—Some are from other counties.

143. Even from Kerry?—One of our best men is from Kerry.

144. Is the reason you have not been able to staff your schools with Donegal teachers that the children do not attend school long enough to be able to become candidate teachers?—Yes. That was the case in the past.

145. Do you think Donegal could produce teachers?—Yes; if they had opportunities they could overflow the country. Even at present many of our parishes are fully staffed with native teachers.

146. Can you suggest any arrangement whereby that state of things could be established and sufficient teachers made for Donegal?—The idea was to have preparatory schools for teachers, and to take Irish-speaking pupils of the sixth and seventh standard and prepare them in that way.

147. How would they be chosen?—That would be difficult. If you have a surplus of candidates I suppose the inspectors would do it.

148. You heard of the proposal to discontinue the monotorial system and set up preparatory schools instead. Would that serve the purpose you have in mind?—I have a liking for a monotorial system, because the children in our districts remain at home in the Irish-speaking atmosphere while they are getting monotorial training.

149. Is it possible that the preparatory college could be as Irish-speaking?—That is the grand ideal.

150. In regard to the teaching of Irish you made a suggestion that if the parents would cease speaking English to the children at home you guaranteed that their knowledge of English in school would be improved, do you think that would be working against the language finally in the district?—Not if the home is secure. That is my experience.

151. Will you be providing that the home will be secure in twenty-five years?—If these people grow up with the idea that Irish is the dominant language they will keep it, naturally.

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152. Your idea is that English be made a commercial qualification and that Irish be made the home language and the official language?—Yes.

153. Do you think that in the circumstances Irish can be entrenched so firmly that it can hold against all influences?—If it cannot hold in these circumstances, what is to make it hold.

154. That is what we are here to find out. Do you think they will be satisfied to experiment with the Ministry of Education's plan for four or five years and give it a trial?—They cannot see any tangible result from the Ministry's plan at present.

155. Have you in Donegal a school to show the success of the Ministry's plan, that is where Irish was taught for the first two years and English was taught afterwards, and where Irish has benefited?—I have not been round the schools since 1921, and I could not say.

156. Do the people down there think the rest of Ireland, the Government, the church, and the professions are in earnest about the maintenance of Irish?—Some of them will tell you "these people are advising us to speak Irish and they won't speak it themselves."

157. If you make it a paying language they will speak it without any trouble?—Yes.

158. *An Fear Mór.*—Have any of the Garda Síochána been recruited from your district?—Yes, some of them.

159. How many?—Not a large number, perhaps half-a-dozen.

160. And from the Irish-speaking districts of Donegal?—I cannot tell you that, but I think a number of them have.

161. Do you know of any from the Irish-speaking districts who were rejected?—There was a boy who reached seventh or eighth standard at school, and who was rejected because he was half-an-inch under the height. I understand that in the past sons of R.I.C. men were allowed in under the standard. Why should a man who is short in the legs and long in the head not get in?

162. When did he present himself?—About nine months ago.

163. *Fiachra Eilgcach.*—Is he likely to grow?—He is young enough for growth.

164. They have refused men for one-eighth of an inch. They want big men to give a good impression?—Yes, but our young Irish speakers would more than make up for slight physical contraction by mental expansion.

165. *An Fear Mór.*—In connection with religious instruction, has most of it been conducted through the medium of Irish?—Wherever the children are able to make an intelligent use of the Catechism, Irish is used.

166. Must they speak it at home in order to qualify in that sense?—A good deal depends on the particular school. If the big majority of the children in the school are Irish speakers they will get the Catechism in Irish. Often I had to examine in both languages.

167. In the parish of Raphoe what would be the language in which religious instruction would be given?—It would be given in English altogether, except the prayers. They would have to have them in Irish. It was felt it would not be desirable to teach the Catechism in Irish to children who did not understand Irish.

168. Are there many parishes in Donegal in which instruction is given entirely in Irish?—A large number.

169. Are they decreasing or increasing?—There is not much change. The Irish-speaking districts are sort of centralised.

170. Have you any Irish-speaking districts in which religious instruction is given altogether through the medium of English?—I don't think there is.

170A. Is the instruction continued in the churches in Irish in these Irish-speaking districts?—Church Catechism classes generally follow the local school rule as to language.

171. *Deputy Hogan.*—The Donegal people are anxious to have something in their bodies like the people of other parts of the Gaeltacht?—Yes.

172. Would you agree in the case of migrants that it is the fact that they are migrants that gives an economic value to English?—Yes, of course.

173. If you give them economic independence English would cease to have an economic value for them?—Yes.

174. If you could secure the dual purpose of making economically independents the migrants and those who remain at home you would abolish the idea of English

altogether?—That for us is, as yet, a far-off ideal; and while English retains its present position it cannot be neglected. Much of its literature is appreciated by educated people who have native languages of their own throughout Europe.

175. Would it be possible to arrange that the land in the congested districts could be so re-divided that economic independence could be given to those who remain, and that the migrants could be given some land outside to give them economic independence?—That is a big question considering the number of them who are along the coast.

176. In Appendix "A" you suggest that there is not much land for division?—There is not. There are big tracts of mountain, bogs and lakes.

177. *Mr. Hanly.*—Are you referring to the whole of it?—I am referring to the whole of it. In the Lagan district you could not interfere with the land.

178. You said it would be a wrench if they were asked to adopt a different mode of life?—Yes.

179. Is it not a greater wrench to have to go away for a few months every year?—Some who go away are more attached to their homes than people who stay at home. You cannot have economic farming in the county itself for a large number of the people referred to.

180. *Mr. Moriarty.*—How far do you think the backward conditions are due to the fact that they migrate from it?—There is no such thing as backwardness of the land in migratory districts. The kind of land they have is used to the best advantage, and in fact it is over-laboured.

181. So there is no possibility of improving the land there so that the population could be profitably employed on their farms?—Nothing more than they do. They wait until they have the potatoes and corn planted and the women do the rest.

182. They do a little reclamation, I suppose?—Every inch that can be reclaimed. I have seen three or four new families started in the mountains in one year. They build houses, and you see plots of cabbage, potatoes and corn soon afterwards.

183. Could that be extensively changed?—There is room for expansion.

184. That is retarded to a great extent by the migration of the male population?—I don't think so. It is a question of how they would hold the land. It is only cut-away bog, and according as it is cut away the people simply get hold of it and make little farms out of it.

185. How far are the people in these districts dependent on American remittances?—They are not so dependent as in other parts.

186. You are aware that Arran Mór depends on American remittances?—It does in recent years. Before that it was a question of fishing and migration.

187. What would you say to a proposition of opening up these districts by good roads and railway facilities to improve the economic position of the people there?—Not unless you have industries. There is a railway there and it is going to be closed because there is nothing to be done with it. Where the railway begins to be used is outside the Gaeltacht.

188. Are you intimate with the fishing area in Donegal?—I have a sort of nodding acquaintance with it.

189. Take Downing's Bay, the fishing has been bad there for a considerable number of years owing to causes the fishermen were not responsible for. Can you say why they are not now throwing themselves into their boats and going after the herrings so keenly looked for in Germany?—Those herrings were caught in the immediate neighbourhood of Tory Island, and it was with the ring nets they got them.

190. The Scotchmen were over in Buncrana fishing for herrings and the Donegal men were not so keen about it. What is the reason of that supineness? Is the easy living they got during the war responsible for the feeling that they should live easily?—The Scotchmen had the advantage of bigger boats, with good gear, and could safely go out when and where our men could not. Around Innishbofin and Tory Island the people were really starving for the past three or four years until suddenly two months ago the herring came along and there was no neglect in getting at them.

191. As regards the cottage industries, you suggested a central depot for selling products. Would you be in favour of extending the co-operative principle to marketing the products, or would you be in favour

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of centralising the marketing through a Dublin agency?—The Dublin agency would be the least cumbersome, and you could have a smaller number of men whose experience would be more extensive. They could go further afield and get a larger survey of things. When I was in Carrick men were sending their homespuns to Germany and Switzerland.

192. The more centralised the organisation the wider the market?—Yes.

193. Apart from the troubles in the country, was there any other reason why the homespun industry should have collapsed so utterly?—There was this reason, that the people did not make it up to the standard they should have made it.

194. Looking at the Gaeltacht area generally, and your own area in particular, how have the poorer districts along the west coast fared in recent years with regard to the special attention the Government has paid to it for remedying the conditions?—The idea of the people is that the old C. D. B. paid far more attention to them than the present Government is paying to them.

195. How far would you say the C. D. B. help went to weaken their nature?—As far as our people are concerned it did not weaken them. As regards housing, the people build their own houses. It was the manly people who took advantage of the C. D. B. schemes.

196. Did these do a great deal of good?—They added very much to the comfort of the people of Donegal.

197. *Chairman.*—Did the C. D. B. do more to help housing than the present Government has done or is doing under the present housing Acts?—Only inquiries have been made by the officials of the present Government, but it is expected that they will do a good deal in that way.

198. *Mr. Moriarty.*—Would you say that some special department is necessary to look after the economic welfare of the Gaeltacht?—Yes, there is something special required that would instil the idea into the people that they were really favoured by the Government.

199. *Fiachra Eilgeach.*—You have plenty of granite in the county?—An abundance.

200. No granite has been brought from Aberdeen to build churches?—Not that I am aware of.

201. Nor marble from Italy?—I expect there would be. The Cathedral in Letterkenny is built of Mount Charles stone, and churches generally in Raphoe diocese have had all possible Irish material put into them.

202. You have also something like fuller's earth?—I never heard of it in the districts I resided in.

203. In the case of people sending fish to Hamburg, are the people sharp enough to know whether the fish is intended for Germany or Russia?—It does not matter to them provided the price is good.

204. Is it a fact that the demand for herrings from Ireland is dependent on the success of the potato crop in Russia?—I don't know.

205. With regard to the migration of the Donegal people to Scotland, do girls still go?—A limited number go for the potato picking.

206. There must have been a change for the better in regard to the scandalous housing conditions that prevailed?—I think so.

207. Do the men complain of the housing conditions?—They used to, but I have not heard of any complaints recently.

208. Do they go to England?—No, to Scotland only, but they might extend into the North of England.

209. At what age do the girls go?—The girls don't go from the parish I am stationed in. It seems to be confined to a limited circle now.

Chairman.—Thank you very much, Father, for your very interesting evidence.

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Bhí an Ráiteas seo leanas ó An tAthair Daithi Ua Conchubhair (Coloiste Bhreanáin Naomtha, Cill Airne), i lámhaibh na gCoimisinéirí:—

Acar na Gaeltachta.

1. Lesmuig de pharóisde Bail 'an Fhéirtéirigh agus fo Bhaile tuath i bparóisde Chathair Domhnall (Cúm an t-sleamhacáin, Rinn Iarach, Ráth) agus cúpla áit i bparóisde na Dromaide is Baile na Scelge. (An Cumarach, Barra na hÉinne, Bólus) (timcheall 70 tig ar fad) is beag má tá aon Ghaeltacht i gCiarraidhe má

tuigtear leis an nGaeltacht aon áit ná labhartar ann aon Ghaoluinn mar gnáth theanga na h-áite. Acht má tharraingtear líne ó Ghleann-Garbh go Neidín agus suas tré Cill Orglain agus as san ó thuaidh díreach tré Sliabh Mis chun na fairge, d'fhéadfaí a rádh go labhartar an Ghaoluinn—a bheag no a mhór—ar an dtuath thiar de'n líne sin.

2. Tuigeann na sean daoine go léir i agus na daoine meadhon aósda (ós cionn 50 bl.) leis agus fé'n dtuaithe faghann na paisdí cabhair sa bhaile le n-a gceactaibh Gaoluinne. Níl aon amhras acht go bhfuil an teanga, mar gnáth theanga, ag fáigail báis go tiugh. Thógfadh sé móran trioblóide, agus i sin go luath, chun, na Gaoluinne do chur go beó bríoghmhar ann airis. Gidh go dtuigtear ann i ní cuirtear i bhfeidm i ro-mhinic. Mar sin is fiú cúram fé leith do thabhairt do'n cheann-tar go léir.

Na Feadhmannaigh.

3. Laistig de'n líne—Gleann Garbh go Sliabh Mis—is annamh a chuirtear an Ghaoluinn i bhfeidm ag luch na gComhairle bPoblaidhe ná ag aon bhailiúhadh poblidhe, acht uaireanta chun bladhmann. Ní thuigeann móran oifigeach ná feadhmanach an teanga. Chuireas féin litir chun muintire na cánac i dTráighlí leath bhliadhain ó shoin. Tá sé gan fhreagra fós. Bhí sí scriobhtha as Gaoluinn. Sin é an chúis is docha. Ní chuireann na feadhmannaigh i gcóinnibh na teangann, ní chuidigeann siad go mór léi acht comh beag. Tá an scéal ceadna ag an geléir—ag a bhfurmhór aca go háirighthe.

4. Chraobhsgeoil an t-easbog riaghail blianta ó shoin nár mhór do gach sagart óg fear a bheith ábalta ar sheanamóintí do thabhairt as Gaoluinn, agus go gceithfeadh gach múinteoir an teasteas dá-theangthach a thaisbáint chun puist d'fhághail 'sa bhfairce. Is deacair uaireanta bheith seasamhach leis an riaghail san. Níl aon bhaint agam leis na "Gáirdaibh Siotchána" acht cloisim go bhfuil siad ag glacadh leis an nGaoluinn go dúrachtach gidh ná fuil móran Gaelgeoirí in a measc. Nílím acht ag tagairt do'n tuairim coitcianta. Is fearr atá fios na ceiste seo ag daoineibh eile. Acht deirim nár cheart aon "Gárda" ná aon ghúistís, ná stiúrthóir eile, nár Gaelgeoir, do thabhairt laistig de'n líne theorthanach. Níl spríd ná ionntaibh ag aoinne beagnach anois. Teastuigheann griosughadh uatha.

Economics.

5. Ní maith liom aon nidh a rádh mar gheall ar an rud so. Ceist iseadh i go mbainfeadh a réidhteach codladh na hoidhche de dhaoineibh go bhfuil níos mó taithighe aca uirthé ná mar atá agam-sa.

6. Is léir, amhtach, go bhfuil an Ghaeltacht is an bhreac Gaeltacht cois fairge, agus gur feirmeoirí is iasgairí is mó na daoine a chomhnúigheann ionnta. Is beag má tá aon-tslighe beatha eile aca seachas an fhéirmeoireacht is an iasgaireacht agus ní fheadar an ionmholta an rud *á an d'cúntas* do chur ar bun ionnta, is a iargultaighe is ataid ó mhargadhaibh. Talamh fiadhan is mó atá ionnta, idir sléibhte is mhóinte is mhonga. D'fhéadfaidhe morán maitheasa a dhéanamh láireach leis na háiteanna so do thaoacadh is do shaothrughadh agus coilte do chur. D'fhéadfaidhe leis, b'fhéidir, an fheirmeoracht is an iasgaireacht agus gac Céard a theidheann les do dhéanamh níos treise le gach saghas buntáiste do thabhairt do'n dream a mhaireann ortha.

7. Fé láthair is éigin rud a dhéanamh a chuirfidh cosg leis an imirce as an nGaeltacht. (Deintear statistics na himirce i gcomhair na ráithe seo caitithe d'iniúcadh. Chuirfeadh siad scannradh ar aoinne). Is fiú maicnamh é gur 'san Gaeltacht atá na háiteanna is deise in Éirinn agus taobh amuigh des na catharachaibh gur cúcha is mó a thagann na teastalaidhte. Mar san, teastuigheann 'san Gaeltacht bóithre níos fearr ar fad, tighthe ósda níos fearr agus cóir níos deise is níos slachtmhaire.

8. Rud eile, bíonn fonn ar theastalaidhtibh féirinf do thabhairt leo abhaile. Díoltar morán díobh annso, i gCill Airne leo, agus tugtar annso ó tiorthaibh eile na féiríní sin ar chostas mhór. Cad ina thabhbh nach ndéintear iad siud 'sa Gaeltacht agus iad do choisaint le cain trom? Deintear rudaí sin i dtír na hEilbhéise.

9. Muna geuiridh obair mar sin cosg leis an imirce ní fearr obair a dhéanfaí—comh fada is atá an t-slighe ann—ná na Gaelgeoirí do thogaint ina dtaintibh go dtí talamh fairsing na meadhon tíre agus aoraidheacht a dhéanamh ortha annsan fé mar a dhéanfaí ortha 'sa

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Gaeltacht chun na Gaoluinne do choimeád beo is í do leathadh.

Oideachas.

10. De réir mar a chloisim agus mar a chím tá feabhas ag teacht ar an na bunscóilbh i dtaobh na Gaoluinne le cúpla bliadhain annuas. Múintear rud beag stáire is tlaacht-eolas as Gaoluinn anois ionnta. Is féidir an feabhas san d'fheicsint ar na buachaillbh a tháinig isteach cughainn, i gCill Airne, i mbliadhna, chun na scoile idirtheadhonaighe. Tuigean siad caint simplidhe maith a ndóthain; is féidir leo sgealta beaga d'insint is do thuigsint agus comhradh simplidhe do choimeád ar siubhal.

11. Deireann sagart liom, go bhfuil fhios aige, go múintear an Ghaoluinn go sár mhaith i mbreis is leath des na scoileannaibh laistig de'n líne roimh ráidhte agus go caoidheasach maith ins na scoileannaibh eile.

12. Má tá aon locht ann easbadh leabhar is mó fé ndeara é agus ná fuil múinteoirí éigin comb oilte 'san dteangain is ba cheart iad a bheith. Má chuirtear chuige ní deacair an sgéal so do leigheas i gcionn tamailín le leabhair oireamhnacha is paipéirí nusaidheachta ionmholta do scaipeadh go saor imeasg na ndaoine agus gléas a cheapadh chun Gaelgeoirí d'fhoirbiughadh mar oidí sgoile.

13. Ní baoghal go mbeidh aon cheataighe ar Gaelgeoir óg ar fhágaint na Gaeltachta dó má thugann muintir an riaghaltais—is cuma cé an dream polataidheachta atá i gceannas—cothrom na féinne do theanga dhuthchais an Ghaelgeoira, agus má chuireann muintir an leighinn is na combacht meas uirthé. Propaganda a dhéanfaidh an obair sin.

14. A mhalairt de sgéal seachas ceataighe a bheidh ag an nGaelgeoir má fheuctar chun a oideachais ar feadh a óige agus slighe bheatha bheith i ndán dó in a dhiadh san. Agus anois chun tosnuighthe agus mar deimhniughadh ar dheagthoil muintire na combachta is an ghradaim nach furuiste folmhais in oifig an phuist, ins na bannaibh, in oifigibh an bhothair iarrainn agus in oifigibh na cánac, etc., do Ionadh le daoineibh as an nGaeltacht. Ní mór an leigheann a theastuigheann chun na bpost siúd.

15. D'fhéadfaidhe leis na cailíní bochta sa Ghaeltacht d'oileamhaint i dtreo go dtogfaidh siad cúram leantbhá muintire an ghradaim is an tsaidhbhris 'sa Ghalltacht agus an Ghaoluinn do scaipeadh mar sin.

16. Rud eile i gcionn cúpla bliadhain ní cheart aon phost fé'n rialtas, nó céim Iolscoile, do thabhairt d'aon duine óg gan Ghaoluinn agus í go liomhtha aige leis. Ceist an oideachais is bun le réidhteach ceiste na Gaeltachta ar fad. Is é an cheist is luaite réidhteach, is saoire réidhteach, agus is taibhthighe réidhteach. Is tré oideachas sa Ghaeltacht agus tré oideachas na nGaelgeoirí a thogfaí an teanga airís agus a leathfair tré'n tír airís í. Caithfeá mar sin bheith flaitheamhal leis an nGaeltacht ar feadh tamaill agus de réir mar a bheidh an toradh ag borradh—Gaelgeoirí óga oilte—scaiptear ar fuaid na tíre iad chun cabhrúighthe leis an dteangain, ins na sgoiltibh, ins na oifigibh agus ins na cúirtibh.

17. Ba cheart, mar sin, sár oidí do thabhairt isteach 'san Gaeltacht muna bhfuil siad ann cheana, *is cuma cad é an costas*, má's éigin féin sgaraimhaint leis na daoineibh atá ann, ar thuarasdal ionlán (tull pay pension).

18. Is ceart leis leanbhaidhe a mhealladh ar gach saghas chuma, go mór mhór leanbhaidhe go bhfuil an mheabhair cinn aca—biadh is éadach do thabhairt do leanbhaidh bochta agus airgead féin a dhíoladh leo acht teacht chun sgoile, duaiseanna do thabhairt dóibh de réir mar a éirigheann leo, agus mar bhárr air sin oideacas saor idirtheadhonaighe do thabhairt dóibh i sgoileannaibh (Grád A nó Grád B). Má's fiú é an teanga do shaothrughadh peacadh marbhbhach is ead an spriúnlathacht.

19. Ba mhaith an rud é leis cumainn go mbeadh spéis aca i n-obair na teangan do chur ar bun 'san Gaeltacht. Theastóchadh innte leis timthiri, agus iad go fuirseach—daoine go mbeadh seasamh is fonn oibre ortha agus a chuirfidh muinín ins na daoineibh. Ní dheineann an duine ná tagann ann acht go hannamh morán maitheasa. Níl ann acht leath sgéal. D'fhéadfaidh na timthiri sin "aontaighe" agus feiseanna bheith ann agus daoine a thabhairt isteach innti ar thurus ó gach áird de'n tír na laethanna san, chun na h-oibre a mholadh agus aithris a dhéanamh uirthé.

20. Is beag eolas atá agam ar obair a deintear i mbuidheanaibh fé Chéard Oideachais i dtaobh na Gaoluinne de réir deallraimh ní fiú é an tairgead a cailítear leo. Nílaim ag cur milleadh ar aoine. Tá morán

buidhean mar sin i gCiarraidhe, acht . . . ní fheadair.

21. Ag trácht ar na meadhon sgoileannaibh, ba cheart gan glacadh le haon sgoil feasda na beidh an gléas ceadna innti chun an Ghaoluinn do mhúineadh agus atá chun an Béarla a mhúineadh—an Ghaoluinn a mhúineadh as Gaoluinn ar fad agus cuid des na h-adhbharraibh eile do mhúineadh tré Ghaoluinn. Nac é sin an ceart. Tá an t-éileamh san de réir bun reachta na tíre—biodh sí ina Saorstát nó ina Poblacht—ná biodh aon lúb-ar-lár ar an rún so. Aon sgoil ná glactaidh leis, uirthi féin a bhíodh. Ná tugtar aon airgead a bhailigtear fé'n mbun reacht dí. Ní cineart níos mó trócaire do thabhairt dos na meadhon-mhúinteoiribh ná dos na bun-mhúinteoiribh agus a luighead a rádh. Is aca is lugh atá an leathsgéal. I ngach meadhon sgoil, beagnach, muintear Laidin, Stáir, is tlaacht-eolas is an Ghaoluinn féin. D'fhéadfaidhe iad siúd do mhúineadh as Gaoluinn. Mhúineas féin Ceimseata is stáir is tlaacht eolas as Gaoluinn ar feadh bliadhna.

22. Ní aontuighim ar fad leis an duine uasal nuair a dubhairt sé nár dheacra na matematicae do mhúineadh as Gaoluinn ná as Béarla. B'fhéidir go bhfuil an ceart aige chomh fada agus a theigheann an buachaill go bhfuil an mheabhair chinn aige. A mhalairt ar fad atá fíor nuair atá buachaillí gan mheabhair i gceist agus gan Gaoluinn leis. Agus cuige sin tabharfaidh iarracht fé chomhairle. Is cruaidh an obair í ar an múinteoir fé láthair aon adhbhar do mhúineadh as Gaoluinn. D'aontochainn níos fearr leis an duine uasal san dá mbeadh leabhair comhmaith againn as Gaoluinn is atá i mBéarla—nó leabhair maith féin. Is deacair morán eolais do thabhairt do bhuidhean mhóir buachaillí gan leabharraibh oireamhnacha agus choimeád ar coimh chéim le buachaillibh na leabhar (Béarla). Mar sin ní leor 10% sa bhreis ins na marcannaibh ná ins an airgead fé láthair.

23. Taréis cúrsa iomláin do thabhairt i meadhon sgoil (Grád A nó Grád B) bheadh ana chuid Gaoluinne ag buachaill. Labharfaidh sé go blasda beacht liomhtha. Tá deic sgoil idir mheadhonaighe i bhfairche Cirraidhe, sé cinn i gcomhair na mbuachaillí is ceithre cinn i gcomhair na gcailíní. D'fhéadfaidh siad siúd morán a dhéanamh ar son na Gaoluinne dá gcabhrúighfí leo. Múintear an Ghaoluinn ionnta go léir agus 'na theannta san, annson againne, múintear Algebar as Gaoluinn, Stáir is tlaacht-eolas is an Teagasc Criostaidhe as Gaoluinn do gach duine. Na mic léighinn a bheidh ag teacht isteach ionnta ní bheidh siad ar chothrom leis an nGaoluinn toisg is a mí-chothromaighe is a labhartar í 'san gceanntair. Chun cothrom na féinne do thabhairt do gach duine caithfí iad a roinnt i mbuideannaibh beaga—na mic leighinn maithe do thabhairt leo féin agus na mic leighinn measartha bheith leo féin. Beidh gádh le n-a tuilleadh oidí chuige sin. Cé chaillfidh leo?

24. Mar críoch ar an sgéal teastuigheann cuid mhaith airgid agus misneach is spríd gan staonadh chun an Ghaoluinn do chur chun cinn. Ma's fiú aon níd í isfiú morán í. Creidim-se gur fiú Éire í. Cailítear Éire léi mar sin, nó in ainm Dé eirigítear as an magadh.

(Signithe), DAITHI UA CONCHUBHAIR (Sagart).

Mi na Bealtaine 2, 1925.

* * * * *
AN TATHAIR DAITHI UA CONCHUBHAIR.
examined.

1. *Chairman.*—You sent in your statement rather in a hurry, and I owe you an apology for not writing as you asked. Are there any additions or comments you have to make regarding it?—When a thing is done in a hurry like that there is rather a danger of something untoward being found in it. Perhaps I should have given it more consideration than I did.

2. Can you tell us how long is your experience of the Gaeltacht and educational matters in the Gaeltacht?—I was born in the breac-Gaeltacht, but I had no Irish growing up in the national school, except perhaps a few ordinary words, until I went to a secondary school and to Maynooth where I did Irish for first arts. After that I went on to philosophy and did no more Irish for examination. During these periods I kept in touch with the leath-Gaeltacht and the Gaeltacht, and I spent most of my holidays there. After my ordination I was attached to the seminary, and during that time I taught most of the subjects in the curriculum of the school, and in recent years, I have been teaching history and geography, Greek and Irish. A few years ago when the Dáil cup was put forward we made an effort to compete

for it, but owing to certain circumstances we were not able to carry it. That year I had charge of senior mathematics and junior geometry. I taught to some extent through Irish, and I devoted a fair amount of time to teaching history and geography through Irish. We found at the end of the year that it did not pay to teach these subjects through Irish. The pupils could not learn the subject through Irish and prepare for the Intermediate examinations as then set, and we gave it up until this year. We teach Irish in all the classes and, in addition, portion of the Christian Doctrine class is conducted through Irish.

In the preparatory grade I teach history and geography through Irish and another teaches algebra through the medium of Irish. That is a summary of the position of Irish in the seminary.

3. How many years' experience have you?—Seven years in a secondary school.

4. Are there any additional points you want to make with regard to the matters in your statement?—I just want to say that the Irish programme for secondary schools is very suitable, and gives an opportunity to most boys to acquire a fairly good knowledge of Irish. Any student who goes through the full course will have a fairly good literary knowledge of Irish, and as we are supposed to teach Irish through the medium of Irish, he will have a fairly good knowledge of the spoken language. You know there are inducements held out to teach subjects through the medium of Irish, and 10 per cent. extra in grants and marks will be allowed to schools who teach their subjects through the medium of Irish. I don't think that will induce many schools to take up the teaching of subjects through the medium of Irish because, in the first place, you have not any suitable text book for the teaching of any subject through the medium of Irish, and the standard involved is so great that it would not make for success in the subject in the examination to teach it through Irish. That inducement will fail in its object. You won't get many schools to enter class A or B solely because they will be allowed 10 per cent. extra marks and grants. The alternative suggestion I would make would be that the subjects should not be taught wholly in Irish because of the lack of technical terms and literature. In our Christian Doctrine examination we have a few questions in Irish and a few in English. That should be adopted in other subjects. Another suggestion would be that the board should specify a few subjects to be taught through Irish, and make it compulsory on secondary schools to do so; and a third suggestion is that the schools should be allowed to select what subjects they wish to teach through Irish, and that a certain extra percentage of marks should be allowed for the subjects taught through Irish. The last mentioned suggestion would, I think, be the most feasible, though not the best, because you will have a certain number of men who will be able to teach subjects through Irish. I don't think it matters very much what subjects you teach.

5. Are you speaking of secondary schools?—Yes. If we can teach Irish, every secondary school could do it as well. We have no native speakers. We have four boys from the Gaeltacht, but they are not native speakers. They are bilingual. In my memorandum I say that no secondary schools should be approved unless they had opportunities for teaching Irish. I think that would be possible at least in all the seminaries in Ireland. All the young priests leaving Maynooth during the past ten years have a good knowledge of Irish. They may not have a technical knowledge of Irish for a particular subject, but they have sufficient knowledge of the language to acquire a technical vocabulary for a particular subject. The educational authorities are to be blamed for not producing books dealing with that. I made reference to a statement which a certain educational authority made, that it was easier to teach any subject through Irish than English. I cannot agree with him. It may hold good for boys who are more or less native speakers, but not for the average boy.

6. These suggestions of yours deal generally with the secondary schools throughout the country?—Yes.

7. It has been made pretty clear to us that education of a higher nature than ordinary primary education must be provided for the ordinary Irish-speaking populations, but we have not got down to the details of what these facilities should be. As you have in Killarney only four boys with anything like a native speaking knowledge of Irish, it would point to the fact

that in Kerry, as in other places, there are no secondary educational facilities provided for the Gael at all?—A few years ago the Bishop of Kerry offered scholarships in the seminary for the Gaeltacht. The limitations depended on the number who would be competing, and the financial condition of the seminary for the year. That year about half-a-dozen competed. Examinations have been held every year since, but we have not succeeded in getting Irish speakers to compete. Last year some of the boys who succeeded were not born in the Gaeltacht or leath-Gaeltacht.

8. What is the examination?—It is a special entrance examination set by the seminary staff.

9. What is the standard?—In the first year we set the papers in Irish and next year we set them in English, with the option of answering in Irish. In the Gaeltacht you have the Christian Brothers' School in Caherciveen; you have two schools in Tralee, one directed by the secular priests under episcopal authority and the other by the Christian Brothers. There is a school in Listowel run on the same lines as our seminary. There are two girls' schools in Tralee, one in Killarney and one in Millstreet. Altogether there are ten secondary schools in the diocese.

10. As far as the Irish-speaking districts are concerned and the continuation and extension of the language as a result of education, education given in these secondary schools in Kerry is not through the medium of Irish, and from what you say it won't be done under the present scheme?—I don't think the 10 per cent. extra in marks or grants will be sufficient to induce schools to teach subjects in Irish. It would be more effective to insist on specified subjects being taught through Irish to some extent.

11. So we are still left to look for suggestions as to how higher education of a more or less secondary type should be provided for our Irish-speaking populations in Kerry?—It is very hard to run a secondary school for the intermediate examinations and also for the purpose of supplying the wants of the Gaeltacht; you must establish new schools or give certain privileges to the secondary schools already established—that would be, to give them certain money to enlarge the staffs. You must increase the staffs. The needs of the Gaeltacht would be thus supplied more rapidly and cheaply than by establishing new schools.

12. With regard to the teachers you have at present, are you convinced that the teacher who is not a native teacher, but who learns Irish, can take a native speaker and impart instruction to him in secondary educational subjects?—I think so. Probably better because he knows his subject both ways. He may not be fluent, but he will be better at *teaching* the language, at least until a higher standard is reached.

13. I am speaking of teaching subjects like history and geography through Irish?—I think they would be quite able to do that.

14. Do you know many teachers who are not native speakers but who have acquired a vigorous facility for teaching subjects like history and geography through Irish?—I know very few who teach history through Irish, even native speakers. Of course the publication of suitable books would facilitate that at present. The great trouble is the want of technical terms. I found that difficulty myself. I had to take notes and prepare my lectures pretty carefully so that I would not have waste words or use wrong words, or words too difficult for the Preparatory Grade.

15. Do you think there is a great need for technical terms? Do you think it is possible that while we feel the want of technical terms, what is at the bottom of it is that we have not a thorough knowledge of Irish? That is, that people who have a thorough knowledge of the language would not feel the necessity for technical terms?—I can agree that they would make themselves understood by circumlocutions. But technical terms are necessary in every branch of science, and in them is a concentration of thought that you have not in circumlocutions.

16. Is it your idea that the Government should make a grant towards these additional teachers in order to pay a complete salary to them?—I think they should make advances to the schools to enable them to provide these teachers. How that would be done is a matter of detail.

17. It is an important matter of detail. If you gave 25 per cent. instead of 10 per cent. it may be possible to provide special teachers to do it. Would you have any serious objection to a requirement in connection with these additional teachers that they should be persons

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whose education was acquired in a purely Irish-speaking school?—I think that would be impossible at present.

18. You would not insist on native speakers?—No.

19. Are you convinced of the necessity for getting that type of teacher?—Any teacher with a sufficient knowledge of Irish and a fairly decent *blas* would be just as good. We have had examples, at least in the initial stages.

20. The question arises whether the type of education in Killarney and Tralee and in soem of th girls' schools is the type of instruction for the better improvement of their economic condition that the children in the Irish-speaking schools want?—That education equips students principally for the professions. They get scarcely any technical training. The only thing would be chemistry. I presume you will always require men for the professions with a knowledge of Irish, and most of these leaving the seminaries now will have a fairly good knowledge of Irish. The other schools don't go in so much for training their boys for the professions. They teach mathematics, commercial subjects, English, history, geography and Irish. These boys are trained more or less for clerkships. I think you must establish technical schools in these districts.

21. You have not given any thought to that matter?—I think it is more or less outside my range. I made one suggestion about the technical training of young girls in the Gaeltacht. My idea was that some kind of school would be established for the training of these girls in domestic matters and as nurses to take care of children in well-off families in cities and towns, and thereby spread the language. I am not sure whether there would be many families looking for these girls.

22. Would it be necessary to set up a special school?—Yes.

23. How long would it be necessary to have a girl there?—That would be a question for the ladies. They would have to learn something about children and how to care them, and to improve themselves in general tidiness.

24. Have you come up against any desire on the part of people in cities to get that type of girl?—I have been asked for them.

25. Did you get any of them?—I was not able to get the type wanted.

For my own part I tried to get a girl like that in Kerry or West Cork, and I was not able to. We have been able to get girls from the Aran district, and the result is the children grow up with Irish, and there is a tendency to send the children down to an Irish-speaking district for some months. It gives employment to the Irish girls in the city, where their education can be improved if necessary. It gives the children Irish and a link with some particular district, and it brings money into the district by the children going down there. If this could be tackled systematically, or if we could get suggestions from people in touch with the Gaeltacht as to how the difficulties could be overcome we would have done something useful.

26. *An Fear Mór.*—A school for domestic economy would be the thing. These girls have no object in the world except America. If you had a school of that kind established you would have applicants for that type of girl.

27. *Chairman.*—In connection with the American aspect of it, I have seen it figured out that a girl after spending as many years in an Irish city as a girl in America could return with as much money as the girl from America.

28. You speak of free education in schools?—That is to give a number of poor boys in the Gaeltacht an opportunity.

29. Does that mean free residential places?—Yes, or if they could attend a neighbouring school they could go to a day school.

30. Generally from your knowledge of the Irish-speaking districts, if secondary education is going to be provided it should be free?—I think it should, on account of the economic condition.

31. You blame the educational authorities for not providing books. Have you any suggestions to make that could help to bring about the production of books other than writing them?—The State should pay for a certain output or employ men officially as it employs official translators for Acts of Parliament. Give us translations first and then give us original work.

32. The best thing would be to employ special men to turn out text-books on particular subjects?—Yes.

33. *Mr. Hanly.*—You refer to drainage and tree planting. Have you any particular information on

these matters?—No. I just made a general remark.

34. I was wondering whether your idea was State work or individual work?—State work. The land is rather wild and wet, and it is only fit for planting wood.

35. Have you given any special consideration to the preparation of Irish speakers as teachers?—I have not given it any special thought, but I have discussed it again and again.

36. Do you think some special system of special scholarships should be instituted?—I think so. Of course the children born in the Gaeltacht and *breac-Gaeltacht* have a facility for the language that the children outside have not.

37. Is it your experience that the average boy who goes through the present intermediate course in Irish would come out a fluent Irish speaker?—No, he does not, but he gets a good foundation, and by keeping in touch with it he can become a good speaker.

38. You are not satisfied with the advantage they give to the secondary schools teaching through the medium of Irish?—I don't think 10 per cent. is enough.

39. Have you any percentage in your mind or any other way to suggest?—It should be increased; 25 per cent. would be little enough. Even then the equation would scarcely be identical. We have not got any technical vocabulary or any books that boys could read in class or out of class.

40. Talking about books, you suggest that the material should be prepared and paid for by the State. Would you not publish it by the State also?—It would be cheaper, and not only books but papers on farming and other technical subjects.

41. *Chairman.*—Might not the result of that be that persons who would otherwise provide books would say "the Government are providing books now and we won't risk turning out books"?—The only answer to that is that individuals have not done it so far, and the duty first of all is on the State.

42. *Mr. Hanly.*—Do we not feel that individuals have turned out quite a big lot of the second-rate stuff, and that if there was a definite standard raised you would get better stuff?—If the State expect the programme to be carried out the State should provide the means.

43. Is there any possibility that the writers have been writing down to the learner's position instead of writing up to the native speaker's position, and that you may now get spontaneously a different type of writer for the native speaker?—I presume you would have spasmodic outbursts, but these are neither here nor there.

44. Is not the great disadvantage the writer is in that unless he is a man of note he has to hand his stuff over to the publisher for practically nothing?—I have not any experience of publishing.

45. In any of the secondary colleges you refer to is rural science taught or is there any kind of technical training towards making farmers?—I don't think there is. It is an optional subject. I have no inside knowledge of these schools.

46. Is there a big proportion of young farmers in your area in these schools?—Yes, but they are not meant to be farmers afterwards.

47. Does history occupy the position in these schools that it deserves?—It gets a good show.

48. Do you think it would have a good bearing on the Irish question to teach local history in the Gaeltacht?—History and geography are the most topical subjects to teach through Irish.

49. You suggested that the schools should be allowed to select their own subjects or particular subjects to teach through Irish?—In the Intermediate course you have a long list of subjects, and my suggestion was that the school should be allowed to select two or three subjects, because it may happen that the teachers of the subjects selected by the State would not be able to teach them through Irish. The first of the three suggestions would be the most effective and impartial.

50. These scholarships you refer to, is there any special favour given to these?—There are special scholarships given for Gaeltacht boys.

51. What standard of boy do you cater for?—The boy who passes the 6th standard.

52. Is not the great difficulty in the Gaeltacht at the present time that the boys or girls never get up to that?—I don't think so in the Gaeltacht in Kerry.

53. What is the school leaving age in Kerry?—The average would be about thirteen.

54. Do you think any system of local continuation classes could lead up to the secondary schools in order

to feed pupils for these scholarships. The present primary system is not a successful feeder, because you are not getting the material?—We are getting the material but not through the Irish scholarships.

55. Would you suggest a local continuation scheme to lead up from the primary to the secondary school?—They reach an age then when they are too old.

56. Could you make special provision for that?—Of course you could, but there is so much time lost.

57. Except they were going to farming or things like that?—Yes, continuation schools would not be fit for preparing for the professions, only for teaching and small clerkships.

58. You suggest that lack of education is at the bottom of the trouble, and Fr. McAteer told us that the economic conditions were the cause of it?—Education would be more easily managed than the economic conditions. You would want more money than at present. Along the coast from Kenmare to Dingle we get the best material from the Gaeltacht. They have the brains, and get first places in Greek and Latin and other subjects. My policy would be to educate the clever boys in the Gaeltacht and flood the professions with them. We sorely need the Gaelic fashion set in the professions. The existing secondary schools can, with some encouragement, do this.

59. Will it induce the ordinary poor farmers of the countryside to speak Irish to their children to have some of these brainy fellows going farther on?—I think it will. The poor farmers cannot afford education in it.

60. They are not reaping any advantage?—No.

61. Are there any special advantages given in Mayo to Irish speakers going in?—No. There is no distinction made in that respect.

62. *An Seabhac.*—In regard to teaching history, what form does history get in secondary schools?—The programme for the Intermediate certificate was the History of Ireland and the outlines of European history.

63. Does that teaching of history have any intimate touch with the boys' own lives, or is it a detached, scientific thing?—For a boy who has only one year to prepare, the examination last year was such that you could not expect an intimate knowledge of the history of Ireland.

64. Then an intimate knowledge of the history of the place he came from?—At the examination there was no question about local history. Even if it was advised or recommended, no such question appeared in the examination.

65. In regard to the teaching of history, what is the cultural effect of English or Irish on the mind of the child?—Do you mean through the medium of Irish?

66. I am not speaking politically; I am speaking culturally. What I want to know is does it put him closer in touch with Irishism than Englishism?—Culture is universal. The more one knows of foreign culture the better one appreciates one's own.

67. Is it having the effect of making him regard his own culture as a wretched little thing?—I don't think so.

68. Is our own being given to them sufficiently well and in sufficient bulk to satisfy them that their own is something to be proud of and to develop and study?—You have not so much Irish literature in the secondary school programme as we used to go in for.

69. You agree with me that what makes for culture in English is more ready to the hand of the boy or girl than the same thing is in Irish, and it requires some effort to put before them these qualities which are good and classic?—Yes.

70. Are you conscious of any particular effort on the part of the teachers to do that? The teacher will teach up to the standard and style of the examination. The aim of the authorities at present is towards reviving the spoken language.

71. What is the attitude of those who control secondary education institutions in regard to education in Ireland? Do they realise their responsibilities in the matter, or are they driven ahead by the Ministry for Education?—They are quite ready to do anything reasonable.

71A. To do that of their own volition?—Yes.

72. The secondary educational authorities outside the Ministry are fully aware of the necessity of an effort on their part to Gaelicise the professional classes in Ireland in the next twenty or thirty years?—If they are carrying out the educational authorities' programme I think they are.

73. What about those outside the Ministry?—I don't know but they are carrying out the programme.

74. Is there anything like a central radiating centre for policy among the managers of secondary schools?—The Catholic Headmasters' Association.

75. Are secondary schools to a certain extent machines working indirectly under the Ministry of Education to produce a certain class of educated people and to work out the programme laid before them?—The educational authorities set the papers and the standard of the papers and impose conditions, and to this extent create machines.

76. For secondary education in the Gaeltacht, do you think it is likely that any educational authority other than the Ministry would go to the length of setting up a school in Ballyferriter for something higher than primary education and working it on the ordinary secondary school's fees or grants?—No private individual would, I think.

77. Do you think the State should provide for that sort of thing?—Yes.

78. Is the language of the playground Irish or English?—I think it is English.

79. Do you know any secondary school where Irish is the official language outside the school?—No, except amongst the boys themselves.

80. Do you imagine that until that stage is arrived at we cannot say we have made much progress?—No satisfactory progress anyway.

81. You say a boy who goes through the full Intermediate programme will have a fairly good knowledge of Irish?—Yes.

82. Do you think he will have a sufficient knowledge to transact his business in Dublin, in Irish?—What kind of business?

83. To interview his hotel keeper and make arrangements there, for instance?—Yes.

84. Do you think the education given at present is sufficient to induce him to use Irish rather than English on such occasions?—It depends on the individual.

85. It is only the enthusiastic who will do it?—Yes.

86. Would you consider in connection with the text books the great objection to taking up the programme in full is that we have not sufficient books?—I don't say to teach a subject, but to give Irish a good show and prove that it is adaptable to these subjects.

87. Would you consider it more important that the boys should use the language just as they use English now?—It would be much more conducive to the spread of the spoken language.

88. Is there anything in the programme to interfere with that?—It is rather a severe drag on a boy to keep up the strain at recreation.

89. My experience is that it is not much of a strain and that it has been got over in one month?—It would be the ideal thing. It is rather a severe strain especially on boys who have not had a good foundation in Irish.

90. Would not that be improving during the next few years?—There is a decided improvement in the pupils we are getting in.

91. The main difficulty is that we are not succeeding in getting pupils to speak it amongst themselves?—Yes.

92. Would it be worth the strain and effort for the first term?—It would be the ideal thing, but ideals are not always attained.

93. I had experience of children having no Irish in October and speaking it fluently at Christmas? But you were not preparing them for Intermediate examinations.

94. Have you any experience in the diocese of Christian Doctrine instruction?—I think you will have a priest here next week who will give you full details about that.

95. Who do you speak of?—Father Courtney, the diocesan inspector.

96. In connection with these scholarships you held out for Irish-speaking children, they have not been a success?—No.

97. Do you think if our colleges were brought closer or if schools were established in the midst of the Irish-speaking districts, there would be a better chance of getting the school-going children to qualify for scholarships of that type?—I think you will find in the Gaeltacht that they want to get work early and to begin to earn.

98. That is true. We have had experience of that in Ring where we established a little secondary school. We got some of the natives to attend with the result that we have four or five students attending the University now?—You will get many if you have the money to relieve the parents of expenses.

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99. For instance, if you have one of these in each Irish-speaking district and different schools feeding them, would it be a good thing?—It would.

100. The point is that there is a good deal of talent in the Gaeltacht that has not got the same channels to flow through as in the Galltacht?—Yes, but their idea is to get an immediate livelihood.

101. *Fíachra Eilgeach.*—It goes without saying that Kerry supplies its quota of teachers?—Yes.

102. Are the scholarships you speak of limited to the boys from the diocese?—Yes.

103. Your college is at present in class B?—Yes.

104. Are you going into a higher class?—We have not decided that yet.

106. *Chairman.*—Seeing that publishers are not disposed to publish text books except in cases where such text books would be put on the programme, don't you think that the State should see to the editing of such text books and the cost of publication?—It could give some help.

106. *An Seabhad.*—There is one thing in regard to the college I wish to ask. Is there any conscious effort towards creating a spirit of Irish patriotism in the boys in secondary schools? You know the famous saying about an English college that the battles of England were won on its playgrounds. Is that sort of *esprit de corps* part of the conscious policy of secondary schools in Ireland?—Speaking for my own school, I think so.

107. You do that through what?—Through the classes.

108. And the atmosphere of the school?—Quite so.

109. You will admit from your own experience that even inside the Irish outlook there might be two distinct views of patriotic effort, one which might be represented by the Anglo-Irish outlook, and the other by the "Hidden Ireland" outlook?—Certainly.

110. Which do you think is more general in the secondary schools, take the big schools in Dublin?—I know absolutely nothing about the Dublin schools. It is hardly a fair question.

111. *Chairman.*—It is hardly our consideration.

112. *An Seabhad.*—They have a connection with our inquiry because outside the seminaries which are set up primarily for training candidates for the priesthood, all the candidates for the professions get their education in the big schools in Dublin. The attitude of the Dublin schools affects the Gaeltacht very severely.

113. *Witness.*—That might have been in times gone by.

114. Is there a change in these schools?—I think so.

115. Are you aware of any changes?—I am not aware, because there is no means of knowing except through the inspectors.

116. There is not a whole lot of inspection?—They would be able to sum up the general tone of the schools.

117. They have no control over the tone of the schools?—I cannot really answer these questions.

118. Would a professional man trained in your school have the proper outlook as regards Irish when he went back to Caherciveen?—I think he would.

Chairman.—Thank you, Father.

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Bhí an Raitas seo leanas ó Pádraig Aghas i lámhaibh na gCoimisinéirí:—

An Teanga.

1. Do dheineas cómhareamh ar na daoine sa pharóiste seo nó sa Roinn-toghacháin ba chóirtha dom do rádh. Sé ba líon a muintire san mbliadhain 1911 na 1096. Tá 949 duine san áit chéadna anois. Tá an Gaedhilg ag—

44	duine fé bhun a 14
78	" " " " 50
201	" " os cionn 50

Sin a dtrian in a nGaedhealgéoirí mar adéarfá. Níl an Ghaedilg ag aoinne fé bhun 7 mbliadhna. Tá furchóir na gceannairde cois fairrge san gConntae ar an dul chéadna, nó geall leis, maidir le cúrsaí na teangan agus le líonmhairreacht na Gaedhilge ionta. Ní féidir fíor-Ghaedhealtacht do thabhairt ar aon áit leasmuigh de Coillbheathach de Sráid na n-Iasgairí, agus de'n Chorabhaile.

2. Dá dtairightheá line ó Chillruís go dtí Innis agus as san ó thuaidh le h-ais an bhóthair iarainn go teirainn na Gaillimhe bheadh beirthe agat ar an mbreac-Ghaedhealtacht laistiar den líne sin agus an Gaedhilg ag dul i dtanai de réir mar bheadh ag druidim soir

i dtreo na teórann san. Tá na daoine fábharch go léor do'n nGaedhilg san gceannairde so pé ar domhan é. Tá andúil aca sna h-amhráin Gaedhilge go mór mhór, agus ins na háiteanna fé'n dtuaithe in iartar an Chláir, ba fhuirist na rinní Gaedhealacha do bhunú arís. Tá spéis aca ionta agus meas aca ortha. Tá an donas imthighthe ar na bailtí móra ámh, maidir le rinní.

Tionnscail.

3. Féirmeoireacht an tionnscail bunaig so Chonndae agus feirmeoirí seascaire cnuiscúnta do beadh a bhfurchóir cé gur feirmeoirí beaga iad go léir nach mór. Ó féar trí mbó go féar ocht mbó is gnáth ag an duine aca. Cois fairrge atá na fiernieacha is luga acht bíonn fó-thionnscail le h-ais na feirme sna háiteanna seo—iasgairacht, ag déanamh na ceilpe, ag sabháil chluimhín, srl.

4. Deintí cuid maith iasgairachta san gConndae chomh déanach le cúig bliadhna déag ó shin, acht tá iasgairacht imthighthe chum deiridh annso ó shin anuas. An áit in a mbíodh deich naombóga ag obair níl thar dhá cheann anois agus iad san féin ar bheagán saothar. Ní bhíonn iasg úr le fághail ag muintir na h-áite seo uair sa ráithe go minic. Ní fheaca féin iasg úr á dhíol annso acht dá uair ó Nodlaig. Má theastuigheann iasg ó mhuintir na h-áite caithtear fios do chur go dtí Luimneach nó go dtí áit éigin eile air. Is mó chúis atá leis an meath atá tar éis teacht ar an tionnscail agus ag so cuid díobh im thuairim-se. (1) Nuair do chuir muintir Mheiriceá an cháin ar mhaicéil iasachta ós cionn 20 bliadhna ó shin tháinig drochmhiseach ar na ceannuightheoirí agus d'éirigh cuid mhaith aca as an gceannach ar fad. Nuair fhan an ceannach brighmhear ar an iasg níor fhan an t-suim ag na h-iasgairí in a gcuid oibre. Do lean an leisce an neamh-shuim.

5. Do b'anroghach leis na fir óga mar shlighe bheatha an iasgairacht agus d'iompuigh cuid mhór díobh ar gairm éigin eile beatha nó d'imthightheadar thar sáile.

6. *An t-oidreachas* a tugadh dóibh sna sgoileanna. Ní raibh aon bhaint ag an oidreachas le gnáth saoghal na n-iasgairí. Ní raibh aigne na leanbh á beartú ar bhádaibh, srl.

7. *An Cogadh Mór.*—Chuidh a lán des na h-iasgairí óga ins "Naval Reserve Forces" Shasanna. D'imthightheadar nuair a bhí an cogadh mór amach agus nuair d'fhill an chuid aca d'fan beó, bhí teacht isteach beag aca agus ní raibh fonn mór iasgáid ortha.

8. *Aráid páidh an fhir oibre neamh-oilte.*—B'fhearr le cuid des na h-iasgairí £2 sa t-seachtmhain de thuilleamh ar thalamh tirim ná dul i gcontabhairt fairrge ar sheans.

9. *Gannchúisí* an éisg féin.

10. *Daoire* an ghléis.

11. Mí oirearnhaí na mbád agus oileas na gceann. Níl acht cúpla bád mór sa Chlár ar fad, agus níl aon chuan sabhála ó Liosceannmhúir go Ceann Léime agus ní mó ná cuibheach atá so féin.

12. Tá aiste i "nGaethe Gréine" leabhar a chuir Connradh na Gaedhilge amach ceithre bliadhna ó shin—aiste ar iasgairacht uaimse. San aiste sin, tá curtha síos ar cionus, im thuairim-se do curfaí deire leis an drochbhall atá ar cúrsaí iasgairachta. Cuirfead chugat an leabhar más gádh é, níl sé fe'm láimh i láthair na h-uaire.

An Ceilp.

13. Deintear cuid mhór ceilpe sa pharóiste seo agus ar iarchósta an Chláir ar fad. Tá an fheamnach go flúirseach agus gach cóir chuige.

14. Is beag nár briseadh na ceilpinigh athrú anuraidh ámh. Bhí suas le fiche duine aca sa paróiste agus d'fhan an ceilp in a lámhaibh aca. Agus iad so do dhíol do dhíoladar saor. Ní raibh acht an t-aon chómhlud amáin ag ceannach agus bhí ar a geumas a rogha rud do dhéanamh. An fhad a bhí Muintir Míe Dhonnachadha sa Ghaillimh ag ceannach bhí an gceall ceart go léor ag fear déanta na ceilpe.

15. Ba cheart gan na fir bhochta d'fhágaint níos fuide fé bhraic an Albannaigh seo. D'fhéadfaí ceilp an iarthair go léir do bhailiú ar aon láthair i geathair na Gaillimhe nó áit éigin áiseamhail mar é, agus gach nídh a 'geibhtear as an gceilp do bhaint as annsan. D'fhéadfaí so do dhéanamh fé ghléas chomh-oibreachais.

16. Chum so do dhéanamh níor mór eolas agus oilteacht. Bheadh ar an Riaghaltas san do sholáthar. Ba mhaith an rud leis "scólaireacht taighdithe" do chur ar bun san Iolsgoil, d'aon ghnó chum eolais do sholáthar ní h-amháin i dtaobh ceilpe acht i dtaobh gach saghas sliogán agus gach saghas feamhanaigh agus an úsáid a bhféadfaí do bhaint asta.

PADRAIG AGHAS *examined.*

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18. Ba mithid leis deire do chur leis an dtastáil breige a bhíonn ag na ceannuightheoirí. Dá mbeadh fear ó'n riaghaltas ann le glaothach air—fear a d'fhéadfadh an tastáil ceart do dhéanamh, do leighisfeadh san an sgéal. Is amhlaidh mar atá an sgéal, damnuighítear ceilp indiú agus ceannuighítear i mbaireach in áit eile an cheilp chéadna ar an bpinginn is aoirde.

Chluimhín Carraige (Carrigan Moss).

19. Tiormuighítear a léan de'n chluimhín annso. Deineann sé biadh foláin sobhlasta. D'fhéadfaí feabhas do chur ar an ngnó dá geabhruightheadh múinteoirí agus dochtúirí sa sgéal. Níl eolas go leor ag daoibh na thaobh. D'fhéadfaí an t-eolas do sgaipheadh sna buidheanta cócaireachta a bhíonn ar siubhal sna sgoileanna. Ba cheart iarraidh ar dochtúirí é mholadh mar bhíadh. Is mó dochtúir a mholann cheann é mar bhíadh do locht eitinne agus lucht galar eile chomh maith.

Pláin—figheadóireacht, sníomh, dathú.

20. Tá beirt fhigheadóir sa pharóiste agus coimeádtar ag obair iad. Deineann siad éadach breágh. Tá cúpla baile fearainn annso agus níl aon tig ionta gan túirne oina. Bhí rang sníomhacháin aca imbliana agus d'éirigh go maith leo. Seo bun tionnscail gur bhfurist cur leis. D'fhéadfaí éadaí úrláir do dhéanamh go breágh agus deineadh cuid aca i rith an earraigh.

Dathú.

21. Deintear an dathú sa bhaile annso leis. Deintear an dathanna breaghta as báirínigh, as miongáin agus as na sliogáin go léir. Ná amháin an mhóin féin, deintear dath as. Tá saghas dóibe annso agus deineann siad a úsáid de chum oian do dhathú. Ní gadh tracht ar na dathanna a gheibhtear as luibheanna.

An Mhóin.

22. Tá portach annso, deich míle ar fhaid agus cúig mhíle ar leithead. Tá an-aoird sa phortach suas le 30 troig in áiteanna. Baintear cuid mhaith mhóna annso. Curtar ar an dtraen é ar fuaid na condae ag ó thuaidh go Co. na Gaillimhe. Má cromtar go deó ar an mhóin d'oibriú in Éirinn chum páipéir do dhéanamh de nó chum "gas" do bhaint as, ba cheart cuimhne do coimeád ar "Mhóin Móir na Sraithe."

Oideachas.

23. Caithead a admháil nach bhfuil an t-suim nua an dúil chéadna ag an bhfear bocht san oideachas agus bhí suas le tríocha bliadhán ó shin. Is mó cúis leis an neamh-shuim agus lé an ceann is tamhachtaí ná an cuspóir oideachais a bhí ag an sean Bórd Náisiúnta. Na sgoiláirí d'ullmhú i gcóir clearcas a bhí fútha san do dhéanamh. D'éirigh leo. Tháinig athrú san mblaidhain 1900. Glac an Starach suspóir eile chuige, cé gur beag dá buidheachas a bhí ar an bhfear mbocht. B'é bhí uaidh sin ná aigne an sgoiláire do beartú ar an gnáth saoghal a bhí na tímcheall. Bhí a chúis féin aige leis. Bhí cleirigh ag éiríge ró fúirseach agus biadh saor ag teastáil ó Shasannaigh. Níor éirigh go ró-mhaith leis an cuspóir d'aimsíú. Ba dheacair dó san bhí aigne na dtuismidhtheoirí na choinne san níd sin. Níorbh aon oideachas dar leo aon oideachas na solathróch postanna in oifig dá gclainn. Do briseadh ar an gcléarcachas sna bun-sgoileanna. Annsan ní raibh aon oideachas dar le na daoine sna sgoileanna náisiúnta as san amach.

24. Ní h-aon mhaith a bheith ag trácht le muinntir na hÉireann ar cad deineadh san Eilbhéis i geúrsaf oideachais nó ar cionnus oibrighid san Danmarg nó i dtír fothuinn. Chum an sgéal do dhéanamh ní ba measa ní raibh aon local Civil Service. Ní raibh ar chumas chlann an fhir bocht dul thar an Sgoil Náisiúnta. Bhí na postanna féna comhairlibh ceann-tair, srl., á tabhairt trí fhábar. Ní raibh an t-Influence ag an bhfear bocht agus cad é an mhaith do leighean? Cad é an mhaith do sgoiláirí? Sin é dúbhairt sé leis féin. Ní raibh roimh a chloinn aclaí obair ramhaine agus bhí an fear oireattha comh maith as leis an bhfear léigheanta.

25. Coimeádadh istig na leanbhaf. Cuireadh ag feirmeoireacht iad, nó ag piocadh ruacan, nó miongáin ar an dtraigh, nó ag sabhailt mhóna sa phortach.

26. B'é a tháinig as ná nach raibh aoinne ag teacht ar sgoil go réigleáltha acht duine éigin go raibh roimh bheith na sagart nó na dlightheadóirí nó na dochtúirí. Timcheall 50 % de na leanbhaf a bhíonn ar sgoil gach lá anois. Ní féidir Béarla ná Gaedhilg na aon rud eile do mhúineadh do leanbhaf ná beidh ar sgoil. Tá an

droch thaithí anois aca agus ní churfar ar sgoil iad gan acht daingean láidir dlíge. Ní ceart puinn lúb ar lár d'fhágaint san acht.

27. Do thríallamar—na acht dá leithéid annso in iarthar an Chláir nuair a bhí cúirteanna Sinn Féin ag obair. D'arduighthead an uimhir ar an Rolla de 25% agus an tinnreamh ó n-a 66% go dtí na 90%. Ar Phóilí Sinn Féin a bhí an acht d'oibriú.

An Clár Nuadha.

28. Tá an clár ceart go leor d'an áit san nGaeltacht nó san mbreach-Ghaeltacht in a bhfuil an múinteoir ceart go leor. (Adcarrfainn ámh go mba cheart malaírt clár a bheith ann do mhúinteoirí san nGalltacht dá mba mhaith leo). De réir mar tuigim-se an sgéal tá a lán saoirse ag an mbainisteoir agus ag an múinteoir anois agus d'fhéadfaís athrú do dhéanamh do réir mar d'oírfeadh i gceanntar seachas a chéile, agus dá mbeadh sé oireamhach do ghlacfaidh an aireacht leis.

Na h-Oifigigh.

29. Tá obair mhaith á dhéanamh sna sgoileanna. Acht ní leor san fiú amháin dá mbeadh na leanbhaf ar fheabhas agus na sgoileanna ar fheabhas agus na múinteoirí ar fheabhas, chum an Ghaedhealtacht do choimeád glan. Caitheadh oifigigh poiblí, Dochtúirí, Sagart, agus lucht dlíge na Gaedhealtachta a bheith Gaodhalach nó beidh thiar orainn. Muna mbeid siad san Gaedhealach beidh na comhachtaí céadna a dhein an Galldacht, ag Gallú na Gaedhealtachta orainn. Níl a fhios agam cad é an méid díobh so thuas go bhfuil Gaedhilg aca mar ní raibh ughdaras agam dul a geistíú acht tá's agam gur beag díobh go bhfuil an Gaedhilg aca in iarthar an Chláir.

Comhthrom na Féinne.

30. Tá aon cheist amháin eile orm. Comhthrom na Féinne do thabhairt do muinntir na Gaedhealtachta. Is ole an cnuiseiún bheith ag ullmhú daoine i gcóir imrice. Ba cheart don Riaghaltas féurbhaint chuige go mbeidh gach post san nGaedhaltacht le fághail ag duine ón nGaedhealtacht acht a bheith oireamhach ar an bpost do thógaint. Tá daoine san Gaedhealtacht ón nGalldacht agus ní thaithnigheann an Gaedhealtacht leo. Ullmhuighítear Gaedhil i gcóir na Gaedhealtachta, agus cailltear airgead leo ón gcóir is íle go dtí an chóir is uaisle. Tuigfidh siad muinntir na h-aite agus tuigfidh muinntir na h-áite iad. Ba cheart cuimhneamh ar seo—go bhfuil daoine san nGaedhealtacht chomh maith agus táid san nGalldacht agus ní bheids oireamhach d'aon post pé mhúineadh gheobhaidís. Ní h-é sin atá ar bun agam acht buachaillí agus caillíní na Gaedhealtachta do chur chum einn do réir acmhúin a n-inntleachta.

(Sighnithe), PADRAIG AGHAS.

Sadh Meitheamh, 1925.

Dunbeag, Cill Caol.

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PADRAIG AGHAS, *examined*

1. *Chairman.*—Perhaps you would tell us how long you are connected with the Gaeltacht, and how long you have been connected with teaching?—I was born in the Gaeltacht in Dingle. I went to Waterford as an Irish teacher in 1905, and in 1910 I went for training. I taught in Lismore Secondary School—mainly Irish. Then I taught in the Gaelic League and prepared teachers for the certificate. After I was trained I went to the school in Clare, in 1912, and I am in Clare since then. The district was a semi-Irish-speaking district, and I taught Irish as an extra as well as I could. The school was just qualified for the bilingual programme when the change came on, and I have taught the new programme since. During these years in Clare I have prepared teachers in the O'Curry College for the various certificates.

2. You are teaching in a district that is one-third Irish-speaking?—Roughly, about that.

3. Would Irish be in many of the homes in that area?—All the old people know Irish. They never speak Irish amongst themselves, and how we used to get at them was by giving the children questions to get asked at home. They seemed delighted when the children spoke to them in Irish and questioned them and got Irish for sentences out of them. Left to themselves they would not do anything.

4. Is it a fact there is no Irish spoken in the homes in that area?—There is only one home where Irish is the real language of the home and where it is spoken from morning to night.

5. When you say there are 44 children under four-

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teen years of age who are Irish speakers, are these children who speak the language in their own homes which they learned in the schools?—Yes.

6. When you put them down as Irish speakers, do you mean they have a full, vigorous knowledge of the language?—I mean they can converse freely about the ordinary work and doings of every-day life.

7. Can you tell us something about the position of Irish in the different standards in your school from the time the children come in first?—They don't know Irish at first. In the infants', if they are properly handled, they can be got to feel and think in Irish. They get to know what you are saying when they reach the age of four, and when they reach the 6th standard they can talk freely in Irish.

8. How many infants' standards have you in the school?—Only one. It is a small school.

9. Is the whole of the work for this year in your school done through the medium of Irish?—It is not. The assistant is not a fluent speaker. She has not got the bilingual certificate yet, and she felt nervous about taking on the work altogether in Irish.

10. Is Irish being taught at all?—The kindergarten are doing Irish stories and recitations. She also teaches English reading and stories.

11. So far as reading is taught it is in English?—In Irish as well.

12. Are children of four and five years of age taught in their first year to read Irish and English?—Not in first years. They spend three years in the first class until they are seven years, and during the last year they are taught to read and write both languages.

12A. So children you have this year of six and seven years are reading English and Irish of equal difficulty?—They are.

13. How many infants would you have?—About thirty.

13A. What standard comes after that?—First and second are combined.

14. What is the position there?—Arithmetic is taught through Irish. Story telling, recitations, and kindergarten are mainly done in Irish. Some of the work is gone through in English. Drill is altogether in Irish.

15. What is done in English?—Reading, oral composition and writing.

16. Up to what age are children in that standard?—They spend two years in the group if they are good. You might almost say three years.

17. The next standards?—Third and fourth. I teach them myself, and also fifth and sixth. I teach history and geography through Irish. If I find a particularly hard lesson I may have to go through it in English also. Then there is arithmetic, Irish stories and recitations, and English composition reading and writing.

18. From the third to the sixth standard everything is taught through Irish except English reading and writing, and any other difficult lessons are taught in English also?—Yes. In the senior group, fifth, sixth and seventh, I teach mathematics. I went through geometry first in English and then in Irish, and I found they understood it far more clearly in Irish than in English.

19. The ordinary language then of the school in between is that Irish or English?—Irish.

20. When the children talk amongst themselves in class, if they do so, is it Irish or English?—I may say it is mainly English.

21. In spite of the fact that most of the work in the schools is done in Irish?—All the orders about copies, pens and pencils are in Irish. It is very hard for them to concentrate their minds on matters like that. As a matter of fact it is our duty to keep them silent, but when they want to ask a question of the teacher they must ask it in Irish.

22. You say there is no tendency as a result of the school work to get the language re-spoken in the homes?—I am afraid there is not.

23. To what do you attribute the fact that there is no tendency in that direction?—Habit mainly.

24. Do you think if it became valuable to talk Irish that would be overcome?—I daresay it could. It is not easy to help them out of that habit.

25. If you had an assistant with you who was a thorough native speaker and trained teacher, do you feel you would do better work in the school?—I must say the assistant is a first rate teacher. Although she did teach English in the infants' it was not alto-

gether her fault. She had a diploma to get, and she found the inspector examining in English.

26. *An Seabhaic*.—She would not get the diploma if she did not please him?—It is a big thing for a teacher. It is a matter of bread and butter for the teacher.

27. *Chairman*.—Do you think as far as schools go in a district like yours that your school is as Irish in spirit and as Irish in ability to do work through Irish as you can get in any area like that?—I do.

28. It is not sufficient to recreate the tendency of the people to talk Irish?—You must look back and ask yourself what made the Irish people English-speaking. First of all you had the elections. At the elections the man who was able to speak English was elected. In the law courts and from the pulpits English was spoken, and you must get at the people through these various sources again. All these forces working together anglicised the people in spite of themselves. You must get the same forces at work to Irishise them.

29. Have you considered at all the question as to what additional facilities beyond primary education should be provided in an area such as yours?—Continuation schools would be a benefit if properly worked. You must have compulsion first of all, and you must specialise and have them more or less linked with the technical schools if possible. The bent of the pupils at these schools will be clearly shown, and they should be allowed to work in their own direction.

30. Would the present national schools as buildings be available for continuation schools?—I daresay they would.

31. What teaching staffs and what programmes would be required in continuation schools such as you have in mind?—I would have the language first. Then I would have subjects like clerical work, typewriting, book-keeping, and probably shorthand. For the other various trades I would have practical geometry and drawing. Technical teachers could be got in these schools. In the fishing areas you could have lessons in net-making, navigation, map-reading, and drawing.

32. You seem to be combining a technical school and commercial school?—Yes, a combination of both.

33. Would these be night schools?—Yes, night schools.

34. What teaching staffs would be required?—I think it would not be fair to ask the national teacher to take up again.

35. Have you any suggestion to make as to what staffs might be provided?—You could have separate staffs who could be trained as national teachers, that is national teachers with a technical training.

36. You would have a fresh staff?—Yes.

37. Would you have a continuation school in every district where there is a primary school?—I don't think that would be necessary, because in spite of compulsion you would have a great many exemptions and you would scarcely have as many attendances.

The evening schools do a lot of mischief. There was a compulsory act being enforced in Clare and when parents were brought before the court they said their children were attending evening schools and they were allowed off.

38. Do I understand that these continuation schools would be night schools?—In the evening. In the farming areas you would get a number of young farmers when they had finished their work.

39. Should education in these schools be free?—You could put a nominal charge. It improves matters when there is a charge.

40. What ages would the pupils be?—From sixteen to eighteen.

41. In an area like Dunbeg would it be your intention that all the work would be done through the medium of Irish?—That is impossible at present.

42. If you had teachers capable of giving instruction would children having gone through the National school be able to follow the teacher?—Yes. For the last two years that would be alright.

43. Special facilities of that kind would have the further purpose of giving facilities to the Gaeltacht people to extend the Gaeltacht, and you would probably not contemplate giving this instruction in English in an area in which the population would benefit by having it given in Irish?—If you limit the age to sixteen years you could easily carry on the work in Irish.

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44. What would you say then yourself with regard to the language of these schools?—I would give a time limit for the teaching to be in Irish.

45. You would be prepared to start them in English?—I don't think you could carry on the work solely in Irish from the start.

46. In the matter of technical education, would you go beyond what you have suggested?—I think farming is the most important.

47. Is there any instruction in agriculture of a technical nature given in these areas at present? How long is it since the instructor has been in Dunbeg?—He has not been there for a couple of years. It is a big area and the instructors come around in turn.

48. Have the population benefited by the instruction?—I think they benefit most by the lectures in agriculture. Only the shopkeepers attend when business methods, etc., are taught.

49. Will putting into force of the Compulsory School Attendance Act mean that you will require an additional teacher or teachers in the school?—In some two-teacher schools they have an average almost high enough to entitle them to another assistant.

50. Your average is about 50 per cent.?—Yes.

51. If there is compulsory attendance won't the average be almost doubled?—It would go up about 90 per cent.

52. Would that entitle you to a second teacher?—No.

53. *Mr. Hanly.*—Speaking of continuation schools, do you mean they should be run in conjunction with technical schools?—What I mean is that the programme should be more or less of a technical nature.

54. Would you have an entirely new staff or would you run them in conjunction with the present classes?—It is not a matter you would like to speak about.

55. You suggest that special staffs should be instituted for these classes?—I think so.

56. Is it your experience that the young men from sixteen to twenty-four will come in during the spring and the harvest?—No, I think compulsion would be necessary.

57. Would there be an outcry?—Not for children from fourteen to seventeen. The work is mostly over about seven o'clock.

58. If you were not able to ensure constant employment to your teachers would it be wise to set up a separate staff?—I think you should ensure that to them. If you were only able to conduct the school for six months it would be hardly fair to them.

59. You would have difficulty in getting young fellows to come into the schools?—You would.

60. Your general experience is that the country is producing fair average Irish-speakers in the schools after fifth or sixth standard?—Yes, but the difficulty is to get it spoken at home.

61. Do you teach rural science?—There is no plot with the school.

62. Do you think it could be done without a plot?—The work could hardly be done.

63. If you got the students to bring samples and specimens, could not instruction be given?—Yes, good instruction could be given, but the practical work is the best.

64. Do a number of the parents object to that kind of thing?—I have no experience of that. We used to do a little of that and they did not object.

65. You approve of the whole thing?—Yes, in a farming area especially.

66. *Prof. Tierney.*—Is it your opinion that if you can teach the children from the age of four purely in Irish you would have fluent Irish-speakers?—You would not, but at about eight years of age they begin to fall naturally into Irish.

67. You can teach subjects through Irish without very much difficulty?—Yes.

68. That would hold in the leath-Gaeltacht area?—Yes.

69. Do you ever come across the difficulty of reading in Irish?—I don't, because for myself it is only lately I started reading in Roman characters and I don't like it.

70. *An Seabhac.*—Your school is in from the sea altogether?—No, it is on the shore.

71. Have you made any effort to associate your teaching in any way with what comes into their lives in connection with the sea?—Before the new programme came in I based my kindergarten mostly on the sea. I had objects from the sea brought in for the purpose.

Higher up I started the history and geography with the parish, then the barony, and then the county.

72. In regard to that particular method of teaching history and geography, are there suitable books available. Suppose you went to Tipperary could you start the same thing there?—I don't know about Tipperary, but there is a good history of Clare.

73. Won't you have to know history and stories and sayings that concern local places?—That is for the history of the parish.

74. Do you think that an effort should be made to preserve these traditions, or will they be safe in oral transmission?—I think they would be well worth preserving.

75. Do you think there should be established in the schools something like a record of local material collected by the pupils and the teacher?—It would be a good idea and the amount connected with any parish is small.

76. There is a variation between it and the next parish?—Yes.

77. In connection with the sea, you were born near it yourself and you have had experience of it since, has it entered very much into the consideration of those training you to become a teacher to direct attention to the sea and the things connected with it?—The aim of the old National Board was to turn them into clerks or something like that, and there was no connection between the teaching in the school and the home-life of the children. The late Mr. Starkie tried to link up both, but people did not know what he meant. The teachers were recommended to get pupils interested in the life of the locality.

78. Had any effort been made in the training of the teachers to that end?—No.

79. Do you think that training is necessary?—The teacher must more or less train himself in that.

80. You will admit that teachers in general reflect the training they have got as teachers?—That may be, but any teacher with a bit of initiative can get outside that.

81. I quite agree, but you will be satisfied to admit at the same time that certain lines should be laid out for them in their training, and their attention called to certain things to stimulate originality?—Certainly.

82. That has not been done in connection with the sea?—I don't think the sea was ever mentioned.

83. Do you think that enough stress has been laid on that; in getting interested in the life around about them?—It has been stressed, but it was left more or less to the teacher himself, and if the teacher did not feel inclined he could not be compelled to do it.

84. Can you say if the teaching in national schools tends towards producing boys and girls who will be satisfied to live at home, to develop the land, and improve the land and their condition at home; is that the aim of primary education?—It is hard to say. It looks as if the aim at present were the nationalising of education.

85. That is, more politically than culturally?—I would not say politically.

86. Has it a cultural national bent?—Yes.

87. Is it sufficiently associated with their ordinary lives?—In trying to Irishise the schools we have lost sight of the human side.

88. Do you think that should be the aim—to raise people who shall be fitted to go away and provide for themselves?—It would be right to fit those who remain for the soil; at the same time it is right to fit a man to face the world.

89. Where?—In the continuation school.

90. That is for the world outside his own parish?—Not necessarily outside Ireland.

91. Those boys whom you have trained to become fairly efficient Irish speakers, have any of them developed at all towards continuing that outside and growing up Irish-speaking young men and women?—There are only two in my district at present going around among the old people collecting their stories and songs.

92. They have got touched with the Gaelic enthusiasm?—I think so.

93. Do the people take it well, what you are doing for the children in Irish?—They do.

94. And are pleased with it?—Yes.

95. But they have no concern in helping you?—No.

95a. Could they be enthused to help you?—I don't know.

96. By anything the Government might do?—Spoon-feeding is very dangerous.

97. Is there no hope at all? Is their psychology such that anything outside will have no influence on their doing anything for Irish?—It is very hard to

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PADRAIG AGHAS *examined.*

get them to do anything. If you try to encourage them by financial means they look on it as a bribe.

98. Do you think the old people over 50 and 60 years will not help in any effort that is being made to make Irish the spoken language?—It will be very hard to get them to speak Irish amongst themselves.

99. Is there more hope in getting the young people to do so?—If it pays they will do so. They might look upon that as a bribe too.

100. I don't suggest that the Government should go down and hand money to them?—It was suggested that prizes be given for the best Irish-speaking families.

101. Do you think it would do good if promising boys and girls were snapped up and put into positions, and that the mere fact of speaking Irish could do that?—Yes.

102. In regard to public administration, could State administration be used to bring them round to the habit of speaking Irish—that is, public officials and all that?—I suppose it would.

103. All the old age pensioners and the people likely to be qualified for the next ten years speak Irish?—Yes.

104. If an official went down there and spoke Irish, would that loosen their tongues?—It would.

105. And if the same thing happened with the Land Commission officials, would that influence or help to destroy anglicisation?—Yes. The influence would be felt there in a short time if you had the officials talking Irish. They would take very good care then to pass Irish on to their children. They would see to it that the children would know Irish.

106. Do you think that English-speaking habit has got to be part of their psychology?—Yes.

107. That they are doing it unconsciously?—Yes, but they like Irish all the time.

108. Is it your experience that the people do like Irish, but this blessed habit has got hold of them?—That is the idea.

109. *An Fear Mór.*—In connection with the higher schools the providing of a special staff would be a rather expensive thing. Do you think that it might be more practical to have a special room in connection with each school and a special teacher appointed to see to the higher grades of education?—It certainly would, but then you must have a distinct programme for them. If you tried to teach a programme of that kind in conjunction with the ordinary programme it would not do.

110. Would it not be a rather difficult thing to get grown-up people to attend even with compulsion?—Would you be more likely to get students for a day school than for a night school?—It would not be easy to get them for a day school, except those who could afford it, and these are fairly well provided for in the secondary schools.

111. The secondary schools do not touch the Irish-speaking districts at all?—The boys would be inclined to attend if they were close to a secondary school. My experience is they would do that, but they would not go five miles.

112. What happens to your pupils. Do they migrate?—Yes; only one stays at home.

113. To North America?—Yes.

114. Did any apply to get into the Garda Síochána?—Yes, some of them did.

115. Were any rejected?—Yes.

116. You don't approve of giving prizes for speaking Irish?—No.

116A. *An Fear Mór.*—We had a scheme whereby we gave a prize of £5 to every child of seven years who could speak Irish fluently. The children were able to speak Irish all right, but they acquired the knowledge in school.

117. *Chairman.*—There is one point I would like to ask you about, that is the weaving industry. You say there are two weavers in the district who turn out work of a very fine quality. Do they spin their own wool?—It is spun in the locality. The women spin the wool for the weavers.

118. Do they spin their own wool?—Yes, if they have it.

119. *Fiachra Éilgeach.*—Where is the carding done?—In Ennistymon.

120. *Chairman.*—You say they make "fine cloth." What do you mean by that?

121. *Fiachra Éilgeach.*—He means "good," the ordinary Irish meaning of the word "fine."

122. *Deputy Barter.*—There are only two weavers?—Yes.

123. Are they old?—One of them is sixty.

124. *Chairman.*—Is all the stuff used locally?—Yes.

125. Is there an opening for the weaving industry as a home industry?—I think so.

126. *An Seabhadh.*—Is the weaving there confined to the amount that persons send in and order?—Yes.

127. *Chairman.*—Is there a tendency for that to decrease or increase?—They are kept busy all the time.

128. *Fr. Cunningham.*—Do they make blankets?—They do and material for overcoats.

129. Do they finish it—I mean before it is sent to the tailor?—They send it to the tailor from the loom, except in the case of blankets. They send the blanketing away.

130. *An Seabhadh.*—Do they make any decent stuff?—Yes.

131. *Fr. Cunningham.*—And colour it?—Yes.

132. That is where technical education would come in?—They are fairly successful in colouring from sea shells.

133. Do they colour from the stuff on the rocks?—Yes.

134. Do they dye from the heather?—Yes, and from herbs.

135. *An Seabhadh.*—Have you any idea who makes the design?—The weavers themselves. They have only three or four patterns.

136. *Fiachra Éilgeach.*—Is there any quilting done in the district?—Yes, there used to be, but it is practically dead now. In fact, I think the last woman who did quilting is dead.

137. *Chairman.*—When you say carpets were made there last spring, what type of people made them?—Young girls.

138. Was it for their own homes?—They made them at the class.

139. Did they dispose of these carpets by sale?—I don't think so.

140. *Fr. Cunningham.*—Is there an opening in that line?—There is, certainly, even more so than in homespun.

141. *Mr. Hanly.*—Is kelp burning on the increase or decrease?—On the decrease.

142. What is that due to?—Chiefly to want of competition in the market.

143. *Fr. Cunningham.*—Might it be a case where the Government might step in and regulate prices?—They cannot control the Scotch buyers.

144. *Prof. Tierney.*—I suppose four is a fairly young age for a child to go to school?—It depends on whether the school is near.

145. It would not be a practical thing to get children to go to school at an early age all round?—About five is the average age.

Chairman.—Thank you, Pádraig.

The Commission adjourned to Thursday, 2nd July, 1925.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sráid Fhearchar, Ath Cliath, ar a deich a chlog, Diardoin, 2adh Iúil, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siocthradha (An Seabhadh); Risteárd Ó Foghludha (Fiachra Eilgeach); L. C. Moriarty, Joseph Hanly; An t-Athair Seaghan MacCunnigeain; Séamus Ó hEochadha (An Fear Mór).

D'éisteadh—

PADRAIG MAC SEAIN (Caiseal, Glenn Columcille, Tirchonail).
SEAMUS Ó SEARCAIGH (25 Colenso Parade, Stranmillis, Belfast).

Bhí an Raiteas seo leanas ó Pádraig Mac Seáin i lamhaibh na gCoimisinéirí:—

I. Na Liomataisti Gaedhealacha.

Ceanntar Gaedhealach an pharóiste seo mar teidhfear ó na h-uimhreacha seo a leanas.

(a) An uimhir daoine ins an cheanntar (Paróiste) a labhras Gaedhlic—2530.

(b) An uimhir nac labhrann ach Sacs-Béarla—349.

Ins an dara h-uimhir seo tá áirmhíghthe (1) Protas-dúin, (2) Gárdaí Slíochána, (3) Fir Soluis agus a gclann, agus (4) Coimhíghtheacha eile.

Tá cuntas ar leith agam ar gach ceanntar scoile ins an pharóiste ach ní shílím go bhfuil sé riachtanach mion-chunntais mar sin a chur ós comhair an Choimisiúin ach má iarrtar é tá sé ar fághail.

II. Riarachán.

Seo mar atá an chúis.

(A) Oifigí Rialtais.—Oifig an Phuist.

An uimhir fó-oifigí ins an cheanntar	An uimhir fó-phost mhaighstirí (1) a labhras Gaedhlic (2) a labhras agus a scriobhas i	An uimhir congantóirí atá in-innibh Gaeic a sgríobhadh	An uimhir fear litreach (1) a labhras Gaeic (2) agus a leigheas i
7	(1) 6 (2) Níl aon duine	4 nó 5	(1) 7 (2) 3

Sé mo bharamhail gur fíor-bheagan má tá duine ar bith dá bhfuil luaidhte agam annseo, atá i n-innibh an obair go léir a dhéanamh i nGaedhlic.

Ba chóir nach mbeadh congantóir ar bith i bpost-oifig ins an Ghaedhealtacht nach mbeadh ábalta an obair a dhéanamh fríd Ghaelic. Ba chóir fosta go mbainfidhe úsáid is tomhas fad na h-Eireann nuair atáthar a leagan cánach ar telegraí.

(B) Cúirt agus Dligheadh.

Ní shaoilím go bhfuil Gaedhlic ag cléireach na Cúirte ins an pharóiste seo. Ní labhrann sé nó ní sgríobhann sé Gaedhlic daréir m'eolais-sa. Taobh amuigh de sin sílím go bhfuil eolas ar an teangaidh ag gach duine eile dá mbaineann le gnóithe na cúirte ach amháin na Gárdaí Slíochána. Ní thig liomsa a rádh ciaic atá eolas ar an teangaidh ag an Feadhmannáí a thig chun an cheanntair seo, ach seo mar tá an chúis i dtaobh na nGárdaí iad féin.

i nArus na nGárdaí, An Charraic.

An uimhir fear	An uimhir a labhras Gaedhlic	An uimhir atá gan eolas ar bith is fiú a áireamh ar an teangaidh
Cuigear go léir	Níl aon duine	Níl eolas ag aon duine aca oirthí

i nArus na nGárdaí, i nGlenn Columcille

Cuigear go léir	Fear amháin i n-a chainnteoir maith agus fonn air a labhairt go gnáthach. Beirt a bhfuil beagán eolais aca oirthí	Duine amháin gan aon eolas uirthi agus fear amháin eile a sílím nach bhfuil morán ar bith eolais aige uirthi

(C) Oifigí Pensiún Sean-Aoise.

Má tá eolas ag Oifigeach an Phensiún atá ins an cheanntar

- (1) fé láthair ar (Ghaedhlic ní shílím go mbaineann sé feidhm aisti. Níor cheart i gceanntar mar seo go mbeadh oifigeach dá chineal ag dul imeasg an t-sean bhunaidh gan é bheith i n-a chainnteoir mhaith. Cuinteóirí atá a dhith.

Tig Feadhmannach Pensiún (L. G. B. Supervisor) thart

- (2) ins an cheanntar i n-amannaí le tuairisgbeal a thabhairt fá dhaoine atá ag éileamh an phensiún agus sé ma bharamhail nach cainteoir Gaedhlice eisean ach oiread.
- (3) Níl eolas ar bith ar an Ghaelic ag Cléireach Coiste Pensiún an cheanntair seo.

(D) Roinn na h-Iasgaireachta.

Cibrigheann dhá oifigeach faoi'n roinn seo sa cheanntar ó am go h-am, fear aca a bhfuil eolas ar an Ghaedhlic aige agus nach dtig ach go h-annamh, fear eile gan aon eolas ar an teangaidh aige agus bheir seisear cuairt go minic ar an áit.

(E) Roinn na Talmhuideachta.

Oifigeach amháin—Níl aon eolas ar an teangaidh aige.

(F) Oifigí Comhluchtai Aiteamhla.

- (1) Doctúir—Tá Gaedhlic aige.
- (2) Oifigeach Chonganta na mBocht—Tá Gaedhlic aige.
- (3) Bean-chabhartha—Tá Gaedhlic aici.

(G) Scoltacha agus Múinteóirí Scoile.

9 Scoltacha Caitliceacha.
1 Scoil Protastúnach.
1 Scoil Erasmus Smith.

Teagasgtar Gaedhlic ins na scoltacha caitliceacha go léir. Tá furmhór na bProtas-dúin i leith na Gaedhlice. Ní mhúinteoir Gaedhlic i scoil Erasmus Smith ar chor ar bith. Theasgasgtaoi Gaedhlic mar ádhbhar sa bhreis ins na scoltacha eile. Ó 1922 teagasgtar daréir an chláir úir oiread de na gnáth adhbhair agus is féidir fríd Ghaedhlic.

Múinteóirí.

Tá 8 bpríomh oide a iul teastas dhá theangthach acu			
„ 3 congantóirí	„	„	„
„ 1	„	„	coitheann aige
„ 5 J. A. M.	„	„	dhá theangthach acu
„ 1 Prí mh oide	„	„	Ard Teastas aige
„ 1 Congantóir	„	„	„

Sin aon cuntas ar chúis an Riaracháin comh maith agus is féidir liom.

Na Lochtannaí atá sa chúis.

1. Oifigí a bheith ag obair faoi'n riaghaltas ins an cheanntar seo agus gan eolas ar bith ar an Ghaedhlic aca.
2. Na h-oifigí atá ag obair annseo agus a bhfuil eolas aca ar Ghaedhlic ní siad a baint feidhm aisti mar ghnáth theangaidh.
3. Níl ceart ar leith, ná buntáiste ar bith ar leith dá thabhairt do lucht na Gaedhlice, cuir i goás gárdaí slíochána, thar an muintir nach bhfuil aca ach Béarla.

JULY 2, 1925.

PADRAIG MAC SEÁIN, *examined.**Leigheas ar na Lochtannaí sin.*

- (a) Ceart ar leith a thabhairt do gach cineál oifigeach dá bhfuil ag obair ins an Ghaedhealtacht agus a bhfuil eolas maith aca ar Ghaedhlic agus a labhras Gaedhlic mar ghnáth-theangaidh. Is iomda dóigh arbh fhéidir seo a dhéanamh. Cuir i gcás—breis pháighe, breis laethe saoire, marcanna seirbhíse srl.
- (b) Ní cóir árus smachtamhla (Disciplinary Station) do ghárdaí a dhéanamh de áruis ar bith 'san Ghaedhealtacht. Ní maith le fear ar bith é bheith le rádh go bhfuil sé i n-áit mar sin, agus muna bhfuil rud ínteach le fir a mhealladh ann, ní maith le fear a bheith i n-áit chúlreagamhail. Tá an chúis dona go leor mas go h-áruis smachtamhla a chaitheas an Gaedhliceoir dul.
- (c) Na cuirtear oifigeach ar bith (is cuma goide rud é) isteach chun na Gaedhealtachta gan a chur faoi sgrúdu ar dtús i nGaedhlic—go h-afrid i labhairt na Gaedhlice agus muna n-eirighidh leis ins an sgrúdu sin ní cóir an posta a thabhairt dó.
- (d) An scrúdu ceadna a chur ar an mhúintir atá i n-a n-oifigí ins an Ghaedhealtacht fá láthair, agus muna n-eirighidh leobhtha, cead a n-athrughadh.
- (e) I dtacoibh na nGárdaí Stothchána muna féidir gach fear de gach fuireann áruis ins an Ghaedhealtacht a bheith i n-a chainnteoir Gaedhlice ba chóir furmhór na ngárdaí ins na h-áruis sin a bheith na cainnteoirí Gaedhlice.
- (f) Na gárdaí nach bhfuil Gaedhlic aca agus a chaitheas leath-bhlíadhain ins an Ghaedhealtacht, ba chóir a gcur faoi sgrúdu i nGaedhlic ag cionn na leithbhliana agus muna bhfuil siad a foghlaim na teangan cead marcanna seirbhíse a bhaint díobhtha na pionús nó islughadh áirighthe a dhéanamh ortha.
- (g) Ba chóir a chur d'fhíachaibh ar oifigigh an rialtais feidhm a bhaint go laetheamhail agus go gnáthach as an teangaidh. Sé sin le rádh nach leor cainnteoirí Gaedhlice a chur 'na Gaedhealtachta, caithfir cur i n-iúl díobhtha go bhfuil sé d'fhíachaibh ortha feidhm a bhaint as an teangaidh.
- (h) Ní cóir congantoir gan Gaedhlic a bheith i n-aon phost oifig san Ghaedhealtacht.
- Sin anois comhairlí i dtaoibh leighis na lochtann. Tá fhios ag gach duine gur mór a chuidigh oifigigh an tsean ama, an Ghaedhlic a mharbhadh, agus tá an chúis dona go leor mas iad oifigigh ar Rialtais féin a chuirfeas críoch léithe agus a chuirfeas faoi fhód í. Caithfear teisbeaint do lucht na Gaedhealtachta atá ag déanamh neamh-shuim inntí, gur seoid luachmhar í, agus ní dhéanfaidh "Caidé mar tá tú" nó "Slán leat" srl. sin; ní dhéanfaidh, caithfear a bheith darfríbh.

III. *Oideachas.*

(a) Tá an Ghaedhlic dá congobhail beo de bharr chúrsaí oideachais an lae indiu, ach má tá féin ní slán a beo. Sé chialluighim le sin ná go bhfuil páistí a fágáil eolais oirthí ins na scolacha, ach daréir agus mar tá na bliadhanta dá gcathamh tá an teangaidh a dul as úsáid níos mó agus níos mó sa bhaile aca, agus mar sin de is goirid a bhíos eolas na scoile a dul le fánaidh. Goide is ciall do'n chúis a bheith mar sin? Tá, níl dadaidh tábhtachtach le gnothughadh ag furmhór na mbocht (daréir a mbreathnuighthe) ar oideachas. Níl uatha ach a gclann fhághail faoi lámh Easbuic, agus oiread eolais fhághail ar leightheoireacht agus ar sgríobh-neoireacht agus go mbeidh siad i n-innibh litir a léigheadh agus a sgríobhadh. Teidhtear do'n mhór chuid aca mar sin de, ins an Gaedhealtacht, nach bhfuil ann ach am amugha a bheith a teagasg Gaedhlice do gclann, mar nach gnóthuigheann siad dadaidh oirthí agus gur comhartha boictineachta agus ainbhfeasa í.

Leigheas ar an ghalair seo

(b) Muna goinnighthear beo an teangaidh ins an Ghaedhealtacht (tá sí a fágáil bháis ann) gheobhaidh sí bás de ar n-aindeoin. Caithfear cuidiughadh le lucht na Gaedhealtachta mar tá leagtha amach agamsa faoi chúrsaí maireachtana nó ar dhoigh éigin mar sin. Ní dhéanfaidh na scolacha an obair go léir nó go bhfeicidh na daoiní iad féin gur chóir daobhtha mar mhaithe leobhtha féin suim a chur inntí arís.

(c) Seo comhairlí a bhéarfainn-sa uaim ins an chúis:—

1. Ba cheart Tinnreamh Foiréignithe a chur ar bun. Ní bheidh brigh i gcúrsaí ar bith oideachais go ndéantar sin.
2. Ba chóir ceart ar leith a thabhairt do pháistí a thioctadh 'na scoile de'n chead dul amach agus gan eolas ar Bhéarla na Sacan aca. Cuir i gcás da dtugtaoi leabharthaí gan dadaidh díobhtha nó duais áirighthe.
3. Bá chóir Ard-Scoileanna a chur ar bun ins an Gaedhealtacht (agus ní i gcionn chúig mbliadhán nó i gcionn dhá bhliadhain ach chomh luath agus is féidir a dhéanamh, ba chóir sin a dhéanamh), agus páistí inntleachtacha géarchúiseacha a mbeidh eolas maith ar Ghaedhlic aca a tógadh as na bun scolacha agus a n-ullmhughadh saor ins na hArd Scoltacha agus mar sin de, bealach a thabhairt díobhtha beatha mheasardha a shaothruhadh.

IV. *Cúsaí Maireachtana.*

D'fheadfaidhe na neithe seo a leanas a áireamh mar bhuan obair sa cheantar seo:—

- (a) Déanamh bainín.
- (b) Iasgaireacht.
- (c) Cniteal.
- (d) Sprigeál no Bróidneoireacht.
- (e) Feirmeoireacht.

Le cuidiughadh le daoiní i dtaoibh (a) thuas caithfear:—

1. Margadh fhághail do'n bháinín.
2. Bannaí ó'n riaghaltas a chur leis an éadach, sé sin stampa a chur air ag innse nach cúl le claidhe atá ann.

Le cuidiughadh faoi (b) caithfear:—

1. An iasgaireacht a chosnughadh ó choimhghitheacha.
2. Bádaí agus gléasarthá iasgaireachta a thabhairt do na h-iasgairí.
3. Margadh fhághail do'n iasg.
4. Bairillí agus salann a choingbheal fá láimh sa dóigh agus go dtiocfaidh iasg a shailleadh agus a shábhail nuair a thioctas sé chun na báighe.

Le cuidiughadh faoi (c) agus (d) ní bheadh le déanamh ach an t-adhbhar fhághail do na mná agus na giorrsachaí agus riarughadh a dhéanamh le h-aghaidhe iad luach a saothar fhághail as a gcuid oibre, agus gan "an meadhon fear" a bheith a fágáil na buntaiste.

Feirmeoireacht.

1. Níl suim ceart ag furmhór mhuintir an cheanntair seo ins na gabhaltas bheaga atá aca.
2. Ní dhéantar athrughadh barr mar is cóir.
3. Tá an talamh amháin dá oibriughadh gan sgríste le cead bliadhain in áiteacha.
4. Ní thugtar aire cheart do leas.
5. Ní dhéantar claidhtheacha nó díogthacha.
6. Ní thóghtar ach préataí, coirce, agus fear.
7. Níl aon eolas nó suim ag an choitcheantacht i ngarradóireacht.

8. De bharr na neithe seo níl moran aca i n-innibh oiread agus bó amháin a choingbheal.

Níl an cineál ba a choinnighthear comh buntaisteach agus a d'fheadfaidhe iad a bheith.

Leigheas ar seo uilig.

1. Duaiseanna a thabhairt do'n mhuintir a chuirfeadh suim cheart ann a gcuid talaimh. B'fhearr sin a dhéanamh nó a bheith a déanamh bacach de mhóran aca le "Relief" nó "Doles."

D'fheadfaidhe scéim a dhéanamh amach mar seo a chuideochadh go mór leis na daoiní.

2. Ba chóir scéim oideachais ínteach a chur ar bun:
 - (a) do bhuaichillí i gcúrsaí féirmeoireachta;
 - (b) do chailiní i gcúrsaí cócaireachta agus oileamhna agus coingbheal toighe.

Dá ndéantaí seo chuirfeadh na buaichillí seo ar t-eolas a gheobhadh siad i bhfeidhm nuair a thioctadh ionnta agus d'fheadfaidh na cailiní obair d'fhághail ag Gaedhealú na tíre i n-áit agus mar atá an chúis anois—iad ag imtheacht mar chaoirigh dul ar fán. Níl uchtach aca dul ag obair anois i dtioighthe móra na hÉireann mar nach bhfuil eolas aca ar bhanachthas toighe.

V. *Generalta.*

Ní shaoilim gur cheart díofríocht ar bith a dhéanamh ins an phoinnte seo ach amháin i gcúrsaí Oideachais.

(Sighnithe) PADRAIG MAC SEÁIN,
Caiseal, Gleann Columcille.

9adh Bealtaine, 1925.

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PADRAIG MAC SEAIN, *examined.*

JULY 2, 1925.

PADRAIG MAC SEAIN, *examined.*

1. *Chairman.*—You sent in a pretty full statement, but there may be additional points you want to cover with regard to it. Perhaps first you would tell us in what way you have collected your experience of the Irish-speaking districts and how long you have been actually at the work of teaching?—My evidence is about the parish of Glencolumcille. I was born in that parish. I was teaching for four years in Malinbeg and four in Cashel.

2. Where are you teaching now?—In Cashel.

3. You have been teaching for four years in Malinbeg?—I have, and four years in Cashel. I have here the numbers of the Irish-speaking and English-speaking people in the different districts.

	Irish-speaking.	English-speaking.
Carrick	139	80
Slieveleague	116	None.
Mallinmore	152	89
Mallinbeg	107	30
Cashel	623	135
Meenacross	260	—
Lougherakirk	200	6
Meenaneery	312	—

The totals are 2,530 Irish speakers and 349 English speakers.

3A. Are there any further general remarks you want to make on the matter?—I don't think so.

4. We are anxious to get a fairly close picture of what is the effect of the home language, spoken as a home language, and the work of the primary schools in areas such as these you have mentioned, and perhaps you would run through the position of Irish in education generally in the different standards in your school from the infants up. Take the infants first. What is the extent to which Irish is used in their education?—A very remarkable thing this year in the infants is that out of fifteen new-comers only three were Irish speakers. The others had some knowledge of Irish which they had heard spoken at home.

5. What would be the average age?—About five or six years.

6. Was that a smaller percentage than previous years?—It was.

7. Was it much smaller?—I don't think there was any other year since I came to the school in which so many infants came to school for the first time, and that would explain the lower percentage.

8. What exactly are these children going to do for the next two years?—According to the present school programme these children are supposed to be taught altogether through Irish. There is a difficulty in that, because when they go into the first standard they are supposed to learn English as well.

9. What do they do for the first two years?—The teacher does all her work in the Irish language with these children.

10. What kind of lessons do they get?—Conversational lessons, object lessons, writing and drawing. There would not be reading until towards the end of the year, and it would be on the blackboard; and then also the learning of numbers up to nine and ten. All the teaching is done through the medium of Irish.

11. In the reading and writing they do, is it the writing and reading of Irish?—No, they learn to write English letters as well.

12. Do they write English words?—I don't think so. In the first class they start writing English words.

13. In the writing they do as infants, is it the writing of Irish letters?—Yes.

14. The children go to school at five and six years of age, and having spent two years at school do they have a good child's knowledge of Irish at the end of that? The majority of the children have, even those coming from English-speaking homes. The latter, however, cannot converse as freely as children from Irish-speaking homes.

15. Would any of these children coming without Irish to the schools come from homes in which there was Irish spoken?—Certainly. There are very few homes in the district in which they could not speak Irish to their children, and it is not being done at present.

16. Do you find that even though the preliminary work is done through Irish that it has not had the effect of getting the people at home to speak Irish to the children?—Yes, as a general rule that has been my experience.

17. When they come to the first standard what happens?—The teacher uses the Irish language as far as possible. Say in reading English a difficult word comes into the lesson, my instruction is to explain that through Irish and not through English as used to be done. That is done all up through the school. Formerly it was different. A difficult Irish word was translated into English and the explanation given in English. Of course arithmetic is done in Irish in that standard. All the pupils are learning through Irish as much of the work as can possibly be done in Irish. Of course it is not as yet possible to adhere too rigidly to Irish, and English has sometimes to be used.

18. In such things as arithmetic?—In the little problems that the children have to do, it is sometimes necessary that a little English has to be put in.

19. In mathematics?—Yes, but it is a different matter in the senior standards.

20. I would like to get a clear picture of the work the children do in the second standard?—They do reading in Irish and English, writing in Irish and English. They get conversational lessons also—at least first-class do—and object lessons which are all through the medium of Irish. All the instructions to the children are in Irish, I mean school orders and other things throughout the whole school.

21. In the first standard English is used for the teaching of English?—No, Irish is used as much as possible for the teaching of English, writing, and arithmetic. As much as possible is done through the medium of Irish. Even in English reading the difficulties are attempted to be explained through the medium of Irish.

22. When they come to the second standard, as far as reading, writing and conversation go, are they as well able to deal with English as with Irish in reading, writing and conversation?—The two are about on an equal standard.

23. Whether the children come in Irish-speaking or English-speaking?—The English-speaking children are not as good at Irish as the Irish-speaking children, but the Irish-speaking children have as good a knowledge of English as the English-speaking children. They pick up English better than the English-speaking children pick up Irish.

24. The child from the Irish-speaking home would also hear English spoken outside?—Yes, but children who come to school without Irish don't seem to be able to pick up Irish as quickly as the other children can pick up English.

25. To what do you attribute that?—I have noticed that the children at play are much more fond of using English than Irish. I made attempts to get them to use Irish, but they won't do it.

26. When you come to the third and fourth standards what subjects do you deal with?—They have reading, writing, and arithmetic which are done in much the same way as in the second. They have also an introduction to geography and history, and these are done altogether through Irish.

27. After the fourth standard in the school what is the position generally?—Even in the fourth standard they begin to learn mathematics, algebra, and geometry. That is done in Irish, at least I have tried my best to do it. I find children who are native Irish-speakers can easily follow the explanations that are necessary in the teaching of mathematics, and the other children who come to school without Irish don't follow so well. If it happens that children from English-speaking homes come to these classes one cannot go on teaching through Irish. I got four children from the Protestant schools within the last few years, and also a few from light-house keepers' families, and they formed the bulk of the class, and I had to suit my teaching to them. In that way one cannot always do all the work through Irish unless you sacrifice everything to driving in a knowledge of the language.

28. The children in their sixth standard at the present moment, are they children taken through their national school life entirely through the medium of Irish?—Not entirely, because the school was bilingual, and they were taught English.

29. You speak of the school district of Cashel as having 623 Irish-speakers, and 135 English-speakers, and yet the language spoken around the school, judging from the play-hour, tends to be English?—The tendency during late years has been towards English.

30. Is it a fact, from the point of view of the use of Irish in the school, that the change over to the Irish side has not been very material during the last year in the case of the Cashel school?—It is not very material.

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but the work that the school is doing is much better for the language than under bilingual conditions.

31. Do you think that the change has not been sufficiently long introduced to show any effect that it may ultimately have on the general use of the language outside the ordinary school business?—I don't think it has had a proper chance yet.

32. Have you any reason for thinking that the effect will be to change the language of the play-ground from English to Irish?—There will be very little change until the people see the advantage of using the language in the homes. If it is not used in the homes, the language will die. The work in the schools does not seem to be natural if the homes don't co-operate.

33. It has been suggested by other witnesses that the fact that Irish is the first language taught to the children when they first go to school may have the effect of making people speak English in the homes because they would not get it in the schools?—That would not be the case in my district. I don't think they speak English because the children are getting too much Irish in the school.

34. When you speak of a district like Mallinmore where there are 152 Irish-speaking and 89 English-speaking people, it does not seem to reflect anything like that position. In regard to the Irish language the school seems to be almost entirely an English-speaking school. With Irish taught pretty well as a language do you think in many of the districts there with big Irish-speaking populations as compared with English the position in the schools is somewhat like that?—In the Mallinmore school district the tendency is more in that district to use the English language, because of the number of Protestants settled there, and also to the influence of the coast guards, who were stationed there under the old regime.

35. Was it due to the school?—I don't think so. It is due to the big colony of Protestants settled there and the influence of the coast guards and other Government officials.

36. Your point seems to be that the work in the schools is not going to make the homes Irish-speaking, that something else is wanted?—Yes, if the people don't see that there is some advantage to be gained by getting a knowledge of Irish they will not continue to speak it in the homes.

37. In these additional things that are wanted, is there anything additional wanted in the line of education?—Under the heading of "education" I have answered that.

38. As far as primary education is concerned you suggest more rigid compulsory attendance, with special privileges?—Yes.

It was suggested to us it was unfair in certain districts to apply compulsory attendance too rigidly after say ten years of age, because the economic position requires the people to send their children to service, to work of some kind, at any rate, during the summer months. Would that consideration apply to the school area you know?—Some of the children are sent to service, but the big majority of them attend school to fourteen years of age.

39. Do you think special privileges offered to children who became Irish-speakers would induce them to make Irish the home language?—I think it would.

40. You suggest giving school books free?—Yes.

41. Have you in mind that they should get school books free over the whole course of their primary education?—I should say from third standard upwards where the books are dear. It is very difficult for some parents to supply their children with books, especially in the case of Irish books, which are abnormally dear.

42. What would be the annual cost to parents for books in the primary school?—The children in the sixth standard have to get an Irish reader, anything up to 2s. 6d. In some cases there are four children from the one family. That would mean two books. As a matter of fact the teacher has to pay for them. The people are not able to buy the books. It is easier pay the rent than buy books for the children. They require 2s. 6d. for their reader, and they are supposed to have two Irish readers, an ordinary reader and a school reader. They are also required to have two English readers, that would be another 4s. An arithmetic book costs 8d., an Irish geography 1s., a history—the only history we can put into their hands is Father Carr's history—which, I think, is about 3s. 6d. Then you have mathematical books which cost on an average—an algebra 1s. and geometry 1s. It would be much better if the children got one book on mathematics which would cover three or four years, instead

of getting separate books every year. Then they have to get copy books, pens and pencils. In any case the cost is too high for the children in my district. They cannot possibly purchase the books.

43. Do I understand that you feel that some better standardisation in the matter of books should be tried?—What I refer particularly to is that Irish books are entirely too dear. Are they dearer than English?—They are.

44. Are the Irish readers of as good a literary standard, are they as useful for educational purposes as the English readers?—I don't think so. There is a great need for a better class of books as readers for the children.

45. I take it their school books from the third to the sixth standard means their school books for their whole primary school career?—Yes.

46. You speak of high schools, have you anything in mind with regard to the type of instruction and other things necessary for these schools?—The instruction should be through the medium of Irish, and the only children who could follow the teacher would be the children with a good spoken knowledge of the language. The children chosen for these schools should be intelligent, on the knowledge of the language alone I would not take them in.

47. Have you visualised where there would be set up such high schools as these, or the number that would be set up?—I have not thought out the matter of numbers. I think my native district Teelin would be suitable for the establishment of such a school. As regards the teachers and the staff you would want highly efficient teachers who should possess a good knowledge of the language, spoken and literary.

48. Would it be necessary to make provision for a new school and school staff? How many pupils would it be necessary to make accommodation for, and what area of the county would you draw on for the selection of pupils? Would it be a residential school? All these points have to be considered?—As regards the building there would have to be a new building of some kind, because the Teelin school is only capable of accommodating the children of the district. There is an old coast guard station there which, if repaired, could be used for the purpose. In Carrick there is an old hotel. It would be more central.

49. When you speak of the Carrick hotel you really speak of the site?—Yes.

Fr. Cunningham.—The walls of it are sound enough.

50. *Chairman.*—Should the schools be residential?—I think so.

51. You would put such a school in a small village where there would be a good deal of Irish spoken? Where is this site?—It is near the parochial house, and although that village is not Irish-speaking, there are several people who can speak Irish, and the district round about is an Irish-speaking district.

52. How many pupils would you provide for, and would it be residential?—It would be residential, but I cannot say how many pupils there ought to be.

53. Take your own school, how many children have you in that school?—There are one hundred and forty on the rolls.

54. How many of these would be girls?—seventy.

55. How many of these would be provided with facilities to go to a high school?—At present it would be this way—all the intelligent children that remain at school after they are thirteen years of age. These would be in senior standard, and the number would be about fifteen.

56. What programme would be worked in a high school such as you suggest?—I have not thought that matter out. If I had sufficient time, I would. I think programmes are giving plenty of trouble at the present time.

57. In speaking of the programme I want to get some idea of the type of instruction that should be given in these high schools and the object of the instruction?—With regard to that matter I would take it the principal object would be in future to get teachers for the national schools from the Gaeltacht. And the programme should be to make these schools preparatory schools for the training colleges. Unless the teachers are taken from the Gaeltacht it is doubtful if the Irish that will be taught can be called Irish at all. The only Irish is the spoken language as we know it.

Chairman.—I have to apologise for being called away for some time.

The chairman left the chair, which was taken by An Seabhad.

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58. *Deputy. Baxter.*—I would like to know whether you are satisfied with the programme in the schools as it is presently, whether you are able to teach through the medium of Irish and at the same time not neglect the general education of the pupils in other subjects?—Well, with regard to that matter, I think that as the present programme was introduced only in 1922, and as really for the first year the teachers were only experimenting with it, it would take a few years more before children would reap the full benefit from the instruction if taught altogether through the medium of Irish.

59. Is yours a district where the tendency on the part of the people is to try and have their children acquire a knowledge of English as against Irish?—I do not think there is very much of that feeling in the district, although certainly the people are in favour of the children acquiring as much English as would enable them to write a letter. This seems to be more or less a special aim for children, who in the great majority of cases, will be forced to emigrate when they grow up.

60. This criticism of the programme that we have heard, that it is preventing their education in subjects other than Irish, is there justification for it? You are a teacher who can be said to be competent to give an opinion. What do you think of the general criticism?—What class of school do you mean?

I mean the primary schools of the country generally?—I could hardly speak for schools in non-Irish-speaking districts because I know it is very difficult, for two reasons, to teach most of the subjects through the medium of Irish. First, the general run of teachers are not yet qualified to do the work in Irish, and, secondly, the children have not such a knowledge of the language as to be able to follow the teachers even were they qualified. It is a high standard; it requires a good knowledge of the language to be able to do all the work in a school through the medium of Irish.

61. Do you think that too much is being expected of the teachers?—I don't exactly know what is being expected of anybody, because I know very little about any school except my own.

62. Do you say you are not able to state what the effects of the new programme are?—I say that. Yes.

63. You don't know whether the education of children is better or worse than before the new programme was introduced? Would the fourth standard child to-day be as good as a fourth standard child of three years ago?—At least in my own school I do not think there is any falling back in standard, but then I do not know what is the case in other schools. I know children are as good in my school now as they were three years ago.

64. Do you mean now in arithmetic, geography and composition that children in the fourth standard to-day in your school are as good as the children in that standard were three years ago?—Yes, certainly. I have no hesitation in saying that.

65. Is their knowledge of English as good as three years ago?—Just the same.

66. Is their knowledge of Irish better?—Their knowledge of Irish is better.

67. If that is the true position, would you not say that the effect of the new programme is improved education of children—would that be representing it correctly?—Of course I know that when children acquire knowledge in two languages it may be said to be improving their education. They are able to express themselves in two languages and able to understand things in two languages; I know in any case, as far as this is concerned, there is an improvement in that respect.

68. There is no worsening in other subjects?—I do not think there is anything like that in my school.

69. In the matter of continuation schools and high schools, would your sole object in the establishment of these schools in the Gaeltacht be to prepare the children in a sort of preparatory course for becoming teachers later on?—Yes, certainly, that would be the main object.

70. Do you think then that you would have a very high percentage of primary school-going children attending courses like that? Do you think in the first place you would have openings? Do you think there are going to be such openings in the teaching profession in this country in the very near future as to warrant the opening of schools like that for that purpose

only?—Of course, my idea of it is that you cannot elsewhere get such good material from the point of view of teaching the language afterwards, as you can get from Irish-speaking districts, and if Irish gets a sufficiently strong place in the entrance examination—if there be such a thing for such schools—especially the speaking of the language, which I consider at all times the most important for examination purposes, then most of the children will be recruited from Irish-speaking districts.

71. But do you think there are going to be sufficient openings in the future for so many teachers?—A good deal depends on the number of schools that would be established. I do not say there should be so very many of them.

72. Yours is only a plea for a particular school for a particular place—it is not a plea for continuation schools for the Gaeltacht generally?—There may be a good deal of difference between what I consider such a school and what you would.

73. What I was trying to get at was really if you are advocating the establishment of continuation schools for the Gaeltacht and that you had in mind that the thing to be aimed at was to prepare pupils coming to them for the teaching profession, when the teaching profession can hardly open up to these sufficient opportunities. The numbers attending these schools would be greater far than the opportunities for places later, and that if you are going to train children for something else, some higher education, some technical training in other subjects would be necessary. The continuation school would not serve that purpose?—I have in my report suggested a remedy for the difficulties. As far as we are concerned, the proper scheme would be to establish courses for boys and girls, such as farming, cooking and housekeeping.

74. You did not contemplate that these courses would be run in these higher schools?—No, I did not.

75. Something separate and apart?—Yes.

76. You did not think it would be essential to give the boys you were training for teachers any bias in that direction or any groundwork in these subjects?—It might have been right to do it but I did not consider that. Something should be done in that respect for the boys and girls of the Gaeltacht. But the matter of whether you could establish special schools for that and go on with that special instruction in preparatory schools would not be a matter for me to decide. I know the thing should be done.

77. *An Scabhad.*—Suppose provision was made in some other manner for the recouping of teachers outside these schools, what would you wish these continuation schools to be used for? You have seen the scheme, I expect, where the Minister for Education proposes to establish colleges for the training of young teachers?—I have not seen that scheme.

78. Supposing that scheme is set up and teachers recruited for that from the Gaeltacht, or what practically means the Gaeltacht, would there still be need in your mind for continuation and education higher than primary?—If compulsory attendance comes in, and if the children are kept at school until 14 or 15 years, as I mentioned before, in these districts there would still be some necessity for further education afterwards.

79. To what end? For boys, to train them in local education?—Yes, and for girls also. As it is at present girls are a good deal handicapped for want of knowledge of several things that would be useful to them—girls in the Gaeltacht—in regard to cooking and housekeeping and all that.

80. *Mr. Hanly.*—You appear to have the general impression that the influence of the school on the whole is primarily insufficient to maintain or to develop the speaking of Irish in the homes?—Not as things are at present; its influence is not sufficient.

81. You think it is mainly an economic question?—Yes.

Have you any suggestion that would tend strongly to counter the present change to English?—I have made one in my report.

82. The people in the homes at the present time are catering practically all the time for the people that leave and not for those who remain on the land?—Yes.

83. If you take one hundred that leave the district, what do the bulk of those go to—do the bulk of them emigrate?—The bulk of them emigrate, certainly. I know that in the district which I represent one hun-

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dred and forty-seven have gone to America within the past year.

84. What proportion have gone to any other avocation inside the country?—It would be, I think, a matter of a few. The only difficulty is to get a passage to America.

85. Suppose there were some technical or high schools such as you suggest in which education would be given free and that admission to those schools would be conditional on the young people being Irish speakers, it would prepare them for positions in other parts of the country, such as girls being prepared for housekeepers and governesses, or for teachers of Irish in other parts of the country, would that be a strong incentive to encourage them to speak Irish in the homes?—Yes, as long as you show them the advantage of having the language it will be an incentive to the people.

86. Do you think in connection with books that if the Minister for Education took up the publication of books in Irish, as compared with leaving the work in the hands of private publishers, and sold them at a cheap rate, it would meet the case? All these books you refer to could be got for 6d. or 8d. or 1s. twenty-five years ago?—Of course the main thing would be to supply the books free or very cheaply in any case.

87. *An Fear Mór.*—I was surprised to see that all English is used by the pupils?—Yes, about 90 per cent. of the children use English.

88. Is the whole staff of your school able to speak Irish?—The whole staff are native speakers.

89. Do they ever play with the children?—They do, and they encourage them in every way to speak Irish. In fact, the first start off I made was to appoint two days in the week when the language of the playground should be exclusively Irish, and in these days I found that the children were very backward entirely at their play. Of course a good deal in that respect depends on what you might call the leaders in the school. If they are English speakers they can lead the others. There are a few Protestants and some lightkeepers' children in my school who speak all English, and the children look up to those and follow them a good deal.

90. Would these children have attended the lower standards in the school or would they come along at the age of 13?—The boys I have in mind have come at the ages about 12 to 14. That happens periodically, because the lighthouse keepers are transferred periodically.

91. The influence of Irish in the schools is not able to "Irishise" these?—It could not because of the period they spend there.

92. On an average how long do the children remain in your school?—On an average the boys stay until the age of 12 or 13. I may say some of these come only during the winter months. They don't stay all the year round, and for that matter I have boys of 15 and 16 who come in for a couple of months in the winter time, but on an average 12 or 13 would be the age. The girls stay a little longer.

93. Do you find that any of these young people find their way into Government positions here in Dublin or in any of the local offices for the past couple of years?—I don't know of any from my particular district that have got into any Government offices.

94. What is the cause of that—that they don't get a fair proportion of appointments? Is it that they are simply not qualified to take up positions such as typists, etc.?—They are not at all qualified for that from the ordinary primary schools.

95. If the schools in the Gaeltacht provided that kind of education they would be well attended if there was a good likelihood of students getting fair and decent positions?—I think so. I have in mind a girl I taught a few years ago, and she tried the scholarship examination and then went off to America and got a position as typist in Chicago. I do not think there would be the same rush for the States if the people could stay at home and earn a decent living.

96. *Mr. Hanly.*—Was she a native speaker?—Yes.

97. *An Fear Mór.*—How far is the nearest secondary school from your school?—I could not say how far.

98. *An Seabhac.*—About fifty miles at least.

99. Do you think it is fair to the Gaeltacht that secondary education is so far removed from the pupils in the Gaeltacht who would be anxious to avail of it?—I do not think it is fair, and I claim strongly that that is the reason the people are turning so much to English that they have very little benefit to

reap from the use of the Irish language. In fact they regard it as a badge of backwardness, slavery and poverty. The people are anxious to get out of the rut, and they fail to see why they should keep on speaking Irish when there is nothing to be gained by it. It is not fair treatment to have higher education so far removed from the people of the Gaeltacht.

100. Are any of the young men in your district in the Garda Síochána?—There are about four from the parish, I think.

101. Are those the only four that presented themselves for enlistment?—I think three others did.

102. Is it not strange there should not be a large number from a district such as yours that has so many emigrants?—Taking the whole parish I can remember six that applied and have got through. Of course there would be others who tried the entrance examination that I do not know of.

103. Have you any idea as to why they were rejected?—One was rejected because—at least, it was claimed—he had weak eyesight, and the other on the height qualification. Of course I cannot say really what it was.

104. Do you know of any being rejected on account of a knowledge of English being essential?—I do not think so. Of course I am not sure what the cause of rejection was, but it was said that it was weak eyesight in one case and in the other case that it was the height regulation. I do not know what it was. I have not heard that any were rejected for want of a knowledge of English.

105. The bulk of the young people is mainly turned towards America more than Dublin?—Yes, if they can get a passage and passports, etc.

106. What do those who remain at home work at?—The boys on the farms during the farming period, but they do nothing during the winter except take home a little turf, feed cows, etc. They have nothing else to do.

107. We had some reference here to the fishing industry. Do they fish much in the district?—There is a section of the district where they make the main part of their livelihood by fishing, but the fishing has been dying out for the past four or five years.

108. You don't know it intimately?—I do. There are thirteen or fourteen rowing boats in the district, and three large luggers. There were at one time about thirty-two or up to forty rowing boats, and thirteen of the larger boats.

109. Do you know if the industry is receiving much help from our fishing department in Dublin?—Recently?

Since our Government came into office?—I do not know of any thing that has been done in that respect.

110. Do you know if they have been looking for any help and not getting it?—They certainly have been looking for help and have not so far got it, but there is a promise of one large motor boat being sent on trial for six weeks.

110A. Would that be a chartered boat?—I think so.

111. The local people would supply the crew?—Yes.

112. *Mr. Moriarty.*—As regards instruction and education is anything done in your school or district towards directing the minds of the pupils to the value of the sea as a means of livelihood under the head of nature study. Do you take cognisance of the fact that pupils who live on the seaboard should naturally get some instruction in regard to marine matters?—Nature study is off the programme. It is an optional subject since the new programme came into force. It is not taught at all in my school, nor I think in any school in the district.

113. There is nothing in the system of primary education at present to direct the minds of the pupils living on the seaboard district as to the value of the sea and the use to be made of it?—For the past couple of years there is practically nothing at all to be earned from the sea, and it would be a great waste of words to speak about it.

114. Do you think it would be a wise thing for primary education authorities to recognise the value of giving instruction to boys in maritime districts under the heads of fisheries—classes of fishing, methods of fishing in the districts, etc., and introduce it into their ordinary reading as part of their usual course of instruction?—I was about to make that remark. It would be all right to incorporate lessons including that instruction in books on such things as that.

115. That is not being done at present, and it would be desirable?—I think it would be.

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115a. Have you any acquaintance with conditions of fishing for the past fifteen or twenty years?—I have, certainly.

116. And you know how twenty-five years ago there was a very large cod and ling fishing there—can you explain why the fishermen have not followed it up?—Because the cod and ling fishing has been destroyed by foreign trawlers.

117. It is the depredations of trawlers has done this?—Yes, and up to the 28th June last there were about thirty of these foreign trawlers on the fishing bank.

118. All these luggers that were used, and working twenty-five years ago or fifteen years ago, are now put up on the beach and let go to rot because foreign trawlers came in?—The fishermen claim that that is what has destroyed the fishing.

119. Why did they give up the herring fishing of past years—was it the remoteness of fishing or the failure of buyers?—No, the failure of buyers.

The herring came in along by the coast this year, and they caught any amount of them in the bay.

120. Were there any buyers there from Killybegs or Downings Bay?—When the Teelin fishermen went to Killybegs the buyers were not there to take them.

121. Was there a man came across called Andrew Gallagher from Doogh?—Yes, when he arrived the weather had changed, and the fish were gone.

122. Of course you recognise the peculiarities of the fishing industry—that it is a phase of herring fishing always that the fish dodge in and out again, and if you are not ready to seize the opportunity, you lose it?—Yes.

123. The Teelin fishermen had a motor boat there a few years ago—can you say why they did not keep it on?—I think the chief difficulty they had with that particular boat was that the drivers left them.

124. And they did not apply for a course of instruction to the Government to train a new driver?—They had one of these drivers sent on to Dublin, but I think he did not stick to the ship. Of course the fishing at that time was beginning to fail and there would be a few reasons why they let the boat go.

125. Did the fishermen, when they saw that the fishing was not profitable, take up the carrying of goods from Sligo across?—Oh, no, the carrying of goods from Sligo across has, in fact, ceased since 1915 or so. There is none of it done now. In 1915 it was knocked out and it never recovered since.

126. *Fiachra Eilgeach.*—Is it your experience that text books given free to children are of as much benefit as those they have to pay for?—I do not think I would give them entirely free, because they would not take proper care of them. I think in these districts people in the past few years have got too much for nothing, and it does not tend to make them independent, and if some small price were put on the books in order to let them see that they are not getting them entirely free, it would be better.

127. As regards the dearth of Irish books your evidence is in favour of the State defraying the cost of writing and printing of text books. I will put it this way—if a book like Father Carr's history, which is sold to children in your school for 3s., represents something like 1s. to the man who sells it—don't you think it a great shame?—I think so, yes. I think it is an awful shame to have the like of that done.

An Seabhac.—It does not represent that to Father Carr, I assure you.

128. *Fiachra Eilgeach.*—Those of us who went to national schools in our youth remember the lessons on the whale and its species—is there anything like that in the school books at the present time?—I do not think so.

129. You said one of the principal objects of a local high school was to provide for future teachers—how many such candidates might be expected in such a place as Carrick, if you had such a school—in view of the number of teachers required, would it be anything considerable or sufficient to warrant any number of schools in Irish-speaking districts?—My difficulty with that is what district that school would be supposed to cater for, and to what extent.

130. It has been suggested there should be one for every two parishes?—That would mean one school for Glencolumcille and Kilcar. There would be only a small number of candidates in both parishes combined.

131. *Fr. Cunningham.*—You say here on page three that officials stationed in this district have a knowledge

of Irish, but do not make any use of it in their ordinary work—I wonder why?—I cannot account for it. I know there are some, but not alone in that particular district.

132. Is it your opinion that these officials should use Irish in their work if they really mean to be efficient?—Yes, certainly.

133. *An Fear Mór.*—Do you think it should be the duty of the Government to issue instructions that these officials should carry out their duties through the medium of the language?—I think that not alone should they send Irish speakers to Irish districts, but more or less compel them to use the language, because the influence they have on the people afterwards when they see officials and others speaking the language, is a great help to make them keep up the use of the language themselves.

134. *Fr. Cunningham.*—Who is to see this is to be done?—I could not tell you.

135. You have no suggestion to make on that?—I have not thought of that matter.

136. I am glad that the matter of school books was brought up, but would you be in favour of free meals to school children?—There is a good deal of difficulty in connection with that. I know in my district the children have to travel two or three miles to school, and certainly a meal would be welcome in the middle of the day, but, of course, it would not necessarily apply to all the children, and then there would be the difficulty as to whom you would extend it. At this particular time of the year, from April on till the end of June, a school meal would be very welcome to most of the children.

137. I am not talking of a full meal, but of a lunch—I am not speaking of tea and cocoa and those things, but a little lunch of, say, bread and butter or margarine, or jam?—Certainly that would be a very good idea for these backward districts, and it would not interfere very much with the working of the school. But the making of cocoa takes away from the time after play-hour when I would suggest the lunch should be given.

138. Have you thought out the source from which this free meal should come—who should pay for it—would it be a Government grant or should it come from rates? What I am drawing at is this—if it comes as a free meal from the Government it may be looked upon as a sort of dole, while if it comes from the rates the parents would realise that they were paying for it, and the objectionable feature of it would be removed?—I think it should come from the county council.

139. Whether it comes from the Government or the rates it is the parents pay for it?—Yes.

140. With regard to these higher schools that you spoke of, would you be in favour of having courses in these schools to qualify children not only for the teaching profession, but also for appointments in the Civil Service, and in banks, and in positions of that kind?—I certainly would be in favour of such courses.

141. I know that a great many people leave Donegal and go to Derry and elsewhere to get trained as typists and clerks and all that, and it means a lot of money taken out of the country and expended elsewhere?

As far as you know there is no school in Donegal where a promising boy is prepared for those positions?—Not as far as I know.

142. There are some technical schools there, but they don't cater for the whole district?—No, they do not.

143. You were speaking about fishing and the great quantity of valuable fish that is being lost—in the olden times there were supplies of barrels and salt which were left in the various districts, stored up there—has that been continued?—No, it has not. In fact, speaking for Teelin district the barrels left there were taken away some years ago. There would be some chance for curing the herring caught this year, but there was neither salt nor barrels available. The herrings were brought to Killybegs and had to be brought back, thrown overboard, and the men who had rowed over eighteen miles had nothing for their trouble.

144. It would have been useful if there were supplies there stored up for an occasion of that kind?—Yes.

Have you considered that there should be better transport facilities for the carrying of fish and other

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products of the Gaeltacht?—There should be, of course. If the fish are delayed in transit there is danger of a great loss.

145. Not alone in transport, but special terms should be given?—Oh, yes, special rail terms should certainly be given.

146. Does your memory carry you back to the time when that district you speak for got all provisions, meal and flour, etc., from Sligo?—Yes, certainly. In those days there were hookers and smacks trading between Sligo, Teelin, Kilcar, and Killybegs and up the coast, in my own time. I remember it.

147. Do you know what it cost to take them—what was the freight on a ton of provisions from Sligo to Teelin?—At one time it was 3s. 6d., and during the war 5s.

148. It was 3s. 6d. in pre-war days?—Yes, and 5s. before the trade was discontinued?—Yes.

149. They took food to the very doors of the people in the district you represent?—Yes.

150. It meant that the money was spent in what is now the Free State?—Yes.

151. What is the condition at present in that regard?—The condition is that all provisions come from ports not in the Free State, viz.:—Derry or Belfast.

152. What is the rate per ton on provisions from Derry to Killybegs?—I am not sure.

I will tell you. It is 15s. per ton for 5 ton lots. It is 22s. 4d. for a one ton lot, and by the time it is carted at Teelin, freight for it costs £2 12s. 4d. per ton. That is a very serious state of affairs?—Yes.

153. Have you any suggestion to make in that respect?—The only remedy seems to be to open up trading with Sligo again.

154. Should the Government subsidise trading of that kind?—Yes, I think so. It would mean a good deal to the people.

155. And for the Free State also?—Yes.

156. You mention here the industries of making flannel. Can you tell us anything about that? In your own time how many looms were engaged in the parish of Glencolumcille in weaving?—About 115.

157. Working on the making of flannel?—Yes, even in Teelin at present there are fifteen hand looms.

158. And some of these were kept working twenty-four hours a day?—Yes, certainly, and sometimes on Sunday.

159. That meant that there were at least 150 people engaged in weaving alone?—Yes.

160. It meant also that there were hundreds of others engaged in that industry—spinning and carding wool and so on?—Yes, and looking after the sheep.

161. Now that industry has failed to a large extent?—Yes.

162. It is practically non-existent at the present time?—Yes.

163. There were various causes leading up to that, and we had better not touch on those, but could you suggest any remedy, anything that might ameliorate this at the present time?—I would suggest that the Government should try in some way to get a market for the flannel.

164. But would you have the quality of the flannel controlled?—I would, certainly, otherwise the industry will die down shortly again, and I suggest that a Government stamp should be put on the superior article as is done in other industries.

165. And that there should be depôts here and there for examining?—Yes.

166. We had in the olden time one in Ardara and one in Carrick?—Yes.

167. It would mean employment for the poor people of the district?—It would, certainly be a means of livelihood for many of those. I would also suggest that a bonus of a 1d. or 2d. a yard should be given to those turning out the superior article.

168. It would have a good effect?—Yes, and something for the weaver too, because a good deal of the quality depends on the weaving, and that consideration should weigh too.

169. As marketed in the past that flannel was marketed in the unfinished state, was it not?—Yes.

170. Well, would you advocate that that flannel should be finished in the district in which it is made and put on the market there in the finished state?—Certainly, I would.

171. So as to give still further employment in that district?—Yes, and to get as much as possible out of the industry.

172. And that the Government or Department that would see after the quality in the rough state should also step in and assist and establish a finishing plant?—Yes, certainly, I had that in mind at the time.

173. And there would be ample work for a large finishing plant in the district?—Yes, certainly.

174. Would you advocate the setting up of a spinning factory to spin the wool?—No. That should be done at the fireside. It would take away from the employment if the spinning were done by machinery.

175. It should be both home-spun and hand woven?—Yes, certainly.

176. That had something to do of course with the failure of the industry?—It had something to do with it, yes.

177. They went for quantity and not quality?—Yes.

178. And that was encouraged by the buyers?—Yes, during the war period the inferior article was priced as high as the superior.

179. Those engaged in the industry were not entirely to blame?—No, they were not. During the war there was a demand for it, and they bought it up as long as it was cloth, and practically no distinction was made between the inferior and the superior article.

180. The dyes were procured locally?—Yes, from heather and weed of the rocks.

181. It was left to their own mixing—to their own choice?—Yes.

182. That is a matter in which education could step in and give a help?—Yes. A good deal of it was only a matter of experiment to see what such and such a mixture would be like.

183. It was all a matter of experiment with them, they were not aided in any way?—No, absolutely not.

184. If lessons on this and kindred matters were put into the school books it would be a great help?—It would, certainly; but there is nothing like that at present, at least I never saw it.

185. A good deal of latitude should be allowed to teachers and managers in the various districts to select the books and set programmes that they consider are more suited to the district?—Yes.

186. *An Fear Mór.*—Would you not consider there would be a danger to the language in allowing arrangement of programmes?—I do not see why.

Fr. Cunningham.—As a matter of fact they are allowed that latitude at the present time.

187. Have you much to say about knitting and embroidery—how many were engaged in embroidery in the parish you represent?—681 girls and women were employed about five years ago.

188. How many at the present day?—There is practically nobody employed constantly at it. There are some few employed at knitting, but that is not a regular thing.

189. Five years ago it was a regular source of employment?—It was, and even two years ago. But the source of supply has gone down and they are practically idle now. When there were six hundred and eighty-one working they would earn about 2s. 6d. each per day at embroidery, and that has died out completely.

190. I suppose there were political reasons for that?—Yes.

191. The embroidery came from the six counties mostly?—Yes.

191A. There are some parcels coming still, but not to the same extent as hitherto?—Yes, but not to the same extent.

192. Is there any complaint regarding the regulation of these parcels coming over—have the factors experienced any difficulty in getting these parcels over?—I think they have great difficulty in getting them over. They have to sign a number of forms, and I think it is a great nuisance entirely to have to do such a thing.

193. You favour the speedy clearance at the Customs barriers of parcels of that kind?—Certainly, yes.

194. For the sake of the industry it should be seen to that the raw material and the finished article are cleared through the customs very quickly?—Yes.

195. With regard to farming, have you any suggestion to make that might be of help?—I have a few suggestions down on page five of the English translation of my statement.

196. You live in a district that is cut off a good deal, a sort of hinterland—you grow some oats in that district?—Yes.

197. When it comes to the time for the oats to be ground into meal as food for the people, have the people any difficulty at all to contend with—how far

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have they to go to the cornmill?—They have to go about ten or twelve miles, some of them may have to go sixteen miles.

198. If there was a cornmill in the district it would be a great advantage to the people of the district as a source of food supply for them?—Yes.

199. At the present time they really cannot get their oats ground—it is almost impossible?—They rather sell it than go to the trouble of getting it ground.

200. If there was a corn mill in the district it would be a stimulus to the people to sow more oats, and the food supply of the district would be increased?—Yes.

201. On whom would the onus of starting the cornmill rest?—I do not think there is much likelihood of it being started.

Mr. Moriarty.—We have a cornmill of our own at Glenties and we are renting it to a man who pays £20 a year, but he says he cannot pay because he is not getting any work to do.

Fr. Cunningham.—That is for the last couple of years—these were abnormal seasons. Before that he was certainly getting an amount of work to do—at high pressure some years back.

Witness.—Some of the people have to bring their own turf to the kiln and it means spending a week or more to get the corn ground.

202. *Mr. Moriarty.*—So the establishment of cornmills through the country would not be desirable?—The people sell their corn because they can buy it ground cheaper.

203. Then it is not an economic proposition for a man to grind his own corn?—No.

204. But would they not grow more corn if they had a mill?—Perhaps they would.

205. *Fr. Cunningham.*—Returning to fishing, have you any other suggestions to make?—I suggest that the fishing should be protected from the foreigner. I have been talking to the fishermen and they make that a very strong point—that it is the foreigner has destroyed the fishing beds and that something should be done to keep them out.

206. There is no use in the fishermen of the district going out with a trail of long lines to fish for cod or ling because the foreign trawlers come there day and night after the local fishermen have set their lines and they drag up the lines and gear?—Yes.

207. And leave them without lines and gear?—Yes, and destroy the beds and the young spawn—the immature fish.

208. These fish would not be touched by the local fishermen—they would be allowed to grow?—Yes.

209. Something should be done to protect the fishing for the local fishermen?—Yes. I certainly think that the fishermen make that a very strong point. These trawlers come right into the strand in Malin Beg at night and come along up by Carrigan and Bunglass. There is no three-mile limit observed there.

210. *Mr. Hanly.*—Are these British boats?—They are practically all British boats—Scotch or English.

211. *Fr. Cunningham.*—You would have a better system of coast watching?—More coast watching, yes; and I suggest that to protect the fishing beds properly a line should be drawn from Rathlin O'Birne to Killala Bay.

212. Do you think the class of boats these fishermen have are really suited for the work they do?—I do not think the boats are suitable at all, because they have at present in Teelin only three of these luggers and two of them are not seaworthy. I think the age of sail and oars is gone. For instance, at present the men have to row up to twenty miles in the evening and back in the morning, getting no sleep practically, on a warm, sultry day, and they cannot stand that. I would advocate power boats.

213. A 32-foot keel boat, I suppose, would be more suitable?—From 30 to 40.

214. You have a safe anchorage for those boats?—I think the anchorage is safe enough.

215. Of course those boats would not be hauled up in the evening like yawls are hauled up?—No.

216. You have a safe anchorage at any rate in Teelin for those boats?—Yes.

217. And you consider that a boat of that type would be more serviceable than the present ones?—I certainly do, because they could do all classes of fishing with them—line fishing, herring fishing, salmon fishing, and even lobster fishing.

218. Would you suggest that these boats be acquired on the loan system?—I would suggest that only the actual cost should be paid back.

219. *Mr. Moriarty.*—No interest?—No.

An Scabhaic.—A fisherman is supposed to pay back for his boat in two or three years, and the farmers get sixty.

Fr. Cunningham.—It is a very hard life and you should be helping in some way.

220. *An Fear Mór.*—Are they all native speakers?—They are the best of Irish speakers. It is a delight to listen to them. They speak nothing but the best of Irish. If you want to hear Irish worthy of the name you should go to the fishermen.

221. You think they are an asset to the country and should be preserved?—I certainly do, and they are deserving of the most liberal terms from the Government.

222. You would not consider it liberal from the Government point of view to loan money at 5½ per cent.?—I would not. I would almost lend them the price of a boat myself at that.

223. *Fr. Cunningham.*—The same applies to the price of the gear also?—Yes.

224. On the loan system?—Yes.

225. *An Scabhar.*—I would like to get you back to your own particular parish on the question of the language and to some suggestions you have made here for remedying and counteracting the influences that tend to Anglicise. In the beginning you gave us the impression that children had come to your school this year not knowing Irish—infants?—They may have some knowledge of Irish, as children have a knowledge of a language while they may not be able to make very much use of it.

226. They are not Irish speakers?—No.

227. How long has that been so?—I cannot speak for that district for more than four years, but I know it has been so for four years.

228. You have not been discussing the matter with any previous teacher?—I have, and I know that the difficulty was such that it was seriously considered at one time whether the school should be carried on as a bilingual school.

229. Despite the fact that there was a big proportion of Irish speakers?—Yes, there was a difficulty, but of course it was got over. There may have been more reasons than one for that.

230. Have the people in your district got the habit they have in other Irish-speaking districts of thinking only of speaking English to the little babies?—I would not say that they are altogether so bad as that. They do speak some Irish to them from time to time. In fact, parents speak Irish when they don't want the children to understand.

231. When dealing with a little two-year-old child, is the tendency to speak English a determination on their part or is it just their habit?—I think it is habit. My idea is that it is not their determination to give them a knowledge of English, but it is just their habit.

232. Have you examined down into the source of that habit at all?—I have thought what should be the reasons that it should be the case.

233. What do you think they are?—What I consider as the reason is imitating the *daoine móra*, as they are called, the people consider that it is a sign of inferiority to talk Irish.

234. Do you think that is present in their minds when dealing with their own children?—I think it is.

235. But outside of that there is nothing but the habit of doing it?—It is certainly a habit of doing it they are getting into.

236. That could be broken by a determination to break it themselves by watching themselves and fully realising the necessity for doing the other?—They will break off it if they see the necessity for doing the other.

237. In the parish round about what do the people from 15 up to 25 speak usually?—The big majority of them speak Irish.

238. While playing, dancing, and all that kind of thing?—Yes, it is very remarkable that at wakes and gatherings and other places you will hear the Irish language. Even school-children growing up find that although they had a very poor knowledge of Irish at the start, even under bilingual conditions, they were quite fluent in the senior standard and, mixing with the older people, they used the language more.

239. Does the 349 non-Irish-speakers include any proportion of fully-grown people and those up to 60 and 70?—It does include a good few—Protestants in the district.

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240. Whose families are English-speaking altogether?—Yes.

241. Who have always been English-speaking?—I think so.

242. So you have in that parish certain persons over 21 who do not know Irish at all?—I think so. I think you may consider the number I have given.

243. They are just in the proportion of 349 to 2,530?—Yes.

244. Right through all the stages of the years?—Yes.

245. Would there be a bigger percentage in younger years?—I think the bigger percentage would be in younger years.

246. In dealing with that district administratively, what is the language that has been in use and is being used at present?—I am afraid I have to say the English language.

247. That is for both administrations—local and central government?—Yes, I think so.

248. What officials have you performing duties in the district?—We have post office officials there.

249. Is there any official post office there directly under the Postmaster-General or only a sub-office?—A sub-office.

250. And run by the local people?—Yes.

251. The officials are moved about from one office to another?—There is at least one of them in which the assistant is a stranger.

252. Is he moved at the discretion of the Postmaster-General or the sub-postmaster?—The sub-postmaster.

253. You have given all the figures in regard to these?—Yes.

254. If, let us say, an Old Age Pension Officer went down to Glencolmille would he find it very difficult, or would he find it difficult at all, to carry on his work through Irish only—that is in dealing with the people?—I think he would have no difficulty in carrying on his work.

255. If he went down with that determination do you think he could do his work quite well and quite as satisfactorily to the people?—I think he could do his work more thoroughly.

256. How does that hold, let us say, in regard to the Land Commission Inspectors—if they went down in connection with land could they do their business in Irish?—I think in most cases they could.

257. If a man went down who was ignorant of English could the people in the place do their business with him?—They could, certainly.

258. And do it quite as well as if he did know English?—Yes.

259. Does that hold in regard to all the public services down there?—Yes, I think so.

260. Post office and the rest?—Yes.

261. Have the people there any conscious attitude at all towards Irish—what is it?—Is it sympathetic or anti-pathetic? Do they realise they have to do more for it—if only for their own good?—I consider they are yet sympathetic and have a love for the language, but that mistaken ideas are creeping in.

262. In regard to the value of other things?—Yes, and it is the influence of officials that is going a great way to turn the people towards English.

263. What do you think would be the effect on the minds of the people if it became apparent to them—convincingly apparent to them—that Irish was established as the official language, the national language, and the one to be used in every-day affairs?—I think then that the people in my district would turn to the daily use of the language again.

264. Is the Government pushful in the use of the language in regard to it with officials?—I do not think so. I think they leave officials to themselves more or less in that respect. They do not insist on the use of the language by officials.

265. The people just try to accommodate themselves to outsiders when they come?—Yes.

266. They simply accommodate themselves to strangers?—Yes.

267. Do you think it would be very difficult to awaken in them a sort of fighting spirit and put strangers in their place?—I think it would be fairly difficult to do that; it would take some time and some instruction.

268. The reason for that being that they feel that the strangers have always their welfare at their discretion to a certain extent? With most of them I should think that is the reason.

269. They feel that it would possibly jeopardise their own chances if they fell out with the stranger?—I think so.

270. You suggest that certain officials should not be allowed in and that certain others should be moved out. Have you any idea as to how these would be substituted?—I think that the arrangement in connection with Guards could be improved, that Irish-speaking Guards be sent to Irish-speaking districts. I understand that some Guards having the Fáinne are down in the Midlands, and certainly the arrangement does not seem to be that they want to put Irish-speaking Guards into Irish-speaking districts.

271. Can you conceive any objection on the part of a Garda to go to these districts at all?—I do believe there would be objection because they are backward districts. The district I speak of is sixteen miles from the railway station, and that is a drawback.

272. Would you insist that because a Garda knew Irish that he should have to serve in a backward district all his time?—Not all his time, but I would insist that Irish-speaking Garda should be sent to Irish-speaking districts.

273. To what extent would that district provide suitable people for running the services as Irish-speaking services. Suppose the Government had to go out tomorrow and find such officials, to what extent could they find them in Glencolmille or districts like it?—Do you mean for the Garda alone?

274. Well, the different services?—Of course at present they could not find them for services that would require a high standard of education, but for the Garda there are plenty of young men who would be sufficiently educated, at least who have such a knowledge of the Irish language that they could carry on their business. Their general education would not be of a very high standard, but they are intelligent young men, and general education should not be insisted on so much.

275. You will realise that a Garda has to have a pretty reliable mind, must be intelligent and of a certain education so that he may interpret the law for himself and know what to do under certain circumstances?—Yes.

276. Do you think you would find in your own parish a certain number of men suitable to take in right away?—I do not think there would be a very large number who would get in immediately; they would want some touching up.

277. What would they require after recruiting?—The people I would have in mind would not want very much. They are able to read and write and have an ordinary standard of education. They would, of course, need to be brushed up.

278. Do you think that the provision of continuation schools in parishes would help them to qualify for things like that and brush them up again?—I am sure it would, and even when the evening schools were formerly held these people crowded into them without having anything particular in view.

279. *Fiachra Eilgeach*.—As they used to come into the Gaelic League branches?—Yes.

280. *An Seabhadh*.—As for the other services, do you think there could be found suitable people in your own particular parish for clerkships or administrative posts in the Civil Service? Are they suitable as they are now?—Not exactly as they are now.

281. And what is the reason for that?—They have not studied anything since they left school to improve their education.

282. Have they sufficient educational facilities in the district to qualify them?—They have not; they have nothing but the national school. I know some of them who spent some time there and had very little to do since.

283. Do you think that if they had any facility for education that they would be sure to secure their proportion of public appointments?—I am certain they would.

284. Are they like the rest of the seaboard, a most intelligent part of the community?—I think they are.

An Seabhadh.—That is the general impression that is about, whether it is a fact or not.

Fiachra Eilgeach.—It is very hard on the people of East Kerry.

285. *An Seabhadh*.—Do you think that if they had the requisite facilities they would hold their own at least?—I certainly think they would.

286. To what extent is the hiring of young children

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known in your parish? That is the taking away of them for four or six months in summer and hiring them for harvests, etc.?—That is not a widespread thing in my-school district.

287. Not so much as in other parts of Donegal?—No.

288. So the children are not prevented from going to school except for work done in their own farm?—No they are not, except in that respect.

289. What is the economic position in regard to the general body of people in that place?—Their holdings are small; they are not large enough to enable them to make a decent living out of them.

290. What are the average farms there—in cows I mean, not acres?—They are practically all one-cow farms or less than that.

291. In the Gaeltacht are there any public officials—Local Government officials or Government officials—whom the people look up to as a kind of mainstay and upholders of the Gaelic League idea?—I do not think so.

292. Not even a few teachers?—There may be a few teachers.

293. Are there officials there to whom the people will come and talk Irish only to them?—Do you include teachers in that?

294. Teachers and police and doctors and old age-pension officers and the whole lot?—I think that except the teachers you may consider there are not. They come to the teachers and the priests.

295. Are there priests who are associated in the public view with Gaelic culture?—Yes; there are three priests in the parish and they are very much in favour of the language.

296. And the people realise that and in speaking to them and they to the people, outside functions of church altogether, is Irish used?—Yes. I do not know any other officials, except doctors and nurses.

297. Of course you realise that native speakers are not always language enthusiasts?—I do, but I think that idea has died out.

298. You think a great deal of influence may be brought to bear through public administration towards maintaining Irish?—I certainly do. I think these public officials of all classes will have a great influence on keeping the language alive.

299. In regard to them what change would you suggest in the present arrangement and that would be in the capacity of the Government to do? If there are Local Government officials there can you move them?—I don't know what can be done with them.

300. Do you think there are any teachers there to whom that should happen?—I do not think so. They are well enough qualified.

301. *Fr. Cunningham.*—Have you a list of the teachers that are qualified?—Yes. I have given the numbers and qualifications in my report.

302. Do you think is there anything in extensive propaganda that might change that habit of speaking English to the little ones at home—any arrangement that might be entered into with the parents?—I do not know of anything except getting parents to see that children have something to gain by using the Irish language.

303. But if the Government say "We guarantee that your children will be educated by us and will be fitted for any walk in life," do you think that would break the habit?—I think that really it would not be difficult at all to get people to use the Irish language. If the thing were taken in time and let them see that it is an honourable thing and a useful thing to have the Irish language, and use it, it will not be hard to get the people back.

304. Do you not think it will be sufficient to go to them and say "You are the preservers of what is left of Irish nationality and you must keep it"?—I do not think that would do.

305. You do not think it is fair?—No; I do not.

306. Has the question of migrating people from Glencolmille into some other part of the country ever been discussed around there among the people, that you would be able to form an opinion of what they would think of it?—I think in connection with that matter that in the whole district there are about fifteen or twenty families that would be prepared to remove.

307. What class of family would they be—I mean would they be the people who would stick their elbows out and make good in a new place?—Yes. I think so.

It would not be favourable to asking anybody to migrate who would not be pushful in that respect.

308. Would they be people who would at the same time be assertive in regard to the use of Irish there?—I am sure they would if the thing was made clear to them, because all those people I know are using the language themselves.

309. Would the moving of twenty families give very much relief from congestion for the little land they leave behind them?—No, it would not.

310. From what source do they get enough money to live?—They should be said to exist, because they lived for the past few years on very little, as there was no earning of any kind, and the poor people were in great distress. The Government doles may have helped them.

311. In normal times where did they make the money—you cannot do it off a one-cow farm?—The farms helped and then they got something from the industries—flannel, embroidery, knitting, etc., and if those were working as before they could make a reasonable living.

312. Do you think it is a safe thing for the people to remain in a congested place and trust to luck to make a living?—I think you would not get many more than I have mentioned that would be prepared to leave.

313. Do they understand the gravity of it, or do they let the future look after itself?—That would be the idea—that something may turn up.

314. Does that breed a good type of citizen—do you think the best type of citizen is found among those who eternally struggle for the bare necessities of life and leave no room for the better and higher instincts? In your opinion should the State leave it like that if the State could provide something else?—Certainly not; they should provide some arrangement to make these people happier than they are.

315. By establishing industries among them which shall be permanent and which will result in permanent living on the land?—I think the question of taking them out will not do very much good. The helping of the industries will make these people more independent and give them a chance of earning a livelihood.

316. But supposing it is found on investigation that these industries have no lasting or permanence, do you think the State should foster things which will live for five or ten or twenty years, and then have to do the whole thing all over again?—No, but the market for flannel, embroidery, and knitting has failed.

317. What is the reason?—The reason is that the article turned out became inferior, and there were reasons other than that.

318. Do you think these causes are in the capacity of the State to remedy and to remove?—I think they are. If the State gave a guarantee with the superior article. If a Government stamp was put on the superior article and let the people know it was worth buying, I think the market would be got up again for it.

319. Do you think that kind of stuff will always be required, provided it is good, and that it is worth while building that industry again?—I think so.

320. *An Fear Mór.*—When these industries were working how much would a girl worker earn at embroidery?—On an average 2/6d. a day, and when they were three or four workers in a house it meant a great deal to those families. They do housework in the locality along with that. For knitting I found out from several parties that they got an average wage of 3s. 8d. per day, and they are experts at all classes of fancy knitting.

321. *An Saibhac.*—Is the feeling there that they do not get all the money that is made on those articles they turn out?—There is something in that certainly. They do not get all the benefits that could be got.

322. I am not sure of the price in Dublin, but I think it would take about 17s. 6d. worth of silk for a pullover and the girl worker gets about 7s. 6d. for knitting that article.

323. *Fr. Cunningham.*—They were getting 10s.?—Yes, and it has gone down to 7s. 6d.

324. *An Scabhaic.*—Do you think that in Dublin here, or possibly some other place there should be established a central sales depôt for the work for these people?—I think so.

325. Do you think that would ensure more money

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going to the district where the things were made?—Yes.

326. And possibly less money out of the pockets of the purchasers?—Yes.

327. How many people would be concerned in getting work done by the people there?—I think about two.

328. That is all that are in competition?—Neither of the two are able to supply very much at present.

329. These men take the orders and farm out the work?—They happen to be two ladies that are in charge.

The following statement, submitted by Seamus O Searcaigh, 25 Colenso Parade, Stranmillis, Belfast, had been circulated to the Commissioners:—

An Ghaedhealtacht.—Roinnt na Ghaedhealtachta.

1. Dhá roinnt a dhéanamh den Ghaedhealtacht.
1. Fíor-Ghaedhealtacht a thabhairt ar cheantar a bhfuil thar 75 sa chéad ábalta ar an Ghaedhilg a labhairt ann.
3. An Ghaedhealtacht a thabhairt ar cheantar a a bhfuil ó 25 go dtí 49 sa chéad ábalta ar an Ghaedhilg a labhairt ann.

An Breac-Ghaedhealtacht.

4. An Bhreac-Ghaedhealtacht a thabhairt ar cheantar a bhfuil ó 25 go dtí 49 sa chéad ábalta ar an Ghaedhilg a labhairt ann.
5. Is deacair a rádh cé acu is fiú baisteadh ar bith a dhéanamh ar cheantar a bhfuil faoi 25 sa chéad ábalta ar an Ghaedhilg a labhairt ann.

Obair so Ghaedhealtacht.—Iasgaireacht.

6. An Iasgaireacht an obair is tairbhighe sa Ghaedhealtacht ar a bhfuil eolas agam-sa. Thioctadh leis an Riaghaltas cuidiú leis na h-iasgairibh ar bhealach go dtiocfadh leis na h-iasgairibh cuidiú leo féin. Bádaí agus gléasraí iasgaireachta a fhágáil dóibh agus tamall aimsire a thabairt dóibh le híoc ar an bádaibh agus ar an gléasraibh iasgaireachta sin. Ní ceart do Riaghaltas daidh a thabairt mar dhéire mura bhfuil riachtanas mór leis. I dtaoibh sgoltach le haghaidh iasgaireachta, 'si an sgoil is fearr an iasgaireacht féin.
7. D'fhéadfadh an Riaghaltas sgoltacha a chur ar bun fa choinne dhéanamh éngach, barailí, srl. Bhéadh printisigh ar na sgoltacha seo—buachaillí ó 16 bliana go dtí 18 nó 19 de bliantaibh. Badh cheart cúpla uair sa lá a thabhairt ar sgoil do na printisigh seo—teagas a thabhairt dóibh in gach rud a bhain le na gceird fhéin agus gach eolas a thabhairt dóibh fá'n iasgaireacht; mar shampla, an cineál éisg atá le fágáil fa chóstaibh na h-Eireann, goidé nítheas leo, a dtairbhe don tír, an cineál éisg atá le fágáil fá chóstaibh thíortha eile, srl. B'fiú an leabhar a sgríobh Kirschensteiner, "Education for Citizenship" a léigeadh sul a dtarraingeochaidhe amach chur ar bith oideachais do printisigh mar atá molta agam annseo.
8. Is doigh go mbéitheas ag moladh sgoltacha a chur ar bun sa Ghaedhealtacht d'adhbhar oidi sgoile agus do aos óg atá ag déim le postaibh i seirbhís an státa. Measaim gur meadhon-sgoltacha is tairbhighe a chur ar bun. Oideachas maith leathan is tairbhighe do gach tír, agus má tá cumhacht ar bith le bheith ag an Ghaedhal a bhfuil an Ghaedhilg as a óige aige i gcúrsaibh na tíre meadhon-oideachas is fearr don tír a thabhairt dó sa Ghaedhealtacht. Síltear gur ionann adhbhar oide sgoile agus printiseach a bhéadh ag foghlaim ceirde. Ní hionann. Sí an phrintiseacht is fearr don bhuaicill nó don chaillín atá le bheith ag teagas páistí amach annseo bun maith leathan a dtig leo tógáil air a fhágáil sul a dtóisighe siad a mhúineadh.
9. Ach ná bímid ag súil le barraidheacht ón oideachas. An saoghal an t-oideachas is fearr. Is an cheist í: Goidé an doigh a ndéanfar saoghal na Ghaedhealtachta níos fearr, níos aobhne. Goidé mar thig feabhas a chur uirthi ar dhoigh go rachaidh sí i dtairbhe don Ghaedhal is d'Eirinn Ghaedhalaigh?

(Faoi mo láimh),

SEAMUS O SEARCAIGH,

Béal Feirste.

SEAMUS O SEARCAIGH, *examined.*

1. *An Seabhaic.*—Have you anything to add to the statement you have put in by way of general comment before we go into the details of the matter?—The only thing that suggests itself to me is the importance of the Irish in Donegal from the pronunciation point of view, and that it would be a national calamity if it were allowed to die. In French and in English and in other languages scholars have been able to trace the pronunciation back a thousand years.

We have not been able to do it in regard to Irish. We cannot go back farther than two hundred years, perhaps. Donegal Irish is nearer the old pronunciation than any other living dialect at present. Dr. Summerfelt of the University of Christiania said that from the point of view of the sounds of the language, Donegal Irish is the most important Celtic dialect of them all. It would be a great calamity from the point of view of scholarship that Donegal Irish should be allowed to die, although with every generation these sounds are dying.

The younger generations even where they are native speakers have changed in some cases a good deal from the pronunciation of the parents, and it would be most important before the older generation die out that a scientific description of Donegal Irish should be made available. There is another question—the question of its use in literature. Within recent years Donegal has done a fair share in the direction of literature, and we can say that the principal writers of Donegal Irish at the present day were trained at Cloughaneely—Seamus O Grianna, Fion Mac Cumhail and Seán Mac Meanman.

I think their writing has done a good deal to raise Donegal Irish in the eyes of the public—the first step is to create a local pride in the language, and perhaps the best way to do that is to have outside scholars praise the local language. You will notice I have not gone into details in anything I have said. I have generalised. As a matter of fact, I could not go into details.

2. *An Seabhaic.*—Can we get the details by questioning you?—I doubt very much if you can.

3. Such of them as you may have?—Yes.

4. There is no general statement you would like to add to this?—I do not think there is unless it comes out in the discussion. It struck me that there should be a division between the fíor-Gaeltacht and Gaeltacht. I am not sure about the breac-Gaeltacht.

An Seabhaic.—In the terms of reference and in the notice sent out the question was asked as to whether it was desirable to make a differentiation in regard to the Gaeltacht and the breac-Gaeltacht, and in regard to the districts in which Irish is spoken little or much. Perhaps a better division would be what we call the fíor-Gaeltacht and the other Gaeltacht. I notice you have practically four here?—Yes.

6. In regard to whether there should be a division, do you think that different treatment given; that from the point of view of maintaining Irish in these areas which have different problems only in so far as the extent to which Irish is spoken?—You must start from the concrete local problem.

7. Would you treat the places where Irish is spoken by over 75 per cent. of the people differently from the point of view of public administration, from the district where less than 50 per cent. of them speak it?—It all depends on the point of view from which you look at it. If it is to preserve or spread the Irish, then you would have to treat the district in which Irish is spoken by 75 per cent. differently from the other districts.

8. Would it be different in a district where the population is still 50 per cent. Irish-speaking, remembering you are dealing with a 70 year old people?—It would be difficult to say. You see you have a double problem there. Probably that 50 per cent. would be nearly all composed of old-age pensioners, and it would be the younger generation who would compose the other 50 per cent. of English speakers—you have to look at it from those two points of view.

9. In dealing with that particular matter of old age pensions, need there be any difference in the method of administration as between the officer and the old people to whom he gives or refuses a pension?—I do not think so when you are dealing with old people because they will all be belong to the fíor-Gaeltacht as regards old age pensions.

10. In regard to primary education would you have the same system in both places?—I think education will have to be recast. In the first place we shall have to

get new ideas as to what we mean by education, and perhaps the best way to approach it would be to divide education into two classes. Look at it in the wider sense. I think most people of experience will agree that if we were depending on the school we should know very little. The education that counts is the education we get from experience of the world. There have been experiments in America and elsewhere, and the conclusion drawn is that anything in the way of education that was of importance was gathered by the children from experience. Of course that could be remedied by making school life as much like home life as possible. There is an idea coming to the fore now that every part of life should be looked upon as a life in itself, and that you will have a better citizen by having the child live out its life in its own childish way. The foundation of that would be to give the child as much experience as possible—experience suitable to the child—and how is the child to get it?—By doing things. Take, for instance, a chair—how do we get the conception of a chair?—By handling it and seeing what is done with it, seeing the use made of it, and I suggest that the schools should be made as much as possible like the home—that is especially in the younger classes. If the children do things—giving them problems, not in the school sense, but one that requires thought. The child loses something and it will be suggested to him that he will find it here. It will start an hypothesis and it will have to prove it by finding it. All this would be done by way of play, and play of course requires a good deal of language, and language in the Irish-speaking districts should be Irish, but there is the difficulty when the teacher interferes with the spontaneous play of the child and spoils it altogether. The great element in play is the spontaneity, and where the teacher interferes the child loses it. I suggest that a great force in bringing back the language among the rising generation will be by having a proper kind of school where the great element of play would help to educate the child. We have to make a distinction between things that are more or less of intrinsic value and things that are only of helping value such as writing and reading which are more or less things that help towards getting knowledge, and I think we make too much of these things at school and spend too much time at them leaving out the things that are really of intrinsic value and make for a real education. That, however, would be more a question for the conference that is discussing the programme of education.

11. In regard to this question of the Gaeltacht and educational matters that exist at the moment, should there be a different method in different districts—districts now in the sense of language?—You have to start with the concrete problem. Provided the children and parents speak Irish the problem of education must be approached through Irish, and the medium of instruction, so far as language is a help towards instruction, should be Irish.

12. That is irrespective of the fact that possibly these parents may have brought these children up not through Irish altogether?—I am saying that if the children speak Irish you must start with the instrument you have ready. If the instrument is Irish, the instruction should naturally be through the medium of Irish. Of course you have a different problem when you have children who do not speak Irish.

13. To what extent would you go in saying that they had or had not a knowledge of Irish—you know that children may have a knowledge of Irish who are not speakers?—There are different stages of proficiency in anything.

14. How do you think the question of percentage on census return should be a guide?—I do not think they are very reliable. The teacher would be the best judge in a matter of that kind.

15. Let us get away from the realm of education—it is rather a difficult one to nail down to figures. In regard to administration what would you suggest should be done in districts where the population is over 50 per cent. Irish speaking?—I cannot speak with any authority on the question of administration as I have no experience of that sort of thing. It would only be a general opinion and I do not know if it would be of very much value. My general opinion would be that if the Government are really in earnest about preserving the Irish language, the whole bias of the Government should be to concentrate on the Irish-speaking districts, and send officials there, and by precept and example influence the people to make use of the language.

16. Is it your considered opinion that the Government would be justified or bound in duty to send such officials with definite instructions that they shall use the prestige of their authority for the preservation and extension of Irish. I want your considered opinion on that—whether you think that is what a Government should do in a case like this?—It is rather an ethical question, and I am afraid we could not answer it without seeing exactly what we mean by it. Before I answer, we have no parallel to the present case. We have no parallel of a language that is dying being taken up by a Government and being promoted. As a rule most of these things were left to chance in the past. There was no conscious effort on the part of a Government, though there might have been societies—such as the French academy—formed under the auspices of a Government to promote and keep a language alive, but I do not think we have any concrete example of any Government taking up deliberately the question of language and saying—“this language must be preserved,” and in Ireland at present we are not exactly in the same position the French or English or German ever were. The Irish language is dying, and a special effort on the part of the whole nation is required to revive and foster it. A special effort probably would be made by any country that had any national consciousness to preserve its native language. Now I can imagine France with the French language dying out and the national consciousness awakening and France putting forth her whole effort to rescue the French language.

17. But is nothing like that done anywhere?—I do not think that anything has been done consciously in the past. It was more or less by chance that one language survived and another died. If I am right in saying that France would do that, I would certainly say Ireland—the State would do right in putting forth its whole effort to revive Irish.

18. What would its full effort be?—The effort necessary to revive and keep alive the language. As the years passed the experts in charge of it would see exactly what was required.

19. In some of the language movements in Europe, were not the languages dying out and practically dead in one or two cases?—I cannot speak with any authority on that, but I know at the time of the Renaissance Latin was the language of the cultured. All the scientific books were written in Latin, and it was only after the Renaissance or revival that the vernacular came to the front. A kind of national movement came after the Renaissance, and from that time we have the great French and German literature, and to a certain extent the great English literature.

20. There are plenty instances of language movements and efforts being made for establishing a particular language or replacing a language?—The whole bias of English administration in Ireland since the Act of Union was to make Ireland English-speaking. The policy of the Board of Education was to teach English to the Irish people.

21. Do you think that the Government should use the very same means to rehabilitate Irish and use them quite as relentlessly?—There is a difference. In the case of English the language was being forced on the people from without, but in the case of Irish it is the native language that is in question, and what would hold in one case would not in the other. It would be morally wrong on the part of an outside Government to impose an alien language or culture on the people, but I do not think it would be morally wrong on the part of a native Government to impose the native language or culture on the people.

22. In regard to Ulster Irish you mention some and other interesting things in regard to pronunciation—do you think it is necessary that permanent records would be made of speech sounds as they exist at the moment for the future?—I certainly think it would be a very desirable thing.

23. A survey altogether?—Yes, not alone of Ulster Irish but of all the living dialects of Irish.

24. Right round the coast?—Yes.

25. Who should take charge of that?—I should say it should be the business of the Universities. They have scholarships in their power, and if they would offer scholarships to men who would make a scientific record of the language as it exists at the present day, I should say it would be of permanent value in the work of national reconstruction.

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26. Do you think it is necessary to do that as soon as possible?—The sooner the better, because the people who have the older Irish are dying day by day.

27. Is it economically possible to make that survey as we are at the moment—with the scholarships at our command and our technical education?—I am afraid at the moment you would not have sufficient scholars qualified to do the work.

28. And what about recruiting?—There is no difficulty about that if you devise a system of notation.

29. Would you not go beyond that and take actual vocal records on permanent material, such as steel?—There was a man from Vienna went around ten years ago and took records.

30. Have these been done just on ordinary phonograph records or have they been done on steel?—I don't think they were? My experience of gramophone records are that they are very indistinct.

31. You speak here of the Gaeltacht and fishing:—“The fishermen should get a reasonable time for the repayment of loans for boats and fishing tackle.” Have you any definite idea as to what the time ought to be in view of the possible life of boat tackle?—I think there were some alterations made in the translation of the Irish in that statement. The whole question is one of capital, and who is to provide the capital? In a case like this the Government is the proper and best source. The Government should have a fatherly interest in all the citizens, and when it is trying to develop industries it should pay particular attention to the fishing industry.

32. Do you think in connection with this fishing that it is an industry where capital is required and outlay should be and could be within the capacity or control of the actual workers in it?—I think it should. My idea is this—that the workers, the fishermen, should be made help themselves. I have suggested further down that nothing in the way of charity should be given. If you want free and independent citizens, the best way to make them free and independent is to get them to help themselves, to encourage them to work, and to show them that there is no return without work, and that they are morally bound to do their share.

33. You suggest that to a certain extent the State should provide the capital, not to one central fishing authority or company, but to individuals?—No, I would not suggest that. I suggest that a certain number form the crew of a ship, steamship, or trawler, and that the Government should provide the boat and the fishing gear, and that the whole crew should be made responsible for the repayment of the expenditure.

34. Do you think that is a good principle when dealing with fishing boats and gear, which are so perishable?—We have to take risks in all kinds of things. There is a lot of risk.

35. Could you fix the sense of responsibility on, say, eight men forming the crew of a light trawler?—I think you could.

36. Or would you fix it on one man who runs ten, and whose interest it would be to watch the boats and gear and see the men did the work?—I think it would be better to have each man feel he was partly responsible for the boat and gear. He would be more likely to put forth more effort when he would feel a certain responsibility than if it was thrown on somebody else.

37. But is not the responsibility that belongs to three or four less light proportionately than one-third or one-fourth would be on one man?—There is another educational principle involved there. There is a certain amount of co-operation, and it would be up to education in the wider sense to develop that feeling of responsibility and make each man feel he was responsible. If you can develop that I think you have got over the difficulty.

38. Do you think it likely that the Ministry of Fisheries would think it their duty and their expense to give that education?—I am afraid the Ministry of Fisheries have enough to do.

39. Have you had any experience of boats and gear which have been given like that or left at another or on the beach?—I have known times when the Congested Districts Board used help and do their best to produce as much as possible from the sea.

40. I suppose you have a general knowledge of the

Gaeltacht up in Tircornail?—I have a general knowledge.

41. You know the psychology of the Irish speakers up there to a certain extent?—I suppose I do.

42. Have you ever been thinking what from the outside would be necessary to vivify their interest to the extent that they would become aggressive?—You would have to take two divisions—the old people whose ideas are already formed, and the young whose ideas are not formed. I am afraid you cannot do very much to change the older people. The younger rising generation, whose ideals are not yet formed, are the only hope.

The whole question is one of ideals. If you can get them to create ideals that see beauty in Irish and all things appertaining to Ireland, you will have no difficulty.

43. Would it be possible to create an enthusiasm for Irish as that would ensure it being kept alive at home and in their social intercourse and in their intimacies where they might have English for commercial matter-of-fact purposes?—I think there would be no difficulty in creating enthusiasm if it was approached in the right way.

44. Do you think the two languages could be dissociated?—I do not think English would interfere with the enthusiasm or ideal. It is all a matter of education. The great period for the formation of ideals is the adolescent period, from fourteen up, and if you could get children of that age to take an interest in the language and local history, place names, and start with the immediate concrete life they have around them, and gradually work on to the country's outstanding characters and influence their outlook in that way so that their whole ideal would be an Irish-speaking Ireland, with an Irish Government, I do not think a knowledge of English would interfere in any way with that.

45. We had a rather interesting point yesterday, and it is this—that the migrants from Donegal who go to Scotland have an English-speaking atmosphere there. They use English with those who employ them and they use it coming back on the trains, and when they hand in their ticket at the railway station that English is closed from that period. They use Irish for the remaining six months at home. Do you think it would be possible to put Irish on to a compartment by itself? Would that be psychologically possible?—I think so, and I think that practically nothing else would be. You would have to deal with the outside world, and for some time we should have to use English.

46. Could they deal with the outside world in English language without finally surrendering their own?—The whole question is one of habit and association. They form the habit of using Irish in their own environment, and the habit is associated with it, and as long as they remain there the habit if properly formed continues, but when dealing with an outside environment they have to form a new habit, which would not be as strong as the habit they were practising every day. It might only be an occasional habit and naturally the stronger habit would prevail where they spoke Irish in their own homes.

47. Do you think the people are capable of that, or will they have to get a lead from those they look on as leaders and their social superiors?—In the past there were a number of influences at work, and those they looked upon as superior used English, and naturally that would affect them because they would feel they were inferior to those who used English and would try to be equal to them by using English themselves. If those who are looked upon as their social superiors use Irish, naturally the people who feel they are inferior will follow their lead.

48. In the ordinary country life who would those be?—Shopkeepers, public officials, and the clergy.

49. Those are the men who usually get a secondary education, are they not?—I am not sure that the shopkeepers do.

50. Well, to a certain extent, the shopkeepers' children will get it now?—Yes, and the priests.

51. What provision should be made in their education to ensure that they will be Gaelic social lights in

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their own places, when they go home—priests, people engaged in ordinary commerce, people more or less likely to become local doctors?—What I suggest as regards the secondary schools when candidates come to be trained there that the medium of instruction be Irish. They would certainly have a foundation, and a good deal would depend on chance after that because they would not finish their education there—at least doctors and priests would not, and a good deal would depend on the influences that would be at work afterwards in the colleges in Dublin and elsewhere.

52. All these things affect the life of the Gaeltacht?

They do, and the influences are from many sources.

In regard to secondary schools and secondary education—I mean secondary in the very widest sense—post-primary education and the provision of it for the Gaeltacht, have you any particular ideas or suggestions to make as to making that available?—In the first place I should say something about the idea that seems to be uppermost in the minds of most people connected with education, and that is the idea of continuation schools. They seem to be somewhat discredited in recent years. I wonder have you read the book by Whitehouse. He emphasises the fact that the State should establish elementary schools and make secondary education available for all citizens. Of course that is an ideal of the future.

53. But what class of technical education?—He meant secondary education. The child was to be in the elementary school up to 12 years, and from 12 to 16 in a secondary school. The school age was to be raised to 16.

54. Are you aware that that kind of idea is in practice in several European countries?—Secondary education is a class education, and the only place where you have a real democratic education is America.

55. You mean that it is free?—In the sense that the State provides for it.

56. Is it not so in Sweden?—I do not know in recent years, but I know in Germany and France it is the same as at home—a class education where people have to pay fairly expensively for it.

57. As far as you are aware, do you know that any secondary education is available at the doors of the Irish-speaking population in Donegal?—There is none of the secondary education I have in view and which would be of service to the revival of Irish. There is none available in that district. Of course you have a very good secondary school at Letterkenny, but it is not free.

58. And how far from the Gaeltacht is it?—Well, you have the Gaeltacht practically up to Letterkenny.

59. Is it a residential school?—It is; it is a diocesan college. What I mean is it would not be a help to the people I have in view—those who speak Irish from infancy. It is only for those who can afford to pay for it or who get scholarships.

60. It comes to this—that as far as the large Gaeltacht of Tírconnail is concerned the native Irish-speaking children have no opportunity of getting anything but the ordinary primary education?—That is so.

61. Except those who have enough money to go away and get it?—There are very few of those.

62. Is it desirable to provide that class of education in these districts?—I have emphasised that, and I suggest here that the secondary school should be provided. I should say one secondary school, and that it should provide for the people who will probably become teachers and civil servants—the people who would rise to some position of power and influence in the State.

63. Would you wish they should be for those who wish to enter professions only, or would you seek to provide secondary education for the people who would not require it for those things but just for cultural purposes?—That would be the ideal, but I am afraid it could not be realised at the moment.

64. Your idea would be to make them residential schools?—No, it would not. My idea is that the school should be in the centre of a purely Irish-speaking district and that the students attending it should be allowed to scatter themselves amongst the native speakers and perfect their knowledge. Of course there would arise the question of discipline.

65. Is there a suitable place down in that country for lodging outside students?—I think the question of lodging would not be so difficult. It would be a question of proper school supervision.

66. Are you aware that the Ministry of Education have some scheme of their own?—I see they have some scheme of preparatory colleges. The principle underlying it seems to be this—that the preparation of candidates for teaching is a kind of apprenticeship, and I say in this thesis that the best apprenticeship for teaching is a broad, wide, general education. Let me explain exactly what I mean. In the case of the teacher, who has to deal with the unstable mind that is always changing from one stage of mental development to another, the best foundation for his work is a broad, wide, general education that would enable the would-be candidate for teaching to study the child mind and review the results. It follows that after the secondary education students should be sent to the University to study education instead of a training college.

67. I do not think the Minister for Education is anxious to have people in his college who would be in striking reach of the University, within the ages of 14 to 18?—Your University age is 17.

68. After these preparatory school courses there are to be two further years of training or University or whatever they like to be at business, preparing material for the training colleges?—I have had experience of a good many teachers at Irish colleges and I have been enabled to notice the difference between individuals. We have not very many teachers who had opportunities of getting a secondary education—we had a few—and I could not help noticing that those who had the advantages of a secondary education seemed much more educated and able to grasp problems better than those who had not.

69. Do you not think it would be better to give them all a secondary education?—It all depends on what you mean by secondary education. The more advanced courses of subjects usually taught in national schools—I do not think you could call that secondary education.

70. In giving secondary education facilities in the Fíor-Gaeltacht, outside the question of providing teachers, should it be definitely directed towards providing better officials, civil servants, and Local Government and all that?—I should say so if the idea is to have those who have a good knowledge of Irish play an important part in the administration of the country.

71. What do you calculate will be the influence on the whole district of providing such facilities for their children to find a livelihood in Ireland, and that these facilities are given them solely and purely because they are Irish speakers at the moment? Do you think it will influence their view of the value of Irish?—If Irish rises in value in the estimation of the people who speak it, naturally they will continue to make more use of it.

72. Can it have two values—one commercial and the other respectability, you might say—as a result of these things?—I do not know that in practice you could make a distinction, though in thought you might like to.

73. Would they come afterwards to look upon Irish as a purely commercial asset, with no roots in their hearts and no grádh for it beyond what they would have for mathematics or other subjects?—It is our ordinary experience that where we begin to study a subject we begin to be interested in it, and in the same way we should get interested in the language and get a grádh for it.

74. Do you think the rehabilitation of the language in the public estimation will react on the whole district where it is spoken?—It will be one influence.

75. Are you acquainted at all with the officials of the Gaeltacht?—No, I do not know very much about the officials except the teachers. I should say that all the teachers that have come within my experience were very enthusiastic and really desirous of making the language the language of the country. The teachers that come down to us to Claghaneely are really all hard-working teachers and as enthusiastic as possible for the promotion of Irish.

76. Mr. Hanly.—You say these divisions are made

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in the beginning are based entirely on percentages. Is percentage a sound basis if we are to make divisions? If you take the breac-Gaeltacht where you have down to, say, 25 and 40 per cent., would not the spirit of the locality be really more important than a percentage, and if you take a place outside the Gaeltacht altogether, and outside what we know as the breac-Gaeltacht, might you not get a district where you would have a very small percentage of the total population speaking Irish but where you will have an infinitely better spirit than in the breac-Gaeltacht. Take Dublin, for instance, would you be inclined to make Dublin breac-Gaeltacht from our point of view—even though the percentage is very small, still there are several hundred native Irish-speaking children and there are probably more enthusiastic revivalists in Dublin than there are in the whole breac-Gaeltacht put together?—All this is quite true, and it did not occur to me before, but this question of enthusiasm is really an important one.

77. *Mr. Moriarty.*—Have you given thought to the question of the position of people in the Gaeltacht of Tírconnail—could you give us any indication as to how the Government could set about improving their life generally speaking?—I am afraid we will have to fall back again on education. There are several stages of existence that we could discern. There is the mere animal existence and the existence of the poor people where it is a struggle to get as much as will keep body and soul together. Where it is a question of struggle there is not very much time for higher culture or for the development of ideals. The first law of Nature is to keep alive, and where necessity makes that law so strong that all the effort is devoted to keeping alive there is no leisure. In the Gaeltacht it is really a question of keeping life and soul together and there is not very much time for the cultivation of higher ideals, and until the Gaeltacht becomes economic and independent—which is probably something we shall not see—I am afraid very much cannot be done, but in a general way the people might be educated to form higher ideals and an opportunity given them to engage in higher pleasures. If they do not get the higher pleasures it is likely—in fact it is certain—they will betake themselves to the lower pleasures.

78. You are looking to the psychological side—the economic side. What I want to know is have you any concrete suggestion as to how the Government or a society could improve the economic surroundings—would you suggest that the Government should have a tariff on the tweed industry and put the people on economic basis?—I am afraid that would not be very much better, because they are only earning 2s. 6d. a day, and that would not give much opportunity for leisure. The only possible industry that might improve them is the fishing industry, and that is so unstable and uncertain that several years may pass without anything being got and in another year there may be plenty. I think this is the only hope.

79. You are in favour of divided ownership of the fishing boats. In the Congested Districts Board for many years they ran a system of divided ownership, and one of the reasons they discontinued it was that the sense of ownership diluted down to one-sixth of the boat and was so weak that the fishermen had no interest in the boat; so I am afraid the divided interest you suggest would hardly bear out in the light of experience. Would you be inclined to think that a man who owns a boat himself would be more inclined to take greater care of the boat and the gear and fish more strenuously?—That is quite true. The whole question is one of selfishness. I suggest that these men should be educated to get rid of selfishness and develop some form of altruism, but I am afraid it would take a long time to reach that stage.

80. *In Seabhar.*—In going through the Gaeltacht in Tírconnail you have along with many others found a great deal left of the traditional culture and lore and, you might say, literature which was not exactly in books?—That is so.

81. You found also music and dances in certain form?—Yes.

82. These things serve to make up the cultural life of the Irish-speaking population that has weakened a good deal?—Yes, with every generation.

83. Do you think that there should be re-established

certain phases of that culture, let us say, music—the ordinary playing fiddle and the bagpipes and the flute? Do you think that the education in music given in the national sense is at present a musical culture at all?—I am sorry, I cannot speak with any authority on music.

84. From the abstract point of view, do you think an effort should be made to retain what is left of it?—An effort should be made to maintain what is left of it, but the difficulty is no two authorities are agreed as to what Irish music is.

85. Do you think it is not sufficiently important?—I think it isn't. I think it should be the aim of the school to make an effort to raise the musical culture of the rising generation.

86. But should an effort be made to provide a culture? In Ireland, under the circumstances in which we find ourselves, if we do not provide it ourselves it will come off gramophone records from the worst type of entertainment that come from London?—I really think the traditional music would appeal more to the Gaelic mind than any of the new music that you get in the schools now.

87. But knowing that, do you think that Gaelic music will be wiped out?—It will be wiped out certainly if no effort be made to restore it.

88. And do you agree that would be a national loss?—I think it would in that all the cultural study would be lost.

89. To go on to another phase of it—folk lore. Do you think our folk lore is sufficient, if it was treated properly, edited properly, dished up and served properly, to fill the minds of the country without having to depend on what they read in European fairy tales?—In recent years there has been a reaction against folk lore, because in the early days of the Gaelic League all the literature that was being published was folk lore, and people in the Gaeltacht, as we call the people who were being brought up on English culture, could not appreciate them—they wanted something in which there were new ideas, and they got tired and more or less disgusted with the folk lore.

90. I am thinking of folk lore as folk lore and in its own proper department. You know that folk lore stories are often the life of children from the ages of three and four until they are ten, and that it is all we are getting in this country at the moment is not Irish, it is anything else but Irish?—In most of the folk lore stories I have seen you get parallels in European folk lore, and, apart from the children, they have a certain value for scholars. I mean if you want to trace them to their origin—how is it you find the same in Donegal and Hans Anderson? The proper culture for children is supposed to be the culture that is to be found in folk lore.

91. There is a great mass of our own in Ireland?—Yes.

91A. Which has never been traced properly for our children at all, and, as you are aware, folk lore for English-speaking children now is a matter of tradition, whereas our folk lore has been orally transmitted. Do you think that should be done—an effort made towards it?—I think so, and it should form a very important item in the literary work of the school.

92. Do you think that in the secondary schools or other schools may be set up any time in the future the question of music and a few other of these qualities which would go towards establishing a kind of culture at any rate should be considered?—If these schools are set up any time they should be an influence in cultivating what is left of the national culture.

93. How would you use them for that purpose?—Supposing you had a secondary school; you have to decide what subjects shall be taught there. Naturally the medium of instruction will be Irish. The question of other languages such as Latin and French and English and perhaps German and then you could have nature study—science. Some students would be doing one and some others, and you would have music and mathematics. But somehow I think there is too much being made about mathematics. There is an idea that mathematics is a great trainer for the reasoning, and as a matter of fact mathematics trains in mathematics. It does not give you a general idea. It was thought that if a man got a training in Latin

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he was capable of taking up any position, while as a matter of fact Latin only trains in Latin. If we were to grasp the meaning of a lot of the nonsense we hear about mathematics, that subject would be given a subordinate place on the programme. Mathematics are useful, and should be taught to the extent that it helps a man to get on in life, but more stress should be laid on the Humanities.

94. *Mr. Moriarty.*—Would you not think that mathematics would stimulate accuracy and clearness?—Yes, they would, provided the student forms his own ideal of accuracy. One man will be accurate in his dress and another in his writing. There is no such thing as a general faculty of accuracy.

The Commission adjourned to Tuesday, July 7th.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile ag 6 Sráid Fhearchair, Ath Cliath, ar a deich a chlog, Dia Mairt, 7adh Iúil, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathaoirleach), Pádraig Ó Siofhradha (An Scabbac), L. C. Moriarty, Joseph Hanly, An tAthair Seaghan Mac Cuinnigean, Micheál Ó Tighearnaigh, T.D.

D'éisteadh—

AN TATHAIR TADHG Ó CURNÁIN (Diocesan Inspector, Diocese of Kerry).

AN TATHAIR DONNCHA Ó BROSNAICHAIN (Colaiste Bhreanain Naomtha, Cill Airne).

AN TATHAIR DONNCHA Ó DONNCHADHA (Fearainn Uí Bhain, Droichead Banndan, Co Corcaighe).

Bhí an Ráiteas seo leanas ó'n tAthair Ó Curnáin i lámharbh na gCoimisinéirí:—

GAEDHEALTACHT FHAIRCHE CIARRAIGHE.

G = fíor Gaedhealach. G+ = Gaedhealach ach an Gaedh, ag tosú ar mheath go tapaídh. Bgh = breac Ghaedhealach. bgh+ = an Ghaedh, imthighthe ar fad nach mór. E = Galdadha.

De réir na scoileana agus na dutaighe 'n-a dtimpall.

Uibh Reáthach. Paróistí agus Sgoileana	Gaeltacht nó a mhalairt.	Nótaí
1. <i>Paróiste Chathair Sainbhán</i> Scoil Cuain Ona (Coonuna) „ ar na Ceallaibh (Kells) „ na Faille Móire (Filemore) Tír ó mBaoghail (Tiromoyle) Achad Tiobrad (Aghatubrid) An Cathair féin } — dá sgoil } Cnoicni } Kimego }	BG+ BG 7 BG+ Bg+ bg+ bg E E idir Bg+ 7 E.	Tá paróiste na Catharach imthighthe nach mór. Tá fíor-bheagán breac-Ghaedh.
2. <i>Cathair Domhnail</i> Bun 'an Fhír Cathair Domhnail Farran iarach Lothar An Gleann Mór	idir E 7 bgh+ bgh+ 7 bgh G. G. g+ bg 7 bg+	An cuid de'n pharóiste seo i gcomharsanacht pharóiste na Snaidhme go tapaídh ag meath sa Gaedhilg.
3. <i>Dromaid</i> Cathair Sabháin Doire Eanna Cill Mic Ciarain Maistir Gaoithe Caisleac Spuncan (1) (2)	G 7 bgh G G. g+ G. (1) G. (2) bgh 7 E.	
4. <i>An Phriareacht</i> Baile na Sgealg Imleach Druigheanach Imleach Mór Imleach Péiste An Gleann Cill Rialaig Port Mhic Aoidh	G 7 g+ bgh 7 g+ G 7 g+ bg+ bgh+ 7 bgh G bg 7 bg+	An taobh thuaidh de'n paróiste i gcomhangar na Catharach an Gaedh, ag meath na imthighthe ar fad i measc na n-aos óg. An sgéal céadna sa Gleann. Tá an Gaedh go bríomhar ar an taobh theas den chnoc ach fíor bheagán i gcomhangar an Chuireáin.
5. <i>Dairbhre</i> Baile Thiarnaigh Cúfora beag Baile an Rídire	idir bgh 7 bgh+ idir bgh 7 bgh+ bgh+ 7 E.	Is gearr go mbeidh an Gaedh. marbh i nDairbre.
6. <i>Gleann Beithe</i> Leitir Gleann Bheithe Curraichin Corrach beag Bun Glaise }	bgh 7 g. bg+ bgh+	Is beag duine ar taobh Gleanna Carthaighe fe bhun a dacadh blian féadan Gaedh. a labhairt. Tá aon chuine amháin ar thaobh Gleanna beithe go labhartar fós i ach i bheith ag dul i néag go tapaídh annsan féin.
7. <i>Cill Orglan</i> Aon dutaigh amháin An Cromán	idir G 7 bgh	Teidheann buachaill 7 cailíní na h-áite so go Ciarraighe Thuaidh ag cur agus ag baint an fhoghmhair. Tá san ag marbhú a gcuid Gaedh.

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Uibh Reathach Paróistí agus Sgoileana	Gaeltacht nó a mhalairt	N tá
<p>8. <i>An Tuath</i> Aon dúthaigh amháin, fé bhun na gCruch nDubh atá ag seasamh fós timcheall scoile an Guirtí Buidhe</p> <p><i>Dúthaigh an Daingin</i> Baile an Fheirtearaigh na sgoileanna go léir } 9. <i>Daingean Uí Chuisse</i> An Daingean (an baile) Cill Mhic a Domnaigh ceann Trágha na Gleannta Lios Póil an Mhionárd</p>	<p>bg.</p> <p>G.</p> <p>idir bg 7 bg + G. bg bg. idir G 7 bgh idir G 7 bgh</p>	<p>Sa cuid eile den pharóiste níl focal Gaedh. á labhairt ag éinne fé bhun 50 bliadhain.</p> <p>An paróiste seo go fíor G.</p> <p>Sa chuid den paróiste atá i n-aice bhaile an Fheirtearaigh tá an Gaedh. go h-áluinn. Timcheall an daingin féin tá si ag meath. Tá tosnú tagaithe ar an meath amach ón gcothair ar taobh Leasa Póil agus na Mináirde.</p>
<p>10. <i>Caisleán an Ghriadhre</i> Baile Dubh Baile Uí Dhuinn An Clochán } An Macaire Achadh Caisle Caisleán an Ghriadhre }</p> <p>11. <i>Abha na Sgál (?)</i> Breac Chluain Cillíneach Luachar } An Camtha Soir ón gCamhta i bparóiste Tráighlí tá. dúthaigh timpeall ar sgoil Doire Mic Aoidh (Derryquay)</p> <p>12. <i>Caisleán na Mainge</i> Fadhbach Caisleán na Droman } (Dúthaigh Néidíneach)</p> <p>13. <i>AN SNAIDHM</i> sgoileanna na dúthaighe go léir</p> <p>14. <i>Neidin</i> Graigh na Gréine Leitir</p> <p>15. <i>Cill Gharbháin</i> Cúil Nua Choill (1) Drochad Uí Mhodhra Seandrom</p> <p>16. <i>Gleann Fleisge</i> Cnoc na Bró</p> <p>17. <i>Tuath O Siosta</i> Gleann Mór Láithreach Caladh Ros Leithead Cumhar na gCoileach } Damh Ros</p>	<p>idir G 7 bg</p> <p>bg+ 7 E.</p> <p>idir bgh 7 bgh+</p> <p>E.</p> <p>bg+</p> <p>idir bg 7 bg+</p> <p>idir bg+ 7 E.</p> <p>idir bg 7 bg+</p> <p>idir bg 7 bg+</p> <p>bg. bg+ bg+ 7 E.</p> <p>bg.</p> <p>G 7 bgh. G 7 bg+ E. G. bg+ E.</p>	<p>An taobh thiar G go léi an taobh thoir E. ian Iar idir eathora.</p> <p>Nil an Gaedh. marbh ar fad fós sa taobh thiar don pharóiste sin.</p> <p>Nil ach iaracht de breicine ar an bparóiste seo go léir.</p> <p>i geomhangar Bhaile Mhúirne</p> <p>i geomhangar Bhaile Mhúirne</p> <p>Tá an Gaedh. go binn ag na daoine fásta suas go mór mhór i measc na ngleann.</p> <p>i geomhangar Neidíneach níl Gaedh. ag na h-athracha na na maithreacha féin.</p>
<p>CO. CORCAIGHE</p> <p>18. <i>Gleann Garbh</i> Doire Conaire An Gleann (Youngfield) }</p> <p>19. <i>Eadar dhá Ghobhail</i> Doire an Cairn Tragh Fraiste Eadar Dhá Ghobhail</p> <p>20. <i>An Mianach</i> Marbh is gach ait ach Rinn Troisg</p>	<p>bgh+</p> <p>bg bg+ bg+</p> <p>bg</p>	<p>i mbaile an Gleanna Garbh féin níl aon Gaedh. á labhairt.</p> <p>Ní fada ó fuair si bás annso tá si ag a lán daoine oriona ach is anamh a labhartar i.</p>

Cuid des na nithe fé ndeara an Gaedhílg a bheith ag dul i n-éag. Ní le fuath don Gaedhílg ach mar mháithe le n-a
gclann a labharann Gaedhílgéoirí Béarla le n-a gclann.

1. Is féarr an Béarla dar léo chun a mbeatha a bhaint amach. A lán den cheart aca.

2. An Púncánach.

3. Tá an Béarla na rígh i nEirinn agus geilleann an Ghaedhílg do i geomhuidhe. Is minic a loiteann an Béarlóir
amháin dúthaigh Gaedhealach rudaí féadfaí a dhéanamh i láthair na huaire.

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AN TATHAIR TADHG Ó CURNAIN, *examined.*

1. *Chairman.*—We have had your statement which refers to the Gaeltacht and breac-Ghaeltacht. Is there anything you would like to add to it now?—The diocese of Kerry includes, of course, a little bit of Cork.

2. What we are anxious to get at is what we could do in the way of administration and education, and on the economic side, in order to retain the Gaeltacht, and to see that, educationally and industrially, its population will be so secure that the language will develop and spread back to the country?—Our particular object ought to be to save the Gaeltacht and try to make the breac-Ghaeltacht as Gaelic as possible. Every year you have an invasion going on in the Gaeltacht, especially by marriage. English-speaking women get married into Irish-speaking districts, and wherever they go, the household that was perfectly Irish-speaking before, becomes for ever afterwards completely English-speaking. The principal thing should be to try to spread out the Gaeltacht as far as possible. In my statement I say that there are only two districts in Kerry that might be called Irish-speaking, that is west of Dingle and a bit around Dingle, and parts of three parishes south of Caherciveen. Of course, in the rest of the county there is some Irish spoken. But for all practical purposes it is dead there. The children know no Irish at all. They never hear it, although their parents might be well able to speak it. I have given a list of the breac-Ghaeltacht areas.

(a) With reference to education there seems to be a good deal of brains in the Irish-speaking parts of the country, and I think they would be able to give teachers to the breac-Ghaeltacht. You ought to be able to get plenty of girl teachers who would teach in the breac-Ghaeltacht. They would speak nothing but Irish to the infants of the breac-Ghaeltacht, and if they hear Irish spoken all day, naturally they would pick up a conversational knowledge of Irish that would last their whole lives. At present there are teachers who have got bilingual certificates, but whose conversational knowledge of Irish is very limited. I was talking to a parish priest in the Gaeltacht and he told me he would be able to give more than enough of these girls to the county. If all these preparatory schools that are spoken of are established in the Gaeltacht there should be a condition made that these girls be not asked to pay anything or very little, because they are very poor. This priest said it would be well worth the money to have them trained free. They have the brains all right, and they have the Irish language.

(b) On the economic side these places are very poor, and when the children are old enough they go to America. Their eyes are on America. Their friends in America send them their passage, and unfortunately, all these people who go to America write home and tell their people for God's sake to speak English to the children as it is the dominant language. So you have America on one side and administration and education on the other side. Not many of them go to secondary schools, but if they do they have the same difficulty as in the training colleges. This parish priest to whom I was speaking suggested to me that it would be no use teaching the girls in Ballyferriter how to make lace, but that it would be very useful if they were taught how to make fishing nets. They have to get their nets from Belfast. The men learn how to repair the nets and they spend a lot of time at it when they could be better employed. He told me to make these suggestions to the Commission. That is to say, that industries that would help the people to make things for themselves would be more useful than trying to make anything that could be exported to other places. These are the principal suggestions I have to make. You can see from the map what districts are Irish-speaking and what districts are not Irish-speaking. I have not gone into percentages at all. What I find about the children is that some of them go to school without any Irish. Their parents don't speak Irish to them. They learn Irish at the schools and after a while they learn enough to be able to speak to the people in Irish. The bilingual schools have saved the situation in one sense, but in another sense they have ruined the situation by giving a knowledge of English, but, I suppose, they would get that anyway. If Irish-speaking girls were sent to the breac-Ghaeltacht as teachers of infants, and spoke all Irish to the children, they would get a very good knowledge of Irish in a short time. It would give the girls something to do and would make them more Irish than they are.

(c) Unfortunately the girls ... to

learn Irish than the boys. In some districts the young men speak all Irish to one another and the girls you meet in the same place speak English. The girls don't make as much use of the Irish language as the boys do. I think they feel ashamed of it. I heard girls from the *fior-Ghaeltacht* trying to pretend that they knew very little Irish, but the English was so bad that anyone would know that they spoke some other language. If they could be got to teach Irish to the children it would be a great help.

3. When you speak of girls like that, are they the product of the ordinary national schools or of the convent schools?—Of both. There are very few convent schools in the Gaeltacht. As a matter of fact you have no convent schools in the real Gaeltacht. Of course you have Gaeltacht girls coming into the convent schools, girls who know Irish very well and speak it at home, won't speak it to one another outside.

4. You speak of getting native Irish-speaking teachers for the breac-Ghaeltacht. Are you satisfied with the schools in the *fior-Ghaeltacht* and that the teachers you have are good native speakers and have the necessary good conversational knowledge of Irish to enable them to get the best results?—Not in all cases. The National Board Inspectors would be able to show what teachers are not able to speak Irish properly. There are certainly some people in the *fior-Ghaeltacht* who have very little knowledge of Irish.

5. Would you be able to suggest a percentage to give us your impression of the position?—That is rather a difficult matter. The great majority of the teachers in the Gaeltacht, I think about 70 or 80 per cent. would know Irish very well in the real Gaeltacht itself.

6. In the breac-Ghaeltacht what percentage of the teachers are from original native-speaking schools?—It would be very hard to say that. I am afraid the majority of the teachers in the breac-Ghaeltacht are people who have learned Irish from books, and who probably have a good literary knowledge of the language and have not a conversational knowledge good enough for dealing with infants especially.

7. You fear that teachers of that type are conducting bilingual instruction?—They are. I suppose they are doing it fairly well in giving a literary knowledge of the language to the children, but I am afraid they don't know enough conversational Irish to deal with infants especially.

8. It has been suggested that in some portion of North America, where English and French create a bilingual position, the teacher whose home language was not French could not give satisfactory instruction either primary or secondary to people whose home language was French?—There is a good deal in it, but I don't think it would be always true. I think you would be able to teach them the ordinary subjects after they had grown up. You could teach them mathematics, for instance.

9. You think it may be a very reasonable theory in the earlier stages where conversation plays a very large part?—I should say it should. From our point of view the future of Irish in the breac-Ghaeltacht, I think we ought to have teachers who are perfectly at home in the Irish language and who knew all the niceties of the child's conversation in Irish. If children were taught by such a teacher in the beginning it would be a great help to them. They would never forget the Irish they would hear from a real native speaker. On the other hand they have a lot of technical terms from persons who don't know Irish well, and they hear a sort of broken jargon of English at home and they forget. I think they would grasp the language much better if they had a real Irish-speaking teacher.

10. You think it is more important in the lower standards in the schools than in the higher?—I think so, because that is the time they are most impressionable.

11. Do you suggest in making the schools in either the breac-Ghaeltacht or the Gaeltacht more effectively Irish than they are, and with the minimum amount of dislocation, that the introduction of that type of teacher for the young grades in the school would be a good solution?—I think so. That is my idea.

12. With the introduction of the Compulsory Education Act in the near future increase the attendance at the schools in Kerry to such an extent as to warrant additional assistant teachers?—It is hard to say. In a district like that it is impossible to work an Act like that, but in the Gaeltacht that would be the result. You have widely scattered districts, and there are seasons of the year when they cannot come. Take

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the fishing districts. If there are big takes of fish the parents won't allow them to go because it might mean the loss of a lot of money to them. If the Act is enforced as it was enforced by the old Government it would be a farce. The school attendance officers were paid a salary that would not allow them to go around more than six or seven times a year. They simply took a list of the children and warned the parents and no more was heard about it. In certain districts they may have been brought to court and fined or threatened with fines. I heard people say that the attendance was better before it than after it.

13. Do you suggest in getting Irish-speaking teachers to build up the purely Irish-speaking stock that in the period of training they ought not be asked to pay?—Yes, or pay the least possible amount.

14. These preparatory training colleges will be residential and there would be books necessary, do you suggest they should get their keep, books, and instruction free?—Well, as near as possible, because they are very poor in the Irish-speaking districts and they would be worth the money.

15. Have they a turn for teaching?—Indeed, they have. There is no doubt about it. They are supplying teachers all over the country.

16. The number of places in a preparatory college might necessarily be limited. Have you come up against the desire on the part of people in English-speaking districts to get Irish-speaking nursery maids or governesses at all?—That would be much the same as I suggested about young children being taught by native Irish-speakers.

18. Have you come up against such a desire?—No, because the *braic-Ghaeltacht* is the most unpatriotic part of the country as far as the language is concerned. The old people have the Irish and they don't want their children to learn it.

19. There does seem to be a desire to get girls from the Gaeltacht. Do you think there would be girls in the Kerry diocese who would be prepared to train themselves to teach young children?—I think there would, if they thought there was an opening for them.

20. It would probably provide as big an immediate opening for girls as the preparatory training colleges?—A lot of these girls are going to America every year, and if they got any opening at all they would stay in the country.

21. As far as you know no systematic attention has been given in the Kerry diocese to provide for girls in that way?—No, but it would be a great idea if it were carried out. If the girls found they would benefit I think they would prefer it to going to America. A lot of these have no opening before them except America.

22. And they don't know whether there is any opening for them there or not?—No.

23. Can you say what percentage of any school population leaves the school area to find work, and what percentage of grown up population in any parish ultimately leave that parish?—At least half.

24. And in Kerry what would the other half get employment at?—Around the sea coast they get employment at fishing and in various other ways, and some go to the towns. Others take up the occupations their parents were at. There are certain parts where they go to north Kerry for farming work. In that way Irish has been killed in places where it was very vigorous a few years ago. They are even more English-speaking than in the County Kildare.

25. Mr. Hanly.—With reference to these girls you speak about going to other parts to teach young children, do you mean going as nurses or governesses or as servants?—My idea would be to get some of these girls as assistants in the schools where the teachers would not be good enough with the language to assist them with the younger children. Of course, going as governesses would be just carrying the idea a little further, and it would be very good.

26. Some of these girls come to Dublin and say they are employed because they talk Irish, but it is very difficult to get them to teach it. Do you think if they were trained, and if the idea of their employment was brought before them, that it would be difficult to get them to speak Irish?—The Irish-speaking girls want to pretend they know more English than Irish. Even when their livelihood depends on it they lapse into that old system they have learned.

27. That is not my experience of the western girls?—The fact is that the girls of the South don't like to speak Irish.

28. Have you thought about the economic improvement of the condition of the farmers?—Yes, and I don't know what to suggest about them at all. I can hardly call them farmers in the same sense as you people in the centre of Ireland farmers. Their holdings in a great many cases are uneconomic.

29. Would it be possible to make these holdings economic by the introduction of secondary industries and marketing facilities?—I have not thought that out, and I cannot make any suggestion.

30. An *Seabhadh*.—You know the two kinds of Gaeltachts we have in Kerry pretty well. You were born in one and you worked in the other. Do you think the same kind of problem exists in these two places. Let us take Dromod and Dunquin?—They are two different kinds of district. One is mainly fishing and the other farming.

31. Linguistically are they the same?—The language is much stronger in the fishing districts.

32. In dealing with them would it be necessary to have two different policies?—I don't know, but I think that the policy that would work in one would work in the other.

33. Do you think it would be possible to get so much into the goodwill of the people in the semi-anglicised parts as to get them to rectify the mistake of the last twenty years and to realise the consideration that the language had a monetary or market value?—I think if they were made to feel that it meant bread and butter for them they certainly would undertake to rectify the matter.

34. What is now anglicising them, take for instance the parish of Dromod?—One of the things is the village of Waterville. There is a cable station there, and you have people in it from all parts of the world. Then you have the American outlook and the marriage question. Caherciveen is completely anglicised.

35. Therefore it comes to this that all the outside influences tend towards the anglicisation of the parish?—Yes.

36. There is nothing tending the other way from outside?—That is quite so.

37. There are also influences inside, like the marriage question, that tend towards the non-use of Irish?—That is so.

38. Do you find like some of us have found in many places that that is going on, to a degree anyhow, subconsciously among the people?—Very likely they have got into the habit. Grandparents, for instance, speak broken English to children in Irish-speaking homes, and the children know neither Irish nor English.

39. What is the reason of that psychological evolution?—I am afraid it is the traditional system that has come down since the time the Irish language was persecuted. It is a sort of unconscious memory with them.

40. Do you find the habit fairly general in any Gaeltacht in Kerry for mothers and fathers to unconsciously use English to the little babe in the cradle?—That is the habit all over the Gaeltacht.

41. Do you think that it is done as a result of a determination on their part to do it?—I don't think so, I believe it is the unconscious memory of the other thing.

42. Is it possible to break that by any form of propaganda or teaching?—Possibly it could be done. It would be well worth the effort. The bread and butter influence is the only thing that will do it.

43. Do you think it is in the power of anybody in Ireland to do it?—In the past you had all the money on the side of the English language. Even still they think their children would benefit by knowing English rather than Irish. Up to the present every position in the land was open to a person who did not know a word of Irish, but no position was open to a person who knew nothing but Irish. That is all changed now, and probably will react on the situation, but the question is will it react in time.

44. Speaking of the Irish districts do you find that the people would like that the Irish language got ahead and was made much of?—I think they would.

45. Do they think it any part of their duty to lead in that direction?—I think they do not. They take the attitude of letting things slide.

46. If they find the language is made a great deal of and taken up in earnest by the powers that be, don't you think that people would be rather pleased?—I think they would.

47. What would be the result on themselves?—They might, of course, do something, but the great majority

would probably do nothing. The more advanced of them would help.

48. Do you find that there is a realisation on the part of these people in the Irish-speaking districts that they belong at all to the order of things in Ireland, that they are part of the entity of the State?—I suppose they realise that all right.

49. Do they feel that they are in it?—I expect they do, but they might not realise that fully. I don't think they feel it as they ought to feel it.

50. Do you think they are aggressive enough to claim their right to the good things?—If they thought they would get them I suppose they would.

51. Have they asked them?—They have not.

52. We have had it put to us that Boston is more the capital of the Irish-speaking districts than Dublin?—That might be so.

53. As far the connection of the Irish-speaking people with cities is concerned, is it not more with American cities than with their own?—That is true. All their young people have gone there. They get letters from them and they seem to know how everybody is getting on. They never hear from Dublin at all, except they might occasionally get a copy of the "Independent."

54. The system of education for the past twelve or fourteen years was bilingual. What was the result of that bilingually?—It worked very well in the real Gaeltacht and in the outer edges of it. It has helped to keep the Irish language alive.

55. What is the result of it on the scholars produced in their attitude to the Irish language?—I think it has been good, because if you had the old system continued you would have these brought with Irish spoken at home and none spoken in the schools, and all these places would be completely anglicised.

56. Do you think that the bilingual system extended the use of Irish more than the use of English?—I think in certain instances it did. In some other instances it helped to weaken the language. In the real Gaeltacht it gave them a greater power of English, but it saved the situation on the borders.

57. What was the value of the literary knowledge of Irish attained by pupils as far as the preservation of the language and the esteem of the pupils for the language was concerned? Has it raised the status of the language to any degree?—I think it has over a great part. They can read Irish and English. They can enjoy reading Irish books, a thing they could not do otherwise, and they feel a certain pride in that certainly. Even under the old National Board the children were all to get a reading knowledge of Irish. Some of them use it afterwards and some don't.

58. Have you found any case where in purely Irish-speaking districts and the more or less Irish-speaking districts that the children of non-English speaking parents got into the habit of writing from America in Irish?—There may be cases, but I have not come across any such letters.

59. Would it be the natural thing to do?—If they knew their people could read Irish, very likely. Their people might be able to read English, although they could not speak any of it.

60. What influences are at work at present in the purely Irish-speaking districts of Kerry that are tending towards anglicisation, and which, if they were changed, might tend otherwise?—I think we have gone over most of these things already.

61. Let us take administration, we have not gone into that?—Yes, there is the machinery of the old age pensions and the courts.

62. What parts of Kerry could be dealt with from the administrative point of view in Irish?—All west of Dingle, and those places in Cahirciveen I have mentioned. The whole of the parish of Dromod and the parish of Dingle. All the places marked red and yellow on the map.

63. Let us take the Dingle Peninsula. If it was ordered that all the work of the different administrative bodies, both local and governmental, should be done in Irish everywhere west of Annascaul, even the town itself, would it be carried out well?—Yes, I think so. It was carried out in English when they knew far less English than is the reverse case now.

64. In what part of South Kerry could it be done?—In the parish of Dromod and in most of the parish of Cahirciveen, and in the Cahirdaniel parish and Prior parish.

65. That would be three miles west of Cahirciveen down to Castlecove?—Yes.

66. Would that include Glencar and Glenbeigh?—Yes.

67. You could take in from Killorglin to the sea?—Yes, I expect you could.

68. Do you think that an Irish-speaking administration would be reasonably successful in all that part of South Kerry?—I think it would, but you would want interpreters.

69. Don't Irish speakers want interpreters now?—Yes.

70. And could we not put the boot on the other foot?—Yes.

71. You are not acquainted with the personnel of the administration down there?—No, I am not.

72. Have you heard any reports as to the effect of it?—No.

73. You are dealing with the school and you travel around to these?—Yes.

74. In the schools you do a lot of Christian Doctrine in Irish?—In the bilingual schools they have learned the Christian doctrine altogether in Irish. In some they learn the text of the Catechism in Irish and the explanations in English.

75. How many bilingual schools are there in Kerry?—About fifty, I think.

76. That are classified officially as bilingual?—Yes.

77. Of course that classification is gone now?—Yes.

78. And some of these were in the areas that might be considered *breaic-Ghaeltacht*?—Yes, and Liselton, near Ballyunion in the Gaeltacht.

79. I would like to get the history of that school. Did you find there that the children were any worse off intellectually or educationally for having the school made bilingual?—I don't think so. They were just as good as any other children. They were above the average, in fact.

80. They had mastered the use of Irish, and it was possible for them to use it as their every day language?—Quite true.

81. And that came from the efforts of one man?—He was a man who worked so hard that he killed himself.

82. That is a particular case in point that might be used as an example of what might be done as a result of special effort. You are satisfied it was up to the standard of any school in the district?—Certainly.

83. How do you find it as regards Christian doctrine?—Highly satisfactory.

84. And the schools that did not do anything for Irish were not any better?—No.

85. Were there any other schools like it?—Yes, Miltown Convent, Rathea Boys' School, Knockanure Boys' School, and Lisavigeen. These places, as far I could see, approached very near the standard of Liselton.

86. How would you classify these schools from the point of view of efficiency?—Highly efficient.

87. The special teaching of Irish they got did not affect them at all for the worse?—I don't think so.

88. Besides being up to the standard in English they got a thorough mastery of Irish as well?—I would not say a thorough mastery. They certainly got a good grasp of it. They were all able to speak fluently in Irish.

89. You mentioned a while ago that the girls have a different outlook on the Irish question from the boys, do you find that fairly general?—I find it fairly general in Cahirciveen and in West Dingle also.

90. Have you any idea of the reason of that?—I really don't know the reason.

91. Do they know the reason themselves?—Possibly it is done unconsciously. It might be the same reason that makes the grandparents, who know little English, try to speak pidgin English to the grandchildren.

92. Do you think the schools have had any effect one way or the other in that particular way?—Some of the girls have been influenced for the better.

93. As between the men and women teachers, are the men more thorough in their enthusiasm for Irish than the women?—I would not say that. They are fairly equally divided on the matter.

94. What material benefits to Irish-speaking children in the Gaeltacht would convince the people in the Gaeltacht that Irish should be maintained, and that it would be part of their duty, in the first instance, to speak Irish all the time at home?—If they felt that their position in life would be improved they would be satisfied.

95. Have you thought of any method by which we could convince them of that?—One of the things I told you of before would be these preparatory colleges.

96. Is there any other service that might have a

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certain section set apart for them? You cannot make teachers of them all?—No.

97. Do you think they are getting their proportionate share of the Garda Síochána appointments?—If they are not, it might be due largely to themselves. At the beginning there was propaganda by the anti-government forces that prevented them joining.

98. *Chairman.*—Do you think that as a result of that there are less Irish speakers in the Garda Síochána than there would otherwise be?—Yes.

99. *An Scúthac.*—I know people who were threatened to be shot if they joined the Garda Síochána. Do you think if a certain proportion of places were reserved to take men from Irish-speaking areas that would be a consideration?—It would be a great consideration, and these people could be used for administration in the Gaeltacht.

100. Would it be better for the Gaeltacht, generally, if they got the same facilities for being educated for the Civil Service as the people of the Galltacht have?—If they had equal facilities they would hold their own?—From the point of view of brains they would hold their own. As far as I can see they have no facilities for education outside primary education.

101. Could that be improved?—There is room for improvement.

102. Do you think that if they got the educational facilities which are available for every little town in the Galltacht that the Irish-speaking people would get their share, and possibly a little more of the public appointments?—I think so.

103. Would that be a firmer basis to put things on than by giving them advantages, because they were merely Irish speaking?—It would be a safer way, but so far they have not the opportunities that other people have.

104. Have you thought out the question of transferring sections of them to better land?—I don't think it would make any difference to the language, because the children of these people would speak only English after the first generation.

105. Are you convinced of that?—I have seen instances of men migrating from Irish-speaking districts to other places and losing the language. It might be different if a colony of 100 families were transferred.

106. If such a colony were transferred would they hold out in the altered circumstances in Ireland?—I think they would. If that were done there would be little islands of them here and there, with good effect on the English-speaking people. They might hold out for a generation or two, but that might be sufficient.

107. As things are going at the present moment, and no change is made, how long will there be any Gaeltacht in Kerry?—At present there is no change for the worse in Ballyferriter. I think there is an improvement in recent times.

108. That is rather good news?—In Dromod parish I don't think there is any change for the worse either.

109. Has Irish decreased in Dromod for the last three years?—It has not decreased in volume, but the vigour is not so good.

110. When you went as a boy to school in Dromod were there boys going there who were all Irish-speaking?—Yes.

111. Are there any coming in now?—There are.

112. Have you found in the breac-Ghaeltacht where certain parents speak Irish to their children through a determination on their own part, that is people who have got an enthusiasm for the language?—I have met a few cases of where children were transplanted, and spoke Irish very well.

113. Have you met any other cases?—No. In some Irish-speaking districts they want to throw away Irish as far as they can.

114. Is that deliberate?—Yes. They have written to the teachers saying they don't want their children to be taught Irish at all. That is more noted since the new programme was introduced into the schools.

115. What is the cause of that?—They know Irish themselves and they never gained anything through it. They feel that if the children knew more English they would get on better.

116. They don't feel that they should be kept to the use of Irish when the rest of the country are ignorant of it altogether?—That is exactly what they say.

117. That is an important thing. They don't like to be in the position of being the upholders of the little nationality that is left in this country, while the rest of the people are allowed to avoid their duty in the matter?—I expect so, but I don't mean the real Gael-

tacht at all when I say that. It is only the breac-Ghaeltacht.

118. Do you find amongst the people, as I have found, that if they are convinced that Irish will benefit their children they will be the first to lead in the matter?—Yes.

119. *Mr. Moriarty.*—In connection with the fishing industry on the seaboard you are most particularly acquainted with, it is true, I think, that you have got no professional fishermen following their call outside Dingle?—There are around Valentia, Port Magee and Cahirdaniel.

120. I mean whole-time fishermen with no land?—You have some at Port Magee. They may have a little land, but when fishing is bad they are in a bad way.

121. Do they follow fishing all the year round, or is it only seasonal?—There are certain seasons that are more important than others.

122. That is the spring mackerel and the autumn mackerel?—Yes.

123. Do you sell that fish in a marketable way?—I am not an expert in this matter at all. I am afraid they don't get the prices they might get.

124. Even during the mackerel season?—I was talking to men from Ballyferriter three weeks ago, and they were saying that the price of fish was gone down and that they don't get enough to make it worth their while to go out fishing. These men said that before the war they could make a reasonable living.

125. In Dingle you have a population who are utterly and solely dependent on fishing, and they have a different outlook to that?—Yes.

126. There is very little evidence of that around Cahirciveen?—Around Port Magee there is.

127. These are men who fish in small boats?—Yes.

128. Can you explain why these men do not follow the fish around the coast? They see Scotchmen and Englishmen coming into their waters.

129. Does it not ever occur to them that they should do likewise and go into other waters?—I don't know much about it. All the evidence I can give is heresay.

130. As regards net mending, do you think the men themselves should teach their daughters to do it?—The priest who made the suggestion to me thought there should be some instruction given to the girls how to make nets and mend them.

131. The making of nets is big process, and I am afraid the Kerry people would not pay the price for hand-made nets. The girls don't mend nets in Kerry?—No.

132. They don't go in much for lace-making either?—I don't suppose they do.

Chairman.—Thank you, Father.

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Bhí an áiteas seo leanas ó'n tAthair Donncha Ó Brosnacháin i lamháibh na gCoimisiúin:

I. Na Liomataístití Gaelacha.

1. Sgríobhfad liost na dteampall paróiste agus na séipéal atá sna paróistí Gaelacha nó Breac-Ghaelacha i ndeóiseas Chiarraige agus cuirfead i n-úil díbh cicu Gaeltacht nó Breac-Ghaeltacht gach paróiste nó leath-paróiste fé leith.

II. Riarachán.

2. On mbliain 1920 anuas tá riaghail curtha i bhfeidhm sa deóiseas go gcaithfidh gach sagart óg (ag teacht isteach do) eolas a bheith aige ar an nGaedhilg agus é bheith 'na chumas seanmóintí a thabhairt uaidh as Gaedhilg. Maidir le húsaid na Gaedhilge tá an sgéal níos fearr i gCorca Dhuibhne ná mar atá sé i nUíbh Ráthach. Rud atá ag cur i gcoinnibh usaid na Gaedhilge chun seanmóintí sa bhreac-Ghaeltacht iseadh gan ach Béarla a bheith ag cuid mhór den phobal. Ní deirim ná go ndéanfadh seanmóin dhá-theangthach nó seanmóin Gaedhilge gach re Domhnach an gnó mar leigheas air sin. Ach ceist anaerach iseadh i uaireanta. Tá paróistí ann 'na bhfuil traice mór den Ghalldacht agus beagán nó fíor-bheagán den bhreac-Ghaeltacht.

III. Oideachas.

An Ghaeltacht.

1. Déarfainn go bhfuil feabhas ar an sgéal sa Ghaeltacht do bharr an Chláir nua, biodh gur deacair an feabhas san do mheas. Is baol liom gur mó i n-aghaidh

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an lae an Béarla a labhrann na h-aitreacha is na máithreacha le n'a gceoinn sa Ghaeltacht féin. Ní deirim ná go geuireann an Clár Nua cosg leis sin i na lán slighthe.

An Bhreac-Ghaeltacht.

2. Ní bhíonn ach Béarla ag furmhór na leanbhai nuair a thosnuigheann siad ag dul ar sgoil. Is anamh eirigheann leis an múinteoirí Gaedhilgeoirí a dhéanamh díobh san i n-am—sé sin sar a mbeidh siad 9 mbliana d'aois. Is baol liom ná tiocfaidh feabhas ar an sgéal sa Bhreac-Ghaeltacht agus sa Ghaldacht muna geuirfear múinteoirí speisialta i mbun na leanbhai óga. Chuige sin níor bhfhólaír cailíní fhághail ón bhfíor-Ghaeltacht—cailíní go mbeadh an Ghaedhilg acu féin ón gclíabhán. Tá an Béarla ag dul ar aghaidh go tiugh sa Bhreac-Ghaeltacht agus mar gheall ar chleamhnaisí agus eile tá an sgéal ag dul i n-olcas sa Ghaeltacht féin. Caithfear ana-aire a thabhairt dos na sgoileanna sa Bhreac-Ghaeltacht chun go mbeadh na háiteanna san mar thaca don Ghaeltacht i n-ionad bheith á milleadh. Déarfainn an rud

céadna i dtaobh na mbailte móra atá i gcomhgar na Gaeltachta.

3. Caithfear a chur i n-iúil go soiléir do mhuintir na Gaeltachta gur bhíú dhóibh an Ghaedhilg a labhairt de gnáth. Má chionn siad gur mór an congnamh í chun slíge bheatha a bhaint amach i nÉirinn do dhéanfaidís a geion féin dar liom. Do mholfainn mar sin scéimeanna don tsaghas so:—

(a) Cumann a chur ar bun 'na mbeidh gach línighe a labhrann an Ghaedhilg do ghnáth.

(b) Sgoláireachtaí (nó Pribhléidí eile) a thabhairt do chloinn na ndaoine atá i na leithid de chumann.

4. Ní féidir son difríocht a dhéanamh do réir deallraimh idir an Ghalltacht agus an Bhreac-Ghaeltacht maidir le pleananna chun an Ghaedhilg a chimeid 'na beathaidh.

(Ach féach cad dubhart thús i dtaobh seanmóintí.)

(Sigh.) DONNCHA Ó BROSNA CHAIN.

20adh Meitheamh, 1925.

Paróiste.	Teampaill Paróiste agus Sáipéil Tuatha.	Ciacu Gaeltacht nó Breac-Gh., etc.	Nótaí.
I. (1) An Daingean.	Daingean Uí Chúise.	Galdacht agus Breac-Gh.	Breac-Gh.—paistí.
(2) Baile an Fhirtearaigh.	Ceann Trágha. Liospóil. Baile an Fhirtearaigh. Dún Chuinn.	Galdacht agus Breac-Gh. Galdacht agus Breac-Gh. Galdacht.	
(3) Abhainn na Sgáil.	Sáipéal na Caraige.	Galdacht.	
(4) Caisleán Griaire.	Abhainn na Sgáil—Leaca—An Campa Caisleán Griaire. Clochán.	Galdacht. Galdacht. Galdacht 7 Breac-Gh.	
II. (1) Cathair Saidhbhín.	Cathair Saidhbhín.	Galdacht.	Saghas Breac-Gh.
(2) An Phriaireacht.	Faill Mhór. Baile na Sgealg. An Gleann. Port Mhic Aoidh.	Galdacht 7 Breac-Gh. Galdacht 7 Breac-Gh. Galdacht. Galdacht.	
(3) Paróiste na Dromada.	Spúncán (Waterville).	Galdacht 7 Breac-Gh.	
(4) Cathair Domhnall.	Maighister Gaoithe Cathair Domhnall. Lóthar.	Galdacht 7 Breac-Gh. Galdacht 7 Breac-Gh. Galdacht 7 Breac-Gh.	
(5) Oileán Dairbhre.	Baile an Ridire 7 Baile ant Sáipéil.	Galdacht.	
(6) Gleann Beithe.	Gleann Beithe 7 Gleann chartaigh	Galdacht.	
III. (1) Neidín.	Neidín 7 Teampall Nua.	Galdacht.	Breac-Gh.—Bogán.
(2) Tuath Ó Siosta.	Tuath Ó Siosta (Láithreach). Damhros.	Galdacht 7 Breac-Gh. Galdacht.	
(3) Paróiste na Snadhma.	An tSnaidhm 7 Tahilla.	Galdacht.	
(4) Cill Garbháin.	Cill Garbháin.	Galdacht.	
(5) An Bonán.	Bonán. Gleann Garbh (Co. Chorcaighe).	Galdacht. Galdacht 7 Breac-Gh.	
IV. Eadaragóil (Co. Chorcaighe).	Eadaragóil.	Breac-Ghaeltacht.	(Galdacht—an chuid eile d'iarthar Chorcaighe sé sin timcheall Caisleán Uí Bhéara.)
V. Cill Orglan.	Cill Orglan.	Galdacht.	Nil ach fíor bheagán
Paróiste na Tuatha.	Cromán. Lios an Phúca.	Galdacht 7 Breac-Gh. Galdacht 7 Breac-Gh.	

D. Ó Brosnacháin,
Sagart.

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1. *Chairman.*—Have you anything to add to the statement you sent us, Father?—I want to emphasise the fact that the real Gaeltacht in Kerry is reduced to very small dimensions. Of 52 parishes in the diocese of Kerry, which includes portion of North and West Cork, there is only one Irish-speaking parish, that is Ballyferriter. There are five other parishes in which there are districts that you might class as Gaeltacht. These are places that would correspond to a district in which you have a Chapel of Ease. And then there are a few small parishes that might be classed as breac-Ghaeltacht. The difficulty for priests in the matter of preaching in this. In a congregation

where 70 per cent. of the people know both Irish and English and 30 per cent. know English only, the priest is bound to preach in the language which the people know best. That is the difficulty he is up against. A few of the older parish priests gave bilingual sermons, but there is also a difficulty about that, as it means the people are kept a long time, and so on. It is worse still where you have a church district with, say, five school districts. One of these might be classed as breac-Ghaeltacht, but the priest can do very little in the matter apart from any personal influence he may have. I should add in regard to the knowledge of Irish amongst the priests that not more than 25 or 30 per cent. of the parish priests have a knowledge of Irish. The younger priests as a whole have Irish

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more or less, but we have not more than six or seven priests who are native speakers. Before I leave the question of administration I might refer to the Garda Síochána. I think the Garda who has a good knowledge of Irish is sometimes inclined to conceal the fact, because it means he is sent to a remote district because he happens to know Irish. If some means could be devised to reward the Garda for service in an Irish-speaking district, so that he would not feel that he was sent to a remote district and was not gaining anything by his knowledge of Irish, it would help in that direction. There is no stimulus to a Garda who knows a little Irish to complete his knowledge. He says to himself: "If I am a good speaker of Irish I shall probably be sent to some remote spot on the sea coast." If in the matter of seniority a year of service in the Gaeltacht would count more than a year of service in an English-speaking district it might help in the matter. In regard to education I am in substantial agreement with what Fr. Courtney said. Not merely are his suggestions a good solution but they are the only solution if we are to revive Irish in the breac-Ghaeltacht, because it is dying rapidly there. If the children in the districts adjoining the Gaeltacht do not learn to speak Irish before they are eight or nine years of age they will never secure that knowledge of it which is necessary to make them real speakers. For that purpose they require native-speaking teachers—young girls from the native-speaking districts. Care should be taken in selecting these. They should come from native-speaking homes. If such teachers were in charge of children from five to eight years of age they would make them real speakers. The parents complain at present that when the children reach eight years they are neither able to speak Irish nor English, and from that point of view the new programme seems to be a failure in the breac-Ghaeltacht. In the real Gaeltacht if the children come to school knowing only English at the age of four or five they acquire Irish in a short time, but in the breac-Ghaeltacht that is impossible for the children. These children must be kept busy all day speaking Irish. Junior assistant mistresses with very little training would do, but the essential point is that they should be native speakers. I have no doubt that this is the only real solution; otherwise there is no hope. Moreover it would be an outlet for a number of girls in the Gaeltacht who would be anxious to take up such teaching. It would not be very difficult, and with a little training I am sure a large number of girls would be anxious to take it up. Girls from sixteen to twenty years of age would be quite capable of doing such work. I think that remedy should be put into force as quickly as possible, or the Gaeltacht will not long survive. It is surrounded by anglicising influences on all sides. They go to town and in the shops they must use English. They go to the fair and they must use English. Then you have the newspapers, songs and gramophones all in English. I think that policy should be put into force in the towns near the Gaeltacht and in as large a district as possible. If the people of the Gaeltacht saw the people of the towns and people who count growing up Irish speakers, and proud of the language, it would bring home to them the fact that there was a change in Ireland. They have seen strangers come along and learn the language; they feel that is only a drop in the ocean. In their own lives they have seen English spreading, and they are laughed at in the towns when they speak Irish. As regards speaking Irish to the children I am substantially in agreement with Father Courtney. If the people feel that by speaking Irish their children will secure better positions in life, I have no doubt that they will speak Irish. If means could be found by which they would do that it would be of great influence. With regard to the transfer of colonies to the Gaeltacht, I don't think it would be of any value. Such settlements would be small, but from the point of view of showing that the Government were serious and were giving preference to Irish speakers, it would have some influence on them. The case of emigration is the one argument you hear most frequently used. If you urge Irish speaking the reply is "What good is Irish in America?" There is no use telling them that Germans and others get on very well without English because they return to the old statement that they have heard that Irish is of no value in America. Anything that would lessen emigration would tend to dissipate that idea. Before I leave the question of education I might say that we

get very few boys from the Gaeltacht at the college. Those we do get come chiefly from Ballyferriter and the South, and their knowledge of Irish is not very much. That is due to the fact that sometimes their families are of the English-speaking type. Speaking generally, the boys who come under the influence of the programme of the last few years have a big vocabulary of Irish and would understand a story in Irish, but their grammar is very poor and sounds have been neglected very much. In the breac-Gaeltacht, from what I have seen of the children, the teachers cannot succeed in turning out real speakers under the present system.

2. For what reason do you think they fail to turn out Irish speakers?—The great majority of the teachers are men who merely acquired Irish, and in these cases, as far as I can see, they are unable to do it. Unless you have native speakers I see very little hope for the teachers in the small schools turning out Irish speakers at the age of eight or nine years. In the case of scholarships given by county councils, the boy who passes a written examination would not pass an oral examination. An oral examination will generally reveal whether a boy is a native speaker or not. There is nothing else I would like to add to what Fr. Courtney has said.

3. Is there a tendency on the part of the clergy in the diocese who have Irish to use it when in conversation with the people?—Some of them who have acquired Irish are the keenest in that matter, but to what extent they use Irish I would not be qualified to judge.

4. In the matter of education, have you considered at all what educational facilities higher than primary school ought to be provided for the Irish-speaking population?—As to whether continuation schools in the Gaeltacht parishes would be worth while establishing I really would not give a considered opinion. I suppose it would certainly be of great benefit. The extent to which it would enable them to obtain positions in the Civil Service and the like would depend on other factors. The question of attendance at these schools would be a greater difficulty than the attendance at ordinary schools.

5. Have you found that the boy or girl with secondary education has an advantage in getting employment when the question of Irish enters into it?—Of course the boys who come to us are principally destined for the priesthood, and it would be a very difficult matter for me to estimate. In the case of boys who win university scholarships the majority of them emigrate.

6. You have not given any consideration to the type of technical education that would be necessary in these areas?—No.

7. With regard to settlements on the land, if there was land available to put an Irish-speaking colony on it we would go to Connemara or Donegal for people rather than to the Gaeltacht in Kerry?—I suppose that is true.

8. It is suggested that a settlement from any Kerry area might not be advisable. That simply refers to Kerry where the populations are not very large. It does not necessarily refer to migration taking place from Connemara or Donegal?—That is true; congestion is much greater in Connemara.

9. What number of scholarships from primary and secondary schools are given in Kerry?—I think they provide for about twenty, but the number varies. I think the examination is conducted from Dublin, and a great number fail because the system seems to be that a student must pass in every subject or in a great number of subjects.

10. Are the twenty scholarships given to boys more or less?—Yes.

11. Where do they go?—In Tralee and Listowel there are day schools, and some of them come to us. We have only three boys now. If there is a day school in the vicinity of their homes they generally go to that day school.

12. Is any proportion of these scholarships reserved for native Irish speakers? Would they in any of the secondary schools in Kerry get secondary education through the medium of Irish to any considerable extent?—They would not get it through Irish alone at present, as far as I know. We have made a beginning. There is a difficulty about these examinations and the filling up of forms of which the boys and their parents are unaware. I heard of a case where

a boy filled in the university form instead of the primary form.

13. Don't the teachers look after them?—I suppose some of them do.

14. The people don't know the scholarships exist?—They don't. They are very good value, as they pay for a boy's whole pension. If they realised that I think there would be more going in for them.

15. Are these scholarships such that if a Ballyferrier boy got one he could afford to go into a residential school in Tralee?—Yes. There is no residential school in Tralee, but they would be able to come to us, and I say more should come.

16. In that matter is any attempt made by the teachers or a combination of teachers to watch out for the future of their pupils and try to get them places?—In some cases they do so, but I cannot say very definitely.

17. There is no systematic arrangement?—No, but I imagine more boys should come from the Gaeltacht. It is due to the parents and possibly to the teachers.

18. When you speak of forming an association to include every household where Irish is spoken generally, had you any idea as to the objects of such an association?—If some preference could be shown to those parents in the breac-Ghaeltacht who speak Irish to their children at home, and if the people realised it was to their interest to speak Irish to their children, it would be all to the good.

19. In view of the fact that there is a weakness in the teaching machinery from the point of view of native-speaking, do you think it is very important in preserving the Gaeltacht that the older people who have the language should be got to speak the language to the children?—That would be important.

20. Do you feel that if they are not got to do that the language position is bound to recede in the number of speakers that you have and in the vigour and the development of the language?—Yes, but as regards the number of speakers I would not say so. If there were teachers to teach infants thoroughly it would probably induce the older people to speak Irish. If the older people hear the children speak a little good Irish—I am speaking of the breac-Ghaeltacht now—it would induce them to speak it. As regards the vigour of the Irish I suppose it would suffer. A lot of the tradition and folk lore will disappear naturally with the old speakers.

21. *Mr. Hanly.*—On the question of examinations, are you satisfied there is sufficient attention given to oral Irish? What I want to get at is this. You have children brought up in the breac-Ghaeltacht of non-Irish-speaking parents who did no Irish until they went to school, and you have native speakers competing with these under present conditions. Are you satisfied that the native-speaking children get fair treatment?—I think in any oral examination they do.

22. Is there sufficient oral examination given?—My idea would be that a certain number of the scholarships should be set aside for the native-speakers.

23. The way you would select Irish-speaking scholars would be by having oral Irish the big element?—Yes, but if they were set aside the first essential would be to discover that they were Irish speakers.

24. Is there sufficient stress laid on oral Irish at present?—I think so.

25. Would you make the examination such that the Irish-speaking children would have a bigger pull over the others?—From the point of view of propaganda I would, in order to let Irish-speaking parents know that Irish-speaking children would have a better chance of getting a scholarship.

26. At the present time is there too big an advantage given to the children who have practically only a written knowledge of Irish in these examinations?—I suppose that is possible. My point is to give preference to the Irish-speaking children so that their parents can realise it.

27. I don't see how you can give such preference except by oral Irish?—I am afraid you must draw the line somewhere and earmark a number of positions for them. Let us say you increase the number of marks for oral Irish and yet the total that an Irish-speaking child gets might not be sufficient. It may depend on the marks in English. An Irish-speaking child may be weak in English. I would like to earmark a certain number of vacancies for them.

28. I remember twenty years ago when the Depart-

ment of Agriculture was started they went out very strongly for the men who had a practical knowledge of farming and they gave special marks to such men to pull them over the others. Would it be possible to do the same with oral Irish?—It would be possible.

28a. And desirable?—Yes.

29. *Chairman.*—Is it your point that there should be a definite allotment of positions to Irish-speaking children?—Yes. Of course a strict oral examination would reveal any weakness.

30. *Mr. Hanly.*—Better than any other way?—Yes.

31. There are a number of Irish teachers employed under the technical committee in Kerry?—Very few.

32. There are a number of such teachers employed over the country. Would it be desirable that such teachers should be trained in some particular subject at the present time like agricultural or rural science?—That would be an excellent thing.

33. And they could teach Irish at the same time?—It would be an excellent idea.

34. In answer to the Chairman, I think you said the chief difficulty in connection with continuation schools in the Gaeltacht would be the attendance—don't you think they would attend in winter time?—Yes.

35. Don't you think it would be desirable to have continuation schools?—Yes, it would be a good thing, but what influence they would have in securing positions for the children I don't know.

36. Would they not raise the standard?—Yes.

37. *An Seabhaic.*—Have you considered at all that you might be asked questions in regard to the Church administration in Kerry?—I did not think it improvable.

38. You have made reference to the diocesan regulations?—Yes, the present bishop made a rule in 1920 that all priests before their ordination should be examined in Irish and should be capable of doing their work as priests in Irish before being ordained. Of course priests go to England and Scotland and then return.

39. *Chairman.*—How long are they away?—The period is getting less now. It was nine to ten years. Now it is down to three or four.

40. *An Seabhaic.*—These examinations would be at Maynooth?—Yes.

41. Do the priests of the diocese mostly pass through your seminary?—Yes.

42. How are they chosen there?—It is by examination at the end of the final year. Those who intend going for the Church are examined and selections made for Maynooth, Rome and Paris.

43. In making these selections is the policy that gave rise to this rule kept in mind?—The best in all-round ability are generally the best in Irish. So far no special weight has been given to Irish in that way.

44. Is there any provision made that a student would have a sufficient knowledge of Irish at the beginning of his Maynooth course?—All the boys we have sent up have a good knowledge. During the last few years we have not sent up any boy who won't be fit to preach and everything else.

45. Does this rule require a definite policy in Maynooth in dealing with Kerry boys?—There are six or seven dioceses who have had that rule for some time back. I don't know what provision is made in Maynooth.

46. Are you aware that any provision is made that Kerry boys shall be qualified in accordance with the rule of the bishop?—I presume they are examined in the ordinary way.

47. How has it worked?—Since the rule came into force very few of the boys have come back.

48. How long do they spend at Maynooth?—Seven years.

49. And they go to England or Scotland for three or four years?—Yes.

50. What influence has the three or four years across the Channel on the spirit of this rule?—We would not be able to judge that yet, because those who were ordained in 1921 have not been back since. I don't think Glasgow or Liverpool has any influence on them in that matter.

51. Has the bishop any general rule in dealing with these parishes?—I don't think he has any general rule. In some dioceses it has been the practice to send men down to the Gaeltacht to learn Irish. I don't think he has any general rule, because the younger priests all know Irish more or less. We have

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no examination when they return to the diocese to test their ability.

52. Would you say I am right in thinking that the Bishop of Kerry is anxious in regard to the welfare of Irish?—He is very keen on it, and he is very anxious that the children of the breac-Gaeltacht should have a knowledge of the Catechism in Irish.

53. This is a question you need not answer if you don't wish to. What is your experience of the senior clergy from that same point of view? Are they actuated with the same anxiety as the bishop?—They are not as keen. We have comparatively few parish priests who know Irish, but you know some of them are very keen on it.

54. In the diocese of Kerry is there any disinclination on the part of the priests to take up duty in the outlying districts of the diocese?—There is not. The curate who returns from England or Scotland is prepared to be sent to the most remote district.

55. Are the Irish-speaking districts considered the most remote?—Well, I don't think so. In West Cork, which is anglicised, there are very remote districts.

56. Are there in the diocese of Kerry Irish-speaking parishes which are considered desirable parishes?—Waterville is all right, and so are some others. Dingle is quite good. Castlegregory has senior curates there also.

57. Would some of the senior curates be delighted to be parish priests in purely Irish-speaking districts?—I suppose they would prefer English-speaking parishes.

58. A curate may refuse a parish?—Yes.

59. Have you heard of the refusal of Irish-speaking parishes by senior curates?—I have heard of the refusal of partly Irish-speaking parishes but not because they were Irish-speaking.

60. You understand that you may decline to answer any of these questions?—Yes.

61. You are the first witness who has given evidence on Church matters. In regard to the clergy in Kerry in bulk are they proportionately more inclined Gaelicwise than, let us say, any other organised body?—On the whole they are well disposed towards Irish, but I cannot compare them with other bodies.

62. Let us say teachers?—Well, yes.

63. Are the younger members of the clergy in Kerry more Gaelic and more inclined towards Gaelic than the senior members?—I suppose I would be safe in saying they are. It is a matter that is hard to determine. They know more Irish and, generally speaking, they have more of the Irish-Ireland outlook than the older men. As a body they are very anxious to do all they can.

64. If one may be bold enough to ask, are you aware that there are amongst the clergy any priests who are actively anti-Gaelic?—I don't think there is. I never heard of any case.

65. Is there not some regulation in the Kerry dioceses in regard to the appointment of teachers and their knowledge of Irish?—Since 1918 the bishop made a rule that no teacher should be appointed to a school who had not a bilingual certificate. He has insisted on this rule very strongly, even at the cost of very considerable trouble.

66. Have cases arisen where a teacher appointed by a parish priest has been refused sanction by the bishop?—There have been cases.

67. And his Lordship has stuck to the rules very strongly?—Yes.

68. Is that generally accepted amongst the managers in Kerry now?—Yes. They realise that in any appointment they make to a school they must select their teacher from those who have bilingual certificates.

69. That applies to the whole diocese?—Yes, without exception.

70. In any effort that might be made towards the preservation of Irish in Kerry do you think that active co-operation would be had from the clergy and the bishop in Kerry?—Yes, I think so.

71. And they would be satisfied to fall in with the same spirit that actuated the Government?—Yes. I am sure they would.

72. When the Bishop of Kerry nominated you to come here had you a chat with him about any statement you would make?—No; we did not go into detail on the matter.

73. You are satisfied that in any state policy that would be instituted there would be active co-operation from the bishop and clergy?—I am convinced

that the bishop and priests would be most anxious to help in any matter of that sort. They would co-operate in any scheme suggested by you and put into force by the Government.

Chairman.—Thank you, Father.

The following statement submitted by An tAthair Donncha Ó Donnchadha, had been circulated to the Commissioners:—

BALLINGEARY.

1. Extent of Irish-speaking area.

(a) Irish-speaking; (b) Partly Irish-speaking.

1. If by "Irish-speaking" is meant that Irish and nothing else is spoken, in that sense Ballingearry is not "Irish-speaking," and must be regarded only as "Partly Irish-speaking." There is nobody in Ballingearry at present who speaks Irish only. 75 per cent. of the people of Ballingearry speak Irish. 95 per cent. of the children who come to school for the first time cannot speak Irish. The Ballingearry area may be defined as the "Chapel District," including the following townlands:—Eachros, Bán Garbh, Cathair na Cútha, Ceapach na Mine, An Carraig, An Carraig Bán, Carraig na Dobhair, an Cúm Dorcha, An Cúm Ruadh, Na Curraiche Thiar, Doirín na Buairce, Doire an Chladaigh, Doirín Donaidhe, Doirín na gClas, Doire an Longaigh, Doirín na Coise, Doiremhagh Cóirín, Doiremhagh Fhíainn, Drom an Ailtigh, Gaorthadh na Péice, Gort an Phludaigh, Goirtín na Coille, Gort Luachra, Gort na Móna, An Goirtín Fhíoch, Goirtín Eoghain, An t-Oileán Aibhneach Thoir, An t-Oileán Aibhneach Thiar, An Inse Beag, An Inse Mhór, Inse 'dir Dhá Fhail, Inse an Fhosaigh, An Caol-mhagh Beag, An Caol-mhagh Mór, Céim Corra Bhuaille, An Choill Mhór, An Leaca Bán, Ladhair na Gaoithe, An Meall Mór, Ráth an Ghaiscidhigh, Ros na Lochá, An Sreathán Mór, An Túirín Dubh, Túirín Leath-Ard, Túirín na n-Ean. The village proper of Ballingearry stands on the townland of Drom an Ailtigh. An extension of the village stands on the adjoining townland—An Choill Mhór. The two townlands are separated by the River An Bhun Sílean. On this river there was an old ford which gave the name Béal-Átha (An Ghaorthaidh). The hotel at Gougane Barra stands on the townland of Doirín na Coise. An Cúm Ruadh is the modern "Valley Desmond." Gougán Barra is the name applied in particular to the Island in Loch Gougán Barra, and in general to the Oratory (Séipéal) District—all places within the valley, viz., Doirín na Coise. An Cúm Ruadh, Ros na Lochá. Céim-an-Fhíaidh is applied in particular to the Pass of Keimaneigh, and in general to all the places in the vicinity of the Pass, viz., Doirín Donaidhe, Doirín na gClas, Gaorthadh na Péice, An Inse Beag, An Inse Mhór.

Administration.

2. The Church at Ballingearry is a quasi-parochial church. The Parochial Church is at Inchigeela. Ballingearry District is in the Barony of West Muskerry (na Múscraidhe Thiar), and in the West Riding of the County of Cork. The River Lee runs through the District. All townlands north of the Lee are in Rural District of Macroom. The townlands south of the Lee are in the Rural District of Dunmanway.

3. I was Assistant Priest in Ballingearry from January, 1917, to July, 1923. I succeeded An tAthair Scámas Ó Ceallacháin, who was the first priest appointed to Ballingearry. I shall speak of the administration as I knew it.

4. State Administration.—Irish was very little used. Lecturers from the Department of Agriculture, Technical Instructors, Constabulary Officials, Pension Officers, Medical Practitioners, Road Surveyors, Relieving Officers, etc., all were English speakers. There was one R.I.C. policeman an Irish speaker.

5. I had to visit regularly four National Schools, viz.: Ballingearry Boys' School, Ballingearry Girls' School, Keimaneigh School (which was in the townland of Inse Beag) and Túirín na Lobhar School.

The latter school was in the "Chapel District" of Inchigeela, but children from the townland of Inse-dir-Dhá Fhail and An Caolmhagh Mór went to that school. It was not a bilingual school. The remaining three schools were bilingual. For some time, probably about three years, the district inspector of schools was bilingual. He was replaced by an English-speaking

inspector, but the pupils were examined by a bilingual inspector from an adjoining district. Towards the close of my time in Ballingearry a bilingual inspector was appointed. Bilingual inspectors were sent by the Department of Agriculture and Technical Instruction to inspect the college during the months of July and August when Coláiste na Mumhan was open.

6. All the national teachers in the bilingual schools taught the bilingual programme. Before the time when national teachers were compelled to attend the Irish summer courses, six classes were conducted each month during the months of July and August in the college, viz: a beginners' class, an Irish metric and traditional Irish music class, a syntax class, a class where conversation in Irish and the sounds of Irish were taught, an Irish prose composition class, and a class for national teachers for teaching methods of teaching in Irish. All subjects were taught through the medium of Irish, except in the beginners' class. Concerts and sgoruidheachteanna were conducted in Irish in the evenings. The natives were induced to speak Irish during these two months. A better spirit was noticeable among the students in regard to the use of Irish before the time of the compulsory attendance of the national teachers.

7. As regards the influence of the college in the district, I should say that it cut both ways, *i.e.*, while Ballingearry and the natives had an Irish influence on the students, the students had an English influence on the district and the natives—the former influence, of course, dominant.

8. The material advantages of the college were a great inducement to the local people. Otherwise, I think, it affected their lives only in the way a passing show does. The great majority of the students associated very little with the local people—the village people excepted. The college committee were drawn from outsiders, there were only two local representatives, the parish priest of Iveleary (*i.e.*, the combined districts of Inchigeela and Ballingearry), and a local national teacher.

9. Other influences were at work to anglicise the district. Ballingearry, Gougane Barra and Keimaneigh are tourist resorts. Ballingearry and Keimaneigh are on the Prince of Wales' route from Cork to Killarney. The motor has brought them nearer to tourists. These tourists are English speakers for the most part.

10. Inter-marriage with outsiders had one of the greatest, if not the greatest, anglicising influence. An English-speaking mother meant an English-speaking family. Thirty per cent. of the marriages were unions with outsiders. Political movements and political upheavals had an anglicising influence. Before I leave the question of marriage, I should say that the natural seclusion of the district and the poverty of its soil tended to exclude outsiders, and consequently there was a big percentage of inter-marriage among the natives. This inter-marriage had a dreaded tendency.

11. The rural district councillors and guardians were all, with one exception, Irish speakers. But, of course, the proceedings at Macroom and Dunmanway were conducted in English. Litigious people had to have their grievances settled at the petty sessions or quarter sessions held in Macroom. The proceedings of these courts were conducted in English. I cannot remember any case where an interpreter of Irish was employed.

12. During the Black and Tan regime, an arrangement was come to between the Sinn Féin Clubs in Inchigeela and Ballingearry whereby an English arbitration court was held in Inchigeela and an Irish court in Ballingearry. I happened to be the presiding magistrate in the Ballingearry court. Irish was compulsory. The whole proceedings were conducted in Irish. It was successful from every point of view. In only one case of appeal was the decision of the court reversed at the district court. I should say it had a powerful Irish influence, for it was the first time business was done through the medium of Irish. An attempt was made to bring in the rule, one court, one parish, but representations were made and the court continued to flourish until civil strife started.

13. I might mention here that while I was in Ballingearry I started "Scoil na Leanbhai." Children up to the age of 16 years were accepted. They were boarded in the different lodging-houses in the village. The fee, including school fee, was £1 per week. It was very successful one year—there were thirty pupils. Adverse times, lack of accommodation, and want of funds to employ competent teachers militated against it. The experiment proved that children up to that age could

acquire a competent speaking knowledge of Irish in six months.

14. I might also mention in reference to Coláiste na Mumhan that class-room is meagre, accommodation is poor, and the sanitary arrangements are bad.

Church Administration.

15. In the parish of Iveleary there are three priests. The parish priest lives at Tír na Spidóige, a townland between Inchigeela and Ballingearry, 3½ miles from the latter place. He is manager of the schools of the parish and president of the college committee. The curate lives at Inchigeela. There is no residence for the priest in Ballingearry. He has two rooms in the house of Michael Lucey, An Choill Mhór, Ballingearry. The position of the priest in Ballingearry is that of assistant priest, a step between that of chaplain and curate. He also acts in the capacity of local secretary and dean of residence for the college. He is not entitled to receive a moiety of the parish dues, but has a fixed stipend. He receives from £15 to £20 per annum from the college committee for his college duties.

16. For about two years after taking up duty in Ballingearry I followed the practice of my predecessor in regard to the use of Irish in the Church services. I said all the customary prayers in Irish, and preached alternate Sundays in Irish and English. Afterwards I preached in Irish only. I can remember only one occasion on which I preached in English during that time. I found that Irish sermons were not as popular as the English sermons. During my time in Ballingearry we had a retreat or mission for the people. Two of the Capuchin Fathers conducted the mission—Fathers Angelus and Patrick. Irish sermons were preached on alternate evenings. There was a decided falling off in the congregation on the evenings the Irish sermon was preached.

17. I was deputed annually to examine the children attending the bilingual schools on the Irish religious programme. The programme was indefinite and was left more or less to the individual teacher. Children were not prepared for first Communion or for Confirmation in the Irish prayers and Catechism, but the Irish prayers and Catechism were taught in the bilingual schools, and when I visited the schools I examined the children more frequently in the Irish programme than in the English. I found that the children had a better mental grasp of the truths of their religion because they were taught both the Irish and the English Catechism, viz.: Incolna helped them to understand what Incarnation meant. I should say that the knowledge of Irish helped them in secular as well as in religious subjects. The knowledge of the two languages was like two lights in the brain. Whether it was this fact or that they had to exercise their minds, or inherited mental alertness to help them in the struggle for existence, I found that the children in the Ballingearry area were mentally brighter than children I have met in other country districts.

Defects and remedies of the Present System.

18. Except for the bilingual schools and the college, the officials of the central administration and officials of local bodies and others in a position to influence for or against the general use of Irish took very little interest in the language. There was one outstanding exception, viz., Toirdhealbhaich MacSuibhne, T.D. He lived in Ballingearry for some six months and spent short intervals there now and again. He spoke nothing but Irish in public and private, encouraged the speaking of Irish on every occasion, gave prizes annually to the school children in each school who spoke Irish most frequently—the best pupils were determined by the votes of the pupils; he also induced the Dáil to grant them prizes. And his interest in Ballingearry was not confined to the language, he also took a deep interest in the material prosperity of the people. I could not speak too highly of his efforts.

19. But outside influences are always creeping in. The central administration should see to it that only Irish-speaking officials are sent to such districts as Ballingearry. Petty sessions and quarter sessions are held in Macroom. Fairs are held there also, as are meetings of the rural district council and board of guardians. Meetings and fairs are also held at Dunmanway. Fairs and meetings are also held at Bantry. Bantry is the nearest seaside resort to Ballingearry. All these places must be looked to and made as Irish-speaking as possible. Millstreet, on the north side, would be more in touch with the Ballyvourney district.

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20. Ballyvourney is nine miles from Ballingearry and is on all fours with Ballingearry from the point of view of the use of the Irish language. But I think the west side or Coolea side of Ballyvourney parish is more Irish-speaking than the Ballyvourney district itself or the Ballingearry area. Macroom is seventeen miles from Ballingearry on the east side; Inchigeela is six in the same direction. Bantry is seventeen miles from Ballingearry on the west side. Dunmanway is eighteen miles from Ballingearry on the south side. Millstreet is some thirty miles from Ballingearry on the north side. For social as well as economic reasons it would be impossible to isolate a small area like Ballingearry. The ring must be extended to the surrounding towns.

21. All officials in these towns and within that ring should be Irish speakers. All officials in these districts should be better remunerated for their services than in English-speaking districts, and the nearer to the centre the better the remuneration. The remuneration should be such as to induce the officials to seek these places for preferment, and to induce them to speak the Irish language on all occasions, while it should leave no room for favouritism.

22. In advocating this remedy, I am merely offering a suggestion, and I do not wish to overestimate the importance of these areas. I think the language and the bias must come from these areas, but a Gaelic civilization must develop from without. Further, all the old tradition is fast dying in Ballingearry district. There are not more than half a dozen Seanchaidhthe left. During my time in Ballingearry I collected a good deal of materials—Irish songs by local poets, folklore, local history and archaeology, etc. I should be glad to give every help to anybody interested in such work. I should add here that four motor lorries ply directly between Cork and Ballingearry, and are cutting out the surrounding towns as distributing centres.

Education.

23. The effect of the present system is that it makes Irish speakers, but does not make Irish the home language. If Irish were the home language, and if the pupils acquired a speaking knowledge of the English language in the schools, they would be better Irish speakers and better English speakers. I should advocate the teaching of Irish drama and Irish music in the schools to a large extent; also the teaching of decent English poetry, viz., Shelley, and good English prose. The commercial value of the Irish language must be enhanced. Business must be done in Irish, viz., Irish arbitration courts, secondary schools, agricultural schools and technical schools should be established. Ballingearry would be a good centre to start a preparatory school for the training of teachers. Teaching is a favourite occupation for those who leave home and do not emigrate. There is an urgent need to establish an Irish primary school for outside children in Ballingearry as well as to establish a secondary school for the natives. This secondary school could have a technical department as well as a preparatory school.

Economic Conditions.

24. Agriculture is the permanent industry of the community in Ballingearry, but the land is, for the most part, barren and rocky and marshy and mountainous. From fifteen to twenty acres would be the average of arable land in each farm. Black-faced mountain sheep roam over the wastes and commonages; the value of each sheep would be from 20s. to 25s. Even cottiers possess a good many sheep, say, from twenty to one hundred. Poverty is unknown in Ballingearry.

25. They all have the "proverbial" enough and a little to spare. They are a hard-working, industrious, thrifty people. Social life is not bright except during the summer months.

26. The people are engaged in dairy-farming—about seven cows would be the average. The cows are wintered and stolen crops are raised. The milk is separated and butter made: the butter is sold in the village weekly market. All the buyers, with one exception, are local people. A good deal of attention is paid to poultry farming, but not on a scientific scale. Mrs. Ronan, Kilmore, Ballingearry, has a poultry station. There is need of a creamery and co-operative stores. The facilities for technical instruction are poor. Coláiste na Mumhan, which is vested in trustees appointed by the college committee, is an iron building not heated,

capable of being divided off inside by means of folding doors into three small class-halls. There is a stage, and there are two small dressing-rooms behind the stage. There is also a village hall, badly lighted and badly heated and ventilated; half this hall served the purpose of an old national school. An addition was built and it served the purpose of a summer college for some years. It is parish property and is vested in ecclesiastical trustees.

27. I think if any schools such as those I have described above were established they should be controlled just as the national schools are at present. Clerical management on the whole would be more impartial and well-advised, and there would be less fear of breaking the continuity of the work.

Possibilities of Permanent Industry.

28. The possibilities of permanent industry would not justify, in my opinion, the expenditure of money, nor do I think any portion of the present population should be transferred elsewhere. If money were to be spent on industry in this area it could be spent on subsidiary industries.

Subsidiary Industries.

29. Patrick Ronan, Kilmore, Ballingearry, has a flour mill and grinding and crushing mill; he also has a carding mill. He is a butter and egg buyer and has a store. He has initiative and has, I fancy, a good deal of capital. Large number of women have spinning wheels and spin the wool into thread. This spinning is done in their homes. About six years ago a class for teaching spinning was organised by the then parish priest under the auspices of the Cork Technical Instruction Committee. It was well attended and gave a great flip to the industry. The teacher on the occasion was Mrs. C. Cronin, Inchinussig, Ballingearry. Some five or six women from the district gave an exhibition of spinning and knitting at the Cork Show shortly afterwards. There are two looms worked by Benjamin O'Sullivan, Gurteenakilla, Ballingearry, and his son, Robert O'Sullivan. The cloth was tucked in Bantry at the Bantry Woollen Mills. Socks, shawls and a variety of knitted articles are made.

General.

30. Two dyes are compounded—a deep brown colour and a green colour. Mrs. T. Creed, Dromanallig, Ballingearry, can make these dyes. Excellent home-made quilts are made. Mrs. R. Walsh, Tooreenduv, Ballingearry, can make these. Miss Nan Sweeney, Ballingearry, has knitting machinery and can make socks and stockings and a variety of articles.

31. These industries could be improved by giving the natives more technical instruction, helping them to buy machinery, and above all by getting markets for their goods, viz., a central emporium to dispose of the articles.

32. Rough home-made baskets and skeaghs are made made by the men. Pat Lynch, Kilmore, Ballingearry, can make them.

33. In my opinion no differentiation is possible between wholly Irish-speaking areas and partly Irish-speaking areas, unless, perhaps, such wholly Irish-speaking areas are isolated islands.

(Signed), DONNCHADH Ó DONNCHADHA,

22^{adh} Bealtaine, 1925.

* * * * *

AN TATHAIR DONNCHA Ó DONNCHADHA,
examined.

1. *Chairman.*—Are there any special points you would like to stress with regard to the statement you have sent in to us?—I think a good deal of this problem, probably three-fourths of it, is at bottom an economic problem. I agree with what An Seabhaic said that the Irish-speaking people feel they are being driven too much to do this and do that. Take the conditions, and especially conditions in modern life. You cannot confine yourselves to a small area like Ballyferriter or Ring or such like places. You must extend the circle. Take a place like Ballingearry and an area that would include Millstreet, Macroom, Bantry, Dunmanway, and Skibberene.

(a) I have been thinking that a special Commission should be appointed to look after the Irish interests of a definite area like that. The first thing

necessary in a district like that would be that all the officials should be Irish speakers, and these people should get special encouragement. That need not necessarily mean that they should receive better salaries for remaining there, but they should feel that when they leave promotion would be open to them. These men would introduce Irish into the business life of the people in these districts. The Irish-speaking court in Ballingearry during the Black and Tan time did more for Irish there than anything else. The people began to feel that Irish was necessary in order to do their business, and that after all there was something in Irish.

(b). In the national schools I found that while the school programme made the children Irish speakers it did not make Irish the home language. For instance, I could go into one of the bilingual schools and take up the pupils there on the lessons of the day and ask them to tell me all about it in Irish and they could do it splendidly. At the same time those boys or girls went home and spoke English the whole time at home. In Ballingearry I have tried to puzzle out the problem. At one time I thought that in the local court they should be fined for talking English. The local court we had during the Black and Tan period did more than anything for the speaking of Irish. If that could be carried on at the present time it would be a very good thing.

(c). As regards helping the people, I found that the main industry was agriculture of sorts, and I suppose you could help them in agriculture better than any other way by having classes in agriculture and starting cow-testing associations. There were a lot of subsidiary industries, and I often thought the people could be helped without the expenditure of much money. For instance, there was the spinning of wool. The people who did that had two looms. Then there was the carding of the wool, and the whole process of making it into cloth was gone through. The only thing they did not do was the tucking, and that was done in a mill in Bantry. They also make stockings, socks, shawls, jumpers and all sorts of things like that. If a central emporium was set up to which the people could send their goods to dispose of it would be a very great help. There was one girl in the village who had a knitting machine, and there were other girls who could do the same work if they got assistance to procure knitting machines. They would be able to buy these machines if they could dispose of the articles they made. I have mentioned a lot of things like that. People could be helped in these subsidiary industries without the expenditure of much money if the articles they made could be disposed of.

(d). I was often up against the difficulty in Ballingearry, and I suppose it is the same in other Irish-speaking areas, that when a boy or girl left the national school the parents did not know what to do with them. In the great majority of cases they would like to send them to secondary schools if they could afford it; and I always felt that in Ballingearry there was some sort of continuation school or secondary school needed. As regards what that school should be like I could not give you any definite opinion, but I suggest that a good deal could be done by means of technical education. The great need is that pupils from the national schools should be finished off and prepared for some trade or profession.

(e). There is a good deal of talk about training colleges in the Gaeltacht, and if there is to be only one training college for the whole country, and that is put in Galway or Donegal, it would be a serious drawback to Munster, because hitherto the main literary tradition has been in Munster. If we are to develop the literary tradition we must get Irish speakers from the native-speaking districts and train them so that the future literary tradition will be developed through them. There is no reason why a training school should not be established in a city or town. In these training colleges the students do not mix with the local people. In the children's school we had in Ballingearry we managed to get them into houses where we secured that nothing but Irish would be spoken to the children. In the schools the teachers spoke nothing but Irish. There is no reason why such a school should not be established in Cork or Dublin. There is no reason why it should be established in an Irish-speaking district. There is no reason why you should not secure

that teachers and others who come in contact with such a school should be Irish speakers, and then the children would not have any contact with English. I don't think there is anything else I have to add.

2. *Chairman.*—With regard to the area you have mapped out as deserving of special attention and said that it must be made as Irish as possible, you say all the officials should be Irish speakers?—I think so. You must do that to save it from contamination. It does not necessarily mean that they should speak nothing but Irish.

3. Whom do you mean by officials?—All those people who have dealings with the people, like pensions officials, the Garda Síochána and so on.

4. The county council officials and workers?—Yes.

5. And the central Government officials and workers?—Yes.

6. Do you anticipate any difficulty in making the change from the present circumstances to the circumstances in which all these would be Irish speakers?—I think the change should be gradual. It would be a mistake to hurry too much. In some cases it could be done without any difficulty. In the case of the Garda Síochána it could be done easily. In the case of local officials you would have to pension them off, and there would be too much expense. It would be better to wait for new appointments in these cases.

7. When you say the Gaelic civilisation would develop from that, what have you in mind?—There is no culture or art in the Irish-speaking districts. I lived for six and half years in Ballingearry and I found none. I don't blame them for it. They have always been Ishmaels, far away from civilisation as we know it, and far away from centres of culture. I don't think we have a Gaelic culture, and we must develop it. That is my idea anyway.

8. You advocate the teaching of Irish drama and Irish music in the schools?—Yes.

9. To what extent is anything like it being done in the schools in the *breac-Ghaeltacht* in Cork at present?—Not to any extent.

10. Is Irish music taught to any extent?—I don't think so.

11. Do you know where it is taught?—I do, in the city.

12. But in the *breac-Ghaeltacht*?—I am afraid I don't.

13. In the city is it simply singing?—Yes, and sometimes drama. The north monastery in Cork has a music school.

14. In the city you would have more material for the teaching of music than in the country?—Yes.

15. Have you any suggestion to make as to how the teaching of Irish music might be tackled in Irish schools?—We have to wait for the teachers first. Just like any other subject the teachers have to be trained in it.

16. You have not considered what should be the ultimate aim?—No.

17. In the matter of drama, is anything like it being done in the *breac-Ghaeltacht* schools?—Not that I am aware of, but I think it is a very fruitful source for teaching the children Irish, because they could in that way pick up a lot of new phrases.

18. Have you considered at from what age you would introduce dramatic work of any kind?—Say from the fifth standard.

19. You speak of the necessity of establishing an Irish primary school for outside children. I take it that would apply to any Irish-speaking district?—Yes.

20. The idea would be that persons living in purely English-speaking districts would have places to which they could send their children to get a thorough primary education in Irish?—It would depend on what time you send the children there. If you send a child there who has passed eight or nine or ten years, it would take at least six months before they would be able to speak any Irish, and it is only then you can start teaching them other subjects through the medium of the language. At an earlier age they would pick it up sooner. There is one fault and that is that when the children go back home and lose the *Gaeltacht* surroundings and facilities for speaking Irish they forget all they have learned.

21. I would like to be clear as to what purposes you consider such Irish primary schools would serve?—For one thing they would make the children who come there Irish speakers.

22. From where?—From anywhere. A child under ten years of age going there would be an Irish speaker

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in three months, and over that age they would become Irish speakers in six months.

23. Children going to these schools would get Irish in the schools and would hope to get as much from the older people outside?—Yes.

24. If we contemplate having such schools in the districts like Ballingearry and Ring, would you prefer to have them in a purely Irish-speaking position?—Yes.

25. It seems to me a valuable suggestion, and with certain developments taking place, parents will be looking for first-class Irish-speaking primary schools to send their children during the school year?—Yes.

26. There would be a serious difficulty if you sent children to an area like Ballingearry where the home language was not concentrated?—I agree with you.

27. You say you want a secondary school there, but you are not clear as to what the programme should be. That brings us down to the fact that there is a want of clearness as to the future of the product of an area like Ballingearry. If that could be more clearly defined we would be able to more clearly see what the programme ought to be. You suggest in the matter of training teachers, that such training should be carried out in a college in Cork or Dublin?—For the Munster teachers Cork would be the centre.

28. Do you see any objection to that from the point of view that while you might seclude embryo teachers from outside influences you would have to have a teaching staff and you could not seclude them from the purely English atmosphere. There is also this side. You take in people from an area like Ballingearry and bring them to the city and train them as teachers, and then you send them back to an area similar to Ballingearry. If they were taken to a place like Dingle or Coolea where there is a homogenous population and had their preliminary training there you could start your teaching population with a knowledge of the economic problems in the areas in which they would work, and your teaching might become more practical in its objective?—That is not the experience of the colleges up to the present. The teachers would come from English-speaking districts, and there is no reason why they should not be trained in Ballingearry or Ring or other places.

29. You think that on the economic side as much as could be done for agriculture is being done through the Ministry of Agriculture?—I did not say that. What I meant was that if you expended more money you could do more, but I think that the farmers such as they are in Ballingearry are getting ahead as rapidly as the farmers in other parts of the country.

30. Do you think that agricultural instruction should be brought more closely down to the people in Ballingearry?—I think it could.

30a. Is it long since there was an agricultural instructor there?—It must be three or four years.

31. The other industry you refer to is the woollen industry. Do they spin their own wool in Ballingearry?—Yes.

32. And just two looms are working there making cloth?—Yes.

33. Is that cloth used locally?—Yes.

34. Entirely?—No.

35. Are the two looms being less worked than they were?—Yes.

36. And there is no tendency to return to the weaving?—No. On the other hand I think the spinners have increased. The making of stockings and socks has increased. They had technical instruction classes at which they were taught spinning, and a good many girls learned to spin and carried it on.

37. Mr. Hanly.—These agricultural classes you refer to, were they ever conducted through Irish?—No.

38. There are no instructors qualified to teach through Irish?—There is one.

39. You spoke of the appointment of a special commissioner for a particular area?—Yes.

40. Have you thought out the shape of the organi-

sation he would control?—Supposing there were Commissioners for such districts in the country, I suggest they would be under the control of a body of Commissioners in Dublin who would be in touch with the Ministry of Education.

41. Would you make that Commission responsible to the Ministry of Education?—Not officially. I would have them in touch with the Ministry of Education.

42. You would have them sufficiently independent to exercise their influence on other Government departments as far as Irish was concerned?—Yes. That is the suggestion.

43. You suggest help in the way of machinery and marketing in other industries. Do you agree that the marketing conditions at present are not favourable?—I do.

44. That even for stuff sent to Dublin these people do not get anything like what is charged to the consumer for it?—That is so.

45. Have you any suggestion to make that could improve those conditions?—I suggested a central emporium.

46. Would you have it in Dublin?—There is no reason why you should not have one or more in the provinces.

47. On what basis would you establish such a centre or centres? Would you have them on the co-operative system or run by the State, or how would you control them?—On the co-operative system.

48. Assisted educationally and otherwise by the State?—Yes.

49. Chairman.—I would like to ask what is the general spirit of the people towards Irish in Ballingearry and that area?—I don't think it is any better or worse than in any other Irish-speaking district. They just say "What use is Irish?"

50. Is there any tendency to speak more Irish?—In a few families only. On the whole it has been worse. Where an old grandmother or grandfather died who knew nothing but Irish it meant that Irish practically died in that house. The position is worse; and it is getting worse.

51. It has been suggested that the restoration of the old age pension to its former figure, or even to an increased figure over that in respect of old age pensioners who made use of the language in speaking to the children of the house, would have a beneficial effect in Irish-speaking districts?—I have often thought of that, but like my suggestion about fining the people for speaking English, it would be hard to find out whether they were speaking Irish to the children or not.

52. But when the children would go to school they would know whether they were Irish speakers on the first day?—Yes, that would be a way of determining it.

53. Do you agree that until such time as a carefully thought out policy is put into operation and tested that the greatest possible use should be made of the older speakers?—I think so.

54. And that our machinery of qualified teachers is so poor from the point of view of pure Irish-speaking teachers it is most feasible, even from the educational side, that every use should be made of the older speakers?—I think so. I think the language you get in the Irish-speaking districts is the only natural language, and that the language acquired otherwise has not the proper bias.

55. Would you be prepared to say that it would be a tremendous thing for the language if the old speakers could be made take an interest in the language and continually speak it?—I think so.

Chairman.—Thank you, Father.

The Commission adjourned at 1.30 p.m.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile sa Chlochán Liath ar a deich a chlog, Día Luain, 17adh Lughnasa, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathaoirleach), Pádraig Ó Siofhradha (An Seabhac), L. C. Moriarty, Joseph Hanly, An t-Athair Seaghan Mac Cunnigeain, Risteárd Ó Foghludha (Fiachra Eilgeach), Séamus Ó hEochadha (An Fear Mór), An Dochtúir Tomás Breathnach, M.A.; Pádraig Ó Hógain, T.D.

D'éisteadh—

PATRICK GALLAGHER, (Templecrone Co-Operative Society, Dungloe).

V. REV. E. CANON MAGUIRE, P.P., D.D. (An Carrig, Tírconnaill).

REV. HUGH McDWYER, P.P. (Gortahork, Tírconnaill).

M. McFADDEN (Gortahork, Tírconnaill).

SEAGHAN MacMEANMAN (Fintown, Kingarow, Tírconnaill).

JOHN BOYLE

ANDREW CARR

JOHN CUNNINGHAM

JAMES F. O'DONNELL (Burtonport, Tírconnaill).

DR. C. CARR (Bunbeg, Letterkeny).

The following statement, submitted by Patrick Gallagher, manager, Templecrone Co-operative Society, Dungloe, had been circulated to the Commissioners—

Extent of Irish-speaking Areas.

1. The district with which I am best acquainted—West Tírconnaill—is more or less bilingual. In many parts Irish is the home language; in others it is not; the older people can speak it, but do not use it in their homes, while the younger generation cannot speak it.

Administration.

2. Occasionally Irish is used in the law courts—never in any other business departments of the Government. If a sound knowledge of the language were made an essential of these appointments, a great impetus would be given to it; young aspirants to such positions would make themselves proficient in Irish, and native speakers and people in general would learn to look upon it with more respect and of course would speak it oftener.

Education.

3. Roughly, the school time devoted to Irish and English is half and half. There is, however, a very general complaint among parents and others (1) that English is not taught in schools from the outset. English is only introduced when the children reach first standard, and then the proficiency required seems to be as high as when it is taught from the beginning. (2) Subjects are expected to be taught through the medium of Irish (subjects like arithmetic) to children who have not a fluent knowledge of the language. While such teaching may have some utility as a language lesson it is little more than waste of time for any other purpose. (3) Again, there is a general complaint that for children living in rural parts, who have only a few years to spend at school, a knowledge of English would be more useful in after life to those, many of whom have to emigrate to America and elsewhere.

4. I am convinced that if a reading, writing and conversational knowledge of Irish were merely aimed at for the present, and if such a knowledge were made an essential for all appointments to every office and service, there would be a turning of the tide in favour of Irish. If Irish, in other words, were made a bread and butter language you catch hold of that large element who are at present apathetic or hostile.

Economic Conditions.

5. Knitting and homespuns are the only permanent home industries in this part of the county. No facilities are afforded for gaining technical knowledge in these industries. Instructors had to be sent down formerly by the Congested Districts Board, and now by the Ministry of Fisheries, but these instructors only taught how to work the machines. No facilities of any kind are given for the very important branch of designing in either of these industries. It is here we fall behind the Scotch and English.

6. There is also the fishing industry which was

badly neglected in the past. Over twenty years ago the Congested Districts Board spent a considerable amount of money on the purchase of a number of old luggers which had then been discarded by the Scotch fishermen for the more up-to-date motor boat. These old boats proved a complete failure, and after a few years the fishermen had to turn again to their little yawls.

7. I would not say that the home industries in these localities would be at all times sufficient to give permanent employment to the present population. This would need explanation.

8. I would certainly suggest that an opportunity should be given to the young men to migrate to the better lands.

(Signed) PADDY GALLAGHER,

Dungloe.

6th July, 1925.

PATRICK GALLAGHER, examined.

1. *Chairman* (speaking in Irish) — We have got your statement, and before we ask you any questions we should like to know whether you wish to give your evidence in Irish. Any witnesses who desire to give their evidence in Irish can do so. We are prepared to take it either in Irish or English.

2. *Witness* (speaking in Irish).—I think it would be better if the questions were put in English. Coming from different counties we might not understand each other so well if we spoke in Irish.

3. You are manager of the Templecrone Co-operative Society?—Yes.

4. How long have you been in that position?—Seventeen years.

5. Have you had experience of the district before that?—Yes, I am a native of it.

6. You have given us your statement. There are perhaps some matters that you would like to elaborate to us now?—I don't know really that there are. As far as the teaching of the language is concerned there is a strong opinion among the parents that it should not be compulsory. I am not offering any personal opinion. I am only giving you the wishes of the people. That is the only thing I would add to the statement.

7. Is there anything further you wish to say with regard to economic conditions?—Well, economic conditions at the moment are unfortunately very bad, and it is very hard to offer any opinion as to how they could be improved. The homespun industry is not in this area. It is in the vicinity of Ardara and Gweedore. But knitting is very largely done here, and I should like to see for the knitting industry some kind of technical school such as they have in other industrial areas where the people could be taught and the minds of the younger generation developed so that they would be capable of doing their own designs. Unfortunately at the present time we can only copy others. In order to tap the best market you must have something original. I think in Edinburgh they have a college of that kind and in Leith also. If we had

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PATRICK GALLAGHER *examined.*

something like that here, some school in which our people could be taught to bring out original designs, it would be a great advantage. It is a big disadvantage not to be able to make our own designs. Then, of course, there is a great slump in trade at the present time in this industry. That is the experience of our own co-operative factory. For the first ten years there was any amount of trade for woollen gloves. Then there was a demand for golf hose, and the machines we had for new designs were working some time three shifts in the day. It would be a good thing if some means could be devised by which people who required machinery of this kind for new designs could be financed. There should be some bank to help people who cannot put in new machinery out of their own resources. The other points deal with migration.

8. Is there anything you have to say on migration?—You have seen the conditions here. The holdings are uneconomic, and if land is available elsewhere to migrate people to in colonies there is no question but they would go. I am convinced of that, provided it is done on a reasonably big scale.

9. On the point of the schools now, Mr. Gallagher, what number of schools in the neighbourhood have you personal knowledge of?—Well, I know those in Treennad, Roshine, Dungloe, Rampart, and Lettercaugh.

10. Have you any idea of the percentage of the children coming to these schools for the first time whose home language is Irish and the percentage of those whose home language is English?—In Lettercaugh and Traighena 90 per cent. of them would have Irish as the home language, Meenacrossh 50 per cent., and in the other districts 5 to 10 per cent.

11. In Dungloe?—In Dungloe, Rampart, and Roshine there might be 5 per cent. of the children whose home language is Irish.

12. So that from your experience Lettercaugh is practically the only school to which the children come Irish-speaking?—Yes.

13. And that the great majority of them—90 per cent. of them—come to school Irish speakers?—Yes. I would not be sure of the percentage, but the great majority do.

14. It is an Irish-speaking district?—Yes.

15. Do the fathers and mothers speak Irish to the children?—They do, and the children have to leave school very early and they do not learn much English.

16. Do the fathers and mothers speak English to the children there?—It is the same as in other districts. I think.

17. You say that complaints have been made that in the last three years children are taught through the medium of Irish first in the schools?—Yes.

18. Were not these schools bilingual under the old system?—I could not say definitely.

19. You have considerable experience of employees working at your business?—Yes.

20. At what age do they usually come to you?—Well, a very few—about half-a-dozen children in the town—came at about twelve years of age, but usually fourteen to sixteen and older.

21. Has anything struck you as being defective in their general education at that time, or defective in the general education of those who have been at school for the past three or four years?—Well, we are all, I think, in the same boat. There are many of us who did not go farther than four or five books in this district. When parents want to put forward a boy or girl for some definite position they keep them at school till they are fourteen years, but that is not the regular practice. It is only in rare cases that the children go to the seventh standard.

22. Do you think that they would be better workers and that your business generally would be better if they had a higher standard of education?—No; I am not suggesting that. I believe the work is being well done, and I don't believe I would get better workers anywhere in the world. What I suggest is that for art work and designing you want a higher standard of education. I am not an authority on the subject, but I know what we want and I know what happens generally elsewhere. And that applies to home-spuns as well as to knitting. Sometimes we have very good business in America. But the big thing is to give them something original. The children are quick to learn if they get the opportunity.

23. Is their education generally sufficient to enable them to take advantage of any technical education that might be given along these lines?—No; I would not say that.

24. They would require further general education to enable them to take advantage of the technical education?—Yes.

25. Along what lines would that further education proceed?—If there were classes of this kind for the training of the people a firm like ours would be anxious to get hold of girls of that kind. If there were a school of that kind here I would inquire of the teachers if there were suitable material for such classes, and I would ask the committee to keep the girls at school for some years longer. But perhaps there should be some means to ensure that they would stay with us, because when they were trained they might take it into their heads to go to America or somewhere else.

26. What have you in mind that could be done for those who got a few years at school to give them technical education—would they have to get it locally or would they have to be sent away to get it?—I think they would have to be sent away. If it could be done locally it would be all to the better. I think for the present they would have to be sent away to the very best art schools to be trained. We have two or three girls that I would try to assist to get such training, and they might give classes to others here when they were trained.

27. Are you looking to the district or local point of view or the general point of view?—To the general and the local point of view.

28. Do you want designs to serve you here locally or designs to serve the whole country?—To serve the whole country. I feel very strongly that the bigger the volume of business the better. We have a certain number engaged in the industry. If there were ten firms more or twenty more engaged in it, and a much bigger output, the big buyers would come for supplies. If you want to attract the big buyer you must have a big volume of business. If there was a big volume of business I should like some body or association to be established here to regulate charges and other things in connection with the industry.

29. Have I got your idea now? What you want is that some association of traders or manufacturers, or some Government department, would see that a certain number of trained designers were at the disposal of the industry here so that such technical instruction would be given to the workers as would turn their thoughts to education and designing?—The Government should give all the means of education necessary for people who would be likely to become good designers. I would not confine it to any one branch of the industry. It would apply to hose, home-spuns and other things.

30. Suppose that private industries got four or six first-class designers, would that be of any use in the matter of training in designing?—It would be a start.

31. And whatever instruction they might give would turn the workers in the industry to designing and that you would man your industry rather from a class of people who would go in for designing?—No. I think you must keep the school in mind. Most of the workers would not be thinking of designing. The idea is to keep girls at school who would be capable of going for further education. In the matter of general knowledge of the industry it would not be necessary if you had a local school here. That is my way of putting it. First start out with home-spuns or any other industry and get a few trained to bring out designs and patterns that might be copied by the others. You would have a few trained by the time you started the technical school for teaching everything required to build up the industry. If you don't build up district industries you must take the people out of this district. That is the only way.

32. In the knitting industry there are certain things that the workers could get in the technical school that would help them to turn out better work?—Yes.

33. And the people you would send into that school are both workers in the industry at present and persons who may expect to be workers in the industry to-morrow?—Yes.

34. For the home-spun industry you would do the same?—Well, I am not an expert on home-spuns, but I think so. I feel that instead of working on Harris patterns we should have designers of our own. What we have been doing here in the perile jumpers is copying others. We want to get away from copying anybody else.

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35. Speaking for the knitting industry alone that you are most closely connected with, in what district or place do you think a technical school should be put?—Well, between here and Glenties. That would serve Arranmore, Glenties, Ardara and Gweedore.

36. Should the instruction be by parishes or in one central school?—I think one central school.

37. How many months of the year would that school require to be worked?—I think it should be continuous except for holiday time.

38. You think it would be better to have one school working continuously in one centre for twelve months than for six months each in two centres?—I think one centre would be better. I think it would be a mistake to have two. I feel very strongly that one centre would be right.

39. The type of work that is being turned out in the knitting industry is the type of work that is most suitable to the workers around here, because it gives the most promise of being a permanent industry?—No. I am not satisfied that that is so. We want permanent factories for the making of underwear like that made in Leicester, or other big factories such as they are doing in Derry. Men's underwear don't go out of fashion like other woollen goods. From my information the machinery for that class of article is too big an item for us to go into. We have been thinking about it, but we have not the wherewithal to do it. With the tariffs in operation in the Free State there is an opening for this class of goods in this part of the country. This would be a permanent industry no matter what would happen.

40. Have you considered at all what would be necessary generally to turn the industry over to a more permanent type of work?—When we get away from the question of designs it is purely a question of capital.

41. Capital for what?—To put in the machinery. And not only would you require capital to put in the machines but you would require capital to work the business. You must carry large stocks.

42. Would these machines be driven by gas?—Driven by power of any kind.

43. Is that type of industry established on solid lines in any place in Ireland at present?—I don't know that it is outside Derry.

44. *Fiachra Eilgrach.*—Blackrock, Dublin?—I am not aware of that. They make it in Derry and I think in Cork, but I am not sure of that. It is a thing we could start ourselves. My idea is to get machines that would give as much employment as possible in your turn over. A glove machine costs about £12, and five girls would be required to work three of them. If you had the new machines for making ladies' stockings, one girl could work three of them. They do not absorb so much employment.

45. But you might have a very much increased output if you were able to get that industry established as a stable industry here in the Gaeltacht and in that way be able to employ a greater number of workers?—I think it is quite possible.

46. You might be able to employ a greater number?—That is my opinion. Since the tariff came into force lots of people are saying that there will be a demand for these goods. There is no demand at the moment but there would be.

47. *Father Cunningham.*—Where do you get your raw material?—We get all our raw material from Yorkshire.

48. Would it be possible to absorb the native wool of this district?—I could not give a definite opinion on that, but as far as my inquiries go the wool of the blackfaced sheep we have here is not suitable for spinning into yarns. It is only suitable for carpets. I have made several inquiries and that is the information I have always got.

49. Would you advocate the establishment of a finishing mill or plant; would it be of any advantage in the district?—If you went into the underwear trade a finishing plant would be very useful and it might serve the whole trade.

50. Local finishing of home-spuns would be better?—I think it would.

51. The market is in a very bad state at present?—I don't think local finishing of home-spuns would be enough. There should be some kind of inspection, and nothing should be sold that is not real home-spun. Much damage was done in the past by taking yarns from across the water.

52. *Mr. Hanly.*—Is there any wool produced in the county that could be used with advantage in your industry?—Well, I could not say. There may be along by Raphoe, but I could not say.

53. I presume from your answer to the Chairman that you would probably recommend that one large home industry for the whole county would be of more advantage than a number of small local industries?—I believe very strongly in several small industries, and the more they are scattered over the county the better. I feel very strongly that they should not be crowded into one place, but that they should be so distributed that the workers could always go to their own homes at night. I have very strong ideas about that.

54. But the more types of home industry you have the better?—No, unless there is a market for them. If there is a demand for gloves and jumpers and hose, I say the greater variety you have to offer the better. Of course there is a certain amount of variety in woollen goods. I feel we should not encourage the workers to live away from their own homes. I know what certain people are when they are away from their own homes and from the care of their parents. The girl who comes to work from her own home is better than the girl who stays in lodgings.

55. *Chairman.*—Do you feel that if you had twelve small industries doing the same type of work it is better that they should be established in one centre, say in West Donegal, than have them scattered over a wide area?—I do, and I think there should be some association between them which would help in marketing and in fixing prices.

56. *Father Cunningham.*—A sort of central clearing-house?—That's it.

56A. You are satisfied that that would meet the case?—Yes, that would meet the case. I don't know how far you would go.

57. *Mr. Hanly.*—As far as we can judge the type of knitting carried on in the homes throughout the country is of a very coarse type. Do you think it would be desirable to encourage a higher type of knitting?—Yes. The coarse knitting is no advantage at all to the homes. A woman knits a dozen socks and gets 3s. for them—three pence a pair. That is not a living wage. That type of coarse yarn should not be used in the homes at all. A woman will come into Dungloe for an order for a dozen socks for what she will get about 3s. A day is spent in coming and another in bringing the socks, and sixpence each time on a cup of tea. I don't think she has anything out of the transaction at all.

58. My point is that a higher class of knitting should be substituted for the present coarse kind done in the homes?—It is very hard to be certain of what goods to produce the market changes so quickly.

59. Do you think an intensive poultry industry would probably be more profitable to the country districts than that coarse knitting?—Far more. There is no doubt about that.

60. You say in your statement that the people of your district object to the amount of time devoted to Irish and would prefer to have English taught to their children in preparation for going abroad. Do you think that if a substantial number of public and other appointments were available for these people do you think they would object to the encouragement of Irish?—If a parent were in a position to put his child forward to get qualified for an appointment he certainly would not.

61. If facilities were made available for helping the education of the children you think that would be an encouragement to them?—Oh, yes.

62. If both went hand in hand do you think it would encourage the use of Irish in the homes?—Yes, but the first thing to understand is that so long as the people are not able to keep their children at school until they are fourteen, or even less, they cannot do much. It is all very well to talk of facilities for a child to get qualified for a certain position, but there are very few parents who can keep their children long enough at school for that.

63. Do you consider that a good thing?—It is a necessary evil.

64. Do you think it is a desirable and necessary evil?—Yes, it is necessary under present conditions.

65. You don't think it is almost criminal?—What I say is that the people have not the means to enable them to keep their children longer at school.

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PATRICK GALLAGHER *examined.*

66. That means that the time they spend in school is not sufficient to colour their lives?—Yes, but what can the people do? They cannot allow their children to starve.

67. *An Fear Mór.*—During the war, when prices were high, did the hiring-out system continue?—Some of them went. They were encouraged to go by the amount they could earn.

67. *An Seabhac.*—Do you think the Compulsory Education Act will be a hardship to the people here?—Certainly, and unless it is changed I don't think it will work at all.

69. Do you think there is trouble ahead if it is sought to put the compulsory education law into effect?—Well, I am talking about this year and last. Under present conditions I don't know what will happen.

70. What does it mean in cash to a family here sending a little boy or girl of ten or twelve down the Lagan?—It means about £6 or £8 if it is for a half year and for quarter time about £3.

71. What is the custom in connection with sending children down the Lagan? Are they sent alone or do they go with their parents?—Sometimes the parents go with them. The fathers and mothers go down to Strabane to the market and hire them out.

72. Does that mean that where the father is hired the children go also?—Oh, no. The father does not go for hire in this county. He only brings the children to the market or hiring fair.

73. Is there any supervision of these children during the hiring period except from the master?—None whatever.

74. What is the length of the period?—It is either three months or six months—November to May, March to May, May to November, August to November. Some children come back in May and November.

75. What do they do when they come back?—Many times they go to school during the winter months after they come back.

76. I was in a school the other day where the average attendance during the summer is 30 and during the winter 50. That is due to sending the children down the Lagan on hire. Do you consider that that system of child labour and all that it means should be continued?—I don't say it should be continued, but there must be some remedy for it. If there are no other means of existence it must continue.

77. Did it ever occur to you that anything could be substituted for it in the way of intensive agriculture, or intensive poultry culture, or intensive industry at which the children might be employed at certain times of the year?—Cottage industries, such as doll-making, if established, would, I think, be of great service. As regards agriculture and poultry, you cannot get the land tilled any better than they are doing it. As far as I can see they till the land very well.

78. *Chairman.*—Is there any waste in connection with spraying?—No, I don't think there is any waste that way at all. We have some land and you might as well spray the floor here as spray potatoes grown in it—bogland. The instructors say you must spray, but there is no use in spraying in bogland. There might be some patches diseased, but that is a disease near the root and spraying is no use for it. People who have sprayed several times don't want to continue it in the light bogland.

79. Have the Department's officers investigated the matter?—They have, and their report is "spray, spray," but there is no use in spraying bogland.

80. *An Seabhac.*—You were speaking of local wool—the wool of black-faced sheep—used for the making of carpets?—Yes.

81. The yarn used by you is all imported?—Yes.

82. The local wool would not suit at all for the purpose?—No.

83. Is there any spinning done within reach of the local market?—Not nearer than Courroy, and as far as I know they don't buy it there. It is not suitable. They make tweeds there.

84. There is no effort to spin local wool for the carpet industry?—No.

85. Have you any idea how the carpet factory is doing just now?—I hear they are not working at all. There was one at Croly that was working three or four years.

86. *Chairman.*—What becomes of this black-faced sheep wool?—It is shipped to England.

87. *An Seabhac.*—For what is it used?—For carpets.

88. The carpets in Donegal are hand work?—Yes.

89. No machine work?—No.

90. Do you think the substitution of machines for hand work would give the industry any quality of permanency?—I could not say. It would all depend on the demand.

91. Which would be the better, hand production or big carpet factory?—I could not say.

92. Your industry here is two-piece, more or less. One is a factory industry and the other to a certain extent is a home industry?—Yes.

93. What proportion?—The proportion of home industry is about half—fifty per cent.

94. To what extent do the machines get into the homes?—There has always been a certain number of machines for knitting socks in the homes. They are wretchedly paid too. Making two dozen a day I don't see how a worker would be able to earn more than 12s. a week.

95. *Chairman.*—What is the shop price?—I could not say. The wholesale dealer would probably put on 15 or 20 per cent. and the retailer probably 33 $\frac{1}{3}$. I could not offer an opinion as to what they would be retailed at.

96. *An Seabhac.*—You told us that you don't encourage hand knitting in the homes?—No, not knitting by machines in the homes.

97. For the reason that power machinery can undersell them?—Yes. It would not pay anybody to work hand machines.

98. This hand-knitting of the better class of jumpers and pullovers, was that practised to any extent in the homes?—Yes it was up to eighteen months ago until the foreign made machine goods cut them out. In America there was a big trade. In this part of the country there was a boom and people went in for that work and some of them bought as much yarn as would make twenty or thirty. Then the change came. There was a slump in the price of jumpers. Jumpers bought here for 23s. I have known them to be sold for four guineas. As long as they were high-class the wholesale houses could keep up the price. Then one particular firm sold them at 25s. and when the traveller came along he said he could not pay our price. There should be a clearing house to see that prices are not cut under cost and to watch the trend of trade.

99. *Chairman.*—Was any effort made to get into touch with the retail houses?—Yes.

100. These small industries working here under the Department, did any of these industries get into touch with retail houses?—I would not say that. There is a strong feeling on that matter. I have heard that instructors did encourage that, but I don't know what truth is in it.

101. You think they would be in a better position to do it if there was an association among them in this country?—Oh, yes. I think I am right in saying that some instructors did encourage selling jumpers to the retail trade.

102. *An Seabhac.*—You think that getting at the wholesale houses is not injurious to the industry?—No.

103. Notwithstanding the higher prices?—That is my opinion. After the war I tried the Irish retail trade. People were encouraged to see what the Irish trade could do. I tried a retail house, you got an order for say a dozen jumpers. They wanted six different shades, and you would want six different classes of yarn for twelve different shops. Then some customer comes in and says she wants another shade and the jumper is sent back to you.

104. There are so many possible personal tastes?—Yes, and because they get them from Irishmen.

105. Have you any experience of any effort made to sell to Dublin houses which refused to give orders?—I have. I was in a house in Dublin in which I knew the buyer, I tried to sell gloves there, but could not. He went off to Manchester and shortly afterwards I saw the gloves in the shop after they had been bought from Manchester.

106. *Chairman.*—Do you feel that a Central Clearing House could not be so easily ignored by the Dublin retail trade?—Yes.

107. Also that it might help to get more than 23s. locally for an article that sold for £4 4s.?—It might, but it is in a trade link we want it most.

108. You think it would improve a situation under which you sell an article at 23s. to people who get from the consumer £4 4s.?—I think it would. The

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Central Clearing House would be able to fix the price, and say the article should be sold at so-and-so. They could fix the price of the article to the wholesale buyer and the standard retail price.

109. *An Seabhaic.*—You don't think the hand-knitting of fancy garments is a commercial proposition?—No. You will always have a small demand from certain people who want an article because it is hand-made, but it will always be a limited trade.

110. Were there any crochet jumpers done about here?—Not here. Miss Maguire has done that, but it is not done here. They do it about Donegal.

111. Is there any possibility for machine-made jumpers?—We have tried it, but I think you could get nothing out of it. I may be wrong, but that is my opinion.

112. Your view is that the only possibility for the knitting industry is machinery on the same level as is used elsewhere?—Yes.

113. And to compete with them on the same plain?—Yes. I feel that very strongly.

114. Do you think there is any wool produced in Ireland that could be used?—I think there is.

Down in Roscommon?—I think there is.

115. If there was a big industry here there would be a possibility of spinning?—Yes, but you would have to get better wool.

116. Do you think a better class of sheep could be introduced here?—It might be possible. I have heard people say that before the black-faced sheep were introduced there was a white sheep with a yellow face, the wool of which was good enough for any purpose. I am not sure of that myself. If there was a demand for a certain class it is wonderful what people could do to meet it. They might get that class of sheep.

117. If there was a very good increase in this knitting industry, and something like a regular wage, it might be possible that it would get rid to a certain extent of the hiring of children down the country?—It would.

118. Do you think it possibly would prevent any hiring of children?—Certainly.

119. It would awaken an interest in the education of the children and get them to make the sacrifice?—Oh, certainly. I have no doubt at all about that. It is only the compulsion of necessity that sends them down the Lagan.

120. To what extent is your society here in touch with the Irish-speaking population immediately around the town?

121. I think we are in touch with the entire of the three parishes.

122. Could you say that your factory industry represents anything of that Irish-speaking life?—No.

123. Is that because the people live in the town or just immediately around the town?—The town and within three miles of the town.

124. To what extent do the workers in your factory speak Irish?—I never heard one of our workers speak Irish in the factory. They don't speak to one another in Irish unless a stranger comes in.

125. So far as the factory is concerned it cannot be said to be a stronghold of Gaelic speaking?—Oh, no.

126. Is it an anglicising influence?—I don't think so.

127. The girls don't come in sufficient numbers from the Irish-speaking districts, and they acquire the habit of speaking English from the others. As far as the factory is concerned it really does not touch the Irish-speaking atmosphere at all.

128. *Chairman.*—What percentage of the girls can speak Irish?—A good few, and a great many can understand Irish. I would say 50 per cent. of the girls could talk Irish.

129. *An Seabhaic.*—But they fall in with the atmosphere of Clochan Liath and act like good Romans when they come to Rome?—Yes.

130. Have you a recollection of people coming about to teach some of those hand crafts, lecturing to girls in the country districts, and teachers from the Department of Agriculture lecturing in connection with poultry, agriculture, and cattle breeding and that?—Yes. There was at one time a lady here teaching cookery, but she only gave instruction to people of the already well-up class, people like doctors' wives and bankers' wives.

131. Would you consider that they did not require any special training in cooking?—I don't know. I suppose she gave them what would be suitable to them.

132. Don't you think there is a great deal to be done

in the matter of ordinary simple cooking?—Certainly. Attention should be paid to that class of people's lives more than to bankers' and doctors' wives.

133. Have you any recollection of any of that teaching being done in Irish?—No. I am almost certain it was not.

134. It is the same story with regard to the public officials in the Gaelic districts?—As far as I know they could not give instruction in Irish.

135. In connection with pension work, rate collection, and the thousand other things that officials come here for and deal with the people, have you known anybody who insists on doing the work in Irish?—No. I am certain there are none of them who use Irish.

136. You mentioned that in case the fall in the migration to Scotland goes on, the only other hope is to move people down the country in large colonies; you say they would be willing to move?—I am certain of it.

137. You are aware that other people maintain they would not?—I am aware of it. When I gave evidence before the Dudley Commission I consulted them and found they would be willing to go.

138. Having regard to the conditions generally in Donegal, do you think they would be able to take up this different type of farming in other districts?—I am sure they would make good anywhere. They have done it in Scotland. Practically every young man of seventeen or eighteen years has been in Scotland, and they are well up in modern farming. They are handy fellows, and I think they would make good anywhere.

139. To what extent does their experience go in farming education and in farming generally?—I believe it is good. They could not help learning modern methods of tilling over there.

140. Do the people to a certain extent look upon the little holding at home as a place to come to for a few months in the winter, some place in which to build a nest while they look to Scotland, the Lagan and America as the places in which to earn the money to keep the nest?—Yes.

141. Is that possibly the sub-conscious outlook of the people?—That is the idea prevalent in the minds of 95 per cent. of the people of the Rosses.

142. And that is the occasion for the great subdivision of holdings?—No. I would not say that.

143. If the Lagan and Scotland had not been available, would the holdings have been reduced to their present size?—I could not say.

144. Without the Lagan and Scotland how long would the population survive?—They could not live one year.

145. Is it not the money that the people earn in Scotland and the Lagan that is maintaining the small holdings?—It is maintaining them, but it is not the reason for the division. In old times there were very few people in this country—an odd house here and there, four in Dungloe. You would have to go back to the time of the plantation for an explanation. Then again a man was not looked upon as a good father if he did not divide his land with his son.

146. I suppose you are aware that in other parts of the country where other resources for earning are not available, when the sub-division of holdings was brought down to the limit of economic size they had to stop?—I don't know.

147. And that if they divided again they went bankrupt and had to clear out altogether?—I don't know.

148. *Chairman.*—Have you seen any evidence of the demand for labour in Scotland failing?—Yes, the last two or three years, and this year it has been exceedingly bad.

149. *An Seabhaic.*—Have you heard that any of them have returned unable to get work this year?—I have.

150. *Chairman.*—Do you think it is a temporary failure in Scotland, or is it going to be permanent?—I am afraid it is going to be permanent. In Scotland industry seems to have seen its highest point. It is marvellous that Irishmen can get a job at all when you consider the unemployment there.

151. *An Seabhaic.*—Has there been a gradual disimprovement in the labour market in Scotland for our people?—It is only for the last few years. It had been very good from the war on.

152. Are you aware whether this anti-Irish agitation in Scotland is having any effect?—I don't know that it has. In my opinion it has had no effect at all.

153. Are the different methods of agriculture now brought into operation in Scotland lessening the demand for manual labour?—I suppose modern machinery

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does do that. In olden times corn was cut with the hook when it was heavy. Now they will put it in the machine, even if it only cuts the top of it. It is not at the harvest alone that our people got work. Some of them got work in the mines.

154. Have you had any experience of fishing?—Except that we buy fish. I was a couple of years a fisherman myself.

155. Do you think that the fishing industry here will have to be directed in some way like that which you suggest for the knitting and cottage industries?—There should be some control over the industry. For instance, if modern boats are got there should be some control to ensure that proper care would be taken of them and that they would be used and not left lying-up. Possibly in the past there was a certain amount of neglect by the fishermen. All the crew were captains. When one wanted to go out others would say no, and a Scotchman came and got the pick of the fish while all the men here were inside. During the war time I got one of these boats to go with a cargo to Glasgow. It was one of the saddest things I ever experienced. I got the cargo discharged and was ready to leave, but could not get the crew to come, everyone wanted to be boss of the show.

156. Have you in your own industry found anything like that spirit?—No.

157. Are they not the same people?—It was not the same thing. I was boss, but in the boat all had equal shares. The captain I had experience of hadn't much power.

158. *Fuachra Edgcach.*—How did you get home?—I had to wait a couple of days, one of them insisted on coming down to attend to some machinery. We had a great deal of trouble to get out.

159. *An Scabhac.*—Do you think that with some kind of supervision the fishing industry could be brought into regular lines where a man who is told to do a certain thing has got to do it?—I think so.

160. There is too much left to the particular individual in the fishing industry?—Yes. I have heard people say that. There is fish showing off the coast, but there are no nets. As soon as fish were reported showing anywhere in the district a boat should go immediately to the vicinity, and if the fish were there the other boats would go out.

161. *Chairman.*—Were you going to say that there are prospects of good fishing at present?—Yes, we are hopeful. There are rumours that herring have been seen outside Arranmore for a considerable time, but the local men can do nothing until the fish come in shore. They have not got the boats to go out after the fish. I think a boat would be a good investment. There should be some means of watching the fish and reporting their appearance quickly. At Trienna about twenty-four years ago there was the finest fishing in the country.

162. *Deputy Hogan.*—The chairman said something about selling an article for 23s., the retail price of which was four guineas, was that machine-made or what was it exactly?—A special article—perile jumpers, something new on the market.

163. Does that relation of prices happen often?—I think it happens pretty generally. I know of the perile jumpers definitely.

164. A like proportion would extend down to articles of less value, all the way down to coarse knitting?—Not in the same proportion.

165. In proportion to the value of the article?—No, not in proportion to the value of the article. Probably they would not be making a profit of more than 12½ or 15 per cent.

166. In some cases there is that higher margin of profit, can you say how the association of manufacturers or clearing house could regulate that?—My suggestion is that if a manufacturer produces an article at 23s. the clearing house finds the wholesale price and says that the retailer cannot charge over a certain price. The public does not suffer by that.

167. Don't you think it is bad having so many people as that coming between the consumer and the manufacturer?—I thought that, but my experience is that it is very difficult for the manufacturer to handle the direct trade. It is better for him to deal with wholesale houses which give orders for thousands of articles and one order would possibly be sufficient to keep the factory at work for three or four months. During the boom in the glove trade I went to London and got an order from one man for 15,000 dozen pairs. We started work in January that year and were at it till into July

and August. If I went around the retail houses I would get orders for a dozen or a half-dozen pairs, or less. Then when the amounts came due they would not pay for probably two or three months, and then they would take off discount.

168. You don't think going into the retail shops the best?—No, we even tried Dublin, but it was not a paying proposition.

169. You think you have sufficient talent locally that could be trained to do good designs?—I think so.

170. Have you ever thought of sending anybody across to centres where similar goods are produced and get them to absorb what they know there?—We have. We went a certain distance already, but it is a difficult matter to get the information we require. We sent a girl across to have her trained in certain lines, but they did not show her the machines we wanted her to see. She did not get the information. It is a difficult thing to get.

171. They keep it more to themselves?—Yes. We keep the door open. I don't know why.

172. You think hand-knitting and other work done by hand cannot compete with work done by machinery?—I am almost certain of it.

173. You are up against the mass producers?—Yes.

174. You think you would be able to compete with them?—Yes, with machinery.

175. Against mass production?—Yes. We can sell against Aberdeen and Dumfries, and our girls are paid as well as theirs.

176. Is there any possible combination of hand-knitting and machine knitting that they could not copy at the other side?—I don't think there is.

177. They can copy your stuff?—They can copy anything.

178. *An Fear Mór.*—In connection with the technical school, you suggest that it should be in the centre of the district?—Yes.

179. Would you suggest it should be a day school or an evening school?—Well, I think an evening school would be better.

180. A school in the centre of the district would serve a radius of 8 or 9 miles?—It would be more. Glenties is 10 miles and Hove Sound 12 miles.

181. Would there be any difficulty in getting students to attend such a distance?—There would, but anybody who is in earnest would make the effort. It is only people like that who would be worth having.

182. Do you think there would be a sufficient number in earnest to make the school a success?—I think they would flock to it if there was a boom in industry.

183. In connection with the small holdings of this district, do you think there is a possibility of reclaiming more land?—Yes, there is a possibility of reclaiming more land, but I don't think it is an economic proposition at all. I think it is only a waste of time and energy. I am sure it would cost £50 or £60 an acre to reclaim them.

184. Going round the country we were struck by the small holdings we saw?—Yes. Around Burtonport there is no land to be reclaimed.

185. And just immediately adjoining these holdings there were further hillsides that with a little capital could be cultivated?—That process has been going on for a hundred years. A man went out on the side of the mountain and built a hut and began to reclaim the land.

186. Do you think if the State gave a small grant to them for reclamation it would encourage them to continue the work?—It would certainly.

187. Would you approve of a scheme to help a man to enlarge his little holding?—I would, but there are a lot of these small holdings that have no land available for reclamation convenient to them. Around Burtonport there is much more land that you could reclaim. It is the only district where there are no houses.

188. Where these small little holdings are not close together, there is quite a large acreage of land available—land that has not been reclaimed?—The places I mean are thickly populated. There is a big population from Burtonport to Glenties. There is no land along the railway that could be reclaimed. It is too wet. The land that could be reclaimed here isn't worth it. It is hard to get at.

189. What about afforestation on a small scale?—It would be a great help. In the winter time you have the Atlantic gales from the west. It is very hard to keep poultry in condition at all.

190. With regard to the education problem here, it is not a question of teaching a second language at all?—I would not say that.

191. The children come to school for three or four years at most?—Off and on, and some four or five years, probably.

192. If it is the intention of the nation to teach the children of the nation the language of the nation, don't you think it should commence from the first day they come to receive instruction?—That is if you could keep the children at school, but if you have them only four or five years altogether I don't see much advantage in it.

193. In districts where the children attend regularly at school for a period of ten or twelve years would it not be possible to have intensive instruction through the medium of Irish in the elementary standards?—My answer to that is that it should be voluntary. In the Gaelic League it was all voluntary work, and there was a good deal of work done during that time. If you go through the district and make it compulsory I have a feeling that unless the people have an interest in it for other reasons such as economic reasons, it will become distasteful to them. As far as I know anything of the people, in some way they don't drink it in as quickly when they are forced to it.

194. You had the Gaelic League here in Donegal?—Yes, we had a hall in our factory, and we did everything we possibly could here. I myself took an interest in it and started classes. I don't say it failed, but we were not able to make a success of it.

195. That was a voluntary organisation?—Yes.

196. So that even that failed?—Yes, but if they tried to make it compulsory at that time you would have nobody.

197. You don't object to compulsory arithmetic, or compulsory English, or compulsory Christian Doctrine?—I don't, and I don't say I object to Irish, but I think you should consult the schools. You may try, but will it do any good to the language.

199. *An Fear Mór.*—You have not had very much time to examine results so far. It is only compulsory for a short time in the schools in Dungloe?—Take the school at Ross—for the first two years the child is taught only Irish. After the next two years its school life is over.

200. What age would that child be?—About five or six years.

201. What instruction would you suggest they should get through the medium of English?—I feel that the only instruction they need is reading, writing and arithmetic. It should be confined to that unless the parents are put in a position to keep their children at school longer. I think it is a waste of time to be folding papers or doing anything else of that kind. Reading, writing and arithmetic—these are the things that are required.

202. So far as reading, writing and arithmetic is concerned, it does not matter which language is used?—Take the child who goes to America, and writes a letter home to his parents. Not 3 per cent. of those who leave this country and go to America write a letter home in Irish. You cannot get anybody to write it.

203. *An Seabhar.*—Is not the reason that they have not been educated in it?—Certainly.

204. And the same reason holds in regard to other things. They don't get it all to the same extent. Has the impression got out anywhere that the Ministry of Education does not intend that the children shall know English?—No.

205. Have you had any experience of the bilingual schools at which Irish is taught on the intensive method and where English is a subject, English has been greatly improved?—I have not heard that.

206. That is the general experience?—I have not heard that.

207. I think you have something like that here where English is not taught during the first two years?—What I have heard is that the children now leaving school are not as far advanced in English as they would be if they had started English immediately on entering school.

208. How do they know? No child has yet left who has come in since this programme began?—That is the feeling I hear expressed in the district.

209. *An Fear Mór.*—Although you are a very competent man you hear criticisms of your own work?—Yes.

210. Would you be guided by criticisms of the work of your own factory?—Yes, sometimes you have to.

211. Do you think these people who express their opinions of our educational system are more competent than the people in charge of the education of the country?—I have consulted teachers. I am not giving you my own personal opinion at all to-day on the Irish language. I am giving you what I have heard and what all the teachers, with one exception, have told me, that the children were not able to get on as quickly as they did when they were taught both languages. They are face to face with the difficulties, and one thing particularly they find very hard, the teaching of arithmetic and geography. They don't see that this is essential for the language.

212. *An Seabhar.*—On the other side, you hear that schools in the most intensely English-speaking districts, where arithmetic and algebra are taught in Irish, are the best schools in Ireland?—I did not know that.

213. *Dr. Walsh.*—Supposing that for the last twenty years there had been no schools at all in the district and that boys and girls came into your factory without having gone to school at all, do you think they would have been any worse workers than those who only spend two or three or four years at school till they may be able to write—does it really do any good?—I don't know that it would affect their efficiency in the factory. What I have in my mind is the opinion of the people here, and that so long as we produce people for exportation they must know English. It is a different proposition if you can keep the people at home. If a girl learned nothing but Irish at school, it would be a disadvantage to be going out in the world. I knew one girl who went and who could only speak Irish, and she had a great difficulty for a long time in getting anything to do.

214. Of course it is not the idea in any school not to teach English?—There is the special case of children who can only spend a few years at school and who can only learn a little Irish and a little English.

215. In a system of national education you would not expect the programme to be made to suit the special needs of a small district?—No.

216. *An Seabhar.*—Don't you think it would be better for the children, and ultimately for the parents, that they should bear the hardship of keeping their children at school until they are 14 years of age than that they should bear the hardship of keeping them there for only half the year?—I should bear a little hardship, but you may make the burden too heavy. I know families here under present conditions that might not have enough to eat if the fathers and mothers would not send the children down the Lagan. I have been there, and I would do it again. Before I would see the younger ones in want I would allow a child of ten or twelve to go to service. It would be terrible if I was compelled to keep that child at school until he was 14 years of age.

217. *Dr. Walsh.*—Take a city like Dublin, where there are a great many people in that position. They are compelled to send their children to school, and they manage it somehow. A great many little ones could make a living by selling papers in the streets, but the school authorities prevent them from doing it until they are 14 years of age. Some of us think the people here are rather soft and complain of hardship before the shoe pinches them a terrible lot?—I admit that sometimes they exaggerate. Last year there was a great deal of exaggeration. This year there is a great deal of want. I knew last year there was a good deal of exaggeration, and I know what happened. I know this year there is want, and anybody in the position I am in would know it. Of course, it is a special problem for special industries.

218. And special measures must be taken?—I was only talking about this district. I was not talking about all Ireland.

219. Can you tell us anything that you think the Government can do to improve the condition of the people here?—I don't know. The trouble here is that

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the holdings are not economic. The only thing I see is to get local industries established or migrate the people out of the district.

220. *Mr. Moriarty.*—As regards migration, do you think there are twenty, or thirty, or forty of them who would be willing to surrender their interest in their holdings and be prepared to go into another district?—I could not say, but if you say "we'll have twenty farms for people from your district" there will be no difficulty in getting twenty people to go. If you make that offer, I have no hesitation in saying you will get twenty people to go.

221. *An Scabhaic.*—Would you get 300 to go?—Yes, if the first twenty went.

222. *Chairman.*—If the first twenty went, do you think you would get many others?—You would be flooded with them.

223. *Mr. Moriarty.*—The only solution is migration or increasing industry?—That is my opinion.

224. In regard to your own experience and the effect mass production might have on the sinking of a lot of money in machines and the difficulty of turning out an article equal in price and quality, do you think you could compete with power production of the great centres of industry even if the tariff already against them is imposed?—All businesses have certain disadvantages. My own opinion is we could.

225. You would be prepared to try it?—Yes.

226. As regards the question of capital, have you had any experience of the recent legislation to make capital available for new industries under the Trade Loans Guarantee Act?—I know of it.

227. Your Society have not availed themselves of it?—No.

228. So far as you know, that would be an advantage?—I think that Act is limited to providing machinery.

229. That is true?—Machinery would not be sufficient. Working capital would be wanted as well.

230. The new bank—the Investment Trust—that is being established will give facilities to provide capital. As regards fishing, you suggest that a boat could be employed profitably in scouting for fish around the coast?—Yes.

231. You should have a boat working at Lough Swilly, another at Arranmore and another at Killybegs?—I would not be sure of the selection of the different districts. I suggest Killybegs or Tory.

232. Any way, you would put two boats on this work?—If we had one to start with.

233. Suppose you had one. Fish might be reported anywhere off the coast, and if the boat went out there the shoal might have gone?—I had only in my mind this western seaboard. That is why I suggest one boat.

234. Supposing the boat came in and reported there was fish, and then the shoal did not materialise, what would happen?—If it happened one time there certainly would be criticism, but it four times out of eight she succeeded that would be satisfactory. It is a gamble anyway.

235. At present these fishermen are not prepared to gamble unless there is a prospect of success?—They could do it if they had modern boats. It is difficult with sailing and oar boats. They wait for the fish to come along.

236. *Chairman.*—How many miles should the patrol take?—Four or five miles.

237. Is there any reason why those engaged in the fishing should not arrange such a patrol among themselves and pass the information on to one another; it only means cruising with sails up and down the neighbourhood?—They would need to be organised for the purpose.

238. Do you think there are fishermen who could take turn about among themselves to do it?—It is possible, but I don't know.

239. Can you understand why they do not do it?—No, I cannot understand why they do not do it; but if one man goes out to-day, there may be no one out to-morrow.

240. But if another man goes out to-morrow?—You need organisation for that, and even then you are only covering a small space of the fishing ground.

241. Even if you are only covering a small space of ground, you are covering the ground in which these people are most interested?—Yes, but if you take the area about Arranmore, it is a vast area for a row boat or a sailing boat. You would want a modern boat that could do eight or nine miles an hour, if you want to get the fish.

242. *Mr. Moriarty.*—A speedy motor boat would be as likely to miss them?—I don't know. What I have in my mind is that if there were rumours of fish appearing at Trawienagh or Gwacbarra bay, and if there was a boat for the purpose of reporting if the fish were there, and some place to get into connection with the fishermen, that boat would be able to get at it when sailing boats would not.

243. Are you aware that the English fishing authorities tried signalling by aeroplane, and that it was a hopeless failure? You say the fishing was badly neglected. On whom do you throw the responsibility—on the capitalists or the Government?—I think the Government. The Government, about twenty years ago, did try to develop the fishing here, but they got old lugger boats which the Scotchmen were discarding; I think the Congested Districts Board built some. These luggers were no use. They missed the tide to a certain extent. The fish don't come in regularly here. At that time there was a good deal of fish. The Scotchmen came in with their modern boats, and they follow the fish wherever they go.

244. Twenty years ago, you say the Congested Districts Board got these luggers. What else could they have done to improve the fishing but get luggers?—I think they should have done what the Scotchmen were doing. The Scotchmen were giving up the luggers and going in for motor boats.

245. Twenty years ago?—Yes.

246. Would you be surprised to learn that the motor boats have been only in use fifteen years?—Well, vessels of some kind that were propelled by mechanical means.

247. *Chairman.*—Anyway, you didn't escape the lugger stage?—No.

248. *Mr. Moriarty.*—If you want modern boats, motor boats are not the most modern?—We had a Scotch fleet in here last year; they had nice little motor boats. They were in here at the beginning of the fishing season. While the Irishmen were standing idle, the Scotchmen were able to come in and get the fish. That is my experience.

249. There was no steam drifter there?—No.

250. Was there at any time?—There was a steam drifter there, but a steam drifter would not get the fish. Motor boats with ring nets get the fish.

251. Is it a lack of modern facilities you complain of?—Yes. The Scotchmen have the modern boats.

252. But the steam drifter is the most modern boat?—The steam drifter would not do at all. The Scotch boats work in the same way as the yawls.

253. Do you know that a steam drifter is being supplied by the Government?—I don't know anything about the steam drifter.

254. As regards the clearing house for industries; the central depot would be selling for account of the proposed organisation?—My idea is that goods of a certain standard should be taken into the clearing house, and they would become the property of the parties responsible for clearing them—standardised articles. Selling for individual account would cause trouble.

255. How would it become their property—by purchase on a valuation of the work on the article sent in?—A committee would deal with the clearing house, representing the manufacturers, and it would fix a standard price for a standard article. They would fix the wholesale selling price according to the price that would be paid to the manufacturers, and fix the retail price accordingly.

256. Co-operative selling?—Yes.

257. You would require that they should have capital in order that they could allow you the price of the goods before they sold them themselves?—That would be an after question.

258. *Fiachra Eilgeach.*—You want a change of designs for local industries?—Yes.

259. And you cannot get these designs locally?—Yes, sometimes; but I think we are not far advanced enough in education to get the designs we want.

260. Has it ever occurred to you to try Dublin, where there is a school of art?—How can we get them.

261. By writing a letter?—I did not know of the existence of that school.

262. There is a head master in the school of art who, I suppose, gets £1,000 a year, and they design post office stamps and other things. They should be able to give you suitable designs.

263. *Chairman.*—You have had technical classes in the towns under the Board of Education?—Yes.

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264. *Fiachra Eilgeach.*—With regard to afforestation, do you remember to have seen trees growing round about the coast?—No. I only see the roots of them. They were there before my time.

265. *An Seabhac.*—Have they not cut down trees in the bad season?—No, they hadn't got them to cut.

266. *Fiachra Eilgeach.*—Do you think there is any danger whatever of a child growing up here without a knowledge of English?—No.

267. That is our experience too. You say here very rightly "if Irish were made a bread and butter language you would catch hold of that large element who are at present apathetic or hostile." Isn't the Government doing this by making Irish compulsory in its examinations?—Where does the bread and butter come in?

268. *An Seabhac.*—You don't get any of the local people into any of these things for which examinations are held?—We don't see any of the bread and butter yet.

269. *Father Cunningham.*—In connection with the fishing industry, has there been more done in recent years than ten, twelve or fifteen years ago?—In recent years I don't think there has been anything done that I know of at all.

270. There is no initiative?—Nothing that I know of in recent years.

271. But there was previous to that?—Yes, there was.

272. The Government is more inactive in recent years?—Yes. I see Englishmen and Scotchmen coming in here with modern boats and taking the fish at our doors while our men have nothing in the way of equipment of that kind.

273. *Chairman.*—Do the Scotchmen have one captain to a boat?—One captain, and one captain, I think, for two boats.

274. *Father Cunningham.*—More was done at first by the Congested Districts Board to develop the fishing?—I am not very familiar with the older period, but of late I have been interested in the fishing.

275. *Chairman.*—It was represented to us that some difficulty arises where in running a factory certain people work in the factory and other people work in the home; that if you desired to have more people working in the homes rather than in the factory certain Board of Trade regulations bearing on wages worked against that. Do you think home workers are reasonably well paid, and have you found any difficulty in having people working in the homes rather than in the factory, because of anything in the Board of Trade regulations?—No. We don't find any difficulty. The home workers are not making, very often, half a living wage.

276. You favour factory workers?—I would prefer work in the homes if it could be done on a competitive basis. I think the factory has the advantage of being more economical if the people could go to their own homes at night.

* * * * *

The following statement submitted by An Canónach Maquidhir, D.D., S. P. An Carruag, Tirconnail, had been circulated to the Commissioners:—

1. "The said Jurors also say that in the said barony is the Parish of Glencolumbkille, containing five quarters, being all Termon land; and that William Oge Mac Eneilis is corbe and herenach of thone moietie thereof, and Neile Mac Eneilis is corbe of thother moietie And they also saie that, in the said Parishes, one halfe of the fishing of Teelin belongs to Neale Mac Eneilis and thother moietie to the Mac Swines."

2. This extract is taken from the Appendix to the Ulster Inquisitions, and contains the gist of the verdict delivered at Lifford on the 12th September, 1609, by a very pliable jury of Tirconnail gentlemen, including the said Coarb and Herenach, Neil MacNelis.

3. Seeing that the question of the division and allotment of termon lands was reserved, Glencolumbkille was not distributed, in whole or in part, either to Servitors or Undertakers. Hence the only fraction of the parish that was colonised by English or Scotch settlers was a few comparatively fertile townlands immediately adjoining the Rectory demesne, Killathnaid, Braide, and Malinmore. Here the English clergyman, who was the first of his creed or race imported into St. Columba's sanctuary, made a

complete and drastic clearance, and planted in the homesteads of the evicted Papists 18 Scotch adventurers, McKees, Blanes, Walkers, &c.

4. Consequently, the English-speaking proportion of the population never exceeded one-tenth, as is evidenced by the Census of 1911, and by the independent and exhaustive investigation so laboriously carried out by Mr. P. McShane, National Teacher. I will endeavour to avoid any overlapping as between his report and the present outline sketch of conditions and suggestions.

5. The village of Carrick has been somewhat anglicised by commerce, constabulary, and false ideals; Malinmore and Braide have been stubbornly conservative of their ancestral language and customs; and, outside these limits, not 100 individuals, resident in this parish, are incapable of speaking Irish fluently. Kilcar stands on the same level with Glencolumbkille, but in the latter parish Irish is strikingly more current and seemingly more popular than in Kilcar.

6. No village in Ireland has been anglicised to so small an extent as Carrick in Tirconnail.

Administration.

7. The District Justice understands Irish with ease and speaks the language with distinctness and comparative fluency.

8. The Pension Officer, otherwise unobjectionable, neither understands nor speaks Irish. His clients are perpetually complaining that he misinterprets their "broken" English with damaging results. Frequently the statistics he gathers from such people are ludicrous in the extreme.

9. The two P.C.s in this parish are fluent native speakers.

10. Our two National School Inspectors could not be better equipped or more helpful.

11. Out of the nine Civic Guards in our two barracks one individual speaks Irish. In other respects they are most edifying and unexceptionable, but, obviously, they could discharge their duties more efficiently and cultivate more intimate acquaintance with the people's habits and tendencies, besides acquiring useful information, if they possessed a knowledge of the Irish tongue. To do them justice, I must add that the Carrick Guards took lessons in Irish during the winter 1923-4.

12. The remedy is self-evident—to substitute a Pension Officer and Civic Guards who know Irish; but the former is making strenuous efforts, and is sure to improve gradually.

Education.

13. Six of our National Schools are bilingual; in the remaining three, Irish is taught intensively with a view to the adoption of the bilingual system within three years. Notwithstanding these efforts, consistently maintained, the effect is very materially impaired by home associations in Carrick, Malinmore and Malinbeg school areas.

14. A local college offering facilities for lucrative employment in positions for which Irish would be an essential qualification, would instantly and effectually purify the atmosphere.

15. The glaring defect of the system is the hopeless outlook. Emigration is the sole channel open to drain off the overflow of the population, and brains and physical energy are swept from us in the process of depletion.

16. Technical education is a matter of history here, and the story of its spasmodic existence in the past is not calculated to enthuse the narrator. Cooperage, carpentry and net-making were taught by fits and starts, but no discrimination was shown in selecting apprentices, and no boy received a perfect training in any craft. The education was haphazard, unmethodic, and invariably cut short as soon as the learner became interested in his work. Girls were taught lace-work and sprigging, and these avocations were prosperous and decadent by turns. However, the education of the girls was more thoroughgoing and permanent than that of the boys, and many of the young people so trained have imparted to their sisters and children a taste for, and skill in embroidery that secure for them fairly well remunerated work, from time to time, even at the present day.

17. What we need is remunerative work that will last and that will engage all hands able to earn a day's pay. Here this paramount desideratum can be supplied by generous fostering, on the Government's

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part, of homespuns and sea-fishing. I append a schedule of suggested remedies. The technical schools, that suit inland industrial centres, would be absolutely out of place in these remote regions.

18. "Self-reliance and initiative" would form a very ludicrous text for a sermon to be addressed to a starving community. The well-intentioned reformer might as well demand of these struggling sufferers that they should sell "all they possess and give the proceeds to the poor."

19. Thrift and ambition must necessarily follow the amelioration of their economic condition, in the case of an intellectual and spiritual people like ours. If the two main props of subsistence—homespuns and sea-fishing—were once firmly established on a basis of permanent prosperity, the subsidiary industries would be continued by expert hands only; the chief agricultural pursuit, sheep grazing, would be pushed to its economic limit; and the general standard of living and of outlook would be raised to an elevation of dignity and independence.

Emigration.

20. Any attempt to erect an impassable barrier against the flow of emigration from these parts into the United States must, from natural causes, prove futile and inadvisable. Three-fourths of our families have sent across the Atlantic the most promising of their youth, and the brightest sunshine that lights up their dreary homesteads, from time to time, is transmitted from their distant exile to their expectant relatives in American currency. Counter-attractions and moderate, but constant, remuneration at home can alone reduce the astounding outflow to reasonable dimensions.

21. From May 1st, 1924, till May 1st, 1925, 146 young people from this parish, mostly all supplied with tickets from their connections in the States, cheerfully boarded the emigrant ship, frightened away by the cheerless prospects at home. While the emigration fever raged at its highest temperature, I appealed hysterically to Mr. Bradley, of the Education Department, to establish here an Irish Training College, pointing out that from 64 to 68 of the boys and girls seeking their passports would be qualified by one year's acquisition of intensive training, to teach Irish in any college in the world. All these possessed bright intellects and courteous manners, and had passed with *relat* in the seventh or eighth standard.

22. About 95 young boys and girls, of similar mental calibre, with an equal proportion of eligible candidates for training, left Kilcar parish in the same period.

23. Young people "leaving their home areas" possess a wider outlook and a keener perception of life's amenities in proportion to the tenseness and assiduity of their bilingual studies. Sir Patrick Keenan bore involuntary testimony to this psychological fact half a century ago, after an inquisitorial visit to Malta, and it is proved to a demonstration in college and university circles.

Economic Conditions.

24. The first paragraph may be briefly and emphatically disposed of by a crude statement of the patent truth that we have no permanent industry, and not even a shadow of by-gone facilities for technical instruction.

25. (1) Farming, in the ordinary acceptance of the work, is almost unknown, and impossible on a scientific scale in this parish; (2) sheep grazing is precarious and decadent, but can be revived; (3) homespuns are a drug in the market, but must become again the leading permanent industry if the community is fated to survive; and (4) our sea fisheries are so glaringly neglected that the whole nation cries anathema on the Ministry responsible. Last Friday our boatmen captured a record amount of herrings—record in these days of dearth—one boat bringing in sixty crans, and when they landed they discovered, to their bewilderment, that there was neither market nor salt for their exquisite fish! The old Congested Districts Board never allowed the store of salt at Teelin Pier to sink below four or five tons. What a change was there, ye gods! and yet it is only a mild specimen of the denudation visible at every coastal station. It is possible that the Minister may awake from his dreamy lethargy like a lion

refreshed, but, up to the present, he has contented himself with flinging abuse and unfounded charges of collusive bribery, &c., at our Tirconnail fishermen. Why does he make no serious attempt to investigate the charges? False subterfuges can benefit neither State nor Minister. We all cheerfully acknowledge that he has behind him an ample staff of experts, and an occasional ray of hope still beams over the lifeless waters.

26. The "possibilities of permanent industry" are exhaustless, and if homespuns and sea-fishing flourished, the great bulk of the present population could subsist in comparative comfort. It would, however, be idle to deny that there are about ten thriftless households in this parish, that neither make any adequate provision for future comfort, nor show any indication of a desire to migrate to new homes that might involve increased labour. They belong mostly to the fishermen folk, and, in their own element, were formerly, and might again become fairly respectable and self-supporting. The past two years are not typical, and conclusions drawn from such recent experience are likely to prove fallacious. In any case, emigration is far more popular here than migration, but about a score of small holders would gladly migrate to any economic farms, wherever situated.

27. The subsidiary industries, formerly flourishing but recently affording only spasmodic employment in this parish, are—Knitting (of vests, pull-overs, gloves, blouses, &c.), embroidery, on a very limited scale; lace-work, within a still more restricted compass, and other sorts of needlework. If larger employers, like Macnally of Monaghan, were multiplied by financial encouragement, and trade with the States and Canada fostered, the results would obviously justify moderate expenditure. There are vastly more trained hands than can be employed.

28. Factory life is not desirable for our girls, but shirtmaking and kindred work supplied by a Free State factory would be a most commendable domestic occupation.

General.

29. The contemplated training college might be located either in a wholly Irish-speaking district, like Teelin, or in a partly Irish-speaking village, like Carrick, rapidly coming into line, without possible detriment to its efficiency, as the anglicised area is infinitesimally small. In compensation for the injury inflicted on the native tongue by the Glencolumbkille Hotel here in our midst, it would be a just judgment to convert its well-preserved skeleton into a nursery of future Irish teachers. The expense of restoration would be a mere bagatelle, compared with the extensive and eminently suitable accommodation in class-rooms, &c., which it would afford.

30. Teelin Coastguard Station would receive second preference from any unbiassed voter, but the journey to and fro would involve some additional cost to the students. The "Finishing Plant" for tweeds, mentioned in Schedule "A" ought to be entrusted to thoroughly Irish hands in intimate touch and sympathy with the native population. The Glen river affords tempting facilities for the erection of such fabric anywhere along its banks.

31. The three partly Irish-speaking areas in this parish are so insignificant that, in the healing process contemplated, there is absolutely no room for differentiation.

(Signed) E. MAGUIRE, D.D.,

Carrick, Tirconnail.

20th May, 1925.

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SCHEDULE A. (HOMESPUNS).

1. In the eighties of the last century, a Mrs. Harte, from London, was entrusted with £3,000 to erect a factory in Middletown, Gweedore, for "finishing" tweed webs manufactured by the peasantry of that district. So pronounced was the success of this venture that the resultant prices were so enhanced that the country about was enabled very soon to improve their houses and dietary, and began for the first time to manifest signs of thrift and assured comfort. After a time Scotch thread was imported, and deterioration destroyed the market. However, new management restored both quality and sale. Now,

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what we want is a "finishing plant" constructed on the same lines.

2. On page 68 of his "History of the Congested Districts Board," Mr. Micks has recorded the story of the origin and growth of the Homespun industry at Ardara:—

"The improvement scheme provided for (1) the establishment of a store for rolls of tweed or flannel, (2) the inspection, at the monthly 'fair' of all rolls submitted for examination, and the stamping or branding of all rolls of thoroughly good manufacture, and (3) the payment of a bonus on all stamped rolls, a penny a yard to the owner and a half-penny to the weaver. Sufficient precautions were devised to guard against improper claims, and as a result the quality and the price improved greatly. T. W. Rolleston represented the Irish Industries Association, and the joint action between the Board and the Association continued as long as it was desirable to offer inducements for good spinning, dyeing, patterns, and weaving. These looms were supplied to local weavers on the loan system, &c."

The points I wish to emphasise are the stamping, finishing, and marketing. Most of the looms are still in good working order.

SCHEDULE B. (SEA FISHING).

1. Instalments on Loans for boats and gear have nowhere in Ireland been paid with the same punctuality and completeness observed by the Teelin fishermen. If an instalment in a case or two remains unpaid, the deficit is more than balanced by the amount above cost price charged for the fishing gear. Hence no risk to the Treasury would be involved in furnishing reliable crews with motor boats on the security of the boats themselves. An official of the Ministry could check the receipts for hauls, and retain for the Ministry such reasonable proportion each time, as would eventually pay interest and capital. The gear ought to become the fishermen's absolute property on their payment of cost price.

2. A market is not always available for fresh fish, but, when it is, the Government ought to insist on *quick transit and through rates.*

3. The old Irish Parliament, 1782-1800, supplied salt free at all important ports and erected Government stores.

4. "The Parliamentary bounty is 20s. a ton, but there must be four men for the first 20 tons and one for every 8 tons over. A duty of 4s. a barrel is paid on imported herring from outside the British Islands. The Scotch have a bounty per barrel on exportation." Arthur Young's "Tour in Ireland, 1776," pp. 181-182. There is here a question of cured herrings; in herring fishing 47 boats were then engaged in Teelin.

5. There is absolutely no effective check on foreign vessels fishing on coastal waters. Quite recently I have seen three French trawlers actively engaged in fishing within a few yards of the shore between Rathlin O'Binn and Glen Head. At the former island they took a number of lobster baskets which they had evidently deposited there. No wonder the herrings are driven away.

The points I wish to emphasise are: (1) Loans for boats; (2) Notification of market and *through rate*; (3) Curing facilities; (4) Bounty; (5) Protection from foreign trawlers.

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examined.

1. (a) *Chairman.*—You may wish to add something to your statement, or perhaps there are some points you would like to enlarge on?—There are just a few general statements that I would like to explain, and a few that I would like to amplify. In regard to the pensions officers, it is all-important that men in that position should understand what the old Irish-speaking applicants would disclose on matters referring to age, means, etc., and for a very long time young men were sent into this purely Irish-speaking district who were either altogether ignorant of Irish, as most of them were, or had a very superficial acquaintance with the language. The consequence was that there were very grave misunderstandings. People were asked how many acres of land they had and they said so many perches, and perches went into the record of means. Within my own experience there came five of these pensions officers within seven months, and

not one of them knew Irish. In regard to the present pensions officer, he is not merely able to discharge his duties—he has a very moderate knowledge of Irish—but he has actually procured a nurse to teach his children Irish. He is a very great improvement on his predecessors.

(b) In regard to the Civic Guards, there are five of them in one barrack and four in another. We should be perfectly satisfied if three of the five could speak and understand Irish with ease, and of the four three or two. It is a sad thing to see that officials—apart from the education officials—should be altogether unacquainted with the language, because ours is almost totally an Irish-speaking district. The census discloses one out of thirteen, and closer investigation discloses one out of fifteen speaking English—from the parish of Kilcar, which is represented here by the Chairman of the County Council, and the parish of Glencolumbkille, which I have the privilege of representing. These are two purely Irish-speaking parishes.

(c) I would, with the consent of the Chairman of the Commissioners, wish first of all to deal with the item that appears on their itinerary last—trading with Sligo. That project is of great importance, especially to these two parishes. We opened negotiations with the Department of Industry and Commerce, and that Department had kindly consented to sanction a loan of something close on £5,000, but capital in our district is very limited, and the amount frightened intending investors. It would be too much to be accountable for in the present unprosperous condition of trade. The representative of the Fishery Department has kindly offered to submit to that Department that a boat—a steamboat—be chartered by us. He estimates the value of the boat at £600. It is a boat of ten years of age, and suppose we estimate it at £500, which is a very small reduction, and then we charter it for one year first on approbation, 5 per cent. on £500 would be something like 10s. a week, which is very reasonable and moderate. Of course the man in charge of the boat would demand, and be entitled to, about £4 a week. This offer is certainly one that we should embrace with avidity and cheerfulness, when we are absolutely certain that the boat after ten years is altogether seaworthy and as effective as a new boat. The offer is to us acceptable with certain reservations. Then we want to know what is the trade, and whether we can make the proposition a practical economic one. At present the rates from Derry to Killybegs are 15s. 7d., 22s. 4d. and 34s. 9d. per ton, according to the class of goods. That is as far as Killybegs. Killybegs to Carrick is 20s. It is really 25s. a ton, for these so-called ton motor lorries work out at 15 cwt. I always pay a pound for 15 cwt., and 5s. for the residue. That, of course, is very high. There are certain other things to be taken into consideration. For instance, certain goods like meal and flour are sold in Killybegs by Spiller & Co. at practically the same cost as Sligo merchants are prepared to offer to sell meal and flour to us. Sugar should come down from 1½d. to ½d. in the pound and many other things, but for meal and flour the disparity would not be so striking. The saving would come in in virtue of transit from Sligo by sea to Teelin. The cost by motor from Killybegs, together with the amounts paid for transferring the goods, would be the principal thing. Instead of 25s. a ton, it would always be 3s. more to the Teelin district; something like 28s. The charge to Glencolumbkille is 35s., while from Sligo to Teelin by sea the charge was 7s. This leaves a very considerable margin of saving. We can economise, say, 15s., at all events on each ton. Then it would not be difficult to keep imports within the "Southern hemisphere," and it would have the additional advantage that the money would not be going into the pockets of Derry and Belfast Orangemen. Of course as a substantial consideration, quite a number of people would be employed, these being our own people. In regard to this project we should be prepared when we examine the boat, or get it examined by experts, to take it out at once on trial. The committee are exceedingly grateful to the representative of the Fishery Department, and they would be prepared for immediate action.

(d) The next request that we put forward, a very long standing demand on the part of the Gaelic com-

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munity, is that an Irish college be established there. One of the most conspicuous features here is the outflow of the population. Last year 168 boys and girls, all under 28 years of age, and most of them under 24, emigrated to America, and brought with them the heritage of the Irish language which for all purposes might as well have gone into the grave—all lost. Of these, 64 girls were competent to teach Irish, not merely in a primary or intermediate school, but in any university in the world, and all the others could with efficiency and ease give instruction in the infant and junior classes in the national schools, and all that without any expense for training. People speaking English are very rare birds in that district. As an inducement to the Commission to recommend to the Government the establishment of a school or Irish college in the district, we have the shell of an excellent college in the coastguard station. Many of the Commissioners have seen it. It is perfectly preserved and most suitable. Intact it had housed quite a large number of nuns and primary teachers during the Irish sessions in the summer. It would accommodate sixty pupils with great ease, and it has two large halls. The old Glencolumbkille Hotel site in the village is almost equally well adapted for the purpose, and the Irish College Committee authorises me on their behalf to offer the additional inducement of all the small savings they have, which in their entirety amount to close on £400—giving it all over to assist in rehabilitating this edifice. It would accommodate the people of Kilmac, part of Killybegs, Glencolumbkille in its entirety, and a very large part of Ardara. And as for pupils, the college would be crowded from the very beginning and permanently. As to the capabilities of the pupils, they have proved their capacity for learning and they have also manifested their intellectual attainments in various spheres of life. There are twenty-two ecclesiastics from this district at present functioning in the world. There are twelve living, functioning, active, and supposed to be very intelligent priests, in this diocese at the present moment. We have discovered that there are ten who have gone into that other great profession—ten physicians—most of whom have attained very great fame in their profession. These are only a few of the facts that we are well acquainted with. As for the other professions, there are any number in them. So that in point of education or in point of talent that corner of Gaeldom is not to be despised nor in fairness or justice can it be overlooked. These are the main points. There has always been an Irish college there, and there is more Irish tradition and there are more traditional poems and songs and more genuine Irish folk lore than in any other corner of these dominions or in any other part of Ireland. The statistics will bear investigation. Both those house skeletons have been already inspected by the Government, and the officials found them absolutely safe and sound. The scenic attractions of the place have formed the subject of very sympathetic description by sketch writers. These matters are thoroughly well known and it is quite unnecessary to labour the question. Our claim for an Irish college has been submitted and all the material investigated, and it merely requires the impetus of the Commission's approval to have it carried into effect.

(e) With regard to home-spuns, we have been driven to the necessity of studying that subject during the past two years. With the collapse of the home-spun industry the whole life-blood of remunerative employment was suddenly drawn away from that Celtic locality. Out of ten houses in Glencolumbkille we discovered that there was only one that had not got a loom. That would mean that there were looms in 90 per cent. of the houses, but in 40 per cent. of the houses the looms are standing idle awaiting employment.

2. Is that in Glencolumbkille alone?—In the parish. What we want most urgently in regard to the marketing of home-spuns is a finishing plant, and it would cost very little. It is technically known as a tentering machine. Some people have been approached on this question—Bates of Dublin—with a view to the erection of a plant of this kind in the centre of this district. It is the only universal industry in the place that gives employment to all hands, the only industry that extends into every household. This tentering machine would, first of all, facilitate the carding of the wool in the homes, taking away all the ex-

traneous, useless matter from the wool and leaving it more easily carded at home. It would not affect the home-spun industry in any way except to facilitate the carding. All the rest would be done in the homes, save the dressing and dyeing. The dyeing would have to be done with vegetable matter, lichens and so forth, and could be done in this little factory, and it should be done according to design and according to the fashion of the time. As for designing, there is so much native talent that it is absolutely unnecessary to go outside the district. The people are thoroughly well made up on designs. I have brought a few of the designs. The one drawback in the culture of the material and its manufacture was a want of consistency, that is to say one part of the web would be drawn to a transparent thinness, with holes in it, and another part would be thick. Now, anyone can see by these patterns (produced), the Harris patterns, that the cloth is very thick. In order to get a market for it, it is necessary that it should not be transparent and filigree work; it should be closely pressed and thick. In my report I mention the remarks of Mr. Micks regarding the most profound success attained by the Congested Districts Board. First they gave for any well-made web manufactured in the homes—cottage manufactured web—a little bonus of a penny a yard. I suggest at present values 2d. per yard for first class, 1½d. per yard for second class, and 1d. per yard for third class, all goods produced to be subject to Government inspection, otherwise the market will be closed against them. With the Government stamp a market could be procured, I am told, in Canada and elsewhere. Presently it is expected that the Russian market will be open. However, these things are only conjecture. We must have proper material, proper colouring and designing, and the elimination altogether of shoddy. It is the manufacture of shoddy that destroyed the market. The people not merely put in bad stuff but employed more careless methods, stretching out the web far beyond its proper extent. Under the Harris system that is absolutely impossible. It would not pay. In fact it is of material interest that the thing should be done well. There is no family that would not benefit by the manufacture and lucrative sale of home-spuns.

We have nothing but sheep and some small cattle, very poor specimens of cattle. The fact is our soil is so poor that good cattle would not live there. Even the hay is wretched. In regard to fishing, one section of the Commission held a meeting at Teelin, and were confronted there with a deputation of most responsible and intelligent men, all of them fishermen all their lives. Now they are asking a supply of a superior class of boats—motor boats, while their spokesmen wanted them large motor boats, on hearing that these motor boats were very expensive, the whole body of the deputation agreed that about four of them would do. If they got four large and ten small motor boats they would be perfectly satisfied. It is a purely fishing district, but there has been no herring fishing during the past five or six years. They have had nothing at all. If they were allowed four large boats and eight or ten small boats costing about £300 or so, they would be quite satisfied. They have already been put to the test and they have paid back all instalments. As regards the payment of instalments and the care of these boats, most people who are independent would advise the Government never to lose control over the boats even when the instalments are paid off. There might be some office in Teelin and some Government official might be paid to come round to look after the boats and see that they were properly cared for. Everybody knows that what is everybody's business is nobody's business, and if there are six or seven men and one of them takes the whole burden of the labour on himself he will get no thanks, but probably will be criticised. There are two little points I should like to mention. First in regard to the hiring out of children of eight or nine to fourteen years of age. There is really not the slightest earthly excuse against sending children to school up to fourteen years. The reasons are ignorance and indolence. It is nothing but a bad tradition, and the sooner it is eliminated the better. In my native parish, instead of sending the children to hire, these little ones after school watch their mothers doing embroidery and sprigging. From the earliest years they do a little share themselves. They gradually improve and become expert and earn three times as much as some of those other children. I don't see why those who go to hiring for four or five pounds the half-

year could not be better employed, even if only looking after the fowl, at home. This sort of penal servitude should not be tolerated at all. When a man or woman talks about the teaching of Irish and tells us that the teaching should be voluntary, what do they mean by voluntary? Compulsory means that somebody's will is imposed on the will of the child, the will of an ambitious mother or the will of a heedless father. What is the use of talking about making it voluntary, if it means the sheepish opinion of a few ignoramuses in some little angle of a valley. The first thing that a child should learn when it goes to school is how to make use of the language that it inherited from its parents. Of course they can learn reading, writing, and arithmetic, but it is no use for anybody to deny the value of Irish. I have the testimony of a person who was consistently a pronounced enemy of Irish. He was a head inspector, Mr. Chambers, an Antrim man. Like many others he became a convert to Irish. He visited the schools and was obliged to carry round with him an assistant, an organiser of Irish, to describe the work for him. As he stood listening, he became convinced, as he put it himself, that instead of one idea the Irish-speaking child had two ideas. In other words the educational value was 200 instead of 100. There was a 100 per cent. dividend. These children were taught everything in Irish, and when Mr. Chambers came in he found they knew English better than the children in schools where no Irish was taught at all. That was his experience and that is the experience of all the inspectors. Hiring should be completely tabooed—penalised first by compulsory education, and secondly by making the school and the teaching attractive in the shape of advantages and promise in the way of livelihood. If officials are required to know Irish, that will do something to show that it is of utility and produces what is called bread and butter. This will help to prevent emigration. But what would prevent emigration immediately would be the employment of the intelligent boys and girls, particularly the girls, who have reached the 7th or 8th standard in teaching the infant classes in the schools in the English-speaking districts throughout the country. They are thoroughly well-equipped for it, of course under the supervision of the principal master or mistress. Irish would then get a grip on the affections of the country and it would reach a most triumphant acme of success. These are the few remarks I had to make.

3. As regards the boat, as well as I could understand a local committee would charter the boat?—Yes.

4. And has a formal proposal been put up on behalf of the committee to the Minister for Fisheries to charter this particular boat?—Well, before the representative of the Ministry.

5. Can you say that the proposal is down in writing and available in writing for the consideration of the Minister for Fisheries?—It has not been signed yet. We require to get it signed by the committee and sent on to the fishery department. That has not been done yet; in fact it is only within the last week or so that Mr. Moriarty made the suggestion that instead of guaranteeing this five thousand pounds or so, which we could not afford to take on our own responsibility, that boat which is already available might be chartered by us for a year as an experiment.

6. Do you propose now to put in a formal proposal?—Yes.

7. When are you going to do that?—Immediately.

8. For my own part I think the scheme is feasible, but the Commission can only help to recommend a scheme that is already fully formulated to the Department?—Thanks.

9. With regard to the college, do I understand that what is proposed here is that a college should be put up, that it should be residential, and take in certain pupils from the primary schools?—Yes, that is our idea.

10. You would, I think, prepare them for the teaching profession?—Yes. We should like to see a technical school established, but I think this college should prepare them for the teaching profession and send them out to places which are not so favoured as ours in wealth of Irish.

11. You say you would have room in the college for sixty?—Yes, sixty.

12. How many years' course would you contemplate?—I think from three to five years, according to the intellectual equipment of the candidates.

13. For the purpose of getting at some figure, suppose we say that fourteen or fifteen teachers for the

primary education system would be trained each year? We roughly calculated from fifteen to twenty.

14. And we require something like 350?—Something like that.

15. I think that would be giving Glencolumbkille more than its share?—We would have to be given our proportion. It might not be necessary to have a four years' course. Much would depend upon qualifications.

16. The Government may come up against the necessity of providing some type of school to improve the general standard of education of persons who will become farmers, farmers' wives, householders, and householders' wives, and also to prepare students so that they can get into the Civil Service, the bank, and the railways, and get appointments available under the Local Government system generally?—Our proposal is for a more literary kind of education. Of course technical schools would provide all these things, Irish as a primary subject.

17. That would mean setting up in this area a college for teachers, another technical school, another for those who want a higher standard of literary education?—I think the technical school would form part of the general organisation, and in that way it would be different from the project we propose. There should be technical schools everywhere.

18. Your idea with regard to the college is that it should prepare local people to become teachers?—Yes, that is my idea.

19. I understand you were in communication with the education department in the matter?—Oh, several times. They held out encouragement and hopes, but made no definite promise.

20. We do know that the Education Department are considering, and have more or less agreed to set up certain preparatory schools—I don't know how many, it might be four or five schools—to which prospective teachers would go from all parts of the country, and which would not be restricted to pupils from any particular area. Your committee would not object to that?—Quite the contrary, we would welcome them with open arms, no matter where they came from.

21. If the college were set up and only five or ten per cent. of the vacancies were given to persons from Glencolumbkille area, would there be strong feeling?—We should regard that percentage as a very unjust disproportion.

22. Suppose it was proved by figures that it was right?—If the figures were there it would be less unaccountable. We have students from all parts of Ireland coming to the Irish college, and there is no reason why those who choose should not come to the prospective college.

23. We are anxious to get your idea of the scope of this college?—This college would supply the place of the schools in training pupil teachers and monitors. Monitors are to be done away with after this year. This year the Department recognises applications for monitorships; then monitorships are to be done away with. This college would be to bridge over the chasm and train seventh and eighth standard pupils going for the teaching profession.

24. And you have no statement to make at the moment as to how persons going for other walks of life might be assisted?—Of course it would require too many teachers for the college. It would not be an economic proposition to combine a technical school or, say a coachers' school, with this educational college of ours. We could not have grinders or coachers to prepare people for the banks and railways and other professions. Our staff would consist of members of the teaching profession, national school teachers and intermediate school teachers, and I don't see how we could hope to combine coachers' work with the training of teachers. I don't see how it could be made an economic and practical proposition.

25. In the matter of homespuns, how is the industry at present managed—who collects the homespuns for sale and finds a market, and who orders or imports the raw material?—I shall endeavour to answer these questions in an Irish way—it is not managed at all. The industry is dead, and if it is not buried, it is being rapidly carried to the grave. Nobody manages it. Formerly the web was brought to the market and was sold to the buyer at whatever he chose to give. There was no control, Government or otherwise. Then when the market fell away, there was an accumulation of webs, and people went to Enniskillen and other places, carrying them from door to door trying to get them sold. It is not only mismanagement: there is no management of any kind.

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26. Who approached Bates in Dublin recently in regard to the finishing plant?—Yes, on our behalf Dan Tighe did. We wanted to know whether it would be more economical to establish the old tuck mills. There were two in the place formerly. These tuck mills dressed and finished the article, and they cost very little to work—just the wages of one or two men. Two men worked it there, or a man and a woman. Except the pressure it was nearly all hand work. We wanted to know whether Bates would not erect a plant there. You see more homespun were produced in Ardara and Glencolumbkille than in all the rest of Donegal by long chalks. He said he would consider the matter, but that the cost would be something like a thousand pounds, and he would be a long time taking in a thousand pounds. We only want the Government to erect a small plant at a very reasonable cost.

27. That type of hand industry is the chief industry in Glencolumbkille—in nine out of every ten houses?—Yes.

28. Some of them making homespun still?—Yes.

29. It seems a chance at present?—Yes. All chance. The amount of money now realised is intensely discouraging.

30. How do you get the raw material?—Off the sheep. They spin and card the wool themselves. They do it all in the home.

31. With regard to the courts. Our official information is that Irish is not used in the courts, and that there is a tendency on the part of the people to use English, do you agree with that?—Oh, no. A great many of our people are unable to express themselves intelligibly in any other language but Irish, and as for giving an explanation of details of things minutely in English, that is altogether out of the question. I have to add that our people are not in court every day in the week. They avoid the court. It is a very rare thing to find them in the court at all. We have very little to do with the courts. Mr. O'Hanrahan is District Justice. He has sufficient Irish to understand the explanations of any Irish-speaking witnesses. His clerk of court has a very fair acquaintance with the Irish language. There is no trouble there whatever. This is the only court. It is only held once in two months, and very often there is no case to be heard. Mr. Walsh's court is conducted in Irish. Where Irish clients come in, Mr. Walsh conducts the business in Irish. He is only delighted that Irish is spoken.

32. The court machinery placed at the disposal of the district justice is sufficient to enable him to transact the court business in Irish?—Amplly sufficient.

33. In spite of the fact that the civic guards don't know Irish, and that perhaps the solicitors don't know Irish?—If a case turned up where Irish was necessary, one of the civic guards who would understand Irish would be put forward. That has happened several times. It is not true to say that no civic guard knows Irish; we have a man from Sligo county who speaks Irish quite as well as the Glen people themselves. There is always somebody available. I don't think there is any difficulty as regards Irish in the machinery of the courts here in Donegal.

34. You say under the head, Education, the effect of the schools is very materially impaired by home associations in Carrick, Malinmore and Malinbeg school areas?—Yes. In every little centre where commercial travellers come and where a good deal or the whole of the work is performed in English, the children contract the habit of speaking English. Then of course in Malinmore, the place was most thoroughly planted. They were all Scotchmen who were brought in. The Catholics were hunted from the soil and driven away as rebels. That is why Irish became defunct there almost completely.

35. *Mr. Hanly*—In reply to the chairman about the courts, you mentioned that in a case in which Irish was used and which was conducted by a guard who was an English speaker, they called in a guard who could speak Irish?—Quite so.

36. How many solicitors would probably be able to conduct their business in Irish?—I could not say. Perhaps half-a-dozen.

37. You could give no information?—I really don't know. I would be puzzled to get half-a-dozen. I know some who know no Irish.

38. Would you not think that it is time to begin to have their lingo translated?—I agree with you this time.

39. *An Scabbac*.—Put them in the position of having

to look on as ignoramuses?—Oh, I merely meant to say that justice was not imperilled, that there was always somebody in court to act as interpreter.

40. *Mr. Hanly*.—You referred to the utilising of girls to teach the language?—Yes, to the children in the schools.

41. Do you think that if a technical school were provided that gave girls training for that purpose there would be a big number of girls who would take advantage of it?—There is no doubt about it. Irish-speaking girls brought into the national schools could teach forty times more Irish and would produce vastly better results.

42. Do you think that school Irish, apart from home influence, is sufficient to save the language?—I think it would not be school Irish at all; it would be home Irish. Girls coming from the hearth where Irish flourished, real living Irish, and going into the schools like that would bring the genuine article there.

43. I agree, but what they would be doing is talking Irish in school and English outside?—I would have no English spoken. They would accompany the children on their recreation and would use Irish with them. That is what they would be for.

44. Do you think a big number of girls from Donegal would be got for that purpose if they had facilities?—I would undertake to supply from 50 to 80 to-morrow without any trouble at all—most accomplished, well-brought-up, talented girls, thoroughly equipped and ready for the work if the opportunity is given to them.

45. Do you think a system of loans to farmers—short term loans or long term loans—to improve their land, houses and stock would be of advantage to the farming community in Donegal?—When we made an offer of this kind as a temporary effort, the people refused to take the loan, saying it would be a millstone round their necks. It fell through for the present. They were getting two-thirds of the money without any interest for three years, but refused. The stock that was unsold had perished in the mountains, yet they refused to take the loan to replace the stock.

46. Don't a considerable number go to the banks for loans?—Not this year. They would not get anything in the banks: they were overdrawn and their credit exhausted. We have no farmers. We have not in the whole parish one acre of land on which you could use a plough.

47. You have bad land?—We have rocks, heather, and moor. I think a genuine farmer would not regard it as land at all.

48. But you agree that the most should be made out of what you have?—We try to do that.

49. Do you think there are sufficient instructors in the county for the requirements of the county?—I have my doubts about the value of the work that they are able to do, because the people don't co-operate with them. I think they are good men.

50. Would you like that there should be more instructors in the county than there are?—Judging by the results as we see them, I think the county is overstocked with them.

51. You agree that the poultry industry could be improved?—Certainly.

52. Do you think that two poultry instructresses are sufficient?—No. I don't think they are.

53. How many instructors for farmers are there?—I suppose there are twelve altogether employed by the Department or the county council or both.

54. It has been suggested that local boys and girls should be trained in agriculture and kindred subjects and in poultry-keeping and housewifery and kindred subjects: do you think that such boys and girls from the Gaeltacht would be more suitable for training—and to be trained to do the whole of their work in Irish—than those who are trained at present, 80 per cent. of whom are imported from other parts of the country?—Of course I am thoroughly convinced of the truth of that statement. Given the training necessary for the work, I have no doubt they are more suitable to give instruction here than any foreigners.

55. I don't mean foreigners?—I think the country people are the people who have the traditions and know what is wanted.

56. Do you think a college or central training station should be established, or a present existing one remodelled in order to train such people to give them the whole of their training through the medium of Irish?—I think it is a most practical proposition. I think it could be easily achieved and that the results would be immense and most satisfactory.

57. Do you think it would be a reasonable condition, supposing industries were being helped either technically or otherwise, that the conversation throughout the industry should be in Irish?—It would be almost necessary to have such a condition.

58. You agree that towns and centres of industry are centres at anglicisation?—Oh, they encourage the speaking of English. There is no doubt about that.

59. Such a condition would be reasonable?—I think the complete elimination of English would be difficult. Boys and girls from English-speaking places find it very hard at first to avoid speaking English, but after a year or two they might be required to speak no English at all.

60. *In Seabhac.*—I don't know that there is anything left to be asked, the Canon has dealt so fully with everything. There are one or two points that I should like to get a little information on myself. What area in this Glencolumbkille district is still intensely Irish-speaking?—If you get the map, a straight line drawn from Loughross Bay to the border of Killybegs at Largymore, bounded on the west by the sea.

61. To what extent does the custom of speaking Irish prevail among the people marketing in Killybegs?—It is almost gone.

62. I suppose the same has happened through Ardara?—Yes. Once you cross the gorge from Glengheish, from that on to Ardara is English-speaking.

63. Would this proposed boat be run to Killybegs?—There would be no use running to Killybegs: there the railway would have to be utilised. No goods would then come from the 26 counties at all. Everything that comes into Killybegs except by sea, comes from Derry or Belfast.

64. Would not Killybegs be desirous of getting goods from Sligo?—Yes, and perhaps when our boat is disengaged, they would be anxious to supplement their present provision by using the boat, and we should be allowed to supplement our income a little in that way.

65. Would you think the boat should run every day?—At least once a week. The statistics that were procured from the station at Killybegs established the fact that the average amount of goods taken into the district was forty-six to forty-eight tons in the week. One round of the boat in the week would do that.

66. The boat would be run then with its headquarters in your parish?—Yes, in the Teelin estuary.

67. Is Teelin still universally Irish-speaking?—No part in the world is so universally and unilingually Irish.

68. What do the children of three or four speak?—They speak Irish.

69. Has the habit begun there yet of mothers using English to the children in the cradle?—I believe so, fortunately in a very limited way—about six families or so.

70. Has that port any village?—Really there is no village near it. There is a collection of houses with self-contained little bits of land. These are in the neighbourhood of the school of Teelin proper.

71. We would start the boat from that place, working with Sligo.

72. Which is absolutely calculated to tend to tighten the grip of English-speaking?—I should say it would have the opposite tendency, if we employ men from Carnick and Teelin.

73. You would be in a position to dictate who should be employed on the ship and what should be the common language?—Certainly, and insist on Irish being used.

74. The beginning of the use of English in that district in the case of little children, have you examined into it to find out whether it has begun because of a deliberate determination on the part of the mothers or by some peculiar mental evolution?—It is psychologically conceit—conceit on the part of the people that it is not the right thing to talk Irish. It is confined to a very few people.

75. Is it deliberate?—I don't think it is a studied policy at all; it is like a fashion.

76. Were these people never told that they ought to speak Irish to their children?—I think with a few exhortations they would come to see their mistake, if they were told they were making so many fools of themselves.

77. Do you think that would do?—I should think so. They are very respectable people and very intelligent. I have never heard them do so, but others have told

me that there were a few families that were in the habit of talking English to their children.

78. Had it any connection with America or the outside world?—No: with the Dublin officials. It is in that way they get it.

79. Are there any people established there who might set the fashion?—There are none now. There were the old coastguards, but they were not troublesome at all. It was the people's own fault.

80. Are there any persons there who cannot speak Irish?—No. All the residents in the place can speak Irish.

81. There are people who come there to reside for a few years?—There are.

82. Do you find all the people adapt themselves to those who don't know Irish?—I think so, if spoken to in English.

83. And do those who come in make any effort to adapt themselves to Irish?—Yes, except a few expolicemen and others.

84. You speak of good, raw material being available for intellectual pursuits?—Yes.

85. For teaching?—Yes. When a monitorship is vacant there would be about twenty candidates.

86. Suitable candidates?—You might eliminate a few of the twenty, but fifteen of them would be quite suitable.

87. Given suitable educational facilities, would the people from that place be able to hold their own in public competitive examination with the rest of Ireland?—Up to the present in open competitive examination, they have always been able to hold their own. Furthermore, as medical men or as priests they have always been able to hold their own, and have been in college winners of the very highest prizes. In the university it is the same thing. We have the most intellectual bilingual community perhaps in the world—at all events in this country.

88. These people who have been able to get away and get into the professions are children of people who have been able to afford education to them?—No. A great many get scholarships. Of course much depends upon families. In recent years—since 1911—since the scholarships were established in the university—a large number of these scholarships have been gained by students from Kilcar and Glencolumbkille.

89. If a post-primary school for day pupils was provided in this district where children could come in four or five miles, a large number of pupils would attend it?—It would be crowded.

90. Have you, in the proposed Teelin college, been thinking of that class of school child?—We have been thinking of the class of school that was proposed by the education department to bridge over the distance between the primary schools and the training colleges.

91. That school would be residential?—Yes. These pupils might be allowed to go home at week-ends in order to make the course less expensive.

92. The idea conveyed is that pupils should be drawn for one purpose—for preparation as teachers?—I think it will be found that we must limit it to that work, because we should be altogether unable to furnish teachers if we had to look to training for the banks, the railways, and the civil service.

93. Suppose the Education Ministry decided that it would set up five or six preparatory colleges to take children of twelve, thirteen and fourteen years of age in preparation for training and they choose children from Irish-speaking districts outside your area, would you have any objection to that?—Of course it would be obligatory to take those sent by the Government.

94. But from your parish there would be more than the average proportion of such pupils?—We would expect that.

95. Perhaps it would get a number of people a way of possible livelihood if you had set up in the middle of the district a post-primary or higher primary school?—That is what we would like, but we don't want to ask for everything.

96. You would not be asking for two much?—We should be quite content with one or the other.

97. *Deputy Hogan.*—Practical farming is non-existent?—It is, it hardly exists.

98. It cannot exist without subsidiary industries?—No.

99. You agree that a certain number of people could be induced to migrate to better land?—I am not at all enthusiastic on the subject. I broached the matter to the 553 families in our parish, and I could not get at first any

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experienced persons who would care to go. Then if they would go, they might come back again. They are very reluctant to leave their homes and give up their little farms.

100. It is more or less sentimental?—Yes, and they are not suitable by their traditions, and their lack of farming experience for the new class of work.

101. Of course the idea would be that three to five hundred families would migrate?—A colony would be all right, if you had a colony of people who would know how to utilise to the full extent the rich farms of Meath and Roscommon.

102. Possibly they would have at first to get some training?—Oh, yes, but going there with new equipment, new machines, and no implements with which they were familiar, they would be quite at sea and would probably return home again.

103. Don't a number of these people go to Scotland?—No. They go to America. New York is the nearest place to us.

104. *An Fear Mór.*—In the instruction of the children in the Christian doctrine, which is Irish or English used in the schools?—I am sorry to say English prevails. Some of the teachers have told me that—just as I find it easier in giving my evidence here to use English—they find it easier to explain the points in the Christian doctrine in English as they were taught themselves. But Irish is taught in the schools and the words of the Catechism are taught in Irish—the questions and answers—but the explanations are given in English.

105. Don't you think that, if we continue teaching the Christian doctrine and other subjects through English, it will eventually wipe out Irish?—Yes, but the Christian doctrine is often taught children to whom a perfect explanation could not be given in Irish. The teachers are native speakers, but they would find it easier very often to give an explanation in English: if not all of them, some few of them, who are extremely zealous and anxious to do their work conscientiously, find they could give an explanation more lucidly and more succinctly in English than in Irish. Of course, if they were asked to do it in Irish, they would do it.

106. Has the bishop made any ruling on the question?—No, he has not. It was well known that his predecessor would wish the children to learn the Catechism in Irish, but the present bishop has made no ruling on the question at all. Dr. O'Donnell was most anxious about the Catechism. The present bishop has made no ruling, but of course, he favours Irish and would like to see the Catechism taught and the inspectors examine in both languages.

107. As regards instruction in the churches, a good deal of it is in English?—In our parish most of it is given in Irish. In Kilarc it is altogether in Irish. In Glencolumbkille, like the teachers, I find it easier to preach a sermon in English than in Irish, but all the prayers are in Irish. I never say any prayers in English at all.

108. I think you haven't much sympathy with those who shout from the housetops that too much time is given to Irish?—I think for a few years too much time could not possibly be given to it. I think the more intensive the effort, the sooner the time will arrive when Irish will be supreme, and the schools can dispense with all the exceptional measures which are necessary now.

109. You would agree that it is mainly because Irish was not begun sooner in the schools that we have this trouble now?—That is the effect of not having brought it into touch with education earlier, and that is the reason why I propose that in the infant classes no school should be left to English-speaking teachers, but should have Irish speakers. The old system of teaching Irish is of no value, being merely spasmodic.

The Commission adjourned at 3 p.m. for lunch

* * * * *

The following statement furnished by Rev. H. MacDwyer, P.P., had been circulated to the Commissioners:—

1. The permanent industry of these Irish-speaking districts is farming, but from the poor quality of the soil and the dense population living on it, a self-supporting economic condition is practically impossible. Great improvements have been effected by the Congested Districts Board and Department of Agriculture, and still further improvement might be made by teaching the people to keep fewer cattle and more

sheep, and to provide better winter feeding for the cattle. At present they are half-starved every Spring. Statistics, etc., can be got from the Department of Agriculture.

2. Farming by itself would not keep the people above the starvation border, even in normal years, were it not supplemented by cottage industries. The principal ones of these are Donegal homespun, knitting, crochet lace, and embroidery. The Homespun industry is at present almost ruined, largely through the fault of the people themselves. It can be revived, though, with a little encouragement, by impressing on the people that excellence rather than quantity of output should be aimed at, and by Government inspection and stamp. The other cottage industries are necessarily subject to the fluctuations of fashion and market, and in order to be made of permanent value they should always be run on a sound commercial basis.

3. Along with cottage industries may be classed migratory labour. Between 2,000 and 3,000 men, boys, and girls, leave the northern seaboard every Spring for agricultural work in the counties of Donegal, Derry, and Tyrone, and also for Scotland. The wages they earn are an essential asset for the support of their families.

4. Another important industry for these districts is fishing. However, there is little need to say much about it, as information and statistics can be much more fully got from the Ministry of Fisheries. For its further development, better protection against illegal trawling is required, the use of motor boats extended, and technical instruction for the young fishermen in the care of motors and nets.

Suggestions for Improvement—Re-afforestation.

5. There are large areas throughout the county, especially in the mountainous districts—the Irish-speaking districts—suitable for re-afforestation, but if such work be undertaken the land should be acquired by the Government and thoroughly fenced in, so that neither sheep nor cattle could destroy the plantations. This, of course, looks more to the future than the present, but is none the less important for that.

Power Development.

6. The water power of Donegal is tremendous and easily capable of further improvement. Apart from the Erne (estimated at 73,000 h. p. from Belleek to the sea), power could be developed from practically every river in the county, as they are nearly all fed by lakes and have a good fall, and in the densely-populated districts, factories (woollen, rope-making, mineral) could be established, and the output could be put on the home market at a reasonable price.

Minerals.

7. There are undoubtedly many districts in Donegal where mining (in its widest sense) could be carried on. Many and beautiful species of granite are to be found in the Irish-speaking districts. *Galena* (silver and lead ores) is to be found in Inishcwen (near Cardonagh); in Keeldrum (Gortahork); near Fintown (associated with Manganese); in Kiaraine (between Glenties and Ardara); and at Knockybrin (near Letterkenny). Many of these were mined seventy or eighty years ago, but the difficulty of transport in those days, and the discovery of huge deposits in America, made their development unprofitable. *Copper* is found at Malinbeg and several other places; *Stearite* (Soapstone), at Crohey Head; and *Gypsum* at Woodhill (Ardara). *Marble* is to be found in Errigal, and Siliceous Sand (for glass and bottlemaking) in Muckish.

8. The list of minerals could easily be extended; their mining and working would largely depend on the development of electric power from our rivers and lakes. It would be extremely desirable if a thorough mineralogical survey of the county could be made, as valuable mineral lodes are commonly found on the border lines between eruptive and stratified rocks such as we have largely in Donegal.

(Sgd.), HUGH MACDWEYER, P.P.

22nd May, 1925.

Gortahork, Co. Donegal.

REV. HUGH MACDWEYER, P.P., *examined.*

AUGUST 17, 1925.

REV. HUGH MACDWEYER, P.P., *examined.*

1. *Chairman.*—We have had your statement, are there any additional remarks you would like to make?—There is very little more that I could say, except, perhaps, to enlarge on a few points. The things I mentioned were altogether industrial and economic. I think the whole question is one that calls for an economic solution. Unless that is found you cannot have much progress in any way. I regard the average farm as incapable of any improvement in many places. For these a migration scheme is the only remedy. I think a number of these people who have been migratory labourers would be most suitable for such a scheme, because they are accustomed to machinery and to the working of farms where horses are employed. Then I mentioned about the mines. There should be a mineralogical survey of the county to see whether it could be shown that there are minerals in paying quantities. If the Government made that survey and laid power from the Shannon scheme or developed our own water power here, we have plenty of labour, and, I think, it would be a paying proposition. With Government encouragement you would probably get capital to work them. With regard to afforestation, I should like to see something done. In the Donegal hillsides there are large areas that could be utilised without any loss. They are no good for farming, and practically no good for grazing. I should like to see fewer cattle and more sheep kept. We have tremendous water power that could be utilised everywhere through County Donegal. It could be made an adjunct of the Shannon scheme or an independent scheme of development. As long as you have the economic condition of the people such that their only hope for a living is to go abroad, there is no use in trying to keep or restore the language.

2. On the question of farming you suggest that the people keep too many cattle, and that they should keep more sheep?—Yes.

3. To what size holdings do you refer?—Ordinary small holdings of mountain land. A great many of them have mountain grazing that could be utilised for the keeping of sheep. There is, it seems, a kind of pride in keeping a number of cattle, and they feed the cattle so badly in the winter and spring, that they are absolutely useless. It takes the whole spring months and into the summer before they are in condition. The Department should discourage them from keeping such cattle. If they kept fewer cattle it would be better and more profitable for themselves.

4. Could you suggest the number of acres of arable and the number of acres of mountain land, the number of cattle they keep at present, and the number of sheep they keep at present?—Take a farm of, say, about 20 or 30 acres, you would have about a third of it arable. I know people like that who keep four or five and six head of cattle between cows, heifers, and calves. I think that is too many, and that such people should be discouraged from keeping more than two or three, three at the outside. Where they have a big commonage, in certain lands in the mountains for grazing, if each family kept a number of sheep it would be much better than putting cattle on it.

5. You think a change like that would improve their incomes?—Yes. In the south side of the county they keep ever so much more sheep than they do in the north side of the county. It may be that the grazing is better, but I don't know that it is. It is pretty much the same in the mountains.

6. Where they keep sheep in the north, where do they dispose of the wool?—They sell it in the market usually. They do very little in the flannel industry in the north of the county. They sell it direct at the market price. The wool of the black-faced sheep is rather too coarse for use alone. The black-faced sheep were rare at one time. The white-faced sheep were then more common, but they are delicate, and are not able to live in the mountains as well as the black-faced ones. The black-faced sheep are much hardier and their flesh is more tasty. In some districts it is very sweet. It is rather leaner than the ordinary run of mutton we get in the lowlands, and is very tasty.

8. In the district you speak of is there any tendency to sub-divide holdings?—There was, but in the estates bought by the Congested Districts Board sub-division is prohibited.

9. It has been suggested to us that in some of these holdings that have been bought out already, grants for the improvement of houses were refused for some reason, and that there are houses on some of these holdings that are in a very bad condition. We have seen some of them. Assistance would be accepted if it were available?—There is a scheme at present, and a great number of people are availing themselves of this scheme in Cloghaneely parish. A good number of them sent in applications, something between 50 and 60, possibly more, under the recent scheme. I think it was this year it came into force. I think the Congested Districts Board were able to devote a tenth of the whole amount available to improvements in land, roads, and houses. That was a considerable advantage to the people. Since their work has been taken over by the Land Commission I don't think it has been so successful or so sympathetic as under the old Congested Districts Board.

11. Do you feel that the housing facilities and assistance provided in the recent Housing Act are sufficient to deal with any housing problem there is?—It is hard to say. Possibly it is as good as can be devised at present. It is certainly a great help. I think they can get grants as high as £70.

12. With regard to the home-spun industry, that industry has failed largely through the fault of the people themselves. What were the particular faults?—About 25 years ago home-spun in Donegal was extremely valuable. It could always fetch from half-a-crown to three shillings a yard on the average. The middlemen tempted by these prices introduced shoddy yarn from the Yorkshire mills, and got the weavers to weave this for them, and they put it on the market as Donegal handwoven. I was in Ardara at the time, and the parish priest there warned the people against it. I, myself, did something against it too. I tried to get the Irish Industries Association to take up a prosecution against these buyers, but they were unable to prosecute on account of the fact that the material was put on the market as Donegal hand-woven, which it was, but not Donegal home-spun. On the ground of that distinction there was no use in taking proceedings. We tried to get the people to keep strictly to their own wool and to their own work, which would always have a certain market, and would always command a certain price, because it would be rare. People like to have something that is rare, and could always pay for it. We can never compete with the big mills, where they have power and experience such as we can never possess.

13. They should make what is not common?—Yes.

14. Have you anything to say about the organisation and management of the industry?—That was left to the ordinary law of supply and demand. The Congested Districts Board had in Ardara an arrangement for examining and stamping the home-spun. It was always a great advantage to have a certain guarantee that the home-spun was up to standard. Some of the people made the cloth very thin, almost like netting, and pulled it out to get a greater number of yards into the piece. That naturally destroyed the industry. With a Government stamp the agent of the Government would refuse to stamp anything with flaws like that, and there would be no sale for it. That is as far as we have gone with regard to organisation. Three years ago we were promised a thousand or fifteen hundred pounds by the Department, but the trouble arose in the county and the thing fell through. Nothing has been done about it since as far as I know.

15. If at that time you had got the thousand or fifteen hundred pounds, how would it have been used?

16. A company of weavers and workers would be formed like a co-operative society, and they intended to start the thing, gradually paying off the loan. They would require a certain amount of capital to start and put it on the market and advertise it. It was rather difficult to get money, because the people who had the money would not go into it.

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17. Some of the witnesses before us this morning in connection with cottage industries and home industries considered that what you want is a number of industries that would be situated near each other and not scattered too much over a number of counties, and that there should be some kind of co-operation among them with regard to standardisation and marketing. Do you agree?—I agree with that. You would require a certain centre that would be conducted on a commercial basis. Motor transport could be used for a large district in the north of the county, two or three parishes could be organised in that way, and the co-operative committee could send out the orders to the districts where they knew they could be filled.

18. Do you feel that in the re-establishment of the home-spun industry again, the raw material used should be raw material grown in the local area?—Well, I would prefer to use wool grown in the area, but, if a better quality were required, I would be in favour of getting in the better wool. It has been claimed, I think, by experts, that the wool grown on the sheep of these mountains has damp resisting power which is not found in Australian wool; that the wool grown in this damp climate resists damp. I don't know whether that would apply to wools from other parts of Ireland. Perhaps it would be the same as this mountain wool.

19. Would that apply to the white-faced sheep as well as to the black?—Oh, yes. The black-faced sheep were introduced from Scotland. They were known as Scotchies.

20. Was there a native sheep here before the black-faced sheep were introduced?—There was, a white-faced sheep.

21. They were delicate?—Oh, yes. They were not at all so hardy as the black-faced. They required better housing in the winter and even in the summer time, but their wool was better.

22. In the matter of fishing you referred to technical instruction?—Yes.

23. We have been struck by the evidence given in Dublin in connection with the fishing industry, that there was practically no technical instruction provided for our fishing population. Have you thought by what machinery technical education could be brought to our fishing population?—Under the technical scheme there was an industrial school established at Killybegs, which it was intended would be largely a fishing school, but it was found impossible to carry it out in its entirety. I still think such a school would be the proper place for such instruction.

24. It has been suggested to us that something like a nautical school is wanted here?—I don't know what you mean by a nautical school.

25. For teaching navigation?—That is a very special thing. You would require a better education for that than our boys usually get.

26. It has been suggested that if our men are to follow the fish round the coasts and round the English coast they would want the knowledge?—I am strongly in favour of using our own fishing areas, and, if our men were fishing round the coast for a time they would have a great deal of nautical knowledge. I have seen a lot of Scotchmen coming into Killybegs. They were ordinary seamen, but they had a great deal of nautical knowledge and could go anywhere they pleased.

27. If technical instruction were to be given at certain centres—take the coast from Cloughaneely to the Swilly—are there any places there that you would say should be centres for technical instruction?—Downings or Carrigart would be the place. I don't know about travelling instructors. About twenty-five years ago the Congested Districts Board got temporary instructors from Scotland. They did their work excellently, but I would like to see our boys getting a bit better education than these men were able to give. Technical instruction is very useful in training the intelligent. I have seen boys in the industrial school unable to learn anything in the ordinary way, but at manual instruction they learned far more. It is wonderful how it develops their intelligence. I think technical education is very necessary everywhere.

28. As to the position of the fishing industry, is there anything else you would like to say?—I would like to see motor boats provided. This was a type of

motor boat of 25 to 30 feet keel, with an 8 or 10 h.p. motor. They are not very expensive; I think they could be got for £200 or £250, motor and all ready for sea.

29. *Father Cunningham*.—Less than £200?—Yes.

30. At least some years ago?—Yes, but with expenses now and the price of timber and things like that it would be much more.

31. *Chairman*.—With regard to afforestation, has anything been done by the Donegal County Council?—Yes, the planting of timber belts in a straggling sort of way where the people take them.

32. Did it depend on the initiative of the local people?—It did.

33. Did they get grants?—They got the trees from the Department of Agriculture. There were some experiments in one or two places by the Musgraves. They planted a lot of trees, but they did not fence in the mountain and they did not look after them afterwards. Consequently it was a failure. Barnesmore plantation failed for the same reasons; it was all destroyed.

34. If there is revival of industries here, you are convinced that power will be required?—Yes.

35. Perhaps you have some suggestion to make with regard to the transmission line of the Shannon scheme. I think on one side the suggested line is to end at Killybegs, and Letterkenny on the other, but neither of these lines would touch this side of the county.

36. Do you feel that there is going to be a substantial demand for power for industries in the western and northern portions of Donegal?—I don't think so, as long as the industry is as it is at present. If industries could be opened up on a large scale, working with machinery, then you would require a great amount of power.

37. In your opinion is there on the side of initiative and on the side of capital vigour enough in the county to get into the work in such a way as to demand the production of power?—I don't think so.

38. You think that if this is to be done there must be fostering assistance from outside to get it?—Yes. For instance, the carpet factories. It was the Congested Districts Board that invited Mr. Morton to set them up. That was before the war. I consider that any other industry that would be started should be on the same lines as that.

39. Would you feel that if power were being supplied to the county generally, and this area was left unattended to for some time, and industries began to grow out of the power available in other parts of the county, the possibility of establishing industries in this area on an enduring basis would be seriously prejudiced?—I don't know that it would. It all depends upon the type of industry we could take up and the market we would intend to supply to make it a success. My belief is that the home market is what we should look to principally. I don't think it is possible to make industries spring up like mushrooms. Anything that might be recommended by this Commission would take a few years before it grew. If the power were available, and if it were shown that industries could succeed, encouragement from the Government would induce capitalists to establish such industries in the county. Where you have cheap labour and cheap power—these are the two essentials for any industry.

40. On the mineral side, you said that with the exception of granite quarrying very little can be done for mineral development in the absence of a general survey?—Yes, I think a mineral survey is a necessary preliminary, and it would be worth while to make it. Wherever there are eruptive rocks beside stratified rocks, like granite with quartz, you have important minerals always in such places. Quartz could be used for building stones. Limestone also is found in places. Granite could be used for a number of purposes, if the industry were organised on a paying basis.

41. Have you any experience of a mineral survey that would enable you to estimate how much money might be put into such a survey?—No, I could not give you any idea. I expect it would be pretty expensive though, because you would have to make borings along the lode and get assays made. I think it would amount to a considerable sum.

42. *Father Cunningham*.—In going round through the county we have been struck by the fact that a

M. McFADDEN *examined.*

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great many of the houses or cottages would require improvement. Do you think the parish improvements scheme would effect any good if it were revived?—I think it would in brightening the homes of the people. I was secretary of a committee under the old scheme, and I found the results were very good. The value of the work done was generally eleven or twelve times the amount expended.

43. In price?—Yes, and another thing, it fostered the spirit of emulation. When one man in any townland improves his house the others follow his example.

44. Home brightening?—Yes.

44a. Have you devoted much time or thought to the question of migratory child labour?—Not particularly. I have not seen very much of it until I came down to Cloghaneely.

45. Has it struck you that this system might have very bad results—not alone educationally, but also that it might tend to destroy parental control and lead our people to become undisciplined?—Yes, it does lead to that. Children that go to work in the Lagan at the age of ten or twelve years, when they come home in the winter they are sent to school, but if they get a little liberty they don't go. When parents complain of the want of discipline in the children, and you answer "was it not just the same in your own young days?" They say, "Oh, yes, just the same." Children may want to get away from home and go down the Lagan, and the parents make no objection to their going. They have been to the Lagan themselves or to Scotland.

46. Migratory labour going to Scotland or England for harvesting seems a necessity?—It is a necessity in the present condition of things.

47. I should not like to think that the hiring out of small children is a necessity?—There is a lot of it that is not a necessity, I think. People seem to look upon children as an economic asset, and as soon as they are able to utilise them they do it. I don't think they now send them out as much as they did.

48. *Mr. Hanly.*—Regarding afforestation, are there any nurseries in this county in which young trees are grown?—I don't think there are. There is one near Strabane.

49. Do they depend for supplies on private nurseries?—I do not know.

50. *Father Cunningham.*—The county committee have had a nursery in Ballybofey for some years. They found that trees brought from outside the county did not thrive and they started this nursery to grow trees that would suit the county.

51. *Mr. Hanly.*—Would it be desirable that there should be extensive nurseries in the county in order to supply trees all over the county, apart from such a question no shelter belts for farmers?—You would not require such extensive nurseries for that. My idea of afforestation would be that the trees should be planted in large tracts of mountain land, and properly fenced and protected.

52. Yes, I appreciate that, but they could be done simultaneously?—Yes.

53. Has there always been such a dearth of pigs in this county as there seems to be at present?—No. Formerly there were far more. Even twenty years ago there were three or four times as many as there are now.

54. That would not be many, because we have come across hardly any. Don't you think it would be desirable that an effort should be made to re-establish pig breeding in the county?—It would be a good thing, but when they have to buy Indian meal for them pigs are not very profitable.

55. *An Fear Mór.*—What is the position of Irish in the administration of the county, and in the public examinations for appointments by the county council?—I don't think it has any status at all. Sometimes I have seen Irish essential in examination announcements, but I don't know how far it is carried out. I am not very much in touch with the administration of the county.

56. Have you met any officials in the Irish-speaking districts who were ignorant of the language?—Oh, yes, in fact few of them know anything about it.

57. Even pensions officers?—Even pensions officers. I never knew one who knew Irish, but they can do their work very well. The people are Irish-speak-

ing among themselves, but they all understand English.

58. You were here when the Canon was giving evidence about the pension officer, who, in examining an Irish-speaking claimant, got acres down instead of perches, because he did not know Irish, with the result that the man was deprived of the pension for a time?—No, but I could quite understand a case of that kind.

59. Do you think Irish should be an essential subject for such officials in order to enable them to discharge their duties?—If you are looking to the practical effect on the language it should be essential, and if you are only looking to efficient administration I think it need not be.

60. Have you any connection with the schools?—I am manager of five schools.

61. What is the position of the language in them?—In four of them Irish has caused no trouble at all. In one in Falcarragh, some of the children from the surroundings are Irish speakers, and others are not, but they get on very quickly.

62. Have you had any complaints from your parishioners that too much Irish was taught?—Yes, and I had an inquiry in a school a short time ago. The Inspector was there also when a man launched an attack against it. I have met several other cases myself. The trouble arose out of the children being deprived of four or five weeks' school at the best time of the year for them.

63. *Mr. Moriarty.*—About the marine school you outlined to the Chairman, would that be a technical school where subjects would be taught to the boys to fit them for positions as masters of vessels—navigation, a little marine zoology and such things?—Yes.

64. So that in practice such a school would be available for employment by the State for the development of the fishing industry?—Yes, a technical school in which there would be a department for each of these subjects.

65. *Chairman.*—I think that is all, Father Mac Dwyer, thank you very much.

M. McFADDEN *examined.*

1. *Chairman.*—You wish to make a statement Mr. McFadden?—Yes, I have a few proposals here to put before the Commission. The first is the extension of the pier at Magheraroarty. The extension at the low water-mark should be raised so high that the highest tide could not pass over it. This place serves the inhabitants of Tory Island and Innisbofin Island who depend chiefly for their living on fishing. There are about sixty families on Tory, thirty in Innisbofin, and there are on the mainland around Magheraroarty thirty other families, all depending almost entirely on their fishing. Now, if there were greater accommodation for the crews fishing and better accommodation for the landing of the fish at the pier the crews would pay at least 5s. per cran more for the fish. Say 4,000 cran were landed for a couple of months, it would mean an additional sum of £1,000 for the fishermen. That is about the pier. There should also be a curing station and a windlass to help the fishermen to haul up their boats when the tide is out. I don't think the windlass would be very expensive. Then there are what we call the silver mines. There were two mines at work there and people who saw them at work sixty or seventy years ago say they were paying well then. There was a good deal of silver in them forty to sixty feet below the surface. I have with me here samples of minerals found. Perhaps some one might get them tested and analysed. (Samples produced and handed to the Commissioners.)

2. *Fiachra Bilgeach.*—Were all these from the same spot?—Yes, they were all from the same spot.

3. *Chairman.*—Have you anything further to say with regard to these?—Yes, if a company was formed with £1 shares and these shares were taken up in ones or tens or hundreds until they reached a thousand, then you would have a thousand pounds and they would expect the Government to give two pounds for every one pound that was subscribed. With a capital of five or ten thousand pounds they could open up the mines again and see what could be made out of them. That is all I have to say about that. Now I come to the third proposition I have here. This sand found in the Muckish mountains could be used for the manufacture of excellent glass, and it

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is stated that there are large quantities of it there. The Government might perhaps inspect it.

4. *Fiachra Eilgeach*.—Have you sent them any of it?—No, I have not sent them any of it.

5. *Chairman*.—We saw it passing through there.

6. *Witness*.—The fourth point is that in the district where I live they have no mill for grinding oats or Indian corn. They have to travel fifteen or sixteen miles to get their corn ground. A corn mill should be erected in a central place, say Bedlam, that would suffice for the whole of the parish to make oatmeal and Indian meal.

7. *Chairman*.—Are these the points you wanted to bring before us?—Yes, there is a fifth that I think would be very necessary. In the winter time in that area there are bogs where the people get flooded. It would be necessary to get drains to dry these bogs and carry away the water. That work would give employment and would dry the land.

8. *Chairman*.—Magheraroarty, is that where the Tory fishermen bring in their fish?—Yes.

9. Is all the fish caught by the Tory men landed at Magheraroarty?—No. They bring some to Downings and Kincaaslagh.

10. Why?—Because they get higher prices at Downings and Kincaaslagh, because these people have accommodation at their curing station, and they can give higher prices because of the facilities they have for curing and shipping the fish. They have better facilities than Magheraroarty.

11. Has any fish ever been cured at Magheraroarty?—Yes, in 1916 there were over 4,000 cran of herring cured in September and October.

12. Has any been cured since?—Yes, there was some cured a few years ago, but no heavy fishing since until this year in the months of May and June when there were between two and three thousand cran cured.

13. How far is Magheraroarty from the railway station?—It is between five and six miles—five-and-a-half miles.

14. The population that would be served by this curing station and fishing port is entirely Irish-speaking?—Yes, entirely Irish.

15. With regard to these samples of minerals and sands, do you simply want to draw our attention to the fact that they exist, or has any proposition been put up from the local people as to the formation of a company?—No, they want public attention to be drawn to them to see if any use could be made of them.

16. Do you know who owns the property on which these silver mines are?—It has been bought by the Land Commission, I think.

17. *Father Cunningham*.—If these schemes that you have outlined were put into operation, would they give employment to a great number of people in the various localities around?—They would give employment to all the available working men around the district.

18. These men are all Irish speakers?—They are completely.

19. At the present time where have they to go to look for work?—They have to migrate. They go to Scotland and try and make a living for themselves and their families. Some go for six months and some for three months and some for eight or nine months.

20. It is by the money they earn in Scotland that they live chiefly, and if these schemes were in working order all the men could find work at home?—Yes, they could then live at home.

21. They have at present to go elsewhere, among strangers?—Yes.

22. And they are an Irish-speaking population?—75 per cent. of them know nothing but Irish.

23. *Fiachra Eilgeach*.—What is your business?—I am, in general business, a merchant. I sell drapery, grocery and alcohol.

24. I hope there is no poteen there?—No. I have been there 29 years and there has not been a half-pint of poteen made in the parish during that time. I don't know what it was before that, but there has been none made within thirty years in it.

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SEAGHAN MAC MEANMAN, *examined.*

1. In the district of Fintown there are about 800 adults who speak Irish, and there are about 40 or 50 who speak English. These are chiefly the children of shopkeepers, school teachers and policemen. All the others are bilingual Irish speakers. The only industries in the district are poultry-keeping and

knitting. Poultry-keeping, to my mind, could be made a very profitable industry. I think there should be poultry instructresses in the county giving instruction in Irish and teaching the women and girls how to keep poultry for profit. During the past seven or eight years 250 people from that district emigrated to America, and a large number went to Scotland. They were all Irish speakers. If Irish preparatory schools are to be established in the county there should be one in that particular district. It is the one part of the county where you still hear the songs of Donnchadh Mór, ó Dalaigh, who was abbot of Mainistir Mainister na Bualla, in the 12th or 13th century. These songs have been handed down from generation to generation. My aunt has several of them. I have discussed Irish songs with many young men and read Irish with them. It is very important to get the people in the Irish-speaking districts to read and write Irish. I want also to speak about the county as a whole. If you draw a line on the map (produced) from Glenvar to Glenswilly, and from Glenswilly to Carik mountain, and from Carik mountain to Lough Esk and thence to Muckross via Binbane south, south-west, west and north-west, you have in Donegal a Gaeltacht which is larger than that in any other county in Ireland. Although there are little cases of English here and there, this is the largest Gaeltacht in Ireland. There is no doubt about that. In the Irish-speaking districts the courts and other public business should be entirely in Irish. I am not referring to the schools now. Here and there, even in my own district, there are some parents who speak to the children in English. It would be a great advantage if all the prayers were read every Sunday in the Irish language. It would be a very good example and would silence those who say that Irish is not respectable enough. With regard to the courts there are only two solicitors in the county who have a knowledge of Irish, the State solicitor and another man. I was present myself when Irish-speaking clients called upon solicitors, and the solicitors bullied them into using English. I was present in Glenties when a man lost his case because he was trying to speak English. I have noticed a great many times that Irish speakers dislike the modern Roman type used in Government publications. They refuse to read notices that are printed in the modern Roman type. I thought it right to bring before the Commission the opinion that we should stick to the old Roman type and the old spelling.

2. *Chairman*.—Are there many adults still in the Fintown area who would take advantage of educational facilities to read and write Irish?—Yes, a few years ago some teachers started night classes and the people came in crowds.

3. How long did these classes last?—A few months in the winter time.

4. Do you think that if something like that were done for the adult population now, they would avail themselves of it?—I think it is absolutely necessary, if you want to get them to use Irish and to speak it to their children. When they were at school themselves they did not learn to read and write Irish.

5. You think the adults would take advantage of these classes? I believe the majority of them would.

6. If classes of that kind were started in Fintown district, what type of instruction should be given in them?—Reading and writing, history and elementary arithmetic would be quite sufficient. I think it was said here to-day that you cannot teach these subjects through the medium of Irish. You can, as far as my experience goes. I have been teaching history and geography through Irish, and it is very simple.

7. Do you think adult classes like that for general literary purposes could also be used to spread among the people a greater knowledge of technical instruction, such as that given by the Department about poultry keeping and other things?—First, it would be necessary to teach them to read and write the language.

8. With regard to the matter of type it has been said that old speakers were in some districts able to read Irish when it was printed in the modern Roman characters, and that they could make no hand of it at all when printed in the other characters that we mostly use ourselves?—That is not my experience.

9. Do you know the opinion of the teachers of Irish in the national schools on the question of the

two types?—Yes. I have discussed the subject with many of them, and I have never yet met a national teacher who is in favour of the modern Roman characters.

10. The general reason why the new characters are being used is economy in printing. From the printers' point of view they need not have double sets of type. Another point of view is office working where typewriters are used. Most letters are now typed, and if you are going to write letters in Irish as well as in English the office must make use of the modern machines for doing their correspondence. You must have either one type for all and one machine or two types and two machines. You will see that on the printing question and on the type-writing question very strong forces are driving the new characters into use?—I know; but the people who can read Irish will only read it in the old characters. In the Post Office they never read the circulars in the new characters. I am sure those notices that appear in the newspapers are never read. I never read them at all.

11. Up to the present the Government, for their own information, have taken the evidence of printers and perhaps some people who are engaged in the running of offices. Are there any other classes of people whose opinion ought to be taken as to which type should be used for Irish?—I am not aware of any. But a point that is overlooked is that it would be more economical to print Irish in the old characters, because a page of printing in the old characters would run to a page and a half in the modern because of the h's.

12. If you put this question to the country, who would say whether you would use one type or the other for Irish printing?—That is a very large question, to say who should be the authority to decide.

13. The printers at present at all events largely decide the question, but the matter is open for discussion. Discussion is necessary, and you should have to look around and see what other bodies would have to say on it?—The readers are very important. The printers who insist on this type are harming the language. I have fourteen years' experience as an Irish teacher, and that is my opinion.

14. *An Seabhaic*.—I suppose, roughly speaking, the education given in the schools in Irish as a literary subject is being done through the old characters, and the Irish issued from the Government Headquarters in Dublin is in another character?—No answer.

15. *Father Cunningham*.—In these continuation schools that you advocate would you have citizenship as one of your subjects?—I don't know.

16. Courses in citizenship?—Oh, yes, I would. I think that is a very useful subject to be taught in continuation schools.

17. *Mr. Hanly*.—How many of the Irish teachers you referred to were there in the county?—There was really only one.

18. Are there not a number of Irish teachers under the Technical Instruction Department?—No. The rate for Irish has never been raised here, and I suppose never will be.

19. I was going to ask you would it not be desirable that such teachers should have some kind of technical training?—I should think so. They should take up some subject in addition to Irish.

20. Are there many parents in this county who deliberately speak Irish to their children?—Deliberately speak Irish?

Yes?—There are numbers who cannot speak any other language.

21. Oh, they don't speak it deliberately?—I suppose a number of them don't speak it deliberately.

22. You say teachers' children don't use Irish as a rule?—They have a knowledge of the language, but they don't speak it fluently. It doesn't appear to be the home language of many of them.

23. Don't you think it is extraordinary that a person should teach Irish to other people's children and neglect to teach it to his own?—I have seen it.

24. Don't you think it is an extraordinary thing?—Yes.

25. Have you come across any families where the parents got the teachers not to teach Irish?—Yes, I have.

26. They would be few?—Not many. I know only five or six people.

27. You think poultry keeping should be intensely developed?—I do.

28. Where would you get the instructresses for teaching poultry keeping in the Gaeltacht? Would you take those girls at present in school and train them?—I would. They would be the very best.

29. *An Seabhaic*.—In your parish, according to the census, there are 40 per cent. bilingual speakers?—They have both languages.

30. Is it their custom to speak Irish?—They speak Irish to each other and English to others.

31. Are there other people who reside in the place and who don't know Irish?—Yes.

32. Do you think some of the Gaels who could speak Irish to the other people speak English to them?—I do.

33. Why?—Because it is the language that pleases them. I am not thinking of the consequences.

34. Are there some people to whom the public think it right to speak Irish?—Yes.

35. People like yourself?—Yes.

36. Are there others?—I think there are.

37. Are there any of these people who can read Irish?—There are not many who can read the language.

38. Where did the few get the teaching?—They learned the letters in school and reading at home.

39. Is there any effect of bilingual education on the language of the people?—I think there is.

40. People under twenty years?—I think there is.

41. Do they continue to use the knowledge they get at school?—Some of them do, some of them don't.

42. They have nothing to read?—They have not much. They think books too dear. They read little things in the newspapers.

43. Did any person go from that parish teaching Irish?—Oh, yes; people went from that district—four or five—teaching Irish here and there.

44. The boys who went teaching Irish—where did they get the knowledge?—They learned the letters in the national school and continued their studies at home.

45. That does not make scholars of them?—That is how I did it myself.

46. If an *Ard Sgoil* or *meadhon-sgoil* were established in that parish, do you think the young people from thirteen to seventeen or eighteen could be got to go to it?—I think so.

47. Are they clever?—They are clever enough in ways.

48. Would they be clever in learning?—Many of them are very clever.

49. Do some of them become priests?—Yes, many.

50. And teachers?—Yes.

51. In what place should such a school be established—in your parish?—No. That would not be convenient.

52. What is the most suitable place?—I think *Glénleheen* in the same district.

53. *Father Cunningham*.—Half-way between *Doochary* and *Fintown*?—Yes.

54. *An Seabhaic*.—Would you not have that school in the middle of the Gaeltacht out in the country?—I don't know.

55. Would it be better to have it there, and compel English speakers to go to it?—*Fintown* would be the most convenient of all.

56. Is not *Fintown* anglicised?—No.

57. What do the children speak to each other?—They speak English. There was a military barrack there once.

58. Do you know many of the *Gárda Síochána* who know Irish?—I heard that not one of them knows Irish in the Glens, but there is one man in *Doochary* who has a little.

59. That is in the real Gaeltacht?—It is.

60. Is there any foreignism in *Doochary*?—They speak English there.

61. Are they making jumpers there recently?—Yes.

62. What is your information about their speaking of Irish?—I don't know much about them. I know a great many people, and if anybody asked them anything in Irish they would speak English.

63. Did you hear of any officers or instructors or any person in a public official position who made any change from English to Irish to fit in with the language of the people of the place?—No.

64. All the people adjust themselves to this stranger from outside?—It was necessary for the

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SEAGHAN MAC MEANMAN, *examined.*

Irishman to adjust himself to the English speaker. They wanted get something from him

65. The doctors use English?—Yes.

66. The pensions' officer?—English.

66a. The man who was there before him?—English always, from the start.

67. You give a list of the places where English is used in the churches?—Yes.

68. Fintown amongst them?—Yes.

69. How long is it so?—It was Gaelic until about two years ago.

70. The priest there before that, had he great regard for Irish?—Yes.

71. Since then?—Since then English.

72. Does the priest know Irish?—Yes, he was born in the Gaeltacht.

73. But perhaps he does not know Irish?—Yes, he always speaks it to me.

74. Is he doing harm to the language?—I think he is. The people see that he does not respect the language.

75. If the priest used nothing but Irish, would the people understand him?—They would.

76. It would not confuse them?—No.

77. *An Fear Mór.*—You said there was no rate struck in this county for the teaching of Irish?—Yes.

78. That is true?—It is true.

79. You said it would never be done?—That is my opinion.

80. Why?—Because the county council are against it.

81. Do you think some of the money should come from the Technical Education Department in Dublin?—I think the two things would help; but some rate ought to be raised in the county.

82. But when the matter was before the county council in Donegal they did not strike the rate for the language?—They did not.

83. Don't you think it would be right that something should be got for people who are satisfied to attend schools to learn Irish?—I think so. The schools should be established.

84. Irish is being taught in most of the schools in Donegal now?—Yes.

85. Do you think sufficient attention is paid to the speaking of Irish?—It is not sufficient at all. The children don't go to school long enough, and many of the teachers are from the Gaeltacht. When the boys leave school they have not sufficient knowledge of the language to continue their studies.

86. Is the work of the Courts done in English or Irish?—In English always.

87. English in the Church?—Yes.

88. Is the catechism in Irish or English?—In English.

89. They are all in English?—Yes, now.

90. In Fintown?—Yes, and in the Glens.

91. Do the priests understand they are doing harm to the Faith?—I don't know what they understand.

92. *Fiachro Eilgeach.*—We heard a good deal of Irish in Loughgheis?—There is plenty Irish there.

93. You say that the course in some of the schools is not suitable?—It should be more extensive, more Gaelic, and at the same time it would be better.

94. Are there hotels in the place?—Oh, no. There are lodging-houses.

95. Are there lodgings there?—Yes.

96. *Chairman.*—Is there any library in Fintown where the people could get books?—There is a library.

97. If the people had a chance of getting Irish books could they read them?—I think so. The library is so far from them that they don't pay any regard to it.

98. If they did get Irish books from the library they would read them?—I think so.

99. It would be an advantage to them?—Yes.

100. *An Seabhac.*—I think it is possible to get book boxes in places in the county?—Yes.

101. That is not in Fintown?—No.

102. Why?—I don't know.

103. *Dr. Walsh.*—There are Gaelic boxes.

104. *An Fear Mór.*—Is it possible to get Irish books?

105. *Father Cunningham.*—Yes.

106. *Chairman.*—The county council strike a rate for technical education?—Not in this county.

Technical education?—No.

107. Is there a rate for agricultural education?—There is.

108. But there is not for technical education?—Yes.

108a. Fintown people pay their share of the rate?—They do. They have to pay it.

109. Were classes ever established in Fintown under the county council?—No.

110. But Fintown people get no benefit out of the money they give to the county council?—They never get any technical education.

111. Although they pay the rate?—They do.

* * * * *

The following statement submitted by the Donegal South-West Branch I. N. T. Organisation had been circulated to the Commissioners:—

1. This branch consists of 36 teachers, and our schools are situated in the parishes of Glencolmkill and Kilcar—sixteen schools in all. The teachers are all fully qualified; Irish certificated—the big majority being native Irish speakers.

Extent of Irish-speaking Area.

2. In the Glencolmkill Parish roughly over 90 per cent. speak the Irish language fluently and understand it, and in the Kilcar Parish over 80 per cent. understand and speak it.

The partly Irish-speaking Districts are:—

District.	Cause of English.
Glencolmkill—(a)	Carrick—Police Barracks, English Tourist Traffic.
	(b) Malinmore—Coast Guards, Protestant element.
	(c) Malinbeg—Lightkeepers.
Kilcar—(a)	Roxborough—Rectory and Protestant element.
	(b) Kilear Village—Police Barracks.
	(c) Bavin and Largey—Influence of Killybegs Village and Protestant planters.

Administration.

3. Guards and Pension Officer make very little use of Irish (if they have any knowledge of it).

Clerk of Petty Sessions has no Irish.

Post Office Officials—Majority make use of it where necessary.

PCs. are native speakers.

4. School Inspectors—The two Inspectors are Irish enthusiasts. They speak the language well, the senior Inspector being a well-known writer of Irish books and a collector of ancient manuscripts and old sayings. English appointments have a detrimental effect on the aspirations of Irish speakers, and vacancies as they occur should be given to those with a knowledge of Irish.

Education.

5. (a) In the districts where the bilingual programme is in force for the past 16 or 17 years very satisfactory progress has been made. The children who attend regularly leave school from the sixth standard capable of reading, writing and speaking fairly difficult Irish.

(b) In the unilingual schools good progress is being made latterly by the same class of children. Irregular attendance is the main defect. Compulsory attendance is absolutely necessary.

Some incentive is necessary for the grown-up pupils in the form of (a) scholarships, (b) the establishment of a technical school, where trades and agriculture would be learned, and (c) a training college for teachers.

Intelligence.

6. (a) Inside of 30 years over 16 priests of the Raphoe Diocese received their early training in these two parishes, of which they are natives.

(b) Six doctors have also qualified, and these have also received their early training in these parishes, of which they are natives.

(c) All the teachers, with one or two exceptions, are natives of this area in addition to 34 (thirty-four) of others who are teaching throughout the county and elsewhere.

JOHN BOYLE *examined.*

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Economic Conditions.

7. The industries that flourished until a few years ago were:—Flannel industry, Embroidery, Hosiery, Lace-making, and Fishing. With the exception of Knitting, the others are almost wiped out. The Flannel industry could, we believe, be easily revived. A finishing plant should be established.

8. The provision of Motor Boats would revive the Fishing industry and afford protection from foreign trawlers.

9. The industries, if revived, should be sufficient to maintain the present population. The district is rich in Iron-ore, and the best quality of iron was manufactured here 60 or 70 years ago.

10. The growth of Flax should be encouraged.

11. Peat factories should be established as there is an unlimited supply of peat in this area.

12. The transference of present population hardly feasible. No differentiation possible.

Signed on behalf of the Branch:

JOHN BOYLE, Teelin.

JOHN CUNNINGHAM, Carrick.

ANDREW CARR, Kilcar.

BERNARD BRYCE, Kilcar.

23rd May, 1925.

JOHN BOYLE, *examined.*

1. *Chairman.*—We have got a paper from you?—Yes.

2. Do you wish to speak in Irish?—I don't know that I would understand the questions. I don't mind, but you might not understand me too well, and I might not understand you. I have nothing to add to what we have sent in, except to suggest that free books should be given in the bilingual schools. The people find it very hard to buy the two sets of books, the Irish books are so dear. That would be the only thing I would like to add to what we have sent in.

3. I want you to develop for us the point with regard to scholarships and the establishment of technical schools and training colleges. All these are necessarily matters of detail, and I would like to know to what extent you have gone into the question as it affects the pupils of your own school at Teelin?—Well, what we have been considering so far was the higher school or training college. We considered that more than the technical schools.

4. Have you considered the details of the particular high school that would cater for the students leaving school in that area?—Yes.

5. Where it would be placed, what teachers would be necessary, what type of instruction should be given, and how long the course should last?—To cater for about sixty students you would have two or three teachers, two at least or three perhaps if they were training the higher scholars to become teachers. I consider they should enter at fourteen and remain four years. By that time they would be well fit to enter the training colleges to be finished as teachers.

6. Could you sketch out for us at all the programme that would be gone through in that school?—All the subjects necessary for the teachers' courses.

7. Who is to say what these subjects should be?—The Minister for Education. The Ministry decides the subjects.

8. Is our position that, in speaking of the necessity for putting up a higher type of school here, we, as a Commission, ought to go back to the Minister for Education and say we cannot get any details from the Donegal teachers?—But the programme is laid down already for students who go into the training colleges.

9. Would you have in this new type of school the same programme as you now have for the training colleges?—Yes, but all subjects to be taught through medium of Irish. There would be very little to do in the training colleges but to train them as teachers.

10. The instruction that they get in the training colleges should be of a higher type?—Yes.

11. That is that the training colleges should be real training colleges?—Yes.

12. These higher schools that you contemplate would only be preparatory schools for teachers?—For teachers to spread the language throughout Ireland.

13. Do you consider it necessary to give higher than primary education to any other class in your area?—Well, I suppose that will come too.

14. How are you going to finance the school; will

the students have to pay their way themselves?—A certain number of them would not be able to pay.

15. Have you considered how much it would cost persons who would have to pay and how much it would cost the State for persons who would not have to pay?—If the students could go home at night it would not be very expensive to the State. It would only have to pay the teachers.

16. If the school were established in a central place they would not have far to go. They would be able to come from places up to four or five miles away.

17. I wonder would you undertake to go more into detail than you did in your statement. If you are going to set up this high school you will have a certain number of children that you hope will come from other school areas. That involves distance and brings you up against the question as to whether the school should be residential or non-residential. The residential school for a period of four years involves a very considerable amount of detail and we are in the position that if we cannot in our recommendations show in detail that it is a practical thing our recommendations are going to be pigeon-holed?—Yes.

18. That is the position that we are up against, and we would be grateful to you if you would go into the matter and show how the higher type of school might be worked to serve the various types of pupils in the Irish-speaking districts, whether in preparation for teaching or in preparation for other employment that is available?—We shall do that and send in a written report.

19. *An Seabhad.*—Where do you teach?—In Teelin.

20. What number of children came to your school for the first time this year?—About 15.

21. How many of the 15 could talk Irish only on the first day they came to your school?—About 10 of them could speak English better, but they understood Irish.

22. Were there any who didn't know Irish?—Yes, about 5.

23. Were there any who didn't know English?—2.

24. You have a very mixed lot?—Yes, very mixed.

25. It can be definitely said that the mothers round about your school have begun using English to their children?—They have not begun it at all; they have been using it for the last 30 years.

26. How is that?—No matter how much they use it they remain Irish-speaking still. It is due to the fishermen. No matter what language is spoken elsewhere they keep Irish alive, for they cannot catch fish in English.

27. I was informed it was not so at Kincashla?—Is that so. I don't think there was any English spoken in the boats.

28. The mothers have been using English?—The mothers were inclined like that.

29. Is Irish strong enough to absorb English-speaking families so that English-speaking families who have come in have been made Irish speakers?—No, quite the reverse.

30. At school in the playground what is spoken?—Very often English.

31. When nobody is interfering with them?—Yes.

32. Do you think it would take a great effort to change that?—I think it would. I have tried to change it several times.

33. What do you think is responsible, is it not the mothers?—It is the mothers.

34. The habit implanted at the age of two or three is too strong?—Yes. It is too strong.

35. Do any number of your pupils go for teaching?—Yes, a good number. Since I came there about twenty-one have gone.

36. Have you had any in recent years as monitors?—I have had three. They got two-thirds marks this year. Two of them took bilingual certificates, yet they are not to be called for training to Carysfort.

37. In your experience do girls and boys in a district like Teelin suffer from certain disabilities in regard to competitive examinations to any great extent from the mere fact of their living so far away and being out of touch with the modern life of the Gaeltacht?—I don't think so. I think they can hold their own fairly well.

38. Would you be inclined to think that the papers set for examinations are set without considering the type of boy or girl that would be entering for examination from the Gaeltacht?—I believe that is so.

39. The mentality of the person who writes the papers is not that of the Gaeltacht?—That is so. I don't like some of the papers latterly.

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ANDREW CARR *examined.*

40. After a study of the papers would you think that the papers set in Irish required as high a standard in Irish as the papers set in English required in English?—No, not at all.

41. Therefore by taking Irish the candidate would not have the same chance of showing what he knew?—He would not.

42. The extra compensation given for Irish answers does not cover that?—It does not.

43. Was no attention paid to an oral knowledge of the language?—Oh, there was.

44. Is it quite possible that a child might get 90 per cent. from an inspector examining in a Dublin school and that the same child if it were examined in Teelin school might only get 40 or 50 per cent.?—Oh, that is so.

45. So that a person in the Gaeltacht is rewarded with a fairly high percentage?—It depends on the examiner a great deal. One might give 90 per cent. and another 60.

46. You feel that the present arrangement in regard to determining their knowledge of Irish is not on a proper basis?—The examination is difficult enough.

47. Not difficult enough in Irish?—Yes.

48. The same standard should be put up all over Ireland in oral knowledge?—I think the oral knowledge is difficult enough. Seventy per cent. is necessary to pass in oral Irish.

49. You agree that the standard for oral Irish is most elastic?—Yes.

50. There is no exact measure at all for it?—No.

51. *An Fear Mór.*—In connection with the college which you suggest should be established, had you in your mind the scheme of the Ministry of Education for the establishment of four or six colleges?—Yes.

52. The programme of the college would be to prepare students in the district to become teachers?—Yes.

53. Have you had any communications with the Ministry of Education on the subject?—I believe Dr. Maguire had.

54. Do you know if any arrangement has been made in any district in Donegal for the establishment of a school of that kind?—Yes.

55. You have the walls of a building in Teelin?—Yes.

56. This building would only be suitable if the school were a residential one?—Yes, if Teelin coastguard station was used as a school for a large area.

57. Do you think it would be possible to get students to attend a course for four years?—I don't know. I expect it would.

58. Do you think parents would be satisfied to send children off for a long course such as that?—It would be a long time, four years.

59. Do you think it would be an ideal thing at all to have it a day school?—I suppose it would not for those who had to come long distances. It would be a great thing for the people near it.

60. The monitresses you spoke of got 67 per cent.?—Yes.

61. What class did they get into?—Second class.

62. Native speakers?—Yes.

63. None of them have been called for training?—No.

64. You consider you have a grievance there?—I was certain they would be called until I got the notice.

65. Do you know any students who passed in the same grade and were called?—No.

66. *An Seabhac.*—Were they far down?—141st place.

67. *Fiachra Eilgeach.*—Have you made any representations in the matter?—I wrote to the Officer.

68. Any reply?—I got a reply that there was some chance they might be called to Limerick.

69. *An Seabhac.*—Is there any difficulty in regard to singing?—No; they are all good musicians.

70. *Fiachra Eilgeach.*—In what subject were they least strong?—I don't know, unless it was English. I think they were good at mathematics. I considered them splendid at mathematics.

71. *An Seabhac.*—Three girls who would make, in your opinion, good teachers, native Irish speakers?—Yes.

72. Holding the whole tradition of the language in them naturally?—They got the bilingual certificate this year at the college.

73. I suppose we have in training people who scraped through on 33½ per cent.?—I expect they have not as much Irish as these have.

74. *An Fear Mór.*—What effect has the college had

on the speaking of Irish?—The people speak more Irish.

75. *An Seabhac.*—You have had a good type of teacher sent to the district?—Yes. They came for the bilingual and ard teastas courses.

* * * * *

ANDREW CARR, *examined.*

1. *Chairman.*—I want to know if you have anything to add to your statement?—I have very little to add to what Mr. Boyle has said. I heard people talking about iron ore down there. Seventy years ago the mine was worked, and there was a large foundry there. It lapsed through some foreign influence.

2. *Chairman.*—We have had recommendations with regard to general mineral matters. It seems to be agreed that nothing definite can be done until there is either a general or a particular survey in Donegal?—Would that include a peat factory?

3. What would the peat factory be like?—Like the peat factories in other parts of the country, giving employment to local labour.

4. We have had witnesses, more or less scientifically qualified, and their advice to us was that the best thing that could be done with peat was to burn it?—I was thinking of something like what they have near Portadown. In the old times they used to grow flax and make some money out of it. With regard to the proposed college, I think it should be more a residential than a day school, because they could hardly get a sufficient number to attend daily at the new school from the school area. If scholarships were given over the whole county, and students brought as a result of examinations, I think it would be better than to depend on day pupils for the school.

5. *An Seabhac.*—Who would you suggest is to provide all these scholarships?—The county council or the Government, or both combined.

6. Have you primary to secondary school scholarships already?—A very limited number.

7. It costs a penny in the £?—Yes, but the number is very small.

8. *An Fear Mór.*—Have you any scholarships from the secondary schools to the university?—Yes. I think so.

9. *An Seabhac.*—As far as the county council scholarships to the university are concerned, have the Irish-speaking boys and girls got a decent number of them in view of the fact that up to the present there has been no secondary education in Irish?—I think they have got only a few. I don't think they have got their fair share of them.

9A. All the biggest people get them; the poorer people cannot send their children to secondary schools?—The poorer people would have little chance of getting them. The only thing that has been anyway at all within reach of the poorer people were the school monitress-ships that led to teaching.

10. Had they any other chance of getting anywhere?—No.

11. Haven't some people gone into the Garda Síochána?—Not many, just a few.

12. Could more have gone?—Yes, more could have gone.

13. Whose fault was it that more did not go?—I could not say.

14. Did they try and fail?—Some tried and failed, and some left after joining.

15. Any reason why?—There was a bit of trouble at the time.

16. It was when they went on strike down at the Curragh?—Yes.

17. Have no people joined the Garda recently?—None within the past twelve months.

18. Would there be any difficulty about their education generally in the case of people from your district going for the Garda?—Yes.

19. They would have forgotten what they had learned?—They don't attend school beyond the 4th standard.

20. *Chairman.*—Are there many people in the district who would be anxious to get into the Garda, and who, from the point of general character, would be suitable if they got teaching at a continuation school?—I think there are several who would join the Guards rather than emigrate if they had sufficient education. They are afraid to present themselves at present.

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21. What age are they?—Fourteen to twenty.
22. How long would it take them to get this education?—A couple of winter sessions in the evening schools. Two sessions would be sufficient, even one in many cases.
23. You would get them into shape in six months?—It would not take longer.
24. *An Seabhar.*—What kind of education do they have at the age of fourteen if they go for two or three years on hire down the Lagan?—Something about the third standard.
25. If they attend?—Then they don't work. Some of them only attend 50 or 60 days a year.
26. In the intervals between, they forget what they learn in the 50 or 60 days?—They are only a drag on the school, those who come in that way.
27. Do you find any effect from their stay down the Lagan, either beneficial or otherwise?—In our particular area we have no people who go down to the Lagan. It is not so general as in other parts of the county.
28. Is there any slackening in their desire for education?—They lose all taste for education when they begin hiring out.
29. Hiring out and work is their chief aim?—Yes.
30. The average standard of education is 3rd or 4th?—That is the average for those who do hiring out.
31. It would be very hard to bring it up to the 7th standard?—It would.
32. On the average, are boys worse off than girls?—In our area we find the girls are about the worst off because they are kept at home more constantly doing embroidery and knitting. Many girls have got little or no education over this in parts of Kilcar.
33. Do any of these people ever go to other parts of Ireland on hire or to permanent service?—Very few.
34. Do they never try?—No. They only get ready for going across the Atlantic.
35. Do they object to going as servants?—Well, really, I don't think they consider the matter one way or another.
36. Have they got to look at it in this light, that for six months' hiring out they make as much money as they would in a whole year if they went as domestic servants?—I don't think so. It is just necessity that makes them go hiring out at all.
37. Are you a native of the district?—Yes.
38. What tradition is there as to when this hiring out began?—It is going on for a long time. I have heard old people saying it was practised in the time of their grandfathers.
39. Even sending out children?—Yes; 9, 10 and 11 years of age.
40. As to the effect of that system on the education of the older generation, do you find many old people unable to read or write?—Yes, and it taught them to speak English.
41. Generally among these people there must be a low standard of education?—Yes.
42. Is there any reading done at all?—No.
43. Do they not even read the weekly newspapers?—Well, yes; they get the weekly papers, but 'tis the children and the younger people who read them.
44. Anything else?—We have a Carnegie Library, and there are a certain number of them who read books.
45. What class of books do they usually provide themselves with out of the library?—Fiction.
46. Of a lighter kind?—Yes, all kinds of fiction.
47. They have not got any particular line; do they not care for history?—No, not generally. It is only the few who would like special books. The library does not cater for that sort of thing.
- 47a. Has there been any effort by the library authorities to stimulate the taste for reading?—No, not particularly.
48. *Deputy Hogan.*—Is there any standard of means for those competing for the scholarships, or can anybody in the county go in for them?—There is no particular standard of means. I think it is open to all.
49. To a man of 40s. valuation and a man of £100?—Oh, no. The higher valuation is barred.
50. What valuation would prevent them?—I think it is £10, but I am not sure.
51. There is a general want of appreciation amongst the people of your district as to the value of education generally?—There is.

we saw from school when we were passing through?—Yes.

53. They keep the children away from school on the slightest pretext?—Yes.

54. Have you any suggestion as to how an appreciation of the value of education could be stimulated amongst the people, or what is the most effective means of bringing home to the parents the injury they are doing their children by depriving them of the chance of levelling themselves up which education gives?—It is very hard to know what would be the best way to get the parents to see the necessity for education. The parents don't seem to realise that there is much to be gained.

55. So that if you had scholarships *ad lib.*, and if the parents are not imbued with the importance of education in the equipment of the child, the full effect of the scholarships will fail to reach these people?—Yes.

56. You must begin to educate the parents to the value of education?—It is hard to know where to begin.

57. There is no effective line of action?—No, except compulsory education.

* * * * *

JOHN CUNNINGHAM, *examined.*

1. With regard to the general survey most of the places are marked already, and it would be better to begin with these and not wait for a general survey. Quite close to where I came from, in the next parish, there is a lode which surveyors said on two different occasions was the richest lode in Ireland. I think it would be a great pity to wait until we have that general survey to begin work. The only thing I have to say with regard to child labour is that I think it is scandalous. It is detrimental to parental control. I have known myself when a father or mother said anything to a child that it disliked the answer was "I will go to the Lagan." If a child on an average spends four years at school for two months in the year, what are you going to get in the end? If you ask for an incentive to greater love for education in the children of the Irish-speaking districts, I say give them an equal chance with the child in any other part of Ireland. We are asking for no favours for them. We are only asking for an equal chance, and I think we would be able to compete with any others.

2. *An Seabhar.*—Of what would that chance consist?—Fair play; not to turn down the Irish-speaking child simply because it is Irish.

3. How does it get to be turned down?—In competitive examination. We hear of three monitresses getting 67 per cent. That is a fairly high percentage, and two of them are holders of the bilingual certificate. Are they not turned down? We have here two who on completion of their training course would be fully qualified to take up school duties. How many of those already called will be a drain on the funds of the nation in preparing them at summer courses in Irish for several years? I think the same holds in other walks of life. Take the Civic Guards. That position should be open to Irish-speaking children, but they get no marks for a knowledge of spoken Irish.

4. Have you had any complaints in that respect yourself?—Oh, no.

5. You have not seen any of the papers set?—I have.

6. Did you compare the standard in Irish in the Irish paper and the standard in English in the English paper?—I would not say I compared them except in a general way.

7. Would you suggest that in the *Gárda Síochána* a certain definite number of places should be set aside for the Irish-speaking districts?—I would, provided the people had a proper general education.

8. Yes, and then have competition between them?—I would let them take their chance.

9. Are they in a position to compete at all in general education with the children of the rest of the country?—Yes. Of course there are some districts where the children do go out on hire. It is quite different in the district from which we came. There is no hiring out at all practically where we come from.

10. *An Fear Mór.*—You spoke of a child of six being hired out. What do children of that age do?—Look after cows and prevent them from going astray.

11. What class of people hire them?—Farmers.

12. Have you known any *Garda* candidates from the Gaeltacht who were turned down?—One.

13. Only one?—Only one. I cannot say why he was turned down.

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14. *Fíochra Bilgeach.*—It might be a matter of stature?—No, the height was all right.

15. *An Fear Mór.*—Do you think compulsory education should be enforced?—I do, but not on the lines on which it was carried out in the past.

16. What lines would you suggest?—The child should have to make 175 days attendance and the *Gárda Síochána* should be the instrument of administration.

17. What would be the average attendance of a good boy at school?—About 200 days in the past, but with the summer courses you could not expect to get 200 days. If you got 150 or 160 you would consider it fairly good.

18. Are you teaching in an Irish-speaking district?—Yes.

19. What is the attitude of the parents?—They are all right there. They have no objection.

20. *An Scabhaic.*—How do you find matters with regard to the provision of books?—I find it very hard to get suitable books.

21. Suitable books in Irish?—That is not very easy. If you find a book that you think fairly well suits you, the inspector may say it is not suitable.

22. Do you think it is necessary to have books of information in Irish?—I think it would be a very good thing.

23. Are books of that kind available in English?—Oh, yes.

24. *An Fear Mór.*—Do you get much annoyance from the inspectors?—No. They are all qualified in Irish.

25. Do you think they are looking for too high a standard in English?—I would not say so, no. In the past they looked for as high a standard in English in the bilingual as in the unilingual schools. I don't think they do so now.

26. Do you teach one half of the day in Irish and the other half in English?—I do not.

27. Do you teach English as a subject?—I try to make more use of Irish than of English.

28. What about the playground?—The language, strange to say, is about half-and-half. I try to make it altogether in Irish. I bought a football but allowed no boy to play with it if he did not give a pledge that he would speak no English. It worked all right for a while. I think the English speaker has more influence over the Irish speaker than the Irish speaker has over the English speaker. You would get very few at school who speak more Irish at playtime.

29. Eventually you will get playtime also?—I think so.

30. Would you consider it unfair that the inspector should report on what was the language of the playground, and in determining the excellence of the school, take that point into consideration?—I would consider it most unfair. The inspector will not carry out an examination of the places where he will find the reason for the speaking or the non-speaking of Irish. He won't go hunting for the reasons. I think it would not be fair.

31. Unless we succeed in bringing the language back to the playground we will not succeed in making Irish the language of the country. Do you think that every means we can use should be employed in that work?—Every legitimate means and fair means.

* * * * *

JAMES F. O'DONNELL (Burtonport), *examined.*

1. *Chairman.*—You come from *Altaíochraí*.

2. And you represent the fishermen?—Yes. I want to place before you—to relieve unemployment and stop the flow of emigration—a programme of work for our people. First and foremost fishing is our great industry. In my experience for the last thirty years I think the best means of developing the fishing is by way of forming a company of local people of standing in the area. My object in saying this is that as a rule when the fishermen got grants individually from the Congested Districts Board, the money was not expended as well as it would be if it came from a company. They don't use the money with the same care as if it was from a local company whose members would be able to look after the interests of the fishermen and keep them under supervision. I know cases where men got loans from the Congested Districts Board for nets, and after the nets were in the hands of the fishermen for three months they would say that some of the nets were destroyed and there would be a fresh claim on the Congested Districts Board for new ones. By the means I suggest, such things as these would be prevented altogether. It was a bogus claim, because

the net was never lost at all, but the Congested Districts Board gave another loan for the purchase of another net or two. In forming that company, I would suggest that a loan be given, repayable over a long period of years. I think that would be the best and surest means of developing the fishing industry, particularly in West Donegal. I heard a lot about our fishermen, and I challenge every maritime county in the Irish Free State to show that they have better fishermen than we have in West Donegal. The West Donegal men have to earn a living contending with the weather-beating coast of the Atlantic, and I am sure that, without exception, our fishermen are amongst the best boatmen on the Irish coast. I am talking of open boats, and I fail to see why those who are trained in open boats should not be equally competent in drifters or motor boats. This company which I suggest should have a kippering station and a curing station. Forty-five per cent. of our people never see fresh fish, for the simple reason that the facilities we have cannot deliver fish at the consumer's door. This company, in order to pay a decent living wage to the fishermen and to make a decent percentage of profit, should have at least six to ten motor lorries for the distribution of fish throughout County Donegal. In that way the great bulk of the fish would be sold and consumed at home.

3. What happens when there is big fishing at Burtonport?—If a catch of 3,000 cran is landed there is a glut in the market and the fishermen are left at the mercy of one or two men. Five-sixths of the fish is condemned when fished in England, and we only get one-sixth of the value, whereas on the other hand these lorries could distribute the fish and bring it to every man's door. I don't see why Burtonport could not be made a fishing port with such a company as I suggest established. In 1905 another gentleman and myself sold in six weeks £28,600 worth of fish out of the open yawls. All that fish was cured, there was practically no freshing. They were all cured and sent to America, Russia and Germany. There was another industry in this area—the kelp industry. The drying of seaweed and burning into kelp was a great industry up to 1915 or 1916 when it practically ceased. At one time it was as high as £9, but it dwindled down to £4. Anything less than £8 at the present cost of living would not pay in the kelp industry. There was also the Carrigeen moss industry. I remember seeing upwards of 100 tons collected. I am sure there is not 5 tons collected at the present time. That would also give employment if the collection and marketing of it could be organised. We have granite here, and also a soap-stone quarry or mine. These two industries, I think, could be opened up if the Government would only give a subsidy or assistance of some kind. Then there is the reclamation of land. I heard witnesses speak about sending young men out of the county to get employment. If the young men were started on the reclamation of fifty or a hundred thousand acres of moorland, you would have at least ten thousand acres reclaimed since the dole first started in the Rosses, and there would be no need for the young men to go out of Tircounaill at all. I am speaking from experience as far as the reclamation of this bogland is concerned. A local man named Mr. James Sweeney reclaimed an area between here and Lettermacaran, about four miles from where we stand. If you were there you could see it growing oats as tall as I am. That place has been converted into good arable land. I think it is a great pity that reconstruction was not included in the housing scheme, as this area is debarred. The value of the land round Gweedore and Gweebarra for rating purposes is 6½d. per acre. That shows how poor it is. Where can the people get money for reconstruction of their houses? Any persons who do not live within a village or town of 500 population are debarred from getting a grant under the reconstruction scheme. There are many people living in cottages who would be glad to get £50 or £60 to improve their houses, but they are debarred. I think the poor man should be seen to first. We had two factories here and they are practically closed down. I remember fifty years ago when I went to chapel first through West Donegal all the people wore home products. This has disappeared. We cry out about unemployment, and we send away our own raw materials and give big prices to the foreigner for wearing apparel imported. It is time that something should be done to bring back home products. We send away all our wool. Any one who keeps sheep here at present keeps black-faced sheep. He must be satisfied with whatever the

DR. C. CARR *examined.*

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buyer offers for it. The local butcher buys this wool, what he pays for it is practically nothing. The owner of the sheep won't have more than 4d. or 5d. out of it. The same thing applies to hides. If a man is so unfortunate as to lose a milch cow, the shopkeeper will take the hide for whatever price he likes to pay and sell it to the local butcher. The poor man loses his cow, and the price of the hide is lost also. I think if a tannery were established it would give work and would secure a proper price for hides and produce home-made boots for our people. Then there are bakeries. If we had up-to-date bakeries we could supply all our own needs. Here we have from the Six-County area 200 hampers daily coming into West Donegal. Six-County men are employed baking this bread. We pay big prices for it, and there is long transit and one thing or another. I don't know that I have any other points to offer, gentlemen.

3. *Chairman.*—Thanks, Mr. O'Donnell. We will have an opportunity of considering your statement. We have to hear another witness. It is now late.

* * * * *

The following statement submitted by Dr. Carr had been circulated to the Commissioners:—

Extent of Irish-speaking Areas.

1. The electoral divisions of Annagry, Magheraclogher, Meenacladdy and Gortahork, forming a continuous block and comprising all Gweedore parish and portion of the neighbouring parishes of Cloghanneely and L'Rosses, are purely Irish-speaking.

Administration.

2. (a) Courts—The District Justice can transact his business in Irish. Officials generally have little or no knowledge of Irish.

(b) Local Boards transact their business generally in English.

Education.

3. Schools of the area have been bilingual for years. Irish predominates in all these schools as far as I know. Free books for the poorer children would be an aid to education in the district.

Economic Conditions.

4. The holdings are uneconomic without exception, and the greater portion of the population depend on migratory labour in Scotland and on the earnings of the younger members of the family who are hired with the farmers of the Lagan district during summer and autumn months.

A small portion managed to make a fairly comfortable living on fishing until a few years ago. The fishing since then has been a failure. The needs of the fishermen could be best given by one of themselves.

Hand-knitting

5. Hand-knitting has been a source of income in parts of the parish, but this industry is dependent on changes of fashion. A small factory for machine-knitting gives employment to a number of girls. The *Home-spun* industry gave a living to a few years ago—but is practically non-existent at present.

6. Other industries that have died are *Kelp-making* and curing *Curraigeen Moss*. Some years ago there was a woollen factory, which has been closed down.

7. The present industries in the district are not sufficient to support one-tenth of the population. From the point of view of preserving Irish, it would be inadvisable to transfer any portion of the population elsewhere. There are no facilities for technical instruction, and this is a great loss to the district. The young are trained for nothing but manual labour. The people are capable of being trained for any industry.

Suggested Temporary Employment.

8. There are vast areas of bogs which show signs of having been once covered with trees. These bogs are useless for cultivation, but would be suitable for re-forestation. This would give temporary relief to unemployment, and would add to the beauty and value of the districts. Roads are generally in a very bad condition, and the building of a trunk road along the coast would open up the district for tourist traffic along with giving much-needed employment.

General.

9. There are several other districts along the seaboard of this county where conditions are practically similar to the above.

C. CARR, M.B.,

Bunbeg, Letterkenny.

8th May, 1925.

* * * * *

DR. C. CARR, *examined.*

1. *Chairman.*—Is there anything in your statement that you would like to elaborate?—No, I don't think so.

2. How long have you been in Bunbeg?—Four or five years.

3. You have a dispensary there?—Yes.

4. What area do you cover?—Gweedore.

5. You have experience of the electoral division of Gweedore?—I have knowledge of this division.

6. This area has a population of about 10,000. Is the bulk of that 10,000 Irish-speaking?—Yes.

7. Can you give us an idea of anything that is wrong in the matter of health or housing in that area?—The housing generally is good. There are some places where it could be improved.

8. The housing generally is good?—Yes, generally.

9. Is there anything special that you would recommend with regard to the improvement of the housing?—I suppose if grants were given they could build new houses.

10. From the point of view of the health of the people is there anything that requires attention?—I think a sanatorium would be necessary for tuberculosis cases in the county. They have to go for treatment to Dublin, and sometimes they have to wait for a month or two before they can get away.

11. Do you deal with many cases of it?—Quite a large number of cases. It is on the increase, too.

12. What percentage of the population?—There are three or four fresh cases every month.

13. Is there anything in connection with the food of the people that requires attention?—They go in very much for tea drinking, especially in the past few years. They don't go in for porridge or anything like that.

14. Somebody has been advising that the best food for the growing population is milk, potatoes and bacon. If that is so, do the people there get the best food?—I am afraid they get plenty of that.

15. *An Seabhac.*—Do they get plenty of bacon?—They do.

16. *Father Cunningham.*—This child-labour question, you know something about it?—I do.

17. In your opinion is it conducive to the spread of tuberculosis?—I think it has been.

18. The children in the early years don't get proper attention?—When they are at home the parents are most concerned in them. I think it is very bad for them to be away.

19. Your attitude is that they should get proper attention?—I think it is very bad for them.

20. From the health point of view?—Yes.

21. As well as from the educational point of view?—Yes.

22. *Mr. Hanly.*—Is there any provision for looking after the children's teeth?—No.

23. *An Seabhac.*—Are you medical officer for Rannafasta?—No.

24. Where?—Gweedore.

25. Do you know Croly?—I do.

26. Is there any difference in the intensity of Irish-speaking in Croly and Rannafasta?—Not very much. Rannafasta would be more Irish.

27. Do the people round about Gweedore, including young girls about 16 or 18 or 20, talk Irish to each other for choice?—Yes, they do.

28. Do any of the upper class of persons there speak English?—In Gweedore?

29. Yes?—95 per cent. of them talk Irish, young and old.

30. As medical officer of the district you go into their houses and you know what happens there. Is there any tendency on the part of the mothers to use English?—I never found any tendency to use English.

31. Are there many other doctors who know Irish?—There are a fair share.

32. How long are you working there?—Five years.

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33. And the doctor who was there before you?—He had no Irish.

34. How long was he there?—Over 20 years.

35. He didn't know Irish?—No.

36. What about other public officials, do they know Irish?—There are not many officials there.

37. Aren't there Guards?—There is one there.

38. What about the pensions' officer?—He has no Irish.

39. Is there a Tuberculosis medical officer in the county?—Yes.

40. Did you elect the Medical Officer of health?—No.

41. The Tuberculosis medical officer, has he any Irish?—No.

42. When you came there first were the people speaking English to you?—They were.

43. Do they speak English to you now?—No, they only speak Irish.

44. Have they a practice of speaking English to strangers?—Yes.

45. They speak it deliberately?—Yes.

46. *An Fear Mór.*—What is the cause of the tuberculosis?—Poor food, hard work and the air of the sea.

47. Is it in any of the old people?—No, young people.

48. Are the houses responsible?—Some of the houses.

49. And not having sufficient food?—Not having the right food.

50. Are you able to tell us of any way of improving matters?—Nothing to put before the Commission. Nurses going round might help.

51. *An Scabhaic.*—Would that do good?—I think it would.

52. You would not like to send English-speaking nurses round?—No.

53. Would you say it would be right to have instruction for it?—Yes.

54. Could not instruction be given in the houses?—They have instruction in the schools.

55. Outside the schools, young women going round showing the people how to keep the houses neat?—That would do, too.

56. I suppose prevention is better than cure?—It is.

57. Is anything of that kind being done?—No.

58. Nobody looking after them but you?—Oh, I don't say that.

59. Is there any connection between fish and tuberculosis?—I don't think so.

The Commission rose at 9 o'clock.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile 'sa Chlochán Liath ar a deich a chlog Dia Mairt,
18adh Lughnasa, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchatha (Cathaoirleach); Pádraig Ó Siocfhradha (An Seabhac); L. C. Moriarty; Joseph Hanly; An t-Athair Seaghan MacCunnigeain; Risteárd Ó Foghludha (Fiachra Eilgeach); Séamus Ó hEochadha (An Fear Mór); An Dochtúir Tomás Breathnach, M.A.; Pádraig Ó Hógain, T.D.

D'éisteadh—

MAURICE CARR (Rossguil, Tírconnail).
REV. DR. DUGGAN, C.C. (Arranmore, Glenties).
EOGHAIN Ó DOCHARTAIGH, T.D. (Dungloe, Tírconnail).
PROINSIAS Ó GRIANA (Ranafast, Tírconnail).
DANIEL TIGHE (Glenties, Tírconnail).

MAURICE CARR, *examined.*

1. *Chairman.*—You come from Rossguil peninsula?—
—Yes, Rossguil.

2. You have been associated to some extent with the fishing there?—Yes.

3. You put some points before the group which visited Downings, and we asked you to come here and give the Commission generally your views. Perhaps you would develop some of the points you put before us?—Well, the first thing I want to say is that 95 per cent. of the people of Rossguil peninsula are Irish speakers. As a matter of fact, they have nothing else, many of them, but Irish. In recent years when young fellows were attending school they were compelled by force of circumstances to leave when they had reached the 3rd or 4th standard. In my opinion, a night school for three or four months in the winter time would enable these people to counterbalance the loss that they sustained in being compelled to leave school so soon. A question very often asked is, "Seeing that they can talk Irish so well, how is it that they cannot read or write Irish?" The night school that I suggest would enable them to do that also. If they got three or four months at a night school many of them would be able to teach themselves more. If the school I suggest were seriously entertained, two hours should be devoted to the teaching of Irish and one hour to the teaching of other subjects. By an improvement of their standard of education the people who are fishermen would be better fishermen and those who are farmers would be better farmers.

4. At present is it the position that you have there an adult population which has not got any education of any kind since leaving school at the 3rd or 4th standard?—Yes; of the adult population a large percentage is illiterate. At the recent Local Government election 75 per cent. of the electorate voted illiterate.

5. That is 75 per cent. of those who voted?—75 per cent. of the people who voted illiterate. Of course it was a Local Government election, and the young people had no votes. In such cases you would require to be a householder to have a vote. The fishing industry seems to be undergoing a period of depression. My suggestion would be the scrapping of the loan system and the adoption of the share system. Of course, that would not be altogether necessary. The Department could go on working both systems. The Congested Districts Board was working the share system and the loan system at Downings as far back as 1907 and 1908.

6. Why do you consider that the loan system is not suitable at present?—Well, when a fisherman sends in an application to the Department of Fisheries for a loan he is informed that he will have to submit the names of two solvent sureties prepared to give a bank reference. He is also called upon to let the Department know the amount they are prepared to lodge on deposit for the price of the boat. In my opinion, both things are impracticable at present. The fisherman has no money to lodge on deposit. There might not be more than nine or ten people

who have a bank account, and they might be already involved themselves. It is impossible to get sureties to produce a bank reference. It is impossible to get sureties among the farmers because farmers who were called upon to act as sureties on different occasions are already involved. Once you are involved, if the loan is not paid up you are not qualified to be a surety again.

7. Are there many people who became involved as sureties in respect of loans which have not been paid up?—Yes, unfortunately, there are a good many. There must be 80 per cent. of those who would be available as sureties already involved.

8. And is it your opinion that where assistance at present is required for boats and gear in Rossguil they must get those facilities on their own character?—Yes. They must get sureties at present. They are called upon to get them. They might get a loan by farmers going security, but it is hard to get them to do so because they are already involved.

9. The fishermen of Downings would have to go outside their own area to get sureties?—Yes, and there is nobody perhaps outside their area who would be willing to do it. If you asked them they would turn round and say they went security for a farm of land twenty years ago and got into trouble, and they would not act as sureties any more.

10. Does any great proportion of the fishermen of Downings at present want assistance to carry on their work?—Yes, practically the whole population.

11. Why?—Because there is only a limited few that have boats, and even those that have want plenty of gear. The boats are not properly equipped. A man might have twenty nets when he should have forty. He has to get a loan to purchase the other twenty nets.

12. How is it that they have got into this state?—In my opinion, it was just the decline of the fishing industry.

13. What percentage of the fishing population in Downings are in a position to take advantage of the coming autumn fishing without assistance?—I don't think it would be 20 per cent.—about 15 per cent.

14. What do you think it is necessary should be done to help them?—I think it would be necessary to adopt the share system. To begin with, the autumn season is coming in now so rapidly that the fishermen would hardly have time to get a loan. To adopt the share system is the best thing. The boats and gear could be hired for the autumn season, and then between the autumn and winter the men could make arrangements to take the boats on the loan or share system.

15. What do you think the men of Downings are likely to do suppose they don't get any immediate help; are they likely to stir themselves, and make an effort to do something themselves?—They have no way of making much effort themselves. I saw two or three crews going out in small yawls fishing in the bay. This kind of thing should be discouraged altogether.

16. What should be discouraged?—Men going out fishing with small yawls.

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MAURICE CARR, *examined.*

17. Generally, in the matter of the industry, what assistance in the line of instruction, training and help of that sort, would be necessary?—I don't think they want any instruction or training at present. I think they are very good fishermen and very daring fishermen. I have very often seen them going out in stormy weather when Scotchmen with big boats and superior equipment would go to Ards for shelter.

18. In the normal circumstances of the trade and industry you would have some ideas as to the lines on which technical education for the fishermen should be provided?—I think it would be a very good thing if there was a school set up at Downings and some technical instruction given to the fishermen. I think it would meet with the approval of everybody.

19. There is nothing further you wish to say about the fishing?—I am of opinion that unless some immediate assistance is forthcoming the men will be forced to leave the place. Many good fishermen have left for America. These men are prepared to come back again if the industry is revived. Also men forced to migrate to England and Scotland because they found it hard to make a living here would be only too glad to come back if they only got a chance. The herring fishing not only affects the fishermen but the entire community. They are all partly dependent on it. To give you an idea of how they are dependent on it I would like to quote an extract from the report of the Congested Districts Board if it would not be trespassing on your time. In 1908 summer fishing 288 local men were employed. According to this report many more were employed carting, curing and unloading steamers, the earnings being about £2,000. This £2,000 was for a very short period of about six or seven weeks. Fishermen's payments amounted to £22,628. Of course, that amount would include payments to Scotch fishermen and all engaged in fishing at Downings. The number of barrels cured was 10,237 for the summer fishing. In the autumn fishing the sum distributed was £10,500. The earnings of the fishermen amounted to £10,500, so that the earnings of the men at Downings for the summer season and the autumn season that year amounted to well over £30,000, and I would not say that that was a record, for I think the fishing was not as good in 1908 as it was in years previous to that. You see the entire Rossguil peninsula community is dependent on the fishing, and some steps should be taken to revive the fishing industry here. There is a lot of talk about starting new industries. This would not be starting a new industry. The industry is still in existence, although it is depressed at the present time. I think some immediate steps should be taken, and my own opinion is it would not take a lot of money. If the Department of Fisheries gave a few thousand pounds it would go a long way. You would have good boats properly equipped. It is a very discouraging thing to see men going out with boats poorly equipped, and if they don't have a good season it discourages other people; it conveys the impression that the fishing industry is still on the decline. I have seen many boats lying at Fanny Bay which should be hired out to the fishermen for the season. We have one reason to complain at any rate, and whoever is responsible for this injustice we are called upon to pay the loans? We claim that the boats should be revalued again before anything is done. The Minister for Fisheries, in the course of his tour of inspection last year, informed the fishermen that the scheme to have the boats revalued was under consideration. Evidently that was as far as they got, for nothing has been done in the matter. At the recent Cumann na nGaedheal Convention it was stated that this question was mixed up with the policy of insurance. If that is so, something should be done, because delay has serious effects. The fishermen are so discouraged that they don't feel like applying for a loan of money at all. They feel that it is hopeless. I understand that at the present time there are about twelve motor boats lying in Fanny's Bay.

20. Are those boats that were taken up from men who could not pay their loans?—They would not all be. Some of them are and others not, I suppose. I don't know. They may be the property of the fishermen themselves.

21. 288 local men were employed at the fishing in 1908?—Yes.

22. How many local men will engage in the

autumn fishing if no assistance is given and if they have to engage in the fishing with their present equipment?—I think not more than forty men, and I shall also mention that these men would be going out poorly equipped. If there was any assistance given to the men, in my opinion up to 200 would go out.

23. Would all that 200 require to be provided with boats or simply with nets?—A number of them would require to be supplied with boats and nets, and a lot more would only require to be supplied with nets—some 5 or 6 nets, some 10 nets, and some 20.

24. Is there anything further to be said on the fishing?—Yes. There are a number of sailing boats there, and I would suggest that immediate steps be taken to have these sailing boats fitted with motor engines. I think some of the fishermen should be supplied with small motor boats. Large power boats should be given to men prepared to go to Howth and Arklow and to the Scotch fishing. There are some of our men who are not prepared to leave Downings. They go in for herring, salmon, lobster, line fishing and trawling, and these are the men who should be supplied with the small motor boats. They don't go in very much for trawling in Downings. I would not encourage trawling. I would be against that.

25. Why?—It destroys the bed for the herring spawn. It has injurious effects afterwards. The fishermen seem to be against it.

26. In whose hands are the sailing boats you speak of?—Some of the sailing boats might be in the hands of the Department and some of them in the fishermen's. At any rate it would go a long way to make the fishing a success if the Department took over all the boats and gave them out on the hiring system.

27. I think you had something to say on agriculture and the general position of the people there?—Yes. 95 per cent. of the farms in Rossguil peninsula are uneconomic, and the only way I know by which an improvement could be effected is by classes under the supervision of the Department of Agriculture. Up to the present the county council, or the Department, or whoever is responsible, has not taken the necessary interest in these poor farmers. They are complaining about that. The agricultural instructors seem only to look after the economic farms. I suppose there is something in that, because you can see that the term farmer is defined as a man who derives his living mainly from farming. Of course that means agriculture. The small farmers of this place who have to depend partly on farming and partly on fishing may be excepted. I don't know whether there is anything in that or not. I think there should be technical instructors also who would give instruction in poultry keeping.

28. Are we to understand that the agricultural instructors and the assistant agricultural overseer working under the Department, that these have not been in your peninsula at all?—Well, our peninsula may be in the agricultural instructor's area, but my point is that he does not pay the necessary attention to the people there.

29. Were the instructors working under the county council or the officials of the Department, such as the assistant agricultural overseer, ever there?—I have never seen one of them in my life. I don't think I have seen any man from the Department of Agriculture at work at all.

30. Have you not seen Mr. Silke?—Yes. He is one of the men I blame for not paying proper attention.

31. In what way?—I think he should go round from house to house to see what way the work was being done and what is wanted. He may want to get them to adopt a new variety of seed. There has been little of this done in Rossguil up to the present. He writes to the parish priest saying that he is going to have a meeting at Carrigart, and if anyone interested in that parish goes to this meeting he will be given a measure of Kerr's Pink. It is hardly worth while to employ a horse and cart to go a distance of twelve miles for one measure of potatoes. What I suggest is that experiments with these new varieties be carried out in a few places among neighbouring farmers, and also that they be given instruction on the benefits to be derived from artificial manures.

32. Would a few experiments reduce the distance

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between Rossguil and Carrigart?—It is not that, but the neighbouring farmers would see the benefits of these new varieties. That would be better than any teaching, even if it were done by a superman, because the people would get into touch and talk the matter over.

33. Is your point that the people would be more satisfied to go the twelve miles after such experiments?—Yes. It would be more acceptable than 50 per cent. of the teaching of anything that was going on in the line of agriculture.

34. When instruction of that character is given ought it be in English or Irish?—All instruction is given in English. Notice is given that the instructor will arrive in Creeslough and will take the names of people who are prepared to attend. Anybody who was interested could attend. There was no benefit in the thing after all.

35. Do you feel that it is the conditions generally of the Rossguil peninsula or the natural temperament of the people that is the barrier between instruction of this kind and getting their work done for them in a sympathetic way?—I don't know whether it is that or not. My opinion is that this man Silke has a very big area, and cannot afford the time to give these people instruction. I am of opinion that these people think it is not worth while to do anything because the holdings are uneconomic.

36. You think that the fact that the holdings are uneconomic is a greater reason why instruction should be given?—In fact, I think the uneconomic farms should receive more attention from the Department of Agriculture, and every means be explored to see if they could be made economic.

37. Are these all the points you have to raise with regard to agriculture?—No. I think we also have reason to complain of some of the provisions of the Act passed recently—the Land Improvement Act. The people in and around Rossguil would not be able to take advantage of the Housing Act. They would not have the money to build the houses themselves, and they could not get a grant. The estimated cost was £357, and they were excluded from getting any benefit from this Act. Then there was the Lands Improvement Act for buildings, draining, roads, clearing away rocks, etc. The farmers of my area were informed that unless their valuation was over £5 they would not come under this Act. By this Bill the Gaeltacht all over the county was excluded. The average valuation of Rossguil peninsula would be £2 5s. A good many would not be 30s., and some might exceed £5. I think the average would be about £2 5s. Some provision should be made to meet the requirements of these people. The old Parish Committee Scheme of the Congested Districts Board expended a lot of money on this kind of holdings. All our people down there, as I have told you before, are in poor circumstances. Some of them attend school fairly well and reach the 7th or 8th standard. Some of them try to educate themselves afterwards, but they maintain that they are not fairly treated in the county council scholarships, because it is always mentioned that the standard is that of secondary school education. They understand, whether they are right or not, that they are excluded from competing for the scholarships. They think it is hardly fair to exclude poor people who cannot afford to send their children to a secondary school. That is what they say about it.

38. Whatever is at the bottom of it the people of your area say that having only primary education, they feel that they are deprived of any chance of competing at these examinations?—Yes, and they claim that they would have a sporting chance if they were allowed to compete. As a matter of fact, I have known a person who left Rossguil peninsula with only 5th standard education and went into the Glasgow police and took second place in the examination for inspectors in spite of the fact that he was the only man with a primary school education.

39. How old was he?—About nineteen. When he left home he joined the Glasgow police, educated himself, and took second place in the examination for inspector for the division in spite of the fact that all the other competitors were men with secondary school education.

40. When did he leave for Glasgow?—About twenty years ago. That is only one. There may be more.

They complain that they are not fairly treated here. They should be allowed to compete whether they are secondary school pupils or not. About the kelp industry. At one time something like 50 were employed in this industry. It declined about 1910. In 1914 it revived, and good prices were obtained for kelp. Then the prices came down again, and it declined again. The people would like to know if there was any market for kelp. There is no competition for buying kelp. One firm buys it all, and it is a matter for themselves what price they pay. The men who make the kelp have to employ carts to take it a distance of fifteen or sixteen miles. It costs about 24s. per ton to cart it, and they maintain that if there was some store in Downings where the kelp could be deposited and then exported from Downings it would save at least a pound a ton. I think the Department of Fisheries has suitable store accommodation at Downings, and I am sure if they were approached they would give the people the use of it. If there were some other market, some competition, it would revive the kelp industry.

41. Are these all the points then?—No. There is also the lace class at Downings. At present the girls come to the lace school to do their work because there is more room for the machines there than there is in their own homes. There are about 36 employed altogether, 6 whole time and 30 part time workers, and the average earnings of those who devote their whole time to it would be about 24s. per week. Those are ones that would be supplied with knitting machines. Those who would not be supplied with machines, working in their homes as part time workers, would earn on an average about 14s. per week. The National Health Insurance authorities are giving them a lot of trouble recently. They maintain that they should not be called upon to pay any insurance, either Unemployment Insurance or National Health Insurance. I don't know that they would benefit by it anyhow. We maintain that there should be a distinction in favour of those who work in the school because it is more convenient than to work the machines in their homes. They also complain that although there are six machines there only two of them are in working order. The other four are doing nothing. I would like to have something done about this insurance business, some legal decision to the effect that the insurance would have to be paid. We think it should be possible to get a way out of this insurance. It would be a help to the industry. It is too bad to have to pay National Health and Unemployment Insurance without a prospect of deriving any benefit. There is also the cooorage at Downings closed down for a number of years. All the coopers from around the district served their apprenticeship in that cooorage. They are away now in other places, some in Dublin, some elsewhere. Apprentices from Rossguil go to Dublin at the present time, whereas if this cooorage was working they could serve their apprenticeship there. Some of these fellows would come back if it was possible to get it run on co-operative or other lines, but it would be much preferable if the Department of Fisheries would do it. In the event of the Department of Fisheries not doing it, if any loan was forthcoming I think they would run the cooorage themselves. There is also the granite quarry down at Melmore which is closed down. Sets were made at this quarry and exported to London previous to 1914. I don't know why it was closed down; I think it was just on account of the war. The stones were said to be very good. If anything could be done in that line, it would be a very good thing. There was a representation made recently to the county council to get a slip at Corragh, a great place for salmon and lobster fishing still. This deputation was referred to the Department of Fisheries. I don't know what happened after that. I think it would be a very good thing if this slip could be erected here in the immediate future because it would greatly develop the salmon and lobster fishing. The slip suggested would not cost a big lot. It would also be of assistance to the kelp manufacturers. I think that is all.

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REV. DR. DUGGAN, *examined.*

1. *Chairman.*—You are curate of Arran?—Yes.
2. How long have you been there?—About four years.

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3. Is that the only Irish-speaking district of Donegal of which you have had experience?—I was born in the Gaeltacht myself—of course I have been a good deal away from it. I was abroad a good deal. This is practically the only Gaelic-speaking district in which I have ministered since going on the mission.

4. I understand that you have no formal statement prepared, but the group that worked in your island and the Commission generally would be glad to hear you on the subjects they discussed with you?—Yes.

5. Perhaps you could touch on any of these points now; perhaps the Seabhaic would have some points that he would like you to set right—

6. *An Scabhaic.*—What is the population of the island?—The population is somewhere about 2,200 at the present time. It is a floating population. The standing population of that 2,200 would be from 1,700 to 1,800.

7. The remainder have gone to Scotland?—Yes.

8. For the harvest?—Yes, migratory labourers.

9. At what part of the year are they at home?—During the winter, especially from Christmas to April they are at home.

10. You say the full population is about twenty-two hundred?—Yes, about that.

11. To what extent are they land holders?—All practically are land holders. There is no person who has not got a portion of land—uneconomic holdings.

12. What is the average size of the holdings?—About two or three acres.

13. What does that support in the way of cattle?—As you know, the land is hilly, and the people live very closely together; most of it is cultivated. Hence there is very little room for grazing—one cow per house. What cattle they have they take as store animals to the fair; otherwise they don't go in for cattle.

14. They don't deal in cattle except to have a springer or one or two cows?—Generally speaking that is so, and during the winter time there is a great scarcity of milk there.

15. What else do they get out of the land?—Those potatoes they raise for their household purposes and for feeding hens and cattle and a little corn. They go in for sheep rearing extensively in the mountains at the back of the island.

16. Have you any idea of the value of the sheep raising to the people of the island?—Per family?

17. To the whole island or to the household, have you any idea?—I would be inclined to say that they make from seven to eight pounds per year each from sheep.

18. They work, it seems, the different resources of the soil?—Yes.

19. How do they supplement that for the maintenance of their families?—Hitherto, of course, the land is secondary to the fishing. The fishing was the great industry, chiefly herring and salmon. Within the last few years the fishing has been a failure.

20. I don't think there is any need to go into that, because the same conditions still exist?—Yes.

21. They supplement the earning from the land by migratory labour?—Yes, and carpet making.

22. Could you say the whole island is Irish-speaking or Fíor-Ghaeltacht?—Yes.

23. I understand it is becoming English-speaking?—I don't think it is becoming English-speaking. I don't think it is any more English-speaking than it was thirty or forty years ago. There is one little section English-speaking, the section of the police barrack and the landlord garrison character. There is a little district in the island where a police barrack was. That was English-speaking forty years ago. The people who know a little English like to parade it on all possible occasions to show they are a little superior to the rest. Then in the homes these people themselves would speak Irish.

24. What do you hear among the little children at play?—Irish.

25. Universally?—Universally. It is quite true that the children are Irish-speaking until they go to school?

26. Has the habit of speaking English to the babies begun there yet?—No, it has not.

27. We can take it that practically the whole island is almost unblemished Fíor-Ghaeltacht?—Three-quarters of it is anyhow. I think one would be right in saying that the island is Fíor-Ghaeltacht.

28. With regard to migration to Scotland, have you observed that the habit they have in Scotland of speaking English is brought back and continued to any extent at all on the island?—Well, in Arranmore the

system on which they migrate is slightly different from the system in other places, because they go in families from Arranmore. The man of the house, the wife and the eldest children go, and another child or two is left at home to look after things and mind the younger children. They go in families and live a good deal together in Scotland, and they speak Irish exclusively amongst themselves.

29. The family is more or less self-contained when they go?—Yes.

30. Is it very general that the mother migrates with the family?—It is.

31. What about the little children?—Well, they are generally left in charge of two or three of the elder ones.

32. How long has this system of migration been going on in the county? Some old people tell me that they went to Scotland about sixty or seventy years ago.

33. Do they migrate to the Lagan?—I think "going down the Lagan" commenced about that time.

34. How many schools are there on the island?—Two in Arranmore.

35. What size schools?—The boys' school, No. 1, has an average of 140 and No. II. about 100, but the attendance is irregular.

36. They get into these schools purely Irish-speaking children?—Yes.

37. Where English has got to be taught?—Where English has got to be taught as a foreign language.

38. What is the average number of years the children spend in the national schools?—About four or five.

39. What is the explanation?—Migration. They are taken from school at ten. From ten to fourteen they spend the winter at school. After fourteen they don't go to school at all.

40. After fourteen what becomes of them?—They go to Scotland for migratory labour for the summer.

41. And they live on that for a period?—That's it.

42. At what age do they begin to go fishing?—About fifteen or sixteen.

43. Do any of the girls on the island go to the fishing occupations curing fish?—Not until this year. Three went this year from Arranmore.

44. It would appear from what you tell us that scarcely any of the people of Arranmore ever go to anything better than ordinary labour?—That is so.

45. They are not allowed to remain at school long enough to do anything else?—With rare exceptions.

46. Have any of them succeeded in getting into the public service?—Only one.

47. Or becoming teachers?—None. There were some monitors, but they failed in the scholarship examination. There is only one man in the public service at the present time, and he was a man with a secondary education.

48. *Chairman.*—Where did he get the secondary education?—At St. Eunan's College, Letterkenny.

49. Have any of the people of the island returned from Scotland this year through want of work there?—No, not this year.

50. Is there any preparation for the herring fishing?—No.

51. Is there no livelihood to be got from the fishing?—I don't think so.

52. Why?—Chiefly because of the failure of the last few years; also because the gear is gone and they are not in a position to buy new gear.

53. The state of their gear is such, so worn out, and the boats so worn out, and there being no possibility of replacing them, they have thrown up the idea of going to fish?—I would be inclined to think so. The fishing has changed. The in-shore herring fishing is gone. If herring fishing is to be done, it must be deep sea fishing.

54. What is it that prevents the people of the island from going in for that form of fishing?—Mostly want of capital.

55. Do you think as far as the island is concerned they are out of it unless somebody supplies the capital?—I would be inclined to think so. The main fishing on the Donegal coast is herring fishing, and the herring must be fished in deeper seas. The boats and gear must be supplied by some outside source.

56. So that they may go further afield?—Yes.

57. Are the boats they have got seaworthy?—They are ordinary fishing yawls.

58. To your knowledge are they so worn out that they

are not safe?—I don't think any fisherman would care to go to sea in them.

59. Is any fishing carried out at present?—Only a little fishing with nets and bait and eel.

60. Who carries that on?—The people who are here, the older men and the younger boys kept at home to work the place and the crops while the others are away. There is a little line fishing and lobster fishing.

61. Have you any idea of the number of people away from the island at present?—I would be inclined to say there are about 300.

62. Nearly a fourth of the population? About that.

63. Have you heard at all what the income to the island from them is like this year?—No, I cannot say what it is this year in comparison with other years.

64. What was the value of the migratory labour to the island per week at any time?—During the war years it was probably worth £780 a week to the island.

65. For how long?—The first of June until about the first or second week in November.

66. Have you any idea of the amount for years in normal times?—It would run to about £300. That was the total amount paid out. It generally came through the post office in the form of telegrams.

67. That would probably cover all the money?—Yes.

68. Their habit is to send home the money every week-end?—Yes.

69. Have you any figures for any slack year?—Yes. The year before last was a slack year. It was down to about £60 or £70 per week. It 1921 I think it fell to £70 or £80 per week.

70. You have no report as to what has occurred this year?—No. They say it is slack in Scotland. There is work, but bad pay.

71. Have you any way of computing what would be earned in any year on fishing?—No, I could not.

72. It would be almost impossible to get these figures, I think?—It would be practically impossible.

73. With regard to the people and their attitude towards the language, is there any consciousness at all in their attitude towards any language?—There is this much, perhaps, that they would like their children to be taught English at school, because there is no prospect before them but emigration to America or Scotland.

74. They have that conscious attitude with regard to America or Scotland?—Yes.

75. They have no like consciousness with regard to their rights in their own country and the rights which a knowledge of Irish should give them?—I suppose they were never in a position to discuss it. I would be inclined to say they have never given it a thought one way or the other. They have merely spoken Irish because it came easier to them.

76. Is there a sub-consciousness that Scotland and America are the two countries they are dealing with?—That is it.

77. *Chairman.*—Scotland and America are better to them than Ireland?—Than Ireland to-day—that I would be inclined to say is their attitude.

78. *An Scabhac.*—Is there anywhere on the island any public officials other than teachers?—The light-keeper and the post office.

79. Is there a lighthouse?—Yes.

80. Do the people there associate with the people of the island?—Well, to a small extent, only to a small extent, chiefly with the post office and shops. They live about four miles from the nearest house. They are practically isolated.

81. Have you ever met an Irish-speaking light-keeper?—Never.

82. The officials who come into the island to deal with the people—the Garda, old age pension people, Agricultural Department people, and fisheries people—what language do they use on the island?—English.

83. Universally?—Universally. They generally require the services of an interpreter.

84. Has that happened there recently with Garda?—That has been so.

85. Going around asking for particulars for the Irish-speaking census?—Yes.

86. Does it not look rather strange, a Garda not knowing Irish going into the island to find out who did?—Yes.

87. It was a simple thing for a man to do; he had only to go into a house to see for himself?—Yes.

88. *Chairman.*—Do they do the agricultural and other statistics?—Yes.

89. *An Scabhac.*—The people in the island to a great extent can speak a little English from their migration to Scotland and so forth?—A great number of them know a certain amount of poor English.

90. English is dropped at the railway station on their return and not taken up again until they go back?—Yes, that is it. I would say the only time they use English at all in Scotland is when they are dealing with their gaffers and employers and for their letters home.

91. In their letters home they write English?—They write English.

92. Why?—Because until the last year or two Irish was not sufficiently taught at school to enable them to write letters in Irish.

93. The reason they don't write Irish is that they have never been taught?—Yes. Three years ago I started a little scheme to try and get them to write Irish by offering to give two prizes of £10 each to the two families which received the greatest number of letters in Irish from their people in Scotland. It was not a success. In the first place we found it difficult to raise the money. We didn't raise anything like £20. Then we discovered that they were not able to write Irish and we had to let the matter lapse.

94. It is due to the short time they spend at school?—And to the fact that until recently Irish was never seriously taught in the schools.

95. Granted that the people could read and write Irish fluently, do you think Irish would be the language they would write?—I do. Given the same facilities in Irish or half the facilities given in English they would adopt Irish in their correspondence.

96. For the reason that it would be more intimate and more secret?—Exactly, and more natural.

97. Some of these people who go to Scotland who are over thirty years of age, are they illiterate as far as a knowledge of writing any language is concerned?—Yes, a great number of them.

98. How do they write home?—They have recourse to a friend to write for them.

99. Letters sent home have to be read—who reads them?—People of character—the school teacher or priest or such person. He would deal with all correspondence.

100. This thing has been going on for forty or fifty years?—Yes.

101. The only hope is insistence on the children being kept at school?—Yes, so that they are given some chance of learning. It was due to the fact that the English they learned was very little use to them.

102. Has the feeling got among them that unless they get a good deal of education, education is not much use at all to them?—It is hard to say.

103. Have they got the feeling that they can sit down and do nothing more for their country because they understand Irish?—No.

104. Do they realise that they have something which the rest of the country has not got?—No.

105. Is that because the political leaders of the last two or three hundred years have never laid stress on what is real nationality in an Irishman's make-up?—It might have something to do with it. It is a question I would not like to answer without having time to think it over.

106. *Deputy Hogan.*—Do the people consider themselves superior for knowing the language?—The Gaelic people think themselves superior to those who have lost the language. They sneer at people who threw up Irish for English.

107. *An Scabhac.*—Is that habit of thought common in places like Clochan Liath?—Yes.

108. Is their attitude towards them that they are among outlanders?—Yes, it is general among the Gaelic people towards the little oasis of English speakers. They regard themselves as superior and uncommon—a sort of feeling that they themselves have preserved some higher attitude to life than those who have lost the language.

109. Feeling at the same time that the people who had lost it had the jobs and think themselves superior?—No. I think if I put it in this way: a more artistic feeling, something like the attitude of a painter who would like to paint a masterpiece. It is a sort of spiritual attitude; the other is material.

110. *Chairman.*—That point is very important, whether there is a vital spark in any of our Irish-speak-

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ing communities that would enable them to develop themselves from the inside?—I think there is.

111. That is a very important fact, if the people could be got to recognise it?—I think it is there. There is no doubt that the Irish-speaking population have a record as a purely Irish-speaking nation as something superior.

112. *An Scabhaic*.—Is there a feeling that these anglicised people who were once Gaelic have abandoned the language and become anglicised for the purpose of material welfare and that they have got on better than those who have a better right?—I don't think that is exactly the attitude. It is expressed more against the common or garden citizen of Dungloe than against people who are big merchants or hold big jobs.

113. *Dr. Walsh*.—Is it strong enough to be turned to account in a missionary direction? Do they feel their superiority to be enough to impose it on others by their knowledge of it?—It could be done if you could produce a very strong character from the Gaeltacht—a man of great enthusiasm and very strong character.

114. But not from themselves?—No.

115. They are simply satisfied with the attitude?—The attitude is there.

116. *An Scabhaic*.—If there arose in Dublin or in some other quarter a movement to hitch on that attitude of mind and encourage the people to hold on to that attitude of mind and uphold the Gael and his ideals, would there be an answer in the Irish-speaking districts?—Well, I don't know. The people of the Gaeltacht at present and throughout the county generally seem in the last two years to have lost hope in Dublin.

117. For what reason?—One reason is they don't find the Government authorities as friendly to them as they might be. If I would have any suggestion to make I should say it would be to have a permanent Commission of seven or eight individuals who would look after the Gaeltacht themselves and be in touch with the Gaeltacht. A decentralised commission working outside Dublin would give an impetus to that attitude more than anything from Dublin could possibly do.

118. *Chairman*.—I am anxious to fix that spirit if we can. Is it a spirit that is passive, or is there a spirit there which is not active at the moment but which could easily be made active?—It is a spirit that is passive at the moment, but given a reasonable chance of expressing itself would be inclined to become very active.

119. And the best thing is to allow it become active itself?—Yes.

120. Foster it rather than lead it?—Foster that spirit within the Gaeltacht itself.

121. *An Scabhaic*.—Do you think that the people with that attitude would speak Irish still and be satisfied that the Gaeltacht remain the Gaeltacht and the rest of Ireland remain Gaeltacht all the time?—No, I don't say that, but mere fanning the flames is not the best way to make the spirit active.

122. Don't you think there should be corresponding and coincident effort in the Gaeltacht?—Of course there must be.

123. *An Fear Mór*.—The inhabitants of Arranmore are certainly a great asset to the nation if they keep the island in that way with that spirit alive among them. The education system they have at present is not sufficient?—No.

124. Would you think you would have a sufficient number of students in the island to attend a technical school if they had one?—What particular kind of school?

125. An advanced school, more advanced than a national school, which would take pupils and give them a good grounding in literary Irish as well as spoken Irish, while also starting to equip them to carry on work in other parts of Ireland?—As technical instructors.

126. Have you anything in your mind as to what should be done to equip these men so that the nation and the island would get the best advantage of the Irish tradition there?—I would be in favour of establishing a technical school, or perhaps technical classes, if I could see the purpose these classes are going to serve. Are these men going to be purely instructors? If we start technical schools in the Gaeltacht we must be sure that there is work for these men to do when they are trained. If you could guarantee a man that after his course of instruction in the technical school he would get a position either as instructor or in work

going on, I certainly would favour the establishment of technical schools.

127. You think the population of Arranmore would be sufficient to justify the establishment of a technical school in the island?—Of course that again would depend on the size of the technical school and the variety of subjects taught. I think it would be better to have a technical school there and bring visitors to it than to send Arranmore students away to other schools.

128. Your education scheme at the present time is not calculated to fit these men for anything but unskilled labour?—That is so.

129. That should not be so?—That should not be so.

130. Have you any scheme in mind that would improve the position?—Yes. Start with compulsory attendance at school up to fourteen. Some subjects I would have purely voluntary. I understand the National Education Board are providing preparatory schools to get material for the teaching profession. A good deal of that talent will be drawn from the Gaeltacht. Hence the opening for the teaching profession is already supplied. I would have a vocation school, some sort of secondary school or technical school, in which technical subjects would be taught—more technical than literary. There is no reason why you would not prepare men here for the service. It would give a great impetus to Gaelic and *fan the spirit* I have been talking about. On the whole question of technical education you are up against the difficulty of making sure that you are not anglicising the people while you are instructing them technically. The methods must be Gaelic and the material must be Gaelic. The instructors under the old scheme helped to anglicise the people. They could not speak Irish, and the people had to learn English.

131. In order to be able to develop the talent that is in the island it would be necessary to develop education?—Yes, it is necessary to have a vocation school of some sort.

132. What about the health of the inhabitants of the island. We had a doctor from Gweedore who told us that tuberculosis was very prevalent in his district. Is that so in the island?—I would not say it is very prevalent, but it is there. I don't think it is any worse in that respect than any other place. It is due to some extent to climatic conditions. The Congested Districts Board got the people to build better houses. Since then the health bill of the island has been good.

133. Are you the only priest on the island?—I am the only one.

134. *Fiachra Eilgeach*.—Have you a doctor?—Yes.

135. *An Fear Mór*.—We have discussed the possibility of establishing colonies in the Midlands and the size of colonies necessary to make them self-contained. Do you consider it would be necessary to have a population at least the size of Arranmore in order to make the scheme a success and preserve the language amongst the colonists?—I think it would. You would require at least 400 families to make it in any way self-contained. You would have to see that the public services were Irish. A colony to be carried out at all should be carried out on a very extensive scale, that is provided you can get the people to go.

136. *Dr. Walsh*.—You would recommend that compulsory education up to fourteen should be applied in your island?—Yes.

137. How do you think they will be able to meet the change?—I think they can.

138. Is there anything which must be done there that can be done as far as you can see that would help them in altering their mode of living?—It is first this, *Dr. Walsh*, the fact that you keep the children at school until they are fourteen. Under the present system these children are put to work.

139. With the altered scheme of things can the people of the island get a livelihood?—Personally, apart from the question of education altogether, I believe there is no useful purpose served by sending children to Scotland under fourteen. Very often they could easily afford to keep them at school. I don't think economically any hardship would be inflicted on the people by making them send the children to school.

140. What about the children who would have to mind the younger children while the parents were in Scotland?—You can only lay down a general rule. Exceptions can be made for cases of that kind. In the working of the Act a scheme could be devised to cover such cases, while I still maintain on general principles

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that no unnecessary hardship would be inflicted by keeping the children at school until fourteen.

141. Is the average standard of living in the island low or high?—The same as on the mainland. Slightly better than in the greater portion of Gweedore. They look after the houses more carefully and keep them cleaner and neater.

142. Have any of the inhabitants been in receipt of poor relief?—I know of only one case.

143. That was during your time?—Yes, during my time there.

144. Have they got grants in times of distress from the county council or the Government?—Well, a little, but very little. In the bad years we had the White Cross money—about £900. That meant very little at all for a population of 2,000. Then, again, all told, I would be inclined to say sums of about £300 or £400 have been expended in the way of coal grants to the island.

145. That represents the amount expended there during the four years you have laboured there?—Yes.

146. As to the standard of living, as far as you can see things will remain like that?—It is an impossible position economically. Something must be done. Things cannot go on indefinitely as they are. Scotland as an industrial country has become a failure. Naturally their thoughts turn to America, and unless some system of livelihood or some method of improving the present uneconomic holdings is found the vast majority of the people under thirty or forty will leave. Emigration started four years ago, and 393 people have left Arranmore for America since.

147. So that there is a danger that we will lose that Irish-speaking population in the near future if something is not done?—Yes.

148. Has anything occurred to you that might, be done that would enable them still to live on the land?—The question is too big to answer. I would be inclined to say that, perhaps, a lot of small things could be done to help conditions. All these small things put together would become a big help. Of course, the mainstay would have been fishing, but as I said a while ago, it is only deep-sea fishing that can be made a success.

149. You think the Arranmore people ought to be taken on to this new method of fishing?—If you had the capital.

150. Would the Arranmore people take kindly to that kind of fishing provided the method could be devised?—Oh, provided the capital could be found, they would.

151. Are they good fishermen?—They are. I have no hesitation in saying that if the material could be found, they would take to it.

152. In the cultivation of the land, could anything be done?—In one thing, poultry, I think a good deal could be done.

153. Is the present state of the poultry bad?—Yes, the system of feeding poultry is not good. Outside of that there is the homespun industry, but in that you are up against mass production in the towns.

154. If there was an organisation of the homespun industry in the Gaeltacht you have the material in Arranmore for it?—Yes.

155. Could nothing be done to the little patches of land?—I think the Department of Agriculture ought to make a special study of that. They should get a man appointed to make a special study of the problem of the small uneconomic holding and see how far these small uneconomic holdings could be cultivated with success. If there was a special section of the Department of Agriculture looking into that matter I think that would be a great help. They could look into a number of small things and carry out experiments in various scientific ways of intensive cultivation—get two or three crops to grow where hitherto one only grew in the year.

156. Have the agricultural overseers been of any assistance to the people here?—They have been in a small way—a very small way.

157. No overseer has got to live on the island for a month?—Nobody has done that. I do maintain that these overseers—agricultural people—have been as sympathetic and helpful as they could be. My impression is they are working on a wrong system. They learned their business and got their experience on big farms and not on the small uneconomic holdings.

158. Coming round to the last point, you say that education has not helped in any way to link up the people of the island with the mainland of Ireland?—Yes.

159. And that education is their natural right to get them positions in Ireland if their labour will get them positions in Scotland and America?—Yes.

160. If you could advise on the school it would be very useful?—Perhaps one of the results of this Gaeltacht Commission would be the appointment of a permanent Commission of people who would study these conditions and formulate a scheme.

161. No outside member of a Commission would have the same intimate knowledge of your island as you have. Therefore, any scheme that he might propose might not be suitable or might not carry conviction?—Let them come and live in the Gaeltacht.

162. Do you want them to live in Arranmore?—No, but they cannot be in this county without coming intimately into touch with the conditions of the people. They would get to know them as intimately as I would. It would be for an expert body of that kind to devise a scheme. I don't think local people would have width of vision to formulate a scheme of that kind, to know where they are going, and what trend education should take.

163. *Chairman.*—Is there any school in Ireland to-day, or any such school, in which there is a clear vision on the part of the management as to where they are trending?—That is my point. In that variety of technical school the management, in an unconscious way without vision may go on training students without any definite idea of how they are to get employment. If you establish a technical school in Arranmore and teach shipping where is he going to place his class?

164. *Dr. Walsh.*—Where are they going to get their Gárdaí Síochána, post office officials, lawyers, civil servants, secretary typists and shorthand typists?—There is an impression that typists are very ill paid and that the Government rarely pays anyone sufficiently.

165. It is very much better paid than any kind of home industry. The teaching profession and other professions would be open to them. What we want is to give your people an equal chance, or a better chance, to fit themselves for these things?—Yes.

166. We want a school—an educational means that will lead to that?—If you put that the foremost purpose of your school it would be possible to discuss it with sympathy. I for one would favour that. It would be a commercial school more than a technical school. There is the difficulty that after all our education there may be a dearth of jobs.

167. *Mr. Moriarty.*—How has the birth-rate varied in the island during the past twenty or thirty years?—I would say the birth-rate is decreasing. Of course the war years were exceptional because bodies of people were abroad. Since the war there has been a steady decrease.

168. The failure of migration has turned the minds of the people to America?—Yes.

169. How far has the America element contributed to the income of the people at home?—Very considerably.

170. Would you say £2,000 a year?—Perhaps more. Formerly the people who were in America sent money home to pay the passage of other people at home to go. It is only in the last few years that the American element has had any effect on the home incomes.

171. How far do you think, looking at it in a broad way, does this income from America tend to stimulate the people to improve their economic condition from the resources they have at their hand?—I don't think the coming of the money from America is any incentive. It is only recently—within the last few years—that we are dealing with the problem. It is not long enough established to enable us to form a judgment.

172. Is there any attempt at reclamation of the sheep grazing land there?—It is conacreage.

173. It cannot be shared; the conditions under which the tenants hold prevent it from being broken up?—Yes.

174. And the farms, as they exist, are cultivated to the fullest extent?—Yes.

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DEPUTY EOGHAIN Ó DOCHARTAIGH, examined.

175. *Fiachra Eilgeach*.—Has Arranmore at any time had a larger population than 2,200?—I have not been able to find that out.

176. As regards teachers, are you always able to supply yourselves?—The teachers are from the mainland. We have none from the native population of the island.

177. *An Seabhad*.—It is due to the fact that they are not kept at school?—I think I mentioned to you that two or three failed to get the King's scholarship. Their failure prevented others from staying at school.

178. The standard of education is high enough for the Civic Guards?—It is.

179. Have you any members from the island?—One only.

180. *Fiachra Eilgeach*.—To what part of Scotland do the Arranmore people go?—To the farming districts of Ayrshire and to Perth and the Lothians.

181. If Scotland should fail them absolutely in time, do you think it likely that your people will migrate to parts of Ireland where they would get work on the farms?—Something, of course, will eventually have to be done in that way. America is the only alternative. The chances are that the United States will suppress immigration. Until Scotland has failed and until the United States has suppressed immigration, I don't think anything very extensive can be done in that line of organisation.

182. It goes without saying that in the Church the sermons, prayers and announcements are in Irish only?—That is so.

183. That has always been the case?—More or less.

184. You never had a merely English-speaking priest on the island?—Oh, yes.

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DEPUTY EOGHAIN Ó DOCHARTAIGH, examined.

1. *Chairman*.—Perhaps first you would read this memorandum you have handed in?—I might mention that this document is the result of an investigation made by a Committee of the Dáil drawn from North and West of Ireland Deputies. We have gone into this question very extensively, and have come to the conclusions which we have put before the Minister for Fisheries.

2. Was it a committee appointed by the Dáil or a committee of Dáil members?—A committee of members; a private committee representative of all parties. The memorandum says (reading):—

"OUTLINE OF AN EXPERIMENTAL SCHEME FOR DEEP-SEA FISHING SUBMITTED TO THE MINISTER FOR FISHERIES BY A COMMITTEE OF DAIL DEPUTIES.

We have discussed the subject of developing deep-sea fishing, and have come to the following conclusions:—

"(a) That an experiment in deep-sea trawling off the west coast of Ireland would be the best means of setting up the fishing industry on a sound basis. The inshore seasonal fishing, which is at present in a state of chaos, would be improved by this system, and the fishermen who are now only employed partly on fishing would be converted into whole-time trained fishermen.

"(b) Six or eight modern steam trawlers, with a skipper and an engineer for each, should be chartered for a period of six months; a crew of fishermen selected from different fishing centres by the fishermen themselves should be employed to man these boats and sent to the fishing ground to learn the system of trawling and, where feasible, of long line fishing. The boats for this experiment should sail from ports such as Burtonport, Killybegs in Tírconnell, Westport in Mayo, and Galway, where railway facilities exist at the port for transit of fish.

"(c) The remuneration of the fishermen, who should be employed on the share system, would include all the proceeds of the sale of the fish after deducting the head charges. Arrangements should be made with all local towns served by the railway for such quantities of fish as they would require at the wholesale price obtainable for the fish plus the cost of carriage, the remainder of the catch to be disposed of in the best market available, and for this purpose a first class manager should be employed.

"To give effect to the scheme the Minister for Fisheries should be asked to make the necessary arrangements for chartering boats and efficiently carrying out the arrangements outlined above. Teachtaí who represent fishing areas should place their services and local knowledge at the disposal of the Minister, so that the scheme might be carried out under the most favourable circumstances to ensure its success.

Aundruí Ó Laimhin, T. White, Padraig Ó Hogain, John Hannigan, Eoghain Ó Dochartaigh, Tadhg Ó Murchadha, Joseph McBride, Georse Mac Niocail, D. Mac Con Ulad.

May, 1925."

These are the outlines of the scheme of the committee. If your commission should care to ask me any questions on the subject I am at your disposal. This experiment applies to the whole fishing of Ireland. Manifestly the west coast is most important for deep-sea trawling. The boats fishing in the deep-seas would be the first to strike the herring shoals. They could either go on trawling for the herring or they could take off the trawl and put on a drift net, but trawling for herrings is now quite common. It is done in the South of Ireland and it is done in England and Scotland. Whether it is a better system than taking off the trawl is a matter for the fishermen themselves. If these boats were fishing in these waters it would be impossible for the herring shoals to pass. I heard it suggested that aeroplanes should be employed as has been tried somewhere in Scotland, or that cutters should be employed to report the presence of herring shoals. That is all waste of energy and time. The proper method would be, in our opinion, speaking as a Dáil Committee, to have the proper sort of boats fishing in these waters, in the deep sea, ten or twelve miles out, so that they would be the first to locate the herring shoals. By operating on the shoals they would break the shoals and help the inshore fishing by driving the fish inside. At present if the weather is rough fishing is almost impossible; with this system they can fish whether the sea is rough or otherwise. The system of fishing inside at present is chaos; it is hopeless. Then we want railway facilities. In Donegal at present, except Buncrana, there are only two fishing ports where we have rail heads. The fish has to be carried long distances to the railway station. When we have fish in this district there is a middleman on the spot if a large quantity comes in, but if a small quantity comes in it has to be sent by rail; the cartage is added to the expense, making it impossible for the small man to take any part. Under the system the committee suggests every man fishing in a crew of a boat would be sure of getting the full value of his fish. There would be no middleman to come between him and the market. If the recommendations of our committee are adopted, the fishing will form a most valuable asset to the Free State. Of course if this experiment is tried, and eight or a dozen boats chartered for a minimum period, the Minister for Fisheries would make all arrangements. It would be under his aegis that the scheme would be carried out. The great advantage of this scheme is that it will not cost the State much money. For the Shannon Scheme and the Barrow Drainage and the Beet Industry large sums of money are required from the Government. For the purposes of this scheme a sum of £10,000 at the outside would be required; possibly £5,000 would meet this experiment for six months. If the experiment prove successful, as we are pretty sanguine it will from the evidence at our disposal, the fishing, instead of being as it is now, would be on a commercial basis and the wealth of the Irish seas would come into this country and benefit the State and the people. If you care to ask me any questions, either on the method of carrying it out, which would depend on the Ministry of Fisheries, or upon the possibilities of the scheme, I shall be glad to answer them.

3. *Chairman*.—Do I understand that the proposal is that the Government, through the Ministry of Fisheries, would have six or eight modern steam trawlers chartered, with skippers and crews?—Yes, with skippers and engineers, but we would supply the crews from the different shipping centres.

4. And that these skippers and crews would carry on an experiment lasting over six months?—Yes.

5. Do you think as an experiment you could possibly say whether it was a success or not inside six months?—Our opinion is that we could. We could train two sets of men with a large boat of that type.

6. Are you going to carry on a satisfactory experiment in deep-sea fishing in six months and at the same time have two crews on board?—Two crews would be trained in that period.

7. In your opinion it is a sufficiently long time?—Quite.

8. Has the State six or eight modern trawlers?—No: they have trawlers but they are not suitable.

9. What would the cost be?—The cost would be from four to five hundred pounds a boat for six months.

10. With equipment for each?—Equipment is a matter with which the Ministry will have to deal, but probably Mr. Moriarty could give us more definite information about that. Possibly a couple of hundred pounds would be sufficient for equipment.

11. We are told that a motor boat would cost up to £750?—Possibly, but we are talking of steam trawlers to prove whether this deep sea fishing can be carried on commercially.

12. It is required for trawling and drifting?—If desirable. If the trawl struck a shoal of fish it would be equally effective with the drift net.

13. Suppose that your experiment is successful, and that these six or eight boats make good fishing inside six months, what comes next?—When we have proved that it is a commercial success it manifestly would be the duty of the State to encourage private individuals or companies to take up this system of fishing. It would be a very simple matter. In the opinion of the committee there would be no difficulty whatsoever in getting private capital sufficient to stud the whole Irish seas with boats for the purpose if they were informed officially that it was a commercial success.

14. Would you require a Government to be anything but a directing authority?—The State would set up some sort of administrative organisation that would enable this thing to be done in the proper way. It is quite possible that we might pay as we did land purchase or housing guarantee loans. I don't think there would be any difficulty whatever from the capital point of view.

15. In the scheme which the Dáil committee submitted, what are we to understand by the head charges which are to be deducted before the fishermen get the proceeds of the sales?—The head charges would be the salaries paid to the skipper and engineer, transport charges, and portion of the charges for management. The State should appoint the best man it could get to make all arrangements for the transport and sale of the fish in the best market. Of course, one condition would be that the home market should be first supplied. There is an idea in Dublin that you will have to tell people how to eat fish. We believe the market is enormous that we can reach. In Dungloe, for the past two years, you generally could get nothing on Fridays but Norwegian dry fish. Once about six months ago I was in Ballybofey, on the way to Dublin. I got some very beautiful plaice and sole for dinner. I asked the people of the hotel where they got the nice fish, and they told me from Aberdeen. The fishermen come all the way from Aberdeen, 600 miles, fish here and go back with the catch. The same happens with regard to Grimsby, Hull, and Fleetwood. If this scheme were in operation all these fishermen would be Irish. These men came in at night trawling the banks where there are fluke and plaice, and injured the spawn. Every district in Donegal suffers in that respect. We remember where large quantities of such fish were obtained, the trawlers destroyed it. Of course if these boats were fishing there they must fish outside a limit drawn by the Department for the protection of the in-shore fishing. It would solve another thing which the Minister for Fisheries is up against. He has no means of protecting the in-shore fishing. The foreign boats come in here and he is unable to check them. If our boats were fishing in these waters and these strange boats came in, I would like to know what would be the result for the intruders.

16. I can conceive one of these boats landing a catch of fish at Galway?—The boats would have to land at one port if they are working under the Government experiment.

17. Take Galway. I would like to see what is the process for handling the disposition of the fish there. Is the Government, under the scheme, to eliminate the employment of private middle interests and foreigners altogether?—The system would be like that in Fleetwood or Grimsby. The manager takes the whole of the fish from the fishermen and he does the rest. He will make arrangements to send the fish to the market in the most expeditious way. That is one of the reasons for having the rail head for the experiment. If the experiment were a success you would have to employ a fast cutter for the delivery of the fish. There would be no need whatsoever for that under the transport system if the boats were to land the fish at the same port. For the experiment it would be necessary to have a rail head to avoid the expense of employing a cutter.

18. Who is this manager?—The manager will be appointed by the fishery department—selected by them. I think they have a widely-experienced capable man.

19. I think we have only got as far as having the fish handed over to the manager who is to organise markets. How would he organise markets in, say, Athlone or Mullingar?—No trouble whatsoever. They have a young capable manager who will set up agents, or arrange with the tradesmen in the town to take the fish and sell them, and the thing is done. In Dungloe, fish taken from Burtonport are given to the tradesmen here who keep them in the shop and they are rapidly disposed of.

20. An *Seabhar*.—What is the meaning of this experiment?—To develop our fishing, which is the second most important source of wealth in the Free State.

21. But the principal object is to prove that it can be done?—That is one reason. The second reason is to train the fishermen to take the place of the men who come from Aberdeen and Fleetwood.

22. Where would these boats be chartered from?—That would rest with the Minister for Fisheries. There are half-a-dozen ports with trawlers lying up in them. There is an experiment being made by private persons at Queenstown who bought some of these boats. They are doing very well.

23. These boats would presumably be chartered from England or Scotland or France?—The English trawlers are the best in the world. The Frenchmen are lobster and shell fish getters. We have some of these boats in the west of Ireland.

24. Would not a great deal depend upon the class of man you get as skipper?—The entire success would depend on the skipper, but we have men at our disposal, fine men, the type of skipper we want.

25. These men are English skippers?—Yes.

26. Could nothing better be done than provide our boats with English skippers?—You are using English boats.

27. Even suppose we were, is there not in Dublin a steam-trawling fleet?—The Ringsend men and the Howth men have the best market in the world in Dublin, and they are not able to supply that market with fish.

28. Have we not a steam-trawling fleet in Dublin?—They had a fairly large competent fleet before the war, but some strikes have taken place there, and they are not at all as efficient as they were before the war.

29. Do you think that after six months we would be able to send out crews of our own—skippers and all?—Undoubtedly.

30. Do you think they would have sufficient nautical knowledge to take charge of a boat, and take her along the whole of our fishing banks?—Yes. It would develop them further if the Minister for Fisheries set up the nautical college in Dublin again.

31. You think these trawlers could fish here for any kind of fish?—Yes, they can take any kind of fish.

32. Would these boats be easily converted into drifters?—Yes.

33. Is that the custom with the English trawlers?—No. Drifters are a distinct class.

34. Would it be necessary to have ten or twelve?—That will be for the Minister for Fisheries.

35. Everything depends on organisation and all such things as the finding of markets, transport to the markets and the provision of boats, nets, and gear? All these things sound very difficult. In practice they

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are not so. I lived in Grimsby for nine or ten years, and I came into contact with this business. There were 1,100 boats registered at that time, but they had no steam trawlers. That was in 1886. By 1890 there was a private firm which had steam trawlers. They were the first that started, and they absolutely made a fortune. They were such a success that the fishermen turned to steam trawlers and gave up their sailing boats. They have too many of these boats now, and the market is overstocked.

36. With this experiment in fishing for six months do you think private individuals will be able to carry out the work themselves, simply because they have been trained?—Yes, that is our opinion.

37. What will this experiment prove if steam trawling is a commercial proposition already?—Steam trawling is known to be a commercial success, but the organisation is imperfect. This will prove that the organisation is perfect for the disposal of the fish. In our opinion there would be no difficulty in financing the whole thing by private capital at the outset, but we think we would be entitled to ask the Government to begin the organisation to develop it, it is of such vast importance to the country. It is one of the country's three greatest sources of wealth. First comes farming, next comes deep-sea fishing, and next inland fishing.

38. It is necessary that ice should be available to take to sea in these boats?—Yes.

39. Are there any difficulties in that?—None whatever.

40. Where would you get the ice?—It could be got from Norway.

41. Isn't the transport of ice a rather expensive item?—It has been found cheaper to use Norwegian ice than to set up an installation and make it.

42. Coal has to be brought in?—Coal can be got in the same way. By the time you will have got the industry you may take it we will have coal.

43. *Deputy Hogan.*—Each member of the committee has reported to the committee?—Each was asked to report to the committee. This was the result of that proceeding.

44. This committee investigated the failure of individual action?—Yes.

45. And they endeavoured to see would collective action meet it?—Yes.

46. It was indicated several times that it was as much a problem for those engaged in it as for the Department, the success or failure of the fishing industry in the country?—That is so. That is my own view too.

47. That was indicated officially on several occasions?—Yes.

48. This scheme was put up in order to show that we were endeavouring to solve the problem, and in order to give the Department something to go on?—Yes.

49. If this scheme did not meet with their approval it would give them an opportunity of outlining what they are prepared to do?—Or put forward an alternative scheme. In the preparation of this scheme we were in close touch with the Ministry of Fisheries—we got several audiences from the Minister, and had conferences with several Ministers, including the Minister for Finance. The fishing was discussed in a general way. We put it in that particular way. We discussed it with people all over Ireland, and referred to those most in touch with it, and we came to these conclusions which we offer as our solution of the problem.

50. *An Fear Mór.*—If this scheme is launched its success or failure will depend very much on the fishermen?—Undoubtedly.

51. Do you think six months a sufficiently long time to test its good or bad qualities?—The committee came to the conclusion that six months would be sufficient, undoubtedly twelve months would be better. We only bound ourselves to a minimum of six months.

52. Don't you think it is rather dangerous to limit yourselves to six months?—No. That is not our experience of trawling. If in six months you are not able to prove that the fish are there and can be caught and marketed, your scheme is no use. But undoubtedly twelve months would be better than six.

53. *Chairman.*—Do you suggest that if this scheme is not a success, the fishing industry on these lines

shall be deemed to have been a failure?—If the organisation is carried out properly and nothing left undone to make the scheme a success, and if it fails then, undoubtedly steam trawling would not suit.

54. *An Fear Mór.*—Do you anticipate any difficulty in securing crews?—None. I may mention that the Deputies who live along this coast have offered their services as an advisory committee to the Ministry. We don't think it is fair that the Department should have to rely upon its inspectors to reach these people. We propose to take that responsibility upon ourselves. At the request of the Minister we would take charge of the finding of crews.

55. Has it been decided that the skipper would be English?—No, we don't care if he is a Pole, so long as he is able to trawl, but if we get the boats from England the owners would have a preference. The Grimsby men are probably the best trawlers in the world. I think there will be no objection on that point.

56. I would be glad personally that the experiment would be a success?—I hope your committee will take that view.

57. *Mr. Moriarty.*—You say the committee have investigated the possibilities of this scheme and taken everybody in touch with the fishing industry into consultation. Did you go to the Dublin Steam Trawling Company and examine their balance sheet for the past few years for guidance as to the probable results of this experiment?—I may answer in this way. We had a trawling experiment in Killybegs which was a failure. We investigated the cause of that failure, and we know that if this system were in existence for that trawling it would not have been a failure. We know a good deal about the Dublin-Ringsend Fishing Company, and we did not ask to be shown their balance sheet. We know they have very capable men, but, although they have the best market in the world at their own door, they are not able to supply it.

58. You won't answer the hard facts of the balance sheet. Are you aware that Dublin has ten steam trawlers?—Yes, I have heard that.

59. How many of these are working to supply the best market now?—I cannot tell.

60. If there are only five out of ten, what is the reason for keeping the other five idle and depreciating in value while they have the best market at their door?—That doesn't concern us at all. The Ringsend people were hampered by labour troubles in Dublin. For many months they did no trawling at all. We cannot work on a balance sheet for the year of a strike. I don't care for consideration of our scheme whether the Ringsend scheme was a total failure or not.

61. You made no inquiries?—We got sufficient information from your Department to damp the enthusiasm of anybody.

62. Don't you think there was something done to damp your enthusiasm at Killybegs?—No. If that had been done on something like the present lines we propose, it would not have been a failure.

63. The fishing would depend upon the person managing it?—Yes.

64. Have you any knowledge of a similar undertaking in this very county?—Yes.

65. Are you aware of the result of that?—I heard here that they are selling the fish in Fleetwood. But they are not fishing on the lines of our proposition.

66. Here is a man putting his own money into the business and he does not fish into Burtonport—why?—He gets more money, probably, the other way. We are developing this experiment to get the fish into Irish ports. When I was growing up here there was a little harbour built here at Dungloe to provide accommodation for the boats. I have seen every Sunday as many as twelve boats full of cod and ling, and every single fish was sold.

67. I point out the case of a man who cannot find a local market and goes with his fish to Fleetwood?—Frankly, I am sceptical. I am not at all satisfied that he could not sell his fish at Burtonport if he had facilities.

68. What would be the difference in the cost of coal in Fleetwood and Burtonport?—It would probably amount to six or seven shillings a ton.

69. The organisation then that you contemplate would necessitate the chartering of a coal vessel?—Why not, if you have twelve boats to supply.

PROINSIAS O GRIANA, *examined.*

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70. Are you aware in the steam trawling business of any case of Norwegian ice being taken as the source of supply?—Not at present in Ireland, but in Grimsby Norwegian ice was the sole source of supply, and they had 1,100 boats out.

71. You agree that a great deal depends upon the management?—Yes, undoubtedly—organisation entirely, purely organisation.

72. You are aware, of course, that the manager of a steam trawling company is supervised by a managing director?—Yes.

73. Can you visualise a Government Department employing a manager for ten boats who would handle the fish, find markets, means of transport and things like that?—Undoubtedly I can. A Department that could not do that would not deserve to exist.

74. Have you had any experience of this fishing business?—No, not actually as manager.

75. As regards the establishing of markets in Ireland, are you aware of attempts recently made to establish such markets?—Yes, I heard the Department made an attempt to popularise fish eating. You will find, I am certain, that if we can have a cargo of fresh fish every week we can dispose of it rapidly.

76. Is there any attempt being made to supply that demand?—No; the fishermen are not able to do it.

77. Why?—They have no equipment, no facilities, no arrangements.

78. The long lines?—The long lines are doing their best.

79. There are a thousand steam trawlers laid up in England. Is this a good time to start a trawling experiment when a thousand of these vessels are idle?—I think it is the best time. You will get the boats cheap. The steam trawling business in England is over-capitalised.

80. Would not that rather point to the experience here where ten steam trawlers were landing fish and there is at present only half the fishing fleet engaged? Does not that show there is not sufficient demand?—That is not the only thing. Most of the fishing fleets in England are owned by companies. It is the reverse of what it was twenty-five or thirty years ago. Companies have little sentiment. Their idea is to make dividends and they have laid up the boats. A steam trawler is a costly but highly efficient boat. They were experimenting with motor boats because the cost of working is probably about half that of a trawler. They are actually giving Germany a contract for building new motor boats for the purpose.

81. You say a thousand steam trawlers are laid up while they are experimenting with motor boats?—Yes. It is a matter of competition, and we should be able to compete with any of them. You can set up a co-operative organisation.

82. When the overhead charges are covered, how will the crew be paid?—The fishermen who would be employed on the steamer would get all the proceeds of the sale of the fish after deducting head charges, including the salary of the skipper and engineer, the insurance of the boat and costs of management.

83. And the costs of chartering the vessel?—And possibly the cost of charter. We are so confident of the success of this experiment that we believe it would be able to pay for the charter and that it would not cost the Government a shilling.

84. The scheme did not contemplate going beyond a certain expenditure, and if the fishing was successful it would defray all charges?—Yes.

85. In spite of the fact that you are so confident of success, you think it is the duty of the Government to take up the working of this fishing scheme?—We say that the Government should give a lead in the starting of this fishing industry.

86. The fishermen would get the entire receipts after the expenses are paid?—Yes.

87. There is no provision for depreciation and wear and tear?—No.

88. Have you any idea of the distance from shore you would have to go for the best trawling?—Oh, yes. We have that every day before our eyes. We can see from the headlands the foreign trawlers fishing five miles out from Arranmore.

89. You would not have to go four or five hundred miles?—No. The best fishing would be at our back door.

90. Is it not a fact that the Dublin trawling fleet does

not always work into Dublin? Don't they land their catch in Fleetwood?—I think they do. It is hard to understand, so many things enter into the question. Probably some of these things enter into the fishing both at Howth and Ringsend

91. *An Seabhac*.—Would ordinary fishermen be able to provide crews on steam trawlers?—Undoubtedly.

92. A great deal depends on the local Irish market?—I agree it depends on that. As a matter of fact, we are anxious to supply the people at home with wholesome food from the sea and give them a fair chance of getting it.

93. The supply being available the market will come?—Undoubtedly.

94. Would it not require very great organisation to get the people all over the country to recognise the value of fish?—No, I cannot see the great difficulty that is raised on that point at all, because the same conditions would exist in England that exist here.

95. Won't you require central markets for the better class?—We will have a central market for the better class of fish.

* * * * *

PROINSIAS O GRIANA, *examined.**(English rendering of the evidence given in Irish.)*

1. *Chairman*.—You have something to put before us?—I came here to explain to the Commission the way in which the poor farmers, or "crofters," as we call them, are struggling for a bare livelihood in this part of the country. You have yourselves seen the nature of the land in County Donegal. From Gweebarra River to Horn Head it is impossible to use a plough with a pair of horses on the great majority of the holdings. In the first place, the patches of land are too small and rocky, and, in the second place, certain patches of the land are too soft to bear the weight of a horse. As a result a man must either use a spade or leave the land untilled. I don't know whether you are aware or not that it is customary for the tenant to sub-divide his holdings amongst the members of his family and, in that way, divide the rent. The landlord was only too glad to get his rent in any form and never bothered his tenants—this accounts for the extremely small size of the holdings. You will see as you go along the county hundreds of cottages dotted over the different townlands. Every house is the home of a family. If you look at the holding attached to the house, you will realise the impossibility of maintaining a family on it. The truth is that the families in these cases were supported from Scotland or England or America. The householder went to Scotland or England and remained there for ten months of the year. The other two months he spent at home planting potatoes and cultivating a little patch of corn to feed his cow in the winter. Scotland has now failed. Even if work could be got in Scotland, the wages have been brought so low that when a man pays his fare over and back and keeps himself while there, there is practically nothing left to support his family. There is no employment here at home and therefore you see there is no source of income for these people. Yet the rent and the rates must be paid and the family must be clothed and fed, and all these items mean dry cash. Where is it to come from? Hundreds of young men from this district would go to America to-day if they had money. But they have not their passage-money. Is there any way out of the difficulty?—That is probably what you will ask. Well, I am told that the Government hold large tracts of land in other parts of the country formerly used for grazing cattle. If the Government would migrate two-thirds of us from here to that land, they would be doing a good service to us and to the Irish language. We are all Irish speakers here, and we would bring the language with us.

2. We don't know what land there is to give to anybody, but if the land were available would the people of this place go? You say there are people who would go?—There are plenty who would go. Of course there are some who would prefer to remain at home.

3. *An Fear Mór*.—If land were to be got in Meath or the Midlands would the people be satisfied to go?—Certainly they would, and the land vacated by them could be divided among those who remained.

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DANIEL TIGHE, examined.

4. *Fiachra Eilgeach*.—How many households would go?—About 75 per cent. of the people would go.

5. What would the clergy say?—The priests do as much as they can for us and, in return, we do as much as we can for them. As I have explained, Scotland has failed, and we cannot give the priests as much assistance as we would like or as we used to give. The priests understand our circumstances and are reasonable men. They would be only glad, I think, if some of their people got better holdings.

6. What about the parishes?—If two-thirds of the parishioners were migrated, the remaining one-third could give the clergy more support than the whole of them are able to do now on their congested holdings.

7. *An Fear Mór*.—Would they be able to do the work on the new land?—With the experience they get here, they would, of course, be handicapped in the use of up-to-date implements. It is the spade they use here for the most part. But in their work in Scotland and England they get a good all-round experience of modern farming. They are working on large farms there with up-to-date machinery. And therefore they would not have any difficulty at all in working the new land if they got it.

8. *Chairman*.—We have to put the case that if there is land to be got some of it should be got for people from the Gaeltacht?—Yes, but the case must be put stronger than that. Something must be done at once for the position is steadily growing worse. Even if the Irish language were not in question at all, it would be the duty of the Government to help the people out of their present difficulties. There is one point I would like to raise as regards fishing. There was a lot of discussion on this matter here to-day. It is important of course that the fishing industry should receive every attention, but I would like to point out that not more than about five per cent. of the population of this area have any connection with the fishing industry. That is a very small percentage, and they all live along the sea-shore. I hope the needs of the remaining 95 per cent. will not be overlooked.

Another thing I would like to point out is this:—The Oireachtas passed a Land Purchase Act recently under the impression that we could discharge our obligations under that Act, but if some assistance is not forthcoming immediately from the Government in the way of relieving the congestion and finding employment for the people, I fear there will be few tenants left in this part of the country when the fifteen-year term is up.

* * * * *
DANIEL TIGHE, examined.

1. *Chairman*.—We have got your statement, Mr. Tighe. The Commission has not had an opportunity of considering it, we have been so busy taking other evidence, but it will get full consideration in due course. Is there anything you have now to tender in oral evidence?—Well, I don't think there is. I thought, perhaps, you would require some answers.

2. The statement only reached us when we came here, and we have been very busy since?—I think it is fairly full. It refers to the very important matter of the restoration of the South Donegal tweed industries. That is what the statement is devoted to. I have experience of that industry. I have been a pioneer of that industry. First in 1885 I went to Mrs. Hart, of London. I was sent by Mrs. Hart to South Donegal to help this industry. I found the people making big webs, 50 or 60 yards, mostly of flannel, handspun flannel. Mrs. Hart took over some of the samples to London, and found that if they were dyed like Harris tweeds they could be made a marketable commodity. I was sent to Harris to learn the Harris dyes, and taught them at Gweedore. I was then taken away from that and sent to South Donegal. I spent ten years between 1885 and 1895 visiting there, and in 1895 I went to Dublin. Mr. Micks asked me to do what I could to help Lady Aberdeen, and I was sent by the Congested Districts Board to the Irish Industries Association to put this industry on its feet, it having then failed like the present time. The people only made common grays, and they were sold at 10d. to 1s. 1½d. a yard. I went and taught dyeing first. The next thing we did was to make educational webs. We had to teach dyeing and the making of better webs, and get the people to make tweeds like the Harris tweeds. We made a couple of hundred educational webs. When they were done the people went on

working, and kept the industry in their own hands for fifteen years. They improved upon the Harris patterns. Then about fifteen or sixteen years ago there was a good demand for a plain gray with slight dots of colour, known now as Donegal tweed. Then they started to make white warps. They sent away the wool to get it spun in a great many instances without spinning their warp. There was a good demand at about 3s. 6d. a yard. In 1920 it had increased to 4s. 6d. for stuff which they were glad to make previously for 10d. a yard. They were rushing all classes of goods. Every person that could made webs. They were getting up to £20 for a large web of one hundred yards. There was a boom. It was like a gold boom. The people made far more webs than they should have done. Then the great crash came in March, 1920. It was not alone of these goods; it was a crash of all classes of woollens in every part of the world. The industry died because of the bad market. There were about ten or twelve firms or buyers who were in the habit of visiting the homespun fairs every month. These men were all caught. Each had bought stocks at 4s. 6d. to 5s. 6d. a yard. They were in the habit of holding huge stocks then. Those of them who were not ruined by the crash were so frightened that they would not buy a yard. The industry depended more on making stocks than on selling. You could do no business in that way. You must first produce the webs and then sell them. You cannot reproduce homespuns because the whole thing is in the one web. When the prices were good, about two thousand families were engaged in the three parishes of Glencolumkille, Ardara and Kilcar in this industry. The looms are there—they got them from Scotland—and everywhere thousands of spinning wheels ready to start any day.

3. *Chairman*.—If we need machines, how many looms are in working order?—I am sure six or seven hundred looms or more.

4. You say two thousand families were engaged in the industry?—About that. It is only more or less a guess. In nearly every family there were tweed makers.

5. Can we take it from you that there are approximately 600 looms in working condition?—I am nearly certain there are.

6. How many of these 600 looms are being worked?—Practically none.

7. But some are?—It would be very small indeed.

8. How many?—A dozen or two dozen.

9. What about spinning wheels?—The same.

10. How many are in working condition?—They are all in working condition.

11. How many are there not in use?—I should think, between large and small, there would be 1,500 of all sorts—500 small and 1,000 large.

12. Are they doing any spinning at present?—Very little.

13. When they used to spin, where used they get the wool?—They used to get it from Glenties, along with the wool of their own flocks.

14. What kind of wool is the wool of the black-faced sheep?—The wool of the black-faced sheep around the coast gets much finer than the wool of the original breed. The black-faced sheep of the islands such as Aranmore and Tory will soon develop a soft fleecy wool very suitable for homespuns and far finer than Harris tweeds.

15. *Fiachra Eilgeach*.—Do you remember trade being as bad as it is at present?—I do.

16. Worse?—No, because there was more buying of cloth as flannel than at present. It is bought now as tweed at 1s. 1d. or 1s. 2d.

17. Was it you who measured and certified the lengths for the Congested Districts Board at Ardara?—Oh, no. There was an inspector there. I was manager.

18. Do you think it would be right to say that faults would be found in the body of the piece?—Since the Board's inspection stopped some years ago the Board had no opportunity of seeing the piece. Before that the man ran the web along and the inspector stood over him, and nothing could pass him.

19. It was sure to be all right?—Of course it was.

20. Did they turn out machine-spun webs in Ardara at all?—I heard people sent away wool to the local agents of the woollen factories and got it spun into

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yarn. That was the way it began. At the same time any person could tell the difference between machine-spun and hand-spun. There is more uniformity about the machine-made goods.

21. *Deputy Hogan.*—The principal difference between the present slump and any slump before was that there was a market for flannel?—Yes.

22. How did that occur?—The buyers were those who went down in the last slump. There is no white flannel made now. It is purchased in small quantities still in Glenties, but there is no real market for it. The poor people don't get the price of the wool.

23. So that the market is gone?—It was never very great good to the people. It would not pay them to sell it at 1s. 2d. or even as low as 11d.

24. *Chairman.*—Would that amount include the spinning of the wool?—Everything. I think the proper way to revive the industry would be to start at the beginning again, and find a market. I have received letters from Spain, Poland and America asking for samples. The proper way would be to make sample ranges in sections of 6 warps and 12 wefts. That would give 72 different patterns. If a few of these ranges were made and spun they could be sent over to London to the Consulate to Mr. MacNeill. Then some person should bring them to the proper buyers and ask them whether they were prepared to take them and would there be sale for them. I think if the people got 3s. 6d. a yard they would make a tweed equal to Harris at 6s. a yard. There is a margin, allowing them 3s. 6d. to 6s. This could be done by getting six sample ranges done as quickly as possible.

25. *Deputy Hogan.*—Were there any inquiries lately from any people as to whether Donegal tweeds could be supplied to them?—Oh, yes I got inquiries, but I am not in a position to risk a loss of £500 on the job. There is no doubt the market for woollen goods of every description is dull. There is no lively demand for them in London. At a time when there was not a very lively demand, I remember myself being in London and calling on a buyer who took the whole bunch from me. I am sure that man would never have written to Donegal for them.

26. *Mr. Moriarty.*—I gather from you that what is wanted in the industry is an organisation which will

link up the weavers with the market?—That is exactly what is wanted.

27. Is it your suggestion that the State should discharge that function or could you suggest any steps that could be taken by private individuals to discharge it?—I am afraid to depend on private individuals is hopeless. Once an industry gets a bad name nobody is going to take it up. If the State did as it did in 1895, if they made a small grant of two or three thousand pounds it would be the best way. You would want a couple of thousand for educational webs. These webs cost between £8 to £10 each. If you made a hundred of them, and the State would take the thing in hand and organise a large co-operative society I think it would be a great benefit. The co-operative society could be composed of the weavers, clergymen, merchants, the same as the other co-operative societies. These men, who are all interested in the industry, could be got to take shares. If they wanted a little extra help in the way of capital it would be wise for the State to give it in the case of this particular industry. The State did it twice before. The English Government gave Mrs. Hart £1,000 in 1887-1888. It was well spent and it did an immense amount of good. Mrs. Hart established a warehouse—Donegal House—in Wigmore St., London, W., and everybody sent over their goods there. Most people called in there. If there was a house like that situated in London, not alone for Donegal but for Connemara and Kerry industries, a Gaelic Workers' House, it would be useful. There is a house in London kept by Lady Stewart McKenzie—The Crofters' Agency—a place which does ordinary business.

28. You suggest that the State should stop the deterioration of the trade?—The best way to stop that would be not to allow a single web into the depôt at Ardara except hand-spun and get the co-operation of this co-operative society and Mr. M. Gallagher, secretary of the North Donegal Weavers' Association.

29. Would they join up with South Donegal?—They would, of course.

30. *Faichea Eilgeach.*—Would you advocate a trade mark?—Yes, and it should be stamped on every three yards with the words "Genuine Donegal Hand-spun Tweed." The webs should be examined at the depôt. The depôt was closed by the Congested Districts Board, but it should be re-opened.

The Commission adjourned at 5.30 p.m.

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COIMISIUN NA GAELTACHTA

Tháinig an Coimisiún le chéile i nGaillimh ar a deich a chlog, Diardaoin, 20adh Lughnasa, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatlua (Cathaoirleach), L. C. Moriarty, An t-Athair Seaghan Mac Cuinnigeain, Risteárd Ó Foghludha (Fiachra Eilgeach), Séamus Ó hEochadha (An Fear Mór), Pádraig Baxter, T.D.; An Dochtúir Tomás Breatnach. M.A.

D'éisteadh—

REV. S. J. WALSH, P.P. (St. Enda's, Aran Islands, Co. Galway).

The following statement submitted by Rev. S. J. Walsh, P.P., had been circulated to the Commissioners:

1. The inhabitants of these islands are all, either bilingual or Irish speakers only. Inisheer is mostly bilingual. Inishmaan almost completely Irish-speaking. Inishmore part bilingual, part Irish-speaking, but there are very few who do not understand English fairly well. Most of them understand it quite well. The school work is done in almost every case through the medium of Irish.

2. We have no officials except the Guards, who all speak Irish. In the Courts cases are conducted in English or Irish as the necessities of the case demand.

3. Very large numbers of both sexes leave here for America, England, Scotland, and service or giving tuition in Irish in Ireland. Such persons are most anxious to know English and are urged to it by their older brother or sisters or friends in America or by their parents who, in many cases, have been to America themselves.

4. Many of the older inhabitants will tell you they have never seen worse economic conditions than those prevailing at present. This is entirely due to the continued almost complete failure of fishing. No other industry can take its place here. The younger people, after waiting in vain for five or six years for revival are, therefore, leaving for America in as large numbers and as fast as they can get there. Those at home are depending largely on the American cheques to provide the necessaries of life. To the credit of the children be it said, the expected cheques arrive in considerable numbers as long as the children remain single.

5. The shopkeepers, to do them justice, have stood loyally by the people, hoping every day the revival of fishing would enable them to get back their own. But they must of necessity soon stop credit.

6. The prices prevailing at present—6s. or 7s. per 126 for mackerel—and the small catches, which in the case of motor boats would not average more than 700 or 800, would not pay for the expense of netting them.

7. The fish are so far to sea that fishing with canoes is impracticable. There are many reasons put forward for this scarcity; the unrestricted use of English steam trawlers within the lines during the disturbed period is the most generally alleged cause. It was certainly *post hoc*, and most probably *propter hoc*.

Turf.

8. The provision of fuel is another serious difficulty here. Boat-loads of turf cost £4 5s. and £4 10s. at present. It has all to come from the mainland. I have seen it go £7 10s. a boat-load, which contains only four small cartloads, which means that when the expense of cartage is added it costs well over £1 per load in the former case, and over £2 per load in the latter. When fish was plentiful it was bartered for turf. It is now procured by bartering potatoes, if they have them. If not, they must do without turf and pick up bushes and briars among the rocks.

Industry.

9. The only other industry here was knitting on a very small scale by one of the shopkeepers. There were never more than five girls engaged. Even that has now ceased as the margin of profit was so small after paying the girls, and the girls' pay so meagre that it was not calculated to attract except the very young and those physically unfit or financially unable to emigrate.

10. The young men, after having tasted the luxury of high prices during the war, will no longer be content to undertake the great hardships attendant on fishing at a small wage, at present not sufficient to supply the

mere necessaries of life, and prefer to emigrate as the surest and quickest way of bringing substantial help to their parents and the younger members of the family. Death and emigration have reduced the number of families in this island alone (333) by over twenty in four years.

11. I regret to say that after consultation with a good number of people, I cannot suggest a remedy (unless perhaps supplying the islanders with boats for deep-sea fishing, which would entail a very considerable expenditure), and must fall in with the universal feeling which finds expression here, that if the fishing (the natural industry of these islands) goes down, then the people go down with it, and the land would not be able to support the existing numbers.

12. My views are, I fear, open to the danger of being considered pessimistic, but I regret to be forced to the conclusion that they are in entire conformity with facts. When I state that there are a considerable number here who have no land whatever, and that the number of beasts sold yearly does not constitute an average of nearly one per family, the statement will have passed from the region of mere assertion to that of proved facts.

13. When you have Mr. Hicks, the former head of the Fishing Department, and Mr. Moriarty, the present Secretary of that Department, stating that mackerel fishing is a thing of the past, and you have also the fact that mackerel fishing was the main industry of the Aran Islands, it would seem as if local feeling and expert opinion are at one on the subject. Though present conditions leave little grounds for hope, personally I am sufficient of an optimist to hope that conditions, at least as the present scarcity of fish is concerned, cannot always last, and if the fishermen could only get plenty of fish, even at 8s. or 9s. per 126, they could at least stave off the wolf from the doors.

(Signed), S. J. WALSH, P.P.,

St. Enda's, Aran Isles.

18th May, 1925.

* * * * *
REV. S. J. WALSH, P.P., examined.

1. (a) *Chairman*—Perhaps, Father Walsh, you will cover the points mentioned in your written statement?—It is absolutely essential for the people of Aran to get Government assistance to enable them to pursue the fishing industry. There seems to be an objection on the part of the Government to the giving of assistance, on the grounds that a number of the fishermen who owe a considerable amount of money in this way had a loan of motor boats on which there was a considerable instalment to be paid each year. As long as the fishing was satisfactory the instalments and the interest were paid off, but it is a fact that the fishing has been an absolute failure for the past five years, so much so that the most efficient fishermen in Aran Islands, or as far as I can learn anywhere else, with the best intentions, could not earn money to pay off these instalments, and therefore did not.

(b) Since I came to the island the fish caught was not equal to what would support the fishermen and their families, and that is how their indebtedness to the State mounted up. The catches have not been as much in one year as was formerly taken in one month, and sometimes one week, in olden times, and the prices now are not one-fifth or one-sixth of the old figures. They have been selling mackerel from as low as 4s. to the present price of 7s. per 126. At one time they got £2 per 100. The 6s. or 7s. would not leave them sufficient to make a living at anything less than the average catch of 2,000 each night they would be out fishing. The average catch during the past Spring

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reached only 800 or 900, and the whole takings for the season was 400 barrels, which was, of course, a considerable improvement on last year, when they had only thirty barrels.

(c) It is quite true that they could have caught considerably more this Spring if they were properly equipped, but they had not anything like enough nets. Three or four of the motor boats have been taken up, and any applications that I have seen made for some time past for additional gear have been turned down on the grounds that these people own considerable amounts already to the State and that the Authorities do not see their way to increase the debt to the State. That is a reply that has a certain foundation in justice, but if that is to be the attitude of the Ministry of Fisheries under the present condition of fishing, it is practically signing the death-warrant of the fishing industry. Some individuals who do not owe the Department one penny on considerable transactions dating some years back had recently applied for loans, and one of these who had applied for £160 to buy a boat was asked to name securities. He did so, and on the strength of the reply received he made arrangements to purchase a boat. Later he was informed that as he was a co-bailee with two others for a sum of £200, and that they could not supply him with nets until he had paid up that amount. He admitted to me that he was bailee for that amount, but that the £200 in question was incurred in fitting a new engine into this man's motor boat, work which he says was done without consulting the guarantors. The representative of the Fisheries Board here will be able to certify if that was correct or not. I must say that I did not think they were justified in the refusal, and if that attitude is insisted upon I give it as my deliberate opinion that you will have a considerable percentage of the people of Aran living at the expense of the State, somewhere or other, before long.

(d) I know very well that the Government is pretty pushed for money at present, and I also realise that the prospects before the fishing industry are not very bright, and that the Government, naturally, does not care to be expending public monies on projects that don't seem at present at any rate to be self-supporting. I fully realise the force of that objection, but I say that there is a very large number of people depending either entirely or to a very large extent on the fishing industry and there is only one alternative—one or two alternatives—namely, to take the risks in spending that money to enable them to live at home, or emigrate.

(e) In the place that I happen to represent, right in the midst of the Gaeltacht, it is the question for the Government to consider whether the preservation of the Gaeltacht is of sufficient importance to the nation to justify them in taking the monetary risks that are absolutely essential if the people are to be kept at home. For the last twelve months at least between 80 and 100 people have left my parish for America, a good number have left and joined the Guards, and a great number have left for service outside. Up to the present it was mostly the girls who went to America, the fishermen staying at home, but latterly more boys have been going than girls.

(f) Within the last week I have given twelve letters of character to the American Consul and twelve or fourteen for the three weeks before it. A good many of these emigrants were boys, and if the exodus of boys continues at the same rate for the next two or three years there is an end to the fishing industry in Aran for some time to come, because they will not be enough young men left to serve as crews for the boats, and I have not the slightest hesitation in saying that there are a number of people in Aran who have not a sufficient supply of food to keep them going at present and who will be on the verge of starvation before next Christmas if the fishing during this Autumn is not considerably more successful than has been the case for the last five or six years, and fishing at its best will not be sufficiently successful to stave off such a calamity unless the present Government abandon their policy of giving loans only on security for the purchase of the necessary gear. The security that can be got in Aran is not worth a penny unless the fishing itself be a success, but if it be a success the fishing will be the security. If a man in Aran has thirty or forty acres of barren rock and goes security for £30 or £40, I am much afraid that if the Government were confronted with the problem of securing the amount of the loan by turning him and his family on the road, they would think twice before they do it.

(g) There is no use for an Agricultural Instructor in Aran. The agricultural outlook of the people is quite simple, because they can grow nothing but potatoes. They grow rye occasionally, but not all the land will grow rye.

(h) If the Government do not adopt what I and what the people honestly consider is the only way to come to the assistance of the fishermen in places like Aran, then the fishermen and those who represent them will very soon, naturally, begin to ask what the Fisheries Department of the Government is for. I am quite prepared to admit that the making of fishing a successful business is a very difficult problem. There are a great many considerations which make for success or failure, one consideration being difficulties of transit and the expense. I think that the present Government are in a better position than anybody connected with the Fisheries previously to get over that difficulty.

(i) I have known instances where the whole catch of fish had to be sold at very low rates owing to the fact that it could not be got to the market in time, as there was no train leaving Galway later than 3.30, so that instead of having any catch to their credit as a result of the sale, the fishermen were 29s. out of pocket on the deal, and that was the case of the largest fresh fish consignment that has left Aran in the past five years. As a result of that transaction the fishermen have practically abandoned the fresh fish trade altogether.

(j) Nobody seems to know the cause of the failure of the fish round our shores; the islanders and myself have the impression that it was due to the mischief caused by English trawlers who are allowed to fish with impunity within the limit, thereby disturbing the spawn and killing very large numbers of immature fish. We have had ocular demonstration of one aspect of this, namely, seeing fish of not more than 1½ in. in length in their boats when these trawlers come in to barter with our people, as they do for flour, potatoes, bread, etc., for which they give green, gurnet and other fish in exchange. Nothing will stop this fishing by trawlers within the limits except to make it a non-paying business. The extreme penalty should be made a £100 fine. The penalty should be so drastic that the violations of the law should come to an end, and that it would pay better to be honest.

(k) I remember one instance in which the skipper of a trawler was fined £450 for four violations of the law, and he proved his respect for the law by letting down his trawls when going out the Sound that night and, as far as I can hear, it is questionable if that fine was ever collected. If only to bring assurance to the minds of the people that their interests were a real concern to the Government, I think that immediate steps should be taken by the Government to punish these trawler skippers more drastically, and to see that whatever penalty was decreed by law would be enforced to the letter. That is how it occurs to me, and it is essentially necessary for the Government, even at some risk, if not even at a certain loss, to put the people in the position to catch the fish if the supply be there. The present position, extending over a period of five years, is most abnormal, and there is a hope, from the considerable improvement in the Spring mackerel fishing that there is immediate prospect of the cessation of this dearth of fish from the coasts of these islands. In case their hopes are realised and their expectations that the Minister for Fisheries should supply them with the necessary gear be realised there is every hope of a very early conclusion of the regrettable failure in the fishing industry in these islands.

2. *Father Cunningham*.—What is the area of the Aran Islands?—The big island, 2½ sq. miles, and the smaller one half that.

3. What is the average area of the holdings of arable land?—It is very difficult to answer; the proportion of rock to arable land is 20 to 1.

4. What is the population?—In the south island, 425; middle island, 395; big island, about 1,520 at the time of my last calculation, but about 1,480 at the present moment.

5. How many of these are Irish speakers?—All.

6. Is Irish spoken in the home?—Yes, except in Kilonan village, where they sometimes speak English. The children have to be taught English through Irish.

7. They are proud of the fact that they speak Irish, I suppose?—There are a great number of parents who have been to America, and more than a dozen of them have complained to me bitterly that English was not

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taught in the school; they don't want their children to be in the same difficulties in America as they were themselves. One boy has recently been turned back from Cóbh because he didn't know English, and he was quite an intelligent boy otherwise. But if the people could make a living at home there would not be a word about English—the English language would not bother them.

8. Do all the adult male population have to depend on fishing?—Yes, very few of them could live on the land alone.

9. How many fishermen have you on the island?—About eighty or ninety canoes, three forming a crew, and there are a few others who have canoes but possess a fair amount of land on which they could almost live, but they fish only when it is profitable. We have only four motor boats now; we had eight or nine at one time. I believe that some fishermen who left us and went to America would return home if fishing could be made a success, as many did return, but went away again.

10. What is the best class of boat for the farmer-fisherman?—The least expensive class would be canoes, because there is no cost except the initial outlay, but they are not suitable for Spring fishing. Herring or mackerel fishing is the only thing that will pay. Motor boats are suitable for both Spring and Autumn fishing.

11. Do they fish for salmon?—Nothing will pay them except fish for curing. When they catch flat fish it might not be a steamer day, and a special trip to Galway would cost them £4 or £5. They always have a 1,000 or 1,500 barrels of salt at hand.

12. When these men got gear, boats, etc., on the share system, did they take proper care of them?—Yes, as long as the fishing was successful, but latterly I am afraid that the number of them lying idle have suffered. With regard to motor boats: these I fear were not kept properly, and the Fisheries Department lost considerably because of neglect on the part of the fishermen. The fishermen got every possible assistance up to five years ago until the fishing began to be quite a failure and instalments could not be paid up. They paid instalments all right as long as the fishing was successful.

13. Was there a time when fisheries have not been as great a success as now?—I have been only five years in the parish. I don't think the fishermen had any complaint to make of the C.D.B.; when the people were not able to pay, the Board was sympathetic. There was one mistake the people made, namely, that when they made much money on fishing they did not make an effort to buy out the boats themselves from the amount of money they were earning—the people who had motor boats.

14. Have you any cottage industries?—None, except knitting, which cannot make much headway. The girls want to go away to America, wages at home not being sufficiently high to induce them to stay here, and, unfortunately, there are far more Aran people in America than at home. Nobody has any business to stay at home except those who are going to marry in the place.

15. Is there any kelp burning?—There is no buying. A lot of kelp went to loss a few years ago because of there being no market. One of the terrible drawbacks is the want of fuel. Turf has to be brought over from the mainland at high rates. The present price is £4 to £5 a load. Kelp is reaching £6 10s. a ton this year. Money could have been made on kelp this season had they had any early intimation of the present demand.

16. Is Carrigeen moss collected?—Yes. Recently I saw eight tons of Carrigeen moss being sent out.

17. What do you think would be the practical solution of the difficulty?—For us there is only one solution, namely, to make the fishing industry a success. The people are too poor to provide gear, and if a system be not forthcoming there will be a disaster. That is the only solution, and it must be adopted unless the question is to be shelved altogether.

18. *Chairman.*—As to immediate assistance: suppose that the three motor boats taken up from the Aran men be put into immediate commission by the Fisheries Department under a skipper of their own selection and a crew of their own selection—in other words, to put the boats on charter?—I think that is a very correct proposal.

19. Would you be able to get three such skippers in

Aran?—Yes. There are four or five such skippers in the place.

20. Are there sufficient crews who would work in a disciplined way under the skippers?—Yes.

21. What do you say to our proposing this as an immediate expedient, and to have the catches dealt with by the Fisheries Department, half the net amount for the catch to go to the fishermen?—I think it is a very proper proposal to have in charge of the boats a person who is immediately responsible to the Fisheries Department. Besides, it would be a guarantee afterwards that if the fishing was not such a success as that it would pay for loans such as we have been discussing, that the fault was not due to any slackness on the part of the people, but that it was a thing that could not be done.

22. How about people wanting loans for nets?—The number of nets required in a canoe would not be very large, and almost a personal guarantee would be sufficient. There is a great shortage of nets on the island at present.

23. *Mr. Moriarty.*—Is there any chance of reviving the fresh fish industry?—No.

24. If we had an improved transit that would give you a service to the mainland daily, what would be the effect on the fresh fish industry?—That would be a great improvement.

25. If a motor boat service were substituted for the present bi-weekly steamer and to carry goods from Kilronan to Cashla, to be lorried into Galway?—I would not agree with that at all, because it would interfere with the transport of cattle.

26. Do you know the "St Nicholas of Galway"?—Would she carry four beasts at a time?—We would not agree with any arrangement that would do away with the steamer, and it would not pay.

27. Have you seen the balance sheets of the Galway Bay S.S. Company who are losing money, although the Government is giving a subsidy of £1,100 annually, the prospect being that the Government will have to run the service at a much bigger loss or have to discontinue it altogether?—The motor boat would not be able to bring over sufficient stuff for the island.

28. What cargo has the steamer at present?—It would carry five times as much as a motor boat.

29. The "St. Nicholas" takes fifty tons. Five times that would be 250 tons?—There will be weeks in winter when a motor boat could not make Aran. The people would not listen to the scheme of Cashla. I am very definite on that point.

30. How far was the failure of the fishing due to the absence of shoals, and how far due to bad weather?—It was due to both. The year before last it was due partly to bad weather, but mostly to the fact that the fishing was not there. The fishermen combine for the purpose of prospecting, and one boat which was out on this work spent £100 in oil before they got one fish.

31. If the fish are not at Aran and are somewhere else, will the boats be taken to where the fish are?—Yes. One of our boats is in Howth at the present time. They will go anywhere.

32. The canoe people are all right—they are fairly well able to stand on their own feet?—Even some of these cannot get loans, but if they want nets they must get them as well as the others.

33. As regards trawlers. We had a statement published in the press to the effect that some of the Aran Islanders were acting as pilots for the foreigner?—There was no foundation for that statement, except that one man who had left the place was reported to be a member of the crew.

34. What is the ordinary proportion of the earnings of an Aran motor crew?—In sailing boats they get half and half, but I am not sure of the proportion in the case of motor boats. I am sorry that I did not make myself informed on that point, but I will ascertain.

35. As a general principle you are prepared to admit that the interests of the fishermen of the Aran Islands are being looked after as effectively as possible within the past four or five years?—Yes. I am not finding any fault with the Government, because you cannot loan money to men who cannot pay.

36. Do you consider it desirable that the Government should make provision in some special manner where economic conditions are such that the non-success of the fishing industry means starvation or emigration?—

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Yes. These measures must be taken if you wish to keep the people there.

37. *An Fear Mór*—How old was the boy who was sent back from Cóbh?—Twenty-two or twenty-three years.

38. Did he attend school in his early years, and was he able to read or write Irish?—Not very well.

39. He attended school under the old *régime*?—Yes, but as far as education is concerned, the old system and the new have the same results practically.

40. Have you many boys of that age who actually don't know English?—They cannot talk it well, although they know some English.

41. *Deputy Baxter*.—Would he be suitable for the *Gárda Síochána*?—No, but our boys have been very successful in that service. There has been only one rejection, the case of a boy who had reached a stature of 6 ft. 2 ins. at 17 or 18 years of age.

42. Do any of your people go to England or Scotland?—Some three or four this year, but they soon returned.

43. *Father Cunningham*.—Do any of the Aran girls go as nursery governesses?—Yes, a number do go, but they do not stay long, their wish being to reach America. I receive many applications for such help.

44. *Mr. Moriarty*.—Taking a survey of the history of

the islands for the past ten years, would you say that the exodus for the last year or two is due to the restoration of the pre-War standard basis?—The increase in emigration in the large island is due to the fact that the fishing has been a failure, and that the people wish to get away because they cannot live at home. In September, 1920, I took the Census, and I took it again last year, and the numbers in the north and south islands in the two periods (395 and 425) did not vary a pip. The Government would have had to be supporting the Aran Islands for the past three years were it not for America.

45. *Deputy Barter*.—Is anything done with regard to Poultry?—Nothing, as there is no grain on the island, and consequently the eggs are quite inferior. There is only one industry for Aran—fishing. If the fishing be successful, the women are busy as well as the men. The girls are scarcely out of school when they pack off to America. Three out of every four married women in the islands are returned Americans.

46. *Fiachra Eilgeach*.—Do those who return bring money with them?—Yes, £200 or £300.

47. *Mr. Moriarty*.—Are all these people Irish speakers?—Yes, anywhere back from the village of Kílronan Irish is the language. The south island is the most English-speaking of the three, due to the influence of a succession of English-speaking teachers there.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile i dtig na Cúirte i nGaillimh, ar a deich a chlog, Dia Máirt, Iadh Meadhon Fomhair, 1925.

Bhí i láthair:—An General Risteárd Ua Maolchatha (Cathaoirleach), Pádraig Baxter, T.D.; Pádraig Ó Siocfhradha (An Seabhaic), Séamus Ó hEochadha (An Fear Mór), Pádraig Ó Hógain, T.D., L. C. Moriarty, An Dochtúir Tomás Breathnach, M.A.

D'eisteadh—

JOHN KELLY, *Agricultural Overseer, Galway.*

SEAN Ó CEALLACHAIN, *Secretary, Galway Chamber of Commerce.*

JOHN KELLY, *examined.*

1. *Chairman.*—Mr. Kelly, you are an overseer working under the Department of Agriculture?—Yes.

2. You are overseer for the counties of Clare, Galway, Roscommon and Leitrim?—That is correct.

3. Do you cover any other areas?—No, I don't at the present time.

4. How long have you been in these counties?—I am serving in my present capacity for the past thirteen years.

5. You have been in these counties for the past thirteen years?—Yes, constantly for the past thirteen years. Prior to that I was agricultural overseer in Leitrim and North Sligo for three years, and I commenced my career under the Department almost twenty years ago as assistant overseer in the Swinford district of Co. Mayo. I am just completing my twentieth year in the service of the Department.

6. We have asked you to give us some evidence bearing on the economic life of the Gaeltacht here, and the experience you have had in this area?—Yes, sir.

7. Have you a written statement?—In compliance with your request, sir, I have made out the whole story in a memorandum. In that memorandum I have endeavoured to point out what has been done in the whole congested area, and with what results. With your permission, I will read the memorandum.

8. Very good?—This is the memorandum (reading):—

In view of the fact that the major portion of the Gaeltachta is situated in the congested districts of An Saorstát, and as your Commission have, amongst other things, been authorised to inquire and make recommendations to the Executive Council as to any steps that should be taken to improve the economic condition of the inhabitants of the Irish-speaking and partly Irish-speaking districts, an account of the special schemes of agricultural instruction which have been worked by the Department in the congested districts may interest you. At the request of An Coimisiún I have embodied the facts in this memorandum, and with great respect, I beg your permission to tell the story, as follows:—(a) In 1891 the Congested Districts Board was established for the purpose of dealing with the purchase, improvement and re-settlement of estates within the original scheduled congested area. One of the first duties of the Board was to put into operation special schemes of agricultural instruction and development.

(b) "Instructors were appointed who endeavoured to develop the agricultural industry of the then congested districts through the medium of demonstration plots, the distribution of seeds of standard quality and approved varieties, example holdings, the location of suitable sires in each of the live stock departments, the distribution of suitable and necessary farm implements, intensive farm visiting, and in every other way that was calculated to effect improvement. So important was this work regarded by the Board that the annual expenditure amounted to £11,000. The area within which the Board operated at the time was only about 40 per cent. of the present congested districts.

(c) "After the passing of the Irish Land Act of 1903, the work of agricultural instruction was transferred to the Department of Agriculture, but although the annual expenditure of the Board was £11,000, the amount of the annual vote to the Department was only £2,000. The work at that time accordingly suffered, but not to a very serious extent, as the Department endeavoured to keep most of the schemes going. With the concurrence of the Agricultural Board funds were taken from the Department's endowment to supplement the annual grant of £2,000, and to such an extent that in

1908 the actual annual expenditure for special agricultural schemes in the congested districts exceeded £10,000.

(d) "In 1908 the Dudley Commission inquired into the general economic condition of the counties along the western seaboard. Special attention was given to the working of the agricultural schemes by the Department in the congested area. The late Assistant Secretary of the Department—Mr. J. R. Campbell—in his evidence before the commission stated that a sum of not less than £31,000 would be required for the work of agricultural development in the proposed new congested area, i.e., Connaught, counties Donegal and Kerry, four of the rural districts of West Cork, and six of the eight rural districts of County Clare. The commission recommended an annual grant of £23,000 for this work, and Parliament eventually fixed the amount at £19,000 (see Irish Land Act, 1909, section 47). You will notice that although an annual sum of £11,000 was expended on this work prior to 1903, the Department have been obliged to carry on in the new area, which is nearly two-and-a-half times as great as the original congested districts, with the small vote of £19,000. When due regard is given to the increased area and the present purchasing power of money as compared with 1903, an annual sum of almost £55,000 represents the equivalent of £11,000 in 1903. In other words, the Department are trying to carry on with £1 where at least £3 are required.

(e) "In connection with the administration of the annual sum of £19,000, the present congested area is divided into four districts, in each of which is stationed an agricultural overseer, as follows:—

- (1) Donegal, with headquarters at Stranorlar.
- (2) Mayo, Sligo and North-West Roscommon, with headquarters at Balla, Co. Mayo.
- (3) Clare, Galway, Roscommon (except the North-Western portion) and Leitrim, with headquarters at Galway.
- (4) Kerry and West Cork, with headquarters at Tralee.

Each of these areas is divided as evenly as possible, consistent with agricultural and economic conditions, into sub-districts, in each of which there is employed an assistant agricultural overseer operating from a central headquarters. The agricultural overseers supervise the work of their assistants, collect all information for the central office, act as sub-accounting officers for their respective districts, and keep in close and constant touch with the inspectorate and office staff in respect of all matters relating to the various schemes, including the revision and development of the work in its various branches. The number of assistant overseers at present employed in the congested area is forty-seven.

(f) "In order to afford your commission an idea of the multiplicity of duties which these officers have to perform, I desire to inform you that schemes are in actual operation throughout the entire area, as follows:—

(ii) DEMONSTRATION PLOTS:—

TILLAGE—Potatoes, wheat, barley, oats, turnips, mangels, field cabbages, catch crops, charlock spraying, potato spraying, artificial manures.—To demonstrate the value of variety and quality of seeds, proper methods of cultivation, importance of growing a good variety of crops, treatment of crops to prevent disease—i.e., smut, bunt, finger and toe, potato blight, etc., methods of harvesting, mixtures of manures, etc.

SEPTEMBER 1, 1925.

JOHN KELLY, *examined.*

MEADOWS AND PASTURES—Grass seed mixtures, artificial manures, liquid manure, basic slag, mineral phosphates.—To demonstrate the value of good quality seeds and proper manures for the production of hay, and how to improve old pastures.

(b) EXPERIMENTAL PLOTS :—

Potato extension plots, barley extension plots, (potatoes), dried seaweed (potatoes), potato manurial experiments, monthly cooking tests (potatoes), phosphatic manurial experiments (pasture), ground limestone experiments.—To determine the economic value of different varieties of potatoes and value of dried seaweed, ground mineral phosphates and ground limestone.

(c) LOCAL PRODUCTION OF STANDARD SEEDS :—

Potato extension plots, barley extension plots, Oats extension plots, purity certificates (potatoes).—To make each district at least self-contained in respect of production of standard seeds.

(d) HORTICULTURAL PLOTS, ETC. :—

Early potatoes, potato sprouting, vegetable demonstration plots—cabbages for all seasons, parsnips, carrots and onions.

DEMONSTRATION PLOTS—FLOWERS :—

Fruit trees and bushes, ornamental shrubs.

(e) TREE PLANTING :—

Shelter belts, hedge plants.

(f) LIVE STOCK :—

Premium bulls, special term bulls, Kerry cows, premium boars, special term sows, special term rams, Connemara ponies, poultry stations.—Location of animals at suitable centres and with proper men. Periodical inspection of all animals. Advice *re* general care of animals. Prevention of disease, etc.

(g) FARM IMPLEMENTS :—

Hand-spraying machines—loans, general farm implements—loans, veterinary syringes, reduced prices.

(h) IRON FENCES :—

Cash, loans.

(i) BUILDINGS :—

Construction of out-offices, flooring and out-offices, liquid manure tanks—Grants payable to migrants out of C. D. B. funds—Painting of buildings—Department's scheme.

(j) SALE OF AGRICULTURAL REQUISITES :—

Seeds, manures, feeding stuffs, potato-spraying materials.—Supervision of sale in all local towns and villages by assistant overseers.

(k) GENERAL :—

Special seed supply schemes, agricultural shows, collection of statistics, weekly agricultural reports, veterinary advice—backward districts.

(g) In addition to the various schemes enumerated above the activities of the committees of agriculture in the nine congested counties are identical to what obtains in the rest of the country. Special care has been always taken to prevent overlapping of the work of the county instructors and agricultural overseers. Both staffs mutually co-operate to help each other, and the relations between them have been always friendly.

(h) Looking back over a period of twenty years and comparing the general condition of things then and now every reasonable person will agree that there has been substantial progress made by the vast majority of the farmers of the nine congested counties. I have no hesitation in stating that results have been more than commensurate with expenditure. Improvement has been most marked where there was the greatest concentration of work. I give it as my considered opinion that the province of Connaught has made far more steady and solid progress during the past twenty years than any of the other three Irish provinces. The standard of living has gone up considerably in the West of Ireland during the past two decades, and the same remark may be made of the literary and economic education of the peasantry. Even in Connemara, bad and all as things are, conditions have been worsened. On the contrary there have been many marked improvements effected within the past fifteen or twenty years. All over the West of Ireland the quality of the cattle, sheep, pigs and poultry has substantially improved, the yields and quality of tillage crops have gone up considerably, and the carrying capacity of the majority of the holdings has appreciably increased. There can be no doubt that these results are to a great extent due to the intensive system of agricultural instruction and

development which has been operating in the congested districts for many years. By way of illustration I may mention in passing that the assistant overseers have always given very special attention to the potato crop. Up to ten years ago Connaught was always at the bottom of the list in point of yields. The facts are now reversed. For nearly ten years the average yields of saleable potatoes for Connaught have been the highest for any of the four Irish provinces.

(i) In view of the statements which I have made in the preceding paragraph one might reasonably conclude that things are now right in the congested districts and all is well with the farmers. It is far from any intention to endeavour to so impress you. On the contrary I desire to state that acute depression at present exists amongst the farmers of this part of the country. The live-stock population is well below normal, many farmers are badly in debt, *i.e.*, land purchase annuities, county rates, bank bills and shop debts, and local rates and State taxes are high. Liabilities are, therefore, much greater than assets; but there is a silver lining to the admittedly dark cloud, as the prospects of the harvest are very good, the live-stock bill of health is satisfactory, and the farmers and their families have, through economic necessity, become unusually thrifty. In order to relieve the depression that at present exists in the agricultural life of the people I have no doubt that the Government will in due course come forward with remedial measures. I have no doubt that the soundest way to deal with this grave problem is to properly educate the farmer. Education, more education and still more education, cannot fail to have the desired effect. The Government will, therefore, be wise in its generation if it will make provision for the employment of a much larger staff of assistant overseers in the congested area especially in the poorer districts such as Connemara. In addition to the various schemes at present in operation in this part of the country I am strongly of the opinion that there should be a number of example holdings established throughout the country. These farms need not necessarily be state-owned. They could be worked by the farmers and their families under the direction of an officer of the Department in consideration of reasonable subsidies. All such farms should be self-contained to the greatest possible extent, and they should be typical of the average holdings in the neighbourhood. I prepared a memorandum on this subject early last Spring. With the consent of the Commission I will read the paper and hand it in as part of my evidence, as many of the points dealt with may be of economic interest to you.

(j) "A full account of the schemes which are being worked by the assistant overseers will be found in my memorandum of evidence before the Professor Drew Commission on Agriculture, a copy of which I furnished to General Mulcahy on the 20th ult. It is not, therefore, necessary for me to repeat the evidence in this memorandum beyond making a few remarks so as to bring the information up-to-date. In respect of farm implements I desire to inform the Commission that in my own district during the present season as many as 1,705 loans for the purchase of hand-spraying machines were granted to farmers the annual rateable valuation of whose holdings does not exceed £10. The loans were granted on the joint security of the borrower and one solvent surety in each case. The borrower deposited one-fifth the approved price of the machine; the remaining four-fifths to be repayable in two equal annual instalments with 5 per cent. interest on 1st November, 1926 and 1st November, 1927. In 1924 the number of such loans granted was 586, which was considered a very good season's work.

(k) "The scheme of loans for the purchase of general farm implements and machinery was revived early this year. Since 1st January last as many as 285 loans for the purchase of farm implements other than hand-sprayers have been approved. The value of the implements amounted to £6,140 14s. In this case borrowers deposit one-fourth the approved price of the implements: the remaining three-fourths to be repayable in three equal annual instalments, with interest at the rate of 5 per cent., payable on 1st November, 1926, 1st November, 1927, and 1st November, 1928. The loans were granted on the joint security of the borrower and two solvent sureties." At what interest?—5 per cent. interest.

(l) "I regard these schemes of enormous value. There is no branch of the Department's work that has done so much good in the West as the Implement Loan Schemes. The manner in which borrowers have discharged their liabilities under this scheme speaks well

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for their industry and integrity. Of course one stands on safe ground when he lends money to a farmer for a genuinely productive purpose. Under the two schemes the total number of loans approved in my district since last January is 1,990, and the value of the machines amounted to £10,296 3s. 6d.

(m) " In the congested districts the Department have a scheme in operation through which the owners of premium and special term bulls are supplied with high-class veterinary syringes at specially reduced prices. The object of the scheme is to enable owners of such animals to be properly equipped, so that they may be in a position to treat bulls and cows so as to ensure against the spread of contagious abortion and other diseases. As many as 48 of these syringes were sold in my district this year. Not a single owner of a premium or special term bull in my district but is now in possession of a syringe.

(n) " Tillage has decreased in the West of Ireland of late years. Until a greatly increased area is put under the plough the economic position of the farmer cannot be appreciably improved. The increased area should in the main be devoted to cereals and roots. There are large areas of the West where wheat and barley can be successfully grown, *i.e.*, East Galway, East Clare, and Roscommon. If farmers in these counties could be got to grow these cereals in reasonable quantity, the benefits to them and to the State would be enormous. I have prepared a separate memorandum on this subject which I propose to hand in as evidence.

(o) " In connection with the economic improvement of Connemara the Commission will be able to recommend remedial measures to the Government. I have given this matter years of serious consideration. Perhaps it will not be out of place for me to give my ideas briefly in so far as this matter is concerned. In order to do work of lasting benefit the Government will be well advised to render assistance as follows:—

- (1). The judicious migration of a number of Connemara families to the ranch counties.
- (2). The proper re-arrangement by the Land Commission of the Connemara holdings, including the construction of the necessary fences and roads, and the drainage of land and bogs.
- (3). The working of a suitable and comprehensive scheme for the encouragement of the improvement and erection of dwelling-houses and out-offices.
- (4). The more intensive working of the Department's various schemes of agricultural instruction and development, with particular reference to pigs and poultry.
- (5). The working of a suitable scheme for the encouragement of the drainage and reclamation of the waste portions of the holdings.
- (6). The re-afforestation of the waste lands outside the holdings proper, and the planting of shelter belts by farmers around their own homesteads.
- (7). The development of the fishing industry, and other industries such as kelp, Carrigeen moss, etc., along the coast.
- (8). The development of the mineral resources of Connemara.

(p) " Of course afforestation, fishing and minerals are outside my province. I merely make points under these headings in passing as they naturally come to one's mind every time the question of the development of Connemara is concerned."

9. Well, gentlemen, I have prepared two memoranda in connection with the cultivation of potatoes, wheat and barley in the congested area, and, with your permission, I will also hand in these as evidence. May I read the memoranda?

Certainly?—This one in connection with potato culture is very important. Most of it consists of extracts from my crop report for last year. (Reading):—" For the purpose of the Department's special schemes of agricultural instruction in congested districts the counties of Clare, Galway, Roscommon and Leitrim comprise my district. In this area there are at present employed twenty assistant agricultural overseers. Each of these men is a whole-time officer, who works a clearly-defined district from a central headquarters.

(a) " In view of the fact that the potato crop plays such an important part in the economic life of the West, the furtherance of work in connection with potato culture has been always regarded by the De-

partment as the most important duty of the agricultural overseers and their assistants. The efforts of this staff have, for a considerable number of years, been directed towards arousing the people's interest in the necessity for action in all branches of the industry that is calculated to lead to permanent economic improvement—*i.e.*, selection and management of seed, sprouting, cultivation, planting, manuring, spraying, harvesting, marketing, &c.

(b) " Although, in common with all other parts of the country and all tillage crops, the area under potatoes has declined within the past two decades, I am in a position to make two very important progressive statements which will appeal to An Coimisiún, *viz.*:—

(1) In no part of Ireland is potato spraying as well done as it is in Connaught at present.

(2) In bad seasons as well as good the average yields for Connaught have for nearly ten years been the highest for any of the four Irish provinces. Before our time the reverse was nearly always the rule.

(c) " A most exhaustive survey of the potato crop is made by the assistant overseers in the congested districts every year at the time of digging. Truly representative average crops at not less than thirty centres evenly scattered over his entire district are selected by each officer, and the yields are accurately determined by means of measuring and weighing. The potatoes are weighed in three grades—*viz.*, saleable, small and diseased. The different varieties are weighed in such numbers as to be truly representative of the area devoted to each. For instance, if the total main crop in a district consisted of one-third Irish Queen, one-half Champion, and one-sixth Kerr's Pink, the assistant overseer, when dealing with his thirty average results, would weigh crops as follows:—

10 Irish Queen.
15 Champion.
5 Kerr's Pink.

(d) " In my district 650 results as above are taken each year. When the assistant overseers' returns come to hand I summarise them in such a manner as to afford the Department the greatest possible amount of information.

(e) " During the past seven years Kerr's Pink and Arran Victory have given the best results of any of the main-crop varieties grown in Connaught. This statement applies to every season, every district, and all classes of soils. The positive results of these tests have been remarkably consistent. Kerr's Pink is the better and the more popular of the two varieties in question. All the other main-crop varieties now in cultivation in the West of Ireland are uneconomic when yields, cooking quality and disease-resisting capacity are compared with Kerr's Pink and Arran Victory. Champion and Irish Queen, two low-yielding varieties, represented over 73 per cent. of the total main-crop in my district in 1924.

(f) " As many as sixteen main-crop varieties were tested on 650 farms in my district in 1924. Saleable potatoes were valued at £7 per ton, and small and diseased tubers at 1s. 6d. per cwt. The average values per statute acre of the different varieties were as follows:—

Variety.	Value of average crop per statute acre.
A. Kerr's Pink	£60 17 6
B. Arran Victory	57 11 3
C. Average of 14 other varieties	39 9 6

The actual gain in favour of Kerr's Pink is £21 8s. per statute acre. The area under potatoes in my district in 1924 was 68,000 acres, sub-divided as follows:

A. Kerr's Pink	4,760 statute acres.
B. Arran Victory	
C. Total of 14 other-varieties	63,240

If, therefore, Kerr's Pink were planted in 1924, instead of the varieties at C., the increased returns to the farmers of my district, expressed in terms of money, would have been £1,353,236: a sum that would more than suffice to pay the year's land purchase annuities and the local rates of the four counties under review.

(g) " Variety is of far more importance than weather. With a suitable variety a good potato crop

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can be grown in the West of Ireland in any year, when reasonable attention is given to cultivation, manuring and spraying. Until varieties such as Kerr's Pink replace the unprofitable ones now in general cultivation in Connemara the outcry for seed supply and general relief of distress schemes will always be the natural sequel to a bad season in that part of the country.

(h) "Steps should be taken to greatly accelerate the cultivation of the more profitable varieties of potatoes in the western area. A lot of useful work was done in this way last spring through the seed supply schemes, but strictly speaking this work was not educational, as the schemes were put into operation for the relief of distress. The extension plots scheme should be developed to the utmost, and as many as possible of the farmers who grow potatoes in quantity for sale should be encouraged to cater for the seed section of the trade by growing standard varieties and having their crops inspected for certificates (purity and freedom from disease) in July each year. In 1924 the Free State purchased from Northern Ireland upwards of 22,000 tons of potatoes, which were valued at £204,000. Such a state of things ought to be effectively remedied without undue delay. If the outdoor staff were given more freedom of action the seed could be transferred from farmer to farmer and from district to district every spring without imposing any charge on the State above the existing costs of our service. In East Galway and East Clare there are vast possibilities for work of this nature."

10. Now, in connection with the cultivation of barley and wheat, I will read the last of my memorandum (reading):—"Ireland imports annually from 600,000 to 900,000 tons of maize at a cost of not less than £7,000,000 to £10,000,000.

(a) "As a result of a big series of experiments which have been conducted by the Department it was determined that the relative feeding values of maize and barley of moderate quality are in the ratio of 8 to 9 respectively—that is to say that 9 stones of maize give the same return as 8 stones of barley.

(b) "There are vast tracts of land in many parts of the West of Ireland that are capable of growing excellent crops of good feeding barley. I saw for years that here there was a field of vast economic possibilities. If we could induce farmers to grow barley for the feeding of pigs and poultry the annual maize bill of these people could be reduced to vanishing point, and the adverse national trade balance appreciably reduced.

(c) "The Ballyvaughan-Ballinacree-Ardrahan district of County Galway is famous for the production of high-class barley. My plan was to have the required quantities of seed for the whole area produced in that part of the country. To buy the seed from Dublin firms in small lots would be most uneconomic, for the reason that the stiff warehouse prices plus the cost of carriage amounted to a sum that was prohibitive as far as the small western farmer was concerned. In 1923 barley extension plots for the production of seed for the non-barley growing districts were established in the Kinvara area on six farms, and to the extent of 24 statute acres. Positive results were obtained at every centre. The total yield was slightly over 26 tons of grain. In the spring of 1924 we purchased the bulk of the seed and distributed it amongst farmers in non-barley growing districts, where we were satisfied the growing of barley for feeding purposes could be made an unqualified success. Again, in the spring of 1924, we put down 32 acres of barley at Kinvara, and bought up and distributed the seed last spring as above. As a result of the two seasons' work there are at the present moment not less than 600 statute acres of barley growing on small holdings in East Clare, East Galway and County Roscommon. The yield of grain will be not less than 600 tons. All this will be fed to pigs and poultry, thereby saving to the farmers concerned the cost of 675 tons of Indian meal, which, at £12 10s. per ton, amounts to £9,437 10s.

(d) The importation of Indian meal will be reduced by so many tons, and, of course, so many thousands of pounds will not have to be exported. The total cost of production of an acre of barley, when rents, rates, labour and seed are calculated, will not exceed £6 10s. per statute acre. A reason-

able yield of grain will be one ton. Now, just at present Indian meal is selling at £12 10s. per ton, and one ton of barley being as good as 22½ cwts. of Indian meal, it is obvious that the feeding value of the produce of the acre of barley as compared with Indian meal is £13 15s. plus the value of 25 cwts. of straw.

(e) "A development of work on the above lines is most desirable. It is only through methods of this kind that the agricultural industry of this country can be put on secure foundations.

(f) "I see no reason why in many parts of the West of Ireland similar methods to what we are applying in the case of barley could not succeed with wheat. If the flour and Indian meal bills of the small farmers could be appreciably reduced, their position would be rendered perfectly safe."

11. There are different sides to your work, and the final touch appears to be that intensive farming is a necessity?—Quite so. That is the point, sir.

12. You say that the improvement in the district generally has been most marked where the greatest concentration of work has been?—Yes, that is the fact.

13. We have been visiting practically all the Irish-speaking districts over the area that you look after, and if we are to judge the benefit that has been conferred on those districts, personally I would be inclined to think that there was very much less intensive visiting of farms and very much less intensive facing of agricultural conditions in the poorer areas than in the less poor areas; that in so far as intensive work and intensive handling of supervision go is it not the case that the poorer the districts are and the more Irish-speaking the population the less concentrated they have been; that the area that is served most under the present scheme is the more eastern district where perhaps a better volume of result is likely to be got from an equal amount of effort; is that the position at present?—The position was and is really this, sir: at the beginning it was only in the very poorer parts of the country that the assistant overseers were at all appointed. I remember twenty years ago when the first appointments were made, there were five men sent into County Galway, four to Connemara and one to Glennamaddy. Connemara and Glennamaddy really comprised the original congested district of County Galway. Some years after the passing of the 1903 Land Act quite a number of the ranches, notably in Mayo, Roscommon, and Galway, were sub-divided, new houses were built on them, and migrants from the very congested areas were sent to these places. The Irish Government at the time were very much concerned for the development of the migrant places, and for that reason there was in those years more concentration of work in the migrant parts than there was in the old and more congested parts of the country. The Government at the time felt that unless very particular attention was given to the migrants they would fail to gain a footing in the new holdings, and that the system of migration would break down for economic reasons unless the new tenants were very carefully nursed for a number of years. In Connemara at the present time we need the services of five assistant overseers. Three years ago an assistant overseer was transferred to another part of the country, and since then, although we have represented that it would be highly desirable to have the staff strengthened, we have not yet succeeded in getting sanction for the fifth man, and even five is not sufficient for the work.

14. Is it in Leenane that the position has been like that for the past three years?—Yes, sir. There was an assistant overseer stationed near Leenane, at Letterfrack. For the past three years the assistant overseer stationed at Clifden has endeavoured to do the best he can for that and his own district.

15. Your assistant overseer stationed in Clifden is covering Oughterard, right through Leenane and Clifden, and right round to Roundstone?—The assistant overseer at Clifden works through Leenane down to Kilmilkin. The man who is stationed at Oughterard cuts across from Maam Cross to the other side of the Corrib, and operates from Kilmilkin right across the country to Cong. He is operating in that district at present.

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16. If we take the special area which runs from Galway city and Lettermore, Gorumna and Lettermullen, am I right in saying that more attention is paid to the country between Spiddal and Galway than the great congested western area?—While a man works weekly as far as Lettermullen, and spends one night at Lettermullen, it is natural because he is living at Spiddal there will be more concentrated work there than west of Costello. It is physically impossible to go day after day and get across that area and do effective work everywhere. That district is too big. It is physically impossible for any man, no matter how hard-working he is or how healthy he may be, to effectively cover that area, much as we would like to have it done.

17. Are you satisfied that more work could be done for the people in the Lettermore and Gorumna area if there was more help?—Oh, I am perfectly satisfied that there could be a lot more work done for them if the Connemara staff were increased. I may say this about the staff there, that it is a wonder to me and a wonder to the inspectors from headquarters how these men manage to get through so much. They are about four of the hardest worked officers we have.

18. I am not reflecting in any way on the work. We saw very many signs of the work. I was only speaking of the places of which I have most experience?—I recognise that. I would like it to be known what type of men we have there. I have known these men to work constantly for seven days a week as many as fifteen hours a day. That has frequently occurred to my own personal knowledge.

19. I can assure you that all the members of the Commission have been struck by the work done by the assistant overseers. I was dealing with Connemara. Do you feel that the progress made in the Connemara area has been such as has been made in other areas where perhaps conditions are more favourable?—I know Connemara since I was a boy. I can look back twenty years, and the general position is better there to-day than it was twenty years ago. The standard of living is better, and this is very noticeable when you compare the housing conditions to-day with what I saw twenty-five years ago.

20. With reference to the barley scheme, you say we purchased the seed of these farmers at Kinvara?—Yes.

21. Who is *we*, and how does it handle the money—how is it worked?—The overseers. We purchased all the barley that was produced there for our own barley schemes in other parts of the country. At my request the Department included in the demonstration plots scheme a big series of barley demonstration plots for my district. We got the seed from Kinvara, and saved the Department a sum of £350 as compared with what would have been paid if the seed were bought in Dublin.

22. Was the money that bought that seed money from a particular fund of the Department?—It was.

22A. What fund?—The £19,000 subsidy.

23. Does that £19,000 pay for the staff under the agricultural overseers' scheme, give all the loans, and do any purchases that have to be done—how is that £19,000 managed?—It is expended in this way. It bears, first of all, the salaries and expenses of the staff, both outdoor and headquarters. The live stock scheme of the county committees of agriculture in the seven counties is supplemented out of a special fund which the Department set aside from this £19,000. I understand another portion of that money is spent in maintaining domestic economy schools in rural districts in Swinford, Claremorris, Westport, Portumna, and Clifden, and I believe portion of it goes to the Athenry Agricultural school. Then there are the veterinary dispensary schemes. I believe the subsidy for the veterinary officers also comes from this £19,000. So much is being done on this £19,000 that I often marvel how it is done.

24. Do the repayable loans go back into this fund?—The loans schemes are not financed out of the £19,000. The loans schemes are financed out of the general funds of the Department. In connection with the demonstration plot schemes I purchased the barley on behalf of the Department at cost. We distributed this barley to farmers in parts of the country where barley was never grown before, and which we are satisfied will grow barley successfully. The Department paid over the money to the growers, and

we collected from the plot-holders two-thirds of the cost price of the barley.

25. *Deputy Baxter.*—Then do you sell all the stocks of barley for the growers?—The growers reserve for their own purposes such quantity as they require.

26. And you collect the rest?—Yes.

27. In two years time you had twenty-four acres?—In 1923 it was twenty-four, and in 1924 32 acres. As a result of that scheme we have now no less than 600 acres in parts of the country where barley was not hitherto grown. When speaking in terms of figures I am extremely moderate. If a careful survey were made, I'm sure the acreage would be more.

28. *Chairman.*—You speak of 600 statute acres?—Yes.

29. *Deputy Baxter.*—I wanted to know whether it was from the example or from the seed supplied in 1924 that the 600 acres were planted?—In 1923 it was entirely from seed which we supplied. There was no barley sown that year except what we put in. In 1924 we continued our scheme by sending new supplies, but a lot of people followed the example. People whom we got to put in an acre of barley in 1923 continued to grow on a bigger scale in 1924, and some of the more enterprising farmers followed suit. The system is spreading.

30. Now, Mr. Kelly, you made a very bold statement—what seems to me to be a very bold statement, and one which people outside may be inclined to challenge—that the yield of the potato crop is higher in Connacht than in the other three provinces for the past ten years?—Yes.

31. On what do you base that statement; what has been done to prove it?—I took my information from the statistics published by our own Department, by the Northern Government, by the Board of Agriculture in England and by the Ministry of Agriculture in Scotland. I am prepared to substantiate my statement by these facts. I will go further now. In 1922 the average yield of potatoes in the district I am operating in at present was the highest in the British Isles.

32. *Mr. Moriarty.*—Irish or statute acre?—Per statute acre, the highest in comparison with any other part of the British Isles.—That is the economic fact.

33. *Deputy Baxter.*—You collected the statistics in your own area?—Yes.

34. How are they collected in other parts of the country?—I don't know how they are collected outside the congested districts, because we don't operate outside that area. I will say this about the collection of statistics, especially about potatoes, that there is a standard system of collection in the congested area at the present time. It is probably the most perfect system in Western Europe. I am making a very sweeping statement, perhaps, but I make it after spending much time and care in studying the system of other places.

35. I am trying to find out if there would be any difference in the collection of statistics in the other parts; do the collectors base their statistics on the reports that they get of your plots on which they have grown crops themselves?—Of course, statistical work is really the work of another Ministry now. We send in our statistics to the Department who transfer them to the statistical division of the Ministry of Industry and Commerce. The system of the collection of statistics within the congested districts is not like what it is outside. Statistics are collected in a good many ways. Various people are working on the compiling of statistics. You have a number of people in a department classifying and arranging statistics, according to the information they receive from instructors and others; but the general statistics as published for the whole country are not necessarily our statistics. We are only one section taking part in the collection.

36. You are satisfied that the statement you make is correct that this condition has been brought about entirely by the work in the congested districts of the overseers?—Oh, I would not say entirely, but I am satisfied that the results have been in the main due to the development work of one kind or another that has been going on in the country for the past twenty years.

37. Still, while you say that the yield of potato crop as grown in the congested area last year up to

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the present the two main varieties are Champions and Irish Queens—that is, 73 per cent. of the people of the area have grown Champions and Irish Queens, and you suggest that these two varieties are uneconomic when compared with other varieties?—I do, and I base my statement on seven years' actual experience of all varieties and of all districts in the West.

38. You agree that that is a disability that ought to be overcome at once?—Well, as soon as it would be reasonably possible to overcome it.

39. How do you suggest we are to get away from uneconomic varieties to the ones that have proved themselves economic?—Plenty of propaganda to let the people know the value of the economic varieties. In addition, we think the Department should see that these two varieties—Kerr's Pink and Arran Victory—are grown in sufficient quantities to cater for the seed requirements of the whole Western area. We ought to see that there are a number of farmers here and there who should be encouraged to grow these two particular varieties in Connaught for seed purposes.

40. How long have you been working on these two varieties?—About seven years.

41. In that time apparently you have been able to get only 27 per cent. to grow these varieties?—Not even as much as that. It would be 8 or 9. We are dealing with main crop varieties, and we must move carefully. We cannot say "Yes, aye, or no" until we have got positive results for a reasonable number of years.

42. For how many years have you positive results?—We have had definitely positive results for seven years here.

43. Then, going at the present rate of progress, it would take a considerable number of years before you get all your people to use these new varieties?—At the rate of progress of the past few years it would take a long time, but the rate of progress can be increased.

44. Who is going to see that that is done?—The Department should do it.

45. What should the Department do?—As I have said already, national propaganda in the first instance, then advice and seed supply schemes. There should be a seed supply scheme for the country, not necessarily a subsidised scheme.

46. Something like a barley-growing scheme?—Not even that. Give the staff of overseers down the country authority to buy Kerr's Pink and Arran Victory potatoes. They would buy seed which they knew to be of good quality and free from disease, because they would buy from the farmers in their own areas where the crops were grown under their own supervision. They would then distribute these potatoes amongst the farmers who have not yet grown Kerr's Pink and Arran Victory. That would not cost a single penny to the State.

47. You are satisfied that that would give the desirable results?—I am satisfied that it would be the most satisfactory way to do it. There is no need for subsidies this year because the crop will be a plentiful one.

48. You don't make very much reference to milk supplies. Some of our Commissioners were going around and were given to understand that in some districts even in this city and some villages and towns of Connemara the people were paying 8d. a quart for milk?—I have been living in Galway for a number of years, and even in the depth of winter I have absolutely no difficulty in getting a regular supply of milk, morning and evening. That is my personal experience in connection with the milk supply. I get it for 5d. a quart all the year round.

49. How much?—Fivepence delivered at the house morning and evening all the year round.

50. *Chairman.*—A continuous contract?—Yes.

51. *Deputy Baxter.*—Are you satisfied that the position with regard to the milk supply is satisfactory. Has not there been a greatly reduced yield, and are there not parts where the people get very little milk at all?—I do not know. Taking things generally, I think the milk supply is normal. Clare is a home dairying county. There has been, as far as I know, no decline in County Clare except perhaps this year. Milk is scarce this year because Clare being a cold, wet county with the rain for the last couple of years the cattle were in such poor condition last spring that it would take some time to get them back to their full yield.

Speaking generally, I think the milk supply is as good as it was any time since I became connected with the place. In Leitrim, I think, the supply has gone down. There has been a good deal of crossing of breeds in Leitrim where the A. F. was brought in and good milk breeds reduced. In Sligo the same thing has been done. Galway and Roscommon were never dairying counties. They were always more concerned with production of store cattle than with the milking strains. I do not think there is any deterioration, speaking generally, outside Connemara. I do not think that in the eastern portion of this county there has been any decrease of milk yield for this reason, that more than half the cattle population of County Galway are bought in the South of Ireland. The calf dealers bring up big purchases of calves from the south and sell them to the small and middle size farmers here. In Connemara, of course, they never had a proper milk supply for more than five or six months of the year.

52. From your statement one gathers that, with the exception of Galway, the milk supply in Roscommon, Sligo and other areas has not decreased?—I would not say it has not decreased. I am satisfied it has decreased a good deal in Leitrim and Sligo.

53. It has not decreased in East Galway, because the farmers are re-stocking with supplies from the south?—Yes.

54. Only for that the tendency would be a decrease in the milk supply?—I believe it would.

55. If they go on in that direction in the other counties for another few years, what will be the result on the milk yield, imagine going on for five or six or eight or ten years in that direction?—I do not know. I think generally the thing will right itself. We cannot concentrate beyond a certain point. Take the cattle population of the whole State. At the present time in the Free State you have a million and a quarter cows. These cows produce annually about 900,000 live calves. Let us assume they would be half bulls and half heifers. A small proportion of these bull calves will be required for stud purposes. All the rest will become beef—that would be 450,000 of the total, and of the other 450,000—the heifer calves—you require for the replenishment of your dairy herds 200,000. If 200,000 of these are served by the bull, the other 250,000 will have to be converted into beef. Of the 900,000 cattle born in a year, 700,000 are converted into beef, and 200,000 are available for milk.

56. Is there a tendency to turn from the stock of the type that will bring up the milking strains to other kinds?—In a county like Sligo, which was a dairying county, which is much more a dairying county than Leitrim, they had a very fine breed of cows. It is famous for its store cattle. For some reason the Sligo farmer got it into his head that he would make more money if, instead of going in for the production of butter, he went in for the production of high-class stores. He got in Aberdeen Angus bulls and crossed these with his dairy cows and produced very fine stores. The stores are now famous all over the country—the Sligo cross-breed Aberdeen Angus. If he continues crossing for a number of years the cattle will be getting smaller and finer, and eventually he will have to go back to the original position again.

57. Suppose he cannot get back to it?—I do not think there is any danger of that. I don't think there is any danger of the dairying industry in the State dying out. The thing is worked on sound, economic lines, and they are endeavouring in every possible way to develop the industry. If you take the dairying industry in the West only, in portions of North Roscommon, Leitrim and Sligo, it may seem to be dying out because they are concentrating on the production of a good class of store cattle.

58. You don't think this a precarious position for the place to be in?—It is a very difficult problem.

59. *Chairman.*—Will the recent Act have a bearing on it?—I don't know it will have a bearing on it so far as breeds are concerned. The recent Act will have a very important bearing in so far as the quality of the stock is concerned, but I don't know that under the recent Act the Government have any power in so far as breeds go. I know that they have subsidised Aberdeen Angus bulls in counties like Sligo.

60. *Deputy Baxter.*—May we take it that the policy

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of the Department as far as dairying in the country goes is that that state of things is not being unduly pressed, that there is not undue concentration in the production of cattle for the latter?—The Department are at present satisfied that whilst there may be certain little discrepancies here and there, looking at the whole thing their opinion is that the system in operation is perfectly sound and perfectly safe. I have reason to know so much.

61. You speak of growing wheat and what could be done to extend the growing of wheat in the area. What has been done in the way of experiments, and what are the possibilities of successful growing of wheat?—Just like barley, to be careful in recommending the cultivation of wheat in certain parts of the country. I think, for obvious reasons, County Leitrim will never grow wheat, but take a country like this, from here to Strokestown, 95 per cent. of the arable land in a journey of fifty miles between here and Strokestown could grow winter wheat excellently.

61A. Is it being grown to any extent at present?—Only in a small way, but wherever it is grown there are very fine crops. Within three miles of where you are I could show you several acres of wheat probably as good as you will find anywhere.

62. Yield good?—Very good.

63. Do they use the flour?—White flour is what is destroying the people. The majority of the people want white bread, and they will have nothing else, but here in Galway they make excellent whole-meal—excellent whole-meal. In the eastern portion of County Galway not less than 80 per cent. of the farms could be so managed, in so far as the cultivation of corn goes, that instead of people buying their bag of flour and bag of Indian corn, and going to the grocer for both, they could use their own barley and wheat.

64. *Chairman.*—With the result that there would be increased employment and a better financial return for the farmer?—Oh, decidedly so, sir.

65. *Deputy Baxter.*—As far as growing wheat on a large scale and milling it, what is our ability to deal with that?—I don't know. We are concerned more with the small holdings. What I would like to see is not mass production, but small farms self-contained. That question would apply more to counties like Carlow and Kildare than it would down here. I suppose 90 per cent. of the farmers of this part of the country would have valuations averaging £10.

66. You spoke of re-afforestation. From your experience and observation what do you think could be done to ascertain the possibilities of afforestation in Connemara?—Well, a lot has been talked about it for years. Ever since I was a boy I have heard them talking about it. I never heard anything was done except by the Congested Districts Board. Twenty years ago the Board spent eight to ten thousand pounds on a scheme which was a failure. The Dudley Commission referred to that particular thing in their report on Connemara experiments. From all I could gather, the work was badly done there. I have reason to believe that planting in Connemara could be made a success. If the land were properly prepared and suitable varieties of plants were got, I see no reason why, within a few years, the waste lands of Connemara could not be successfully planted.

67. You think experiments would have to be carried out before you would start this work?—It would not be safe to start on a huge scheme of afforestation until you had proved experimentally that there was a reasonable chance of success.

68. You suggest in your memorandum that people of the congested areas should be taken and put on new land?—Yes.

69. What do you think of the arguments of those who say that the Connemara man won't work the good land?—Well, I have seen, during the past fifteen or twenty years, small holders from the County Mayo, especially the Kilkelly quarter, taken from their uneconomic holdings and migrated to the ranch lands of Roscommon, notably between Strokestown and Castlerea. They have done well there. They are the back-bone of that part of the country at present, and they have been there about sixteen years. I know about four hundred of them. There were a good many taken from Galway, Roscommon and Mayo.

70. *Chairman.*—In comparing Kilkelly and Connemara people would you feel that the distracting influence of the sea would make a difference?—It is said that it would. I don't know that people who have been taken from the sea-coast of West Mayo are any different from others.

71. *Deputy Baxter.*—You think there is just as good a chance for the Connemara man as the North Mayo man provided the same attention is paid by the Land Commission?—Given a reasonable chance, I am satisfied that the possibilities of success are as great with the Connemara man as with the Mayo man.

72. *An Seabhaic.*—In dealing with a great stretch of this county you are dealing with a people who are Irish-speaking?—Yes.

73. To what extent do you use Irish in your administration—in teaching the people and advising them, and in administration generally?—Well, we will take the Irish-speaking districts—the purely Irish-speaking districts. The assistant overseer in Spiddal is a native Irish speaker, who comes from the County Mayo. In his farm-visiting work between Barna and Lettermullen he invariably does his work with the farmers in Irish. The overseer at Clifden is also an Irish speaker. Whilst the overseers at Oughterard and Kilkerrin are not Irish speakers to the same extent as the other two, they are able to do their work reasonably well in Irish. They have been studying the language for years. In the partly Irish-speaking districts outside Connemara the overseer is a fluent Irish speaker.

74. *Chairman.*—Is that Mr. Scully?—Mr. Scully. He had a knowledge of the language before he came. He studied it for seven or eight years at Tourmakeady when he was stationed there.

75. *An Seabhaic.*—What I would like to know in regard to the actual use of Irish is, is the actual use of Irish as a medium the result of any instruction, or is it left altogether to the individual or particular official?—Well, it is.

76. He is not instructed in regard to it in any way?—No.

77. He seemingly gets his work done, and it does not matter what language he uses or whether he uses any language at all?—That is the position, sir.

78. Dealing with the people in the Irish-speaking districts, is Irish ever used at all between them, even if the people are Irish speakers?—I am taking a case in point, and I say here and now that he always does.

79. That is, he insists on talking it himself?—Yes.

80. How is it done in Carna and Kilkerrin?—Well, for a number of years the men there have been realising the importance of the language, and they have been students of the language for the sake of learning it just as much as anybody else.

81. But there is still a complete want of any instruction in regard to the matter from headquarters in Dublin?—There is not very much done through the medium of the language from Dublin.

82. Any correspondence or anything that is done with the people of this intensely Irish-speaking part of Connemara; is that ever in Irish by any chance?—Well, now, I have not seen any memoranda in Irish.

83. Forms or anything like that?—Nothing beyond the headings.

84. We can take it from you that there has been no definite instruction from headquarters in Dublin suggesting that they might use Irish exclusively in dealing with Irish-speakers?—No, I have never seen a single instruction of that kind.

85. Of your whole staff in the four or five counties, how many are Irish speakers?—Well, in Leitrim we have a staff of three. Two are fluent Irish speakers, one from Donegal, the other from Mayo.

86. They don't require very much Irish in Leitrim?—No, but they are fluent Irish speakers. In Clare there is one fluent Irish speaker.

87. *Chairman.*—One of them has a fluent speaking knowledge?—Yes, the man at Killysart. He is a native of Headford, here.

88. *An Seabhaic.*—Of the staff in this county how many are Irish speakers?—Of the staff of twenty there are six fluent speakers, and there are three others, probably four, who, with very little training, would be in a position to discharge all their duties in the language.

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89. If such a thing happened as an instruction to your staff down here in the Irish-speaking part of Connemara that they must use Irish, would that necessitate a change in the staff?—It might in two cases as far as my knowledge goes.

90. In what part of the county would that apply to?—I don't think there would be any necessity to make a change in the staff at Spiddal or Clifden.

91. You would consider it outside your province to instruct them to do anything like that?—I don't follow you.

92. You would not think it within your authority to instruct them that they should use Irish in such areas as Spiddal and Rosmuck?—I would have no authority to issue an instruction of that kind without the sanction of headquarters.

93. Beside your people there are also others engaged in agricultural instruction under the County Agricultural Committee?—Yes.

94. These officials engaged in agricultural instruction and horticultural instruction are not under your supervision or control at all?—No.

95. They work in co-operation with your people to a certain extent?—Yes, they do.

96. Are you aware whether they are Irish speakers or not?—Well, I know that two of them, at least, are. I don't know about the other two. I have personal knowledge of the fact that two are.

97. Are these men?—I am speaking of the men. I don't know what the qualifications of the women are in respect of the language.

98. Are these two men you speak of always in the Irish-speaking part of the county?—No, they are stationed outside. In fact, the four instructors have their headquarters outside Connemara. They operate mainly in other portions of the county.

99. Do you think that is deliberate or by chance, or is it due to a desire on the part of the instructors to work in that part of the county rather than in wretched places like Rosmuck, Gorumna and Lettermore?—I don't want to be taken as saying that these people don't go there. They do, but their activity is considerably greater in East Galway. The agricultural instructors are engaged teaching classes in agriculture. You could not possibly organise agricultural classes in Connemara.

100. Is there an agricultural possibility at all in Connemara that is worth developing?—Well, something must be done, but the possibilities are not very great. Anyone who looks at the barren rocks in Gorumna will take a long time to see some of the possibilities.

101. Is it not thought necessary that some form of instruction should be given to the people down there that would enable them to live—possibly that is more necessary there than anything else?—Yes.

102. There would be no use in teaching them how to grow wheat down there?—No, potatoes.

103. Are there poultry instructresses?—Yes, there is a poultry instructress who operates mainly in Connemara, and she is an Irish speaker.

104. From what class are the officials recruited from that are under your supervision?—They are recruited from the land. I am the son of a County Galway farmer.

105. What about the others?—They are all recruited from the land.

106. But not necessarily from County Galway?—Oh, no. They are mainly natives of the congested districts of one county or another.

107. What qualifications are necessary for them to get on the staff?—They go through a certain course of study not as advanced as that for the agricultural instructors, who have to do four years in the College of Science or the University. When a vacancy occurs in the staff the Department call up for examination quite a number of young men who, in their opinion, would be suitable for the position of assistant agricultural overseer.

108. In the first instance, are there scholarships or anything of that kind in the local colleges?—Oh, there are.

109. How many persons are chosen for these scholarships?—Well, we will take what is happening in this county. The Galway County Committee of Agriculture give five scholarships in agriculture tenable at the School of Agriculture at Mount Bellew, in this county, run by the Franciscan Brothers, or the

school at Athenry, run direct by the Department. These scholarships are confined to the sons of farmers of a certain valuation, and an examination is held and the scholarships awarded on the result of it.

110. These are held for how many years?—This system of scholarships has been going on as long as I am in this part of the country.

111. How long does a scholarship last?—Twelve months.

112. Will they get an opportunity from that of being appointed on your staff without further instruction?—Oh, they invariably pass on from one school to the other. Take Athenry. A boy might get a scholarship there—by the way, he would not be allowed to go until he would be eighteen—and he would pass to Mount Bellew, where he would have a very stiff course.

113. Who keeps him at Mount Bellew?—He would pay his way there.

114. Are there any scholarships?—There are part scholarships.

115. Are there any scholarships provided by the Department themselves for agricultural studies?—There are.

116. And do some of the outdoor staff of the Department get recruited in that manner?—Oh, of course they do, mainly in that manner. The present officers on the outdoor staff and the county instructors in agriculture are nearly all appointed in that way. The Department give scholarships in agriculture at the College of Science, and it is only a man holding the B.Sc. degree of the University or the Associateship of the College of Science who will be eligible for a position as agricultural instructor.

117. Are members of your staff eligible?—No.

118. What is the reason?—The duties of our staff are different from those of the instructors. The instructors deal with the work of a more advanced and of a technical nature, and our work is mainly practical and almost entirely on the farm and in the fields.

119. Is instruction on the farm and in the fields, given by some of your people, more effective than instruction given to people gathered in a school on a winter's night?—I would rather that question were put to somebody else, because it is not part of my duty to deal with these gatherings. I may have my own opinions, but I would sooner that an opinion would be expressed by someone else. Officially it was never part of my duty to deal with this class of lectures.

120. But the general impression left on your mind by academic lectures on agriculture or work in the field?—Well, I have no hesitation in saying that practical work is at least as important, and that as much good is done in the field as in the hall. And that is my opinion too.

121. Is it possible for the Department, as things are arranged at present, to take certain suitable candidates who might be Irish speakers and give them scholarships with a view to training them for your staff?—Not a bit of trouble as far as I can see.

122. No change in the regulations is necessary?—I don't see why there should be.

123. Do the people who go to the school of rural domestic economy at Clifden pay fees for it?—The Department pay the greater part of the expense, because the fees paid by the girls are so small that the school could not bear the expense of keeping the girls there. The Department bear the rest of the expense.

124. Does the Department to any extent nominate students?—They select them.

125. And send them in?—Yes, because if you had more applicants for training at a place like Clifden than you had places for, naturally somebody has to make a selection.

126. *An Fear Mór.*—In going through the poorer districts of Connemara, in connection with the milk supply, we were struck by the scarcity of goats. Is there any reason for that scarcity?—I am afraid that with the sort of fences you have there would be very little use in having them. I think you will find that that is the main reason why they have not goats.

127. In most of the mountainous districts of the South of Ireland the goat is very important in sup-

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plying milk. It does not seem to be the same in Connemara?—Would the conditions be similar?

128. Well, perhaps they would not?—I could take you to mountains in Galway where they have plenty of goats, but the conditions are different there from what they are in Connemara.

129. Don't you think it would be advisable that the question of the milk supply in these districts should be inquired into?—Anyway, there ought to be no water in it. As a matter of fact it ought to be inquired into.

130. You have definite proof, I suppose, of the value of barley as a feeding stuff?—Oh, well, so definite as to be decisive.

131. As a food for pigs?—Exactly. For live stock generally, but especially pigs.

132. The reason why I put the question is that I discussed that matter with some farmers in County Limerick some years ago, and they told me it would pay them to grow barley and sell it and buy Indian meal rather than feed their live stock, especially pigs, with the barley?—I would not call that type of farmer a political economist of the first water. You mentioned Limerick. I will mention another town—Waterford. I have talked to men who buy pigs for the Limerick and Waterford bacon curers, and they have told me that the barley-fed pig is the pig they would like to have as against the Indian meal fed one.

133. Have there ever been any leaflets distributed giving the public facts such as you have mentioned in connection with potato growing?—No, and I think there ought to be. I will go so far as to say that I have often asked that such things should be done.

134. What was the reason given why they were not done?—There was a system that they followed. We do a little ourselves in that way. Take barley. When we want to let the public know what is being done in the country we put up our own labels on the successful demonstration plots. The labels we would get from headquarters would have the name of the barley..... We have changed that ourselves, and used a label with the words:—"Farmers! Buy your own Indian meal by growing your own barley, and save your country £9,000,000 a year." I succeeded in getting labels printed by the Department. I would like to see leaflets driving home these points. A man will read a dozen of that sort of leaflet who would not sit down and read a five or six-page leaflet may be once in a year.

135. In connection with the bee industry, is there very much done in Connacht?—I'm sorry to say that there is very little. The bees have been decimated by disease. I suppose, comparing the number of healthy stocks here with what there was seven or eight years ago, you have not five per cent. of the stocks.

136. Was the disease due to negligence?—No. The disease has been all over the country, and all over Britain as well. The fact is it has played havoc with the best stocks in Western Europe.

137. Has there been no effort to revive the industry?—A good deal of research work is being done—experiments with queen bees of one kind or another, with what results I don't happen to know at the moment. I happen to know that research work is being done.

138. *Mr. Moriarty.*—Dealing with what might be done for the improvement of the poorer areas of the Connemara Gaeltacht, you suggest the encouragement of drainage and the reclamation of waste land round about the homes?—Yes.

139. Do you contemplate that there is any possibility of extending reclamation and drainage of waste lands to bring them under cultivation in bigger areas than the small areas around the holdings?—I believe there are possibilities in that direction, but, whilst there are, we should not lose sight of what it is possible for the small holder himself to do. I do believe there are possibilities outside the holdings proper in the vast stretches of moorland you see in Connemara. I take it that some authority should come along and carry out experiments on a pretty comprehensive scale for the purpose of determining whether it is a reasonably economic proposition to bring these lands into a state of reclamation. I think that ought to be done.

140. Should that be done before you would suggest moving people from the seaboard to the midlands?—I would suggest migration, but not that you should take, say, 50 per cent. of the people from Carraroe and Lettermore. I think some might be migrated, but the people that I think should be migrated are those who own big stretches of mountain land and who would be prepared to go to the midlands if they got fairly good farms there. This would make room for improvement of the holdings of those who remain. The Government would then be in a better position to judge whether it would be a safe economic proposition to move people from Connemara in big numbers.

141. From your observation and knowledge of agricultural possibilities in the country, you think it would be necessary to have some experiments carried out before you launched a scheme of reclamation on a large scale?—I don't think the Government would be justified in launching out on a very big scheme like that until it was experimentally proved that the proposition was a sound economic one.

142. We were struck in some districts by the lack of tillage; they seem to be going in a good deal for grazing?—There are very few holdings between here and Headford that I don't know intimately, and the percentage of tillage on these holdings, big and small, especially small, is as high as you will find in any part of the country that I know. There are a few ranches here and there that may have the effect of impressing you in that way—between Milltown and Tuam especially. Talking about reclamation of that particular land, there is no place that I know where you have a finer example of reclamation of waste land than that round Atheury and Ballyglunin.

143. As regards the staff administering the county scheme and your staff administering the congested districts scheme, is there any over-lapping of functions or waste in having two sets of officials travelling over the same ground?—Although they are travelling over the same ground they are engaged in work of a different kind. The agricultural instructor will travel over the same ground as the assistant overseer, but the assistant overseer goes round arranging as to tillage on the different farms, looking after stock and one thing or another. The agricultural instructor may at times be in the same place as the assistant overseer, but he will be delivering a series of lectures in the place on the care of live stock and other things. You will never find that the agricultural instructor will conduct experiments or carry out plots on the same farm or in the same locality as the assistant overseers. In most counties the assistant overseers are not able to operate over the entire area, and where they are not it is always the rule and the fact that the agricultural instructor pays very special attention to these parts of the country. In fact, in that way very great care has been taken to prevent over-lapping.

144. *Dr. Walsh.*—Would it not be better if all those who are engaged in this class of work were under the same authority?—It was never an ideal system of administration, but how can you co-ordinate it in one service? One part is financed by the Treasury, and in the other case you have a joint fund.

145. I don't mean theoretical differences, but would it give a far better and more concerted scheme if the whole thing were done by one body?—Well, if the Government would finance the whole system of administration it would be better to have one authority in charge of all the work.

146. *Chairman.*—At present you have agricultural overseers in the Scarriff-Killaloe area, and on the other side of the Shannon you have the Nenagh, Thurles, Roscrea area. Do you know if anything brings them into Nenagh or Roscrea or Thurles?—No, beyond travelling through the country in an unofficial way, when on holidays.

147. Would you be prepared to make a case for having assistant overseers in Nenagh, Roscrea, or Thurles?—Well, I don't know the country on the Tipperary side. Consequently I could not.

148. Do you know the country on the Longford side?—I do.

149. You could make a case for having an assistant agricultural overseer in Castlereagh or having one in the Longford town area?—Well, I think I could. The man in the Castlereagh area was sent there speci-

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ally to deal with a colony of eight or nine hundred migrants, and he lives in their midst there, and that was his work. When you do at Longford what has been done at Castlerea, it will be necessary to send somebody to Longford.

150. Would you compare the Scarriff and Longford areas?—I would. Take Longford. You have a county that in its northern side is very unlike its southern side. The southern side is really Westmeath and the northern side is really Leitrim. That fringe of Longford would require the same attention as any portion of Leitrim or any portion of the West.

151. But it does not get it?—It does not. In some way the portion down to Ballyconnell should receive at least as much attention as any portion of the congested districts.

152. Do you feel, then, that there are areas in the east of the congested districts that from the point of view of their having or not having agricultural overseers have much less difference between them than there is between the Clifden-Carraroe area and some other areas where they have had agricultural overseers for years?—Of course, in the eastern portion of County Galway agricultural overseers are appointed because of the migrants that are there. I have handed in a memorandum on the question of barley growing, and I mention 1923 and 1924.

We had an assistant overseer who dealt with the growing of barley in Kinvara district, and he was transferred for work in County Donegal, and there has been nobody to carry on the work. Our work in various parts of the county had to be brought to a standstill because we hadn't a man there to carry it on. That is the danger. If you take a man from any of these places the work will suffer.

153. Don't you favour the policy of making each farm self-contained?—As far as it is possible to do it.

154. From what you know of the Government machinery in the country and its functions, what special machinery would be required for an examination of the conditions in the western area for the purpose of indicating the type of holding that would be self-contained?—Well, you have within the Ministry of Agriculture itself, in the Land Commission and the Department of agriculture all you want in that way.

155. What type of outside economic experts do you think they would want?—I believe they would be competent to make a thorough economic survey themselves.

156. You are satisfied that inside the Department of Agriculture itself this work could be undertaken?—Inside the Department and the Land Commission. Both bodies, I say, ought to be perfectly competent to make a thorough economic survey.

157. Have you noticed very much in the West the stripping of the rocks entirely of soil?—Oh, yes.

158. Why has that been going on?—The fuel supplies were getting less and the bogs are now farther away from the holdings.

159. Are the fuel supplies really getting less, or is it more that the bogs are becoming less accessible?—Of course, they are less accessible.

160. Has attention been drawn by any of your officials to the fact that this thing is going on?—Oh, time and again we have told about it.

161. Why has no action been taken to stop it?—I don't know what body has power to stop it.

162. Is there no body in the country that has power to prevent people from stripping away every bit of growth from off the rocks?—The Land Commission ought to have the power in the case of purchased holdings.

163. Do you feel that if powers don't exist to stop them they ought to be got?—It would be a good thing. Whatever little soil you have in these parts of the country now, it is getting less and less. You will have none in the course of a couple of generations unless it is stopped.

Thank you very much, Mr. Kelly.

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SEAN Ó CEALLACHAIN, *examined.*

1. *Chairman.*—You are secretary of the Chamber of Commerce?—Yes.

2. You are also principal and secretary of the City of Galway Technical Institute?—Yes.

3. How long have you been associated with the Chamber of Commerce and Technical Institute?—With the Chamber of Commerce since it was established about two years ago.

4. And with the Technical Institute?—Since last Christmas—about eight months—as Principal and Secretary.

5. You had been associated with Galway before that?—Oh, yes. I have been in Galway about ten years.

6. In what capacity?—As professor in St. Mary's College. I have been associated with the Technical Institute for nearly the same time as part-time teacher. I was four years in County Mayo—about fifteen years altogether in the West of Ireland.

7. You desire to elaborate the statement you sent in to us?—Yes. There are two potential industries which are matters for Government enterprise here in the West of Ireland, and in connection with these two industries the Gaeltacht requires special treatment as compared with the rest of the country. These two industries are afforestation and fisheries. I say both are potential, because at present they can scarcely be said to exist as industries—that is organised industries. I say they are essentially matters for Government rather than private enterprise. In other countries they have been aided by Government until they were made successful. The fishermen of Norway, Scotland and England received Governmental aid and subventions until their industry was well established. Expert evidence has already probably been given as to what is required to be done, and how it is to be done. If Galway were fixed as the headquarters of the West of Ireland fisheries, with facilities for "freshing," and a fish-curing station established, much-needed employment would be given locally, and other industries would arise subsidiary to the fishing industry, which is, or ought to be, one of the two "key" industries of the Western Gaeltacht. The ice factory, already established in Galway, and barely struggling along, would receive a much-needed stimulus. Other subsidiary industries would be cooperages, box-making, saw-milling, boat and ship-building, net-making, marine motor engineering; and there are possibilities of canning being a very important industry. Fish offal and fish not used for food could be turned into fish-guano, a highly-important manure, and fish-meal, so much used in England and other countries particularly for feeding poultry, &c. There would be less of the "dumping" of the fish back into the sea one hears so much about here in Galway.

(a) Technical education would be a very important adjunct. There would, of course, be necessity for special training, in order to make the workers more efficient in the processes of their crafts, and enable them to compete with other countries, which are already so far ahead of us in this matter of technical training. Not merely would technical education in the ordinary sense be a necessity, but highly specialised and advanced commercial training. A good deal of this could be done by the expansion of the local technical institute, under the supervision of, and with the aid of, the technical instruction branch of the Department of Education. Perhaps a school of fishery and navigation could be established in Galway, where seamanship, navigation, oceanography, &c., could be taught. Picked students from the Gaeltacht, who have done, say, a two or three year course at the technical institute, could be sent for special training to the school of navigation established in Dublin, as a preliminary step to teaching afterwards in the Galway establishment. For highly specialised instruction it might at first be necessary to bring the instructors from abroad. The main thing is to get going. The working out of plans, details, organisation, &c., is a matter for after-consideration.

(b) The other "key industry" is afforestation—for afforestation in itself is a highly technical and specialist industry. Other witnesses have probably said how the thing is to be started, the drainage, &c., required, the parts of Connemara to be first planted, the kinds of trees to be grown, &c. With regard to the scientific aspect of the matter, forestry constitutes a separate and distinct branch of education. As such, it had its origin in Germany when the Government became alarmed at the increasing scarcity of wood. In the "Academies of Forestry," established by the German Government there are taught generally botany, mineralogy, zoology, chemistry, surveying, mensuration, mechanics, draining and embanking, together with the care and chase of game, and the laws and regulations of forest administration. The Germans are nothing if not thorough.

Germany is far in advance of all other countries in the completeness and efficiency of its forest supervision. As far as possible, all property rights in forests are acquired by Government, or it is secured that the forests shall be managed by Government officers. The superintendence is conducted on scientific principles, the forests being surveyed, mapped, valued, divided into blocks, &c. Working plans are then prepared for their management, after the most accurate and complete information has been obtained concerning everything in any way connected with or bearing on the forest in question, with regard to the timber itself, the soil, the climate, the temperature, the prevailing winds, the grazing practicabilities, legal rights, or any other of the necessary details. When once drawn up, they provide for every contingency in the successful working of the forest with an attention to detail it would seem impossible to exceed. After having acquired rights over the forest lands, the Government do all in their power to make them generally useful. When the growth of the trees places them beyond the reach of injury, cattle are freely admitted, and in all cases where it is practicable the woods are thrown open for recreation. The foresters, even in the lower ranks, are highly educated in their special line. They are not only at home in the more immediately practical branches, but they understand much about diseases and insect plagues, and the remedies for them, and are masters of mechanical woodcraft.

(c) The French, Swiss and Austrians, no less than the Germans, are alive to the value of forestry, and in all cases Governmental control is exercised, as in these countries many important industries depend upon the forests. The French have a famous "Forest School" at Nancy. If the matter of the afforestation of the country is taken up seriously by the Irish Government, particularly of Tirconnail, Connemara, and other parts of the Gaeltacht, a "forest school," or a number of "forest schools," will have to be established. For the present, more than one centre of instruction would be desirable. However, in the first instance, it might be well to establish one school only, in order to secure the most complete equipment, the best teachers, and a sufficiency of students. Or, as a temporary measure, use might be made of local technical schools for teaching certain branches of instruction applicable to the science of forestry. Such branches as botany, mineralogy, zoology, chemistry, mensuration, mechanics, can already be taught without any drastic changes in the curriculum. Our Gaelic University here in Galway (when we get it) can play a most important part in training the youth of the Gaeltacht, in their mother tongue, in the subjects necessary. Even England, just now, is not unmindful of the importance of forestry. Her Forestry Commissioners are at work on elaborate plans for re-afforestation. A few days ago they began the plantation of about 3,000 (three thousand) acres in Cumberland, as the beginning of a very large scheme of re-afforestation. It is time for us to "stop talking, and get on with the work."

(d) With regard to education, provision should, in my opinion, be made for scholarships from primary to technical schools, particularly for the Gaeltacht, which at present derives scarcely any benefit from scholarship schemes. All the scholarships should not be to secondary schools, as at present. So far, very few boys or girls from the Gaeltacht proper have succeeded in getting scholarships. Where they have succeeded, they have been of doubtful benefit. The present system of primary education leads nowhere for at least 95 per cent. of the population. Perhaps, with the exception of those who go to America or some other place abroad, most of the products of the primary schools who remain at home in the Gaeltacht forget in a few years the little they learned at school, and become practically illiterate, with the result that even where attempts were made at giving them technical instruction in the evening, they could not avail of this instruction through their illiteracy. This could, perhaps, be remedied by a system of compulsory continuation schools. I have known cases of this in the towns as well as in the rural districts. With regard to the county council scheme of scholarships from the secondary schools to the university, it is doubtful if

any of the poorer boys or girls in the Gaeltacht have ever benefited by the scheme, owing to the lack of any secondary school in the Gaeltacht, and the inability of the parents to send their children away to a secondary school or college. Speaking of the country generally, perhaps what is really needed is less secondary education of the type given (by which so many youths become *déclassé* and unfit for useful work)—they, at any rate a large number of them, swell the already overcrowded ranks of badly-paid clerks, shop assistants, &c. We need more education towards trades and industrial callings (and commercial callings); in a word, "vocational training." For the Gaeltacht especially, education should have a bias towards all trades and crafts connected with forestry, fishing, &c., the teaching of navigation, marine engineering, seamanship, forest craft, oceanography, &c.

(e) With regard to administration and local government, all government officials (post office, customs and excise, *Gárdaí* *Síothchána*, engineers, etc.), teachers, nurses, doctors, clergymen, should be Irish-speaking. It is mainly through the use of English by the educated and governing classes that the Gaeltacht is gradually becoming anglicised. In almost every district in the Gaeltacht, with few exceptions, the house of the clergyman, doctor, teacher, official, &c., is an English speaking "oasis" (and for some distance round it). It is only by these classes speaking and writing Irish that the language can become "respectable," and the process of de-anglicisation of the whole country begin, with Galway as starting point. A native of the City of Galway, now a man of standing in his profession, told me some years ago, when I twitted him on his absolute ignorance of Irish, though reared in Galway, and hearing Irish all round him during boyhood and youth, that when he was growing up only the "lower classes" spoke Irish, and to speak Irish or show any hankering after it was a sign of vulgarity and bad breeding. This gentleman is now laboriously trying to learn Irish. A doctor with a large practice, much of it in the Gaeltacht, told me that though he could speak Irish fluently, he never used it among the Irish-speaking population. When asked why, he said that if he spoke Irish the people would never again have any respect for him, that they would look upon him as being as bad as themselves. He said that the Irish speakers had great respect for those who spoke English, but none for those who spoke Irish. This rather reminds one of the early days of the Gaelic League, when to be a Gaelic Leaguer was something abnormal, rather indecent in fact; when "respectable" people looked askance at the "Law Braw" or "Kod haw raw," and to join the Gaelic League meant social ostracism. I heard recently of a clergyman who, though a fluent speaker of Irish, and ministering in the Gaeltacht, carefully concealed the fact that he knew any Irish, and always preached in English. He gave as his reason that the fact of being a native Irish speaker was synonymous with being sprung from poverty-stricken, ignorant parents, and he did not want that to be known.

8. *An Seabhac*.—What about the souls of his parishioners?—*Níl a fhios agam*. Even now, heroic and drastic measures are needed to change this state of affairs. Firstly, starting with Galway City, every institution should be Irishised, especially those over which the Government has control, direct or indirect, and all clamour should be unheeded. For instance, begin with University College, the various schools, the technical institute, the urban council offices, the county council offices, the post office, custom house, &c. Give all officials in Galway and the Gaeltacht a time limit within which to acquire Irish. *Give no governmental or official post in future to anyone who cannot write and speak Irish*. The work of the law courts in Galway and the Gaeltacht should be done in Irish, and all officials of the law courts should be writers and speakers of Irish. It was mainly by the speaking of English by Government officials in the past that the country became English-speaking. Then Irish was not "respectable," and an "Irish speaker" became synonymous with "a hewer of wood and a drawer of water." The harm can be largely undone by the educated classes speaking Irish, particularly in the Gaeltacht.

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9. *Chairman.*—Have you any further suggestions to make?—I would also suggest that the Government Departments in Dublin ought to go a little farther than they are going if they are in earnest about Irish. I don't think I have ever received a letter in Irish from any Government Department except from the office of National Education. I have written to them over and over again in Irish, and I have got answers in English.

10. Do you mean to say that you have written in Irish and received answers in English?—Yes, I have.

11. To how many Departments could you say?—I could not say. I have written to the Department of Education, to the Ministry for Finance, to the Ministry for Industry and Commerce.

12. And do I understand that you had only one answer in Irish—that from the Education Department?—Only one in Irish in answer to my letters in Irish, and that was from the National Education Branch.

13. Do you get answers in English from the Technical Education Branch?—They always write in English. I would not make a positive statement, but I think they have not got officials up there who are able to do the work in Irish. I am inclined to think they have not. I know that a little over two years ago, shortly after the Treaty was signed there was a great rush for Irish, and in all the Government offices at the time you could see fellows going about with Irish books sticking out of their pockets. You could see them studying them at lunch time and in the afternoon. That is all dropped now. They don't seem to be doing anything to make themselves efficient in Irish at present. To repeat the concluding words of a Commission held in Dublin in 1919-20:—"No good or practical work has ever yet come from any Commission held in Ireland" and many Commissions have been held. Tá súil le Dia agam go dtiocfaidh as an gCoimisiún seo rud éicint a bheas tabhachtach agus a cuirfeas an tír ar bhealach a leasa.

14. Is there any other suggestion?—I have a letter about water power in Galway, but I think I will give that to the secretary. It is merely a general statement about what has been done in other countries with water power and what could be done here. This is a matter about which I have no technical knowledge. It is merely a general statement.

15. In the matter of education at present, the City of Galway technical institute is not in any way connected with the county?—Not directly, but a good many come from the county, all from the eastern side, and with one or two exceptions, none from the Gaeltacht.

16. And in the technical institute any instruction that is given is given in the English language?—Practically all. I give some of it myself in Irish.

17. What subjects?—Mathematics and book-keeping.

18. Are there many instructors in the Galway institute?—The total staff is about 14.

19. Are there any of these who don't know English?—Who don't know English?

20. Yes!—Oh, no. The position of the Galway institute and the position generally has been that it has been impossible in the past to have any person to give a course of instruction who knew no English.

21. Do you think they are not available?—No, they are not. If we got suitable students from the primary schools I would do what I could to give them two or three years' training. If we had Irish-speaking instructors for the Gaeltacht they could give their technical instruction through Irish. I think that at present, technical instruction—real technical instruction—in the Gaeltacht is non-existent.

21a. In any language?—In any language, Irish or English.

22. Of the fourteen instructors in the Galway institute, how many are Irish speakers?—Well, at present there are not fourteen. I have advertised for four. There are ten just at present. A couple left last month, of the present staff there are some five who know Irish, including those who teach the language. I am looking for a domestic economy instructress and a few other teachers who can teach through the medium of Irish.

23. There are five of the ten who know Irish?—Yes.

24. How many of these are teachers of subjects other than Irish?—Of the present staff.

25. Yes?—None, except myself.

26. So that apart from those who teach the language as a subject, none of the teachers except yourself has Irish?—Well, they have Irish, but they could not give instruction through the medium of Irish. That is the difficulty, to get people who would be able to do their work through the medium of Irish. I think if Galway University College were made a Gaelic University and the teaching were done through the medium of Irish there, we might be able in time to get people with degrees to take classes in the technical institute and do their teaching through the medium of Irish.

27. Those purely technical and commercial classes run in connection with the Galway institute, what industries and business do they cater for?—They are supposed to cater for local industries, woollen mills, saw mills, and the manure factory, mineral waters, toy-making—all the local industries. We do our best to cater for all the local industries in so far as we can do so with our equipment and the limited means at our disposal. There is room for extension, but in order to have that extension we must get help from the Department of Education. We have been trying to establish a branch of a fishing school in connection with the technical institute, a school for teaching navigation and seamanship. The Department could get a couple of young men and get them trained in your own school of navigation in Dublin, and send them back here to teach the fishermen of the Claddagh something about seamanship and navigation.

28. You are viewing the matter from the point of view of making it a real technical institute as distinct from the type of language school?—Yes, that is what we have been doing, trying to make it a proper technical school. I would also like to Irishise it as much as possible. I would like to do my best to see that some boys and girls from the Gaeltacht get a chance. A good deal could be done to make the girls of the Gaeltacht efficient in household matters, domestic economy and so forth. I am quite certain there is a demand for girls trained as domestic servants, cooks, and so on, who are Irish speakers.

29. Granted that you had trained material for giving instruction in Irish—fully qualified in Irish to give instruction—is there any reason why technical instruction in Galway should not be entirely in Irish?—No reason whatsoever.

30. Are you fully satisfied about that from the point of view of the position in Galway and the immediate neighbourhood?—Things have very much improved in Galway. I think there is more Irish spoken in Galway to-day than there was fifteen years ago. At least for some years past I have heard much more Irish than I used to hear. The reason is that a good many shopkeepers, business people and others who know Irish are not ashamed to speak it as they used to be. There was a time when they concealed the fact that they knew Irish. Of course there is a fairly constant stream of people coming in from the Gaeltacht to supply the Galway labour market—workers of various kinds. I certainly hear a good deal more Irish spoken now than I did some years ago.

31. Do you think the technical institute in Galway is going to have an important effect on the rural population round Galway?—If that scheme of suggested scholarships from the primary schools in the Gaeltacht to the school were adopted it would have an important effect.

32. If you had the necessary instructors in the technical industries qualified to give instruction in their subjects in Irish, would you be prepared as principal and secretary of the Galway institute to recommend to the Galway authorities that their institute should be run entirely in Irish, and would you be prepared to make a success of it?—I am quite prepared to do that.

33. Do you think there is any use in discussing the Irishising of education in Galway to the extent of Irishising your University here unless you adopt a similar policy in regard to technical instruction and secondary education?—I am very strongly in favour of Irishising them all, particularly the University, because if we had a Gaelic University here it would have an important effect upon every educational institution round about.

34. You say that from the point of view of Irish spoken are improving in Galway, that more Irish is spoken now?—That is my personal experience.

35. Have you seen any evidence that the professional and business classes are beginning to make more use

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of Irish?—I have. Some of them talk to me now in Irish who did not three or four years ago.

36. Can you give an idea of the percentage of the Galway city population that is Irish-speaking?—The percentage of the total population?

37. Yes, I should say twenty per cent.

38. Do you think it would not be higher than that?—It might be higher. If you took in the districts outside the town proper, it would be much higher, of course. I am speaking of the city itself. The percentage in the urban district in 1911 was 43.5. A great many of the working classes speak Irish. Then of course with regard to the Claddagh, Irish seems to be dying out altogether there. It is only the grown-up people who speak Irish in the Claddagh and even a great many of these speak English.

39. *Dr. Walsh.*—About these scholarships, do you think that the Gaeltacht people have been benefited by the County Council Scholarships in Galway?—I don't believe they have.

40. You also said you did not think that any class or section of Gaeltacht children up to the present got any advantage out of secondary education?—For this reason: most of these children are extremely poor, and even if they get a scholarship to the secondary school they cannot do anything with it. When they leave the secondary school what are they going to do? A great many of them never get to the university.

41. They get £40 to take them to the secondary school?—They have very little left after the fees, and the parents feel that everything has to be better for them going into school or college than at home.

42. Of course, you know that under the county council we had an examination specially for the Gaeltacht?—Yes.

43. An examination in Irish?—Yes.

44. They have not been able to do that?—No. The Gaeltacht requires special treatment. They have lost very largely all sense of initiative, and they want a different class of education. For years and years there has been a tradition in the Gaeltacht that the best physically and mentally clear out of it. They are not going to stop there. Of course, we have some wonderful exceptions, but without question those who remain behind are not the highest types mentally or physically. If boys or girls have ability they will feel that ability, and when they are not satisfied with their surroundings they will get out.

45. Do you suggest that the county council should set aside a certain number of scholarships for the Gaeltacht?—I do, because of the knowledge I have gained in correcting examination papers for years. A certain number of the scholarships should be set apart for the Gaeltacht alone for competition among boys and girls from the Gaeltacht alone.

46. And that these scholarships should lead rather to vocational study than to the secondary schools?—I think so for the present. It would give them a better chance of making a living afterwards.

47. *Chairman.*—Do you think that if a certain number of places were set aside for the Gaeltacht, the material you would get from the Gaeltacht would be inferior in capacity and intellectual power to what you would get from other parts of the county? I don't want you to think that they would be inferior in intellectual power or capacity, but they would be and are inferior in training.

48. Their intelligence would be quite as great?—Very probably. It would take some years to bring them up to the same level as boys and girls in other parts of the country.

49. In training?—In training.

50. In natural ability would there be any difference at present?—In places there would. Of course, there are exceptions. I have met some very clever boys and girls from the Gaeltacht. One thing that has always militated against them is the irregular attendance at school. The lack of compulsory education and child labour have contributed to that. They leave school at ten or eleven years of age, and in a year or two forget all they learned at school. So far as I can learn from speaking to national teachers from the Gaeltacht, the attendance is very irregular. With regard to the scheme of scholarships I remember putting the question to national

teachers from the Gaeltacht, and they said it was of no value. There was a case of a boy of about sixteen years of age, an Irish speaker who could speak very little English. The teacher wanted to get him into a shop here in the town, and he found that the wages—a mere nominal wage of half-a-crown a week—would not enable the boy to clothe himself and feed himself. His parents in the Gaeltacht were too poor to do anything for him. The result was that that Irish-speaking boy a few months ago went to America. He was lost to the country because there was no means of keeping him here in the town. The teacher told me he was an exceedingly bright, brilliant boy, but he could not get further than the national school, because his parents could do nothing for him.

51. *Dr. Walsh.*—Suppose that the county council had sixteen scholarships to award, and set aside five for the Gaeltacht, would you be able to teach them through Irish in the technical institute?—I would take care that they would be taught in Irish if I got them.

52. How can you teach them through Irish until you have the teachers?—We will take steps to get the teachers.

53. You have two vacancies at present?—Yes, for a manual instructor and a domestic economy instructor.

54. Don't you think, taking all the circumstances into consideration, in the case of these two appointments, it ought to be absolutely insisted upon that the selected candidates should be able to conduct their work in Irish?—That is what I am going to see to.

55. What are your chances of success?—I have to deal with the Department in Dublin. The applications will go to them, and they will select three or four names to be submitted to the Committee.

56. The selection rests with the Department of Education?—Yes.

57. It depends upon the Department of Education to say whether future teachers in the Galway Technical Institute will be able to teach in Irish?—It does, practically altogether, because in giving sanction for teachers they are particularly careful about whole-time teachers. Under the new rule which they made about a year ago all applications have to be sent on to them to be dealt with. If they get a hundred they send down four and leave them to the Committee.

58. The whole matter of making the Galway Technical School Gaelic is in the hands of the Department of Education?—Yes.

59. They could Irishise the place in the course of some years if they insisted on that qualification?—They should insist upon the appointment of the best qualified person, not alone in the ordinary literary qualifications, but who will do his work through the medium of Irish.

60. There are two vacancies on the staff of the University College, Galway, at present?—There are.

61. Do you think that the same condition ought to be insisted upon in the filling of these appointments?—I certainly do. I remember discussing five years ago with a professor the question of technical terms for his subjects, and he said that it was not such a difficult thing at all to do the work in Irish. It meant a lot of extra labour for the professor, but if he were enthusiastic and energetic and vigorous enough he could do it.

62. You consider that if Galway College is to become a Gaelic University, appointments in the future should be upon that condition, that the professors would be able to teach through the medium of Irish?—I certainly do.

63. That follows from the position that Galway College is to become a Gaelic University?—I am strongly in favour of making Galway College a Gaelic University.

64. If the college authorities included that condition it would be the very best proof of their sincerity in asking for a Gaelic University?—It would. If you don't make a Gaelic University here in Galway, I don't know how you are going to Gaelicise the country at all. It is the only place you have. To my mind, it is not such a difficult thing to Irishise Galway city.

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65. You think a lead from the top is much more important than any amount of push from the bottom?—Oh, certainly, force of example. It is the force of example that first anglicised and is still anglicising the Gaeltacht.

66. *Chairman.*—Speaking about setting aside a certain number of county council scholarships for the Gaeltacht, the figure five was mentioned out of sixteen. That would not appear to be a fair proportion at all to the proportion of your county that is Irish-speaking at present. It would be much nearer nine out of sixteen?—To have them set aside at all for the Gaeltacht proper and the Breac-Ghaeltacht

would be good. The main thing is to make the admission. I would also strongly urge that secondary schools or higher primary schools of some kind should be established in some part of the Gaeltacht, because the mere smattering of primary education they get in 95 per cent. of the cases is useless to them.

67. Have you considered at all whether if a secondary school like that was to be set up it would not be better to set it up in the city of Galway?—Oh, no, in the Gaeltacht.

The Commission adjourned at 1.15 p.m.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile i dtig na Cuirte i nGaillimh ag a deich a chlog Dia Luain, 31adh Lughnasa, 1925.

Bhí i láthair:—An Generál Risteárd Ua Maolchattha (Cathaoirleach); Pádraig Baxter, T.D.; Pádraig Ó Siofhradha (An Seabhaic); Séamus Ó hEochadha (An Fear Mór); Pádraig Ó Hógain, T.D.; L. C. Moriarty; An Dochtúir Tomás Breathnach, M.A.

D'éisteadh—

W. N. BINNS, B.E. (Galway Harbour Engineer).
 F. COY (Manager of the Galway Fertiliser Factory).
 MARTIN MacDONOGH (Merchant, Galway).
 J. CONNOLLY (Fisherman, Claddagh).
 MARTIN MacDONOGH (*re-examined*).
 DR. DILLON (University College, Galway).
 REV. C. WHITE, P.P. (Roundstone).
 PATRICK CONROY (Claddaghduff, Clifden).
 AN TATHAIR MICHEAL MAC AN MHLIDH, S.O. (Milltown).
 MICHEAL Ó DROIGHNEÁIN, O.S. (Barna).
 SEAMUS Ó DOMHNALLÁIN, O.S. (Arran Isles).

MR. W. N. BINNS, B.E., *examined*.

1. *Chairman*.—Mr. Binns, you are Borough Surveyor and Harbour Engineer? Yes.

2. Are you putting in a written statement to us?—I can, if you wish.

3. Have you a written statement prepared for us?—I have not, sir, but I can give you a written statement.

4. And the matters you propose to deal with are?—Well, the harbour question as regards the improvement of the fisheries.

5. Any other matters?—Dr. Walsh asked me to give evidence about drainage.

6. About Corrib drainage? The Government have an engineer making a survey here at present for the drainage, and although the survey is not complete they are actually at work. They are at the survey.

7. Do you know that there has been flooding?—Oh, yes. I am engineer to the Drainage Board.

8. Anything you know with regard to the flooding will be at the disposal of the Government and the engineer carrying out the survey?—Yes. All these reports have been before them.

9. If that is so, we don't want to go into the matter?—You may take it that the Drainage Board are clear that if suggested works were carried out the flooding would be prevented. It is impossible, having regard to the initial mistake to prevent flooding under existing conditions. Professor Rishworth, who was associated with the Drainage Board, has taken a good deal of interest in the question, and I assisted him in the preparation of reports. The last report we made put the cost at £27,000 to bring the work into efficient order.

10. Then you deal with the harbour works?—The first portion of the evidence I had to give appears in the report of my evidence before the Dudley Commission. If the Commissioners desire, I will go over it.

11. The Commissioners, as a matter of fact, have seen that evidence?—The original dock in Galway was constructed in 1833. It was then one of the finest docks in the kingdom, but the conditions of affairs as regards shipping in Galway is the same to-day as it was in 1833. We have no facilities for the accommodation of the larger vessels. The next thing of interest in Galway Harbour is the attempt to establish a transatlantic mail service in the early sixties. It is referred to in the report to the Government of the time when an inquiry was held into the reasons why the Galway scheme closed down.

12. The Royal Atlantic Steam Navigation Company's Report?—Yes. What really happened was this: The company got a number of vessels built to carry on a transatlantic service between St. John's, Newfoundland, and Galway, with a contract with the British Government for the mails. Their first boat started in June, 1860. I will only refer to the matter because I don't suppose you will deal with it. The history of it is given in the report, you will find it

at pages 298 and 299. The worst disasters overtook all these vessels. The first boat was lost. Another vessel struck ice and was damaged. Another, I think, took fire, and it is locally known that one steamer, the "Marguerite," struck the only stone inside the port. So that all the steamers that were purchased for the running of the transatlantic mail more or less met with disasters. The company tried to charter vessels, but the Admiralty of the time would not accept them, because they were not up to specification. So the transatlantic mail service was lost to Galway in that way. I don't think I need deal with that any further, but I thought I would like to mention it. Then there were a series of schemes put forward for breakwaters in Galway. There are three or four of them set out here in this pamphlet by Sir John Griffith. During the war I was asked to find some landing accommodation here for corn. In 1886, there was a scheme with convict labour. As a student I worked on the 1886 scheme with Mr. Townsend. There were four schemes, all of interest. There was a line of break-water in shallow water at Blackrock. Then we have Sir John Griffith's big scheme. When Professor Rishworth and I were preparing evidence for the Dudley Commission, we recommended the scheme which I am going to lay before you. We have concentrated on the improvement of the inner harbour rather than on the larger scheme. This larger scheme would cost one to two millions. There is one point I want to refer to in this scheme of Sir John Griffith. It provides for an inner harbour. Referring to the fishing, he says:—"A deep sea fishery harbour should be included in this western port, which, given proper equipment and up-to-date transit facilities, would place our west coast deep sea fisheries in as favourable a position to the English markets as Aberdeen and Grimsby provide for the North Sea fishing fleets." Outside these, there are the finest fishery grounds, outside the three mile limit, and foreign trawlers can fish outside the limit. I am sorry to say a good many of them fish inside the limit also. I don't know whether that has come before you. I refer again to this work, page 22, in which Sir John Griffith again speaks of the necessity for a fishing harbour. He says:—"We have little doubt that once this city is provided with a deep water harbour in its neighbourhood, it would become the most important distributing trade centre in the west. The deep sea fishing industry should also be developed to a far greater extent than at present by the provision of cold storage, ice factories, and curing stations." That is the only other reference I have drawing special attention to the fisheries in this report. I don't suppose this scheme can come before you.

13. By whom were you asked during the war to provide a scheme for corn landing?—By the Harbour Commissioners.

14. In Galway?—I think there was a request by the British Government or something of the kind. At any

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rate, the Harbour Commissioners directed me to prepare plans and I did, and sent them to the Government, but nothing was done. We prepare a great many schemes without result, I am sorry to say, in Galway. Now, I come to the inner harbour question. This is really the vital question at present before them. In 1913 the Harbour Commissioners felt the necessity for better deep water accommodation for the trade of the port. I was asked to prepare a report and estimates based on it to bring bigger vessels into Galway. I prepared a report, and the suggestions I made in that report were submitted to Sir John Griffith to report as consulting engineer. He reported on that scheme, and, I think, if you don't consider it too long, I would like to read his report.

15. Very well, Mr. Binns?—Because the case I am going to put before you depends wholly on this report. It is:—

REPORT OF SIR JOHN PURSER GRIFFITH,
M.Inst.C.E., ON PROPOSED IMPROVEMENT OF
GALWAY HARBOUR

RATHMINES CASTLE, DUBLIN,
17th January, 1925.

(1) SIR.—In accordance with the wishes of the Galway Harbour Commissioners, as conveyed to me in your letter of the 23rd August, 1913, and the 2nd September, I visited Galway Harbour on the 30th September. I was met by the Commissioners' engineer, Mr. Wm. N. Binns, B.E., who accompanied me on my inspection of the harbour and docks at low water and high water on that date. The tides were exceptionally favourable for my inspection, and I had very satisfactory opportunities of making myself acquainted with the circumstances and requirements of your port. I had also the advantage of discussing the situation both with your harbour master and engineer.

(2) Mr. Binns has handed me copies of various reports relating to the port of Galway made during the past sixty years by Mr. Alexander M. Rendal, Mr. S. U. Roberts, Mr. B. B. Stoney, and Mr. James Price. I have also had the benefit of seeing Mr. Binns's report, dated the 10th December, 1912.

(3) Mr. Stoney, in his report dated the 5th January, 1880, entered fully into the needs of the harbour of Galway at that date, and expressed his own opinion in the following sentence:—"I believe that the most essential thing for the progress of the port of Galway is to provide deep-water berthage, if at all practicable within the resources of the Board."

(4) The dock and works designed by Mr. Stoney and Mr. Price aimed at providing such deep-water berthage, where vessels could lie afloat and enter the dock without having to discharge part of their cargoes into lighters in the bay.

(5) With this object the Commissioners adopted the design of Mr. Price, and about thirty years ago began the construction of a deep-water dock to the eastward of the entrance to the old Commercial Dock. The lower portion of this dock was excavated out of the solid rock—the upper portions of the quay walls and the dock entrance are masonry. The bottom of the dock is about 12 feet below Admiralty low water of spring tides, with a rise of tide of 11 feet at neaps, and nearly 15 at spring tides. There is, therefore, a depth in the dock of 23 feet and 27 feet respectively at neap and spring high waters. It would, therefore, be safe to allow vessels drawing 22 feet to enter the dock even at neap tides.

(6) Between £40,000 and £50,000 was spent on the work, but the gates never worked satisfactorily, and the depth of water in the approach channel being only three feet at low water of spring tides, barred the entrance, and prevented any useful results being achieved by this large expenditure. I presume that financial difficulties are the only reason for nothing having been attempted to remedy this state of affairs and produce some return for the outlay referred to.

(7) At present the proposed deep-water dock is only a tidal basin, filled with mud and open to the ebb and flow of the tide, where only small vessels berth which are prepared to lie aground.

(8) I have given careful consideration to this state of affairs, and have come to the conclusion that all efforts should be concentrated in utilising the works already constructed and in obtaining some return for the large capital expenditure incurred more than

a quarter of a century ago on what, so far as deep-water accommodation is concerned, is practically of no value, and is almost derelict.

(9) No use can be made of the dock for the purpose for which it was constructed, no matter how perfect its equipment might be, unless the approach channel from the bay to the dock entrance is deepened so as to allow vessels of deep draught up to the dock. It is to this aspect of the problem that I would specially draw the Board's attention. It seems to me that until the question of improving the approach from the sea is settled it is scarcely worth while considering other details, even such as the condition of the dock gates.

(10) The first question to settle is what depth should be aimed at for the approach channel from the sea, and what should be its width. We are at once met with the fact that this channel cannot be formed simply by dredging, for a barrier of rock of the hardest quality is met with for some 400 feet outside the dock entrance.

(11) The cost of dealing with this, by sub-marine drilling and blasting, would be almost prohibitive, but fortunately modern engineering science has placed at our disposal sub-aqueous rock-cutting plant which brings the work within the range of practical politics. The Lobritz patent rock-breaker is a thoroughly accredited and practical appliance. It has been used extensively in the Suez Canal, the Manchester Ship Canal, the Hudson Canal, U.S.A.; and the Panama Canal. A small plant was used some years ago at Limerick. The Aberdeen Harbour Commissioners have at present working in their harbour one of the latest examples of this rock-breaker. It is working successfully in very hard rock similar to that in Galway Harbour, and this machine embodies the latest improvements. I would recommend the Harbour Commissioners to undertake the removal of the rock barrier outside their dock entrance by such means. The channel should be deepened at least to the level of the deep-water dock, or about twelve to thirteen feet below Admiralty low water. This will involve the breaking up of the rock over a considerable area for a depth of about nine feet. I estimated that about 54,000 cubic yards of rock would have to be removed, and I have shown in hatched red lines on the accompanying plan the area of rock which I think should be removed. The area of rock which I propose to remove may appear somewhat excessive, but provision has been made to allow long vessels coming to Galway to swing outside the dock entrance. As the dimensions of the deep-water dock would not permit of such swinging being done inside the dock, I consider this to be of great importance. I have made extended inquiries as to the possibility of the Board purchasing a second-hand breaker or hiring one, but I have been unable to find any such plant available. The more modern breakers are at work, and it would be useless to attempt the removal of the rock at Galway except with a very heavy cutter. The cutter in use at Aberdeen is 22 tons in weight.

(12) The cost of the Aberdeen rock-breaking plant, including barge, machinery, heavy mooring chains, a spare ram, the expenses of fitting out and setting to work, also the cost of inspection during construction, and all preliminary expenses, amounted to £8,500. I am informed that the cost of breaking the rock, including the wages of crew, coal, stores, new points, hoisting ropes, and salaries of assistant engineers, setting out the work, is 2s. 8d. per cubic yard. At Aberdeen the work is subject to delay from many causes, such as the number of large vessels entering and leaving the harbour, and although the site in which the breaker works is entirely within the breakwaters, yet in easterly winds there is a considerable swell, and it is also exposed to heavy floods from the river Dee. In winter it has been found necessary to lay up the rock-cutter, as there is no chance of continuous working. I believe Galway to be much more favourably situated for such work, and I feel confident that the cost of rock-breaking there would be lower than at Aberdeen.

Dredging of the Outer Channel.

(13) The dredging of the channel outside Nimo's Pier and Renmore Point presents no engineering difficulties, and could be done either by contract or with a hired dredger. A channel of at least 300 feet

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wide with 12 to 13 feet of depth at low water of spring tides should be aimed at. The direction of the deepened channel outside Reamore Point and Nimo's Pier has been fixed so as to take the fullest advantage of the scour produced by the flow of water from Lough Corrib and Lough Athalia. The channel to the dock having been secured, the work of the next importance is the provision of gates for the dock and a wave screen to shelter the gates in rough weather. I am not in a position to say whether any use could be made of the old gates, as I have not had the opportunity of examining them. The probability is that totally new gates will have to be provided, and new arrangements made for opening and closing them. This will involve closing the entrance by a dam and pumping out the dock.

Dredging the Dock.

(14) A large accumulation of mud has formed in the dock, and the cheapest way of dealing with this is to dredge out the dock before closing it for repairs. When the dock is closed and pumped out it will be possible to excavate any deposit which the dredger has failed to reach.

Pier.

(15) For the safety of vessels entering and leaving the dock it is essential to construct a pier on the north-east side of the dock entrance. This would allow vessels to lie safely outside the entrance until docking time, and get rid of the risks caused by the currents in and out of Lough Athalia and the river Corrib. In addition to this the pier would, I believe, be of immense advantage to the fishing fleets, and allow them to come in and land their fish at any time of tide. It would also allow the Arran Isles steamer to arrive and sail independently of the tide. It would be very desirable to make the berthage on both sides of the pier available for coasting or fishing vessels, and with this in view I have included the necessary rock-cutting on the north-eastern side of the pier.

Connection between Deep-water Dock and old Commercial Dock.

(16) Frequent references are made in the reports to a connecting channel between the deep-water dock and the commercial dock, so that vessels when partly discharged may be moved into the old dock. Such an entrance would have undoubtedly many advantages if the Board see their way to provide the funds. In my opinion it takes second rank to the works which I have previously described. I have shown, however, on the plan the form of inner entrance passage which I would recommend if it is to be made.

Impounding the Waters of Lough Athalia.

(17) Mr. Binns, in his report of the 10th December, 1912, has suggested the desirability of impounding the waters of Lough Athalia, with the object of discharging them rapidly at or near low water, and of producing a force scour to assist in the maintenance of the deepened channel. I have not sufficient data to express my views as to the desirability of carrying out this ingenious proposal. Before forming a definite opinion it would be necessary to have very extended tidal observations as to the present ebb and flow of the water of Lough Athalia. It would be quite worth while for the Board to carry out such an investigation, so that the value of the proposed impounding might be fully determined. I do not, however, think that for some time to come any great need will be found for additional scour beyond what is already provided by the waters of Lough Athalia and the River Corrib.

Estimate.

(18) I estimate that the cost of rock excavation, dredging the channel, building the pier, providing new dock gates and dredging the present accumulation of mud out of the dock will amount to £61,110, and that the time necessary to complete the works will be between four and five years.

The following are the items of the estimate:—	
Rock excavation	£9,500
Pier	15,327
Dredging channel	17,500
Renewal of dock gates and dredging dock	5,500
	£47,827
Contingencies, ten per cent.	4,783
Lobritz rock-breaker	8,500
	Total
	£61,110

(19) If the Board decide to construct the passage from the deep-water dock to the old Commercial Dock I estimate the additional cost will be £12,000, and that it would require one year to construct. As already stated, I have had the benefit of studying Mr. Binns's report of the 10th December, 1912, and he has placed the plans of his proposals in my hands. It will be seen from my report that I have adopted generally his recommendations. I am also greatly indebted to him for his assistance in the consideration of the various details of the somewhat complicated problems which have been submitted to me, while his knowledge of the physical and tidal conditions of Galway Bay and Harbour have been invaluable.

Yours faithfully,

JOHN PURSER GRIFFITH, M.Inst.C.E.

Here is a point in that report that I want to call attention to: "For the safety of vessels entering and leaving the dock it is essential to construct a pier on the north-east side of the dock entrance." This I also call attention to: "In addition to this the pier would, I believe, be of immense advantage to the fishing fleets, and allow them to come in and land their fish at any time of tide. It would also allow the Arran Isles steamer to arrive and sail independently of the tide." I want to draw special attention to that. Small steamers can go into the dock about two-and-a-half hours daily. At low water they have to lighten. The Arran services are governed by the tides. In fact, almost all types of boats are governed by it. Even the small herring boats very often delay in the roadstead with their fish, not being able to come in the passage. Next comes the question of estimates.

The estimate prepared by Sir John Griffith, with whom I was associated, was based on pre-war prices. I suppose this £61,000 would probably develop to £150,000 now. I suppose the whole scheme is beyond our reach at present, and what we ask the Commission to-day to do is to recommend the construction of this pier. The pier would be a necessary unit in the carrying out of the larger scheme, and it would help to develop the fishing. The deepening of the channel would be essential, and the cutting away of such rock as is shown here by Sir John Griffith to a width of 50 feet or 60 feet. All these are necessary if the money is available. With regard to rock excavation, some rock excavation at the back of that pier should be carried out so that fishing crews can get within the sheltered side of the pier. I would suggest to the Commission that provision should be made for this rock excavation, and about a third or a fourth of the channel should be deepened for boats drawing 9 or 10 feet of water to come in at low tide. This would be most useful, and it would be a step in the direction of the larger scheme when we have the money to carry it out. Take the costs at about two-and-a-half times what they were in 1913. The pier was estimated to cost £15,327. Two-and-a-half times that is £38,317 10s. Rock-cutting across the whole of the pier then was provided in Sir John Griffith's estimate for 440 feet wide, including the pier, which, I think, as a matter of convenience, it would be almost as handy to rebuild. I think the balance of convenience would be to take it out and re-build it. At any rate, the estimate would be, taking 170 feet as against 440 feet, £3,670 10s. instead of £9,500, and two-and-a-half times that would be £9,176 5s. That would be the approximate increase. The channel estimate was £17,000 in 1913. That would now be £43,750. That would be a total of £91,243 15s. as an approximate figure. You could bring that down further by only deepening the pier on one side, which I am rather against, because it won't leave us in the same position to carry out the complete scheme that this would. My recommen-

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dation to you, gentlemen, is that a certain amount of rock should be cut now, leaving the remainder for excavation afterwards. The pier will cost £38,317 10s. Taking the rock-cutting 60 by 25 instead of Sir John Griffith's estimate, that gives £4,588, and two-thirds of the channel estimate, that gives £29,166, making a total of £72,071 10s. Of course, two-and-a-half times is an estimated figure. Certainly it would be more than twice the price that it would have been before the war.

16. What is the length of the pier?—350 feet. It would take a vessel the full length of the dock.

17. Is that all you have to put with regard to the pier at this stage?—I think that is all. I think that would be the best way until we can hope for a larger grant.

18. Can you give us a general idea as to what exactly it would do for Galway for the fishing, and what it would do for Galway's trade; for instance, can you, let us say, give us some idea of what fishing traffic there is in Galway at present, and what fishing traffic is going away from the harbour at present for want of proper facilities?—Well, I know personally that fishing is hampered very much by not having deep water, but the fishermen that are hampered are the Galway men. We don't get many foreign trawlers. They don't discharge fish here. Our own boats come into the roads and often have to discharge their fish by lighters if they draw 12 to 14 feet. Even small craft of the Nobby class have to lie out in the roads. Other witnesses are more familiar with the fishing than I am, but I know that these fishing boats can only get in for about two hours at a time.

19. How many trawlers are fishing from Galway?—I think about fourteen.

20. Are these steam trawlers?—No, sailing trawlers.

21. Do you know how many boats altogether are working from Galway?—I don't know how many there are. Twenty-five I'm told, sir.

22. Fishing from Galway?—Yes, but I understand you will get special evidence on that. I don't know it intimately.

23. Are you in a position to give any evidence on trade at all?—Of course, trade under present conditions is only one-sided in its development. Unless there is a possibility of getting a grant for the completion of this dock, which runs into a matter of £200,000, there can be no full development. I would make provision for the widening of the gates which are only 52 feet, and then probably the lengthening of the dock. The completion of this scheme would probably run into £200,000 or £250,000.

24. Perhaps all we would ask you to do in addition is to just summarise the present and proposed depth of the dock entrance in the channel?—The dock was built in 1883. It is 12 feet below Admiralty low water mark.

25. The entrance to the dock is only three feet?—Outside the entrance, where the bar is.

26. How many feet is the entrance below Admiralty low water?—It varies from three to nine feet.

27. You want that reduced?—We want to bring it down to 12 or 13.

28. For what distance?—350 feet, sir. This is rock excavation. We want to dredge the channel. That is soft material, and could be dredged easily and brought down to a line of 12 or 13 feet below Admiralty mark.

29. What is the length of that?—About 1,200 yards. I think that is all, Mr. Binns. We are very much obliged to you.

* * * * *
MR. F. COY, *examined*

1. *Chairman*.—Mr. Coy, you are manager of the fertilizer factory in Galway?—Yes.

2. What matters do you propose to deal with?—Re-afforestation and timber.

3. Are you giving us a written statement?—Yes.

4. How long have you been associated with Galway?—Nineteen years.

5. What part?—All over Galway, buying timber chiefly and looking for timber.

6. Perhaps you would read your statement?—Yes. (Reading). Afforestation of Connemara. By planting timber in certain parts of Connemara it will provide employment, improve the climate, add to the appearance of the scenery, give shelter, and if properly cared for will ultimately be of great commercial value; it would be a source of supply of material which is constantly in demand, and should thus prove a good paying proposition. (a) Employment would consist

of draining, fencing, planting, and looking after the plantations; roughly taking the case of 100 acres, we consider the cost of plants, fencing, draining and planting with larch, fir, spruce would be £10 to £12 per acre (1,800-2,000 plants to the acre). For the first five or six years constant employment could be found for one man to attend 30 acres, keeping young plants clean, replacing failures, etc., after that time one man could look after 100 acres. In the ordinary course thinning would have to be done in sixteen to eighteen years, cutting out unsuitable trees and dead wood; thirty to thirty-five years the plantation would probably require to be thinned by about 800/900 trees per acre to give room; this thinning would be saleable for fencing material and pit props—in ten years more a further thinning would be required to reduce the plantation to about 500 trees per acre—leaving the balance as a crop for maturity—and the value of these thinnings would be considerable. (b) The appearance of the district would be greatly enhanced, and would add to the wonderful scenery and beauty of Connemara; it would also improve the very damp climate in this part of the country as it is a well-known fact that wherever large quantities of timber are planted, climatic conditions and the health of the people living in such places are greatly improved. (c) To give the project every chance of being a commercial success—land would have to be secured near rail, port or waterway—and in a very well sheltered situation, as the cost of haulage would affect the value of timber very much. In our opinion suitable land would be available adjacent to the railway line between Moycullen and Clifden, and the western shores of Lough Corrib; also at Maam, Leenane and Letterfrack; we have experience of very good timber being cut at Moycullen, Ross, Oughterard, Recess and Maam. (d) The undersigned have cut considerable quantities of larch, fir, spruce, ash and oak, at Moycullen, Ross, Oughterard, Maam, Recess, Letterfrack and Leenane, quality, and we are of the opinion that a considerable area of suitable land could be acquired on the Campbell Estate, Moycullen; The Martin Estate, Ross; At Maam, Oughterard, Recess, Letterfrack and Leenane, especially near Oughterard on the Hodgson Estate of Currarevagh and the Burke Estate of Cloosh, where a very large area of land excellently suitable for afforestation would be available. (e) It must be apparent to the most casual observer that the stocks of standing timber in Ireland are rapidly being depleted, and the coming scarcity will heavily handicap the country in the near future. Values are bound to increase and we would strongly urge that steps be taken at once to remedy this by undertaking afforestation on an extensive scale; this would give much needed employment and make provision for the future. (f) There is no country in Europe more suited for the growing of timber, and it is common knowledge that no country has a lower percentage of growing timber than Ireland.

(Signed), ALEX. McINNES.

F. H. COY.

7. Have you, personally, any experience of planting?—I have planted some parts round Tourmakeady in recent years.

8. To what extent or acreage would that go?—About 20 acres a year.

9. How many acres have you planted in that way?—About 50 acres has been planted in the last three years.

10. Is that planting you have done personally, yourself?—Myself and another, Mr. A. McInnes.

11. Have you nurseries of your own?—Yes, our trees there.

12. Where?—Tourmakeady.

13. You have your nurseries on the site?—Yes.

14. Is it your experience of afforestation running into say 50 acres, that it only costs from £10 to £12 an acre?—Yes, that is right. In fact it would cost less than that possibly, if you planted large areas; of course the Department of Agriculture Forestry Branch have their own plantation in County Wicklow. The Government could do the planting a bit cheaper than we could by putting down their own plants in large quantities.

15. What was the cost of the nursery work and planting work combined?—£10 an acre.

16. In your experience you have done the work at £10 an acre?—Yes.

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17. In the cutting of timber and the thinning out of timber, have you thinned out some of your own timber?—Yes.

18. What did you use the thinning out for?—Pit props for the coal mines, some for fences, and some is even large enough for cart work—common carts.

19. Do you say that the thinning out up to 35 years will pay for the total cost of planting?—No, it would pay for the thinning. It would pay for the cost of thinning alone for about 30 years.

20. Then you would have the matured timber?—Yes.

21. What has that timber been used for?—A lot of it is used for building work. Trees cut in Glendalough, Recess, some years ago, were used for cart work, furniture work and railway sleepers, also for boat building at Killybegs.

22. Can you give us some information as to the amount of employment that is given per acre on that work?—There would be a large amount of employment on draining, fencing, and getting the land for planting on a forest scale. If you had a large scheme it would employ two or three hundred men in Connemara planting about 1,000 acres. Once the timber was planted it would take some men to look after it.

23. Have you heard any complaints about the difficulty of getting trees to grow in Connemara?—Yes, because of where they were planted. The situation ought to be more sheltered.

24. Can you summarise the kind of mistakes that have been made?—Want of proper care was one, officials going off as soon as the planting was done. In Connemara they planted trees and left them to their own devices. The underwood gets up and chokes the timber unless the trees are minded and thinned out. In Ballinahinch there is a very nice plantation growing up.

25. *Deputy Baxten*.—In the last three years you have planted 50 acres?—Mr. Melnes and myself.

26. Did the planting include the preparation of the 50 acres?—Yes.

27. Can you tell us what amount of employment actually was given on that 50 acres until the last tree on it was put down?—There was employment for about five or six men clearing away the underwood.

29. How many men would have been engaged for each of the three years?—They would not have been engaged all the time. It was a sort of spare time job—about six men for about six months each time.

30. Six men for six months over three years?—Yes.

31. Three men?—For twelve months all the time.

32. If three men were able to do that much, where you planted 50 acres, there doesn't seem to be much employment in it?—But there was timber grown on this land before and it was well sheltered. These men were engaged planting trees. In Connemara they would be at work clearing away the place for planting.

33. Are you really satisfied there is as much employment in afforestation as you suggest?—Yes, certainly. It would employ two or three hundred men in Connemara.

34. Over what area?—To prepare a thousand acres, if you want to get the place fit for planting.

35. They would be employed all through that period?—Oh, Yes.

36. Are you satisfied that 200 men are able to prepare a thousand acres—draining and fencing?—That would all depend on whether the stuff was ready for them.

37. The work would cease then?—No. They would have to plant it then.

38. Would the State have to engage 200 men?—If you want to do it at all, you must do it extensively to make it a commercial success.

39. It is suggested that re-afforestation would improve the climate and improve the health of the people?—Yes.

40. Can you put before the Commission unquestionable, convincing proof of that statement?—Well, I don't know, but wherever there is pine such as the forests of Austria and Switzerland there are great health resorts, and any place in which there is large timber planting the rainfall is not nearly so great as where there is no timber. The trees absorb the moisture. Brown's book on forestry will give you every information regarding all that.

41. Do you suggest it would raise the temperature?—It would take away a lot of the moisture in the air, and you would not have so much mist about.

42. You are satisfied about that?—I am, certainly.

43. As to the failure of planting that has already been carried out, have you had no experience of failure?—There is no doubt there has been a percentage of failures—that is, there are plants which would have to be replaced; but this place I am talking about is very well sheltered.

44. Are you aware of any considerable failures?—Yes, there have been considerable failures in Connemara before.

45. What was the reason?—The undergrowth choked the plants, and also there was not shelter enough.

46. Was the primary cause the situation of the plantation?—Well, I think it was.

47. Are you satisfied that re-afforestation should be carried out without any preliminary experiment being made as to the quality of timber that you should grow or plant?—Well, you can see our timber is doing very well—larch, fir, spruce.

48. But the district is particularly well sheltered?—There is good shelter there.

49. If planting is to be a success, in the planting of timber of that type, you have got to plant it in a sheltered area?—Yes. There is no use in planting timber on the seaboard at all. The western gale is too strong.

50. You suggest that nothing can be done towards the re-afforestation of the western seaboard?—Only in sheltered situations.

51. Only in sheltered situations?—Yes, but there are thousands of acres in Connemara that could be economically planted.

52. How long would the timber be down before there would be any return from the capital invested?—That would largely depend on the rate of growth of the timber. In thirty or thirty-five years you would get a return.

53. Can you give the approximate cost of the planting of your 50 acres—the amount of capital invested and the return which you would expect from it?—The 50 acres would cost about £500 roughly, and in fifty years' time that 50 acres should be worth from £30 to £50 an acre.

54. In fifty years' time would it be possible to realise any of the capital or any considerable portion of the capital invested?—It would be possible to realise it in fifty years.

55. It would be?—Yes.

56. Within ten or fifteen years?—What you get would pay for the thinning.

57. Within thirty or thirty-five years?—It should be possible to get a certain amount of the capital invested.

58. *Chairman*.—There is just one point more. You say the cost of planting is about £10 an acre. I wonder could you give us more detailed information?—Your own Forestry Board say that it does not cost £10 an acre to plant.

59. Do they?—Yes, and they are in a better position to give evidence upon it than I am of the cost of clearing, draining, fencing and planting a thousand acres.

60. Do you know if there is suitable land north of the railway line from Maam Cross to Oughterard?—At the present time there is suitable land at Moycullen.

61. What kind of land is that?—It is land on which timber was grown before.

62. You are speaking generally of land on which timber was not grown before?—Yes.

63. Is there a material difference in the cost between the two?—There is, because land which has grown timber before is, as a rule, fairly well drained. It would be easier to plant, and it would not be hard to fence.

64. Well, do you think I would be right in assuming that if you attempted to plant land such as that lying north of the railway line from Oughterard to Maam Cross it would cost more than £10 or £12 an acre?—No, I don't think so.

65. You don't think so?—No, because there was a good deal of that land where timber has grown. Four thousand tons of timber have been taken at Recess and Glendalough, and that land has not been planted over yet.

66. Are you in a position to give evidence as to the cottage industries that would be likely to develop around the forests?—No, I am not in a position to give evidence on that.

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MARTIN Mac DONOGH, *examined.*MARTIN Mac DONOGH, *examined.*

1. *Chairman.*—You are Chairman of the Urban Council?—Yes.

2. And President of the Galway Chamber of Commerce?—No, not this year.

3. You are a merchant in Galway?—Yes.

4. You will give us some evidence as to what is desirable from the point of view of harbour facilities here?—Yes.

5. We were anxious to get some information as to what are the actual disadvantages to the shipping trade generally or in any other way at the present moment from the want of the facilities?—The trouble is we cannot bring in big ships. Lightering costs so much money that it is cheaper to bring ships or transshipments from another port with cargoes than to take the risk of being held up here. We have a boat coming in now, and before she comes to us she had to discharge half her cargo at Limerick, because they have deep water there. We could have taken the whole cargo if we had sufficient depth of water here.

6. The half cargo discharged at Limerick is discharged for a Limerick merchant?—Yes. You see the trouble is the ships are getting bigger and bigger every day. When the old docks were built the ship's boats were small, 18 to 2,000 ship. This is a 700 standard boat. The new dock cost about £53,000. The design was wrong. Even the gates, I think, are four feet narrower than the gates of the old floating dock.

7. From the point of view of the shipping trade, could you give us an idea of the type of vessels that could make use of the port or dock facilities at any lower state of the tide and secondly at full tide?—No vessels can make use of them at low tide. It is half tide before any small boats or vessels can come in, and full tide before steamers can come in. Steam trawlers are not anxious to come in until over half-tide, and some of them won't come in at full tide—vessels drawing 15 to 16 feet, or over that limit.

8. Do you get at any vessels that draw 15 feet?—We do.

9. What is the average?—Cross-channel boats, colliers, about 14 ft. 6 in. to 15 ft., and ocean boats 16 to 18.

10. What type of boat would be most economical for the Galway trade?—The larger the boat the cheaper the freight, that is the rule, everything else being equal.

11. What would be the average draft of that type?—From 14 to 18 feet. The tendency latterly is not to give them such deep keels, in order not to draw so much water. The tendency has been not to have so much draft.

12. Could we get evidence showing what the average Galway citizen loses and what the average Galway trade loses from the want of facilities?—It takes some looking into. It would mean three to five or six shillings a ton. It depends on the season of the year. We bring phosphate rock from Africa. Sometimes we pay 12s. 6d. a ton freight for a 1,600 or 1,700 ton boat, whereas if we were able to handle a 3,000 ton boat we would get it at 2s. 6d. or 3s. less.

13. Can you make any general comparison between the trade of Galway port now and what you expect it would be if you had a deeper harbour?—That would be obvious, more or less. We have none of the big overseas trade, scarcely. You cannot bring in Indian corn cargoes or wheat cargoes now. You get transshipments, that is all. There is no reason why cargoes should not come in here direct as they do into Sligo if we had deep water. In the past the merchants in Galway were Harbour Commissioners, and each merchant took care of his own particular end, with the result that they did not charge sufficient dues. Now, I suppose, for the first time, we have money in bank. If we get money for improvement works we would pay it back. We would pay it out of the dues. It would be good business to put up the dues and get supplies in direct.

14. Would better harbour facilities cheapen materials to the city of Galway?—Certainly.

15. And to certain areas around Galway?—Certainly.

16. And would enlarge the distributing area that Galway at present serves?—There is no doubt about it.

17. Are there any other ways in which it would affect the position here?—What made Galway in the old times was water power, and what ruined it was water power, because each man had his own little water power, and when steam came along, 30, 40 or 50 horse powers were not economical, with the result that they were wiped out.

18. *Mr. Moriarty.*—If the Harbour Board is able to undertake a loan from the Government, or part loan and part grant, your proposal is that the Harbour Board should find annually a certain sum in repayment?—I don't know how many thousand a year we would have available, but we would have some thousands. There is no reason why we should not increase our dues if it makes our harbour more useful.

19. You, as Chairman of the Harbour Board, would advocate that some of the three to five shillings a ton freight, saved by the new facilities, should be put on the harbour dues to meet the loan?—I certainly would.

20. Were you listening to Mr. Coy when he was giving evidence about re-forestation?—I was. Anywhere you drain the land properly, and have a reasonable amount of shelter in Connemara, trees will grow there. The reason of the failures that have occurred there is that they were in too great a hurry to do things. As soon as they drain the land they began to plant on it, whereas after being drained the land should be left for a year or two before planting if it is in the least acid, and it would also want to be limed, where there is shelter trees will grow anywhere in Connemara, and there is no reason why there should not be artificial shelter.

21. *Dr. Walsh.*—Fishing is one of the things we are very much interested in: do you own any fishing boats yourself?—I have two or three.

22. Are they working at present?—Well, I think they are. What exactly they do I don't know. There are two trawlers and a motor boat.

23. You supply the men?—No, we don't. We supply the boat and gear, and they get a share then. There is some arrangement of that kind, but what exactly it is I don't know. I don't worry very much about these boats.

24. You supply the boats and get a share?—Yes.

25. You have them working constantly?—For years, anyhow.

26. The thing has evidently paid you or you would not have kept them?—It has paid. There is no doubt about that.

27. Have you found any difficulty in dealing with the men?—We don't, somehow.

28. They are good men?—They are straight men, decent fellows, and keen on their work.

29. How do you market the fish?—We don't market it at all. They dispose of it for the town only. It is a very wrong and very unfair thing. The men bring it in and pitch it on the quays, leaving it for a cartier to send it on to Dublin. While you can get Dublin fish in Galway you cannot get Galway fish very often in Galway—sole, plaice, etc.

30. They take it fresh?—Yes.

31. Do they find any difficulty in getting suitable trains?—In the pre-war time they used to have a more suitable train of 13 p.m. then. The last train now leaves at 7.50 instead.

32. Do the trawlers who catch the fish outside come into Galway pier?—No, they cannot come to the pier. They anchor in the roads and bring in the fish in small boats.

33. So that there is not in Galway a pier to which these boats can come?—There is not. Some boats would not come in even at half tide: They anchor out in the roads and send in their fish.

34. Have you had any cases of fish going bad in the Dublin market?—I think there was one or two.

35. Very seldom?—There would not be one in ten years. Of course the men take care not to send it away if there is any chance of labour trouble or anything like that. If they have the fish and no chance of a market they bring it over to the ice factory.

36. In your opinion there is no reason why what you have been doing with your boats could not be done by any man who would take the trouble to do it?—I think a great deal depends on the men you get. We may be lucky in the men we have. They have been a long time employed on the fishing.

37. Does Mrs. MacDonagh own any boats now?—No. She gave up the boats. Being a woman she could not deal with it direct as a man would. At one time she was doing wonderfully well. I think she had four or five boats. We never had more than three.

38. *Chairman.*—What is the position of the skipper with regard to these fishing boats: is he a direct employee of yours?—I suppose he is in a way.

39. Does he get a share of the catch?—Yes.

40. He is not paid direct by you?—No. The boat is worked on shares. They get their share and we get

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ours. How they divide it I don't know. I never inquired much about it. They seem content enough.

41. How do the hookers dispose of their fish?—They sell it in the town. There is not the demand for fish that there used to be. Perhaps if a steady supply was available there would be a demand, but there has not been such a supply. I hear people complaining that they cannot get fish in Galway constantly.

42. How many hookers have you fishing out of Galway?—I could not tell you. There are quite a number, but I could not say how many.

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MR. JOHN CONNOLLY, *examined*.

1. *Chairman*.—You are connected with the fishing industry?—Yes.

2. On what points do you propose to give evidence?—On behalf of the Claddagh fishermen.

3. Have you put in a written statement?—No, I have not.

4. Have you been long associated with the Claddagh?—All my life. My father got several fishing boats built, and I have continued to have them repaired under personal supervision. I remember the time when there was a fleet of over 200 fishing boats sailing out of the Claddagh. In fact, the Claddagh fleet was considered the pride of Galway at that time. They kept up Irish customs. They were a Gaelic-speaking people, and their conversation was all in Irish. When they went out fishing they spoke nothing but Irish at their work. Unfortunately when the fishermen brought in their takes the fish-buyer gave them whatever price they liked giving them under the market value of their fish. Often the fish was dumped into the sea, and now the fleet has diminished to about thirty boats. There are only about thirty boats constantly fishing in Galway. I think the Claddagh fishermen are the poorest of their class in Ireland. They haven't even a house fit to live in. Their condition is deplorable. Some person should take an interest in this industry before it is wiped out of existence altogether. The suggestion I would make is that a curing station be established in Galway where wet, dry and smoked, and curing could be carried out. I don't mean to say that this curing station in Galway would be established in direct opposition to the local buyers or those interested in the trade, but we should have a standard price fixed that would ensure the fishermen at least the fair market value of their catches. The local buyers or any person would have to pay the standard price or the fish would be brought to the curing station. It would give new heart to the fishermen if such a thing could be done, and if a standard price were fixed at the market value of the fish. It would encourage the sons of the fishermen who are now going away from fishing as an occupation, it would encourage them to come into the business, because they would have something for their labour. Two or three years ago herrings brought by the boats into Galway had to be dumped. It is customary among the local buyers to form a combine, and if, for instance 20 or 30 boats landed small catches from three to five thousand herrings, the local buyers will only offer a price much less than the market value of the fish. If this curing station were established here, I cannot see why we would not be able to supply the home trade for cured herrings. It is commonly known that thousands of Scotch-cured herrings come into Ireland every year, particularly in the West. If such a station were established, I don't see why we should not be able to cater for that trade ourselves and not be dependent on the Scotch curers. It should not be necessary to depend on Aberdeen or Hull or Grimsby to supply us with smoked herrings and kippered herrings. In the winter fishing the same thing happens. The local buyers give whatever price they like and the fishermen have to give the fish at that price, they have no alternative. They started a fishermen's union here a few years ago to form a body to market the fish themselves in Dublin, but, unfortunately, it fell through for lack of solidarity. I remember when big boat loads of fish were brought into Galway, and the country people took them at a couple of pence. As regards protection, we are infested with poachers

here. Reports have been made to the Department, and they done their best with the one boat at their service, but one boat is not sufficient to keep the foreigner from robbing us of our fish. I would suggest that a patrol boat be stationed at Aran to protect the fishing, and that the patrol boat be armed, because these steam trawlers are not a very pleasant class of people to deal with. I would also suggest that the fines be increased. The minimum fine should be £250, with double fine, and the steam trawler should be detained until the fine was paid, because the information given to me about these trawlers captured here in the last three or four or five years is that they have not paid the fines. I have no proof, but that is the information that has reached me from men working on the local trawlers. I don't think there is any more to say, but to answer any questions.

5. *Chairman*.—Are you a fisherman yourself?—I have fished, sir.

6. You are connected with a fishing fleet?—I have a few boats of my own.

7. On each you have a crew?—Four men to each boat. At one time we had 24 or 25 of this class of boat.

8. *Mr. Morarty*.—Your proposal is that the Government should undertake a curing station here?—Yes, sir.

9. There are places where you can cure fish in Galway at present?—There are.

10. Is it intended that the Government should undertake the actual business of curing fish in competition with others?—Not in competition, but that the Government should fix during the herring season here a standard price at the market value of the fish. If that standard price was fixed the local buyers would purchase, otherwise the Fishery Board would cure the fish.

11. The State Department's Officer would fix a standard price that would not involve any loss?—Yes. Even if the Department suffered a little loss, I should think they should try to see whether they could not do it in order to help the fishermen.

12. The standard price is in order to protect the fishermen from the buyers?—They are demanding to get the market value of their fish.

13. They tried the experiment by marketing themselves by their union. Was the inducement to take on selling so small that they preferred to be at the tender mercy of the buyers?—They broke away one by one. There was no unity amongst them. Fishermen are a hard class of people to deal with.

14. Don't you think they might break away from the State curing enterprise also, and when the State had made all the arrangements they might give the fish to somebody else?—If the State fixes the price of the fish, they will certainly give it to the State. That would be their safeguard. They would be encouraged to continue the fishing and their sons would be encouraged to go into it. If they come in with a catch of herring, the market value may be 5 or 6 or 7s. a hundred, and they are offered 2s. or 2s. 6d. The following day if a like catch comes in they may be offered 1s 6d. or 2s. There is no encouragement to the fishermen to go out and get the fish and bring it in unless you have a curing station.

15. What effect will the curing station machinery have in smashing the ring?—By making them pay the standard price fixed at the fair market value.

16. Would it not be possible to get an enterprising new man to step in and give 7s. or 5s. and do the work instead of getting a State body to do it?—They never did that in the past. I remember seeing 15,000 or 20,000 herring dumped 4 or 5 years ago. Within the last three or four years there has been dumping of fish taken with my own boats. When the boats came in with five or six thousand herring some of them were left unsold and had to be taken out and dumped.

17. You understand that dumping is incidental to practically all herring fishing where a big glut of fish comes in?—The glut coming into Galway would not necessitate dumping, because our fleet is made up of small boats and they only get small average catches, from ten to twenty thousand. 20,000 would be the maximum. In the old times there would be 40,000, 50,000 and 100,000.

18. You seem to understand that there is not sufficient enterprise in Galway to take advantage of a supply of fish worth 7s. in the public market which

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is going for 1s. 6d.?—There is no competition at present.

19. And that the fishermen themselves are not agreeable to co-operate for the purpose of marketing the fish at 7s., and that therefore, the only remedy is the State?—The only remedy I see is the State.

20. *An Seabhadh*.—You said a while ago that the Claddagh fishermen were a community of their own?—Yes.

21. Altogether Irish-speaking?—Yes.

22. To what extent has that changed?—It has changed when the young men, the rising generation, are not following the profession.

23. Do they speak Irish less than they used to 30 years ago?—They do, but even at the present moment you will find that in the boats the conversation is in Irish. At sea I know the salutations are in Irish.

24. Your evidence of the increasing use of English does not agree with the views of people who say that a knowledge of English is a guarantee of progress and success in life; their knowledge of English has not increased their wealth down in the Claddagh?—No.

25. It is rather the opposite?—Well, apparently, it has gone that way.

26. Would you say that language has any connection at all with the success of industry?—Well, I may have my own opinion about that.

27. In speaking of the fish buyers, do you think there is a deliberate ring among them to depress prices?—I would not say there is a deliberate ring, but that is the attitude taken up.

28. But do they work together do you think?—Some of them.

29. Do they ever outbid each other by any chance?—I have never seen them to any extent outbidding each other.

30. Do any of them ever buy the fish at a good price?—The price is fixed by the persons who take the first lot when they see what the catch is like. Certain people take the fish and whatever they fix rules the price.

31. That covers the whole lot?—It covers the whole lot, but there are some exceptions.

32. You have not got the habit of canning fish?—No.

33. Has Galway been the landing port always for the boats that fish out of Galway?—Oh, yes.

34. For all their catches?—Yes.

35. They don't work into any other ports or harbours?—Only at this time of the year. One or two men run into Kinvara and Spiddal.

36. But they don't leave the port here and go into Killybegs, Dingle, or Berehaven?—No. They fish in Galway bay.

37. What kind of fishing do these boats engage in?—Long line and net fishing. I think we are the only fishermen in Ireland to-day who stand by long line and that class of fishing.

38. Your method of long line fishing is rather peculiar?—With spillers.

39. It seems to be the only place now where this applies?—That is my opinion.

40. Is it worth it?—Oh, yes, we are entirely dependent upon it, once the herring season is over. After Christmas the long line fishing continues until the end of May.

41. That is after the herring fishing?—Yes. After the herring season they start fishing for whiting with the line, and after Christmas again.

42. During that time they are engaged in line fishing?—Yes.

43. Is there sufficient income from that to keep the boat and crew going and allow them a decent living?—If they were able to get any kind of a fair price for their fish they would be able to make a little better living than they make at present.

44. Can you give us an idea of the average for three months?—All I could give would be the average earnings of these boats, because we keep an account of the earnings. We supply the boat and the fishermen supply their own tackle. That is in the winter fishing. We get equal shares, a share for the boat and a share for the fishermen. Of course in the harvest time, the herring fishing time, some owners supply the nets and get another share—a share for the boat and a share for the gear.

45. Have you found any difficulty in regard to keeping the gear in repair?—That depends upon the men a good deal. Of course, I do all my own repairing

myself. I have had several enthusiastic members of the crew who are very anxious and willing to keep the gear together.

46. Do some of them own boats themselves?—Yes, there are a few boat owners in the Claddagh.

47. If a person owns a boat and nothing else, is there a possibility of his being able to provide for his family from the earnings of the boat?—Oh, yes, they do. I know two or three families who do.

48. Is it possible to make a living out of the class of fishing you have in Galway at present?—Yes; I know one who spent something like £40 and repairs the boat himself. His two sons operate the boat.

49. What would a boat and gear like that amount to in cash or capital cost?—There are several boats for sale. The price would be £30 to £45 or £50 for the boat alone. Of course you could not build one of them for that price now.

50. How many herring nets do you work on them?—Five nets.

51. What would these drift nets amount to?—At the present time they are about 65s. each in Galway.

52. They would require Spring mackerel nets also?—No, they don't fish for Spring mackerel.

52A. Spillers or long lines work out generally at 30s. each. They generally have eight of them in a boat. They fish four and keep four for bait purposes while the other four are fishing.

53. Do they ever engage in lobster fishing?—There are some men in the Claddagh who engage in lobster fishing—five or six small boats.

54. The lobster pots would cost about 3s. or 4s.?—Yes.

55. How many families have been able to provide all these things?—I remember a time when there were forty boats owned by local fishermen themselves.

56. They are down, too?—There may be a dozen of them.

57. They have been gradually decreasing?—Gradually decreasing. The price they get for the fish does not pay. The sons are going away.

58. Does that apply to one class of fish only?—It applies all the way round.

59. Do they sell the line fish locally?—Yes. They sell cod and haddock locally.

62. Everything depends on the local buyer?—Yes, everything depends upon the local buyer.

63. Is there any trawler worked from the Claddagh?—There is not, but there are Claddagh men on the trawlers.

64. Are there any owned at the Claddagh?—There is one fisherman who owns a trawler there. He purchased it recently himself and his sons are engaged in working it.

65. Are these all sailing boats?—Yes, all sailing trawlers.

66. Would not the organising of markets be very difficult?—I don't know what improvement to suggest with regard to prices if markets were organised throughout the country and these markets were supplied by the local buyers.

67. If the local buyers were cut out?—Oh, that would be all right.

68. *An Fear Már*.—On what basis did the association regulate the prices to the individual fishermen?—They fixed what they considered a fair price, and if they got any demand for it in the shops in Galway they sold it. If not they took the chance of sending it to the Dublin market themselves.

69. Did that continue long?—It only lasted about twelve months.

70. Who were the members of the association?—were they all fishermen?—Yes.

71. And the officers?—Yes.

72. All the people in this association were actually connected with the fishing industry?—There were one or two residents in the Claddagh who took part in it. One young fellow acted as secretary for them.

73. Can you offer any opinion as to what broke up the association?—I could not answer that question. The influence of the local buyers caused some individuals and crews to break away.

74. Did not the advantages of remaining in more than counterbalance that influence?—I cannot understand why they did not work this union. There is a sum of money in the bank still to the credit of the association. The influence of some of the local buyers caused some of the crews to break away.

75. *Dr. Walsh*.—They offered them an immediate advantage?—Yes, an immediate advantage, then when the association was gone they could fall back into the same old system.

MR. MARTIN Mac DONOGH, *re-examined*.

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MR. MARTIN Mac DONOGH, *re-examined*.

1. *Chairman*.—We are anxious to hear anything you have to say in general about the development of Galway?—The position is that there is practically no use made of Galway water as compared with the amount of power that could be made available. We have six powers here, or what was originally six powers. We have a good deal more power in the summer than in the winter. The head never rises in proportion to the increase in our backwater, with the result that we have had less power in the winter than in the summer. That happens with a good many places in the town. The course of the river at present is all wrong to get greatest fall power. The fall you get from any turbine in the town is from 9 feet to 9 feet 6 inches. There is no reason why you could not get 18 to 20 feet fall. The great bulk of the water that at present runs away under the bridge could be made available, and plenty of water would be left for the fishing, etc. You could get many a thousand horse-power. Then, of course, there is another place near here, Spiddal, where you could get two or three thousand horse-power. There is a fair volume and a very high fall—180 to 200 feet. Of course, I don't see any possibility of this being done at present, but if you are collecting information it is no harm to have it on record.

2. *Chairman*.—Generally speaking, how many people in the city are using it?—There are the electric company, the woollen factory, ourselves, the fertiliser factory and the ice factory; Leydon has two or three powers, and there are others. There were at one time 32 separate powers.

3. Are all the powers being worked by turbine at present?—No.

4. About how many of them would be?—We have four, the electric company have now one turbine and Messrs. Palmer use two turbines and a water wheel. Toy factory one, the woollen factory two, and there is a wheel at the ice factory. There are powers at the jute factory and the old distillery that are not being used.

5. How are the rest run: by water wheels?—The water wheels are being disused and replaced by turbines where the lay out is suitable. The water wheels were from 20 to 35 h.p. In a dry summer they did very little. We combined two powers, and we can get 200 horse-power under favourable conditions.

6. Do you think it would be an advantage if the river were diverted?—Yes.

7. I suppose there would be a lot of complicated questions and interests involved?—I don't think so. I think it would be quite easy to carry it out and give them all the same amount of power. Water with 18 to 20 feet fall or 5 or 6 to 9 feet 6 inches is a very different proposition, especially if you have any amount behind you.

8. I didn't quite get the idea of your having more power in summer than in winter?—Quite simple. Our head of water is practically constant, and regulated by a flow off. Whenever water comes the river rises, overflows, but our heads cannot rise. The backwater rises, but our head is practically constant.

9. Has there been any investigation of the water-power?—There has been now and again.

10. You think it well worth reviving?—It would be well worth reviving with the idea of development. The power is there; the only thing that you want is development, and I don't think it would be costly for the power you could get.

11. Are there any other points in connection with the development of Galway that you would like to mention?—I don't think there is anything else that strikes me at the moment.

12. *Dr. Walsh*.—Do you mean to bring out the lake (Corrib) by Lough Atalia?—Yes.

13. Have you considered at all what would happen with regard to flooding of certain localities?—There would be no danger of flooding. Nobody contemplates stopping up the river, but using the surplus water that runs away. As far as flooding is concerned you would be in a very much better position than you are now.

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DR. DILLON, *examined*.

1. *Chairman*.—We have heard you already in Dublin?—Yes.

2. Are there any other matters that you want to bring before us?—I have been asked by the Secretary of the Chamber of Commerce to make a statement about the development of the water-power in the

industries in Galway and Connemara. Such a statement could be made without reference to the Irish language, but as your object is not merely the utilisation of the resources of the district but also the preservation and development, for the benefit of the whole community, of the particular characteristic of the inhabitants, namely, their native language, all your investigations will be coloured by this fact, and suggestions for industrial development might appear feasible which otherwise might be considered uneconomic. What I have prepared for you is a statement of the views which I have formed from my observations during five years in Galway as a professor, as a chemist, and as a citizen of this Irish-speaking town anxious for the development of the Irish language.

3. *Chairman*.—You say there may be matters that are really uneconomic?—There may be matters that are not obviously economic at the moment. I don't see how you can separate the language and the economic aspects, and I have tried to make the economic side the key-stone of anything I have to say on the matter. I don't mean to say that I would suggest the starting of industries here that would not in time pay their way, and I don't advocate the spending of public money indiscriminately and promiscuously as sometimes, according to some people, has been done in the past here. What I suggest is that whatever views the Government may have with regard to the necessity for self-help and the non-interference of the State in industry, there can be only one view with regard to the Gaeltacht, and that is that if this population with their language is to be preserved, the State must be prepared to deal with it specially—to give direct subsidies or to provide capital or to carry out experiments, or to do whatever the needs of the moment dictate. Although the general standard of education in the country is not particularly high among the English-speaking people, that of the Irish-speaking population, after the hundreds of years of proscription of the language, is much worse. The Irish-speaking population, if left to themselves, certainly cannot stand up to the English-speaking population of the rest of the country. If in any plans of the Government for the development of the country the Gaeltacht is left to take its chance with the rest of the country, without receiving special treatment, then the Irish-speaking communities will disappear.

In proposing this nursing of industries in the Gaeltacht, I am not suggesting anything new in principle or which has not been tried before with success. In the five years from 1770 to 1775 the Irish Parliament spent over £800,000 in promoting the linen industry. Of course, the money spent by the State came back a thousand times over from the city of Belfast. That money would be now equivalent to about two millions. If the Dáil is prepared to spend money like that in the promotion of certain key industries in the Gaeltacht, I am certain that a similar return will be obtained, and that the Irish language will be saved. Of course, apart from the language question altogether, a strong case for special treatment can be made for this area. Instead of being a drag on the country it can be turned into a prosperous community.

Before pointing out the industries which I believe to be possible of development in this area, I would like to state that such industrial development will not keep the Irish language alive unless the plan which we prepared for the Gaelicisation of University College is carried out. If the Gaelic University is not established in Galway what would happen here if you developed this place is that the Irish language would be used by a certain percentage of the unskilled workers, but would not be used by those in charge of the operations. That is exactly what goes on here at present. You have probably found that at least half the population of this town knows Irish. Yet the professional classes and business classes rarely, if ever, speak Irish among themselves. What is the reason of that? I am not speaking, of course, of the ignorant people who consider a knowledge of Irish, instead of being a sign of additional mental equipment, to be a sign of inferiority. I am not referring to these. But the business and professional classes who know Irish and are not at all hostile to it, and even those of them who are enthusiastic for the spread of the language rarely speak it among themselves, and I believe that very few of them speak it to their children. You are

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inquiring as to the use of Irish amongst officials of the Government and local bodies. I venture to say that even amongst those of them who are good Irish speakers the use of Irish is at a minimum. There is no use in blaming the professional or business classes or the officials for this state of affairs. The reason is that these classes received all their education, and especially the university part of it, through English. The university is the most powerful instrument for the spread of the language which prevails in it. As long as you have people of the business, professional and official classes educated in English you will never have the Irish language used except by a small portion of the working class population, and a good many of these when they advance from their own class will leave the Irish language behind them. I am perfectly certain of that.

The reason why I mention that matter here is that if we have a Gaelic university in Galway, it will help in connection with the industrial development of this area. Very often people who talk about industrial problems don't consider the importance of the education of the people. If you get two men, one of whom is educated, and give them a certain amount of raw material, the one who is educated will be able to make use of it when the other will not be able to get anything out of it. If you establish this Gaelic university it would train technical experts and the teachers who would be required for technical classes. These teachers and technical experts would introduce a Gaelic atmosphere into the technical schools and classes. At present money for technical education is being spent on teaching Irish. That is entirely wrong, and very properly it gives rise to complaints. That money should be spent in giving technical education through the medium of Irish, and if you want these teachers you can only get them by establishing a Gaelic university.

With regard to the industries that could be established here I think you can divide them into two classes—one, those which would give immediate employment to a large number of unskilled workers, and, secondly, those requiring skilled labour, and a good deal of individual attention and personality for their development. The first kind would be such things as afforestation and turf. I have nothing to say on the question of afforestation. When I appeared before you in Dublin you, Mr. Chairman, asked me to say something about turf, and I promised to make a statement about it when you came here to Galway. There has been a great deal of information got lately about turf in this country. It is summarised in the Report on Peat of the Dáil Commission on the Resources and Industries of Ireland. In that Report, in the Report of the British Commission on Power, and in other places, suggestions have been made for the erection of large electric generating stations worked by turf. In view of the Shannon scheme these suggestions are now out of date, and not likely to come to anything, but it should be remembered that all the fuel is not used for generating power. A lot is used for heating purposes. In my opinion, the most important outlet for turf, and the outlet which should be developed, is the utilisation of turf as a domestic fuel. There are six million tons of turf and three million tons of coal used annually as a domestic fuel in Ireland according to Sir John Griffith.

4. *Chairman.*—Available?—No. That is what is being used. The amount available is a great deal more. I think there are 248,000,000 tons of turf in the Connemara bogs alone. Two tons of turf equal one ton of coal in calorific value. Thus 6,000,000 tons is equal to 3,000,000 tons of coal. A low estimate of the average price of British coal would be £2 a ton. We pay £2 14s. a ton for it here. The use of 6,000,000 tons of turf per annum means that imports are lower by £6,000,000 per annum, and if we could replace 1,000,000 of imported coal by turf, we would reduce imports by £2,000,000. The opposite is probably taking place, as turf is cut away from the towns. There is probably less turf used in Galway now than there was formerly. The reasons for this are: first, the turf is cut away from the towns, and is dearer than it was; secondly, the coal industry is highly organised and developed, and the turf industry is completely unorganised. It is carried on exactly as it was 100 years ago. The turf is brought into the towns in small carts and sold in bulk, so that people

can only guess what they are buying. Coal is advertised constantly; turf gets nothing but abuse, although it is a fuel which has many advantages over coal. The question is whether it can compete with coal as a fuel. At Ticknevin, Co. Kildare, three men working twelve hours a day produce 18 tons of air-dry turf per week. Taking an eight-hours day and wages of 7s. per day, regarded as good in the country here, the cost of labour for one ton would be 10s. 6d. If advantage were taken of motor transport, if the bog was properly laid out, and if a system of packing were developed, it should not be impossible for a merchant to sell turf at £1 per ton in Galway. This would be equivalent to the best coal at £2 a ton, and coal at present is £2 14s. a ton. If the production of turf as a fuel on properly organised lines were taken up here it would give greater employment and at the same time reduce the cost of living in Galway. At the present time I think turf is being sold here at something like 18s. or 20s. a ton. It probably does not pay the people who are cutting it and bringing it in under present conditions of production to sell it at that price. I don't think it would be worth while to do it at all.

With regard to industries of the second class I have mentioned, these would be industries of slow development at first; but once a real start was made they would employ a large number of people. Such industries would be of two kinds: mechanical industries such as the making of woollens and so on, and chemical industries. It is of the latter kind of industry that I have some knowledge and of which I wish to speak.

I don't believe that the people of this country have any real understanding of the way in which chemical industries are built up. In England until the war the same conditions prevailed; but since then things seemed to have changed in that country, and there appears to be a more general appreciation of the nature of chemical industry. Here, our knowledge of these matters is I think far behind that of any country in Europe, though, as our mineral wealth is poorer, our knowledge would really require to be greater. Consequently I doubt if there will be in the Dáil or Government men who will undertake this work of establishing chemical industries in the country until the people are better educated on the matter. Who is going to educate them? In England it was done largely by the British association for the advancement of science, and I suppose that in Ireland it will have to be done by some similar body. Meantime I wish to suggest to you a chemical industry which I think might be established here.

This district was, I believe, at one time one of the great chemical manufacturing centres of the world. Here in Galway there was a considerable amount of soap manufactured, because alkali, one of the raw materials for the manufacture of soap, was made locally. In Ireland at present there is no alkali manufactured, and alkali is one of the most common products of, and one of the most common materials used in chemical industry. It is a key industry, I think is much more important to the country than the army. In fact the army might find itself very badly off without alkali. It is essential if the country is to hold its own in trade or in war. Yet there has been so far no attempt made by the Government nor by anyone else to establish alkali manufacture in this country.

Now there are considerable possibilities for the manufacture of alkali in Galway, using the water power which exists here. In my evidence on seaweed, I pointed out how the introduction of the *Le Blanc* process for the manufacture of alkali brought about the ruin of the kelp industry, which was at that time worked for the sake of the alkali which the kelp contained. The *Le Blanc* process has now itself been almost completely displaced by an electrolytic process for obtaining alkali, which consist in passing an electric current through brine. With the large water power we have in Galway I do not think there would be any insuperable difficulty in establishing the manufacture of alkali by the electrolytic process here. I consider that in this we have a possible source of wealth, if the matter were investigated, and I suggest that if you are determined to preserve the Irish language and to develop this area you should start an industry of this kind. As to the method of starting such industries, I sug-

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gest that men who had a knowledge of Irish and an adequate scientific training should be selected and sent away to study a particular industry. This has already been done in this country. The Department of Agriculture has sent men away to study the woollen industry and other things. I suggest that the same thing should be done with regard to chemical industries, and I would suggest further that when these men come back trained they should be provided with at least a part of the capital necessary to start them in business. If you do that you will be able to develop Galway and to help the language. That sort of thing was done on a large scale in the eighteenth century to establish the linen industry.

I have already given you my views on the possibility of developing a seaweed industry in Connemara.

5. *Dr. Walsh.*—Suppose turf were as cheap as coal, and could be got in the same way, what about the convenience in the household?—Well, I think that is largely a matter of development.

6. You say turf has certain advantages over coal?—Yes. When you have used turf you find it has certain advantages over coal. I prefer turf myself. I know people in Dublin who buy turf at a penny a sod.

7. For æsthetic reasons?—Yes, all the world is run on æsthetic reasons. Turf has several advantages as a fuel. You can keep a fire going all night. It is cleaner than coal, much cleaner to handle. The only thing against turf is the bulk.

8. Is turf as good for cooking as coal?—Well, the difficulty is that all our grates and ranges are manufactured for English coal—made in England for English coal.

9. Have you ever seen a range designed to suit turf?—I have seen one designed which would quite suit turf. One curious thing about it was that you were considered a low down individual if you used turf. It went with the Irish language.

10. *Deputy Barber.*—What are the difficulties that would have to be overcome to popularise turf?—First of all, I would advertise its advantages. Then the old habit of selling turf by the load is bad, because the people don't understand what they are buying. Nobody is able to compare the relative values of turf and coal. You should know the cost per ton and the calorific value. Turf at 9s. a load in Galway could compete with coal; at 6s. a load it is cheaper than coal as a fuel. The main difficulty is transport. If it were put up in crates and brought into town in motor lorries and sold by the crate, that would get over the difficulty of transport. The real trouble is the bulk. It has a low specific gravity, and the bulk makes transport difficult, but it seems to me that the difficulty could be overcome by a company handling fairly large quantities.

11. Don't you think it would require very considerable organisation and alteration of methods on the part of householders to change from coal to turf?—People are constantly altering their methods in many ways. They alter them in response to advertisements. They believe something new is better than something of last year, and they alter their methods accordingly. I tried it in my own case. I live in the country. The grates were made specially for turf. Then they were gradually reduced to be grates that are rather more suitable for coal, but still turf can be used in them. The grates are getting rather smaller generally in the new houses now. I don't say there should be a sudden change. You never get a sudden change. There is a considerable amount of turf used in Galway at present. I think the amount of turf used will diminish instead of increasing, unless it is properly organised. Anyone who has ever seen a coal mine knows the immense amount of labour used in getting coal as compared with turf. The amount of organisation required for getting coal as compared with turf is manifestly tremendous. You require to dig underground and spend millions on machinery, and even when you get it to the surface the whole work begins of screening and grading. You have nothing like that in the getting of turf. You have only to dry it, advertise it, and organise the transport of it. Some years ago an advertising campaign for anthracite was started by the Welsh coal owners. The result was that the Welsh anthracite mines could not supply the resulting demand. I am sure you would have the same

kind of thing if turf were advertised. Advertisement would create the demand.

12. You are basing your cost on the case of turf in Kildare. Is it not true that there are great tracts of bog there, and that these bogs here are generally far away from the people who would work them—a very considerable distance away?—In some cases, yes.

13. In the kind of bog you have here would the Kildare figures hold?—The only figures we have are from Kildare. We know what three men can do in County Kildare.

14. A ton and a-half an hour?—All I say is, I'm sure three Galway men can do as much or twice as much.

15. *An Fear Mór.*—What sort of turf is that?—Air-dried turf. There is plenty of turf here. One of the difficulties is that the bogs are a good bit away from the convenient places, but they are not half as inconvenient as coal in England, where you have to dig under the ground for it. Generally, along the coast of Connemara, where the fuel supply comes from, the bogs are getting cut away from the convenient places, and the question of transport will have to be met in that case, the same as in every other case.

16. *An Seabhaic.*—What would be the effect on the ordinary people in Galway if Galway College were made a Gaelic university?—The effect on the ordinary people?

17. On the speech of the ordinary people?—The same as the use of English has when it is used in the university.

18. Is the position that, as English is used in the university it is strengthening English among the ordinary people?—I am certain of that. I think the old Queen's College and the army were the two greatest forces against Irish in Galway long ago.

19. Is the result of these two forces to be seen amongst the people of every class?—I think so.

20. You said that people who have learning and a little property speak nothing but English here in Galway, and that nobody speaks Irish but the poorer people—That is the way it is as I understand it. The doctors, lawyers, business people, they don't speak Irish—only an exceptional one. They don't think it is necessary for them. I think the reason is because they got their education in English. Every new idea comes to them through English.

21. How long would the Gaelic university be established before some of its results would be seen in the case of the business people of Galway?—It is very hard to say. I think the effect of the National University is to be seen already with regard to Irish.

22. That it has had some effect?—Yes.

23. Good or ill?—Good, I think.

24. How many lawyers, doctors, managers of businesses in the county go through University College, Galway?—A good many of them—most of the doctors. A good many of the business people don't go to any university, but that does not matter; the sign of the university will be on them although they don't go to the university at all themselves.

25. Is that the result of the kind of feeling in Ireland about education, that education is not necessary except for doctors, lawyers, priests, and such people?—Exactly.

26. And that it is not necessary to have education for business, farming or fishing?—Yes, the people have no desire for education.

27. *An Fear Mór.*—It is your opinion, doctor, that the result of the Gaelic university will be that the people living round Galway will be interested in Irish even if they don't attend the university?—That is my opinion.

28. The education they would get in the other schools would be according to the education in the university?—I am certain that if a proper Irish education was to be got in the university in every branch of learning that would be the saving of Irish.

29. Is it your opinion that every subject should be taught through Irish in the university?—Yes, I think it is time to establish a national university using the national language. I think it is only right that we should have every subject of learning taught in Irish as far as it can possibly be done. In Galway now we seldom have a candidate for a chair in the university who knows the subject and Irish at the same time. It is not possible to get professors now who can teach through Irish in the

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university. It would do harm to the language if a professor who gave lectures through the medium of Irish were not as good as the professor who gave the corresponding lectures through the medium of English. They have the same difficulty in Belgium with regard to Flemish and French.

30. Do you think it is time to begin?—I think so, and in accordance with the plan sent in by the college in Galway.

31. The people of Connemara would have a different story if for the past fifty years they had had proper education through the language they understood?—I think so. It is my opinion that people who talk Irish should be taught in Irish.

32. Is it not the failure to do that that has kept them back so much?—I think so.

33. They were getting education in a language they did not understand?—Undoubtedly, but there were other causes also. It is only right to say that the Connemara people don't do too badly. They are to be met with throughout the world, doing good work and in good positions. I think they are as plentiful as the people of Cork.

34. *Dr. Walsh.*—Everywhere except in Ireland.

35. *An Fear Mór.*—Have you a chair of law in the university?—Yes.

35A. The instruction is in English?—Yes.

36. I understand there are few lawyers in Galway who can do their work through the medium of Irish?—There is only one as far as I know. The lawyers and the priests are influences against Irish here.

37. Is any instruction given in the churches in Galway city through Irish?—No, not from the time Father Griffin died. An Irish sermon is not heard in Galway except on St. Patrick's Day.

38. Do you know of any parish in County Galway that is for-Gaeltacht and in which instruction is given by the priests through English?—I don't think I know of any. I haven't much knowledge of Connemara.

39. You mentioned that people complain that money that should be spent on technical instruction is being spent on Irish?—Yes.

40. Is there any special rate in this county for technical instruction in Irish—the 1d. in the £ rate?—Yes.

41. Is it not about that money that people are complaining, and not about any other money?—I don't know. I don't hear anybody complaining here in Galway. I think it is people in Mayo who are complaining. It is my opinion that there is no need to teach Irish as a subject of instruction in technical schools, as it is to be got now in every school in the country; but something should be done to teach technical school subjects through the medium of Irish.

42. Do you know that Irish is taught as a subject in some of the technical schools in London, and paid for out of the education funds?—In London.

43. Yes. I didn't know that, but it doesn't matter. They do queer things in London.

44. Do you think it is not right to teach any language in a technical school?—I don't think it is right to teach any language in a technical school, but perhaps it may be found necessary. I will not say that it is not possible that it would be necessary, or that it is not right to teach Irish if it is necessary, but I think it would be better to establish technical schools, and teach the subjects through Irish.

45. Especially in a county like this?—At any rate, take the students who are Irish speakers and teach them in these classes.

46. *An Scabhaic.*—It is your opinion that 1d. in the £ Irish rate in counties like this should be spent on teaching certain subjects through the medium of Irish?—Yes.

47. In Connemara all the instruction should be through the medium of Irish?—That is my opinion.

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1. *Chairman.*—On what points do you wish to give evidence, Father White?—I will begin with the education of the Irish people in the Gaelic districts. The first thing to be done for these people is to educate them. You have got to educate the fishermen who are fishermen; you have got to educate the small farmers who are small farmers, and

you have got to educate the ordinary worker who is an ordinary worker. It does not matter what his avocation is. What we want to-day is to get every man to do his duty. For the last three or four years there has been a tremendous amount of apathy; the people seem to feel that they need not work at all. I want the ordinary man to see that if we want to save the country we must work. Pay every man his wage, but he must work and he must understand his business. Therefore, education. I have been asked by the Chamber of Commerce here to speak about the fishing, which I will do later. About education, not only would I teach them to be farmers, but I would teach them to be fishermen. Somehow in this country there are a great many people who don't want to do any work. We hear a lot about migrating people from Connemara to Westmeath, Roscommon and those places. If you do that it will cost a thousand pounds to transfer a family, and when you have got them there it will be an absolute failure, because the Connemara man loves his native home and his native air and will not do well in any other. I would suggest improvement in agriculture in their own holdings and give them grants to drain the land and encourage enterprise. £ s. d. counts in Connemara. Then there is the possibility of Connemara as a tourist centre. There is nothing like Connemara probably in the world. They may have fine scenery in Killarney and Switzerland, but there is nothing to equal Connemara. To my mind Connemara is the most beautiful place in the world. The sunshine and shade of Connemara have been the wonder of painters and writers and poets. The hills should be planted and the roads should be improved. That would give work to the people. There is one thing that, perhaps, I should have said in the beginning. We want no doles. As far as I can, we shall not have anything for nothing. Doles are the curse of this country and of every country. If you are going to pay a man fifteen shillings, you should get reproductive work for him and make him do something for the fifteen shillings. I come now to the portion that interests me very much, that is the fishing. The fishing industry in Ireland must be on a large scale. There are millions of acres of sea outside there and millions of fish in that sea, and we see every day foreign fishing vessels taking the last of our fish. The sea has vast resources in wealth for the country. You talk about industries, lead mines and copper mines. They are not in it with the sea. The question, therefore, which I have been asked to give evidence on is what are we going to do for the ordinary fisherman?—The fisherman has a hard, difficult and perilous life. Fishing is the greatest industry we have. The ordinary farmer will mind himself, but the fisherman has a hard life. What are we going to do for him? My suggestion to you is that you make the possibilities for the poor fisherman much brighter than they are at present. If we write to the Ministry of Fisheries and ask for motor boats they reply that if you provide £400 and give security for the rest we will let you have the boat. Here is the poor fisherman. Who is going to go security for him? In districts in Connemara there are big shopkeepers, but they are not going to go security. The Government should come to the aid of the fishermen and take ordinary security and insist on these people paying their instalments from time to time, paying by share or any system of paying you like. A man in each district could sell the fish and keep a certain amount to pay the instalments. Something must be done, and I suggest that that would be the best way. It is the easiest way. I would take away some of the young boys and send them to a fishing school where they would learn. They must be away from home, because if they are not away they will not learn. I would say send them to Scotland and pay for them there, because the Scotchmen are good fishermen. I would take instructors and put them in charge of the boats to go out and fish. When we have got the fish the next thing is transport. My idea of transport is to have a small steamer to take the fish from the boats and load it at Cleggan or Roundstone or other places. You could sell a certain amount of the fish fresh and cure the rest at a fish curing station. I should like them to have a little capital in it, because when men put money into a thing they take a deeper interest in it, but the Government ought to help. The market for cured mackerel is growing. The Russian and German markets are opening up again and the New York market is open also. The Government and the railways should help in the transport of the fish. I did go on one occasion to Mr. Keogh and ask him to give facilities for the transport of fish and

he promised every assistance. He was very nice and very keen on helping the industry. We can do it on a very much larger scale. If the Norwegians can come here, as we know they can, and catch the fish and cure them and send them to New York and make money there must be something wrong here in Ireland when we cannot do it. Either we are not business men or else there is something wrong. I must confess I don't think we are to be blamed, but if they can do it we ought to be as good as they are. It will help the Irish language. It will keep the boys at home. There seems to be a rush from the Gaelic portion to get to America—anything to get out of the country. As far as the language is concerned I cannot speak it. I tried to learn it and I understand it, but I cannot speak it. By developing the fishing you will keep the Gaelic language by keeping the boys at home and making them self-respecting and self-reliant. Make them realise that it is the national language of the country, that this country is ours, and that it is the most beautiful country in the world. The fishing must be developed side by side with the land of this country, because you have a great mine of wealth outside there waiting to be developed.

2. *Chairman.*—Of what particular district have you special experience?—The whole of Connemara and the Aran Islands.

3. In the matter of education, what do you think is needed at the present time?—At the present time the Government are rushing the language. In the past you had English-speaking teachers who did not know the Irish language teaching children who did not know English. The result was that you had the children trying to learn through a language that they did not understand. Some twenty-four or twenty-five years ago I was cycling in Connemara and I went into a school where there were two French ladies teaching. These two French ladies could not speak Irish, and the children could not speak a word of English. I think it was the most absurd thing in the world.

4. When you speak about rushing the Irish language too much, do you suggest that in the schools in Connemara Irish is being rushed too much?—No, but the teachers are being taken away for a month to learn Irish and we have complaints from time to time that the schools are closed practically half the time. I think it is an objectionable thing to take the children away from school for two months every summer.

5. In the matter of agriculture, when we come to examine the position of the Irish-speaking population and their permanent place in the industry, we have to see what will be necessary for their continuance as an Irish-speaking population to secure such development that they will hold their language, and we have to examine the extent to which the agricultural industry is a basis of permanent employment for them? Would it be economic?

6. You have a certain number of acres of land in Ireland, and you have a population of which the Irish-speaking portion is a certain percentage?—Yes.

7. There is land to be distributed, and in the distribution of that land you would probably desire to see that the Irish-speaking population were not wronged?—Quite so.

8. You would not deprive Irish-speaking migrants of that land?—No, certainly not. I rather stressed the point that they don't understand the land in Westmeath and that the capital required would be rather big. But if you spent money in the attempt you could make good land in Connemara by drainage and lime. It could be made perfect land, just as good as in Roscommon or Westmeath, and meanwhile you are giving them employment and keeping the Gaelic people at home.

9. You don't suggest that they should relinquish their claim to any land that is going?—Decidedly not.

10. You would suggest that care should be taken in regard to the areas into which they should be sent?—Yes, quite so.

11. Watchful care should be given to the fact that the Irish-speakers should be provided with educational facilities? Schools with Irish teachers, of course that is a necessity.

12. You would not suggest that in putting migrants on the land it would take more money for Irish-speaking migrants than for English-speaking migrants?—Well, no. Of course if you were taking them from Connemara it would cost the same thing whether they were Irish or English speakers.

13. Did I understand you to say that the fishing in that area is hampered because of lack of boats?—Yes.

14. Approximately how many boats would be required and what type?—I rather thing the nobby type. Then

the question of a motor boat is one that I don't give an opinion on for the reason that a motor power boat costs such a tremendous amount of money. At the same time we must have motor power.

15. What is the present day lack of boats at Roundstone?—The present day lack of boats is that we have no boats at all except two or three sailing boats.

16. How many ought there be?—Some years ago there were sixteen. Then they sold them.

17. Is there a demand to-day for sixteen nobbies?—I don't say there is. There might be a demand for three or four motor boats.

18. Would you suggest what power?—I should say ten or twelve motor power engines would be quite sufficient.

19. Boats of that class?—Yes.

20. How many nobbies?—If we had four for the present at Roundstone it would do.

21. You would say that these boats should be available without money security?—I would give the boats and get the ordinary security. There might be a neighbour who would go security for them.

22. With regard to the curing station I am not clear as to what you intend the management of that should be?—The members. I think there ought to be one central curing station. Take Galway, Aran, Roundstone. My idea is one central curing station say at Galway, and get a steamer to take the fish off the boats at sea and run into Galway with it. Then you sell it fresh as much as possible and what is left over you cure, so that nothing goes to waste. You make a certain price and the men know what they are doing. Sometimes when they go out they get 15s. one day, 5s. another day, and another day they don't get anything at all, and they have to throw the fish overboard.

23. The question is what you means?—That is where the Government comes in. The station ought to be in charge of a business man and the Government ought to pay that man. They should run the place until we get on our feet and then tell us plainly "we have got it established, you now enter, it is yours."

24. I am not sure that it is clearly defined yet?—I cannot see where it is not clearly defined, because it is a national establishment.

25. We will imagine that you is clearly defined: what will it do?—It will cure the fish, look for markets, and be an intelligence department for the industry.

26. *Mr. Moriarty.*—If the Government did undertake the launching of this fish curing station as a going concern for a time obviously the State could not continue fish curing *ad infinitum*?—I understand that.

27. Therefore some organisation should be ready to step into the shoes of the State when the State would hand over the burden?—As far as I can make out for this Western district it would take a capital of anything from ten to twenty thousand pounds. We could get ten or twenty thousand pounds in Galway to run it if it were making money and the Government were paying our manager.

28. *Dr. Walsh.*—The company would have to work on a subsidy for a time?—Quite so, until you get us established.

29. You propose a collecting steamer working from Kinvara, Roundstone, Cleggan or Galway?—Yes.

29A. What size steamer would you suggest?—I must draw the line there. I cannot say.

30. She would have to run every day and take in the fish from the boats?—Quite so. She would have her chance.

31. Sometimes she might not be able to make the journey?—Yes, but it means more profit in the end.

32. £20,000 would not capitalise all that?—The £20,000 would be quite apart altogether, as I want the Government at the beginning to provide the steamer.

33. And make a present of it to the company?—No, it would still be the Government steamer.

34. I think the steamer would become the property of the company who would take over from the Government?—No, not a very large steamer.

35. The Government might lose a lot of money over it?—The Government might lose a lot of money and it might not, but it is the Government's duty.

36. How many boats would there be plying round the coast?—I think in Cleggan if you had about ten or twelve boats.

37. Of the same motor boat type?—Yes.

38. Ten in Cleggan, how many in Roundstone?—Four more and about three in Carna.

39. How many in Aran?—I really don't know what number of boats is there now.

40. The produce of twenty boats would be required to keep a steamer going?—That would depend on the

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catch. Some days there might be a heavy catch and some days practically nothing.

41. Would this be herring, mackerel and white fishing?—Herring, mackerel and long line fishing.

42. When the mackerel and herring disappear, then the boats would turn to trawling?—Yes.

The Commission adjourned for lunch at 1.50 and resumed at 3 o'clock.

* * * * *

The following statement submitted by Patrick Conroy, had been circulated to the Commissioners:—

GENERAL.

1. General view of the situation as at present—charity doles—decay of population—in this parish of Omey from 1881 to 1911, a decrease of 39.6 per cent., in all Ireland for same period 15.1 per cent. Effect of decay of population on the Irish language.

2. Solution lies in two main directions. Topography. The terrible isolation of the coastal population. Results of this—how solved in pre-historic times—Effects of American money.

3. Suggestions—(1) Cheap and rapid transit—Encouragement of emigration inland and its effects; (2) Development of natural resources—Deep sea and inshore fishing, farming, education—general and technical; domestic economy school.

4. Special claims of Connemara on Government.

The Economic Problem of Connemara.

1. From year to year with persistent regularity the cry of economic distress rings out from Connemara. Harrowing descriptions of poverty-stricken peasants are given in the newspapers, accompanied by weird photographs of miserable and apparently degraded human beings, and funds from private and public charity come forth in response. The matter soon disappears from public attention only to come forward again with greater or less intensity. Allowing for a certain degree of exaggeration in the newspapers and photographs no one can deny that the general population of Connemara (the only large Irish-speaking area in Ireland) constitute the poorest to be found in the whole country.

2. Successive Galway County Councils have expressed their despair of ever coping with this Connemara problem, and declare it to be a matter for the national government. In this view they are entirely right: for no mere local body with its limited powers and means can deal adequately with this large, long-standing and complicated question.

3. Connemara is sometimes, but erroneously, called an agricultural slum. It is more correct to compare it to a beleaguered city surrounded by antagonistic natural forces with which it is perpetually contending, while its protective government has, in the past at least looked callously on or pilfered its commissariat by over-taxation. However, the Connemara people are silently solving their own problem, but in the costly tragic manner by which we see unassisted nature overcome her difficulties. The vigorous and enterprising are escaping from the place, leaving the weak and helpless behind. To illustrate what I mean—In the parish from which I write this, Omey, in the remote west, there was in 1881 a population of 5,886. In 1911 (the last census taken) it had declined to 3,559, a decrease of 39.6 per cent. For all Ireland during the same period the decline in population which was deplorable enough was yet only 15.1 per cent. In face of a fact like this, with a people disappearing from existence at such a rate, what hopes can be for the preservation of the native language. More than half the people born in this region must leave it for ever and go to a land where Irish is not spoken, and where their success depends on the use of English; and it would be the veriest mockery to say to those people—"Don't speak English or emigrate: speak Irish, stay at home and starve, cry out yearly for doles, and send your children picking winkles instead of being at school, and earn the contemptuous pity of the world." This the people of Omey, at any rate, are refusing to do, and though they die by scores in the great cities of America, owing to the violent change of environments, the proud, virile spirit of their race forbids the other alternative.

4. Last September, at Athenry railway station, I met a sturdy middle-age countryman from this district with his two sons aged about eighteen and twenty, on their way to Canada. He spoke Irish, but the sons did not. I remarked to him that it was rather adventurous to face Canada with his two fine boys at that time of year, with probably very little capital beyond their

passage money. He made light of such fear remarking—"The boys are hardy and well used to work and hardship, and wherever men can make out so can we. There is nothing to hope for at home, no fishing, no work, and no prospect for the boys." This is the quality of men Connemara and Ireland are losing, for though the father, when his vigour becomes impaired, may return to the old home, the boys in all probability never will.

5. If the economic question is not solved, attempts to preserve the native language in Connemara will be futile, and the invasion of English a mere matter of time and opportunity. The highest human ideals must go down before economic necessity. On the other hand, if a large percentage of the native-born can find a living at home in Ireland, the language can be saved. The language lives in Wales because the Welsh can live there; Scotch Gaelic is dying because vast numbers of Highlanders must emigrate.

6. The economic question, therefore, as far as Connemara is concerned dominates the main object for which the Gaeltacht Commission has been appointed, and the writer proposes to show that the solution of the problem lies in two main directions:—

(a) Bringing the people of Connemara into closer connexion with the rest of Ireland;

(b) In developing the natural resources of the district.

Some suggestions will be made towards achieving those objects and, incidentally, I trust a crying claim for special aid from Government for Connemara will be established.

Main Cause of Distress.

7. In any consideration of the Connemara problem, the first thing that must be regarded is its very peculiar topography, and the terrible isolation of its inhabitants from the rest of the country and from the world at large. Any ameliorative measures that ignores this basic cause of Connemara poverty can only be partial and temporary in their effects; all efforts which tend to counteract this physical isolation of the inhabited areas of Connemara will be proceeding in the direction of a permanent solution of the economic problem. If we look at a map we can see at a glance that Connemara is almost completely insulated from the rest of Ireland by the two great lakes—Corrib and Mask. It is roughly of a quadrilateral shape, one side bordering the lakes, one Galway Bay, the other sides much the longer and more indented facing the ocean. Now the entire centre of this area, embracing probably more than three-fourths of all Connemara, is a barren desert of mountain and moor. The only cultivable land, except a few isolated spots in the interior, is found along the ragged ocean fringe with its peninsulas and islands; and here is found almost the whole population of Connemara. This fringe is over two hundred miles long from Spiddal to Killery Bay, and in some places not quite a quarter of a mile wide; and so straggling and separated is the population that except Clifden (which is really a tourist resort) no market town has sprung up anywhere. Thus the population of Connemara is straightened in between impassible barriers of moor, mountain, and lake on one side, and the illimitable ocean on the other. The direct effects of this unique topographical character of the Connemara area are:—

8. There is no natural peaceful diffusion of population into surrounding areas, and a congestion of population must result. A congested village in the central plain will diffuse its extra population throughout the surrounding districts almost insensibly. The people of such a place are in constant communication with their surrounding neighbours. They meet at markets and fairs and the youth of both sexes meet frequently at functions of pleasure, so that opportunities will frequently arise for a young man or woman to marry and settle down on a larger farm a few miles away. Many of the young boys and girls spread out to work with farmers or go into the neighbouring towns to business, and the clever ones get into government service, become teachers, etc. All those influences towards a healthy diffusion of population are absent in Connemara; so that unless remedies are forthcoming it will always remain a "congested district."

9. It is probable that even in pre-historic times the pressure of population was felt along this littoral: for, up to a certain point, the food supply from the sea, game from the mountains, together with cattle-rearing, supported a comparatively large population. A time must have come, however, when this pent-up people burst

their way out by the only available passage which lies between the two lakes; and if the story of the battle of south Moytura is an echo of such an exodus, the economic problem of Connemara was then solved for a period. Civilized government forbids that such a solution be repeated; but it is in justice bound to supply some other remedy for the problem that presses now as then. So far it has never seriously tried, but the people themselves especially in North Connemara have, for the past fifty years, continued to solve it in their own way. The most enterprising of the young men and women simply shouldered their bundles, tramped to Westport, Ballina, or Sligo, and for a few shillings secured a passage to Scotland. There they earned their passage to America, and in course of time direct communication was formed between that country and almost every household in Connemara till at the present time there is a constant stream of emigration thence.

10. From those young emigrants indeed a large amount of money flows in yearly to Connemara, and the large revenue which government derives from taxable commodities in that district is chiefly supplied by the American money. But this source of income is not without its drawbacks—(a) Money received in this way is soon spent on shop goods, and tastes are acquired for things the people would be at least as well off without. For instance there has been a radical change in the dietary and dress of North Connemara in the past fifty years which takes away a great deal of the cash received. (b) This influx of money makes the young people look to America as an El Dorado. They see nothing of the failures or the tragedies behind it all.

11. Owing to this congestion holdings have been so sub-divided in the past that in some cases tenants possess only a fourth or even a sixth of the original holding. Many families have disappeared by emigration, but their plots were bought up by comparatively wealthy farmers, so that the poorer neighbours got no relief from this.

12. This isolation of the Connemara population prevents any development of inland local trade, with all its beneficial effects on industry and enterprise, while its remoteness from other lands by sea shut out all possibilities of traffic by this means. Even along the coastal fringe owing to its broken character there is little communication. I have seen a boat-load of mackerel sold for 1s. 4d. a hundred in Cleggan, when they were selling for twopence or threepence each in Tuam, and onions at 2s. 6d. a stone when out the country they were 6s. On the other hand oats and potatoes are often scarce in Connemara when there is an abundance on the plains.

13. This isolation amid poor surroundings tends to lower the standard of living so that young people will settle down to life under conditions that experience of other more prosperous places would show them to be rather imprudent.

Suggestions.

14. Every practical means therefore by which the isolation of this Connemara coastal area can be counteracted should be adopted. The railway to Clifden is not at present very effective in this direction because its route is through the central wilderness and touches the populated areas only at one point. Except as far as Oughterard it can hardly be said to be economically useful at present, but by branch motor services from the railway line, north and south, e.g., to Carna, Rosmuck, Rouryle, Aughries, all Connemara could be made to share in the benefits of the railway service. Those motors could also carry the mails, and with a reasonable subsidy from Government should be able to pay their way. All fish and farm products to or from Connemara to be carried at half the usual cost, public funds defraying the other half. For this scheme improved roads especially wider roads are a requisite.

15. The road connecting the islands of Lettermullen, Gormuna, Lettermore, to be continued as directly as possible to the Ferry at Knock where a bridge should be built. The construction of this bridge would be a most important factor in the development of Connemara. It would link all Iarconnaught directly with the Irish plain, and with suitable roads and motor service the head of Kilkerrin Bay would be brought within easy reach of Headford, Miltown, Tuam, Ballinrobe, Dunmore and surrounding country; and fish taken in the morning could be delivered at most of those places before dinner time. The construction of this bridge has often been mooted for the past fifty years, and the advantage it would confer, not alone

to Conemara, but to the country east of the lakes, may be found in various reports of Government Commissions and inquiries of that period. Its utility no one has denied; the chief deterrent was the cost. In this age of ferro-concrete the cost would probably be less than at any time previous; and at any rate it is to be hoped that our own native Government will not be parsimonious when the question at issue is the salvation of the last remnant of the old Gaelic civilization.

16. Each year let the Government supply a number of agricultural labourers with free return season tickets from any station between Galway and Clifden to any part of Ireland excluding the cities. This would (1) Confer a benefit to farmers up the country; (2) Direct emigration inland, and preserve hardy able workers to the country; (3) Make Connemarians acquainted with agricultural methods of which they are generally ignorant, so that they would be better prepared for a scheme of migration on a large scale to localities inland, a step which may be considered as necessary at the outset to relieve the pressure of congestion in certain areas.

(a) Many of those labourers would settle down inland and help towards the Gaelicisation of the country.

(b) Familiarity with conditions elsewhere would tend to their enlightenment and advantage.

17. If ever a law for compulsory tillage be enforced it will insure employment inland for large numbers from Connemara.

18. The tide of emigration to America is being checked and will probably be checked still more by U. S. laws, and many young men from the West are looking inland to their own country for an opening. Here is an advertisement from a late issue of a local paper:—"Labourer wants work on farm: good worker: moderate wages: references. Address—Patrick Feeney, Rosadelisk, Cleggan P. O., Clifden." Seldom we see labourers applying individually for work in this way. Under ordinary circumstances a man will go a few miles to interview possible employers and return home in the evening, if unsuccessful, to try again in another direction next day, till he finds work to suit him. With Feeney the case is very different. Rosadelisk from which he advertises is a spur of land to the north of Aughries point and the nearest farming country is separated from him by fifty miles of desert, moor, mountain and lake. To Feeney and his neighbours cooped up between the mountains and the sea, the Revolution which won for us the Irish Free State has brought so far little prospect of a beneficial change, and appears to them incomplete. Their conditions of life are as hard as ever, their fishing industry, their main support is as neglected as ever, and taxes weigh more heavily than they ever did under the old régime. But it will be, it is earnestly hoped, the pleasing duty of our own native Government to prove to those poor people, the hardy remnant of the unmixed Gael, that a change and a beneficent one has taken place, and that with a little patience, Connemara will share in its advantages equally with the rest of Ireland.

Development of Natural Resources.

19. Though Connemara possesses a poor soil, yet it has many resources of its own, largely undeveloped, which might enable it to support a comparatively large population in moderate comfort.

20. *Fishing.*—If the fishing industry were adequately exploited, it would alone remove probably half the poverty that exists in Connemara. There are two main branches of sea fishing—Deep sea fishing and inshore fishing. The former cannot be developed to any extent without Government aid, no more than the farmers of the country could have bought out their holding without that aid. It requires considerable capital to furnish the large class of boats and equipment necessary and a large market must be made available. So much has been published in blue books and reports of Commissions on this subject that it is needless here to enter further upon it except to say that any Irish Government which would be so indifferent to its people's interests, as to allow this vast source of national wealth to go waste for want of a little encouragement and support, could never expect the continued confidence or approval of the people. The great fishing bank off the Connemara coast was, according to Hardiman, fished by Dutch boats in the 16th century and later. It was also known to the Portuguese and even at the present day foreigners take away from our coast wealth we ourselves have not sufficient enterprise to reap. Government has done and is doing great things for agricultural tenants, and it is but just to expect

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that the interests of the poor fishermen along the coast, who are equally Irishmen and taxpayers, should also receive a proportionate share of attention, but thus far they have not.

21. *Inshore Fishing* requires for its success little public aid beyond protection from trawlers and poachers and such rapid and cheap transit to the inland parts of the country as I have outlined above. Even with the present boats and gear not a fraction of the amount of excellent fish, such as pollock, gunner, bream, plaice, etc., which could be got along the Connemara coast, is actually taken simply for want of a market. With improved transit inland by which the fish could be delivered fresh, a supply of cheap native wholesome food would be made available, and a secure steady, if limited, income provided for hundreds of fishermen.

22. *Farming*.—Tillage in Connemara is performed almost wholly by spade labour, horse labour being impossible on account of the uneven stoney surface, so that a man may work industriously during the whole Spring and yet can only show a small amount of tillage. Even the drawing of manure and turf has generally to be done in panniers by donkeys. Facilities for obtaining crowbars, hammers, picks, etc., for clearing fields of rocks and smoothing cart ways would be useful in this connexion. *Sheep* are reared only among the mountains inland, the coast holdings being too small and otherwise unsuitable for this very profitable stock. With a fairly-sized holding, however, small *cattle* and *ponies* can be profitably reared, as owing to the mild climate a supply of sweet grass grows along the rocky patches quite early in Spring. *Seaweed* furnishes cheap and valuable manure. Its manufacture into kelp is not now so profitable as it was. Sometimes if carelessly burnt stones get in and injure the machinery of the factory, where it is used, and this I am told militates against its purchase, so that some sort of superintendence would appear to be necessary. *Early potatoes* can be produced under very favourable circumstances, as May frosts are unknown and with cheap transport a profitable item of industry could be furnished. With farmyard manure and seaweed excellent crops of *onions* are sometimes grown in boggy land, but the local demand is very limited, and they are sold too cheaply to be profitable. *Grain crops* are necessarily limited, and consist chiefly of oats and rye. The straw furnishes thatch which is required yearly and the oats feed the horses when working, leaving very little for the hens which are generally given Indian meal instead—a very inferior substitute, hardly any is ground into meal. Though Connemara can never rely wholly on the land, yet for some crops it may have peculiar advantages which should be carefully explored. There is no doubt but that a large amount of *fruit* could be grown in selected situations such as those where the blackberry ripens luxuriantly. *Tobacco* growing might be encouraged as a special concession in the Connemara area.

23. *Education*.—Towards the solution of the economic problem in any country, the utility of a proper education system is obvious and cannot be over-rated, but the system which prevailed in Connemara under the old régime was not alone useless, but pernicious. The new era in education, therefore, which our own Government inaugurates brings the most hopeful prospects for this district which contains the largest purely Irish-speaking population in the country. The establishment of preparatory schools in this chief portion of the Gaeltacht is an excellent idea, which it is understood the Education Department is about to effect; and in this connexion a system of small progressive prizes for best pupils in fifth standard or higher would encourage children to continue at the elementary school at an age when they are disposed to leave off. Later on this stimulus would be unnecessary. In connection with general education *Technical Education* must go hand in hand. Switzerland has become a prosperous country chiefly through technical training and so can Connemara.

24. The hand industries already there could be improved and brought up-to-date; and the utilization of the mountain streams and lakes to work turbines and electric motors taught and put into practice; the possibilities of marble working explored; and generally the bright boys and girls of Connemara must be taught to do what less intelligent youths in Germany, Switzerland, Sweden and elsewhere do under natural conditions not a whit more favourable. This will take time and thought, but there is one branch of technical education which can be put into operation immediately to the great advantage of the young girls of the Gaeltacht indeed, but to the far greater advantage of the Irish language.

25. Let proper resident training schools of domestic economy be established (say at Carna and Spiddal where Irish is freely spoken, and convents already established) where young Irish-speaking girls would be trained according to the most modern methods to fill the positions of nursery governess, housemaids, housekeepers, etc., by the ablest Irish-speaking instructresses available, the language used in such schools being of course entirely Irish. Those girls when trained would be eagerly sought for all over Ireland, especially by young families, where there is a desire to make the children fluent Irish speakers; which means at the present time an almost unlimited demand and good wages for such trained persons.

26. *Afforestation, Drainage and Land Reclamation* are other obvious remunerative works which Government could carry on.

Connemara Claims on Government.

27. All those suggested remedies, it may be argued, means putting an unreasonable demand on public funds, but this is not so:—

(a) They are practical and finally remunerative to the country.

(b) Connemara has been neglected in the past. All the Land Acts and beneficent legislation which have improved the farmers' conditions throughout the country has been of little or no benefit to Connemara. Security of tenure and abolition of middlemen were great blessings to Connemara as elsewhere, but the reduction of rents on small uneconomic holdings of low valuation was not of much consequence in individual cases. There were no large grazing tracts to be divided up.

(c) Large sums of money are now from time to time spent in merely eleemosynary aid which would be saved if the economic problem were solved.

(d) Connemara is overtaxed in proportion to its wealth. Large quantities of tobacco, drink and other taxable commodities are used, which the people could never purchase from the resources of the district, but are enabled to do so by the money sent from America by their sons and daughters. Thus the very people forced from the country by economic distress, continue to pay its taxes.

(e) Government is spending large sums on the promotion of the native language, and the best way to do this is to save from extinction the people who speak it.

28. Connemara should have a local government of its own consisting of a couple of representatives from each parish with each parish priest an *ex-officio* member. Its peculiar necessities will be brought into relief then. Its junction with the part of Galway east of the lakes is disadvantageous to both, for the two areas have little in common.

29. Recess is the natural centre of Connemara, as the gap in the mountains at that point gives access to all parts north and south. A Government depot could be established there for sale of timber (of which Connemara is destitute), corn, implements, lime, and other things necessary but difficult to obtain in Connemara.

(Signed), P. CONROY.

Claddaghduff, Clifden.

29th June, 1925.

Connemara.

* * * * *

MR. P. CONROY, *examined.*

1. *Chairman*.—You have sent us in a long statement Mr. Conroy?—Yes.

2. What particular district in the West have you special knowledge of?—The parish of Omev

3. In what capacity have you had experience there?—I was born there.

4. You are a farmer?—No, I am a school master. My people are from there. I also lived in South Connemara for a while and I know Connemara very well. I have lived inland for some time.

5. Is there anything that you would like to add to your statement?—It consists of ideas that I thought out myself. Connemara is the poorest part of Ireland. I attribute that to the fact that it is the most isolated part. There is no room for expansion.

The Connemara people solve the problem in their own way by going away to America. That has done great injury to the Irish language. They say English is necessary if they go to America, and, therefore, they speak English at home. The solution would be to bring the young people

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from Connemara into inland parts where it would be possible for them to get work, and to migrate little colonies to other parts of Ireland. In that way they would preserve the language too. Of course, the natural resources should be developed also. I think sufficient advantage has not been taken of that unilingual district along the south coast. Native Irish-speaking boys and girls there could spread the language through the country, if educated. In Drumcondra I understand there was only one boy in training from all the country between Roundstone and Spiddal. I would suggest that these boys should be trained and become future teachers. Irish is their native language for all purposes. I hear the Government is about to establish preparatory schools, but along with that as the tradition of education is hardly existent in that part of the country. You would want to encourage them to go to school. I would suggest that boys in the fourth and fifth standards be given small prizes to keep them at school so that they would be feeders for the preparatory schools, and give you the best material from the purely Irish-speaking districts for the future teachers of Irish. Another suggestion I would make is that one of the best possible means of bringing Irish back again is to get Irish-speaking nurses for children. If means were found for training Irish-speaking girls as housemaids or housekeepers, I think there would be a great demand for them in Dublin and elsewhere. They would do the ordinary work in the homes, and at the same time the little children would be quite familiar with Irish, from hearing them speak it, and Irish would be the language they would use, and, of course, they could not help being bilingual. In a good many parts of Connemara the people can speak both languages, and are getting into the habit of speaking English alone. It is rather a habit with them now. If they could be induced to speak Irish to their children it would be a great help. Fishing is the main industry—deep sea fishing—and the principal obstacle to the success of the industry is want of capital and the distance from markets. For small quantities the cost of the carriage might be nearly as much as the value of the fish. I was speaking at Cleggan last summer to an enterprising man who hired a motor boat from the Government. One motor boat at Cleggan would not mean much. If the Government could lend the poor people three or four motor boats at a moderate price, they would be more successful. They could go in for herring and mackerel fishing. I believe Dr. O'Beirne suggested to you, very wisely, that if Irish-speaking families were transferred from the congested area to Meath, with Irish-speaking priests and teachers, it would be necessary to look after them specially for a few years, but that they would soon get into the new system of farming there. The Government might, at present, give free tickets to a number of young men to go up the country to the inland parts to work, and get accustomed to the farming system there before they were migrated. I would also suggest a domestic economy school for girls. There is such a school at Clifden, but it is English-speaking. I mean an Irish speaking school at Carna or Rosmuck. It would be a great convenience if a bridge could be built across the Corrib, bringing Connemara into touch with East Galway, with Headford as an important market town. A good market town is a great stimulus to industry. It was mooted forty or fifty years ago. The plan, I think, was drawn up, but it came to nothing. With regard to re-afforestation I think Connemara specially suitable for a Government scheme. Connemara has special claims on Government, for if we consider all the ameliorative measures passed for the past few years, they have had but little effect in Connemara. Connemara is not a farming country. The people spend a large amount on tobacco, sugar, etc., on which the Government get revenue, but they could never pay that from the produce of the land; They simply pay from the money they get from America. The number of small shops round there is remarkable. The habits of living have been changed considerably for the past fifty or sixty years, and in proportion to its wealth, I think Connemara is more highly taxed than any other part of the country. There is no advantage to Connemara in being in the same Local Government area as county Galway. If Connemara had a Local Government of its own, then this very big problem could be brought more into relief. Of course a small and comparatively poor county like Galway is not able to bear the responsibility of looking after the special

needs of Connemara. It does not belong to Galway any more than to any other part of Ireland. Reccs is the natural centre of Connemara, and it could be made a distributing centre for all Connemara, with a system of motor lorries. The train does not affect the Connemara problem very much. In this parish of Omev, from 1881 to 1911, the population has decreased as I have mentioned from 5,886 to 3,559, a decrease of 39.6 per cent. In certain parts of Connemara the natural vitality of the people is declining, because the strong and vigorous are leaving. Fever has broken out there in places where it has been unknown for fifty or sixty years. There are fewer able-bodied persons in the place of those who have disappeared. Vacant holdings are too often taken up by comparatively rich people. I think, if the people were migrated from the very congested districts and the remainder provided with economic holdings with a provision against sub-division, and given an opportunity of closer contact with the rest of Ireland, it would help to solve the economic problem as well as to spread the Irish language.

6. *Chairman.*—When you say the tradition of education has practically died out in that area, I would like to know what exactly you think is the cause of that?—I think the tradition had died, perhaps, with '47. In my opinion English has been spoken in this peninsula since the 17th century. I think there was English spoken here since Cromwell's time. After the French revolution, and the famine of '47, all hopes of success of the independent movement vanished, and the spirit of the people was broken. I suppose they never hoped that such a time as 1916 would come. Up to my grandfather's time they spoke Irish very largely.

6a. When you say the tradition of education, you mean the people don't look for education?—I mean going to school. Of course, there was always a tradition of literature and old stories and folk lore.

7. When you say the tradition of education has been broken and has died out there, I understood you to mean that the population don't take any interest in the teaching in the school?—They stay away at a very early age. They simply read and write sufficient to carry them to America.

8. Is there nothing wrong with the schools that has given rise to that?—There has been. Up till recently the language of the people was ignored in the schools and the avenue to all positions was through English. Hence in the Irish-speaking districts no bright boys or girls were seen, as in other parts, making their way, by means of the National schools alone, into the Civil Service or becoming teachers. The stimulus of ambition in this direction has therefore lain dormant among the youth and will require to be aroused. I would advocate for purely Irish-speaking places, purely unilingual education. I don't believe bilingualism should be our aim. In our district they want to be able to read and write English to go to America. To be feeders for the proposed secondary schools you would want the boys to continue up to the sixth or seventh standard in the national schools. In most schools in our part of the country they don't go beyond the fourth or fifth standard. To get feeders from the Irish-speaking districts you will have to give special encouragement to them to go to the preparatory schools. Otherwise you may not get enough candidates from the Gaeltacht.

9. *Mr. Moriarty.*—You mention in connection with the fishing industry that where you have inshore fishing done by small boats, the main consideration is to get a market?—Yes. I think if the Government gave cheap fares on the railway it would help. Of course the bridge across the Corrib would be a great advantage to all Connemara.

10. You think it would largely solve the problem if the railways gave reduced rates?—I think, if lorries were to go round the country picking up the fish, and the railways carried it at reduced rates it would help.

11. You think there would be a sufficient volume of traffic to bring in a profit?—I think there would be a very large amount of traffic.

12. There is a good demand for that class of fish?—Yes, out in the country we can only get herring and mackerel.

13. You mention a bridge or ferry at Knock?—Yes.

14. That is at the western side of Headford?—It would connect Iarconnaught and the Irish plain. It has been mooted several times.

15. Your idea is to get a ferry across the Corrib and link up these two countries?—Yes. That would give that Western area a market.

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16. Can you give us a reference to where that scheme is dealt with?—I think it is in the report of the Congested Districts Commission. The officials had plans prepared and soundings taken.

17. Where would you plant the people you would take from Connemara?—I would send them to Meath and Westmeath, and plant them in colonies. The Irish-speakers should be in charge of a priest of their own so that the colonies would be Irish-speaking villages.

18. Do you think the fishermen of Cleggan would be able to make a living out of large motor boats fishing from Cleggan and fishing only from Cleggan?—The experiment could be tried by experienced fishermen. If markets were opened up, then the large motor boats would get a chance. It is a pity the experiment would not be tried on a large scale. One boat is no test.

19. There are other places where there are twenty and forty boats working. Do you think the Cleggan men would be willing to join these other fishermen and fish away from Cleggan?—I can't say. Of course, the fishing around Cleggan is very good.

20. *In Scabhaic.*—Is Irish spoken in the stretch between Clifden and Cleggan as an ordinary medium of intercourse between any class of the people there?—Well, it is not, except among the very old people.

21. What age?—About sixty or seventy.

22. Do any people under that use it?—Hardly.

23. Down to what age would they know Irish?—People about fifty might be bilingual. Their children know hardly any Irish except what they are taught in school.

24. Do any children coming to school for the first time in your district, know Irish?—No.

25. To what extent does the work in the schools—the Irish the children learn at school—touch the Irish of the grown people at all?—Well, they don't mind it. They just let the children learn it.

26. Is it of any assistance to the children, that knowledge of Irish among a certain proportion of the population?—No, in the district of which I speak because they all go to America. The amount of Irish they learn would not be much.

27. Does not the work in the schools touch to any extent the language spoken in the homes?—That is where Irish is in the home.

28. Does it touch that?—The parents might hear them reading a lesson.

29. Is there any particular direction given for the utilisation of the Irish in the home by the school teacher or anybody at all to bring into the work those people at home who know Irish and make the best use of the folk-lore, music, idiom, and all the other things they have?—Well, I don't know how the teacher could do that. It is more advanced than the programme for these children who come to school English-speakers. They are taught Irish, and by the time they leave school they have read two or three little booklets.

30. Is that all?—That is about all.

31. Would they not be able to write down some folk-lore matter from the old people?—I don't think in the district in which I am there is any folk matter left.

32. Do you mean that there are no old songs left?—Hardly any.

33. Have they become intellectually impoverished to that extent?—No. They have simply gone. The people are anglicised like the rest of Ireland.

34. In what area?—Round Clifden.

35. Does it not go as far as Cleggan?—Yes.

36. And farther?—Yes.

37. It goes down to Clochmaron (Roundstone) to a certain extent?—Yes.

38. As far as Maam Cross?—Oh, it would not. The area I speak of is a small area.

39. The instruction they get in the schools up to the age of thirteen or fourteen under the intensified teaching that is supposed to be extant for the last three years has not produced children who can write down easy Irish poetry?—No.

40. Notwithstanding what we hear that there is too much Irish?—That is no wonder at all. It is a very difficult thing to change a language.

41. What I am concerned with is the extent to which Irish is taught and the effectiveness of the teaching?—Of course it would be too much to expect that it would be effective all at once, but later on I am sure it will have good effects.

42. You will know yourself, of course, that until the general population has got such a command of Irish that they can use it easily as a literary medium, Irish will remain in the same position as it has been in for 200

years, as a simple spoken medium among the uneducated?—Yes.

43. Is the actual programme now in operation in the schools calculated to produce educated speakers of Irish?—I think so in course of time.

44. You don't consider that in English-speaking districts Irish is taught sufficiently?—Oh, I think it is an impossible task to make a child adept in two languages under ordinary conditions.

45. Outside of the question of the fairness or unfairness of the present programme, is it sufficient to ensure that the children shall be educated in Irish?—Well, I don't know.

46. Educated in the sense that the children are supposed to be educated in the Midlands in English, able to write a letter and read the newspaper?—Of course that is in the purely Irish-speaking districts.

47. Well, no. In the semi-Irish-speaking districts or in any district at all. I suppose you have the same programme as they are supposed to have in the Midlands?—Certainly. For a time they cannot be expected to write Irish fluently. I don't believe they can.

48. *An Fear Mór.*—Evidently you don't believe in bilingual education?—It all depends on what our policy is. If you want to restore the Irish language, Irish will have to be the medium of instruction in the Irish-speaking districts. In the English-speaking districts you will have a bilingual stage. That will take perhaps at least 50 years.

49. In the Irish-speaking districts you would consider it advisable that Irish should be the language of instruction; would you consider it advisable that English should be taught as a subject?—I would educate junior classes thoroughly through Irish alone. The ordinary child has enough to do to get up one language. In the sixth or seventh standard I would introduce another. You must supply popular works in science and other subjects in Irish. The Government should get a number of scholars to translate popular books on science and other subjects into Irish and make them interesting. The Irish-speaking children have no such readers. Young men leaving the University or Maynooth, could translate books from Spanish, French or German, if the Government subsidised their publication, and if they were sold at a cheap price it would do a great deal to keep the language.

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Bhí an Ráiteas seo leanas ó Mhicheál Mac an Mhílidh (Sagart) Baile an Mhuilinn, Tuaim, i lámhaibh na gComisineirí.

Gaedhealtacht Chonnamara.

1. Ritheann Gaedhealtacht Chonnamara thart le cladaigh ó Gaillimh go Carna. Seo iad na h-áiteacha atá ann:—Na Forbacha, an dá Spidéal, An Ceathramhadh Ruadh, Leitir Mór, Oileán Ghorumna agus Leitir Maoláin, Rosmuc, Cill Chiaráin agus Carna. Tá breac-Ghaedhealtacht i, gConnamara freisin:—Barna, Muigh Chuillinn, Cill Ainnin, Laonán, Cloch na Rón.

2. Gaedhilge ar fad a labhairtear in nGaedhealtacht ag óg agus sean. Ins an mBreac-Ghaedhealtacht, tá Gaedhilge ag na sean daoine ar fad, agus ag daoineibh meadhon-aosta, acht ní labhruigheann siad leis an aois óg í.

Iasgaireacht.

3. Ní bhíonn mórán iasgaireacht ar siubhal ins an nGaedhealtacht, cé go bhfuil an fhairrge mhór thart uirthi. Is iomdha fáth atá leis sin: easbaidh céibheanna, easbaidh bád iasgaigh, easbaidh foghlaim ar an gceird, easbaidh margadh ar an iasg. Feilméirí furchóir muintir Chonnamara. Fíor-chor duine atá ag fághail slioghe bheatha as iasgaireacht. Ní leigheas ar bhochtannas na Gaedhealtachta iasgaireacht a chur ar a bhonnaibh ann, muna caithtear suas in anuas le cúig mhíliún punt air, ag ceannacht cabhlach bád iasgaigh, ag tógáil céibheanna, ag múnadh na ndaoine ins an gceird. Níl acht leigheas sealadach ins an obair atá ar bun faoi láthair ag caitheamh míle punt annso is annsiud ar iasgaireacht.

4. Is feilméirí iad muintir Chonnamara, agus is an bhfrinne soin a caithtear leigheas na Gaedhealtachta a theacht. Tabhair talamh do feilméiribh, agus mairfidh siad. Ní féidir talamh a chur ar na carraigeachaibh, atá aca fá láthair. Tabhair amach as Connamara na daoine a bhfuil roinnt de mhaoin an tsaoghail aca, agus cuir in a gcomhuidhe iad in

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a gcolínteachtaibh ar an talamh ghlas shaidhbhir, agus tabhair a gcuid talmhan den dream a fágfar. Sin é mo leigheas ar an sgéal. Scapfaidh na cóilín-teachtaí seo an Ghaedhíle. Acht, ní mór a bheith cúramach gan aon Bhéarla a leigint isteach in a meas. Beidh fonn ortha an Bhéarla d'fhoghlaim, acht caithfear a mhíniughadh dóbhbha gur mar gheall ar a gcuid Gaedhíle atá siad ag fághail an t-athrughadh agus an talamh mhaith.

5. Ní mór sagairt agus oifigí a chur chuca a labhróbadh an Ghaedhíle leo. Agus rud amháin eile, ní mór peataireacht a thabhairt dóbhbha nó go mbeidh tuigsint aca ar chéir na talmhan saidhbhre. Sé sin le rádh, nach dtuigfidh siad an chaoi is fearr leis an talamh so a oibriughadh i dtosach, nach mbeidh airgead aca le leasughadh agus beithidhidh a cheanacht, agus go gcaithfidh an Riaghaltas conghnamh a thabhairt doththa mar gheall ar an nGaedhíle nach bhfuigheadh Béarlóirí. Curfidh sé so meas ar an nGaedhíle agus déanfaidh sé seód luachmhar dí.

Na Sgoileanna Lása.

6. Tá déantús ar bun ins an nGaedhealtacht faoi láthair faoi Choimisiún na Talmhan, agus tá cailíní na Gaedhealtachta ag saothrughadh airgid as. Acht ní féidir aon eolas cruinn d'fhághail air. Ag breathnughadh ar an sgéal ón taoibh amuigh, feictear dom gur féidir déantús a bhfad níos fearr nó mar tá sé faoi láthair a dhéanamh de. An chéad locht atá agam air go bhfuil na sgoileanna seo i gcomórtas le chéile faoi láthair, agus go bhfuil siad ag cur isteach ar mhargadh a chéile. Léigheas ar an sgéal seo go mbeadh "distributing centre" faoi'n gCoimisiún i mB'Í áith Cliath, áit a gcuirfidhe toramh na scoileanna so. Gheóbbhadh an "centre" seo margadh do'n obair ar fad.

7. Níl fhios agam an bhfuil na sgoileanna seo ag déanamh brabach. Is éagsaidh don Choimisiún seo an t-eolas d'fhághail. Acht ar chuma ar bith, tá tuarasdal na gcailíní ro-bheag ar fad. Dá gcaithí, míle punt eile ar gach ceann de na sgoileannaibh seo, d'fhéadfaidhe tuille machines a chur isteach ionnta, agus gheobhadh níos mó cailíní obair ionnta.

8. Bhí na sgoileanna seo go h-an dona faoi cheist na Gaedhíle i gcomhaidhe. Ní raibh aon Ghaedhíle ag na múinteoiribh agus, ní raibh acht fíorbheagán Béarla ag na cailíní agus bhí an Béarla i n-uachtar. Tá an scéal chomh dona céadna fós. Tá na sgoileannaibh seo ar bun le Bliadhantaibh fada. Tuige nach bhfuil an Ghaedhíle foghlumtha ag na múinteoiribh, nó tuige nach ndéantar múinteoirí de chailíní as an nGaedhealtacht a bhfuil Gaedhíle aca? Ní féidir liom dul isteach ins an sgéal seo—an bhfuil na sgoileanna seo ag déanamh brabach, agus má tá, ba mhaith liom a rádh gur cóir an brabach a thabhairt do na cailíní a shaothruigheann é.

Lón nó Beile ins na sgoileannaibh.

9. Daoine bochta furmhór muintir na Gaedhealtachta. Ní bhíonn an beatha maith láidir aca nó ag a gclann a bhíonn ag na daoine faoi'n tír. Ní bhíonn feoil go minic aca. Corr-theach a mbíonn bainne ann i rith an Gheimhridh. Ar na páisidhibh ag dul ar sgoil is measa a luigheann an sgéal seo. Thuig Ruaidhrí Mac Easmonn an sgéal go maith nuair bhailigh sé airgid le lón, nó beile, a thabhairt do na páisidhibh ins na sgoileannaibh. Lean Ide Nic Néill an deagh-shompla, agus annsin thug an Riaghaltas an lón i mblíadhna. Is maith an sgéim é seo agus is mór an tairbhe a thagann as. Teigheann na páisidí ar sgoil níos mionca. Foghlumeann siad níos fearr. Fágann siad beatha mhaith Fholláin nach bhfuigheadh siad sa mbaile. Mholfaínn go leanfaidhe do'n sgéim seo i ngach sgoil ins an nGaedhealtacht nach labhairtear ann ach Gaedhíle ó'n gcéad lá de Dheireadh Foghmhair go lá deiridh de mhí Bhealtaine.

Carraigín.

10. There are great possibilities here for the development of an industry in the Gaedhealtacht. The dictionary defines Carraigín thus:—Irish Moss—marine alga, used for making a highly digestive soup and a kind of blanc mange, as well as size. I have used it for years as a dessert, and I have found it beautiful. I have seen it used and much sought after as a medicine in cases of colds and lung trouble. There would certainly be a market for it in the country were it advertised and known. At present

it is being sold in Connemara at 7d. per stone. Were it made up in boxes it could be sold at 3d. per four ounces. I remember seeing boxes for it 4 inches by 3 inches by 3 inches in Connemara, and a document with each box praising its merits and explaining methods for cooking it. This industry could be started on a small scale in Lettermullen Lace School tomorrow with an initial capital of about £100. A big industry could be developed next year. The Carraigín boils down into a jelly. This could be sold in jars as jelly for dessert, etc. The only difficulty would be to find a preservative. But this should not be a big difficulty to any of our science laboratories. One thing is certain, with booming and advertising there would very soon be a very profitable market forthcoming.

(Sighnithe) MICHEAL MAC AN MHILIDH, S.O.,
Baile an Mhuilinn, Tuaim

3adh Meitheamh, 1925.

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AN TATHAIR MICHEAL MAC AN MHILIDH,

examined.

(English rendering of evidence given in Irish.)

1. *Chairman.*—Of what districts have you had experience?—Rossmuck, Gorumna and Lettermullen.

2. You are in Miltown at present?—Yes.

3. How long are you there?—Two years.

4. Is there anything you have to add to the statement you have sent in?—No, except about officials and Irish in the Gaeltacht. There are some of them who only speak English.

5. What damage is done by such officials?—They are giving a bad example to the people. That is one of the reasons why Irish is losing, the important people speaking English, and the ordinary people imitating them. When such officials come into Connemara and speak English it gives a bad example. It is my opinion that the children in the Gaeltacht are cleverer than the children in other parts of the country if they got a chance of education, but they do not go to school regularly. They attend only four or five years at school. I know children who attended school who are very clever not only in Irish but in English. I know of one girl who went to Kiltinagh Convent. She got a scholarship there on the condition of speaking Irish to the children. She spent a year or two there, and then went to America, and went into a college to be a nurse. She got 93 per cent. in the examination, and she was competing with girls born in America who had got a college education and she got first place. I am not saying that they are all as clever as that girl, but I do say that they are cleverer than the average children elsewhere.

6. What is the greatest want in education in the Gaeltacht at present and in the breac-Gaeltacht?—In the Gaeltacht when it is not obligatory on the children to go to school, they are left at home. I think if there was a law to compel them to attend school, education would be all right in the Gaeltacht.

7. As we understand it, higher education—intermediate education—cannot be got in the Gaeltacht at all. Do you think that anything like that is wanted in the Gaeltacht?—I would say that something of the kind is wanted, but the children should be kept at a primary school until they are thirteen or fourteen years of age. They leave now before that.

8. Have you any idea as to what should be done to get that education?—I think it would be possible to establish colleges where boys and girls would attend from distances—say, of six and seven miles—centres like Gorumna, Carraroe, Rossmuck and Spiddal. A kind of college that would give them education to get positions under the Government. In my opinion some of the positions under the Government, such as the Land Commission and other Departments, should be kept specially for the children from such a college, if it were possible.

9. Would these be day schools?—Yes.

10. Why do you think that some of the posts in the Civil Service should be kept for people from the Gaeltacht?—Well, for example, you have the case of the public officials who speak English. You want officials who will give a good example by speaking Irish in the Gaeltacht. The people who have Irish

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could be got from the college and put doing this work.

11. At present there is an examination for almost every post in the Civil Service. Is it your opinion that people from the Gaeltacht should not be asked to undergo the same examination as people from the Gaeltacht because they have not been trained in the same way?—Yes. The people in the Gaeltacht are too poor to get the kind of secondary education on which these examinations are based, and I suppose it is from the secondary schools that people go in for these examinations. The children of national schools would be too poor to get that education.

12. *An Feon Mór.*—Do you think it is right to compel the children to go to school?—I think so.

13. You think that would not be any hardship on some of the people?—No, it would not. I don't see any way in which it would be a hardship. The children are not earning anything.

14. You are satisfied that our boys and girls in the Gaeltacht are as clever, and more clever, as are to be got anywhere?—Yes.

15. Are you satisfied that an injustice has been done to them for years in education, and is it right that intermediate education should be got by them as it is by every other class in Ireland?—I do think it is right that education of this kind ought to be available. It isn't now.

16. You think it right that it ought to be available?—I think so—to give them every chance to advance themselves.

17. Do you not think injustice is done to the children when they are not given that chance?—I think it is an injustice.

18. Supposing the Government were thinking of establishing schools for higher education than the present national schools give, would they be day schools?—Yes.

19. Do you think you would get sufficient pupils in a district, say, five miles from the school on every side to keep the school going?—Yes, you would get pupils in Carraroe, Lettermullen and other places.

20. Are these very poor people?—Yes, they are very poor.

21. Would the fathers and mothers in these areas allow the children to go on for three or four years attending such a school?—Yes, if they saw positions coming to them; but they would not be satisfied to give that education if they were only going to America. They would if they saw positions were to be got at home. At present the fathers and mothers raise the children to go to America.

22. Are the children going to the national schools for five or six years able to write simple letters in Irish when they go to America?—They are able to do that even in the Gaeltacht.

23. Is it in Irish or in English they write home?—In English.

24. Why?—Perhaps if the letter were written in Irish the people who got it might not be able to read it.

25. Do any of the people who go to America ever write home in Irish?—*Oh, they don't.*

26. What is responsible for that?—In America? I do not know.

26A. They learn to write Irish in the schools?—Yes, but Irish is only the official language for a couple of years. The rules and everything in the schools formerly were in English. Perhaps it is because English was the official language at the time, that people used it.

27. Do you not think that if the work was being done properly in the schools, Irish would come most readily to the child and grown-up person when they had to write?—Even so. I don't think they would use it. I do not know why.

28. I think it is the school programme in the past?—Yes. But in the Gaeltacht the school programme is right enough now. The parents don't see that they have got a treasure in Irish because they see poverty associated with Irish, and officials and others like that speaking English. In Aran south island the children coming to school don't know a word of Irish. The mothers would not speak Irish because it was no use. It is not so bad in the *breac-Ghaeltacht*, the language is going ahead there.

29. *An Seabhar.*—Do you think from the way in which Irish is taught at present in the schools and the way in which it was taught from 1912 in the bilingual schools, that it was on top in the schools?—It is now.

30. Is it on top in everything in the sense that the child sees it used by the teacher, the inspector, and the managers, and that Irish is a reality in the schools outside the lessons?—In some of the schools if the teacher is in earnest you will get a teacher who will do that.

31. If the school is conducted in that way would it not be in the power of the children reaching thirteen or fourteen years of age to write Irish easily in the Gaeltacht?—Yes, I think they would be able to do that.

32. Do you think that if they were writing home and writing to one another they would be able to write in Irish?—They would.

33. Do they do that?—No. I don't know what they do.

34. Did you ever seek the cause?—I did not.

35. Where people have relatives—people from the Gaeltacht—in America who know Irish, and those relatives write home, in what language do they write?—English.

36. They are sometimes, perhaps, unable to write English?—Yes.

37. And they have to get somebody to write English?—Yes.

38. Why?—I don't know.

40. If the people from this forward who go to America are able to read and write Irish, do you think that they will write in Irish to each other?—I do not think so. I think the old habit will continue.

41. They are beginning in some places to do that. Do you find that they have a desire for education in Ireland?—What I find is that they do not go to school to get education—only an exceptional person.

42. *Chairman.*—The reason is that they are preparing to go to America?—Exactly.

43. And that they think they don't require much learning?—Yes.

44. Many of the children stop going to school early?—Yes.

45. And why they stop is because they are going to America?—Yes.

46. The reason why they have to go to America in the end is because they have not got education, and if they had education perhaps they would be able to get positions at home, and it would not be necessary to go to America?—Yes, exactly.

47. How would matters stand in regard to education in the Gaeltacht if the people who were to go to America had to get a leaving certificate from the national school before they would get admission in America?—I think the fathers and mothers would keep the children at school until they got the certificate.

48. And if they had that education they might not have to go to America at all?—That is if there were any positions to be got at home. They would stay at home if the positions were to be got.

49. Do you think it would be any hardship on anybody to make such a law or such an arrangement between the people of America and Ireland?—That would be no injury to anybody, except those who have left school recently.

50. *Dr. Walsh.*—If the higher national school were established at Balldangan would the children of the people going there be able to get clothes, books and food? Do you think the fathers and mothers of the West would be able to get clothes and food for three or four years?—Unless the law was enforced, the children would not be able to go. If the college were established within five years, and the compulsory attendance law were enforced from the present date, in a year or two the fathers and mothers would be able to provide clothes and boots and books for the children who go to school. Perhaps the poor people would not have the clothes and would not be able to do it.

51. Even with the law enforced?—There are such people.

52. What is it possible to do with them?—There must be something else for them. There must be some form of poor law relief.

53. The children going to these high schools would require to be better clothed than the children going to the ordinary school?—No. They would be as poor or as rich as each other. If they were going into Galway it would be different, but in a school in Conemara there is no difference.

54. These schools would be more expensive for the

fathers and mothers than the present schools. Now the children are working and helping their fathers and mothers, and if they were compelled to go to school do you think that the people would be able to provide clothing, food and books for them?—They would if positions were to be got. If they saw that the children after four or five years at school would be able to get positions they would be satisfied to do it.

55. If they could?—They are not so poor that they could not allow their children to remain longer at school, even until they are eighteen or twenty years of age. At present there would be four or five in the house with little work to do, and, nevertheless, they are kept at home.

56. *An Fear Mór.*—I would like to know is there any story-telling or tradition of that kind left in Rosmuck, Gorumna and Lettermullen?—There are a great many songs amongst the old people.

57. Have they got Fenian stories?—I could not say that they have long Fenian stories, but I heard many songs.

58. They have songs?—Yes.

59. And they have music?—Yes.

60. *Chairman.*—You think with regard to the farmers of Connemara that there are too many of them for the work to be done. Would you say anything in addition?—There is plenty of land in Connemara that is not broken up at all. Between Cosla and Maam Cross there is a good deal of land not broken up at all.

61. It should be drained?—Yes, and it will be possible to get land west of Recess.

62. Would it be necessary to drain that also?—It would. I would prefer to send them to the rich land, but I would fear that they might lose their Irish and learn English from the English speakers. They keep Irish near the sea. I think there is plenty of land in the Gaeltacht of Connemara that could be broken up.

63. *Dr. Walsh.*—Is there any of it broken?—Yes, you can see it on the side of the road.

64. You know Lettermullen and Gorumna?—Yes.

65. Do you think there are too many people there to get a proper living?—Yes. They cannot do it; the land is little better than bare rocks almost.

66. *An Seabhad.*—You were speaking about the bad example given to the people?—Yes.

67. By public officials, business people and monied people?—Yes, exactly.

67A. Priests and ministers?—There are no ministers there.

68. People like university professors?—They are good enough.

69. This bad example is very general in Connemara?—You would get a person here and there with Irish, but it is not usual.

70. As regards officials under Government. You are satisfied that the matter requires to be set right?—Take the Land Commission. There are people in the Gaeltacht who never speak a word of Irish, and who don't know Irish to speak it.

71. Is there any person under the Land Commission who speaks Irish, as far as you know?—I do not think so.

72. That example is bad for the people?—It is.

73. How does the matter stand as regards pensions officers as far as you know?—There is a man named Power. I do not know if he knows Irish—I think he does.

74. Where does he live?—At Oughterard.

75. What about Rosmuck?—He goes into that district.

76. Did you find out whether he speaks Irish or English?—I think he speaks Irish.

77. What about the *Gárdaí Síochána*?—I don't know much about them except that I get letters from persons in Connemara about matters of the kind. I may say I saw two *Garda* cycling near Lettermore, and they were speaking Irish to each other. That was a good example.

78. Is there a *Garda* station there?—Yes.

79. Are there other officials under the Government?—There are the lace schools.

80. How are they as regards Irish?—Very bad. I have never heard a girl speak Irish at one of them except one at Rosmuck—one girl from Lettermore.

81. Do you think girls could be got who would have a knowledge of Irish and of lace work?—I should think so.

82. So far as these lace schools go the position is bad?—Yes.

83. How many of the schools are there?—There are several—Carraroe, Carna, Spiddal, and others.

84. What about the priests; have they Irish?—In Tuam, every priest in the Gaeltacht, except one or two, has Irish.

85. Do you know the priest in Lettermullen now?—Yes.

86. Has he Irish?—Yes.

87. He is only there a fortnight?—Yes. He learned Irish going to school in the school at home. He was four years in college, and perhaps he did not touch Irish in Maynooth. He must break himself into it again.

88. When priests come from Maynooth they are sent to the Gaeltacht without any experience of working on the mission and without any experience of Irish. Do you think these are two defects?—Yes, where such things occur. When we were in Tuam we had a very good professor who gave us a good education in Irish. Then you go to Maynooth, and you don't touch Irish again until you come out.

89. Why?—Because you go on learning other things.

90. I thought there was a rule that priests for the Tuam diocese would have to know Irish?—Yes, but they have Irish going from Tuam.

91. Is there a rule like the rule in the Kerry diocese that they would not be taken back unless they are able to preach in Irish?—I don't know how the matter is now.

92. *Chairman.*—How many years have they to spend in Maynooth?—Seven years.

93. They go into Maynooth College to prepare for the mission and they don't touch Irish while they are in the college?—Yes, but it is so long since I was there that I don't know what is done now. Irish was taught until the B.A. degree. Then there was no Irish except in the branches of the *Cuallacht*.

94. If you established a class would you get a teacher?—Three or four would go together walking about speaking Irish during recreation.

95. How is it that the authorities of the college ignore Irish while young men are prepared for the Chinese Mission?—I cannot say.

96. How is it at present?—I can only say how it was when I was there.

97. How long ago?—Seven years.

98. *An Seabhad.*—When Irish is taught officially in Maynooth, is it Gaelic scholarship or Church Irish that is taught?—The course for the B.A. examination.

99. Is that the ordinary B.A. course of the university?—Yes.

100. They have no special preparation for the students to fit them to preach in Irish—no Church Irish?—There used not to be. I am seven years out of the college. I don't know how it is now. When I was there there was nothing of that kind.

101. We were talking about the people who gave bad example in the West. Shopkeepers buying eggs or selling tea, in what language is the work done?—The work is done in Irish.

102. Are there any of the richer people, the more "respectable" people, who use Irish?—It is not possible, because these people don't know Irish.

103. What is used in their own households?—English, I suppose.

104. Do you know of any case where people practice English in their own household because they are richer or more respectable than their neighbours?—Yes, I know one case where the wife has Irish, and they use English.

105. Why English?—Because English is considered respectable. You would not be a gentleman if you did not speak English.

106. Did you find out of your own knowledge cases of officials who were in the Gaeltacht for five or ten years and did not know Irish at the end of it?—That has happened.

107. It is possible for that to happen?—It is possible.

108. Because he would use English in his business?—He would be dealing with the shopkeepers and such people. He would not have much to do with the ordinary people.

109. Suppose he were a sergeant of the *Garda Síochána*, would he not have more to do with the ordinary people?—Yes.

110. Would not the practice of speaking English

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be carried on if there was only one person who did not know Irish—one in a hundred?—If there were 100 per cent. more Irish speakers, English would be used if only one person spoke English.

111. When the children's names are made out, are they put down in Irish—Yes, under the rules. That is done even in the breac-Gaeltacht.

112. When a child comes from a house in Rosmuck, where they cannot speak anything but Irish, what name is put down in the register?—Irish at present.

113. How long?—About four years, when the new rule was made, and it was thought that everybody was in earnest about Irish.

114. You are speaking about the schools?—Yes.

115. I meant the parish register?—Oh, English.

116. What authority is there for English?—I suppose because English is the official language of the present day.

117. Who gives the names to the local registrar?—The fathers or mothers.

118. And they are entered in the register of the parish?—Yes.

119. In Irish or Latin or English? According to the priest.

120. What is usually done?—I should say English.

121. English names are given to many people who don't hear that name again for a lifetime?—Yes.

122. The names are in Irish in the school register and in English in the parish register?—They are.

* * * * *

MICHEAL Ó DROIGHNEAIN, O.S., *examined.**(English rendering of evidence given in Irish.)*

1. *Chairman.*—Have you sent in a statement?—No, but I can send in one if you like.

2. What part of Connemara do you know best?—From Galway to Carraroe, perhaps.

3. How long have you been connected with it?—I have been living there almost since I was born. I know it well.

4. You are a teacher?—Yes.

5. What are the things you want to put before us?—There is nothing special I was going to put before you, but as regards this district it was always Irish, and perhaps it is more Irish now than ever before. Near Galway city on every side Irish is spoken. I would say this city is very Gaelic also. Although the public officials and others are a foreign influence, the city is as Gaelic now as it was twenty years ago—more Gaelic—because at that time there was no Irish taught in the schools, and the people were not able to write letters in Irish or read Irish. I think that is the real reason why letters written to the people at home are in English. People who write letters to their fathers and mothers write them in English because they were not taught to write Irish at school. I think good work is being done now in the district by the national teachers. Perhaps there is an odd place where the teacher may not be able to teach every subject through the medium of Irish. I presume there are some teachers to be got in other places in Ireland as well as the Gaeltacht who are not able to teach every subject through the medium of Irish. It should be insisted upon that there is no public official who can give full service to the nation unless he is able to do his work in the language of the nation. The teachers in the primary schools are doing their work for the language. That is clear from the character of the programme. I don't know that the same thing can be said for intermediate education. It would be necessary to have the same rule for them for learning Irish every year as the primary teachers have. I don't know much about industries or anything of that kind. In the district in which I live—six miles from here—there is not much land available, but the people are industrious; they grow vegetables, etc., and sell them in Galway, and in that way make a comfortable living.

6. *Chairman.*—How many children are on the rolls in your school?—About 120.

7. How many come to school every day?—Almost 80.

8. Last year some children left school?—Yes.

9. How many?—Perhaps 10.

10. The year before?—About the same number.

11. What had happened to that 20 persons?—They stay at home after leaving school until they are old enough to go to America.

12. How many years do they spend at home?—Five or six.

13. Do you think that that 20, after they stay at home four or five years, will go?—They won't all go, but most of them will. Where there are five sons, say four of the five go and one stays at home.

14. What will happen to that 20 who want to go to America?—Some of them will get positions at home in Ireland. Girls will get positions. There is a great demand for girls like that. Many people write asking for girls knowing Irish, and many of them go to the midlands because of their knowledge of Irish.

15. Of the girls who go like that, do any of them go to America?—They do after three or four years.

16. Almost all of them?—Yes.

17. What wages would such girls have?—From £11 to £20 a year.

17A. Next year and the year after, there will be several pupils leaving the schools?—Yes, yearly.

18. What is possible to get them work in this country?—I know the people have a great desire to give them education if they had the means, but they haven't the money. I think the preparatory colleges that are about to be established will be used if they are not too far from home—the colleges for the boys at any rate. The people have the desire to give education to their children, but they have not the way to do it.

19. You mean the preparatory colleges for teachers?—Yes.

19A. There will be 300 or 350 teachers wanted in the whole country for the year?—Yes. Some of these positions should be given to students like these.

20. Do the teachers pay any attention to the question of seeking possible means of getting work for their pupils?—They do. Some of them try shops and places of that kind if they see such work available, and that the pupils would be suitable for it.

21. We are told that schools higher than national schools should be established in the Gaeltacht. Do you think such schools are wanted?—I think they are. If there were schools in which they would not have to pay, I think the people would send their children to them. At present those who can afford it send their children to Galway to get secondary education.

22. Do the people of these districts get any education except national school education—do they get technical education?—Yes. Joinery for boys. The girls get cooking and dressmaking. They make good use of them always—in the winter at any rate.

23. Is that teaching given in Irish or English?—English altogether.

24. Do the children know English?—Yes, they understand it, but the teachers do not know Irish.

25. Is there any other kind of teaching?—I do not think there is any other kind.

26. *An Seabhac.*—Agriculture?—They do not get any instruction in agriculture.

27. *Chairman.*—Joinery—that is given for the boys? Yes, for the boys, and they make furniture for their own homes. They had a person teaching for three or four years, but there is no person teaching here at present.

28. You think Irish is stronger than it was twenty years ago?—It is as strong, and in some respects stronger.

29. You think the national schools are responsible for that?—Yes.

30. That would leave the reviving of the Irish language altogether on the national teachers—is there anything else apart from the teachers that would advance the work?—Oh, yes. The Gaelicising of the officials. When people come into Galway to the county council, banks and anywhere else, there is only English, and unless there are people who speak English they must bring a person who can speak English to act as an interpreter. There is a great injury done in that way.

31. Is there any connection between the children who know Irish and the old people who speak Irish—do they use Irish when speaking to one another?—Yes. The girls speak English among themselves and the boys speak Irish. The boys take an interest in speaking Irish and the girls do not. It was so always. It was so before I came to the school. I watched them, and it is very hard to break them off the habit of speaking English.

32. At play do they speak Irish or English?—The

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boys speak Irish, the girls English.—Mostly English. Some Irish at other times.

33. What is the meaning of the boys speaking Irish and the girls speaking English?—The mothers speak English to the girls and to the younger boys. The elder boys of ten to twelve years and over speak Irish because these children know Irish better, but the mother endeavours to teach English to them.

34. Do you think it is possible to remedy this matter of the mothers using English?—Revive the spirit of the Gaelic League and have branches in the schools and inculcate that spirit in them. In that way it is possible. It would take time to break that habit.

35. *Dr. Walsh.*—Do you know Moycullen well?—Not as well as I know the other areas.

36. Do you think Gaelic is nearly dead there?—I know it is almost dead.

37. What do you think is the reason?—There was only English taught there. The school was not a bilingual school. There was no education except through English. The teachers were not able to do the work in Irish. I don't know if there is much of an improvement in the matter yet.

38. Is the catechism taught in English or Irish?—The catechism is taught in Irish always, but I don't think it is taught in Irish in Barron (??).

39. Is Irish used in the chapel?—We have an Irish sermon for the past half-year since the Irish-speaking priest came to the parish, but before that, no.

40. Never before?—Well, perhaps, one sermon since Father Griffin died.

41. *An Seabhar.*—In the place where you were is there any old folk-lore, stories, or songs?—Yes, stories and songs.

42. Do some of the elder pupils look up these things and write them down?—Those of them who stay at school. The clever ones stay on at school.

43. Do any of them go in for teaching?—Not for a good while.

44. Do the schools in Connemara get their teachers from the distance or from the area itself?—More from the outside.

45. Why?—Very few of them except Spiddal people go for teaching.

46. Do they not like to go for teaching or is it they do not stay long enough at school to be suitable?—They do not stay long enough at school.

47. Is there good material for teaching there?—Yes, there is good material for teaching.

48. Will they come in under the new scheme?—I think so. Some of them at any rate.

49. If the Minister came to-morrow and asked for students to be sent into a preparatory college, would he get them?—Not now. He would get them after two years. I think a two years' course, leaving at 16, would be long enough.

50. You understand it is proposed to have a four-years' course?—Yes, I understand that, but I think that is before they go into the training colleges for two years more then, and the fathers and mothers would have to provide for them for these extra two years.

51. Are the people too poor to keep them in the college for four years and pay for clothing?—They are not so poor as that. I think the time is too long until any advantage would be got out of it.

52. Between fourteen and twenty?—Yes.

53. You think that too long?—Yes, if they were not to leave the national school until sixteen it would be better.

54. Would there not be a great loss if they left them at the national school?—Perhaps so, but they do not think so themselves.

55. If there was one of these in Galway itself, they would be coming home three or four times a year?—Yes, I know.

56. Do any of the people go into the Garda?—A good many of them go into the Garda.

56A. A good many?—Yes; three recently from my district.

57. Did you hear anything of a candidate who was sent home because he did not have sufficient learning?—I know one person who was sent home about half a year ago.

58. Do you know if his education was satisfactory?—I don't know him very well. He did not go beyond the third class, but he knew Irish well. I do not know whether he could read and write it.

59. How long would it be necessary for him to

study?—He would want to spend two years more at school.

60. But now?—Oh, about six months. I would say that would be sufficient if he did his best.

61. Is English gaining in Spiddal?—No. You will get people speaking Irish there now who spoke English before.

62. And what is responsible for that?—The college, perhaps. The college means a good deal to the place.

63. Did you hear anything about the Garda there using Irish?—There are five Garda there, and three of them know Irish.

64. Do they use it?—I do not think they use it. They speak Irish to me, but they speak English to other people.

66. They speak it by chance?—Yes.

67. And English by chance?—Yes, perhaps. Some of them begin with Irish, and they then turn to English.

68. How about the Garda west of that?—I don't know about them. There is a barrack five miles west, but I don't know much about it.

69. What about other public officials? Has the pension officer in Spiddal Irish?—The pension officer in Spiddal has not a word of Irish.

70. Is he long there?—Yes.

71. Is he a young man?—He is middle-aged. He is Irish enough, but he does not know the language.

72. Are there any other officials—any person teaching cookery and other things, doing it in Irish?—No.

73. The official dealing with agriculture?—He knows Irish well.

74. Have the ordinary people, such as small farmers, any real understanding that there is any responsibility on them to speak Irish?—They are often told it is an advantage, but they do not take any notice of it. It is not possible to get it into their heads.

75. Is it put to them that if it is necessary to know English for America it is necessary to know Irish for Ireland?—No, it is seldom put to them like that.

76. Do you think that the two languages will remain equally strong in that area?—No. The one that is practised most will become the stronger.

77. Would there be any chance that the people who know Irish would speak it among themselves and use English for the life outside?—That is what they do.

78. Would it be long like that before English got the upper hand?—I do not think it would.

79.—English would then become stronger?—Yes. The Irish speakers are saying that they must speak English to the children.

80. Would it be possible to have them instructed to be satisfied to have their own ordinary life in Irish with English for a commercial language, and that it would remain like that?—You should be able to show them they can get money out of Irish.

81. Make Irish a commercial language?—Yes; that money can be made out of it.

82. Could anything be done in the way of public entertainments, papers and other things, from outside as an aid to Irish?—They seldom have any entertainments except dancing, which they get up for themselves.

83. Their minds are open about Irish at any rate?—Yes.

84. *An Fear Mór.*—You say there are 120 children in the school?—Yes.

85. Eighty come every day?—Yes.

86. That is not so bad?—No. There are other districts much worse.

87. You think it would be possible to improve that?—I think so.

88. You think some of them stay at home, and it is not necessary?—That is true.

89. Do you think it would be a good thing if a meal was to be got in the middle of the day?—I have no experience of that. I do not think it is wanted. I would prefer, and the children and the people would prefer, not to have it.

90. Why would the people prefer not to have it?—The people get a good living at home. They make good use of the land, they live fairly well and give a fairly good life to their children. There was an offer of food at the school, but the Irish-speaking people said they would prefer that nothing would be got in the middle of the day.

91. About the school girls speaking English. Do you

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think that if there was a rule of the Education Office that the inspectors would look into the matter of the language of the children, would it help to compel them to speak Irish?—I think it would. If the children thought it would be bad for them to speak English, I think it would cause an improvement.

92. There are no schools for the grown-up people except the technical schools?—That is so at present.

93. Are there any branches of the Gaelic League now?—No. We had a lending library, and we used give out books.

94. What about the books in the schools—they say they are too dear?—I think they are too dear. Although the people are fairly well off, it is hard to get money for books from them. If they got them at half-price the mothers and fathers would be thankful.

95. The mothers and fathers don't interfere with you at all?—No. About four or five years ago 12 children were taken away because of Irish, but there was more politics in it than Irish.

* * * * *

The following statement submitted by Séamus P. Ó Domhnalláin, O.S., had been circulated to the Commissioners:—

1. I am in receipt of your circular re statistics of Irish-speakers, and I shall be happy to give the (Garda Síochána any information I can on the subject. Meanwhile having worked in the Gaeltacht for many years, and in different parts of it (as principal of a bilingual school), I beg to send you a summary of my own views, with some suggestions.

2. Ireland was once Irish-speaking. There is no village in Ireland (outside the Gaeltacht) the people of which were not at some time "bilingual." Ireland to-day is English-speaking. English was learned because without it there was no chance of getting on in life. Irish was dropped because in this respect it was of little or no value. To such an extent was this true that for the past hundred years or so the bilingual generation was immediately followed by an English-speaking one. If Irish is to be revived the process must be reversed.

3. Before this can be begun the people must be convinced (a) That in the struggle for existence it is Irish that counts; and (b) That in this country, English in itself, is of no value to anyone who has any ambition to get beyond his own potato patch. Are they convinced of that? When we read on one page of a journal reports of speeches setting forth the value of our native language, and see on the next a fund for the relief of distress in the most Irish-speaking districts in the country, it is useless to expect much in the way of a revival of the language. It is necessary to solve the problem of the Gaeltacht if we wish to show that Irish is of any value. If the problem of the Gaeltacht is not solved in this generation there will be no Gaeltacht in the next generation to solve a problem for.

4. Having given the subject a good deal of attention for years, I have come to two definite conclusions, and it is upon them that all my suggestions shall be based:—

(a) The people who are to solve the problem are the Irish employers. In their hands the future of the language rests. (I use the term in its widest sense to include all employers from the Government to the country shopkeeper.)

(b) The point at which the problem is to be attacked is when the native Irish-speaker has come to the age of 13 or 14 years. If nothing is done for him then, in assisting him to qualify himself for a suitable position, and in providing a post for him when he is qualified, in most cases he is fit for nothing afterwards but to live in poverty at home or join his relations beyond the sea. Ireland, fighting the battle for the revival of the language with her back to the wall, cannot afford to lose a single native-speaker.

5. Has the Irish-speaking boy, or girl, without means leaving the primary school any chance of securing an opening in this country at present? Practically none. I am prepared to put facts before you which shall prove this. Further I can point to regulations which bolt, bar and lock the door on the native-speaking youth who seeks to earn a livelihood in the capital of his native country.

6. Even for domestic service the demand, so far as I know, is very limited. There are people who say a lot about the language but who would not even employ an Irish-speaking maid. But here I hasten to do justice to one employer at least. I refer to the respected Chairman of the Gaeltacht Commission who, I understand, has in his employment a native Irish-

speaker, and one who was—I am proud to add—a past pupil of my own. At present people who wish to employ an Irish-speaker are obliged to have recourse to various devices to get into touch with him. To remedy this I would suggest the following:—

7. A register should be compiled containing the names, addresses, ages, etc., of every native Irish speaker who desires employment in this country. A small committee in each parish could be appointed to prepare this register and to ensure that only the names of those who are genuine native-speakers should appear on it. Separate lists should be compiled for men and women, which should then be forwarded to a central office (probably in Dublin), where they would be further arranged and classified. These would then be printed by the Government, and be on sale at a nominal sum at Post Offices, etc. Copies of parish lists, etc., might be sent free to clergymen, teachers, and others in the Gaeltacht. These lists should be kept up-to-date. The number of those who secured employment in this country should be published every year. This would be the best indication I know, as to the value which the Irish people set on their native language.

Native-speakers in Government Offices.

8. A return should be immediately obtained from all Post Offices and all other Government offices and Departments in Saorstát Éireann showing (a) Number employed in the office in any capacity; (b) Number of native-speakers; (c) Number of appointments made during the year; (d) Number of Irish-speakers from the Gaeltacht appointed during the year. Such a reform should be furnished annually by all Government offices. In this return there should be two sections: one relating to the regular office staff; the second to all others employed in, or connected with the office in any capacity. We are out to search these offices with candles from garret to cellar. Who is the caretaker? A native-speaker? Who trims the path? Who answers the bell? Who scrubs the hall? Who posts the letters? By whom are they delivered? Are these all native-speakers? How many of them are? What about the official language of the country? What about the Gaeltacht problem? Every new appointment to all these posts should be strictly confined to those whose names are on the native-speakers' register.

A second Register.

9. Forms should be prepared by the Government and sent by them to all the big employers—banks, railways, etc. (other employers should be asked to apply for them) requesting them to state—(a) Number of native Irish-speakers in their employment; (b) If they have made such arrangements as will enable an Irish-speaking youth (from the Gaeltacht), without means, to enter their service. They might also be requested to state if they would supply a return annually showing the number of native-speakers employed during the year. The names and addresses should be arranged and published.

Native-speakers of 13 or 14 years.

10. These may be divided into two classes: those who have the ability necessary to become teachers; those not having the desire or the ability to become teachers.

11. The great work before the educational authorities of this generation is to staff the schools with native Irish-speakers.

12. I would respectfully direct the attention of your committee to the following proposal for getting teachers from the Gaeltacht:—

12a. The schools in the Gaeltacht should be divided into three groups—a northern, a western, and a southern. (It may perhaps be necessary to make two divisions of the western group.) Over each group an inspector would be placed and would remain there. The best men in the service of the Department would be selected for the purpose, regard being had to their knowledge of the dialect, local conditions, etc. These officials should hold high rank, and have considerable power in their own districts. In their hands would rest the selection of recruits to the teaching profession. How is this to be done? I venture to make the following suggestion:—

13. The Gaeltacht inspectors not having a very large number of schools in their area and remaining permanently in the district, would have an intimate knowledge of the teachers and schools, and even a considerable knowledge of the senior pupils. All native Irish-speaking pupils of about thirteen years of age whom the inspector (after consultation with the manager and teacher) would recommend as likely to make successful teachers should be awarded a three years' scholarship. During

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these years these scholars would live at home and attend their own schools where they would be prepared in a special programme. The number of scholarships held by pupils of any school should be left entirely to the judgment of the inspector. School averages, etc., should have nothing to do with it (the ages, etc., during the transition period could be so arranged so as not to exclude anyone at present within the monitorial age limits.) These scholars would do no teaching. As to the value of the scholarships I would suggest as a minimum for boys, 7s. per week during the first year, to be increased by 1s. per week during each of the last two years. For girls the rate might be something less. Of course the continuance of the scholarship would be dependent on a favourable report of their work being received from the inspector every year.

14. There should be at least three preparatory training colleges—one in each area. On the completion of their three years' course the Gaeltacht scholars would pass into these colleges where they would remain two years and where their final preparation for the Easter scholarship would be made. For them the examination would be a qualifying one. They would then pass to the training college.

15. This scheme appears to me to combine the best features of the monitorial system and the proposed college scheme. The money (little as it would be compared to what would be required for a college) would be of direct benefit to the scholars' parents. There are grave objections to any scheme which would bring youngsters of fourteen years away from parental control, from the home surroundings, and from the atmosphere of the national school, where their lives shall afterwards be spent.

16. Regarding the size of the inspectors' districts, the number of schools in each, etc., even the number of districts, it is only the Department of Education that can deal with these matters—I, of course, cannot give more than a general outline.

Changes of teachers in the Gaeltacht.

17. The successful working of a school in the Gaeltacht calls for a considerable amount of skill and experience. At present there is a never-ending stream of teachers coming to and leaving these schools. The teachers are not to blame, but unless the matter is attended to, and some encouragement given them to remain, any scheme for getting teachers from the Gaeltacht will have little chance of success.

Pupils other than those selected to become teachers.

18. A National technical school should be established and most of the scholarships should be reserved for native-speakers who wish to learn a trade. This would count as part of the apprenticeship period, and the allowance should be continued after leaving the technical school, so as to enable the Irish-speaker to live in the city till he is qualified.

(Signed), SEAMUS Ó DOMHNALLÁIN.

27th June, 1925.

SEAMUS Ó DOMHNALLÁIN, O.S., *examined.*

1. *Chairman.*—You gave a statement in English?—Yes.

2. Would you prefer to give your evidence in English?—Yes.

3. Of what particular district have you experience?—The Island of Aran. I have been in Aran for the past seven years or so. I am a native of Claremorris, County Mayo. From what I have seen I am convinced that it is as difficult to revive Irish in some parts of Aran as it is in parts of County Mayo.

4. In what parts of Aran?—In the neighbourhood of Kilonan where I work myself. It is certainly the case there for the past three or four years. They seem to be particularly anxious to use English as far as I have seen. Most of them think very little of Irish. The furthest you can get them to go is to say that Irish is no load. As a matter of fact I have heard them say "nobody cares about Irish but the one who has plenty of English." As to the causes, I think I mentioned a few of these in my statement. The great cause seems to be that they cannot make a living out of Irish here and it is no use when they go abroad. I am convinced that the first thing to be done is to show these Irish-speaking people that the language is of some practical value to them. As regards the officials, as far as I can see the Irish-speakers don't attach very much importance as to whether the official has a knowledge of Irish or not. It may be desirable, but it is no use

telling him he knows Irish unless he is convinced that it is owing to his knowledge of Irish he got the position. The official may have French or Latin or Greek, and they may have been just as useful in getting him the position as Irish. There is one thing certain, he has a knowledge of English, and a good knowledge of it, and the Irish-speaker sees that without this knowledge of English he would not have that position. What I would like to see, and what the native-speaker would like to see, is some person from his neighbourhood occupying these positions or some of them, and let the English-speaker see also that this was due to the fact that he was a native Irish-speaker. I have never met an official speaking broken English. Let their friends and neighbours see these Irish-speaking people occupying posts that they have been accustomed to seeing others occupying. As I mentioned in my statement in reference to the trades in towns, provision must be made for giving the Irish-speaker whatever work can be given to him. I don't know at present, at any rate, that he can do this at all. If he goes to the town he either lives inside or stays in lodgings. It is only in the small shops that people are kept inside now, and it is in these places that much importance is not attached to Irish. Of course if he gets into an office or any of the large concerns—and as far as I know this is a very big assumption—it would be necessary for the parents to bear the expense of board and lodgings for the first four years, or in any case, until he is able to make out for himself. That is the position for anyone who wants to learn a trade. There are other difficulties in the towns, with the exception of shop assistants he is effectively excluded from all positions. I suppose you know yourselves the position with regard to trades in the larger towns. Complaints are sometimes made by publishers of Irish books that the printers have no knowledge of the language. Now I had occasion to make inquiries at a printing office in Dublin, in April, and one of those in charge told me he could admit no apprentice until he had spent two years in the technical school. During these two years it would be necessary for the boy's parents to support him there. Then perhaps he would get 7s. or 8s. in a year or two. I didn't see the prospectus of this particular school, but it seems, lest by any chance somebody would contribute to the Gaelic-speaking boys' support, they publish in the first sentence that these classes were confined to natives of the city of Dublin, of course that meant that there was no chance of anybody looking for a place there. I think a similar thing holds with regard to other trades. In the building up of the Irish State I don't think we fully realise the value of the native-speaker. I would like to see native-speakers occupying positions in every city and town in Ireland. To my mind anyway, that would go some way towards solving the problem. It would be of more importance than putting up the names of the streets in Irish in the corners. There is another way in which it seems to me an injustice is done to the native Irish-speaker—I refer to the public examinations. Of course in the bilingual schools all the work is done in Irish, and English is taught as a subject, but when an Irish-speaker or pupil of a bilingual school goes to compete at a public examination in Ireland he finds that less importance is attached to Irish than the programme would have led him to believe. He will find that English, which he had learned as "a subject," is of more importance than he was led to believe. I suppose you know that in the examination for clerical officers for Government Departments Irish was given 400 marks, just as many marks as for Latin or Greek or English. Then for oral Irish which to my mind is the thing that really matters, you are not told what number of marks, if any, are given. Then there is the similarity of the English course. Although there is a distinction made with regard to the programme for bilingual schools, there does not seem to be any distinction made in the public examinations. The native Irish-speaker has to answer the same paper as the native English-speaker, although he has learned English as a foreign language, and yet he has to pass in this paper or run the risk of losing the whole examination. I suggest that oral Irish should be made a separate subject for public examinations and have a number of marks given to it apart from the written paper, and that the marks should not be less than those given to the subject English, or any other foreign language. I believe a separate paper in English should be set for candidates from the Gaeltacht. At present it is rather hard when you consider that the Irish-speaker is up against people who speak English

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and who had a better chance of getting an English education. This is one of the things which makes them anxious to use English. There should be a separate paper for such candidates and the same number of marks should be given for the English paper for candidates from the Gaeltacht as for the paper for English-speaking candidates. I know a case of a chap who told me himself that he failed in English in last year's Intermediate examination and lost his whole examination on account of that. I believe there was some question about a scholarship in the case.

5. You mention that one of the difficulties of the schools in the Gaeltacht is that the teachers change so often?—Well, that is my experience, and it is confirmed by the fact that you constantly see advertisements in the papers for teachers in Connemara. It is mostly young people after leaving the training colleges that are teaching there now. They come for two or three years, and when they get better places they leave. That has a bad effect not only on the schools, but on the language cause generally.

6. You spoke of the Civil Service examination and the only subjects you took exception to, from the point of view of the Gaeltacht, are English and Irish. You think there is a difference in the standard of English that is known by pupils of average intelligence in the English-speaking districts and in the Gaeltacht and that that difference should be recognised?—Yes.

7. And that oral Irish should be given more importance?—Yes.

8. The other subjects of that examination are geography, history and mathematics?—Yes.

9. Are you satisfied that given equal intelligence between the pupils in the Gaeltacht and in the English-speaking districts and equal opportunities that the same standard might be required of them in knowledge of history, geography, and mathematics?—Well, I should think so.

10. You are satisfied that apart from the question of language, pupils in the Gaeltacht have as good facilities for getting a knowledge of history, geography, and mathematics as the pupils in the English-speaking districts?—I should say so.

11. Up to the clerical examination standard of the (Civil) Service?—Yes.

12. Would there be any chance of people in the Gaeltacht going for higher examinations?—I don't think so.

13. Is Intermediate education required?—Oh, I think so.

14. And that is education that is not to be got in the Gaeltacht at present?—Yes.

15. But it doesn't matter what kind the examination is, these boys and girls will not be able to compete?—Not, as I said before, as long as there are as many marks for English as for Irish.

16. The English-speakers have education that they get in the Intermediate schools?—Yes.

17. And they have a better chance in the examinations?—Yes.

18. Apart from marks altogether?—Yes.

19. They have two or three years' education in addition?—Yes, certainly.

20. What remedy is there for that?—I could not say at present because there is no Intermediate school in the Gaeltacht. What can the poor scholar do?

21. Is it not possible to establish such schools for these people—free schools exactly like the national schools—higher national schools?—It is possible, but I don't know that the fathers and mothers would be satisfied to send the children to the schools unless they have a chance of getting something out of it.

22. You could not promise that they would get positions, but that they would have the chance?—Yes, but there are special schools preparing for examinations like that.

23. Grinds?—Yes, and the rich person has twice the chance. Unless you could establish Intermediate schools in every place—one school of that kind in a city like this would not do.

24. Don't you agree with Father Mac An Mhílidh that one school would do for the district of Lettermullen, Gortanna, Carraroe, and Crosla?—What kind of school do you mean?

25. An Intermediate school? In that district would the children stay in school?—Unless they have money they would not attend the school.

26. He was thinking of a day-school?—Oh, I understand, but then people in Galway are not the same as the people in the Gaeltacht.

27. You don't agree with Father Mac An Mhílidh?—

Let him have his own opinion. I don't know much about Intermediate schools.

28. Where are you from?—Claremorris.

29. Where are you at present?—In Aran.

30. A teacher?—Yes.

31. Deputy Baxter.—You state that the passing of the young teachers from the Gaeltacht to other districts has a bad effect on the teaching in the schools and leaves a bad impression behind in the district?—Yes.

32. What remedy do you suggest?—I should like some encouragement to be given to the teachers to remain in these districts. It is a long slow process to be able to conduct a school successfully, and young teachers in these districts are only trying to get places elsewhere, because they have many advantages outside that they haven't in the Gaeltacht. One time I was summoned to the University, but I could not get a qualified bilingual teacher to take up my school during my absence, and I had to remain on where I was. I could not take advantage of the offer of the University. If that had been a school in another part of the country I could have got scores of applicants for it, because it would not have been necessary to have the bilingual certificate. There are many reasons why people naturally prefer to get away from the Gaeltacht.

33. What exactly do you mean by encouragement?—Of course there are many forms of encouragement, but I could not undertake to suggest them right away. Take the case of assistant teachers. If they got certain benefits after spending five years in a school in the Gaeltacht, that would be an encouragement to them to remain on.

34. That encouragement would not be sufficient?—No.

35. You think a monetary reward is what is wanted?—I think that is the one that would appeal most to us all, but I cannot take it upon myself to mention what the encouragements should be. We see that principalships of large schools are confined to people who have had a certain number of years' experience in other schools. Perhaps principalships could be confined to teachers who have had a long period of service in the Gaeltacht and of successful work.

Examined in Irish.

36. *An Scabbhaic*.—It is hard to get teachers for these bilingual schools?—As far as I know it is.

37. How many years have you been at Kiltonan?—About seven years.

38. Was it an old man or a young man who was there before you?—He was not very old.

39. He went to another school?—Yes.

40. How many children came to the school for the first time this year?—Three or four.

41. Were any of them without English?—There was only one who had English.

42. Where did they come from?—Killeany.

43. Nobody comes from Kiltonan?—No.

44. Do they speak Irish to the children in the homes?—Yes, Irish is spoken most.

45. On the east of the school towards Kiltonan what is most spoken?—There are only two homes there in which Irish is not spoken.

46. That is in Killeany. How far out does English extend from Kiltonan?—About a mile.

47. They use English there?—They speak English in Kiltonan. They don't speak it outside.

48. Don't they speak English on the other side as far as Oghill?—It is coming in.

49. Who are the people who speak English in Killeany?—Any person who knows English. They go to Kiltonan often and they use English there.

50. What do the children speak at playtime in the school?—Irish.

51. And the older people speak English?—Some of them.

52. Isn't that strange?—Yes. The older people have learned English at fishing and in Galway.

53. If you were in the street in Kiltonan would you hear the people speaking Irish?—English is what you would hear in Kiltonan—not Irish.

54. We spent three days there recently and we heard nothing but English?—Yes.

55. Why is Kiltonan so English?—People from outside come in—coastguards and people of that kind. They were there for a long time speaking English to the people.

56. What is used in the Church?—English is mostly used.

56A. If the priest spoke Irish always would he not be understood?—I don't know. That is their own affair.

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57. Has he been there since you came?—There was another priest there, Father Farragher. I don't want to make any comparisons between them.

58. How many times were sermons given in Irish?—I have heard sermons in Irish.

59. How many times in the year?—I could not say—now and then.

60. Is there a Church at Oghill?—There is.

61. What do they use there?—Irish. I think, is mostly used. There is a new curate there for a couple of weeks. I don't know what he speaks.

62. Who is he?—Father Hopkins.

63. Do you know anything about Inishmaan?—Yes.

64. Is it Irish altogether there?—Yes, I heard a woman in Inishmaan who knows many of the big people say she had never seen a person who had a good post who did not speak English.

65. When these big people in Aran—teachers, priests, officials, and so on—are speaking to one another, what do they speak?—They speak Irish and English. The people don't care what they speak. They have their own opinion about English and Irish.

66. If arrangements are being made for these higher schools would Aran be a suitable place for one of them?—I think so.

67. Would it be possible to get the boys and girls of Kilronan to attend?—I would prefer to leave that question for a little while.

68. *An Fear Mór*.—These people who say there is no

post for any man who doesn't know English, do they ever think that if they could read and write Irish perhaps they would get positions?—I don't know any person like that who has got a position.

69. Do you know any boys who knows Irish well and who can read and write it as well?—Yes, there are such there.

70. Are there many?—There are a good many. Some have gone, but there are a good many there still.

71. These are good scholars?—Yes.

72. *An Scabhaic*.—They have sufficient learning to take them into the public service?—I think they have.

73. And every person must have Intermediate education to get into the public service?—Well, it is necessary to have English to get any position.

74. If there was no need for English in the examination, would they have sufficient education to take them into the public service?—They would.

75. What branch of the public service?—Into the post office, for instance.

76. The Garda Síochána? I don't know much about that.

77. Did any of them try to get into the Garda Síochána who didn't know English?—I don't think so. Two or three succeeded from Killeany.

78. Was any person sent home because he did not know English?—I didn't hear there was.

The Commission adjourned at 6.5 p.m. till 10 a.m. to-morrow.

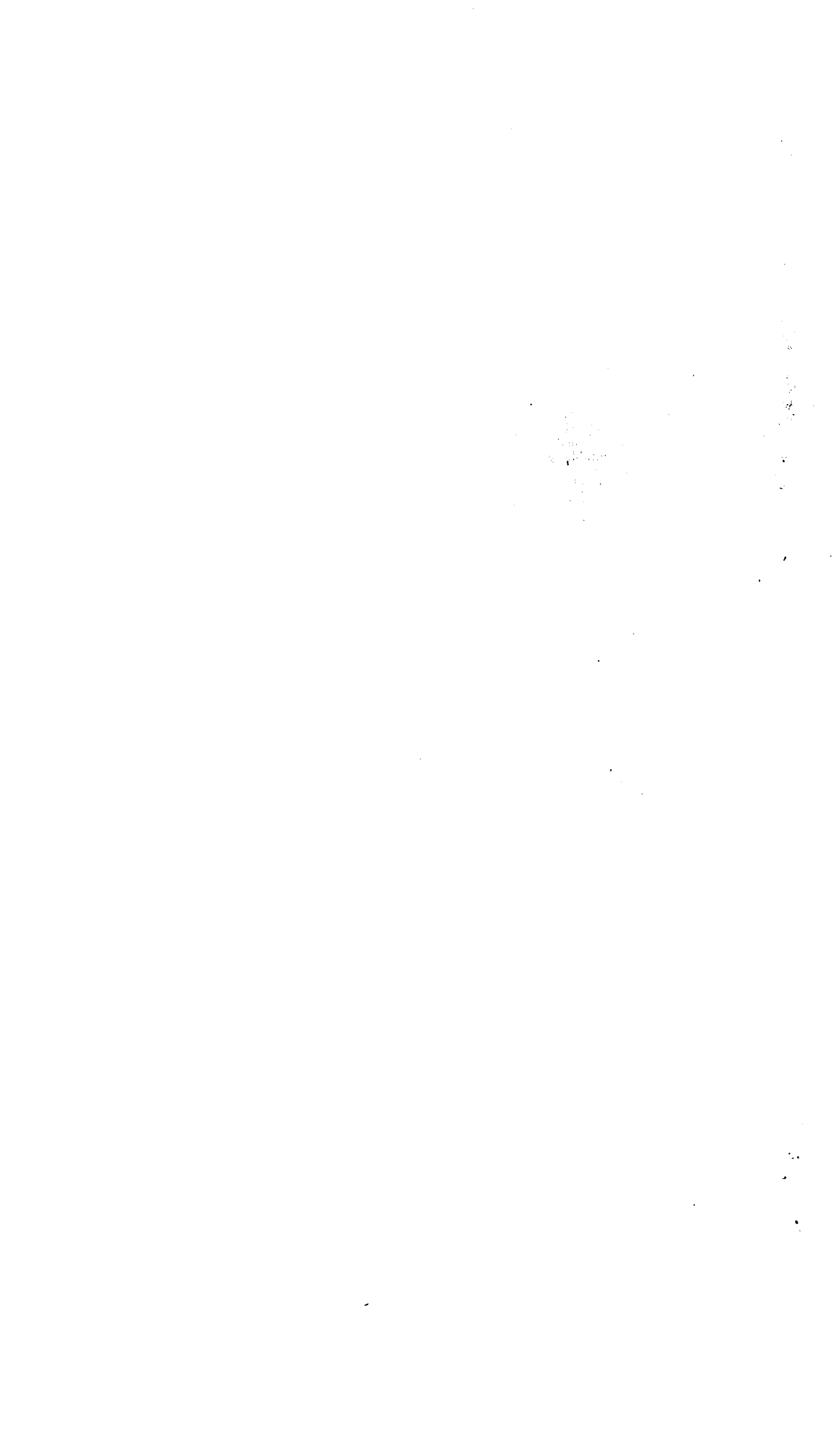
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SEPTEMBER 21, 1925.

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economic conditions in the Gaeltacht so that the standard of living there would be equal to that which obtains in other congested areas of the country. No one can deny that this is a noble and heroic undertaking—that is to say, the establishment of prosperity and content in the Irish-speaking areas. But I think we may take it, too, that there is a further and wider object in view—the growth of our nation to the highest degree of greatness which can be achieved. I am reminded here of the words of the poet:—

“Men upon the whole

Are what they can be—a nation, what they would.”

Well, we in Ireland have free will, at all events as individuals. We are to all intents and purposes a free people, and it rests with the inhabitants of this land to make Ireland a great nation. Furthermore, we can do it: we can make Ireland a great nation. Degenerate nations do not perform great actions, and the achievement of Ireland in winning the freedom we have attained will live in history. And having won the war, let us, to use a common phrase, try to win the peace. And for success in peace we must first of all have a true ideal, for ideals rule the world. And the ideal for the people of Ireland is to be good subjects of God, to be worthy citizens or subjects of Caesar. Both of these objectives are contained in the true idea of citizenship, for all authority in the State is from God. How are we to attain this lofty ideal? It is not ours to impose our rule upon other peoples, and whilst we must strive for material prosperity we do this as a necessary means towards the higher end. We must move along the lines of our ancient civilisation, cherishing the virtues and valour and the culture of the men of Erin, their love of justice, their chivalry, their magnanimity. These noble qualities shine out even in pre-Christian times. Irish was the language of these men of old; Irish opens up to us the glorious chapters of our history, and whilst we love and esteem our Irish language, the national spirit of Erin can never die. And therefore it is a happy augury to see the Government of the day fostering our language and lifting up that section of our race who preserved the language of their fathers. It is the business of us all to encourage this movement and co-operate with this Commission in the noble work they have undertaken.

3. Evidently, Dean Macken, you are convinced that it is the duty of this nation to make every effort to revive the language and get back our own civilisation?—I certainly say so. I think it is a great pity that that ideal would not be revived. I think it would be well to have it exactly from even those in authority that that is what they are aiming at.

4. *Deputy Tierney.*—If the area of Irish diminished it would be much more difficult to revive the language?—It could not be done.

5. As far as English is concerned it is so strong that there is no danger that it will disappear?—I don't think so. The real danger is that Irish will disappear.

6. You think that instead of even the smallest diminution of the area of English in the country taking place the danger is that the area of Irish may diminish and that we should not lightly allow that diminution to take place?—I quite agree. The problem is to keep our own language alive and use it as our national language. I may mention an incident that came under my own observation two or three years ago. I was passing through Wales and was in a hotel in Carnarvon. There were a number of people there, including five or six men like professional men. At first I thought they were Frenchmen or Germans. What was my surprise to find that they were speaking Welsh, and speaking it, I may say, quite easily and naturally and at home. In another part of Wales I asked a woman the way to some town to which we were going, and she could not understand me. She sent down for a little girl because she did not know English herself. There is a country where I suppose there is a love for the language, and that is the reason why they were able to preserve it. I certainly think it would be a great pity if we would not try to bring back Irish again.

7. The position of English in the country is such that anything that the Government could do to encourage Irish would not have any effect on the strength of the English language?—If the Government spent a great deal more money on Irish it would not have any effect on the speaking of English.

8. So that really there is no danger at all that any action of the Government for another generation or two will do anything to damage English?—I quite agree.

9. Whereas there is a great danger that unless a great deal of money is spent in trying to restore Irish the language will die?—I quite agree. There is also the danger that the people may get prejudiced against the language. There is certainly a feeling to which rather widespread expression is given that Irish is too intensively taught in the schools. Some of the people are disposed to keep their children at home and make that an excuse to keep them at home. There is no use in sending children to learn Irish in that spirit.

10. Don't you think the two things are rather the same that whatever public prejudice exists in regard to Irish in the schools also exists against sending children to school?—You must not take me as using that argument against Irish. It is not my argument. I quite agree that it is prejudice.

11. *An Fear Mor.*—Would you think that those people who are complaining about the amount of Irish that is being taught in the schools are people who have lost something by it?—Yes.

12. One would imagine they were interested in English?—Some teachers are complaining about the amount of Irish that is being taught in the schools, but I would not like to say that they are people who have lost by it.

13. As a general rule?—I quite see that.

14. If the Government, in order to show that they were in earnest about the language, gave a certain percentage of appointments in the public service to people from the Gaeltacht, don't you think it would help to do away with that criticism of Irish in the schools?—I certainly think so. Not only that, but I would say this that the country generally and those who are engaged in education would want to be educated themselves on the real true ideal of education. If you tell some of these people that the real object of education is the development of the natural faculties of the young—physical, intellectual and moral—and that imparting knowledge is not the main object, it will be a great surprise to many of them. Of course, in order to have education at all you must give a certain amount of knowledge. Somebody said recently that what was needed was the three R's—reading, writing and arithmetic. The amount of knowledge necessary is not great. The real thing in education is to give such knowledge as will help to develop the faculties of the human being. That has been recognised since education began, and if that object is taken into account, then the learning of Irish is real education, because the study of Irish is in itself an excellent means of training the human faculties, apart altogether from the fact that it is our own language and the fact that a great many people say we have a natural aptitude to express ourselves better in Irish than in any other language. When I go to the trouble of preparing a speech in Irish I feel that I can throw myself into it more than I could if I was speaking English. In English you speak from the teeth out. In Irish you speak in a different way altogether.

15. *Deputy Tierney.*—You consider from your knowledge of the Irish language and your experience of education that you have in the Irish language, literature and history an excellent means of education?—I do believe that.

16. An education which would be of the greatest possible value to the citizen and to the country generally?—I believe so. Of course, that would not mean that English would be excluded from the knowledge of the people.

17. Not necessarily, or any other language. Suppose you could substitute Irish for English in the Irish-speaking districts you would have in Irish and Irish literature and history an excellent medium of education and at the same time do something for the Irish language?—Yes.

18. In the Irish-speaking districts that would make them good citizens as far as the ordinary cultural side of education is concerned?—Certainly. I think there is a great lot to be said for teaching a knowledge of Irish tradition and of all that is noble in the Irish character.

19. You would agree that a great deal of the prejudice that exists against the teaching of Irish, and especially the intensive way of teaching in the Gaeltacht, and even outside the Gaeltacht, is based very much on ignorance of the real objects of education and

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ignorance of the resources in the language and national tradition?—Oh, yes, I would say so decidedly. I was speaking once about this to a very prominent educationalist in Dublin. I mean a real educationalist. I said the real idea of education was to make a man a good subject of God, a good citizen and a good member of a family.

20. Did he agree?—His comment was—"I wish that could be done in every school in Ireland."

21. Surely they cannot be good members of a family if they turn their backs on everything their fathers and mothers represented and the language which for generations they had spoken?—Yes, quite so.

22. *An Fear Mór.*—Do you think the programme being taught in the schools at present is calculated to produce citizens of that type?—Yes. The only difficulty I have at all in giving full adhesion to this intensive work is that there is a good deal of discontent growing among the teachers and among the people. I have no very definite ideas as to how that should be met, but I feel that this opposition, which is becoming very pronounced, will create dissatisfaction with Irish and antipathy to it among the people. That is the only qualification I would care to make.

23. Would you be inclined to believe that this discontent is mainly due to the fact that very few of the Irish-speaking population have benefited materially by their knowledge of Irish?—I believe that is one of the reasons for it. Another great reason is the survival of the ancient prejudice of feeling that there was something uncultured about Irish. I think that survives still to some extent, and it ought to be eliminated as far as possible.

24. *Deputy Tierney.*—That there ought to be something in the way of propaganda as well as instruction to combat that feeling?—I don't know about propaganda, but it ought to be done in some way. I think it is being done now by the fact that Irish is taken up by the Government and used in letters, in the National Education Office administration, and to some extent in local administration. I believe that these things are helping very much to do away with that terrible feeling that existed about it, that there was something unrefined or something not elevated enough about Irish. That is why I mentioned the incident of the speaking of Welsh in Wales.

25. *An Fear Mór.*—You would like the language should bring something to the people?—I think that would be splendid if it could be done.

26. From the point of view of education, it has been brought to our notice that there has been very little provision made in the Irish-speaking districts for higher education, and it is suggested that higher elementary and secondary schools should be established to give promising children an opportunity of advancement. Would you agree that such schools should be established?—Yes.

27. Don't you think something must be done to provide higher schools in the Irish-speaking districts where at present they have nothing higher than the fourth, fifth or sixth standard in the National schools?—Yes.

28. *Deputy Tierney.*—It appears that here in Mayo where the County Council give scholarships the children from the Gaeltacht never succeed in competing for them at all?—Yes.

29. Even where you have Irish as a subject in these examinations the programme seems to be so arranged that the child who is a native speaker is penalised to some extent?—I do know that it is true that the children from the Gaeltacht as a rule don't succeed in these examinations. If you expect to preserve the Gaeltacht as such, not only must the people be made as prosperous as the people of other congested areas, but they must be given to understand that they will not be penalised because of the fact that Irish is in use so much among them.

30. The failure to succeed in these scholarship examinations is not due to any inherent want of intelligence?—Certainly, I agree.

31. *An Fear Mór.*—The officials who carry out the local administration are mainly English speakers:—Most of them are.

32. As far as the old age pensioners are concerned, most of them are Irish speakers?—They are.

33. Do you know any pension officers who have a knowledge of Irish?—I think there is one in Tuam who knows Irish.

34. What about the others?—Some of them do, but very few.

35. The officials of the County Council?—I think they don't know Irish.

36. Do you believe that the fact of these people getting all the good positions whilst an Irish speaker never gets one is detrimental to the language?—I do, most certainly. I believe as a rule the examination test of the knowledge of Irish of candidates for such positions is a perfect farce. If you had the central and local administration carried out in Irish it would help the people from the Gaeltacht to get these positions.

37. *Deputy Tierney.*—If you are to enable boys and girls from the Gaeltacht to get these local positions, would it not be necessary to set up some institution in the Gaeltacht in which they would be trained for them?—If you did that you would be doing the best day's work for the Irish language done for a long time. Patriotic sentiment and patriotic motives are good. I don't say this is a higher motive, but I think it gets at the root of the question.

38. You think it would be fair that in a county like Mayo when there are posts under the local administration to be filled they ought to be filled by native Irish speakers?—I think it would be excellent. It would be a most excellent means of promoting the study of Irish, especially in places where there was a feeling of a want of respect for the Irish language.

39. Do you think the system of teaching Irish in the schools for the last two or three years has had good results?—I do, while I have heard complaints, not very many, that the exclusive use of Irish in the infants' schools is impeding their progress through the higher standards. As to the general question, it is a fact that the teaching of Irish in schools where Irish is not the language of the home now is sometimes very good? I had a very remarkable experience in that way in Claremorris girls' school, where the nuns teach. They are good teachers. Some of them are Irish speakers themselves. I am an Irish speaker and also a teacher of Irish some time in Maynooth and some time in Tuam College. At all events, I can speak Irish. I have been able to speak it since I was able to speak English. I was present at the examination in this school. There were six girls in the higher standard, and it was delightful to hear the inspector examine them. They spoke Irish so fluently and so perfectly I did not think it would be possible for any children to learn a language and speak it so fluently.

40. They were in the higher classes?—Yes.

41. Up to fourteen or fifteen years of age?—Yes. These schools were very good. I could not understand its being done by them in French or any other language except Irish.

42. At the same time, if they were taught throughout like that here you probably would succeed in getting a class of children to talk French fairly fluently. You can do extraordinary things with children of that age. By giving them enough oral work you can give them facility in any language you choose? I wonder could you. I was discussing that and it struck me that there was something in our organs of speech that makes Irish easy for us.

43. There is that in addition?—It gives them power of expressing themselves.

44. In addition, they have the sounds of Irish in their English. The phonetic system of their English is purely Irish and most of the children learn to pronounce Irish without any difficulty at all?—I think there is a good deal in that, and of course they hear Irish spoken also.

45. Do you think there is anything that could be done to help to increase the supply of native speaking teachers in the way of advanced schools; do you think there would be room for a forward move in that direction?—There would.

46. If you could take children from the Gaeltacht and train them and turn them out as native speaking teachers they could teach Irish to the younger children in the National schools?—The difficulty is that if you got these people and put them into the schools in the English-speaking districts their aim might be not to teach Irish but to try to learn English themselves.

47. If you had them fairly well educated before you sent them out you would probably get them to do it?—You would. A great deal would depend on their training.

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48. *Mr. Ó Cadhla.*—On the principles of education you mentioned, Irish could be taught to the children easily as a rule?—If you have a good teacher who is able to speak it with a good accent and pronunciation there is no difficulty at all.

49. *Deputy Tierney.*—In regard to the charge that the present system in a year or two or four years has not given practical results, don't you think that that charge would apply still more to the older system of education purely from the point of view of practical return?—As far as practical results go, I know that when the Co-operative Society wanted a manager they were not able to get him.

50. If you have a system of education which is unable to produce a manager for your own co-operative society, that is not a very practical system?—I quite agree.

51. *Mr. Ó Cadhla.*—A technical education that has been given under the County Committee that has not reached the Irish-speaking population in the vehicle through which they could understand it; it probably has not reached them at all, because they would not have sufficient fluency in English to receive it?—Yes.

52. If it is to be of any use at all it should be conveyed to them in the medium through which they would understand it best, through the medium of their own language?—Well, it seems to be clear that they should get technical education through the medium which they would understand. I think the idea is that the Gaeltacht would become a kind of fluid thing and that the language would extend to the whole country.

53. People are being turned away from Irish; it is said that they don't speak it to their children. We have found that they are not unwilling at all to speak Irish. They speak it very fluently, and we did not find any objection to it at all?—Yes.

54. *Deputy Tierney.*—The real fact is that they do not get any proper technical instruction at all, either in the Irish-speaking or the English-speaking districts?—Yes, that is right. The system is at fault. It does not give return for the money spent on it.

55. And the proper thing to do would be to provide through Irish a better system of technical education which would reach the people in their homes and help them to better their position economically?—Yes.

56. As regards congestion and housing, do you think more could have been done under the Act of 1923 in the way of dealing with congestion?—I do, most emphatically, say more could have been done and should have been done.

57. Dealing with the people of the congested districts, the Irish-speaking districts are the poorest?—Yes.

58. And they should have been dealt with before the more prosperous parts?—Yes, I think they should have been. That is a very large question because of the people themselves. They have to be educated to get them to leave their native homes. Claremorris was about the first place where the Congested Districts Board began its work, and some of the people preferred to remain and keep their small holdings than go away and get economic holdings where they could live and thrive. That was true not only of that place but of other areas also. Then gradually when they found that this land was valuable and that those who were placed on it were in a better situation, the opposition to migration disappeared.

59. Since the 1923 Act was passed has there been much done in the way of migration?—Nothing at all from the Gaeltacht.

60. A great deal more has been done in the prosperous districts?—There has been. The answer the officials give is that they are using all their energies purchasing estates.

61. Have you any migration from your parish to Scotland or England?—Yes, some.

62. Would not a good object be served by housing and land improvement schemes that might keep some of these people at home?—Yes, I believe so. That brings me back again to the question of education. I think the people don't take sufficient interest in the improvement of the holdings they have. A great improvement could be made by draining the land and by teaching them the rotation of crops and the proper use of manures.

63. On the land alone in these Irish-speaking districts a good deal could be done through education to get a better living out of it?—Yes, a good deal is being done.

They are teaching them by experiments and educating them in the improvement of the breed of cattle.

64. *An Fear Mór.*—That is a very poor district?—Yes, it is: I wish something could be done for the people.

65. Some of them migrate to Scotland?—Yes. If you could transfer them to Meath you would have a source from which a Gaelic light would radiate all round.

66. If you could do the same with some of the poorer districts here you might turn their eyes away from England and get them to take work at home?—There are some places now where there is a tradition of going to England. Some of the English farmers like them as workers. I don't think it is very desirable that they should go.

67. *Deputy Tierney.*—Whether it is desirable or not, it is an economic necessity?—It is, but very often they go for the change. They bring back ten or twenty pounds, but if they stayed at home and improved the holdings at home it would be perhaps more productive.

68. *An Fear Mór.*—Would you say that there are areas in this district where the scheme of reclamation and planting could be carried out with some help from the State?—I certainly say there should be a great deal of planting in these areas. I don't know that there is so much land to be reclaimed except in some places where you require drainage.

* * * * *

The following statement submitted by Very Rev. Canon Munnally, P.P., V.F., Ballycastle, Co. Mayo, had been circulated to Commissioners:—

Extent of Irish-speaking Areas.

1. In the diocese of Killala the Irish-speaking areas are fast disappearing. About twenty-five years ago the barony of Erris might be described as Irish-speaking. In other words the district lying west or north-west of a line drawn from Ballycastle on the north coast, south-west to Ballycroy, near Mallarany, was mainly Irish-speaking. Now with the exception of isolated villages or districts along the coast, it can scarcely be described as such.

2. The districts of Carrowtigue, Rosspart, Pullathomos, Inver, in fact nearly all the parish of Kilcommon Erris, part of the parish of Belmullet, Binghamstown, or Kilmore Erris, including Inniskea Islands and Falmore. The western portion of the parish of Bangor or (Kiltane) which includes Doo-homa, and Geesala, and Doolough, are still Irish-speaking, but not to the extent of twenty or twenty-five years ago.

3. In the remainder of the barony of Erris, the older generation, those over 40 years, know Irish, but do not speak it generally. They sometimes do amongst themselves, but rarely to the children.

4. In the barony of Tirawley matters are much worse. The older generation in all parishes know Irish, but rarely use it, even amongst themselves. It is difficult to determine the exact percentage of Irish speakers in such a wide district, but at all events their influence for the revival of Irish, notwithstanding the propaganda of the Gaelic League for the past twenty-five years, may be regarded as nil. In that part of the diocese—from Ballina to Skreen inclusive, in the Co. Sligo—Irish may be regarded as dead.

Barony of Erris	Irish.
Barony of Tirawley	Partly Irish.
Barony of Tireragh	English.

Administration.

5. As far as the officials of either central or local are concerned, with the exception of the inspectors of schools, some teachers, and an occasional Civic Guard, they have done nothing for the language. It might, in truth, be stated, that in the immediate past, officials have done a great deal of harm.

6. The influence which a number of English-speaking officials such as pension officers, district and county council clerks, relieving officers, rate collectors, doctors, C. D. Board, and Land Commission officials, etc., unconsciously exerted on a poor ignorant Irish-speaking peasantry was largely responsible for the rapid decay of the language.

7. The people frequently contrasted their own

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poverty and misery with the comfortable appearance of the officials, and attributed their own misfortunes to the Irish language, or rather to their want of an English education.

8. The question of influence in the appointment of local officials and the total disregard by public bodies of their own resolutions *re* Irish as a qualification displayed an insincerity on the part of local administration which was not lost on the Irish-speaking people.

9. The only remedy for the above state of affairs is to insist that all officials, central or local, from the highest to the lowest, from the pension officer to the ganger on the roads, must have a spoken knowledge of the language, and more important still that the official must, in and out of season, speak Irish or risk his position.

Education.

10. The effects of a system of education cannot be judged in a few years. A great deal depends on the teacher. In some schools where the teacher is a fluent Irish speaker, skilful, enthusiastic, and energetic, the results achieved under the present system are wonderful, and prove beyond doubt, if proof were necessary, that given enthusiastic Irish teachers, working under favourable conditions, the Irish language would be revived even in the Galtacht.

11. Irregularity of attendance militates largely against the teaching of Irish. In Mayo the average daily attendance ranges round 50 per cent. Education of any kind under such conditions is impossible. There are many schools where admirable work has been done for the language for many years. Why then it might be asked is not the language spoken or revived in such districts. The causes are that the majority of the children leave school on reaching 4th or 5th standards.

12. Those only intended for the emigrant ship are allowed to go to school for any lengthened period. Education is not deemed essential for those who are to stay at home on the small farm. A stringent compulsory attendance bill, administered by the Civic Guards, is the only remedy for above. In some schools all subjects, including mathematics, are taught through the medium of Irish, and taught successfully; but when the children leave school at 13 or 14 years of age they gradually sink back into a semi-illiterate condition, forgetting the subjects they learned so enthusiastically, and also the language through which they acquired them.

13. The children of those tender years lack initiative. Their elders will not speak Irish, and then they do not see why they should either. They have no reading matter in Irish, while English papers and English language permeates their very existence.

14. It is difficult to know what to recommend for this deplorable state of affairs. I am of opinion if some system of adult education coupled with rural libraries, stocked with Irish books and papers, were established, it would be most helpful. The teaching of all subjects through the medium of Irish (as well as English) ought to be encouraged especially in Irish-speaking districts.

15. The most effective way to do this would be to award such teachers a special bonus, or have a special scale of salaries to that obtained for teachers in bilingual schools in the past.

Economic Conditions.

16. Farming is the principal means of living. In Erris and parts of Tirawley congestion is rife. Migration to better and more land must be enforced, and industries for those who remain must be established. In the poorer districts of Erris, and elsewhere, lace schools give a great deal of remunerative employment; but want of proper transit and markets for goods caused the closing down of many schools.

17. The fishing industry if organised on scientific lines would be a veritable gold mine. I have frequently seen many trawlers. On one occasion twenty-eight from Killibegs to Broadhaven Bay, and as night approaches they fish into our very shores.

18. Those certainly ought to be kept off, and replaced by our own boats and men. Hence better fishing accommodation is urgently needed; better

boats and nets, and proper piers, so that the fishermen may go out to sea and return without danger.

(Signed), M. J. CANON MUNNELLY, P.P., V.F.
2nd June, 1925.

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1. *An Fear Mór.*—We have seen your very lucid statement. Is there anything you would like to add to it?—I think there is very little to add to the statement I have submitted to you except to express the idea that Dean Macken has given expression to, that I am bound to congratulate the Government on bringing this Commission into existence. This is the first practical step that has been taken to acquire real first-hand knowledge of the Irish-speaking districts, and I am sure that the Commission in the knowledge they will acquire in their arduous duties will be enabled to rectify any faults in the system of teaching in the past as regards the Irish language. On the various headings you submitted for expressions of opinion, I have given, I think, all I have to say about them. It is said that there is too much teaching of Irish in the schools and that the teachers are not in favour of so much Irish. Well, I have never heard that from the teachers. What the teachers have been complaining of, and rightly so, is that after spending so much of their time teaching Irish in the schools the children from the moment they leave school in the evening until they return the next morning don't hear a word of Irish spoken at home, even in homes where it could easily be spoken. It is very hard for the teacher to work under these conditions. Then the irregular attendance is a terrible drag on the teacher in any school, Irish or English. It is impossible for a teacher to teach children who only come to school a couple of days a week. Sometimes the children are kept away for twenty-five or thirty days. Then the people grumble, and instead of blaming this bad attendance they blame Irish. Irish is blamed for everything. I would suggest, with all respect, as regards Irish in the schools, that there should be a great deal more spoken Irish and not so much book Irish. I think we would go more quickly ahead if that were done. If the children practised the language in their games they would get fond of it and always speak it. The lesson in the school would not be a burden to them. These lessons in the schools—reading and writing—have not up to the present produced the results that I would wish, because I know boys and girls who can read Irish and who can write a letter in Irish but could not keep up a conversation for three minutes with you in Irish. I think it would be much better if they acquired a knowledge of the spoken language. They could then make their parents speak it to them by asking them questions in the house. I certainly think the spoken language in the schools should get more attention at the outset, and I have sympathy for the teachers because they have to contend with irregular attendance and with the parents who, having Irish, do not speak it. About the examination by the inspector, when the inspectors come they abuse the teachers for not teaching Irish to the children, and perhaps these children have never come to the school except on the day of the examination. Especially with young children, we should try to give them a little of the spoken language and, by degrees, reading and writing. They should be encouraged to play their little games in Irish. If only they were to play a game of cards in Irish it would be something.

2. *An Fear Mór.*—I gather from your statement that the attendance in the schools in Mayo is very unsatisfactory?—Yes. I have learned that it is about 50 per cent.

3. About 50 per cent.?—In or about that.

4. You are of opinion that, while the attendance continues unsatisfactory, it will be almost impossible to teach the children Irish or English?—I am sure of it.

5. Do you think matters would be improved if compulsory education was introduced?—Decidedly.

6. Do you think it would be a hardship on any of the parents or children?—Well, it is a hardship that can be looked after.

7. *Deputy Tierney.*—Do you think it would be a popular thing for a Parliamentary representative to come down here and advocate it from a public platform?—I think the ice is pretty well broken. I think they are prepared for it.

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8. *An Fear Mór.*—So that whether it is unpopular or not, from the point of view of the schools compulsory education is necessary?—I certainly hold it is, and very few will disagree with me. Of course, there are cases of extreme poverty, but these cases could be looked after. There are also times and seasons when boys and girls are wanted at home, but there are times when they have absolutely nothing to do and children are kept at home who live within a hundred yards of the school. There is no cure for that but compulsion.

9. Do they complain that their children are learning nothing at school?—They do.

10. And that Irish is responsible?—That Irish is responsible and the teachers are responsible, but the real cause is that the children are only 45 or 50 days in school in the year.

11. In your experience of the schools the spoken side of the language has been more or less neglected?—It has not been as much in use as I would expect or wish.

12. Do you think the present programme is responsible for that?—I think it is. I think the present programme does not cater sufficiently for the spoken language. The children don't know what you are saying if you speak to them.

13. Do the inspectors conduct examinations through the medium of Irish?—Sometimes they do and sometimes they don't. It depends upon the school and whether you have an enthusiastic teacher or not.

14. *Mr. Ó Cadhla.*—The programme provides for that?—Oh, yes.

15. It provides for conversational knowledge in the schools?—It does, but somehow it is not done.

16. *Deputy Tierney.*—You think the text-books are rather apt to be an evil than anything else?—The text-books are the first obstacle.

17. Have you looked into any of the text-books?—Lately I have seen some of them. I know I am speaking to people from the south of Ireland. What has done harm is that these text-books have provincialisms. These are taught, and when the pupil goes home he has different Irish from that of his own people.

18. The Mayo people complain about Southern Irish?—In Galway they certainly don't use books in the schools that are not in Connacht dialect. The use of text books such as I have referred to has not been a service to the language at all.

19. *An Fear Mór.*—You believe that in the lower standards the language of the district should be the language of the school?—Yes. The teacher could give any explanations that may be necessary.

20. If the language were taught orally it would explain itself?—It would.

21. It is a vital thing in reviving the language that it should be taught orally in the lower standards?—I think it should.

22. About what age do the children attend school—from four to six?—From four where they are near the school.

23. You would agree that children between the ages of four and seven are capable of learning very little except the spoken language?—It is really a fact. It could not possibly be otherwise.

24. You agree that especially in the semi-Irish-speaking districts if the children are properly handled in the schools they can become fluent Irish speakers in a very short time?—I know children in Ballycastle who have become Irish speakers. The father is very enthusiastic and they have a good servant-maid from Erris, and the little girl is a fluent Irish speaker although she is not seven years of age. She is a fluent English speaker, too.

25. Would you be of the opinion that if the whole term between the ages of four and six were devoted to the teaching of oral Irish in the schools the children would lose very much educationally?—I would not say the whole time. I would give them English too.

26. But they have English already?—Yes.

27. *Deputy Tierney.*—Suppose a district like Ballycastle, teaching children nothing but Irish between the ages of four to six, they would still have English?—They would.

28. *An Fear Mór.*—They would gain much more educationally?—They could not lose much anyhow.

29. We have a little college in County Waterford where we teach everything through the medium of Irish. We get students from Dublin, Cork, and all the southern counties. In fact, we have had students from the west. Most of these students came along in September not knowing a single word of Irish, and

they go back speaking Irish at the Christmas holidays. When they go back in the summer they speak Irish as fluently as any Irish speaker in this room?—That is splendid.

30. Some of these students, although they got no special preparation, went in for scholarship examinations. They were only twelve or thirteen years. One of them got first place and another third place in County Tipperary scholarship examination. Yet you hear people say there is too much Irish in the schools. It is not too much Irish we have in the schools, but too little education?—I thoroughly agree with you. The people don't seem to appreciate education of any kind.

31. You seem to place a great deal of importance on having local officials, pensions officers, relieving officers and county council clerks qualified to use Irish in the discharge of their duties?—Oh, yes. It is a very serious thing to have them speaking English in their dealings with the people. As long as that continues the Irish-speaking people will think they are poor because they have only Irish.

32. Do you think it is due to the Gaeltacht that some provision should be made to enable candidates to qualify for these positions?—Oh, indeed, I do. It is the least they can get now.

33. Do you think the poorer districts in the Gaeltacht have been neglected for the past one hundred years?—They have been neglected officially. I think they will be neglected no longer.

34. You seem to be confident that if the educational side of the language is developed properly in the schools we can have a practically Gaelic Ireland in a comparatively short period?—I believe so, and you have your own experience in your own college.

35. *Mr. Ó Cadhla.*—We know parents in English-speaking districts who speak nothing but Irish to their children. The children know no English until they are five years of age. Then they learn it from other children?—Yes.

36. *Deputy Tierney.*—I know a father of a child in Dublin, the father is in the University—the child heard nothing but Irish, and when he was seven years of age all of a sudden his parents were surprised to hear him holding a conversation in English with another boy. That shows that the biggest difficulty is to prevent them from acquiring English. You cannot prevent them from acquiring English?—I agree. There is no danger that they will not know English in Dublin or anywhere else.

37. You agree that where our education is inefficient it would be inefficient if Irish were not essential on the programme at all?—I do.

38. You are in favour of the present system?—Oh, they are not inefficient at all, but all have to get the help of a national spirit in the people. That is what we want. That is what we are lacking.

39. Do you think Irish education in the schools is one of the greatest possible reforms?—Nothing else will make them Irish but the language. Without that everything will be lost. Of course people who leave the country must have a sound knowledge of English. When the time comes when they will stay at home we can have Irish exclusively, but until that time comes we must give English a fair show.

40. It has been pointed out to us that Germans, Frenchmen and Poles go to America without a word of English and that when they get together among themselves they speak nothing but their own language. The result is that when a German goes to America he is at home the moment he lands. We have nothing like that amongst the Irish in America at all. The only way you could recognise an Irishman there is that he goes to church on Sundays?—While it is true about Germans and Poles that they speak their own language in America and have, I believe, their own churches and priests, it is also true that in various parts of America you have Irish people in colonies. There is one portion of America where you have practically all Irish. Boston, I understand, is crowded with Donegal people. I spent a short time there and I found out people who knew Irish and could speak it remarkably well. They had kept it up a good deal amongst themselves.

41. Is it not a fact that these people never had an opportunity of being educated through Irish?—It is.

42. Or perhaps even through English?—Very little in that way.

43. Isn't that a great drawback?—Yes. They say

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that any Irish boy or girl who goes to America with a good solid knowledge of English can get any position they want.

44. Don't you think there is something in the world besides positions, and the fact of Irish people knowing their own language would be an advantage to them?—I maintain they ought to know both.

45. You have emphasised the fact that the children when they leave school have not an opportunity of continuing the practice of the language amongst the people at home?—No, they don't speak Irish to the children.

46. You said some system of adult education should be introduced to meet the requirements of these people?—Continuation schools.

47. Have you any particular scheme in your head?—I have no particular scheme. Of course, we have these Irish classes here and there through the county now, but I doubt if they are properly conducted. I don't think the people are as anxious as they were to study.

48. *Deputy Tierney*.—Have they anything to offer them?—It is merely Irish.

49. There is no object except the learning of Irish?—No, nothing to look forward to.

50. *An Fear Mór*.—Do you believe that if boys and girls were guaranteed preference for positions in the country because they knew Irish it would help?—It would.

51. It would have a great effect?—It would.

52. *Deputy Tierney*.—Do you think it would be possible to give a preference to boys and girls from the Gaeltacht of Co. Mayo and have no objection from other parts of the county?—If the authorities are true to their colours, when they advertise a position and say Irish is essential, they should see that it is. The examination should be properly conducted and the job should not go to the person who has the greatest pull.

53. Would you prefer a scheme of Central Examinations by a body like the Civil Service Commission?—I certainly would. I think an examination should be held for all these jobs and I would give a preference to those who know Irish best.

54. You have local examinations?—From what I have heard and from the persons I have seen filling the positions, the examination is a farce.

55. About adult education. there are two ways in which you can provide schools for adults—night schools and day schools. Something could be done in the way of providing residential schools of a secondary type, which boys and girls over fourteen years could attend. Do you think it would be possible to have such a residential school specially intended for the Gaeltacht?—I think it would be possible.

56. Do you think there would be sufficient pupils for it?—I think so. It would be very popular.

57. There would be considerable financial difficulties, of course?—I suppose there would.

58. There are very few people in the Gaeltacht who could afford to send their children to such a school?—They would have to be assisted.

59. What about the present continuation schools?—They were very successful for a few years.

60. Did they lead to anything?—Oh, indeed they did; people got positions out of them.

61. Do you think it would be possible to get technical education in these Irish-speaking districts done through Irish?—I dare say it would take some years.

62. What sort of technical education would be most suitable in these districts?—I could not say exactly.

63. Would you say that technical education as administered up to the present has been satisfactory?—I think it has. It is important, useful instruction.

64. What kind of instruction have they got that would teach them to improve their holdings?—They had agricultural instructors going around.

65. Do you think that that has really had a good effect?—Oh, yes.

66. Would it not require to be more regular and intensive?—They also gave them instruction on the various sorts of seed manures and other things.

67. Were these under the County Council?—Yes.

68. You think it would be possible after a time to have that done through Irish and that it ought to be done?—I think it would be quite easy and it ought to be done.

69. *Mr. Moriarty*.—You know, I am sure, that the solution of this problem of the Gaeltacht is largely an

economic question—if you have no means of livelihood the people will go?—Yes.

70. The question here, of course, is largely a want of land, and you say that the congestion is very rife still. How far do you think the present system of Government machinery has met the needs of the Gaeltacht or congested areas of the country? Is the machine adequate to the needs of the situation or would you suggest that any other Government machine be set up which would accomplish the object of settling the economic conditions of the Gaeltacht more rapidly than is being done at present?—I certainly would recommend that it should be more rapidly settled, because the people are getting very dissatisfied. There are districts in the barony of Erris that are very congested.

70a. But this process of economic uplifting by the Government machine, do you think it is really adequate to the needs?—It is not adequate because it has not been moving quick enough.

71. In what way would you suggest that it could be improved?—I suppose it would require more officials. The first thing is to provide land to which these people would be migrated.

72. *Deputy Tierney*.—You are acquainted with the work of the old Congested Districts Board?—Yes. The old Board did a tremendous lot of work for the poor, but there is one thing I would like to see. I would like to see land purchase pushed forward.

73. *Mr. Moriarty*.—You say the fishing industry should be organised on modern lines?—Yes. With steam trawlers, large vessels which will occupy the men during their whole time without any connection with the land or other industries, and that railway facilities be provided in connection with the fishing fleet.

74. Do you think there is much likelihood of that coming along for some time yet?—I fear there is not, but if it is to be adequate at all I think it ought to be adequate from the beginning.

75. *Deputy Tierney*.—Do you think it is possible to have Government administration and organisation of an industry on that scale involving, perhaps, hundreds of thousands of pounds capital?—I don't believe the Government would be quite able to do it from the financial point of view, but when we see boats coming over here every day from other places, it must be a lucrative job.

76. Do you know if any attempt has ever been made to draw the attention of probable investors in the fish business to the gold mine that these men are working outside our doors? Do the commercial people of Sligo advert to the fact that strangers are taking the fish?—I don't think they have gone in for that kind of fishing. The only connection they have with fishing is with the salmon fishing.

77. That is done on a small scale?—Yes.

78. Do you think it would be possible to develop the spirit of the fishing population on this coast so that the men going into these boats to fish would stay away, if necessary, six weeks at the time?—The men along this coast are either fishing or working their little holdings. They are lost between both. They are neither one thing nor the other; they are neither farmers nor fishermen. The old Congested Districts Board did a great deal to establish curing stations. I remember in 1903 when I came to Ballycastle an effort was made to teach the people to clean the fish, but the drawback was that there were no people to get the fish out of the sea. The foreigners had their boats at work all through the west. That is going on still. Several times the question has been examined but nothing has been done. We were told that a pier at Belderrig could be built for £5,000, and another pier at £10,000 alongside which you could bring the biggest liners afloat.

79. We have heard that all that was wanted was a good pier. We have several other places where there are piers and no fish is landed at them?—I am quite certain if you had a proper pier at Belderrig it would be used.

80. *Deputy Tierney*.—Do you think a considerable profit could be made if the pier was built?—I do.

81. Do you think it would be an advantage to draw the attention of some commercial magnate to the opportunity of developing the fishing along this coast?—I think it would. It must be a paying proposition when all these trawlers come here.

82. The Government might give assistance, but unless there is a certain amount provided for the enter-

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PÁDRAIG BAIREAD, *examined*

prise it is very hard for the Government to get very far ahead with it?—I dare say there would be a good start if the Government took it up.

83. Don't you think it would be worth while for the people of the district to take it up themselves?—The people you refer to are very poor people.

84. Is it not an extraordinary thing that you can get no great interest and enthusiasm in the district for this project, which has such possibilities in it?—You will get plenty of local support but you won't get *airgead síos*.

* * * * *

The following statement submitted by Pádraig Bairrad, D.C., Ant-Sraith Thiar, Bun-na-h-Aibhne, Beal an Atha, had been circulated to the Commissioners:—

Na Limistéirí Gaelacha.

1. Ceanntair Gaelacha atá uile i nIorras, Co. Mhuilge ach amháin Baile Mór, Béal-an-Mhuirtidh agus Baile Mór Beanncor Iorras. Tá an dá bhaile sin Breac-Ghaelach. Tig leis na daoine an teangaighd a labhairt go maith ar fud na tuathe.

Ruarachán.

2. Níl oifigigh nó cléirigh an Riaghaltais, nó na mbuid Puiblí ag déanamh pioc ar son na Gaedhilge ach ag iarraidh an teangaighd a mharbhadh. Agus níl aon Ghaedhilg ag aon duine aca ach cléireach na cúirte duitheche Beal an Mhuirtidh. Tig liom fianaise a thabhairt faoi an rud a rinne na cigirí atá faoi Coimisiún na Talmhain an Éireann, in Iorras. Bhí fear a bhí os cionn lucht oibre (gaffer) agus ata ina thogha Ghaedhilgeoir. Tháinig leis a gnaithe a dheanamh tríd Gaedhilge, glaothadh sé an rolla gach maidin in Gaedhilg. Cuirteadh as an bpost é gan lucht d'fhághail ar a chuid oibre, agus cuirteadh fear ina áit nach bhfuil focal Gaedhilge aige. An leigheas : dhá bhliadhain a thabhairt dos na Cigirí agus Cléirí sa nGaedhiltacht an Gaedhilge d'fhoghlaim, nó iad athrughadh go dtí an Galltacht agus feasta gan aon oifigeach a chur go dtí an Gaeltacht ach oifigeach atá ina Ghaedhilgeoir.

Oideachas.

3. Ní fheicim oideachas an lae indiu a dheunamh aon athrughadh mór, ins na ceanntair Gaelacha taobh amuigh des na sgoltacha, mar nach labhrann na páisdí a fhuirmhór móran Gaedhilge agus níl go leór aca ro mhaith a labhairt na teangainn. An leigheas : níos mó corá agus seanchas a dhéanamh tríd Gaedhilge, gan an oireadh úsáid a bhaint as na leabhra, na múinteoirí na páisdí a chur faoi sgrúdu uair sa ráithe ar a laghad. Cócaireacht agus feilíreacht a múnadh níos fearr, mar is é fhorus do bhuaicailí agus do chailíní a caithfidh an áit féin do fháigint.

Cúrsaí Maireachtana.

4. An t-iasgaireacht agus déunamh an lása, an bun obair is mó in Iorras. Tig an t-iasgaireacht a déunamh níos seasamhaidhe ach báid níos fearr d'fhághail, gléas nó iasgaireacht an lae indiu, bealach d'fhághail leis an t-iasg a thabhairt go luath go dtí an margadh—sin bóthar iarainn a chur go dtí Iorras, an lása margadh níos fearr a sholathair ins na tír eile. Agus obair maith eile, na taití bán a roinn idir na daoine agus gabhaltas níos mó a thabhairt do gach tionónta. Lucht airgid a mhealladh le h-oibreacha a chur ar bun sa Gaeltacht. Oifig a chur ar bun no (bureau) chun obair d'fhághail sa Galltacht do gach Gaedhilgeoir ón nGaeltacht atá a sothlár oibre, agus a caithfidh a áit fein d'fhághail. Agus é a bheith de chúram ar gach duine a geobhfás obair nó post tríd an oifig sin a ndicheall a dheunamh an Gaedhilge do sgapadh agus iad geall a glacadh sin a dheunamh.

Generála.

5. Ní féidir ach na daoine sa Gaeltacht comhartha a caitheamh—an fáinne—is é is fearr.

PADRAIG BAIREAD, *examined.*

English rendering of evidence given in Irish.

1. *An Fear Mór*.—You are a teacher?—Yes.
2. An Irish teacher?—Yes, in an Irish-speaking district.
3. Do the children speak Irish there?—The majority of the people speak Irish.
4. Have you anything special to add to what you have said in your statement?—Yes. The old people speak Irish, but the children don't speak much Irish. I have spoken to fathers and mothers and asked them why they do not speak Irish to their children. They say "What is the good of our speaking Irish to them." When I tell them that at least it is no harm to them to know Irish, they say the children will have to leave this place and go to other countries, and what good is Irish to them then?
5. You think that is doing great harm to Irish?—It is.
6. There is no chance of Irish living unless this is changed?—It will die unless there is a change.
7. As long as it continues it will be bad for Irish?—It will.
8. What is the remedy?—The remedy is to give a better livelihood to the people at home. The first thing is to give them more land so that the people who are now going to other countries can stay at home. I know of large families having to live on about three acres, sometimes divided into several small patches.
9. Have you thought of any way in which they could be given more land?—Yes.
10. Is there land to be got?—There are waste lands in the place.
11. Do you think it is right to buy land and divide it?—That has been demanded for twenty years since the first Land Act was passed.
12. And nothing has been done yet?—Very little.
13. As the matter stands now it is a long time to wait?—As far as I can see here nothing is being done.
14. Do you think the Government should deal with the matter as the Congested Districts Board did?—I do, and it should be done as soon as possible.
15. There is not much use depending on the Land Commission, because they are dealing with big estates?—I don't think there is any use in waiting for the Land Commission to do it.
16. What language do the pensions officers, clerks, and other officials dealing with the people speak?—English.
17. And what do the people speak to them?—Broken English. I know people who know no English and they try to speak English to the officials.
18. Officials from the Saorstát Government?—Yes. Some of them are trying to learn Irish now.
19. If the officials spoke Irish would that advance the language?—It would.
20. Do you think it is right for the Government to send English-speaking officials into the Irish-speaking districts?—They may say that they did not send them, that they were there already.
21. Do you think such people in the Irish-speaking districts should be compelled to learn Irish?—They should get two years in which to learn Irish and continue using Irish then. I would not like to deprive any man of his job, but if he did not know Irish after the two years I would send him to an English-speaking district.
22. An injustice is being done to Irish and to the Irish speakers at present?—Yes, a great injustice.
23. Is there anything else you would recommend in addition to the division of land; what about the fishing?—Yes, the fishing should be developed.
24. Are there good fishermen in the district?—There are. They fish with line.
25. Do you know Falmore?—I do. Do you know the people there?—I know most of them.
26. Were you ever fishing with them?—No.
27. There is not a good pier there?—No.
28. There ought to be a good pier?—Yes.
29. Damage is caused because of the want of a pier?—Yes. There are often heavy gales there.
30. You think it is important that something should be done for the fishermen and that land should be got for the people?—Yes.

31. You think there should be some kind of a Bureau in Dublin to get work for the people?—I think it would do great good.

32. Do you think the people would go to work in places in Ireland rather than go to Scotland or England?—I am sure they would. They would prefer to get a living in this country if they could. I often meet people who have been in England and America and they would prefer to stay here than to live in any other country.

33. Do you think it would be a good answer to people who complain about too much Irish in the schools, if it could be said that something was to be got out of Irish?—I think it would be a good defence of Irish against those who attack it if you could say that anything would be got out of it.

34. *Pádraig Ó Cúdhla*.—Are you a district teacher of Irish?—I was teaching Irish for a time. I exchanged situations when the trouble began. I had to go into the army.

35. You know the state of Irish in your district?—Yes.

36. Have you ever found the people there opposed to the speaking of Irish?—They are delighted to speak it.

37. They have a love for the language?—Yes, they are glad to hear it.

38. Is this respect for the language helped by the education given through Irish in the schools?—Yes. There is good work being done in the schools in reading and writing Irish. It is my opinion that more attention should be paid to oral Irish than to books. Prizes should also be given to the children. The teacher could examine the children and give prizes to the best.

39. *Deputy Tierney*.—At telling a story?—Yes, or conversation. A great deal depends on the book used.

40. *P. Ó Cúdhla*.—Is the catechism taught in Irish?—It is.

41. *An Fear Mór*.—In all the schools?—Yes.

42. *P. Ó Cúdhla*.—Are they confirmed in Irish?—I don't know if that is done.

43. *An Fear Mór*.—You collect songs and stories from the people?—Yes.

44. Have you collected many?—Yes, I have some.

45. Have the people many stories and songs?—They have, and their own file.

46. *Deputy Tierney*.—An old man?—Yes.

47. Do you think the Government should do something to collect these stories and songs?—That would be a good thing.

48. *An Fear Mór*.—Is there a danger that if this old man dies his stories and songs will die with him?—Unless they are written down.

49. *Deputy Tierney*.—The teachers ought to do that?—Yes.

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The following statement submitted by Aodh De Paor, Baile Uí Fhiacháin, Co. Mhuigheó, had been circulated to the Commissioners:—

ACAILL BEAG, ACAILL MÓR, AN CURRAN.

I. RIARACHAIN—

(1) An sagart paráiste—toga Gaedhilgeóra. Is an-namh a chloistear focal Gaedhilge uaidh ó'n Altóir amhthach.

(2) Na Seipilineacha—Gaedhilg ag duine aca agus is Gaedheal é. Níl Gaedhilg ag an mbeirt eile.

(3) An Dochtúir—Gan Gaedhilg.

(4) An Banaltra—Gan Gaedhilg.

(5) An Giustis—Tá Gaedhilge aige agus oibrigheann sé i amannta.

(6) Cléireach na Cúirte—Tá Gaedhilge aige.

(7) Na Gárdaí Siothchána—Tá Gaedhilg ag an Searshint.

(8) Oifigeach Cáin agus Custuim—Níl aon Gaedhilg aige. Sasannach iseadh é.

(9) Oifig an Posta—Tá Gaedhilg ag an Post Máistir agus na fearraibh posta.

(10) Oifigeach ó Roinn na Talmhuochta—Níl focal aige.

(11) Oifigeach na mBocht—Tá Gaedhilge aige. Dá mbéadh sé de mhisneach aca seo uilig an teanga do labhairt lais na daoineibh déanfadh sé maitheas do'n teanga. Bheidís na eisiomplar do na comarsannaibh.

2. OIDEACHAS—

(1) An cuid is mó de na h-oidibh sgoile tá an teanga go maith aca.

(2) *Locht*—Muíntear go maith í ach níl mé cinnte go dtugtar a shéith aire do labhairt na teangain. Is doiligh nós do bhriseadh. Tá an clár ró mhór freisin agus teastuigheann leabhair teicnicíúla chomh maith.

(3) Is cuma leis na daoineibh ach na páistí do chur go h-Alban chomhluath agus is féidir leo mar tá siad bocht agus teastuigheann airgead uatha. Fágann na páistí an sgoil timchoall ar 12 blian d'aois.

(4) *Leighis*—(a) Labhairt na Gaedhilge feadh an lae sa sgoil. (b) Clar do dhéanú níos simplí sa chog gur furus do'n oide an teanga d'oibriú ar feadh an lae. (c) Tinnreamh do bheith riachtanach suas go 16 bliana d'aois agus pionós trom do chur ar dhuine nach gcuireann a chlann chun na sgoile.

3. CURSAI MAIREACHTANNA—

(1) Tá neart iasg tart an gcósta. Bídfs in a n-iasgaribh maithe fadó sul má mhill na h-iasgairi gaile an cuan orra. Teastuigheann uatha báid, gléasanna, calaidheacha agus margadh.

(2) In nDuibheacha agus insa Chaol tá déantúsáin cniotála. Is féidir iad sin do mbéadú.

(3) Bíodh figheadóireacht lín agus olna ann fadó. Ait maith do caoraibh é. D'fhasadh lín go breágh ann. Ba cheart figheadh-óireacht lín agus olna d'aithbheochaint.

(4) Cé is móite de cniotáil sa Chaol agus lasaí ag Gob a Choire níl aon oideachas teicnicíúil ann. Bhíodh rang siúinéarachta ann agus d'fhreastal cuid mhaith air. Ach cuireadh deire leis blianta ó shoin.

(5) Ní féidir obair do chur ar bun a thiubhradh slighe beatha do na daoineibh go léir mar tá an iomarca díobh ann. Ba mhaith an rúd cuid aca d'athrú ach iad do choinneál le céile in dreamanna agus féacháil chuige go labhrann siad an teanga le na gclann. Má fhágann siad buntáiste as labhairt na teangain labhrachaidh siad í. Dá mbéadh duais éigin nó laghdú ciosa ag dul do'n lion tigh ba Ghaedhealaighe tá mé cinnte go ndéanfadh sé maitheas mór.

(6) Cuideochadh cáin ar éadaighibh galla leis na mion déantúsáí cniotála atá ann cheana.

(7) Eolas ar chomh maith is tá iasg mar bhiadh do scaibeadh imeasc na daoine ar an mhór thír agus slighe scaipithe an eisg ar rud an cheanntair ar luach réasúnta cuideochadh siad leis an iasgaireacht. Níl mórán measa ag muinntir na tíre seo ar iasg.

(8) Imthigheann muinntir Acla na gcéadtaibh go Sasanna agus go h-Alban na spailpínibh gach blian. Ní maith dóibh, dá n-anmannaibh nó dá gclannaibh é seo. Is feidhmeamhail iad mar oibríni iad. Ba chóir go mbéadh obair le fágáil dóibh ar fud na h-Eireann, ach a mbéadh feilméiri na h-Eireann sásta págh ceart do thabhairt dóibh.

(9) Bhí Acaill agus an Currán clúduighthe fá crannaibh, Bamhaith an gníomh a athchlúdughadh. Bhéarfadh sé obair do chuid mhaith daoine.

4. GENERALTA.

(1) Ní dhéanfainn aon difirgheacht idir Gaedhealtacht agus Breac Gaedhealtacht mór ansan dá áit bhonn Gaedhilg ag na daoine fásta.

(2) Chun an teanga do shabháil sa Ghaedhealtacht agus sa Bhreac Ghaedhealtacht ba chóir Gaedhilg do bheith ag gach oifigeach den Rialtas (agus ní cuirim a leath taoibh an sagart). Ba chóir do Gaedhilg agus Gaedhilg amháin do labhairt leis na daoineibh. Ní coir do dhuine ar bith a rádh leo gan Béarla do labhairt mar is mór an peacadh e seo in aghaidh na teangain ach ba chóir do feadhaint chuige nach labhrúigheann sé féin aon Bhéarla leo. Gnás an Bhéarla atá orra ach brisfidh siad an gnás sin nuair a feiceann siad na daoine atá ós a gcionn ag sfór labhairt na Gaedhilge. Anoir a thánaig an Bhéarla, anoir iseadh caithfidh an Ghaedhilg do theacht.

22ad Meitheamh, 1925.

SEPTEMBER 21, 1925.

AODH DE PAOR, *examined.*AODH DE PAOR, *examined.**English rendering of evidence given in Irish.*

1. *An Fear Mór.*—You sent in a statement in Irish?—Yes.

2. Do you wish to be questioned in Irish?—Yes.

3. Is there anything you wish to add to what you have sent in?—I think I have said practically everything I had to say. I would like to emphasise that if we want to save the language we must show that it is an advantage to the people to have it. At present the Irish speakers say that riches go with English and poverty with Irish. *Gardaí* *Siothchána*, clerks, officials, and such people speak English. A great injustice is done to children by not sending them to school regularly. I think they should be compelled to attend school. If there is any excuse for keeping them at home, they will be kept at home, and if they have to go to America they will have neither Irish nor English. Compulsory attendance should be enforced, and the only excuse that should be accepted is a doctor's certificate. The people who know Irish have a responsibility to their children. They should speak it to them, and they should send them to school to be properly educated. Irish is dying here in Erris. It is not possible to injure English in this country. It is firmly established and the parents need have no fear that their children will not have all the English they want if they have to emigrate. If the people would stop speaking English children would get puer English from their teachers and from the books. Book English is a splendid thing and book Irish is a bad thing. Oral Irish should be taught in the schools. No English should be used in giving instruction in the schools. If you teach English, teach English—teach it as a subject. Every order given to the children and every advice should be in Irish. That will make the language a reality in the work of the school and will get the children into the habit of using it. I find some misapprehensions in this country regarding the teaching of languages to children. Give me young children and whatever language I speak to them inside two years at most they will speak that language. I had one boy living with me to whom I spoke nothing but Irish and within six months that child was able to speak Irish. In the schools it would be better to speak nothing but Irish in the lower standards. They will then understand Irish and it will be possible to teach everything else through the medium of Irish. I had to learn things myself through the medium of French and Spanish, and plenty of other things in Latin when I was studying for the priesthood. When I understood anything in these languages I was able to discuss it in any language I knew. The essential thing is to understand the language first. As regards the question of dialects, it is better to use the dialect of the place at the outset. The other dialects can be dealt with afterwards. If the fathers and mothers want their children to have good English they will speak Irish to them and leave the teaching of English to the schools. Plenty of people go to America without knowing any English. Many Poles go to America without English. Upton Sinclair in one of his books tells of the Pole who knew only one word of English—*Job*. He wanted to get a job—to get a slice of the pudding. I don't think it would be any great loss to people to go to America knowing only Irish, but there is no likelihood that anybody will go from Ireland now without knowing English. It is not fair education in English that Americans want, but people who can work.

4. *An Fear Mór.*—You were teaching in Achill Beag?—I was.

5. How many years?—Ten years.

6. Were the children who came to school then Irish speakers when they came?—I am certain they were not. There are people now who say they were, but if I was dying this moment, I would say they did not speak Irish when they came to school. I would swear they did not speak a word of Irish.

7. When they were leaving school they did?—Yes, and they have it now. There are people from Achill here. They did not help me. Perhaps I was too much in earnest. I did that work when the inspectors and everybody in charge of education were against

Irish. From the time I entered the school I did not speak English to the pupils. I did my best to teach the Catechism to the children in Irish, and I got a great deal of trouble over it.

8. You have a list of officials and other people who don't know Irish in Achill?—Yes.

9. Do you think they do great harm?—I am certain they do. If they did their work in Irish the people would be fully satisfied to speak Irish to them. The people are not against Irish. The speaking of English is only a fashion introduced from outside. If officials and others made it a practice to speak Irish the people would speak it.

10. You spent some years in Spain?—Yes.

10A. Did you ever meet in that country doctors and officials who could not do their work in the language of the country?—Oh, I never did. It is a false idea to think that English is spoken throughout the world.

11. When you reach the dock at Ostend you know that?—Yes. When the French fishermen came in here their language was French.

12. As regards a livelihood for the people do you think it would be right to take them from the place in which they are and send them to better land in Meath or some other place?—Yes, to send them in colonies.

13. How many families would it be necessary to send?—About 120 families.

14. If you do that you will have to send them in sufficient numbers to ensure that they will continue to use Irish. How many families would be necessary for that?—You would have in twenty families of five persons each, one hundred persons.

15. Would you not want a thousand?—Yes, to be certain that Irish would be kept alive.

16. You think it is necessary to have a tax on foreign manufactures coming in here?—Yes. I would tax everything not made in Ireland.

17. Don't you understand that that would make things dearer?—I don't see why it should. It is said it makes things dearer, but why should it.

18. The tax on boots?—Yes.

18A. If you want a pair of boots and they are not Irish, you will have to pay 2s. 6d. extra?—Yes.

19. People in Achill were complaining to us about the tax on boots, one woman said it was a shame? They have got bootmakers. They could make boots for the district.

20. You think it is right to protect these industries?—Yes. They had knitting there. Hundreds of things come from England now that are not as good. They ought to be taxed.

21. Is English or Irish spoken in the schools?—When I left the school Irish was spoken. The teacher who came after me did his best for Irish, but English was dominant. You would get little help in speaking Irish at that time.

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The following statement submitted by Tomás Mac Pháidín, Hon. Sec. Belmullet Branch I.N.T.O., Boys' School, Belmullet, had been circulated to the Commissioners:—

I have been directed to forward you the report of a special meeting of above Branch, held in Belmullet, Saturday, 9th May, 1925. The meeting was summoned for the purpose of collecting evidence with regard to Irish as a spoken language in this Branch area, which includes all Erris.

Statistics furnished by the teachers of the various schools show that only five of the thirty schools in the Branch area were situated in what could be truly classed as Irish-speaking districts. (Only those districts in which the school-going population had a knowledge of Irish from home were regarded from the point of view of the meeting as Irish-speaking). In the case of the remaining twenty-five schools, while the parents invariably know Irish, it was shown that they did not speak Irish to their children, so that the school-going population was predominantly, and in most cases wholly English-speaking. Further, in all districts within the Branch area the local administration is carried on solely in English.

The following remedies were suggested:—

1. Free school books and requisites.

TOMÁS MAC PHAIDÍN, *examined.*

SEPTEMBER 21, 1925.

2. That special preparatory schools be established in the Gaeltacht in which Irish-speaking children would receive *free* such training as would enable them to enter training colleges and so become teachers.
3. That the question of economic holdings be settled.
4. That fishing be developed—by the erection of piers where necessary, the supplying of suitable boats and nets, the establishment of curing stations, and providing facilities for quick transport of fish to markets.
5. The development of the kelp industry and also of lace-making.

(Signed) TOMÁS MAC PHAIDÍN, O.S.

2nd July, 1925.

(Rúnaidhe).

* * * * *

TOMÁS MAC PHAIDÍN, *examined.*

1. *An Fear Mór.*—Do you wish to be examined in Irish or English?—I sent in a written statement in English.

2. Is there anything else you wish to add?—There is nothing more. The statement was drawn up by the Belmullet Branch of the Irish National Teachers' Organisation.

3. You are sent to represent them?—Yes.

4. You teach here in the town?—Yes.

5. How do you find matters with regard to instruction in Irish?—There is no hardship where the parents know Irish, but a lot of the parents in Erris cannot speak Irish. The parents say there is too much time given to Irish and that there is nothing for it.

6. Too much time given to Irish in the schools here?—Yes.

7. When English was introduced into the schools the people then were not speaking English to the children?—I don't think so.

8. So that excuse falls to the ground?—Yes, but it is a very good excuse.

9. When it was a case of learning English Irish was spoken in the homes?—Yes.

10. Even with English as the language of the home, do you think it is possible to give a good knowledge of Irish to a child who comes to school regularly for eight or ten years?—Of course it is. It is possible to make children who attend from four years of age to fourteen fluent Irish speakers.

11. Then our education system is on right lines and it would not be correct to say that by educating the boys and girls of this town through the medium of Irish their English or their education would suffer?—I think it would improve them to have two languages. You would have to teach the child one language.

12. You are not one of those who believe that the present position of Irish in the schools is bad for the education of the children?—As far as I understand the question, I think it would help education to have plenty Irish in the schools.

13. Have you any suggestion that might remedy the complaint that you make that by using English in the homes the parents are not co-operating with the teachers?—If it could be brought home to the parents that their children stand to gain something by their speaking Irish to them you might have a remedy. As it is, they are opposed to Irish. They see people with English getting all the jobs.

14. It never occurs to them at all that education enters into it?—It is just a question of bread and butter. You cannot blame them because everything practically is denied to them if they don't know English.

15. You would advocate making Irish a real live question in all examinations for public positions?—Oh, certainly.

16. You would advocate that all public positions should be given to people who know Irish?—Oh, yes; but in that way there may be some people who would have a thorough knowledge of Irish but in other ways might not be quite competent.

17. Other things being equal?—Certainly; I would give it to the person educated in the Irish language first.

18. You suggest free books and requisites for the

children?—Yes, I think that is rather important. Long ago the books were much cheaper than now. In the higher standards now books are a serious item, and some of the parents cannot pay for them. I don't think there's a teacher who does not lose at least fifty per cent. of what he pays for books.

19. *Deputy Tierney.*—I suppose that would be one argument against the teaching of Irish?—They complain sometimes that the books cost too much.

20. Do you think an improvement could be made if we went back to the old system of the Board of Education of issuing its own text-books entirely?—I don't think so.

21. You don't think the present type of text-books unsuitable?—Oh, there's a large variety to select from now. That is better than having one set that might not be suitable for everybody.

22. *An Fear Mór.*—You don't think it would be better to charge a small price for the text books than to give them free altogether?—I was thinking of the present cost which is entirely too high.

23. *Deputy Tierney.*—How would it work if you had a charge for the English books and gave the Irish books free?—That might do.

24. You suggest that preparatory schools be established in the Gaeltacht. I would like to get your idea as to what type of college you suggest, whether residential college or a simple day school, what type of instruction and through what medium the instruction should be given?—In the schools around this district you find very intelligent children in many places, children who can speak Irish from the first day they are able to speak. They leave school at fourteen or fifteen to go to work with the spade. If schools could be established, an entrance examination in Irish held, and all subjects taught through Irish, a lot could be done for these children. I suggest that the school should be free of charge whether it be a day school or a residential school.

25. Do you think you would be able to get a sufficient number of scholars in any district to make a day school a success?—I think you would have to combine it and have day pupils and boarders, have all subjects taught through Irish, and let them be sent for civil service and other examinations.

26. Who do you suggest should finance a school of that type?—I don't know. The people themselves could not afford to pay anything for the education of their children, and it would arouse opposition if it were put on the rates.

27. Do you think it could be done by some system of scholarships?—There is a system of scholarships from the primary to the secondary schools.

28. Do you think that would be extensive enough to cater for a school of that type?—I don't think it would.

29. You would not, perhaps, have any other class of instruction given except what would lead to the teaching profession?—I am satisfied that you would have all classes of instruction. My idea is to get teachers who are real Irish enthusiasts and the country would then become Irish.

30. Don't you think that outside the teaching profession altogether there is a necessity for higher education in the Gaeltacht?—Yes, there is.

31. The children who attend schools in the poorer districts in the Gaeltacht have nothing to look up to at all—no higher school. They want some inducement to continue their studies to get something worth having in the way of positions in the State?—Yes, there should be some sort of continuation schools where these students could attend in the evening and qualify for positions.

32. There has been some complaint that the scholarships available very seldom fall to the lot of students from the Irish-speaking districts. I should like if you could explain why that happened?—It is a thing I could not explain. The children concentrate on Irish for these examinations. As far as I know very little turns on Irish at the examination. There was a rather stiff course in Irish required for it. It was supposed to be very stiff.

33. Do you believe that the system of examination for these scholarships does not take into consideration the conditions in the Irish-speaking districts?—It does not. English in these examinations still occupies the premier place.

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FRANCIS MORAN, *examined*.

34. Have you any suggestion to make to improve the position of Irish?—Unless something is done to give the people a chance of living there will be no Irish in a short time. The Irish speakers are leaving and those who will stay see no advantage in speaking the language.

35. What do you think of the scheme of migration?—I don't know if the people would go.

36. Do you think they would?—There are a great many of them who would not.

37. Would the young people go?—The young people would go, but if you bring the young people, unless you get the right kind, the danger is that they will drop Irish and take up English unless there is some inducement to continue Irish. If the people find Irish will pay they will speak it. Patriotism is all right until it touches their pockets.

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The following statement submitted by Francis Moran, N.T., Soula National School, had been circulated to the Commissioners:—

Adverse Influences:—National Schools, contact with British, situation of locality.

Curraun, Derreens, Soula.—Irish-speaking, because of the remoteness from public highway traversed by foreigners who sneered at Irish.

Achillbeg, Doega, Bullmouth.—Partly Irish-speaking, though quite as remote from the public highway, but foreign influence operated from British coastguard stations situated in each of these districts.

Bunnacurry, Binnacurry, Touragee.—Partly Irish-speaking, skirting public highway.

*The Valley.—English. Proximity to Nangle and his English-speaking *entourage*, and being the seat of Lord Cavan and succeeding landlords.*

Crumpoun, Doagh, Dukinella.—English-speaking. (1) Coastguards at Keel; (2) migration to Scotland much earlier than the people of Upper Achill; (3) landlords; (4) tourists wanted only English-speaking guides.

To Irishise English-speaking Villages.

- (1) Prove to the inhabitants that it is advantageous as well as patriotic to foster the Irish language; this can be done in many ways:—
- (2) Let all local appointments be by merit, giving the Irish speaker fifty per cent. preferment over a non-Irish speaker.
- (3) Restore full pension of 10s. to all old age Irish-speaking pensioners, and introduce legislation granting such pensions to all Irish-speaking enthusiasts on reaching the age of 65.
- (4) Give special increments to teachers whose schools and districts show marked advance towards being scheduled as Irish-speaking.
- (5) Show the people that Irish is not synonymous with poverty; that it is a desirable acquisition rather than a handicap by immediately exchanging all English-speaking officials in their midst for officials who can talk Irish and who are enthusiastic for its revival.
- (6) Supply school books (Irish and English) free to the children of parents who genuinely co-operate with the teachers in their efforts to Irishise their school district.
- (7) Establish an Irish training college in Achill and revive Aereachteanna; let all official documents for Connaught be written in Irish corresponding to the Connaught dialect.

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F. MORAN, N.T., Soula, *examined*.

1. *An Fear Mór.*—Have you anything to say in addition to what you have suggested here?—With regard to the extent of Irish in Achill, we have seventeen schools in Achill and in eight of these the bilingual programme is being taught successfully. As a whole you may class the first part as Gaeltacht, an Irish-speaking district, but whilst saying that there is about half a parish which is English-speaking. They have a partiality for speaking English, even old Irish people who know Irish. In Upper Achill they are all intensely Irish-speaking places. These are causes for the existence of purely English-speaking districts side by side with

purely Irish-speaking districts. The national schools had a very adverse influence at one time. I remember in my own school-going days children were punished for speaking Irish even during playtime. As the emoluments depended, to a large extent, upon the results of the examination, it was to the teacher's advantage to get the children to speak English, and in that way Irish got a set back. There were some other places where the children were not so much under the teacher's influence. That is one reason why you will find a part of Achill to-day purely Irish-speaking and another part preponderatingly English-speaking. The second reason that I give is contact with strangers. I agree with An Paorach with regard to the coastguards. They had a very adverse influence on the language. They were practically all English, and all spoke English to the people in the immediate surroundings. That had a great influence on the side of the English language. Even though the people of Achill Beag did talk English, they all knew Irish well. I spent a few years in Achill Beag before Mr. Power's time there. The people did know Irish, but they had a greater partiality for English. They thought it was more fashionable. The situation of the locality had much to do with it. The people situated along the public road were brought into contact with strangers coming into the island. That gave them an opportunity of picking up English that the people in districts remote from the public road did not get. The western part of Achill which is (a tourist resort), and that is one of the chief reasons why Lower Achill is more English-speaking than Upper Achill. The tourists came English-speaking. They required guides, and Irish-speaking guides would be no earthly use to them. The people saw that it was to their advantage to speak English, and they tried to speak it. Another reason why Lower Achill is less Gaelic is that its people migrated to Scotland and England in bigger numbers, and at an earlier date than the people of Upper Achill did. How are we going to Irishise these districts again? I suggest that if you want to Irishise the district and to make it a real Irish-speaking district at the present day, you must prove to the inhabitants that it is an advantage as well as a patriotic duty for them to foster the Irish language and speak it. I don't think there is much chance of the people learning Irish or using it from patriotic or sentimental reasons alone. One suggestion that I might make is that all local appointments be by merit, doing away with favouritism, and, other things equal, giving the Irish speaker preference to the extent of 50 per cent. over the non-Irish speaker. For years past local councils have passed resolutions to the effect that in all appointments preference will be given to Irish speakers other things being equal. If you want to show the people of the Gaeltacht that it is an advantage to them to study the Irish language and foster it, you must give them some kind of preference, because these resolutions of the local councils were not observed; they were not honoured. They were honoured more in the breach than in the observance. The experience was that it was not the Irish language but the number of votes that a candidate could influence that got him the position. Those of us who said to the people of the Gaeltacht that if their children studied Irish they would get positions found that the people saw that it was not the Irish of the candidate at all that got him the work, but the influence, and they said it was all moonshine, we have been fooled. My second suggestion would be that the shilling be restored to the old age pensioners in all parts of the Gaeltacht. They are all Irish speakers, and when these old people die out I am afraid the succeeding generations will not be so intensely Irish-speaking. These old people feel very much that their pension has been cut down by a shilling a week. They all agree, whatever you may think, that they have been badly treated, and if it were possible to do so, I would suggest that you restore the full pension of ten shillings to all Irish-speaking pensioners, especially those parents who co-operate with the teachers in Irishising the district. These people are very poor, and you want to show that Irish is not synonymous with poverty, that it is desirable rather than a handicap. Another suggestion I would make is that school books

FRANCIS MORAN, *examined.*

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in English and Irish should be supplied free to the children of the Gaeltacht, and that an Irish training college be established in Achill. These colleges are going to be established in the Irish-speaking districts, and I would suggest that one be established in Achill which will show the people that there is something in the language and that it is not exactly the poor people who are now anxious to learn Irish. Public documents should be in Irish and Irish type used. It should for Connaught be in the Connaught dialect. My reason for saying that is that official documents come from the various Departments in Dublin. It is very nice to see them coming in Irish, but when you read them to the people they tell you 'tis not Irish at all. I read them for a man of eighty years of age, and he said there were words used in them he had never heard before. If they decide to get words that the people would understand it would have a very favourable effect upon them. The public officials you have are English speakers, and they have been there for some time. My suggestion would be that these people be transferred to English-speaking districts and Irish-speaking officials sent down here. There is no doubt that officials of that kind, moving amongst the people, influence them either one way or the other for or against the revival of the language. How is Irish affected by the present education system? Well, I think the present education system has affected it favourably. But for bilingual schools, Achill and these districts would not have the same amount of Irish that they have. Irish would have gone back in the purely Irish-speaking districts were it not for the bilingual programme which has been in operation in many schools for the past 12 or 13 years. To my mind it would not be any disadvantage—rather the contrary—in non-Irish-speaking areas to have English side by side with the education they get through the medium of Irish at present. The people will not admit that Irish is of any use to their children when they leave school and go away to secure a livelihood. They have to emigrate. Under present conditions there is no good prospect that they won't have to migrate or emigrate. They look on Irish as a great waste of time and that they might be more profitably employed in learning English. We teach them to read and write letters in Irish. I give you my own experience, and I believe it is the experience of every teacher in the country after all the trouble of teaching the children to write Irish letters, when they leave school in the seventh standard you never see a letter come back written in Irish by one of them.

2. *An Fear Mór.*—Would the adult population be able to read letters if they were written in Irish?—Do you mean the present parents?

3. I mean the older people?—The present parents of the children there would not be able to read letters in Irish, at least only a small proportion of them.

4. Would it not be an unnatural thing for children to write in a language that their parents could not read?—Yes, but the same applies to English.

5. Can they not read English?—A fair percentage of them cannot. They get another person to read their letters and to write their letters also.

6. You complain about the dialects. It is very important to have books in the same dialect as the people speak?—Yes, and correspondence should, as far as possible, be in a dialect which they can understand. They object to the Irish of one district being used officially for the whole country.

7. If you take up an English document a great many of them will not understand it. Is it because he does not understand it that he is an authority on it?—Oh, certainly not. They are supposed to be portion of the Gaeltacht.

8. *Deputy Tierney.*—Don't you think if a letter written in the Munster dialect were read to an old person in Achill he would understand it. My experience is that the people themselves are often inclined to exaggerate these differences? They find it very hard to understand it. They never had any technical knowledge of Irish.

9. *An Fear Mór.*—We have been through Achill and have been speaking to all sorts of people, and we never had the slightest difficulty with them?—I would find it very hard to understand your dialect of Irish.

9A. *Mr. Ó Cadhla.*—We had a pleasant time on the island. We spoke to people from sixteen to sixty years of age. They enjoyed us and we enjoyed them. We had no difficulty whatever in carrying on conversation. It is one of the most Irish-speaking districts we have met. We have been hearing people speaking about differences of dialects, and we thought we would not be understood at all, but we found hardly any differences between the two dialects when we were talking to the people.

10. *Deputy Tierney.*—The less literary knowledge they have the more likely they are to understand. Do you ever find English in official documents has any difficulty for them?—I don't think so, because they can get a person to read it for them in case they don't know themselves. Generally they give the teachers all these official documents to read.

11. *An Fear Mór.*—There are some of these official documents and it would be hard to understand them in any language?—I quite agree.

12. *Mr. Ó Cadhla.*—What effect has migration on Irish in Achill?—Migration has a bad effect on Irish certainly. It is one of the most adverse influences against Irish.

13. How long has this migration been going on?—I could not say. Forty years ago it was not half so extensive as it is at the present day.

14. *An Fear Mór.*—You have a court in Achill?—We have.

15. Is it conducted in Irish or English?—I attended a court there last Saturday. Practically every witness who attended the court was an Irish speaker, but not one of them was asked to give evidence in Irish. I think that does not help the language.

16. The court is being run on the same lines as it was under the English?—Yes, so far as I can see.

17. *Mr. Ó Cadhla.*—What interpretation do you put upon the bilingual programme?—It meant that you do so much reading in English and so much in Irish. You use the language best known by the children in teaching other subjects, or a skilful combination of both languages.

18. When you are giving a lesson in arithmetic, history, geography, were you supposed to teach them in both languages?—No, I was not. I was supposed, under the bilingual programme, to teach it in the language best known by the majority of the children.

19. *An Fear Mór.*—What eventually would be the effect of instruction given in that way?—I think it would mean a distinct improvement.

20. *Mr. Ó Cadhla.*—Would it have the effect of weaning them away from the practice of speaking Irish?—I would not say so.

21. You don't think so?—Not at all.

22. Has it not had that tendency already?—Not at all in the districts where it was worked. We have found that in those schools that have been working the bilingual programme for the past ten or twelve years they gave a preference to English?—Well, generally speaking, they use English in preference to Irish when they leave school, but the bilingual programme cannot be blamed. Rather blame migration and its root cause—Poverty.

23. But the machinery created to use Irish has resulted in securing the use of English?—I don't think you can blame the programme. No matter what programme you introduce, the tendency of the present day is to speak English when children go away and return.

24. The new programme will check that tendency?—not unless you show the people of the Gaeltacht that it is their advantage to speak Irish. Not unless wholesale migration is obviated.

25. *An Fear Mór.*—Is the Christian Doctrine taught through Irish?—It is taught in English, but the explanation is given in Irish.

26. The English Catechism?—Yes, the Maynooth Catechism.

27. *Mr. Ó Cadhla.*—As a preparation for the religious examination, is there any instruction in Irish for Confirmation?—It is open to the teacher to use his own judgment.

28. What is his judgment?—His judgment is that he does his best to work the programme in the time.

29. *An Fear Mór.*—Have they the Irish programme in many of the schools?—No.

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P. MURPHY, *examined.*

30. As a result of the freedom the teacher enjoys?—The teacher hasn't had that freedom for long.

31. It was the English Catechism they used up to recently?—Yes.

32. Have you instruction in the Church in Irish?—Yes, the prayers.

33. Sermons?—Yes, our parish priest preaches in Irish.

34. Always?—I cannot say. I don't always happen to be at his Mass. His example, if it were followed, would be of great advantage to Irish, because he is a splendid Irish speaker and makes judicious use of the language.

35. Have you any priest there who does not know any Irish?—I can only answer for the two priests on my own side. Both are good Irish speakers and scholars.

36. *Mr. Moriarty.*—Is migration an economic necessity, or is it a habit?—It is economic.

37. It is primarily economic?—Certainly.

38. Would you be surprised to learn that from some districts of Achill there are girls who, if you gave them £2 a week, would still go to Scotland?—That may be true in certain cases.

39. So that in all cases it is not economic?—That is very young girls who have not been to Scotland before and who have been told glowing stories by those who have. Young girls who have been four or five years to Scotland would stay in Achill if they got £1 a week.

40. *Deputy Tierney.*—Do many of them go to other parts of Ireland?—Some of them do. A very small percentage.

41. If there was agricultural labour to be got in Ireland would they go?—If they saw it was as profitable.

42. Do they get high wages there?—The wages are low there, but the food is cheaper than in Ireland.

43. *Mr. Ó Cadla.*—Don't they work a much longer time there than they do at home?—No, I don't think so. They are paid by the hour.

44. *Deputy Tierney.*—If they are paid by the hour they would work from dawn to dark?—They would work as long as they were able.

45. *Mr. Moriarty.*—Do you think there is a good opening for land reclamation?—Mr. Murphy will deal with that.

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The following statement submitted by P. Ó Murchadha, *Rúnaidhe*, "Craobh Ruadh," *Dubh Éige*, Achill, Co. Mháigheo, had been circulated to the Commissioners:—

I have called a special meeting of the branch at which the question of tendering evidence was specially considered, and I have been instructed to inform you that witnesses from the branch will present a case as follows:—

- A. (1) Accurate information as to extent of Irish-speaking and partly Irish-speaking districts.
- (2) Reasons for existence of partly Irish-speaking districts in the area.
- (3) Suggestions for "Irishising" areas in (2).
- B. (1) Use of Irish not being favourably influenced by local officials.
- (2) Probable reasons and suggested remedies.
- C. (1) How Irish is effected by present education system.
- (2) The conditions of livelihood differ from any other part of country, and suggestions for a system to meet these special conditions.
- (3) Suggestions for securing that migrants or emigrants be at no disadvantage in non-Irish-speaking areas.
- D. (1) Information *re* permanent industries at present existing.
- (2) Information *re* subsidiary industries at present existing.
- (3) Suggestions for extension of present permanent industries.
- (4) Suggestions for establishment of industries likely to become permanent and economically sound.
- (5) Suggestions for other subsidiary industries.

(6) Technical and adult education.

(7) General review of economic conditions.

E. General suggestions for safeguarding Irish and the Irish-speaking populace.

Evidence of a totally reliable nature will be presented by one or other of the witnesses selected to give evidence before you. The witnesses selected are:—

1. Francis Moran, N.T., Saula N.S., Achill Sound, and

2. Patrick Murphy, N.T., "Craobh Ruadh," Docega, Achill Sound.

The branch members as a whole realise the importance of your Commission, and will spare no pains to assist you in every possible way. The witnesses selected can attend on 24 hours' notice.

(Signed) P. Ó MURCHADHA,

(Rúnaidhe).

30th May, 1925.

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P. MURPHY, N.T., Docega, *examined.*

1. The great difficulty in Achill in the saving of Irish is that the people will not help Irish from any sentimental motives. The struggle for existence is too keen. It is a matter of keeping the wolf from the door, and as long as this condition continues they won't bother their brains about Irish. The position of the language in Achill arises from the economic conditions there. You were through Achill and you saw that it was over-populated. As long as the Achill people have to migrate, the Irish language is bound to suffer. You have to develop the economic resources of the island and get work for the people. Unless that is done there is no use in thinking that anything can be done in the matter of saving the language. I heard some talk about higher elementary or secondary schools. This would be a good thing. It would fill the gap between the national schools and the higher schools. You speak about children of the Gaeltacht not being able to obtain local scholarships. How can they? These children are taken away from school save for a few months in the winter. Until you have some industries, or something they can do, that gap will remain. There is no use in providing secondary or higher elementary schools unless you improve the economic conditions. We have few permanent industries at present existing in Achill. There are two knitting industries, one at Keel under the management of the Ministry of Fisheries, another at Pollagh under private ownership. These are both very successful, and if these are successful in Keel and Pollagh they ought to be easily successful in other centres. There is an argument that there were some smaller ones that failed, but the conditions then were different. I really don't know what the reason of the failure was, but I know it is not right that the people should be deprived of an opportunity now because of these failures. Whatever is done it will have to be something on a large scale. In my suggestions for the establishment of permanent industry, the very first thing I recommend is to have a geological survey made to ascertain what are the mineral resources. There are evidences that graphite will be found in commercial quantities and stearite or soapstone and quartz. There is an old copper mine in Currane. Two quartz quarries were formerly leased and worked by Dr. Ambrose. They failed through mismanagement and want of capital. He is willing to take these up again if he gets a loan or assistance in the matter of capital. There should be other resulting industries from these that would occupy the greater part of the population. Then the great industry is the fishing industry if properly tackled, because there is no doubt that there is a mine of wealth in it. If it pays men to come from France and England, and if it pays fishing companies to send their boats to work here, surely it should pay our own countrymen. There should be a fishing school or schools for net manufacture and mending, and for teaching the people how to treat and cure fish. I think the subsidiary industry of salmon fishing could also be improved. Licences should be issued for bag nets. I don't believe very much in the success of any commercial undertaking directly

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under Government management and control. To succeed, it must be a private enterprise, or, better still, a co-operative enterprise. Some months ago I, in connection with people of the co-operative store, thought we would make a little start in salmon fishing with a loan from the Ministry of Fisheries, and we were informed that we could not erect bag nets for the salmon fishing. Four or five thousand pounds' worth of salmon is taken in Doega. That money goes to Scotland instead of being kept at home to give employment at home, and our labourers have to go to Scotland to look for work. We thought we should be as much entitled to set up bag net fishing there as any Scotchmen, but we were told there was a limit to the number of bag nets allowed. If we got that loan the profits from the sale of the salmon could be invested by us in providing a 500 or 600 ton boat, but the Ministry of Fisheries let us down. The first step in the development of our fisheries should be the abolition of the Ministry of Fisheries. As regards the herring, mackerel, and coarse fishing last year we lost thousands of the finest herring for want of a proper way of curing them. We are not getting them this year because we have not the means of handling them. Then you have Carageen moss and winkles. It would be some help if markets were found for these. My own opinion is that the mineral resources and the fishing ought to be tackled on a big scale. Additional subsidiary industries are drainage and reclamation. To turn the waste land of Achill into arable land, in itself, would not be sufficient to provide a living for the whole of the population, but a lot could be done in this matter. Is it not within the scope of the Agricultural Department to give subsidies of one or two pounds an acre for the reclamation of little lots of five, six, or ten acres? As regards the afforestation it would be necessary to have a western sea-board nursery, because if you get any shrubs or trees from Athlone or any inland place they will not flourish in Achill. Toy-making could be carried on in the winter time. It has been successful in Galway, and I don't see why it should not be successful here. There's another thing I would urge—poultry-rearing. Under the present system the people are not getting proper instruction. They keep decrepit old hens instead of selecting the best kinds for egg production and table. If there was a good-sized poultry farm established there to give practical demonstrations in the rearing and marketing of poultry, I think it would prove of the greatest assistance. Poultry-keeping should be a very profitable source of revenue. I have no technical knowledge of the manufacture of kelp, but I think kelp could be made a useful subsidiary industry if a demonstrator was sent to show the people how to make it properly. The tourist traffic has been very sadly neglected. We have probably the finest scenery in Europe. The tourist traffic will be developed if the Blacksod scheme is put through by the American magnate who is reported to be interested in it. If people in the Gaeltacht get a decent living from you, so that they can send their children to school, and give them a chance of getting into the Post Office, the Customs and Excise, and other public positions, you will have a real Irish source from which to Gaelicise the whole country.

2. *An Fear Mór.*—Do you live at Achill yourself?—I am teaching there for the past six years or so.

3. It struck us that the Government has done an enormous amount for the people of Achill?—Yes, that is so, but it was all needed.

4. If all these schemes are to be applied to Achill, every other poor part of the country will have as great a claim on the Government, and it would be a very serious strain on the finances of the country to subsidise all these things out of public money?—There is nothing that I have mentioned that will involve such enormous outlay. I don't say Achill is the greatest part of the Gaeltacht. I say that the natural resources of Achill are better than those of any other part of the Gaeltacht, and that they ought to be investigated.

5. Do you believe that if they were investigated the investigation would show that they could be made a commercial success?—Yes, that is my candid opinion.

6. *Deputy Tierney.*—You propose as a first step to

abolish the Ministry of Fisheries?—If you had got as much bother from the Ministry of Fisheries as I have you would abolish it too. I don't think the Ministry of Fisheries is the only party that is to blame, for the simple reason that the Government are starving that Ministry. While money can be got for the Shannon Scheme, and for other schemes, a penny cannot be got for these local industries.

7. Do you think that the work has been less well done since the Congested Districts Boards ceased to exist?—I don't see what has been done at all since they ceased to exist.

8. Were they doing work up to the end?—I think they were.

9. Do you notice any difference in the machinery of the Congested Districts Board and the Ministry of Fisheries?—There is no doubt there is a big difference. If the Government would help the work that I suggest a lot more would be done by private enterprise.

10. Is it not a fact that Government enterprise has done far more than private enterprise has done?—I don't think so.

11. *An Fear Mór.*—Do you really believe that there is a gold mine in the fishing industry?—If it pays men to come from France and England to fish here there must be money in it.

12. The fishing season is for a certain number of months in the year?—Yes.

13. How many months?—From April to October.

14. Then the fishing trawlers go to another district?—Yes.

15. They are working all the time. Would your people do that?—If our fishing industry was established on the same basis, I don't see that there is anything peculiar about our people that would cause them not to work on the same conditions as other people.

16. *Mr. Moriarty.*—The idea your little co-operative company had was to work the fishing industry on co-operative lines from Doega?—Salmon fishing as a starting point.

17. Did you find that the fishermen there were willing to go into the co-operative scheme with you?—Yes.

18. And that they would land their catches at the co-operative society's premises, sell at co-operative society's prices, and let the co-operative society have charge of the distribution?—Not necessarily. Definite arrangements had not been made when we learned of the difficulty in getting rights to fish for salmon with bag-nets.

19. There was a law against it?—A law of Queen Anne. There are laws against lots of things and they were repealed.

20. It is not the policy of the Department to increase the facilities for getting salmon because the salmon industry is being ruined through too many facilities?—When that failed we got a crew of five men. In fact, we were instrumental in keeping them from going away. We were to get a 75-ton boat, 4 h.p. engine, and herring nets. The engine would cost about £130. We applied for a loan in the usual way, and were given to understand that there would be no difficulty. Then, after weeks, we were told that the boat was reported as being unsuitable for the engine, and that a loan would be made for the cost of the nets—£50. The men were getting disgusted. They could not take the herring nets out in a row boat.

21. You got the loan, though?—We did not. They didn't take it.

22. You are of opinion that you could develop deep-sea fishing with the base at Achill?—Not necessarily with the base at Achill.

23. With the base where?—I have not sufficient technical knowledge to say where the base should be. There are many places round the west coast of Ireland that would supply a base for these fishing boats.

24. Would you get the Achill fishermen to go into such boats?—Certainly. You won't get them qualified to take complete charge of a boat, because they want instruction for that, but if you appoint a captain—a Red Bay fisherman—he will get hundreds to go from Achill with him. If you get the industry organised you will get every man in Achill.

25. Is there any harbour in Achill where large boats can work from?—Not that I know of, but it is not necessary that they should work from Achill.

26. You would send men to Killybegs?—Yes, or to

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the North Sea if necessary. Distance does not matter.

27. You think Achill men would be willing to go?—I am sure they would.

28. Would you be surprised to find that the Steam Trawling Company which operates in Dublin could not get Aran men to stay on board these boats?—I am not surprised, because I understand these Aran men can make a good living with their own boats.

29. It is not that, but the work is very hard?—It is surprising.

30. As regards reclamation, is it your opinion that it would be a wise thing for the Government to give some inducement to the people to carry out reclamation there?—I certainly think it would.

31. What would you suggest in the form of inducement to offer a man to reclaim a certain area of waste land?—I don't think there would be very much inducement required.

32. Would you think £1 an acre would be sufficient?—I think so, but I could not say definitely. I don't think the inducement would require to be very great—any reasonable rate. I should like to emphasise the need for the western sea-board nursery and planting from that nursery.

33. *An Fear Mór.*—Have you had any experience of tree-planting in Achill?—I have had experience at my own expense with shrubs I got from Athlone. I got shrubs from Athlone, and they failed.

34. Have you any idea as to whether the nursery itself would be a success?—There is no reason why it should not be a success.

The Commission adjourned for lunch at 2.15 p.m.

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SEAMUS MAC GIUBUIN, N.T., Carrowiskey,
examined.

1. As a representative of the teachers of the Westport Branch I. N. T. O. my evidence comes within the scope of the first of the terms of reference of this Commission, and more particularly with that sub-head which empowers this Commission to report to the Executive its findings on the present extent and location of Irish-speaking districts. We have heard to-day, indefinitely, more or less, that some teachers and most parents are against the amount of Irish in the present programme. Some teachers are. Why? The new programme deals with schools scheduled as situated in Irish-speaking districts, in English-speaking districts. The understanding of what is meant by an Irish-speaking district is based on the records of the old National Board. A higher standard of proficiency in Irish is expected from children in Irish-speaking districts. Teachers feel that some of these districts were, under the old administration, scheduled in a slipshod fashion. Our branch means the teachers of what is geographically known as the Murrish peninsula—43 schools. Of these, eight are scheduled as Irish-speaking—Bundorragha, Bouris, Innisturk, Kilmore, Killawalla boys and girls, Sraheen, Cregganbane. I have statistics here showing the entire population of these school districts and the number of Irish speakers. Besides statistics I have intimate knowledge of the districts and they are not a bit more Irish than the city of Belfast, because there is no Irish spoken in them. At least one lady teacher was dismissed last year through not complying with the required qualifications in Irish that would be expected for an Irish-speaking district. Our branch would be grateful to this Commission if it could have this matter brought before the Ministry for Education, because such things cause unrest and discontent among the teachers, and the language at the present moment has quite enough enemies to contend with without adding any more from the Teachers' Organisation. As far as the programme is concerned, it is said that Irish is being rushed in the schools. For my own part, I don't believe Irish is being rushed or that we have too much Irish on the programme, but I believe that we have too many other things. I think we cannot rush Irish too much either in the schools or anywhere else, more especially in the schools. I believe that English in the homes is so strong a factor that if cut off

altogether for nine or ten years quite enough would exist after the nine or ten years in spite of all we could do. The only thing about the programme that I would suggest to parents, and to anybody associated with the language movement, is that we should be prepared to make some sacrifice for the language; that we should be prepared to sacrifice some other subject for it. Two things which came out to-day, and which have the sympathy of all teachers, are compulsory attendance and higher schools in the Gaeltacht. I think it is generally agreed that without compulsory attendance we cannot have progress of any kind. But these subjects were so ably dealt with that I do not propose to dwell on them.

2. *An Fear Mór.*—Your point is that your particular school district is looked upon as an Irish-speaking district, and that it should not be regarded as such?—There are eight bilingual schools among the forty-three. I may have one school, and a neighbouring teacher, because he is supposed to be in an Irish-speaking district, has to teach more Irish than I have although as a matter of fact there may be more Irish latent in my district than in his.

3. *Deputy Tierney.*—How exactly does it affect the teacher? Can you give us an exact idea of the work that the teacher in a scheduled Gaelic district has to do?—There is no difference except this, that the children are expected to have more oral Irish in such districts and the inspectors mark more rigidly for it than in the other districts. That is my information.

4. It is more a matter of district than of definite regulation? Is that what it comes to?—Yes.

5. About this dismissed teacher, was she a fully-qualified National Teacher?—No, she was a junior assistant mistress. She was appointed on the understanding that she would qualify in Irish inside some definite period. In the meantime the new programme came in, and, after she had been working for two and a half years, she was dismissed.

6. *An Fear Mór.*—Was the agreement in writing?—She would not have been asked to agree to anything only for the fact that she was going to teach in this supposed Irish-speaking district which was not Irish-speaking at all.

7. *Deputy Tierney.*—At the same time whatever might be said for the argument in favour of a change in the schedule of districts, the teacher as such has no great reason to complain. Has she not been dismissed for not carrying out the undertaking which she signed?—Yes.

8. She knew what was coming?—Yes, but there is a grievance there. All the teachers have grievances, because they have to teach history, geography, algebra and arithmetic in these districts through Irish. It is much more difficult to get a good mark when you are teaching through Irish than through English.

9. *An Fear Mór.*—Would you say so?—I should imagine so.

10. *Deputy Tierney.*—It would depend a great deal on the knowledge of Irish of the teacher and the students?—Yes, of course. A very important factor is the amount of Irish in the district.

11. You spoke about sacrificing other things. What exactly do you mean by that? What are the other things exactly?—I think it is a very big programme. Irish has been added to algebra, geometry and the other compulsory subjects in the National Schools.

12. You spoke about English being cut out?—I have exactly the same programme in English now as I had before Irish was made compulsory.

13. Not more difficult?—No; that statement hardly meets the position.

14. *An Fear Mór.*—The same English programme is taught as before Irish was introduced?—Yes.

15. *Deputy Tierney.*—Including geometry and algebra?—Yes.

16. And a certain amount of geometry and algebra is through Irish?—Yes.

17. Do you agree that the programme is overloaded?—Certainly.

18. If you could remove some of these subjects to allow Irish to be taught orally especially do you think you would have a more Irish and better education generally?—I think so. I would be in favour of limiting the other subjects in favour of Irish.

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19. *An Fear Mór.*—In what standards do you teach geometry and algebra?—From the fourth up.

20. *Deputy Tierney.*—What age would they be in the fourth standard?—About ten years.

21. *An Fear Mór.*—A new census has been taken of the Irish-speaking districts; perhaps that will level out matters; but whether the schools are scheduled as in an Irish-speaking district or not, and whether they really are or are not so I should consider it a peculiar thing for this Commission to take up the case of this teacher?—I am not asking that. This Commission is to make recommendations to the Executive Council regarding the present location and extent of the Irish-speaking districts. You will find that what I am saying is right, that there are places scheduled as Irish-speaking districts which are not Irish-speaking, as are these eight school districts. It is not fair to the teachers, and something should be done.

22. *Deputy Tierney.*—What general conditions apply?—I am not asking about a particular teacher.

23. *Mr. Ó Cuidhla.*—Have you considered the working of compulsory education and its likely effect in causing hardship to any section of the people?—It won't cause any hardship worth talking about. At present children are kept at home on very flimsy excuses.

24. *Mr. Moriarty.*—Could you give us any idea of what you would define as an Irish-speaking district?—That is a very broad question. I think the first thing that should constitute an Irish-speaking district is the extent to which Irish is spoken in the homes. If you go round among the people and into their houses you should hear Irish spoken, but I think a district in which there is no Irish spoken has no right to be called Irish-speaking. An average of ten per cent. of the families speaking Irish would be as low a standard as you could go on.

25. *An Fear Mór.*—Would you be satisfied with that?—It is more than we have.

26. *Mr. Ó Cuidhla.*—If any person goes amongst these people can he find that out?—Of course, there is no Irish left except among the old people over sixty. There is only one family in the district to which I refer with whom Irish is a living language.

27. *Deputy Tierney.*—Have the children got it in that family?—They have. It is the only family I know in which they have.

28. *Mr. Moriarty.*—In Louisburgh electoral division in 1911, 29.01 per cent., one in every three, were Irish speakers. Is that position improved or disimproved?—These statistics are not correct, and were not in 1911. They don't represent anything at all like the facts of the case.

29. Would you say ten per cent. or five per cent. in Louisburgh electoral division would be Irish-speaking at present?—I would say one per cent. at the present moment, and between two and four in 1911.

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CANON HEGARTY, P.P., Belmullet, *examined.**Statement.*

1. I was nominated by the Bishop of Killala to give evidence. I am sorry to say, nevertheless, that I come very badly prepared. Still I shall say a few words on the variety of subjects that have come before you. Taking up your circular letter, with regard to the Irish-speaking districts part, I should say only the islands of Inishkea and Foughmore, and probably two other townlands, Kilgalligan and Stonefield, could be classed as Irish-speaking in the whole of Erris. I am afraid that outside the islands of Inishkea and Kilgalligan, English has increased and Irish decreased. In the rest of Erris Irish is spoken to a certain extent amongst the old people when the old people are occupied with one another, but generally when they are speaking to the youngsters English is the medium, and it strikes me that in recent years the Irish speakers—the old people—are not so inclined to use Irish in addressing the young people, or even amongst themselves, as they were ten or fifteen years ago. I am inclined to think that at present there is certain hostility owing to the fact that there is so much time occupied with Irish in the national schools. Almost every witness that has appeared here conveyed to me that there was a certain amount of opposition in

the country against the rushing of Irish in the way that it is being rushed and to the extent that it is used. I agree with them that the present programme in the national schools will be detrimental to the youngsters when they go out into the world to seek a livelihood. The mere fact that the ordinary country person, mother or father, is not quite capable of giving a reasoned opinion on education is not, as was urged here to-day, a sound reason against the attitude taken up by these people. The true object of education is to enable people to get on well in life. They want their children to get on well in life, and there is no opening for children who are only Irish-speaking, educated through the medium of Irish and Irish their home language. It would be a pity and a very great loss to the nation if Irish collapsed. Although I am said to have other views, I am not at all against Irish. I am against the present and past attitude and past methods of teaching and advocacy used for the Irish language. I think there have been great mistakes made in propagating Irish. Had they begun with a more popular method they would have succeeded much better. In fact, they have not succeeded at all. On the contrary, if Irish is pressed as it is being pressed at present it will turn the country against it, and that certainly is not the road to success. Popularise and develop civic sense, as Dean Macken said, and I think Canon Munnelly, and good citizenship amongst our people and Irish will follow as a consequence. Unless it follows along these lines any amount of money spent on it won't establish it. The civic sense, that is the necessary motive power, does not exist in this country, and least of all does it exist in the congested districts. As far as I know, it does not exist in any way generally throughout the country. The recent elections and every other election will prove that I am right. But there are many other proofs too. The next heading is administration. The administration here is mainly, almost entirely, through English. Possibly some of the officials are capable of using Irish. There are some of them that are not. In the public administration of the courts of law, for instance, very rarely has an officer to fall back on Irish—very rarely. With regard to the pensions officer, he is the individual that would most require a knowledge of Irish, and he is the one individual in the district who has none. However, he seems to get on very well, and I have not heard of any pensioners having lost any pensions because of the fact that he has no knowledge of Irish. With regard to education, I have an idea, rightly or wrongly, that the education programme—the education which I am practically concerned with—has been on wrong lines all down the ages. I think the primary school programme was overloaded even before Irish was introduced, and algebra and geometry were transferred from “extra subjects” to ordinary subjects. I know teachers' representatives have been much milder here before you than they were before their managers when speaking to them about the school subjects. They certainly have spoken again and again in my own hearing about the overloading of the programme, and especially the rushing of Irish. The question is raised here of fostering better social conditions generally in order that the young people who have to leave their home areas be not placed at a disadvantage in competition with people from the non-Irish-speaking parts of the country. They were very badly circumstanced before Irish was placed in its present position in the schools—very badly circumstanced by the education they received—to go out and compete with the people of the outer world. They are certainly handicapped doubly now, or at least as they will be going out from the schools as presently conducted. My idea is that every subject taught should be well taught so as to develop the mind of the child rather than to have a smattering of a great variety of subjects that are really forced on the child against its will, and that the child drops as soon after it leaves school as its badly-developed memory will permit. But the suggestion was made here to-day by several witnesses that it would be a great benefit of the bright boys and girls in the Irish-speaking localities—the congested districts are really conterminous with the Irish-speaking districts—if there were higher or secondary schools where their education

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could be developed, their Irish education to be developed *pari passu* with their English education to fit them to compete for positions, especially as teachers or officials. It would give a great impetus to the teaching of Irish in the Gaeltacht. I cannot imagine any other movement or system that you can devise that will help Irish so successfully as the establishment in centres in the Irish-speaking districts of secondary schools or higher primary schools, and there cultivating Irish and keeping English on practical up-to-date lines along with the Irish. English, no doubt, will to a certain extent be dragged along because it is an essential to knowledge in secondary schools which could easily be forgotten if it is not specially catered for in the programme. Now, here in Erris, we have a pretty large district which still is Irish-speaking, and we have a pretty large establishment empty at the present time which, as far as I can see, unless something turns up, is going to be uninhabited in future. The workhouse has just been vacated by the military. There is no prospect of its being used as a workhouse again, and there is no prospect of the military returning to it. It would be a very suitable site for a school where Irish-speaking pupils would be prepared for the teaching and other professions. Several witnesses said unless you make it worth their while the people won't learn Irish. Well, that is a reason that cuts two ways, but no doubt it is a motive for a great many people that if you make it worth one's while they will learn Irish. Then they may say, "If you pay us we will learn Irish," but that would be an impossible condition. Until you develop civic sense, or sense of true patriotism and true citizenship and pride of country in the hearts of the people you will not get the right driving force for the propagation of Irish. I gather from the public Press that it is in the minds of the Irish Government to give teachers four years' training instead of the present system. With this system of two years' training in the higher schools, and two years in the central colleges, with most of the teachers from the Gaelic districts, I think you would have accomplished a great deal for the Irish language, and I don't think it would be expensive. I happened to be appointed recently to the committee in this county which has to do with extension classes or evening classes in Irish under the Technical Instruction Committee, and there was over £2,500 allocated to Irish. I may say that first on the suggestion of Monsignor D'Alton, and with the support of a great many laymen and some backing up from myself, the total amount was considerably cut down. It was reduced to £1,400. The main argument why it was reduced was this—and it was the opinion of every member of the committee—that we were not getting anything like an adequate return for the money expended on these Irish classes. The supervision was bad—very bad. The principal motive for attendance at these afternoon Irish classes was not the learning of Irish in a great many instances, but the giving over of the evening to dancing. People that attend classes with that main object in view of the amusement derived from dancing and its kindred associations won't give very much attention to Irish. They won't learn it, and they have not learned it. There has been a very considerable amount of money spent in the last ten years on Irish, and I cannot see any gain or any satisfactory result from it. There was practically no result from it. People go to dances, and unfortunately they are too much given to dancing. If they could dance themselves into prosperity, I think the day would soon arrive when they would not want any Commission like this. But dancing is not the way to prosperity. I would ask you specially to take it as my decided conviction that a secondary school or a higher primary school ought to be established here. The pupils could be got by annual examinations in the national schools; there are thirty national schools in the area, and at least there ought to be an average of one pupil from each of these schools. In all probability there would be four or five, perhaps many more. To put it at as low as even an average of one, I think it would be a great step forward. It might be possible to get some of these pupils as day pupils, but the majority of them would have to be boarded. The pupils in some cases

would contribute something towards their expenses; in a great many cases they could contribute very little. They would all strain a point to avoid having it said that their children were being educated at the public expense.

2. The next heading is economic conditions. Well, I suppose it is not necessary for any of your witnesses to state that the economic conditions are bad. They have been always bad. Of course, the main industry, if you can call it an industry, is agriculture. Fishing as a subsidiary industry is practically dead. The kelp industry was dead until a French company was induced to come along here and take an interest in it. There were some years when there was no kelp bought from the people. The French company has treated the people much better, and consequently the Scotch company has to follow suit, but I am sorry to say that I learn from one of these gentlemen, an agent for the kelp company, that in one district where they expected a large quantity of kelp they were told by the people that there was weed sufficient for a thousand pounds' worth, but for one reason or another they did not turn it into kelp. These people were not certainly occupying their time in any other remunerative business. It is evident that the morale of the people has fallen very low, and remember that raises a question that has not been very much insisted on, and I am sure you will give it your serious attention. It is a question that requires your attention. Until the people are more self-reliant and industrious, and rely upon self-help, and not be crying out appealing to the Government to do everything for them, there is no hope for the congested districts. It is over thirty years since I came to this congested district, and one of the first things I had to do was to distribute distress relief. It was a very disagreeable operation then, and it is even still. First and foremost you never get credit for the distribution of the help, and, secondly, you do your best, and you cannot please them. The more they get in the shape of doles the more degraded they become and the less industrious. The place should be put upon a basis to enable them to make their living, and kept upon that basis.

3. The fishing industry. Shortly after my coming to Erris I was compelled to take an interest in the fishing along the coast, and I was instrumental in getting the loan of a great quantity of gear, both nets and boats, and fishery instructors. This was followed by fish-curing stations and piers. For some years the industry was fairly prosperous. There was a struggle for a considerable time between the fishery instructor and the fishermen as to which knew the business best. Ultimately the fishing industry was improved, and considerable quantities of cod, ling and mackerel were year after year exported. In later years, when the industry was fairly well established and when the Congested Districts Board thought that the people were long enough in leading strings and ought to be competent to carry on along these lines, they insisted on getting a certain amount of payment for the services of the fishery instructors that were still remaining. They were not nearly so numerous as in the beginning. Ultimately, the people looked upon it as a grievance that they had to pay anything for these fish-curing instructors, and they were withdrawn. The fishermen cured the fish themselves, and cured them so badly that they were a drug on the market and unsaleable, and Irish mackerel would not be admitted to the United States for years. I don't know what they did to the fish. It was done by people who knew perfectly well how to cure fish, because it was they who were doing the curing under the instructors. When the instructors left, they must have gone back to the old way again. I mention this because I have to make another suggestion, and it is this that it will be necessary to keep the congests in leading strings or under paternal administration for some time longer. There is no doubt that the Congested Districts Board was gradually going in that way, but you see after a few years what was the consequence. There is an argument certainly which proves the necessity to still continue supervision. To replace the old Congested Districts Board by a body that will be equally sympathetic, though possibly not merely so liberal as the old Board. That perhaps in the end may be a much better

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way than giving doles in poor relief to these people. The Congested Districts Board also established what is known as the lace industry. It was in my parish that the first lace school was established. I started myself before the Congested Districts Board took it up at all. With the knitting industry the Congested Districts Board officer helped me. We taught the women of the parish at any rate how to knit, a thing they didn't know how to do, but the knitting industry failed. The hand-knitting industry has failed in Erris because the people are not willing to give their labour for the remuneration that hand-knitting will return. The Donegal women are much more industrious. They have the tradition of industry in the northern area; it is not here. Quite the opposite. Before I started the knitting industry I travelled Donegal, and I found they were knitting men's socks and men's gloves for 1d. a pair at the time. It takes a good knitter to knit a pair of men's socks in the day with anything like thread that would be popular in the market, fine thread. We started by paying the workers 6d. for the same work. We got a certain amount done, but it did not sell, and we had to give it up. Then the lace started, and for a considerable time there was an uphill fight. The opening day 300 girls turned out. Myself and the lace teacher selected 20 of what we thought the best material out of the 300, and those 20 would have left the industry long before they had acquired a practical knowledge of the work were it not that the Congested Districts Board came in and actually paid them for coming. They were paid, and then, when they could produce a little work, they got a bonus on the money that was earned. After some years the industry became prosperous. The national teachers and managers of schools had infinite trouble in keeping the school children from the lace school. Children in the first book could make very fine lace flowers. I remember seeing a little girl, certainly not more than six years, making lace flowers for a dress that would cost the wholesaler about £25 and the purchaser ultimately about £75. Great interest was developed then, and the lace industry became really very successful. It is an industry entirely dependent on fashion, and when fashion changes the industry suffers a set-back. At present it is suffering a set-back both from fashion and from poverty. Then there is a tariff against it. When the lace industry was going down the hill a tariff was put up against lace which renders our Irish lace unsaleable in the English market. An industry that used to bring in fifty thousand won't bring in one thousand this year to the classes in Erris. That is a terribly sad picture of the economic position of the district. In consequence of the prosperous years in the lace industry the people have got more expensive tastes and more expensive habits of living than they would have had if there never had been such an industry, and it will be very hard on them unless some way is devised, something which will provide a set-off in the way of employment for the girls or some other section of the community. It is very difficult to find a home industry that would take the place of lace-making—extremely difficult. In the olden times the Congested Districts Board had a special man looking after these classes. He was always trying to have something ready, so that when fashions changed they would have some other form of lace that would take its place. That method was very successful, and helped to keep the industry going. As far as I know, there is no person now who is giving his time and attention to devising some system of employment to replace the lace hand industry. The question will arise about the congestion of the district. A good many have passed away to America—some to England and Scotland—in the last two years. They are going every day, but still there is a good number at home. I think the district is more congested now than it was when the Congested Districts Board took it up. The prosperity of the lace enabled some of the young people to marry, and these people as a rule share their habitation with their parents, so that in small holdings where in the past there was only one family in a great many of these holdings there are two to-day. In the districts where this is most prevalent all the land is purchased and vested in the people,

and sub-letting is entirely against the law. Sub-letting would even be against the law before a purchase arose at all so long as there was a judicial rent on the holding. And before dealing with congestion I think this question ought to be dealt with. With regard to migration, people who know nothing about it seem to think it is very easy to bring about. But, if they take up the proposition and try to carry it out, they will find it an extremely difficult one. The people in the congested district of Erris have not the capital or the knowledge to deal with substantial holdings, especially of clay land. They are extremely reluctant to go into a strange country. Even when they were invited from my present parish, and offered holdings in Killala district, they went there several times to view the holdings, but not one of them has gone there to live. The statement made by these men was that they could do better in Erris on their present holdings than they could on holdings that were more than twice the rent outside, sometimes three times the rent. From my knowledge of both districts, from Tirawley barony, which was my native place, and Erris, I can see here in Erris a man with a five or six pound holding, if he is as industrious, would get as much as a man would out of a fifteen pound one in Tirawley. Sometimes they are much better off, notwithstanding the fact that they don't work as hard in Erris as they do in Tirawley on the clay land. They may be more thrifty here than they are outside, although after 30 years spent among them, I cannot see how it is that a great many of them make ends meet, on such little efforts as they seem to put forth. Every expert who has ever come has condemned both the system of agriculture and the stock and horses, and so on. But, unfortunately, the experts were not always right. The experts destroyed the breed of horses in this district. The Erris pony may not have been a beauty, but there was good material in it, much better material than in the animal that has been introduced as a substitute. With regard to agriculture, for a great many years I have been trying to induce the authorities to send down their officials here and to start an example holding or more than one of them. Sir Henry Doran, of the Congested Districts Board, took up the same question, but he only took it up after it had passed out of his own hands. As long as he was himself at the head of the agricultural instructors they came along to examine and advise, but when the Department of Agriculture became the authority, then Sir Henry Doran became an advocate for example holdings. Neither he nor I have up to the present succeeded. I believe it could have been made a success. Here in Erris the potatoes suffered badly from blight. It is only in recent years that the Erris small farmer has used, to any considerable extent, artificial manures, and now he is using a manure for his potato crop which is the one manure that is most highly calculated to develop blight in the potato crop and produce a soft and bad potato. That nitrogenous manure is the manure perhaps that would give a beautiful stalk, a manure best calculated to make a good show overground, but it undoubtedly renders the stalk much more liable to blight and potato disease. But, notwithstanding the fact that we have technical knowledge in the district, that technical knowledge has not been able to divert the farmers from using a manure that is detrimental to the potato crop and renders the crop much more liable to blight. Again, there is very little knowledge of the growing of root crops in Erris. Root crops would be very useful for the feeding of pigs or even the feeding of cattle. There is one form of root—the mangold—that would be very suitable. It is a root that does well with sea manure, and there is a good deal of sea manure along the coast, yet it is a crop that is not to be found in the district except in a few places. At one time I tried to induce the people to make an experiment with this crop. I got two stone of mangold seeds made up in half-pounds, and distributed them, but I think only one half-pound was sown. The family that sowed that one half-pound have been sowing mangolds since. It was only sown in that one place, and it is a crop very suitable for small holdings situated along the seaboard, where they can get most of the manure from the sea for

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nothing. The technical experts have not succeeded in introducing that crop either. I may be wrong, but I think I have seen that crop largely grown for pig-feeding and for the production of milk. In this district, where the grass is of inferior quality, the growing of catch-crops for feeding purposes in the spring would be very useful. This district of Erris is as backward, more backward, with regard to these catch-crops than the rest of Ireland. The whole of Ireland is very backward in the use of these catch-crops for spring feeding. I think a great deal could be done with regard to the potato crop, with regard to the root crop, and with regard to the catch-crops, and if some such body as the Congested Districts Board was appointed I don't see why that change could not be brought about. There is great room for the egg industry in Erris where they are all small holders, plenty of run for the fowl and plenty of time on the hands of the women to look after them. Another thing is the pig industry. Until agriculture is more highly developed than it is, none of these industries will be a success. A question that has been put was about the backwardness of land transfer here in Erris. Like all questions, there are several reasons for it, but I think they can be boiled down to two. The first is that the landlord in Erris was small and poor, and mortgaged up to the hilt, and consequently could not sell unless he got a price which the Congested Districts Board was not inclined to give. The other reason is that the people themselves were their own great enemies. When the Board bought the property it was then the Board got the trouble. They could not get the people to carry out their instructions. The people fought them tooth and nail. Day after day whilst they were paid for doing their own work on the holdings they could not be got to follow the instructions. I know a man who prevented the Board from building a house for him, though he himself, his horse and cart, and his son were out at the current wage of the locality on the work. I know another man who prevented the fencing of his holding because his neighbour's sons were getting wages from the Board, and he had no one to work. The same thing occurred on that property I referred to—on that property on which probably three times the purchase-money was spent on improvements, and all down from the first day to the last there was nothing but trouble on it. The Board would have a strike on to-day or to-morrow on some footy little question. If you are going to get the Irish Government to re-appoint the Congested Districts Board you will want to get for the job descendants of Job. If you think there is anything I could throw any light on or help you in any way I am quite prepared to answer any questions.

* * * * *

1. *An Fear Mór*.—According to your evidence, the Irish-speaking districts in this locality are dwindling very fast?—They are.

2. And the language seems to be disappearing?—Yes, except in the national schools, and in spite of what is being done in the national schools I believe it will disappear.

3. Do you believe it is the duty of the Irish nation to use every effort to bring back the Irish language to the people of Ireland?—Well, that is a very big question. I would say it is the duty of the Irish nation to use all reasonable effort not to let it die.

4. You seem to be dissatisfied with the efforts at present being made both in the schools and outside of them?—Yes.

5. We would like to know, Canon, if you have been thinking out any other method that might be more effective in restoring the language?—Well, I think just the suggestion that I have made is what would be necessary—that the driving force should be in the people's civic sense and conscious patriotism. Until you have that you won't succeed.

6. Don't you think that one of the most important levers in developing that sense of self-respect is Irish?—It ought to be, but looking at the results I cannot see that it is. The Gaelic League has existed for a considerable time using its best efforts. What are the results? If I am right, the results are not at all encouraging.

7. Well, Canon, we have some people who attribute our present position to the efforts of the Gaelic League; people who hold that the little bit of free-

dom that we have won was made possible by the spirit of patriotism and self-sacrifice created by the Gaelic League. Would you be one of those who hold that view?—Well, as far as my little experience goes, and it is very limited, because I can hardly class myself as being a Gaelic Leaguer or an Irish speaker. I have not seen what I would call genuine patriotism in the Gaelic Leaguers that have come my way. It has been my experience with regard to Gaelic League officials that they were as great Shylocks as any officials that ever came this way.

8. You seem to complain of the forcing of the language in the schools?—I complain that it is detrimental to the prospect in view.

9. What exactly do you mean by forcing the language?—Forcing the language in such a way that, as several witnesses to-day said, the people are saying, that there was too much time and too much attention given to Irish in the schools to the detriment of English and other subjects.

10. If you think that it is the duty of the people of Ireland to use every reasonable effort to restore the language, don't you think it is up to them to see that it is taught efficiently, and that a sufficient amount of time is devoted to it?—Yes, what is sufficient, but how are we to interpret that? I would interpret it in one way, you in another. The people in authority interpret it in such a way that when parents of the country and the people generally and, as far as I know, the teachers when in conference with their managers, complain that it has been unduly pressed.

11. They don't complain of any other subjects being unduly pressed except this?—Oh, now, they do.

12. What are the other subjects?—Well, you heard the teachers here. The fact of the matter is that we happened to be discussing the question of education in the schools here. The teachers are bound to go through the programme within school hours. If you go down the subjects you will find that you are bound by the programme, because every subject has its importance, the object in view not often the result, being to lay up a fund of knowledge, because the fund of knowledge they can bring out from the national schools is very meagre. The teacher very often simply caters for the examiner giving as much information as possible to the pupils on the various subjects. You will educate your people better by giving them help to acquire knowledge and educate themselves than by any system of cramming information into them. The programme is overloaded at present.

13. Don't you think it is hard for the teacher to do his work if he does not get his pupils regularly?—Well, now I have an answer to that question. We have heard of the bad attendance, but I say that what has been said does not represent the exact state of the case. Here in Erris the attendance at school is relatively much better than a person would expect in a district where it is extraordinarily difficult for them to attend. The statement that was made here to-day with regard to the attendance at school applies to the worst schools in the district, and certainly is not descriptive of the best schools. This is from a letter on the question of attendance that I published last year. The average attendance, according to the last report, for the twenty-six counties, was something over seventy per cent. There are some schools in Erris which are higher than that.

14. Higher than the average for all Ireland?—Yes.

15. According to some of the evidence the average is as low as fifty?—There are some schools where the attendance is fifty or perhaps, in a few instances, less than fifty per cent. I happen to have something to do with the schools as examiner in Christian Doctrine, and amongst other things I have to take note of is the attendance. In the year 1923, the average attendance for all the Erris area was 64.8. Some of them were over seventy; One, seventy-seven per cent., one over eighty per cent. one 79.4, one seventy-five, one sixty-four, and one fifty-eight. I think there was one school 50.6, another 50.5. According to the statistics for 1924 the average was higher.

16. Would you not think it would be more business-like and more patriotic to concentrate on seeing that the children would attend school than in cutting out Irish from the programme or reducing

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the time given to the teaching of the language in the schools?—I think I have shown that in my district the attendance is good. In one school you have eighty-one per cent., in others seventy to eighty per cent. The worst attendance was forty-five per cent. The worst attendance is usually where you have the worst teachers. A good capable teacher devoted to his profession is the best attendance officer. Compulsory education is the Government policy. Better than any compulsory laws are an attractive school and a sympathetic teacher. Compulsion has been always boomed by the very worst teachers. I have again and again got children into schools on Monday morning and got a large attendance, and before Friday most of them had disappeared owing to the carelessness and bad methods of the teacher. Until that class of teacher is dealt with you had better not apply the policy of compulsion or you will have trouble and grievances in the minds of some people. Again and again parents have told me it was a waste of time sending their children to school. In a school which is a credit to the teacher and a credit to the locality you will always find the attendance good.

17. Where a teacher is efficient in Irish, might I be right in assuming that the degree of Irish and the progress made would have the desired effect on the attendance?—Well, I am not sure about that. Teachers always try to throw the blame of their own inefficiency for the bad attendance on the parents, and so on. There is something which has a great deal to do with bad attendance, and that is the inefficiency of the teacher himself.

18. At any rate the position of Irish in the district is in a very precarious state?—I would say so. If I am to believe statements that have been made to me by parents, certain sections of the people of this district are looking for a way to express their opinion on the compulsory use of Irish, and I heard the suggestion of withdrawing the children from the schools.

19. Don't you think, Canon, taking into consideration that the nation is rightly making every effort to make the children of the Irish-speaking districts the favoured children of the nation, that it is a rather peculiar attitude for these people?—You have not brought that home to the Irish-speaking people at all yet. They have got the idea into their heads and probably there is something to be said for their opinion, that what you are doing, as far as the parents can see and as far as I can see, is, you are pressing Irish and you are making no provision for the employment of these people.

20. That is one of the objects of this Commission?—Oh, yes, but I am sure the parents will certainly say you should take care before you pressed Irish to make sure that their children would not suffer by it.

21. *Deputy Tierney.*—If you allow that the children ought to be taught Irish, and to teach other subjects through it?—Well, you might make it *pari passu* with English. If you get the teachers to teach Irish as it ought to be taught, and get your inspectors to see that it is proper education and not a system of cramming, you will have results that will be satisfactory. As regards the people of this district, I think I can say even for those who are grouching that they don't want to see Irish disappear. School attendance in this country is compared with school attendance in Germany, France and England, where circumstances are totally different. In Germany a child does not walk more than a mile-and-a-half to school except one out of every twenty-six. Here, in Erris, three out of every four walk more than a mile-and-a-half. Some of them walk more than three miles, and some of them cannot go to school unless they walk four or five miles. How are you going to get these children to school?

22. It is a practical difficulty? They are talking about compulsion. Will they make provision for it? In Germany the people live in little towns. The farmsteads are not scattered over the land. In France the school area is even less than it is in Germany. It is $2\frac{1}{2}$ square miles; in Germany it is three square miles, and in Erris it is twelve square miles. How are you to compare statistics of school attendance in this country with statistics from France and Germany—statistics that the teachers have quoted so

often. There are really no statistics at all to be compared. The German schools keep no school rolls. The German system of education is a half-time system. The minute after the child puts his foot into the board school he has made an attendance. If there was the same system of working in Irish schools, there never would be a child absent.

23. What change would you suggest in the present programme to make Irish popular with parents and children?—I think I have mentioned the principal thing that is wanted. When you get a genuine sense of love of country, real patriotism, they will love the institutions and the language as any person who loves his country will. If there was anything like a civic sense in our people the language would not be on its last legs as it is to-day.

24. Suppose we should succeed in establishing some outlet for the boys and girls of Erris that would allow us to give them a good deal of Irish in the schools?—Well now, that is begging the question. I said they might tolerate the present state of the language, but I don't think they would go much farther.

25. The present state of the language appears to be very far advanced?—As far as I know English is supposed to be *pari passu* in the higher classes at any rate, with Irish.

26. You talk about the programme being overloaded before geometry and algebra were put on?—Before they were transferred from the "extra" to the "ordinary" subjects.

27. At the time algebra and geometry were put on, did they take the place of other things?—I don't know. The last speaker said there was no deduction from the previous programme, and Irish was an addition to it. They complained that they were added.

28. *An Fear Mór.*—If you saw there was any satisfactory result from these classes would it alter your opinion of them?—If there was any satisfactory result from these classes the terrible animus against Irish would not exist at present. There would be some sign that people who attend these classes show some knowledge of Irish. They don't seem to have made any advance. Whatever Irish the majority of them have, they acquired it in the national schools or by private study.

28A. Were the classes examined at the end of the course?—I cannot say they were.

29. How then do you arrive at that conclusion?—Just like the man in the street who does not see any results from these classes. I have known people go to these classes, and after the first week they began disappearing. Those who were left also fell away, that is a result which shows there was not much success in Irish in these classes.

30. I think that is a rather peculiar way to come to a conclusion about the success or failure of a thing like that, because if we were to take what evidence we have come across and what we have observed since we came into County Mayo, we would have gone away with the impression that the people were very interested, and that there was nothing of this terrible animus at all towards the Irish language anywhere, or with very few exceptions?—Don't take it that I have any animus against it. I am repeating to you what has certainly been said to me.

31. *Mr. Ó Cadhla.*—The people think that the amount of Irish taught in the schools has produced no results?—They think that it has produced the result that the children are not learning English *pari passu* with Irish.

32. *Deputy Tierney.*—The meaning of that would be that English is to some extent declining in Erris?—As a consequence of the present programme English has declined.

33. I would be rather glad if that were the case?—I don't know whether the ordinary ratepayer would second your motion or not.

34. If the present programme could succeed in making Irish advance at the cost of making English decline the ratepayer may object, but would his objection be a reasonable objection?—First and foremost the Government cannot legally act except for the good of the public. You cannot act in the interest of a very small body. Unless you are acting for the general body and for the public good the

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Government is acting illegally in the interest of a class.

35. There is no question that any Government could possibly object to do anything in the way of restoring the Irish language. Even if there are certain people opposed to Irish, they are opposed to it in a peculiar sort of way—certain people whom we never meet. They don't seem to come before us at all?—Some of them to my own knowledge have come before you. The extraordinary thing is that they tell you one story and they tell me another one.

36. *An Fear Mór.*—Which are you going to believe?—I'm going to exercise my own judgment at any rate.

37. Do you think the teaching of Irish history through English in the schools would improve matters?—Irish history would create a sort of consciousness of their nationality in the minds of the people, and by that means urge them to greater interest in the language.

38. Do you think that would be the result?—The teaching of Irish history as it has been taught up to the present time with the present Irish history text-books would not help you very much. If I might make a suggestion on the lines of one I made to one of those Irish teachers; the suggestion was, you are interested in Irish and you want ways of getting the people interested in Irish. Why not tell them something about their own surroundings and the topography of their district? He was an Irish teacher and had been an Irish teacher for a considerable time, and he was not able to tell the meaning of the townland in which he lived. Where there was a familiar Irish name for a townland adjoining he knew nothing about any of them.

39. That is a very difficult subject?—It is difficult for any person who never tried to master it, and it would be very difficult for a man to go out and work out for himself the meaning of every place-name.

40. Father Power, Professor of Archaeology in Cork, one of the most learned men on the subject of place-names, was unable to give any idea of the meaning of many Irish place-names. I heard Dr. Henebry say it was one of the most difficult subjects. But it is undoubtedly a fascinating study.

41. It would be an excellent thing?—Another thing that would interest the people is the folk-lore and ancient history of the district. Get the people interested along these lines and along other lines that will stimulate them. Get them interested in your subject, and your subject will come in due time. If you simply go at it just like a mason who attacks his wall without having his plan, you will never get to the end.

42. Would you suggest that the committee which employs these teachers should indicate the lines upon which they would like them to work?—I am only on it for a short time. I believe I am the most sincere friend of Irish on the whole committee.

43. *Mr. Ó Cadha.*—As far as I can understand, topography is one of the points of the syllabus that technical teachers have not to deal with?—The gentleman I was talking to was one of the men employed by one or other of the Technical Committees in the county. You can see for yourself that he could not impart that knowledge.

* * * * *

PADRAIG Ó GABHLAIN, *Aughamore, examined.**English rendering of evidence given in Irish.*

1. *An Fear Mór.*—What would you like to say?—To give evidence about the district teachers in County Mayo and any information I have about the state of Irish in the county. (Reading.)

(1) Tá cuid de Chonndae Mhuigheó na Fhíor-Ghaeltacht, agus an chuid eile na Bhreac-Ghaeltacht. Níl áit ar bith sa gConndae nach dtig leis na sean daoine Gaedhilg a labhairt.

(2) Tá obair mhaith dá déanamh ins na sgoileanna anois. Beidh na páistí i ndan Gaedhilg a labhairt nuair a fhágfas siad an sgoil acht iad a chur dá labhairt sa mbaile agus a choinnigeál dá labhairt. Sin

í an cheist, agus muna mbídh na páistí ag labhairt Gaedhilge sa mbaile, imtheochaidh sí ar ceal agus ar dearmad uatha arís agus beidh saothar na múinteoirí gan tairbhe.

(3) Sa gconndae seo anois tá roinnt Gaedhilge ag na páistí agus tá togha Gaedhilge ag na sean-daoine. Cé'n fáth nach labhartar Gaedhilge sa mbaile? Tá, go bhfuil dream eile idir an dá dhream seo nach bhfuil focal Gaedhilge acu chor ar bith, siad san na buachaillí agus na cailíní fásta, agus nó go leighsightheair an sgeál seo ní labhróchar an Ghaedhilg sa mbaile, acht labhróchar an Béarla atá ar eolas acu go léir.

(4) Níl aon deis ag na daoine fásta an Gaedhilg a fhoghlaim acht ins na h-áiteacha go bhfuil ranganna Gaedhilge ionnta. Tá ranganna Gaedhilge ar siubhal sa gConndae seo fá choiste na gceárd le cúpla blian anuas, agus rinneadh an-obair ionnta. Tháinig daoine óga isteach go maith agus d'oibrightheadar go duthrachtach. Tá cuid mhaith acu a thuill sgoiláireacht agus a chuaidh chuig na Coláistí Gaedhilge agus a bhain teistias amach, cé nach raibh na ranganna ar siubhal sa gceanntar acht cúpla blian. An spiorad a bhí acu freisin de bharr na ranganna, agus an dúil a bhí acu Gaedhilg do labhairt, rinne sí sin maitheas mór sa mbaile. Tá géarghadh leis na ranganna seo más mian linn an Ghaedhilg a shábháil.

(5) Acht an gscéim atá againn annseo i gConndae Mhuigheó tá lochta air. Sa gcead dul síos níl na ranganna sáchach-líonmhar. Níl acht naonbhar múinteoirí Gaedhilge ag obair sa gConndae fé láthair agus ar an adhbhar sin níl na ranganna acht annseo is ansúid i bhfad ó chéile. Sa dara h-áit, cuid de na daoine atá ar an gCoiste ní thuigeann siad an obair agus níl aon mheas acu ar an nGaedhilg, agus cuir-eann siad seo i n-úil don phobal go h-árd-ghlórach é. Is mó atá na daoine seo ag milleadh fá'n teagain ná ag cabhrughadh leithe.

(6) Rud eile ní tugtar cothrom na Féinne do na múinteoirí Gaedhilge. Níl post seasmhach acu. Cuirtear ag obair i dtúsghheimhridh iad agus sgoiltear chun bealaigh iad san Earrach bíodh an t-innreamh go maith nó go dona. Ní bhíonn an chuid is mó acu ag obair ach sé mí sa mbliadhain. An tráth a mbíonn siad ag obair féin níl tuarastal maith ag dul dóibh. Ní thig leobhtha maireachtáil ar bhealach a thuillfeadh meas dóibh féin, agus muna mbídh meas ortha-sán is beag suim a chuirfeas na daoine coitcheantna na gcuid cainnte, nó ins an adhbhar a bhéas dá múineadh acu. "Muna mbíonn meas ar Pháidín ní bhíonn meas ar a chaoirigh," Mar gheall ar na ranganna a bheith i bhfad ó chéile is iomdha uair a chaitheas an múinteoir fiche míle a chur dhe ar rothar oidhche fhuilich stoirmeamhail. Cé chaoi a bhféadfadh sé dúthracht a chaitheamh le na chuid oibre?

Mholfaimis:—

(a) Go gcuirfidh Aire an Oideachais na ranganna seo fá na gcuram féin, agus fé na gcuram féin amháin.

(b) Go mbeidh rang i ngach ceanntar sgoile uair sa tseachtmhain ar a laghad i ríocht is go mbeidh seans ag na daoine fásta Gaedhilg a fhoghlaim, agus deis ag na páistí atá ag dul ar sgoil anois feabhas a chur ar a gcuid Gaedhilge nuair a fhágfas siad an sgoil, agus go gcoinneochar an spiorad Gaedheilach beo brioghmhar ionnta.

(c) Na múinteoirí a dhéanamh seasmhach, tuarastal réasúnta a thabhairt dóibh ionnus go mbeidh siad i ndan obair fhoghanta a dhéanamh ar són na teagain.

2. *An Fear Mór.*—How many classes have you now?—We have classes in three districts.

3. One night a week or two?—Twice.

4. How many pupils attend?—Last year they didn't allow more than forty. We would have had more.

5. Had the other teachers as many?—Yes, and more, some of them.

6. How long did the classes last?—Two hours each evening.

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7. Text books or conversation?—Conversation first, and then text books.

8. Songs?—Yes, songs, stories and everything like that.

9. Are there many people in this district of Mayo who have songs and stories?—Yes, many.

10. Have you taken down any of them?—Many of them. Many of them have been published already.

11. *Mr. Ó Cadhla.*—Are the students adults?—Over fourteen years.

12. Are they people from fourteen years to thirty?—Yes.

13. Boys and girls?—Yes.

14. What kind of scholarships did they get?—Scholarships in a Gaelic college for a month. Some of them got certificates.

15. *An Fear Mór.*—Where?—Most of them at Spiddal.

16. *Mr. Ó Cadhla.*—Is there any full-time teacher?—There are two, but these are not full-time exactly. They have a yearly salary, they are paid monthly at the rate of their salary per year, but are allowed to work only eleven months, thus losing a month's pay. They have to be re-appointed every year. I am one of them. I had teachers' classes.

17. Have you any rolls to keep the attendances?—Yes, Department rolls.

18. Is it possible to keep these rolls satisfactory?—They have to be kept for inspection by the inspector from the Department.

19. Have they plenty of amusement?—The committee made a rule that no dancing would be allowed two years ago. There was no dancing as far as I know.

20. *An Fear Mór.*—There was no dancing at all?—They were not permitted to have any.

21. It is your information that there was no dancing in any of the other places?—I don't think there was as far as I know. I am sure they would not break any rule.

22. *Mr. Ó Cadhla.*—Is there any district teacher working in the Fíor Gaeltacht?—There will be one working there this year, and there was a man there last year.

23. Does he go amongst the people and talk Irish?—He does.

24. *An Fear Mór.*—There is nothing then against these classes on the score of dancing that would turn people against the language?—No.

The Commission adjourned at 6.30 p.m.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile sa Golf Links Hotel, Leacht Uí Chonchubhair, Co. an Chláir, ar a deich a chlog Dia Sathairn, 26adh Meadhon Fhóghmair, 1925.

Bhí i láthair:—An Fear Mór (sa Chathaoir), L. Moriarty, Pádraig Ó Cadhla.

D'éisteacht:

V. REV. DENIS CANON O'DEA, P.P. (Newmarket-on-Fergus).
THOMAS McGRATH, M.C.C. (Farrihy, Kilkee).
M. J. KEANE, N.T. (Corbally, Kilkee).
THOMAS GARDINER, N.T. (Liscannor).
P. J. O'LOGHLEN (Chairman, Clare Co. Council).

The following statement submitted by Very Rev. Denis Canon O'Dea, P.P., had been circulated to the Commissioners:—

1. Knowing very little of the Gaeltacht, of the character and capacity of the people for industrial effort, I am not competent to advise as to the best means of bringing about their economic betterment. My contribution to the enquiry would be only the educational side.

2. In the County Clare there is no exclusively Irish-speaking district, not even a townland; nor has there been in my memory. The entire district, along the seaboard, from Loop Head to Ballyvaughan and extending for some six or seven miles inland might be a straining by the term be set down as "Breac-Ghaeltacht." But, even here, the language is rapidly on the decline, and year by year as the old people are dying out many precious links are being severed.

3. At the present moment the language is well understood and spoken when the occasion demands it by the older people. The language as spoken by them is grammatically correct and has a fine literary flavour. It is still a precious asset—and even now if the language were well taught in the schools of these districts by highly qualified and energetic teachers—imbued with an enthusiasm for the language, and, if concurrently with this, some system could be devised to induce the parents to co-operate in this teaching by speaking the language to their children, I am convinced it would mean a big literary salvage, and would ensure a revival, embodying the best characteristics by the language as spoken and written in County Clare for the last hundred years.

4. I have said I am not competent to offer any practical suggestions as to the starting of industries in the Gaeltacht. But, it is my considered view that any effort of this kind, should be made conditional on the speaking and preservation of the native language. I do not believe that an improvement in the economic and social condition of these people will of itself make them a bit prouder of their language, or stimulate them to speak it more freely. The trend, I think, would be all the other way. Explain it as one may, the fact is that the vast bulk of native speakers in the Breac-Ghaeltacht as well as in the Gaeltacht are ready and eager to discard the language, except and when it is likely to bring them some material advantage. One may hope that this is a passing phase and that with the favour now being accorded the language, and the awakening of a national spirit which should come with self-government, this shyness or shame of the native speaker in the use of the language is bound to disappear. In the meantime, however, and until such a change has decidedly set in, I should certainly have every effort for the economic improvement of the Gaeltacht made conditional as far as possible, on the use and cultivation of the language.

5. My specific for the social uplifting of the Gaeltacht and the saving of the language would be to concentrate on the schools. I fancy the most enthusiastic revivalist amongst us has now sobered down to the belief that the most we can hope to achieve is to make Ireland bilingual. It is hopeless, I think, to try and dam round any exclusively Irish-speaking district so as to effectually beat back the oncoming tide of English. I think, circumstances, geographical and commercial, make that impossible. The corrosion of

the Gaeltacht is bound to go on, every inch of it is bound in course of time to become bilingual. Our effort should be then to save the Irish language through bilingualism. With the advance of English in the Gaeltacht and the corresponding advance of Irish in the Gaeltacht, I should reorganise the schools in the Gaeltacht on a bilingual basis raising them to a standard of all-round proficiency equal to any in the country. To achieve that I should have these schools staffed with teachers highly qualified and efficient, who would be native speakers, and so liberally paid as to make the position one to be sought after. In the curriculum of course, Irish should have the pride of place. It should be the language in daily use and the medium through which instruction in other subjects would be given—the ideal to be attained in all the primary schools of the country.

6. As the complement of this, secondary schools conducted by Christian Brothers and nuns should be established in suitable centres and liberally endowed with scholarships of which pupils of promise in the primary schools might avail themselves. Boys and girls from these schools would compete for public positions; many of them would be candidates for the training colleges, and would subsequently become ideal teachers of the language in the primary schools through the country.

7. Some such scheme as this, carrying with it prospect of worldly advancement, would be a powerful incentive to the Gaeltacht to speak and cherish their language. It would lift them up socially, and would counter and kill once and for all the idea that the language is a badge of inferiority and does not contribute to success in life.

8. There are of course other aids which should be brought into action. The use of the language by the priests in the churches, at the grave side, in his everyday intercourse with the people, would be the most telling of these.

9. The bishops could do much by their outspoken sympathy with the movements, and by appointing to districts where Irish is spoken, or only understood, young priests who are Irish speakers, and known to be enthusiastic in the cause. This is not done.

10. The study and speaking of the language would be encouraged immensely if the Irish language, both spoken and written, were made an essential in all examinations for public positions—the essential minimum to be that the applicant should be able to speak and write the language freely. All over the country, both in the Gaeltacht and outside it, in the schools and in the homes, the study of the language would be much stimulated by some such arrangement.

(Signed), D. O'DEA.

26adh Bealtaine, 1925.

* * * * *

V. REV. CANON O'DEA, *examined.*

1. Canon O'Dea giving evidence said:—Knowing very little of the Gaeltacht, of the character and capacity of the people for industrial effort, I am not competent to advise as to the best means of bringing about their economic betterment. My contribution to the inquiry would be only the educational side. In the County Clare there is no exclusively Irish-speaking

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district, not even a townland; I suppose a great many won't agree with me in that—nor has there been in my memory. The entire district along the seaboard from Loop Head to Ballyvaughan and extending for some six or seven miles inland might be a straining of the term be set down as Breac-Ghaeltacht. But, even here, the language is rapidly on the decline, and year by year as the old people are dying out many precious links are beings severed. At the present moment the language is well understood and spoken when the occasion demands it by the older people. The language as spoken by them is grammatically correct and has a fine literary flavour. It is still a precious asset, and even now if the language were well taught in the schools of these districts by highly qualified and energetic teachers imbued with an enthusiasm for the language, and if concurrently with this, some system could be devised to induce the parents to co-operate in this teaching by teaching the language to their children, I am convinced it would mean a big literary salvage, and would ensure a revival, embodying the best characteristics by the language as spoken and written in County Clare for the last hundred years. I have said I am not competent to offer any practical suggestions as to the starting of industries in the Gaeltacht. But, it is my considered view that any effort of this kind should be made conditional on the speaking and preservation of the native language. I do not believe that an improvement in the economic and social condition of these people will of itself make them a bit prouder of their language, or stimulate them to speak it more freely. The trend, I think, would be all the other way. Explain it as one may, the fact is that the vast bulk of native speakers in the Breac-Ghaeltacht as well as in the Gaeltacht are ready and eager to discard the language, except and when it is likely to bring them some material advantage. One may hope that this is a passing phase, and that with the favour now being accorded the language, and the awakening of a national spirit which should come with self-government that this shyness or shame of the native speaker in the use of the language is bound to disappear. In the meantime, however, and until such a change has decidedly set in, I should certainly have very effort for the economic improvement of the Gaeltacht made conditional as far as possible on the use and cultivation of the language. My specific for the social uplifting of the Gaeltacht and the saving of the language would be to concentrate on the schools. I fancy the most enthusiastic revivalist amongst us has now sobered down to the belief that the most we can hope to achieve is to make Ireland bilingual. It is hopeless, I think, to try and dam round any exclusively Irish-speaking district so as to effectually beat back the oncoming tide of English. I think circumstances, geographical and commercial, make that impossible. The corrosion of the Gaeltacht is bound to go on. Every inch of it is bound in course of time to become bilingual. Our effort should be then to save the Irish language through bilingualism. With the advance of English in the Gaeltacht and the corresponding advance of Irish in the Gaeltacht, I should reorganise the schools in the Gaeltacht on a bilingual basis raising them to a standard of all-round efficiency equal to any in the country. To achieve that I should have these schools staffed with teachers highly qualified and efficient, who would be native speakers, and so liberally paid as to make the position one to be sought after. In the curriculum of course Irish should have the pride of place. It should be the language in daily use and the medium through which instruction in other subjects would be given—the ideal to be attained in all the primary schools in the country. As the complement of this secondary schools and nuns should be established in suitable centres and liberally endowed with scholarships, of which pupils of promise in the primary schools might avail themselves. Boys and girls from these schools would compete for public positions; many of them would be candidates for the training colleges, and would subsequently become ideal teachers of the language in the primary schools through the country. Some such scheme as this carrying with it the prospect of worldly advancement, would be a powerful incentive to the Gaeltacht to speak and cherish their language. It would lift them up socially, and would counter and kill once and for all the idea that the language is a badge of inferiority and doesn't con-

tribute to success in life. There are of course other aids which should be brought into action. The use of the language by the priests in the churches, at the graveside, in his everyday intercourse with the people, would be the most telling of these. The bishops could do much by their outspoken sympathy with the movements and by appointing to districts where Irish is spoken, or only understood, young priests who are Irish speakers and known to be enthusiastic in the cause. This is not done. The study and speaking of the language would be encouraged immensely if the Irish language, both spoken and written, were made an essential in all examinations for public positions—the essential minimum to be that the applicant should be able to speak and write the language freely. All over the country, both in the Gaeltacht and outside it, in the schools and in the homes, the study of the language would be much stimulated by some such arrangement. I have very little to add. I would be very glad to advise on the means of having the people of some districts purely Irish-speaking, if I thought that were possible.

Somehow I do not think it is possible at present. I would be very glad it would be possible, but I do not think it is. As to the first point: I have not much to say on the economic side of the question—the economic betterment of the people.

Somehow I have not much faith in that as a means of preserving and fostering the Irish language. It is true circumstances have forced these people to associate poverty with their language and to look on themselves as the remnant of a beaten race. The fact that they are so minded must make them less enthusiastic for the language. But with the growth of a national spirit, and if the language is given pride of place by those in power, and if it is given preferential treatment in examinations for public appointments, then, with a quick-witted people as the people of the Gaeltacht are, this sense of reproach and inferiority will quickly disappear and there would be no need for local schemes for their material improvement.

2. *An Fear Mór.*—In going around the country we were struck by the comparative comforts enjoyed by even the poorest districts, in comparison with other districts that we have visited in Connemara and Donegal, and though I would be inclined to agree with everything you have said as regards the economic question with reference to Co. Clare, I am afraid it would hardly be applicable to the really congested districts of Connemara and Donegal. I suppose, Canon, you are not acquainted with the conditions in these districts?—

Well, I have spent a holiday round at Mallaranny, Erris and Clifden. Of course, round Mallaranny the people are very poor. They have not very much, but the Congested Districts Board have evidently done a lot for them.

Oh, quite a lot—quite a lot.

And improved their position very much. Of course the old people had to depend on labourers that go out. In Co. Clare we are not reduced to that. Even the poorest of us. You are quite right in that, I think.

In connection with the economic conditions, perhaps Mr. Moriarty would have something to say.

3. *Mr. Moriarty.*—As the chairman has said, Canon, we think the economic conditions in Clare are I suppose about the best of any districts which may be regarded as the Gaeltacht, and we do not feel that there is a possible opening for much improvement beyond what is going on at present. But you will be prepared, I presume, to agree that any condition such as migratory labour, which is very prevalent in Mayo and to a certain extent in parts of Donegal, that that is bad from the language point of view?—It is, evidently.

4. We have ascertained, from the language point of view and also from the spiritual point of view, that migration to Scotland and England is not beneficial to these simple peasant folk, but as none of these things appertain here we will not touch on it, but merely advert to it as one of the factors that make the economic question a very serious one for the Commission. In dealing with the fostering and development of the language, I take it your views are development of industries where the poverty is greatest, such as in Quilty. The fishing industry is about the only one that could be developed there to any great extent?—

Yes.

5. Have you any idea as to how far the fishing industry could be developed by Government action?—I can-

not speak on that point. Father Breen was to be here. He is the man specially identified with that. That is a department I cannot speak on.

What struck the Commission going round was that this coast is so exposed, so lacking in natural harbours, that it is difficult to develop fishing in its higher branches, through large boats, power boats and so forth. Such development is difficult and necessarily very restricted. The Government really cannot do very much to extend the fishing industry there in view of the lack of harbours. I do not think, Mr. Chairman, there is anything further we can touch on the economic side.

6. *Mr. O Cadhla.*—Well, the Canon has given us a full statement with regard to the condition of the language in Clare and the causes at present operating towards the decay of Irish. But with regard to the Government policy and operations in the Irish-speaking districts, do you think, Canon, they have faced this question as it should have been faced from the beginning?—

7. From the economic point of view?

8. Not from the economic point of view; from the Irish language point of view. Take the Irish-speaking people of these districts, they are still getting all their instruction, and all Government education is being carried on, through the medium of English to a very great extent—almost entirely. We have the law courts, the district courts, and all these carried on in English. Well, you could not imagine that that was destined to get the people repose confidence in Irish. All these Government operations should be brought to them directly through the medium of Irish; courts should have all their business conducted in Irish, and then of course it will let people see that Irish was accepted and respected. The Government has failed in that respect?

I quite agree, and they failed particularly in this: not giving to Irish preferential treatment as they ought to have done.

Exactly.

In every examination, and they might have done it, I suppose Irish should get preferential marking. All positions in the county should go by competitive examination, and in such examinations Irish should always get preferential marking. While competitors would be well up in other subjects, I would ensure that Irish would get preferential treatment in all examinations.

9. They have failed in that too. It has not been brought home to the people that Irish is the accepted language of the Government?—No.

10. Except in the schools in the matter of primary education?—They have done very well in the schools I must say.

11. In regard to the bilingual standpoint you believe that even in the Irish-speaking districts they must become bilingual?—Yes. I believe at the rate we are progressing at present that we cannot get over that eventuality; hence to meet it I suggest that bilingualism in all schools should be established, and while Irish would be taught and get pride of place, at the same time English also should be taught.

12. But suppose we take an intensive Irish-speaking school and population?—I cannot see at present, if you start out to make Irish exclusively the language of the school how that will hold. I do not think it will hold; I do not think it will be successful. My policy all-round for the present would be to have a vigorous bilingual programme and then to hope that eventually such a national spirit would arise as would make the country what we would like to see it.

13. By bilingual programme I take it you mean they get the knowledge of their subjects through the language they know so well, and then as an additional language that they get English?—Oh, yes. English where it is necessary. But if you get children proficient in the senior classes in Irish as they can be made proficient, I would make that language the medium through which other subjects should be taught.

14. We have travelled through West Clare and other parts of the county and we found in one place, Kilbaha, children of 9 years of age who had a splendid home-spoken knowledge of Irish. I was under the impression that you could not find children of that age in Clare that had home Irish. We found them in Corbally, Kilbaha, Glenina and Ballyvaughan?—These would be exceptions. The grown people speak Irish well and fluently.

Yes, fluently.—And if they received any encouragement they would speak it generally to the children. If the old people could be got interested in the teaching of Irish in the school, and they saw it was going to be a paying matter for them and their children it would be a great aid to the teacher. These would, in a very short time, become good Irish scholars and would speak the language well.

Of course every effort should be made not to wean the people away from the speaking of Irish. The whole Government operation should be destined to that?—Certainly. And I believe in priests and others who can do so using the language on every occasion. Use it in the prayers. I think it would be well the priests should say the prayers in Irish. The people like to hear the language, even those who do not understand it.

The literary tradition in Clare is very strong. There is no doubt the literary language has been preserved. There is a good deal of literary tradition among the people?—In West Clare we had a fair literary tradition. Beginning at Loop Head we had Eugene O'Curry, Seán De Hoare, and here in the neighbourhood Miceál O Coimín, and in this very district the two Mac Curtains. All these traditions survived, and their manuscripts are very widely scattered all through West Clare. When I was a young lad they were copied, read, and memorised even by the illiterate people. Their poems became topics of common-place conversation among the people of West Clare, and to that you can ascribe the survival of such a literary language as Irish is in West Clare. Even among the illiterate people they use literary language. Not only that, but with absolute grammatical correctness. That is the amazing thing. Go and meet an illiterate person and he will tell you a story, and you will find not a mistake in mood, person, or verb from beginning to end. As a matter of fact, if you want to find out the real grammatical turn a phrase should get, if possible go to one of these illiterate persons and ask them. They will tell you.

Everything they speak is capable of being written down in books and can stand before the world as being perfectly correct. It is a pity there is not more of that collected and used as a means of education in the Irish-speaking districts in the schools.

15. *An Fear Mór.*—Do you wish, Canon, to further elaborate on the latter portion of your statement?—On the schools. Really my programme would be that in all these districts if possible you would have highly qualified, efficient teachers appointed, and if possible native speakers. I think that is the only means at present of incorporating that Irish, which is so literary and living at the present time. But in any schools, no matter whether they be the Gaeltacht or the Galdacht, I believe the greatest consideration at the present time is the provision of good teachers. I believe if you have highly efficient teachers who will teach Irish well and put their heart into the work I believe they can do great work in the schools even in English-speaking districts. I do not agree at all with those who say that the teaching of Irish by a capable man in the school is a handicap to the efficient teaching of other subjects. I found, and I watched the schools pretty closely, that the better the school is in Irish the better the teacher is in Irish; the better the children are taught and the better all round they are in every other subject. I have one in my own parish. I have a mixed school in a district where a word of Irish was not heard for the past fifty years. The two female teachers there teach Irish magnificently. Go into the third and senior classes, they read a chapter of Seadhna, they close their books and in the old style I ask them the sense of the lesson without speaking a word of English, and they answer me in Irish correct in mood and tense and without a single mistake. You should fancy the teacher must have overlooked other subjects. Well the year before last for proficiency all round in all subjects that school got the Carlisle-Blake premium. You find in every school where Irish is well taught that it is a great intellectual quickener, and if the teacher is an earnest man, so far from interfering with efficiency in other subjects, it will help the pupils, provided you do not overload your programme. Of course if the teacher has too many subjects he cannot come at them.

17. Do you find, Canon, that the children in such a school as you have just mentioned have a great liking for the language?—Oh, a great liking when

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taught from the very infancy—a great enthusiasm. I could never get over the fact that even though the child is brought up purely English-speaking, when they are learning Irish there is some aptitude in their nature for it and they learn it very quickly if it is taught well. That is the whole thing—good teaching.

18. Would you approve of more concentration on the oral teaching of the elementary standards in the school which is the key of the situation?—Yes, in fact it is nearly all oral, as it should be. Of course as they advance they can be beginning a bit of grammar, which they learn very quickly.

19. About what age do the children commence going to school in the district you refer to?—About 5 or 6.

20. From your experience as a manager of schools, and as being intimately acquainted with education in Ireland, do you think the children would lose very much from the educational point of view if all the time and energies of the teacher were devoted to the teaching of the Irish language orally to children from 5 to 7 years of age?—And orally you mean?

21. Orally. I mean that the teacher's whole time would be given over to the teaching of the language orally to these children and that their object would be to make them fluent speakers so that they would be able to receive all instruction through the medium of Irish in the other standards.

22. *Mr. O Cadhla.*—Of course the teaching would have an educational value—oral arithmetic and oral other things. And not teach them English.

23. *An Fear Mór.*—Not necessarily. I should not exclude English, but that the whole trend of the school would be to make these pupils Irish speakers?—I think that is mostly done.

24. And do you think from the educational point of view that these children lose anything?—I think they lose nothing; I think it is the other way round. It is a remarkable thing that in these senior classes where the pupils know Irish well and have a thorough understanding of it they are splendid at English analysis and all that. They get a grip of any language.

24A. *Mr. O Cadhla.*—They got a construction of the language that they otherwise would not have got.

24B. *An Fear Mór.*—I would like that we emphasise the point about giving them the language between the age of 4 and 7, or 5 and 7. Because so many people have been anxious to acquire a knowledge of the language when they get advanced in years that they are certainly astonished when they see how easily the children acquire it. The children can do more in these two years than they can do in twenty years afterwards, if the subject is taught properly?—Certainly.

25. Then you emphasise the necessity of capable, competent teachers. Would you approve of the establishment of colleges, as outlined more or less by our Education Department, for the training of Irish native-speaking teachers?—I suggested that, and was very pleased when I saw the Education Department doing it. I believe that if you have children in the Gaeltacht, clever children passing from the primary to the secondary schools, and if colleges are established in these districts they can use Irish as the medium for all subjects. You have boys and girls in the secondary schools at present having a knowledge of the language, even as secondary children, that very few teachers have. Take the Convent of Mercy, Ennis. Take for instance St. Flannan's. At these institutions the pupils have a magnificent knowledge of Irish, and hence girls who pass from the Ennis Mercy Convent for training make magnificent teachers. I believe if secondary schools such as these were set up in these districts, and at the end of the secondary course and leaving certificate that they pass into training, changed from what it is, I think you will have first-class teachers from every point of view and in every subject.

26. From the experience you have of our present system of training you think it absolutely necessary there should be big changes?—I do not see that the boys and girls in their training add much to the knowledge they have before entering. I fancy there will be a change, of course, in trend. It is bound to come.

27. You have heard of some people decrying our present methods—depreciating the efforts made to revive the language—inasmuch as too much attention has been given to the subject and in some cases we have been told that we are ramming the language down the throats of people against their will?—I heard all that

and have partially answered it in regard to the schools. I do not believe the language at all interferes with the work in the schools where it is done well and under the care of a capable teacher. It does not handicap the child or the teacher one bit in other subjects. I have found that. As to the ramming down the throats, well, if a national spirit were abroad you would not hear that.

28. Has it struck you, Canon, in reading the statements of some of those who have been advocating the policy of less Irish in the schools that these are the very people who have not contributed very much to the revival of the language for the past twenty years?—They have contributed nothing at all to the language. These people know nothing at all about the Irish language, and know nothing about the history of the language, its traditions, or what it stands for. I would not attach very much importance to that opposition which arises from some little prejudice of their own, and which they are encouraged to air just now, when there is a momentary depression of the national spirit. I think if we had not this civil discord in the country, and the spirit existed to-day that existed at the time of the Truce—zeal for the language—I think you would have a different story to tell to-day.

29. And I take it you believe that spirit will return?—For that I am hoping, and if that spirit returns, as I hope it will, I am nearly sure you will not hear any more opposition.

30. *Mr. Moriarty.*—There is one other thing; about the education and selection of first-class teachers for the Gaeltacht. In some districts we found as much was not being done as could be done owing to the disinclination of good teachers to go into these backward places. Have you any suggestions to put before the Commission as to what special inducement would be given to induce high-class teachers into the Gaeltacht, so that the benefit of his services could be availed of. What I mean is some specific inducement to offer the teacher, such as increased pay or higher status?—I have already suggested that in my evidence. That they should make the positions of teachers in the Gaeltacht such as would be really sought after. I suggested that already.

31. *Mr. O Cadhla.*—In regard to the children themselves, Canon, would you suggest there should be some assistance in the matter of providing books, etc.?—Certainly. Be generous with them.

32. And provide meals in these districts where children are very poor?—Certainly. Let them see that the language will get preferential treatment and let the parents see it.

33. *An Fear Mór.*—You are very strong on the language being made a compulsory subject for all public appointments?—Yes. I think at the time of the Truce we had every official in the country eager to learn a bit of Irish. Then when the split came and civil war there was not a word about Irish. Many of the people who now speak in opposition to Irish were then trying to learn the language.

34. *Mr. Moriarty.*—It was pointed out to the Commission that it is an anglicising tendency in Irish-speaking districts to have the customs officers, excise officers, rate collectors, Garda Síothchána and the fishery officers, etc., not competent to conduct their business through the medium of the Irish language which the majority of the people used in such districts?—Yes.

35. Do you think that is a serious drawback to the development of the language and often tends to anglicise a district?—I daresay it does tend to anglicise, but I fancy the Government would have a difficulty in finding competent people to fill all these posts.

36. Apart from that question of difficulty you would be prepared to recommend that the Government should fill these posts wherever possible with Irish speakers, and accordingly as the opportunity arises replacing English speakers with Irish speakers?—Certainly.

37. As regards secondary schools, is your suggestion the setting up of a good secondary school in the Gaeltacht or would you suggest that the Irish-speaking children of poor parents should get scholarships in the schools?—Yes, certainly. Promising children.

38. To pass from primary schools into the secondary schools?—Yes. That is what I suggest, and that eventually these would become teachers and public officials.

39. Enter the civil service and so forth?—Yes.

40. In other words the Gaeltacht child should have every avenue of advancement open to him and that his knowledge of Irish should not be a hindrance but a direct lead to get to all these positions?—Yes, but at

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the same time, of course, the child would have a knowledge of other subjects.

Oh, yes. Efficiency in other subjects must not be ignored.

41. *An Fear Mór*.—And you are very strong, Canon, that Christian doctrine in the Irish-speaking districts should be carried on in the Irish language—the language best known to the people and the children?—Yes, certainly.

Thank you very much, Canon, you have given very valuable evidence.

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THOMAS McGRATH, *examined*.

1. Mr. Thomas McGrath said:—Mr. Chairman, Very Rev. Canon O'Dea, and gentlemen, I am afraid I won't be able to help you so very much, because it was only last night or yesterday evening I decided to come here and give evidence. I have made out a few short notes which I will read, and will then be prepared to answer any questions put to me afterwards. With regard to the economic conditions of the people, I will take the village of Corbally, but of course I represent the people all along the western sea-board. In the village of Corbally there are about thirty householders who are chiefly dependent for a livelihood on fishing and kelp industries, supplemented by collecting winkles and carrigeen. They are to a great extent helped by their children in America. They have no lands at their disposal and have to travel to Kilkee, a distance of three miles, in the bleak winter to procure milk for their children. Divisions of suitable lands which are available in the neighbourhood would dispense with such a necessity. This also applies to districts along the sea-board. Irish was the home-language of the people thirty years ago, English being only known in the school. For ten years later Irish and a broken English were in use. This change may be attributed to the then teachers not having acquired a knowledge of Irish. A much better spirit prevails at the present time, and the people take a greater interest in the use and cultivation of Irish. The fact of having Irish made compulsory in all spheres of life is to my mind a great inducement, and an absolute necessity, and would arouse a great spirit of earnestness in the Gaeltacht. I have heard arguments put forward that Irish is a very difficult language. With this statement I cannot agree. I learned no Irish in my youth and acquired an oral and written knowledge without any difficulty in six months after I had attained the age of thirty years. There is a great deal of folklore in the district, including stories, proverbs, prayers and songs which are yet unpublished. Local Feiseanna help materially in the collection of these. My own son, a boy of 15 years, got first prize for one such collection at the local Feis this year. It is my pleasing duty to say that the school teacher at Corbally has done much for the preservation of the language, having worked on bilingual lines under adverse circumstances and difficulties for a number of years. With the help of the principal teacher several plays were produced by local talent, and we expect the people of this village to take a practical interest in the Gaelic revival. In regard to fishing; some years ago there were upwards of fifteen fishing boats with crews of three in each engaged in the fishing industry. At the present time there are only three or four. This may be explained by the fact that prices have been reduced considerably of late years, markets became uncertain, and the fishermen, owing to adverse circumstances, were unable to continue that occupation. To remedy this I believe the Government ought to take the matter in hands and establish a scheme towards the better grading and marketing, also to supply boats and gear on easy terms. What I say of this locality also applies to all districts from Quilty to Loop Head and in the south by the Shannon to Kildysart. With reference to the kelp industry: sea-weed can be had in large quantities along the coast, and it would be quite possible for a family to save about fifteen tons of kelp if there was any certainty of price or market. Prices varied from 30s. to £7 in recent years, and I believe if a suitable market was available and a higher price paid, it would be an encouragement. During the great war I supplied an English chemical manufacturing company with the raw material for

which I paid £10 per ton. If sea-weed in a crude state is value to a manufacturing company for that amount, the commodity when manufactured into kelp ought to be value for a good deal more. In conclusion I wish to recommend night school or continuation classes. They would materially benefit the Gaeltacht. School libraries would also be of advantage, and free books for schools in poorer areas would be of great benefit. If this were at all possible the introduction of books containing Irish poetry and history into the Gaeltacht would be much appreciated. Arising out of that evidence I would be prepared to do anything I could to help the Commission.

2. *An Fear Mór*.—You state, Mr. McGrath, that you had fifteen boats working fifteen or twenty years ago, and now they are reduced to three?—Yes. That is a fact.

3. And you suggest one way the Government could help to revive the fishing industry of your district is by letting them have loans at a reasonable rate of interest?—Yes.

4. Do you think there would be any difficulty in getting security?—No, I do not think so. I have secured them in the past and I had no difficulty about it.

5. And you think the prospects of the fishing industry in that neighbourhood would justify development of the industry on those lines?—I am speaking for West Clare generally, and am quite satisfied it ought to get a trial.

6. The industry is fairly important inasmuch as thirty householders are partially dependent on it?—Yes, I would say partially dependent.

7. Would these fishermen have got land?—No, there is no land except one acre to each householder.

8. Each householder has only one acre and no other way of making an income except the sea?—Nothing whatever except the broad Atlantic.

9. What sort of fish as a rule do they get?—They get mackerel in the autumn, and cod fish and ling in the spring of the year.

10. How do they dispose of the mackerel?—In the past local buyers used to cure them on the spot, but the intervention of the great war turned all that upside down. Afterwards the Anglo-Irish war put an end altogether to it, with the result that any local man did not cure since. I was an agent for a firm myself for a number of years, but at the present time there is nobody curing them. They have to sell the fish to the country people. I suggest that the Government take the matter up and establish a curing station so as to have the fish graded properly, and a proper market obtained. It would be a great industry in the future.

11. But do you think that your immediate neighbourhood would justify the expenditure of a good deal of capital in the preservation of the industry taking into consideration that it exists only to a very small extent?—I would not suggest that a station be established at Corbally, but one at Kilkee, which is three or four miles from it, and the fish could be taken in there and cured.

Canon O'Dea.—That used to be the way in the old times past—a station at Kilkee.

Witness.—And they were cured at Farihy Bay also, Canon.

12. *An Fear Mór*.—Well, about the two or three boats you have working at present. Were they anyway successful?—They were, but, of course, if there are large hauls of fish there is no market for them.

13. You have made an interesting statement that you acquired a knowledge of Irish after attaining your 30th year?—I was 32 to be correct.

14. And you are not a teacher or a man who?—I am only a small farmer.

15. And you are not a man who is benefiting materially by your knowledge of the language?—Nothing whatsoever.

16. So that it is fairly clear that people engaged in the teaching profession who would have a real interest in the learning of the language should not have much difficulty in acquiring it? It ought not to be an insurmountable difficulty to them considering what you have done?—I believe they could get a good sound knowledge of Irish in six months. To go back to my knowledge of Irish. In my second year I won 1st

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prize for an impromptu essay in Irish, the subject being set by the present Canon O'Dea.

18. *Canon O'Dea.*—That is a fact.

So I see no difficulty whatever in learning Irish if there is a will behind the man.

19. *An Fear Mór.*—I think that is a very important thing.

20. *Mr. O Cadhla.*—You have found Irish-speaking people not opposed to Irish?—No, on the contrary, it is the home language of the real Irishman.

21. And they delight to get one to speak it to them?—They do, yes.

22. *An Fear Mór.*—In connection with the opposition would you be inclined to agree with me when I say that most of the opposition we hear of, that in most cases, the will is father to the thought, and that those people who succeed in finding hostility amongst the Irish-speaking people to the language are really getting what they look for, or looking for what they get?—I believe these people never loved the country they are living in.

23. You have referred to stories, prayers, and songs that existed in your locality and have never yet been published. Would you agree that it is the duty of the educational department to see that these things are preserved something after the same fashion as O'Donovan and O'Curry preserved the music and the place-names for us?—I would, and I consider that would be a step in the right direction.

24. You think it is up to the educational department to see these are not lost?—I think they ought to take the matter in hands immediately.

25. I presume here is a danger that many of them will go into the grave if they are not taken up?—That is just what I was going to mention.

26. You seem to think that night classes and continuation classes would be a strong element in interesting the people in the language?—I think so.

27. What class of night schools have you in mind?—Adults who leave school before they receive a good sound education; it would help to renew their memories and give them a good grasp of the Irish language if taught properly.

28. If there are many men like yourself in the locality I certainly say it would be well worth while establishing classes for them?—I have helped in the past to impart a knowledge of Irish, and will continue to do so if opportunity avails.

29. You believe that schools of that type established in your neighbourhood would be a success?—Yes, certainly they would.

30. *Mr. O Cadhla.*—Don't you think that these grown up boys and girls in these districts have been denied technical education up to the present, because it was not carried to them in the language they knew best?—It is not known in my locality at all. Technical education is unknown there either in English or Irish.

31. Therefore the Irish-speaking people, because of their knowledge of Irish have been denied technical education?—Yes.

32. *An Fear Mór.*—You pay rates?—Yes.

33. But you do not get the benefit of the technical rate?—No; never did.

34. Nor does any of the Irish-speaking districts benefit by secondary education as a rule?—Very little to my knowledge.

35. *Mr. Moriarty.*—There is land available in the neighbourhood there, and presumably the Land Commission are making arrangements to distribute it?—Not that I am aware of.

36. Will the fishermen get their share of land?—I think they are entitled to it. I hope they will.

37. Are representations being made to the Land Commission as to the desirability of providing for them in that way through any local source?—Not to my knowledge.

38. The fishing population has dwindled from 15 boats, that is 45 men roughly down to 9 or 10?—Yes, and what I say of that locality applies equally to all the fishing stations in the western sea-board. In other instances they have dwindled down to a few also.

39. What has become of the 35 men who left the fishing industry as a bad speculation?—The greater part of them were young men who emigrated.

40. But there were 15 boats run by some man who was apparently a senior man. Did he lay up his boat and turn to the land?—There was a reduction each year in the number of fishing boats until they

were finally reduced to 3 or 4. After two or three years a boat would be no use.

41. But he had only half-an-acre of land and how did he manage to live then?—I just set out that in the first part of my evidence, mainly kelp industry, supplemented by collecting winkles and carrigeen, and selling the latter in the town.

42. Do you think by these remedies you have suggested, a better system of curing and grading of fish and advice on the part of the Government would revive the industry, and that men would now go out to fish?—I believe it would be a great incentive to the people to make a living on the fishing.

43. You have done mackerel curing yourself?—Yes.

Are you aware that the Government have introduced a Government brand for mackerel for the American market?—No, but I am glad to hear that.

44. If you apply to the Department of Fisheries they will give you particulars of that. The terms on which loans are given now, do you suggest a lower rate of interest than five per cent?—Yes, and a longer term of years for payment.

45. How long would you suggest for a canoe? What is the life of it in the West Coast of Clare. Would it last five years?—Yes, five years with repairs.

46. So that the loan should not at least exceed five years anyway?—No.

47. And the net?—Three years.

48. What has been the ruling price paid in your district last year for kelp?—There was no ruling price. The company used a testing machine and paid according to their opinion of the quality. I am aware that for kelp burned in the same pit that top price was often paid for one sample and the other rejected. So there was something radically wrong about this testing business.

49. You can understand, I suppose, that the quality of the kelp will vary according to the top and the bottom. The bottom will get mixed with sand and that is what they are always on the look out for—adulteration. Are you aware any attempt was made by the Government to introduce an improved method of burning kelp along this shore?—No, I did not hear.

50. You did not hear of any patent kiln being established at Quilty?—No.

51. Well the Congested Districts Board did erect an improved kiln which would tend for improved results by regulating the draught, so that you could get the proper burning?—Yes, I believe I heard something about that.

52. How much is earned by the people along your particular district by kelp?—I could not tell you really; it would depend on the price, but a family of three or four would make 15 tons of kelp in a season if the weather was dry.

53. And taking that at an average of £4 a ton, they would get £60 for their labour. That helps them to live with the other small fishing?—That would help materially. I believe they would be inclined to make it provided they were guaranteed a fair price.

54. Having regard to the possibility of these people getting a bit of land, would it not be better for them go into the land rather than undertake the hardships and uncertainties of kelp?—I believe the land would be of great use to them because they are trying to rear their families without any milk. They have to go long distances for milk to support their families.

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M. J. KEANE, *examined.*

1. *An Fear Mór.*—I understand Mr. Keane that you have a special statement from Fr. Breen, P.P., Kilkee?—Yes, I have not much to say really. Everything I have to say has been said. I really believe that Canon O'Dea and myself must have compared notes before we gave our evidence, because I thought he was saying practically what I have to say. So far as the educational standpoint is concerned we are in complete harmony.

2. Is the statement of evidence you are now going to give from Father Breen?—It is his ideas couched in my own language, as a result of discussions we had in regard to the fishing industry and other aspects of questions connected with it. We discussed the present scheme in the county with regard to the teach-

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ing of Irish, and, I think, he is not at all pleased with the results of the scheme. He thinks that it could be improved considerably. Father Breen cannot attend to-day, but he thinks that a good deal of the work done in the school goes for nothing. When children leave school they scarcely ever read anything and it is astonishing how many boys and girls from sixth standard become practically illiterate. The period of life between 15 and 18 years is neglected. There is no provision made for the proper development of character and no reading material provided for boys and girls during that age. A small school library consisting of sound reading matter would be a great advantage towards the continuation of studies. This would help under proper guidance to check the circulation of newspapers and magazines which are demoralizing the youth of the country. A small local committee in each parish or school area could easily supervise the selection and distribution of such books, and would, besides, serve to arouse interest in the study of the Irish language. Books of historical, dramatical, or the narrative type would be a blessing. Rev. M. Breen was strongly of opinion that the scheme of teaching in the county initiated by the technical committee could be improved with advantage towards the language revival. He felt diffident as regards the attendance at adult classes, but was of opinion that very useful work could be done provided they were properly organised and attended. We are glad to learn that a small committee was appointed for the purpose of re-arranging the work for teachers and preparing a better scheme. I believe in regard to fishing that the Government should initiate a sound fishing scheme and introduce a Bill at the very earliest opportunity which would revive that most important industry. If such legislation were introduced and proper facilities established, such industry would serve to establish the language and stem the tide of emigration. Such legislation would receive the support of the Irish people and would become law without any great opposition. Father Breen also believes that with a judicious selection of reading material in the schools, in which the whole aspect of the Gaeltacht is thoroughly national dealing with the different interests concerned and the possibilities for improvement in each direction, that habits of thrift, sobriety, industry, honesty, perseverance and self-respect could be inculcated. The marketing of commodities including fresh eggs, butter, etc., should receive thorough attention. In case of fish the Government should make such provision for branding and marketing as would ensure the best price. The difference in quotations would more than finance such a procedure. Buying and testing of kelp are responsible for the decay of this most important industry. I would suggest immediate inquiry into the possibilities in this direction and find out precisely the cost of production, the possibilities, the bye-products, values, etc. Such work as requires scientific knowledge should be the function of our universities and research departments. In regard to propaganda it must be strongly borne in mind that there is an ill-concealed hostility to the development and cultivation of Irish and the work of revival requires serious organisation, united effort, and unflinching determination on the part of all Gaels however widely they differ in other matters. There are two forms of hostility, viz., that which is open, defiant, and honest, where those opposed say that they do not believe in it and so forth; and the other which is base, hypocritical, and unworthy where those concerned say they would like to see it revived, but at the same time obstruct every decent effort made towards its revival. The mere pretence of saving a miserable penny in the pound will not serve to cloak such hostile action. The most painful aspect in connection with all this hostility is the attempt made by those totally ignorant of the intellectual value of a language to belittle its value as a thoroughly national and valuable educational factor. It is about time that we should ask ourselves how we stand educationally as regards our neighbours and competitors. When we investigate we find children able to speak and use two and three languages where proper provision is made for teaching them, and where conditions as to regularity, interest in education, and a struggle for educational supremacy are the chief governing factors. It may be interesting to know that Dr. Abbott wrote his *Via Latina* for children under ten years of age. I do not think I have anything else

to say. With regard to my experience in teaching I find that pupils with a knowledge of both languages are far superior and far more intellectual than the pupils that speak only one. I have experience of children coming into the district who became proficient in Irish after a year in the fifth and sixth standards. I do not think there is any necessity to teach through the medium of two languages. When they get proficient in the language the children get a firmer grasp of any subject taught through that one language.

3. *Mr. O Cadhla*.—Well you have not lost the power of assimilation in Corbally. You can assimilate the English-speaking child that comes into it?—Yes, I have an example of one boy. He is only about eight months coming to the school, and I do not know whether you could very well distinguish between him and a native Irish-speaker. He is able to do geometry, arithmetic, and algebra in Irish, and uses all the moods, tenses, inflections, and cases without any difficulty whatsoever. There is one thing I was going to refer to. I heard people saying it is a waste of time. I think that arises from an ignorant source. Now, if you take up the *Via Latina*, for instance, written by Dr. Abbott. That book was written for children under ten years of age, and that was not a waste of time. I have seen children taught French and English in the schools and they become professional speakers of both languages.

In Ireland?—No, but in England, where they were about the age of ten years. If that is possible in England how could it be waste of time for us here in Ireland to teach the language we know and speak, and that is used in the homes far more fluently and intelligently than the English language. Now, with regard to folklore and the rest of it, Canon O'Dea referred very wisely to the amount prevalent in West Clare where it has been committed to memory. I have a recollection of my own father and his neighbours, and they had all these poems off by heart. Even one, Martin Hickey, in Kilkee, had Keating's History of Ireland off by rote together with all the poems. Some of them were practically illiterate, but I doubt if you could accurately describe them as being illiterate. They took a most intelligent view of everything, and could discuss matters of very great importance between themselves in Irish. I find now that the average person leaving school is far more illiterate than they were even though they can read and write a little. That would be my opinion.

5. I think since you have been examined so thoroughly already in Dublin—I remember your examination was a very stiff one—that it would be hardly fair to continue it now, but in connection with the industries perhaps Mr. Moriarty might have something to say.

6. *Mr. Moriarty*.—It is suggested in your evidence, Mr. Keane, to adopt legislation to restore the fishing industry here. Has Father Breen committed to his memorandum any points or directions? He considers legislation would effect the restoration of industry. Would he propose to put on a protective tariff, or how could legislation build up the industry?—My idea and his was that it would be the function of the Government to provide a great fishing scheme. How is fishing protected in every country? It would be quite possible for the Government to initiate a great fishing scheme. I do not mean that Clare could avail of it altogether, because on account of its coast it is not naturally adapted to go into fishing very minutely. But a thorough fishing scheme would provide for the teaching and training of boys of eighteen or nineteen years who wanted to go into the deep sea fishing industry, &c. It would be better train and keep them at home than have them going to America.

7. That is that the Government should provide training ships for these boys?—Well, take them into fleets and trawlers.

8. But the Government do not fish, and it is not contemplated that the Government should be a fishing department. The function of even the Fishery Department is not to do the fishing, but to control it by regulating and governing it. For instance, the Department of Fisheries make bye-laws every day for the better regulation and control of fishing, but they do not actually do the fishing. You suggest they do something in the nature of technical instruction and

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bring boys together and give them that instruction. Do you think they would get boys from your district to go for training, or are your remarks general, not dealing with Clare particularly?—Yes, quite general. I am not referring to Clare particularly, because the kelp industry is the general one in Clare, and the one that could be most easily developed. The only places for fishing in Clare are at Carrigaholt and the mouth of the Shannon, where large boats could be used.

9. Are you aware of the methods they employ in the burning of kelp in this district?—Yes.

10. The incineration process they carry on, it is believed, is not quite the one that the kelp buyers require, which is too complete and too thorough. The Congested Districts Board established modern kelp kilns for the proper burning of kelp, so that it might contain the higher percentage of valuable chemicals required for modern use. And they established a kelp kiln at Quilty. Are you aware of that?—Yes, I am aware of it, because I was responsible for the agitation myself to a certain extent, and the reason was that Fairlie Brothers would not take the kelp from them. There was no inducement. Canon Glynn was a representative on the Congested Districts Board at the time, and we found out that Fairlie Brothers were paying £8 a ton for Swedish kelp. I could not see why there should be such a difference between Irish and Swedish kelp, because we were only getting 30s. a ton. Then they said the Swedish kelp was burned better—that the burning process was superior. But when it was adopted here Fairlie Brothers then said the old process was just as good. That is what I ascertained.

11. Would you be in favour of setting up factories which would treat the kelp and make finished products of it?—Quite so, and I think it would save a great deal. Mr. McGrath paid £10 for the raw material—per ton—so it ought to be possible to save.

12. *In Fear Mór*.—Was that during the war?—Yes. Kelp realised £12 a ton at that time, so surely there must be profit in it. With regard to the branding of fish. Every man brought fish and cured it in the ordinary way, with the result that it was inferior in quality. I am glad to hear about the Government brand. Father Breen suggested that before, and that there should be some provision made by the Government in regard to the marketing of fish.

13. *Mr. Moriarty*.—I am sorry to say of our Irish curers, imbued with the sense of the importance of branding, that they have not yet applied to have a single barrel branded, although it is there at considerable expense to the Government, so that is the encouragement we got?—Is it possible to market the fish without branding it?

14. Yes.

I thought it would be necessary to brand it before sending it away. I am afraid you will have very little branding at that rate.

15. It is not a compulsory brand

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THOMAS GARDINER, *examined.*

1. Mr. Thomas Gardiner, N. T., said:—I represent Liscannor district at large. As far as the education side is concerned it has been gone into minutely, and as regards the fishing Mr. McGrath and Mr. Keane have dealt with it fully. There may be a little point regarding trawlers, which have caused much trouble in Liscannor. Of course, they have been spoken of frequently, and nothing has been done. If this Commission does something towards the protection of fisheries it will be the first. These trawlers always caused a lot of trouble to the fishermen by taking away the seed of the fish, as has been proved conclusively on various occasions. As regards the fishermen, they are very poor and must seek to take advantage of loans, but when they apply for some gear on loan they might get some twelve months later. The machinery in the Ministry of Fisheries is hard to be worked. The housing, as you saw in Liscannor, is awfully bad. If something could be done towards repairing the houses it would be well. In Doolin there is a big ranch touching the fishing village. If the fishermen

got small portions of this they would be very grateful and their position would be thus considerably improved. As regards Liscannor district, there was at one time a very fine industry in the quarries. The quarries contain some very fine flagging. It was worked by an English firm, and I have been informed that bad management was responsible for its collapse. Cement, of course, is widely used, but I think the stone will hold its own, because it is perfect for roofing and flagging purposes. This year the Belfast Corporation ordered something like one thousand tons of flag stones. Presently the industry is worked only on a small scale by individuals who have little capital and who have no authority to mine. One man applied to the Land Commission for a permit to work the quarry, and the Land Commission told him they had no power to grant a right to quarry. Twelve months ago the Civic Guards served notice on a small Co-operative Society of twenty or thirty individuals then attempting to quarry demanding immediate cessation of work under threat of arrest. The individuals continued, however, and no drastic action was taken yet. It was a case of life or death with them anyhow. If some Government support could be advanced towards these quarries it would mean giving employment to the Irish-speaking population, or, if some person of experience and capital could be induced to interest himself in them, he would get a good deal of local assistance. The harbour at Liscannor is badly in the need of cleaning. There are five or six feet of sand and seaweed—fine manure—there. I believe that this would be removed locally if a passage were made into it. Such a passage would cost less than £20, and for this small sum the dock would eventually be cleared and the neighbouring farmers would have cheap manure. I will now be glad to answer any questions.

2. *Chairman*.—Have the fishermen any land?—Not in Liscannor or Doolin, but the fishermen in Doolin till conacre.

3. Do they till the whole acre?—Some of them do, but the majority have not that much.

4. Have you any case in Liscannor where they have land and actually let it in grazing?—No, none of the fishermen have any land and therefore cannot let it. There is one fisherman that rents a bit of land and tills it.

5. So you believe the fishing industry as presently conducted is not economic, and a man cannot rear a family on what he is able to secure from the sea?—It is hard for them, because this year, even when the loan system came along, no man to my knowledge reaped any gain from it. Some of them applied for a loan for gear over three months ago, and it has not come yet.

6. And you have provided securities?—Yes some of them, because it is hard to get people to take the risk, but if somebody does not come to their assistance they cannot exist.

7. Do you think the loans are a bit on the severe side?—I would like that the loans be for a longer period and at a reduced rate of interest. It would pay the Government to keep the Irish alive, and keep as many people at home as possible by allowing these men money even without any interest, where the industry is in its infancy, provided the capital would be repaid.

8. Or allow them loans at a nominal interest?—Yes; because these fishermen cannot pay interest. If they have a bit of profit one year, well, they have to rear their families, and generally these people do not get anything on tick, as they say, because it is cash down in most cases.

9. What becomes of their families?—As soon as they are strong enough they go to America. In congested districts they have to do their own work, and there are no wages to be earned. When they leave home at all they leave it for good. They never go to Limerick or Dublin.

10. Well, you seem to be sustaining the population at home. The congestion seems to be as great as ever?—Still the population is going down, and has gone down. I am sure that Liscannor fishing village will be gone in this generation.

11. Has the Congested Districts Board done anything towards improving the matter?—No, not in my memory. The county council, I think, built six or

P. J. O'LOGHLEN, *examined.*

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seven cottages, but that was all. There is another thing I should mention—the harbour in Liscannor. There are about five or six feet of sand there, all fine manure, if a passage could be made into it. The Board of Works came along and made a good job of it, but in the wrong direction. They filled it with sand. If the place could be cleared, boats would come in there and give good employment round the place. In fact, if there was only a passage made into it, which would only cost about £20, it would allow the people to get in there and take away the sand for manure.

12. In connection with the quarries and the purchase of one thousand tons of flags by Belfast Corporation, who actually made that contract with the Belfast people?—Two local individuals.

13. And is the quarry their property?—It would be on their land.

14. And I suppose it is a paying proposition; the terms on which the flag is made?—Oh, yes. They get a fair, good, decent price for the flags, and anyway it pays them to work it.

15. Would there be any chance of getting fairly wealthy people interested in the development of that?—Yes, certainly, if there was proper supervision and scientific management.

16. Your point is evidently that it is up to the Government to inquire into the whole thing?—Yes.

17. To send an expert there to inquire into the whole thing?—Yes, and I think it is up to the Gaeltacht Commission also, as this is an Irish-speaking district, to send down a judge to value the possibilities of the thing.

18. You are convinced that if an order of that type can be got from Belfast that the quarries are a commercial proposition?—Yes, and I would like to see decent machinery there when the flag could be turned out in hundreds and thousands of tons. At present only a hand crane is in use.

19. *Padraig O Cadhla*—How does the present school-going population compare with 21 years ago? You have the records in the school?—I could not tell you, but I am sure it is about the same thing. In my school there is a trained assistant appointed ten years, and only a junior assistant before her time, so as far as I am concerned I think that for the past twenty years there is little or no change.

20. What about the regularity of attendance of the children? What would be the attendance in comparison with the number on rolls?—I believe about seventy-five per cent. They are living very near the school, but there are some children very poor there. Only for funds raised by football matches, etc., and £150 given to us by the Emergency Relief Committee last year the children would be very badly off.

21. Does the Compulsory Education Act act severely on any of them?—No. The Compulsory Education Act is most desirable. It is the people that do not want their children at home that are careless about sending them to school, and it is the people who want the children at home that send them regularly. It would be a very good thing to have compulsory attendance.

Mr. Moriarty.—I do not think there is anything I want to ask you. You have touched on all the questions I wanted to ask.

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P. J. O'LOGHLEN, *examined.*

1. Mr. P. J. O'Loughlen, Co.C., said: "I come from a district where Irish is spoken largely along the coast line from the county boundary at Curranroe to Doolin, the part Mr. Gardiner touched upon. Along that entire area the heads of houses are all fluent Irish speakers. Taking the parish I belong to, with its adjoining parish, Murrough, I have taken the trouble to prepare a return showing that out of 260 heads of houses 240 are Irish speakers. Dealing with the second heading, that of administration in the Gaeltacht that has been lately introduced: It has done nothing to promote the use of the language or its introduction to any of the departments that it was not in use in the past. In order to afford some correction in that direction, I am strongly of opinion that where appointments are made by the State that a minimum standard of knowledge of Irish should be set down, and where the person appointed was not possessed of anything above the minimum

knowledge that an obligation be imposed upon the person appointed to continue attending Irish classes in his area until he was possessed of a proficient knowledge of the language. In local administration many of the officials—all of them have a speaking knowledge of the language, and some of them have a reading and writing knowledge of it. In all offices and emoluments in the gift of public bodies and the State, in my opinion, a greater number of marks should be allocated for Irish. In that way some answer might be made to the statements that 'there is no bread and butter in the learning of the language.' Of course, needless to say, the declared intention of the Government in having the posts filled by men in possession of a knowledge of the language would give the required fillip to the study of the language. There is a great many people in the country under the impression that there is no real earnestness behind this talk of studying Irish, and promoting and fostering the language. As to the third heading, economic conditions. Along the area I have alluded to the two main industries are agriculture and fishing. The fishing is carried on at a village, Glenina, and the industry for the past couple of years has been decidedly falling off, mainly because of the small catches of fish landed. The fishermen there assign the cause for the falling off in the catch of fish to ravages made on the in-coast fishing by foreign steam trawlers. In that direction certainly protection is needed. I understand that the Fishery Department have only one boat available for tracking down those marauders. Of course if that is so it looks to be impossible for one boat to afford protection along the whole coast line of Ireland. Perhaps some improvements could be made along the lines of having our fishery laws more stringent than what they are against these marauders. When at least the ruling Government have no hesitation in imposing penal clauses that affect the people of our own country, I fail to see why penal clauses should not be inserted in the Fishing Laws, and when any of these marauders are found fishing within the prescribed limits, why not confiscate all their boats and gear and make them the property of the State? Do away with the idea of fining them £20 or £30. What is £20 to men that will probably land £500 or £1,000 worth of fish from your coast in a week? Confiscation of their property is the only safeguard you can have when you have not a fleet to afford you protection against their invasion. I think very strongly on the point, and that it is a matter which should be pressed very strongly on the Fishery Department. In so far as providing gear is concerned: The winter fishing there is carried out from a harbour that is very difficult to enter with any class of craft except the canoe that they use. Of course it is real slavery as carried on under the present conditions, but with the harbour such as it is no other craft can be utilised there. In summer with the lobster fishing the question is different of course, and the men could be assisted materially by providing them with motor boats to engage in the lobster fishing. Considerable quantities of lobsters are landed at that harbour and sold to an Englishman who has a pond quite close to the place, and has carried on the business for the last forty years there. I believe a reasonable price is got for the fish—somewhere about 10s. a dozen, big and small. There are about twelve men engaged at the lobster fishing business—six canoes, and two men in each canoe. With the canoe, of course, they cannot engage in it so thoroughly as they could if provided with motor boats. Two men in a canoe have only something between twenty and thirty pots, and if you had three men in a suitable boat they could at least have treble that quantity of pots, and the work, of course, would be removed from the plane of slavery that it is at present, and would encourage the people to continue with the industry. Unless something can be done to make the work lighter than it is at present the industry must unquestionably die out, and it will die out with the men engaged at present at it because the children of these men engaged in fishing at present—winter fishing in particular—have no intention to continue in the industry carried on by their fathers. Those engaged in the other industry, that of agriculture, are mainly small farmers that live on the coast line from the county boundary at Curranroe to Doolin. These men engaged in agriculture are small farmers, and the main crop they derive some money from is barley growing. For some years past the sale of that article has been somewhat uncertain for them. Along the two

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parishes I referred to before there would be some where about three thousand barrels of barley sold each year. For the past couple of years it sold at anything from 16s. to 20s. a barrel, and in many cases these very small farmers experienced considerable difficulty in disposing of the corn at all. In face of the fact that considerable quantities of this grain are imported from foreign countries, it is difficult to understand why a tariff would not be imposed, and imposing a tariff in this case should mean no increase in the brewed or distilled article. Because when brewers and distillers were paying 50s. a barrel for corn they charged no more for the brewed or distilled article than they are charging to-day, when they are buying the grain from anything between 16s. and 20s. a barrel. It is unfair that these small men engaged in that industry in the Gaeltacht, these men in the north of Clare who till their land and follow their plough singing 'The Meeting of Oisín and Padraig,' should not be assisted in obtaining a living, and that the money which goes out to Rhodesia and California should be kept in our own country. On the subsequent heading of evidence I do not know that I have anything to say. It has been considered by many that the area is eminently suitable for an Irish college. We have in the area a building that could be utilised for the purpose, which is the former Ballyvaughan Workhouse, unless any use could be found for it for other Local Government purposes. I do not know, but seeing that it is situate in the heart of what is 'Breac-Ghaeltacht,' I suppose you would call it, on good ground, amongst an Irish-speaking population, it would be eminently suitable for that purpose. In that connection also I am of opinion that the Ministry of Education should establish scholarships purely for Irish, written and oral—"

2. *Mr. O' Cadhla.*—Primary or secondary?—Primary—for the primary schools. For a beginning, say, assign five to each county. Competition for the scholarships would be entirely confined to Irish, both written and oral, and that that scholarship would be tenable, say, for a period of three years in one of the constituent colleges. In that way you would also show of course that you were evidently behind the development and fostering of the language. You would afford these people from the Breac-Ghaeltacht an opportunity of receiving a university education. In the main it could not amount to very much money. If you give five scholarships for each county it would amount to about £60 or £70 a scholarship and would only represent £300 or £400, or less than £8,000 for the whole of Ireland. It is a very small sum, and it would give a great impetus to the study of the language.

3. *An Fear Mór.*—Evidently, Mr. O'Loughlen, your district is very Irish-speaking inasmuch as according to the figures you have just given us are much better than we would expect from any part of Clare. They are very favourable from the language point of view, but is the language much spoken in the everyday life of the people of that district?—It is, sir, by those from 25 years of age upwards.

4. And to what do you attribute the great falling off in the speaking of the language. The fact that everybody who was anybody coming in contact with the Irish speakers were English speakers wearing collars and ties, is that it?—That would be one reason, and until quite recently there was nothing being done in the schools.

5. You had not any body of men crying out in districts of the type you mention that education should be according to the language of the district or founded on it?—Well no, you had not. Of course, there would be very little use in days gone by to put forward a language scheme to the powers that were.

6. In connection with the school work of the district are you satisfied that it will eventually make Irish speakers of the rising youth of the district?—Seeing the favourable environment they are placed in it is bound to.

7. *Canon O'Dea.*—If they got encouragement from the Government outside?—Of course that is the great thing necessary.

8. *An Fear Mór.*—You believe it is necessary for the Government to make the language question a real live question?—The very fate of the language depends on that. You must have earnestness shown and displayed by the controlling power. Unless we get that there is bound to be a spirit of indifference.

9. I suppose all the officials, both local and central,

who had to transact business in your district in the past did it through the medium of English?—Yes.

10. The Irish language only existed?—Quite so.

11. You believe it is time to put a stop to that sort of thing?—Oh, yes. It is long gone past the time, sir, when we should stop it.

12. You suggest that Irish should get a very prominent place, all positions of local officials under a local as well as a central administrative scheme?—Certainly.

13. In connection with examinations to determine whether a candidate would be capable of filling a given position, would you suggest that these examinations should be held in Dublin, or some proper scheme of examination should be adopted, and that the business would not be dependent on a few men being appointed at a meeting of the County Council, say, to examine some candidate for a position? What I mean is, do you suggest that the candidate should come forward and have his credentials before any election would take place, something after the same manner as doctors are appointed? A man cannot apply for the position unless he has certain qualifications. Would you agree that it would be beneficial from the language point of view if such a regulation governed all local positions?—There would be no necessity in having candidates taken to Dublin.

14. In mentioning Dublin I mean that a central body should conduct the examination and say that certain men are qualified to apply for the position. Unless they have the necessary qualifications, one of which is Irish, they would not be permitted to apply for the position?—I would have no such thing as a qualifying examination. I would have the appointment entirely made by competitive examination. I would not have any person elected to any office in the gift of any council by election. I would have a fixed examination, certain tests laid down along the several educational standards, and have these fixed and determined for each post to be filled by the council, and have your examination set by some central body or by the college in the county. The examination could be carried out in the council chamber or county college, and the post should be awarded to the candidate obtaining the greatest number of marks, taking care of course to allot in that set examination a greater number of marks to Irish than to any other subject.

Canon O'Dea.—Hear, hear.

15. In connection with the fishing industry in your district, you believe it is a very important item in the life of the people in as much as it is the only source from which you can get fresh fish, and even though it is small from the point of view of giving employment, it is a very necessary asset for the people of the district?—Yes, because you have several families who are mainly dependent on it for an existence. The men engaged on it have nothing else to live upon but the fishing. They sow just sufficient potatoes to provide their own household.

16. You also consider that in order to preserve the industry in the district the provision of a few motor boats is absolutely necessary?—Yes, if they could be obtained at reasonable rates it would be a great benefit, or if some concession could be made by the Department of Fisheries because of the circumstances the men are placed in, it would furthermore show the desire on the part of the Ministry of Fisheries to assist these people engaged in the industry in the Gaeltacht and Breac-Ghaeltacht. The ordinary stereotyped conditions that applied in the past to the granting of loans, I think some alteration of these would be necessary having regard to the circumstances the men are placed in at present.

17. You believe it is impossible for the men to obtain a loan under present conditions?—I think the conditions are too severe.

18. And what do you suggest to modify them? Is the interest too high or the time too short for paying back the principal?—I think, because of the exceptionally strained conditions that the men engaged in the fishing industry are in at the present moment, portion of the grant you make them should be a free grant. You give free grants to people engaged in the agricultural industry, housing, etc., and you make the fishermen pay their share of that, yet you give the fishermen no free grants at all.

19. You believe it will be almost impossible for the little industry to exist except it gets some help of that

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kind?—I do, at the present time to bring it out of the desperate condition it is in. Perhaps in a year or two you would be able to revert back to the conditions that existed in the past in regard to loans. But probably for a period of three years to carry you over the very bad period the men have had for the past two years or more some real assistance is necessary, not merely granting loans. For the past year I have known men engaged in the winter fishing industry, that is long line fishing for cod-fish and haddock. There are three men in each canoe, and each of these men has to have a man digging logworms for which the man is paid 18s. a week. Now, I knew several of these men engaged in the industry from October to the 1st January, and they could only just barely earn as much as would pay the man who was digging the logworms, that was 18s. a week.

20. Have any of these fishermen land?—Small parcels, just enough to grow sufficient potatoes to keep the house going.

21. Not sufficient to keep a cow?—Well, perhaps there would be a few cases where they have a cow.

22. In connection with the scholarship scheme you suggest the examination should be conducted altogether through the medium of Irish, but I presume you imply a certain standard of other knowledge must be secured in order to qualify the candidates for these scholarships through the medium of Irish. Is that exclusively what you had in mind?—No, sir.

23. Is it then for the talking, reading, and writing of Irish alone?

Mr. O' Cadhla.—That it should be a language scholarship?—Yes, a language scholarship pure and simple, that you embrace the language in all its ramifications.

24. An Fear Mór.—That is grammar and literature?—Yes.

25. And would you not go into mathematics, even elementary?—If you do you take it out of the area and you are going back to the people more favourably placed with education in that line, and you are allowing them to compete with the people in the Breac-Ghaeltacht.

Canon O'Dea.—To what class of child would it apply?—In the primary schools.

26. Canon O'Dea.—And where would the examination be held?—That is a matter of detail which would be governed by where you had the applicants from. You may have the entire number of applicants for the scholarship from one area.

27. An Fear Mór.—But where would the scholarship be held?—In one of the constituent colleges.

28. Canon O'Dea.—But before a child be admitted to a constituent college he must of necessity qualify in other subjects. He must matriculate, must he not? That is, if you mean by constituent colleges either of the three university colleges?—Take any of the colleges where a scholarship from the County Council is tenable for instance.

29. Canon O'Dea.—Say Galway now?—Yes.

30. Canon O'Dea.—But you cannot automatically pass in any candidate who wins your scholarship. He will not be accepted on mere Irish alone. He must also pass the entrance matriculation examination?—I am aware of that, but this is a suggestion that you should set up conditions within the college to deal with it.

31. The reason I ask you is because I made a suggestion on the very same lines in my paper?—I had no knowledge of that, Canon. I was not present when you were giving evidence.

32. Canon O'Dea.—My suggestion was that the best boy in the schools would be selected and get preferential treatment because he knows Irish, and have scholarships on which they would pass to secondary schools. They could not pass to the constituent colleges immediately; they should go through the secondary schools.

33. I presume that is really what Mr. O'Loughlen wants because the scholarships would be from the primary schools, and they would get another course of instruction before qualifying to get on to the University?—Quite so. Unless you devise a scheme that a department be set up within the constituent college to deal with that class of pupil.

34. That would be very unusual.

Canon O'Dea.—They will not do that.

35. Mr. O' Cadhla.—The Government should form a scheme establishing secondary schools in the Irish-

speaking districts for the reception of children, and then the way should be opened to them for the University too?—Yes, of course, if the money was obtained for these boys and girls within the Breac-Ghaeltacht the devising of the system as to how they were to avail of the scholarship is a mere matter of detail. I am not concerned with secondary schools or university.

36. An Fear Mór.—In connection with scholarship schemes I might mention an interesting thing we had in Waterford. The County Council granted five or six scholarships from secondary to university and kept one scholarship for the boy who passed the matriculation examination but got the highest marks in Irish.

Canon O'Dea.—Very good.

As a result of that scholarship we have a few of the most promising writers of Irish in Ireland to-day, and they would never have been heard of were it not that this regulation was made whereby they could enter the University on a scholarship of the County Council through the fact of their getting a high mark in Irish.

Canon O'Dea.—That would be Mr. O'Loughlen's exact idea.

37. Mr. O' Cadhla.—Otherwise you cannot get the intensive cultivation of Irish necessary to have it worked into all the ramifications of a State?—If that system was once established you would bring into the home a wave of desire to talk the language and use it as the medium of conversation within the home, because each home would be endeavouring to equip their own boy and girl with the best possible knowledge of the language.

38. An Fear Mór.—In connection with the establishment of a college in your locality, has it occurred to you from the point of view of the language as a connecting link between west and south that it would be very desirable to have a college established there?—Yes, you can see a vast difference in the dialect, and the matter of pronunciation the moment you go over the boundary.

39. Do you believe that it would be the means of arousing interest, and that the people of the district would co-operate with the authorities of the college in making Irish the language of the district, because I think it very important that these institutions should be established in the most favourable districts from the language point of view. Do you think that would result?—There is no doubt whatever, sir, but it would, if you had such a college established there and had Irish as the one medium of conversation in the discharge of the everyday business of the people there.

40. Canon O'Dea.—I remember Dr. Douglas Hyde once saying to me regarding the Irish of West Clare that it had a very special excellence for this reason: The spoken language was very literary and it had incorporated in it a great deal of the nice turns and the beauties of the Connaught Irish.

41. Mr. O' Cadhla.—There are 260 heads of families in that district and 240 of them are competent Irish speakers. Do you think the Government has brought home to them that Irish is the accepted language and that all the institutions of the Government can be approached through the medium of Irish? Has the Government brought home that to the people, and that they would feel themselves free in the use of Irish towards the Government institutions?—No, it has not, sir.

42. The law courts, what about them. What should be done with them?—I expect considerable difficulty was encountered in the finding of men possessed of a knowledge of the language, but I am dealing with future appointments and I would go the length of saying that those men who may be appointed should be required to attend our Irish classes, and equip themselves with a proper knowledge of the language. They are no better than many of us that go there. We have plenty of work of our own to do, yet we endeavour to find time to attend the Irish classes when established in our district, and no better means could be devised of bringing home to the ordinary people the determination of the Government to instal the language as rapidly as possible. Of course the law court is the great medium of impressing people with any matter of that kind, and when you use the big man in the law court and bring him to our Irish classes to study the language, the people begin to rouse themselves up and think that

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after all there is a spirit of determination behind the Government and a desire to instal the language.

43. The District Justice has a knowledge of Irish and probably could conduct the court in Irish. Then the clerk, is he competent?—I have seen summonses signed in English by him. That is all I know. I do not know has he any knowledge of Irish or not. His signature to the summonses always appears in English.

44. So the people cannot at all agree that Irish is acceptable, and that is responsible for keeping them studying English so that gradually they get more and more into the speaking of English when the institutions are working on these lines?—That is so, sir.

45. Well, Irish itself as a language, do you believe it is rich enough in every way to be used as a language for all the institutions of a Government and general business of the country and for education?—I am quite sure it is.

46. If put through its facings?—If we could be brought down to use it generally our country would be richer thereby.

47. Irish should be brought into contact with all the professions, legal, engineering, etc., and into the University?—Yes.

48. It should be brought face to face with the professions.

49. *Mr. Moriarty.*—In regard to the technical committees of the County Council, you are familiar with a good deal of their operations, how far is it intended to improve the learning and the progress of Irish through the Irish classes conducted by such committee? Do you think such schemes should be left to the County Council, or as an alternative suggest that they would be better done through the central government—the Board of Education for instance?—Well, I take it they should both proceed practically along the same lines.

50. They would be overlapping in that case and cause a lot of confusion?—With a closer application on the part of the teachers appointed; with a greater display of energy by these men, I think the present system could be made to meet the requirements of the people.

51. We have heard that some difficulty in the system of inspection of these classes is observable. Have you any views on that point?—I attended an Irish class during the whole of last session and no inspector came there at all.

52. And you think inspection is desirable?—Absolutely essential.

54. And would that not be an objection to the County Councils retaining such an important public duty as inspector of the classes?—But you must remember, sir, that inspection by the Ministry of Education is part of the scheme as it stands and an inspector should have come there but did not come.

55. You think the central government is at fault. Would you think it would be likely if a change was made, that the County Council should be entirely responsible, or else the central government entirely responsible for these classes that you would get better results? What I mean is, sometimes you will find where the actual administration of a service is in the hands of a local authority and the supervision of that

service is in the hands of a central government, that it is often not as well done as if the supervision is controlled by the one body?—The question of finance governs my answer to that question. How are you going to finance the altered system of teaching and inspection? At present the cost is raised directly off the rates for the teaching of Irish in each county, and the question of altering the system and placing the enforcement of the system on the central government must mean you are going to raise a national rate.

56. And would be included in the general education vote. Why should it not be? Is there any reason why Irish should be treated differently from any other subject of education? You throw it at the mercy of each individual County Council rather than putting it to the Dáil?—If you have it installed as part of the education scheme of the country the controlling influence should be the Ministry of Education.

57. As regards economic conditions, generally speaking, do you think that the amount of effort, time, labour, risk of life, and so forth, that the fishermen working in your particular district have to exert, having regard to the natural lack of facilities, or lack of natural facilities, that the carrying on of their business is that effort greater than—or I should say is—the reward derived from that effort less than would be derived from putting forth the same amount of labour, time, struggle, and danger into any other calling?—Oh, any other calling would compensate the men better without anything approaching the same risk.

58. Therefore, looking at the thing from an economic point of view it is not economic to force these men to go to the sea to work in small boats at the risk of their lives, and to land catches, which in some cases, might not pay them for bait, that it is only a hardship on these men, and not a wise policy for the State to continue to subsidise these men in continuing such an uneconomic calling. Would you agree to that position?—I would not.

59. You think there is a livelihood to be derived from the sea by the Gleninagh fishermen?—Yes.

60. Even though in some cases bad seas and weather produce the result that the fishermen are not able to pay even 18s. a week to the man getting the bait for them?—That is quite so.

61. You suggest grants to the fishermen at the moment in order to enable them to tide over the effects of the couple of bad seasons past. That would be in the nature of relief grants I take it. Were there any relief works carried out in your district?—None whatever. They did not even condescend to send us one cwt. of coal which they distributed all over the country.

62. And there was no application made for relief for these poor fishermen in your district at the time?—There was, sir, for coal, but they did not get it.

63. Well, I take it that you, Mr. O'Loughlen, as a wise administrator of an important Local Government area approve of the general principle that grants to any body of men are justifiable only on grounds of exceptional stress?

(No answer was returned.)

The Commission adjourned at 1.15 p.m.

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Bhí i láthair:—An Seabhac (i gceannas), An t-Athair Seághan Mac Cuinneagáin, Joseph Hanly, Pádraig Ó Cadhla, L. C. Moriarty.

D'éist eadh—

MÁIRE NI MHAINÍN O.S. (Baile an Fheirtéirigh).
 M. O CONCHOBHAI, O.S. (Lispole).
 DOMHNALL O SUILEABHAIN, O.S. (Cathair Domhnall).
 SEÁN O LOINGSIGH, O.S. (Brandon, Dingle).
 THOMAS McKENNA (Merchant, Dingle).
 PÁDRAIG Ó CORCRA (Dingle).
 DR. MAURICE QUINLAN (Tuberculosis Officer, Co. Kerry).

Ráiteas ó Mháire Ni Mhainín.

SCOIL UINNSINT NAOMHHA, BAILE AN FHIRTEARAIGH (CAILÍNÍ).

Dunurlin E.D.

1912-1922.

	Do stad ó'n scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh	Uimhir ar an Rolla
1912	16	1	4	10	1	117	166
1913	10	2	2	6	—	120	168
1914	24	2	5	16	1	104	165
1915	16	1	7	7	1	107	147
1916	12	2	2	8	—	100	140
1917	19	—	8	8	3	94	140
1918	13	—	5	8	—	91	141
1919	17	—	4	12	1	91	138
1920	14	—	3	11	—	102	141
1921	13	—	10	3	—	106	140
1922	20	—	17	2	1	108	137
—	174	8	*67	91	8		1923—129 1924—127

- An méid atá imighthe thar sáile le tuairim is dhá bhliain ó Pharr'n-Fhirtearaigh is Mártain (idir buachaillí agus cailíní)—94.
- Bion-tighthe sa dá pharóisde 183 (21 gan talamh).
- An méid a bhain amach slighe bheatha in Éirinn i rígh na haimsire sin.
 - Múinteoirí Náisiúnta5
 - Múinteoirí Gaedhilge3 (ach táid seo ag imteacht thar sáile)
 - Cléirigh (luath-scriobh)2 (i mBaile Atha Cliath)
 - Cléirigh i Lúndun4
 - I mBaile Atha Cliath agus iad oile i ngnó Oifig an Phuist ach gan ionad le fághail aca.....2
 - Mná Riaghailta.....5 (in Éirinn)
 - J.A.M.1.

SCOIL NA MBUACHAILLÍ, BAILE AN FHIRTEARAIGH.

Dunurlin E.D.

1912-1922.

YEAR	Do stad ó'n scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh	Ar an Rolla
1912	22	—	6	15	1	113.4	151
1913	14	—	4	10	—	113.3	149
1914	21	—	10	10	1	103.	151
1915	25	—	10	15	—	99.3	133
1916	12	—	4	8	—	90.7	123
1917	11	—	7	4	—	89.9	119
1918	21	—	16	5	—	95.	129
1919	10	—	10	—	—	82.9	125
1920	8	—	8	—	—	91.6	122
1921	11	—	11	—	—	94.8	119
1922	7	—	7	—	—	86	119
—	162	—	*93	67	2		

Gárdaí Síothchána.....4. Múinteoirí Náisiúnta.....3. Múinteoirí Gaedhilge.....4.

SCOIL NAOIMH BRIGHDE (CAILÍNÍ).

(Scoil na Muirighe).

1912-1922.

Kilmalkedar E.D.

YEAR	Do stad ó scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imthighthe thar sáile	Marbh	Tinnreamh
1912	16	2	2	12	—	Níl an cúntas so le fághail ó 1912 go 1916.
1913	12	2	4	4	2	
1914	16	—	3	13	—	
1915	18	1	3	13	1	
1916	10	2	3	4	1	
1917	2	1	—	1	—	
1918	13	—	8	5	—	73.5
1919	7	—	2	4	1	73.9
1920	17	—	1	14	2	72.8
1921	11	—	9	2	—	79.3
1922	12	—	8	4	—	89.7
—	134	8	*43	76	7	81.0

- An méid a bhain amach slighe bheatha in Éirinn le—
 - múinteoireacht0
 - cléireachas0
 - luath-scriobh0
 - clodh-scriobh0
- An méid cailíní atá imighthe thar sáile le dhá bhliain ó na gceanntar so 46
- An méid líon tighthe sa bhailteán163

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MÁIRE NÍ MHAINÍN, *examined.*SCOIL NA MUIRIGHE (SCOIL NA NGARSÚN SMEIRBHIC (BUACHAILLÍ).
1912-1922.

Year	Do stad ón scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh
1912	14	—	5	9	—	91
1913	17	—	5	12	—	90
1914	20	—	9	11	—	86
1915	11	—	3	5	3	103
1916	16	—	6	7	3	96
1917	12	—	6	4	2	98
1918	14	—	8	5	1	98
1919	16	—	10	6	—	90
1920	15	—	13	2	—	99
1921	13	—	11	2	—	97
1922	7	—	4	2	1	89
	155	—	*80	65	10	—

- An méid a bhain amach slighe bheatha in Éirinn i rith na haimsire sin le :—
muinteóireacht2
cleireachas0
luath-scriobh0
clodh-scriobh0
Gárdaí Síothc hána3
- An mhéid atá imhiththe thar sáile le dhá bhliain.....65

SCOIL NAOIMH ITA (SCOIL MEASGTHA E SEO).
(Cuireadh an scoil seo ar bun i mbliain 1915)

Year	Do stad ón scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh
1915	2	—	1	1	(Maolin E.D.)	—
1916	14	—	1	12	—	—
1917	5	—	3	2	—	—
1918	6	—	3	3	—	—
1919	13	—	3	10	—	—
1920	13	—	8	5	—	—
1921	12	—	6	6	—	—
1922	11	—	9	2	—	—
	76	1	*34	41	—	—

Múinteóirí Náisiúnta2
Múinteóirí Gaedhilge1

(Kilquane E.D.)

(ar lean.)

SCOIL NAOIMH BHREANAIN (SCOIL MEASGTHA I SEO).

Year	Do stad ón scoil	Tá pósda in Éirinn	In Éirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh
1912	16	5	2	8	1	147.9
1913	20	3	5	10	2	150.3
1914	34	5	8	21	—	137.6
1915	29	3	6	17	3	150.9
1916	18	—	6	10	2	150.1
1917	13	2	7	4	—	140.1
1918	11	—	6	4	1	155.6
1919	39	1	23	14	1	140.9
1920	25	—	21	3	1	148.6
1921	23	—	16	6	1	151.2
1922	29	—	24	5	—	127.3
	257	19	* 124	102	12	—

- An méid a bhain amach slighe bheatha in Éirinn le :—
múinteóireacht4
cléireachas—
luath-scriobh—
elodh-scriobh—
Gárdaí Síothchána.....3
- An méid atá imhiththe thar sáile le dhá bhliain47
- An méid líon-tighthe sa pharróisde..... 88
- An méid gan talamh26

* Beidh a bhfurmhór-so ag imtheacht thar sáile.

MAIRE NI MHAININ, *examined.*

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Dunquin E.D.

SCOIL BHAILE AN BHIOCAIRE (DUNCHAON) SCOIL MEASGTHA.
1912-1922.

Year	D'fhág an scoil	Tá pósa in Eirinn	In Eirinn gan pósadh	Imighthe thar sáile	Marb	Tinnreamh
1912	12	—	—	12	—	75.9
1913	8	2	—	6	—	72.9
1914	10	2	—	8	—	63.3
1915	11	1	—	10	—	72.
1916	9	2	—	7	—	72.8
1917	10	—	—	10	—	68.0
1918	6	2	—	4	—	65.9
1919	12	—	—	12	—	59.1
1920	11	—	11	—	—	60.1
1921	10	—	10	—	—	65.5
1922	12	—	12	—	—	73.8
—	111	9	* 33	69	—	—

1. An méid atá imithighthe le dha bhliain60
2. An méid a bhain amach slighe bheatha in Eirinn le:—
múinteoireacht3
cléireachas0
Gárdaí Sióthchána3
3. An méid lion tighthe sa pharróisde56
4. An méid gan talamh5
5. An méid lion tighthe san Oileán29

(ar lean.)

(An t-Athair De Brún a thug dam)

Sa bhliain 1914 do baisteadh i bparróisidí an Athar De Brún, P.P., Baile 'n Fhirtéaraigh, ó bhaile na h-abha go dtí na Bloiscaodai					
1924	..	do baisteadh	129	..	54
1914	..	..	114	..	25
1915	..	..	118	..	15
1916	..	..	114	..	16
1917	..	..	95	..	11
1918	..	..	102	..	19
1919	..	..	102	..	21
1920	..	..	95	..	17
1921	..	..	88	..	10
1922	..	..	79	..	9
1923	..	..	54	..	11
1924	..	..	..	..	10

SCOIL EIRC NAOMHTHA.

Year	d'Fág scoil	Atá pósta in Eirinn	In Eirinn gan pósadh	Imighthe thar sáile	Marbh	Tinnreamh	
1912	20	2	5	12	1	136.7	1. An mhéid d'fág an par-róisde le dó nó trí do bhliantaibh 80 2. An mhéid a fuair slighe bheatha in Eirinn i rith na haimsire seo.....4 Triúr múinteoir agus Gárda Sióthchána
1913	19	1	8	10	0	142.3	
1914	8	0	1	6	1	134.4	
1915	7	0	3	4	0	145.6	
1916	10	1	2	7	0	135.6	
1917	17	0	10	7	0	127.4	
1918	32	1	15	15	1	147.3	
1919	22	0	17	5	0	128.6	
1920	27	0	16	10	1	139.4	
1921	15	0	13	2	0	130.1	
1922	11	0	10	1	0	130.1	
—	188	5	* 100	79	4	—	

SCOIL AN OILEAIN.

Year	d'Fág Scoil	Pósa in Eirinn	In Eirinn gan pósadh	Imighthe thar Sáile	Tinnreamh	
1912	2	—	—	—	47	1. An mhéid atá imighthe thar sáile le dó nó thri do bhliantaibh 17 2. An mhéid a fuair slighe bheatha in Eirinn i rith na h aimsire seo.....2
1913	3	—	—	—	46	
1914	3	—	—	—	47	
1915	4	—	—	—	46	
1916	4	—	—	—	52	
1917	3	—	—	—	48	
1918	5	—	22	21	47	
1919	3	—	—	—	46	
1920	—	—	—	—	47	
1921	5	—	—	—	46	
1922	6	—	—	—	46	
—	43	—	*22	—	—	

AN t-IOMLAN ANOIS.
1912-1922.

d'Fág na scoileanna ar fad	Pósa in Eirinn	In Eirinn gan pósadh	Imighthe thar sáile	Marbh
1300	50	596	611	43

* Beidh a bhfurmhór-so ag imtheacht thar sáile.

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MAIRE NÍ MHAINÍN, *examined in Irish.*MAIRE NÍ MHAINÍN, *examined in Irish.**(English rendering of evidence given in Irish.)*

1. *In Seabhac.*—Have you any statement to give us?—I have furnished the Commission with statistics which speak for themselves, and I don't think it necessary to say anything further.

2. Is there anything you would wish to say in addition before we ask you any questions?—I think those figures sufficiently convincing, and make sad reading for Irish Irelanders.

3. You give us in this statement an account of what happened to every scholar who left school from 1912 to 1922?—Yes, in nine schools.

4. Nine schools in the parish of Ferriter?—In the parishes of Ferriter, Marhín, Dunchaoin, Kilmalkedar, Kilkuané.

5. A complete account?—Yes, for the nine schools.

6. It is not necessary to question you on all the figures in this statement here, but there is one school that I notice particularly, Scoil Bhaile an Bhiocaice, Dunchaoin?—Yes.

7. You say in 1912 twelve children left that school and every one of the twelve went to America?—They did.

8. In 1913 eight students left?—Yes.

9. Two of them stayed at home and six went to America?—Yes.

10. In 1914 ten left; two of them stayed at home and eight went to America?—Yes.

11. In 1915 eleven left, one stayed at home and ten went to America?—Yes.

12. In 1916 nine left; two stayed at home and seven went to America?—Yes.

13. In 1917 ten left and they all went to America?—They did.

14. In 1919 twelve left and they all went to America?—Yes. We are faced with the passing of the Gaelgeoir.

15. What about your own school; what happens to the pupils there?—They are going to America in numbers.

16. How many pupils left school in the ten years 1912 to 1922?—174.

17. What has become of them?—Eight are married and sixty-seven unmarried at home, ninety-one have gone to America and eight are dead. Out of the sixty-seven still at home, I calculate that about thirty will be going to America.

18. They are going in the same way in other parts of the district?—Certainly. You have the figures there. It is the same thing in every school in the district.

19. Do both boys and girls go?—I think more girls than boys go. The boys get work for a little while fishing, but they go when the fish is not to be got. The girls seem to be going in greater numbers.

20. Do the girls go to America at an earlier age than the boys?—They do. They are going from school recently.

21. From school?—Yes.

22. What age usually?—They are beginning to go now at 16 years. Three or four went this year from school.

23. Is that to work in America?—Some have friends there who send them to school in America.

24. At what age do the boys usually go?—From 19 to 30.

25. They go when the fishing has failed?—Yes, they are all going now.

26. The figures show that the position is very bad?—I did not realise it was so bad until I began to make up those statistics. They are correct. The figures were supplied by the teachers. One of the Duncaoin teachers said "there is no boy or girl left in Duncaoin." The other schools are much the same. Out of 1,300 pupils, 611 are already gone to America from 1912 to 1922.

27. Those who went away after leaving the schools, how were they as regards Irish?—They were all Irish speakers. Every child in these schools is a native Irish speaker.

28. They went away to America with Irish?—Yes, but they learned English at school. They knew both Irish and English well. For eight or ten years they were well instructed in both languages, and they knew English as well if not better than in the English-speaking districts.

29. Would it be possible to say that every one of these children knew Irish well?—Yes. The parents were all Irish-speaking.

30. And not only that—they were good Irish scholars and they knew English well also?—Yes. They have a desire for learning and many of them stay at school till they reach the seventh or eighth standards. Some of them until they are seventeen years of age.

31. Of those who stay in Ireland, how many get a livelihood by other means than farming and fishing?—Not many. In the years given in the statistics there have been about thirty national teachers and Irish teachers. Some of the girls stay in places for a year or two and then go to America. One or two have got positions as clerks.

32. How many from the parish got positions as *Gárdaí Síothchána* and teachers?—From all parts of the district I got accounts from the teachers, and in the nine school districts there are twenty-two national and eight Irish teachers and fourteen *Gárdaí Síothchána*. The teachers are emigration agents. We are teaching for America.

33. Is that district a purely Irish-speaking district?—Yes, an exclusively Irish-speaking district.

34. Is it diminishing in any way?—About ten years ago I noticed that the younger people were inclined to turn to English, but for the past few years the people are speaking more Irish.

35. Within the past two years?—Yes. Infants coming into the school now know no English.

36. What, do you think, is the cause?—I suppose the parents think that an Irish Government will foster our native tongue.

37. Do you hope for a change there?—Yes. Our Irish speakers have begun to hope that their Irish may be of some advantage to them now, that possibly something may be done for their children. It is for the sake of the children that they wanted English. They thought it would advance them. If we get a preparatory college in our district the people will see that something is being done and that the authorities are in earnest. If the parents thought there would be a livelihood at home for their children they would use Irish as freely as they did thirty or forty years ago. The girls who were at school then and who settled down in Ireland thought English would advance their children and that Irish would only be a drawback to them. Ten years ago infants came to school with broken English. Now they come speaking nothing but Irish, and they learn English at school.

38. Do you think they would have a greater interest in Irish if they saw that it was an advantage to their children and that their children would get something out of it?—I do; if they thought the Government was in earnest and that Irish would be an advantage in getting positions. I know that a people so very intelligent and clever as ours, would gladly avail of their advantages and grasp the opportunities that would offer for their children.

39. In Ballyferriter we heard children of two or three years speaking Irish?—The children now speak Irish because they hear it at home. The people hope they will derive advantage from their knowledge of Irish.

40. Do we understand from you that Ballyferriter is as Gaelic as the district around it?—It is not so Irish as the whole parish, but ten years ago you would not have heard a word of Irish in it. Now the little ones can speak it well.

41. Do you think that shows that the people are interested in Irish?—Undoubtedly.

42. What is the change due to?—I daresay they are convinced that there are places to be got for their children. If a college is established in our midst it will do a great deal for the language.

43. As far as matters relate to Government work, to what extent could the work of public servants, apart from teachers, be done entirely in Irish?—The *Gárdaí* at present in Ballyferriter all know Irish. One of them is a very good Gaelic speaker. The Pension Officer is an Irish-speaker. He has the *Fainne*.

44. Do the *Gárdaí* speak Irish to the people generally?—I would not blame the *Gárdaí Síothchána* for not doing so. It is the fault of the people themselves who know Irish but have acquired a habit of speaking broken English to strangers.

45. Do the *Gárdaí Síothchána* do anything to break that habit?—I have not noticed that they were trying

to break it. They do not gain anything by their knowledge of Irish.

46. Have they the name of being willing to speak Irish?—Yes.

47. How many are there?—Four, and one is a native speaker from Connaught.

48. Has he any difficulty when speaking Connaught Irish with them?—No, they like his Irish.

49. What about the differences in dialects?—I don't understand this talk about the difference in dialects. Dialect makes no difficulty here. The people like to hear the Gaelic of Connaught.

50. You say the Pensions Officer is an Irish-speaker?—Yes, he has the Fainne.

51. How long is he there?—Not very long.

52. The instructors from the Department and from the county committees do they do their work in Irish at all?—I don't know whether they know any Irish, but they don't carry on their work in Irish. There are many people who know Irish and don't use it, and many more who don't know it well and yet give excellent example by using the little they know.

53. English is the language of the instructors?—Yes, it is nine years since we had a cookery teacher there.

54. In English she did her work?—Yes.

55. You have an agricultural instructor?—Yes, in Dingle.

56. Does he not do his work in Irish?—I never heard he did.

57. How long is he working there?—A long time; ten years, I think.

58. Did you hear that letters or correspondence in Irish had come from the Ministry for Lands?—I never did.

59. You don't know of any work from any Ministry being done in Irish?—No, except from the Education Ministry. I don't know of any letters ever having been received in Irish from any other Department.

60. Are the demand notes for rates from the County Council in Irish?—I have not seen or heard of any in Irish.

61. Notices about diseases of animals?—No.

62. Does any help for Irish come from these people at all?—Not that I know of.

63. No special help from the Government, the County Council, or business people?—No, I don't think so, I don't know of any person getting a letter in Irish asking for rent or any other money due.

64. Merchants' bills and letters, do you know if they are in Irish?—No.

65. Is there anything that would show the Irish-speaking people that the language is respected outside their own districts?—There is nothing that would show that Irish was esteemed or known outside our district.

66. How do the people get their livelihood?—Farming and fishing, but the farms are very small.

67. What size?—Ten acres would be considered a good farm there.

68. What is the average size?—Three or four acres.

69. Is there any part of the parish where the people have no land?—There are many families that have no land.

70. They live by fishing?—I don't know how they manage to live in recent years as the fishing has failed. Their children in America help them.

71. How is the fishing?—There is not much made by fishing now. Twenty years ago they did very well.

72. You have return of the marriages and baptisms in the parish of Ballyferriter for the years 1914-1924?—Yes.

73. In 1914 twenty-five couples were married?—Yes.

74. The number has decreased since?—Yes.

75. In 1922, it was nine; in 1923, eleven; and in 1924, ten?—Yes.

76. In 1914 there were 129 baptisms?—Yes.

77. The baptisms have been decreasing also?—Yes.

78. In 1924 there were only fifty-four?—Yes, in my own parish there was only one marriage last year and two the year before.

79. Some of the Commissioners would like to have an account of the education in that place?—Certainly.

80. How long are you teaching there?—Twenty years.

81. What class of a school is it?—It is a three-teacher school with 150 on the rolls in summer.

82. What kind of education have you had in the past twelve years?—The bilingual programme.

83. Is it your opinion that the bilingual programme did any harm to English, to education, or to the children?—No, quite the opposite.

84. You have heard of people complaining about too much Irish in the schools?—Yes, but such complaints will do no harm; they will soon die out if our Government is in earnest.

85. Is it your experience after being working for a long time that education is better now than it was before the bilingual programme?—It is better, and I think it would be better still if they had recognised the value of Irish long ago.

86. You have not seen the talk in the papers recently about it?—Yes, I have seen a good many letters appear.

87. As far as it relates to your own school?—I don't attach any importance to these letters, most of which are anonymous.

88. Do they understand the matter at all?—I don't think they do yet.

89. Is the bilingual programme worked on the same way for the last couple of years as it was formerly?—Not exactly. Formerly Irish took only a secondary place, as a medium to teach English.

90. In what way is the work being done now?—Irish has come into its rightful place—at least in the schools of the Gaoltacht.

91. Is the official programme in force?—Yes.

92. There is no English in the infants' classes?—No.

93. They begin English in the first class?—Yes.

94. How long has that been going on?—For a few years.

95. Do you think it is any harm to the children?—It is better for the children. If we are in earnest about Irish we must begin with the children. If a native speaker were appointed for the infants in schools in the Gaoltacht it would make Irish spread rapidly. Smart boys and girls of fourteen or fifteen years would answer admirably for this purpose and they would need no special training.

96. From what you know of the work in that way, is it worse for English than the other way?—Not at all.

97. But the opposite?—Yes.

98. Do you think their English is as good as or better than the English spoken by the children in County Meath?—I have proof that it is better. Many people have told me so. We had a doctor from Limerick doing temporary duty in this district some years ago and he told me that the English spoken here was better than that spoken in Limerick. Dr. Starkey declared publicly that these schools were the best in Ireland, and he had first-hand knowledge, as he made a tour round the Gaoltacht several times. Nobody will deny that the English language was safe in his keeping, and that he judged the schools from a purely English standpoint.

99. *Pádraig Ó Cuidhla.*—Do the children come to the school with Irish?—Yes, there are many parents in the district who don't know any English.

100. Is it not a bad thing for the people not to have respect for Irish?—I think it is a bad thing to discourage Irish speakers. They are not altogether to blame for turning to English, when they are made to feel inferior because they know only Irish. I have often seen them in places where they were made to feel ashamed because they could not speak English.

101. *An Scabhuac.*—There is another thing I want to get down, a comparison between the children who come without English and the children who come with English to the school?—The children who come to the school knowing only Irish learn English quicker and better than the children who speak only broken English. Fifteen or eighteen years ago an inspector came to the school who did not know Irish, and was one of those who thought that the teachers should teach English as soon as the child came to school and teach no Irish at all. At the time there were some children whose parents would only speak broken English to them with the result that the poor children had neither Irish nor English. I brought those children before him, and also some children who did not know English before coming to school, and asked him to examine them. He was surprised at the result and changed his opinion. That is why I say if the people understood the matter there would be no objections raised to Irish and they are learning to understand now.

102. You think then it would be better for the child not to know English before coming to school?—Yes, for the children in the Gaoltacht, because it is im-

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MAIRE NI MHAININ, examined

possible to correct the faults in the English they hear at home.

103. Have you good proof of that?—Yes, the Irish-speaking children who learn English speak English better than the others.

104. Because they have no experience of bad English at home?—Yes.

105. At what age do the children come to school?—Four to six years.

106. At what age do they leave?—Some of them at fourteen, but a great many remain till they are sixteen or seventeen.

107. Do the boys stay longer than the girls?—About the same time although the big boys are generally sent to fishing and farming operations.

108. *Padraig Ó Cúthla*.—In 1912 there were 166 on the rolls in your school and 117 in attendance?—Yes. Average attendance.

109. In 1922 there were 137 on the rolls and 108 in attendance?—Yes.

110. That shows there is no falling off in the average attendance?—Not very much. The school maintains three teachers all the time.

111. How long is the new programme in the school?—Two years.

112. And instead of any opposition the people are getting their children to go to school?—Yes. Is it not surprising that the average attendance is so high when the total number of children coming to school has fallen so much? There are many pupils who stay at school until they are 16 or 17 and this keeps the average high.

113. Have they much litigation there?—Not much. They have no desire to go into court. They prefer to settle their differences in their own way.

114. Do you think it would encourage them to go into court if Irish were used in court?—When they did speak Irish in court they were told to speak English, and this kept them out of court.

115. Do you think a change to the use of Irish in court would be welcome?—Undoubtedly. How could native speakers expect justice in a court where their language is not understood? Apart from this, it would raise the status of Irish to hear it resounding in the court and council, in the college and banquet-hall.

116. I suppose there are songs and stories amongst the people here?—Songs and many stories, but there is not much dancing.

117. Do they have entertainments in the evening?—They are very fond of stories.

118. *Father Cunningham*.—Have you school-books suitable for the life of the district?—There are many books to choose from.

119. English?—Yes, English. There are not very many Irish readers yet.

120. *An Seabhac*.—Are they very suitable for the life of a country district?—Naturally there is a difference between town life and farming or fishing. English books have been brought out dealing altogether with rural life, but the children do not take to them as they are too like text-books. It would be a good thing to have some lessons in farming and things the children know something about to give them respect for these things. There is very little thought of farming or butter-making, milking cows, or work of that kind. The children growing up dislike these things. They don't understand that there is any good in the land. If they had a better knowledge of how to do the work cleanly and neatly they would not look down on farming, as they do.

121. Is the effect of national education to turn the minds of the people away from the land?—Yes, I think there ought to be books dealing with the land, to enable farming in the eyes of the rising generation.

122. *Father Cunningham*.—Are the prices of books too high?—They are. They are very dear.

122A. What remedy do you suggest?—There should be a grant to provide school books, as many have to get them gratis.

123. Do it yourselves?—Yes, or you could not do the work.

124. That is not right?—No, but that has been our experience.

125. Do you think it would be a good thing to provide the children with cheap or free books?—I think so. They are not in a position to buy books, at least many of them. They have to buy too many books, English and Irish.

126. The children coming to your school, are they very poor?—Many of them are very poor.

127. Would you like to give them a meal each day?—Yes. To all children. We had experience of it last winter and found it improved the children in every way.

128. What about compulsory education?—We have compulsory education now. It is very effective in some cases.

129. Where do the children go when they leave school?—They go to America, most of them.

130. Is there no work to be done at home?—No, nothing to be done at home.

131. Have you no cottage industries?—No, although the people are very handy at knitting and sewing.

132. Is there no such industry?—No, nothing of the kind.

133. Would it not be well to have such an industry?—I often thought that, because they are very good at handwork.

134. It might possibly keep the children at home?—Anything that would tend to keep them in Ireland would be worth trying.

135. Don't you think the Government should help?—I think it would be a good thing. Something should be done to keep these native speakers in Ireland.

136. *Mr. Hanly*.—I understand, Miss Manning, there is no provision for higher education in your part of the country?—No.

137. It is ten or twelve years since you had an instructress down there?—In 1916 we had a cookery and laundry class under the C.D.B.

138. Do you think that a sporadic class that might be held once or twice in each district is much good?—No. I don't think it would produce any good results.

139. Do you think if there was provision made by which those girls you spoke of would be trained through the medium of Irish to give instruction in housewifery, butter-making, poultry-keeping entirely through the medium of Irish, do you think that would be the class of thing your part of the country wants?—I think it would be very good. It would give employment to the girls and benefit the people very much. It would teach them how to do things in a better and cleaner way and give the girls more taste for farm work.

140. Do you think it could be developed further so that some of these girls from the Irish-speaking districts would go to other parts of the country?—I do. There would be no use in spending money if we were not to keep them in Ireland.

141. Even apart from primary schools, don't you think girls could be trained to go to other parts of the country to take places in families as governesses?—I think so. But Irish must find its way into high places before Irish-speaking governesses will be appreciated. St. Patrick very cleverly started his mission at Tara.

142. To bring up Irish-speaking families?—Yes. That would be excellent.

143. Suppose you had schools that would train girls to housekeeping and that kind of work in other parts of the country, do you think that girls from your part of the country would go to such schools where they would get training in Domestic Science?—Yes, if there was any assurance of their getting employment in Ireland afterwards and a decent wage. They are attracted to America by the good wages they get there.

144. Do you think if such a school were established it would be necessary to organise employment for these girls?—Certainly; the preparatory schools will only take a few and you will have to get something for the others. Every child that remains at school cannot be trained for teaching or the learned professions. There would be a leakage still unless employment was provided for them in other ways.

145. Do you think it should be the business of the State to organise the getting of such employment by the establishment of a bureau?—Yes. It is the business of the State.

146. In the interest of Irish?—It is the business of the State, if we are in earnest. It is ridiculous to have a Commission going around taking evidence if we do not mean to take drastic measures to save the language, and if those steps are not taken immediately it will be too late, as the Gaelgeoiri are passing from us.

147. I agree that that kind of development is infinitely more important than translating speeches

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into Irish. There is no use in making speeches in Irish or translating speeches into Irish.

148. We must concentrate upon the spoken language?—Yes. We must first get the children educated in the Gaeltacht and prepared to fill various positions.

149. *An Seabhadh*.—We can take it from your evidence that if those in charge of the Government are in earnest, and if the rest of the country are in earnest, the district you come from would be foremost in maintaining the language?—It would.

150. Are you positive?—I am positive. I know it well from the parents. I have never had any parents coming to me to complain about Irish. In the past a few would come to me and say "You know our children are going to America, and Irish won't do; they must have English," and I would say: "They will have English for America." If I could say "I know they will get places in Ireland," the people would rival one another in speaking Irish.

151. It would build up their pride in their nationality?—It would.

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(English rendering of evidence given in Irish.)

1. *An Seabhadh*.—You did not send in any statement?—No.

2. Is there anything you wish to submit?—I have written out a statement which I will read for you. (Reading.)

Ráiteas.

2. (a) Níl i límistéar na sgoile seo againe acht Breac-Ghaoltacht. Is féidir a rádh go bhfuil an Ghaedhilg ag coimeád a greama go neamh-spleadhach ann, agus gur láidre tá sí indiu ann 'ná bhí sí aon lá le fiche bliain anuas. Ní h-amháin san ach is fánach duine fé bhun 40 bli. d'aois sa dá pharróisde seo, Ceann Ard agus an Mhináird, ná fuil i n-aon an Ghaedhilg do léigheamh is do sgríobhadh.

A Chúis san:

(b) Na sgoileanna sa cheanntar a bheith dhá-theangthach le hocht mbliadhna deug anuas.

Ní féidir a rádh, ámh, go gcuirtear oiread suime sa teangain is mar is cuibhe is mar is cóir.

Cad uime sin:

(c) An Imirce:—"Is glas iad na cnoic i bhfad uainn." Aimericá agus an saidhbhreas atá le fághail ann ag baint codalta na hoidhche dhínn.

(d) Bréag-chúntaisí ag teacht anall. Beurla riachtanach do'n té bheidh ag cuimhneamh ar dhul thar saíle.

An fíor é gur cuireadh daoine abhaile ó'n gCoibh toisg nár fhéadar Beurla do labhairt agus do léigheamh? Féuchtar chuige.

3. *An Seabhadh*.—Was it because they could not read or write?—No; because they did not know English. (Reading.)

(a) An sgéal chomh holc san de bharr na hImirce gur deacair d'fear óg na dtrí mbó bean a dhiongmhála d'fhághail. Ceacht dóibh seo go bhfuil fonn bóthair ortha: fir óga láidre ag filleadh 'o am go h-am agus ag luighe leis an iasgairacht, agus cailíní a dhein sparáinín thall gur gearaid Dia leo cur fútha abhus ar fhear na dtrí mbó.

(b) An Dáil féin agus an tSeanaid, do réir na bpáipeur nuaidheachta ("Braitlíní an Eithigh"). Má's fíor iad na páipéir nuaidheachta ní labhartar focal Gaedhilge i nDáil ná i Seanaid idir dhá cheann na bliadhna.

(c) *Oifigigh an Riaghaltais.*

(Cuirfead síos anns ar thig nuadh Mhichil Uí Ghrihbthín: mise do sgríobhaidh do as Gaedhilg; freagra i mBéarla.)

Oifigigh eile:—An Post, O. an Phinsiúin.

Dochtúirí:

Oifigigh na gCómhairleacha.

Siopadóirí,
Lucht Taistil.

(Sinn ag briseadh ar gcós a d'iarraidh go dtiocfadh linn gairíní an Bheurla do mhealladh chug-

ainn.) Daoine eile nach mian liom do luadhadh ós árd. Ná páipéir a thagann isteach san bhfíor-Ghaeltacht féin ní bhíonn focal Gaedhilge ionnta. Is ceart a rádh gur measa na mná ná na fir. Ní Beurla Shasana a labhraid, dár ndóigh, ach Beurl'-Eagar na gCág.

(d) *Leath ar Aweamh na nDaoine.*

Le 30 bli. anuas, tá 63 tighthe comhnuighthe, agus a líonta tighthe imthighthe i n-aon leath-pharróisde ámhain. Is cuimhin liom féin na tighthe sin do bheith sua+ agus daoine 'n-a geomhnuidhe ionnta.

(e) *Sglábhuidhthe agus Feirmeoirí Beaga.*

Na daoine bhí ionnta. D'imthigh an chlann thar lear. Is minic a chuir an chlann fíor ar an athair agus ar an mháthair agus gur imthigheadar san chómh maith. Is minic nár fhan aoinne i bhfochair na sean lanamhan, acht do chuiridís airgead anall chucha chun iad a choimeád suas an fhaid mhairidís.

(f) *Toradh na hImirce ar an Innreamh ins na sgoileanaibh:—*

Sgoil na Mínaírd.

1905	1915	1916	1919	1920	1925
45	40	34	38	38	48

Sgoil na Cluanach Cumhra.

1902	1910	1914	1925
66	58	78	32

Cad é an chúis go bhfuil sgoil ag coimeád a greama agus sgoil eile ag dul i ndiaidh a chúil? Feirm mhór do roinneadh i bparóisde na Mínaírd. Do phós roinnt mhaith sa pharróisde seo le dosaon blian anuas.

(g) *Na Sgoileanna.*—An Clár Oibre.

Daoine go leor ag gearán ar neamh-oireamhnaighe an Chláir Oibre ins na sgoileana. Gaedhilg ar fad i gcomhair na naoidhneán an locht is mó gheibhtear air. Ní móide gur ceart Gaedhilg amháin d'éileamh ins an mBreac-Ghaeltacht. Céud-teanga na leanbh—tosach a thabhairt di i ngach sgoil agus annsan nuair a bheadh an teanga an-aithnid, ag fás chun na leanbh breis de'n obair a dhéanamh ins an dTeangain nuaidh. Stáir na hEireann agus Tír Eolus na hEireann do mhúineadh tré Ghaedhilg—sin ceart go leor.

Na daoine is mó bhíonn ag lochtú an Chláir, na daoine go bhfuil a súile ar an nDomhan Thiar acu.

(Feuch cad dubhairt Aire an Oideachais i gConn-dae an Chláir an lá fé dheire.)

(h) *Cionnus na sgoileanna d'fheabhsú san nGaoil-tacht agus san mBreac-Ghaoltacht.*

Breis mhúinteoirí do chur ionnta.

(Ní féidir d'aon mhúinteoir go mbeidh trí fichid leanbh ag bhraith air obair fhoghanta do dhéanamh.) Mé féin agus móir-sheisear deug is dachad ag braith orm (57).

Gach cóir agus oireamhaint riachtanach chun múinteachais do sholáthar i gcóir na sgoileana. (Ní ceart bheith ag braith ar bhainisteoir 'na ar mhúinteoir i dtaobh léar-scalaí, srl.) Na Tighthe Sgoile do bheith—

(1) Fairsing a ndóithin do'n méid leanbh a bhíonn ag teacht chun na sgoileana.

(2) Leabhartha do bheith le fághail i n-aisce ag leanbhaí ná fuil 'n-a gcumas iad do cheannach. (Eagóir throm 'á dhéanamh ar mhúinteoiribh. Ádhbhar 'á chur ar sparán Aire um Airgid.)

(3) Teinnté le haghaidh an Gheimhridh. Cionnus mar deintear fé láthair

(4) *Biadh*—d'a mbhéidir é—do leanbhaibh a bheadh go mór 'n-a ghabhtar. (An mhaith a dhein an lón a roinneadh i dtosach na bliana so.) Liagh súl, liagh fiacal agus Dochtúir. I roinnt airgid na dteine, cionnus ná fuaireamair-ne an lomcheart.

(5) Sgoileana i gcóir na ndaoine bhíonn réidh leis na mbun-sgoileana. Feuchaint chun na ndaoine bhíonn faillightheach i dtaobh na leanbhaí do chur ar sgoil.

(6) Clár fé leith ins an áit 'n-a mbíonn gach adhbhar sgoile d'á múineadh sa dá theangain.

(i) *Eicoinimíoc.*

Feirmeoireacht slighe bheatha furmhóir na ndaoine sa cheanntar so. Níl acht móir-sheisear sglábhuidhe sa dá pharróisde—Ceann Ard agus an Mhin Áird—atá ag braith ar a bpádh lae. Fágáil.

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taistí Miona talmhan is mó—féar trí mbó nú fé n-a bhun.

Ceann Árd	... beirt	féar 2 bhó
Ceann Áird	... „	.. 3 mbó
An Tobar	... duine	.. 1½ bó
„	... beirt	.. 2½ bó
Imileach	... beirt	.. 2½ bó
Garraidhe na dTór	... ceathrar	.. 3 mbó
Gabhlán	... beirt	.. 3 mbó
„	... duine	.. 2½ bhó
Lios Deargáin	... tríúr	.. 3 mbó
Na Dúnta	... duine	.. 1½ bhó
„	... duine	.. 2½ bhó
An Fhotharach	... duine	.. 2½ bhó
Árd Mór	... duine	.. 2 bhó
Rinn Bhuidhe	... duine	.. 2½ bhó
..	... beirt	.. 3 mbó

agus mar sin do n-a h-uile acu.

Feirmeoirí beaga creachta t'réis na dtí mblian—annuiridh agus athrú nuiridh agus tosach na bliana so.

(j) *Meath na bprití agus droch-fhóghmhar*, 1923-24.

Agus n-a dteannta san ní bhfuarthas aon fhód móna. I mbliana—na hainmhídhthe d'á gcailleamhaint. Ba seasga de dheasgaibh olcuís na haimsire.

Solúidí (Cailleamhaint an Stoic).

Fear na gcúig mbó a chaill 5 colna agus 21 caoirigh.

Fear na 4 mbó a chaill 2 bhó agus colann.

Fear na 3 mbó a chaill 4 colna agus 13 caoirigh.

M. Ó Bodhláeir—thóg tigh na mbóteine: 3 ba colann agus asal.

Baintreabhaic (mna) a chaill 5 colna agus 6 gamhna S. Firítear chaill 20 caora.

Fear (T. Ó C) a chaill bó, colann, 2 gamhain agus muc.

T. Ó Murchadha a chaill 2 bhó.

S. Eichthigheirn a chaill 2 bhó.

Duinín a chaill 63 caoirigh.

Bean Uí Chathasaigh a chaill 3 ba agus 7 gamhna agus cuid mhór eile.

Dochair mhóra do chuid do sna daoine.

(k) Ní fhoireann reacht nua na Talmhan (1923) ortha. Fuairadar locáiste—5/- fe'n bpúnt d'á barr. Ath-Mháighistir a bheith ortha fé ndeara 'e sin Níor dhioladar (cuid acu pé ngéal é) aon chios 1'21 ná 1'22 le suil go ngeilifeadh an Tighearna Talmhan agus go ndíolfadh sí an talamh. An bhanóg, Baile na Saor, Baile'n Bhogaigh, Ath ma Leach, Páirc a Teampuill, An Imileach.

Meadnón Foghnair '23. Dioladar cíos bliadhna leis an Irish Land Commission. Half year's rent in Ap., '24; ½ year's rent in Sept., '24; ½ year's rent in Jan., '25. No. Rec. Order back. Last receipt from Alton dated 20th May, 1920, for ½ year's rent ending 29th Sept., 1919. Níor ceannuigeadh an talamh fé'n Reacht Nuaidh agus d'eilimh an Máighistir cíos trí mblian.

Tarraigeadh deicrithe ortha le cíos 2½ years. A leath fé'n 15adh lá den mhí seo, a leath fé'n ladh Eanáir, '26, agus cíos ½ bliadhna tuitithe anois arís ortha. Creachfar glan iad. Nà daoine ná díolann Ioch.

Méadnightear an tualach ar dhaoine eile.

(l) Ragaidh an Ghaedhealg chun cinn, agus cuirfear ó bhaoghal í, an tuisce is tuigfear go bhfuil airgead innte. Caithfear an Gaechealtacht—breac agus bán—do choimeád 'n-a Gaechealtacht.

Soláthruigtear obair oireamhnach agus tugtar slighe bheatha do sna daoine seo go bhfuil a súile ar an nDomhan Thiar, agus tuitfid na hadharcá móra do sna buaibh thar lear. Daoine fhághann an Ghaeltacht agus a théidheann thar lear, síol iad-san a shileann agus ná faghtar a dtoradh go bráth.

(m) Má's mian Eire do Gnaodhlú is iad na scoileana a dheanfaidh an gníomh. Cuirtear múinteoir óg, buachaill nó cailín go bhfuil an Ghaedhilg ó dhuthchas acu, ag múineadh í ngach scoil sa dúthaigh. Beidh meas ar mhuintir na Gaeltachta d'a bharr san, agus beidh meas d'a réir ar mhuintir na Gaeltachta ortha féin. Coimeádfaidh so cuid mhaith daoine sa bhaile, agus beidh deagh-shompla 'á thabhairt do dhaoine óga.

(n) Cad uime ná cuirtear Gaedhilgeoirí i mbun gach oifige d'a a bhfuil fé'n Riaghaltas. Aoinne go bhfuil post uaidh bíonn Gaedhilg aige, dár ndóigh, má's call í—go dtí go mbíonn sé i seilbh na neide. A lán

acu so, ní cloistear a thuille i detaobh a gcuid Gaedhilge. (Daoine iad so go raibh, is go bhfuil, tacaí maithe laistiar díobh.)

(o) An rud go bhfuil ag eirighe go hiongantach leis i dtír Chonaill, ba dhóigh liom go n-eireochadh chomh maith leis i n-aiteanaibh eile ar fuaid na Gaeltachta. Cuireadh monarcha i gcóir déantúis léinteacha ar bun ann. Tá ag eirighe go scoigh leis an obair. D'oirfeadh a leithéid do Dhaingean Uí Chúise. Aon nídh a choimeádfadh ár gcailíní ó'n sodar thar fairrge. Má fhanann na cailíní fanfaidh na buachaillí.

(p) Roinnte ar feirmeacha móra atá díomhaoin—nú breac-dhiomhaoin ar fuaid na hÉireann. Cuirtear coilíneach geadhligeoirí annso is annsúd—Gaedhilgeoirí go bhfuil meas acu ar a deteangain agus a choimeádfadh greim dluth uirthé.

(q) *Monarcha beithise*.—Ar bh'fhéidir slighe d'fhághail innte do leath-cheud éigin cainnteoir dúthchais.

Aith-choilltíú na dúthaighe.

(r) *Múinte agus portaighthe.*

Na portaighthe go raibh bóithre déanta chucha táid a bhfurmhór bainte amach. Portaighthe breághtha ar chulaibh na gcnoc—ná deunfaidhe bóithre chucha? An amhlaidh a bheidh an saoghal Fódhla ag ceannach guail ó Sheán Buidhe ar ball?—agus ní ró-fhada go dtí sin.

Fionna-mhóin chun asrach is chun pacála.

(s) *Garneamh na hInnse.*

Daoine ealadhna a dhein taigheadh agus sgrúdu ar ghainimh Thrágha Innse, b'e a mbreith ná raibh a sárighadh le fághail chun gloine dheunamh di. Mholadar monarcha do chur ar bun le hais na trágha ann.

Mianadóirí 'á rádh go bhfuil slinn bhreágh fé'n dtalamh agus i-n-aice le Baile 'n Ghráin agus Cré Bhuidhe i gcóir Bric i Lios Deargáin.

Monarcha na dTéud i mBaile 'n Ghóilín a chur fé sheol airis.

4. *An Seabhaic*.—What percentage of the children come to your school knowing Irish only?—Very few now; only an odd one.

5. Ten per cent.?—Oh, yes; more perhaps. About half of them understand Irish.

6. They have some Irish—half of them?—Yes, there are none who do not hear some Irish at home.

7. Has it been improving or getting worse for the last ten years?—It is not improving at all.

8. Is there less regard for Irish than there was ten years ago?—I would not say that altogether, but I think English is more spoken now than it was ten years ago.

10. Do they not speak Irish to the old people when necessary?—They do when it is necessary. If it was not necessary they would not bother with it. The people have no respect for the Irish of the books and the Irish they learn at school.

11. That has been said in many places. Can you explain it?—I cannot.

12. What sort is the Irish of the books?—Some of the books are the best Irish in the world and some the worst.

13. You don't mean differences of dialect?—No.

14. Do they get the Irish of Connacht and Ulster in the books; wculd that have anything to say to it?—No. We were told that the difficulties in the matter of books was understood and that it would be gone into and there would be no cause for complaint.

15. You have no suitable books on Tireolas and other subjects?—No. The teachers must do it, and it is heavy work. They must translate it.

16. Are such books necessary?—Oh, of course.

17. What would you advise?—You must get the people with a knowledge of the subject and a knowledge of Irish to do the work.

18. Under whose direction?—I do not know.

19. Do you think the Department of Education ought to do it?—I think so. I don't think there is any other body that could do it. The Ministry should set the example and let other people bring out the books.

20. Do you think children at the age of 14 have a good education?—Yes.

21. In Irish and English?—Yes.

22. America is the object in view with them?—Yes. I think it is worse than it used to be.

23. Do any of them go into the public service?—Very few. A few are in the *Gárda Síochána*.

24. Are there any of them technical education instructors?—No.

25. Or in the Local Government services?—No.

26. They are either on the land or go to America?—Yes.

27. If they got a suitable education, do you think they would get positions in the public service?—I know well they would.

28. What further education is necessary to enable them to do that?—An *ard-scoil* or preparatory school would bring them a certain distance.

29. That is not far enough to prepare them for the Civil Service examination?—No.

30. Do you think they ought to be given an opportunity to prepare for these examinations?—They ought.

31. *Fr. Cunningham*.—The district where you come from has no intermediate education?—No, but many of them go into *Tralee* for it.

32. Twenty miles?—Yes, and they learn a lot of things besides what they learn from the books. I have travelled with them. It would be better for their conduct and their Irish, both, if they had not to travel these long distances.

33. You think that is bad for the children there?—Yes.

34. When they leave school they make little use of Irish?—Very little. They always have their eyes on America.

35. Do you think the people who know Irish and speak English now do it from habit?—Yes. They do it unconsciously. They have such a habit now that it is not possible to break it.

36. Is there anything the Government could do to alter that habit?—There is one thing—if the people could be shown that their children would get something to do at home in Ireland.

37. *Fiachra Eitgeach*.—Do they not think that the rest of Ireland is in earnest?—They do not.

38. If they felt that the Government were in earnest, would they make more use of the language?—They would if they thought that the Government were in earnest and felt that there was something to be got from the learning and speaking of it.

39. Is there any disrespect among the people for Irish?—No, not the slightest. They simply see that there is nothing to be got here in Ireland without English and that English is also necessary if they are to go away.

40. *P. Ó Cúdhla*.—Was Irish stronger in that district some years ago than it is now?—I would not say that, except that perhaps that in their homes and amongst themselves the people were more inclined to speak Irish. Some of them like to get good books to read. They often ask me for books.

41. Are there many of that kind in the parish?—Yes.

42. With a desire for literature and culture?—Yes, a great many.

43. *An Seabhac*.—Is there anything in the form of literature and reading matter available for them?—No, very little. They are very poor and they don't buy even a newspaper, in English or Irish.

44. Is anything done except what is done in the schools?—Outside the schools nothing is done.

45. Is there any connection between the schools and the Irish-speaking tradition of the country around?—Yes; I ask the children in the fourth and fifth classes to collect proverbs and little stories and other things connected with the traditional learning in the home.

46. You link up education with the old culture of the people?—Yes. That is a great fault in the programme at present, that it does not bring education into touch with the old life and history of the places.

47. Is it your opinion that there should be such a connection?—It would cause a great improvement if there was.

48. *Fr. Cunningham*.—I noticed that the houses as we went along were far from the farms?—Yes.

49. Would it not suit if the houses were separated from each other and nearer to the farms?—Yes, but there was an old system under which the houses were built in that way.

50. *An Seabhac*.—The people should build new houses?—Yes.

51. Why don't they build them on the farms?—Perhaps they want to be near the water. Perhaps water would not be got out in the farms.

52. There was some condition affecting the question?—Yes.

53. There is some good reason for keeping the people there?—Yes.

54. *Father Cunningham*.—It is a great loss not to have them scattered over the land?—There is a person there—the Chairman knows him—who laid down certain conditions. These people cannot come under the Land Purchase Acts.

55. I thought all the land was under the Land Commission?—No. The question was tried a couple of years ago. For two years, 1921 and 1922, the people did not pay any rent. They thought they could compel the landlord to part with the land. Then in the year 1923 they got a notice from the Land Commission to pay a year's rent. They paid that year's rent, then a half-year's rent and another half-year's, but they got no receipts.

56. *An Seabhac*.—Who got it?—Some of them got no receipts. They paid it into the bank and the bank sent it to the Commission. Then they got notice that they would have to pay the rent to the landlord.

57. Where is he?—I don't know.

58. Have they ever seen him?—No, I don't think so. They were served with a demand for three years' rent. They were told they could bring the rent into *Dingle Court*, and people who went were decreed for 2½ years' rent.

59. Send us an account of the whole matter if you can?—I will.

60. *Father Cunningham*.—Did they not get a receipt from the bank?—They did, but they did not get a receipt from the Land Commission.

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Bhí an Ráiteas seo leanas ó Domhnall Ó Súilleabhain ós comhair an Choimisiúin:—

Ráiteas.

Paróiste Chille Crocháin shiar (Cathrach Domhnúill).

1. Síneann an pharóiste seo ó Droichead an Churraín go Gleann Locha i bParóiste na Sneime, timcheall deich míle cruinn-díreach ar fhaid, agus timcheall cúig mhíle le chéile ar leithéad. Tá dá bhrígh sin, timcheall 50 míle cearnach talmhan inti, 46 baile, 400 tigh cómhnuighthe agus timcheall 2,600 pearsa. Tá an talamh go garbh gearbach a fhuirmhór fé chnoicibh sleibhtibh agus fé uisce agus chlochaibh.

Tá mórán den talamh neamh-thorthamhail anois, fé aiteann agus fraoch a bhí briste 60 blian ó shoin nuair do bhí daoine ann a bheireadh na cialbháin ar a ndromanna leo í n-agaidh cnoc árd a acht ní bhfágfar einne go deo arís a iomparóig ualaighe mar a dheintí.

2. Tá an Ghaodhluinn ag gach duine san paróiste ós cionn seacht mbliana d'aois agus ag cuid mhaith páistí fe bhun a seacht mbliana cia go deimhin go bhfuil an galántacht ag cur ar mórán aithreacha agus máithreacha agus gur fearra leo go mór Béarla do labhairt leis na leanbhá. Tá na h-áitribh gann le chéile timcheall a ceathair na cúig fé bhuaibh agus mórán mór díobh fé bhun cheithre mbó. Táid tighthe maithe glana acu taréis an C.D.B. Isé mo bharamhail féin mar a gcuirtar rud éigin ar bun a thabharfadh tuilleamh dóibh gur géarr go mbeifear Gallda go leor mar deirid gur Béarla a raghaidh chum sochair dóibh nuair a imtheóchaid go tíortha eile.

3. *Oibreacha*.—Tá an iomad de thalamh neamh-thorthamhail anois in a bhfásadh cranna go maith agus dá ndeanfaí iad so do chur fé chrannaibh bheadh tuilleamh mór ar feadh a lán blian acu. Dhíolhadh an obair seo aisti féin 'na dhiaidh so.

4. Tá mórán de thalamh fhuilich san dúthaigh a d'fhéadfaí do thiomnú—seo obair eile a dhíolhadh aisti féin tar éis tamaill.

5. *Model Farms*.—Do chur ar bun ann iona mbeadh eolas le fágailt ar an módh feirmeoireachta is fearr srl. iona bhfágfaidhe ingilt, ceachta, brácaí srl. ar iasacht, ar dhíol oireamhnach. Mar a mbeadh Gáirdín Cisteann iona mbeadh ag fás mórán saghas tortha agus luibhneach atá go maith chum bídh daoine agus air ná fuil aon eolas anois ag formhór na ndaoine.

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DOMHNALL Ó SUILLEABHAIN, *examined.*

6. Banc do chur ar bun iona bhfuigheadh daoine airgead chun banbh, ba bainne, srl. do cheannach, acht gan é thabhairt amach den ghnó eile.

7. Buidheannta ion a múinfidhe cócaireacht srl. dos na daoibh. Easba mór san tír.

8. *Oideachas* :

(a) Leabhair srl. saor dos na leanbhaí,

(b) Béile bidh i gcaitheamh an geimhridh agus an earraigh,

(c) Gan beart do thabhairt d'éinne na beadh an Gaodhluinn ar a fheabhas aige agus oideachas a thabhairt dóibh go mbeadh ar a gcumas go múinfidis cócaireacht srl. i n-áiteanna Gallda.

Bhí muilinn cárdála, ramharúcháin agus fade Muilinn meilte gráinne ceann i n-aice an Churráin ceann nó do ar an gCumaraigh, ceann ar an Aoine, agus ceann i n-aice Caisleán an Chóibh.

9. *An t-Iascach*.—Ba mhaith an rud ionad leasaidhthe éise a chur ar bun san áit, fá láthair tá lorries ag tarrac an éise go Cathair-Ibhráthaigh.

(Signithe),

DOMHNALL Ó SUILLEABHAIN.

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DOMHNALL Ó SUILLEABHAIN, *examined.*

(*English rendering of evidence given in Irish.*)

1. *An Seabhaic*.—We have your statement here?—I wrote it in the train.

2. You mention this parish of Cahirdaniel and give its boundaries and other particulars. What we want to know most is the condition of the language and the condition of the people. We will ask you some questions about that?—Yes.

3. I suppose it is the same sort of district as that described by Micheal Ó Conchubhair?—Yes.

4. The same kind of district as regards the Irish language?—All the older people have Irish.

5. How long are you teaching in the parish?—47 years. I began on the 10th of July, 1878.

6. Is there a great change in the condition of Irish since then?—Yes, the old Irish speakers dying and the younger people speaking English.

7. What are the things that have told against your work in that district in the past forty years?—First of all, the passing away of the old Irish speakers who knew no English. They would be making Irish speakers. While they lived the children had Irish. I would prefer that the children would come to school without knowing a word of English. I never had any trouble in teaching Irish or English to children who came to school knowing nothing but Irish. If they only know English it is, as a rule, very bad English, and it is hard to teach them either Irish or English.

8. An obstacle to the teaching of English?—It is. It is killing half the teachers trying to eradicate the bad English and now trying to eradicate the droch-Ghaeilg. The old people had education, although they might not be able to read or have a knowledge of books. I took down a lot of poetry, songs and stories from old Irish speakers. I took down one piece word for word from an old woman and it took first prize at the Oirachtas in 1900. It contained 10,000 words, I think, or more.

9. To what extent is Irish used in the Government services by pensions officers, Gárdaí Síothchána, Land Commission officials, instructors and others?—The District Justice knows Irish well, I am told. Some of the Gárdaí Síothchána have Irish. One of them knows Irish well. He is from Spiddal.

10. How many of them are there?—Five. Every one of them has some Irish. The Clerk to the District Justice, I am told, signs his name in Irish.

11. Where does he live?—In Kenmare. There is one difficulty in the schools: the books are very dear and too many of them have to be got. The people are very poor and, for that reason, some of the children have no books. There will be no progress in the poorer districts until the children get books free.

12. Would it be hard to put compulsory school attendance in force?—I don't see that it would. There is no need to keep children at home until they are 14 years of age. Of course, there is the question of clothes for very poor children. A school meal should be given in the winter and spring—from the 1st of December to the 1st of July.

13. That is the time to give the meal in the school?—Yes.

14. Would it be given generally or only to some?—It would be better to give it generally. Lady Wyndham Quin of Derrynane Cottage used to give a supply of cocoa at a nominal charge of a penny a week for a cup of cocoa every day. The child who had the penny took the cup and the child who hadn't did not. I gave £2 so that every child got a cup. The charge of one penny per week was to keep up the supply.

15. If there was a meal of that kind to be got free, do you think it should be given to every child in the school?—I think it should be given to every child who would take it.

16. *Father Cunningham*.—Is it the Government or the County Council that should provide the meal?

—The rates are very high, and it is not possible to increase them and add to the burden on the poor people. I think the Government should do it.

If it came from the County Council it would come out of their pockets, and everybody would understand that they were paying for it, while if the Government did it the people might think it was charity?—The people would not mind. I don't see any difference between the two cases.

17. You see the objection to a charity meal?—I understand. On the question of the attitude of the people towards Irish, they will speak Irish as well as English if they get a livelihood at home. They want English because they have to emigrate. There is land that could be reclaimed and work given to the people, land on which nothing is growing now but furze and heather. There are thousands of acres that could be planted. In the old times there were spinning and carding mills and corn grinding mills in this district. They are all gone, and the people are buying nearly all their food except potatoes. They should be encouraged to grow barley instead of buying Indian meal. In the old times also flax was grown in the district. I remember when there used to be a spinning-wheel in every household. The people used to make their own sheeting and pillows. Model farms would be of great assistance in getting the people to make the most of their holdings. These would be better than the agricultural classes introduced twenty-five years ago.

18. *An Seabhaic*.—What are the powers against Irish and on the side of Irish in connection with Government work; you told us about the Gárdaí, what about the pensions officer?—I don't know who is there now, but the person who was there before did not use Irish.

19. Do you think it would be possible in Cahirdaniel district to do all official work in Irish without injury to the people?—It would, because the people understand Irish.

20. Suppose there was a demand for rent from the Land Commission, would it be as effective in Irish as in English?—It would. In the old times second notices were sent out reminding the tenants that the rents were due.

21. They send out processes now?—Yes.

22. In Irish?—No.

23. The pension papers and other forms?—In the post office they have the two kinds. From the Education Office the reports are in Irish altogether.

24. As far as their relations with the public go, is there anything coming from any Department to show that the Government is in earnest about Irish?—No. I have asked myself that question: are they in earnest and, if they are, why don't they send people who know Irish to the Gaeltacht. The only exception is the Education Department.

25. The teacher gets no help from outside in his work for Irish in the school?—No.

26. Except what is done in the schools for Irish, there is nothing else?—That is all.

27. Do any of these people go into the public service?—Some have gone into the Army and some into the Gárdaí Síothchána.

28. How long is it since you had a cookery class?—Not for a long time.

29. Was that work done in Irish?—No. That is a thing which ought to be attended to. The people ought to be taught cooking and domestic work. The C.D.B. did that.

SEAGHAN Ó LOINGHSIGH, *examined.*

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30. You don't get any benefit from the rate for technical education?—No.

31. Agricultural instruction?—The agricultural instructor speaks Irish to everybody.

32. Does he spend a good deal of time in the place?—He comes around from time to time.

33. Do you think it would be possible to work the land more profitably?—I know it is possible, if model farms were there to show the people how to get the best results from the land. It is spade work mostly there.

34. Could they work ploughs there?—Yes, a great many could. Some might not.

35. Is there room for improvement?—There is room for improvement in everything, I suppose.

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SEAGHAN Ó LOINGHSIGH, *examined.*

(*English rendering of evidence given in Irish.*)

1. *An Seabhadh.*—Have you prepared a written statement?—No.

2. What is the position of Irish in your district?—Very little spoken now.

3. Are there any people in the Lis district who speak Irish to one another?—People over 30 years.

4. Along Clochan?—Yes, there is Irish there.

5. How many schools?—Two schools.

6. You are from one of these schools?—Yes.

7. Is it a bilingual school?—No.

8. Do you think it ought to be?—It ought to have been twenty years ago but not now.

9. Are you from that place yourself?—Yes.

10. You know everybody there?—I do, and there was Irish there along the side of Mount Brandon.

11. What would be the condition of Irish in the place if anything was done in the schools for twenty years to prevent it dying out?—It would now be vigorous.

12. Sufficient was not done?—No.

13. The young people who have left school for the past ten years, did they lose the amount of Irish they were taught?—Partly, because they don't speak it; it is not sufficient.

14. There is Irish still in the place?—Yes.

15. A lot of the old traditional culture—songs and stories?—Yes, songs and stories.

16. In the work done in the schools in the past couple of years or three, is there any use made of this traditional learning?—No.

17. Is no attention paid to it at all?—No.

18. That traditional culture that is still alive amongst the people, it is not introduced into the schools to Irishise the minds of the children?—No.

19. Is it worth while using it?—I should think so.

20. Is it possible?—It would be possible if the children were able to write Irish.

21. Is the new programme in force in the schools?—Yes, for two years.

22. Will the results of that programme be better for Irish than the results of the old programme?—It will.

23. Would it be better still if advantage were taken of the old literary tradition?—In my opinion it would.

24. Would it not be possible to do something to arouse an interest in these things in the minds of the school children?—It would if the inspectors and teachers and managers co-operated by conferences.

25. The people at home understand Irish?—Yes.

26. Would that kind of education do any harm to education in general?—No.

27. Of the teachers in your school, how many are native speakers?—One.

28. Where do the young people go when they leave school?—To America.

29. Most of them would be as Irish as the people who go from Lispolo to America?—There was a time when they were, but they are not now.

30. Boys and girls of 14 years or 15 years know Irish?—They don't speak any Irish.

31. Why don't they?—I don't know. They understand it well but cannot speak it for want of practice.

32. They don't get sufficient practice at school?—They don't practice it at home.

33. Do you think the work of the school could make Irish speakers of them with the present programme in operation?—It would not be possible

unless they got help at home, especially from the mothers.

34. What would appeal to the people at home to help?—Get positions for the children in Ireland.

35. Would that help?—I think so. It would give them greater respect for Irish.

36. Is there a kind of dissatisfaction because there was not sufficient respect for Irish elsewhere during the past three years?—They don't think the Government is in earnest at all.

37. What makes them think that the Government is not in earnest?—They see that little use is made of Irish at all. Government officials don't speak Irish. The priests don't preach in Irish and the majority of the people speak English.

38. What about the teachers?—Some of them also speak English.

39. Is there any public official to whom the people think they ought to speak Irish?—No.

40. You have one teacher who speaks Irish?—Yes.

41. What about the Gardai?—They don't speak in Irish because they would not get any answer.

42. The doctors?—The doctor has Irish and speaks a good deal of it.

43. The public servants with the exception of one or two speak English?—Yes.

44. Would it be possible to do the work there in Irish only at present?—It would be hard.

45. Could the doctor do it?—He would have to know English.

46. Are there many over 30 who speak Irish?—Yes.

47. Are there any who speak Irish and no English in their homes?—Very few.

48. Did any children coming to school this year for the first time know Irish?—One family.

49. What would stop the decay of the language?—A livelihood for the people at home. Technical classes for the people at night would help. It would be necessary to have compulsory attendance to prevent children from going to service under 14 years of age. There are many of them going around now, children of farmers and fishermen. If they had a night class or Irish circle it would do a lot of good to the language.

50. Would there be sufficient students for such a school?—There would.

51. The fishing is bad?—Yes.

52. Why?—Because they have not proper equipment. They have no boats.

53. Is the mackerel fishing failing?—I think it is almost gone.

54. The fish don't come in?—No.

55. If the people had boats they would go out?—Yes. They were looking for boats and could not get them. There used to be boats there 15 years ago.

56. What happened to them?—They were broken up by the storms.

57. In Brendan Harbour?—Yes.

58. Have you ever heard the fishermen mention anything that the Government ought to do?—They would expect the Government to give them nets and boats, especially as they would pay for them.

59. Do any of them owe debts to the Government?—Yes.

60. How long?—Some about ten years. Some of the boats got broken.

61. Were they looking for a loan this year?—They were.

62. They would not get it?—No, except with substantial security.

63. Would there be any chance getting these loans paid off?—They are too poor.

64. What ought to be done?—I think they ought to get some help. Send them a couple of boats.

65. We were told in other places that sailing boats were no use?—Yes, motor boats.

66. How many boats would do?—Two boats as a trial.

67. Immediately?—Yes.

68. Would they be satisfied to go to Bantry and other ports?—I know one who goes to Galway and other places.

69. If the boats were given by the Fishery Department, what good would come to the Irish language?—Well, there would be work to be got curing the fish and they would help to keep native speakers at home.

70. Is there any possibility of promoting industries in the home there?—I don't know.

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THOMAS McKENNA, *examined.*

71. Is there any weaving and spinning there?—There is no weaving now.

72. Any flannel making?—Yes, but very little.

73. Is there anything you would suggest in the way of education—scholarships or anything like that?—Night classes are the most useful, I think.

74. Continuation classes?—Yes.

75. What should be taught?—Irish at first.

76. To help the people in the place to get positions?—To train them to get positions afterwards.

77. Would it not be better to have commercial instruction?—I don't know. I would prefer trades. If they were taught trades they could make many things.

78. *Father Cunningham.*—Such as furniture?—Yes, carpenters and joiners.

79. *Chairman.*—Is work to be got at that?—Yes, if they had a trade.

80. How many people in the Lis are fishermen?—All fishermen, having a bit of land.

81. *Father Cunningham.*—What language do they speak when fishing?—Lis people Irish and Faha people Irish.

82. *Chairman.*—Anything else?—Yes. When the children come to school I think it is necessary to have a native speaker to teach them before they reach the fourth standard.

83. The infants?—Yes, until they reach the fourth standard.

84. You are of the same opinion as *Father Corcoran*?—There is no other way.

85. Under the new programme in a few years they would have a good deal of Irish?—Yes, but the native-speaking teacher is necessary.

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THOMAS McKENNA, *Dingle, examined.*

1. *An Scabhaic.*—*Mr. McKenna*, it was suggested by a member of the Commission, in connection with the fishing industry, that you could give us, as well as it could be got anywhere, a complete view as to that industry's possibilities and its resources, and also its history and, to a certain extent, the possible future of it?—I would like to know if you want my evidence in the nature of a speech.

2. If you like you can make a statement generally as regards the whole matter, and we will afterwards put questions?—I will make a statement on it.

3. First of all tell us the position you are in that enables you to give us first-class information about that industry?—Well, my father was in the trade, and I was born in it. I have, as a matter of fact, been at it since I was of any use, and I can claim to have some experience in connection with the fishing industry.

4. Your family have been connected with it for many years?—I have been in the trade for about thirty-five years.

5. Have your family and yourself been in that trade on a big scale?—Yes, as exporters and curers.

6. Do you export direct to the market?—Yes.

7. And do you also cure?—Yes, and buy from other curers.

8. Your trade is principally with the United States?—That is so. The people of the United States did buy their own cured mackerel up to 1886. Then with the expansion of population and the demand for fresh fish it became necessary for them to go foreign for supplies, and the only curers to respond to that call were from Ireland and Norway. I believe curing started about 1886 or 1887, on an experimental scale in Ireland. It seemed, however, to have reached pretty general proportions about 1890, as far as I can gather from the records that my father left me. Ireland was a rather favourable country in which to start the cured mackerel business, as for about ten or fifteen years' previous it was supplying the English market with fresh mackerel which was a prosperous trade at that time. Since 1890 the catches by the steam trawlers seem to have diminished the demand from Great Britain, and we had to look to the United States to take our major portion of mackerel catch in the form of cured mackerel. The mackerel trade and business in general has experienced rather many vicissitudes on both extremities, there being good years and bad years. From 1890 to 1905 the catch was on the whole pretty good, and the market prices were on a fairly satisfactory basis. Since 1905, however, the catch had been most erratic, heavy catches some years and light catches

other years, while the prices also had their extremes, high and low; remunerative and unremunerative. The position of the cured mackerel trade in general was very satisfactory up to the year 1920, particularly during the war. We had very good years before the war, but during the war they were very successful, and then 1920 was as bad a year as ever we had. There was then a general slump of merchandise all over the world, and that was a very bad year in the trade. Now, the year 1921 being the year previous to the re-imposition of the American duty of two dollars per barrel, was an exceptionally good year in price and also as regards quantity. Since 1921, however, the seasons have been consistently bad from the catch point of view and with the exception of last year from the point of view of price. This year the spring mackerel season in Ireland started with good prospects, having a "bare" market in America. There were very high prices, something like 75s. per barrel f.o.b. Liverpool, got for our early spring catch. Those prices used to vary, and they would fall as far as about 50s. per barrel f.o.b., but still that was even a very good price for Irish spring-cured mackerel, which is, of course, of a rather inferior quality. In the month of August of the present year the Americans seem to have had a large catch of mackerel, and they cured a considerable quantity of the fish. A large catch of mackerel in the United States only affects us by the quantity that is cured there, and this year an exceptionally large quantity appeared to have been cured, and that brought the Irish price down to about 55s. per barrel f.o.b. Liverpool practically the same price as that for our inferior spring caught mackerel. This price is good, provided that it holds and does not fall much lower. Of course to my mind the principal or only way in which this can be made a remunerative trade, is to reduce the cost of curing materials, such as barrels and salt. There would want to be a reduced cost of labour too, but anything done to reduce the price of the salt and the barrels would be a move that would make the catch more remunerative to the fishermen. The reduction of those costs would be a great advantage to the local curers, though they might not be able to ask the Government or public bodies to do anything on a large scale to reduce such costs, but surely loans might be granted to local coopers, provided they secured good sureties and had good previous records to enable them to purchase barrel-making material. The remainder of the work rests in the hands of the fishermen, and I would urge that the Government should give every reasonable assistance to the fishermen who have proved themselves to be energetic and honest in order to enable them to provide gear and to carry out improvements in their boats for the continuation of mackerel fishing. I don't advocate anything like the indiscriminate slinging round of credit to everybody who asks for it, but I think I would be safe in saying that a large proportion of the boat-owning class of fishermen are well-disposed men who are anxious to work hard and pay their instalments when they can. When years are bad the instalments should not be unduly pressed for if the Government were satisfied by the representative of the Fishery Board that the fishermen in a particular district were not in a position to fulfil their obligations, then the instalments could be deferred. We have passed through three years of rather poor fishing in the mackerel line. We have had previous experience of lean years also, and those three lean years through which we have passed have succeeded good years, but if we look for a repetition of history in the mackerel business we can hope that good years will yet follow. At any rate the market is in the United States, if the fish are caught and if put up in a reasonably good marketable condition, there is no reason why fair prices could not be realised.

9. You give that as a general statement on the industry?—Yes, sir.

10. Some members of the Commission would like to put some questions to you?—I will answer any questions about the industry.

11. *Mr. Moriarty.*—You have dealt primarily in your statement with the mackerel industry?—Yes. In addition there is the trawling industry in Dingle?—Well, alongside the mackerel industry the trawling industry is very small, comparatively speaking. We have fairly good trawling in Dingle. That is between our seasons. But it would not in any way rank with mackerel.

THOMAS McKENNA, *examined.*

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12. As regards the number of people employed, are there many engaged in it in your district?—A number of people employed at the trawling business are also employed at the mackerel industry, about one hundred men. They use the trawling between the mackerel seasons.

13. You have dealt with the cured mackerel industry and given an interesting account of its rise and fall, when the years were good and the years were bad, and I would like to ask you if you are satisfied, as a merchant dealing in a large way, that the trade as a whole in this country stands in a satisfactory condition with regard to the American market, or do you think any device could be set up to improve the position of the Irish curer with regard to the American market?—I don't know. There have been recommendations made with regard to the improvement of curing, but these have been forestalled in some cases and adopted in other cases. I don't know of any recommendation that I could make that is not already in force.

14. As regards the marketing of the fish?—Yes.

15. Do you remember 1923?—Yes. It was reported to the Department of Fisheries from various sources that in that year a very large mackerel curer in New York sent over agents to the South of Ireland, and that those agents were instructed to tell the curers here they should be very careful what they did, as the markets were against them, and if they cured that they should cure at a low price—do you know if that is so?—I don't remember hearing that at that time, and such reports did not reach Dingle. I think that if such recommendations did reach Dingle that they would be put in the waste paper basket.

16. Do you think it a satisfactory state of things in the Irish market that these gentlemen should come over and deter the Irish curers from curing mackerel, and that the Irish mackerel should be held up, and still that later on those same people should come howling to know where they could get good cured mackerel?—I am not aware that they did deter the curing of mackerel in any way, but I know the prospects prior to 1923 were not favourable. The curers here are prepared to cure all mackerel at a reasonable price, no matter what statement is made by any house in New York or anywhere else. The statements made by one house in America are taken with a grain of salt over here.

17. The information is that in this case they succeeded in deterring them, and the catch was not made?—I don't know that that interfered with the Dingle district in the quantity cured.

18. Even if it did not happen but that it was possible to happen, do you think that is a healthy position for the trade to be in?—One particular house? That they are likely to be deterred by an intimation from one particular house that may be the master of the market?—Well, I am not aware that there is any particular house in America master of the market. There seems to be two sections in America.

19. Yes, but take it that there are two sections in the American mackerel trade, and that one section says "Put your money down and we will buy your f.o.b. from Liverpool," and the other section says "We won't buy your mackerel, but send it over and we will try and sell it well for you?"—I don't think the advice you suggest would have any effect coming from either of those houses.

20. It would not intimidate them?—On the contrary I think it would encourage them. Prior to 1923 the prospects were very dark and we were facing a market that did not want our fish as they had a very large American catch, and our prices would not be satisfactory. Those prices started about 50s. f.o.b. Liverpool. The American catch was absorbed in the American market, and they looked for the Irish mackerel, and the market disclosed that there was a shortage.

21. You think everything is satisfactory from the Irish point of view in America?—My experience is that a man who has good fish can sell at a reasonable price.

22. Why do you say reasonable price, why not the best price. Why does Norwegian fish get 3s. per barrel more?—The fish caught in Norwegian waters may be of better quality. There is only one quality of the Norwegian fish and there are four Irish—spring, summer, which is little better, autumn which is the best kind, and winter, which is going back again. Those four qualities are marketed as Irish mackerel.

23. You don't suggest that the American will buy spring-caught fish represented to be prime autumn

mackerel?—No. He will buy in grades. In the case of spring-cured fish, if I put it on the market I have to state what I am selling.

24. Do you think it is due to better marketing conditions?—No. The dealer in America will sell that to small jobbers and the shopkeeper might sell a barrel of Irish mackerel as Norwegian-cured mackerel, but I think the Irish fish ought to hold its own in price with the Norwegian if it gets a chance. Everything is being done by the Irish curers to put the mackerel on the market in the best condition, and nothing is done to interfere with them. There are good barrels and good cooerage, and the fish is graded and everything possible is done in that way to put it on the market in the best condition. There are, however, many people in America who don't want the graded fish.

25. If the fall-cured fish is put up as well as the Norwegian fish, with good barrels and merchandised properly, and that the quality is as good, I suppose it is because of faulty marketing here we get a lower price?—No, that is not my view. I say if the Norwegian comes and cures our fish and sells it as his fish, I think it is a matter of prejudice. I don't see why we could not get as much as ever the Norwegian gets for his fish.

26. You think there is nothing but prejudice behind it?—Yes.

26A. Is it your experience that the Yankee is guided by prejudice?—No, not the buyer, but the consumer.

27. You think he is prejudiced against Ireland?—The traders' customers may like the Norwegian.

28. You are not satisfied that there is any grave disability under which the Irish fish suffers through bad marketing in New York, Boston, and Philadelphia?—I am not satisfied there is. I can sell all my mackerel direct to American buyers f.o.b. Liverpool. Other people find the same to be the case with their mackerel. There may be some who sell their mackerel through commission men in America.

29. Did you ever hear of cases of men getting roasted by the American traders?—I would like if you would explain that term.

30. Well, getting the stuff on commission and then turning it down to a certain sum, and afterwards sending back a debit note for cold storage?—I have had no experience of that kind. I learned experience from my father.

31. Have you ever heard of a case?—I have not seen or known of such cases, but I have heard of such a thing in my father's time. However, in my own case, I always get a guaranteed advance, and once I have that I am assured of my price.

32. And no matter what the fish realises, the guaranteed advance is the lowest price you will take?—Yes.

33. You think selling on consignment is the best way?—I only sell on consignment when I fail f.o.b. Liverpool.

34. Are you aware that the Norwegians send them to the American market on commission?—I think the Norwegians send their fish to a central distribution society.

35. What is that society composed of?—The Norwegian exporters themselves, and they sell all the surplus stuff for their members.

36. Does not that point to the fact that the Norwegians are not satisfied with the trading conditions in America when they formed a society of their own?—I understand that the society only markets the surplus which the Norwegian exporters cannot sell direct themselves. I think every curer in Ireland who could sell his fish direct f.o.b. Liverpool should do so, and take his price, but if there was any surplus that it should be centralised. Of course, the difficulty there would be to get an agent in America to handle the stuff satisfactorily.

37. Presumably the Norwegians have solved it?—By consigning to their own men.

37A. Would not that be possible for us also?—I would not like to pass remarks as to what I think of my fellow-countryman in that respect, but there are some Americans I would take my chance with.

38. Leaving the question of marketing and the task of distribution, are you satisfied that the conditions under which our fish is cured at home are satisfactory?—I am. I don't see how they could be improved. If you wash the fish thoroughly, and salt, grade and barrel them in a proper manner, and put them through Liverpool, I don't see what more we can do.

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THOMAS McKENNA, *examined*

39. Of course, mackerel is a very perishable fish?—Yes, and the less handling it gets the better.

40. Why does the Norwegian get the best price, is it because he cures the fish over the boat side?—I understand they cure portion of the fish over the boat side. They are line caught fish. I believe their price is 3s. or 4s. better than fish caught by drifters. I am aware that they get a dollar or two more than we do for our fish, and probably it is due to the name they have got for fish that have been cured over the side.

41. You agree that mackerel require immediate treatment?—As quickly as possible after the catch. In my opinion most of the fish sent from here receives immediate treatment.

42. Are you satisfied that such immediate treatment is given in Dingle?—I am not. Dingle exports about 40 per cent. of the Irish mackerel. I suppose it is one of the largest mackerel curing stations in the world. There is one disability. It has to be carted about eight miles, and that is one of our difficulties. As a matter of fact it is our greatest difficulty.

43. Is not that a good distance to have it carried?—It means a good deal of handling, but still the Dingle mackerel can hold its own with any mackerel that I know. I have letters from people who have had the Dingle mackerel, and they were quite satisfied with it.

44. Have you any practical suggestion to make to overcome the difficulty of handling?—One suggestion has been put forward. It would, however, require more than the curers to put it into force, it would require a bye-law. If the mackerel were put up in boxes not exceeding 128 fish, and carted into Dingle in these boxes, I believe the fish could be cured quite as good as where it was landed. That would eliminate any of the deteriorations that the handling causes.

45. That would be the cheapest solution?—That would be the only solution. There would be only one other solution, to erect a shed in every little creek where the mackerel is landed.

46. Would you not then have the difficulty of finding labour to deal with it?—I think if the fish were brought in in boxes in that way that it would meet the whole situation.

47. You could reduce the cost of the salt and the barrel?—I think that it would help the curers.

47A. What is the cost of salt?—In some cases it reaches 60s. and 75s. per ton, but it can be imported into Dingle from Spain at 30s. or 35s. per ton. The difficulty about the salt is that it does not stand storing too long.

48. How much saving would that make, would it mean a saving of two shillings?—30s. to 60s. and 2 cwt. of salt to a barrel—about 1s. 6d. saving on the barrel.

49. Are you aware that the Norwegian merchants are importing barrels into this country?—I understand they have sent them for 8s. We are paying about 9s. 6d., and I have paid higher.

50. What do you think is the effect on trade of the activity of Norwegian merchants in Ireland?—It proves that our fall-cured mackerel is as good as theirs, and it only requires to be properly handled to get the market.

51. Are you in favour of a brand by the Government?—No, I am not.

52. For what reason?—The American who buys the goods for his dollars should be the man to make his own brand. If the Government has an inspector to do that, the American will then say "We want to see the goods for ourselves." If they were not branded they would say why did not the Government brand them? I would say let the curers individually take their stand on the quality of the fish. I don't think a brand would be any improvement at all. I think it would be a drawback.

53. What is the effect of the bad curer on the good curer?—The bad curer won't stand long.

54. Is it not desirous to prevent the bad curer exporting to the detriment of the good curer?—Yes.

55. The advantage of the brand would be that it would prevent the bad curer from exporting?—The advantages of the brand on the bad curer I'm afraid would be outweighed by other conditions. The American would not rely on the brand at all. If the fish was not branded they would take that as an excuse, but if it was branded they would say "I must see the fish."

56. You are aware that a brand is used on merchandise, besides fish?—Yes.

56A. Are the people who go in for that sort of thing cranks or practical business men?—I don't know.

57. What about the brand on eggs? Is that folly or a wise thing?—That is only in its experimental stage at present. I think we had better leave that to the future to say whether it is wise or foolish.

58. Do you think that the man who buys branded eggs is a fool?—I say that eggs are tested by their age. That would be different from a brand on mackerel.

59. Supposing you were buying mackerel and you were aware that there had been a Government inspection from the first treatment of it, would you be prepared to give a better price for such an article?—I would not.

60. You think it would be a waste of time?—The reputation of the curer would be good enough for me as regards the putting on of the brand after the inspection. I say that the right man or the wrong man might be put into such a job, and that would make all the difference. The trade we are catering for is the American trade. My idea is that most of the curers are all right.

61. But the man might be right and the curer wrong?—I don't say that.

62. We have seen curers in this country whose curing was disgraceful?—I say that such curers won't last long.

63. How long have they lasted?—No answer.

64. Having regard to the cost of living and the expense in connection with boats and nets, what would be the lowest price—perhaps this is hardly a fair question—at which a fisherman would be able to sell his fish and continue in the business?—Well, of course, it would depend on the methods that he employs. The man who operates in the canoe has small expense. People of this kind, if they had a good catch, could work at 3s. or 4s. at a profit. The man with the nobbies or motor boats would require seven or eight shillings. A man working before the mast would be paid at four or five shillings per hhd., but that would not clear the expense of the boat.

65. In dealing with the loans you referred to the question of security?—Yes.

66. I presume you were referring to the original loans rather than current ones?—For both.

67. Have the canoe men any difficulty in getting security for their loans?—I don't suppose they have, because the loans they require are small and they are men of mark themselves, they are generally small land owners.

68. Do you think anything should be done for the trawler in Dingle Bay?—As regards the steam trawlers, there should be more supervision over them. Some trawlers come in there. They have not been properly watched. In the past of course the Government was in difficulties, but in the future the matter should be attended to.

69. Is there any tendency on the part of those men to give up the sailing trawling and to go in for steam trawling?—No, because it is too costly for them. The notion is to put motors into the nobbies and to use them in that way. That has been found to be successful in England. As regards the loans for the men with the large boats there is a difficulty about that as regards sureties for four or five hundred pounds. It is a pity that fishermen with a good record in the past and known to be energetic men cannot get a loan on their own surety. The Government could seize their boats or their nets without coming down on the unfortunate sureties. There is many a man with a good record who would be glad to get a boat who might not get security. I think such a man should get a loan on his own responsibility. That would be a man who would be approved of by the representative of the Fishery Board. Some of the men down our way had to get a loan for gear on their own security, and evidently the Department has a record of such cases, and I think it will be found that it worked out successfully.

70. If the loan is given without security the Department have only the boat to seize, but if it is stripped of all its apparatus or equipment, even to the rings, you see the position?—You have the criminal law to deal with such a case.

71. But that is a thing which is very hard to prove in a prosecution?—It could be proved what they did with the gear. After all, the fisherman is a source of potential wealth to the nation and I think a man with a good record should be trusted. Every man cannot afford to put up all that money in order to carry on.

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72. But don't you consider the position of the taxpayers, farmers and others, who have to meet such expenditure and who consider that they are already overburdened in that respect?—It is bad business if they cannot afford a bad debt, and I think that the Government should help in such a matter.

73. *Father Cunningham.* Would you be in favour of a longer term for those loans?—I would suggest that the terms be ordinary long term loans. They might be extended in the case of bad seasons. You could not expect a fisherman to pay the instalment if he had a bad season and that the Board was satisfied he did not earn the money. The Inspector of that particular area would be able to say whether or not that man had earned the money and was in a position to pay such instalments on the loan.

74. Would it not be advisable that the fisherman should leave portion of his earnings aside in order to meet any bad season that might arise?—That is what they actually do.

75. Then how do the bad debts come to be in existence?—They have to spend money on repairs in the upkeep of their boats and also for oil for the engines and the purchase of new nets, and these men and their families have also to be supported, even when they are earning nothing in the bad seasons.

76. Would you be in favour of a system of instalments, like the share system, to be paid and collected weekly or monthly?—To be collected weekly—that would be the ideal way. I suppose it would give the local Inspector more work to do, but I think that would be a step in the right direction.

77. Are you satisfied that your fishermen use the proper class of boat?—They use motor boats and sailing boats and currachs. It is in the autumn that the currachs are mostly run. The motor boats and sailing boats have deep sea fishing sometimes late in the autumn.

78. Can the motor boats fish then?—They cannot fish so close to the coast as the currachs, but they can go a distance and are used at the times that the canoes are idle. Between the mackerel seasons the nobbies get trawling and make a fairly good thing out of it.

79. Would it not be a good thing if they fished the mackerel from these larger boats and had one central station to receive them and deal with them?—No, I don't think that would be an improvement.

80. Would you not then be in a position to get in the fish unspoilt?—No, I don't think that would work. Where the fish are most plentiful is near the creeks close to the rocks, but there is many a boat that would not go in there at all. It is rather an exposed coast all around there. You would not get boats to go there in the winter time except they were guaranteed.

81. *An Seabhac.*—In connection with Dingle and west of Dingle practically everybody concerned in the fishing industry is an Irish speaker?—Yes, west of Dingle, everybody.

82. And to a great extent even in Dingle?—There are about a thousand men engaged in the fishing.

83. And the fishing industry is one that concerns the Irish-speaking population in those districts?—It is in the hands of the Irish-speaking population absolutely.

84. And anything done for the improvement and development of such an industry would be of assistance and advantage of the Irish-speaking population of those districts?—It would.

85. West of Dingle, along the creeks, could anything be done to improve them?—Well, the road to Dooneen Pier is in a bad way and something could be done to improve it. It has collapsed and the fishermen have to bring the mackerel on their backs. We have made recommendations for the repair of the road down to that pier.

86. At other places along the shore are there such things as lights?—No, there are no lights there.

87. Would lights be of any use along there?—I don't think so, because the canoes operate close to the landing places. They all go into the creeks.

88. Even at Dooneen they told us that they have to get lights themselves on part of the shore, that is on dirty nights?—I suppose on top of the cliff.

The light at Cuas has disappeared?—I seldom saw it lighting.

89. In general, may we take it that there is only about half the number of canoes in the west engaged in fishing that there was five years ago?—Well, I would not make any statement. I would say that the canoes are there but they might not go out. If the fish were available they would go out.

90. Is gear available?—In some cases there has been difficulty.

91. Is there a shortage at present?—I don't think so. The amount they require is small.

92. Is there anything that the Fishery Department of the Government might do in regard to the provision of gear for these people?—I think the small people west of Dingle who fish in the canoes could be assisted.

93. Do any of these people owe anything at the present time?—I think they all do owe something.

94. As regards the amounts due by them, do you think the valuation of it was made at the proper figure?—It was a debt contracted during the war to the British Government, and I take it that the Irish Government has not taken over that debt at its face value. If they did, it made a bad bargain. If the Irish Government did do that, they should get the value reduced to the real value of the property.

95. Is it possible in respect of nets got at that time that the amount remaining over would be more than the present price of the nets?—I think so. The price has varied and I think that some reduction should have come to them.

96. Do you think a new valuation should be made of these nets?—I think so. The Irish Government could get a reduction from the British Government and they could make a corresponding reduction.

97. With regard to the Dingle herring fishing industry, has it gone very much to the dogs as compared with what it was four years ago?—It has.

98. Have you seen the industry at such a low ebb before?—I never saw it at such a low ebb as in 1923 and 1924. There were only one thousand barrels then and I have often seen twenty thousand consigned.

99. As a permanent, regular industry giving employment, do you think it has anything in it?—Well, considering that it has been recognised as a successful industry since 1890 up to three years ago, I see no reason for assuming that those three lean years meant the end of the trade. It was one of the vicissitudes of the trade.

99A. Assuming that the lean years continued?—A continuation of the lean years might mean the wiping out of the industry.

100. Do you think the industry suffers from want of capital?—No. I think it suffers from the want of fish or results. I would not recommend anything like a large increase in the amount of capital. There is a sufficient amount of capital invested in boats and plant and gear for success.

101. Do you think a different class of fishing—say on the basis of the Scotch fishermen—would be more profitable?—That would be a question for the fishermen and boat owners.

102. What is your own opinion?—From my point of view there are two sides to that question. If a fisherman went to Howth for herrings he would go there at much expense, and if he did not meet with success he would still have to maintain his crew, but if he remained at home he could be trawling and waiting for the mackerel season to come along and his expenses would not be so high.

103. Is there any possibility of stabilising the trawling?—If the nobbies mackerel fishing boats that have not motors were able to get motors into them on some kind of paying system it would be an improvement.

104. Do you mean for trawling?—For trawling and also for mackerel fishing.

105. For trawling, do you think that a mechanically propelled boat should be allowed to fish?—I think so, as long as it is owned by a local man. If all those men had motors in their boats they would all be on the same line.

106. How many boats could be fished out of Dingle with engines?—The number of trawlers before the motor boats came along at all was about twenty-four or twenty-five. I see no reason why twenty nobbies should not now be used.

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PADRAIG Ó CORCRA, *examined.*

107. How many engine boats are there now?—About six or seven.

108. And the nobbies are discouraged because of the comparison with the other boats?—In mackerel fishing they are.

109. What would be the aggregate cost to engine a boat?—I am going by memory, and I understand it would be from £300 to £400.

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PADRAIG Ó CORCRA, *examined.*

(*English rendering of evidence given in Irish.*)

1. *Chairman.*—How many years have you been working in Dingle?—18½ years. On Irish language work?—Yes.

2. I got a statement from you and, in my opinion and in the opinion of every member of the Commission who has read it, it is a very full and complete statement on the subjects before the Commission, but perhaps you would like to add something to it?—I sent in a map.

3. We have got the map. You have made three divisions—three kinds of Gaeltacht—Fíor Ghaeltacht, Breac Ghaeltacht and Lag Ghaeltacht?—Yes.

4. The Fíor Ghaeltacht is west of Dingle?—Yes, the district around Dingle is Breac Ghaeltacht and to the east is Lag Ghaeltacht. (Reading.)

BHI AN RAIDHTEAS SEO LEANAS.

ó Lucht Stiúrtha Cholaiste an Daingin ay cur síos ar Ghaedhealtacht Chorca Dhuibhne, i n-Iarrthar Ciarráige, i lámhaibh na gCoimisiúneirí:—

1. Tá sé admhuighthe go bhfuil Corca Dhuibhne ar an gceanntar is Gaedhealaighe sa Mhúmáin, ach ní fhágann san go bhfuil sé chómh Gaedhealach agus mar bhíodh sé, ná fós, chómh Gaedhealach agus ba cheart do bheith.

2. Dúthaigh mór go maith iseadh Corca Dhuibhne, timcheall dachad míle ar faid, ó Tráighlí go Ceann Sléibhe, agus timcheall dhá míle déag ar leithead, sa n-áit is leithne dhe, ó Ceann na Míin Airde cruinn díreach trasna go Srón Broin.

3. Má deintar an barúntacht do roinnt i n-a trí rannaibh, fé mar atá luaidhte i n-ár ndiaidh, is féidir cur síos cruinn go maith a dhéanamh ar staid na Gaedhilge fé láthair i ngach roinnt aca san fé leith. Má féachtar ar léir-scáil Corca Dhuibhne agus líne do tharrac ó Rinn na Báirce, cuir i gcás, tamall siar ó Cheann Trágha, suas go barra Mám na Gaoithe, agus soir fan na gcnoc go mullach Cnuic na Conaire, agus as san ó thuaidh go dtí an Clochán, agus an Fhairrge bheith mar théorainn mór-dtimcheall siar agus ó dheas go Rinn na Báirce arís, sin Roinn a h-aon an roinnt is Gaedhealaighe de'n bharúntacht ar fad.

4. Má tharraingtear líne eile ó Mullach Cnuic na Conaire, soir fan na gcnoc go Cruach Scéirde, agus as san ó dheas lastoir de'n Bháin Oig go Caisleán na Míin Airde ar bhruach na fairrge, agus an fhairrge mar théorainn theas go Rinn na Báirce, suas go Mám na Gaoithe, agus soir go Mullach Cnuic na Conaire arís, sin é an tarna roinnt is Gaedhealaighe de Chorca Dhuibhne.

5. Tarraingtear líne trasna ar an dtaobh shoír ó Chaisleán na Mainge go droichead Uí Mhodhráin, agus bíodh an líne ón gClochán go Mullach Cnuic na Conaire, agus as san soir ó dheas go Caisleán na Míin Airde mar théorainn thiar, agus an fhairrge ó'n gClochán go droichead Uí Mhodhráin mar théorainn thuaidh, agus bíodh an tras roinnt de Chorca Dhuibhne le feiseint. Sin é an roinn is laige agus is lúgha Gaedhilge sa bharúntacht ar fad.

6. Is féidir a rádh go bhfuil roinn a h-aon go Fíor Ghaedhealach fós, ach is baoghlaich nach ag near-tighadh ar an nGaedhilg ann a bheid muna bhféachtar chuide ann i n-am. Baineann an t-Oileán tSiar—nó an Blascaod Mór mar a tugtar air le roinn a h-aon, agus cé gur le Sagart paróiste Daingin Uí Chúise Paróiste Fíonn Trágha, tá an leath theas de'n pharóiste sin curtha isteach i roinn a h-aon, chun Fíor-Ghaedhealtacht Chorca Dhuibhne do thaispáint go h-íomlán.

7. Mar dheimhniú go bhfuil an leath theas de pharóiste Fíonn Trágha Gaedhealach go maith fós, na leanbhaí a thagann ar scoil ón áit sin, caithtar feidhm do bhaint as an nGaedhilg do mhúineadh do'n chuid is mó aca. Is fiú tagairt do'n scéal annso, go dtagann cuid de's na tuismightheoirí ná fuil aon

Bhéarla aca féin—go dtagann siad go dtí na h-oidí scoile agus go gcuirid mar ualach ortha Béarla do mhúineadh dá leanbhaibh.

8. Tá fáth leis sin. Gach ceathrar leanbh dá dtagann ar an saoghal ann—agus go dearbhtha i gCorca Dhuibhne ar fad—bítear ag súil go raghadh triúr aca san go h-Aimeiriceá, agus dá bhrígh sin, is é rud a bhíonn ós na tuismightheoirí ná go mbéadh a leanbhaí oile go maith ar an mBéarla chun slighe bheatha bhaint amach i Sasanna Nuadh.

9. On nóimeat a thagann na leanbhaí ar an saoghal ní bhíonn i gceann na-tuismightheoirí ach conus a b'fhearr a dhéanfai iad d'ullmhughadh i gcóir Aimeiriceá, agus dár ndóigh ní cóir míleán a bheith ortha, mar cad tá le fághail aca i nEirinn; ach amháin duine fánach aca—agus dar leis na daoine bochta nach féidir le n-a gclann dul chun cinn i n-Aimeiriceá muna mbeidh in a gcumas Béarla labhairt go maith. Ní fuath atá aca do'n Ghaedhilg, ach cadé an mhaith í lasmuic d'Eirinn, ná go deimhin i nEirinn féin, lasmuic den' Ghaedhealtacht.

Sin mar atá an scéal i gCorca Dhuibhne ar fad, agus conus an scéal san do leigheas ann cheist mór go léir.

10. San roinnt is Gaedhealaighe de Chorca Dhuibhne tá dhá cheann déag de scoileannaibh, agus an Clár dhá theangthach i bhfeidhm i ndeich gcinn aca san le hocht mblíadhna déag nó mar sin, mar atá Cill Mhic an Domhnaigh, Dún Cuinn, Baile an Fhírtéaraig—dá scoil—Leathtaoibh, Baile na nGall—dá scoil—Cill Chuain, Cuas Bhreannáin, agus an Blascaod mór. Tá da scoil eile san roinnt seo a h-aon, mar atá scoil Bhaile Uí Dhuinn cois fairrge thuaidh, agus scoil an Chlocháin. Do b'fhéidir clár an dá theangan do chur i bhfeidhm ins an dá scoil seo leis, ach níl san déanta.

11. Na scoileanna go bhfuil an Clár dá-theangthach i bhfeidhm ionnta, níl dobht ná go bhfuil obair mhaith déanta aca ar son na Gaedhilge, agus is dearbhtha, muna mbéadh na scoile anna annsan go mbéadh an Ghaedhilg imthighthe go mór i ndisc i n-iarthar Chorca Dhuibhne um an dtaca so.

12. Daoine ana-bhochta seadh cuid mhór des na daoine atá in-iarthar Chorca Dhuibhne—agus go deimhin sa chuid is mó de'n bharúntacht ach mór mór ó Chuaisín Bhaile Móir Cois fairrge mór-dtimcheall go dtí Cuas Breannáin ar an dtaobh thuaidh—cuid aca ag brath ar iasgairrecht amháin, agus a huilleadh aca ag iarraidh muirear mhór a thógaint agus a chothu ar féar trí mbó, agus fé n-a bhun.

13. Bíonn muirear mór ar gach lánamháin pósta ann de ghnáth, agus toisc gan aon tslighe bheatha bheith le fághail aca i nEirinn ach duine fánach ní bhíonn dul as ach iad d'ullmhú i gcóir an Oileáin Úir. Ní mór nach mar san atá an scéal i gCorca Dhuibhne go léir. Is fada leo an lá go mbíonn na daoine óga ullamh ar dhul go h-Aimeiriceá chun rud éigin a thuille chun cabhrúighthe leis an méid a bhíonn sa bhaile aca, agus iad a bhreith leo anonn thar fairrge chomh luath i nEirinn agus is féidir é.

14. Tá tagairt déanta againn do'n roinn is Gaedhealaighe de Chorca Dhuibhne .1. Iarthar an Cheanntair. Déanfad tagairt anois do'n tarna roinn is Gaedhealaighe dhe .i. ó Rinn na Báirce go Caisleán na Míin Airde. Tá an Daingean istig i lár an Ranna 'san, agus dá bhrígh sin, níl an tarna roinn seo i n-aon ghiorracht de bheith chomh Gaedhealach leis an Iarthar, ach mar sin féin tá cuid mhaith Gaedhilge ann fós. Is féidir le 70 per cent. nó mar sin de mhuintir an Daingin an Ghaedhilg do labhairt, ach ní Béarla é, ach amháin laeth-eannta aonaigh agus margaíd. Is beag duine sa Daingean fé bhun dachad bliadhain d'aois go bhfuil an Gaedhilg ón gliabhán aige agus cloinn Ghaedhealgeoirí ó'n dtuaithe a cuir fútha sa Daingean roinnt bliadhán ó shoin, níl thar fiche duine aca nó mar sin go bhfuil an teanga ó'n gliabhán aca agus pé beagán a foghlumigheann leanbhaí an Daingin ar scoil—i gClochar na Toirbhirte nó i scoil na mBráthar—caillid arís í, toisc gan í labhairt sa bhaile, nuair fhanaid ó scoil.

15. Tá seacht gcinn de scoileannaibh i roinn a dó den cheanntar, mar atá Ceann Trágha—dá scoil—An Gleann, trí míle amach ó'n Daingean, Lios Póil, agus an Mhín Árd, agus dá scoil sa Daingean, féin istig Scoil na Toirbhirte agus Scoil na mBráthar. Tá clár an

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dá theangan i bhfeidhm ins na cúig scoileanna ata ar an dtuaith ach níl i scoileannaibh an Daingin féin istig. Na leanbhaí a thagann go dtí an dá scoil seo ní mór an Ghaedhílg a bhíonn aca nuair a thagaid ar scoil ar dtuais, mar ná labhartar leo i sa bhaile, agus fé mar atá ráidhte againn cheana, pé méid Gaedhílg a fhoghlumighid ar scoil caillid arís i tréis na scoile d'fhágáil dóibh, i dtreo gur obair gan tairbhe aimsir a chaitheamh ag múineadh na Gaedhílg dá leithéidí siúd. Tá Gaedhílg mhaith soir ón Daingean fós, chomh fada le Caisleán na Mí Airde, agus cé go bhfuil sí ag na leanbhaí scoile ann, agus ag na daoine óga ní dheinid í labhairt le n-a chéile. Ní labhartar leo sa bhaile í, cé go labhraid na sean daoine le n-a chéile í, ach ní béas leo í labhairt leis an ndream óg, agus ní le fuath den teangain é, ach béas.

16. Roinn a trí den bharúntacht i. chomh fada soir leis an gCam, tá an Ghaedhílg nach mór imthighthe ann ach pé beag mór atá ag roinnt bheag des na sean-daoinibh ann. Tá a naoi nó a deich de scoileannaibh san roinn seo a trí, ach níl an Ghaedhílg 'a múineadh ionnta ach mar adhbhar scoile. Níl an Clár dá-theangthach i n-aon scoil aca. Ní dheanfaid a thuilleadh tagairt do'n roinnt seo, agus fillfead thar n-ais go dtí Baile an Daingin féin.

17. Is mian linn tagairt speisialta a dhéanamh do'n Daingean. Tá neamh-shuim ag lucht an bhaile san sa Gaedhílg, ach ní h-iongnadh san, mar tá cómhachtaí móra ag obair i gcóinnibh na Gaedhílg ann. Ach dá olcas an scéal ann, is baoghlach gur measa ná san a bhéadh, muna mbéadh Coláiste an Daingin. Do cuireadh an Coláiste ar bun ocht mbliadhna déag ó shoin agus ó shoin leith, tá breis agus trí míle mac léighinn tréis gabháil tríd an gColáiste. Chuir sin i dtuiseint do muintir an Daingin go raibh tairbhe éigin sa Ghaedhílg nó ní bhéadh an oiread san daoine ag teacht 'on Daingean ag lorg Gaedhílg gach bliadhain. Rud eile dhe, thugadar fé ndeara go raibh airgead sa scéal, agus de bhrígh sin, ba mhóide a spéis sa Ghaedhílg.

18. Thuig lucht na tuaithe leis tréis tamaill an rud a tuigeadh do mhuintir an Daingin agus do mhéaduigh san a suim agus a spéis san teangain ar fuaid an cheanntair. Thug lucht stiúrtha an Choláiste caoi do chlainn daoine bochta ar fuaid an cheanntair teacht go dtí an Choláiste gach bliadhain gan oiread is pinginn a lorg ortha, agus iad féin d'ollmhú i gcóir múineadh na Gaedhílg. Is mó duine aca san anois ar fuaid na hÉireann agus beart mhaith aige, de bharr an chaoi a fuair sé i gColáiste an Daingin, daoine óga go mbéadh ortha glanadh leo go h-Aimeiriceá. Sin dhá tairbhe móra déanta ag Coláiste an Daingin—spéis a chur sa Ghaedhílg sa cheanntar féin, agus slighe bheatha do scoláthar i nÉirinn do Ghaedhílgéirí óga ó Chorca Dhuibhne. Tá timcheall le deichneabhar sa bhliadhain ó Chorca Dhuibhne agus beartanna factha aca ar an gcuma san le h-ocht mbliadhna déag.

19. Ach cé go bhfuil tairbhe mór déanta ag an gColáiste san Daingean agus i gceanntar Chorca Dhuibhne ar fad, tá an tairbhe sin curtha ar neamh-nídh nach mór ag cómhachtaí eile atá ag obair i gcóinnibh na Gaedhílg ann, agus is oth linn a rádh go bhfuil Riaghaltas an tSaor-Stáit féin ciontach go maith san scéal san.

(1) An chéad bheart a tugadh uatha san Daingean, beart do cléireach cúirte, Béarlóir a chuireadar ann. Ní raibh focal Gaedhílg aige.

(2) An t-arna rud a deinead ann ná Cúigear Síoth-Chóimisinéirí do Cheapadh ann, agus ná feádfadh thar duine aca a ghnó do deánamh ag Gaedhílg. Tá beirt eile aca, agus roinnt beag Gaedhílg aca, ach ní mór é. (3) Bíonn Cúirt sa Daingean uair sa mhí. Ní deantar gnó na Cúirte san as Gaedhílg, toisc gan aon Ghaedhílg so bheith ag na h-Atúrnáithe a bhíonn ann, ach duine amháin. Is amhlaidh a bhíonn an cuid eile aca a stealladh mhagad fés na daoine bochta ó'n dtuaith ná bíonn aca ach an Gaedhílg. Tá Gaedhílg mhaith ag an Iúistis Ceanntair a bhíonn ann agus deineain sé i labhairt nuair a bhíonn gádt lei, acht níl déanamh a ghnótha de Ghaedhílg ag Cléireach na Cúirte, agus is mó an bhaint a bhíonn aige sin leis na Daoinibh ná éinne eile sa Chúirt. (4) Na Gárdaí Síothchána. Tá a lán aca so sa Cheanntar agus gan aon Gaedhílg aca. (5) Tá fear i mbun Curadóir-

eachta agus feirmeoireachtá ann agus gan focal ach Béarla aige agus é siúd ag síobhal ar Gaedhealgéirí gach lá sa tseachmhain. Nuair a thug lucht na Gaedhealtachta fé ndeara gur tugadh an oiread san ruda do Bearlóiribh sa Ghaedhealtacht. Buailadh isteach i n-a n-aighe ná raibh an riagaltas dáiriribh i dtaobh na Gaedhílg, agus is é a bport anois ná fuil faic le fágáil sa dúthaig seo ach amháin ag bearlóir, fiú amháin sa Ghaedhealtacht, agus dá bhrígh sin cad' na thaobh go mbeidís dá mbodhradh féin feasta le Gaedhílg.

Tá árd-dhioghbháil déanta don Ghaedhílg i gCorca Dhuibhne ar an gcuma san le trí bliadh naibh-díoghbháil ná leighisfar go foil is baoghlach.

(6) Tá cúigear dochtúirí sa Cheanntar gan focal Gaedhílg aca ach éinne amháin. Tá sé suid i n-a chómhnuighe sa Daingean, agus labhrann sé an Ghaedhílg nuair is gád san.

(7) Is féidir le seisear Sagart i gCorca Dhuibhne an Gaedhílg do labhairt—4 sa Daingean, duine i mBaile an Firthéirig, agus duine i gCaisleán Ghriaghaira.

(8) Tá liagh bheithidheach ag freasdal ar an gCeanntar—níl focal Gaedhílg aige.

(9) Tá dhá bannc sa Daingean, agus níl Ghaedhealgéirí in aon bannc aca.

(10) Oifig an Puist: Tá lucht an phuist ciubhsac maith sa cuid is mó den Ceanntar. Tá Gaedhílg aca go leir sa bhFíor-Gaedhealtacht.

20. Chífar ar so go bhfuil an scéal dona go léor i gCorca Dhuibhne, agus cé go bhfuil a lán thairbhe déanta sa Cheanntar ag na scoileanna dá-teangthacha, agus ag Coláiste an Daingin, agus ag Connradh na Gaedhílg faid a bhí múinteoir Gaedhílg ag obair ann féin gConnrad féin go dtí 1918, go bhfuil an tairbhe sin curtha ar neamh-nídh arís nach mór ag na Cómhachtaí eile atá ag obair ann ar thaobh an Bhéarla. Chífar ar a bhfuil ráidhte rómhainn cad iad na Cómhachtaí iad san. Is é an Riaghaltas—féin fé láthair—ach amháin an roinn Oideachais—is mó atá ag déanamh díoghbhála don Gaedhílg i gCorca Dhuibhne.

21. Anois, chun an Ghaedhílg do chimeadh beó i gCorca Dhuibhne, níor mhór Gaedhílgéirí maith do bneith i ngach post puiblighe dá bhfuil ann, agus é i n-a chumas a ghnó do deanamh go maith trí Ghaedhílg. Dá mbeadh san amhlaidh agus go bhfaghadh múinteoir na Gaedhealtachta taithidhe ar a gcuid gnótha puiblighe do dheanamh trí Ghaedhílg, níorbh fada go dtiocfadh meas aca ar an dteangain, agus go gcuirfidís uatha cuid mhór den Bhéarla. Gach saghas gnótha Puiblighe bheith á shíor-dhéanamh trí Bhéarla sa Ghaeltacht atá ag milleadh an scéil, agus mhillfidh, agus a mharbhóchaidh an Ghaedhílg ann muna ndeintar atharúghadh ar an scéal, agus gach beart puiblighe sa Ghaedhealtacht do líonadh le Gaedhílgéirí dílse, cliste, tír-ghrádhacha.

22. I n-a theannta san níor mhór feabhas do chur ar slighe bheatha na ndaoine féin sa Ghaedhealtacht, chun a chur i n-a gcumas maireachtaint ann fé chompond. Is deacair a rádh cad is féidir a dhéanamh ar an gcuma san i gCorca Dhuibhne. Níl aon bhun-oibreacha ann d'aon mhaitheas, dá mbeadh dob' fhéidir feabhas a chur ortha, ach níl a leithéidí ann. Níl ann ach iascach agus feirmeoireacht, agus tá an t-Iascaireacht go dona ann le bliadhantaibh.

23. Dar linn go bhfuil rud amháin dob' fhéidir a dhéanamh chun buachaillí agus cailíní na Gaedhealtachta do choimeád i nÉirinn, agus is é rud é sin na scoileanna do chur ar bun chun iad a mhúineadh agus d'ollmhú chun postanna do líonadh ar fuaid na tíre, agus tosach a thabhairt dóibh ar Bhéarlóirí, nó an áirighthe sin postanna do thabhairt do Ghaedhílgéirí ón nGaedhealtacht dá mbeidís oireamhnach chuige. D'fhéadfaí iad a mhúineadh chun freasdail i dtighthe ósda, i siopaighthibh, agus céad rud eile, agus Gaedhílgéirí do scaipeadh ar fuaid na tíre ar an gcuma seo.

24. Rud eile do b'fhéidir a dhéanamh—feirm shompla do leagadh amach i ngach paróiste, chun a mhúineadh d'fhearraibh óga conus feirmeoireacht ealadhanta dodhéanamh, agus fir óga agus mná óga a bhéadh ar aighe na saoghal chaitheamh le h-aon ghnó a bhaineann le saoghal feirmeóra, nó le gnó feirme, do mhúineadh chun na h-oibre. I n-a theannta san d'fhéadfaí stuidéar a dhéanamh ar an

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saghas feirmeoireachta a bhéadh oireamhnach do'n cheanntar féin, agus nuair a gheobhthaoi amach an slighe do' oireamhnaighe, é chur i bhfeidhm sa cheanntar.

25. Na fir óga agus na mná óga a múiní chun na h-oibre sin, ba dhóigh linn go bhféadfaí feirmeacha do sholáthar dóibh sa Ghalldacht, ach ní duine aonair annso agus annsúd é, ach dá mbéadh áit le fágáil go mbéadh 300 acra ann cuir i gcás, agus feirmeacha de 30 acra an ceann a dhéanamh de'n méid sin d'fhéadfaí 10 linn tighé do chur ar bun sa n-áit sin—ceanntar beag Gaedhealach—agus san do dhéanamh ó am go h-am i n-aon áit go mb'fhéidir a leithéid a dhéanamh, níorbh fhada go mbéadh ceanntair beaga Gaedhilge ar fuaid na tíre, d'fhéadfaí an Ghaedhilg do leathanughadh ar an gcuma san, agus na fichidí d'fhearaibh agus de mhnáibh óga do choimeád i nEirinn.

26. Rud eile, d'fhéadfaí dhéanamh sa Ghaedhealtacht féin b'fhéidir, agus isé sin ná aon áit go mbéadh trí cinn d'fheirmeachaibh beaga, dhá fheirm, ná aon fheirm amháin a dhéanamh díobh san d'éirí a méid agus feirm do sholáthar don duine nó beirt eile dá dtuillighidís leis.

27. D'fhéadfaí a lán oibre a thabhairt le déanamh sa Ghaedhealtacht ar an dtalamh féin. Tá a lán talmhan sa Ghaelthacht go bhféadfaí talamh mhaith do dhéanamh as, agus ar an gcuma san breis talaimh do scholathar ann do dbaoine go bhfuil roinnt talamhan cheana aca. Tá cuid mhór talmhan i gCorca Dhuibhne d'fhéadfaí a bhriseadh, agus a thriomadh, a thuille de go b'fhéadfaí crainn do chur ann, do dhéanfadh fotháin agus cosaint do dhuine agus do bheithidheach agus maise ar an gceanntar. Is mó rud le dhéanamh ann do thabhairfadh caoi oibre agus caoi airgid de thuilleamh do n-a lán daoine ann ar feadh cuid mhaith aimsire agus ar an gcuma san roinnt des na daoineibh a choimeád sa bhaile ó Aimeiriceá. Is fiú é airgead do chaitheamh leis an nGaedhealtacht más fiú é an Ghaedhilg do choimeád beo. Má's í an Ghaedhilg bun-chloch na náisiúntachta i nEirinn, is fiú i míliún punt sa mbliadhain a chaitheamh airthi sa Ghaedhealtacht, agus ar mhuintir na Gaedhealtachta. Má's fiú é anam an náisiúin do shábháil, agus nach féidir san a dhéanamh ach le congnamh na Gaedhealtachta, bhéadh an t-airgead san caithe go tairbheach.

28. Míliún punt sa bhliadhain ar feadh deich mbliadhain abair, ar fhíor-náisiúntacht na h-Eireann. Is fiú níos mó ná an méid sin í.

Sinne, Lucht Stiúrtha Chólaíste an Daingin.

28adh Meadhon Foghmhar, 1925.

5. What are the serious influences against the language—officials of every kind?—Yes, the officials, The first position to be given by the Government, as I have said here in the statement, was the clerkship of the court. It was given to a person who did not know a word of Irish. That caused a lot of people to think that the Government were not serious about Irish. There were one or two in for the position who could do the work well in Irish, but they did not get it.

6. What did the people understand from that?—What could they understand when they saw these things happen. We had been saying to them for twenty years that if they would speak Irish they would have an advantage under an Irish Government. When the Government came there was a different thing altogether from what we told them. One or two came to me to demand satisfaction.

7. Is that clerk there still?—No.

8. Is there anybody in his place?—Yes. He has a kind of Irish, but he is not able to do the work in Irish.

9. Do you understand that he is permanent?—I think he is clerk of the county as well.

10. Is it understood that he will be there permanently?—I could not say.

11. What are the other officials there in touch with the life of the people who are not Irish speakers?—The court officials, attorneys, everybody. The poor people are in a bad way there. Things are no better than they used to be.

12. Is the State Attorney for the county as bad as the others?—He is certainly.

The District Justice cannot use Irish because the State Attorney does not know it?—Yes. I was often in the court and the business is always in English, except when an Irish speaker fails to understand English.

13. Is English necessary for the officials as far as their work relates to the public?—Very little, except for the people of Dingle itself, and not for some of them even.

14. It is necessary for the young people who don't know Irish, the old people know Irish?—Yes.

15. Would it be possible to do the work in Dingle altogether in Irish?—It would be possible except for the minority who don't know Irish.

16. Would it be possible if there was an English interpreter?—It would.

17. You don't think there would be any difficulty for any great number of the people?—I don't think so.

18. Would it be difficult for twenty per cent.?—It would perhaps.

19. And they would only be in Dingle?—Yes.

In the country there would be one hundred per cent. Irish?—Yes and seventy-five per cent. in Dingle.

20. Does the Garda officer do his work in Irish?—No.

21. Or the sergeant?—No. The sergeant is the officer.

22. If the court was otherwise Irish the Garda would require it to speak English?—Yes, except one or two.

23. The connection of the court with the people outside the actual proceedings in court, is that in English?—Yes, as far as I know. A couple of Garda may use Irish.

24. But you don't know if there is any one of them to whom the people would naturally speak Irish?—No.

25. Are there any other public officials—instructors of the Department?—The man working under the Department of Lands has no Irish.

26. How long is he in Dingle?—Twelve years.

27. Does he know Irish yet?—No.

28. Are there any people who would not understand instruction in Irish?—There might be some to the east.

29. Would the people to the west understand instruction in Irish?—They would.

30. What about the Pensions' Officer?—There is a good Irish speaker there now, but that is only for about three months.

31. Is there any other influence against Irish?—The banks.

32. How many banks?—Two.

33. How many clerks?—Four in each.

34. How many Gaels?—Not one.

35. Don't the people from the west of the district go into the banks to pay the Land Commission annuities?—Yes.

36. They must know English to do their business?—Yes.

37. If they don't know English they must bring someone with them to act as an interpreter?—Yes.

38. They are looked upon as ignorant country fellows?—Yes; I saw a manager of a bank strike a man between the two eyes and draw blood.

39. *Mr. Ó Cudhla.*—Because he did not know English?—Yes. He put his hand on the manager's arm to try and explain what he was saying and the manager hit him between the eyes and caused him to bleed.

40. *Chairman.*—How about the officers of Local Government?—There are five doctors and there is only one who knows Irish. There is one in Dingle who knows Irish well and speaks it.

41. Is there any doctor who knows Irish in the Fíor-Gaeltacht?—No.

42. How long is the present doctor there?—Seven or eight years.

43. Does he know Irish yet?—No.

44. Are there any other forces dealing specially with the people which are un-Irish—what about the train?—The station master at Dingle knows no Irish but there are two or three workers who know Irish well.

45. What about the Church? Is Irish used in preaching?—In the Fíor-Gaeltacht there are only

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two priests. The parish priest has no Irish, but the other priest knows Irish well.

46. How long is the parish priest there?—A year and a half.

47. The one who was there before him?—A Gael, Father Griffin.

48. Was much English used in the church there?—I don't know.

49. Did you hear that Irish-speaking priests refused to go there?—That happened, I think.

50. Is Irish ever used in church in Dingle?—No, except the small prayers.

51. No sermon?—No.

52. Is there any priest who could preach in Irish?—Yes, one.

53. Does he?—He used to.

54. But does not now?—No, I don't know that he does.

55. Is east of Dingle the same as regards officials?—Yes.

56. And the Church?—It is worse in the east.

57. As far as powers from the outside are concerned they are against the language?—What else.

58. Have you heard of any part of the administration touching the life of the people that did its work in Irish?—I have never heard of it.

59. Do you think they could?—They could on the west side. There was a man in Dingle three years ago who began to do his work in Irish, and he got instructions to change to English.

60. Is that certain?—It is.

61. Have you any idea of what he said in reply?—I'm not sure. He was changed.

62. You are sure a public servant was prevented from doing his business in Irish with the Ministry?—I am certain of it.

63. That he was prevented?—Yes. He was given to understand that he had better give it up.

64. In that district, do the people who were encouraged to use Irish for the past twenty years understand that they have been deceived?—That is what is in their minds now.

65. Is there much dissatisfaction?—There is.

66. What did they understand would happen in a certain event?—That people who would help the language and keep it alive would gain something. The very opposite has happened.

67. Do they think that the Government and the people in the rest of Ireland are not in earnest about Irish?—That is the conclusion they have come to.

68. If they were serious, what position do they think would be given to the language?—In the forefront.

69. Do they like Irish and everything connected with it?—They do.

70. Would they like it to advance?—Yes.

71. Would they do their best to help it?—They would, I believe.

72. Do you think there is suitable education in the Fíor-Ghaeltacht to enable these people to get work in Ireland?—It is not possible for the National schools to give sufficient education.

73. Is there any way in which children there can be prepared for the Civil Service examinations at present?—There is not.

74. There is not sufficient education for them without going to a college in Dublin or Killarney?—No, and most of them cannot afford to go to such colleges.

75. If they had a college at their own door, would they attend it?—Yes, certainly.

76. Are they a people inclined for learning?—They are. That is my opinion.

77. Is that education to be had in Dingle?—It is not.

78. Would it be possible in Dingle?—It could be done in the Christian Brothers' schools.

79. *Mr. O Cadhla.*—Is the bilingual programme in operation in the schools for 20 years?—In some schools 18 years, in others 14.

80. I suppose there is no house now in which there are not some people who are able to read and write Irish?—There are very few houses in which the people cannot read Irish.

81. They keep the children at school until 17?—Yes.

82. They are anxious for higher education?—Yes.

83. And it is not to be got by them?—No. There is no technical education or anything of that kind.

84. Do you think Dingle is Anglicising the people there?—There is no doubt about it, especially for the past three years. People who were quiet then have since come out displaying their power.

85. Do you think education is Gaelicising the children in Dingle?—A little bit.

86. Could you carry on a satisfactory conversation in Irish with the children?—I could get a little out of them.

87. *An Seabhaic.*—You would get something you would not have got when you came to Dingle?—Yes, when I came to Dingle 18 years ago it was very bad. I must say it is not so bad now.

88. In Dingle itself there has been a great change since you came?—Yes. When I came there was only one person in the convent who could teach Irish. There are 10 or 12 now with certificates, some with the Ard Teastas. Good work is being done there in the teaching of Irish.

89. Do you think there will be results?—Yes, if they are helped from outside.

90. What is most necessary to get full advantage out of the work that is being done in the schools?—If it were possible to have continuation classes, I think they would do good.

91. Have you any idea as to what subjects should be taught in these classes?—Instruction to prepare them for work—trades.

92. Would it be possible to Gaelicise the social life of the people, to have Gaelic plays and other entertainments?—It would not be a bad thing.

93. Have they the material there?—I should think so. There used to be, at any rate.

94. Is there anything in the shape of a theatre in Dingle?—There would be.

95. Do you think it would be possible to Gaelicise Dingle yet if an effort were made?—I think so. I think that if the people of Dingle thought that the Government was in earnest they would turn round again and be as Irish as ever.

96. Are the people of Dingle more friendly to Irish now than they were?—I think so.

97. When you came there was a kind of shame about using Irish?—That is gone altogether.

98. Nobody is ashamed of it now?—No.

99. Do you think it would be possible to awaken them to a realisation that Dingle could be made the capital of the Gaeltacht in education in ten years by getting the young people to come here to study?—Something like that would do great good.

100. It would be necessary to be very great?—Yes; any big, practical thing.

101. How are the officials in Dingle post office?—There is a good Irish speaker there now.

DR. MAURICE QUINLAN, Tralee, *examined.*

1. *An Seabhaic.*—I understand you wish to give evidence on a particular phase?—Yes.

2. Will you give it in the form of a statement?—As you please.

3. We will hear a statement from you.—Well, I was in the west of Kerry yesterday—that is, in the heart of the Gaeltacht, as you know—and saw a poster from the Kerry County Council, of which I am one of the senior officials, and it was written exclusively in English. I also saw in the Post Office at Dingle, the capital of the district, another poster also in English. I think it is utterly impossible to maintain or revive the native language if the heads of our Departments are to go on exercising their functions through the medium of the English language in districts where the English language is not native to us. What I say about the County Council is not a personal reference. If I happened to be the local authority dealing with that particular poster I would have to write it in English, because I don't know Irish, but you cannot encourage either the learning or speaking of Irish if you exercise your functions through the medium of English.

4. What position do you occupy under the Kerry County Council?—I am the county Tuberculosis officer. The case of that poster might apply to every other official in the county.

5. It applies all round?—It applies all round in Kerry anyhow

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DR. MAURICE QUINLAN, *examined.*

6. And it need not necessarily apply. You might give a suggestion that would change it?—Well, I think you will have to make a definite law on the subject. In 1920 you, Mr. Chairman, were more intimately connected with Kerry than you are now, and in that year there was an order or suggestion made in Dublin by the General Council of County Councils that all officials should get at least such a knowledge of the Irish language as would enable them to discharge their duties through the medium of that language, if and when necessary. Some of us at that time started to learn the language and to acquire a sufficient knowledge of it, but the County Hall was burned down while we were at it in that building, and after that our efforts to learn it got no further encouragement.

7. You are now on a point of serious importance, the extent to which public officials could reasonably be asked to fit themselves into the new order of things and not act the dog in the manger part, and we would like your opinion on that point.

I know a fair share of the language, but not enough to speak it, and I think it is altogether a matter for headquarters. There should be regulation directing the use of the national language. If I might make a suggestion, it is that the present President of the Executive Council of the Irish Free State, when he was Minister for Local Government used always sign his name Liam Mac Cosgair, but now he signs it William Cosgrave. That may be a small matter, but it makes a big thing when you consider it in relation to the development of the language. Lest it should be said that I am referring to one particular party, I may mention that I noticed in the Republican weekly newspaper a few weeks ago a report of a speech by "Scailg" was given and it merely mentioned that he spoke in Irish first but all the speech was given in English. If the rule were to apply to anyone, surely it should apply to him.

8. All parties are equally guilty?—Yes.

9. In the execution of your duties you have to go to Irish-speaking parts of the county?—Yes.

10. And to English-speaking parts?—Yes.

11. We have been told of a case, and I expect you know it, where a doctor has lived in an Irish-speaking district for seven or eight years and does not know a word of Irish?—That is so.

12. Would you consider such an official an anglicising agent in such a district?—I certainly think he would be, and so am I myself to a certain extent when my duties bring me into contact with patients who cannot speak English.

13. When you go into the Irish-speaking parts, are you sometimes not in a position to deal with those Irish-speaking patients?—Quite true.

14. What do you do in such a case?—Well, as a rule the local dispensary doctor would know sufficient of the language to get me through. I would generally go to him or I would go to the local schoolmaster to get me through; otherwise I would do the best I can myself and help myself out in that way.

15. Do you think that public officials who have dealings with the people in such districts should know their own language?—The thing is obvious.

16. To what extent should local authorities or central authorities require that their permanent non-transferable officers should have a knowledge of Irish?—I think they should get something like the same facilities as the teachers got to acquire a knowledge of the language.

17. An extension of holiday time?—Yes and also facilities for learning the knowledge of the language that such officials would require would not be a big lot. They could concentrate on language and expressions they would require, but I think such an order must come from headquarters.

18. Do you think that should apply to the local doctors?—Of course it should.

19. Would it be reasonable to expect the local doctor to do so?—It would be quite easy for him to do it.

20. Do you think he would be reasonably capable of doing it?—I could not go into that, but I think it can be done.

21. We have not had a witness like you so far, coming voluntarily to give such evidence to the Commission, and we would like to know if it is your opinion that the medical profession would assent to the course you have suggested?—I am Secretary of the Irish Medical Council on Tuberculosis and I know what all the members think about it. None of us is in a hurry to take on extra work in addition to what we have got already, but I think as a general rule there would be no particular objection on their part if we got the facilities, extra holidays and special tuition.

22. Do you think if particular attention was being paid to the officials and that things were expected of them by the people, and that facilities were given to them for learning the language, that no further compulsion would be necessary except in odd cases?—I think compulsion is desirable as a general rule. If you leave it optional you will not get good results out of it. It should be done by order.

23. If the Kerry County Board of Health issued a regulation that the officials must within three years have acquired knowledge of the language, do you think they would learn it?—I would have no objection, if I got the facilities, to learn it, but I cannot say what the others would do.

24. Is your opinion that of Dr. Quinlan as a private individual or as Dr. Quinlan as an official?—As a county official.

25. You think it would not be too much to ask?—Not if I got reasonable facilities and time.

26. What would you consider a reasonable time?—That depends on the man. I would say if they got holidays for six weeks every year.

26A. Something like the teachers?—Extra holidays for three years and lectures for six weeks, the officials to use the language exclusively for those six weeks, and then enlarge that knowledge in between and do it again next summer. I think in three years you ought to be able to do it. At any rate, a dispensary doctor should be able by that time to register names in Irish. I may add that I always register my children in Irish, and I don't know of any doctor who is able to do that. The local dispensary doctor is unable to do it, and I always do it for him in the case of my own children.

27. Do you think there is a sufficient sense of patriotism amongst the medical practitioners of the county to come up to that?—I would not enlarge too much on patriotism of any particular man, but the doctor is in the position that he does not see the sense of getting any further work to do as he believes that he has enough to do.

28. Would he take an interest in it if he had an instruction from headquarters or his local authority?—Even if it was only suggested that it would be desirable and would not be detrimental to him in his profession that he should be required to have such a knowledge of the language as to fill in names in the medical register in Irish and such things, I think he would do it.

29. They deal with the local register and they go on putting down names that the people never use at all?—Yes.

30. You will find a man called John Crohan whose real name is Seaghan O Críomhthain?—Yes.

31. Even a mechanical knowledge of Irish would be sufficient to enable a registrar to write the proper names?—It would be something to go on with.

The Commission adjourned at 5 p.m.

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COIMISIÚN NA GAELTACHTA

Tháinig an Coimisiún le chéile i Halla an Bhaile, Maghchromtha, ar leath uair tar éis a deich a chlog, Dia Máirt, 6adh Deire Fogmhair, 1925.

Bhí i láthair:—An Seabnac (sa chathaoir), Pádraig Ó Cadhla, Joseph Hanly.

D'éisteadh—

TADHG Ó HIARFHLAITHE, O.S., Inse Goimhleach.

DONNCHADH Ó BUACHALLA, O.S. Baile Mhúirne.

PEADAR Ó HANNRACHAÍN, An Sciobairín.

DOMHNALL Ó CEOCHÁIN, Cúil Aodha.

PADRAIG Ó HAODHA, Allihies.

HENRY P. GOOD, B.A., Kilmichael.

FATHER O'KEEFFE, Clondrohid.

T. O'HERLIHY, N.T., Inchigeela, examined.

(English rendering of evidence given in Irish.)

1. An Seabnac.—Have you anything in the form of a statement?—Yes, I have a little written—a summary. I will hand it in now.

2. Perhaps you would read it?—I will read it if you like. I have had no experience of proceedings of this kind.

3. You are a teacher?—Yes.

4. Where?—In Inchigeela.

5. What sort of a district is it?—Breac-Ghaeltacht. The people there have had no practice in speaking Irish for years. Those over 50 have Irish and younger people know a little Irish, but the habit of speaking Irish generally was given up there 50 years ago.

6. How long are you there?—Twenty years.

7. You would have a knowledge of the questions we are dealing with?—I have. I can say that the language has been saved by the new programme. The children are learning Irish in the schools now, but they were not up to three years ago when Irish was an "extra" subject. Instruction in Irish is given to them from the first day they come to school, and there is no doubt as to what the results of that work will be in a few years. I have never heard any complaints from any father or mother that there was too much time given to the teaching of Irish. There is only one thing needed to make the work a success, and that is sympathetic and intelligent inspection. I don't think it is right to compel any teacher who does not know Irish well to teach subjects through the medium of Irish. The teacher is the best judge of how far he can go in this respect. The greatest problem of the Breac-Gaeltacht is how to induce parents who know the language to speak it to their children. That is all I have to say about the new programme, unless you wish to ask me any questions.

8. Before you leave that matter of the fathers and mothers speaking English to their children, have you anything to suggest or advise to get them to speak Irish?—No, because I have tried so many times and in so many ways to get them to do it without success that I cannot suggest any plan to compel or induce them to speak Irish.

Continue.—I think the summer courses in Irish should be discontinued and the money devoted to prizes and scholarships. The examinations at the end of these summer courses in the past were not conducted on proper lines. Too much importance was attached to book work. Proficiency in speaking Irish is the point to be aimed at. I have seen people reading poetry who did not understand Irish well. I have also seen people studying metrics and such things who could not carry on a conversation in Irish. If a teacher has a good knowledge of oral Irish he can teach any subject through the medium of Irish. Oral Irish should be the essential matter in granting certificates of proficiency in the teaching of Irish. Without this nothing else can count. The best way to help teachers who don't know Irish well is to get trained native-speaking teachers to act as organisers and visit all schools, spending sufficient

time in them to show the teachers how to give lessons in all subjects through Irish. History and the geography of Ireland are very suitable for teaching through the medium of Irish by anyone who knows the language. All the officials of Government Departments and of the Local Authorities in the Gaeltacht and Breac-Gaeltacht should be Irish speakers, and should speak Irish on all occasions, even to English speakers, and show that it is their language. Officials who are sent to out-of-the-way places should be compensated in some way for their services in these districts. Letters from Government Departments to people in these districts, and all public and local authority advertisements, should be wholly in Irish. The Department of Agriculture and the Post Office Department are greatly to blame for their use of English. A man came to me a couple of months ago with a letter in Irish which he had received. That letter was not from a Government Department. It was from a business man. If Irish were used in that way often it would show the people that there was an advantage in knowing the language.

9. An Seabnac.—Do you advise that that should be done in a place like Inchigeela?—I would.

10. Would it be any hardship on any great number of persons in Inchigeela?—It would be no great hardship.

11. It would cause difficulty?—Yes, that is what I want. I want to show them that it will be necessary for them to know Irish henceforward.

12. You would advise the same thing as regards officials?—Yes. Pension officials and others should speak Irish and continue speaking it even to those who don't know Irish.

13. I suppose there are few people of the pension age who don't know Irish?—That is so, but there are young people and children who don't know Irish. There are people growing up who will not be able to do anything satisfactorily in the future if they don't know Irish. This district is also very suitable for tree planting. A large area of land now subject to flooding in this locality could be reclaimed by a properly planned system of drainage. The cost of such a system would be too heavy for the people of the locality, and they should get some help from the Government. The river could be widened and the land drained on both sides. A couple of hundred acres could be reclaimed in a year in that way. I am not saying anything about the bilingual schools. There is another witness who will do that. I am giving evidence for the Macroom branch of the Teachers' Organisation and for myself as one of the public.

14. Going back to the beginning, do you think the new programme is helping Irish in your district?—I am certain of it.

15. If it were not in operation would Irish be in a bad way in the schools?—I am certain it would.

16. Has the result of the programme been to increase the speaking of Irish among the young people?—Not very much yet. The time has not been sufficient. They are only learning Irish for three years under this programme. We must wait for five or ten years before we see the results.

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TADHG Ó HIARFHLAITHE, *examined.*

17. In what way would a child have Irish in seven years?—It would be able to keep up a conversation in Irish.

18. Would it speak Irish well?—Perhaps not as well as its grandfather, but there is so much instruction that it should be able to read and speak Irish as well as English—perhaps better.

19. Is this instruction an advantage to the intellect of the child?—I believe it is.

20. Do you think that the English of children so educated will be better?—I don't see why it should not.

21. You don't agree, then, with the talk in the newspapers that there is too much Irish in the schools?—I don't agree with it at all. People who talk like that don't know anything about it; they don't know much about education.

22. That is your opinion?—Yes.

23. Founded on knowledge?—Well, I have been 29 years a teacher and I ought to know something about it.

24. You said something about teachers who would not be able to teach subjects through the medium of Irish?—I do not think it is right to compel them against their own will.

24a. If a particular teacher is compelled to teach subjects through the medium of Irish, is it the teacher or the child will suffer?—The child will suffer.

25. Do you think so?—I do. There are many difficulties in the way of the teacher and very little facilities.

26. In the first two years when the children come to school the teaching is in Irish only?—That is what the programme says.

27. What subject, outside Irish, can most easily be taught through Irish?—The geography of Ireland and then the history of Ireland.

28. What about arithmetic?—I never tried it and I can give no opinion, but if any children learn Irish for four or five years, it is no trouble to teach them arithmetic when they reach the higher standards.

29. Some of the teachers have told us that it would be easier to teach arithmetic than history through Irish?—I have no special knowledge of that. There is the difficulty of terms. It is a pity that that is not settled.

30. You think the summer courses for teachers should be ended?—Yes.

31. Do you think any good has come from them?—Yes, I think so.

32. Do you think they should be ended now?—That's it exactly.

33. Are there any teachers who want further instruction?—Oh, there are.

34. And how would you give it to them?—I would give them a half-year at a time and allow them to have substitutes in their places and give them a course of instruction, to make them fully qualified in the speaking of Irish and the teaching of subjects through Irish.

35. You would lay the foundation for a proper instruction in Irish?—That is what I would advise, paying special attention to the speaking of the language.

36. You mentioned the examinations at the end of the summer courses?—Yes.

37. They lean too much to reading and book work?—Yes.

38. You would prefer that they should lean more to the speech?—Yes.

39. You don't think they have leant sufficiently to the speech in the past?—I don't.

40. Do you think that people got certificates as a result of a literary knowledge of Irish which they should not have got because they did not speak Irish as well as they ought to, to be able to do their work in the schools?—That is exactly it. I would not pay too much attention to literature and other things like that.

41. With regard to the public officials in a district like Inchigeela, what percentage of the people have Irish there?—I think I have it as exactly as it is possible to get it. In Inchigeela, of those from 7 to 14, 5 per cent. would have Irish.

42. Would not they be at school?—I am not mentioning the effects of the new programme at all. I am giving you the figures as I have them—14 to 26, 10 per cent.; 26 to 50, 30 per cent.; above 50, 60 to 70 per cent. would have Irish.

43. What will the new programme in the schools do for the children under 14 years of age?—If the children are helped by the people at home who know Irish they will all have Irish in the future and they will increase the speaking of Irish.

44. If an official went down to that district and decided not to use any English, would the people of the place be able to do their work with him?—It would be hard for them at first. That is what I want. I want to show them the difficulty.

45. Do you think they would accept that?—They would not accept it. They would complain, I suppose, but that is what I want. I want to open their eyes to the value of Irish.

46. To drive them a little bit?—Yes, to show them that this is our language and that it is going to be an advantage to them to have it.

47. Do you mean that an official in such a place should refuse to do his work in English?—I do not think I would go so far as that. The work must be done, but he could show by using the language, that Irish is the language he prefers and which it was right to use.

48. The officials in doing their work should use Irish in the place as much as possible?—Yes.

49. And as little English as possible?—Yes.

50. The Pensions Officer ought to be able to do all his work in Irish?—Yes, it would do great good if the pensions officers coming into households of Irish speakers used Irish.

51. Is there any family in your school district where they speak nothing but Irish?—Yes, a couple.

52. And these people speak it deliberately, intentionally?—I think so. They understand what the language means.

53. Do you think that other people if they understood would also speak Irish to their children?—I think so.

54. And what, do you think, would bring about that change of mind?—If they saw the children of their neighbours succeeding in the world because they knew Irish, if they got positions, that would increase the respect for the language.

55. You referred to letters from Government offices?—Yes. I think it would be a great advantage if they were in Irish.

56. I suppose letters come from the Land Commission demanding payment of rent?—Yes.

57. Are any of these letters written in Irish?—I don't think so.

58. If letters were written in Irish, would it be possible to get them read in the parish?—Certainly. The children up to 15 years can read. There are plenty of people there who can read letters in Irish and explain what is in them.

59. That is what I should expect also. What percentage of the people in any parish should know Irish to have the public services of the place conducted in Irish?—If 80 per cent. of the people were Irish speakers I think the work of the place should be done through Irish.

60. What would you do in a place with 20 per cent.?—It would be possible to do a good deal of the work in Irish there also.

61. Do any of the people of these places go into the public service?—They do.

62. How?—Through the Intermediate schools.

63. That is not cheap?—No, it is costly.

64. Where do they get it?—In Cork.

65. They have to pay?—Yes.

66. If there was such a school in the place with the condition that nobody would be accepted into it unless he knew Irish and if they got free education there, would that make a change in the minds of the people about the speaking of Irish?—It would.

67. What does it cost to send children to the Intermediate schools?—Those sent to resident colleges cost about £50 a year and there are other expenses—travelling expenses and so on.

68. P. Ó Cadhla.—What do you think of the lower

DONNCHADH Ó BUACHALLA, *examined.*

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standards in the schools—is there too much book work and too much figures?—Yes, too much reading and figures in the early stages.

69. It would be possible to teach songs and other things in Irish?—I would agree with that—stories and things they hear from the mouths of the people. These are the things that do most good.

70. Do you think the reading books for the children in the higher standards are suitable either in Irish or English—do they suit the life of the children?—I think so. Perhaps it would be possible to improve them, but I am satisfied with the books for the higher standards. Everybody has his choice now and there are plenty of books to choose from. I suppose there is no book without some fault.

71. Is the reading the same for children in the city and in the country?—No, it is not the same.

72. You said you would compel public officials to do their work through Irish altogether where 80 per cent. of the people knew Irish?—Yes.

73. If there were less than that Irish-speaking—half-and-half say—what would you do?—I would have officials who knew Irish and I would expect them to use Irish as often as possible and more often than would be necessary.

* * * * *

DONNCHADH Ó BUACHALLA, N.T., *examined.*

(*English rendering of evidence given in Irish.*)

1. *An Seabhac.*—Where are you a teacher?—I was in Coolea until recently. I am in Ballyvourney now.

2. How long are you teaching there?—21 years altogether—19½ in Coolea and 1½ in Ballyvourney.

3. Twenty-one years in the district?—Yes.

4. You understand the Irish question and you understand the education question?—Perhaps I understand the Irish question. I don't know about the education question.

5. Have you any statement that you would like to put before the Commission?—I will try to give you a statement from myself. We had a meeting of the teachers working west of Macroom and three of us were asked to give evidence on behalf of nine bilingual schools. We recommend that the teachers should be given permission not to teach any English for three years. We are unanimous about that. If we got the permission, well-informed, experienced Inspectors should be put in charge of the district for the three years. We said to one another: "If it is compulsion for the children in the Gaeltacht to learn Irish—putting our native language in the place of the language of John Bull—is it not a greater compulsion on the children of the Gaeltacht to try to put the language of John Bull in place of their own language." We discussed the summer courses and were unanimously of opinion that they should be ended and that the money spent on them should be devoted to the establishment of preparatory training colleges in the Gaeltacht and in special scholarships for the children in the Gaeltacht. It would still be necessary for a number of the teachers to improve their knowledge of Irish, and our idea is that they should be encouraged to spend their holidays in the Gaeltacht and practice the speaking of Irish with the people, and collect proverbs, songs and other matter from the Irish speakers. The examination, if any, at the end of the month or six weeks should be based on the speaking of Irish and on the matter collected during the course. Then the teachers would go home, and if they did their work well in the school the Government should show their respect for the language by giving the teachers some special reward, such as increased payment for good work in the school. Then we come to the question of what is the Fíor-Ghaeltacht and what is the Breac-Gaeltacht. It is the opinion of the teachers in these nine schools—5 in Ballyvourney, 1 in Renaniree, 2 in Ballingearry and 1 in Gougane-Barra—that the district served by these nine schools is Fíor-Ghaeltacht. There is no doubt that every person over 30 has Irish and most of the children coming to school have Irish. There may be some under 30 years who don't know much Irish and who cannot speak it, but everybody has some Irish. Tadhg Ó hIarflaithe has spoken about the Breac-Gaeltacht. We would say that a Gaeltacht is a place in which 80 per cent. of the families in general speak Irish, and the Breac-

Gaeltacht a place in which 70 per cent., or even 60 per cent., of the fathers and mothers speak Irish. In the Gaeltacht all the public officials, priests, doctors, teachers, Gárdaí, Post Office workers, pension officers, tax collectors and court officers should be zealous Irish speakers, and they should receive 50 per cent. extra salary for having to work in such remote places. To improve and strengthen the Fíor-Ghaeltacht, it would be well to have some person who would teach the young people how to produce plays in Irish. They would then go about the district teaching other Irish speakers. Some means should also be found for introducing young Irish speakers and business people to each other, so that employment would be got for the Irish speakers at home. Where there are children who are Irish speakers, the grandfather or grandmother should get an increased old age pension. The pension should be £1 a week for one person and thirty shillings a week where there were two in the same house. The increased pension should be given in recognition of the fact that the old people are teaching Irish to the children. There should also be an Aodhaire or watcher in the Gaeltacht who would keep an eye on those who were injuring the language and let the world know. Work could also be found in tree-planting. A knitting industry should also be established in the Gaeltacht.

6. *An Seabhac.*—Hose-making and other things?—Yes. I think it should be opened up in the Gaeltacht. Knitting should be established in our district. It was there five or six years, but the machines and girls were brought into Macroom. Girls from the Gaeltacht should also be given scholarships and be trained in cookery, poultry-keeping, butter-making for two or three years in a college in a suitable place where the instruction would be in Irish. When they are trained they can be brought back to give instruction in Irish to the people in the Gaeltacht. It would also be well to have Feiseanna, Aerídeachtanna, Cuirneacha Ceoil and Gaelic dancing, and good prizes should be given to young and old. I am glad to be able to say that Irish is strong and vigorous and in the way of being saved in Coolea. Perhaps you would like to know how Irish was helped in Coolea?

7. I would like to know?—In the first place, eighteen or nineteen years ago the teaching of the Catechism in Irish was begun. Up to that they preferred to have it in English. At any rate, that was the custom. The Irish Catechism established a connection in the use of the language between the young people and the fathers and mothers. Although they were against the change to Irish at first, when the change came and the children began to ask them questions they were delighted. It brought back to their memory many things that they had forgotten. They remembered them again and they taught them to the children. In my opinion, the teaching of the Catechism did great good for the language. We had Feiseanna, and prizes were given for the Catechism, and crowds of children came from Ballingearry and Gougane to compete. Then the bilingual programme came. That helped a good deal. We used to go to Feiseanna and once or twice to the Oireachtas. The children always had something as a result, and this gave them courage. They always got prizes. We won two or three prizes at the Oireachtas, 1924, and I wrote two or three times to the secretary about them but got no answer. It was a pity not to give the prizes to the children when they won them. Perhaps the children thought the teacher could do anything, but one thing he could not do was to get the prizes from the Oireachtas Committee. People came from Dublin and other places to Ballyvourney to study Irish, and that kept the spirit in the people. Friends often gave book prizes to the children who knew Irish best. They got prizes from the parish priest, the Rev. J. Twomey, P.P., and Father Richard Fleming, Dublin, gave two dozen copies of Canon O'Leary's prayer-book, "Mo Shlighe Chun De," and also money prizes on more than one occasion to the children. There was a college in Coolea for the past couple of years and the professors and students say that there is not another place like Coolea for

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DONNCHADH Ó BUACHALLA, *examined.*

Irish. I should like to say something about education as far as the schools of the Gaeltacht are concerned. The people take a great interest in education. It was said that there was no welcome for Irish. I have not found that. I know that in these schools I speak of the marks are as high in every one of them, and perhaps higher, than the marks in the schools in the Gaeltacht. Perhaps it may be said that is because Irish was favoured in the marking that we are so high in the Gaeltacht. There is another way of testing that. Within a radius of four miles in the past ten or twelve years there are twenty-seven teachers from these schools working in different parts of Ireland and eight of these are working in the district itself now. I think that proves that there is no great disadvantage in being educated in these schools in the Gaeltacht. I think it would take Hannraí O'Friel all his time to get better education anywhere. A man from Ballyvourney district went to Cork about three weeks ago and he did business in a certain shop there. When the account was made up he was surprised when he got a shilling in the pound discount. He questioned the shopkeeper, and he said: Did you not read the notice in the window. The customer went out and he read this notice: "There is five per cent. discount to be got here by anyone who does his business in Irish." If other business people did the same as that it would be a great advantage to Irish. If Irish is spoken a means of livelihood would be gained for Irish-speaking children. There should be special scholarships for the children of the Gaeltacht. It is not right to have the children of the Gaeltacht and the Gaeltacht competing, because they have done a different kind of work and have a different standard of education.

8. That district that you mention in which the nine schools are situated, would it be possible to call it the Fíor-Ghaeltacht?—If it is not possible to call that a Fíor-Ghaeltacht it would be hard to get a Fíor-Ghaeltacht.

9. All of it?—Yes.

10. Is there any part of it in which the work of Government could not be done in Irish?—No.

11. There could be no reasonable complaint by people if it were done in Irish?—By one or two in five hundred, perhaps.

12. Do you think would the people of the Fíor-Ghaeltacht be dissatisfied if they thought they were cut off from the rest of the country by having nothing but Irish in their own public service?—If the people of the Fíor-Ghaeltacht don't think that there is something to be got from Irish by their children they don't care, young or old. They will do nothing for Irish.

13. It is necessary that they should understand that something is to be got from it?—Yes.

14. It is necessary to show that the people in Dublin are in earnest?—Yes, for two or three years great harm has been done to Irish by the fact that the people think that the Government are not in earnest.

15. Do you think it would help if there was a school there higher than the ordinary National school?—Yes.

16. At their door?—Yes.

17. Do you think they would use it?—Yes, it would be filled three times over.

18. Have they a great desire for learning?—I have already told you about the teachers. From Ballyvourney alone twelve doctors were finished within five years. There are doctors, teachers, priests, brothers, nuns from Ballyvourney.

19. Have they got sufficient education to compete for public examinations?—Certainly. They have got appointments in public examinations.

20. If they got general education they would be equal to any people from any parish in Ireland.

21. In such a district would there be any difficulty if Gardaí Síothchána, doctors, pensions officers, clerks of the court, officials of the County Council did their work through the medium of Irish?—No.

22. And nobody would have cause of complaint?—No person within the limits of that district.

23. You mentioned plays: wouldn't there be difficulties in some places like Coolea?—It would be

necessary to provide a hall. I think the reason why there is not a hall there is that there is not agreement about the site. The money is there and the land is there to be got.

24. What would a suitable hall cost?—About a couple of hundred pounds.

25. You mention that old people who teach Irish to the children should be given an increased pension?—Yes.

26. You would consider that a sort of fee for their teaching?—Yes, the grandfathers and grandmothers are the best teachers of Irish.

27. Do you think that would help considerably the speaking of Irish in the homes?—I do. The old people felt the loss of the shilling very much.

28. Don't you think it would be better to give it as a sort of salary and not call it a pension at all?—Yes.

29. As an honour from the nation for their devotion to the language?—Yes, if that were done it would have a great effect on the speaking of Irish.

30. Do you think anything else could be done to establish a better connection between the children and the older people in regard to the speaking of Irish?—Yes, if fathers and mothers also got £5 or £10 for having Irish spoken in the homes, it would greatly increase the amount of Irish spoken.

31. Should the children be examined when they come to school for the first time, to see whether Irish was spoken in the home?—I think it would be well to do that.

32. What would be the function of this aodhaire you suggest?—To see that public officials do their duty to the language. If, for instance, Gardaí were speaking English to the people, or to each other in the barrack, he would report it. I would prefer a person who knew a little Irish and had the proper spirit and made use of all the Irish he knew, to a person who knew a lot of Irish and spoke English.

33. Would you give power to the aodhaire to interfere with public officials if they were not enthusiastic about the language: would you give him power to compel them to speak Irish?—It must be done in some way, but I would not give him power of that kind at present.

34. All he would be able to do is to make a complaint and let the Minister enforce his decision on the official?—I suppose that is all. He would be able to charge an official with neglect of the language.

35. And if the official was found guilty?—He should be sent out of the Gaeltacht.

36. Would it be right to have the same rule for officials of local bodies—doctors, rate collectors, and others?—All the same.

37. There should be a direction to all officials to do their work in Irish and it should be enforced?—Yes.

38. *Pádraig Ó Cuidhla*.—It is your opinion that no English should be taught in the schools for three years?—Yes.

39. The Catechism is a great help in the teaching of Irish?—The greatest help that we have got is through the teaching of the Catechism in Irish.

40. Are the children examined for Confirmation?—

Yes.

41. In Irish altogether?—Yes. The priest knows Irish well.

42. Do the children have to know English also?—No, whatever religious knowledge the children have they get it through Irish.

43. The explanation of the bilingual programme given by you is that all the teaching should be done through Irish, and English taught as a subject?—Yes. In the Gaeltacht the work should be done through Irish, and English should only get the smallest corner in the school there, whatever is done in the Gaeltacht. The children should be given sufficient English to ensure that there would be no cause of complaint if they have to go to America.

44. Do you think an examination for the Garda Síothchána should be conducted in Irish?—Undoubtedly. If the Government is sincere it should see that candidates are able to do the work in Irish.

45. If there was any transfer of people from the Gaeltacht to better lands elsewhere, do you think the people of that district should get their share of any land that is to be got?—I do.

46. *An Seabhac*.—Do you think they would go?—I

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PEADAR Ó HANNRACHAÍN, *examined.*

foghanta an duine do dhúiseacht. A thír agus saibhreas an tíre do nochta dó. Na múinteoirí is fearr agus is oilte do chur ag obair sa Ghaoltacht gan mhoill agus ughdarás seasamhach do bheith acu ann.

(k) Scoláireachtaí do dhaoibh óga sa Ghaedhealtacht agus dhá dtrian des agus na marcana bheith i gcóir béal oidis: amhráin bheith meabraigthe, scéalta, giotáí ranna seana fhocail, tomhaiseana, dánta stair a bhaineann leis an méid a bhíonn meabhraighthe acu.

As an adhbhar san gheobhthar múinteoirí chun béal oidis a mhúine i gceann roinnt blianta.

Chabhrú le páipéirí ar nós An Lóchrainn an Stoc an Scuab an tUlltach.

(l) Níl ach roinnt beag den Ghaedhealtacht ann anois, mianach saidhbhir náisiúnta an méid atá ann de ní ceart bheith ag magadh mar gheall air a thuille ná ag cur Stát Seirbhís ann gan Ghaedhíle nó ar bheagán Gaedhíle. Ní bhíonn sa triail nó sa test a chuirtear ar chuid acu ahl magadh. Tá an Rialtas ag marbhú na Gaedhíle fós sa chuma ná bhfuil cuid dá ngnó á dhéanamh sa Ghaoltacht. Nílid dáiríribh nó ní thuigid an scéal.

(m) *Sampla*—Coimisinéar talmhan nó cigire talmhan gan Gaedhíle á chur go baile an Fhírtéaraig i mbliana agus gan focal Gaedhíle aige! Fear teangan a sholáthar aige ann! An rud céadna dheineadh na Sasanaig. Níl uraim ceart don Ghaedhluinn ag lucht stiúrtha a lán gnóthaí féin Rialtas. Ba cheart go mbeadh náire ortha ach ní bhíonn. Is cuma leo. Ag marbhú a máthar a bhíid i gan fhios dóibh féin. Stadtar de nó stadtar den chainnt seo i dtaobh gur teanga oifigiúil an tSaorstáit an Ghaedhluinn.

I repeat what I said in Dublin about the Government and the language. They are carrying out the provision of the Constitution in the schools, but in other branches they are not. In the Irish-speaking districts the administration of the Government is the same as it was when we were governed from Dublin Castle. If there was an aodhaire as Donnchadh Ó Buachalla suggests, what guarantee have you that if he sent in a complaint it would be heeded. The Gaelic district teachers are at present working from year to year with no guarantee that their services will be continued. I hope the reports of the deputation to Denmark will show the members of our County Council the importance attached to national languages and national traditions in other countries. The Danes don't speak about technical training in agriculture as the first thing. The first thing with them is to make good men and good women of the people, and teach them respect for their own country. When the time comes for raising money for this Irish work, I hope the members of the Councils will remember what is being done in the country in Europe which is the most advanced in agricultural organisation, and is our most serious competitor to-day. We are told we must always remember that England is the greatest market for our goods. The Danes remember that also, but they don't think they should make themselves Englishmen to place their goods on the English market. They are thinking of how they can best do their work, and they don't think of English at all. While Gaels are in charge of the Government of the country they should take advantage of every power they possess to make the country Gaelic.

2. *In Scabhaic*.—How many district teachers are there?—In County Cork in 1924-25 there were twenty full-time teachers and seven part-time working throughout the year. In the course of the year they organised seventeen concerts, with plays; seventeen Feiseanna or Aeridheachtanna, and eight lectures. The classes were attended by 3,350 pupils. There were also classes for teachers, attended by 740 students. At the examination 548 students were examined; 130 got the Ard-teastas, and 184 the Meadhon-teastas. This year there is the same number of teachers working from the beginning of September, twenty full-time and seven part-time teachers. I should like to see drama taught. This is a new thing and a great deal can be made of it. It is a long time since we had seventeen plays in Irish in this country. We are asking the teachers to teach one or two plays. In Coolea this year there was a competition in plays. I recommend instruc-

tion in that way. I don't see any way in which we can rouse the proper spirit again except by instruction like that. From the point of view of nationality and nothing else, it is well worth looking after. It appealed to the grown people and brought them into the work.

3. It is your opinion that these Gaelic teachers should be kept for the sake of nationality, kept to give instruction and spread and strengthen the native language and traditions?—Yes, true nationality.

4. Is it your opinion that it is worth so much to the nation that the Gaelic teachers should be kept working as they are, improving education and spreading the national language?—Not only keep them there, but improve their work in teaching the people to respect the traditional customs of the country. We are not a people who were thrown up on this island a few years ago, but an ancient race, and those who know that and who respect themselves will do their work best whether it is agriculture or anything else.

5. Do you think those Gaelic teachers would do anything in the way of agricultural instruction or farm work in the country?—I was sure that these technical classes were necessary until I read in the newspaper the other day that our friends the Danes, in their classes, don't do any technical work of this kind. I was delighted with that. At the same time, in the present state of Ireland, I think it would be better to have instruction on agriculture.

6. Do you think those teachers could give instruction on farming in Irish?—Yes, I endeavoured to do it myself last year. It is useless to tell a man how to grow an acre of potatoes who knows as much as I do myself. The Gaelic teachers would require some technical knowledge as well as their knowledge of Irish.

7. Do you think the Government ought to provide that type of instruction for the Gaelic teachers?—I think it would be well worth while to try.

8. How long would it reasonably take them?—A couple of courses, I suppose, of six weeks or two months each.

9. You would not recommend a year or two?—It would be better to have a winter course. I am thinking of two things. These people are working. I would recommend a winter or summer course for them of three months. I don't know that it would be necessary to have a year's course.

10. Do you think instruction of that kind is useful to the people?—It is very necessary.

11. Would they respond to the instruction?—In this way they would. Anything that is brought home to them for their improvement they accept it. If the Gaelic people got information they would accept it. They are as alert as any people. I am certain if a person came amongst them to give that kind of instruction they would be very satisfied with it.

12. Do you think the Gaelic teachers ought to be kept and trained to give the people instruction in national culture and traditions?—I advised that before; I believe in it strongly. I believe it was a great mistake that it was not done long ago.

13. How would you carry it out in education?—Is it not being done already.

14. In the night schools?—Yes.

15. Don't you think that the person who would be teaching farming and agriculture should be cleverer and know more than the people of the place?—He should, but a person might be very clever in some things and find other things very hard.

16. Do you think he would have complete knowledge in a short course like that you mentioned?—I don't think so.

17. Knowledge of cattle, sheep, and poultry?—No, it would be necessary to have full instruction in these things.

18. Do you know of any way by which this could be given without interfering with their present work?—I don't know. Some of them would be free in the autumn, and they could come back to their work for the winter. Courses like that for two or three years would help.

19. Do you think the Gaeltacht should be taken first?—Yes.

20. And not bother about the rest of the country for the present?—I think so. Unless we look to the Gaeltacht at once it will be gone while we're talking about it.

21. A special effort should be made to save it?—Of course.

DOMHNALL Ó CEOCHAIN, *examined.*

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22. Because it is the Gaeltacht?—Because it is our richest possession.

23. In your opinion is it true to say that in the Bantry district only 550 out of 12,000 know Irish?—I don't think it is true.

24. And that only 120 out of 300 know Irish?—Youngfield is the most Irish-speaking place in the Glen. I was in the school and there was not a child there who did not know Irish.

25. Do you think there are only two Irish speakers under fifty years of age in the Bantry boys' school district?—How many.

26. Two under fifty?—It would be hard to believe it.

27. And only twelve over fifty out of a total of 3,400?—When I hear that other things come to my mind. There was a meeting at Glengariff and I heard that the teachers discussed this question of the number of Irish speakers, and said they would show the numbers were not as high as Fíonán MacColum said.

28. Do you think there are more people there who know Irish?—It is a strange thing if there are not. That part of the peninsula towards Adrigole was very Gaelic until recently. Twenty years ago they had some of the best Irish speakers there. It is surprising to me if they are all gone. If I wanted to look for Irish I would get it in that peninsula.

29. Derrincorin—ten children among the school children and twenty-eight persons under fifty know Irish?—No person ever left that school without Irish. Where are these?—It cannot be that they have all emigrated. They were the best scholars in the county for some time. Séan Ó Seaghadha never allowed a boy to leave his school without Irish.

30. You know Youngfield?—I do, I ought to. I was told the children knew no Irish there, and when I asked the children themselves they spoke Irish. It is in the most Irish-speaking district.

31. What about Whiddy Island—five out of one hundred and sixty?—Yes, it is a foreign place.

32. Are there over five Irish speakers?—I don't know. I haven't been there for a long time.

33. Sheeps-head, where is that?—It is west of Durrus.

34. There is no Irish speaker there?—I admit.

35. Cuan Beag, Dun na Sead are very Gallda?—I don't think it is true that there are no Irish speakers, but it is very foreign.

36. Were you in Kaelkill recently?—I went there two or three times recently.

37. Out of 1,017, 40 know Irish?—Is it not soon they killed it.

38. Do you think we can accept these figures?—I would advise you not to accept them without some further examination.

39. These have come from the Bantry I. N. T. O.?—It is no wonder from what I have heard already. I am not saying these figures are all false, but I have doubts about some of them, unless a great change has taken place. I should like to know how the census was made.

40. It was furnished by the members of the Bantry branch of the Irish National Teachers' Organisation?—There are many places where the children don't know Irish, but there is Irish in their homes.

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DOMHNALL Ó CEOCHAIN, *examined.*

(English rendering of evidence given in Irish.)

1. An Seabhac.—Have you a written statement to submit?—I have some notes here.

2. What are the headings?—About the Gaeltacht.

3. Do you come from the district teachers?—Yes.

4. Do you think that matter has been discussed sufficiently already?—Yes, I think it is not necessary to say much more, but what appears to me to be the weak point in the whole thing is the absence of the Gaelic Department who would understand the Gaeltacht and the work of the Irish teachers. I would say a couple of words about education in the Gaeltacht.

5. About the Gaeltacht specially?—Yes, about Coolea and the district in which I am working myself. I could fill a book with literature taken down from the people of the place—poetry, stories, and other things.

6. Pádraig Ó Cadhla.—Is any of it their own composition?—A good deal of it for the past couple of

years is by the young people of the place. There was a person at the college in Coolea, and when he was leaving, he wrote the following verse:—

Ag fáigint slán ag Cúil Aodha

Ar sgaramhaint libh a ghasra ar bhruac a' tSulláin
Sé bfearra liom ná aitheasg i bhfuirm dáin,
Do chanadh dhíbh ag aithis mar duisgheadh mo
ghrádh,

Trí meas oraibh an sealad so do bhios i nbhúr
ndáil.

Logra liathbhán, 29/8/25.

The following was written in reply to above:—

A fharaire ón gCairbre den tsean tsíol cáidh,
De chlanna cine fiona mac nar b'iseal cáil
Adbhar aithis dúinn an aitheasg beag do ríomhais i
ndán,

Ar casadh chun do bhaile dhuit réis mí nar ndáil.

Sgoil na h-Eigse,

Cúil Aodha, 1/9/25.

That is one example. I will read another sample from sgoil na hEigse. A person had a loan of a book "Aodhán Ó Rathaile" from the Gaol na nGaedheal, and when he returned it he sent this verse with it:—

Ar casadh do leabhar gabhaim leat buidheachas
Mo bheannacht do réir ar an leig sin leo
Gan leathanach easnaimh stracadh air ná smeurtacht
Go leagfar fá shéala é i n-imeal do dhóid
Bain de an ceangal a's breathnuig go géar air
Má castar rian méire ort máchail ná smól
Is tapaídh freagroidh den anachan déanadh
San aisteor fed dhein nó im seilbh den chóip.

12/9/25.

The following answer was written when the book was received:—

A Chaoín Fhír sa chara na gcarad nár thréig mé
Is measardha méinn is taitheamhach cló
Is brioghmhar 'sis blasda 'sis deachtaighthe i
n-eifeacht

Do chanann do bhéarsa gan easbadh air dá chóir
Fear líonta do starthaibh air gaisce na féinne
Is a mbeartaibh le leigheantacht nár barradh ort fós
Fíor fhíleadh greanta i dtosach do shaothail
Do glacadh go déanach faoi bhrataibh na-eoghal.

Gaol na nGaedheal, 14/9/25.

The district is very rich in poetry.

7. An Seabhac.—Do they practice that kind of composition there?—They do. Aodhgan and Con Ruadh and their works are household words.

8. Do they like that kind of literature?—They do.

9. Is there much of the older traditional literature amongst them?—There is. There are three large books in the school with things of that kind.

10. Are there many people from whom you could get these things?—There are. A man of 70 recited Taoithi na Mná Maoire for me.

11. People from whom the things have not been got already?—Some of the old literature has been taken down already, but there is a good deal more to be collected yet.

12. Do they recite it?—Yes, at the sgoraidheacht. Laoithe Oisine and Tailc, and Meargaig are quite familiar to them.

13. How many schools are in your district?—Five schools.

14. Is that a Gaeltacht?—It is.

15. What percentage of the children know Irish coming to school for the first time?—About 80 per cent. Are there schools in which it is so?—There are two schools in which it is so.

16. What schools are these?—Bardinish and Coolea.

17. What about the other schools?—Some come knowing Irish.

18. In every one of the five?—Yes.

19. Is Irish strong amongst the young people in each of these five school areas?—It is stronger in some than in others.

20. What place is most Gaelic, where Irish is spoken by young and old generally?—In Bardinish and Coolea, and in Sliabhriach.

21. Are there many people in the five school districts who have no Irish at all?—There are not many.

22. Are there many people from 21 years of age to 30 who don't know Irish?—There are very few.

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DOMHNALL O CEOCHÁIN, *examined.*

23. Are they people from other places?—Some of them.

24. People who come from another part of the country?—Yes.

25. Do you think it would be possible to arouse in the people such a desire for Irish things—drama, music, literature and so on, that they would be satisfied and would not demand these things in English?—They would be well satisfied. I know they would, because I tried it myself last year. I tried drama. If there was a good teacher of music I think they would be delighted.

26. Do you think these things are strong enough to live without help from outside?—I don't think so. I think they would want help for the present.

27. To improve things and help Irish literature and everything relating to the life of the Gaeltacht?—Yes.

28. Would there be good results from an effort of that kind wisely directed?—There would.

29. Would the people respond to it?—They would.

30. In Coolea I saw that there was no place suitable for the production of plays—isn't that so?—Yes, there are plays ready now, but there is no place to produce them in.

31. Do you want such a place?—It is badly wanted.

32. For the sake of Gaelicism?—Yes, because there would be nothing there except in Irish.

33. How much would it cost?—Between £200 and £300.

34. According to the sort of hall it would be?—Yes.

35. Is there any prospect that you could get that money in the place?—There would be, some of it.

36. Would there be people there who would take charge of the hall and work it in the right way to keep Irish alive and Irish culture?—Yes, they are there all right.

37. Do you think they would keep a firm grip of it and not allow other things than Gaelic?—I think so.

38. Amongst the people of the place?—Yes, amongst the people of the place.

39. What sort of people come to your classes?—Every kind from 9 years up to 70.

40. How many of these people can read Irish?—Nearly all the people.

41. Is that general?—All about Coolea, and the most of the old people can read Irish.

42. They have no reading matter?—No. A weekly paper comes out there. I think that paper is doing some harm. There ought to be an Irish paper.

43. Would the people accept what they read in the paper?—Everything in the paper is true!

44. Is that their opinion still, in spite of what has happened in recent years?—Yes.

45. They are a wonderfully credulous people. Is it necessary to get reading matter for them in Irish?—It is.

46. What would please them best?—Stories, *sgéalta fianaidheachta, songs and poetry.*

47. Do they get instruction in agriculture, poultry-keeping, and such things through Irish?—I don't think so. I tried to do something in that way myself last year and they liked it. Education is the great need, because education is the foundation of the whole thing. I think continuation classes should be established for the people of the place, for the people who would stay at home.

48. Who would give the instruction?—The agricultural instructors.

49. Agricultural instruction through Irish?—Through Irish only.

50. Do you think the Gaelic teachers could give that instruction?—They would require to be trained in the subjects—A four months' course for two or three years would do.

51. From what you know of the teachers do you think they could go to the courses without loss to themselves?—They could not, only very few of them could—farmers' sons.

52. The district teachers, I mean?—Yes, these are what I mean too.

53. What would keep the pot boiling?—They would have to get some salary.

54. If there was instruction for four months, would it be necessary for them to provide a substitute while they were away from their own classes?—I don't think it would be necessary. If feiseanna were established and the greater part of the work were done in advance they could attend the course, because there would be no classes in the summer.

55. Would it not be a great loss if the man looking after the Fias went away?—They could do it in such a way that there would be no loss.

56. Would the teachers be willing to accept such instruction?—I think some of them would.

57. They would be trained for teaching agriculture as well as Irish culture?—Yes, there is great need for the two things. Continuation schools in the day time should be established for the young people of the Gaeltacht.

58. Higher schools than the National schools?—Yes.

59. We have been discussing that already. If such schools were being established, how many would be necessary for your district?—I think one would be sufficient.

60. How far would you ask the children to come?—Three or four miles.

61. Don't your children go that distance to school?—Yes.

62. Do you think the people would send their children to such a school if it helped them in securing positions?—They often ask me if I knew of any positions for the boys and girls. I think it would increase their respect for the language.

63. They would suggest such a school?—Yes.

64. Do any of them send their children to Cork or Dublin or Macroom Intermediate schools?—They do.

65. That is costly?—It is.

66. Do you think there would be more such students if they had a school at their own door?—Three times as many.

67. People who would be too poor to send their children away to school would send them there?—Yes.

68. And as clever children as any other, I suppose?—Yes.

69. You think there would be sufficient students for such a school in Coolea?—Yes.

70. To teach agriculture and poultry-keeping for those who stay in Ireland?—Yes.

71. Is it your opinion that the people who stay at home want as much education as those who go away?—I think so. They want a special education which would give them a respect for the place.

72. Is any of that kind of education given now?—I don't know, except through Gaelic League sources.

73. Is it the opinion of the people of the place that no education is necessary for those who stay at home?—Yes, that is the opinion.

74. And they act accordingly?—Yes. I mentioned the newspapers. I think a Gaelic paper should be sent into the Gaeltacht. It would help to educate the people as to the value of education.

75. How could it assist?—There are people in the Gaeltacht who would read it. If wisely edited it would develop what is best in man.

76. Have you any court inside your district?—No.

77. Where is the court for the district?—In Macroom.

78. Is it better for the Irish language to have it in Macroom?—No.

79. If it were held in the district itself, would it be possible to have it in Irish?—Yes.

80. The people of the place would use Irish?—Yes.

81. They would be more satisfied with Irish?—Yes.

82. Do you think it would be possible for the Gardaí Síothchána, the attorneys and the district justice to do the work in Irish?—It would be possible for the Gardaí and the justice. I don't know about the attorneys.

83. If a person wanted an attorney in Coolea, would it be possible to get one with Irish?—I don't think it would be possible to get one in Macroom.

84. Would an attorney be necessary?—Yes, in certain cases.

85. What is your remedy?—Wait until we have them, I suppose.

86. Is there any attorney in this district who could conduct a case in Irish?—I don't think there is.

87. Do you think a court should be held in Ballyvourney?—I think it should be held in some place inside the Gaeltacht.

88. Are people often before the court?—No. It would only be necessary to have a court there once in three months, perhaps.

89. Do you agree that there should be a *feis faire* in the Gaeltacht?—Yes, because the people of the Gaeltacht don't understand the position yet.

90. Do you think there should be some protection

PÁDRAIG Ó HAODHA, *examined.*

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against foreignism?—There ought to be, and that person should have authority to correct anything that was wrong.

91. Many people have recommended the same thing. Have you considered how it would be possible to do it?—Make a law that public work must be done in Irish in the Gaeltacht, and they cannot go against it, also put a premium on officials, say increase 50 per cent. on salaries.

92. You think it is necessary to have *lucht faire* to see that that is done?—It is very necessary.

93. What are the things are forcing English on the people there now?—The young priest—the curate—speaks English. He has started at Irish.

94. Is it possible to say that the Church is spreading English there?—It is.

95. Any other section?—Yes, the public service.

96. What kinds of service?—The doctors, rate collectors, etc.

97. Under the County Board of Health?—Yes, and County Council.

98. Is there any doctor who has the reputation of preferring to do his work in Irish?—I don't know. I only know one doctor.

99. Does he know Irish?—This is a lady doctor, and she knows only a little Irish.

100. How is the Post Office?—The Post Office is Gaelic.

101. The Land Commission?—I don't know anything about the Land Commission.

102. Do you know what the demands for rent are in?—In English, undoubtedly.

103. Do you think if a letter were sent in Irish to Ballyvourney, would it reach its destination?—It would.

104. It would not go astray?—It would not. I think there should be an examination before the opening of the Irish colleges in the Gaeltacht, and nobody should be sent there against his will.

105. Why?—Because they would not speak Irish if they came unwillingly.

106. And they would be spreading English?—Yes.

107. If the *feair faire* was there what would happen?—They would be taken away to the Gaeltacht.

108. Perhaps that is what they would want?—Yes, but it should be possible to get people who would speak Irish willingly in the Gaeltacht. The Gaeltacht must be preserved for the nation. Otherwise it will die and become a Gaeltacht.

* * * * *

Bhí an Ráiteas seo leanas ó Phádraig Ó hAodha

i lámhaibh na gCoimisinéirí.

Gaedhealtacht, is Breac-Gaedhealtacht is eadh Béara. Ba mhaith a' rud b'fhéidir dá gcuirinn cuntas gairid ar stáid na teangan sa Ros agus mo thuairim ar conus feabhas a chur ar an aithbheódh-chaint ag triall ort. Ní doigh liom go bhfuil níos mó ná aon sgoil amháin i mBéara gan múinteoir go bhfuil Gaodhluinn mhaith aige. Bhí ranganna fé Choiste na Céardaidheachta sa cheanntar gach bliain, ach amháin 1920—1921. Ba mhaith a rud anois, luighe isteach níos déine i. múinteoir a chur isteach ins na próisidí is Gaodhlaighe sa cheanntar (múinteoirí taisdil). Gidh go mbion beagán den Ghaodhluinn ag na páisidí ag fágaint na sgoileanna, caithfidh siad caoi a bheith acu, ar leanamhaint dí, nú imeóg an t-eolas beag a bhíon acu. Chuige sin ní mór de'n obair a bheith ar siubhal in gach aon cheanntar sgoile in gach próisde. "Ní neart go cur le chéile." Bheadh iomaidheacht is cabhair ag na craobhacha ag tabhairt dá chéile, d'fhéadfaidís cuir-meacha ceóil, drámaí agus mar sin de, do chur ar bun a cheanóch leabhair is páipéir chun iad a sgaipeadh i meas na ndaoine. Siad Eadroghabhal agus an Gleann Garbh, agus próiste na h-Aodhraí na próisidí is Gaodhlaighe i mBéara.

D'fhéadfaí feabhas a chur ar an gcuireadóireacht agus ar an iasgairacht—go h-airighthe ins na h-Aodhraí—iasgairí furchóir na bhfeair sa phróisde sin. Má theastuighean aon eolas eile uaibh, cuirfead chugat é fonnmhar.

(Sighnithe),

P. Ó HAODHA.

17adh Meitheamh, 1925.

PÁDRAIG Ó HAODHA, *examined.*

(*English rendering of evidence given in Irish.*)

1. An Seabhac.—Where do you teach?—In Beara.

2. A district teacher?—Yes.

3. How long have you been teaching there?—Ten years.

4. You ought to know the place?—Yes.

5. Have you studied the question of Irish in the district?—I don't think there is any Fíor-Ghaeltacht there now. There is no child coming to school without some kind of English.

6. Have they some kind of Irish?—Very few. It is a Breac-Gaeltacht. The old people know Irish.

7. What is the most Irish-speaking part of it?—Eyries and part of Adrigole.

8. Do you go as far as Adrigole?—I know the place.

9. You don't go to Glengariff?—No.

10. Is there any special question that you wish to bring before us?—There is the question of the fishermen. They cure about 10,000 barrels of mackerel every year.

11. How did they send them over?—Another witness named to talk about that, but he was unable to come on account of the fishing.

12. How many schools are there in your district?—Five schools.

13. Is the bilingual programme in operation in any one of them?—No, although all the teachers know Irish.

14. Do the children get any command of Irish from what they learn in school?—Yes, but their eyes are always on America. The boys and girls after leaving school would know a good deal of Irish.

15. Do you think so?—I am certain of it.

16. What number of the people, could you say, have Irish naturally?—All the old people.

17. What age?—Only an odd person under forty would have it.

18. Irish only?—Yes.

19. Is it possible to do anything for Irish in that place?—I think the Technical Education Committee of Cork County had done a good deal for the past couple of years.

20. Have you classes?—Yes, four classes. We began this week again.

21. Are the schools given for the classes?—Yes.

22. Do you think it is possible to give instruction to the grown people in fishing and agriculture?—Agriculture is the most important thing.

23. Do you think they could get instruction through Irish only?—Yes.

24. Would they know enough Irish to profit by it?—Yes, in every district I have mentioned.

25. Is there any fishing there lately?—They are very busy now.

26. How much mackerel for the month?—Fifty thousand fish were landed last week in one strand.

27. Who buys the fish?—Henry Harrington and Philip O'Sullivan. A man came from Norway last year.

28. Is he there this year?—Yes.

29. What was the result of his coming as far as the earnings of the fishermen are concerned?—The fishermen got more money.

30. Because of his coming?—Yes, and the scarcity of fish.

31. How is it this year?—The fish is not so dear but it is more plentiful.

32. Have they any guarantee that they will get certain prices?—Yes. It is 8s. this year.

33. Would that pay?—It would.

34. Are these fishermen sons of farmers?—Farmers and farmers' sons. Every one of them has a bit of land. I know nobody who depends on fishing alone.

35. Is the land the better for this dependence on the fishing?—They don't work the land properly at all.

36. Would it be possible to get more out of the land?—It would.

37. By instruction?—Yes. It is very hard for them in the winter. They were promised protection, but they did not get it. I don't think there is any reduction in the number of people there since I came there.

38. Is the fishing as good as that?—It is.

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HENRY P. GOOD, *examined.*

39. If there was not fishing work they would have to go?—Oh, yes, they would all have to go.

40. Is there anything that could be done to promote the fishing?—Yes. Many things were promised last year—roads and little things that would help.

41. Where is the fish taken ashore?—At many places.

42. Is it not brought in at any one place?—No, they cure it at many places.

43. Where does the other ship come ashore?—It does not come into the quay.

44. The barrels have to be taken out in small boats?—Yes. Last year they had to take the barrels to Castletownbere. It was very costly.

45. What improvement could the Government make in the place now?—They could make boat slips.

46. Are many of these wanted?—Yes, in many places.

47. Do you think that would be of any advantage to Irish?—Anything that would help the people would help Irish.

48. Have the people Irish?—They are anxious for it.

49. But have they got it?—Oh, some of them have.

50. It would be for English speakers?—It would be for English speakers and Irish speakers, both.

51. Irish could be brought back again?—Yes.

52. Is there anybody there with Irish only now?—Yes, a few. I know two families where there were old women who did not know any English and the children have Irish.

53. Would Castletownbere be the main place for English?—No. It is the same in other places. I remember an old Irish speaker saying 25 years ago: *Is dall an fear fear gan Bearla.*

54. Is it possible to do anything to help Irish in the place?—One thing is to do the work in the schools properly.

55. Don't you understand that the Education Minister desires that the schools should be as Gaelic as possible?—I understand that and I hope he will succeed.

56. Is there any short cut?—There are many causes against the language. There is no Irish-speaking priest there now.

57. How long?—Since Father Cathaoir O Braonáin left. The Gardaí Síothchana have no Irish.

58. The schoolmasters?—Irish.

59. More Irish than the people?—Much more Irish than many of them.

60. The pensions officer?—There is a young man there now who speaks Irish to everybody.

61. Has he to speak English to satisfy them?—No.

62. Do any of them go to teaching from that place?—Yes. Some of them who are suitable went to America.

63. The place is not Irish enough to be called a Fíor-Ghaeltacht at all?—It is only Breac-Ghaeltacht. I would not call any place Fíor-Ghaeltacht unless the children came to school speaking Irish.

64. Would you hear people speaking Irish there?—Oh, yes.

65. What age?—Some twenty years.

66. Speaking Irish among themselves?—Yes.

67. Without thinking of it?—I could not say.

68. If they were fighting, what would they use?—I never heard any Irish used.

69. Any foreign dances?—Yes.

70. What do the girls between eighteen and thirty speak?—English.

71. What do the mothers speak to the children?—English.

72. Have they any regard for Irish?—I have heard it said that some of them are against Irish but I have not heard them speak against Irish myself. None of them have told me they were against Irish.

73. Do any old songs survive?—Yes, there was an old piper who had a lot of Irish songs. There is a mine there and great arrangements were made to work it. £100,000 was spent on it.

74. Who spent it—the Government?—No, Irish people.

75. If the mines were working again how many would they employ?—A couple of hundred people from the place were working there before.

76. Would they be Irish or English speakers?—There would be a lot of Irish speakers there.

77. Would it not be like the creameries, which always seemed to use English?—It does not seem to be possible to keep English out of any place like that.

78. Are there any special reasons for that?—No, except that for every means of livelihood at home English was held in respect.

79. If they understood that they would have a livelihood at home, do you think that that would appeal to them to return to Irish?—Yes, if they understood that something could be got for the young people they would come back to Irish very quickly because it is all around them.

80. Is it too far gone for that?—No.

81. All west of Castletownbere, would that be Breac-Gaeltacht?—Yes, some places are worse than others.

82. How far west are the Gallda places?—Four miles.

83. You must go to Allihies to get any kind of Gaeltacht again?—Yes.

84. If there were a public official in Castletownbere without any English, would the public work be done satisfactorily?—They would have to get a person who would act as interpreter.

85. Would the well-to-do people have to get a person who would speak Irish for them?—Yes.

86. Is there a court there?—Yes.

87. Is there any talk about cases in Irish?—No.

88. Has the court clerk Irish?—No.

89. How long is he there?—The clerk is a woman—since the new courts began.

90. You say the Gardaí have no Irish?—I don't think there is one who knows Irish.

* * * * *

MR. HENRY P. GOOD, B.A., *examined.*

I have been sent here on behalf of the teachers of 25 schools in the area.

1. *An Seabhaic.*—What particular branch do you represent?—Macroom Association.

2. Are those represented in the Gaeltacht?—Not in the Gaeltacht exactly.

3. Have you any general statement to make?—I have a statement written here.

4. Will you read that. (Reading.) (a) "It is the experience of teachers of our Association that, as regards administration by officials of local bodies and others, that Irish is not used by them. In this category may be included officials of County Councils, Board of Works, Local Government Board, professional men such as solicitors, doctors, etc. (b) It is not straining the truth to say most people, in fact the vast majority of the people in these areas, are very apathetic about Irish. They don't see any advantage—no monetary value in it. They find in their concerns of life, business at fairs and markets, transactions with shopkeepers, they require English to convey their thoughts. Hence they view with condemnation to oust English or give it a minor place in the schools, by devoting more time to Irish than was given, say, ten years ago. (c) As long as a large number of Irish boys and girls continue to emigrate the outlook for a large section of the population must be largely westward. Their parents don't want Irish. No advantage to them in America. (d) At the present time people have a hard struggle to make ends meet. Prices of commodities which go to keep the human body going are still high. Rates are high. Hence they express to us teachers very little enthusiasm for the revival of Irish. Some go as far as to say that money expended for such a purpose is an absolute waste. (e) Schools in these areas should not be standardised with schools in areas where Irish is still alive and vigorous. It is a big strain on teachers (and children) in these areas to develop two languages parallel. Due regard must be taken for the encouragement and assistance the school gets from what must be conceded a very potent influence—viz., the school at the parental knee. Teachers are willing to do their best, but they argue they should not be asked, while the present position is what it is, to teach subjects like mathematics, mathematical geography and history

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through the medium of Irish. (f) Irish parents must be let see that Irish has for them and their children an economical value. No use in appealing to any more exalted motive at present. Let every position by every public body require a sound knowledge of Irish as a necessary qualification for attainment. Irish must be more advertised; get more publicity. The towns must go a little to meet the country. Shopkeepers can aid by requiring a knowledge of the language from those whom they take into their employment. The Press could report a little more than it does in Irish—*e.g.*, Gaelic sports and football competitions. (g) In conclusion, the teachers of the schools whom I have the honour to represent ask me to state that it would be unfair to assign the onus of reviving the Gaelic tongue to themselves alone. If it will be a success, as they hope it will, they will not ask to be lauded. On the other hand, they would resent the imputation that failure to popularise it should be ascribed to themselves. That is all I have to say. I can give the names of those schools. The people that send their children there are largely English-speaking.

5. To what extent are any of them Irish-speaking in that area—I mean the parents?—The vast majority of them are English-speaking.

6. How long has that been so?—Oh, it is so practically for years back. I speak of the parents of children going to school presently, young men between the ages of 26 or 30 and 50.

7. In the area covered by the schools of which the teachers belong to the Macroom Branch I.N.T.O., how far out from this town does it extend?—A dozen or ten miles from the town, including the town, of course.

8. Does it go far in the Ballyvourney direction?—It does not.

9. Have they a different branch over there?—They have not. They belong to the Macroom I.N.T.O., but I am speaking only for the districts where the people speak English.

10. You don't speak for the whole I.N.T.O. branch?—No.

11. You are only taking in part of the area?—Yes.

12. *Mr. Hanly.*—That would include the schools of the Kilmurry district?—We have only one school from that district included.

13. And Irish is so far gone as you state there?—That is the information the teachers of Kilmurry supplied to us.

14. We have a number of people from that district who are now in the Irish movement. They have their native knowledge of Irish, and the parents would be probably between 27 and 40. Some of them are colleagues of my own who have a competent native knowledge of Irish coming from that district.

15. *An Seabhar.*—What was the particular idea of your Association in making representation in reference to that particular section of the branch district. Why did they take out a few places and not mind about the rest?—They left *Mr. Herlihy* and *Mr. Buckley* speak for the districts that are more Irish than the districts I am dealing with. They really wanted to show what is the actual state of affairs at present in that school area.

16. What we can gather from you is that no child in that area has any knowledge of Irish coming to the school?—That is my personal experience, and the information supplied to me by other teachers.

17. And besides that the impression that will be left in one's mind is that the parents don't know any Irish?—Yes.

18. So the place may be said to be completely anglicised?—Yes, apparently.

19. Does that include the town?—Yes. The population of the town is about 3,000 and the number who are Irish speakers is about 150; who are Irish speakers who have a knowledge of Irish.

20. Where did you get those figures?—From the teacher in Macroom. He wrote out the names having made a personal investigation. They would be about 5 per cent.

21. I had the impression that Macroom was much more Irish-speaking than that?—I refer you to *Mr. Desmond*.

22. What particular thing would you like to speak

about in connection with the language in an area like that? Do you think it should be included in the Gaeltacht at all?—You could not expect it from the schools.

Would it be excluded even from the Breac-Ghaeltacht?—Yes.

23. So that it would be on the same level, so far as the administration of education is concerned, as, let us say, Wicklow? Would that be the purport of it?—Yes.

24. Is there no difference from any point of view between Wicklow or Kildare and Macroom district?—What I say is that in the areas I represent the people—except those beyond 50, who are fast dying away—do not use Irish. The parents of the present school-going children do not use Irish. I don't know much about Wicklow. I suppose it is a purely non-Irish-speaking district.

25. Yes. The implication is that the same kind of administration of education, or the same method of operation, without examining closely into your statement, might be employed for Wicklow and Macroom?—Yes; that would be the only comment I would like to make.

In regard to the language, is there any difference in the two places?—I cannot speak for Wicklow.

Or any anglicised places in the Midlands?—Of course, there is a difference.

26. There is the tradition of Irish here?—Yes, and the names of places.

27. Don't you think it would be easier to teach Irish to a Macroom district child than to a child without that mental equipment?—Undoubtedly.

28. About this other matter you refer to—the bad impression people are getting by seeing the world's affairs carried on around them in a language that is not Irish, that is, the public administration, Press, shops, business and all that—would your view be that because that is so there should be an absolute surrender to it?—I would not say that at all. I would not advocate it.

29. You say that is more or less the view of the parents of the district?—That is my experience and that of the teachers whose views I express.

30. Would you think the people are the best judges in a matter of education like this and would you leave education to the judgment of parents in other things besides Irish?—I know the average parent could not draw up a school programme, but in matters affecting the outlook in life they consider the interest of the child.

31. You say there is no use in appealing to exalted motives?—I don't think so.

32. Do you think the people are so wanting in patriotism that they have no sort of "Gradh" for things Irish?—They may have had, but the way things turned out has sickened them.

33. Don't you think that is a passing phase?—I don't know. I hope so.

34. You refer to a few matters that are more for the Programme Conference than for the Gaeltacht Commission?—Yes, perhaps. Whether or not the district should be called any sort of a Gaeltacht, that is the question before us. If it is not one which should be in the Gaeltacht, we are finished with it. If there is enough in it to be considered Breac-Gaeltacht, because of the tradition of Irish that is in it and because some of the people know Irish, then we are concerned with it?—Don't you think there is a difference between Ballyvourney and Ballincollig? Would you have the same system applying to Ballincollig school as to Coolea school?

35. That is what we are here to find out. In Coolea all the people know Irish and the children know it?—Yes.

36. Here the people don't, but there is a tradition of it left sufficient to allow a possible linking up with the past?—Yes.

37. In other districts they have nothing at all left, they must build from the foundation?—Yes.

The question is where you will draw the line?—You cannot draw a hard and fast line.

38. What would be the attitude of the teachers of the area covered by those 26 or 27 schools as to whether this should be considered any sort of Gaeltacht or not?—They would not agree with moving out Irish from the schools.

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REV. FATHER O'KEEFFE, *examined*.

39. That will not be done in the most anglicised area. Don't be afraid of that. Is it not a historical fact that, with regard to the speaking of English, Macroom was at one time in the same position that it is in now in regard to the speaking of Irish?—Yes.

40. The methods which succeeded in turning it from one side to another, might they not be successful again in turning it in the opposite direction?—Yes, but what methods were followed. It is a question of whether they were compelled to learn English for the sake of the language or whether they took the outlooks of life into consideration.

41. Does your organisation feel now that the towns are so absolutely dead that no effort should be made at all, even through the educational machine, to revive them?—I would not think so.

42. What is the attitude of the teachers of those 25 schools towards the language?—They are very much in favour of it.

43. You put a very nice point there when you said they should not be held responsible for any failure to revive the language?—I agree, because if you take the average child his school-going days are from seven to twelve, and there being no compulsory education, he attends school on an average 150 days a year. That is about three years of their natural life. The majority of them don't stay longer. Therefore, it would be entirely unfair to lay the blame of failure to revive the language at the doors of the school teachers.

44. What do you think would help?—I would like more enthusiasm from outside to help the teachers.

45. Is any section of the public administration helping to maintain Irish in the district?—As far as my experience goes there is not.

46. There may be, but it is not apparent?—It is not apparent.

47. Does the same thing hold with regard to commercial life?—Yes, largely.

48. Is that absolutely and entirely anglicised?—Yes, in the two towns I am dealing with.

49. What other influences are there?—The Press.

The Press, the commercial life, Church and other things, are they simply reflections of each other?—Yes.

50. So that the part that requires to remain Irish has got to be defended definitely against them?—Yes. And a leaven put into the anglicised places which may in time produce something like what we want again?—Yes.

In regard to the public services, have the people got the idea that Irish is no use to their children?—People whom I know take that view.

51. Is it not a fact that anybody entering the public service now must know Irish pretty well?—I know; but even taking England, Government positions don't appeal to many people in the country because very few are employed in Government positions, taking the population as a whole.

52. What do they require to convince them that the people are in earnest? You must, I suppose, have Government positions, County Council and all positions, practically as a gift for people who know Irish?—Yes, but there are few of these even numerically in comparison with the population. Then, you must have more enthusiasm in the towns to make them see that Irish is a necessity. That is the point. How are you to make them see.

53. Do you think the question of making Irish compulsory, as far as the State is concerned, as far as local bodies are concerned, as far as scholarships are concerned—all things which the State has direct control over—do you think that would be a sufficient impetus for the language to get the people back to it again?—No, sir, it would not.

54. What else should be done?—You must appeal further to the people.

55. Take Macroom. You have fairly prosperous people there. Where do they send their sons for secondary education?—There are few children, comparatively, sent for secondary education.

56. Do they send them back to the shops again or do they go into professions and become doctors, priests, teachers? Is not that hitting at the foundation out of which Gaelicism or anglicisation will

come? Yes, certainly, but my point is it does not tap enough people.

57. Are the children ever instructed in the schools as to the importance of Irish for public appointments?—It is often told them that Irish is a necessity for all public positions, especially Government positions.

58. Do you think the local council is as interested in Irish as the Government?—I don't believe it is.

59. What will make it?—Men must be elected who have an interest in it.

60. Should there be control over them?—There should be competitive examination and Irish should be a compulsory subject for all Civil Service examinations.

61. Is there a feeling that a sufficient section of the population have not made up their mind that Ireland is to be an Irish-speaking country?—Yes, I am of that opinion.

What will change their minds? Is it not education?—Certainly.

62. Is there sufficient of that kind of teaching done outside the question of teaching Irish in the schools, of what you might call patriotism, or jingoism as they would call it in other countries? Are patriotic feelings encouraged in the schools sufficiently well and sufficiently intelligently during the ordinary school course?—Yes, I believe they are. I do it myself when giving history lessons.

In the abstract or the concrete?—In the concrete.

63. The real patriotic feeling—interest in the country as a whole?—Yes.

64. Can't you work that through all your lessons?—It is linked up with all of them.

65. Do you think there is sufficient stress laid on that in primary education?—Perhaps not.

66. Are people satisfied to be known as Cumann na nGaedheal members or Sinn Féinithe?—They don't care a hang either way.

67. Does nationalism or nationality ever concern them, whether they are Irish or anglicised?—Not at present. The feeling at present is very indifferent.

68. Don't you think education is the only thing to put that right?—Yes, certainly.

69. In the 26 schools you represent a very definite direction should be given to education to that end?—Yes.

70. *Mr. Hunly*.—What percentage of the teachers of the schools you represent would be fluent Irish speakers?—55 per cent, roughly.

71. Would all the children of these be fluent Irish speakers?—I could not answer that question; it depends on whether it is used in their homes.

72. You say Government officials should do their part?—Yes.

This is the most fundamental part—speaking Irish to the small children in the home?—Certainly.

73. Well, if the parent teachers don't speak it at home—that is those of them who are fluent Irish speakers—would you say they are doing their part?—I would not.

74. In your opinion do they all speak it at home?—I could not say that.

75. You mentioned economic advantages that might be attached to the language. Have you anything in your mind as to what these economic advantages would be?—No, except that it would be worth the parents' while to have their children educated in the school in Irish.

76. You have no definite suggestions as to how that could be done?—No.

* * * * *

REV. FATHER O'KEEFFE, C.C., Clondrohid,
examined.

1. I had no intention of offering evidence at this Inquiry, but I could not allow the statements made by the previous witness go uncontradicted. I come from Clondrohid, and when I tell you that Father Peter O'Leary, one of the greatest Irishmen of the past, belonged to that place, you will feel convinced it is not to be compared with Wicklow. Not later than three months ago, I asked the children in the school how many of them had Irish-speaking parents, and I can assure you that ninety per cent. of them put up their hands, denoting that their fathers and mothers spoke Irish. As a priest, I can say that the

HENRY P. GOOD, *re-examined*.

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bulk of those over forty-five years of age say their prayers in Irish when they come to Confession. This shows they learned the Catechism in Irish. There are three native Irish-speaking teachers in our school and they are doing their work very well, and all the subjects are taught through the medium of Irish. The teachers complain about the double work, but I must say, personally—that the children are as intelligent as can be found anywhere.

2. *An Seabhac*.—Have you any acquaintance with the other districts?—I would say Carriganima is more Irish. I have heard Confessions there too. I have also met people who don't know scarcely a word of English in both sections of the parish.

3. How long ago?—Only a month ago. I got a sick call, and the old man and woman had Irish all the time. I attended people there with hardly a word of English. It is the same thing in Kilnamartyra.

4. Don't you think the census made in the last few months will give us a fairly good idea of the extent to which Irish is spoken?—I never heard a word about any census.

5. In regard to the town here can you say anything?—I am only here two years. I have come back from Scotland where they have interest in Scotch Gaelic. I have an interest in Irish, too, from every point of view. I was very pleased, and am very pleased with the progress they are making in the schools.

6. With regard to the schools we have had pretty good reports. That question is not being raised. The extent as far as we are concerned is whether, and to what extent the district around this town is Irish-speaking, or how it may be classified in regard to Gaelicism. You assure us there are a lot of people who know Irish.

The teachers tell me that practically all of the parents know Irish. I have asked the children myself, and I don't think I am exceeding the number when I say that ninety per cent. of them say their parents are Irish-speaking.

* * * * *

MR. HENRY P. GOOD, B.A., *re-examined*.

7. I ask permission to say a few words in reply to the last witness.

8. *An Seabhac*.—If it is going to be anything in the nature of an argument I would rather not hear you?—Not at all. I merely wish to state that I was not speaking for the district referred to by the previous witness, and it is not included in the areas which I represented. I do not want to minimise the extent to which Irish is used in Clondrohid and Carriganima.

9. *Fr. O'Keeffe*.—That satisfies me. Then you can leave me out of the whole thing.

10. *An Seabhac*.—I am very much obliged.

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COIMISIÚN NA GAELTACHTA.

Tháinig an Coimisiún le chéile i dTig na Cúirte i nDungarbhán ar a deich a chlog, Dia hAoine, 9adh Deire Foghmhair, 1925.

Bhí a láthair:—An Seabhadh ('sa Chathaoir), Joseph Hanly, Risteárd Ó Foghludha (Fiachra Eilgeach), Séamus Ó hEochadha (An Fear Mór), Pádraig Ó Cadhla.

D'éisteadh—

REV JAMES WALSH, C.C. (Lismore).
LIAM Ó MÍODHACHAÍN (Co-operative Stores, Ballinagall).
TOMAS BREATHNACH, O.S. (Coill 'ac Thomáis Fhinn).
REV. J. KELLEHER (St. John's College, Waterford).
DOMHNALL Ó FEARACHAIR (Merchant, Dún Garbhán).
SEÁN Ó CONAIRE, O.S. (Coill Iseal).

The following statement submitted by Rev. James Walsh, C.C., Lismore, Co. Waterford, had been circulated to the Commissioners:—

1. The partly Irish district which I am about to deal with extends from Mount Melleray Monastery in the east to the Waterford-Cork boundary in the west, and from the Blackwater in the south to the Knockmeldoun Mountains in the north. It belongs partly to the parish of Cappoquin, partly to the parish of Lismore and partly to Ballyduff (Upper).

2. In the Lismore portion there are 148 dwelling houses containing 810 individuals. In 120 of these houses one or more persons can speak Irish. Yet the total number of persons who can be classed as Irish speakers does not exceed 320—i.e., about 40 per cent. The Cappoquin portion contains a high percentage—viz., about 42 per cent.—and the Ballyduff district a percentage still higher.

To my mind any ceanntar which has 40 per cent. of its population able to speak Irish is entitled to be classed as Breac-Gaeltacht.

3. Whilst returning the above percentages of Irish speakers in this district, I do not mean to say that Irish is their every-day language. Unfortunately, Irish is used but very little amongst the greater portion. The very old in the district of Ballysaggart (parish of Lismore) converse in Irish when they meet every Sunday after Mass or on the occasion of a "Station." The same is true of those living in the neighbourhood of the Monastery of Mount Melleray (parish of Cappoquin).

4		<i>Riarachán.</i>
Post Office	..	Lismore: One lady clerk has a fair knowledge of Irish. None of the postmen know Irish.
" "	..	Cappoquin: No Irish.
" "	..	Ballyduff: No Irish.
Civic Guards	..	Lismore: One out of 5.
" "	..	Cappoquin: One speaks it well.
Doctors	..	Lismore: Dr. Healy wears the Fáinne.
"	..	Cappoquin: No Irish.
"	..	Ballyduff: Dr. Kiely speaks Irish.
Insurance Agents...	..	Lismore: One can speak Irish.
Rate Collectors	..	Cappoquin: ..
" "	..	Ballyduff: No Irish.
Relieving Officers...	..	No Irish.
District Councillors	..	Lismore: The majority speak Irish but do not use it at their meetings.
County Council	..	Lismore representative has a good knowledge of Irish spoken and written and has been an enthusiastic worker for the language in the past.
" "	..	Cappoquin and Ballyduff: No.
Clergy	..	Lismore: One out of three knows Irish. Says prayers in Irish in Lismore and Ballysaggart Churches, and occasionally preaches an Irish sermon.
"	..	Cappoquin: One of the two speaks Irish.
"	..	Ballyduff: Neither of the two priests knows Irish.

OIDEACHAS.

Schools.

5. The following schools are situated within the ceanntar: Mount Melleray Monastery Schools, boarding and a day school, also a school for girls situated outside the Monastery gate. Glengarra and Ballysaggart schools (in Lismore parish); Ballyheary and Macollop schools (Ballyduff parish). Besides these there are in Cappoquin a convent girls' school, and a boys' school under a master. In Lismore, Christian Brothers and Presentation Convent schools, and in Ballyduff a boys' school and a girls' school.

6. Although Irish is taught systematically in all of these schools, not one, I believe, turn out Irish speakers with the exception, perhaps, of the school at Ballysaggart. There not only the eye, but the ear and tongue, are being well trained, so that the children not only read with fluency but can understand what is said in Irish, and in the higher standard can make a fair attempt at conversation. Arithmetic is now being taught through Irish in the lower standards, and I am assured by the teachers that it is learned with greater ease than when taught through English. All prayers in school are said in Irish.

7. In Mount Melleray Monastery Irish has always had an honoured place, not only in the Monastery itself and in the class rooms, but also in the public chapel its sounds are frequently heard. To the influence and example of the present Lord Abbot is principally due this satisfactory condition.

Technical Instruction.

8. Irish classes under the Technical Committee of the county were opened last September in Cappoquin, Glengarra, Ballysaggart, Ballyduff and Lismore. The classes at Lismore, Glengarra and Ballysaggart have fallen through for want of attendance. The classes at Cappoquin and Ballyduff are kept up chiefly by grown-up school children. As far as I can see, the grown-ups treat these classes with a great deal of indifference. I believe that if Irish were made essential for all public appointments in the country, and insisted on seriously by those making the appointments, it would go a long way towards arousing interest in the language amongst boys and girls after leaving school.

Technical Committee

9. Co. Waterford have always shown zeal for the promotion of the language. At present they are offering five free scholarships for girls at a Technical School. Three of these are to be given to Irish speakers.

CURSAÍ MAIREACHTANA.

Industry.

10. The only industry along this tract between the Blackwater and the mountain is farming, and that on a small scale. The holdings are small, consisting mostly of from 20 to 40 acres. Outside the valley the land is very poor and unproductive. It is merely reclaimed mountain land. Only in very favourable weather are the crops produced anything worth speaking about. Last year, because of the wet season, the potato crop was a failure along the mountain side. The turf, too—their only fuel—failed to dry. As a result they have had the blackest winter within

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the memory of the present generation. They keep from 2 to 6 cows, and half the little stock in some homesteads have died. So that many of these poor people are in very low water at the present time. The families, as a rule, are large and grow up healthy, but for the most part they are merely raised for exportation. Emigration is their only prospect, and it is hard to blame them in the circumstances.

A Suggestion.

11. The ancestors of these mountaineers were evicted from the rich lands along the valley and had to settle down in the barren hills. If ever these broad acres, now in the hands of about half-a-dozen big ranchers, should come to be divided up, the descendants of those evicted (about 100 years ago) ought to get first preference and should be re-planted on the lands held by their grandsires.

CEANTAR GAEDHEALACH.

Paroiste Aird Mhoir agus Grainsigh.

12. The parish of Ardmore runs along the southern seaboard and is bounded on the east side by Ring and the old parish and on the west by Clashmore and Kinsalebeg. United with Ardmore under the one ecclesiastical ruler is the parish of Grange, which runs north from Ardmore.

According to statistics supplied to me, these united parishes are entitled to be classed as Ceanntar Gaedhealach. Ardmore has a population of 756, of whom 566 are Irish speakers—i.e., 74.8 per cent. Grange has a population of 462, with 363 Irish speakers—i.e., 74.2 per cent.

13. I consider any district with over 70 per cent. of its population Irish-speaking a Ceanntar Gaedhealach.

Riarachán.

Post Office	... Irish: Yes.
Civic Guards	... Only one out of 4 speaks Irish.
Doctor	... Has no Irish.
Insurance Inspector	No Irish.
Rate Collector	... Yes.
County and District Councillor	... Yes.
Clergy	... No Irish.

To show the importance of having Irish-speaking Gardaí in the Ghaedhealtacht, let me mention an incident that occurred recently near Ardmore:—A Guard was sent out to summon jurors to an inquest to be held on a Welsh sailor who was drowned off his ship near Youghal. He went into a house in Moonatrea. The fear-a'-tighe spoke Irish only and the Guard spoke English only. The result was he was unable to do his business in that house.

OIDEACHAS.

Coláiste Naosín Deaglán.

13A. In Árd Mhór, established in year 1920.	
In year 1920—one course	... 45 attended
„ „ 1921—two courses	... 120 „
„ „ 1922—two courses	... 210 „
„ „ 1923—two courses	... 240 „
„ „ 1924—two courses	... 340 „

955

The college has been most successful as an educational establishment from the beginning, as may be seen from inspectors' reports, etc., and its establishment has had a wonderful effect for good in the district in as far as it has helped to make Irish the living language amongst the people.

14. In Ardmore there are two National schools: one for girls under the Sisters of Mercy, the other for boys under a school master. In both the language is well taught.

15. In Grange there are two schools also. Very few schools in Ireland has done more for the language than the boys' school at Grange under Declan Cullen. For years it has been conducted on bilingual lines, and every boy leaving that school is an Irish speaker. What wonder, then, that the percentage of Irish speakers in the district is so high. His wife, who has charge of the girls' school, is also an enthusiast in the cause. Last year all children for Confirmation were prepared in the Irish Catechism only, but imagine Deaglan's astonishment and

disgust when, after the confirmation, a deputation from the parents waited on the parish priest to protest against the denial of English prayers to their children and to ask that it should not occur again.

Technical Instruction.

16. The best attended classes of Irish held in the county are at Ardmore, conducted in St. Declan's College twice weekly.

CURSAÍ MAIREACHTANA.

Industry.

17. Fishing and farming are the two industries of Ardmore. A number of families, perhaps 20, depend on fishing for a living, but I am told the fishing industry at present is at a very low ebb. The reasons are: their boats, being small, their fishing must be done only near the shore, and even when they do get a good catch there is no market near at hand. They seem to have no arrangements whereby the fish can be sent to the London market, or even to the Cork market, without delay. The result is that, for instance, when they take a big haul of mackerel a large portion has to be thrown into the sea again.

Remedies.

18. (1) Larger boats should be provided so that they may be able to fish in deeper waters. (2) Facilities for beaching these boats should be given—e.g., the extension of the present pier. (3) The establishment of a curing station in the village.

General Remarks.

19. There is another Ceanntar Gaedhealach in the County Waterford which I have not mentioned—viz., *Paroiste na Rinne agus Seán Phobal*. Considering that two such authorities as Pádraig Ó Cadhla and An Fear Mór are on the Commission, I did not think it necessary to do so. They can deal with that district with greater accuracy than I can.

20. I believe our hope of keeping alive the language—even in the Gaedhealtacht agus Breac-Ghaedhealtacht—lies chiefly in the schools. With a well-qualified and earnest body of teachers in the schools, especially if they adopt the proper methods and “catch” the children young, there is no reason why in a few short years every school in the country should not be turning out Irish-speaking scholars. There is one great fault I notice in schools and which should be guarded against—viz., the use of too much English during the Irish lesson. The two languages should be kept apart as much as possible. In fact, there should not be a word of English spoken when teaching Irish. The mixing up of the two languages is more of a hindrance than a help to the acquisition of the language and is a great source of confusion in the baby's class.

Nul a thuille le radh agam.

(Sgd.), SEAMUS BREATHNACH (Sagart).

Liosmhór Mochuda, Co. Portláirge.

* * * * *

REV. JAMES WALSH, C.C., *examined.*

1. *An Scabhadh.*—We have a statement from you dealing with the state of Irish in West Waterford?—Yes.

2. Have you anything else you would like to add before we ask you any questions?—In Irish or English?

3. Whichever you like. I think it had better be in English. There are some little things in the statement that need correction. The District Council, for instance, is not there now.

4. Chiefly little things?—Oh, yes.

5. Is there anything you would like to say before we begin to question you?—Anything in general?

6. Yes?—In the district of Ballysaggart, although a great number of the people—about forty per cent. or so—understand Irish, the speaking of it has declined. Lately even the old people scarcely speak it among themselves. This part of the country is more anglicised, perhaps more Americanised than others. A great many people from this district went to America in the old days. Some of them come back and spend a few months in the old homes, and where there are Americans in the house very little Irish is spoken. Between anglicisation and Americanisation the language is spoken less and less. The young mothers there

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don't know very much Irish, and don't encourage it in the house. Although the old people may know it, the young people getting married know nothing about the language, and having no love for it, don't want to encourage it among their children. The mother is the teacher of language in the home. The child gets its first language lesson from its mother. It is with its mother almost from morning till night up to the time it goes to school, and even then it is the mother it talks to most. On the young Irish mothers depends a great deal whether the language will be revived in the homes or not. If we could recruit the young Irish mothers on our side and gain their sympathy for the language a great deal would be done. Good work is being done in the schools. The teachers are carrying out the programme, but they are not getting very much help in the homes. If we could get the active sympathy of the Irish mothers of the country for the language, a great deal would be done towards forwarding the cause. The same story holds good over the country—the same state of affairs; it does not apply to any one particular part, it is the case everywhere.

7. In your statement you mention that in the Lismore portion of the district there are 148 dwelling-houses, and that about 40 per cent. of the people in the area know Irish?—Yes.

8. To what degree is Irish the spoken medium of the place, what percentage does it bear to the whole? Gaelic speakers?

9. Yes?—They are about forty per cent.

10. Gaelic speaking?—It is very hard to ascertain that. That percentage has Irish, but they do not use it habitually. They speak it to me amongst others, but they don't speak it always among themselves.

11. Would this 40 per cent. be made up of grown people?—Yes.

12. Practically altogether grown people?—Forty years and upwards.

13. Are there any people between the ages of twenty and forty who don't know Irish to speak of?—There are.

14. The reason I ask is as to the possibility of carrying out the administration in the district through Irish alone?—Well, there are some who don't speak Irish.

15. You would describe a district like that as Breagh-Ghaeltacht?—Yes.

16. Do you think that the knowledge of Irish on the part of that percentage of the grown people is educationally of great value, that is from the Irish language point of view, it is a different situation altogether as compared say with County Kildare?—Of course it would be very much easier to revive it in a place like that than in Kildare.

17. As regards the work of the schools, would it not in your opinion be very much easier to teach Irish to children living in an area like that than to children living in the Gaeltacht?—It would certainly. They must in spite of themselves hear Irish words in the home. They would have the sounds of the language.

18. The public administration in the area is rather mixed. In the Post Office one lady clerk in Lismore knows Irish; nobody else seems to have any at all in Lismore, Cappoquin or Ballyduff?—Yes, I don't think the postmen know Irish, but one clerk in the post office does.

19. The *Gárdai Síothchána* in Lismore—one out of five knows Irish?—Yes.

20. In Cappoquin, one *Gárda* speaks Irish, and in Ballyduff the same?—I think he has been shifted.

21. Is there an improvement or disimprovement?—I don't know. I think the Irish speakers were sent to Ardmore.

22. The doctors are slightly better—two out of three seem to speak Irish?—Yes.

23. Insurance agents—what sort of officials are these—are they Unemployment Insurance people?—No, agents of the Munster and Leinster Insurance Society, a private company.

24. The relieving officers in the district don't seem to know Irish. Is that still the case?—Yes.

25. Are not the relieving officers those who come most in touch with the old people in connection with the Poor Law?—Yes, they have of necessity a good deal to do with them.

26. With regard to the clergy, you mention here that one of the three in Lismore knows Irish, says the prayers in Irish in Lismore and Baliysaggart and occasionally preaches an Irish sermon. Do you

think the Church has a very great influence one way or the other?—I am sure it has. Whenever the Church is on the Irish speakers' side it encourages them.

27. It would make a very great difference?—Yes.

28. I agree with you. Now about education, do you think, Father, that with the present movement in the schools in this district, that is taking them generally, and what is being done in them, do you think it is sufficient to make Irish speakers of the children who leave school at 14 years of age?—It is not long enough in operation there yet to see the results.

29. But from your own experience of the work in the schools, what is your opinion?—If it is persevered in I don't see why they should not turn out Irish speakers provided the thing is followed up.

30. Are you certain that it is being followed up in the schools of the district to the extent that was intended originally?—I have heard a few teachers say that they have to teach English in infants' school, because the inspectors when they come in find fault if the children do not know English in first standard. They are taught Irish in the infant school and I have heard teachers say that they are teaching as much English as ever.

31. You are aware that in the infants' classes the programme does not provide for the teaching of English at all?—Yes.

32. And some of them understand that they must teach English?—Yes.

33. Do you think that has anything behind it?—In two cases I heard teachers say that on account of the attitude of the inspectors in requiring that the children should be able to speak and read English as soon as they leave the infant school, they must teach English during the period in the infant school.

34. Do you mean to imply that whereas the programme provides for no teaching of English in the infant standards it presupposes a knowledge of the language on the part of the children when they come into the first standard?—Yes.

35. Is that so in actual fact?—I have heard from at least two teachers that the inspectors do not make sufficient allowance for the fact that English is not taught in the infants' classes.

36. Is that a reasonable requirement on the part of the official—the inspector?—I don't know what the official requirement is.

37. Would such a person interfere with the programme?—The teachers say that the inspectors don't make sufficient allowance. I suppose it is a personal matter.

38. When they come to the higher standards they would have been about two years at infant work?—Yes.

39. Do you think that the official programme, which stipulates that Irish shall be the medium of instruction in these two years, should produce at the end of the two years something better than what we are actually getting in the schools at present in the way of facility in speaking Irish?—A great deal depends on outside influences. The teachers may be working very well in the schools and the parents may not be helping them in one district and they may be in another. In one district the parents may be helping the language and in another discouraging it. It is very hard to lay down one standard.

40. Is it possible that the parents are being blamed for more than they are actually guilty of?—I cannot say exactly.

41. Should not that programme have produced something better than, let us say, what we have found for the last two or three days; you go into a school and you find a child who has been two or four years learning and can only answer his name?—You would expect something better than that.

42. Automatically it should be better than that?—Yes.

43. We found in the very Irish-speaking village of West Waterford a boy of about ten years of age who, when we asked him half-a-dozen questions, gave us his name as the answer every time. Should not the programme, if it had at all been carried out in the spirit that was originally intended, have produced some-

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thing better than that?—Certainly. I agree that it should.

44. What would you attribute failure of that kind to?—I could not say.

45. Do you think English is being used even in the infants' schools?—Yes.

46. Is that altogether wrong?—It is.

47. It misses the point of the programme, which provides that the teaching of Irish should be completed at eight?—Yes.

48. Instead of that it only begins about eight?—Yes, and it confuses the children to be mixing up English and Irish.

49. Is the habit of using English in that way general?—Yes.

52. There is one point that you make with regard to the teaching of arithmetic. It is rather interesting that the children seem to grip it with greater ease through Irish?—Yes.

53. Have you noticed what we have been told in a dozen places in different parts of the country that arithmetic is quickly grasped when taught through Irish?—I have. It is very simple to teach arithmetic through Irish. Once they have got the terms there is no difficulty.

54. The thing is practically a self-contained science, but if you take history or geography you have to get hold of a big vocabulary?—Yes, it is too wide.

55. At Ardmore there is a court held periodically?—There is.

56. Have you heard that any Irish is used in that court at all?—No. Of course, I don't know anything about the court.

57. It is only grown people who go into this court, and all the grown people should be able to transact their business in Irish?—Yes.

58. Have you heard that Irish has been used in that court at any time?—No, I never heard.

59. From your acquaintance with that district, would it be possible to have the administration carried out in Irish in Ardmore?—I could not say. My knowledge is not sufficiently intimate to say that.

60. The Irish-speaking population would be about 74 per cent.?—Yes.

61. They would include almost all the grown people?—The figures were supplied to me.

62. You have not been living there?—No, but I go there in the summer. I am interested in the Irish college.

63. Do you know what language is spoken by the fishermen and the people of the village?—I think the fishermen speak Irish in the village.

64. In the village?—Yes.

65. Some of them don't. You have a report here in regard to Ardmore schools. You say there are two schools and in both the language is well taught. Is that your own experience or did somebody supply the report?—I got the information.

66. Because I am very sorry to say our own investigation does not lead us to think it is so at all. It is rather the opposite?—In the girls' school the language is well taught.

67. We have been there and, though the children were not very good, the teaching there showed some results. The bigger girls could make an attempt at conversation.

68. We now come to the industrial side of it. We are aware that at Ardmore there is a certain number of families who are dependent altogether on fishing?—Yes.

69. What class of fishing do they usually live by?—Mackerel fishing, I suppose.

70. Is there any provision at all made in Ardmore or in Ring for that matter, for dealing with mackerel in any large numbers?—No.

71. Curing?—There is no curing station there.

72. There is a curing station at Ring?—No.

73. Is there a curing station at Youghal?—No.

74. It follows that if a big shoal of mackerel shows in the bay around Ardmore there is no use going to catch it?—There is no facility for dealing with a big haul.

75. The mackerel industry is not at all developed in that way?—No.

76. Have you any reason to know why?—I suppose the fishermen are so poor they cannot do anything.

77. Is there any particular economic reason for the fact that nobody ever set up a curing station at this place?—There was a curing station set up at Ring—Helvick Head.

78. If a curing station was set up at Ring, what distance would it be from Ardmore?—Eight miles.

79. As far as the mackerel industry is concerned, Ardmore is an undeveloped place?—Yes.

80. It would be necessary to induce someone interested in the fish trade to come there and set up a curing station?—Yes.

81. Is the harbour at Ardmore at all suitable for big boats?—I don't think so. There is not the depth of water.

82. If a steamer came, is the shelter sufficient for anything like heavy boats?—No.

83. Can they fish heavier boats out from the mouth of the Blackwater?—They can.

84. *An Fear Mór.*—Do you believe that the movement for the restoration of the Irish language, especially the activities in that direction for the past three or four years, have produced good results in the Decies or are we exactly in the same position as we were in five or ten years ago?—There are more young people learning Irish now than there were, but the spirit is not as good as it was then, because since the Gaelic League lost its activity the need for studying the language is not put before the public sufficiently. This has ceased for eight or ten years, and the generation that has sprung up since has no idea of the reasons why the language should be revived. Generally, before 1916, every young boy and girl in the country was endeavouring to learn the language. They were studying it at their best. Of course, the country cannot be as Gaelic as it was before as long as the people of the young generation are not instructed in the idea of nationality and the reasons why the Irish language should be revived. At the same time, this new programme in the schools is helping. If it were not for that the language was dead. It is the only thing that is keeping it alive now.

85. Do you think there has been much progress in the schools?—I think so.

86. Taking them as a whole?—Yes.

87. Do you know of any schools that have turned out speakers of the language?—Yes, a few. Some schools have. Ballysaggart has turned out pupils who can carry on conversation in Irish. I saw girls in the Presentation Convent, Lismore, yesterday carrying on conversation in Irish. At the same time, they don't use it among themselves outside. When they go outside the schools I don't think they use Irish as an ordinary medium of conversation.

88. Do you believe that the change of Government has affected the position of the language very much, except in so far as the schools are concerned?—Of course, it is responsible for the new programme.

But as far as the adult population is concerned, officials, both central and local, have they made any effort at all to help the movement for the revival of the language?—Everything was all right until the split came. Then the language was nobody's child. In the winter of 1921-22 there was a great rush to study Irish. In Lismore I started with fifty in my class in the middle of September, and up to thirty of these attended up to the following May. The year after scarcely anyone came to the classes.

89. Do you believe it would help the work of Irish in the schools considerably if you had a real live movement to make Irish a real living subject in the examinations for public positions?—I do, certainly. At least, advocates of Irish should insist on this qualification for those seeking public positions.

90. Do you believe any effort has been made in that direction here in County Waterford?—I don't think they insist upon a knowledge of the language.

91. Do you think, at least for officials in semi-Irish-speaking districts, they should insist upon their having a knowledge of Irish?—They should.

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92. Seventy per cent. of the people of Ardmore are Irish speakers?—Yes.

93. Don't you think it is an extraordinary position that an Irish Government should have officials in that district who do not know a word of the language of the people?—The officials were there before the Government, in most cases. They were there before this Government was set up. In new appointments the Government should require a knowledge of Irish.

94. Was it the same District Justice was in Ardmore before the Irish Government was set up?—I don't know who was there before.

95. Was it the same clerk of court?—It was.

96. Are we to understand from your statement that the religious instruction, even in the village of Ardmore, is through the medium of English?—Yes, none of the priests has a knowledge of Irish.

97. Is the religious instruction, the teaching of the Catechism, for instance, through the medium of Irish in the schools?—I don't know whether they teach the Catechism in Irish in Ardmore schools or not.

98. How exactly would compulsory attendance affect the schools here in the Decies?—It would increase the attendance very much and increase the efficiency of the schools, too.

99. Do you believe there is a big percentage of children loafing at home?—In my own district there are not very many absentees at all.

100. Would it be any hardship in any particular district in the Decies if compulsory attendance were enforced?—If it were imposed reasonably there would be no hardship.

101. *An Seabhar.*—You are aware that the average attendance is below sixty?—That is in the country generally.

102. Throughout that area, would that figure be wrong?—We have higher averages.

103. *Fiachra Eilgeach.*—In connection with the technical classes, have you much experience, Father, of these classes in the district?—I just run in occasionally to see what is going on.

104. Do you believe good work is being done here in these classes?—For the last few years they were not well attended. The attendance would not be up to the mark.

105. Do you think the teachers make an effort to get the children who have immediately left school to attend these classes?—I think a scheme to get the children to attend would be very useful.

105a. *An Seabhar.*—Do you think it would be better to have these classes directly under the Minister for Education instead of under local committees?—I would think so; to have them vested at any rate in the Minister for Education. The present position is rather precarious. The County Council may cease to levy the rate at any time. If the classes were under the Minister for Education you would have some security at any rate.

106. Are there many boats working in Ardmore in the fishing industry?—Five or six.

107. Manned by four men each?—Yes

108. Do you think that the fishing industry in Ardmore would justify the setting up of a curing station there?—It would.

109. You would want to have curing stations at more places than at Ardmore?—If there was one to take in the whole coast, from Helvick to Ardmore, it might do.

110. *An Seabhar.*—If there was a curing station at Helvick Head it would be more central?—I don't know if the station at Dunmore would do. There are very few fishermen from here to Ardmore.

111. *Fiachra Eilgeach.*—Apart from your own parish, can you say in how many churches in the diocese of Waterford and Lismore an Irish sermon is preached even once a year?—No, I have no knowledge.

112. Would you say that there is not even one?—There may be more for all I know.

113. Are you aware that in some schools the Christian Doctrine used be taught in Irish up to recent times, even two years ago, and that that has been changed?—I heard of one case where the parents

made an objection and petitioned the parish priest, asking him not to have their children instructed in the Irish Catechism.

114. Are you sure it was not the priest who went to the parents?—It was reported as a deputation. I don't know if one would make a deputation. I'll say no more.

115. We have heard a great deal about the dumping of undesirable literature in the English tongue?—Yes.

116. Don't you think that could be counteracted a good deal by the encouragement of Irish on the part of the clergy?—I do. I believe the revival of Irish would be the greatest protection against foreign literature. The people want to be screened from such things and the Irish language is the best possible screen.

117. Have you ever heard the words of the late Bishop of Galway on the argument that children should be taught English because they have to emigrate; that that argument in the mouth of an Irish priest was a shameless one?—Doctor O'Dea said that.

118. That is his comment on it. Is that argument applied in this county or in this diocese?—Is that maintained that the children have to be exported?—I have heard it from parents themselves and also read it from letters in the Press.

119. *Mr. Hanly.*—Referring to the Irish classes for adults, Father, you say a number of them in your district have fallen through from want of attendance. Do you think if instruction were given through the medium of Irish in these classes on horticulture, rural science and things like that, it would tend to improve the attendance?—I don't think it would.

120. Suppose that the Irish teacher was qualified to teach agriculture and was able to give information about their wants in life, do you think it would encourage the people to come?—I think these very people that you would expect to come to these classes—young men, farmers' sons—are the ones who do not come at present.

121. *An Seabhar.*—If the teaching was in Irish they could not understand it?—Yes.

122. Suppose that applied to places like Ring and Ardmore, where practically all the people know Irish?—I don't think they would come for the sake of Irish. It would not matter whether it was in English or Irish. Classes for agriculture started in Lismore this year fell through.

123. What is the cause? Is there no interest in any sort of education?—Of course there are cookery classes and are well attended.

124. *Mr. Hanly.*—Do you think, Father, that there is necessity for organising in some way the children who leave school and are fairly fluent Irish speakers? Yes. Is it your opinion that unless they are organised in some way the knowledge they have attained will be lost?—Yes, there's a great danger of that.

125. There is great necessity for organising them after they leave school?—Yes, that is the time to get hold of them, when they are leaving school.

126. There are not sufficient arrangements to meet that position yet?—No, only the Irish classes under the Technical Committee.

127. You are satisfied that that is not sufficient; that there should be something more definite?—Yes. If they were taken up and sent to a training college or something like that it would make for perfecting their knowledge.

128. Do you think it is also necessary that there should be some economic advantage attached to the language, either educational or otherwise?—It would be a great advantage if there were.

129. Is it your opinion that unless there is an economic advantage attached to the language the language will almost certainly die?—Of course, you can create an interest and it will be studied from patriotic motives.

130. *An Seabhar.*—Is not the patriotic motive the great underlying intention?—It is right that it should be.

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131. Will that not at all have convinced any number in the village of Ardmore?—Since the Gaelic League ceased to be active it is not brought home to the people.

132. Patriotic propaganda was very common before?—It was. It is not so widespread now as it was.

133. Have you found in the political propaganda of any of the parties that the inclusion of the Irish language is made an indispensable thing in anybody's good name as an Irishman at present? I am speaking of the last two years?—I cannot speak on that. I have not come across any cases personally.

134. *Mr. Hanly.*—In regard to the fishing do you think it would solve the problem of the small fishing centres if there was a central curing station somewhere along this coast, with telegraphic and telephonic communication with the little places, so that they would be able to bring their catch to be cured at that centre?—Where would the central station be?

135. At the biggest centre along the coast. They could come easily by motor for that purpose?—Yes, that might solve it to a great extent.

136. Would it probably be much more effective than attempting to start a curing station where the supply of fish would be very irregular?—Yes.

137. *Padraig Ó Cadhla.*—Is there a great deal of literary tradition still existing around Ballysaggart, Lismore, Mount Melloray and the district you mention—stories, songs, old tradition and all that?—You get it from the old people here and there. These things are to be found still, but there are very few left now.

138. Do you believe what is left of this ancient culture of this district should be used in connection with the teaching of Irish?—Preserving these old stories and songs is very desirable.

139. Yes, and getting the children to memorise them?—Yes. I have heard of one Irish teacher who gets the children to take down old songs and stories in the homes.

140. Are you aware if the inspectors take any cognisance of that aspect of the language and if they encourage it in the schools?—Not that I know of.

141. Do you believe that for children up to eight years of age there should be no grammatical work such as the teaching of reading and forming an acquaintance with the written signs, but that the work should be on oral lines calculated to give them facility in expressing themselves in Irish?—I think there should be some written work also, and there is no reason why they should not practice reading as well.

142. But if there is too much of that expected?—There may be too much, but a child likes to get a pen in its hand.

143. Too much books distracts them?—Reading should be as early as possible. That is what we want.

* * * *

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1. *An Scabhad.*—Have you any written statement?—I have it here.

2. Is it all here?—As far as I can give it. (Reading.)

Tá an Ghaedhilg i gcontabhairt san sean-dhúthaigh seo, An Fhaolánaigh, dá fhaid a sheasuigh sí teilg leis an mBéarla.

San Rinn, féin, dá fheabhas a leanadar Gaedhil na h-áite sin ar lorg a sean agus a sinnsir tá baobh-bheusa agus Béarla briste an tSasanaigh ag dul i bhfeidhim anois ortha.

An síol do chur Seán Buidhe 'n ár measc fé cheall-tair Scoileanna Náisiúnta? Slán mo chomhartha! tá sé ag eascairt anois le tamall.

(a) Ní h-iongnadh liom san, mar, an dream ar chóir agus ar cheart dóibh cose a chur leis an síol-chur san, in machaire méith na Gaedhilge, is iad is mó chabhraigh leis an saothar i ngach áit dá rabhadar, agus tá fós ar a gcroidhe dhithcheall chun toradh an tsaothair sin a chur chun tairbhe na Sacsónach agus chun aimhleasa na nGaedheil. Sin iad Cléir na hEagail-se seo againne agus Poicíní na n-aignidh nGallda, a thóg mar chúram ortha féin na daoine a stiúruhadh ar bhealach a leasa.

(b) Machtnuigh ar an eagoir do righneadh ar na mílte Gaedheil gcroidhe, le céud bliadhain anuas, a raibh sé de mí ádh ortha ná raibh focal Beurla 'gha muintir sa mbaile, le linn a n-óige. Cuireadh go dtí Scoil iad chun léigheann d'fhághail agus cad a fuairadar? In áit iad do mhúineadh as an dteangaidh ba dhual agus ba dhúthcas dóibh, do righneadh iar-racht ar iad do mhúineadh as teangaidh nár thui-gedar agus nár thaobhuigheadar leis teanga táireach an tSasanaigh. Bhí a shliocht ortha. D'fhágadar, a urmhór acu, an scoil i gcionn roinnt bliadhanta chómh dall ar scoláireacht, nach beag, 's do bhídh-eadar an chéad lá chuireadar cos thar tairsigh innte. D'fhágadar fé ghráin í agus is liom-sa nach iongnadh san.

(c) Ar an adhbhar san, cé thógfadh ar aithreacha agus ar mháithreacha Béurla a labhairt le'n a bpáistí anois, má bféidir, agus a gcúl a thabhairt do'n nGaedhilg. Chonnaic a bhfúmhór aca cad a bhain dóibh féin de dheasca na Gaedhilge. Gach post i mbun aon deallradh bhíodh ag imtheacht ba leis an mBéurlóir blasta a thuiteadh sé, agus is beag nach amhlaidh tá an scéal indíú féin againn. Táthar ag toghadh Béurlóirí, fé láthair, os cionn Gaedhilgeoirí tá cómhóireamhach le h-aghaidh postanna Puiblidhe agus lán-chead an Riaghaltais leis an obair sin.

Ní h-aon iongnadh daoine bheith ag gearán agus ag clamhsán mar gheall ar mhúineadh na Gaedhilge mar, an fhuaid 's tá obair de'n tsórt san ar síubhal níl ann acht magadh. Go dtí go bhfeicfidh nó go gcuirfear 'n a luighe ar aithreacha agus ar mháithreacha go raghaidh an Ghaedhilg chun sochair dá gelainn glacfaidh siad go fuar, faillitheach í.

(d) Is deacair do'n Ghaedhilg dul chun cinn agus a liacht de namhaidibh tá ar a tí. An namhaid is treise, an Bás. An darna namhaid, an tÍmirche, agus an tríomhadh namhaid, faillighe agus neamh-shuimeamhlacht na ndaoine. Deir an sean-fhocal ná fuil luibh na leigheas i n-aghaidh an bháis agus ar an adhbhar san caithfear an chéad namhaid a leigint tharainn.

An darna namhaid, an tÍmirche thar lear, caithfear é sin a throid, ach cionnus a dheanfar cosg a chur leis Caithfear slighe beatha a sholáthar dóibh sa mbaile. An acfuinn dúinn, nó an bhfuil sé ar ár geumas san do dhéanamh, agus má tá cionnus a chuirfear chuige? Sin í an fhadhb. An féidir dúinne, cur i gcás san Rinn anso, an neart céadna chur ionainn féin agus do bhí ionainn céad bliadhain ó shoin?

(e) Le linn na h-uaire sin bhí os cionn trí céad bád, beag agus mór, ag baint le cuan Dhungarbhan. Bhí míle dhá chéad agus cheithre fichid fear, gan trácht ar a gcuid sin ban agus páistí ag maireachtain as iascaireacht an uair sin. San mbliadhain 1830 do gabhadh os cionn míle tona éisc san gcuán so. Ba mhínic a rug seisear fear i mbád ar mhíle colmúir in aon oidhche amháin. Céad slán leis an aimsir sin. Cionnus tá an scéal indíú aca? Tá, go bhfuilid i ndereadh na stiúige, nach beag. Níl acht timcheall fiche bád iascaireacht ag baint leis an gcuán indíú agus dá mbeadh lucht na mbád san agus a muintir ag braith ar thoradh na fairrge ba ró-gahirid dóibh bás le gorta.

(f) An tríomhadh namhaid, an neamh-shuimeamhlacht. Gan amhras is mó Gaodhal maith a bhfuil an Ghaedhilg go pras aige bíonn, de shíor ag stealladh Béarla. Ní le gráin ná le mí-mheas ar an nGaedhilg ná labhrann sé dé gnáth í, acht gur deacair do eirighe as an mbéas a fuar sé ag eirighe suas do. Sin cuid de thoradh na scoileanna náisiúnta agus do theagasc na gclao-núghdar, agus gular is eadh é bheidh an-deacair a leigheas.

Tá dream ann leis a fuair slighe mhaith beathaigh féin Riaghaltas de bharr a gcuid Gaedhilge acht ar a shon san 's uile is é an Béarla is annsa leo. Tá cuid de lucht an Fháinne féin ortha so acht, bain-eann sé le deallradh go bhfuilid bog beann ar riagh-alacha agus ar reachtaí an chumainn sin. Tá sé i n-am iad san a bhaint dá gcós.

Tá aicme eile 'n ár measc agus ní gann a líon nach lughá leo "Fear na gCrúb" féin 'ná an Ghaedhilg agus a ghabhann le, acht fágaimis fé Dhia an dream san chun iad a chur ar a leas.

(g) Cionnus do dheanfar an tártháil anois? Níl

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acht an t-aon tslighe amháin chuige, teacht i gcabhair d'urchar ar na Gaedhilgeoirí óg agus aosta. Níl aon mheabhail ná fuil Aireacht an Oideachais ag déanamh sár-iarracht ar an nGaedhilg do bhuan-ughadh ins na scoileannaibh agus molaim a saothar, acht tá toghadh na nGaedheal ag cur na bhfairrigh dhíobh gach lá de dheascaidh ná fuil aon obair san mbaile dhóibh. Faightear slighe-bheatha do Ghaedhalaibh óga na hEireann i n-am agus i dtráth. Cuirtear cóir mhaith ar an méid díobh tá fágtha agus teaspáintear dóibh go bhfuil mór-mheas anois ortha. Má's gach le h-uair é 's dóibh is dual é. Ná tugtar aon phost Puiblidhe, má 's féidir é acht do'n duine is oireamhnaige bhfuil Gaedhilge aige.

Feirmeoireacht.

(h) Tógtar tighthe compórdamhla dóibh seo 'tá'n a bpráidinn agus an té tá gann fé thalam cuirtear le'n a chuid. Roinntear na feirmeacha móra fair-singe tá imthighthe 'na bhfásaigh agus 'nár iompuigheadh fód díobh leis na cianta. Tógtar tighthe deasa oireamhnaigh thall 's abhus chun daoine a chur 'n a gcomhnuidhe ionnta. Beidh san i bhfad níos tairbhighe do'n tír ná mar táid anois, fé bha 's fé chaire.

Roinntear leis sciortaí na sléibhte ar na comharsanaibh tá ar a dteorainn agus tugtar díolaigheacht éigin dóibh as gach acra de'n sliabh a shaothróchaidh siad. Cuirtear cruinn thall 's abhus ins na h-áiteannaibh tá ró-achrannach chun saothrughadh. Raghaidh na nidhthe sin chun tairbhe agus leasa na tíre i bhfocair obair go léor a thabhairt do sna daoineibh.

Iascaireacht.

(i) An dream is Gaedhealaighe ar an dtaobh so dúitheche, nó béidir i nEirinn, agus an dream is mó tá i bpráidinn cabhrach is iad iascairí bochta na Rinne iad. Ag dul i ndonacht tá an scéal aca ó bhliadhain go bliadhain agus mar a ndéantar féachaint cúcha i n-am is gairid eile bheidh a guaid bád, dá luighead 'tá ann díobh anois, ag breacadh an chuain seo 'na aon chuan eile. Níl deilbh 'na deallradh ar an dóirín sean-bhád scolta tá fágtha anois aca, agus gan a n-annlann líonta ag aon bhád aca san féin. Tá cuan Dhúngarbhán, rud do b'anamh leis, an-gann fé iasc le scathamh anois, agus an babhta f'nach a bheirtear ar aon teagar éisc imthigheann sé gan tairbhe mar ná fuil aon mhargaí maithe ar a gcomhgar.

Ba mhór an tógaint ar mhuintir na háite dá mbeadh Tigh Saillte Eisc aca. Beirtear ar an-chuid scadann anso anois agus arís agus dá mbéadh cóir ann chun iad do leasughadh agus do chóirughadh do'n mharga ba mhór an buntáiste dhóibh é seachas bheith 'gá tabhairt uatha gan dada, nach beag, mar a chaithear go minic. Chun aon deallradh chur ar an obair anso níor mhór dóibh báid innil-ghluaiste agus líonta as an nua.

B'fheáirde dhóibh leis roinnt teagasc d'fhágthail ar gach nidh a bhaineann le báid agus le h-iascaireacht. Sé tuairim a lán gurab iad na Trághlaerí móra iasachta tá ag déanamh na tiubaiste ar an iascaireacht. Is minic bhíonn suas le dhá cheann déag díobh so i bhfoigseacht míle nó dhó de'n latamh. Iad san amuigh i lár scol mhór éise agus ná leomhfadh muintir na h-áite dul 'n a ngoire 'na 'n a ngaor. Ba cheart deire a chur leis an ngnó san agus dá luaithe dhéanfar san sé bail na nIascairí bochta é.

Scoileanna.

(j) Tá obair chuibheasach go léor ghá dhéanamh in urmhór scoileann na nDéise le deidheannaighe, acht tá cuid aca go dona maidir le Gaedhilg. Is fada fós go bhféadfar a rádh go bhfuil siad Gaedhealach ná go bhfuil spioraid Ghaedhealach ins na scoláirí. Tá an Béarla i bhfad níos tréise ins an ceann is Gaedhealaighe dhóibh agus Scoil na Rinne féin a chur chuige. Dá mbeadh múinteoirí dáiríribh dílis ceart ins na h-áiteannaibh Gaedhealacha bheadh an Ghaedhilg i n-uachtar fé cheann bliadhain ó indiu.

Ba cheart do sna múinteoirí deagh-shompla a thabhairt do sna leanbhaí. Gaedhilg a theannadh leo agus a mholadh dhóibh i labhairt le n-a chéile ar gach ócáid, a chur i dtuigsint dóibh gur Gaedhil iad agus gur cheart dóibh a dteanga féin a labhairt. Gníomhthartha gaile 's gaisce a

sean 's a sinnsir do aithris dóibh anois agus arís ionnus go mba mhóide a suim agus a saint ins na nidhthe baineann le stáir agus seanchus na tíre. Tá go léor múinteoirí an-neamh-shuimeamail sa tslighe sin. Tá scoileanna ar m'aitheantas i gceanntairí tá leath-Ghaedhealach ná fuighbheach cuid de sna leanbhaí tá crabanta go maith a n-ainmneacha a innsint duit as Gaedhilg. Mo chreach léir . . ná fuil Scoileanna mar Scoil na leanbhaí i gColáiste na Rinne i ngach Conntae i nEirinn.

Nuair atáthar i n-uil ar Ghaedhilgeoirí maithe a dhéanamh de pháistí annsan i n-aon leath-bhliadhain amháin, páistí 'nár airigh focal Gaedhilge roimhe sin, ba chóir 'nár b'aon ghaisce do mhúinteoirí na nDéise Gaedhilgeoirí a dhéanamh de'n a scoláirí féin in cúpla bliadhain dá gcuirfidís chuige mar ba chóir.

(k) Ba cheart leis Scoil Oidhche fé dhó san tseacht mhain, ar feadh an gheimhridh, bheith i ngach aon leath-pharóiste, do dhaoine fásta. Ait a múinidhe Gaedhilg, Stáir, Uimhrigheacht srl. agus na scoileanna san bheith fé chúram an Riaghaltais agus gan a bheith ag braith ar an bpingin as an bpúnt do Rangannaibh mar tá anois.

Tá obair na Gaedhilge ins na rangaibh oidhche seo bhíonn ar siubhal anois ró leadránach. Níor bheag uair a' chluig do theagasc na Gaedhilge agus an uair eile ag gabháil de Stáir, Tír-eólas, Uimhrigheacht srl. Tá tuirseacht san obair mar atá, ní amháin dos na macaibh-léighinn acht do sna múinteoirí chómh maith.

An Eaglais.

(l) Is mithid anois iarracht iaidir a dhéanamh ar an Eaglais a Ghaodlughadh. Coir i n-aghaidh Dé iseadh bheith ag cur sagart gan Gaedhilg go dtí paróistí Gaedhealacha. Níl thar trí seipéil ins na Déisibh bhíonn seanmóintí Gaedhilge ar siubhal ionnta ó ceann ceann na bliadhna. An paróiste is Gaedhealaighe ann, paróiste na Rinne ní bhíonn seanmóin ná Soiscéal Gaedhilge ann fiú amháin Lá Fhéil Pádraig féin.

Is náir le h-aithris go bhfuilid sagairt na hEireann, acht amháin fó-fhírean fánach aca, chomh gear-chailte Gallda 's atáid. Acht dár ndoigh ní scéal nua é sin. Is fadó thugadar sagairt agus Easboig na hEireann a geúl do sna Gaedhilgeoirí bochta.

Mo léun . . nach mó sean-Ghaedhilgeoir bocht (go ndeindh Dia trócaire ortha) bhí go buartha brónach ar leabaidh a bháis chionn gan sagart ná bráthair bheith ar a chómhgar chun a gháda a fhreastal chun a shástacht. Deirim nach aon iongnadh go bhfuilid mórán de mhuintir na hEireann neamh-shuimeamhail 'n a greideamh indiu.

As na tuaplaisí seo go léir ní h-aon iongnadh an Ghaedhilg bheith lag, acht a bhuidhe le Dia go bhfuil sí slán folláin fós d'aimhdheoin Sheáin Buidhe agus a lucht leanamha agus mar a' dtiocfaidh innte bheith fé réim arís amháin do bhí sí i n-allóid bíodh a mhilleán ar Ghaodhlaibh.—Mise,

LIAM Ó MÍODHACHAIN.

9/10/25

*An Rinn.**(English rendering of Evidence given in Irish.)*

3. *An Seabhac.*—You say there are only twenty fishing boats in Dungarvan to-day as compared with three hundred a century ago?—Yes.

4. You said later that a curing station was wanted. Why is it that there is no such station at Ring or Ardmore?—There was nobody to build it.

5. Capitalist?—Yes, a capitalist would be wanted.

6. Was there any excuse that there was no quay there?—No. There is a very fine quay there.

7. There is now, but how long?—About ten years.

8. Is any curing done now?—No.

9. Do you think it is worth trying?—I would say so—herring curing.

10. Which is the greater—herring or mackerel fishing?—The herring fishing.

11. Don't mackerel come?—Yes, but not many.

12. If you had a curing station, do you think you would work the herring fishing more?—Oh, yes.

13. Have you any opinion as to who should establish the curing station?—The Government, I suppose.

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14. And buy the fish?—They should have some control, at any rate.

15. Do you think the Government should establish it or help some other person to establish it?—They could do either of these things, but the Government should have control over the fishing in some way so that they would get sufficient work for the curing station.

16. The curing station would depend on the fish got in the district?—It would not be necessary.

17. Is there no curing station at Ballymacoda?—There is one at Ballywilliam.

18. I suppose they would not be satisfied if the curing station was at Ring?—I think it would not matter if they got the money for the fish.

19. How many miles is Ballymacoda from Ring?—About fifteen or twenty miles.

20. What would it cost to erect a curing station?—Five or six hundred pounds.

21. An iron building?—No, it would be necessary to have a good solid house.

22. What would be necessary to enable the fishermen to get the fish and keep the curing station going?—They would want capital.

23. Ten thousand pounds?—Oh, that would not be necessary.

24. You could get a loan from the bank?—Probably.

25. The herring used to go to Russia and they go to Germany now?—Yes, most of the herring got here used to go to Russia.

26. What would it be necessary for the Government to do—to build a house?—Yes, and take time to establish the station properly.

27. And in whom would it be vested?—In the Government.

28. The Government would have to buy the fish and pay the fishermen?—Yes.

29. Could there be any arrangement by which the Government would build the house and rent it for the purpose for a half-year until the money would come in from the fish?—I think it was so in Dunmore.

30. *Pádraig Ó Cuidhla*.—Does the station belong to the Government or the person at the place?—I cannot say.

31. *An Scabhadh*.—Is it your opinion that the Government should buy and sell the fish there and be answerable for the cost?—I think it is they should lose, if there was a loss.

32. If the Government were prepared to do this thing, would you get a company here that would take it up?—Oh, yes.

33. The Government would not lose anything in the end except, perhaps, the cost of the house?—That is a matter that would have to be examined. We got things from the Government before which caused us a loss. We will not take it from them in this case. We got a boat and we are losing on it every year.

34. In the case of articles you got from the Government, were the prices based on too high an estimate?—Yes, and the interest on the money in the bank too high.

35. Do you think it would be suitable to have a curing station in Helvick?—I would say so.

36. Would that do for Ardmore?—It would.

37. Would Ardmore be too far away?—Many don't go in there. They would be fishing outside.

38. If they were fishing outside, how far from Helvick would they be?—Ten or twelve miles, and that would not be too far.

39. *An Fear Mór*.—How many miles is Helvick Head from Ardmore Head?—Six miles or so.

40. *An Scabhadh*.—Is that all?—Yes, it would be the same going to Ardmore as to Helvick.

41. Have you any experience of the kind of boats they have in Ardmore?—No, but they are very small boats.

42. Could large boats be got into Ardmore during the winter?—No, the place is very wild. If they had a curing station in Helvick they would get something for their fish. When they get a big catch of herring they come into Dungarvan and often they don't get 1s. per hundred for them.

43. If they had a curing station they would not need to come to Dungarvan at all?—No.

44. Is Helvick pier big enough for a steam-trawler if it came in?—Oh, yes.

45. Three hundred tons or so?—Much more.

46. Do you think it would be possible to increase the fishing if there were any means of catching the fish?—If they had better arrangements they would catch more.

47. How old are some of the boats?—As old as the old Youghal Road.

48. Old boats?—Yes.

49. There should be some arrangement? Some of them should get new boats.

50. Is there any way in which the Government could improve things except by supplying big boats?—I don't think so. They were looking into that matter before.

51. Would it do if the old boats were improved?—No. It would be a good thing if they were burnt some night.

52. If they were burnt, what would happen to the fishermen?—They would be almost as well off.

53. Are they people who have to depend entirely on fishing?—Oh, no.

54. Have they land?—Yes, little bits of land—scattered little patches.

55. Were they ever scheduled by the C.D.B.?—No.

56. Or the Land Commission?—No.

57. Is there any way of increasing their holding? Is there any land to be spared?—It is very hard to get.

58. Could any of the farmers be got to go to the Midlands?—I don't know. In the peninsula of Ring I don't think there is any land to be got.

59. Do you think it is right for fishermen to be farmers?—When one thing fails they must fall back on another.

60. Is it not that kind of fishing they will always have?—That would suit some of them—one day on the land, one day on the sea.

61. *Fiachra Eilgeach*.—You said there were three parishes in the county in which there are Irish sermons occasionally. What are these three parishes?—Kill, Melleray and Lismore.

62. I asked was there any Gaelic sermon at Ring and I was told that there was not a sermon in Irish in Ring parish even on St. Patrick's Day. Is that true?—It is true for the past couple of years.

63. How long is the college in Ring?—About 16 years, but there was an old college there before that.

64. We all know the good work that is being done there. Have you any grant from the Government or from any Department of the Government for the college?—Not for the children's school.

65. *An Fear Mór*.—You mentioned the houses. Are you not satisfied with the houses in Ring?—Some of them are miserable.

66. You were in Connemara?—I was.

67. Did you see any worse houses there than at Baile na nGall?—No. There are houses in Baile na nGall that are not fit to live in.

68. Do you think the people must leave the place unless houses are provided in Baile na nGall?—It is not houses alone that must be provided. There is no work. They are going, and they would all be gone if they could go.

69. Are the little bits of land in Ring exactly like places in the other congested districts?—Exactly like that. Perhaps four separate bits held by one person and only two acres altogether. If the C.D.B. divided the land equally and gave the two acres in one place to each it would be an improvement.

70. Do you think the people would agree to that?—Yes, if it could be done; but there would be trouble.

71. *An Scabhadh*.—There was trouble in every other place also?—It would do good in the end.

72. *An Fear Mór*.—You suggested that the mountain lands should be divided amongst the people. Are they not divided already?—No. There are commons also.

73. Is there rent on them?—No.

74. Are rates paid for them?—The mountain belongs to the Stewarts.

75. Perhaps they're paying rates?—Perhaps they are.

76. If the mountains were divided among the people they would work them?—They would. They are working them.

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77. You think it would greatly increase their means of livelihood if the mountain were divided?—Yes.

78. *Pádraig Ó Cadhla.*—You know English used to be put down the throats of the children long ago?—Yes.

79. There was not much agitation in the newspapers about it. When the new Government came in—the Government we have at present—did they continue in the same way that was laid down before them? Did they follow the old way—all public servants using English, in the law courts, post office, pension officers, everything else—all using English still?—I don't think it is altogether the same.

80. Don't you think that when such a Government set out to do the work in Irish-speaking places they would begin with Irish altogether in such places?—Certainly. But perhaps suitable officials were not to be got.

81. Do you think it is any injustice to the people to have every official of the Government coming with no knowledge whatever of Irish?—I don't know.

82. If you go into a court and hear the Gardaí Síothchána speaking nothing but English, do you think that encourages the people to speak Irish?—I think it is a matter of indifference to them which they speak—Irish or English.

83. But if the Government were to use Irish it would encourage them?—Yes. If the Government were in earnest about Irish that would increase the respect for Irish amongst the people of the country and the towns also.

84. The people have no disrespect for Irish?—No. I don't think they have any disrespect for Irish, but they have the old habit of speaking English.

85. Could you recommend anything to break that habit of speaking English?—If the schools were as they ought to be and the children were taught Irish so that they would speak it going home, then the people at home would speak it also.

86. *An Seabhac.*—How far do the people of Ring speak Irish?—One-half speaks Irish and the other half speaks English.

87. *P. Ó Cadhla.*—Would it be possible to do the public work there in Irish?—Yes, undoubtedly.

88. *An Seabhac.*—How far from the college do they use Irish?—According to the people.

89. The Ballynagoul people under twenty years?—English often. People of that age are the worst.

90. Twenty?—Twenty to twenty-five.

91. Are they worse than the young people?—They are.

92. Would it make any difference to any great number of the people of the district if the work of the Government were done in Irish—letters, Garda Síothchána work, court work, pensions, Land Commission, instruction and so on?—No.

93. Nobody would have any cause of complaint?—No.

94. They would be able to understand?—Oh, yes, well.

95. Could that be done in Dungarvan?—It would be very difficult.

96. How far from Ring would the people understand work done in Irish?—Up to the Youghal Bridge.

97. *An Fear Mór.*—Have the farmers of this district Irish as far as Clashmore?—Yes.

98. *An Seabhac.*—The older people have Irish?—Yes, every man of 40 years and upwards at any rate.

99. Are there people with Irish under 40 years?—There are many who have no Irish.

100. From your knowledge of the schools, do you think they are Irish enough—that Irish is taught in such a way as to make Irish speakers of the children?—I don't think so.

101. Is there much difference between the schools now from here to Ring and Ardmore and the same schools 18 years ago?—They are much better now.

102. Do you think the National schools could do more for Irish and for the educational development of the child?—It would be necessary to compel the children to be more careful about attending school.

103. We were in Ring school yesterday, where the attendance was only 50 per cent. Do you think it would be right to compel people to send their children to school?—I should think so. If the children are not going to school regularly it is impossible to teach them.

104. *Fiachra Eilgeach.*—Do many from Ring go into the Garda?—No.

105. Are there any suitable people there?—Two or three tried but they failed.

106. Why?—They hadn't sufficient English.

107. Sufficient English?—One of them. The other was not big enough or something of that kind.

108. *An Seabhac.*—Do you think it is because they did not know English they were sent home?—Perhaps they hadn't education in English.

109. Had they in Irish?—Fair.

110. *Fiachra Eilgeach.*—Is it not surprising that they did not know Irish in Ring after being in the National school?—That is how it is.

111. *An Seabhac.*—There are schools—certain schools—that give a proper education to the children?—It appears it has failed there at any rate.

112. If these schools have failed, would it not have been better to have tried Irish sooner?—Yes, far better.

113. *P. Ó Cadhla.*—What subjects are required for the Garda Síothchána examination: reading and writing?—And arithmetic.

114. Do you think if a person had reading, writing and arithmetic in Irish it would be sufficient to pass him?—I don't know. It ought to. They are teaching them Irish in the Depot now. If they took them up from the Gaeltacht they ought teach them English, if necessary.

115. *An Seabhac.*—If the Government did something for the people of Ring because they had Irish, what would the people of Ring do for Irish?—I don't know what they could do.

116. The people who are speaking English to the children in Baile na nGall for instance?—I don't think it would do much good. The habit is there.

117. Is there no way of breaking it?—It is hard to do so except through the medium of the schools.

* * * * *

TOMÁS BREATHNACH, N.T., *examined.**(English rendering of evidence given in Irish.)*1. *An Seabhac.*—You are a teacher?—Yes.

2. Where do you teach?—

3. A National school?—Yes.

4. On what do you desire to give evidence?—About the school question.

5. And Irish?—Yes.

6. Have you anything in the form of a statement?—A couple of words for myself. I don't think there is any need to make a long statement.

The teachers are waiting to see what will happen. To see are the people in earnest about this question. The work of reviving the Irish language will be a failure, or at best only partially successful, unless there is immediate union between the two great National parties. We are doing our best for Irish, but next year when the farmers go into the Dáil we do not know what will happen in regard to Irish. We do not know what we shall be asked to do. That is the position of the schools in this district. Another thing, Irish is being taught in the schools, and taught well, but when the children go home they never hear a word of Irish in the church, the post office, or anywhere else outside the schools. A child who will attend school will know Irish well, but he will find no newspaper in Irish and nobody to speak Irish to him outside the school. It should be necessary for boys when they leave the National schools to go to the night schools until they are eighteen years. But it is not right that these schools should depend on the penny rate. We should not have to ask for God's sake to give us the penny for Irish as we had this year. I am teaching Irish in a night school. I do not know if there will be any night school next year. They stopped the rate before and they may do so again. Somebody said something about teaching infants. Is it not hard that a teacher, not knowing Irish, should have to teach it to the children? That teacher has been teaching English throughout his life and now he must begin and teach everything through Irish and nothing but Irish. He could not do it. It would be right to pension such teachers and let them go. Nobody over thirty years can learn Irish well enough to do that work. They are too hard altogether on the teachers. Why should the administration be in English—Gardaí Síothchána, priests, inspectors, commissioners, doctors and all others using English—and the teachers be forbidden to use English? I think any old teacher, knowing only English, should be given

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full pension and nobody appointed to a school except a person who speaks Irish, as nobody else can teach Irish. The summer courses in Irish for teachers did more harm than anything else to the Irish language. I would compel no teacher to go to these classes, but to anybody who attended the courses I would give an extra month's holidays. And if he succeeded in getting the certificate, I would give him increased pay of twenty pounds or so. There would be an examination at the end of the course with the same standard for everybody, and not a standard varying with the inspector who conducted the examination. There is no good in blaming the teachers and leaving others alone. The parents are saying "Don't teach Irish to the children." They would prefer you would not teach Irish to them. It would be a good thing for the Gaeltacht to have public officials in these places knowing Irish. It would do more good for Irish than anything else perhaps. If every man in the bank and the post office and the Gardaí in Ring and such places knew Irish it would do great good. It would also help the language if those who were going for positions under the County Council or the Government were given more marks for Irish than for any other subject. It is not necessary to have Irish for any positions now. It would be better for you not to have it. If young boys were got in places like Ring and trained as teachers, that would do great good. It would also be a good thing if colleges or preparatory schools were established to train boys and girls for positions in the Civil Service. Liam Ó Míodhacháin said the people were going from Ring. They are going from every country district in Ireland. There is no amusement for the people. If halls were erected and amusement provided for the people perhaps they would not be in such a hurry going to America. Some of them are in a hurry to come back again. I don't think there is anything else I have to say.

7. *Pádraig Ó Cuidhla*.—You referred to the children going to school, four to eight years or five to eight—do you think if the work was well done for the two or three years they would have plenty of Irish then?—Yes, if the teachers knew Irish. You would have to begin to teach English to them then, and the work of the school is tested by reading, writing, arithmetic and other knowledge in English.

8. Do you believe they could continue their education in Irish?—Yes, and, if necessary, teach them English reading and writing.

9. Don't you think that would do in the Breac-Gaeltacht?—If the Government and the people of Ireland are in earnest about Irish there is no other way of doing it.

10. Do you think they would have plenty of English?—There will be no dearth of English. Too much English they have, but they don't think so. They don't think there is any need for Irish. They think it is a fad. They are tired of it for the past couple of years.

11. I suppose that kind of teaching would not succeed as well as the children's school in the Ring College?—'Tis not the same at all. In the Ring College they are always inside and they hear Irish always, night and day. Our children, when they go home, hear nothing but English everywhere, night as well as day.

12. What would the work in the schools for children of five to eight be?—Conversation and a little reading and writing would not do much harm if the speaking were taught at the same time.

13. What are the things against the teachers at present?—They don't know how the matter stands or how it will be in the future.

14. The inspector?—The same. He is looking forward also.

15. *An Seabhad*.—You said the teachers don't know how the matter is or will be. Do you think the teachers have some doubt about the Government?—They have a feeling that the present Government will not last. People who have any knowledge of politics say that. They say that there is no division that will return the members of the present Government. A British general got the highest place in the Senate election.

16. Is that the view of the teachers, that their work is to be based on what will happen in two or three

years' time instead of on the orders of the present year?—The way the matter appears to the teachers is that they will be in the middle of this Irish work when some new Minister will come and change it all.

17. Do the teachers hold that view?—It is in my own mind and I think it is in the minds of other teachers and of everybody.

18. Whatever Government would be in power there would be the chance that a Gaelic Government would come in again. Would the teachers regulate their work in expectation of another change back to Irish?—It is not likely that a Government in favour of Irish will come in if the present Government is defeated. As I have already said, if the people were certain and if the teachers were certain that Irish would continue in the schools there would be a greater desire to teach it and to learn it. But they feel now that there will be no teaching of Irish in future.

19. Why do they think so?—It is certain no Irish-speaking candidate for the Seanad was elected.

20. Senator Cummins?—He is a Labour Senator and a teacher.

21. *Fiachra Éilgeach*.—Senator Toal?—I did not know he had Irish.

22. *An Seabhad*.—Do you think any of the teachers would be influenced directly or actively by the thought that the Government would go out next time?—It is in their minds.

23. *An Fear Mór*.—Do you think that in view of a change in Government the teachers are giving more assistance to the speaking of English than of Irish?—No, but the language that suits would be taught.

24. But Irish suits now and is it not wanted?—I am saying they are doing their best.

25. If the Government were beaten and a non-Gaelic Government were in power, would they be thinking of the Government that would come next?—I am only giving you my opinion, and this is highly improbable.

26. *An Seabhad*.—Is there any fear for English?—No. English is better known than ever.

27. This talk about the loss of English is nonsense. Those who write that way don't know anything about it. As far as I can know, English is stronger now than ever.

28. In the Gaeltacht you say there are some old teachers who could not do the work efficiently?—Yes.

29. What age?—Anyone over forty years, unless he has had Irish already. It is not possible for any such person to learn Irish well enough to teach it to the children.

30. What would you advise?—Full pension.

31. After only 20 years' service?—It must be done. There is no other way. When they were appointed there was no talk about Irish.

32. Do you think there is any reason to believe that a teacher who was not able to teach other things well threw all the blame on Irish?—I don't know.

33. Would it be natural?—Of course, he would like to have an excuse.

34. Have you any other recommendation about the old teachers in the Gaeltacht but to pension them?—It is hard to do anything else. They might be sent to another school, but it would be hard to do that.

35. The other places they would be sent to would be as badly off then?—It does not matter in places like Dublin.

36. *Pádraig Ó Cuidhla*.—How would it suit if such people were sent to a place for twelve months where they would hear nothing but Irish?—It would do a great deal of good.

37. *An Fear Mór*.—Do some of the inspectors still speak to the children in English only?—Yes.

38. Don't the inspectors speak Irish?—How can they when they do not know it?

39. Are not many of them Irish speakers?—Some of them, but what about the others?

40. Do you think it would do great good to the schools if the Government showed it was in earnest about Irish?—That is the whole thing altogether.

41. It is not being done at present?—No, it is not. For positions in this county for a year there was no talk about Irish.

42. As long as things remain so it will not be possible to do the work properly in the schools?—Quite so, nobody is in earnest.

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43. Do you think if a person was going for a position now, without English, he would have any chance of getting it?—He would not get it without English.

44. Don't you think the same rule should be applied to Irish in the Gaeltacht?—I don't think any person should get a public position in places like this unless he knows Irish.

45. Written work only should not be sufficient?—No, but real Irish speaking.

46. *An Fear Mór.*—Do you think there should be higher National schools in the Gaeltacht?—Yes, schools for the poor children to prepare them for the Civil Service examinations and positions as doctors and priests. If there was an Ard Scoil in every Irish-speaking district it would be a good thing to bring the children of the district round in motor vehicles to it.

47. Do you think that candidates for the teaching profession should in future be taken from the Gaeltacht?—It is not possible to get it done in any other way. Make teachers of the children of the Irish-speaking districts. If we were sure that the Irish people wanted Irish it would be easy to do the work.

48. *Fiachra Eilgeach.*—Do you think the children would come to this Ard Scoil?—Oh, yes.

49. Sufficient to maintain it?—Easily.

50. One for every two parishes?—It would not be necessary to have so many as that. If there were three in this district it would do.

51. How many masters would be necessary?—One person for every subject.

52. Evening classes and the high school would not be necessary?—No, there is no use in sending people over twenty years to a night school. If you could compel children from fourteen to eighteen to go that would be better.

53. *Pádraig Ó Cadhla.*—Would you make it compulsory?—Yes.

54. How could you do that?—I see no difficulty in doing it.

55. *Fiachra Eilgeach.*—Don't you know that Irish is an examination subject for the public service like French or German?—I believe it is.

56. Is there any good reading of Irish or English in the schools? Is there any boy or girl in the schools who will be able to read anything aloud except those that become priests?—I don't say so, anyhow. I would like a lot of reading both in English and Irish.

57. About pensions for teachers, what would you say about a woman who does not know a word of Irish and who has no desire to learn it?—I don't think there is any such person.

58. She is there?—I hadn't thought there was such a person.

59. What would you do with her?—Get her married.

60. She is married already?—I don't know what to do in that case.

61. Do you think the inspectors who are being appointed are efficient and suitable for such positions? Why should not men like you apply for these positions?—I don't know.

* * * * *

The following statement was handed in by Rev. Father Kelleher:—

I fear I can be of very little assistance to the Commission. But as I have been asked to give my views, I deem it my duty to do so, in spite of my great reluctance and misgivings.

To my mind the question of preserving the Irish language in the Gaeltacht must be taken in conjunction with the wider question of restoring Irish as a vernacular language in Saorstát Éireann. Except on the supposition that it is seriously intended to make Irish a vernacular throughout the Saorstát, it would not be possible, nor even if it should be possible would it be desirable to retain and entrench Irish in the Gaeltacht. It would be a waste of money and energy, besides being a grave injustice against the people of the Gaeltacht, to attempt to isolate a few remote districts of the country, and to erect artificial barriers which would tend to exclude these people permanently from full social and cultural intercourse with the rest of the country. But if, on the other hand, it is really in-

tended to make Irish a vernacular throughout the Saorstát, then immediately the question of the Gaeltacht assumes an outstanding importance, and calls for special consideration.

In order, therefore, that the purpose of this Commission may be intelligible to everybody, it is essential as a preliminary that it be made clear beyond the possibility of mistake that provision is also to be made for reconstituting Irish as a vernacular throughout the Saorstát. It may appear strange that there should be any necessity to labour such a point this hour of the day. The Constitution has made Irish the official language of the Saorstát, and surely one would imagine the people who have accepted that Constitution and are careful to insist on all the rights and protection it affords them would not aim at making it a mockery on one of its most fundamental provisions. And yet the sad fact is only too obvious. No sooner did the country begin to emerge from the double agony of the conflict with England and the conflict between ourselves, than it began to be evident that forces were at work calculated to stultify the very Constitution itself, and thus to undermine the present foundation of our whole social life. Every difficulty and every inconvenience incidental to the gradual restoration of the Irish language is broadcasted and exaggerated. Everyone who feels a grievance real or imaginary cries out, and the cry is taken up and repeated. The effect is unmistakable; an atmosphere of hostility to Irish is being created to the effect more or less consciously intended that the provision of the Constitution making Irish our official language shall be effectively thwarted.

It is imperative that the air be cleared in this respect, and that the atmosphere which has been gathering for some time be dissipated, if this Commission is to hope for any practical results from its labours. We have no reason to suspect that the present Government, or indeed any other Government likely to hold office in this country for many years, is prepared to do anything to stultify the Constitution at the suggestion of any anti-Irish interests or prejudices. But Governments as we know cannot fail to respond to a strong vocal agitation, especially if it can be made to appear that the agitation has the sympathy of the body of the people. This is just what is being done at present, and it is time that the supporters of the language took up the challenge that is being thrown out to them. Is Irish going to be side-tracked in the Saorstát? For that is what it comes to. The position of the language supporters would appear impregnable on the ground that Irish cannot be side-tracked unless the whole Constitution is side-tracked. For the Constitution must be accepted as a whole or not at all. We cannot take one portion of it and reject another. Many accepted the Constitution who would never have done so were it not for the prospects held out of building up a real Irish nation through this very provision made for the Irish language. Is faith to be kept with these people now, or are they to be told that that provision was merely a delusion and a snare? If that is to be the case it is only too likely that we are going to have everything in the melting pot once more. No one could have imagined that everyone was going to have all his own way under the Constitution. The Constitution itself was in the nature of a compromise of give and take between all parties and interests. The only prospect of its continuing to work is through loyal acceptance of all its provisions.

All that will have to be made unmistakably clear now, if the present campaign against the introduction of Irish does not cease. There is no need to pretend that the Constitution does not entail a certain amount of inconvenience for us all. But such inconvenience is only the price we have to pay for the prerogative of enjoying our own national autonomy. The re-introduction of Irish as a vernacular will doubtless mean a certain amount of inconvenience for most of us, and will possibly be distasteful for some of us. But we must put up with some inconvenience, and we cannot expect to have everything precisely according to our several prepossessions and prejudices. Beyond that there is no compelling reason why Irish should be pushed in a manner that is unduly inconvenient for anybody; nor is there any indication that it is being so pushed at present. For myself I deprecate every suggestion that Irish is to be pushed down the throats of the people no matter from what quarter that suggestion comes. No doubt it is started for the purpose

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of creating a prejudice against Irish, from the knowledge that the Irish people will resent, and very rightly too, an attempt to push anything down their throats except what they themselves are perfectly prepared to swallow. In this as in every other controversy it is better for us to try to understand one another's position with a view if possible of coming to a working agreement, rather than to give way to impatience and hurl defiance at one another's heads. If it can be shown that the method at present being adopted for the restoration of Irish is unreasonable, by all means such representation should be attended to. Or if less drastic measures are proposed for which the claim is made that they can be made really effective, these too should receive the most sympathetic consideration. But where there is question of mere sham proposals insidiously devised for the purpose of defeating the present strong position of the claims for Irish, the advocates of the present measures, instead of being apologetic and attempting to justify every step that is being taken, should themselves assume the offensive against the grumblers, and press them to declare openly whether they accept the Constitution and are prepared to abide loyally by its provisions.

Furthermore it appears to me that the time has come when we are called on to give answers to the specific arguments by which prejudices are being raised against all efforts towards the re-introduction of the Irish language. It is being represented, for instance, that the use of Irish in the schools constitutes an intolerable burden on the teachers, and seriously impairs the efficiency of the schools. It may be that some teachers suffer hardships incidental to the change of programme. But with a reasonable exercise of patience and restraint on both sides, these hardships will be gradually eliminated according as the teachers are perfected in their preparation for the teaching of Irish. There will always as a matter of course be a few teachers with a grievance, as there were before ever Irish was thought of, being made compulsory in the schools, as there are discontented members in every body, especially when there are influential persons outside their own ranks only too ready to exploit and exaggerate their grievances. It should in fairness be pointed out that the vast body of the teachers have responded with laudable zeal to the extra demands which the change of circumstances in this country has entailed on them. As regards efficiency every drastic change of programme must appear to interfere with efficiency in the beginning, but there is no reason in the world why in a short time teaching might not be as efficient through Irish as through English. If one were to judge from all that is being said about efficiency at present, it would appear as if our schools were models of efficiency before Irish was introduced into them, whereas the outstanding fact is that education in Ireland never reached so low an ebb as since it came to be imparted through the much lauded medium of English.

Finally, in this connection we should not content ourselves with answering the objections of the opponents of Irish. The positive case for the language should be fully and convincingly made out. It should be shown that as long as we are confined to English as our sole vernacular, we can have no hope of ever building up a healthy, virile Irish nation. England will remain our intellectual and cultural centre, and we shall be simply the backwash of English civilisation. Our tastes, ideals and outlook on life will inevitably be fashioned in England. Without some spiritual bond and visible symbol of national solidarity, such as a common Irish language would afford, it is difficult to conceive, with our proximity and inevitable close intercourse with England, how we can develop a consciousness of real independent nationality. We can never rise to a true realisation of common ideals and mutual interests. Employers will continue to read of labour conflicts in their *Daily Mails* or *Daily Chronicles* and be surprised why workers do not see the necessity of taking account of the well-being of the country as a whole. Most of us shall continue to bemoan certain scandals connected with dress, literature and amusements. But we shall be helpless in the face of them, for we shall have no accepted standard of our own wherewith to judge them, for our standards with our tastes will come to us from England, and every superior alien in our midst can afford to sneer at

what he may be pleased to call our prudery in the matter of decency and cleanliness.

We need not pretend that the mere re-introduction of Irish would of itself settle all these difficulties. But it would put it in our power to deal with them ourselves. It would give us a sense of power and responsibility which would certainly make us more active and practically interested in them and give us just ground for hope that our exertions may not be altogether in vain.

I owe an apology to the members of the Commission for presuming to trouble them to such an extent with considerations which may appear to have only an indirect connection with the subject of their investigation. I have done so from the conviction that the greatest obstacle to the preservation of Irish in the Gaeltacht is the impression which is being insidiously circulated at present that there is no serious intention, nor indeed any appreciable possibility, of restoring Irish as a vernacular through the remainder of the country. The circumstances of the time also appear to call for plain speaking on these points. At one period in the past in connection with Irish there was much speaking and little work. Perhaps it is only by a natural reaction that at present we have much work and little speaking. That will not do either. If the work is to be done properly, a certain amount of speaking is required, if only that the ground be suitably prepared. Irish cannot be forced on the people against their will; the case for Irish must be put before them in such a manner that will be willing and eager to accept it.

There are two extreme views about the Gaeltacht, both equally wide of the truth and unfortunate in their consequences. They agree in taking an unduly simple view of the problem. For both the language is inseparably bound up with the prevailing social and economic conditions. Certain enthusiasts for Irish see nothing but what is admirable in the Gaeltacht, and would make it the model according to which the entire country should be reconstructed. Certain enthusiasts for English, on the other hand, see nothing but what is deplorable in the Gaeltacht, and would exterminate Irish as the root cause of all the evil. The truth, of course, is that there is only a very slight and accidental connection between Irish and the social and economic conditions of the Gaeltacht. Whatever was the language spoken in the districts now known as the Gaeltacht, their geographical position would cause these districts to be socially and economically backward. There is scarcely room for doubt that fortunate fate which left the Gaeltacht in possession of the Irish language and so much of the Irish tradition went far to compensate the people for the lamentable effects of their isolation. Anyone who gives the question unprejudiced consideration will readily admit that, taken all round, the condition of the people of the Gaeltacht is vastly superior to what it would be if they had not retained the Irish language with its living traditions; although in more recent times, when English had come to be generally adopted on all sides of them, the Irish language did tend to intensify the effects of their geographical isolation.

It appears to me, therefore, that in their present investigations the Commission will be well advised to keep the language and economic aspects of the Gaeltacht from running into and confusing one another.

Provided the language question is properly dealt with throughout the country generally, I do not consider that there need be much anxiety about the language in the Gaeltacht, nor do I think that any course should be recommended that would tend to emphasise any distinction between the Gaeltacht and the rest of the country, or even to preserve such a distinction as exists at present. If Irish is given proper consideration throughout the country, then the freer and the fuller the communication between the Gaeltacht and the Gaeltacht the better for both. The suggestion might be permitted, however, that in the attempt to bring back Irish to the country generally specially effective measures should be adopted, as far as is reasonably possible in the areas bordering on the Gaeltacht.

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I am not sufficiently acquainted with the Gaeltacht to presume to make any specific suggestions about its economic problems. As a preliminary step, however, it would appear most desirable to have a survey made out, as full and as accurate as possible, of the economic resources of each area, as to what these resources are, how they could be developed and perhaps extended, and what population they could be calculated to maintain in decent comfort. After that the question would arise of providing for the surplus population. That, I imagine, could best be done, at least as far as the resources at the Government's disposal will permit, by establishing compact colonies from the Gaeltacht in those other parts of the country which are totally or in great part uninhabited.

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REV. J. KELLEHER *examined.*

1. You wish to give evidence in English to the Commission, Father Kelleher?—Yes. I have not practice in speaking Irish sufficiently to give evidence in Irish.

2. We have not been able to read your statement and we are, therefore, not acquainted with it, though we will afterwards read it and give it every consideration; but perhaps now you would like to deal with the general points in it?—You can read my statement at your convenience. At present I would just like to say that what has struck me as the great difficulty in the retaining of the Irish language is the idea that is now being propagated that the people and the Government are not in earnest in restoring Irish throughout the country. If we are not in earnest in restoring Irish throughout the country, I think it would be a mistake to try to restore it in the Gaeltacht and to keep the people there isolated from the rest of the country. When we consider the Gaeltacht we ought also to consider the question of making Irish the vernacular throughout the country. There is no reason why we could not have it brought home to the people that we are in earnest and that the Government is also in earnest about the restoring of the language. For myself, I take my strongest stand on the question on the Constitution that we are under at the present time. According to our Constitution, Irish is the official language of the country. If that Constitution is to stand it must stand on that point as well as on every other point. It should not be open to anyone to object to a reasonable effort being made to restore the language, except those people whose one object seems to be to put us back to where we were before, so that we would have to fight all over again for the Irish language. I should wish that that point would be put strongly before our people. Speaking generally on the question of the retaining or restoration of the language, I regard the agitation that is going on against it, to get the people up against it and not to have it restored, as a conspiracy that is put forward in order to damp the people's ardour for the language. People in this country are very much led away by what they hear, and that is the object of this conspiracy that is going on against the language. While the people are in favour of Irish, when they hear it said again and again that there is no chance for the Irish language being restored they become indifferent about Irish, and they therefore resent being asked to learn Irish when other people inspire them insidiously that the language is not wanted by the country. We must return to propaganda work again. The attempt at present being made to get Irish taught in the schools is very reasonable, and those people who object to it should be asked what it is they want instead of the language. In this country people very often object to things that are ordered for the good of the country and themselves, but when they do object they are never asked what they want instead. We should put to those people: What do they want and what would they do? Would they stop Irish altogether and would they give up their Constitution? I say, as long as that Constitution stands Irish must be compulsory in the schools because under the Constitution Irish is the official language of the country. No Government could continue to maintain or sustain schools in which the official language of the country

does not get first place. I think we should make the most of our strong position with regard to the Irish language in that respect. It is laid down in the Constitution that it is the official language of the country, and that fact must be generally recognised. Propaganda is, therefore, very necessary, and I think we ought to have plain speaking about it. Formerly, perhaps, we had too much talking about it and little work, but lately I think we have too much work about it and altogether too little talk. We must prepare the ground for our work for the restoring of the language and have plenty of propaganda. I have expressed my views on that fairly fully in my written statement.

3. *An Seabhac.*—We will take your views on that point as they are recorded in your written statement and we would also like to hear your general views on the whole question?—I would be strong on a point to which I attach the greatest importance—that is, that Irish is the spiritual power in the country that will ultimately unite us as a nation. In the past we have had too many things to keep us asunder, and nothing will keep us so much together as some common bond, and I see nothing so strong as the language for that. At present in this country we are inclined to look upon one another as strangers, especially with regard to the things that have kept us apart in the past. I believe that is inevitable as long as we have English, because we are under English ideas and are dependent on those English ideas for the strengthening of our minds, and in that way we forget we are Irish. It comes to this: that the English shoneens want to make us, like themselves, as English as they possibly can. They want us to look down on our neighbours and to give all our support and sympathy to English culture and civilisation. We must show that we have something economic outside their commerce, and if we do so I think we will be able to get over our economic and industrial difficulties. I cannot see the employers and employees seeing that they have anything in common so long as they keep on looking to England for their ideals. We must have some common ground on which to work at home. I don't know anything that would give us such a sense of nationhood and unity as the Irish language would. I would be very strong on that point. There is also the priests' outlook. We are all anxious at present about certain abuses coming into the country with regard to amusements and dress. We are to a great extent powerless at home, because we have no common opinion. We cannot form a standard of our own in that connection, so long as we have the danger that our tastes will always be flooded from England. We must be united at home and have a common opinion against that flood that comes from England. In the matters of proper dress, amusement, cleanliness and decency we will have all that English stuff pitchforked into our country until we go seriously into the whole question and form a common opinion on it. I think Irish is valuable in that direction. The language in the Gaeltacht is our hope of bringing home to the people that Irish is to be the vernacular in the country.

4. Outside the Gaeltacht?—It would not be fair to try to revive Irish in the Gaeltacht unless it is brought home to the people of the Gaeltacht that Irish will be the language of the country, and, that being accepted, the tendency should be to break down any barriers between the Gaeltacht and the rest of the country. Instead of making special regulations about the Gaeltacht I would have as little distinction as possible.

Mr. Ó Cuidhla.—Except that you would provide more advantages?—I would suggest that whatever provision was made for the schools in the country should be enforced in the Gaeltacht. If the idea of restoring the language through the country is accepted, there is no danger about the language in the Gaeltacht. Let every provision be given for going on with Irish in the Gaeltacht. I notice from your terms of reference that your special reference is economic, and I regard that as a far more difficult question. I think, however, as regards the language and the economic and social conditions we must distinguish between the two. There is only an acci-

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dental connection between Irish and social conditions, but we ought to take Irish by itself, and also the question of social conditions by itself, and treat them as two different questions. It struck him that one of the first things that would be necessary, if it is possible and if your resources admit of it, would be that yourselves or some other Commission should make a survey of the economic resources in each area in the Gaeltacht; that is, the resources as they are and that can be developed; with the view of finding out the population that could be maintained in the Gaeltacht, and that after that provision be made for the establishing from such population of Gaelic colonies. Then you would have the surplus population to deal with, and I think that could be attended to by establishing compact colonies from the Gaeltacht in other parts of the country with sufficient resources to support each such population.

5. *An Seabhadh*.—The burden of your statement is that it would be a bad thing to give the impression that the Gaeltacht was something apart—insularised? Yes.

6. And to give the people the impression that nothing was to be done outside that area?—Or to allow that impression to be made by others.

7. Your suggestion is that the people of the Gaeltacht should be made to feel that they have something that the rest of the country considered to be a rich heritage?—Yes.

8. And that the rest of the country would try to possess it?—Yes.

9. That we want that and that it should be brought home to the rest of the country?—Yes, that we are in earnest about it.

10. What action on the part of the Government do you think would convince the people?—What I think is neglected at the present time is propaganda. That word has got a bad sense of late, but I think it is badly wanted at the present time, especially in view of the insidious propaganda that is going on the other side. We are told by people that this effort to restore the language will be all over in a short time, and to take our ease and everything will be all right again. That is what is being told the people by the enemies of the language. I don't think that should be allowed.

11. Whose business would it be to make that propaganda?—I think it would be the business of all of us. The most prominent and influential men interested in the language should come together and see what could be done.

12. It is your suggestion that as Irish has been made the national language of the country, it ought to be a national duty, and therefore the duty of the Government of the nation to educate the people in that language?—Yes, at the same time I think the Government must have public opinion behind them. They cannot go faster than public opinion; they must feel that they have the country behind them. I think it would be for the Gaelic Leaguers and others interested in the language revival to do such work, and to get such public opinion for the language. We have allowed the Gaelic spirit to be damped down. Perhaps we went too fast at one time and had too much talk, but we want that talk now; I think there is a real necessity for propaganda.

13. Do you think that the question of the Irish language is one that should be a part of one's loyalty to the nation?—I do.

14. And that a man who does a thing that will do harm to that language is as guilty of a crime against the nation as say a man who throws a stone at an insulator on a telephone pole and is sent to prison for it?—I would not say as technically guilty as that.

15. That does not seem to represent what I said at this stage.

16. *Mr. Hanly*.—Did you state that you do not want the Gaeltacht isolated in any way?—Well, as little as possible.

17. And that any isolation should be an advantage to the Gaeltacht?—Yes.

18. Where there was a little patch in the country that would be willing to have the education and take part in the advancement of such a colony you would be in favour of bringing it into line?—Certainly.

19. You would not deprive any part of the country of any of the educational advancement you suggest?—No, certainly not.

20. When you referred to propaganda, do you mean education propaganda?—Yes, and also publication in connection with the Gaelic movement generally, so that the people would gain a knowledge of it.

21. Do you include in that the Department of Agriculture in their issuing of leaflets, and do you think something corresponding to that should be done, the issuing of information, educative and instructive, in connection with the speaking of Irish?—Yes, and I would do it as widely as possible.

22. *Pádraig Ó Cadhla*.—With regard to the transfer of people of the Gaeltacht to other parts of the country, have you developed that point in your statement?—I don't know that I have, as I don't know what the resources of the Ministry of Agriculture would be. That would not be known until after the breaking up of the untenanted lands.

23. *An Fear Mór*.—In connection with the economic position in the Gaeltacht, you think it is right to keep it apart from the others?—Certainly.

24. Do you know that in the Gaeltacht the economic position is very bad at present?—Yes, and it is attributed by many to the Irish spoken there.

25. Do you think it a mistake that the two should be included in the terms of reference?—Oh, no. They are two distinct questions that ought to be attended to. I don't think you can remedy one without remedying the other, but they are two distinct questions.

26. And you would keep them apart?—I would consider them as distinct matters.

27. You heard of the intention of the Ministry of Education to arrange for higher schools than those at present in the Gaeltacht, so that higher education would be given for young men to qualify them for positions in the Civil Service and other departments?—I would be glad if that were done.

28. *An Fear Mór*.—The Fear Mór refers to the proposed preparatory teachers' colleges?—I have heard of them.

29. *An Fear Mór*.—You think that in the Gaeltacht bright boys and girls should have secondary schools provided for them?—If possible, I think it should be so.

30. *Fiachra Eilgeach*.—As regards the question of propaganda, you read the speech of the Minister for Education, in Ennis, some time ago—is that what you would like in the way of propaganda?—Yes, and as much reasoned argument as can be given, and also lectures. I believe the language will do well if we have such propaganda, especially with regard to our nationality. Help can be given in that way, and I think able men should do it. It would be worth while enlisting their services to do it.

31. Do you think occasional gestures from members of the Government would have the desired effect?—It would be excellent, and would help.

32. *An Seabhadh*.—We are very grateful to you for giving us such a fine statement, and for what you have said to-day on the subject. It will all be got in the Report of the Commission.

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DOMHNALL Ó FEARACHAIR, *examined.*

(English rendering of evidence given in Irish.)

1. *An Seabhadh*.—You have had a long connection with the Gaelic movement in this district. We should like to hear your opinion?—Well, you cannot bring back Irish without money and faith. Faith and money should go hand in hand. Then, perhaps, fathers and mothers would assist in the teaching of Irish to their children. The position in the past was this. The Irish-speaking people were very poor, and nothing was to be got from Irish. The priests, the doctors, the teachers and others like that spoke English. The people had to send their children to school where they got English. Twenty-five years ago Doctor Henebry said that unless the Church helped the language was dying in the Decies. They had priests and teachers who did not know Irish at that time. We need not expect much from the old priests or the old teachers, except those who knew Irish already. I don't believe the Government will allow the language to die. Irish ought to be essential for all public positions. A few years ago when it was thought that a knowledge of Irish would be insisted upon, clerks in the Post Office and other public servants bought Irish books and began to learn the language. Then when they found that Irish was not wanted they sold the books again. They sold them to myself. Certificates are given in some

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colleges to students who are not good Irish speakers. No student should get a certificate if he could not speak Irish. If you want the people at home from going to America you must advance the Irish language, and you must give them some entertainment and social life.

2. We would like to get some information from you about business people and Irish. Was your knowledge of Irish any disadvantage to you in business?—No, it was no disadvantage to me at all. On the contrary, I was able to do business in either Irish or English with people who came in to me.

3. Do you think it is any disadvantage to business people, doctors, solicitors, and others, if their children were brought up with a knowledge of Irish, and respect for Irish education and respect for Ireland?—It would not be any disadvantage to them or their children. It is no disadvantage to them now.

4. The business people in twenty years would be as cultured as if they were brought up with foreign education?—It is as easy to learn Irish as it was to learn English.

5. About their business?—They would be the better able to do their business.

6. Would they be as good business men?—Much better, if Irish is the first language they learn.

7. As far as shopkeepers are concerned, Irish is no disadvantage to them?—No.

8. What would you say to people who say it is?—I would say they were against Irish and against Ireland. I was often told that my speaking of Irish brought me business.

9. Your business did not fall asunder because of Irish, anyway?—No.

10. *Mr. Ó Cadhla.*—How old were you before you knew English?—I had no English before fourteen.

11. Was that any disadvantage to you when you were sent in here to Dungarvan?—No. I was fond of reading Irish. I was often told that was because I didn't know English.

12. The children were chastised in those days if they did not know English?—Yes, I think the Government should make a rule that all persons employed by the Government and County Councils should know the Irish language.

13. You know that a lot of Gaelic songs and stories and poems are still to be found among the old speakers in Dungarvan that have never been collected?—Yes.

14. Do you think that they ought to be collected by the Government?—Yes. There is another thing, there is a tax on hats and other things that are not made in Ireland, while there is no tax on tweeds, and as a result many Irish mills are closed. I would suggest that the Irish manufacturers give a prize to the clerks who sell the most Irish-manufactured clothing.

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SEÁN Ó CONAIRE, *examined.*

(*English rendering of evidence in Irish.*)

1. *An Seabhadh.*—You were a teacher?—Yes. What school?—Coill Iseal.

2. *Mr. Ó Cadhla.*—Are you speaking for yourself or for the teachers?—My own opinion. I represent myself here.

3. *An Seabhadh.*—You have been working for some time in Waterford?—Yes, twenty-five or twenty-six years.

4. Is there any change in the work in the schools under the rules now in operation?—Oh, there is an improvement.

5. Are the results accordingly?—I don't think you can see the results yet. Only three came to me knowing Irish.

6. What parish?—Aogbeile.

7. The Irish language is living there amongst the old people?—Yes, people over fifty years. Sixty per cent. of them know Irish. Half of those from thirty to fifty understand Irish. All the rest have very little Irish.

8. Do those who have Irish speak it among themselves?—Very seldom. They speak Irish to me because I speak only Irish to them.

9. They have found out what you prefer?—Yes, exactly. They don't speak Irish among themselves. I gave them the habit of speaking Irish to them. A year or a year-and-a-half ago, I was going to Mass one Sunday morning. There were some men on the road. One of them said to another that he would compel me

to speak English. They made a bet on it. When I approached he said: "Good morning." I answered, and he won the bet.

10. Are there many like you in the parish who insist on speaking Irish?—I don't know.

11. Are there any other teachers like you?—There are.

12. Have the people the same opinion of them?—I could not say. They speak Irish to them sometimes at any rate.

13. Would public officials be able to do their work in that parish in Irish?—Oh, yes, because the old people know the language.

14. The pensions officer?—I don't think there is any person getting the pension who is not an Irish speaker.

15. In the teaching of Irish in the schools, what is the value of the Irish in the homes to the children?—It is worth a great deal, but those who know it don't speak it in the homes habitually. The children hear it sometimes. I have three boys from the same family in my school. The eldest has good Irish, the second boy's Irish is not good, and the third hasn't a word of Irish at all.

16. From the same family?—Yes.

17. In your own district?—Yes.

18. Have you thought of anyway of connecting the work of the school with the language of the people who know Irish at home so as to get them to help?—I have often thought of it, but it is hard to find any means of interesting the Irish speakers in the work. It is an economic question. They ask "what good is it?"

19. What would enable them to get an advantage out of it?—Positions when they go out into the world. If there was anything to be got because of a knowledge of Irish they would see that it was an advantage to have it. The feeling at present is that the Government don't care about Irish. The discussion in the newspapers is also putting difficulties in the way of the teaching of Irish in the schools.

20. Don't the people understand that they themselves can make Irish of advantage to their children?—They don't. They are not able to make up their own minds.

21. The people are not being led in that direction?—No.

22. Have you anything in your own mind that could be done to change those people who have Irish and don't speak it, and get them to speak Irish to the children?—I don't know what could be done.

23. If increased pensions were given to the old people, do you think that would help?—It might do some good, but it would be unnatural. It is hard to do it.

24. There is no use in talking to the people unless they have the proper spirit?—Yes.

25. Is there any patriotism in the people?—I don't know. There is not the same spirit now that there was some time ago. That is my impression.

26. Would you put some of the blame on the politicians for putting Irish aside and not using it when addressing the people?—There is not as much being done for Irish now as before.

27. The politicians are as busy as ever?—Yes.

28. It is not nationality they preach, but politics?—They don't bother about nationality.

29. If the teaching of Irish continued in the schools for two or three years with a good teacher and the people helped, would the children know Irish?—They would undoubtedly, but remember that the children are under the teacher for only twenty hours a week. The rest of the time they are with their fathers and mothers. There is no other way but working through English in the school.

30. Do you think that way would be effective?—There is no other effective way.

31. Is it sufficient for the child to have Irish up to eight years of age?—It is not sufficient in my opinion, but it would put them a far way on the road.

32. They would be six years more in school?—Yes.

33. What would the result be in fourteen years?—I don't know. I think they would be able to speak it by that time, but the way the work is being done in the schools makes it difficult to say. There is so much English now that I don't think the people will ever be made as Gaelic as they were.

34. With the way English is in the schools now, and with inspectors, managers and teachers as they are,

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do you think the language of this district will be Gaelicised within forty years?—It will be hard enough.

35. In your district can it be done?—It will never be done as matters are now.

36. *An Fear Mór.*—You have heard people say there is too much Irish in the schools?—Yes.

37. Do you think we are paying too much attention to those people?—I don't know what attention you are paying to them.

38. I am speaking of the teachers who came before us?—There are many teachers who are working earnestly teaching Irish, but the inspector comes and points out that in the programme there is so much English to be taught and it must be taught. It is the same thing about Irish. We must keep our heads up.

39. Has there not been a programme in the schools for the past couple of years that does not require the teaching of any English to infants?—Yes.

40. You have the permission of the inspector to teach English?—Yes.

41. Is English taught?—Too much.

42. Too much English?—Yes. They cannot read or write English when they come to the higher standards, and we must begin then and teach them the letters. We have two years' work to do in one year.

43. They are looking for so much English in the second standard?—Yes.

44. Do fathers and mothers find fault with the schools for teaching Irish?—There are some who do. Only two came to me. We were at work about a year-and-a-half, and I only taught Irish. The children were very good.

45. You taught every thing in Irish?—Yes, and they were wonderfully good.

46. You heard about a deputation that went to a certain parish priest in the Deicies?—Yes.

47. We have examined that and we find that only one person went?—We must teach the prayers in Irish and in English also. That should not be necessary.

48. *Fiachra Eilgeach.*—Who decided that?—It is on the programme. The diocesan inspector examines in both.

49. *An Seabhac.*—Would you understand from the inspectors that they are afraid English will decline?—There is too much examination in English.

50. Would you understand from them that they have not in mind Gaelicisation as an object?—I only saw two or three of them, I may say.

51. *Fiachra Eilgeach.*—Is Irish more general now than it was?—I think so.

52. Are the boys as clever nowadays as they were in your boyhood?—Yes. There was less to be done then. There are too many things now.

53. What do you think of the system under which children after two years' learning of Irish could not say *Dia 's Muire dhuit*?—It is not the fruit of the system.

54. About changes in the schools, they have to come from the people at the top, and perhaps more Irish would be wanted by the next Government?—Perhaps, but I have a strong doubt.

55. You think they will want less?—Yes.

56. Why?—I don't know.

57. You think the farmers won't want it?—You see how things are moving now. The inspectors don't understand the difficulty of teaching language. It is not the same thing teaching the language in Ring College as teaching it in schools where the children are sent home every evening.

58. *An Fear Mór.*—But you will find children taught Irish in places where no Irish is spoken at all?—There are some people more earnest than others.

59. *Fiachra Eilgeach.*—What would be your remedy in the matter of Irish?—Ban English for some years.

60. *An Seabhac.*—Would Irish education be any the worse?—It would be much better.

The Commission adjourned at 2.30 p.m.

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