Bi-lingualism as a National Menace

Bi-lingualism, as we have it in Manitoba schools, is a national menace. It is unfair to the children who are condemned to endure it. It is an unnecessary as it is a mischievous method of instruction. It is a system that can be made against the system, and they are all capable of easy proof. In this article the first point only will be considered.

The American papers tell of a growing unrest due to a fear that assimilation of the non-American elements cannot be effected. Yet the influx of settlers to the United States previous to the war was but one and one-half per cent of the native population. In the case of Manitoba, it has been about eight per cent. Miss Laut, in her latest work, calculates that in about two decades the foreign-born will outnumber the Canadian element. Will anyone say that this is not alarming? The number of aliens registered in Winnipeg, Montreal and Toronto is scarcely believable. Let one add that these have not been cross-examined.

It almost seems as if the three great Canadian cities are not Canadian at all. Some people, talking of the non-English settlements refer to little Poland, little Russians, little France, little China, little Italy. What looks like a word of English? Will anyone say that this is not alarming? The number of aliens registered in Winnipeg, Montreal and Toronto is scarcely believable. Let one add that these have not been cross-examined.

A little investigation will show that in some sections there is anything but loyalty to Britain and in a few cases anything but love for Canada. Every citizen who is more loyal to his native land than to the Dominion is a menace to peace and prosperity.

We have made two fundamental errors in policy—at least the Dominion has made one and the Province of Manitoba the other. The Dominion has neglected to provide a language for the public schools adequate to the requirements; the Province has made bilingual education possible in schools without adequate tests, and the schools have been hived in large constituencies. This was the error of the Federal government.

Then Manitoba aggravated the evil by introducing bi-lingual teaching. Children are taught in a language foreign to their own and they are not taught the Canadian tongue. The result is that they become less Canadian than foreign. A little investigation will show that in some sections there is anything but loyalty to Britain and in a few cases anything but love for Canada. Every citizen who is more loyal to his native land than to the Dominion is a menace to peace and prosperity.

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We have been committing national suicide. We have neglected our national interest and have made a language barrier that can be easily overcome. Through making provision for bi-lingual teaching we have deliberately emphasizing division and preventing assimilation or coalescence.

The solution is one: Manitoba to undo the wrong. There is only one way. Bi-lingualism as a system must cease. The medium of instruction in every school must be English, and only those capable of giving instruction in English must be allowed to teach. It is not fair to the children who cannot afford to be less loyal than Albert, Saskatchewan, British Columbia and Ontario. There are two ways of aiding the Empire—one by sending troops to the other by developing loyalty at home.