

of the great original. This is so, he reasons, because literary masterpieces are always personal, idiosyncratic, characteristic of the nation and the soil from which they spring."

Here, also, it may be asked whether this cultivation of the Irish language may not hinder an effective acquisition of English? Before answering this, a moment's consideration of the end at which the Gaelic movement aims is desirable. That that end is the supplanting of the English language by the general use of Irish is not implied by any declaration on the part of the promoters or the recognized leaders of the movement. Reference has been made to the Maynooth resolution of the Hierarchy on the subject, which it will be remembered, was to the effect that in English-speaking districts (the vast majority, of course), Irish should be taught as an optional subject, in the schools, whilst in Irish-speaking districts it be made the medium of instruction in the schools. The latter part of this resolution, which, at the first glance, might alarm some people, is based on the accepted principle that the vernacular is the natural medium of instruction. Nor does the statement of the aims of the Gaelic movement, as set forth by the executive of the League, leave room for the inference that Irish and Irish only is to be the language of the Ireland of the future, for these aims are: (1) "The preservation of Irish as the national language of Ireland, and the extension of its use as a spoken tongue; (2) the study and publication of existing Gaelic literature, and the cultivation of a modern literature in Irish."

But even this, it may still be objected, means a bi-lingual people, and that is a condition which does not stand for progress but for deterioration. This best answer to this, as well as to the objection that the use of the Irish language would hinder a complete mastery of English, is experience, and as to that, Mr. William O'Brien, referring, in a lecture on the Gaelic movement, to the bi-lingual population still in Ireland, has this to say, and it is very much to the point: "Their intelligence, far from being cramped, is strengthened and diversified by a knowledge of the two languages. They experience," he says, "no more conflict between the two than between a knowledge of the multiplication table and a knowledge of the Catechism. While they find the English