

ETHNOCULTURAL AWARENESS SURVEY



Experience '82

compiled by

the

Stford Ethnic Festival & Cultural Society

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**Local
History**

CULTURAL AWARENESS DEVELOPMENT PROGRAM

An Ethnocultural Awareness Report

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PREAMBLE

Canada's society, as a finely balanced cultural mosaic, is unique to our country alone. Unlike the 'melting pot' south of the border, our population is set apart by its conviction that cultural roots are an integral part of today's lifestyles. We maintain pride in our ethnic backgrounds and celebrate the folklore of our country of origin, whether newly-arrived immigrants or third-generation Canadian citizens. With such a precious characteristic, it is essential that we preserve such practices and encourage newcomers to maintain their cultural traditions as well.

From time to time, it is important to take a perspective look at progress, and social development is no exception. This report was researched and compiled in response to the need for a closer look at the needs and areas of difficulty of the cultural communities and new immigrants. It is a perspective assessment of the services presently provided for such persons, intended to ensure that we may always enjoy the richness afforded by the many cultures in our society.

It is hoped that any conclusions and recommendations will be seen by all as suggestions for further instillation of pride in our great nation. By improving the treatment of new Canadians, we are building a stronger and more diverse society....and a more harmonious country.

METHODOLOGY

The initial step in the implementation of this study was to identify the diverse cultural groups in Brantford and the number of persons in each of these groups. The Brantford Public Library provided the information from one of their own volumes, "The Red Binder, 1976 Census Figures for Ethnic Groups in Brantford." A computer printout of the same, indicating breakdown in numbers according to age and sex within each ethnic group was made available through the resources of the Ministry of Citizenship and Culture office in Hamilton.

The next step was comprised of interviews with persons from the many ethnic groups within the city. A questionnaire (see Appendix) was compiled and administered to a cross section of Brantford's cultural communities through personal interviews.

The objective of the questionnaire was to determine the types of activities in which members of the groups participated as well as what they perceived as being some of the particular needs in the community.

Several topic headings were utilized to canvass potential problems. Such headings were:

1. Cultural Groups/Organizations
2. Church Activities
3. Health Care
4. Social Services
5. Education
6. Job Training
7. Library

Questions dealing with the above topics were asked; in addition various other topics were introduced during the course of the interview.

The sample of interview prospects was compiled by the following methods:

- a) International Village Festival Chairmen and Co-chairmen were contacted and asked to submit a list of names of people in their cultural communities who could be interviewed. Some Chairmen/Co-chairmen were interviewed themselves.
- b) Brantford Citizenship Multicultural Council members were contacted and interviewed.
- c) Referrals were given through personal acquaintances of the Brantford Ethnic Festival and Cultural Society.

A total of 94 persons were interviewed.

The third step involved interviews with 24 key social service agencies in Brantford. A list of questions was composed based on the questionnaire responses from the ethnic groups. Due to the agencies' diversity, a common questionnaire could not have been formulated. Personal interviews were held with contact people from each of the agencies.

FINDINGS

Re: Ethnic Groups

1. General Information:

The objective behind this portion of the questionnaire was introductory in nature; it was a means of obtaining the basic information about the person being interviewed - what ethnic origin he is of; what is his country of origin; whether he is a Canadian citizen. Basically, it was the initial means of discovering how assimilated he is/was into Canadian society.

2. Cultural Groups/Organizations:

This section allowed for further knowledge to be gained concerning the ethnic person's assimilation into the Canadian way of life; it was a means of assessing whether ethnic people tend to socialize amongst their own cultural group or with other nationalities.

The vast majority of ethnic people belong to organized cultural groups. On the whole, approximately 68% of all persons interviewed were members of such an organization, yet this figure does not take into account the cultural groups that have not, as of yet, organized themselves in the ethnic clubs. Including those whose organization has not officially been incorporated is 76%, indicating that a bit more than three quarters of the ethnic persons interviewed, who have cultural clubs are or at some time were members. Such a statistic makes a very clear statement: ethnic people within this city have no intention of losing their cultural identity.

Church:

Various churches offer services in foreign languages; masses are offered in Dutch, Ismailian, Italian, Jewish, Polish and Portuguese. Out of those interviewed, 56% are actively involved in Church sponsored activities.

The role of the clergy in the lives of those interviewed was also examined

In reference to the question concerning marital and financial difficulties, most participants (approximately 71%), stated that in need of assistance, they would turn to their relatives for support or advice. Close to 20% stated that they would turn to their minister, whereas only 9% would seek aid at their ethnic clubs.

Health Care:

There does not appear to be a great deal of dissatisfaction with the medical and dental health available in Brantford. Roughly 83% of those interviewed perceived these services as being satisfactory.

Out of those surveyed, 26% stated that their family physician speaks their native tongue. A small percentage of ethnic physicians practice within the city. Dutch, Polish, Portuguese and Ukrainian persons have reported having their family doctor speak their native tongue, while it was stated that Brantford also has specialist physicians who speak Italian, East Indian and Jewish. Both the Brantford General Hospital and St. Joseph's Hospital have a wide variety of doctors, who speak foreign languages, on staff.

A minority of ethnic people were aware of the existence of complaints from persons in their ethnic communities regarding medical personnel not speaking their native tongue. A mere 19% of those interviewed were aware of the above situation ever occurring. Most stated that if communication problems were to exist they would bring an interpreter with them, in most instances a friend or a relative. In certain cases, even children were employed. Those that felt medical personnel should provide interpreters were in a minority. Most felt that the possibility of having multilingual staff was not a feasible notion which could never be attained.

3. Social Services:

Daycare:

Daycare is not a common practice amongst the ethnic groups, most people rely on their own sources as a means of providing care for the children if the wife works. Note that with a wide variety of families the wife remains with the children until they are a bit older. In most cases, a relative, particularly the grandmother, takes over.

Only 7.5% of those interviewed have utilized daycare. The reason for this is mainly due to tradition. Those that have used this service were, on the most part, not recent immigrants to this country, but were 2nd or 3rd generation Canadians. Recent arrivals tend to follow the norms of the old country, in which the mother or relative watch over the children.

Senior Citizens:

Ethnic Senior Citizens tend to reside in the home, whether it is with their children, or on their own rather than in nursing homes. Old country mores remain prevalent in our society.

Life for the ethnic elderly person is arduous, especially upon their arrival in Canada. Not only are they confronted with the problem of adapting to the new society, and in most cases, a new language, but many persons, especially from the southern hemisphere, find our climate a severe difficulty. As time progresses they commence to adjust to life here. What may make the seniors settlement dissimilar from that of younger persons is their inability to learn the English language. Not only may they be too old to learn the language; without the zeal, the wanting to master it, but perchance they may be truly incapable of learning it, especially in a school setting. Their remaining at home would also be a hinderence of their adapting to the Canadian lifestyle.

4. Education:

English as a Second Language Classes (ESL)

The response towards the ESL program varied greatly, depending on the time and location that the classes were taken.

Those students who enrolled in the ESL program at BCI were very laudable in their comments. Not only did they feel that the program fulfilled their personal needs and that the teacher did everything possible in helping them in their study, but most were especially pleased with the scheduling of the program on a daily basis.

Those who studied ESL some years back, were also satisfied with the program in which they had enrolled. Their impressions towards this program were all positive in nature; they believed that this course aided them in acquiring the skills necessary for communication of the language.

It is the present day program at Mowhawk College which received the most criticism. The following complaints were voiced:

- a) More emphasis should be placed on oral skills, as well as allotting more time to further developing the reading and writing portion of the program. Perchance a special class whould be formulated so as to emphasize such training.
- b) A need for Enriched ESL classes, so that more people can further improve their understanding of the English language beyond the minimal requirements for finding employment.
- c) A tradesmen course, which would teach the vocabulary pertaing to different trades, would be a definite asset, especially to those ethnic people who wish to practice their skills in Canada.
- d) Canadian studies, primarily Canadian history, geography and politics should be part of the curriculum so as to familiarize these people with their new country.

School Systems

Children of ethnic backgrounds have few problems in the public and separate school system; both school systems offer ESL programs. Most felt that discrimination does not occur since teachers are willing to offer individual assistance and help ethnic children adapt into the classroom.

A vast majority felt that a deeper understanding of ethnic groups is essential. Several suggestions to foster this understanding were made as follows:

- a) Classes on multiculturalism commencing as soon as kindergarten. Children should be made aware of Canada's cultural mosaic; they should be made to feel proud that Canada is a multicultural nation with peoples' from different ethnic origins.
- b) Such a study should also underline the French Canadian aspect of Canada's bilingualism.
- c) Volumes should be made available in school libraries depicting other countries' cultures and traditions. These should include books on the various practices or beliefs unique to certain nations or ethnic groups, and how it is reflected in their dress, food and lifestyle.
- d) Library books written in other languages should be made available to students in each grade and in varying levels of difficulty and scope. Younger children, of all ethnic backgrounds, should be encouraged to further their understanding of their native language. As well, all should be motivated in some way to develop their skills in the French language.

Job Training

Overall, those persons of ethnic backgrounds requiring assistance in this area did not feel they received the best of treatment from the Canada Employment Centre. Only a small minority, 20%, felt that the Centre was truly helpful.

It was a two-way split in response to the question concerning the availability of programs to teach job skills. Half of those interviewed felt that Canada Employment was not a reliable service for locating jobs, since they tended to acquire their employment from relatives or friends. Those jobs that were offered to persons of ethnic origin tended to be menial labour jobs.

In the course of interviewing, another practice was revealed: those immigrants who were professionals and had a working knowledge of the language were also offered physical labour jobs, rather than jobs relating to their profession. They were expected to accept lower rate of pay or were required to re-educate themselves at their own expense in order to meet Canadian standards.

5. Citizenship:

Almost all persons (73.4%) interviewed were Canadian citizens. It is interesting to note that of the sample cross section, 100% of the immigrants from Western Europe chose to acquire their citizenship, while only 88% of those from Eastern Europe chose to acquire theirs. Another interesting point which seemed to be confirmed by the bulk of those interviewed is that those from Eastern European countries tend to return to their native countries much more frequently than their West European counterparts, who seldom, if ever, return to their homeland. This may elicit an important point: Western Europeans may be more committed to becoming more 'Canadianized' and breaking ties with their homeland than those from Western Europe.

Consulate:

The vast majority of ethnic persons interviewed did not express a specific need for a consulate office in Brantford. Their reasons were as follows:

- a) Some persons, especially those who emigrated from communist countries, perceived such an office as being a mock of their intelligence. They immigrated to Canada primarily to escape from the communist regimes and wish to establish no further ties.
- b) A consulate office would primarily have intercourse with new immigrants, not necessarily Canadian Citizens. On such grounds a consulate would deal with a very limited number of cases, barring critical situations and resultant cause for mass emigration from abroad.
- c) The services which would be provided by such an office are, in most cases, already provided for by the ethnic clubs which are organized within the city. The general opinion expressed by the larger and fairly well established ethnic groups was that Brantford is too small a city to warrant such an office. Besides, it was indicated, there are consulates in nearby centres, such as Hamilton and Toronto. Members of the smaller and newer ethnic groups were in favour of a consulate office. They proposed that one office be established to accommodate many of the smaller communities.

6. Library

Almost half of those interviewed have a library card from the Brantford Public Library, yet only 39% were aware of the books being written in their native tongue and listed for loan in the library. Many felt that the Brantford Public Library should:

- a) Increase the selection of books available in native languages. More 'how-to' and non-fiction volumes should be in circulation, especially in languages other than those of the larger ethnic communities.
- b) More ethnic magazines ought to be made available, along with news publications.
- c) Advertisement should be made of the ethnic section of the library's resources. Such advertisement, in the form of brochures and posters, should be posted in the ethnic halls, churches, ethnic-owned retail outlets, etc.. It is felt that the collection would be read more if it were more accessible to users and they could provide input as to the choice of literature.

FINDINGS

Re: Service Agencies

Most of the social service agencies operating in Brantford have the impression that the ethnic people are aware of their services. Upon this basis, advertisement in this particular area was deemed unnecessary. In all actuality, this did not appear to be the case. Percentage-wise, only a small proportion of ethnic people utilize the services available to them. Exceptions to this rule are the absolutely essential agencies such as the hospitals, schools, and E.S.L. classes.

The reasoning behind the limited use of such agencies can be attributed to the following conclusions which became apparent during the course of the interview with the social service personnel:

- a) Many ethnic people are unaware of the agencies having multilingual personnel, who could, at any time be utilized as interpreters. These people feel that no one will be able to speak their native language, and that communication problems will result. On this assumption, they do not utilize most of the agencies.
- b) Most agencies' advertising ignores ethnic people. Many use brochures pamphlets to advertise their services, but this material is usually written in English. Proper dissemination of information is not carried out.

Therefore, there is a communication gap between the agencies and ethnic people in the sense that both are unaware of the others' needs, programmes, etc.. This constitutes the greatest problem between the two groups.

Health Care

The Brantford General Hospital keeps an extensive revised list of staff members who speak languages other than English. Approximately 20% of the entire staff speak a second language, covering thirty-two languages in all. There is also a cross-section of physicians of European and Asian extractions on staff. These interpreters are employed quite frequently, since there is a large percentage of ethnic persons admitted into the hospital.

The Mental Health Centre at the B.G.H. utilizes the same interpreters' list that is compiled by the hospital. If ever the situation arose that a doctor could not communicate with a patient, with no one on staff being capable of translation, that patient would be sent to a psychiatrist who could speak that language. Such situations are said to be extremely rare.

St. Joseph's Hospital also keeps an updated list of employees who can be used for translation, yet this list is not as extensive as the one of the B.G.H.. This list covers fourteen languages, including those that most frequently require translation: Dutch, German, Hungarian, Italian and Portuguese.

Both hospitals do not have any literature written in foreign languages with the exception of O.H.I.P. pamphlets, which are published by the Ministry of Health and Welfare.

The Brant County Health Unit comes in contact with people of various ethnic origins, especially new immigrants and refugees, who come in contact with the Unit through immigration officials and government or private sponsors.

Communication problems have existed in the past, and although staff members do speak Hungarian, Greek, French, and Italian, they often had to resort to using children as interpreters or sign language. It is during the day that the need for interpreters is most urgent, and it seems to be exceedingly difficult to find an interpreter.

Some literature is written in languages other than English. The Ministry of Health and Welfare issues publications in French, Portuguese and Italian, and extensive information in the East Asian languages, since it is the East Asian refugees who utilize the Health Unit services continually within the past several years.

Counselling Services

The Family Service Bureau does come in contact with persons of ethnic origin, yet communication problems do not occur all that frequently. This may be explained by the fact that people use this agency on a self-referral basis; the bureau does not need to solicit clients, therefore those who do come and have problems speaking English will often bring an interpreter with them.

The bureau does have personnel who speak languages other than English, but only Italian, Polish, and Ukrainian. No list of interpreters is kept, but if ever an occasion arose when interpreters were needed, the Bureau would contact the Volunteer Bureau or the Brantford Ethnic Festival and Cultural Society as a means of providing translators.

The services provided by the Family Service Bureau include credit counselling, family counselling, and a programme entitled 'family support', which is a programme designed to assist families who have a mentally handicapped child.

Ethnic people do utilize Children's Aid, and because communication problems did exist in the past the agency purposely hired multilingual staff. Personnel now speak a variety of languages: French, German, Dutch, Ukrainian, Italian, Hungarian, Polish, Chinese, and East Indian.

This agency has noticed a common characteristic pertaining to people of ethnic backgrounds: they tend to be somewhat apprehensive about utilizing this particular service. The fearful emotions are on occasion combined with feelings of pride, in that they feel that family problems must be dealt with in the home without turning to outsiders for assistance.

Legal Aid provides people with legal advice on all serious criminal and civil matters. People of all origins use this service, and the communication difficulties in the past were considered minor. An application has never failed to be accepted because of a language barrier. In most cases, people with communication difficulties bring along someone who can translate, although Legal Aid can provide interpreters.

This agency provides a lawyer in court daily, on duty council. Such a service assists those who need help; it protects the rights of citizens in court. This can prove to be very beneficial to new Canadians who may be in need of a lawyer yet have failed to contact one.

Many recent arrivals learn of this agency through friends, or are referred by other social service agencies. The appeals made most frequently by this group include deportation, gaining Canadian status, or attempting sponsorship of relatives. Legal Aid is one of the few agencies within the city that has pamphlets written in a wide variety of languages.

The Alcohol and Drug Addiction Research Foundation does come in contact with a wide variety of persons of different ethnic origins. It is interesting to note that the male-female ratio of persons utilizing this service is considerably larger for the latter. This may be due to the circumstantial isolation of the ethnic female in our society. The Alcohol and Drug Addiction Research Foundation is in the process of organizing an Assessment Referral Centre in Brantford to be incorporated in one of the already existent health services.

Social Services

In comparison to the total population of ethnic persons in Brantford, a small proportion utilize this service. The reason given by interviewees is that the social service agency is not accepted in the ethnic communities, primarily because many feel 'too proud' to be associated with this agency, and wish to deal with problems within the family unit.

The Brant County Social Services agency has members of staff who speak languages other than English: Italian, Portuguese, Hungarian, and East Asian. During the summer, an employee fluent in French is on staff. If a situation occurs such that a family requiring assistance cannot speak English, the counsellor who speaks that language shall be placed on that particular case.

One problem that is common amongst ethnic people is a cultural misunderstanding of what services are provided by this agency. When language is a problem, it is extremely difficult to explain the criteria for social service assistance. Another difficulty pertaining to the language barrier lies in the screening of information during a counselling session. This is especially true when relatives are utilized as interpreters. The translator, then decides what information to pass along to the counsellor, and what not to mention.

A Placement Co-ordination Centre had recently been established in Brantford. It is a charge-free service whose purpose is to help the elderly find accommodation in nursing homes. This generally not utilized by those of ethnic origin mainly due to the belief that the elders should remain in the family rather than the nursing home, and to make outside arrangements would be breaching a familial tie. Therefore, the majority of contacts with elderly ethnic citizens is with gentlemen who are either widowers or alcoholics. Social Services also provide family counselling sessions which represent an attempt to rid the children of their feelings of guilt for placing their parents into the nursing homes.

Daycare

A fair proportion of ethnic children are enrolled in daycare mainly because daycare is common throughout Europe. While the children of recent immigrants are enrolled because of the work schedules of parents, most in these facilities are second or third generation Canadians.

Senior Citizens

As a sample of the health-care facilities for seniors, the John Noble Home was analyzed. Housing approximately fifty to seventy ethnic senior citizens, it has about twenty-two percent of its residents in this group. Communication problems do exist for several residents due to language barriers, but assistance is provided where possible by staff members speaking other languages: Polish, Hungarian, Ukrainian, French, and Italian. Participation in organized events depends more on individual preference and motivation rather than culture. If communication problems are prevalent, attempts are made to settle the ethnic person close to someone of his nationality.

It would be impossible to divide the John Noble Home according to ethnic group since the home is partitioned according to the ability the senior has to take care of himself.

One problem which results from the lack of communication and understanding is the placement of ethnic seniors in the appropriate wards. Interpreters would be helpful in assessing the mental and psychological condition of the patient.

Employment

The Canada Employment Centre operates in the two official languages, English and French, yet there are persons on staff who can speak Dutch, Italian and Polish. The objective of this agency is to help people find jobs regardless of their ethnic origin. If an ethnic member holds certain job skills, is employable yet cannot find work due to a language barrier, C.E.C. counsellors will consider enrollment for that person, regardless of sex, in the E.S.L. programme at Mohawk College, Brantford Campus. The motive behind the language course is to render the person 'employable' with a minimum of literacy acceptable for communication, not that he acquire a comprehensive knowledge of the English language.

E.S.L. is just one course of a larger programme entitled Canada Employment Training Programme offered by the C.E.C.. If any training course will help someone find a job, then the person will be considered for entry by the employment counsellor. If requirements are met by the applicant and the course is approved by the counsellor, training allowances are paid to the trainee.

Also provided is a Creative Job Techniques Programme to show people how to conduct a job search effectively. If the Centre is incapable of providing a person with employment, it will refer the client to an agency, such as those mentioned previously, which will assist them in their difficulty.

Youth Oriented Programmes

Various organizations are in operation within the city primarily for the purpose of providing recreation and counselling to Brantford's youth. Societies such as the Boys and Girls Club, Big Brothers, and Big Sisters, have been established for a fair number of years, yet have not been able to attract a large proportion of their memberships from the ethnic communities. This is due to lack of advertisement in the ethnic communities, which is unfortunate since all the clubs do have counsellors who are of ethnic origin.

The Y.M.-Y.W.C.A is the exception to the rule in that many ethnic people utilize this service. Persons of all nationalities are members, including many new immigrants. Recent arrivals to Canada often utilize the Residence Programme, which is offered by the 'Y', and furnishing them with a place to stay during their first few days in Canada.

Another programme offered is Emergency Housing which provides abused women and children with accommodations for a short period of time. Ethnic women, who have nowhere else to turn utilize this service. Primarily it is used by women who have little or no funds. The Salvation Army conducts a similar programme for men and teenage boys.

Education

Education Information Centre

While assistance was given in a broad spectrum of educational areas to newcomers to Canada, officials estimate these persons constitute only about thirty percent of the total cases seen. Communication problems are reported to be rare, since usually those with lack of language skills bring friends and relatives along for translation.

The Centre has never conducted advertisement catering to the ethnic communities primarily because it is felt that ethnic people are well aware of the services which it provides. Members of cultural groups tend to come in by referrals, whether they pertained to educational matters or immigration.

Mohawk College

Mohawk College, Brantford Campus, offers an English as a Second Language (E.S.L.) class to persons seventeen years of age and over. Last year approximately sixty to seventy persons were enrolled in the six-month programme, which levelled out to roughly fifteen students per class. The number of persons registered in E.S.L. usually depends on the world political situation since refugees tend to constitute the majority of the class. This year persons from the East Asian nations, particularly Vietnam, composed the bulk of the class.

The emphasis is placed on developing oral and listening skills. Visual aids are often added to the curriculum. In some lessons, students were taught Canadian politics and geography.

There is no enriched E.S.L. course due to lack of students. If sufficient numbers enroll, various levels may be set up all depending on how many persons register. A separate Tradesman course, dealing specifically with vocabulary pertaining to certain occupational trades, was offered some years ago, and can be set-up if requested, and there are sufficient numbers to warrant such a class.

Classes are offered on a daily basis, as part of the courses offered at Mohawk College. Furthermore, there is an evening programme in operation and one on Saturday mornings. Those students who are referred by the Canada Employment Centre, attend classes tuition-free, and some may qualify to receive an allowance.

Boards of Education

The Brant County Board of Education offers an ESL class at King George School for children from the ages of nine to fourteen. Students are allotted individual attention, but at the same time, encouraged to integrate into the school.

Pauline Johnson C.&V.S. has an ESL programme which has been composed of various levels depending on how well the students were able to communicate. Integration is encouraged with some students enrolled in courses other than ESL.

The Board of Education offers ESL at night school during the academic year, with classes running twice weekly. Similar classes are also offered as part of the Summer School Programme, this year conducted at the B.C.I.. These courses were funded by the Board, and ran on a daily basis for one month.

The Brant County Separate School Board offers ESL programmes in the elementary level as well as a programme in operation at St. John's College for secondary students. The St. John's system is known as a 'withdrawal programme, in which the students studying in the ESL programme are involved in the other courses and activities at the school.

The Brantford Public Library

The Brantford Public Library appertains to the South Central Library System. Most of the foreign language volumes at the library are on loan from the Hamilton regional library, being traded between libraries in the South Central System every few months.

The volumes that are on shelf are in an assortment of languages, approximately nineteen in all, though the number of volumes does fluctuate, depending on how many are on loan at the library at that particular moment. Most volumes tend to be fiction. Magazines are available in three languages. French, German, and Dutch. Records are also made available. In terms of ethnic people, a wide selection of reading resources is not available, although the library can obtain books from the larger centres in Toronto and Hamilton if requested.

CONCLUSIONS

Lack of communication is the major difficulty between the ethnic communities in Brantford and the social service agencies operating within the city. A small percentage of ethnic persons in many cases use the services available to them, primarily because they are not aware of the programmes available. Likewise, the service agencies are not adequately advertising their services; they are not reaching all of the potential citizens requiring assistance.

Following are the conclusions reached as a result of analyzing the interview results obtained through the project's survey.

- a. There is little knowledge of the social service agencies operating within the city, the criteria for obtaining assistance, and the aid that is available. This is particularly evident amongst the most recent immigrants to Canada, notably the East Asian refugees.
- b. The majority of those interviewed were not aware that of the numerous agencies, some were able to provide interpreting services with a multilingual staff, albeit somewhat limited in most cases.
- c. Service agencies are not aware of the needs that exist within the cultural communities within the city, and no proposals have been made to specifically advertise their services to the cultural bodies. As well, personnel in social service agencies and health care professionals are not fully cognisant of the values, morals, and general beliefs of immigrant groups which strongly influence their reaction to situations in Canada. There is a need for open discussions to bring those dealing with other cultures to a level where they can understand the trepidation or misunderstandings of an immigrant in light of his cultural upbringing.
- d. There is little knowledge of the selection of books that the Brantford Public Library has written in other languages. Many were unaware that literature in languages other than English was available at all. Moreover, the Brantford Public Library is unaware of the types of volumes desired by the ethnic public, with little planned to remedy this situation. The need exists for a facility that the ethnic communities would be able to shape with respect to the content and therefore increasing the potential use and circulation of such a collection.
- e. Especially in the case of newcomer youth, there is limited participation in organized social/recreational activities, leading to isolation and alienation. A need has been indicated for a more vigorous campaign to reach and inform newcomers of such organizations.

- f. By virtue of her role in society, the average immigrant woman is potentially more susceptible to experience great anxiety when trying to adjust to life in a country where she first of all does not speak the predominant language. There exists a need to research this area thoroughly since the large ethnic population of Brant predisposes a large portion of society to such problems.
- g. Upon arrival in Brantford, many newcomers experience a sense of disorientation and are confused as to their location with respect to other major centres and within Canada, as well as major communication networks. An orientation session is needed to informally acquaint newcomers to the area.
- h. The questionnaire section dealing with citizenship brought to the foreground the problem that, in order to take the necessary classes to become a citizen, one must travel outside of Brantford. The obvious need for locally held Citizenship preparatory classes is very much apparent.
- i. Within ethnic communities, the tendency toward the extended family (more than two generations dwelling in the same abode) compounded isolation problems for seniors. Research must be done to provide activities encouraging social interplay among ethnic seniors.
- j. The newly formed and as of yet, unorganized ethnic community clubs require assistance in attracting membership and structuring an organization. Paramount to this, these embryonic groups require a facility which would permit them to meet, conduct heritage classes, train dancing or singing groups, and establish a socially comfortable atmosphere--in essence, a Multicultural Centre.
- k. When a newcomer arrives in Canada and settles here, he is presented with problems ranging from language barriers to completion of a myriad of forms. Often it seems that a pair of receptive ears was required more than anything else. What is needed is a service whereby one could receive assistance for all situations which present themselves upon initial settlement, from advocacy to interpretation to counselling.
- l. When situations abroad create politically or otherwise unbearable conditions, the resultant wave of refugees and/or immigrants into Canada, (as last seen in the case of the Vietnamese crisis), creates special needs beyond those of straight immigration. It is necessary that a co-ordination service exist for church or interest groups, families, and concerned individuals who wish to sponsor a refugee.
- m. In light of the variable levels of schooling abroad, newcomers should be made aware of the educational/vocational opportunities in Canada. Acquaintance with Canadian society, with emphasis on the removal of sexual stereotypes in the work force and field of education is necessary in order to allow those of a differing cultural background to truly enjoy the freedom of this country.

- n. The present overall curriculum within both Boards of Education from K.P. to Grade thirteen is sadly lacking in the area of multiculturalism. The acceptance of newcomers into the classroom is jeopardized by students' ignorance of the cultural and moral backgrounds of ethnic groups.
- o. Although never manifested in violent demonstrations, there exist certain stereotypes and prejudices against members of some ethnic groups, largely due to the ignorance on the part of an onlooker. If this is ever to be alleviated, a start must be made by bringing the two sides together with very necessary community forums.
- p. Cultural social clubs show a marked tendency to be very self-enclosed, a trait which dangerously counteracts the ideals of a co-operative society. What is needed is the means to draw these groups together to intermingle through cultural social events to share friendship and talents. This move must not stop at the boundaries of Brant, but extend to other ethnocultural organizations in Ontario similar to ours.
- q. Upon entry into Canada, immigrants are often unaware of the steps to be taken in order to attain a reasonable level of English literacy. The need exists for an enrichment level and a 'tradesman' level which could be offered, if necessary, independent from the Mohawk College program which requires sufficient enrollment and demand for instatement of such courses. As well there is a need for an English training program which could cater to those not meeting the requirements for education subsidies through the Canadian Employment Training Program (C.E.T.P.) or those otherwise unable to pay the tuition fees.
- r. At present there is no forum by which the public can be regularly informed of multicultural happenings in Brant. It is imperative that a schedule be established and a suitable media used to inform and maintain interest on a regular basis through an established stream of communication.
- s. There is a need for greater community involvement in cultural and folkloric activities other than the week-long International Villages Festival.
- t. Shut-ins and handicapped persons not able to get to the events which a thriving ethnic community could hold, should not be left at a disadvantage. Programs must be set-up to allow individuals in facilities on a long-term basis to enjoy their culture and that of those around them.

RECOMMENDATIONS

On the basis of the interviews conducted and the results obtained, the following recommendations are proposed corresponding to the needs indicated in the preceding conclusions:

- a. The Brantford Ethnic Festival and Cultural Society, as an umbrella ethnocultural organization capable of providing co-ordination of those services required by newcomers, must make itself know in its new capacity to the community at large. Still largely identified as the week-long International Villages Festival Committee, the Society must commence advertisement through the local media to inform of its expanded services. More importantly, firm ties must be established with social service agencies in order to develop a liason and encourage referrals to our office.

In order to inform newcomers of the services available to them, a comprehensive publication will be compiled, listing agencies, services provided, contacts, addresses and telephone numbers. Upon completion, this would be translated into several languages and made available upon request.

- b. That the aforementioned publication include the languages spoken by the staff at the agencies listed, but more importantly, that the agency personnel make use of the services available through the Brantford Ethnic Festival and Cultural Society in translation and interpretation.
- c. That seminars be held to acquaint health care and social service personnel with the values and beliefs of given ethnic groups with representatives of such groups on hand to make a presentation and answer inquiries.

Further to this, the establishment of a Crisis Intervention service would prove invaluable in situations in which the experience of a third party would lead to greater understanding for all involved. Upon contact by an agency caseworker, a volunteer, versed in the language and background of the client, would intervene and mediate in times of stress: in face of impending deportation or loss of landed immigrant status, political/social situations, and cultural and generation gap misunderstandings, ie. old country values in conflict with Canadian social norms.

In order to further facilitate the newcomer's use of services, a useful listing would include all professionals and the languages spoken.

- d. That the Brantford Ethnic Festival and Cultural Society, in a position such that it is better equipped to reach the ethnic communities and know their needs, assume the responsibility for the existent collection at the Brantford Public Library, acting as agent.

- d. (cont'd.) In this manner, ethnic groups would provide input as to further volumes, and augment the material with contributions from each community. To enrich the resources, each ethnic body could compile a history of its arrival in Canada and subsequent enrichment of society through maintenance of culture here. Ethnic archives may include donated manuscripts, documents, photos, films, and documentaries, as well as all recent publications from concerned government ministries. The Society's name will be placed on the mailing lists for publications of foreign governmental literature to allow new Canadians to keep abreast of news from their birthplace.
- e. That the Brantford Ethnic Festival and Cultural Society conduct a program to cater to the 'junior landed immigrants' in introducing the newcomer youth to the local organizations and clubs as part of their new social life in Canada. While such groups should be encouraged to have publications in other languages and in locations so as to attract newcomers, it is also suggested that agencies dealing with families upon their arrival in Brantford make them aware of the great opportunities youth have in Canada to enrich themselves. Such organizations with which the youth should be encouraged to get involved would include: Y.M.-Y.W.C.A., Boys and Girls Club, Scouts/Cubs/Brownies/Guides, athletic leagues, local choirs, performing ensembles and bands, and countless other bodies which would promote a healthier acceptance of the new lifestyle. The school classroom would be the ideal place to begin this.
- f. That research be conducted in order to develop a planned preventive policy as opposed to counselling after the fact in the area of stress and the immigrant woman. Unable to speak English and receive free language training, many women find themselves isolated from the rest of society and in cases where children and her husband are able to practice English at school and work, also from the rest of her family. Suitable study and appropriate plans of action to alleviate this problem must be formulated.
- g. That 'orientation' sessions be held periodically to acquaint ethnic newcomers geographically, and informally indicate the location of essential services, explain transit routes, and attempt to ease some of the anxieties of an immigrant just settling into Brantford. Co-operation with organizations such as the Welcome Wagon would enable the BEF & CS to establish initial contact with newcomers and steer them toward the services they may require. Arrangements could be made to provide translators in order to ensure that those requiring the services will be able to break down at least the mobility barrier.
- h. In co-operation with the Citizenship Court liaison person from Secretary of State, citizenship classes must be set-up and conducted by a qualified volunteer. Co-ordination, publicity, scheduling and acquisition of necessary learning aids can be done by the B.E.F. & C.S.. Such a service is badly needed right in Brantford, as are the Citizenship Courts presently being conducted by the Society enabling prospective new citizens to receive their certificate and rights in a local ceremony.

i. That study be done in the area of social interaction of ethnic seniors. Events and stimulating activities must be devised to encourage those who, because of language or cultural differences, feel alienated from other seniors. Once organized, such a group could meet regularly to socialize, gain a greater understanding of the English language, and share folklore.

j. That members of already-organized ethnic groups assist newer groups in establishing their operations, attracting membership, and planning for growth in maintenance of their heritage.

That a Multicultural Centre be established to serve as multi-purpose facility for the smaller ethnic groups which might otherwise be unable to assemble and conduct ethnic dancing and singing classes. Such a structure is badly needed at present to house the services and resources of the Brantford Ethnic Festival and Cultural Society. It is imperative that this facility be secured immediately to reach the persons in need of the services and a setting in which the services can be administered effectively.

k. That an extensive service which would assist newcomers be set up immediately, providing the following: orientation counselling, information and referral service, advocacy (representing a newcomer in assisting him to use the provided services), supportive counselling, documentation, and accomodation placement services. Funding for organizations able to fulfill the above functions is available under the federal Ministry of Employment and Immigration's Initial Settlement and Adaptation Program (I.S.A.P.). There is an urgent need for one central agency which can provide all the above, and the Brantford Ethnic Festival and Cultural Society has the responsibility to see that this be done.

l. That a co-ordinating service be set up to act as a centre of information capable of directing the actions of groups or individuals interested in accepting refugees in times of foreign unrest. Such a centralized operation would alleviate a great deal of the 'red-tape' involved by having the necessary information and documents available.

m. That an educational/vocational guidance service be established to clarify opportunities to newcomers in these areas. This is essential both to youth looking to post-secondary education and to professionals requiring re-training in order to receive Canadian certification for skills or trades practiced before arrival in Canada. Working closely with local high school guidance counsellors, college and university liason personnel, and the Opportunity for Advancement Centre in Toronto, such a service would allow immigrants to attain the levels they wish in the field of education and work force without unexpected setbacks.

- n. That programs be built into the curricula of all levels of Brantford's school boards to make students aware of the beliefs and cultural upbringing of newcomers to the classroom. With Canada's cultural mosaic, it is imperative that not only the history and geography of foreign countries be known by students, but the customs that directly affect the lifestyle of immigrants as they settle into our community. Input can be provided by an education committee of volunteers with an interest in this area, but the boards of education must realize the necessity for the implementation of such programs.
- o. That community centres be utilized to join neighbourhoods in clearing up misconceptions and racial stereotypes through open forums. In such a situation, open communication and a question and answer format would allow people to discuss their reasons for beliefs and give both sides an opportunity to clear the air in a relaxed and friendly setting. Such sessions could prove to be informative and stimulating as members of ethnic groups could explain aspects of their culture, from marriage to funeral rights, from cuisine to clothing, and a more secure feeling in dealing with members of our multicultural society would be the ultimate goal.
- p. That social events be organized to draw members of the various ethnic groups together, while sharing their unique cultures. Sharing the responsibility for entertainment, location, and refreshment, the clubs could take turns in highlighting their traditions, and in so doing, foster a closer working relationship among memberships. This concept should not be confined to the county of Brant; arrangements can be made with other organizations similar to the Brantford Ethnic Festival and Cultural Society for cultural exchanges of plays, choirs, craft showcases, or dancing ensembles.
- q. That classes be made available to those requiring levels of English education which can not be obtained readily in local programs because of number requirements. Enrichment and tradesman courses, as well as more in-depth social studies of Canada are needed by those wishing to be truly aware of their new homeland and its language of communication.

There is also a real need for English language courses which can be offered for those who wish to learn it, but because of failure to meet the requirements of the government allowance programs are not eligible to attend classes tuition-free. Into such categories would fall certain refugees whose funds are very limited to nil on arrival, and who still require these very necessary classes. Free English classes of this sort would not be interfering with those offered elsewhere in Brantford, because the persons involved would never have been able to partake in the other operations because of the financial limitations.

- r. That regular dissemination of information about ethnocultural activities in Brantford be carried out, making full use of the well-established media forms in the community. A weekly column in the Brantford Expositor and the Brant News would serve the function of keeping all residents informed and interested in local ethnic events in a step to improve inter-racial relationships and encourage citizens to get involved with organizations pertaining to their cultural heritage. A weekly radio show highlighting ethnic music, song, or language could be broadcast from C.K.P.C. in co-operation with the Brantford Ethnic Festival and Cultural Society, as umbrella organization for ethnocultural endeavours.
- s. That members of the community be drawn into the cultural heritage of those around them year-round through community programs offered by members of ethnic clubs to the public in a central location. Such programs would include ethnic cooking classes, ethnic crafts and handicraft work, ethnic dancing, or any other traditional practices unique to given cultures which the public would be interested in learning.
- t. That the performing groups of the established ethnic groups, in co-operation with a heritage committee, work together to provide a meaningful program of year-round ethnic entertainment for those unable to get out into the community and enjoy the ethnic flavour there. Such bodies which would benefit from such a program are the Participation House and the many nursing homes in the area.

APPENDICES A & B

"A"-----Questionnaires for Service Agencies

"B"-----Questionnaire for Ethnic Individuals

QUESTIONS ASKED AT HOSPITALS

1. Have communication problems ever existed between hospital personnel and people from various ethnic groups?
2. How were these problems solved? Were interpreters ever used? How were they provided for (hospital personnel, people brought them, etc.)?
3. Do the various staff members speak languages other than English? How many staff members? What languages do they speak?
4. Do you keep an updated list of people whom you could contact if communication problems arose?
5. Has the proposition ever been brought up of hiring more/all multilingual personnel?
6. What response did the above proposal receive? Did many feel that it was a positive notion?
7. Do you have any literature printed in languages other than English?
8. If seminars were available to teach hospital staff about the customs of various cultures, would many members take part in them?
9. How does personnel handle a misunderstanding/difference of opinion because of old country values in conflict with social norms here. In the case of an elderly person, whose understanding of English is limited, refuses treatment or surgery, whom would you contact?

QUESTIONS ASKED AT MENTAL HEALTH CENTRE BRANTFORD GENERAL HOSPITAL

1. Are there many people of ethnic backgrounds patients at the Centre?
2. Is there any psychiatrist or psychologist that speaks any language other than English?
3. How do you communicate with those who do not speak English?
4. Where do you get your interpreters from?
5. How can you prevent the possibility that someone not medically qualified will misinterpret what is being said?
6. How do you give effective counselling if the person does not speak English?
7. Are there many cases of ethnic people who suffer psychiatric problems because of the difference between the two cultures?
8. Do you have any type of community education programmes or group counselling sessions? Do you utilize interpreters during these sessions?
9. Do you have any literature published in languages other than English?
10. Do ethnic women tend to suffer psychological problems more than men, due to isolation in our society?
11. Do you have any pamphlets written in languages other than English?
12. Would there be any interest in programmes or seminars to teach staff members about the different cultures in Brantford, and how to respond to these people of different backgrounds?

QUESTIONS ASKED AT BRANT COUNTY HEALTH UNIT

1. Do many people from ethnic backgrounds utilize your services? How many? What ethnic group? Ages? Sex? How many new immigrants?
2. Have communication problems ever existed? How were they solved?
3. Do you have a list of contacts who could provide interpretation services?
4. Do staff members speak languages other than English?
5. Is there counselling available in other languages? What services do you offer?
6. Is there any literature in foreign languages?
7. From what groups do you receive the greatest amount of contact?
8. Do you feel there is a need for a crisis intervention service to assist those with social problems, i.e. teenage pregnancy. In such a situation the caseworker would contact the Society, and a member, as an immigrant himself, would act as an interpreter.
9. If seminars were available to teach staff about the customs of various cultures, would many take part in them?
10. How does personnel handle an misunderstanding/difference of opinion because of old country values in conflict with social norms here. In the case of an elderly person, whose understanding of English is limited, refuses treatment, whom would you contact?

QUESTIONS ASKED OF BRANT COUNTY SOCIAL SERVICES

1. Do many people of ethnic origin rely on your services?
2. Do you feel that people in the community are aware of your services?
3. Is there a possibility of more advertisement being done so that ethnic people will know of your existence and what your purpose is?
4. Have communication problems ever existed in the past? Are there any staff members who speak a language other than English?
5. Where do you get your interpreters from?
6. How can you prevent the possibility that someone not qualified will misinterpret what is being said?
7. How do you give effective counselling if one or more members of the family do not speak English?
8. Are there any people of ethnic background or who have experience with ethnic people on your staff?
9. Would there be any interest in programmes or seminars to teach staff members about different cultures in Brantford, and how to respond to these people of different backgrounds?
10. Do you have any literature published in languages other than English?
11. Is there any counselling in other languages?

QUESTIONS ASKED TO THE FAMILY SERVICE BUREAU

1. Do many people of ethnic origin rely on your services?
2. Do you feel that people in the community are aware of your services?
3. Is there a possibility of more advertisement being done so that ethnic people will know of your existence and what your purpose is?
4. Have communication problems ever existed in the past? Are there any staff members that speak a language other than English? How many people?
5. Where do you get your interpreters from?
6. How can you prevent the possibility that someone not qualified will misinterpret what is being said?
7. How do you give effective counselling if one or more members of the family do not speak English?
8. Are there any people of ethnic background or who have experience with ethnic people on your staff?
9. Would there be any interest in seminars to teach staff members about different cultures in Brantford?
10. Have you ever helped ethnic families in which there were conflicts between parents and children arising from the differences between the two cultures?
11. Is there ever any problem getting members of an ethnic family to go to counselling when the need exists?
12. Do you have any literature published in languages other than English?

QUESTIONS ASKED TO BRANT COUNTY NURSING HOMES

1. How many people of ethnic origin are residing in your nursing home? Do they constitute a large percentage of the total residents?
2. Do they tend to be from one particular ethnic group?
3. Do they enjoy life in your nursing home? Have you ever had any complaints?
4. Do you have any communication problems in the home? How are they solved?
5. Do various staff members speak languages other than English?
6. Do ethnic senior citizens tend to socialize within their own ethnic group?
7. What activities do you involve all senior citizens in? Have you ever had a cultural day (various ethnic groups come to perform in the nursing home)?
8. Do senior citizens of identical ethnic groups tend to be placed near each other, in respect to accommodations?

QUESTIONS ASKED TO ALCOHOL AND DRUG ADDICTION RESEARCH FOUNDATION

1. Do persons of ethnic origin make use of your service? What sex? Age?
2. Is there any ethnic groups that makes use of your service most often?
3. Have communication problems ever existed? How were they solved?
4. Is there counselling in other languages?
5. Do you have any literature in languages other than English?
6. How do ethnic groups/new immigrants get in touch with you (i.e. through relatives, employer, etc.)

QUESTIONS ASKED OF BRANT COUNTY DAYCARE

1. Are many children from ethnic families enrolled in your programme?
2. Are there any plans to involve more ethnic people in the use of daycare, through the use of advertisement.
3. Are ethnic people aware of the existence of daycare?
4. The ethnic children that are enrolled, are they recent immigrants to Canada, 1st generation Canadians, 2nd generation, etc.
5. Has there been any discussions about lengthening the operation hours of daycare to accomodate people who have to be at work earlier than most daycares commence?
6. Is there any existing system of transporting children to daycares if the parents have no other means of getting their children there?
7. What are the fees?
8. Have communication problems ever existed? How many staff members speak other languages than English?
9. How do you communicate with children or their parents if they do not know how to speak English?
10. Do you have any literature published in languages other than English?
11. Would there be anyone on staff who could help an ethnic child adapt?
12. Do you involve the children in any programmes to inform them about Canada's cultural mosaic?

QUESTIONS ASKED OF CHILDREN'S AID SOCIETY

1. Do many people of ethnic origin rely on your services?
2. Do you feel that people in the community are aware of your services?
3. Is there a possibility of more advertisement being done so that ethnic people will know of your existence and what your purpose is?
4. Have communication problems ever existed in the past? How were they solved?
5. Where do you get your interpreters from?
6. How can you prevent the possibility that someone not qualified will misinterpret what is being said?
7. How do you give effective counselling if one or more members of the family do not speak English?
8. Are there any people of ethnic background or who have experiences with ethnic people on your staff?
9. Would there be any interest in programmes or seminars to teach staff members about different cultures in Brantford, and how to respond to these people of different backgrounds?
10. Is there any problem getting members of an ethnic family to go to counselling when the need exists?
11. Do you have any literature published in languages other than English?
12. Is there a need for foster parents who speak languages other than English?
13. Do you feel there is a need for a crisis intervention service to assist those faced with social problems. Such a situation could involve problems due to a "cultural generation gap" with old country values in conflict with social norms here. In such a situation, the case worker could contact the Society, and a member, as an immigrant himself, would be able to identify with such a problem and offer advice?

QUESTIONS ASKED TO BOARD OF EDUCATION

1. How many English as a Second Language classes are in operation in Brantford?
2. Where are they held? What are their hours of operation? How are they funded (ie. tuition, Board of Education funds)?
3. What age levels are enrolled?
4. How many students are enrolled in the classes?
5. Are the pupils given individual attention if desired?
6. Do most students find the classes beneficial?
7. Is the ESL programme sub-divided into various levels or do all students proceed at the same level?
8. Is there a practical application made of vocabulary/structures? (ie. use of public transit, shopping, education about Canadian history, or geography)
9. Can ESL students enroll in highschool courses other than those offered by the ESL programme (ie. math, science)
10. Do various ESL teachers involve their students in extracurricular activities? Are they beneficial?
11. Do the teachers utilize audio visual techniques?
12. Do you have any literature in languages other than English?

QUESTIONS ASKED TO ENGLISH AS A SECOND LANGUAGE SUMMER SCHOOL TEACHERS

1. How many students constitute your class?
2. Do your students tend to be of one particular ethnic group? Which?
3. Of what ages are they?
4. What do you place the emphasis on - reading, writing, speaking?
5. How is the class funded (ie. Board of Education, tuition)?
6. When are the classes held? Times? When did they commence? When do they end?
7. Do you feel that the pupils enjoy your classes? Do they find them difficult?
8. If necessary, are you able to provide your students with individual attention?
9. How is the attendance record in this particular class? Do the majority of students come to school on a daily basis?
10. Do most students tend to participate in the lessons and class discussions?
11. Do you involve the class in any extracurricular activities (ie. field trips)?
12. Are such activities beneficial? Do most enjoy them?
13. Do you make use of any audio-visual aids? How frequently are such techniques utilized. What is the class' response towards them?
14. Has the class met your expectation in respect to the amount of English learned?
15. How long have most students been in Canada prior to their enrollment in the ESL program?
16. For what reasons did they register (ie. job demands, etc.)?

QUESTIONS ASKED AT EDUCATION INFORMATION CENTRE

1. Do many persons of ethnic origin utilize your services? What ethnic group? Do you get much in line in inquiries from new immigrants? What percentage of your total clientele?
2. Have communication problems ever occurred? How were they solved? What languages do office personnel speak?
3. Do you have any publication printed in languages other than English?
4. What requests are made by people of ethnic origin?
5. What services do you provide?

QUESTIONS ASKED AT THE BRANTFORD PUBLIC LIBRARY

1. How many books does the Brantford Public Library have written in various languages?
2. What languages are they written in?
3. Is there a wide selection of these books?
4. What type of books do they tend to be (ie. fiction, non-fiction)?
5. What other resources are available in other languages?
6. Has it ever been proposed to increase the resources available in other languages?
7. What foreign language tends to have the widest selection of volumes? The least selection of volumes?
8. Do you receive any inquiries regarding literature in other languages? If so, from whom do these come from - teachers, adult/youth immigrants, ethnic clubs?
9. In the periodicals, are there any ethnic archives? How extensive is the collection?
10. Do you feel that more advertisement should be allotted to the "ethnic" resources which are available at the Brantford Public Library?
11. Have you ever put up a display celebrating Canada's cultural mosaic? If one were set up do you feel that the public would react in a positive fashion?

QUESTIONS ASKED AT YOUTH ORIENTED CENTRES

1. Do you make much contact with children from ethnic backgrounds/new immigrants?
2. How much contact? What ethnic groups tends to make use of your services most often?
3. Have communication problems ever occurred? How were they solved? Do you keep a list of persons whom you could contact if you wanted something interpreted?
4. Are any of your volunteers of ethnic origin? Do they speak languages other than English?
5. How do children from ethnic backgrounds/new immigrants come in contact with you (ie. Church, relatives, social workers, schools)?
6. Do you have any literature published in languages other than English?
7. Have you advertised specifically to gain clientele from ethnic groups or to gain volunteers/members?
8. If seminars were held to teach your staff/social workers about other cultures, do you think that they would make use of them.

QUESTIONS ASKED AT NOWHAWK COLLEGE

1. How many people participate in English as a Second Language at Nowhawk College? What ages?
2. Are the classes made up of one main ethnic group?
3. What types of classes are there (ie. oral, writing, reading)? What area is the emphasis put on?
4. What levels of classes are there? Are there higher levels of classes to allow people to progress further in the language? Is there an enriched ESL class?
5. What is the average enrollment in each level of class? How long do the students generally remain in the program?
6. Has there been any research done on whether the times of the classes are the most appropriate to the majority of the people?
7. Can more classes be established at different times so more people can get to them?
8. Do you feel that you are reaching the majority of the ethnic people and that they know your program exists?
9. Has there been any thought of doing more advertisement and outreach so more people would use your services (ie. advertising in various languages)?
10. Do you have any literature advertising the program written in various languages?
11. Are any classes used to prepare people for the citizenship exam? Do people ever request this?
12. During the class, do you ever teach your students about Canadian geography, politics, history?
13. Do you ever use visual aids as part of your lesson?
14. How much does staff know about other cultures? Are any of the staff of ethnic background? Do any of the staff speak languages other than English?
15. Would there be any interest in programs or seminars to teach staff members about the different cultures in Brantford, and how to respond to these people of different backgrounds?
16. What is the criteria for attending ESL at Nowhawk College?

QUESTIONNAIRE ASKED TO CULTURAL GROUPS
Brantford Ethnic Festival and Cultural Society

Name: _____ Occupation: _____

Address: _____ Marital Status: _____

Telephone Number: _____ Number of Children: _____

Date of Birth: _____

Country of Origin: _____

Status (Canadian citizen, landed immigrant): _____

Number of years that you have lived in Canada: _____

Number of years that you have been a Canadian citizen: _____

If Canada is country of birth how many generations have resided here: _____

To what ethnic group do you belong: _____

What is your mother tongue: _____

Do you speak/read/write it: _____ Fluently: _____

Do you speak/read/write English: _____ Fluently: _____

How did you learn English: _____

Cultural Groups/Organizations:

Are you a member of an ethnic organization: _____ Have you ever been: _____

What is its chief aim? _____

Of what importance is it to you? _____

When did you become a member? _____

How often do you meet? _____

Is it open to both sexes? _____ What ages? _____

What type of activities does it involve you in (ie. sports, picnics, dances)?

_____ Do they prove to be beneficial? _____

Is the main group sub-divided into smaller groups?(ie. youth group, senior citizen

group) _____

Have members proved to be helpful outside the meetings? _____

How often do you meet with members outside of club meetings? _____

Is the club your main source of socialization? _____

Church:

Do members of your ethnic group take part in church-sponsored organizations? _____

What type of activities? _____

How successful are they? _____

Has the church proven to be useful in areas such as providing babysitting services/translators, etc.? _____

Does the minister speak your native tongue? _____

Is he of your ethnic origin? _____

Are services offered in your native language? _____

If marital/financial problems were to exist, whom would you turn to?(Minister/club/relatives) _____

Health Care:

How do people in your community perceive the health and dental care that they receive? _____

Does your physician speak your native tongue? _____

Have people in your community ever complained about medical personnel not speaking their native tongue? _____

Have communication problems ever existed (in doctor's office/hospital)? _____

How were they solved? _____

Were interpreters ever employed? _____ How were they provided?(provided by your physician, relative, ethnic organization) _____

Do you feel that medical personnel should provide interpreters/ that someone on staff should be able to speak your native tongue? _____

Has it ever bothered you that your interpreter may not be properly qualified to interpret? _____

Is a communication problem the cause of you paying less frequent visits to your doctor (than you would have otherwise) _____

Were the health and medical services with which you had come in contact in the past competent in providing you with adequate information? _____

Were brochures/pamphlets written in your mother tongue? _____

Did you find staff members willing/able to give sufficient help in completing forms? _____

Did staff members speak your native language? _____

Social Services:

Day-Care Facilities

How does your ethnic group deal with children, in essence, you use day-care facilities? _____

Do the hours of day-care operation coincide with your work day? _____

If day-care is not used, how do you provide for your children while you work?

Senior Citizens

How are senior citizens taken care of in your community? _____

Are they placed in a nursing home/ household? _____

How do they adapt to the new society? _____

What could help them in their adaptation? _____

What difficulties have elderly people encountered in adjusting to Canadian society?

How could such difficulties be lessened/abolished? _____

Overall, do people employed in social service organizations prove to be helpful? _____

Do various organizations have staff members that speak your mother tongue? _____

If one were available, would you like to have a consulate member from your ethnic group come to Brantford to organize a consulate office? _____
(Such an office could provide translators, etc.)

Education:

Have you ever studied English as a second language? _____

How beneficial did you find the classes? _____

How successful were they in acquainting you with the English language? _____

Was the teacher able to help you on an individual basis? _____

Do many people from your community study in ESL? _____

On what was the emphasis placed—reading/writing/speaking? Was that adequate? _____

Were the classes held at convenient times? _____ Frequently enough? _____

Were they easily accessible to you? _____

What opinion do you hold of the education system in respect to children from your cultural background? _____

Does it treat them fairly? _____

Was there any real effort made by the teaching staff in welcoming your children into class? _____ In helping them adapt? _____

Did staff members speak your native tongue? _____

Did the teacher construct any special lessons/presentations so as to inform the other children about your country of origin? _____

Do many people from your community become Canadian citizens? _____

What affected your choice (ie. language barriers) _____

If classes were designed to prepare people from your ethnic community for citizenship exams do you feel they would make use of them? _____

Job Training:

How did you find your first job? _____

Was Canada Manpower helpful in your search (despite language barrier)? _____

Were programmes made available through Manpower to teach job skills to persons from your ethnic community? _____

What types of jobs were offered to you through Manpower? _____

Were they comparable to the type of job that you held prior to your immigration? _____

Have you been able to find a better skilled job? _____

Library:

Do you have a current library card? _____ Is it often used? _____

Are books checked out which are written in your native language/English/both?

Does the library provide books/publications/magazines written in your mother tongue? _____ Are you satisfied with the selection available to you? _____

Are you aware of any advertising the Library has done to make known the resources available in your native language? _____

APPENDIX C

Agencies and Individuals Contacted

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Agencies and persons contacted in the Social Service area:

Mrs. Jeanne Cameron Head Nurse, Psychiatry	Brantford General Hospital, Mental Health Centre
Mrs. Shirley Cornell Nursing Service Co-ordinator for Psychiatry	Brantford General Hospital, Mental Health Centre
Mrs. Ruby Cuthbert District Director	Victorian Order of Nurses
Karen Delany Residence Supervisor	Brantford YM-YWCA
Maureen Digman Manager Personnel and Public Relations	St. Joseph's Hospital
Joan Elliot	Big-Sisters of Brantford
Mrs. Dorothy Forchuk	Red Cross
Mr. J. V. Fountain Principal	Mowhawk College Brantford Campus
Catherine G. Francis Administration	Brant County Social Services
Ms. Nancy Graham Librarian	Brantford Public Library
Mrs. Anne Gibson	ESL School Consultant
Mr. Hurren	Education Information Centre
Mr. Cecil Kuwabara Marriage and Family Counselor	Family Service Bureau
Mr. Ken Lefebvre	Legal Aid
Ms. Sally Laidlaw	Alcohol and Drug Addiction Research Foundation
Mr. Steve Leighfield	Big Brothers Association
Mr. Loveday ESL Teacher	BCI Summer School Program
Ms. Anne Mackenzie Nursing Director	Brant County Health Unit
Ms. Jane Polito Supervisor, Self and Assisted Services	Canada Employment Centre

Mr. Reed

Mowhawk College
Brantford Campus

Mr. R. Shellington
Personnel Director

Brantford General Hospital

Mrs. Anne Spence
Adjutant

John Noble Home

Mr. Hugh Stewart

Brant County Social Services

Mr. Ted VanOverdijk

Children's Aid Society

Mrs. Norma Wiszniowski
Placement Manager

Placement Co-ordination Service

Representatives of Cultural Groups Contacted:

Mr. Abdul Alarakhia

Ismalia Club

Mr. Maurice Amyotte

Canadian Francais

Mr. George Collins

Principal, BCI Summer School

Mr. Elie Danyluk

Ukranian "Kiev"

Mr. John DerStepanian

Armenian

Mr. Danny DiDominicus

Italian Rossini

Miss Barbara Karek

Polish "Polonaise"

Mr. Stan Kasian

Ukranian "Ukraina"

Mr. Mario Marques

Portuguese

Mr. Cao Nguyen

Vietnamese

Mr. Jun Roculan

Filipino-Canadian Association

Mr. Heinz Stelling

German

Mrs. Rose Szilagi

Hungarian

Mr. Tom Tsintsilonis

Greek

Mr. and Mrs. Namik Tumerin

Turkish

Mr. John VanBruggen

Dutch

Mr. Clive Wellington

Trinidad and Tobago

Mr. Len Wise

Jewish

Mr. George Ziotek

Polish "Warszawa"