

A SURVEY OF THE KNOWLEDGE AND ATTITUDES
REGARDING CANADA OF GRADE SEVEN AND
GRADE TWELVE STUDENTS IN
SOUTH-WESTERN NEWFOUNDLAND

CENTRE FOR NEWFOUNDLAND STUDIES

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ROBERT WAYNE TUCKER



A SURVEY OF THE KNOWLEDGE AND ATTITUDES REGARDING
CANADA OF GRADE SEVEN AND GRADE TWELVE
STUDENTS IN SOUTH-WESTERN
NEWFOUNDLAND

by



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A Thesis submitted in partial fulfillment of the
requirements for the degree of
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ABSTRACT

The purposes of this study were; to measure and compare the knowledge level and attitudes regarding Canada of grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district living in communities from Cape Ray to Grand Bruit; to compare the knowledge level and attitudes regarding Canada of the grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district with those of other grade seven and grade twelve Canadian students; to compare the knowledge level and attitudes regarding Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who had completed only the four required core social studies courses at the high school level and that of those grade twelve students within the same school district who had completed more than the core social studies courses; and to compare the knowledge level on Economic Issues related to Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who had completed Canadian Economy 2103 and that of those grade twelve students within the same school district who did not complete this course.

The population for this study consisted of 358 students within the Port-aux-Basques Integrated School Board district, of whom 226 students were grade seven students and 132 students were grade twelve students. The

other Canadian students referred to in this study consisted of grade seven students who were surveyed by Kirkwood and Nediger (1982), and grade twelve students who were surveyed by Kirkwood, Anderson and Khan (1984).

The instrument used in this study was developed by Kirkwood and Nediger (1982). The instrument consisted of two sections. The first section contained statements which attempted to elicit students' opinions and attitudes about issues related to Canada. This part contained 40 Likert-type items. The second section consisted of 60 items which purported to evaluate the level of knowledge about Canada. The 60 items were divided into four subscales - the Canadian Environment, the Canadian Political System, the Canadian Economic System, and Specific Canadian Issues and Concerns.

The analysis included item evaluation, descriptive statistics, t-tests and f-tests.

The results indicated that the grade twelve students under study scored higher on the Knowledge Scale than did the grade seven students under study. The students under study scored lower than the other Canadian students on the Knowledge Scale. In terms of the affective scales, both the grade seven and grade twelve students under study displayed positive attitudes towards issues related to Canada. While there was no significant difference between the two grades on the Identity Scale, the grade twelve students were more positive to the issues on the Special

Issues Scale. In relation to the attitudes of other Canadian students, the attitudes of the students under study were more positive generally. There was no significant difference in the knowledge level and attitudes of the grade twelve students who had completed only the four required core social studies courses and that of those grade twelve students who had completed more than the required core social studies courses. Finally, there was no significant difference in the knowledge level and attitudes of the grade twelve students who had completed Canadian Economy 2103 and that of those grade twelve students who had not completed this course.

Implications for future research studies are discussed.

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CHAPTER I

INTRODUCTION

The Problem

The survival of society is very much dependent on effective citizenship. The endurance of a society rests on how well its citizens maintain and enhance the ideals and aspirations held by that society. To be effective, citizens need to possess a sound knowledge of these ideals and aspirations, possess healthy attitudes towards these ideals and aspirations and possess the ability to make decisions which help maintain and/or enhance them. Peters (1930) states that "the effective citizen must feel his personal responsibility for government; must have a functioning interest in civic affairs" (pp. 2-3). Niemeyer (1957) argues that "effective citizenship depends on a combination in the individual of certain attitudes and certain skills, understandings and knowledge" (p. 217). Parker and Jarolimek (1984) state:

Numerous attempts have been made to identify those qualities that characterize the 'good' citizen...almost without exception these compilations refer to the effective citizen as one who is informed, who has certain skills and attributes, who is committed to particular attitudes and values, and who participates in sociopolitical activities. (p. 6)

In defining citizenship, Remy (1984) outlines the following characteristics of citizenship which others have stressed as being important.

- citizenship is exercised in relation to governing or managing a group.
- citizenship is exercised by young and old alike and involves a wide range of decisions, judgments and actions which include more than such adult activities as voting, paying taxes and obeying laws.
- citizenship is exercised in relation to many types of groups, including but not limited to cities, states and nation.
- citizenship involves participation in group life, but the relationship of participation to citizenship is complex. For example, there is not necessarily a direct relationship between 'good' citizenship and political participation.
- citizenship behaviour in large groups, such as nations, is linked to issues of group governance through aggregative processes. For example, the supply of energy for a nation is not a direct result of decisions made by one citizen. The availability and price of energy, are rather, cumulative consequences of aggregating the energy-related decisions and actions of millions of citizens.
- citizenship is increasingly exercised in an international or global context. (pp. 61-62)

The task of helping individuals to become effective citizens, that is those who are informed and possess skills necessary for effective citizenship, and are committed to particular attitudes and values (Parker and Jarolimek, 1984, p. 6) is complex. This cannot be done

with any single program of studies or in any single institution. Nevertheless, there are those who suggest that schools, through the social studies, must bear a major part of that responsibility.

With regard to the role that the school plays in enhancing effective citizenship qualities, Cope (1920) states:

The state must maintain the school because the school maintains the state. Here schools exist to train the young in the art of social living. It is their function so to develop in growing persons their social powers and values so that they will organize an ideal society. (p. 3)

Kilpatrick (1940) argues:

The work of the school to this end is, I think, clearly defined: namely, to build before adulthood useful ideals, habits of democratic study and action, and actual social intelligence. To accomplish these ends the school will work along two main lines: first, that of socially useful activities, preferably cooperative community activities, and secondly the live social issues, many of which will be controversial in character. (p. 38)

Branom (1942) states:

Many problems confront teachers in our schools, but the most important problem is to furnish those activities and experiences which pupils need in the preparation for good citizenship. Our schools must prepare children to be good citizens not only at the present time but also in the future.

Dimond (1953) states:

The development of good citizens is the most important function of the nation's schools... schools are and must continue to be society's great instrument for the training of youth in the activities of the good citizen. (p. 1)

4

Jarolimek and Walsh (1965) state:

The entire school curriculum is designed to help pupils become good citizens of their community, state, and nation. The school is the formal agency created by society to transmit portions of the cultural heritage and in a sense to groom young members for life in that society.... (p. 361)

Kirkwood and Nediger (1982) write:

Schools are established and supported by society to prepare young children for adult roles and responsibilities.... The children undergo learning experiences based upon varied curriculum materials to acquire knowledge, attitudes and behaviours which are necessary for such roles and responsibilities. The political philosophy, ideology and aspirations of the society are reflected in the goals and aims of education and schools are charged with the responsibility for achieving them.... (p. 1)

Shaver (1985) comments:

Should the school play a role in the perpetuation of the society through helping instill commitment to its basic principles? The answer seems clear. As Dewey (1909, p. 7) stated, "The school is fundamentally an institution erected by society" to maintain its life and advance its welfare. Surely to meet its obligations to society, the school must perpetuate commitment to basic societal values. (p. 194)

And Hartoonian and Laughlin (1986) state:

Improvement of civilization incorporates the thoughtful consideration of change, an understanding of the workings of society and the courage to act upon reasoned convictions. The schools have a major responsibility in the development of civilization by providing new generations with knowledge, skills, attitudes and perspectives that permit freedom, continual criticism and improvement. (p. 502)

With respect to the social studies, which are those subjects dealing with human relationships whose content

may be taken from the social sciences but not restricted to them (Skeel, 1974, p. 13; Van Manen and Parsons, 1982, p. 2; National Council for the Social Studies, 1984, p. 251), there is agreement that this area does indeed have a role to play in preparing individuals to become effective citizens. In 1899 the American Historical Association's Committee of Seven stressed citizenship education as social studies' most important goal (Bolster, 1962, pp. 39-46). In 1916 the Commission for the Reorganization of the Social Studies was supportive of citizenship education through the social studies curriculum (Bureau of Education, Bulletin, No. 28, 1916). Beard (1934) states:

The fundamental purpose of the social studies was the creation of rich, many-sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their mission in a changing society which is part of a world complex. (pp. 96-97)

Wilson (1939) states:

Social-studies instruction should be focused on the goal of developing "good citizens" activated by a personal interest in the common welfare, skilled in social cooperation and enlightened by insights into the nature and direction of the social process.... (p. 168)

Branom (1942) states:

The social studies play a very important part in the transmission of our cultural heritage and in preparing pupils to meet unflinchingly the issues in this changing world. (p. 8)

Preston (1957) states:

Social studies, by widening knowledge and understandings, accomplish a host of other tasks. Through the social studies we have perhaps a better chance than through any other

curriculum area to assist children in the development of loyalty, courage and a will to act in the preservation of the prized values of our culture. (p. 5)

Jarolimek and Walsh (1965) write:

In order to achieve its purpose in something of an efficient manner the school separates learnings into broad categories such as the language arts, arithmetic, fine arts and the social studies. The social studies are associated with socio-civic learnings which relate directly to citizenship. Thus while the total school program contributes to improved citizenship, the social studies by nature of their content are expected to carry the major portion of the formal instruction related to it. (p. 361)

Benjamin (1975) states:

...The social studies are a vital part of the education necessary for the young. Through them the young can gain the knowledge and skills necessary to understand and appreciate our own society as well as that in other places and times. Through the social studies they can gain a feel of the real hope of democracy and their own relationship with that of others.

And Parker and Jarolimek (1984) argue:

...The importance of the social studies curriculum in the preparation of democratic citizens does not lie in the naive claim that without it no citizenship education would occur. Rather, it lies in the understanding that the social studies curriculum is that part of the school curriculum where direct citizenship education occurs. The absence of social studies from the curriculum would mean that what is virtually the only structured source of direct citizenship education would be missing.... (p. 28)

It can be argued, then, that schools, through the social studies, have a role to play in enabling individuals to become effective citizens. In order to achieve that mandate guidelines need to be developed and

implemented so that appropriate program decisions can be made at both the provincial and district level. However, this study did not attempt to determine the effectiveness of guidelines for social studies programs in enabling students to become effective citizens. This study dealt with the degree to which students have acquired the knowledge and attitudes which authors, cited previously, have identified as being appropriate to the development of a sense of national identity, a sensitivity for cultural and linguistic diversities, a sense of pride in being Canadian, a sense of respect for Canadian symbols and institutions, and an overall sense of national unity and purpose.

Purpose of the Study

Students living in communities from Cape Ray to Grand Bruit on the South-west coast of Newfoundland in schools within the Port-aux-Basques Integrated School Board district are part of a larger Canadian society. The communities in which these students live are typically rural communities, having small populations and geographically located far from the larger urban centers. Communities such as Petites, LaPoile and Grand Bruit are isolated. The economic base of these communities is mainly dependent on the fishery. These communities receive radio and television reception, a weekly and,

although in most cases a day later, daily newspapers from outside the region.

The social studies programs for students living in communities from Cape Ray to Grand Bruit are prescribed by the Department of Education for the province of Newfoundland for all students living in Newfoundland. In recent years, these social studies programs have undergone major changes. These major changes include the creation of a master guide for social studies, which outlines the goals and content for social studies from kindergarten to grade twelve, and the implementation of new texts and courses. Two major goals for social studies as outlined in the Master Guide for Social Studies K-XII are:

1. Person-centered. The social studies should help learners find meaning in the life situations and human relationships, as they develop in ways of knowing, thinking, feeling, valuing and intelligent behaviour.
2. Citizen-centered. The social studies should help the learner understand the society in which he or she lives, develop self-actualization and effective citizenship, and apply this knowledge in daily living. (p. 12)

As well as stating the major goals for social studies, The Master Guide for Social Studies K-XII further specifies these goals with a series of statements referred to as "major understandings". Some of the major understandings to be developed through the social studies include:

The basic needs of people are the same everywhere.

Geographic conditions directly affect people's way of life.

Individuals differ from one another in personal values, attitudes, personalities, and roles, but as members of a group they share certain common values and characteristics.

The basic substance of a society is rooted in its values. Assessing the nature of values is the most important and persistent problem facing human beings.

Modern societies owe much to cultures of other times and places.

People's comprehension of the present and their wisdom in planning for the future depend upon their understanding of the events of the past that influence the present.

The basic economic problem faced by every society is how to best use its limited resources to satisfy its needs and wants.

Conservation and prudent use of nature's resources is necessary for the well being of people and society.

Government and rule of law have an essential role in human affairs.

Canadian citizenship involves both rights and responsibilities.

The purpose of this study, while limited in scope, was to measure and compare the knowledge level and attitudes regarding Canada of grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district living in communities from Cape Ray to Grand Bruit; to compare the knowledge level and attitudes regarding Canada of grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district and that of other grade seven and grade twelve

Canadian students; to compare the knowledge level and attitudes regarding Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who completed ~~only~~ the four required core social studies courses and that of those grade twelve students within the same school board who complete more than the required core social studies courses; and to compare the knowledge level regarding Economic Issues related to Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who had completed Canadian Economy 2103 and that of those grade twelve students within the same school board who had not completed Canadian Economy 2103. Specifically, this study addressed the following questions:

1. Are there differences in the knowledge level regarding Canada of the grade seven and grade twelve students under study?
2. Are there differences in the attitudes regarding Canada held by the grade seven and grade twelve students under study?
3. Are there differences in the knowledge level regarding Canada of the students under study and that of other Canadian students?
4. Are there differences in the attitudes regarding Canada held by the students under study and those held by other Canadian students?

5. Are there differences in the knowledge level and attitudes regarding Canada of the grade twelve students who complete only the four required core social studies courses and that of the grade twelve students who complete more than the required core social studies courses?
6. Are there differences in the knowledge level regarding Economic Issues related to Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who did not complete Canadian Economy 2103?

Null Hypotheses

With regard to the questions to be addressed it was hypothesized that:

1. There will be no difference in the knowledge level regarding Canada of the grade seven and grade twelve students under study.
2. There will be no difference in the attitudes regarding Canada held by the grade seven and grade twelve students under study.
3. There will be no difference in the knowledge level regarding Canada of the students under study and that of other Canadian students.

4. There will be no difference in the attitudes regarding Canada held by the students under study and those held by other Canadian students.
5. There will be no difference in the knowledge level and attitudes regarding Canada of the grade twelve students who complete only the four required core social studies courses and that of the grade twelve students who complete more than the required core social studies courses.
6. There will be no difference in the knowledge level regarding Economic Issues related to Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who did not complete Canadian Economy 2103.

Rationale for Study

There are a number of reasons to support the need for this study. First, no attempt has been made to determine the degree to which students in Newfoundland compare with other Canadian students in their knowledge level and attitudes regarding Canada. The students living in Newfoundland are set apart from other Canadian students by their geographic location and, at the time of the study, were set apart by their school curriculum. However, certain texts used by these students are available in

other places. Students in Newfoundland, though, have access to the same type of media services as those of other Canadian students.

Secondly, since the late sixties a number of studies have been conducted concerning citizenship/social studies education in Canada and this study would further extend the work in this area. Hodgetts (1968) reported that the teaching of Canadian studies was based on questionable sources of information and could result in undesirable attitudes and misguided beliefs about Canada and that students in Canada held a poor knowledge level about Canada. Conley (1975) and Hurtig (1975) both suggested that students do not know much about Canada. Kirkwood and Nediger (1982) and Kirkwood, Anderson and Khan (1984) were more positive and reported that Canadian students do indeed possess both a basic knowledge level of Canada and positive attitudes towards issues and problems affecting all Canadians. This study, using the sample population described earlier, will add to the knowledge already accumulated.

Thirdly, no attempt has previously been made to determine the attitudes and knowledge levels that Newfoundland students hold regarding Canada. This study will establish knowledge-attitudinal patterns which will serve as a baseline against which replicative studies may be done.

Limitations of the Study

This study has one major limitation. When the Kirkwood and Nediger (1982) study was conducted a number of the issues referred to in that study were either very prominent or not too far out of the eye of the news media. Such items included the Canadian Constitution, Canada Day Celebrations, offshore resources, Petrocan, Telidon, the role of former Prime Minister Pierre Trudeau. With the passage of time, these issues to which students under study responded were not as relevant in 1986 as they were in 1982. Issues not included in this study but were relevant in 1986 included, free trade talks, various first ministers conferences, and the value of the Canadian dollar. Another limitation is the well documented problems associated with questionnaires.

Delimitations of the Study

This study has the following delimitations:

1. Only knowledge and attitudes about Canada were solicited. No attempt was made to determine the level of skills of students under study and the reasons for their responses.
2. Only the grade seven and grade twelve students living in communities on the South-west coast of Newfoundland were surveyed.

Outline of the Study

In this chapter the Problem, Purpose of the Study, Null Hypotheses, Rationale for the Study, Limitations of the Study and Delimitations of the Study have been discussed. A Review of the Literature is presented in Chapter II. The Design and Methodology is discussed in Chapter III. The Analysis of the Data is contained in Chapter IV. The Summary, Conclusions and Recommendations for Further Study are discussed in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

Social studies has been included in the school curriculum for generations (Hertzberg, 1981). Various writers and groups have addressed the rationale for the inclusion of the social studies in the school curriculum. The Commission for the Reorganization of the Social Studies' (1916) suggested that the purpose of social studies was to cultivate good citizenship. Samford and Cottle (1952) state:

...It has been the accepted purpose of education to prepare youth for effective living. The social studies, dealing exclusively with man's problems, become essential in any program of education which aims to preserve known values and to achieve new heights of social relationships. (p. 68)

Fraser and West (1961) state:

Social studies is recognized as one of the major curriculum areas in both elementary and secondary schools. With its central purpose of developing citizenship, social studies has become a part of the general education to be provided for every student. (p. 14)

Fraser and McCutchen (1965) emphasize that:

The goals of social studies emphasize the application of rational thinking to the consideration of societal problems and the grasp by pupils of the knowledge and skills that are basic to rational thought. But the ultimate and broadest goal of education in the social studies is the development of desirable socio-civic and personal behaviour. No society will prosper unless its members behave in ways which further its development. (p. 3)

Jarolimek (1977) states:

The children the elementary teacher sees are a part of the human family that will share in the custody of this planet for the next six to eight decades. These children - not all but most of them - are more fortunate than the bulk of humanity. They have the advantages of material well-being, good medical attention, long life expectancy and many opportunities for self-realization. They are a part of that minority of the human population surrounding the North Atlantic that has developed a high standard of living. The difference between their way of life and that of the rest of the world is vast and is central to some of the most severe human problems and conflicts these youngsters will encounter in their lifetimes. The social studies curriculum is an important part of the education they will need in order to understand the world in which they live and to enable them to lead productive, happy lives in it. (p. 4)

Gross et al. (1978) write:

The social studies should provide a fundamental core of learnings for all children and youth throughout their years of elementary and secondary schooling. Indeed, the social studies are central in the proper general education of our young people, focusing as it does on human kind, on our institutions, and our relationships with nature and with one another. (p. 3)

Gross et al. (1978) further add:

...If we consider the three traditional roles of education that have been common to the foundation of public schools - literacy, moral and character formation, and citizenship - the social studies make prime contributions toward each goal and are central in two. The social studies are basic in social education, in preparing functioning citizens with requisite knowledge, skills and attitudes that enable each to grow personally in living well with others and in contributing to the ongoing culture. (p. 3)

The National Council for the Social Studies (1979) suggests the following:

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end are concerns shared with other disciplines. The other institutions of society also share with the schools a powerful influence upon the civic education of the young. Social studies education provides the only structured school or community focus for the preparation of citizens. (p. 262)

Servey (1981) states:

Social studies may be defined as a curriculum vehicle for informing children about their cultural and national heritage, guiding them in developing social - science concepts, or in providing them with realistic opportunities to exercise basic skills... Social studies has a definite place in the elementary - school curriculum to facilitate the school's role in participating in the social studies function: that is, the practices our society follows to train children to become contributing members and to induct them into full-fledged membership. (p. 15)

And Parker and Jarolimek (1984) state:

...The absence of social studies from the curriculum would mean that what is virtually the only structured source of direct citizenship education would be missing. For the younger students, this would remove a direct program of citizenship education just when the foundation of the citizenship identity is being crystallized. For older students, this would move a direct program of citizenship education just when partisan affiliations are being examined and general civic knowledge acquired - just when they could profit most from instruction about and direct participation in, democratic processes. The cultivation of the special kind of citizen who is willing and able to meet the twin challenge of sustaining a democracy and fulfilling its vision is a process that should not be left to chance. The successful management of this process is, in our society, the critical role of the social studies curriculum. (pp. 28-29)

The overriding consensus, then, in support of the inclusion of the social studies in the school curriculum is that it provides students with the opportunity to become effective citizens and that failure to achieve this goal may have disastrous results for individuals and society.

Research Studies

A number of research studies have been conducted in order to access the impact of the social studies. Hess and Easton (1962) investigated the impact of high school courses upon student attitudes and behaviour relative to their political orientation. Sampling 2,000 students in two secondary schools, Hess and Easton found little change in the political orientation of youth during their high school years. Rather, student attitudes regarding a wide range of political matters (i.e., interest in civic and political affairs and perception of the functions of government) tended to remain relatively stable. From their research, Hess and Easton (1962) concluded that the processes of political socialization had been underway for some time and that the high school tended to reinforce or conserve already existing student attitudes regarding their system of government.

Hess and Torney (1967) conducted a study involving 10,165 students from grades two through eight. This study

involved questions dealing with school curriculum practices; student loyalty to the country; orientation toward government figures and institutions; attitudes toward citizen's duties; and perception of citizens' rights and powers. From their study, Hess and Torney concluded that the elementary school was the most influential political socialization agent for grade school youth. They also noted that compliance with rules and authority was the major focus of civics education in elementary schools.

Hess (1968) based on research with Torney, stated that "children...seem to be learning an incomplete, simplistic, and cognitively fragmented view of the political process" (pp. 433-467). He stressed that "this situation was likely to persist as long as the schools stressed the need for compliance and consensus at the expense of social realities, controversy, and lively discussion with free expression of all viewpoints" (Pp. 433-467).

Langton and Jennings (1968), in trying to determine the effectiveness of civics courses, conducted a survey among 1669 grade twelve high school seniors distributed among 97 secondary American schools (public, and non-public). The survey questionnaire centered on political knowledge and sophistication, political interest, spectator politicization, political discourse, political efficacy, political cynicism, civic tolerance and

participative orientation. Student scores on these dimensions of the questionnaire were compared with the number of high school government or civics courses taken by students. Concerning their study, Langton and Jennings (1968) stated the following:

To summarize, there is a lack of evidence that the civics curriculum has a significant effect on the political orientations of the great majority of American high school students. Moreover, those who are college bound already have different political orientation than those who do not plan to attend college. These two conclusions suggest that an important part of the difference in political orientations between those from different levels of education, which is frequently cited in the literature and is usually explicitly or implicitly ascribed to the "education process", may actually represent a serious confounding of the effect of education with that political socialization. Although the overall findings are unambiguous, there is reason to believe that under special conditions exposure to government and politics courses does have an impact at the secondary school level... In the main, however, one is hard pressed to find evidence of any immediate course impact on the bulk of students.... (pp. 866-867)

Between the years 1969 and 1982, the National Assessment of Educational Progress conducted three assessments specifically dealing with issues in citizenship and social studies. Students surveyed consisted of 9-, 13-, and 17-year olds across the United States. The surveys measured political knowledge and attitudes categorized in five major content areas: (1) constitutional rights, (2) respect for others, (3) structure and function of government, (4) political process, and (5) international affairs. The results indicate that between the first assessment (1969) and the

second assessment (1976) overall declines were found for all three age groups. Between the second assessment and the third assessment (1982) students improved their performance on citizenship/social studies items measuring political knowledge and attitudes. Results for the various population groups indicate that improvements tended to be greater for lower achieving and disadvantaged students than for groups typically considered more advantaged. When results were analyzed according to different areas of political knowledge and attitudes, gains were most apparent on categories dealing with knowledge about government and political process. Categories concerned largely with attitudes typically showed little change over the six-year period.

Hodgetts (1968) tried to determine the influence of civic education on Canadian students - that is the influence of formal instruction in developing the feelings and attitudes of young Canadians toward their country and its problems and the knowledge on which those attitudes were based. For data, Hodgetts used a variety of techniques; including: an opinion survey which was administered in French and English to 10,000 students across Canada, mainly at the grade twelve level; open-ended essays which were written by more than 1,000 students from five provinces (Quebec, Ontario, Saskatchewan, Alberta, and British Columbia); structured interviews, which were conducted with over 500 teachers

across Canada; a student-teacher questionnaire, which was administered in French or English to both regular and summer school students in 14 faculties of education; a preliminary interview, which was administered to about 200 persons directly concerned with one aspect of Canadian studies; direct classroom observations in which 850 teachers in 247 schools, in 20 cities across Canada participated; Department of Education Publications, literature concerned with the scope and sequence of all history courses in the ten provinces, the prescribed or authorized textbooks, materials related to methods of instruction, aims and content of all Canadian studies courses and copies of previously set examinations in these subjects; and current literature, that is newly published books and articles directly related to the field of inquiry. As a result of findings, Hodgetts (1968) condemned almost all aspects of civic education in Canada. Condemnation was levied at provincial curricula, teaching practices, learning materials and teacher training institutes. Hodgetts (1968) concluded:

...the legitimate national interests of this country are not being served by our present Canadian studies programs and that the need for radical reforms is urgent... Not only are the schools failing to serve the interests of the wider society, but the reasonable expectations of the individual student while he is in school - as distinct from the role he may play as a citizen after graduation - are not being fulfilled either. (pp: 15-16)

Other studies which condemn the lack of student knowledge about their heritage and the working of the

Canadian government were done by Conely (1973) and Hurtig (1975). Conely (1973) surveyed students in grades four through eight. Hurtig (1975) conducted a national "Canadian Awareness Survey" of students in their last year of high school. These studies concluded that most Canadian students know very little about their heritage and the workings of the Canadian government. Hurtig described the results of the study as "absolutely appalling".

The Canadian Awareness Project (1981) was conducted by the Alberta government to determine the knowledge level of Albertan students about Canadian History, Geography and Citizenship. The survey was conducted among 3,557 grade six students, 3,529 grade nine students and 3,838 grade twelve students. This survey included multiple choice items, matching items, completion and written response items. The general conclusions reached as a result of the Canadian Awareness Project (1981) were:

1. The Committee is heartened to note that there is a minority of students whose level of awareness is admirable. Other young citizens should be encouraged to aspire to that level of awareness.
2. The Committee concludes that more young citizens should have a higher level of Canadian awareness than was demonstrated in this project.
3. The Committee expected indications of more growth from grade to grade on common test items.

4. The written response items were not as effectively answered as the committee expected. (p. 228)

The results of the Canadian Awareness Project (1982) were not encouraging and because of these discouraging results the Committee recommended that consideration be given to replacing the Social Studies Curriculum in Alberta in order to give due emphasis to Canadian History, Geography and Citizenship (Canadian Awareness Project, 1981, p. 229).

Kirkwood and Nediger (1982) surveyed 4,403 grade seven and 6,418 grade ten students in order to determine the level of general knowledge and attitudes towards Canadian issues. Both English-speaking and French-speaking students participated in the survey. For this survey a total of 121 randomly selected schools participated. The survey consisted of two sections. In the first section 40 Likert-type items were used to attempt to elicit opinions and feelings about issues related to Canada. The second section consisted of 60 items which purported to evaluate the level of student knowledge about Canada related to the environment, political system, economic system and specific issues and concerns. Concerning the survey, Kirkwood and Nediger state:

...It has been more than a decade since Hodgetts (1968) completed his seminal work. The results of the current study must be viewed in contrast to his feelings. Hodgetts, as indicated earlier, lamented the poor and inadequate knowledge of Canadian children about their own

country, culture and heritage. This project revealed that there has been some change in that students included in this survey do indeed possess a basic level of knowledge about Canada and do possess positive attitudes.... (p. 36)

Kirkwood, Anderson and Khan (1984) replicated the Kirkwood and Nediger (1982) survey using 3,230 grade twelve students from a selection of public school boards in Canada. Both English-speaking and French-speaking students were surveyed. The results, according to the authors, were positive. The authors state:

...Judging from the responses on the various scales in this survey, it is possible to make the general observation that students in grade twelve had positive attitudes and possessed a good basic level of knowledge about Canada. (p. 25)

Summary

Various writers have stated the importance of having social studies as part of the curriculum. Reasons for the inclusion of the social studies include; social studies help preserve values; social studies help students understand the world in which they live; and without social studies future adults may not receive the preparation necessary for effective citizenship.

Research has been conducted to determine the effectiveness of the social studies. Much of this research has concentrated on trying to determine the effectiveness of the social studies in enabling students to acquire the skills, knowledge and attitudes necessary

for effective citizenship. According to the research conducted, social studies enables lower achieving and disadvantaged students more so than the so-called advantaged students to gain positive attitudes and knowledge of the world around them; social studies, generally, have not had a great impact on a large majority of students; social studies courses at the high school level which deal with political issues or government may improve knowledge of issues or how government operates but do not influence attitudes towards government which are formulated before high school. In summary, then, what research indicates is that there may not be a need to offer social studies courses to all students; social studies courses dealing with political issues or government should be offered before high school if attitudes towards government are to be changed; and while some improvements have been made, more are needed if the social studies are to achieve the goals for which they have been designed.

CHAPTER III.

DESIGN AND METHODOLOGY

The manner in which this study was conducted is described in this chapter. Included is a description of the students under study, the instrument employed, the procedure and the methods employed to analyze the questions posed in chapter one.

Description of Population

This study involved 226 grade seven students and 132 grade twelve students from Cape Ray to Grand Bruit on the south-west coast of Newfoundland. The students at the grade seven level had all taken the same required social studies courses from kindergarten to grade seven. They had completed courses focusing on communities around the world, their province, their country and North America. Students in grade twelve had completed courses with the same themes as those taken by the grade seven students, but used different texts up to grade seven. The grade twelve students had completed World History and World Geography in grade eight and Canadian History and Geography of Canada in grade nine. However, beyond grade nine all students had completed a course in the Cultural Heritage of Newfoundland; a course dealing with Democracy; a course in either Canadian Law or Canadian Economy; and

One world studies course chosen from World History, World Geography or World Problems. Some of the grade twelve students under study have completed social studies courses in addition to those required to complete the compulsory core program.

The Instrument

For this study, permission was sought from the Canada Studies Foundation (see Appendix A) to employ the instrument used by Kirkwood and Nediger (1982). The instrument consisted of statements and questions related to Canada, such as national identity, cultural and linguistic diversity, pride in Canadian symbols and institutions, and national unity and purpose.

The items for the instrument were selected using the criteria of relevance, pervasiveness, and relative durability. Regarding the first criterion of relevance, the question was asked, was the item a problem or issue that has been a topic discussion and debate in national media and other public forms? The second criterion of pervasiveness was applied to determine whether an issue was national in scope and touched the lives of a significant majority of Canadians. The third criterion of relative durability was used to determine whether an issue was one of continuing concern or only temporary and

transitory in nature. If an issue was felt to be only temporary and transitory in nature it was not selected.

The instrument had two sections. The first section had 40 Likert-type statements pertaining to attitudes and opinions and concerns. Students were asked to indicate the extent they agreed or disagreed using a five-point scale. The scoring for this section was reversed for the negatively-worded statements in order to have a higher mean reflect more positive feelings. The second section of the instrument had 60 multiple choice items relating to knowledge in the areas of environment (physical, social, and cultural), political system, economic system, and special issues and concerns. A breakdown of the items by section and content is given in Table 1.

Table 1

**Summary of Items by Scales for Parts I
and II of the Questionnaire**

Attitude Scale	Item Number	Total
Opinions about Issues	1, 2, 4, 8, 12, 17, 18, 20, 26, 27, 28, 29, 30, 34, 37, 39, 40	17
Identity Issues	6, 7, 9, 10, 11, 14, 15, 19, 23, 24, 25, 31, 36	13
Special Issues	3, 5, 13, 16, 21, 22, 32, 33, 35, 38	10
Total		40

Knowledge Scale	Item Number	Total
The Canadian Environment	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 29, 34	14
The Canadian Political System	19, 23, 27, 28, 31, 35, 36, 38, 39, 45, 46, 47, 48, 49, 50, 51, 52, 55	18
The Canadian Economic System	8, 14, 15, 16, 17, 20, 21, 22, 24, 32, 33, 57, 58, 59	14
Specific Canadian Issues and Concerns	18, 25, 26, 30, 37, 40, 41, 42, 43, 44, 53, 54, 56, 60	14
Total		60

Survey Distribution and Collection of Data

The questionnaires were distributed to teachers who administered them to students during May 1986. Where schools were accessible by road, the questionnaires were delivered and collected by the researcher. Where schools were located in isolated communities, the questionnaires were distributed and returned via the Canadian Postal System. All those involved in administering the questionnaires were informed as to the purpose and method of administering them by telephone and/or personal contact with the researcher. In addition to the telephone call and/or personal contact with the researcher, a covering letter explaining the purpose of the study was sent to principals in each of the schools participating in the research (see Appendix B).

All those involved in administering the questionnaires were asked to carefully inform students as to the purpose of the questionnaire and instruct students to respond to the statements and the questions in the questionnaire diligently and honestly. Once instructions were given students were allowed to complete the questionnaire. Completion time for the questionnaire was approximately two hours.

Procedure for Analysis of Data

In the studies conducted by Kirkwood and Nediger (1982) and Kirkwood, Anderson and Khan (1984) the Hoyt Estimate of Reliability was utilized. However, for this study Cronbach's (1951) Coefficient Alpha Method was utilized. Hoyt's procedure produces exactly the same yields as Cronbach's (1951) Coefficient Alpha Method (Mehrens and Lehmann, 1984, p. 277), but Cronbach's method is the basic formula for determining the reliability on internal consistency and should be used (Nunnally, 1978, p. 230).

For this study the responses given on the questionnaire were tabulated and the data was used to examine each of the questions stated in Chapter I. The analysis performed included item evaluation, descriptive statistics, t-tests, and f-tests. Where t-tests and f-tests were performed, they were conducted to test the level of significance at the .05 level. Like the Kirkwood and Nediger (1982) study and the Kirkwood, Anderson and Khan (1984) study, since each statement of the Opinion Scale covered a distinct issue, analysis by Scale for the Opinion Scale is not reported. Only the response frequencies for each opinion statement are provided. For the Identity, Special Issues and Knowledge Scales, the means, standard deviations, reliability coefficients and other results are provided.

CHAPTER IV

ANALYSIS OF DATA

Question One

To answer question one; "Are there differences in the knowledge level regarding Canada of grade seven and grade twelve students under study?", the means scores achieved by the grade seven and grade twelve students under study on the Knowledge Scale were compared. A dependent t-test for means was performed on the set of means scores achieved on the Knowledge Scale by the grade seven and grade twelve students. Next the results achieved by the grade seven and grade twelve students under study on the subscales within the Knowledge Scale were compared.

In Table 2 the means, standard deviations, reliability coefficients, t-value and p-value are reported. The results indicate that the average grade seven student scored 20.8230 out of 60 on the Knowledge Scale and the average grade twelve student scored 34.5909 out of 60 on the Knowledge Scale.

Table 2

Means, Standard Deviations, Reliability Coefficients,
T-value and P-value for the Students Under
Study on the Knowledge Scale

Scale	Grade	N	X	S.D.	r	t	p
Knowledge	7	226	20.8230	5.42	.61	-19.09	0.00
Knowledge	12	132	34.5909	8.21	.83		

In Table 3 the means, standard deviations, and reliability coefficients achieved on the subscales within the Knowledge Scale by the students under study are reported. The grade twelve students scored higher on all four subscales within the Knowledge Scale.

A t-value of -19.09 indicated a significant difference existed in the means scores achieved on the Knowledge Scale by the students under study at the 0.00 level of significance. Therefore the null hypothesis; "there will be no difference in the knowledge level regarding Canada of the grade seven and grade twelve students under study", was rejected.

Question Two

To answer question two; "Are there differences in the attitudes regarding Canada held by the grade seven and grade twelve students under study?", the results achieved

Table 3

Means, Standard Deviations and Reliability Coefficients Achieved on the Four Knowledge Subscales by Students Under Study

Subscale	Grade Seven (N = 226)			Grade Twelve (N = 132)		
	X	S.D.	r	X	S.D.	r
Environmental Issues (14) ¹	5.5398	2.16666	0.4059	7.9621	2.7026	0.6432
Economic Issues (14)	5.0796	2.1588	0.3704	9.3561	2.552	0.5000
Special Issues (14)	4.3628	1.7280	0.1039	7.5530	2.3842	0.1039
Political Issues (18)	5.8407	2.0377	0.1962	9.7197	2.9893	0.6193

¹Number of items included in each subscale.

by the grade seven and grade twelve students under study on the Opinion Scale, Identity Scale and Special Issues Scale were analyzed separately. As each statement on the Opinion Scale covered a distinct issue, analysis by scale was not reported. The response frequencies for each statement are provided in another part of this section. For both the Identity Scale and the Special Issues Scale, analysis by scale and the response frequencies are reported. Dependent t-tests were performed in order to determine if there were significant means differences on the Identity Scale and the Special Issues Scale across the two grades.

Opinion Scale

The responses to the statements on the Opinion Scale for grade seven students under study are presented in Table 4 and the responses for grade twelve students are presented in Table 5. The results indicate that both the grade seven and grade twelve students responded positively to the majority of statements on the Opinion Scale. The grade twelve students, for the majority of the statements, however were more positive in their responses.

Several observations may be made concerning the responses made by both the grade seven and grade twelve students under study to statements on the Opinion Scale.

The statement on which the largest percentage of grade seven students (79.1%) and the largest percentage of

Table 4
Percentages for the Opinion Scale for Grade Seven
(N = 226)

Statement	SA	A	NS	D	SD	NR ¹
1. The provinces should have control over offshore resources.	27.9	35	24.8	8.8	1.8	1.7
2. Foreigners should not be able to own large amounts of money in Canada.	13.3	27.4	25.7	23.5	9.3	.8
3. Helping other countries is a waste of Canadian money.	7.1	10.2	15	31	34.5	2.2
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	9.3	25.7	49.1	11.9	3.5	.5
5. The right of Canadian workers to strike should be taken away.	6.2	11.1	29.6	23.9	27.4	1.8
6. The monarchy should be abolished.	4.4	9.7	60.6	16.8	4.9	3.5
7. Political leaders do not care what people like me want...	20.8	27.9	25.2	15.0	9.7	1.4
8. Governments should direct more money to our educational systems.	45.1	31.0	10.6	8.0	4.9	.4
9. Canada should not yield to American pressures on the issues of energy.	8.4	21.2	55.8	10.2	3.1	1.3
10. Canada should gain complete ownership of the oil industry.	11.9	22.6	44.2	14.6	5.3	1.4
11. Canadians should have more control of companies operating in Canada.	19.0	40.3	23.9	14.6	2.2	0.0
12. The metric system of weights and measures is the best system.	11.5	23.9	42.0	16.8	4.4	1.4
13. Labour unions are very necessary to protect the average worker.	12.4	33.6	39.4	9.7	3.1	1.8
14. My province comes first, then the rest of my country.	21.2	27.4	23.5	17.3	9.7	.9
15. Canada has an important role in the world as a peace keeper.	26.5	32.3	31.9	5.3	3.5	.5
16. The Canadian system of justice is fair.	16.8	25.7	43.4	10.2	3.1	.8
17. Industries should not be allowed to dump their waste products in Canadian rivers.	70.8	8.4	3.1	1.3	16.4	0.0

¹stands for percentage of students who did not respond.

Table 5

Percentages for the Opinion Scale for Grade Twelve Students
(N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. The provinces should have control over offshore resources.	56.8	34.8	6.8	1.6	0.0	0.0
2. Foreigners should not be able to own large amounts of money in Canada.	32.6	29.5	22.0	12.1	3.8	0.0
3. Helping other countries is a waste of Canadian money.	6.8	3.8	17.4	36.4	35.6	0.0
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	26.5	36.4	25.0	10.6	1.5	0.0
5. The right of Canadian workers to strike should be taken away.	3.8	1.5	14.4	31.1	49.2	0.0
6. The monarchy should be abolished.	8.3	15.2	51.5	14.4	9.8	0.8
7. Political leaders do not care what people like want...	20.5	35.6	28.0	13.6	2.3	0.0
8. Governments should direct more money to our educational systems.	39.4	50.8	6.8	3.0	0.0	0.0
9. Canada should not yield to American pressures on the issues of energy.	22.0	29.5	5.0	4.5	0.0	0.0
10. Canada should gain complete ownership of the oil industry.	21.2	25.8	41.7	10.6	.8	0.0
11. Canadians should have more control of companies operating in Canada.	42.4	45.5	9.8	1.5	.8	0.0
12. The metric system of weights and measures is the best system.	12.9	22.0	24.2	18.9	22.0	0.0
13. Labour unions are very necessary to protect the average worker.	35.6	48.5	13.6	.8	1.5	0.0
14. My province comes first, then the rest of my country.	30.3	29.5	22.0	15.9	2.3	0.0
15. Canada has an important role in the world as a peace keeper.	29.5	36.4	28.0	3.7	2.3	0.0
16. The Canadian system of justice is fair.	9.8	41.7	30.3	12.1	6.1	0.0
17. Industries should not be allowed to dump their waste products in Canadian rivers.	84.1	8.3	7.6	0.0	0.0	0.0

¹stands for percentage of students who did not respond.

grade twelve students (92.4%) agreed was, "Industries should not be allowed to dump their waste products in Canadian rivers". A substantial number of grade seven students (76.1%) and grade twelve students (90.2%) agreed that "Governments should direct more money to our educational systems". Both grade seven students (65%) and grade twelve students (72%) disagreed with the statement, "Helping other countries is a waste of Canadian money". Grade twelve students (80.3%) disagreed with the statement, "The right of Canadian workers to strike should be taken away". While 60.6% of the grade seven students were unsure about the statement, "The monarchy should be abolished", 51.5% of the grade twelve students were unsure of the same statement.

Identity Scale

The responses to the Identity Scale for grade seven students are presented in Table 6 and the responses for grade twelve students are presented in Table 7.

A general observation is that the responses for the two grades are similar. The item, "I'm proud to be a Canadian", received the greatest support from both groups, 85% and 97.8% for grade seven and grade twelve respectively. The statement receiving the least support was, "It was a waste of money to celebrate Canada Day", 75% and 82% for grade seven students and grade twelve students respectively.

Table 6
Percentages for the Identity Scale for Grade Seven
(N = 226)

Statement.	SA	A	NS	D	SD	NR ¹
1. Every Canadian should know the words of O' Canada.	29.2	37	14	12.8	6.6	0.4
2. I am proud to be a Canadian.	71.7	13.3	3.1	3.5	8.4	0.0
3. I like to watch Canadian television programs.	30.1	43.8	7.1	12.8	6.2	0.0
4. We should always stand at attention when O' Canada is played.	46.0	30.1	5.3	11.1	7.5	0.0
5. O' Canada should be played before the beginning of every public function.	25.7	30.1	23.8	14.2	6.9	0.0
6. It is a waste of money to celebrate Canada Day.	8.0	5.8	11.4	23.0	51.8	0.0
7. There was no need to bring the Constitution to Canada.	11.9	10.2	48.7	17.7	11.5	0.0
8. We are fortunate to be living in Canada.	48.9	33.2	11.1	11.1	5.3	0.4
9. I'd rather visit other provinces in Canada than other countries.	16.4	27.0	29.6	19.5	7.5	0.0
10. Every Canadian should know about Canada's history.	19.5	40.3	21.6	13.7	4.0	0.9
11. I would rather live in Canada than in any other country of the world.	35.0	24.8	23.0	10.6	6.2	0.4
12. Canadians are the finest people in the world.	18.1	21.2	35.0	19.9	5.8	0.0
13. I would not want any part of Canada to separate.	42.9	31.9	9.7	8.0	7.1	0.4

¹ Percentage of people who did not respond.

Table 7
Percentages for the Identity Scale for Grade Twelve
(N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. Every Canadian should know the words of O' Canada.	15.2	30.3	18.2	29.5	6.8	0.0
2. I am proud to be a Canadian.	77.3	20.5	2.2	0.0	0.0	0.0
3. I like to watch Canadian television programs.	11.4	34.1	21.2	22.7	10.6	0.0
4. We should always stand at attention when O'Canada is played.	19.7	44.7	11.4	23.5	0.0	0.7
5. O'Canada should be played before the beginning of every public function.	9.1	31.1	22.6	31.1	6.1	0.0
6. It is a waste of money to celebrate Canada Day.	1.5	6.1	10.6	52.3	29.5	0.0
7. There was no need to bring the Constitution to Canada.	2.3	2.3	25.8	34.1	34.8	0.7
8. We are fortunate to be living in Canada.	48.5	41.7	6.8	2.3	0.7	0.7
9. I'd rather visit other provinces in Canada than other countries.	9.1	24.2	28.8	28.8	9.1	0.0
10. Every Canadian should know about Canada's history.	7.6	54.5	21.3	13.6	3.0	0.0
11. I would rather live in Canada than in any other country of the world.	37.1	38.6	19.0	5.3	0.0	0.0
12. Canadians are the finest people in the world.	26.5	30.3	29.5	11.4	2.3	0.0
13. I would not want any part of Canada to separate.	35.6	44.7	17.4	1.5	0.8	0.0

¹ Percentage of people who did not respond.

Table 8 includes the item means, standard deviations and item-test correlations on the Identity Scale for grade seven. For grade seven the means and standard deviations for the Identity Scale ranged from 3.0664 to 4.3628 and 1.1035 to 1.2800 respectively. Two questionnaire items (14, 15) were worded negatively and the remaining eleven items were positive statements. As indicated previously, the scoring was reversed for the negatively-worded statements in order to have a higher mean to reflect more positive feelings.

The item-test correlations for the Identity Scale for grade seven ranged from .2714 to .8258.

Table 9 indicates the item means, standard deviations and item-test correlations on the Identity Scale for grade twelve. The means and standard deviations for this scale ranged from 2.2945 to 4.7500 and .4845 to 1.2075 respectively.

The item-test correlations for grade twelve ranged from .1991 to .5305. The range for the grade twelve students is greater than the range for the grade seven students on the Identity Scale. This indicates that the grade twelve students were not as consistent as the grade seven students were in their responses.

Table 10 indicates the means, standard deviations, reliability coefficients, t-value and p-value for the Identity Scale for grade seven and grade twelve students under study. The mean for grade seven students was

Table 8

Item Means, Standard Deviations and Item-Test
Correlations for the Identity Scale
for Grade Seven
(N = 226)

Number	Questionnaire Number	X	S.D.	r
1	6	3.6852	1.2305	.5946
2	7	4.3628	1.2333	.8258
3	9	3.7876	1.1847	.6891
4	10	3.9602	1.2800	.7608
5	11	3.5487	1.1925	.5451
6	14	4.0487	1.2587	.7354
7	15	3.0664	1.1035	.2743
8	19	3.8805	1.2180	.6535
9	23	3.2522	1.1674	.2714
10	24	3.5487	1.1234	.4533
11	25	3.7035	1.2457	.6424
12	31	3.2611	1.1423	.3332
13	36	3.9425	1.2477	.7205

Table 9

Item Means, Standard Deviations and Item-Test
Correlations for the Identity Scale
for Grade Twelve
(N = 132)

Number	Questionnaire Number	X	S.D.	r
1	6	3.1742	1.2075	.5085
2	7	4.7500	.4845	.4078
3	9	3.1288	1.2005	.3145
4	10	3.5833	1.0985	.4642
5	11	3.0606	1.1104	.4302
6	14	4.0227	.8864	.4043
7	15	3.9470	1.0138	.1991
8	19	4.3485	.7715	.4588
9	23	2.9545	1.1248	.3815
10	24	3.5000	.9288	.4444
11	25	4.0758	.8791	.5305
12	31	3.6742	1.0593	.4090
13	36	4.1288	.8046	.4529

48.0487 and the mean for the grade twelve students was 48.3485. The result of the t-test indicated that the difference in the scores achieved on the Identity Scale by the grade seven and grade twelve students was not significant.

Table 10

Means, Standard Deviations, Reliability Coefficients,
T-value and P-value for the Identity Scale
for the Students under Study

Scale	Grade	N	X	S.D.	r	t	p
Identity	7	226	48.0487	9.121	0.8382	-.035	0.729
Identity	12	132	48.3485	5.197	0.5758		

Special Issues

The responses to the Special Issues Scale for grade seven are presented in Table 11. Three issues on which students in grade seven displayed very positive attitudes were, "Canadians should be able to work or live in any province of Canada" (79.7%), "Native people should be allowed to keep their own way of life" (79.6%), and "Men and women should be paid equal wages for equal work" (79.6%). The grade seven students did not display strong negative attitudes towards items on the Special Issues Scale. The issue about which the grade seven students

Table 11
Percentages for the Special Issues Scale for Grade Seven
(N = 226)

Statement	SA	A	NS	D	SD	NR ¹
1. Native people should be allowed to keep their own way of life.	42.9	36.7	7.1	7.5	5.8	0.0
2. Canadian citizens should have a right to criticize the policies of their government.	14.6	31.5	29.2	15.0	8.8	0.9
3. Ethnic groups have a useful part to play in the development of Canada.	9.7	33.2	43.4	8.8	4.4	0.5
4. French-speaking Canadians in all provinces should have a right to education in French.	38.5	31.9	12.8	8.4	8.4	0.0
5. Canadians should be able to work or live in any province of Canada.	48.7	31.0	7.1	7.5	5.7	0.0
6. It is important for Canadians to be able to speak both French and English.	34.5	29.6	14.2	14.6	7.1	0.0
7. Everyone in Canada should have the right to free speech.	39.8	37.2	9.3	8.8	4.9	0.0
8. Men and women should be paid equal wages for equal work.	56.6	23.0	6.6	3.5	10.3	0.0
9. We should all learn more than one language in school.	30.5	35.4	11.9	13.3	8.4	0.5
10. Immigrants should be allowed to keep their own culture and traditions.	34.5	38.5	11.1	9.7	6.2	0.0

¹ Percentage of people who did not respond.

indicated their greatest degree of uncertainty was "Ethnic groups have a useful part to play in the development of Canada" (43.4%).

The responses to the Special Issues Scale for grade twelve are presented in Table 12. Four issues about which grade twelve students felt very strongly were, "Men and women should be paid equal wages for equal work" (97%), "Canadians should be able to work or live in any province of Canada" (94%), "Everyone in Canada should have the right to free speech" (93.2%), and "Canadian citizens should have a right to criticize the policies of their governments" (90.2%).

Table 13 includes the item means, standard deviations and item-test correlations on the Special Issues Scale for grade seven. The means and standard deviations ranged from 3.2592 to 4.1239 and .9579 to 1.2971 respectively.

The item-test correlations for grade seven students ranged from .4266 to .7658. The narrow range indicates that the grade seven students were consistent in their responses.

Table 12
 Percentages for the Special Issues Scale for Grade Twelve
 (N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. Native people should be allowed to keep their own way of life.	53.0	32.6	10.6	2.3	1.3	0.0
2. Canadian citizens should have a right to criticize the policies of their government.	41.7	48.5	7.6	2.2	0.0	0.0
3. Ethnic groups have a useful part to play in the development of Canada.	18.9	44.7	24.2	7.6	4.6	0.0
4. French-speaking Canadians in all provinces should have a right to education in French.	34.1	41.7	16.7	5.3	2.2	0.0
5. Canadians should be able to work or live in any province of Canada.	61.4	32.6	4.5	.8	.7	0.0
6. It is important for Canadians to be able to speak both French and English.	21.2	39.4	20.5	15.2	3.7	0.0
7. Everyone in Canada should have the right to free speech.	61.4	31.8	3.0	3.8	0.0	0.0
8. Men and women should be paid equal wages for equal work.	81.1	15.9	1.5	1.5	0.0	0.0
9. We should all learn more than one language in school.	26.5	42.4	20.5	6.8	3.8	0.0
10. Immigrants should be allowed to keep their own culture and traditions.	29.5	40.9	21.2	6.8	1.6	0.0

¹ Percentage of people who did not respond.

Table 13

Item Means, Standard Deviations and Item-Test
Correlations for the Special Issues Scale
for Grade Seven
(N = 226)

Item	Questionnaire Item	X	S.D.	r
1	3	4.0354	1.1503	.7526
2	5	3.2522	1.1937	.4266
3	13	3.3363	.9579	.4656
4	16	3.8363	1.2595	.7408
5	21	4.0929	1.1720	.7573
6	22	3.6991	1.2746	.6163
7	32	3.9823	1.1352	.7191
8	33	4.1239	1.2971	.7658
9	35	3.6504	1.2917	.6314
10	38	3.8540	1.1779	.7169

Table 14 includes the item means, standard deviations and item-test correlations on the Special Issues Scale for grade twelve. The means and standard deviations ranged from 3.5900 to 4.7652 and .5506 to 1.0979 respectively.

Table 14

Item Means, Standard Deviations and Item-Test
Correlations for the Special Issues Scale
for Grade Twelve
(N = 226)

Item	Questionnaire Item	X	S.D.	r
1	3	4.3333	.8708	.4755
2	5	4.2955	.7070	.1963
3	13	3.6591	1.0176	.5386
4	16	4.0000	.9650	.6084
5	21	4.5303	.6928	.3666
6	22	3.5900	1.0979	.5904
7	32	4.5076	.7362	.3405
8	33	4.7652	.5506	.5405
9	35	3.8106	1.0274	.5730
10	38	3.9015	.9560	.4532

The item-test correlations for grade twelve students ranged from .1963 to .6084. The wider range of the item-test correlations for grade twelve indicates that the grade twelve students were not as consistent as the grade seven students were in their responses.

Table 15 includes the means, standard deviations and t-value for the grade seven and grade twelve students

under study on the Special Issues Scale. The mean for the grade seven students was 37.8628 and the mean for the grade twelve students was 41.3939. The results of the t-test performed on the means indicated that a significant difference existed.

Table 15

Means, Standard Deviations, Reliability Coefficients,
T-value and P-value for the Special Issues Scale
for the Students under Study

Subscale	Grade	N	X	S.D.	r	t	p
Special Issues	7	226	37.8628	7.897	.8567	-4.76	0.00
Special Issues	12	132	41.3939	4.160	.6152		

The results of dependent t-tests performed to determine if there existed significant mean differences on the Identity Scale and the Special Issues Scale across the grades indicate that for the Identity Scale no significant difference existed, but for the Special Issues Scale a significant difference did exist. An examination of the response frequencies for both grades to the statements on the Opinion Scale indicates significant differences existed. The null hypothesis, "There will be no differences in the attitudes regarding Canada held by the grade seven and grade twelve students under study", was

rejected because a significant difference existed in the means scores achieved by both groups on the Special Issues scale and because the grade twelve students, generally, displayed stronger attitudes on the Opinion Scale.

Comparison of Results for Grade Seven and Grade Twelve Students

Table 16 indicates the means, standard deviations, reliability coefficients, t-values and p-values for the Identity, Special Issues and Knowledge Scales for the grade seven and grade twelve students. The means and standard deviations on the Identity Scale are 48.0487 and 9.121 for grade seven students, and 48.3485 and 5.197 for the grade twelve students. The means and standard deviations on the Special Issues Scale are 37.8628, and 7.897 for grade seven students and, 41.3939 and 4.160 for grade twelve students. The means and standard deviations on the Knowledge Scale are 20.8230 and 5.421 for grade seven students, and 34.5909 and 8.206 for grade twelve students. The data also reveals that for the Special Issues and Knowledge Scales, there exists significant differences between the two grades.

Table 16

Means, Standard Deviations, Reliability Coefficients,
T-values and P-values for the Various Scales
for the Students under Study

Scale	Grade	N	X	S.D.	r	t	p
Identity	7	226	48.0487	9.121	.8382	-0.35	0.729
	12	132	48.3485	5.197	.5758		
Special Issues	7	226	37.8628	7.897	.8567	-4.76	0.000
	12	132	41.3939	4.160	.6152		
Knowledge	7	226	20.8230	5.421	.6081	-19.09	0.000
	12	132	34.5909	8.206	.8308		

Relational Analysis Among Scales

Table 17 includes the intercorrelations of the three scales for students under study. For grade seven, the correlation between the Identity Scale and Special Issues Scale is .7518, and the Knowledge Scale correlated with the Identity and Special Issues Scales is .2205 and .3116 respectively. For grade twelve, the correlation between Identity Scale and Special Issues Scale is .0437 and the Knowledge Scale correlated with the Identity and Special Issues Scales is .0608 and -0.1571 respectively. All the correlations for the grade seven results were positive and significant at the 0.00 level. For the grade twelve two of the intercorrelations are positive and none are significant at the 0.00 level.

Table 17
Intercorrelations of the Three Scales for Students
Under Study

Grade 7 (226)			
	Identity	Special Issues	Knowledge
Identity	1.0000	.7518	.2205
Special Issues	.7518	1.000	.3116
Knowledge	.2205	.3116	1.000

Grade 12 (132)			
	Identity	Special Issues	Knowledge
Identity	1.0000	.0437	.0608
Special Issues	.0437	1.0000	-0.1571
Knowledge	.0608	-0.1571	1.0000

Question Three

To answer question three; "Are there differences in the knowledge level regarding Canada of the students under study, and that of other Canadian students", the results achieved on the Knowledge Scale by the grade seven students under study were compared to the results achieved by the grade seven students surveyed by Kirkwood and Nediger (1982) on the Knowledge Scale; and the results achieved by the grade twelve students under study on the Knowledge Scale were compared to the results achieved by

the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) on the Knowledge Scale.

Table 18 includes the means, standard deviations and reliability coefficients for the grade seven students under study and for the grade seven students surveyed by Kirkwood and Nediger (1982) on the Knowledge Scale. Table 19 includes the means, standard deviations and reliability coefficients for the four Knowledge Subscales for the grade seven students under study and that of the grade seven students surveyed by Kirkwood and Nediger (1982). The results reveal that the grade seven students under study scored lower on the Knowledge Scale and scored lower on each the four Knowledge Subscales.

Table 18

Means, Standard Deviations and Reliability Coefficients
for the Grade Seven Students Under Study and the
Grade Seven Students Surveyed by
Kirkwood and Nediger (1982)
on the Knowledge Scale

Scale	Grade	N	X	S.D.	r
Knowledge	7	226 ¹	20.8230	5.421	.6081
Knowledge	7	4403 ²	24.88	7.66	.79

1 Grade Seven Students Under Study

2 Grade Seven Students Surveyed by Kirkwood and Nediger (1982)

Table 19

Means, Standard Deviations and Reliability Coefficients for the Four Knowledge Subscales for Both Grade Seven Groups

Subscale	Grade Seven Group One ² (N = 226)			Grade Seven Group Two ³ (N = 4403)		
	X	S.D.	r	X	S.D.	r
Environmental Issues (14) ¹	5.5398	2.1666	.4059	6.35	2.50	.54
Economic Issues (14)	5.0796	2.1588	.3704	5.95	2.33	.47
Special Issues (14)	4.3628	1.7280	.1039	5.59	2.19	.47
Political Issues (18)	5.8407	2.0377	.1962	6.99	2.87	.54

¹Number of items included in each subscale.

²Grade Seven students under study.

³Grade Seven students who participated in the Kirkwood and Nediger (1982) study.

Table 20 includes the means, standard deviations and reliability coefficients for the Knowledge Scale for the grade twelve students under study and for the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). The results indicate that the grade twelve students under study achieved a means score slightly lower on the Knowledge Scale than that of the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984).

Table 21 includes the means, standard deviations and reliability coefficients for the four Knowledge Subscales for the grade twelve students under study and for the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). The grade twelve students under study achieved lower means scores on three of the four Knowledge Subscales than that of the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). The grade twelve students under study achieved a higher means score on the Economic Issues Subscale.

Table 20

Means, Standard Deviations, Reliability Coefficients,
for the Grade Twelve Students Under Study and the
Grade Twelve Students Surveyed by Kirkwood,
Anderson and Khan (1984)
on the Knowledge Scale

Scale	Grade	N	X	S.D.	r
Knowledge	12	132 ¹	34.5909	8.206	.8308
Knowledge	12	3230 ²	36.10	10.55	.90

¹Grade Twelve students under study.

²Grade Twelve students surveyed by Kirkwood, Anderson, and Khan (1984)

The data indicates that there was a 4.057 difference in the means scores for the grade seven students under study and for the grade seven students surveyed by Kirkwood and Nediger (1982) on the Knowledge Scale. The means and standard deviations achieved on the Knowledge Scale by the grade seven students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) were 20.8230, 5.421 and 24.88, 7.66 respectively. The data also indicates that there was a 1.5091 difference in the means scores for the grade twelve students under study and for the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) on the Knowledge Scale. The means and standard deviations achieved on the Knowledge Scale by the grade twelve students under study and the grade twelve students surveyed by Kirkwood,

Table 21

Means, Standard Deviations and Reliability Coefficients for the Four Knowledge Subscales for Both Grade Twelve Groups

Subscale	Grade Twelve ² (N = 132)			Grade Twelve ³ (N = 3230)		
	X	S.D.	r	X	S.D.	r
Environmental Issues (14) ¹	7.9621	2.7026	.6432	8.66	2.76	.66
Economic Issues (14)	9.3561	2.5528	.5000	8.66	2.76	.66
Special Issues (14)	7.5530	2.3842	.1039	8.23	2.79	.68
Political Issues (18)	9.7197	2.9893	.6193	10.81	4.07	.79

¹Number of items included in each subscale.

²Grade Twelve students under study.

³Grade Twelve students surveyed by Kirkwood, Anderson and Khan (1984).

Anderson and Khan (1984) were 34.5909, 8.206 and 36.10, 10.55 respectively. The null hypothesis, "There will be no difference in the knowledge level regarding Canada of the students under study and that of other Canadian students", was rejected because the two grades under study scored lower on the Knowledge Scale than the other Canadian students.

Question Four

To answer question four; "Are there differences in the attitudes regarding Canada held by the students under study and those held by other Canadian students?", the results achieved on the Opinion Scale, Identity Scale and Special Issues Scale by the grade seven students under study and by the grade seven students surveyed by Kirkwood and Nediger (1982) were compared; and the results achieved on the same scales by the grade twelve students under study and by the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were compared.

Opinion Scale

As each statement of the Opinion Scale covered a distinct issue only the response frequencies for each Opinion statement are reported. Table 22 summarizes the responses made by the grade seven students in the Kirkwood and Nediger (1982) study. Table 23 summarizes the responses made by the grade seven students under study.

Table 22

Percentages for the Opinion Scale for Grade Seven Students Surveyed by Kirkwood and Nediger
(1982) (N = 4403)

Statement	SA	A	NS	D	SD
1. The provinces should have control over offshore resources.	19	41	29	8	3
2. Foreigners should not be able to own large amounts of money in Canada.	18	21	14	28	19
3. Helping other countries is a waste of Canadian money.	8	9	15	34	34
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	21	28	36	9	6
5. The right of Canadian workers to strike should be taken away.	13	12	21	28	26
6. The monarchy should be abolished.	7	10	52	16	15
7. Political leaders do not care what people like me want...	30	29	20	15	6
8. Governments should direct more money to our educational systems.	36	39	14	17	4
9. Canada should not yield to American pressures on the issues of energy.	18	24	46	8	4
10. Canada should gain complete ownership of the oil industry.	21	26	29	19	5
11. Canadians should have more control of companies operating in Canada.	30	44	18	6	2
12. The metric system of weights and measures is the best system.	18	22	28	17	25
13. Labour unions are very necessary to protect the average worker.	19	36	36	6	3
14. My province comes first, then the rest of my country.	19	21	19	27	14
15. Canada has an important role in the world as a peace keeper.	30	40	24	4	2
16. The Canadian system of justice is fair.	13	33	34	12	8
17. Industries should not be allowed to dump their waste products in Canadian rivers.	82	7	2	1	8

Table 23

Percentages for the Opinion Scale for Grade Seven Students Under Study
(N = 226)

Statement	SA	A	NS	D	SD	NR ¹
1. The provinces should have control over offshore resources.	27.9	35	24.8	8.8	1.8	1.7
2. Foreigners should not be able to own large amounts of money in Canada.	13.3	27.4	25.7	23.5	9.3	.8
3. Helping other countries is a waste of of Canadian money.	7.1	10.2	15	31	34.5	2.2
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	9.3	25.7	49.1	11.9	3.5	.5
5. The right of Canadian workers to strike should be taken away.	6.2	11.1	29.6	23.9	27.4	1.8
6. The monarchy should be abolished.	4.4	9.7	60.6	16.8	4.9	3.5
7. Political leaders do not care what people like me want...	20.8	27.9	25.2	15.0	9.7	1.4
8. Governments should direct more money to our educational systems.	45.1	31.0	10.6	8.0	4.9	.4
9. Canada should not yield to American pressures on the issues of energy.	8.4	21.2	55.8	10.2	3.1	1.3
10. Canada should gain complete ownership of the oil industry.	11.9	22.6	44.2	14.6	5.3	1.4
11. Canadians should have more control of companies operating in Canada.	19.0	40.3	23.9	14.6	2.2	0.0
12. The metric system of weights and measures is the best system.	11.5	23.9	42.0	16.8	4.4	1.4
13. Labour unions are very necessary to protect the average worker.	12.4	33.6	39.4	9.7	3.1	1.8
14. My province comes first, then the rest of my country.	21.2	27.4	23.5	17.3	9.7	.9
15. Canada has an important role in the world as a peace keeper.	26.5	32.3	31.9	5.3	3.5	.5
16. The Canadian system of justice is fair.	16.8	25.7	43.4	10.2	3.1	.8
17. Industries should not be allowed to dump their waste products in Canadian rivers.	70.8	8.4	3.1	1.3	16.4	0.0

¹ stands for percentage of students who did not respond.

Table 24 summarizes the responses made by those grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). Table 25 summarizes the responses made by the grade twelve students under study.

The results for grade seven* students on the Opinion Scale reveal that the grade seven students surveyed by Kirkwood and Nediger (1982) hold stronger attitudes on the majority of issues. The issue on which both groups strongly agreed was "Industries should not be allowed to dump their waste products in Canadian rivers". It is interesting to note that the grade seven students under study, although not by a lot, felt stronger towards the statement, "My province comes first, then the rest of the country", than did the grade seven students surveyed by Kirkwood and Nediger (1982). The statement which received the most negative reaction from the two groups was, "Helping others is a waste of Canadian money". Concerning the percentages of grade seven students who indicated degrees of uncertainty, the grade seven students under study were higher in this category on all but one of the Opinion statements.

With regard to the attitudes expressed by the two grade twelve groups on the Opinion Scale, the grade twelve students under study expressed generally stronger attitudes. The statement that both groups expressed strong agreement (90% for grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) and 92.4% for the

Table 24

Percentages for the Opinion Scale for Grade Twelve Students Surveyed by Kirkwood, Anderson and Khan (1984) (N = 1230)

Statement	SA	A	NS	D	SD
1. The provinces should have control over offshore resources.	21	40	20	13	6
2. Foreigners should not be able to own large amounts of money in Canada..	25	26	15	22	12
3. Helping other countries is a waste of Canadian money.	6	9	15	42	28
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	36	35	17	8	4
5. The right of Canadian workers to strike should be taken away.	8	10	23	33	26
6. The monarchy should be abolished.	14	13	37	23	13
7. Political leaders do not care what people like me want...	20	28	25	22	5
8. Governments should direct more money to our educational systems.	30	44	20	5	1
9. Canada should not yield to American pressures on the issues of energy.	26	35	31	6	2
10. Canada should gain complete ownership of the oil industry.	22	30	33	12	3
11. Canadians should have more control of companies operating in Canada.	36	44	12	6	2
12. The metric system of weights and measures is the best system.	24	27	22	13	14
13. Labour unions are very necessary to protect the average worker.	23	43	23	8	3
14. My province comes first, then the rest of my country.	16	24	20	28	12
15. Canada has an important role in the world as a peace keeper.	26	40	24	7	3
16. The Canadian system of justice is fair.	12	38	36	10	6
17. Industries should not be allowed to dump their waste products in Canadian rivers.	78	12	5	1	4

Table 25

Percentages for the Opinion Scale for Grade Twelve Students Under Study
(N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. The provinces should have control over offshore resources.	56.8	34.8	6.8	1.6	0.0	0.0
2. Foreigners should not be able to own large amounts of money in Canada.	32.6	29.5	22.0	12.1	3.8	0.0
3. Helping other countries is a waste of Canadian money.	6.8	3.8	17.4	36.4	35.6	0.0
4. Canada should attempt to reduce its economic industrial dependence on the U.S.	26.5	36.4	25.0	10.6	1.5	0.0
5. The right of Canadian workers to strike should be taken away.	3.8	1.5	14.4	31.1	49.2	0.0
6. The monarchy should be abolished.	8.3	15.2	51.5	14.4	9.8	0.8
7. Political leaders do not care what people like me want...	20.5	35.6	28.0	13.6	2.3	0.0
8. Governments should direct more money to our educational systems.	39.4	50.8	6.8	3.0	0.0	0.0
9. Canada should not yield to American pressures on the issues of energy.	22.0	21.5	5.0	4.5	0.0	0.0
10. Canada should gain complete ownership of the oil industry.	21.2	25.8	41.7	10.6	.8	0.0
11. Canadians should have more control of companies operating in Canada.	42.4	45.5	9.8	1.5	.8	0.0
12. The metric system of weights and measures is the best system.	12.9	22.0	24.2	18.9	22.0	0.0
13. Labour unions are very necessary to protect the average worker.	35.6	48.5	13.6	.8	1.5	0.0
14. My province comes first, then the rest of my country.	30.3	29.5	22.0	15.9	2.3	0.0
15. Canada has an important role in the world as a peace keeper.	29.5	36.4	28.0	3.7	2.3	0.0
16. The Canadian system of justice is fair.	9.8	41.7	30.3	12.1	6.1	0.0
17. Industries should not be allowed to dump their waste products in Canadian rivers.	84.1	8.3	7.6	0.0	0.0	0.0

¹ stands for percentage of students who did not respond.

grade twelve students under study) was, "Industries should not be allowed to dump their waste products in Canadian rivers". The statement about which both grade groups disagreed and on which there was the widest margin of disagreement was, "My province comes first, then the rest of the country". The percentage of disagreement for the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) was 18.2% and 40%, respectively. The statement about which both groups displayed similar attitudes was, "Helping other countries is a waste of Canadian money". The percentage of the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) who disagreed with this statement was 70%. The percentage of the grade twelve students under study who disagreed with the same statement was 72%.

Identity Scale

The responses to the Identity Scale for both grade seven groups are presented in Tables 26 and 27.

With respect to the results on the Identity Scale for both grade seven groups, a general observation is that both groups are similar in their response to the issues in that they both agree on all except two issues. The item receiving the greatest support (90%, 85% for the grade seven students surveyed by Kirkwood and Nediger (1982) and the grade seven students under study respectively) was,

Table 26
Percentages for the Identity Scale for Grade Seven Students Under Study
(N = 226).

Statement	SA	A	NS	D	SD	NR ¹
1. Every Canadian should know the words of O' Canada.	29.2	37	14	12.8	6.6	0.4
2. I am proud to be a Canadian.	71.7	13.3	3.1	3.5	8.4	0.0
3. I like to watch Canadian television programs.	30.1	43.8	7.1	12.8	6.2	0.0
4. We should always stand at attention when O'Canada is played.	46.0	30.1	5.3	11.1	7.5	0.0
5. O'Canada should be played before the beginning of every public function.	25.7	30.1	23.8	14.2	6.9	0.0
6. It is a waste of money to celebrate Canada Day.	8.0	5.8	11.4	23.0	51.8	0.0
7. There was no need to bring the Constitution to Canada.	11.9	10.2	48.7	17.7	11.5	0.0
8. We are fortunate to be living in Canada.	48.9	33.2	11.1	11.1	5.3	0.4
9. I'd rather visit other provinces in Canada than other countries.	16.4	27.0	29.6	19.5	7.5	0.0
10. Every Canadian should know about Canada's history.	19.5	40.3	21.6	13.7	4.0	0.9
11. I would rather live in Canada than in any other country of the world.	35.0	24.8	23.0	10.6	6.2	0.4
12. Canadians are the finest people in the world.	18.1	21.2	35.0	19.9	5.8	0.0
13. I would not want any part of Canada to separate.	42.9	31.9	9.7	8.0	7.1	0.4

¹ Percentage of people who did not respond.

Table 27

Percentages for the Identity Scale for Grade Seven Students Surveyed by
Kirkwood, and Nediger (1982)
(N = 4403)

Statement	SA	A	NS	D	SD
1. Every Canadian should know the words of O'Canada.	30	34	11	17	8
2. I am proud to be a Canadian.	74	16	5	2	3
3. I like to watch Canadian television programs.	19	43	14	15	9
4. We should always stand at attention when O'Canada is played.	44	35	8	9	4
5. O'Canada should be played before the beginning of every public function.	21	31	19	22	7
6. It is a waste of money to celebrate Canada Day.	4	5	10	32	49
7. There was no need to bring the Constitution to Canada.	8	9	35	23	25
8. We are fortunate to be living in Canada.	56	30	9	3	2
9. I'd rather visit other provinces in Canada than other countries.	14	22	24	27	13
10. Every Canadian should know about Canada's history.	17	40	16	19	8
11. I would rather live in Canada than in any other country of the world.	42	21	20	11	6
12. Canadians are the finest people in the world.	23	19	24	24	10
13. I would not want any part of Canada to separate.	55	25	11	4	5

"I'm proud to be a Canadian". Students in both groups felt it was definitely not a waste of money to celebrate Canada Day (81% for those in the Kirkwood and Nediger (1982) study and 74.8% for those grade seven students under study).

Item means, standard deviations, and item-test correlations achieved by both grade seven groups on the Identity Scale are summarized in Tables 28 and 29. For the grade seven students under study the means and standard deviations for this subscale ranged from 3.0664 to 4.3628 and 1.1035 to 1.2800 respectively. For the grade seven students surveyed by Kirkwood and Nediger (1982) the means and standard deviations ranged from 2.96 to 4.55 and .97 to 1.31 respectively.

The item-test correlations for the grade seven students under study on the Identity Scale ranged from .2713 to .8258. The item-test correlations for the grade seven students surveyed by Kirkwood and Nediger (1982) on the Identity Scale ranged from .15 to .45.

The range for the grade seven students under study is greater. This is an indication that these students were not as consistent in their responses as were the students surveyed by Kirkwood and Nediger (1982).

Table 28

Item Means, Standard Deviations and Item-Test
Correlations for the Identity Scale for
Grade Seven Students Under Study
(N = 226)

Number	Questionnaire Number	X	S.D.	r
1	6	3.6852	1.2305	.5946
2	7	4.3628	1.2333	.8258
3	9	3.7876	1.1847	.6891
4	10	3.9602	1.2800	.7608
5	11	3.5487	1.1925	.5451
6	14	4.0487	1.2587	.7354
7	15	3.0664	1.1035	.2743
8	19	3.8805	1.2180	.6535
9	23	3.2522	1.1674	.2714
10	24	3.5487	1.1234	.4593
11	25	3.7035	1.2457	.6424
12	31	3.2611	1.1423	.3332
13	36	3.9425	1.2477	.7205

Table 29

Item Means, Standard Deviations and Item-Test Correlations
for the Identity Scale for Grade Seven Students
Surveyed by Kirkwood and Nediger (1982)
(N = 4403)

Number	Questionnaire Number	X	S.D.	r
1	6	3.60	1.30	.41
2	7	4.55	.97	.42
3	9	3.47	1.23	.21
4	10	4.06	1.12	.42
5	11	3.36	1.24	.39
6	14	4.14	1.12	.26
7	15	3.45	1.22	.15
8	19	4.32	.97	.39
9	23	2.96	1.27	.31
10	24	3.37	1.21	.39
11	25	3.81	1.28	.45
12	31	3.19	1.31	.34
13	36	4.21	1.11	.30

The responses to the Identity Scale for both grade twelve groups are presented in Tables 30 and 31. Generally on the statements on which the students agreed, the grade twelve students under study were slightly stronger in their attitudes. More students surveyed by Kirkwood, Anderson and Khan (1984) checked the "unsure"

Table 30
 Percentages for the Identity Scale for Grade Twelve Students Under Study
 (N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. Every Canadian should know the words of O' Canada.	15.2	30.3	18.2	29.5	6.8	0.0
2. I am proud to be a Canadian.	77.3	20.5	2.2	0.0	0.0	0.0
3. I like to watch Canadian television programs.	11.4	34.1	21.2	22.7	10.6	0.0
4. We should always stand at attention when O'Canada is played.	19.7	44.7	11.4	23.5	0.0	0.7
5. O'Canada should be played before the beginning of every public function.	9.1	31.1	22.6	31.1	6.1	0.0
6. It is a waste of money to celebrate Canada Day.	1.5	6.1	10.6	52.3	29.5	0.0
7. There was no need to bring the Constitution to Canada.	2.3	2.3	25.8	34.1	34.8	0.7
8. We are fortunate to be living in Canada.	48.5	41.7	6.8	2.3	0.7	0.7
9. I'd rather visit other provinces in Canada than other countries.	9.1	24.2	28.8	28.8	9.1	0.0
10. Every Canadian should know about Canada's history.	7.6	54.5	21.3	13.6	3.0	0.0
11. I would rather live in Canada than in any other country of the world.	37.1	38.6	19.0	5.3	0.0	0.0
12. Canadians are the finest people in the world.	26.5	30.3	29.5	11.4	2.3	0.0
13. I would not want any part of Canada to separate.	35.6	44.7	17.4	1.5	0.8	0.0

¹ Percentage of people who did not respond.

Table 31
 Percentages for the Identity Scale for Grade Twelve Students Surveyed by
 Kirkwood, Anderson and Khan (1984)
 (N = 3230)

Statement	SA	A	NS	D	SD
1. Every Canadian should know the words of O' Canada.	26	38	14	14	8
2. I am proud to be a Canadian.	64	24	8	2	2
3. I like to watch Canadian television programs.	7	28	21	28	16
4. We should always stand at attention when O'Canada is played.	28	43	14	10	5
5. O'Canada should be played before the beginning of every public function.	15	28	26	23	8
6. It is a waste of money to celebrate Canada Day.	4	5	17	43	31
7. There was no need to bring the Constitution to Canada.	6	9	23	30	32
8. We are fortunate to be living in Canada.	51	37	8	3	1
9. I'd rather visit other provinces in Canada than other countries.	10	20	25	31	14
10. Every Canadian should know about Canada's history.	19	49	16	12	4
11. I would rather live in Canada than in any other country of the world.	34	24	26	11	5
12. Canadians are the finest people in the world.	21	23	34	15	7
13. I would not want any part of Canada to separate.	45	29	15	6	5

and "disagree" categories. Statements in the Identity Scale on which both groups agreed include "I am proud to be a Canadian" (97.8% for the grade twelve students under study and 88% for students surveyed by Kirkwood, Anderson and Khan (1984), "We are fortunate to be living in Canada" (90.2% for grade twelve students under study and 88% for those surveyed by Kirkwood, Anderson and Khan (1984).

The statement, "I would rather live in Canada than in any other country of the world", was the statement on which the groups widely differed in agreement. The percentages for agreement for the grade twelve students under study and those grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were 75.7% and 58% respectively. Two statements with which both groups strongly disagreed were, "It is a waste of money to celebrate Canada Day", (81.8% for grade twelve students under study and 74% for those surveyed by Kirkwood, Anderson and Khan (1984), and "There was no need to bring the Constitution to Canada", (68.9% for grade twelve students under study and 62% for those surveyed by Kirkwood, Anderson and Khan (1984)). Two statements about which a large number within both groups felt unsure were, "Canadians are the finest people in the world" and "I'd rather visit other provinces in Canada than other countries".

Item means, standard deviations, and item test correlations for the Identity Scale for both groups of

grade twelve students are summarized in Tables 32 and 33. The means and standard deviations for the grade twelve students under study ranged from 2.9545 to 4.7500 and .4845 to 1.207, respectively. The item-scale correlations ranged from .1991 to .5305. The means and standard deviations for the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) ranged from 2.78 to 4.43 and .57 to 1.29, respectively. The item-subscale correlations ranged from .20 to .62. The results indicate that the grade twelve students under study were more consistent in their responses to items in this scale than were the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984).

Table 34 includes the means, standard deviations and reliability coefficients for the Identity Scale for grade seven students under study and grade seven students surveyed by Kirkwood, and Nediger (1984). On the Identity Scale, there is a .4313 difference in the means scores for the grade seven students under study and for the grade seven students surveyed by Kirkwood and Nediger (1982). The means and standard deviations for the grade seven students under study and for the grade seven students surveyed by Kirkwood and Nediger (1982) on the Identity Scale were 48.0487, 9.121 and 48.48, 7.36 respectively. The difference is certainly not great.

Table 32

Item Means, Standard Deviations and Item-Test
Correlations for the Identity Scale for
Grade Twelve Students Under Study
(N = 132)

Number	Questionnaire Number	X	S.D.	r
1	6	3.1742	1.2075	.5085
2	7	4.7500	.4845	.4078
3	9	3.1288	1.2005	.3145
4	10	3.5833	1.0985	.4642
5	11	3.0606	1.1104	.4302
6	14	4.0227	.8864	.4043
7	15	3.9470	1.0138	.1991
8	19	4.3485	.7715	.4588
9	23	2.9545	1.1248	.3815
10	24	3.5000	.9288	.4444
11	25	4.0758	.8791	.5305
12	31	3.6742	1.0593	.4090
13	36	4.1288	.8046	.4529

Table 33

Item Means, Standard Deviations and Item-Test
Correlations for the Identity Scale for
Grade Twelve Students Surveyed by
Kirkwood, Anderson and Khan (1984)
(N = 3230)

Number	Questionnaire Number	X	S.D.	r
1	6	3.56	1.29	.53
2	7	4.43	1.00	.62
3	9	2.78	1.24	.20
4	10	3.74	1.20	.52
5	11	3.15	.124	.48
6	14	3.87	1.11	.42
7	15	3.68	1.26	.30
8	19	4.29	.97	.46
9	23	2.79	1.24	.37
10	24	3.63	1.12	.47
11	25	3.68	1.27	.51
12	31	3.34	1.23	.43
13	36	3.99	1.21	.47

Table 34

Means, Standard Deviations and Reliability Coefficients
for the Identity Scale for Grade Seven Students
Under Study and Grade Seven Students Surveyed
by Kirkwood and Nediger (1982)

Scale	Grade	N	X	S.D.	r
Identity	7	226 ¹	48.0487	9.121	.8567
Identity	7	4403 ²	48.48	7.36	.60

¹ Grade seven students under study.

² Grade seven students surveyed by Kirkwood and Nediger (1982)

Table 35 includes the means, standard deviations and reliability coefficients for the Identity Scale for grade twelve students under study and grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). The means and standard deviations achieved on the Identity Scale by the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were 48.3485, 5.197 and 47.02, 8.35 respectively. There is a 1.3285 difference in the means scores. There is not a great difference in the mean scores.

Table 35

Means, Standard Deviations and Reliability Coefficients
for the Identity Scale for Grade Twelve Students
Under Study and Grade Twelve Students Surveyed
by Kirkwood, Anderson and Khan (1984)

Scale	Grade	N	X	S.D.	r
Identity	12	131 ¹	48.3485	5.197	.5758
Identity	12	3230 ²	47.02	8.35	.80

¹ Grade twelve students under study.

² Grade twelve students surveyed by Kirkwood, Anderson and Khan (1984).

Special Issues Scale

The responses made by the grade seven students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) are presented in Tables 36 and 37. The students responded positively to the majority of items. The students surveyed by Kirkwood and Nediger (1982) were slightly stronger in their attitudes towards items on this scale. An item on which both groups strongly agreed with was, "Canadians should be able to work or live in any province of Canada". Almost 80% of the grade seven students agreed with this item and 93% of the grade seven students surveyed by Kirkwood and Nediger agreed. The item on which both groups had not formulated a clear stand was, "Ethnic groups have a useful part to play in the development of Canada". The percentage of the grade seven

Table 36
Percentages for the Special Issues Scale for Grade Seven Students Under Study
(N = 226)

Statement	SA	A	NS	D	SD	NR ¹
1. Native people should be allowed to keep their own way of life.	42.9	36.7	7.1	7.5	5.8	0.0
2. Canadian citizens should have a right to criticize the policies of their government.	14.6	31.5	29.2	15.0	8.8	0.9
3. Ethnic groups have a useful part to play in the development of Canada.	9.7	33.2	43.4	8.8	4.4	0.5
4. French-speaking Canadians in all provinces should have a right to education in French.	38.5	31.9	12.8	8.4	8.4	0.0
5. Canadians should be able to work or live in any province of Canada.	48.7	31.0	7.1	7.5	5.7	0.0
6. It is important for Canadians to be able to speak both French and English.	34.5	29.6	14.2	14.6	7.1	0.0
7. Everyone in Canada should have the right to free speech.	39.8	37.2	9.3	8.8	4.9	0.0
8. Men and women should be paid equal wages for equal work.	56.6	23.0	6.6	3.5	10.3	0.0
9. We should all learn more than one language in school.	30.5	35.4	11.9	13.3	8.4	0.5
10. Immigrants should be allowed to keep their own culture and traditions.	34.5	38.5	11.1	9.7	6.2	0.0

¹ Percentage of people who did not respond.

Table 37

Percentages for the Special Issues Scale for Grade Seven Students
 Surveyed by Kirkwood and Nadigar (1982)
 (N = 4403)

Statement	SA	A	NS	D	SD
1. Native people should be allowed to keep their own way of life.	47	33	10	6	4
2. Canadian citizens should have a right to criticize the policies of their government.	36	35	17	7	5
3. Ethnic groups have a useful part to play in the development of Canada.	14	33	45	5	3
4. French-speaking Canadians in all provinces should have a right to education in French.	36	39	10	7	8
5. Canadians should be able to work or live in any province of Canada.	63	30	4	1	2
6. It is important for Canadians to be able to speak both French and English.	20	32	14	20	14
7. Everyone in Canada should have the right to free speech.	57	30	7	4	2
8. Men and women should be paid equal wages for equal work.	70	19	4	3	4
9. We should all learn more than one language in school.	23	36	12	13	16
10. Immigrants should be allowed to keep their own culture and traditions.	32	37	19	7	5

students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) responding "not sure" to this item was 43.5 and 45 respectively.

Table 38 presents the item means, standard deviations, and item-test correlations for the Special Issues Scale for the grade seven students under study. The means and standard deviations ranged from 3.2522 to 4.1239 and .9579 to 1.2971 respectively.

The item-test correlations for the grade seven students under study ranged from .4266 to .7658. The item means, standard deviations, and item-test correlations for the Special Issues Scale are found in Table 39 for the grade seven students surveyed by Kirkwood and Nediger (1982). The means and standard deviations ranged from 3.23 to 4.51 and .79 to 1.38 respectively. The item-test correlations ranged from .10 to .36. The range for the students surveyed by Kirkwood and Nediger (1982) was narrower than the range for the grade sevens under study indicating that the grade seven students surveyed by Kirkwood and Nediger (1982) were more consistent.

Table 38

Items Means, Standard Deviations and Item-Test
Correlations for the Special Issues Scale
for Grade Seven Students Under Study
(N = 226)

Item.	Questionnaire Item	X	S.D.	r
1	3	4.0354	1.1503	.7256
2	5	3.2522	1.1937	.4266
3	13	3.3363	.9579	.4656
4	16	3.8363	1.2595	.7408
5	21	4.0929	1.1720	.7573
6	22	3.6991	1.2746	.6163
7	32	3.9823	1.1352	.7191
8	33	4.1239	1.2971	.7658
9	35	3.6504	1.2917	.6314
10	38	3.8540	1.1779	.7169

Table 39

Items Means; Standard Deviations and Item-Test
Correlations for the Special Issues Scale
for Grade Seven Students Surveyed
by Kirkwood and Nediger (1982)
(N = 4403)

Item	Questionnaire Item	X	S.D.	r
1	3	4.10	1.12	.28
2	5	3.89	1.13	.10
3	13	3.47	.95	.26
4	16	3.90	1.19	.35
5	21	4.51	.79	.24
6	22	3.23	1.36	.28
7	32	4.38	.90	.25
8	33	4.50	.97	.30
9	35	3.32	1.38	.35
10	38	3.83	1.12	.34

The responses to the Special Issues Scale made by the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) are presented in Tables 40 and 41. Both groups were positive towards the issues on the Special Issues Scale. The grade twelve students under study were slightly stronger in agreement with the items on the Special Issues Scale. Concerning those students who responded negatively, the students surveyed by Kirkwood, Anderson and Khan (1984) responded slightly more negatively than the grade twelve students under study. With respect to those students who responded in the 'not sure' category, slightly more students surveyed by Kirkwood, Anderson and Khan (1984) responded in this category than the grade twelve students under study.

The item means, standard deviations, and item-test correlations for the Special Issues Scale for the grade twelve students under study are presented in Table 42. The means and standard deviations ranged from 3.5900 to 4.7652 and .5506 to 1.0979 respectively. The item-test correlations for the grade twelve students under study ranged from .1963 to .6084.

Table 43 presents the item means, standard deviations and item-scale correlations for the Special Issues Scale. For the students surveyed by Kirkwood, Anderson and Khan (1984), the means and standard deviations ranged from 3.15 to 4.43 and .89 to 1.38 respectively.

Table 40

Percentages for the Special Issues Scale for Grade Twelve Students Under Study
(N = 132)

Statement	SA	A	NS	D	SD	NR ¹
1. Native people should be allowed to keep their own way of life.	53.0	32.6	10.6	2.3	1.5	0.0
2. Canadian citizens should have a right to criticize the policies of their government.	41.7	48.5	7.6	2.2	0.0	0.0
3. Ethnic groups have a useful part to play in the development of Canada.	18.9	44.7	24.2	7.6	4.6	0.0
4. French-speaking Canadians in all provinces should have a right to education in French.	34.1	41.7	16.7	5.3	2.2	0.0
5. Canadians should be able to work or live in any province of Canada.	61.4	32.6	4.5	.8	.7	0.0
6. It is important for Canadians to be able to speak both French and English.	21.2	39.4	20.5	15.2	3.7	0.0
7. Everyone in Canada should have the right to free speech.	61.4	31.8	3.0	3.8	0.0	0.0
8. Men and women should be paid equal wages for equal work.	81.1	15.9	1.5	1.5	0.0	0.0
9. We should all learn more than one language in school.	26.5	42.4	20.5	6.8	3.8	0.0
10. Immigrants should be allowed to keep their own culture and traditions.	29.5	40.9	21.2	6.8	1.6	0.0

¹ Percentage of people who did not respond.

Table 41

Percentages for the Special Issues Scale for Grade Twelve Students
 Surveyed by Kirkwood, Anderson and Khan (1984)
 (N = 3230)

Statement	SA	A	NS	D	SD
1. Native people should be allowed to keep their own way of life.	34	39	15	7	5
2. Canadian citizens should have a right to criticize the policies of their government.	54	35	7	3	1
3. Ethnic groups have a useful part to play in the development of Canada.	29	39	29	8	4
4. French-speaking Canadians in all provinces should have a right to education in French.	36	37	12	9	6
5. Canadians should be able to work or live in any province of Canada.	59	32	5	3	1
6. It is important for Canadians to be able to speak both French and English.	21	27	15	24	13
7. Everyone in Canada should have the right to free speech.	59	32	6	2	1
8. Men and women should be paid equal wages for equal work.	63	25	6	2	1
9. We should all learn more than one language in school.	25	35	16	16	8
10. Immigrants should be allowed to keep their own culture and traditions.	25	38	20	9	8

Table 42

Item Means, Standard Deviations and Item-Test
Correlations for the Special Issues for
Grade Twelve Students Under Study.
(N = 132)

Number	Questionnaire Number	X	S.D.	r
1	3	4.3333	.8706	.4755
2	5	4.2955	.7070	.1963
3	13	3.6591	1.0176	.5386
4	16	4.0000	.9650	.6084
5	21	4.5303	.6928	.3666
6	22	3.5900	1.0979	.5904
7	32	4.5076	.7362	.3405
8	33	4.7652	.5506	.5405
9	35	3.8106	1.0274	.5730
10	38	3.9015	.9560	.4532

The item-test correlations ranged from .29 to .45. The range in the item-test correlations on the part of the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) indicate that these students were more consistent in their responses than were the grade twelve students under study to the issues on the Special Issues Scale.

Table 43

Items Means, Standard Deviations and Item-Test Correlations for the Special Issues Scale for Grade Twelve Students Surveyed by Kirkwood, Anderson and Khan (1984)
(N = 3230)

Item	Questionnaire Item	X	S.D.	r
1	3	3.87	1.18	.38
2	5	4.34	.95	.29
3	13	3.61	1.09	.45
4	16	3.83	1.23	.44
5	21	4.42	.92	.36
6	22	3.15	1.38	.39
7	32	4.43	.89	.43
8	33	4.39	1.03	.42
9	35	3.49	1.30	.42
10	38	3.58	1.27	.41

Table 44 includes the means, standard deviations and reliability coefficients for the Special Issues Scale for grade seven students under study and grade seven students surveyed by Kirkwood and Nediger (1982). The means and standard deviations achieved on the Special Issues Scale by the grade seven students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) were 37.8628, 7.897 and 39.19, 5.16 respectively. There is a difference of 1.3272 in the means scores but this difference is not significant.

Table 44

Means, Standard Deviations and Reliability
Coefficients for the Special Issues
Scale for Grade Seven Students
Under Study and Grade Seven
Students Surveyed by
Kirkwood and Nediger
(1982)

Scale	Grade	N	X	S.D.	r
Special Issues	7	226 ¹	37.8628	7.897	.8567
Special Issues	7	4403 ²	39.19	5.16	.60

¹ Grade seven students under study.

² Grade seven students surveyed by Kirkwood and Nediger (1982)

Table 45 includes the means, standard deviations and reliability coefficients for the Special Issues Scale for grade twelve students under study and grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). The means and standard deviations for the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were 41.3939, 4.160 and 39.07, 6.16 respectively. There is a difference between the means scores but the difference is not great. There is a 2.3239 difference in the means scores.

Table 45

Means, Standard Deviations and Reliability
Coefficients for the Special Issues
Scale for Grade Twelve Students
Under Study and Grade Twelve
Students Surveyed by Kirkwood,
Anderson and Khan (1984)

Scale	Grade	N	X	S.D.	r
Special Issues	12	132 ¹	41.3939	4.160	.6152
Special Issues	12	3230 ²	39.07	6.16	.73

¹ Grade twelve students under study.

² Grade twelve students surveyed by Kirkwood, Anderson and Khan (1984)

The results for the grade seven students on the Opinion Scale, Identity Scale and Special Issues Scale indicate that there is a small difference between the two groups and that the grade seven students surveyed by Kirkwood, and Nediger (1982) displayed slightly stronger attitudes regarding Canada generally. The results for the grade twelve students on the Opinion Scale, Identity Scale and Special Issues Scale indicate that there is a small difference between the two groups and that the grade twelve students under study displayed slightly stronger attitudes regarding Canada generally. It was because of these slight differences that the null hypothesis, "There will be no difference in the attitudes regarding Canada held by the students under study and those held by other Canadian students", was not rejected.

Question Five

To answer question five; "Are there differences in the knowledge level and attitudes regarding Canada of the grade twelve students who complete only the four required core social studies courses and that of the grade twelve students who complete more than the required core social studies courses?". An F-test was performed at the .05 level of significance, on the results achieved on the Knowledge Scale by the grade twelve students who had completed only the four required core social studies courses and by the grade twelve students who had completed

more than the required core social studies courses. The F-ratio was 3.0282 and F probability was .0842. Thus, no significant differences in the results existed. Table 46 summarizes the results of the F-test performed on the results achieved on the Knowledge Scale by both grade twelve groups.

An F-test at the .05 level of significance was also performed separately on the results achieved on the Opinion, Identity, and Special Issues Scales by the grade twelve students who had completed only the four required core social studies courses and by the grade twelve students who had completed more than the required core social studies courses. On the Opinion Scale the F-ratio was 1.8492 and F probability was .1762. On the Identity Scale the F-ratio was .0093 and F probability was .9234. On the Special Issues Scale the F-ratio was 2.2649 and the F probability was .1348. The results of the three F-tests reveal that no significant difference existed between the two groups.

Table 47 summarizes the results of the F-test performed on the results achieved on the Opinion, Identity and Special Issues Scales by students who had completed only the four required core social studies courses and by students who had completed more than four core social studies courses.

The results of the F-tests performed on the knowledge and attitudes scales reveal that no significant

Table 46

Summary of F-Test Performed on the Knowledge Scores Achieved by
Grade Twelve Students Who Had Completed Only Four Required
Core Courses and Grade Twelve Students Who Had
Completed More Than the Core Courses

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between Groups	1	200.8182	200.8182	3.0282	.8042
Within Groups	130	8621.0909	66.361		
Total	131	8821.9091			

Table 47

Summary of F-Tests Performed on the Results Achieved on the Opinion, Identity and Special Issues Scales by Grade Twelve Students Who Had Completed Only the Four Required Core Social Studies Courses and Grade Twelve Students Who Had Completed More Than the Four Core Social Studies Courses

Subscale	Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Opinion Subscale	Between Groups	1	10.0227	10.0227	1.8492	.1762
	Within Groups	130	704.6061	5.4200		
	Total	131	714.6288			
Identity Subscale	Between Groups	1	.2525	.2525	.0093	.9234
	Within Groups	130	3537.3172	27.2132		
	Total	131	3537.9697			
Special Issues Subscale	Between Groups	1	38.8283	38.8283	2.2649	.1348
	Within Groups	130	2238.6869	17.1437		
	Total	131	2267.5152			

differences existed in the knowledge level and attitudes regarding Canada of grade twelve students who had completed only the required four social studies courses and that of those grade twelve students who had completed more than the required core social studies courses. As a result of these F-tests being performed, the null hypothesis, "There will be no difference in the knowledge level and attitudes regarding Canada of grade twelve students who complete only the four required core social studies courses and that of grade twelve students who complete more than the required core social studies courses", was not rejected.

Question Six

To answer question six; "Are there differences in the knowledge level on the Economic Issues related to Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who do not complete Canadian Economy?", a dependent t-test was conducted to analyze the differences in the means scores achieved on the Economics Subscale within the Knowledge Scale by the grade twelve students who had completed Canadian Economy 2103 and by the grade twelve students who had not completed this course at the 0.05 level of significance.

Table 48 indicates the means, standard deviations, t-value and p-value for the Economics Subscale for the grade twelve students who had completed Canadian Economy 2103 and the grade twelve students who had not completed Canadian Economy 2103.

Table 48

Means, Standard Deviations, T-value and P-value for the Economics Subscale for Grade Twelve Students Who Had Completed Canadian Economy 2103 and Grade Twelve Students Who Had Not Completed Canadian Economy 2103

Subscale	N	X	S.D.	T-value	P
Economics	77 ¹	9.2208	2.263	-0.81	0.417
Economics	55 ²	9.5455	2.545		

¹ Number of students completing Canadian Economy 2103.

² Number of students who did not complete this course.

The t-value of -0.81, with a probability level of 0.417, indicated that no significant difference existed between the two groups. It was because no significant difference existed between the two groups that the null hypothesis, "There will be no difference in the knowledge level on the Economic Issues related to Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who do not complete Canadian Economy 2103", was not rejected.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purposes of this study were; to measure and compare the knowledge level and attitudes regarding Canada of grade seven and grade twelve students within the Port-aux-Basques Integrated School District; to compare the knowledge level and attitudes regarding Canada of grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district and that of other grade seven and grade twelve Canadian students; to compare the knowledge level and attitudes regarding Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who had completed only the four required core social studies courses and that of those grade twelve students within the same school board who had completed more than the required core social studies courses; and to compare the knowledge level regarding Canada of grade twelve students within the Port-aux-Basques Integrated School Board district who completed Canadian Economy 2103 and that of those grade twelve students within the same school board who had not completed Canadian Economy 2103. It attempted to do this by answering the following questions:

1. Are there differences in the knowledge level regarding Canada of the grade seven and grade twelve students under study?
2. Are there differences in the attitudes regarding Canada held by the grade seven and grade twelve students under study.
3. Are there differences in the knowledge level regarding Canada of the students under study and that of other Canadian students?
4. Are there differences in the attitudes regarding Canada held by the students under study and those held by other Canadian students?
5. Are there differences in the knowledge level and attitudes regarding Canada of the grade twelve students who complete only the four required core social studies courses and that of the grade twelve students who complete more than the required core social studies courses?
6. Are there differences in the knowledge level regarding Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who do not complete Canadian Economy 2103?

In order to gather the required data for this study, permission was sought from the Canada Studies Foundation to employ the questionnaire utilized by Kirkwood and Nediger (1982). This questionnaire consisted of

statements and questions related to Canada, such as national identity, cultural and linguistic diversity, pride in Canadian symbols and institutions, and national unity and purpose.

The questionnaire consisted of two sections. The first section contained forty Likert-type statements pertaining to attitudes and opinions, and concerns. Students were asked to indicate the extent to which they agreed or disagreed on a five-point scale, having the extreme points as strongly agree and strongly disagree. For the purposes of scoring, the polarity of a statement to reflect a positive attitude was reversed in order for a numerically higher score to be associated with a more positive attitude. The second section of the questionnaire consisted of sixty multiple choice items relating to knowledge in the areas of environment, political system, economic system, and special issues and concerns.

To answer question one, "Are there differences in the knowledge level regarding Canada of grade seven and grade twelve students under study?", the means achieved by the grade seven and grade twelve students on the knowledge scale were compared and the means achieved by the grade seven and grade twelve students on the four knowledge subscales within the knowledge scale were compared. The means scores for grade seven and grade twelve students on the knowledge scale were 20.8230 and 34.5909 respectively.

The grade twelve students scored higher on all four knowledge subscales within the Knowledge Scale. A t-value of -19.09 indicated a significant difference existed in the means scores achieved on the Knowledge Scale by the students under study at the 0.00 level of significance. Thus, the null hypothesis, "There will be no difference in the knowledge level regarding Canada of the grade seven and grade twelve students under study", was rejected.

To answer question two, "Are there differences in the attitudes regarding Canada held by the grade seven and grade twelve students under study?", the results achieved by the grade seven and grade twelve students under study on the Opinion Scale, Identity Scale and Special Issues Scale were analyzed separately. As each statement on the Opinion Scale covered a distinct issue; analysis by scale, was not reported. The response frequencies for the grade seven and grade twelve students for each statement on the Opinion Scale were compared. The grade twelve students displayed stronger attitudes generally to items in this scale than the grade seven students. On the Identity Scale the means scores for the grade seven and grade twelve students under study were 48.0487 and 48.3485. A t-value of -0.35, with a probability level of 0.729, indicated that there was not a significant difference in these scores at the 0.05 level of significance. On the Special Issues Scale the grade seven and grade twelve students achieved means scores of 37.8628 and 41.3939

respectively. A t-value of -4.76 indicated that a significant difference existed at the 0.00 level of significance. It was because there existed differences on the Opinion Scale and the Special Issues Scale that the null hypothesis, "There will be no difference in attitudes regarding Canada held by the grade seven and grade twelve students under study", was rejected.

To answer question three, "Are there differences in the knowledge level regarding Canada of the students under study and that of other Canadian students?", the mean scores achieved on the Knowledge Scale by the grade seven students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) were compared; the means scores on the four Knowledge subscales achieved by the grade seven students under study and the grade seven students surveyed by Kirkwood and Nediger (1982) were compared; the means scores achieved on the Knowledge Scale by the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were compared; and the means scores achieved on the four Knowledge subscales by the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were compared.

The results on the Knowledge Scale for both grade seven and grade twelve students indicated that other Canadian grade seven students achieved higher means scores than did the grade seven students under study and that

other Canadian grade twelve students achieved higher means scores than did the grade twelve students under study. The difference between the means scores for both grade twelve groups was not as great as the difference for the means scores achieved by both grade seven groups. The means scores achieved by the grade seven students under study and those grade seven students surveyed by Kirkwood and Nediger (1982) were 20.8230 and 24.88, respectively. The means scores achieved on the Knowledge Scale by the grade twelve students under study and the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were 34.5909 and 36.10 respectively.

The results achieved by both grade seven groups and by both grade twelve groups on the four Knowledge subscales indicated that those grade seven students surveyed by Kirkwood and Nediger (1982) achieved higher means scores on all four subscales than did the grade seven students under study and that the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) achieved higher means scores on three of the Knowledge subscales than the grade twelve students under study. The grade twelve students under study achieved a higher means score on the Economic Issues subscale.

Overall, the results indicate that the other Canadian grade seven and grade twelve students achieved higher means scores on the Knowledge Scale. The difference in the means scores indicates that there exists a difference

in the knowledge level regarding Canada of the students under study and that of other Canadian students. Therefore, the null hypothesis, "There will be no difference in the knowledge level regarding Canada of the students under study and that of other Canadian students", was rejected.

To answer question four, "Are there differences in the attitudes regarding Canada held by the students under study and those held by other Canadian students?", the responses given on the Opinion Scale, Identity Scale and Special Issues Scale by the grade seven students under study and by the grade seven students surveyed by Kirkwood and Nediger (1982) were compared, and the responses given to the same scales by the grade twelve students under study and by the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984) were compared. The results of the grade seven group indicate that the grade seven students were slightly stronger generally in their attitudes regarding Canada than the grade seven students under study. The results of the grade twelve group indicate that the grade twelve students under study were slightly stronger generally in their attitudes regarding Canada than the grade twelve students surveyed by Kirkwood, Anderson and Khan (1984). It was because of these slight differences that the null hypothesis, "There will be no difference in the attitudes regarding Canada

held by the students under study and those held by other Canadian students", was rejected..

To answer question five, "Are there differences in the knowledge level and attitudes regarding Canada of the grade twelve students who complete the four required core studies courses and that of the grade twelve students who complete more than the required core social studies courses?". First an F-test was performed on the results on the Knowledge Scale achieved by both groups. An F-ratio of 1.5911 and an F-probability of .2094 indicated that no significant difference existed at the .05 level of significance. Secondly, an F-test was performed on the results achieved on the Opinion Scale, Identity Scale and Special Issues Scale by both groups. The results indicate that no significant difference existed between the groups on these scales at the .05 level of significance. It was because the results of the F-tests indicated there was no significant differences between the groups on the Knowledge Scale, Identity Scale, Special Issues Scale and Opinion Scale, the null hypothesis, "There will be no difference in the knowledge level and attitudes regarding Canada of the grade twelve students who complete only the four required core social studies courses and that of the grade twelve students who complete more than the required core social studies courses", was not rejected.

To answer question six, "Are there differences in the knowledge level on Economic Issues related to Canada" of

the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who do not complete Canadian Economy 2103?, a dependent t-test was conducted to analyze the difference in the means scores achieved on the Economics Subscale within the Knowledge Scale by the grade twelve students who had completed Canadian Economy 2103 and by the grade twelve students who had not completed Canadian Economy 2103. The results of the t-test indicated that no significant difference existed between the two groups at the 0.00 level of significance.

It was because no significant difference existed between the two groups that the null hypothesis, "There will be no difference in the knowledge level on Economic Issues related to Canada of the grade twelve students who complete Canadian Economy 2103 and that of the grade twelve students who complete Canadian Economy 2103", was not rejected.

Conclusion

This study was concerned with measuring and comparing the knowledge level and attitudes regarding Canada of South-western Newfoundland grade seven and grade twelve students within the Port-aux-Basques Integrated School Board district living in communities from Cape Ray to Grand Bruit; comparing the knowledge level and attitudes

regarding Canada of the students under study and that of other Canadian students; comparing the knowledge level and attitudes regarding Canada of the grade twelve students who completed only the four required core social studies courses and that of the grade twelve students who completed more than the required core social studies courses; and comparing the knowledge level and attitudes regarding Canada of the grade twelve students who completed Canadian Economy 2103 and that of the grade twelve students who did not complete Canadian Economy 2103. In this section, some observations are made about the results of this study.

The means scores of 20.8230 (35%) and 34.5909 (58%) for the grade seven and grade twelve students respectively on the Knowledge Scale indicate that a difference in the knowledge levels regarding Canada of the two groups does exist. As well, the results achieved on the subscales within the Knowledge Scale indicate that a difference existed in the knowledge level regarding Canada on all four subscales. The results for these subscales indicate that the grade twelve students performed better on all four subscales. The greatest difference in the means scores for each subscale was on the Economic Issues subscale. The least difference in the means scores was on the Environmental Issues subscale. Both grade seven and grade twelve groups achieved their greatest mean score on

the Political Issues subscale and their lowest on the Special Issues subscale.

When the results achieved on the Knowledge Scale by the students under study and by the other Canadian students were compared, it was revealed that the other Canadian students performed better. As for those results achieved on the four subscales within the Knowledge Scale, the other Canadian grade seven students performed better on all four subscales and the South-western Newfoundland grade twelve students performed better on one subscale, the Economic Issues subscale.

On the attitudes portion of the questionnaire both the grade seven and grade twelve students under study displayed positive attitudes to the various Canadian issues and concerns. The grade twelve students displayed stronger attitudes in their agreement or disagreement towards issues on the Opinion Scale and Special Issues Scale. The difference in attitudes displayed by both groups on the Identity Scale was not significant. Both groups displayed patriotism, wanted equality for women and men, and expressed concern for the environment.

When the results achieved by the students under study and by other Canadian students on the various attitudinal scales were compared, it was revealed that the other Canadian grade seven students displayed stronger positive attitudes than did the grade seven students under study. The grade twelve students under study displayed stronger

2
positive attitudes than the other Canadian grade twelve students.

In the third part of this study, the knowledge level and attitudes regarding Canada by the grade twelve students who had completed only the four required core social studies courses and that of the grade twelve students who had completed more than the core social studies courses were compared. The results of F-tests performed to analyze the results achieved on the Knowledge Scale, and the Opinion, Identity and Special Issues Scales by those grade twelve students completing only the four required core courses and by those completing more than the core social studies courses revealed that no significant difference existed in the knowledge level and attitudes regarding Canada of the two groups.

The final part of this study was concerned with comparing the knowledge level and attitudes regarding Canada of the grade twelve students who had completed Canadian Economy 2103 and that of the grade twelve students who had not completed Canadian Economy 2103. The results of a dependent t-test performed to analyze the difference in the means scores achieved on the Economics subscale within the Knowledge Scale by the grade twelve students who had completed Canadian Economy 2103 and by the grade twelve students who had not completed this course indicated that no significant difference existed between the groups on this subscale.

Recommendations

On the basis of the findings of this study, a number of recommendations can be made. The most obvious is that research needs to be conducted on a regular basis in order to determine how well students have acquired the knowledge and attitudes appropriate for effective citizenship, and to determine the sources of their information. Without such research, Canadian society would not be able to determine the direction in which more effort, through resources such as manpower, money, education, etc., should be directed in enabling students to become effective Canadian citizens.

Secondly, in this study it was shown that the grade twelve students under study displayed stronger attitudes in their agreement/disagreement towards issues on the Opinion and Special Issues Scales than did the grade seven students under study. This finding is at variance with earlier research which found that political attitudes and values of students are strongly entrenched by age thirteen and that programs at the senior high may do little to change them. Since there is an incongruence between the finding of this study and that of previous research, it is recommended that research be conducted to determine the factors that enable students in Newfoundland beyond grade seven to change attitudes. Such research would be beneficial for improving citizenship courses beyond grade seven.

Thirdly, it was a finding of this study that there was a greater shift in positive attitudes from grades seven to twelve on the part of the students under study as compared to other Canadian students. Since this was a finding of this study and since no attempt was made to determine the reasons for this occurrence, it is recommended that research be conducted to determine what aspects of schooling in Newfoundland account for a greater shift in positive attitudes for students from grades seven to grade twelve as compared to that of other Canadian students in the same grades. Such research could be beneficial in improving citizenship education in other places in Canada.

Fourthly, it was a finding of this study that grade twelve students in south-western Newfoundland achieved better results on the Economic Issues subscale than other Canadian grade twelve students. Since the grade twelve students under study performed better on the Economic Issues subscale, and since no attempt was made to determine the reasons for this occurrence, it is recommended that research be conducted to determine what aspects of schooling in Newfoundland enables students beyond grade seven to obtain greater knowledge of economic issues in Canada than other Canadian students beyond grade seven. Such research could prove beneficial in improving courses beyond grade seven dealing with economic issues in Canada.

Finally, research efforts should be directed towards developing and testing of an item pool concerning knowledge and attitudes regarding Canada. Such a pool would aid in the development and evaluation of social studies courses dealing with Canadian content.

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APPENDIX A

*The Canada Studies Foundation**La Fondation d'Etudes du Canada*

SUITE 3-390 - 252 BLOOR STREET WEST TORONTO, ONTARIO, CANADA M5S 1V8 TELEPHONE 416-922-4148

November 30, 1983

Mr. Robert Tucker
P.O. Box 29
Grand Bay East
Port aux Basques, Nfld.
AON 1K0

Dear Mr. Tucker:

You are welcome to use the Questionnaire utilized for "A Survey of Elementary and Secondary Pupils: Their Knowledge and Attitudes Regarding Canada". Please acknowledge the Canada Studies Foundation.

The study concerning grade 7 and 10 students is enclosed. Please send this office \$7.00.

The grade 12 study will be completed soon and I will send you our draft when it is complete.

Good luck with your study. If I can help further, please ask.

Why don't you do some qualitative work? That is, interviewing some students to discover the reasons for their answers. That would nicely extend our work.

Yours sincerely,

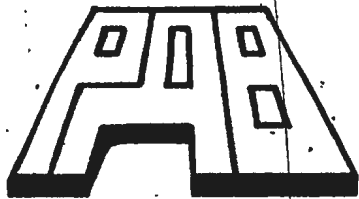
Robert M. Anderson
Director

RMA/dm

Encl.

cc: Kristian Kirkwood

APPENDIX B



Commission Scolaire de
Port aux Basques
Integrated School Board

MEMO TO: Principals
FROM: R. Tucker
RE: Canadian Survey
DATE: April 14, 1986

I am conducting a survey of grade seven and grade twelve students in this school district in order to ascertain their level of knowledge and attitudes regarding Canada.

Enclosed are questionnaires I wish for your school to administer to grade seven and grade twelve students during the afternoon session on Monday, May 5, 1986.

Thank you for your cooperation regarding this matter.

Sincerely,

Robert W. Tucker
PROGRAM CO-ORDINATOR

edh

Enclosures

APPENDIX C

READ THE FOLLOWING CAREFULLY

I am trying to find out how students feel about Canada and certain Canadian issues and problems. I also want to know what general information students have about Canada.

The information I want to obtain from you will be used for research purposes only. The answers you give will not influence your school marks in any way. Please be sincere and honest in your response.

I would appreciate it very much if you would answer all questions in both sections of this questionnaire. I would like to thank you very much for your cooperation in completing this questionnaire.

COMPLETE THE FOLLOWING

1. Name: _____
2. Age: _____
3. Sex: Male _____ Female _____
4. Grade/High School Level: _____

5. For Grade Seven Students Only:

Do you like Social Studies? Yes _____ No _____

6. For High School Students Only:

Indicate with a check () mark which Social Studies courses you have taken and those in which you are presently enrolled.

Cultural Heritage 1200	_____	Canadian Law 2104	_____
Canadian Issues 1201	_____	World History 2206	_____
Consumer Studies 1202	_____	Modern World History 3101	_____
Democracy 2102	_____	World Geography 3202	_____
Canadian Economy 2103	_____	World Problems 3204	_____

7. For High School Students Only: (Answer all three questions.)

(a) Do you like Social Studies generally? ☒

Yes _____ No _____

(b) Which Social Studies course have you enjoyed most?

(c) Which Social Studies course have you enjoyed the least?

PART I

At the top of each page it says STRONGLY AGREE, (SA), AGREE, (A), NOT SURE, (NS), DISAGREE, (D), STRONGLY DISAGREE, (SD). After each statement you will see the numbers 1, 2, 3, 4, and 5. Please read each statement carefully and decide how you feel about it. Then circle the appropriate number. Remember: we are interested in how you feel rather than how you should feel. There are no right or wrong answers to items in this part. Be sure to answer all statements.

	SA	A	NS	D	SD
1. The provinces should have control over offshore resources.	1	2	3	4	5
2. Foreigners should not be able to own large amounts of property in Canada.	1	2	3	4	5
3. Native people should be allowed to keep their own way of life.	1	2	3	4	5
4. Helping other countries is a waste of Canadian money.	1	2	3	4	5
5. Canadian citizens should have a right to criticize the policies of their government.	1	2	3	4	5
6. Every Canadian should know the words of O'Canada.	1	2	3	4	5
7. I am proud to be a Canadian.	1	2	3	4	5
8. Canada should attempt to reduce its economic and industrial dependence on the U.S.	1	2	3	4	5
9. I like to watch Canadian television programs.	1	2	3	4	5
10. We should always stand at attention when O'Canada is played.	1	2	3	4	5
11. O'Canada should be played before the beginning of every public function.	1	2	3	4	5
12. The right of Canadian workers to strike should be taken away.	1	2	3	4	5

	SA	A	NS	D	SD
13. Ethnic groups have a useful part to play in the development of Canada.	1	2	3	4	5
14. It is a waste of money to celebrate Canada Day.	1	2	3	4	5
15. There was no need to bring the Constitution to Canada.	1	2	3	4	5
16. French-speaking Canadians in all provinces should have a right to education in French.	1	2	3	4	5
17. The monarchy should be abolished.	1	2	3	4	5
18. Political leaders do not care what people like me want.	1	2	3	4	5
19. We are fortunate to be living in Canada.	1	2	3	4	5
20. Governments should direct more money to our educational system.	1	2	3	4	5
21. Canadians should be able to work or live in any province of Canada.	1	2	3	4	5
22. It is important for Canadians to be able to speak both French and English.	1	2	3	4	5
23. I'd rather visit other provinces in Canada than other countries.	1	2	3	4	5
24. Every Canadian should know about Canada's history.	1	2	3	4	5
25. I would rather live in Canada than in any other country of the world.	1	2	3	4	5
26. Canada should not yield to American pressures on the issue of energy.	1	2	3	4	5
27. Canada should gain complete ownership of the oil industry.	1	2	3	4	5

	SA	A	NS	S	SD
28. Canadians should have more control of companies operating in Canada.	1	2	3	4	5
29. The metric system of weights and measures is the best system.	1	2	3	4	5
30. Labor unions are very necessary to protect the average worker.	1	2	3	4	5
31. Canadians are the finest people in the world.	1	2	3	4	5
32. Everyone in Canada should have the right to free speech.	1	2	3	4	5
33. Men and women should be paid equal wages for equal work.	1	2	3	4	5
34. My province comes first, then the rest of the country.	1	2	3	4	5
35. We should all learn more than one language in school.	1	2	3	4	5
36. I would not want any part of Canada to separate.	1	2	3	4	5
37. Canada has an important role in the world as a peace keeper.	1	2	3	4	5
38. Immigrants should be allowed to keep their own culture and traditions.	1	2	3	4	5
39. The Canadian system of justice is fair.	1	2	3	4	5
40. Industries should not be allowed to dump their waste products in Canadian rivers.	1	2	3	4	5

PART II

In responding to the questions in this section, please circle the letter in front of the answer you feel is most appropriate. Be sure to answer all questions.

1. Canada is situated in the
 - a) southern and eastern hemispheres.
 - b) northern and eastern hemispheres.
 - c) southern and western hemispheres.
 - d) northern and western hemispheres.
2. Canada's land area is approximately
 - a) 3,500,000 square kilometers
(1,370,000 square miles).
 - b) 7,420,000 square kilometers
(2,900,000 square miles).
 - c) 20,480,000 square kilometers
(8,000,000 square miles).
 - d) 9,110,000 square kilometers
(3,560,000 square miles).
3. Which one of the following would most accurately describe Canada when it is compared to other countries of the world?
 - a) Sparsely populated with a warm climate
 - b) Heavily populated with a cold climate
 - c) Sparsely populated with a cold climate
 - d) Heavily populated with a warm climate
4. The population of Canada is closest to
 - a) 15,000,000 people.
 - b) 20,000,000 people.
 - c) 25,000,000 people.
 - d) 30,000,000 people.
5. Canada is part of which one of the following continents?
 - a) Antarctica
 - b) Asia
 - c) North America
 - d) South America

6. Canada's largest island is
- a) Ellesmere Island.
 - b) Victoria Island.
 - c) Vancouver Island.
 - d) Baffin Island.
7. The city with the mildest winter climate is
- a) St. John's.
 - b) Charlottetown.
 - c) Niagara Falls.
 - d) Victoria.
8. Settlement and development of the northern areas of Canada are hindered mainly by
- a) a lack of natural resources in these areas.
 - b) a lack of interest motivation by Canadians.
 - c) climatic conditions.
 - d) a lack of skilled workers.
9. Canada's border with the United States from British Columbia to the Great Lakes is
- a) closer to the equator than the north pole.
 - b) halfway between the north pole and the equator.
 - c) closer to the north pole than the equator.
 - d) about the same distance from the equator as the Tropic of Capricorn.
10. When Canada's area is compared with all other countries in the world, it would be the
- a) largest.
 - b) second largest.
 - c) third largest.
 - d) fourth largest.
11. Where do the majority of Canada's population live?
- a) Within the Atlantic Provinces
 - b) Within the prairie provinces
 - c) Within 200 kilometers of the Canada-United States border
 - d) Within 200 kilometers of Ottawa

12. Which of the following Canadian cities is located at the highest elevation?
- a) Calgary
 - b) Halifax
 - c) Quebec
 - d) Vancouver
13. By which of the following is Calgary most affected?
- a) Chinook winds
 - b) Hurricanes
 - c) Tornadoes
 - d) North-easterly winds
14. Which of the following is a non-renewable resource most commonly associated with the Canadian Shield?
- a) Water
 - b) Petroleum
 - c) Metallic minerals
 - d) Gas
15. Canada's major trading partner is
- a) Japan.
 - b) United States.
 - c) Britain.
 - d) Mexico.
16. In which of the following provinces do individuals presently have the highest yearly income?
- a) Ontario
 - b) New Brunswick
 - c) Alberta
 - d) Quebec
17. The average amount of resources and energy that each Canadian will consume in a life time, compared to that of each African would be
- a) less.
 - b) about the same.
 - c) about three times as much.
 - d) about fifty times as much.
18. What is/are the official language(s) of Canada?
- a) There is no official language
 - b) English only
 - c) French only
 - d) Both English and French

19. An official policy of the Federal government is to .
- a) promote the development of one Canadian culture which would be British Canadian in character.
 - b) promote the development of one Canadian culture which would be French Canadian in character.
 - c) promote all cultures other than that of British or French origin.
20. The economy of Canada is
- a) controlled by the different levels of government.
 - b) controlled by both government, and business and industry.
 - c) controlled by business and industry.
 - d) controlled by none of the above.
21. In Canada, public services such as hospitals, roads, and schools are mainly financed by
- a) users' fees.
 - b) charitable donations.
 - c) direct business and industry payments.
 - d) tax payers' money.
22. Economic development in Canada varies from region to region because of
- a) lower transportation costs.
 - b) more favoured geographical locations.
 - c) greater abundance of natural resources.
 - d) all of the above.
23. Unemployment insurance, family allowances, and old age pensions are paid by the
- a) lotteries.
 - b) Provincial governments.
 - c) Federal governments.
 - d) Municipal governments.
24. The money, materials, machinery and factories necessary for producing goods in Canada are
- a) mostly government owned.
 - b) mostly privately owned.
 - c) approximately half private and half government owned.
 - d) none of the above.

25. Inflation in recent years has
- a) been only a Canadian problem.
 - b) not been a Canadian problem.
 - c) seldom been a Canadian problem.
 - d) been a world-wide problem.
26. Petrocan was set up by the Canadian government to
- a) help develop countries with economic and social assistance.
 - b) establish greater Canadian control over the oil and gas business.
 - c) control the export of manufactures to the United States.
 - d) monitor pollution levels created by car exhaust fumes.
27. Which of the following identifies items in the new Canadian constitutional arrangements that created bitter conflict among the provinces and the federal government?
- a) Overseas aid and trade
 - b) Amending formula and charter of rights
 - c) Payments to British and French governments
 - d) Parliamentary rules for debates in the House of Commons and provincial legislatures
28. To which of the following international organizations does Canada NOT belong?
- a) Commonwealth
 - b) United Nations
 - c) N.A.T.O. (North Atlantic Treaty Organization)
 - d) O.P.E.C. (Organization of Petroleum Exporting Countries)
29. Canada has within its borders almost one-half of the world's supply of fresh water. Which of the following is the greatest threat to the quality of that water?
- a) Oil spills from lake freighters and large industries
 - b) Acid rain from industrial and automobile pollution
 - c) Sewage from homes and cottages with inadequate sanitary facilities
 - d) Timber cutting in sections of the Canadian North

30. What is the name of the new, internationally famous Canadian technology which involves a two-way television system?
- a) Telex
 - b) R.C.A. Television
 - c) Telidon
 - d) Teleology
31. In 1981, Prime Minister Trudeau was in the international spotlight in his attempt to gain support for
- a) tough economic sanctions against the Polish government.
 - b) new economic relationships between the developed Northern and developing Southern countries of the world.
 - c) daring Canadian proposals to resolve the Palestinian situation.
 - d) increased Japanese exports to North America.
32. The use of sea animals and caribou for food, clothing and fuel, and a high degree of skill in carving bone, stone and ivory, were the features of the way of life of
- a) all Indians.
 - b) Indians living along the Atlantic coast.
 - c) the Inuit.
 - d) Indians living along the Pacific coast.
33. Which one of the following features was common to the way of life of Plains, Pacific Coast and Western Woodland Indians when Europeans first came to know them?
- a) Used animal pelts for clothing
 - b) Depended heavily on fish for food
 - c) Used the canoe as the main means of transportation
 - d) Got some of their food by planting crops
34. Which of the following pairs of Indian groups includes only Pacific Coast tribes?
- a) Micmac, Beothuk
 - b) Huron, Iroquois
 - c) Cree, Algonquin
 - d) Haida, Nootka
- C

35. To a significant extent, a union of British North American colonies came about because of the work of a group of men who have come to be called the "Fathers of Confederation". Which of the following lists identifies some of those men?

- a) Laurier, Borden, Meighen
- b) Baldwin, Strachan, Ryerson
- c) Sifton, Aberhart, Duplessis
- d) Tupper, Cartier, Macdonald

36. When was the British North American Act officially proclaimed?

- a) May 24, 1846
- b) July 1, 1867
- c) June 1, 1860
- d) July 4, 1857

37. Which one of the following lists identifies women who provided outstanding leadership in Canada in the struggle for women's social, political and legal rights?

- a) Susannah Moodie, Anna Jamieson, Sarah J. Duncan
- b) Emily Pankhurst, Beatrice Webb, Isabel Peron
- c) Betty Crocker, Madame Benoit, Aledandra Hewitt
- d) Emily Murphy, Nelli McClung, Therese Casgrain

38. What is the correct order for the entry of the following provinces into Confederation?

- a) British Columbia, Alberta and Saskatchewan, Newfoundland
- b) Alberta and Saskatchewan, Newfoundland, British Columbia
- c) Newfoundland, British Columbia, Alberta and Saskatchewan
- d) Alberta and Saskatchewan, British Columbia and Newfoundland

39. To which of the following wars did Canada NOT make a contribution of armed forces for combat purposes?

- a) World I
- b) World II
- c) Korean War
- d) Vietnam War

40. Why was Lester Pearson awarded the Nobel Peace Prize in 1957?
- a) He negotiated the sending of a U.N. peace-keeping force to the Middle East to end a war in that area.
 - b) His bilingual and bicultural policies won international admiration.
 - c) He encouraged the Americans and Russians to compromise over the Cuban Missile Crisis.
 - d) He negotiated with both the Russians and Americans to get them to sign the S.A.L.T. Treaty to reduce nuclear arms.
41. When did the Canadian parliament officially adopt the maple leaf flag as our national flag and "O Canada" as our national anthem?
- a) At time of Confederation
 - b) 1931
 - c) During World War II
 - d) Since 1960
42. In what field did the "Group of Seven" introduce a distinctive Canadian approach?
- a) Politics
 - b) Art
 - c) Business
 - d) Sports
43. Which of the following is an American-produced television series?
- a) Three's Company
 - b) Beachcombers
 - c) The Journal
 - d) King of Kensington
44. The document that forms the main written part of Canada's constitution is the
- a) Act of Union.
 - b) British North American Act.
 - c) Constitutional Act.
 - d) Declaration of Independence.
45. In his present-day role, the Governor-General as the representative of the Queen is most likely to
- a) speak out on controversial national issues.
 - b) operate in a social and ceremonial fashion.
 - c) change laws passed by Parliament.
 - d) remove the Prime Minister from office.

46. When people speak of the Canadian parliament, they are usually referring to its most powerful and important part, which is the.

- a) Senate.
- b) Queen.
- c) House of Commons.
- d) Supreme Court.

47. Which one of the following describes the Canadian Senate?

- a) The branch of government made up of the Prime Minister and his cabinet.
- b) The branch of the federal parliament made up of appointed representatives.
- c) The branch of the federal government made up of elected representatives.
- d) The branch of the federal government made up the Prime Minister and the Governor-General.

48. The political party which has held power in Ottawa for the most of the twentieth century is the

- a) Liberal Party.
- b) Republican Party.
- c) Progressive Conservative Party.
- d) Social Credit Party.

49. A major function of the cabinet is to

- a) select a new Prime Minister when there is a retirement from the position.
- b) introduce nearly all public bills considered by parliament.
- c) obey their civil service advisors.
- d) insure that the parliament buildings are properly maintained.

50. When the governing party has been defeated by a vote of non-confidence in the House of Commons, the Prime Minister is expected to

- a) go to the Governor-General to ask for an election or resign.
- b) change the membership of the Cabinet in order to win approval of the House of Commons.
- c) approach the Senate in order to win a vote of confidence in that body.
- d) lower taxes in order to get more popular support.

51. The regular, private meeting of M.P.'s and Senators from one party where frank, critical discussion of party policies may take place is called a
- a) press gallery.
 - b) committee of the whole.
 - c) constituency meeting.
 - d) caucus.
52. Which one of the following statements provide accurate information about civil servants?
- a) They are government employees rather than elected representatives.
 - b) They all have to resign when a new party forms the government.
 - c) They decide government policy on any given issue.
 - d) They are all employed at the federal level of government.
53. Which one of the following is a Canadian-owned, weekly news magazine?
- a) Time
 - b) Maclean's
 - c) Newsweek
 - d) Readers' Digest
54. The phrase "due process of law" means that
- a) a person cannot be deprived of his/her right as a citizen without a trial in a court of law.
 - b) a defendant must have a lawyer during his/her trial.
 - c) a judge must sentence any one found guilty to a jail term.
 - d) every person accused of a crime is guilty until proven innocent.

55. In Canada, most judges are appointed by the federal government and cannot easily be removed from their positions. A major reason for the Canadian system is that
- a) a system of electing judges would be very costly and time-consuming.
 - b) judges should be able to make tough or unpopular decisions without having to worry about pleasing the public.
 - c) there is a massive work-load facing judges and few people would be willing to seek election for the position.
 - d) since our law-making representatives are chosen democratically, judges need not be chosen the same way.
56. When translated, the motto on the Canadian coat of arms says
- a) O'Canada we stand on guard for thee.
 - b) In God we trust.
 - c) From sea unto sea.
 - d) Life, liberty and the pursuit of happiness.
57. Upon which type of tax are municipal governments dependent?
- a) Income tax
 - b) Royalty tax
 - c) Property tax
 - d) Sales tax
58. Which would best describe Canada?
- a) An exporter of manufactured goods.
 - b) An exporter of raw materials.
 - c) An importer of raw materials.
 - d) An importer of unskilled labour.
59. The foreign country which has the most money invested in the Canadian economy is
- a) Saudi Arabia.
 - b) Japan.
 - c) England.
 - d) United States.
60. The province with the lowest rate of unemployment is
- a) Alberta.
 - b) Newfoundland.
 - c) Quebec
 - d) Ontario.



