

THE UNIVERSITY OF CALGARY

Chinese Students from Hong Kong at the
University of Calgary:
Their Problems and Sociocultural Orientation

by

Elaine Y. Chan

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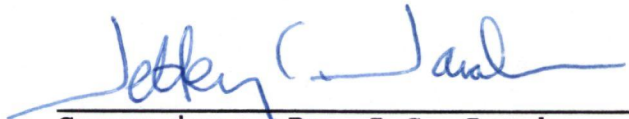
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THE UNIVERSITY OF CALGARY
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Chinese Students from Hong Kong at the University of Calgary: Their Problems and Sociocultural Orientation" submitted by Elaine Y. Chan in partial fulfillment of the requirements for the degree of Master of Arts.



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ABSTRACT

Canada has always been a popular country of destination for the Chinese. The Chinese have contributed a lot to Canada especially in the construction of the Canadian Pacific Railway. However, there were many instances where the Chinese were exploited and not welcomed.

The British colony of Hong Kong will revert to China in 1997. As 1997 gets closer, people are keener to immigrate to other countries. Canada becomes a more popular place than ever for immigrants from Hong Kong.

The University of Calgary, being one of the bigger universities in Canada, attracts many Chinese students from Hong Kong. The author designed a questionnaire survey on the problems and sociocultural orientation of the students and sent them to all the Hong Kong Chinese students who attended the university during the winter or fall semester in 1983. Seventy one responses were obtained and the results were coded into the computer and analyzed. Analysis of the questionnaire showed that more than half of the students (66.7 percent) had moderate or serious problems with enrollment quotas for foreign students and landed immigrant students in some faculties, for example, medicine,

finding jobs in between terms (65.2 percent), finding jobs that pay enough for expenses to attend university (61.8 percent) and insufficient advice from the foreign student advisor (51.8 percent). At the same time, more than a third of the students had moderate to serious problems in these areas: negative attitudes of some Canadians to skin color (41.4 percent), insufficient advice from academic advisors (38.5 percent), dating practices of Canadians (38.1 percent) and negative attitudes of some students toward foreign and landed immigrant students (33.3 percent).

When asked about the issue of returning to Hong Kong, the majority of the students (78.1 percent) indicated that they would be very happy to return to Hong Kong after their studies. On the other hand, 62.9 percent of the students indicated that they were very satisfied or quite satisfied with university life at the University of Calgary. So, satisfaction of university life does not have any significant effect on the sociocultural orientation of the students. The author concluded that personal attachment of these students to their families, friends and birthplace are probably the most important reasons for them to want to return to Hong Kong.

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CHAPTER I

CONTEXT OF THE STUDY

A. Definition of the Problem

The purpose of this study is to ascertain the nature and extent of the academic, personal, immigration, language, financial and social difficulties of Hong Kong students as perceived by the students themselves while studying at the University of Calgary. The author goes further by studying the effects of their problems on the socio-cultural orientation of these students. The author would like to find out if the positive or negative experiences of foreign students in a university have any effect on the socio-cultural orientation of the students.

Canada has traditionally been called the "Golden Mountain" by the Chinese. The Chinese treat Canada as the land of gold. They have lived in Canada for hundreds of years. Presently, with the political unrest in Hong Kong because of the "1997 problem" (the lease of the New Territories in Hong Kong to the United Kingdom will expire in 1997 at which time the whole colony of Hong Kong will revert to China), the Chinese are keener to come to Canada than ever. For the Chinese, immigrating to Canada and studying means a complete change of living environment and con-

ditions. There are vast differences between Hong Kong and Canada in language, living habits, educational systems, social structure, climate and customs, to name a few. This study will look at the problems of Hong Kong students at the University of Calgary, as well as their socio-cultural orientation.

B. Organization of the Thesis

This study will examine the following:

1. The history of Chinese immigration to Canada:

The Chinese have been living in Canada for many centuries. Their contribution to the construction of the Canadian Railway cannot be undermined, yet throughout history, there were instances where the Chinese were exploited and not welcomed. Unfair trade practices and taxes were levied on the Chinese. It was not until 1967 when the new universal assessment system for immigration had been introduced that the Chinese immigrants were treated equally as the other Canadians.

2. The history of Hong Kong

Hong Kong and Kowloon became a British colony by the signing of the Treaty of Nanking in 1842 and the Convention of Peking. In 1898, the New Territories, the area just north of Kowloon, was leased to Britain for ninety nine years. As the end of the lease was drawing near in the late 1970s, the people of Hong Kong were anxious about the future

of Hong Kong. Now, people in Hong Kong are keener to immigrate or invest in other countries before the lease expires. Canada has always been a desired country of destination for the Chinese and has continued to be one. Because of the 1997 problem, the Chinese are keener to come to Canada than ever.

3. Brain drain

This may be a concern for the people in Hong Kong because there are so many people leaving Hong Kong to study overseas or immigrate abroad. The author has looked at the problem of brain drain by including some questions in the questionnaire.

4. Questionnaire survey of Hong Kong students at the University of Calgary

A questionnaire survey has been prepared by the author and sent to the Hong Kong students at the University of Calgary in April and November of 1983. Seventy-one responses were obtained.

5. Analysis and interpretations of the questionnaire

The seventy-one responses were computer coded and analyzed by the author.

6. Summary and conclusions

C. Review of the Literature

Various studies have been done to examine the problems foreign students encounter during their studies in American

and Canadian universities. A review of the literature shows the following.

1. Von Dorpowski found that the two most serious problems reported by foreign students related to the areas of financial aid and the English language.¹

2. Cora Dubois also concluded that language was a primary factor in adjustment to life in a foreign country.²

3. Arjona revealed that in each of four major areas of adjustment (academic, social, emotional and personal), the foreign students were facing more problems than the American students.³

4. Zain did a study of the academic and personal-social problems of foreign students from 50 non-English speaking countries while studying at the University of Oregon. The findings included the following: (i) In the academic area they faced problems in writing essays and reports, participating in classroom discussions, and taking and organizing notes. (ii) In the personal-social area, being homesick, finding a residence with reasonable rent, adjusting to American foods and customs, particularly in social events and finding suitable companionship with the opposite sex were all reported as major problems.⁴

In spite of the problems encountered by foreign students, there are still many foreign students studying in Canadian universities as described in chapter two.

D. Significance of the Study

It has been estimated that in the 1981-82 academic year, there were 33,000 foreign students enrolled in Canadian educational institutes.⁵ The growth of the number of foreign students is a critical issue, particularly in light of the limited funding for post secondary institutions. While more than two-thirds of all foreign university students are in Ontario and Quebec, there are also sizeable numbers in the three Prairie provinces. Based on previous growth patterns of enrollments, it appears that this group of foreign students will continue to be an essential part of the contemporary higher education scene.

The proportion of foreign students enrolled full-time at the doctoral level has grown tremendously in recent years. In 1980-1981, one out of four doctoral students was foreign. In certain fields of study, such as agriculture, engineering and mathematics, the proportion was 40 percent. The cost of educating foreign doctoral students has been estimated at 40 to 50 million dollars each year, using the basic income unit of the Ontario University System as a measurement. The cost to provincial governments for all foreign university students is around 250 to 300 million dollars annually.⁶

Statistics Canada has shown that, since 1971, the number of foreign students enrolled in undergraduate and graduate studies in Canadian universities has increased

steadily (Table 1.1). A drastic rise occurred in 1979 when the United Kingdom increased the tuition fees of Hong Kong students studying in the United Kingdom to about \$20,000 Hong Kong per year (about \$4,000 Canadian). This definitely deterred many of the Hong Kong students from going over to the United Kingdom for their studies. Canada, being part of the Commonwealth, has similar education systems as Hong Kong and the United Kingdom. Therefore, students flocked over here, increasing the number of foreign students enrolled in universities in Canada from 7,226 in 1978 to 14,731 in 1979 (Table 1.1).

As a large urban university in Canada, the University of Calgary attracts a large number of Canadian, immigrant as well as foreign students. The enrollment of non-Canadians at the University of Calgary has been well over 10 percent for the past decade. In 1983, more than 20,000 Hong Kong students studied in Canada. It is interesting that Hong Kong has the largest chapter of the University of Toronto alumni association outside Canada.⁸

Studying in Canada or immigrating to Canada appears to be a big 'step up' for the Chinese people in terms of security and future. China claims that by 1997, when the lease of Hong Kong to Britain expires, she will repossess Hong Kong. Since the early 80's, "the question of 1997" has been the most conversational topic of the people of Hong Kong because there will be drastic changes when China takes

Table 1.1
Enrollment of Hong Kong Students: Undergraduates and Graduates:
(Full-time and Part-time) in Canadian Universities⁷

Year	Undergraduate			Graduate			Total Undergrad and Grad
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	
1971 - 1972	2,345	503	2,848	340	not reported	340+	3,188+
1972 - 1973	3,006	165	3,171	466	49	495	3,666
1973 - 1974	3,173	201	3,374	348	54	402	3,776
1974 - 1975	3,939	287	4,228	379	80	459	4,687
1975 - 1976	5,616	441	6,057	453	134	587	6,644
1976 - 1977	5,829	563	6,392	475	133	608	7,000
1977 - 1978	5,120	958	7,078	496	160	656	7,734
1978 - 1979	5,807	948	6,755	369	102	471	7,226
1979 - 1980	11,394	2,907	14,301	358	72	430	14,731

average = 5,714

over Hong Kong. The people are concerned about their future. Even the Pope is concerned about Hong Kong's future. He is concerned about the religious freedom in Hong Kong because there are no diplomatic relations between the Vatican and China.

Canada has always been a favourite place for Chinese immigrants. The Chinese were among the first to immigrate to Canada. They had made significant contributions to the early development of mining, lumbering, market gardening and railroad construction. Yet various discriminatory measures and legislative acts were passed against them until the end of the Second World War. Only in recent years has the Human Rights Act, the Equal Pay Act, the Fair Employment Practices Act and the Fair Accommodation Practices Act worked toward removing racial persecution. The Chinese, being an ethnic minority, have had to look to the white power structure to improve their livelihood, economic situations and opportunities.

Why do so many Chinese people like to come to Canada? This has to do with the special political situation of China and Hong Kong as outlined in the next chapter.

FOOTNOTES

CHAPTER I

¹ Von Dorpowski, Horst. The Problems of Oriental, Latin American and Arab Students in U.S. Colleges and U.S. Universities as Perceived by those Foreign Students and by Foreign Student Advisors. Pennsylvania State University, 1977, p. 138.

² Dubois, Cora. Foreign Students and Higher Education in the United States, American Council on Education, Washington, D.C., 1956, p. 221.

³ Arjona, Adoracion Q. An Experimental Study of the Adjustment Problems of a Group of Foreign Graduate Students and a Group of American Graduate Students at Indiana University. School of Education, Indiana University, Bloomington, 1956, p. 151.

⁴ Zain, Elias K. A Study of the Academic and Personal-Social Difficulties Encountered by a Selected Group of Foreign Students at the University of Oregon. University of Oregon, Eugene, 1965, p. 157.

⁵ Zur-Muehlen, Max von. Foreign Student Enrolment again Increasing. University Affairs, Feb. 1982.

⁶ Ibid.

⁷ Advanced Statistics of Education 1971-1982, Statistics Canada.

⁸ Laver, Ross. Hong Kong's New Masters. Maclean's, Oct. 15, 1984, Vol. 97, No. 42, pp. 22-32.

CHAPTER II
THE HISTORY OF CHINESE IMMIGRATION TO CANADA
AND THE HISTORY OF HONG KONG

In order to understand the background, situation and feelings of the Chinese students from Hong Kong at the University of Calgary, it is useful to know the history of Chinese immigration and the history of Hong Kong. This chapter will take a look at the Chinese migration to Canada and the history of Hong Kong.

A. The Chinese Migration to Canada

It has been recorded that the Chinese may have been in British Columbia before the Europeans arrived in North America.¹ In the eighteenth century there was a place named Foosang on an old map that Lieutenant Henry Roberts had drawn. He had based the information obtained from Captain James Cook's Pacific voyages. Foosang was in what is now British Columbia. According to a Chinese historian Ju Chian-jy, Foosang was recorded in the Liang Dynasty Chronicle in 499 A.D. This chronicle indicated that the Buddhist Monk Heih Shen had travelled to Mexico via Alaska and British Columbia. Also, a Jesuit priest had found an ancient Chinese archive called 'Ta Han' (The Great China)

which recorded many Chinese voyages to the west coast of North America. People have also found other ancient Chinese artifacts in various parts of British Columbia.²

Six significant historical events have contributed to the Chinese migration to Canada:

1. The Discovery of Gold in the Fraser Valley, 1858-1880
2. The Construction of the Canadian Railway, 1880-1885
3. The High Period of Anti-Chinese Agitation, 1885-1923
4. The Exclusion of Chinese Immigrants, 1924-1947
5. The Limited Admission of Chinese Immigrants Since 1947
6. The Beginning of the Universal Assessment System 1962

1. The Discovery of Gold in the Fraser Valley, 1858-1880

Many Chinese gold miners migrated from California to British Columbia because gold was discovered in the Fraser Valley. In 1860, the Daily Colonist reported that there were 1,175 Chinese in the Fraser Valley. With the gold rush in the early 1860's, about three thousand to five thousand Chinese were in Bakerville. In 1864, there was a Chinese community of two thousand. In 1863, more than a thousand Chinese were hired to build the Cariboo road in British Columbia. Even though the Chinese gold miners worked very hard, they were generally not successful since they worked mostly in deserted gold mines. They were also victims of robbery by the whites.³

The anti-Chinese movement in California also sparked various forms of racial discrimination in British Columbia. In 1872, British Columbia wanted to pass a bill to levy a head tax of fifty dollars per year on all Chinese in the province, but in vain. In 1875, the Chinese were denied provincial voting rights. In 1878, the Chinese were barred from provincial work. In other parts of Canada as well, the feeling was generally anti-Chinese.⁴ In 1880, an anti-Chinese organization was formed in British Columbia to stop the Chinese immigration. The Canadian Census of 1880-1881 recorded a total of 4,383 Chinese, most of them in British Columbia.⁵

2. The Construction of the Canadian Railway, 1880-1885

Between 1881 and 1884, there were 15,701 Chinese admitted into Canada to work on the Canadian Pacific Railway. The Chinese workers were exploited and given low wages. Many died from exposure and diseases.⁶ In 1884 and 1885, with the completion of the Canadian Pacific Railway, many Chinese labourers were left unemployed. The unemployed Chinese were left hungry and cold.⁷

Although many Chinese had dedicated their lives to the completion of the Canadian Pacific Railway, neither the provincial or federal governments showed any concern for them. The Chinese were left uncared for when they were no longer needed. In spite of this, the government further imposed head taxes, licence fees and various other stringent

measures on the Chinese. David Lee regarded this as one of the most "unjust incidents (against the Chinese) under the universe".⁸

3. The High Period of Anti-Chinese Agitation, 1885-1923

During this period of time, the anti-Chinese movement was at its strongest in Canada. Provincial legislatures, labour unions, and the white community sent many petitions to Parliament in an attempt to stop Chinese immigration. In 1884, in order to look into the issue of Chinese immigration, a Royal Commission was set up. A bill was passed by the Commission in 1885. This was the first anti-Chinese law in Canada. A head tax of fifty dollars was levied on every Chinese immigrant. The number of Chinese admitted to Canada was also limited.⁹ From 1891 to 1897, labour unions across the country sent seventy petitions to the Dominion. The labour unions wanted to stop the hiring of Chinese workers and to increase the head tax.¹⁰

On August 12, 1907, the Asiatic Exclusion League was formed in Vancouver against the Asians. In 1920, the Chinese were denied their voting rights in British Columbia and Saskatchewan. In spite of the tough measures, 29,478 Chinese entered Canada from 1910 to 1920. British Columbia wanted the province reserved for people of European race. In May 1921, a Federal Bill created a Board of Inquiry to deport Chinese who were living in Canada illegally.¹¹

In 1923, a bill was passed on the recommendation of Charles Stewart, the Minister of Immigration. All Chinese were to enter Canada in Vancouver or Victoria and all Chinese should be registered or else they would be fined two hundred and fifty dollars or be imprisoned for a year. Furthermore, a ship could carry only one Chinese immigrant for every 250 tons of tonnage.¹² Other provinces also implemented different legislative acts against the Chinese. These included Saskatchewan,¹³ Ontario, Quebec and Nova Scotia.¹⁴

An overview of this period of Chinese immigration shows that the Chinese were not only subjected to mob riots and political persecution, but also job discrimination. The Coal Mine Regulation Amendment Act of 1890 and the Liquor Licence Amendment Act of 1899 were also used to exclude the Chinese.¹⁵

Since they could not become voting citizens, the Chinese were excluded from the professions of law, teaching, and pharmacology. In 1909, a British Columbia law required every immigrant, on demand to be able to write an application to the provincial secretary in some European language. Otherwise the immigrant might be deported, fined five hundred dollars or imprisoned for a year. Starting in 1908, Chinese students were segregated from the white students in some schools in British Columbia. The Chinese became victims of legal, political, social, economic, educational,

and occupational discrimination. They were prevented from earning a living, and were faced with an even more deadly form of exclusion. In 1937 the wives and children of the Chinese were not allowed to come to Canada. Woodsworth wrote that the Dominion need not worry about Oriental immigration since they were dying out.¹⁶

4. The Exclusion of Chinese Immigrants, 1924-1947

Woodsworth's prediction regarding the "dying out" of the Chinese almost came true. The Chinese were prevented from coming to Canada. In addition, there were very few Chinese women in Canada. The Royal Commission Report on the Chinese and Japanese Immigration in 1902, stated that there were no Chinese women in many towns and villages. In Vancouver there were 2,053 males and only 27 females, all of whom were married. Even in 1941, the sex ratio was ten to one; there were only 3,914 Chinese females in Canada, as opposed to 30,713 males.¹⁷

In 1925, a Male Minimum Wage Act was passed with the intent of replacing the cheap Oriental labour with white labour. Wages were standardized and thus diminished the attractiveness of cheap labour. In 1936, a Provincial Home Act was passed in British Columbia to forbid the admission of the elderly Chinese to the provincial home.¹⁸ The King government was afraid of worsening racial tension in British Columbia and in the army. Because of this, the Chinese were only recruited late in the war and under special circumstan-

ces.¹⁹ Everywhere in Canada, the Chinese were suppressed and mistreated. In 1946, the Chinese in Toronto and Victoria got together to object to the inhuman and unfair immigration law but in vain.

5. The Limited Admission of Chinese Immigrants Since 1947

After the war, the Chinese Exclusion Law was repealed on May 6, 1947, and the Chinese could be naturalized according to the Canadian Citizenship Act of 1947.²⁰ However, there were age limits on the relatives that could be brought into Canada. The children of Chinese residents in Canada allowed to immigrate had to be unmarried and under twenty years of age; the mother, over sixty years; the father, over sixty-five years. Even as late as late as 1965, the Chinese Brief on Immigration from Vancouver still called for the removal of the age limit imposed on the admission of Chinese children.²¹

In the Immigration Act of 1952, immigrants from Europe and America were definitely preferred. Asian and African relatives of Canadians were not allowed to come to Canada. Thus, family reunion was prohibited for the Chinese. Even as late as 1957, Asians had to become citizens before they were allowed to sponsor their relatives.²²

6. The Beginning of the Universal Assessment System 1962

It was not until August 10, 1960 when the Canadian Bill of Rights was passed and unlocked the doors for the Asians. Starting in 1962, a universal assessment system was used to

screen all the applicants for immigration. The criteria used were: education and training, occupational skills and demand, arranged employment, presence of relatives in Canada, knowledge of English or French, employment opportunities in the area and destination and personal qualities such as adaptability, initiative, motivation and others. In 1967, new immigration regulations allowed sponsored dependents and nominated relatives to enter Canada.²³

The universal assessment system was the first of its kind in Canada. This system treated all potential immigrants fairly and allowed all immigrants to sponsor their families to Canada. Since Canada has always been a favourite place of immigration for the Chinese, the new assessment system opened the door to a lot of Chinese people who wanted to come to Canada. The change in immigration laws brought a mass increase of Chinese immigrants to Canada. They are shown in the three periods between 1947 and 1972:

TABLE 2.1
THE NUMBER OF CHINESE IMMIGRANTS ENTERING CANADA
1947 - 1972²⁴

<u>Period</u>	<u>Numbers</u>
1947 - 1951	5,242
1952 - 1961	19,113
1962 - 1972	56,421

In 1961 and 1971, the largest Chinese concentrations were and still are in the Provinces of British Columbia, Ontario, Quebec and Alberta. The largest Chinatowns are found in Vancouver, Victoria, Toronto, Winnipeg, Edmonton and Calgary. However, the sex ratio in 1961 was still unbalanced. There were a total of 36,075 males but only 22,122 females. The situation improved according to the Census of 1971 when there were a total of 62,805 males in comparison to 56,015 females. This was mainly because of the entry of post-war immigrants. There were 118,820 Chinese in Canada in 1971, which was 0.55 percent of the total Canadian population of 21,568,310.

Throughout history, in spite of all the hardship, the Chinese are still very eager to come to Canada. This is mainly because of the political situation in China. In the feudal days, life was hard for many because some of the kings and lords were selfish, greedy and negligent of the people. Since communism ruled China in 1949, many people fled China to go to Hong Kong and other countries, hoping to find security and a better livelihood. Life is not easy for new immigrants, especially when life in the new country is very different from what it used to be. In spite of this, the Chinese are still very keen to come to Canada. Since the mid-sixties, the Chinese immigrants have originated mostly from Hong Kong. The situation of Hong Kong is very unique, as outlined in the next section.

B. The History of Hong Kong

Hong Kong, the "Fragrance Harbour", is a small British colony. It is a small dot on the map on the southeast coast of China. It has a total area of about 103,600 hectares (400 square miles).²⁵ The situation of Hong Kong is unprecedented. The East and West rendezvous here. It is a mixture of two very different traditions.

It is a borrowed place living on borrowed time, Hong Kong is an impudent capitalist survival on China's communist derriere, an anachronistic mixture of British colonialism and the Chinese way of life, a jumble of millionaires' mansions and horrible slums, a teeming mass of hard-working humans, a well-ordered autocracy. It was founded on contraband and conquest, it is insufficient in food and water, it lacks coal, oil and natural resources . . . a free-booting colony, naked and unashamed, devoid of self-pity, regrets or fear of the future.²⁶

Yet Hong Kong has become one of the biggest financial centres of the world. Not many countries or cities have had such an intensely transformed economic structure and huge rates of increase in national income in such a short time. As a whole, the colony is quite wealthy. However, most of the population is very poor by Western standards. For many of the inhabitants, life is cruel and difficult. There are great differences between the life of the wealthy and the poor. Hypothetically, the Treaty of Nanking (1842) and the Convention of Peking (1860) have resulted in the handing over of Hong Kong Island and Kowloon to Britain. In 1898, the New Territories and the islands around Hong Kong were

leased to Britain for 99 years. In 1997, this part of Hong Kong will supposedly be returned to China. However, Peking claims that the leases of 1898 were part of a sequence of "unequal treaties" imposed by Western powers in the nineteenth century and they were signed under duress.²⁷ Because of this unique political situation, the Chinese are keener than ever to immigrate overseas.

China has a very long recorded history of over four thousand years. However, there had been no direct contact with the West for many centuries. During the period of the Roman Empire, there was some silk trade between the Han Empire in China and the Roman dominions. During the T'ang Dynasty (618-907), Christianity and Islam spread into China.²⁸

In the thirteenth century, China was conquered and ruled for nearly a century by the Mongols. The big Mongol Empire stretched from the China Sea to Russia. Travellers came from Europe, the Near East, the Middle East and Central Asia. Marco Polo was the first to make Europe aware of China.²⁹ Soon after that, other European nations from Germany, Portugal, Belgium, etc., sent representatives to trade with China. The Portugese reached China in 1513. In 1557, they were allowed to live in Macao, where they are still living today.³⁰

By the end of the eighteenth century, because of their increasing political and commercial control in India,

England became the leading country trading with China. The main reason was the popularity of tea in England. Up to 1833, British trade with China was monopolized by the East India Company.³¹

There were, however, many restrictions on trade imposed by the Chinese. The Chinese attitude was that foreigners had to come to China to trade. China did not need their goods, so if the foreigners did not like the conditions that the Chinese authorities imposed on them, they were free to go. Trading was allowed only in Canton and with one group of merchants, the Co-Hung. Foreigners were also forbidden to learn Chinese, to employ Chinese servants, to use sedan chairs, to possess firearms or to have their wives with them.³² However, in spite of the obstacles, trade between China and the West flourished. The only problem was that China would only accept a few things from the foreign merchants. Silver was one of them. Since the Western governments were not happy about this silver deprivation from their own country, they found another commodity to take its place. Unfortunately, this commodity was opium. At first opium had been brought into China for medicinal purposes, but the habit of smoking it spread gradually in the seventeenth century. In the nineteenth century, the opium trade increased rapidly. In 1800, the Chinese government forbade the import of opium. However, opium was still smuggled into China with the help and knowledge of many of

the Chinese officials themselves who made profits from the trade. The British merchants were not ethical; they were concerned with profits. Even a debate in 1843 in the House of Commons on the opium trade was unable to pass a motion condemning the trade.³³

In 1839, Lin Tse-hsu was sent to Canton, appointed as Special Imperial Commissioner to stop the opium trade. On March 18th, 1839, the foreign merchants were told to surrender all their opium and to sign a bond promising not to import any opium in the future. Lin also demanded sixteen merchants as hostages until all the opium was surrendered. The rest of the merchants were imprisoned in the factories. Captain Elliot, the British Superintendent of Trade, went quickly to Canton to try to negotiate with Lin. Elliot had no choice but to give up all the opium that was in British possession. Because of this, about 20,000 chests of opium were surrendered and destroyed.³⁴ The British did not feel that Lin had handled the situation correctly. The British felt that the fact that the merchants were being held for ransom was a blow to their prestige. The British did not want to stay in Macao for fear that Lin might attack them. So, the British community boarded merchant ships and moved to Hong Kong.³⁵ In July 1839, a dispute between the British and the Chinese led to the killing of a Chinese villager, Lin-Wei-hi. This further strained the relationship between the Chinese and British authorities. The

Chinese tried to destroy the British ships by fire-rafts and hostilities broke out. When England found out what had happened, the government wanted revenge. The Foreign Secretary in the government of Lord Melbourne, Lord Palmerston, sent a troop to China.³⁶ In June 1840, Britain sent an expedition from Macao. However, war was not declared. Elliot signed an agreement with the Chinese representative Chi-shan during the Convention of Chuenpi. However, neither the Chinese nor the British Government accepted this Convention. On January 26, 1841, Hong Kong was occupied by the British navy. In August 1841, Sir Henry Pottinger replaced Elliot. On August 29, 1842, the Chinese, afraid that the capital city, Nanking, might be captured, agreed to the Treaty of Nanking which ended the war. One of the conditions of the treaty was to hand Hong Kong Island over to Britain. The treaty came into effect in June 1843. With Sir Henry Pottinger as the first Governor, Hong Kong became a British colony.³⁷ Kowloon, a small peninsula north of Hong Kong, was given to Britain by the Convention of Peking in 1860.³⁸ However, Britain had been anxious about Russia and France since she had been on bad terms with them. Britain had extended her influence in central China but Russia had been doing the same in the north. Similarly, in the south, French power was increasing. Furthermore, in 1893 when Russia and France joined forces, Britain became very anxious. Britain wanted to get the area north of

Kowloon so that they might be able to defend Hong Kong better should it be attacked. In June 1898, the New Territories were leased as of July 1, 1898 for ninety-nine years. The full colony of Hong Kong was then complete - the island, Kowloon and the New Territories.³⁹

In the late 1970s, as the end of the lease was drawing near, the people in Hong Kong as well as foreign investors began to express concern about the future of Hong Kong. The British Government realized that confidence would begin to erode quickly in the 1980s if nothing was done to alleviate the unrest caused by the 1997 deadline.⁴⁰

In September 1982, British Prime Minister Margaret Thatcher, after her triumph in the Falkland Islands, went to Peking and announced that Britain would adhere to its treaties regarding Hong Kong, i.e., to maintain Hong Kong as a British colony. The Chinese government announced that the issue of Britain's maintaining sovereignty was impossible. Britain proclaimed public threats and promises while China said nothing. The two countries remained in a deadlock situation. In the meantime, the Hong Kong business community and especially the white population in Hong Kong were in a full-scale panic.⁴¹ The people of Hong Kong were keener to find a country of 'refuge' than ever. Immigrating to Canada has always been a favourable option for the Chinese. Now, it becomes more appealing than ever before.

The deadlock lasted about a year. In September 1983, China declared that if an agreement was not reached by September 1984, they would announce their own plans for the community. Right away, the Hong Kong dollar plunged and the stock market went on a nose dive.⁴² Again, people in Hong Kong were scrambling to leave the colony. Many people send their children overseas, for example, to Canada to study, hoping that they will be able to settle in Canada after their studies.

Talks between China and Britain began in Peking on July 12, 1983. After long and heavy discussions, it was clear that the continuation of British rule after 1997 would be impossible. The British Government decided to discuss with the Chinese Government about setting up Hong Kong as a special administrative region of the People's Republic of China.⁴³

From April 15 to 18, 1984, the British Secretary of State for Foreign and Commonwealth Affairs, Sir Geoffrey Howe, visited Peking at the invitation of the Chinese Government. On June 21, 1984, a working group was established to meet full time in Peking and consider documents tabled by both sides. On September 26, 1984, after 24 months and 22 rounds of negotiations, an agreement was signed in Peking's Great Hall of the People. It was signed by Sir Richard Evans, the British Ambassador to China and Zhon Nan, the Chinese Deputy Foreign Minister. The agree-

ment was that the British Government would continue to rule Hong Kong up to June 30, 1997, after which China would repossess Hong Kong. But Peking will allow Hong Kong to keep its present economic and social systems for 50 years after 1997, i.e., until 2047. Under the new agreement, in 1997 Hong Kong will become a special administrative region of the People's Republic of China, with a high degree of autonomy. The treaty was a virtual Bill of Rights outlining almost every feature of post 1997 Hong Kong from its life style to its bank notes.⁴⁴ The special administrative region will be ruled by Peking only in matters of foreign affairs and defense. Hong Kong will have its own executive, judicial and legislative powers. The international banking system and free port will remain unchanged, and so will the market for foreign exchange and gold. Hong Kong will also preserve all its rights and freedoms, including those of speech, movement, religion and press. The Sino-British agreement even states that "the socialist system will not be practised in Hong Kong."⁴⁵ A joint liaison group composed of 25 representatives from Britain and China will set up an office in Hong Kong in 1988 to help set up a smooth transition through the year 2000.⁴⁶

However, there are some sticky points to be resolved. The most crucial one is the destiny of 2.5 million Hong Kong Chinese who were born in Hong Kong and thus carry Hong Kong - British passports. Britain has announced that it will not

grant them full citizenship, meaning that they will not be allowed to immigrate to Britain. Yet, they are unlikely to want to become Chinese citizens under Communist rule. Again, immigrating to Canada, a Commonwealth country, where the education system is similar to that of Hong Kong, will be advantageous to the Hong Kong people. Other problems include the complicated renegotiations of landing rights with many countries, including Taiwan, at Hong Kong's international airport and who will appoint judges, etc.⁴⁷

On July 20, 1984 Sir Edward Youde, the Governor of Hong Kong, appointed I.F.C. MacPherson to head the office to assess and collate public views on a draft Sino-British Agreement. The appointment became effective on September 1, 1984. The survey resulted in the publication of The Arrangements for Testing the Acceptability in Hong Kong of the Draft Agreement on the Future of the Territory was published on November 21, 1984.

The assessment office was aware of 23 opinion surveys that had been conducted by various organizations. The methodology used varied from household surveys, telephone surveys, self administered questionnaire surveys to street polls. The responses to the draft varied from favourable to adverse. The favourable responses ranged from outright praise to qualified acceptance; while some acknowledged that in the light of the alternatives, it was the best that could

be hoped for. Adverse reactions ranged from condemnation of certain parts of the draft agreement to total rejection.

Some felt that the draft agreement would provide a way by which sovereignty could be restored to China peacefully. At the same time, it removed uncertainties about the future, provided a sound basis for continued prosperity and stability and would preserve the familiar life style for fifty years.⁴⁸ On the other hand, some expressed reservations about China's ability to implement the provisions of the draft agreement. It was difficult to accept the assurances regarding implementation so far ahead. People were worried about the possibility of undue interference by China. Some insisted on the importance of participation by Hong Kong people in the drafting of the basic law.

The general consensus from the survey is that the majority of the people are not very satisfied with or reassured by the agreement. Before the agreement was made, foreign embassies in Hong Kong, including the Canadian Embassy, were flooded with applications for immigration. People are concerned about their own livelihood as well as the future of their children.

Many of the 5.4 million ethnic Chinese are doubtful that Peking will adhere to the agreement, especially after troops from the People's Liberation Army are allowed into the territory. Many people would like to immigrate to another country. Money can often mean the difference

between being allowed to emigrate and being forced to remain. Some countries have offered to take people if they are wealthy enough to pay. The Philippines introduced a special visa which gives citizenship after 10 years and a minimum investment of \$200,000 in a depressed area of the country. Singapore also gives citizenship after a \$460,000 investment in an approved industry and a five-year wait. Canada is also hoping to reap the benefits of a flight of capital from the colony.⁴⁹

The country of choice is Canada, where a resource-based economy offers the opportunities which the would-be immigrants are looking for. However, to immigrate to Canada is not an easy task. Like many other countries, Canada has tightened its immigration restrictions in recent years because of high unemployment. In 1982, during the height of the recession the Liberal Government clamped down on entry restrictions for skilled workers and non-nuclear families. On the other hand, Canada has eased entry requirements for the colony's business class in order to attract Hong Kong capital to create jobs and help economic growth. In 1978, the federal department of Employment and Immigration introduced the entrepreneurial program which allows wealthy foreign investors to become landed immigrants by obtaining prior approval for business proposals. In 1984, Canada relaxed the program guidelines. Now, an experienced businessman is allowed to enter the country on a two-year

temporary permit. Ottawa expects the investor to look into business opportunities before committing to a specific proposal. The unofficial capital requirements were as little as \$100,000 for an investor wanting to open a restaurant; \$300,000 for commercial real estate investment; and as much as \$2.5 million for a mining operation.⁵⁰

In 1983, it was reported that 338 Hong Kong entrepreneurs took advantage of the federal government's program and came to Canada as landed immigrants. It was an increase of 247 over 1982. These people brought with them more than \$225 million in investment funds. Provinces like Ontario, Alberta and Quebec have established formal delegations in Hong Kong to encourage trade and immigration.⁵¹

In 1986, Alberta attracted 93 entrepreneurial immigrants worldwide, 46 of which were from Hong Kong. Careers Minister Rick Orman says he does not see the trend decreasing in 1997. In fact, he sees it going the other way. He thinks political uncertainty is the main reason behind these investments from Hong Kong. Because of this entrepreneurial program, 58 million dollars entered Alberta in 1986. On top of that, nearly 800 jobs were created or retained.⁵²

However, not all of the Hong Kong people are wealthy enough to immigrate. But for many people among the large middle class there is an opportunity to immigrate. In 1983, Canada's immigration office in Hong Kong processed nearly 6,000 immigration applications on top of those classified

under the entrepreneurial program. Others have taken precautions against the time when they can no longer prosper in the colony. About half of Hong Kong's population is under 30 years of age and thousands of middle-class parents have sent their children to foreign schools. There are three main reasons for sending their children overseas. Firstly, post-secondary institutions are far from adequate in Hong Kong. There are only one English university, three Chinese universities, one technical college and a handful of junior colleges to serve a population of nearly six million. Competition to get into higher education is very keen. So, many students have to go abroad to study. Secondly, studying abroad gives the student foreign credentials which may enhance their chances of immigrating to a foreign country. Thirdly, the fact that the students are in Canada physically sometimes helps them to become landed immigrants. In 1973 and 1974, visitors to Canada were given landed immigrant status in the "special adjustment programme".⁵³

The British colony of Hong Kong has gone through so much political turmoil that the people who live there do not feel secure enough to call it a permanent home. Because of this, people are always looking for more 'permanent' places to immigrate to. Canada, like Hong Kong, is also part of the Commonwealth. The language and education systems in Canada are very similar to that of Hong Kong. Canada is also a big country that has room for immigrants. For these

reasons, Canada has become one of the most preferred lands of destination for the people of Hong Kong. This is why there are so many Hong Kong students studying in Canada. The author would like to see if the experiences of these students at the University of Calgary have any effect on their sociocultural orientation.

C. Brain Drain

Brain drain is an often neglected area when it comes to the evaluation of immigration. The country of destination receives the highly educated and skilled immigrants to their country. Unfortunately the developing countries lose highly needed manpower.

With so many people leaving Hong Kong to immigrate abroad and study overseas, brain drain is an area which may be of concern for the people of Hong Kong. The author has included some items in the questionnaire to look into the problem of brain drain.

Ellis reports that there are several reasons why foreign students remain in Canada after graduation:⁵⁴

1) The political situation or employment opportunities at home are unfavourable.⁵⁵ In the case of Hong Kong, the political situation is very unstable. The Chinese people of Hong Kong, having lived in the British colony for decades, are generally feeling uneasy about the 1997 political arrangement of 'one country, two political systems'. The

systems by which communist China is going to keep communism in China for her one billion people but maintain the free port status and free enterprise in Hong Kong. People in Hong Kong are worried about the feasibility of the coexistence of the two political systems. This is why so many people would like to immigrate from Hong Kong.

2) Some students have no attachment to their home countries.⁵⁶ This describes very well the feeling of most Chinese people in Hong Kong. They do not treat Hong Kong as a permanent home because it is a British colony. Many Chinese treat it as a transient place for 'making a fast buck'. They have the intention of immigrating overseas or retiring back in China when they get old.

3) There are opportunities in the host country that do not exist in their home countries.⁵⁷ This is especially true for the students from Hong Kong. With a population of six million in Hong Kong and only one English university, three Chinese universities, one technical college and a few junior colleges, students find their access to higher education very limited in Hong Kong. Canada has many good universities and colleges, and their tuition fees are generally lower than their counterparts in the United States.

The social systems and welfare systems in Canada are also much better than those in Hong Kong. In Hong Kong, there is no universal health care system, although a few

government hospitals offer free services to the public. However, this involves lining up early before dawn to get a pass to be seen by a doctor. There is also no unemployment insurance, old age security or welfare in Hong Kong. Only an exceptionally lucky few are helped by the government after lengthy investigations to make sure they qualify for welfare or assistance. In this respect, Canada has a lot more opportunities and much better social systems than Hong Kong. No wonder people like to immigrate to Canada.

4) They have more freedom in the host countries than at home.⁵⁸ Freedom will be a major issue for the people of Hong Kong in 1997 when China repossesses Hong Kong. Communist China has promised to maintain Hong Kong at her present state in which commercialism and free enterprise prevail. However, people are worried about the feasibility of the 'one country, two systems' situation. Canada is a free and democratic country. Thus, the political situation in Canada is much more acceptable than that of Hong Kong.

5) Their home countries do not give incentives and encouragement for them to return home.⁵⁹ The British government, other than for visa purposes, does not keep track of students' countries of destination when they go overseas. Neither does the government of Hong Kong create jobs or give special consideration to graduates of foreign universities who return to Hong Kong. As a matter of fact, some degrees other than those obtained from the Commonwealth

are not recognized in Hong Kong. Thus, some graduates with American degrees are not given the credit they deserve when it comes to job seeking and remuneration in Hong Kong. It is not surprising, therefore, that some students do not like to return to Hong Kong.

6) Some students are self-supporting and are not required to return home.⁶⁰ This is true for most Chinese students who study overseas. Scholarships for foreign students are few and far between. Most of the students are self-supporting or they are being supported by families. Thus, if future prospects and living conditions are not very satisfactory or favourable in their home countries, the students do not like to go back.

The author will look into the question of financial support in the questionnaire to see how students finance their own studies. In this paper, the author will also look at the orientation of the Chinese students at the University of Calgary to see if they prefer to stay in Canada after their studies, or if they prefer to go back to Hong Kong.

With the political situation in Hong Kong being so unstable, the people of Hong Kong are worried about the feasibility of the implementation of the new political system that China promised to carry out in Hong Kong in 1997. Students from Hong Kong, having been brought up in the British colony, do not have much attachment to China. Therefore, immigration to another country to avoid the 1997

problem seems to be a good solution. At the same time, opportunities for higher education are so much better in Canada than in Hong Kong. The same is true for welfare systems, medical systems and social assistance, they are much better in Canada than in Hong Kong. The people also think there will be more freedom in Canada than Hong Kong in 1997 when Hong Kong reverts to China. Furthermore, most Hong Kong students who are studying overseas are self-supporting and they do not feel any obligation to go back to their country. The questionnaire survey of the students will try to find out if brain drain is a problem for Hong Kong.

FOOTNOTES

CHAPTER II

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³⁹ Ibid., pp. 42-3.

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CHAPTER III
A QUESTIONNAIRE SURVEY OF HONG KONG STUDENTS
AT THE UNIVERSITY OF CALGARY

Having looked at the historical development of Hong Kong as a British colony and the role of the Chinese people in Canadian history, the author is going to look at the problems and socio-cultural orientation of the Hong Kong students at the University of Calgary. This is done by a questionnaire survey of the Hong Kong students who were studying at the University of Calgary in the Winter or Fall semesters of 1983. Details of the study and the results are as follows:

A. Definition of the Population

This questionnaire survey is concerned with the Chinese students from Hong Kong who attended the University of Calgary during the Winter or Fall semester of 1983. This group of students have been chosen as the subjects of study because Hong Kong and the United States together provided more than 50 percent of all the foreign students in Canada. Since 1973, the proportion of foreign students from the United States has declined substantially, whereas the number from Hong Kong has risen steadily. The Chinese students

from Hong Kong constitute the highest proportion of students of Chinese descent compared with those from the People's Republic of China and Taiwan. This is why the author has chosen the Hong Kong students as the subjects. The number of Hong Kong students at the University of Calgary is also increasing steadily, as shown in Table 3.1. The number of students from Hong Kong increased from 59 (12.3 percent of total visa students) in 1981 to 113 (17.4 percent) in 1983.

TABLE 3.1
FULL-TIME STUDENTS ON VISAS FROM HONG KONG
AT THE UNIVERSITY OF CALGARY¹

YEAR	1981-82	1982-83	1983-84
No. of visa students	481	579	648
No. of students from H.K.	59	79	113
% of total visa students	12.3	13.6	17.4

B. Methodology

In order to examine empirically the socio-cultural orientation of the Hong Kong students, a questionnaire was used. The questionnaire was devised by the writer, sent to all the visa and landed immigrant students from Hong Kong who attended the University of Calgary during the Winter or Fall semesters of 1983.

To ensure anonymity and thus hopefully get a more accurate reflection of these students' opinion and informa-

tion, the questionnaire was prepared by the author and sent to the Registrar's Office at the University of Calgary where mailing labels were put on and mailed to the students. This had been done to ensure anonymity and thus hopefully get a more accurate reflection of these students' opinions and information. Furthermore, the students were not requested to put down their names on the questionnaire but were requested to complete the questions that they liked to answer and mail them back to the writer in the enclosed stamped envelopes. The Registrar's Office would not have known whether they had filled out the questionnaire or not. Also, the researcher had no access to their identity. After analysis of the information on the questionnaire, the questionnaires were destroyed by shredder.

The questionnaires were sent to the Hong Kong students at the University of Calgary in April and November, 1983. During the first mailing in April 1983, there were 167 subjects and 45 respondents. According to the Registrar's Office, 79 of these subjects were Hong Kong students on visa and 88 were landed immigrants or Canadian citizens whose country of origin was Hong Kong. In the second mailing in November, 1983, there were 210 subjects, some of them were among the subjects in the first mailing. Among these subjects, 113 were Hong Kong students on visa and 97 were landed immigrants or Canadian citizens whose country of origin was Hong Kong. Twenty-six responses were obtained

from the second mailing. So the total number of respondents was 71.

The number of responses during the second mailing was lower than that of the first because some of the students had already responded during the first mailing.

The returned questionnaires were computer coded and analyzed. To avoid duplicate responses from the same student, the following sentence had been added to the cover letter during the second mailing to the students:

N.B. If you have filled in this questionnaire during the previous survey, please discard this copy.

Thank you for your time.

A copy of the questionnaire is included in Appendix 1. Students' comments are included in Appendix 2.

C. Sample Characteristics

1) Personal Data

Personal data as analyzed by the computer is as follows:

About three quarters (71.4 percent) of the respondents are male while the remaining 28.6 percent are female (Table 3.2). The Chinese have traditionally been a male-oriented society. Education has always been important for men but not for women. Nowadays, the education for both males

TABLE 3.2
PERSONAL DATA

<u>Gender</u>	<u>N</u>	<u>% *</u>	<u>Place of Birth</u>	<u>N</u>	<u>%</u>
Male	50	71.4	Hong Kong**	59	84.3
Female	20	28.6	Mainland China	10	14.3
TOTAL	70	100.0	Other	1	1.4
			TOTAL	70	100.0

<u>Age</u>	<u>N</u>	<u>%</u>	<u>Marital Status</u>	<u>N</u>	<u>%</u>
18-20	9	13.0	Married	26	38.2
21-25	19	27.5	Common Law	1	1.5
26-30	31	44.9	Single	41	16.3
31+	10	14.5	TOTAL	68	100.0
TOTAL	69	99.9			

<u>Immigration Status</u>	<u>N</u>	<u>%</u>
Student Visa	6	8.6
Landed Immigrant	44	62.8
Canadian Citizen	20	28.6
TOTAL	70	100.0

* The percentages are rounded off to one decimal place.

** People born in Hong Kong are called British subjects although they do not enjoy the privileges of their counterparts who were born in the United Kingdom. Thus some of the respondents who call themselves British are ethnic Chinese.

and females is more balanced but when it comes to higher education overseas, there are still more males than females because it is so expensive to study overseas..

The students' ages range from 18 to 34 (Table 3.2). The majority of students (44.9 percent) are between 26 and

30. The median is 26.4. The median age of students at the University of Calgary in Winter 1983 is 22. Thus the Hong Kong students are generally older than the average students at the University of Calgary. Some students in Hong Kong work for a few years after high school graduation to save up enough money before they go overseas to study. This probably explains why the Hong Kong students are older. At the same time, a high percentage (20.3 percent) of the respondents are graduate students as we will see later in this chapter. This can also explain why the students are older.

The majority of students (84.3 percent) were born in Hong Kong (Table 3.2). Only 14.3 percent were born in Mainland China. People who were born in Hong Kong are called British Subjects although most of the respondents are ethnic Chinese. However, these "Hong Kong British Subjects" do not enjoy the privileges of their counterparts who were born in the United Kingdom. As reported earlier, the British government has already announced that in 1997, when Hong Kong will be returned to China, these "Hong Kong British Subjects" will not be allowed to emigrate to Britain. Also, as of 1979, Hong Kong students who went to universities in the United Kingdom were charged a "foreign student" fee which amounts to about four thousand Canadian dollars a year. Thus the ethnic Chinese who were born in Hong Kong are called British Subjects but they are not treated as such. Since the majority of the younger genera-

tion in Hong Kong were born in Hong Kong, they are educated by the British Colonial system. Because of this, they do not have the attachment to their motherland - China. It is interesting to see how the Hong Kong Chinese react to the 1997 question as we look at the latter part of this research.

The majority of respondents (60.3 percent) are single (Table 3.2). The rest of the students are either married (38.2 percent) or living common-law (1.5 percent). In the 1983-84 school year, only 13.6 percent of the students at the University of Calgary are married. A higher percentage of the Hong Kong students are married, probably because they are comparatively older or because more Canadians live common-law. In the Chinese society in Hong Kong, common-law is almost unheard of. Young people usually get married only when they have finished school and have found a job to support themselves.

Surprisingly, among the respondents only 8.6 percent of them are visa students. Over three-fifths of them (62.8 percent) are landed immigrants and the rest (28.6 percent) are Canadian citizens. In 1983-84 there were 694 undergraduate Hong Kong visa students in Alberta and 64 graduate students. Yet, only so few visa students at the University of Calgary responded to the questionnaire. The visa students may be too shy or too busy to answer. On the other hand, they may be apprehensive about answering personal

questions. Chinese people are very private people and they do not like to review their personal information. Some of the visa students may be afraid to respond to the questionnaire for fear that the authorities from Canada and/or Hong Kong may identify them and take away their visas for making unfavourable remarks about Canada and/or Hong Kong. Foreign students in Canada have many restrictions. They are not allowed to take up jobs and they have to be self-sufficient financially. Therefore, the visa students may be afraid to answer the questionnaire for fear that the authorities may have access to this information. This may explain why there were so few responses from visa students.

At the same time, in 1983-84, there were 25,980 undergraduate visa students in Canada. Among them, 7,930 were from Hong Kong. This is a significant number (30.5 percent). The visa students concentrated mostly in Ontario (4,739) and Manitoba (1,082) with Alberta being the third highest (694).² As far as graduate visa students are concerned, there were 446 in Canada in the same year, with 188 in Ontario and 77 in Alberta.³ Calgary was in a stage of recession in 1983 because of the fall in the price of oil. Many people were unemployed and they went back to university for upgrading and retraining. This may be the reason why so many landed immigrants and Canadian citizens from Hong Kong are studying at the university. This is also the reason why the median age is 26.4 unlike the average

Canadian students who attend university when they finish high school in their late teens and early twenties.

2) Average G.P.A., Faculty, Registration Status, Class Status and Time Enrolled at the University of Calgary

Almost half of the respondents (46.9 percent) have an average G.P.A. of 2.0 to 2.99 (Table 3.3). The percentage of undergraduate students in Winter 1983 with the same average G.P.A. was 23.4. (data for graduate students is not available). Thus a higher percentage of the respondents have an average reported G.P.A. of 2.0 to 2.99 than the rest of the undergraduate population at the University of Calgary. Furthermore, 37.5 percent of the respondents have an average G.P.A. of 3.0 to 3.49 compared to 26.4 percent of the undergraduates at the university. For those with average G.P.A. of 3.5 to 4.0 the percentages were 12.5 and 12.2 for the respondents and the other undergraduate students respectively, although these G.P.A.'s are self responses and they may not be very accurate.

There are several possible reasons for the higher average G.P.A. of Hong Kong students. Students who are studying here on student visas are most probably being supported by their families who spend a lot of money to send them over from Hong Kong. The exchange rate of Hong Kong and Canadian dollars is about five to one. This means that for every Canadian dollar spent, five Hong Kong dollars have to be made. In 1983, it was reported that each visa student

TABLE 3.3

Average G.P.A., Faculty, Registration Status,
Class Status and Time Enrolled at the University of Calgary

<u>Average G.P.A.</u>	<u>N</u>	<u>%</u>
3.5 or above	8	12.5
3.0 to 3.49	24	37.5
2.0 to 2.99	30	46.9
1.0 to 1.99	2	3.1
TOTAL	64	100.0

<u>Faculty</u>	<u>N</u>	<u>%</u>
Education	3	4.4
Engineering	27	39.7
Fine Arts	1	1.5
General Studies	12	17.6
Management	6	8.8
Social Sciences	4	5.9
Social Welfare	1	1.5
Other	14	20.6
TOTAL	68	100.0

<u>Registration Status</u>	<u>N</u>	<u>%</u>
Full-Time	52	76.5
Part-Time	16	23.1
TOTAL	68	100.0

<u>Class Status in Year</u>	<u>N</u>	<u>Time Enrolled in Years</u>	<u>N</u>
First/Second Undergrad	20 (29.0)	First/Second	32 (46.4)
Third/Fourth Undergrad	29 (42.0)	Third/Fourth	22 (31.9)
Master's Program	14 (20.3)	Fifth or More	15 (21.7)
Other	6 (8.7)	TOTAL	69 (100.0)
TOTAL	69 (100.0)		

was required to show immigration officers that he/she is in possession of \$6,000 or more per year before he/she would be given visa renewals and granted student authorizations.⁴ This is equivalent to about 30,000 Hong Kong dollars which is an enormous amount for the average Hong Kong family. In September 1984, the average daily wage of manual workers engaged in manufacturing industries was \$91 (males \$106 and females \$86). This is equivalent to about \$5,000 per year in Canadian dollars. As reported in Table 3.5, about 41 percent of the students reported that their parents' total income was between \$10,000 and \$29,000 Canadian in the previous year. So most of the respondents are from upper class and upper middle class families. Families and relatives sometimes pool together the money and resources they have to send a youngster over to Canada hoping that when the student finishes higher education he will have a better chance of becoming a landed immigrant and later, sponsor the family and relatives to go over to Canada. Therefore the students have more pressure to succeed in their studies. Similarly, Chinese students who are landed immigrants and Canadian citizens also want to do well in their studies so they can find good jobs with enough income to sponsor their families and relatives to Canada.

On the other hand, the median age of the respondents is 26.4 as reported in Table 3.2, compared to 22 in the case of the University of Calgary population. The older students

are probably graduate students or they are students who have returned to university for upgrading or retraining. They have more experience in life and they probably work harder than the average university students because they have family or other responsibilities.

The students report to be studying in eight different faculties (Table 3.3): Engineering (39.7 percent), General Studies (17.6 percent), Management (8.8 percent), Social Sciences (5.9 percent), Education (4.4 percent), Fine Arts and Social Welfare (1.5 percent each), and 20.6 percent in other faculties. A high percentage (39.7 percent) of the students are in Engineering. Traditionally, there has been a higher number of Chinese students in Engineering. One of the reasons may be because the Chinese families send more sons than daughters overseas for higher education. The male students are, traditionally, better in mathematics and sciences than the female students (although recent studies have proven this to be controversial). However, the Faculties of Medicine and Dentistry have limited admission for foreign students. Because of this, Engineering has become one of the favourite faculties for Chinese students. Again, this may be due to the fact that many people in the oil industries were laid off in Calgary in 1983. Some of these people, especially those in engineering, went back to university. There are no respondents in Medicine or Law which has quotas for visa students and landed immigrants.

Nearly three quarters (76.5 percent) of the students are full time and 23.5 percent of them are part time students (Table 3.3). Visa students, although there are only 8.6 percent of them in the sample, must register full time in a university according to the Immigration Office. They probably also study at another institution, for example, Mount Royal College which has a University Transfer Program.

In addition, 71 percent of the students are undergraduate students with 29 percent in their first or second year and 42 percent in their third and fourth year of the program (Table 3.3). Furthermore, 20.3 percent are in the Master's program compared with 8.6 percent for the rest of the university students. This agrees with the above that some of the students are returning students who have had work experience before. There are no doctorate students among the respondents.

3) Time Spent in Hong Kong and Abroad, and Contact With Ethnic Groups

The majority of students (64.3 percent) have not studied abroad before coming to the University of Calgary (Table 3.4). So, for the majority of students from Hong Kong the University of Calgary is their first educational institution abroad. There are many elementary and secondary schools in Hong Kong, and since 1979 grades one to nine education is free and compulsory, that is, paid by the government. However, there are very few universities in

TABLE 3.4

Time in Hong Kong and Abroad, and Contact with Ethnic GroupsStudied Abroad Before Coming to
The University of Calgary

<u>Studied Abroad Before</u>	<u>N</u>	<u>%</u>
Yes	25	35.7
No	45	64.3
TOTAL	70	100.0

Time Spent in Canada

<u>No. of Years</u>	<u>N</u>	<u>%</u>
1 - 3	14	30.4
4 - 6	12	26.1
7 - 9	15	32.6
10 - 11	5	10.9
TOTAL	46	100.0

Contact with Ethnic Groups
While Growing Up

<u>Contacts</u>	<u>N</u>	<u>%</u>
A lot	5	7.2
Some	29	42.0
None	35	50.7
TOTAL	69	99.9

Time Spent in Mainland China

<u>No. of Years</u>	<u>N</u>	<u>%</u>
1 - 3	4	36.4
4 - 6	6	54.5
7+	1	9.1
TOTAL	11	100.0

Time Spent in Hong Kong

<u>No. of Years</u>	<u>N</u>	<u>%</u>
7 - 10	3	4.3
11 - 15	10	14.5
16 - 20	35	50.7
21 - 25	16	23.2
26 - 31	5	7.2
TOTAL	69	99.9

Hong Kong for the five and a half million inhabitants. Higher education is definitely inadequate for the young people of Hong Kong. On the other hand, since it is so expensive to study overseas, students usually only go abroad for higher education. At the same time, the Canadian immigration office does not allow foreign students under the age of fourteen to come to Canada alone. For humanitarian reasons, they believe children under fourteen belong with their parents.

About half of the respondents (50.7 percent) have not had any contact with other ethnic groups while growing up (Table 3.4). Only 7.2 percent have had a lot of contact with other ethnic groups and the rest (42.0 percent) have had some contact with other ethnic groups while growing up. This is not unusual for people in Hong Kong. Although Hong Kong is a British Colony, over 99 percent of the population is ethnic Chinese. Until recently, the Chinese have traditionally used the closed door policy with very little contact with foreigners.

About a third of the students (32.6 percent) have spent seven to nine years in Canada (Table 3.4). Another one third (30.4 percent) have been in Canada for one to three years and the remaining 26.1 percent have been in Canada for four to six years. The median is 3.6 years.

While only 11 out of 71 respondents indicate that they have lived in Mainland China for an average of four years,

none of the respondents indicate that they have lived in Taiwan before (Table 3.4). So, the majority of the respondents were born in Hong Kong as indicated earlier.

About half of the respondents (50.7 percent) say they have lived in Hong Kong for 16-20 years (Table 3.4). The median is 19 years. Thus, we can conclude that the majority of the students have spent most of their youth in Hong Kong.

As for family income, 41.3 percent of the parents have a total reported income between \$10,000 - \$29,999 per annum with the median of around \$22,000 (Table 3.5). Thus, most of the students come from middle or upper middle class families. Only 10.9 percent of the parents have income between \$30,000 and \$49,999. Another 10.9 percent have income of more than \$50,000. It appears that most of those students have come from quite well-to-do families. Since it costs a lot to support children through school in Hong Kong it is only the more affluent people who send their children overseas to study.

As far as parental education is concerned, the students reply that 36.4 percent of their fathers have elementary education while 34.8 percent have secondary education (Table 3.5). Furthermore, 15.1 percent of the fathers have college or university education while 13.6 percent have no formal education. As for mothers' education level, 36.4 percent claim that their mothers have no formal education, and an equal number of them have elementary education. Only a

TABLE 3.5
Family Data

<u>Parents' Annual Income in Previous Years</u>		
<u>Parents' Income</u>	<u>N</u>	<u>%</u>
Less than \$10,000	17	36.9
\$10,000 - \$29,999	19	41.3
\$30,000 - \$49,999	5	10.9
\$50,000+	5	10.9
TOTAL	46	100.0

<u>Parents' Highest Level of Education</u>		
<u>Educational Level</u>	<u>Father</u>	<u>Mother</u>
No Formal	9 (13.6)	24 (36.4)
Elementary	24 (36.4)	24 (36.4)
Secondary	23 (34.8)	12 (18.2)
College/University	10 (15.1)	6 (9.1)
TOTAL	66 (99.9)	66 (100.0)

<u>Number of Siblings</u>		
<u>No. of Siblings</u>	<u>N</u>	<u>%</u>
0 - 2	19	27.5
3 - 6	43	64.2
7 or more	5	7.2
TOTAL	46	100.0

small percentage of the mothers have secondary or university education (18.2 percent and 9.1 percent, respectively).

The levels of parental education are not high, especially in the mothers' education, but the Chinese people put a lot of emphasis on their children's education. Traditionally, education has always been the ladder to upper mobility in Chinese society. Parents scrimp and save and spend their life savings to put their children through school.

The number of siblings range from zero to more than seven. The mean is three. So the students generally come from a larger family than Canadians. Statistics Canada has reported that the average Canadian family has one-and-a half children. Often, in large Chinese families with many children, there is not sufficient money to send all the children abroad to study because it is so expensive. Usually the eldest son or sons are sent abroad to get a higher education hoping that after their studies they will have better financial security or a better chance to immigrate to Canada. This way, they can help their younger siblings by supporting their education or enhancing their chances of immigrating to Canada as well. This may be another reason why there are more male foreign students than female foreign students.

In the next chapter the author will look at the problems perceived by Hong Kong students.

FOOTNOTES

CHAPTER III

¹ Office of Institutional Analysis, The University Fact Book 1983-84. The University of Calgary, May 1984, p. 91.

² Universities: Enrollment and Degrees. Statistics Canada 1984, pp. 32-3.

³ Ibid., pp. 34-5.

⁴ The University of Calgary Gazette, Vol. 12, No. 9, 20 January 1983, p. 3.

CHAPTER IV

ANALYSIS AND INTERPRETATIONS

Besides personal data, the students are surveyed on the problems they perceived at the University of Calgary. These problems include the following 4 categories:

- A. Academic and Institutional Items
- B. Language Items
- C. Financial Items
- D. Social Items

The students are asked to indicate whether they find the items to be no problem, a slight problem, a moderate problem or a serious problem.

Analysis of each category of items is as follows:

A. Academic or Institutional Items

Just over half (51.8 percent) of the students report insufficient advice from foreign advisors to be a serious or moderate problem (Table 4.1).

According to the University of Calgary Foreign Students' Advisor Dorothy Linder, international students have to cope with a variety of problems in addition to the normal burdens of university life. Some of the problems they

TABLE 4.1

Academic and Institutional Items:
Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Evaluation of School Records	54	80.6	13	19.4	67
Registrar Takes Too Long to Answer Inquiries	57	83.8	11	16.2	68
Insufficient Advice from Foreign Student Advisor	27	48.2	29	51.8	56
Insufficient Advice from Academic Advisor	40	61.5	25	38.5	65
Insufficient Personal Help from Professors	46	69.7	20	30.3	66
Insufficient Campus Orientation Program	46	70.8	19	29.2	65
General Treatment by University Administration	51	79.7	13	20.3	64
Enrollment Quotas of Foreign Students and Landed Immigrants in Some Faculties, e.g. Medicine	21	33.3	42	66.7	63

encounter include finance and immigration problems, culture shock, academic systems which differ drastically from those at home, and worries about families.¹

All foreign students receive an International Students' Guide together with their letter of admission. The students probably find the Guide inadequate. They may be overwhelmed by culture shock and find it difficult to cope.

The area of foreign student orientation is probably the least researched aspect of the foreign student experience. This is unfortunate because the presence or absence of an orientation program may influence adjustment, academic achievement and attitudes of foreign students. Cora Dubois is one of the few researchers who has looked at the phases of foreign student adaptation. Her conclusion is that the chief efforts in assisting foreign students should be expended when they first come to Canada. Dubois further recommends that adequately structured orientation programs would assist in academic success and help foreign students form more meaningful relationships.²

Almost two-fifths of the students (38.5 percent) also claim insufficient advice from academic advisors to be a moderate or serious problem (Table 4.1).

At the same time, the majority of the students (66.7 percent) find the "Enrollment Quotas of Foreign Students and Landed Immigrants in Some Faculties, e.g. Medicine" to be a moderate or serious problem (Table 4.1). The University of Calgary calendar states that for the Faculty of Engineering, only a number of visa students can be accepted. This is because "the University of Calgary is a provincial univer-

sity and it has a primary obligation to Canadian citizens and landed immigrants".³ The Faculty of Medicine also states in the calendar that "since the number of positions available is limited to seventy-two, and since, as a provincial university, the University of Calgary has a primary obligation to Canadian citizens residing in Alberta, applications from foreign nationals residing outside Canada are discouraged".⁴ Elsewhere in universities across Canada, there are also quotas on admission of foreign students to various faculties, especially in professional ones.

More than a third of the students (38.5 percent) find insufficient advice from academic advisors to be a moderate or serious problem (Table 4.1). With the increase in enrollment at the University of Calgary, the average section size has increased from 18 students in 1978-79 to 22.2 students in 1983-84.⁵ Increased class sizes mean more work for the teaching staff and less time for individual help and attention.

About a third of the students (30.3 percent) also find insufficient personal help from professors to be a moderate to serious problem (Table 4.1). The reason may be the same as the one above.

Likewise, 29.2 percent of the students find insufficient campus orientation programs to be a moderate to serious problem (Table 4.1). Again, the university has become such a big institution that the students find it

difficult to quickly familiarize themselves with the organization and physical layout. The enrollment at the University of Calgary went from 10,644 in 1978-79 to 14,557 in 1983-84.⁶ This is an increase of more than 40 percent and it is a very significant number.

Furthermore, less than a quarter of the students have moderate or serious problems with general treatment by the university administration (20.3 percent), evaluation of school records (19.4 percent) and the Registrar takes too long to answer inquiries (16.2 percent)(Table 4.1). The lack of serious problems among foreign students in these areas shows that the students generally do not experience great difficulties with the university administration.

B. Language Items

Only a few of the respondents (0 to 23.9 percent) think language is a moderate or serious problem to them (Table 4.2). This includes holding a conversation with Canadian friends, speaking English in class, the ability to write English, understanding lectures in English, reading textbooks written in English, and insufficient remedial English Services.

The University of Calgary, as well as many universities across Canada, has quite a stringent English requirement for its students. At the University of Calgary, students who "have not been a resident of Canada or other English speak-

TABLE 4.2

Language Items:

Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Holding a Conversation with Canadian Friends	57	80.3	14	19.7	71
Speaking English in Class	54	76.1	17	23.9	71
Ability to Write English	57	80.3	14	19.7	71
Understanding Lectures in English	69	97.2	2	2.8	71
Reading Textbooks Written in English	71	100.0	0	0.0	71
Insufficient Remedial English Services	49	76.6	15	23.4	64

ing countries for five consecutive years prior to admission to the University of Calgary must write and obtain a score of 600 or above on the Test of English as a Foreign Language (TOEFL) examination.⁷

According to the respondents, 78.9 percent have taken the TOEFL and, among them, 40.8 percent have had a TOEFL score of 600 or above. The TOEFL is a major stumbling block

for many foreign students and landed immigrants. Some students have to take the test many times over a period of years in order to score 600 or above on the TOEFL.

At the same time, all students, full or part time, must write the Effective Writing Qualification Test unless they have completed a degree from an accredited institution or have obtained advanced credits of an English half course which is equivalent to a University of Calgary English course with a C- or better grade. To pass the test, the student must be able to express ideas clearly and logically, and write coherent paragraphs with correct grammatical forms and sentence structures.

With these two English requirements, the students who are admitted to the University of Calgary have a much better English foundation and they do not have as many problems in English. This is different from Wong's research that a large number of Chinese students (55 percent) reported that the English language presented some problems in their academic work.⁸ Dunnett has also reported that foreign students find English to be a problem.⁹

The result of this study differs from previous research mainly because foreign students constitute only a small percentage (8.6 percent) of the respondents. The others are landed immigrants and Canadian citizens.

C. Financial Items

The majority (65.2 percent) of the students say finding a job in between terms is a moderate to serious problem (Table 4.3). At the same time, 61.8 percent claim that finding jobs that pay enough for expenses to attend university is also a moderate to serious problem. Their response corresponded with the general economic situation in Calgary in 1983 when the economic depression affected not only students but many other Canadians as well, many of whom were out of work. Foreign students who come by student visa are not allowed to work, although there are only a small percentage of foreign students among the respondents.

About two-fifths (41.4 percent) of the students find the high cost of housing to be a serious to moderate problem (Table 4.3). A similar number of students (41.2 percent) also claim unexpected financial needs to be a serious to moderate problem. The problem is further heightened by the difference in currency between Hong Kong and Canada as mentioned earlier. Since the exchange rate is about one to five, it is very expensive for the students' sponsors who live in Hong Kong.

More than a third of the students (34.3 percent) also consider saving money for social events to be a moderate or serious problem. People are social beings, especially young people who live in a different culture. They need friendship and support of their friends of the same nationality as

TABLE 4.3

Financial Items:

Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Lack of Money to Meet Expenses	49	69.0	22	31.0	71
Not Receiving Enough Money From Home	46	73.0	17	27.0	63
Cost of Buying Food	52	74.3	18	25.7	70
Saving Money for Social Events	46	65.7	24	34.3	70
Unexpected Financial Needs	40	58.8	28	41.2	68
Fluctuating International Currencies	52	80.0	13	20.0	65
Finding Jobs in Between Terms	24	34.8	45	65.2	69
Finding Jobs that Pay Enough For Expenses to Attend University	26	38.2	42	61.8	68
Cost of Housing Too High	41	58.6	29	41.4	70

well as friends from other nationalities. In addition,

(i) 31.0 percent find the lack of money to meet expenses to be a moderate or serious problem,

(ii) 27.0 percent say not receiving enough money from home is a moderate or serious problem,

(iii) 25.7 percent express costs of buying food to be a moderate or serious problem, and

(iv) 20.0 percent claim fluctuating international currencies to be a moderate or serious problem.

Compared to the other items on this research questionnaire, the students seem to find financial items to be the most critical. This agrees with Breuder, Hart and Von Dorpowski¹⁰ that one of the most serious problems reported by foreign students relate to financial aid. The problem is compounded by the fact that there are very few scholarships available to foreign students and the foreign students must show proof of sufficient financial support before they can get their student visas renewed at the Immigration Office every year.

D. Social Items

Social items are divided into four categories:

1. Religious items,
2. Prejudice items,
3. Environmental items and
4. Socio-emotional items.

1. Religious Items:

The majority of students (87.1 to 93.2 percent) do not find the religious items to be a problem (Table 4.4). Although the population of Hong Kong consists of about 99

TABLE 4.4

Religious Items:

Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Finding Worship Group of Own Faith	53	88.3	7	11.7	60
Adjusting to Christianity as the Major Philosophy	54	87.1	8	12.9	62
Variety of Religious Faiths in Canada	55	93.2	4	6.8	59

percent ethnic Chinese and the older generation is generally Buddhist, the younger generation is exposed to Christianity as one of the major philosophies in Hong Kong. Hong Kong, like Canada, is part of the Commonwealth. Religion is influenced a lot by the British heritage. Many elementary and secondary schools are run by Catholic or Christian missionaries. There are also other church groups in Hong Kong (such as the Seventh-Day Adventists who run a boarding school, and the Mormons who also have churches in Hong Kong). Therefore, students do not have trouble adjusting to

the religious mosaic of Canada, with Christians, Catholics, Mormons, Seventh-Day Adventists, etc. altogether.

2. Prejudice Items

Almost half of the respondents (41.4 percent) find negative attitudes of some Canadian people to skin color to be a moderate or serious problem (Table 4.5). In contrast, Ellis reported that foreign students did not experience discrimination in Bloomington.¹¹ At the University of Calgary, 33.3 percent of the respondents claim negative attitudes of some students toward foreign and landed immigrant students to be a moderate or serious problem. Another 22.7 percent find that unfavourable remarks about home country to be a moderate or serious problem.

The Chinese students, being the visible minority, can easily become subjects of discrimination especially during economic setbacks like the economic depression in 1983. Some Canadians accused foreigners and new immigrants of taking away jobs from the local people.

Only a few students say they feel inferior to others because of skin color (11.4 percent) or because of language difference (14.3 percent) (Table 4.5), although 41.4 percent did consider the negative attitudes of some Canadian people to skin color to be a problem of moderate to serious degree.

TABLE 4.5

Prejudice Items:

Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Unfavourable Remarks About Home Country	51	77.3	15	22.7	66
Negative Attitudes of Some Students Toward Foreign and Landed Immigrant Students	46	66.7	23	33.3	69
Negative Attitudes of Some Canadian People to Skin Color	41	58.6	29	41.4	70
Feeling Inferior to Others Because of Skin Color	62	88.6	8	11.4	70
Feeling Inferior to Others Because of Language Differences	60	85.7	10	14.3	70

3. Environmental Items

About a quarter (27.5 percent) of the students find the distance to campus from the place of residence to be a serious problem (Table 4.6). Calgary is a big city and for foreign students or new immigrants who cannot drive or do not have a car, transportation can be a problem.

TABLE 4.6

Environmental Items:

Degree of Problem as Perceived by Hong Kong Students

	<u>Degree of Problem</u>				
	<u>None or Slight</u>		<u>Moderate or Serious</u>		<u>N</u>
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Distance to Campus from Place of Residence	50	72.5	19	27.5	69
Adjusting to Canadian Climate	53	76.8	16	23.2	69

In addition, 23.2 percent of the students say that adjusting to Canadian climate is a serious or moderate problem (Table 4.6). It is surprising to find that there are not that many students who claim to have serious problems adjusting to the Canadian climate since the Hong Kong climate is so different from the Canadian one. Hong Kong has a tropical climate and never has any snow while the prairie winters in Calgary can be severely cold at times.

4. Socio-emotional Items

Slightly more than one-third (38.1 percent) of the students find dating practices of Canadian people to be a moderate to serious problem (Table 4.7). People from the Chinese culture are more "traditional" in their dating practices than Canadians in the sense that the Chinese

TABLE 4.7

Socio-Emotional Items:

Degree of Problem as Perceived by Hong Kong Students

	Degree of Problem				
	None or Slight		Moderate or Serious		N
	<u>No. of Students</u>	<u>%</u>	<u>No. of Students</u>	<u>%</u>	
Concern About Being Too Westernized	63	91.3	6	8.7	69
Being Lonely	54	77.1	16	22.9	70
Trying to Make Friends	60	85.7	10	14.3	70
Lack of Opportunities to Meet Canadians	54	79.4	14	20.6	68
Not Being Able to Find Dates	51	76.1	16	23.9	67
Dating Practices of Canadian People	39	61.9	24	38.1	63
Sexual Customs in Canada	40	64.5	22	35.5	62
Home Sickness	48	68.6	22	31.4	70
Trying to Fulfill Multiple Roles (e.g. Student, Tourist, Ambassador)	52	85.2	9	14.8	61
Not Sure if Canadian Education Useful for Jobs at Home	47	72.3	18	27.2	65

usually only have one close friend of the opposite sex at a time and pre- or extramarital sex is quite rare. This may be the reason why 35.5 percent of the students find sexual customs in Canada to be a moderate to serious problem. Ellis also reported that foreign students have found dating customs to be more relaxed in the United States than they are in some of the respondents' home countries.¹²

Another one third of the students (31.4 percent) claim that home sickness is a moderate to serious problem.

About a quarter of the students (27.2 percent) say that they are not sure if Canadian education is useful for jobs at home.

Furthermore 23.9 percent of the students say that they have moderate or serious problems with not being able to find dates. According to the Registrar's Office, during the winter of 1984, there were a total of 126 full time and part time visa students from Hong Kong. Among them were 85 male and 41 female. At the same time, for landed immigrants from Hong Kong, there were 39 male and 19 female for a total of sixty. With the male to female ratio of about two to one in both cases it is no wonder that Hong Kong students find it difficult to find dates from their own country. As for dates from countries other than their own, Ellis has also reported that the foreign students enjoyed meeting American friends of the opposite sex, and that most of the foreign students had experienced no difficulties in the area of male

and female relationships at Indiana University. However, some of the students stated that most Americans of the opposite sex that they knew were not interested in becoming close friends of foreign students. This may be the reason why Hong Kong students find it difficult to find dates. However, Ellis has also reported that only very few of the respondents reported that they were lonely at Indiana University.¹³ This agrees with the author's findings at the University of Calgary since only 22.9 percent of the respondents claim that they are lonely. Ellis reported that some of the students said that they were lonely on certain occasions. Others reported that they had been too busy to be lonely. Most of the students told Ellis that they had either spouses or close friends from their home countries with whom they spent their time and so they did not have occasion to be lonely.¹⁴

On the other hand, about one-fifth of students (20.6 percent) claim that lack of opportunities to meet Canadians is a moderate to serious problem (Table 4.7).

A few of the students declare the following to be a moderate to serious problem: trying to fulfill multiple roles, e.g., student, tourist, ambassador (14.8 percent); and concern about being too westernized (8.7 percent).

Analysis of the questionnaires shows that students have the most serious problems in the following areas in order of decreasing intensity:

1. Enrollment quotas for foreign students and landed immigrants in some faculties, for example, medicine (66.7 percent).
2. Finding jobs in between terms (65.2 percent).
3. Finding jobs that pay enough for expenses to attend university (61.8 percent).
4. Insufficient advice from foreign student advisor (51.8 percent).
5. Negative attitudes of some Canadians to skin color (41.4 percent).
6. Insufficient advice from academic advisor (38.5 percent).
7. Dating practices of Canadians (38.1 percent).
8. Sexual customs in Canada (35.5 percent).
9. Negative attitudes of some students toward foreign and landed immigrant students (33.3 percent).

More than half of the respondents have moderate or serious problems with enrollment quotas, finding jobs in between terms, finding jobs that pay enough for expenses to attend university and insufficient advice from foreign student advisors. At the same time, more than a third of the students have problems with negative attitudes of some Canadians to skin color, insufficient advice from academic advisors, dating practices of Canadians, sexual customs in Canada and negative attitudes of some students toward foreign and landed immigrant students.

E. The Issue of 'Return to Hong Kong'

In light of the special political situation in Hong Kong, the students are asked in the questionnaire about their intentions to stay in Canada or not. The results of these questions are as follows (Table 4.8).

TABLE 4.8
If You Went Back to Hong Kong After
Your Studies, Would You Be:

<u>Happy or Not Happy</u>	<u>No. of Students</u>
Very/Quite Happy	50 (78.1)*
Not Happy	14 (21.9)
<hr/>	
N	64 (100.0)

* percentage in parenthesis

The majority of the students (78.1 percent) indicate that they would be very happy to return to Hong Kong after their studies. They are still attached to their place of birth or where they spent their childhood or youth. There are likely several reasons for this. Firstly, their immediate families may be there. Secondly, they may have friends there and, last but not least, they may have a sense of belonging there.

However, when asked what they would do if China repossesses Hong Kong in 1997, their responses are different (Table 4.9).

TABLE 4.9
If China Repossesses Hong Kong in
1997, What Would You Do?

	<u>No. of Students</u>
Stay in Hong Kong	14 (34.1)*
Immigrate	27 (65.9)
N	41 (100.0)

* percentage in parenthesis

In this case, the respondents are more reluctant to stay in Hong Kong -- only 34.1 percent want to stay in Hong Kong. There are several reasons for their reluctance as mentioned in Chapter III. Some people have reservations about China's ability to implement the provisions of the draft agreement. According to some, it is difficult to accept the assurances regarding implementation so far ahead. In addition, people are worried about the possibility of undue interference by China.

The above reasons are further supported by the results of the next question in the questionnaire (Table 4.10).

TABLE 4.10
If China Maintains the Same Conditions in Hong Kong
in 1997 as the Present, What Would You Do?

	<u>No. of Students</u>
Live in Hong Kong	37 (78.7)*
Immigrate to Canada or Other Countries	10 (21.3)
N	47 (100.0)

* percentage in parenthesis

If conditions in Hong Kong are maintained, 78.7 percent of the respondents prefer to stay in Hong Kong (Table 4.10). This agrees closely with the 78.1 percent who claim that they will be very happy if they return to Hong Kong. In essence, the respondents are saying that they like Hong Kong the way it is and they would like to go back to the Hong Kong that they know.

What exactly do they like about Hong Kong? Is it the financial conditions or work conditions that attract them? To clarify this point, the students are asked if financial conditions, work conditions, etc. are the same in Hong Kong as in Canada, where they would like to live. The results are summarized in Table 4.11.

TABLE 4.11

If Financial Conditions, Work Conditions, etc. were
the Same in Hong Kong as in Canada, Where Would
You Like to Live?

<u>Where to Live</u>	<u>No. of Students</u>
Hong Kong	46 (74.2)*
Canada	16 (25.8)
	<hr/>
N	62 (100.0)

* percentage in parenthesis

The above table shows that the respondents' decisions of where to stay are partially independent of the financial conditions, work conditions, etc. of Hong Kong. Therefore there are probably other reasons why they are so attached to Hong Kong. As mentioned earlier, the reasons may be their families or friends in Hong Kong, or their attachment to their place of birth or where they grew up, even though an alarming number of the respondents proclaim that they will have problems adjusting to the way of life in Hong Kong when and if they were to go back (Table 4.12).

TABLE 4.12

Do You Think You Will Have Problems Adjusting to
the Way of Life in Hong Kong, If and When You
Were to Go Back?

<u>Problems</u>	<u>No. of Students</u>
No	32 (48.5)*
Yes	34 (51.5)
<hr/>	
N	66 (100.0)

* percentage in parenthesis

Slightly more than half of the respondents (51.5 percent) think they will have problems adjusting to the way of life in Hong Kong (Table 4.12). Life is much busier and more crowded in Hong Kong than in Calgary. Hong Kong has about the same area as Calgary but has ten times the population. For many of the inhabitants of Hong Kong, life is hard. There are few social benefits. There is no government-subsidized health care system except for a few of the government hospitals which are packed with patients. There is no unemployment insurance, and pension is given to only a handful of government employees. It was not until 1979 that free education was given to children in grades one to nine as mentioned earlier. So it is ironic that people still want to return to Hong Kong despite its social conditions. Could it be because they are dissatisfied with university

life at the University of Calgary and therefore their socio-cultural orientation has been affected by it? The respondents are asked if they are satisfied with university life at the University of Calgary. Their responses are recorded in Table 4.13.

TABLE 4.13

Overall, Are You Satisfied with University
Life at the University of Calgary?

<u>Satisfied With University Life</u>	<u>No. of Students</u>
Very/Quite Satisfied	44 (62.9)*
Not Satisfied/Very Dissatisfied	26 (37.1)
<hr/>	
N	70 (100.0)

* percentage in parenthesis

According to the respondents, almost two thirds of them (62.9 percent) are satisfied with life at the University of Calgary (Table 4.13). So it is not the negative experiences at the university that cause them to want to go back to Hong Kong. All in all, the author's previous assumption that personal attachments of these students to their families, friends and birthplace are probably the most important reasons for them to want to return to Hong Kong.

FOOTNOTES

CHAPTER IV

¹ Linder, Dorothy. Hurdles for Foreign Students. Calgary Alumni Magazine, Spring 1984, p. 32.

² Dubois, Cora. Foreign Students and Higher Education in the United States. American Council on Education, Washington, D.C., 1956, pp. 38-41.

³ The University of Calgary Calendar 1984-85. The University of Calgary, 1984, p. 65.

⁴ Ibid., p. 81.

⁵ Office of Institutional Analysis. The University of Calgary Fact Book 1983-84. The University of Calgary, May 1984, Inside cover.

⁶ Ibid.

⁷ The University of Calgary Calendar 1984-85, op. cit., p. 29.

⁸ Wong, Angelina T. A Study of the Relationship between the Proficiency in English and Cultural Background of Chinese Immigrant Students and their Educational and Social Development, University of Toronto, 1977, p. 3.

⁹ Dunnett, Stephen Charles. The Effects of an English Language Training and Orientation Program on Foreign Student Adaptation at the State University of New York at Buffalo, New York, 1977, p. 5.

¹⁰ Von Dorpowski, Horst. The Problems of Oriental, Latin American and Arab Students in U.S. Colleges and U.S. Universities as Perceived by Those Students and by Foreign Student Advisors. Pennsylvania State University, 1977, p. 8.

¹¹ Ellis, Malcolm Eugene. Perceived Problems of Non-Canadian and Non-European Foreign Students at a Major University. Indiana University, 1978, p. 46.

¹² Ibid., p. 12.

¹³ Ibid., p. 47.

¹⁴ Ibid., p. 47.

CHAPTER V

SUMMARY AND CONCLUSIONS

A. Summary

Canada has long been a favorite country of destination for the Chinese. It has been recorded that the Chinese were in British Columbia long before the arrival of Europeans in North America. The discovery of gold in the Fraser Valley and the Cariboo district in British Columbia in 1860 attracted many Chinese to Canada. From 1881 to 1884 with the construction of the Canadian Pacific Railway, 15,701 Chinese were brought to Canada to work. In spite of hard work and cheap labour, the Chinese were not treated well. The government imposed harsh laws, head taxes and licence fees for Chinese workers to try to restrict the Chinese from entering Canada. Even trade unions treated the Chinese workers as a racial threat. In some schools, the white and Chinese students were segregated. The Chinese were denied voting rights as well as the right to engage in professional jobs like teaching, law, medicine, etc. The Chinese became victims of legal, political, social, economic, educational and occupational discrimination. In 1931, the wives and children of these Chinese workers were not allowed to come to Canada.

It was not until 1967 when the White Paper was introduced that the elimination of all references to racial and ethnic characteristics as criteria for admission was instigated. An objective selection system was developed based on nine factors including education and training, personal qualities, occupational demand, occupational skills, age, arranged employment, knowledge of English and French, presence of relatives in Canada and area of destination. By removing all discriminatory aspects of the regulations pertaining to racial and ethnic characteristics, Hong Kong suddenly emerged as one of the largest sources of immigrants in 1968.

The problem of brain drain is often associated with immigration. An immigrant's country of destination gains the benefits of a labour force participant without having to spend the cost of his/her upbringing. In the case of Hong Kong, when so many people want to immigrate to other countries, brain drain can become a serious problem. There are several factors that contribute to brain drain in Hong Kong: the uncertainty in the political situation with 1997 approaching, the unfavourable employment opportunities, the lack of attachment to Hong Kong since it is a British colony, the lack of good social welfare, the lack of incentives and encouragement for students to return to Hong Kong, plus the fear of losing freedom upon commencement of communist rule in 1997. All of these factors contribute to

brain drain from Hong Kong. Although the majority of respondents (74.2 percent) claim that they would like to live in Hong Kong if financial conditions, work conditions, etc. were the same in Hong Kong as in Canada, there is still a sizeable number of respondents (about 25 percent) who prefer to stay in Canada. According to Table 1.1, the average number of Hong Kong students in Canadian universities between 1971 and 1980 is 5,714 and the trend is increasing. If most of these students do not return to Hong Kong every year, the loss for Hong Kong would be at least five thousand students per year. One may think that five thousand people out of a population of 5.4 million is a very small number. However, when one considers the fact that most of these people are highly educated and career productive individuals who have a lot to contribute to society, the loss is quite substantial. Mainland China herself is still very far behind in technology and education. Educated manpower is in great demand in China and she cannot afford to lose thousands of educated scholars every year.

On the other hand, immigration has also been accused of taking jobs away from Canadian-born workers and forcing the native labour out of the labour market because the newly arrived immigrants are more likely to accept lower wages and tolerate less satisfactory working conditions. This has happened in Canada throughout history as described in Chapter II.

Hong Kong, the small British Colony on the southeast coast of China, is in a very unique political situation. It is made up of Hong Kong Island, Kowloon, the New Territories and the islands around Hong Kong. Hong Kong Island and Kowloon were ceded to Britain in 1842. In 1898, the New Territories and the islands around Hong Kong were leased to Britain for 99 years. By 1997, the New Territories and the islands will be reverted to China. Since Hong Kong Island and Kowloon cannot function independently without the New Territories, the British Colony will also be returned to China by 1997.

Although an agreement was signed by China and Britain in 1984 stating that the British government would continue to rule Hong Kong up to 1997 and that Peking will allow Hong Kong to keep its present economic and social systems for fifty years, that is, until 2049, the people of Hong Kong are still not at ease. They are worried about their future.

Canada has always been one of the favorite destinations of immigration for the Chinese. Now, in light of the special political situation in Hong Kong, the people are more eager than ever to come to Canada.

The University of Calgary, being one of the biggest in Western Canada, attracts many foreign students as well as Hong Kong students. It was the author's intent to study the socio-cultural orientation of Hong Kong students at the University of Calgary. The author believes that the overall

satisfaction of university life of these students, together with the general political and social conditions of Hong Kong will affect the socio-cultural orientation of the students.

A questionnaire was prepared by the author and sent to Hong Kong students who were studying at the University of Calgary during the Fall and Winter semesters of 1983. There were 167 and 210 Hong Kong students from the two semesters respectively. There were 71 responses with 45 from the Winter semester. Analysis of the questionnaires is reported in Chapter IV. A summary of the analysis follows:

B. Perceived Problems by Hong Kong Students

1. Academic and Institutional Items

The students perceive the following major items to be a moderate or serious problem: enrollment quotas of foreign students and landed immigrant students in some faculties (66.7 percent), insufficient advice from foreign student advisors (51.8 percent), and insufficient advice from academic advisors (38.5 percent).

2. Language Items

Less than a quarter (0-23.9 percent) of the students find language items to be a problem. The strict admission requirement (TOEFL score of 600 or above and the Effective Writing Qualification test) ensure that students who are

admitted to the University of Calgary have a good knowledge of English.

3. Financial Items

The students seem to find the financial items most critical. They have moderate or serious problems with: finding jobs in between terms (65.2 percent); finding jobs that pay enough for expenses to attend university (61.8 percent); cost of housing (41.4 percent) and unexpected financial needs (41.2 percent).

4. Social Items

The students perceive the following to be a moderate or serious problem: negative attitudes of some Canadian people to skin color (41.4 percent); negative attitudes of some students toward foreign and landed immigrant students (33.3 percent); dating practices of Canadian people (38.1 percent); sexual customs in Canada (35.5 percent); and home sickness (31.4 percent).

On the issue of returning to Hong Kong, the majority of students indicate that they would be happy to return to Hong Kong after their studies. They are willing to return after 1997 if China maintains the present conditions. Even if financial and economic conditions are the same in Hong Kong as in Canada, they would still prefer to go to Hong Kong. Ironically, slightly more than half of the respondents think they may have problems adjusting to life in Hong Kong but they still prefer to go back. At the same time, about two

thirds of the students report that they are satisfied with life at the University of Calgary. Therefore, satisfaction at the U of C does not have a major effect on the socio-cultural orientation of these students. The author concludes that the following factors may contribute to the students' intentions to return to Hong Kong. They may have business opportunities in Hong Kong because their families and friends are there. Some of the students say they experience negative attitudes of some Canadian people to skin color to be a moderate to serious problem (41.4 percent). Others claim negative attitudes of some students toward foreign and landed immigrant students to be a moderate to serious problem (33.3 percent).. So, discrimination is a moderate or serious problem for these students. This may prompt them to return to Hong Kong. Furthermore, the students find dating practices of Canadian people and sexual customs in Canada (38.5 and 35.5 percent respectively) to be major problems. Furthermore, Hong Kong students who are enrolled in male dominated facilities, e.g. Engineering, may find it very difficult to find companions of the opposite sex from Hong Kong. In addition, culture shock probably has double impact on the Hong Kong students who have to tackle all or some of the above problems on top of the usual challenges of university life. All of the above reasons may have prompted the Hong Kong students to want to return to Hong Kong.

C. Recommendations

On the basis of the research reported and the findings of this study, the following recommendations are made.

About two thirds of the respondents claim enrollment quotas of foreign students and landed immigrant students to be a moderate to serious problem.

Foreign students contribute tremendously to our cultural lives as well as international understanding. A report from the North-South Institute says that foreign students bring educational, economical and political benefits to Canada. They should be given greater encouragement to study here. The report also says that foreign students do not "bleed" the Canadian taxpayers and then return to their home countries without giving to Canada. In 1982, the federal government estimated that each foreign student in Canada contributes an average of \$10,000 a year to Canada, most of which (about 74 percent) is from out of Canada. This includes personal savings, support from family or friends, or scholarships from out of Canada. The province of Alberta is in the process of cutbacks in higher education for 1987.¹ Dave Russell, Advanced Education Minister, announced in January 1987 that funding would be cut by 3 percent and tuition would be allowed to rise by 10 percent. Those moves were compounded by inflation which cut at least 5 percent from the university budget. With the decrease in government spending on higher education, the University of Calgary can

actually get more money by accepting foreign students and charging them a higher fee. This would offset the decrease in government funding. Foreign students also add an international element to Canadian educational institutions to benefit the Canadian students. The perception that foreign students compete with Canadians for access to higher education "is based more on fear than fact," since foreign students constitute less than 5 percent of total university enrolment in Canada. Foreign students may even help to expand educational opportunities for Canadians by keeping some specialized programs in operation even though there is a weak demand by local students. In light of cutbacks in education in 1987, foreign students can help keep some programs open if they pay their own fees without having to get subsidies from the government. Foreign students can also assist Canada in meeting some of its political and moral obligations such as assisting with the development of human resources in the Third World countries.² In this case, training Chinese students from Hong Kong would enable them to work in China in the near future when China repossesses Hong Kong in 1997.

Since foreign students experience so many problems and difficulties during their stay in Canada, the following recommendations have been made.³

1. The enrollment quotas for foreign students and landed immigrants should be relaxed if foreign students pay

their own way while they are studying at the University of Calgary. These students, as a matter of fact, contribute to the survival of some programs that are not in high demand by local students.

2. A foreign student program should be treated as a part of the total international and intercultural awareness in the curriculum. Canadian students can benefit from contacts with students from other countries.

3. Half of the respondents claim that insufficient advice from foreign student advisors is a major problem. At the same time, almost two thirds of the respondents report that insufficient advice from academic advisors is also a major problem. Thus, staff development is necessary to assure that faculty and support personnel are prepared to help foreign students with special problems. An inventory of staff international experiences could be a beginning point for staff development. This would contribute a lot to the Canadian mosaic in the long run.

4. Universities should maintain an open-door admission policy. Universities should also select students so that the students' needs can be met. Canada spends a lot of money on foreign aid to third-world countries every year in terms of education, food, resources, etc., helping foreign countries to train professional personnel. Trained foreign students can in turn go home and train their people. This is the beginning of economic independence for foreign

countries. On the other hand, foreign students can bring foreign investment into Canada, for example, through the entrepreneurial program which brought \$42 million from Hong Kong in 1986.⁴

5. Basic planning guidelines for a foreign student program should include:

i. Pre-admission Information: Universities should provide potential applicants complete and accurate information regarding the nature of the university and the community, available curricula, and the extent of support services such as housing, health, advice, and financial support. Almost half of the respondents claim that insufficient advice from foreign student advisors is a major problem. Dorothy Linder, the foreign student advisor at the University of Calgary, organizes sessions for students from abroad. She has put together an "arrival package" containing the above information to ease the students' introduction to Calgary and to university life. The foreign student advisor may have to provide more assistance to foreign students on a day-to-day basis. Interactions with Canadian friends or living with Canadian families who are willing to host foreign students may be a great help to foreign students.

ii. Admissions: The university should be certain it has the curriculum requested by the applicant. The appli-

cant's credentials should be evaluated to ensure that the prospective student can succeed in the chosen curriculum.

iii. English Ability: The applicants' English language proficiency should be evaluated to ensure that they have enough English ability to pursue their studies and to handle their daily needs. The University's TOEFL requirement and the English Proficiency Test are very reliable standards to ensure that the students have good enough English to pursue their studies as well as to function in Canadian society. Therefore, as reported, very few respondents find they have problems with their English.

iv. Financial: The students have most problems in financial areas. The university should attempt to find out whether or not the applicant has adequate financial resources to cover the costs of the educational program that they would like to pursue. The university should provide the applicant with a realistic estimate of costs that the student will face in Canada, including living expenses during vacation periods. Visa students are not allowed to work on or off campus. While in Canada, the students are obliged to keep their student authorization renewed before the expiry date, otherwise they may be forced to leave Canada. In order to renew their visas, the students must include proof of ongoing registration, progress in the program of studies and adequate finances. Often adequate finances is a difficult item for the students because the

immigration officers have financial standards for what students need to live on and students consider them to be unrealistic. Some students can live on far less money than the authorities think is required. Even so, foreign students should be realistic when planning their financial resources. Most Canadian university scholarships are given only to permanent residents of Canada. Therefore, students must support themselves and their studies on money from home. Dorothy Linder administers an International Student Emergency Loan Fund and, in 1984, the Alumni Association has established two additional bursaries for international students on campus.⁵

v. Health and Housing: Appropriate assistance for health and housing should be provided by the university. The students should be given health information before admission and access to adequate health and accident insurance coverage during attendance. The university should also help the students to find housing and, if possible, the experience of living with local families. The University of Calgary provides some assistance to students in locating residences. Experiences of living with local families are very valuable to assimilation and cultural exchange if good host families can be found.

vi. Advice and Counselling: The university should provide professional staff to orient foreign students to the university and the community, advise them in all aspects of

university life, immigration laws, as well as their personal needs if required. Here, the foreign student advisors seem to be doing a good job since most of the students (70.8 percent) do not seem to have moderate or serious problems with the Campus Orientation Program. However, the students indicate that they have not received sufficient advice from foreign student advisors. Maybe the students are not familiar with the services and do not take advantage of them as much as they should.

vii. Instruction: The success of a foreign student program largely depends on faculty interest and support. Increasing staff members' international and intercultural awareness will enhance the faculty's ability to teach foreign students. About two fifths of the students claim that insufficient advice from academic advisors is a moderate to serious problem. Similarly, about 30 percent report that insufficient personal help from professors is a moderate to serious problem. International Students Association president, Hellen Asproloupou, said a lot of foreign students do not know how far they could push when it comes to visas and problems with professors. They are afraid of putting their visas in jeopardy.⁶

viii. Community Involvement: The university should develop means for the student to become involved with the community and to meet people of the community in their homes

and at work. The university can serve the foreign student as a window to community life.

Above all, a follow-up study is essential. Evaluation of any foreign student program will involve analysis of the student's progress at the university and after completion of university.

It was the author's intention to study the socio-cultural orientation of the Hong Kong students as affected by their experience at the University of Calgary. The author would like to find out if the students' experiences at the University of Calgary would affect their socio-cultural orientation. The findings show that the majority of the Hong Kong students prefer to go back to Hong Kong regardless of their experiences at the University of Calgary. The only exception is that if China repossessed Hong Kong and does not maintain its present political and economic situation, then many students will not go back to Hong Kong.

Foreign students as well as landed immigrants bring with them a wealth of knowledge and financial investments. By helping these students now, Canada will sow seeds toward more international understanding and assistance. These also help the Canadian economy and the cultural mosaic. The rush of investors in Alberta and throughout Canada because of the entrepreneurial program in 1986 has certainly helped the gloomy economy, especially when this happened at a time in

Alberta with low oil prices and a downturn in the economy. In the case of Hong Kong, political uncertainty -- especially the 1997 issue -- has contributed to the massive outflow of capital into other countries. Canada has always been a favourable place of immigration for the Chinese, and will continue to be so as long as the Canadian government welcomes them.

More studies need to be done in this area, especially studies on newer or visa-only students. Furthermore, similar studies on other ethnic groups will be very valuable in order to understand the socio-cultural orientation of the other ethnic groups.

Canada is a land of immigrants. One out of seven Canadians is an immigrant. If we can understand and help foreign students more, it is the author's belief that it will be beneficial to the foreign students as well as to the Canadian mosaic in the long run.

FOOTNOTES

CHAPTER V

- ¹ Calgary Herald, Feb. 12, 1987, pp. A1-A2.
- ² Hull, Frank W. Foreign Students in the United States of America: Coping Behavior within the Educational Environment. Praeger Publishers, New York, 1978, p. 145.
- ³ A colloquium held at Wingspread, Racine, Wisconsin, October 18-20, 1977. The Foreign Student in the United States Community and Junior Colleges. College Entrance Examination Board, New York, 1978, pp. 78-83.
- ⁴ Calgary Herald, Feb. 18, 1987, p. A3.
- ⁵ Linder, Dorothy. Hurdles for Foreign Students. Calgary Alumni Magazine, Spring 1984, p. 32.
- ⁶ The University of Calgary Gazette, Vol. 12, No. 29, 20 January 1983, p. 3.

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APPENDIX 1

Questionnaire Survey of Hong Kong Students
at the University of Calgary,
Fall and/or Winter 1983

Dear Student,

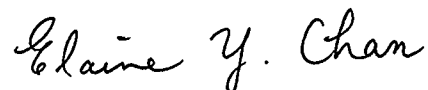
I am a graduate student in the Faculty of Education and I need your help.

I am conducting research in order to improve programs for foreign and landed immigrant students from Hong Kong. I hope that through this research more knowledge will be known about Hong Kong foreign students and landed immigrant students, and that this knowledge will be helpful to colleges and universities as they plan their programs in the future.

This is not a test, so there are no 'right' or 'wrong' answers, just your opinion and information. Your response will be treated in strict confidence and will never be used individually. This questionnaire has been prepared by the researcher, sealed and sent to the Registrar's Office where mail labels are put on and mailed to you. Do not put your name down on the questionnaire but please complete it and mail it back to me in the envelope enclosed. The Registrar's Office will not know whether you have filled out the questionnaire or not. Also, the researcher has no access to your identity. This procedure has been adopted so that the people who complete the questionnaire can never be identified. After analysis of the information on the questionnaire, the questionnaire will be destroyed by shredder. Your participation in this study is entirely voluntary. You may choose not to complete the questionnaire and you may choose not to complete every question. Your participation in this research will in no way affect your study at the University of Calgary and your visa or landed immigrant status. But I value your opinion very much and I would like to hear from you.

Please take a few minutes of your time today to respond to the enclosed questionnaire. Then mail it back to me in the envelope provided. Thank you for your contribution to this research.

Sincerely,

A handwritten signature in cursive script that reads "Elaine Y. Chan".

Elaine Y. Chan

PART ONE

First of all I am very concerned about the problems that foreign students and landed immigrant students have while attending the University of Calgary. Please indicate if you find the following items to be a problem to you. There are no right or wrong answers -- only your opinions and feelings. Simply circle the response which is closest to the way that you feel:

- 1 means NOT A PROBLEM AT ALL
2 means A SLIGHT PROBLEM
3 means A MODERATE PROBLEM
4 means A SERIOUS PROBLEM
NA means NOT APPLICABLE

Section A: Academic/Institutional Items: Since you are a university student, you may find the academic/institutional items are most important to you. I would like to know if you have any problems in these areas.

	Degree of Problem			
	Not a Problem			Serious Problem
<u>Example:</u> Studying in the library	1	2	3	4
1. Evaluation of my former school records	1	2	3	4
2. Registrar's Office takes too long to answer your inquiries	1	2	3	4
3. Insufficient advice from Foreign Student Advisor	1	2	3	4
4. Insufficient advice from academic advisor	1	2	3	4
5. Insufficient personal help from professors	1	2	3	4
6. Insufficient campus orientation programs	1	2	3	4
7. General treatment by university administration	1	2	3	4
8. Enrollment quotas of foreign students and landed immigrants in some faculties, e.g. medicine	1	2	3	4

Section B: Immigration Items: Next, I would like to know if you have any problems in the area of immigration. If an item does not apply to you, please circle NA (Not Applicable).

	Degree of Problem				
	Not a Problem			Serious Problem	
9. Difficulty of getting a visa to come to Canada	1	2	3	4	NA
10. Immigration office will not renew your visa because of insufficient finances	1	2	3	4	NA
11. Becoming a permanent resident of Canada	1	2	3	4	NA
12. Work regulations for visa students	1	2	3	4	NA
13. Getting a job in Canada after finishing studies	1	2	3	4	NA

Section C: Language Items: Then, I would like to know if there are any problems in the language area.

	Degree of Problem				
	Not a Problem			Serious Problem	
14. Holding a conversation with Canadian friends	1	2	3	4	
15. Speaking English in class	1	2	3	4	
16. Ability to write English	1	2	3	4	
17. Understanding lectures in English	1	2	3	4	
18. Reading textbooks written in English	1	2	3	4	
19. Insufficient remedial English services	1	2	3	4	

Section D: Financial Items: Next, I would like to get some information about financial items.

	Degree of Problem			
	Not a Problem			Serious Problem
20. Lack of money to meet expenses	1	2	3	4
21. Not receiving enough money from home	1	2	3	4
22. Costs of buying food	1	2	3	4
23. Saving money for social events	1	2	3	4
24. Unexpected financial needs	1	2	3	4
25. Fluctuating international currencies	1	2	3	4
26. Finding a job in between terms	1	2	3	4
27. Finding jobs that pay enough for expenses to attend university	1	2	3	4
28. Costs of housing too high for you	1	2	3	4

Section E: Social Items: Then, I would like to get some information in the social area.

	Degree of Problem			
	Not a Problem			Serious Problem
29. Finding worship group of own faith	1	2	3	4
30. Adjusting to Christianity as the major philosophy	1	2	3	4
31. Variety of religious faiths in Canada	1	2	3	4
32. Unfavorable remarks about home country	1	2	3	4
33. Negative attitude of some students towards foreign and landed immigrant students	1	2	3	4
34. Negative attitude of some Canadian people to skin color	1	2	3	4
35. Feeling inferior to others because of skin color	1	2	3	4
36. Feeling inferior to others because of language differences	1	2	3	4
37. Concern about being too westernized	1	2	3	4
38. Being lonely	1	2	3	4
39. Trying to make friends	1	2	3	4
40. Distance to campus from place of residence	1	2	3	4
41. Adjusting to Canadian climate	1	2	3	4
42. Lack of opportunities to meet more Canadians	1	2	3	4
43. Not being able to find dates	1	2	3	4
44. Dating practices of Canadian people	1	2	3	4
45. Sexual customs in Canada	1	2	3	4
46. Home sickness	1	2	3	4
47. Trying to fulfill multiple roles, e.g., student, tourist, ambassador	1	2	3	4
48. Not sure if Canadian education useful for job at home	1	2	3	4

PART TWO

Finally, I would like to ask a few questions about yourself for statistical purposes. Please complete the following items by circling the number of your answer or by writing in the appropriate spaces.

<p>49. Your sex: (1) MALE (2) FEMALE</p> <p>50. Your age: _____</p> <p>51. Your place of birth: (1) HONG KONG (2) MAINLAND CHINA (3) TAIWAN (4) OTHER: _____</p> <p>52. Your nationality: (1) CHINESE (2) BRITISH (3) OTHER: _____</p> <p>53. Your immigration status: (1) STUDENT VISA (2) LANDED IMMIGRANT (3) CANADIAN CITIZEN (4) OTHER: _____</p> <p>54. Time spent in: HONG KONG: _____ YEARS MAINLAND CHINA: _____ YEARS TAIWAN: _____ YEARS CANADA: _____ YEARS OTHER: _____ YEARS</p> <p>55. Faculty in which you are enrolled: (1) EDUCATION (2) ENGINEERING (3) FINE ARTS (4) GENERAL STUDIES (5) HUMANITIES (6) MANAGEMENT (7) NURSING (8) PHYSICAL EDUCATION (9) SOCIAL SCIENCES (10) SOCIAL WELFARE (11) LAW (12) MEDICINE (13) ENVIRONMENTAL DESIGN (14) OTHER: _____</p>	<p>56. Are you a: (1) FULL-TIME STUDENT? (2) PART-TIME STUDENT?</p> <p>57. Class status: (1) FIRST YEAR UNDERGRADUATE (2) SECOND YEAR UNDERGRADUATE (3) THIRD YEAR UNDERGRADUATE (4) FOURTH YEAR UNDERGRADUATE (5) MASTER'S PROGRAM (6) DOCTORAL PROGRAM (7) OTHER: _____</p> <p>58. Total time enrolled at the U of C: (1) FIRST YEAR OF STUDY (2) SECOND YEAR OF STUDY (3) THIRD YEAR OF STUDY (4) FOURTH YEAR OF STUDY (5) FIFTH OR MORE YEARS</p> <p>59. What is your average Grade Point Average up to now? (1) 3.5 OR ABOVE (2) 3.0 - 3.49 (3) 2.0 - 2.99 (4) 1.0 - 1.99 (5) 0.99 OR BELOW</p> <p>60. Had you travelled outside your home area before coming to Canada? (1) YES ... WHERE? _____ (2) NO</p> <p>61. Had you travelled to Canada before coming to Canada to study? (1) YES (2) NO</p> <p>62. Had you studied abroad before coming to the U of C? (1) YES (2) NO</p>
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63. If you had studied abroad before, where?

- (1) UNITED STATES
- (2) EUROPE
- (3) ASIA
- (4) CANADA
- (5) OTHER: _____

64. If you had studied abroad before, for how long?

- (1) LESS THAN 1 YEAR
- (2) 1 - 2 YEARS
- (3) 2 - 3 YEARS
- (4) 3 - 4 YEARS
- (5) 4 - 5 YEARS
- (6) MORE THAN 5 YEARS

65. What is your present marital status?

- (1) MARRIED: _____ YEARS
- (2) LIVING WITH BOY/GIRLFRIEND: _____ YEARS
- (3) SINGLE
- (4) DIVORCED
- (5) WIDOWED
- (6) SEPARATED

— go to #69

66. If married, is your spouse with you?

- (1) YES
- (2) NO ... WHERE? _____

67. If married or living together, what is the occupation of your spouse or partner? _____

68. If married or living together, is your spouse or partner from your own country?

- (1) YES
- (2) NO ... WHERE? _____

69. How many brothers and sisters do you have?

- (1) NONE
- (2) 1 OR 2
- (3) 3 OR 4
- (4) 5 OR 6
- (5) 7 OR MORE

70. What is your father's occupation? (If retired, his major occupation) _____

71. What is your mother's occupation? (If retired, her major occupation) _____

72. What was your parent's or parents' total approximate income last year before tax, in Canadian dollars?

- (1) LESS THAN \$10,000
- (2) 10,000 - 19,999
- (3) 20,000 - 29,999
- (4) 30,000 - 39,999
- (5) 40,000 - 49,999
- (6) 50,000 - 59,999
- (7) 100,000 - 199,999
- (8) MORE THAN 200,000

73. What is the highest level of education that your parents have completed? (Circle number of one choice in each column)

DAD MOM

- (1) (1) NO FORMAL EDUCATION
- (2) (2) SOME ELEMENTARY EDUCATION
- (3) (3) COMPLETED ELEMENTARY EDUCATION
- (4) (4) SOME SECONDARY EDUCATION
- (5) (5) COMPLETED SECONDARY EDUCATION
- (6) (6) SOME UNIVERSITY/COLLEGE
- (7) (7) COMPLETED UNIVERSITY/COLLEGE
- (8) (8) A GRADUATE DEGREE OR MORE

74. Do you have a source of income?

- (1) YES ... HOW MUCH IN THE LAST 12 MONTHS? _____
- (2) NO

75. Have you had any contact with other ethnic groups, e.g., English, Indian people while growing up?

- (1) A LOT
- (2) SOME
- (3) NONE

76. Were you employed before coming to Canada to study?

- (1) YES ... WHAT WAS YOUR OCCUPATION? _____
- (2) NO

77. What motivated you to come to Canada to study? (Please rank these in order of importance from 1 to 6, 1 means the most important and 6 means the least important)
- () SCHOOLS IN MY COUNTRY DO NOT OFFER PROGRAMS IN MY AREA OF INTEREST
 - () TOO FEW UNIVERSITIES IN MY COUNTRY
 - () POSSIBILITY OF BETTER EDUCATION IN CANADA
 - () GREAT DESIRE TO STUDY OVERSEAS
 - () I WAS SENT BY MY SPONSOR
 - () POSSIBILITY OF IMMIGRATING TO CANADA AFTER STUDIES

78. Do you have any of these people overseas? (Circle as many as required)
- (1) FATHER/MOTHER
 - (2) BROTHERS/SISTERS
 - (3) GRANDPARENT(S)
 - (4) UNCLES/AUNTS
 - (5) OTHER RELATIVES
 - (6) FRIENDS
 - (7) I DID NOT KNOW ANYONE BEFORE I CAME

79. How are you financing your studies here? Please rank these in the order of the amount of money contributed from 1 to 7:
1 means the most money and
7 means the least money.
- () FAMILY
 - () RELATIVES
 - () FRIENDS
 - () MYSELF
 - () SCHOLARSHIP FROM MY COUNTRY
 - () SCHOLARSHIP FROM CANADA
 - () OTHER: _____

80. Where do you live now?
- (1) ON CAMPUS
 - (2) OFF CAMPUS

81. Who do you live with? (Circle as many as required)
- (1) LIVE ALONE
 - (2) LIVE WITH PARENTS OR RELATIVES
 - (3) LIVE WITH SPOUSE OR BOY/GIRLFRIEND
 - (4) SHARING WITH FOREIGN PERSONS OF YOUR NATIONALITY
 - (5) SHARING WITH FOREIGN PERSONS OF OTHER NATIONALITY
 - (6) SHARING WITH CANADIANS
 - (7) OTHER: _____

82. How many years have you studied English before coming to Canada to study?
- (1) NONE
 - (2) 1 - 5 YEARS
 - (3) 6 - 10 YEARS
 - (4) 11 - 15 YEARS
 - (5) 16 - 20 YEARS
 - (6) MORE THAN 20 YEARS

83. Have you taken the TOEFL (Test of English as a Foreign Language)?
- (1) YES
 - (2) NO

84. If you have taken the TOEFL, what was your highest score?
- (1) BELOW 400
 - (2) 400 - 499
 - (3) 500 - 599
 - (4) 600 OR ABOVE

85. How do you judge your English language proficiency now in the following areas? (Please circle one answer for each item)

	VERY			
	GOOD	GOOD	FAIR	POOR
Grammar	(1)	(2)	(3)	(4)
Reading	(1)	(2)	(3)	(4)
Vocabulary	(1)	(2)	(3)	(4)
Composition	(1)	(2)	(3)	(4)
Pronunciation	(1)	(2)	(3)	(4)
Oral	(1)	(2)	(3)	(4)
Listening	(1)	(2)	(3)	(4)

86. Were you accepted to the University of Calgary with any of these admission requirements? (Circle one or more answers)

- (1) I WAS REQUIRED TO TAKE AN ENGLISH TEST UPON ARRIVAL
- (2) I WAS REQUIRED TO TAKE AN ENGLISH COURSE TO IMPROVE MY ENGLISH
- (3) OTHER: _____

87. Which of the following is applicable to your decision to attend the U of C? (Circle as many as needed)

- (1) FRIENDS ATTENDING THE U OF C
- (2) FINANCIAL ASSISTANCE FROM THE U OF C
- (3) FAMILY/FRIENDS/RELATIVES LIVING IN CALGARY
- (4) LOW TUITION FEES
- (5) REPUTATION OF THE U OF C
- (6) WOULD LIKE TO IMMIGRATE TO CANADA AFTER ATTENDING A CANADIAN U
- (7) THE ONLY ACCEPTANCE I RECEIVED IS FROM THE U OF C

88. If you go back to Hong Kong after your studies, would you be:

- (1) VERY HAPPY
- (2) QUITE HAPPY
- (3) NOT TOO HAPPY
- (4) NOT HAPPY AT ALL

89. What are your plans if you go back to Hong Kong after your studies? (Circle as many as required)

- (1) LOOK FOR A JOB
- (2) CONTINUE WITH MY STUDIES IN HONG KONG
- (3) CONTINUE WITH MY STUDIES ELSEWHERE
- (4) GET MARRIED
- (5) TRY TO IMMIGRATE TO CANADA
- (6) TRY TO IMMIGRATE TO A COUNTRY OTHER THAN CANADA
- (7) OTHER: _____

90. Overall, are you satisfied with university life at the U of C?

- (1) VERY SATISFIED
- (2) QUITE SATISFIED
- (3) NOT TOO SATISFIED
- (4) VERY DISSATISFIED

91. Do you feel any obligation to return to your country to work after your studies?

- (1) DEFINITELY YES
- (2) YES
- (3) NO
- (4) DEFINITELY NO

92. If China repossesses Hong Kong in 1997, would you?

- (1) DEFINITELY STAY IN HONG KONG
- (2) PROBABLY STAY IN HONG KONG
- (3) IMMIGRATE TO ANOTHER COUNTRY IF NOT ALREADY DONE SO
- (4) OTHER: _____

93. If China maintains the same conditions in Hong Kong in 1997 as the present, would you?

- (1) LIKE TO LIVE IN HONG KONG
- (2) LIKE TO LIVE IN CHINA
- (3) IMMIGRATE TO CANADA IF NOT ALREADY DONE SO
- (4) IMMIGRATE TO ANOTHER COUNTRY OTHER THAN CANADA IF NOT ALREADY DONE SO
- (5) OTHER: _____

94. If financial conditions, work conditions, etc. were the same in Hong Kong as in Canada, where would you like to live?

- (1) HONG KONG
- (2) CANADA
- (3) UNDECIDED

95. Do you think you will have problems adjusting to the way of life in Hong Kong when and if you were to go back?

- (1) DEFINITELY YES
- (2) YES
- (3) NO
- (4) DEFINITELY NO

96. Do you think that Canadian-trained Hong Kong people are needed in Hong Kong?

- (1) DEFINITELY YES
- (2) YES
- (3) NO
- (4) DEFINITELY NO

97. If you decide to stay in Canada, are you staying because Canada is a very desirable place to stay?

- (1) DEFINITELY YES
- (2) YES
- (3) NO
- (4) DEFINITELY NO

98. If you decide to stay in Canada, are you staying because Hong Kong is a very undesirable place to stay?

- (1) DEFINITELY YES
- (2) YES
- (3) NO
- (4) DEFINITELY NO

99. Are there any other comments or anything else that you would like to tell me? Please feel free to write them down in the space below or on a piece of paper. Thank you.

APPENDIX 2
STUDENTS' COMMENTS

At the end of the questionnaire students were asked to comment or add their opinions:

Are there any other comments or anything else that you would like to tell me? Please feel free to write them down in the space below or on a piece of paper. Thank you.

- 03 I wish you the best of luck - I'm glad to see that there are more and more Chinese students enrolled in Grad School. Maybe you should summarize the results after computational work and send a copy of which to the Chinese Students' Association here so that we could know how others react to your questionnaire.
- 06 I would like to wish you good luck in this research, and I would suggest that your research conclusion be made available to the Chinese community here in Calgary, e.g. through the newspaper and/or C.C.C.B. (Chinese TV program).

08 Duplicated English test, i.e. TOEFL and Effective Writing Test, is unfair for students whose mother tongue is not English. Either one is more than enough. I don't believe those tests really mean that if one passes the test that he has a good standard of English. Anyway, language is just a way to communicate. If one can communicate, it doesn't matter what way he uses (e.g. I didn't take a TOEFL test and I have a high GPA).

More help should be devoted to freshmen from foreign countries.

09 This is a generally well formed research questionnaire. Good luck!

10 I really hate my university life, I find the studies are very difficult. I have to study twice as much in order to get just a 2.0 overall GPA. I only have two more years, then I'll be a graduate (if I don't fail any courses). When I graduate, I will return to Hong Kong immediately. First I will get married, then find a job. Finding a job is not a problem for me at this point, but getting a degree is a real problem. But I can only hope that two years later I will get my B.Ed. degree and do what I like in Hong Kong. I really miss Hong Kong a lot since all my relatives are there and my

boyfriend is in Hong Kong too. What is frustrating for me now is that I have to delay my marriage for two years, just to complete my studies and I must receive my B.Ed. degree first.

- 11 The questions are not too applicable to part-time students.
- 17 Being a visa student like myself, I have to live and study under certain constraints, i.e. sometimes I don't find myself free to do something. In addition, I was frightened and burdened by the unforeseeable increases of tuition fees, living expenses, etc. So if you can improve in any way I would be glad to see them.
- 28 The first two years in Canada are the most difficult period, because there are lots of adjustments. Even though we have studied English in Hong Kong we still don't have the confidence to speak English when we first come over. It is a different education system in Hong Kong: we never have to write any papers in secondary school, or the teacher usually provides all the class notes (handout or on blackboard). I really had a hard time writing my first paper when I was in Grade 12.

- 30 Appreciate your effort of studying this matter. If you can expand it to 'all foreign students', this study will be more appropriate.
- 39 I attend the University of Calgary because I cannot find a job since I moved here.
- 44 It is desirable to see the results of our efforts if we fill out these questionnaires.
- 47 Foreign students always study under pressure (both financial and social). This can be considered as good training compared to local students. Good luck!
- 53 I strongly disagree with the university regulation that a Canadian citizen can be exempt from the TOEFL requirement. It is both unfair to the landed immigrant and contradicts the function of the TOEFL requirement. A landed immigrant with residence of more than 2 years, but having 10 marks below the required TOEFL score is not acceptable to the university while a citizen with only 3 years of Canadian residency who knows little about English can be successfully admitted to the university.

In order to be fair, the TOEFL requirement should be applicable to all citizens whose mother tongue is not English (like the University of Alberta); or the TOEFL requirement for a landed immigrant be lowered; or for a landed immigrant, the required TOEFL score should be obtained within their first year of study since the time taken from the application to write the TOEFL test up to obtaining the result may take as long as 4 months. Because of that long waiting period, the applicant may miss a whole year of study in the university as some of the faculties take applications only once a year.

62 For people who returned to Hong Kong after graduation from one of the Canadian universities four to five years ago, some of them re-entered Canada with an immigrant status around 1 or $1\frac{1}{2}$ years ago. Most of them (I am one of this group) cannot find a job in their own field, and are forced to go back to study (either in post-graduate or under-graduate programs). This is a total disgrace for not having sufficient job opportunities.

63 I came with a student visa and then changed to immigrant visa after $2\frac{1}{2}$ years. I didn't like the change but I have no choice since all my family are immigrants here. I didn't like to stay in Canada but I have to because of family responsibilities.

65 I would be glad to tell you that I am tired of studying and will be glad when April 1985 arrives, so I can graduate (finally). I was planning to take a 3-month vacation in Hong Kong during the spring and summer of 1984. Well, I can't do that now; because my advisor says there are two education courses that I must complete either in the spring and summer of 1984 or spring and summer of 1985 which will delay my graduation. I am very depressed now because my plan and my wonderful holiday is turned into fragments and I have to stay in this boring place even during the holidays! I think I will be a very happy person once I graduate. I'm taking five courses and I am definitely having a tough time!!

66 It is a very good questionnaire: I have known quite a few foreign students who need as much help as they can get. That is to say they are a big group of people that the education authority must show more concern. Also, I hope this can be done soon enough.