

AN COMUNN GAIDHEALACH



REPORT

of

Special Committee

on the

Teaching of Gaelic

in Schools and Colleges

January, 1936.

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Report of Special Committee on the Teaching of Gaelic in Schools and Colleges.

At the outset, the Committee would like to place on record its appreciation of the work done by Directors of Education, through whose aid this enquiry was made possible. Thanks are also due to teachers, the great majority of whom have evinced a genuine interest in the questionnaire; most have answered it with clearness and fulness, and some have made suggestions that will be of great value to the Committee.

It is clear that many teachers have welcomed the enquiry, in the hope that, through it, a stimulus may be given to the teaching of Gaelic in their districts. It can indeed be claimed that, were no other advantage to accrue from this enquiry, the mere fact of the questionnaire being issued, and answered, would still have served a useful purpose by the attention it has turned upon the claims of Gaelic.

This fact, too, meets one in many an answer, that a new and lively interest in the language is developing apace, and that, given the right thrust and direction, definite progress would be made in its study. It is also borne home on one that the time is long overdue for giving adequate recognition to the study of Gaelic in the schools of the Highlands, and that provision should be made without delay for the employment of teachers qualified in Gaelic in areas where the supply is alleged to be deficient.

Furthermore, the impression deepens, as one peruses the answers to the questionnaire, that the attitude of the teacher to the language is an all-important factor, and that one who is enthusiastic as to the claims of Gaelic can work wonders even under the difficulties encountered at the moment in many parts of the Highlands. But the fact cannot be overlooked that, with all the goodwill and enthusiasm in the world, teachers in our smaller schools, harassed as they are with multiple classes, find it difficult to give adequate attention to the study of Gaelic. In such schools, where one teacher may have the supervision of as many as seven classes, and even more, all at different stages, and where Gaelic is too often overlooked by the visiting Inspector, the temptation is strong to make Gaelic the Cinderella of the curriculum in order to concentrate on

subjects that are liable to more regular inspection. Not until Gaelic is given the status of the other subjects on the timetable, and is inspected as these are, can it receive due attention. Indeed, in several schools on the mainland of Ross, and even in some in Lewis, the main encouragement to its teaching would seem to be that in the examination in Religious Knowledge, conducted by the local minister, the pupils are sometimes tested in reading the Bible in Gaelic.

TIME GIVEN TO GAELIC.

The point cannot be stressed too strongly, that more time must be given to the study of Gaelic than is accorded to it at present. Many schools make a profession of only half-an-hour a week. The average for all Elementary Schools works out at $1\frac{1}{2}$ hours, the longest time given to it being 3 hours, and that only in two schools.

In schools where it is given but scant attention in the Primary Department, more time is devoted to it in the Advanced Division. In the Secondary Schools, while the time given to Gaelic is on the whole satisfactory, it is worthy of note that, in one, only $1\frac{1}{2}$ hours is given to it in the first year, and that in another nothing is done until the second year. The average for all Post-Intermediate Departments is $3\frac{1}{4}$ hours per week.

THE COMMENCEMENT OF FORMAL INSTRUCTION.

The question as to when formal instruction in teaching Gaelic commences was very imperfectly grasped.

The stage at which instruction begins is found to vary from Junior I. (9 years) to Senior I. (12 years).

INSPECTION.

Here again the answers are very diverse. Many declare that reports on Gaelic are made, while others state that no report is made. One report says: "Gaelic is not regularly inspected; the visiting Inspector is often ignorant of the language." Another says: "It is not regularly examined," while a third says: "There is a regular examination by the Inspector of Religious Knowledge, never by H.M.I."

It is pleasing to note that, in Argyll, practically all the teachers declare that Gaelic is inspected regularly, and that a report is made "usually biennially."

QUALIFICATION OF TEACHERS.

In most schools it is professed that teachers are qualified in Gaelic; in others it is found that none are qualified, but this probably refers to official Departmental recognition. Thus in one Lewis school, in which all the

children are Gaelic speaking, not one of the six teachers is declared qualified to teach the language. The same holds true of another, a three-teacher school. Even in schools where a few of the teachers are qualified, the sequence of instruction is often interrupted when a class is promoted, and the new teacher is ignorant of Gaelic. This is a common complaint from schools. Owing to this lack of qualification, no provision is made for writing Gaelic in a large list of schools. The Director of Education for Argyll says: "The supply of teachers qualified in Gaelic is becoming increasingly difficult." A similar difficulty is facing the Director for Sutherland. The Director for Inverness states that the supply "is adequate with a limited number of exceptions," while the Director for Ross declares, "It is quite adequate."

TEXT BOOKS.

Most schools assert that the text books in use are not suitable. The following are some of the replies under this head:—"Completely unsuitable as regards grading;" "A graded series of general readers is urgently required;" "Blackie's Book I. is more difficult than Book III.;" "Compared with books in other languages, Gaelic books leave much to be desired;" "A supply of story books is a desideratum with most — books that children might read with pleasure." One school complains of the "excessive cost of books," and suggests the adoption of a uniform method of writing the language. A cheap dictionary seems to be a felt want in most schools. Such a dictionary is on the point of being issued. The dearth of books has been a difficulty, but it is being gradually overcome.

TEACHING GAELIC TO PUPILS WHO ARE NOT NATIVE SPEAKERS.

With very few exceptions, most schools report that Gaelic is *not* taught to pupils ignorant of the language, though it is noted that the County of Argyll has a scheme for such as are not native speakers, but whose parents desire they should receive instruction in Gaelic. The observation from Inverness Royal Academy on this question is: "The present standard of Gaelic is so high that non-Gaelic pupils cannot in justice be encouraged to take the subject," and Kingussie says: "Non-Gaelic speakers are not encouraged to take the language as the standard is too high." "The scheme is too high for children commencing Gaelic as a new language," is the opinion of Bowmore (Islay), while Oban High School points out that "the examination for learners is uniform with that for native speakers."

GAELIC AS A MEDIUM OF INSTRUCTION.

Gaelic is very generally used as the medium of instruction, especially in the Infant Department of schools where the pupils are native speakers. In the Junior and Senior Classes of the Primary School, its use would seem to be confined principally to such subjects as Nature Study, Geography, Gardening, Music, and History. In a few schools it is the principal medium of instruction in the Infant Room. This is true of Dunan (Skye), Edinbane (Skye), where it is used in "teaching all subjects, especially in the Infant Room." In Bayble (Lewis) and Broadford (Skye) extensive use is made of it in teaching all subjects throughout the whole school.

Many schools profess to make use of it in teaching Gaelic to Advanced Division and Secondary Classes. One is surprised to find that in areas where the children are wholly Gaelic speakers, it is not employed, even in the Infant Room. From one school in Skye we get the declaration: "Parents prefer their children to be taught through English."

THE STAGE AT WHICH WRITING IS BEGUN.

While some schools profess to begin the writing of Gaelic in the Junior Department, and many in the Senior Division, the majority start at the Qualifying Stage, and some few reserve this part of instruction until the First Year, Post Qualifying.

COMPETITIONS.

Here again the attitude of the teacher is an all-important factor, and an index to it is generally afforded by the frequency of participation by a school in the competitions sponsored by An Comunn. It is noticed that in a large number of papers this question was not answered at all. Where an answer was given, it was found that many schools do present pupils for competitions, a few in those conducted by the National Mod, and a considerable number in local or district Mods. It is regrettable that there are several schools which should, but do not, interest their pupils in this important activity.

GAELIC AS AN ADDITIONAL SUBJECT.

All who answer this question declare they are prepared to offer Gaelic to such of their pupils as are native speakers; but many make a reservation in respect of those who do not know the language. The reports from several schools on this head generate the suspicion that the presence in a class of even a few children who know English only is made the pretext for neglecting instruction in Gaelic altogether.

THE ENCOURAGEMENT OF A GAELIC ATMOSPHERE.

In most cases this question was answered in the affirmative. In the southern isles of the Outer Hebrides, Dramatic Clubs function at Stoneybridge, Brevaig, Iochdar, etc., and it is noteworthy that in these districts Comunn na h-Oigridh, too, is mentioned with favour. In Ruaig (Tiree), Tobermory, and other schools in Mull, and in Strontian on the mainland, there is clear evidence of enthusiasm for this youths' movement. Baleshare (Uist) also commends it, and ends on the optimistic note: "Gaelic is safe in Uist for many years." A branch of Comunn na h-Oigridh is flourishing in Castlebay, where mention is made also of a choir. Choirs exist in numerous schools. In Aird (Lewis), "several plays are produced by pupils in the local hall." But what are we to make of this statement from another Lewis school: "Gaelic is always spoken in the playground, *perhaps too much.*"

READING THE BIBLE IN GAELIC.

Where children are native speakers, it is found that the Bible is often read in Gaelic during the period devoted to Religious Instruction, and use is made of it also for formal instruction in the language. One notes with pleasure that in a few schools this exercise is carried out even where knowledge of Gaelic is indifferent, and that children who are not native speakers are taught to read the Bible in Gaelic. A few teachers suggest a revival of Bible Classes in Gaelic in co-operation with the local ministers.

DIFFICULTIES.

As the following answers show, this question was very imperfectly understood: "Overcoming grammatical errors commonly made locally in speaking Gaelic;" "Faulty spelling and idiom;" "Spelling, aspiration and inflexions;" "Slovenly and ungrammatical speech, *e.g.* a'stiuir, a'sgeir;" "Quality of native Gaelic deteriorating, aspiration and inflexions lost, therefore difficult to teach;" "Cases of noun written wrongly," etc.

These quotations are adduced in order to show how very prone some teachers are to magnify difficulties of teaching. It is to be observed that the points raised against Gaelic could with equal justice be levelled against any other language.

The genuine difficulties make a large list, the chief of which is the crowded condition of the curriculum: "In a one-teacher school it is impossible to devote time to Gaelic." There is real pathos in the observation from a school in Ross:

"With 28 on the roll, a teacher has no time to devote to Gaelic." One teacher says that with a roll of 57, "50 per cent. of whom are non-Gaelic," and with but two teachers, he finds it "impossible to make any progress in studying Gaelic." From others come the statements: "There exists an animus against the language;" "The more efficiency I show in teaching Gaelic the more I am disliked by the parents;" "Parents object to Gaelic as a waste of time." "The indifference of parents" is referred to by several, while others declare that there is actual antagonism on the part of parents. One Secondary School states: "Leaving Certificate candidates coming from other schools with merely an oral knowledge of Gaelic present difficulty. Even a small group contains pupils with varying degrees of proficiency. If outlying districts were to give more instruction it would be easier for us: larger classes would be better catered for in time and grading."

EVENING CLASSES IN GAELIC.

From all Counties comes the report of poor attendance at Gaelic Continuation Classes. In Ross, attendance is said to be "fair" for a few months, after which it declines to such an extent that classes have in many cases to be discontinued before the end of the session.

There appears to be no enthusiasm in Sutherland, where learners and native speakers in attendance are approximately equal in number.

In Argyll learners appear to predominate.

GENERAL OBSERVATIONS.

While there is much in these reports to kindle hope and give encouragement, one cannot but be struck by the dwindling population of the Highlands, and information is afforded that really staggers one as to the decline of Gaelic where but recently it was a flourishing growth. A Skye teacher writes: "No Gaelic is spoken at home: the children are now unfamiliar even with common Gaelic words." "Ninety-five per cent. of the children of Kyle of Lochalsh know no Gaelic." Only one pupil speaks the language in Kylerhea, and from a school on the west coast of Inverness comes the statement: "The majority of Gaelic-speaking parents are averse to the speaking of Gaelic to their children: they discourage the use of it so that their *children have very imperfect English and no Gaelic.*" The headmaster of Ullapool reports: "Even in the landward parts of this parish Gaelic appears to be on the decline: the children of Ullapool are all non-Gaelic." We note that no Gaelic is taught in the Elementary Department of that

school, and that out of a roll of 44 in the Secondary Department only 8 are given tuition in the language. In Glen Urquhart no provision whatsoever is made for teaching Gaelic, and the same holds true of the Secondary Department of Plockton School. It comes as a shock to one to discover that on the whole mainland of Ross, only 318 receive instruction in Gaelic. These are confined to thirty schools, which, with the exception of Dingwall Academy, are all on the west coast. For the mainland of Inverness, the corresponding numbers are 337 children in twenty-nine schools. In the latter county is a formidable list of schools in which Gaelic is being allowed to die or is already dead.

In the County of Sutherland no provision is made for higher education in Gaelic. At the Elementary Stage, 154 pupils receive instruction in twelve schools, and while many teachers are sympathetic, and a few enthusiastic about teaching Gaelic, there is evidence of apathy among the people. The report from one district is: "There is no desire for Gaelic in this district." Yet there is hope, as at Farr, where the teacher seems to be eager to promote the teaching of Gaelic, and at Skerry, it is said that "interest is dawning." A familiar note is struck at Melness: "With 64 on the roll and only two teachers, it is impossible to devote time to Gaelic."

RECOMMENDATIONS.

(1) That in the Elementary Schools, in which Gaelic is taught, more time be given — say, half-an-hour per day, within ordinary school hours, to the study of the language.

(2) While many teachers complain of a lack of suitable books, it is suggested that, especially in the earlier stages of school life, much good work may be done by oral instruction. A good teacher can be largely independent of books. Interest can be stimulated by the telling of tales, the recitation of suitable poems and rhymes, the singing of songs, the propounding of riddles, and the playing of native games. For such activities the whole school, if a small one, could be massed, and classes taught simultaneously.

(3) Reading should be begun not later than the stage of Senior II. (age 10), so that by the time the Qualifying Examination has been reached the pupil should be able to read and understand a passage of moderate difficulty.

(4) While it is admitted that in many districts Gaelic is not now the speech of the children, this is no reason why they should not be taught the language of their parents. Indeed, from reading the reports from some schools, one is constrained to make the observation that the presence even

of a minority of English speakers is made, too often, the pretext for neglecting the teaching of Gaelic altogether. Yet it is an established fact that, given tuition that is at once systematic and continuous, definite progress in acquiring Gaelic may be made by children originally ignorant of it, so long as they are associated even with a few who are native Gaelic speakers. It is encouraging to quote the report of a teacher in Lewis: "Even parents who are not native speakers are now eager to find their children taking an interest in Gaelic," and he adds, "I am convinced that, where Gaelic is methodically taught, the young speak English with more correctness and fluency than they do where its study is neglected." It is common testimony from teachers of bi-lingual children that instead of Gaelic being a hindrance to the acquisition of English, its possession and cultivation is an undoubted help. Were there indeed no other inducement to study Gaelic than that through its use might be eliminated the very imperfect English one hears in districts where it has ceased to be the speech of the people, that fact alone should be sufficient justification for its preservation.

(5) Gaelic should, if possible, be offered to all children, whether native speakers or not, in Elementary Schools, but in any case in Post Qualifying Classes; in Secondary Schools even outwith the Highlands, it should be given equal status with any other language in the curriculum. The relegation of Gaelic to the precarious position it now enjoys is unworthy of Scotsmen, and should meet with the strong disapproval of every true educationist. Apart altogether from sentiment, and it is a force one cannot discount, if another language is to be studied in addition to English, which one is more appropriate than Gaelic? It possesses all the linguistic features that have long been the commendation of the languages of Greece and Rome, with this advantage besides, that it is readily accessible and is of native growth. It has woven itself into the woof of British culture—literature, history, topography, music. These have all borrowed widely from Gaelic, so that without a knowledge of it a considerable portion of these and other branches of learning must remain for the student a closed book.

(6) It is suggested that the inspection of, and the reporting on Gaelic, be more regular than it is at present, as that might be the means of stimulating greater interest in its study, and that this be kept in view by the Department in the allocation to districts of the members of the Inspectorate.

(7) The Committee is of opinion that in view of the fact that a considerable number of qualified teachers of Gaelic is at present available, Education Committees for areas where the supply is inadequate, should go outwith their own districts for teachers of Gaelic, as they do for teachers of other subjects.

(8) That by conference with teachers, parents, and otherwise, An Comunn should endeavour to impress on all concerned the value of bi-lingualism.

(9) Experiments in the teaching of Gaelic by the direct method with as much time allotted to Gaelic as to English in the time-table, should be conducted in each Highland County in districts where children have become anglicised.

(10) That a deputation of selected teachers should be sent to Ireland to study the method of teaching a second language; these would subsequently give the benefit of their experience to other teachers engaged in the experiment.

(11) Education Committees in Highland Counties, Training Colleges, the Education Department, should co-operate in setting up and supporting a Gaelic Summer School for teachers already in service, to enable these teachers to extend their knowledge of Gaelic, and to become familiar with the technique of the direct method of teaching.

(12) In Intermediate and Secondary Schools, staffing should be sufficient to provide separate classes for learners.

(13) In Training Colleges, Gaelic students should include in their course methods of teaching Gaelic to learners and native speakers. The Gaelic class should provide practice in lessons with Gaelic as the medium of instruction, *e.g.*, History, Geography, Nature Study.

(14) In Theological Colleges, students should have facilities for practice in the conduct of Gaelic services, and should be required to write and preach discourses in Gaelic as well as in English as part of their course.

(15) That the Scottish Education Department be asked to issue a memorandum on the teaching of Gaelic, as has been done in the case of other subjects of the curriculum.

(16) That the Education Department be asked to receive a deputation with regard to those matters in which action by the Department seems to be called for.

(17) A knowledge of Gaelic should be required of officers in the public service in Gaelic-speaking areas.

(18) That the Executive be asked to authorise the printing and circulation of this report, and that the Special Committee be continued in being to take such steps as may be necessary and practicable to carry out the recommendation of the report.

[These recommendations were approved by the Executive at its Meeting on 24th January, 1936.]

THE GAELIC POPULATION OF SCHOOLS IN AM FIR-GHAIDHEALTACHD.

County.	No. of Schools Professing Gaelic	Number of Scholars.		
		Mainland.	Islands.	Total.
Sutherland ..	12	154	—	154
Ross	71	318	2242	2560
	(but only 65 answers)		(Lewis)	
Inverness-shire	131	337	2733	3070
Argyll	70	577	768	1345
	(but only 54 answers)			
Totals	284	1386	5743	7129

SECONDARY SCHOOLS, AND ADVANCED DIVISION SCHOOLS
WITH A THREE YEARS' COURSE.

County.	School.	Total Roll.	Number Taught Gaelic.	Per- centage.
Ross ..	Nicolson Institute, Secondary School	352	116	18
	Dingwall Academy	350	11	
	Ullapool	44	8	
		— 746	— 135	
	* Bayble, Advanced Division School ..	57	57	100
	Aird	45	45	
	Lionel	66	65	
		— 168	— 167	
Inverness- shire ..	Portree, Secondary School	157	91	16·7
	Fort William	175	30	
	Inverness Academy	500	23	
	Kingussie	85	9	
		— 917	— 153	86
	Dunvegan, Advanced Division School	20	20	
	Uig	19	19	
	Broadford	37	26	
	Sir Edward Scott	37	26	
	Bayble	27	26	
	Daliburg	37	35	
	Castlebay	44	39	
		— 221	— 191	
		373	76	
Argyll ..	Oban, Secondary School	35	20	20·4
	Tobermory, Advanced Division School	119	40	
	Lochgilhead	113	50	
	Bowmore	32	32	
	Cornaigmore	— 299	— 142	
	* Three Years' Course.			47·4

In 1929, figures received from the Directors of Education showed that the number receiving instruction in Gaelic was 8977. This year the corresponding figure is 7129, a decrease of 20 per cent. One would like to believe that the numbers being taught in 1929 were over-estimated — a decrease of 20 per cent. in six years is almost incredible.

UNIVERSITIES AND TRAINING COLLEGES.

EDINBURGH UNIVERSITY—

First Year	..	..	..	..	..	..	8
Second Year	..	..	..	..	..	..	6

GLASGOW UNIVERSITY—

Elementary	..	..	..	..	..	..	3
Ordinary Degree	..	..	..	..	..	..	22
Higher Ordinary	..	..	..	..	..	..	11

ABERDEEN UNIVERSITY—

..	—
Total						50

JORDANHILL TRAINING COLLEGE—

*Juniors	..	..	..	..	..	..	13
*Seniors	..	..	..	..	..	..	11
†Article 39 Students, for recognition as Teachers in the							
Advanced Division Schools	..	..	..	..	..	..	6
†Chapter V. Students	..	..	..	..	..	..	1
Beginners' Class	..	..	..	..	..	..	14
Total						..	45

* Non-Graduates. † Graduates.

IRELAND.

By Rev. M. MacLeod, M.A., and Alex. Nicolson, M.A.

PRIMARY SCHOOLS.

The Irish Language is taught to all children, whether Irish speaking or not, the aim being to train the children to understand Irish and to speak it as their natural language.

In the Infant Classes the instruction is entirely in Irish, when the teachers are sufficiently qualified.

There is a graded syllabus of work for the various standards, consisting of conversation, story-telling, reading from suitably graded readers, and writing, beginning with Standard I. Text Books in Irish have been published in Arithmetic, History, Geography, Algebra, Geometry, Music, Carpentry, Cooking, Science, and Classics. Government assists in the cost of preparing suitable Text Books, which enables them to be purchased at cheaper rates than would otherwise be possible.

The playgrounds are divided into two sections—Gaidhealtachd and Galldachd. In the former all pupils are obliged to speak Irish only.

Among the inducements offered by Government for the cultivation of the language there is a payment of £2 per annum to the parents or guardians in respect of each school child between 6 and 14 when the Education Department is satisfied that Gaelic is the spoken language of the home, and that the child speaks Irish naturally and fluently. It is recognised that this payment has done more to assist in the revival and preservation of the language in Irish speaking districts than any other scheme so far attempted.

A new movement known as Clann na h-Eireann, in which everything is done through the medium of Irish, has recently been established with the object of providing physical training, games, and camping for young Irish speakers.

There is in existence a body which encourages the production of plays by children of Primary Schools. Competitions are held annually, and prizes awarded for the best plays and for the best individual performances. Vocal music receives great attention in all schools.

SECONDARY EDUCATION.

In the Secondary Schools the work is done entirely in Irish where the teachers are qualified, as most of them now are.

Residential Preparatory Colleges have been established to provide a suitable Secondary School course for young persons who desire to prepare themselves for admission to a Training College to become primary teachers. Irish is the ordinary language of these colleges.

Irish is a necessary subject in all Civil Service examinations, and before appointments are confirmed candidates have to pass an oral test to indicate that they have reached a certain standard of efficiency in the spoken language. In the near future Irish will probably be made compulsory for local public appointments; up till now it has only been given a preference. Recently, arrangements have been made for staffing all the police stations in the Gaidhealtachd with Irish speakers exclusively, and it is intended that all the work of the police in writing and speaking shall be done in Irish. The District Justices in Connemara and Donegal hear cases in Irish.

REPORT ON THE WELSH ASPECT OF THE LANGUAGE PROBLEM.

By G. E. Marjoribanks and A. MacLeod, M.A., B.Sc.

The revival of the Welsh language is the story of a people who, taken as a whole, have been very much in earnest about it. Wales has had certain notable advantages over Scotland, of which the chief are the old-established adult Sunday School (which had no counterpart in the Scottish Highlands), the close and unfailing support of the Churches, and a long succession of public men of outstanding ability and personality who threw their whole weight on the side of Welsh just when it was most needed. Most important of all in the later phases of the problem, the Board of Education has assumed responsibility for the welfare of the language to an extent that has no parallel in Scotland.

A review of the struggle for the revival of the native language in Wales and Scotland shows that, while certain differences naturally occur, the difficulties to be faced are generally similar. Hence much may be learned from the Departmental Committee's Report on the position of the Welsh language ("Welsh in Education and Life," 1927). A perusal of this important contribution to the literature of bi-lingual education is recommended, and the attention of the Committee is particularly directed to the following findings of the Board of Education:—

1. That as long as spoken and written Welsh is vigorous in any one part of Wales, it is possible for other regions that have lost that vigour to regain it fully under more favourable circumstances in the future.
2. That unless Welsh is taught in the schools it has no chance of surviving. It cannot live unless it acquires, in the minds of those who speak it, that prestige which alone will overcome the apathy of parents, and which is impossible until the language is an integral part of the general culture based on the schools.
3. That the key of the whole position is the Elementary School, and that Welsh, if a second language, cannot be introduced too early in the school life of the pupil.
4. That Welsh should be made the medium of instruction, as far as possible, not only in Welsh but in other subjects as well; that oral self-expression

should precede reading and writing, translation being avoided in the earlier stages.

5. That no less important than an adequate place for Welsh is that a Welsh spirit shall pervade school and playground.

The present position in Wales was explored by means of a questionnaire addressed to officials and to representative teachers in schools and colleges. The Committee is greatly indebted to these for the valuable help given, as well as for the sympathy and interest evinced by them in the problem under investigation. This inquiry was supplemented by personal contact and conversation with Welshmen who are taking an active part in their language revival. A survey of the Welsh situation, as presented in the enclosed documents, suggests the following recommendations for consideration by the Committee. [These recommendations were adopted, and are included in the recommendations of the Committee as appearing on pages 9-11.]

REPORT ON VISIT TO WALES.

By G. E. Marjoribanks.

I saw Pentre Rhondda Babies' and Infants' School (Miss M. James), Cilfynydd Boys' School (Mr. John Phillips), Nelson School (Mr. Rees), St. Nicholas (Mr. D. T. Jenkins), and Aberdare Central School, where Welsh is taught by Mr. D. O. Roberts, specialist in the direct method.

In E. Glamorgan, over 90 per cent. children are wholly anglicised, and even the younger parents have lost their Welsh. A minimum of $2\frac{1}{2}$ hours of Welsh is on every timetable, but many teachers evade even so much. On the other hand certain teachers have had the courage to face the fact that Welsh cannot be taught on $2\frac{1}{2}$ hours a week, and have set out to teach it thoroughly by the direct method. The plan followed in the above schools is roughly alike. In Pentre, the Babies and Infants up to six years of age are taught everything in Welsh, except that they get a little English reading before going on to the Primary School. In Cilfynydd, equal time is given to English and Welsh. In Aberdare, Mr. Roberts (not a headmaster) is allowed only $2\frac{1}{2}$ hours a week, and only gets the children from age 12. No English is used in any of these lessons, and no translation.

I spent a half day in each of these schools.

PENTRE.

The Babies were learning big coloured letters with corresponding pictures and objects (A for Afal, etc.). The smaller Infants had a complete model of a farm-yard, and were arranging the animals and birds in their various shelters, etc., as the names were called out. Children in succession would imitate the sounds and movements of animals, the others describing what they were doing. Animated Welsh conversation was kept up among the children themselves. The older Infants were doing a complete series of farming operations from sowing to reaping. This class listened with interest to an account I gave them of the animals I had seen in the Indian jungle, and asked me questions about them (which I couldn't answer!) Stories were being recited by pupils, the others answering questions about them. No reading is done except on the blackboard of matter which the children have seen and heard first. A wide variety of conversation between teacher and class on all matters coming under the daily observation of the pupils was the most striking feature of

the work at all stages. A gifted Welsh teacher is working out a very wonderful series of big coloured cards dealing with a large number of subjects in all stages of number, tense, person, sex, etc.

CILFYNYDD.

I spent the morning in Standards II. (8 years old), IV. and V., and heard the Scripture lesson in Welsh. Pictures and objects were extensively used. What impressed me most here was the ease and accuracy with which Std. II. boys, in only their second year of a second language, conversed on the large number of subjects discussed and the keen pleasure they took in the work. This starts conversationally, and passes gradually to reading on the blackboard, reciting, regular reading with frequent questions, and writing. Mr. Roberts's own text-books are used here. I heard Std. V. reading Welsh history and discussing it, the boys asking questions as well as answering them. I took the following extract from H.M. Inspector's report:

"In Std. I. Welsh is taught by the direct method. Oral work is the basis. In Std. IV. the pupils' mastery of Welsh, both for oral and written expression, is such that they can speak freely in Welsh on any topic, write free composition creditably, write freely and naturally in both languages, and with a surprising measure of accuracy in Welsh which is a second language to most of them. The classes seem to have been 'braced' and imbued with a new vitality by the more purposive interest in expression that characterises the experiment."

The triumph of the experiment came when the first lot of boys went up for the examination in English for the Higher Grade Schools. Out of 35 in Std. V., 19 were placed in Intermediate Schools and 5 in Central Schools, an unprecedented proportion for any school in the County.

I heard Mr. Roberts teaching Welsh to boys of 13 and then of 14 and over, *i.e.*, beginning their second and third year with him. They were working with "High-Road to Welsh," Part I. and II., respectively. The work in these books is all done first by conversation, acting and gesticulation, and the blackboard, and is only read in the book afterwards to confirm it. The noteworthy thing was here that the first class, though they had only had Mr. Roberts for one year at 2½ hours per week, understood all his questions on a wide field of subjects, even when these were rapped out purposely at great speed, and not only answered them with avidity, but were able to question him freely. This Mr. Roberts is a genius at the direct method.

I heard him lecturing on it to a class of nearly 100 teachers at a Summer School in Aberystwyth. He is employed, in his spare time and without remuneration, by the Union of Welsh Teachers (a body of over 1,000 concerned solely with improving the teaching of Welsh in schools) to give demonstrations before assembled teachers, working with a class of children with no Welsh. He never uses a word of English, and undertakes to have any class of children, of any country, answering questions in Welsh at the end of one lesson.

One or two indirect results of these experiments are worth noting. Many parents who had lost their Welsh, seeing the high place assigned to it in these schools, have now taken it up and are speaking it with their children at home. Many old words and idioms long lost are coming back into use, even in E. Glamorgan. Mr. Roberts has recorded in his written evidence: "There is not the slightest doubt that the best English is in schools where Welsh has been scientifically taught in the lower standards."

Put in a word, these schools have proved that wholly anglicised children can be turned into fluent speakers, readers, and writers of Welsh in a few years, and with a better knowledge of English at the end of that time than is possessed by monoglot English speakers.

REPORT ON THE POSITION OF WELSH in Theological Colleges, University Colleges, Training Departments, Secondary Schools, Elementary and Infant Schools.

The replies received to questionnaires submitted showed some differences of practice and of opinion, varying according to locality, experience, and attitude of writers. The summary of replies submitted herewith is thus of a general character, but it is hoped that the position is presented fairly and accurately.

Reports on two experiments (Pentre Infants' School and Pontypridd Boys' School) are sufficiently important to be submitted in full. An interesting report by the Board of Education to the Glamorgan Authority is also enclosed.

While conditions in Wales, in regard to density and distribution of population, size of schools, industry, and number of native speakers, differ from conditions in the Highlands and Western Isles, the problems of language preservation are essentially similar, and the special attention of the Committee is drawn to the following points:—

- (a) THE WELSH EDUCATION DEPARTMENT is anxious to maintain and develop Welsh, and urges the Education Authorities to have the teaching of Welsh put on a more satisfactory footing.
- (b) THEOLOGICAL COLLEGES provide ample opportunity for practice in conducting services in Welsh.
- (c) TRAINING COLLEGES continue the study of Welsh, and give instruction in methods of teaching Welsh to native speakers and to beginners. Stress is laid on accurate and cultured speech on the part of students in training: a colloquial knowledge of Welsh, without historical or literary background, is not a sufficient qualification for teaching the language.
- (d) SECONDARY SCHOOLS provide classes in Welsh for native speakers and for learners. In the School Certificate, examination papers suitably graded in scope and standard are set.
- (e) PRIMARY SCHOOLS teach both Welsh and English, and use Welsh as a medium of instruction in Welsh, and in some other subjects.



SUMMARY OF REPLIES TO QUESTIONNAIRE ADDRESSED TO

I.—THEOLOGICAL COLLEGES.

- (1) The great majority of students are Welsh-speaking, and most of them have taken Welsh in their Degree Course in Arts.
- (2) Individual professors may use Welsh as the medium of instruction in lectures, but owing to the presence of monoglot English-speaking students, English is generally used in lectures. Occasionally discussions are held in Welsh.
- (3) In the last year of the course, students are required to write and preach a discourse in Welsh, followed by criticism and discussion.

II.—UNIVERSITY COLLEGES.

[Of 827 students who matriculated in 1933-34, 288 possessed qualifications in Welsh or Welsh Language and Literature.]

- (1) Total staff in Welsh Departments of the four Colleges is 12 (4+2+3+3).
- (2) Welsh is the medium of instruction in Welsh, in Welsh History, in some Greek and Hebrew Classes, and in some Classes in the Department of Agriculture.
- (3) The qualification for admission to the Welsh Class is at least as high as that required for Latin or French Classes. "As Welsh is used in lectures on Celtic Philology, a sound knowledge is required even in the first year."
- (4) The ratio of time given to Modern Welsh to time given to Old Welsh varies from 3: 1 in the first year to 1: 3 in Honours Class.

DRAMA.

- (5) No adviser for Welsh dramatic productions was appointed, though an "outsider" assisted the Welsh Dramatic Society for some years.
- (6) Three plays by Ibsen were translated into Welsh, two of which were performed successfully at Bangor; several English plays have been translated and performed; two or three original Welsh plays were also produced at Bangor.

PUBLIC SERVICE.

- (7) For public service administration there is a one year's course in Welsh Civics.

- (8) A knowledge of Welsh is required of Medical Officers of Health (usually), and of Directors of Education (in North Wales at any rate).

ORTHOGRAPHY — TECHNICAL TERMS.

- (9) A report has been issued on standard orthography; occasional reports on new words and technical terms are issued by the Board of Celtic Studies.

III.—TRAINING DEPARTMENTS (FOR TEACHERS).

- (1) In addition to the Degree Course in Welsh, there is a more general course for all Welsh-speaking students, in which the medium of instruction is Welsh.
- (2) Welsh is not a compulsory subject for all teachers.
- (3) The course in Methods of Teaching Welsh is conducted by the Methods staff, who have Honours, Welsh qualifications, and school experience.
- (4) Vacation Courses for teachers include methods of teaching Welsh to Welsh-speaking and English-speaking pupils.

IV.—SECONDARY SCHOOLS.

- (1) In the entrance tests, candidates have a choice of three papers :
 - (a) with 5 questions in English and 3 in Welsh,
 - (b) with 4 questions in English and 4 in Welsh,
 - (c) with 3 questions in English and 5 in Welsh.

[The Union of Welsh Teachers in Glamorgan is pressing for a separate paper in Welsh on the ground that the alternatives enable pupils to evade the Welsh questions, and that the teaching of Welsh in Primary Schools would improve if candidates had to sit a separate Welsh paper.]

- (2) Welsh is the medium of instruction in Welsh; also in Scripture and (in some schools) French, Latin, History, Manual Instruction, Games.
- (3) In large schools it is possible to teach entrants in three groups :
 - (a) pupils who can read, write, and speak Welsh,
 - (b) pupils who have only a slight or colloquial knowledge of Welsh,
 - (c) pupils who have no knowledge of Welsh.

In most schools, only two groups are possible.

- (4) There is no compulsion, but pupils with little or no knowledge of Welsh are encouraged to include Welsh in their curriculum.

- (5) Some pupils without previous knowledge of Welsh are found to make good progress in the language.
- (6) There are *three* papers, differing in content and standard, set in the School Certificate examination, all recognised in the Senior Certificate. There have been some complaints that the paper set for English-speaking pupils is more difficult than the French paper, but others think that the Certificate examination in French is harder than in Welsh.
- (7) There is a good and increasing supply of Welsh textbooks available.
- (8) Bi-lingual pupils appear to do better in Latin and French than monoglot English-speaking pupils.
- (9) In Secondary Classes, 3 or 4 periods per week ($\frac{3}{4}$ hour) are given to Welsh.

INFANTS AND PRIMARY SCHOOLS.

Note.—Type A—Schools in which majority of pupils speak Welsh.

B—Schools in which only a minority of pupils speak Welsh.

U.—Union of Welsh Teachers.

W.—Welsh.

E.—English.

- (1) LANGUAGE OF INFANTS' DEPARTMENT is exclusively W. in Welsh districts; in some town schools parallel classes are formed, requiring an additional teacher or teachers; in some B schools mimetic exercises in W. are given, and Welsh Nursery Rhymes and Folk Songs are generally taught.

In the opinion of U. the work done in W. in the B type of school (*e.g.*, in Glamorgan) is not satisfactory at present. This unsatisfactory position is ascribed partly to Memorandum I. of the Welsh Department of the Board of Education, which states that "the formal teaching of a second language in the Infants' School is neither necessary nor desirable." Thus many schools which had taught W. with E. in Infants' classes cut it out almost entirely, and the Board found it necessary to modify the statement quoted. The memorandum is (on this point) in direct opposition to the opinion of the International Conference of Teachers in Bilingual Countries, which holds that in bilingual countries the second language should be begun in infancy.

- (2) **By THE AGE OF 7**, pupils in A schools read and write W. easily; pupils in B schools read and write W. remarkably well, probably better (according to Roberts) than pupils in A schools write English.

"Teaching in W. is now done on more scientifically linguistic lines than the usual stereotyped methods of teaching E. It is assumed, too often with detrimental results, that children understand E."

- (3) **PROFESSION IN ARITHMETIC** is the same for all schools; in A schools counting is done in Welsh.
- (6) **Medium of instruction** after second language is introduced.

[*Note.*—Our questionnaire, based on Memorandum referred to, assumed Second Language was introduced in Primary I., age 7-8.]

In A schools, W. is used in the teaching of Arithmetic in Primary I., then W. is gradually displaced by E. In other subjects, W. or E. may be used "according to the subject matter."

In B schools, E. is generally the medium of instruction in all subjects; in some instances Music and Scripture are taken in W., also History and Geography of Wales.

- (7) **TIME-TABLE.**—An average of $\frac{1}{2}$ hour per day appears to be given to E. and W.; in B schools this is the minimum recommended. In some schools it is either not given or not used effectively. Few head-teachers allot more than minimum time to W.
- (8) **AT AGE (11-12) YEARS**, W.-speaking children can write both W. and E. to dictation, and write a story or original composition in either language; pupils who have learned W. as a second language do not reach their E. standard (according to Roberts they are "far below"); in some B schools pupils at this age write very good W.

The effect of the new scheme in Welsh published by U. has not yet been felt in full, but the evidence points to a distinct improvement. In this scheme great stress is laid on oral expression.

- (9) **FORMAL GRAMMAR** is introduced gradually in both E. and W.; the new method of Welsh teaching is not based on Grammar teaching.
- (10) **IN THE PLAYGROUND** the language used is W. in Welsh districts; in mixed districts, E. is generally used.
- (11) **SCHEMES OF WORK** vary; three schemes have been prepared for different areas; the scheme drawn up by U. is in fairly general use.

(12) THE SUPPLY OF TEXT-BOOKS IN W. is ample for A Schools; for B schools the supply is fairly adequate, and is being constantly improved through the efforts of U. There is a demand still unsatisfied for "story" readers in W. suitable for B schools.

(13) COMPARISON OF ATTAINMENTS.—

(i) The E.-speaking pupil does well if his work at (11-12) equals that of W.-speaking child at 9 or 10 years.

(ii) While at the age of 7, E. in A schools is about a year behind that of B schools, yet by the age of (11-12) the written E. of A schools is in general more correct. The best E. is found in schools where W. has been taught scientifically in the Lower Standards. In these schools the system adopted for W. has been naturally applied to E. with marked success.

E. in A schools is better than W. in B schools.

(14) EFFECT OF BILINGUALISM.—

(i) Facility in oral expression is better in either language. Children taught on the Welsh system apply the same methods in English, *e.g.*, in description of objects, with much better results than "English" children in the same area can produce.

(ii) The E. of children who have been taught W. on scientific lines is *more idiomatic* than the E. of children who have not been taught E. as a language.

(iii) In A schools, pupils select and read English and Welsh books with equal facility and interest; in B schools, English books are preferred, but the nature of the books at present available probably explains this. The defect in the supply of books suitable for reading in these schools is being gradually remedied.

STRATHCARRON,

Convener.

APPENDIX.

REPORT FROM PENTRE INFANTS' SCHOOL (RHONDDA)

By Miss M. J. JAMES.

We consider Mr. D. O. Roberts to be an authority on the teaching of Welsh, and he is certainly an enthusiast. My staff and I were very enthusiastic about introducing Welsh into our school, and for some years we taught every subject through the medium of Welsh, but we have lately reintroduced English reading. The Welsh teaching was uphill work at first, but the results were very gratifying. About 90 per cent. of our children are English speaking.

I will now endeavour to explain how we taught every subject from the Babies' Class up to First Class.

WELSH READING.—We taught sounds through the individual method—letter and picture matching. Language training was made the chief aim of these lessons. The teacher conversed with each child individually on every picture, and the child was expected to know the names of the different objects which the letters represented and their chief qualities by the end of the year,

e.g. A am Afal (A for apple);
Mae'r afal yn goch (the apple is red);
Mae'r afal yn grwn (the apple is round);
etc.

SECOND CLASS.—Word and picture matching and, later, sentence and picture matching. Again the children had plenty of opportunity to converse on the various pictures while learning the words and sentences. This helped the children considerably to understand the reading matter in their reading books.

FIRST CLASS.—Individual work as in Second Class, but more advanced, and this was followed by reading from books. The teacher prepared her reading lessons carefully, and encouraged the children to converse freely on them, making sure that they understood what they were reading about.

WELSH CONVERSATIONAL LESSONS.—These lessons were carefully drawn up to include everything dealing with the child and his environment, *e.g.*, parts of the body, articles of clothing, food, furniture, domestic animals, birds, common flowers, objects in the class-room, objects in the home, and objects seen on the way to school. These were graded in difficulty according to the different classes. The direct method of teaching was used—the object, model, or picture being essential in every lesson. Attention was paid from the beginning to mutations and the correct use of gender,

e.g. un bachgen (one boy), dan fachgen (two boys);
trwyn yw hwn (this is a nose—masc.);
braich yw hon (this is an arm—fem.).

Different movements were taught by the teacher doing these movements herself, and saying what she was doing at the same time,

e.g. rwyf fi yn eistedd (I am sitting).

Then the children repeated after their teacher—

“Mae Miss Jones yn eistedd” (Miss Jones is sitting).

Many of the children were then called upon to do the same. The teacher would now give the command to herself first, and then to the children.

Teacher : "Eisteddwch, Miss Jones" (Sit, Miss Jones).

"Rwyf fi yn eistedd" (I am sitting).

Class : "Mae Miss Jones yn eistedd" (Miss Jones is sitting).

This procedure was followed in teaching the usual movements of the child. Some movements were taught by means of different games.

PICTURE TALKS.—These we found very helpful. Each child was given a picture, and the teacher went to each child to talk to him about his picture, and at the same time encouraged the children to talk to each other in Welsh about their pictures. After these lessons they improved very much in conversing in Welsh, both in school and in the playground.

NATURE LESSONS.—In the Babies' Class the children were expected to know the name of the object and a few simple sentences describing it. In Second Class they were trained to answer questions orally in complete sentences, and in First Class they were expected to write single sentences in connection with all their Nature Lessons.

STORIES.—Pictures and illustrations were essential. In the Babies' Class the illustrations were simple but attractive, and the teacher generally made up the story in connection with the picture. Then she asked simple questions on the picture and story. In Second Class the stories were a little more advanced, and easy fairy tales were introduced. The children were encouraged to reproduce them orally in Welsh, using short sentences, the teacher correcting them when necessary. In First Class the ordinary stories and fairy tales were given, and the children were expected to reproduce them in their own words.

RECITATIONS AND RHYMES.—These were a great help to the language, the children dramatising the rhymes and some of the recitations.

GAMES.—Playing the different games in Welsh was a great help towards making the children fluent in the language.

KINDERGARTEN.—The teacher explained in Welsh how to do their different handwork models, and encouraged the children to talk Welsh among themselves during these lessons.

SCRIPTURE.—Bible stories were given in Welsh. Welsh hymns were taught, and Welsh Scripture verses.

The inspectors were pleased with the results, and admitted that the standard of work in all subjects in English in Standard I. was equal to the standard of work in English in schools which had taken no Welsh in the Infant Department, and also that our standard of work in all subjects in Welsh was equal to the standard of work in English.

The pupils were once tested in a bilingual investigation. A story was related to the children in Welsh, and the children had to reproduce it in English and *vice versa*. The inspector told us on this occasion that we had trained them well in the art of bilingual thinking.

PONTYPRIDD EDUCATION COMMITTEE.

A SCHEME OF WELSH IN A BILINGUAL SYSTEM OF EDUCATION AS PRACTISED AT THE CILFYNYDD BOYS' COUNCIL SCHOOL, PONTYPRIDD, UNDER THE SUPERVISION OF MR. JOHN PHILLIPS, HEADMASTER.

POSTULATE.

The average child has no desire to become erudite, but wishes to become a useful member of the community to which he belongs, and has no use for a smattering of Welsh which leaves him inarticulate and helpless.

The author of this scheme is convinced that the efforts of the past forty years to teach Welsh have been futile owing to the inadequate time given to the language. Improvement in teaching methods alone will not suffice. The time given to English as a subject, and as a medium, was usually 25 hours per week, and to Welsh $2\frac{1}{2}$ hours per week—or half-an-hour per day. It should be obvious that if 25 hours per week is deemed necessary to teach children to express their thoughts in English, $2\frac{1}{2}$ hours per week is foolishly inadequate to give children a useful command of Welsh.

LOCAL CONDITIONS.

Cilfynydd is a mining village with a population of about 4000.

The result of a Linguistic Survey carried out by the School Staff seven years ago was as follows:—

1. CHILDREN.

Children who can speak Welsh	...	...	...	...	34
Children who can understand Welsh	...	...	...	...	35
Children who cannot understand Welsh	...	...	...	...	217
Total Number on Registers	...	...	...	...	286

2. PARENTS.

Children with both parents Welsh speaking	...	...	...	89
Children with one parent Welsh speaking	...	...	...	60
Children with neither parent Welsh speaking	...	...	...	137
				286

3. HOMES.

Children whose home language was Welsh	...	...	...	37
Children whose home language was partially Welsh	...	...	...	74
Children whose home language was entirely English	...	...	...	175
				286

4. SUNDAY SCHOOLS.

Children attending Welsh Sunday Schools—taught in English	...	...	...	...	Nil
Children attending Welsh Sunday School—taught in Welsh	...	...	...	...	104
Children attending English Sunday Schools	...	...	...	...	167
					271

CHURCHES.

There are four Welsh Churches in the village — Methodist, Congregational, Baptist, and Wesleyan. There are also four English

Churches — Church in Wales, Baptist, Presbyterian, and Primitive Methodist.

The Welsh Churches were first established, and have the largest adult membership, while the English Churches attract more juvenile adherents.

In the Welsh Churches large numbers of young people remain faithful to the spiritual homes of their parents, even though they have scant knowledge of the language in which worship is carried on, and therefore can take no part in the devotions, except in the singing of hymns, which are often meaningless to them. But they are very active in literary and dramatic societies and social functions, at which English is chiefly spoken.

When the parents are removed by death the attachment of these young people to their native churches grows weaker; many of them drift away from all church activities, while a few transfer their membership and attachment to an English Church.

All political meetings and social service committees are conducted in English, but a considerable amount of business is still transacted in Welsh.

THE SCHOOL.

This school was opened in 1887, and has been conducted efficiently in the traditional manner of most Welsh schools, during the last fifty years with an English curriculum, and devoting half-an-hour daily to Welsh as a subject of instruction.

As might have been expected, the overwhelming English bias in school, as in most schools in Wales, helped by a considerable immigration of English workers whose children had no real chance to learn Welsh, has transformed the character of the village, gradually changing the language of the street, the home, and all social functions, and making English predominant wherever young people are assembled.

AIM OF THE SCHEME.

(a) To bring school life into closer relation to the social activities of the village, which is very urgent if an intelligent bilingual community is not to degenerate into mono-linguists without any critical acumen or pride in precise and exact diction, and to save the schools from the reproach of stifling and burying an ancient culture instead of fostering and cultivating it.

(b) To offer the children an education and stimulus of mind which is of more permanent value to them than the amassing of historical, geographical, and scientific facts which they dimly comprehend and are soon forgotten because they have no use for them after leaving school. But two languages which are in constant use in their daily surroundings after they leave school, grow and improve by usage and widen their interests.

(c) To teach children to love good Welsh and speak it with an ancestral pride.

GUIDING PRINCIPLES.

The following are the principles which have guided the author in making his decisions :—

1. To make children truly bilingual, the time given to the two languages should be approximately equal.
2. In a common experience in a bilingual district that all bilinguals invariably use Welsh as their medium of intercourse with certain of their acquaintances and English with

others, even though all the parties are bilingual, and an inhibition or an awkwardness seems to arise when circumstances, such as the presence of a third party, compel them to converse in another medium. Use is made of this psychological experience. Hence certain teachers are chosen to do their work entirely in Welsh, and children speak to them at all times in that language, thereby establishing an inhibition in one language which compels them to use the desired medium. It also spares the teacher the difficult task of holding the balance evenly between the two languages, and dropping into the pitfall of using the better known language for all difficulties.

SUBJECTS.

In choosing subjects for use as media of instruction, regard has been paid to the immediate needs of the pupils outside school, and the facilities at hand for use of their acquired knowledge of those subjects. Scripture, therefore, was an easy first choice; music came next, Welsh history followed, and then the geography of Wales. Simple lessons on Nature Study are given, but this subject is retained in the English curriculum because the time at our disposal is limited.

Some subjects are chosen for giving relief from incessant talking strain to the teacher, such as drawing, writing, and games.

A STATEMENT BASED ON AN INVESTIGATION INTO THE TEACHING OF WELSH IN THE ELEMENTARY SCHOOLS OF GLAMORGAN (1931).

INTRODUCTORY REMARKS.

1. During 1931 some of H.M. Inspectors investigated the teaching of Welsh in the Elementary Schools controlled by the Glamorgan Authority. Every department, Boys', Girls', Mixed, and Infants', was seen, and much information was gathered. This was the first of a comprehensive series of similar enquiries which the Board hope to carry out in the near future in different parts of Wales.

2. Since the publication of the Report, "Welsh in Education and Life," the general attitude towards Welsh in the Glamorgan Schools has changed for the better. The position of the language in the schools has improved, and a number of teachers, both individually and in groups, have devoted much thought and time to finding better and more effective methods of teaching the language, both as a first and as a second language. Though much of this activity is still in a tentative and experimental stage, it is very praiseworthy and deserves the fullest encouragement. This search for improved methods and better technique will doubtless go on. It is believed, therefore, that the interests of the language in the schools will be better served at this juncture by directing attention, in this statement, to some of the broader issues involved, rather than by dwelling upon subsidiary matters. In another five years or so, a fuller report would perhaps be desirable.

3. Linguistically, there are three main categories of schools in Glamorgan, viz. :—

- (i) Schools in Welsh districts, where all or nearly all of the pupils are Welsh-speaking. The majority of these schools are in the West and North-West part of the County.
- (ii) Schools where Welsh-speaking and English-speaking children are to be found in ratios that vary considerably. These schools are also mainly in the West and North West, but a few are to be found in other districts.
- (iii) Schools where all or nearly all of the pupils are English-speaking. These are to be found mainly in two types of districts, viz. :—
 - (a) The districts where Welsh is not the prevailing tongue, *e.g.*, the Gower Peninsula, some parts of the Vale of Glamorgan, and of the Eastern part of the County, and
 - (b) The districts where Welsh is the prevailing tongue of the adults but not of the younger people, *e.g.*, the Garw Valley, Maesteg, Gilfach Goch.

4. The social environment of the schools of category (i) is thoroughly Welsh. It is appreciably Welsh in the districts in which are to be found the schools of category (ii).

5. In some of the districts served by schools of category (iii), the general social atmosphere outside the school is markedly English, and evidences of social and other activities in Welsh are not frequent; in others, cultural and religious activities in Welsh are fairly common; while in some again, they are common among a comparatively large section of the adult population only. In these latter instances, the transition, in the case of the children, from being Welsh-speaking to being English-speaking is of quite recent origin.

6. These diverse linguistic conditions, both inside and outside the school, demand on the part of the teachers in the respective areas, a difference in the approach to the language problem; and, on the part of the Authority, a clear realisation of the desirability of discriminating between the needs of their respective schools when considering the teaching establishment of each school.

7. The first and most important general point that needs emphasis and reconsideration is the difference that is required between the treatment of Welsh as a first language and of Welsh as a second language. The investigation showed that this fact was often not fully realised. It is not surprising, therefore, that of only a few schools can it be said that the attainments of the pupils in Welsh, either as a first or a second language, are such as might be reasonably expected at the end of the Primary period (i.e., 11 plus or thereabouts), after a continuous and progressive course of study of four or five years subsequent to the Infants' period.

8. This result is mainly due to three defects which were noticeable in the actual practice of some of the schools. They are :—

A—Inadequate schemes of work;

B—Defective teaching, due to unsuitable methods, or an insufficient knowledge of the subject, or both;

C—Lack of continuity in the work.

SCHEMES OF WORK.

9. During recent years there has been an awakening among teachers to the need for better developed schemes, and there are now two or three schemes available which, if adapted to the special needs of each school, would doubtless yield greatly improved results, granted competent and continuous teaching. One very detailed scheme, covering the work for the first two years of a five-year course, was found in many schools, but its value was often greatly minimised by a disregard for the exercises in reading and writing which were intended to be clearly associated with the oral work as an integral part of the scheme. The conversational method of teaching a language is likely to produce ephemeral results unless it is reinforced by regular and appropriate practice in reading and writing. It should at the same time be stated that this scheme, and one or two others which are equally effective when capably adapted and applied, have not been in use long enough to ensure everywhere a very appreciable degree of improvement, or indeed, long enough to be finally judged.

10. Pending the establishment, in all the schools, of well-graded and suitable schemes in Welsh that adequately meet their particular needs, the adoption by the schools of general schemes can be defended as a temporary measure; but all teachers, and head-teachers in particular, should so devote their attention to the problem of Welsh teaching that each school may ultimately be as competent and as eager to fashion its own Welsh scheme as it is to draw up schemes in any other sections of the curriculum.

THE TEACHING OF WELSH.

I.—IN SCHOOLS WHERE WELSH IS THE HOME-LANGUAGE.

11. In the Welsh districts of Glamorgan in particular the place of the home-language in the school needs careful reconsideration. Very good work is being done in several of the Infants' Schools, where Welsh is the medium of instruction. Although there is, even here, room for improvement, e.g., in a more correct and cultured use of the

language by some of the teachers, it can be said that these schools have striven successfully to do their duty by the children in their use of the mother-tongue. This is, however, not true, with anything like equal force, of many of the junior departments in these districts. In some cases, although the children have, quite properly, been taught almost exclusively in Welsh as infants, they are suddenly introduced to English as a medium of instruction immediately upon their entry to the junior departments. There can be no justification for action of this kind, least of all on educational grounds.

12. In those schools, the gradual introduction of English by means of a well-considered course of study, until it can be rightly used as a medium of instruction, is essential, and Welsh should continue to be the chief language used during the first year in the junior department. Nor ought it to be completely abandoned as a medium of instruction at any later period. It might still serve, for instance, in the teaching of Scripture, and in some amount of the teaching of History, Geography, Nature Study, and possibly other subjects. There should be a greater and a more consistent effort to secure, year by year, side by side with an improvement in the pupils' English, an improvement in their ability to read and to write Welsh, and especially to appreciate Welsh literature. It is here that the teacher, who, though Welsh-speaking, does not possess a cultural background to his ability to speak the language, is found wanting. He may perhaps serve in the lower classes; but he is unable at the later stages to develop with accuracy the child's growing power in the language, because he does not write Welsh accurately himself, and because his knowledge of Welsh literature is meagre.

13. It was noted also that some classes, in which Welsh had been used as a medium of instruction in the Infants' School, were being taught the language at a later stage in the junior department as if it were for those classes a second language. Had this been really necessary, it would have argued a serious neglect of the language and an unaccountably rapid loss of it at some time during the interval. This course of procedure was, however, demonstrably unnecessary, and indeed quite unjustifiable.

14. In a few of the schools in the "Welsh" districts there was a well-intentioned and relatively successful effort to secure for Welsh its place as the native tongue, and it was observed that this was ordinarily due to the interest and the active part which the head-teacher took in the work. The interest taken by a head-teacher in this work, as in any other branch of the school activities, adds very appreciably to the efficiency with which it is done, and invests it with a prestige which it must otherwise lack. Some instances were found of head-teachers who took no active part in the teaching of Welsh, although they were competent to do so, even while the language was at the same time being indifferently and badly taught by teachers under their charge who were not adequately equipped for the task. The work of these latter teachers requires careful and constant supervision to make it even moderately effective, and there were obvious instances where the head-teacher himself should have undertaken at least some part of the teaching. This remark applies equally to schools where Welsh is being taught as a second language.

15. Some head-teachers in the "Welsh" districts are doubtless influenced by a fear that adequate attention to Welsh can be paid only at the expense of neglecting English, or at any rate, of failing to attain to the standard of English required at the entrance and scholarship examination. This fear is without foundation in fact. It

is more likely that a premature use of English as a medium of instruction contributes to such a result. It is strongly urged that consideration by the Authority of the suggestions made in the Board's Memorandum No. 2 might lead to modifications in the conditions which at present govern this examination. Such modifications would help to dispel this fear, even though it be groundless and, at the same time, secure for Welsh a fuller place in these schools.

II.—IN SCHOOLS WHERE THE HOME-LANGUAGES ARE "MIXED."

16. In the schools in the "linguistically mixed" districts, the ratios between the English-speaking and the Welsh-speaking children vary so much between school and school and even between class and class, that it is impossible to indicate any one line of action which would meet the needs of all cases. In large or fairly large schools, where the numbers of Welsh and English speaking children are approximately equal, the problem is not difficult. Parallel classes can be formed on a linguistic basis, and Welsh can thus receive due treatment both as a first and as a second language. Where, however, there is a pronounced disparity between the numbers, and that usually means that the Welsh children are in the minority, this method is not possible. The best solution in such a case is at one time to synchronise the Welsh lessons of the lower classes, and at another, to synchronise the Welsh lessons of the upper classes, so that the Welsh-speaking children can be aggregated for these lessons and taught as a Welsh-speaking group. It will, however, be feasible to synchronise the Welsh lessons of all the classes only in those schools which are fortunate enough to have competent Welsh teachers for each class. Every effort should be made, in this or in some other manner, to provide specially for the Welsh-speaking children in these districts. In particular, this is recommended in districts where Welsh is generally used by the adult population, but where, through lack of teaching in the schools its use by the children is diminishing.

III.—IN SCHOOLS WHERE ENGLISH IS THE HOME-LANGUAGE.

17. In the Gower Peninsula, for example, schools of this type are to be found where children cannot be said to be affected, except rather remotely, by Welsh associations and traditions.

18. On the other hand, even in those parts of the Vale of Glamorgan and of East Glamorgan, which are to-day so anglicised that only a small minority of the children can understand (much less speak) Welsh, there are often pronounced historical, literary, and religious Welsh associations." In some of these districts there is still a Welsh religious cause, and, in many more instances, the change in the religious services from Welsh to English has taken place within the memory of many of the older residents. The difference between these schools and those of category (II.) is one of degree rather than of kind. Welsh has to be treated as a second language, but it is no more difficult to do so in these schools than it is in the schools of category (II.). In one respect it may be easier since there is no need for an organisation to deal with Welsh both as a first and as a second language; that is, the demands on the teaching capacity of the staff, as a whole, are lighter.

19. It is obvious that as much as possible should be made of present and past local Welsh associations—of all kinds—to stimulate the teaching and the study of the language. It is important, too, since fewer Welsh-speaking teachers are likely to be found in these districts, that a number of teachers competent to teach Welsh should be preserved continually in these schools at not less than the minimum

strength suggested elsewhere in this statement. Given the required teaching strength and capacity, and an unbroken continuity in the study of the language, there is no reason why the pupils of these schools should not make very appreciable progress in Welsh during their stay in the elementary school.

IV.—THE TEACHERS' KNOWLEDGE OF THE LANGUAGE.

20. The quality of the teaching varied in a marked degree from school to school, and frequently within the same school. There are teachers scattered here and there throughout the County who, in their knowledge of Welsh, their ability to teach it, and their enthusiasm for the work, leave very little to be desired. Recognition is due to them not only for what they have done, but also for demonstrating beyond dispute what can be done, even under difficult circumstances.

21. It would be a pleasure to be able to report that this was true of a much larger number of teachers. While it would be difficult to support any charge of unwillingness (although cases of apathy and indifference were encountered), it was clear that failure, or comparative failure, arose usually from a lack of proficiency. Poor teaching was due either to the teacher's defective knowledge of Welsh, or to his failure to employ adequate and suitable methods, or, at time, to both.

22. The Authority is to be warmly commended for the efforts it has made over a period of some years to overcome this difficulty, and for the steps it has taken to afford facilities by way of Teachers' Classes to enable teachers to improve their knowledge of Welsh. These classes, however, have been attended mainly by teachers who had previously no knowledge or but very little knowledge of the language, and, in particular, very little ability to speak it. The teacher who was able to speak Welsh, often with some ease and range, but who had not acquired a mastery over the language in other respects, found that the classes were not designed to meet his needs, and consequently it is to be feared that such a teacher, claiming quite justly that he could speak Welsh, did not feel called upon to attend the classes. He may also have assumed with an undue optimism, that the mere ability to speak the language was a sufficient qualification to teach it.

23. Sixty-four per cent. of the Authority's teachers are returned as being Welsh-speaking. If the term be very generously interpreted, the return is probably not very wide of the mark; but among these, it is not surprising to find that there are many whose reading in Welsh has been limited, and who write the language with difficulty, and who are therefore unable to correct, in the written work of their pupils, errors in elementary grammar or even in spelling. This criticism is offered with a degree of sympathy with some of these teachers. Their course has frequently run in such a manner, both at school and at college, that there has been little opportunity to cultivate a knowledge of literary Welsh; and yet, these teachers are obviously the best material out of which new recruits for the effective teaching of Welsh can be secured in the shortest time.

24. It is accordingly recommended that, while continuing classes for non-Welsh-speaking teachers, the Authority should also form classes specifically intended for teachers who are able to speak the language, and that this ability should be a necessary condition of entry into those classes.

V.—SPECIALISATION.

25. In view of the lack of proficiency in the language on the part of some of those engaged in its teaching, it is clear that the work

should be entrusted only to those who are competent to do it—by reason of their ability to speak and write Welsh and of their knowledge of suitable methods.

26. It is equally clear that it will not be possible immediately to get competent teachers for each class in every school; but it is believed that the Authority could for every school find, by a redistribution of staff in some parts of the area, a minimum of two such teachers, or of not less than one for every three classes. This is a necessary step towards securing and safeguarding the adequate teaching of Welsh until such time as the majority if not the whole of the teachers in the area can be entrusted with the work.

27. It is not recommended, nor is it desirable, that the teaching of Welsh in Primary Schools should become the exclusive duty of whole-time specialist teachers. An exception, however, might perhaps be made in the special circumstances of certain individual schools, where, as a temporary device, such a course may be a practical necessity in the absence of ordinary class teachers competent to do the work.

28. The ultimate aim is to get each and every teacher interested in the work; and, while these temporary measures are regarded as necessary interim expedients, it is important that the Authority, in the active pursuit of its aim, should take steps (i) to ensure that an increasing number of its teachers shall take part in the teaching of the language as they develop in knowledge and capacity and (ii) to facilitate and encourage their development in every possible way.

VI.—ACADEMIC QUALIFICATIONS IN WELSH.

29. About one-half of the Authority's teachers have passed examinations in Welsh corresponding to Matriculation standard, and a fair number have gone beyond that stage. In this connection the attention of the Authority is invited to the following considerations:—It is no reflection on those examinations to point out that they do not purport of necessity to indicate, much less to guarantee, that those who pass them are able to speak the language well enough to teach it. In almost every case the language paper taken in Welsh is the paper which treats Welsh as a second language, as, for example, the papers set in French and German treat those languages as second languages. It is true that although their capacity to do so is not tested or certified in this examination, a certain proportion of those who have passed this test are, in fact, able to speak Welsh competently; at the same time, it is also true of others who have passed the same test, that they are, in fact, unable to speak Welsh, or that they speak it too faultily to enable them to teach it properly in the schools. In this respect some discrimination appears to be necessary on the part of the Authority between what are known as "First Language" Papers in Welsh and "Second Language" Papers in Welsh. Moreover, it is possible that, in due course, Examining Authorities may find themselves able to add to their "Second Language" Examination Paper in Welsh some test of oral proficiency.

30. It is obviously of vital importance that Authorities should satisfy themselves that those who teach Welsh possess that degree of mastery over the speaking and the writing of the language which is the first essential for its successful teaching.

31. Evidence of such mastery over the language would only be obtainable from examination if the certificates were in all cases based upon tests specifically intended to furnish that evidence. The tests conducted by Secondary School Examining Bodies are not primarily

so designed, and it therefore seems necessary that the Authority should take every appropriate additional step that may be open to it to satisfy itself fully as to the competence in the language of those who are required to undertake the teaching of it in the schools.

CONTINUITY IN THE WORK.

32. Stress must be laid on the need for securing an assured continuity on the teaching of Welsh from year to year throughout the course. The present lack of continuity is due, in part, to the lack of progressively conceived schemes; in part also to the great disparity in the capacity to teach Welsh among the members of a school staff. Even with the best schemes possible, this leads inevitably to a lack of continuity. Thus, the language may be taught well enough during the first two years, but the teacher of the third year pupils may find himself unequal to his task. The result is a break in continuity of progress. This is something worse than a mere hiatus, since the teacher's ineffective efforts, sincere enough though they may be, are bound to lead to a failure to preserve the pupils' interest in the subject. At the beginning of the fourth year, another start may be made, when the conditions are not as favourable as those under which the study was begun three years before.

33. A break in continuity is, in some instances also, to be ascribed to the preparation for the Entrance and Scholarship Examination. Some schools give less attention to Welsh in the fourth and fifth years of the course. This is the period when classes are apt to be prepared too specifically and therefore wrongfully for the examination.

34. The suspension, or even partial suspension, of the teaching of Welsh at this period tends to neutralise previous efforts. Furthermore, an opportunity is lost of erecting a superstructure of attainment in Welsh upon the basis of the first three years' work, which cannot recur until a later time in the post-primary period. Were the Primary Schools able to pass on their pupils to the Senior and Secondary Schools with even the minimum knowledge of Welsh that is possible after five years of continuous and effective work, the task of the latter schools would be much facilitated, and the range of their activities in the language could be greatly extended. It is hoped that this need for an unbroken development in the teaching of Welsh during the five years of the Primary Period will be seriously considered by all concerned. In this connection, reference is once again made to the suggestions contained in the Board's Memorandum No. 2, which, if adopted, would, among other advantages, certainly help to secure the continuity that is so desirable in the pursuit of the study of Welsh.

OTHER CONSIDERATIONS.

35. The comments made so far have dealt with the major issues that affect the actual teaching of Welsh in the classroom. A few remarks are now offered on one or two other topics.

I.—TIME GIVEN TO THE LANGUAGE.

36. The average time given to the language in the upper departments of the schools of the County works out at 142 minutes per week, or 4.8 periods per department. While the majority of the schools are around this average, there are schools which give only one or two lessons per week. Nothing under one lesson of not less than thirty minutes' duration per day should be regarded as a satisfactory minimum for the actual teaching of Welsh. There are schools in

Glamorgan which devote even more time than this to the language without detriment to any other part of their work. It was observed too that many of the Welsh lessons are given in the afternoon, or even late in the afternoon. An effort should be made to give most of the lessons, at any rate, earlier in the day.

II.—A TEACHER-ORGANISER.

37. It is recommended that a teacher-organiser of Welsh be appointed by the Authority. His chief duty would be to organise and direct classes in the methods of teaching the language. He would assist in the formulating of schemes for any such schools as needed assistance, and give demonstration lessons from time to time in the course of ordinary school work. An energetic and well-qualified organiser could do much to raise the standard of Welsh teaching throughout the County, and to secure a higher degree of attainment at the end of the Primary Period than it is possible to record to-day.

III.—INFANTS' SCHOOLS.

38. Opportunity is taken here to remove a misapprehension with regard to the treatment of Welsh or English, as a second language, in an Infants' School.

39. In the Board's Memorandum No. 1 it is urged that the formal teaching of a second language in an Infants' School is neither necessary nor desirable. That recommendation was intended to be interpreted thus: that wherever there are monoglot classes of Infants, either English or Welsh, from a social environment that is predominantly the one or the other, the formal teaching of the second language had better be deferred until the beginning of the Primary Period, the suggested mimetic exercises in that language being considered sufficient for the Infants' stage. There are Infants' Schools in Glamorgan, however, which are bi-lingual in varying degrees. In some of them, even though most of the children may speak English, there are many also who understand a certain amount of Welsh, and some who speak it. Most of them may be of Welsh extraction, and not a few of Welsh-speaking parentage. It was not intended to lay down in the Memorandum any hard and fast rule as to the line of action which the Head Teachers of such schools should take with reference to the second language. The treatment of it in such cases must be considered in relation to the linguistic conditions which prevail in the school, and to some extent, to the social and linguistic conditions that obtain outside the school. On such grounds it is quite possible that some amount of formal teaching of English or Welsh, as a second language, in the Infants' School is practicable and justifiable, and no Head Teacher need hesitate to act along these lines as long as the conditions are as indicated above.

CONCLUDING REMARKS.

40. In conclusion, it is desired to express appreciation of the Authority's continued efforts to establish and encourage the teaching of Welsh in the schools. Although the results hitherto attained are far from fulfilling the hope of what may ultimately be done, there are definite signs of improvement; and it is believed that this improvement can be accelerated, if effect is given to the suggestions made in this report.

41. In spite of the criticism that has necessarily been made in this statement on the quality of the teaching, it is realised that the majority of the teachers wish to do full justice to this work, and will co-operate

regularly in any endeavour to secure the required improvement. Many teachers are now turning their attention to a study of the best methods of language teaching, particularly to those of teaching a second language, which, after all, is a comparatively new field of enquiry for the elementary school teacher. There are teachers who share in the increasing interest in Welsh culture, and take a prominent part in furthering its development. All this is much to the good, and its influence will be more and more felt in the schools. A very large number of the Authority's teachers have responded to the request that they should improve their attainments in Welsh, and, if the degree of those attainments is not yet in some cases very high, it is hoped that those teachers will persevere until they reach the desired standard.

42. What is essential now is that the teaching of the language should not suffer at the hands of insufficiently equipped teachers. The efforts of even such teachers have often been sincere and painstaking in the past, and though they may not be asked, for the time being, to take part in the actual teaching of the language, they can nevertheless continue to co-operate usefully in encouraging that incidental use of the language which reinforces so effectively the work done during the more formal lessons.

