

Our Bankrupt Elite

André Michaud

- [Cliquer ici pour version française](#)
- [Haga clic aquí para versión en español](#)
- [Hier anklicken für die Deutsche Fassung](#)

Abstract:

Sociological study carried out in the second half of the 1990s seeking to identify the causes of the uncontrolled degradation of language teaching in the French-Canadian community of the province of Quebec, Canada, that allowed identifying its origins in a major reform of the Quebec education system that was implemented in the mid-1960s.

Introduction

An early manifestation of this now chronic degradation process was that as early as 1994, the functional illiteracy rate in the adult Quebec province population aged 16 to 65 had grown to 34% of according to OECD figures, and over time reached the barely believable level of 53% of the adult population of the province of Quebec in 2013, again according to OECD figures, without any radical measures having been taken suggesting any possibility of this rate of degradation being countered in the immediate future.

In Canada, education is entirely under provincial jurisdiction, which means that each province has developed its own education system. This study concerns exclusively the evolution of the education system in the province of Quebec since the 1960s, and the observed deterioration therefore does not affect the quality of education in the French Canadian community in the other Canadian provinces.

The Quebec education system was unique in North America before the 1960s reform in that, unlike the education systems of the other Canadian provinces, which were based on the traditional university based teaching methods of the Anglo-Saxon communities, it was the result of a local tradition that had been evolving over the course of the previous 350 years and was grounded on traditional teaching methods that were entirely European in inspiration. These teaching methods also served as a model for the education systems of the French-Canadian communities in the other Canadian provinces, since many teachers from these communities came to receive their training in the Quebec teacher training schools, which contributed to the standardization and maintenance throughout the country of the French Canadian culture to which I belong.

This system was managed by an elite specialized at the level of masters' degrees in educational pedagogy, trained in a European-style system separate from the North American university network, and which had been training field teachers for generations in a network of Teachers training schools ("écoles normales") where the importance of correct and timely mother tongue learning was considered paramount for all children. These field teachers therefore ensured, under the supervision of inspectors appointed by the Teachers training schools, that all children learned to read to autonomy in the first year of primary school so that they experienced no difficulty learning all the other subjects on account of an insufficient mastery of their mother tongue.

Our Bankrupt Elite

In a desire to harmonize and integrate the education system of Quebec's French-Canadian community into the Quebec francophone university system, which at that time did not comprise a Faculty of Educational Sciences, such faculties were established in the 1960s by academics of various backgrounds who did not come from the Quebec elite of the time specialized in pedagogy who traditionally trained field teachers in the province of Quebec.

This traditionally educated elite was then freed from the responsibility of training field teachers, and most of them were invited to retire or become field teachers, and all Teacher training schools were closed without their proven teachers training methods being imported into the new Faculties of Education, and apparently without these academics, newcomers in the field of education, becoming sufficiently cognizant in the traditional knowledge in pedagogy provided in the Anglo-Saxon university network of the rest of Canada.

This new education elite, now in charge of managing the education system of the Quebec French Canadian community, headed by a newly created Ministry of Education, unfortunately did not realize the need to continue to teach reading to the level of autonomy to all children in first grade of elementary school to facilitate their subsequent learning all other subjects.

This sociological study revealed that this awareness had still not been achieved by the end of the 1990s, and it is this observation which is at the origin of the neurolinguistics research project that led to the formal publication of all the articles cited in the resource "**The Neurolinguistic Project**", which is in fact a synthesis of the research already formally published in the 1960s on conceptual thinking, that already confirmed the need for such timely learning of the mother tongue in order to achieve optimal intellectual development in children, that is, conclusions about conceptual thinking now confirmed by newly acquired functional knowledge on the brain using modern magnetic resonance (fMRI) and EEG devices.

Fortunately, the newly elected Quebec government is now determined to gradually impose full-day kindergarten for four-year olds by 2019, which has proved to be the solution to this problem in the neighboring province of Ontario, as in France, where this method is introduced beginning with three-year olds.

In these "classes", children are progressively introduced to the first rudiments of reading as if it was a game. This is what needs to be done, because learning to read early is the most effective incentive for children to take a liking to reading and eventually acquire a broad general knowledge base, which is a process necessary for social awareness to develop in a sufficient number of people to make a difference in our societies. This systematic approach should cause our societies to improve in the mid term.

- **Our Bankrupt Elite**
- **Élite en Faillite**

Other articles by the same author:

- **Electromagnetic Mechanics of Elementary Particles**