

be taught to all pupils. Even the infants ought to be told stories of our Saints and Heroes. 3. Irish Music to be taught in all classes. The words of the old songs ought to be taught as poetry and the music to which they are set ought to be taught in the Music Class. 4. Irish dancing to be permitted as part of the Drill Lesson and teachers to be encouraged to teach it. B.—In Semi-Gaelic districts.—1. Irish to be the official school language i. e., roll-call, orders, prayers, etc., to be in Irish. 2. A Bilingual Programme to be in use. After a few years, however, Irish should predominate over English in the higher classes. 3, 4 and 5.—Same as 2, 3 and 4 above (in A.) 6. Foreign languages—Each foreign language to be taught through the medium of that tongue or through the medium of the language best understood by the children. C.—In purely English-speaking districts.—1. Irish to be the official language, as in B. 2, 3, 4 and 5.— History, Music and Foreign Languages, as above. 6. Irish to be taught for vernacular use to each child for at least one hour per day. 7. In two years 'time it should be feasible to commence teaching Reading, Writing, Grammar, Oral Composition, Kindergarten, etc., in Irish and English on alternate days in the three lower standards, and all school subjects in the other standards. 8. In five years 'time it should be feasible to have a Bilingual Programme in all school subjects except, perhaps, in the case of infants.

An adaptation of the programme is also set out for the Secondary schools; and as regards Universities a spoken knowledge of Irish and knowledge of Irish History is demanded as essential for matriculation.

The time is ripe, indeed overripe, for this campaign on the nation-killing Anglicisation of our schools. The schools want a good shake, and there is no reason to believe that those of them conducted by people with Irish sympathies will not welcome the shake as much as the general Irish public. We fear that the Protestant schools will remain a great obstacle, as they, for the most part, look at the Irish language as dangerous and seditious. The securing of the adoption of the suggested programme by High School, Mountjoy, and Andrews in Dublin, to go no further, will take some doing. No doubt these and similar schools will stand by England for the present, and the development of the programme will be almost exclusively the work of Catholic schools and colleges. If the Catholic schools and colleges Irishise themselves they will in large part regain for the country the power of absorbing strangers and the rest will follow as a matter of natural and national development.