

BI-LINGUAL TEXTS: A RESUME OF THE
DISCUSSION

WISELY or not wisely, the inhabitants of this Province have learned to look to Government for help in instructing their children in the common branches of knowledge. The state has accepted the responsibility, and on the whole, well and fairly has the obligation been discharged. The purpose of the State is not the education of its youth in any one subject or in groups of subjects. This is but the means. To fit for the ordinary vocations of life; to kindle the intelligence of its people; to place in their hands the keys to strength and fortune; to add to its citizenship with every generation an entire new body, prepared by the exercise of reason for self-government—this is the end and justification of the control of our schools we yield to the State. It is only yesterday, as it were, that we have heard of another duty of government in educational matters—for the future instruction in the public schools of Ontario, whatever the language of the district, must be in English subjects exclusively, and imparted through English speech alone. Pressure for uniformity comes from rather an unexpected quarter. We are in the habit of assuming that it is the vice of Government by *bureaux* to require, for the sake of routine, unvarying sameness of means. If the Department, then, in order to ease the laborious functions of administration sought, in spite of the special needs of individual localities, to compel singleness of method, such action, although censurable, could find a natural explanation in the growth of system. But the movement does not come from men who occupy themselves with educational topics primarily; it is a part of the programme of those who violently wish to mould a varied population into homogeneity in advance of the course of nature. The dislike to Bi-lingual texts which has been expressed on their behalf