# IRELAND, BUT STILL WITHOUT THE MINISTRY OF THE WORD IN HER OWN NATIVE LANGUAGE

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Ireland, but still without the ministry of the Word in her own native language by C. Anderson

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# C. ANDERSON

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## MINISTRY OF THE WORD

IN HER OWN

# NATIVE LANGUAGE.

"All power is given unto me in heaven and in earth.—Go ye into all the world, and greath the Gospei to every creature. And, lo, I am with you niway.

ever turn the end of the world."
"Ye are my friends, if ye do whatsoever I command you."

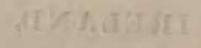
THE KING OF ZION.

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## TO THE READER.

THE mere title of a book has sometimes had as much effect as the book itself, and to such a result I do not object on the present occasion. For what, says many a reader at the first glance, can it possibly mean? Is it the mere affirmation of blind zeal? or the bold and ungenerous assertion of one who knows nothing of Ireland? Amidst all the zeal, not merely professed but displayed, for propagating Christianity in our own day, is it intended as a libel on all the parties concerned? Has "the story of peace," as the Native Irish beautifully style the message of salvation, been carried to Africa and India,-to New Zealand and the South Seas,-to Burmah, and Java, and China, but not to them? A country known for many ages before the discovery of America, and lying all that time in the very bosom of Great Britain, cannot possibly be in such a condition, and what therefore can this title mean or intend? Ah, what indeed! For, whatever may be said, or by any man, it expresses in few words by fax the most melancholy fact in the history of this nation, and one, too, which enters more deeply than any other into the peace and prosperity of our country. The title involves a momentous truth, which cannot much longer be disregarded with impunity.

Will the reader, then, now listen for a few moments? Perhaps he knows that it is now above six hundred and sixty years since Ireland was nominally united to Britain, and perhaps he feels that it is but nominally united still. The State is politically one, indeed; but union of heart and community of feeling are still in abevance. And is there not a cause? Can no reasons be assigned for such a state of things? Some would reply, many; but among others, does the reader know that, in less than two years hence, it will be just three hundred years since the language of the Native Irish was proscribed by Act of Parliament? and that, steady to its spirit, there has never been a single Irish school taught under the sanction of the reigning power, nor does it encourage or support even one, up to the present moment?

For the same long and dreary period of three hundred years, our own language was proscribed by William the Conqueror; but we speak, and read, and preach English still, and where is now his Norman-French? Of all people upon earth, surely we were the last who should have dreamed of trying the same experiment on our fellow-subjects; and yet, about one hundred and seventy-five years after we had escaped from the debasing thraldom of this Norman-French, in 1537,

Henry VIII. proceeded on the same blind and illiberal policy which was first imported by this rude conqueror. The governing power, as if in duty bound, have followed his counsel ever since! Nor is this all. The abuses which accumulated round this abortive experiment have proved a tremendous drain upon this country. The amount expended, professedly under this head alone, may seem incredible;\* but the consequence is, that the Native Irish speak Irish still, and to an extent ten times greater than in the days of Henry VIII. The language has increased, of course, with the natural increase of the people.

Let English education proceed by all means, and with all rapidity, but still let it be distinctly understood that all the noise that was lately made, and the discussions held, respecting Irish Education, was, to speak correctly, about a misnomer. It was English Education in Ireland that was meant, not Irish Education, properly so called. Respecting the latter, amidst all our boasted patriotism, no generous flame was ever enkindled so as to engross men of all minds on both sides of the Channel; though we might just as successfully argue for English Education in France, as being the best and only medium for mental improvement, as in certain parts of Ireland. Nay, and I am persuaded, with more success; for, let us not suppose that the policy pursued for three hundred years, though so

<sup>&</sup>quot; One proof is more than sufficient. Only 7003 Irish children, educated to English and approximed, have cost how much? One Million Sterling! See the first Report of the Parliamentary Commissionness. 2-3-

powerless, has been productive of no effect. No; it has in part succeeded, though it has been through circumstances altogether independent of the measures taken; but the policy itself has left one division of the national heart far worse than that of the tongue. The British Crown, and the British Constitution, and the English tongue, may have many charms; but, in the whole combined, there is not one which can amuse away, or beguile a people from the language which their mothers gave them. They have not been able to do so on this side of the Irish Channel; why should they be expected to do so on that?

Does the reader still inquire for farther information and abundant proof, or wish to know how his favourite English can ever extend through many an Irish district? I must be permitted to refer him to a previous publication.\* Even here, however, I may add another leading fact. It is now above 240 years since a college was founded in Ireland, and afterwards plentifully endowed, principally with a view to the natives,—the aborigines of the country; yet, from the day of its foundation, in 1591, there has never been a regular chair for an Irish professor of the language within the walls, nor is there one at the present moment!

But still these considerations, painful though they be, are far inferior to the fact embodied in our title. To the parties whom they may concern I therefore leave them; and turning round to no party, as such,

Historical Skatches of the Native Irish and their Descendants; (finstrative of their Past and Present State, with regard to Literature, Education, and Oral Instruction. Second Edition.

