CHAPTER 3

1939 TO PRESENT-DAY Modernization of Québec, **Quiet Revolution** & Contemporary Québec



Consumer society, Canadian federation & Indian residential schools in Québec

Consumer society

Americanism

From the 1950s to the end of the 1970s, American culture was spreading swiftly through movies and television in Québec:

- valued freedom
- valued consumption and material comfort
- valued individualism
- valued economic success
- valued modernity

> This American way of life **became desirable for many Quebecers**.



Hollywood movies and TV series showed images of a rich and prosperous America, a place where middle-class families owned cars and appliances.

Americanism

The influence of the USA created a MASS CULTURE:

- The transmission of American lifestyle, attitude, values and behaviours
 - pushed the Western world toward uniformity based on what was portrayed on the screen
 - pushed aside traditional cultures for the attractions of modernity.





Critics of mass culture

Some critics saw mass culture as a way for a small number of people to:

- **dominate** the greater population
- shape the opinions of the greater population
- shape the consumer behaviour of the greater population.

According to this perspective, the public:

- follows fashion trends and spends money uncritically
- doesn't think about their authentic tastes, needs and values.

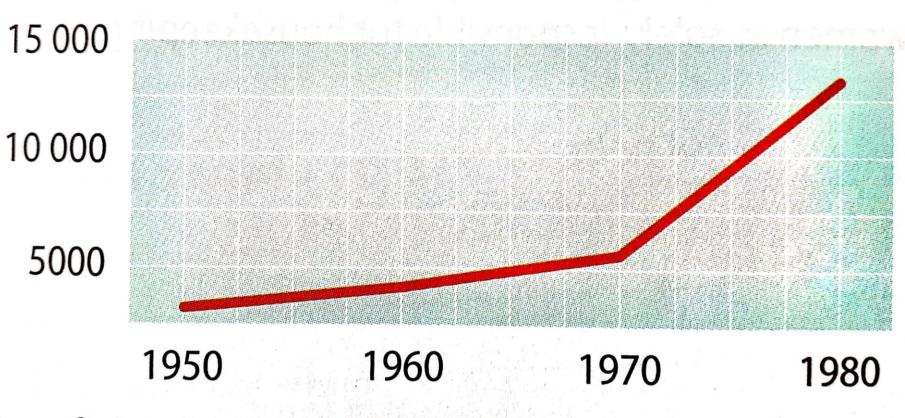
Increased purchasing power

During the post-war boom (1945-1975), circumstances were very favourable for workers:

- Salaries increased much faster than the cost of living
- Credit cards became more common
- <u>RESULTS:</u>
 - -There was a significant increase in purchasing power
 - -Quebecers started consuming more.



INCREASE IN THE AVERAGE SALARY IN QUÉBEC FROM 1950 TO 1980



Source: Statistics Canada.

Consumerism

Regardless of age and sex, people's live became more and more defined by consumerism:

- Food sector
 - New technologies allowed once-exotic fresh foods to be imported throughout the year (orange, eggplant, kiwi, etc.)
 - Packaged foods and fast food became more common.
- Less and less time was spent repairing objects, and disposable products flooded the market.

Consumerism

• Department store catalogues were increasingly used for ordering products delivered to the home.





Consumerism

 Homes bought a wider range of technological devices (portable radios, video recorders, TVs, VCRs, food processors, vacuum cleaners, etc.)





Advertising

- A form of mass communication that accelerates the diffusion of new products and ideas.
- It encourages people to adopt specific behaviours, like what products to buy and when.



Advertising

Advertising became more and more common:

- Ads invaded public and private space
 - They appeared in newspapers, magazines, in neon lights, on the radio, in movies and **especially on TV**
 - The broadcast images and slogans saturated the thoughts of individuals and the culture at large.
- Advertising became inseparable from **economic development**
 - Advertisers used psychological and sociological concepts to reach consumers
 - Marketing became an art form.

Advertising

Advertisements used common stereotypes to sell their products:

- From 1950 to 1970, the image of the housewife was central
 - For example, she was shown happily using home appliances for cooking and cleaning.
- The feminist movement put pressure on advertisers to change to sexist image of women as solely responsible for housekeeping.







Office lunch... Have a Coke

Folks find there's always a welcome for ice-cold Coca-Cola—at work, at their favorite eating place, shopping or wherever the busy day takes them. So when lunchtime rolls around, it's natural for everyone to say *Let's have a Coke with lunch*. It's easy to relax with *the pause that refreshes* with ice-cold Coca-Cola—a grand way to break the day. It makes lunchtime so refreshing.

Coke = Coca-Cola

"Coca-Cola" and its abbreviation "Coke" are the registered trademarks which distinguish the product of The Coca-Cola Company.

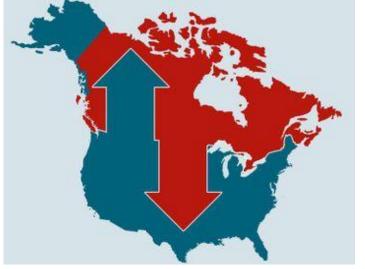


Canadian federation

Canadian economy

Canada's economy became dependent on the United States after WW2:

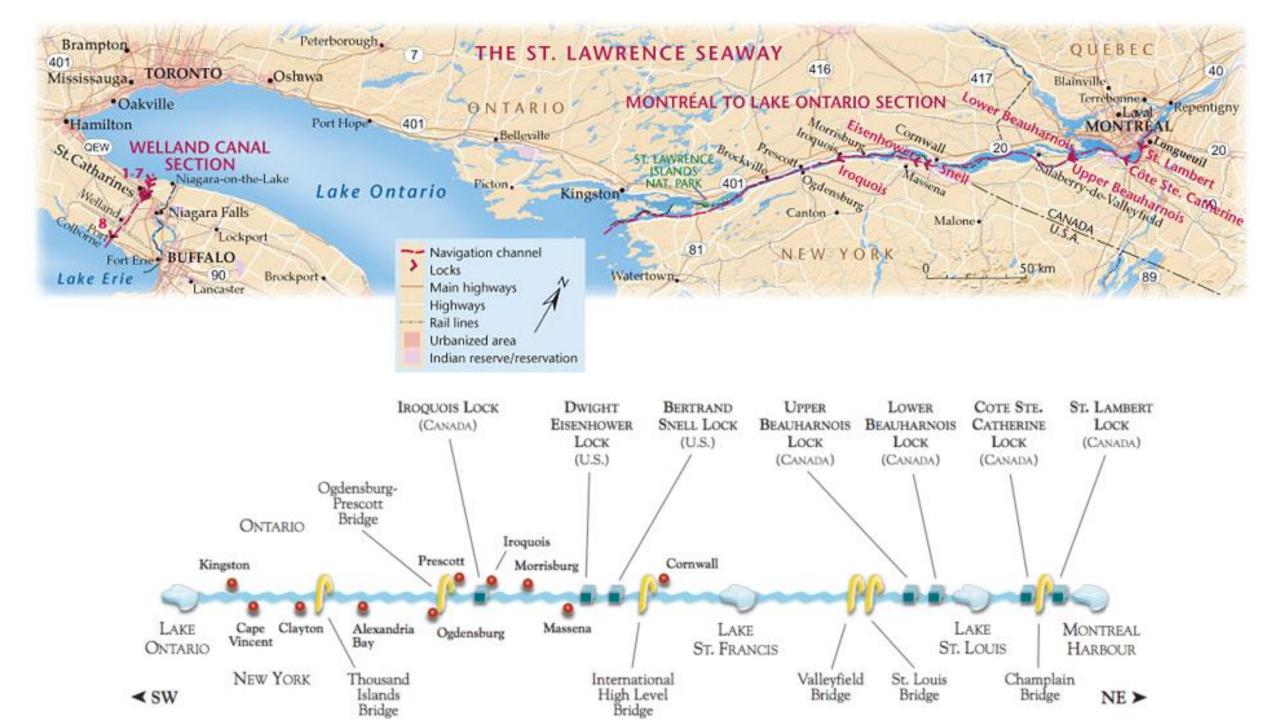
- After WW2, the USA asserted itself as the leading world power.
- The USA's economic grip on the globe grew steadily.
- In 1995:
 - 59.8% of Canada's exports went to the USA
 - 72.9% of Canada's imports came from the USA.
- Trade between Canada and the USA was facilitated by the construction of the **St. Lawrence Seaway**, which opened in 1959.





Opening of the St. Lawrence Seaway in 1959

• This shipping route consisted of a set of channels, 15 locks (13 in Canada and 2 in the USA) and 5 canals.



Television broadcasting

Canadian Broadcasting Corporation (1952):

- The creation of the CBC in 1936 led to the development of a radio broadcasting network.
- In 1952, it was followed by television broadcasting
 - The CBC provided the country with Canadian programming.
 - It was created by the Canadian government
 to protect and promote Canadian culture.



Royal Commission on Bilingualism and Biculturalism

It was created by Canadian PM Lester B. Pearson in 1963:

- The inquiry **revealed** that
 - francophones were not well represented among the federal government's decision makers.
 - francophone minorities outside Québec had less access to education in their own language than the anglophone minority within Québec.
 - throughout Canada, francophones were unable to work or receive adequate public services in their own language.

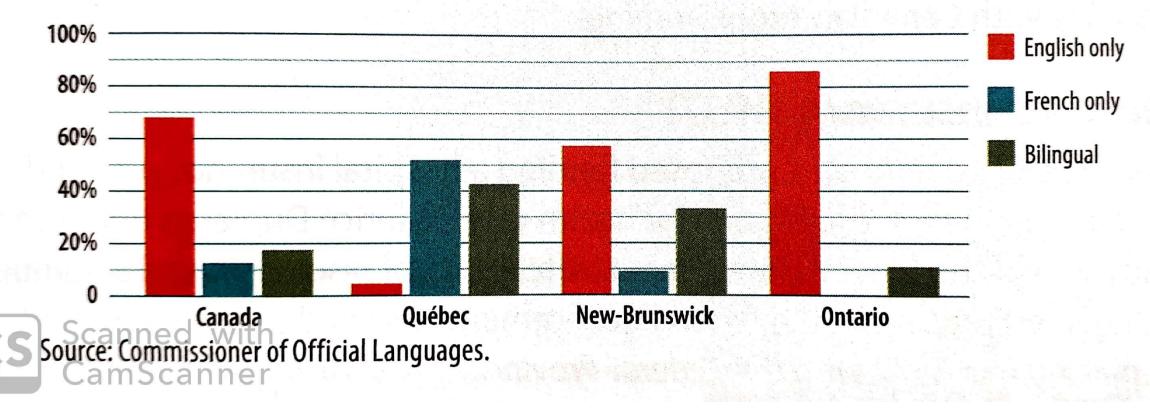


Royal Commission on Bilingualism and Biculturalism

It was created by Canadian PM Lester B. Pearson in 1963:

- The commission's report resulted in many changes at both federal and provincial levels:
 - The Official Languages Act (1969) imposed bilingualism in federal institutions.
 - The 9 majority anglophone provinces improved access to education for francophones and the teaching of French as a second language.
 - The province of New Brunswick declared itself officially bilingual.
 - The federal government created the Ministry of Multiculturalism to promote cultural diversity throughout the country.

PROFICIENCY IN OFFICIAL LANGUAGES IN CANADA IN 2011



CANADA'S OFFICIAL LANGUAGES

- According to this table, Canada was actually NOT a particularly bilingual country in 2011.
- Québec was and remains the province with the highest rate of bilingualism.

Indian residential schools in Québec

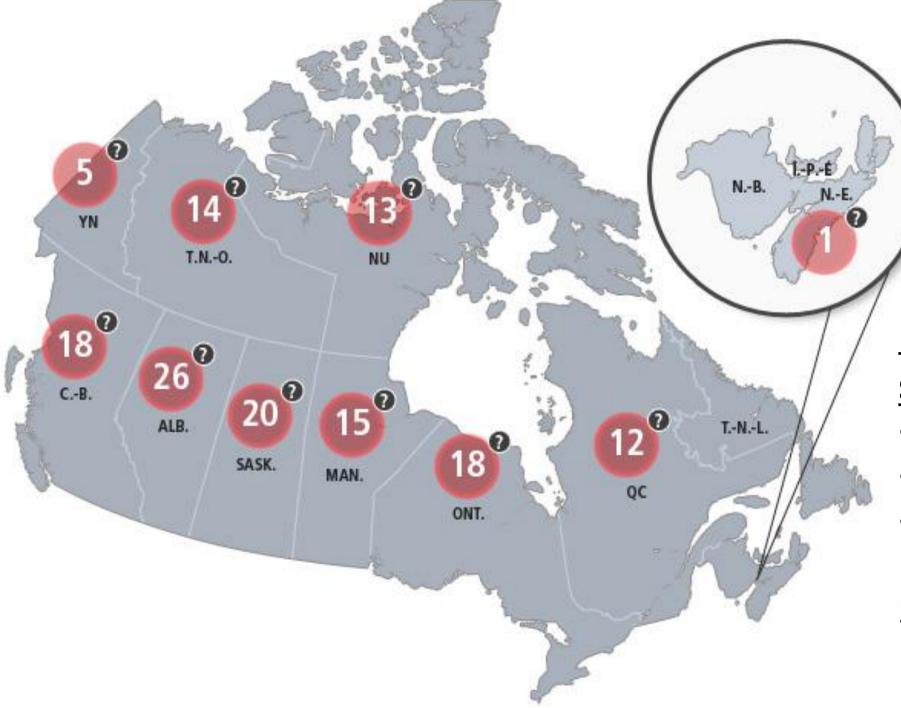
In the 1950s and 1960s, a number of new Indian residential schools were created in Québec:

- 2 OBJECTIVES:
 - 1. Assimilating Indigenous children.
 - 2. Further enforcing a sedentary way of life on Indigenous people.



Québec's 1943 Act Respecting Compulsory School Attendance required all children in the province to go to school:

- This act **led to the construction of Indian residential schools** in the province.
- At the age of 5 or 6, Indigenous children were uprooted from their families and transported a residential schools in the province, often far away from their homes.
- Consequently,
 - Indigenous communities were left **childless**, deeply impacting families.
 - it redefined the role of the elderly in the transmission of knowledge and culture.



Indian residential schools in Québec

- 4 Catholic
- 2 Anglican
- 6 non-denominational

35 deaths

Educational activities:

- Teaching consisted of **basic instruction**.
 - The main focus was on instilling the Catholic religion and values of the Euro-Canadian society in Indigenous children.
 - >They were forbidden to speak their mother tongue
 - They were separated from their siblings
 - >They had their hair cut short
 - >They had their traditional clothing taken away
 - >They were given European names or ID numbers.



 The day was divided between learning school material (including religion) and manual labour (to cover the costs of managing the schools).

Indian residential school system in Canada:

- They were run by the government and the Church
 - Catholic Church: 60%
 - Anglican Church: 25%
 - Presbyterian churches controlled the rest.
- In all,
 - there were 139 residential schools across Canada
 - more than 150,000 Indigenous children were sent to these schools
 - approximately 6,000 died at these schools (the mortality rate was 5 times higher than in the rest of the population).
- The institutions were created in the 1830s and **disappeared completely** in the mid-1990s.





In 1883, John A. Macdonald said:

"Indian children should be withdrawn as much as possible from the parental influence, and the only way to do that would be to put them in central training industrial schools where they will acquire the habits and modes of thought of white men."

- Children experienced physical, psychological and sexual **abuse**.
- Many have suffered serious and lasting consequences:
 - Depression, attachment disorders, drugs and alcohol problems, prostitution, suicide and violence.
- In 2006, the federal government introduced the *Indian Residential Schools Settlement Agreement* to:
 - acknowledge the government's wrongdoing
 - compensate former students.
- In 2008, PM Stephen Harper recognized the harm caused by these schools and apologized on behalf of the government.