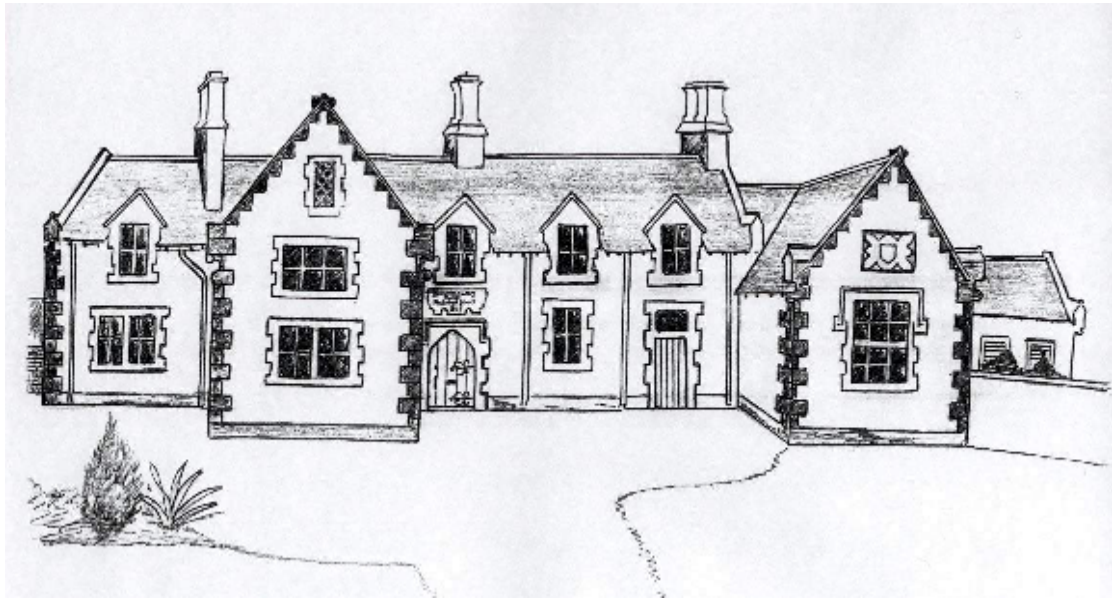


Dunmanway District Model School

1849 - 1999



150 years to remember!

Compiled by Sharon Hosford



Picture by Josh O'Brien

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1. Setting the scene

- A look at education in Ireland in general and Dunmanway in particular, prior to 1849.

Education in "The Island of Saints and Scholars" had suffered a severe blow with the dissolution of the monasteries under Henry VIII in the 16th century. These institutions had been responsible for much of the education available in Ireland, particularly for those who could not afford private tutors. While Henry VIII did construct replacement elementary schools, (1538 onward) they were regarded as proselytising agencies; often set up by Anglican clergy and giving instruction in the English tongue.

The situation was made worse by Oliver Cromwell, who in 1611 required that "All School Masters and private teachers of children we ordered to take the Oath of Supremacy, thus denying the jurisdiction of the Pope". Later the Penal Code debarred all Roman Catholics from teaching, on pain of fine or imprisonment. It was largely due to this that hedge schools flourished - They were easy to move and cheap to maintain. The more well-to-do Roman Catholics sent their children to France or Spain to complete their education. (Daniel O'Connell 1775 - 1848 was educated in France.)

Education became rather piece meal, dependant on the merits of the local hedge schools, Charter schools and Endowed schools. Even where these were good potential pupils were often unwilling to attend for fear of bias towards one religious denomination or another. There is no doubt that this bias did exist. Unfortunately hedge schools were not well documented until the 1826 Commissioners of Irish Education inquiry.

Documents from the 18th century tell of two schools in the Fanlobbus area (around Dunmanway). The first was a Charter school (Incorporated Society for the Promotion of Protestant schools in Ireland). This was located in Ballyhalwick, at what

is now known as Hospital Cross. It was founded and sponsored by Sir. Richard Cox. (1650-1733) Richard Cox had bought 2,932 acres of land from Philip Arnopp, son of Colonel William Arnopp, who was one of the original Planters in West Cork.

"Sir. Richard Cox gave two acres of land, rent free, for building a charter school and set 18 more, at half rent, for 990 years, the whole well enclosed. He provided slate and stones for the building, as also labourers, and bestowed 20 per annum to it. The school is designed for 40 children." (J.C.H.A.S., 1944) In a letter to Thomas Prior Sir Richard Cox writes "I therefore applied to the Trustees, for a school for 20 girls and easily obtained it; and procured a family from the north, well chosen and recommended, by a faithful and judicious friend to undertake the care of the school. The school was opened in 1746 and I gave the mistress the whole profit of the school..."

The school did not always meet suitable standards. A report in 1788 tells: "May 9th, 1788, thirty-nine boys and three girls. The house out of repair; the infirmary a ruinous loft; no pump. Allowance £4 a year for man and horse to fetch water - soap only £2; fuel £10. The children were objects of compassion, dirty and sickly; all without shoes and stockings; many of the boys without breeches; some almost naked. In one of the bedrooms there were nine beds, in the other only three, and all very dirty. The master excused himself from going with me into the bedrooms by saying that he was afraid of catching a disorder; the mistress also had her fears; though the rooms were empty, having only one child in them who happened to be ill of an ague."

The second school was to teach spinning and was founded by the second Sir R. Cox, grandson and heir of the first Richard Cox, in 1746. There had long been a wool industry in the town and linen manufacturing was being established. Ireland had good conditions for growing flax and a very large labour force to work in the industry.

By the beginning of the 19th century the population of Dunmanway had grown considerably. Added to the linen industry were tanning, milling and brewing industries. It was a thriving market town. New roads, including a "fine and level line from Cork to Bantry", made the town easily accessible.

By the time of the Second Report from the Commissioners of Irish Education Inquiry in 1826 there were a plethora of small schools in Dunmanway. Three were free, fifteen fee paying. Six had Protestant teachers, twelve had Roman Catholic teachers. Accommodation varied from a cart house to thatched houses and rooms in good slated houses. In most cases the pupils were to some degree multi-denominational, though Ballyhalwick (Ballyhalarich) Charter School had only protestant children and four schools didn't have any protestant children. Two of these schools were built by the local parish priest. A third taught from the Douay

Translation of the Bible. Seven schools were connected with a society or association. Eleven were under personal management, privately run.

The report includes details about whether the Bible was read in each school and if so, which version. At that time there was controversy not only about interpretations of the Bible but even about the translations. The Bishops' Version (B.V.) was written by Anglican Clergy using original Greek and Hebrew texts. The Douay Bible was translated from Latin, by English Roman Catholics living in Switzerland to escape persecution from Elizabeth 1. The Authorised Version (A.V.) was commissioned by James 1 in an effort to find common ground amongst different religious denominations. It was translated using Greek, Hebrew and Latin texts; and no notes were put in the margins, to avoid controversy!

The end of the eighteenth century brought sweeping changes to the way education was viewed in Europe. Emile Rousseau presented the first "Child Centred" philosophy where the needs of the individual child, rather than adult society, was considered most important. "Nature" he claimed, "wants children to be children before they are men. If we deliberately pervert this order, we shall get premature fruits which are neither ripe nor well flavoured, and which will soon decay...." Pestalozzi developed practical curriculae to embrace this concept. Herbart (1776 - 1841) declared that "interest" was the key learning.

This "age of Enlightenment" was to find its way into Irish educational thought too! While the landscape looked rather "Burren" from the point of view of Government involvement; there flowered in "clints and grikes" many exciting systems and principles of education. In Belfast David Manson (1726 - 1792) developed "play methods" in his elementary school. John Synge brought Pestalozzian methods to Ireland, using phonics to teach reading and objects like blocks to teach numbers. R.J. Bryce developed the idea that scientific teacher training was vital to good teaching practices.

In the practical field of Irish Education, developments were more often than not along religious lines however.

The Hibernian Society was formed in 1806 to distribute the scriptures and establish elementary schools in Ireland. While they didn't intend to be particularly denominational, Roman Catholic Clergy saw the distributing of scriptures as a potential threat to their positions as religious guides to their congregations.

The Kildare Place Society was first formed as a Sunday school and in 1811 became involved in week-day education. It was formed by Anglican gentlemen with some support from the Roman Catholic community, notably including, at first, Daniel O'Connell. It was a stated objective of this society that it was "to afford the same

facilities for education to every denomination of Christians, without interfering with the peculiar religious opinions of any."

Educational initiatives came too from Roman Catholic Religious Orders:

The "Presentation Sisters" began their traditional role in Irish Education with a convent in Cork; opened in 1775, supported by Nano Nagle (1728 - 1784)

The first "House of Mercy", under the guidance of Catherine McAuley, (1787 - 1841) opened in Dublin in 1823.

The "Christian Brothers" founded in 1820, was the culmination of the work of Edmund Ignatious Rice (1762 - 1844) He started his work with boys in Waterford. These institutions put religious education as their top priority.

From the early years of the 19th Century pressure had been mounting on the government to provide an equitable system of education in Ireland. The Roman Catholic Church maintained that parliamentary grants had too often been given to proselytising agencies. In 1812 the Commissioners of the Board of Education had recommended that a board be set up to "superintend a system of education from which should be banished even the suspicion of proselytism". The government decided to grant aid voluntary agencies which did not discriminate against any creed. Thus, during the period 1811-1828 the Kildare Place Society received grants of two and a half million pounds.

Even the Kildare Place Society came under criticism:

In their effort to "afford the same facilities for education to every denomination of Christians, without interfering with the peculiar religious opinions of any" they had come up with the solution that the Holy Scriptures should be read every day, "without note or comment". However the Roman Catholic Church did not believe in the merit of adults, yet alone children, being left to interpret the Bible without the aid of a qualified priest.

Organisation in this voluntary agency was not as good as its ideal. Grants were not well distributed and results from the allocation of funds was not satisfactory.

The Commissioners of Education in 1824/25 had recommended that there should be two teachers in every school, one Protestant and one Roman Catholic; to superintend separately the religious education of the children. This was soon found to be impractical.

In 1828 a Committee of the House of Commons recommended a system of education with combined literary and separate religious education. In October 1831, the government acted on these recommendations and constituted "a Board for the Superintendence of a system of National Education in Ireland". One of the main objectives of the Board would be "to unite in one system children of different creeds".

In October of that year, the Chief Secretary of Ireland, E. G. Stanley, wrote to the Duke of Leinster asking him to become president of the board and outlining his hopes for the type of members on the board - "Men of high personal character", "Including individuals of exalted station in the church" and "Professing different religious opinions".

There were reservations expressed by the Presbyterian Church, but the Roman Catholic Archbishop of Armagh, Dr. Crolly, was enthusiastic about it. Could Stanley, the Chief Secretary for Ireland, join the many disparate strands of Irish Education into a National Scheme? There was great hope that this initiative would.

Appendix To Second Report From The Commissioners Of Irish Education Inquiry (1826)

Name Of Master Or Mistress	Religion Of Teacher	Total Annual Income Of Teacher	Description Of School House And Probable Cost	Protestant Return			Roman Catholic Return			Societies, Assoc. with which School is connected	Scriptures Whether Read Or Not
				Protestants	Other Rom. Cath.	Est. Presb. Denom. Cath.	Protestants	Other Rom. Cath.	Est. Presb. Denom. Cath.		
Dunmanway	Henry Staley and Ann Staley	pay mistress 30l.	stone & lime, slated; cost 200l., of which one half was granted from Ld. Bishop's fund.	77	4	35	46	30	3	43	the parish school. Read; A. V. Assoc. for Div. Vice, Kildare-sh. Soc. and Munster Div. Soc. House partly built by subscription. Incumbent pays the master 18l. per annum.
Shillburne	Richard Parison	free	n barn, serves as a temporary school room. Mr. Stirling 30. and Mr. Deary 11l. and master 10l. and mistress 10l. and 50l. raised by subscription.	30	-	5	13	17	3	15	Munster H.B. and read; both V. Kildare-sh. Societies. The master receives from the vicar 11l., Mr. Stirling 30. and Mr. Deary 11.
Blirrone	George Hunt	pay	a good slated house; 100l. of which 50l. granted from Ld. Bishop's fund. 30l. by Kildare-sh. Soc. and rest by private sub- scription.	31	-	3	18	15	30	15	Munster H.B. and read; B. V. Kildare-sh. Societies. The school house partly built by subscription. Incumbent pays 11l. Brev. E. Trevelyan 11l. vicar of the par. Miss Good 11l. 4s. N. B. Joyce, 21l. 16s. and grants from Kildare-sh. and Munster H.B. Societies.
Ballyhalbert (Charter school.)	Mr. Wm. Norwood R. Walsh, assistant.	free	a room in the char- ter school house.	18	-	-	19	9	36	11	the Incorporated society.
Irish	Dennis Cronin	free	a thatched cabin; 74 or 81.	6	-	34	30	10	11	15	the Baptist society.
Town of Dunmanway.	John Goodman	pay	a slated house in the chapel yard; 80l.	-	-	100	68	38	106	30	under the manage- ment of a committee. House built by subscrip- tion of P. priest and a few of the parishioners. Master receives 11l. from school collections.
Derrinacahave	Thomas Murphy	pay	a slated house; 30l. 35l.	-	-	37	30	7	1	31	house built by the parish priest, aided by some private subscribers.
Mohony	William Mahony	pay	a cart house; 11l.	-	-	40	17	13	-	34	one New Test. V. D. S.
Dunmanway	Daniel Green	pay	a room in a private house.	9	-	4	8	5	9	8	none
D ^r	Owen Sullivan	pay	a room in master's house.	9	-	49	45	13	9	64	none
D ^r	John O'Neil	pay	a room in a lodging house.	3	-	1	4	-	6	1	7
D ^r	Mathew Connolly	pay	a room in master's house.	14	-	14	38	-	8	30	none
D ^r	Mary Connolly	pay	a room in the above mentioned house.	3	-	17	-	30	3	15	none
D ^r	Ellen Barry	pay	a room inside a shop.	5	-	5	3	7	5	7	3
D ^r	Jeremiah Deary	pay	a room in a private house.	11	-	38	56	11	18	43	7
Chalmerscrossa	James McCarthy	pay	a cabin; 11l.	8	-	36	33	19	10	35	13
Modersmore	Pat. Crowley	pay	a small cabin; 11l.	-	-	32	44	8	-	30	15
		about 10l.	a thatched house.	5	-	68	49	19	-	113	36

COMMISSION OF PUBLIC INSTRUCTION IRELAND 1835 10

OFFICE.	DESCRIPTION OF SCHOOL.	SOURCES OF SUPPORT.	No. on Books.	Age.	Months.	INSTRUCTION.
SPANNISH.						
21	1. Week-day school, kept by Robert and Mrs. Ireland.	Schoolhouse rent free; annual grants of £2 from the Association for P.C. containing Vesp. and of £6 from the vicar; and local subscriptions to the amount of £12 a year.	Males... 45 Females... 43 Total... 88	10	Diminishing.	Reading, writing, arithmetic, and the scriptures.
	2. Week-day school, kept by Wm. Miller.	Schoolhouse rent free, and local subscriptions to the amount of £15 a year.	Males... 10 Females... 14 Total... 24	10	Established six months.	None.
	3. Week-day school, kept by Wm. Kearney.	Schoolhouse rent free, and local subscriptions to the amount of £12 a year.	Males... 31 Females... 32 Total... 63	10	Diminishing.	None.
Johns . . . 21	4. Week-day school, kept by James Hickey.	Supported entirely by Mr. Gurnan.	...	34	Increasing.	Reading, writing, arithmetic, and the scriptures. Roman Catholic catechism.
	5. Infant school, kept by Ann Ireland.	Schoolhouse rent free, and local subscriptions to the amount of £8 a year.	Males... 7 Females... 8 Total... 15	28	None.	Spelling and reading.
	6. National school.	An annual grant from the Board of £2, and £20 a year from the Roman Catholic clergy men.	...	200	Established two years. Increasing.	Reading, writing, arithmetic, needlework, &c. to the girls; and religious instruction prescribed by the B.A.O.
	7. National school.	An annual grant from the Board of £2.	Males... 29 Females... 11 Total... 40	...	Established six years. Increasing.	Reading, writing, arithmetic, and the scriptures. Roman Catholic catechism.
CONLISBOS, (continued) 21	8. Week-day school, kept by Mr. Kearney.	Payments by the children of 1s. a quarter.	Males... 4 Females... 2 Total... 6	9	Stationary.	Classical education.
	9. Week-day school, kept by Matthew Connolly.	Payments by the children, from 6d. to 10s. per quarter.	Males... 9 Females... 1 Total... 10	9	Diminishing.	Reading, writing, arithmetic, bookkeeping, and geometry.
	10. Week-day school, kept by Eugene Sullivan; closed until the summer.	Payments by the children, from 2s. 6d. to 10s. per quarter.	...	90	Stationary.	Reading, writing, arithmetic, bookkeeping, geometry, and catechism.
	11. Week-day school, kept by Wm. Heston.	Payments by the children, from 2s. 6d. to 7s. 6d. a quarter.	Males... 5 Females... 3 Total... 8	45	Established one year.	Reading, writing, and arithmetic.
	12. Week-day school, kept by Mrs. Bradenich.	Payments by the children, from 6d. to 10s. a quarter.	Males... 10 Females... 35 Total... 45	35	Stationary.	Reading, writing, arithmetic, English grammar, geography, the catechism, and the scriptures.
	13. Week-day school, kept by Ellen Brady.	Payments by the children, from 6d. to 6s. a quarter.	Males... 10 Females... 4 Total... 14	10	None.	Reading, writing, and arithmetic.
	14. Hedge school, kept by John Coffey; closed until the summer.	Payments by the children, from 1s. 6d. to 3s. a quarter.	...	45	Increasing.	Reading, writing, arithmetic, and Roman Catholic catechism.
Enslinham . . . (continued)	15. Hedge school, kept by Thomas Murphy; closed until the summer.	Payments by the children, from 1s. 6d. to 2s. 6d. a quarter.	...	60	None.	None.
	16. Hedge school, kept by Thomas Murphy; closed until the summer.	Payments by the children, from 1s. 6d. to 2s. a quarter.	...	25	None.	None.
	17. Hedge school, kept by Jeremiah McCarthy; closed until the summer.	None.	...	10	None.	None.
	18. Hedge school, kept by Pat. Grogan; closed until the summer.	Payments by the children, from 1s. 6d. to 2s. 6d. a quarter.	...	40	Established three years. Increasing.	None.
	19. Hedge school, kept by John Connell.	None.	Males... 22 Females... 2 Total... 24	50	None.	None.
	20. Hedge school, kept by James Ahern; closed until the summer.	Payments by the children, from 1s. to 2s. 6d. a quarter.	...	25	Established two years. Increasing.	None.
	21. Two day school, in which part of the day, under the superintendence of the Protestant clergyman.	...	Males... 1 Females... 1 Total... 2	87	Diminishing.	The catechism and the scriptures.

NO. OF CHILDREN ON THE BOOKS OF THE DAILY SCHOOLS

MALES 198
FEMALES 175
TOTAL 373

The Model School

-The Early Years (1945 - 1900)



In 1845 the newly installed Commissioners called upon the several superintendents to recommend sites for District Model Schools, and on June 11th. 1846, Mr. Robertson, Chief Superintendent of the National System called on Rev. James Doheny, P.P. Dunmanway "in order to ascertain my feelings in reference to building a Model School in Dunmanway." Presumably the thriving nature of Dunmanway and the possible future railway link with Cork made it a good choice location for such a school.

On July 2nd. Rev. Doheny replied that "such an undertaking has my unequalled approbation". A site on Sackville Street was first considered, but an offer by Mr. Thomas Brian of Prospect Hill of a site "at the western edge of the town" was taken up in March 1847.

The plan for the District Model National Schools included the following stipulations:

That each Model School, established in large grounds, consist of an infant, male and female departments, each to accommodate 100 children; should have a small playground and half an acre of land besides.

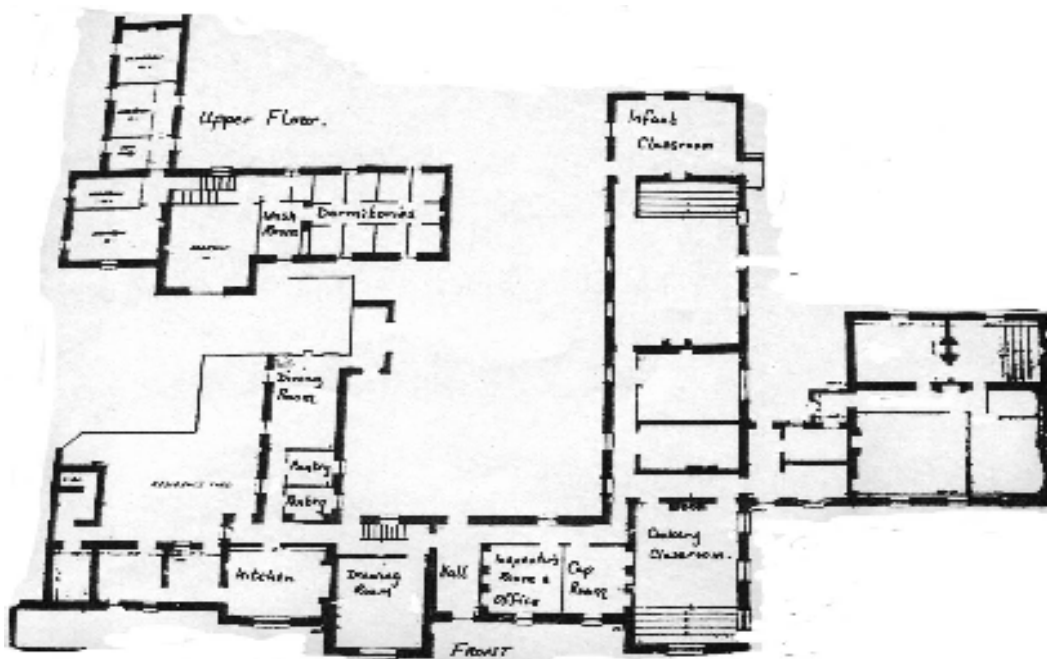
Those established in small country towns should be of a similar nature, but that in place of an infant department an agricultural school should be established.

That residential accommodation should be provided for the Headmaster and other teachers and that candidate teachers be boarded and lodged at the expense of the Commissioners.

Building of Dunmanway District Model School began at once (by the Board of Works) and consisted of an agricultural department as well as infant, male and female departments and some residential accommodation. It cost £4,489 approximately. It was opened officially on 13th. August 1849 and had a leased farm of 11.5 acres adjoining it. This was later increased to 43 acres.

The head inspector of the time, J. Patten wrote of the opening of Dunmanway District Model School:

"The school house, a light ornamental building in the Tudor style, is situated in the west end of the town of Dunmanway, and consists of male and female schoolrooms, an agriculture department attached and a Model farm with about 16 English acres, no provision having yet been made for an infants school. In addition to the schoolrooms the premises comprise a parlour and sleeping apartment for the master and mistress, a classroom, with gallery for religious instruction, and for separate class teaching, pupil-teachers' dining room and study room, fitted with every necessary apparatus, including books and c. : To these may be added a very commodious kitchen, store room, larder and scullery, with wash-house and laundry; upstairs convenient and airy dormitories have been provided, sufficient for eight teachers".



"On the 7th August, 1849, I arrived at Dunmanway, accompanied by one of my colleagues, to make arrangements preparatory to the opening on the 13th. We invited the clergy, Protestant and Roman Catholic, to attend a meeting to be held at the school-house for the purpose of arranging the time for the religious instruction."

"Although only three days intervened between the issuing of the prospectus and the opening of the school, we were able to commence on Monday the 13th of August with 133 pupils; of these 77 were males and 56 females. Up to the close of the first week the attendance was 75 boys and 73 girls, total 148; up to the end of the second week nearly the same number; at the close of the third week there were 82 boys and 77 girls, total 159; at the end of the fourth week there 86 boys and 78 girls, total 164, exhibiting a steady progressive increase, and completing the number which the rooms were capable of conveniently accommodating."

"Of the 164 pupils in attendance at the close of the fourth week, 157 were Roman Catholic and 7 were Protestants - scarcely one in twenty-two. The clergy of the Established Church, although at first apparently favourable, or at least not opposed to the attendance of the Protestant children, subsequently, however, thought proper to change their opinions, and, through their influence, the natural attendance of the children was interfered with; this influence was also extended to the Protestant operatives, artisans, and even shopkeepers, and has had the effect of inducing some to withdraw their children, and of preventing the attendance of those of the remainder.

Another cause may be assigned, and, perhaps, the principal one, mainly - the existence of a large and commodious school-house in the town, in connection with the

Church Education Society. This house consists of two rooms, one for boys, the other for girls; the average attendance about 80, and as might be expected, these are all, with scarcely an exception, the children of Protestants."

On four days a week the teacher devoted time to moral education. On the fifth, clergy from the different religious denominations were invited to take the pupils of their own particular persuasion and teach them religious education. Other religious education classes might be taken before or after school. However, great care was to be taken to ensure that no children were obliged to receive doctrine of which their parents would not approve. All clergy were free to visit the school, but not to teach, except as arranged, once a week. Teachers were not allowed to teach reading lessons from the Bible either, as this might be interpreted as wielding undue influence over the children.

It was also required that a copy of "The General Lesson" should be hung up on the wall of the school room and the principles contained in it taught to the children.

The General Lesson

Christians should endeavour, as the Apostle Paul commands them, to "live peaceably with all men" (Romans Ch. 12 v. 18), even with those of a different religious persuasion.

Our Saviour, Christ, commanded his disciples to "love one another"; he taught them to love even their enemies, to bless those that curse them and to pray for those that persecute them. He himself prayed for his murderers.

Many men hold erroneous doctrines; but we ought not to hate or persecute them. We ought to seek for the truth, and to hold fast what we are convinced is the truth; but not to treat harshly those who are in error. Jesus Christ did not intend his religion to be forced on men by violent means. He would not allow his disciples to fight for him.

If any persons treat us unkindly, we must not do the same to them; for Christ and his Apostles have taught us not to return evil for evil. If we would obey Christ, we must do to others, not as they do to us, but as we should wish them to do to us.

Quarrelling with our neighbours, and abusing them, is not the way to convince them that we are in the right, and they in the wrong. It is more likely to convince them that we have not a Christian spirit.

We ought to show ourselves followers of Christ, "who, when he was reviled, reviled not again" (1 Peter Ch. 2 v. 23) by behaving gently and kindly to everyone.

- (1.) This Marking Paper and the Examination Roll, accurately filled up, are to be ready for the Inspector on the day appointed for the Examination.
 (2.) For directions as to how the Examination Roll and Marking Paper should be filled up, see Example Sheet, and also Observations at End of Programme.

INSPECTOR'S MARKING PAPER.

Lisnagh National School.

Date of Examination *3rd October 1877*

I certify that I have kept the School Accounts, and particularly the Daily Record of the Pupils' Attendance, faithfully and correctly, according to the prescribed Rules; and that the entries made by me on this Marking Paper are strictly accurate.

Date *2nd October 1877*

Signed, *Arthur Connolly* Teacher

I.—TEACHERS, ASSISTANTS, ETC.

Name, in full, of all Teachers and Assistants, &c., at present employed in the School.	Position in School.	Age.	Height.	Married or Not Married.	When first employed		Class.	Time and Duration.	Annual Income of Teacher, Assistant, &c.					Total Income.
					In the School.	or for the District.			Salary by Govt.	Board Fees.	Pupils Fees.	Local Contributions.	Other.	
<i>Arthur Connolly</i>	<i>Teacher</i>	<i>43½</i>	<i>R.C.</i>	<i>Married</i>	<i>1854</i>	<i>1857</i>	<i>not</i>	<i>+</i>	<i>7.32</i>	<i>-</i>	<i>15.05</i>			<i>15.05</i>
<i>Mary Spillane</i>	<i>Assistant</i>	<i>24½</i>	<i>R.C.</i>	<i>not</i>	<i>1872</i>	<i>1875</i>	<i>not</i>	<i>+</i>	<i>25</i>		<i>6.10</i>			<i>31.10</i>
<i>Arthur Connolly</i>	<i>Monitor</i>	<i>13½</i>	<i>R.C.</i>		<i>1877</i>				<i>6</i>					

In case of any changes in Teaching Staff since last Results Examination, furnish the particulars in the following Form.

Name, in full, of Teacher or Monitor who left.	Position in School.	Period, State in which service was terminated, &c.	Name, in full, of Person appointed as Successor.	Period, State in which service was terminated, &c.	Name of last National School in which employed.	Net Pay.	Teacher's Fee.	Monitor's Fee.

English & Irish.	English & Irish.	Age.	Height.	Reading.		Spelling.		Writing.		Arithmetic.			Grammar.			Geography.			Pupils' Fees.	Total.	
				a.	b.	a.	b.	a.	b.	a.	b.	c.	a.	b.	c.	a.	b.	c.			
Infants																					
192	Minnie Hurley	6	14½	2																	
231	Ellen Hurley	5	130	2																	
233	Mary Hurley	5	124	0																	
235	Margt. Hall	5	123	2																	
196	Hannah Sheehan	6	132	1																	
246	Annie Breen	6	138	1																	
C				5																	

tudents flocked to the new school. It was soon understaffed and overcrowded. In 1853 there were, on average, 140 boys and 120 girls attending with a staff of:

Boys' department: Headmaster, an Assistant, 4 Pupil Teachers and 2 paid Monitors.

Girls' department: Headmistress, Workmistress, 4 paid Monitresses,

There was also an agricultural superintendent who gave an agricultural class daily to the more advanced boys, as well as operating the farm.

The records show increased overcrowding, demand for extensions and improvement of the premises; changes in staff; subjects taught; admission of some of the Pupil Teachers to Marlboro' St. and to Queens College, Cork. (U.C.C.) There are very satisfactory reports from inspectors, clergy and business people.

The following is quoted from the 1859 Annual Report: "A visitor to the school on any day during business hours would be sure to find not only the school and classrooms crowded to excess, but also the refectory, the cap-room, the bonnet-room, the lavatory, the corridor and hall up to the very hall door; that in short every nook and corner of the establishment where eight or ten children can possibly find standing room, a class would be found under instruction."

The attendance in 1866 was 510. It is hard to imagine how so many children could fit in the school, however, daily attendance in schools at that time was not very regular. Indeed as little as 40% attendance, on any one day, was not uncommon.

The teachers were paid a basic salary, which was enhanced by the fees paid by pupils. The fees paid by the pupils were:

Infant room:

One-fourth 2/6 per qtr.
Three-fourths 1d per week.

Boys and girls rooms:

One half of the children 1d. per week
Of the rest 4/7ths. 2/6 per qtr.
And 3/7ths. 5/0 per qtr.

(Some of the pupil teachers were free. Others paid a yearly fee.)

Between 1872 and 1900 a partial "payment by results" scheme operated. Opposite is a copy of one page in the inspector's report on a local school. It shows the salaries of the time. The School Inspector was based in The Model School and had, as his office, what is now the Remedial Room.

The children in the infant department were taught reading, spelling, writing and arithmetic. To these were added geography and book-keeping as the children grew up. Needlework, cookery, laundry, gardening and general home economics were taught to the girls. The older boys learned science, horticulture and agriculture. It is

interesting to note that history was not taught, perhaps because this subject could be controversial! There was no Irish taught. "Kindergarten" involved manual work with things like blocks. Young children developed hand eye co-ordination. Older children looked at elevation problems etc.

Below is a specimen time-table for schools at this time:

SPECIMEN TIME TABLE — BOYS' SCHOOL												
Showing Number of Minutes devoted to Subjects each day.												
Day of Week	English		Arithmetic	Kindergarten, &c.	Drawing	Object Lessons and Elementary Science	Cookery, &c.	Needle-work	Singing	School Discipline and Physical Drill	Recreation.	Total No. of Minutes
	Reading, Spelling, Grammar	Writing, Composition										
Monday.....	60	30	30	—	45	—	—	—	25	30	30	240
Tuesday.....	60	30	30	30	—	45	—	—	—	15	30	
Wednesday.....	60	30	30	—	45	—	—	—	25	30	30	
Thursday.....	60	30	30	30	—	45	—	—	—	15	30	
Friday.....	60	30	30	45	—	—	—	—	25	30	30	

SPECIMEN TIME TABLE — GIRLS' SCHOOL												
Showing Number of Minutes devoted to Subjects each day.												
Day of Week	English		Arithmetic	Kindergarten, &c.	Drawing	Object Lessons and Elementary Science	Cookery, &c.	Needle-work	Singing	School Discipline and Physical Drill	Recreation.	Total No. of Minutes
	Reading, Spelling, Grammar	Writing, Composition										
Monday.....	40	30	20	—	—	—	60	20	—	30	30	240
Tuesday.....	60	30	20	30	—	30	—	40	—	—	30	
Wednesday.....	60	30	20	—	30	—	—	40	30	—	30	
Thursday.....	60	30	20	30	—	30	—	40	—	—	30	
Friday.....	40	30	20	—	30	—	—	30	30	30	30	

In 1887 the local parish Priest, Canon Lane, invited the Daughters of Charity of St. Vincent de Paul to take charge of the Roman Catholic School in Dunmanway. They were responsible for the building of St. Mary's Convent, opened in 1889. The De La Salle Brothers opened a school for boys in Dunmanway during 1890. They built a "new" school (St. Patrick's), which was opened in 1898. With the arrival of these schools, the number of Roman Catholic children attending The Model School fell dramatically.

1892 saw the introduction of compulsory Education in Ireland. Under this act ,parents in urban areas were obliged to send their children to school between the ages of six and fourteen for at least seventy-five days a year! Rural areas were excluded from the requirements of the act! Free education was introduced by this act also.

However, numbers in The Model School continued to decline, as Roman Catholic hierarchy promoted the denominational schools in town. Over the space of fifteen years, The Model School went from being predominately Roman Catholic to a

Protestant school. The change was such that in 1903 Francis Beamish was appointed Headmaster. He was Anglican.

One may speculate long about why the plan to develop non-denominational education largely failed. Had it been introduced three hundred years earlier; before various proselytising agencies had developed such a climate of suspicion between Roman Catholics and Protestants; and before Clergy or Religious Orders had developed their own network of schools; might it have been a success? Perhaps the policy of non-denomination educational was just five hundred years before its time! Time will tell. However, the principles of tolerance and co-existence, inherent in the establishing of The Model School, live on in Dunmanway.

3. The Agricultural Department

The Agricultural Department was a great success. The Model School opened during the terrible potato famine. Peasant farmers were disillusioned from trying to grasp a living from small plots of land, without a cure for the blight and with the added problem of having to find rent for the Landlord.

The agricultural department carried out experiments and demonstrations with various crop rotations, new and local types of manure, varieties of seed, etc. In theory the Model Farm was to pay its own way, but in fact it never managed that! Locally, the value of this Agricultural Department was appreciated and many children's names were registered as soon as they were born. Prospective students from Killarney, Kenmare and Macroom roamed the town looking for lodgings so that they might attend the School.

One could say that the very success of the Agricultural Department of the District Model Schools was their downfall. The knowledge they imparted led, not just to a generation of literary students, well educated in theoretical and practical agriculture, but to a population of young men who returned to farming or to employment as land stewards and in well paid posts. The Liverpool Financial Reform Association disputed the right of the State to train farmers and farm stewards at public cost. This, together with the huge cost of running the District Model Schools led first to the renting of some of the farms and subsequently, in 1873 / 74, to the decision to close all Agricultural Departments. Only the Central Model Agricultural School (Albert Institution) at Glasnevin and the Munster Model Agricultural School at Cork (later called the Munster Institute) survived.

In 1876 the lease of the farm of Dunmanway was surrendered, the home farm was then sold, and the Agricultural Superintendent paid off. The Department was closed down. Over a hundred years later the Government again recognises the need for farmers to learn "Agricultural Science".

Despite the closure of the department, horticulture continued to be taught for many years. A student who attended the Model School during the 1920s remembers spending one afternoon a week in the garden. The boys planted vegetables while the girls did the flowers!

The tradition continues with the planting of seeds in school every Spring!

4. The Model School - Preparatory Training School for prospective Teachers.

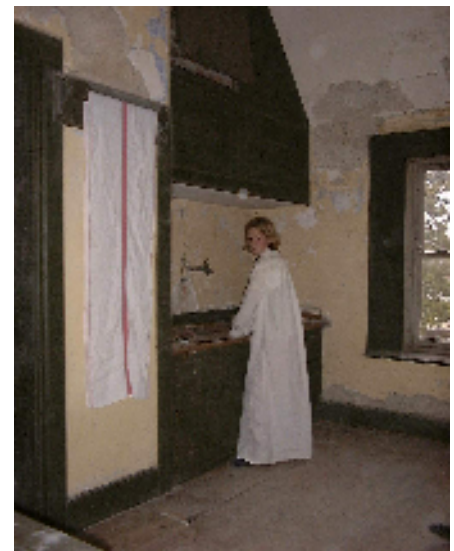
The Model School, Dunmanway, was intended not only a Model for other National Schools in the area, but also as a preparatory training school for Prospective Teachers. These, should they be good enough, would graduate to the Teacher Training Centre in Marlborough Street, Dublin; where they would receive a Diploma in Education. Not all teachers were qualified, but qualified teachers commanded a higher salary. While they were Pupil Teachers at the Model School, accommodation was available within the building. There remain today, the dormitories where they slept and the washroom, complete with wooden sink, that they would have used. Chalked above the door to two of the cubicles are the names "Jennings" and "Curry". Also found in one of the cubicles is the inscription "Private Smith, 1922". - A boyfriend perhaps!



Modelling a Pupil-Teacher !

The Model Schools and their contribution to teacher training was, at first, welcomed by the Roman Catholic Church. Dr. Murray, Archbishop of Dublin became a

member of the board. This support was short lived however. Dr. Crolly, Roman Catholic Archbishop of Armagh and ardent supporter of the National Board, died in 1850. With the appointment of Dr. Cullen as his successor, in 1852, came strong opposition to the principles of non denominational Education. Dr. Cullen. Couldn't approve of the books used and regarded the whole system as bad value for money! He also objected to the "unified" nature of the teacher training college in Marlboro' Street and in the District Model Schools. This set the pattern for Church opposition to Non denominational Training of



teachers in "Godless" colleges. In fact parents were instructed not to send their children to The Model schools. However, while the Model school in Cork was boycotted, this didn't happen in Dunmanway. Since over 95% of the pupils were Roman Catholic as was the headmaster, there was a strong Roman Catholic ethos there. Anyway, there wasn't a suitable alternative school in the town at the time!

The Powis Commission, set up in 1868 and reporting in 1870 made many observations and recommendations. Amongst them:

1. It showed that only a minority of teachers had received any formal training and that standards were much lower than they ought to be. It proposed a system of payment by results in addition to a basic salary.
2. It proposed that provincial Model Schools be gradually discontinued. Since most of them were being boycotted, on orders from the Roman Catholic Hierarchy, they were not fulfilling their role.
3. While the Central Training College at Marlboro' Street be maintained, recognition should be given also to other teacher training institutions.
4. It proposed that teacher training be extended from six months to twelve.

The "payment by results" policy had dramatic results. Literacy level rose from 67% to 86%. Average attendance rose from 37% to 65%. However, it encouraged rote learning and a curtailment of the curriculum in order to achieve satisfactory literacy results. The results programme was abolished again in 1900.

Gladstone, then Prime Minister, was loath to acquiesce on the issue of denominational training colleges, but found himself under increasing pressure to do so. Finally, in 1883, the government agreed to support separate denominational training. St. Patrick's Training College for boys, Drumcondra (1875) and Baggot Training College Street for girls (1877) were now recognised as Roman Catholic Training Colleges. A College in Kildare Place was to provide for the protestant community. The De La Salle College in Waterford was also recognised.

This acquiescence nailed the coffin on non-denominational training. Teachers trained through Church systems could get work in National Schools of all kinds. Teachers, trained in the District Model Schools and Marlborough Street, would not be employed, if there was any choice in the matter, by clergy. Prospective teachers chose to go through denominational training!

5. The Model School in the Twentieth Century.

As The Model School became less acceptable to the Roman Catholic members of the community, it became more popular to the Protestants. As a consequence, over the next fifteen years, the ethos changed. In 1903 Francis Beamish, an Anglican, was appointed Headmaster. By the 1920s it had become a two teacher school with a male principal and female assistant. There were less than forty on roll. During this time many pupils completed their education in the Model school, leaving at any age, of twelve to seventeen

On 12th January, 1929 a Committee met in Dunmanway to set up a Vocational School. It was decided that The Model School could be converted for this purpose. There were already Woodwork, Metalwork and Domestic Science classes being held in a room there. However, a letter from The Department of Education, read out at a meeting on 17th December, 1934 stated that "the building at the Model School was unsuitable for conversion into a technical school."

For some time a private Secondary School for boy' was run in part of The Model school Premises. This was under the Principalship of a Mr. Tom O' Reilly and prepared students for Inter and Leaving certificate. It closed in 1968.

The Model School remained a two teacher primary school until the late 1960s when the Department of Education began its policy of closing one teacher schools. Four schools were amalgamated with The Model School. These were:

Coolkelure N.S. in September 1967

Claddagh N.S. in January 1968

Kilmeen N.S. in July 1968

Shandrum N.S. Drinagh in November 1968.

The attendance in 1965 had been 39 pupils, with a staff of two teachers. The attendance in Nov. 1968 rose to 73, with a staff of four full-time teachers and a shared Remedial teacher.

The attendance in Sept. 1999 is 68 pupils, with a full time staff of three Teachers and a Special Needs Assistant. There is a shared Remedial Teacher and a shared Special Class Teacher, also Speech Therapy services. Today almost two thirds of the pupils are Church of Ireland. . A few are from other denominations and about a third are of no particular religious persuasion at all.

While the Model school building is in fair repair, considering its age; major structural work will need to be carried out to contain dry rot and repair the roof.

The Department of Education and Science consider that it would be cheaper to build a new school than do these repairs. If this should happen, then the building, which is owned by The Office of Public Works, would become their responsibility. While the future of the building is unsure, the future of Model Schools has been decided. The policy of The Department of Education and Science is to close them. There remain just six in the country. They certainly don't perform the purpose for which they were originally intended. However, it must be recognised, that they signified a huge step forward in the Educational Development of our country. They were the start of a National System of Education which has done our country proud.

Efforts to develop initiative and enterprise as in the old Agricultural Department, are once again at the forefront of our focus. " Science" returns as a subject to our classrooms and experimentation, in practical ways, again becomes the main thrust of our "new" 1999 Curriculum. The wheel of ideas has kept turning and some of the subjects and teaching methods which were considered important 150 years ago, are returning again to our school curriculum.

There are many reasons to be thankful to God for the development of Dunmanway District Model School, 150 years ago.

A list of teachers this century:

Principals

Mr. F. Beamish
Mr. Morrison
Mr. Watson
Mr. A Doherty
Mrs. E. Bentley
Mrs. M. Culbert
Ms. S. Hosford

Assistants

Miss. Bailey
Miss. Warren
Miss. J. Kingston
Miss. R. Bradish
Miss. M. Bryan
Mrs. F. Kingston
Mrs. C. Bennett
Mrs. Mary. Culbert
Mr. Trevor. Sargent
Ms. Sharon Hosford
Ms. Yvonne Gettings(Beamish) (Temp)
Ms. Sylvia Shorten
Ms. Jagoe (Buttimer)
Ms.Sharon O'Sullivan
Ms. Sharon Wolfe

6. Memories of the Model School.

From a pupil of the Model School 1926-1933.

" During this period the Model School had a role call of approximately 60 students. Children walked long distances to school. It had a big catchment area. Class started at 9.30a.m. and finished at 3.00p.m.

There were two teachers, a master (Mr. Watson) who taught the seniors (4th. Class to 7th.) and a mistress, (Miss. Bailey) who had the juniors. There was no uniform, the boys wore short pants and pullovers and the girls pretty dresses (no jeans at that time!)

There was always an air of expectation. You had to work really hard. Both teachers were very strict and took no messing. If you misbehaved you would suffer the consequences (which were not very soothing!)

The curriculum was wide and varied. English, Irish, Mathematics, History, Geography, Science, Home Economics, Horticulture, Art, Singing and P.E. During the summer term the seniors enjoyed one hour, on Thursdays, in the garden. Girls made flowerbeds and planted them. The boys sowed vegetables. Each week we tended our plots, planted slips of roses and other shrubs. We girls had to make sure that the boys plot wasn't better cared for then our own! On Fridays the girls did cookery, alternating every third week with laundry. The boys studied science instead. During this time the boys had separate cloakrooms and playground, though the classrooms were co-ed.

Overall it was a very good school and had a high reputation for the standard of teaching. The successes that ensued are presumably on record. The Model School is renowned for its architectural too. May it serve the community well into the new millennium. "

Memories of the Model School from Mr. R Halliday

"I lived in Dunmanway until I was eight, (1929 -1937) and remember starting my education at the Model School. My father was working in the Bank of Ireland there. My teacher was a Miss. Bailey, who lived, as I did, in Sackville Street.

To go to school we walked down a narrow passageway at the extreme western side of the building, across the playground and up a few steps. The door led straight into the classroom. From the top of the steps you could see the trains passing on the Drimoleague line, not fifty yards away. It was exciting to see. (The Bandon / Dunmanway line opened in 1866. The station was on the site of the Parkway Hotel. From Dunmanway the line ran west to Drimoleague and then split. One line went to Bantry; the other went to Skibbereen and Baltimore. This was opened in 1877.)

I can remember small boys coming in from the country in bare feet. Others had hob-nailed boots with the iron tips. They brought white bread sandwiches and small bottles of milk. A lot of boys had very short, cropped hair, with a little bit left grow longer in front, as a fringe.

I don't remember if we had electricity in school but there was a town power station beside the Dirty River. It was in a tin shed and had a noisy gas engine in it. It generated electricity for the town, but was quite unreliable. We also used "Aladdin" lamps with mantles in them. The more people switched on lights the more yellow ours became!" (Town lighting was available from 1909, supplied by a Mr. Frank Gillespie. It was not until 1936 that the E.S.B. took over and more power was available.)

Memories of the Model School from Betty Chambers:

"When I went to school we had to walk - three miles morning and evening. We didn't start too young because of the distance. We wore heavy boots and hand knitted wool socks. Generally we had a floral print pinafore over any kind of jumper or dress. If you arrived without shiny boots and a handkerchief you got a slap to start the day!

At first we learned to read, write and spell and do arithmetic. From fourth class onward the girls did Cookery and Laundry while the boys studied Science. Once a week too we did knitting or sewing. The most important thing to learn in knitting was how to turn the heel and close the toe of a sock. In sewing we learned tacking, running, hemming and darning!

The teachers were very strict and if you misbehaved or didn't do your homework properly you got a slap. We sometimes told our parents that we had pains which we didn't have, because we didn't want to go to school!"

Memories from Mrs. E. Bentley who was principal teacher in The Model School 1958 - 1981.

"I remember applying to The Model School for a job, in 1958, when Cannon Watts was Rector in Dunmanway. He knew me already, because he had been curate in Tralee while I was teaching there, many years previously. I had moved to the North with my husband and had been doing temporary work there. However, they wouldn't recognise my qualifications there and I was paid a pittance. The school I taught in, in Derry, was tough. - Most of the mothers worked in a shirt factory there and the fathers in the shipyards. They didn't get home until late so the children were "latch key kids. When I arrived in Dunmanway, there were all the children sitting with their arms folded. They stood up and said "Welcome Teacher." I could hardly believe it! I was really happy in the Model School. The parents were very co-operative and I got on well there.

When I first arrived there was a Secondary School called St. Ronan's in part of the building. It was separate from us however, and it closed not long afterwards.

I lived in The Model School residence until 1971/2. It was big and spacious. The senior classroom was my dining room; the staff room my drawing room. Up stairs we had four bedrooms and a funny little room, with cubicles, which we kept locked all the time! It was painted dark green. "

Memories of St. Ronan's from Mr. Michael Calnan. M.C.C.

" I went to St. Ronan's Secondary school, which was located in part of the original Model School. It was a private, fee paying, boys' school and I think it opened in the late forties. The master was a Tom O'Reilly, who died quite recently. For the most part there were two teachers though sometimes we had three, depending on numbers. The year I left, (1957) there were six of us doing the Leaving Certificate. We worked twenty Saturdays in the year and the studied for the state examinations - Intermediate Certificate and Leaving Certificate.

The present Garda Commissioner, Pat Byrne, attended St. Ronan's. His own father, also a garda, was stationed in Dunmanway at the time! The school closed in 1968."

7. People of Note connected with the Model School:



Sam Maguire

Among the most noteworthy past pupils of The Model School, Dunmanway is Sam Maguire. Born to John and Jane Maguire in the townland of Maulabracka, Sam came from farming people. They were large tenant farmers on the Shouldham Estate. Sam was one of a family of seven children. (Mary, Elizabeth, Paul, John, Richard, Willie and Sam). They had the reputation of being kind, generous and hard working people.

Sam attended both Junior and Senior departments in the Model School where he learned such subjects as algebra, mensuration, geometry, agriculture, line-drawing and music. Sam was an excellent student and it was decided that he'd make a good candidate for the British Civil Service. After finishing at the Model he was sent to the renowned Oillscoil an tSleibh at Ardfield to study under Master Madden for the entrance exams.

He graduated into the civil service in London, and far from home, began to feel the importance of his identity as an Irish man. The Land War (1879-1881) was of major concern to the family, being tenant farmers themselves. The founding of the Gaelic League (1887) and the development of the G.A.A. (1884 onwards) was enthusiastically supported by Sam. He began playing Gaelic football in London and from 1900 onwards his name appeared on many team records. Although Sam played in several finals, he never won an All-Ireland medal. He did however become very involved in the legislative and organisational affairs of the G.A.A., particularly in London.

Later Sam came in prominence in the I.R.B. and has said to have introduced Michael Collins into the movement. His activities within that movement are a matter of much speculation. He certainly had great organisational talent and leadership skills to bring to whatever operations to which his convictions as a Nationalist guided him. He was the man of principles.

After the treaty Sam returned to Dublin and joined the Irish Civil Service. However he frequently clashed with his superiors and was eventually dismissed from the public service. He returned home to Maulabracka in 1924, discouraged,

disillusioned and in poor health. He died there and is buried in St. Mary's C. of I. Cemetery in Dunmanway.

The people of Dunmanway wanted to perpetuate the memory of this remarkable man. In May 1949 a Celtic cross was erected at his grave and in April 1974 the "Sam Maguire Memorial Park" was opened in Dunmanway.

The Sam Maguire Cup was commissioned by comrades and friends and wrought to the design of the Ardagh Chalice. It is awarded each year to the winners of the All-Ireland Gaelic Football Championship and seems a fitting way to remember a man who did much to spread G.A.A. in England and for whom our heritage was so important.



(Photo: Victor Beamish)

The Beamish Family

The most famous headmaster of the school was probably Francis Beamish of Acres. He was a farmer's son who became a teacher and a great academic. He graduated from university with a M.A. in literature and later wrote a history of Ireland. He was headmaster of the Model School from 1903 to 1912. Then he became a school inspector, first in Dublin, then in Co. Derry (1914) and finally in Co. Antrim.

He had a family of six, four boys and two girls. Two of the elder boys, Victor and George, were pupils in The Model School for some time. All six children served in the R.A.F. during the Second World War. Group Captain Victor Beamish, born in 1903 in the headmaster's residence at the Model School, served with distinction but was killed over Germany. Air marshal Sir. George Beamish survived as did Group Captain Charles Beamish and Air marshal Cecil Beamish. Katherine and Eileen Beamish served as Dental Officers with R.A.F. squadrons.

Trevor Sargent

Another teacher of note was Trevor Sargent, T.D. of the *Green Party*. Born in the capital, he spent two years teaching in the *Model School* before returning to Dublin, first as teacher and later as T.D. for the *Green Party*. His love for the Irish language and traditions as well as his great respect for the environment marked his career as Assistant Teacher in Co. Cork from 1981 to 1983.

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Inspectors Reports

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