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1907

THE
TEACHING
OF
GAELIC
IN
HIGHLAND
SCHOOLS



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SHOULD GAELIC BE TAUGHT IN SCHOOLS
IN THE DISTRICTS WHERE GAELIC IS STILL
SPOKEN?

SHOULD THE CHILDREN CONTINUE TO
BE TAUGHT, IN THE GREAT MAJORITY OF
CASES, IN THOSE DISTRICTS, BY TEACHERS
WHO DO NOT UNDERSTAND A WORD OF
THEIR LANGUAGE, AND WHOSE OWN
LANGUAGE IS TO THE CHILDREN A FOREIGN
TONGUE?

These questions have excited a considerable amount of public interest of late, and from recent statements in the newspapers it might be inferred that the advocacy of Gaelic teaching was a new thing.

Far from this being the case, the teaching of Gaelic has been consistently recommended during the last century by those best qualified to give an opinion, and the lack of it has been made the subject of repeated representations by Government Commissioners and Inspectors.

It has therefore been thought that it might contribute to a juster view of the present situation, and be not without interest, to reprint various speeches, reports and letters bearing on the subject. The arguments

used are as cogent to-day as ever they were, although they apply to a smaller section of the community. (See figures at the end of this paper kindly supplied by Professor Mackinnon).

There have further been added some of the more recent contributions to the subject.

Even so far back as 1767 THE SOCIETY FOR PROPAGATING CHRISTIAN KNOWLEDGE, who had, since the foundation of their schools in 1710, forbidden the use of Gaelic in them, altered this regulation, and reported in 1781 that the result of the new rule was satisfactory "not only in opening the minds of the people to knowledge, but in giving a greater desire to learn the English language than they had ever before discovered."

IN 1811 THE GAELIC SCHOOL SOCIETY was formed, when it was resolved "that the most expeditious, cheapest, and most effectual method of promoting the instruction of the inhabitants of the Highlands and Islands, is the erection of circulating schools, for the express purpose of instructing them in the Gaelic language."

"It was objected to the Society at the time of its institution, and is still, by people not well informed on the subject, that it would tend to retard the spread of the English language, and so obstruct the progress of the Highlands. So far otherwise has the case been that the Gaelic schools have very materially contributed to awaken the desire for education among the people.

Those who have tasted the pleasures and advantages of being able to read in the only tongue they knew, have come to desire still further knowledge for themselves and their children, so that in practice the Gaelic schools instead of interfering with the operations of the English ones, have generally been, as already noticed, their pioneers and feeders. I examined a few of them, and was considerably struck with the fluency of the reading, even by very young children, as contrasted with the proficiency of scholars of the same age in English. The spelling, too, which appears to unaccustomed eyes so hopelessly difficult, was generally accomplished with singular accuracy." (Report to Education Commission by W. A. Nicolson, 1866).

IN 1824 "the Directors of the SOCIETY FOR PROPAGATING CHRISTIAN KNOWLEDGE took the matter into special consideration, and after careful inquiry, came to the conclusion that great injury had been done by the neglect of the vernacular language in the work of Education in the Highlands. 'There seems to be,' they say, in the heads of the people, a very general prejudice against the use of the Gaelic *as a school language**—a prejudice which has been found in its full strength even when the older people could themselves use no other language. But these poor people have not reflection enough to perceive what is the truth on the subject, that so long as their children talk no other language but Gaelic, it is a mere waste of time and entirely vain to burden their memories for a few years

* *The italics used throughout this paper are also in the original.*

with a vocabulary of dead and unmeaning English sounds. Among the directors of the Society at this time were Dr. Andrew Thomson, Dr. Robert Gordon, Dr. David Dickson and Sir H. W. Moncrieff. As the result of their enquiry the Society made it a rule that the children should be taught to read Gaelic first before being taught English." (Crofters' Commission Report 1884).

Addressing the General Assembly in 1824, Dr. NORMAN MACLEOD, than whom no man ever knew the Highlands or their needs better, said: "While, therefore, it is the existing language of the country, every good man will approve of giving the people instruction in that language through which alone they are capable of receiving it; and much it is to be regretted that in the Act of Parliament for parochial schools a knowledge of the Gaelic language has not been made a *sine quâ non* in the qualification of teachers for the Highlands." The speech had the approval of Dr. Chalmers and resulted in the Church Education Scheme of the General Assembly of the Church of Scotland.

Again at a meeting in London, in 1844 Dr. Macleod said: "Some present may object to this system as in their opinion unfavourable to the cultivation of English, but this is not the case. I am quite satisfied that had we no higher object in view than the introduction of English we could not more effectually do it than through the medium of Gaelic. This system has done more to introduce English in the course of the last twenty years

than the old system—that of reading through an unknown tongue—could do in a century.”

And speaking of the Church of Scotland Schools, “These schools have sent forth land surveyors, overseers, civil engineers, road contractors, shipmasters, clerks in banks and counting houses, while 180 persons taught in these schools are at this moment themselves employed as schoolmasters in their native land.”

His opinion is further expressed in “CARAID NAN GAIDHEAL” (p. 18). “There is no corner in the world, of which we have heard, where they learn a foreign language before their mother-tongue, excepting only in the Highlands. Out in the Lowlands, if people tried to give Latin or French to their children before they were able to read their own tongue, and to make use of the former as a means of teaching the latter, it would be thought that the man who tried it had gone mad. This has been done too long in the Highlands and little profit has come of it.”

IN 1846 THE CHURCH OF SCOTLAND LADIES’ GAELIC SCHOOL ASSOCIATION was founded. “The term ‘Gaelic,’ in the designation of this Society, does not imply that the education it offers is confined to instruction in Gaelic. Reading in that language is very wisely regarded as of primary importance to children who understand no other, but English is taught at their schools.” (1866 Report to Education Commission.)

In the FREE CHURCH LADIES’ SCHOOLS, started in 1850, “all the teachers speak Gaelic and practise their pupils in translating from the one language

into the other, besides teaching them to read Gaelic. This is of the utmost importance in the development of their intelligence." (Fiftieth Annual Report of the Association, 1900.)

IN 1849 SIR J. P. K. SHUTTLEWORTH, SECRETARY TO THE COMMITTEE OF THE PRIVY COUNCIL, addressed the following communication to Dr. John Gordon, Senior Inspector of Schools in Scotland :—

"Sir,—The Committee of Council on Education are convinced that it is expedient that a better provision should be made for the education of Her Majesty's subjects in the Highlands of Scotland, by promoting the employment of the Gaelic as well as the English language as a means of instruction in the Highland Schools. The Committee of Council on Education are satisfied that to instruct the children of the Gaelic population by lesson-books written in the English language alone, by means of teachers not familiar with the written and colloquial idiom of the Gaelic language, as well as the English, must fail to give the scholars of the Highland Schools a grammatical knowledge of the Gaelic as well as any useful acquaintance with the English language."

IN 1865 THE SCOTTISH EDUCATION COMMISSION reported : "It may not be essential that a teacher should be able to give instruction in Gaelic when he is appointed to the charge of a school in which a majority of the children can understand and speak English ; but it seems obvious that in districts where

Gaelic alone is understood, the teacher should be able to communicate with his pupils in a language the meaning of which they can comprehend. It is a mistake to overlook the difficulties of the scholar who is sent to learn what is to him a foreign language, without having first acquired the art of reading his own."

The following extracts are taken from the REPORT ON THE STATE OF EDUCATION IN THE HEBRIDES BY ALEXANDER NICOLSON, ASSISTANT-COMMISSIONER APPOINTED BY THE ROYAL COMMISSION ON EDUCATION IN SCOTLAND, 1866.*

"Bearing in mind, as should always be done, that English is to the great majority of the pupils in this district a foreign language, the reading in the Hebridean schools is on the whole marvellously good. . . .

"The understanding of what is read is a different affair. Every good teacher that I have come upon realizes the necessity of interpreting the words of the lesson to the class ; and the number of cases in which I have found gross or total ignorance of the meaning of what was read, was perhaps less than might be imagined. But still, that is a matter, keeping in view the fact of the language being a foreign one, entirely dependent on the ability and conscientiousness of the teacher. Under a teacher of low accomplishment, or of a careless and

*In reading them it should be borne in mind that at that time "most of the teachers could speak Gaelic," and that the best of them "carried on a regular process of translation in every lesson"—whereas since 1872 Highland education has been mainly in the hands of purely English-speaking teachers.

formal tendency, it may be possible to carry on a school among a Gaelic-speaking population, in which the scholars shall read and spell fairly, and by preparatory drilling perhaps make a decent figure at an examination, while in reality their knowledge of English is so utterly nominal and inadequate that after they pass from the school all they have acquired drops out of their minds as completely as if it had never been there, so far as any practical use is concerned. In this respect, I believe there has been on the whole great progress made in recent times, though there is much room still for improvement.

“Looking, indeed, to the general inability of the adult population to read English with ease or profit, it would seem as if there was some cause for the poor results of past efforts in education in the Highlands, essentially connected with the system adopted, apart altogether from the quality of the teaching. . . .

“Without venturing to dogmatize, or pretending to be a discoverer, it appears to me that the practice of teaching a foreign language through the medium only of that language itself is one of the great causes of the ignorance of English that prevails so largely in those parts.

“Distinctly keeping in view that, as a general rule, the young Highland beginner in English knows only a few words, if any, of that language, enough just to enable him to answer a few of the simplest questions, and that he never hears it spoken in ordinary conversation at home, how is it possible that a system of instruction

entirely couched in that language, to him as difficult as if it were Latin or German, should be successful in giving him a useful familiarity with its vocabulary? The plan of teaching Greek in grammars composed in Latin has been generally departed from as unsatisfactory, even though in that case the pupils were supposed to be tolerably acquainted with the one before commencing the other. But what should be thought of a system of teaching little boys Greek, out of a lesson-book itself composed in Greek, and by a master addressing them only in the Hellenic tongue, and liable to be considered illiterate and incompetent if he ventured to make the thing intelligible to them in the vernacular?

“Such a system might fairly be pronounced highly pedantic and absurd. And yet this is really, with a slight difference, the method in which it is still considered right to teach Gaelic-speaking children a language so different in idiom and so difficult to a foreigner as English is. Considering indeed the difficulty so presented, I think the talent displayed by these poor little islanders in picking up any kind of speaking acquaintance with the English language is very much to be admired. The ease with which they learn Gaelic is remarkable. I did not examine many Gaelic schools, but in every one I examined the reading was excellent, and the spelling quite astonishing. I was told that clever children sometimes acquire that faculty in the course of a year, but generally it requires about eighteen months’ teaching. But the faculty of reading English generally requires a course of at least three years for its attainment, and still

in too many cases it consists merely of the technical power to pronounce certain combinations of letters, representing ideas to the reader but very vaguely, or not at all, a power soon impaired or lost by want of practice.

“ Whether, therefore, in the teaching of English use should not be made from the outset of the only language which the pupil understands, and whether the system of elementary lesson-books for that purpose, and of preliminary training of teachers, should not be modified to suit populations that must for a long time yet be debarred from much practice in the speaking of English, appears to me to be one of the most serious questions in connexion with this whole subject. There may be practical difficulties in the way of this proposal ; an experiment at least might be made. It of course implies that the reading of Gaelic should be taught first. It has been objected to the learning of Gaelic first, that the correct pronunciation of English afterwards would be more difficult. The objection is a trifling one, even if it were well founded. There seems, however, no reason why a pupil able to read Gaelic should not pick up English pronunciation as correctly as one able to read nothing. I have seen practical proofs in the Gaelic schools to the contrary. But truly, the mere pronunciation is a small matter compared with the power to read with intelligence, and I humbly think that acquirement costs far more time and trouble, both to teachers and scholars, on the present system, than it would by the adoption of the plan above suggested. In practice there is considerable use made of Gaelic by the teachers who speak it, as most

of them do, and those who take most pains with their pupils carry on a regular process of translation in every lesson. But many persons, teachers and others, appear to consider the use of the Gaelic language in the school as a mark of rusticity, and think it better that the children should be addressed in words which they don't understand, rather than derogate from the dignity of the business by using the vulgar tongue. I think this is a mistake both in philosophy and practice. . . .

“The fact that, in respect of their language alone, most of them are in the position of foreigners when they set foot in the Lowlands, is a very special feature in their condition. This disability has undoubtedly been one of the grand obstacles to their improvement. . . .

The possession of English “would unquestionably confer upon them a power, the lack of which, putting other things out of account at present, is one of the most serious hindrances to their attainment of their just position in the scale of civilisation,—the power of expressing their ideas in a manner intelligible to the majority of their countrymen, and of receiving ideas in return. The disadvantage under which Highlanders, unable to speak English freely, labour as competitors for employment in the south, other than the most mechanical, is too obvious to require illustration. . . .”

The translation of the Bible into Gaelic in 1802 “was a tardy admission of the error, long cherished, and not quite yet extinct, that the steady non-recognition of Gaelic was the right way to improve the natives, and make them adopt English.”

In the Conclusion, summing up the main results of the enquiry, the second proposition is as follows :—

“The general ignorance of the English language constitutes a special and powerful obstacle to the progress of improvement in the district. This ignorance is due in a large degree, though not exclusively, to the imperfection of the system of education hitherto in use.”

From letters in the appendix we extract the following :

REV. DR. MACINTOSH MACKAY, LL.D., “than whom there is perhaps no person more competent to give an opinion on the subject:—”

“With respect to children coming to school totally or almost entirely ignorant of English, most unquestionably and undoubtedly the best, the most expeditious method, and in every way the most profitable for the rising generation, is to commence such children by teaching them to read *Gaelic*. No person can entertain this conviction more strongly than I do. Nor is it with me either fancy or theory. It is what I have seen largely exemplified and proved. The difficulties which I find in carrying it out are very many, and not less vexatious than they are numerous. Many parents do not wish it ; their children have Gaelic enough. Many teachers do not wish it ; it adds to their burden of labour ; and not a few of the teachers are so deficient in Gaelic themselves, that they recoil from it. Separate books are necessary, and that is an additional expense, and so on.

“The result is, that the pupil acquires but miserably little power of reading or understanding either Gaelic

or English. And you are perfectly correct, depend upon it, in your theory, that that is the cause why those who have nominally learned to read forget it ; or rather they feel themselves without stimulus to pursue it. As to the average time taken by children to learn to read Gaelic and English respectively—of course Gaelic-speaking children are meant,—take a child of from eight to nine years of age, with fair average capacity, and let its teacher have average stamina and character, and the child give regular attendance, and at the end of eight or nine months the child will read the New Testament fluently, perhaps the Bible ; the Bible within the year undoubtedly. And then, turn him to English, with a class having come the length of the English spelling-book, beginning to join words, that boy or girl will be very speedily found at the head of that class. and may be safely shifted very speedily into a higher class, and carrying all along a thorough *comprehension* of what is read :—he has acquired that habit, and it will stick to him. I should say that on an average the scholar who begins with English will be a superior one decidedly, who will learn to read the English Bible fluently *in two years*, and his intelligence then of what he reads, if he be a Gaelic-speaking scholar, will be far, very far behind what the scholar's will be who had first learned Gaelic reading."

REV. DONALD MURRAY (FORMERLY INSPECTOR OF GAELIC SCHOOLS) :—" It is a well-known fact that these schools were the first means of giving a real stimulus to English education. When

people in general throughout the whole island came to read Gaelic books, it created a real desire and thirst in the breasts of not a few to know the English language, so as to be enabled to read English. My opinion is, that Gaelic as well as English should be taught in all the schools where the former is the language of the district."

IN 1877 A PARLIAMENTARY RETURN was obtained, from which it appeared that sixty-five out of ninety School Boards in the Gaelic-speaking districts of the Highlands, which sent in returns on the subject, gave it as their opinion that the use of the native language in the instruction of the children was desirable.

REPORT BY W. JOLLY, ESQ., HER MAJESTY'S INSPECTOR in the counties of Inverness and Nairn, and in the Western Islands belonging thereto, except Skye. (Education Report, 1879-80, p. 142.)

"THE TEACHING OF GAELIC IN SCHOOLS.

I beg once more, especially in the prospect of leaving the north, to recur to the question of the teaching of Gaelic, as it was last year again brought under your Lordships' notice by two of my colleagues, whose opinions carry special weight from the fact of their being Gaelic speakers and students, and as it is one on which your Lordships' ultimate decision is earnestly anticipated by those interested. I shall confine myself to a brief correction of misunderstandings connected with the demands made by the reasonable advocates of the place of Gaelic in the education of the Highland child, and a short statement of what these demands

really are. The subject is one on which a Saxon is as competent to form an opinion as a Gael, for, in so far as it concerns the Education Department, it is a purely educational question, to be answered on educational principles. I have myself presumed to express my conclusions in regard to it only after ten years' observation and inquiry in the Highlands themselves, and some study of its literature through translations, which knowledge may, however, not be quite valueless for judgment.

“Certain side issues have been imported into the discussion, on which a few remarks are necessary. First, the Highland child should and must learn English as fully as possible : any dubiety on this point may be at once dismissed. There is no doubt that the Highland people wish to learn it, for they are far too practical, notwithstanding their poetry, not to see its need and utility ; but I greatly mistake if it is true, as is asserted, that they do not cherish and wish to know and read Gaelic also. Even if they had so far degenerated as to despise their mother tongue while speaking it, their opinion should be disregarded, and their children treated better than their parents desire and deserve. As far as it is educational, the question is not one regarding the desirability or otherwise of conserving the Gaelic language, a speculation quite apart from the subject ; it solely concerns its right use while it exists. Nor is it affected, as to educational action, by any statistics in regard to the exact number of Gaelic speakers in the country. They form a large section of our people—that

is enough—and your Lordships have to legislate educationally for these. Nor would the question be altered in any way by a settlement of the problem of the absolute value, age and contents of Gaelic literature and the authenticity of portions of it, or of its relative value as compared with English. The literature is declared by competent authorities to be of no mean worth, and there is no doubt that such literature might be made a potent instrument in certain important elements of Highland education. No one advocates exclusive Gaelic culture, which would be most unwise, even were the literature higher than it is, for both English and Gaelic literature should be studied by the Highland child. It is simply asked to have the place of the native literature, with its special avenues to the native mind, recognised in the native culture.

“Amidst the intemperance of both the over-zealous friends and foes of the language, whom the polemics of the subject have excited, the real educational problem at issue is simple and precise, and may be briefly stated.

“In the Highlands, we find a people whose native tongue is Gaelic, the language of their homes and their worship, known to them with all the intimacy and ease of a vernacular. It is necessary, however, that they should also acquire the foreign tongue, English, for utilitarian and higher ends.

“Surely, in teaching this foreign language, it is only sound sense and good philosophy to employ the native tongue, which first carries the intelligence, to make the teaching of English intelligent—very much in the earlier

stages, and decreasingly as power over English is obtained. This is already wisely conceded in the Code in regard to the lower Standards, in which the Intelligence grant may be gained by questioning in Gaelic, a concession which it would be detrimental to Highland education to withdraw. If a Gaelic teacher does not utilise Gaelic to increase real knowledge of English at this stage, he violates the principles of training and throws away an excellent educational tool.

“The question regarding which alone there should exist any variety of educational opinion is, that of the use or non-use of the native literature as an element in *later* culture. It cannot, I think, be doubted that this literature could have a unique cultural power which no foreign literature can have, however relatively superior to it; and it would seem only wise and right to utilise this in the education of the child, for if we do not so employ it, we neglect a vitalising factor in his training. He ought, therefore, to be made able to read intelligently in his own tongue, and to enjoy and be educated by its best contents. This all true principles of education recommend, where the native literature has any such power, which Gaelic literature in many important elements possesses, especially in expressing the universal feelings of the human heart and the beauties of nature. . . .

“It is a mistake to think that the teaching of Gaelic in the higher classes would hinder progress in English. Rightly treated, it would greatly assist progress, for it would afford the important intellectual gymnastic of intertranslation between two languages, and give him

the intellectual gain claimed for the study of two tongues. Indeed, this teaching of Gaelic in the higher standards I should even recommend if only to give the child a better knowledge of English at this riper age.

“I need only refer to the additional very weighty reason for teaching him to read his native tongue, that of enabling him to read the language of his devotions and the Book of his highest hopes.

“These two positions are all that are contended for by the great majority of the advocates of Gaelic in schools. The half of their demand has already been conceded by your Lordships, that of its use in the earlier stages; the other still waits for your decision. The educational Institute of Scotland, representing the general views of Scotch schoolmasters, Highland and Lowland, has recently joined in the same recommendation.”

EXTRACTS FROM THE REPORT OF THE CROFTERS' COMMISSION, 1884. (Lord Napier and Ettrick, K.T., Chairman; Sir Kenneth S. Mackenzie, Bart.; Donald Cameron, Esq., of Lochiel, M.P.; C. Fraser Mackintosh, Esq., M.P.; Sheriff Nicolson, LL.D.; Professor Mackinnon, M.A.)

“Gaelic is still the native and habitual speech of a very large proportion of the population of these four counties” (Argyll-shire, Inverness-shire, Ross-shire, Sutherland.) “The question we have to do with is, whether and how far that fact should be taken into account in considering the provision made for the education of the people? For us it is not a question of sentiment, nor of comparison between the English and

Gaelic languages as vehicles of thought and influence, but a practical question in education. The first object of all the educational machinery set agoing in the Highlands at the public expense is to enable every Highland child as soon as possible to speak, read, and write the English language correctly ; and the question is, can that be done efficiently, in the case of a child who hears and speaks nothing but Gaelic at home, without making use of the only language the child understands ? The answer to that question seems so obvious as to make it matter of wonder that any persons claiming to be experts in education should ever have answered it in the affirmative. The time-honoured custom of teaching English boys to learn Latin out of a grammar composed in that language has been generally abandoned. Even when such an absurd practice was followed, explanations were vouchsafed in English. But the poor Highland children have too seldom been allowed the privilege of being addressed in the only language intelligible to them.

“ They have been treated as if endowed with the gift of unknown tongues ; and men especially entrusted with the duty of superintending their education have considered this reasonable, for reasons satisfactory to themselves. . . .

“ The illiberal prejudice which caused this neglect of the native language was shared, curiously enough, by the illiterate parents and the educated men who had the instruction of their children in charge. . . .

“ The result has been that the intelligent education of the Highland people, and even the progress of the

English language in the country, have been retarded in a degree of which the statistics already given in reference to the adults are an illustration. Many of them, we believe, were taught to read English whose understanding of what they read was never tested by the simple process of translation to and from their native tongue. The result was, that though they could read English, they could not speak it, far less write it. Their inability to do so necessarily unfitted them for competition in the labour market, and made them less willing to seek their fortune in other parts of the world. This is, in fact, the chief reason why so many of the inhabitants of the remote Highlands and Islands are more home-keeping and averse to migration than their fellow-countrymen in the districts where the same difficulty does not prevail. . . .

“The concession thus made (this refers to a clause and footnotes in the Scottish Education Code of 1878 to the following effect: ‘In districts where Gaelic is spoken the intelligence of the children examined under any paragraph of this article may be tested by requiring them to explain in Gaelic the meaning of the passages read.’ ‘Gaelic may be taught during the ordinary school hours, either by the certificated teacher, or by any person specially employed for the purpose.’ ‘The income of the school may include part of the salary of an organising teacher, or a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools,’) is good as far as it goes, but something more is required. If it be expedient to use Gaelic in a

Gaelic-speaking district to test the intelligence of the children, and the efficiency of the instruction they are receiving, by a habitual process of oral translation from one language to the other, the practice ought to be not merely permitted but enjoined. It has, in point of fact, been used by many of the best teachers, and with the best results ; but it has not been sufficiently encouraged by persons in authority. We believe it to be a matter so seriously affecting the intelligent education of Gaelic-speaking children, and thereby affecting the whole condition of the district to which they belong, and the future prospects of its inhabitants, that we have no difficulty in making the subjoined recommendations.

“ We have the satisfaction of knowing that the Vice-President of the Council on Education, who was recently addressed on this subject in Edinburgh, expressed an opinion in consonance with the view on which these recommendations are founded.”* . . .

“ We are further of opinion that the Gaelic language, in virtue alike of its being the vernacular tongue of so considerable a population, and of its now recognised place among ancient languages, is entitled to something more than permissive recognition, and a place in a footnote along with drill and cookery. It seems to us not less entitled to a place among specific subjects, with special grants allowed for them, than any of the languages so classed. Its literature is of limited quantity, and not to be compared with that of the great

* (Here follow recommendations for increasing the supply of trained Gaelic-speaking teachers).

nations whose languages are exclusively recognised. But it is and ought to be of great interest to the native of the country in which it sprung, and a due acquaintance with it ought to be encouraged rather than despised. . . .

“We think it very desirable that all children whose mother-tongue is Gaelic should be taught to read that language. . . .

“We also recommend that teachers should be encouraged by inspectors to submit some Gaelic songs among those to be sung by the children on the examination day, in order to obtain the music grant. . . .

“We think that the discouragement and neglect of the native language in the education of Gaelic-speaking children, which have hitherto so largely influenced the system practised in the Highlands, ought to cease, and that a knowledge of that language ought to be considered one of the primary qualifications of every person engaged in the carrying out of the national system of education in Gaelic-speaking districts, whether as school inspectors, teachers, or compulsory officers.”

IN 1884 A MINUTE was published which, in consideration of “the benefit which would result from additional provision being made for teaching Gaelic in certain of these counties,” allowed the language to be taken as a specific subject in those counties, and gave other encouragement to its use as a means of instruction, and to the training of Gaelic-speaking teachers.

IN 1887 THE COMMITTEE APPOINTED TO INQUIRE INTO CERTAIN QUESTIONS RELATING TO EDUCATION IN SCOTLAND considered

the matter one of such urgent importance that they issued a "First Report," of which the following is the text:—"Having been appointed by the Secretary for Scotland as a Committee to advise upon certain points regarding Scotch education, we would, pending a further report, at once strongly recommend such changes in the Scotch Code as may facilitate the admission of Gaelic-speaking students as Queen's Scholars with a view to provide a sufficient supply of trained Gaelic-speaking teachers for the Highlands.

C. S. PARKER.

R. B. FINLAY.

R. W. COCHRAN-PATRICK."

EXTRACTS FROM APPENDIX TO THE SECOND REPORT OF THE SAME COMMITTEE. THE CHURCH OF SCOTLAND "EDUCATION COMMITTEE would take the opportunity which the present inquiry gives them of directing attention to the fact that the training of Gaelic-speaking teachers, for which the committee formerly did so much, has been entirely crushed out by the action of the department. It is alleged that the schools in the Highlands are now largely taught by untrained teachers, and that where the teachers are trained men, they speak a foreign tongue. There seems to be now only one way of remedying the evil, and that is, adding to the present aggregate of male and female Queen's Scholars a sufficient number of Gaelic-speaking students to supply the probable wants of the Highlands and Islands."

THE FREE CHURCH "EDUCATION COMMITTEE embrace this opportunity of again urging the necessity of some adequate arrangements being made in connection with the training colleges, for providing teachers capable of giving bi-lingual instruction in those parts of the Highlands and Islands in which Gaelic is still the spoken language of the people. Under a national system of education the people who have the misfortune to be unable to understand English are entitled to be supplied with teachers who can speak to their children in their mother tongue. . . . The Committee are fully convinced that some such change as this is necessary if a class of teachers is to be raised up who will meet the clamant wants of thousands of our Highland children, whose only language is the Gaelic, and who are now being taught in a language which they are unable to speak, much less to read, with any measure of intelligence."

The following extracts are of more recent date :

IN DECEMBER, 1904, Gaelic was put on the list of voluntary subjects for the Leaving Certificate.

THE VERY REV. DR. RUSSELL, in submitting the REPORT OF THE HIGHLANDS AND ISLANDS COMMITTEE IN 1904, said "it was felt and often strongly expressed that there existed in many instances inequality of opportunity to the youth of the country in the matter of their early and moral training. No doubt great advances have been made in the Highlands, but still there were districts in the Highlands and Islands in

which it was a misfortune to be born, because there were none of the means of advancement easily accessible to children in other parts of Scotland. Part of the misfortune arose from the ignorance of the teachers of the language of the country, and the consequent failure to bring their instruction home to the intelligence of Gaelic-speaking children. There was at this time a favourable opportunity of removing one cause of the neglect of the Highland children by providing for the instruction of Gaelic-speaking children by fully trained Gaelic-speaking teachers. This was not a question of preserving the Gaelic language; the Gaelic language needed no artificial help from either Church or State."

PROFESSOR MACKINNON, SPEAKING AT EDINBURGH UNIVERSITY, 1905:—"The Gaelic-speaking people were relatively few in number. They constituted only from five to six per cent. of the population of this country. Still, in the aggregate, the numbers were considerable, and were they even smaller, the efficient education of the children was of vital importance to themselves and of concern to all. Accurate figures were not available, but according to the best estimate one could form there were twenty-five to thirty thousand children of school age whose home language was Gaelic, and who practically heard no other outside the school. The parents of these children were nearly all of the labouring class—crofters and fishermen. While possibly by more equable distribution a slight increase of the rural population might be looked for in some districts, the larger number

of the children would always find their permanent home outside the Highlands.

Setting aside the case of the few exceptionally gifted and ambitious, who by their education and talent would in the future, as in the past, carve out a career for themselves, what kind of education should we look to the common school to provide for the average Highland child? Surely it was the highest training of which he was capable, and the knowledge which would be most useful to him in after life. And among all the knowledges, an intelligent command of English was to him the most necessary. That was allowed by everybody, and especially by the more intelligent of the parents concerned. Hitherto, the best way to secure this knowledge was to discourage in every possible way the use of the native tongue in the child's education. The result had been, to say the least of it, disappointing.

Thirty years ago the foreigner was considered the best teacher of French and German. But that was no longer the case; we now prefer the native, who by residence in the foreign country has mastered the language. How much more applicable was that view to a headmaster of a Highland Rural School who had charge of the whole training and education of his pupils. The idea that the Southerner, without a knowledge of Gaelic, was the best teacher of the Highland child, held by many, was likely to disappear, and two minutes recently framed by the Scotch Education Department might have far-reaching

effects in that direction. The first of these placed the training of teachers under the control of four large representative committees. Under the new arrangements, if worked in a liberal spirit, bi-lingual teachers for service in the Highlands could receive suitable training. The second minute placed Gaelic among the subjects for which a leaving certificate was offered.

If under such views as seemed to be shadowed forth in these minutes, a bi-lingual teacher was placed in charge of every school in which Gaelic was the home language of the children ; if a reasonable use of the language was made in the child's education and examination ; if a leaving certificate for proficiency in his native tongue were offered to the pupil at the close of his school life, then, for the first time, Gaelic would find its proper place in the education of the Highland child.

No general rule could be laid down as to the extent to which the language ought to be made use of in the school. The practice would vary. But one could say that it ought not to be used to the prejudice of English. On the other hand, frequent resort to it in games and songs would brighten the life of the school, and assuredly no Gaelic-speaking child ought to be allowed to leave the school without being able to read with ease and appreciation a passage of ordinary difficulty in his native language.

The effect of such instruction on the future of the language, whether it would give a new lease of life to the old tongue, as some believed, or whether it would shorten its span, as others, with perhaps greater

reason, maintained, ought not to be mixed up or confused with the essential thing, the intelligent education of the children."

And in a letter on the same subject he says :—

"The crying need in Highland Education at the present time, is the trained bi-lingual teacher."

REPORT OF THE UNITED FREE CHURCH ASSOCIATION, 1905. "Whatever changes may come, two of the principles adopted by the Association must be guiding principles of all service to our Highlands. One is that the people should be approached *through the vernacular*. Gaelic is the language of their homes and of subtle religious impression, and those who would really serve the Highlands must seek to use it."

The following was kindly written especially for this paper by MISS CHRISTINA RAINY, who, as secretary of the Free Church Ladies' Schools, made annually, from 1878 to 1898, a tour of inspection of these schools, scattered far and wide over the remote Highlands and Islands.

"When the Ladies' Highland Association was formed in 1850, one of their great aims was to teach English *intelligently*, in order that the people might be able to get work in the Lowlands or in the Colonies, when means failed them at home. At that time, the parish and other schools, in which English alone was taught, had quite failed in this respect. What was learnt was not understood and was soon forgotten. In the Ladies' Schools, the teachers could all speak Gaelic, and could teach the children to read the Gaelic Bible, but the children also

learned to read English and to translate it into Gaelic, so that the English words became intelligible to them. All our experience is in favour of this plan. Teachers ought to be in touch with the parents as well as with the children, and this can only be, in the remoter districts, through the medium of the vernacular.

“A very good teacher, who is ignorant of Gaelic, may overcome, to some extent, the difficulties of the situation and produce good scholars, just as some devoted foreign missionaries have done very good work without acquiring any language but their own. But no one would say that India for instance, should, as a rule, be governed, taught or evangelised without the study of Indian languages.

“English teachers in the Highlands had no interpreters, except when a stray scholar had acquired some English out of school, and could explain any rule or translate to his comrades.

“I know of one well-authenticated instance in which a boy learned to translate English into Latin and *vice versa*, but without attaching any meaning to either. Such instruction was of no lasting benefit.

“The increased intercourse between Highlands and Lowlands has really promoted the acquisition of English much more than any school teaching. The Highlanders pick it up colloquially when they have the chance, and they are all anxious to acquire it.

“It is often alleged that one who has learnt to read English, and who is accustomed to speak Gaelic, could easily teach himself to read Gaelic. As a matter of fact, such a feat, though not unknown, is very rare indeed.”

DR. NORMAN MACLEOD, SPEAKING AT THE INVERNESS CONFERENCE IN MARCH, 1905, "thought that they were all agreed that a teacher in the Gaelic-speaking district should be a Gaelic-speaking man. If such a policy as he recommended were calculated to hinder the cultivation of English, he would be the first to condemn it, but he felt sure of this, that if their only aim were to encourage the cultivation of English, they could not do it in a more effective way than through the medium of the Gaelic language."

And at the same conference MR. D. MACRAE, SCHOOLMASTER, BALLALLAN, said: "He taught his pupils for three hours per fortnight to read the Scriptures in Gaelic, and at the end of three months they were able to read the Gaelic literally and accurately."

AT THE OBAN CONFERENCE IN FEBRUARY 1906, MR. CAMERON, HEADMASTER OF THE PUBLIC SCHOOL, POOLEWE, stated that "He had Gaelic in his time-table as an ordinary class subject approved of by the Scottish Education Department . . . The effect of the study of Gaelic upon the general intelligence was very marked, and he had it on the authority of Mr. Macleod, late H. M. Inspector of Schools, who had examined bi-lingual children for thirty years, that our Gaelic-speaking scholars were much more intelligent, brighter, and possessed of a better knowledge of English and English composition than the uni-lingual Lowland pupils."

MR. E. W. B. NICHOLSON, BODLEY'S LIBRARIAN IN THE UNIVERSITY OF

OXFORD:—"In Gaelic is embedded no small part of the Highlander's history—the history of his settlements, of his descent, of his thoughts, of his culture. It is not only bad for a race to forget such things, but it is bad for science too; no study of a dead language can recover for us all of that knowledge which would have been transmitted by its preservation. Every Highlander should know and speak the speech of his fathers, and should see that his children also know and speak it. And every Government should show for all such healthy developments of race feeling that sympathy which is the best bond of union."

In the GENERAL AID GRANT MINUTE OF MARCH 19TH, 1906, provision is made for "A grant of £10 on account of each school attended by Gaelic-speaking children on the staff of which there has been for not less than six months of the school financial year at least one Gaelic-speaking teacher, other than a pupil-teacher, who has given instruction in Gaelic and English to the satisfaction of His Majesty's Inspector."

MR. W. MACKAY, speaking as a member of the DEPUTATION TO THE SECRETARY FOR SCOTLAND, in APRIL, 1906, on the subject of Gaelic teaching (a deputation which Mr. Sinclair recognised as being "entirely unsectarian in character, comprising gentlemen of very wide experience in the Highlands, who were prompted not solely by affection for the Gaelic tongue, but by a desire for general educational interests," and whose "business appealed to a very wide circle in Scotland") said:—

“We desire to assure you that we have not come here on any sentimental errand. Those of us who know the Gaelic language and its literature value it for its own sake, and we feel that the man who knows Gaelic and English is, linguistically and intellectually, a better equipped man than he who knows English only. That, however, is not the point on which we wish to dwell to-day.

“What we desire to impress upon you, and upon my Lords of the Education Department, is the necessity of making adequate use of Gaelic in the education of children whose home language Gaelic is, if such children are to be thoroughly grounded in English and to be properly fitted out for the duties and struggles of life. In short, our great object is to secure the efficient education of the child by a rational use of the only language with which he is familiar.”

On the same occasion MR. SINCLAIR said “there was considerable ground for the belief that Education might be one of their most powerful aids in relieving the difficulties and improving the conditions of the Highlands, so that anything that tended to stimulate in the people a love of their own literature and the history of their country, at the same time raising the standard of general culture, could not but appeal to all.

“He was struck by a passage in a memorandum with which Dr. Morrison had been good enough to furnish him, stating that in making use of the Gaelic language as an instrument of education for the young, they were returning to the wisdom of the ancients, or, at all

events, breaking the bonds of the too rigid system more recent years. It stood to reason that the language in which children had been brought up must be a most useful instrument, and the only instrument, for their introduction to wider education and learning."

PRINCIPAL STORY, speaking at the GRADUATION CEREMONY IN GLASGOW UNIVERSITY, 1906, and referring to the Celtic lectureship, said: "One naturally thinks, in this connection, of that lectureship, which is now put on a proper footing, but as to which one is sometimes asked, what is the use of it? Who cares for Celtic language and literature? Dull Saxon Philistines do not, we at once admit. But every man interested in that vast domain of science and learning—comparative philology—every man who tries to trace the developments, the various relations of the speech of the great Indo-European family, will not be ungrateful for the opportunity of visiting the realm of old Romance, whose portal is opened to us by the knowledge of the language and literature of the Celt; and not a realm of old Romance merely, but both in Wales and Scotland, a healthy region of an actually living literature and of fresh and fascinating research.

"An appointment full of promise of future progress has been made to the M'Callum Celtic lectureship, and the studies under it (as in the case of the classic languages) are held to qualify for a degree, so that even those who reckon time wasted which is not directed to that goal may learn something of the characteristics of the language and traditions that still linger in the

Highland glens—may come to recognise their delicacy and refinement of feeling, their sensitiveness to spiritual influences ; the spirit of awe and reverence with which they realise the unseen, the glamour of their poetic sympathy.

“The Celtic race, especially that branch of it which has peopled our own stormy North, has been in many a field the champion of the lost cause, and has clung to it only the more loyally the more hopeless it became. Their language, however, is not lost, nor will it be, if we do our part in preserving its great inheritance of legend, of tradition, of poesy, of memories dear to the heart, and instinct with the genius of a brave, true-hearted people.”

LT. COL. GARDYNE OF GLENFORSA (letter to *Times*, July, 1906).—“Surely so long as the Bible is read, prayers are said, psalms are sung, and sermons preached in the Gaelic tongue, the worshippers should be able to read it! . . . I believe that the present century will not see the extinction of Gaelic in the more populous districts of the west ; and till it is extinct as a spoken language, many of us in the Highlands who are interested in the moral and material education of the country, believe it to be right that those who speak should also be able to read . . . Why not utilize part of the time now devoted in all schools to English poetry to the admirable songs of the native poets? By all means let English, or even Latin verse, be taught ; but why leave the really beautiful and expressive Gaelic poems untaught? The power of poetry is in its

sentiment, and there is nothing more unpractical than to ignore sentiment as a power in the world's work."

REPORT ON SECONDARY EDUCATION IN SCOTLAND, 1906, by J. STRUTHERS, ESQ., C.B., LL.D. (p. 21.): "Your Lordships will recollect that last year was the first occasion on which Gaelic made its appearance in connection with the Leaving Certificate Examination. The result of the experiment was very gratifying. The average mark obtained was surprisingly high, and there was good evidence of wider reading than might have been anticipated. The work, indeed, was of such solid quality that we scarcely ventured to hope that the level would be thus maintained. It is satisfactory to find that our fears of falling off have proved groundless," and again "the explanation of the relative excellence of the Gaelic papers is probably twofold. The candidates are, as a rule, considerably older. . . . again, they are all practically bi-lingual. This is ensured by the stringency of our oral test. And the mental discipline thus implied has helped to develop their intelligence."

The following letter from LORD DUNMORE (to the *Oban Times*, August, 1906), has a bearing upon the "commercial" aspect of the question.

"I beg to differ absolutely on this question of its being a waste of time to teach Highland children to read and write and learn the grammar of their native language. My experience, at any rate, on the Harris estate in the past has always been that those children who were taught to read and write Gaelic and learn its

grammar invariably turned out to be better English scholars than those who for some reason or another had not had the same advantages and been similarly instructed in their own language.

“And more than that, not only did they turn out better English scholars, but if, in after life, business took them abroad, they generally became pretty fair foreign linguists.

“Now, Sir, in all my wanderings—and they have been many and varied—I have noticed that a Gaelic-speaking Highlander invariably acquires the language of the country in which his lines are cast before an Englishman, an Irishman, or a Lowland Scotsman, and in that fact alone I maintain there exists a certain commercial value for the Gaelic language.

“When I was travelling in the Hudson Bay Company’s territory five and forty years ago, nearly all the men in charge of that Company’s Forts in the great North-West of Canada were Gaelic-speaking Highlanders, and any one stopping at Fort Garry, Fort Ellice, Fort Carlton, Fort Pitt, in fact, any of the Hudson Bay trading ports between the Red River and the Rocky Mountains, would have found himself a guest of a MacTavish, a MacKay, a MacDonald, a MacLean, etc., etc.

“Now, why did these men hold these positions of trust? Because having learnt their own language *properly* as boys, they were enabled to pick up the various dialects of Indian which obtained in the different parts of the Indian country where their trading posts were situated more readily than an Englishman or an Irishman, and were

thus enabled to trade successfully in furs with the Soteaux, Crees, Assiniboines, Chippeways, Blackfeet, and other Indian tribes who made a living out of hunting and trapping.

“ Did there exist no practical commercial value in that fact? The Hudson Bay Company thought so anyhow, or they would not have employed those men, and I am content to leave the judgment in their hands.

“ Take again, as an example, those Gaelic-speaking Highland gentlemen who either manage or own some of the great tea or indigo plantations of India. I have myself heard them speaking the dialect of their district quite fluently whilst their less fortunate brethren from South Britain, who had been just as long in the country, would labour away in their endeavours to give utterance to a sort of kitchen Hindoostani, which few of themselves could understand.

“ I remember, also, in 1895, coming across some Skye-men in Portuguese East Africa, who were employed in the construction of the Beira Railway, and again I could not help noticing that those men, who had been but a short time in the country, could make themselves understood in Portuguese, whereas their fellow-workmen could not. To this instance exception may be taken, and it may be surmised that these Skyemen had not been taught Gaelic in the schools, and that therefore my argument falls to the ground. But my contention remains the same, and it is this :—If a Gaelic-speaking Highlander is able under such conditions to acquire a fair smattering of a foreign tongue, how much more

proficient would he have become had he been properly grounded in his own language in his school-days?

"I could cite many more instances of the extreme aptitude the Gaelic-speaking Highlander shows for learning a foreign language, but time and space forbid." And much evidence to the same effect might be cited from other sources.

The plea for Gaelic has never been that it is a "scientific" language in the modern sense of the word, but in answer to objections on this score it may at least be asked why Gaelic should not borrow its scientific words, as English has done; and in this connection it is of interest to note that there existed in Easdale over forty years ago a Young Men's Mutual Improvement Association, which "used to meet weekly in winter, when popular addresses on scientific subjects were delivered in the Gaelic language by the president, Mr. John Whyte, engineer of the works." (Report 1866, p.72).

Lastly, the suggestion has been advanced that the fostering of Gaelic may lead to Separatism and Disloyalty, and be "unfavourable to Imperial unity." These ideas would seem too absurd to be seriously entertained, nevertheless as they have been given considerable prominence in recent discussions, we would quote the speech of the

PRINCE OF WALES, at a dinner of the Highland Society of London:—"The Society had in view the promotion of the general welfare of the inhabitants of the Highlands, the preservation of their ancient dress, habits, and language . . . the history of the

Highland Society is a record not only of Scottish patriotism, but of loyalty to the British Crown . . . Clanship and patriotism are so inherent in the Scottish character that to some such a Society as this may almost appear superfluous. But the further the limits of our Empire are extended the more cosmopolitan we grow ; the wider our sympathies are expanded the more we should bear in mind the words which I find in an account of the Society written nearly a hundred years ago— ‘ That the glory of the Empire may be upheld in the united flag by keeping alive in its inhabitants the local distinctions of English, Scottish, Irish, and Welsh, thereby creating a generous emulation between them which, under the direction of one free and paternal Government, may promote the good and glory of the whole, ’ ’

and LORD TULLIBARDINE, at the Dundee Highland Society’s gathering :—

“ One reason why he ” (Lord Tullibardine) “ did what he could to back up these Societies was that during the South African War, at a time when “ hands up ” was rather the fashion, he was asked to raise a corps, and he wired to the Highland Society in London to start it. With the aid of other Highland Societies 300 men were sent out, and better men no commanding officer could wish to have under him . . . By the action of the Societies the Gaelic language was now more recognised in the schools than ever, and it remained for Highlanders to see that the advantages they had gained were made the most of. Some of them might ask what was the use of the Gaelic language? Highlanders were quite

willing to speak English, many perhaps spoke it as well as any, but he contended that a man who could speak Gaelic and English was better educated than the man who could speak only English. He would be the last to wish that the Highlanders should speak only Gaelic. It was the language of their forefathers and of Britain, and he did not think that they were wrong in trying to keep it alive,"

and the following from a letter (to the *Oban Times*, August, 1906), from J. R. MORETON MACDONALD, ESQ., OF LARGIE: "Let them" (*i-e*, those who make these objections) "study the revival of Provençal customs by the Venerable Minstral and the Félibres, 'J'aime ma Provence,' says the Provençal, 'mieux que ta province, J'aime la patrie mieux que tout.' The love of the Provençal for France is actually intensified by his love for his own province. If this 'patriotisme du clocher' is possible in Provence it is also possible in the Highlands of Scotland, and there is no reason why its results should be different."

In conclusion, if those who fear that Gaelic may be "unfavourable to Imperial unity" could see some of the enthusiastic and touching letters that have been received, from Highlanders and Highland Societies scattered far and wide over our Empire, by the Convener of the Colonial stall at the coming Feill of the Highland Association, they would realise that the Gaelic language, far from being a disintegrating force, is one of the strongest of those intangible ties of sentiment, which bind our Colonies to their Mother Country.

CENSUS FIGURES.

With Explanatory Notes by PROFESSOR MACKINNON.

1891.

1) Persons able to speak Gaelic only	43,738
(2) Persons able to speak Gaelic and English	210,677
	<hr/> 254,415

1901.

(1) Persons over three years of age able to speak Gaelic only ...	28,106
(2) Persons over three years of age able to speak Gaelic and English	202,700
	<hr/> 230,806
Decrease ...	23,609

To institute a comparison between the two sets of figures, $7\frac{1}{2}$ per cent. (the percentage of the population under three years of age) must be deducted from the 1891 figures, or added to the 1901 figures. By the first process the difference between them is reduced to 4,528, and by the second to 4,895. The bi-lingual and uni-lingual groups will always be somewhat vague. Very many figure in the former whose knowledge of English is practically "yes" and "no."

The subjoined tables may be of interest. They are taken from an article in the *Educational News* (Nov. 25th, 1905), by Dr. Kenneth Campell.

“ POOLEWE PUBLIC SCHOOLS.

The following is a copy of the scheme for Gaelic instruction in the above school as approved by the Scottish Education Department:—

Class I. and II.—(a) Reading, “An Treoraiche” (an admirable illustrated Gaelic primer) and New Testament; (b) Recitation, Memorising Psalms, etc; (c) Conversation during lessons in Gaelic; (d) Gaelic songs and hymns.

Classes III. and IV. — (a) Reading, St. John; Translation, etc.; (b) Macfarlane’s “Scottish Gaelic” for grammar and versions, MacBean’s “Guide to Gaelic Conversation” (c) Memorising suitable poems, etc.; (d) Gaelic songs and hymns.

Classes V. and VI.—(a) Reading and translation of any part of the Bible (Trust standard of Examination); (b) “Scottish Gaelic” in full and MacBain’s “How to learn Gaelic”; (c) Composition, Essays, Stories, etc.; (d) Poems and Nicolson’s “Gaelic Proverbs”; Choir and solo singers trained for “Am Mòd.” (Music—A’Choisir Chiuil, an Londubh, an Uiseag.)

Class VII. and P. T.’s—(a) Revisal of work done in 5th and 6th years; (b) Dr. Macbain’s “Gaelic Grammar” and his higher “Gaelic and Specific Readings for Leaving Certificate” and “Sgeulachdan Arabianach”; (c) To

qualify for leaving certificates and to compete in literary and musical competitions at "Am Mòd." (Music, above mentioned books, and various cyclo-styled pieces.)

TIME TABLE.

Gaelic Grammar, Composition, etc., are taught twice per week, on Tuesday and Thursday from 3-30 to 4 (one hour).

Gaelic Songs, etc., are taught on Tuesday and Thursday from 4 to 4-30 (one hour).

Bible knowledge in Gaelic is taught on Monday, Wednesday and Friday from 10 to 10-30 (one and a-half hours). Total time $3\frac{1}{2}$ hours per week.

NOTE.—Any of the above-mentioned books, which are admirably suited for instruction in Gaelic, and Gaelic music, can be had from McKay, Publisher, Stirling.

EASDALE SCHOOLS.

In the Easdale Schools the following scheme is in practice :—

Advanced Class, Pupil Teachers.—(1) Study of Reid's Gaelic Grammar ; (2) Reading and Translating Extracts from Standard Gaelic Literature ; (3) Exercises in Gaelic Composition ; (4) Writing in Gaelic Short Stories read in English, and reproducing in Gaelic short stories read aloud in Gaelic ; (5) Gaelic Conversation ; Reading Extracts from the writings of Rev. Norman M'Leod, D.D. ; Duncan Ban MacIntyre, Ossian, Rev. John Smith and Fionn

Senior I. and II. and Junior :—(1) Gaelic Bible Reading with Spelling and Translation ; (2) Writing short English Sentences into Gaelic ; (3) Knowledge of Gaelic names of Animals, Plants, Trees, Birds, and Fishes ; (4) Gaelic Equivalents of Names of Towns, Rivers, Lochs, and Mountains, etc., in Scotland. Gaelic songs from “ Londubh ” and “ A' Choisir Chiuil.”

GRANTS.

In connection with the above schemes of Gaelic teaching the following grants are available. Third and fourth year 2/6, from the Gaelic Society of London* for each pass ; fifth and sixth year 5/- from the Highland Trust,† Edinburgh ; where a Gaelic-speaking pupil teacher is employed to give bi-lingual instruction the Department pays 1/- per head extra grant in Junior Division ; Gaelic is now a recognised subject for the Leaving Certificate.

Note.—The first two grants are paid to the teacher.”

To these must now be added the grant of £10 for a Gaelic-speaking teacher under the Minute of March, 1906, the text of which has already been given on page 33.

*Secretaries :—Messrs. William Gillies and George C. MacMillan
Scots Corporation Hall, 7, Crane Court, Fleet Street, London, E.C.

†Secretary.—C. C. Nisbet, Esq., W.S., 11, Alva Street, Edinburgh.







