

IT IS TRUE, OF COURSE, AS MANY BILINGUAL FRANCOPHONES ARE QUICK TO POINT OUT, THAT THEY HAD TO MAKE THE EFFORT. BUT, WHATEVER THE ERRORS OF HISTORY THESE IMPERATIVES, IN ADDITION TO PROVIDING THE NECESSITY ALSO PROVIDED THE OPPORTUNITY, NOT ONLY IN BILINGUAL COMMUNITIES BUT IN A CONTINENT OF OVER 200 MILLION WHERE ENGLISH PREDOMINATES. AND, OF COURSE, ALTHOUGH I HAVE STATED THESE CONCERNS FROM THE PERSPECTIVE OF ANGLOPHONE CANADIANS, THEY ARE NO LESS REAL FOR MILLIONS OF UNILINGUAL FRANCOPHONES.

THE ROLE OF EDUCATION

CLEARLY, FOR PRACTICAL, AS WELL AS LESS DEFENSIBLE REASONS, EDUCATIONAL SYSTEMS ACROSS CANADA HAVE BEEN AND GENERALLY REMAIN WOEFULLY DEFICIENT IN THEIR ABILITY TO TEACH THE SECOND LANGUAGE EFFECTIVELY. WE NOW KNOW ALSO THAT LANGUAGE TRAINING FOR ADULTS, AS SPONSORED BY THE GOVERNMENT OF CANADA AND OTHERS, CANNOT, IN MANY CASES, PRODUCE THE DESIRED RESULTS EVEN FOR STUDENTS WHOSE MOTIVATION IS STRONG.

WHEN THESE PRACTICAL CONSIDERATIONS ARE LINKED WITH THE LESS TANGIBLE, BUT NO LESS REAL CONCERNS OF FRANCOPHONES FOR THE PRESERVATION OF THEIR CULTURE AND HERITAGE, THE FULL DIMENSION OF THE NATIONAL UNITY PROBLEM IS VERY OBVIOUS. IN