

**AN EXPLORATORY STUDY OF VIEWS  
AND OPINIONS OF WEST INDIAN STUDENTS  
ON CANADIAN SCHOOLS**

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## ABSTRACT

### AN EXPLORATORY STUDY OF VIEWS AND OPINIONS OF WEST INDIAN STUDENTS ON CANADIAN SCHOOLS

Norma Celestie Peters

This is an exploratory study to try and gain some insight into the opinions that West Indian immigrant children and especially St. Vincentian immigrant children have of the Canadian School they attend, and the ways in which they relate their school experiences to academic and occupational plans and achievements.

The study is based on two sets of data: A set of data collected from interviews of 18 families and children from St. Vincent and another set of data obtained through questionnaires completed by 68 West Indian students from different islands and studying in different schools in Montreal.

Once immigrant status differences are accounted for, the majority of the West Indian immigrant pupils seem to want the same things out of the schools as their Canadian counterparts, the main differences manifesting themselves along SES lines.

Since this study did not start with a tight design and theoretical base, it cannot generate any strong recommendations or implications. It can be used, however, by school teachers as an interesting summary of the experiences and opinions of 86 high school pupils from the West Indies trying to adapt and progress in Canadian schools.

DEDICATION

To my Mother  
and  
Ronnie.

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## CHAPTER ONE

### THE STUDY

#### INTRODUCTION

Being an immigrant from the West Indies, and having worked in various schools in the Province of Quebec, I am particularly concerned with the many problems that West Indian immigrant children face in Canadian schools. In fact, it was my experience in teaching that brought my attention to the complex and varied problems recent West Indian immigrant children encounter in schools. For instance, some of the obvious reasons for their difficulties were attributable to their low socio-economic status or often extreme poverty, language difficulties, cultural differences, parental indifference, or even ethnocentric attitudes on the part of the immigrant and Canadian alike.

It is due to these personal experiences and observations then, that I became interested in the problem of the West Indian pupil's performance in school. But since I am a native of St. Vincent and have worked in the school system there for some time, I was particularly interested in exploring the various kinds of problems pupils from St. Vincent might encounter in schools when they attend Canadian schools, or, more specifically Montreal schools.

Between 1970 and 1976, the total immigrant population in Canada was 1,131,594. The percentage of immigrants from the West Indies of this total was 9.53%. Of this percentage only .2% are from the island of St. Vincent. Because statistics accounting for the percentage of Vincentians could not be obtained for the years 1970 to 1972, I had to calculate the percentage of Vincentians arriving in Quebec between the years 1973 to 1976; which is 27.5% (535 persons) from a total number of 1946 who have been in Montreal for a maximum of seven years.

#### STATEMENT OF THE PROBLEM

The purpose of this study, then, was to compare the views that students have about their experiences in two different school systems. My point was to understand some of the factors which students emphasize as being related to the problems of performance and achievement as well as what they expect to learn in school. Their views could help us understand some of the conflicts immigrant pupils experience which in turn might influence their behaviour in school and therefore performance.

There is what can be described as a lag in the efforts of Vincentians - West Indian children to achieve their stated goals in education. Parents, students and peer groups behave in ways that contribute to the stability of

the adaptation that insures that they will meet with problems in schools. For example, when children are in class they seem to lack seriousness about their work. Not only do they believe that they "will not make it" (i.e. succeed) but also they do not try to make it. This is not because the students do not know what to do in order to succeed. They are fully aware that recent Chinese and Japanese immigrant students in their schools do well in their classes "because they make the effort". The loss of the desire to perform or compete effectively in their school work might be the result of their adaptation to the limited opportunity to benefit from their education. (This I can state from experience and also from observation by interaction with immigrant Black students). Also peer groups act as agents which pull the immigrant Black children away from whatever educational goals they may have anticipated.

So the point of this study was to discuss some of these facts and see how the students perceive what is happening to them.

#### THE RESEARCH PLAN: IDEAL AND REALIZED

Initially this was planned to become a study in grounded theory to provide an alternative approach to studies done in the area of immigrant education by sociologists who follow the input output methodology and framework. The Coleman et al. report Equality of Educational Opportunity (1966)

and the Jencks et al. book Inequality (1972) provide examples of what is described as the "input-output" paradigm. As in these two studies, most research studies on immigrant children at school consider the effects of various school resources on test of cognitive achievement. These resources usually are of three types - characteristics of the physical facilities of the school, teacher characteristics (salary, experience, training) and student body characteristics (SES composition, racial composition, length of stay in the country as immigrants, etc.). In most cases it is found that little of the variance in standardized verbal and non-verbal tests can be attributed to these factors. However in spite of these findings for the purposes of the policy makers the absence of consistent facility and staff effect (as measured in these studies) in cognitive achievement is taken as evidence that schools in general have little effect on anything. The consequences for future allocation to the education of immigrant children are quite apparent and will make the present conditions look excellent.

As a general observation it should be stated that the rough estimates of the amount of between school variance on measures like cognitive achievements is 30%. That is, the maximum variance one could explain by school variables is 30%. Most of the variance, roughly 70% is attributable to variation within the school itself (Averch et al., 1972 : 39). This

raises the question of whether the classroom should be the salient unit for analysis. There have been, however, many studies which utilized the classroom as the unit of focus. One of the most comprehensive reviews of these studies is found in the Second Handbook of Research on Teaching, (Travers 1973). However the types of independent variables used are also vulnerable to criticism. These may be classified into three broad categories: variables related to teacher characteristics, those related to student characteristics and those related to classroom organization in teaching method (Averch et al., 1972 :52). However the preponderance of null findings and inconsistent results are once again similar to the state of affairs with regard to school level studies.

The defenders of The Grounded Theory approach maintain that discovery of a meaningful, conceptual-theoretical structure guiding and focussing the research effort is best approached from knowledge of the world views, the definitions of reality manifested by teachers and students (Rosenshine and Furst, 1973 : 135-145)

The main question in this approach is: How does one construct a relevant conceptual system and form from this a set of appropriate observational categories?

Stephen Richar (1975) tries to answer this question as follows:

"It seems to us that one does this by attempting to discover the meaningful aspects of the school's operations by watching and

listening to teachers and students alike, preferably with as few pre-conceptions as possible. The assumption is that what is important about schools will be reflected in the conversation of these people in their interactions."

In this context it is also worth quoting Smith and Geoffrey's (1968) conception of the investigator's research activity:

"There was an element of naive conviction that if he carefully observed the class and listened attentively to the teacher, then he could make sense out of the experience. In other words, order could be found there."

As I started to think about my research I began with the assumption that what is important about schools to Vincentian immigrants will be reflected in the conversations. Therefore, I decided to interview 18 families from St. Vincent who had children attending various high schools in the Montreal area. These families were to be all native St. Vincentians and the children were supposed to have attended schools in St. Vincent, prior to their experience with Montreal area schools. In this manner I hoped to find some orderly way of describing the views and opinions of these pupils and their parents about their comparative experiences with schools in the home country and the host country.

However, not being trained for this kind of research and working under overall constraints and limitations of time and guidance beyond my control, I got into a panic after a couple of interviews and decided to collect a more

traditional type of data simultaneously. To do this I used a modified version of a well established questionnaire borrowed from Breton (1972). Therefore I ended up with data collected from interviews of 18 families and children from St. Vincent and another set of data obtained through questionnaires completed by 68 West Indian students from different islands and studying in different schools in Montreal.

This unconventional and untidy way of proceeding with the collection of data and conduct of inquiry should be kept in mind in understanding the shortcomings of the results presented in this thesis. However, this thesis was written with the conviction that if it is treated as a basic exploratory study it will help us gain some insight into the experiences and opinions of some 86 high school age West Indian students.

The thesis therefore has the following order:

- A. Presentation of the problem and discussion of the shortcomings on methodology and description of research procedures and instruments.
- B. Presentation of some background information and a limited literature review.
- C. Presentation and analysis of the Questionnaire Data.
- D. Presentation and analysis of the interview data.

A concluding section will try to present and highlight some of the tentative findings.



THE RESEARCH PROCEDURES AS REALIZED

THE INSTRUMENTS

The data used in this study were collected through two sources.

The first was a questionnaire form. It was patterned after a questionnaire from Raymond Breton's Social and Academic factors in the Career decisions of Canadian Youth: (1972).

The questionnaire was filled out by all West Indian students in all grades in three secondary schools in Montreal. It included questions about family background information, immigration history, atmosphere in school, students' native and present school experiences, programs or course of study in schools, students' educational plans, access to counselling and vocational information, occupational plans, relationship with the future, ideas and attitudes about work and their future, activities related to school and background information about him and family.

This questionnaire was divided into three sections and was designed in the following way:

- Part A. Questions related to student and family.
- Part B. Questions related to students' course of study and educational plans.

Part C. Questions about students' educational experience  
in their native country and in Canadian Schools.

(See Appendix I for complete Questionnaire and marginals).

The second part of the study was carried out by home interviews with students and parents from St. Vincent, West Indies. Students were asked various questions that were written up on sheets. These questions were compiled by myself and were constructed in such a way that they would be related to give evidence about the topic of the research.

This part contained questions about the educational experiences of the pupils both in St. Vincent and Canada. Parents were asked about their particular perception and ideas of their children in the schools here and what was their opinion when they compared it with the native schools.

(See sample interview schedule Appendix II and a sample interview write up.)

Questions were also adopted from publications, and other educational government documents received from the West Indies, especially from the Department of Education. Reports were also received from teachers in the various schools who deal directly with West Indian students.

### COLLECTION OF DATA

The questionnaires were handed out to various teachers in the schools that were used. This was done in the month of late May to the middle of June 1978. Owing to the fact that this is the time when students write their end of year exam it took about six weeks to collect the questionnaires.

In Part A of the questionnaires quite a few of the students seemed to have some problems when giving information about their mother's occupations. However, they managed to answer other questions quite well.

Part B also tended to create problems as some of the students did not seem to be sure about what course of study or programme to follow and also about their father, in general, background-wise, educational-wise, and occupational-wise. Some students also had a bit of problem on information about their mother.

In Part C, students were very confused with differentiating and evaluating grade levels in terms of grade levels in the West Indies with those in Montreal schools. There were also confusing permissiveness with non-permissiveness in school experiences.

However, some students from different West Indian Islands who answered this section of the research were able to show their interest in

really getting ahead in society and also in life itself. They showed preference for, academic superiority and are anxious to get desirable jobs. Some other students' responses showed great pain in which the students try to explain their inability to reach their desired goals, especially when they seem to think that they were no favourite of either teacher or other students. Some others seemed to be concerned about existing problems which they may encounter in the schools in relation to discrimination, students' behaviour, lack of discipline and teachers' attitudes.

All of the data that were collected in the questionnaire were coded. The coding sheets were prepared and sent to the computer for punching on the IBM cards and were analyzed at the Sir George Williams Campus Computer Center of Concordia University.

The home interviews on the other hand began about the beginning of March and were completed in June. It was very time consuming to conduct these interviews as most of the students were not living near to each other and some were living in the suburbs of Montreal. However, it was a very encouraging experience because parents were very cooperative. It was not so easy at times to get these interviews scheduled to suit the parents home time schedule. However it worked out quite well in the end.

Students were interviewed individually by the interviewer in his or her own home. The student, when interviewed seemed very relaxed in the home

environment and this created a more relaxed atmosphere for discussion of the questions and answers. Each interview was done in a one to two hour time period which was done in one visit to the home. Sometimes the interview went over two hours as students became more relaxed and free to discuss their own personal problems and to seek advice about other problems that they might have elsewhere.

A tape recorder was used in the interviews and during conversations with the students recordings were done also in note form. During this period of the interviews, students were easy to speak with and they spoke freely. Differences in opinions among students responses were very interesting to listen to.

Before analysing the data collected through the questionnaires and interviews we shall present some background information and a short literature review in Chapter II.

## CHAPTER TWO

### BACKGROUND INFORMATION AND LITERATURE REVIEW

#### A. BACKGROUND INFORMATION

##### - Homogeneity and variety in West Indian Population.

What is very important in providing a good education in a multi-cultural society is to have a full understanding of the beliefs, values, personality characteristics, attitudes and norms of different individuals of such a society who are at the same time members of another ethnic cultural group. This kind of knowledge will highlight the kinds of adjustment problems which immigrants and their children face when they come to a new country and have to make the transition from their native society to the patterns of the host society.

The British West Indies consists of approximately three million people. About one half of this population lives in Jamaica and one-fifth in Trinidad. The community is a very cosmopolitan one. Blacks comprise the majority of the population. There have been many mixed marriages between the Whites from Europe and the Blacks from Africa which have given rise to a fairly large number of mulatto people, who are socially distinct from the Blacks. Indian

labourers from India, who after the emancipation period were brought to work on the sugar plantations are the majority group in Guyana and they also form a powerful minority in Trinidad. They are also found in smaller groups in many of the other islands. Quite a few Chinese were also brought to the Caribbean because of the need for labour. The Chinese today have however established themselves as petty traders and rural bankers. With the exception of Barbados and the Bahamas, Whites form a small minority of the population in the West Indies. In Trinidad and Guyana most of the White people there are Portuguese.

The West Indian community is overwhelmingly rural with a few disproportionately large urban centres in islands like Jamaica and Trinidad. The English speaking West Indian islands on a whole, have very little means of communications. However, in the larger islands like Jamaica, Guyana, and Trinidad are railway systems which run through the major zones of production. The roads are usually good in the urban centres but in the rural areas this is not always the case.

The rural areas are served with buses which run along the main highways. In the smaller islands the buses are not so comfortable to ride in. In normal times the islands are connected by regular steamer communications, which link them to their markets and sources of supply. In some of the islands

small planes also provide a means of communication with the outside world.

The average adults derive their education from the circumstances of their work and also from the press and the radio. There are special programmes for the public including the news of all the West Indian islands, presented to the people by the British Broadcasting Corporation. Today, however, the majority of British West Indian territories have government controlled broadcasting stations. The radio and press are however, restricted to the urban areas of the islands. Other media of education in the rural communities comes from the clergymen, the local school master, and libraries (in some parts of the island).

The islands are dependent upon agriculture for their livelihood. Industrial developments are linked with Trinidad and Guyana who provide raw materials of oil and asphalt (Trinidad) and bauxite and gold (Guyana) for the Western factories. Backward economic structure in the West Indian islands is responsible for the social conditions there. This in turn affects the diet, housing, income and medical health of the people.

Socially, the West Indian community can be divided into three categories. They are (1) Capitalists and Officials, (Upper class); (2) Professions (Middle class); and (3) Working class. The planters merchants and heads of department (mainly whites) are seen in category one; doctors, dentists, lawyers and



civil servants in category two and elementary school teachers, druggists and policemen as the lower middle class; and labourers and others belong to the working class.

The Upper classes, on a whole, spend their lives apart from the rest of the people in the community. The only relationship that they have with other classes is confined to direction and superintendence. Those who are not sufficiently light skinned or wealthy or important in the political hierarchy are excluded completely from clubs which are owned exclusively by the higher status groups.

Today things are changing in the islands, especially in Jamaica. The Blacks are coming into the picture of recognition. Black leaders are taking a stand in the front. As Eric Williams (1968) puts it, the difference in colour is being modified by the rising tide of the nationalist movement. A West Indian culture is slowly but surely evolving.

Factually, the social background of the negro West Indians cannot be separated from the history and background of their origins in slavery. According to Madeline Kerr (1952) "Manual labour is very closely associated with colour in the West Indies; servants are frequently employed by the Middle Class to perform simple menial tasks which, if they performed these tasks themselves, would be thought to demean them in the eyes of their neighbours."

This kind of treatment given to the West Indians in the olden days showed how brainwashed most West Indians were about social status and as reported by Sheila Patterson (1963) that West Indian immigrants upon arriving in Britain, and for the first time seeing white men performing manual tasks on the dock side at Tilbury were shocked.

On the other hand, the history of slavery, in particular gave rise to what has been called the colour-class-status system which is a factor that influences West Indians lives: It is a class system which portrays middle class value as one which is closely linked with the high prestige attached to "white" society and all its represents. In the days of slavery, the social élite was entirely from the white society and even though the system has changed and has become less rigid it still seems that for some coloured West Indians to be up in the social hierarchy, is like being white and possessing all the white elitist characteristics. It is obvious then that the lighter the complexion (of the skin) the nearer to the 'white' ideal the individual appears.

Richmond (1961) also states that 'the concept of 'colour' in this context is judged by actual skin colour and texture, hair formation and facial bone structure. The nearer the features are to the European rather than the African, the more they are approved. For this reason there is a considerable demand, especially among women, for the artificial straightening of hair and bleaching

of skin, to produce a better effect.

As Richmond also points out that to be 'black' is to be assigned to a low status; to be 'white' or 'fair coloured' is to be awarded the highest. Because of this there was the practice of trying to 'marry light' to 'raise the colour' of the family and probably to raise the social status. However, an interesting phase took place when the American Black Power came into existence. Blacks started to open their eyes and to conceive the identity of their colour. They began to have a stronger self image of themselves and realized that they have as equal an opportunity as any other regardless of colour, social class, race and creed.

There is one factor which Henriques (1950) stated that brings social unity to West Indians and that is religion. The churches bring all the social classes together in a single congregation and serves to generate the feeling of Christianity in one brotherhood and this transcends the barriers of class and colour.

Madeleine Kerr suggested that the religion, especially in Jamaica also acts to give (a) a source of wish-fulfillment, (b) an emotional outlet, (c) a substitute for recreation, and (d) an outlet for potential leaders.

Therefore there is at least an expectation; this study is to find homogeneity and similarity of behaviour problems and opinions across different West Indian islanders.

### FAMILY LIFE

West Indian family life, just like anywhere else, varies between social classes. Discipline in the stable union family circle, whether made holy by law or not, is generally strict and authoritarian and corporal punishment is frequently exercised. In families that are considered to be less stable, discipline is pretty rigid but the amount of control employed is less strict and consistent. This is seen sometimes in families that are one parent (although some single parent families can control their children better than two parent families) when mothers have to work and the children are cared for by grandparents, or aunts or even an older child in the family. This makes the child exposed to different and inconsistent forms of discipline. Children who are accustomed to this form of discipline are very confused when they come to countries like Canada where discipline is less rigid and therefore do not know how to act in crisis situations in schools.

In thinking about the West Indian family structure in Montreal we should keep in mind the fact that it is very difficult to find a population to interview from where all members of the individual families making up that population are present at Montreal at a given time. What frequently happens with West Indian families who leave the islands is that they leave their children behind mainly because of economic reasons and landed immigrant status conditions in Canada. The parents (or one of them) come alone and try to establish a home and some economic stability while continuing to support the children who stay

at home in the West Indies in the care of grand parents or other relatives or even guardians. Some of the West Indians in Canada may not even be landed immigrants. They travel to Canada on a holiday visa and this status causes them more complications. They cannot send for any members of their families to come and join them for several years until they somehow establish immigrant status. Therefore while some children of a given family may be attending school in the West Indies others are attending school in Montreal. Therefore for some families the opinions and ideas of schooling in the two set ups are contemporary and prevalent at the same time. In other cases the views and opinions about the West Indian schools are just memories while the views of Montreal schools are based on everyday experience and reality.

#### EDUCATION IN THE WEST INDIES

In order to attempt to understand the adjustment problems facing immigrants in a new society some kind of knowledge and understanding of the kind of education received in their society of origin is important.

The education system is organized under the Ministry of Education. All the matters which are pertaining to education are the responsibility of the Minister of Education. In the execution of the Government's Education Policy the Ministry is assisted by a team of administrative and professional

officers on the staff of the Ministry of Education.

The philosophy which underlies the West Indian Education System is that the potential of every citizen should be developed to the fullest extent so as to enable him to live harmoniously in his environment and to make a useful contribution to society. To clarify this statement a wide and varied range of educational experience is made available to the student at every stage from Nursery to University level.

The system is structured into tiers, but of course there is some overlapping.

1. Primary - At this level children between the ages of 5-11 are taught at Primary and All-age (5-16) schools.
2. Secondary - At this level children between the ages of 11 and 17 are taught in older secondary and new secondary schools as well as in the senior departments of all-age schools (5-16).
3. Tertiary - At this level young adults who have completed their secondary education receive further training in sixth forms and the Community College in preparation of University education, or in some field of technical or vocational education.

The educational system in the West Indies also includes private schools, special education institutions, government industrial schools and adult education institutions.

Taking a look at the case of children who are being transferred in the middle of their school career or even later, that is towards the end of their high school days: whatever previous experiences they may have had in their school of origin would obviously affect their expectations of the school in the new country. This can be an explanation for any difficulty experienced in adjusting to a new and different educational setting, when West Indian pupils move to Canada and Canadian schools.

Since 1960-1961, education was "free and compulsory" in the islands for children between the ages of five to fourteen. (The Moyne Commission on Education in the West Indies 1960) Shirley Gordon (1963) also reports the same. However, students were allowed to go on to the age of twenty and over in what is called "Extra Mural class". These are large classes of eighty to one hundred. Attendances are irregular, there is lack of punctuality, equipment is not up to date and materials and aids to teaching are rare. Therefore there is a predominance of rote learning and the employment of rigid authoritarian control techniques is a must in the classroom.

In S. Gordon's book (1963) it is stated that in 1967 the system of

Education seemed to be showing signs of change. Teacher training improved. The University of the West Indies started a B. Ed. program. New schools can now be compared to those of Britain. Some areas of the curriculum were revised and are constructed with more relevant material from the context of the society in which the children are living. In the schools, it was a tradition to teach English history, geography, grammar and arithmetic from out dated text books by methods employed by the Victorian times. However things are changing now and West Indian history and geography are being taught in the schools and local vocabulary is used as well as illustrations from the surroundings of the students. Although these changes may be described as improvements from a West Indian perspective, this type of locally based curriculum may be responsible for the difficulty of adjustment experienced by the immigrant West Indian pupil in Canadian schools.

## B. LITERATURE REVIEW

### Immigrant and West Indian Immigrant Children

An immigrant is defined by the Gendron Commission (1972) as "any one who comes from another country with the intention of settling in Canada, who has been granted legal immigrant status but who has not yet acquired Canadian citizenship." (This definition is in harmony with the working



definition of the Canadian Department of Manpower and Immigration).

Why does any person leave his country to go to another country to settle?

There are numerous answers to this question. One may say that some of these reasons might be: lack of opportunity in his home country and the dream of a better chance in a new country, or for higher education. However, for every individual immigrant there is a special purpose or reason. The answer should be considered on an individual basis, for each individual has his own differences and temperament.

Most people think that when an immigrant emigrates from a poorer country to what is being considered as a richer one they become automatically better off economically. However when rules and restrictions are being laid down in the host country for example Canada, the immigrant finds out that he must have skills and an education level superior to that of those in the country which he left behind and equal or in most cases better than that of those in the host country. Therefore, a West Indian or an immigrant in Canada is likely to be an ambitious person and must have above-average skills; education and ambition to be of any success in Canada.

With immigrant populations immigrant children arrive from many different parts of the world and come to settle in Canada. These children bring with them different norms, values, culture, religions and education backgrounds.

These children have to get adjusted to a new society with new cultural and educational backgrounds, new norms and values and also religious backgrounds. Here they are faced with teachers who were never trained to teach immigrant children and who do not have a good concept and understanding of these children's former way of life. Therefore, the education that these children receive does not prepare them for integration in the society, nor for work, nor to help to prepare them for return to their native countries (Dungworth 1974, Johannesson, 1973, Garvey and Abraham 1974, Lipkin 1974 and Adler, 1969).

All these problems are also true for West Indian Children. Bernard Coard (1968) states that the majority of West Indian children who are placed in special or remedial programs are normal children who are educationally and environmentally deprived and therefore need intensive intellectual stimulation. They could be provided for in ordinary schools but most teachers do not understand West Indian children enough and therefore do not know how to fully exercise the children's potential.

In Bernard Coard's book, How the West Indian Child is made Educationally Sub Normal in the British School System, he specifically drew the attention to the unbelievable number of West Indian children in London who are thrown in E.S.N (Educationally sub-normal) school. He also touched on many other areas such as the view that West Indian children are at a disadvantage in areas like

language, culture, the attitude of teachers and not learning about the school system itself.

But it must not be forgotten perhaps the most obvious area of them all, testing. The West Indian child here is at a great disadvantage. His different use of words and structures and his different cultural background makes his standard test score highly suspect.

The Canadian situation is similar. Ashworth 1975 reported a study done on West Indian students in Toronto where a great number of the parents reported that their children were discriminated against whether as a group or as an individual, in the school.

Parents also reported that there was discrimination by both white classmates (who made racial slurs about them) and the teachers who showed disinterest in West Indian pupils.

West Indian students when classified with other minority group children have been stereo-typed as having mixed self images, self-contradictory aspects, as being lost and bewildered and mainly confused.

A report from the Schools Council (1970) hinted that "West Indian children are both usually demanding of teachers' attention and, at the same time, indifferent to the good opinion of their teachers."

Viewed in the eyes of teachers and other authorities, they are seen as being poor in handling conceptual work but as having natural rhythm and

physical co-ordination. They are seen as having low self-concept and also as being clumsy in their behaviour. They are said to display a lack of enthusiasm and yet they manage to be exceptionally lavish and ardent. They are said to be silent and inarticulate, and yet accused that they talk too much. These statements from the school council seem contradictory at times and it becomes clear that these kinds of contradictory behaviour characteristics cannot be assigned to all the West Indian children at the same time.. What the teachers observed in minority classrooms and in general is used as a frame of reference for all immigrant children. However, there are many cultural and social factors of which the teacher is not aware for children from different ethnic groups and these factors may add to the behaviour pattern which is therefore not understood at all by the teachers.

We all welcome and pay lip service to the benefits of cultural pluralism, but it is the child who is faced by the dilemma which the values of the Canadian school offers, the problems with the language of instruction, the school socialization process and the conflict with the parental socialization preferences. McCloud (1968) and other educational sociologists see similarities between the problems of the "Culturally deprived" children of the slums in the United States cities and the problems of immigrant children in Canadian cities.

Bhatnagar (1970) and Townsend (1971) having carried out research projects in Britain and the United States respectively have shown that, an immigrant child, on arrival at school, encounters a strange and frightful environment. Coming from a very poor environment will make it worse because the child is even more unprepared for school than his Middle Class counterparts.

At most times the equipment and materials used in the classroom are very unfamiliar to the immigrant child. In many research studies it has been proved that the inability to comprehend the physical environment of the child is a very severe drawback in the process of learning especially for deprived children and immigrants. Graham and Meadows (1971) found West Indian children in Britain to be more exposed to emotional instability and consequent difficulties with the learning process of the school.

#### Academic Achievement and Related Concepts and Findings

Bhatnagar (1970) found that academic achievement is highly related to personal and social adjustment. Bhatnagar (1975) also found that the immigrant children in French schools appear to function on the same level with the local children.

Coard (1971) Little, et al. (1968) and Townstead (1971) in their research studies of the comparison of the performance of the United Kingdom born

children of immigrant parents with the foreign born children of the same ethnic group found that the United Kingdom born children did considerably better than the foreign born. Research in Canada showed similar findings. Ashworth (1975) Toronto Board of Education (1965) revealed that the academic achievement of immigrant children tends to be lower than that of Canadian children in English schools.

(Bhatnagar 1970, Adler 1968, Johannesson 1973, Rogers 1972) argued that culture shock and culture conflict have been the main causes of lower educational achievement among immigrant children. This probably is due to factors like change of environment into a new one, with people of different culture, values, mores, folkways, etc. which are different from that of the immigrant child. This can put the child in a situation where tension can build up and also stress and strains in adjustment to meet the approval of the host society. There is no doubt that the immigrant child being unprepared for this land of change can suffer from shock and disappointment. The dialect is different, the environment is different, the climate is different and most things around him look strange. This is only one part of it. But what about the schools? There he has another set of conditions to face for example different system of Education, different teaching methods and different and more modern and advanced materials used in teaching.

According to the Plowden Report (1967) these children (the immigrant children) when they arrive at their point of destination are puzzled and confused with the living conditions, they are dumped and crowded into small housing spaces, and not in the best neighbourhoods. Immigrants from the West Indies are not an exception to this. The different dialect and language is another problem faced by both teachers and children. The parents also are not understood by the teachers. Communication poses a problem between teachers and parent. Therefore definite and proper response to questions cannot be given by parents when asked questions by teachers.

Immigrant children themselves are aware of the fact that they are different in many ways from other children in their host country. In the home they are accustomed to one way of life, and they are faced with a new way of life in the larger community. The children are also aware of the fact that these differences are observed by their peers, and at times by the teachers in school. Most times in the schools these immigrant children are rejected by others because they are what is called "different". In this case they are being punished for no reason at all for "what they are" and for "what they are not". Carendas and Wong (1973).

In order for the parent to cope with the situations they have to modify

their lifestyle. The models offered by the white society are out of reach for the immigrant parent through discrimination (Rex and Moore, 1966).

Roth (1973) in his paper on West Indians in Toronto found that the belief that West Indians had about Canada before they left the West Indies were crumbled on their arrival to Canada. Their expectations were lowered and the status that they held in the West Indies reduced and in many ways they faced disappointments.

As Mowat (1969) puts it, in Canada the immigrant children most often suffer from feeling inferior to their other peers and carry along with them a feeling of insecurity and loneliness.

There are two factors which are involved in the attitudes concerning the individual's identity. They are (1) the extent to which the individual feels that he knows what kind of person he is and which is referred to as self-knowledge and (2) the degree to which he accepts it. It is also referred to as self-esteem or self-acceptance.

The importance of how the person feels that he knows himself is how he tries to go through what is called a matching process. In this process the person tries to establish some kind of correspondance between his own characteristics and those of the environment around him.

When a student is in some way or the other rejected, either by himself



or by others; or even if he begins to doubt his basic worthiness and adequacy, this can lead to a prediction of the experience of difficulties in success in school and formulation of a career goal.

Clark (1960) argues that ".... those children who are left with a negative self-image are not likely to be motivated towards positive academic achievement." This can hold true for the W Indian children who have taken on a negative attitude about their school work and also about the person that they are.

Rosenberg (1965) found that adolescents with low self esteem are more withdrawn from school activities and from participation and involvement in public affairs; they are less likely to expect success in their future career. He also found that those who have a poor image of self are more liable to rate themselves as lacking in self-confidence, in practical knowledge and in organizing and administrative ability - (all qualities related to decision making potential).

Korman (1966) has collected evidence which is convincing and which indicates that people with low self-esteem formulate career plans less in line with their objectively measured abilities than do those with a positive image of themselves. As hypothesized by Galinsky and Fast (1966) ".....self doubts and feelings of unworthiness make educational decisions extremely

difficult".

There are two related items in the students' questionnaire we administered. Students were asked to agree or disagree with the following: (1) "If I could change, I would be someone different from myself"; and (2) "Even with a good education, a person like me will have a tough time getting the job he wants".

Pederson (1966) has done studies on self-concept. He found in his study that significant others have projected expectations and judgement which in turn influence the development of the academic self-concept in the school aged child. In this way, if a comparison should be made between a middle class child and a lower class one, the lower class child is more likely to develop a negative academic self concept, because of the negative influences of his environment. In his conclusion he summarized his findings by saying that the academic self-concept of a student is directly related to his level of educational ambition in that:

- (a) A student with a low social class background and a low academic self concept will tend to have a low educational aspiration level also,
- (b) A student with a low social class level who tends to have a high academic self concept will also tend to promote his educational ambition level.

- (c) A student with a low academic achievement level and a high academic self-concept will tend to promote his educational ambition level.
- (d) A student with a low social class level and who is positively encouraged and motivated by his teachers' evaluation in his school work tends to promote his academic self-concept.
- (e) A student with a low academic achievement and a positive perception of the teacher's evaluation of his school achievement tends to promote the academic self-concept of the student.

It is viewed according to the findings of Pederson, that the teacher plays one of the biggest roles in the case of a low achieving child. Thomas and Paterson, Bookover, Shaiker (1964) also agreed with these findings.

Self-perception as an important area in education was recognized by Spiegler (1967). In his lay out he said that self-perception involves self-concept. That is how the person believes himself to be at the moment. He further claims that the ideal concept, which is, how the person wishes he were, or hopes to become leads up to the various reflected selves, which is how he believes that others see him.

If then, academic self-concept is related to academic ambition and if academic ambition is said to be central to the main source to academic achievement then this should also affect the educational ambition of the

West Indian children in the Canadian schools.


Havighurst, Marrefield, Witty (1967) Lewis (1965) Goule (1941)

Bendix (1959) have all given evidence which shows that the culturally and economically (impoverished) deprived, are seen in an unstimulating environment which perhaps can lead to the development of a negative self-concept. Goule and Bendix also provide further information to show that a student's position in the social structure determines to a large extent his self-concept and academic ambition.

These findings were also supported by Kahl (1953) and Yonman (1956). They further suggest that if families of disadvantaged students develop middle class attitudes and values, then the self concept of the students will move towards a more positive direction and this in turn will lead to higher aims in education and to higher achievement levels. Later, Soares and Soares (1971) collected additional evidence towards the same theory and showed that disadvantaged children do not really and necessarily suffer from lower self-concept. Samuels (1973) suggests that group activities if encouraged can help to change the image and status of Blacks because just plainly, warmth, respect and acceptance are instrumental in the development of positive self-concept.

Heine (1950) explained what maybe seen as two stages of self picture. The first is Primary self picture and the second is secondary self picture. He states that Blacks are faced with the problem of differentiating between the two. Primary self-picture he said is obtained through direct intimate relationship with someone, for example, an experience with close relatives and friends. Secondary self-picture on the other hand is related to the result of having relationships with someone of a different race, for example, an individual from the minority status who comes into contact with the public outside of his group and which is seen as the discriminating majority. He further states that Blacks have certain bases for self-referent feelings and ideas one of which is the attitudes expressed by the white majority. Because of this attitude expressed by the white majority some people become confused of their identity as in the case with Coard's discussion (1968).

Coard (1968) illustrated the conflict of some Black students and how they were able to work out their own identity after a turmoil of confusions within themselves as to whom they were. One example given in this book was about a Black boy from Jamaica called Desmond. This shows a very good example of self denial and a poor feeling of self-concept, so much so that he tried to become someone else. He felt that to admit himself as a Black boy is like admitting that he was different from the other members of his class

(White peers). Therefore in order to escape from this dreadful  of being black, being different, he had to deny his true identity.

There are other reports given about identity problems faced by Black children. Coles (1965) for example reported that in his clinical work, he has noticed from the Black children's sketches, a sense of fear of White people and a sense of disappointment of being Black and having Black skins and a sense of fear of what the future holds for them as Black children.

Coles also gave stories to prove his points. He said that once a Black child drew a small, many sided picture of himself in contrast to that of the White children. Another child drew a very large one, when questioned about this large picture the child's reply was that you have to be big in order to survive. Another child, six years old drew a picture of herself with both feet normal but the arm crippled. When Coles questioned her about it she said that the feet can run, but it is the hands that get into trouble but the feet can help you to run away from the trouble. Some time later Coles learned that the child was caught shop lifting in a candy store by a sales lady who severely rebuked her not only for stealing but more so for being Black.

Here this example reveals the antagonistic environment which shapes the life of the Black child.

Rosenthal and Jacobson (1968) in their book Pygmalion in the Classroom reveal results of an experiment where they labelled children as "achievers" without any justification and when treated in this way by their teachers it did increase their level of achievement. On the other hand, those labelled as "slow learners" did as a result obtain lowered achievement levels than what they had maintained over the same period. Many authors criticized the idea that this study was not sufficiently conclusive, yet this is what is being done in many schools today in the Montreal area where children are being labelled as so called "slow learners", "culturally deprived" etc. Some of the children are also "put down" for their difference in dialects and as non-standard English speakers. In any case there is evidence which links the importance of the child's level of achievement with the teachers' perception of the child.

Semmel (1969), on the Semantic Differential Responses of College Students showed his concern for the importance of Disability Labels and Dialect Differences. He attempted what is called an evaluation of the effect that labelling has on the child's school experience. This was done by speech tapes, of both Black and White students and was compared with the background of the homes, their mobility and their social behaviour.

With this, Semmel co-ordinated the academic ability as seen by the teachers and linked these with other related personality characteristics and also with the characteristics of speech. He concluded that non-standard features of the Black child's speech had a significance on the way the child was seen by others. The Ratings given to him were far lower than of his White peers.

Williams, Whitehead and Miller (1972) conducted a study and came up with similar conclusions. They developed scaling techniques where they presented small groups of teachers, with samples of continuous speech. They obtained the speech sample from audio-tapes of dialect speaking children. The number of teachers were 175 and they were asked to place each child to a class level in each of nine different subjects. What the findings showed were a high co-ordination rate between the evaluation of the child's language and teacher expectancy. Also it was shown that where the subject matter involved more language arts, the ratings of ethnicity, non standardness of English were even more important and served as a dominant predictor of teacher expectancy. This part of the literature is used to point out the connection shown between the use of non-standard languages and teacher expectancy and how non-standardness of English utilized in school by the West Indian immigrant student may put them in a disadvantaged position.



### Academic Achievement and Career Orientation

The attitude of a student towards his work and achievement may somewhat influence his ability to orient himself toward the occupational environment and to crystallize a preference for his career within it. There are two sets of individuals who work towards different interests. One set is the work-oriented individuals and the other set is the pleasure-oriented individuals.

The work-oriented ones find work as "a major means of self-expression and self-realization" Ginzberg (1951). To those, work is considered a rewarding activity rather than a simple means towards income or other rewards. Ginzberg (1951) saw the result as this: "...the most reliable criterion to distinguish between the work-oriented and the pleasure-oriented individual is the ease with which an individual can be deflected from his present work and his plans for the future".

Stinchcombe (1964) found that students who say their grades are very important to obtaining the type of job they want are less likely to give an ambiguous response about their curriculum interest.

Ramcharan (1972) gave a general overview of the family and social situation of the Greek, Chinese, Italian and West Indian immigrant in Toronto and he also discussed the problems of children in adapting to the school. In a finding he shows that many of the parents and students have negative

perceptions of the school - of racial discrimination and of diversion into the technical/vocational stream. Ramcharan made suggestions concerning changes that are needed in teacher attitudes and school policy.

Vandra Masemann (1975) extends Ramcharan's findings by presenting the results of research on perceptions of schools and the labour market among immigrant students attending and recently graduated from seven vocational and occupational schools in Metropolitan Toronto. The results shows that although immigrant students really experience difficulties in adaptation to a new school system they possess high aspiration that propels them beyond their Canadian born counterparts.

In Paul Anisef's paper (1973) on Aspiration of grade 12 students in ninety seven academic schools, in Ontario his findings showed that the immigrant students who have reached this level of academic achievement have higher educational and occupational aspirations than their Canadian born peers. An important finding in the results showed that ethnicity related to educational plans only for working class adolescents, that is social-class differences in aspiration are stronger than ethnic affiliation for middle and upper middle-class adolescents. Anisef points out that it is the association of ethnicity with other characteristics (such as place of residence and academic achievement) that "explains" variation of educational and vocational plans.

We shall now turn to the analysis of the data obtained in our study  
to find out how our results compare with the results reported in the literature.

## CHAPTER THREE

### FINDINGS: THE QUESTIONNAIRE APPROACH

#### THE SAMPLE

##### Demographic Characteristics

The sample studied in this research project consisted of 68 West Indian students attending secondary schools in Montreal.

There are thirty-five (51.5%) males and thirty-three (48.5%) females in this sample. They are all from the English speaking islands of the West Indies.

Twenty (29.4%) of these students were born in the island of Jamaica, eighteen (26.5%) were born in Barbados, eleven (16.2%) were born in Trinidad and Tobago, six (8.8%) were born in St. Vincent and the other thirteen (19.1%) were born in the islands of Monserrat, St. Lucia, St. Kitts, Guyana, Antigua and Grenada.

All of the students in the sample fall between the ages of 17-20 years. A breakdown of the ages of the sample would be, (8.8%) fell between the ages of 10-12 years, fifteen (22.1%) between the ages of 13-16 years, and forty-seven (69.1%) between the ages of 17-20 years.

One aspect of interest in this sample is the length of stay that these students had in their birthplaces. Most of them lived in their birthplaces for over ten years. A tabulation showed that one (1.5%) lived in his birth-

place for 0-4 years, nine (13.2%) lived in their birthplace for 5-9 years, forty (58.8%) lived there for 10-15 years, eighteen (26.5%) lived there for 16-20 years. This will reflect the ways of thinking later in this sample.

In the sample, it is seen that the majority of these students were in high school grade level when they left their native country schools. Twenty-four (45.6%) of them were in grade seven, eight and nine; twenty-one (20.6%) were in grades ten and eleven, twenty-one (31.0%) were in grades one, two, three, four, five and six and two (2.9%) did not answer. Presently, in Canada, eight pupils (11.8%) are in grades six, eight and nine, sixteen pupils (23.5%) are in grade ten and forty-four pupils (64.7%) are now in grades eleven and twelve.

Note that these grade levels vary widely and depend mainly on the number of years the students spent in Montreal schools. It is interesting also to note that there were students who did not answer. This may be because they do not know how to evaluate their grade levels with that of Montreal's because in the islands the grades are named differently from those of Canadian schools.

Twenty-one (30.9%) of these students are from single parent families, forty-five (66.2%) are from two parent families and two (2.9%) did not answer. Thirty (44.1%) of these students live with both parents and the others live

with either father, mother or other relatives. Fifty-two pupils (76.5%) have some or a lot of influence in the family decisions. The others have little or none at all.

Nine (13.2%) of the students came with their parents to Canada, fifty-three pupils (77.9%) came after their parents, three (4.4%) of the students are here while their parents stay at home and three pupils (4.4%) did not answer the question.

At the time of the study, forty-eight pupils (69.1%) had lived in Montreal for five or six years and six pupils (8.8%) for over seven years.

There are four pupils (5.9%) who have no brothers and sisters, thirty-seven (54.4%) who have 2 to 3 brothers and sisters, fifteen (22.1%) have 4 to 6 brothers and sisters in the family, and twelve (17.6%) have over six brothers and sisters in the family. At the same time there are eighteen (26.5%) of the students with all older brothers and sisters, twenty-one (30.9%) have all brothers and sisters younger, twenty-two (32.3%) with some younger and some older brothers and sisters and seven (10.3%) who did not answer.

With regard to the education of parents, twenty-two (32.4%) did not know anything about their fathers education, ten (14.7%) of the students' fathers had elementary education, six (8.8%) had some high school, seven

(10.3%) had college or university education, three (4.4%) had post secondary technical school education, three (4.4%) had other training like teacher's college, and agriculture college education. Six pupils (8.8%) did not answer. Seventeen (25.0%) of the students did not know about their mothers' education, eight (11.8%) said that their mother had elementary education, twelve (17.6%) said that their mother had some high school, sixteen (23.5%) finished high school, two (2.9%) had college or university degrees, five (7.4%) had nursing school degrees, three (4.4%) had business college education and five pupils (7.4%) did not answer this question.

Of all these students, twenty-five (36.8%) of the parents earn a good salary and are or can be considered as middle-class income families. Twenty-one (30.9%) are from lower-middle class income families and ten (14.7%) are from lower class income families. There are twelve (17.6%) who do not know their parents occupation.

### SCHOOLING PROFILE IN MONTREAL

All students included in the sample attend high school. Asked about what programme or course of study they thought they were most suited for fifteen of the students (22.1%) saw themselves suited for science programmes, ten (14.7%) for occupations, eight (11.8%) for other courses of study, three

pupils (4.4%) opted for practical programmes and ten (14.7%) did not answer. Twenty-two pupils (32.4%) opted for commerce.

Asked about programmes in high school which are regarded by students as best, twenty four pupils (35.3%) answered science, nine (13.2%) opted for the practical courses, eighteen (26.5%) regarded commercial courses to be best, seven (10.3%) regarded occupations as best, two (2.9%) answered other and eight (11.8%) did not answer.

For the programme in high school which is regarded by students as worst the majority ruling was on Latin. Science took the second worst place. For programmes regarded by high school pupils as leading to the best jobs, the commercial programme was rated as first, then came science. Asked about the programmes leading to the worst jobs twenty eight students (41.7%) did not answer that question and thirteen (19.1%) chose Latin.

Fifty four pupils (79.4%) chose by themselves to go into the programme in school where they were at the time of the study. Forty nine pupils (72.1%) chose their programmes because they liked the subject matters taught in those programmes. This was the most important reason. The second most important reason mentioned was that the student felt the particular programme will prepare them for a career. When asked for other reasons for choosing their course of study, forty-one (60.3%) said that it leads them to further education



after high school, seventeen (25.0%) said that it enables them to get jobs as soon as they leave high school.

Thirty five (47.1%) of the students would have liked to attend another school if they had the choice but 23 pupils (33.8%) were satisfied where they were. Those students who would rather be in a different school said they will choose a school where there is more variety of programmes and courses of study available.

Twenty-eight pupils (41.2%) had already decided what kind of occupation they would like to have when they finished high school, even before selecting their courses or programme of study. Twenty-nine pupils (42.6%) had some idea, the rest were undecided.

In terms of occupational plans, six (8.8%) chose the medical field, three (4.4%) plan to become teachers, fourteen (20.6%) plan to become secretaries, fourteen (20.6%) are undecided and the others choose other interesting careers which can be seen in the breakdown on Q. 48, Appendix I.

The majority of the students fifty-eight (85.3%) are planning to finish high school. Of a total number of nine (13.3%) who planned to leave high school before finishing five (7.4%) planned to get a job. However, more than fifty per cent of the students are planning to continue their

education after high school either on a full-time or part-time basis.

Twenty-six (38.2%) of that number planned to finish on a full-time basis, and eighteen (26.5%) would probably finish on a full time basis. Sixteen (23.6%) would definitely finish on a part time basis.

When other alternatives were given the number that decided to continue school after high school dropped to twenty-one (30.9%). For example an alternative like a job offer pulled away fourteen (20.6%) from continuing high school.

Forty two pupils (61.8%) would like to attend college or university after leaving high school and seven (10.3%) opted for business college. Thirty-two (47.1%) have already chosen their area of specialization while eight (11.8%) have narrowed their choices to two or three. Fifty-nine (86.8%) of the students said that their chances of getting a diploma or degree is average and above. Of the whole sample fifty two (76.5%) feel equal chances when compared with the other students from other provinces in Canada.

Most students said that their parents' aspirations towards finishing high school were strong. Sixty one (89.7%) of the parents wanted their children to finish high school. Of that number forty-four (64.7%) said that their parents wanted them to finish high school on a full-time basis.

Thirty three pupils (48.5%) said that their parents want them to attend college or university after high school.

Peer group can also have some influence in students' life. Thirty five (51.5%) said that all their friends are planning to finish high school; twenty (29.4%) said that most of their friends are planning to finish high school. Twenty eight (41.2%) have friends who have left high school before finishing and thirty-six (52.9%) have no friends who have left high school.

Sixty-two pupils (91.2%) have a guidance counsellor in their school. Quite a few of the students (twenty six pupils, 38.2%) go to see the guidance counsellor at some time or other, for planning programmes, about marks, to discuss future career or something else; yet quite a few of them do not seem to know the actual purpose of the presence of a guidance counsellor in the school. Only twelve pupils were ever given a test and only three students had their test results discussed with them.

The teachers and the principal also play an important role in the lives of students in schools. However, almost half of the students in the sample have never gone to see the teacher or the principal on their own initiative. Exactly fifty percent of them claim that they have never been called in by a teacher or principal to discuss anything.

TABLE 1

## ATTITUDES AND ORIENTATIONS OF THE PUPILS

(Frequencies) and percentages

Attitudes and Orientations	No Ans.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. If my family were of a different social class, I would have a better chance of getting ahead in life.	5.9 (4)	10.3 (7)	19.1 (13)	39.7 (27)	25.0 (17)
2. Making plans only makes a person unhappy because plans hardly ever work out anyway	5.9 (4)	10.3 (7)	23.5 (16)	44.1 (30)	16.2 (11)
3. Good luck is more important than hard work for success in school	2.9 (7)	- (0)	4.4 (3)	50.0 (34)	47.6 (29)
4. If a person is not successful in school its his own fault	4.4 (3)	14.7 (10)	23.5 (16)	42.1 (32)	10.3 (7)
5. The best way to judge a person is by his success in school	0 (0)	10.3 (7)	10.3 (7)	50.4 (37)	25.0 (17)
6. School should come first even if it means sacrificing time from recreation	4.4 (3)	36.8 (25)	42.6 (29)	14.7 (10)	1.5 (1)
7. The most important purpose of high school is to prepare people for their occupational career	0 (0)	35.3 (24)	51.5 (35)	10.3 (7)	2.9 (2)

When asked about their chances of doing well in their occupational life compared to other students in their class, twenty six pupils (39.4%) thought their chances were better than average, thirty seven pupils (54.4%) felt their chances were about average and three pupils thought their chances to be below average and two pupils did not answer this question.

The students in our sample are quite positive in their orientations and attitudes about life and school. Maybe because most of them come from middle class families. Only 30% agree that if their families were of a different social class, they would have a better chance of getting ahead in life. The rest disagree with this orientation.

Sixty percent of the pupils believe in the value of long range planning and only 4.4% (three students) agree that good luck is more important than hard work for success in school. However, only 40% of the pupils agree that if a person is not successful in school it is his own fault. This means that the student may be aware of structural and untextual factors and variables which may lead to limited results, sometimes. In the same vein 75% disagree that the best way to judge a person is by his success in school. Eight percent agree that school should come first even if it means sacrificing time from recreation. Eighty seven percent of the pupils believe that the most important purpose of high school is to prepare people for their occupational career. Therefore,

contrary to some of the prevalent expectations based on research findings and participant observation, the West Indian pupils in the sample have very middle class values and orientations towards school and success in life.

Quite a few of the students (42%) spend some time studying with their friends at least once a week and nearly the same percent see themselves in the top 40% in their classes. Sixty two (91.2%) of the students admitted that had they worked harder over the past year their marks would have improved. Since more than one-half of the whole population of students can either choose some or all of their subjects then most of them should be happy with their own choice and should do well in them. Students seemed very interested in their school studies. Forty two (61.7%) of them claimed that if they had an extra hour they will use it for study period of some form or for taking an extra subject of their choice.

Most of the students think that their school grades do not reflect accurately their real intelligence. Twenty six (38.2%) said that their real intelligence is much higher, seventeen (25.0%) said their intelligence is slightly higher, only nine (13.2%) said that their grades were an accurate reflection of their intelligence, two (2.9%) said their intelligence was slightly lower, one (1.5%) said it was much lower, eight (11.8%) did not know and

five (7.4%) did not answer. For forty seven (69.1%) of the students a satisfactory grade is a grade above average or one of the highest grades while a few seemed not to be bothered with grades and did not care much about grades they obtained.

Only eleven parents (16.9%) would be satisfied with average grades for their children and only nine parents (13.7%) would accept a passing grade. Twenty three per cent (38.8%) would like their children to obtain above average grades and twenty one parents (30.7%) would like their children to obtain one of the highest grades in class. One pupil said his parents did not care and three pupils did not answer this question. Twenty nine pupils (42.6%) thought their parents knew a good deal about their school work, twenty seven pupils (39.7%) thought their parents knew a fair amount and eleven pupils (16.2%) thought their parents knew very little about their school work. One pupil did not answer this question.

It is therefore surprising to note that forty six pupils (67.6%) failed a subject during the past year. Otherwise the students seemed quite happy in their schools and course work. This maybe due to the fact that they did not think their grades reflected their intelligence as illustrated in a previous paragraph. The students were furthermore divided almost fifty fifty in supporting or rejecting the orientation that "even with a good education,

a person like me will have a tough time getting the job he wants".

Nevertheless, most of the students were quite happy with themselves and did not agree with the statement that "if I could change, I would be someone different from myself". Only 13 pupils (19.1%) agreed with this statement.

#### OPINIONS ABOUT SCHOOL CLIMATE AND COMPARISON WITH PREVIOUS SCHOOL EXPERIENCE

Forty of the pupils in the sample (58.8%) had been in the same school since they entered high school. Twenty had changed schools at least once. Eight pupils did not answer this question.

To be popular with the students in their schools thirty three (48.5%) pupils said that to be socially active is the most important thing. The majority of the students said that it is very easy to get help from the teachers especially when help is needed to plan future careers. Quite a few of them seem to think that there is quite a lot of competition for marks among the students. There are also quite a few students who do not think that "one has to go along with the majority or they would be left out of things" but quite a few of them (60%) agree with the statement that "school activities in their schools are usually organized by the same small group of students".



When asked about their impressions of the Montreal schools in comparison with their schools from their native country, fifty three (79.9%) pupils were favourable to strongly favourable towards Montreal schools, twelve regarded them as ranging from unfavourable to strongly unfavourable and three (4.4%) did not answer. Grouping in the same manner the responses for their native schools gave about the same results. Therefore this may be a general reaction towards schooling in general rather than a particular type of school.

Sixteen (23.5%) found that their academic adjustment in their present school is very good, forty two (61.8%) found it to be good, five (7.4%) found it to be poor, five (7.4%) said it is very poor. A comparison of the teachers in their native school with those in their present school was as follows: In the native schools fifty eight (85.3%) had strongly favourable to favourable opinions of their teachers, six (8.8%) had unfavourable to strongly unfavourable opinions of their teachers. In the Montreal schools sixty (88.2%) had strongly favourable to favourable opinions of their teachers and six (8.8%) had unfavourable opinions of their teachers.

Fifty one (75.%) said that their grade average in their native schools were very high to high, eight (11.7%) said low to very low and four (5.9%) said on the border line.

There were all kinds of responses with regards to the biggest difference between school here and that which they attended in their home country.

Most of the students saw the biggest differences in terms of lack of discipline, permissiveness and teachers attitudes. (See the appendix on page 155 for the breakdown)

Eleven (16.2%) would like to change the programme in the present school that they are attending. Eight (11.8%) would like to change the teachers, thirteen (19.1%) would like to change their friends, six (8.8%) would like to change the length of schooling, twenty (29.4%) would like to change other things. Almost every student would like to change something if given the chance to do so.

Students were asked if the problems in their home country are similar to that in the schools here. Eighteen (26.5%) agreed that they were similar and forty-three (63.2%) disagreed.

All in all, fifty three (77.9%) of the students like being students here in Montreal, and (14.7%) do not like being students here at all.

## CROSS TABULATION OF VARIABLES AND DISCUSSION OF RESULTS

So far we have provided a general profile of the sample of students who responded to the Questionnaire section of this study. In the next section, we have attempted to carry the analysis of results a step further by discussing the findings of cross tabulations of variables classified as "antecedent variables" and "outcome variables".

Based on the distribution of answers along the many variables being examined in this study, we decided to further analyze the relationship between 26 variables which were classified as independent and 11 variables which were classified as dependent or outcome variables for the purposes of this study.

The eleven outcome variables were the following:

### VARIABLES INDICATING EDUCATIONAL AND OCCUPATIONAL PLANS

1. College plans Q. 16
2. Plans for extra hour at school Q. 52
3. Purpose of High School Q. 63
4. Occupational plans Q. 37

### COMPARISON BETWEEN SCHOOLS IN COUNTRY OF ORIGIN AND IN MONTREAL

5. School problems Q. Partic No. 8

6. School impressions Q. Part C No. 1b

ATTITUDES ABOUT EDUCATION AND CAREER SUCCESS

7. Family origin related to career success Q. 39  
 8. Plans do not work out always Q. 40 ✓  
 9. Student responsible for failure in school Q. 42  
 10. School success, hard work and good luck Q. 45  
 11. Even with education finding job is tough Q. 54

Some of these variables may be themselves intervening variables rather than outcome variables. For example, it may be argued that attitudes such as examined in variables 7, 8, 9, 10 may be antecedent variables and/or intervening variables in deciding about college plans or occupational plans. Given the fact that this is only a very crude exploratory study we have decided to treat such variables as outcome variables.

The 26 independent or antecedent variables chosen for analysis were the following:

INDIVIDUAL BACKGROUND AND FAMILY VARIABLES

1. Age
2. Sex
3. Intelligence
4. Family or origin structure
5. Family presently living in - structure
6. Mother's occupation
7. Mother's education

8. Father's education

CONTEXTUAL/SOCIAL NETWORK VARIABLES

9. Country of origin

10. Length of stay in country of origin

11. Length of stay in Montreal

12. Montreal impressions

SCHOOL RELATED VARIABLES

13. Grade level in country of origin

14. Grade level in Montreal

15. Rank in class in country of origin

16. Rank in class in Montreal

17. Failing grade during past year

18. Curriculum preference - most suited for

19. Study time

20. Study with friends

21. Guidance counsellor contact

22. Student initiated student-teacher interaction

23. Teacher initiated student-teacher interaction

24. Same high school

25. School climate

26. Importance to conform to the majority in school

## DISCUSSION OF THE RELATIONSHIP BETWEEN THE OUTCOME VARIABLES AND THE ANTECEDENT VARIABLES

It should be noted that the grouping of variables between "outcome" variables and "antecedent" variables is somewhat arbitrary and this note should be remembered in evaluating the results discussed in the following section:

### EDUCATIONAL AND OCCUPATIONAL PLANS

Four variables were studied under this category (see Tables 1 and 2, 3, 4, 5): 1. College plans. 2. Plans for extra hour at school. 3. Purpose of high school and 4. Occupational plans.

#### COLLEGE PLANS

Of the 26 antecedent variables examined seven were related to this variable significantly ( $p < .10$ ): Age (.001); Mother's occupation (.01); 3. Length of stay in country of origin (.07); 4. Length of stay in Montreal (.10); 5. Failing grade in past year (.02); 6. Curriculum option most suited for (.02); 7. Student initiated student-teacher interaction (.05). (See Table 2).

Almost all the students who were less than 15 years old were planning to go to college full time as compared to only 53.2% of those who were 16

TABLE 2

SIGNIFICANT RELATIONSHIP ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF COLLEGE PLANS  
AND ANTECEDENT VARIABLES

(Frequencies) and percentages

Antecedent Variables		College Plans			P
		Full time	Part time	Undecided	
1. Age	1. 15 and less	90.5(19)	9.5( 2)	0(0)	.001
	2. 16 and more	53.2(25)	29.8(14)	17.0(8)	
2. Mother's occupation	1. Professional	63.6( 7)	36.4( 4)	0(0)	.01
	2. Clerical	100.0( 7)	0( 0)	0(0)	
	3. Worker	28.6( 2)	42.9( 3)	28.6(2)	
	4. Service	81.0(17)	4.8( 1)	14.3(3)	
	5. Housewife	30.0( 3)	50.0( 5)	20.0(7)	
3. Length of stay in country of origin	1. 0-9 years	90.0 ( 9)	0( 0)	10.0(1)	.07
	2. 10-15 years	65.0(26)	20.0( 8)	15.0(6)	
	3. 16+ years	50.0( 9)	44.4( 8)	5.6(1)	
4. Length of stay in Montreal	1. 1-2 years	64.3(18)	25.0( 7)	10.7(3)	.10
	2. 3-4 years	47.4( 9)	42.1( 8)	10.5(2)	
	3. 5+ years	80.0(16)	5.0( 1)	15.0(3)	
5. Failing grades in past year	1. Yes	54.3(25)	28.3(13)	17.4(8)	.02
	2. No	85.7(18)	14.3( 3)	0(0)	
6. Curriculum option most suited for	1. Science	86.7(13)	6.7( 1)	6.7(1)	.02
	2. Com/practical	56.0(14)	36.0( 9)	8.0(2)	
	3. Occupations	60.0( 6)	40.0( 4)	0(0)	
	4. Other	62.5 ( 5)	0( 0)	37.5(3)	
7. Student initiated student/teacher interaction	1. Yes	61.9(26)	31.0(13)	7.1(3)	.05
	2. No	70.8(17)	8.3( 2)	20.8(5)	

years old and over. More interestingly there were no students in the lower age category who were undecided as opposed to 17% of the students who were in the older age category.

Those students whose mothers were in the professional and clerical occupational groups were more inclined to college studies than the students whose mothers were in factory worker and service occupations and those whose mothers were homemakers.

The shorter the length of stay in the country of origin the more firm were the college plans of the pupils. The longer the students were in Montreal, the more firm were their plans for college. Thus only 64.3% of the students who were in Montreal for 1-2 years planned to go to college full time as compared to 80% of the students who had been in Montreal for 5 years or more. However, the percentage of undecided students also increased with length of stay in Montreal from 10.7% to 15%.

A higher percentage of students with no failing grades had full time plans for college as compared to those who had a failing grade during the past year. Those students who thought they were most suited for the science option of the curriculum were those who planned to go to college full time followed by those students who were planning to enter the professions. The greatest



percentage of undecided students in this respect was in the category of students who did not have firm preferences for a curriculum option.

Twenty percent of the students who never initiated interaction with their teachers in school were undecided about their college plans as opposed to only 7% of undecided students in the group of students who initiated contact and interaction with their teachers at school.

#### PLANS FOR EXTRA HOUR AT SCHOOL Q.52

This variable was used as an outcome variable since it was thought that it will differentiate between the academically oriented and the other type of student. This variable was significantly related ( $p \leq .10$ ) to three antecedent variables: 1. Present family structure (.10); 2. Study with friends (.05); and 3, Same high school in Montreal (.04) (Table 3).

The one parent children were the most prone to choose athletics and social activities for their extra hour at school. Children with both parents or in other situations like living with relatives opted in great majority for the option of a subject matter or a study period.

The more the students studied with friends the more they chose the subject matter or study period option for the extra hour in school. Sixty four percent of the students who studied with friends very rarely opted for the athletics and social activities. It was interesting to note that students

TABLE 3

SIGNIFICANT RELATIONSHIP ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF PLANS FOR EXTRA HOUR AT  
SCHOOL AND ANTECEDENT VARIABLES

(Frequencies) and percentages

Antecedent Variables		Plans for extra hour at school			P
		Other subject matter	Athletics Social	Study Period	
1. Present family structure	1. Two parent	36.7(11)	30.0(9)	33.3(10)	.10
	2. One parent	5.9(1)	52.9(9)	41.2(7)	
	3. Other	22.2(4)	27.8(5)	50.0(9)	
2. Study with friends	1. Several times a week	14.3(2)	21.4(3)	64.3(9)	.05
	2. Once a week	42.9(6)	21.4(3)	35.7(5)	
	3. Once or twice a month	7.1(1)	64.3(9)	28.6(4)	
	4. Never	29.2(7)	37.5(9)	33.3(8)	
3. Same high school	1. Yes	27.5(11)	45.0(18)	27.5(11)	
	2. No	26.3(5)	15.3(3)	57.9(11)	

who had not changed high schools since they started going to school in Montreal, opted for the study period to use up the extra hour while those students who had changed high schools opted mainly for athletics and social activities.

#### PURPOSE OF HIGH SCHOOL PREPARATION FOR OCCUPATIONAL CAREER

Thirteen antecedent variables were related significantly to this outcome ( $p \leq .10$ ) (Tables 13 and 4), as follows:

1. Sex (.05); 2. Structure of family of origin (.05); 3. Mother's occupation (.05); 4. Country of origin (.06); 5. Length of stay in Montreal (.06);
6. Grade level in country of origin (.001); 7. Grade level in Montreal (.10); 8. Rank in class in Montreal (.03); 9. Failing grades in past year (.01); 10. Study time (.02); 11. Student initiated student-teacher interaction (.10); 12. Conformity to majority important (.01); 13. Length of stay in country of origin (.01).

Three percent of females as opposed to 23 per cent of the males strongly disagreed with the statement that the purpose of high school was primarily the preparation for occupational career.

Seventy eight percent of the pupils from single parent families disagreed on this question as opposed to only 3% of children from two parent families.

St. Vincentians disagreed with the statement that the main purpose of high

TABLE 4

SIGNIFICANT RELATIONSHIP ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF "PURPOSE OF HIGH SCHOOL  
PREPARATION OF OCCUPATIONAL CAREER" AND  
ANTECEDENT VARIABLES

(Frequencies) and percentages

Antecedent variables		Purpose of High school: Preparation of occupational career				P
		Strongly agree	Agree	Strongly disagree		
1. Sex	1. Male	31.4(11)	45.7(16)	22.9(18)		.05
	2. Female	39.4(13)	57.6(19)	3.0( 1)		
2. Family of origin	1. Single parent	31.4(11)	45.7(16)	77.9( 8)		.05
	2. Two parents	39.4(13)	57.6(19)	3.0( 1)		
3. Mother's occupation	1. Professional	36.4( 4)	45.5( 5)	18.2( 2)		.05
	2. Clerical	85.7( 6)	14.3( 1)	0( 0)		
	3. Worker	28.6( 2)	57.1( 4)	14.3( 1)		
	4. Service	14.3( 3)	57.1(12)	28.6( 6)		
	5. Housewife	50.0( 5)	50.0( 5)	0( 0)		
4. Country of origin	1. Jamaica	45.0( 9)	45.0( 9)	10.0( 2)		.06
	2. Barbados	47.4( 9)	36.8( 7)	15.8( 3)		
	3. Trinidad/Tobago	18.2( 2)	72.7( 8)	9.1( 1)		
	4. St. Vincent	16.7( 1)	33.3( 2)	50.0( 3)		
	5. Other	25.0( 3)	75.0( 9)	0( 0)		
5. Length of stay in Montreal	1. 1-2 years	42.9(12)	53.6(15)	3.6( 1)		
	2. 3-4 years	26.3( 5)	63.2(12)	10.5( 2)		
	3. 5+ years	35.0( 7)	35.0( 7)	30.0( 6)		
6. Grade level in country of origin	1. 1-3	50.0( 4)	0( 0)	50.0( 4)		.001
	2. 4-6	61.5( 8)	30.8( 4)	7.7( 1)		
	3. 7-9	25.8( 8)	61.3(19)	12.9( 4)		
	4. 10-11	28.6( 4)	70.4(10)	0( 0)		

TABLE 4 (Cont'd)

Antecedent variables		Purpose of High school: Preparation of occupational career			P
		Strongly agree	Agree	Strongly disagree	
7. Grade level in Montreal	1. 6-9	75.0( 6)	25.0( 2)	0( 0)	.10
	2. 10	18.8( 3)	67.5(10)	18.8( 3)	
	3. 11-12	34.1(15)	51.3(23)	13.6( 6)	
8. Rank in class in Montreal	1. 25+	55.5(15)	33.3( 9)	11.3( 3)	.03
	2. 25-	11.8( 2)	58.8(10)	29.4( 5)	
	3. 50-	27.3( 3)	63.6( 7)	9.1( 1)	
9. Failing grades in past year	1. Yes	28.3(13)	63.0(29)	8.7( 4)	.01
	2. No	52.4(11)	23.8( 5)	23.8( 5)	
10. Study time	1. Less than $\frac{1}{2}$ hour	71.4( 5)	14.3( 1)	14.3( 1)	.02
	2. 1- $\frac{1}{2}$ hours	31.6( 6)	47.4( 8)	21.1( 4)	
	3. 2 hours	11.1( 2)	83.3(15)	5.6( 1)	
	4. 3+ hours	47.6(10)	38.1( 8)	14.3( 3)	
11. Student initiated student/teacher interaction	1. Yes	38.1(16)	47.9(18)	19.0( 8)	.10
	2. No	29.2( 7)	66.7(16)	4.2( 1)	
12. Conformity to majority important	1. True	53.8(14)	47.3(11)	3.8( 1)	.01
	2. Somewhat true	37.5( 6)	50.0( 8)	12.5( 2)	
	3. Not true	13.6( 3)	63.6(14)	27.7( 5)	
13. Length of stay in country of origin	1. 0-9 years	50.0( 5)	10.0( 1)	40.0( 4)	.01
	2. 10-15 years	27.5(11)	67.5(25)	10.0( 4)	
	3. 16+	44.4( 8)	50.0( 9)	5.6( 1)	

school is the preparation for occupational careers. Fifty percent of the St. Vincentian pupils disagreed with this statement as opposed to only about 10% of each of the other groups of students.

Those who were in Montreal for over five years disagreed most strongly with this statement as compared to those who were here for shorter periods of time. Students who left their country of origin after grade seven disagreed more with this statement than those who left their country of origin at earlier grade levels.

The higher the grade level in Montreal the higher the disagreement with this statement in the students.

The higher was the standing of the student in the rank categories in class the higher the disagreement with this statement was. Those who did not have any failing grades disagreed more than those who had failing grades. Those who devoted the least amount of study time disagreed more with this statement than others. Students who initiated contact with teachers disagreed more than those who did not. The more conformist to the majority view the student was the more he agreed with this statement and the longer the stay in the country of origin the less the disagreement was.

TABLE 5

SIGNIFICANT RELATIONSHIP ( $P \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF OCCUPATIONAL PLANS AND  
ANTECEDENT VARIABLES

Antecedent variables		Occupational Places				Skilled	P
		Unskilled	Profes- sional	Univ. type	Service lower prof.		
1. Sex	1. Male	17.1(6)	17.1(6)	20.0(7)	22.9(8)	22.9(8)	.08
	2. Female	6.1(2)	30.3(10)	6.1(2)	15.2(5)	42.4(14)	
2. Grade level country of origin	1. 1-3	0(0)	62.5(5)	0(0)	12.5(1)	25.0(2)	.10
	2. 4-6	23.1(3)	15.4(2)	7.7(1)	23.1(3)	30.8(4)	
	3. 7-9	6.5(2)	12.9(4)	16.1(5)	29.0(9)	35.5(11)	
	4. 10-11	14.3(2)	28.6(4)	21.4(3)	0(0)	35	
3. Grade level in Montreal	1. 6-9	25.0(2)	50.0(4)	25.0(2)	0(0)	0(0)	.01
	2. 10	25.0(4)	25.0(4)	6.3(1)	31.3(5)	12.3(2)	
	3. 11-12	4.5(2)	18.2(8)	13.6(6)	18.2(8)	45.5(20)	
4. Failing grade during past year	1. Yes	10.9(5)	17.4(8)	10.9(5)	19.6(9)	41.3(19)	.08
	2. No	14.3(3)	38.1(8)	19.0(4)	19.0(4)	8.5(2)	
5. Curriculum option most suited for	1. Science	20.0(3)	40.0(6)	13.3(2)	13.3(2)	13.3(2)	.07
	2. Commerce/ practical	4.0(1)	12.0(3)	20.0(5)	17.0(3)	57.0(13)	
	3. Occupations	10.0(1)	10.0(1)	20.0(2)	40.0(4)	20.0(2)	
	4. Other	12.5(1)	37.5(3)	0(0)	37.5(3)	12.5(1)	
6. Same High school	1. Yes	5.0(2)	17.5(7)	10.0(4)	30.0(12)	37.5(15)	.06
	2. No	15.0(3)	30.0(6)	25.0(5)	5.0(1)	25.0(5)	

### OCCUPATIONAL PLANS

This outcome variable was significantly related to six antecedent variables ( $p. \leq 10$ ) (See table 13 and 5). The antecedent variables related significantly to occupational plans were: 1. Sex (.08); 2. Grade levels in country of origin (.10); 3. Grade level in Montreal (.01); 4. Failing grade during past year (.08); 5. Curriculum option most suited for (.07); 6. Same high school since arrival in Montreal (.06).

A larger percentage of females opted for professional type occupations than for skilled occupations. Seventeen percent of the males opted for unskilled occupations as compared to six percent of the females only. The higher the grade level from which the pupils left their country of origin the lower the professional aspirations were. Thus 62 percent of the school leavers between grades one and three in country of origin aspired to professional careers, as compared to 15% of those who left between grades 4-6 and 13% of those who left between grades 7-9, and 14% of those who left between grades 10-11. Grade level in Montreal makes also an important difference in career planning. Those who are between grades 6-9 aspire more to the professions than those who are in grade 10 (18%) and those who are in grades 11-12 (18%) ( $p. \leq .01$ )



Thirty eight percent of those who did not get a failing grade in the previous year aspired to professions as opposed to 17% of those who had at least one failing grade during that same period ( $p \leq .08$ ).

Commerce and science students aspired for better jobs than students in other options. Also only 4% of commerce/practical stream pupils expected to work in unskilled occupations as opposed to 20% of the science option students ( $p \leq .07$ ). Those students who had stayed in the same high school since coming to Canada aspired to lower level practical careers than those students who had changed high schools since they first started going to school in Canada.

#### COMPARISON BETWEEN SCHOOLS IN COUNTRY OF ORIGIN AND IN MONTREAL

Two variables were examined under this category (see Tables 13 and 6, 7):

1. School problems; 2. School Impressions

##### SCHOOL PROBLEMS

Seven antecedent variables were significantly related to this outcome ( $p \leq .10$ ) (See Tables 13 and 6). These variables were: 1. Structure of family of origin (.08); 2. Mother's education (.09); 3. Father's education (.10); 4. Rank in class in country of origin (.05); 5. Curriculum option most

TABLE 6

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF SCHOOL PROBLEMS AND  
ANTECEDENT VARIABLES

(Frequencies) and percentages

Antecedents variables		School problems same in home country as Montreal			P
		Agree	Disagree	Strongly disagree	
1. Family of origin	1. Single parent	42.1(8)	52.6(10)	5.3( 1)	.05
	2. Two parents	22.0(9)	51.2(21)	26.8(11)	
2. Mother's education	1. Elem/H.S.	26.3(5)	52.5(10)	21.1( 4)	.09
	2. H.S. Diploma	6.7(1)	80.0(12)	13.3( 2)	
	3. Some college	50.0(5)	40.0( 4)	10.0( 1)	
	4. Other	41.2(7)	29.4( 5)	29.4( 5)	
3. Father's education	1. Elem/H.S.	18.8(3)	68.8(11)	12.5( 2)	.10
	2. H.S. diploma	9.1(1)	81.8( 9)	9.1( 1)	
	3. Some college	44.4(4)	33.3( 3)	22.2( 2)	
	4. Other	37.5(9)	33.3( 8)	29.2( 7)	
4. Rank in class in country of origin	1. 25+	7.7(1)	53.8( 7)	38.5( 5)	.05
	2. 25-	27.8(10)	58.3(21)	13.9( 5)	
	3. 50-	54.5(6)	27.3( 3)	18.2( 2)	
5. Curriculum option most suited for	1. Science	25.0(3)	58.3( 7)	16.7( 2)	.08
	2. Commerce/ practical	21.7(5)	47.8(11)	30.4( 7)	
	3. Occupation	60.0(6)	30.0( 3)	10.0( 1)	
	4. Other	12.5(1)	87.5( 7)	0( 0)	
6. Study time	1. Less than ½ hr.	0(0)	40.0( 2)	60.0( 3)	.03
	2. 1 - ½ hrs.	50.0(9)	44.4( 8)	5.6( 1)	
	3. 2 hrs.	31.3(5)	56.3( 9)	12.5( 2)	
	4. 3+ hrs.	15.0(3)	55.0(11)	30.0( 6)	
7. Conformity to majority important	1. True	13.0(3)	65.2(15)	21.7( 5)	.06
	2. Somewhat true	53.3(8)	40.0( 6)	6.7( 1)	
	3. Not true	28.6(6)	47.6(10)	23.8( 5)	

suiting for (.08); 6. Study time (.03); 7. Conformity to majority important (.06).

Pupils who came from single parent families generally agreed that the school problems were the same in Montreal and in their country of origin while students who came from families where both parents were present tended to disagree very strongly with this statement. The higher the education of the mother was the higher the agreement was with the statement that the school problems were similar in Montreal and in the country of origin. This was also true in the case of the variable measuring father's education. The lower in rank in their class the more the pupils agreed with the statement that the problems were similar in their country of origin and Montreal. Students who opted for occupations as opposed to science and commerce options were more in agreement with this statement. The more one studied the less one agreed with the statement and those who did not think that they had to conform to the majority agreed more with this statement.

#### IMPRESSIONS OF MONTREAL SCHOOL

Ten antecedent variables were significantly related to this outcome ( $p \leq .10$ ). (See Tables 13 and 7). These variables were: 1. Age (.07); 2. Sex (.06); 3. Present family structure (.06); 4. Mother's education (.10); 5. Father's education (.01); 6. Montreal impressions (.002); 7. Grade

TABLE 7

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF MONTREAL SCHOOL IMPRESSIONS  
AND ANTECEDENT VARIABLES

(Frequencies) and percentages

Antecedent variables		Montreal School Impressions			P
		Strongly Favourable	Favourable	Unfavourable	
1. Age	1. 15 and less	30.0(6)	45.0( 9)	25.0(5)	.07
	2. 16 and more	11.1(5)	73.3(33)	15.6(7)	
2. Sex	1. Male	26.5(9)	52.9(18)	20.6(7)	.06
	2. Female	6.5(2)	77.4(24)	16.1(5)	
3. Present family structure	1. Two parents	17.2(5)	57.7(15)	31.0(9)	.06
	2. One Parent	27.8(5)	66.7(12)	5.6(1)	
	3. other	5.6(1)	83.3(15)	11.1(2)	
4. Mother's education	1. Elem./H.S.	15.8(3)	73.7(14)	10.5(2)	.10
	2. H.S. diploma	18.8(3)	75.0(12)	6.3(1)	
	3. Some college	10.0(1)	80.0( 8)	10.0(1)	
	4. Other	20.0(4)	40.0( 8)	40.0(8)	
5. Father's education	1. Elem/H.S.	12.5(2)	81.3(13)	6.3(1)	.01
	2. H.S. diploma	30.0(3)	60.0( 6)	10.0(1)	
	3. Some college	16.7(2)	83.3(10)	0(0)	
	4. Other	11.5(3)	50.0(13)	38.5(10)	
6. Montreal impressions	1. Strongly favourable	45.5(5)	54.5( 6)	0(0)	.002
	2. Favourable	14.6(6)	73.2( 3)	12.3(5)	
	3. Unfavourable	0(0)	41.7( 5)	58.3(7)	
7. Grade level in country of origin	1. 1-3	25.0(2)	25.0( 2)	50.0(4)	.04
	2. 4-6	33.3(3)	58.3( 7)	8.3(1)	
	3. 7-9	6.9(2)	79.3(23)	13.8(4)	
	4. 10-11	21.4(3)	64.3( 9)	14.3(2)	

TABLE 7 (Cont'd)

Antecedent variables		Montreal School Impressions			
		Strongly Favourable	Favourable	Unfavourable	P
8. Grade level in Montreal	1. 6-9	37.5(3)	37.5( 3)	25.0(2)	.06
	2. 10	28.6(4)	42.9( 6)	28.6(4)	
	3. 11-12	5.3(4)	76.7(33)	14.0(6)	
9. Teacher initiated student/teacher interaction	1. Yes	20.7(6)	48.3(14)	31.0(9)	.02
	2. No	9.4(3)	81.3(26)	9.4(3)	
10. School climate	1. Athletics/clubs	22.2(4)	66.7(18)	11.1(2)	.07
	2. Academic	44.4(4)	22.2( 2)	33.3(3)	
	3. Social	6.3(7)	71.9(23)	21.9(7)	

level in country of origin (.04); 8. Grade level in Montreal (.06); 9. Teacher initiated student/teacher interaction (.02); 10. School climate (.07).

The younger age group of pupils had the most extreme reactions - they were strongly favourable or strongly unfavourable. The same was true of the males who took the extreme positions. Children from families with both parents present were the most unfavourable to Montreal. Students who described their parents' educational level as other (certificates, professional training, skilled, diploma holders, etc.) had the most extreme reactions. The more favourable the impressions of the city were the more favourable was the school impression of the children. The lower the grade level in country of origin the most unfavourable were the impressions of Montreal schools. The lower the grade level in Montreal, the most unfavourable was the school impression. Those students who were involved in student initiated student/teacher interaction were the most unfavourable towards Montreal schools and the students who identified the school climate as more athletics/club oriented were the most favourably impressed by the Montreal schools.

#### ATTITUDES ABOUT EDUCATION AND CAREER SUCCESS

Five variables were examined under this category. These were: 1. Family

origin and success related. 2. Plans do not work out always. 3. Student is responsible for failure in school. 4. School success: hard work or good luck? 5. Even with education finding job is tough.

#### FAMILY ORIGIN AND SUCCESS RELATED

This outcome variable was related to two antecedent variables significantly ( $p \leq .10$ ). (Tables 13 and 8). The two antecedent variables in question are 1. Comparative intelligence assessment (.01) and 2. Study with friends (.09).

Nine percent of those students who thought that their marks were higher than their real intelligence agreed with the statement that "If my family were of a different social class, I would have a better chance of getting ahead in life" as compared to 25% of those who thought that their marks were a real reflection of their real intelligence and 48% of those who felt that their marks were lower than their real intelligence. This means that those who do well in school as reflected in marks believe that the social class origin of their family does not make much of a difference in their chance of getting ahead in life.

TABLE 8

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
 OUTCOME VARIABLE OF "BELIEF IN RELATIONSHIP  
 BETWEEN FAMILY ORIGIN AND SUCCESS" AND ANTE-  
 CEDENT VARIABLES

(Frequencies) and percentages

Antecedent variables		Family origin and success related			P
		Agree	Disagree	Strongly Disagree	
1. Comparative intelligence	1. Marks lower	48.0(12)	28.0(7)	24.0(6)	.01
	2. Marks about right	25.0( 6)	37.5(9)	37.5(9)	
	3. Marks higher	9.1( 1)	81.8(9)	9.1(1)	
2. Study with friends	1. Several times a week	33.3( 4)	58.3(7)	8.3(1)	.09
	2. Once a week	35.7( 5)	57.1(8)	7.1(1)	
	3. Once or twice a month	33.3( 4)	16.7(2)	50.0(6)	
	4. Never	25.0( 6)	37.5(9)	37.5(9)	



TABLE 9

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
 OUTCOME VARIABLES OF "PLANS DO NOT WORK OUT"  
 AND ANTECEDENT VARIABLES

Antecedent variables		Plans do not work out			P
		Agree	Disagree	Strongly Disagree	
1. Mother's education	1. Elem./H.S.	21.1 ( 4)	52.8(10)	26.3(5)	.05
	2. H.S. Diploma	33.3 ( 5)	46.7( 7)	20.0(3)	
	3. Some college	20.0( 2)	80.0( 8)	0(0)	
	4. Other	60.0(12)	25.0( 5)	15.0(3)	

### PLANS DO NOT WORK OUT ALWAYS

Only one antecedent variable was related significantly to this outcome ( $p \leq .10$ ) (Tables 13 and 9), This antecedent variable was mother's education ( $p \leq .05$ ). The children of mothers who had some college education in general disagreed with the statement that "Making plans only makes a person unhappy because plans hardly ever work out anyway." (80%) Only 40% of those whose mothers had some kind of professional/career oriented/skill oriented degrees disagreed with this statement. Only 33% of those students whose mothers held a high school diploma agreed with this statement and 21% of those students whose mothers had a lower level of education than high school diploma agreed to this statement. Therefore the main difference is between those students whose mother's were in the service occupations and the other students. More of the former type of students thought that making plans only makes a person unhappy because plans hardly ever work out anyway.

### STUDENT RESPONSIBLE FOR FAILURE IN SCHOOL

Five antecedents variables were significantly related ( $p \leq .10$ ) to this outcome (Tables 13 and 10). These were the following: 1. Age (.06); 2. Comparative intelligence assessment (.03); 3. Mother's education (.10);

TABLE 10

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
OUTCOME VARIABLE OF "RESPONSIBILITY OF STUDENT FOR  
FAILURE IN SCHOOL" AND ANTECEDENT VARIABLES.

Antecedent variables		Student responsible for failure in school			P
		Agree	Disagree	Strongly Disagree	
1. Age	1. 15 and less	57.1(12)	28.6(6)	14.3(3)	.06
	2. 16 and more	31.8(14)	59.1(26)	9.1(4)	
2. Comparative intelligence	1. Marks lower	38.5(10)	38.5(10)	23.1(6)	.03
	2. Marks about right	40.0(10)	60.0(15)	0(0)	
	3. Marks higher	54.5(6)	45.5(5)	0(0)	
3. Mother's occupation	1. Professional	18.2(2)	81.8(9)	0(0)	.10
	2. Clerical	71.4(5)	28.6(2)	0(0)	
	3. Worker	57.1(4)	42.9(3)	0(0)	
	4. Service	42.1(8)	36.8(7)	21.1(4)	
	5. Housewife	50.0(5)	30.0(3)	20.0(2)	
4. Grade level in country of origin	1. 1-3	62.5(5)	12.5(1)	25.0(2)	.08
	2. 4-6	61.5(8)	38.5(5)	0(0)	
	3. 7-9	34.5(10)	51.7(15)	13.8(4)	
	4. 10-11	21.4(3)	71.4(10)	7.1(1)	
5. Failing grade during past year	1. Yes	27.3(12)	61.4(27)	11.4(5)	.008
	2. No	66.7(14)	23.8(5)	9.5(2)	

4. Grade level in country of origin (.08); 5. Failing grade during past year (.008).

The younger the students were the more they agreed with this statement. Those who thought that their marks were higher than their real intelligence agreed more with this statement than those who thought that their marks were lower than their real intelligence. The students whose parents were in service type occupations and were housewives or professionals agreed more with this statement than students whose parents were in clerical or factory worker type occupations. The lower the grade level in the country of origin the higher was the agreement with this statement. Those students who did not have any failing grades during the past year agreed more with the statement that "If a person is not successful in school it is his own fault".

#### HARD WORK OR GOOD LUCK RESPONSIBLE FOR SUCCESS IN SCHOOL

"Good luck is more important than hard work for success in school", Only two antecedent variables were related significantly ( $p \leq .10$ ) to this outcome. These were 1. Comparative intelligence assessment ( $p \leq .10$ ) and 2. Rank in class in Montreal ( $p \leq .09$ )

TABLE 11

SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
 OUTCOME VARIABLE OF "IMPORTANCE OF HARD WORK  
 OR GOOD LUCK FOR SCHOOL SUCCESS" AND ANTECEDENT  
 VARIABLES

(Frequencies) and percentages

Antecedent variables	Good luck more important than hard work in school success		P	
	Agree	Disagree		
1. Comparative intelligence	1. Marks lower	0(0)	100.0(26)	.10
	2. Marks about right	11.5(30)	88.5(23)	
	3. Marks higher	0(0)	100.0(11)	
2. Rank in class in Montreal	1. 25%+	0(0)	100.0(27)	.09
	2. 25%-	11.8(2)	88.2(15)	
	3. 50%-	0(0)	100.0(11)	

TABLE 12

**SIGNIFICANT RELATIONSHIPS ( $p \leq .10$ ) BETWEEN THE  
 OUTCOME VARIABLE OF "EVEN WITH EDUCATION  
 FINDING A JOB IS HARD" AND ANTECEDENT VARIABLE**

Antecedent variables		Even with education finding a job is hard.			R
		Agree	Disagree		
1. Sex	1. Male	38.2(13)	61.8(21)	.06	
	2. Female	64.5(70)	35.5(11)		
2. Student initiated student/teacher interaction	1. Yes	42.9(18)	57.1(24)	.09	
	2. No	68.2(15)	31.8(7)		

TABLE 13 SUMMARY OF CROSS TABULATION RESULTS WHICH ARE SIGNIFICANT AT  $p \leq .10$  LEVEL

Antecedent variables	College plans Q.16	Plans for extra hour at school Q.52	Purpose of H.S. Q.63	Occup. plans Q.37	School problems C.8	School impressions C.18	Family & success Q.39	Plans Q.40	Resp. for failure Q.42	Hard work and school success Q.45	Education and jobs. Q.54
1. Age	.009					.07			.06		
2. Sex			.05	.08		.06					
3. Intelligence							.01		.03	.10	.06
4. Structure of family of origin			.07		.08						
5. Structure of present family						.06					
6. Mother's occupation	.01										.10
7. Mother's education			.05		.09	.10		.05			
8. Father's education					.10	.01					
<u>Contextual Social Network</u>											
9. Country of origin											
10. Length of stay in country of origin	.07	.10	.01								
11. Length of stay in Montreal	.10		.06								
12. Montreal impressions											.002

TABLE 13 (Cont'd)

Antecedent variables	
College plans	Q. 16
Plans for extra	Q. 52
Purpose of H.S.	Q. 63
Occup. plans	Q. 37
School problems	C. 8
School impressions	C. 18
Family & success	Q. 39
Plans	Q. 40
Resp. for failure	Q. 42
Hard work and	Q. 45
Education and	Q. 54
Jobs.	Q. 54
<u>School Related Variables</u>	
13. Grade level in country of origin	.08
14. Grade level in Montreal	.06
15. Rank in class in country of origin	.05
16. Rank in class in Montreal	.03
17. Failing grade during past year	.02
18. Curriculum preference most suited for	.02
19. Study time	.03
20. Study with friends	.05
21. Guidance counsellor	.09
22. Student initiated student/teacher interaction	.10
23. Teacher initiated student/teacher interaction	.02



TABLE 13 (Cont'd)

Antecedent variables

College plans	Q. 16		
Plans for extra hour at school	Q. 52		
Purpose of H.S.	Q. 63		
Occup. plans	Q. 37		
School problems	C.8		
School impressions	C.18		
Family & success	Q. 39		
Plans	Q. 40		
Resp. for failure	Q. 42		
Hard work and school success	Q. 45		
Education and jobs	Q. 54		

24. Same high school

.04 .06

25. School climate

.07

26. Importance to conform to the majority in school

.06 .01

Those students who thought their marks reflected their real intelligence were inclined more to agree with this statement (11%) as opposed to none of the students in the two other categories: those who thought that their marks were either lower or higher than their real intelligence.

In the same way those students who were in the average student group of their class were more inclined to agree with this statement (11%) as compared to none of the students in the extreme rank categories of the class.

#### RELATIONSHIP OF EDUCATION AND JOBS

Even with a good education, a person like me will have a tough time finding the job she wants. This feeling was associated with two variables significantly 1. Sex ( $p \leq .06$ ) and 2. Student initiated student-teacher interaction ( $p \leq .09$ ) (Tables 13 and 12)

Thirty eight percent of the males agreed with this statement as compared to 64% of the females. And those students who initiated student-teacher interaction were less inclined to agree with this statement than those who did not have the same initiative.

### SUMMARY OF CROSS TABULATION OF VARIABLES

In summarizing this section we can state that unlike the general orientation of the literature review predicting that Black (immigrant or non-immigrant) pupils will have markedly different attitudes from the pupils of the host country (in this case Canada) our results support the view that the Black West Indian immigrant children have adapted quite well to the schools in Montréal. At least this is the general feeling expressed through their answers to the questionnaire used in this study. Furthermore, their college and career aspirations are also very similar to the results obtained in the general Canadian high school population (Breton, 1972). The main differentiating variables are related to two areas: SES and immigration history of pupils in the sample. Pupils with higher socio-economic status, whose parents have a higher educational level and are in certain types of occupations respond in a significantly different way than other pupils in the sample. Similarly, those children who left their countries of origin at a younger age and therefore are in lower grades respond differently than those children who left at an older age and who are in higher grades in schools in Montreal. Furthermore, length of stay in Montreal and the structure of the family in Montreal (single parent, both parents present or relatives) affect the responses significantly ( $p \leq .10$ ).

### THE SAINT VINCENT GROUP IN THE SAMPLE

Since the original interest of the author was an examination of the views and opinions of St. Vincentians concerning Montreal schools we shall compare the effect of country of origin to the outcome variables isolated and discussed in the previous section of this chapter.

As we have seen, country of origin as an antecedent variable was related significantly ( $p \leq .10$ ) only to one outcome variable: purpose of high school is preparation for career. However, this antecedent variable was affecting very often the results of the group in an interesting way even though the results were not statistically significant. Thus all six Saint Vincentian pupils in the sample were planning to attend college full time as opposed to 70% of the Jamaicans, 68.4% of the Barbadians and 63.6% of the Trinidadians and only 33.3% of the pupils from other islands.

Similarly, 50% of the Saint Vincentians pupils opted for the high status professions as compared to 45% of the Trinidadians, 15.8% of Barbadians and 20% of the Jamaicans. Only 8.3% of the pupils from the other islands took this option. Interestingly the St. Vincentian group was the only group that did not have any undecided pupils.

A higher percentage of St. Vincentians and Barbadians agreed with the statement "If my family were of a different social class, I would have a better

chance of getting ahead in life than the other groups". Also, 50% of St. Vincentians did not agree with the statement that the most important purpose of high school is to prepare people for their occupational career while only 10% of each of the other groups disagreed with this same statement. This result was statistically significant (.06).

Fifty percent of St. Vincentian pupils agreed that if a person is not successful at school it is his own fault as compared to 42% Jamaicans, 35% Barbadians and 27% Trinidadians. All St. Vincentian pupils disagreed with the statement that "school should come first even if it means sacrificing time from recreation", but so did almost all the other pupils in the sample. Fifty percent of Barbadian students will choose athletics and social clubs for the use of an extra hour at school while only 33% of the rest including St. Vincentians will have this option. So, St. Vincentians were in line with the general sample in this respect. However, a larger percentage of St. Vincentians than other groups agreed with the statement that "even with a good education a person like myself will have a difficult time getting the job he wants".

A much larger percent of St. Vincentian pupils than any of the other group of pupils disagreed with the statement that the problems they had in school in their home country were similar to the problems they are having here.

Furthermore, St. Vincentian and Barbadian children had more favourable impressions of Montreal than the rest of the sample.

Therefore, although there is a tendency in the research literature to group all the West Indian countries together, it seems from the results described above that there are some strong trend differences between the immigrant pupils originating from the different islands of the West Indies region. Therefore, this shall be an important methodological consideration for further research in the area of the adaptation of West Indian immigrant children to Canadian schools.

In the following section we shall try to probe further in this direction by using the results obtained through the interview schedules filled in cooperation with 18 St. Vincentian pupils; ten females and eight males and some members of their family mainly mothers. The following section will only provide a summary of some of the consistent findings. For examples of the interviews please see Appendix II.

## II. FINDINGS. THE HOME INTERVIEWS

The sample for the home interviews consisted of 18 Vincentian students, all at high school level. These students were chosen at random. The students are from 12 to 19 years old. The largest number of the students are found in the age fourteen to nineteen years category (Table 14) Eight pupils (44.5%) are males and 10 (55.5%) are females.

TABLE 14

### AGE GROUPINGS

Age Group	Boys	Girls
9 - 12	-	2 (11.1%)
13 - 16	7 (38.9%)	3 (16.7%)
17 - 20	1 ( 5.5%)	5 (27.8%)

These children are all from the island of St. Vincent, West Indies. They have all attended schools in St. Vincent before they came to Canada and therefore have a fairly good idea of what the school system back in St. Vincent is like.

About 85% of these students reported that they were either "put back"

in a grade or have been put in remedial classes of some kind in Montréal.

### Family Status

It is not unusual in the West Indies to have what is called a "single parent" family. Many homes in the West Indies are like that and it is often seen that the mothers who act or take on the role of both father and mother to the children do a very good job of it. In this sample there are seven (38.9%) single parent families and eleven (61.1%) two parent families. (Table 15).

TABLE 15

### FAMILY STATUS

<u>Family Status</u>	<u>Boys</u>	<u>Girls</u>
Single Parent	2 (11.1%)	5 (27.8%)
Two Parent	6 (33.3%)	5 (27.8%)

I have decided to use the mother's educational and occupational status to reflect the family's SES in this study. The reason for this is that quite a few of the students are from single parent families and very little, if anything at all, is known about the father's status.



### MOTHER'S EDUCATIONAL AND OCCUPATIONAL STATUS

Nearly one-half of the sample showed that mothers have completed high school education and are on the labour force market. (Table 16).

TABLE 16

#### EDUCATIONAL STATUS OF MOTHERS

Mother's Education	Frequency	Percentage
Some elementary	3	16.7%
Completed elementary	3	16.7%
Some High School	3	16.7%
Completed High School	8	44.4%
University Degree	1	5.5%

There is one (5.5%) of the mothers who has completed her University Degree and is continuing her education in Graduate Studies. Seventeen (94.5%) mothers of the population are working with the exception of one mother (5.5%) who is at home with her children.

It can be seen from Table 16 that although some mothers did not get a high school education, yet they are still working in order to keep the family income going. (Table 17)

As is seen in Table 4, 66.7% of the mothers seem to have jobs that will yield them a respectable salary while the other mothers (33.3%) are in a lower income bracket.

TABLE 17

OCCUPATIONAL STATUS OF MOTHERS

Mother's Occupational Status	Frequency	Percentage
Secretary	2	11.1%
Nurse	5	27.8%
Clerk	5	27.8%
Factory Worker	4	22.3%
Domestic	2	11.1%

GRADE LEVEL IN COUNTRY OF ORIGIN

The pupils in this group were in grades ranging from one to ten in St. Vincent (Table 18).

TABLE 18

GRADES IN COUNTRY OF ORIGIN BY SEX

Frequencies and (percentages)

Grade Levels	Boys	Girls
1	-	1 (5.5%)
2	-	-
3	-	-
4	-	-
5	3 (16.7%)	2 (11.1%)
6	-	-
7	1 (5.5%)	2 (11.1%)
8	-	2 (11.1%)
9	3 (16.7%)	2 (11.1%)
10	1 (5.5%)	1 (5.5%)

There present grade level in their new country ranges from grades seven to eleven. (Table 19). This table shows that most of these children have really progressed in their grades. This table should also be compared with the Table 20 which shows how long these children have been living in Canada.

TABLE 19GRADE LEVELS IN NEW COUNTRY BY SEX

Frequencies and (percentages)

Present Grades	Boys	Girls
7	3 (16.7%)	3 (16.7%)
8	-	1 ( 5.5%)
9	2 (11.1%)	1 ( 5.5%)
10	-	1 ( 5.5%)
11	3 (16.7%)	4 (22.3%)

LENGTH OF STAY IN CANADA (1978)

Most of the children in the sample have been in Canada for three years or less. The survey showed that of the whole population seven (94.5%) have been here less than three years. Quite a few have been here for only a few months. It is only one (5.5%) of the whole population who has been here for six years.

Even the child who has been here for six years can remember a lot about her country of origin and was able to tell what she liked and disliked about both school systems. She still wants to go back to her country of origin.

TABLE 20LENGTH OF STAY IN CANADA BY SEX

Frequencies and (percentages)

Length of stay in Canada	Boys	Girls
0 - 3 years	8 (44.5%)	9 (50.0%)
4 - 7 years	-	1 ( 5.5%)

PROGRAMME OR COURSE OF STUDY

During the interview, it was observed that there were only three areas of study to which these students put their concentration. Two (25.0%) of the total number of boys that were interviewed and five (50.0%) of the total number of girls that were interviewed are in the academic field. Four (50.0%) of the total number of boys and one (10.0%) of the girls are in the commercial and technical field; whereas two (25.0%) of the boys and four (40.0%) of the girls are in the occupational field. These students claimed that they chose the fields for themselves because those are the field into which they see themselves fitting. (Table 21)

TABLE 21

PROGRAMME OF STUDY BY SEX

Frequencies and (percentages)

Programme of Study	Boys	Girls
Academic	2 (11.1%)	5 (27.8%)
Commercial and Technical	4 (22.3%)	1 ( 5.5%)
Occupational	2 (11.1%)	4 (22.3%)

When students were asked questions about their school plans, the answers were on the positive side when it came to going on in their studies. There was not a student who wanted to quit school before he finishes his high school education. Yet many of the children said that they were very despondent with the school and the attitudes of the teachers and other classmates and children in the school. However, all of them are positive that they will not make these things upset their educational plans because without an education there is very little opportunities for jobs and a bright future.

In the interview it showed that 100.0% of both boys and girls are planning to finish their high school. Four (50.0) of the boys and eight

(80.0%) of the girls are planning to go on to post-secondary studies.

(Table 22)

TABLE 22

EDUCATIONAL PLANS BY SEX

Frequencies and (percentages)

Educational Plans	Boys	Girls
Planning to leave before finishing high school	-	-
Planning to finish high school	8 (44.5%)	10 (55.5%)
Planning to attend post secondary school	4 (22.3%)	8 (44.5%)

The others are undecided about their educational plans because they claimed that their grades are not really reflecting a favourable picture for that. It seemed to be very discouraging to those students who are being confronted with this kind of situation. When questioned about what they are expecting to do after high school, the replies were, maybe get a job and then go on to some kind of trade school or business college possibly at night.

### SCHOOL AVERAGE IN COUNTRY OF ORIGIN

In the country of origin most of the students seemed to have done very well in their studies. However, entering into a different system can cause certain difficulties to the students. When students were questioned about their performance in their country of origin, the responses were very favourable. Six (75.5%) of the boys and nine (90.0%) of the girls said that their average scores were ranging from high to very high and two (25.0%) of the boys said that theirs ranged from low to very low. Only one (10.0%) of the girls saw her average score on the border line.

TABLE 23

### STUDENTS PERFORMANCE IN COUNTRY OF ORIGIN BY SEX

Frequencies and (percentages)

School average in country of origin	Boys	Girls
Very high	3 (16.7%)	4 (22.3%)
High	3 (16.7%)	5 (27.8%)
Low	1 ( 5.5%)	-
Very low	1 ( 5.5%)	-
On the border line	-	1 ( 5.5%)



EDUCATIONAL PLANS - SCHOOL ACHIEVEMENT

The students were asked what do they think that their chances of success are in Canadian schools and six (75.0%) of the boys see their chances as average to above average as compared with nine (90.0%) of the girls. There are only three (25.0%) of the boys who feel that they are below average and one (5.5%) of the girls who felt the same way too. (Table 24)

TABLE 24

SCHOOL ACHIEVEMENT

CHANGES OF SUCCESS IN SCHOOL BY SEX

Frequencies and (percentages)

Chances of success in school	Boys	Girls
Above average	2 (11.1%)	4 (22.3%)
Average	4 (22.3%)	5 (27.8%)
Below average	2 (11.1%)	1 ( 5.5%)

### IMPRESSIONS OF TEACHERS IN NATIVE COUNTRY

Although many of the students complained about the strict discipline administered in the native country schools, yet many of them seemed to think that it was good because they had to have respect for their teachers.

100.0% of the boys felt favourable and strongly favourable about their teachers as compared to 90.0% of the girls. It is only 10.0% of the girls who felt unfavourable. (See Table 25)

TABLE 25

### IMPRESSIONS OF TEACHERS IN NATIVE SCHOOL BY SEX

Frequencies and (percentages)

Impression of Teachers in Native School	Boys	Girls
Strongly favourable	5 (27.8%)	6 (33.3%)
Favourable	3 (16.7%)	3 (16.7%)
Unfavourable	-	1 ( 5.5%)
Strongly unfavourable	-	-

### IMPRESSIONS OF TEACHERS IN CANADA

Although quite a number of the students felt favourable to strongly favourable about their Canadian teachers (87.5% of boys and 90.0% of girls), yet one outstanding criticism made by the students about the teachers is the way in which they behave in the presence of their students. Most students felt that the teachers act as if they were students themselves.

(See Table 26).

TABLE 26.

### IMPRESSION OF TEACHERS IN MONTREAL BY SEX

Frequencies and (percentages)

Impressions of Teachers in Montreal	Boys	Girls
Strongly favourable	2 (11.1%)	2 (11.1%)
Favourable	5 (27.8%)	7 (38.9%)
Unfavourable	1 (5.5%)	1 (5.5%)
Strongly unfavourable	-	-

Another complaint made by these students about their teachers was that the teachers were, at many times, unfair to them in the grading of papers and decisions about complaints.

#### ACADEMIC ADJUSTMENT IN SCHOOLS IN CANADA

Most of the children adjusted quite well to the school system in Canada. Many of them claimed that although it was not so easy for them to make friends and to be a favourite of their peers, yet their main interest was to get settled in the system and get a good education.

Only 1 (5.5%) of the whole sample found it very hard to fit into the system. This student claimed that teachers and the other students were very unfair to him in many respects and when he decided to defend himself he was always the one to be reprimanded and expelled from school. (Table 27)

TABLE 27

#### ACADEMIC ADJUSTMENT IN PRESENT SCHOOL BY SEX

Frequencies and (percentages)

Academic Adjustment in present school	Boys	Girls
Very good	1 ( 5.5%)	2 (11.1%)
Good	6 (33.3%)	8 (44.5%)
Poor	1 ( 5.5%)	-
Very poor	-	-

IMPRESSIONS OF MONTREAL OPPOSED TO COUNTRY OF ORIGIN

Most of the students are very impressed with the Montreal school system. The majority of these responses to the question why was, it is good for educational opportunities. (See Table 28)

TABLE 28

IMPRESSIONS OF MONTREAL BY SEX

Frequencies and (percentages)

Impression of Montreal	Boys	Girls
Strongly favourable	-	-
Favourable	6 (33.3%)	9 (50.0%)
Unfavourable	2 (11.1%)	1 (5.5%)
Strongly unfavourable	-	-

Students said that they see Montreal as a place for advancement in professional and career fields, because of the facilities, materials, technology, etc. that are found in the schools in Montreal. They see the schools are places to acquire knowledge and to apply the knowledge. Whereas in their country of origin schools seem as a place just for rote learning as they are lacking the materials and the equipments needed in the school to promote satisfactory

learning environment. Most students did not like the weather conditions here in Canada.

The Island schools, to most of the students, meant extra hard work and sweating and note-taking in order to acquire knowledge. This is because of lack of books in the schools. Parents have to purchase the students' books for learning and in most cases money is scarce and students have to go without the books. Very little lab work is done in many of the schools on the islands.

#### ASSISTANCE GIVEN TO STUDENTS WHO HAVE PROBLEMS IN STUDIES

Although help is given to students by teachers in the schools, yet certain students claimed that most of the teachers do not take the time to find out if the students grasp the idea being thrown to them. (See Table 29)

TABLE 29

#### HELP FROM TEACHERS IN STUDIES BY SEX

Frequencies and (percentages)

Help from teachers in studies	Boys	Girls
Lots of help	3 (16.7%)	4 (22.3%)
Some help	3 (16.7%)	5 (27.8%)
Very little	2 (11.1%)	1 (5.5%)
None at all	-	-

About 16.7% of the students claimed that some teachers do take time to explain to them what is not understood. However most of the students, about 80.0% claimed that they do not really need the teachers assistance to do the work.

WHAT WOULD YOU LIKE TO CHANGE IN THE SCHOOLS IN CANADA?

Most students when asked this question seemed to like to change the teachers in the school. (Table 30). The second in line will be friends and the third will be the program. Only one (5.5%) of the students would like to change the length of schooling.

TABLE 30

WHAT WOULD YOU LIKE TO CHANGE IN SCHOOL BY SEX

Frequencies and (percentages)

What would you like to change in school	Boys	Girls
The program	2 (11.1%)	-
Teachers	3 (16.7%)	6 (33.3%)
Friends	2 (11.1%)	4 (22.3%)
Length of schooling	1 ( 5.5%)	-

### DIFFERENCE BETWEEN THE SCHOOLS HERE AND THE SCHOOLS IN YOUR NATIVE COUNTRY

There are many responses given by the students to this question but the ones listed in the table seen below (Table 31) are the ones which the students give as outstanding. Most students claimed that although they do not like certain things about the Canadian school, yet they are happy to be here because they are able to gain many experiences about different school systems.

Most of the students said that they will like to go back to their native country when they finish their schools but they do not know if they will find jobs in the islands. The reason they gave to this is that they know that the education system is changing and that because of free education that is now given in the schools in the islands then more people will take the opportunity to get a better education and they will fill the positions in the islands and will leave no room for those who are returning. Some students also said that to go back depends on their parents.



TABLE 31

DIFFERENCES BETWEEN SCHOOL HERE AND IN ST. VINCENT

Frequencies and (percentages)

Difference between the school here and school in native country		%
School here	School in native country	
Too much freedom and permissiveness	Strict discipline	9 (50.0%)
Have guidance counsellor	Do not have guidance counsellor	16 (88.9%)
Teachers show certain prejudice	No prejudice seen	14 (77.8%)
Lack of punishment	Punishment given	17 (94.4%)
More materials & equipment	Lack of materials & equipment	15 (83.3%)
Less respect for teachers	More respect for teachers	15 (83.3%)
Swear at teacher	Not allowed to swear at teachers	12 (66.7%)
Work is easier	Work is harder	14 (77.8%)
Schools are much bigger and have better facilities	Schools are smaller	10 (55.6%)

COMPARISON BETWEEN HOME INTERVIEW AND QUESTIONNAIRE  
INTERVIEW OF WEST INDIAN STUDENTS

Upon examining both home interviews and the results of the questionnaires completed by the West Indian students, we detect a very similar trend in the two. When a comparison was made between the two we found that the majority of these students realized that education is very important to them. However, a few of them are still without motivation to go on.

In the interviews as in the questionnaires, we discovered that self-concept plays a very important part in the students' lives. By just plainly speaking to these students in the home interviews, the sincerity and the honesty to themselves and those whom they love can be seen through the expression both on their faces and in their words. It can also be seen that they want to succeed very much so as to become someone in the eyes of the society. Most important they want that their mothers be proud of them and their achievements and in turn that they can be proud of themselves.

The observation in this study of self-concept can be linked with Singh's study, done in the 1970's on "Self-concept of Ability and School Achievement". In the conclusion of this study, he found that "a student's self-concept of ability is an intervening variable between perceived evaluation by others and academic achievement". He further stated that 'a student

internalizes the expectations and evaluations of those others whom he thinks are important in his life and are concerned about how well he does in school'. Additional support to this was also lent by Brookover (1959) in his paper on social psychological theory of learning.

Most of the parents in the study are also concerned about the types of schools that their children attend in the Montreal area. During the home interviews with the students some parents were very ready to give their opinions about their children attending a school that may create problems for their children in terms of peer influence, class and colour prejudice damage the achievement of the child.

In all cases in the study, it is seen that school grades matter very much to the majority of the pupils. They realized that without a good grade in school there is no way in which they can move further on to a profitable education in life. Therefore, it is seen that those who are obtaining poor grades are becoming very discouraged and are lacking interest in school work. It is also seen that those are the ones who are thinking about quitting school to go into some kind of trade school which they believe will be the better thing for them to do.

In the whole study what most children seemed to like best in Montreal,

is the availability of different subjects from which to choose. Discussions with some students about how they go about in their choice of programmes revealed the following: They claimed that whenever they realized that their first choice of career showed a bleak future, they quickly switched to the second choice. This was not always possible for them to do when they were in the schools in their native country, that is, in the West Indies.

On the other hand, some of the students get either discouraged or lazy and became helpless and just stay where they are and fail miserably. Some, especially in the questionnaire responses did not answer to the questions about their school programme plans. They may either be unsure of themselves and cannot make up their minds or they are failing to accomplish what they want in school.

There are a few of the students in the interviews that are like that and they become very troublesome to everyone. They become frustrated and exhibit aggressive behaviours which they exercise in the school, home and community. These students develop "an identity crisis". These students in this category will continue to have problems until they change identity and acknowledge whom they are, find themselves and face reality. It is only a small percentage that is seen in this category in the study.

It is also seen throughout the study that those students who succeed from

Year to year in their classes are those who are convinced that they can finish high school and are increasingly developing a feeling that they can continue beyond it. This trend is seen among the students in both interviews, especially those students who are from a lower class income family and of course many of the students in this study are from this kind of family. They are the ones who do have financial problems.

The middle class children, on the other hand have it easier because they have no extra financial problems to worry about. Besides their already high aspirations are unlikely to increase as they move from less to the more advanced secondary grades. But lower class students as is noticed, in the interviews have started with low aspirations. Success from grade to grade has helped to increase their prospects of planning to continue pursuing their education. Quite a few students in the interviews mentioned that. Failure, they said, made them very upset and they fought harder and harder to overcome this failure.

Although many of the programmes are restrictive (technical and commercial) yet many of the students in both cases have determined to pursue these course of study. There should be some kind of association between the programme of study which a student is registered in high school and his educational plans (at least those students who are planning to attend post-secondary schools).

It must be remembered that some programmes in high school are terminal. The student who follows the terminal programme are those who seem to be doing poorly in their academic courses in the schools.

Those students who are planning to continue in post-secondary institutions are following the programmes that are related to this programme or course of study and these students seemed to frequent the programmes that open more possibilities than those that are restrictive.

Looking closely at the questions answered by students in the questionnaires and listening to responses given by students in the home interviews it can be noted, especially in the home interviews that single parents have no negative impact whatsoever on these students' school achievement. In many studies done, it is assumed that the absence of one or both parents will probably have a different impact on students of various levels of mental ability. But in this study, this cannot be used as a factor to prove any signs of low-self image or emotional instability. Most of the students that are from single parent homes have almost always been living with a single parent. They have, it is assumed, grown accustomed to this. Also many books written about life in the West Indies have quoted that common law or single parent family is a normal way of life in the West Indies.

Parents experience can also be a useful model for the students to follow.

In the case of this study where the mother is used as the main source of income it is noted that most students referred to their mother as a model. In the case where the students used their father, it was noted that the motivation and aspiration was not as great. In the home interview, most students who used their mothers as models said that their mothers want them to have a good education because they do not want them to work as hard in life for a living as they, the mothers, have to do. One interesting feature in the home interviews showed that the students especially the girls, whose mothers are gainfully employed are more likely to have a career goal than those whose mothers are not.

The motivation towards a career goal again depends on how low or high the self-esteem of the child is. It is possible that children of higher intelligence are more autonomous and capable of reaching their own decisions. That is, they have less need for a model to provide guidance. But this statement does not hold good in all respect for all the students in the home interviews. In the home interviews it does not mean that all these students have a low-self image. They have the intelligence and have decided on what they want in the future for themselves, but as it is a custom in the West Indies, most children like to do what please the parents best.

In the questionnaires, it is observed that quite a few of the students have a very low self image. It is also seen in only two cases in the home interviews. It must also be taken into consideration that in the home interviews the majority of the students have been here for less than three years. Quite a few had been here in Canada for just a few months during the time of the interview. The length of stay in the new country may have something to do with the interest and motivation that a student may have in his future.

Although in most cases, children were left behind with either close relatives or friends, after their parents came to Canada, yet the students in the home interview with the exception of two attended school regularly in St. Vincent after the parents had left. The two students who were skipping classes in St. Vincent are now also doing poorly in school here.

Adjustment to the new environment also played a very important role in the students way of settling and fitting into the school system. Replies given to questions that were asked in the home interviews showed that students were unhappy with the lack of discipline in the schools here in Canada. When students were asked what can be done to change this and how can they cope with this kind of problem, their replies were 'nothing'. 'I will just be myself and behave as well as possible in the class.' A few of these same students



complained that they were teased at times by their classmates who called them 'softie' but however, that name will not make them act and behave as their classmates do.

In the case of the students who answered the questionnaires it is probably the case where many of them who appear to have discipline problems and other problems in the schools just break away from the kinds of discipline that they had in their native schools and try to show the other classmates that they are not a 'softie' nor a 'coward'.

The majority of respondents in the study were in agreement with the statement that they want to be just what they are and would not like to be someone else. It is interesting to see that they like themselves as they are. The few who will like to be someone else are those who have a very poor self image of themselves and probably that is why some of them are doing so poorly. Psychologically, the fact has been proven by numerous studies that a child's self-image is intimately connected to his motivation to learn.

Some of the students in the studies claimed that they have been put down and laughed at by teachers and peers because they speak a different dialect. This can be a very distressing thought for the students who are trying to make something out of themselves.

In all cases, most of the students like the Canadian school system for what it has to offer them. Some however, complained about the weather, the unfriendliness of some people and some said that they thought that Canada was a different place to live and that they did not really want to come here. It was only on account of their parents. Some, however, like Canada because they see it as a place of fun. It is seen in the study that the pleasure seeking ones are mostly those who are low in academic achievement.

Some West Indian children indicated that they did not necessarily, if they had their ways, wanted to come to Canada because they do not find it to be a land of 'paradise' (as was dreamed of) when compared to what they left behind. Most added that the problems at home are definitely different from the problems faced here. Families painted a very bright picture of Canada which raised the students hopes very high. Research to this effect was made at the Research from the Toronto Board of Education (1965). The majority of students claimed that they are subject to colour prejudice and discrimination which is a factor that makes their education and integration particularly difficult.

## CONCLUSIONS

In summarizing this final section we should remind the reader that this was an exploratory study to try and gain some insight into the opinions that West Indian immigrant children and especially, St. Vincentians have of the Canadian School and the ways in which they relate their school experience to achievement in occupations and life careers.

In this study upon examination of different aspects of the career development process, educational intentions, occupational plans and preferences among both sexes, the intentions to pursue a career instead of a skilled job was found to be more pronounced among students from single parent families. Those from the single parent family are also better decided that they will go to college full-time. The mother's education and the mother's occupation seemed to influence the students' education pursuit in that the higher the mother's education and the higher her income the more motivated the children seemed to go on.

Support from the parents is very important to the students' educational plans. Support from peers at study times and also from the school faculty seem to be helpful although the importance of friends proved to be the least important. It seemed though that students are better motivated by their

parents especially those who take special interest in their children's performance and educational plans at school.

Those students who failed a subject showed a fairly strong correlation with low educational intentions. However, it is encouraging to see how many of them are still planning to go to school full-time.

A high ratio of the boys prefer to use their extra hour for athletic or social time in the school or outside of the school. This however is shown, on a whole, among students who value less their academic performance.

Those students who are unaware of a guidance counsellor in the school are more likely to be undecided in their career plans. Consulting a guidance counsellor in the school seemed to be associated with a preference for higher education.

Those students who have been in Montreal for a shorter period of time seemed to be motivated more towards studies and seemed to know what they really want as a career. This may be a result of the fact that most of them are older and they realized that time is running out.

Those who have spent a longer time in their native country seemed to have a better and clearer picture of their native schools. Their grade levels seemed slightly higher in the country of origin, probably because the systems are different and the levels of markings are different.

Most of the students who are discouraged with their marks and have established for themselves a poor self-image believed that social class influences a person's chance of getting ahead in life and that plans do not work out. However, with the exception of a few, they realized that life is for real and that good luck alone does not help one to get ahead in life.

On a whole a good percentage of the students are aware of their major programme to fit them for their occupational career. However, quite a few of them are still undecided. Changing high school, good teacher student interaction also has their influences on adjustment.

The type of students in this research must be taken into consideration also. They are students from immigrant parents and they themselves are immigrants. They were taken from one kind of cultural background and were placed into another where they have to adjust to new ways of life, habits and other cultural differences. Therefore their high level of determination to advance is to be admired and special considerations should be given to them to encourage them in their efforts to pursue such goals.

It can be seen in this study that the effect of the social structural variables on goal-setting trend is quite pronounced, so is however the effect of serious personal identity problems. It must be remembered that there is

an order of priority among the problems to which an individual must attend.

A person must learn to cope with those related to identity and emotions before he can effectively cope with the outside circumstances; for example, those found in the social structure. Any preventive measures designed should take this priority order into consideration.

Looking at the students from more privileged families and those who are relatively disadvantaged in terms of their social background, as well as the ones who feel just pure relatively disadvantaged, the latter are generally more affected by their school experience, by the type of school they attend and also by the available assistance given to them. They reach a point where they are discouraged and it takes longer periods to get them back into a self confidence stage in their lives.

On the other hand, disadvantaged students can benefit greatly from being placed in situations that offer opportunities and advantages to which they have not been previously exposed and can also achieve high career goals. Disadvantaged children do respond to opportunities. Regardless of what has been said about their negative evaluation of education and work; when given opportunities a great proportion of them apparently respond positively by elevating their goals and intentions.

Therefore, as stated before, although there is a tendency in the research literature to group all the West Indian islands together in analyzing problems experienced by West Indian immigrant pupils, this approach should be revised in the light of the tentative findings of this study. As seen in the case of St. Vincentian students in comparison with others there are some strong trend differences in the pattern of adjustment to Montreal schools between immigrant pupils originating from the different islands of the West Indies region.

Furthermore, once immigrant status differences are accounted for, the majority of the West Indian immigrant pupils seem to want the same things out of the schools as their Canadian counterparts, the main differences manifesting themselves along SES lines.

Since this study did not start with a tight design and theoretical base it cannot generate any strong recommendation or implications. It can be used however by school teachers as an interesting summary of the experiences of some 86 high school pupils from the West Indies trying to adapt and progress in Canadian schools.

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APPENDIX I

STUDENT NAME: \_\_\_\_\_

SCHEDULE NO: \_\_\_\_\_

STUDENT QUESTIONNAIRE

This questionnaire is prepared for my M.A. thesis in Educational studies at Concordia University. The purpose of this questionnaire is to learn about how students perceive their school experience in Canada.

This is a confidential questionnaire. This means that your answers will not be seen by anyone else in this school or outside the school. Your answers will be used only for the purpose of the research which intends to assist in the planning of education.

I hope that you will find these questions interesting to answer and I thank you for your participation in this study.

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TO RETAIN ANONYMITY  
QUESTIONNAIRES WILL BEAR ONLY A SERIAL NUMBER

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1. Where were you born?  
I was born \_\_\_\_\_

	Frequency	Percentage
0. Monsterrat & St. Lucia	2	2.9
1. Barbados	18	26.5
2. St. Kitts	1	1.5
3. Trinidad & Tobago	11	16.2
4. Jamaica	20	29.4
5. St. Vincent	6	8.8
6. Guyana	2	2.9
7. London, England	3	4.4
8. Antigua	4	5.9
9. Grenada	1	1.5

2. How old are you?  
\_\_\_\_\_ years

1. 10-12	6	8.8
2. 13-16	15	22.1
3. 17-20	47	69.1

3. How long did you live there  
\_\_\_\_\_ years \_\_\_\_\_ months

1. 0-4	1	1.5
2. 5-9	9	13.2
3. 10-15	40	58.8
4. 16-20	18	26.5

4. What grade level were you in when you  
left your country?  
I was in grade \_\_\_\_\_

1. grade 1	1	1.5
2. grade 2	5	7.4
3. grade 3	2	2.9
4. grade 4	5	7.4
6. grade 6	8	11.8
7. grade 7	11	16.2
8. grade 8	11	16.2
9. grade 9	9	13.2
10. grade 10	9	13.2
11. grade 11	5	7.4
12. did not answer.	2	2.9

Frequency                      Percentage

5. What grade level are you in now? I am in grade _____		
1. grade 5	6	8.8
2. grade 6		
3. grade 7	1	1.5
4. grade 8	1	1.5
5. grade 9	16	23.5
6. grade 10	44	64.7
7. grade 10-12		
6. Mark an <u>X</u> in the appropriate blank below.		
Sex: Male: _____ Female _____	35	51.5
	33	48.5
7. Is your family: (Mark with an <u>X</u> )		
(a) Single parent? yes _____ no _____	21	30.9
(b) Two parent? yes _____ no _____	45	66.2
	2	2.9
8. What work do your parents do?		
(a) Father _____	12	17.6
(b) Mother _____	10	14.7
	7	10.3
	4	5.9
	1	1.5
	3	4.4
	11	16.2
	10	14.7
	1	1.5
	1	1.5
	1	1.5
	3	4.4
	1	1.5
	1	1.5
	2	2.9



	<u>Frequency</u>	<u>Percentage</u>
9. How many brothers and sisters are there in your family?		
(a) brothers: _____		
(b) sisters: _____		
	4	5.9
0. blank	27	39.7
1. two brothers and sisters	10	14.7
2. three brothers and sisters	7	10.3
3. four brothers and sisters	5	7.4
4. five brothers and sisters	3	4.4
5. six brothers and sisters	5	7.4
6. seven brothers and sisters	4	5.9
7. eight brothers and sisters	2	2.9
8. nine brothers and sisters	1	1.5
9. ten brothers and sisters		
10. Are they older or younger than you are?	18	26.5
1. all older	21	30.9
2. all younger	22	32.3
3. some older/younger	7	10.3
4. did not answer or blank		
11. Were your parents in Canada before you or did you come together?	9	13.2
(a) came together	53	77.9
(b) came before me: How many years?	3	4.4
	3	4.4
12. What programme or course of study do you think you are most suited for? Look at the list of programmes below, given in Montreal schools and indicate which one.		
1. Latin	15	22.1
2. Science	3	4.4
3. Practical	22	32.4
4. Commercial	10	14.7
5. Occupations	8	11.8
6. Other programme	10	14.7
7. Did not answer		

	<u>Frequency</u>	<u>Percentages</u>
13. Look again at the above list of programmes or courses of study and indicate which programme in high school is generally regarded by students as best.		
1. Latin	24	35.3
2. Science	9	13.2
3. Practical	18	26.5
4. Commercial	7	10.3
5. Occupations	2	2.9
6. Other programme	8	11.8
7. Did not answer		
14. Look again at the above list of programmes and indicate which programme is generally regarded by students as worst.		
1. Latin	27	39.7
2. Science	18	26.5
3. Practical	4	5.9
4. Commercial	2	2.9
5. Occupations	-	-
6. Other programme	2	2.9
7. Did not answer	15	22.1
15. Look again at the above list of programmes and indicate which programme is generally regarded by students as leading to the best jobs.		
1. Latin	18	26.5
2. Science	3	4.4
3. Practical	26	38.2
4. Commercial	8	11.8
5. Occupations	2	2.9
6. Other programmes	11	16.2
7. Did not answer		
16. Look once more at the list of programmes or courses of study in Montreal schools and indicate which programme in high school is generally regarded by students as leading to the worst jobs?		
1. Latin	13	19.1
2. Science	4	5.9
3. Practical	8	11.8
4. Commercial	4	5.9
5. Occupations	5	7.4
6. Other programmes	6	8.8
7. Did not answer	28	41.2

	<u>Frequency</u>	<u>Percentages</u>
17. Were you placed in your present programme or course of study by the school or did you choose to go into it yourself.		
1. Was placed in programme or course by school	6	8.8
2. Chose to go into it myself	54	79.4
3. There is only one programme of study in this school	1	1.5
4. Did not answer	7	10.3
18. Did you choose this programme or course of study:		
1. Because I do not like the subjects in the other programmes or courses of study.	6	8.8
2. Because I like the subjects in the programme or course of study.	49	72.1
3. I don't know	4	5.9
4. I did not choose my programme of study.	3	4.4
5. There is no programme or course of study or only one in this school.	1	1.5
6. Did not answer	5	7.4
19. Did you choose this programme or course of study:		
1. Because it prepares me for almost any career.	29	42.6
2. Because it trains me for a particular type of work.	26	38.2
3. I don't know.	4	5.9
4. I did not choose my programme of study.	2	2.9
5. There is no programme or course of study or only one in this school.	1	1.5
6. Did not answer	6	8.8

Frequency                      Percentages

20. Did you choose this programme or course of study:

1. Because it leads to further education after high school.	41	60.3
2. Because it enables me to get a job as soon as I leave high school.	17	25.0
3. I don't know.	1	1.5
4. I did not choose my programme of study.	2	2.9
5. There is no programme or course of study or only one in the school.	1	1.5
6. Did not answer.	6	8.8

21. Who helped you most to decide which programme or course of study to go into? (Mark only one space.)

1. My parents.	5	7.4
2. Other relatives or adults.	2	2.9
3. A teacher.	2	2.9
4. The principal.	1	1.5
5. A Guidance Counsellor.	16	23.5
6. Friends.	1	1.5
7. Other.	-	-
8. No one helped me.	34	50.0
9. Don't remember.	1	1.5
10. I did not choose my programme of study.	1	1.5
11. There is no programme of study or only one in this school.	1	1.5
12. Did not answer	4	5.9

		<u>Frequency</u>	<u>Percentage</u>
22. Before you entered this programme or course of study had you decided what kind of occupation you would like to have when you finished your schooling?	1. Yes, I was fairly well decided.	28	41.2
	2. Yes, I had some idea, but was not definitely decided.	29	42.6
	3. No, I still had not made up my mind.	5	7.4
	4. I don't remember.	-	-
	5. I have not chosen my programme of study yet.	1	1.5
	6. There is no programme of study or only one in this school.	1	1.5
	7. Did not answer.	4	5.9
23. Thinking back to when you first entered this high school, were there any other schools in your area you would have been allowed by the authorities to attend?	1. Yes.	32	47.1
	2. No.	23	33.8
	3. Don't remember	9	13.2
	4. Did not answer	4	5.9
24. If you had your choice would you prefer to attend:	1. A school where all the students are in the same programme or course of study as you are.	6	8.8
	2. A school where there are also other students taking different programmes or course of study.	16	23.3
	3. It would not make any difference to me.	40	58.8
	4. Don't know.	2	2.9
	5. Did not answer.	4	5.9

Frequency                      Percentage

25. Do you think you will leave school soon, leave later, or stay until finishing?

1. Probably leave soon.	1	1.5
2. Definitely leave soon.	2	2.9
3. Probably leave later before finishing.	-	-
4. Definitely leave later but before finishing.	-	-
5. Probably finish high school.	3	4.4
6. Definitely finish high school.	58	85.3
7. Don't know.	3	4.4
8. Did not answer	1	1.5

26. If you are probably or definitely going to leave high school before finishing, indicate the main reason for leaving.  
(Mark only one space.)

1. To get a job.	5	7.4
2. To make my own living and be independent.	1	1.5
3. Poor marks or grades.	2	2.9
4. To get married.	-	-
5. Because of financial problems.	1	1.5
6. Dislike school work.	-	-
7. Other.	-	-
8. Don't know	-	-
9. I plan to finish high school.	40	58.8
10. Did not answer.	19	27.9

27. Do you think you will continue your education after high school on a full-time basis, a part-time basis, or not at all.

1. Definitely full-time.	26	38.2
2. Probably full-time.	18	26.5
3. Definitely part-time.	8	11.8
4. Probably part-time.	8	11.8
5. Definitely not at all.	1	1.5
6. Probably not at all.	-	-
7. Undecided.	5	7.4
8. Have not thought about it yet.	2	2.9

Frequency

Percentage

28. If you do not intend to continue your education after high school, or if you are undecided, is there any one thing that might make you change your mind?  
(Mark only one space.)

1. Nothing would make me change my mind.	1	1.5
2. Yes, if I could get enough money to continue.	2	2.9
3. Yes, if my parents insist that I continue.	1	1.5
4. Yes, if I do not get a job at all.	1	1.5
5. Yes, if I need more education to get ahead in my job.	10	14.7
6. Yes, if I only find jobs that I don't like.	1	1.5
7. Other.	1	1.5
8. Don't know.	2	2.9
9. Never thought about it.	2	2.9
10. I intend to continue my education after high school.	36	52.9
11. Did not answer.	14	20.6

29. If you do intend to continue your education after high school, is there any one thing that might make you change your mind?

1. Nothing would make me change my mind.	21	30.9
2. Yes, if I am offered a job that I like.	14	20.6
3. Yes, if my grades or marks are not good enough.	6	8.8
4. Yes, if I do no make enough money to continue.	5	7.4
5. Yes, if I get married.	2	2.9
6. Yes, if my parents feel that I should get a job.	3	4.4
7. Other	4	5.9
8. Don't know.	4	5.9
9. Never thought about it.	5	7.4
10. I do not intend to continue my education after high school.	2	2.9
11. Did not answer.	2	2.9

Frequency      Percentage

Question	Response	Frequency	Percentage
30. What kind of school do you think you will attend after high school?	1. Business college.	7	10.3
	2. Agricultural college or institute.	-	-
	3. Teacher's college or normal school.	3	4.4
	4. Nursing school.	-	-
	5. Theological seminary or school.	-	-
	6. Institute of technology or similar post-secondary school.	42	61.8
	7. College or university.	4	5.9
	8. Other.	5	7.4
	9. Undecided.	1	1.5
	10. Never thought about it.	-	-
	11. I do not intend to continue my education after high school.	2	2.9
	12. Did not answer.	4	5.9
31. Have you chosen your area of specialization in post-secondary school or university?	1. I have made my choice.	32	47.1
	2. I have narrowed it down to two or three.	8	11.8
	3. I am considering many areas of specialization.	7	10.3
	4. I am still confused about this.	5	7.4
	5. I have not thought about it yet.	8	11.8
	6. I do not intend to continue my education after high school.	3	4.4
	7. Did not answer.	5	7.4



Frequency                      Percentage

Question	Response	Frequency	Percentage
32. Suppose you continued your education after high school. Thinking of your ability, how good do you think your chances would be of being successful in geeting a degree or diploma?	1. Much better than average.	7	10.3
	2. Above average.	28	41.2
	3. Average	31	45.6
	4. Below average.	-	-
	5. Much worse than average	-	-
	6. Did not answer.	2	2.9
33. Do you think that a student who graduates from this school has a better, equal, or worse chance of being successful in further education after high school as students graduating from other high schools you have heard about in this province?	1. Much better.	8	11.8
	2. A little better	4	5.9
	3. Equal.	52	76.5
	4. A little worse.	2	2.9
	5. Much worse.	-	-
	6. Did not answer.	2	2.9

Question	Response	Frequency	Percentage
34. How far do your parents want you to go in high school?	1. Leave soon.	1	1.5
	2. Leave later but before finishing.	61	89.7
	3. Stay until finishing.	5	7.4
	4. Don't know parent's wishes.	1	1.5
	5. Did not answer.	-	-

Question	Response	Frequency	Percentage
35. Do your parents want you to continue your education after high school on a full-time basis, on a part-time basis, or not at all.	1. On a full-time basis.	44	64.7
	2. On a part-time basis.	5	7.4
	3. Not at all	3	4.4
	4. Don't know my parents wishes.	14	20.6
	5. Did not answer.	2	2.9

Question	Response	Frequency	Percentage
36. If your parents want you to continue your education after high school, what kind of school do you think they would like to see you attend?	1. Business college.	8	11.8
	2. Agricultural college or institute.	-	-
	3. Teacher's college or normal school.	-	-
	4. Nursing school	5	7.4
	5. Theological seminary or school.	-	-
	6. Institut <del>of</del> of technology or similar post-secondary school.	-	-
	7. College or university.	33	48.5
	8. Other	-	-

	<u>Frequency</u>	<u>Percentage</u>
9. No school in particular.	3	4.4
10. Don't know my parent's wishes	9	13.2
11. My parents do not want me to continue my education after high school.	1	1.5
12. Did not answer.	4	5.9
37. Among your friends in school, how many are planning to finish high school?	35	51.5
1. All of them.	20	29.4
2. Most of them.	3	4.4
3. About half of them.	2	2.9
4. A few of them.	2	2.9
5. None of them.	5	7.4
6. Don't know.	1	1.5
7. Did not answer.		
38. Have any of your friends left high school before finishing?	28	41.2
1. Yes	36	52.9
2. No	4	5.9
3. Did not answer		
39. Among your friends in school, how many are planning to continue their education full-time or part-time after high school?	7	10.3
1. All of them.	26	38.2
2. Most of them.	8	11.8
3. About half of them.	15	22.1
4. A few of them.	1	1.5
5. None of them.	9	13.2
6. Don't know.	2	2.9
7. Did not answer.		
40. Is there a guidance counsellor in your school?	62	91.2
1. Yes.	4	5.9
2. No.	2	2.9
3. Don't know.		

		<u>Frequency</u>	<u>Percentage</u>
41. Do all the students in your grade have to see the guidance counsellor during the year whether they want to or not?	1. Yes.	26	38.2
	2. No.	23	33.8
	3. Don't know.	15	22.1
	4. There is no guidance counsellor in this school.	3	4.4
	5. Did not answer.	1	1.5
42. Can students here take tests from the guidance counsellor to help find out what jobs they are suited for?	1. Yes.	12	17.6
	2. No.	6	8.8
	3. Don't know.	45	66.2
	4. There is no guidance counsellor in this school.	3	4.4
	5. Did not answer.	2	2.9
43. Have you ever taken these tests?	1. Yes.	5	7.4
	2. No.	58	85.3
	3. Can't remember.	4	5.9
	4. Did not answer.	1	1.5
	5. Yes.	4	5.9
44. If you have taken such a test, did the guidance counsellor discuss the results with you afterwards?	1. Yes.	3	4.4
	2. No.	3	4.4
	3. Can't remember.	3	4.4
	4. Have not taken such tests.	54	79.4
	5. Did not answer.	4	5.9
45. Have you ever been called in by the guidance counsellor to discuss any of the following topics? (Mark one space only)	1. School marks or grades.	12	17.6
	2. Discipline.	-	-
	3. Job plans when you finish your education.	14	20.6
	4. Attending university.	-	-
	5. Attending post-secondary technical institute.	3	4.4
	6. Attending business college.	2	2.9
	7. Planning your high school programme.	18	26.5
	8. Leaving high school before finishing.	-	-

	<u>Frequency</u>	<u>Percentage</u>
9. Some other topic.	8	11.8
10. Never been called in by the guidance counsellor or there is no guidance counsellor in this school.	9	13.2
11. Did not answer.	2	2.9
1. School marks or grades.	11	16.2
2. Job plans when you finish your education.	9	13.2
3. Attending university.	-	-
4. Attending post-secondary technical institute.	1	1.5
5. Attending business college.	2	2.9
6. Planning your high school program.	5	7.4
7. Leaving high school before finishing.	-	-
8. Some other topic.	14	20.6
9. Never went to see a teacher or principal on my own initiative.	24	35.3
10. Did not answer.	2	2.9
1. School marks or grades.	12	17.6
2. Discipline.	2	2.9
3. Job plans when you finish your education.	4	5.9
4. Attending university.	-	-
5. Attending post-secondary technical insitute.	-	-
6. Attending business college.	-	-
7. Planning your high school program.	2	2.9
8. Leaving high school before finishing.	-	-
9. Some other topic.	10	14.7
10. Never been called in by a teacher or principal.	34	50.0
11. Did not answer.	4	5.9

46. Did you ever, on your own initiative, go to see a teacher or principal at this school (other than a guidance counsellor) to talk about any of the following topics? (Mark as many spaces as apply)

47. Have you ever been called in by a teacher or principal at this school (other than a guidance counsellor) to discuss any of the following topics? (Mark one space only)

Frequency                      Percentage

	<u>Frequency</u>	<u>Percentage</u>
6	6	8.8
-	-	-
8	8	11.8
3	3	4.4
14	14	-
-	-	-
4	4	5.9
2	2	2.9
2	2	2.9
-	-	-
1	1	1.5
5	5	7.4
2	2	2.9
1	1	1.5
2	2	2.9
1	1	1.5
1	1	1.5
2	2	2.9
2	2	2.9
2	2	2.9
3	3	4.4
1	1	1.5
1	1	1.5
1	1	1.5
1	1	1.5
1	1	1.5
6	6	8.8
20	20	29.4
37	37	54.4
3	3	4.4
-	-	-
2	2	2.9

- 0. No work or occupation.
- 1. Not thought about.
- 2. Undecided.
- 3. Teacher.
- 4. Secretary.
- 5. Electrician.
- 6. Surgeon.
- 7. Doctor (Ped.).
- 8. Pilot.
- 9. Volunteer.
- 10. Computer Programmer.
- 11. Accountant.
- 12. Lawyer.
- 13. Business Administrator.
- 14. Technician.
- 15. Actress.
- 16. Dietician.
- 17. Air Hostess.
- 18. Social Worker.
- 19. Policeman.
- 20. Bio-Chemistry.
- 21. Nurse.
- 22. Commercial Artist.
- 23. Psychologist.
- 24. Clerical work.
- 25. Drafting.
- 26. Receptionist.

48. If you had your choice, what type of work or occupation would you like to have most as a career?

- 1. Much better than average.
- 2. Better than average.
- 3. About average.
- 4. Below average.
- 5. Much below average.
- 6. Did not answer.

49. Where do you think you stand in your chance of doing well, compared with other students in your class?

Frequency                      Percentage

50. If my family were of a different social class, I would have a better chance of getting ahead in life.	1. Strongly agree.	7	10.3
	2. Agree.	13	19.1
	3. Disagree.	27	39.7
	4. Strongly disagree.	17	25.0
	5. Did not answer.	4	5.9
51. Making plans only makes a person unhappy because plans hardly ever work out anyway.	1. Strongly agree.	7	10.3
	2. Agree.	16	23.5
	3. Disagree.	30	44.1
	4. Strongly disagree.	11	16.2
	5. Did not answer.	4	5.9
52. The most important purpose of high school is to prepare people for their occupational career.	1. Strongly agree.	24	35.3
	2. Agree.	35	51.5
	3. Disagree.	7	10.3
	4. Strongly disagree.	2	2.9
53. If a person is not successful in school it's his own fault.	1. Strongly agree.	10	14.7
	2. Agree.	16	23.5
	3. Disagree.	32	47.1
	4. Strongly disagree.	7	10.3
	5. Did not answer.	3	4.4
54. School should come first, even if it means sacrificing time from recreation.	1. Strongly agree.	25	36.8
	2. Agree.	29	42.6
	3. Disagree.	10	14.7
	4. Strongly disagree.	1	1.5
	5. Did not answer.	3	4.4
55. The best way to judge a person is by his success in school.	1. Strongly agree.	7	10.3
	2. Agree.	7	10.3
	3. Disagree.	37	54.4
	4. Strongly disagree.	17	25.0

		<u>Frequency</u>	<u>Percentage</u>
56. Good luck is more important than hard work for success in school.	1. Strongly agree.	-	-
	2. Agree.	3	4.4
	3. Disagree.	34	50.0
	4. Strongly disagree.	29	42.6
	5. Did not answer.	2	2.9
57. How often do you study or work on school subjects with your friends after school hours?	1. Several times a week.	14	20.6
	2. About once a week.	14	20.6
	3. About every second week.	1	1.5
	4. About once a month or less.	13	19.1
	5. Never.	24	35.3
	6. Do not have any friends.	-	-
	7. Did not answer.	2	2.9
58. On an average weekday, about how much time do you spend on home work or studying?	1. None, or almost none.	2	2.9
	2. Less than 1/2 hour.	-	-
	3. About 1/2 hour.	5	7.4
	4. About an hour.	11	16.2
	5. About 1 1/2 hours.	8	11.8
	6. About 2 hours.	18	26.5
	7. Three or more hours.	21	30.9
	8. Did not answer.	3	4.4
59. How well did you do last year in your marks or grades compared with the other students in your class. Were you:	1. In the top 10 percent.	14	20.6
	2. In the first quarter, but not in the top 10 percent.	13	19.1
	3. In the second quarter.	17	25.0
	4. In the third quarter.	7	10.3
	5. In the fourth quarter.	4	5.9
	6. Did not answer.	13	19.1

		<u>Frequency</u>	<u>Percentage</u>
60. Did you fail any subjects last year?	1. Yes.	46	67.6
	2. No.	21	30.9
	3. Did not answer	1	1.5
61. If you had worked harder last year, do you think you could have improved your marks or grades?	1. Yes, a great deal.	40	58.8
	2. Yes, a little bit.	22	32.4
	3. No, it would not have made any difference.	1	1.5
	4. Don't know.	2	2.9
	5. Did not answer.	3	4.4
62. Are the students in your programme or course of study allowed to choose the subjects they take?	1. They can choose all of them.	15	22.1
	2. They can choose some of them.	34	50.0
	3. They can't choose any.	4	5.9
	4. Don't know.	10	14.7
	5. I have not chosen my programme of study yet.	2	2.9
	6. Did not answer.	3	4.4
63. Suppose you had an extra hour at school, what would you most like to do with it? (Mark only one space)	1. Take some extra subject of my own choosing.	16	23.5
	2. Use it for athletics.	17	25.0
	3. Spend it in a club, organization or other school activities.	7	10.3
	4. Use it as a study period.	26	38.2
	5. Did not answer.	2	2.9
64. How accurately do your school grades or marks reflect your real intelligence?	1. My marks are much lower than my real intelligence.	26	38.2
	2. My marks are slightly lower.	17	25.0
	3. My marks accurately reflect my real intelligence.	9	13.2
	4. My marks are slightly higher.	2	2.9
	5. My marks are much higher.	1	1.5
	6. I don't know.	8	11.8
	7. Did not answer.	5	7.8



	Frequency	Percentage
65. Even with a good education, a person like me will have a tough time getting the jobs he wants.	9	13.2
	24	35.3
	30	44.1
	2	2.9
	3	4.4
66. What do you consider to be satisfactory grades for you?	4	5.9
	12	17.6
	29	42.6
	18	26.5
	1	1.5
	4	5.9
67. Do you agree or disagree with this statement: "If I could change, I would be someone different from myself.?"	13	19.1
	54	79.4
	1	1.5
68. How far did your father go in school? (Mark only the last school he attended.)	10	14.7
	6	8.8
	11	16.2
	7	10.3
	3	4.4
	1	1.5
	1	1.5
	1	1.5
	22	32.4
	6	8.8

Frequency                      Percentage

69. How far did your mother go in school?

1. None.	-	-
2. Elementary school.	8	11.8
3. Some high school.	12	17.6
4. Finished high school.	16	23.5
5. College or University.	2	2.9
6. Post-secondary technical school, such as institute of technology.	-	-
7. Teacher's college or normal school.	-	-
8. Nursing school.	5	7.4
9. Business or commercial school.	3	4.4
10. Other	-	-
11. Don't know.	17	25.0
12. Did not answer.	5	7.4

70. Which of the following statements describes your family situation?

1. I live with both of my parents.	30	44.1
2. My father is dead and I live with my mother.	4	5.9
3. My mother is dead and I live with my father.	2	2.9
4. Both my parents are dead.	-	-
5. My parents are separated or divorced and I live with my mother.	11	16.2
6. My parents are separated or divorced and I live with my father.	1	1.5
7. Other.	18	26.5
8. Did not answer.	2	2.9

71. How much influence would you say you have in family decisions affecting yourself?

1. A lot of influence.	22	32.4
2. Some influence.	30	44.1
3. None at all.	8	11.8
4. Don't know.	4	5.9
5. Did not answer.	4	5.9

		Frequency	Percentage
72. How much would you say your mother or father knows about your work in school?	1. A great deal.	29	42.6
	2. A fair amount.	27	39.7
	3. Very little.	11	16.2
	4. Did not answer.	1	1.5
73. What do your parents consider to be satisfactory grades or marks for you?	1. A passing grade or mark.	9	13.2
	2. An average grade or mark.	11	16.2
	3. An above average grade or mark.	23	33.8
	4. One of the highest grades or marks in the class.	21	30.9
	5. They don't really care much.	1	1.5
	6. Did not answer.	3	4.4
74. Have you been in this school ever since you entered high school?	1. Yes.	40	58.8
	2. No.	20	29.4
	3. Did not answer.	8	11.8
75. How long have you lived in this town or city?	1. Less than 1 year.	5	7.4
	2. 1 or 2 years.	23	33.8
	3. 3 or 4 years.	19	27.9
	4. 5 or 6 years.	14	20.6
	5. 7 or more years.	6	8.8
	6. Did not answer.	1	1.5
76. Which of the following characteristics is the most important in order to be popular with the students in this school? (Mark only one space).	1. Athletic ability.	9	13.2
	2. Good marks or grades.	10	14.7
	3. Being active in school clubs or organizations.	9	13.2
	4. Being active socially.	33	48.5
	5. None.	1	1.5
	6. Did not answer.	6	8.8

Frequency      Percentage

77. In this school, how easy is it for a student who has trouble with his studies to get help from teachers?	1. Very easy.	39	57.4
	2. Somewhat easy.	22	32.4
	3. Somewhat difficult.	4	5.9
	4. Very difficult.	3	4.4
78. How easy is it for a student in this school to get help in planning his future career?	1. Very easy.	27	39.7
	2. Somewhat easy.	29	42.6
	3. Somewhat difficult.	4	5.9
	4. Very difficult.	1	1.5
	5. Did not answer.	7	10.3
79. How much competition for marks or grades is there among students in this school?	1. Quite alot.	33	48.5
	2. Some.	16	23.5
	3. Little.	9	13.2
	4. None at all.	6	8.8
	5. Did not answer.	4	5.9
80. "A student at this school must go along with the majority or be left out of things."	1. A lot of truth.	10	14.7
	2. Some truth.	16	23.5
	3. A little truth.	16	23.5
	4. No truth at all.	22	32.5
	5. None of the above.	1	1.5
	6. Did not answer.	3	4.4
81. "School activities in this school are usually organized by the same small group of students."	1. A lot of truth.	12	17.6
	2. Some truth.	27	39.7
	3. A little truth.	12	17.6
	4. No truth at all.	11	16.2
	5. None of the above.	1	1.5
	6. Did not answer.	5	7.4

		Percentage	Frequency
82. Impressions of Montreal:	1. Strongly favourable.	12	17.6
	2. Favourable.	41	60.3
	3. Unfavourable.	10	14.7
	4. Strongly unfavourable.	2	2.9
	5. Did not answer.	3	4.4
83. Academic adjustment in your school.	1. Very good.	16	23.5
	2. Good.	42	61.8
	3. Poor.	5	7.4
	4. Very poor.	-	-
	5. Did not answer.	5	7.4
84. What did you think of your teachers in your native country?	1. Strongly favourable.	21	30.9
	2. Favourable.	37	54.4
	3. Unfavourable.	5	7.4
	4. Strongly unfavourable.	1	1.5
	5. Did not answer.	4	5.9
85. What do you think of your teachers here?	1. Strongly favourable.	14	20.6
	2. Favourable.	46	67.6
	3. Unfavourable.	6	8.8
	4. Strongly unfavourable.	-	-
	5. Did not answer.	2	2.9
86. What would you say your school average was when you left your native country?	1. Very high.	14	20.6
	2. High.	37	54.4
	3. Low.	6	8.8
	4. Very low.	2	2.9
	5. On the border line.	4	5.9
	6. Did not answer.	5	7.4

87. What do you see as the biggest difference between school here and that which you attended in your home country?

	<u>Frequency</u>	<u>Percentage</u>
1. Racial composition.	1	1.5
2. Racial prejudice.	2	2.9
3. Lower standard of education.	3	4.4
5. Permissiveness.	8	11.8
9. Teachers' attitudes.	6	8.8
10. Size of school.	1	1.5
11. Too much freedom.	3	4.4
13. Lack of punishment.	3	4.4
14. No difference.	1	1.5
15. Too much smoking.	1	1.5
16. Lack of discipline.	9	13.2
18. Teachers' inattentiveness.	3	4.4
19. Guidance counsellor	1	1.5
20. Students' behavior.	3	4.4
21. Free books.	2	2.9
22. More social activities	2	2.9
23. Work less advanced.	1	1.5
24. More respect for teachers.	2	2.9
25. Did not answer.	16	23.5

88. If you could change things at school here what would you change?

1. The program.	11	16.2
2. Teachers.	8	11.8
3. Friends.	13	19.1
4. Length of schooling.	6	8.8
5. Other responses	20	29.4
6. Did not answer.	10	14.7

89. Would you say the problems you had in school in your home country are similar to the problems you are having here?

1. Strongly agree.	3	4.4
2. Agree.	15	22.1
3. Disagree.	31	45.6
4. Strongly disagree.	12	17.6
5. Did not answer.	7	10.3

		<u>Frequency</u>	<u>Percentage</u>
90. I like being a student here.	1. Strongly agree.	19	27.9
	2. Agree.	34	50.0
	3. Disagree.	6	8.8
	4. Strongly agree.	4	5.9
	5. Did not answer.	5	7.4
91. Impression of your school.	1. Strongly favourable.	11	16.2
	2. Favourable.	42	61.8
	3. Unfavourable.	9	13.2
	4. Strongly unfavourable.	3	4.4
	5. Did not answer.	3	4.4

APPENDIX IIA: EXAMPLE OF A CASE HISTORYCOVER SHEET FOR STUDENT'S INTERVIEW

NAME OF STUDENT:	ALICE
INTERVIEW NO:	8
DATE OF INTERVIEW:	MAY 28
PLACE OF INTERVIEW:	HOME
SEX:	FEMALE
AGE:	12
GRADE LEVEL:	6
RACE:	NEGRO
PLACE OF RESIDENCE:	SAME
LENGTH OF STAY IN CANADA:	3 YEARS
WERE YOUR PARENTS HERE BEFORE YOU OR DID YOU COME TOGETHER?	YES
HOW OLD WERE YOU WHEN YOU LEFT ST. VINCENT	5 YEARS
DO YOU HAVE (a) BROTHERS? HOW MANY	2
(b) SISTERS? HOW MANY	1
ARE THEY YOUNGER OR OLDER? COMMENT.	OLDER
WHAT IS YOUR ACADEMIC STANDING IN SCHOOL?	
WHAT IS YOUR AREA OF STUDY?	



May 28th, 1978.

Alice lived in St. Vincent for 5 years. When she left St. Vincent she was already attending school there and was about to be promoted to grade 1.

She came to Montreal at the age of 6 and was put in the kindergarten class. Alice was very shy there and withdrawn. Many complaints came to the mother - Monica, about Alice. The mother was very concerned and tried to question the child about her behaviour which was affecting her both at school and home. Her reply was that she did not like it here. She preferred to go back home to her grandparents.

Six years later I interviewed Alice to see how she can compare what she remembered about her home land and how she compared it with Montreal. The following summarizes my interview with her:

"I am now attending Laurendu Dunton School in Lasalle. The subjects that I like best are English, French and sometimes math".

When I questioned her about the subjects, if she did them well, her reply was: "I did English well and my average grade was 85%. My math grade was very low at first. I used to get D and C but it now is A and B. I used to be very good in French but now it is down to C and sometimes B."

I asked her what caused her grade to go down in French and she said

that her last teacher used to take better interest in her.

When I asked her which subjects she liked least she said "qym". The reason for this is that they will just sit down without doing anything because the children never listened to the teacher and behaved badly.

When I asked her what does she think about her teachers at school, how does she look at them, socially, etc., her reply was:

"The one that I have this year he is from Trinidad. At the beginning of the year I did not get very good marks. After my teacher saw that, he helped me, by explaining the problems in my math to me. In the test I used to get 15%. The one that I just did, I did well, I got 78% and he was very pleased with me. He helps me a lot."

"The other teacher they won't really help me but if I have lots of difficulties they will help me but if I only have a little they won't help. They will just tell me and I will have to try and understand".

Then I asked her who are the other teachers. Her reply was "one is a Canadian and the other is Indianish".

She then voluntarily gave me a run down of her school life as far as she could remember.

"In kindergarten the teacher used to give me lots of things to do because I was always ahead of everyone else. She helped me and gave me extra work to do so as to occupy my time."

"In grade 3 one of the teachers that I had they weren't as kind. They did not really care as much."

"There was one in grade 4. She was in most of my classes. She used to help me but the other two teachers weren't really nice as if they did not like me at all."

When asked if she likes Montreal, her reply was "yes". Then I asked her "how does she like Montreal in comparing it with St. Vincent. She said that she liked St. Vincent better. I asked her why and her reply was:

"When you go out to play or you are doing things with your friends most of the people know you and they will stop and say-hi! and talk to you, but here they might know you and they might just walk down the street."

I then questioned the mother and asked her if she thinks that Alice really remembers these things about St. Vincent and this was the mother's reply.

"Alice, since she came to Montreal from St. Vincent, she always wanted to go back. I had many troubles with her to get her adjusted to home and school. She was doing O.K. at the beginning of kindergarten but afterwards she got bored and frustrated saying that she does not like the school work. She will not socialize with the children because she complained of

them calling her names and that when they are doing anything in class you are the last one to get picked and no one wants you for their partner. She also told me that she wants to go back to her grandparents to get freedom because her colour is different. When I asked her why she said that the children told her so."

The mother was very concerned because she realized that her daughter is under going a tremendous problem. However, she says that she pays frequent visit to the school and hopes that she will continue her progress regularly.

APPENDIX IIB: EXAMPLE OF INTERVIEW WITH A PUPIL

## COVER SHEET FOR STUDENT'S INTERVIEW

NAME OF STUDENT	SYLVESTER
INTERVIEW NO:	8
DATE OF INTERVIEW:	MARCH 18TH
PLACE OF INTERVIEW:	HOME
SEX:	MALE
AGE:	15
GRADE LEVEL:	8
RACE:	NEGRO
LENGTH OF STAY IN CANADA	4 YEARS
WERE YOUR PARENTS HERE BEFORE YOU OR DID YOU COME TOGETHER?	BEFORE 11 YEARS
HOW OLD WERE YOU WHEN YOU LEFT ST. VINCENT?	
DO YOU HAVE (a) BROTHERS? HOW MANY?	2
(b) SISTERS? HOW MANY?	4
ARE THEY YOUNGER OR OLDER? COMMENT	2 OLDER 3 YOUNGER
WHAT IS YOUR ACADEMIC STANDING IN SCHOOL	VOCATIONAL
WHAT IS YOUR AREA OF STUDY?	POLICEMAN

INTERVIEW SHEET FOR SYLVESTER

- Q. How long did you live in St. Vincent?
- A. 12 years.
- Q. What did your parents do there?
- A. Domestic.
- Q. What grade were you in when you left?
- A. Grade 5.
- Q. What grade did you say you are in now?
- A. Grade 7.
- Q. What was the name of the school you attended there?
- A. Layou Government School.
- Q. Were there members of any other race than yours attending the schools?
- A. No.
- Q. What subjects did you take?
- A. I did elementary subjects.
- Q. Which ones did you like best?
- A. I liked Math.
- Q. Why?
- A. It's O.K. I like the math. I like the teachers who teach it because he was O.K. I like English too because it is better than French.

Q. Did you understand the English at home well?

A. Yes

Q. What about the composition part?

A. Yes. I understand it. We used to have to write composition for test.

Q. Did you use to get good marks?

A. Yes, I used to.

Q. Which subjects did you like least of all?

A. I liked everything.

Q. Was there anything at all you did not like?

A. No.

Q. What about your marks in the subjects? Did you use to get good marks?

A. Yes I used to get about 67%

Q. What else do you want to tell me about your marks?

A. I can't remember. Sometimes I used to get good. My first test I get good. The second time I dropped.

Q. From what to what?

A. I dropped from good to pass.

Q. What did you think about your teachers in your school?

A. They teach good. They teach how to do the subjects, how to behave.

Q. What else?

A. That's it.

Q. What would you say your average was when you left St. Vincent?

A. I don't know.

Q. What position did you take in your classes in St. Vincent?

A. Sometimes I used to come 2nd, then when I used to drop my lessons I used to come 10th and lower.

Q. About how many children were in your class in St. Vincent?

A. About 15.

Q. What would you say was the most difficult thing about coming to Canada and going to a new school?

A. There was no difficulty. I like the place. I was anxious to see the place.

Q. What else?

A. Nothing else.

Q. If you had a choice would you like to go back to St. Vincent?

A. St. Vincent is O.K. but it is not time to go back. I would like to go back but not now. I am staying to become big and to get a good job, also to go to school to learn so that I can get a better job.

Q. What do you see to be the biggest difference between school here and school in St. Vincent?

A. How you have to change up grades here. They put me in one grade and then in another. First they put me in grade 6 then in grade five and when the teacher saw me doing good he put me back in another higher grade. Also I did not know anything about French in St. Vincent. And I did not like that.



Q. Is there a difference between the way teachers treat you here and the way they treated you at home?

A. St. Vincent teachers are better than here. Back home the teachers liked me. There like me here sometimes but when I behave bad they don't like me.

Q. Why do you behave badly?

A. Because children sometimes call me names and they annoy me, then I punch them, so the teachers take me to the principal and I get punished.

Q. Do the teachers here treat you the same way as those in St. Vincent?

A. No. Back home the teachers will sit down and talk with me and ask me my problems. Here, sometimes the principal will ask me what's wrong. But it is not the same.

Q. What is not the same?

A. The way in which the teachers will help you back home.

Q. Is there a difference in the materials like books, used there and here?

A. St. Vincent books used to be easy, here some of the books are hard. When they give you the books here you can keep them for a whole term. In St. Vincent you have to give them back at the end of the day.

Q. Do you think that different materials used help you to understand and learn better?

A. Yes they help me because if I have more things to use I will be able to learn and understand better.

Q. What are your grades like now? Are they better than when you were in St. Vincent?

- A. They only put C for commendable and U & S for unsatisfactory and satisfactory. For math I got C and unsatisfactory for food service and satisfactory for English. Well I think that I am doing better now in some subjects.
- Q. Which subjects do you like best and least here in the school you are attending now?
- A. I like English best because I get them right. I don't like French although I get satisfactory and commendable because when you are reading it for the teacher and you make a mistake she tells you to say it over and sometimes she keeps you in.
- Q. Do you think you deserve the grades you get? What I mean is, are those who grade you, being fair?
- A. Sometimes I deserve more but it is up to them.
- Q. What do you mean by its up to them?
- A. Well like say you do good in French and she just put satisfactory then I know I deserve more because I study hard for my French and I did them well because I check them and see they are right.
- Q. Do you feel happy at school?
- A. Yes.
- Q. In what way do you feel happy? (unhappy?)
- A. Because I like to go to school and get out to meet my friends. That makes me feel happy.
- Q. Well what makes you feel unhappy?
- A. Some teachers they don't help you and I don't like that.
- Q. Are you making better progress in school now than when you were in St. Vincent, that is, do you feel you are learning more?

A. Yes.

Q. Could you tell me more about what you mean?

A. They teach you more than back home.

Q. What makes you feel that way?

A. Because I am able to go to one teacher for lessons.

Q. In other words you are getting remedial lessons.

A. Yes.

Q. In what subjects?

A. In reading to help me to read better.

Q. If you could change things at school here what would you choose?

A. French.

Q. What else?

A. That's it.

Q. Would you say the problems you had in school in St. Vincent (if you had any) are similar to the problems you are having here, (if in fact you are having any)?

A. No they are not similar. Guys here like to bug you and when you go to the teacher, the teacher just tells you to sit down. Sometimes they keep you both in, then ask you your problems. Sometimes they leave you and you get into more trouble.

Q. Do you find sometimes that you have trouble understanding the language teachers use here?

- A. When I just came here I was in a teacher from St. Vincent class. So I understood and afterwards I got accustomed to the other teachers.
- Q. Do you know what teachers expect from you when they give you assignments?
- A. Sometimes they explain, but I don't understand. Sometimes when I don't understand I leave it.
- Q. Do you ask the teachers to explain when you don't understand?
- A. Yes.
- Q. When this happens do you feel that they help?
- A. Yes. Sometimes I feel better, that is when I understand and if I don't understand I don't bother.
- Q. Have you ever seen a guidance counsellor?
- A. Yes.
- Q. If so, why?
- A. The counsellor calls me and tell me to sit down. He takes out my records.
- Q. What did he talk about?
- A. He asked me if I am doing well. He told me that he want me to get out of this school to get into another school.
- Q. Why does he want you to go to another school?
- A. Because that school is no good. It is always creating trouble for me.
- Q. Anything else that you will like to tell me about this.
- A. Yes. My counsellor takes notes around to my teacher.

Q. Why?

A. Because my Food service teacher forces me to eat the food and I don't eat food there. I don't want that food and if I don't eat the food then she sends me down to the office and I get into trouble. Then they call my mother and send me home for two or so days.

Q. How long do you see the counsellor for?

A. 5 or 10 minutes.

Q. Did you find him helpful.

A. Yes he helps me because he talks to my teachers about me some times.

Q. Do you find that doing well in school is important?

A. Yes and No.

You can be better and better to do anything you want. As long as you know how to do it. Like say you do good and you can't get a job then it does not worth it. No not always.

Q. Do you think that if you do well in school, then you will get a good job and have a better life?

A. Like I said before it will not necessarily be like that.

Q. What sort of problems do some of your friends have in school, that you can think of?

A. Some of my friends can't read that good, they don't know the words and they ask and I will tell them. Some have behaviour problems too. like fighting and I try to talk to them like my mother do to me. Sometimes they listen sometimes they don't.

Q. When you get together with your friends do you talk about your problems in school?

A. Never. We talk about what subject we did during the day.

- Q. Could you describe a typical school day for me telling me the nicest and worst part of that day?
- A. My best part is when I don't go to the food service class and my worst is when I have to go to the class.
- Q. What do your parents do? That is what kind of work do they do?
- A. She is a domestic.
- Q. Do you feel that they really support you in school? What I mean to say is that if you are "in trouble" at school, do they scold you or do they try to help you feel better?
- A. She scold me. She puts me to sit down and she talk to me and she say if I don't behave and they put me in an institute then she will just take me and send me home to St, Vincent. I don't like to go back now because I won't get any job to do back there.
- Q. Do your brothers and sisters do better in school than you do?
- A. No, because I am brighter and do better.
- Q. Is there anything else that you can think of to tell me about so that I can better understand how you see school and what it does for you or doesn't do for you?
- A. Like I say that I don't like my Food Service teacher and I don't like to be around her. I wish if she will go away.

### SUMMARY FOR SYLVESTER

Sylvester came to Montreal when he was 12 years of age. He is a very confused, mixed up child. He does not seem to know how to act; if he should take on the Canadian culture or retain his Vincentian culture.

When I interviewed him he told me that he had a Vincentian teacher, so I got in contact with the teacher. The teacher told me that Sylvester was a very quiet child when he entered the school but after a few weeks there at the school he was getting into all kinds of trouble. He further said that Sylvester only spent one month in his grade 6 class because he was performing at a very low level, therefore he was put back to grade 5. The teacher also told me that that was the first child that he had met with in his years of teaching here who performed so low.

From my observations about Sylvester I concluded that he can behave differently if he gets the right person who understands him. He has a low self concept and he needs to be assured of what he is and whom he is.

Sylvester is one who was missing school very often in St. Vincent. His guardians there were not interested in his education and they could not care less whether or not the boy went to school, seeing that there is no compulsory education in St. Vincent. He thinks that life is a ball game

everywhere and that he was going to come to Canada and behave in the same way as he did in St. Vincent.

He does not like anyone to push him to do what he does not like and what he does not want to do. He gets very frustrated when he is told what to do because he had his freedom in St. Vincent for so long. It is going to take a lot of teaching and training to bring him back to some kind of reality.



APPENDIX IIC: EXAMPLE OF INTERVIEW WITH A MOTHERMother's Comment on her Son

My son attends High School. He has been having problems with other children in school. The teacher calls me once per month.. Sometimes I go to see what the proble is, then they will send my son home by giving him half a day or the whole day or two days off depending on what the nature of the problem is. This is because they say that he has been having problems with the other children.

When I questioned my son and asked him why he is suspended he says that the other children call him names, like "nigger" and other such names and then he hits them. I ask him why do they call him names and he said that he does not know. And that he hits them because he gets mad when he is called names.

I went to the school to find out the problems and the teachers told me that my son is always getting into problems with the other children. I asked them what kinds of problems and they said that he is always fighting with other children.

Some weeks ago the Principal told me that if these problems occur again then he will have to be transferred to another school. The mother did not ask what kind of school but she suspected that it will be a school for juveniles (bad boys school). Mother's response was that she will prefer to send him to St. Vincent where he was born.

When I questioned the mother about her probing into the problems with which her child is confronted, her response was that she did not want anyone (teachers) to get angry with her neither did she want to get angry with the teachers. She also said that when she questioned her son his reply was that he tried hard to behave in school but that the others bother him and get him angry. She said that she spoke to her son "very hard" and told him that he has to try to behave better or that the teachers will put him out of school, and that he should go to the teachers when this type of thing happens.

His last report was O.K. Average grade was 50%. The reports from the teachers, most of them is that the boy is doing well in school but the only problem is behaviour problem. Some teachers report was that he was good and others said no.

D: BROTHER AND SISTER INTERVIEWSFIRST INTERVIEW

NAME: BROTHER

DATE: February 11th, 1978

- Q. Are there children on your street with whom you are friendly?  
A. Yes.
- Q. What nationality are they?  
A. They are mostly English.
- Q. Are they white or black children?  
A. They are black children.
- Q. Do you know alot of adults on your street?  
A. Here and there.
- Q. Will these people help you if you need help?  
A. Yes.
- Q. How do you regard these people here in comparison to the people you knew when you lived in St. Vincent? Are they more friendly?  
A. They are not more friendly, really. They are just equal if you know what I mean
- Q. Do you watch TV every day?  
A. No, not every day.
- Q. What is your favorite program on TV?  
A. Cartoons like Spiderman and things like that.
- Q. What do you learn from watching TV?  
A. By watching TV you get to see things that you could never have figured out how it would have happened. Also, you are more aware of what is going on, stuff like that.
- Q. Stuff like what?  
A. You might see a guy robbing a place and then they get caught right? So you learn from that that he shouldn't rob because he might get caught sooner or later.
- Q. Do you read at home?  
A. Yes.
- Q. What kind of books do you read?  
A. Mostly magazines, newspapers and comic books like Spiderman.
- Q. What do you usually do after school?  
A. After school I play basketball and sometimes I go skating.

Q. What is your favorite hobby? What do you like best?

A. Basketball.

Q. Do you have any relatives living in the area?

A. Yes.

Q. Do you visit them very often?

A. Yes.

Q. What about your grandparents, are they living in Canada?

A. No, they are living in St. Vincent.

Q. Do you like to visit them?

A. Yes.

Q. How do you compare the Canadian school system with the St. Vincent School system? For example, when you go to school, do you get a lot of homework to do?

A. Up here in Canada you get a lot of home work to do.

Q. Do you always understand the homework that you are given to do?

A. No.

Q. Why don't you understand the homework that you are given?

A. Sometime, I have trouble catching on to how it should be done.

Q. Is it because the work is not explained enough in the class room?

A. No, it is just that sometime I do understand it, but I have difficulty in being able to decide which way it should be done due to the fact that there is different ways that it could be done. This can be quite puzzling at times.

- What this means then, is that the system that you learned at home in St. Vincent is somewhat different from what is taught here.

Q. What is the difference in the system that you learn in St. Vincent? For example, what is the difference in the mathematics or the spelling? What is the difference between the way it is taught here and the way that it is taught in St. Vincent?

A. To tell you the truth, I didn't notice any difference.

Q. Which system do you think that you have learned faster - the one in St. Vincent or the one that is taught here?

A. I would say the system taught in St. Vincent.

Q. Why did you learn the system down there faster? Is it because the teachers down there were putting more effort into their teaching of the subject?

A. Yes, I would say that for one thing.

Q. So, would you say that you do more experimenting on your own in Canada? In other words, you work more on your own here than what you do in the

West Indies? They would take more time out to show you in a more detailed way than what they do in Canada.

A. Yes, that is right.

Q. Who helps you with your homework?

A. My mother helps me sometime, but mostly it is my aunt who helps me.

Q. Do you understand what they show you when they help you?

A. Yes.

Q. Do they help you to catch on better?

A. Yes.

Q. What activities are you involved in?

A. Basketball, hockey and skateboard and baseball. That is about it.

Q. What do you do during the summer holidays as they are quite long?

A. Basketball every day.

Q. Do you go to camp?

A. No.

Q. Does your mother own a car?

A. No.

Q. What would you like to do when you leave school?

A. Computer programming.

Q. Do you have any difficulty in school around communicating with your peers, your teachers, the principle, guidance counsellors, etc.? First of all, start off with your teachers.

A. Yes, some of the teachers are not too friendly - they are like strangers.

Q. Do you ever try to talk to them?

A. Once I tried and if they look at me in a funny way, I never try anymore. I just sit there. They don't talk to me and I don't talk to them and that's fine.

Q. Did you experience the same type of thing in St. Vincent?

A. No.

Q. When the teachers do that, does it interfere with your school work?

You look up to the teacher as someone to help you right? But if they have been mean with you in that type of way, does it effect your work in general?

A. Yes, because sometimes if I don't understand something, I wouldn't ask them. I would try to figure it out by myself.

Q. What about your peer groups?

A. You mean the kids? They are good friends with me. Like if I don't understand something and if they understand it, then they will gladly show it

to me.

- Q. Do the kids ever act snobbish or things like that?  
 A. No. They only crack a couple of jokes now and then, but not really to be snobbish - just as a gag or something.
- Q. Do these jokes that they crack effect you in any way?  
 A. No.
- Q. What about the principal? If you are having difficulty with the teacher do you ever try to see the principal?  
 A. Yes.
- Q. How does the principal react to this?  
 A. He tells me to go back to my class and that if the teacher does the same thing again, then come back to him and report it.
- Q. Did the principal ever try to talk to the teacher about it?  
 A. No, not to my knowledge. If he did, I didn't know anything about it.
- Q. When you go to see the principal, does it improve the teacher's response to you?  
 A. If the principal speaks to the teacher after you have gone to see him, then they will be more tough with you. They will be really strict after that and the least little thing you do out of line, then you will be sent down to the principal's office or try to get you put out.
- You don't want that, so therefore before anything, you just keep whatever is done to you to yourself.
- Q. Do you have guidance counsellors in your school?  
 A. Yes.
- Q. What kind of people are they? Are they black? Are there any blacks?  
 A. No.
- Q. Are they just white?  
 A. Yes.
- Q. Can you relate to these white guidance counsellors properly?  
 A. Yes. They are human. Some of them it is just like they are blacks. They really talk to you.
- Q. Do they understand your feelings and things like that?  
 A. Yes.
- Q. Do they do anything to help you when you go to them with your problems?  
 A. Yes. They have reference books that they give you to read and they tell you to come back tomorrow and if you still have the problem - they will explain the book to you. First they try and let you figure it out by yourself.

Q: What subject do you like best in school?

A. I would say physics or chemistry.

Q: Why do you like physics best?

A. Because I just like working out problems and so on.

Q: What subject did you like best when you went to school in St. Vincent?

A. Mathematics.

Q: How come you don't like math here in Canada?

A. Because I can't get along with the teacher, and because I can't get along with her, how could I like it,

Q: Are you doing well in math?

A. Not too well.

Q: What is your average?

A. 50-55 around there.

Q: Do you think that something can be done to improve your grading in math?

A. Yes if the teacher would become more friendly, it would help me more.

Q: So math is the subject that you are having difficulty in. What other subjects next to math are you having difficulty with?

A. Economics and French.

- This is natural for the French as it is just like a foreign language to you for the first time.

Q: How are you doing in your spelling? Are you more improved in your spelling here in Canada than when you were in St. Vincent?

A. No, I don't think so because when I was there they used to have spelling as a special subject (course by itself); but here here it is not treated like that at least at the level I am at. I think that it comes up to the same thing.

Q: Do you think that you learned to spell less here than in St. Vincent?

A. Yes.

Q: What do you think about the way English is taught here?

A. I never noticed too much difference, really. It is just about the same thing. The words and grammar is still the same and everything.

Q: Is there anything specifically that you do not like about the school system?

A. That you have to pass French to graduate.

Q: Is that the only thing that you don't like? Is there anything else?

A. History. History is no problem to me now as I have already passed it. There was a lot of pressure there though.

- Q. If you were in St. Vincent what would you not like about the St. Vincent School system?
- A. If you fail a grade twice than they are going to put you out of school down there.
- Q. In other words, you really had to fight to succeed there?
- A. Yes.
- Q. Here, do you fight that much to succeed?
- A. No, I don't fight much.
- Q. Why?
- A. Because some people might be in the same grade for 3 or 4 years and the only time they leave school, is if they decide to quit or something.
- Q. They are not put out or anything?
- A. No.
- Q. Because of that, you do not fight as much here to get out as you do in St. Vincent?
- A. No.
- Q. Would you like to stay in Canada for the rest of your life?
- A. No. I wouldn't want to stay for all of my life.
- Q. Do you want to go back to St. Vincent?
- A. As you know, things are very hard there and the only way you could go back would be if you had a job to go back to.
- Q. You said that you would like to go into the field of computers, and if there was an opportunity for you to get a job in St. Vincent in that field, would you go back?
- A. If the job they were offering in the computer field could pay me enough to live on, why not? I would at least be getting away from the cold weather. What is the use of me going to school all my life and when I finish i have a career that will pay me little or nothing for it.
- Q. For example, I have been going to school in Canada for 7 years now at the university and if I wanted to go back, I would have my reasons for going back. I am putting money aside as I know that they could never ever pay me as I could demand for my studies and everything. But if you wanted to go back, what would you like to do there?
- A. In general, what do you mean "what would I like to do?"
- Q. Say, if you had finished school and you decided to go back, what would you like to do in St. Vipcent?
- A. Maybe teaching.



SECOND INTERVIEW

NAME: SISTER

DATE: February 11th, 1978

Q. On the street where you live do you find the people on this street more friendly than the people on your street in St. Vincent?

A. No, the ones at home were friendlier.

Q. Do you make friends easier here in Canada than you did in St. Vincent?

A. No, in St. Vincent it was easier.

Q. Why?

A. At home you know the people you live with and your neighbours, but here it is different.

Q. But here, these people are your neighbours because you have come to live here. What makes it so different?

A. Well, for example when you want to say "hi" to some of the kids they won't even say "hi".

Q. What about the adults on the street where you live?

A. Here or at home?

Q. Here and at home, but let us deal with here first.

A. They are the same as the kids.

Q. If you are crossing the street here, and you fall, who do you think would pick you up faster, someone from home or somebody here?

A. Somebody from home.

Q. So in other words socialization was better at home than what you have experienced here?

A. Yes.

Q. What do you like to do in the evenings when you come home from school, or things that you actually do get involved with after school?

A. Sometimes I read or look at television or I may go to the park.

Q. What do you read?

A. Adventure stories.

Q. Does that help you with your lessons?

A. Yes.

Q. In what way does it help you?

A. With my English when I am speaking.

Q. Do you watch TV every day?

A. Not every day.

- Q. Why?  
A. In the summer time, usually I am at home all the day, but mostly outside.
- Q. When you are home, do you look at TV?  
A. Yes.
- Q. What program do you look at most?  
A. Cartoons, game shows.
- Q. What do you learn from these programs?  
A. I really don't know.
- Q. Does it help you in your school work?  
A. Sometimes.
- Q. In game shows you might learn things like how to spell words in english or how to find meanings of words? (synonyms or antonyms)  
A. Yes.
- Q. What is your favorite hobby?  
A. Mostly reading, typing.
- Q. Do you type a lot?  
A. Yes.
- Q. What would you like to do when you grow up?  
A. Maybe a teacher.
- Q. How do you think typing will help you that you do now? (when you grow up)  
A. Maybe I would be a secretary or an accountant.
- Q. Do you think that you would have the same opportunity in St. Vincent to do typing-like you are doing now when you get home in the evenings?  
A. Yes.
- Q. Do you get a lot of homework here in Canada?  
A. Not very much.
- Q. How do you compare the homework system with that of the system used in St. Vincent?  
A. At home it is much harder, you get more homework to do.
- Q. Did you learn from the homework that you used to get back home?  
A. Yes.
- Q. Did the homework help during the day in your school work (in St. Vincent)?  
A. Yest.
- Q. What about the homework here, does it help you more or less than it helped you at home in St. Vincent?  
A. I think more.

Q. It helps you more here than it did at home?

A. Yes.

Q. Why did it not help you more at home?

A. Well at home, you just came home after school and did your homework and then you went outside to play and you would forget about it, because there were so many things to do. Here, there is really not very much to do in the winter time.

Q. Did the things you did after school (in St. Vincent) help you to widen your scope of thinking?

A. I don't think so, as we mostly played. Here I do more studying than when I was at home.

Q. You say that you find you are doing more studying here than at home. Were you doing better in school at home than what you are doing here?

A. Yes I was doing better at home.

Q. How come you did better at home in your school work but you are doing much more study here? What is your problem?

A. Maybe it is because of the teachers up here.

Q. What is it about the teachers here that you don't like?

A. They are more prejudiced but they don't show it. My history teacher doesn't seem to like any blacks in his class.

Q. Does that effect your work?

A. Yes.

Q. How do you know that he doesn't like any blacks in the class?

A. Every time I do a good project or essay he always tries to give me a low grade.

Q. Do you feel that you do as well as the other children in the class that are white?

A. Yes.

Q. Do you think that you would have encountered that same problem at home in St. Vincent in your history?

A. No.

Q. Which one of your subjects are you having the most problem with?

A. French.

Q. What about your math?

A. That seems to be o.k.

Q. What about spelling?

A. That is alright too.

Q. What about your English and History?

A. That is o.k. too.

- Q. So the subject that you are experiencing the most difficulty with is your French. Were you getting a higher grade at home than what you are getting here?
- A. Mostly the same because the work is not too different.
- Q. You mentioned that you were having problems with history. Were you getting a higher grade in your history in St. Vincent?
- A. At home, I didn't do history.
- Q. What extra activities are you involved in at school?
- A. At lunch time we play games, like volley ball, basket ball.
- Q. How do you find the children on the basketball team? Are they friendly?
- A. Yes.
- Q. What sports do you like most?
- A. Basket ball.
- Q. Do you engage in any kind of a club type thing with the children after school?
- A. No.
- Q. Who are mostly your friends at school, mostly black children or white children?
- A. Both black and white.
- Q. Which one do you get along with better, black or white children?
- A. Black.
- Q. Why?
- A. Well sometimes when we are discussing a subject at school, we are in a crowd, but when when we are discussing a subject, they may say one thing and we another.
- Q. Do the white people feel that they know better than you do?
- A. Most of them think so.
- Q. And they think that you don't know what you are talking about?
- A. Yes.
- Q. It makes you feel foolish and you prefer not to discuss anything with them?
- A. Yes.
- Q. Are you having any difficulty with your teachers in school or your peers, principals, guidance counsellors? First of all we will start off with your teachers.
- A. Only my history teacher.
- Q. Do you think that the teachers up here treat the children black or white children fairly?
- A. Most of them do.

Q. They don't show any sign of prejudice or anything?

A. No.

Q. What about your peer groups- the other children in the class or children of your same age group not necessarily in your own class?

A. No most of them are alright.

Q. You don't have much problem, as most of them are alright?

A. Yes.

Q. Is this because you don't get involved with them, or you stay away from them?

A. Yes, I guess so.

Q. What about your principal?

A. He is o.k.

Q. Have you ever gone to your guidance counsellor for any help?

A. No.

Q. Why?

A. Because I didn't have any problems to bring to her, I never went.

Q. What subject do you like best?

A. Math and typing.

Q. Why do you like math best?

A. I don't know any reason other than the fact that I just like it better than anything else.

Q. Is it because that you are doing better in math than any other subject?

A. No, not really. I just like doing math.

Q. What do you like about the school system here more than St. Vincent?

A. The opportunity of the courses that you can take. I guess that is about it.

Q. What don't you like about the school system here?

A. I don't like doing French for one thing. I don't like the time I have to go to school. I find it too early. You have to be at school for 8 a.m. and you are always sleepy.

Q. What did you not like about the school system in St. Vincent?

A. I liked everything about it.

Q. Are your teachers more friendly here than those in the West Indies?

A. Those in the West Indies were more friendly.

Q. Did their friendliness influence your school work for the better?

Did it help you then? Did you do better then? Or does any influence that the teacher have on you like being more friendly with you, have anything to do with your achievement in school?

A. No, I don't think so.

- Q. Let's say I have a teacher and that teacher is ready, willing and able to listen to my problems and I have another one who is never willing to listen to my problems; which do you think I would like better or which would you like better if it was you?
- A. The one who would listen to my problems.
- Q. What does it have to do with the teachers in St. Vincent, that is what I mean? You said that the teachers in St. Vincent were more friendly than the teachers here.
- A. Could you restate the question?
- Q. I mean are the teachers in the West Indies more friendly than the teachers here? I am repeating my question again.
- A. Well the teachers in the West Indies are more friendly.
- Q. Did the fact that they were more friendly help in your school work? What I mean to ask is, did you or were you able to do better at home in your school work because of the friendly atmosphere than what you are doing here? Atmosphere has something to do with achievement, right?
- A. Right. Yes.
- Q. So did it help you to achieve more in school or give you more confidence in yourself? Does friendliness help to give you more confidence. You know like the affection from your teacher help you to be more confident, or a teacher who is more snobbish. Which one helps you to be more confident.
- A. I guess the more friendly one would.

Methodology Note:

These last few questions illustrate the lack of skills in proper interview techniques.

The "interviewer" is forcing the "interviewee" to answer in a given way. This is the reason for the statement mentioned in the methodology section of Chapter One.

"However not being trained for the kind of research and working under several constraints and limitations of time and guidance beyond my control, etc....."