

The salmon in this country are not such monsters. Your children begin to study geography by learning about Canada, even about New Brunswick, not to say the districts watched over by the county politicians. But for an Irish geography to touch on Ireland before England would argue a determination to suppress England; and perhaps—the Irish children are so clever—to superimpose Ireland thereon, and possibly flood the uncovered parts with water from Lough Neagh and the Shannon, which, being larger than any lough or any river in England, are obviously disloyal. And you know how disloyalty spreads.

As for the reading books in Irish schools, I remember stepping into a schoolhouse on a Limerick hillside, and some bare-footed youths were reading Addison's *Spectator*, about the Restoration drama on the English stage, or the habits in English country churches, or yet a criticism on "Paradise Lost"—I forget; but no wonder those subjects of her late gracious Majesty looked weary enough. Still more weary must those look who do not understand English sufficiently to know well what is being done to them. As men of understanding, high in sense and in authority, long ago noted, in the schools where Irish is the real language of the pupils—in these schools, where not a word of their own language is permitted; where the teaching is of words, words, words, thrown at these young natives—you would say they were all stupid: for there seems to be no more sense in them, than in the system of their so-called education. You would think so, until you spoke to them in Gaelic, or until you saw them outside. Not one of them ever learns to use English. Is not such a state of things folly and tyranny? And modify it; where Eng-

lish is partly understood; yet even there you realize that to teach the unknown by the known must be always the common sense and the rational method. What an interest intelligent Irish children would give to English taught them well and thoroughly, while their own minds had, through Irish, taken in much knowledge, and had gained in power and in judgment! These children are most anxious to learn English. They cannot learn it when they are thus beaten with it. Why, to put oneself in the position of such in Ireland, or of some even amongst ourselves, almost makes one tremble. Just fancy, day in day out, moment by moment, for weeks and months—even years, if the foreign tongue be never used at home and with friends—having school a place where I am spelling through an unknown, unexplained idiom, or one half known, half explained; where the country I live in, the places I am familiar with, the stories I have heard, the heroes I admire, the religion I practise, are absent; and in their stead, many strange beings and things coming whence I know not, and telling me who they are—a thing my childish mind cares little to know—in language which I cannot understand. What would be the effect on the children you teach? Will you try to-morrow and speak to them in nothing but French or Gaelic? Ah, what docile little creatures these Gaels and Gauls must be. For would our Anglicized Gaels even, (not to speak of our directer Saxons), be then quite so easy to manage, as now they are? Would they be restless, or a little languid; would they show such keen delight in Euclid's company did he prove in French; would they even carve so finely, if only French words of guidance reached their ears? Might