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MCCOLM, BILL
WHAT PEOPLE LOOK FOR IN A JOB



WHAT PEOPLE LOOK FOR IN A JOB: Portugese Male Immigrants
enrolled in the English Language Course at Selkirk College
from January 12, 1976 to April 2, 1976.

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Bill McCollm.

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WHAT PEOPLE LOOK FOR IN A JOB: Portuguese Male Immigrants enrolled in the English Language Course at Selkirk College from January 12, 1976 to April 2, 1976.

Bill McColm

What do Portuguese male immigrants in a clearly defined group look for in a job? How do personal history factors and personal attitudes affect what these Portuguese male immigrants want in a job? Although this present inquiry deals with Portuguese male immigrants enrolled in the English Language Course at Selkirk College from January 12, 1976 to April 2, 1976; its findings might possibly apply to other minority immigrant groups of similar circumstances and composition, in other settings.

METHOD

The Portuguese male immigrants this inquiry focuses on are but a smaller part of the entire Portuguese community in Castlegar. The Portuguese community numbers approximately four hundred people; or approximately eighty working men and their families.

All of the respondents for this report were layed off from Canadian Cellulose Co. Ltd., Interior Lumber Operations division, on November 14, 1975.¹ All of the respondents held positions as manual labourers and had very little seniority in the Sawmill's labour force. When the Sawmill discontinued one eight-hour shift from their three eight-hour shifts work schedule due to over production, the respondents' lack of seniority dictated their inclusion in those employees who were layed off.

Any effort by the respondents to find another steady job was futile. The respondents suffered from a limited understanding of the English language and were consequently not considered prime potential employees by prospective employers. Therefore an English Language Course was established under the joint auspices of the Department of Manpower and Immigration and the Unemployment Insurance Commission to improve the English comprehension of the respondents and thereby hopefully facilitate the respondents speedy reintroduction into the work force. The respondents for this inquiry form the complete Portugese male population of the Course.

The English Language Course was designated a Canada Manpower Training Program, but was funded jointly by the Department of Manpower and Immigration and the Unemployment Insurance Commission. The respondents received the same amount of money while taking the course as they would have from Unemployment Insurance. Therefore no monetary disadvantage or incentive resulted from taking the course.

It must also be noted that the respondents were guaranteed by the Sawmill's managerial staff that no one taking the English Language Course would lose their seniority at the Sawmill if they were called back to work while taking the course and chose instead to continue with the course.

I obtained the subjective and objective information forming the basis for this report through the use of a structured, closed form questionnaire. I utilized a variety of question forms in the questionnaire in order to minimize the effect of any tendancies on the part of the respondents to follow a pattern while answering the questions.

The questionnaire was given to all sixteen people in the English Language Course even though I was only concerned with the eleven Portuguese men in the class. The whole class was given the questionnaire as opposed to only the Portuguese males, in order to prevent the desired respondents from feeling conspicuous.

The questionnaire was administered to the people in the English Language Course under the supervision of the two Course instructors.² Due to the generally poor English comprehension of the respondents, this method was considered best for purposes of any necessary interpretation. Through this method I lost a great deal of the advantage afforded by the respondents filling in the questionnaires in private; but by the same token all the questionnaires were returned and useable.

MAIN CONCEPTS AND CATEGORIES

Previous surveys have been conducted on Portuguese communities as a whole³ and some general views of the Portuguese male immigrants' attitudes towards what is important in a job can be derived from these surveys.

Grace Anderson stated in her report that Portuguese immigrants stressed the security a job would provide. She stated that "Income is of paramount importance in the life of the immigrant." In my inquiry I endeavoured to test the validity of Anderson's statement by determining the gravitation of my respondents towards the various work factors as developed by Christopher Beattie.⁴ I divided job aspects according to Beattie's general terms of "...factors relating to the content of the work and those bearing on the context in which work is done..."

Beattie listed career opportunities, opportunities

to apply one's accumulated knowledge, opportunities to obtain more knowledge, and opportunities to work for a public cause as content factors. Beattie listed job security, the job's locale, the language spoken on the job, and the availability of work as context factors. Using this material I then established my own factors as they relate to my application.

In the questionnaire the respondents were asked to indicate which job factor from the following list they placed the most importance on.

CONTENT FACTORS:

1. The job provides training experience-the job lets one learn new skills.
2. The job offers more control over one's own working space and pace-the job offers the option of piece work.
3. The job offers a chance for promotion.
4. The job allows one to try out one's ideas and make full use of one's abilities.
5. The job offers the chance to do work that will make one happy-the job does not induce alienation.

CONTEXT FACTORS:

1. The job offers security through good pay.
2. The job offers security through steady employment.
3. The job has set limits on what is expected from the employee-the job has set working hours.
4. The language spoken on the job is one's normal tongue.
5. The locale of the job is familiar.

The manner and order in which these factors were presented to the respondents is shown in Table 1.

Table 1.

Percentages, Most Important Individual Job Factor Wanted, of Portugese Male Immigrants Enrolled in the English Language Course at Selkirk College from January 12, 1976 to April 2, 1976.

Job Factor	Job Factor Type
<input type="checkbox"/> The job is easy.	Context
<input type="checkbox"/> The job allows you to do many different things.	Content
<input checked="" type="checkbox"/> 64/ The job is in Castlegar.	Context
<input type="checkbox"/> The job offers a chance for promotion.	Content
<input type="checkbox"/> The job offers steady employment.	Context
<input type="checkbox"/> The job is exactly the kind of work you want to do.	Content
<input type="checkbox"/> English is spoken on the job.	Context
<input type="checkbox"/> The job lets you be your own boss.	Content
<input checked="" type="checkbox"/> 36/ The job offers very good pay.	Context
<input type="checkbox"/> The job trains you in a trade.	Content
<input type="checkbox"/> Portugese is spoken on the job.	Context
N*:11	

* These are the bases on which the percentages are computed.

a. The instructions to the respondent were as follows: "Which item in the following list is the most important condition you want in a job? Place an X in the box right next to the item that is most important to you. Choose only one item and place only one X on this page."

Table 1 indicates that the respondents are all oriented towards job context factors. A distinct deviation between those respondents placing the most importance on "The job is in Castlegar" (64 per cent of all respondents) and those respondents placing the most importance on "The job offers very good pay" (36 per cent of all respondents) is readily apparent however.

Throughout this report these two groups will be referred to as the 'Castlegar' group and the 'Good Pay' group. These two groups will be analysed in an attempt to determine what the respondents from either group want in a job, and how personal history factors and personal attitudes affect what the respondents want in a job.

Table 2 reaffirms the position of both groups as being job context oriented. Although both groups are job context oriented, the Castlegar group places some importance on job content factors. Whereas the Good Pay group is 100 per cent oriented towards all job context factors; the Castlegar group is only 63 per cent oriented towards all job context factors. The most outstanding feature shown in Table 2 is that the Castlegar group respondents all place greater importance on being able to learn new skills and improve themselves than on the income a job will provide.

Three pairs of job context statements were included in the questionnaire (page 7) in an attempt to determine the respondents' willingness to improve the context in which his work is done if such improvement should entail a certain amount of job insecurity (Table 3). Sixty-seven per cent of the Good Pay group stress security, as compared to only 57 per cent of the Castlegar group. The only action that the Good Pay group is willing to take is to learn English. Not only does the Castlegar group indicate its willingness to learn English, but also 27 per cent of this group are willing to allow an ordinary job opportunity pass them by in order to get a chance at a better job in a little while. It should be noted from Table 3 that all respondents are willing to learn to speak English.

Table 2

Percentages, Choosing Between Paired Content-Context Job Factor Statements, of Castlegar and Good Pay Groups.

Job Factors	% of Castle- gar Group	% of Good Pay Group	% of All Resp- ond- ents
<u>CONTEXT FACTORS</u>			
1. The job only requires 8 hours work each day, 5 days each week.	100	100	100
2. Your working speed is controlled by machinery and you get paid for how many hours you work.	71	100	82
3. The job gives you very good pay.	0	100	36
6. You are expected to do only so much work.	71	100	82
8. The job offers steady employment.	71	100	82
Total	63 (N*:7)	100 (N*:4)	76 (N*:11)
<u>CONTENT FACTORS</u>			
1. The job offers a chance for promotion.	0	0	0
2. You have control over your own working speed and you get paid for how much work you do.	29	0	18
3. The job lets you learn new skills and improve yourself.	100	0	64
6. The job lets you work hard at your own ideas and make full use of your abilities.	29	0	18
8. The job offers you the chance to do the type of work that will make you happy.	29	0	18
Total	37 (N*:7)	0 (N*:4)	24 (N*:11)

* These are the bases on which the percentages are calculated.

a. The five statements pertaining to job content factors as listed in Table 2 were compared in the questionnaire (page 4) to the five context factors in Table 2. The numbers to the left of the statements indicate which factors were paired, and the order of pairs presentation in the questionnaire. In the questionnaire, statement pairs 2 and 8 had the content factor first. Statement pairs 1, 3, and 6 had the context factor first. This was done to minimize the effect of any tendency to check boxes down a column, regardless of distinction between the pairs.

Table 3.

Percentages, Choosing Between Paired Context Statements, of Castle-gar and Good Pay Groups.

Job Context Factors	% of Castle-gar Group	% of Good Pay Group	% of All Respondents.
<u>Stressing Security</u>			
4 The job is near Castlegar.	100	100	100
5 The people at work speak only Portugese.	0	0	0
7 There is an average job available right now.	71	100	82
Total	57 (N*:7)	67 (N*:4)	61 (N*:11)
<u>Stressing Improvement</u>			
4 A better job is offered somewhere else.	0	0	0
5 The people at work speak Portugese and English.	100	100	100
7 There is a chance for an excellent job if you wait a little while.	29	0	18
Total	43 (N*:7)	33 (N*:4)	39 (N*:11)
<p>* These are the bases on which the percentages are calculated.</p> <p>a. The three job context factors stressing security listed in table 2 were compared in the questionnaire (page 7) to the three job context factors emphasizing improvement. The numbers to the left of the job factor statements indicate which statements were paired and their order of presentation.</p>			

RELATIONSHIP BETWEEN JOB FACTOR GROUPS AND VARIOUS PERSONAL HISTORY FACTORS AND PERSONAL ATTITUDES OF RESPONDENTS.

Two job factor groups have been established in this report: the Castlegar group and the Good Pay group. Although both groups

are oriented towards job context factors, the Castlegar group shows a greater tendency to place some importance on job content factors. What respondent attributes influence this ambivalence of orientation?

The respondents range from twenty to forty-nine years of age, but there is an unequal representation of ages in each job factor group. All the respondents forty years old and older are in the Good Pay group (Table 4). The '40-49 age category' encompasses 75 per cent of the Good Pay group, with the remaining 25 per cent being in the '30-39 age category.' The Good Pay group has no representation in the '20-29 age category,' and yet 71 per cent of the Castlegar group are in this category. It appears that the older respondents are prone to be oriented towards the Good Pay group and greater security.

All single respondents for this report are in the Castlegar group (Table 5). The Good Pay group is completely composed of married men, whereas 29 per cent of the Castlegar group are single.

Although the majority of the respondents have one or two children (Table 6), 43 per cent of the Castlegar group have no children. In comparison, 50 per cent of the Good Pay group have more than two children (one member of the Good Pay group indicated he had seven children).

Married, older respondents with families are representative of the Good Pay group. This orientation towards greater security could be attributed to the greater number of dependents and the congruent greater responsibility the Good Pay group has. All of the respondents, regardless of age, are still responsible for any children they might have since all the children are still living at home.

Table 4.

Percentages, Relationship Between Group Orientation and Respondents' Ages, Of Castlegar and Good Pay Groups.

Age Category	% of Castle- gar Group	% of Good Pay Group	% of all Respond- ents
20-29	71	0	45
30-39	29	25	27
40-49	0	75	27
	(N:7)	(N:4)	(N:11)

* The figures may not add vertically to 100 per cent due to rounding error.

Table 5.

Percentages, Relationship Between Group Orientation and Respondents' Martial Status, Of Castlegar and Good Pay Groups.

Martial Status	% of Castle- gar Group	% of Good Pay Group	% of all Respond- ents
Married	71	100	82
Single	29	0	18
	(N:7)	(N:4)	(N:11)

Table 6.

Percentages, Relationship Between Group Orientation and the Number of Children Respondents Have.

# Of Children the Respondents Have	% of Castle-gar Group	% of Good Pay Group	% of All Respond-ents
0	43	0	28
1-2	57	50	55
More Than 2	0 (N:7)	50 (N:4)	18 (N:11)

This demand for responsible action placed on the Good Pay group is ironically accentuated by the fact that all men with more than two children have either his or his wife's parents living with his family. Although it is only the Good Pay group who support extended families, all the respondents have relatives of one kind or another in Castlegar.

Achieving Canadian Citizenship Status is considered a definite note of improvement in one's condition, and yet only 18 per cent of the respondents have achieved, or even attempted in any way to achieve, their Canadian Citizenship Status. These respondents all come from the Castlegar group. This fact reaffirms the position established early in this report; that the Castlegar group shows more willingness to improve their position.

Those people familiar with the Portugese community⁵ indicate it requires a considerable amount of studying for Portugese immigrants to cover all the material required to obtain one's Citizenship Documents. The studying and the possibility of

failure sometimes makes the immigrants unwilling to even attempt the Citizenship test.

The notion that the frequency of the respondents' Church attendance would vary with their job factor orientation is borne out by the results of my inquiry. The average number of times the respondents from the Good Pay group went to Church during the twenty-five day period immediately preceeding the date on which the questionnaire was filled in was four times. During the same period of time the Castlegar group only went to Church an average of two and one-half times per person. The lower attendance displayed by the Castlegar group could indicate they allow less Church influence in their lives and it could also be a reason for their being more job content factor oriented.

Since all respondents are of the Catholic faith, their division into two distinct groups can not be attributed to differing religious affiliations.

All of the respondents emigrated from the Azores Islands, but only 82 per cent emigrated directly to Castlegar. The respondents who didn't come to Castlegar right away are divided evenly between the Castlegar and the Good Pay group.

None of the immigrants covered by this report have ever returned to their homeland. The respondents evidently have not been disallusioned by their lay off from the Sawmill since none even exhibit a desire to return to their homeland.

Table 7 indicates that although most respondents live in a house, a lesser amount have title to that house, and even fewer have paid for their house. Whereas 57 per cent of the Castlegar group have title to their house, only 25 per cent of the Good Pay group indicates this fact. Twenty-nine per cent of the Castlegar

Table 7.

Percentages, Relationship Between Group Orientation and the Living Accomadations and Degree of Ownership of Same, of Castlegar and Good Pay Groups.

Living Accomadations and Degree of Ownership of Same	% of Castle-gar Group	% of Good Pay Group	% of All Respond-ents
Live in a house	100	75	91
Have title for the house	57	25	45
The house is paid for	29 (N:7)	0 (N:4)	18 (N:11)

group have their house paid for. The Good Pay group not having any members who have paid for their houses can be attributed to the greater average numbers of dependants that each member from this group is responsible for.

The average amount of time that the respondents from both groups have been in Canada is approximately 3.6 to 3.65 years. The average amount of time that the respondents from either group spent in Canada before obtaining employment is also approximately equal; being approximately 1.5 months.

All the respondents have held only one job in the last two years, and prior to that had a very orderly work history. Eighteen per cent of all the respondents (N:11) have held one other job besides their employment at the Sawmill. These respondents were evenly divided between the two groups however. It logically follows then, that there is no distinction between the groups in relation to the average amount of time spent by the respondents at their last job.

The respondents have attempted no school work in Canada besides the English Language Course they are enrolled in while this report is being prepared (18 per cent of the Castlegar group respondents have studied for their Citizenship Papers though - Table 7).

It is apparent from Table 8 that the higher the respondents' Portugese education level (measured by grades completed), the greater is their gravitation towards the Castlegar group and job content factors. Although no respondents managed to progress beyond public school in Portugal, the Castlegar group members have completed on the average, 3.9 grades of schooling. The Good Pay group has only completed an average of 2 grades per member.

The average amount of schooling completed by all the respondents is 3.2 grades as compared to 4.4 grades and 3.7 grades indicated in earlier studies of Portugese immigrants by Lipman and Ferguson.⁶

Table 9 indicates that it is the Castlegar group who reads English and Portugese newspapers more, and watches Television more. Finding 25 per cent of the Good Pay group reading English newspapers 'a lot' while the Castlegar group members do not read English newspapers more than 'sometimes' is anomalous. It would be expected that any respondent claiming to read English newspapers a lot would be from the Castlegar group and improvement oriented as established in Table 2.

All the respondents who read neither English nor Portugese newspapers anytime are from the Good Pay group. Contrary to the anomaly concerning English newspaper reading; it is the Castlegar group who read Portugese newspapers a lot.

Table 8.

Percentages, Relationship Between Group Orientation and the Respondents' Educational Level, of Castlegar and Good Pay Groups.

Grades Completed in Portuguese	% of Castlegar group	% of Good Pay group	% of All Respondents
0-2	0	50	18
3-4	86	50	73
5-6	14	0	9
	(N:7)	(N:4)	(N:11)

a. The figures may not add to 100 per cent vertically due to rounding error.

Table 9.

Percentages, Relationship Between Group Orientation and What Media Forms the Respondents Make Use of, and to What Extent, of Castlegar and Good Pay Groups.

What Media Utilized and to What Extent	% of Castlegar group	% of Good Pay group	% of All Respondents
<u>English Newspapers</u>			
A lot	0	25	9
Sometimes	100	25	64
Never at all	0	50	18
	(N:7)	(N:4)	(N:11)
<u>Portuguese Newspapers</u>			
A lot	29	0	18
Sometimes	71	75	73
Never at all	0	25	9
	(N:7)	(N:4)	(N:11)
<u>Television</u>			
A lot	71	0	45
Sometimes	29	100	65
Never at all	0	0	0
	(N:7)	(N:4)	(N:11)

All the respondents watch television to some degree, but only the Castlegar group (71 per cent of the group) watches television a lot. All the information presented in Table 9 would indicate that the Castlegar group is more oriented towards Anglophone Canadian society and is more willing to become acculturated.

The respondents' general lack of confidence with the English Language is documented in Table 10 and 11. The Good Pay group respondents feel themselves totally inadequate in understanding or making themselves understood in relation to printed or spoken English. Even though the Castlegar group members feel they have some ability to use the English language, they restrict their claims of 'very well' to describing their understanding of printed English.

This information garnered from the questionnaire is reinforced by my experience in attempting to aid some of the English Language Course class members with their English practice. It is in fact the respondents' lack of understanding of the English language that prompted the organization of the English Language Course.

Only 18 per cent of the respondents (N:11) felt they could have returned to work at the Sawmill if they had not enrolled in the English Language Course.⁷ No respondents felt they could have availed themselves of some new work opportunity if they had not enrolled in the course. Generally then, very few respondents had any other options they wanted to pursue that would lead to renewed steady employment.

All of the Castlegar group feels that the English Language Course will be of 'some' help in finding another job; furthermore,

Table 10.

Percentages, Relationship Between Group Orientation and Respondents' Understanding of English, of Castlegar and Good Pay Groups.

Form In Which Respondent Encounters English	% of Castle-gar group	% of Good Pay group	% of All Respondents
<u>Understanding of Printed English</u>			
Very well	14	0	9
Enough to get by	57	0	36
Not very well	29	100	55
	(N:7)	(N:4)	(N:11)
<u>Understanding of Spoken English</u>			
Very well	0	0	0
Enough to get by	43	0	36
Not very well	57	100	64
	(N:7)	(N:4)	(N:11)

that it will help them get a better job (Table 12). The Good Pay group respondents do not view the course's benefits so optimistically. Only 50 per cent of the Good Pay group feel the course will aid them in finding a job. The same percentage of the Good Pay group is of the opinion that the course will help them find a better job.

A similar pattern is unmistakable in how the respondents view the course's affect on their knowledge of English (Table 13). The Castlegar group members have greater conviction in the beneficial affect the course will have on their understanding of English than do the Good Pay group. Fourteen per cent of the

Table 11.

Percentages, Relationship Between Group Orientation and Respondents' Ability to Make Themselves Understood While Using the English Language, of Castlegar and Good Pay Groups.

Form of English In Which Respondent expresses himself	% of Castlegar group	% of Good Pay group	% of All Respondents
<u>Make themselves understood while using printed English</u>			
Very well	0	0	0
Enough to get by	14	0	9
Not very well	86	100	91
	(N:7)	(N:4)	(N:11)
<u>Make themselves understood while speaking English</u>			
Very well	0	0	0
Enough to get by	29	0	18
Not very well	71	100	82
	(N:7)	(N:4)	(N:11)

Castlegar group place enough hope in the course to predict the course will improve their English comprehension 'a great deal.'

Even though differing values are placed on the English Language Course by the two groups, no respondents feel the course is totally of no use. It is interesting to note that the respondents feel the course will be more help in finding a job than in improving their English comprehension. This is a relative matter of importance. Since all the respondents are lacking their former steady employment, they will naturally attribute the attainment of another job as the greatest benefit of the course.

When asked to rank their ability to speak the English

Table 12.

Percentages, Relationship Between Group Orientation and Whether or Not Respondents Feel the Course Will Help Them Find Another Job, of Castlegar and Good Pay Groups.

<u>Respondents feel the Course will help</u>	<u>% of Castle-gar group</u>	<u>% of Good Pay group</u>	<u>% of All Respondents</u>
A great deal	0	0	0
Some	100	50	82
Very little	0	50	18
None at all	0	0	0
	(N:7)	(N:4)	(N:11)

Table 13.

Percentages, Relationship Between Group Orientation and Whether or Not Respondents Feel the English Language Course Will Improve Their English Knowledge, of Castlegar and Good Pay Groups.

<u>Respondents feel the Course will help</u>	<u>% of Castle-gar group</u>	<u>% of Good Pay group</u>	<u>% of All Respondents</u>
A great deal	14	0	9
Some	71	50	64
Very little	14	50	27
None at all	0	0	0
	(N:7)	(N:4)	(N:11)

Table 14.

Percentages, Relationship Between Group Orientation and Respondents' Ability to Speak English in Comparison to One Another, of Castlegar and Good Pay Groups.

<u>Respondents' Self Evaluated Ability to Speak English</u>	<u>% of Castle-gar Group</u>	<u>% of Good Pay group</u>	<u>% of All Respondents</u>
Better than	29	0	18
As well as	57	100	73
Poorer than	14	0	9
	(N:7)	(N:4)	(N:11)

Table 15.

Percentages, Relationship Between Group Orientation and What Kind of Job the Respondents' Want in Five Years Time, of Castlegar and Good Pay Groups.

Job Attributes -as compared to last job-	% of Castle- -gar group	% of Good Pay group	% of All Respondents
A job with more pay	0	50	18
A job in which the respond- -ents would be more their own boss	43	0	27
A job the same as their last job	57 (N:7)	50 (N:4)	55 (N:11)

that of language against their classmates, the respondents from the Good Pay group unanimously chose 'as well as' (Table 14). Fourteen per cent of the Castlegar group claimed a better English speaking ability than their classmates, and yet 14 per cent also claimed a poorer English speaking ability. It would be expected that any respondents claiming a poorer speaking ability would be from the Good Pay group. No amount of checking revealed abnormalities or any pertinent information relative to this anomaly that would explain its presence.

All of the respondents indicated they liked their former job at the Sawmill. When asked what kind of job they would prefer five years from now, 55 per cent of the respondents indicated they would like a job 'the same as' their last job (Table 15). This breaks down into 50 per cent of the Good Pay group and 57 per cent of the Castlegar group. The other half of the Good Pay Group is solidly hoping for a job with more pay. The other 43 per cent of the Castlegar group wants to be 'more their own boss.'

If the job descriptions 'the same as' and 'a job with more pay' are considered context factors; and the description 'more their own boss' is considered a content factor; then the respondents are again reaffirmed as being predominately oriented towards job context factors.

SUMMARY AND CONCLUSIONS

Amongst these male Portugese immigrants there is a strong stress placed on the context in which the job is done and the security that the job provides. Two job context factor oriented groups can be easily discerned within these men. The deviation separates the men who are extremely security oriented from the men who have some ambivalence about the exclusive pursuit of a job for purely job context benefits.

This variation in attitudes is brought about by a collection of personal factors. Certain factors increase a man's responsibility and the greater the responsibility a man is faced with, the more stress he places on the income the job will provide.

A main personal factor that does not affect a man's personal responsibility is his orientation towards Anglophone Canadian culture. The greater the men's willingness to be acculturated, the more desirous they are of attaining certain job content factors.

As a conclusion to this report it must be noted that Grace Anderson's findings indicating that Portugese immigrants stress the security a job will provide is explicitly correct as far as my respondents are concerned. Anderson's statement that "Income is of paramount importance in the life of the immigrant" may be applicable in Toronto, but it does not correspond to my findings.

For the greater percentage of my respondents, the locale of the job is of primary importance, and income is but a secondary consideration.

Upon completion of this survey research paper I find I have acquired a sparse fundamental knowledge of research skills. The sparseness and the skills are both displayed in the previous report.

Of at least equal importance, and I hope greater quality, is the understanding I have achieved while working with the English Language class and the Portugese community as a whole. Working with these people I encountered the problems of a recently immigrated minority population. I also become aware of a different culture; similar to our own and yet much less developed.

I feel there are several drawbacks to my research paper; primarily origonating from lack of experience with this particular methodology.

ENDNOTES

1. One hundred men were layed off from the Sawmill on November 14, 1975. The respondents were but a small portion of this total. Information supplied by
General Secretary, Public Relations Office,
Canadian Cellulose Co. Ltd., Interior Lumber Operations.
2. Instructor and Course Designer- Tony Berrocoso, Master in Teaching English as a Second Language, San Francisco State College.
Assistant Instructor- Keith Mauthe, M.A., Psychology, S.F.U.
3. Grace M. Anderson, Network of Contact: The Portugese and Toronto, Waterloo, Wilfred Laurier University, 1974. This is a report on the intricate network of contacts available to Portugese immigrants searching for their first job in (Toronto) Canada.
4. Christopher Beattie, "Why People Work: Middle-Level Men at Mid Career in the Federal Public Service," Sociology Canada: Readings, ed., Beattie and Crysdale, Toronto, Butterworth and Co. Ltd., 1974. This enquiry by Beattie deals with Anglophones and Francophones at the middle level of Canada's public service.
5. I received a great deal of help in formulating the questions on the questionnaire so that they might be readily understood by the respondents from Archie Cordeiro. Archie is a Portugese immigrant who has been in the country for approximately ten years.
I also received guidance from Father W.J. Harrison of the Catholic Church of St. Rita at 513, N5th Ave., Castlegar, B.C.
6. Grace Anderson quotes these figures from the studies of Lipman and Ferguson.
Marvin H. Lipman, Relocation and Family Life: A Study of the Social and Psychological Consequences of Urban Renewal, (DSW thesis) Toronto, University of Toronto, 1968.
Edith Ferguson, Newcomers in Transition, Toronto, The International Institute of Metropolitan Toronto, 1964.
7. Archie Cordeiro works at the Sawmill and has a relative working in the managerial section which controls employment. It is Archie's position that some of the respondents could have returned to work at the Sawmill if they hadn't taken the English Language Course.

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