

A Sense of History

CENSUS OF IRELAND, 1901.
FORM B. 1.—HOUSE AND BUILDING RETURN.

County, Wicklow Parliamentary Division, West Wicklow Poor Law Union, Ballynaglass District Electoral Division, Dunlavin Townland,
 City, Dunlavin Urban District, Dunlavin Street Town or Village, Dunlavin Barony, Talbotstown Dunlavin

Note A.—When a Townland or Street is situated in two Parliamentary Divisions, or in more than one District Electoral Division or Parish, or is partly within and partly without a Parliamentary Borough, City, Urban District, Town, or Village, a separate Return should be made for each portion.

HOUSES.										FAMILIES, &c.									
No. of House	Whether built or rebuilt	Date when first built or rebuilt	Is it a tenement house?	PARTICULARS OF IMBUILT HOUSES.						No. of Families	Name of the Head of each Family residing in the House.	No. of Rooms occupied by each Family.	Total No. of Persons in each Family.	No. of Children under 16 years of age in each Family.	Notes of the Condition of each House, and of any alterations, additions, or improvements, since the last Census.				
				Walls	Roof	Floors	Windows	Doors	Stairs										
1	Built	Public House	12	yes	1	1	4	7	13	1st	1	Sarah L. Lawler	8	10	2nd	1			
2	Do	Shop	4	yes	1	1	4	6	12	1st	1	Wm. Byrne	7	2	1st	-			
3	Do	Private Dwelling	3	yes	1	1	2	2	6	2nd	1	Joseph Waldron	3	2	Do	-			
4	Do	Do	4	yes	1	1	5	11	18	1st	1	Harry L. Sipple	10	2	Do	-			
5	Do	Hotel	6	yes	1	1	6	18	18	1st	1	Henry Hoxey	17	3	2nd	-			
6	Do	Bank	4	yes	1	1	4	6	12	1st	1	John Hawker	8	4	2nd	-			
7	Do	Shop	1	yes	1	1	3	3	8	2nd	1	Henry G. G. G.	6	6	Do	-			
8	Do	Hotel	6	yes	1	1	5	8	15	1st	1	Rev. G. Moran	10	7	2nd	-			
9	Do	Private Dwelling	7	yes	1	1	4	5	11	2nd	1	Rev. B. G. G.	8	3	2nd	-			
10	Do	Do	5	yes	1	1	2	2	6	2nd	1	Geo. G. G.	2	3	Do	-			
11	Do	Public House	2	yes	1	1	2	2	6	2nd	1	Geo. G. G.	4	6	2nd	-			
12	Do	Private Dwelling	3	yes	1	1	2	2	6	2nd	1	Edward Wall	4	4	2nd	-			
13	Do	Do	2	yes	1	1	2	2	6	2nd	1	Philip Moran	4	8	Do	-			
14	Do	Shop	3	yes	1	1	3	4	9	2nd	1	James Kelly	6	13	Do	-			
15	Do	Private Dwelling	3	yes	1	1	3	6	10	2nd	1	John Thomas	6	2	Do	-			
16	Do	Do	2	yes	1	1	2	2	6	2nd	1	Michael Moore	2	6	Do	-			
17	Do	Do	2	yes	1	1	2	2	6	2nd	1	Rev. G. G.	2	6	Do	-			

Note B.—If one House is occupied by more than one Family, the Names of the Heads of Families so occupying it should be bracketed together in Col. 12, thus—
 John Jones, Peter Brown, and the Agents named in Col. 12, opposite the middle of the bracket. See previous Table in Enumeration, page 6.

Resource material relating to the use of
 census information as a source in the
 teaching and learning of
 Senior History

Introduction

This package is aimed at both teachers and students of senior history. Students will be aware from junior certificate C.S.P.E. that a census is taken in the Republic of Ireland every five years and that it counts all the people in the country. However, the census does more than just count the people. It contains lots of information about many aspects of life in Ireland and it gives us a picture of the social and economic conditions of the country and in all the localities that make up the country. Thus, by researching and studying the information contained in past censuses, students of history can find out a lot about the social and economic conditions of the past.

Background

In the past, the census of Ireland was not taken every five years, but every ten. The first real census of Ireland was taken in 1821, but both the 1821 and the 1831 censuses lacked detail. The census of 1841 was the first really detailed census of the country and included information on many aspects of social life such as literacy, while statistics about the number of Irish speakers first appeared in 1851. Census data was presented in manuscript census returns forms and in printed reports. Many of the manuscript forms from the nineteenth century have not survived, but they do exist for the censuses of 1901 and 1911. There was no census in 1921, due to the War of Independence, and manuscript returns from 1926 onwards cannot be examined for legal reasons, so only printed reports can be studied for the years after 1926. The type of information contained in the censuses is very varied. As well as actual numbers, there is information on population structure, housing, religion, education, occupations, literacy, emigration and a host of other areas. Any one of these could form the basis for a student's research topic.

The Research Topic

The new leaving certificate history course allows students to research a topic of their own choice and this research study counts for twenty per cent of the total marks in the examination. The emphasis is on ‘doing’ history, and the census is an excellent primary source from which students can gather information to present in their research topics. Such a project fosters many research skills. These include:

1. The student must decide on the topic and access the information.
2. The student must sift through the information and decide what is relevant.
3. The student must gather relevant information and discard what is irrelevant.
4. The student must analyse and interpret the information.
5. The student must present the findings in a coherent and lucid manner.
6. In some cases, the student may tabulate or graph the information.
7. The student must draw conclusions from the research study.

The nature of the research topic means that the student must research the material in her or his own time. The teacher may make suggestions and may guide the student’s work, but no actual class periods will be given over to particular research topics at leaving certificate level. For this reason, this package will present six sample studies. Each sample study will act as a template for teachers and students who wish to base their research topic on census material. The methods employed in the sample studies may be applied to any city, town, village or rural area in the country.