

THE UNIVERSITY OF MANITOBA

SOME PROBLEMS AND ATTITUDES AFFECTING THE ADJUSTMENT  
OF IMMIGRANT GIRLS IN CANADA AS SHOWN BY A GROUP  
IN THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION  
WINNIPEG

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By

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## ABSTRACT

Through interviewing a sample of new Canadian girls at the Winnipeg Young Women's Christian Association the writer intended to find those areas in which problems and attitudes were preventing these girls gaining satisfaction for their normal human needs.

Interviews, guided by a schedule of questions based on discussions in the lounge program at the Y. W. C. A., were conducted with twenty-eight girls during the spring of 1954.

The findings indicated that there were three major areas where the girls found difficulty. These were in relation to culture, job and language. Two minor areas were suggested related to new physical surroundings and a sense of isolation felt by a few girls whose social contacts were extremely limited.

Factors of age, length of time in Canada, familial status as indicated by paternal occupation and war experiences did not appear to have significance in this study. It appeared that the size of the sample and the distribution of the girls, in relation to the various categories within the above factors, eliminated the significance of these factors.

Previous job experience and training had only slightly more significance in this study. There were, however, three

girls who appeared to find very little difficulty in adjusting to life in Canada. It was felt that the preparation for life in Canada they had gained through working for Canadian and American Army personnel, had enabled them to adjust to the new mode of living more readily. Types of preparation for coming to Canada undertaken by other girls did not appear to be helpful.

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## CHAPTER I

### INTRODUCTION

At the end of World War II millions of people were destitute and homeless. A broken European economy was severely taxed with the problem of supporting these distressed people. This problem was indeed one of international significance with the result that the United Nations Relief and Rehabilitation Administration undertook repatriation of the displaced persons. This action was the cue for many countries to open their doors to immigrants through various plans. Canada was among the first countries to enter into international negotiations to allow displaced persons to settle within her boundaries. Indeed, Canada's history is highlighted by attempts to increase population through immigration. In viewing the effect of immigration on this country many writers have looked at the consequence in economic terms, and also in social or cultural terms. More people have been concerned about the effects on Canada of the immigrants and only a small number concerned themselves with the effects on the immigrant of being in Canada.

It is the contention of this writer that the latter point is of great significance if immigration is to be economically and socially successful. The extent to which the immigrant is able to gain satisfaction

for his normal human needs will determine his value to the new country. This necessarily leads us into consideration of possible stumbling blocks for the immigrant in gaining these satisfactions. These stumbling blocks may or may not be real and tangible, it is their importance to the immigrant that is relevant. With this point in view and through stimulation from Society, Democracy, and the Group, by Alan F. Klein,<sup>1</sup> the writer undertook to locate some of the stumbling blocks. This was made possible through a second year Group Work field placement by the University of Manitoba School of Social Work when the writer had the opportunity to work with a group of new Canadian girls who met weekly at the Young Women's Christian Association in Winnipeg. The majority of these girls came to Canada alone under the Assisted Passage Immigration Plan. This implied the possibility of special problems for this group since they were in a position where their inner resources and strength had to be their greatest support in finding friends and social outlets in the community. It also seemed apparent that these same resources would be called upon heavily in special circumstances such as illness and unemployment. Thus this group appeared to be a good subject

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<sup>1</sup>Alan F. Klein, Society, Democracy, and the Group, New York: Woman's Press, 1953, Ch. iv and v.



for study to find the stumbling blocks they saw. The Young Women's Christian Association (Y. W. C. A.) was the logical organization to be concerned with welfare of immigrants, since it is an international organization founded on a Christian purpose to build a fellowship of women and girls devoted to the realization of ideals of social and personal living as taught by Christian teaching. On the international scene this purpose was carried out through concern for women and girls in displaced persons camps. On the local scene the purpose was adhered to by the various local associations undertaking services which would enable the individual immigrants to make adjustments to their new surroundings in the manner most possible for the individual. In Winnipeg. Y. W. C. A. services to new Canadians developed so that between 1953 and 1954, when the writer was a student placed at the agency, services were being given to new Canadian girls through a lounge program. This kind of program is one in which there is a very low degree of structural organization and where the focus is on the relationship of the worker to individuals and small groups or sub groups within the program. There is no specific total group identification as occurs in a small friendship group with group objectives and goals. Rather the lounge program has transient attendance with the members coming to the group as personal need or interest prescribe.

During the time the writer was with the group as a student it appeared that some of the stumbling blocks encountered by the girls in the program, could be identified through discussions and observation. These stumbling blocks appeared in the form of problems and attitudes. For research purposes observation, group recordings and discussion appeared to be insufficient since it was not possible to tabulate comments objectively or determine the frequency of problems. Thus the observation and group discussions formed the base for a schedule of questions which were directed to a sample of the girls in interviews. With this more uniform method of collecting data it was felt that areas which presented difficulties to the girls could be determined.

The limitations in this method lie largely in the size and ethnic composition of the sample. The total possible membership for this particular program during the study period to the point where selection was made was 129, which number in itself is not representative of the new Canadians in Winnipeg. The actual sample used in this study was twenty-eight girls, since the nature of the attendance to the program was transient and only a small number of the girls, who made some contact with the program, attended frequently enough to feel free to participate in the interviews. The girls in the study were predominantly from one ethnic group so that any variations in responses to the schedule due to

cultural differences did not affect the responses. This group was the German group, which formed the large majority of Assisted Passage Immigrant girls coming to Winnipeg. The length of time the girls had been in Canada varied from three months to three years and formed a limitation in attempting to establish criteria for adjustment since the distribution of the sample was uneven. Thus the findings from this study apply more specifically to the actual girls who participated in it than to new Canadian girls in general.

The scope of this study also presents a limitation. As the interviews with the sample of the girls were designed to find areas of difficulty that were recognized by the girls themselves, underlying factors of personality and the impact of the prevailing attitude of established citizens upon the girls were not studied. That is, no attempt has been made to differentiate between the reality of problems and the need for individuals to use areas of difficulty as an emotional outlet for insecurity and tension.

As will be pointed out more fully later, the social situation, into which the immigrants enter, is important to their adjustment. The author has devoted Chapter II to a brief history of immigration as it was felt that the actual policies and procedures involved tend to reflect to some extent the attitude of the established citizens in the receiving country. In addition a history of the

literature on the general subject of immigrants in the same chapter gives some comparison as to how far the trends, in policy and research, have kept abreast of each other. Although relating this material directly to interview portion of the study is not within the scope of this work, the material from this chapter forms a natural part of the background.

More specific emphasis on the policies and procedures under which the girls in the study came to Canada is given in Chapter III.

Chapter IV is devoted to indicating the role that the Y. W. C. A. was attempting to play. Viewing the planning of this agency tended to further reflect the philosophy out of which the program in the study evolved. Discussion of the program during the study period, in the same chapter, intends to indicate the context out of which the schedule used in the study was drawn. The content of the program material forms a background for the study itself.

In discussing the study proper, Chapter V, Methods, describes the method used in selecting the sample, administering the schedule, the compositions of the schedule, and the manner in which findings will be analyzed.

In Chapter VI, two methods will be used in analyzing the material from the interviews. In the first method, responses to questions will be given in the form of tables

or narrative, following the numerical order of the questions on the schedule. The second method employed will view this material in relation to the general areas where problems and attitudes affected the sample.

In the Summary and Conclusions, Chapter VII, the significant findings are discussed in relation to their application.

## CHAPTER II

### HISTORY OF IMMIGRATION AND LITERATURE

Perhaps it has been said too often that "Canada is a country of immigrants" and "there are no real Canadians other than the Canadian Indians;" nevertheless these cliches have a basis of truth. Until the landing of Cabot on Cape Breton Island in 1497, Canada was inhabited solely by Indian and Eskimo peoples. (Historians are concerned whether these peoples did not themselves emigrate from parts of Asia). In order not to labor this point it will suffice to say that the story of Canada is one containing vast immigration.

There are certain periods in the history of Canada when immigration increased and played an especially significant role in the picture of Canada. During these periods, people came to this country for reasons that are very similar to those of people emigrating to Canada today. In earliest times men like Cartier, Champlain and Frontenac came for colonization purposes and adventure. Later, greater numbers of people came for economic and political reasons and to escape oppression. Whatever the specific reasons were for coming to Canada the people brought with them much of the culture of the country which they left. Methods of farming, trades, arts and customs, and an almost

endless list of contributions were brought to form the foundation of the country as we now know it.

The conditions of immigration around the 1830's, as described by W. G. Smith in his book, A Study in Canadian Immigration,<sup>1</sup> seem so difficult for the immigrant that one might wonder at the great numbers of people that came at this time. W. G. Smith speaks of over-crowding in ships, lack of adequate provisions, violation of the Passenger's Act and Imperial Act which required that names, ages, sex and occupation of passengers be entered on a list and certified by customs officers at the port of departure and delivered by the ship's captain to the customs officers at the port of entry. Immigrants were frequently travelling without sufficient provisions and were forced to rely on the ship's captain or other passengers for them. As a result of this kind of travel the condition of passengers upon arrival was frequently so poor that as many as 100 out of 500 or 600 persons had to be hospitalized at one time or another shortly after arrival. This illness was not the only hardship that had to be endured by the immigrant after he arrived. Often he could not find work or found only temporary work which left him to his own devices for the

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<sup>1</sup>W. G. Smith, A Study in Canadian Immigration, Toronto: Ryerson Press, 1920, Chapters 1-5 incl.

winter. In his impoverished state he was often forced to rely on charitable organizations for a meagre existence.

With the report of Lord Durham, the Passenger's Act was amended, quarantine stations established, and the Quebec Immigrant's Society formed. An immigrant tax was imposed for the sick and destitute and Crosse Isle was made public property under the direction of the executive Government. All ships were obliged to stop at this port and thorough medical examinations were made by officials. Following the recommendations of Lord Durham, a more selective method of selecting immigrants was devised and the government became more responsible for the immigrant's welfare when they were in Canada.

With the expansion of the western part of Canada and the discovery of what seemed to be unlimited resources, great numbers of people flocked to Canada. Amendments of the Immigration Laws in 1906-8 made the categories of restricted persons similar to those of the United States: i.e. idiots, professional beggars, etc. In May of 1910 the Canadian Immigration Law was passed. This law attempted to use past experience and control the quality of immigration. Changes were made in the system of promoting immigration, but there was caution in this so that control could be exercised. Provisions were made for permanent boards of enquiry to be set up at any point of entry to examine special



cases and determine whether or not these persons should enter and remain in Canada. The decisions of the board being based on a thorough examination of the case along with required medical certificates provided in accordance with the law, offered no appeal.

During the ten years prior to 1918 people came to Canada at the rate of about one thousand per day. After 1918 the numbers increased greatly until the 1930's when only a few restricted classes were allowed to enter Canada.

With Hitler's rise to power and the resulting World War II immigration was severely curtailed. At the end of the war millions of people were left homeless and stateless. The broken European economy could not support the huge numbers of destitute people. During the immediate post war years of World War II the responsibility for repatriating stateless people was undertaken by the United Nations Relief and Rehabilitation Administration, commonly called UNNRA. When the activities of UNNRA ceased, there were still millions of unsettled people in displaced person's camps in Europe. A special agency of the United Nations, the International Refugee Organization (IRO), assumed the responsibility for these people on August 20, 1948. IRO was mainly concerned with the persons living in Germany, Austria and Italy, the majority of whom were living in IRO camps, as displaced persons.

As a result of international negotiations an Order in Council dated June 6, 1947, gave authority for the immediate entry of 5,000 displaced persons to Canada. Through successive Orders in Council the numbers of persons admitted who were otherwise inadmissible, i.e., were unable to come to Canada under existing policy, rose to 40,000. By July 31, 1949, the total number of persons from displaced person's camps was 80,324.<sup>1</sup>

The intent of the increased immigration was twofold. Canada recognized her responsibility towards the survivors of enemy oppression who were living in congested Europe. At the same time, Canada recognized the potential value of an active immigration policy in increasing her population. In the early recognition of these two factors, Canada became the first non-European country to take practical measures in order to relieve the displaced persons problem. The policy followed in the active immigration measures are briefly summed up in the words of the Right Honourable W. L. MacKenzie King in an address he gave in the House of Commons, May 1, 1947:

Canada needs population and the national growth can be stimulated by an active immigration policy. The number of immigrants, however, must be related to the

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<sup>1</sup> H. B. Forester, 80,000 New Customers, Business Magazine, December, 1951; and Hortense Wasteneys, The Adequacy of the Social Services made Available to the Displaced Families in Toronto, MSW Thesis, Toronto School of Social Work, April, 1950.

absorbative capacity of the country.

There is no intention of allowing mass immigration to make a fundamental change in the character of the Canadian population . . . At the same time the Canadian Government will be prepared to enter into special arrangements with any country for the control of the admission of immigrants on a basis of complete equality and reciprocity.

During the depression and the war, immigration was inevitably restricted; now the categories of admission have been considerably widened. Special steps will also be taken to provide for the admission of carefully selected immigrants from among the Displaced Persons in Europe.<sup>1</sup>

In order to carry out the implications of this policy, projects by which, first displaced persons, and second, nationals of European countries, could come to Canada, were outlined and provided for in Orders in Council. Displaced persons could come to Canada through individual application of relatives, friends or prospective employers. As well as these sources of sponsorship three major projects were used. The Domestic Workers project sponsored by the Canadian Government had a similar form to the one existing today, and will be dealt with in an elaborated form later. The Garment Workers and Furriers project was sponsored by the Associated Clothing Manufacturers Incorporated and the Fur Trade Association. With all three of these projects the employer

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<sup>1</sup>Dr. H. L. Keenleyside, Deputy Minister of Mines and Resources, "Canadian Immigration Policy" an address given at the Empire Club, Toronto, February 3, 1949, p. 1. This material was obtained from the Citizenship Branch, Department of Citizenship and Immigration.

and employee signed agreements by which the displaced person would work at the job for a twelve month period unless the National Employment Service was notified beforehand of pending change.

It has been mentioned that the previous projects were first open to displaced persons and then later to nationals of European countries. As early as July 31, 1947, nationals of Finland, Hungary, Italy and Romania were allowed entrance to Canada through Orders in Council.<sup>1</sup> On March 28, 1950, Orders in Council were passed allowing the entrance of German nationals to Canada.<sup>2</sup>

Steps were taken to aid potential immigrants to come to Canada. In a press release by the Honourable Walter E. Harris, Q. C., Minister of Citizenship and Immigration, the initiation of a scheme to assist immigrants to come to Canada by procuring a loan to defray costs of passage, was announced. On February 1, 1951, Orders in Council declared the Assisted Passage Loan Fund, as it was called, in force. The amount of \$9,000,000.00 was established for this fund.<sup>3</sup> The administration of this fund will be dealt with in some detail in the next chapter as it is still in effect and concerns the girls who took part in the study.

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<sup>1</sup>Canada Gazette, July 31, 1947.

<sup>2</sup>Ibid., March 8, 1950, p. 431.

<sup>3</sup>Ibid., 1951, p. 1276.

As has been indicated, immigration is vital to the economy of Canada. The policies and procedures governing immigration have undergone considerable alteration over the years. However, research into the implications of the policies tend to point to special considerations which have not been included.

In reviewing the literature concerning immigrants it is noticeable that James S. Woodsworth<sup>1</sup> found that difficulties for accepting immigrants by established citizens were related to the extent in which the old culture of the immigrant differed from the new. His discussions indicate that ethnic groups tended to form small communities to perpetuate the old culture. Barriers to integration presented themselves in the differences between languages and the distances between ethnic communities which prevented social intercourse between groups. This tendency was also noted by J. T. M. Anderson.<sup>2</sup> He points to the necessity of the immigrant's learning the language of Canada in order that he may learn the laws and government of the country, and become more readily accepted by the established citizens. Anderson indicates that the immigrant will retain many customs

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<sup>1</sup>James S. Woodsworth, Strangers Within Our Gates, Toronto: F. C. Stephens, Methodist Mission Rooms, 1909.

<sup>2</sup>J. T. M. Anderson, The Education of the New Canadian, Toronto: J. M. Dent and Sons, 1918.

and habits of the country which he has left but through having language to communicate with the established citizens greater acceptance and a fuller participation in Canadian citizenship is possible. Anderson discusses the necessity for government concern in this matter.

W. G. Smith<sup>1</sup> takes the need for government concern for the welfare of the immigrant further. He believes that the vast progress made during the years, in care for immigrants upon arrival is in the right direction and that continuing to help him to become established is vital for the welfare of the country as a whole.

The final report of the Displaced Person Commission<sup>2</sup> based on a complete survey of the displaced persons in the United States, indicates that the best interests of the country were served by viewing this immigration project as somewhat of a social welfare program. Factors which contributed to successful resettlement of the displaced persons lay largely in the area of personal satisfaction for the immigrant. These factors are outlined as: compatible relations between sponsor (employer) and immigrant, suitable employment, opportunity to attend the church of the

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<sup>1</sup>W. G. Smith, A Study in Canadian Immigration, Toronto: Ryerson Press, 1920.

<sup>2</sup>The D. P. Story, United States Printing Office, Washington, 1952, pp. 209-242.

immigrant's own choice, an interest on the part of the sponsor for the welfare of the immigrant for his own sake rather than for the sake of personal gain to the sponsor, flexible personality on the part of the immigrant to allow ready adaptation to the new community, close relations between sponsor and immigrant, a knowledge of English, opportunity for the immigrant to meet others of his own nationality, an opportunity for the immigrant to avail himself of some form of education, and a willingness on the part of the immigrant to assume civic responsibility.

Where resettlement was unsuccessful some of the following factors were operating: placement of the immigrant in a job for which he was not qualified, misconceptions about life in the new country, personality clashes between immigrant and fellow employees, abuse or exploitation by the sponsor, unexpected circumstances, (e. g. severe illness), interference by friends in the plans of the immigrant, and causes beyond the control of either the immigrant or the sponsor.

It was the feeling of the commission that some control could be exercised on the extent of difficulties presented prior to immigration. One of these controls lay in having occupational analysts and agricultural experts verify job abilities of applicants to help ensure a more satisfactory job placement. It was also

considered important that applicants for immigration be given an orientation or educational program based on facts of American life before they embarked. In addition to this it was felt that the prospective employer or sponsor in America should undergo an orientation course to ensure an understanding of mutual obligation in the undertaking. This preparation of the sponsor was also a recommendation by Peter L. Sandi,<sup>1</sup> who likened the sponsorship program to adoption proceedings. In addition to the formal preparation for both parties the importance of examining the motivation of both immigrant and sponsor is emphasized. This latter point is related to the need for understanding the immigrant in order to allow a broadening experience for both parties. Mr. Sandi contends that the immigrant inevitably recognizes a cultural cleavage between himself and the sponsoring family which he has joined in the new country. This cleavage is often subtle and intangible but is also evident in practical matters such as using various appliances and methods of preparing food.

In an earlier writing Dr. Editha Sterba<sup>2</sup>

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<sup>1</sup>Peter L. Sandi, "The Role of the Sponsor in the Immigration Process," Social Casework, Dec. 1955, pp. 465-469.

<sup>2</sup>Dr. Editha Sterba, "Emotional Problems of Displaced Children," Journal of Social Casework, May, 1949, pp. 175-181.



points to extreme symptoms noted in her study of twenty-five displaced children between the ages of fifteen and twenty. She found that, although great care had been taken in selecting suitable foster homes for the children, there was a great deal of dissatisfaction which seemed to last longer than the usual period of low spirits and anxiety felt by most immigrants. Due to extreme wartime experiences the children were unable to establish positive relations with foster parents. Food was a frequent focus for complaint, as were feelings of estrangement and being excluded. The children acted out, against their environment, their inner unhappiness. The children also clung desperately to relationships with people who had undergone the same terrible experiences as they.

Dr. Sterba's interpretation of this behaviour relates to the loss of mother country as being an oral loss identical with the trauma of weaning, hence the unreal complaints around insufficient food. In continuing with the interpretation it is pointed out that the children had renounced and suffered enough and thus felt they had the right to be spared any further exertion. The children had repressed their feelings to the point where they were unable to speak of their past or reveal material from their past. It is pointed out that in repressing their memories, all feelings were also repressed, thus, only when the children began to feel safe

were they able to show their repressed feelings in their behaviour.

The great dependency, desperate clinging to friends and siblings from the former family situation are unconscious reactions to the loss of parents, home and country. A year earlier, Callman Rawley,<sup>1</sup> indicated similar difficulties for adult Jewish displaced persons and pointed out that in addition the adult had to contend with adjusting to a democratic society after living in an authoritarian state. The implications here indicate that the individual was forced to be sensitive to his own limitations since in a democracy he was no longer blameless and the state all evil. The process of learning his own limitations is complicated for the immigrant due to being in a new setting. During the process the individual is constantly on his guard, distrustful, often cynical, easily dissatisfied and discouraged, and unable to acknowledge either his anxieties or weaknesses. This is related to his being a man without a country and without roots. As a result relationships in the new country cannot meet his demands. Frequent job changes were also symptoms of the difficulties in adjusting to a new culture. Mr. Rawley indicates that much of the new culture can be

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<sup>1</sup>Callman Rawley, "The Adjustment of Jewish Displaced Persons," Journal of Social Casework, October, 1948, pp. 316-321.

taught formally prior to the immigrants leaving for his new country.

Alan F. Klein<sup>1</sup> takes exception to the amount that can be formally passed on to an immigrant before coming to a new country, as in many cases the immigrants wish for a country to meet certain requirements will stand in his way of using formal teaching in relation to the new country. Klein contends that components of citizenship and culture will be learned through the processes of assimilation, acculturation and integration in the new country. The process of assimilation, which unfortunately most Canadians feel desirable, is one in which the individual loses all distinctiveness, and this can only take place when there is a high degree of intimate interaction and personal interchange between the immigrant and established Canadians. The extension of economic opportunities also furthers this process. However, attempts on the part of our Anglo-Saxon culture to impose its values and ways upon the newcomers will meet with failure if this imposing is an attempt to crush and despise the values of the newcomer, since this tends to deny the emotional investment of the individual in his way of operating as well as denying the meaning of the immigrants way in terms of survival. This also tends to deny that much of our way

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<sup>1</sup>Alan F. Klein, "Factors in the Integration of Groups," Report of the National Seminar on Citizenship, Ottawa: Canadian Citizenship Branch, Department of Citizenship and Immigration, May, 1953, pp. 19-26.

is irrational and that people modify rather than relinquish cultural patterns.

Klein points out that closeness of cultural patterns hastens the assimilation process. For this reason there is a danger that newcomers from the British Isles will be more readily accepted than will people from central Europe and other areas.

The process of acculturation is one in which both the old and the new culture are modified. Both assimilation and acculturation must take place if integration is to be the end result. The pressure on the newcomer in these processes is great, as culture embraces all things which determine how people think, act and live. The newcomer is placed in a position of giving up a great deal that is part of him to escape derision and contempt in order to achieve some status in his new surroundings.

Where ideas in the new culture conflict with the values and interests which dominate the life of the newcomer, they are either rejected or modified drastically unless an informal method of education, like group work, is used as a factor for change. In the group setting the newcomer is part of an organized whole with common goals and a purpose. This implies that members identify with the whole, feel a sense of belonging and are necessary.

The implications in Klein's statements are great,

in terms of inner conflict and struggle for the newcomer. The reception he receives from the established citizens of the country plays an important part in either increasing or decreasing the intensity of these struggles. V. J. Kaye<sup>1</sup> further indicates that old culture in the form of an ethnic community, can afford a protection for the immigrant who may tend to become isolated from the community at large. When the newcomer is faced with indifference or hostility from the established citizens, he tends to draw closer to the ethnic community to perpetuate the normal social life of the old culture. As economic conditions become better for the immigrant he is able to move more freely amongst the established citizens and gain status.

It is pointed out that the antagonism towards the stranger has its roots in the fear of economic rivalry although other factors such as social behaviour, are more easily expressed. However, in looking specifically at the immigrant, it is re-emphasized that the very essence of life as he has known it, must undergo a process of change and this involves, diet, climate, culture and values. The speed with which this can take place for an individual is dependent on the factors of age, sex, personality, and

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<sup>1</sup>V. J. Kaye, "Problems of Immigration and Integration," Report of the National Seminar on Citizenship, Ottawa: Canadian Citizenship Branch, Department of Citizenship and Immigration, May, 1953, pp. 57-61.

intelligence.

Due to not having a command of the language of the new country the immigrant must often accept a position inferior to that formerly held in his occupation. This implies a loss of personal dignity leading to frustration.

Albert Rose and Violet Anderson<sup>1</sup> in discussing the tentative results of a research project undertaken by the University of Toronto, found that by and large the newcomer was not in the job for which he had been trained. In this particular study, questionnaires were given to 320 members of advanced citizenship and language classes. Elements of invalidity for this study were indicated in the size of the sample and the cultural composition being not completely representative of the newcomers in Toronto. In relation to the questions concerning jobs, there did appear to be considerable job changeover. About half the sample indicated that they were happier in their jobs in Europe than in Canada. Factors related to this lay in the job insecurity felt by the immigrants in Canada, as well as, low wages and poor working conditions. These it would appear could be similar complaints of Canadians. However, an additional factor to the unhappiness lay in the fact that

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<sup>1</sup>Albert Rose and Violet Anderson, "Into the Unknown Country," Food for Thought, January, 1953, pp.3-9.

most persons were in jobs which bore no relation to previous training. Those who were happier in Canada related this to peace of mind, freedom, political security, and a generally higher standard of living.

To questions concerning whether or not the immigrant had been refused jobs because of being a newcomer, there was an equal distribution between yes and no. One in ten immigrants concluded that they had thus far not liked living in Canada. Major dissatisfactions had to do with work and a significant proportion felt working conditions and salaries were poor. Many people found their jobs unsuitable.

Isobel M. Jordan,<sup>1</sup> joins with previous writers in indicating a need for preparation for the immigrant before coming to Canada, which would include language, interpretation of occupational requirements, high cost of living, absence of government health protection and interpretation with regard to the limitations of unemployment insurance. The seeming lack of government control after being in a totalitarian state makes the newcomer feel insecure and frightened. This in turn can lead to bitterness on his part. To further avoid bitterness and disillusionment, it is felt that some method of preparing the newcomer beforehand for the difficulties of

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<sup>1</sup>Isobel M. Jordan, "Canada, Land of Promises," Food for Thought, January, 1953, pp. 10-14.

adjustment should be employed. Samuel Edwards,<sup>1</sup> places significance on this latter also. He stresses the significance of facility in language and echos Klein's comments on the extent of basic personal involvement for the newcomer in the integration process.

Nicholas Zay<sup>2</sup> is also in sympathy with this viewpoint. He indicates that the individual striving for status and belonging leads to the close contact with the ethnic group but that this can only be transitional if true integration is to take place.

John Kosa<sup>3</sup> points to the difficulties of earlier immigrants in gaining acceptance as having lessened somewhat during recent times. However, he feels that the traditional background of Canada, French and English, has permeated the sentiment of established citizens to the point where there is fear of an unbalance of this culture due to the infusion of other cultures. This fear is expressed in hostility towards the immigrant and in rejection of him. Mr. Kosa is in accord with other writers in observing the result of this to be withdrawal on the part of the immigrant into the small self contained world of

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<sup>1</sup>Samuel Edwards, "Insights into Domesticity," Food for Thought, January, 1953, pp. 33-36.

<sup>2</sup>Nicholas Zay, "Adaptation of the Immigrant," Canadian Welfare, February, 1953, pp. 25-29.

<sup>3</sup>John Kosa (ed.), "Foreword," Immigrants in Canada, Montreal: Canadian Association for Adult Education, 1955, pp. 5-6.



of the ethnic group.

Oswald Hall<sup>1</sup> attributes the rejection on the part of established citizens to having a sense of ownership of the country which tends to have them look at immigrants as somewhat inferior. Since the immigrant is to remain in the country established citizens must find a place for him. John Kosa<sup>2</sup> points out that a major difficulty in gaining acceptance from the established citizens does lie in the area of language. The speed with which the individual learns the new language is, of course, dependent on a number of personal factors. In addition, language is facilitated when the differences between the new and the old are small. Henery Seywerd<sup>3</sup> emphasizes the importance of language for the adult as more than a matter of utility. Language is also needed to gain acceptance from established citizens. Language is also needed to participate in the new life in more than just a superficial manner. As it is also a symbol of nationality, language is needed by the immigrant to gain status.

Among the large areas of concern for the immigrant, the various writers have noted that suitable employment,

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<sup>1</sup>Oswald Hall, Migration to Canada, Montreal: Canadian Association for Adult Education, 1955, pp. 7-9.

<sup>2</sup>John Kosa, Knowledge of English Among Hungarian Immigrants, Ibid., p. 23.

<sup>3</sup>Henery Seywerd, The Adjustment of Immigrants, Ibid., pp. 33-43.

learning the new language, accepting the new culture and being accepted by the established citizens. Although the various writers disagree on the form and manner of preparation for the immigrant prior to emigrating, there seems to be fairly general agreement that some preparation is desirable. It has also been indicated that established citizens can play an important part in the integration process either negatively or positively. The established citizens represent the new culture and can thus place the newcomer in a position of modifying his old cultural pattern in order to be comfortable in the new country or they can cause the immigrant to reject the new culture by forcing upon him a pattern that is in conflict with his whole being. In Canada the newcomer must make his way amongst a traditionally Anglo-Saxon culture. Fear of economic rivalry has induced members of this culture to look with displeasure upon persons from other countries, who come to Canada as immigrants. Although this fear and antagonism towards immigrants has decreased over the years, the existing immigration policy seems to be geared towards a possible protection of the status quo. Thus it would appear that the progress made in understanding some of the sources of difficulty for the immigrant has not been matched on a governmental policy level.

In viewing the policies and procedures affecting the

girls in the study, in the following chapter, the difference in levels between understanding the immigrant and relating this to immigration practice becomes clearer.

### CHAPTER III

#### POLICIES AND PROCEDURES UNDER WHICH THE GIRLS IN THE STUDY CAME TO CANADA

The Assisted Passage Immigration scheme enabled the majority of the girls who took part in the study to come to Canada. The assistance this scheme gives is designed to cover transportation to Canada. Under section 69 of the Immigration Act, "Regulations governing loans to Immigrants in respect to their transportation," transportation is given a fairly broad definition. In part 2b, it is stated that transportation includes ocean transportation to Canada, inland rail transportation in Canada and, in respect of the latter, meals enroute, and the reasonable living expenses of immigrants enroute from the place whence they came to the place of destination in Canada.

In the administration of this scheme, loans may be made by the Minister to immigrants coming to Canada, in such amount in each case as may be reasonably sufficient to defray the actual costs of their transportation to and in Canada.

The Minister may from time to time designate the classes of immigrants to whom such loans may be made. (In 1954 domestic workers and Farm workers were the categories under which immigrants could come as Assisted Passage Immigrants.)

When a loan is made to an immigrant, he shall undertake in writing on a form prescribed by the Minister to repay the loan in full by way of regular monthly instalments, within a period of twenty-four months following the date of his landing in Canada.

When a loan is made in this manner to an immigrant who is coming to Canada to be employed as a salary or wage earner, such immigrant shall authorize his prospective employer in Canada in writing, to make deductions to be applied towards repayment of the loan, from his wages or salary, and such employer shall remit the amount so deducted to the order of the Receiver General of Canada in accordance with such instructions as may be given him by the Minister.

An immigrant receiving a loan as aforesaid shall undertake to remain in the class of employment selected for him by an authorized representative of the Government of Canada until all loans made to him by the Government of Canada towards the costs of transportation have been fully paid and in any case, for at least a period of one year immediately after his arrival in Canada. The person shall not transfer from the class of employment to which he belonged when he came to Canada or from one employer to another without the prior approval of a representative of the Government of Canada.<sup>1</sup>

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<sup>1</sup>Canada Gazette, February 1, 1951.

At present the cost of the loan to Domestic Workers is shared by the Department of Immigration and the Department of Labor. The Department of Immigration assumes the responsibility for the transportation from the port of departure to the port of entry in Canada. This portion of the loan must be repaid in full. The Department of Labor assumes responsibility for the inland transportation from the port of entry in Canada to the final point of destination of the immigrant. In the event of the person completing one year in domestic service, this portion of the loan is waived, and need not be repaid.<sup>1</sup>

Under the government scheme of Assisted Passage for girls entering the Canadian labor force as domestics, both employer and employee sign application forms. The conditions of work are outlined on back of both forms. The employers' forms, numbers 851 and 851A, make provision for domestic employment in institutions and private homes. Briefly the conditions of work are outlined as follows: the conditions of work in private home or institution should be no less favorable for the immigrant girl than for Canadian girls in similar employment. Since the National Employment Service is responsible for placement of the girls it may be held

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<sup>1</sup>This particular information and the information following it was obtained in an interview with Mrs. Gerry, domestic employment supervisor, National Employment Service, Winnipeg.

responsible to deal with matters arising out of employment, from time to time. Both employers and employees are instructed that neither one may terminate employment unless they have previously consulted with the National Employment Service. The employer will make monthly deductions from the employee's pay to repay loans from the Canadian Government for transportation, and the employer will send this money to the Government of Canada.

In regard to working and living conditions, the form states that wages will vary depending on the type of work performed, as well as the skill and experience of the worker, but will be in accordance with the prevailing rate of wages and hours of work in the area in which employment is located. Provisions for increase in salary as the worker becomes more proficient should be made. The employer is expected to provide board and room and laundry in addition to the agreed upon wages. The arrangements with regard to wages, hours, and other conditions of work are to be worked out by the employer and a representative of the National Employment Service.

Part of the employer's responsibility is to assist the immigrant to improve her skill as a household worker, in addition to this there is a responsibility to help the girl learn English or French. Another part of the employer's responsibility lies in enabling the girl to become adjusted

to life in her new surroundings as quickly as possible. The form indicates that the employer is to notify the National Employment Service within a reasonable time if he wishes to terminate employment or if the employee has indicated an intention to do so.

The application form of the girl wishing to come to Canada is signed and then processed by a representative of the Canadian Government in the country where she lives. Here applications are accepted in accordance with the numbers of persons needed in Canada for domestic service. The girls themselves are selected both because of their desire to come to Canada as a domestic and their ability to do the work. Medical examinations, literacy tests and other tests called for in the Immigration Act are given.

On application for work as a domestic in Canada, the girls are informed of the terms of the agreement and the conditions of work as have been described earlier. It is the responsibility of the girl to ask for any additional information about life in Canada or service available to her in Canada.

After docking in Quebec Harbor, the girls proceed by train to St. Paul d'Hermit where they are accommodated in a hostel for a maximum of four days. The hostel is provided by the National Employment Service in order that one of the representatives may meet the girls and find out their wishes



in regard to the location in Canada that they would prefer. The representative then selects girls to proceed to different points on the basis of their wishes and the quotas for each point. In this manner the girls are assured of work at their final destination.

With particulars about the girls and the application forms of employees, a representative of the National Employment Service at Winnipeg, (or the final destination of the girl) selects the girl to work in a particular household. On arrival at Winnipeg the girl is informed of the name and address of her new employer and is sent in a taxi to the employer's home.

Church and other voluntary agencies have done a significant piece of work in helping persons come to Canada. The Lutheran World Foundation, International Catholic Migration Committee, and the American Joint Distribution Committee are three of the major organizations which have been working to help individuals come to Canada and settle here. The local branches of these agencies, like the Lutheran World Relief and the Canadian Jewish Congress, to mention only two, have been very active in the immigration program and have also undertaken a great deal of care for the immigrant after he arrives.

The voluntary agencies work very closely with the government departments in the immigration program and may

sponsor people under the various agreed upon immigration plans. The voluntary agencies will advance loans for individuals to come to Canada. These agencies assume responsibility for the reception, maintenance, job placement and aftercare of the immigrant.

The voluntary agencies also assist persons who wish to come to Canada but who are unable to pay their transportation and who do not qualify to enter under the Assisted Passage Plan. In this instance, when the persons are referred to a church agency from a government agency, they are not technically church sponsored. This particular program presents a difficulty since the immigrants do not have the protection of sponsorship offered under the Assisted Passage Plan.

The care given immigrants, sponsored by a voluntary agency, after arrival is similar to that provided by the government agencies. Special provision for hospital care is available to the immigrant during his first year in Canada. The cost of this is shared equally by Federal and Provincial Governments. Existing community services are available to the immigrant dependent on the particular residence requirements of the locality. Special English classes, with nominal fees, are provided in most large centres. Voluntary social agencies usually play a large part in providing recreational facilities. The agency

sponsoring immigrants attempts to inform them of the available services and refer them to specific services when the need is presented.

To summarize briefly the above; the cooperation between voluntary and government agencies in immigration ensures the fulfilment of the previous statement of immigration policy. On the local scene, private and public agencies assume responsibility towards the immigrant to further the work of the immigration agencies.

On examination of the particular policies and procedures affecting the girl in the study, several positive elements in this method are to be noted. First, the girl who enters Canada as an Assisted Passage immigrant is assured that there will be a domestic job for her at her final destination. Included in the job are board and room. However, some of the other provisions on the application form of the employer are rather less tangible, for example, the employer has a responsibility to help the girl become adjusted to life in her new surroundings as quickly as possible. It would appear that this point assumes an understanding of the problems of adjustment on the part of the employer. This seems to be a rather large responsibility for the employer whose motivation, for hiring a new Canadian as a domestic, is not established. However, the responsibility for helping the girl learn English or French does appear to

be more possible since most large cities have night classes designed to teach one of these languages to the newcomer.

It is to be noted that the responsibility for obtaining information about life in Canada, before coming to the country, rests with the immigrant. In some respects it might appear that this is fairly well placed, but, with this view point, motivation and degree of individual awareness of possible difficulty, do not seem to be considered.

As was noted in the previous Chapter, there are differing opinions on the point regarding preparation for life in Canada. On one hand there is strong recommendation for preparation, including discussion of the emotional meaning of adjustment, and on the other hand there is conviction that informal methods of helping newcomers adjust to the new life are more effective in the new country. This latter thought presupposes the existence of services, like group work, in the community where the immigrant is to live. The difficulty in having government provided group work services to newcomers is recognized, and through this the importance of voluntary agencies to provide these services in the community is emphasized.

In the following chapter the work of one voluntary agency, the Y. W. C. A., is outlined to indicate some of the services that are needed by newcomers upon arrival in

the new country. It should be pointed out that the international and national organization of the Y. W. C. A. tends to make it more possible for this agency to fulfill the function it does in regard to new Canadians. As will be seen, in the latter part of this next chapter, there are limitations to the extent of service even this organization can offer, and hence there is a need to have other agencies in the community provide these services.

## CHAPTER IV

### THE ROLE OF THE WINNIPEG Y. W. C. A. IN SERVING NEW CANADIAN GIRLS

Since this study has taken place in the setting of the Winnipeg Y. W. C. A., it may be of value to review the history of the planning done by that agency for immigrants. The following information about the planning which was done by the Winnipeg Y. W. C. A. for new Canadian girls was obtained from their counselling and program files.

After the Orders in Council, June 7, 1947, giving authority for the immediate entry of 5,000 displaced persons to Canada, the National Council of the Young Women's Christian Association of Canada entered into an agreement with the Federal government whereby the Y. W. C. A. pledged its support for services to assist in the personal adjustment of the girls placed in employment in Canada from displaced persons camps. On September 29, 1947, the Winnipeg Y. W. C. A. received a letter from the National Council asking that they negotiate with other interested agencies to set up an advisory committee for services to displaced persons.

By November 5, 1947, the advisory committee in Winnipeg, called "The Committee on Displaced Persons," had met. This committee was composed of members from the

Catholic Women's League, National Employment Service and a sub-committee of the Y. W. C. A. counselling committee. This joint committee decided that the facilities of the Y. W. C. A. should be offered to the girls as soon as possible for recreation. Ethnic and church groups offered opportunities for social activities, However, there appeared to be a greater possibility for the girls to meet other Canadians through the Y. W. C. A. The committee decided that the Y. W. C. A. might also take the initiative in contacting employers to find out:

1. Personal needs of the girls.
2. Facilities which the employers were offering in regard to education and recreation.
3. Arrangements for advance in salary till the girls had received their first pay.
4. Arrangements for time off from the institutions whereby the girls could come together as a group for social recreation.
5. It was also suggested that facilities the Y. W. C. A. was prepared to offer the girls be explained to the employers.<sup>1</sup>

As a result of this committee's meeting, the counselling committee and a sub-committee of the Program Department of the Y. W. C. A. met and planned a series of programs for the girls. The purpose of these programs was to give them an opportunity to meet with other displaced

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<sup>1</sup>At this time the girls were employed primarily as domestic help in institutions, and it was not till later that employment in private households as domestics was possible.

persons in the city for a friendly afternoon. Interpreters who could speak the girls' languages were to show the girls around the building and point out facilities such as the gymnasium, craftshop, music room, pool, etc., and outline various existing programs so that the girls, if interested, could join them, or, because of language difficulties, could inaugurate groups of their own.

Visits were made to as many institutions as possible in regard to these programs. The suggestion met with general approval from the institutions and two of these programs were held. The numbers of girls who attended these programs were small. The committee felt that two factors contributed to the small attendance: the girls who were placed in Catholic institutions had a great many activities planned for them, and other existing facilities were sufficient for the numbers of girls wanting recreation. The Committee on Displaced Persons then decided that the Y. W. C. A. might offer its services more effectively by giving individual counselling to the girls wanting it.

Arrangements were made with the National Employment Service whereby the Y. W. C. A. received names, addresses, nationality, church affiliation and ages of the girls coming to Winnipeg for employment from Europe, so that contacts with them could be made.

The emphasis on counselling service continued until



April 7, 1948. At this time the Committee on Displaced Persons felt that due to the relaxation of regulations governing the place of employment of the girls, the Y. W. C. A. might make a more definite effort to make their service known to displaced girls and provide recreational services for them.<sup>1</sup>

The motion to extend recreational services to the girls was taken to the Adult Program Committee at the Y. W. C. A., where plans were made for a Thursday afternoon program, this day being chosen as the common practice in private households was to allow this afternoon free. By October, 1948, the program was a regular part of the Y. W. C. A. activities. The program included the use of the music room, piano, records, magazines. A swimming period was instituted and the gymnasium was available for games. The whole program was very informal and flexible as the group which attended was transient with only a few girls coming back each Thursday, and many new ones coming each time. The transient membership seemed to be due to a number of factors: the girls did not know each other, Thursday afternoon was their only free weekday afternoon for shopping,

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<sup>1</sup>The relaxation of regulations governing employment of the girls was made on March 10, 1948, and this allowed for the girls to move from institutional work to private homes for domestic employment. The relaxation also allowed the girls to move from one district to another in their place of employment.

etc. There was also some confusion in the minds of the girls of Catholic faith in regard to the non-denominational nature of the Y. W. C. A., and they thought the "Y" was primarily Protestant. Because of these factors the enrolment in the program was not definite.

In order to introduce the program to the girls and because of the financial position of the girls, a free membership was given to them for a six month period.

The average attendance at the program was fourteen. Leadership for the program was undertaken by two Y. W. C. A. staff persons and a volunteer who was a student of German at the University of Manitoba. (Since there is no indication in the recording the writer assumes that the majority of the girls attending the program spoke German.) All girls who were newcomers from Europe were invited to attend the program and use the counselling facilities.

By November, 1948, the Winnipeg Council of Social Agencies called a meeting with regard to the services in the community for immigrants. The Committee for Displaced persons felt that this new committee was much broader in scope and therefore disbanded their own committee to join the one set up by the Council. The work at the Y. W. C. A. continued under the adult Program Department and the Counselling Department.

As there seemed to be a need for winter coats and

other clothing for the girls at this time, a clothing depot was set up at the Y. W. C. A. by December of 1948. Meanwhile, the numbers of girls attending the program increased and in March of 1949, a very successful Open House was held. By October of this year, the six month free membership was increased to one year free membership.

Most of the girls coming to the program until June of 1950, were between twenty and thirty-five years of age. Between June and December of the same year the age range changed to between forty and fifty years. The matter of language became paramount in the group and English classes in the Y. W. C. A. were considered, as there seemed to be some difficulty in the girls using other facilities.

By September, 1951, the number of girls attending the program slackened off a great deal. The tendency seemed to be for the girls to leave the program after they had completed their contract and not to make further contact with the Y. W. C. A. By December the need for the program as it was established was questioned and some thought was given to whether a Sunday afternoon program would be better. In January of the following year there was an influx of families who had to stay for a time at the Immigration Hall. These people were informed about the program at the Y. W. C. A., and quite a lot of enthusiasm was expressed by the

families. In response to the need for some form of recreation for both men and women, dances were arranged for every second Saturday night.

Over the summer months of 1952, the number of people at Immigration Hall had diminished a great deal. The few mothers who attended the program were encouraged to participate in other existing clubs for mothers with small children.

In the fall of that year, many single girls came to Winnipeg under Assisted Passage Immigration. The girls who came were generally much younger than the former members and were not people who had been displaced from their homeland. The majority of these girls were from Germany, although other ethnic groups were well represented. The attendance became more stable and averaged around twelve, with a maximum of twenty-four girls. The lounge type of program, where conversation amongst members plays a large part, continued to be the structure. Movies, trips and music were other aspects of the program that the girls seemed to enjoy most. Dancing and singing became popular spontaneous pastimes for the girls. As the girls seemed more ready to move out into other existing programs at the Y. W. C. A., they were encouraged to do so.

With this historical background to the program for new Canadian girls, we enter the study period, September,

1953 to June, 1954. During this time the writer was with the program as a second year group work student. As was pointed out in Chapter I, the primary role of the worker in a program of this nature is that of developing a relationship with individuals and small groups of individuals and the secondary role is that of working with a total group.

The degree of confidence and trust felt by members towards the worker varied with the individuals. Although this latter in itself is not significant, a few girls seemed to fear and be suspicious of the worker's overtures towards friendly relations. The worker attributed this to a general uneasiness with Canadians whose manners were different from the girls. For a number of girls, there was a greater uneasiness and suspicion in regard to filling out file cards with vital statistics in order to receive memberships. As these girls attended the program more frequently the uneasiness diminished. A few of these girls later informed the writer of their fear of being formally associated with any group or organization since some of them had been in trouble in Europe because of having joined particular organizations.

The majority of the girls, however, sought quite close relations to the worker which took on counselling aspects. The girls brought to the worker their difficulties around

jobs, places to stay, relationships with employers, and relationships with other friends. The girls brought questions concerning schools, churches and community resources to the worker. This role with individuals was facilitated by the worker's knowledge of the German language. Because the worker's use of German was faulty, the girls were able to help her with the language and expressed their closeness to the worker by comparing their difficulty with English to the worker's difficulty with German.

The girls in the program came together as a group on one occasion. There was group interaction on the occasion of the Christmas party which was held. Here the interaction centred around nostalgia and feelings of loneliness which were common to all the members.

A number of concerns came out through individual contacts, which were later explored in the interviews. The biggest concern, and the concern which seemed to continue throughout the length of the program was that of jobs. Most of the girls felt that they had a particularly difficult household. Hours, wages, children's behaviour were talked about most. For a few girls, the social behaviour of their employers seemed to be confusing and different. A number of the girls requested that the worker help them change their job. When the worker explained that

she could not do this, but that the National Employment Service could, another difficulty was presented for some of the girls.

For these girls, there was real resistance to going to the Employment Service for help. In exploring this it seemed that part of the resistance came from the fact that the employment service is a government agency and thus held an air of authority which was frightening to the girls. Some of the girls equated the Employment Service with the Arbeitsamt of Germany. The Arbeitsamt was presented as a rigid and dictatorial agency which had the authority to place people in jobs without giving them the opportunity to express their own desires.

A few girls resisted going to the Employment Service because of a negative experience they had had with an individual. Because of this previous experience, the girls felt that they would not be given kindly treatment.

In further discussions around jobs, it seemed that a number of girls were changing their jobs fairly frequently. It seemed that some of these girls were leaving domestic employment before a year had elapsed. The reason for the change to other employment seemed to be centred in hours of work and amount of pay. For the most part the girls tended to enter factory employment. A few of the girls did say although the wage at the factory was higher than in domestic

employment, they did not have as much money for themselves after they had paid board and room. One of the girls mentioned that it was for this reason she returned to domestic work. For other girls the amount of freedom they felt by having regular hours seemed to compensate for the lesser amount of money they had for themselves.

Discontent around hours and wages in domestic employment was not confined to the girls who left this employ, but was quite general amongst the girls who expressed dissatisfaction. There were a few girls who felt that the salary they earned was a good one when cost of board and room was considered. Two girls expressed the feeling that they were new to Canada and had to get used to the things that happened here and also that it was not up to them to change what existed.

A few girls expressed dissatisfaction with their job because it was housework. Some of these girls added that they felt bound to housework by their agreement with the Government.

Some of the girls expressed dissatisfaction in working for Jewish people and felt that their jobs would not be so difficult if they were working for people of another ethnic group. In discussions around this point other girls talked of having wonderful Jewish employers and of poor relationships being possible with people of any ethnic



background. Some of the same girls who expressed negative feelings towards Jewish people later indicated negative feelings towards other ethnic groups. When the program was expanded to include people from Immigration Hall this feeling was expressed towards Dutch people by a few girls. On the part of some of the Dutch people from the Hall this negative feeling was reciprocated. In talking with the girls from the regular program it was difficult to get at any specific reasons why the ill feelings existed.

In the program some girls expressed the desire to return to Europe when they had enough money. For the most part these girls indicated they had come to Canada to see the country and learn the language and that they had more ties in Europe than in Canada. A few girls expressed the hope that they would marry here. Some of these girls had fiances in Europe who were planning to come to Canada. Some of the girls had met men from Europe here and were intending marriage. For the rest of the girls who did not have any one person in particular whom they hoped to marry, their hope was to meet some one here.

A few girls spoke of wanting to bring their families to Canada and discussed what this would mean to them. For some it seemed impractical for the parents to leave a home and a fairly secure living to come to Canada where they

would have many adjustments to make. For other girls these questions did not arise and their need to have their families with them seemed to be too strong to question the advisability of such a move.

One girl in the program had special difficulties in relating to other people and seemed to need a great deal of attention from the leader. Several other girls in the program expressed concern for this girl and one of them spoke of the war experiences this girl must have had as a result of living in the Eastern zone of Germany. In trying to interpret the reasons for the girl's behaviour her own war experiences were related and a few others joined in to tell about things that had happened to them. It seemed that quite a number of the girls had had bitter experiences although only the behaviour of the one girl was attributed to these experiences by the girls.

When one of the girls in the program became ill and needed hospitalization a number of discussions arose in regard to the insecurity most of them felt as a result of not having a similar type of medical insurance to that which they had in Europe. The girls indicated that the cost of medical, dental and optical care was so great that they feared needing to receive these services. A few of the girls indicated that they especially feared needing hospitalization because they were alone in Canada and did not have family or

friends to rely on for help. A small number of the girls had assumed that these services were available to them as they had been in Europe and were surprised to learn of the difference through the discussions.

Another area of difficulty which the girls in the program expressed was that of having the opportunity to meet men. The worker spoke about dances which were held at the Y. W. C. A. every second Saturday night. About five of the girls did attend at least one dance but the majority of the girls did not attend. Some of these latter said they would not attend because it was not proper for them to go to a dance unescorted. The worker interpreted the purpose of the dance and its origin three years prior to the study, explaining that it was intended to be a service to newcomers and provide opportunities to meet other people. A few of the girls felt they still could not go to the dances. Some of the girls who indicated that they would like to go to the dances had to work every Saturday night and so would not be free.

With the girls who felt it was not proper for them to go to dances unescorted there seemed to be individual differences in feeling around this rather than group feeling. Some of the girls indicated that the dances at the Y. W. C. A. where they could go unescorted were more like the dances they had attended in Europe than ones where the girls had to

go with an escort. The ideas which the girls expressed around going to the Saturday night dances were similar to the ones expressed by girls in other programs at the Y. W. C. A.

Through discussions around the dances and other programs it appeared that there was a fairly general need for activities which would provide the opportunity for the girls to meet men. Some of the girls spoke of wanting to go to specific places in Winnipeg but could not go because they needed an escort. Although some of the girls had found places to meet men or had boy friends in Winnipeg the idea was expressed that these outlets were quite limited. A small number of the girls indicated that they had only met other new Canadians and wished they could meet Canadian men.

The general need for mixed activity seemed to show itself fairly clearly when the program on Thursday afternoon was expanded to include people from the Immigration Hall. At the first of the expanded programs there was a fairly large number of young men in attendance. The girls found it easier to be hostesses to the group and to mix with them than in the second program which did not include the men because they had to remain at the hall to be interviewed by prospective employers. The girls were openly disappointed and seemed to be less enthusiastic about welcoming the

people from the Immigration Hall.

A major difficulty which the girls expressed through various discussions was that of learning the English language. The extent to which language was a problem for the girls varied to considerable degree with the individual and her previous experience with the language. The feeling that the amount of language they knew was not adequate was fairly general even amongst the girls whom the worker felt had a good command of English. For these girls the problem of a broader vocabulary and that of having an accent seemed to be prevalent. One of these girls indicated that she had the qualifications to work as a telephone operator but knew that she could not secure such a position because of her accent. Other girls felt that they would have a difficult time to secure office employment for which they had qualifications, because they had accents. One of the girls who had been in Canada for a little over a year, said that she had tried to get office positions and had been refused because of her accent.

The girls who had learned some English at school in Europe also expressed difficulty in learning to speak the language. They indicated that they could understand the spoken language and could read and write in it but found that they had difficulty in holding a conversation in English. Most of these girls were attending night classes

to learn English but were impatient to be able to speak more quickly. A small number of the girls felt that they needed a different teaching method to be able to meet their ends. A few girls felt that they were not learning to speak as quickly as they might because they were in a household where German or Jewish was known and the employers did use these languages with them, thus the girls did not get practice in English. The girls felt that they too held some of the responsibility because they used the German language when they visited friends.

The girls who had no previous knowledge of the English language felt that they were especially hard pressed as they could not learn the simple phrases quickly enough to meet small every day requirements. Some of these girls, as well as girls in the previous category mentioned, indicated that they felt embarrassed when they tried to use English and made mistakes. Most of the girls indicated that it was their own insecurity with the language that prompted this and in most cases the employers were patient and tried to encourage the girls to talk English and help them by correcting mistakes that were made.

The importance of being able to use the English language was discussed in terms of helping other people who might be coming to Canada. A few girls said they had written to friends to refresh what knowledge of English they had from

school if they intended coming to Canada.

As has been indicated, the role of the Y. W. C. A. in Winnipeg with new Canadian girls has been flexible in attempting to meet apparent needs of the girls. The relaxed atmosphere of a lounge program provided an outlet for the girls to discuss problems and also allowed them to make some social contact with other new Canadians. Unmet needs lay in the area of meeting men under conditions acceptable to the girls whose standards in this regard varied. There was some expression of a need for preparation before coming to Canada by studying the English language. There was also an expression of the need for government planned medical and hospital services.

During the program, within the time limits of the study period, discussions with the girls suggested areas of difficulty that were tending to be stumbling blocks to the girls' adjustment to life in Canada. These areas appeared to be problems and attitudes around employment, learning the English language, being in a new culture, being alone, and difficulty in relationship with people of other ethnic groups. As will be seen in the following chapter, these areas were studied by interviewing a sample of the girls about these areas which group discussions had revealed as problematic.

## CHAPTER V

### METHODS

A schedule of questions, based on discussions in the program setting, was used in interviewing a sample of the members in the program for new Canadian girls in the Winnipeg Y. W. C. A. The responses of the girls to these questions were compiled and examined, first in numerical order and then in relation to general areas where problems and attitudes, affecting the girl's adjustment, occurred.

In undertaking a study of the problems and attitudes of the girls in this program it was evident that observation alone would not produce satisfactory results. Since group composition and attendance were fluctuating variables it was necessary to establish some objective method for collection data. Thus it was decided to use a schedule of questions in interviews with a sample from the group membership.

A number of factors were considered before the actual method of sampling was determined. In order to set the breadth of the population to be sampled it was decided that all girls who had attended the program or received communication concerning the program between September, 1953 and February 18, 1954 would form the basic constituency. This



necessarily eliminated people who had been in the program prior to the September date and who did not attend by the February date. This meant that there were possibly 129 girls eligible to take part in the study, since invitations had been sent to this number of girls. However, the actual number of people who had attended the program was 62.

In trying to assess the fear reactions of some of the girls to filling out file cards in the program, it was felt that an actual interview situation with quite personal questions would be more difficult for some girls to handle. Since the fear and suspicion did diminish as the girls attended the program more frequently, it was decided that every girl who had attended the program three or more times would be asked to participate in the interviews. This automatically eliminated a large number of people and left a sample of thirty. Thus the actual sample was a select group in the sense that there was more possibility for them to have a relationship to the worker.

Of the thirty girls selected to be the sample, two girls did not participate. In both cases the girls had left the program and domestic employment so that their whereabouts could not be traced.

Although it was recognized that the values in true random sampling would be lost by using this method, it was felt that the possibility of gaining responses to all

questions in the interviews compensated for the former. It was felt that the study would still have value in relation to this group of girls if the worker could use any existing relationship to free the girls from fear of revealing too much of themselves, in the interviews.

For this reason the writer personally conducted all but two interviews. In these two instances interpreters were used with the worker directing the interviews. The writer conducted five interviews entirely in the German language and approximately nine interviews were carried on entirely in the English language. With the exception of the two interviews where interpreters were used, the remaining interviews were carried on using both languages. In the latter cases the writer used the German language to clarify some questions and received answers in either language.

In all but four interviews the writer and the girl were the only persons present in the room where the interview was conducted. An interpreter was present in two of the four cases, and in the remaining two cases, two sisters who lived together requested that they answer the questions together. Separate records were kept of the sisters answers and the writer attempted to gain as many individual responses as possible. Since experiences of the sisters were similar, the joint interviews brought fuller responses to some questions, insofar as one girl could add facts which the

other had forgotten. It was felt, however, that individual interpretation of experiences was lost in many instances, as one sister would contradict the other where she did not entirely agree.

It has been mentioned earlier that relationship was an important factor in the questionnaire interviews. The fact that the writer was the program leader and had a minimum of three contacts with the girls studied before the interview took place made it possible to establish rapport fairly quickly. Since the writer had some knowledge of the German language, and used this where it seemed necessary, the earlier relationship was facilitated.

With some prior knowledge of the individual, the writer was able to phrase the questions on the questionnaire in a manner which was understood more readily by the individual. This meant that the original phrasing of the questions was not strictly observed because either it was not understood by the individual or could not be translated exactly into the German language. In the two instances where interpreters were used in the interviews the writer instructed them first to translate the question as closely as possible. If it was not understood by the interviewee the writer attempted to give a rephrasing so that the interpreter's impression of how the question should be answered would not affect the answers the interviewee gave.

The interpreters were used with two particular girls since the writer felt her knowledge of German was not sufficient for them to feel they understood or were being understood by the writer. In the program the writer had noticed that these two girls repeated things several times and often asked someone else to interpret to the writer and have her responses interpreted to them. Thus it was thought that they would feel more confident in the interview situation if interpreters were used. The choice of interpreters was important. The writer chose two girls who had answered the questionnaire prior to acting as interpreter. In one case the interpreter was a close friend of the girl being interviewed. In the second case the interpreter was an older person who had shown considerable warmth and understanding towards the particular girl being interviewed. This latter girl had shown patterns of disturbance in her behaviour at the program and so it was essential that she trust and feel friendly towards the interpreter.

The confidential nature of the content of the interview was indicated to the interpreters as it was to all the girls who took part. Each girl was asked if she was willing to participate, then the nature of the questions was explained to her as well as the purpose of the study and method of selecting individuals. During the interview this material was repeated and assurance was given that the content of the

interviews was confidential. It was indicated that names would not appear on the questionnaire. It was explained that all material from the interviews would be compiled into a form suitable to the study. Where the girl showed interest or it was felt that she would be more at ease, the factual content of other parts of the thesis was briefly outlined.

In order to have uniformity in the interviews a schedule of questions was drawn up and used as a guide. The schedule was arranged so that factual questions appeared at the beginning, with more subjective questions in the middle and finally fairly factual questions at the end. In order to avoid possible emotional blocking, subjective questions were interspersed among questions of a less subjective nature. Individual questions and groups of questions were designed to bring out information which pertained to areas that appeared from discussions to be problematic.

Question one: Date of birth? and Question two: Country of origin? were intended to determine the nature and range of the sample.

Question three: Date of coming to Canada? The length of time the girls had been in Canada when answering the questionnaire seemed to be a factor worth noting, as it appeared in the program that girls who were recent arrivals

in Canada presented problems different from the girls who had been in Canada for some time.

Question four: Education in terms of years? The writer felt that a fair rating of the educational standards of the girls would be very difficult to determine due to the great variance between the school systems of Europe and Canada. Thus, the number of years completed at school seemed to be the closest criteria for determining educational standards. Special training or vocational training was to be indicated under this question.

Question five: What kinds of work did you do in Europe? By comparing the listing of special training in question four with the answers to this question and number nine (What jobs have you done in Canada), it was hoped to determine which girls were working in employment familiar to them. Comparing the length of time the girls held jobs in Europe with the length of time they held jobs in Canada seemed to be one way of indicating possible differences in employment patterns and thus might indicate attitudes toward jobs in Canada.

Question six: What were some of the reasons which caused you to decide to come to Canada? It was felt that some understanding of the motivation for establishing a new way of life, would indicate to some extent, the expectations of the girls towards living in Canada.

Question seven: What were your main sources of information about Canada before you came? Question eight: Did you undertake any special training before you came to Canada? Both of these questions were designed to find the kinds of preparation for coming to Canada which the girls underwent.

Question nine: What jobs have you done in Canada?

Question ten: What were your reasons for changing jobs referred to in number nine? Question eleven: How do you like your present job? These two questions together were to be a group which would complement the group of questions four, five and nine to bring out other attitudes not covered in the previous group concerning the employment situation.

Question twelve: What are your future plans, long range, immediate? It was hoped that this question might indicate the manner in which the girls regarded their life in Canada and whether or not they had found sufficient security to make plans for the future.

Question thirteen: Are you alone or do you have family or friends here? Question fourteen: Who of your family is still in Europe? Question fifteen: Are there close friends in Europe who might affect your plans? This group of questions attempted to locate the emotional ties which might affect the girls attitudes about establishing

themselves in Canada.

Question sixteen: What was your father's occupation; was this changed during or since the War? It was hoped to gain some indication of familial status, as well as to determine whether or not there had been adjustments to be made in this area.

Question seventeen: How did World War 11 affect you personally? Since reference to war experience was made in the program in regard to one girl's adjustment to life in Canada it was hoped this question might indicate whether or not the war experiences were contributing to problems or attitudes about Canada for others.

Question eighteen: Under what auspices did you come to Canada? In knowing the auspices under which the girls came, it was felt the resources open to them through that source could be determined.

Question nineteen: Did you find things here to be much as you had expected or different; if different, in what ways? This question was designed to bring out, in more specific terms, the expectations of the girls in coming to Canada, with the possibility of indicating problem areas where differences occurred.

Question twenty: If a friend were planning to come to Canada, what would you suggest she do to prepare herself? It was hoped that the question would find the kinds of



preparations the girls felt were necessary before coming to Canada. It was felt that some of the difficulties the girls themselves had might also be brought out here.

Question twenty-one: What help were you given when you got here? This question was designed to find the services the girls have used as well as what services the girls considered as helpful to them.

Question twenty-two: What kinds of help do you wish you had been given when you got here which you did not get? It was felt that this might indicate lacks in services which the girls felt were present.

Question twenty-three: What things have you found hardest to get used to in this country? This question was planned to bring out the things the girls saw as requiring some adjustment on their part, as well as to indicate where they were having difficulties. It was hoped that the answers to this question might indicate where services would be most effective.

Question twenty-four: Did you belong to any groups such as the one at the Y. W. C. A. when you were in Europe? This question seeks to bring out the previous group experience of the girls to see whether such prior experience helped them to use the program here more effectively. It was also hoped to find whether any of the girls who had a successful experience in Europe were not gaining satisfaction here.

Question twenty-five: What do you think about this program at the Y. W. C. A.? This question tried to find the benefits the girls saw from the type of program that was offered to them and also the lacks that they felt were in the program. It was hoped that the lacks they saw would indicate some real needs of the girls in regard to group activity.

Question twenty-six: Do you belong to other recreational groups? Question twenty-seven: How do you spend your leisure time? These questions were attempting to indicate the range of social recreation which the girls had.

Question twenty-eight: What church do you belong to, etc.? This question attempts to find several things. It attempts to find what representations of religious groups were coming to the Y. W. C. A. program. It also attempts to find if there have been any changes in church attendance pattern since the girls have come to Canada. It was hoped to find out some basis for the changes, where there have been changes. It was hoped to find out if the girls experiences have included contact with the church.

As was mentioned earlier, the questions were primarily based on discussion which took place in the program at the Y. W. C. A. At the program, problems seemed to center around employment, difficulties in regard to language and customs of the new country. War experiences were mentioned

in the group as an area which might cause concern and affect the adjustment of some of the girls. From the areas of difficulty presented in the group the writer attempted to draw up specific questions which would indicate the extent of these difficulties.

The responses of the girls to the questions were recorded on individual sheets. Then all the replies given for a specific question were tabulated on work sheets and some attempts were made to compare and correlate answers to related questions. In order to use a master work sheet for the findings of the interviews it was necessary to standardize responses; thus, attempts were made to paraphrase and categorize answers in the most appropriate manner.

Analysis of the data in the following chapter is undertaken in two steps. In the first analysis the responses to the individual questions are viewed in the numerical order of asking. It was thereby intended to isolate the general areas where problems and attitudes affecting adjustment occurred. In the second step of the analysis the master work sheet, with the responses of all the girls to each question, was used in an attempt to determine some contributing factors to the problems and attitudes.

Limitations in the method are recognized in several areas. First, the method of sampling had sufficient element of a random sample to make controls regarding length of time

in Canada impossible and thereby did not allow for a comparison between girls who had been in Canada for shorter and longer periods. The size of the sample was also affected by the method, leaving a small group to be studied. The schedule of questions used in the interviews allowed a measure of subjectivity on the part of the girls which needed to be arbitrarily catagorized in the analysis in order to attain some degree of uniformity. The method of analysis did not take into consideration individual personality traits and thereby establish the reality of emotional responses given to a number of the questions. Thus, replies to questions were grouped and viewed statistically rather than viewing the responses of one girl to the schedule as a whole.

## CHAPTER VI

### ANALYSIS OF MATERIAL FROM THE INTERVIEWS

It will be recalled that a schedule of questions was used in interviewing twenty-eight girls. In the interviews the majority of the girls appeared to be at ease and responded freely to the questions. A few girls seemed uncertain during the interview and needed assurance that their identity would remain confidential. Some girls relaxed as they were informed of the nature and extent of the study in which they were participating. The results of the interviews are given here, in the order that questions appeared on the schedule used to guide the interviews.

#### One: Date of Birth?

The age range of the sample population was from nineteen to fifty years. The mode fell in the nineteen to twenty-three year grouping, with eighty-five percent of the sample between nineteen and thirty-three years. See Table I, page 71.

#### Two: Country of Birth?

Most of the girls were of German ethnic origin. Eighteen girls were born in Germany, four in Roumania and one in Poland. Of the remaining girls, one was born in Yugoslavia and four in Austria. It is to be noted that all of the girls spoke German.

TABLE I  
AGE GROUP OF THE SAMPLE POPULATION

Age at last birthday	Number	Percent
19-23 years	11	43
24-28 "	9	32
29-33 "	3	10
34-38 "	1	4
39-43 "	2	7
44-48 "	0	0
49-54 "	1	4

Three: Date of Coming to Canada?

The maximum length of time a girl had been in Canada was thirty-five months and the minimum four months. The mode was in the one to six month grouping, with eighty-two percent of the sample in the range between one to twelve months. Since the greatest number of girls were in Canada under one year the number of jobs they could have in this country was limited, making the use of job stability as an objective criterion for adjustment impossible. See Table II.

Four: Education in terms of years?

The range in completed school years was from six to fourteen years, with the average at nine years and the mode at eight years. Thirteen girls had vocational training and

one girl had a finishing school education after the basic elementary training. It is to be noted that three girls had vocational training in domestic work. The majority of the girls, fifteen, had only completed the elementary school training.

The kinds of vocational training had by the minority varied between training for trades, commercial work, and semi-professional. This consisted of: farm training (1), tailoring (1), seamstress (1), hairdressing (1), stenography (3), physical education (1), kindergarten teaching (1) and interpreter training (1).

TABLE II  
NUMBER OF MONTHS IN CANADA AT THE TIME OF THE  
INTERVIEW

Length of Time in Months	Number of Girls	Percent
1-6	16	57
7-12	7	25
13-18	2	7
19-24	1	4
25-30	0	0
31-36	2	7

Five: What kinds of work did you do in Europe? (list jobs and approximate length of time for each)

The numbers of jobs held by an individual in Europe ranged from none to six, the average was two and the mode also fell at two. Sixteen girls had at some point been employed as domestics while in Europe. With the exception of the girl who had interpreter training all the girls who had special training had been employed in their particular vocation. The exception mentioned was in the youngest age group and came to Canada right after completing her training.

In addition to working as domestics the girls without special training, and a few girls with trades and commercial training worked in factories, selling in department stores and as nurse aides. One girl was self-employed, owning a soft drink manufacturing plant. Three girls without formal vocational training were employed in work that involved 'on the job' training; commercial art (1), florist (1), photography (1), telephone operator (1), and German Airforce (1).

The length of time the girls spent in their respective jobs ranged from two months to thirty years with an average of two years and the mode in the one year and under grouping. In order to clarify the importance of the mode it must be pointed out that seventy-two percent of the girls had been



in jobs three years and under. It must be recalled that the mode in respect to age of the sample fell in the nineteen to twenty-three year grouping. This would have a bearing on the number of jobs and length of time that it was possible for the girls to have since leaving school. See Table III for frequency of length of time in each job.

TABLE III  
LENGTH OF TIME SPENT IN ONE JOB IN EUROPE

Number of Girls	Length of Time in One Job
18	1 year and under
9	1-2 years
15	2-3 years
3	3-4 years
3	4-5 years
2	5-6 years
3	6-7 years
3	over 11 years

Six: What were some of the reasons which caused you to decide to come to Canada?

Seventeen of the girls gave more than one answer to this question. The primary reason given by the seventeen girls, along with the reasons given by the

remaining eleven girls are grouped here under general reasons implied in the individual answers.

Poor economic conditions in Europe 6

(Included are unemployment, loss of homes  
and generally lack of job opportunities)

Political reasons 5

(Included are: felt they were in danger,  
dislike of living under occupation,  
unsettled conditions in their own city)

Greater opportunities 6

(Included are: desire to make more money,  
felt Canada would be generally better  
than Europe)

Desire to travel 7

(Included are: general desire to travel,  
specific desire to see Canada)

Desire for adventure 4

For the majority of girls, it appears that the motivation for coming to Canada was directed towards settling on a fairly permanent basis. This suggests that the girls who came for travel and/or adventure may not be as definite in their intention to remain in Canada.

Seven: What were your main sources of information about  
Canada before you came?

The majority of the girls had some type of informa-

tion about Canada before they came. There were, however, five girls who stated that they did not have any source of information about Canada.

Fourteen girls received information from official sources such as: the Canadian Consulate in Germany, International Relief Organization, Canadian Christian Council, Canadian Department of Immigration and a German Government agency. Nine girls received their information from unofficial sources such as: American or Canadian employers in Germany, Y. W. C. A. in Europe, friends in Canada, friends in Europe and school. The variety of both official and unofficial sources of information makes it impossible to ascertain the quantity and degree of accuracy of this information.

Eight: Did you undertake any special preparation (e. g. English classes, vocational training) before coming to Canada?

Nineteen of the girls said they had not taken any special preparation before coming. The remaining nine girls indicated that they had taken English at school and counted this as special preparation, and in the case of two of the nine girls it was indicated they had taken typing and wished this to be counted as special preparation.

It must be noted that most of the girls answered the question directly as it was asked and used only the two

examples of English classes and vocational training as preparation in their answers. Thus it is difficult to assess the value they placed on information they had received about Canada as preparation before coming.

Nine: What jobs have you done in Canada (list jobs and approximate length of time in each)

All of the girls had done domestic work. Fifteen of the girls were in their original household positions. Seven girls had moved into other kinds of employment before completing one year in domestic work. The total number of moves made by the thirteen girls who left their original household job was twenty-three. Of this number, five girls went to jobs that were similar to work they had done in Europe, that is, three girls went to factory work, one taught nursery school and one became a cashier in a food store. Earlier it was stated that the length of time the girls had been in Canada ranged from four to thirty-five months. This time range had an effect on the number of jobs it was possible for most girls to have in Canada. The length of time, however, the girls were in each of their jobs varied from one week to two years. Thus comparing employment patterns in Canada to the previous pattern in Europe could not be used as an objective measure of adjustment.

TABLE IV  
TYPE OF JOBS HELD IN CANADA

Type of Job	Number of Girls
Domestic	28
Factory work	4
Waitress	2
Nurse's aide	2
Laundry	1
Cashier and selling	2
Office cleaning	1
Hospital domestic	1
Nursery school teaching (half-day supplemented by baby-sitting)	1

Ten: What were your reasons for changing jobs referred to in number nine?

The answers given to this question have been grouped into three general headings in accordance with the implications in the individual answers. It is well to recall that fifteen of the girls who took part in the questionnaire interviews did not change their jobs, so that the answers given here are those of the thirteen girls who did change jobs:

- a. Changed for self-advancement - 5
- b. Changed because of discontentment with present  
job - 4
- c. Changed for personal and health reasons - 4

In section a, such advancements as employment in line with the girl's training, or previous experience, higher wages and a job that she considered to be generally better than the one she was doing are included.

In section b, employer relationships, behaviour of children, hours, wages, were included under the heading.

Section c, includes health reasons, desire to be with relations and desire to try other jobs.

Eleven: How do you like your present job?

The answers to this question have been grouped into three general categories for the sake of clarity.

Positive	-	19
Negative	-	7
Indifferent	-	2

The girls who had negative feelings towards their jobs indicated some of the following as their reasons; poor relationship with employer, behaviour of children, work very restrictive, not accepted as part of the family, poor relationships with fellow employees. It is to be noted that one of these girls appeared to have particular personality difficulties wherein she tended to be hostile towards people

generally. Most of the girls who answered positively in this question tended to qualify this in other questions.

Twelve: What are your future plans? (long-range, immediate)

In answering this question the girls seemed to have difficulty in distinguishing between long-range and immediate plans. Most of the girls indicated some plan or wish for the future. Two girls out of the twenty-eight did not have any plans for the future. One of these girls felt that she had not been in Canada long enough to make any definite plans.

Six of the girls had fairly definite plans. One girl planned to be married, two girls planned to bring their parents to Canada, and three girls planned to go back to Germany.

Seven of the girls had indefinite plans around employment, that is they hoped to eventually get a better job, move into the type of work they had previously done or establish their own business. Three girls stated they planned to remain in their present positions as domestics.

The plans of the remaining thirteen girls seemed to be of a more indefinite nature than those already stated. The plans included being married if there were the opportunity, travelling, buying a house, living with friends or relatives at some future date, paying a visit to Germany, moving to live in the United States and taking some special training, possibly commercial.

A few of the girls included with their plans, learning English, and settling down in Canada.

The writer has designated the plans of the girls as fairly definite and indefinite on the basis of the manner in which the question was answered. In the case of the six girls whose plans seemed fairly definite, the author noted that the girls seemed quite sure of the response they gave and had made some movement toward attaining the goal they set. The twenty responses that the author has termed indefinite, have been so called due to the response having been given in an uncertain manner and there having been no movement towards attaining the goal set by the girl.

Thirteen: Are you here alone or do you have family or friends here?

The number of girls who indicated they were here alone was almost half that of the sample used, namely, thirteen girls. Four girls had relatives in Winnipeg and one girl had her fiance here. Ten girls indicated they had friends here, of these ten, four also had relatives in Winnipeg.

Fourteen: a) Who of your family is still in Europe? b)  
Are there close friends in Europe who may affect your future plans?

The total sample population with the exception of one girl indicated that they had relatives who were still in Europe. For the majority of the girls the relationship to



the family in Europe was a very close one and included: parents, grandparents, siblings, husband, children and other relatives. Twenty-three of the girls had one or both parents alive in Europe. Of these, twenty also had siblings in Europe. Three girls had respectively a husband, children and grandparents in Europe, with the remaining five girls having siblings and other relations in Europe.

In response to the second part of the question, "Are there close friends in Europe who may affect your future plans?" twenty-six of the girls indicated that there were no close friends who would affect their plans. Of the two remaining girls, one indicated that she had a fiance in Europe and they were contemplating marriage at a future date although the plans were not definite at this point. The second girl indicated that she had a girl friend in Europe who could affect her future plans.

Fifteen: a) What was your father's occupation? b) Was this changed during or since the war?

The responses to this question seem to indicate a variety of economic backgrounds for the girls. Included in the paternal occupations were: laborers, tradesmen, farmers, office workers, businessmen, government employees and one professional man. The first three categories included 65% of the girls involved. See Table V, page 83 for

distribution.

TABLE V  
PATERAL OCCUPATIONS OF THE SAMPLE POPULATION

Occupation of Father	Number of girls Involved
Tradesman included are: tailor, scale maker trainmen, mason, electrician, typesetter and proofreader, driver, service station mechanic.	10
Farmer	5
Businessman included are: merchant and business not defined.	3
Government employee included are: city police, national party functioner as an officer in propaganda division.	3
Office worker included are: general office work and department manager in a fertilizer syndicate	2
Laborer included are: general laborer and factory employee	2
Professional: Lawyer	1

Two of the girls did not give the occupation of their father since he had been dead over twenty years and they felt that it would be no longer relevant.

In response to the second part of the question, "Was

this changed during or since the war?" four of the girls indicated that their fathers' occupations had not changed. Four girls said that their fathers had died or been lost during the war. Four of the fathers retired after the war and four had made changes during the war and went back to their former types of occupation after the war. Two of the latter four fathers were in the army and of the other two, one went into related work on trains, while the second went from mechanic to factory work.

In the remaining nine instances the changes of occupation seemed to be permanent ones with the exception of one case where the girl indicated that her father had been in the army during the war but did not know what occupation he had after because of separation in the family due to marital difficulties.

In the eight cases the changes of occupation are as follows: two fathers changed from farmers to builders, the lawyer changed to a machine worker, one changed from office work to selling papers, one changed from a tailor to a post office employee, one changed from a factory worker to a builder, one changed from a farmer to a laborer, one changed from a driver to a city policeman.

The girl whose father changed from an office worker to selling papers told the interviewer that this change was due to a brain injury suffered during the war. This had

caused particular economic hardship and grief to the family.

Sixteen: How did World War II affect you personally? (Did you undergo bombing raids, live under occupation, were you in a work camp or a camp for displaced persons?)

The answers the girls gave to this question seemed to indicate varying degrees of involvement for the girls. Four of the girls indicated that they were only slightly affected by the war and post war period. Twelve of the girls indicated they had some frightening experiences such as being evacuated during bombing raids, but that these were not too severe. Ten of the girls indicated that they had traumatic experiences which affected them quite deeply. The remaining two girls were unable to complete their answers to the question as the situations were too painful for them to talk about.

The writer has attempted to indicate in a general way, four degrees of personal involvement for the girls. The judgment as to severity was based on the girls' description of the experience and her indication as to severity. Since the war experiences are subjective in nature, any categorization in degree of trauma is arbitrary.

Seventeen: Under what auspices did you come to Canada?

The majority of the girls in the sample came to Canada under the auspices of the Canadian Government (18), the next

highest group were sponsored by the Lutheran World Relief (6). The Canadian Christian Council had sponsored one girl and the International Refugee Organization two. The remaining girl indicated that she had been church sponsored but could not name the church.

Eighteen: Did you find things here to be much as you had expected or different? If different, in what ways?

Eleven of the girls indicated that they had known what to expect because friends and relatives had told them about Canada. This number is higher than indicated by Question Seven. Nine girls found things to be very different. The remaining eight girls noted slight differences. None of the girls mentioned knowing what to expect because they had been informed through official sources.

Among the differences observed by the nine girls who found things very different was included: the difference in temperament of the people. There was individual variation as to what the difference was as two girls felt people in Canada were more phlegmatic than in Europe while one girl felt that people in Canada carried their emotions to greater extremes. For five of the girls the freedom they felt in Canada was a great difference. These girls indicated that they had expected to have to check with the

authorities for many things which they had to in Europe, they also commented that it was difficult to define what they really meant about the freedom they felt. The great difference felt by the remaining girl lay in the lack of a real theatre and the lesser advancement in physical culture that she had observed.

The slight differences noted by the eight girls included landscape, shopping, food, housing, small day-to-day incidents in living in Canada, the lack of mixed beverage rooms in Manitoba, hours of work were longer than expected (this was the experience of one girl), a greater number of people in Canada could afford to have their own car, and the climate was colder than expected. These eight girls indicated that the differences were not great to them although they had not quite expected what they found.

Nineteen: If a friend were planning to come to Canada what would you suggest she do to prepare herself before she came?

Six of the girls indicated that they would have no specific suggestions. Four of these girls indicated that their friend would have to find her way alone and it was up to the individual to make her own way. One of the six indicated that what her friend should do would depend on her profession.

The remaining twenty-two girls had a number of

suggestions that they would pass on to friends coming to Canada. This included: learn English before coming, learn about the country, take special vocational training, pay own passage, bring material goods, and come through the Canadian Government. Eighteen girls indicated that learning English before coming to Canada was most important. The remaining suggestions had a low frequency. See Table VI.

TABLE VI

FREQUENCY OF SUGGESTIONS PERTAINING TO PREPARATION  
BEFORE COMING TO CANADA

<u>Suggestions for Preparation</u>	<u>Frequency</u>
Learn English before coming	18
Pay own passage	3
Come through the Canadian Government and work in household for the first year	4
Take special vocational training- nurse's training was specifically mentioned	2
Learn about the country	1
Bring a friend or relative along	1
Bring tools, books, clothing and money along	1

Twenty: What things have you found hardest to get used to  
in this country?

One of the girls gave no answer to this question while

eighteen of the girls gave multiple answers. The single item which occurred most frequently was language, this was indicated as a difficulty thirteen times. The remaining difficulties seemed to fall generally into five areas: cultural components, behaviour of people, physical differences, domestic employment, loneliness and lack of hospital and medical insurance. See Table VII. No particular weight was placed on separate items by the eighteen who gave multiple answers.

TABLE VII  
FREQUENCY OF AREAS OF DIFFICULTY EXPRESSED  
BY THE SAMPLE

Area of Difficulty	Frequency
Cultural components including food, quality of clothing, street car procedure, buying in stores, lack of real theatre, liquor not served in restaurants, everything closed Sundays	14
Language	13
Behaviour of others including social life of employer, behaviour of children, social etiquette, understanding people generally	9
Physical differences including climate and scenery	5
Employment (domestic)	5
Loneliness	3
Lack of hospital and medical insurance provided by the state	1



It is to be noted here that three girls appeared to have found very little difficulty in getting used to things in Canada. The difficulty they experienced tended to be in relation to physical surroundings such as climate, and terrain. These three girls had been employed as domestics in Europe by American Army personnel.

Twenty-one: What kinds of help did you wish you had been given when you got here which you did not get?

Fifteen girls indicated that they did not see any particular type of help that they wished for and did not get. The answers of the remaining girls seem to fall into two categories of health and welfare. Eight of the thirteen girls gave multiple answers.

The girls who indicated that they had wished for health services in Canada indicated that they felt they had taken these services for granted in their own country and sensed a great loss. Medical care was indicated seven times as being a service wished for, with hospital being indicated five times, dental three times and optical twice.

Under the welfare heading, help in finding different employment from housework was indicated three times. One girl indicated her greatest wish for help centered around finding employment for her brother. One girl indicated she wished she had had help in finding her way around the city.

Help in making "good friends" was the wish of another girl. The answer of the last girl was that she wished she had had help in knowing where to take her troubles.

Twenty-two: Did you belong to any groups such as the one at the Y. W. C. A. when you were in Europe?

(Will you tell me something about them, how long did you belong, were you an officer or did you have a special responsibility?)

Sixteen of the girls indicated that they had not belonged to any groups in Europe. Of the remaining twelve girls, one belonged to six different groups and held responsible positions in each and the others belonged to one or two different groups.

The length of time the girls belonged to the groups ranged from eight months to fourteen years. The majority of the girls belonged to the groups between one and three years.

The group called Bund Deutsches Mädeln was a German National group set up under the Nazi government. The three girls who indicated they had belonged to it were rather hesitant in admitting their affiliation and indicated that belonging to this group was compulsory, one of these girls expressed the fear that she might get into trouble for having belonged to the group. One other girl mentioned this particular group and indicated that she had not joined it

and had thus endangered her family. She said that her mother would have gone to prison for not sending her to the group had the war not ended at the time it did.

One girl belonged to the group called the Danube Schwaben and described it as a Yugoslavian youth group. The emphasis of this group was on mixed recreation. The Jugend Herberger was also a mixed recreation group. This particular group was for German youth and placed particular emphasis on touring Germany and other parts of Europe. One girl had belonged to this group. Seven girls had belonged to church groups. Other types of groups to which a few girls belonged were: sports, dramatics, dancing and one girl wished to count a union group.

Twenty-three: What do you think about the program at the Y. W. C. A.? Do you enjoy it? How could it be made better? Do you think some other kind of program would be better?

The fact that the interviewer was the worker in the program in question may have hampered some of the girls from expressing their feeling fully. In reply to the first part of the question, twenty-two girls indicated they enjoyed the program. Four girls said they liked the program but had reservations about it. The remaining two girls did not like the program at all.

In answer to the question of how the program could be

improved fourteen of the girls did not want change, indicating that the program would not be improved if it were changed. They felt the program had value for them insofar as they felt free to drop in and go when they pleased. They said they could use the lounge as a place to meet a friend to go shopping as well as to meet other girls from Europe and make friends. Some of the fourteen felt that they found at the program a source of information about living in Canada and more specifically about living in Winnipeg.

Two of the girls felt that a mixed program would be more enjoyable. One of these suggested a Sunday program with dancing. Four girls felt that Sunday as well as Thursday programs would be better for them since there was nothing open on Sundays in Winnipeg. One girl suggested that the program should continue longer on Thursdays.

The remaining seven girls felt that the program should take the form of a definite club where the girls attended regularly and discussed activities more. They felt that the existing structure allowed the girls to become too lethargic so that they were not close together. These girls felt that it depended on the girls in the program to make it a club but that most of the girls were not interested in doing so. The girls explained that a probable reason for this was that Thursday afternoon was the only free time the girls had for shopping.

Twenty-four: Do you belong to other programs at the Y. W. C. A. or outside the Y. W. C. A.?

Twenty four of the girls belonged to the New Canadian program at the Y. W. C. A. solely. Six of the girls belonged to other programs at the Y. W. C. A. Two girls belonged to programs outside the Y. W. C. A. One of these girls belonged to an ethnic group and the other girl belonged to a gymnastic group. These eight girls were amongst the twelve who had belonged to groups in Europe. They also indicated that they needed a greater sense of belonging than this program afforded them. Seven indicated the need for a definite club.

Twenty-five: What church do you belong to? Have you been able to attend a church here? Do you go regularly? Did you attend regularly in Europe? (Where there was a difference the reason was noted)

In response to the first part of the question dealing with the church to which the girls belong it was found that the girls in the sample belonged to four faiths. In order of frequency the girls belong to the following churches:

Lutheran	11
Catholic	10
Evangelical	6
Greek Orthodox	1

Twenty-three of the girls had been able to attend a church in Winnipeg at least once. The five remaining girls had not attended a church in Winnipeg. Of the twenty-three who had attended in Winnipeg, four attended sporadically or just for special occasions.

For nine girls in this sample, the attendance was similar to their pattern in Europe. One girl out of the nineteen whose church attendance pattern was different, attended church more frequently in Canada than she had in Europe. The remaining eighteen girls attended less frequently. The pattern of church attendance in Europe was twenty girls attended regularly and eight attended infrequently.

In indicating the reason for a change in church attendance, thirteen girls indicated that they could not attend Church because they had to work on Sunday. One girl said that Sunday was the only morning she could sleep in and so she did not get to church although she could attend. One girl indicated that she had not asked her employer if she could attend church and so did not know if she could be free to go. Two girls said they needed the family and social pressure of their home to go to church. One girl said she would go to church if she had a friend who would go with her. The girl who attended more frequently said she now needed the extra comfort and security church afforded.

With the exception of this girl it appears that the girls who had changed their pattern of church attendance no longer had the sense of identity that they formerly had. These same girls did not belong to any club other than the program studied.

Twenty-six: How do you usually spend your leisure time?

Are there things you would like to do which you have not been able to do?

The replies the girls gave to the first part of the question are grouped under the four headings of solitary activity, commercial entertainment, activities participated in with groups, and miscellaneous activity.

Thirteen girls indicated they spent some of their leisure time in solitary activity such as: reading, knitting, sewing and other handiwork, writing letters and attending to personal effects.

Twelve girls indicated that they spent some of their leisure time in commercial entertainment such as: movies, concerts and dances.

Twenty of the girls were included in the third category spending some of their leisure time in activities such as: clubs, schools, sports and in one instance, teaching sewing to a group. Night school English classes were the activities that brought in the eight girls who had formerly indicated they did not belong to groups in Canada.

Nineteen of the girls were included in the fourth category of spending leisure time participating in miscellaneous activity. The kinds of activities mentioned under this heading were: visiting parents and friends, going out with a boy-friend, having coffee with a friend, visiting parks, baby-sitting and working overtime.

Five out of the twenty-eight girls indicated that they participated in only one of the above mentioned categories. Three of the five indicated that visiting friends was their sole manner of leisure time entertainment. One of the five said that she spent all her leisure time baby-sitting. The remaining girl of the five said she spent all her leisure time attending to personal effects.

In response to the second part of the question: Are there special things you would like to do which you have not been able to, seven of the girls gave a negative answer and two girls said that there were many things they would like to do but did not elaborate.

Four girls gave answers which seemed to stem from job dissatisfaction. One girl said she would like to get a job in a sewing factory, two girls said they would like to get a "good job," and the remaining girl said she would like to have time to herself, and as a domestic this was not possible.

Some of the girls indicated that they missed attending



or participating in artistic activities. Eight girls indicated that they would like to attend at least one of the following on a regular basis: real theatre, concerts, ballet, opera. One girl who had sung with the Berlin Opera Company indicated that she would like to sing with an opera company again as well as sing on the radio.

The remaining answers given indicated that these girls would like to attend dances, movies, travel, participate in sports, drive a car and be in a real club.

Having thus looked at replies to the questions in the numerical order of asking, it is necessary to refer to the tabulation sheet mentioned earlier in attempting to compare and correlate the material from the various questions. The figures in Table VIII were arrived at in this manner.

By reviewing the responses of the girls it appears that possible stumbling blocks to their adjustment to life in Canada might lie in problems and attitudes related to three areas, namely: employment, culture and language. In viewing the three areas with respect to the length of time the girls had been in Canada, it would appear that the time in Canada had little effect on the results, however, inadequate sampling, of the girls who had been in Canada over a twelve month period, biased the results. There appeared to be some correlation between the frequency of problems and attitude regarding culture and the number of girls who

indicated that they had not undertaken any preparation before coming to Canada. The correlation appeared to remain high in the area of jobs and decreased with respect to language. See Table VIII.

TABLE VIII

FREQUENCY OF PROBLEMS AND ATTITUDE IN THE THREE MAJOR  
AREAS RELATED TO LENGTH OF TIME IN CANADA  
AND LACK OF PREPARATION BEFORE COMING

Time in Canada	Frequency	Problems and Attitudes re Jobs	Problems and Attitudes re Culture	Problems and Atti- tudes re Language	No Prepara- tion
1-6 months	16	12	10	6	11
7-12 "	7	3	4	4	5
13-18 "	2	2	1	2	2
19-24 "	1	1	0	1	0
24-30 "	0	0	0	0	0
31-36 "	2	0	1	0	1
TOTALS	28	18	16	13	19

In examining the possible relationship between the three areas where problems and attitudes occurred, it was noticed that five girls were affected by all three. Negative attitudes towards hours, wages, and domestic work in general were accompanied by an inability to speak and understand English readily, added to these were, confusion and negative feelings around behaviour of the Canadians they knew as well

as difficulty in adjusting to food and the lack of a real theatre.

Six girls appeared to be affected by both language and job. The restrictiveness of domestic work, long hours and low wages tended to be viewed negatively. At the same time the girls felt they were not able to communicate readily in the English language. The combination of problems and attitudes concerning jobs and culture affected six girls. Negative feelings towards aspects of their employment were accompanied by confusion with regard to the behaviour of Canadians, feelings that there was a lack of child discipline as well as some difficulty with new foods, etc. Eight girls were experiencing problems related to both culture and language. The inability to communicate easily in English accompanied the feeling that everything in Canada was hard.

There appeared to be no certain basis in this study for determining a cause and effect relationship between the various combinations of areas of difficulty. However, it would appear that the difficulties in various areas might have an interdependence. Individual personality traits and ability to cope with new circumstances in general seem to be factors that need exploration. Since the scope of this study did not include this latter, further discussion pertaining to its significance is not possible.

On regarding the areas of difficulty individually,

certain factors which were thought to be significant when compiling the schedule of questions, seemed to have little, if any, relationship to the actual results. The factor of age, and the accompanying implications of a lack of flexibility in the higher groupings, did not appear to be related to particular emphasis on difficulties in any of the areas. The sampling in the age range of twenty-nine to fifty-four years was too small to differentiate between possible individual characteristics and difficulties due to inflexibility because of age.

The implications of family status through paternal occupation was another factor that appeared to have little significance in this study. Previous job experience and vocational training, however, seemed more important to the majority of the girls in this study. In eight instances there seemed to be a close relationship between the previous job experience and training and the events around jobs in Canada. In five of the eight cases girls moved into the type of work they had done in Europe. The three remaining girls had worked for American or Canadian Army personnel in Europe and generally appeared to have less difficulty in any area than the rest of the sample. There may have been greater importance placed on previous experience and training had the girls who indicated indefinite plans of moving to more familiar types of work, made some progress towards actuating these plans. However, general

tendency was towards a fairly equal distribution of difficulties in the various groupings concerning paternal occupation and previous training and experience.

The extent to which severe war experiences contributed to difficulties in Canada could not be objectively determined. There appeared to be no difference in number or degree of difficulties between the girls who had traumatic experiences and the girls who felt they had been little affected by the war or post war period.

One factor which appeared to be related to all three areas where problems and attitudes occurred was a lack of preparation before coming to Canada. The majority of the girls who experienced difficulties indicated that they had not undertaken any form of preparation. It is also noteworthy that the girls who indicated that they had some preparation experienced the same difficulties as the former group. There were three girls, however, who were the exceptions. These were the three who had worked for Canadian or American Army personnel in Europe.

Motivation for coming to Canada had no relation to the amount of preparation undertaken prior to coming. The girls who came for adventure and travel appeared to experience similar difficulties as the girls who came to settle. Since all of the girls had relatives in Europe and the bonds between them appeared to be strong this factor did not indicate any

pertinent conclusions. There were only three girls who particularly indicated that loneliness was complicating other difficulties they were having.

The problems and attitudes involved in the area of language were expressed as an inability to speak and understand English sufficiently to use it readily. One girl felt the methods of teaching the language at night school were inadequate. Most of the thirteen girls felt embarrassed when trying to speak English and so limited their use of it to situations where there was no alternative.

In the area of employment or jobs, problems and attitudes centered largely around long working hours, low wages and feeling that the amount of work was too great. Five girls disliked domestic work itself and changed to types of work they had previously done. Half the girls concerned in this area felt somewhat isolated from social activities because of the long hours of working. These girls were not attending church as frequently as previously and also were restricted to night school and visits with a few friends for leisure activities. A total of eleven girls had difficulties in the area of culture which appeared to relate to the job insofar as the behaviour of their employer and/or their children was confusing. Since the factor of experience and training appeared to affect only five girls of the eighteen, the complications of adjusting to a new culture may have

contributed towards negative feelings concerning domestic employment for the girls who had difficulties in this area as well.

Problems and attitudes respecting Canadian culture involved a greater number of items than the previous two areas. Negative feelings toward the behaviour, mannerisms and attitudes of employers, their children and a general confusion around understanding Canadians was expressed by eleven girls. Some of these girls and the remaining five were finding difficulty with: purchasing, adjusting to different food, accepting the Sunday closing laws and liquor laws in Manitoba as well as coping with other daily occurrences. Upon examining the amount of contact the eleven girls had with Canadian people, it appears that this is limited. Church attendance was less frequent than previously and the girls did not belong to any social group other than the Y. W. C. A. program. Thus attitudes respecting the behaviour of Canadians were based on a small variety of contacts.

The data from the interviews indicate three major areas in which problems and attitudes appeared to be stumbling blocks to adjustment, namely, job, culture and language. Twenty-five girls experienced difficulty in more than one area. Three girls experienced only minor difficulty related to physical environment. These three girls had

worked for Canadian or American Army personnel in Europe and thus may have had some orientation to Canadian or American life prior to coming to Canada. Factors of age, length of time in Canada, war and post war experiences as well as paternal occupation had little significance in this study. Previous training and job experience as factors relating to employment had limited significance, but there appeared to be a possibility of greater importance than this study indicated.

Limited social contacts seemed to contribute to a number of girls feeling isolated, although only three girls felt loneliness was a major problem. Limited contact with Canadian people suggested that attitudes towards behaviour were based on a restricted number of contacts with people other than employers. The lack of preparation before coming to Canada appeared to be the item correlated most closely to the frequency of problems in the three areas.

In the following chapter, the significance of these findings will be discussed in relation to the total study. Background material from the introductory chapters will be related to this material when similarity or differences occur in the findings of this study.



## CHAPTER VII

### SUMMARY AND CONCLUSIONS

Interviews using a schedule of questions were conducted with twenty-eight girls, selected from the program for new Canadians at the Winnipeg Y. W. C. A. It was the intention of the writer to find from the interviews the areas where problems and attitudes were deterring the girls gaining satisfaction of their normal needs.

Examination of the data from the interviews disclosed three major areas where the girls found difficulty. Two minor areas were suggested upon viewing possible contributing factors to the larger categories. The predominant difficulties occurred in respect to culture, job and language. The subordinate areas that may have significance were related to a lack of social contacts and adaptation to physical surroundings. Twenty-five of the girls in the sample experienced difficulties in more than one area. Five girls were affected by all three major areas and only three girls appeared to be affected by a possible minor area of adjusting to physical surroundings. The combination of language and job difficulties were presented by six girls. Problems and attitudes related to job and

culture affected six girls. Difficulties with culture and language were expressed by eight girls. The material from this study did not indicate a definite inter-dependance between areas in the various combinations. It was suggested that difficulties with culture which related to understanding the behaviour of employers and/or their children may have intensified negative feelings towards other aspects of domestic work.

One minor area of difficulty was suggested in relation to feelings about domestic work. Eleven girls indicated they felt isolated from social contacts due to having to work long and irregular hours. Examination of their leisure time activities indicated that visiting friends occasionally, going to English classes twice a week and attending the Y. W. C. A. program occasionally were the only opportunities the girls had to be with other people. Thus, becoming acquainted with a number of Canadian people or gaining satisfactions through being with an ethnic group was not possible. As was indicated in Chapter I, a number of writers agreed that there was a need for newcomers to be able to join ethnic groups so that they could retain a sense of identity while struggling with the many factors of life in a new country. The data from this study is, however, inconclusive on this point.

Problems and negative attitudes related to long

working hours, low wages, too great an amount of work and a dislike of domestic work itself prevented eighteen girls from gaining satisfaction from their jobs. Previous training and experience had some significance although the full importance was not realized in this study as it was in previous studies. A number of girls expressed the desire to work in vocations where they had training or experience. Five girls did move into jobs similar to what they had in Europe. However, over half the sample had either worked as domestics or had domestic training before coming to Canada.

A lack of satisfaction in being able to communicate easily with Canadian people was felt by thirteen girls. Being afraid of making mistakes and feeling embarrassed were contributing attitudes to the problem of learning a new language.

Many separate items presented cultural problems for sixteen girls. Negative attitude towards people's behaviour, Sunday closing laws and Manitoba liquor laws, food and other daily occurrences such as purchasing made it difficult for girls to accept the new country.

The second minor area of difficulty was presented by three girls who appeared to be gaining satisfaction in all other areas. These physical difficulties related to adapting to a colder climate, flat landscape and finding one's way about the city. The ease with which these particular

girls adjusted to living in Canada seemed to be attributable to their having worked as domestics for Canadian and American Army personnel in Europe. It is suggested that the orientation to the Canadian and American culture while in Europe facilitated their adjustment in Canada. Since there were only three girls with this background, the evidence here is inconclusive but does tend to indicate an area for further study.

Factors of length of time in Canada, age, familial status as shown through paternal occupation and importance of war and post war experience appeared to have little significance in this study. However, an inadequate distribution of the sample in the various groupings pertaining to these factors may have biased the results.

The small size of the sample in addition to the above actually renders a general application of the results to other new Canadians questionable. The method of interviewing girls with a schedule of questions lost value through subjectivity. Had the scope of this study included individual personality analysis the reality of problems expressed by the girls might have been determined.

As the purpose of this thesis was to determine areas where problems and attitudes of the girls were acting as stumbling blocks to their personal satisfaction in Canada, the findings allow for subjectivity on the part of the girls.

Thus the conclusions are valid where related to the particular sample studied and may be relevant for the total population of girls who attended the program at the Y. W. C. A. during the study period.

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## APPENDIX

## APPENDIX A

### SCHEDULE OF QUESTIONS USED WITH THE SAMPLE POPULATION

1. Date of Birth:
2. Country of Origin:
3. Date of coming to Canada:
4. Education: (in terms of years)
5. What kind of work did you do in Europe? (List jobs and approximate length of time for each)
6. What were some of the reasons which caused you to decide to come to Canada?
7. What were your main sources of information about Canada before you came?
8. Did you undertake any special training before you came to Canada? (e.g. English classes, vocational training)
9. What jobs have you done in Canada? (List jobs and approximate length of time in each)
10. What were your reasons for changing jobs referred to in No. 9.
11. How do you like your present job?
12. What are your future plans, long range, immediate?
13. Are you here alone? or do you have family or friends here?
14. Who of your family is still in Europe?
15. Are there close friends in Europe who may affect your plans?
16. What was your father's occupation?  
Was this changed during or since the War?

17. How did World War 11 affect you personally? (e.g. did you undergo bombing raids? Did you live under occupation? What troops? Were you in a work camp or a camp for displaced persons?)
18. Under what auspices did you come to Canada? (government, private - name of organization individual sponsor, on your own)
19. Did you find things here to be much as you expected, or different? If different, in what ways?
20. If a friend were planning to come to Canada, what would you suggest she do to prepare herself?
21. What help were you given when you got here? (e.g. in finding jobs, living accommodation, information, English instruction, etc. Take the girl over the trip, did anything happen on the boat or before getting on the boat, at the stopover at Montreal, here) By whom was the help given?
22. What kinds of help did you wish you had been given when you got here, which you did not get?
23. What things have you found hardest to get used to in this country?
24. Did you belong to any groups such as the Y. W. C. A. when you were in Europe? Will you tell me something about the groups?

How long did you belong?

Were you an officer or did you have other special responsibility?

25. What do you think about this program?

Do you enjoy it?

How do you think it could be improved?

Do you think some other kind of program would be better?

26. Do you belong to other recreational groups? a) with the Y.W.C.A. b) outside the Y.W.C.A.? If so, what groups?
27. a) What church do you belong to?  
b) Have you been able to go to a church here?

c) Do you go regularly?

d) Did you go regularly in Europe?

If c and d are different ask a question as to why.

28. How do you usually spend your liesure time?

Are there special things you would like to do which you haven't been able to?