

McGILL UNIVERSITY

RESIDENTS' PERCEPTIONS OF COMMUNITY  
FUNCTIONING IN LASALLE

A Pilot Study of Perceptions of Residents  
and Service Providers Regarding the  
Adequacy of Community Provisions  
in Ville LaSalle

A Research Report submitted to

The School of Social Work  
Faculty of Graduate Studies and Research

In Partial Fulfillment of the Requirements

for

The Master's Degree in Social Work

by  
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Montreal, October, 1976

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This pilot study sought to test the applicability of a measure of community functioning in the community of Ville LaSalle. The measure was based on the perception by the residents of the adequacy of functioning over twelve areas of community services, resources and opportunities. The self-administered instrument used was the Community Study Questionnaire developed by Geismar. Responses were coded on a four-point scale.

The questionnaire, with some modification, was translated into French. The two language versions were then randomly distributed (in the language of their choice) to 31 French and English-speaking residents in two contrasting neighbourhoods in Ville LaSalle. A second sample was sought, consisting of 9 of the various establishments responsible for the provision of services to the community.

Results indicated no significant differences on the mean scores between the two neighbourhoods and linguistic groups. However, two significant canonical equations showed age, language, and the neighbourhood to be strong predictors of scores on housing, higher educational opportunities, social services, income security and cultural participation. Thus, the older, French-speaking residents in the lower socio-economic neighbourhood indicated more dissatisfaction with housing and higher education than the younger, English-speaking residents in the higher socio-economic area. The older French-speaking residents in the higher income area expressed satisfaction with income

security and cultural participation, but were dissatisfied with social services. The younger, English-speaking residents in the lower-income neighbourhood found income security and opportunities for cultural pursuits to be inadequate, but expressed satisfaction with social services. The Housing area drew the strongest criticism, the level of dissatisfaction correlating positively with age.

A considerable number of respondents were found to lack information on several areas of service. The greatest lack of knowledge appeared to be with the English-speaking respondents, and those in the lower socio-economic neighbourhood.

On the whole, the functioning of the community was seen to require some improvement, though no marked inadequacies were indicated.

Comparison between the residents and the service providers samples revealed a more critical judgement on the part of the service providers. A significant difference was found between the two groups on the Social Services area, with the service providers finding social services more inadequate.

The instrument was felt to have promising validity for use on a wider scale. A survey with a more representative sample of LaSalle would identify particular service areas requiring attention. It was also recommended that the questionnaire be translated into Italian to include the perceptions of the Italian sector of the population of LaSalle.

## ACKNOWLEDGEMENTS

I am deeply grateful to the residents and workers of Ville LaSalle whose co-operation made this study possible. I hope this research will be of use to them in their continuing efforts to build the community of Lasalle.

I wish to express my gratitude to my advisor, Professor Edward V. Shiner, for his encouragement and enthusiasm throughout this project. His keen ability to focus on the essential components of the study made an awesome task both manageable and enjoyable.

I also wish to thank Professor Sydney M. Duder for her invaluable assistance in the analysis of the data and for her constructive criticism in the preparation of this report.

A special thanks to Mrs. Beryl Mendonca for her care and patience in typing this manuscript.

Finally my thanks to my husband for his help and support during this year.

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## INTRODUCTION

This study was conducted in the community of Ville LaSalle, an independent 'fringe' city in the south-west area of the island of Montreal. Spanning a territory of approximately eighteen square miles, Ville LaSalle has experienced explosive growth over the last fifteen years: a population of 30,904 increased to 76,659 from 1961 to 1974.<sup>1</sup>

Ville LaSalle combines the residential features of a suburb with the industrial development of a city. It is distinguished by a sizeable number of recently-constructed, multi-family dwellings interspersed between large industrial complexes.

In the seventies, Ville LaSalle, like other areas in Quebec, is feeling the effects of significant social and political change. Bill 65 reorganized health and social services based on a more global concept of community. In areas where a sense of community was more clearly defined, changes in structures of service delivery were rapidly sought. Ville LaSalle, however, is a community in the throes of finding itself. It is a young, sprawling city with a high rate of mobility. Few needs are articulated by its middle-income population. There are therefore few parameters on which to base community change such as envisaged by Bill 65.

The definition of a community is itself a multi-faceted task. The perception that one adopts in the quest for community determines the image that results. This investigation constitutes an attempt to articulate an

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<sup>1</sup>Annuaire du Québec, 54ième ed., 1974. Ministère de l'Industrie et du Commerce, Bureau de la Statistique, p.229.



approach to study the community of Ville LaSalle -- an approach that may have implications for furthering the development of a sense of community.

Several approaches to the study of 'community' were explored. Perceptions of community ranged from the description of a geographical area based on demographic data, to the social interaction and leadership patterns observed within a given area. However, these were felt to be too limiting to incorporate the actual life of a community.

An approach was therefore selected that was based on the perceptions of residents regarding the adequacy of the functioning of their community. The opinions of the residents appears to be a reasonable basis from which to direct efforts at developing a community, or isolating deficiencies that require attention. In a city such as Ville LaSalle, where few needs are identified, it seems particularly important that residents voice their opinions on specific aspects of the community, and that there be some way of translating these perceptions to a strategy for community change.

This investigation explored the question of community functioning. It had two aims: (1) to take a pilot 'reading' on the adequacy of community provisions as perceived by residents of an area, and by those responsible for the delivery of services; (2) to validate this approach as a means of obtaining a profile of the functioning of a community.

## CHAPTER I

### WHAT IS COMMUNITY

The movement towards the involvement of 'community' in social issues--education, recreation, medicine, psychiatry--has assumed that collective concern is felt, shared, and expressed communally.

Does community really exist in such endeavors as 'community organizations', 'community medicine', 'community psychiatry', etc.? The traditional, rural-based, image of community, a "local" area which was tributary to the centre of common interests of the people,... a limited territorial unit absorbing some part of a person's role behaviour...",<sup>1</sup> is becoming increasingly rare. 'Community', as a definition, has evolved a great deal more abstraction. Hillery, in 1955, tabulated ninety definitions of community culled from various authors on the subject.<sup>2</sup> Hillery notes that 75% of the writers agreed that a measure of social interaction, geographical area, and a common tie (or ties) constituted a community.

In modern times, urbanism, mobility, and the transition of values have made the definition of community an increasingly platonic one. For the purposes of present government planning, community is defined in geographical terms--a logical, administratively viable definition supported by civic structure such as voting, tax-paying, school

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<sup>1</sup>W. Meenaght, "Community Delineation: Alternative Methods and Problems," Sociology and Social Research, 56 (1972): 346.

<sup>2</sup>G.A. Hillery, "Definitions of Community: Areas of Agreement," Rural Sociology, 20 (1955): 114-115.

attendance, etc. In this sense, Ville LaSalle certainly constitutes a 'community'. But is such a definition meaningful to urban residents?

Urban residential patterns are difficult to characterize in the traditional sense of 'community'. Greer,<sup>1</sup> summarizing empirical findings gleaned from various urban studies, notes that kinship, contrary to popular belief, was important to the urban resident. There was much differentiation in attitudes towards neighbours (the neighbour is valued "who is a nice person and leaves you alone"). Attitudes also varied with regard to identification with the local residential area. Greer found, in addition, that urbanites were involved in few formal organizations, but that they were seldom completely without friends. Friendship tended to be outside of work or organizational structures. This led Greer to conclude that "geographical contiguity has no self-evident social meaning...it may become the basis for interdependence only when it constitutes a field for social action".<sup>2</sup> Ville LaSalle appears to embody several of the characteristics enumerated by Greer, and could presumably constitute a community to the extent that it experiences social action.

Mobility, along with urbanism, has most often been associated with the breakdown of the traditional image of community. Several studies have attempted to test the validity of this view.<sup>3</sup> Ravetz offers a new outlook on the mobile sector of the population. She notes that the mobile population is usually young--young families with children--

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<sup>1</sup>S. Greer, The Emerging City--Myth and Reality (New York: Free Press of Glencoe, 1962), pp.90-92.

<sup>2</sup>Ibid., p.111.

<sup>3</sup>See, for example, P. Fellin, and E. Litwak, "Neighbourhood Cohesion under Conditions of Mobility," American Sociological Review, 1963, pp.365-376.

and therefore more dependent on their surroundings. They may also be the most critical among the population at large, yet their opinion is often discounted because, being mobile, "they are not part of the community". But, Ravetz notes, they are always replaced so that there is a 'permanent' mobile sector. Of importance to her is that "reactions, though different, are not frivolous but consistent with the need and expectations of each group".<sup>1</sup> Thus, if one follows Ravetz' thinking, a high rate of mobility does not prohibit the development of community. Insofar as Ville LaSalle is a relatively young city with a high rate of mobility, it might still conceivably nurture a sense of community.

Nevertheless, although new definitions of 'community' have proliferated since Hillery's classification, few are definitive. Stacey even goes so far as to deem community a "non-concept, serving to confuse more than enlighten".<sup>2</sup> But Stacey, like others, attempts to elaborate some measure of community (the 'locality') as a relevant focus for study.

Warren's conception of community is one of the more useful notions applicable to present-day urban society. Warren sees that the community has not lost its effectiveness as a locality group, but rather "it is changing structure and function to accommodate modern developments. This change is in the direction of greater specialization of function on the community level..<sup>3</sup> He thus conceptualizes the structural-functional nature of the community in terms of horizontal and vertical axes. The horizontal axis represents locality, or relationships between individuals

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<sup>1</sup>A.Ravetz, "Who Are the Community?" New Society 21 (July 1972): 175-177.

<sup>2</sup>M.Stacey, "The Myth of Community," British Journal of Sociology 20 (June 1969): 134-147.

<sup>3</sup>R.Warren, "Reformulation of Community Theory," in Perspectives on the American Community (Chicago: Rand McNally, 1966), p.70.

and groups in the area. The vertical axis represents specialized interest, which involves the relationship of a local group outward to regional and national groups. The horizontal axis has as its principal task "to co-ordinate", while the vertical axis "accomplishes a specific goal". This model permits examination of both the internal and external aspects of community and the relationship between them. However, Warren does not suggest how this concept may be operationalized.

Many investigators have studied a range of aspects of community. No attempt is made here to give a complete report of the research undertaken on the subject. However, in seeking an approach that would operationalize the conceptual model presented by Warren, it was necessary to explore the various approaches taken. These may be broadly classified as Ecological, Interactional, or Social Systemic. Following is a brief outline of each approach.

#### The Ecological Approach

This orientation emphasizes the effects of space, structure, and shared interest activities on the relationship of community members.<sup>1</sup> Since the ecological approach uses demographic data and particular characteristics of the area, it has only limited applicability. While lending itself well to social science research in giving cues about the effects of observed phenomena, this approach has little potential in the analysis of a total community.

A study by Caplow and Forman in 1948 typifies this type of analysis.<sup>2</sup> The authors studied the neighbouring

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<sup>1</sup>C.Bell and H.Newby, Community Studies (London: Allen and Unwin, Ltd., 1971), p.33.

<sup>2</sup>T.Caplow and R.Forman, "Neighbourhood Interaction in a Homogenous Community," in Neighbourhood and Ghetto, ed. S. Greer and A.L.Greer, (New York:Basic Books, Inc., 1974), pp.21-36.

patterns of a group of university students living with their families in a university-sponsored apartment complex. The stated hypothesis was that high mobility, a characteristic of this group, would have a negative effect on the neighbouring pattern. The findings, however, did not support this hypothesis. Although no discernible relationship was found between length of residence and intensity of neighbourhood contact, the homogeneity of the sample group and the high level of common interests led the authors to conclude that "where the neighbourhood and interest group coincide, there will be a high degree of association, regardless whether the milieu is urban or rural, stable or mobile. Conversely, isolation and immobility do not by themselves foster social participation".<sup>1</sup>

#### The Interactional Approach

This approach concentrates more on the process than on the effects of interaction in a community. In order to proceed with such an analysis, one must accept the notion of community as a social group, with a power structure and leadership, involved in some community action or interaction. Thus, 'community' actions are to be distinguished from 'non-community' actions. Kaufman states that:

At the associational level the community may be seen as a network of interrelated associations, formal and informal, whose major function is problem solving for the local society. In a changing society the community may be seen as a problem solving process which provides needed adjustment for local life.<sup>2</sup>

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<sup>1</sup>Ibid., p.33.

<sup>2</sup>H.Kaufman, "Toward an Interactional Conception of Community," Social Forces 38 (October 1959): 12.

The analysis would also include the relationship of demographic, ecological, and physical characteristics to the interactive pattern.

In focusing on the inter-relationships of the elements of a community, this approach goes further than the ecological method in conceptualizing the actual life of a community. However, it is perhaps too concerned with the local and immediate issues, to the exclusion of other aspects situated along the vertical axis as described by Warren.

Stacey's notion of locality analysis is a broader conceptualization of this approach. She focuses on the study of relations in a locality. This involves a close examination of a 'system', the way it is established and maintained, the circumstances under which it may be modified, and its relationship to other systems.<sup>1</sup>

Bott, in her study of family and kinship networks, uses this approach in examining the 'local system' of the family and the process of its interaction with its surroundings.<sup>2</sup>

#### The Social Systems Approach

The social system is defined as:

...a structural organization of interaction of units which endures through time. It has both external and internal aspects relating the system to its environment and its units to each other. It can be distinguished from its surrounding environment, performing a function called boundary maintenance. It tends to maintain an equilibrium in the sense that it adapts to changes from outside the system in such a way as to minimize the impact of change in the

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<sup>1</sup>Stacey, p.139.

<sup>2</sup>E.Bott, Family and Social Network (London: Tavistock Publications Ltd., 1957).

organizational structure and to regularize the subsequent relationships.<sup>1</sup>

Warren proposes that a community can be subjected to social systems analysis since it fulfills the basic requirements of a social system. He defines a community as, "... that combination of social units and systems which perform the major social functions having locality relevance."<sup>2</sup>

The social systems approach comes closest to incorporating the horizontal and vertical axes identified by Warren. It is applicable to small systems or sub-systems, such as the family, as much as to larger systems that extend outward like concentric circles.

Sanders' approach to the social systems analysis of a community emphasizes the 'sub-system' as the basic unit of analysis: "...the behaviour of a community as a total system is greatly dependent upon the interaction of these sub-systems."<sup>3</sup> Sub-systems, such as 'police', may be part of larger systems, such as 'government'. This "system within system" notion, says Warren, "is of crucial importance in system analysis as applied to the community."<sup>4</sup>

Geismar goes further than Sanders in proposing that the reverse is true. Thus, he notes, if the community constitutes the larger context for the sub-systems, the evaluation of the sub-systems is incomplete without knowledge of the functioning of the community.<sup>5</sup>

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<sup>1</sup>Roland L. Warren, The Community in America, 2nd edition, (Chicago: Rand McNally and Co., 1973), p.136.

<sup>2</sup>Ibid., p.9.

<sup>3</sup>I.T.Sanders, The Community: An Introduction to a Social System (New York: The Ronald Press Co., 1958), p.192.

<sup>4</sup>Warren, p.50.

<sup>5</sup>L. Geismar, Family and Community Functioning (Metuchen, N.J.: The Scarecrow Press, Inc., 1971), p.153.



'Functioning', in this case refers to "...the process in which the actions of the parts of a system are viewed in relation to their contribution towards its continuity..."<sup>1</sup> Geismar found 'social functioning' to be an encompassing concept, permitting a broader view of human behaviour within the context of the environment. Social function, although applicable to systems as well as to individuals, has been widely used with regard to individuals and families, but not to larger systems.

Geismar's approach appears to operationalize Warren's conceptual model of community. In focusing on the functions of the community via its various sub-systems, Geismar is able to incorporate various functions, both internal and external, that are relevant to a community system.

In his elaboration of community functioning, Geismar owes much to Warren's formulation of the functions of a social system. Warren delineates five major functions of a social system which have 'locality relevance'.<sup>2</sup> These are:

1. Production-distribution-consumption, which include the goods and services required for daily life;
2. Socialization, the transmission of social values and behaviour patterns;
3. Social Control, or the means to ensure conformity to the norms of the social unit;
4. Social Participation, which include the formal and informal organizations facilitating group contact;
5. Mutual Support, extended via the informal and formal channels for aid.

However, where Warren is not specific as to the manner in which a system may be said to be performing these functions, Geismar suggests a method. He bases his assessment on the.

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<sup>1</sup>Ibid, p.14.

<sup>2</sup>Warren, The Community in America, pp.9-12.

perceptions of such functioning by the residents of the community. Thus, the functioning, as viewed by the resident, "may be referred to as the functional prerequisites for the community systems."<sup>1</sup> In support of this approach, Geismar offers the argument that:

...there are certain universal functions that must be performed to meet the basic needs of any and all populations in every community, no matter how large or small, homogeneous or diversified, [sic] the present approach rates a community by whether or not, in one form or another, the functions have been carried out without investigating whether sub-systems have actually been established to fulfill them.<sup>2</sup>

Geismar's approach is most comprehensive and holds implications for practical application. Moreover, his point of departure is the residents of the community, affected by the environment in which they live, expressing some reflection of the provisions of that environment for their communal life. This orientation seemed particularly appropriate to the goals of the present study, which, in keeping with the philosophy of Bill 65, sought to involve residents in an analysis of their community.

Geismar's approach was therefore selected as the basis for this study, and, as such, it requires further elaboration.

#### The Assessment of Community Functioning

The evaluation of community functioning poses a prohibitive question because of the nature and complexity of the community as a social system. Geismar notes that the

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<sup>1</sup>Geismar, p.155.

<sup>2</sup>Ibid., p.156.

sub-systems in a community, contrary to other systems, may not be "...rationally and deliberately related to each other but simply co-exist...meeting a vast variety of needs..."<sup>1</sup> Some organizations are centrally related (e.g., city council); others serve specific interests of the citizens (e.g., interest groups) and have no direct relationship with the community. Still others are sub-systems of larger systems whose centres are outside of the community (e.g., banks). Furthermore, sub-systems may be directly controlled by the community structure (membership-directed) or by larger systems such as the Government (authority-directed).<sup>2</sup> The evaluation of the various tasks and functions of community sub-systems would be especially daunting when accounting for the numerous controlling structures, and defining various goals and functions.

From the residents' point of view, however, community functions are seen as being translated into services, resources and opportunities. These may be primary--contributing to a minimum level of social functioning; or secondary, which refer mostly to the quality of life conditions. Geismar notes that "...primary and secondary provisions are not sharply divided, but differ mainly by degree of presumed urgency."<sup>3</sup>

The primary and secondary provisions, as is seen in Fig.1, cluster mainly around the 'integrative' function"... in the sense that they serve to unify and harmonize the constituent elements of the system while furthering its instrumental and expressive aims."<sup>4</sup> 'Viability', permits the com-

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<sup>1</sup> Ibid., p.155.

<sup>2</sup> L. Geismar, The Concept of Community Functioning--Preliminary Formulations," Journal of Jewish Communal Service, 42 (Spring 1966): 229.

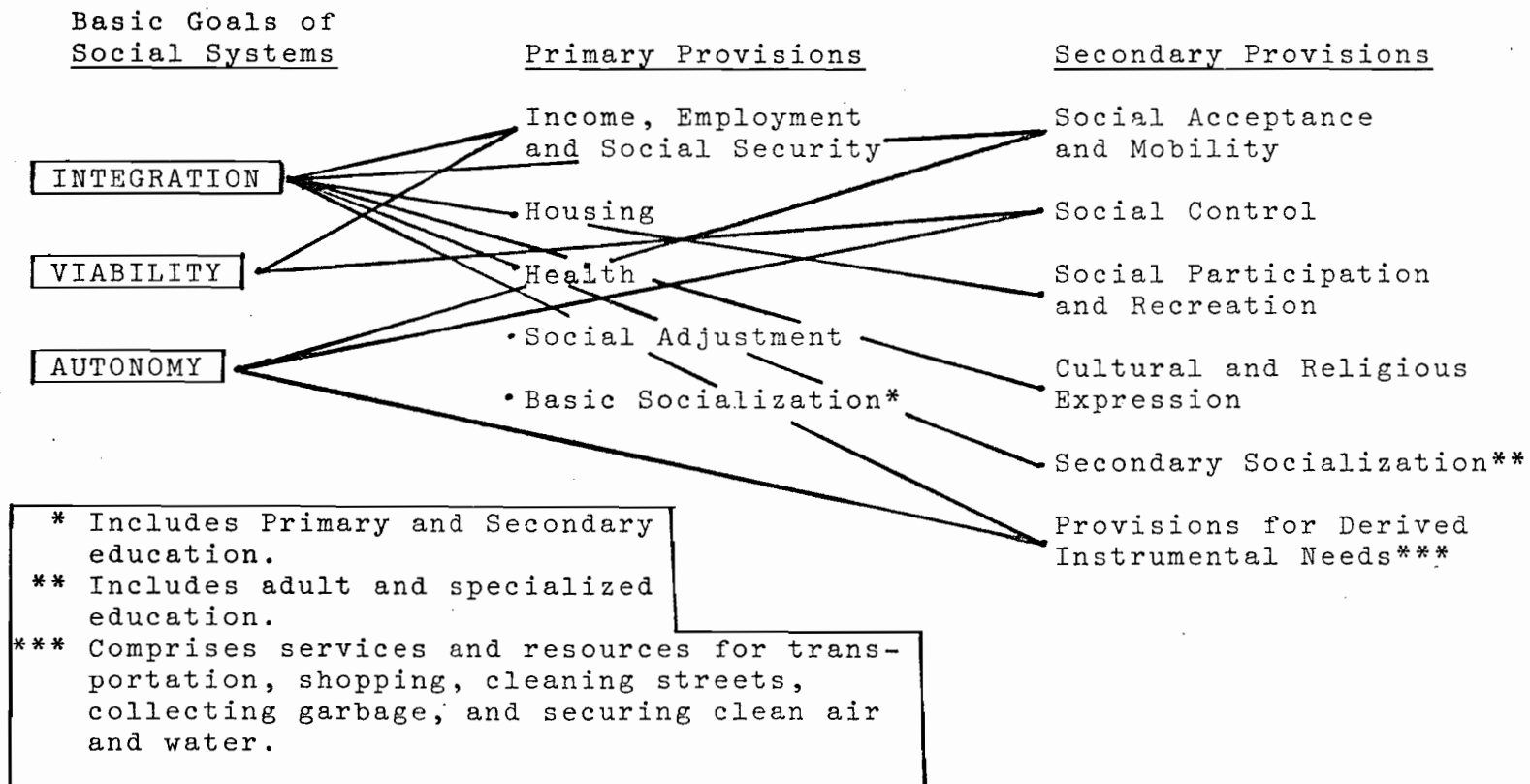
<sup>3</sup> Geismar, Family and Community Functioning, p.157.

<sup>4</sup> Ibid., p.157.

Fig. 1<sup>1</sup>

CONCEPTUAL FRAMEWORK FOR EVALUATING COMMUNITY FUNCTIONING

Functional Prerequisites of the Community System  
(Organized by Areas of Provisions for Services, Resources,  
and Opportunities to Meet Needs of Population.)



<sup>1</sup>Geismar, Family and Community Functioning, p.158

munity to offer some structure and security to its residents, while 'autonomy' enables the community to provide for instrumental needs.

The level of community functioning is based on 'need-consensus', namely, a "wide prevalence of need, need which is shared by most individuals or small groups within a given system and is, therefore, statistically definable,..."<sup>1</sup> The description which leads to this statistical definition therefore incorporates various services, resources and opportunities that meet a variety of needs.

Geismar emphasizes that need-consensus, although indicating the level of community functioning, makes no attempt to locate the cause of failure or success. He maintains that:

The presence of need-consensus merely indicates that within a given community certain needs have not been met, and in this sense the community may be said to be malfunctioning.<sup>2</sup>

Geismar cautions further, that "the goal of community functioning as formulated here is not an absolute state of performance, as implied in the concept of Utopia, but a situation where the actions and activities of the system meet the needs of its members."<sup>3</sup>

Geismar is specific in stating that it is not the actual functioning of services that is evaluated, but the beliefs of the population regarding that functioning. He feels confident that "beliefs are correlated with service quality when there is a need for services."<sup>4</sup> In this prop-

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<sup>1</sup>Ibid., p. 159.

<sup>2</sup>Ibid., p. 160.

<sup>3</sup>Ibid., p. 160.

<sup>4</sup>Ibid., p. 162.

osition, Geismar is supported by other investigators. Kaufman writes: "It is just as important a social fact to discover what people think community ought to be as it is to describe what community is."<sup>1</sup> Clark, stating that a sense of significance and solidarity are the key components of the 'strength' of a community, believes that:

the investigators of community must begin where people are experientially and not proceed on the assumption that patterns of social activity, norms, roles and status systems can, unrelated to sentiments, reveal the full, or even the major part of the picture.<sup>2</sup>

Geismar's approach in taking a 'reading' or profile of the community from the beliefs and expectations of its residents follows precisely Clark's position. He makes an important qualification with regard to operationalizing 'beliefs'. He notes that 'beliefs' may be formed through direct experience, or indirectly, through the experiences of others, or through publicity via the media, etc. Geismar concludes that:

Community functioning, as operationalized here, takes on its major significance as a variable which informs the researcher as to the population's views about the relationship between resources and needs. This variable represents a social fact that is of importance for those who plan and render, as well as for those who receive, services.<sup>3</sup>

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<sup>1</sup>Kaufman, p. 16.

<sup>2</sup>D.B.Clark, "The Concept of Community--A Re-examination," Sociological Review 21 (August 1973): 409-412.

<sup>3</sup>Geismar, Family and Community Functioning, pp. 162-163.

CONCLUSION

An exploration of various approaches to the study of community revealed numerous definitions and orientations. The particular characteristics of an urban community demanded a comprehensive approach to incorporate all of the elements constituting a community. Warren's conception of community elements situated along horizontal and vertical axes was found to be a useful model. This concept was most adequately operationalized by the social systems approach, in particular, by the approach to community functioning developed by Geismar.

The assessment of community functioning is based on the views of the residents as to the adequacy of various community provisions available for their needs. This approach is seen to have potential use in communities, such as Ville LaSalle, that are in the process of determining community needs and appropriate services and resources.

This pilot study was therefore designed to test the applicability of the Geismar approach in a Quebec setting, using a sample population in Ville LaSalle, and to ascertain its potential for further use. A verification of its applicability could have important implications for wider use in the delivery of community services--particularly for the citizens and professionals engaged in the planning of such services.

## CHAPTER II

### THE SETTING: VILLE LASALLE

This chapter describes Ville LaSalle, the community in which the present study was conducted. An acquaintance with the setting facilitates later discussion of the results of the research.

#### Background

Ville LaSalle is the sixth largest industrial city in Quebec. It was incorporated as a municipality in 1912. Although flanked on either side by cities that were developed and populated during the early part of this century (Verdun to the east, Lachine to the west), Ville LaSalle itself only mushroomed in the last ten to fifteen years. It is now the most populous city in the West Island of Montreal.<sup>1</sup>

Over the period 1951-1971, LaSalle's population increased 284.2%. In comparison, neighbouring cities, Verdun and Lachine, increased 4.5 and 28.5 percent respectively. The city of Montreal, during this time, increased in population 57.2%.<sup>2</sup> Table I indicates the population growth in Lasalle from 1951-1971.

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<sup>1</sup>Rapport du service de recherche socio-juridique de la Commission des Services Juridiques. Mimeograph. January 1974. p.52.

<sup>2</sup>P.Dorais and G.Lafrenière, Ville LaSalle - Recherche sur les besoins de la population en vue de la formulation d'hypothèses de travail en organisation communautaire, C.S.S.M.M., Succursale 'E', December 1975. p.4.



Table 1

Population Growth of Ville LaSalle from 1951-71.<sup>1</sup>

Population		% increase	
1951	11,633		
1956	18,973		
1961	30,904	1951-61	165.6
1966	48,322	1956-66	56.4
1971	72,910	1966-71	50.88

Ville Lasalle is bounded on the south by the St, Lawrence River. It is served by five highways and a railway, which makes the site attractive to industry. Until recently, wide tracts of open or wooded land were easily available for development. Over the last ten years, the move to decentralize industry made LaSalle convenient for the construction of large scale industries and warehouses. Heavy industries now number about 119, commercial industries about 250.

The population followed industry and began to establish itself in pockets around the industrial corridor which runs through the middle of the city. Thus, the city is made up of nineteen 'residential islands'.<sup>2</sup>

#### The population

The present-day population is derived from a mixture of rural families coming in to LaSalle from the outlying areas surrounding Montreal, first generation immigrant families, and Montrealers moving out to the suburbs. The population is approximately fifty percent French Canadian and and fifty percent 'other'. (See Table 2). The English Canadians form the majority of the 'other' group, while the

<sup>1</sup>Annuaire du Québec, 1974, 54ième ed. p.229.

<sup>2</sup>B.Dhindsa, The Ville LaSalle Community. November '73. p.13.

Italians constitute the third largest ethnic grouping.

Table 2

Ethnic Composition of the Population  
of Ville LaSalle.<sup>1</sup>

	Number	%
Asiatic	960	1.32
British	21,040	28.86
French	37,765	51.80
German	1,205	1.65
Hungarian	230	.32
Italian	4,755	6.52
Dutch	285	0.39
Polish	1,395	1.91
Russian	115	.16
Scandinavian	240	0.33
Ukranian	1,230	1.69
Other	3,685	5.05
Total	72,905	100.00

Since the 'quasi-totality' of immigrants integrate into the Anglophone group, this results in an almost even linguistic division, an unusual occurrence in Quebec. Thus 48.4% of LaSalle's population are English-speaking, while 51.6% speak French. Nevertheless, enclaves exist, and are identified as 'Little Italy', the Ukrainian quarter, etc.<sup>2</sup>

Ville LaSalle, with its moderately-priced housing and comparatively spacious residential areas, is attractive to young, working-class families. This population, however is extremely mobile: either upwardly (moving to the more expensive suburbs) or horizontally (for reasons of employment). Dhindsa notes that "...the city is considered a 'dormitory city...a residence which is temporary, a stop-

<sup>1</sup> Census of Canada, Series 'B', Montreal, October 1974. p.33.

<sup>2</sup> Dorais and Lafrenière, p.16.

gap before moving to other areas ".<sup>1</sup>

Most of LaSalle's residents are 'white-collar' workers, earning an average annual income of \$10,000 per family. Nineteen percent of the labour force works within the limits of the city. Most are employed in Montreal and the neighbouring areas. The population is skilled, or semi-skilled. Over half have not completed a high-school education, while five percent are university-educated.

### Local Government

The city is divided into three wards, each represented by two councillors who are elected by the population. The mayor is elected directly by the citizens for a four-year term. The most recent elections saw the mayor returned to office, and the second consecutive defeat for his opponent.

The major criticism levelled at the municipal government is its failure to plan urban development with a view to community coherence. Thus, industry and commercial development tend to take precedence over community ecology.<sup>2</sup>

The voters are overwhelmingly Liberal, electing Liberal representatives to both the Provincial and Federal governments. The Federal representative, incidentally, is also a municipal councillor.

### Services

#### Health:

The health needs of the area are served by a seventy-two bed General Hospital, and a group of general practitioners and specialists who operate out of a private clinic. There is also a mental health clinic located in the area which serves the population's psychiatric needs.

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<sup>1</sup>Dhindsa, p.16.

<sup>2</sup>Dorais and Lafrenière, p.30.

Responsibility for public health, until recently the task of a municipal department, is now assigned to the Community Health department of the area's Hospital Centre, located in neighbouring Verdun.<sup>1</sup> A local office for Public Health is being requested for LaSalle.

Social Service:

A local branch of the Francophone Social Service agency (C.S.S.M.M.) was recently established in the area. The Anglophone sector is covered by agencies located in Montreal.

Citizens' groups have been sparse in LaSalle. The demise, in 1972, of the only anti-poverty group in the city saw the emergence of a citizen-run "Distress Centre". This group has provided aid to families and individuals in crisis, and it is presently pioneering services to the city's aged-- a neglected and often isolated population. Tenants' Associations have been active in the past two years. These, for the most part, have been organized in conjunction with community organizers from the social service agencies.

The Social Welfare office is located within the city limits and near to the low-income area where a large proportion of welfare recipients live. The Unemployment Insurance and Legal Aid offices are located in Verdun and Lachine respectively.

Housing:

The most prolific type of lodging is the duplex or triplex--semi-independent, multi-family units. One-family dwellings are rare (5.6% in the whole city), and apartments for single persons are not numerous.

The municipal statistics of 1974 indicate that 32.9%

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<sup>1</sup>J.G.Bonnier, "La politique sociale au Québec: la santé publique, demeure-t-elle une responsabilité municipale?" La Revue Municipale, No.9, Septembre 1973.

<sup>2</sup>Dorais and Lafrenière, pp.36-37.

of the resident families own their own homes. The majority live in rented apartments or duplexes. The monthly rents range from \$90.00 to \$250.00.

Although the type of dwelling is fairly homogeneous, there are pockets of low-income housing which have the lowest rental in the city. However, heating and maintenance costs are increased because of the poor construction and insulation of the buildings. The residents, who are often on a low income or social assistance, have little choice about moving elsewhere because of higher rents. Tenants' Associations have recently succeeded in getting significant improvements in insulation and maintenance. Other such associations are working to prevent the transformation of the few remaining apartment complexes into condominiums.<sup>1</sup>

#### Education:

The area is served by 17 elementary schools and three high schools, which operate under two school commissions. A CEGEP is presently being constructed in the north-eastern sector of the city. Adult education programmes are conducted in the high schools and cover a wide range of subjects.

Day Care centres and nurseries are few (5 in the whole city), private, and costly.

#### Churches:

LaSalle includes nine parishes, four of which are French Catholic, one English Catholic, one Italian Catholic, and three Protestant. These parishes offer a means of association, and the churches, a meeting place, in a city that otherwise lacks a community centre.

The churches also provide some community services, such as an emergency food depot, volunteer visitors, and the sponsoring of popular programmes.

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<sup>1</sup> Dorais and Lafrenière, pp.36-37.

#### Recreation:

The area is dotted with parks and playgrounds. Sports afford a keen interest: the city has an arena and a Recreation Centre is presently under construction. Numerous sports associations exist. The few public swimming pools, however, are not readily accessible.

Apart from sports, there are some volunteer associations and clubs. But interest groups and cultural activities are, on the whole, not numerous. The municipal library provides a valuable service, but residents must go outside the city to attend cinemas and theatres.

#### Facilities:

Shopping centres, numerous and fairly accessible to the various sectors, are the nearest to a community centre that exists in LaSalle. The residents may encounter one another more frequently than elsewhere. Adolescents, having few organized activities other than sports, find the shopping centre an anonymous, but congenial, place in which to congregate.

LaSalle is served by seven bus lines, but thoroughfares are such that it is not possible to cross the city without transferring at least once. Direct access to the Metro is now possible during peak hours, and a Metro terminus will eventually be located on the outskirts of the city.

Seventy-nine percent of the population own automobiles. This increases the density of traffic on the main thoroughfares, as do the large trucks serving the various industries.

Two bilingual newspapers cover the local issues and events. They are also a useful advertising medium for the local businesses.

#### Summary:

The global picture of LaSalle depicted by Dorais and Lafrenière is that of a municipality apparently without problems. Its population is young, skilled or semi-skilled, with

an adequate income--a "silent majority that is content to vote every four years to maintain the status quo".<sup>1</sup> There are many industries that provide the city with revenue and lighten the tax burden on the residents. There are no obvious social problems; employment is slightly higher than Metropolitan Montreal (59.9% versus 55.7%). There are well-maintained streets and sidewalks, and the city has the reputation of having the best garbage collection in the region.

In such a community it is difficult to pin-point the areas of need. Yet, Klein observes:

...le morcellement physique et culturel de la municipalité, son orientation vers l'extérieur, son intégration dans une communauté régionale, son absence de conscience, font de Ville LaSalle une institution des plus artificielles.

Dans l'ensemble, les résidents de cette municipalité n'ont aucun contact entre eux. Ils ignorent les caractéristiques de la ville et les besoins de la communauté. Il ne s'agit que d'un ensemble<sup>2</sup> de personnes vivant sur un territoire commun.

Dorais and Lafrenière also feel that this "physical and human fragmentation" has not helped to create a sense of unity within the community. They see the majority of perceived problems as relating to the quality of life in general. According to them, the people are concerned primarily with housing problems and the lack of planning in urban development: they also find health services insufficient, and recreation poorly organized. The authors point out that LaSalle residents constitute a sizeable consumer market, but tend to be ignorant of credit pit-falls and consumer protection laws.<sup>3</sup>

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<sup>1</sup> Dorais and Lafrenière, p.45.

<sup>2</sup> R.Klein, Projet d'organisation communautaire de Ville LaSalle, Rapport préliminaire, mars 1972. p.11.

<sup>3</sup> Dorais and Lafrenière, pp.39-46.

## CHAPTER III

### METHODOLOGY

The Community Study Questionnaire developed by Geismar is a self-administered instrument scored on a four-point scale.<sup>1</sup> Before being administered, the questionnaire was subjected to a series of pre-tests. With some modification, it was then translated into French and pre-tested for linguistic equivalence.

#### Pre-test

A total of eight pre-test interviews were conducted. The first interview was accorded by a resident having post-secondary education. It was noted that the items dealing with social and racial acceptance were vague in their wording and not reflective of the Canadian situation. A second interview conducted with another resident produced similar results.

The items were revised and the initial instructions modified to reflect the current situation. The questionnaire was then presented to a resident having a primary school education: she appeared to experience no problem with regard to comprehension or relevance.

Following this interview, certain changes were made in the format of the questionnaire. Noting that the first response, (1) "Adequate or not necessary", in fact included two conditions that did not have similar reference, it was felt that a finer distinction could be made by separating

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<sup>1</sup>Geismar, Family and Community Functioning, pp.170-184.



the two. Two categories, (0)"Not necessary" and (1)Adequate as is" were therefore included.

The original format was felt to be somewhat confusing since it did not visually differentiate responses. It did not indicate a gradation in the quality of services and separate responses for "not necessary" and "no knowledge of subject". A different format was therefore selected. This indicated a clear separation of responses, with an enumerated space for each choice. The final format thus presented the choice of responses at the top of each page of the questionnaire, with coded spaces alongside each item as follows:

	0	1	2	3	4	8
Unemployment Insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Further changes were made in the demographic section of the questionnaire. Substituted for the lengthy categories in the original version that covered the number of children in the family, length of residence, and the number of clubs to which the respondent ascribed membership, was a simple space for notation of an actual number. The item covering ethnic origin was modified to include ethnic groupings relevant to the Quebec situation.

With these changes made, the questionnaire was translated into French. The translation was worked over with a French-speaking social worker to determine technical terms (e.g., "Assurance-chomage") and to clarify awkward wording. A French language comprehension interview was then conducted with a French Canadian resident, and further minor changes were necessary.

Finally, a bilingual pre-test was carried out. Two bilingual respondents were each given a French and English version of the questionnaire over the interval of a week. This method was suggested by Anderson who notes that, in translation, effort must be made to maximize equivalence and

minimize variance.<sup>1</sup> In both cases in this pre-test, equivalence of responses or a variance of one interval was achieved. Thus, the translation was deemed reliable for the pilot study.

### The Instrument

The questionnaire as used in this study appears somewhat different in its presentation than the original Geismar instrument. However, the structure remains the same, and the original phrasing has been retained almost in its entirety. Only those changes were made where it was felt that more precise wording would aid comprehension, or where a particular question was reformulated in a Canadian rather than an American context.

There are fifty-two items comprising the main body of the questionnaire. These make up twelve 'areas' of services, resources, and opportunities for meeting the needs of the population. The areas and related items are given below. The questionnaire itself may be found in Appendix A; the French language version is included in Appendix B.

### Areas of Services, Resources and Opportunities

1. Income Employment, and Social Security  
Items 1-6
2. Housing  
Items 7-9
3. Basic Socialization (Schools and Job Training)  
Items 10-12
4. Health  
Items 13,14

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<sup>1</sup>R.B.Anderson, "On the Comparability of Meaningful Stimuli in Cross-Cultural Research," in Comparative Research Methods, ed. D.Warwick and S.Osherson. (Englewood Cliffs, N.J. Prentice Hall, Inc., 1973), pp.149-162.

5. Social Adjustment (Social Services)  
Items 15-24
6. Social Acceptance and Mobility  
Items 25,26
7. Social Control  
Items 27-30
8. Social Participation and Recreation  
Items 31, 32
9. Secondary Socialization (Adult and Specialized Education)  
Items 33, 34
10. Cultural and Religious Expression  
Items 35, 36
11. Provisions for Derived Instrumental Needs  
Items 37-41
12. Measures for Change  
Items 42-52.

The latter part of the questionnaire covers related demographic characteristics, as well as items concerning the respondent's participation in clubs, voting habits, and use of social services. The entire questionnaire takes approximately thirty minutes to answer.

Evidence for reliability and validity is reported by Geismar in his initial application of the instrument.<sup>1</sup> The questionnaire, at this stage, excluded the 'Measures for Change' area.

A test re-test method was used over a period of ten days with a group of fifty college students. The mean item reliability was found to be 63.41% with a standard deviation of 6.87. The mean percentage for one-point changes (either upward or downward) was 30.68. The average respondent was found to be consistent on nearly two-thirds of the items from one administration of the questionnaire to the other.

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<sup>1</sup>Geismar, Family and Community Functioning, pp.185-191.

Interestingly, Geismar reports that a slightly higher number of items received a more favourable rating the second time the questionnaire was completed.

A test for validity compared responses of random samples from two New Jersey communities. The results appeared to support the hypothesis that the perceptions of their community by the residents corresponded to the actual problems existing in the area. The residents of the community noted as more socially deprived tended to have a higher endorsement of change.

There has apparently been no subsequent reported application of the instrument. The present study attempts to duplicate the inter-community comparison initiated by Geismar, and may thus constitute a further test of validity.

#### Research Design and Sample.

Following an examination of the census tracts of 1971, two neighbourhoods in Ville LaSalle were selected for the pilot testing of the instrument. The neighbourhoods were located in two tracts that indicated distinct differences. The differences were primarily of an economic nature: tract 325 represented an average income level, while tract 328 was considerably lower. The tracts also differed with regard to ethnicity and length of residence, tract 325 being more recently developed and with a greater proportion of newly-settled immigrants. Table 3 indicates the major differences between the two tracts. The neighbourhood located in tract 328 is hereafter referred to as Neighbourhood West, while the other is termed Neighbourhood Central. (See Map, Appendix C.)

In each neighbourhood, an equal number of questionnaires were distributed. The method used was a random sampling of residents within the boundaries of the census tracts selected. The data was collected over the period February/March 1976. A total of 31 cases was obtained. Table 4 indicates the breakdown of the Residents sample.

Table 3

Comparison of Population Percentages in Selected  
Demographic features in Tracts 328, 325.<sup>1</sup>

	Tract 328	Tract 325
Population: 1971	2,935	17,220
1966	3,505	2,921
Marital Status: Single:	55%	47%
Married:	43%	50%
Average Family Income:	7,638	10,056
Families with income less than 7,000 per year:	42%	23%
Education: Less than Grade 9:	49%	40%
Grade 11:	09%	13%
Some university:	03%	06%
University:	003%	02%
Occupation: Professional:	5.6%	17%
White-collar:	45.8%	43.8%
Blue-collar	30.7%	25.7%
Length of Occupancy: under 1 year:	24%	28%
3-5 years:	16%	24%
6-10 years:	22%	04%
10 years or more:	18%	04%
Number of children in the family:	2.2	1.7
Ethnicity: French Canadian:	56%	45%
English Canadian:	37%	29%
Other:	03%	
Mother Tongue: French:	54%	43%
English:	43%	41%
Other:	03%	17%
Numbers of Dwellings:	735	4,705
Owned :	03%	27%
Rented:	97%	73%
Period of Construction: Before 1946:	. 01%	01%
After 1960:	93%	05%
Rent:	\$77.	\$126.

<sup>1</sup>Census of Canada, 1971, Montreal, Series 'B', October '74

A second sample was sought among the various organizations responsible for the delivery of a variety of social services in LaSalle. These included churches, a social service agency, a mental health centre, the local Welfare office, and the Health department of the City Hall. Each establishment was visited and a representative was asked to complete a questionnaire, either individually, or in collaboration with colleagues. A total of nine cases were obtained from this sample, hereafter designated as the Service Providers sample.

Table 4

Breakdown of Respondents in the Residents Sample

	Neighbourhood West	Neighbourhood Central	Totals
French-speaking	9	8	17
English-speaking	7	7	14
Totals	16	15	31

The investigator presented each respondent with a copy of the questionnaire (in the language of his choice), and explained the goals of the study and the method in which the questionnaire was to be answered. Stress was laid (as in the preamble) on the need for the respondent's opinion, regardless of whether he/she had used the service in question. The resident was asked to complete the questionnaire on his own, and to note down any areas that were difficult to answer. The investigator returned a week later to pick up the questionnaire and to review areas that needed clarification. It is noteworthy that the visits in Neighbourhood West could be accomplished during the day, while those in Neighbourhood Central had to be executed at night, owing to

the higher frequency of wives working outside the home.

Most residents were apparently relieved that an immediate response was not required, and this seemed to influence their decision whether or not to agree to participate in the study. However, the investigator returning to collect the questionnaire was frequently greeted with the apology that the respondent had entirely forgotten about it, or that it had been misplaced. In some of these instances, the resident agreed to complete the questionnaire while the investigator waited.

It was noted that the respondent who took time to weigh his responses in relation to his opinions and experiences, provided a very good profile of his feelings about the adequacy of community provisions. On the other hand, where very quick judgements were made, it was difficult to ascertain if there was discrimination in responses. On the whole, however, the instrument appeared to elicit the spontaneously expressed beliefs of the residents. To the extent that it was specifically designed to accomplish this, one must conclude that it points toward an accurate reflection of their perceptions.

The question of motivation remains a cogent one. In order to obtain as accurate a picture as is possible, motivation needs to be maximized. The element of time has already been noted; An initial commitment--more certain if made in person than in response to a letter--can be more positively reinforced if the questionnaire was filled with a shorter lapse of time. Secondly, the notion of remuneration for questionnaires filled and reviewed may increase motivation. This investigation had no access to such an alternative!

With regard to time and effort, the most efficient method seemed to be the self-administration of the instrument, with the investigator making the initial and secondary contacts in person. The added precaution of the presence of the investigator increases the return rate and leaves open the

option to review idiosyncratic responses and strengthen reliability.

### Scoring and Analysis

As the instrument is pre-coded for scoring, it was a relatively simple task to tabulate scores for computer analysis. Sub-programmes of the SPSS programme<sup>1</sup> were used to analyze the data. Blishen's scale was used to code occupation levels.<sup>2</sup>

The two categories '0' and '8' constituted a potential problem in analysis. While of themselves providing valuable information, these responses could not be included in the general analysis. In a larger survey, an option could be taken to exclude such cases from further analyses. However, the number of cases in this study being rather small, a decision was made to recode '0' and '8' as '1'. The reason for this choice was based on the assumption that people having no knowledge of a subject, would not likely offer a critical opinion, and may then be said to judge a service "adequate unless otherwise proven". It is noted that this decision would bias responses towards the 'adequate' end of the scale, and that this should be considered in the interpretation of the results.

Before proceeding with the analysis of the data, an attempt was made to verify the 'areas' or indices as created by Geismar. Following Babbie's method,<sup>3</sup> Pearson correlations

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<sup>1</sup>N.H.Nie et al., SPSS - Statistical Package for the Social Sciences, 2nd. ed., (New York: McGraw Hill, Inc., 1975), hereafter cited as SPSS Manual.

<sup>2</sup>B.Blshen, "A Socio-Economic Index for Occupations in Canada", in Canadian Society: Sociological Perspectives, 3rd.ed., ed:B.Blshen et al., Toronto: MacMillan and Co., 1968), pp.741-753.

<sup>3</sup>E.R.Babbie, Survey Research Methods (Belmont: Wadsworth Publishing Co. Inc., 1973): 266-268.



were run on the twelve areas. A high correlation between items and between each item and the total score of that index was found with almost all of the indices. While on occasion inter-item correlations were low, correlations with the total index score were significant at the .05 level and beyond. Appendix D lists the co-efficients and the significant levels of correlation for each area. Assured of their internal consistency, it was felt that the indices were reliable as the basis for further analyses.

## CHAPTER IV

### RESULTS

The instrument used in this study was designed to reflect the opinions of various sections of a given population, with regard to the adequacy of service provisions in their community. This reflection would constitute a level of community functioning. As was described in Chapter III, the instrument was tested for its sensitivity to differential factors, being administered in two neighbourhoods characterized by distinct differences. Such a verification would point toward an accurate reflection of the opinions of the respective groups.

The residents sample matched the total population of the census tracts on most demographic features, with the exception of marital status. The residents sample contained a higher percentage of married couples than identified in the census tract population. Table 5 compares the demographic characteristics of the residents sample to the total population of the designated tracts.

#### Description of the Residents Sample.

##### Demographic characteristics:

The median age of residents who participated in the study was between thirty-six and forty-five years. However, the distribution of ages in each neighbourhood sample was different. (See Fig. 2.)

The respondents in the sample had a mean number of 2.5 children per family. The median occupational level of the sample group was 3. This level includes clerical positions such as typists, postmasters, and sales clerks; trades

such as machinists and jewellers; and service workers, such as drivers, hairdressers, etc.<sup>1</sup> The occupational distribution in each neighbourhood is shown in Fig.3.

Table 5

Demographic Comparison of Residents Sample  
with Census Tract Population.<sup>2</sup>

	Tract 328 (N=2935) %	N.West (N=16) %	Tract 325 (N=7220) %	N.Cent. (N=15) %
Marital Status:				
Single	55	31	47	-
Married	43	69	50	100
Occupation:				
Professional	5.6	18.7	17	46.6
White Collar	45.8	43.8	43.8	53.4
Blue Collar	30.7	37.5	25.7	-
Education:				
Less than Grade 9	49	31.5	40	-
Grade 11	.09	56	13	80
University	.003	12.5	.02	20
Length of Residence:				
1-4 years	30	43	52	33
5-9 years	22	25	.04	60
10 years and more	18	31	.04	6
No. of children per family	2.2	2.5	1.7	2.5
Ethnicity:				
French Canadian	56	62.5	45	46.6
English Canadian	37	18.8	29	26.7
Other	.03	18.7	20	26.7

<sup>1</sup>Blishen, pp.747-748.

<sup>2</sup>Census of Canada, 1971, Series 'B', Montreal, October '74.

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Fig. 2

Distribution of Age between Neighbourhood  
Samples  
(N=31)

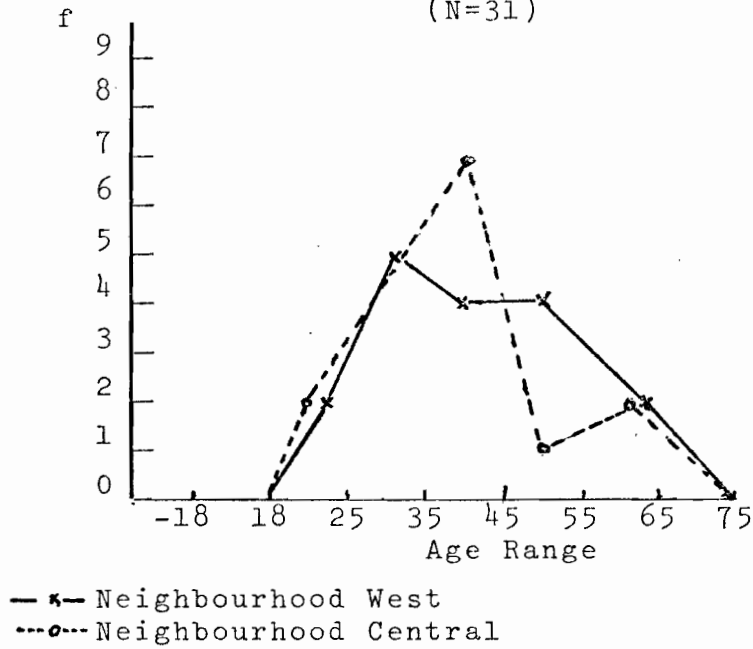
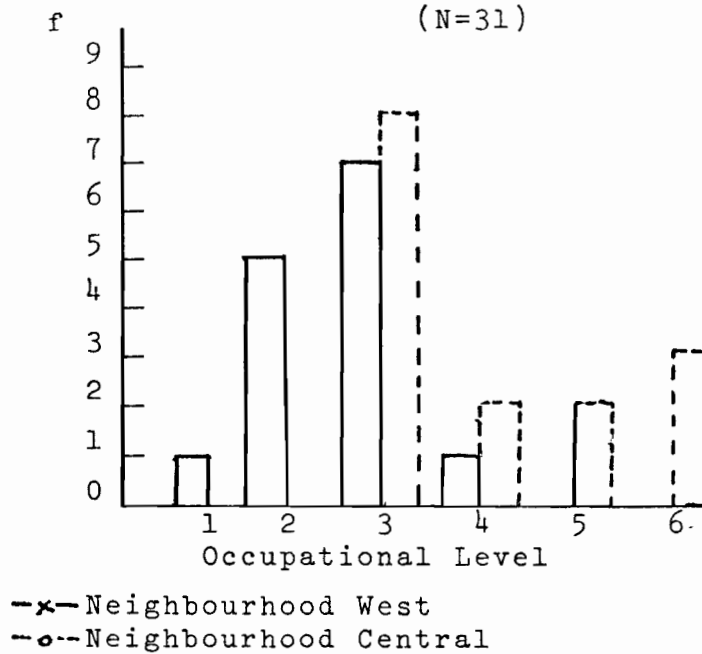


Fig. 3

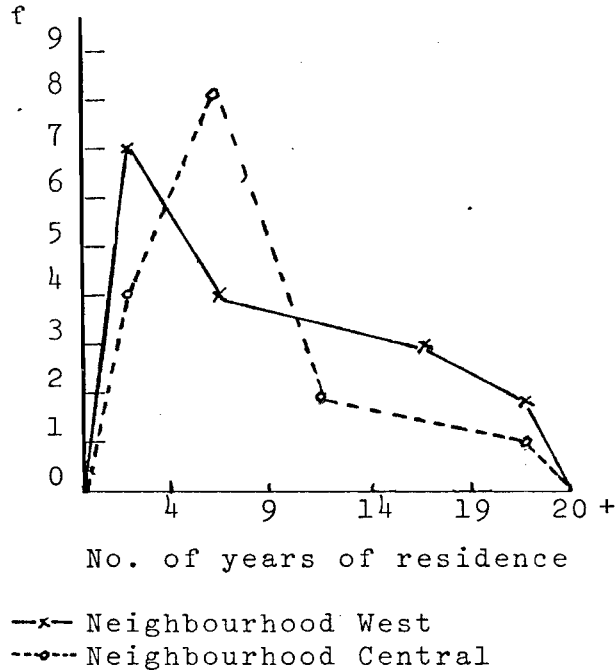
Occupation Distribution of Neighbourhood  
Samples  
(Blishen Scale)  
(N=31)



The median length of residence for the total sample was five to ten years. (See Fig.4.)

Fig. 4

Distribution showing Length of Residence of  
the Neighbourhood Samples  
(N=31)



Ethnic origins of the sample included French Canadian, English Canadian, European and West Indian. The French Canadians constituted 54.8% of the total group, the English Canadians, 22%. (See Fig.5.)

Thirty-five percent of the respondents were male, sixty-five percent female. However, it was frequently reported that the questionnaire had been completed in consultation with spouses and families, as had indeed been requested.

#### Social Participation:

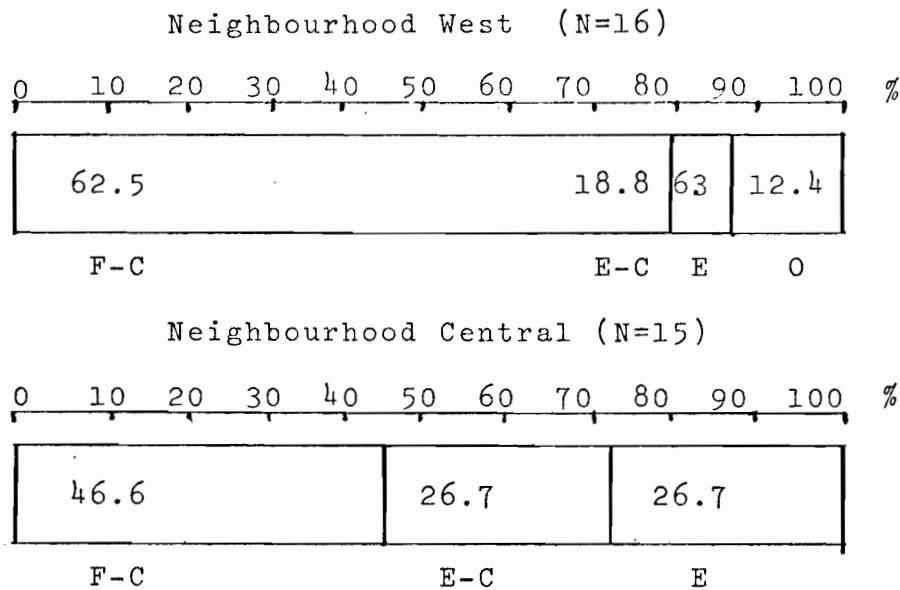
There appeared to be little differentiation between the two neighbourhoods with regard to participation in clubs and voting habits. Over three-quarters (80%) of the respondents reported no participation or membership in a club for themselves or their spouses. This is in keeping with the

finding by Greer reported earlier.<sup>1</sup> On the other hand, 64.5% indicated that they generally, or always, voted in political elections.

With regard to the use of particular social services, a consistent tendency pointed to the minimum use of services by the respondents, with the sole exception of medical services that were reportedly used by 74.2% of the sample.

Fig. 5

Ethnic Composition of Neighbourhood Samples  
by Percentage



F-C= French Canadian  
E-C= English Canadian  
E = European  
O = Other

### Analysis

Of the responses received from the thirty-one cases, there was a proportion who reported no knowledge of several of the items listed on the questionnaire. The percentage of respondents having no knowledge of service areas is indicated

<sup>1</sup>Supra, p.4.

by language in Table 6, and by neighbourhood in Table 7. The total number and percentage of 'no knowledge' responses is presented in Table 8.

Table 8 indicates nearly one-third of the total sample having no knowledge of several service areas, particularly of the social service area. The second highest lack of knowledge is around measures for change. The English-speaking respondents were, as a whole, less knowledgeable about service areas than their French-speaking counter-parts. Those respondents in Neighbourhood West appear to have a greater lack of information than the respondents in Neighbourhood Central.

A small percentage of the residents sample felt that certain services were not necessary. Approximately 10% in each neighbourhood sample were of the opinion that opportunities for cultural and religious expression were unnecessary. This service area drew the highest such response. There was a larger discrepancy between the language groups: 5.9% of the French-speaking respondents and 14.2% of the English-speaking subjects responded with a designation that cultural and religious expression were not needed. It is noted that the response to this particular service area is attributed to the item concerning religious participation.

Comparison within the Residents Sample on the Service Areas:

It was hypothesized that there would be differing opinions of adequacy regarding the various service areas, according to the language affiliation of the respondents and the neighbourhood in which they lived. No assumptions were made as to the directionality of the difference.

It was not possible to include the percentage of respondents endorsing change as reported by Geismar,<sup>1</sup> due to the lack of detail regarding the procedure followed to arrive at these results. The results reported here are on the basis of

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<sup>1</sup>Geismar, Family and Community Functioning, p.191.

Table 6

Percentage of Respondents having No Knowledge  
of Service Area, by Language  
(N=31)

Areas of Service	French-speaking (N=17)			English-speaking (N=14)		
	n1 <sup>A</sup>	n2 <sup>B</sup>	%	n1 <sup>A</sup>	n2 <sup>B</sup>	%
1. Income Security	102	12	11.8	84	16	19.1
2. Housing	51	3	5.9	42	8	19.1
3. Schools and Job Training	51	4	7.8	42	5	11.9
4. Health	34	2	5.9	28	6	21.4
5. Social Services	170	25	14.7	140	48	34.3
6. Social Acceptance	34	-	-	28	4	14.3
7. Social Control	68	11	16.2	56	14	25.0
8. Social Participation	34	4	11.8	28	2	7.1
9. Higher Education	34	1	2.9	28	9	32.1
10. Cultural Expression	34	4	11.8	28	6	21.4
11. Instrumental Needs	85	1	1.8	70	1	1.4
12. Measures for Change	187	30	16.4	154	44	19.6
Total	884	97	11.7	728	163	19.6

<sup>A</sup>Number of possible responses X sample size.

<sup>B</sup>Number of actual responses indicating 'no knowledge'.



Table 7

Percentage of Respondents having No Knowledge  
of Service Area, by Neighbourhood  
(N=31)

Areas of Service	N.West (N=16)			N.Central (N=15)		
	n1 <sup>A</sup>	n2 <sup>B</sup>	%	n1 <sup>A</sup>	n2 <sup>B</sup>	%
1. Income Security	96	15	15.6	90	13	14.4
2. Housing	48	6	12.5	45	5	11.1
3. Schools and Job Training	48	5	10.4	45	4	8.9
4. Health	32	5	15.6	30	3	10.0
5. Social Services	160	47	29.4	150	26	17.3
6. Social Acceptance	32	3	9.4	30	1	3.3
7. Social Control	64	17	26.6	60	8	13.3
8. Social Participation	32	5	15.6	30	1	3.3
9. Higher Education	32	5	15.6	30	5	16.6
10. Cultural Expression	32	7	21.9	30	3	10.0
11. Instrumental Needs	80	1	1.3	75	1	1.3
12. Measures for Change	176	49	27.8	166	25	15.2
Total	832	165	19.8	780	95	11.4

<sup>A</sup>Number of possible responses X sample size.

<sup>B</sup>Number of actual responses indicating 'no knowledge'.

Table 8

Percentage of Respondents in Total Sample  
having No Knowledge of Service Area  
(N=31)

Areas of Service	Total Residents Sample		
	n1 <sup>A</sup>	n2 <sup>B</sup>	%
1. Income Security	186	28	15.1
2. Housing	93	11	11.8
3. Schools and Job Training	93	9	9.7
4. Health	62	8	12.9
5. Social Services	310	73	23.5
6. Social Acceptance	62	4	6.5
7. Social Control	124	25	20.2
8. Social Participation	62	16	9.7
9. Higher Education	62	10	16.1
10. Cultural Expression	62	10	16.1
11. Instrumental Needs	155	2	1.3
12. Measures for Change	341	74	21.7
Total	1612	260	31.3

<sup>A</sup>Number of possible responses X sample size.

<sup>B</sup>Number of actual responses indicating 'no knowledge'.

expressed dissatisfaction with, or the perceived inadequacy of, the given indices.

No significant differences were found between the mean total scores of the two neighbourhood samples. It is noted, here, that a total score was not computed by Geismar in his initial application of the instrument. The mean total score for the residents sample over the twelve indices was 2.09, with a standard deviation of .51. This indicates an over-all expression of some inadequacy of functioning in LaSalle, though not a marked lack of service provisions. The mean scores and standard deviations of the two neighbourhoods and language groups are presented in Tables 9 and 10.

The t-tests computed on the difference between the mean scores of the two neighbourhood samples yielded differences significant at the .05 level on the following indices: housing ( $t=2.14$ ,  $df=29$ ); instrumental needs ( $t=2.58$ ,  $df=23.06$ )\*; and measures for change ( $t=2.11$ ,  $df=29$ ).<sup>1</sup>

The two language groups were found not to differ significantly in the comparison between mean scores. However, variance between the two groups was noted in their standard deviations from the means, the French-speaking subjects varying more in their responses.

Having examined responses on each of the indices separately, an attempt was made, via a canonical correlation,<sup>2</sup> to trace a relationship between the collective indices and a set of independent variables, age, length of residence, occupation, language, and neighbourhood. The first canonical

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\*Separate Variance Estimate, SPSS Manual, pp.269-270.

<sup>1</sup>Sub-program T-TEST, SPSS Manual, pp.267-275.

<sup>2</sup>For a discussion of Canonical Correlation see W. Cooley and P. Lohnes, Multivariate Data Analysis (New York: Wiley and Sons, 1971).

Table 9

Mean Scores and Standard Deviations of the  
Residents Sample over 12 Service Areas,  
According to Neighbourhood.<sup>1</sup>

Areas of Service	Neighbourhood			
	West (N=16)		Central (N=17)	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Income Security	2.33	.68	2.01	.64
2. Housing	2.73	.96	2.07	.74
3. Schools and Job Training	2.40	.96	2.25	.99
4. Health	2.16	1.08	2.03	.97
5. Social Services	2.34	.89	2.57	.74
6. Social Acceptance	2.34	1.06	1.83	.65
7. Social Control	1.83	.72	1.60	.50
8. Social Participation	2.19	1.18	1.60	.66
9. Higher Education	1.94	.83	1.47	.64
10. Cultural Expression	1.50	.97	1.33	.65
11. Instrumental Needs	1.93	.59	1.49	.31
12. Measures for Change	2.09	.36	1.86	.24
Total	2.19	.57	1.98	.43

<sup>1</sup>The service is perceived as more inadequate when the mean is higher.

Table 10

Mean Scores and Standard Deviations of the  
Residents Sample over 12 Service Areas,  
according to Language.<sup>1</sup>

Areas of Service	Language			
	French (N=17)		English (N=14)	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Income Security	2.26	.74	2.08	.58
2. Housing	2.67	1.05	2.10	.59
3. Schools and Job Training	2.28	1.06	2.38	.86
4. Health	2.35	1.22	1.79	.58
5. Social Services	2.71	.79	2.14	.76
6. Social Acceptance	2.00	1.03	2.21	.75
7. Social Control	1.76	.77	1.68	.42
8. Social Participation	1.79	1.03	2.04	.97
9. Higher Education	1.85	.84	1.54	.66
10. Cultural Expression	1.44	.85	1.39	.81
11. Instrumental Needs	1.75	.55	1.69	.49
12. Measures for Change	1.99	.36	1.97	.28
Total	2.20	.56	1.96	.43

<sup>1</sup>The service is perceived as more inadequate when the mean is higher.

correlation was significant at the level of .0001. The second equation was found to be significant at the level of .05. The canonical correlations and the coefficients of the canonical variates are listed in Appendix E.<sup>1</sup>

The first canonical cluster found age and language to be strong predictors of responses on housing and higher education, with loadings in the order of .70 - .93.<sup>2</sup> A high loading on the housing variable accounted for the greatest amount of variation of the responses. This means that the older, French-speaking residents in Neighbourhood West were more likely to be dissatisfied with housing and higher educational opportunities. Conversely, the younger, English-speaking respondents in Neighbourhood Central would be more likely to express satisfaction in these areas.

The second relationship found the neighbourhood to be the strongest predictor of scores on social services, cultural participation and income security, with coefficient loadings in the order of .42 - .90. Thus, the older, French-speaking residents in Neighbourhood Central were more likely to express satisfaction with income security and cultural participation, and dissatisfaction with social services. The younger, English-speaking residents in Neighbourhood West, on the other hand, tended to be more satisfied with social services, but dissatisfied with income security and cultural participation.

A third variable, age, also seems to influence opinion strongly. Occupation and length of residence appeared not to influence responses to any extent.

A three-way analysis of variance (Age, Language, Neighbourhood) was run for each index separately.<sup>3</sup> Here also

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<sup>1</sup>Sub-program CANCORR, SPSS Manual, pp.515-527.

<sup>2</sup>The convention for interpreting variable loadings stronger than .30 was followed.

<sup>3</sup>Sub-program ANOVA, SPSS Manual, pp.410-422.

Housing appeared as the index most significantly related with these variables ( $p$ 's  $< .05$ ); age,  $F(1,1)=7.4$ ; language,  $F(1,1)=4.8$ ; neighbourhood,  $F(1,1)=5.1$ . Again, the older, French-speaking respondents reflected a higher level of dissatisfaction with housing.

A test of linearity was run to determine the nature of the curve designating the relationship of age to housing. The deviation from linearity was not found to be significant, thus lending further weight to the finding that dissatisfaction with housing is positively correlated with age. The correlation between age and housing was  $r=.40$ ,  $df=30$ ,  $p= < .05$ .

A final correlation<sup>1</sup> was run to determine the relationship, if any, between mean total scores, a cumulative view of the adequacy of services, and the five independent variables.<sup>2</sup> The only significant relationship yielded was that of total score to length of residence. ( $r=-.31$ ,  $df=30$ ,  $p= < .05$ ). Thus, the longer the length of residence, the more satisfaction was expressed.

#### Comparison of the Residents Sample with the Service Providers Sample:

The service providers constituted a more homogeneous group than the residents, being primarily concerned with the social well-being of the citizens of LaSalle. The scores obtained from this sample are in keeping with the expected direction. The service providers group indicates less variance than the residents sample, and a slightly more critical view of the adequacy of service provisions in LaSalle. Table 11 compares the mean scores and standard deviations of the service providers sample with the residents group.

T-tests were completed to ascertain the significance

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<sup>1</sup>Sub-program PEARSON CORR, SPSS Manual, pp.280-288.

<sup>2</sup>Supra, p.42.

Table 11  
Comparison of Mean Scores and Standard Deviations  
over the 12 Indices between the Service  
Providers and Residents Samples

Areas of Service	Service Providers (N=9)		Residents (N=31)	
	$\bar{X}$	SD	$\bar{X}$	SD
1. Income Security	2.39	.60	2.18	.67
2. Housing	3.19	.82	2.41	.91
3. Schools and Job Training	1.96	.54	2.32	.96
4. Health	2.17	1.14	2.10	1.01
5. Social Services	3.04	.37	2.45	.82
6. Social Acceptance	2.22	.94	2.10	.91
7. Social Control	1.94	.54	1.72	.63
8. Social Participation	1.94	.53	1.90	.99
9. Higher Education	1.94	.85	1.71	.77
10. Cultural Expression	1.89	.74	1.42	.82
11. Instrumental Needs	1.76	.45	1.72	.52
12. Measures for Change	2.01	.24	1.98	.32
Total	2.37	.23	2.09	.51

<sup>1</sup>The service is perceived as more inadequate when the mean is higher..



between the mean scores of the service providers and the residents groups. The mean total scores were found to differ significantly at the .05 level ( $t=-2.34$ ,  $df=30.78$ ).<sup>\*</sup> No significant differences were found between the mean scores in each index, with the exception of the social service index ( $t=-3.12$ ,  $df=30.52$ ,  $p<.05$ ).

It is reassuring to note that the service providers are conscious to a more discernible degree of the inadequacies of service provisions in LaSalle, particularly in the area of social services.

#### Summary of Findings

The comparison between two neighbourhoods in LaSalle to ascertain if there were differing opinions as to the adequacy of services and resources in the community yielded the following results:

(1) that a considerable number of the total sample lacked knowledge of several areas of service, in particular those involving social services and measures for change;

(2) that the French-speaking respondents in Neighbourhood West perceived services as slightly more inadequate than the English group;

(3) that the older, French-speaking residents in Neighbourhood West were particularly dissatisfied with housing and higher educational opportunities;

(4) that the younger, English-speaking residents in Neighbourhood Central expressed satisfaction with housing and higher educational resources;

(5) that the older, French-speaking respondents in Neighbourhood Central were more likely to express satisfaction with income security and cultural participation with income security and cultural participation, but dissatisfaction with social services;

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<sup>\*</sup>Separate Variance Estimate, SPSS Manual, pp.269-270.

(6) that the younger, English-speaking residents in Neighbourhood West were likely to perceive social services as adequate, but express dissatisfaction with cultural participation and income security;

(7) that dissatisfaction with housing increased with the age of the respondent;

(8) that over-all dissatisfaction decreased with a longer term of residence.

The comparison between the residents sample and the service providers group found services, in particular, social services, to be more inadequate in the judgement of the service providers. This group also varied less in their responses than did the residents group.

## CHAPTER V

### DISCUSSION AND RECOMMENDATIONS

The two-fold objective of the study was: (1) to validate the approach developed by Geismar to determine a level of community functioning; (2) to demonstrate the potential of the instrument in describing a community from the viewpoint of the residents, and in identifying community issues that have implications for change.

#### Validation of Approach

Initial support for the validity of the instrument was given by the high inter-correlations of all the items with the designated indices on the questionnaire.

In comparing two groups of residents in LaSalle across linguistic and socio-economic parameters, it was hypothesized that there would be clear differences of opinion regarding the adequacy of service provisions. This hypothesis was based on the recognition of the current socio-political climate of Quebec that has heightened the sensitivity of the two major linguistic groups to the influences of the larger socio-political system. It was also hypothesized that socio-economic differences would be reflected in the results, since access to resources and need for services would vary according to the socio-economic level. In neither case was the direction of the difference predicted.

Results show that no significant differences were evident on mean scores between the socio-economic and linguistic groups. The French-speaking respondents and the lower socio-economic sample indicated slightly higher means, and slightly more variability in responses than the English-

speaking respondents and the higher socio-economic sample. Although these differences did not prove to be statistically significant, it is nevertheless pointed out that a 'practical' significance remains in terms of the potential use of the instrument. In this pilot study, the small number of cases did not yield differences that may be more evident in a larger survey, for which the instrument is intended. The differences indicated are nevertheless important cues as to the nature and level of dissatisfaction. They should therefore be treated as if they warranted attention.

Several additional analyses indicated strong support for the hypotheses. The English-speaking sample demonstrated a greater lack of information than did their French counterparts. This may explain, in part, their less critical attitude. The respondents in Neighbourhood West (low income) indicated less knowledge of resources than those in Neighbourhood Central (middle income), but also a higher level of dissatisfaction with services.

The greatest dissatisfaction in the whole sample pointed to housing and social services, with age, linguistic affiliation, and socio-economic background being significantly related.

Finally, the comparison between the residents sample and the service providers group yielded the expected results. The service providers judged service provisions to be more inadequate than did the residents, and they were particularly critical of social services.

There may be a range of explanations as to the reasons why evidence of validity was not consistent across all measures. The small number of cases, the recoding of the 'No Knowledge' responses to 'Adequate' responses, or the variability of responses across indices, may separately or collectively account for the lack of consistency. Nevertheless, evidence points to the potential use of the instrument in discriminating between major ethnic and socio-economic

differences, and between the views of the citizens versus those responsible for service delivery. It is therefore judged to have promising validity in the interpretation of findings and for further use on a larger scale, both for description of a community and for determining service priorities.

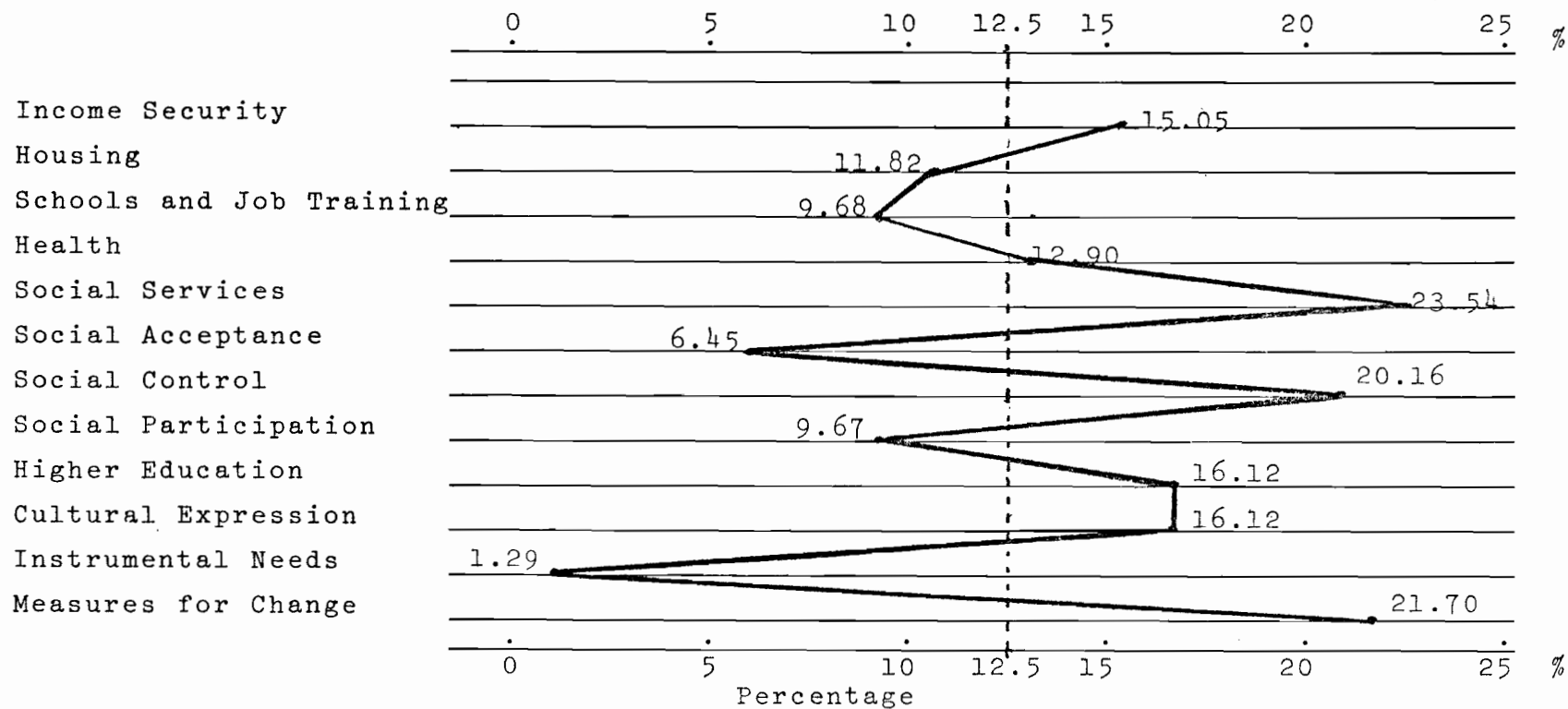
#### Implications for Practice

In small-scale research, such as this pilot study, it is acknowledged that one must be cautious about generalization. However, in the interest of testing the information gathered, it is suggested that the results do have applicability to the community of LaSalle--particularly for those involved in effective description of the community, and in on-going development of community resources. The findings of the study may indeed point to areas where a very real need for change exist. Consequently, this test interpretation of findings in terms of practice implication is based upon a broad background of knowledge of LaSalle derived over several years exposure, both as a resident (and service provider) and as a graduate student in Social Work.

The finding that a considerable number of respondents lacked information on several service areas is a disquieting one. The highest lack of knowledge was indicated in the areas of social services, measures for change, and social control. This response expressed a need for more publicity in these areas, either by agencies involved, or, in a more co-ordinated way, by an establishment such as the Local Community Service Centre (L.C.S.C.). The lack of knowledge with regard to measures for change and social control mechanisms is particularly indicative of the need for an L.C.S.C., whose mandate might well be to help citizens use measures and control mechanisms more effectively. Figure 6 presents a means by which such information may be presented to indicate priorities in publicizing information in certain service

Fig. 6

Percentage of Residents Indicating No Knowledge of Service Areas  
(N=31)



N.B. Service Areas falling beyond an average percentage of 12.5 indicate priority in need of publicity.

areas.

The English-speaking respondents being less knowledgeable about service areas points either to less need of such service provisions by this group, or, possibly, a greater alienation. The latter explanation is more likely, due to the increased trend towards unilingualism in Quebec, and in particular, with regard to the dissemination of information. Thus, a greater effort may profitably be directed towards improving the means and processes of information dissemination to the English-speaking residents.

The lack of knowledge of services in the sample in Neighbourhood West may indicate the need for more concentrated efforts to inform residents of available resources in the community. These residents would tend to be more vulnerable to shifts in the larger socio-economic system, and, therefore, are more dependent on the service provisions of their community. An increased knowledge of these provisions would be the first step in rendering them relevant or adequate for this particular group. Again, an L.C.S.C., or a Neighbourhood Association, might well be in a position to improve access to information.

The dissatisfaction with housing expressed by the older French-speaking residents in Neighbourhood West could be related to the longer length of residence of this group in an area that has, almost exclusively, poorly-constructed, low-income housing. Educational opportunities are also more limited for this sector of the population, since the nearest French CEGEP is in Montreal. The English-speaking group, on the other hand, has easier access to the Loyola campus of Concordia University. The present construction, within the limits of LaSalle, of a French CEGEP with a readiness to engage in continuing education may change this perception.

The finding that younger, English-speaking residents in Neighbourhood Central tended to be more satisfied with housing could be explained by the short-term utility of the

duplex as a housing unit, and the upward mobility of the Anglophone population. The duplex is convenient to the young, upwardly mobile, middle-income family that may eventually move out to a West Island suburb.

The dissatisfaction with social services expressed by the older French-speaking residents in Neighbourhood Central may point to the inadequacy of social services, such as nursing homes and day care. It was noted earlier that most of the Neighbourhood Central wives in the sample were working outside the home. Also, the French social service agency, recently established in the area, may not as yet be perceived as being active. This group, however, is satisfied with income security and employment opportunities, and with participation in cultural groups. This finding is not surprising, given the relative affluence of the area.

The younger, English-speaking residents in Neighbourhood West are shown to be dissatisfied with income security. This is not unusual in this relatively more depressed neighbourhood. Linguistic constraints may also negatively affect their employment opportunities. This group also indicated dissatisfaction with cultural participation, pointing to a lack of opportunity to undertake cultural pursuits. Inadequate financial resources and poor transportation facilities may account for this finding.

The fact that the older residents, as a whole, are more dissatisfied with housing points to the current awareness in LaSalle of the lack of adequate housing for the elderly. Attempts have been made to seek solutions to this problem, (for example, the conversion of an apartment complex to co-operative housing for senior citizens) but no results have as yet materialized. The citizens can be expressing disillusionment after waiting ten years for the construction of a nursing home--a project that has yet to be realized.

The over-all decrease in dissatisfaction with the



increase in length of residence is a reassuring finding. It indicates that residents do, at length, begin to feel that the community is answering their needs. The finding may, however, be spurious, given that those residents who remain dissatisfied with the community may opt to move elsewhere. Whether it is the perception of the residents that improve, or whether service provisions actually function better over time, is also difficult to say. It is logical, however, to assume the latter, since the residents have demonstrated the ability to judge the community fairly accurately, especially if the results of this study are shown to hold in subsequent larger applications.

Finally, the perceptions of the service providers group indicates that the various establishments are aware of a more focused need for improvement in social services. Their views of the adequacy of over-all service provisions in LaSalle runs parallel to that of the residents. The service providers group is, on the whole, more critical of the community than the residents. This bodes well for the on-going development of community resources in LaSalle, particularly in view of the congruency of these judgements by such otherwise divergent groups as City Hall, the provincial Welfare office, and a citizens' group.

#### Recommendations

This pilot study has furnished further evidence to support the validity and potential use of the Community Study Questionnaire in the identification of community-related issues among various sectors of the population of Ville LaSalle. It is felt that a larger application would enable a more exhaustive testing of the concepts developed by Warren and Geismar. Such an identification could also be extremely valuable to citizens and professionals involved in the planning and delivery of community services.

Various establishments, such as the L.C.S.C., social and health agencies, and government departments are directly involved with different aspects of community functioning. But it is the residents who are most significantly affected by the community in which they live, and their perception of it is crucial in the development of the community. The instrument has indicated potential usefulness both with residents and service providers. It is therefore conceivable that committees involving both groups could be set up to effect changes in the problem areas identified through a larger survey.

It has been demonstrated that the instrument, in its French and English versions, is ready for use on a wider scale. A similar survey with a larger, more representative sample of the total sample of the population of LaSalle, would indicate specific areas of dissatisfaction, as well as adequate levels of functioning. It is further recommended that the questionnaire be translated into Italian to include a representative sample of the sizeable Italian population of LaSalle.

## CHAPTER VI

### SUMMARY

This pilot study sought to test the applicability of a measure of community functioning in the community of Ville LaSalle. The measure was based on the perception by the residents of the adequacy of functioning over twelve areas of community services, resources and opportunities. The self-administered instrument used was the Community Study Questionnaire developed by Geismar. Responses were coded on a four-point scale.

The questionnaire, with some modification, was translated into French. The two language versions were then randomly distributed (in the language of their choice) to 31 French and English-speaking residents in two contrasting neighbourhoods in Ville LaSalle. A second sample was sought, consisting of 9 of the various establishments responsible for the provision of services to the community.

Results indicated no significant differences on the mean scores between the two neighbourhoods and linguistic groups. However, two significant canonical equations showed age, language, and the neighbourhood to be strong predictors of scores on housing, higher educational opportunities, social services, income security and cultural participation. Thus, the older, French-speaking residents in the lower socio-economic neighbourhood indicated more dissatisfaction with housing and higher education than the younger, English-speaking residents in the higher socio-economic area. The older French-speaking residents in the higher income area expressed satisfaction with income security and cultural participation, but were dissatisfied

with social services. The younger, English-speaking residents in the lower-income neighbourhood found income security and opportunities for cultural pursuits to be inadequate, but expressed satisfaction with social services. The Housing area drew the strongest criticism, the level of dissatisfaction correlating positively with age.

A considerable number of respondents were found to lack information on several areas of service. The greatest lack of knowledge appeared to be with the English-speaking respondents, and those in the lower socio-economic neighbourhood.

On the whole, the functioning of the community was seen to require some improvement, though no marked inadequacies were indicated.

Comparison between the residents and the service providers samples revealed a more critical judgement on the part of the service providers. A significant difference was found between the two groups on the Social Services area, with the service providers finding social services more inadequate.

The instrument was felt to have promising validity for use on a wider scale. A survey with a more representative sample of LaSalle would identify particular service areas requiring attention. It was also recommended that the questionnaire be translated into Italian to include the perceptions of the Italian sector of the population of LaSalle.

## APPENDIX A

### COMMUNITY STUDY QUESTIONNAIRE

The McGill University School of Social Work is doing a study on community needs and community action. The purpose of this study is to get a better idea about the needs and wishes of the population with regard to the social services of the community. A further goal of the study is to convey to community leaders and planners the views of citizens on the subject of social services, in the hope that the findings of the study will contribute toward better planning and programming.

To make this study possible we are requesting about a half an hour of your time to answer some questions on need for services and ways of bringing about desired changes in the services. The basic question we are asking you is this:  
HOW SATISFACTORY ARE EACH ONE OF THE COMMUNITY SERVICES,  
RESOURCES, AND OPPORTUNITIES LISTED BELOW?

The services, resources and opportunities listed here are generally considered important to the health and welfare of the community. Some are provided by the community itself, others are furnished by the province, the federal government or local and national voluntary organizations. Regardless of who provides the services, we should like you to express your thoughts and feelings about each type of service, resource and opportunity. Which of the five answers below best represents your own opinion on each subject?

Services, resources and opportunities are:

- (0) Not needed
- (1) Adequate as they are;
- (2) Less than adequate, some improvement needed;
- (3) Less than adequate, great improvement needed;
- (4) Entirely lacking or wholly inadequate, urgently

needed;

- (8) I really do not know anything about that particular subject.

In selecting one answer you should be guided by what you believe the situation is in your community regardless of whether or not you and your family needs or has ever used such a service.

Your reply will of course be influenced by any experience you may have had with the service, but beyond that your opinion is most likely to be determined by the experience of relatives, friends, acquaintances, and neighbours, and by what you hear on the radio, see on T.V. or read in the newspaper or in magazines. Regardless of the source of information it is your point-of-view we are interested in.

In reading the items you may say that you do not have all the pertinent information. That may be correct, but none of us has all the pertinent information. We simply form an opinion on the basis of what we have learned. To know your opinion is very important to us. At the same time we wish to assure you that all information you give us will be treated with complete confidentiality.

Finally, one last point. Before selecting one of the answers, consider first whether there is need in the community for a given service. If there is a need for a given service, your answer is determined by how well the services, resources or opportunities meet that need: (categories 1, 2, 3 and 4). If there is no need for the service, the proper answer is the first one "(0) Services are not needed."

In the hope that we have succeeded in conveying to you the goals of the study, we are asking you to check (✓) one, but only one, of the answers to each item listed below. Select answer number (8) only when you know absolutely nothing about the service mentioned. Repeating the question again, we should like you to tell us:

64.

HOW SATISFACTORY ARE EACH OF THE SERVICES, RESOURCES, AND  
OPPORTUNITIES IN YOUR COMMUNITY?

Please check (✓) items in the appropriate column,  
beginning with question 1 on the next page.

The services, resources and opportunities are:

- 0 Not needed;
- 1 Adequate as they are;
- 2 Some improvement needed;
- 3 Great improvement needed;
- 4 Entirely lacking or wholly inadequate,  
urgently needed;
- 8 I know nothing about the subject.

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Financial assistance for those who can't work and have no other source of income or don't earn enough. | 0 | 1 | 2 | 3 | 4 | 8 |
| 2. Unemployment insurance.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 3. Workmen's compensation.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 4. Social Security for the retired (Pension Plan).  | 0 | 1 | 2 | 3 | 4 | 8 |
| 5. Jobs for all that are able to work.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 6. Job finding, placement and training.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 7. Low cost public housing.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 8. Middle-income housing.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 9. Less costly private housing.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 10. Schools for children at the elementary and high school level.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 11. Special classes and services for children with learning problems.                                     | 0 | 1 | 2 | 3 | 4 | 8 |
| 12. Job training for those who lack skills and education to hold a decent job.                            | 0 | 1 | 2 | 3 | 4 | 8 |
| 13. Low cost or free services of doctors and dentists, hospitals and clinics and well-baby clinics.       | 0 | 1 | 2 | 3 | 4 | 8 |
| 14. Comprehensive private medical insurance (for medication and special needs).                           | 0 | 1 | 2 | 3 | 4 | 8 |



The services, resources and opportunities are:

☐ 0 Not needed.

☐ 1 Adequate as they are;

☐ 2 Some improvement needed;

☐ 3 Great improvement needed;

☐ 4 Entirely lacking or wholly inadequate,  
urgently needed;

☐ 8 I know nothing about the subject.

15. Counselling and guidance services for people and families with problems. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
16. Treatment services and institutions for the mentally ill, alcoholic, drug addict and other seriously mal-adjusted persons. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
17. Facilities for children placed away from their homes, such as institutions, foster homes, etc. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
18. Nursing homes for the elderly in need of constant care. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
19. Social and recreational services for the elderly. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
20. Rehabilitation services for the physically handicapped. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
21. Special educational and vocational services for the mentally retarded and brain damaged. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
22. Homemaker services for mothers out of the home. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
23. Day care centres and nurseries for the children of working mothers. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
24. Parole, probation, and other services for delinquent youths as well as adults. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
25. A chance for everyone to feel part of the community regardless of national origin or religious background. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐

The services, resources and opportunities are:

☐ 0 Not needed;

☐ 1 Adequate as they are;

☐ 2 Some improvement needed;

☐ 3 Great improvement needed;

☐ 4 Entirely lacking or wholly inadequate,  
urgently needed;

☐ 8 I know nothing about the subject.

26. No discrimination on racial or ethnic grounds in employment or housing.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
27. Protection against personal hazards and damage of all kinds through the services of the fire department, police department, courts, etc.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
28. Legal protection regardless of ability to pay legal fees (Legal Aid).    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
29. Opportunities for political expression, through voting, political organization, and other forms of democratic process.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
30. Opportunities to change things with which you are dissatisfied at the municipal level by talking or writing to officials, staging protests, etc.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
31. Clubs, neighbourhood centres, and other organizations offering social, recreational and educational programmes.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
32. Recreational facilities such as parks, playgrounds, swimming pools, sports fields, etc.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
33. Provisions for higher and specialized education.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐
34. Adult education courses and programmes.    0    1    2    3    4    8  
☐   ☐   ☐   ☐   ☐   ☐

The services, resources and opportunities are:

☐ 0 Not needed;

☐ 1 Adequate as they are;

☐ 2 Some improvement needed;

☐ 3 Great improvement needed;

☐ 4 Entirely lacking or wholly inadequate,  
urgently needed;

☐ 8 I know nothing about the subject.

35. Opportunities for cultural and  
artistic pursuits.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Opportunities for religious  
expression and participation.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Transportation facilities (public  
or private) for getting to work, for  
shopping and social occasions.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Shopping within easy reach.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Efficient garbage collection and  
sewage facilities.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Cleaning and maintenance of roads  
and sidewalks.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Clean air and water.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE TURN TO THE NEXT PAGE

TO THE EXTENT THAT YOU BELIEVE CHANGES IN SERVICES, RESOURCES, AND OPPORTUNITIES IN YOUR COMMUNITY ARE NEEDED, WHICH OF THE MEASURES LISTED BELOW IS MOST LIKELY TO GET RESULTS?

1	Generally gets results;
2	Sometimes gets results;
3	Seldom gets results;
8	I don't know

- |  |                    |
|--|--------------------|
| 42. <u>Letters</u> to legislators, city and government officials.  | 1 2 3 8<br>□ □ □ □ |
| 43. <u>Phone calls</u> to legislators, city and government officials.  | 1 2 3 8<br>□ □ □ □ |
| 44. <u>Personal visits</u> to City Hall legislators, other officials.  | 1 2 3 8<br>□ □ □ □ |
| 45. Citizens obtaining <u>legal help</u> .   | 1 2 3 8<br>□ □ □ □ |
| 46. <u>Organizing</u> neighbourhood groups or groups of interested people.                                       | 1 2 3 8<br>□ □ □ □ |
| 47. Action through <u>existing groups</u> , like church groups, clubs, unions, political parties, action groups. | 1 2 3 8<br>□ □ □ □ |
| 48. Newspaper <u>publicity</u> and other forms of publicity.   | 1 2 3 8<br>□ □ □ □ |
| 49. <u>Non-violent</u> demonstrations.   | 1 2 3 8<br>□ □ □ □ |
| 50. <u>Violent</u> demonstrations.   | 1 2 3 8<br>□ □ □ □ |
| 51. <u>Voting</u> .  | 1 2 3 8<br>□ □ □ □ |

70.

In conclusion, we would appreciate a little information about yourself, not to identify you as a person, but rather to enable us to relate the views you expressed to your social characteristics.

53. Your age	Under 18	<input type="checkbox"/>	1	46 - 55	<input type="checkbox"/>	5
	18 - 25	<input type="checkbox"/>	2	56 - 65	<input type="checkbox"/>	6
	26 - 35	<input type="checkbox"/>	3	66 - 75	<input type="checkbox"/>	7
	36 - 45	<input type="checkbox"/>	4	76 and over	<input type="checkbox"/>	8

54. Sex	Male	<input type="checkbox"/>	1
	Female	<input type="checkbox"/>	2

55. Marital status	Single	<input type="checkbox"/>	1	Divorced	<input type="checkbox"/>	4
	Married	<input type="checkbox"/>	2	Separated	<input type="checkbox"/>	5
	Widowed	<input type="checkbox"/>	3			

56. Number of children ☐

57. Number of years of school completed  
Yourself

58. Your spouse

<input type="checkbox"/>	1	Under 7 years of school	<input type="checkbox"/>	1
<input type="checkbox"/>	2	7 - 9 years of school	<input type="checkbox"/>	2
<input type="checkbox"/>	3	High school graduate	<input type="checkbox"/>	3
<input type="checkbox"/>	4	Post-secondary (CEGEP, secretarial or professional diploma, university)	<input type="checkbox"/>	4
<input type="checkbox"/>	5	Post-graduate (M.A., M.Sc., M.D., Ph.D., etc.)	<input type="checkbox"/>	5
<input type="checkbox"/>	6	Special Schools attended beyond 8th grade	<input type="checkbox"/>	6

Occupation (give job title, and describe briefly what kind of work you are doing. If retired or unemployed list the last job).

59. Your own

60. Your spouse

_____	_____
_____	_____
_____	_____
_____	_____

61. Religion	Catholic	<input type="checkbox"/>	1	Other	<input type="checkbox"/>	4
	Protestant	<input type="checkbox"/>	2	None	<input type="checkbox"/>	5
	Jewish	<input type="checkbox"/>	3			

71.

- |                   |                  |                          |               |                          |   |
|-------------------|------------------|--------------------------|---------------|--------------------------|---|
| 62. Ethnic origin | French Canadian  | <input type="checkbox"/> | 1 West Indian | <input type="checkbox"/> | 4 |
|                   | English Canadian | <input type="checkbox"/> | 2 Asian       | <input type="checkbox"/> | 5 |
|                   | European         | <input type="checkbox"/> | 3 Other       | <input type="checkbox"/> | 6 |

63. Length of time you have lived in the community  
(number of years).

Number of clubs or organizations, if any, to which you and your spouse belong (do not include political party, church or union membership but do list church clubs, union clubs, and professional associations).

64. Yourself ☐ 65. Your spouse ☐

Do you or your spouse hold office in one or more clubs or organizations (not including political party, union or church)?

- | 66. <u>Yourself</u>        |  | 67. <u>Your spouse</u>     |
|----------------------------|--|----------------------------|
| <input type="checkbox"/> 1 | Not an officer                         | <input type="checkbox"/> 1 |
| <input type="checkbox"/> 2 | In one club or<br>organization         | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | In two                                 | <input type="checkbox"/> 3 |
| <input type="checkbox"/> 4 | In three                               | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 8 | Not applicable<br>(belongs to no club) | <input type="checkbox"/> 8 |

Are you or your spouse registered members of a political party?

- |  |  |                            |  |
|--|--|----------------------------|--|
| 68. <u> Yourself</u>                                       |  | 69. <u> Your spouse</u>    |  |
| <input type="checkbox"/> 0 Not a member                    |  | <input type="checkbox"/> 0 |  |
| <input type="checkbox"/> 1 Member of the<br>Liberal Party  |  | <input type="checkbox"/> 1 |  |
| <input type="checkbox"/> 2 Member of le<br>Parti Quebecois |  | <input type="checkbox"/> 2 |  |
| <input type="checkbox"/> 3 Other                           |  | <input type="checkbox"/> 3 |  |
| <input type="checkbox"/> 8 Not applicable                  |  | <input type="checkbox"/> 8 |  |

Do you and your spouse generally vote in political elections--local, provincial or federal?

- |                     |                          |                     |                        |                          |   |
|---------------------|--------------------------|---------------------|------------------------|--------------------------|---|
| 70. <u>Yourself</u> |                          |                     | 71. <u>Your spouse</u> |                          |   |
|                     | <input type="checkbox"/> | 1 Never vote        |                        | <input type="checkbox"/> | 1 |
|                     | <input type="checkbox"/> | 2 Occasionally vote |                        | <input type="checkbox"/> | 2 |
|                     | <input type="checkbox"/> | 3 Generally vote    |                        | <input type="checkbox"/> | 3 |
|                     | <input type="checkbox"/> | 4 Always vote       |                        | <input type="checkbox"/> | 4 |
|                     | <input type="checkbox"/> | 8 Not applicable    |                        | <input type="checkbox"/> | 8 |

72.

Have you or members of your family ever used any of the local community health and social services listed below? Please check as many of the services you have used.

	(1) YES	(2) NO
72. Counselling and mental health	<input type="checkbox"/>	<input type="checkbox"/>
73. Social and recreational groups	<input type="checkbox"/>	<input type="checkbox"/>
74. Clinics and hospital outpatient	<input type="checkbox"/>	<input type="checkbox"/>
75. Public financial assistance (Social Welfare)	<input type="checkbox"/>	<input type="checkbox"/>
76. Vocational training and rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>
77. Public housing	<input type="checkbox"/>	<input type="checkbox"/>
78. Homemaker	<input type="checkbox"/>	<input type="checkbox"/>
79. Day care for children	<input type="checkbox"/>	<input type="checkbox"/>
80. Placement and foster homes	<input type="checkbox"/>	<input type="checkbox"/>
81. Nursing homes for the elderly	<input type="checkbox"/>	<input type="checkbox"/>
82. Social rehabilitation services for people with special problems and needs	<input type="checkbox"/>	<input type="checkbox"/>
83. Correctional (parole, probation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
84. Others, please indicate _____	<input type="checkbox"/>	<input type="checkbox"/>

WE ARE MOST GRATEFUL TO YOU FOR GIVING US TIME TO POSE THE MANY QUESTIONS AND NOTE YOUR OPINIONS ON SUBJECTS UNDER STUDY. WE WISH TO ASSURE YOU AGAIN THAT THE INFORMATION YOU PROVIDED WILL BE TREATED CONFIDENTIALLY.

## APPENDIX B

### QUESTIONNAIRE--INVENTAIRE-COMMUNAUTAIRE

L'école de service social de l'université McGill effectue présentement une étude des besoins communautaire et de l'action communautaire. Le but principal de cette étude est de mieux comprendre les besoins et les désirs de la population touchant les services sociaux de leur communauté. Un autre but de l'étude est de faire connaître aux responsables communautaires et aux planificateurs les points de vue des citoyens touchant les services sociaux, et ceci dans l'espoir que les résultats de l'étude permettent une meilleure planification et de meilleurs programmes.

Vous pouvez rendre cette étude possible en nous offrant une demi-heure de votre temps pour répondre à des questions portant sur vos besoins en services ou sur des changements que ceux-ci devraient subir. La question fondamentale que nous vous posons est la suivante:

ETES-VOUS SATISFAIT DES DIVERS SERVICES ET RESSOURCES  
COMMUNAUTAIRES ENUMERES CI-APRES?

Les services et les ressources énumérés plus loin sont généralement considérés comme importants pour la santé et le bien-être de la communauté, qu'ils proviennent de la communauté elle-même ou des gouvernements fédéral ou provincial; ou encore d'organismes volontaires locaux ou nationaux. Quels que soient les responsables de ces services, nous aimerions que vous exprimiez vos opinions et sentiments pour chacun des services et ressources mentionnés. Ainsi, vous aurez à choisir parmi les réponses pour exprimer votre opinion sur un sujet.

Les services et les ressources en question sont:

- (0) Non nécessaires;
- (1) Adéquats comme ils sont;
- (2) Moins qu'adéquats, doivent être améliorés;



- (3) Moins qu'adéquats, doivent être grandement améliorés;
- (4) Tout à fait déficients ou inadéquats, besoin pressant;
- (8) Je ne connais rien de ce sujet particulier.

En choisant une réponse, vous devrez considérer ce qu'est la situation de votre communauté même si vous-même ou votre famille n'avez pas besoin d'un tel service. Bien sûr, votre réponse sera influencée par votre propre expérience touchant un service particulier, même si votre opinion s'est formée aussi à partir de l'expérience de vos parents, de vos amis, de vos connaissances ou de vos voisins, ou encore à partir de ce qu'on dit à la radio, à la T.V., dans les journaux ou dans les revues. Quelle que soit la façon dont vous avez entendu parler d'un service, c'est votre opinion qui nous intéresse.

En lisant les questions, vous pourriez penser que vous n'avez pas toute l'information nécessaire pour répondre: il faut se rappeler alors que personne n'a toute l'information pertinente. On se fait une opinion à partir de ce qu'on sait: c'est précisément cette opinion qui est très importante pour nous. Pendant qu'on y est, on peut vous assurer que l'expression de votre opinion demeurera tout à fait confidentielle.

Encore un point: avant de choisir une des réponses, considérez s'il y a un besoin dans votre communauté pour un tel service. Si le service n'est pas nécessaire, il faut répondre "(0) Le service n'est pas nécessaire." S'il y a un besoin, vous devez exprimer par votre réponse jusqu'à quel point le service ou la ressource considérés répondent à ce besoin, utilisant pour ce faire les catégories 1,2,3 ou 4.

Nous espérons avoir réussi à vous communiquer les buts de cette étude. Veuillez donc inscrire un crochet (✓) et un seul pour chaque question. Vous ne choisissiez la réponse précédée du chiffre (8) que si vous ne connaissez

absolument rien du service mentionné. Pour résumer, nous répétons la question générale de ce questionnaire:

ETES-VOUS SATISFAIT DE CHACUN DES SERVICES ET RESSOURCES  
DANS VOTRE COMMUNAUTE?

Veillez inscrire un crochet (✓) dans la case appropriée, en commençant par la première question à la page suivante.

Les services, les ressources, ou les opportunités mentionnés sont:

- ☐ 0 Non nécessaires.
- ☐ 1 Adéquats comme ils sont;
- ☐ 2 Moins qu'adéquats, doivent être améliorés;
- ☐ 3 Moins qu'adéquats, doivent être grandement améliorés;
- ☐ 4 Tout à fait déficients ou inadéquats, besoin pressant;
- ☐ 8 Je ne connais rien de ce sujet particulier.

- |  |                          |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Assistance financière, pour ceux qui ne peuvent travailler et n'ont pas d'autre source de revenu ou ne gagnent pas assez. | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Assurance-chômage.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Compensation pour accident de travail.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Sécurité sociale pour celui qui prend sa retraite. (Régime des Rentes)  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. De l'emploi pour tous ceux qui sont capables de travailler.   | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Service de placement, formation.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Habitations publiques à loyer modique.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Logements pour revenus moyens.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Habitations unifamiliales à coût modique.   | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Des écoles pour enfants de niveau élémentaire ou secondaire.   | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Classes et services spéciaux pour enfants qui ont des troubles d'apprentissage.  | 0                        | 1                        | 2                        | 3                        | 4                        | 8                        |
|  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Centre d'entraînement au travail pour ceux qui n'ont pas la scolarité et les habilités leur permettant                   |                          |                          |                          |                          |                          |                          |

Les services, les ressources, ou les opportunités mentionnés sont:

- |   |  |
|---|--|
| 0 | Non nécessaires;                                       |
| 1 | Adéquats comme ils sont;                               |
| 2 | Moins qu'adéquats, doivent être améliorés;             |
| 3 | Moins qu'adéquats, doivent être grandement améliorés;  |
| 4 | Tout à fait déficients ou inadéquats, besoin pressant; |
| 8 | Je ne connais rien de ce sujet particulier.            |

de conserver un emploi décent.

0	1	2	3	4	8

13. Services gratuits ou à coût modique de médecins et dentistes, d'hôpitaux, de cliniques générales ou spécialisées pour bébés.

0	1	2	3	4	8
---	---	---	---	---	---

14. Assurance privée complète pour médicaments et certains soins spéciaux.

0	1	2	3	4	8

15. Services de conseil et orientation pour les individus ou les familles ayant des problèmes.

0	1	2	3	4	8

16. Services de traitement et institutions pour les malades mentaux, les alcooliques, les toxicomanes, et autres personnes présentant des troubles sérieux d'adaptation sociale.

0	1	2	3	4	8

17. Services pour les enfants placés hors de leur milieu familial, tels que les foyers nourriciers, les institutions, etc.

0	1	2	3	4	8

18. Foyers pour les vieillards qui ont besoin de soins constants.

0	1	2	3	4	8

19. Services sociaux et récréatifs  
pour les vieillards.

0	1	2	3	4	8

20. Services de réhabilitation pour les handicapés physiques.

0	1	2	3	4	8

Les services, les ressources, ou les opportunités mentionnés sont:

- |   |  |
|---|--|
| 0 | Non nécessaires;                                       |
| 1 | Adéquats comme ils sont;                               |
| 2 | Moins qu'adéquats, doivent être améliorés;             |
| 3 | Moins qu'adéquats, doivent être grandement améliorés;  |
| 4 | Tout à fait déficients ou inadéquats, besoin pressant; |
| 8 | Je ne connais rien de ce sujet particulier.            |

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 21. Services spéciaux d'éducation ou d'entraînement pour le retardé mental ou celui qui souffre de lésions au cerveau.                            | 0 | 1 | 2 | 3 | 4 | 8 |
| 22. Auxiliaires familiales pour les mères absentes du foyer.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 23. Garderies pour les enfants de mères au travail.   | 0 | 1 | 2 | 3 | 4 | 8 |
| 24. Services de probation pour les jeunes délinquants ou pour les adultes.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 25. Possibilité donnée à chacun de se sentir chez lui dans la communauté, quel que soit son pays d'origine ou sa religion.                        | 0 | 1 | 2 | 3 | 4 | 8 |
| 26. Absence de discrimination raciale ou ethnique dans l'emploi ou l'habitation.  | 0 | 1 | 2 | 3 | 4 | 8 |
| 27. Protection contre des risques personnels ou des dommages de toute sorte grâce au service des incendies, au service de police, à la cour, etc. | 0 | 1 | 2 | 3 | 4 | 8 |
| 28. Protection légale, quelle que soit la capacité de payer des frais légaux. (Aide juridique).   | 0 | 1 | 2 | 3 | 4 | 8 |

Les services, les ressources, ou les opportunités mentionnés sont:

- ☐ 0 Non nécessaires;
- ☐ 1 Adéquats comme ils sont;
- ☐ 2 Moins qu'adéquats, doivent être améliorés;
- ☐ 3 Moins qu'adéquats, doivent être grandement améliorés;
- ☐ 4 Tout à fait déficients ou inadéquats, besoin pressant;
- ☐ 8 Je ne connais rien de ce sujet particulier.

29. Possibilité de s'exprimer politique-  
ment par le vote, l'organisation  
politique ou d'autres formes du pro-0 1 2 3 4 8  
cessus démocratique. ☐ ☐ ☐ ☐ ☐ ☐
30. Possibilité de changer quelque  
chose dont vous n'êtes pas satis-  
fait au niveau municipal, en  
parlant ou en écrivant aux respon-  
sables, en faisant une manifest-  
ation, etc. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
31. Clubs, centres de quartier ou  
autre organisation qui offre des  
programmes sociaux, récréatifs et  
éducatifs. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
32. Installations récréatives comme  
parcs, terrains de jeu, piscines,  
terrains sportifs, etc. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
33. Possibilités d'éducation avancée  
et spécialisée. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
34. Cours et programmes d'éducation  
pour adulte. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
35. Possibilité d'activités culturelles  
et artistiques. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐
36. Possibilité d'expression et de  
participation religieuses. 0 1 2 3 4 8  
☐ ☐ ☐ ☐ ☐ ☐

Les services, les ressources, ou les opportunités mentionnés sont:

- ☐ 0 Non nécessaires;
- ☐ 1 Adéquats comme ils sont;
- ☐ 2 Moins qu'adéquats, doivent être améliorés;
- ☐ 3 Moins qu'adéquats, doivent être grandement améliorés;
- ☐ 4 Tout à fait déficients ou inadéquats, besoin pressant;
- ☐ 8 Je ne connais rien de ce sujet particulier.

37. Moyens de transport (public ou privé) pour aller au travail, pour magasinage ou pour activités sociales.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Lieu de magasinage facile d'accès.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Collecte efficace des déchets et service d'égouts.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Nettoyage et entretien des rues et des trottoirs.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Propreté de l'air et de l'eau.

0	1	2	3	4	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

S.V.P. CONTINUEZ A LA PAGE SUIVANTE

SI VOUS CROYEZ QUE CERTAINS SERVICES OU CERTAINES RESSOURCES DE VOTRE COMMUNAUTE PEUVENT ETRE AMELIORES, QUELLES SONT LES MESURES QUI ONT LE PLUS DE CHANCE DE REUSSIR PARMI CELLES QUI SONT ENUMEREES CI-APRES?

- |   |                         |
|---|-------------------------|
| 1 | Généralement efficaces; |
| 2 | Parfois efficaces;      |
| 3 | Rarement efficaces;     |
| 8 | Je ne sais pas.         |

- |  |                      |                      |                      |                      |
|--|----------------------|----------------------|----------------------|----------------------|
| 42. <u>Lettres</u> aux députés, aux responsables municipaux et gouvernementaux.  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 43. <u>Appels téléphoniques</u> aux députés, aux responsables municipaux et gouvernementaux.   | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 44. <u>Visites personnelles</u> à l'hôtel de ville, auprès des législateurs ou d'autres responsables.  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 45. Se faire représenter par un avocat.  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 46. <u>Organiser des groupes</u> de quartier ou des groupes de gens intéressés.  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 47. Action à l'intérieur de <u>groupes existants</u> comme la paroisse, les clubs, les syndicats, les partis politiques, les groupes d'action. | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 48. <u>Publicité</u> dans les journaux ou ailleurs.  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 49. Démonstrations <u>non-violentes</u> .  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 50. Démonstrations <u>violentes</u> .  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 51. Utilisation des <u>personnes influentes</u> .  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 52. <u>Vote</u> .  | 1                    | 2                    | 3                    | 8                    |
|  | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |



Pour terminer, nous aimerions obtenir certaines informations à votre sujet, non pas pour vous identifier, mais plutôt pour mettre en relation vos opinions avec vos caractéristiques sociales.

53. Votre âge:      Moins de 18 ans ☐ 1      46 à 55 ☐ 5  
                          18 à 25 ☐ 2      56 à 65 ☐ 6  
                          26 à 35 ☐ 3      66 à 75 ☐ 7  
                          36 à 45 ☐ 4      76 et plus ☐ 8

54. Sexe:      Homme ☐ 1  
                          Femme ☐ 2

55. Statut civil: Célibataire ☐ 1      Divorcé(e) ☐ 4  
                          Marié(e) ☐ 2      Séparé(e) ☐ 5  
                          Veuf(ve) ☐ 3

56. Nombre d'enfants: ☐

57. Années de scolarité que vous avez complétées:

Moins de 7 ans	<input type="checkbox"/> 1	Etudes collégiales	<input type="checkbox"/>	
7 à 11 ans	<input type="checkbox"/> 2	(et baccalauréat)	<input type="checkbox"/>	4
12 à 14 ans	<input type="checkbox"/> 3	Etudes de maîtrise	<input type="checkbox"/>	
		(et de doctorat)	<input type="checkbox"/>	5
		Ecole spéciale après	<input type="checkbox"/>	
		la 8ième année	<input type="checkbox"/>	6

58. Années de scolarité complétées par votre conjoint:

Moins de 7 ans	<input type="checkbox"/> 1	Etudes collégiales	<input type="checkbox"/>	
7 à 11 ans	<input type="checkbox"/> 2	(et baccalauréat)	<input type="checkbox"/>	4
12 à 14 ans	<input type="checkbox"/> 3	Etudes de maîtrise	<input type="checkbox"/>	
		(et de doctorat)	<input type="checkbox"/>	5
		Ecole spéciale après	<input type="checkbox"/>	
		la 8ième année	<input type="checkbox"/>	6

59. Votre occupation principale:  
 (Donner le genre de votre travail, décrivez brièvement ce que vous faites. Si vous êtes à votre retraite ou en chômage, indiquez votre dernière occupation.)

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60. Occupation principale de votre conjoint:  
 (Voir les explications données précédemment.)

---



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83.

61. Religion:                      Catholique ☐ 1                      Autre ☐ 4  
                                  Protestant ☐ 2                      Aucune ☐ 5  
                                  Juif ☐ 3

62. Origine ethnique: Canadien français ☐ 1                      Caraïbe ☐ 4  
                                  Canadien anglais ☐ 2                      Asiatique ☐ 5  
                                  Européen ☐ 3                      Autre ☐ 6

63. Depuis quand êtes-vous arrivé dans votre communauté actuelle?(Nombre d'années)

64. Nombre de clubs ou organisations dont vous faites partie (ne comptez pas l'appartenance à un parti politique, une église ou un syndicat, mais incluez les clubs paroissiaux ou syndicaux aussi bien que les associations professionnelles):

65. Nombre de clubs ou organisations dont votre conjoint fait partie: (Voir la parenthèse de la question précédente).

66, 67. Est-ce que vous ou votre conjoint occupez des postes dans des clubs ou des organismes (ne pas considérer les partis politiques, les églises ou les syndicats)?

	<u>Vous-même</u>	<u>Votre conjoint</u>
Aucun poste d'officier	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Dans un club ou organisme	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Dans 2 clubs ou organismes	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Dans 3 clubs ou plus	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Ne s'applique pas	<input type="checkbox"/> 8	<input type="checkbox"/> 8

68, 69. Est-ce que vous-même ou votre conjoint est inscrit à un parti politique?

	<u>Vous-même</u>	<u>Votre conjoint</u>
Non	<input type="checkbox"/> 0	<input type="checkbox"/> 0
Parti Libéral	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Parti Québécois	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Autre	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Ne s'applique pas	<input type="checkbox"/> 8	<input type="checkbox"/> 8

70, 71. D'une façon générale, est-ce que vous ou votre conjoint votez aux élections municipales, provinciales, ou fédérales?

	<u>Vous-même</u>	<u>Votre conjoint</u>
Jamais	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Occasionnellement	<input type="checkbox"/> 2	<input type="checkbox"/> 2
D'une façon générale	<input type="checkbox"/> 3	<input type="checkbox"/> 3

	<u>Vous-même</u>	<u>Votre conjoint</u>
Toujours	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Ne s'applique pas	<input type="checkbox"/> 8	<input type="checkbox"/> 8

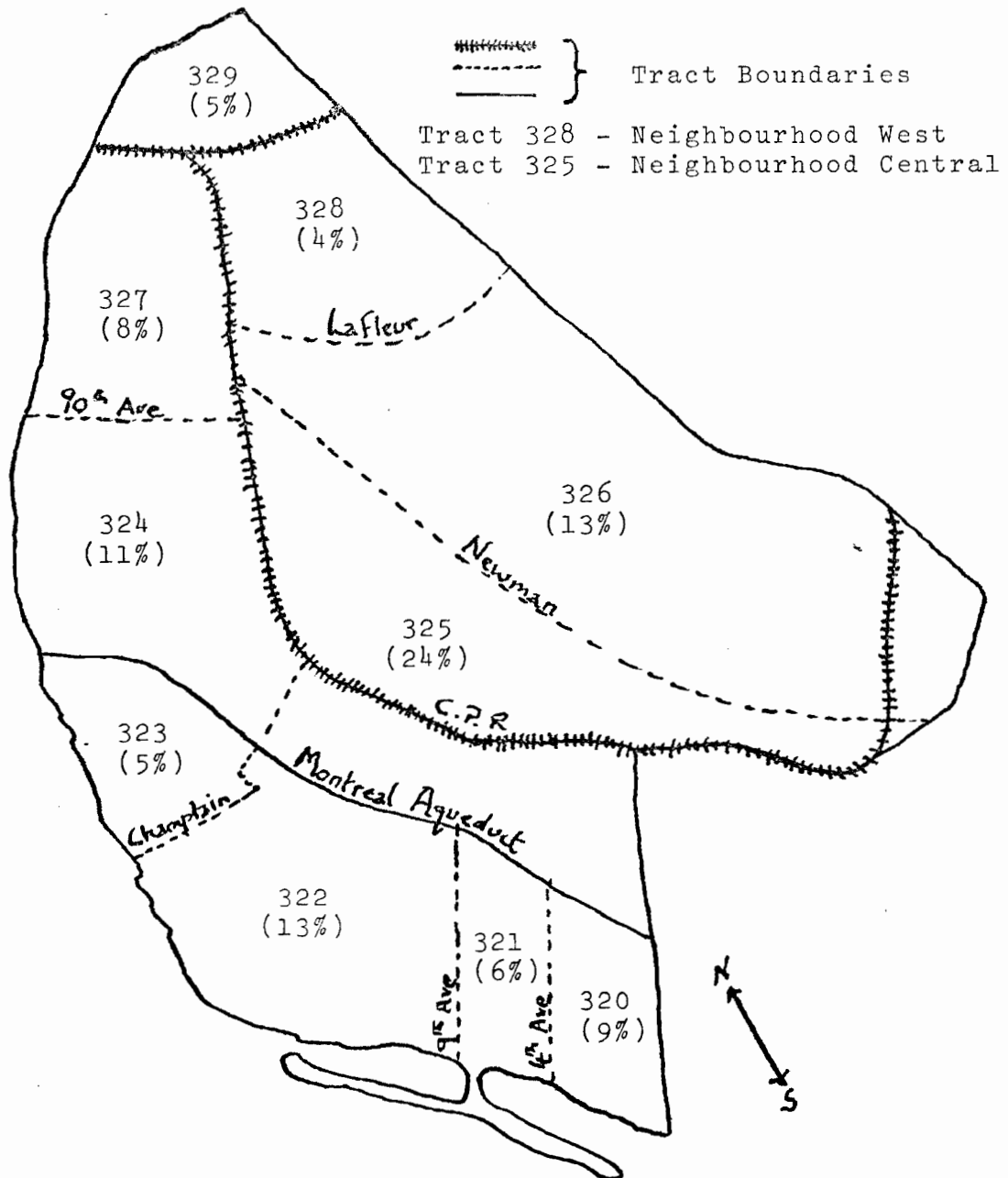
72-84. Est-ce que vous-même ou un membre de votre famille avez déjà fait appel à l'un ou l'autre des services de santé ou des services sociaux énumérés ci-après?

	(1) Oui	(2) Non
72. Services sociaux et services de santé mentale	<input type="checkbox"/>	<input type="checkbox"/>
73. Groupes sociaux et récréatifs	<input type="checkbox"/>	<input type="checkbox"/>
74. Cliniques externes	<input type="checkbox"/>	<input type="checkbox"/>
75. Support financier public (bien-être social)	<input type="checkbox"/>	<input type="checkbox"/>
76. Formation professionnelle et réhabilitation	<input type="checkbox"/>	<input type="checkbox"/>
77. Habitation publique	<input type="checkbox"/>	<input type="checkbox"/>
78. Aide ménagère	<input type="checkbox"/>	<input type="checkbox"/>
79. Garderies pour enfants	<input type="checkbox"/>	<input type="checkbox"/>
80. Foyer pour vieillards	<input type="checkbox"/>	<input type="checkbox"/>
81. Placement et foyer nourricier	<input type="checkbox"/>	<input type="checkbox"/>
82. Réhabilitation sociale pour problèmes et besoins spéciaux	<input type="checkbox"/>	<input type="checkbox"/>
83. Services de probation	<input type="checkbox"/>	<input type="checkbox"/>
84. Autres services	<input type="checkbox"/>	<input type="checkbox"/>
Veuillez spécifier: _____		
_____		

NOUS VOUS REMERCIONS SINCEREMENT POUR VOTRE COLLABORATION A NOTRE ENQUETE. NOUS VOUS DONNONS L'ASSURANCE ENCORE UNE FOIS QUE TOUTE L'INFORMATION QUE VOUS NOUS AVEZ TRANSMISE SERA TRAITE CONFIDENTIELLEMENT.

# APPENDIX C

Map of Ville LaSalle indicating Population<sup>1</sup>  
Percentages within Census Tract Divisions.



321 (includes off-shore islands)

<sup>1</sup>Census of Canada, 1971. Series 'B', Montreal, October '74.

# APPENDIX D

## Ranges of Correlations\* Indicating Internal Consistency of Indices

Index	Ranges	
	Item inter- correlation	Item with total score correlation
1. Income Security	.01-.58	.54-.73
2. Housing	.50-.56	.82-.83
3. Schools and Job Training	.23-.70	.62-.89
4. Health	.28	.79-.81
5. Social Services	.04-.68	.47-.79
6. Social Acceptance	.48	.84-.88
7. Social Control	.18-.46	.17-.85
8. Social Participation	.55	.87-.88
9. Specialized Education	.34	.74-.88
10. Cultural Expression	.40	.79-.88
11. Instrumental Needs	.00-.51	.30-.75
12. Measures for Change	.00-.76	.18-.60

\*Coefficients of .30 and greater are significant  
at the .05 level and beyond.

# APPENDIX E

## Canonical Correlations and the Coefficients of the Canonical Variates.

<u>Number</u>	<u>Eigen- value</u>	<u>Canonical Correlation</u>	<u>Wilks Lambda</u>	<u>Chi- square</u>	<u>D.F.</u>	<u>Signif- icance</u>
1.	0.62	0.78	0.13	51.7	24	.001
2.	0.54	0.73	0.33	27.8	14	.015

### Coefficients for Canonical Variables of the Second Set\*

	<u>Canvar 1</u>	<u>Canvar 2</u>
Income Security	.42	-.42
Housing	.93	-.15
Schools and Job Training	-.29	-.33
Social Services	-.19	1.25
Social Acceptance	-.44	-.18
Higher Education	.70	-.15
Cultural Participation	.51	-.42
Instrumental Needs	-.24	-.28

### Coefficients for Canonical Variables of the First Set\*

	<u>Canvar 1</u>	<u>Canvar 2</u>
Age	.66	.24
Language	-.60	.47
Neighbourhood	-.43	.89

\*The convention for interpreting loadings stronger than .30 was followed.

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