Chapter 2

Development of the Dublin Colleges to the Dublin Institute of Technology

The City of Dublin Vocational Education Committee (CDVEC) was established under the Vocational Education Act 1930. With Louis Ely O’Carroll as Chief Executive Officer, the CDVEC became responsible after 1930 for the existing technical institutes in Dublin located at Kevin Street, Chatham Row and Bolton Street, and other technical schools including that at Rutland/Parnell Square. In relation to the city of Dublin, the benefits of the Act were strengthened by the passing of the Greater Dublin Act 1930, which brought the urban districts of Pembroke and Rathmines into the city administrative area. In particular this brought the Rathmines Technical Institute and the Pembroke Technical and Fishery School at Ringsend into the CDVEC in 1932.

The list below shows the Chief Executive Officers (CEO) of the CDVEC from 1930 to the present day.

<table>
<thead>
<tr>
<th>Chief Executive Officers of the CDVEC</th>
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</thead>
<tbody>
<tr>
<td>Louis Ely O’Carroll</td>
<td>1930–1943</td>
</tr>
<tr>
<td>Henry Thunder (Acting)</td>
<td>1943–1944</td>
</tr>
<tr>
<td>Martin Gleeson</td>
<td>1944–1970</td>
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<tr>
<td>Jeremiah Sheehan</td>
<td>1970–1973</td>
</tr>
<tr>
<td>Hugh Healy (Acting)</td>
<td>1973–1975</td>
</tr>
<tr>
<td>Jeremiah Sheehan</td>
<td>1975–1978</td>
</tr>
<tr>
<td>John McKay (Acting)</td>
<td>1978–1980</td>
</tr>
<tr>
<td>Liam Arundel</td>
<td>1980–present day</td>
</tr>
</tbody>
</table>

**DEVELOPMENTS IN THE DUBLIN COLLEGES UNDER THE VOCATIONAL EDUCATION ACT**

In the early 1930s the CDVEC established a board of studies comprising its CEO and the principals of the five technical institutes/schools, to advise it on educational matters relating to them. Over the years the board of
studies provided academic and organisational oversight and cohesion. It served essentially as an embryonic academic council for the institutes/colleges and the foundation of the developments that led eventually to the Dublin Institute of Technology (DIT) can be discerned in its work.

In 1936 a committee of the board of studies formulated an ambitious strategic restructuring plan for the development of the technical education system in the Dublin area. This plan envisaged five specialised technical institutes in the central city zone and a number of less specialised regional schools. The five technical institutes were to be designated:

- the College of Technology — a new building, centrally located, to replace that at Kevin Street
- the High School of Commerce — a new building, centrally located, to accommodate the programmes provided in the building at Rathmines
- the School of Trades and Crafts — Bolton Street
- the School of Domestic Science — a new building to be built on a site at Cathal Brugha Street
- the School of Music — in new premises to replace the building at Chatham Row.

A possible departmental structure of each of these colleges was outlined, together with how it might evolve over time. The colleges were to be authorised to grant diplomas in respect of approved courses of study. Recognition of these courses and qualifications by the relevant professional bodies was to be obtained through the design of the courses and the alignment of their syllabuses to the educational requirements of those bodies. Courses would be provided on a full-time basis by day and on a part-time basis in the evenings. The colleges would provide for the training of teachers in science and technology. In addition, they would offer refresher courses to help keep teachers in touch with the most recent developments in these disciplines. A significant element of the plan was that each college would also provide facilities for research in collaboration with industry.

Not all the strands of this restructuring plan came to fruition as circumstances changed and World War II intervened. Nevertheless, many aspects were implemented in some form over time as resources and government priorities allowed. Furthermore, the plan served to inform the

general ambition of the CDVEC and the staff of the colleges for the next half-century.

The colleges also had a considerable commitment to providing education for 14–16 year-old students. This second level work was gradually devolved to new second-level schools within the CDVEC system but continued in the Rathmines college until 1980. It continues in the College of Music to this day.

In the twenty years from 1934 to 1954 the total enrolment each year in the CDVEC system rose from 12,830 to 23,169, while the number of annual teaching hours increased from 109,000 to 338,000.

**Teaching staff**

Throughout the history of the Dublin colleges there has been heavy reliance on part-time teachers in all of the colleges — a factor that did not promote academic cohesion or long-term planning. Nevertheless, the importance of teachers in bringing about change in the colleges is fundamental. They continue to be strategic participants in the evolution of the DIT. Their capacities to function as designers, producers and transmitters of knowledge and skills remain the cornerstone of the vitality of the DIT. Until the early 1950s, most full-time teaching staff members were on the basic grade of Class III teacher. This grade had a common standard salary scale, applicable to all primary and post-primary teachers. In the aftermath of World War II it proved difficult to retain part-time teachers in engineering, science and business. In order to solve staffing problems, the higher technological/commercial lecturer grade was developed. The minimum requirements for recruitment to this lecturer grade were an honours degree or equivalent in a relevant discipline together with at least three years’ experience in industry. Significantly, until the introduction of the new grade of assistant lecturer in 1999, these continued to be the minimum requirements for recruitment to lecturing staff in the colleges for over 50 years.

This new lecturer grade was to be a key development that facilitated the emergence of higher level programmes in the Dublin colleges. Indeed, such lecturer grades were generally available only to teachers engaged mainly in professional and advanced technician diploma courses. Thus the expansion of higher level programmes led to the increase in the number of teaching staff with specialist background and skills at lecturer grade. In turn this enabled the design and delivery of further higher level programmes.
Changes in titles of colleges

At the end of the 1950s, in recognition of the changing nature of the work of the colleges, but also in broad pursuance of the different elements of the 1936 strategic plan, the CDVEC decided to rename each of the six higher education technical institutes/schools/colleges as a college. Each was assigned a principal and a departmental or school structure broadly based on academic disciplines. The existing institutes were renamed as follows:

- the Kevin Street Institute of Science and Technology became the College of Technology, Kevin Street
- the Municipal School of Music became the College of Music, Chatham Row
- Rathmines Technical Institute became the College of Commerce, Rathmines
- Parnell Square School of Commerce and Retail Distribution became the College of Marketing and Design, Parnell Square
- Bolton Street Technical Institute became the College of Technology, Bolton Street
- St Mary’s College of Domestic Science became the College of Catering, Cathal Brugha Street.

This organisational structure continued until the proposed faculty structure reorganisation in the statutorily established DIT in the late 1990s (see Chapter 6).

In 1963, the CDVEC decided to establish six separate college councils as a move to create an academic and administrative structure for the colleges. These councils consisted of nominees of the CDVEC, the local principal and local staff and student representatives. Their function was to oversee the management of each college. Two years later the CDVEC appointed a secretary/registrar to manage the administrative and other non-academic staff in each college, and to oversee such matters as the registration of students, student records, accounts and finances, examinations and building maintenance.
REVIEW OF DEVELOPMENTS IN THE INDIVIDUAL COLLEGES

Institute of Science and Technology/College of Technology, Kevin Street

In 1931, after the implementation of the Vocational Education Act, a course for 'kinema' operators was initiated, as well as a two-year electrical engineering course for trainees in the electrical trades at the Kevin Street Institute of Science and Technology. An electrical apprentice course was begun in 1938 at the request of the Electricity Supply Board.

The Dublin Branch of the Irish Bakers', Confectioners' and Allied Workers' Amalgamated Union established the Dublin School of Bakery in 1935 and in 1937 agreed with the CDVEC to transfer it to the Kevin Street college. Up to that time the bakery trade did not have an organised training scheme and no moves were made initially to develop a bakery apprenticeship system under the Apprenticeship Act 1931. The first classes for bakery apprentices were offered in 1938 and, after a short period, these came to be accepted as the formal educational element of a new bakery apprenticeship scheme. By prescribing the requirements for entry and setting out education and training syllabuses, these courses helped to lay the foundation for the bakery trade in Ireland.

When World War II broke out, demand for higher level courses increased considerably. New courses in radio service work and applied science and mathematics began in 1940. The latter course developed into a pre-university course, which prepared students for the matriculation examinations of the National University of Ireland. A three-year full-time course in radio engineering was established in 1942. At the same time, one-year full-time courses in science for opticians, pharmacists and radiographers were also offered. An aircraft radio officers' course also began in the early 1940s.

Meanwhile, courses leading to the external BSc examinations of London University in electrical engineering, physics and chemistry, offered since the early years of the century, continued to be popular. In the same period courses in arts and related crafts as well as in aspects of industrial chemistry — gas manufacture, oils and fats, fuel technology — declined and eventually ceased, while courses in welding transferred to Bolton Street.

With the development of full-time courses a range of what are now known as academic quality assurance issues needed to be addressed, such as structured syllabuses, subject and discipline experts as teachers, clear schemes of instruction, well defined academic prerequisites and certain
standards of mathematics and physics. In the early post-war years, the new higher technological lecturer grade helped to ensure that a community of teachers, suitably educated and trained, was available.

In 1947 there were three departments in the Kevin Street college — pure and applied science, electrical engineering technology and telecommunications engineering. By 1950 there were twenty-two full-time staff in these departments. They catered for some 2,000 students in total, most of them attending evening courses, but including about 350 full-time and 200 part-time day students. The building was fully occupied and frequently overcrowded.

By the mid-1950s the Kevin Street college, then known as the Institute of Science and Technology, provided courses in science, electrical, radio and telecommunications engineering, radio servicing, cinema, bakery and boot-making trades, marine radar and air navigation and science courses for ophthalmic opticians, health inspectors and marine radio officers. It also had a junior technical school. During the 1950s courses containing a wider range of subjects were developed. The radio engineering and chemistry courses included mathematics and physics. Other new courses initiated during the 1950s were a health inspectors’ diploma, a senior science course for the English GCE ‘O’ and ‘A’ level examinations, a science laboratory technicians’ course, a post-office technicians’ course and, in 1959, a three-year ophthalmic and dispensing opticians’ course. Evening courses tended to require attendance on three evenings each week. Target objectives, such as specified examinations, were established for each course and rules for progression into later years of the course set out. Given the limited teaching and accommodation resources, some older courses had to be discontinued. These included pharmacy, pharmaceutical chemistry, milk processing and brewing programmes.

By the end of the 1950s the Institute of Science and Technology had been redesignated a College of Technology by the parent CDVEC. By then, full-time day courses constituted the main thrust of the programmes in the college.

Efforts to relieve the overcrowding in the college included the acquisition of neighbouring sites, about 0.8 hectare in total, extending back from Kevin Street to Camden Row. In 1953 the Department of Education agreed to a major building programme to accommodate the departments of pure and applied science, electrical engineering, electrical installation work and telecommunications engineering, which were then flourishing in the college. After an extensive planning exercise, construction commenced in 1963. The new college building was completed in 1968 and provided about 14,000 square metres of new accommodation, including some 6,500 square
metres of highly specialised laboratories for the engineering and science disciplines in the Kevin Street college.

<table>
<thead>
<tr>
<th>Principals of the Kevin Street college</th>
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<tbody>
<tr>
<td>W. Vickers-Dixon</td>
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<tr>
<td>Louis Ely O’Carroll</td>
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<tr>
<td>Edward Morton</td>
</tr>
<tr>
<td>Martin Cranley</td>
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<tr>
<td>Hugh de Lacy</td>
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<tr>
<td>Frank Brennan</td>
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Through consultation with the relevant professional bodies and the college advisory committees, the Kevin Street college started a number of post-leaving certificate technician courses during the 1960s, which evolved from earlier part-time courses. In 1960 an electrical engineering technician course started. Two years later a telecommunications and electronics technician course was initiated. An evening course in medical laboratory technology began in 1963 and this was replaced by a full-time course in 1965. In 1967 a part-time course in professional photography was started and, in 1969, a full-time technician diploma course in applied science, later with options in biology, chemistry and physics. A technician certificate course in applied science began in 1970.

In 1965 an apprenticeship course for dental technicians began and the Kevin Street college was designated as an approved centre. During this decade also a number of second-level courses were transferred from the college to other CDVEC schools. Thus the pre-university course moved to the Ringsend Technical Institute (formerly the Pembroke Technical and Fishery School) and the senior science course was distributed among a number of other second-level schools.

Until 1968 most of the courses prepared students for external examinations of the City and Guilds of London Institute and of London University, among others. However, in 1966 the professional electrical engineering course was reorganised as an honours diploma course of the college and two external examiners from different universities were appointed as external peer reviewers. The graduates of the course were accepted by the professional institution for membership and by universities at home and abroad for postgraduate work. From the start, the course had the status of an honours university degree course.

In the latter part of the 1960s it was decided to introduce academic awards of the college for existing full-time and part-time courses. Thus were established the technician engineer and engineering technician di-
plomas, and the technician diploma in applied science. From the outset these were readily given recognition by the professional institutions in Ireland and internationally and by industry and state organisations.

In the midst of these rapid academic developments, the administrative organisation of the college was also reviewed. In 1963 the CDVEC agreed to expand the previous four departments to seven — mathematics, physics, chemistry with biology, telecommunications, electrical engineering, electrical trades and general studies. Each department had a head and assistant head, each at senior lecturer grades, who were responsible for managing the department and providing leadership in the discipline.

Degree courses under the partnership agreement (see Chapter 4) with the University of Dublin and other higher level courses were developed in the Kevin Street college during the 1970s, 1980s and 1990s (See Chapter 8). These courses were in:

- applied sciences — biology, biomedical sciences, chemistry, computer science, food science, human nutrition and dietetics, mathematics, medical laboratory sciences, physics, optometry, photography
- electrical and electronic engineering — electrical power, control systems, telecommunications, electrical/electronic drafting, electronics technology
- languages and business
- bakery production and management.

By the late 1990s, the Kevin Street college encompassed the following range of disciplines, many heavily dependent on laboratory services: biological sciences, chemistry, control and electrical engineering, electrical installation, communications and electronic engineering, languages and industrial studies, mathematics, statistics and computer studies and physics (including optometry).

**Municipal School of Music/College of Music, Chatham Row**

The overwhelming majority of the work in the Municipal School of Music (MSM) in the 1930s was in the area of part-time and continuation education. In relation to training in musical instruments, individual tuition was the mode of teaching and students were recruited at less than twelve years of age. At that time a system of internal assessment and diplomas indicating standards of attainment was introduced to replace the previous practice of relying on the examinations of external bodies. The accommodation available on Chatham Row was very limited for the numbers of students taking classes, and in the light of the need for large spaces
Development of the Dublin Colleges

for orchestral and choral training. Furthermore, there were no full-time teachers in the school and therefore coherent academic planning was very difficult. In the 1936 plan of the CDVEC to develop five technical institutes, new premises to replace those at Chatham Row and serve as the School of Music were envisaged. In the plan there would be day and evening classes in the theory and practice of music, singing and elocution and in the art of music teaching in six areas — instrumental instruction, band and orchestra, singing and voice culture, Irish music, music education and organ and choir.

During the years of World War II, a diploma course for music teachers was introduced, but the other ambitious reforms remained largely unfulfilled.

By the mid-1950s the Municipal School of Music on Chatham Row offered part-time diploma courses with theoretical and practical education/training in the following instruments and topics: pianoforte, violin, viola, violoncello, double bass, harp, organ, uileann pipes, percussion, wind instruments, singing and voice production, Gaelic singing, sight reading, elocution, music and aural training, harmony and chamber music. Enrolments were very high, having risen from 1,400 in 1947 to about 2,500 in 1957. Unlike the other colleges under the aegis of the CDVEC, the work of the Municipal School of Music was mostly at the junior (second and even primary) levels and involved part-time students.

<table>
<thead>
<tr>
<th>Directors/Principals of the College of Music</th>
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<tbody>
<tr>
<td>Arthur Warren Darley</td>
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<tr>
<td>John F. Larchet</td>
</tr>
<tr>
<td>Maud Davin</td>
</tr>
<tr>
<td>Joseph S. O’Brien</td>
</tr>
<tr>
<td>Michael McNamara</td>
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<tr>
<td>Frank Heneghan</td>
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In 1962 the Department of Education raised the question of the possible co-ordination of the work of the College of Music and the Royal Irish Academy of Music (RIAM). Discussions revealed the differences in approach between the two institutions, the College of Music being oriented to musical education for the masses and the RIAM possibly having a more elite orientation. A similar proposal was made in the recommendations of the Commission on Higher Education in 1967. While it was not implemented, the proposal did plant the seed of the idea for a national conservatory of music, which is again in the public domain at the present time.
During the 1960s full-time staff numbers increased so that by the early 1970s there were eighteen full-time teachers providing instrumental teaching to some 1,700 students. A two-year professional diploma course for performers and teachers of music was also introduced.

The degree courses in music (music education, music performance) developed since 1985 under the partnership agreement with the University of Dublin are outlined in Chapter 8, as are the other higher level courses in music teaching and speech and drama developed in recent years.

Rathmines Technical Institute/College of Commerce, Rathmines

An extension to the Rathmines Technical Institute was built in 1944 which facilitated the enrolment of additional student numbers. Some time later the institute was renamed the High School of Commerce and in 1956 the CDVEC designated it the College of Commerce. At that stage there were two schools in the college — general studies and business studies. The majority of the enrolment was in full-time continuation education courses at the second level in the school of general studies. This school also prepared students for pre-university matriculation examinations.

In the late 1950s up to 2,500 students enrolled each year on higher level evening courses leading to the examinations of professional and other examining bodies in advertising, cost and works accountancy, government accountancy, auditing, company secretaryship, banking, economics, law, languages, foreign trade, management studies, sales management, inland and air transport, commercial and secretarial studies and domestic science.

<table>
<thead>
<tr>
<th>Principals of the College of Commerce, Rathmines</th>
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<tbody>
<tr>
<td>Charles Oldham</td>
</tr>
<tr>
<td>Arthur Williamson</td>
</tr>
<tr>
<td>George J. T. Clampett</td>
</tr>
<tr>
<td>Seán Ó Ceallaigh</td>
</tr>
<tr>
<td>Patrick Crowley (Acting)</td>
</tr>
<tr>
<td>John McKay</td>
</tr>
<tr>
<td>Vincent Farrington (Acting)</td>
</tr>
<tr>
<td>James Hickey</td>
</tr>
</tbody>
</table>

A third school — management studies — was added in 1958 and it specialised in part-time and short courses in co-operation with industry and commerce. These courses covered themes such as foremanship and supervision, management principles, interviewing techniques, office manage-
ment, financial accounting, personnel management, effective speaking, work study and training within industry.

In the early 1960s the Rathmines college initiated the first four-year full-time degree level course in business outside the universities. Computer studies, as well as accountancy and economics, were emphasised from the start. Additional professional courses in marketing, sales management, personnel management, credit management, training management, work study, supervision, purchasing, public administration and hospital administration were initiated in co-operation with professional bodies.

About the same time the college developed full-time courses in journalism (two-year certificate course), advertising (one-year certificate course), public relations (one-year certificate course) and communications (three to four-year diploma course), reflecting and contributing to the birth of the media industry and, in particular, the electronic media industry in Ireland. The innovations were developed in close consultation and agreement with the industries and the relevant professional organisations.

During the 1960s the school of management studies, continuing to focus on short courses for industry and with the support of staff members in schools across the Dublin colleges, introduced new modules in areas such as communications, marketing and sales, production management, quality control, organisation and methods, transport, maintenance, electronics, engineering technology and industrial safety.

Degree courses in communications (film/broadcasting, journalism), business studies, management services and health services management were developed over the past twenty five years in the Rathmines college under the partnership agreement with the University of Dublin (see Chapter 4). Other higher level and postgraduate courses were developed in journalism, business information systems, international economics and human resource management, transport management and professional accountancy. (These developments are discussed in Chapter 8.)

School of Commerce and Retail Distribution/College of Marketing and Design, Parnell Square (later on Mountjoy Square)

The Parnell Square site provided space for the offices of the City of Dublin TEC and subsequently those of the CDVEC after its formation in 1930, and before the transfer of its offices to the former Town Hall of the Pembroke Urban District Council in Ballsbridge, in 1951.

In 1949 courses and training programmes for the retail distribution trades — grocery, drapery, victualling and hairdressing — were first introduced in the Parnell Square school. These courses were attended by
apprentices on day release from their employment and led to apprentice certificate and diploma awards of the different chambers of trade. Advisory committees involving both employer organisations and trade unions supported the courses in the different trades. Language and art and design were offered as service courses to the main retail distribution and marketing courses. Since that time the school has occupied a unique and pioneering role as the only institution in Ireland specifically offering courses for all elements of the retail trades.

By 1956, the Parnell Square school was known as the School of Commerce and Retail Distribution and offered higher level courses in retail drapery, grocery and victualling trades, retail management, secretarial studies, languages and domestic science. It also had a junior (second-level) school offering continuation education courses in commercial subjects for boys and girls.

<table>
<thead>
<tr>
<th>Principals of the College of Marketing and Design</th>
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</thead>
<tbody>
<tr>
<td>Martin R. Wheeler</td>
</tr>
<tr>
<td>J. C. MacGuigan</td>
</tr>
<tr>
<td>Pauline Beirne</td>
</tr>
<tr>
<td>Thomas Madden</td>
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</tbody>
</table>

By the end of the 1960s the higher level courses had been drawn into the ambit of the Academic Council and the title of the Parnell Square school had been changed to the College of Marketing and Design with three schools — design, marketing studies and distribution studies.

The school of distribution studies offered part-time day-release courses at trainee level in distribution management, bar management and basic management, as well as an extended range of apprentice courses in the bookselling/stationery, florist, grocery, hardware, meat, wholesale and retail drapery, public bar and hotel bar businesses.

The school of design had earlier been a service area for the distributive trades but developed into wider areas of design and later art. The school of marketing studies developed broadly from the same origins to offer courses leading to examinations of different professional bodies.

Higher level courses, initially offered on a part-time basis but gradually introduced on a full-time basis also, included those leading to professional certificates and diplomas in areas including visual communication, environmental design, interior design, exhibition design, set and stage design, shopfitting, display design, furniture design, graphics, marketing,
distribution management and bar management, and training for proprietors of retail meat, drapery and bar establishments.

The degree courses in marketing techniques and marketing administration developed in the Parnell Square/Mountjoy Square college since 1976 under the partnership agreement with the University of Dublin (see Chapter 4), together with other higher level courses in art, environmental design, visual communication design, marketing, business studies and retailing, developed over the past thirty years, are outlined in Chapter 8.

**Technical Institute/College of Technology, Bolton Street**

Academic developments in the Bolton Street Technical Institute during the 1930s and 1940s closely paralleled those in the Kevin Street Institute of Science and Technology. They included the development and expansion of the day-release schemes for apprentice students from the engineering and construction industries and the fostering of strong links with industry through the mechanism of advisory committees. In the post-war period, the demand for technological expertise grew and higher level courses in the Bolton Street college expanded rapidly. These higher level full-time courses were generally designed to prepare students for the examinations of professional bodies such as architecture, quantity surveying and the engineering institutions related to the Bolton Street college disciplines.

In 1956 the technical institute in Bolton Street offered full-time courses in architecture, surveying, building trades, civil, mechanical, motorcar and aeronautical engineering, mechanical engineering trades and printing and book production, and woodwork teachers’ training. At that time the college also had a substantial junior technical school, but elements of that work were gradually transferred to new second-level schools within the CDVEC system to allow accommodation for the growing volume of higher level work.

**Directors/Principals of Bolton Street college**

<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Ryan</td>
<td>1912–1919</td>
</tr>
<tr>
<td>Ernest E. Joynt (mechanical engineering)</td>
<td>1920–1942</td>
</tr>
<tr>
<td>William J. Davidson (architecture and building trades)</td>
<td>1920–1938</td>
</tr>
<tr>
<td>Martin Keady</td>
<td>1942–1952</td>
</tr>
<tr>
<td>Donal O’Dwyer</td>
<td>1952–1973</td>
</tr>
<tr>
<td>Jack Barry</td>
<td>1973–1980</td>
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</tbody>
</table>
In 1962 the Linen Hall building close to the Bolton Street college, formerly a linen mill destroyed by fire during the war of independence and rebuilt as a warehouse, was acquired by the CDVEC. The building was reconstructed and refurbished to accommodate courses in the construction trades and the School of Trades in the Linen Hall was opened in 1963.

These additional resources facilitated the establishment in the Bolton Street college, in the mid-1960s, of the first full-time technician courses in Ireland in architecture, construction and related engineering disciplines. These led to certificate and diploma awards of the Bolton Street college. The diploma awards soon came to be accepted by the relevant professional bodies as fully meeting their academic requirements for membership.

Since 1975 the Bolton Street college has developed a range of degree courses in engineering (mechanical, structural, manufacturing, building services), architecture, property economics and construction economics under the partnership agreement with the University of Dublin (see Chapter 4). These and other higher level courses in printing, architectural technology, construction technology, geo-surveying, auctioneering and estate agency, civil engineering, building services and motor industry management, developed over the past thirty years, are outlined in Chapter 8.

By the 1990s, the Bolton Street college catered for the following disciplines, most heavily dependent on laboratory and specialised studio resources: architecture and town planning, surveying and building, construction trades, engineering technology, transport engineering, science, mathematics and general studies, engineering trades and printing.

**St Mary’s College of Domestic Science/College of Catering, Cathal Brugha Street**

A major element of the CDVEC’s 1936 strategic plan was implemented when, in 1941, the first designated third-level college, St Mary’s College of Domestic Science, was opened on Cathal Brugha Street to provide a three-year diploma course to train domestic science teachers, a range of one-year courses in household and institutional management and a one-year course for the training of apprentice chefs.² In addition, the school of domestic economy from the Rathmines Technical Institute and the school of domestic science from Parnell Square were transferred to Cathal Brugha

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Street. Soon afterwards, at the request of the Irish Tourist Association, institutional and hotel cookery courses were added, as well as a one-and-a-half year postgraduate course in dietetics. By 1949 the latter course had been transformed into a four-year full-time course, recognised by the British Dietetic Association as fulfilling its academic requirements for membership.

In 1951 the Department of Education and the CDVEC agreed to transfer the domestic science course to St Angela’s College, Lough Gill, Co. Sligo and to develop in Cathal Brugha Street college the education and training needed by the embryonic Irish hotel, tourism and catering industry. Within the college, which soon became the College of Catering, the main course areas became dietetics, hotel and catering management, institutional and household management, domestic science, professional cookery and apprentice training for chefs.

From the earliest years, part-time day and evening courses in subjects such as professional cookery, dressmaking, millinery, housecrafts, laundry work and physical culture were an important part of the work of the college.

A two-year hotel and catering course for boys and girls, begun in 1952, became the hotel management course in 1954 and included a six-month placement in the industry immediately after graduation. The apprentice chefs’ course had been moved from the Parnell Square school as part of the process of concentrating hotel, tourism and catering education in Cathal Brugha Street college in the early 1950s. It was a course for boys only at the time, but it soon stimulated the development of a parallel course for girls.

### Cathal Brugha Street College Principals

<table>
<thead>
<tr>
<th>Principal</th>
<th>Years</th>
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<tbody>
<tr>
<td>Kathleen O’Sullivan</td>
<td>1941–1950</td>
</tr>
<tr>
<td>Winifred Bouchier-Hayes</td>
<td>1951–1969</td>
</tr>
<tr>
<td>Gerti Armstrong</td>
<td>1969–1973</td>
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<tr>
<td>Robert J. Lawlor</td>
<td>1973–1993</td>
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In 1961 the hotel and catering course in the Cathal Brugha Street college was converted to a three-year full-time diploma course in hotel management and the first graduates emerged in 1965. By 1968 there was a range of other full-time courses in disciplines such as hotel catering, book-keeper/receptionist, hotel cookery, apprentice chefs/cooks and apprentice waiters. At the end of the decade the management of the courses in the hotel and catering discipline was divided into two schools — hotel and catering administration, and hotel and catering operations. In 1973 the household
management discipline was constituted into the school of home and social sciences. A school of food technology and environmental health was also established.

A major extension to the college, providing new kitchens and larders, staff and student dining room facilities, a reception area and a students' common room, was completed in January 1966.

Under the partnership agreement with the University of Dublin (see Chapter 4) the Cathal Brugha Street college developed degree courses in hotel and catering management and environmental health after 1976. These and other higher level courses in tourism marketing, early childhood care and education, social studies, hotel management, catering management, hotel reception, travel/tourism, hotel/catering supervision, food technology, food quality assurance and health care technology, are outlined in Chapter 8.

In 1986 a full-time certificate course in culinary arts was developed which focussed on catering for health and by 1999, a primary degree course in this subject was sanctioned by the Department of Education after some controversy. Postgraduate diploma and master's degree courses were developed in the 1990s in hospitality management and rural tourism.

By the 1990s, the Cathal Brugha Street college catered for the following disciplines, most of which have a strong reliance on specialised laboratory, kitchen, restaurant and other facilities: hotel, tourism and catering management, hotel and catering operations, culinary arts, food science and environmental health and home and social sciences. Indeed, during the 1980s the academic structure of the college had been reformed into those four schools.

**THE BALLYMUN PROJECT**

Higher level education began its major modern expansion in the 1960s. Despite the extension to the Bolton Street college and the acquisition of the Linen Hall premises for a School of Trades in the early 1960s, and the new college in Kevin Street completed in 1967, all the Dublin colleges were greatly restricted in their development by a shortage of accommodation. Their city centre locations offered limited scope for the expansion needed to allow more students and more courses.

In the mid-1960s the CDVEC decided to conduct a detailed study of the long-term needs of the colleges. In October 1964 it appointed an authoritative Planning Subcommittee “to advise it on the needs of the city of Dublin in the field of vocational education and to recommend how these
needs should be met. The Subcommittee should have regard also of the national needs in vocational education."

The Planning Subcommittee had the following composition:

**Membership of the Planning Subcommittee 1964–1967**

**Chairman**
M. J. Cranley, Director General, Institute for Research and Standards (replaced in 1966 by P. Donegan, Chairman of the CDVEC)

**Members**
Five members of the CDVEC — J. McCann, J. Barron, Mons. J. O’Regan, S. O’Hanlon and J. A. Kelly
A. Harkin, Chief Engineer, Electricity Supply Board
F. Kennedy, General Secretary, Irish Transport and General Workers’ Union
A.K. Mills, Chief Chemist, A. Guinness & Co., Ltd
M. McCourt, Managing Director, General Electric Company (Ireland) Ltd
P. McLoughlin, Mechanical Engineer, Dublin Port and Docks Board
M. M. Gleeson, Chief Executive Officer, CDVEC
H. J. Healy, Principal Officer, CDVEC
D. F. O’Dwyer, Principal, College of Technology, Bolton Street
J. D. Barry, Vice-Principal, College of Technology, Bolton Street
H. de Lacy, Principal, College of Technology, Kevin Street
S. Ó Ceallaigh, Principal, College of Commerce, Rathmines

**Advisory and Research Officers**
G. Latchford, Vice-Principal, College of Technology, Kevin Street
T. McCarthy, Chief Educational Psychologist, CDVEC

**Liaison Officer**
T. Ó Grianáin, Senior Inspector, Department of Education

**Secretary**
J. B. Hickey, Head of School of Trades, Linen Hall

The Planning Subcommittee first reported in 1966 on the second-level sector. Then in an extensive study of the higher education sector, reported on in 1967, it undertook to devise a physical and organisational plan that would allow for growth and technological change in the years ahead. It
also placed emphasis on service to the industrial, commercial and other sectors of the community while keeping the best interests of the student as an individual to the forefront. It emphasised education above training in its planning. It also recommended that, in relation to the level of courses to be provided in the colleges, there should, in principle, be no restriction on the level.

In its work the Subcommittee considered the 1967 report of the Commission on Higher Education and the other recent developments in higher education outlined in this and the following chapter. It estimated the needs for different levels of education in the trades, technology, management and commerce and gauged the capacity of the Dublin colleges to provide them. It investigated the availability of suitable sites adjacent to the colleges themselves with a view to providing the required expansion close to the centre of the city. It concluded that the cost of adequate site acquisition adjacent to the colleges would be prohibitive. As a result the Subcommittee recommended that the best long-term solution would be to relocate the higher level programmes in business (from Rathmines) and engineering and construction disciplines (from Bolton Street and Kevin Street) to a new, twenty-four hectare, campus site at Albert College in Ballymun. This site was then being vacated by the Agriculture Faculty of UCD, and was being made available by Dublin Corporation. The college in Kevin Street would be developed for higher level scientific programmes, including paramedical and food science disciplines.

This proposed location was viewed by the Subcommittee, and indeed by the CDVEC, as decidedly less satisfactory than a city centre location. When approved, somewhat reluctantly, by the CDVEC in 1969, these recommendations became known as the Ballymun Project proposals. Under this proposed plan the new Kevin Street college, together with the Ballymun college — essentially the Dublin New College of the Commission on Higher Education report — would “be integrated to form a single autonomous institution with a single governing board and academic council”. The proposal was presented in February 1969 to the Minister for Education, who referred it to the new Higher Education Authority (HEA) for comment and recommendations.

The counterpart of the Ballymun Project proposals was that the Bolton Street college would consolidate apprentice education, drawing in the electrical trade courses from Kevin Street, and providing some craft based technician courses as well. Thus a sharp geographic and administrative

divide would be created between the higher level work and the apprentice/craft work. This would be a break with one of the guiding principles of the CDVEC system which sought to offer ladders of opportunity to students more or less under the same roof. It would also greatly reduce what was perceived as a synergism between the programmes of different levels, in which individual staff members worked at the different levels and both staff and students made use of expensive, commonly available facilities. This factor also added to the relative reluctance with which the Subcommittee and the CDVEC accepted the Ballymun Project proposals.

**Processing the Ballymun Project proposals**

The Ballymun Project proposals represented the CDVEC’s effort to provide the physical resources and accommodation for the colleges to develop their higher level work within a unified institution, and to adequately respond to the educational needs then emerging rapidly in Irish society.

The HEA, to which the proposal had been referred by the Minister for Education in 1969, reported back in December 1970 and very positively supported the main thrust of the Ballymun Project proposals with some modifications. However, this report was not published by the HEA until July 1972, and at that time the Minister did not give approval for the project to go ahead. In 1972 also the HEA published a report on university reorganisation. This report gave rise to considerable debate in the universities over the next two years or so, with its proposals for major rationalisation in the two Dublin universities — University College Dublin (UCD) and Trinity College Dublin (TCD) — including the amalgamation of faculties and the transfer of departments and staff between them.

In April 1969, the Dublin City Council together with its subcommittees, including the CDVEC, was dissolved by the Minister for Local Government and, until June 1974, an appointed City Commissioner administered their functions.

After its return to office in June 1974, the CDVEC maintained that the new institution to emerge from the Ballymun Project should be within its remit. The Burke Proposals of 1974, detailed in Chapter 3, did not make direct reference to the Dublin colleges as such or to the Ballymun Project. But the proposal to establish a National Institute of Higher Education (NIHE) in Dublin was generally interpreted as giving approval to the implementation of the CDVEC Ballymun Project proposals that had already

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received HEA approval. This was one of the missed opportunities referred to in the introduction. It was due to a misreading of the macro-political agenda by the CDVEC. Some months later, in July 1975, the NIHE Dublin was established on an \textit{ad hoc} basis with its own Governing Body, which had some representation from the CDVEC system, but was independent of it. An NIHE/CDVEC liaison committee was established in mid-1976, with representatives from both the NIHE Governing Body and the CDVEC, to recommend which of the latter’s higher level college courses and resources should be transferred to the NIHE.

This consultation revealed a wide range of difficulties associated with the process of dividing the programmes and resources of the colleges. In some colleges there was considerable “vertical” integration in the work of staff members and in the use of expensive equipment and accommodation between the higher level work and the broad apprentice level work. Some amount of subdivision of colleges was envisaged, in a context where the scope for further expansion was limited to begin with. The extent to which this division would damage the long held principle of the colleges of providing vertical ladders of opportunity in educational provision, particularly to the able students, became manifest. The processes of transferring and possibly regrading staff would give rise to tensions in the system. Divisions and misgivings developed among staff, even senior staff and CDVEC members, about the wisdom of proceeding along that road.

By October 1976 no significant progress had been made by the liaison committee and the Minister for Education, Peter Barry TD, established a working party on higher technological education in the Dublin area “to examine and make proposals for the apportionment of levels of academic activity to NIHE Dublin and a new CDVEC institution, in accordance with their respective national and international roles . . . of existing courses in the CDVEC colleges between the two institutions . . . of existing buildings and related physical resources”. It was also “to define procedures for the transfer of staff to one or other institution . . . (and) recommend a governing structure for the new CDVEC institution and its relationship to its NIHE counterpart”. In general the NIHE would cater for undergraduate and postgraduate courses, diploma courses, some certificate courses relating to the higher level work and adult education. The new CDVEC institution would cater for some diploma courses, as well as certificate courses, craft/apprentice courses and adult education.

The working party reported to the Minister in January 1977 and this report was conveyed to the CDVEC in April of that year.\textsuperscript{6} The CDVEC

\textsuperscript{6} Report of the Working Party on Higher Technological Education in the Dublin Area to the Minister for Education (Dublin), 20 December 1976.
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conveyed its rejection of the recommendations in this report to the Minister in August 1977. None of the recommendations was ever implemented and no courses or facilities were transferred. The NIHE Dublin was subsequently developed as a greenfield project on the site of the former Albert College in Glasnevin, where the Ballymun Project was to have been located.

INTERNAL REORGANISATION WITHIN THE DUBLIN COLLEGES

While the Ballymun Project proposals were being considered in the Department of Education, related academic and organisational preparations were also being made within the Dublin colleges.

In the earlier years when higher level courses in the colleges were provided to prepare students for the examinations of professional and other external bodies, the responsibility for academic standards and quality assurance was entrusted to the school/department and college conducting the course. Peer review occurred through the mechanism of the external examinations of the professional bodies. Later the colleges broadened the courses to include wider educational objectives and began to set their own examinations and make their own awards. Peer review was now implemented through the moderation of these examinations by external examiners appointed by the colleges. In due course these examinations, and the college awards associated with them, were accepted by professional bodies as meeting their academic requirements for corporate membership. Thus they were accorded the same external recognition as honours degrees from the universities, a very important development.

Since the 1930s the Board of Studies had served as the main means of academic co-ordination between the colleges. With the development of full-time degree level courses, however, and the parallel development of full-time technician courses in the colleges during the 1960s, the CDVEC, in consultation with the management of the colleges, recognised the need for better co-ordination of this activity.

Academic Council

In the late 1960s the Academic Council was established on an ad hoc basis by the CDVEC, with a membership expanded beyond that of the Board of Studies to include senior staff members, teaching staff representatives and, much later a co-opted student representative.

By 1970 each of the six colleges was developing along broadly paral-
Patterns in complementary discipline areas. The Academic Council was formally established by order of the City Commissioner in October 1970 in pursuance of the CDVEC’s declared policy, as expressed in the Ballymun Project proposals, of providing a unified third level institution in Dublin. The general function of the Academic Council was to be responsible to the CDVEC, for planning, co-ordinating and developing third level education in the Dublin colleges.

**Membership of the Academic Council**

The Chief Executive Officer of the CDVEC, together with the principal and assistant principal of each college, were ex-officio members of the Council. Heads of departments whose courses fell largely within the ambit of the Council’s general function were also members. On the recommendation of the Council, other members of the academic staffs of the colleges might, from time to time, be appointed to the Council by the CDVEC, to “ensure adequate representation of different areas of academic activity”.

The Council was also empowered to invite members of college staffs, students or other persons to attend meetings and to participate in discussions, with the proviso that such persons would not be permitted to vote on any resolution of the Council.

The intention was that when the planned unified third level institution was established, the director would be chairperson of the Academic Council. However, pending that establishment, the chairperson was to be elected by the Academic Council from among its members. This was an effective practice and the election of members from the different colleges to be chairperson at different times helped to develop institutional cohesion.

**Terms of reference of the Academic Council**

The Academic Council was accountable to the CDVEC under the following terms of reference, for:

- the establishment, maintenance and development of courses, other academic work (including research) and academic standards in the colleges, both individually and on a co-operative basis between colleges

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• academic requirements for the admission of students to and continued participation in such courses
• making awards to persons who had successfully completed courses approved for the purposes of such awards
• the award of scholarships, prizes or other distinctions
• regulation of examinations conducted by the colleges
• appointment of external examiners
• nomination of academic representatives to external bodies
• development and maintenance of liaison with industry, commerce, professional bodies, research organisations and other educational institutions
• the establishment of boards of studies or other committees for academic purposes
• selection of academic staff
• fostering of academic staff development and the establishment of programmes for such development
• other appropriate matters referred to the Council by the CDVEC.

The Academic Council was also empowered to make such reports as it thought fit to the CDVEC on academic or related matters. It also had the authority to delegate particular functions to the academic management of an individual college in matters not affecting the other colleges. Thus the primary objective of the Academic Council was to assist in the maintenance and enhancement of academic standards of the higher level courses and professional diploma courses (by then widely acknowledged as being at honours degree level), and also the two-year and three-year full-time technician courses that had recently been developed in a range of discipline areas. The Academic Council was also entrusted with the promotion of research and development work and staff development in the different colleges through co-operation and sharing of expertise and resources.

In today’s terminology the Academic Council was established with a remit that specifically included academic quality assurance and quality enhancement. Its work became widely accepted and respected by the academic communities in the different colleges. The establishment of the office of Academic Registrar, the function of which was to support the work of the Council and provide a co-ordinating service to the colleges and their departments, assisted the work of the Academic Council.
Balance sheet of the work of the Academic Council

The Academic Council failed over the years to achieve a "fully integrated third-level Institute" or a "fully integrated apprentice Institute". In each case it could be argued that the authority of the college principals in their position as the legal officer was a major impediment to that integration. Neither was the large and fairly unwieldy Academic Council an effective instrument for such organisational integration. It was not an executive body. Nevertheless, in the area of broad academic quality assurance, it achieved considerable advances and unity of approach across the colleges.

**ESTABLISHMENT OF THE DUBLIN INSTITUTE OF TECHNOLOGY**

The response of the CDVEC to the outcome of the Ballymun Project proposals was to establish the Dublin Institute of Technology (DIT) on an *ad hoc* basis in 1978. The function of the DIT was to further co-ordinate the work of the six colleges and their College Councils, and indeed to help manage the partnership agreement with the University of Dublin that had been signed in 1976 (see Chapter 4). At the time the CDVEC viewed the DIT as the next organic phase in the progress of the Dublin colleges. 8 A Governing Body was formed with a more broadly based membership than the CDVEC itself. It included representation from staff and other interests. The individual College Councils, the Academic Council and the Apprentice Education Board all reported to it rather than to the parent CDVEC. It was given the dual remit of co-ordinating the work of the colleges as well as focussing on more general policy issues affecting the development of the Institute. Mr Hugh de Lacy, then principal of the Kevin Street college, was appointed as chairperson of the newly formed Executive Council (the principals of the six colleges) and director of the DIT in an *ad hoc* capacity. He served until his retirement in 1981. In 1982 he was replaced by Mr Michael O'Donnell, then principal of the Bolton Street college, who served on a similar basis until 1993.

**CDVEC policy document on the unification of the colleges**

The following memorandum of 1978 set out the role and functions given to the DIT Governing Body by CDVEC. 9

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The Committee at its meeting, 25 May 1978, made the following order in relation to its third level colleges. This order, which will have effect from 1 September 1978, is intended to commence the process of unification of the CDVEC colleges.

The new Institute would be called “The Dublin Institute of Technology”.

The Institute would be set up under section 21 of the Vocational Education Act 1930.

In accordance with Section 21 of the Act the Governing Body of the Institute will consist of 12 people:
- six Committee members
- two members from industry and commerce
- one representative of the Dublin Council of Trade Unions
- one student
- one chairman of the executive council
- one staff representative.

The number of people who would normally attend the Governing Body meeting would not exceed twenty-five. There would be twelve voting members and thirteen (other) members in attendance. The members in attendance would include the CEO, the remaining college principals, the Academic Registrar, chairmen of various sub-committees, such as Academic Council, etc.

The Governing Body shall have responsibility for:
(a) the running of the Institute
(b) the development of a fully integrated third level Institute
(c) the development of a fully integrated apprentice Institute.

The Institute’s Executive Council shall consist of the college principals one of whom will be elected chairman of the Executive Council and director of the Institute. The term of the director of the Institute shall not exceed three years at any one time, and may be renewable for another one year. Thereinafter that member of the Executive Council must stand down for at least one further term (i.e. three years). As the name implies the Institute’s Executive would have executive powers and the director of the Institute and chairman of the Executive Council would in fact, be the director of the Institute.

The Institute’s Governing Body would in the normal course of events
appoint a number of subcommittees that would report through the Executive Council to the Governing Body.

The existing College Councils would act as Advisory Councils to the various subgroupings within the Institute and the minutes of the College Council would be passed in the normal way through the Executive Council to the Governing Body.

**INITIAL DEVELOPMENT OF THE DUBLIN INSTITUTE OF TECHNOLOGY**

The Irish higher education system continued to grow in the 1980s and the statutory framework for the system was also developed to accommodate it. The DIT made a major contribution to that growth. It continued to develop and integrate, particularly in its internal academic and management structures. Despite continuing constraints and limitations of accommodation and other resources, the DIT responded to the large and relatively unsatisfied demand from school leavers seeking full-time courses and from apprentices already in employment wishing to enrol on part-time courses. A number of options were explored including leasing office accommodation and industrial factory buildings adjacent to the colleges. Some such measures were taken to provide short-term solutions. As is apparent from Tables 8.1 to 8.5, several new programmes were established in response to student demand and the numbers of staff and full-time students (Table 8.6) in the colleges increased significantly. Management structures were reformed and the levels of the college facilities and equipment were enhanced during this period.

**Governing Body review of the DIT in 1983**

In February 1983, the Governing Body carried out a general review of the operation of the Institute, including identifying a number of weaknesses and projecting its future development.\(^\text{10}\) It reiterated the overall objective of a single unified institution with greater sharing of resources and interaction between different sections. It saw as necessary the diminution of the autonomy of the individual colleges and the need for principals and heads of school to identify with the DIT rather than with their individual colleges. It considered very desirable the sharing of courses and of staff and resources, and also the elimination of unjustified duplication and non-

\(^{10}\) *Report on Governing Body Seminar* (Dublin: City of Dublin Vocational Education Committee), February, 1983.
viable courses. It suggested that the Institute’s image should be promoted through unified DIT prospectuses, graduation ceremonies and publicity material. In particular it strongly supported the establishment of a faculty structure to co-ordinate related disciplines across the Institute. It agreed to work towards harmonising student admissions, student records, examination procedures and regulations. It also agreed to give attention to:

- greater provision of part-time courses, including part-time versions of full-time courses
- development of the transfer ladders to allow students to progress to higher levels
- facilitating entry to students from CDVEC second level schools through transition courses
- greater provision of continuing education, short course and adult education courses.

It saw the need for improved staff and student accommodation throughout the colleges and better sports and recreational facilities as well.

Some of these desirable improvements and reforms were indeed implemented as resources became available, but many were not. In particular the unification and integration of the colleges into a unitary DIT was not fully successful. Nevertheless, the Governing Body showed itself to be critically aware of the key issues in the Institute and capable of pointing to reasonable solutions. However, it might be argued that the CDVEC did not pursue these solutions with sufficient persistence and vigour during the latter part of the 1980s. This may have been for reasons associated with the new legislation for the DIT intimated in the Green Paper on education in 1985 (see Chapter 3).11

College-based organisational structure

The individual colleges evolved organically over many years under the aegis of the CDVEC. Since the early 1960s each college had its own College Council reporting to the CDVEC and, in more recent times, to the DIT Governing Body. Each college developed its own range of courses, relating to its existing disciplines, and each had its own principal and administrative/academic structure. It generated its own ethos, individuality and character.

While it was evident that there was some overlap between disciplines operating in different colleges, these were tolerated. Although the Academic Council, established formally in 1970, carried out an important academic co-ordinating function in relation to course validation and standards, there was little co-operation between the colleges involving sharing of resources or joint course development. This might be considered another missed opportunity, the effects of which are continuing to the present.

**Schools and departments in the colleges**

Within each college there were a number of mainly discipline-based schools or departments. The use of the terms “school” and “department” was not uniform throughout the Institute. Until the 1990s, in the Kevin Street and Bolton Street colleges, the main constituent parts were “departments”, generally headed by a person at Senior Lecturer II (SL II) grade, although some of the smaller “departments” were headed by persons at Senior Lecturer I (SL I) grade. Many of the “departments” in these two colleges were large units, responsible for a number of courses and several hundred students, with an academic management substructure comprising one or more assistant heads at SL I grade. In the other colleges the main units were described as “schools”, also generally headed by persons at SL II grade, but often with subunits described as “departments” headed by persons at SL I grade. These anomalies of nomenclature have been addressed in recent years and, in the new system being developed, the basic unit will be called the “school”, headed by a person at SL III grade (a restructuring from SL II agreed in 1999). A school may have subdivision(s) called departments, headed by persons at SL II grade (also restructured from SL I in 1999).

**Academic management of each college**

Each college functioned as an academic unit under the management of the principal. Individual colleges had developed different internal committee structures to suit their requirements. Each college also had a college Management or Executive Board consisting of the principal and the senior staff (mostly SL II) to advise the principal and assist in the general management of the college.

In relation to many programmes of study there was considerable collaboration between schools and departments in the design and delivery of courses, but mainly within colleges. This collaboration involved a shared management of a course assisted by a Course Committee, or the provision
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of service teaching by one school/department to a course for which another school/department was primarily responsible.

General staffing of each college

The recruitment of academic staff was initiated and processed by the individual colleges through the personnel section of the CDVEC, which organised advertisements and interviews. The staff members, when appointed, were attached to particular schools or departments, which were then responsible for their initiation and deployment. The CDVEC personnel section was then primarily concerned with staff salaries, incremental credit, pension arrangements, monitoring sick leave and interacting with trade unions.

Each college had a core administrative staff to provide local services in relation to finance and accounts, student registration, student records, examination administration and other administrative matters relating to equipment and materials acquisition and provision of services. There was, however, considerable transfer of administrative staff between colleges, which also had a general support staff including technicians, laboratory aides, porters and other security staff. In most cases, maintenance, cleaning and restaurant services were provided through a contract arrangement.

Each college also had its own library under the management of a qualified librarian, who reported to the local principal and was assisted by a number of other staff. The Public Library Service of Dublin Corporation employed the librarians and this body also provided certain support services in relation to book acquisition and cataloguing. There was a central DIT Library Committee, which in recent years has been made a subcommittee of the Academic Council, with representation from each college and this helped in co-ordinating the overall service.

SUMMARY

In the newly independent Saorstát Éireann, the Dublin colleges helped to shape the Vocational Education Act 1930 and then proceeded to steadily plan and develop their services within the CDVEC, under the aegis of that legislation. Under the Apprenticeship Act 1931 the colleges pioneered the provision of the educational elements of apprenticeship training in a wide range of disciplines, including non-designated trades.

From the 1930s the CDVEC also developed plans for the delivery of co-ordinated higher education programmes in the colleges. Therefore, as
long ago as the 1930s the earliest plans for a higher technological education Institute in the centre of Dublin were formed. The strategic vision guiding the plans of the time laid the foundations and defined the characteristics and policies of the Institute in the years that followed. This vision included:

- autonomy and the power to grant diploma awards
- clear differentiation between higher level and lower (second) level work
- city centre locations
- a vocational and applied orientation
- comprehensive coverage of technical and business disciplines
- links with the professional bodies
- co-operation with industry/commerce
- specially trained teachers
- research for industry
- responsiveness to the needs of industry.

Although these strategies were not fully implemented at the time, the Dublin colleges pioneered the involvement of educational institutions in apprentice training. As a result they helped to elevate the quality of apprenticeships in Ireland. Through interaction, collaboration and consultation with industry and the professions, they managed to develop a multi-level range of courses, by reorienting flexibly to the changing needs in society, and generally by being guided by the educational and training needs of society.

The early 1960s heralded the beginnings of the modern expansion in higher education in Ireland, strongly supported by government policies and funding. Each of the Dublin colleges, under the aegis of the CDVEC, contributed to providing courses to meet the demand from increasing numbers of students. The Ballymun Project proposals, with roots in the CDVEC thinking of the 1930s, formed the most extensive and ambitious planning process ever undertaken by the Dublin colleges. The proposals steered them towards developing a unitary multi-level higher education institution and, more clearly than ever before, to solving their accommodation needs definitively as the optimum response to the needs of the renascent Dublin and Irish economy.

The development and growth of higher education in Ireland in the 1970s led to increased government involvement, as well as to increased uncertainty and disquiet within the higher education institutions. In the Dublin colleges, the Academic Council, which had been set up in the late 1960s
on an *ad hoc* basis, was formally established in 1970 to oversee its higher education programmes. It served to improve the integration of the colleges, raise the level of the academic activities and introduce quality assurance procedures.

The Ballymun Project proposals were a bold initiative designed to help solve the perennial problem in the colleges of inadequate accommodation for the numbers of students seeking to avail of their programmes. In some respects the proposals contained the seeds of their own destruction. Certainly, if the Dublin colleges had been more positively involved in the National Council for Educational Awards (NCEA) system by that stage, they might have been in a better position politically to gain the Albert College site for the Ballymun Project. As it was, the government decided to develop a greenfield NIHE on the site, independent of the CDVEC. In this defeat, however, the CDVEC formed the DIT on an *ad hoc* basis in 1978. The DIT's mission was to unify the Dublin colleges under the aegis of the CDVEC. The Institute was given a Governing Body responsible to the CDVEC and an Academic Council responsible to this Governing Body. This DIT was envisaged as a multi-level, fully integrated, third level institution, incorporating higher level and apprentice education. In many ways this was an inspirational way to finish a turbulent, roller-coaster decade of development for the Dublin colleges.

The 1980s saw some enhancement of the facilities and accommodation in the DIT colleges — unfortunately always too little and too late to match the demand. The integration and consolidation of the Institute continued. But the strong identity of the individual colleges and their reputation in their specialist areas continued to influence the externally perceived image of the DIT. Full-time student numbers grew particularly in this decade. The positive effect of the partnership agreement with the University of Dublin contributed to increased numbers on primary degree courses. There was also strong enrolment in courses leading to DIT’s own diploma and certificate awards. Increasing numbers of DIT students were pursuing postgraduate research, although registering and graduating in universities in Ireland and abroad.