

THE DEVELOPMENT OF ATTITUDES  
TOWARDS AUTHORITY IN CHILDREN

BY

KENNETH O. SHARRATT, B.Sc., CERT. ED., B.A.

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE

MASTER OF ARTS

McMASTER UNIVERSITY

OCTOBER 1969

MASTER OF ARTS (1969)  
(POLITICAL SCIENCE)

McMASTER UNIVERSITY  
HAMILTON, ONTARIO.

TITLE: THE DEVELOPMENT OF ATTITUDES TOWARDS AUTHORITY IN CHILDREN

AUTHOR: KENNETH O. SHARRATT, B.Sc. (UNIVERSITY OF MANITOBA)

CERT. ED. (UNIVERSITY OF MANITOBA)

B.A. (UNIVERSITY OF MANITOBA)

SUPERVISOR: PROFESSOR H. J. JACEK

NUMBER OF PAGES: 133

SCOPE: THIS STUDY EXAMINES THE PROCESS BY WHICH PUBLIC SCHOOL  
CHILDREN ACQUIRE ATTITUDES TOWARDS THE PRIME MINISTER AND THE  
POLICEMAN.

## PREFACE

THIS STUDY IS CONCERNED WITH THE WAY IN WHICH SCHOOL CHILDREN ACQUIRE FEELINGS FOR THE PRIME MINISTER OF CANADA AND THE POLICEMAN. THERE ARE FOUR MAIN OBJECTIVES TO THIS RESEARCH PROJECT. THE FIRST ASPECT IS CONCERNED WITH THE CHILD'S EVALUATION OF EACH AUTHORITY. THIS IS ESSENTIALLY A MAPPING OPERATION IN WHICH THE CHILD EVALUATES THE PRIME MINISTER AND THE POLICEMAN AGAINST A BACKDROP OF 'MOST OTHER MEN'. THE OBJECTIVE OF THIS STUDY IS AN EXAMINATION OF THE INFLUENCE OF AGE, SEX, POLITICAL PARTY AFFILIATION AND SOCIAL CLASS UPON THE APPRAISAL OF POLITICAL AUTHORITY. THE THIRD OBJECTIVE IS CONCERNED TO PROVIDE A COMPARISON OF THIS CANADIAN DATA WITH RECENT PUBLISHED AMERICAN DATA. THE SALIENCY OF THE NATIONAL LEADERS IN THE TWO COUNTRIES CAN BE DETERMINED FROM THE STUDENT'S EVALUATIONS. THE ITEMS HAVE BEEN SELECTED TO PROVIDE COMPARABILITY BETWEEN CANADIAN AND AMERICAN DATA. THE FINAL OBJECTIVE INVOLVES AN EVALUATION OF EFFICACY OF THE THEORIES WHICH PURPORT TO ACCOUNT FOR THE CHILD'S PERCEPTION OF POLITICAL AUTHORITY.

CHAPTER ONE OUTLINES THE OBJECTIVES OF THIS STUDY AND PROVIDES A REVIEW OF THE RECENT LITERATURE.

CHAPTER TWO IS CONCERNED WITH THE CHILD'S KNOWLEDGE OF THE PRIME MINISTER'S NAME AND POLITICAL PARTY AFFILIATION. AGE, SEX, POLITICAL PARTY PREFERENCE AND SOCIAL CLASS ARE EXAMINED TO DETERMINE THE INFLUENCE OF THESE GROUPINGS UPON THE CHILD'S LEVEL OF

POLITICAL KNOWLEDGE.

CHAPTERS THREE THROUGH SEVEN ARE CONCERNED WITH THE CHILD'S FEELINGS FOR AUTHORITY. THE CHILD WILL BE PROVIDED WITH FIVE DIMENSIONS ON WHICH TO EXPRESS HIS FEELINGS FOR AUTHORITY. THESE DIMENSIONS HAVE BEEN ARRANGED FROM THE MOST PERSONAL FEATURES OF LIKING AND PERCEPTIONS OF BENEVOLENCE TO THE MORE INSTITUTIONAL ASPECTS OF POLITICAL AUTHORITY HAVING TO DO WITH POWER AND LEADERSHIP. CHAPTER THREE IS CONCERNED WITH THE CHILD'S LIKING FOR AUTHORITY, CHAPTER FOUR WITH THE CHILD'S PERCEPTION OF BENEVOLENCE, CHAPTER FIVE WITH AUTHORITY DEPENDABILITY, CHAPTER SIX WITH POWER PERCEPTIONS AND CHAPTER SEVEN WITH THE EVALUATION OF THE LEADERSHIP ABILITIES OF THE PRIME MINISTER AND POLICEMAN.

CHAPTER EIGHT CONCLUDES THIS STUDY BY ANSWERING QUESTIONS RAISED IN RELATION TO THE FOUR OBJECTIVES OF THE STUDY SET OUT IN THE FIRST CHAPTER.

THE AUTHOR IS GRATEFUL FOR THE PROGRAMMING ASSISTANCE OF MRS. K. STRANO AND THE COOPERATION EXTENDED BY OTHER MEMBERS OF THE McMASTER DATA PROCESSING AND COMPUTING CENTRE. THE AUTHOR ALSO ACKNOWLEDGES THE KIND ASSISTANCE PROVIDED IN THE EARLY STAGES OF THIS STUDY BY MR. W. K. M. ARMSTRONG, SUPERINTENDENT OF OAKVILLE PUBLIC SCHOOLS, ENABLING THIS STUDY TO BE CARRIED OUT AT SHORT NOTICE. THANKS, ALSO, TO THE PRINCIPALS OF THE OAKVILLE PUBLIC SCHOOLS FOR THEIR WHOLEHEARTED COOPERATION IN ARRANGING TIME FOR THE ADMINISTRATION OF THE QUESTIONNAIRE.

A SPECIAL THANKS TO DR. HENRY JACEK AND DR. ROBERT CUNNINGHAM  
FOR THEIR ALWAYS HELPFUL ADVICE AND CONSTRUCTIVE CRITICISM.

## TABLE OF CONTENTS

PREFACE		iii
CHAPTER 1	THE PROBLEM AND THE STUDY	1
	STUDY OBJECTIVES.	
	RECENT LITERATURE ON:	
	- AUTHORITY EVALUATIONS.	
	- INFLUENCE OF SUB-GROUPINGS.	
	- CROSS-CULTURAL ASPECTS.	
	- THEORY OF SOCIALIZATION.	
	THE INSTRUMENT.	
	THE SETTING.	
CHAPTER 11	POLITICAL KNOWLEDGE	32
	KNOWLEDGE OF THE PRIME MINISTER.	
	INFLUENCE OF AGE, SEX, SOCIAL CLASS AND POLITICAL PARTY.	
	PRIME MINISTER VS PRESIDENT.	
	SUMMARY.	
CHAPTER 111	PERSONAL LIKING FOR AUTHORITY	42
	LIKING FOR PRIME MINISTER AND POLICEMAN.	
	AGE DIFFERENCES, POLITICAL PARTY AFFILIATION, SEX	
	AND SOCIAL CLASSES.	
	CANADIAN-AMERICAN DIFFERENCES.	
	INTERPERSONAL-TRANSFER VS VULNERABILITY THEORY.	
	SUMMARY.	
CHAPTER 1V	PERCEPTIONS OF AUTHORITY BENEVOLENCE	51
	PRIME MINISTER AND POLICEMAN.	
	INFLUENCE OF AGE, POLITICAL PARTY, SOCIAL CLASS	
	AND SEX.	
	PRIME MINISTER VS PRESIDENT.	
	INTERPERSONAL-TRANSFER VS VULNERABILITY THEORY.	
	SUMMARY.	

CHAPTER V	FEELINGS OF AUTHORITY DEPENDABILITY	63
	PRIME MINISTER AND POLICEMAN. INFLUENCE OF AGE, POLITICAL PARTY, CLASS AND SEX. CANADIAN VS AMERICAN FEELINGS. SOURCES OF DEPENDABILITY EVALUATIONS. SUMMARY.	
CHAPTER VI	EVALUATION OF AUTHORITY POWER	72
	PRIME MINISTER AND POLICEMAN. INFLUENCE OF AGE, SEX AND SOCIAL CLASS. CROSS-NATIONAL COMPARISON. SOURCES OF POWER EVALUATIONS. SUMMARY.	
CHAPTER VII	APPRAISAL OF AUTHORITY LEADERSHIP	78
	PRIME MINISTER AND POLICEMAN. INFLUENCE OF AGE, CLASS, SEX AND POLITICAL PARTY. PRIME MINISTER VS PRESIDENT. SUMMARY.	
CHAPTER VIII	CONCLUSION	87
	IMAGE OF PRIME MINISTER. IMAGE OF THE POLICEMAN. INFLUENCE OF AGE. SEX DIFFERENCES. THE IMPORTANCE OF PARTY AFFILIATION. THE MINOR ROLE PLAYED BY CLASS. PRIME MINISTER LESS SALIENT THAN THE PRESIDENT. PARTISAN DIFFERENCES BETWEEN CANADA AND THE UNITED STATES.	
APPENDIX 1	QUESTIONNAIRE, CODES, FREQUENCY DISTRIBUTIONS, COLUMN NUMBER AND DECK NUMBER	107
APPENDIX 11	ANALYSIS OF THE "DON'T KNOW" RESPONSES	123
APPENDIX 111	SAMPLE QUESTIONNAIRE USED IN THIS STUDY	124
BIBLIOGRAPHY		129

## LIST OF TABLES

		PAGE
1.1	ITEMS BY DIMENSION USED TO EVALUATE THE PRIME MINISTER, THE POLICEMAN AND FATHER.	27
2.1	POLITICAL KNOWLEDGE BY GRADE.	33
2.2	POLITICAL KNOWLEDGE BY SEX.	34
2.3	POLITICAL KNOWLEDGE BY SOCIAL CLASS	35
2.4	IDENTITY OF THE PRIME MINISTER'S POLITICAL PARTY BY THE CHILD'S POLITICAL PARTY PREFERENCE.	36
2.5	VISIBILITY OF THE FOREMOST POLITICAL AUTHORITY BASED ON THE CORRECT IDENTIFICATION OF THE NAME OF THE PRESIDENT, THE GOVERNOR OR THE PRIME MINISTER OF THE COUNTRY SAMPLED.	39
2.6	CORRECT IDENTIFICATION OF THE LEADER'S PARTY AFFILIATION BY NATION.	39
3.1	LIKING FOR AUTHORITY BY AGE.	43
3.2	LIKING FOR THE PRIME MINISTER BY POLITICAL PARTY.	45
3.3	LIKING FOR THE PRIME MINISTER BY SOCIAL CLASS.	46
3.4	LIKING FOR POLITICAL AUTHORITY BY NATION.	47
3.5	LIKING FOR THE POLICEMAN IN RELATION TO LIKING FOR FATHER.	48
4.1	PERCEPTIONS OF AUTHORITY BENEVOLENCE BY GRADE.	52
4.2	PERCEPTION OF THE BENEVOLENCE OF THE PRIME MINISTER BY POLITICAL PARTY.	55
4.3	BENEVOLENCE OF THE PRIME MINISTER AND THE POLICEMAN BY SOCIAL CLASS.	57
4.4	BENEVOLENCE OF AUTHORITY BY NATION.	58



	PAGE
4.5 BENEVOLENCE: PERCEPTION OF THE PRIME MINISTER IN RELATION TO PERCEPTION OF FATHER.	59
4.6 BENEVOLENCE: PERCEPTION OF THE POLICEMAN IN RELATION TO THE PERCEPTION OF FATHER.	59
5.1 PERCEPTIONS OF AUTHORITY DEPENDABILITY BY GRADE.	64
5.2 DEPENDABILITY OF THE PRIME MINISTER BY POLITICAL PARTY.	66
5.3 DEPENDABILITY OF THE PRIME MINISTER BY SOCIAL CLASS.	67
5.4 PERCEPTION OF AUTHORITY DEPENDABILITY BY NATION.	67
5.5 DEPENDABILITY: PERCEPTION OF THE PRIME MINISTER IN RELATION TO FATHER.	68
5.6 DEPENDABILITY: PERCEPTION OF THE POLICEMAN IN RELATION TO FATHER.	69
6.1 PERCEPTIONS OF AUTHORITY POWER BY GRADE.	73
6.2 AUTHORITY POWER BY SEX.	74
6.3 PRIME MINISTER'S POWER BY SOCIAL CLASS.	74
6.4 AUTHORITY POWER BY NATION.	75
7.1 PERCEPTION OF AUTHORITY LEADERSHIP BY GRADE.	79
7.2 LEADERSHIP OF THE PRIME MINISTER BY SEX.	81
7.3 LEADERSHIP OF THE POLICEMAN BY SEX.	81
7.4 LEADERSHIP OF THE POLICEMAN AND THE PRIME MINISTER BY SOCIAL CLASS.	82
7.5 LEADERSHIP OF THE PRIME MINISTER BY POLITICAL PARTY.	83
7.6 LEADERSHIP OF POLITICAL AUTHORITY BY NATION.	84

## CHAPTER I

### THE PROBLEM AND THE STUDY

ACCORDING TO EASTON, POLITICAL SOCIALIZATION IS DEFINED AS:

"THOSE DEVELOPMENTAL PROCESSES THROUGH WHICH PERSONS ACQUIRE POLITICAL ORIENTATIONS AND PATTERNS OF BEHAVIOR." 1

THE PRESENT STUDY, EMPLOYING THE ABOVE DEFINITION, FOCUSES UPON THE WAY IN WHICH OAKVILLE SCHOOL CHILDREN LEARN AND DEVELOP THEIR FEELINGS ABOUT THE POLICEMAN AND THE PRIME MINISTER OF CANADA. THIS OBJECTIVE WILL PROVIDE AN OPPORTUNITY TO REPLICATE ONE ASPECT OF A LARGE AMERICAN STUDY WITHIN THE CANADIAN POLITICAL SYSTEM. THE ANALYSIS OF THE ATTITUDES HELD BY SCHOOL CHILDREN WILL PROCEED ALONG FOUR BASIC LINES. THE FIRST INVOLVES A MAPPING OPERATION, SETTING OUT IN CONCRETE TERMS, THE LEVEL OF POLITICAL KNOWLEDGE, THE DEGREE OF LIKING, THE PERCEPTION OF POWER AND AN ASSESSMENT OF THE LEADERSHIP QUALITIES POSSESSED BY THE PRIME MINISTER AND THE POLICEMAN. THESE AUTHORITY FIGURES WILL BE THROWN UP AGAINST A BACKDROP OF MOST OTHER MEN, A SORT OF HYPOTHETICAL NORM OR BENCHMARK. A NUMBER OF QUESTIONS

---

1

DAVID EASTON AND JACK DENNIS, CHILDREN IN THE POLITICAL SYSTEM: ORIGINS OF POLITICAL LEGITIMACY (NEW YORK: MCGRAW-HILL, 1969), 7.

THE STUDY THAT IS BEING REPLICATED WAS REPORTED IN EASTON AND DENNIS, IBID. AND JUDITH TORNEY AND ROBERT HESS, THE DEVELOPMENT OF POLITICAL ATTITUDES IN CHILDREN (CHICAGO: ALDINE PRESS, 1967). BOTH BOOKS ARE CONCERNED WITH AN ANALYSIS OF THE SAME DATA PROVIDED BY A QUESTIONNAIRE ADMINISTERED TO APPROXIMATELY 17,000 SCHOOL CHILDREN THROUGHOUT THE UNITED STATES.

CAN BE RAISED IN THIS RESPECT. WHO IS THE MOST SALIENT AUTHORITY IN TERMS OF AFFECTION? HOW DOES THE CHILD VIEW THE HONESTY OF THE POLICEMAN IN RELATION TO MOST OTHER MEN?

THE SECOND LINE OF THIS INQUIRY FOLLOWS CLOSELY UPON THE FIRST. VARIOUS SOCIAL GROUPINGS ARE INTRODUCED TO EXAMINE THEIR INFLUENCE UPON THE CHILD'S FEELINGS. DEVELOPMENTAL TRENDS IN THE AFFECTION FOR POLITICAL AUTHORITIES MAY BECOME APPARENT AT THIS STAGE. DO OLDER CHILDREN TEND TO LIKE THE POLICEMAN LESS THAN YOUNGER CHILDREN? HOW MUCH LESS? DO UPPER-STATUS CHILDREN LIKE THE PRIME MINISTER MORE THAN LOWER-STATUS CHILDREN? IS KNOWLEDGE ABOUT THE PRIME MINISTER A FUNCTION OF THE CHILD'S POLITICAL PARTY?

THE THIRD LINE OF THIS STUDY COMPARES THE FEELINGS OF CANADIAN SCHOOL CHILDREN WITH THE FEELINGS OF AMERICAN SCHOOL CHILDREN. THE ANALYSIS WILL DETERMINE WHETHER THE PRIME MINISTER IS AS SALIENT ON THE POLITICAL MAP OF THE CANADIAN SCHOOL CHILD AS THE PRESIDENT IS IN THE MINDS OF AMERICAN SCHOOL CHILDREN. ALSO, AN ATTEMPT WILL BE MADE TO COMPARE THE INFLUENCE OF AGE, SEX, SOCIAL CLASS AND POLITICAL PARTY PREFERENCE UPON THE IMAGE OF AUTHORITY HELD BY CHILDREN IN THE TWO COUNTRIES. IS POLITICAL PARTY PREFERENCE MORE LIKELY TO INFLUENCE THE EVALUATION OF THE NATIONAL LEADER IN CANADA OR IN THE UNITED STATES? ANSWERS TO THIS KIND OF QUESTION WILL ENABLE SOME EVALUATION OF THE STRENGTH OF SUB-CULTURAL GROUPINGS AND THEIR IMPACT UPON THE WORKING OF THE POLITICAL SYSTEM

THE FOURTH LINE OF ANALYSIS IS SOMEWHAT TANGENTIAL TO THE OTHER THREE AND IS INVOLVED WITH THE EVALUATION OF TWO THEORIES WHICH ARE ADVANCED TO ACCOUNT FOR THE IMAGE OF AUTHORITY THAT THE CHILD

77

THE DEVELOPMENT OF ATTITUDES  
TOWARDS AUTHORITY IN CHILDREN

POSSESSES. THE INTERPERSONAL TRANSFER THEORY ARGUES THAT THE CHILD SEES AUTHORITY FIGURES IN LIGHT OF HIS EXPERIENCE WITH HIS FATHER. IF HE LIKES HIS FATHER HE WILL, IN ALL PROBABILITY, LIKE THE POLICEMAN OR THE PRIME MINISTER. THE OTHER THEORY HAS A MORE PSYCHOANALYTIC FLAVOUR AND ARGUES THAT PEOPLE WHO FIND THEIR ENVIRONMENT UNPREDICTABLE AND THREATENING ARE MOST LIKELY TO IDEALIZE ANY POWERFUL FIGURE. THIS MEANS THAT POLICEMAN AND NATIONAL LEADERS ARE LIKELY OBJECTS OF IDEALIZATION. THE FORMER THEORY IS EXPLAINED BY HESS AND TORNEY WHILE THE LATTER HAS BEEN SET FORTH<sup>1</sup> LARGELY BY ADORNO AND HIS ASSOCIATES. BOTH THEORIES WILL BE ELABORATED UPON LATER IN THIS CHAPTER. THIS STUDY HAS REQUESTED THAT EACH CHILD PROVIDE AN EVALUATION OF HIS FATHER AS WELL AS A SERIES OF RESPONSES TO AN ANXIETY TEST SO THAT BOTH THEORIES MAY BE TESTED TO DETERMINE WHICH IS MOST EFFICACIOUS.

THIS STUDY, IN SUMMARY, ATTEMPTS TO ANSWER FOUR TYPES OF QUESTIONS: HOW DO SCHOOL CHILDREN FEEL ABOUT THE PRIME MINISTER AND POLICEMAN ON A NUMBER OF DIMENSIONS? HOW DOES THE CHILD'S SOCIAL STANDING, AGE, SEX OR POLITICAL PARTY AFFECT THE CHILD'S FEELING? HOW DO THE FEELINGS OF CANADIAN SCHOOL CHILDREN COMPARE WITH THE FEELINGS OF CHILDREN IN OTHER COUNTRIES, NOTABLY THE UNITED STATES? AND FINALLY, WHICH THEORY, NOW AVAILABLE IN THE LITERATURE OF POLITICAL SOCIALIZATION, CAN BEST EXPLAIN THE ORIGIN OF THE CHILD'S FEELINGS TOWARDS POLITICAL AUTHORITY?

---

1

T.W. ADORNO ET AL., THE AUTHORITARIAN PERSONALITY (NEW YORK: HARPER AND ROW, 1950).

POSING QUESTIONS OF THIS NATURE WITH RESPECT TO A SAMPLE OF PUBLIC SCHOOL CHILDREN HAS BECOME AN IMPORTANT ASPECT OF THE STUDY OF POLITICS IN RECENT YEARS. THIS GROUP HAS RECEIVED A GOOD DEAL OF ATTENTION BECAUSE OF THE WIDESPREAD BELIEF, SUPPORTED BY FINDINGS IN PSYCHOLOGY, THAT EARLY CHILDHOOD EXPERIENCES HAVE A CRITICAL<sup>1</sup> INFLUENCE UPON ADULT POLITICAL BEHAVIOR. THE WORK OF HYMAN INDICATED THAT CHILDHOOD IS THE PERIOD IN WHICH ADULT PARTY AFFILIATIONS ARE ACQUIRED. RECENT WORK BY HESS, EASTON AND ASSOCIATES INDICATES THAT ADULT LEVELS OF POLITICAL KNOWLEDGE AND FAIRLY CONSISTENT DISPOSITIONS TO POLITICAL AUTHORITIES ARE ACQUIRED BY SCHOOL CHILDREN BEFORE THEY ENTER HIGH SCHOOL. MOREOVER, AN EXAMINATION OF THE FEELINGS OF VARIOUS AGE GROUPS INDICATES THAT ATTITUDES EVOLVE RAPIDLY DURING THE PUBLIC SCHOOL YEARS.

IT IS APPARENT THAT THE CHILD PICKS UP BASIC FEELINGS ABOUT THE POLITICAL SYSTEM BY SOME MEANS OF CONTACT WITH THE POLITICAL SYSTEM EITHER DIRECTLY OR INDIRECTLY. THE PRIME MINISTER AND THE POLICEMAN HAVE BEEN SELECTED TO ELICIT THE KNOWLEDGE AND FEELINGS OF THE PUBLIC SCHOOL STUDENTS BECAUSE PREVIOUS RESEARCH HAS INDICATED THAT THESE FIGURES ARE THE MOST SALIENT FEATURES OF THE ENTIRE POLITICAL SYSTEM TO THE CHILD. ACCORDING TO HESS AND TORNEY,<sup>2</sup> "A YOUNG CHILD'S IMAGE IS CONFINED MAINLY TO THE PRESIDENT." FROM

---

<sup>1</sup> HERBERT HYMAN, POLITICAL SOCIALIZATION (GLENCOE: FREE PRESS, 1959).

<sup>2</sup> HESS AND TORNEY, 35.

THIS THE CHILD GENERALIZES TO OTHER ASPECTS OF THE SYSTEM. THIS IS WHAT MAKES A STUDY OF THE EARLIEST CONTACT BETWEEN THE CHILD AND POLITICAL AUTHORITY MOST IMPORTANT.

THE CHILD WILL BE ASKED TO EVALUATE A NUMBER OF DIFFERENT FACETS OF THE AUTHORITY IMAGE. ONE ASPECT CONCERNS THE ABILITY OF THE CHILD TO IDENTIFY THE NAME AND POLITICAL PARTY AFFILIATION OF THE PRIME MINISTER OF CANADA. FIVE OTHER DIMENSIONS OF POLITICAL AUTHORITY CONCERN THE CHILD'S FEELINGS. THESE DIMENSIONS ARE ARRANGED ON A CONTINUUM FROM THE MOST PERSONALIZED FEELINGS OF LIKING AN AUTHORITY TO THE MORE INSTITUTIONAL ASPECTS OF DECISION MAKING AND BEING A LEADER. WHEN THE CHILD'S EVALUATION OF EACH AUTHORITY ON THE FIVE DIMENSIONS IS EXAMINED IT WILL BE POSSIBLE TO CONSTRUCT A FAIRLY CLEAR PICTURE OF THE AUTHORITY IMAGE.

A STUDY OF THIS NATURE CONDUCTED WITHIN THE CANADIAN POLITICAL SYSTEM IS SOMEWHAT OVERDUE. WHEN THIS STUDY WAS BEGUN, NO PUBLISHED MATERIAL RELATING TO THE KNOWLEDGE AND ATTITUDES OF CANADIAN SCHOOL CHILDREN WAS AVAILABLE.<sup>1</sup> A SURVEYING OPERATION OF THIS NATURE IS CLEARLY NECESSARY TO BEGIN A MORE SOPHISTICATED ATTEMPT AT THEORY BUILDING WITHIN THE CANADIAN POLITICAL CULTURE.

---

1

SINCE THIS STUDY WAS UNDERTAKEN TWO MAJOR STUDIES OF THE ATTITUDES OF CANADIAN ADOLESCENTS HAVE BEEN PUBLISHED: A. B. HODGETTS, WHAT CULTURE? WHAT HERITAGE? (TORONTO: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1968) AND JOHN JOHNSON, YOUNG PEOPLE'S IMAGE OF CANADIAN SOCIETY (OTTAWA, QUEEN'S PRINTER, 1969).



THE INFLUENCE OF SUB-CULTURAL GROUPINGS UPON POLITICAL ATTITUDES AND BEHAVIOR IN CANADA HAS LONG BEEN A MATTER OF DISPUTE. THE WORK OF SCHWARTZ<sup>1</sup> HAS INDICATED THAT RELIGION, ETHNICITY, CLASS AND POLITICAL PARTY INFLUENCE ATTITUDES TO NATIONAL SYMBOLS. OTHER WORKS HAVE ARGUED THAT CLASS IS MORE SALIENT THAN POLITICAL PARTY PREFERENCE. THIS STUDY SHALL ASSESS THE INFLUENCE OF SEX, POLITICAL PARTY AND SOCIAL CLASS UPON THE CHILD'S ASSESSMENT OF POLITICAL AUTHORITY.

AS WAS MENTIONED EARLIER, ONE OF THE AIMS OF THIS STUDY IS THE PROVISION OF A CROSS-NATIONAL COMPARISON OF ATTITUDES TO AUTHORITY. A DECISION WILL BE MADE TO DETERMINE WHICH ASPECTS OF THE SOCIALIZATION PROCESS ARE UNIVERSAL AND WHICH COMPONENTS ARE UNIQUELY CANADIAN. THE MORE TRADITIONAL LITERATURE ON CANADIAN POLITICS HAS ARGUED THAT THE CANADIAN PRIME MINISTER IS LESS SALIENT THAN THE AMERICAN PRESIDENT IN THE MINDS OF THE CITIZENS IN THE RESPECTIVE COUNTRIES. CANADIANS, IN COMPARISON TO THEIR AMERICAN NEIGHBORS, ARE FELT TO BE MORE DEFERENTIAL TO AUTHORITY AND LESS POLITICIZED. THIS, AT LEAST, IS THE PICTURE PAINTED BY THE MORE TRADITIONAL LITERATURE. SOME OF THESE PROPOSITIONS WILL BE EXAMINED IN THE LIGHT OF THE COMPARISONS MADE IN THIS STUDY.

THE STUDY, OF COURSE, CAN BE CONSIDERED ONLY A FIRST STEP TO THE ESTABLISHMENT OF A MORE SYSTEMATIC CANADIAN-AMERICAN LITERATURE.

---

<sup>1</sup>  
MILDRED SCHWARTZ, PUBLIC OPINION AND CANADIAN IDENTITY  
(BERKELEY, UNIVERSITY OF CALIFORNIA PRESS, 1967).

ONE OF THE PRIMARY LIMITATIONS OF THIS STUDY IS ITS NON-NATIONAL CHARACTER IN A NATION WHERE THE REGION APPEARS TO BE ONE OF THE MORE DOMINANT INFLUENCES UPON ATTITUDES AND BEHAVIOR.

THE DATA WERE OBTAINED BY MEANS OF A PENCIL AND PAPER QUESTIONNAIRE ADMINISTERED TO EIGHT HUNDRED AND SIXTEEN SCHOOL CHILDREN AGED SEVEN TO FOURTEEN IN OAKVILLE, ONTARIO DURING JUNE, 1968. THE STUDENTS WERE REQUESTED TO EVALUATE THE PRIME MINISTER, THE POLICEMAN AND THEIR FATHER ALONG FIVE DIMENSIONS, RANGING FROM THEIR LIKING FOR A PARTICULAR AUTHORITY TO THEIR EVALUATION OF HIS LEADERSHIP PERFORMANCE. THESE DATA SERVED AS THE DEPENDENT VARIABLES. THE CHILD'S AGE, SEX, SOCIAL CLASS AND OTHER BIOGRAPHICAL INFORMATION WAS ALSO OBTAINED FROM THE RESPONDENT TO BE USED AS INDEPENDENT VARIABLES. THIS BRIEF OUTLINE SKETCHES THE MOTIVATION FOR THIS STUDY, THE TYPES OF PROBLEMS THAT WILL BE FACED AND THE DATA THAT WILL BE USED IN THE ANALYSIS. THE STUDY WILL BE PLACED IN THE PERSPECTIVE OF SOME OF THE RECENT LITERATURE.

THE LITERATURE: WHILE THE DEFINITION OF POLITICAL SOCIALIZATION PROVIDED FAIRLY RECENTLY BY DAVID EASTON HAS BEEN USED, IT IS CLEAR THAT THE PROCESS ALLUDED TO IN THE DEFINITION HAS LONG FASCINATED THOUGHTFUL MEN CONTEMPLATING THE CREATION OF A NEW SOCIAL ORDER. MUCH OF PLATO'S THE REPUBLIC IS DEVOTED TO A PAINSTAKING DESCRIPTION OF THE PROCESS BY WHICH THE GUARDIANS OF AN IDEAL SOCIETY ARE TO BE FORMALLY EDUCATED. THE TYPE OF ENVIRONMENT THAT THE GUARDIANS OUGHT OR OUGHT NOT BE EXPOSED TO IN THE COURSE OF THEIR EARLY LIVES IS CAREFULLY SET OUT BECAUSE PLATO FELT THAT THE ENVIRONMENT HAD A

DRASTIC INFLUENCE ON THE IMAGE OF THE YOUNG CITIZEN. WHILE MUCH OF THIS THEORY WAS BUILT UPON AN EMPIRICAL FOOTING, MUCH OF THE SYSTEMATIC LITERATURE DATES FROM A WORK PUBLISHED BY HYMAN IN 1959. HYMAN PROVIDED A SUMMARY OF THE PREVIOUS LITERATURE ON POLITICAL SOCIALIZATION WHICH ENABLED SUBSEQUENT RESEARCH TO BE ORGANIZED IN SUCH A WAY THAT GRAY AREAS CAN BE THROWN INTO SHARPER RELIEF. HYMAN DEMONSTRATED THAT THE YOUNGER MEMBERS OF SOCIETY RAPIDLY APPROACHED ADULT LEVELS OF POLITICAL INFORMATION DURING THE ADOLESCENT YEARS. THIS LED TO TWO DEVELOPMENTS: THE DESIRE TO MOVE TO THE PRE-ADOLESCENT GROUPINGS WHICH HAD HITHERTO NOT BEEN SAMPLED AND TO MOVE TO OTHER ASPECTS OF THE CITIZEN-SOCIETY RELATIONSHIP THAN LEVELS OF POLITICAL KNOWLEDGE AND INTENTION TO VOTE. DAVID EASTON ELABORATED UPON POLITICAL SOCIALIZATION AS AN ASPECT OF A MORE GENERAL THEORY. A BASIC ASSUMPTION RELATING POLITICAL SOCIALIZATION TO THE LARGER THEORY OF THE POLITICAL SYSTEM RUNS AS FOLLOWS:

"NO SYSTEM CAN ATTAIN OR REMAIN IN A CONDITION OF INTREGATION UNLESS IT SUCCEEDS IN DEVELOPING AMONG ITS MEMBERS A BODY OF SHARED KNOWLEDGE ABOUT POLITICAL MATTERS AS WELL AS A SET OF SHARED POLITICAL VALUES AND ATTITUDES." <sup>1</sup>

EASTON VIEWS POLITICAL SOCIALIZATION AS A PROCESS BY WHICH DIFFUSE SUPPORT FOR A POLITICAL SYSTEM IS BUILT UP TO GIVE THAT SYSTEM SOME PERMANENCE DESPITE OCCASIONAL SHORT RUN SETBACKS. GABRIEL ALMOND, ON THE OTHER HAND, HAS A SLIGHTLY DIFFERENT APPROACH VIEWING SOCIAL

---

1

D. EASTON AND R. HESS, "YOUTH AND THE POLITICAL SYSTEM", IN CULTURE AND SOCIAL CHARACTER, ED. BY S. M. LIPSET AND L. LOWENTHAL (NEW YORK: FREE PRESS, 1961), P. 228.

SYSTEMS TO BE PERFORMING CERTAIN FUNCTIONS FOR THEIR MEMBERS.

LIKewise, POLITICAL SYSTEMS HAVE THEIR RESPECTIVE FUNCTIONS AND ONE OF THESE FUNCTIONS IS POLITICAL SOCIALIZATION WHICH GIVES THE LARGER SYSTEM SOME DEGREE OF PERMANENCE:

"ALL POLITICAL SYSTEMS TEND TO PERPETUATE THEIR CULTURES AND STRUCTURES THROUGH TIME, ---THEY DO THIS MAINLY BY MEANS OF THE SOCIALIZING INFLUENCE OF THE PRIMARY AND SECONDARY STRUCTURES THROUGH WHICH THE YOUNG OF SOCIETY PASS IN THE PROCESS OF MATURATION." 1

BOTH CONCEPTIONS CAN BE SEEN TO BE COMPATIBLE FOR PURPOSES OF THIS STUDY. ESSENTIALLY, ONE EXPECTS TO FIND A HIGH DEGREE OF CONSENSUS ABOUT VARIOUS ASPECTS OF ANY STABLE SOCIETY. IN ADDITION TO GIVING SOCIALIZATION A PARTICULARLY POLITICAL FLAVOUR, ACCOUNTING FOR SOME DEGREE OF SYSTEM DYNAMICS, EASTON HAS PROVIDED A CONCEPTUAL SCHEME TO ORGANIZE THE SUBSTANTIVE ASPECTS OF THE SYSTEM TO WHICH A SOCIETIAL MEMBER IS SOCIALIZED. THESE CONCEPTS ARE ORGANIZED INTO A TYPOLOGY OF THREE LEVELS OF THE POLITICAL SYSTEM: AUTHORITIES, REGIME AND POLITICAL COMMUNITY.

POLITICAL AUTHORITY: ONLY THE FIRST LEVEL IS OF RELEVANCE FOR THIS STUDY AND IS DEFINED, AS FOLLOWS, BY EASTON:

AUTHORITIES REFERS TO THE OCCUPANTS OF THOSE ROLES THROUGH WHICH THE DAY TO DAY FORMULATION AND ADMINISTRATION OF BINDING DECISIONS FOR A SOCIETY ARE UNDERTAKEN. 2

1

G. ALMOND AND J. COLEMAN, POLITICS OF DEVELOPING AREAS (PRINCETON: PRINCETON PRESS, 1965), 27.

2

SEE DAVID EASTON, A SYSTEMS ANALYSIS OF POLITICAL LIFE (NEW YORK: JOHN WILEY, 1965), 391-2.

CLOSELY ALLIED WITH EASTON IN HIS WORK AT THE UNIVERSITY OF CHICAGO WERE A NUMBER OF OTHER RESEARCHERS INCLUDING HESS AND TORNEY. THESE AUTHORS HAVE TAKEN EASTON'S NOTION OF POLITICAL AUTHORITY AND BROKEN IT DOWN INTO A NUMBER OF DIFFERENT DIMENSIONS WHICH HAVE SUBSEQUENTLY BEEN LABELLED: LIKABILITY, BENEVOLENCE, POWER, DEPENDABILITY AND LEADERSHIP. WHAT THESE AUTHORS, COLLECTIVELY, WERE CONCERNED TO DISCOVER WAS THE KNOWLEDGE OF THE PRESIDENT AND EVALUATION OF THE PRESIDENT, POLICEMAN AND FATHER ALONG THESE FIVE DIMENSIONS. WHAT HAS EMERGED FROM THIS RATHER SUBSTANTIAL PROJECT IS AN INDICATION THAT CHILDREN RAPIDLY ACQUIRE POLITICAL KNOWLEDGE DURING THE PUBLIC SCHOOL YEARS. HESS AND TORNEY FOUND THAT 68 PERCENT OF THE GRADE TWO CHILDREN AND 100 PERCENT OF THE GRADE EIGHT CHILDREN<sup>1</sup> WERE ABLE TO IDENTIFY THE PRESIDENT'S POLITICAL PARTY AFFILIATION. GREENSTEIN HAS PROVIDED FURTHER EVIDENCE ATTESTING TO THE HIGH LEVEL OF POLITICAL KNOWLEDGE AMONG SCHOOL CHILDREN REPORTING THAT 100 PERCENT OF THE CHILDREN IN GRADE FIVE COULD IDENTIFY THE PRESIDENT<sup>2</sup> BY NAME.

WHEN ASKED TO EXPRESS THEIR LIKING TOWARDS POLITICAL AUTHORITY MOST AMERICAN CHILDREN HAVE EXPRESSED A HIGH DEGREE OF LIKING FOR THE PRESIDENT. WHEN CHILDREN IN THE GREENSTEIN STUDY WERE ASKED TO EVALUATE THEIR LEADERS ON A FOUR-POINT SCALE RANGING FROM VERY GOOD

---

<sup>1</sup>  
HESS AND TORNEY, 278.

<sup>2</sup>  
FRED GREENSTEIN, CHILDREN AND POLITICS (NEW HAVEN: YALE PRESS, 1965), 58-9.

TO BAD, "THEIR MODEL ASSESSMENT OF EACH OF THE THREE INCUMBENTS (PRESIDENT, GOVERNOR AND MAYOR) WAS IN THE HIGHEST POSSIBLE CATEGORY - VERY GOOD."<sup>1</sup> SIGEL'S ANALYSIS OF THE CHILD'S IMAGE OF PRESIDENT KENNEDY INDICATED THAT THERE WAS A STRONG PERSONAL LIKING FOR THE PRESIDENT.<sup>2</sup> HESS AND TORNEY HAVE REPORTED A HIGH LEVEL OF LIKING FOR THE PRESIDENT. IN ADDITION, THEY FOUND THAT THE LIKING FOR THE PRESIDENT FOLLOWS JUST AFTER LIKING FOR THE FATHER. THE POLICEMAN WAS LIKED LEAST OF ALL BY THE CHILDREN, BEING RATED AS ONE WHO WAS LIKED ONLY SLIGHTLY MORE THAN MOST OTHER MEN. THE ONE NEGATIVE FINDING TO THIS GENERAL PATTERN OF SCHOOL CHILDREN LIKING THE PRESIDENT IS REPORTED BY JAROS, HIRSCH AND FLERON WHO CONDUCTED<sup>3</sup> A STUDY IN KNOX COUNTY IN SOUTHERN APPALACHIAN REGION. THE AUTHORS FOUND THAT CHILDREN IN THIS SAMPLE SHOWED A MUCH LOWER LEVEL OF LIKING FOR THE PRESIDENT. CLEARLY REGIONAL VARIATIONS DO EXIST IN WHAT HAD HITHERTO BEEN SUPPOSED TO BE A GENERAL PHENOMENON OF WIDE-SPREAD LIKING FOR THE PRESIDENT AMONG CHILDREN

A SOMEWHAT SIMILAR PATTERN EMERGED WITH RESPECT TO BENEVOLENCE. GREENSTEIN FOUND THAT CHILDREN GENERALLY TENDED TO FEEL THAT LEADERS "HELPED," "TOOK CARE OF" AND "PROTECTED" PEOPLE. "BENEVOLENT

<sup>1</sup>  
IBID, 37.

<sup>2</sup>  
ROBERTA SIGEL, "IMAGE OF A PRESIDENT: SOME INSIGHTS INTO THE POLITICAL VIEWS OF SCHOOL CHILDREN" AMERICAN POLITICAL SCIENCE REVIEW, LXII, (MARCH, 1968), 216-26.

<sup>3</sup>  
DEAN JAROS, HERBERT HIRSCH AND FREDERICK FLERON JR., "THE MALEVOLENT LEADER: POLITICAL SOCIALIZATION IN AN AMERICAN SUB-CULTURE," AMERICAN POLITICAL SCIENCE REVIEW, 62 (JUNE, 1968), 564-575.

PERCEPTIONS OF THIS SORT WERE ESPECIALLY EVIDENT IN THE DESCRIPTIONS  
 OF THE PRESIDENT AND MAYOR.<sup>1</sup> SIGEL FOUND THAT THE MOST SALIENT  
 CHARACTERISTICS OF KENNEDY'S PERSONALITY WERE KINDNESS AND COURAGE  
 IN THAT ORDER.<sup>2</sup> HESS AND TORNEY ALSO ENCOUNTERED THE BENEVOLENCE  
 PHENOMENON:

"THE CHILD'S FIRST RELATIONSHIP WITH HIS GOVERNMENT IS WITH  
 THE PRESIDENT, WHOM HE SEES IN HIGHLY POSITIVE TERMS. THIS  
 INDICATES HIS BASIC TRUST IN THE BENEVOLENCE OF GOVERNMENT.  
 YOUNG CHILDREN RELATE TO THE PRESIDENT AS THEY DO FIGURES  
 THEY KNOW PERSONALLY, EXPRESSING STRONG EMOTIONAL ATTACHMENT  
 TO HIM AND EXPECTING PROTECTION FROM HIM."<sup>3</sup>

WHEN HESS AND TORNEY ASKED THE CHILDREN TO RATE THE VARIOUS  
 AUTHORITIES AS TO THEIR RESPECTIVE BENEVOLENCE IT WAS FOUND THAT THE  
 POLICEMAN CLOSELY FOLLOWED THE RATING OF FATHER WITH THE PRESIDENT  
 COMING FAR DOWN ON THE LIST. CLEARLY, A REVERSAL OF THE RATING FOR  
 LIKING THESE SAME TWO AUTHORITIES. IN SPITE OF THE SEEMINGLY LARGE  
 DIFFERENCE BETWEEN THE POLICEMAN AND THE PRESIDENT, BOTH WERE RATED  
 CONSIDERABLY ABOVE "MOST OTHER MEN" IN TERMS OF BENEVOLENCE.

POWER HAS RECEIVED LITTLE ATTENTION AS AN AUTHORITY ATTRIBUTE  
 WITH THE EXCEPTION FOR THE EVALUATION OF THE POWER OF THE PRESIDENT  
 AND POLICEMAN REPORTED IN THE HESS AND TORNEY STUDY. THE EVALUATIONS  
 OF THE AUTHORITIES RUN ALONG THE LINES ONE WOULD EXPECT ON THE BASIS  
 OF THEIR INSTITUTIONAL POWER SETTING. THE PRESIDENT IS RATED AS

<sup>1</sup>  
 GREENSTEIN, 39.

<sup>2</sup>  
 SIGEL, 222-26.

<sup>3</sup>  
 HESS AND TORNEY, 38.

MOST POWERFUL FOLLOWED BY THE POLICEMAN. NEITHER AUTHORITY SEEMS TO BE VIEWED AS OMNISCIENT. THE MEAN RATINGS FOR THESE AUTHORITIES WERE ONLY SLIGHTLY ABOVE THE POWER THAT THE CHILDREN PERCEIVE TO BE HELD BY "MOST OTHER MEN." IN ADDITION, AGE HAS A STRONG INFLUENCE UPON THIS EVALUATION SO THAT THE OLDEST CHILDREN IN THE SAMPLE SEE THE POWER OF BOTH AUTHORITIES AS EQUAL AND ABOUT EQUAL TO THAT OF "MOST OTHER MEN."

DEPENDABILITY IS A CONCEPT RELATED TO THE PERSONALIZED ASPECTS OF THE AUTHORITY SUCH AS KEEPING PROMISES, MAKING MISTAKES AND GIVING UP. SIGEL'S ANALYSIS OF THE ATTITUDES HELD BY DETROIT SCHOOL CHILDREN REVEALED THAT THE PRESIDENT WAS PERCEIVED AS A HIGHLY DEPENDABLE PERSON. HE WAS SEEN AS A HIGHLY COURAGEOUS MAN WHO KEEPS HIS COOL IN DIFFICULT SITUATIONS, A MAN WHO "SAVED THE WORLD (FROM A WAR) DURING THE CUBAN MISSILE CRISIS."<sup>1</sup> HESS AND TORNEY FOUND THAT THEIR NATIONAL SAMPLE OF SCHOOL CHILDREN HAD MUCH THE SAME IMPRESSION. THEY FOUND THAT THE PRESIDENT WAS RATED VERY NEAR THE MOST IDEAL END OF THE CONTINUUM, FOLLOWED BY THE POLICEMAN, THE LATTER BEING WELL ABOVE THE NORM OF "MOST OTHER MEN."

THE LAST DIMENSION RELATES TO AUTHORITY LEADERSHIP. SIGEL FOUND THAT INDIVIDUAL PERCEPTIONS AS TO THE EFFECTIVENESS OF THE PRESIDENT VARY CONSIDERABLY. SOME CHILDREN WERE HAPPY THAT KENNEDY HAD "SETTLED THE CUBAN SITUATION OUTRIGHT WITH NO PUSSYFOOTING AROUND." SOME FELT THAT HE HAD "MADE KHRUSHEV SWEAT." NOT ALL

---

<sup>1</sup>  
SIGEL, 219.



WERE SO UNCRITICAL HOWEVER. ONE BOY FELT THAT HE HAD 'GOOFED' AND A THIRTEEN YEAR OLD GIRL SAID: "HE MADE ME MAD THE WAY HE HANDLED THE CUBAN CRISIS."<sup>1</sup> HESS AND TORNEY FOUND THAT THE PRESIDENT WAS SEEN IN MOST IDEAL TERMS FOLLOWED BY THE POLICEMAN, ONCE AGAIN THE LATTER IS RATED AS ONE WHO POSSESSES MORE LEADERSHIP QUALITIES THAN MOST OTHER MEN.

SUB-CULTURAL INFLUENCES: AGE IS ONE OF THE MOST IMPORTANT FACTORS INFLUENCING THE EVALUATION OF POLITICAL AUTHORITY. AS WAS INDICATED A LITTLE EARLIER IN THIS CHAPTER LEVELS OF POLITICAL KNOWLEDGE ON ALMOST ANY ITEM INCREASE RAPIDLY WITH INCREASING AGE, APPROACHING 100 PERCENT IN MANY INSTANCES BY GRADE EIGHT. THIS HAS BEEN DEMONSTRATED BY GREENSTEIN AND BY HESS AND TORNEY. ON THE ATTITUDINAL DIMENSIONS AGE PATTERNS ARE ALSO APPARENT. GENERALLY SPEAKING, YOUNGER CHILDREN TEND TO SEE POLITICAL AUTHORITY AS MUCH MORE IDEAL IN TERMS OF BENEVOLENCE, LIKING AND POWER THAN DO OLDER CHILDREN. ON THE REMAINING DIMENSIONS, PARTICULARLY LEADERSHIP, BOTH AGE GROUPS TEND TO EVALUATE POLITICAL AUTHORITY AT ABOUT THE SAME LEVEL. IN SOME INSTANCES GRADE EIGHT CHILDREN RATE THE AUTHORITIES HIGHER ON LEADERSHIP QUALITIES. THIS MEANS THAT THERE IS A SHARP 'DROP' IN THE DEGREE OF FAVOURABLENESS ON THE AFFECTIVE COMPONENT OF THE CITIZEN'S IMAGE AS HE MOVES THROUGH PUBLIC SCHOOL. THIS 'DROP' SEEMS TO LEVEL OUT BY GRADE EIGHT, HOWEVER, THIS IS LARGELY

---

<sup>1</sup>  
SIGEL, 218.

INFERENTIAL ON THE BASIS OF THE HESS AND TORNEY DATA.<sup>1</sup> GENERALLY, THE DROP IN THE EVALUATION OF THE PRESIDENT WAS SHARPER THAN THAT OF THE POLICEMAN. WHILE THERE WERE EXCEPTIONS TO THESE GENERALIZATIONS THEY WILL BE DEALT WITH A LITTLE LATER ON WHEN SPECIFIC HYPOTHESES WITH RESPECT TO EACH AUTHORITY ON EACH DIMENSION ARE GENERATED.

BOYS HAVE BEEN SHOWN TO HAVE A DIFFERENT ORIENTATION TO POLITICS THAN GIRLS. GREENSTEIN FOUND THAT BOYS WERE MORE 'POLITICAL'<sup>2</sup> THAN GIRLS. WITH RESPECT TO POLITICAL KNOWLEDGE GREENSTEIN DISCOVERED THAT BOYS WERE MORE ABLE TO IDENTIFY THE PRESIDENT THAN GIRLS. WHEN HE COMPARED THE TWO SEXES ON HIS POLITICAL INFORMATION INDEX HE FOUND THAT THERE WAS A SIGNIFICANT<sup>3</sup> DIFFERENCE BETWEEN THE TWO GROUPS. SIMILAR DATA WAS REPORTED BY HESS AND TORNEY WITH RESPECT TO THESE SAME SEX DIFFERENCES. ON THE OTHER DIMENSIONS, HESS AND TORNEY FOUND THAT GIRLS TEND TO RATE AUTHORITIES IN MORE IDEAL TERMS THAN DO BOYS.<sup>4</sup> THIS SEEMS MOST PRONOUNCED ON THE MORE PERSONALIZED ASPECTS OF THE AUTHORITY IMAGE, HOWEVER IT EMERGES ON

<sup>1</sup> HESS AND TORNEY INCLUDED A NUMBER OF TEACHERS IN THEIR SAMPLE. THEY FOUND THAT THE EVALUATION GIVEN BY GRADE EIGHT CHILDREN CLOSELY RESEMBLES THAT GIVEN BY TEACHERS. A 'DROP' IN THE RATINGS MEANS THAT THE CHILD MOVES FROM A HIGHLY FAVOURABLE IMAGE IN GRADE TWO TO THE LESS FAVOURABLE IMAGE GIVEN BY THE TEACHERS.

<sup>2</sup> GREENSTEIN, 117.

<sup>3</sup> SIGNIFICANCE IN THIS INSTANCE AND IN SUBSEQUENT REFERENCES MEANS STATISTICALLY SIGNIFICANT AT THE 5 PERCENT LEVEL.

<sup>4</sup> HESS AND TORNEY, 180.

ALL ITEMS. OTHER AUTHORS, NOTABLY GREENSTEIN, HAVE CORROBORATED THESE FINDINGS.

A THIRD SALIENT INFLUENCE ON THE CHILD'S EVALUATION OF POLITICAL AUTHORITY IS SOCIAL CLASS. GREENSTEIN FOUND NO CLASS DIFFERENCES WITH RESPECT TO KNOWLEDGE ABOUT FORMAL GOVERNMENTAL INSTITUTIONS. HOWEVER, ON QUESTIONS RELATING TO IDEOLOGICAL DIFFERENCES BETWEEN THE POLITICAL PARTIES, UPPER-CLASS CHILDREN WERE MORE ADEPT AT SPECIFYING ISSUES, SUCH AS MEDICARE, WHICH BRING OUT PARTY DIFFERENCES THAN LOWER-STATUS CHILDREN. ALSO, THE NUMBER OF HIGHER-STATUS CHILDREN WHICH WERE ABLE TO NAME BOTH PARTY LEADERS WAS GREATER THAN THAT OF LOWER-STATUS CHILDREN. ON THE EVALUATIVE DIMENSIONS, IT HAS BEEN REPORTED THAT LOWER-STATUS CHILDREN, LIKE GIRLS, TENDED TO IDEALIZE POLITICAL AUTHORITY. GREENSTEIN FOUND THAT LOWER-STATUS CHILDREN TENDED TO RATE ALL POLITICAL AUTHORITIES, THE PRESIDENT, THE GOVERNOR AND THE MAYOR AS 'VERY GOOD' MORE OFTEN THAN DID HIGH-<sup>1</sup> STATUS CHILDREN. HESS AND TORNEY FOUND THAT LOWER-STATUS CHILDREN EXPRESSED A HIGHER LEVEL OF LIKING FOR THE PRESIDENT AND THE POLICEMAN<sup>2</sup> THAN DID HIGHER-STATUS CHILDREN. BENEVOLENCE EVALUATIONS WERE ALSO INFLUENCED BY THE CHILD'S SOCIAL CLASS WHEREAS CLASS DIFFERENCES ON THE POWER AND LEADERSHIP DIMENSIONS WERE RATHER SMALL. CLEARLY, THE PERSONALIZED ASPECT OF THE AUTHORITY IMAGE IS MOST SUSCEPTABLE TO

---

<sup>1</sup>  
GREENSTEIN, 102.

<sup>2</sup>  
HESS AND TORNEY, 136.

SUB-CULTURAL VARIATIONS. HESS AND TORNEY FOUND THAT INTELLIGENCE IS ALSO AN IMPORTANT INFLUENCE ON ATTITUDES TO AUTHORITY. GENERALLY, SCHOOL CHILDREN WITH A HIGH I.Q. EVALUATE AUTHORITY IN TERMS SIMILAR TO HIGH-STATUS CHILDREN. HIGH I.Q. CHILDREN POSSESS A HIGHER LEVEL OF POLITICAL INFORMATION THAN LOW I.Q. CHILDREN.<sup>1</sup> WHEREAS, LOW I.Q. CHILDREN SHOW A GREATER TENDENCY TO IDEALIZE POLITICAL AUTHORITY THAN DO HIGH I.Q. CHILDREN.

POLITICAL PARTY PREFERENCE HAS BEEN SHOWN TO HAVE SOME INFLUENCE ON CHILDREN'S ATTITUDES. HYMAN ARGUED THAT POLITICAL PARTY PREFERENCE WAS ONE OF THE MOST SIGNIFICANT OUTCOMES OF THE POLITICAL SOCIALIZATION PROCESS. THE INFLUENCE OF THE PARTY PREFERENCE UPON ATTITUDES AND BEHAVIOR HAS BEEN DOCUMENTED BY CAMPBELL AND MILBRATH.<sup>2</sup> GENERALLY PARTISANSHIP, WITHIN LIMITS, BRINGS ABOUT A SET OF ATTITUDES AND BEHAVIOR PATTERNS GENERALLY REGARDED AS CONDUCIVE TO A VIABLE DEMOCRACY. PEOPLE WHO IDENTIFY THEMSELVES WITH POLITICAL PARTIES GENERALLY POSSESS A GREATER INTEREST IN POLITICAL AFFAIRS AND VOTE MORE FREQUENTLY THAN PEOPLE WHO DO NOT IDENTIFY THEMSELVES WITH A PARTY. RESEARCH ON THIS PROBLEM BY JENNINGS AND NIEMI HAS SUPPORTED THE ARGUMENT THAT POLITICAL PARTY PREFERENCE MANIFESTS ITSELF DURING ADOLESCENCE AND IS ACQUIRED FROM THE FATHER. THE AUTHORS FOUND A

---

<sup>1</sup>  
IBID., 156.

<sup>2</sup>  
SEE ANGUS CAMPBELL ET. AL., THE AMERICAN VOTER (NEW YORK: JOHN WILEY, 1964), 34-35; AND LESTER MILBRATH, POLITICAL PARTICIPATION (CHICAGO: RAND McNALLY, 1965), 45.

TAU-BETA CORRELATION OF .47<sup>1</sup> BETWEEN THE POLITICAL PARTY AFFILIATION OF HIGH SCHOOL SENIORS AND THE PARTY AFFILIATIONS OF THEIR FATHERS.

HESS AND TORNEY FOUND THAT STUDENTS WHO DID NOT GIVE A PARTY PREFERENCE OF ANY KIND WERE LESS INTERESTED IN POLITICS AND INDICATED A LOWER LEVEL OF POLITICAL KNOWLEDGE THAN THOSE WHO WERE DEMOCRATS, REPUBLICANS OR INDEPENDENTS. THIS DATA SUPPORTS THE CAMPBELL AND MILBRATH HYPOTHESIS. SPECIFICALLY PARTISAN DIFFERENCES, THAT IS DIFFERENCES IN THE EVALUATIONS OF POLITICAL AUTHORITY BETWEEN REPUBLICANS AND DEMOCRATS, WERE OBSERVED ON THE LIKING DIMENSION. DEMOCRATS LIKED THE PRESIDENT (A DEMOCRAT) MORE THAN DID THE REPUBLICANS. BEYOND THIS DIMENSION, HOWEVER, NO PARTISAN DIFFERENCES WERE REPORTED.

OTHER SUB-CULTURAL INFLUENCES WERE FOUND TO BE OF LESSER IMPORTANCE. ONE INSTANCE, CATHOLICS WERE MORE LIKELY THAN PROTESTANTS TO BE PLEASED ABOUT KENNEDY'S ELECTION. MOST OTHER SUB-CULTURAL DIFFERENCES WERE SMALL AND NOT VERY SIGNIFICANT.

CROSS CULTURAL IMPLICATIONS: TO DATE FEW CROSS CULTURAL STUDIES HAVE BEEN COMPLETED TO ALLOW ANY SYSTEMATIC GENERALIZATIONS AT THIS POINT. THOSE HAVE INVOLVED ONLY THE NATIONAL LEADER. ON THE BASIS OF A FIVE-<sup>2</sup> NATION STUDY, HESS WAS ABLE TO CONCLUDE THAT SCHOOL CHILDREN IN THESE

---

<sup>1</sup> KENT JENNINGS AND RICHARD NIEMI, "THE TRANSMISSION OF POLITICAL VALUES FROM PARENT TO CHILD," AMERICAN POLITICAL SCIENCE REVIEW, LXII (1968), 169-184.

<sup>2</sup> ROBERT HESS, THE SOCIALIZATION OF ATTITUDES TOWARDS POLITICAL AUTHORITY, INTERNATIONAL SOCIAL SCIENCES JOURNAL, 25 (1963), 542-559.

COUNTRIES HAD A VERY FAVOURABLE IMAGE OF THEIR NATIONAL LEADER ALTHOUGH NONE WERE QUITE AS FAVOURABLE AS THAT REPORTED ON THE BASIS OF THE UNITED STATES DATA. IN ADDITION, HESS WAS ABLE TO DEMONSTRATE THAT THE INFLUENCE OF INCREASING AGE HAS A UNIVERSAL EFFECT UPON THE APPRAISAL OF THE NATIONAL LEADER. ON THE MORE AFFECTIVE DIMENSIONS YOUNGER CHILDREN EVALUATED THE LEADER MUCH MORE FAVOURABLY THAN DID OLDER CHILDREN. TO PUT IT ANOTHER WAY, THERE IS A DROP IN THE RELATIVE FAVOURABLENESS OF THE IMAGE WITH INCREASING AGE ACROSS THE FIVE NATIONS STUDIED. ON THE OTHER HAND, THE MORE INSTITUTIONAL ASPECTS OF THE LEADER'S IMAGE DO NOT SHOW THIS DECLINE WITH AGE, BUT MAY SHOW A SLIGHT INCREASE. THIS MAY BE PART OF A UNIVERSAL PHENOMENON AND WILL BE TESTED IN THIS STUDY.

OTHER QUESTIONS PERTAIN TO CANADA IN THIS CROSS-NATIONAL PERSPECTIVE. UNFORTUNATELY NO SOCIALIZATION WORK THAT PROVIDES ANY SORT OF GUIDELINE HAS BEEN PUBLISHED SO FAR. CONSEQUENTLY, ONE MUST RELY MORE ON VOTING STUDIES AND ON THE INTUITIVE LITERATURE TO RAISE SOME PROBLEMS. GENERALLY, IT HAS BEEN ARGUED THAT THE OFFICE OF PRIME MINISTER IS NOT AS SALIENT AS THE PRESIDENCY. REASONS FOR THIS CONTENTION HAVE USUALLY CENTERED AROUND THE INSTITUTIONAL ARRANGEMENTS OF THE TWO TYPES OF SYSTEMS. WHILE THIS STUDY EMBRACES ONLY ONE PRIME MINISTERSHIP AND HENCE CANNOT BE DEFINITIVE, IT DOES HAVE THE ADVANTAGE OF HOLDING MANY FACTORS CONSTANT WITH THE EXCEPTION OF THE INSTITUTIONAL ASPECT OF THE TWO SAMPLES. THIS WOULD MEAN THAT ANY DIFFERENCES MAY BE DUE TO THIS ONE FEATURE, THE TYPE OF POLITICAL OFFICE. ANOTHER ARGUMENT THAT HAS BEEN MADE IS THAT CANADIANS

COMPARED WITH AMERICANS ARE MORE DEFERENTIAL TO POLITICAL AUTHORITY. IF THIS IS THE CASE WE WOULD EXPECT THAT CANADIANS WOULD LIKE THEIR LEADERS, SEE THEM AS MORE INFALLIBLE AND GENERALLY VIEW THEM IN A MORE FAVORABLE LIGHT THAN DO AMERICANS. THESE PROBLEMS CAN BE RAISED IN ADDITION TO THE BASIC CROSS CULTURAL ONE OF COMPARING THE RELATIVE DEGREES OF POLITICIZATION OF THE CANADIAN POLITICAL CULTURE, COMPARED TO THE UNITED STATES. IN THIS RESPECT CANADA IS FELT TO DEMONSTRATE A LOWER LEVEL OF POLITICIZATION. IF THIS CONTENTION IS TRUE THEN THIS SHOULD BE MANIFESTED IN THE LEVEL OF KNOWLEDGE, GENERAL LIKING AND OVERALL RATING OF POLITICAL AUTHORITY DEMONSTRATED BY CANADIAN SCHOOL CHILDREN.

WHEN IT IS NECESSARY TO ASSESS THE IMPACT OF CLASS AND POLITICAL PARTY UPON SYSTEM-ORIENTED BEHAVIOR ONE MUST RELY UPON VOTING STUDIES IN LIEU OF ANY LITERATURE ON THE ATTITUDES OF CANADIAN SCHOOL CHILDREN. ALFORD HAS ARGUED THAT CLASS HAS LITTLE INFLUENCE UPON VOTING BEHAVIOR. IN FACT, OF THE FOUR NATIONS ALFORD INCLUDED<sup>1</sup> IN HIS SAMPLE, IN CANADA CLASS HAS THE LEAST INFLUENCE. JOHN WILSON, ON THE OTHER HAND, DEMONSTRATES THAT A HIGHER LEVEL OF CLASS VOTING THAN<sup>2</sup> HAD HITHERTO BEEN ACKNOWLEDGED SEEMS APPARENT IN ONTARIO. IN ANY CASE, CLASS WILL BE USED FOR COMPARATIVE PURPOSES IN THIS STUDY.

---

1

R. ALFORD, PARTY AND SOCIETY (CHICAGO: RAND McNALLY, 1963).

2

JOHN WILSON, "CLASS AND VOTING IN CANADA: THE CASE OF WATERLOO SOUTH" CANADIAN JOURNAL OF POLITICAL SCIENCE, 1 (SEPTEMBER, 1968), 288-305.

A SIMILAR UNCERTAINTY PREVAILS WITH RESPECT TO THE INFLUENCE OF POLITICAL PARTY PREFERENCE. IN HER STUDY OF CANADIAN POLITICAL ATTITUDES MILDRED SCHWARTZ HAS DEMONSTRATED THAT PARTY IDENTIFICATION WAS NOT ABLE TO CONTAIN ETHNIC AND REGIONAL CLEAVAGES.<sup>1</sup> HOWEVER, SCHWARTZ USED A NATIONAL SAMPLE, WHEREAS THE INFLUENCE OF POLITICAL PARTY AFFILIATION MAY BE MUCH STRONGER WITHIN A REGION THAN ACROSS A NUMBER OF REGIONS. PARTY AFFILIATION COULD BE EXPECTED TO PLAY A MUCH MORE SIGNIFICANT ROLE AS AN ATTITUDINAL INFLUENCE IN THIS SAMPLE OF OAKVILLE SCHOOL CHILDREN THAN HAS PREVIOUSLY BEEN REPORTED. A COMMENT BY REGENSTREIF WOULD APPEAR TO BE AN APT SUMMARY OF THE PAST RESEARCH ATTEMPTS TO ASSESS THE IMPORTANCE OF POLITICAL PARTY AFFILIATIONS AS AN INFLUENCE ON VOTING BEHAVIOUR:

"THE POINT MUST BE EMPHASIZED, HOWEVER, THAT THE CHANGEABLE NATURE OF ELECTORAL BEHAVIOR IS NOT A CREATION OF THE DIEFENBAKER YEARS BUT A CARRY-OVER OF THE PATTERN INHERITED FROM THE PAST. THE YEARS OF LIBERAL DOMINANCE, CONSTANT THOUGH THEY MAY HAVE MADE CANADIAN POLITICAL ORIENTATIONS APPEAR, WERE ESSENTIALLY A FACADE."<sup>2</sup>

ONE MORE CROSS CULTURAL STUDY NEEDS TO BE MENTIONED AT THIS POINT. THIS WAS A STUDY OF THE FRENCH AND AMERICAN ELECTORATE BY CONVERSE AND DUPEUX.<sup>3</sup> THE AUTHORS WERE CURIOUS ABOUT THE ORIGIN OF

---

<sup>1</sup> SCHWARTZ, CHAPTERS VIII AND XI.

<sup>2</sup> P. REGENSTREIF, THE DIEFENBAKER INTERLUDE (TORONTO: LONGMANS, 1965), 169.

<sup>3</sup> PHILIP CONVERSE AND GEORGES DUPEUX, "POLITIZATION OF THE ELECTORATE IN FRANCE AND THE UNITED STATES," PUBLIC OPINION QUARTERLY, 26 (1962).



FLASH PARTIES IN FRANCE AND WONDERED WHY THIS TYPE OF PARTY SHOULD BE FOUND IN FRANCE AND NOT IN THE UNITED STATES. (THIS WAS PRIOR TO THE RISE OF GEORGE WALLACE.) TO TRY AND PROVIDE AN ANSWER TO THIS PUZZLE, THE AUTHORS CARRIED OUT A SURVEY OF THE ELECTORATE IN FRANCE AND THE UNITED STATES. THEIR CONCLUSIONS WERE THAT:

"PARTISAN ATTACHMENTS APPEAR THEREFORE TO BE WEAKLY DEVELOPED WITHIN THE LESS POLITICALLY INVOLVED HALF OF THE FRENCH ELECTORATE. WHILE UNDOUBTEDLY A LARGE VARIETY OF FACTORS, INCLUDING THE NOTERIETY WHICH FRENCH PARTIES HAD ACQUIRED IN THE LATTER STAGES OF THE FOURTH REPUBLIC, HAVE HELPED TO INHIBIT THEIR DEVELOPMENT. MORE BASIC DISCONTINUITIES OF POLITICAL SOCIALIZATION IN THE FRENCH FAMILY APPEAR TO BE MAKING SOME PERSISTING CONTRIBUTION AS WELL." 1

THE PECULIARITY OF THE FRENCH SOCIALIZATION PROCESS ALLUDED TO ABOVE LIES IN THE FINDING THAT ONLY 25 PERCENT OF THE FRENCH CITIZENS SAMPLED COULD IDENTIFY THEIR FATHER'S POLITICAL PARTY WHEREAS 75 PERCENT OF THE AMERICAN SAMPLE KNEW THEIR FATHER'S POLITICAL PARTY. THE AUTHORS WOULD SEEM TO BE EQUATING THE ABSENCE OF A WELL-ESTABLISHED PARTY IDENTITY WITH THE RISE OF 'FLASH' OR THIRD PARTIES. SINCE CANADA HAS A LONG HISTORY OF THIRD, FOURTH AND OTHER PARTIES, IT WOULD BE INTERESTING TO EXAMINE THE LEVEL OF PARTY AFFILIATION IN THE CANADIAN SAMPLE. IF IT IS SIMILAR TO THAT OF FRANCE THEN THE HYPOTHESIS OF CONVERSE AND DUPEUX HAVE MORE EMPIRICAL SUPPORT.

---

1  
IBID., 14.

SOME CURRENT THEORIES: THE LATTER SECTION OF THIS REVIEW IS CONCERNED WITH THE THEORIES THAT HAVE BEEN PUT FORWARD TO ACCOUNT FOR THE TENDENCY OF SCHOOL CHILDREN TO GIVE A VERY FAVOURABLE EVALUATION OF THE NATIONAL LEADER AND THE POLICEMAN. ONE THEORY, THE INTERPERSONAL TRANSFER MODEL, IS SET FORTH BY HESS AND TORNEY AS FOLLOWS:

THIS MODEL ASSUMES THAT THE CHILD APPROACHES EXPLICIT POLITICAL SOCIALIZATION ALREADY POSSESSING A FUND OF EXPERIENCE IN INTERPERSONNEL RELATIONSHIPS AND GRATIFICATIONS. BY VIRTUE OF HIS EXPERIENCE AS A CHILD IN THE FAMILY, AND AS A PUPIL IN THE SCHOOL, HE HAS DEVELOPED MULTI-FACTED RELATIONSHIPS TO FIGURES OF AUTHORITY. IN SUBSEQUENT RELATIONSHIPS WITH FIGURES OF AUTHORITY, HE WILL ESTABLISH MODES OF INTERACTION SIMILAR TO THOSE HE HAS EXPERIENCED IN HIS EARLY LIFE. FOR EXAMPLE, AS SOON AS THE PRESIDENT HAS BEEN IDENTIFIED AS AN AUTHORITY FIGURE, ESTABLISHED PATTERNS OF INTER-ACTION AND AUTHORITY WILL BECOME RELEVANT. HE MAY SEE THE PRESIDENT'S POWER OVER THE COUNTRY SIMILAR TO HIS FATHER'S POWER IN THE FAMILY. THE CHILD MAY ALSO SEE THE PRESIDENT AS REPRESENTING IDEAL AUTHORITY - BENIGN, WISE, HELPFUL, ACCESSIBLE - AND EMBODYING OTHER QUALITIES WHICH FROM HIS RELATIONSHIP WITH PARENTS HE HAS COME TO SEE AS DESIRABLE. THIS DOES NOT COME FROM KNOWLEDGE ABOUT THE PRESIDENT BUT FROM A DESIRE TO SEE AND THINK ABOUT POWERFUL AUTHORITY FIGURES THIS WAY. RESPECT FOR RULES AND OTHER SOCIAL SYSTEMS MAY ALSO BE TRANSFERRED TO FEELINGS ABOUT RULES OR LAWS OF THE POLITICAL SYSTEM. AS INTERPERSONAL EXPERIENCE INCREASES AND AS RELATIONSHIPS WITH PERSONS IN THE IMMEDIATE SOCIAL ENVIRONMENT CHANGE, THE CHILD'S APPROACH TO MORE DISTANT AUTHORITY FIGURES WILL BE MODIFIED. 1

THIS EXPLAINS THE HIGHLY FAVOURABLE IMAGE HELD BY THE YOUNGER CHILDREN AS WELL AS THE SOMEWHAT LESS FAVOURABLE IMAGE SHARED BY OLDER CHILDREN. EASTON HAS ATTEMPTED TO CLARIFY THIS PROBLEM BY COMPARING THE CHILD'S EVALUATION OF HIS FATHER ON A CERTAIN DIMENSION

WITH THE EVALUATION OF THE PRESIDENT OR THE POLICEMAN ON THE SAME DIMENSION. THE THEORY POSITS A POSITIVE CORRELATION BETWEEN THE TWO RATINGS. EASTON FOUND A CORRELATION OF .11 IN GRADE TWO BETWEEN PERCEPTIONS OF FATHER AFFECT AND PRESIDENTIAL AFFECT.<sup>1</sup> SOMEWHAT STRONGER RELATIONSHIPS WERE SAID TO EXIST WITH RESPECT TO EVALUATION OF FATHER LIKING AND PERCEPTIONS OF POLICEMAN LIKING, AND TO PERCEPTIONS OF PRESIDENTIAL AND POLICE POWER. THE INTERPERSONAL-TRANSFER THEORY WOULD SEEM TO HAVE A MODEST DEGREE OF SUPPORT, IF ANY, AT THIS STAGE.

THERE IS, HOWEVER, A SECOND THEORY CLAIMING TO ACCOUNT FOR THE HIGHLY IDEALIZED IMAGE OF POLITICAL AUTHORITY THAT HAS BEEN DEMONSTRATED BY YOUNGER CHILDREN. THE THEORY, HAVING A STRONG PSYCHANALYTIC FLAVOUR RUNS AS FOLLOWS:

.....'IDEALIZATION MAY ARISE FROM THE FEELINGS OF VULNERABILITY CHILDREN PROBABLY HAVE ABOUT THEIR ENVIRONMENT. FIGURES SUCH AS THE POLICEMAN AND THE PRESIDENT MAY SERVE AS OBJECTS OF PSYCHOLOGICAL COMPENSATION, IF THEY ARE VIEWED AS POWERFUL AND IN A COMMANDING POSITION BETWEEN THE CHILD AND THE UNKNOWN DANGERS OF THE WORLD. FURTHERMORE, SEEING A PERSON SO POWERFUL MAY INDUCE THE CHILD, IN AN INTUITIVE ACT OF APPEASEMENT, TO CONSTRUE THIS PERSON AS ALSO HELPFUL, BENIGN, AND LIKEABLE. FEAR WOULD SEEM TO CAST A LONGER SHADOW THAN LOVE." 2

THIS THEORY, KNOWN AS THE VULNERABILITY THEORY, HAS BEEN AT LEAST PARTIALLY SUBSTANTIATED BY SEVERAL EMPIRICAL STUDIES. ROKEACH

---

<sup>1</sup>  
EASTON, (1969), 366.

<sup>2</sup>  
IBID., 357.

HAS REPORTED THAT STUDENTS SCORING HIGHEST ON AN ANXIETY SCALE SCORE HIGHEST ON THE DOGMATISM SCALE. THE CORRELATIONS BETWEEN THESE VARIABLES RANGE FROM .36 TO .64<sup>1</sup> OVER A NUMBER OF DIFFERENT SAMPLES. WHEN HIGH AND LOW DOGMATIC GROUPS WERE ASKED TO EVALUATE THEIR PARENTS IT WAS FOUND THAT THE STUDENTS SCORING HIGHEST ON THE DOGMATISM SCALE WERE MUCH MORE LIKELY TO IDEALIZE THEIR PARENTS. STUDENTS SCORING LOWEST ON THE DOGMATISM SCALE WERE LIKELY TO DEMONSTRATE MUCH MORE AMBIVALENCE ABOUT THEIR PARENTS, POINTING OUT BOTH STRONG AND WEAK POINTS IN THEIR PARENTS' PERSONALITIES. ROKEACH WOULD SEEM TO HAVE ESTABLISHED A POSITIVE RELATIONSHIP LINKING ANXIETY, DOGMATISM AND IDEALIZATION OF ONE'S PARENT. THIS LINKAGE IS<sup>2</sup> SOMEWHAT SIMILAR TO THAT ESTABLISHED BY ADORNO ET AL. WHICH REPORTED A POSITIVE RELATIONSHIP BETWEEN ANXIETY, AUTHORITARIANISM AND IDEALIZATION OF THE RESPONDENTS' PARENTS.<sup>3</sup> JAROS HAS ATTEMPTED TO CLARIFY THIS LATTER RELATIONSHIP BY MEANS OF A PENCIL AND PAPER QUESTIONNAIRE ADMINISTERED TO A SAMPLE OF DETROIT SCHOOL CHILDREN. HE EMPLOYED A NUMBER OF SCALES TO MEASURE ANXIETY, AUTHORITARIANISM, PRESIDENTIAL STRENGTH AND PRESIDENTIAL BENEVOLENCE. JAROS FOUND NO

---

<sup>1</sup> MILTON ROKEACH, THE OPEN AND CLOSED MIND (NEW YORK: BASIC BOOKS, 1960), 348.

<sup>2</sup> SEE IBID., 358.

<sup>3</sup> DEAN JAROS, "CHILDREN'S ORIENTATION TOWARDS POLITICAL AUTHORITY: A DETROIT STUDY," (UNPUBLISHED DOCTORAL DISSERTATION) VANDERBILT UNIVERSITY, 1966.

RELATIONSHIP BETWEEN ANXIETY AND PERCEPTION OF PRESIDENTIAL BENEVOLENCE, A CORRELATION OF .32 BETWEEN ANXIETY AND AUTHORITARIANISM AND A CORRELATION OF .45 BETWEEN AUTHORITARIANISM AND PERCEPTION OF PRESIDENTIAL STRENGTH. THE LINKAGE BETWEEN ANXIETY AND THE STUDENT'S PERCEPTION OF THE STRENGTH OF POLITICAL AUTHORITY WOULD SEEM TO BE ESTABLISHED ALTHOUGH THE RELATIONSHIP IS SOMEWHAT WEAK. WHAT MAY BE HYPOTHESIZED AT THIS POINT IS THAT THE INTERPERSONAL TRANSFER THEORY MAY BE MOST EFFICACIOUS IN ACCOUNTING FOR THE HIGHLY FAVOURABLE EVALUATION OF THE PERSONALIZED ASPECT OF POLITICAL AUTHORITY. THE VULNERABILITY THEORY, BY CONTRAST, WOULD BEST EXPLAIN THE CHILD'S EVALUATION OF THE POWER OF POLITICAL AUTHORITY. THE PRESENT STUDY WILL TEST THE EFFICACY OF BOTH THEORIES BY PROVIDING THE CHILD WITH A NUMBER OF ITEMS ON WHICH TO EVALUATE HIS FATHER AS WELL AS WITH AN ANXIETY TEST. THE SCORES ON THESE EVALUATIONS WILL BE RELATED TO THE CHILD'S EVALUATION OF THE PRIME MINISTER AND POLICEMAN. THE ITEMS USED AS A BASIS FOR THE CHILD'S EVALUATION OF POLITICAL AUTHORITY AS WELL AS THE OTHER TESTS EMPLOYED ARE EXPLAINED BELOW:

THE INSTRUMENT: THE FIVE DIMENSIONS OF POLITICAL AUTHORITY AND FATHER WERE DEFINED BY A NUMBER OF DIFFERENT ITEMS INVOLVING A KEYWORD. THE KEYWORD BREAKDOWN BY DIMENSION RUNS AS FOLLOWS:

TABLE 1.1    ITEMS BY DIMENSION USED TO EVALUATE THE PRIME MINISTER,  
THE POLICEMAN AND FATHER

AFFECT

I LIKE HIM MORE THAN ...  
 IS MY FAVOURITE MORE THAN ...

BENEVOLENCE

IS KINDER THAN ...  
 IS BETTER THAN ...  
 IS FRIENDLIER THAN ...  
 WOULD WANT TO HELP ME MORE THAN ...  
 HELPS ME MORE THAN ...  
 PROTECTS ME MORE THAN ...

POWER

CAN PUNISH ALMOST ...  
 CAN MAKE ... DO WHAT HE WANTS

DEPENDABILITY

KEEPS PROMISES  
 MAKES MISTAKES  
 GIVES UP

LEADERSHIP

WORKS HARDER THAN ...  
 KNOWS MORE THAN ...  
 A LEADER  
 MAKES IMPORTANT DECISIONS  
 HAS FRIENDS

EACH WORD IS PLACED ON A SIX INTERVAL CONTINUUM RUNNING  
 FROM THE MOST IDEAL FORM IN SEGMENT ONE TO THE LEAST IDEAL IN  
 SEGMENT SIX. FOR INSTANCE THE ITEM "I LIKE HIM" MIGHT BEGIN IN  
 SEGMENT ONE BY STATING "I LIKE HIM MORE THAN ALMOST ANYONE,"

SEGMENT THREE MIGHT STATE "I LIKE HIM MORE THAN MANY" AND SEGMENT SIX MIGHT STATE "I LIKE HIM LESS THAN ALMOST ANYONE." THUS THE CHILD HAS A FAIRLY WIDE RANGE OF CHOICES TO EXPRESS HIS FEELINGS AS WELL AS A BASIS FOR HIS COMPARISON, NAMELY PEOPLE IN GENERAL. THE THIRD SEGMENT IS SORT OF AN AVERAGE, "MOST OTHER MEN." THE CHILD WAS INSTRUCTED TO CIRCLE THE ITEM MOST ACCURATELY REFLECTING HIS FEELINGS. IN ALL, EIGHTEEN KEYWORDS WERE USED FOR EACH AUTHORITY SO THAT FIFTY-FOUR ITEMS WERE INCLUDED IN A QUESTIONNAIRE TO BE COMPLETED BY THE SCHOOL CHILDREN IN THEIR CLASSROOMS DURING REGULAR SCHOOL HOURS.

ANXIETY WAS MEASURED BY MEANS OF A SHORTENED VERSION OF THE CHILD'S MANIFEST ANXIETY SCALE (C.M.A.S.) DEVELOPED BY CASTANEDA,<sup>1</sup> McCANDLESS AND PALERMO. THIS SCALE WAS ADAPTED FROM THE TAYLOR MANIFEST ANXIETY SCALE (1953) WHICH HAS BEEN WIDELY USED IN THE ADULT LITERATURE. THIS SCALE WAS SIMILAR TO THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY USED BY ROKEACH IN THE STUDY CITED ABOVE.

THE ORIGINAL C.M.A.S. CONSISTED OF FORTY-TWO ITEMS, HOWEVER THE FORM OF THIS SCALE USED IN THE OAKVILLE STUDY WAS A SHORTENED<sup>2</sup> VERSION OF THE C.M.A.S. DEVELOPED BY LEVY. THIS FORM CONSISTED OF TEN ITEMS TO WHICH THE CHILD ANSWERED YES OR NO. THESE ARE THE SAME

---

<sup>1</sup> A CASTANEDA, BOYD McCANDLESS AND DAVID PALERMO, "CHILDREN'S FORM OF THE MANIFEST ANXIETY SCALE," CHILD DEVELOPMENT, 27 (SEPTEMBER, 1956), 317-26.

<sup>2</sup> NISSIM LEVY, "A SHORT FORM OF THE CHILDREN'S MANIFEST ANXIETY SCALE," CHILD DEVELOPMENT, 29 (MARCH, 1958), 153-4.

ITEMS USED BY JAROS IN HIS DETROIT STUDY, EXCEPT THAT HE USED THE LONGER FORM OF THE C.M.A.S.

THE TEN ITEMS WERE FACTOR ANALYSED REVEALING TWO FACTORS ON THE ROTATED FACTOR MATRIX. THE AMOUNT OF VARIANCE EXPLAINED BY THESE FACTORS WAS 21% WITH MOST OF THE VARIANCE IN THE FIRST FACTOR. THESE TWO FACTORS WERE THEN SUBJECTED TO SCALOGRAM ANALYSIS WHICH INDICATED THAT NEITHER FACTOR CONSTITUTED A SCALE. CONSEQUENTLY, THREE ITEMS WERE SELECTED, ITEMS 3, 6 AND 10. THESE ITEMS HAD THE HIGHEST LEVEL OF INTERCORRELATION AND WERE USED AS AN INDEX OF THE CHILD'S ANXIETY

THE RESPONDENTS WERE ASKED TO PROVIDE BIOGRAPHICAL DATA SUCH AS AGE, POLITICAL PARTY AND THEIR FATHER'S JOB WHICH WAS TO BE THE MEASURE OF SOCIAL CLASS. THE CHICAGO STUDY FOUND A CORRELATION OF .64 BETWEEN SUBJECT DESIGNATION OF FATHER'S JOB AND THAT STATED IN THE CHILD'S SCHOOL FILE. NO SUCH CHECK WAS ATTEMPTED HERE SINCE THE FILES WERE NOT ACCESSIBLE. THE QUESTIONNAIRE WAS PRETESTED IN OAKVILLE DURING THE WEEK OF JUNE 12, 1968. ON THE BASIS OF THIS PRETESTING IT WAS DECIDED TO REDUCE THE LENGTH OF THE QUESTIONNAIRE FOR THE GRADE TWO CHILDREN BY ABOUT ONE-THIRD SO THAT IT WOULD FIT INTO ONE THIRTY-MINUTE PERIOD. THE QUESTIONNAIRE WAS ADMINISTERED BY THE AUTHOR DURING THE PERIOD JUNE 19-27, 1968. THE CLASSES WERE SELECTED BY APPROACHING THE PRINCIPALS IN EACH OF THE TEN LARGEST SCHOOLS AND REQUESTING ONE GRADE TWO, ONE GRADE FIVE AND ONE GRADE EIGHT CLASS. IT WAS THE INTENTION OF THE STUDY TO INCLUDE ALL STREAMS. HOWEVER, NO EVIDENCE IS AVAILABLE TO DETERMINE WHETHER THIS OBJECTIVE WAS ACHIEVED.



PARENTAL COOPERATION WAS REQUESTED THROUGH A FORM LETTER SENT TO THE PARENTS OF THE CHILDREN INVOLVED IN THE STUDY. PARENTS WERE MADE AWARE OF THE NATURE OF THE STUDY AND WERE REQUESTED TO NOTIFY THE SCHOOL IF THEY DID NOT WISH THEIR CHILD TO BE PART OF THE STUDY. ONLY THIRTEEN STUDENTS FROM THE ORIGINAL SAMPLE REFUSED TO PARTICIPATE. IN ALL, EIGHT HUNDRED AND SIXTEEN CHILDREN WERE INCLUDED IN THE SAMPLE MADE UP OF APPROXIMATELY EQUAL NUMBERS OF STUDENTS DRAWN FROM GRADE TWO, FIVE AND EIGHT. MOST STUDENTS APPEARED TO TAKE THE QUESTIONNAIRE SERIOUSLY, ANSWERING ALL QUESTIONS. GRADE FIVE AND EIGHT CHILDREN PROCEEDED THROUGH THE QUESTIONNAIRE AT THEIR OWN SPEED. THE QUESTIONNAIRE WAS READ TO GRADE TWO CHILDREN BY THE AUTHOR. THE ANSWERS WERE TRANSFERRED TO DATA CARDS AND ANALYSED IN THE McMASTER UNIVERSITY DATA PROCESSING AND COMPUTATIONAL FACILITIES.

SETTING: THE SETTING FOR THE STUDY WAS THE OAKVILLE SCHOOL SYSTEM HAVING AN 1968 ATTENDANCE OF 9,663 CHILDREN FROM KINDERGARTEN TO GRADE EIGHT. ACCORDING TO THE 1966 CENSUS THE POPULATION OF OAKVILLE WAS 53,000. THE CITY IS SITUATED ABOUT TWENTY MILES FROM BOTH HAMILTON AND TORONTO. AS SUCH IT SERVES AS AN EXECUTIVE RESIDENTIAL AREA FOR BOTH CITIES. IN ADDITION, FORD OF CANADA HAS LOCATED A CAR ASSEMBLY PLANT NEARBY AND A NUMBER OF OIL REFINERIES ARE LOCATED NEAR THE CITY. THE CITY HAS UNDERGONE RAPID GROWTH IN RECENT YEARS. THE D.B.S. REPORTS THAT DURING THE PERIOD 1961 - 1966 THE POPULATION INCREASED BY FOUR HUNDRED PERCENT. RECENT STATISTICS RELEASED BY THE DEPARTMENT OF NATIONAL REVENUE INDICATE THAT OAKVILLE HAD THE HIGHEST PER CAPITA

INCOME OF ANY COMMUNITY IN CANADA AMOUNTING TO \$6,927 IN 1967. AS SUCH IT WOULD SEEM TO BE A HIGHLY AFFLUENT URBAN AREA HAVING ONE OF THE BETTER SCHOOL SYSTEMS IN THE COUNTRY.

HAVING SET OUT THE PURPOSES AND METHODOLOGY OF THIS STUDY ONE CAN BEGIN AN EXAMINATION OF THE LEVELS OF POLITICAL KNOWLEDGE AMONG THE OAKVILLE SCHOOL CHILDREN.

## CHAPTER 11

### POLITICAL KNOWLEDGE

POLITICAL KNOWLEDGE, FOR THE PURPOSES OF THIS STUDY, RELATES TO THE CHILD'S ABILITY TO NAME THE NATIONAL LEADER AND HIS POLITICAL PARTY AFFILIATION. AS SUCH, IT IS THE 'WHAT' OF THE IMAGE, THE COGNITIVE ASPECT, WHICH IS A LOGICAL PRECURSOR OF THE MORE EVALUATIVE ASPECTS OF THE CHILD'S PERCEPTION OF POLITICAL AUTHORITY. IT IS NECESSARY TO DETERMINE WHAT LEVELS OF KNOWLEDGE ACCOMPANY POSITIVE OR NEGATIVE FEELINGS. THIS HELPS TO PLACE THE OVERALL IMAGE IN A MORE MEANINGFUL PERSPECTIVE. AUTHORITY HAS BEEN FOUND TO BE ONE OF THE PROMINENT COMPONENTS OF GOVERNMENT. THE CHILD ESTABLISHES HIS FIRST LINKS WITH THE LARGER POLITICAL SYSTEM THROUGH THE AUTHORITY STRUCTURE. THE AMOUNT AND EXTENT OF POLITICAL KNOWLEDGE POSSESSED BY A CITIZEN IS AN INDICATION OF THE IMPORTANCE PLACED UPON THE SYSTEM BY THAT INDIVIDUAL.

CHILDREN WHO KNOW A GOOD DEAL ABOUT THEIR NATIONAL LEADER WILL HAVE ENTERED THE FIRST PHASE OF THE SOCIALIZATION PROCESS. THEY HAVE INDICATED THAT THE LEADER AND THE SYSTEM IN GENERAL ARE IMPORTANT TO THEM. IN RETURN, THE SYSTEM ACQUIRES SOME MEASURE OF SUPPORT AND LEGITIMACY. AN EXAMINATION OF THE POLITICAL KNOWLEDGE POSSESSED BY VARIOUS AGE GROUPS INDICATES THE PROCESS BY WHICH THIS INITIAL SUPPORT IS EXTENDED TO THE POLITICAL SYSTEM. SOME RECENT EMPIRICAL

FINDINGS THAT HAVE EMERGED FROM PREVIOUS STUDIES OF POLITICAL KNOWLEDGE WERE DISCUSSED IN AN EARLIER CHAPTER. THE FOLLOWING PROPOSITIONS SERVE AS A BRIEF SUMMARY:

1. THE MAJORITY OF THE GRADE TWO CHILDREN AND ALMOST ALL THE GRADE EIGHT CHILDREN ARE ABLE TO IDENTIFY THE NAME OF THE NATIONAL LEADER AND HIS POLITICAL PARTY AFFILIATION.

2. THE LEVEL OF KNOWLEDGE ABOUT THE PARTY LABEL WILL BE LESS THAN THAT CONCERNING THE PERSONAL IDENTITY OF THE LEADER AND THIS PHENOMENON WILL BE MOST APPARENT IN GRADE TWO.

TABLE 2.1     POLITICAL KNOWLEDGE BY GRADE IN PERCENT

	IDENTIFY PRIME MINISTER'S NAME				IDENTIFY PRIME MINISTER'S, PARTY		
	<u>GRADE</u>				<u>GRADE</u>		
	<u>2</u>	<u>5</u>	<u>8</u>		<u>2</u>	<u>5</u>	<u>8</u>
CORRECT	72	85	95		47	73	90
INCORRECT	8	7	5		19	9	6
DON'T KNOW	<u>20</u>	<u>9</u>	<u>0</u>		<u>35</u>	<u>18</u>	<u>5</u>
	(N)263	279	260		(N) 262	282	257

THE FINDINGS SHOW THE EXPECTED RELATIVE LEVELS OF KNOWLEDGE WITH A GREATER PROPORTION OF OLDER CHILDREN THAN YOUNGER CHILDREN ABLE TO IDENTIFY THE PRIME MINISTER'S NAME AND POLITICAL PARTY. ALSO, SCHOOL CHILDREN AT ALL LEVELS ARE ABLE TO IDENTIFY THE PRIME MINISTER'S NAME MORE OFTEN THAN HIS POLITICAL PARTY. THIS DIFFERENCE IN LEVEL OF KNOWLEDGE IS MOST APPARENT AMONG CHILDREN

IN GRADE TWO WHERE THERE IS A 25 PERCENT DIFFERENCE BETWEEN THE ABILITY TO IDENTIFY THE PRIME MINISTER'S NAME AND HIS POLITICAL PARTY. AMONG GRADE EIGHT CHILDREN THERE IS ONLY A FIVE PERCENT DIFFERENCE ON THIS ITEM.

SEX HAS BEEN FOUND TO BE AN IMPORTANT FACTOR INFLUENCING THE CHILD'S KNOWLEDGE LEVEL. GIRLS GENERALLY ARE 'LESS POLITICAL' THAN BOYS. THEY READ FEWER NEWSPAPERS, BECOME LESS INVOLVED IN ELECTION CAMPAIGNS AND TALK ABOUT POLITICS LESS FREQUENTLY THAN THEIR MALE CLASSMATES. CONSEQUENTLY, GIRLS ARE LESS LIKELY TO BE AWARE OF THE NAME OF THE NATIONAL LEADER AND EVEN LESS LIKELY TO BE AWARE OF HIS PARTY LABEL.

TABLE 2.2    POLITICAL KNOWLEDGE BY SEX IN PERCENT

	<u>IDENTIFY PRIME MINISTER'S NAME</u>		<u>IDENTIFY PRIME MINISTER'S PARTY</u>	
	<u>SEX</u>		<u>SEX</u>	
	<u>BOYS</u>	<u>GIRLS</u>	<u>BOYS</u>	<u>GIRLS</u>
CORRECT	86	82	74	66
INCORRECT	7	5	12	9
DON'T KNOW	7	13	14	25
	(N) 412	387	(N) 412	386
	$P < .05$		$P < .01$	

THE OAKVILLE DATA SUGGESTS THAT BOYS WERE BETTER ABLE THAN GIRLS TO SELECT THE PRIME MINISTER'S NAME AND POLITICAL PARTY AFFILIATION. THE LATTER ITEM ELICITED THE LARGEST SEX DIFFERENCE. IN MANY INSTANCES, GIRLS FREELY ADMITTED THAT THEY SIMPLY 'DIDN'T KNOW'.

APPARENTLY, THEY FELT THAT THERE WAS NO REASON WHY THEY SHOULD KNOW OR OUGHT TO GUESS ABOUT THE CHARACTERISTICS OF A NATIONAL LEADER. THIS MAY BE INDICATIVE OF THE DIFFERENCE IN THE SOCIETAL EXPECTATIONS ABOUT BOYS AND GIRLS. BOYS ARE EXPECTED TO BE 'POLITICAL', GIRLS LESS SO.

THE CHILD'S SOCIAL MILEAU HAS BEEN DEMONSTRATED TO BE AN IMPORTANT FACTOR IN THE ACQUISITION OF POLITICAL KNOWLEDGE. LOWER-STATUS CHILDREN GENERALLY POSSESS A LOWER LEVEL OF KNOWLEDGE ABOUT POLITICS IN GENERAL. IT WOULD BE EXPECTED THAT HIGHER-STATUS CHILDREN WILL BE BETTER ABLE TO NAME THE PRIME MINISTER AND SELECT THE APPROPRIATE PARTY LABEL IN A GREATER PERCENTAGE OF INSTANCES THAN THE CHILDREN FROM LESS MUNIFICENT ENVIRONMENTS. THE CLASS DIFFERENCES SHOULD BE MOST APPARENT ON THE LATTER ITEM.

TABLE 2.3    POLITICAL KNOWLEDGE BY SOCIAL CLASS IN PERCENT

	IDENTIFY PRIME MINISTER'S NAME			IDENTIFY PRIME MINISTER'S PARTY	
	<u>CLASS</u>			<u>CLASS</u>	
	<u>Low</u>	<u>HIGH</u>		<u>Low</u>	<u>HIGH</u>
CORRECT	84	86		66	77
INCORRECT	8	6		11	8
DON'T KNOW	9	8		23	16
	(N) 218	104	(N) 218		103

$P < .05$

CLASS DIFFERENCES WERE MINIMAL ON THE ITEM REQUESTING THE PRIME MINISTER'S NAME. CLASS DIFFERENCES DO EMERGE MUCH MORE STRONGLY ON THE PARTY ITEM. HIGHER-STATUS CHILDREN ARE MUCH MORE AWARE OF THIS POLITICAL DIMENSION OF THE PRIME MINISTER THAN THEIR LOWER-STATUS COHORTS.

POLITICAL PARTY HAS OFTEN BEEN REPORTED TO BE A FACTOR WHICH ALTERS THE FLOW OF POLITICAL INFORMATION RECEIVED BY AN INDIVIDUAL. LIBERALS ARE MUCH MORE LIKELY TO BE ATTUNED TO THE PRIME MINISTER'S NAME AND POLITICAL PARTY BECAUSE, IN A SENSE, HE IS ONE OF THEM OR AT LEAST HE IS ON 'THEIR SIDE'.

TABLE 2.4    IDENTITY OF THE PRIME MINISTER'S POLITICAL PARTY BY THE  
CHILD'S POLITICAL PARTY PREFERENCE IN PERCENTAGES

	<u>2</u>		<u>5</u>		<u>8</u>	
	<u>OTHERS</u>	<u>LIBERALS</u>	<u>OTHERS</u>	<u>LIBERALS</u>	<u>OTHERS</u>	<u>LIBERALS</u>
LIBERAL	29	74	69	87	83	96
NEW DEMOCRAT	21	6	7	1	5	1
CONSERVATIVE	26	6	13	3	9	1
DON'T KNOW	24	14	11	10	3	2
(N)	42	119	54	154	59	157
	Rs = .45 z = 5.90		Rs = .19 z = 2.81		Rs = .29 z = 3.40	

\*  
AUTHOR'S NOTE: RS (OR RHO) IS AN ORDINAL MEASURE OF ASSOCIATION BASED UPON RANKING DEVISED BY SPEARMAN. THE VALUE OF RS WILL BE +1.0 WHENEVER THE RANGINGS ARE IN PERFECT AGREEMENT, -1.0 IF THEY ARE IN PERFECT DISAGREEMENT, AND ZERO IF THERE IS NO RELATIONSHIP WHATSOEVER.

Z IS A MEASURE OF STATISTICAL SIGNIFICANCE BASED UPON THE STANDARD ERROR OF RS. A MEASURE OF ASSOCIATION WITH A Z OF 1.96 IS SIGNIFICANT

NO SIGNIFICANT PARTY DIFFERENCES EMERGED WITH RESPECT TO THE ABILITY OF THE CHILD TO IDENTIFY THE PRIME MINISTER. ON THE OTHER HAND, HIGHLY SIGNIFICANT DIFFERENCES DID EMERGE WHEN THE CHILD WAS ASKED TO PUT A POLITICAL LABEL ON THE PRIME MINISTER. HERE, POLITICAL PARTY DIFFERENCES WERE MOST SIGNIFICANT AMONG YOUNGER CHILDREN WITH THE GAP NARROWING BUT NEVER COMPLETELY CLOSING BY GRADE EIGHT. YOUNGER CHILDREN APPARENTLY BELIEVE THAT THE PRIME MINISTER BELONGS TO THE SAME PARTY WITH WHICH THEY PERSONALLY IDENTIFY.

AT ALL AGE LEVELS, LIBERALS ARE MORE ATTUNED TO THE FACT THAT THE PRIME MINISTER OF CANADA IS A LIBERAL THAN ARE CHILDREN WHO IDENTIFY THEMSELVES AS NEW DEMOCRATS OR CONSERVATIVES.

IN ADDITION TO THIS KNOWLEDGE ABOUT THE LEADER, THE CHILD WAS ASKED TO INDICATE HIS POLITICAL PARTY PREFERENCE.

THE SAME PATTERN OF SEX DIFFERENCES REPORTED EARLIER EMERGED ON THIS ITEM. BOYS ARE MORE LIKELY THAN GIRLS TO SELECT A PARTY PREFERENCE. ONLY 16% OF THE BOYS COMPARED WITH 27% OF THE GIRLS INDICATE THAT THEY DON'T KNOW WHAT PARTY THEY WOULD SUPPORT. BOYS AND GIRLS GENERALLY SUPPORTED THE SAME PARTY. THE ONLY DIFFERENCE TO EMERGE IS WITH RESPECT TO A PREFERENCE FOR THE CONSERVATIVE

---

AUTHOR'S NOTE (CONT.): AT THE .05 LEVEL FOR A TWO-TAILED TEST. ADDITIONALLY, A MEASURE OF ASSOCIATION WITH A Z SCORE OF 2.57 IS SIGNIFICANT AT THE .01 LEVEL AND A Z SCORE OF 3.3 IS SIGNIFICANT AT THE .001 LEVEL, ALL FOR A TWO-TAILED TEST OF SIGNIFICANCE.



PARTY. SEVENTEEN PERCENT OF THE BOYS INDICATE A WILLINGNESS TO SUPPORT THIS PARTY COMPARED WITH TEN PERCENT OF THE GIRLS. THIS IS AT VARIANCE WITH A FINDING REPORTED BY JEWETT.<sup>1</sup> IN A STUDY CARRIED OUT IN PETERBOROUGH AND NIAGARA FALLS, JEWETT FOUND THAT FEMALE VOTERS OUTNUMBERED MALE VOTERS BY A MARGIN OF 3.2 IN THEIR PREFERENCE FOR THE CONSERVATIVE PARTY. NO SEX DIFFERENCES WERE APPARENT IN THE BACKING FOR THE OTHER PARTIES. INDEPENDENTS WERE VIRTUALLY NON-EXISTANT IN THIS STUDY.

CLASS ALSO HAS SOME INFLUENCE ON THE SELECTION OF A PARTY. LOWER-STATUS CHILDREN INDICATE A HIGHER LEVEL OF 'DON'T KNOWS' THAN UPPER-STATUS CHILDREN. THE FIGURES WERE 22 PERCENT FOR THE FORMER COMPARED WITH 12 PERCENT FOR THE LATTER. LOWER-STATUS CHILDREN SHOW A GREATER TENDENCY TO SUPPORT THE NEW DEMOCRATIC PARTY. THE FIGURES ARE 13 PERCENT AND SIX PERCENT FOR THE LOWER AND UPPER-STATUS GROUPS RESPECTIVELY. THE LIBERALS, ON THE OTHER HAND, RECEIVE MORE SUPPORT FROM UPPER-STATUS CHILDREN. THE FIGURES HERE ARE 50 PERCENT AND 64 PERCENT RESPECTIVELY. THE CONSERVATIVE PARTY RECEIVED EQUIVALENT LEVELS OF SUPPORT FROM BOTH STATUS GROUPS.

WHEN THE LEVEL OF POLITICAL INFORMATION FROM THIS STUDY IS PLACED IN A CROSS-NATIONAL CONTEXT IT BECOMES CLEAR THAT CANADIAN

---

<sup>1</sup> P. JEWETT, "VOTING IN THE 1960 FEDERAL BY-ELECTIONS AT PETERBOROUGH AND NIAGARA FALLS: WHO VOTED NEW PARTY AND WHY?" IN JOHN COURTNEY, (ED), VOTING IN CANADA (SCARBOROUGH: PRENTICE-HALL, 1967), 54.

CHILDREN SCORE LOWER THAN THEIR AMERICAN COUNTERPARTS. THIS IS CONSONANT WITH THE THESIS THAT THE PRIME MINISTER IS LESS SALIENT THAN THE PRESIDENT AS INDICATED IN THE FOLLOWING TABLE:

TABLE 2.5 VISIBILITY OF THE FOREMOST POLITICAL AUTHORITY BASED ON THE CORRECT IDENTIFICATION OF THE NAME OF THE PRESIDENT, THE GOVERNOR OR THE PRIME MINISTER OF THE COUNTRY SAMPLED IN PERCENTAGES

<u>COUNTRY</u>	<u>AGE GROUPS</u>			
	<u>7,8,9</u>	<u>10,11,12</u>	<u>13 +</u>	
UNITED STATES	95	100	100	
CHILI	80	92	--	
PUERTO RICO (GOVERNOR)	78	94	98	
PUERTO RICO (U.S. PRESIDENT)	66	85	93	
AUSTRALIA	84	94	98	
JAPAN	82	100	98	
OAKVILLE, ONTARIO	72	85	95	1

ON THE BASIS OF THESE ABSOLUTE VALUES, THE LEVEL OF KNOWLEDGE AMONG THE OAKVILLE SCHOOL CHILDREN IS LOWER AT EVERY AGE/GRADE LEVEL THAN ANY OTHER COUNTRY.

THE COMPARISON OF THE ABSOLUTE VALUES OF POLITICAL KNOWLEDGE WITH REFERENCE TO THE CORRECT IDENTIFICATION OF THE PARTY AFFILIATION OF THE FOREMOST POLITICAL AUTHORITY SHOWS A SIMILAR PATTERN AS INDICATED BY THE FOLLOWING TABLE:

TABLE 2.6 CORRECT IDENTIFICATION OF LEADER'S PARTY AFFILIATION  
BY NATION IN PERCENT

	<u>GRADE</u>			
	<u>2</u>	<u>5</u>	<u>8</u>	
OAKVILLE	47	73	90	
U.S.A.	68	87	100	2

<sup>1</sup> Hess, 555

<sup>2</sup> U.S. DATA FROM HESS AND TORNEY, 278

CANADIAN CHILDREN FIND THEIR LEADER LESS SALIENT THAN CHILDREN FROM THE UNITED STATES AND SEVERAL OTHER COUNTRIES, WHETHER THAT COUNTRY HAS A PRESIDENT, A PRIME MINISTER OR SOME OTHER FORM OF LEADER.

SUMMARY: IT IS READILY APPARENT THAT SCHOOL CHILDREN IN THIS SAMPLE RAPIDLY ACQUIRE A HIGH LEVEL OF POLITICAL KNOWLEDGE DURING THE PUBLIC SCHOOL YEARS. HOWEVER, THE POLITICAL SOPHISTICATION OF THE CHILDREN VARIES WITH THE ITEM UNDER QUESTION. A MAJORITY OF CHILDREN OF ALL AGES ARE AWARE OF THE PRIME MINISTER'S NAME. THIS KNOWLEDGE ENJOYS A HIGH DEGREE OF CONSENSUS ACROSS ALL SOCIAL GROUPS. AGE DIFFERENCES BECOME MORE APPARENT ON THE MORE OBSCURE ITEMS RELATING TO THE PRIME MINISTER'S PARTY AFFILIATION. OBVIOUSLY THE CHILDREN PICK UP THIS SET OF CUES SOMEWHAT LATER ON IN THE DEVELOPMENTAL PROCESS. IN ADDITION, OTHER SUB-CULTURAL GROUPINGS INFLUENCE THE LEVEL OF KNOWLEDGE ON THIS ITEM TO A MUCH GREATER EXTENT. BOYS MORE SO THAN GIRLS, UPPER-STATUS MORE SO THAN LOWER-STATUS CHILDREN, AND LIBERALS MORE SO THAN NON-LIBERALS ARE BETTER ABLE TO MAKE A CORRECT IDENTIFICATION OF THE PRIME MINISTER'S PARTY ATTACHMENT.

IT IS APPARENT THAT CANADIAN PUBLIC SCHOOL CHILDREN IN COMPARISON WITH THEIR AMERICAN NEIGHBOURS POSSESS A LOWER AMOUNT LEVEL OF POLITICAL KNOWLEDGE. THIS INDICATES THAT THE CANADIAN PRIME MINISTER IS NOT AS PROMINENT IN THE CANADIAN POLITICAL CULTURE AS THE NATIONAL LEADER APPEARS ELSEWHERE.

THE ITEMS DEALING WITH THE PRIME MINISTER'S POLITICAL PARTY HAVE GIVEN US A PREVIEW OF THE WAY IN WHICH THE CHILD EXTENDS SUPPORT

FOR THE POLITICAL SYSTEM. HAVING ESTABLISHED THAT CANADIAN CHILDREN  
DEMONSTRATE A RELATIVELY HIGH LEVEL OF AWARENESS OF THEIR NATIONAL  
LEADER, THE STUDY SHALL PROCEED TO EXAMINE THEIR FEELINGS THAT  
ACCOMPANY THIS KNOWLEDGE.

## CHAPTER III

### PERSONAL LIKING FOR AUTHORITY

THE PREVIOUS CHAPTER WAS CONCERNED WITH THE LEVEL OF KNOWLEDGE THAT WAS HELD BY SCHOOL CHILDREN ABOUT THE NATIONAL LEADER. THIS DOES NOT REVEAL A GREAT DEAL ABOUT THE STRENGTH OF THE RELATIONSHIP BETWEEN THE LEADER AND THE FOLLOWER EXCEPT IN AN INFERENTIAL WAY. THIS CHAPTER SHALL BE CONCERNED WITH DETERMINING HOW SCHOOL CHILDREN FEEL ABOUT THEIR POLITICAL AUTHORITIES. THIS SHALL BE ACCOMPLISHED BY ESTABLISHING WHETHER THE CHILD FEELS POSITIVELY OR NEGATIVELY ABOUT THE AUTHORITY SYSTEM. IT IS POSSIBLE TO DETERMINE IF HE FEELS VERY POSITIVE OR VERY NEGATIVE OR NEUTRAL ABOUT THESE FIGURES. IT IS POINTED OUT IN THE FIRST CHAPTER THAT MOST SOCIETIES ENDEAVOR TO INSTILL SOME POSITIVE FEELINGS TOWARD THE SYSTEM AMONG A MAJORITY OF ITS CITIZENS. ANY BREAKDOWN IN THIS PROCESS OF CREATING A POSITIVE TIE IS FELT TO BE CONDUCTIVE TO SOCIAL UPHEAVAL OR SOME FORM OF ANARCHY. THIS CHAPTER IS THE FIRST OF FIVE CONCERNED WITH DETERMINING THE LEVEL OF FEELING FOR POLITICAL AUTHORITY AND THE VARIOUS INFLUENCES ON THIS EMOTIONAL RELATIONSHIP. OF THE FIVE DIMENSIONS, LIKING IS PROBABLY THE MOST PERSONALIZED AND MOST INTIMATE ASPECT OF THE RELATIONSHIP BETWEEN ANY AUTHORITY AND A CITIZEN. IT IS CONCERNED WITH THE INDIVIDUAL'S PERSONAL LIKING FOR THE PRIME MINISTER OR A POLICEMAN. AS SUCH IT UNDOUBTABLY HAS A

LARGE INFLUENCE UPON GENERAL SYSTEM FUNCTIONING. IN MOST RESEARCH TO DATE THE LEADER HAS BEEN SHOWN TO ENJOY A HIGH DEGREE OF AFFECTION AMONG THE YOUNGER MEMBERS OF SOCIETY. THE FOLLOWING PROPOSITIONS SUMMARIZE SOME OF THE MORE SALIENT ASPECTS OF THE CHILD'S LIKING FOR POLITICAL AUTHORITY.

1. BOTH THE NATIONAL LEADER AND THE POLICEMAN ARE RATED MORE FAVOURABLY THAN 'MOST OTHER MEN'.

2. THE POLICEMAN RECEIVES A LESS FAVOURABLE EVALUATION THAN THE NATIONAL LEADER.

3. THAT OLDER CHILDREN GIVE A MUCH LESS FAVOURABLE EVALUATION OF BOTH AUTHORITIES THAN YOUNGER CHILDREN.

TABLE 3.1    LIKING FOR AUTHORITY BY AGE IN PERCENT

ITEM - IS MY FAVOURITE MORE THAN

THE PRIME MINISTER OF CANADA

GRADE	ALL	ALMOST ALL	MOST	MANY	A FEW	IS NOT MY FAVOURITES	MEAN RATING	N
	1	2	3	4	5	6		
2	42	30	6	6	6	10	2.34	262
5	28	26	14	8	11	13	2.85	286
8	30	16	13	12	9	21	3.16	262

POLICEMAN

2	17	39	11	9	14	10	2.95	261
5	5	37	28	13	11	6	3.07	284
8	2	7	19	27	27	17	4.22	260

1

AUTHOR'S NOTE: ALL FIGURES FOR TABLES IN THIS CHAPTER ARE IN PERCENT BUT ROW TOTALS MAY NOT EQUAL 100% DUE TO ROUNDING

## ITEM - I LIKE HIM MORE THAN

## THE PRIME MINISTER OF CANADA

GRADE	ANYONE	MOST	MANY	SOME	FEW	LESS THAN ANYONE	MEAN RATING	N
	1	2	3	4	5	6		
2	12	25	14	25	17	6	3.27	263
5	7	34	23	20	11	4	3.06	282
8	7	24	27	23	11	8	3.31	263

## POLICEMAN

2	15	25	12	28	16	5	3.21	261
5	3	30	25	32	7	3	3.17	287
8	1	9	19	39	22	10	4.00	259

THE FEELING OF THE CHILDREN IN THIS SAMPLE IS SOMEWHAT LESS POSITIVE THAN ONE MIGHT HAVE IMAGINED. THE PRIME MINISTER IS REGARDED ABOUT AS FAVOURABLY AS 'MANY' OTHER MEN WHEREAS THE POLICEMAN IS LIKED ABOUT AS MUCH AS 'SOME' OTHER MEN. THE TWO AUTHORITIES ARE IN THE EXPECTED ORDER OF LIKING, THE PRIME MINISTER FIRST AND THE POLICEMAN SECOND. OLDER CHILDREN HAVE A MUCH LESS POSITIVE IMAGE OF AUTHORITY WITH 21 PERCENT OF THE GRADE EIGHT STUDENTS STATING FLATLY THAT THE PRIME MINISTER OF CANADA WAS NOT ONE OF THEIR FAVOURITES. THE POLICEMAN IS ALSO SEEN IN DISTANT TERMS WITH 44 PERCENT OF THE GRADE EIGHT SAMPLE INDICATING THAT THEY LIKED THE POLICEMAN MORE THAN ONLY A FEW OF THEIR FRIENDS.

OTHER WORKS HAVE SHOWN THAT THE POLITICAL PARTY PREFERENCE OF THE INDIVIDUAL HAS A SIGNIFICANT INFLUENCE UPON THE AFFECTION FOR THE NATIONAL LEADER. CHILDREN WHO HAVE THE SAME PARTY PREFERENCE AS THE LEADER USUALLY LIKE HIM MOST OF ALL. IN THIS STUDY A

MORE FAVOURABLE EVALUATION FROM LIBERAL SCHOOL CHILDREN IS EXPECTED:

TABLE 3.2 LIKING FOR THE PRIME MINISTER BY POLITICAL PARTY IN PERCENT

	IS MY FAVOURITE				I LIKE HIM			
	GRADE 5		GRADE 8		GRADE 5		GRADE 8	
	OTHERS	LIBERALS	OTHERS	LIBERALS	OTHERS	LIBERALS	OTHERS	LIBERALS
1 MOST								
2 IDEAL	17	36	3	44	2	10	0	11
3 MOST	26	28	22	15	30	38	6	37
4 OTHER	8	14	8	17	19	26	27	27
5 MEN	4	7	8	11	15	20	27	17
6 LEAST	17	6	11	8	19	4	20	7
7 IDEAL	28	9	48	5	15	2	20	0
MEAN	3.62	2.45	4.47	2.40	3.64	2.77	4.22	2.71
(N)	53	137	64	175	53	138	64	175
	Rs = -.27		Rs = -.48		Rs = -.26		Rs = -.49	
	z = 3.68		z = 7.44		z = 3.53		z = 7.50	

LIBERALS HAVE A SIGNIFICANTLY STRONGER LIKING FOR THE PRIME MINISTER THAN CHILDREN WHO SUPPORT ONE OF THE OTHER PARTIES. THE SALIENCE OF THE PARTY IDENTIFICATION BECOMES APPARENT ONLY IN GRADE FIVE. THIS IS CONSONANT WITH THE FINDINGS OF OTHER STUDIES WHICH HAVE INDICATED THAT POLITICAL PARTY BECOMES MEANINGFUL IN MAKING POLITICAL DECISIONS AROUND AGE ELEVEN.

GIRLS HAVE GENERALLY SHOWN A TENDENCY TO PERSONALIZE POLITICAL AUTHORITY TO A GREATER EXTENT THAN BOYS. PREVIOUS RESEARCH HAS SHOWN THAT GIRLS TEND TO LIKE THE NATIONAL LEADER AND THE POLICEMAN TO A GREATER EXTENT THAN BOYS. NO MEANINGFUL SEX DIFFERENCES EMERGED FROM THIS DATA.

THE CHILD'S CLASS ORIGINS HAVE BEEN FOUND TO INFLUENCE HIS LIKING FOR HIS SOCIETAL AUTHORITIES.

LOWER-STATUS CHILDREN APPEAR TO LIKE THE NATIONAL LEADER AND



THE POLICEMAN MORE THAN UPPER-STATUS CHILDREN. THIS GENERALIZATION IS PARTLY BORNE OUT:

TABLE 3.3 LIKING FOR THE PRIME MINISTER AND POLICEMAN BY SOCIAL CLASS  
IN PERCENT

ITEM	PRIME MINISTER		POLICEMAN			
	IS MY FAVOURITE		IS MY FAVOURITE		I LIKE HIM	
SOCIAL CLASS	Low	High	Low	High	Low	High
MOST						
1 IDEAL	25	30	23	12	17	9
2	12	21	39	37	32	24
3 MOST OTHER	14	14	14	11	10	9
4 MEN	9	13	7	6	26	35
5	14	9	13	20	12	20
6 LEAST IDEAL	27	13	4	14	3	3
MEAN	3.56	2.90	2.61	3.26	2.91	3.41
(N)	81	108	70	65	69	66
	GRADE 8	Rs = -.16 z = 2.22	GRADE 2	Rs = .19 z = 2.21	GRADE 2	Rs = .18 z = 2.07

UPPER-STATUS CHILDREN GRANT THE MOST FAVOURABLE EVALUATION TO THE PRIME MINISTER WHEREAS LOWER-STATUS CHILDREN EXPRESS MORE AFFECTION FOR THE POLICEMAN.

WHEN THE FINDINGS OF THIS STUDY ARE PLACED IN A CROSS-NATIONAL CONTEXT IT BECOMES APPARENT THAT AFFECTION FOR THE LEADER DIMINISHES RAPIDLY WITH INCREASING AGE. THIS GENERALIZATION SEEMS TO STAND UP ACROSS ALL NATIONAL GROUPINGS. ON THE OTHER HAND, CANADIAN SCHOOL CHILDREN DID NOT GIVE A VERY POSITIVE RATING OF THEIR LIKING FOR ANY POLITICAL AUTHORITY. THIS IS BORNE OUT BY THE FOLLOWING DATA:

TABLE 3 4 LIKING OF POLITICAL AUTHORITY BY NATION

ITEM - IS MY FAVOURITE OF ALL

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.34	2.85	3.16	2.95	3.07	4.22	1.67	1.49	1.69
UNITED STATES	2.10	2.80	3.20	2.30	3.15	4.00	1.76	1.55	1.65

FATHER WAS INCLUDED TO PROVIDE A BASE LINE AND TO INDICATE THAT THE CHILDREN IN THE CANADIAN SAMPLE ARE NOT INCLINED TO BE NEGATIVE IN THEIR EVALUATION OF ALL AUTHORITIES. IT IS CLEAR THERE IS A DIFFERENCE IN THE LEVEL OF LIKING IN THE TWO SAMPLES WITH THE CANADIAN SCHOOL CHILDREN EXPRESSING A LOWER LEVEL OF AFFECTION FOR THEIR POLITICAL AUTHORITIES. THE ORDERING OF THIS LIKING IS THE SAME IN BOTH COUNTRIES; THE LEADER MOST, THE POLICEMAN LEAST. SEX WAS NOT A FACTOR INFLUENCING THE LEVEL OF AFFECT IN THE CANADIAN SAMPLE TO THE EXTENT THAT IT INFLUENCED THE LEVELS OF LIKING IN THE AMERICAN STUDIES. POLITICAL PARTY, ON THE OTHER HAND, WAS FOUND TO HAVE A STRONG INFLUENCE UPON THE LEVEL OF LIKING, MORE SO THAN IN THE UNITED STATES.

AT THIS POINT THE STUDY TURNS TO THE TWO THEORIES WHICH PURPORT TO ACCOUNT FOR THE CHILD'S BASIC LIKING FOR POLITICAL AUTHORITY. THESE THEORIES WERE EXPLAINED IN THE OPENING CHAPTER, HOWEVER, IT WILL BE RECALLED THAT THE INTERPERSONAL TRANSFER THEORY HYPOTHESIZES THAT THE CHILD GENERALIZES FROM HIS RELATIONSHIP WITH HIS FATHER. IF HE LIKES HIS FATHER HE IS LIKELY TO BE POSITIVELY ORIENTED TO POLITICAL AUTHORITY. AN INDEX OF LIKING WAS DEVELOPED TO FACILITATE THE

COMPARISON OF THE CHILD'S LIKING FOR HIS FATHER WITH AN INDEX OF LIKING FOR THE PRIME MINISTER AND THE POLICEMAN. CHILDREN SCORING HIGHEST ON THE INDEX OF LIKING FOR FATHER SHOULD ALSO SCORE HIGHEST ON THE INDEX OF LIKING FOR A PARTICULAR POLITICAL AUTHORITY:

TABLE 3.5    LIKING FOR THE POLICEMAN IN RELATION TO LIKING FOR FATHER  
IN PERCENTAGES

<u>POLICEMAN</u> INDEX OF LIKING		<u>FATHER</u> INDEX OF LIKING		
		LOW	MEDIUM	HIGH
	LOW	69	60	57
	MEDIUM	12	10	12
	HIGH	20	30	31
(N) =		277	30	509

$$R^* = .13$$

$$z = 2.76$$

TABLE 3.5 INDICATES THAT A MODEST POSITIVE RELATIONSHIP EXISTS BETWEEN LIKING OF ONE'S FATHER AND LIKING OF THE POLICEMAN. NO RELATIONSHIP WAS FOUND BETWEEN A LIKING FOR ONE'S FATHER AND LIKING THE PRIME MINISTER.

THE VULNERABILITY THEORY CAN BE TESTED ON THIS DATA. THIS IS ACCOMPLISHED BY MEANS OF AN ANXIETY TEST ADMINISTERED TO EACH CHILD. THREE ITEMS WERE USED TO BUILD AN INDEX OF ANXIETY. THE THEORY ARGUES THAT THOSE WHO SCORE HIGHEST ON THE ANXIETY INDEX SHOULD SCORE HIGHEST ON THE INDEX MEASURING AFFECTION FOR POLITICAL

---

R\* IS THE PEARSON PRODUCT-MOMENT MEASURE OF ASSOCIATION.

AUTHORITY. IN SHORT, A POSITIVE RELATIONSHIP IS EXPECTED BETWEEN ANXIETY AND LIKING FOR POLITICAL AUTHORITY.

THE DATA REVEAL THAT A SIGNIFICANT POSITIVE ( $R = .10$ ,  $z = 2.76$ ) RELATIONSHIP EXISTS BETWEEN A STUDENT'S LEVEL OF ANXIETY AND HIS EXPRESSING A STRONG LIKING FOR THE POLICEMAN. NO SUCH RELATIONSHIP WAS FOUND WITH LIKING FOR THE PRIME MINISTER.

SUMMARY: CHILDREN IN THE OAKVILLE SAMPLE EXPRESSED A LIKING FOR THE PRIME MINISTER AND POLICEMAN ABOUT EQUAL TO THAT THEY WOULD EXTEND TO 'MOST OTHER MEN'. GENERALLY, THE PRIME MINISTER WAS LIKED MORE THAN THE POLICEMAN. AGE WAS FOUND TO BE AN IMPORTANT INFLUENCE ON THIS OVERALL RATING. GRADE EIGHT SCHOOL CHILDREN EXPRESS MUCH LESS AFFECTION FOR BOTH AUTHORITIES THAN WAS EXPRESSED BY GRADE TWO CHILDREN. LIBERALS EXPRESSED MUCH MORE LIKING FOR THE LIBERAL PRIME MINISTER THAN DID THOSE WHO ALLIED THEMSELVES WITH OTHER PARTIES, ALTHOUGH THIS BECAME APPARENT ONLY AT THE GRADE FIVE LEVEL. SEX DID NOT INFLUENCE THE OVERALL LIKING FOR POLITICAL AUTHORITY. YOUNGER LOWER-STATUS CHILDREN DEMONSTRATED A TENDENCY TO IDEALIZE THE POLICEMAN. OLDER UPPER-STATUS CHILDREN EXPRESSED A STRONG LIKING FOR THE PRIME MINISTER.

IN A CROSS-NATIONAL CONTEXT IT IS APPARENT THAT THE OAKVILLE SCHOOL CHILDREN EXPRESSED A MUCH LOWER LEVEL OF LIKING FOR POLITICAL AUTHORITY THAN THEIR AMERICAN COUNTERPARTS. THE TENDENCY TO LIKE THE LEADER MORE THAN THE POLICEMAN AND THE TENDENCY FOR OLDER CHILDREN TO LIKE POLITICAL AUTHORITY LESS THAN YOUNGER CHILDREN WAS FOUND TO PERSIST IN THIS SAMPLE AS HAS BEEN FOUND ELSEWHERE. THE INFLUENCE OF

SEX UPON THE LEVEL OF LIKING IS MUCH LESS IMPORTANT IN THIS STUDY THAN HAS BEEN REPORTED IN THE UNITED STATES. POLITICAL PARTY PREFERENCE, ON THE OTHER HAND, SEEMS TO BE MUCH MORE SALIENT IN ITS INFLUENCE UPON LIKING IN THE OAKVILLE SAMPLE THAN ITS INFLUENCE IN THE AMERICAN STUDIES. NEITHER THE VULNERABILITY NOR THE INTERPERSONAL TRANSFER THEORY WERE ABLE TO ACCOUNT FOR THE CHILD'S LIKING OF THE PRIME MINISTER. BOTH THEORIES HAD ABOUT EQUAL COGENCY IN ACCOUNTING FOR THE CHILD'S AFFECTION FOR THE POLICEMAN. AT THIS POINT, IT CAN BE OBSERVED THAT AS THE CHILD'S LEVEL OF KNOWLEDGE INCREASES HIS LIKING OF THE PRIME MINISTER DECREASES.

THIS STUDY BEGINS TO MOVE AWAY FROM THE CHILD'S LIKING OF POLITICAL AUTHORITY TO THE CHILD'S PERCEPTION OF THE PERSONAL RESPONSIVENESS OF THAT AUTHORITY.

## CHAPTER IV

### PERCEPTION OF AUTHORITY BENEVOLENCE

BENEVOLENCE IS RELATED TO THE CHILD'S PERCEPTION THAT A POLITICAL AUTHORITY WOULD 'LOOK AFTER' HIM OR 'PROTECT' HIM. THE LAST CHAPTER WAS CONCERNED WITH THE CHILD'S LIKING FOR A PARTICULAR AUTHORITY FIGURE. IN A SENSE THIS WAS A ONE-WAY RELATIONSHIP FROM THE CHILD TO THE AUTHORITY. BENEVOLENCE IS THE CHILD'S PERCEPTION OF FEEDBACK FROM THE AUTHORITY. THIS RELATIONSHIP CAN BE SEEN AS A FORM OF EXCHANGE IN WHICH THE CHILD TENDERS AFFECTION IN RETURN FOR PROTECTION. WITHOUT SOME FEELING BY THE CHILD THAT THE AUTHORITY WAS PROTECTING HIM THERE WOULD BE LITTLE REASON FOR LIKING THE AUTHORITY STRUCTURE OF A POLITICAL SYSTEM. THE CHILD'S PERCEPTION OF AUTHORITY PROTECTION IS OBVIOUSLY OF CRUCIAL IMPORTANCE FOR SYSTEM FUNCTIONING. IN REALITY, WHAT EMERGES, OF COURSE, IS THAT VARIOUS COMPONENTS OF THE IMAGE HANG TOGETHER. THE CHILD WHO HAS A HIGH LEVEL OF KNOWLEDGE ABOUT THE SYSTEM USUALLY POSSESSES A FAIRLY POSITIVE IMAGE OF THE AUTHORITY OBJECTS IN THE SYSTEM. IT WOULD SEEM THAT THIS SORT OF CHILD PERCEIVES THE SYSTEM TO BE PAYING OFF. AS SUCH, A FAIRLY BENEVOLENT IMAGE OF AUTHORITY WOULD BE EXPECTED FROM THIS CHILD. FROM THE LITERATURE IT IS APPARENT THAT:

1. CHILDREN TEND TO RATE POLITICAL AUTHORITIES AS MORE BENIGN THAN MOST OTHER MEN.
2. CHILDREN SEE THE POLICEMAN IN MORE BENEVOLENT TERMS THAN

THE NATIONAL LEADER.

3. THERE IS A GREATER DEGREE OF CONSENSUS ON THE BENEVOLENCE OF THE POLICEMAN COMPARED TO THE NATIONAL LEADER. THAT IS, OLDER CHILDREN SEE THE POLICEMAN IN BENEVOLENT TERMS AS OFTEN AS YOUNGER CHILDREN. ON THE OTHER HAND, YOUNGER CHILDREN SEE THE NATIONAL LEADER BEING MUCH MORE PERSONALLY HELPFUL TO THEM THAN OLDER CHILDREN DO.

TABLE 4.1 PERCEPTION OF AUTHORITY BENEVOLENCE BY GRADE IN PERCENT

ITEM - WOULD WANT TO HELP ME IF I NEEDED IT.

PRIME MINISTER OF CANADA

GRADE	ALWAYS 1	ALMOST ALWAYS 2	USUALLY 3	SOMETIMES 4	SELDOM 5	NOT USUALLY 6	MEAN	N
2	40	10	28	13	6	3	2.46	263
5	29	24	27	9	5	5	2.51	288
8	18	16	30	21	5	10	3.09	264

POLICEMAN

GRADE	ALWAYS 1	ALMOST ALWAYS 2	USUALLY 3	SOMETIMES 4	SELDOM 5	NOT USUALLY 6	MEAN	N
2	61	18	11	4	5	2	1.80	262
5	58	23	18	1	0	1	1.65	285
8	47	24	16	11	1	1	1.97	263

ITEM - PROTECTS ME MORE THAN

PRIME MINISTER OF CANADA

GRADE	ANYONE 1	MOST 2	MANY 3	SOME 4	LESS THAN SOME 5	LESS THAN MOST 6	MEAN	N
2	11	22	15	25	13	14	3.47	263
5	5	24	24	29	10	9	3.42	281
8	1	9	18	35	18	19	4.16	260

POLICEMAN

GRADE	ANYONE 1	MOST 2	MANY 3	SOME 4	LESS THAN SOME 5	LESS THAN MOST 6	MEAN	N
2	32	31	13	16	5	3	2.40	262
5	30	38	17	13	2	1	2.23	287
8	13	36	18	23	5	4	2.83	258

## ITEM - HELPS ME MORE THAN

## PRIME MINISTER OF CANADA

GRADE	ANYONE 1	MOST 2	MANY 3	SOME 4	LESS THAN SOME 5	LESS THAN MOST 6	MEAN	N
5	4	17	27	31	11	11	3.62	278
8	2	7	22	31	18	21	4.19	259

## POLICEMAN

5	11	31	30	22	5	2	2.85	283
8	4	16	29	29	12	10	3.58	259

## ITEM - IS KINDER THAN

## PRIME MINISTER OF CANADA

GRADE	ALMOST ANYONE 1	MOST 2	MANY 3	LESS THAN SOME 4	LESS THAN MOST 5	LESS THAN ALMOST ANYONE 6	MEAN	N
2	25	32	27	12	2	1	2.37	263
5	16	42	35	6	1	1	2.36	283
8	8	34	51	5	1	1	2.62	263

## POLICEMAN

2	33	32	23	7	2	3	2.21	261
5	21	37	38	3	0	1	2.28	286
8	4	26	48	16	4	2	2.94	258

## ITEM - IS BETTER THAN

## PRIME MINISTER OF CANADA

GRADE	ALMOST ANYONE 1	MOST 2	MANY 3	WORSE THAN SOME 4	WORSE THAN MANY 5	WORSE THAN ALMOST ANYONE 6	MEAN	N
5	16	30	45	7	1	1	2.50	277
8	7	29	55	5	2	2	2.73	262

## POLICEMAN

5	10	36	50	3	.0	1	2.50	286
8	3	23	60	10	2	2	2.90	258



## ITEM - IS FRIENDLIER THAN

## PRIME MINISTER OF CANADA

GRADE	ANYONE 1	ALMOST ANYONE 2	MOST 3	SOME 4	FEW 5	NO ONE 6	MEAN	N
5	9	15	48	22	2	2	3.01	287
8	2	9	62	23	3	2	3.18	265

## POLICEMAN

GRADE	ANYONE 1	ALMOST ANYONE 2	MOST 3	SOME 4	FEW 5	NO ONE 6	MEAN	N
5	16	37	34	12	1	1	2.48	284
8	4	20	34	31	8	3	3.27	264

THE POLICEMAN IS SEEN BY THE CHILD AS SOMEONE WHO IS RESPONSIVE TO HIS NEEDS MORE OFTEN THAN 'MOST OTHER PEOPLE'. THE PRIME MINISTER, IN CONTRAST, SEEMS TO BE SOMEWHAT REMOVED FROM THE CHILD IN TERMS OF RESPONSIVENESS. AN EXAMINATION OF THE ABOVE TABLES INDICATES THAT THE ITEMS PERTAINING TO THE PRIME MINISTER MAY BE RE-ARRANGED INTO TWO SUBGROUPS A) THE MORE PERSONAL BENEVOLENT ASPECTS SUCH AS KINDNESS, BEING FRIENDLIER AND BEING BETTER, AND B) THE REMAINING ITEMS, MORE INSTITUTIONAL IN NATURE, WANTING TO HELP, HELPING AND PROTECTING. THE MORE PERSONALIZED ASPECT OF THE BENEVOLENCE DIMENSION OF THE PRIME MINISTER IS RATED IN MORE FAVOURABLE THAN THE MORE INSTITUTIONAL ASPECT. THE PRIME MINISTER'S KINDNESS AND FRIENDLY NATURE IS MORE PROMINENT IN THE MINDS OF SCHOOL CHILDREN THAN HIS DESIRE TO HELP OR PROTECT THEM. THE POLICEMAN HAS AN IMAGE WHICH IS VERY FAVOURABLE AMONG YOUNGER CHILDREN.

THE POLICEMAN IS FELT TO BE A VERY KIND, HELPFUL PERSON. WITH INCREASING AGE THE EVALUATIONS ON THE ITEMS IN THE PERSONALIZED SUBGROUP BECOME MUCH LESS FAVOURABLE. OLDER CHILDREN FEEL THAT THE POLICEMAN IS VERY HELPFUL AND IS LIKELY TO PROTECT THEM BUT DO NOT PERCEIVE HIM TO BE VERY FRIENDLY OR PARTICULARLY KIND. WHEN THE

POLICEMAN AND THE PRIME MINISTER ARE PLACED AGAINST THE SAME BACKGROUND THE COMPLIMENTARY NATURE OF THEIR IMAGE ON THIS DIMENSION BECOMES APPARENT. THE MOST PROMINENT FEATURE OF THE PRIME MINISTER IS KINDNESS, AND BEING FRIENDLY, WHEREAS THE POLICEMAN IS ESSENTIALLY AN AGENT OF PROTECTION AND HELPFULNESS.

PREVIOUS RESEARCH HAS INDICATED THAT POLITICAL PARTY PREFERENCE DOES NOT INFLUENCE THE CHILD'S EVALUATION OF AUTHORITY BENEVOLENCE. THE RESULTS OF THE LAST CHAPTER INDICATE THAT PARTY AFFILIATION MAY BE MUCH MORE INFLUENTIAL IN THIS STUDY. PARTY COULD BE EXPECTED TO INFLUENCE THE EVALUATION OF THE PRIME MINISTER ON ALL ITEMS.

TABLE 4.2    PERCEPTION OF THE BENEVOLENCE OF THE PRIME MINISTER BY  
POLITICAL PARTY

ITEM - IS BETTER THAN

		ANYONE	MOST	MANY	SOME	LESS THAN SOME	LESS THAN MOST	MEAN	N	
GRADE	OTHERS	0	17	56	11	8	8	3.33	64	$R_s = -.38$
EIGHT	LIBERALS	13	34	51	2	0	0	2.43	174	$z = 5.79$

ITEM - PROTECTS ME MORE THAN

GRADE	OTHERS	2	15	20	27	7	27	4.04	40	$R_s = -.19$
TWO	LIBERALS	14	23	12	27	12	12	3.34	120	$z = 2.34$
GRADE	OTHERS	0	5	11	34	25	25	4.55	64	$P_s = -.25$
EIGHT	LIBERALS	1	12	24	37	12	12	3.88	173	$z = 3.78$

ITEM - HELPS ME MORE THAN

GRADE	OTHERS	0	0	19	30	24	27	4.59	63	$R_s = -.25$
EIGHT	LIBERALS	3	11	26	32	14	15	3.87	172	$z = 3.76$

## ITEM - IS KINDER THAN

	ANYONE	MOST	MANY	SOME	LESS THAN SOME	LESS THAN MOST	MEAN	N	
GRADE OTHERS	0	19	64	13	2	3	3.06	64	$R_s = -.35$
EIGHT LIBERALS	11	42	43	3	0	1	2.40	176	$z = 5.45$

## ITEM - IS FRIENDLIER THAN

	2	6	58	26	6	2	3.34	50	$R_s = -.20$
GRADE OTHERS	2	6	58	26	6	2	3.34	50	$R_s = -.20$
FIVE LIBERALS	11	22	40	22	2	2	2.89	139	$z = 2.68$

LIBERALS, MORE SO THAN NON-LIBERALS, FEEL THAT THE PRIME MINISTER IS RESPONSIVE TO THEIR NEEDS. PARTY DIFFERENCES WERE MOST PRONOUNCED AMONG BOYS. THE DUAL NATURE OF THE PRIME MINISTER'S BENEVOLENCE IMAGE BECOMES APPARENT ONCE AGAIN. THE MOST PERSONALIZED FEATURES BRING OUT THE LARGEST DEGREE OF PARTISANSHIP.

PERCEPTIONS OF AUTHORITY RESPONSIVENESS HAVE BEEN SHOWN TO VARY WITH THE SOCIAL POSITION OF THE PERCEIVER. LOWER-STATUS CHILDREN FEEL THAT POLITICAL AUTHORITY IS LIKELY TO HELP THEM IF THEY NEED IT. UPPER-STATUS CHILDREN DO NOT SHARE THIS CONFIDENCE TO THE SAME DEGREE. DATA FROM THIS STUDY REFUTE THESE EXPECTATIONS:

TABLE 4.3 BENEVOLENCE OF THE PRIME MINISTER AND THE POLICEMAN BY  
SOCIAL CLASS IN PERCENT

ITEM	PRIME MINISTER				POLICEMAN			
	PROTECTS ME		HELPS ME		PROTECTS ME		WOULD WANT TO HELP ME IF I NEEDED IT	
SOCIAL CLASS	LOW	HIGH	LOW	HIGH	LOW	HIGH	LOW	HIGH
1 MOST IDEAL	0	1	1	0	10	14	35	53
2 MOST OTHER	7	12	5	10	30	38	28	22
3 MEN	17	22	19	27	18	21	25	13
4	34	37	32	35	30	19	8	11
5	13	15	17	15	2	6	0	1
6 LEAST IDEAL	28	13	26	12	9	1	4	0
MEAN	4.38	3.92	4.37	3.92	3.11	2.66	2.22	1.85
N	82	106	81	105	82	104	83	108
	GRADE 8	RS=-.17 z =2.34	GRADE 8	RS=-.18 z =2.51	GRADE 8	RS=-.16 z =2.16	GRADE 8	RS=-.16 z =2.27

CHILDREN FROM HIGH-STATUS HOMES FEEL THAT THE POLICEMAN AND THE PRIME MINISTER ARE WILLING TO STEP IN AND HELP THEM. LOWER-STATUS CHILDREN ARE MUCH LESS CERTAIN OF THIS INTERCESSION. THE DATA SUGGEST THAT THESE EXPECTATIONS MAY BECOME INCREASINGLY DIVERGENT AS CLASS DIFFERENCES BECOME STATISTICALLY SIGNIFICANT ONLY AMONG GRADE EIGHT CHILDREN.

IT IS A WIDESPREAD FINDING THAT GIRLS TEND TO PERSONALIZE GOVERNMENT. WHEN ASKED TO EVALUATE THE BENEVOLENCE OF A PARTICULAR AUTHORITY GIRLS HAVE BEEN MUCH MORE LIKELY THAN BOYS TO FEEL THAT A LEADER WOULD REALLY WANT TO HELP THEM MEET THEIR EVERYDAY PROBLEMS. THESE EXPECTATIONS WERE NOT BORNE OUT ON THE BASIS OF THIS DATA.

SIMILARITIES EMERGE WHEN THE CANADIAN DATA IS PLACED IN A

CROSS-NATIONAL PERSPECTIVE. CHILDREN IN THE OAKVILLE STUDY SEE THE POLICEMAN BEING MORE HELPFUL TO THEM THAN THE NATIONAL LEADER. OLDER CHILDREN IN THE OAKVILLE STUDY TEND TO SEE ALL AUTHORITY, PARTICULARLY THE NATIONAL LEADER, BEING LESS CONCERNED ABOUT THEIR WELFARE THAN YOUNGER CHILDREN. THESE FINDINGS ARE CONSONANT WITH FINDINGS ELSEWHERE. BY CONTRAST, CANADIAN CHILDREN TEND TO VIEW THE POLICEMAN AND PARTICULARLY THE PRIME MINISTER AS LESS HELPFUL THAN DO CHILDREN ELSEWHERE. THIS IS ILLUSTRATED IN THE FOLLOWING TABLE:

TABLE 4.4    BENEVOLENCE OF AUTHORITY BY NATION

ITEM - WOULD WANT TO HELP ME IF I NEEDED IT

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.46	2.51	3.09	1.80	1.65	1.97	1.68	1.35	1.44
UNITED STATES	1.70	2.20	2.50	1.50	1.48	1.66	1.48	1.38	1.42

CONTRARY TO FINDINGS ELSEWHERE, THE INFLUENCE OF SEX UPON THE PERCEPTION OF BENEVOLENCE WAS MINIMAL IN THIS STUDY. WHAT CLASS DIFFERENCES WHICH EMERGED WERE THE REVERSE OF THOSE REPORTED BY AMERICAN RESEARCH. POLITICAL PARTY AFFILIATION EMERGES AS A VERY IMPORTANT FACTOR IN THE CHILD'S EVALUATION OF THE RESPONSIVENESS OF THE NATIONAL LEADER. PARTY HAS GENERALLY BEEN REPORTED TO BE A MINOR INFLUENCE IN OTHER SOCIALIZATION STUDIES.

AT THIS STAGE AN ATTEMPT IS MADE TO TRACE THE ORIGINS OF THE PERCEPTIONS OF BENEVOLENCE TENDERED BY THE SCHOOL CHILDREN IN THIS SAMPLE. ACCORDING TO THE TENETS OF THE INTERPERSONAL TRANSFER THEORY

A POSITIVE CORRELATION IS EXPECTED BETWEEN THE CHILD'S PERCEPTION OF THE BENEVOLENCE OF HIS FATHER AND HIS PERCEPTION OF THE BENEVOLENCE OF THE TWO POLITICAL AUTHORITIES.

TABLE 4.5 BENEVOLENCE: PERCEPTION OF THE PRIME MINISTER IN RELATION TO PERCEPTION OF FATHER IN PERCENTAGES

<u>PRIME MINISTER</u>  <u>INDEX</u>  <u>OF</u>  <u>BENEVOLENCE</u>		<u>FATHER</u>  <u>INDEX OF BENEVOLENCE</u>		
		<u>LOW</u>	<u>MEDIUM</u>	<u>HIGH</u>
	Low	93	87	82
	MEDIUM	5	7	14
	HIGH	2	6	4
	(N)	336	252	226
R = .21				
z = 6.09				

TABLE 4.6 BENEVOLENCE: PERCEPTION OF POLICEMAN IN RELATION TO PERCEPTION OF FATHER IN PERCENTAGES

<u>POLICEMAN</u>  <u>INDEX</u>  <u>OF</u>  <u>BENEVOLENCE</u>		<u>FATHER</u>  <u>INDEX OF BENEVOLENCE</u>			
		<u>LOW</u>	<u>MEDIUM</u>	<u>HIGH</u>	<u>VERY HIGH</u>
	Low	42	35	43	40
		31	35	27	32
		8	14	8	6
	MEDIUM	15	8	12	9
		2	4	13	7
	HIGH	1	4	0	5
	(HIGH)				
	(N)	580	51	33	152
R = .06					
z = 1.65					

THE DATA SUGGEST SOME MEASURE OF SUPPORT FOR THE INTERPERSONAL TRANSFER THEORY. CHILDREN WHO EVALUATE THEIR FATHER HIGHEST IN TERMS OF BENEVOLENCE ARE MOST LIKELY TO RATE THE PRIME MINISTER AND THE POLICEMAN THE SAME WAY.

THE VULNERABILITY THEORY POSITS THAT CHILDREN WHO ARE HIGHLY ANXIOUS ARE MOST LIKELY TO RATE AUTHORITIES HIGHEST ON THE INDEX OF BENEVOLENCE. ANALYSIS OF THE OAKVILLE DATA INDICATE THAT HIGHLY-ANXIOUS CHILDREN WERE MORE LIKELY THAN LOW-ANXIOUS CHILDREN TO RATE THE PRIME MINISTER IN VERY BENEVOLENT TERMS ( $R = .12$ ,  $z = 3.44$ ). NO RELATIONSHIP WAS FOUND BETWEEN THE CHILD'S ANXIETY LEVEL AND HIS PERCEPTION OF THE POLICEMAN.

SUMMARY: SCHOOL CHILDREN IN THE OAKVILLE SAMPLE FEEL THAT THE POLICEMAN IS ONE OF THE MOST RESPONSIVE FIGURES IN THE ENVIRONMENT OUTSIDE OF THEIR FATHER. THE POLICEMAN IS RATED WELL ABOVE 'MOST OTHER MEN' IN TERMS OF HIS WILLINGNESS TO HELP THEM AND HIS DESIRE TO PROTECT THEM. THE PRIME MINISTER APPEARS MUCH LESS SALIENT AS A PROTECTOR OF CHILDREN AND IS RATED BELOW THE NORM OF 'MOST OTHER MEN' ON A NUMBER OF ITEMS. THERE ARE EXCEPTIONS TO THIS GENERALIZATION HOWEVER. THE PRIME MINISTER IS RATED MOST FAVOURABLY ON THE ITEMS RELATING TO HIS KINDNESS, FRIENDLINESS AND GENERAL GOODNESS. AGE GROUPS BRING ABOUT FLUCTUATION IN THIS OVERALL RATING WHICH ILLUSTRATES THE BIFURCATED NATURE OF THE PRIME MINISTER'S BENEVOLENCE IMAGE. OLDER CHILDREN RATE ALL AUTHORITIES LOWER IN TERMS OF BENEVOLENCE THAN YOUNGER CHILDREN. GRADE EIGHT CHILDREN FEEL THAT THE PRIME MINISTER IS KINDER, BETTER AND FRIENDLIER THAN THE POLICEMAN,

WHEREAS THE POLICEMAN IS SEEN TO BE MORE PROTECTIVE AND HELPFUL THAN THE PRIME MINISTER. THIS IS CONSONANT WITH THE FINDINGS OF THE LAST CHAPTER WHICH INDICATED THAT THE PRIME MINISTER WAS LIKED MORE THAN THE POLICEMAN. APPARENTLY THE POLICEMAN IS RESPECTED AND NICE TO HAVE AROUND IN CASE OF TROUBLE BUT NOT LOVED.

UPPER-STATUS CHILDREN HAD MUCH MORE CONFIDENCE THAN LOWER-STATUS CHILDREN IN THE WILLINGNESS OF POLITICAL AUTHORITY TO COME TO THEIR AID. LIBERALS, MORE SO THAN NON-LIBERALS, REGARD THE PRIME MINISTER TO BE FRIENDLY AND KIND TO CHILDREN. LIBERALS SEE THEIR NATIONAL LEADER AS A PERSONAL PROTECTOR.

THE BENEVOLENCE ATTRIBUTED TO CANADIAN POLITICAL AUTHORITIES DOES NOT APPEAR TO BE AS GREAT AS THAT FOUND ELSEWHERE. CLASS DIFFERENCES WERE THE REVERSE OF THOSE REPORTED IN THE UNITED STATES. SEX PLAYED NO ROLE WHATSOEVER IN ALTERING THE EVALUATION OF AUTHORITY. PARTY SEEMS TO BE A MUCH MORE SALIENT INFLUENCE UPON THE BENEVOLENCE IMAGE IN THIS STUDY THAN PREVIOUS CROSS-NATIONAL STUDIES WOULD INDICATE.

THE INTERPERSONAL TRANSFER THEORY PROVIDES A HIGHER LEVEL OF EXPLANATORY POWER THAN ITS RIVAL ON THIS DIMENSION. CHILDREN WHO FEEL THEIR FATHER IS BENEVOLENT APPARENTLY FEEL THAT THE PRIME MINISTER AND THE POLICEMAN ARE BENEVOLENT.

THE PREVIOUS CHAPTERS HAVE BEEN CONCERNED WITH THE RECIPROCAL RELATIONSHIP BETWEEN THE YOUNG CITIZEN AND THE NATIONAL LEADER. THIS RELATIONSHIP HAS BEEN VIEWED THROUGH THE EYES OF A CANADIAN SCHOOL CHILD. THE CHILD INDICATED HE HAS A STRONG LIKING FOR THE PRIME



MINISTER AND THAT HE FEELS THE PRIME MINISTER IS KIND AND A GENERALLY  
APPROACHABLE SORT OF PERSON. A THIRD ELEMENT IS NOW INTRODUCED  
RELATING TO THE CHILD'S PERCEPTION OF THE TRUST THAT A CITIZEN CAN  
EXTEND TO AN AUTHORITY.

## CHAPTER V

### FEELINGS OF AUTHORITY DEPENDABILITY

DEPENDABILITY IS THE CHILD'S PERCEPTION OF THE LIKELIHOOD THAT A GIVEN AUTHORITY WILL KEEP HIS PROMISES, NOT MAKE MISTAKES AND PERSEVERE WHEN FACED WITH A DIFFICULT SITUATION. THE LAST TWO CHAPTERS HAVE MAPPED OUT THE RECIPROCAL RELATIONSHIP BETWEEN THE CHILD AND THE AUTHORITY, THE FORMER EXTENDING AFFECTION AND THE LATTER PROVIDING PROTECTION. THE CONCEPT, DEPENDABILITY BEGINS TO PROBE THE ROOTS OF THE FEELINGS OF BASIC TRUST EXTENDED BY THE CITIZEN TO THE MORE SALIENT ASPECTS OF THE POLITICAL SYSTEM, THE HIERARCHY OF ITS AUTHORITIES. THE RELATIVELY FAVOURABLE IMAGE HELD BY CHILDREN RELATING TO POLITICAL AUTHORITIES CAN BE EXPECTED TO EXTEND TO THIS DIMENSION. IN A SENSE, LIKING AN AUTHORITY, EXPECTING PROTECTION AND TRUSTING HIM ARE ALL PART OF THE PATTERN OF INTERACTION. FOR THIS REASON IT IS HYPOTHESIZED THAT YOUNGER SCHOOL CHILDREN WILL POSSESS A HIGH DEGREE OF TRUST IN THEIR POLITICAL AUTHORITY. RECENT AMERICAN STUDIES HAVE INDICATED THAT:

1. THE NATIONAL LEADER IS FELT TO BE MORE DEPENDABLE THAN THE POLICEMAN.
2. THE NATIONAL LEADER IS RATED NEAR THE IDEAL WITH THE POLICEMAN SOMEWHAT LOWER BUT WELL ABOVE 'MOST OTHER MEN'.

3. OLDER CHILDREN SEE LESS DEPENDABILITY IN THEIR LEADERS THAN YOUNGER CHILDREN.

TABLE 5.1 PERCEPTIONS OF AUTHORITY DEPENDABILITY BY GRADE IN PERCENT

ITEM - KEEPS PROMISES

PRIME MINISTER OF CANADA

GRADE	ALWAYS 1	ALMOST ALWAYS 2	USUALLY 3	SOMETIMES DOESN'T 4	USUALLY DOESN'T 5	ALMOST NEVER 6	MEAN	N
2	66	14	14	5	0	0	1.60	261
5	38	32	21	9	1	0	2.03	287
8	12	24	44	18	2	0	2.75	264

POLICEMAN

GRADE	ALWAYS 1	ALMOST ALWAYS 2	USUALLY 3	SOMETIMES DOESN'T 4	USUALLY DOESN'T 5	ALMOST NEVER 6	MEAN	N
2	49	25	15	9	2	1	1.93	261
5	29	36	31	3	1	0	2.13	284
8	14	29	46	8	1	2	2.57	263

ITEM - MAKES MISTAKES

PRIME MINISTER OF CANADA

GRADE	ALMOST NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	USUALLY 5	ALMOST ALWAYS 6	MEAN	N
2	32	17	43	4	1	4	2.36	263
5	9	38	46	6	1	0	2.54	287
8	3	20	73	4	0	0	2.77	264

POLICEMAN

GRADE	ALMOST NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4	USUALLY 5	ALMOST ALWAYS 6	MEAN	N
2	25	31	36	5	2	2	2.31	259
5	11	42	43	3	1	1	2.44	285
8	3	23	64	8	1	1	2.86	263

## ITEM - GIVES UP WHEN THINGS ARE HARD TO DO

## PRIME MINISTER OF CANADA

GRADE	ALMOST ALWAYS 1	USUALLY 2	SOMETIMES 3	USUALLY DOESN'T 4	ALMOST NEVER 5	NEVER 6	MEAN	N
2	4	5	17	14	21	40	4.60	263
5	3	3	17	20	29	29	4.56	278
8	3	2	12	25	39	19	4.53	262

## POLICEMAN

GRADE	ALMOST ALWAYS 1	USUALLY 2	SOMETIMES 3	USUALLY DOESN'T 4	ALMOST NEVER 5	NEVER 6	MEAN	N
2	1	1	8	13	16	60	5.21	261
5	2	3	6	13	25	51	5.09	287
8	2	1	9	20	34	34	4.85	258

THE PRIME MINISTER AND THE POLICEMAN ARE SEEN TO BE VERY DEPENDABLE. THE PRIME MINISTER IS PERCEIVED TO KEEP HIS PROMISES MORE OFTEN THAN THE POLICEMAN, HOWEVER, THE POLICEMAN IS SEEN AS SOMEONE WHO IS LESS LIKELY TO MAKE MISTAKES AND WITH A GREATER TENDENCY TO PERSEVERE THAN THE PRIME MINISTER. THESE DIFFERENCES IN PERCEPTION VARY WITH THE AGE OF THE RESPONDENT BUT ARE USUALLY MOST APPARENT AMONG YOUNGER CHILDREN. OLDER CHILDREN VIEW ALL AUTHORITY IN LESS DEPENDABLE TERMS BUT WELL ABOVE THE DEPENDABILITY OF 'MOST OTHER MEN'.

SINCE THIS VARIABLE INVOLVES A FAIRLY PERSONALIZED FEELING FOR AUTHORITY IT IS HYPOTHESIZED THAT PARTY PREFERENCE WILL INFLUENCE PERCEPTIONS OF DEPENDABILITY:

TABLE 5.2 DEPENDABILITY OF THE PRIME MINISTER BY POLITICAL PARTYIN PERCENT

## ITEM - MAKES MISTAKES

	ALMOST NEVER 1	RARELY 2	SOME- TIMES 3	OFTEN 4	USUALLY 5	ALMOST ALWAYS 6	MEAN	N
GRADE OTHERS	2	20	69	9	0	0	2.86	64
EIGHT LIBERALS	5	25	69	1	0	0	2.66	175

$$R_s = .13 \quad z = 2.07$$

## ITEM - GIVES UP

GRADE OTHERS	19	25	17	23	10	6	1.98	52
FIVE LIBERALS	37	27	20	14	1	1	1.18	137

$$R_s = .24 \quad z = 3.34$$

## ITEM - FAILS TO KEEP PROMISES

GRADE OTHERS	11	19	41	22	6	2	2.98	64
EIGHT LIBERALS	16	27	41	15	1	0	2.58	175

$$R_s = .16 \quad z = 2.47$$

LIBERAL'S, ON EVERY ITEM, ARE MORE LIKELY TO FEEL THAT THE PRIME MINISTER CAN BE RELIED UPON. IT IS NOTED THAT PARTY BECOMES MEANINGFUL ONLY AMONG CHILDREN WHO ARE GRADE FIVE OR OLDER. PREVIOUS RESEARCH HAS INDICATED THAT GIRLS SEE MORE DEPENDABILITY IN A POLITICAL AUTHORITY THAN THEIR MALE CLASSMATES. NO DIFFERENCES BETWEEN THE FEELINGS OF GIRLS AND BOYS EMERGED FROM THIS DATA. LOWER-STATUS CHILDREN GENERALLY FEEL THAT POLITICAL AUTHORITY CAN BE RELIED UPON. UPPER-STATUS CHILDREN ARE MORE SKEPTICAL. THIS DATA TENDS TO CONTRADICT THESE FINDINGS. WHEN SIGNIFICANT CLASS DIFFERENCES DO APPEAR IT IS THE UPPER-CLASS CHILDREN WHO SEE AUTHORITY AS MORE DEPENDABLE AS IS EVIDENT FROM THE FOLLOWING TABLE:

TABLE 5.3 DEPENDABILITY OF THE PRIME MINISTER BY SOCIAL CLASSIN PERCENT

## ITEM - KEEPS PROMISES

GRADE	CLASS	ALWAYS 1	ALMOST ALWAYS 2	USUALLY 3	USUALLY DOESN'T 4 5	ALMOST NEVER 6	MEAN	N
	LOW-STATUS	5	17	45	28	5	3.11	82
	HIGH-STATUS	10	28	40	13	2	2.54	108

$$R_s = -.29 \quad z = 3.92$$

WHEN THE PERCEPTIONS OF DEPENDABILITY HELD BY CANADIAN CHILDREN ARE PLACED ALONG SIDE THOSE OF AMERICAN CHILDREN IT APPEARS THAT OLDER CHILDREN IN BOTH COUNTRIES FEEL THAT POLITICAL AUTHORITY IS LESS DEPENDABLE COMPARED WITH THE FEELINGS OF YOUNGER CHILDREN. IN CONTRAST TO THIS MORE UNIVERSAL TENDENCY IS THE LOWER EVALUATION OF THE DEPENDABILITY OF THE PRIME MINISTER GIVEN BY CANADIANS IN COMPARISON WITH AMERICAN DEPENDABILITY SCORES. THE EXTENT OF THE DIFFERENCE IS BORNE OUT IN THE FOLLOWING TABLE:

TABLE 5.4 PERCEPTION OF AUTHORITY DEPENDABILITY BY NATION

## ITEM - MAKES MISTAKES

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.36	2.54	2.77	2.31	2.44	2.86	2.16	2.57	2.79
UNITED STATES	1.96	2.15	2.44	2.26	2.44	2.80	2.52	2.63	2.84

THE LESS FAVOURABLE EVALUATION BY THE CANADIAN CHILDREN IS CONFINED TO THE FEELINGS FOR THE PRIME MINISTER, SUGGESTING THAT THE RATING MAY HAVE A POLITICAL RATHER THAN A CULTURAL ORIGIN. THE PRIME MINISTER WOULD SEEM TO BE LESS PROMINENT THAN A PRESIDENT ON THE CHILD'S POLITICAL MAP.

THE INFLUENCE OF THE CHILD'S STYLE OF LIFE UPON HIS ATTITUDES SEEMS TO VARY RADICALLY ACROSS NATIONAL BOUNDARIES. IN CANADA, UPPER-STATUS CHILDREN ARE MOST LIKELY TO FEEL THAT AUTHORITY IS DEPENDABLE. IN THE UNITED STATES, LOWER-STATUS CHILDREN HOLD THIS VIEW. ANOTHER CULTURAL DIFFERENCE EMERGES WHEN THE PROMINENCE OF PARTY IS CONCERNED. IN CANADA, PARTY IS A STRONG ATTITUDINAL INFLUENCE WHEREAS U.S. DATA INDICATES THAT IT IS LARGELY IRRELEVANT.

TO PROBE THE ROOTS OF THE STRONGLY FAVOURABLE IMAGE POSSESSED BY THE MAJORITY OF THE STUDENTS IN THIS SAMPLE, IT IS NECESSARY TO EXAMINE THE HYPOTHESES OF THE TWO THEORIES: THE INTERPERSONAL TRANSFER THEORY POSITS THAT CHILDREN WHO FEEL THAT THEIR FATHER IS DEPENDABLE WILL BE MOST LIKELY TO FEEL THAT THE PRIME MINISTER AND THE POLICEMAN CAN BE DEPENDED UPON.

TABLE 5.5    DEPENDABILITY: PERCEPTION OF THE PRIME MINISTER IN RELATION TO FATHER

<u>PRIME MINISTER</u> <u>INDEX</u> <u>OF</u> <u>DEPENDABILITY</u>		<u>FATHER</u> <u>INDEX OF DEPENDABILITY</u>		
		<u>Low</u>	<u>MEDIUM</u>	<u>HIGH</u>
	Low	69	44	33
	MEDIUM	22	37	35
	HIGH	9	18	33
	(N)	509	190	117

$$R = .31$$

$$z \text{ of } R = 11.99$$

TABLE 5.6    DEPENDABILITY: PERCEPTION OF THE POLICEMAN IN RELATION  
TO THE PERCEPTION OF FATHER

		<u>FATHER</u>		
		<u>INDEX OF DEPENDABILITY</u>		
<u>POLICEMAN</u>		Low	MEDIUM	HIGH
<u>INDEX</u>				
<u>OF</u>				
<u>DEPENDABILITY</u>				
	Low	69	44	33
	MEDIUM	22	37	35
	HIGH	9	18	32
	(N)	509	190	117

$$R = .42$$

$$Z \text{ OF } R = 11.99$$

THE DATA PRESENTED ABOVE SHOW A STRONG POSITIVE ASSOCIATION BETWEEN THE CHILD'S PERCEPTION OF THE DEPENDABILITY OF HIS FATHER AND THE DEPENDABILITY OF AUTHORITY. THE DATA IS SUPPORTIVE OF THE INTERPERSONAL TRANSFER THEORY WITH RESPECT TO THE POLICEMAN AND THE PRIME MINISTER.

THE VULNERABILITY THEORY PROVIDES AN ALTERNATIVE EXPLANATION TO ACCOUNT FOR THE STRONGLY FAVOURABLE PERCEPTION OF DEPENDABILITY BY THE SCHOOL CHILD. A POSITIVE CORRELATION IS POSITED BETWEEN THE LEVEL OF ANXIETY MANIFESTED BY THE CHILD AND THE CHILD'S PERCEPTION OF AUTHORITY DEPENDABILITY. HIGHLY ANXIOUS CHILDREN SHOULD RATE THE PRIME MINISTER AND POLICEMAN HIGHEST IN TERMS OF DEPENDABILITY. EXAMINATION OF THE DATA REVEALS A SMALL BUT SIGNIFICANT POSITIVE RELATIONSHIP ( $R = .10$ ,  $Z = 2.82$ ) BETWEEN THE CHILD'S ANXIETY STATE AND AND HIS EVALUATION OF THE PRIME MINISTER'S DEPENDABILITY. A SIMILAR



RELATIONSHIP ( $R = .13$ ,  $Z = 3.60$ ) WAS FOUND WITH RESPECT TO THE POLICEMAN.

SUMMARY: CHILDREN IN THE OAKVILLE SAMPLE HAVE A VERY FAVOURABLE PERCEPTION OF THE DEPENDABILITY OF THEIR AUTHORITIES. THE PRIME MINISTER WAS SEEN TO BE MORE LIKELY TO KEEP HIS PROMISES THAN THE POLICEMAN, HOWEVER, THE POLICEMAN WAS PERCEIVED TO MAKE FEWER MISTAKES AND DEMONSTRATE A GREATER DEGREE OF PERSEVERENCE. OLDER CHILDREN PERCEIVED AUTHORITY TO BE LESS DEPENDABLE THAN YOUNGER CHILDREN. GIRLS AND UPPER-STATUS CHILDREN SAW AUTHORITIES IN MORE DEPENDABLE TERMS THAN BOYS AND LOWER-STATUS CHILDREN. LIBERALS, IN GRADE FIVE AND EIGHT, SAW THE PRIME MINISTER TO BE MORE DEPENDABLE THAN DID MEMBERS OF OTHER PARTIES.

WHEN COMPARISONS ARE MADE WITH AMERICAN DATA, IT APPEARS THAT CHILDREN IN BOTH COUNTRIES PERCEIVE THEIR POLITICAL AUTHORITIES TO BE VERY DEPENDABLE, ALTHOUGH THIS HIGHLY-FAVOURABLE IMAGE DECREASES STEADILY WITH AGE. CANADIAN CHILDREN, ON THE OTHER HAND, DO NOT PERCEIVE THE PRIME MINISTER TO BE AS DEPENDABLE AS AMERICAN CHILDREN EVALUATE THE PRESIDENT. THIS IS PART OF A PATTERN THAT HAS EMERGED THROUGHOUT THIS STUDY. THE CANADIAN PRIME MINISTER IS NOT AS PROMINENT AS THE AMERICAN PRESIDENT. SEX IS SOMEWHAT LESS INFLUENTIAL IN THE CANADIAN SAMPLE THAN IN THE AMERICAN. CLASS, BY CONTRAST, WORKED IN REVERSE IN CANADA. UPPER-STATUS CHILDREN SAW AUTHORITIES TO BE MORE DEPENDABLE. POLITICAL PARTY WAS ALSO MORE SALIENT INFLUENCE UPON THE EVALUATIONS OF THE DEPENDABILITY OF THE NATIONAL LEADER IN THE

CANADIAN SAMPLE.

BOTH THEORIES, PREVIOUSLY MENTIONED, WERE FOUND TO HAVE SOME APPLICABILITY IN EXPLAINING THE HIGHLY-FAVOURABLE IMAGE OF DEPENDABILITY POSSESSED BY MOST CHILDREN. THOSE VIEWING THEIR FATHER TO BE MOST DEPENDABLE WERE MUCH MORE LIKELY TO SEE THE POLICEMAN AND THE PRIME MINISTER AS DEPENDABLE FIGURES. CHILDREN WHO WERE MOST ANXIOUS ABOUT THEIR ENVIRONMENT WERE ALSO MORE LIKELY TO SEE THE PRIME MINISTER IN A VERY DEPENDABLE FRAME OF REFERENCE. THE INTERPERSONAL TRANSFER THEORY HAS MORE EXPLANATORY POWER AT THIS STAGE THAN THE VULNERABILITY THEORY.

SO FAR, THE THREE 'SOFT' DIMENSIONS OF THE CHILD'S AUTHORITY IMAGE HAVE BEEN EXAMINED. THIS INCLUDED THE CHILD'S LIKING, HIS PERCEPTION OF AUTHORITY PROTECTION AND HIS TRUST OR FAITH IN THE AUTHORITY. A SIMILAR PATTERN HAS EMERGED ON ALL THREE ITEMS. THE PRIME MINISTER AND POLICEMAN ARE RATED VERY FAVOURABLY BUT LESS SO WITH INCREASING AGE. THE STUDY WILL FOCUS UPON A MUCH 'HARDER' ASPECT OF THE AUTHORITY IMAGE, THE PERCEPTIONS RELATING TO AUTHORITY AND POWER. WHILE THE PREVIOUS QUALITIES COULD BE ASSOCIATED WITH THE PERSONALITY OF THE OFFICE HOLDER, POWER IS A PREROGATIVE OF THE OFFICE. THE MORE INSTITUTIONAL ASPECTS OF THE AUTHORITY IMAGE CAN NOW BE SCRUTINIZED.

## CHAPTER VI

### EVALUATION OF AUTHORITY POWER

POWER RELATES TO THE ABILITY OF A PERSON TO MAKE OTHERS CONFORM TO HIS WILL BY WHATEVER MEANS NECESSARY. IN THIS STUDY IT RELATES TO THE ABILITY OF A POLITICAL AUTHORITY TO MAKE OTHERS DO WHAT HE WANTS AND TO PUNISH THEM. AS WAS INDICATED IN THE LAST CHAPTER, POWER IS A DIFFERENT KIND OF QUALITY WHICH MAY BE CONSIDERED SOMEWHAT DIFFERENTLY FROM THE MORE PERSONAL DIMENSIONS OF AFFILIATION, BENEVOLENCE AND DEPENDABILITY. THE MONOPOLY OF FORCE IS USUALLY THE MOST SALIENT FEATURE WHICH COMES TO MIND WHEN ONE THINKS OF THE NATIONAL LEADER AND THE POLICEMAN. AS SUCH, THIS DIMENSION COULD BE EXPECTED TO STAND OUT AS ONE MOST PROMINENT FEATURE OF THE CHILD'S AUTHORITY IMAGE. ON THE BASIS OF PREVIOUS STUDIES IT IS APPARENT THAT:

1. THE NATIONAL LEADER AND THE POLICEMAN ARE SEEN TO BE VERY POWERFUL FIGURES.
2. THE NATIONAL LEADER IS SEEN TO BE MORE POWERFUL THAN THE POLICEMAN ALTHOUGH THIS VARIES WITH AGE.
3. OLDER CHILDREN SEE THE NATIONAL LEADER AS MUCH LESS POWERFUL THAN DO YOUNGER CHILDREN. AS A RESULT, OLDER CHILDREN ATTRIBUTE MORE POWER TO THE POLICEMAN THAN TO THE PRESIDENT OF THE UNITED STATES.

TABLE 6.1 PERCEPTIONS OF AUTHORITY POWER BY AGE IN PERCENT

## ITEM - CAN PUNISH

## PRIME MINISTER OF CANADA

GRADE	ANYONE	ALMOST ANYONE	MANY	SOME	FEW	NO ONE	MEAN	N
	1	2	3	4	5	6		
2	21	27	11	17	16	7	3.01	261
5	9	30	24	19	13	6	3.15	286
8	5	11	23	28	20	13	3.89	263

## POLICEMAN

2	50	23	12	10	4	1	1.98	261
5	24	29	26	11	5	5	2.59	287
8	20	23	28	13	8	8	2.89	260

## ITEM - CAN MAKE DO WHAT HE WANTS

## PRIME MINISTER OF CANADA

GRADE	ANYONE	ALMOST ANYONE	MANY	SOME	FEW	ALMOST NO ONE	MEAN	N
	1	2	3	4	5	6		
5	7	23	21	28	9	12	3.46	284
8	2	14	36	34	9	5	3.50	263

## POLICEMAN

5	13	37	23	16	7	4	2.79	284
8	10	29	35	16	4	6	2.94	262

THE DATA REVEAL THAT THE PRIME MINISTER IS SEEN AS A RELATIVE WEAKLING - 61 PERCENT OF THE GRADE EIGHT STUDENTS FEEL THAT THE PRIME MINISTER CAN PUNISH ONLY SOME PEOPLE. IN CONTRAST, THE POLICEMAN EMERGES AS A VERY POWERFUL FIGURE WITH 43 PERCENT OF THE GRADE EIGHT CHILDREN OF THE OPINION THAT HE CAN PUNISH ALMOST ANYONE. OLDER CHILDREN COMPARED WITH YOUNGER CHILDREN CONSIDER BOTH THE PRIME MINISTER AND THE POLICEMAN TO BE SOMEWHAT LESS POWERFUL. FOR INSTANCE, 50 PERCENT OF THE GRADE TWO FEEL THAT THE POLICEMAN CAN PUNISH ANYONE. ONLY 20 PERCENT OF THE GRADE EIGHTS SHARED THIS SENTIMENT.

IT HAS BEEN DEMONSTRATED THAT GIRLS TEND TO PERCEIVE THE POLICEMAN IN MORE POWERFUL TERMS THAN DO BOYS. ANALYSIS OF THE OAKVILLE DATA CONFIRMS THIS EXPECTATION:

TABLE 6.2 AUTHORITY POWER BY SEX IN PERCENT

POWER	CAN PUNISH		CAN MAKE OTHERS DO	
	BOYS	GIRLS	BOYS	GIRLS
1. ANYONE	27	36	7	16
2.	28	22	35	33
3. MOST OTHERS	20	25	29	29
4.	11	11	15	16
5.	9	3	8	3
6. ALMOST NO ONE	6	4	7	3
MEAN	2.64	2.32	3.04	2.66
N	415	390	278	266

$$R_s = -.10$$

$$z = 2.96$$

$$R_s = -.13$$

$$z = 3.06$$

SOCIAL CLASS HAS BEEN FOUND TO HAVE A MINIMAL INFLUENCE UPON POWER PERCEPTIONS. THIS IS LARGELY BORNE OUT IN THIS STUDY ALTHOUGH UPPER-STATUS CHILDREN EXPRESSED THE FEELING THAT THE PRIME MINISTER WAS BETTER ABLE TO MAKE OTHERS DO WHAT HE WANTED:

TABLE 6.3 PRIME MINISTER'S POWER BY SOCIAL CLASS IN PERCENT

ITEM - CAN MAKE OTHERS DO

		ANYONE	ALMOST ANYONE	MANY	SOME	FEW	NO ONE	MEAN	N
		1	2	3	4	5	6		
GRADE	LOW-STATUS	1	12	27	37	12	11	3.79	82
EIGHT	HIGH-STATUS	4	20	39	27	6	5	3.25	107

$$R_s = -.23$$

$$z = 3.20$$

POLITICAL PARTY PREFERENCE WAS FOUND NOT TO INFLUENCE THE CHILD'S POWER PERCEPTIONS IN ANY SIGNIFICANT WAY.

WHEN THIS DATA IS COMPARED WITH OTHER STUDIES IT IS APPARENT THAT OLDER CHILDREN TEND TO PERCEIVE AUTHORITY IN LESS POWERFUL TERMS THAN YOUNGER CHILDREN. WHILE THIS TENDENCY IS SIMILAR TO FINDINGS IN OTHER STUDIES, IT MUST BE NOTED THAT THE POLICEMAN EMERGES AS A VERY POWERFUL FIGURE IN THE AUTHORITY IMAGE OF CANADIAN CHILDREN. THERE ARE TWO REASONS WHY THE POLICEMAN STANDS OUT SO CLEARLY. ONE IS SIMPLY THAT CANADIAN CHILDREN HAVE RATED THE POLICEMAN IN MORE POWERFUL TERMS, PARTICULARLY HIS ABILITY TO PUNISH, THAN CHILDREN IN THE AMERICAN SAMPLE. SECONDLY, THE PRIME MINISTER IS FELT TO BE MUCH LESS POWERFUL BY CANADIAN SCHOOL CHILDREN IN COMPARISON TO THE AMERICAN PRESIDENT. THIS IS BORNE OUT IN THE FOLLOWING DATA:

TABLE 6.4    AUTHORITY POWER BY NATION

ITEM - CAN PUNISH

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	3.01	3.15	3.89	1.98	2.59	2.89	4.35	4.37	4.44
UNITED STATES	2.83*	2.95	3.20	3.05*	3.01	3.20	4.35*	4.42	4.40

\*DATA FOR GRADE 4 ONLY

ITEM - CAN MAKE OTHERS DO

	PRIME MINISTER/ PRESIDENT		POLICEMAN	
GRADE	5	8	5	8
OAKVILLE	3.46	3.50	2.79	2.94
UNITED STATES	2.68	2.98	2.95	2.98

CLEARLY, A SUBSTANTIAL DIFFERENCE EMERGES IN THE POWER RATINGS GIVEN BY THE CHILDREN IN THE TWO SAMPLES. THE SUB-CULTURAL INFLUENCES WERE RELATIVELY MINOR IN BOTH SAMPLES. THE ONLY DIFFERENCE TO EMERGE

## CHAPTER VI1

### APPRAISAL OF AUTHORITY LEADERSHIP

THIS DIMENSION DEALS WITH SOME OF THE ASPECTS OF BEING AN INFLUENTIAL FIGURE SUCH AS MAKING DECISIONS, BEING A LEADER AND WORKING HARD. THIS DIMENSION, LIKE POWER, IS CONCERNED WITH THE MORE INSTITUTIONAL ASPECTS OF BEING A LEADER, SOMETHING THAT IS MORE OR LESS INDEPENDENT OF THE PERSONALITY OF THE OFFICEHOLDER. THE IMPORTANCE OF THIS DIMENSION LIES IN THE FACT THAT THIS IS PROBABLY THE ONLY ASPECT OF GOVERNMENT THAT REALLY GETS THINGS DONE AND LEADS THE COUNTRY, AT LEAST FROM THE POINT OF VIEW OF SOMEONE IN PUBLIC SCHOOL. AT A LATTER STAGE, OF COURSE, OTHER ASPECTS OF GOVERNMENT BECOME APPARENT, HOWEVER, IT IS THIS EARLY CONTACT WITH THE POLITICAL SYSTEM WHICH IS OF MOST INTEREST IN THIS STUDY. ONE WOULD EXPECT THAT THE NATIONAL LEADER WOULD PREDOMINATE ON THIS DIMENSION. ANALYSIS OF AMERICAN DATA REVEALS THAT:

1. BOTH THE NATIONAL LEADER AND THE POLICEMAN ARE SEEN TO EXERCISE LEADERSHIP TO A GREATER EXTENT THAN 'MOST OTHER MEN'.
2. THE NATIONAL LEADER IS RATED CONSIDERABLY MORE FAVOURABLY ON THE LEADERSHIP DIMENSION THAN THE POLICEMAN.
3. OLDER CHILDREN TEND TO EVALUATE THE LEADERSHIP ABILITY OF POLITICAL AUTHORITY AT MUCH THE SAME LEVEL AS YOUNGER CHILDREN.

TABLE 7.1 PERCEPTION OF AUTHORITY LEADERSHIP BY GRADE IN PERCENT

## ITEM - A LEADER

## PRIME MINISTER OF CANADA

GRADE	ALWAYS	USUALLY	MORE OFTEN	MORE OFTEN A LEADER	USUALLY A FOLLOWER	ALMOST ALWAYS A FOLLOWER	MEAN	N
	1	2	3	4	5	6		
5	34	31	29	4	1	0	2.09	285
8	37	31	28	3	1	0	2.01	264

## POLICEMAN

5	10	32	40	11	7	1	2.75	283
8	7	23	44	18	7	2	3.01	259

## ITEM - HAS MORE FRIENDS THAN

## PRIME MINISTER OF CANADA

GRADE	ALMOST ANYONE	MOST	MANY	LESS THAN SOME	LESS THAN MANY	LESS THAN ALMOST ANYONE	MEAN	N
	1	2	3	4	5	6		
2	25	33	29	10	2	2	2.35	262
5	24	41	29	6	1	0	2.18	283
8	21	41	34	4	0	0	2.22	263

## POLICEMAN

2	25	23	28	19	2	3	2.58	260
5	22	33	36	7	1	1	2.35	287
8	3	21	43	23	4	5	3.21	258

## ITEM - KNOWS MORE THAN

## PRIME MINISTER OF CANADA

GRADE	ANYONE	MOST	MANY	LESS THAN MANY	LESS THAN MOST	LESS THAN ANYONE	MEAN	N
	1	2	3	4	5	6		
2	28	49	21	1	0	2	2.00	262
5	6	46	46	2	0	0	2.46	287
8	0	35	62	2	0	0	2.68	264

## POLICEMAN

2	18	42	32	5	2	1	2.34	259
5	3	43	49	4	0	1	2.59	283
8	2	18	70	9	1	1	2.92	263



## ITEM - MAKES IMPORTANT DECISIONS

## PRIME MINISTER OF CANADA

GRADE	ALWAYS 1	A LOT 2	SOMETIMES 3	SELDOM 4	ALMOST NEVER 5	NEVER 6	MEAN	N
2	34	27	27	8	3	0	2.20	263
5	27	52	18	2	0	0	1.95	284
8	21	57	20	1	1	1	2.08	263

## POLICEMAN

2	23	29	32	11	3	2	2.49	264
5	19	42	33	5	0	1	2.28	285
8	12	40	41	6	1	0	2.45	262

## ITEM - WORKS HARDER THAN

## PRIME MINISTER OF CANADA

GRADE	ALMOST ANYONE 1	MOST 2	MANY 3	LESS THAN SOME 4	LESS THAN MOST 5	LESS THAN ALMOST ANYONE 6	MEAN	N
2	32	32	25	7	0	3	2.20	263
5	31	39	25	4	1	0	2.06	286
8	17	40	34	6	1	1	2.37	262

## POLICEMAN

2	28	40	23	7	1	1	2.14	261
5	24	46	25	5	0	0	2.13	285
8	12	26	47	12	2	1	2.67	258

IT IS APPARENT THAT THE PRIME MINISTER AND THE POLICEMAN ARE BOTH PERCEIVED, BY THE SCHOOL CHILDREN, TO EXERCISE QUALITIES OF LEADERSHIP TO A GREATER EXTENT THAN 'MOST OTHER MEN'. OF THE TWO AUTHORITIES, THE PRIME MINISTER IS THE MOST SALIENT FIGURE IN TERMS OF LEADERSHIP ABILITY. YOUNGER CHILDREN ARE SLIGHTLY MORE LIKELY THAN OLDER CHILDREN TO IDEALIZE THE PRIME MINISTER'S LEADERSHIP QUALITIES. APPROXIMATELY ONE-THIRD OF THE GRADE TWO CHILDREN FEEL THE PRIME MINISTER WORKS HARDER THAN ANYONE AND ALWAYS MAKES IMPORTANT DECISIONS. OLDER CHILDREN MORE SO THAN YOUNGER CHILDREN ARE LIKELY TO EMPHASIZE

THE DECISION MAKING ROLE, BEING A LEADER AND HAVING FRIENDS. THE POLICEMAN IS SEEN AS SOMEONE WHO WORKS HARD AND MAKES IMPORTANT DECISIONS. HIS KNOWLEDGE IS SOMEWHAT DEVALUED, PARTICULARLY BY OLDER CHILDREN.

SEX HAS BEEN FOUND TO HAVE SOME INFLUENCE ON LEADERSHIP RATING. GIRLS GENERALLY RATE THE NATIONAL LEADER AND POLICEMAN MORE FAVOURABLY IN TERMS OF LEADERSHIP QUALITIES. THE SEX DIFFERENCES WHICH EMERGE FROM THE OAKVILLE DATA SUPPORT THESE EXPECTATIONS.

TABLE 7.2 LEADERSHIP OF THE PRIME MINISTER BY SEX IN PERCENT

ITEM - HAS FRIENDS

	ALMOST ANYONE	MOST	MANY	LESS THAN SOME	LESS THAN MANY	LESS THAN ANYONE	MEAN	N	
	1	2	3	4	5	6			
BOYS	26	41	25	6	1	0	2.15	415	Rs = .11 z = 3.20
GIRLS	21	35	36	7	1	1	2.35	390	

TABLE 7.3 LEADERSHIP OF THE POLICEMAN BY SEX IN PERCENT

	A LEADER		WORKS HARDER		KNOWS MORE	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
1. MOST IDEAL	6	11	18	26	6	9
2.	27	28	37	38	30	39
3. MOST OTHER MEN	40	43	33	29	53	47
4.	17	11	9	6	8	4
5.	7	7	1	1	2	0
6. LEAST IDEAL	3	0	1	0	1	1
MEAN	2.99	2.75	2.42	2.18	2.71	2.51
N	275	265	411	390	414	388
	Rs = -.10 z = 2.36		Rs = -.11 z = 3.23		Rs = -.13 z = 3.72	

GIRLS, MORE SO THAN BOYS, FEEL THAT THE PRIME MINISTER HAS A FAIRLY LARGE NUMBER OF FRIENDS. GIRLS ALSO EMPHASIZE THE AMOUNT OF

WORK THAT THE POLICEMAN DOES AS WELL AS HIS KNOWLEDGE. CLASS SEEMS TO PLAY SOME ROLE IN INFLUENCING THE APPRAISAL OF THE LEADERSHIP QUALITIES OF THE POLICEMAN. AMERICAN STUDIES HAVE INDICATED THAT LOWER-STATUS CHILDREN FEEL THAT THE POLICEMAN WORKS HARDER AND KNOWS MORE THAN DO UPPER-STATUS CHILDREN. THE OAKVILLE DATA PROVIDE SOME EVIDENCE TO SUPPORT THESE FINDINGS:

TABLE 7.4    LEADERSHIP OF THE POLICEMAN AND PRIME MINISTER BY SOCIAL CLASS IN PERCENT

	POLICEMAN..HAS FRIENDS		PRIME MINISTER..LEADER		PRIME MINISTER.WORKS HARDER	
	Low STATUS	High STATUS	Low STATUS	High STATUS	Low STATUS	High STATUS
MOST						
1. IDEAL	30*	20	27*	48	13*	21
2.	23	18	37	26	37	41
3. MOST	32	30	32	24	38	33
OTHER						
MEN	10	30	2	2	8	4
4.						
5.	0	2	1	0	2	0
6. LEAST	4	0	1	0	1	1
IDEAL						
MEAN	2.39	2.76	2.18	1.80	2.53	2.23
N	69	66	82	108	83	108
	*GRADE 2    Rs = .19 DATA        z = 2.20		*GRADE 8    Rs = -.20 DATA        z = 2.74		*GRADE 8    Rs = -.15 DATA        z = 2.05	

LOWER-STATUS CHILDREN MORE SO THAN UPPER-STATUS CHILDREN FEEL THAT THE POLICEMAN HAS A LOT OF FRIENDS. CLASS DIFFERENCES IN THE EVALUATION OF THE PRIME MINISTER COMPLETELY CONTRADICT THE FINDINGS OF AMERICAN RESEARCH. HIGHER-STATUS MUCH MORE SO THAN LOWER-STATUS GROUPS FEEL THAT THE PRIME MINISTER IS A LEADER. THE PATTERN OF CLASS DIFFERENCES THAT EMERGES ON THIS DIMENSION ARE SIMILAR TO THOSE OBSERVED IN THE LIKING FOR THE POLICEMAN AND PRIME MINISTER. YOUNGER, LOWER-STATUS

CHILDREN IDEALIZE THE POLICEMAN. OLDER, UPPER-STATUS CHILDREN ARE MOST LIKELY TO IDEALIZE THE PRIME MINISTER. PARTY DIFFERENCES EMERGE IN THE EVALUATION OF THE ABILITY OF THE PRIME MINISTER TO BE A LEADER AND TO WORK HARD:

TABLE 7.5 LEADERSHIP OF THE PRIME MINISTER BY POLITICAL PARTY  
IN PERCENT

ITEM - A LEADER MORE THAN

	POLITICAL PARTY	ANYONE 1	MOST 2	MANY 3	LESS THAN SOME 4	LESS THAN MOST 5	LESS THAN ALMOST ANYONE 6	MEAN	N
GRADE	OTHERS	18	34	44	4	0	0	2.34	50
FIVE	LIBERALS	40	29	26	4	0	0	1.95	137

$$R_s = .20, z = 2.74$$

ITEM - WORKS HARDER THAN

GRADE	OTHERS	5	41	43	5	3	3	2.70	63
FIVE	LIBERALS	24	42	28	5	1	0	2.15	176

$$R_s = .24, z = 3.72$$

WHEN CANADIAN DATA IS COMPARED WITH AMERICAN RESEARCH FINDINGS IT IS CLEAR THAT THE NATIONAL LEADER IS FELT TO POSSESS A HIGH DEGREE OF LEADERSHIP ABILITY BY CHILDREN IN BOTH SAMPLES. ANOTHER SIMILARITY IS THE NOT UNEXPECTED FINDING THAT THE NATIONAL LEADER IS FELT TO EXERCISE THE MOST LEADERSHIP ABILITY. A THIRD FEATURE TO EMERGE IS THE HIGH DEGREE OF CONSENSUS SHARED BY ALL CHILDREN ON THE LEADERSHIP ATTRIBUTES OF THE NATIONAL LEADER. YOUNGER CHILDREN HAVE MUCH THE SAME IMAGE AS OLDER CHILDREN. IN SPITE OF THESE SIMILARITIES IT IS CLEAR THAT THE PRIME MINISTER DOES NOT STAND OUT AS SHARPLY IN THE

LEADERSHIP IMAGE HELD BY CANADIAN CHILDREN AS DOES THE PRESIDENT ON THE AMERICAN CHILD'S LEADERSHIP IMAGE. THIS IS SUPPORTED IN THE FOLLOWING DATA:

TABLE 7.6 LEADERSHIP OF POLITICAL AUTHORITY BY NATION

ITEM - KNOWS MORE

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.00	2.46	2.68	2.34	2.59	2.92	2.59	2.65	2.86
UNITED STATES	1.96	2.22	2.32	2.33	2.62	2.86		2.84	2.92

ITEM - WORKS HARDER

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.20	2.06	2.37	2.14	2.13	2.67	2.35	2.43	2.73
UNITED STATES	2.04*	2.05	2.12	2.70	2.78	3.00	2.63	2.62	2.53

ITEM - MAKES IMPORTANT DECISIONS

	PRIME MINISTER/ PRESIDENT			POLICEMAN			FATHER		
GRADE	2	5	8	2	5	8	2	5	8
OAKVILLE	2.20	1.95	2.08	2.49	2.28	2.45	2.22	2.53	2.28
UNITED STATES	1.77	1.57	1.48	2.19	2.19	2.26	2.55	2.34	2.26

IN EACH INSTANCE, THE RATING OF THE PRIME MINISTER IS CLOSER TO THAT OF 'MOST OTHER MEN' THAN IS THE RATING OF THE PRESIDENT OF THE UNITED STATES. THE EVALUATION OF THE POLICEMAN IN CANADA IS VERY CLOSE TO THAT GIVEN BY CHILDREN IN THE UNITED STATES. POLITICAL PARTY PREFERENCE HAS ONCE AGAIN PROVEN TO BE A MUCH MORE SALIENT INFLUENCE UPON THE APPRAISAL OF THE LEADERSHIP IMAGE IN CANADA THAN IN THE UNITED STATES.

SUMMARY: THE PRIME MINISTER IS VIEWED BY A MAJORITY OF SCHOOL CHILDREN AS SOMEONE WHO WORKS HARDER THAN MOST OTHER PEOPLE, IS USUALLY A LEADER, MAKES IMPORTANT DECISIONS A LOT OF THE TIME AND HAS MORE FRIENDS THAN MOST OTHER PEOPLE. THE POLICEMAN IS VIEWED BY A MAJORITY OF STUDENTS TO BE SOMEONE WHO WORKS HARDER THAN MOST OTHER PEOPLE, MAKES IMPORTANT DECISIONS A LOT OF THE TIME AND HAS MORE FRIENDS THAN MOST. OVERALL, THE PRIME MINISTER IS SOMEWHAT MORE PROMINENT THAN THE POLICEMAN IN TERMS OF LEADERSHIP. THE LEADERSHIP CONTOUR MAP REMAINS RELATIVELY STABLE BETWEEN THE AGE GROUPS INDICATING THAT THIS DIMENSION IS THE MOST LIKELY OF ALL THE DIMENSIONS TO REMAIN STABLE OVER TIME. BOYS ARE MORE LIKELY THAN GIRLS TO FEEL THAT THE PRIME MINISTER HAS A LOT OF FRIENDS. GIRLS, ON THE OTHER HAND, ARE MORE LIKELY THAN BOYS TO FEEL THAT THE POLICEMAN WORKS HARD, MAKES IMPORTANT DECISIONS AND POSSESSES A HIGH LEVEL OF KNOWLEDGE. LOWER-STATUS CHILDREN ARE MOST LIKELY TO EMPHASIZE THE FACT THAT THE POLICEMAN HAS A LOT OF FRIENDS. LIBERALS FEEL THAT THE PRIME MINISTER WORKS HARDER AND IS A LEADER MORE OFTEN THAN DO THEIR NON-LIBERAL CLASSMATES.

WHEN COMPARISONS WITH AMERICAN FINDINGS ARE MADE, IT CAN BE SEEN THAT CHILDREN IN SEVERAL COUNTRIES EVALUATE THEIR NATIONAL LEADERS VERY FAVOURABLY ON THIS LEADERSHIP DIMENSION. MOREOVER, THIS EVALUATION REMAINS CONSTANT BETWEEN THE VARIOUS AGE GROUPINGS. AS ON PREVIOUS DIMENSIONS, IT HAS BEEN FOUND THAT CANADIAN CHILDREN EVALUATE THEIR LEADER LESS FAVOURABLY THAN AMERICAN CHILDREN. ADDITIONALLY, POLITICAL PARTY PREFERENCE SEEMS TO PLAY A CONSIDERABLY

MORE IMPORTANT ROLE IN DETERMINING THE OVERALL EVALUATION OF THE LEADER'S STEWARDSHIP IN THE CANADIAN SAMPLE.

AT THIS POINT THE STUDY HAS GONE A FULL CIRCLE. IT BEGAN BY ASCERTAINING THE CHILD'S LEVEL OF KNOWLEDGE FOLLOWED BY THE MORE PERSONALIZED ELEMENTS OF THE CHILD'S FEELING FOR THE SYSTEM. THE LATTER COMPONENT HAS CONTAINED A NUMBER OF DIMENSIONS WHICH HAVE INVOLVED INITIALLY THE HIGHLY EMOTIONAL ASPECTS OF LIKING, BENEVOLENCE AND DEPENDABILITY OF POLITICAL AUTHORITY. THIS HAS BEEN FOLLOWED UP BY AN ANALYSIS OF THE MORE INSTITUTIONALIZED ASPECTS OF THE CHILD'S AUTHORITY IMAGE. IT HAS BEEN DEMONSTRATED THAT THE CHILD REACTS TO EACH DIMENSION IN A SLIGHTLY DIFFERENT WAY BUT ACCORDING TO AN OVERALL PATTERN. THESE FINDINGS SHALL BE DRAWN INTO MORE GENERAL CONCLUSIONS IN THE NEXT SECTION.

## CHAPTER VI

### CONCLUSION

THE PURPOSE OF THIS STUDY WAS TO EXAMINE THE WAY IN WHICH A GROUP OF ONTARIO PUBLIC SCHOOL CHILDREN ACQUIRE KNOWLEDGE ABOUT THE NATIONAL LEADER AND DEVELOP FEELINGS FOR THE PRIME MINISTER AND THE POLICEMAN. THE FIRST ASPECT OF THIS STUDY WAS LARGELY DESCRIPTIVE, MAPPING OUT THE CHILD'S LEVEL OF POLITICAL KNOWLEDGE AND SETTING HIS EVALUATION OF THE AUTHORITY FIGURES AGAINST THE HYPOTHETICAL NORM OF 'MOST OTHER MEN'.

APPROXIMATELY THREE-FOURTHS OF THE CHILDREN BEGINNING PUBLIC SCHOOL ARE ABLE TO IDENTIFY THE PRIME MINISTER AND ONE-HALF ARE AWARE THAT HE BELONGS TO A PARTICULAR POLITICAL PARTY. THE CHILDREN THAT ARE ABOUT TO ENTER HIGH SCHOOL POSSESS A DEGREE OF KNOWLEDGE APPROACHING THE ADULT LEVEL ON BOTH ITEMS. THIS FINDING SUGGESTS THAT THE TYPE OF POLITICAL LEARNING THAT TAKES PLACE IN PUBLIC SCHOOL DEPENDS UPON THE PROMINENCE OF A PARTICULAR ASPECT OF THE POLITICAL AUTHORITY. THE NAME OF THE PRIME MINISTER IS LEARNED BY MOST CHILDREN PRIOR TO THE TIME THEY ENTER PUBLIC SCHOOL. THE IDENTITY OF THE PRIME MINISTER IS SOMETHING THAT IS ACQUIRED MOST READILY BECAUSE IT IS MOST PROMINENT. THE PARTY TO WHICH THE PRIME MINISTER BELONGS IS LESS PROMINENT AND APPEARS TO BE SOMETHING WHICH THE CHILD TENDS TO BECOME AWARE OF DURING THE PUBLIC SCHOOL



YEARS SO THAT THE NAME AND POLITICAL PARTY AFFILIATION ARE INTEGRAL COMPONENTS OF THE PRIME MINISTER'S IMAGE IN THE MINDS OF GRADE EIGHT CHILDREN. IN THIS SENSE IT MIGHT BE SAID THAT THE PUBLIC SCHOOL YEARS ARE THE PERIOD IN WHICH THE PRIME MINISTER ACQUIRES A PARTISAN LABEL. ON THE OTHER HAND, THE NAME OF THE NATIONAL LEADER IS LEARNED PRIOR TO GRADE TWO SO THAT PUBLIC SCHOOL IS PROBABLY NOT AN IMPORTANT PERIOD IN RELATION TO THE CHILD'S LEARNING THE IDENTITY OF THE NATIONAL LEADER. THIS INDICATES A PARTICULAR ASPECT OF THE LEADER MAY BECOME APPARENT IN CERTAIN PERIODS. FIRST OF ALL COMES THE KNOWLEDGE OF THE LEADER'S NAME. THIS MAY BE FOLLOWED BY LEARNING THE PARTY AFFILIATION FOLLOWED PERHAPS BY MORE SPECIFIC ISSUES SUCH AS A PRO-FRENCH LANGUAGE CAMPAIGN OR A DECISION TO INSTALL ANTI-BALLISTIC MISSILES. FURTHER RESEARCH MIGHT EMBODY A NUMBER OF DIFFERENT CHARACTERISTICS OF THE NATIONAL LEADER TO DETERMINE THE AGE AT WHICH THESE CHARACTERISTICS ARE DISCRIMINATED. THE IDENTIFICATION OF THESE CHARACTERISTICS OR 'CUES' IS COMPLICATED BY A NUMBER OF FACTORS SUCH AS CLASS, SEX AND, MOST IMPORTANT OF ALL, POLITICAL PARTY. IN ANY CASE, SOME ADDITIONAL RESEARCH MIGHT BE UNDERTAKEN TO DETERMINE WHAT ASPECTS OF THE LEADER'S IMAGE IN ADDITION TO HIS POLITICAL PARTY AFFILIATION BECOME APPARENT TO CHILDREN IN PUBLIC SCHOOL.

THIS STUDY FOCUSED UPON THE CHILD'S FEELINGS FOR POLITICAL AUTHORITY AS WELL AS HIS KNOWLEDGE OF THE NATIONAL LEADER. THE PRIME MINISTER IS SEEN TO BE SOMEONE WHO IS GENERALLY RATED MORE FAVOURABLY THAN 'MOST OTHER MEN'. THE MOST PROMINENT FEATURES OF HIS IMAGE INCLUDE HIS ABILITY TO KEEP GOING EVEN WHEN THINGS ARE DIFFICULT, TO

BE A LEADER, TO MAKE IMPORTANT DECISIONS, TO WORK HARD, AND THE ABILITY TO PERFORM HIS DUTIES WITHOUT MAKING AN INORDINATE NUMBER OF MISTAKES. MOST OF THESE CHARACTERISTICS ARE FOUND TOWARD THE INSTITUTIONAL END OF THE CONTINUUM EMPLOYED THROUGHOUT THIS STUDY. THE PRIME MINISTER IS VIEWED BY MOST CHILDREN TO BE SOMEONE WHO IS MORE DEPENDABLE AND HAS MORE LEADERSHIP ABILITY THAN 'MOST OTHER MEN'. THE LEAST PROMINENT FEATURES OF THE PRIME MINISTER'S IMAGE INVOLVE HIS ABILITY OR DESIRE TO PROTECT THE CHILD AND TO PUNISH OTHERS OR MAKE THEM DO SOMETHING THAT HE WANTS. PUBLIC SCHOOL CHILDREN GENERALLY DO NOT EXPRESS A STRONG PERSONAL LIKING FOR THE PRIME MINISTER OR REGARD HIM AS ONE OF THEIR FAVOURITES. THE PRIME MINISTER IS RATED AS ONE WHO IS LIKED LESS AND POSSESSES LESS POWER THAN 'MOST OTHER MEN'.

THE MOST IMPORTANT FEATURES OF THE POLICEMAN INCLUDE A WILLINGNESS TO HELP THE CHILD IF THE CHILD NEEDED ASSISTANCE, AN ABILITY TO KEEP GOING EVEN WHEN THINGS ARE DIFFICULT, WORKING HARD, MAKING IMPORTANT DECISIONS AND KEEPING PROMISES. THE POLICEMAN IS RATED MORE FAVOURABLY THAN 'MOST OTHER MEN' ON SOME ASPECTS OF BENEVOLENCE, DEPENDABILITY AND LEADERSHIP. THE CHILDREN DO NOT PERSONALLY LIKE THE POLICEMAN OR REGARD HIM AS ONE OF THEIR FAVOURITES, RATING HIM AS A PERSON WHO IS LIKED MORE THAN SOME PEOPLE.

THE EVALUATION OF THE PRIME MINISTER AND THE POLICEMAN IS SOMEWHAT SIMILAR INsofar THAT NEITHER LIKING NOR POWER IS AN OUTSTANDING FEATURE OF THEIR RESPECTIVE IMAGES. LIKING AND BENEVOLENCE SEEM TO BE REGARDED AS A ZERO SUM DIMENSION. THE CHILD RESERVES THESE ASPECTS

ALMOST ENTIRELY FOR HIS FATHER AND ALL OTHER FIGURES SUFFER BY COMPARISON. POWER IS QUITE ANOTHER MATTER. NO AUTHORITY IS PERCEIVED TO BE VERY POWERFUL AND POWER DOES NOT OBTRUDE FROM ANY AUTHORITY IMAGE. THIS DIMENSION MAY BE ONE WHICH ACQUIRES MORE MEANING AT A LATER STAGE. ALTERNATIVELY POWER IS BEING ATTRIBUTED TO SOMETHING ELSE. HESS AND TORNEY REPORTED THAT SCHOOL CHILDREN FELT THAT THE SUPREME COURT FOLLOWED BY GOVERNMENT WAS ABLE TO PUNISH ALMOST ANYONE. THE PRESIDENT, IN CONTRAST, HAD CONSIDERABLY LESS POWER TO PUNISH THAN THE SUPREME COURT OR GOVERNMENT.

CANADIAN CHILDREN MAY FEEL THAT GOVERNMENT IS MOST POWERFUL IN RELATION TO THE PRIME MINISTER AND THE POLICEMAN, OR IT MAY SIMPLY BE THAT THE COURTS ARE PERCEIVED TO HAVE THE MONOPOLY OF SANCTION IN THE CANADIAN SYSTEM. THE POWER DIMENSION IS CLEARLY OPEN TO FURTHER ELABORATION AS SOME OTHER GROUPING OR AGENCY SEEMS TO BE THE MAJOR SOURCE OF POWER. THE CHILDREN HAVE DEMONSTRATED THAT VARIOUS COMPONENTS OF THEIR AUTHORITY IMAGE COMPLIMENT ONE ANOTHER. FATHER IS LIKED AND FELT TO PROTECT THE CHILD. THE POLICEMAN HELPS THE CHILD BUT ONLY IF THE CHILD WANTS IT, MAKES SOME IMPORTANT DECISIONS AND KEEPS PROMISES. THE PRIME MINISTER IS PERCEIVED BY THE CHILD AS SOMEONE WHO DOES NOT GIVE UP, A LEADER AND SOMEONE WHO MAKES IMPORTANT DECISIONS. THE DUTIES OF THE POLICEMAN AND THE PRIME MINISTER OVERLAP, HOWEVER THE LATTER PREDOMINATES ON DEPENDABILITY AND LEADERSHIP. WHEN FURTHER DETAILS ARE PROVIDED ON THE POWER DIMENSION A COMPLETE PICTURE OF THE PUBLIC SCHOOL CHILD'S IMAGE OF POLITICAL AUTHORITY WILL EMERGE.

AGE APPEARS TO BE A VERY SIGNIFICANT INFLUENCE UPON THE CHILD'S IMAGE. AS MENTIONED EARLIER, POLITICAL KNOWLEDGE INCREASES WITH AGE.

THE RATE OF INCREASE IN KNOWLEDGE LEVELS DEPENDS UPON THE ITEM IN QUESTION. LESS PROMINENT FEATURES OF THE NATIONAL LEADER SHOW THE GREATEST INCREASE. OLDER CHILDREN FEEL LESS FAVOURABLY DISPOSED THAN YOUNGER CHILDREN TO ALL POLITICAL AUTHORITY, INCLUDING FATHER. THE GREATEST AGE CONSENSUS OCCURS IN THE EVALUATION OF FATHER, THE LEAST ON THE APPRAISAL OF THE PRIME MINISTER. THIS FINDING SUGGESTS THAT THE MORE PROXIMAL OBJECTS ARE SUBJECTED TO A GREATER DEGREE OF REALITY TESTING AT AN EARLY AGE. THE CHILD MAY NOT GAIN A COMPLETE UNDERSTANDING OF THE ROLE OF THE PRIME MINISTER UNTIL EARLY HIGH SCHOOL. THE ATTRACTIVENESS OF THE POLICEMAN'S IMAGE SEEMS TO UNDERGO A STEADY DECLINE THROUGHOUT THE PUBLIC SCHOOL YEARS BUT IS NOT SUBJECT TO THE SHARP FLUCTUATIONS APPARENT ON THE FEELINGS FOR THE PRIME MINISTER. EASTON HAS SUGGESTED THAT THE DECLINE WHICH BEGINS IN EARLY PUBLIC SCHOOL MAY PERSIST UNTIL THE AGE OF THIRTY AND THEN BEGIN A MODEST INCREASE.<sup>1</sup> AGE DIFFERENCES ARE GREATEST ON ITEMS INVOLVING LIKING AND BENEVOLENCE AND LEAST ON THE LEADERSHIP DIMENSION.

BOYS CAN CORRECTLY IDENTIFY THE NAME OF THE PRIME MINISTER AND HIS POLITICAL PARTY MORE OFTEN THAN GIRLS. THE DIFFERENCES IN THE LEVEL OF KNOWLEDGE ARE GREATEST ON THE LATTER ITEM. GIRLS SEEM TO BE UNAWARE OF A NUMBER OF CLUES THAT ARE PART OF BEING A PRIME MINISTER. IN A SENSE GIRLS ARE LESS POLITICAL THAN BOYS. GIRLS

---

<sup>1</sup>  
EASTON, 1969, 301.

EVALUATE THE POLICEMAN AND PRIME MINISTER MORE FAVOURABLY THAN BOYS. GIRLS LIKE THE PRIME MINISTER AND GIVE A MORE POSITIVE EVALUATION OF HIS LEADERSHIP ABILITY THAN BOYS. GIRLS FEEL THAT THE POLICEMAN HAS MORE POWER, GREATER DEPENDABILITY AND DEMONSTRATES MORE LEADERSHIP IN THE PERFORMANCE OF HIS DUTY THAN BOYS. ONCE AGAIN, GIRLS TEND TO LAG IN THEIR EVALUATION OF POLITICAL AUTHORITY. IT MAY BE THAT BOYS ENCOUNTER THE POLICEMAN MORE OFTEN THAN GIRLS AND LEARN MORE ABOUT SOME OF THE LIMITATIONS OF HIS INFLUENCE.

POLITICAL PARTY PREFERENCE HAS EMERGED AS AN IMPORTANT INFLUENCE UPON THE CHILD'S EVALUATION OF POLITICAL AUTHORITY. LIBERALS ARE ABLE TO IDENTIFY MR. TRUDEAU AS THE PRIME MINISTER AND BE MORE AWARE OF HIS LIBERAL PARTY AFFILIATION THAN NON-LIBERAL SCHOOL CHILDREN. THE DIFFERENCES ARE MOST PRONOUNCED AMONG THE GRADE TWO CHILDREN. APPARENTLY THE YOUNGER CHILDREN FEEL THAT THE PRIME MINISTER BELONGS TO THE PARTY TO WHICH THEY ARE PERSONALLY ATTACHED. CONSERVATIVES FEEL THAT THE PRIME MINISTER IS A CONSERVATIVE AND NEW DEMOCRATS FEEL THAT HE IS A NEW DEMOCRAT. THIS TENDENCY IS MUCH LESS APPARENT BY GRADE FIVE WHICH INDICATES THE FACT THAT INFORMATION RECEIVED PLACES THE IMAGE IN A MORE REALISTIC PERSPECTIVE.

THE CHILD'S FEELINGS FOR THE PRIME MINISTER ARE ALSO STRONGLY INFLUENCED BY THE POLITICAL PARTY AFFILIATION OF THE CHILD. THE MORE PERSONALIZED DIMENSIONS; LIKING, BENEVOLENCE AND DEPENDABILITY, ARE STRONGLY INFLUENCED. LIKING IS MOST SUSCEPTIBLE TO PARTY INFLUENCE. THE MOST INSTITUTIONAL DIMENSIONS WHICH IN A SENSE DO NOT DEPEND ON THE OFFICE HOLDER ARE NOT SEEN THROUGH A POLITICAL

PARTY VALUE SCREEN TO ANY GREAT EXTENT. POLITICAL PARTY BECOMES A SIGNIFICANT INFLUENCE UPON THE CHILD'S EVALUATION ONLY IN GRADE FIVE AND BECOMES MUCH MORE INFLUENTIAL BY GRADE EIGHT. THIS WOULD SUGGEST THAT THE CHILD IS BECOMING AWARE OF THE POLITICAL NATURE OF THE PERSONAL QUALITIES OF THE PRIME MINISTER AROUND THE AGE OF TWELVE, AND THAT THE IMPORTANCE OF THIS FACTOR DEVELOPS STEADILY FROM THAT AGE.

CLASS EMERGES AS A RELATIVELY MINOR INFLUENCE UPON POLITICAL KNOWLEDGE. UPPER-STATUS CHILDREN CAN IDENTIFY THE PRIME MINISTER'S POLITICAL PARTY MORE READILY THAN LOWER-STATUS CHILDREN. LOWER-STATUS CHILDREN HAVE A GREATER INCLINATION TO SUPPORT THE NEW DEMOCRATIC PARTY WHEREAS UPPER-STATUS CHILDREN ARE MOST LIKELY TO SUPPORT THE LIBERALS. UPPER-STATUS CHILDREN INDICATE THAT THEY LIKE THE PRIME MINISTER AND FEEL THAT HE IS MORE DEPENDABLE THAN THE FEELINGS EXPRESSED BY LOWER-STATUS CHILDREN. LOWER-STATUS CHILDREN, IN MORE INSTANCES THAN UPPER-STATUS CHILDREN, EXPRESS A STRONG LIKING FOR THE POLICEMAN AND FEEL THAT HE HAS A LARGE NUMBER OF FRIENDS. IT APPEARS THAT UPPER-STATUS CHILDREN TEND TO IDEALIZE THE PRIME MINISTER, WHEREAS LOWER-STATUS CHILDREN SEE MORE POSITIVE FEATURES IN THE POLICEMAN'S ROLE. AGE DIFFERENCES ARE IMPORTANT IN THIS PHENOMENON. UPPER-STATUS CHILDREN TEND TO IDEALIZE AUTHORITY ONLY AT THE GRADE EIGHT LEVEL WHEREAS THE IDEALIZATION DEMONSTRATED BY THE GRADE TWO CHILDREN IS CONFINED SOLELY TO GRADE TWO. THIS WOULD SUGGEST THAT CLASS INFLUENCES UPON ATTITUDES ARE BECOMING MORE AND MORE IMPORTANT THROUGHOUT THE PUBLIC SCHOOL YEARS AND MAY EMERGE MORE PROMINENTLY AT A LATER AGE. IF THIS IS A CORRECT INFERENCE

THEN UPPER-STATUS CHILDREN WILL BE FOUND TO BE MORE POSITIVELY ORIENTED TO THE POLITICAL SYSTEM THAN THEIR LOWER-STATUS COHORTS. THE HIGHLY FAVOURABLE IMAGE THAT WAS HELD BY YOUNG LOWER-STATUS CHILDREN HAS GIVEN WAY TO A MUCH MORE NEGATIVE ORIENTATION IN THE PUBLIC SCHOOL YEARS.

WHEN THE DATA FROM THIS STUDY IS PLACED IN A CROSS-NATIONAL CONTEXT, A NUMBER OF GENERALIZATIONS BECOME APPARENT. YOUNGER CHILDREN HAVE A HIGHLY IDEALIZED IMAGE OF THEIR NATIONAL LEADER, A RATING WHICH DIMINISHES STEADILY THROUGHOUT THE PUBLIC SCHOOL YEARS. THE MORE PERSONALIZED DIMENSIONS OF POLITICAL AUTHORITY, THE PERSONAL LIKING, THE EVALUATION OF AUTHORITY BENEVOLENCE AND THE FEELING THAT THE AUTHORITY IS DEPENDABLE ARE RESPONSIBLE FOR THIS DECLINE IN THE ATTRACTIVENESS OF THE AUTHORITY IMAGE WITH INCREASING AGE. THE EVALUATION OF AUTHORITY POWER SHOWS SOME DECLINE, INDICATING THAT FURTHER RESEARCH SHOULD BE UNDERTAKEN TO DETERMINE WHO OR WHAT REALLY APPEARS TO HOLD POWER IN THE CANADIAN CONTEXT. THE MOST INSTITUTIONALIZED FACET OF THE AUTHORITY IMAGE, THE CHILD'S PERCEPTION OF THE IMPORTANCE OF THE LEADER'S DECISIONS, THE AMOUNT OF HARD WORK AND HIS EXERCISE OF LEADERSHIP ARE VIEWED WITH THE SAME DEGREE OF FAVOUR BY ALL AGE GROUPS. THE GENERAL DECREASE IN THE EVALUATION OF THE LEADER'S MORE PERSONAL QUALITIES AND THE RELATIVE STABILITY OF THE EVALUATION OF HIS LEADERSHIP AND PREROGATIVES WITH INCREASING AGE IS A PHENOMENON WHICH COULD BE GRANTED THE STATUS OF A LAW.

IN CONTRAST WITH THE UNIVERSAL TENDENCIES IN THE CHILD'S EVALUATION OF THE NATIONAL LEADER ARE A NUMBER OF DIFFERENCES BETWEEN

THE RATINGS OF THE PRIME MINISTER AND THE PRESIDENT. THIS STUDY INDICATES THAT CANADIAN CHILDREN POSSESS LESS KNOWLEDGE ABOUT THE PRIME MINISTER AND EVALUATE HIM IN LESS IDEAL TERMS ON EVERY DIMENSION THAN THE RATING GIVEN THE PRESIDENT BY AMERICAN SCHOOL CHILDREN. CANADIAN CHILDREN FEEL THE POLICEMAN TO BE LESS BENEVOLENT BUT MORE POWERFUL THAN THE AMERICAN CHILDREN. ON THE WHOLE, HOWEVER, THE EVALUATION OF THE POLICEMAN IS SIMILAR IN BOTH SAMPLES OF CANADIAN AND AMERICAN SCHOOL CHILDREN. THE SIMILARITY OF THE RATINGS OF THE POLICEMAN, AND FOR THAT MATTER THE SIMILARITY OF THE FEELINGS EXPRESSED FOR FATHER IN THE CANADIAN AND AMERICAN SAMPLES, SUGGEST THAT THE DIFFERENCES OBSERVED IN THE EVALUATION OF THE NATIONAL LEADER ARE A CULTURAL INFLUENCE RATHER THAN A RANDOM EVENT. THIS OBSERVATION SUPPORTS THE CONTENTION THAT HAS FREQUENTLY BEEN MADE THAT CANADA IS LESS POLITICIZED THAN THE UNITED STATES. A NUMBER OF FACTORS MAY ACCOUNT FOR THIS PHENOMENON. IN A STUDY COMPLETED BY BEREDAY AND STRETCH IT WAS ESTIMATED THAT THE UNITED STATES PUTS MORE EMPHASIS ON POLITICAL EDUCATION THAN ANY OTHER COUNTRY. FROM THEIR COMPARISON OF THE POLITICAL EDUCATION IN THE SOVIET UNION AND THE UNITED STATES THEY .....

....DID NOT FIND AN UNUSUAL AMOUNT OF POLITICAL EXPOSURE ON THE SOVIET SIDE; WE FOUND, IN FACT, THE AMERICANS DEMANDED GREATER EXPOSURE IN SPITE OF THE AMERICAN SCHOOL YEAR BEING SHORTER...IN THE UNITED STATES IN GRADES 5 TO 12 ALMOST 46% OF THE SCHOOL TIME WAS DEVOTED TO SOME FORM OF POLITICAL AND SOCIAL EDUCATION.



IN THE SOVIET UNION THE RELEVANT PERCENTAGE FOR GRADES  
5 TO 11 WAS JUST SHORT OF 38%<sup>1</sup>

WHILE NO FIGURES ARE AVAILABLE FOR CANADA, SOCIAL STUDIES  
IS USUALLY ONE COURSE AMONG FIVE OR SIX THAT A STUDENT TAKES. THUS  
THE TIME THAT IS MADE AVAILABLE FOR FORMAL POLITICAL INFORMATION IS  
OF THE ORDER 10-20% DEPENDING ON THE GRADE. HOWEVER, THIS DOES NOT  
MEAN THAT THIS TIME IS DEVOTED TO POLITICAL EDUCATION ABOUT THE  
CANADIAN POLITICAL SYSTEM. THE HODGETTS STUDY INDICATES "THAT NOT  
MORE THAN 30% OF THE TIME LAID ASIDE IN ELEMENTARY SCHOOL TIME  
TABLES IS ACTUALLY DEVOTED TO CANADIAN HISTORY"<sup>2</sup>. THE REMAINDER  
OF THE TIME WAS SPENT ON HOBBIES, CRAFTS OR STUDENT ACTIVITIES  
(37%) OR ON AMERICAN HISTORY. OF THOSE ACTUALLY DOING CANADIAN  
HISTORY "69% WERE TRAPPED WITHIN THE CONFINES OF POLITICAL  
CONSTITUTIONAL OR MILITARY HISTORY"<sup>3</sup>. WHEN ASKED TO EXPRESS THEIR  
FEELINGS ABOUT THIS APPROACH MANY STUDENTS VOICED THEIR DISPLEASURE.  
"I ABHORRED IT! IT WAS ALL DATES AND NICE LITTLE ACTS OF PARLIAMENT  
AND MORE DATES AND MORE ACTS UNTIL I GOT FED UP COMPLETELY AND HAD  
NO DESIRE TO LEARN MORE ABOUT CANADA"<sup>4</sup>.

---

<sup>1</sup> G. F. BEREDAY AND B. B. STRETCH, "POLITICAL EDUCATION IN  
THE U.S.A. AND THE U.S.S.R." COMPARATIVE EDUCATION REVIEW 7, PP. 9-16  
AS QUOTED IN EASTON, 1969, 406.

<sup>2</sup> HODGETTS, 21.

<sup>3</sup> IBID., 20.

<sup>4</sup> IBID., 21.

IN ALL, 57% OF THE STUDENTS MADE SIMILAR COMMENTS EXPRESSING DISPLEASURE WITH THE CONSTITUTIONAL APPROACH. AS THE STUDY POINTS OUT:

"LITTLE WONDER THAT 47% OF ALL THE ENGLISH-SPEAKING STUDENTS WHO WROTE OUR OPEN-ENDED ESSAY THOUGHT THAT THEY KNEW MORE AMERICAN THAN CANADIAN HISTORY, AND 71% FOUND IT MUCH MORE ENJOYABLE". 2

THIS MUCH LOWER LEVEL OF POLITICAL EDUCATION MAY WELL HAVE BEEN AN IMPORTANT FACTOR TO ACCOUNT FOR THE LOWER SALIENCE OF THE PRIME MINISTER IN THE MINDS OF THE OAKVILLE SCHOOL CHILDREN. RECENT AMERICAN RESEARCH INTO THE INFLUENCE OF THE SCHOOL CURRICULUM UPON POLITICAL ATTITUDES INDICATES THAT HIGH SCHOOL CIVICS PROGRAMS ARE LARGELY REDUNDANT. CONSIDERING THE GREATER EXPOSURE TO POLITICAL INFORMATION OF AMERICAN CHILDREN THIS MAY BE ONE EXAMPLE OF THE LAW OF DIMINISHING RETURNS. THE PICTURE THAT HAS EMERGED FROM THE HODGETTS STUDY IS THAT CANADIAN SCHOOL CHILDREN ARE UNDEREXPOSED TO ANY COHERENT, MEANINGFUL COURSE IN CANADIAN STUDIES. THE ISSUE CANNOT BE RESOLVED BEYOND THE EVIDENCE THAT HAS BEEN ADVANCED TO SUPPORT THIS PROPOSITION. A MORE DEFINITIVE STATEMENT WILL HAVE TO FOLLOW FURTHER RESEARCH.

STUDENTS OF POLITICS SCHOOLED IN THE MORE TRADITIONAL CONSTITUTIONAL APPROACH MAY POINT OUT THAT THE DIFFERENCE IS DUE TO THE VARIATIONS IN THE INSTITUTIONAL ASPECTS OF THE TWO GOVERNMENTS. IT HAS FREQUENTLY BEEN ARGUED THAT THE PRESIDENTIAL SYSTEM, WITH THE SEPARATION OF POWERS IMPLICIT IN THE AMERICAN SYSTEM, MAKES THE

---

1  
IBID., 21.

NATIONAL LEADER A VERY SALIENT PUBLIC FIGURE, PARTICULARLY WHEN THE LEADER IS BOTH HEAD OF STATE AND CHIEF EXECUTIVE. IN CONTRAST, THE PRIME MINISTER IN A PARLIAMENTARY SYSTEM IS ARGUED TO BE A MUCH MORE AMBIGUOUS PUBLIC FIGURE BEING A MEMBER OF A CABINET WHICH MUST SHARE RESPONSIBILITY FOR ANY POLICY-MAKING DECISION. FURTHER ADDING TO THE AMBIGUITY IS THE FACT THAT CANADA IS A CONSTITUTIONAL MONARCHY WHICH MAKES THE QUEEN'S REPRESENTATIVE, THE GOVERNOR GENERAL, THE HEAD OF STATE SHARING THE LIMELIGHT WITH VISITING FOREIGN DIGNITARIES. THE PRIME MINISTER MUST WAIT IN THE WINGS IN SUCH CIRCUMSTANCES.

WHILE THIS LINE OF ARGUMENT MAY ONCE HAVE EXPLAINED SOME OF THE VARIATIONS IN PUBLIC PERCEPTIONS, THERE ARE A NUMBER OF FACTORS WHICH MILITATE AGAINST THIS ARGUMENT AT PRESENT. FOR ONE THING THE POSITION OF ANY CHIEF EXECUTIVE HAS BEEN ENORMOUSLY ENHANCED IN RECENT YEARS, BE THAT LEADER, PRESIDENT OR PRIME MINISTER. RECENT LEADERSHIP CONVENTIONS IN CANADA HAVE DEMONSTRATED THE APPEAL OF SUCH POLITICAL EVENTS, AND THE PUBLIC REACTION TO THE 1968 ELECTION AND THE RECENT COMMONWEALTH CONFERENCE DEMONSTRATE THE CHARISMA ATTACHED TO A PRIME MINISTER. IN ANY CASE, SUPPORTERS OF THE CONSTITUTIONAL THESIS TO ACCOUNT FOR THE LOWER EVALUATION OF THE PRIME MINISTER THAN THE PRESIDENT WOULD HAVE TO DEMONSTRATE THAT THE FORMER RECEIVES LESS RADIO AND TELEVISION COVERAGE OR AT LEAST THAT HIS POSITION IS VERY AMBIGUOUS IN THE PUBLIC MIND.

WHILE THE RELATIVE RATINGS OF THE PRIME MINISTER AND THE PRESIDENT MAY NOT BE EXPLAINED VERY ADEQUATELY BY THE CONSIDERATION OF CONSTITUTIONAL DIFFERENCES PERHAPS IT MAY BE EXPLAINED BY THE

RELATIVE POWER AND PRESTIGE OF THE TWO NATIONS IN TERMS OF THEIR INTERNATIONAL PRESTIGE. IT IS QUITE CLEAR FROM THE QUESTIONS ASKED DURING THE ADMINISTRATION OF THIS QUESTIONNAIRE THAT THE RESPONDENTS FREQUENTLY WERE CASTING ABOUT FOR A BASIS OF COMPARISON IN THEIR EVALUATIONS OF AUTHORITY IN SPITE OF THE WORDING OF THE QUESTIONNAIRE. IT MAY BE THE CASE THAT THE OAKVILLE SCHOOL CHILDREN WERE RATING THEIR NATIONAL LEADER WHO HAPPENS TO BE A LEADER OF A 'MIDDLE' POWER IN RELATION TO THE LEADERS OF OTHER NATIONS, MOST PARTICULARLY THE UNITED STATES. THIS MAY EXPLAIN WHY BOTH GROUPS EXPRESS A SIMILAR LEVEL OF LIKING FOR THEIR LEADER BUT THE CANADIAN CHILDREN RATE THEIR LEADER LOWER IN POWER, DEPENDABILITY AND LEADERSHIP. SIGEL HAS SHOWN THAT AMERICAN CHILDREN SAW PRESIDENT KENNEDY AS A MAN WHO HAD AVERTED THE THREAT OF WAR AND THAT THEY THOUGHT OF HIM AS A MAN OF PEACE. OTHERS MENTIONED HIS DESIRE TO MAKE FRIENDS THROUGHOUT THE WORLD BY MEANS OF THE PEACE CORPS, FOREIGN AID, AND HIS EFFORTS TO BRING

1

ABOUT THE SIGNING OF THE TEST-BAN TREATY. GIVEN THIS PERCEPTION OF AMERICAN CHILDREN IT MAY WELL BE THE CASE THAT CANADIAN SCHOOL CHILDREN LOOK TO THE UNITED STATES AS THE PEACEMAKER, THE POLICEMAN AND THE WORLD LEADER WHO MAKES ORDER OUT OF A TROUBLED, THREATENING WORLD. IT HAS BEEN OBSERVED, NON-SYSTEMATICALLY, BY TEACHERS THAT CANADIAN ADOLESCENTS ARE FREQUENTLY THE STAUNCHEST DEFENDERS OF AMERICAN ACTION IN VIETNAM OR ELSEWHERE. THIS IS CONSONANT WITH THE FINDINGS REGARDING THE READING MATTER OF CANADIAN STUDENTS AND TEACHERS:

"IN SCHOOL LIBRARIES, AMERICAN MAGAZINES AND NEWSPAPERS OUTNUMBERED CANADIAN ALMOST BY THREE TO ONE. THE CANADIAN PERIODICALS WERE THE OLD STANDBYS SUCH AS MACLEAN'S, THE BEAVER, CHATELAINE, THE CANADIAN GEOGRAPHICAL JOURNAL AND A NUMBER OF FREE HANDOUTS FROM GOVERNMENTS OR INDUSTRY. ALMOST WITHOUT EXCEPTION, THE AMERICAN MAGAZINES WERE THE ONES WITH THE HIGH PRICE TAG - NEWSWEEK, TIME, LIFE, LOOK AND SPORTS ILLUSTRATED BEING THE MOST POPULAR. OUR QUESTIONNAIRES REVEAL THAT THIS SAME AMERICAN EMPHASIS EXISTS IN ALMOST ALL THE HOMES OF BOTH STUDENTS AND CANADIAN STUDIES TEACHERS." <sup>1</sup>

THIS THESIS CANNOT BE SUBSTANTIATED ON THE BASIS OF THIS STUDY, HOWEVER, FOLLOWING GREENSTEIN'S SUGGESTION SOME FORM OF CROSS-NATIONAL RATINGS WOULD SEEM DESIRABLE TO DETERMINE THE EXTENT AND NATURE OF THE STUDENT'S PERCEPTION OF AN INTERNATIONAL POWER HIERARCHY AND PRESTIGE RATING.

A FINAL REASON MAY BE THE INFLUENCE OF PROVINCIAL AUTHORITIES ON THE RATING OF THE NATIONAL AUTHORITY. AS EASTON HAS POINTED OUT, THE IMAGE OF THE PREMIER OF QUEBEC OR FOR THAT MATTER ONTARIO MAY INTERCEDE IN THE RELATIONSHIP BETWEEN THE CITIZEN AND THE NATIONAL LEADER. IN SUCH INSTANCES THE PROVINCIAL OR LOCAL LEADER MAY ACT AS AN INTERMEDIARY AUTHORITY LINKING THE CHILD WITH, AND PROVIDING LEGITIMACY FOR THE NATIONAL LEADER. RECENT FEDERAL-PROVINCIAL CONFERENCES WOULD SEEM TO HAVE THE EFFECT OF PLACING PROVINCIAL PREMIERS AND THE PRIME MINISTER ON ROUGHLY THE SAME PLANE, AT LEAST IN TERMS OF THE AMOUNT OF MEDIA EXPOSURE AND APPARENT POWER POSITIONS. SUCH INSTITUTIONS AS THE FEDERAL-PROVINCIAL CONFERENCE

---

<sup>1</sup>  
HODGETTS, 43.

HAVE NOT EMERGED IN THE UNITED STATES. THE PRESIDENT MAY RECEIVE SUBMISSIONS FROM GOVERNORS COLLECTIVELY OR INDIVIDUALLY BUT IS NOT OBLIGED BY THE RELATIVE POWER POSITIONS OF THE TWO OFFICES TO SIT AT THE SAME TABLE AND ARGUE WITH THEM ABOUT RESOURCE DISTRIBUTION IN FRONT OF TELEVISION CAMERAS. THIS IS A PURELY CANADIAN INNOVATION, AND FUTURE RESEARCH ON THE ATTITUDES OF SCHOOL CHILDREN MAY WELL INCORPORATE A COMPARISON OF THE RATINGS OF PROVINCIAL PREMIERS AND THE PRIME MINISTER.

DIFFERENCES BETWEEN THE CANADIAN AND AMERICAN SAMPLE LIE IN THE AMOUNT OF INFLUENCE THAT SEX, CLASS AND POLITICAL PARTY HAVE UPON THE CHILD'S EVALUATION OF POLITICAL AUTHORITY. POLITICAL PARTY AFFILIATION HAD A MUCH GREATER IMPACT UPON THE APPRAISAL OF THE NATIONAL LEADER IN THE CANADIAN SAMPLE THAN HAS BEEN REPORTED BY AMERICAN RESEARCHERS. THE IMPORTANCE OF PARTY IN THIS STUDY IS AT VARIANCE WITH THE EMPHASIS THAT HAS BEEN ATTACHED TO PARTY ON THE BASIS OF VOTING STUDIES CARRIED OUT BY REGENSTREIF AND OTHERS DESCRIBED IN THE FIRST CHAPTER. THIS STUDY SUGGESTS THAT CANADIAN SCHOOL CHILDREN DEVELOP A SENSE OF PARTISANSHIP AROUND AGE TWELVE AND THAT PARTISANSHIP PLAYS AN INCREASINGLY IMPORTANT ROLE AS THE CHILD GROWS OLDER, INFLUENCING HIS KNOWLEDGE, LIKING, PERCEPTIONS OF BENEVOLENCE AND EVALUATION OF THE DEPENDABILITY OF THE NATIONAL LEADER. WHY THIS SAMPLE SHOULD BE SO PARTISAN IS DIFFICULT TO SAY. IT MAY BE A CONCOMITANT OF A BRIGHT, VERY ALERT GROUP OF CHILDREN, OR IT MAY BE PART OF A LARGER GENERATIONAL PHENOMENA. ANOTHER FACTOR WHICH CANNOT BE OVERLOOKED IS THE INFLUENCE OF THE GENERAL ELECTION WHICH

WAS REACHING ITS CLIMAX WHEN THIS DATA WAS GATHERED IN JUNE, 1968.

IT MAY BE THAT PARTISAN FEELINGS BECOME ACUTELY SENSITIZED DURING AN ELECTION. IN ANY EVENT, FURTHER RESEARCH TO DETERMINE THE EXTENT AND DURATION OF THE PARTISANSHIP DEMONSTRATED HERE IS DESIRABLE.

SEX AND SOCIAL CLASS PLAY A MUCH LESSER ROLE IN THE CANADIAN STUDY THAN IS APPARENT IN THE AMERICAN RESEARCH REPORTS. THE AFFLUENCE OF THE OAKVILLE AREA MEANS THAT SCHOOL CHILDREN IN THIS AREA ATTEND WELL EQUIPPED SCHOOLS AND ARE EXPOSED TO VERY KNOWLEDGEABLE AND COMPETENT TEACHERS. THE EDUCATIONAL ENVIRONMENT MAY HELP TO BRING ABOUT A GREATER DEGREE OF SOCIAL CONSENSUS IN THE PUBLIC SCHOOL. CLASS DIFFERENCES THAT DO APPEAR IN THE LATER GRADES SUGGEST THAT UPPER-STATUS CHILDREN ARE THE MOST-FAVOURABLY ORIENTED TO THE AUTHORITY COMPONENT OF THE POLITICAL SYSTEM. THIS IS THE FINDING THAT WOULD BE EXPECTED ON THE BASIS OF RESEARCH INTO ADULT ATTITUDES AND POLITICAL BEHAVIOUR. THE SIGNIFICANT FEATURE OF THIS FINDING IS ITS DIRECT CONTRADICTION OF THE FINDINGS REPORTED BY AMERICAN RESEARCHERS. MORE RESEARCH IS NEEDED TO CLARIFY THIS DIFFICULTY. THE FINDINGS ARE CONSISTENT WITH THE EXPLANATION OFFERED BY AN INTERPERSONAL TRANSFER THEORY. CHILDREN IN THE MOST MUNIFICENT SOCIAL ENVIRONMENT FIND THAT AUTHORITIES RESPOND TO THEIR REQUESTS. LOWER-STATUS CHILDREN LIVE IN AN ENVIRONMENT WHICH PROVIDES THEM WITH FEWER RESOURCES AND SKILLS WHICH ENABLE THEM TO MANIPULATE OTHERS.

THE FINDINGS OF THIS STUDY CAN BE RELATED TO SOME RECENT ATTEMPTS TO BUILD A MORE GENERAL THEORY OF POLITICAL SOCIALIZATION.

EASTON POSITS THAT THE HIGHLY FAVOURABLE IMAGE OF POLITICAL AUTHORITY HELD BY YOUNGER CHILDREN TENDS TO BIND THEM TO THE POLITICAL SYSTEM BY PROVIDING SOME MEASURE OF SUPPORT AND LEGITIMACY. THE LATTER FEATURE ENABLES THE GOVERNMENT TO REMAIN IN EXISTENCE PERFORMING A VALUE-ALLOCATIVE ROLE. THE PERSONALIZED IMAGE LATER GIVES WAY TO THE MORE INSTITUTIONALIZED ASPECTS OF THE POLITICAL SYSTEM. THUS, ALL ASPECTS OF THE SYSTEM ACQUIRE LEGITIMACY BY VIRTUE OF THIS EARLY SOCIALIZATION. CONVERSE AND DUPEUX ARGUE THAT THE LACK OF A FATHER-SON TRANSFERENCE OF A POLITICAL PARTY LABEL MAY BE RESPONSIBLE FOR SOME LOSS OF LEGITIMACY OR INSTABILITY IN THE POLITICAL SYSTEM GIVING RISE TO FLASH PARTIES.

THE DATA FROM THE OAKVILLE STUDY PRESENTS A SOMEWHAT PARADOXICAL SITUATION. CANADIAN CHILDREN HAVE A LESS FAVOURABLE IMAGE OF THEIR NATIONAL LEADER, IN EASTON'S TERMINOLOGY THEY ARE LESS POLITICIZED, THEREFORE THE SYSTEM IS POTENTIALLY LESS STABLE THAN THE AMERICAN SYSTEM. ON THE OTHER HAND, IT HAS BEEN DEMONSTRATED THAT CANADIAN CHILDREN ARE MUCH MORE PARTISAN THAN AMERICAN CHILDREN WHICH WOULD INDICATE THAT CANADA SHOULD HAVE FEWER FLASH PARTIES AND DEMONSTRATE A HIGHER LEVEL OF STABILITY THAN THE UNITED STATES. MOST STUDENTS OF CANADIAN POLITICS WOULD TAKE ISSUE WITH THIS LATTER DEDUCTION POINTING OUT THAT CANADA HAS LONG BEEN PRONE TO THE INCIDENCE OF NEW PARTIES, SOME OF WHICH, SUCH AS SOCIAL CREDIT, HAVE ACQUIRED PERMANENCE. OTHERS, INCLUDING THE PROGRESSIVE PARTY, HAVE NOT SURVIVED. HOW CAN THIS CONTRADICTION BE RESOLVED? ONE CAN ARGUE THAT THE INCIDENCE OF FLASH PARTIES IS MOST PRONOUNCED IN CULTURES WHERE THE POLITICAL SYSTEM IS LESS SALIENT IN THE MINDS OF ITS CITIZENRY.



IT IS THIS LOWER LEVEL OF SYSTEM-POLITIZATION WHICH GIVES RISE TO INSTABILITY, AS IS THE CASE IN CANADA. THE HIGHER LEVEL OF PARTISANSHIP IN SUCH A CULTURE CAN BE EXPLAINED IN THE LOWER INCIDENCE OF POLITICAL PROFESSIONALIZATION AMONG CANADIAN CITIZENS. IN OTHER WORDS, IN A SOCIETY WHERE POLITICS IS LESS SALIENT IN THE MINDS OF THE PEOPLE THE RULES OF THE GAME ARE LESS LIKELY TO BE UNIVERSALLY ACCEPTED. POLITICS THEN ENTERS ALL FACETS OF THE AUTHORITY IMAGE. THIS THEORY WOULD SEEM TO ACCOUNT FOR SOME OF THE FINDINGS IN THE OAKVILLE DATA.

THE LAST LINE OF ANALYSIS IN THIS STUDY ATTEMPTED TO EVALUATE THE EFFECTIVENESS OF TWO THEORIES WHICH PURPORTED TO EXPLAIN THE FAVOURABLE AUTHORITY IMAGE POSSESSED BY MOST SCHOOL CHILDREN. THE VULNERABILITY THEORY WOULD SEEM TO ACCOUNT FOR THE CHILD'S FAVOURABLE PERCEPTION OF THE BENEVOLENCE AND IDEAL EVALUATION OF THE POWER OF THE PRIME MINISTER. THE INTERPERSONAL TRANSFER THEORY IS SUPPORTED BY THE CHILD'S EVALUATION OF THE DEPENDABILITY. A MODEST POSITIVE RELATIONSHIP WAS FOUND BETWEEN THE CHILD'S PERCEPTION OF HIS FATHER'S DEPENDABILITY AND THE DEPENDABILITY OF THE PRIME MINISTER.

THE CHILD'S IDEALIZATION OF THE POLICEMAN IS BEST EXPLAINED ON EVERY DIMENSION BY THE INTERPERSONAL TRANSFER THEORY. THE LATTER THEORY WOULD SEEM TO HAVE THE GREATEST SCOPE, HOWEVER, BOTH THEORIES CLEARLY HAVE SOME EXPLANATORY POWER. THE TESTING OF THE VULNERABILITY IN THIS STUDY WAS SERIOUSLY HAMPERED BY THE LOW DEGREE OF CORRELATION BETWEEN THE ITEMS USED IN THE ANXIETY TEST. A MORE RIGOROUS TESTING OF THIS THEORY SHOULD ATTEMPT TO DEVISE A MORE MEANINGFUL MEASURE OF ANXIETY THAN THE SHORTER FORM OF THE CHILD'S MANIFEST ANXIETY SCALE

USED IN THIS STUDY. A MORE DEFINITIVE APPRAISAL OF THESE TWO THEORIES MUST AWAIT FURTHER RESEARCH.

FINALLY, A WORD SHOULD BE SAID ABOUT SOME OF THE OTHER SHORTCOMINGS OF THIS STUDY. TIME CONSIDERATIONS AT THE INCEPTION OF THIS STUDY PRECLUDED A MORE SYSTEMATIC SELECTION OF THE CLASSROOMS ACTUALLY TESTED. IT WOULD HAVE BEEN DESIRABLE TO HAVE CONTROLLED FOR THE INTELLECTUAL ABILITY OF THE STUDENTS BY INDEPENDENT TESTING OR BY SECURING ACCESS TO STUDENT RECORDS. THE VIRTUE OF THE LATTER APPROACH IS THE MORE RELIABLE REPORTING OF FATHER'S JOB MAKING FOR A MORE CONSISTENT MEASURE OF SOCIAL CLASS. HAVING THE PUBLIC SCHOOL CHILD REPORT HIS FATHER'S OCCUPATION LEADS TO SOME AMBIGUITY. FOR INSTANCE, A CHILD MAY KNOW THAT HIS FATHER WORKS AT THE FORD MOTOR PLANT BUT DOESN'T KNOW THE NATURE OF HIS WORK. ANOTHER PROBLEM ARISES IN RELATION TO THE SIX POINT SCALE DEVISED BY EASTON AND HIS ASSOCIATES. IT APPEARS THAT THE PUBLIC SCHOOL CHILDREN WERE VERY CHARY ABOUT GIVING ANY NEGATIVE EVALUATION OF ANY AUTHORITY. THAT IS, THEY REFUSE TO SELECT ANY OPTION WHICH DROPS BELOW THE HYPOTHETICAL NORM OF 'MOST OTHER MEN'. THIS MEANS THAT THE SCALE USED REALLY HAS ONLY THREE GRADUATIONS ON IT, WHICH MAKES ANY SORT OF DISCRIMINATION RATHER DIFFICULT. IF THIS SORT OF EVALUATION IS TO BE ATTEMPTED WITH SCHOOL CHILDREN ON ANOTHER OCCASION, IT MAY BE USEFUL TO PROVIDE A SCALE WITH MORE POSITIVE GRADUATIONS. THIS, OF COURSE, CANNOT RULE OUT ALL ERRORS ON THE PART OF THE RESPONDENTS. IT IS APPARENT FROM THE ATTEMPTS TO GUTTMAN SCALE VARIOUS ASPECTS OF THE CHILD'S AUTHORITY RATINGS THAT THERE IS FAIRLY

HIGH INCIDENCE OF INCONSISTENCY IN THE STUDENT RESPONSES. THIS IS UNDOUBTEDLY A FUNCTION OF THE AGE OF THE RESPONDENTS. IN SPITE OF THESE DIFFICULTIES, HOWEVER, IT WOULD SEEM THAT THIS SOMEWHAT LIMITED EXPLORATORY STUDY MAY PRECEDE A MORE SYSTEMATIC STUDY OF THE ROLE OF CITIZEN ATTITUDES AND SOCIAL CHANGE IN THE CANADIAN POLITICAL SYSTEM.

# APPENDIX 1

QUESTIONNAIRE, CODES, FREQUENCY DISTRIBUTIONS, COLUMN NUMBERS AND

DECK NUMBER

## ATTITUDES OF OAKVILLE PUBLIC SCHOOL CHILDREN TO POLITICAL AUTHORITY

JUNE, 1968

DECK 01

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
01 - 04		RESPONDENT'S IDENTIFICATION
06		RESPONDENT'S SCHOOL STREAM
	210	1. UPPER (HIGH ACHIEVERS)
	527	2. MIDDLE
	79	3. LOWER (LOW ACHIEVERS)
07		CARD No. GANG PUNCH .1
11		HOW OLD ARE YOU? PUT AN X IN THE BOX THAT TELLS HOW OLD YOU ARE <u>TODAY</u> .
	2	1. 6 YEARS OLD
	121	2. 7 YEARS OLD
	136	3. 8 YEARS OLD
	22	4. 9 YEARS OLD
	128	5. 10 YEARS OLD
	114	6. 11 YEARS OLD
	57	7. 12 YEARS OLD
	116	8. 13 YEARS OLD
	120	9. 14 YEARS OLD OR OLDER
12		YOU ARE A .....
	419	1. BOY
	394	2. GIRL
13		YOU ARE IN .....
	263	1. GRADE 2
	288	2. GRADE 5
	265	3. GRADE 8

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
		THINK OF THE PRIME MINISTER OF CANADA AS HE REALLY IS .....
14		<u>PRIME MINISTER IS FRIENDLIER THAN .....</u> PEOPLE.
	262	BLANK - NO ANSWER
	31	1. ANYONE
	69	2. ALMOST ANYONE
	303	3. MOST
	126	4. SOME
	16	5. A FEW
	9	6. NO ONE
15		<u>PRIME MINISTER WOULD .....</u> WANT TO HELP ME IF I NEEDED IT.
	1	BLANK
	237	1. ALWAYS
	138	2. ALMOST ALWAYS
	231	3. USUALLY
	115	4. SOMETIMES
	44	5. SELDOM
	50	6. NOT
16		<u>PRIME MINISTER MAKES IMPORTANT DECISIONS.</u>
	6	BLANK
	221	1. ALL THE TIME
	370	2. A LOT OF THE TIME
	175	3. SOMETIMES
	29	4. SELDOM
	11	5. ALMOST NEVER
	4	6. NEVER
17		<u>PRIME MINISTER KNOWS MORE (LESS) THAN</u> ..... PEOPLE
	3	BLANK
	91	1. ANYONE
	351	2. MOST
	350	3. MANY
	14	4. LESS THAN MANY
	2	5. LESS THAN MOST
	5	6. LESS THAN ANYONE

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
18	4 314 194 93 68 72 115	<u>PRIME MINISTER</u> ..... KEEPS HIS PROMISES BLANK 1. ALWAYS 2. ALMOST ALWAYS 3. USUALLY 4. SOMETIMES DOES NOT 5. USUALLY DOES NOT 6. ALMOST NEVER
20	267 26 100 156 170 48 49	<u>PRIME MINISTER</u> CAN MAKE ..... DO WHAT HE WANTS BLANK 1. ANYONE 2. ALMOST ANYONE 3. MANY PEOPLE 4. SOME PEOPLE 5. FEW PEOPLE 6. NO ONE
21	6 268 194 93 68 72 115	<u>PRIME MINISTER</u> IS A FAVOURITE OF MINE MORE THAN ..... BLANK 1. ALL 2. ALMOST ALL 3. MOST 4. MANY 5. A FEW 6. NOT ONE OF MY FAVOURITES
22	265 195 171 159 19 5 2	<u>PRIME MINISTER</u> ..... A LEADER BLANK 1. ALWAYS 2. USUALLY 3. MORE OFTEN A LEADER THAN A FOLLOWER 4. MORE OFTEN A FOLLOWER THAN A LEADER 5. USUALLY A FOLLOWER 6. ALMOST ALWAYS A FOLLOWER
23	2 118 206 437 36 6 11	<u>PRIME MINISTER</u> ..... MAKES MISTAKES BLANK 1. ALMOST NEVER 2. RARELY 3. SOMETIMES 4. OFTEN 5. USUALLY 6. ALMOST ALWAYS

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
24	10 38 47 33 196 432 60	<u>FATHER ....CAN PUNISH ..... PEOPLE</u> BLANK 1. ANYONE 2. ALMOST ANYONE 3. MANY 4. SOME 5. A FEW 6. NO ONE
25	8 265 217 259 58 4 5	<u>FATHER IS KINDER THAN .....</u> BLANK 1. ALMOST ANYONE 2. MOST 3. MANY 4. LESS KIND THAN SOME 5. LESS KIND THAN MOST 6. LESS KIND THAN ALMOST ANYONE
26	8 167 282 285 59 10 5	<u>FATHER WORKS HARDER .....</u> BLANK 1. MORE THAN ALMOST ANYONE 2. MORE THAN MOST 3. MORE THAN MANY 4. LESS THAN SOME 5. LESS THAN MOST 6. LESS THAN ALMOST ANYONE
27	10 508 172 63 42 13 8	<u>FATHER - I LIKE HIM MORE THAN .....</u> BLANK 1. ANYONE 2. MOST 3. MANY 4. SOME 5. A FEW 6. LESS THAN ALMOST ANYONE
28	11 420 210 92 56 21 6	<u>FATHER PROTECTS ME MORE (LESS) THAN .....</u> BLANK 1. ANYONE 2. MOST 3. MANY 4. SOME 5. LESS THAN SOME 6. LESS THAN MOST

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
29		<u>FATHER GIVES UP WHEN THINGS ARE HARD</u> TO DO
	9	BLANK
	21	1. ALMOST ALWAYS
	17	2. USUALLY
	81	3. SOMETIMES
	169	4. USUALLY DOES NOT
	219	5. ALMOST NEVER
	300	6. NEVER
30		<u>FATHER IS BETTER THAN .....</u>
	273	BLANK
	163	1. ALMOST ANYONE
	172	2. MOST
	182	3. MANY
	22	4. WORSE THAN SOME
	2	5. WORSE THAN MANY
	2	6. WORSE THAN ALMOST ANYONE
31		<u>FATHER HAS MORE FRIENDS THAN .....</u>
	10	BLANK
	88	1. ALMOST ANYONE
	235	2. MOST
	334	3. MANY
	129	4. LESS THAN SOME
	13	5. LESS THAN MANY
	7	6. LESS FRIENDS THAN ALMOST ANYONE
32		<u>FATHER HELPS ME MORE THAN .....</u>
	273	BLANK
	196	1. ANYONE
	179	2. MOST
	90	3. MANY
	59	4. SOME
	14	5. LESS THAN SOME
	5	6. LESS THAN MOST
33		PUT AN X IN THE BOX BESIDE THE NAME OF THE MAN WHO IS <u>PRIME MINISTER OF CANADA</u> TODAY
	14	BLANK
	19	1. ROBERT STANFIELD
	674	2. PIERRE E. TRUDEAU
	12	3. DANIEL JOHNSON
	15	4. JOHN ROBERTS
	4	5. TOMMY DOUGLAS
	78	6. DON'T KNOW



<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
43	8	<u>POLICEMAN CAN PUNISH . . . . . PEOPLE</u>
	252	BLANK
	203	1. ANYONE
	180	2. ALMOST ANYONE
	90	3. MANY
	46	4. SOME
	37	5. A FEW
		6. NO ONE
44	11	<u>POLICEMAN IS KINDER THAN . . . . .</u>
	157	BLANK
	257	1. ALMOST ANYONE
	291	2. MOST
	70	3. MANY
	16	4. LESS KIND THAN SOME
	14	5. LESS KIND THAN MOST
		6. LESS KIND THAN ALMOST ANYONE
45	12	<u>POLICEMAN WORKS HARDER</u>
	175	BLANK
	303	1. MORE THAN ALMOST ANYONE
	250	2. MORE THAN MOST
	63	3. MORE THAN MANY
	7	4. LESS THAN SOME
	6	5. LESS THAN MOST
		6. LESS THAN ALMOST ANYONE
46	9	<u>POLICEMAN - I LIKE HIM MORE THAN . . . . .</u>
	51	BLANK
	174	1. ANYONE
	153	2. MOST
	264	3. MANY
	119	4. SOME
	46	5. A FEW
		6. LESS THAN ALMOST ANYONE
47	9	<u>POLICEMAN PROTECTS ME MORE (LESS) THAN . . . .</u>
	202	BLANK
	284	1. ANYONE
	130	2. MOST
	138	3. MANY
	30	4. SOME
	23	5. LESS THAN SOME
		6. LESS THAN MOST

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
48		<u>POLICEMAN GIVES UP WHEN THINGS ARE HARD TO DO</u>
	9	BLANK
	14	1. ALMOST ALWAYS
	13	2. USUALLY
	63	3. SOMETIMES
	123	4. USUALLY DOES NOT
	204	5. ALMOST NEVER
	389	6. NEVER
49		<u>POLICEMAN IS BETTER THAN .....</u>
	271	BLANK
	36	1. ALMOST ANYONE
	164	2. MOST
	298	3. MANY
	35	4. WORSE THAN SOME
	5	5. WORSE THAN MANY
	7	6. WORSE THAN ALMOST ANYONE
50		<u>POLICEMAN HAS MORE FRIENDS THAN .....</u>
	11	BLANK
	135	1. ALMOST ANYONE
	210	2. MOST
	288	3. MANY
	130	4. LESS THAN SOME
	18	5. LESS THAN MANY
	24	6. LESS THAN ALMOST ANYONE
51		<u>POLICEMAN HELPS ME MORE THAN .....</u>
	273	BLANK
	41	1. ANYONE
	129	2. MOST
	159	3. MANY
	139	4. SOME
	44	5. LESS THAN SOME
	31	6. LESS THAN MOST
52		PLACE AN X IN THE BOX BESIDE THE POLITICAL PARTY TO WHICH THE <u>PRIME MINISTER OF CANADA</u> BELONGS.
	15	BLANK
	561	1. LIBERALS
	33	2. NEW DEMOCRATS
	53	3. CONSERVATIVES
	154	9. DON'T KNOW

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
53	277 145 193 145 42 10 4	<u>FATHER IS FRIENDLIER THAN ..... PEOPLE</u> BLANK 1. ANYONE 2. ALMOST ANYONE 3. MOST 4. SOME 5. A FEW 6. NO ONE
54	15 569 128 69 25 4 6	<u>FATHER WOULD ..... WANT TO HELP ME IF I NEEDED IT</u> BLANK 1. ALWAYS 2. ALMOST ALWAYS 3. USUALLY 4. SOMETIMES 5. SELDOM 6. NOT
55	15 118 279 300 58 32 14	<u>FATHER MAKES IMPORTANT DECISIONS.....</u> BLANK 1. ALL THE TIME 2. A LOT OF THE TIME 3. SOMETIMES 4. SELDOM 5. ALMOST NEVER 6. NEVER
56	16 41 250 434 64 7 4	<u>FATHER KNOWS MORE (LESS) THAN ..... PEOPLE</u> BLANK 1. ANYONE 2. MOST 3. MANY 4. LESS THAN MANY 5. LESS THAN MOST 6. LESS THAN ANYONE
57	15 277 288 171 52 7 6	<u>FATHER.....KEEPS HIS PROMISES</u> BLANK 1. ALWAYS 2. ALMOST ALWAYS 3. USUALLY 4. SOMETIMES DOES NOT 5. USUALLY DOES NOT 6. ALMOST NEVER

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
58	276 12 49 96 197 162 24	<u>FATHER CAN MAKE ..... DO WHAT HE WANTS</u> BLANK 1. ANYONE 2. ALMOST ANYONE 3. MANY PEOPLE 4. SOME PEOPLE 5. FEW PEOPLE 6. NO ONE
59	18 509 177 51 38 19 4	<u>FATHER IS A FAVOURITE OF MINE MORE THAN .....</u> BLANK 1. ALL 2. ALMOST ALL 3. MOST 4. MANY 5. A FEW 6. NOT ONE OF MY FAVOURITES
60	283 70 125 208 87 32 11	<u>FATHER IS ..... A LEADER</u> BLANK 1. ALWAYS 2. USUALLY 3. MORE OFTEN A LEADER THAN A FOLLOWER 4. MORE OFTEN A FOLLOWER THAN A LEADER 5. USUALLY A FOLLOWER 6. ALMOST ALWAYS A FOLLOWER
61	15 117 219 418 40 4 3	<u>FATHER ..... MAKES MISTAKES</u> BLANK 1. ALMOST NEVER 2. RARELY 3. SOMETIMES 4. OFTEN 5. USUALLY 6. ALMOST ALWAYS
62	25 77 8 185 152 140 145 82	PLACE AN X IN THE BOX BESIDE YOUR FAMILY'S RELIGION BLANK 1. CATHOLIC 2. JEWISH 3. UNITED CHURCH 4. ANGLICAN 5. PRESBYTERIAN, BAPTIST OR LUTHERAN 6. NONE OF THESE 9. DON'T KNOW

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
72	267 57 156 187 116 22 11	<u>POLICEMAN IS FRIENDLIER THAN ..... PEOPLE</u> BLANK 1. ANYONE 2. ALMOST ANYONE 3. MOST 4. SOME 5. A FEW 6. NO ONE
73	6 448 175 122 40 15 10	<u>POLICEMAN WOULD ..... WANT TO HELP ME IF I NEEDED IT</u> BLANK 1. ALWAYS 2. ALMOST ALWAYS 3. USUALLY 4. SOMETIMES 5. SELDOM 6. NOT
74	9 146 298 285 59 10 9	<u>POLICEMAN MAKES IMPORTANT DECISIONS .....</u> BLANK 1. ALL THE TIME 2. A LOT OF THE TIME 3. SOMETIMES 4. SELDOM 5. ALMOST NEVER 6. NEVER
75	11 59 277 407 46 8 8	<u>POLICEMAN KNOWS MORE (LESS) THAN ..... PEOPLE</u> BLANK 1. ANYONE 2. MOST 3. MANY 4. LESS THAN MANY 5. LESS THAN MOST 6. LESS THAN ANYONE
76	8 245 244 248 53 10 8	<u>POLICEMAN ..... KEEPS HIS PROMISES</u> BLANK 1. ALWAYS 2. ALMOST ALWAYS 3. USUALLY 4. SOMETIMES DOES NOT 5. USUALLY DOES NOT 6. ALMOST NEVER

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
77		<u>POLICEMAN CAN MAKE ..... DO WHAT HE WANTS</u>
	269	BLANK
	62	1. ANYONE
	183	2. ALMOST ANYONE
	158	3. MANY PEOPLE
	87	4. SOME PEOPLE
	30	5. FEW PEOPLE
	27	6. NO ONE
78		<u>POLICEMAN IS A FAVOURITE OF MINE MORE THAN .....</u>
	11	BLANK
	62	1. ALL
	227	2. ALMOST ALL
	157	3. MOST
	131	4. MANY
	139	5. A FEW
	89	6. NOT ONE OF MY FAVOURITES
79		<u>POLICEMAN IS ..... A LEADER</u>
	273	BLANK
	44	1. ALWAYS
	150	2. USUALLY
	227	3. MORE OFTEN A LEADER THAN A FOLLOWER
	79	4. MORE OFTEN A FOLLOWER THAN A LEADER
	36	5. USUALLY A FOLLOWER
	7	6. ALMOST ALWAYS A FOLLOWER
80		<u>POLICEMAN ..... MAKES MISTAKES</u>
	9	BLANK
	102	1. ALMOST NEVER
	261	2. RARELY
	384	3. SOMETIMES
	42	4. OFTEN
	9	5. USUALLY
	9	6. ALMOST ALWAYS

END OF DECK ONE

DECK 02

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
01 - 06		REPEAT OF DATA FROM DECK 01
07		CARD No. GANG PUNCH 2
11		<u>PRIME MINISTER</u> CAN PUNISH ..... PEOPLE
	4	BLANK
	93	1. ANYONE
	185	2. ALMOST ANYONE
	158	3. MANY
	172	4. SOME
	133	5. A FEW
	70	6. NO ONE
12		<u>PRIME MINISTER</u> IS KINDER THAN .....
	7	BLANK
	131	1. ALMOST ANYONE
	292	2. MOST
	307	3. MANY
	60	4. LESS KIND THAN SOME
	11	5. LESS KIND THAN MOST
	8	6. LESS KIND THAN ALMOST ANYONE
13		<u>PRIME MINISTER</u> WORKS HARDER .....
	5	BLANK
	220	1. MORE THAN ALMOST ANYONE
	302	2. MORE THAN MOST
	229	3. MORE THAN MANY
	46	4. LESS THAN SOME
	6	5. LESS THAN MOST
	12	6. LESS THAN ALMOST ANYONE
14		<u>PRIME MINISTER</u> - I LIKE HIM MORE THAN .....
	8	BLANK
	70	1. ANYONE
	228	2. MOST
	175	3. MANY
	180	4. SOME
	107	5. A FEW
	48	6. LESS THAN ALMOST ANYONE

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
15		<u>PRIME MINISTER</u> PROTECTS ME MORE (LESS) THAN .....
	11	BLANK
	45	1. ANYONE
	149	2. MOST
	156	3. MANY
	239	4. SOME
	106	5. LESS THAN SOME
	110	6. LESS THAN MOST
16		<u>PRIME MINISTER</u> GIVES UP WHEN THINGS ARE HARD TO DO
	13	BLANK
	25	1. ALMOST ALWAYS
	25	2. USUALLY
	124	3. SOMETIMES
	157	4. USUALLY DOES NOT
	238	5. ALMOST NEVER
	234	6. NEVER
17		<u>PRIME MINISTER</u> IS BETTER THAN .....
	275	BLANK
	63	1. ALMOST ANYONE
	158	2. MOST
	269	3. MANY
	34	4. WORSE THAN SOME
	8	5. WORSE THAN MANY
	9	6. WORSE THAN ALMOST ANYONE
18		<u>PRIME MINISTER</u> HAS MORE FRIENDS THAN .....
	8	BLANK
	189	1. ALMOST ANYONE
	308	2. MOST
	247	3. MANY
	53	4. LESS THAN SOME
	7	5. LESS THAN MANY
	4	6. LESS THAN ALMOST ANYONE
20		<u>PRIME MINISTER</u> HELPS ME MORE THAN .....
	276	BLANK
	14	1. ANYONE
	66	2. MOST
	131	3. MANY
	167	4. SOME
	76	5. LESS THAN SOME
	85	6. LESS THAN MOST



<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
21	26 51 106 435 29 169	IF YOU COULD VOTE YOU WOULD BE A ..... BLANK 1. NEW DEMOCRAT 2. CONSERVATIVE 3. LIBERAL 4. INDEPENDENT 9. DON'T KNOW
22	11 228  35 35 6 15 12 18 397 59	PLACE AN X BESIDE THE SENTENCE THAT TELLS WHICH COUNTRY YOUR FAMILY CAME FROM BEFORE MOVING TO CANADA BLANK 1. BRITISH ISLES (ENGLAND, SCOTLAND, WALES AND IRELAND) 2. UNITED STATES OF AMERICA 3. GERMANY 4. ITALY 5. NETHERLANDS (BELGIUM AND HOLLAND) 6. POLAND 7. UKRAINE 8. NONE OF THESE 9. DON'T KNOW
23	12 115  109  207	PLACE AN X BESIDE THE SENTENCE WHICH COMES CLOSEST TO TELLING WHAT YOUR FATHER'S JOB IS. (IF YOUR FATHER IS DEAD OR NOT WORKING NOW, MARK THE KIND OF JOB HE HAD WHEN HE WAS WORKING.) USE ONLY <u>ONE</u> X. BLANK 1. HE WORKS IN A FACTORY OR MILL, OR AS A TRUCK DRIVER, JANITOR OR SOME OTHER JOB WHERE HE WORKS WITH HIS HANDS. 2. HE WORKS WITH HIS HANDS IN A JOB THAT TAKES A LONG TIME TO LEARN.. LIKE A CARPENTER, AN ELECTRICIAN, A PLUMBER, A MACHINIST, ETC. 3. HE WORKS IN AN OFFICE OR STORE FOR SOMEBODY ELSE. HE WORKS AS A BOOKKEEPER, SALESMAN, OR CLERK. HE OWNS A SERVICE STATION, LAUNDRY, OR SMALL STORE. HE IS A POLICEMAN, FIREMAN, SOLDIER, OR WORKS FOR THE GOVERNMENT. (HE USUALLY WEARS A UNIFORM OR A WHITE SHIRT AND TIE TO WORK.)

<u>COLUMN NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
23 (CONT.)	165	4. HE WORKS IN AN OFFICE AS A MANAGER OR EXECUTIVE.
	104	5. HE IS A DOCTOR, LAWYER, TEACHER, AN ENGINEER, OR SOME JOB LIKE THAT. HE HAS A UNIVERSITY DEGREE AND SPECIAL TRAINING FOR HIS JOB.
	23	6. HE OWNS A LARGE BUSINESS, LIKE A FACTORY OR BIG STORE.
	81	9. I DON'T KNOW WHAT MY FATHER DOES.
24		PLACE AN X BESIDE THE SENTENCE WHICH COMES CLOSEST TO TELLING WHAT YOUR FATHER'S EDUCATION IS.
	10	BLANK
	56	1. HE COMPLETED ALL OR PART OF GRADES 1 - 8 BUT DIDN'T GO ON.
	65	2. HE COMPLETED GRADES 9 - 10.
	118	3. HE COMPLETED HIGH SCHOOL.
	71	4. HE WENT TO A TRAINING SCHOOL WHERE HE LEARNED HIS JOB OR TRADE
	210	5. HE WENT TO A UNIVERSITY OR COLLEGE.
	286	9. I DON'T KNOW HOW MUCH EDUCATION MY FATHER HAS.
25		I GET NERVOUS WHEN SOMEBODY WATCHES ME WORK.
	11	BLANK
	383	1. YES
	422	2. NO
26		OTHERS SEEM TO DO THINGS EASIER THAN I CAN.
	15	BLANK
	414	1. YES
	387	2. NO
27		I FEEL ALONE EVEN WHEN THERE ARE PEOPLE AROUND ME.
	17	BLANK
	110	1. YES
	689	2. NO

<u>COLUMN</u> <u>NUMBER</u>	<u>N</u>	<u>QUESTION AND CODE</u>
28	12 429 375	I GET NERVOUS WHEN THINGS DO NOT GO THE RIGHT WAY FOR ME. BLANK 1. YES 2. No
29	12 469 335	I WORRY ABOUT WHAT MY PARENTS WILL SAY TO ME. BLANK 1. YES 2. No
30	10 55 751	I HAVE TROUBLE SWALLOWING. BLANK 1. YES 2. No
31	11 471 334	I WORRY ABOUT WHAT IS GOING TO HAPPEN. BLANK 1. YES 2. No
32	11 125 680	I WORRY WHEN I GO TO BED AT NIGHT. BLANK 1. YES 2. No
33	10 605 201	I OFTEN DO THINGS I WISH I HAD NEVER DONE. BLANK 1. YES 2. No
34	11 633 172	I OFTEN WORRY ABOUT WHAT COULD HAPPEN TO MY PARENTS. BLANK 1. YES 2. No

## APPENDIX 11

### ANALYSIS OF "DON'T KNOW" RESPONSES

ANALYSIS OF THIS GROUP INDICATES THAT THE NON-RESPONDENTS ARE IN EXPECTED GROUPINGS. FOR INSTANCE, CHILDREN IN THE LOWEST STREAM GAVE THREE TIMES AS MANY "DON'T KNOWS" AS CHILDREN FROM THE HIGHEST STREAM. THE HIGHEST STREAM, OF COURSE, IS COMPOSED OF CHILDREN OF HIGHER ACADEMIC ABILITY THAN THOSE IN THE LOWER STREAM. GIRLS ARE ONE AND ONE-HALF TIMES MORE LIKELY THAN BOYS TO GIVE "DON'T KNOWS". GRADE TWO CHILDREN GAVE A FAIRLY HIGH RATE OF "DON'T KNOWS" RANGING AS HIGH AS FIFTY PERCENT, WHEREAS GRADE EIGHT CHILDREN GAVE A RATE OF "DON'T KNOWS" RANGING DOWNWARD FROM TWENTY PERCENT. LOWER STATUS CHILDREN WERE SLIGHTLY MORE LIKELY TO GIVE A "DON'T KNOW" RESPONSE THAN HIGH STATUS CHILDREN THOUGH THE DIFFERENCES ARE NOT LARGE NOR SIGNIFICANT. IN ADDITION, RESPONDENTS WHO GAVE A "DON'T KNOW" RESPONSE TO ONE QUESTION ALSO GAVE A "DON'T KNOW" TO OTHER QUESTIONS. FOR INSTANCE, SIXTY-NINE PERCENT OF THOSE WHO ANSWERED "DON'T KNOW" TO THE QUESTION ABOUT THE RESPONDENTS FATHER ALSO ANSWERED "DON'T KNOW" TO THE QUESTION ABOUT FATHER'S EDUCATION.

## STUDENT CITIZENSHIP SURVEY

STRICTLY CONFIDENTIAL

We would appreciate your cooperation in completing this questionnaire. All answers will be treated in strictest confidence. No questionnaire will be seen by anyone except members of this project. From your answers we hope to learn a great deal about the way in which students see Canadian society.

This is not a test. There are no right or wrong answers (except of course questions like age, grade etc.) We just want your opinions on a number of questions that are being given to a large number of students in Oakville. Some questions may appear complex and the choice of answers you are given may not express your exact opinion. But it is important that every question be answered to the best of your ability. If you are having difficulty put up your hand and someone will help you. Begin now!

(5) (6) (7) (8)

--	--	--	--

(9) (10)

--	--

Print the name of your school on the line below.

.....

(11) How old are you? Put an X in the box that tells how old you are today?

1. ☐ 6 years old
2. ☐ 7 years old
3. ☐ 8 years old
4. ☐ 9 years old
5. ☐ 10 years old
6. ☐ 11 years old
7. ☐ 12 years old
8. ☐ 13 years old
9. ☐ 14 years old or older

(12) You are a...

1. ☐ Boy
2. ☐ Girl

(13) You are in...

1. ☐ Grade 2
2. ☐ Grade 5
3. ☐ Grade 8

Following are a number of comments about different things. Place a circle around the number which best tells what you think about each.

Think of the Prime Minister of Canada as he really is....

1	2	3	4	5	6
Is	Is	Is	Is	Is	Is
friendlier	friendlier	friendlier	friendlier	friendlier	friendlier
than	than almost	than most	than some	than a few	than almost
others	others	others	others	others	others

1	2	3	4	5	6
Would always	Would almost	Would usually	Would	Would seldom	Would not
want to help	always want	want to help	sometimes want	want to help	usually want
me if I	to help me if	me if I	to help me if	me if I needed	to help me
needed it	I needed it	needed it	I needed it	it	if I needed it

1	2	3	4	5	6
Makes	Makes	Makes	Makes	Almost	Never
important	important	important	important	never makes	makes
decisions	decisions a	decisions	decisions	important	important
all the time	lot of the time	sometimes	seldom	decisions	decisions

1	2	3	4	5	6
Knows more	Knows more	Knows more	Knows less	Knows less	Knows less
than anyone	than most	than many	than many	than most	than anyone
	people	people	people	people	

1	2	3	4	5	6
Always keeps	Almost always	Usually	Sometimes	Usually	Almost never
his promises	keeps his	keeps his	does not	does not	keeps his
	promises	promises	keep his	keep his	promises
			promises	promises	

1	2	3	4	5	6
Can make	Can make	Can make	Can make	Can make a	Can make
anyone do	almost anyone	many people	some people	few people	almost no
what he wants	do what he	do what he	do what he	do what he	one do what
	wants	wants	wants	wants	he wants

1	2	3	4	5	6
Is my	Is almost	Is more a	Is more a	Is more a	Is not one
favorite of	my favorite	favorite of	favorite of	favorite of	of my
all	of all	mine than	mine than	mine than	favorites
		most	many	a few	

1	2	3	4	5	6
Always	Usually a	More often a	More often a	Usually a	Almost always
a	leader	leader than	follower than	follower	a follower
leader		a follower	a leader		

1	2	3	4	5	6
Almost never	Rarely makes	Sometimes	Often makes	Usually	Almost always
makes mistakes	makes	makes	mistakes	makes	makes
	mistakes	mistakes		mistakes	mistakes

AUTHOR'S NOTE: THIS FORM OF THE QUESTIONNAIRE COMPLETED BY GRADE TWO STUDENTS. GRADES FIVE AND EIGHT ANSWERED ALL QUESTIONS.

Think of your FATHER as he really is.....

1	2	3	4	5	6
Can punish anyone	Can punish almost anyone	Can punish many people	Can punish some people	Can punish a few people	Can punish no one

1	2	3	4	5	6
Is kinder than almost anyone	Is kinder than most people	Is kinder than many people	Is less kind than some people	Is less kind than most people	Is less kind than almost anyone

1	2	3	4	5	6
Works harder than almost anyone	Works harder than most people	Works harder than many people	Works less hard than some people	Works less hard than most people	Works less hard than almost anyone

1	2	3	4	5	6
I like him more than anyone	I like him more than most people	I like him more than many people	I like him more than some people	I like him more than a few people	I like him less than almost anyone

1	2	3	4	5	6
Protects me more than anyone	Protects me more than most do	Protects me more than many do	Protects me more than some do	Protects me less than some do	Protects me less than most do

1	2	3	4	5	6
Almost always gives up when things are hard to do	Usually gives up when things are hard to do	Sometimes gives up when things are hard to do	Usually does not give up when things are hard to do	Almost never gives up when things are hard to do	Never gives up when things are hard to do

1	2	3	4	5	6
<del>Is better than almost anyone</del>	<del>Is better than most people</del>	<del>Is better than many people</del>	<del>Is worse than some people</del>	<del>Is worse than many people</del>	<del>Is worse than almost anyone</del>

1	2	3	4	5	6
Has more friends than almost anyone	Has more friends than most people	Has more friends than many people	Has less friends than some people	Has less friends than many people	Has less friends than almost anyone

1	2	3	4	5	6
<del>Helps me more than anyone</del>	<del>Helps me more than most do</del>	<del>Helps me more than many do</del>	<del>Helps me more than some do</del>	<del>Helps me less than some do</del>	<del>Helps me less than most do</del>

(33) Place an X in the box beside the name of the man who is Prime Minister of Canada today..

1. ☐ Robert Stanfield
2. ☐ Pierre E. Trudeau
3. ☐ Daniel Johnson
4. ☐ John Robarts
5. ☐ Tommy Douglas
6. ☐ Don't Know

The former Prime Minister of Canada LESTER B. PEARSON as he really is.....

1	2	3	4	5	6
<del>Is friendlier than anyone</del>	<del>Is friendlier than almost anyone</del>	<del>Is friendlier than most people</del>	<del>Is friendlier than some people</del>	<del>Is friendlier than a few people</del>	<del>Is friendlier than almost anyone</del>

1	2	3	4	5	6
Would always want to help me if I needed it	Would almost always want to help me if I needed it	Would usually want to help me if I needed it	Would sometimes want to help me if I needed it	Would seldom want to help me if I needed it	Would not usually want to help me if I needed it

1	2	3	4	5	6
Makes important decisions all the time	Makes important decisions a lot of the time	Makes important decisions sometimes	Makes important decisions seldom	Almost never makes important decisions	Never makes important decisions

1	2	3	4	5	6
Knows more than anyone	Knows more than most people	Knows more than many people	Knows less than many people	Knows less than most people	Knows less than anyone

1	2	3	4	5	6
Always keeps his promises	Almost always keeps his promises	Usually keeps his promises	Sometimes does not keep his promises	Usually does not keep his promises	Almost never keeps his promises

1	2	3	4	5	6
<del>Can make anyone do what he wants</del>	<del>Can make almost anyone do what he wants</del>	<del>Can make many people do what he wants</del>	<del>Can make some people do what he wants</del>	<del>Can make a few people do what he wants</del>	<del>Can make almost no one do what he wants</del>

1	2	3	4	5	6
Is my favorite of all	Is almost my favorite of all	Is more a favorite of mine than most	Is more a favorite of mine than many	Is more a favorite of mine than a few	Is not one of my favorites

1	2	3	4	5	6
<del>Always a leader</del>	<del>Usually a leader</del>	<del>More often a leader than a follower</del>	<del>More often a follower than a leader</del>	<del>Usually a follower</del>	<del>Almost always a follower</del>

1	2	3	4	5	6
Almost never makes mistakes	Rarely makes mistakes	Sometimes makes mistakes	Often makes mistakes	Usually makes mistakes	Almost always makes mistakes

Think of the POLICEMAN as he really is.....

(43)

1	2	3	4	5	6
Can punish anyone	Can punish almost anyone	Can punish many people	Can punish some people	Can punish a few people	Can punish no one

(44)

1	2	3	4	5	6
Is kinder than almost anyone	Is kinder than most people	Is kinder than many people	Is less kind than some people	Is less kind than most people	Is less kind than almost anyone

(45)

1	2	3	4	5	6
Works harder than almost anyone	Works harder than most people	Works harder than many people	Works less hard than some people	Works less hard than most people	Works less hard than almost anyone

(46)

1	2	3	4	5	6
I like him more than anyone	I like him more than most people	I like him more than many people	I like him more than some people	I like him more than a few people	I like him less than almost anyone

(47)

1	2	3	4	5	6
Protects me more than anyone	Protects me more than most do	Protects me more than many do	Protects me more than some do	Protects me less than some do	Protects me less than most do

(48)

1	2	3	4	5	6
Almost always gives up when things are hard to do	Usually gives up when things are hard to do	Sometimes gives up when things are hard to do	Usually does not give up when things are hard to do	Almost never gives up when things are hard to do	Never gives up when things are hard to do

(49)

1	2	3	4	5	6
<del>Is better than almost anyone</del>	<del>Is better than most people</del>	<del>Is better than many people</del>	<del>Is worse than some people</del>	<del>Is worse than many people</del>	<del>Is worse than almost anyone</del>

(50)

1	2	3	4	5	6
Has more friends than almost anyone	Has more friends than most people	Has more friends than many people	Has less friends than some people	Has less friends than many people	Has less friends than almost anyone

(51)

1	2	3	4	5	6
<del>Helps me more than anyone</del>	<del>Helps me more than most do</del>	<del>Helps me more than many do</del>	<del>Helps me more than some do</del>	<del>Helps me less than some do</del>	<del>Helps me less than most do</del>

(52) Place an X in box beside the political party to which the Prime Minister of Canada belongs...

1. ☐ Liberals
2. ☐ New Democrats
3. ☐ Conservatives
4. ☐ Don't Know

Think of your FATHER as he really is.....

(53)

1	2	3	4	5	6
<del>Is friendlier than almost anyone</del>	<del>Is friendlier than most people</del>	<del>Is friendlier than many people</del>	<del>Is friendlier than some people</del>	<del>Is friendlier than a few people</del>	<del>Is friendlier than almost anyone</del>

(54)

1	2	3	4	5	6
Would always want to help me if I needed it	Would almost always want to help me if I needed it	Would usually want to help me if I needed it	Would sometimes want to help me if I needed it	Would seldom want to help me if I needed it	Would not usually want to help me if I needed it

(55)

1	2	3	4	5	6
Makes important decisions all the time	Makes important decisions a lot of the time	Makes important decisions sometimes	Makes important decisions seldom	Almost never makes important decisions	Never makes important decisions

(56)

1	2	3	4	5	6
Knows more than anyone	Knows more than most people	Knows more than many people	Knows less than many people	Knows less than most people	Knows less than anyone

(57)

1	2	3	4	5	6
Always keeps his promises	Almost always keeps his promises	Usually keeps his promises	Sometimes does not keep his promises	Usually does not keep his promises	Almost never keeps his promises

(58)

1	2	3	4	5	6
<del>Can make anyone do what he wants</del>	<del>Can make almost anyone do what he wants</del>	<del>Can make many people do what he wants</del>	<del>Can make some people do what he wants</del>	<del>Can make a few people do what he wants</del>	<del>Can make almost no one do what he wants</del>

(59)

1	2	3	4	5	6
Is my favorite of all	Is almost my favorite of all	Is more a favorite of mine than most	Is more a favorite of mine than many	Is more a favorite of mine than a few	Is not one of my favorites

(60)

1	2	3	4	5	6
<del>Am usually a leader</del>	<del>Usually a leader</del>	<del>More often a leader than a follower</del>	<del>More often a follower than a leader</del>	<del>Usually a follower</del>	<del>Almost always a follower</del>

(61)

1	2	3	4	5	6
Almost never makes mistakes	Rarely makes mistakes	Sometimes makes mistakes	Often makes mistakes	Usually makes mistakes	Almost always makes mistakes

(62) Place an X in the box beside your family's religion..

1. ☐ Catholic
2. ☐ Jewish
3. ☐ United Church
4. ☐ Anglican
5. ☐ Presbyterian, Baptist, or Lutheran
6. ☐ None of these
7. ☐ Don't Know

The Former Prime Minister of Canada LESTER B. PEARSON as he really is.....

Think of the POLICEMAN as he really is.....

(63)

1	2	3	4	5	6
Can punish anyone	Can punish almost anyone	Can punish many people	Can punish some people	Can punish a few people	Can punish no one

(64)

1	2	3	4	5	6
Is kinder than almost anyone	Is kinder than most people	Is kinder than many people	Is less kind than some people	Is less kind than most people	Is less kind than almost anyone

(65)

1	2	3	4	5	6
Works harder than almost anyone	Works harder than most people	Works harder than many people	Works less hard than some people	Works less hard than most people	Works less hard than almost anyone

(66)

1	2	3	4	5	6
I like him more than anyone	I like him more than most people	I like him more than many people	I like him more than some people	I like him more than a few people	I like him less than almost anyone

(67)

1	2	3	4	5	6
Protects me more than anyone	Protects me more than most do	Protects me more than many do	Protects me more than some do	Protects me less than some do	Protects me less than most do

(68)

1	2	3	4	5	6
Almost always gives up when things are hard to do	Usually gives up when things are hard to do	Sometimes gives up when things are hard to do	Usually does not give up when things are hard to do	Almost never gives up when things are hard to do	Never gives up when things are hard to do

(69)

1	2	3	4	5	6
<del>Is better than almost anyone</del>	<del>Is better than most people</del>	<del>Is better than many people</del>	<del>Is worse than some people</del>	<del>Is worse than many people</del>	<del>Is worse than almost anyone</del>

(70)

1	2	3	4	5	6
Has more friends than almost anyone	Has more friends than most people	Has more friends than many people	Has less friends than some people	Has less friends than many people	Has less friends than almost anyone

(71)

1	2	3	4	5	6
<del>Helps me more than anyone</del>	<del>Helps me more than most do</del>	<del>Helps me more than many do</del>	<del>Helps me more than some do</del>	<del>Helps me less than some do</del>	<del>Helps me less than most do</del>

(72)

1	2	3	4	5	6
<del>Is friendlier than anyone</del>	<del>Is friendlier than almost anyone</del>	<del>Is friendlier than most people</del>	<del>Is friendlier than some people</del>	<del>Is friendlier than a few people</del>	<del>Is friendlier than almost anyone</del>

(73)

1	2	3	4	5	6
Would always want to help me if I needed it	Would almost always want to help me if I needed it	Would usually want to help me if I needed it	Would sometimes want to help me if I needed it	Would seldom want to help me if I needed it	Would not usually want to help me if I needed it

(74)

1	2	3	4	5	6
Makes important decisions all the time	Makes important decisions a lot of the time	Makes important decisions sometimes	Makes important decisions seldom	Almost never makes important decisions	Never makes important decisions

(75)

1	2	3	4	5	6
Knows more than anyone	Knows more than most people	Knows more than many people	Knows less than many people	Knows less than a few people	Knows less than anyone

(76)

1	2	3	4	5	6
Always keeps his promises	Almost always keeps his promises	Usually keeps his promises	Sometimes does not keep his promises	Usually does not keep his promises	Almost never keeps his promises

(77)

1	2	3	4	5	6
<del>Can make anyone do what he wants</del>	<del>Can make almost anyone do what he wants</del>	<del>Can make many people do what he wants</del>	<del>Can make some people do what he wants</del>	<del>Can make a few people do what he wants</del>	<del>Can make almost no one do what he wants</del>

(78)

1	2	3	4	5	6
Is my favorite of all	Is almost my favorite of all	Is more a favorite of mine than most	Is more a favorite of mine than many	Is more a favorite of mine than a few	Is not one of my favorites

(79)

1	2	3	4	5	6
<del>Always a leader</del>	<del>Usually a leader</del>	<del>More often a leader than a follower</del>	<del>More often a follower than a leader</del>	<del>Usually a follower</del>	<del>Almost always a follower</del>

(80)

1	2	3	4	5	6
Almost never makes mistakes	Rarely makes mistakes	Sometimes makes mistakes	Often makes mistakes	Usually makes mistakes	Almost always makes mistakes



Think of the PRIME MINISTER OF CANADA as he really is.....

(81)

1	2	3	4	5	6
Can punish anyone	Can punish almost anyone	Can punish many people	Can punish some people	Can punish a few people	Can punish no one

(82)

1	2	3	4	5	6
Is kinder than almost anyone	Is kinder than most people	Is kinder than many people	Is less kind than some people	Is less kind than most people	Is less kind than almost anyone

(83)

1	2	3	4	5	6
Works harder than almost anyone	Works harder than most people	Works harder than many people	Works less hard than some people	Works less hard than most people	Works less hard than almost anyone

(84)

1	2	3	4	5	6
I like him more than anyone	I like him more than most people	I like him more than many people	I like him more than some people	I like him more than a few people	I like him less than almost anyone

(85)

1	2	3	4	5	6
Protects me more than anyone	Protects me more than most do	Protects me more than many do	Protects me more than some do	Protects me less than some do	Protects me less than most do

(86)

1	2	3	4	5	6
Almost always gives up when things are hard to do	Usually gives up when things are hard to do	Sometimes gives up when things are hard to do	Usually does not give up when things are hard to do	Almost never gives up when things are hard to do	Never gives up when things are hard to do

(87)

1	2	3	4	5	6
<del>Is better than almost anyone</del>	<del>Is better than most people</del>	<del>Is better than many people</del>	<del>Is worse than some people</del>	<del>Is worse than many people</del>	<del>Is worse than almost anyone</del>

(88)

1	2	3	4	5	6
Has more friends than almost anyone	Has more friends than most people	Has more friends than many people	Has less friends than some people	Has less friends than many people	Has less friends than almost anyone

(89)

1	2	3	4	5	6
<del>Helps me more than anyone</del>	<del>Helps me more than most do</del>	<del>Helps me more than many do</del>	<del>Helps me more than some do</del>	<del>Helps me less than some do</del>	<del>Helps me less than most do</del>

(90) If you could vote you would be a ..

1. ☐ New Democrat
2. ☐ Conservative
3. ☐ Liberal
4. ☐ Independent
5. ☐ Don't Know

(91) Place an X beside the sentence that tells which country your family came from before moving to Canada....

1. ☐ British Isles ( England, Scotland, Wales and Ireland)
2. ☐ United States of America
3. ☐ Germany
4. ☐ Italy
5. ☐ Netherlands ( Belgium and Holland )
6. ☐ Poland
7. ☐ Ukraine
8. ☐ None of these
9. ☐ Don't Know

(92) Place an X beside the sentence which comes closest to telling what your father's job is. (If your father is dead or not working now, mark the kind of job he had when he was working.) Use only one X

1. ☐ He works in a factory or mill, or as a truck driver, janitor or some other job where he works with his hands.
2. ☐ He works with his hands in a job that takes a long time to learn.. like a carpenter, an electrician, a plumber, a machinist, etc.
3. ☐ He works in an office or store for somebody else.  
He works as a bookkeeper, salesman, or clerk.  
He owns a service station, laundry, or small store.  
He is a policeman, fireman, soldier, or works for the government. (He usually wears a uniform or a white shirt and tie to work.)
4. ☐ He works in an office as a manager or executive.
5. ☐ He is a doctor, lawyer, teacher, an engineer, or some job like that. He has a university degree and special training for his job.
6. ☐ He owns a large business, like a factory or big store.
7. ☐ I don't know what my father does.

(93) Place an X beside the sentence which comes closest to telling what your father's education is. Use only one X

1. ☐ He completed all or part of grades 1-8 but didn't go on.
2. ☐ He completed grades 9-10.
3. ☐ He completed high school.
4. ☐ He went to a training school where he learned his job or trade
5. ☐ He went to a university or college.
6. ☐ I don't know how much education my father has.

Following are a list of questions. Read each question carefully. Put a circle around YES if you think it is true about you. Put a circle around NO if it is not true about you.

EXAMPLE: Hamilton is in the province on Ontario.

YES NO

Now try these:

- (94) I get nervous when somebody watches me work..... YES ..... NO
- (95) Others seem to do things easier than I can..... YES ..... NO
- (96) I feel alone even when there are people around me..... YES ..... NO
- (97) I get nervous when things do not go the right way for me..... YES ..... NO
- (98) I worry about what my parents will say to me..... YES ..... NO
- (99) I have trouble swallowing..... YES ..... NO
- (100) I worry about what is going to happen..... YES ..... NO
- (101) I worry when I go to bed at night..... YES ..... NO
- (102) I often do things I wish I had never done..... YES ..... NO
- (103) I often worry about what could happen to my parents..... YES ..... NO

## BIBLIOGRAPHY

### 1. Books

- ADORNO, T. W. ET. AL. THE AUTHORITARIAN PERSONALITY. NEW YORK: HARPER AND ROW, 1950.
- ALFORD, ROBERT. PARTY AND SOCIETY. CHICAGO: RAND McNALLY, 1963.
- ALLPORT, GORDON. PERSONALITY: A PSYCHOLOGICAL EXAMINATION. NEW YORK: HOLT RINEHART AND WINSTON, 1937.
- ALMOND, GABRIEL AND JAMES COLEMAN. THE POLITICS OF DEVELOPING AREAS. PRINCETON: PRINCETON UNIVERSITY PRESS, 1960.
- ALMOND, GABRIEL AND SIDNEY VERBA. THE CIVIC CULTURE. BOSTON: LITTLE BROWN AND COMPANY, 1965.
- CAMPBELL, ANGUS ET. AL. THE AMERICAN VOTER. NEW YORK: JOHN WILEY, 1964.
- CHILD, IRWIN L. "SOCIALIZATION" IN GARDNER LINDZEY (ED.) HANDBOOK OF SOCIAL PSYCHOLOGY. CAMBRIDGE: ADDISON-WESELY, 1954.
- COLEMAN, JAMES S. THE ADOLESCENT SOCIETY. GLENCOE: THE FREE PRESS, 1961.
- COURTNEY, JOHN C. (ED.). VOTING IN CANADA. SCARBOROUGH: PRENTICE-HALL, 1967.
- DAWSON, RICHARD AND KENNETH PREWITT. POLITICAL SOCIALIZATION. BOSTON: LITTLE BROWN AND COMPANY, 1969.
- EASTON, DAVID. CHILDREN IN THE POLITICAL SYSTEM. NEW YORK: MCGRAW-HILL, 1969.
- A SYSTEMS ANALYSIS OF POLITICAL LIFE. NEW YORK: JOHN WILEY, 1965.
- AND ROBERT HESS. "YOUTH IN THE POLITICAL SYSTEM" IN S. M. LIPSET AND L. LOWENTHAL. CULTURE AND SOCIAL CHARACTER. GLENCOE: THE FREE PRESS, 1961.
- ELKIN, FREDERICK. THE CHILD AND SOCIETY. NEW YORK: RANDOM HOUSE, 1960

- ERIKSON, ERIK. CHILDHOOD AND SOCIETY. NEW YORK: W. W. NORTON, 1963.
- GREENSTEIN, FRED. CHILDREN AND POLITICS. NEW HAVEN: YALE PRESS, 1965.
- HESS, ROBERT AND JUDITH TORNEY. THE DEVELOPMENT OF POLITICAL ATTITUDES IN CHILDREN. CHICAGO: ALDINE PRESS, 1967.
- HODGETTS, A. B. WHAT CULTURE? WHAT HERITAGE? TORONTO: ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1968.
- HYMAN, HERBERT. POLITICAL SOCIALIZATION. GLENCOE, THE FREE PRESS, 1959.
- JOHNSTONE, JOHN. YOUNG PEOPLE'S IMAGES OF CANADIAN SOCIETY. OTTAWA: QUEEN'S PRINTER, 1969.
- MILBRATH, LESTER. POLITICAL PARTICIPATION. CHICAGO: RAND McNALLY, 1965.
- PARSONS, TALCOTT AND ROBERT BALES. FAMILY SOCIALIZATION AND THE INTERACTION PROCESS. GLENCOE: THE FREE PRESS, 1955.
- PIAGET, J. JUDGEMENT AND REASONING IN THE CHILD. NEW YORK: THE FREE PRESS, 1948.
- PORTER, JOHN. THE VERTICAL MOSAIC. TORONTO: UNIVERSITY OF TORONTO, 1965.
- REGENSTREIF, PETER. THE DIEFENBAKER INTERLUDE. TORONTO: LONGMANS, 1965.
- ROKEACH, MILTON. THE OPEN AND CLOSED MIND. NEW YORK: BASIC BOOKS, 1960.
- SCHWARTZ, MILDRED. PUBLIC OPINION AND CANADIAN IDENTITY. BERKELEY: UNIVERSITY OF CALIFORNIA PRESS, 1967.

## 11. ARTICLES

- BEREDAY, G. AND R. B. STRETCH. "POLITICAL EDUCATION IN THE U.S.A. AND THE U.S.S.R.," COMPARATIVE EDUCATION REVIEW, VII (1963), 9-16.
- BRONFEN BRENNER, URIE. "THE CHANGING AMERICAN CHILD: A SPECULATIVE ANALYSIS," JOURNAL OF SOCIAL ISSUES, XVII-III (1961-62), 6-18.
- CLAUSEN, JOHN. "RECENT DEVELOPMENTS IN SOCIALIZATION THEORY AND RESEARCH," THE ANNALS, CCCLXXVII (MAY, 1968), 139-155.
- CONVERSE, PHILIP AND GEORGES DUPEUX. "POLITICIZATION OF THE ELECTORATE IN FRANCE AND THE UNITED STATES," PUBLIC OPINION QUARTERLY, XXVI (1962), 1-23.
- CRANDALL, VAUGHN ET. AL. "THE DEVELOPMENT OF SOCIAL COMPLIANCE IN YOUNG CHILDREN," CHILD DEVELOPMENT, XXIX (1958), 429-40.
- DENNIS, JACK. "MAJOR PROBLEMS OF POLITICAL SOCIALIZATION RESEARCH," MIDWEST JOURNAL OF POLITICAL SCIENCE, XII (1968), 85-114.
- EASTON, DAVID. "SOCIALIZATION," CANADIAN JOURNAL OF POLITICAL SCIENCE, I (JUNE, 1968), 125-46.
- AND JACK DENNIS. "THE CHILD'S ACQUISITION OF REGIME, NORMS: POLITICAL EFFICACY," AMERICAN POLITICAL SCIENCE REVIEW, LXI (MARCH, 1967), 25-38.
- "THE CHILD'S IMAGE OF GOVERNMENT," THE ANNALS (SEPTEMBER, 1965), PP.40-57.
- EASTON, DAVID AND ROBERT HESS. "THE CHILD'S POLITICAL WORLD," MIDWEST JOURNAL OF POLITICAL SCIENCE, VI (1962), 229-42.
- FROMAN, LEWIS. "LEARNING POLITICAL ATTITUDES," WESTERN POLITICAL SCIENCE QUARTERLY, XXV (JUNE, 1962), 304-313.
- "PERSONALITY AND POLITICAL SOCIALIZATION," JOURNAL OF POLITICS, XXIII (1961), 341-52.
- GREENSTEIN, FRED. "SEX RELATED DIFFERENCES IN CHILDHOOD," JOURNAL OF POLITICS, XXIII (1961), 353-59.
- "THE BENEVOLENT LEADER: CHILDREN'S IMAGES OF POLITICAL AUTHORITY," AMERICAN POLITICAL SCIENCE REVIEW, (1960), PP.934-43.

- HESS, ROBERT. "THE SOCIALIZATION OF ATTITUDES TOWARDS POLITICAL AUTHORITY," INTERNATIONAL SOCIAL SCIENCE JOURNAL, XV (1963), 542-559.
- INKEHART, R. "AN END TO EUROPEAN INTEGRATION," AMERICAN POLITICAL SCIENCE REVIEW, 62 (MARCH, 1967), 91-106.
- INKELES, ALEX. "SOCIAL CHANGE AND SOCIAL CHARACTER: THE ROLE OF PARENTAL MEDIATION," JOURNAL OF SOCIAL ISSUES, XI (1955), 12-23.
- JAROS, DEAN. "CHILDREN'S ORIENTATIONS TO POLITICAL AUTHORITY: A DETROIT STUDY," UNPUBLISHED DOCTORAL DISSERTATION, VANDERBILT UNIVERSITY, 1966.
- , HERBERT HIRSCH AND FREDERICK FLERON JR. "THE MALEVOLENT LEADER: POLITICAL SOCIALIZATION IN AN AMERICAN SUB-CULTURE," AMERICAN POLITICAL SCIENCE REVIEW, LXII (1968), 564-75.
- JENNINGS, KENT AND RICHARD NIEMI. "THE TRANSMISSION OF POLITICAL VALUES FROM PARENT TO CHILD," AMERICAN POLITICAL REVIEW LXII (MARCH, 1968), 169-184.
- , RICHARD NIEMI, ROBERT LANE ET. AL. "POLITICAL SOCIALIZATION," HARVARD EDUCATIONAL REVIEW, XXXVIII (SUMMER, 1968), 443-626.
- LANGTON, KENNETH. "POLITICAL PARTISANSHIP AND POLITICAL SOCIALIZATION IN JAMAICA," BRITISH JOURNAL OF SOCIOLOGY, XVII (DECEMBER, 1966), 419-29.
- AND M. K. JENNINGS. "POLITICAL SOCIALIZATION AND THE HIGH SCHOOL CIVICS CURRICULUM IN THE UNITED STATES," AMERICAN POLITICAL SCIENCE REVIEW, LCXII (1968), 852-67.
- MACCOBY, ELEANOR. "CHOICE OF VARIABLES IN THE STUDY OF SOCIALIZATION," SOCIOMETRY, XXIV (DECEMBER, 1961), 357-71.
- SEWELL, WILLIAM. "SOME RECENT DEVELOPMENTS IN SOCIALIZATION THEORY AND RESEARCH," THE ANNALS, CCCXLIX (SEPTEMBER, 1963), 163-181.
- SIGEL, ROBERTA. "IMAGE OF A PRESIDENT: SOME INSIGHTS INTO THE POLITICAL VIEWS OF SCHOOL CHILDREN," AMERICAN POLITICAL SCIENCE REVIEW, LXII (MARCH, 1968), 216-26.
- SMITH, JOEL, ALLAN KORNBERG AND DAVID BROMLEY. "PATTERNS OF EARLY POLITICAL SOCIALIZATION AND ADULT PARTY AFFILIATION," CANADIAN REVIEW OF SOCIOLOGY AND ANTHROPOLOGY, V (AUGUST, 1968), 123-55.
- STREINTRAGER, JAMES. "POLITICAL SOCIALIZATION AND POLITICAL THEORY," SOCIAL RESEARCH, XXXV (SPRING, 1968), 111-29.

## 111. BOOKS AND ARTICLES RELATING TO METHODOLOGICAL ASPECTS OF THE STUDY

BLALOCK, HUBERT. SOCIAL STATISTICS. NEW YORK: MCGRAW-HILL, 1960.

CASTANEDA, A., BOYD McCANDLESS AND DAVID PALERMO. "THE CHILDREN'S FORM OF THE MANIFEST ANXIETY SCALE," CHILD DEVELOPMENT, XXVII (SEPTEMBER, 1956), 317-26.

GUTTMAN, LOUIS. "A BASIS FOR SCALING QUALITATIVE DATA," AMERICAN SOCIOLOGICAL REVIEW, IX (1944), 139-50.

LEVY, NISSIM. "A SHORT FORM OF THE CHILD'S MANIFEST ANXIETY SCALE," CHILD DEVELOPMENT, XXIX (MARCH, 1958), 153-4.

RUMMEL, R. J. "UNDERSTANDING FACTOR ANALYSIS," JOURNAL OF CONFLICT RESOLUTION, XI (1968), 444-79.

STOUFFER, SAMUEL ET. AL. MEASUREMENT AND PREDICTION. PRINCETON: PRINCETON UNIVERSITY PRESS, 1950.

IS A MORE FAVOURABLE EVALUATION OF THE PRIME MINISTER BY UPPER-STATUS CHILDREN ( $R_s = .23$ ). IN THE UNITED STATES LOWER-STATUS CHILDREN WERE FOUND TO RATE THEIR AUTHORITIES AS MORE POWERFUL.

THE POWER EVALUATIONS ARE SUBJECTED TO THE TWO THEORY TEST.

THE INTERPERSONAL TRANSFER THEORY POSITS A POSITIVE RELATIONSHIP BETWEEN THE CHILD'S PERCEPTION OF THE POWER OF HIS FATHER AND THE EVALUATION OF THE PRIME MINISTER. NO SUCH RELATIONSHIP EMERGES WITH THE NATIONAL LEADER. A SMALL POSITIVE RELATIONSHIP ( $R = .12$ ,  $z = 3.45$ ) WAS FOUND BETWEEN THE CHILD'S EVALUATION OF HIS FATHER AND HIS PERCEPTION OF THE POWER POSSESSED BY THE POLICEMAN.

THE VULNERABILITY THEORY ARGUES THAT CHILDREN WHO ARE HIGHLY ANXIOUS ARE MOST LIKELY TO PERCEIVE AUTHORITY IN VERY POWERFUL TERMS. A SMALL POSITIVE RELATIONSHIP ( $R = .08$ ,  $z = 2.26$ ) WAS FOUND ON THE BASIS OF THIS DATA INDICATING THAT PERCEPTIONS OF LEADER POWER ARE INFLUENCED BY THE CHILD'S PERSONALITY. HIGHLY ANXIOUS PEOPLE DO INDEED SEEM TO BE HIGH LIGHTING THE POWER DIMENSION OF THE AUTHORITY IMAGE.

SUMMARY: THE POLICEMAN EMERGES AS THE MOST POWERFUL POLITICAL AUTHORITY IN THE MINDS OF CANADIAN SCHOOL CHILDREN, PARTICULARLY AMONG OLDER CHILDREN. THE PRIME MINISTER IS SEEN TO BE AS POWERFUL AS MOST OTHER MEN ALTHOUGH THERE ARE LARGE VARIATIONS WITH AGE. OLDER CHILDREN TEND TO FEEL THAT ALL AUTHORITIES ARE LESS POWERFUL THAN DO THEIR YOUNGER COHORTS. GIRLS TEND TO SEE THE POLICEMAN IN MORE POWERFUL TERMS THAN DO BOYS. LIKEWISE, UPPER-CLASS CHILDREN FEEL THAT THE PRIME MINISTER IS MUCH MORE CAPABLE OF MANIPULATING OTHERS THAN DO LOWER-STATUS CHILDREN.