COMPARISON OF SOCIAL-ECONOMIC BACKGROUNDS OF VOCATIONAL STUDENTS TAKING AUTOMOBILE MECHANICS II IN THE FRENCH AND ENGLISH SECTOR ON THE ISLAND OF MONTREAL

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ABSTRACT

This study examined the type of student entering the vocational Automobile Mechanics II programme on the Island of Montreal in terms of socio-economic background, and looked at some Anglophone and Francophone differences. The Francophone and Anglophone student's view of vocational education was compared. An attempt was made to establish a relationship between the socio-economic status of the vocational students and their choice of the Automobile Mechanics II programme.

The students involved were either in the last year of a two year programme or in a one year intensive programme. The data obtained from the 40 Anglophone and 51 Francophone students who responded to the questionnaire was analysed using the Statistical Analysis Package for the IBM (Statpac).

The results indicated that the socio-economic background of the two groups were basically the same. Vocational education had been chosen as a route to employment. The English students viewed their chosen field as permanent, whereas the French students believed to a greater degree that they would continue in education. The school could be seen as perpetuating the social class structure as the students' choice of automotive mechanics as a career corresponded to their family status.

RESUME

Cette recherche analysait le genre d'étudiants(es) qui s'inscrivent au cours professionnel long en mécanique automobile sur l'Île de Montréal quant à leurs antécédents socio-économiques et les différences entre les anglophones et francophones. Une comparaison a été établie entre la perspective du cours professionnel long pour l'étudiant(e) anglophone et francophone. Une tentative a été faite pour établir un rapport entre le statut socio-économique de l'étudiant(e) et son choix de carrière.

Les étudiants impliqués dans cette recherche complétaient leur dernière année d'un programme de deux ans ou suivaient le cours intensif d'un an. Quarante élèves anglophones et cinquante et un francophones ont répondu au questionnaire administré. Les données obtenues ont été analysées à l'aide du programme Statistical Analysis Package for the IBM (Statpac).

Les résultats indiquaient que les deux groupes possédaient des antécédents socio-économiques très similaires. Le cours professionnel long a été choisi en vue d'obtenir un emploi. Les anglophones considéraient ce choix comme permanent tandis que les francophones songaient sérieusement à poursuivre leurs études. On remarquait que l'école perpétue la classe sociale de l'élève puisque son choix de carrière en mécanique automobile correspondait au statut familial.

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STATEMENT OF THE PROBLEM

Background

On January 14, 1987 the Quebec Ministry of Education issued an information document titled: Organizational Framework For Vocational Education which explained the Décret Numéro 1852-86 CONCERNANT le Règlement modifiant le Règlement sur le régime pédagogique du secondaire, passed by the Government of Quebec on December 10, 1986. In Organizational Framework For Vocational Education, the new ground rules for vocational education in the Province of Quebec were very clearly spelled out, with the base line being that for the next school year (1987-88) virtually all aspects of vocational education would be radically changed. These sweeping changes affecting not only vocational education, but all primary and secondary education in the Province of Quebec have come to be known as the "Régime Pédagogique".

Prior to the Régime Pédagogique an earlier turning point in the Quebec educational system was reached in the late sixties as the Parent Report (1963-66) (named after the chairperson) fully impacted the public school system. The

publishing of this report signalled the end of the old technical/vocational schools as we had known them and created comprehensive high schools as well as the CEGEP system we presently know. What the report did was to place vocational programmes in the comprehensive high school which allowed some students to circumvent the previously stringent entrance requirement of a completed secondary III. At the same time many of the technical programmes given in the Institutes of Technology disappeared as opposed to being absorbed by the newly created CEGEPs.

These sweeping changes, intended to reduce student differences and produce a more homogenous student population, actually continued the dichotomy within the Quebec educational system. On the one hand there were students who were CEGEP bound, while on the other hand there were students who either did not have the required credits or marks to enter CEGEP and those who did not wish to enter. Within the body of students who did not enter CEGEP there were again two groups: one which left the comprehensive high school in search of employment and another which remained to take a vocational course at the secondary high school level.

Recently, with the advent of an intensive programme (not foreseen in the Parent Report), the students in a

vocational programme could also be broken down into two groups. Firstly, the group that successfully completed high school and then entered an intensive one year vocational programme and secondly, those who entered the common core programme at secondary IV after having completed secondary III.

What are the reasons that actually motivate a career choice at such an early stage, often only after having completed secondary III? Some possible factors are: quick access to the job market, following in father's footsteps, and frustration with academic progress and achievement. Whatever the cause, the end result is a career choice at a very early age.

The reasons behind students' choice of programmes have over the years caused speculation among vocational teachers; especially because the clientele appears to have a wide spectrum of abilities. Along with the "average" student in the vocational programmes, bright students with behavioral problems are mixed in with special education students. In the first instance many vocational teachers feel that the academic teachers have given up on the student, while in the latter case vocational education appears to be the only area in which they might succeed. Regardless, it has been

documented that vocational education has become a "dumping ground" for the educational misfits (Charland, 1982; Hains, 1986; Harting, 1986; MEQ, 1982).

Further complicating the picture here in Quebec is the plurality of its population. The MEQ (1982) notes that "in Quebec statistics show that the relationship between vocational training and social categorizations is not merely a theoretical one.... and that in significant numbers (A)nglophones as opposed to (F)rancophones will enroll their children in longer less rapid educational programs" (p. 26). Quebec has in effect two distinctly different linguistic and cultural groups. On the one hand there is the Francophone sector which is French speaking and predominantly Catholic. On the other hand we have the Anglophone sector which is largely Protestant. In the first case the group is a relatively homogenous one, while the English speaking group although predominantly English, is made up of many different linguistic and ethnic groups.

Significance of the Study

There is an urgency for the study of socio-economic backgrounds of vocational students in Automobile Mechanics II at this time, as we are fast approaching a dividing point

in the vocational educational system here in Quebec. As in the past with the Parent Report, the Quebec educational scene is once again facing a major upheaval. The Ministry of Education through the Régime Pédagogique has forced the vocational teaching cadre to a point which will again dramatically change vocational education in the Province of Quebec. We will never again have the opportunity to survey students attending vocational programmes within the comprehensive high school under the present system. Actually 1986-87 is the last year that all vocational students will be under the old system stemming from the Parent Report. The year 1987-88 will see the Quebec vocational system split between the old entrance requirements and the more stringent entrance requirements proposed by the Régime Pédagogique.

Definitions

Vocational education. This research is primarily concerned with vocational education as opposed to technical education. The latter is usually considered post-secondary, whereas the former is normally found at the secondary level and is often considered terminal. Since the topic has to do with vocational education in the Province of Quebec, it is

logical to use a definition emanating from the Government of Quebec. As such, using a published report from the Ministère de L'Education du Quebec (MEQ), titled Technical and Vocational Education for Young People (1982), basic training and vocational training are defined as:

> Basic training (general education): a training which, beyond all distinction to be made between disciplines and between spheres of knowledge and even between types of training, aims at the acquisition of the fundamental tools which are necessary to fulfill the various roles required of a citizen and which also aims at pursuing future studies.... The list of components for this basic training may vary but the following elements are normally found there: self-discovery, acquisition of basic knowledge, mastering of languages, development of creativity, of initiative and of critical sense (p. 31).

The MEQ report accepts the fact that technical and vocational training may be defined within the context of basic training, yet vocational training is further demarcated in the following terms:

> Vocational training: a process with the aim of promoting the acquisition or the increase of the knowledge, the aptitudes and the creative skills

required to fully assume a role on the job market; this training is "work related" (p. 32).

In Organizational Framework for Vocational Education (1987) the MEQ adds another dimension when it suggests that vocational education must not only develop the competencies required to practice a trade or occupation, but allow the student "to adapt to the changing standards of the workplace, and to continue his/her professional development" (p. 11).

Although there are many different definitions, the MEQ definition of vocational education seems to embody all others in principle, with the connecting link being the concept that the training is "work related". To be further noted, the latter definition definitely stresses the concept of imparting adaptability as well as giving the student the ability to continue his/her professional development whether within or without a particular trade.

In other words vocational education is no longer to be considered as strictly a terminal course. This becomes quite evident with the more stringent entrance requirements of either the student having a High School Leaving certificate, or that he or she be sixteen years of age and have successfully completed English, French, math, and moral

and religious education at the secondary IV level. Supposedly, upon completion of the new vocational programme the graduate would be eligible for CEGEP, although it remains to be clarified by the MEQ and the CEGEP system as to how the vocational student would be integrated.

Automobile Mechanics II (347-500). Is the final year of a two year programme designed to prepare a student to work as an apprentice automobile mechanic or as a preparation for Automobile Mechanics I. It is not intended for the student who wishes to enter the fields of bodywork, diesel mechanics or light vehicles.

Secondary V automotive student. Is a student who has completed the Motorized Equipment common core programme (341-400) and is presently taking Automobile Mechanics II along with French and English in the Anglophone sector, and only French in the Francophone sector.

An intensive automotive student. Is a student who has successfully obtained a high school leaving certificate and is taking the Motorized Equipment common core (341-400) and Automobile Mechanics II (347-500) in one intensive year (typically an older student).

Régime pédagogique - plan d'action. In the French language the complete name of the foregoing is derived from Règlement sur le Régime Pédagogique du Secondaire (R.R.Q., 1981, c. C-60, r. 12) which translates into English in the following fashion Regulation Respecting the Basis of Secondary School Education. Basically it is a compendium of rules and regulations that dictate how the schools of Quebec are to be run, that is to say the legal basis of Quebec's schools (Organizational Framework for Vocational Education: Information Document, 1987).

On the otherhand, Plan D'Action or Plan of Action as Claude Ryan suggests in his preamble to Vocational Education in Secondary School is a discussion paper or suggested "plan of action which should be adopted without further delay" (p. 5).

Hence the confusion between the two terms since the former is law, whereas Plan D'Action is a suggestion that has yet to become law. Further adding to the confusion is the fact that in many cases the Plan D'Action does indeed become law with little or no modification. Thus it is little wonder that the public and indeed the school system itself tend to interchange the two terms.

Objectives

The primary purpose of this research was to determine as well as compare the socio-economic backgrounds of Anglophone and Francophone vocational students in the Automobile Mechanics II programme within three schools on the Island of Montreal.

Secondly, it was to determine how each group views vocational education.

Thirdly, it was to ascertain if the student's vocational choice was a perpetuation of social class.

A further objective was to establish if there was a relationship between the socio-economic status of the vocational students and their choice of the Automobile Mechanics II programme, and whether there were Francophone and Anglophone differences.

Review of Literature

While the research was not all inclusive it was centered around the following areas: school as a means of socialization, socio-economic as well as educational concerns, vocational education as a dumping ground, along

with the concept of upward mobility for the vocational student. These general areas were selected for their significance, and as such form the focus of this review. The various topics do in fact overlap, and therefore will be discussed in more than one area as the need arises.

School as a means of sorting or screening. Compulsory public schooling is looked upon by the majority in the Western World as being a panacea for what ails society. Yet one must question what the purpose of the educational system is: In fact what are we training for? Ogbu (1978) states, that "to an impartial observer, it is quite obvious that American education is designed to fit people into future social and occupational slots" (p. 19). Society in general subscribes to the myth that better schooling equates to better jobs. However, according to Ogbu (1974), ghetto parents feel that they have little say in educational matters. The question must therefore be raised: Is society structured to cheat the poor, the ill-trained and the educationally deprived family and student out of further advancement?

Bowles and Gintis (1972) theorize that the role of education is the reproduction of the social division of labor, while D. C. Stevenson in 1897 viewed the Quebec

schools and in particular vocational courses as a forming place for young "workers" that fit into "norms" (Charland, 1982). In fact Charland throughout his book, stresses that education is a means to "instruct" not educate, and as such perpetuates social classes. Therefore since vocational education addresses children of the working classes these programmes are meant to form workers first of all.

Even in the early 1900's when black leaders in America pushed for better education for the blacks, vocational education was used to mollify them. It appeased the black leaders by allowing the blacks into the educational system, yet gave the white factory owners cheap unskilled and semiskilled labor (Carnoy, 1974). Ideally what industry and perhaps the government wants is to retain the status quo with compliant and passive workers. Pincus (1980) submits that "the leaders of business and government regard vocational education as an institution for solving political and economic problems stemming from the rising aspirations of the working class and minority populations who are the main constituencies for vocational programs.... Vocational education may be part of a tracking system that reproduces and legitimates the social and economic inequalities that are endemic in a capitalist society" (p. 354).

Industry, it seems, is more concerned with the school's ability to inculcate work related skills such as punctuality, the ability to follow rules, as well as being passive and compliant, thus reducing labor militance (Bowles and Gintis, 1976). Thus industry gets the desired worker attitude along with transferable technical training, all at public expense with little or no risk to themselves.

Educators such as France and Mitchell (1981) point to three phases in career education: (a) familiarization with the values of a work-oriented society, (b) exploration and personal decision making designed to help integrate work values into their personal system, and (c) the implanting of work values into their lives through occupational preparation and work experience (p. 7).

In Technical and Vocational Education for Young People the MEQ concurs with the aforementioned premise and also notes that "school now tends to cull students and encourage them into directions they may later regret" (p. 27). Further the MEQ asks itself: "Is it possible that the school itself is responsible for artifically reducing the contents of basic training, for encouraging and imposing certain developments within which only a small minority is really at ease.... and given its organizational framework, the school

thus sets up socio-cultural differentiations which reflect and confirm the very social and sexual cleavage that the school was supposed to overcome" (p. 29)?

The literature would seem to indicate that society might be using vocational schooling and by inference schooling in general, as a means of sorting out students. In fact Schill (1985) maintains that vocational education does not contribute to upward social mobility. Along with Bowles and Gintis (1972, 1976), Carnoy (1974), Charland (1982), Ogbu (1974,1978), and Pincus (1980) he notes, that vocational education would appear to contribute to maintenance of social differentiation and in fact limits the aspirations of the children of lower socio-economic groups to occupations that perpetuate them in their social class.

Socio-economic considerations. Ginzberg (1980) points out that, "while experts disagree on the importance they assign to the family as the principal nuturing institution, there is broad agreement among all of them from anthropologists, and psychologists to sociologists and economists that what happens to a person is greatly influenced by the circumstances of the family into which he or she is born" (p. 25). What this means is that family

circumstances, perhaps the most important factor affecting a youngster's potential, is purely happenstance.

In fact Tillery and Kildegaard (1973) found that college attendance was more closely related to father's occupation than to the student's ability. Their research showed that if the father's occupation was at a very high level e.g., professional down to the managerial and executive level, 82 percent to 71 percent of their offspring went to college. While, if the father's occupation was at a low level such as machine operator or workman, only 35 percent to 33 percent of their offsprings attended college (p. 13). Further, children of minority groups whose fathers had been able to advance up the social ladder did not go to college in as high a percentage as the children of the majority group (typically white Anglo-Saxon).

Pincus (1980) points out that for both the working class and non-whites the likelihood of continuing education beyond secondary schooling was minimal. Also noted was that only 45 percent of low socio-economic groups continued on with post-secondary education, while high socio-economic groups had a continuation rate of 87 percent. Rampaul, Koodoo and Dickyk (1983) concur with the foregoing and they further suggest that, the educational background of the

parents and consequential income bracket affords a much better chance of graduating for the student from a family background with higher education. Yeritsidou (1982) further states that the offspring of lower socio-economic groups might consider higher education if they felt their parents financial situation would support it.

The MEQ (1982) agrees that the higher the parents are in the socio-economic bracket the longer they are likely to keep their children in school. It also suggests that "in significant numbers, (A)nglophones as opposed to (F)rancophones will enroll their children in longer less rapid educational programs as opposed to the 'short vocational' programs" (p. 26). This indicates a difference in Quebec within the Francophone and Anglophone groups regarding choice of vocational programmes.

Educational considerations. Yeritsidou (1982) notes that "for the school age boy school performance starts offering feedback to his self-assessment around the age of 9.5 to 11" (p. 25). Once a pattern of failure or low achievement is rooted, the student's expectation of performance is further debased in a perpetuating fashion. Thus a student entering high school with this type of educational background tends to have low educational

expectations and behaves accordingly. She further suggests that, "this might be explained by the fact consistent as opposed to variable past performance is more likely to be attributed to stable causes like ability" (p. 26). In other words, the student is being labeled as a low achiever. A disturbing facet of this tenet espoused by Mazurek (1981) is that measured educational differences between ethnic groups are further accented as the students progress through school. Interestingly enough Becker, Engelmann, and Thomas (1975) note that this is probably caused by the labeling of the student, and such being the case the student will take on the required behaviour to fit the label.

Entrance into secondary schooling poses an even greater problem for the student since at this point, work load along with peer pressure to succeed increases. If indeed the student already feels unable to cope, this attitude is further reinforced by continued failure, thus scholastic performance at the secondary level is poor. This actuality affects the parents' expectations for their child, which in turn influences the child's own expectations. Impinging upon this scenario is the fact that "many students especially minority youngsters who are more likely to be poor and in single-parent families must miss school if their families are to function" (Mokros, 1984, p. 40), thus they

are not only labeled as weak students, but also as irresponsible in the eyes of the school.

With society having a penchant for a lockstep method of training many students are forced into a situation they would not normally undertake. Indeed it is contrary to their learning style. This means that the student must learn in an environment which does not provide teaching techniques and styles that coincide with his/her learning style. This degree of fit between personalities and the environment such as job or school affects one's level of satisfaction and therefore one's degree of vocational stability (Lefroy, 1981). When there is not a match, Gregorc and Butler (1984) suggest that students will "experience feeling of great insecurity, frustration, anger, anxiety, alienation, overcompensation, and futility. The results are burnouts, trips to counselors, disciplinary problems and even sabotage" (p. 27).

The potential vocational student's aspirations are linked to reasonable salary and working conditions, along with the concept of their own human dignity as they see it. If one considers the premise of Tillery and Kildegaard (1973) that students will take on tasks and therefore schooling that they perceive will elevate them in the eyes

of their peers and significant others, thus for the student experiencing difficulty at school, vocational education would appear to be a viable route to self-support. This might be particularly true of the student who has had repeated failures in the academic domain and therefore views vocational education not only as a means of self-support, but primarily as a way to obtain graduation from high school. Parisé (1982) adds further credence to this suggestion with his statement, "C'est la réussite (ou plutôt la non-réussite) dans les matières académiques qui conditionne l'orientation vers le professionnel, non pas les aptitudes et les intérêts des étudiants pour tel type de travail" (p. 11).

Vocational education is seen by many people as to be just as many different things, but in reality it is often relegated to the basement or the "other" end of the school. Lotto (1985) who herself served as project coordinator for the National Commission on Secondary Vocational Education which published The Unfinished Agenda (1984) highlights among others the following salient points: "First, secondary vocational education courses and programs are often used as dumping grounds for less-able or disruptive students who are not succeeding in academic courses. Second, vocational education students score significantly lower on standardized

tests of proficiency in basic skills than do students in academic programs" (p. 569). Although refering to ethnic minorities, Lavin, Alba and Silberstein (1979) also concluded that standardized tests tend to confirm the appropriateness of vocational student placement. Nonetheless the end result is the same, "enrollment in a vocational educational program provides a student with a network of peers who have low occupational aspirations, low cognitive ability, and - usually - low socioeconomic status" (Lotto, 1985, p. 569).

Vocational education as a "dumping ground". Vocational teachers tend often to think of their domain as a "dumping ground", that is to say all the misfits and behavioural problems end up in the vocational wing. This is due in part to the perception or belief of the academic teacher that if a student can not make it academically, they must be able to work with their hands and therefore would be suitable for a vocational programme. Unfortunately while this might have been true at one point in time, it no longer is true today with the significant increase in academic demands in the so-called "trade fields". Kauffman (1976) succinctly explains this phenomenon with the citation of Goodlad et al when they say, "other generations believed that they had the

luxury of preparing their children to live in a society similar to their own. Ours is the first generation to have achieved the Socratic wisdom of knowing that we do not know the world in which our children will live" (p. 17).

Vocational education in Quebec has become to a large degree a panacea for difficult, and under achieving students. Justifiably or not these views have to an increasing extent become the perceived role of vocational education, witnessed by the following paraphrased remarks made by Mel Reece, then vice-principal of Lindsay Place High School: (a) vocational education helps to make good citizens out of bad risks, (b) vocational training gives students a reason to go to school and thus keeps them off the streets and ultimately off of welfare, and finally, (c) giving these students a reason to stay in school longer allows for maturation to take place and enhances their chances of acquiring and maintaining useful employment (obtained from personal interview with Mel Reece).

The foregoing gives an indication as to why the calibre of the clientele entering vocational programmes seems to be declining. This is due in part, to the increasing percentage of students from special education programmes as well as other "difficult" students entering the programmes.

Further elucidation of this problem comes from Charland (1982) when he writes of the difficulty of growth regarding specialized schools with respect to prejudices. "En effet les écoles techniques souffrent du mépris généralisé pour les tâches manuelles" (p. 291). The MEQ (1982) suggests that it is either failure or boredom with general education that forces many youngsters to take vocational programmes. In 1979 the Superior Council of the Island of Montreal noted that the students entering professional courses were those who could not make it in the general programme. They even suggested that the "choice of candidates be more judicious" (Charland, 1982, p. 412).

Emphasis of this feeling comes from Claire Harting's (1986) interview with Jean-Pierre Beauquier and Claude Limonge (President and Secretary of Le Secrétariat de l'Enseignement Professionnel du Québec) where she writes that "dans les écoles, on se sert de la formation professionnelle pour régler les problèmes des élèves en difficulté. En pratique la formation professionnelle est considérée comme le parent pauvre de l'éducation" (p. 16). While Maurice Levac (Director General of the Automotive Parity Committee of Montreal) states, "les commissions scolaires ont toujours considéré la formation professionelle comme une voie de garage, un pis-aller pour les étudiants

turbulents ou incapables de prendre une solide formation académique" (Hains, 1986).

Upward mobility. North Americans normally share the following beliefs regarding the merits of education. Firstly, they reason that educational credentials equate to the various technological requirements of different occupations. Secondly, and in a sense emanating from the first premise is the feeling that educational prowess determines one's position in life as regards to social position, salary, and all other sundries that these entail. Thus vocational education is seen as a method to obtain a high school diploma. That is to say, the sought after educational accreditation also gives simultaneously the practical prerequisite skills for a job.

Perhaps the foregoing is also the reason that lower socio-economic groups are more willing to take vocational courses than upper and middle classes, since the latter two view vocational education as beneath them. In fact of the middle-class youngster in a professional household, who having been exposed to the merits of a college education and attempts the same, Ginzberg (1980) writes, "some will fail, but the vast majority, on the basis of their education and

family connections will get onto the lowest rung of the executive ladder and begin their upward climb" (p. 46).

However, "the situation is vastly different for many young people from low-income homes, especially those brought up in a ghetto where the schools are often run-down ... and the neighborhood is dysfunctional for learning" (Ginzberg, 1980, p. 46). Therefore tracking, coupled with the socially forced need for educational credits and their resultant job level, give insight into some of the reasons that working class and minorities are over represented in vocational education.

During secondary schooling the lower achieving student is confronted on two levels. Maturation has brought home the realizations that menial tasks await an untrained person, and that according to society, further schooling should equate to better employment opportunities in the future (Ginzberg, 1980; Masemann, 1975). However, "a particularly negative experience that has confronted many youngsters from minority groups over the years is the subtle urging they receive from their teachers and counselors to prepare for the manual trades or services and not to pursue academic subjects that would lead to college and a professional career" (Ginzberg, 1980, p. 50). Interesting

enough Masemann (1975) notes in her study that "principals, guidance counselors and teachers were consulted very infrequently on matters involving an actual decision" (p. 115) regarding a student's entrance into a vocational programme. Actually it seems peer pressure as to course selection, plays a major role in the decision process to enter a vocational programme (Mokros, 1984).

Masemann (1975) notes a "clear aspiration on the part of males and females alike for upward social mobility, especially among the immigrant respondents" (p. 113), she further notes unlike Schill (1985), that the "graduates have achieved some degree of upward mobility" (p. 116). Not only do high school vocational graduates gain upward mobility, they also command as high a salary as community college vocational graduates (Pincus, 1980, p. 352).

Table 1 depicts the Quebec situation as to where the graduates of all the long vocational programmes for the years 1982 through 1985 were as of March 31, 1986, as well as the graduates of the Automobile Mechanics II programme for the year 1984-85. Two points of interest should be noted from Table 1. First, one graduate in seven (for the year 1984-85) of long vocational programmes continued his/her education (although the document Relance makes no

distinction between supplementary and post-secondary courses). Second, the substantial drop in clients in long vocational programmes over the past few years.

TABLE 1

Graduates of the Professional Long Programme
1982 to 1985 as of March 31,1986
Plus Automobile Mechanics II for 1984-85

SITUATION	1982-83	1983-84	1984-85	AUTO 1984-85
1. Working %	54.6	55.4	59.5	61.5
2. Looking %	28.4	28.0	23.7	29.0
3. In School %	15.2	15.0	14.7	7.0
4. Inactive %	1.8	2.2	2.1	2.5
Unemployment Rate 2/1+2 %	34.2	33.3	28.5	32.2
Full Time Work 30 hours plus per week %	82.7	79.5	80.1	89.7
Total number Of Graduates	13 128	11 560	10 290	552

Note. taken from RELANCE AU SECONDAIRE PROMOTION 1984-85 SITUATION AU 31 MARS 1986: Direction des Etudes sur l'Emploi et les Carrières. Pierre Michel.

Full time work refers to percentage of graduates taken from within the working group (1) who are working at least 30 hours per week.

Theoretical Framework

Neo-Marxist theories suggest that the role of education is to maintain the social status quo. Bowles and Gintis (1976) stress that the educational system is a crucial element in the reproduction of labor and social class. In summing up the ideas of Bowles and Gintis regarding the educational system, Karabel and Halsey (1977) state that "the educational system, both through class-linked inequality of academic success and through differential socialization by social class, reinforces inequalities based on the production process" (p. 38). Schill (1985) concurs with Bowles and Gintis and in his findings states that "education makes a contribution to the maintenance of social differentiation by limiting the aspirations of the children from lower SEI families to lower SEI occupations" (p. 70).

Within the framework of Neo-Marxist theories and following Bowles and Gintis as well as Schill this study looks at the question of the school's function in maintaining socio-economic status in society. The assumption in the study is that jobs leading from vocational education, and particularly automobile mechanics, have a relatively low status in terms of perceived desirability within the range of professional options.

If it is found that the social class background of the vocational education students in the Automobile Mechanics II sample belong to the working class stratum, then it will corrabrate the ascertions of the Neo-Marxist and Marxist theorists that education maintains socio-economic status within society. However, a variety of social class backgrounds would indicate that the school does not necessarily maintain social class structures in society.

Research Questions

To focus the research, and in view of the objectives, the following questions guided this study:

1. What is the socio-economic background of the students in the Anglophone and Francophone group in terms of education, residence and occupation?

2. How do the vocational students in each group view their choice of a vocational programme in terms of (a) desirability of vocational training, as well as (b) long term educational and career goals?

Methodology

A survey questionnaire administered just prior to graduation during the 1986-87 school year was used to collect data from Anglophone and Francophone students pursuing the Automobile Mechanics II programme on the Island of Montreal. The students were either in their final year of a two year programme or in the intensive one year programme.

CHAPTER 2

HISTORY OF VOCATIONAL EDUCATION IN THE PROVINCE OF QUEBEC

The purpose of this chapter is to describe the development of vocational education in the Province of Quebec. It is by no means complete, but an attempt has been made to give an overview of some of the reforms and salient points that have helped shape and formulate the present system of vocational education in Quebec.

Vocational Education in Lower Canada

Formal vocational education can be said to have begun with the arrival of the religious teaching orders in New France as they set up agriculture courses for the boys and domestic science courses for the girls. Elementary instruction in cabinet-making, carpentry, masonry, roofing, shoe-making, and tailoring, in addition to the teaching of sculpture and of painting, both as a trade and an art were being offered in trade schools opened by Bishop Laval in 1668 at St. Joachim and Quebec City. At the same time, schools in Beaupré not only trained girls in traditional academic courses but also taught such skills as domestic spinning and weaving.

In 1635 the Jesuits established the Collège des Jésuites in Quebec City which provided training in mathematics for pilots, ships' captains, explorers, and surveyors (Magnuson, 1980, pp. 3-6), while in the early 1830's Joseph F. Perrault established his school in Quebec City to teach trade skills, notably carpentry, to an enrolment of three hundred boys. A similar institution for girls followed, stressing literacy and training in housework.

The first Mechanics Institute in Lower Canada opened in Montreal in 1828. Political problems closed it from 1835 to 1840, however, a reorganization allowed it to reopen with night classes in 1841. Nonetheless, by 1857 fourteen industrial colleges had been established in Lower Canada. Although basically small secondary-type schools giving classical courses, they offered, agricultural, commercial bookkeeping, and practical mathematical subjects. Both linear and architectural drawing were common and popular subjects in these industrial colleges.

The Rise of the Public Education System in Quebec

It would be remiss if some explanation was not given as to how the pluralistic educational system of Quebec was

formed. Actually, the foundation of the educational system in Quebec was set in 1824 with the passing of the Fabriques Act, which in effect put the control of the Quebec school system in the hands of the clergy. The particular problem of conflict between Church and State, one that plagued the Quebec educational system during its formative years, began earlier still. In 1800 the crown took possession of the Jesuit estates, having already absorbed those of the Recollets, the government was forced to take a more active part in the provision of educational services. The following year saw the Royal Institution for the Advancement of Learning Act, whereby the government provided funding for the schools and was responsible for appointing instructors, while the locals had to request such a school.

The Catholic clergy viewed these schools as an attempt to convert the French Catholic people and assimilate them into the Protestant religion, since they were run by the English Protestant regime. Consequently, Bishop Lartigue made it quite clear to his priests in the diocese of Montreal that any methods which would prevent Catholic parents from sending their children to Royal Schools were acceptable (Magnuson, 1980, p. 20).

The Fabriques Act of 1824 met with the approval of the Catholic Bishops of both Montreal and Quebec since it allowed for a parish to own and operate elementary schools within its district. The Fabrique, that body in the parish responsible for the administration of the temporal affairs of the church, was allowed to fund these schools and have complete authority over the operation of the school, including the curriculum.

Thus there were two school systems in Lower Canada, the Royal Institutes which were state funded and were ostensibly common schools, and the schools created by the Fabriques Act which were in fact denominational in nature (Wilson et al. 1970, p. 155). Both systems were doomed to failure, the former due in part to the lack of church support, and the latter due to the lack of funding prior to 1832, from the state.

Although there were the Syndics Acts (so named for the election of syndics or local trustees) in 1829 and 1832, perhaps the most important education act as far as Quebec is concerned was the Act of 1846. For one, the Act of 1846 set the future tone of the educational system since, unlike its predecessors, it became permanent and amendable as the need arose. The Catholic clergy was quite pleased since it

embodied many of the reforms for which they had lobbied. Included in the Education Act on June 9, 1846, was a compulsory school tax. Therefore, the school system was state funded, while the Church now had substantial control since the curé was given complete authority regarding choice of school books. Dissentient schools or schools set up by either a Catholic or Protestant minority within a common school district (allowed under the Education Act of 1842) were still sanctioned, although the intent was to have a common school system. Superintentendent Meilleur even suggested that teachers be moderate to keep dissentient schools to a minimum (Hunte, 1962, p.p. 123-131).

With the birth of Canada, Section 93 of the British North American Act enshrined all the acquired rights in the educational field at the time of union. There was little change in this arrangement until 1964 when the government enacted Bill 60 creating a Ministry of Education for Quebec (MEQ), thereby beginning the process of centralizing the control of education in the Province of Québec.

Vocational Education in Quebec to 1960

P.J.O. Chauveau who took charge of the first Government of Quebec in 1867, created the Arts and Manufacturers

Council in 1869 by an act instituting the Department of Agriculture and Public Works. The Arts and Manufacturers Council is normally credited with forming the first trade schools in Quebec in 1872 (Charland, 1982, p. 59). During the winter of 1871-72 the Arts and Manufacturers Council organized night classes in Montreal. Later, in 1873, classes were being given at Trois-Rivières, Sherbrooke, Lévis, and Sorel, with Saint-Hyacinthe following a year later. The Arts and Manufacturers Council also arranged to train the railway workers of both the Grand Trunk Railway and the Canadian Pacific Railway.

The schools under the Arts and Manufacturers Council started out as drafting schools, and it was not until the 1880's that courses such as sewing, mode, cabinet making, construction, machinist, and wagon making were added. The Government awarded subsidies to the Arts and Manufacturers Council which used these subsidies to pay for such items as salaries, materials, rent, and maintenance.

The schools were haphazard at best. Schools were opened and closed on the whims of the town (with the room either being given or taken away), or depended on the abilities and persistance of the instructor. In 1877 there were 10 towns giving night courses under the Arts and

Manufacturers Council, which went to a low of seven from 1895 to 1899, and a high of 17 in 1920, and finally dropping to nine in 1929 which was their final year of existence.

Lomer Gouin who came to power in the election of 1905 on an election platform promising the creation of technical schools, can be said to be the founder of technical education in a public sense in Quebec. Under Gouin in 1907 the Government authorized the establishment of two secular technical schools which were opened in Montreal and Quebec City in 1910 (Charland, 1982; Magnuson, 1980; White, 1951).

In 1906 the Montreal Protestant Board of Commissioners jointly with the Montreal Mechanics Institute and the Canadian Association of Manufacturers initiated the creation of the Commercial and Technical High School, which was actually founded in 1908. The technical course was not a trade course as such, but a high school course divided into manual training for the boys and domestic science for the girls.

Although used by regular students during the day, this technical school was turned into a technical institute and run jointly by the Protestant Board and the Provincial Government during the night for adult training from 1909 until 1916-17. After 1917 financial constraints closed the

technical night time activities. Later in 1922 the day time technical activities were moved to the new Baron Byng School, while the commercial courses were retained at the older location which became known as the Commercial High School.

In 1911 a private technical school was founded at Shawinigan supported in the main by J.E. Alfred founder of Shawinigan Water and Power who promised the school 2000 dollars per year for five years. In 1911 and 1913 industrial schools were formed in Sherbrooke and Beauceville respectively. Thus, by 1925 there were four Government run technical schools located at Montreal, Quebec City, Trois-Rivières, and Hull, with one other at Shawinigan which was still private. At the same time there were industrial schools at Sherbrooke, Beauceville, Grand-Mère, and Saint-Hyacinthe as well as the schools functioning under the Arts and Manufacturers Council.

In 1925 a Congress on Technical Education with Lomer Gouin as president envisioned the creation of two-year trade courses for the building trades. The Law of 1926 saw the start of these programmes in 1927-28 with a grade six entrance requirement. The basic premise behind these new courses with a greater emphasis upon the practical aspect

was to reduce the failure rate at the technical level, since in the past for every seven inscriptions there had been only one diploma granted.

The Law of 1926 saw the following Technical Schools, Hull, Montreal, and Quebec, as well as the Ecole des Hautes Etudes closed and then reopened under the new regulation. At the same time, trade courses were introduced into the technical schools. Further reform in 1928 saw the abolition of the Arts and Manufacturers Council with the instigation of Schools of Arts and Trades which, unlike its predecessor, was primarily concerned with day time courses.

The Catholic clergy lobbied against this reform in L'Action Catholique, since it embodied three aspects that they did not like: firstly the reform was created by Liberals, secondly the schools were secular, and moreover the teachers were lay people. Although the newly formed institutes were supposedly non-confessional, "les aumôniers" started to give courses in sociology in 1927. (Charland, 1982, p. 150, p. 201).

The Montreal Technical School was the first to give an automotive mechanics course, with Quebec City following in 1922. Although this training was of five months duration with classes of eight hours per day, it was not until 1928

that an actual trade course was given in automotive mechanics. The first specialized automotive trade school started from a section of the Montreal Technical School and was formed in 1944 at Montreal. Quebec City was to follow suit a few years later with an automotive school. Another splinter school was formed in a similar fashion in 1923 when a pulp and paper section opened in Trois-Rivières which later became indépendent in 1944. The Commission des Ecoles Catholiques de Montréal (CECM) opened Octave-Cassegrain their first trade school in 1934 which burned down in 1938. With the onset of "Trade" courses the numbers in the technical courses dropped.

Ovila Bélanger wrote of the Law of 1941, "Le grand coup est donné. L'état cesse d'être un arbitre ou un inspecteur, et devient un << dictateur >> en matière d'enseignement" (cited by; Charland, 1982, p. 154). What the state had done was to assume all responsibilities for technical and vocational training and created a Superior Council of Technical Education to oversee its development. It was a time of expansion for vocational education with the war time measures along with Federal subsidies available through the Provincial Service de l'Aide à la Jeunesse. With the demand for specialized workers, there was an increase of training facilities, witnessed by the growth to 33 trade schools and

5 technical schools in 1945-46, from 13 and 5 respectively in 1939-40.

The forties and fifties were tumultuous years for vocational education in Quebec in that no one governing body oversaw the total picture. With the coming to power of Maurice Duplessis in 1944 it was a time of stagnation. During his last few years, Duplessis was quite insistent that Quebec would not accept Federal subsidies in vocational education, since he felt their acceptance would modify the Quebec educational system.

During this same time period, vocational education came under two government departments. Firstly, from 1946 to 1958, technical, trade, and very special trade schools fell under the Department of Welfare and Youth, and secondly, from 1958 they were under the control of the Department of Youth. Further complicating the situation was the fact that Departments such as Labour, Agriculture, Fisheries, Mines, Commerce, and Lands and Forests also had schools under their direct control. The end result was that there could not be a global overview as to the direction of vocational and technical education in the Province of Quebec.

In 1957 the entrance requirements for vocational courses were changed from grade nine to grade eleven in the

case of technical training, while trade training entrance requirements went from grade seven to nine. Nonetheless Charland noted that in 1961 two-thirds of the students still did not have grade nine (p. 297). The year 1958 saw the technical schools become institutes of technology under Law 6-7, while the schools of Arts and Trades were called trade schools. At the same time the Automotive Schools became Ecoles de Métier d'Automobile de Montréal ou Québec.

Starting in 1946 with 38 trade and technical schools, the province had by 1960, 52 trade and technical schools and by 1966-67, 47 trade schools, 12 institutes of technology, and 6 specialized institutes in the public system with a total enrollment of 12,636. Actually, Quebec had done exceedingly well as far as numbers of vocational training institutes is concerned. Attesting to this fact is White (1951) who writes in reference to 1940, "it is no exaggeration, I believe, to state that in proportion to population, no other province in Canada can claim as many technical training schools as Quebec" (p. 378). Young and Machinski (undated) further reinforce this statement when they note that for 1966-67, "of the 42 institutions providing technician training across Canada, twenty-two were in Quebec" (p. 39).

The Comprehensive or Polyvalent System

During the late sixties there was a sudden proliferation of comprehensive (or polyvalent) schools in the Province of Quebec, coinciding with the closing of virtually all technical vocational schools. The idea was that the vocational aspect would be absorbed by the comprehensive high school, while the newly created Collèges d'Enseignement Général et Professionnel (CEGEP) were to absorb the technical or professional side of public training.

In the first case the public school system did an admirable job. Unfortunately in the latter case, it never really happened, with the CEGEP's becoming in the main a stepping stone from secondary schooling to university. Admittedly CEGEP's do dispense "professional" courses such as nursing and dental assistant, but the old mainstays of automotive mechanics, construction, welding, electronics, and electricity were dropped as technical courses with the closing of the Institutes of Technology.

This reappraisal of vocational education in Quebec was started to some degree by the "Quiet Revolution" instigated under the Liberal government of Jean Lesage in 1960. Two

reports were to play major roles in this educational upheaval. The first one, the Tremblay Report issued in 1962 by the Committee on Technical and Vocational Education recommended among other things that, "public secondary schools should broaden their course offerings to include well-developed vocational educational programs. It concluded as did the Parent Commission, that the schools should be transformed into comprehensive institutions" (Magnuson, 1974, p. 65). Further, the Tremblay Commission felt that Quebec was not producing enough skilled workers for the labor force and therefore recommended that 45,000 students or 15 percent of the total student population, as opposed to the actual 13,593 or 4.2 percent for the year 1961-62 be involved in vocational education.

Perhaps the most significant factor in this educational realignment was the Royal Commission of Inquiry on Education in the Province of Quebec (of which Tremblay was a member), headed by Msgr. Alphonse-Marie Parent and commissioned in 1961. The Parent Report suggested that secondary schools should be organized along the lines of comprehensive institutions, offering a full range of subject matter to meet the needs of all youth. The Parent Report further suggested that all secondary school pupils should be required to take courses in each of the four principal

fields of knowledge: (a) language, (b) science, (c) arts, and (d) technology (the latter two were never realized until the Régime Pédagogique). Also suggested was the establishment of two-year institutions to provide post-secondary academic instruction and higher vocational training. These institutes were to become known as Collèges d'Enseignement Général et Professionnel or CEGEPs.

Another major recommendation was the centralization of education in a Ministry of Education, which the government tried to enact June 25, 1963. This brought such a strong lobby from the Catholic Church that the Government had to re-negotiate and it was not until 1964 with Bill 60, that the Ministry of Education was created. Included in this Bill was the right of individual and private groups to establish and maintain schools, thus appeasing the clergy. Except for the agriculture schools at La Pocatière and Saint-Hyacinthe, all specialized education came under the MEQ, while the Ministry of Labor retained the responsibility for on the job training.

Further centralization occurred in 1965 when 65 regional school boards were formed outside Montreal and Quebec City. In 1972 with the passing of Bill 27 the 1,100 off-island school boards were reduced to 189, and a year

later the 33 Montreal Island boards were reduced to eight, again strengthening the power of the MEQ. Giving further credence to the growing power of the MEQ was the coming into force of Regulation number three which created the CEGEPs on March 30, 1966.

Even though Le Conseil du Patronat du Québec was against giving professional and academic courses under the same roof, the MEQ created comprehensive high schools. In fact, Le Conseil was in favor of academic classes, slanted towards professional students, being given in a professional school. Perhaps two of the major causes for the MEQ going against the wishes of Le Conseil and creating comphrensive schools in the late sixties, were two Federal Government Acts which expired in 1967, with a phase-out for the year 1968. These acts were the Technical and Vocational Assistance Act and the Technical and Vocational Training Act. The Technical and Vocational Assistance Act was the most important since Federal funds were made available for school buildings and equipment, providing that the schools were comprehensive or polyvalent.

Needless to say there had been many other federal vocational funding acts, especially after the war, yet the Duplessis government had consistently refused to accept

these funds. Not so the succeeding provincial governments, for they felt that the monies would soon dry up and thus cause an even greater disparity between Quebec and the other provinces as regards to trained personnel. Further elucidating this premise, Magnuson (1974) states that, "during the first 2 years of the (Technical and Vocational Assistance Act of 1960-61), when the Federal Government distributed more than $323 million among the provinces for capital projects, Ontario received $200 million and Quebec only $23 million" (p. 63). That is to say, Quebec was still working under the old regime even though Lesage had come to power. In fact by 1967 only 232 capital projects had been approved for Quebec, while during the same time Ontario had 460 approved. The breakdown for Quebec during this time was as follows: 117 vocational high schools, 20 institutes and trade schools, 85 adult training centres, and 10 others for a total of 113,228 student places. In the final year, one can get a real appreciation for the rapid growth in the Province of Quebec, since approval was given for 24 vocational high schools and 1 other for a total of 159,596 student places (Young & Machinski, undated, pp. 42, 56).

Thus the educational tone for the seventies had been set. It was a bold new plan that augured well for Quebec society. Ostensibly the plan was to join academic to

vocational and technical training, a marriage that was supposed to raise the technical expertise of the Quebec working population.

Vocational Education and the Régime Pédagogique

Except for Bill 22 in 1974 and Bill 101 in 1977 both of which limited access to the language of instruction, the seventies were a time of hiatus with very little in the way of change for education in the Province of Quebec. In fact it was not until 1979, when Camille Laurin, then Quebec Minister of Education, described how the educational future of Quebec was envisioned, and proposed substantial changes with the publication of the "Orange Paper" titled The Schools of Quebec: Policy Statement and Plan of Action. This policy statement and plan of action helped to formulate many of the aspects of the Régime Pédagogique which became law in 1981. In essence the Régime Pédagogique in many respects is simply a continuation or refinement of the Parent Report.

In the "Orange Paper", an innocuous section titled "Vocational Education" started a reaction which led to much debate in the ensuing years. Indeed it was to have major

repercussions for vocational education eight years later. It stated:

> Vocational education has undergone an important development since the establishment of polyvalent schools.... However, there are still many sources of criticism. The value of what has been done should not be underestimated, nor should the fundamental orientation of the reform be changed, but the system must be consolidated, certain weaknesses must be corrected and the reform begun over ten years ago, must be continued (p. 143).

In practical terms, the vocational system under the Parent Report had meant that a student could enter a two year "long" vocational programme after having successfully completed secondary III. In the Anglophone sector, a High School Leaving Certificate (with the mention of the speciality) was granted providing that the student was successful in the speciality chosen, as well as in French and English at the secondary IV and V level. For the Francophone student, the requirement of English at the secondary V level was removed. Another way of entering the programme has gained wide acceptance in recent years. Regulations were enacted to permit a student who had

successfully completed secondary V to return for an intensive one year programme, in lieu of the standard two year format.

Unfortunately, the intent of allowing for a graduate of the vocational sector to enter the CEGEP system, as envisaged by the Parent Report, was never realized. In reality, the number of students continuing on to CEGEP from a vocational programme has only improved marginally over the years. Figures for 1975-76 show that seven percent of the students graduating from a secondary V vocational programme went to CEGEP, while for 1979-80 these numbers increased to 11 percent (MEQ, 1982, p. 16). "Vocational training is still not recognized everywhere as a means of access to higher education. It is too often thought of as a dead end and the entrance requirements for college and university clearly reinforce this perception" (MEQ, 1982, p. 17).

By 1982 there were some 300 comprehensive schools and 46 colleges offering training programmes in more than two hundred specialities. The rate of employment of graduates from the vocational sector was greater than from the academic sector, due perhaps to the increasing use of training in the work environment (stage). The MEQ noted in Technical and Vocational Education for Young People that due

to premature specialization and choices, secondary school often becomes "a level where elimination and social stratification his (sic) certain groups hard because of their social background or their mother tongue" (p. 17).

The debate over vocational education elicited the MEQ document Technical and Vocational Education for Young People in 1982 which clearly enunciated the direction the MEQ felt vocational education should follow. The then Minister of Education, Camille Laurin, stated in his presentation of this document that, "these proposals are therefore only a starting point. In the fall they will be the subject of regional and national consultations.... It is only when this step of free discussion has been taken that organizational decisions can be made" (p. 3).

In June 1986, the MEQ issued Vocational Education in Secondary School: Plan of Action, which was a further clarification of the intentions of the MEQ. Again, after many discussions and modifications the Government of Quebec passed on December 10, 1986, Décret Numéro 1852-86 CONCERNANT le Règlement modifiant le Règlement sur le régime pédagogique du secondaire. Further clarification of this décret was to come January 14, 1987 when the MEQ issued an information document titled Organizational Framework For

Vocational Education. In this latter document the new ground rules for vocational education in the Province of Quebec were very clearly spelled out, along with the strict timetable that was to be followed. The MEQ (1987) wrote in the preamble that, "the proposed reform of vocational education at the secondary school level is a comprehensive one. It derives from the need to make major changes in the existing system in order to meet the specific requirements of vocational education" (p. 1).

On January 30, 1987 Claude Ryan, Quebec's education minister, spoke to 702 persons at a Colloque whose theme was "La Formation Professionnelle un Nouveau Départ". In essence, the Minister attempted to explain to the personnel involved with professional programmes the ramifications and consequences of the document Organizational Framework For Vocational Education. In his speech Mr. Ryan brought forth some general concerns of the Ministry regarding the impact of the Régime Pédagogique on secondary vocational education in Quebec. Of prime concern was the effect that the more stingent entrance requirements would have upon enrollment in professional programmes. Ryan suggested that due to entrance requirements and the reduction of the present 260 vocational programmes to only 125, there would be a temporary increased need for teachers at the academic level

and less at the professional level. In fact the journal Le Bulletin further illustrates this point by noting that for the year 1985-86 there were 700 automotive teachers in the Quebec system, and that by 1989-90 there will be a need for approximately only 360, a demand that will only increase to 446 by the school year 1992-93 (p. 6). Ryan further noted that contary to what was presently happening, the tremendous amount of leavers (students not completing) at the CEGEP level should in the future be picked up by the professional programmes, thus increasing the need for vocational teachers after two to three years.

The Organizational Framework for Vocational Education foresees two basic branches of vocational training, one leading to a Secondary School Vocational Diploma (SSVD) which is training in a highly skilled field such as the secretarial, automotive, hairdressing, or electricial trades. The other branch leads to a Secondary School Vocational School Certificate (SSVC) which is preparation for a trade such as shoemaker, plasterer, or bricklayer-mason, that calls for the development of manual skills. The former replaces what has been known as long vocational, while the latter replaces the short vocational programme. Although short vocational or (SSVC) is also spelled out in the Organizational Framework for Vocational

Education, it is not a subject of this paper. Suffice it to say, the MEQ sees a definite possibility for a progression from the SSVC programme to the SSVD programme. Actually, the MEQ also envisages many branches stemming from the SSVD, all of which will lead to an Attestation of Vocational Specialization (AVS).

Salient Points of the Secondary School Vocational Diploma

The Secondary School Vocational Diploma will be full time in the speciality with no academic subjects given concurrently.

The programmes will last either one, one and a half, or two years. They will either be 900, 1350, or 1800 hours, depending upon the speciality chosen.

Entrance to the programmes will be either after completing a secondary V, or passing the following subjects: French, English, math, and moral and religious education at the secondary IV level. The student entering the programme in the latter fashion must be at least sixteen years old.

New programmes will be broken down into modules or courses as the MEQ calls them, with a dichotomous pass/fail given for each of the modules/courses.

Once a new programme is implemented, successful completion will be based upon having passed each and every module/course.

Except for the dichotomous pass/fail aspect which will not be in effect for the old programmes in transistion, the SSVD programme will be fully operational in 1987-88, while the SSVC will start in the 1988-89 school year.

The Future of Vocational Education Under the Régime

Obviously, the future can never be predicted in its entirety, and if one considers the past in vocational education then one can only anticipate further changes in the future. Nonetheless, the MEQ seems to have decided on action that will last a good many years. As of this moment, only the organizational framework has been elaborated. Yet to come from the Quebec Ministry of Education is the pedagogical infrastructure, as well as, the coordination of the activities of the various partners involved in vocational education. Included in the two areas to be

expanded upon are the following taken from Organizational Framework for Vocational Education:

> The framework for the development of programs; the five-year plan for producing programs; the framework for the development of ministry-prepared examinations; professional development; modernization of equipment, distribution of programs throughout the province; the implementation of programs and examinations; the semestrial organization of courses; modification of provincial data-management processing systems; budget rules; collective agreements; coordination of vocational education for young people with Adult Education; coordination of vocational education at the secondary school and CEGEP levels; training of construction workers (Bill 119); relations between the educational community and industry; and the plan for promoting vocational education. (p. 1)

The foregoing challenge is indeed a prodigious one. It is a challenge whose conclusion will cause both elation and grief. Nonetheless, it is a task that must be quickly, brought to a conclusion so that vocational education may continue with dignity in Quebec.

CHAPTER 3

PRESENTATION OF THE DATA

Methodology

Sample. A survey questionnaire was administered in the spring of 1987 to 91 potential graduates, from the Island of Montreal, who were following the Automobile Mechanics II programme. Three schools were involved with 40 of the students coming from the Anglophone sector, and 51 coming from the Francophone sector.

During the 1986-87 school year, there were within the eight school boards on the Island of Montreal, six comprehensive high schools in the Anglophone sector giving Automobile Mechanics II, with a total student population of 95. On the Francophone side there were four schools, one of them being a large dedicated school, with a combined student population of 163 in the Automobile Mechanics II programme. Thus for the Island of Montreal there were 258 students in the Automobile Mechanics II programme as of September 1986 (Inscription, 1987). In all likelihood both the number of schools and students will be significantly reduced next year (Le Bulletin, 1987).

Of the three schools involved two were in the West Island, one being Anglophone (Lindsay Place High School), while the other was Francophone (Polyvalente des Sources). The third school was an inner city school (Ecole des Métiers de L'Automobile de Montréal), and although predominantly French, had a small population of English students and offered courses in both languages.

Lindsay Place High School is part of the Lakeshore School Board (LSB), while Ecole des Métiers de L'Automobile de Montréal is part of La Commission des Ecoles Catholiques de Montréal (CECM). Both of these schools were the only schools in their respective boards in which the Automobile Mechanics II programme was given in the final year. In the case of Polyvalente des Sources, it belonged to the French side of the Baldwin Cartier School Board (BCSB) and was the only school dispensing Automobile Mechanics II on the French side.

Description of instrument. The questionnaire (see Appendix A) comprising of 61 questions and translated into French (see Appendix B) was used to survey the students. It was decided for this study that any student taking the programme, would be considered either English or French on the basis of the language of instruction.

The survey consisted of two basic types of questions, one group dealt with demographics such as socio-economic status in terms of education, religious and cultural background as well as the economic status of the student and family (as perceived by the student). The other group of questions dealt with the perception of vocational education programmes and their career choice held by the student in terms of the student's aspirations and expectations regarding educational and career goals.

Aspirations, being something that one aspires to or wishes to obtain, were measured using questions that contained the terms of either, wish to, or would like to. Whereas questions measuring expectations used the terms you expect to, within the question. Nonetheless, during the administration of the survey examples were given as to the meaning of each type of question.

Administration of the questionnaire. Teachers of the classes involved were asked to cooperate by giving up three quarters to one full teaching period of 50 minutes.

During the administration of the survey the researcher remained with the students and read, as well as explained, each question to the respondents so that they would all have

the same understanding as to the meaning of each question prior to responding. Attention was drawn to the fact that the questionnaire was completely anonymous and that the respondents were asked to volunteer and were therefore under no obligation to respond. Furthermore, after stressing that there were no right or wrong answers, the researcher solicited from the students both written and oral feedback. The response rate as well as the written feedback for the questionnaire was excellent.

Data generation. The Statistical Analysis Package for the IBM (Statpac) was used for analyzing the data collected. The primary reasons for this choice were, (a) it was readily available to the author and (b) it was highly recommended as an excellent statistical analysis package. Using Statpac, a codebook was developed to manage the raw data obtained from the survey.

Demographic Data

In order to enhance the understanding of the demographic data for the entire group, it has been organized into three distinct sections, namely the students, the

parents, and the reasons that prompted the students to enter the programme.

The students. The survey involved 91 students in the Automobile Mechanics II programme on the Island of Montreal. Forty of the students were taking courses in the English language, while the remaining 51 were following the programme in French. There were 11 French and 11 English students following the programme in the two West Island schools involved. The remaining 40 French and 29 English students were from the Downtown school.

The respondents were entirely male and tended to be older than the typical high school student with 76.9 percent in the 17 to 19 year old range and 18.7 percent within the 20 to 25 year old group. Consistent with the foregoing was the fact that, only 29 students were in the secondary V programme which typically is made up of younger students who are simultaneously finishing secondary V along with the programme. The bulk of the students (62) were in the intensive or one year programme and had completed secondary V prior to entering the programme, therefore accounting for the large number of older students. Also consistent with the older age of the students was the fact

that 38 of them had held a full time job prior to entering the programme.

When they were given five chances to put down their hobbies or interests, 65 of them mentioned mechanics in one form or another (Cars 22, Mechanics 22, and Motorbikes 21). The next largest group of hobbies or interests were sports with 45 respondents, while 25 indicated girls as being an interest. Hunting and fishing were also popular with 19 responses. Only five respondents mentioned drinking while four noted drugs.

The respondents as a group prioritized school, work, marriage, sports, family, friends, career, and money in the following order: 1. family, 2. work, 3. friends, 4. money, 5. school, 6. career, 7. sports, with marriage being the eighth. Family, the most popular concept was ranked as number one by 45 respondents.

French was the mother tongue for 46 respondents. Of the remaining 45, 14 indicated English, nine Greek, while 13 indicated Italian as being their first language. Only 9.9 percent of the respondents indicated that they had spoken another language first. When responding to their ability to read and write both English and French, 73 indicated they

spoke both languages while 64 stated that they were able to write in both languages.

The majority of the students (45) lived in the City of Montreal with the next largest concentration of five students living in Dollard des Ormeaux. Four of the students had to travel a fair distance to get to school, while for three others it had necessitated a move. None of the students were living in what are considered the more affluent areas of the island.

Eighty-six of the students had been born in an urban area, with 75 of them having been born on the Island of Montreal. Of the remaining 16 who had not been born on the Island of Montreal, five had been born in the Province of Quebec outside of Montreal, three others in Canada outside of Quebec. Consequently only eight students could actually be considered as immigrants to Canada.

Most of the students were Catholic (70), three were Protestant and one was Muslim. The remaining 17 did not fit into the given response categories and answered "other". Due perhaps to the predominantly Catholic background, the group appeared to have a good deal of stability since 75 of the students came from homes which had two parents or

guardians, while only 12 came from single parent homes. The remaining four were either living alone or with friends.

There were 36 of the respondents who came from homes with two children, while 27 families had three children and 11 had four. Except for six families, the number of children in the family was higher than the present birth rate for Quebec of 1.4 births per woman. In the main, the students were either first, second, or third born 34, 36, and 12 respectively while the remaining 10 percent placed either fourth, fifth, sixth, eighth, or more in the birth order. The size of the family in general did not appear to be so large as to affect the ability of sending the offspring to institutes of higher learning.

Of those who responded regarding the type of work their siblings had, ten were said to be white collar, while 16 were blue collar, and 11 were laborers. There were 53.8 percent of the respondents with older siblings working, while 16.5 percent had younger siblings working. Within the respondents, 13.2 percent had siblings who they considered unemployed and actively looking for work.

The majority of the respondents (46) indicated that their families were blue collar, while 19 felt their families to be white collar with 19 others indicating

laborer. Five respondents indicated their family to be professional which was substantiated in the listing of father's occupation (Table 3). While 46 felt their families to be blue collar, only 25 respondents felt their choice of programme to be similar to their father's work (perhaps due to the literal translation of similar to mean the same field or occupation).

Educationally speaking, 66 of the respondents had obtained a high school leaving certificate, 17 had completed secondary IV, while eight had successfully completed secondary III. Four of the students were CEGEP graduates, ten had had some CEGEP, and one student had completed some CEGEP and some university.

There were 56 respondents who had brothers or sisters attending a learning institution for an actual total of 85 siblings. Of the siblings attending a learning institution 40 had less education, nine had the same level of education and 26 had more education than the respondents. When considering the siblings who had left school, 11 of the respondents had siblings with less education, nine had more education and 22 indicated that their brothers or sisters had more education than themselves.

The parents. For the most part the parents had been born in Canada although 39 of the male parents and 37 of the female parents had been born outside Canada. These figures are significant as they represent 42.9 and 40.7 percent respectively. Consequently, 38 male parents and 36 of the female parents had a mother tongue other than the French or English language. Of the remaining parents there were 43 males and 46 females with a mother tongue of French, while ten males and nine females had a mother tongue of English.

Educationally speaking 39 of the fathers had less than secondary schooling, 10 had secondary III, and one had secondary IV. Of the 29 males who had completed secondary V 18 were graduates of either a technical or trade school and five were university graduates. The mothers were slightly more educated at the secondary level with 44 having completed secondary V and only 23 having less than a secondary education. While the mothers had faired better at the secondary educational level they had not continued on to post-secondary education in as large a percentage as the males. Only two females had graduated from CEGEP while four had graduated from university and four had completed either a trade or technical programme. According to the students, 35 of their fathers and 40 of their mothers had wished to pursue their education but had been unable to do so.

Occupationally the parents were at different levels, but they could be classified as being mainly blue collar. There were 13 occupations on the fathers' side that resembled closely the field that the student had chosen. Two of the mothers also worked in a field that resembled the one chosen by the youngster. There were 32 mothers classified as housewives. For a more complete picture of the occupations of the parents refer to Table 2 (mother's) and Table 3 (father's).

TABLE 2

MOTHER'S OCCUPATION

Field	#	Percent	Field	#	Percent
Accounting	4	4.4%	Baby Sitter	2	2.2%
Caterer	1	1.1%	Clerk	2	2.2%
Deceased	1	1.1%	Distributing Agent	1	1.1%
Electricity	1	1.1%	Housewife	32	35.2%
Kitchen Help	1	1.1%	Maintenance	1	1.1%
Manager	1	1.1%	Mechanic	1	1.1%
Not Stated	6	6.6%	Nurse	4	4.4%
Nursing Assistant	1	1.1%	Operator	5	5.5%
Production Worker	6	6.6%	Reception	2	2.2%
Salesclerk	1	1.1%	Seamstress	7	7.7%
Secretary	5	5.5%	Singer	1	1.1%
Store Owner	1	1.1%	Student	1	1.1%
Teacher	1	1.1%	Waitress	1	1.1%
Can not work	1	1.1%			
Total	91 respondents		100.0% response rate		

TABLE 3

FATHER'S OCCUPATION

Field	#	Percent	Field	#	Percent
Baker	1	1.1%	Bricklayer	1	1.1%
Businessman	3	3.3%	Carpenter	4	4.4%
Cement Floater	1	1.1%	Chef	2	2.2%
Contractor	2	2.2%	Deceased	1	1.1%
Distributing Agent	1	1.1%	Electrician	2	2.2%
Fireman	1	1.1%	Foundry Operator	1	1.1%
Fur Industry	2	2.2%	Janitor	3	3.3%
Lab Technician	1	1.1%	Lawyer	1	1.1%
Maintenance	1	1.1%	Maitre'D	1	1.1%
Mechanic Airplane	1	1.1%	Mechanic Supervisor	2	2.2%
Mechanic	8	8.8%	Muffler Installer	1	1.1%
Not Stated	7	7.7%	Nurse	1	1.1%
Office Worker	1	1.1%	Painter	2	2.2%
Photo Technician	1	1.1%	Pilot	1	1.1%
Plumber	1	1.1%	Police	2	2.2%
Presser	1	1.1%	Printer	2	2.2%
Retired	3	3.3%	Salesperson	4	4.4%
Security Guard	1	1.1%	Sheet Metal	1	1.1%
Shoemaker	1	1.1%	Skin Care	1	1.1%
Store Owner	1	1.1%	Supervisor	4	4.4%
Teacher	2	2.2%	Technologist	1	1.1%
Tool and Die Maker	1	1.1%	Trucker	4	4.4%
Unemployed	3	3.3%	Upholsterer	1	1.1%
Vice-President	1	1.1%	Welder	2	2.2%
Total	91 respondents		100.0% response rate		

Reasons for entering programme. When given specific choices as to the reason for entering the programme, 54 responded to upgrading or acquiring qualifications, ten indicated a career change had prompted their choice while nine wanted a job as soon as possible. Most of the

respondents had learned about the programme through the school system while six others had learned through advertisements. Of the 48 who had learned from the school 34 indicated the guidance department had been instrumental and the other 14 said teachers. Word of mouth was a significant factor in learning about the programme as 27 students or 29.7 percent of the respondents indicated that they had learned about the programme through acquaintances. Friends were also of significance as 76 of the respondents had entered the programme at the same time as one or more friends.

Most of the students (57) felt that they themselves had played the most important role in their choice of the automotive programme. A friend, the second most stated person had influenced the decision of 12 respondents, while father with eight and guidance counsellor with seven were ranked third and fourth. Of the 22 who responded when asked as to the reasons suggested to them for entering the programme, four answered with the written statements that contained the concept that, "they seemed interested in the field". Fifteen of the remaining 18 respondents listed reasonably similar reasons that had been suggested to them for entering the programme such as poor marks, no work designs, not interested in school, and best for me.

Regarding their past educational grades, 59 of the respondents felt their grades had been either excellent or good, while 29 had grades that were just above the passing mark and three were failing. Further, 58 of the respondents indicated that they had gotten along well with their teachers in the past either all or most of the time. The other 33 felt that they had gotten along well with their past teachers either some of the time, almost never, or never.

Nineteen of the students had felt pressured by their parents to go out to work while 67 indicated they had been pressured to stay in school. The pressure to stay in school and take an automotive programme, presumably with the concept of obtaining a trade, must have been extremely great for the seven students who indicated that they did not like working with grease and oil.

Typical student demographic background. The typical Automobile Mechanics II student surveyed was a Catholic male between 17 and 19 years of age and in the intensive programme. He was fairly bilingual and had been born on the Island of Montreal to a French blue collar family. He lived in Montreal and was part of a two parent family with two to

three children. His parents had been born in Canada and typically had less than secondary education.

His past grades and rapport with instructors had been good. Having completed secondary V he was more educated than his parents. He had learned about the programme through school and felt pressured by his parents to stay in school. Already interested in automotive mechanics and wanting to acquire a trade, he had entered the programme with friends.

Respondents' View of the Automobile Mechanics II Programme

The remaining data in this chapter has been presented in terms of the second research question, that is to say how the student and his family view the choice of a vocational programme. Further to this an indication of how the student viewed the Automobile Mechanics II programme, in terms of aspirations and expectations, has been given. Expectations were considered to be what the student really believed would transpire, while aspirations or wishes were what he would like to see take place.

Perception of vocational programmme choice. While six respondents felt that their parents were not interested in

their career aspirations, 83 indicated that their parents were interested in their choice of a career. Twenty-four parents displayed this fact by still visiting the school during either open house or meet the teacher night. Visits by the parents had been higher in the past as 48 parents had visited their child's school while the student was attending secondary IV, which dropped to 36 parental visits at the secondary V level. Only 11 of the students indicated that their parents had never visited the schools they were attending.

Most of the respondents (82) felt that their mother was happy with their choice, while only 75 felt their father had similar feelings. As for the students, 84 were comfortable with their choice and five were not. Of the dissenters, four wanted to be in a line not at all associated with the automotive field such as a businessman, a designer/musician, a Ph.D. in engineering, or a social worker. The only one indicating a field remotely linked with automotive mechanics wanted to be a truck driver.

Sixty-five respondents indicated the internalization of the importance of schooling by stating, that they would not have left school and gone to work had it been possible. However only 32 would have left work and returned to school,

while 49 would have been willing to move to follow the programme.

Educational aspirations and expectations. In terms of the course being terminal, 24 felt that it was while 63 felt otherwise. When asked if they expected to continue their education, 59 answered in the affirmative while 60 indicated a wish or aspiration to continue.

However, when given the choice of either expecting to finish the programme only, or expecting to continue education, 55 expected to only finish the programme and 36 expected to continue their education. If the constraint of money was removed, the students had virtually the opposite reaction with 53 indicating a wish for further education and 36 wishing only to complete their present programme.

When given a chance to respond in a written format to the first question in the previous paragraph, 66.9 percent of those who responded in the affirmative felt that they would continue their education in the automotive or mechanical field. When the constraint of money was removed only 31.2 percent of those who responded positively to continuing their education expressed an interest in the automotive or mechanical field.

Career aspirations and expectations. The majority of the students (62) viewed their chosen field of automotive as being permanent and 26 felt that it was temporary. As to expecting and wishing to change career or occupation once on the job market, 54 did not expect a change while 57 did not wish a change.

As to their future intentions upon completion of the programme, 55 of the 80 respondents to this question included the concept of "work" within their answers. The notion of "continuing education" was indicated in 14 cases.

The students were given a chance to respond to what they expected from employment. Of the 72 who responded 60 indicated two expectations from employment. In the first instance (expectation one) 32 out of 60 felt they could expect satisfaction. In the second instance, (expectation two) 62 out of 72 students said that they expected money (for a complete explanation see Table 4). The importance of money was further underlined as 63.7 percent of the students indicated that they would not work extra hours for "no pay", while 35.2 percent would work extra hours for "no pay" (discrepancy caused by one "no response").

TABLE 4

EMPLOYMENT EXPECTATIONS

Expectation One	#	Percent	Expectation Two	#	Percent
Advancement	3	5.0%	Does Not Know	1	1.4%
Be the Best	1	1.7%	Experience	1	1.4%
Career	1	1.7%	Hard Work	1	1.4%
Challenge	1	1.7%	Help Company	1	1.4%
Experience	2	3.3%	Help Society	1	1.4%
Good Conditions	1	1.7%	Knowledge	2	2.8%
Good Job	1	1.7%	Money	62	86.1%
Grow Up	1	1.7%	Own Garage	2	2.8%
Help People	1	1.7%	Success	1	1.4%
Knowledge	6	10.0%			
Lots of Work	1	1.7%			
Permanent Position	1	1.7%			
Respect	1	1.7%			
Satisfaction	32	53.3%			
Security	1	1.7%			
Stability	5	8.3%			
Support Family	1	1.7%			
Total (one)	60	100.0%	Total (two)	72	100.0%

General view of choice of programme. In general the parents were both interested and happy with their offsprings' choice of the automotive programme. Although the students indicated they were happy with their choice, they would have chosen another field if money had not been a problem. They realized the "so called" value of schooling and would not have left school to go to work.

The course was not thought of as terminal, yet the students expected only to finish the programme. After graduating they wanted to work and make money and would not have left work to return to school. They thought of their chosen field as being permanent and neither wished to, nor expected to change.

CHAPTER 4

ANALYSIS OF DATA

The data was further analyzed to determine the Anglophone and Francophone differences (if any) within the following:

- In terms of demographic data, what are the differences in the socio-economic background of the Anglophone and Francophone student in the Automobile Mechanics II programme?

- How does each group view vocational education?

Difference Selection

Since most of the data collected was of the nominal type, the Chi Square distribution (a comparison of the observed frequencies to the theoretical norm) was performed on the collected data using Statpac. A significance level of .05 was chosen as a critical value to "flag" or indicate where there were significant differences between the Francophone and Anglophone Automobile Mechanics II students. Appendix C indicates the significant differences between the variables derived from the questions on the Y axis in column

A, and the specific variables in columns B through G on the X axis that were considered important to this study.

Socio-Economic Differences

Initially only the differences between all the French automotive students compared to all the English automotive students were considered. Further analysis was undertaken with a comparison between the French and English students surveyed on the West Island, as well as between the French and English in the Downtown group. This was an attempt to verify if the differences found were indeed French and English differences and not the differences that might normally be associated with living or studying in either the West Island or Downtown area.

The students. Of the students surveyed 49.5 percent were living in Montreal, with 70.6 percent of the Francophones living in Montreal proper, while only 22.5 percent of the Anglophones lived in Montreal. This meant that of the 40 French students attending Ecole des Métiers de L'Automobile de Montréal (EMA) 36 came from Montreal, while only nine of the 29 Anglophone students at the EMA were from Montreal.

The birth place of the students did not indicate a significant difference between the two groups. However, the birth place of the parents indicated a significant difference in terms of all the students, as well as in the case of the Downtown students. Within the surveyed group 80 percent of the English male parents had been born outside Canada, with 86 percent of the French male parents having been born in Canada.

In the Downtown group 96.6 percent of the English male parents had been born outside Canada, while 84.6 percent of the French male parents had been born in Canada. In the combined Downtown population 50 percent of the male parents had been born in Canada, whereas 77.3 percent of all the West Island male parents had been born in Canada.

No significant differences were found in terms of parents, siblings, birth order, nor working siblings. Most of the students were Catholic (76.9 percent), with only 3.3 percent proving to be Protestant. The remaining 19.8 percent were uncategorized religions. The West Island group had only Catholic students on the French side while on the English side there were two Catholics, two Protestants, and seven others.

The mother tongue of the total group had been French for 86.3 percent of all the Francophones, and English for 35 percent of all the Anglophones. The remaining English students had mother tongues of Italian (30 percent), Greek (20 percent), French (5 percent), and other (10 percent). While this trend held true for the students from the Downtown school it did not for the West Island group, as 90.9 percent of the French and 81.8 percent of the English had the same mother tongue as their language of instruction.

Within the total group there was no difference between the English and the French in their ability to speak both official languages. However, there was a significant difference for the West Island group as 90.9 percent of the French students were orally bilingual while only 45.5 percent of the English were. Virtually the opposite was true of the Downtown group as 96.6 percent of the English were orally bilingual and 75.5 percent of the French were. Their ability to write both official languages followed the same trend, although the percentages were slightly lower within each group.

The students' educational background showed that within the total group, 5 percent of the English as opposed to 11.8 percent of the French had completed only secondary III prior

to entering the programme. Within the students who had completed secondary IV, 37.5 percent were English and only 3.9 percent were French. However, only 57.5 percent of the English and 84.3 percent of the French had completed secondary V.

The parents. When considering the parents' mother tongue it was only in the case of the West Island analysis that a French and English difference was observed. For all the French parents 86.3 percent of the females and 80.4 percent of the males had a mother tongue of French, while for all the English parents 22.5 percent of the females and 17.5 percent of the males had a mother tongue of English. This anomaly within the English was caused by the fact that for the Downtown English students only one mother and none of the fathers had a mother tongue of English.

Analysis of the fathers' secondary education showed that the West Island French and English educational backgrounds matched. For the Downtown group 72 percent of the English fathers had less than secondary I, whereas only 36.1 percent of the French fathers had less than secondary I. Also within the Downtown group 44.4 percent of the French fathers had been successful at the secondary V

level, while only 20 percent of the English fathers had acquired a secondary V education.

The mothers as a group tended to be better educated than the fathers. The mothers' secondary educational background also showed the same relationships as the fathers' between the West Island French and English, as well as the Downtown French and English. For the parents both male and female who went on to post-secondary education there was independence within all of the groupings.

As to economic status of the families, there did not seem to be a difference between the two groups. In fact, there was not a significant difference between the two groups regarding the number of working or non-working siblings, nor in the type of work that the parents were involved in. Further to this, the families within the two groups were neither supporting more unemployed children nor did either group have proportionally more youngsters attending school.

Fathers' place of birth as a social factor. To verify if the differences found were caused by cultural differences, the birth place of the male parent was considered. Thus all the English and French students with a

male parent born in Canada were compared to each other. This analysis was repeated for the French and English students having a male parent born outside Canada. Finally all the students with the male parent born outside Canada were compared to all the students having a male parent of Canadian birth.

There was one student in the English Downtown programme whose male parent had been born in Canada. While for the West Island, one student in the French programme and four in the English programme had a male parent born outside Canada. In terms of total numbers, seven students on the French side and 32 on the English side had male parents not born in Canada. Therefore the English system, both on the West Island and Downtown, was picking up most of the immigrant children.

All the males born in Canada had chosen wives who were Canadian born, whereas three males born outside Canada had Canadian born wives. Students with a Canadian born male parent were more than three times as likely to be from a single-parent family. This meant that if the father was Canadian born, 25 percent of the English and 16.3 percent of the French students were from a single-parent home.

In terms of procreation for the Canadian born male, 90.5 percent of the French and 70 percent of the English had two or more children. Immigrant males without exception had also produced families in excess of one child.

The language of instruction for the offspring of Canadian born parents was their mother tongue. While 82.1 percent of the children of immigrants were taking their programme in English, only 15.4 percent of them had a mother tongue of English.

Children of French Canadian males felt they were more bilingual in both written (40.1 percent) and oral (29.1 percent) than their Anglophone counterparts. For the children of foreign born males the reverse was true with the English feeling 16.1 percent more able in the written, and 19.2 percent more orally bilingual than the French.

Parental education was different only between the foreign and Canadian born group. For the males born outside Canada 75.8 percent had less than secondary I education, while 51.1 percent of the Canadian born males had a secondary V education. The females followed the same pattern as 52.9 percent of the wives of the foreign born males had less than secondary I education, while 68.1

percent of the wives of the Canadian born males had at least a secondary V education.

The students' education was also different in terms of the fathers' place of birth. If the male parent had been born in Canada, 13.7 percent of the students had completed secondary III while 7.8 percent had finished secondary IV, and the remaining 78.4 percent had terminated their secondary V studies prior to entering the programme. For the offspring of the male parents born outside Canada, 2.6 percent of them had completed secondary III prior to entering the programme, while 33.3 percent had finished secondary IV, and 64.1 percent had completed secondary V.

Summary of socio-economic differences. Typically the English students lived outside Montreal, having been born to immigrant parents they had a mother tongue other than the language of instruction. Although not significant, the English were also more likely to be from a single parent family. They were less bilingual than the French students with the Downtown English group being much more bilingual than the West Island English.

The French students on the other hand, had been born to French Canadian families, had a mother tongue of French and

lived in Montreal. They were also more bilingual than the English, with the West Island French group being more bilingual than the Downtown group.

The parents of the French group having completed secondary V, were more educated than the English parents who had typically completed secondary I. Although both groups were more educated than their parents, the educational level at entry to the programme was inferior in the case of the English students.

French versus English View of Vocational Education

To ascertain the views of the two groups, questions containing the concepts of aspirations and expectations were asked. As in the previous analyses under socio-economic differences the Chi Square distribution was used to indicate the significant Francophone and Anglophone differences within the total group, as well as in both the West Island and Downtown groups.

Schooling was important to some students as 42 percent of them had held a full-time job prior to entering the programme. When asked if they would leave work for school only the West Island group showed a difference with 63.6

percent of the French and 54.5 percent of the English indicating they would not leave work. The French (58 percent) were more willing to move than the English (52.6 percent) to follow the programme.

Sixty-eight percent of all the students had completed secondary V and had returned to school for an intensive programme. All groups followed this pattern except the Downtown group, which showed a significant difference, as 87.5 percent of the French and only 58.6 percent of the English were in the intensive programme.

Among the French students 66.6 percent had learned about the programme either through a guidance counselor (52.9 percent) or a teacher (13.7 percent). The English respondents stated a friend (38.5 percent) as being the most prevalent method of learning about the programme, with teacher and counselor at 17.9 percent each being of equal importance.

Both groups agreed that it was they themselves who had had the most influence upon their decision to enter the programme. Although "self" was the majority answer for both groups there was a discrepancy as 82.1 percent of the English, and only 49 percent of the French answered in this fashion.

There were 12.5 percent or five Anglophones who did not like working with grease or oil, three of whom came from Downtown with two coming from the West Island. Within the Francophone group there were two students or 3.9 percent who did not like working with grease or oil, one from the West Island and one from Downtown. Six of the seven were Canadian born with five having been born on the Island of Montreal. All seven felt comfortable with their career choice, while only two viewed the programme as being terminal.

More French (75 percent) than English (60.5 percent) felt that the programme was not terminal. Although not statistically significant, their expectations when given the choice of either finishing the programme or furthering their education contradicted the previous findings, as 45 percent of the English and only 35.3 percent of the French expected to continue their education. With money removed as a constraint to further education, the same pattern was noted but with higher percentages, as 65 percent of the English and 55.1 percent of the French responded with a wish to further their education.

The English (39.5 percent) were slightly more willing to leave work and continue education than the French (34

percent). On the other hand, 30 percent of the English and 27.5 percent of the French would have left school and gone to work had they been able to.

Both groups of students felt equally comfortable with their choice, although one English and four French respondents did not. The English (95 percent) and the French (93.6 percent) students felt their mothers were happy with their son's choice of the automotive field. However, more French (95.6 percent) than English (86.5 percent) felt that their fathers were happy with their choice.

More French (33.3 percent) than English (25 percent) felt that their chosen field was only temporary. This was not true of the Downtown group as 25.8 percent of them viewed their choice as temporary. Within the West Island group 63.6 percent of the French and 18.2 percent of the English thought of the programme as being temporary.

Asked if they would like to, as opposed to expect to change careers in the future there was an increase in the yes reponses for all the English groups. This increase was 22.5 percent for all the English, 37.3 percent for the West Island English, and 20.7 percent for the Downtown English. The French respondents for their part showed very little variation between the two questions.

Parental pressure to get a job had been felt by 31.6 percent of the English and 14 percent of the French. Within the Downtown group 18.5 percent of the English and 15.4 percent of the French had been pressured into going to work. The West Island showed the largest difference with 63.6 percent of the English and only 9.1 percent of the French having felt pressured to get a job. Thus 83.3 percent of the total Downtown group and 63.6 percent of the West Island group had not been pressured.

In all groups except one, their answer to having been pressured to stay in school was nearly the complement of their answer to having been pressured to go to work. This group, the West Island English had felt 72.7 percent pressured to stay in school. Thus there is a potential of from 36.3 to 63.6 percent of the West Island English who had been both pressured to stay in school and to go to work.

The French students surveyed did not embrace the "protestant work ethic" to the same degree as the English did, since 35.9 percent of the Downtown French and 9.1 percent of the West Island French would work extra hours for no pay. The English on the other hand were more willing to work extra hours for no pay, as 41.4 percent of the Downtown group and 45 percent of the West Island group

indicated they would. For the respondents whose father had been born in Canada 75 percent of the English would work extra hours for no pay, while only 23.8 percent of the French would do so.

Summary of differences in views. The French student had learned about the programme through school, while the English student had learned mainly from friends. Most of the English felt that their choice had been "self" directed, however only some of the French felt the same.

The West Island English were more willing to leave work and return to school than the West Island French. Pressure to get a job had been greater on both the Downtown and West Island English than their French counterparts. The West Island English had also felt more pressured to stay in school. This pressure on the English might have accounted for the fact that more English than French students in the programme did not like working with grease or oil.

Although more English wished for a change, they did not believe they would continue on in general education to the same degree as the French. The West Island English, more so than the West Island French, believed their chosen field to be permanent.

Although not significant, the English generally seemed to embrace the concept of the "protestant work ethic" more than the French,.as they would be more willing than the French to accept intrinsic pay as opposed to actual monies for extra work. Of significance was the fact that English children of Canadian born males were much more willing to work extra hours for no pay than their French counterparts.

CHAPTER 5

CONCLUSION

This chapter contains the salient points gleamed from the research data put forth in chapter three and four. These conclusions have been focused by the following four questions which are endemic to the original research questions and as such form the basic framework for this chapter.

1. What is the socio-economic background of the typical student enrolled in the Automobile Mechanics II programme?

2. What are the socio-economic background differences between the Anglophone and Francophone groups?

3. How does the vocational student view vocational education and are there Anglophone and Francophone differences?

4. Is the school, through its different programmes such as vocational education, perpetuating social class?

Since the sample was taken from the students taking the Automotive Mechanics II programme on the Island of Montreal,

one can not generalize the findings to the total vocational student population. However, it is highly likely that the findings would be the same for the so called heavy shops such as machine shop or woodshop, whereas students in programmes such as hairdressing, esthetics, and office specialist would probably not be the same.

Profile of an Automobile Mechanics II Programme Student

In general the students were older than a senior high school student and had completed secondary V. Most of them had hobbies that involved mechanics in one form or another and were enrolled in the intensive one year programme.

Typically part of a Catholic two parent family, the majority of the students were either first or second born. They had been born to a blue collar or laborer class family and thus fitted the socio-economic background of vocational students given by Pincus (1980), Charland (1982), and Lotto (1985). The students resided in urban areas with most of them living in the town of Montreal. None of the students lived in what were considered affluent areas.

Although many parents were foreign born, most were French Canadian, therefore French was the prevalent mother

tongue. Most of the parents had not acquired a secondary V education, with the mothers being slightly more educated than the fathers.

The primary reason for their choice of the programme was to upgrade or acquire qualifications. Most of the students indicated that they had learned about the programme through school. Contrary to the suggestions of Lotto (1985) and Parisé (1982), few of the students in the sample indicated that they had been told to take the programme due to poor marks or low achievement in school. The students had felt pressured by their parents to stay in school. Further, they indicated that their parents were interested in their choice of career, in fact they felt that both their parents were happy with their career choice of automotive mechanics. Consistent with the findings of Masemann (1975), they felt that they themselves had been most influential in their decision to enter the programme, and not principals, guidance counselors or teachers. The vast majority of the students entered the programme at the same time as one or more friends, which might substantiate the findings of Mokros (1984), that peer pressure played some role in their decision.

They had internalized the importance of schooling as they were still attending school, and the majority of the students would not have left school and gone to work. However, one must question if it was the programme, or the idea of going to school that was important since only a slight majority would have relocated to follow the programme. Further, they felt the course was not terminal in a general sense as they not only wished to, but expected to continue their education.

Given the choice, the students expected to only finish the programme as opposed to continuing on in education. Most felt that money was a problem and would have continued their education if the constraint of money was removed. Within the students who expected to continue education most chose the field of automotive mechanics, however when the constraint of money was removed most chose a field other than automotive.

The students felt that once on the job market their chosen field would be permanent and neither expected nor wished a change. As a group they would not work extra hours for "no money" which was consistent with their expectations of money firstly and satisfaction secondly from employment.

Profile of the English student. In the main the English students lived outside the town of Montreal. They were more likely to belong to a single-parent family than their French counterparts. Their parents having been born outside Canada had mother tongues other than English. Consequently, the students also had a mother tongue other than English and were therefore trilingual in many cases. Although not as bilingual as the French, the Downtown English were more conversant in French and English than their West Island counterparts.

Since slightly over half of the students had completed secondary V, they were more educated than their parents who typically had an education less than secondary I. Although more educated than their parents, their educational level was inferior to that of the typical French student at the time of entry to the programme.

Profile of the French student. The typical French student had been born to French Canadian parents and lived in the town of Montreal. They were less likely than the English to be from a single-parent home. Since their parents were French Canadian they also had a mother tongue of French. As a group they were more bilingual than the

English, with the West Island French being more bilingual than the Downtown group.

Nearly one half of the fathers had obtained a secondary V education with the mothers having done slightly better. The typical French student being a graduate of secondary V was more educated than their parents as well as the English in the programme.

Student View of Vocational Education

Both the Anglophones and Francophones had internalized the importance of education and would not have left school and gone to work. They would also have chosen a field other than automotive mechanics if money had not been a problem. As a group the English did not believe that they would continue on in education. In fact, the English more so than the French believed their chosen field to be permanent. Further, the French believed to a greater degree than the English that they would continue on in education.

Vocational Education a Perpetuation of Social Class?

Statistically speaking there were no educational differences found between the education of the parents and

that of the offspring. This was true between and within all groups.

Scrutiny of Table 3 indicates that of the 78 different occupations held by the fathers at least 51 or 65.3 percent were in the blue collar or "hands on field". Thus their field of study was similar to their fathers' field of work. The students from all groups classified their families to be primarily blue collar in nature (see Table 5 for complete details), with a further 21 percent of all the students classifying their families as being laborers.

TABLE 5

FAMILY STATUS OF BLUE COLLAR

Group	English %	French %	Total %
West Island	54.5 %	72.7 %	63.6 %
Downtown	46.4 %	48.7 %	47.8 %
All	48.7 %	54.0 %	51.7 %

Vocational education being primarily concerned with the imparting of skills to allow the student to assume a role on the job market, and since the students indicated that they did not expect to continue on in education, the graduates of the Automobile Mechanics II programme would normally enter

the job market. Further, as a group the students indicated that they would not return to school once on the job market. Thus as the Neo-Marxist theories suggest, education through the Automobile Mechanics II programme appears to maintain the social status quo, as the vast majority of the students in the sample belonged to the working class stratum. Therefore, this small study concurs with Bowles and Gintis (1976), Charland (1982), Karabel and Halsey (1977), Pincus (1980), as well as Schill (1985) in finding that education through vocational education appears to perpetuate social class.

Summary of Findings

The English system was taking in more students from immigrant families than the French system. The students had internalized the importance of school and wished to continue on in education, however, they did not expect to. Money was a problem for the vocational students as they would have chosen another educational field if money had been available.

The French students viewed vocational education as not only leading to a career, but also to future education. The English, on the other hand, viewed it basically as a way of

obtaining employment since they felt their career choice to be permanent.

This small study suggests that vocational education does perpetuate social class. The students were from blue collar and laborer families, and were themselves enrolled in a programme that was leading to employment in the same socio-economic class as their parents.

Future Research

Although admittedly limited, this study has added to the body of knowledge pertaining to the vocational education field. It suggests that the students in the Automobile Mechanics II programme on the Island of Montreal conform in many respects to the "average" North American vocational student described in the review of literature.

This study being small indicates at best a possible trend. What would be interesting is a follow-up study of vocational education after five or six years of operation under the new Régime Pédagogique regulations. This would ascertain if the original findings of this survey still hold true.

A stated objective of education is equality of opportunity. Will vocational education meet this objective under the Régime Pédagogique, by providing vocational students from a variety of socio-economic backgrounds? Perhaps in the future we will find that a different type of student will enter the programme due to the increasingly difficult entrance requirements.

Further elaboration might be considered along the following lines:

- What will be the impact of Bill 101 upon the population of the French and English groups?
- As the National Chart envisioned by the Régime Pédagogique is incorporated into the vocational education field, will students be willing to either move, or go to a school board of a different religion in the future?
- Why do some students take the course even though they do not like working with grease and oil?
- What motivates the student's choice of vocational education?

- What is the relative importance of work versus education in the eyes of the vocational student?

- Are youngsters from single parent families overly represented in the vocational area as compared to regular education?

- What are the actual past marks of the students and do they reflect a trend in the choice of vocational education?

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APPENDIX A

ENGLISH QUESTIONNAIRE

Instructions

Circle the correct or most appropriate letter (circle only one letter per question unless otherwise indicated).

Place the appropriate number or name if the question has a blank provided.

Should the question not be applicable, please put a line through it.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

1. Age

   A. 15-16
   B. 17-19
   C. 20-25
   D. 26-35
   E. 36 plus

2. Sex

   A. Male
   B. Female

3. List interests and hobbies in order of preference with one being the most prefered.

   1.
   2.
   3.
   4.
   5.
   etc.

4. Name the town you are living in.

   _____

5. Born

A. Urban
B. Rural

6. Born

A. Montreal Island
B. In Quebec but outside of Montreal
C. Canada other than Quebec
D. USA.
E. Other (_____)

7. Your parents (guardians) are -

Father	Mother
A. Canadian born	C. Canadian born
B. An immigrant	D. An immigrant

8. Your family status is.

A. Two parents (guardians)
B. Single parent (guardian)
C. Living with relatives
D. Living with friends
E. Living alone

9. Number of children in family (include yourself) (___)

10. Where are you in birth order? Example:

first child (1)
second child (2)
third child (3)

You ? (___)

11. The number of older brothers and sisters working are :

0 or (__)

12. The number of younger brothers and sisters working are :

0 or (__)

13. Religion

A. Catholic
B. Protestant
C. Jewish
D. Muslim
E. Other (_____)

14. First language spoken at home.

A. French
B. English
C. Greek
D. Italian
E. Other (_____)

15. Do you speak English and French?

A. Yes
B. No

16. Do you write English and French?

A. Yes
B. No

17. Father's mother tongue.

A. French
B. English
C. Greek
D. Italian
E. Other (_____)

18. Mother's mother tongue.

A. French
B. English
C. Greek
D. Italian
E. Other (_____)

19. Father's educational background.
A thru D circle only the highest level attained.
E thru I you may circle more than one.

A. Less than secondary
B. Secondary 3
C. Secondary 4
D. Secondary 5

E. Some C.E.G.E.P.
F. C.E.G.E.P. graduate
G. Some university
H. University graduate
I. Technical or Trade school
(Option-_____)

20. Mother's educational background.
A thru D circle only the highest level attained.
E thru I you may circle more than one.

A. Less than secondary
B. Secondary 3
C. Secondary 4
D. Secondary 5

E. Some C.E.G.E.P.
F. C.E.G.E.P. graduate
G. Some university
H. University graduate
I. Technical or Trade school
(Option-_____)

21. Did your parents want to take further education after they completed their initial schooling?

Father

A. Yes
B. No

Mother

A. Yes
B. No

22. Your mother's occupation is (_____)

23. Your father's occupation is (_____)

24. If you have brothers or sisters indicate where they presently are.
(if you have no brothers or sisters please go to Question 26).

Example - If you have two brothers in school and one looking for work you would answer in the following fashion.

		Numbers
Example	A. In school	(2)
	B. Unemployed (looking for a job)	(1)

	Numbers
A. In school	(_____)
B. Unemployed (looking for a job)	(_____)
C. A white collar worker	(_____)
D. A blue collar worker	(_____)
E. A laborer (unskilled worker)	(_____)

25. If you have brothers and sisters indicate their education, in the following brackets give the number of children in each category.

		Numbers
If in school	A. Less than yours	(_____)
	B. Same as yours	(_____)
	C. More than yours	(_____)
Left school	A. Less than yours	(_____)
	B. Same as yours	(_____)
	C. More than yours	(_____)

26. Had you ever held a full time job prior to entering the programme?

A. Yes
B. No

27. How did you learn about the programme?

A. Guidance
B. Teacher
C. Mother
D. Father
E. Friend
F. Advertisement
G. Other (_____)

28. Who influenced you the most about entering the programme?

A. Guidance
B. Teacher
C. Mother
D. Father
E. Friend
F. Advertisement
G. Other (_____)

29. Present option.

A. Automobile
B. Other (_____)

30. Level in programme.

A. 04
B. 05
C. Intensive (06)

31. Your grades in the past have been

A. Excellent
B. Good
C. Just passing
D. Failing

32. In the past you have gotten along well with your teachers:

A. All the time.
B. Most of the time.
C. Some of the time.
D. Almost never.
E. Never.

33. Do you mind working with grease and oil?

A. Yes
B. No

34. Last educational year successfully completed prior to entering programme.
A thru C circle only the highest level attained.
D thru H you may circle more than one.

A. Secondary 3
B. Secondary 4
C. Secondary 5

D. Some C.E.G.E.P.
E. C.E.G.E.P. graduate
F. Some university
G. University graduate
H. Other (_____)

35. You chose this programme because you wanted:

A. A job as soon as possible.
B. To upgrade your qualifications.
C. A career change.
D. To maintain license.
E. Other (_____)

36. Does your parent(s) visit your school either on Meet the Teacher night or during Open House?

A. Still do

Stopped at

B. Sec 5
C. Sec 4
D. Sec 3
E. Sec 2
F. Sec 1
G. during primary school
H. Never visited

37. You view this course as terminal.

A. Yes
B. No

38. Do you expect to continue your education after finishing this course?

A. Yes
B. No

39. Would you wish to continue your education after completing this programme?

A. Yes
B. No

40. In the future when you are working, would you leave your job to continue your education?

A. Yes
B. No.

41. How far would you like to go in education if money was no problem?

A. Finish this programme
B. Further education
Name the programme or option.
(_____)

42. Given your present situation. How far do you expect to go in education?

A. Finish this programme
B. Further education
Name the programme or option.
(_____)

43. Do you feel comfortable with your career choice?

A. Yes
B. No; What would you have liked to have chosen?
(_____)
Give Reasons.

44. Do you feel that your mother is happy with your choice?

A. Yes
B. No; Give Reasons.

45. Do you feel that your father is happy with your choice?

A. Yes
B. No; Give reasons.

46. Are your parents interested in your career aspirations?

A. Yes
B. No; Give reasons.

47. Is your programme choice similar to that of your father's past/present work?

A. Yes
B. No

48. Do you see the field that you are going into as only a temporary measure?

A. Yes; Give reasons
B. No

49. Do you <u>ever expect to</u> change your career choice once you get in the job market?

A. Yes
B. No

50. Would you <u>like to</u> change your occupation once you get on the job market?

A. Yes
B. No

51. Did you have to move so that you could attend this course?

A. Yes
B. No

52. Would you move to another city/town to obtain the same programme you are presently in if it wasn't offered here?

A. Yes
B. No

53. Rank in order (#1 being the most important) the following list.

A. School (___)
B. Work (___)
C. Marriage (___)
D. Sports (___)
E. Your family (___)
F. Friends (___)
G. Career (___)
H. Money (___)

54. How many of your friends entered the same vocational school as you did?

A. 0
B. 1
C. 2
D. 3
E. More than 3 (#_____)

55. When you finish this programme what do you intend to do career wise?

56. Do you consider your family to be:

A. Professional
B. White collar
C. Blue collar
D. Laborer

57. If a teacher or guidance person suggested that you enter vocational education, explain their reasons.

58. Had you been able, would you have left school and gone right to work?

A. Yes
B. No; Give reasons.

59. Have your parents ever pressured you to:

Go to work?

A. Yes
B. No

Stay in school?

A. Yes
B. No

60. When you get a job would you work extra hours if you knew there was no monetary reward?

A. Yes
B. No

61. What do you expect from work?

APPENDIX B

FRENCH QUESTIONNAIRE

Instructions

Encerclez la lettre correspondant à la réponse correcte ou la plus appropriée (encerclez seulement une lettre par question à moins d'indication contraire).

Ecrire le numéro ou la réponse appropriée dans l'espace prévue à cet effet.

Si la question ne s'applique pas, la rayez.

JE VOUS REMERCIE DE VOTRE COLLABORATION

1. Age.

   A. 15-16
   B. 17-19
   C. 20-25
   D. 26-35
   E. 36 et plus

2. Sexe.

   A. Masculin
   B. Féminin

3. Donnez par ordre de préférence vos intérets et passe-temps. (#1 étant celui que vous préférez le plus)

   1.
   2.
   3.
   4.
   5.
   etc.

4. Nommez la ville dans laquelle vous demeurez.

---

5. Lieu de naissance.

A. Région urbaine
B. Région rurale

6. Lieu de naissance.

A. Ile de Montréal
B. Province de Québec à l'extérieur de Montréal
C. Canada, une autre province que le Québec
D. Etats-Unis
E. Autre (_____)

7. Vos parents (guardiens) sont:

Père	Mère
A. Né canadien	C. Née Canadienne
B. Immigrant	D. Immigrante

8. Votre situation familiale est:

A. Deux parents (guardiens)
B. Monoparentale (un guardien)
C. Demeurant avec oncle, tante, cousin, etc
D. Demeurant avec des amis
E. Demeurant seul

9. Nombre d'enfants dans votre famille, vous incluant. (__)

10. Quelle est l'ordre de votre naissance? Exemple:
premier enfant (1)
deuxième enfant (2)
troisieme enfant (3)

Vous? (___)

11. Le nombre de frères et soeurs plus agé(es) que vous sur le marché du travail est:

0 ou (__)

12. Le nombre de frères et soeurs plus jeunes que vous sur le marché du travail est:

0 ou (__)

13. Religion.

A. Catholique
B. Protestante
C. Juive
D. Musulmane
E. Autre (_____)

14. Première langue parlée à la maison.

A. Français
B. Anglais
C. Grecque
D. Italienne
E. Autre (_____)

15. Parlez-vous l'anglais et le français?

A. Oui
B. Non

16. Ecrivez-vous l'anglais et le français?

A. Oui
B. Non

17. Langue maternelle de votre père.

A. Français
B. Anglais
C. Grecque
D. Italienne
E. Autre (_____)

18. Langue maternelle de votre mère.

A. Français
B. Anglais
C. Grecque
D. Italienne
E. Autre (_____)

19. Education de votre père.
A à D encerclez seulement le niveau le plus élevé atteint.
E à I vous pouvez encercler plus d'une réponse.

A. Moins que secondaire
B. Secondaire 3
C. Secondaire 4
D. Secondaire 5

E. Quelques cours au niveau C.E.G.E.P.
F. Gradué de C.E.G.E.P.
G. Quelques cours au niveau université
H. Gradué d'université
I. Ecole technique ou métier
(Option-_____)

20. Education de votre mère.
A à D encerclez seulement le niveau le plus élevé atteint.
E à I vous pouvez encercler plus d'une réponse.

A. Moins que secondaire
B. Secondaire 3
C. Secondaire 4
D. Secondaire 5

E. Quelques cours au niveau C.E.G.E.P.
F. Graduée de C.E.G.E.P.
G. Quelques cours au niveau université
H. Graduée d'université
I. École technique ou de métier
(Option-_____)

21. Est-ce que vos parents désiraient continuer leur éducation après avoir complété leurs études initiales?

Père

A. Oui
B. Non

Mère

A. Oui
B. Non

22. L'occupation de votre mère est (_____)

23. L'occupation de votre père est (_____)

24. Si vous avez des frères et soeurs, indiquez leur occupation actuelle
(Si vous n'avez pas de frères ou soeurs sautez à la Question 26).

Exemple - Si vous avez deux frères encore à l'école et un autre se cherchant du travail vous répondriez de la façon suivante:

		Nombre
Exemple	A. Encore à l'école	(2)
	B. A la recherche d'un emploi	(1)

	Nombre
A. Encore à l'école	(_____)
B. A la recherche d'un emploi	(_____)
C. Col blanc	(_____)
D. Col bleu	(_____)
E. Ouvrier	(_____)

25. Si vous avez des frères ou soeurs indiquez leur éducation en comparaison avec la vôtre. Dans les parenthèses, donnez le nombre d'enfants dans chaque catégorie.

		Nombre
Encore à l'école	A. Moins que la votre	(_____)
	B. Même que la votre	(_____)
	C. Plus que la votre	(_____)
Ne sont plus à l'école	A. Moins que la votre	(_____)
	B. Même que la votre	(_____)
	C. Plus que la votre	(_____)

26. Avez-vous déjà eu un emploi a temps plein avant d'entrer dans le programme?

A. Oui
B. Non

27. De quelle façon avez-vous entendu parler du programme?

A. Orientation
B. Professeur
C. Mère
D. Père
E. Ami
F. Publicité
G. Autre (_____)

28. Qui vous a influencé le plus pour entrer dans le programme?

A. Orientation
B. Professeur
C. Mère
D. Père
E. Ami
F. Publicité
G. Autre (_____)

29. Choix actuel.

A. Automobile
B. Autre (_____)

30. Niveau dans le programme.

A. 04
B. 05
C. Intensif (06)

31. Dans le passé, vos notes ont été:

A. Excellentes
B. Bonnes
C. Faibles
D. Très faibles avec échec

32. Dans le passé, vous vous entendiez bien avec vos professeurs:

A. Tout le temps
B. Presque tout le temps
C. Quelquefois
D. Presque jamais
E. Jamais

33. Est-ce que çà vous dérange de travailler dans la graisse et l'huile?

A. Oui
B. Non

34. Quelle est la dernière année d'études que vous avez complétée avant d'entrer dans le programme?
A à C encerclez seulement le niveau le plus élevé atteint.
D à H vous pouvez encercler plus d'une réponse.

A. Secondaire 3
B. Secondaire 4
C. Secondaire 5

D. Commencé mais pas terminé C.E.G.E.P.
E. Gradué(e) de C.E.G.E.P.
F. Commencé mais pas terminé université
G. Gradué(e) d'université
H. Autre(_____)

35. Vous avez choisi ce programme parce que vous vouliez:

A. Un emploi aussitôt que possible
B. Augmenter vos qualifications.
C. Un changement de carrière
D. Conserver une license
E. Autre (_____)

36. Est-ce que vos parents visitent votre école soit le soir de la rencontre parents-professeurs ou lors des visites libres.

A. Ils le font toujours

Ont arrêté de le faire au

B. Sec 5
C. Sec 4
D. Sec 3
E. Sec 2
F. Sec 1
G. pendant le primaire
H. Ne l'ont jamais fait

37. Vous croyez que ce cours sera le dernier?

A. Oui
B. Non

38. Croyez-vous que vous continuerez vos études après avoir terminé ce cours?

A. Oui
B. Non

39. Souhaiteriez-vous pouvoir continuer vos études après avoir terminé ce programme?

A. Oui
B. Non

40. Dans le futur lorsque vous travaillerez, laisseriez-vous votre emploi pour poursuivre vos études?

A. oui
B. Non

41. Quelles études aimeriez-vous poursuivre si l'argent n'était pas un problème?

A. Finir ce programme seulement
B. Poursuivre d'autres études
Nommez le programme ou l'option
(_____)

42. Selon votre situation actuelle, quelles études pensez-vous terminer?

A. Terminer ce programme
B. Poursuivre d'autres études
Nommez le programme ou l'option
(_____)

43. Etes-vous heureux avec votre choix de carrière?

A. Oui
B. Non; Que préféreriez-vous avoir choisi?
(_____)
Donnez vos raisons.

44. Pensez-vous que votre mère est heureuse de votre choix?

A. Oui
B. Non; Donnez vos raisons

45. Pensez-vous que votre père est heureux de votre choix?

A. Oui
B. Non; Donnez vos raisons.

46. Est-ce que vos parents sont intéressés dans vos aspirations de carrière?

A. Oui
B. Non; Donnez vos raisons.

47. Est-ce que votre choix de programme ressemble au travail (présent/passé) de votre père?

A. Oui
B. Non

48. Voyez-vous le domaine dans lequel vous vous dirigez comme un choix temporaire?

A. Oui; Donnez vos raisons.
B. Non

49. <u>Pensez-vous faire un changement</u> de carrière lorsque vous serez sur le marché du travail?

A. Oui
B. Non

50. Aimieriez-vous changer d'occupation lorsque vous serez sur le marché du travail?

A. Oui
B. Non

51. Avez-vous été obligé de déménager pour suivre ce cours?

A. Oui
B. Non

52. Seriez-vous prêt à déménager dans une autre ville pour suivre le même programme que vous suivez présentement si celui-ci n'était pas offert ici?

A. Oui
B. Non

53. Classifier par ordre d'importance la liste suivante, #1 étant le plus important.

A. Ecole (__)
B. Travail (__)
C. Mariage (__)
D. Sports (__)
E. Votre famille (__)
F. Amis (__)
G. Carrière (__)
H. Argent (__)

54. Combien de vos amis sont rentres avec vous dans la meme école professionnelle que la vôtre?

A. 0
B. 1
C. 2
D. 3
E. Plus de 3 (#_____)

55. Lorsque vous terminerez ce programme, quelles sont vos intentions concernant votre carrière?

56. Comment considérez-vous votre famille?

A. Professionnelle
B. Col blanc
C. Col bleu
D. Ouvrière

57. Si c'est un professeur ou un conseiller en orientation qui vous a suggéré d'entrer dans ce programme professionnel, expliquez leurs raisons.

58. Si cela vous avait été possible, auriez-vous quitté l'école pour aller directement sur le marché du travail?

A. Oui
B. Non; Donnez vos raisons.

59. Vous êtes-vous senti pousser par vos parents pour:

Aller travailler?

A. Oui
B. Non

Poursuivre vos études?

A. Oui
B. Non

60. Lorsque vous aurez un emploi, seriez-vous prêt à travailler des heures de surplus même s'il n'y avait pas de récompense salariale à la fin?

A. Oui
B. Non

61. Qu'attendez-vous de votre travail?
Veuillez répondre au verso.

APPENDIX C

PROBABILITY OF CHANCE .05 AND LESS

A	B	C	D	E	F	G
01	.003	-	-	-	-	-
02	-	-	-	.003	.033	.001
03	.000	-	.000	-	-	-
04	.000	-	.000	.000	-	.000
05	-	-	-	-	.018	-
06	.002	.000	-	-	-	.042
07	.000	.000	.000	.000	-	-
08	-	-	.037	-	-	-
09	-	.009	.005	-	-	-
10	.000	.005	.000	.000	-	-
11	.000	.000	.000	.000	-	-
12	-	-	.049	-	-	.001
13	.022	-	.031	-	-	.000
14	.017	.040	.040	-	-	.005
15	.036	-	-	-	-	-
16	-	-	.014	-	-	-
17	-	.000	-	-	-	-
18	.000	-	.000	-	-	.003
19	-	-	-	.002	-	-
20	-	.000	-	-	-	-
21	-	.000	-	-	-	-
22	-	.000	-	-	-	-
23	-	.000	-	-	-	-
24	-	.000	-	-	-	-
25	-	.000	-	-	-	-
26	-	.000	-	-	-	-
27	-	.027	.000	.001	-	-
28	-	-	-	-	-	.000
29	-	-	-	.015	-	-

Note:

A. The variable from the codebook (see following page).
B. All English compared to all French.
C. French West Island compared to English West Island.
D. French Downtown compared to English Downtown.
E. English compared to French with male parent born inside Canada.
F. English compared to French with male parent born outside Canada.
G. All male parents born in Canada compared to all male parents born outside Canada.

The Variable Questions from Column A

01. Town living in.
02. Where born.
03. Male parent/guardian was born.
04. Female parent/guardian was born.
05. Family status.
06. Religion.
07. First language spoken at home.
08. Speaks English and French.
09. Writes English and French.
10. Father's mother tongue.
11. Mother's mother tongue.
12. Father's educational background.
13. Mother's educational background.
14. Learned about programme through.
15. Most influence to enter programme.
16. Level in programme.
17. Minds working with grease and oil.
18. Student's last educational year completed.
19. Student's last educational year post secondary.
20. Student expects to continue education.
21. Student wishes to continue education.
22. Would leave work to continue education.
23. Money no problem would go in education.
24. How far expects to go in education.
25. Programme similar to father's work/past.
26. Would have left school and gone to work.
27. Parents pressured to go to work.
28. Parents pressured to stay in school.
29. Would work extra hours for no pay.