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the rising new middle class and academics, white-collar workers who wanted to reach decision-making levels in business.

The RIN also attracted a mixed bag of groups who rejected the Liberal option: students, journalists, artists, union leaders, and workers. Soon, a left wing took shape.

The RIN was sharply split: there was a distinct right and left. The left garnered most of the publicity and organized most of the actions, making the RIN a party that would take to the streets if necessary. The left wing, led by Mme. Andree Ferretti, held that since Quebec was controlled by foreign capital, along with a domestic English elite, there could be no "independence" without reforming the economic and social system.

The ideological differences led to strained relations within the party. After a series of power plays, a final break came in March, 1968 and a radical wing left to form the Front de Liberation Populaire (FLP). The FLP, which has participated in organizing every major demonstration in Quebec this year, was formed to fight not only for independence, but for socialist independence.

The growth of support for the independence movement also spawned another party. Rene Levesque, who had built up a vast personal following during the Lesage administration, saw that cutting constitutional ties with Canada would enable the planning of a rational economy in Quebec — and would open up more high positions for the native population. In the fall of 1967 he was forced out of the Liberal Party and formed the Mouvement Souverainete-Association, aiming at a separate Quebec in a Common-market economic union with Canada.

Levesque's MSA grew, as disaffected Liberals and left-liberal nationalists rallied behind its charismatic leader. But it was only an interim organization, the first step towards a single, broad-based independence party. In 1968, the right-wing Ralliement National (led by Gilles Gregoire, a former federal Creditiste MP) united with the MSA to form the Parti Quebecois. The RIN soon dissolved and most of its members joined the new party.

There was no room in the Parti Quebecois for socialists of the Front de Liberation Populaire. In 1969, the PQ still proposed to continue Quebec's affair with outside investors and drew its support mainly from the middle class. The FLP began to mobilize working class support and prepared to take to the streets.

Outside Quebec it appeared that the changes of the Quiet Revolution were building a strong French Canada within the federal structure, that there would be conflicts but, as Quebec leaders were constantly saying, the final outcome would be good.

Liberal Technocrats

However, change within Quebec had its own momentum. The Liberal team of technocrats was opening doors long closed giving the promise of a new tomorrow. When they were unable to keep the promise, many decided to see it fulfilled by other means.

A sense of history and the power of people to make it seeped into Quebec; it was impossible to apply the brakes. Through 1967, 1968, 1969 the pace quickened the conflicts that had been there grew sharper, broader, and more bitter.

One of the first things the Liberal government did after taking office was to commission a study of education in Quebec, as a basis for modernizing the system to meet changing needs. The result was the Parent Report—a weighty, historic document that recommended an end to church control, uniting of the English and French systems, and the creation of a new form of higher education to replace the old colleges classiques, whose curriculum has consisted of Latin, Greek and Thomist philosophy. These new institutions were to be very different. They were to turn out the technically-trained people so badly needed in the new, confident Quebec, and to serve as pre-university way stations for the apprentices of the new elite.

In 1969, the Union Nationale government finally got the first of these general and professional colleges (CEGEPs) off the ground—but they were a rush job. They were set up in physically inadequate converted colleges classiques, administrative organization was virtually nonexistent, and their creation had not been co-ordinated with other aspects of government planning. Far more students than had been expected chose the pre-university course—and university places for them did not exist. Worst of all, the jobs the CEGEPs had been created to fill did not exist either.

Two years later, Industry and Commerce Minister Jean-Paul Beaudry admitted, "These schools were set up to raise the technological competence of our labor force. But these activities were not co-ordinated with those of the department of Industry and Commerce...Now students are

clamoring and we are just catching up in being able to provide jobs for them."



In September, 1968, sixteen new CEGEPs were added to the seven opened a year earlier. Less than a month later, the lid blew off. CEGEP Lionel-Groulx in the Montreal suburb of Ste. Therese was occupied on October 8, 1968; within a few days the revolt had spread throughout the system, as students struck, occupied their buildings, and forced the schools to close. Two weeks later, 10,000 CEGEPians were in the streets demanding a less repressive education, a new French-language university — and jobs.

But soon they were back in classes, with conditions, if anything, worse than before. The government's response was to intensify repression (student leaders were expelled, newspapers closed, public assemblies banned) and to step up its search for investment ("I intend to make trips to the U.S. — often," Beaudry said. "Possibly Germany will be on the itinerary in the next few months. I'll go anywhere if there is a chance of gaining something for Quebec.")

Out of the CEGEP struggle grew a new student movement in Quebec. Members of the Mouvement Syndical et Politique (MSP), formed in the spring of 1969, had become aware that the problems of the CEGEPs were not isolated. Their organization, unlike the dying Union Generale des Etudiants du Quebec (UGEQ), which had proved unable to meet the needs of the CEGEP students, was voluntary and cellular in structure. The MSP aimed at attacking the whole economic system of Quebec, for no matter what the government wanted, nothing could be done until it controlled Quebec's resources — that was why there was no new university and no jobs.

At the same time, a crisis was developing over another anomaly of the Quebec education system.

Although 83 per cent of the population is French-speaking, the position of the French language in Quebec is under heavy strain. French Canadians had survived for generations by winning "the battle of the cradle," but now the Quebec birth rate is rapidly declining. Also, American media exert a heavy Anglicizing pressure. Most important because the language of work is English, French Quebecois have to learn English in order to get ahead, and immigrants to Quebec assimilate into the higher-income English community 19 times out of 20. The instrument of this assimilation is the separate English education system the Quebec government generously provides for its minority. Indications are that if this trend continues, Montreal will have an English majority within ten years.

In the east-end, working and lower middle class Montreal suburb of St-Leonard, a new group arose in an attempt to reverse the trend. A year later, the leader of the group was being charged with sedition.

In St-Leonard, a substantial minority of Italian immigrants had been going to 'bilingual' primary schools (70 per cent of the class time was English, the rest French) and then on to English secondary schools and jobs. The Mouvement pour l'Integration Scolaire (MIS — school integration movement), contested the 1968 St-Leonard school board elections on a platform of phasing out the bilingual classes and replacing them with French. The MIS candidates won by large majorities, and the reaction in English Montreal was hysterical.

Partly as a result of this, the Union Nationale government introduced a bill in December, 1968, that would entrench the educational privileges of the English minority.

Bill 85 proposed to set up a linguistic committee, with ten French-speaking members and five from the 17 per cent English minority. The Committee would designate schools as French or English, final authority resting with the minister of education. While the bill was not explicit in