

Rheynn Ynsee Ellan Vannin

**THE FUTURE DEVELOPMENT OF THE
MANX LANGUAGE**

A Report to Tynwald by the Department of Education

December, 1995

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THE FUTURE DEVELOPMENT OF THE MANX LANGUAGE

1. ORIGIN OF THE REPORT

This report has been prepared by the Department of Education following the passing in Tynwald on 12th July 1995 of the following motion:-

“That, recognising the importance of Manx Gaelic as a part of the heritage of the Isle of Man, the Department of Education report, by the December 1995 sitting, on the future development of the language.”

The Department invited all interested parties to submit their views and suggestions on the future development of the language. Out of a total of sixty-seven submissions received, sixty-five were in support of such development, with seven of these actually being in Manx. Two submissions were against the preservation or development of the language.

The names and addresses of organisations and individuals who responded are given in Appendix A.

A brief summary of points made in the submissions is given in Appendix B.

2. SUMMARY OF CONTENTS OF REPORT

The report seeks to cover as wide a range of issues as possible and is arranged as follows:

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|-------------------|---|
| Section 3: | main recommendation and general recommendations. |
| Section 4: | history of the Manx language (reasonably detailed, since this is a topic which is not familiar to most people). |
| Section 5: | rationale for studying Manx Gaelic. |
| Sections 6 & 7: | main body of the report, dealing with Manx language matters involving Government (such as the teaching of Manx in schools) and those matters not involving Government (mainly the activities of the language societies and groups). |
| Section 8: | summary of conclusions and recommendations. |
| Appendices A & B: | list of respondents and brief summary of responses. |
| Appendix C: | projected costing of the recommendations contained in Section 6.3.1. |

3. MAIN RECOMMENDATION AND GENERAL RECOMMENDATIONS

3.1 Main Recommendation

A great deal can be done to make the language more accessible to people over a broad range of interests, including those who would like to learn a few words, those who wish to study Manx as a purely academic subject, and those who want to use it as a living language in their everyday lives as much as possible.

Interest in learning the language has grown demonstrably in recent years. Government has responded to this demand, notably by introducing Manx as an optional subject in schools. It now seems clear that, in any one school year, about 1,000 children out of a possible 7,000 will wish to be taught Manx in their schools. Quite properly, no rigorous analysis has been made of the backgrounds of children taking Manx, but it seems that there are as many who have only recently come to live in the Isle of Man as there are of those who were born here. With the present arrangements, at least 3,800 pupils could have completed two-year courses in Manx by the year 2002, ten years after the inception of the programme.

It is heartening to realise that the community's attitudes to learning Manx have changed over the years. It appears that the Manx language, which had been repressed, vilified, scorned and ignored for nearly two hundred years as the Isle of Man assimilated to an English-speaking culture, is finding a place in the hearts and minds of more and more people, as the old reasons for the bigotry and prejudice directed towards it have been seen to be irrelevant in today's world.

It is obvious, too, that it is the youngest members of our society, and their parents, who are leading this change by positively requesting access to learning the ancient language of the Island. At present, however, it is not possible for pupils to take a continuous series of courses in Manx from the age of seven to sixteen years (the ideal case). Government support for the language, which began in 1992, is now inadequate. Demand for tuition now exceeds the Department of Education's ability to supply it. Further Government support is now essential, and the main recommendation of this report is therefore:

That 9.3 additional peripatetic teachers are recruited and trained by the year 2000, to be phased as follows:

Sept 1996 additional 0.6 teacher for Year 10 GCSE-equivalent course;
April 1997 additional 2.7 teachers (0.7 for Year 11 GCSE-equivalent course, and two additional teachers for new provision in Year 3);
April 1998 additional two teachers for new provision in Year 4;
April 1999 additional two teachers for new provision in Year 5;
April 2000 final additional two teachers for new provision in Year 6.

(See also Section 6.3.1)

3.2 General Recommendations

Government should continue to support and encourage the demand for Manx, working in partnership with the relevant Manx language societies and groups. Initiatives to improve the position of Manx Gaelic will have limited success if they are taken in isolation by Government, or by non-Government organisations and groups and individuals working in isolation.

Therefore, the general recommendations arising from this report are that:

1. Government's role in supporting and developing Manx should be clearly defined as that of 'enabler'. In practice, this will be carried out by demonstrating positive attitudes to the language and by providing support and funding, where appropriate, for initiatives arising from the community. Government will also need to take the lead in areas under its own control, such as education, heritage and tourism. Use of Manx as a matter of course on postage stamps and paper money, for example, would demonstrate a positive attitude.
2. It is felt that non-Government societies, groups and individuals working for the Manx language should continue to initiate and determine the direction of developments, seeking the support of Government where this is appropriate.

Where appropriate, detailed recommendations are given in the main body of the report (Sections 6 and 7). These recommendations are summarised in Section 8 at the end of the report.

4. HISTORY OF THE LANGUAGE

Manx is a Celtic language. Scholars divide the six modern Celtic languages into two main groups. These are the British or 'Brythonic' group and the Gaelic or 'Goidelic' group. The British group consists of Welsh, Breton and Cornish, while the Gaelic group comprises Irish, Scots Gaelic and Manx.

Before the rise of the Roman Empire and the subsequent pre-eminence of Latin, Celtic languages were spoken over most of Europe and into Asia Minor. Following the long period of dominance by Rome, Celtic survived strongly only in the extreme west, in the British Isles and Ireland, where Latin had made little or no impression on the local populations.

When the Romans withdrew from Britain, virtually all the people in what later became England, Wales and Scotland spoke a British (or 'Brythonic') language which eventually gave rise to modern Welsh, Breton and Cornish. It is likely that, at this time, people in the Isle of Man spoke this same British language.

With the collapse of Roman rule, British Celts were subject to increasing pressure in the south and east from Germanic colonists, leading to the creation of England and the dominance of the Anglo-Saxon language there.

At the same time as the Anglo-Saxon incursions, there was significant Irish expansion into what became Scotland, Wales and south west England. The Irish colonies in Wales and south west England did not survive, but this was not the case in Scotland, where Irish speakers came to rule most of the country. In the Isle of Man also, the language changed from British to Gaelic ('Gaelic' is simply the Irish word for the Irish language itself), probably about 500 AD.

When the Norse arrived in the Isle of Man its inhabitants would have been Gaelic speaking. There is historical evidence that, during the Norse period in the Isle of Man (ninth century to 1266), the ruling class spoke both Gaelic and Norse. It is likely that the rest of the population spoke only Gaelic.

It seems that, until (say) the thirteenth or fourteenth century, virtually the same, unified Gaelic language was spoken throughout Ireland, the Isle of Man and most of Scotland. For various reasons, three distinct Gaelic languages then began to develop, leading to modern Irish, Scots Gaelic and Manx. These languages remain closely related, it being relatively easy to acquire a working knowledge of the others if one has a good grounding in any one of them.

Following the defeat of the Norse in 1266, control of the Island passed to the Scots and eventually to the English in the fourteenth century. Some Latin was used in the administration of the Island, but English quickly became the language of power and prestige. In spite of this, Manx remained as the first language of the majority of the population until about the 1830's and survived as a community language until the early part of the twentieth century. There are still significant numbers of people alive whose grandparents or great-grandparents had Manx as their first language.

No traces of written Manx survive which date from before the early 1600's, although it is possible that 'The Manx Traditionary Ballad' was composed about 1547 (this is a long poem in Manx giving the history of the Island). However, it should be emphasised that the Manx shared a common Gaelic cultural heritage with Ireland and Scotland. Oral (not written) tradition played a very large role in this heritage which did not separate into Irish, Scottish and Manx components until relatively late. In any case, from an early period, if Manx people were literate, they were literate in English rather than Manx. It is

therefore understandable that written Manx (like Scots Gaelic) made what may seem to be a late appearance.

It is generally stated that Manx has little or no literature. Historically, this may be a fair statement as regards original literature in Manx. However, Manx can be said to possess a reasonably significant body of literature in translation when one considers the relatively recent emergence of Manx as a separate language and the loss of a ruling class prepared to act as patrons for works in the native language. The Book of Common Prayer and the Bible were translated into Manx in the seventeenth and eighteenth centuries. The eighteenth century saw something of a flowering in the publication of religious works translated into Manx. Those literate in Manx showed their creativity by composing long religious poems in Manx called 'carvallyn' or 'carols' which were sung in churches.

It seems that Gaelic could have received a serious blow to its standing in the Isle of Man during the Norse period. Possibly, in terms of social status, Gaelic in the Island never fully recovered from such a blow. This might go some way towards explaining the remarkable zeal which many Manx people showed in the nineteenth and twentieth centuries in dropping their native language and yearning for its complete disappearance.

However, one of several paradoxes concerning the Manx language is that, unlike the other Celtic languages in, say, the eighteenth and early nineteenth centuries, it did possess a certain status and was used to some extent for official purposes. Clergymen coming to the Island were obliged to learn Manx, the language was used in courts, and the practice of promulgating summaries of new laws in Manx was never discontinued. It is also said that Manx was spoken in the imperial residence of Sir Mark Cubbon when he was Governor of Mysore Province in the Indian Empire. Such a thing would have been unthinkable in the case of some other Celtic languages.

The Revestment Act of 1765 whereby the Duke of Atholl sold the Island to the British Crown set off a chain of events which caused a sharp drop in the fortunes of the Manx language. Immediately after 1765, the Manx economy declined markedly because of the suppression of 'the running trade' and the imposition of direct rule from London. Before 1765, the Island had been relatively isolated with English not being needed outside the towns. Even in the towns, Manx co-existed with English without being immediately threatened by it. After 1765, however, there was significant emigration, which naturally led to a trend towards English. Other factors contributed to a sharp decline in the use of Manx in the nineteenth century. These included immigration from north-west England (1790-1814), further migration from the Island because of economic depression (from about 1825 onwards), and the rise of mass tourism from about 1830.

Many Manx began to turn violently against their own language, as can be seen from a letter written by 'A Native' in the 'Manks Advertiser' in 1822. The following excerpt gives a flavour of the letter, but cannot fully convey the condition of pathological self-hate revealed by the whole letter: 'What better is the gibberish called Manx than an uncouth mouthful of course (sic) savage expressions....Abolish the Manx; I would say then, as fast as ye can, ye learned of the country. Judges, Lawyers, Clergy, crush it. Allow no one, not even one of your servants or neighbours to speak one word of Manx; and thus, by degrees, annihilate it.'

Although the language had started to decline and both Kelly (1800) and Cregeen (1835) felt impelled to apologise for producing their dictionaries, many thousands of Manx people in the nineteenth century effectively knew no other language but Manx. The census of 1871 showed that 25% of the population were Manx speakers. Almost certainly, this would have been an underestimate, because by that time many people were ashamed to say they spoke Manx. The trauma of a change of language and hence of culture undoubtedly left its mark on many Manx people, contributing to the 'jus' the shy' syndrome and giving a loss of self-confidence, the legacy of which, it can be argued, we are still living with.

Against all this, the resilience of Manx in some country areas was shown by the fact that, in 1863, Governor Loch issued wanted notices which were entirely in Manx. These notices offered a reward of one hundred pounds to anyone who gave information about persons who had destroyed stone walls in Lezayre and Maughold (provided the informant could prove he or she had not taken part in destroying walls themselves).

In 1899, Yn Çheshaght Ghailckagh (The Manx Language Society) was formed to preserve and promote the language. It is interesting to note that, at the first annual general meeting of Yn Çheshaght Ghailckagh, Mr A.W. Moore, who did so much for Manx culture, warmly supported the study of Manx. However, he expressed his disapproval of knowledge of Manx being handed on to children. This attitude (i.e. that the study of the language should be kept as purely academic) is, of course, understandable. There is no reason, however, why antiquarianism and revivalism cannot live together and complement each other (as has been happening for some time).

Prominent among those working for Manx was J.J. Kneen, whose devotion at a time of almost total neglect of the language was an inspiration to many.

By the 1950's, only about ten native speakers remained, the most prominent being Ned Maddrell from the South and John Kneen from the North. Fortunately, the advent of tape recorders enabled a healthy collection of recordings to be made, thus preserving the essential features of the spoken language of the middle and late nineteenth century. The late Doug Fargher played a major role in popularising Manx and promoting it as a living, spoken language. In Millennium Year, 1979, he published his comprehensive English-Manx dictionary, with support from the Government.

With their academic work, the Reverend Robert Thomson and Dr George Broderick have done a very great deal to make up for the previous lack of publications on Manx in the field of Celtic Studies. The Reverend Thomson has pointed out that the recent history of Manx is not about revival but continuity. Manx did die as a general community language, but the continuity of knowledge about it and the ability to speak it has not been broken. As the display about Manx in the heritage centre at Machynlleth in Wales says: 'T'ee foast ayn' - 'It's still there'.

5. RATIONALE FOR STUDYING MANX

The reasons for studying Manx are mainly cultural, but there can be a commercial element. The language is unique to the Isle of Man and is therefore a central, precious aspect of our heritage. Knowledge of just a few words, or of a lot of it, can give a sense of identity which is valuable in a world which is increasingly impersonal. Manx helps to engender a feeling of community and self-respect in that community.

The increase in sympathy for the language is part of a world-wide trend. Commerce and industry are showing national boundaries to be increasingly irrelevant. At the same time, however, there has been a huge increase in support for local cultures which often do not themselves conform to national boundaries.

Some knowledge of Manx is definitely of assistance in publicising the Island. Visitors to the Island are almost always interested in the fact that this small island in the Irish Sea has its own language and, since the language is the clearest manifestation of a separate identity, it can be useful in any enterprise where some expression of that identity is involved, as in cultural tourism.

Cultural reasons for studying Manx include the fact that, as a Celtic language, it has interesting linguistic features not found in (say) English, French or German. Manx also has unique aspects which are not known in the other Celtic languages and which make it of interest to linguists. On a less esoteric plane, interest in other languages is often sparked off by an interest in Manx. The human brain seems to be capable of learning a number of languages, and it is as valid an educational experience to learn Manx as any other language.

6. MATTERS INVOLVING GOVERNMENT

This section is concerned with matters with which Government is (or could be) directly or indirectly involved, while Section 7 deals with matters not involving Government.

6.1 The Schools' Programme

6.1.1 Origin and Planning of Schools' Programme

After 1992, the Department provided for Manx classes for school pupils as well as for adults. A quality of life survey in 1990 had shown significant public demand for Manx as an optional subject in the Island's schools. Following a decision by the Council of Ministers, a Manx Language Officer (funded by Manx National Heritage for two years) and two full-time peripatetic Manx teachers (funded by the Department of Education) were appointed.

They took up their posts in January 1992 in order to introduce the formal teaching of the language in schools. A decision was taken to offer a 'taster' Manx course to all pupils aged seven and over (including secondary school pupils), starting in September 1992. Pupils would take Manx for a nominal half-hour per week on an optional basis, similar to the arrangements for teaching instrumental music. It was judged that thirty minutes per week was long enough to teach a reasonable amount of Manx while being short enough to facilitate the introduction of a new subject into schools. It was essential to have the goodwill of other teachers at a time of considerable change in the curriculum.

6.1.2 Potential Uptake and Courses

In May 1992, parents were given circulars offering tuition in Manx for their children. The response far exceeded what had been anticipated. In the primary schools, about 40% of those circularised replied that they would like to take Manx (pupils younger than seven had been excluded because of difficulties over infants leaving groups to take Manx). Understandably, the potential uptake was appreciably less in the secondary schools, averaging about 7% (still in excess of what had been expected). A total of 1,949 were registered as seeking tuition in Manx: this was almost 20% of the total school population. Of these, 1,482 were in primary schools and 467 in secondary schools. These numbers could not be catered for, even with the Manx Language Officer taking an appreciable number of classes.

In consequence, Manx classes were arbitrarily deferred for a large number of pupils and tuition started in September 1992 with manageable numbers. Before September 1992, a school course called 'Bun Noa' (meaning both 'New Base' and 'New Meaning') had been devised. This is a two year course, backed up by computer software and a professional audio-cassette which was privately funded. In the 1992-3 and 1993-4 school years, this course was also used in secondary schools, but in the 1994-5 school year a separate secondary school course was introduced.

6.1.3 Operation of Schools' Programme

In view of the resources available for the Manx language programme in schools and the healthy demand, a two-year cycle is being operated in most primary schools whereby appreciable numbers of pupils (mainly in the larger primary schools) can take Manx for only two years in order to give other pupils a chance to take it. This means that the number of pupils taking Manx in primary schools is between (about) 800 and 900, with a total of around 100 pupils in the five secondary schools.

Although there have been the expected snags over timetabling and accommodation, the Manx programme has generally worked well in the primary schools.

Spoken Manx is being taught in a lively and enjoyable way and pupils have responded enthusiastically. With additional teachers, there could be provision for pupils from the age of seven until the end of their primary school careers (See Section 6.3.1)

It has proved more difficult to arrange Manx classes in secondary than in primary schools, largely because of the fuller curriculum and rigidity in timetables. Satisfactory arrangements for teaching Manx have been negotiated in two secondary schools, but this cannot be claimed in the three others. This is regrettable, particularly since many primary school pupils who have studied Manx with enthusiasm find that they cannot continue at secondary level.

In general, Manx requires a more secure position within the curriculum. Possibly, in the secondary schools, this could be achieved in some future curriculum development which allowed an increase in the number of optional subjects.

It is desirable to keep Manx as an optional subject in schools. To make it compulsory would be counter-productive at a time when increasing numbers of people have positive feelings towards the language. Having said that, there is a case for teaching all schoolchildren an absolute minimum of, say, fifty words and phrases which would enable them to understand place names and simple greetings. Where appropriate, in-service sessions could be used to enable teachers to teach this minimum amount of Manx.

6.1.4 Present Schools' Programme : Possible Improvements

This section outlines some ways in which the present schools' programme for Manx can be improved. The proposals made here can all be initiated by the Manx Language Officer.

More needs to be done to point out the positive aspects of the present Manx language programme in schools. While it would be naive to think that such a measure would win over all those who view the present Manx language programme with less than enthusiasm (including some teachers), the benefits of the Manx lessons should be made known more widely. These include inter-curricular features such as English grammar, mathematics, geography, music and information technology.

Those teachers and others who were carrying out voluntary work connected with Manx before the inclusion of the language in the curriculum should be given every encouragement to continue with this work. More collaborations are needed between the formal and informal programmes.

More needs to be done to make the Manx language an integral part of the everyday life of schools. Moves in this direction can be made by arranging for the display in schools of more posters and notices in Manx and ensuring that all school libraries have at least a minimum collection of Manx language books.

Yn Ynnyd Çengey (the Language Centre at Marown) has facilities which make it suitable for teaching Manx.

Recommendations – Short Term:

1. A more secure position should be gained for Manx within the curriculum.
2. The optional nature of Manx as a school subject should be retained.

3. Consideration should be given to teaching all schoolchildren a small amount of Manx.
4. More needs to be done to make clear the educational benefits of the present Manx language programme in schools.
5. Informal teaching of Manx in schools should be encouraged and more collaborations between formal and informal teaching should be established.
6. More should be done to make Manx an integral part of the everyday life of schools.
7. Yn Ynnyd Çhengey can be utilised to enable pupils taking Manx to practise using the language .

6.2 Formal Qualifications in Manx (See Section 6.3 also)

At present, Manx is the only Celtic language for which there is no provision for any formal qualification. Formerly, it was possible to gain a GCE O-Level in the language, but when O-Levels were replaced by GCSE's, a GCSE in Manx was not forthcoming. There is thus an obvious need for the provision of a Manx GCSE or an equivalent qualification. In fact, a significant number of pupils on the present Manx programme have indicated that they would like to be able to gain a qualification in the language.

In the past two years, a Manx GCSE syllabus and trial examinations have been prepared in some detail. It was hoped to introduce a Manx GCSE under the auspices of an English examining board. However, after negotiations with the examining board, it was established that the monies to be paid by the Department of Education to that board would be prohibitively high. Essentially, these monies would be paid for the privilege of using the title 'GCSE' for the Manx language qualification, even though virtually all the work would be carried out in the Island. There was no suggestion on the part of the examining board that the Manx submission was lacking academically in any way. Indeed, the quality of the submission was praised by the board.

It was therefore decided by the Department to develop provision for an independent Manx language qualification which will be fully equivalent to GCSE. This will be operated by an examining board chaired by the Director of Education and comprising six Manx language specialists, one of these being the Manx Language Officer. This qualification, which will possibly be called 'Teisht Chadjin Ghaelgagh' ('TCG') or 'General Certificate in Manx' ('GCM'), will be available to adult candidates as well as school pupils. Reflecting a present trend in education, a modular course leading to 'TCG' / 'GCM' is being devised. Successful candidates will have to pass various assessments (including examinations) as they progress through the course rather than take 'big bang' examinations at the end. Candidates will gain credits for each assessment they pass, eventually amassing sufficient credits to gain the qualification. The production of in-house videos is in hand to facilitate the teaching of each of the five modules.

It is anticipated that the course leading to the Manx GCSE-equivalent will start in September 1996.

It would be limiting to make provision merely for a qualification in Manx equivalent to GCSE, since there is a natural demand to progress beyond this stage. It is therefore desirable to make provision for a Manx language qualification equivalent to A-Level from September 1998. The terms of reference of the board overseeing the GCSE equivalent could easily be extended to cover the higher qualification also.

Like the GCSE equivalent, the A-Level equivalent would be open to adult candidates as well as to school pupils.

Recommendation - Short Term:

A course leading to an A-level equivalent in Manx should be made available from September 1998 to follow on from the GCSE equivalent due to start in September 1996.

6.3 Ways of Developing the Teaching of Manx in Schools

In-keeping with the previous recommendation that Manx should remain an optional school subject which pupils can choose to study, it is important that its provision should be as efficient and effective as possible. That is to say, the arrangements for the provision of teaching must be capable of allowing pupils to achieve the highest possible educational standards, but at the same time give good value for money.

It is fair to say that, at present, the service given to the community by the 2.3 peripatetic teachers employed by the Department of Education is relatively inexpensive, but, since they are teaching nearly 1,000 pupils per week, it allows only the barest minimum to be taught, with a maximum of a half-hour per week per class. Clearly, with so few teachers working in almost all the Island's schools, there are some large distances to cover each week. Equally, the Manx Language Officer's duties involve a great deal more than might be suggested by his 0.3 teaching commitment. The provision which was established in 1992 has to some extent been a victim of its own success, in that the popularity with children of learning Manx has far exceeded the wildest predictions made three or four years ago.

Because of its popularity and the small number of teachers, Manx language provision at present can only cope with maintaining two, two-year courses (one in primary and one in secondary) with a half-hour's tuition per week. In larger primary schools, the demand for tuition cannot be met and many potential learners have to be deferred. A GCSE-equivalent course is urgently needed to offer progression to existing learners, but this cannot be provided within the present staffing numbers. An A-level equivalent course to follow the GCSE-equivalent would similarly require additional teachers.

The half-hour per week time allocation is considerably less than the 1.25 hours per week for each Foundation subject recommended in the Dearing Report on the U.K. National Curriculum.

The two-year courses generally followed in the primary and secondary schools do not provide continuity of learning since they are followed or preceded by a year of not learning the language. More acceptable provision patterns are described in the following subsection.

6.3.1 A Developed Pattern of Provision

Some of the criteria for any educational course of study to be effective are that:

- it must be continuous;
- it must allow progression to be made by the learner;
- it must allow sufficient time for worthwhile learning.

In primary schools, pupils over the age of seven years would need a four-year course to give continuity through to secondary school, where a three-year course would be needed prior to a two-year GCSE-equivalent course. This would then be similar to any other subject learned in school, and would meet the previously mentioned criteria for an educationally effective course.

This provision would generate the need for a total of 170 hours/week teaching of Key Stage 2 pupils, and 19 hours/week of Key Stage 3 pupils (based on the present level of demand) and require an additional eight peripatetic teachers, plus the making permanent of the existing two teachers already teaching children of these ages, and taking account of the 0.3 teaching commitment of the Manx Language Officer.

The two-year GCSE-equivalent course in each of the secondary schools would be made available to all pupils who had previously studied Manx through the school's options at the end of Year Nine, and have a time allocation similar to that for other optional subjects at the school (in the range of 2 hours to 2 hours 50 minutes per week). This provision requires an additional 1.3 teachers over a two-year period and has been included in the Department of Education's estimates for 1996-7 and 1997-8.

An A-level equivalent course would need to be made available for those pupils who had completed the GCSE-equivalent.

Because numbers would be small, it is likely that the most efficient way of providing this would be to make it available as a single-centre evening class. It would need to run over two years for thirty weeks each year, lasting for 2.5 hours per week. It would not necessitate additional staffing numbers, however, and could be taught by one or more of the peripatetic teachers or the Manx Language Officer.

There would, of course, be additional curriculum development, travel and learning resources costs to be found by the Department of Education.

The timetable for the development of the new provision of a continuous series of courses could be as shown in the table below.

The key to this table is as follows:

'1' and '2' are the 1st and 2nd years respectively of the present primary school Manx course, '3' and '4' are the 1st and 2nd years of the present secondary school course.

'A', 'B', ..., 'I' are the nine years of the new continuous series of courses.

'F' and 'G' are the GCSE-equivalent course years.

'H' and 'I' are the A-level equivalent course years.

Age at Start of Courses

	Primary School				Secondary School						
	7	8	9	10	11	12	13	14	15	16	17
1996	1	1/2	1/2	1/2	3	3/4	3/4	F	-	-	-
1997	A	1/2	1/2	1/2	3	3/4	3/4	F	G	-	-
1998	A	B	1/2	1/2	3	3/4	3/4	F	G	H	-
1999	A	B	C	1/2	3	3/4	3/4	F	G	H	I
2000	A	B	C	D	3	3/4	3/4	F	G	H	I
2001	A	B	C	D	E	3/4	3/4	F	G	H	I
2002	A	B	C	D	E	F	3/4	F	G	H	I
2003	A	B	C	D	E	F	G	H	G	H	I
2004	A	B	C	D	E	F	G	H	I	H	I

As can be seen from the table, the phasing-in of new courses would be complete by the year 2003.

Recommendations - Short Term:

1. That the opportunity to learn the Manx language should be available, on an optional basis, to all children over the age of seven years.
2. That a continuous course is implemented and supported by schools with sufficient time allocations for effective learning, as described above.
3. That a GCSE-equivalent course is made available from September 1996.
4. That an A-level equivalent course is made available from September 1998.
5. That an additional 9.3 peripatetic teachers are recruited and trained to implement these recommendations by the year 2000, to be phased as follows:
 - Sept 1996 additional 0.6 teacher for Year 10 GCSE-equivalent course;
 - April 1997 additional 2.7 teachers (0.7 for Year 11 GCSE-equivalent course, and two additional teachers for new provision in Year 3);
 - April 1998 additional two teachers for new provision in Year 4;

- April 1999 additional two teachers for new provision in Year 5;
April 2000 final additional two teachers for new provision in Year 6.

6.4 Teachers of Manx

There is a shortage of teachers of Manx which will need to be addressed. One way of achieving this is by having volunteers take *ab initio* intensive week-long courses. Those taking such a course would have to have a clear purpose in mind at the outset. In the next two years, at least three additional teachers of Manx may be needed and in the medium term the programme ought to be continuous (see Section 6.3.1).

Short courses in the methods of language teaching are desirable for all teachers of Manx, along with a central register of all those capable of teaching the language, to whatever level.

Also needed is a central resource centre with registers of teaching material and its availability. This centre might be situated at Santan School or at Yn Ynnyd Çhengey. Information should be freely exchanged and stored at such a centre.

Recommendations - Short Term:

1. More teachers of Manx should be trained.
2. There should be a central register of existing teachers of Manx, who should have access to short courses in language teaching.
3. There should be a central resource/information centre.

6.5 Manx Language Units

It should be noted that there is a small community of fluent speakers who use Manx as their normal means of communication. Some of these are bringing up their children to be bilingual, speaking Manx in addition to English. Clearly, for these children, the existing provision of taster courses in Manx is not adequate. It is desirable for at least some of their primary school education to be through the medium of Manx. For example, in Scotland in recent years, education through Gaelic has been introduced very successfully by creating Gaelic Units inside English-medium schools. In these units, children whose parents opt for this receive education through Gaelic.

The more radical possibility of a Manx-medium primary school should also be borne in mind for the medium term when public demand is judged to be at an appropriate level.

Recommendations - Medium and Long Term:

1. When there are sufficient children in the Island who would benefit by being taught through the medium of Manx, they should be able to come together at a separate establishment on the basis of one half-day per week initially for this purpose.
2. When there are sufficient numbers in a primary school to warrant Manx medium teaching, this should be provided on site by a peripatetic teacher.

3. When there are sufficient numbers Island-wide to warrant a separate Manx medium school, this should be established. This would be when there was demand from ten children in each school year.

6.6 Adult Evening Classes, Extra-curricular Activities and Summer Schools

Before 1992, the one area in which the Department of Education was formally involved was that of provision for adult evening classes in Manx. In addition, some schoolteachers and others with an interest in Manx were carrying out valuable work by holding classes in Manx in schools, and teaching schoolchildren songs in Manx, possibly to take part in the Guild and Yn Chruinnaght (such work continues, of course).

The Department of Education continues to offer adult evening classes in Manx. Recently, such classes have been held at Ballakermeen and Queen Elizabeth II High Schools. While some individuals may prefer private classes (which provide a higher proportion of teaching than Department of Education teaching of Manx), others are more at home in the more formal atmosphere of the Department's classes. Department-organised and private classes should continue to complement each other.

Since 1993, the Manx Language Officer has organised summer schools in August for those who want to take intensive one or two week courses in Manx. Support for the summer schools has been good, with students coming from a wide range of countries, including USA, Canada, Germany, Ireland and England. With the helpful assistance of Manx National Heritage, the courses were held in the Manx Museum in 1993 and 1995. In 1994, they were held in King William's College in response to requests for fully residential courses. However, almost all students have shown a marked preference for Douglas as a location, and it was for this reason that the courses were held there once again in 1995.

The Manx language summer school is now formally listed at European Union information centres concerned with minority languages. More publicity is needed, since it is clear that the existence of the summer school is not known to at least some of those who have responded to the request for their views on the future development of Manx.

Recommendations - Short, Medium and Long Term:

1. Provision of evening classes in Manx by the Department of Education should continue and be given added support should the Department's proposals find acceptance.
2. Added support should be given to all extra-curricular activities involving the language in schools.
3. The summer schools in Manx should be given wider publicity.

6.7 Continued Curriculum Development : Music and IT

The emergence of more favourable attitudes to Manx in recent years has naturally been associated to some extent with increasing interest in the Island's traditional music and singing in Manx. These activities have mainly been on an informal basis and this is valuable in itself, being very much in the ethos of traditional music.

However, it is recommended that there is some more formal involvement on the part of the Department of Education in future which would indicate a positive attitude to traditional music and singing (pupils have asked about the possibility of providing tuition for singing in Manx, for instance).

In the field of information technology, there is a need to develop additional interactive software for the purpose of teaching Manx. Such software is available for the first part of the primary school course and has proved popular. Ideally, each pupil should have ready access to a suitable computer. In the foreseeable future, it will be more practicable to develop as much interesting software as possible and make this freely available for use by pupils in schools and at home.

Also in the area of information technology, it would be instructive for pupils to have demonstrations of international links involving Manx using the Internet. Such links have been in existence for some time, particularly with Celtic language bulletin boards in the United States and Canada.

Recommendations - Short Term:

- 1. The Department of Education should have some more formal involvement in promoting Manx traditional music and singing in Manx.**
- 2. Additional interactive software should be developed to aid the teaching of Manx and pupils should be made aware of Manx language material on the Internet.**

6.8 Correspondence Courses in Manx

On educational grounds, it is desirable to introduce correspondence courses in Manx for adult learners. These would be particularly beneficial for learners with Manx connections living in various countries. For learners living in the Island who are unable to attend classes, it would be helpful to link a correspondence course with lessons broadcast on Manx Radio. For those living abroad, it would be possible to use the Internet if they so desired.

Recommendation - Short Term:

A correspondence course in Manx should be produced and made available to learners.

6.9 Centre for Manx Studies

The Centre for Manx Studies, which is based in Kingswood Grove in Douglas, is a postgraduate centre which is backed jointly by Liverpool University, Manx National Heritage and the Department of Education. While the language is not a major part of its activities, the Centre does have a rôle to play concerning Manx. In fact, one of the Centre's first research reports was an annotated publication by the Reverend Robert Thomson of the eighteenth century translation into Manx of part of Milton's 'Paradise Lost'.

In addition, the establishment of the Centre for Manx Studies in the Island has been beneficial to Manx in that it facilitates the registration of research candidates wishing to gain a higher degree, including, of course, those researching aspects of the language.

As knowledge of the work of the Centre becomes more widespread, it is to be hoped that an increasing number of Manx language specialists will avail themselves of its facility for registration for higher degrees.

The Centre has offered collaboration to reinforce the bond between Manx music and the development of Manx Gaelic in education.

Recommendations - Short Term:

1. More publicity should be given to the rôle of the Centre for Manx Studies in postgraduate studies involving Manx.
2. It is desirable to take up the Centre's offer of collaboration to strengthen the bond between Manx music and the development of the language in education.

6.10 Manx Language Officer

The brief for the post of Manx Language Officer is broader than the programme of teaching Manx in the schools, important though this is. The post also involves providing information on the language in response to requests, general promotion, public relations, cultural tourism and support for the existing Manx language community. It is doubtful that one person can fulfil these functions satisfactorily.

Recommendations - Long Term:

1. Consideration should be given to the creation of an additional Manx Language Officer post so that one post could be concerned with educational matters and the other post with responsibilities not directly in the educational arena, particularly support of existing Manx speakers.
2. In future, the responsibilities of a Manx Language Officer might be linked more directly with cultural tourism and heritage.

6.11 Coonceil ny Gaelgey - Manx Gaelic Advisory Council

This semi-official body continues to carry out invaluable work in translating the summaries of Acts of Tynwald into Manx and in responding to requests from Government and official bodies and from individuals for titles, street names, etc., to be translated into Manx.

The summaries of the Acts of Tynwald in themselves constitute a rich source of terminology in Manx. Apart from this specific source of new terminology, there is a constant need for Manx to be up-dated with new terms and expressions.

It might also be possible to anticipate certain requests for road names (say) by making available lists of suggested names which have a Manx content.

Recommendations - Short Term:

1. The service provided by Coonceil ny Gaelgey should be publicised.

2. It is recommended that Coonceil ny Gaelgey produce a compilation of the terminology used in recent years in the summaries of Acts of Tynwald, along with lists of suggested new road names having a Manx content.

6.12 Thie ny Gaelgey and Regional Centres

There is need for a Manx language centre or centres which, ideally, would be multi-purpose, having the following facilities:

- (i) Accommodation for evening language classes for adults;
- (ii) Residential facilities to facilitate the holding of immersion courses;
- (iii) Library;
- (iv) Facilities for social events;

By arrangement with the Department of Education, Yn Cheshaght Ghailckagh (The Manx Language Society) has established the former school at St. Jude's as its headquarters, named 'Thie ny Gaelgey' ('The House of Manx'). Manx classes, meetings and functions are held there, and it serves an essential function as a bookstore.

While, with extensive renovation and more facilities, Thie ny Gaelgey could serve the North of the Island well, it is rather too remote for other areas. A possible way forward would be to establish two relatively small additional regional centres for Manx: one in the middle of the Island and one serving the South. These centres might be established by a combination of Government and private initiative.

Recommendation - Long Term:

Consideration could be given to the establishment of two regional Manx language centres in addition to Thie ny Gaelgey at St. Jude's.

6.13 Radio Broadcasting in Manx

According to the Broadcasting Act 1993, anyone with a licence to transmit radio programmes for reception in the Isle of Man must broadcast a certain proportion of programmes in Manx (including programmes designed to teach Manx). This proportion is to be determined by the Telecommunications Commission.

At present, there is a weekly, hour long programme in Manx and English ('Claare ny Gael') broadcast by Manx Radio. In addition, Manx is used in station identification and in opening and closing broadcasting. In consultation with Bing Ymskeaylley Gaelgagh (The Gaelic Broadcasting Committee), Manx Radio has agreed to expand the amount of broadcasting on and in Manx.

Short features on notices in Manx and on place names have been recorded and some have been broadcast. A new teaching course will be broadcast and it is likely that there will be a new, short magazine type programme in Manx and English.

Radio can play a vital part in making Manx accessible to more people provided the use of Manx is lively, interesting and entertaining.

Recommendation - Short Term:

Broadcasts in or on Manx by Manx Radio should be extended.

6.14 Visible use of Manx in the Community

A very welcome feature in the last few years has been the increase in the use of Manx on official letter headings, notices, fire engines, Post Office and Water Authority vehicles, street signs, etc. Both central and local government are to be praised for these developments, which were encouraged by the Report of the Select Committee on the Greater Use of Manx Gaelic in 1985. It is to be hoped that the trend continues and that people start to ask why Manx is not there (rather than why it is there).

In addition, those knowing Manx need to do more to explain to others exactly what the signs mean and how they are pronounced. People can be embarrassed by signs they do not understand and/or cannot read aloud.

Concerning new housing estates and the naming of these estates and the roads in them, consideration might be given to making it a requirement that there is a minimum of Manx Gaelic and/or strong Manx associations in the new names (see also Section 7.4). Coonceil ny Gaelgey could be of assistance here in suggesting new names (see Section 6.11).

It is desirable that notices such as 'Welcome to the Isle of Man' in Manx as well as in English should be erected at all the main points of arrival in the Island.

Manx should also be used regularly on postage stamps, on paper currency and on tickets.

Recommendations - Short and Medium Term:

- 1. The Department of Local Government and the Environment should take the initiative to require that there is a minimum of Manx and/or strong Manx associations in the names of new housing estates and roads in them.**
- 2. Notices such as 'Welcome to the Isle of Man' should be in Manx as well as English at all main points of arrival in the Island.**
- 3. Manx should be used regularly on postage stamps and paper currency, and on tickets, etc.**

6.15 Cultural Tourism

While there has been increased use of Manx in literature for tourists, compared with other countries, the Island has been reluctant to use its own language as a badge of identity and as an aid to niche tourism (in this case, tourism exploiting the Island's cultural heritage). Particularly in mainland Europe, there is increasing interest in ancient Celtic culture and Manx is an interesting descendant of that culture. While the numbers of people coming to the Island simply because of the Manx language itself will remain small, a much larger pool of potential visitors to the Island will see the attractions of a 'cultural package' in which the language is given more emphasis than previously.

While the gallery on the language in the Manx Museum is excellent, much could perhaps be done to bring home to people that Manx was the general language here until relatively recently, in historical terms. Since Cregneash was one of the last places where Manx was spoken as a community language, this fact might be given greater prominence, as might further museum displays and pamphlets on native speakers such as Ned Maddrell, John Kneen and Ned Beg Hom Ruy.

The Peel Heritage Centre is to give prominence to the Manx seafaring tradition. For most of its existence, that tradition was lived through Manx Gaelic. Almost all those fisher folk and other seafarers knew no other language, and it is therefore appropriate that Manx Gaelic has a significant place in the new heritage centre.

Recommendation - Short and Medium Term:

More emphasis should be given to Manx when promoting the heritage of the Island for cultural tourism.

6.16 Sponsorship of Original Literature in Manx

There is a great need to widen the literature base in Manx, especially to produce more writing which is relevant to contemporary life. Recent commercial sponsorship of such writing is very praiseworthy (see Section 7.5). Government also may wish to encourage the development of original writing in Manx, possibly by a writer in residence scheme.

Recommendation - Short and Medium Term:

The Department of Education should consider ways of sponsoring original writing in Manx.

6.17 International Aspects

The introduction of tuition in Manx into the Island's schools in 1992 led to world-wide publicity for the Island and made the international dimension of the language (and the Island) more prominent. Also since 1992, the Isle of Man has been formally represented for the first time on such international bodies as the European Bureau for Lesser Used Languages. Although the Island is not part of the European Union, in principle it is possible to receive assistance with funding from Brussels for a minority languages project mounted in collaboration with an EU state. However, there are clear practical difficulties and limits involved in doing this. Hence almost all funding for the Manx language will in reality continue to be raised internally.

Another international aspect concerns the various conventions concerning human rights (including the basic right to linguistic freedom) to which the Isle of Man is a signatory.

Recommendations - Short and Medium Term:

- 1. It should be recognised that in practice virtually all funding for Manx will continue to be raised internally.**
- 2. It should be recognised that the Isle of Man has entered into various international agreements which involve linguistic rights.**

6.18 Overall Conclusions on Matters involving Government

While it is crucial that private interest groups continue to support and develop Manx, Government clearly also has a key rôle to play. One important aspect of this rôle has been recognised internationally by the great interest shown when tuition in Manx was introduced into the Island's schools. Moreover, the ability of a government in general to influence language policy is shown in Catalonia (to take a spectacular example), where the Catalan language is now flourishing.

The public perceive Manx in a much more favourable light than previously. This change in attitude is due in no small measure to Government support for the language. What is needed at this stage is a higher degree of coordination and coherence across Government departments.

7. MATTERS NOT INVOLVING GOVERNMENT

7.1 Societies and Groups Working to Support Manx Gaelic

Some of the societies and groups working directly or indirectly for Manx include:

Yn Çheshaght Ghailckagh (The Manx Language Society)
Caarjyn ny Gaelgey (Friends of the Manx Language)
Banglane Twoaie (Northern Branch)
Possan Gaelgagh Skylley Mayl (Michael Manx Language Group)
Manx Branch of the Celtic Congress
Manx Branch of the Celtic League
Mec Vannin
World Manx Association/North American Manx Association.

Of course, various music and dance groups are also involved here. Some of these are:

Cliogaree Twoaie
Caarjyn Cooidjagh
Ny Fenee
Paitchyn Vannin
Perree Bane
Arthur Caley Giant Band
The Mollag Band
The Tholtan Builders
Calor Gas Ceilidh Band

In addition, there are competitions involving Manx in the Manx Music Festival and Yn Chruinnaght.

The organisations working most directly for Manx are Yn Çheshaght Ghailckagh and Caarjyn ny Gaelgey. The Celtic League publishes a journal which carries articles in Manx in each issue.

As has been mentioned, Yn Çheshaght Ghailckagh was formed in 1899 to preserve and develop Manx. Latterly, this society has carried out the important functions of publishing books in and about Manx and of organising regular church services in Manx. Many of the society's members are involved in teaching Manx classes, in both the private and public sectors. The society is concerned with all aspects of promoting Manx, both preservation and development. Very recently, a sub-committee has been formed with a view to taking a more active stance over promoting Manx as a living language.

Caarjyn ny Gaelgey was formed recently to act as a support group for Manx language projects. This group is for those who may not necessarily want to learn Manx but nevertheless agree with the view that it should be preserved and developed. A main aim of Caarjyn ny Gaelgey is to popularise the language. The group provides evening classes in Manx at Thie Chibbenagh at the Braaid and organises residential Manx-speaking weekends. Caarjyn ny Gaelgey are at present investigating the possibility of having Manx-language videos made professionally.

Obviously, individuals from the societies and groups mentioned above collaborate on an informal basis for certain purposes. However, more efficient interchange of information is needed.

Recommendations - Short Term:

1. Societies, groups and private individuals working for the Manx language need to create more opportunities for learners to gain fluency and confidence in using Manx as a living language.
2. More efficient interchange of information is needed between societies and groups working for Manx.

7.2 The Private Teaching of Manx and Social Aspects

For many years, private individuals have organised Manx classes in church halls, private houses, etc. Classes are offered regularly at Ballabeg, the Braaid, and Thie ny Gaelgey with occasional classes in other venues, such as Peel and Ramsey. As with most evening classes for adults, the Manx classes have an important social dimension and help maintain contacts and the standard of spoken Manx. Public provision is not in competition with private provision. As was indicated in Section 6.6, the two types of class have their own characteristics and individuals can choose accordingly.

An important adjunct of the private classes has been the Oieghyn Gaelgagh, or Manx Speaking Nights, where Manx speakers and learners meet at a specified location (usually a pub) to practise speaking the language. This has done something to raise the public profile of Manx and widen its appeal, but probably (because of the venue) strengthened the perception that speaking Manx is largely a male preserve. Certainly, more needs to be done to encourage girls and women to speak the language. In this respect, it is interesting to note that the majority of pupils taking Manx at school are girls. It would seem, therefore, that the Manx language community has to become more involved in social events which women and girls (and boys) find more congenial.

Recommendations - Short Term:

1. Information concerning private Manx classes for adults should be disseminated more widely.
2. There is a need for more social events involving Manx which are congenial to women and young people.

7.3 Manx Gaelic Playgroup

A group of parents who are bringing their children up to speak Manx in addition to English have organised a Manx-speaking playgroup called 'Chied Chesmad' ('First Step'). The playgroup usually meets for two or three hours each week, when the children learn Manx (or practise speaking it) by playing games and singing rhymes.

What would greatly help the progress of the playgroup would be the availability of videos for young children with soundtracks in Manx.

Recommendation - Short Term:

There is an urgent need to determine how Manx language videos suitable for young children can be produced at reasonable cost.

7.4 The Community's Active Support in Raising Awareness of Manx

As indicated previously, the public attitude towards Manx has become much more receptive and positive over the last twenty years. It is therefore opportune to encourage the use of Manx throughout the community, not just in Government agencies.

One obvious area where Manx can be made visible is in naming housing estates and streets. It is recommended that the Manx language societies and groups make available suggested road and street names, etc., having a Manx content.

It is most encouraging that some private firms are using Manx. Many air travellers comment favourably on Manx Airlines' policy on this, for which the company is to be congratulated. Again, it should be noted that the new Marks and Spencer store in Douglas is to have a bilingual sign at the entrance. Similarly, congratulations should be extended to the haulage firm in Andreas for the entertaining notices in Manx on their vehicles.

It is likely that short, recorded greetings in Manx on Steam Packet vessels would be well received. Also, like the weather forecaster's 'Moghrey mie' ('Good morning') on Manx Radio, a word or two of Manx would be welcome at any public event, such as an agricultural show or a dog show, etc.

Returning to making the language visible, now that postal codes have been introduced, it should be possible to use Manx much more when writing addresses on internal mail.

Recommendations - Short Term:

1. **Manx language societies and groups should make available suggested road and street names, etc. having a Manx content.**
2. **Private firms should be encouraged to display notices in Manx and to use spoken Manx when possible.**
3. **Manx forms of postal addresses should be used, along with postal codes.**

7.5 Original Writing in Manx

The biennial prize of £500 awarded by the Allied Irish Bank for the best piece of original writing in Manx is most welcome. Coupled with the need to increase the number of fluent Manx speakers is the need to expand the body of modern, original writing in Manx. Writing for such a small readership has its own drawbacks, but most of these can be overcome.

Recommendation - Short Term:

Additional private sponsorship for original writing in Manx should be sought.

7.6 Television Broadcasting

Television, the medium which could most aid Manx, is by its nature the most problematic. So far, Border Television has not been willing to broadcast to any significant extent in Manx, although some of its features on the Island naturally mention the language.

The Manx Language Society and the Manx Branch of the Celtic Congress have begun to explore the possibility of having at least a small number of broadcasts in Manx transmitted by the new Irish language television service, which will start operations in 1996. A submission has been sent to the body planning this service and the Irish Republic's Minister for Culture and the Gaeltacht made aware of the submission. If it proves impossible for the new service's transmissions to be received in the Island, at the very least it seems likely that programmes about Manx will be made for Irish viewers.

Recommendation - Short Term:

The possibility of Manx being used in television broadcasts should continue to be investigated.

7.7 Overall Conclusions on Matters not involving Government

For many years, small groups of individuals worked enthusiastically for the Manx language, largely without support from Government. This situation has now changed, but it is essential for private groups and individuals to continue and expand their work on behalf of the language. What is required is a combination of 'top-down' and 'bottom-up' approaches.

Concerning societies, groups and private individuals working for Manx, more dissemination and coordination of information is needed. Above all, more opportunities need to be created for people to improve their fluency and confidence in using Manx as a living language.

8. SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS
(short term unless otherwise stated)

8.1 Matters involving Government

8.1.1 While it is essential that private societies, groups and individuals continue their work for Manx and extend it, Government has a key rôle also in supporting and promoting the language. A higher degree of coordination and coherence is needed across Government departments.

8.1.2 Concerning the present scheme for teaching Manx in schools (Section 6.1):

1. A more secure position should be gained for Manx within the curriculum.
2. The optional nature of Manx as a school subject should be retained.
3. Consideration should be given to teaching all schoolchildren a small amount of Manx.
4. More needs to be done to make clear the educational benefits of the present Manx language programme in the schools.
5. Informal teaching of Manx in schools should be encouraged and more collaborations between formal and informal teaching should be established.
6. More should be done to make Manx an integral part of the everyday life of schools.
7. Yn Ynnyd Çhengey has suitable facilities to enable pupils taking Manx to practice using the language .

8.1.3 With respect to developing the teaching of Manx in schools, it is recommended (Sections 6.2 and 6.3):

1. That the opportunity to learn the Manx language should be available, on an optional basis, to all children over the age of seven years.
2. That a continuous course is implemented with sufficient time allocations for effective learning, as described in Section 6.3.1.
3. That a GCSE-equivalent course is made available from September 1996.
4. That an A-level equivalent course is made available from September 1998.
5. That an additional 9.3 peripatetic teachers are recruited and trained to implement these recommendations by the year 2000, to be phased as follows:-

Sept. 1996: additional 0.6 teacher for Year 10 GCSE-equivalent course.

April 1997: additional 2.7 teachers (0.7 for Year 11 GCSE-equivalent course, and two additional teachers for new provision in Year 3).

April 1998: additional two teachers for new provision in Year 4.

April 1999: additional two teachers for new provision in Year 5.

April 2000: final additional two teachers for new provision in Year 6.

8.1.4 With respect to teachers of Manx (Section 6.4):

1. More teachers of Manx should be trained.
2. There should be a central register of existing teachers of Manx, who should have access to short courses in language teaching.
3. There should be a central resource/information centre.

8.1.5 Concerning Manx language units (Section 6.5: medium and long term recommendations):

1. When there are sufficient children in the Island who would benefit by being taught through the medium of Manx, they should be able to come together at a separate establishment on the basis of one half-day per week initially for this purpose.
2. When there are sufficient numbers in a primary school to warrant Manx medium teaching, this should be provided on site by a peripatetic teacher.
3. When there are sufficient numbers Island-wide to warrant a separate Manx medium school, this should be established. This would be when there was demand from ten children in each school year.

8.1.6 Concerning provision for adult learners of Manx and extra-curricular activities (Section 6.6):

1. Provision of evening classes in Manx by the Department of Education should continue and be given added support should the Department's proposals find acceptance.
2. Added support should be given to all extra-curricular activities involving the language in schools.
3. The summer schools in Manx should be given wider publicity.

8.1.7 Concerning Manx music and singing, and information technology (Sections 6.7 and 6.9):

1. The Department of Education should have some more formal involvement in promoting Manx traditional music and singing in Manx. Some of this involvement could be in collaboration with the Centre for Manx Studies.
2. Additional interactive software should be developed to aid the teaching of Manx and pupils should be made aware of Manx language material on the Internet.

8.1.8 A correspondence course in Manx should be produced and made available to learners (Section 6.8).

8.1.9 More publicity should be given to the rôle of the Centre for Manx Studies in postgraduate studies involving Manx (Section 6.9).

8.1.10 Concerning the post of Manx Language Officer (Section 6.10: long term recommendations):

1. Consideration should be given to the creation of an additional Manx Language Officer post so that one post could be concerned with educational matters and the other post with responsibilities not directly in the educational arena, particularly support of existing Manx speakers.
2. In future, the responsibilities of a Manx Language Officer might be linked more directly with cultural tourism and heritage.

8.1.10 Concerning the work of Coonceil ny Gaelgey (Manx Gaelic Advisory Council) (Section 6.11):

1. The service provided by Coonceil ny Gaelgey should be publicised.
2. It is recommended that Coonceil ny Gaelgey produce a compilation of the terminology used in recent years in the summaries of Acts of Tynwald, along with lists of suggested new road names.

8.1.11 Consideration could be given to the establishment of two regional Manx language centres in addition to Thie ny Gaelgey at St Jude's (Section 6.12: long term recommendation).

8.1.12 Broadcasts in or on Manx by Manx Radio should be extended (Section 6.13).

8.1.13 Concerning the visible use of Manx in the community (Section 6.14: short and medium term recommendations):

1. Consideration could be given to requiring that there is a minimum of Manx and/or strong Manx associations in the names of new housing estates and roads in them.
2. Notices such as 'Welcome to the Isle of Man' should be in Manx as well as English and Manx should also be used regularly on postage stamps and paper currency, and on tickets, etc.

8.1.14 More emphasis should be given to Manx when promoting the heritage of the Island for cultural tourism (Section 6.15: short and medium term recommendation).

8.1.15 Government should consider ways of sponsoring original writing in Manx (Section 6.16: short and medium term recommendation).

8.1.16 Concerning international aspects (Section 6.17: short and medium term recommendations):

1. It should be recognised that in practice virtually all funding for Manx will continue to be raised internally.
2. It should be recognised that the Isle of Man has entered into various international agreements which involve linguistic rights.

8.2 Matters not involving Government

- 8.2.1 Societies, groups and private individuals working for the Manx language need to create more opportunities for learners to gain fluency and confidence in using Manx as a living language (Section 7.1).
- 8.2.2. More efficient interchange of information is needed between societies and groups working for Manx (Section 7.1).
- 8.2.3 Information concerning private Manx classes for adults should be disseminated more widely (Section 7.2).
- 8.2.4 There is a need for more social events involving Manx which are congenial to women and young people (Section 7.2).
- 8.2.5 There is an urgent need to determine how Manx language videos suitable for young children can be produced at reasonable cost (Section 7.3).
- 8.2.6 Concerning raising awareness of Manx (Section 7.4):
 - 1. Manx language societies and groups should make available suggested road and street names, etc., having a Manx content.
 - 2. Private firms should be encouraged to display notices in Manx and to use spoken Manx when possible.
 - 3. Manx forms of postal addresses should be used, along with postal codes.
- 8.2.7 Additional private sponsorship for original writing in Manx should be sought (Section 7.5).
- 8.2.8 The possibility of Manx being used in television broadcasts should continue to be investigated (Section 7.6).

Appendix A

Organisations, Groups and Individuals Submitting Views and Proposals on the Future of the Manx Language

The Department of Education would like to express its thanks to the following:

- Ms Kate Andrews, Abbey Cottage, Main Road, Ballasalla, Isle of Man.
Major T.C.R. Armstrong-Wilson, Upper Mumbie Farm, Canonbie, Dumfriesshire.
Mnr Stewart Bennett, 16 Glanfaba Road, Peel, Isle of Man IM5 1BU.
Miss Susie Bolton, Whitehouse, Kirk Michael, Isle of Man.
Mr Mark Braide, 'Port-y-Chee', 1 Baldrine Park, Baldrine, Isle of Man.
Ms Maralyn Brown, 11 Central Drive, Onchan, Isle of Man.
Mrs Adrienne Burnett, 1 Cheltenham Mews, The Paddocks, Ballasalla, Isle of Man.
Caarjyn ny Gaelgey: Mrs Carol N. Frost, Brack-a-Broom, Peel, Isle of Man.
Mr Charles A. Cain, Minden House, Bowring Road, Ramsey, Isle of Man IM8 3EP.
Miss F.M. Cain, Glen Dhoo, Hillberry, Onchan, Isle of Man IM4 5BJ.
Mrs & Mrs J.B. Caine, 23 Church Street, Peel, Isle of Man.
Ms Sandra Caley, Kinfare, Victoria Road, Castletown, Isle of Man IM9 1EN
Mr John J. Callister, Tree Cassagh, 26 Kerroocruin, Kirk Michael, Isle of Man.
Celtic League, General Council, 11 Hilltop View, Farmhill, Braddan, Isle of Man.
Celtic League, Manx Branch, 22 Third Avenue, Kione Droghad, Mannin IM3 4NA.
Centre for Manx Studies, 6 Kingswood Grove, Douglas, Isle of Man IM1 3XL.
Yn Cheshaght Ghailckagh, She dry Vea, Forsdal Heese, Skeerey Pherick, Mannin IM4 3AZ.
Ms C. Clucas, 'Reayrt my Heear', Cregneash, Rosien, Mannin IM9 5PS.
Mnr Rigard y Comaish, 43 Hollingbourne Tower, Westwell Close, Orpington, Kent BR5 4QU.
Mr Stephen Cook, Butler's Garth, Pinfold Lane, Fishlake, nr. Doncaster, South Yorkshire DN7 5JT.
Mr Neil Cooper, 3 Kenton Avenue, Wigston Magna, Leicestershire LE18 2JW.
Mr Russell Cowin, 23 Falcon Street, Douglas, Isle of Man IM2 3EZ.
Mr & Mrs F.J. Cowle, Poyll y Churree, 66 Waterloo Road, Ramsey, Mannin.
Ms Clare Crellin, Principal Clinical Psychologist, The Westwood Centre, Braybrooke House, 9 Holmesdale Gardens, Hastings, East Sussex TN34 1LY.
Mnr Juan y Crellin, Close y Kee, Balley Keeill Yude, Mannin IM7 2EW.
Ms Julia Crawley, Ms Judith Cowley, Ms Alison Glenie, 5 Old Mill Road, Grey Lynn, Auckland 2, New Zealand.
Mr J.E. Crowe, Belmont, Belmont Road, Douglas, Isle of Man IM1 4NS.
Mnr P.A. Gawne, Cooil Bane, Cregneash, Mannin.
Mr Roger S.Ll. Griffith, 'Trewithen', 1 Chapelton Terrace, Chapelton by Stewarton, Ayrshire KA3 3ED.
Mr Peter Halsall, Cronksyde, 5 Cronk Road, Lhergy Cripperty, Union Mills, Isle of Man.
Dr Peter Hayhurst, 8 Demesne Road, Douglas, Isle of Man IM1 3EA.
Mnr Paul Helps, The White House, Fistard, Port St Mary, Isle of Man.
Ms Wendy Hurst, 4 Model Farm Cottages, Buckden Road, Grafham, Huntingdon, Cambs. PE18 0BH.
Mr Colin Jerry, 'Slieau Shilley', 6 Glanfaba Road, Purt ny hInshey, Mannin.
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Mr P. Kelly, Hazeldene, Rheyenn Cullynn, Michael, Mann.
Mr J. Keown, Pleasant Cottage, Strang Hill, Braddan, Isle of Man.
Mnr Mark Kermode, 22 Yn Trass Vayr, Kione Droghad, Mannin IM3 4NA.
Ms Máiréad Kerwin, Cara Kerwin, Ryan Kerwin, Shane Kerwin & Siobhán Kerwin, 74 Highfield Crescent, Onchan, Isle of Man IM3 3BS (5 responses)
Ms Eileen Kissack, Clare Mont, Douglas Road, Ballabeg, Arbory, Isle of Man.

Mr John Lavender, 1 Peveril Terrace, Peel, Isle of Man IM5 1PH.
 Mrs Mary Leah, Yn Darragh, Darragh, Port Erin, Isle of Man IM9 6JB.
 Mr Peter Liddel, 3 Grange Drive, Heswall, Wirral L60 7RU.
 Mr W.I. Lowey, B.Sc., Castle View, Douglas Road, Ballabeg, Isle of Man.
 Ms Fiona McArdle, 21 Straid Vona, Purt ny hInshy, Mannin.
 Mr Alasdair MacCaluim, 4 Hornhill Farm Road, Stepps, Glasgow G33 6DE.
 Ms Jacqueline Mc Verry, 22 Third Avenue, Onchan, Isle of Man.
 Mrs Audrey Mansell, Cheiwood, Yarkhill, Hereford HR1 3SS.
 Mec Vannin, c/o Cooil Bane, Cregneash, Isle of Man.
 Mrs O.C. Netton, 2 Grammah Avenue, Ballakneale Park, Port Erin, Isle of Man IM9 6NR.
 Mr Seán Ó Brádaigh, 59 Garrán Arnold, Dún Laoghaire, Éire.
 Mr & Mrs W.H. & P.F. Parkes, Ms Sharon Edwards, Mr Stuart Garrett & Ms Joan Sayle, 29
 Westhill Avenue, Castletown, Isle of Man.
 Mr Derek Phillips, 8 Close Malew, Castletown, Isle of Man IM9 1NQ.
 Mr & Mrs Pitts, Plerma, Slieau Whallian Road, St John's, Isle of Man IM4 3BJ.
 Possan Gaelgagh Skyiley Mayl, 3 Kerroocruin, Kirk Michael, Isle of Man.
 Ms Martina Preuss, Am Brunnengarten 32, 68169 Mannheim, Germany.
 Mnr David Quillin, 8 Lhargan, Port St Mary, Isle of Man.
 Mr Leslie Quirk, 'Yn Donnag', St Jude's, Ramsey, Isle of Man.
 Mr F.J. Radcliffe, 54 Whitebridge Road, Onchan, Isle of Man.
 Mr R.C. Radcliffe, 2 Croit-e-Cubbon Colby, Isle of Man.
 Mr L.K. Ratcliffe, 3 Creggan Mooar, Port St Mary, Isle of Man, IM9 5BB.
 Ms Christine Walker, Strooan-y-Wyllin, Sulby Bridge, Isle of Man IM7 2HF.
 Mnr Juan y Wright, 49 Ardane Bemahague, Kione Droghad, Ellan Vannin.

Appendix B

Brief Summary of Main Points in Written Responses

Sixty-seven written responses were received. Sixty-five responses were in favour of developing the language and two were opposed. Seven of the responses were in Manx.

Forceful expression of the importance of the language as a unique, central part of the Island's heritage was made in twenty-three of the responses. A common theme was that Government needed to give moral and financial support to Manx since there was a limited amount which individuals and voluntary societies could do.

Twenty-eight of the responses were partly or wholly concerned with the teaching of Manx in schools. This Government initiative was praised, but a significant number of responses stressed the need for Manx to have a safe place in the curriculum and called for additional resources to be allocated to safeguard and expand the schools' programme. In addition, it was emphasised that all students who wished to take Manx should be able to do so.

In twelve of the responses, support was expressed for Manx medium pre-school play-groups or nursery schools. Education through Manx in Gaelic units supported by the Department of Education was advocated in seven of responses. Two of these expressed the view that it would be better to concentrate on Manx medium education for pupils already familiar with Manx than provide short courses for large numbers of pupils.

The establishment of a Manx language college was supported in twelve of the responses. In seven of the responses immersion courses in Manx were advocated.

In addition, support was expressed for the following (the figures in brackets give the numbers of responses in which these proposals were made):

Securely based teaching in schools of Manx history and culture in general (10)

The Manx language to be more visible in everyday life (9)

More use of Manx on Manx Radio (8)

Introduction of formal qualifications in Manx (7)

More use of Manx by Manx National Heritage (6)

More provision for adult learners of the language (6)

The establishment of a Government standing committee or division of Government with responsibility for Manx (6)

Use of the language on television: videos in Manx (5 & 2)

Among some others, the following points were also made:

The post of Manx Language Development Officer should be established to develop the language and carry out functions not involving education (3).

There should be a secure place for the language and Celtic Studies in higher education (3).

There is a need to investigate novel teaching methods using information technology (3)

The post of Manx Language Officer needs to be made permanent (1)

The Isle of Man Government has certain international treaty obligations with respect to Manx (1)

Some flexibility is required on the part of Government concerning the tenancy arrangement for Thie ny Gaelgey (St. Jude's School). (1)

Awareness of the language should be raised through participation in the arts, both within the school curriculum and the wider community. This could be done through drama based on traditional stories and legends (1)

There should be promotion of summer schools in Manx in conjunction with tourism (1)

Manx needs to be taken out of the political arena (1)

More attention should be given to the language at the Tynwald Day Ceremony (1)

The Manx Heritage Foundation should be re-organised to give more assistance to Manx language and culture (1)

Government needs to recognise the potential economic value of Manx (1)

There is a need to reinforce the bond between Manx music and the development of Manx Gaelic in education (1)

Concerning the two submissions expressing opposition, both queried the usefulness of Manx. One of the respondents did not wish any tax revenue to be used for teaching Manx and stated that he would dissuade his children and their children from taking any interest in the language. The other respondent said that, at most, Manx should stay as a voluntary subject in schools.

Appendix C

SUMMARY OF COSTS ASSOCIATED WITH MANX LANGUAGE PROPOSALS (Based on 1995 prices/pay scales)

Current Provision 1995/96 Year	(i)	Teachers		Books and Materials	Travel	Course Development	Total Budget
		WTE	Salary				
		3.00	£73,300	£5,000	£2,400		£80,700
Additional Provision 1996-2001							
1996/97 Financial Year							
April 96						£10,200	£10,200
Sept 96		.60	£8,400	£300	£600		£9,300
					Additional Cost	1996/97	£19,500
1996/97		3.60	£81,700	£5,300	£3,000	£10,200	£100,200
1997/98 Financial Year							
April 97			£6,000		£300		£6,300
April 97		2.00	£49,500	£1,250	£2,400		£53,150
Sept 97		.70	£9,900	£500	£500		£10,900
					Additional Cost	1997/98	£70,350
1997/98		6.30	£147,000	£7,050	£6,200		£160,350
1998/99 Financial Year							
April 98			£7300		£400		£7,700
April 98	(ii)	2.00	£49,500	£1,250	£2,400		£53,150
Sept 98		(O/T)	£1,200	£500			£1,700
					Additional Cost	1998/99	£62,550
1998/99		8.30	£205,100	£8,800	£9,000		£222,900
1999/2000 Financial Year							
April 99		(O/T)	£900				£900
April 99	(ii)	2.00	£49,500	£1,250	£2,400		£53,150
					Additional Cost	1999/2000	£54,050
1999/2000		10.30	£255,500	£10,050	£11,400		£276,950
2000/2001 Financial Year							
April 2000		2.00	£49,500	£1,250	£2,400		£53,150
2000/2001		12.30	£305,000	£11,300	Additional Cost	2000/2001	£330,100
Total Additional Cost over period 1996-2001							£259,600

NOTES

- (i) Current teaching provision includes the Manx Language Officer although only 0.3 WTE of that post can be attributed directly to teaching costs.
(ii) Additional staff would be engaged from April to allow development time for courses which would comment September.