

OBSERVATIONS AND SUGGESTIONS OF DISTRICT INSPECTOR.

Examined from $8\frac{1}{4}$ o'clock until $11\frac{1}{2}$ o'clock, 19^{th} day of September 1856.
Edward MacFarlane - District Inspector.

N.B.—This Book is for the special information of the Manager, Teacher, and Board's Officer, and not for the Public generally.

I. COURSE OF INSTRUCTION.			
I. Class.	16 present in 3 drafts— 9 in Sec. III. — 3 write combinations of letters.	III. Discipline and Order.	Discipline & order of the boys very fair, but the mode of keeping requisites and other matters used in school is irregular & unsystematic.
II. Class.	8 present — Reading & Spelling middlings — Writing tol. — Arithmetic low.	IV. School Accounts.	Tol. fair, but the folios packed together should be opened. Teacher should adopt a more accurate style of making the school returns than that exhibited today, when he laid aside the rolls and attempted a random & incorrect return.
Sequel Class.	8 present — Reading, Spelling and writing tol. fair — Arithmetic defective in this as well as 2 nd class.	V. School Room and Premises.	Much improved since last inspection but the arrange ^{ts} of the press sh ^d be attended to as hinted at III.
III. Class.	8 present, of whom 4 answered generally pretty well, the other four defectively. More care should be taken of the pronunciation generally.	VI. Supply of Books and Apparatus.	More slates required, also quill pens for beginners at least.
IV. Class.	None.	VII. Industrial Training.	A class from $7\frac{1}{2}$ — $8\frac{1}{2}$ of taught by Cpt.
V. Class.	None.	VIII. Observance of former Suggestions.	Teacher will continue to attend to my former sug ^s , and have the "Rules" to be procured as now advised.
II. Mode of Teaching.	Pretty attentive I think, but wanting judicious system.		

OBSERVATIONS AND SUGGESTIONS OF DISTRICT INSPECTOR.

Examined from 9 1/4 o'clock until 1 1/2 o'clock, 8th day of February 1869.

J. Browne, District Inspector.

N.B.—This Book is for the special information of the Manager, Teacher, and Board's Officer, and not for the Public generally.

I. COURSE OF INSTRUCTION.					II. Mode of Teaching.																																																			
I. Class.	II. Class.	Sequel Class.	III. Class.	IV. Class.	V. Class.																																																			
						<p>VIII. Observance of former Suggestions.</p> <table border="0"> <tr> <td>Reading</td> <td>1..17 2..13 3..9</td> <td rowspan="2">} Tolerable: too hurried.</td> <td>Ages</td> </tr> <tr> <td></td> <td></td> <td>2..1</td> </tr> <tr> <td>Grammar</td> <td>1..8 2..2</td> <td rowspan="2">} Very fair</td> <td>3..3</td> </tr> <tr> <td></td> <td></td> <td>4..1</td> </tr> <tr> <td>Geography</td> <td>1..12 2..9 3..2</td> <td rowspan="2">} Pretty good.</td> <td>5..2</td> </tr> <tr> <td></td> <td></td> <td>6..6</td> </tr> <tr> <td>Arithmetic</td> <td>1..12 2..14 3..4 4..1</td> <td rowspan="4">} Tolerable</td> <td>7..1</td> </tr> <tr> <td></td> <td></td> <td>8..7</td> </tr> <tr> <td>Writing</td> <td>1..8 2..12</td> <td rowspan="2">} Good</td> <td>9..14</td> </tr> <tr> <td></td> <td></td> <td>10..13</td> </tr> <tr> <td>Dictation</td> <td>1..11 2..9</td> <td rowspan="2">} Very fair</td> <td>11..3</td> </tr> <tr> <td></td> <td></td> <td>12..3</td> </tr> <tr> <td></td> <td></td> <td></td> <td>13..2</td> </tr> <tr> <td></td> <td></td> <td></td> <td>14..1</td> </tr> </table>	Reading	1..17 2..13 3..9	} Tolerable: too hurried.	Ages			2..1	Grammar	1..8 2..2	} Very fair	3..3			4..1	Geography	1..12 2..9 3..2	} Pretty good.	5..2			6..6	Arithmetic	1..12 2..14 3..4 4..1	} Tolerable	7..1			8..7	Writing	1..8 2..12	} Good	9..14			10..13	Dictation	1..11 2..9	} Very fair	11..3			12..3				13..2				14..1
Reading	1..17 2..13 3..9	} Tolerable: too hurried.	Ages																																																					
			2..1																																																					
Grammar	1..8 2..2	} Very fair	3..3																																																					
			4..1																																																					
Geography	1..12 2..9 3..2	} Pretty good.	5..2																																																					
			6..6																																																					
Arithmetic	1..12 2..14 3..4 4..1	} Tolerable	7..1																																																					
			8..7																																																					
Writing	1..8 2..12		} Good	9..14																																																				
				10..13																																																				
Dictation	1..11 2..9	} Very fair	11..3																																																					
			12..3																																																					
			13..2																																																					
			14..1																																																					
<p>Give more at- tention to the style of Reading, which is at present very monotonous and tinged too low & hurried. It should be slower clearer, and more deliberate. Exercise senior classes more frequently on the compound rules of Arithmetic. Several per- sils, who are said to be learning interest failed to do so in <u>Longhand Division</u>.</p>																																																								
					<p>IX. Discipline and Order.</p> <p>X. School Accounts.</p> <p>XI. School Room and Premises.</p> <p>XII. Supply of Books and Apparatus.</p> <p>XIII. Industrial Training.</p>																																																			

Guardians

Confidential.—for the information of Manager, Teacher and Board's Officers.

From Report of a Results Examination of
National School, District 46 Visited on
by Mr. Morgan

Tipperary P. L. B. Male
2nd March 1890
District Inspector.

or.

N.B.—This Book is for the special information of the Manager, Teacher, and Board's Officer, and not for the Public generally.

I. COURSE OF INSTRUCTION.

I. Class.

II. Class.

Sequel Class.

III. Class.

IV. Class.

V. Class.

II. Mode of Teaching.

VIII. Observance of former

Of twenty-nine boys examined the majority were in the higher classes.

The general condition of the School is middling. Many of the pupils do not speak distinctly or read accurately. In Second and Sixth classes Spelling is bad. In Fourth, Fifth (second stage) and Sixth classes nearly all failed in Arithmetic and in Fourth class little is known of Grammar and Agriculture. Discipline is well preserved.



clwn