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ATTITUDES TOWARDS MIGRANTS AND NEEDS IN TEACHER TRAINING: SOME RESEARCH FINDINGS

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General Background

The area of immigrant education has become a major source of interest, concern, comment, and research in recent years. This interest has its origins in the concern felt and views expressed at various conferences, e.g.:

Language Teaching — Problems and Solutions (1972)
Bilingual Teaching (1973)
Communicating with Migrants (1974)
Migrant Studies Seminars (1975):

that many pupils in our schools are in need of an educational approach which will take cognisance of their linguistic and cultural differences.

Evidence used to demonstrate the extent of this need includes:

1. "Post-war migration has radically changed the nature of Australia's population so that now about one million people have direct connections with Italian culture and about half a million with that of Greece. A further two hundred thousand are of Yugoslav background, similar numbers are linked with Malta and with Germany, and those of Dutch and Polish extraction each constitute at least one hundred thousand." (Schools Commission, 1975, page 119).
2. An announcement by the Hon. K. Beazley (Minister for Education) in June 1974, that by the year 2000 Australia will have 45% of the population born overseas or children born of immigrant parents.
3. The survey, *Child Migrant Education in Schools of High Migrant Density in Melbourne*, found that two-thirds of children assessed as being in need were not attending special classes (1973, p.12.).

This concern is further emphasized by the urgent needs expressed by teachers and teachers-in-training who have difficulties coping in multilingual and multicultural classrooms (for example, statements released regularly by the Victorian Association for Multicultural Education). In fact, this lament by classroom teachers about the lack of suitable courses to equip them to adequately respond to the needs of children in multilingual and multicultural classrooms is reflected in firstly:

The applications for a recent seminar on Migrant Education conducted for class teachers of both Government and Non-government schools, by the Child Migrant Education Branch in conjunction with the Catholic Education Office exceeded 300 when provision had been made for only 120 places; and secondly, in the number of Victorian teachers during the early 1970's attempting to

gain qualifications in this area from Armidale University and the University of Western Australia.

One outcome of this interest and concern has led to interest in fostering teacher-training courses. In fact, the Schools Commission indicated that it wished:

to alert the Tertiary Commissions to the need to respond to proposals for courses designed to advance understanding in migrant and multicultural education in institutions whose funding they recommend (1975, p. 130).

Further to this, back in 1973, A.J. Grassby indicated that he "...would like to see special diploma courses in migrant education developed so that selected groups of general purpose trained teachers can become specialists in migrant education." (Grassby, 1973, page 9). As a result of these and other pressures, a number of Graduate Diploma courses are available for teachers in the areas of Migrant, Multicultural and T.E.S.L. studies; for example, from Monash University and Melbourne, Mercy, Frankston, Toorak State Colleges.

Narrowing the Focus

Interest in teacher training courses has not stopped at Post-Graduate courses. In 1973, A.J. Grassby stated that:

One area to which I have directed that special attention be given is teacher education and teacher training. In Australia today there would be few schools in which there were no migrant children. I believe that all teachers should have training which will equip them to handle classes in which there are migrant children (Grassby, 1973, page 9)

Also, one resolution of the Migrant Education Action Conference was that there should be "More courses on migrant education of adequate content, length and status, for teachers-in-training."

In addition, the Schools Commission indicated that "there is a need for a range of in-service and pre-service courses relevant to the education of ethnic minorities." (1975, page 125)

In fact they go one step further in their discussion of the problems related to educating migrant children and state that:

... the knowledge among ordinary teachers of these problems should be extended for it is the classroom teacher's skills that must be the basis of all these activities. (p. 126)

It is in the area of pre-service courses that this article is focused. As indicated, recent graduates and also students-in-training were having problems in coping adequately to the needs of migrant children, and this was used as evidence in establishing a case for the need for courses. (In fact, in May 1976 the Annual Meeting of S.C.V. Students' Association at S.C.V. Melbourne released a press statement that a resolution had been passed: "that all teachers-in-training should receive courses geared to the needs of migrant children").

It was these requests for help that prompted the researcher to do an analysis of:

- (i) Exit students of 1974 and 1975 first teaching appointments from S.C.V. Toorak, (See table 1); and
- (ii) Language abilities of 1974 exit students from Toorak. (See table 2)

TABLE 1
Exit-student appointments (%)

	Year of Graduation	
	1974	1975
High Migrant Density Schools*	27.2	37.5

*As defined by Elliott and Margitta in Research Report 5/74.

TABLE 2
*Language fluencies of exit students in 1974**

Language	Speak	Read	Write
Dutch	1	—	—
German	3	3	2
Greek	1	1	—
Hebrew	1	2	2
Hungarian	3	2	1
Italian	4	4	3
Latvian	1	1	1
Polish	2	1	—
Russian	1	1	1
Ukranian	1	1	1
Yiddish	3	3	3
Italian & Yugoslav	1	1	1
Italian & German	1	1	1

*Numbers in tables are frequencies from a total of 285.

It was obvious from these results that quite a sizable percentage of exit students were going into high migrant density schools and very few had language skills that may prove of assistance. Accepting the assumption that courses at both post-graduate and initial training levels are needed, the question of content is raised. It is at this point, if we are to prepare and offer pre-service courses, that the rationale for their content should be made explicit.

The educational philosophy applied in this case is one adopted from the following quotation:

...if the contexts of learning - the examples, the reading books - are not contexts which are triggers for the child's imaginings, are not triggers on the child's curiosity and explorations in his family and community, then the child is not at home in the educational world ... if the culture of the teacher is to become part of the consciousness of the child, then the culture of the child must first be in the consciousness of the teacher. (Bernstein, 1970).

In other words, in order to produce a meaningful course, knowledge of and about the prospective students is vital - in this case, Teachers-in-Training.

In line with the educational philosophy outlined above, and in keeping with the need to train teachers for the migrant situation, it is possible that a study of Teachers'-in-Training attitudes could prove worthwhile. The benefits from this study would be two fold:

1. It could prove to be a useful part of the consciousness of the student to be taken into account by course planners when preparing meaningful courses; and
2. It would allow those future teachers to be made aware of their own attitudes in this area - and the possible influences these might have on their teaching behaviour.

Already this approach is beginning to be recognized in the area of migrant education courses:

S.C.V. Melbourne, in their Graduate Diploma Course submission, indicated that past courses suffered because "the emphasis is almost always on the child, while the teacher's attitudes, values, etc., are usually ignored" (p. 7); and

Mr. Ross Holmes in a circular published by the Victorian Teachers' Union (28th February, 1975) pointed out the need for better training facilities for teachers of migrant children - " ... the teacher training itself seems insufficient, and it is the personality of the teacher, rather than the training, that is the most important and significant factor."

Therefore in the preparation of courses emphasis should be placed on an examination of teachers' (in this case Teachers-in-Training) values, stereotypes, etc. This is especially so as the importance of attitudes as one construct for explaining social behaviour has long been recognized by psychologists and sociologists alike (e.g. Adorno et al, 1950; Allport, 1950; Oppenheim, 1968; Triandis, 1971).

Related Research

As Connell (1973, p. 193) points out "The way migrants have adapted to Australia has attracted more academic attention than the way Australians have reacted to migrants." There has been, however,

research conducted into adult attitudes to various immigrant groups for some time - Oeser and Hammond (1954), Taft (1965), Yarwood (1968), Beswick and Hills (1969, 1972), Hughes (1972); and also, limited attention to young children's attitudes (Penny, 1971) and those of teenagers (Connell, 1973). In addition, summaries of findings of research in this area have been produced by Richardson and Taft (1968), and Kovacs and Cropley (1975). Overall, the findings of Beswick and Hills (1969, 1972) are indicative of the trends in the research findings - strong elements of ethnocentrism in Australia that are very substantial when directed towards immigrants, resulting in considerable negative prejudice shown towards immigrant groups.

In the area of attitudes of Teachers-in-Training towards immigrants there appears to be a dearth of research. In this context then, the findings from available related research certainly have been taken into account in preparation for this study. For example, the findings on the importance of age (Hughes, 1972; Connell, 1973), sex, and ethnic background (Connell, 1973) contributed in this instance to the inclusion of the four background categories.

Special Focus

This study of Teachers-in-Training had two aims as part of a larger study (Sealey, 1976).

Aims:

1. To write a descriptive study of the attitudes held by a group of first year Teachers-in-Training towards and about immigrants in general, and about four specific ethnic groups.
2. To discover whether there are differences between Teachers-in-Training according to certain background categories in their responses to the measures used for the first aim.

Areas to be studied:

In order to gain the data for these two aims a questionnaire was constructed which included the following:

- (1) A likert attitude scale developed for this particular study (Sealey, 1976).
- (2) A social distance scale (see results).
- (3) Descriptive adjectives lists for stereotyping (see results).

The four specific groups chosen for inclusion in (2) and (3) above, Greeks, Italians, Turks and Yugoslavs - were selected for the following reasons:

1. All had been mentioned as groups experienced on teaching rounds.
2. Two of the groups were the largest non-English speaking immigrant groups in the community - Greeks and Italians.
3. Two of the groups were smaller than in 2, and possibly less well known - Turks and Yugoslavs.

Background Categories: Definitions

The following background categories were chosen for inclusion because of findings in related research and experience with Teachers-in-Training:

1. SEX Males (M)
Females (F)
2. AGE Under 20 years old (< 20)
25 years and older (25+)
3. COLLEGE PREFERENCE College was their first choice (1st)
College was not their first choice (Not 1st)
4. ETHNIC ORIGIN Australian (Aust.) - Respondents and their parents born in Australia and the only language spoken within the family is English.
Migrant Non-English Speaking (Mig. N.E.) - The predominant language of one (or both) parent(s) was not English and/or there was a language other than English spoken at home within the family.
Migrant English Speaking (Mig. E.S.) - only language spoken within the family is English; and, the respondents and or their parents have been resident in Australia less than 20 years from an English speaking country.

Method and Sample

The areas studied were included in a questionnaire that was administered to all (374) first year Teachers-in-Training at the beginning of their course. Respondents were requested to read the instructions carefully and to complete the questionnaire as an individual effort. No time limit was imposed.

Results

(a) Attitude Scale

The attitude scale involved 27 responses therefore had a possible range of total scores from 27 to 135 (5 x 27) with a mid point of 81 (an uncertain or neutral stance). Scores in excess of 81 would be regarded as showing a positive attitude towards immigrants while a score less than 81 a negative attitude.

A series of computations were carried out on the attitude scale scores:

1. The mean score for the following were calculated to be:-

(a)	The Population	96.54
(b)	Males	82.27
(c)	Females	103.74
(d)	< 20	94.75
(e)	25+	102.97
(f)	1st	101.01
(g)	Not 1st	88.63
(h)	Aust.	85.81
(i)	Mig.N.E.	107.26
(j)	Mig.E.S.	103.11

2. An analysis of variance was determined for each of the four background categories and the results appear in tables 3 - 7.

TABLE 3

Analysis of variance for attitude scale scores: Sex

	SS	df	NS	MSR
Between Sexes	9685.76	1	9685.76	47.14(.01)
Within Sexes	20137.25	98	205.48	
	29823.01	99		

TABLE 4

Analysis of variance for attitude scale scores: Age

	SS	df	NS	MSR
Between Ages	1443.22	1	1443.22	4.98 (.05)
Within Ages	28379.80	98	289.59	
	29823.02	99		

TABLE 5

Analysis of variance for attitude scale scores: College Preference

	SS	df	MS	MSR
Between Preferences	3219.05	1	3219.05	11.86 (.01)
Within Preferences	26603.97	98	271.47	
	29822.02	99		

TABLE 6

Analysis of variance for attitude scale scores: Ethnic Origin

	SS	df	MS	MSR
Between Origins	9435.95	2	4717.98	22.45 (.01)
Within Origins	20387.04	97	210.18	
	29822.99	99		

From these tables of results the following points can be made:

1. This sample (and population) of Teachers-in-Teaching exhibits a positive attitude towards immigrants as measured by this scale.
2. With the possible exception of males, all background categories show a positive attitude towards migrants.
3. This positive attitude however, does vary significantly within the background categories in the following ways:
 - (a) Females significantly more positive (.01) than males.
 - (b) Older students (25+) significantly more positive (.05) than younger students (< 20).
 - (c) First choice (1st) significantly more positive (.01) than Not first choice (Not 1st).
 - (d) Australians (Aust.) significantly less positive (.01) than the two migrant origin groups (Mig. N.E. and Mig. E.S.).
4. As indicated above, the attitude scale is a technique for placing people on a continuum in relation to one another in relative and

not in absolute terms. Therefore, in this case the background categories included in this study would be ordered in the following way (with the most positive at the top of the list):

- | | |
|---------------|-------------|
| (1) Mig. N.E. | (6) < 20 |
| (2) Female | (7) Not 1st |
| (3) Mig. E.S. | (8) Aust. |
| (4) 25+ | (9) Males |
| (5) 1st | |

5. While the number in the sample did not allow detailed analysis, it does appear that:

- (1) The most positive attitudes were exhibited by Mig. E.S., older females, where college was their first preference.
- (2) The most negative attitudes were exhibited by younger Australian males, where college was not their first choice.

In addition to the above results, from a brief analysis of each attitude item the following points can be made:

- (i) Sex, ethnic origin and college preference appear to be sources of more differences than does age over a wide range of attitude items.
- (ii) In the item relating to groups migrating to Australia, a distinct trend appears - English speaking whites, White Europeans, then coloured groups in that order of acceptance.

(b) Social Distance Scale

In this section, respondents were asked to indicate for Greeks, Italians, Yugoslavs and Turks, which of the following categories they would admit these groups of people to - Australia, Melbourne, Your Street, Work With, Next Door Neighbour and Marry into Your Family.

If we do as Oppenheim (1968) suggests, and disregard scoring and consider results from the social distance scale as a way of ordering groups with regard to their ethnic attitudes, useful comparisons can be made. For example:

1. It was quite clear that immigrants from the four specific groups are preferred in the following order (most preferred to least preferred):

Italians
Greeks
Yugoslavs
Turks

and that this trend is found across the various social distance categories in all the background categories. Results here were

similar to those mentioned in (ii) above.

2. Males, <20, Not 1st, and Australians were consistently lower in their acceptance of the four ethnic groups (in all social distance categories) than their background counterparts. This is further highlighted in the facts that the most accepting of immigrant groups are Mig. E.S. and 25+ while the least accepting are Australians and males.
3. In all cases, the social distance categories of neighbour, friend and marriage were where acceptance levels showed marked decreases.

(c) Descriptive Adjectives (Stereotyping)

The technique used here was an adjective checklist containing the following seventeen adjectives - violent, patriotic, clean, ambitious, suspicious, honest, intelligent, hard-working, law-abiding, sly, trustworthy, aggressive, cruel, religious, emotional, illiterate, and lazy - and an opportunity to add others if respondent so desired. This checklist was applied to the four specific groups - Greeks, Italians, Yugoslavs and Turks - and Australians for comparison.

The following characteristics (6 most commonly used adjectives in order of most to sixth most used adjectives) were indicated for the five groups:

Greeks	Italians	Turks	Yugoslavs	Australians
1. Hardworking	Hardworking	Emotional	Hardworking	Patriotic
2. Religious	Religious	Religious	Patriotic	Clean
3. Patriotic	Emotional	Patriotic	Emotional	Lazy
4. Emotional	Patriotic	Hardworking	Religious	Trustworthy
5. Ambitious	Ambitious	Suspicious	Clean	Aggressive
6. Clean	Clean	Violent	Ambitious	Honest

The stereotyping drawn out in this study have several important characteristics:

1. The same six descriptive adjectives (in different orders) appear in the stereotypes of Greeks, Italians, and Yugoslavs - ambitious, clean, emotional, hardworking, patriotic and religious.
2. For Turks, four of the six descriptive adjectives for the other three groups are also present here - emotional, hardworking, patriotic and religious. In addition, two negative ones are included to make up the six - suspicious and violent.
3. The Australian stereotype includes clean and patriotic - which appear in the other groups - and also four others that do not - aggressive, honest, lazy and trustworthy.
4. It is noticeable from the analysis of all the descriptive adjectives that males, <20, and Australians are consistently more negative

in their descriptions of the four ethnic groups.

5. In the area of opportunity to add any other descriptive term(s) no term came up more than 3% of the time except for Australians - 20% of the respondents added the descriptive term 'apathetic'.

These results are related to the issue of in-groups and out-groups discussed in the literature (e.g. Berry, 1969, Taft, 1970; Kovacs and Cropley, 1975). In this case, especially if we distinguish between what Triandis (1964) referred to as autostereotypes and heterostereotypes, those in-group and out-group distinctions become quite noticeable. For example, in this study Australians see themselves as:

- (a) More intelligent, clean, honest, law abiding and trustworthy; and
- (b) Less suspicious, sly and illiterate than they see the other four ethnic groups.

Two further points arise from the study:

1. Only 3% of respondents consistently indicate that it is impossible to stereotype (characterize) particular ethnic groups.
2. There were higher percentages of respondents indicating lack of contact with Turks (26%) and Yugoslavs (18%) and therefore unable to stereotype them.

Conclusion

As indicated in the Introduction this is meant to be an exploratory and descriptive study. It is what a sociologist like Merton (1949) would describe as sociography. It refers to a descriptive and historical approach to the study of social phenomena. The sociographic approach is seen as essential as a preliminary step when examining a new phenomenon, but even before that step is taken it is necessary first to delineate the likely characteristics of the area and the main concept involved. To this end, a conceptual analysis was made of the aspects of the attitudes towards immigrants and measures were developed or used to provide scores for Teachers-in-Training on these aspects.

Within the limitations and weaknesses of the measures used it would appear that the two aims were achieved:

First: it has been ascertained that as a group, the Teachers-in-Training in this study:

- (a) have a fairly positive attitude towards immigrants,
- (b) show acceptance of the four specific groups (more so for Greeks and Italians, than Turks and Yugoslavs) in most areas of social contact - at the same time, indicating markedly less acceptance as they get closer.
- (c) have a stereotyped view of each immigrant group; also, show

marked distinctions between stereotype of immigrants as a group and Australians.

Second: the results indicate that there are quite significant differences in responses to the measures used when broken down on the variables of age, sex, college preference, and ethnic origin to the extent that:

1. The most positive attitudes towards immigrants were shown by a person who was - Female, 25+, 1st, and Mig. E.S.; and
2. The most negative attitude towards immigrants were shown by a person who was - Male, <20, Not 1st, and Australian.

The results obtained in this study seem to indicate that further investigations of a more refined and sophisticated nature would be worthwhile. This is especially so if we accept the assumptions:

- (a) that attitudes shown here are relevant to their teaching behaviour; and
- (b) courses in college should attempt to accommodate the diversity of attitudes of Teachers-in-Training.

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NUTRITION & THE PRIMARY SCHOOL CHILD

by Andrew P. Hills

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There is a great need for nutrition education in the primary school. With a greater range of foodstuffs available today, it is necessary to educate children in choosing the correct foods to eat, and why they should eat them in preference to others. The concept of nutrition is related closely to the growth and well being of the child and subsequently should be an important part of a child's primary school education.

Nutrition is intimately involved with serum lipids, hypertension, hyperglycemia and obesity. Because of this, intervention should be directed at altering patterns of nutrition. Since the likelihood of altering adolescent and adult patterns of nutrition is very remote, the main thrust of a programme to alter nutritional habits should be in infancy and early childhood. (Mayer, 1968; Seltzer and Yayer, 1970; Dupin and Senecal, 1971; Cochrane, 1965.) However, adults and adolescents cannot be neglected in the educational process, for in order to effect change, parental understanding and co-operation are essential, in fact the whole family must be involved for any change to be lasting.

Surveys clearly indicate that typical meal habits of school age boys and girls are far from satisfactory with intakes of certain nutrients short of the amounts recommended for good nutrition in children. Furthermore, diets tend to worsen rather than improve as children continue through grades to high school (Lewis and Coy, 1976; Bruch, 1973; Bowden, 1973).

If the trend is to be reversed, some means must obviously be found whereby all children receive guidance in building good food habits. The school, where other basic learnings are acquired becomes the logical place for nutrition education. Moreover the younger the individual and the less fixed his habits, the greater are the possibilities for the acceptance of nutrition education and for improved nutritional practices.

Dr. Jean Mayer (1969), noted nutritionist, outlined that the general public in America had an appalling ignorance of energy value and nutrient content of food. He urged States to include nutrition education as part of the public school curricula, specifically a human physiology course (including nutrition), at the high school level. Many educators and nutritionists however, agree that study of nutrition subjects should begin earlier in life and that the motivation for later study must be established at the primary level. Nutrition education begins for each child the first day of his life and continues throughout his life. With each new food, the child establishes likes and dislikes, certain habits of eating and attitudes toward food. By the time he enters primary school his eating habits are generally firmly established. In the school environment these habits may be influenced directly or indirectly by the comments or behaviour of playmates and teachers - especially an authority figure.