

CARDUS

EDUCATION SURVEY

Phase II Data Pack

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Methodology

(Methodology of the Vision Critical Survey of Government and Non-Government Schooling Graduates)

The Cardus Education Study includes a survey of randomly selected Canadians that was administered by Vision Critical, a division of Angus Reid. This survey included a large oversample of non-government school graduates that was selected from the Vision Critical internet panel. The random sample was limited to respondents between 23 and 40 years of age who had graduated from high school.

Schooling history information included whether the respondent had primarily attended for high school a public, government-funded Catholic school, independent school (i.e., private school with tuition), or home school. Those who reported primarily attending an independent school were asked a follow-up question to determine the type of independent school. Respondents chose from the following options: Catholic, conservative Protestant or “Christian school,” other Protestant school, or other type of independent school. In addition, respondents were asked the name and location of the high school from which they graduated. The research team used these responses to classify respondents into categories of public, separate Catholic, independent Catholic, nonreligious independent, “Christian,” and home schooling. If the respondent did not provide a school name or the school name could not be classified into one of these categories, the respondent report of the type of school they primarily attended for high school was used to classify the respondent.

Respondents completed a forty-five minute survey that included questions on schooling history and experiences, evaluation of their high school, family background, occupational goals, current education and occupation, marriage and family, religious and spiritual involvement, and civic and political engagement. In order to make the survey instrument comparable to the United States sample of the Cardus Education Study, several questions were replicated from the Knowledge Networks profile and public affairs surveys, which were asked of the U.S. respondents to the CES survey.

The resulting dataset was analyzed using nested regression analyses to predict outcomes related to socio-economic status, personality and mental health, prosocial attitudes and behaviour, including volunteer, civic engagement, and political participation. For each dependent variable, the first model included binary variables related to type of schooling—separate Catholic high school, independent Catholic high school, conservative Protestant or “Christian school,” other Protestant high school, nonreligious independent high school, and home school. Those who primarily attended public high school served as the comparison group. The home school category is split into home schoolers whose mother attended religious services regularly (i.e., once a month or more) and those whose mother did not attend religious services regularly. A binary variable is then entered into the models for “religious” homeschoolers and “nonreligious” homeschoolers. Since some of the school sectors had too few respondents, the CES report and graphs only discuss and show coefficients from the two Catholic sectors, the independent nonreligious sector, the “Christian school” sector, and the religious home school sector.

The distribution of English-speaking, non-government high school respondents in the analysis is as follows:

683 Public

368 Separate Catholic

49 Independent Catholic

110 Conservative Protestant or “Christian School”

112 Nonreligious independent

34 Religious home school

The size of each of the non-government schooling groups is modest, but adequate for most of our purposes. Note that the large non-government schooling oversample is highly unusual in comparison with other surveys, since all of the non-government sectors likely account for approximately 8% of high school students.

When evaluating the adequacy of sample sizes, it is also important to keep in mind that tests of statistical significance take into account the sample size. All else being equal, a small sample size makes it more difficult to uncover statistically significant differences between two groups (or subpopulations), but it doesn't lead to biased results per se. In a random sample, finding a statistically significant difference between, say, average years of education of public schoolers and Christian schoolers depends on 1) the sample size of the two groups, 2) variation in years of education within each group, and 3) the estimated size of the average difference in years of education between the two groups. In some of our comparisons, the size of the difference between Christian schoolers and public schoolers is large enough to overwhelm the other two factors (namely, sample size and within-group variation). In other cases, the within-group variation is relatively small (i.e., nearly all Christian schoolers are similar on particular variables), which also contributes to finding statistically significant differences between Christian schoolers and public schoolers despite small sample sizes. In these cases, obtaining a larger random sample of Christian schoolers is very unlikely to change our conclusions about differences between public schoolers and Christian schoolers. Finding statistically significant results is more difficult with the religious home schooling sector. Some of the estimated differences between this group and public schoolers are very large, even though the small sample size makes it difficult to conclude that these differences are not due to sampling fluctuations.

In a series of nested regression models, the second model added demographic variables, including gender, race, and age, whether the respondent attended non-governmental elementary school as well as numerous family background characteristics. Specifically, the education, religious tradition, religious service attendance, and volunteering habits of the respondent's mother and father were included as controls. How close the respondent was to their mother and father and whether their father or mother pushed the respondent academically was also included in the models. The marital status and living arrangement when the respondent was in high school is also controlled. In particular, a variable is included for respondents who were raised by both biological parents and variables for the number of years that respondents lived with each biological parent. Other models not shown in the report included controls for the respondents' current marital status, religiosity and religious tradition, and educational and work status.

For the most part, the models discussed in the report did not include variables for current characteristics of respondents, such as their current religious service attendance, marital status, income, or education. These variables are not included since most of them are used as outcome or dependent variables. And, in most other cases, these variables likely mediate the relationship between schooling experiences in particular school sectors and the outcome of interest. For example, one's current education likely influences participation in the political process. The more educated are more likely to be involved in politics. One's schooling history likely influences educational attainment, which in turn influences political involvement. Thus far, however, our analysis has only focused on the direct effects of schooling history on political participation, rather than accounting for the indirect effect that runs through educational attainment.

Cases in which high school sector could not be determined were deleted from the analysis dataset. In addition, the small number of other Protestant, and other religion high school graduates were not included in the sample dataset. Other missing values were imputed using multiple imputation techniques, which were based on 10 imputed datasets for each set of related dependent variables. Appropriate regression models (linear, logistic, and multinomial) were used depending on the type of dependent variable. Coefficients from the regression models are presented in the graphs in this report. Smaller coefficients or those with higher standard errors should be considered essentially identical to zero (this is reflected in the discussion of findings in this report). Given the small sample sizes of all but the two Catholic sectors and the paucity of data on many of the smaller school sectors, coefficients in the regressions are considered significant if the p-value is less than 0.1.

Data Pack Graphs

1. Household Income
2. Current Marital Status: Divorced/Separated
3. Current Marital Status: Living Together
4. Current Marital Status: Never Married
5. How Old Were You when First Married?
6. How Many Children Do You Have, including Step-Children and Adopted Children?
7. Volunteer (Outside Congregation)
8. Total Volunteer Hours (Outside Congregation)
9. Volunteer in Congregation: Serve on a Committee
10. Total Volunteer Hours (In Congregation)
11. Volunteer for Health Care or Fighting Particular Diseases
12. Volunteer for Elementary or High School
13. Volunteer for Youth programs, Including Youth Sports Leagues
14. Volunteer for Organization to Help Poor or Elderly
15. Volunteer for Neighbourhood or Civic Group
16. Volunteer for Arts or Cultural Organization
17. Volunteer for Political Cause (Party, Campaign, or Issue)
18. Participate in Political Organization
19. Participate in Nonpartisan Civic Organization
20. Participate in Hobby, Sports, or Youth Group
21. Participate in Neighbourhood or Civic Group
22. Served as Officer or Committee Member of any Organization (Outside Congregation)
23. Make Charitable Contributions on Regular or Semi-Regular Basis
24. Regularly Donate at least 10% of Income to Religious, Charitable, or other Good Causes
25. Amount Donated to Political Causes (Parties, Campaigns, or Issues)
26. Amount Donated to Church or Religious Congregation
27. Amount Donated to Other Religious Organizations or Causes
28. Amount Donated to Other Secular or Non-Religious Organizations or Causes
29. Professional or Managerial Occupation
30. Work Status: Part-Time
31. Work Status: Not Working
32. Better if Man Earns Main Living and Woman Takes Care of Home and Family
33. God has Called Me to the Particular Line of Work I am In
34. Desire Job that Gives Opportunity to be Directly Helpful to Others
35. Desire Job with Chance to be Creative
36. Desire Job that is Worthwhile to Society
37. Desire Job with Chance to Make Friends
38. Desire Job which Allows Establishing Roots in Community, not Moving Place to Place
39. Desire Job that Pays Well
40. Desire Job that Fulfills Religious Calling
41. I Have an Obligation to Actively Work to Make Sure that the Policies and Practices of Business or Employer are Fair and Just
42. I Have an Obligation to Make Sure Others I work with Behave Ethically
43. I Have an Obligation to Work Hard and Efficiently for an Employer, even if Personal Relationships at Work Suffer a Bit
44. I Have an Obligation to Participate in Politics, such as Voting or Supporting Candidate or Party

45. Frequency of My Receiving Political Information from Radio
46. Frequency of My Receiving Political Information from Television
47. Frequency of My Receiving Political Information from Paper Newspapers
48. Frequency of My Receiving Political Information from Magazines
49. Frequency of My Receiving Political Information from Internet News Sites
50. Frequency of My Receiving Political Information from Internet Blogs
51. Frequency of My Receiving Political Information from All Sources
52. How Often Politics Comes Up at Work
53. How Often Politics Comes Up with Friends
54. How Often Politics Comes Up with Family
55. How Often Politics Comes Up at Church or Place of Worship
56. How Often Politics Comes Up on Internet Message Boards or Blogs
57. Actively Campaigned for Political Party or Candidate
58. Bought or Boycotted Certain Product or Service because of Company's Social or Political Values
59. Participated in Protest, March, or Demonstration
60. Participated in Political Movements, such as Environmental or Peace Movements
61. Know An Elected Public Official
62. Know a Corporate Executive
63. Know a Community Leader
64. How Often I Read Daily Newspaper Online or Print
65. How Often I Read Non-Religious Book
66. How Often I Read Bible Alone
67. How Often I Read Religious or Spiritual Literature (excluding Bible)
68. How Often I Play Musical Instrument
69. How Often I Participate in Choir or Singing Group
70. How Often I Attend Live Concert or Opera
71. How Often I Make Art or Craft Objects
72. Mission Trips During Elementary, Middle, or High School
73. Mission Trips Since High School
74. Mission Trips Outside U.S. and Canada
75. How Much I Trust Neighbours
76. How Much I Trust Strangers
77. How Much I Trust Co-Workers
78. How Much I Trust my Religious Congregation
79. How Much I Trust People who Do Not Believe in God
80. How Much I Trust Scientists
81. How Much I Trust Public School Teachers or Administrators
82. How Much I Trust Federal Government
83. How Much I Trust Mass Media
84. My Confidence in Organized Religion
85. My Confidence in Education
86. My Confidence in Prime Minister and Federal Cabinet
87. My Confidence in Federal Parliament
88. My Confidence in Supreme Court of Canada
89. My Confidence in Organized Labour / Unions
90. My Confidence in Press and Media
91. My Confidence in TV
92. My Confidence in Medicine
93. My Confidence in Scientific Community
94. My Confidence in Major Companies
95. My Confidence in Banks and Financial Institutions
96. My Confidence in Canadian Armed Forces
97. Voted for Liberal Party (BASELINE Conservative)

98. Voted for New Democratic Party (BASELINE Conservative)
99. Voted for Green Party (BASELINE Conservative)
100. Voted for Other Party, excluding Liberal, NDP, or Green (BASELINE Conservative)
101. The Federal Government should do More to Solve Social Problems, such as Unemployment, Poverty, and Poor Housing
102. Gasoline Taxes should be Substantially Increased to Encourage Drivers to become Less Wasteful
103. National Identity Cards should be Issued in My Country to Help Fight Terrorism
104. I Trust the Private Sector more than Governments to Ensuring Economic Well-Being
105. When Businesses Make a lot of Money, Everyone Benefits, Including the Poor
106. Those who Can Afford It should have the Right to Higher Standards of Health Care
107. I have an Obligation to Care for the Environment
108. I have Participated in Environmental Rights Movement
109. I Would Describe Myself as an Environmentalist
110. I have So Much in Life to be Thankful For
111. I often Feel Helpless in Dealing with the Problems of Life
112. My Life often seems to Lack any Clear Goals or Sense of Direction
113. How Much Satisfaction I Feel from my Family Life
114. How Much Satisfaction I Feel from my Friendships
115. How Much Satisfaction I Feel from the City or Place I Live In
116. How Much Satisfaction I Feel from my Non-Working Activities, Such as Hobbies
117. How Much Satisfaction I Feel from my Health and Physical Condition
118. I like New and Exciting Experiences, Even if I Have to Break the Rules
119. I'm Usually the First Among my Friends to Buy New Product or Try Something New
120. My School Prepared Me Well for Interacting with Society and Culture Around Me
121. My Total Years of Education
122. Highest Level of Formal Education I Completed
123. I Achieved High School Diploma (BASELINE University Degree)
124. I Achieved College Diploma (BASELINE University Degree)
125. I Achieved Master's Degree (BASELINE University Degree)
126. I Achieved Ph.D. or Professional Degree (BASELINE University Degree)
127. My Evaluation of High School Experience in General
128. My Evaluation of High School Social Scene
129. My Evaluation of High School Teachers
130. My Evaluation of High School Students
131. My Evaluation of High School Administrators
132. My Evaluation of High School Athletic Opportunities
133. My Evaluation of High School Educational Quality
134. My Evaluation of High School's Handling of Religious and Spiritual Matters
135. My High School was a Close-Knit School
136. My High School's Students Generally Got Along with Each Other
137. My High School's Teachers Really Cared about Students
138. I Enjoyed Going to my High School
139. I Am Proud to Have Graduated from my High School
140. My High School's Rules were Too Strict
141. My High School Sheltered Me Too Much from the Rest of the World
142. My High School Prepared Me Well for Academic Success in University

143. My High School Prepared Me Well for Success in my Job or Career
144. My High School Prepared Me Well for Dealing with Personal Relationships
145. My High School Prepared Me Well for Having a Vibrant Religious or Spiritual Life
146. Religion plays an Important Role in my Day-to-Day Life
147. I currently Identify as Non-Religious
148. I Have an Obligation to Accept Authority of Church/Church Leadership
149. I Had a Turning Point when I Became MORE Committed to Religious Tradition, Faith, or God
150. I Had a Turning Point when I Became LESS Committed to Religious Tradition, Faith, or God
151. I Have Doubts about Whether my Religious Beliefs are True
152. God is a Person
153. My Spirituality gives me a Feeling of Fulfillment
154. Even When I Experience Problems, I can Find a Spiritual Peace Within
155. I Try to Strengthen my Relationship with God
156. I Experience a Deep Communion with God
157. I Believe that Everything that Happens to Me, Including Suffering, is Part of God's Plan for Me
158. I Share my Faith with Friends or Family
159. I Share my Faith with Acquaintances or Strangers
160. People should be Allowed to Say Things in Public that might be Offensive to Religious Groups
161. Religion is a Private Matter that should be Kept Out of Public Debates about Social and Political Issues
162. Society should be More Tolerant of Non-Christian Religions
163. The Dominant Culture in Canada is Hostile to my Moral and Spiritual Values
164. God or the Bible Help Me Decide what is Right and Wrong
165. There is No Other Way to Salvation but through Belief in Jesus Christ
166. God Created the World in Six 24-Hour Days
167. There are Errors in the Bible regarding Science or History
168. The Bible is an Infallible Guide for Personal Faith and Behaviour
169. Religious Faith was Important in Shaping How I Lived as a Teenager
170. My Family Often Talked About God, the Scriptures, or Other Religious or Spiritual Things when I was a Teenager
171. I have an Obligation to Regularly Practice Spiritual Disciplines, such as Prayer or Reading Scripture
172. I Pray by Myself
173. I Attend a Small Group Dedicated to Spiritual Support, Discipleship, or Prayer
174. I Often Read the Bible to Myself Alone
175. I Normally Attend Religious Services (excluding Weddings, Baptisms, and Funerals)
176. Frequency Per Week or My Family Praying Together
177. Frequency Per Week or My Family Reading or Studying the Bible or Sacred Scriptures
178. Frequency Per Week or My Family Eating a Meal Together
179. I Personally Think Divorce is Immoral
180. I Personally Think Living with a Partner Before Marriage is Immoral
181. I Personally Think Having Sexual Intercourse Before Marriage is Immoral
182. I Personally Think Same-Sex Marriage is Immoral

183. Abortion should Always be Illegal, Unless the Woman's Life is Threatened
184. If Husband and Wife Disagree about Something Important, Wife should Give In to her Husband
185. Because of Science and Technology, there will be More Opportunities for the Next Generation
186. Science and Religion are Inherently in Conflict
187. Human Beings, as we Know Them Today, Developed from Earlier Species of Animals

FIGURE 1: Household Income

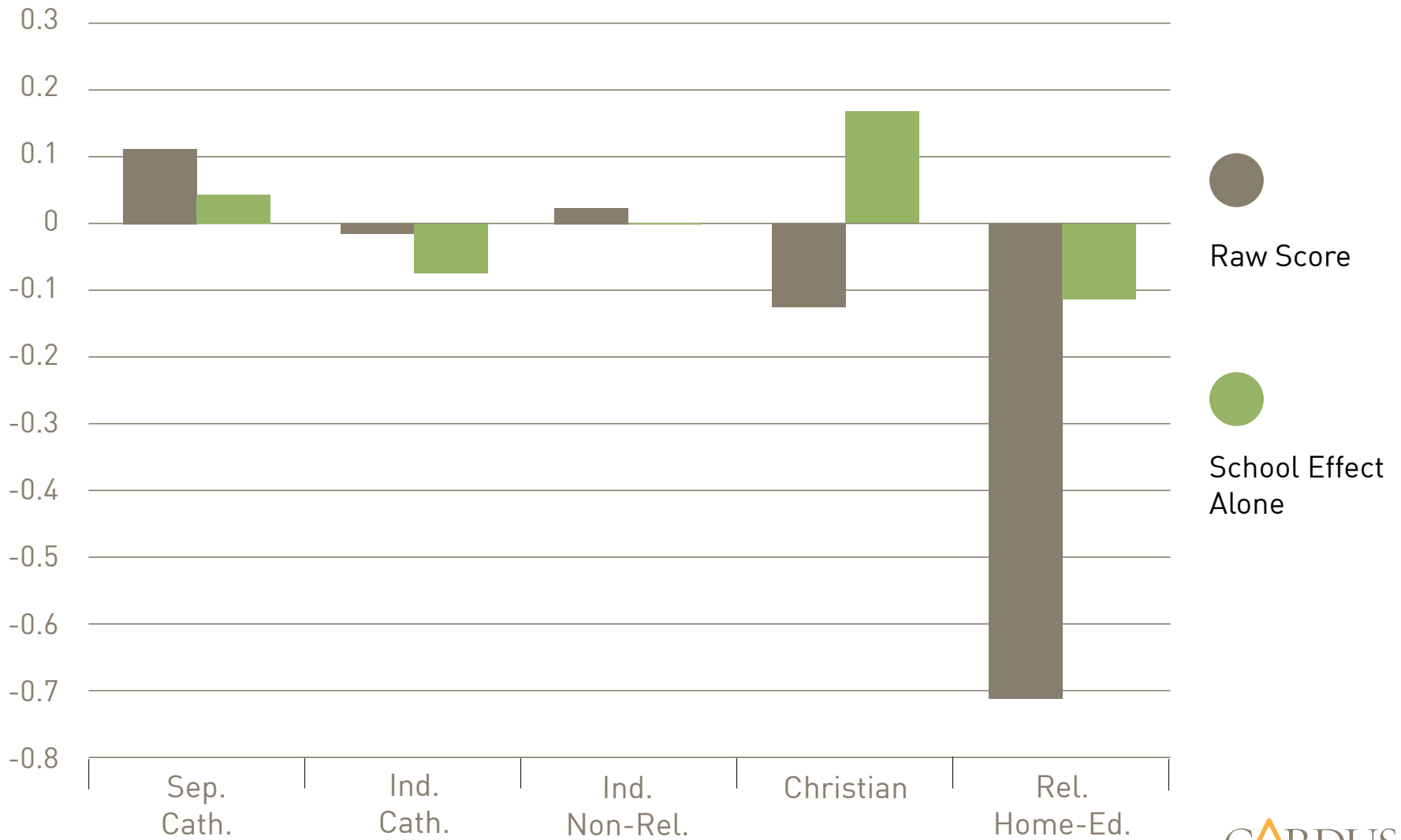


FIGURE 2: Current Marital Status: Divorced/Separated

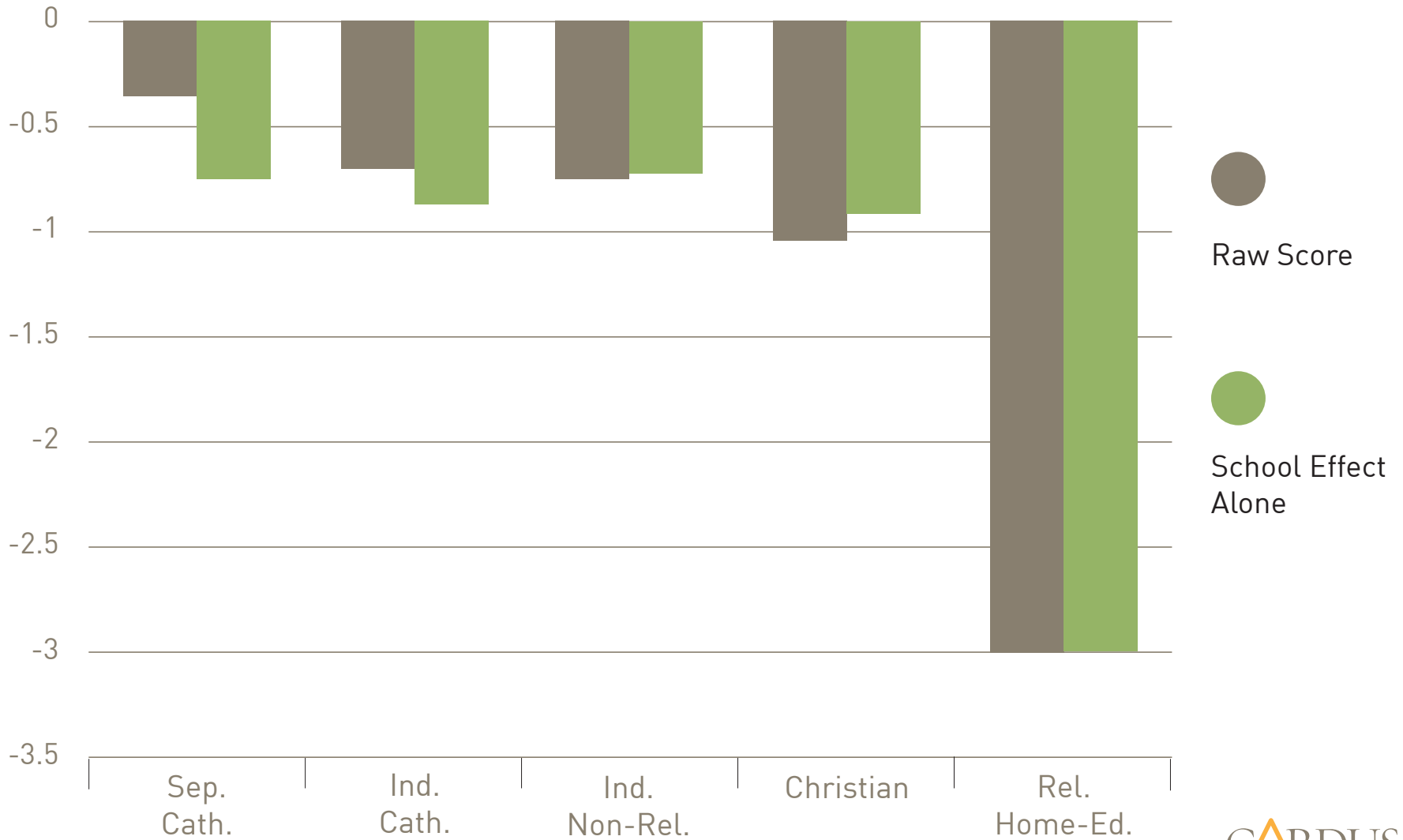


FIGURE 3: Current Marital Status: Living Together

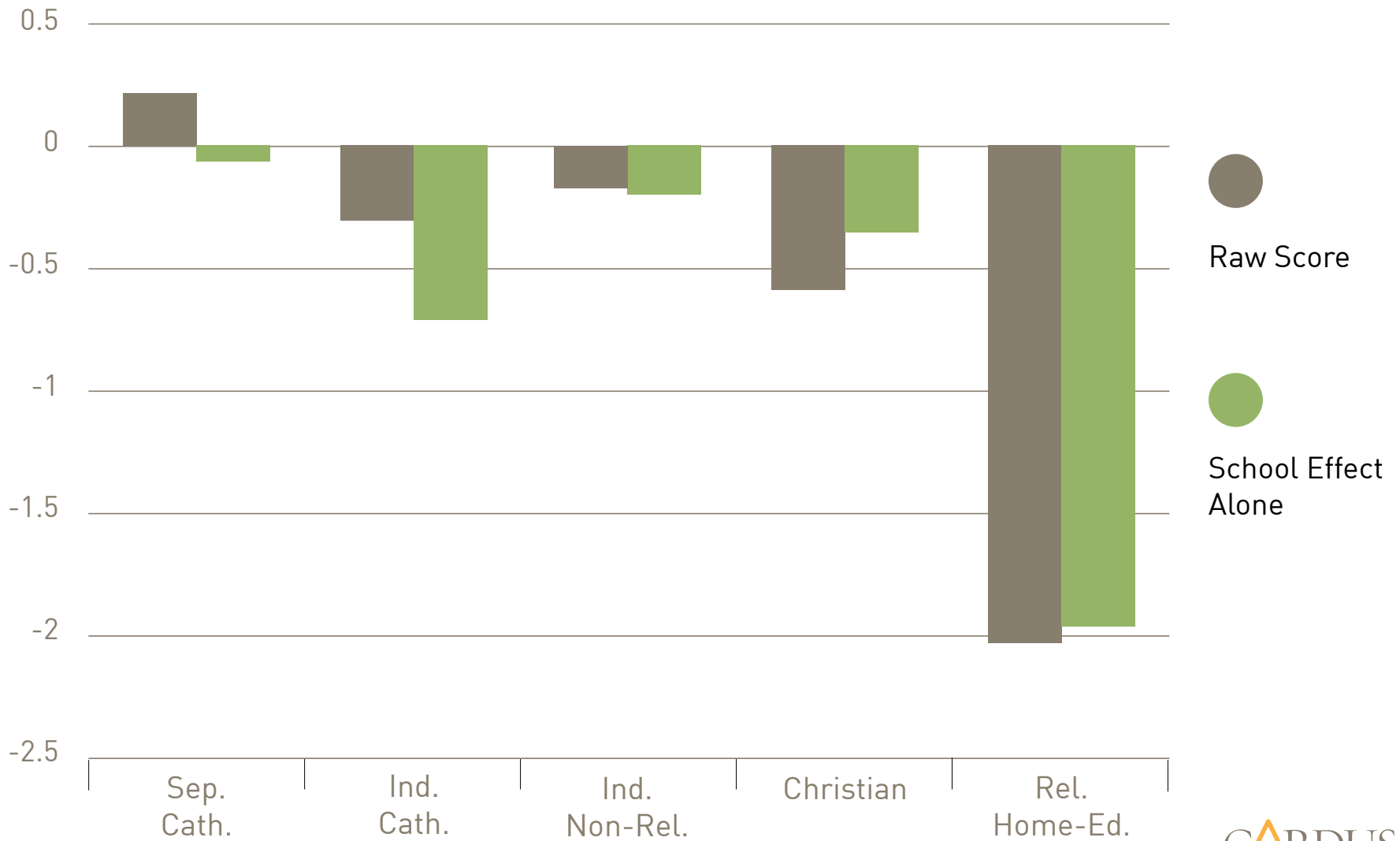


FIGURE 4: Current Marital Status: Never Married

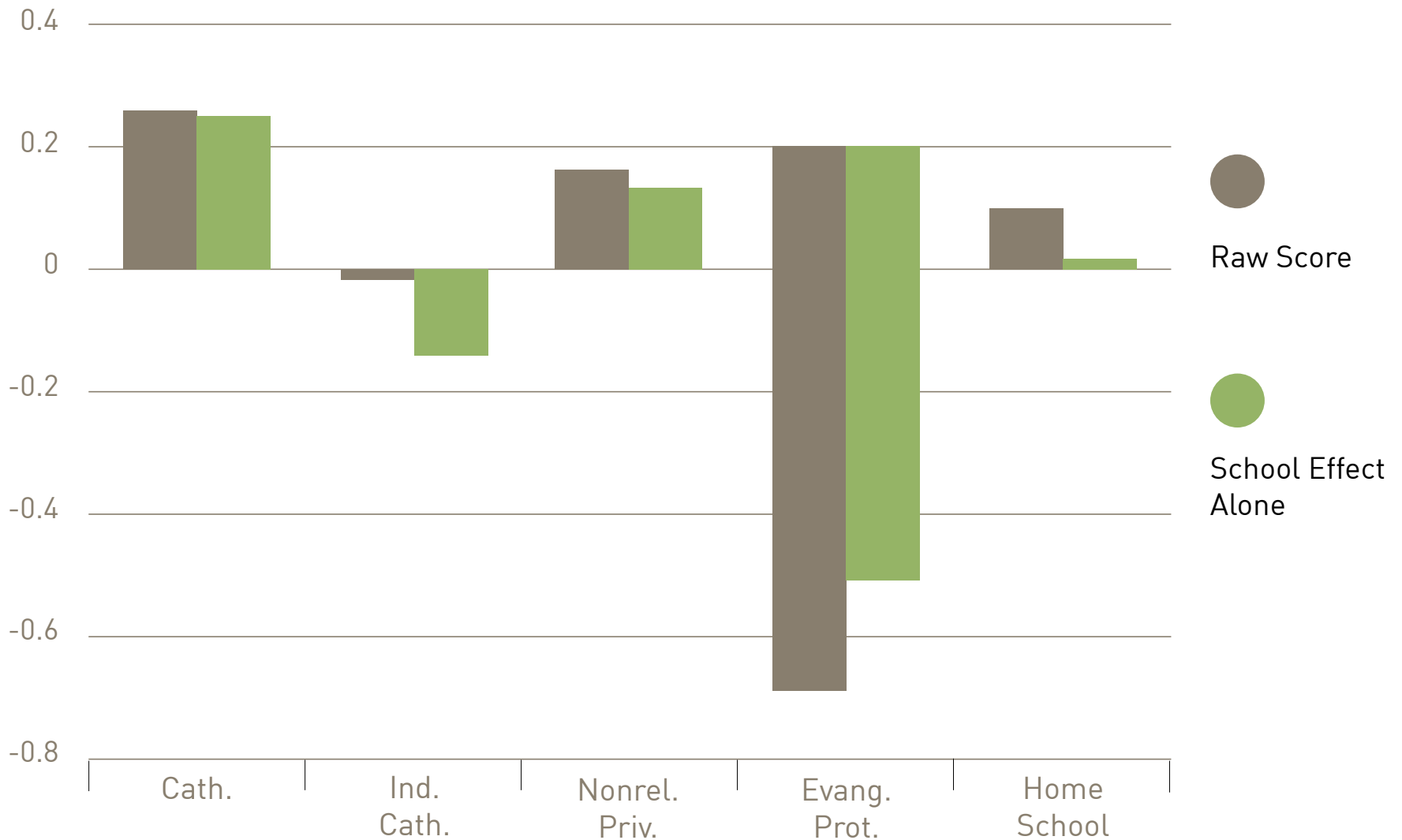


FIGURE 5: How Old Were You when First Married?

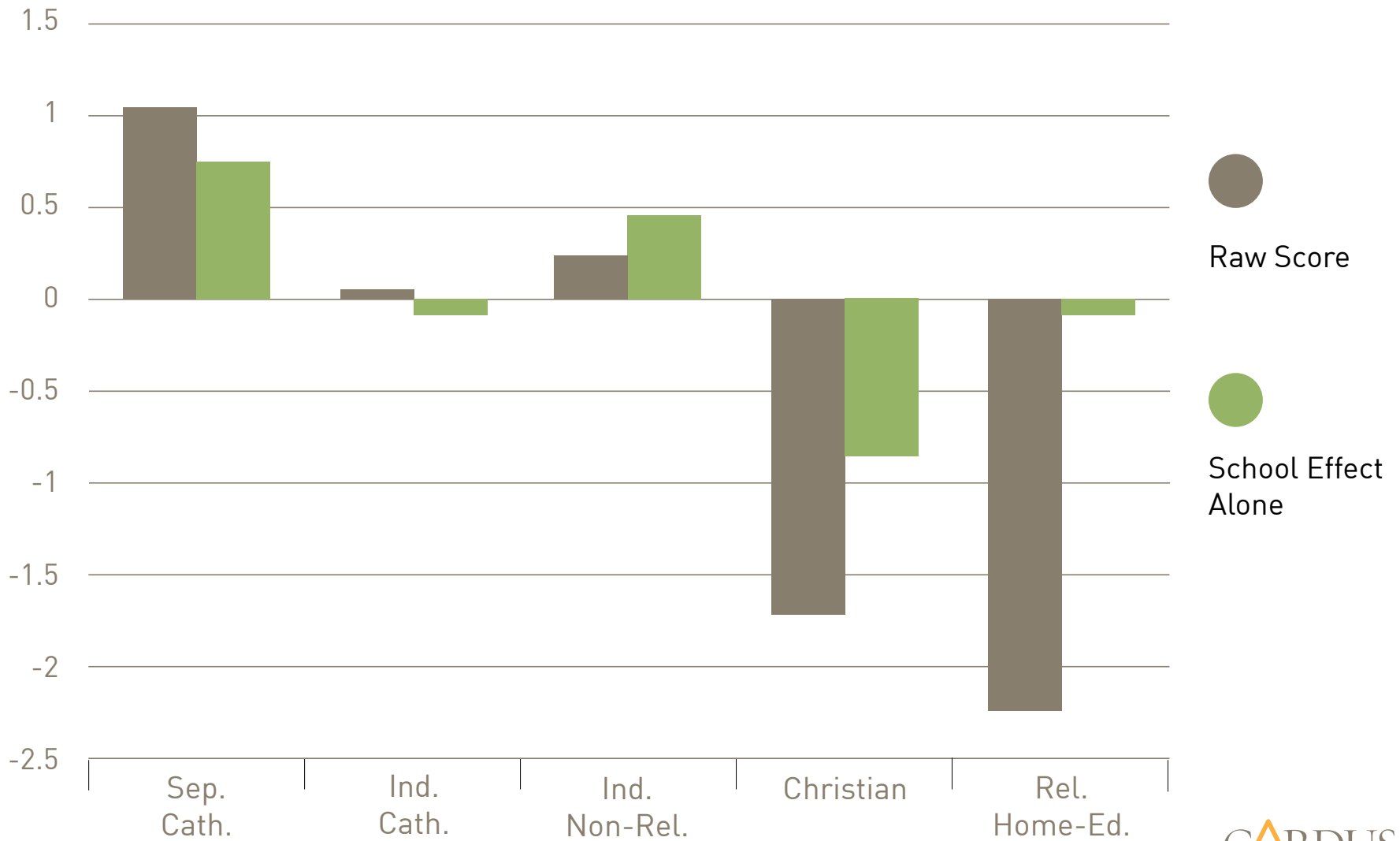


FIGURE 6: How Many Children Do You Have, including Step-Children and Adopted Children?

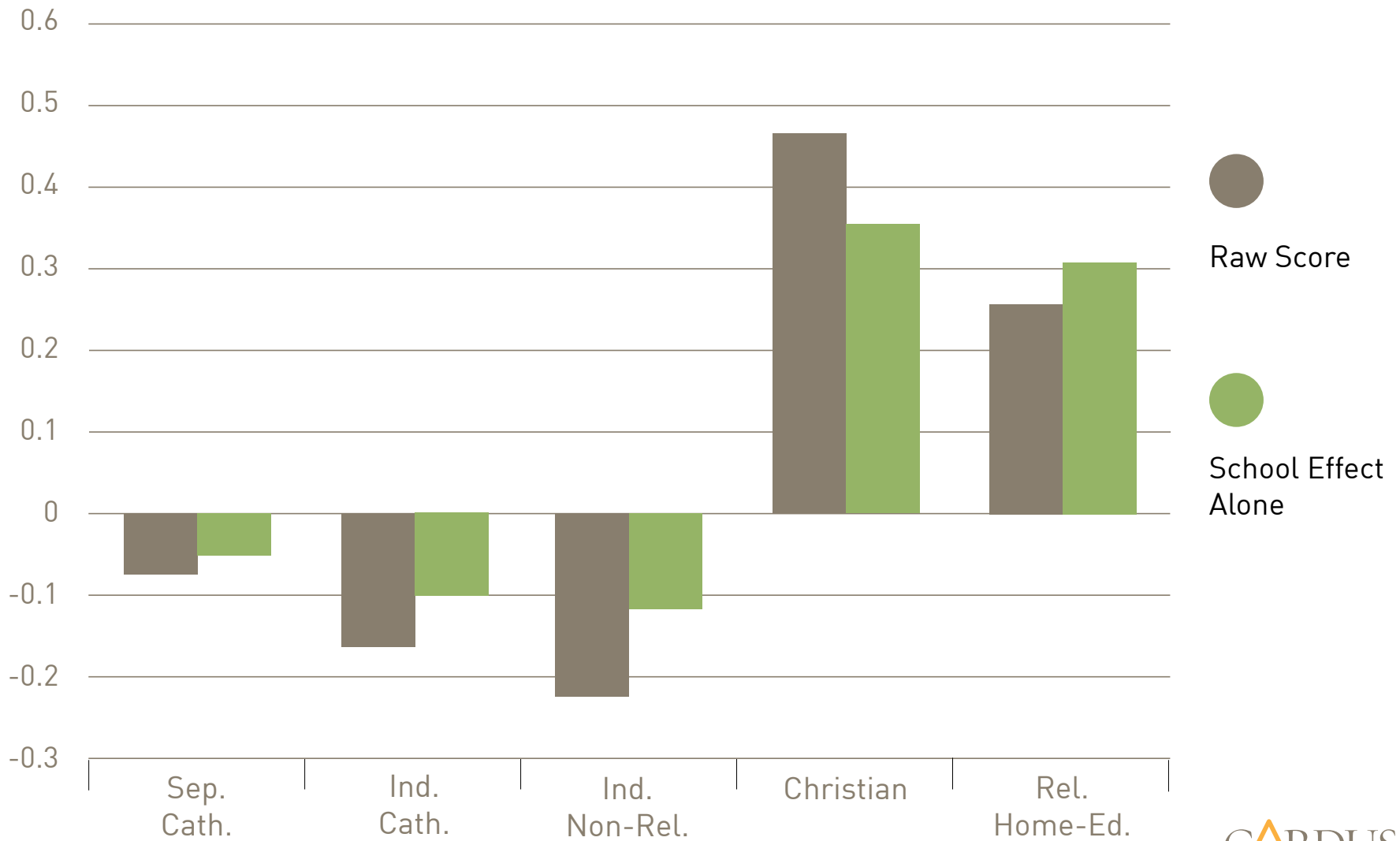


FIGURE 7: Volunteer (Outside Congregation)

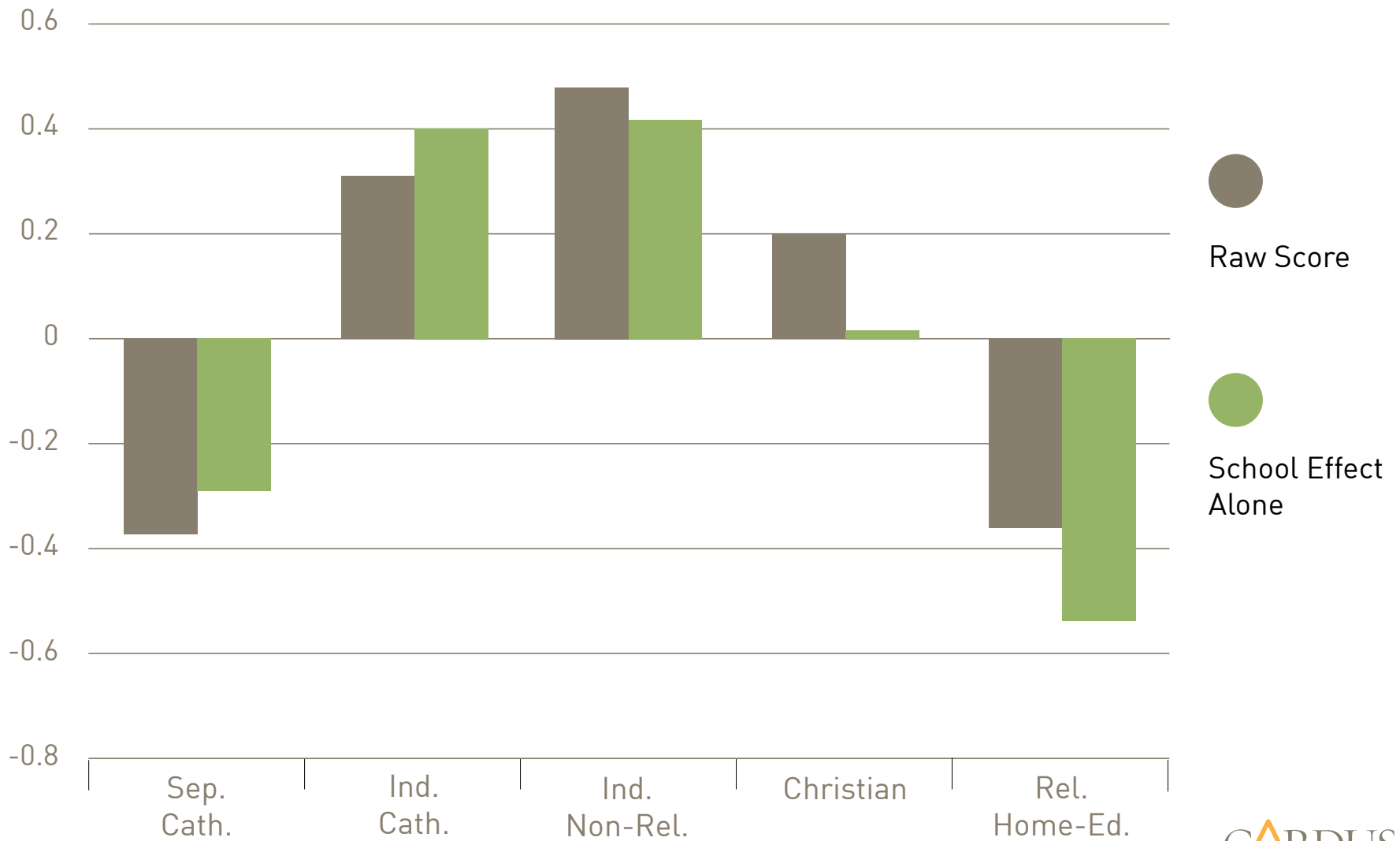


FIGURE 8: Total Volunteer Hours (Outside Congregation)

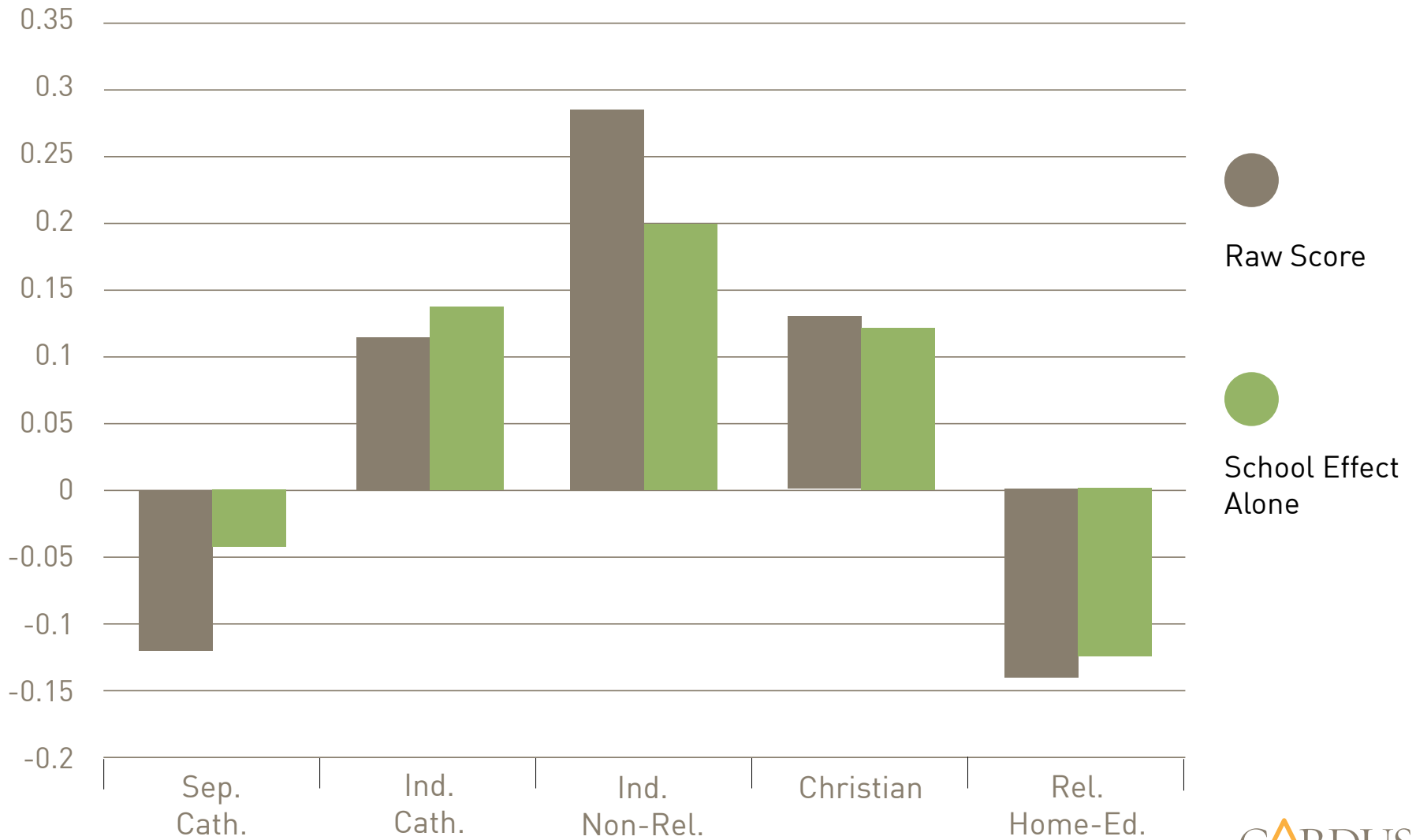


FIGURE 9: Volunteer in Congregation: Serve on a Committee

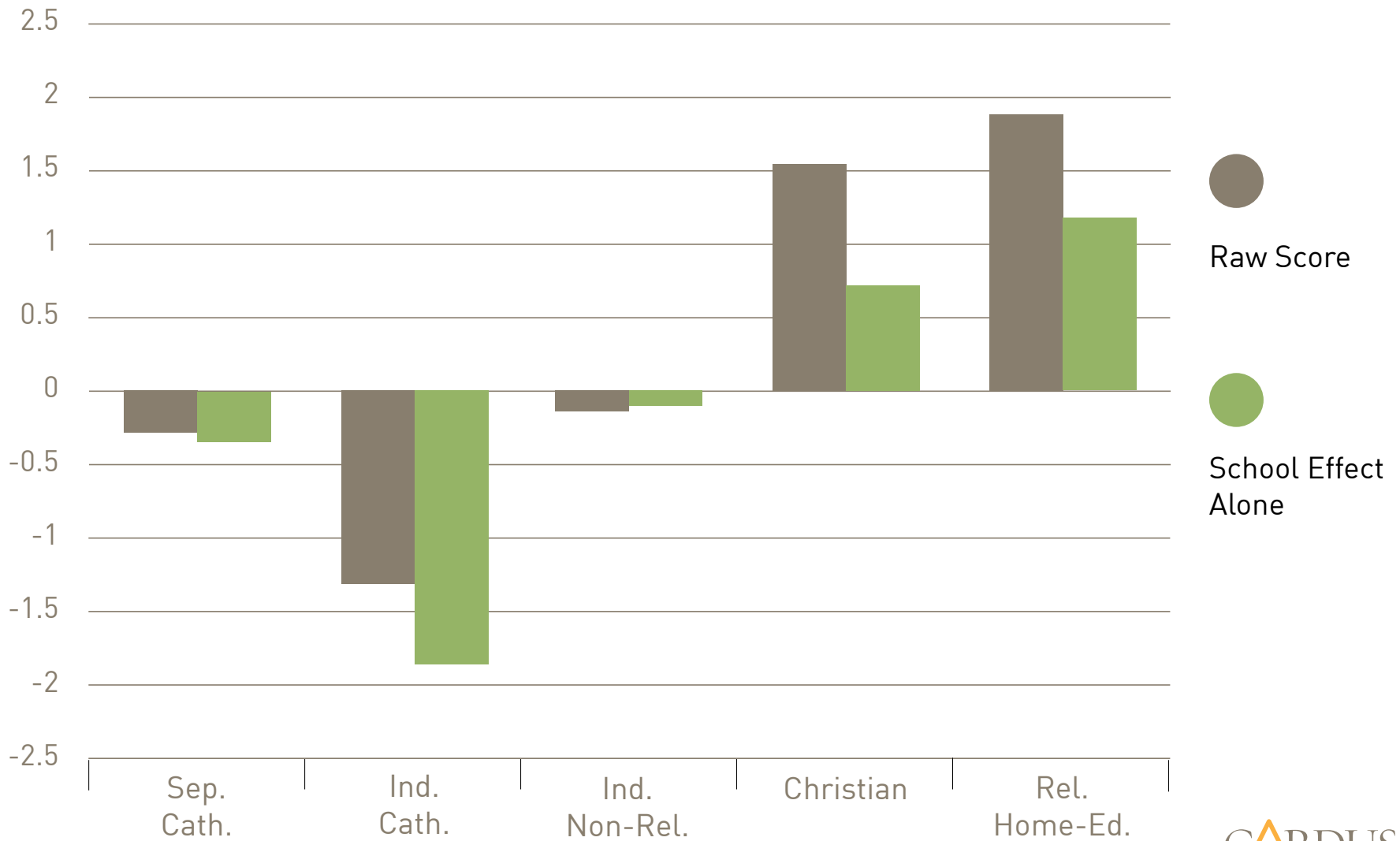


FIGURE 10: Total Volunteer Hours (In Congregation)

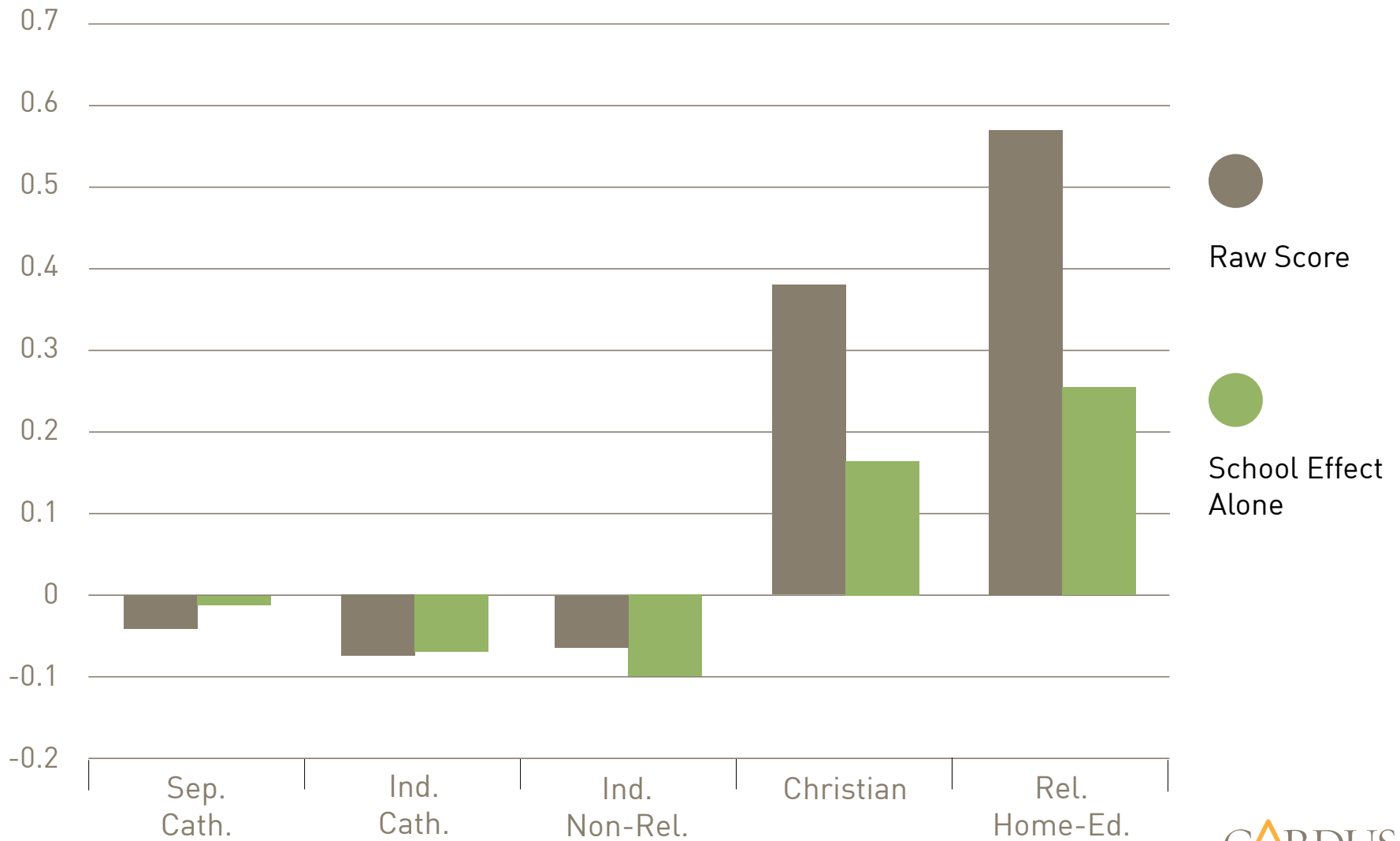


FIGURE 11: Volunteer for Health Care or Fighting Particular Diseases

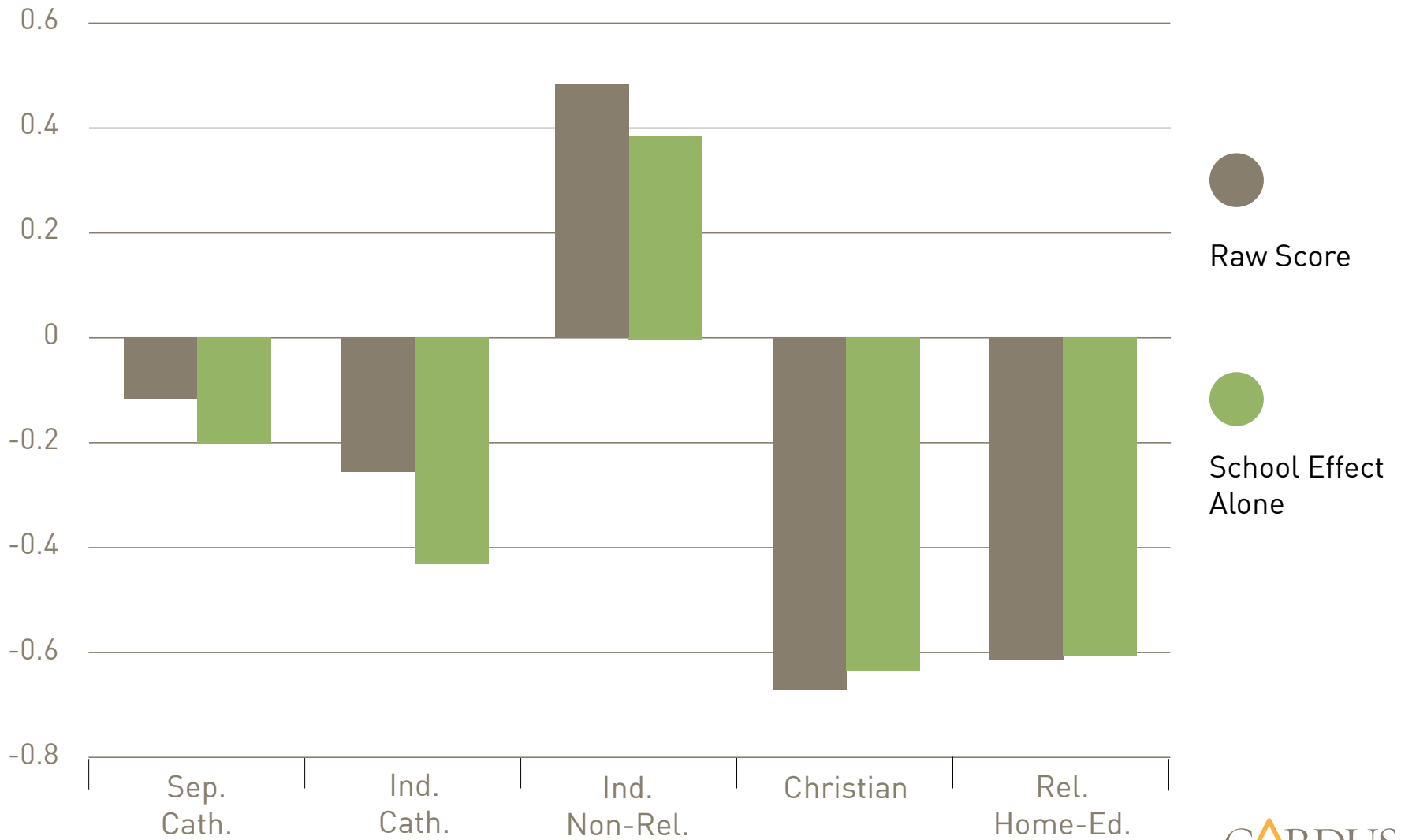


FIGURE 12: Volunteer for Elementary or High School

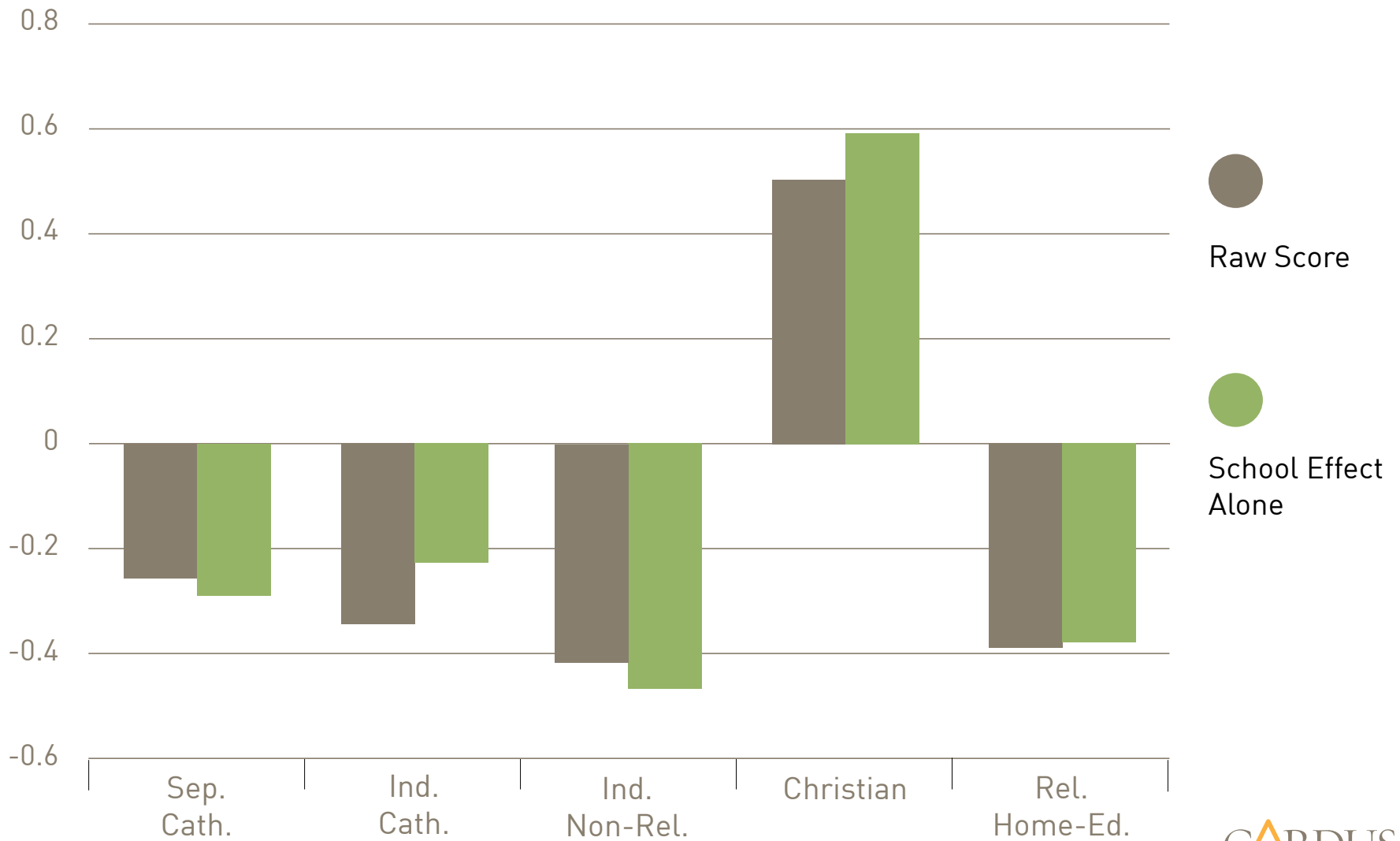


FIGURE 13: Volunteer for Youth Programs, Including Youth Sports Leagues

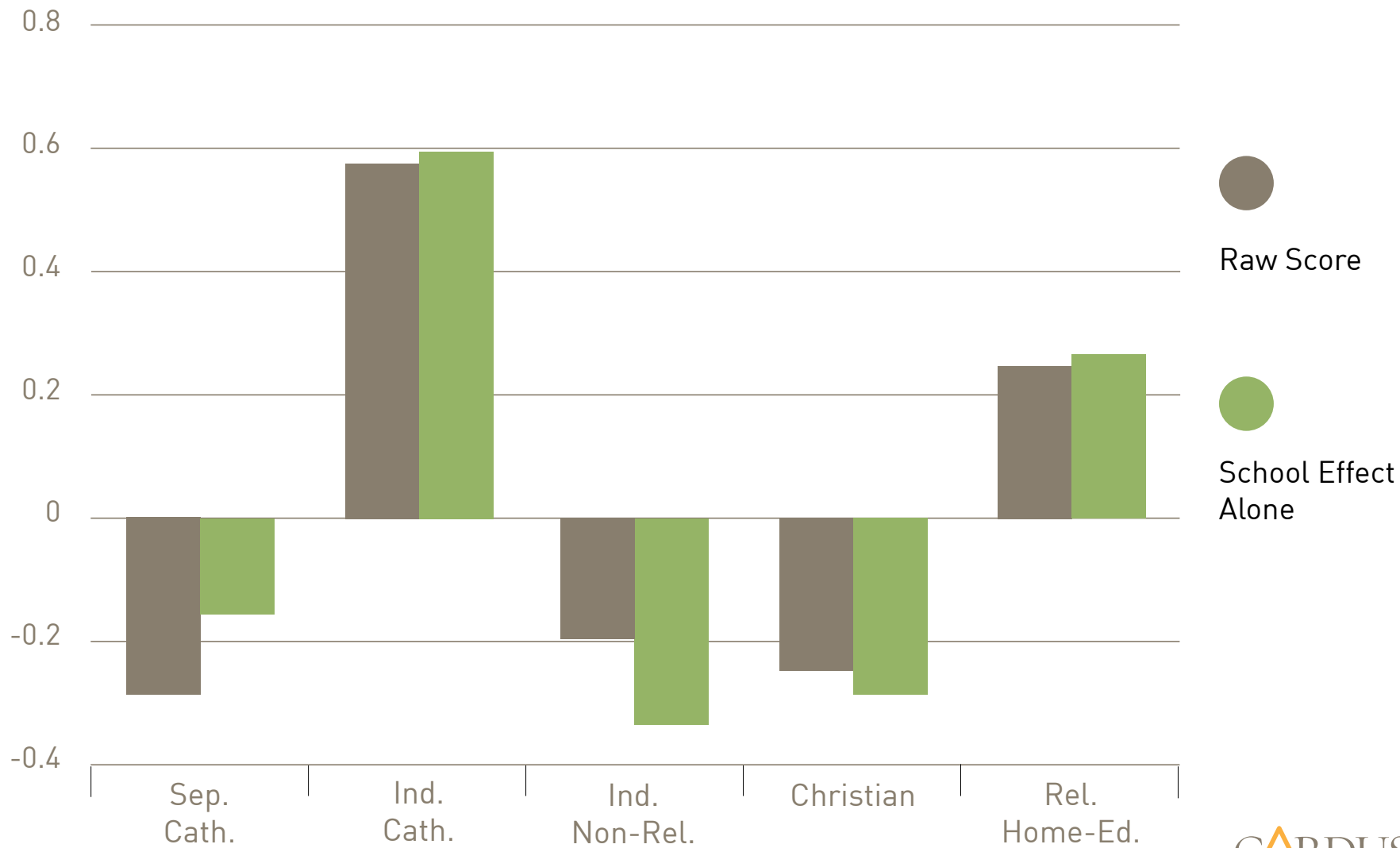


FIGURE 14: Volunteer for Organization to Help Poor or Elderly

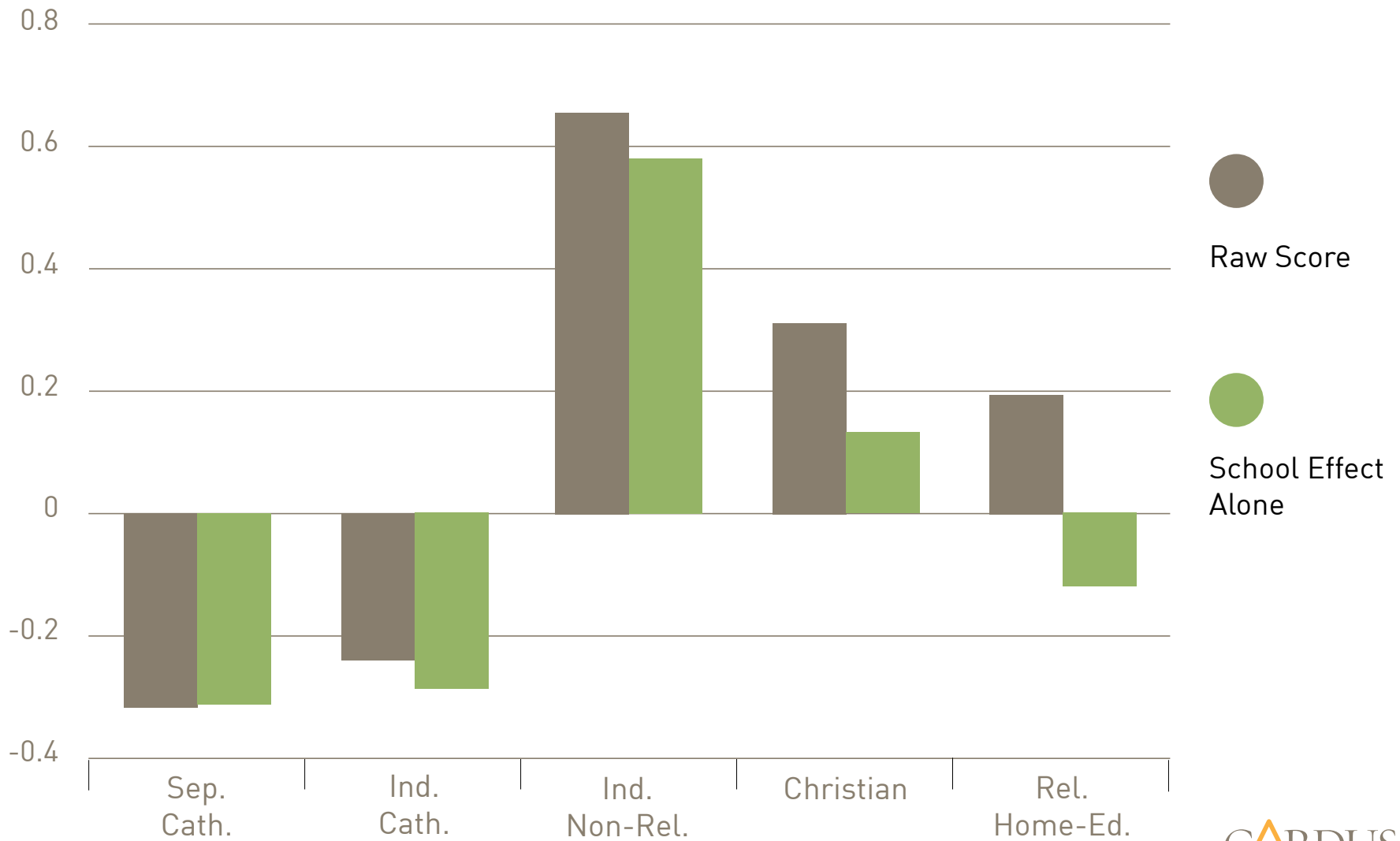


FIGURE 15: Volunteer for Neighbourhood or Civic Group

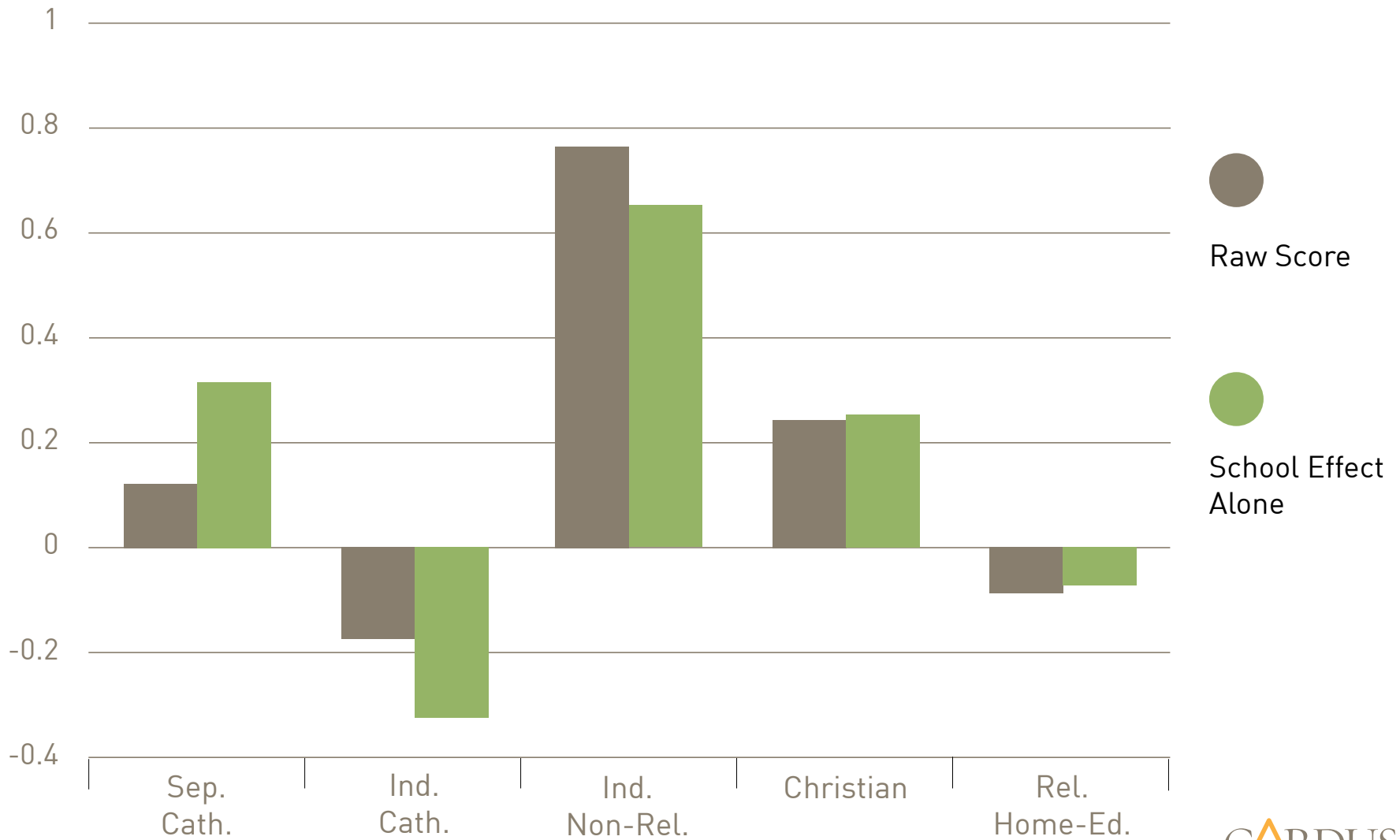


FIGURE 16: Volunteer for Arts or Cultural Organization

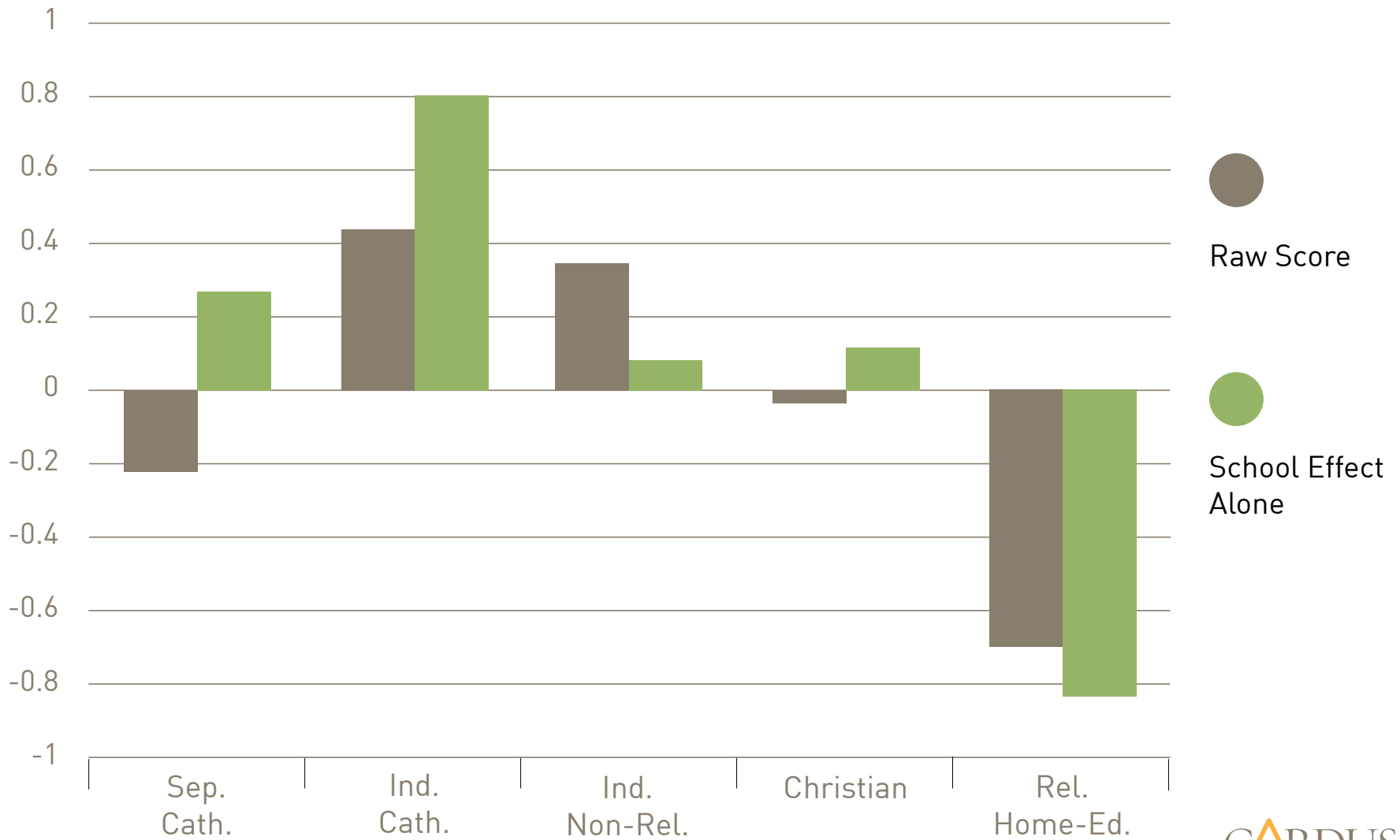


FIGURE 17: Volunteer for Political Cause (Party, Campaign, or Issue)

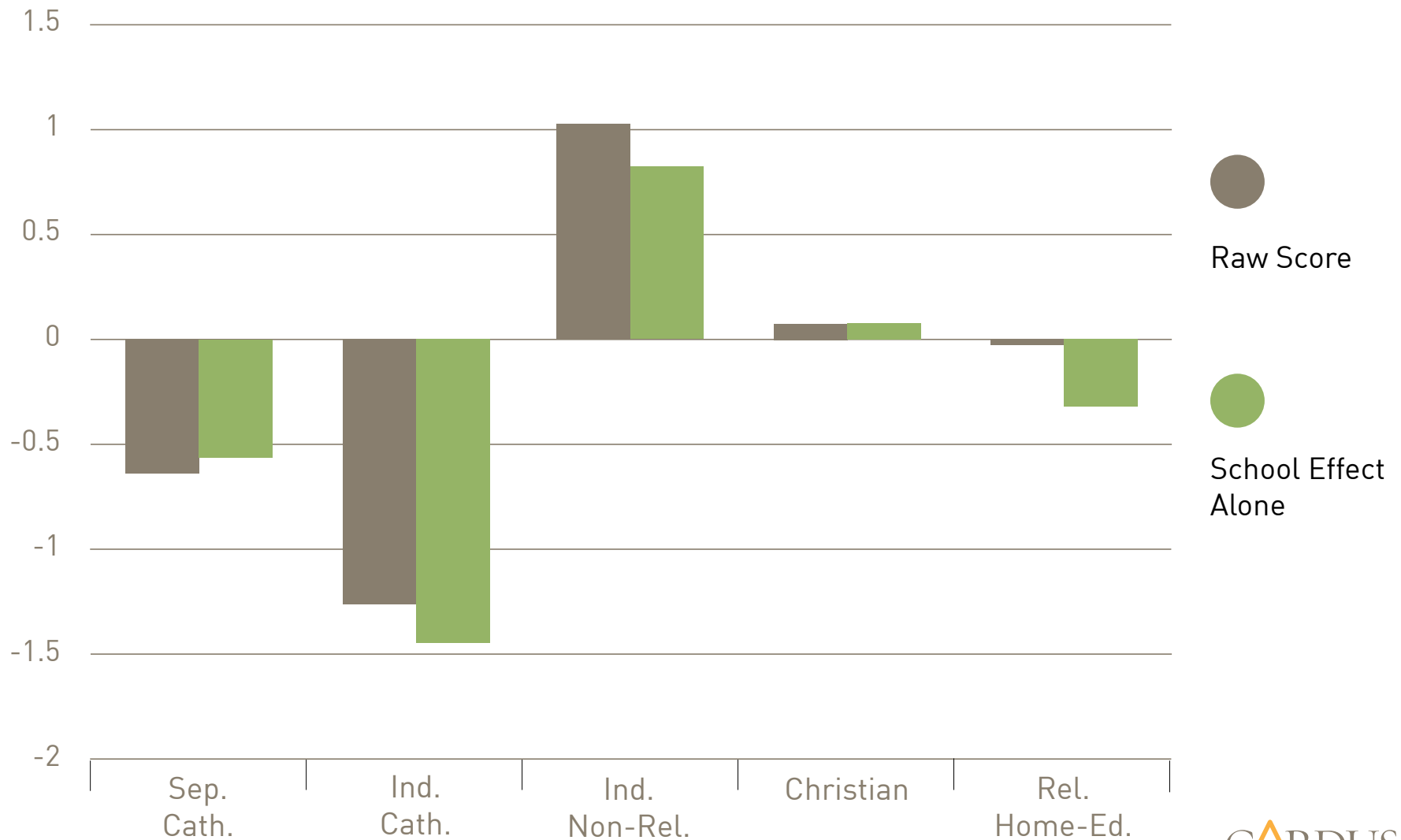


FIGURE 18: Participate in Political Organization

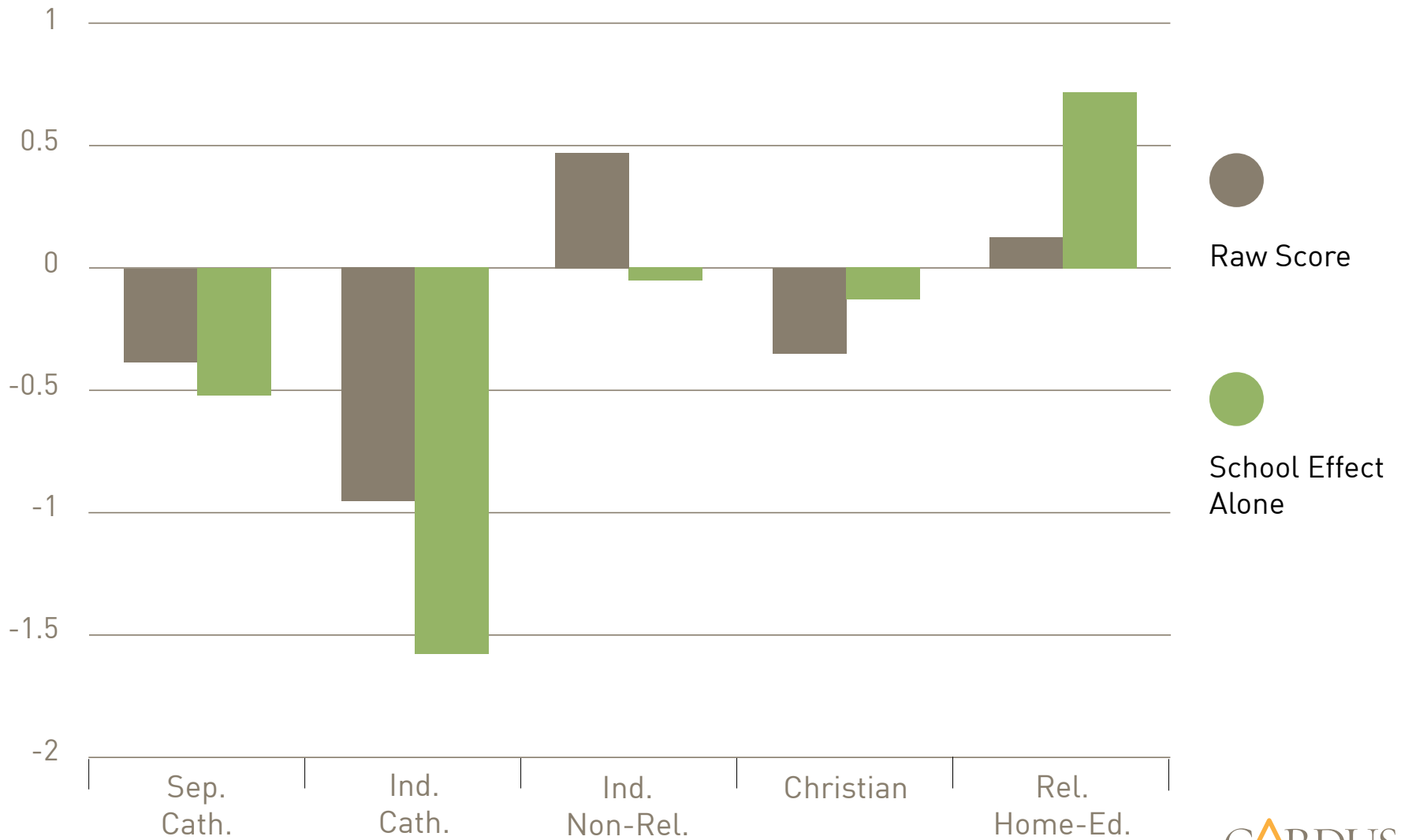


FIGURE 19: Participate in Nonpartisan Civic Organization

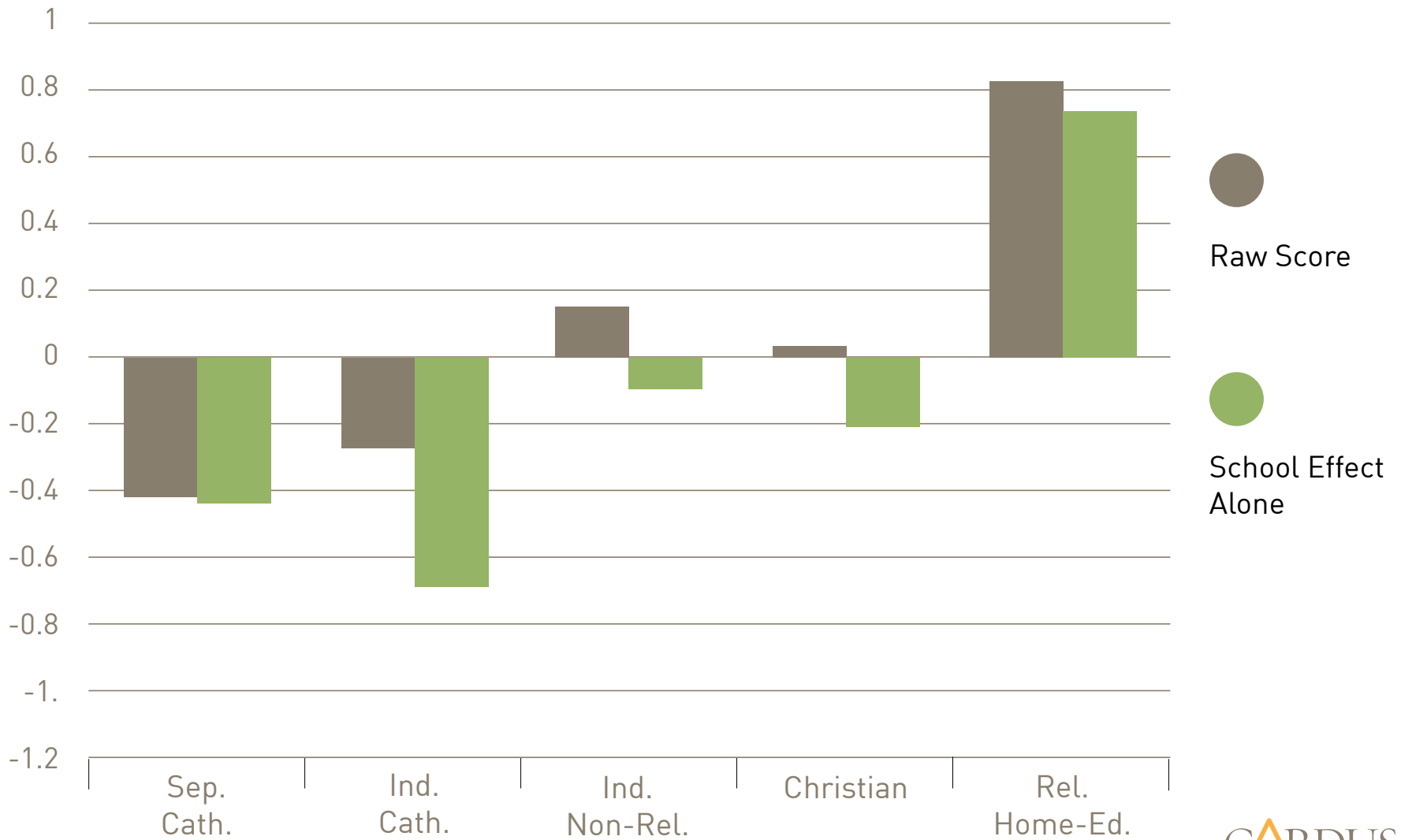


FIGURE 20: Participate in Hobby, Sports, or Youth Group

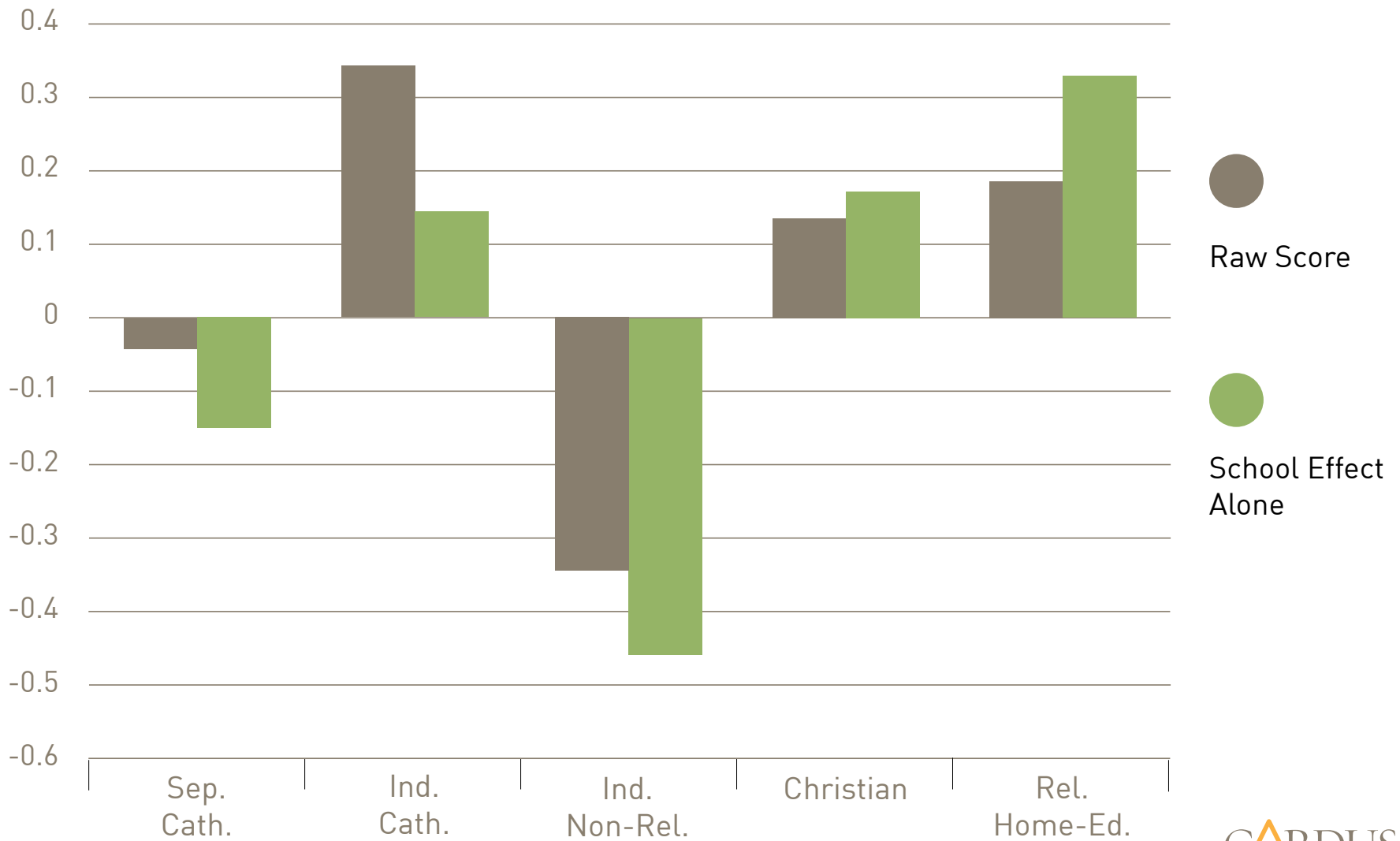


FIGURE 21: Participate in Neighbourhood or Civic Group

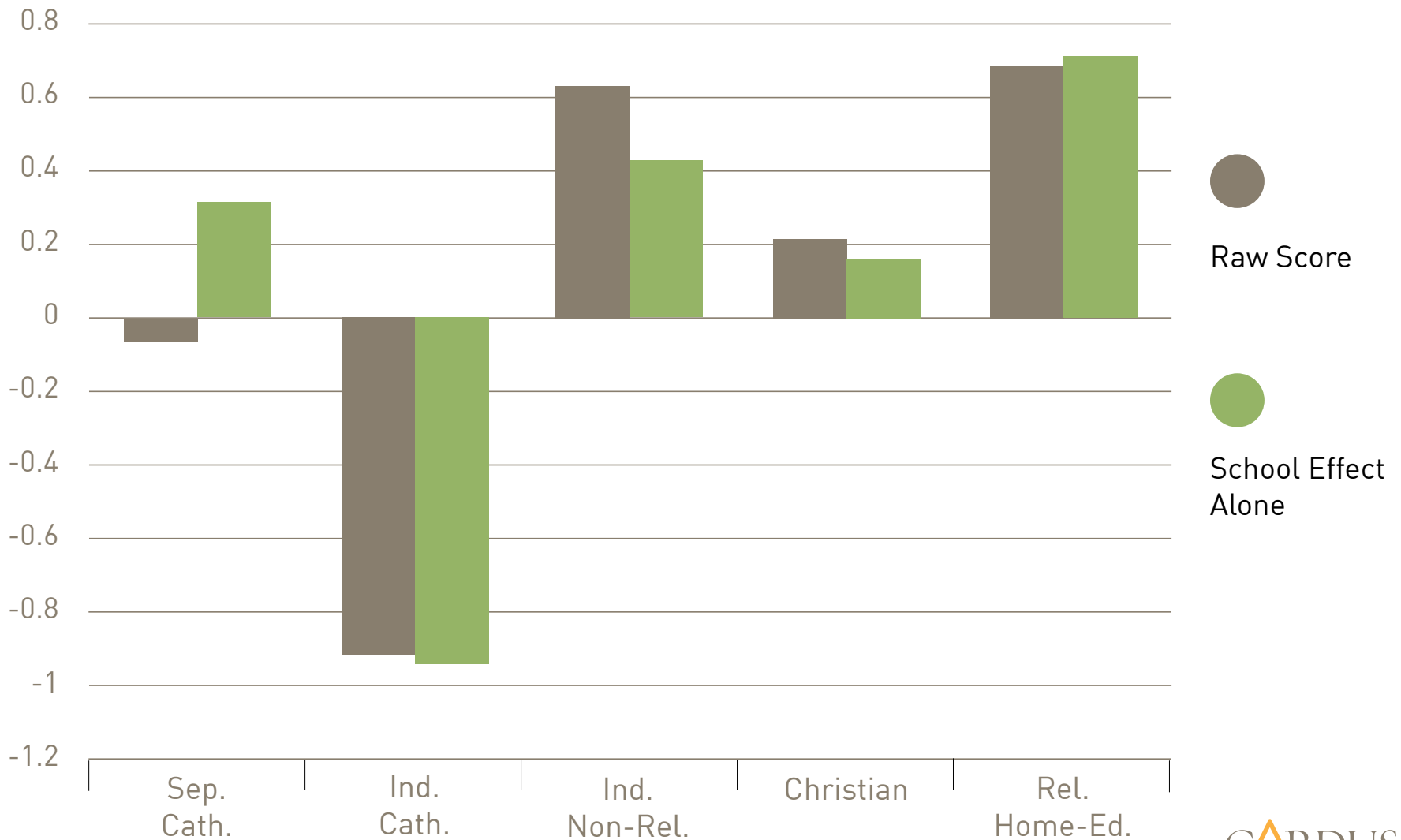


FIGURE 22: Served as Officer or Committee Member of any Organization (Outside Congregation)

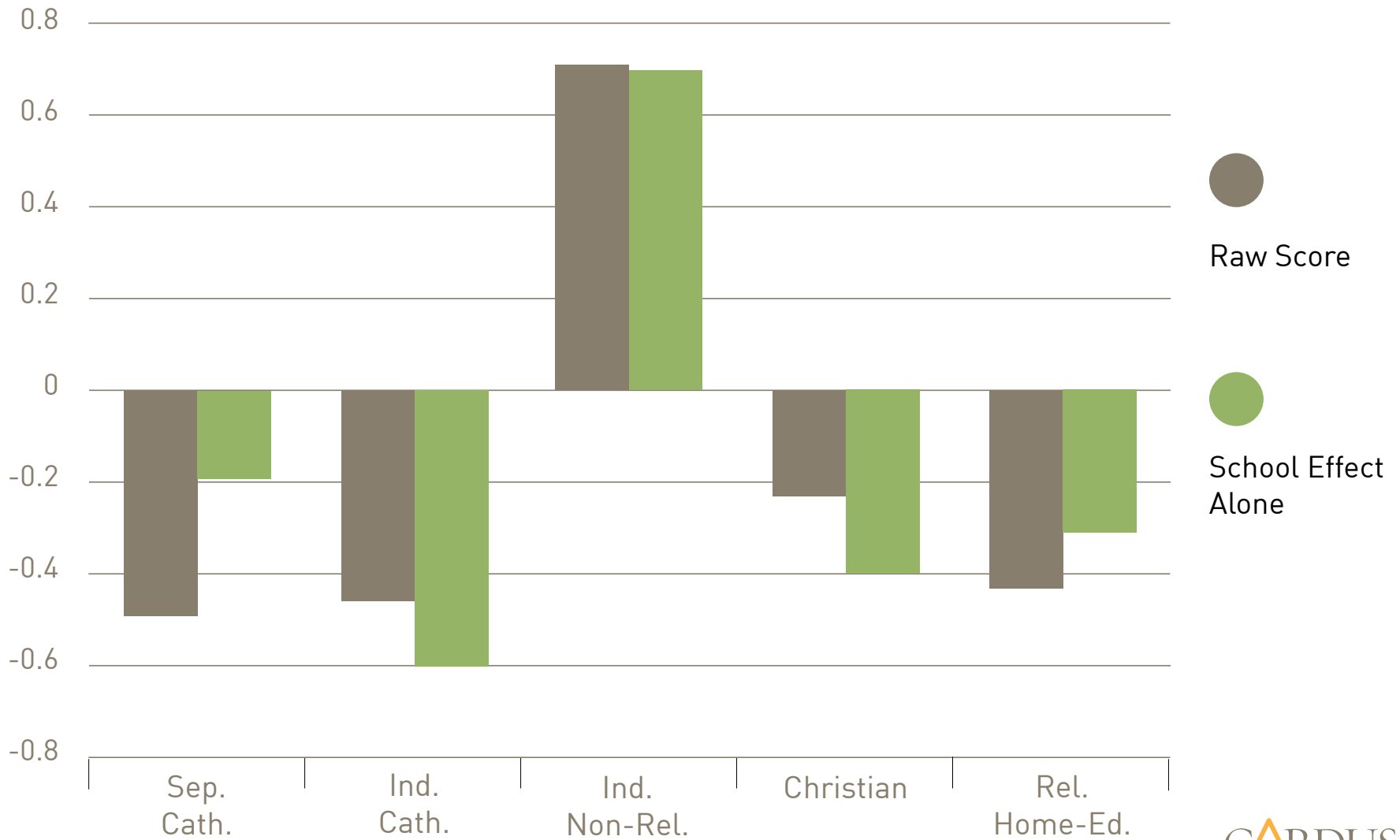


FIGURE 23: Make Charitable Contributions on Regular or Semi-Regular Basis

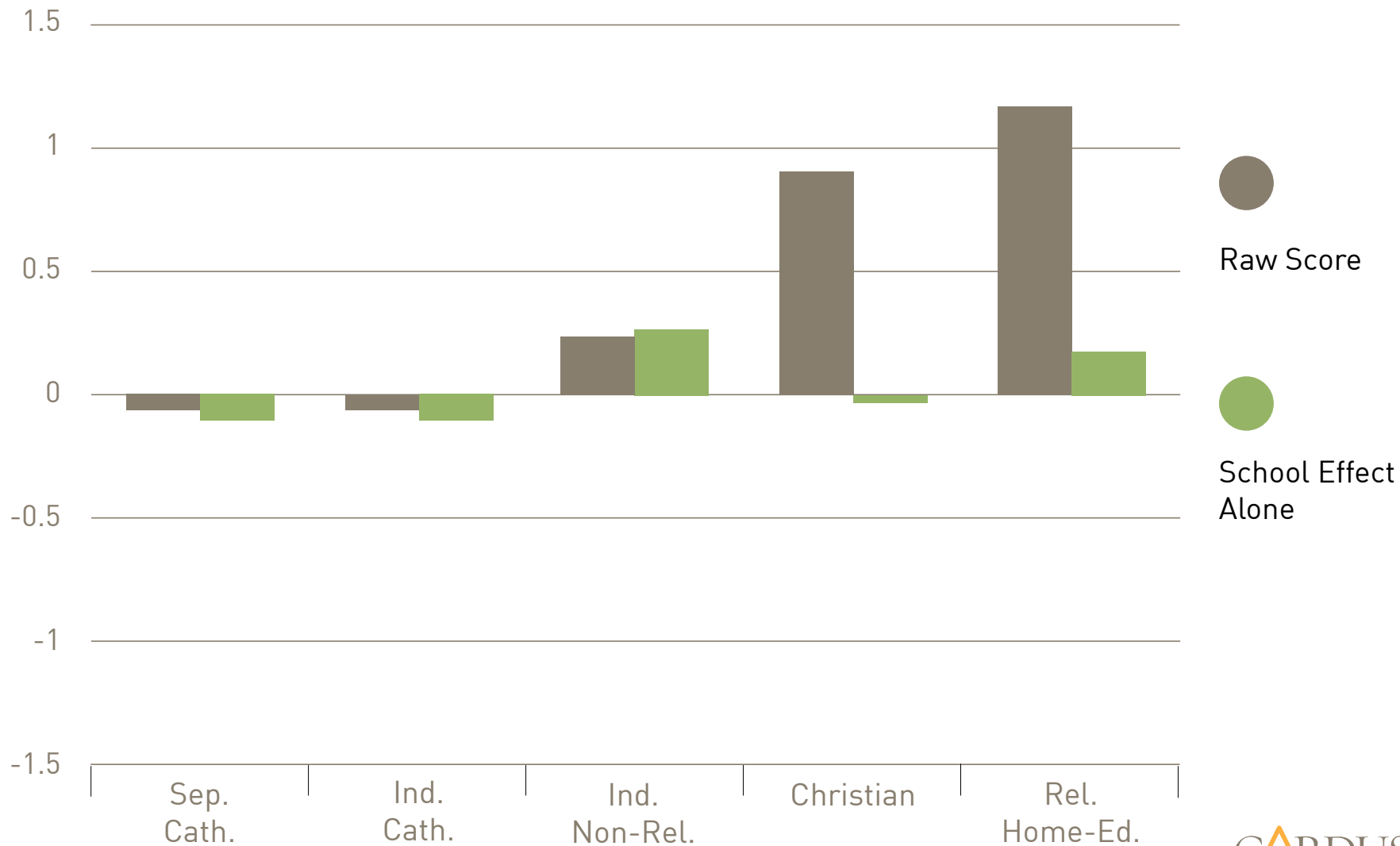


FIGURE 24: Regularly Donate at least 10% of Income to Religious, Charitable, or other Good Causes

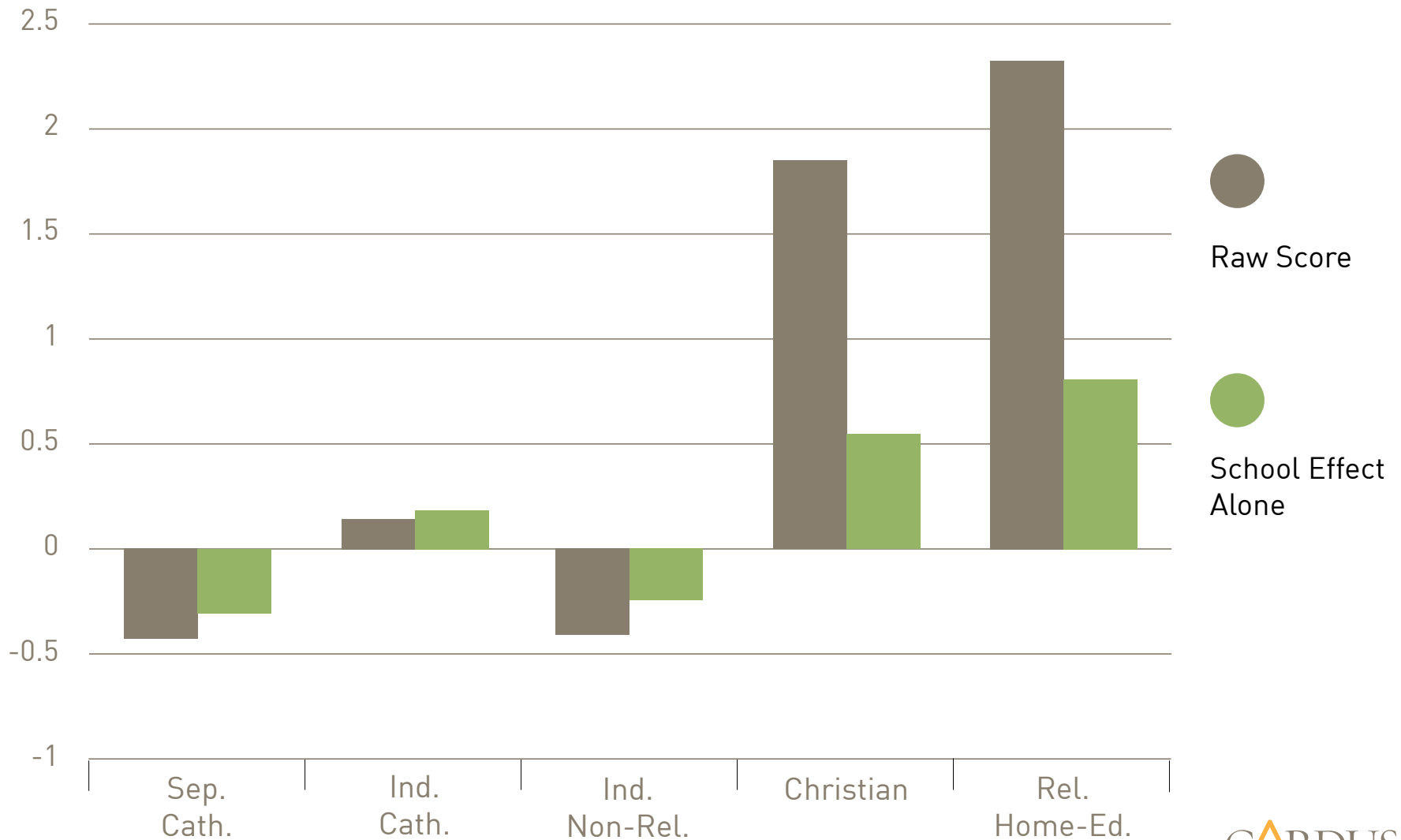


FIGURE 25: Amount Donated to Political Causes (Parties, Campaigns, or Issues)

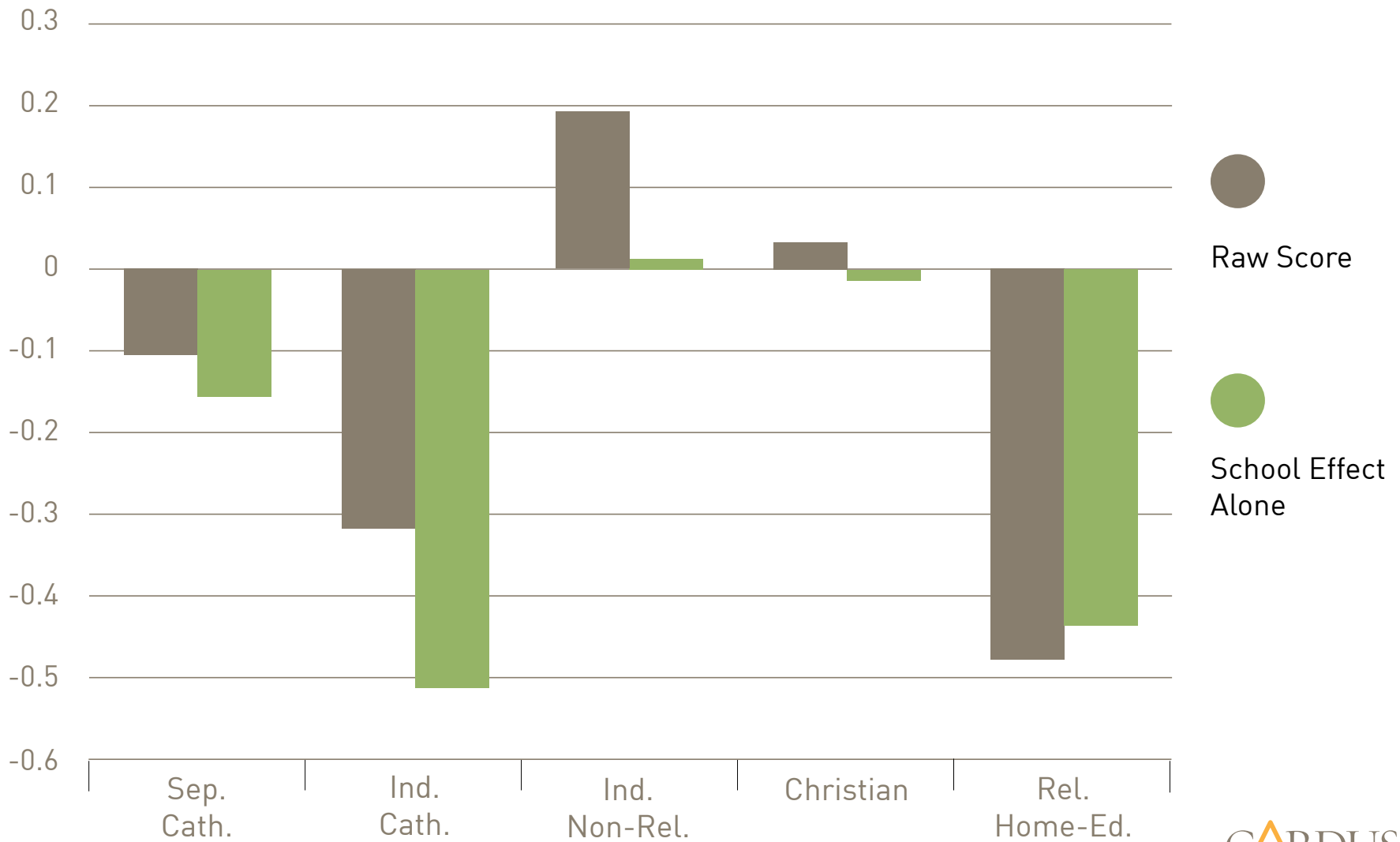


FIGURE 26: Amount Donated to Church or Religious Congregation

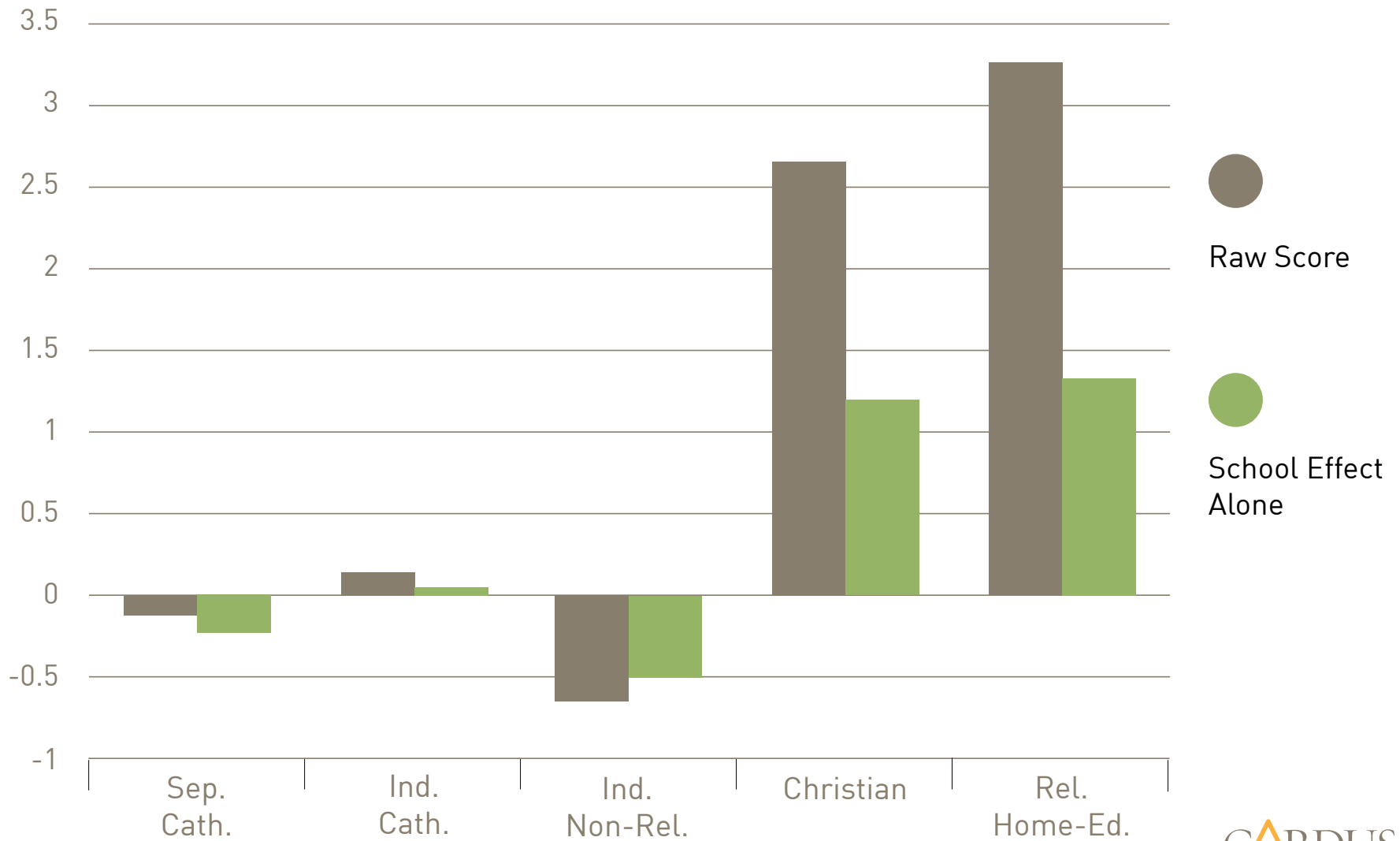


FIGURE 27: Amount Donated to Other Religious Organizations or Causes

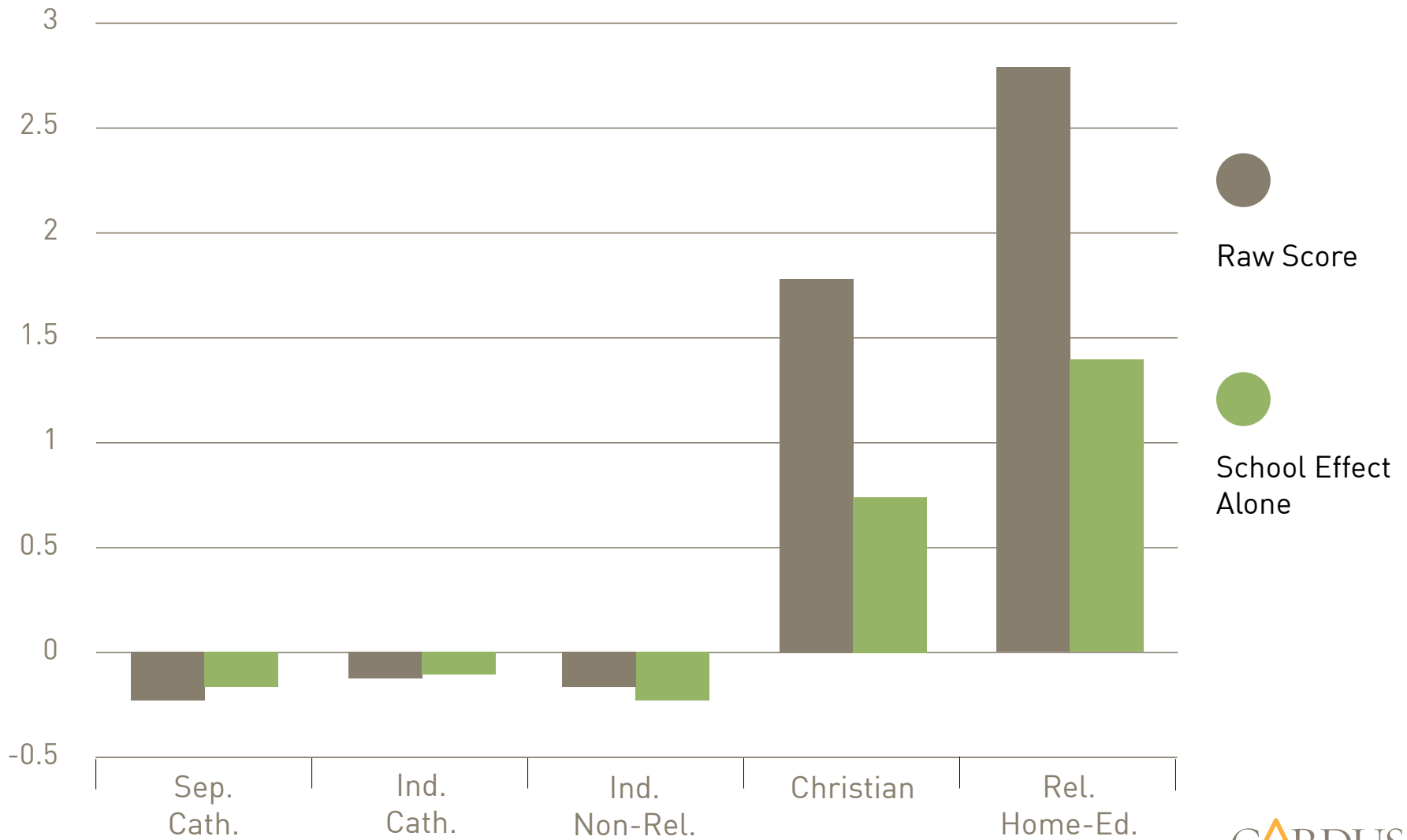


FIGURE 28: Amount Donated to Other Secular or Non-Religious Organizations or Causes

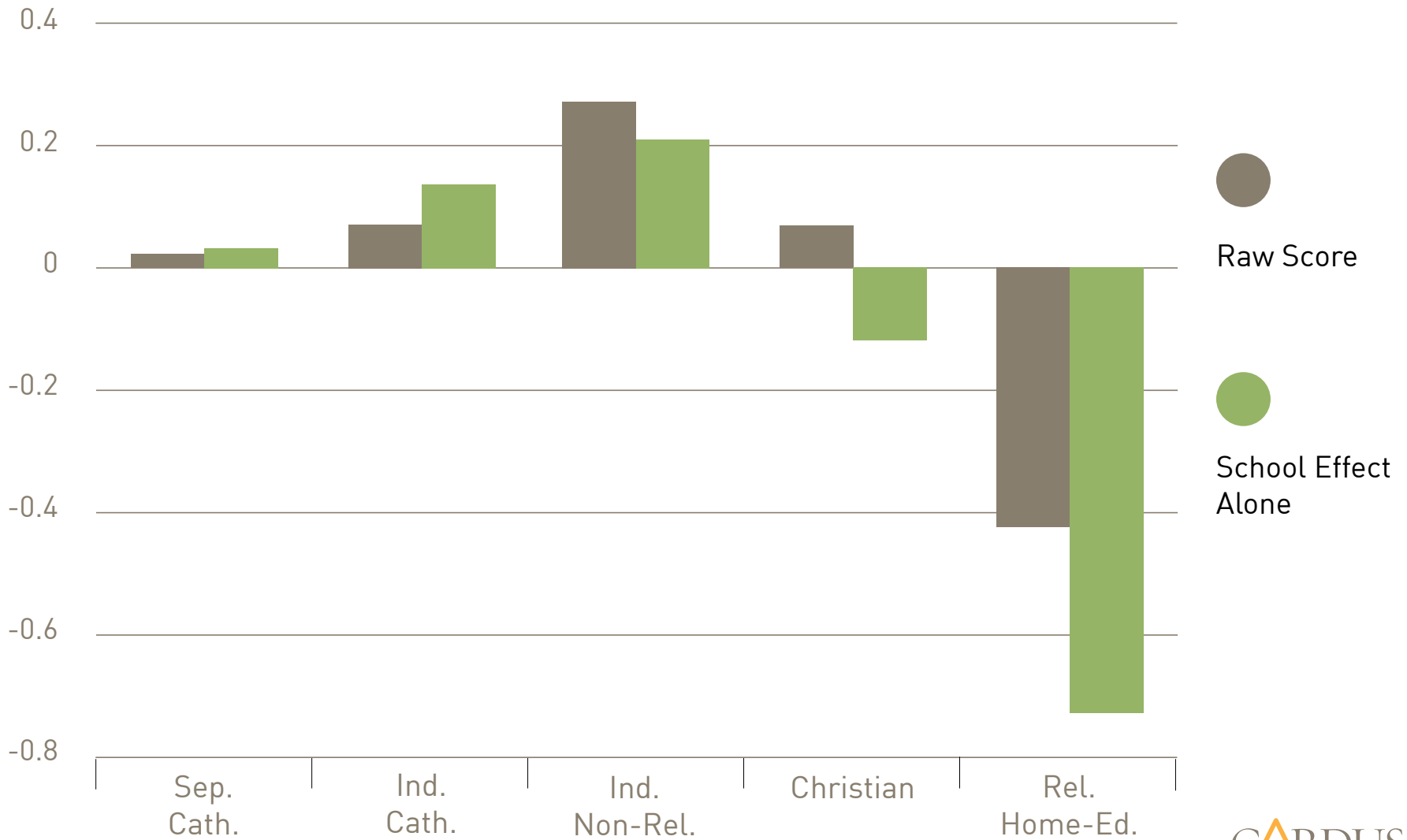


FIGURE 29: Professional or Managerial Occupation

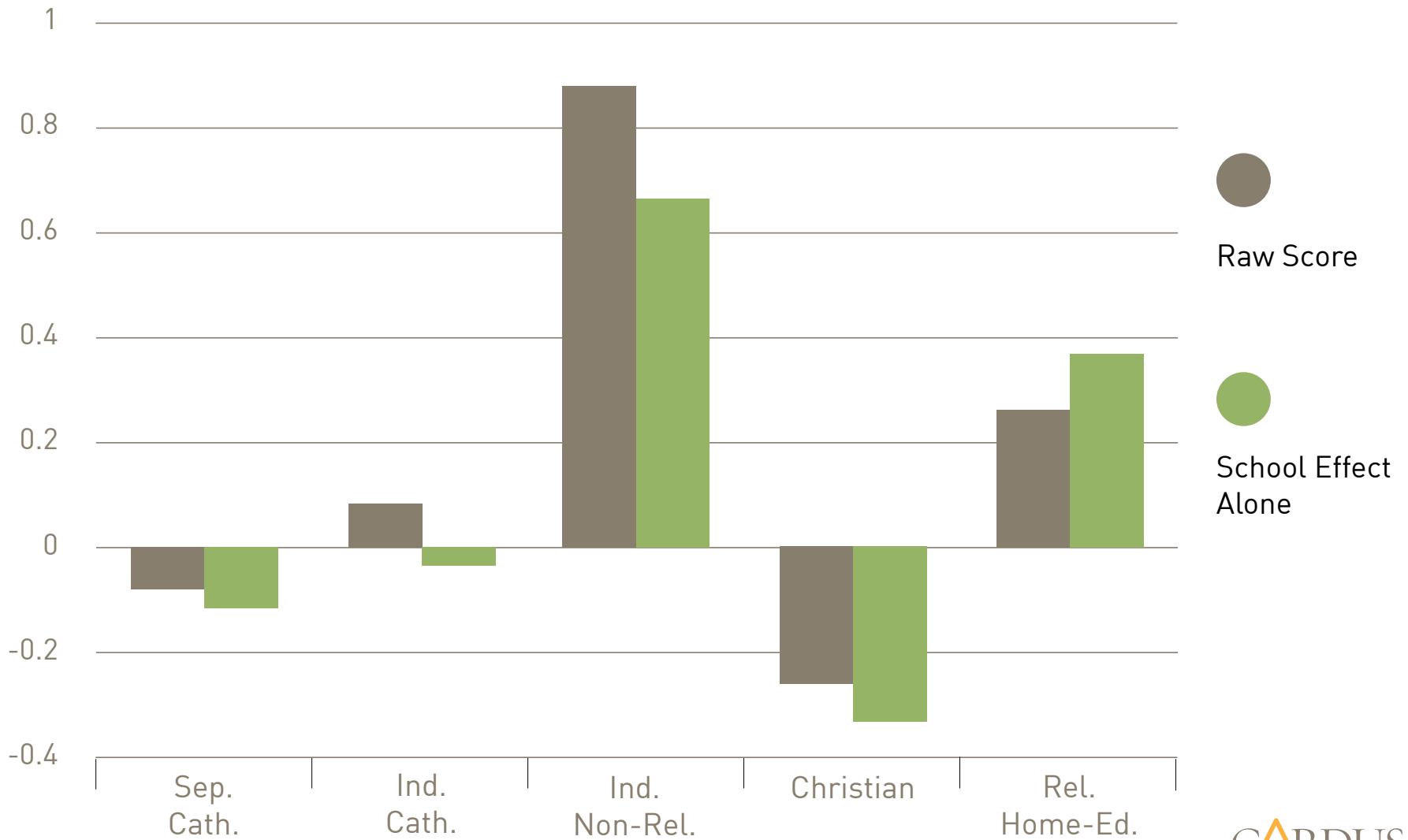


FIGURE 30: Work Status: Part-Time

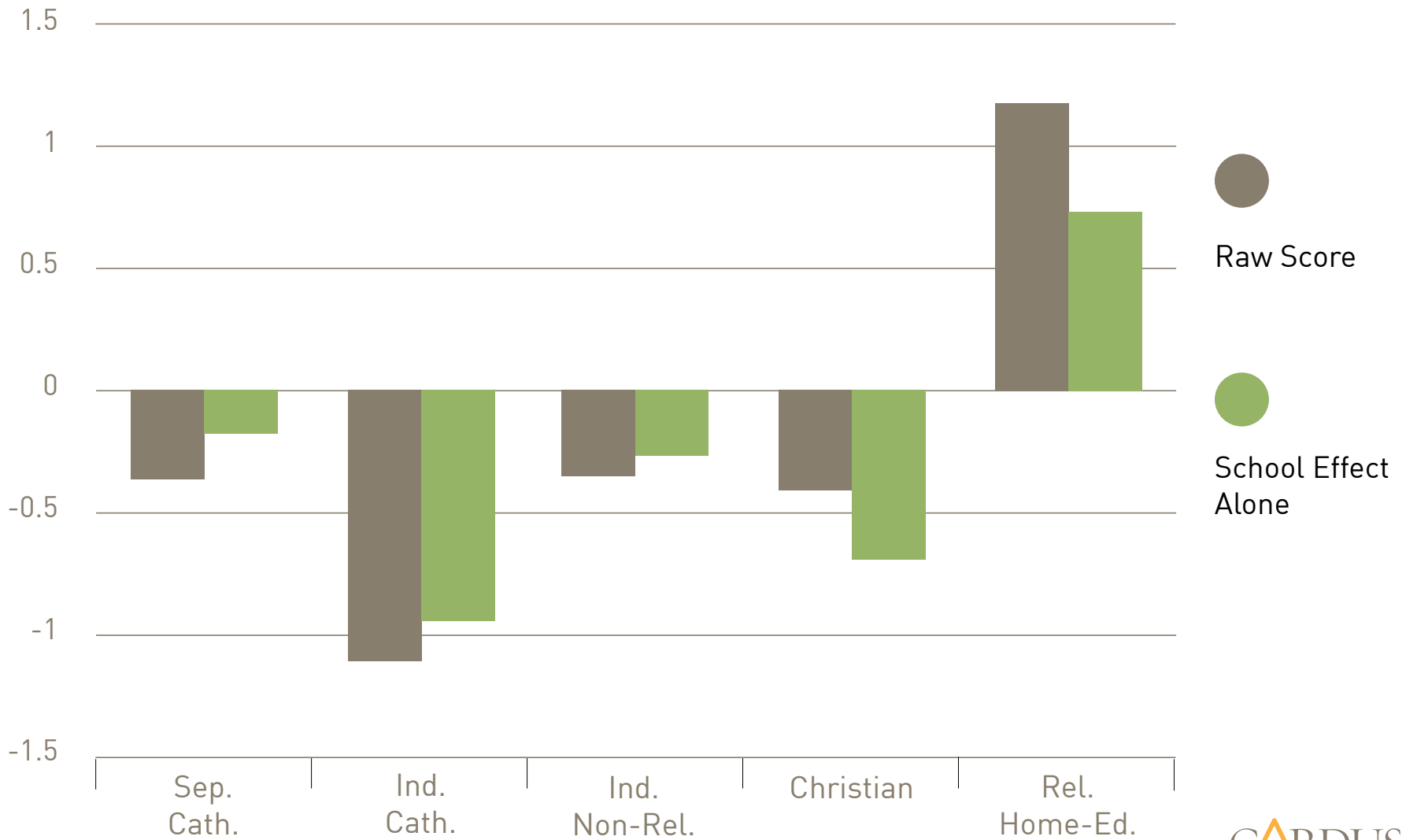


FIGURE 31: Work Status: Not Working

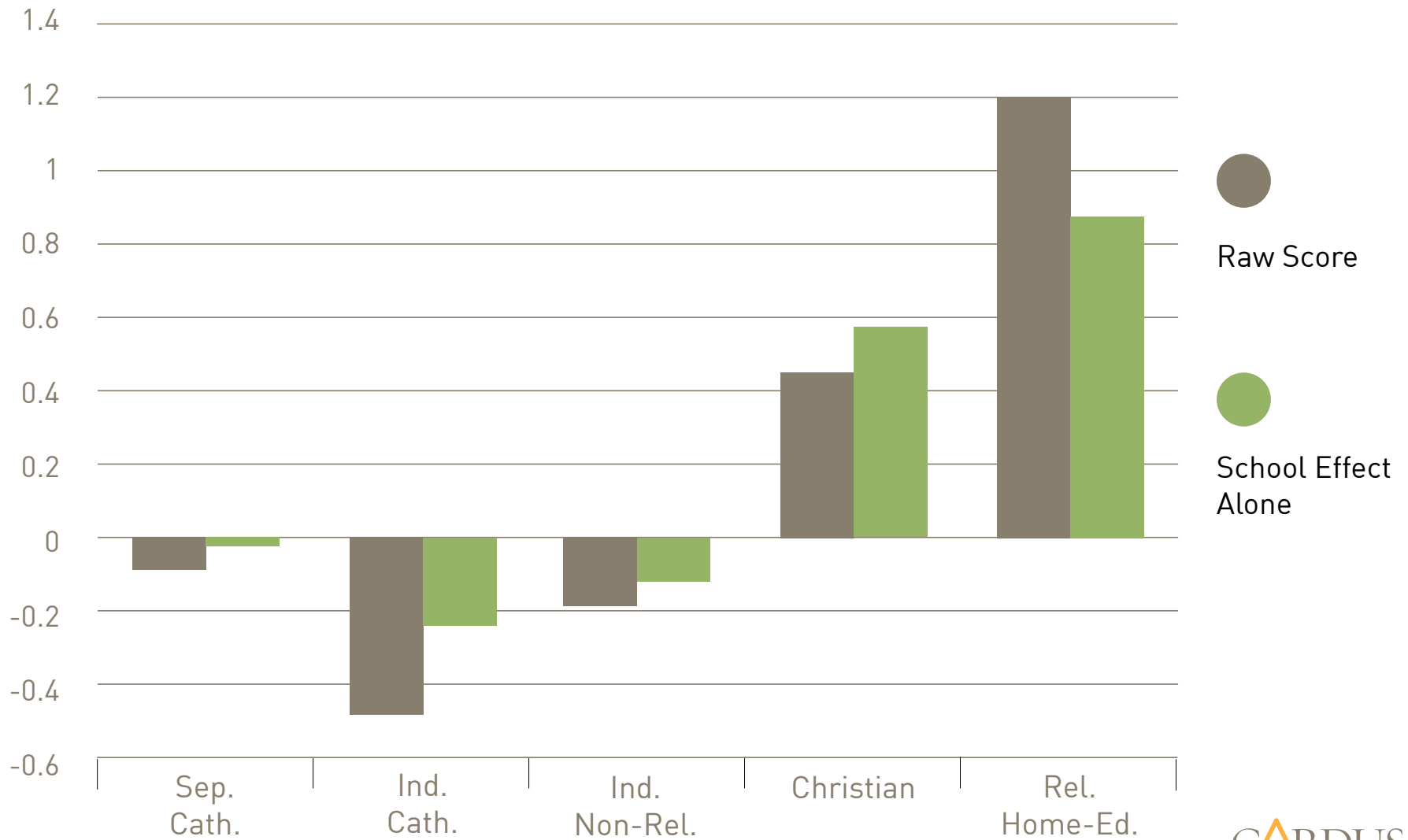


FIGURE 32: Better if Man Earns Main Living and Woman Takes Care of Home and Family

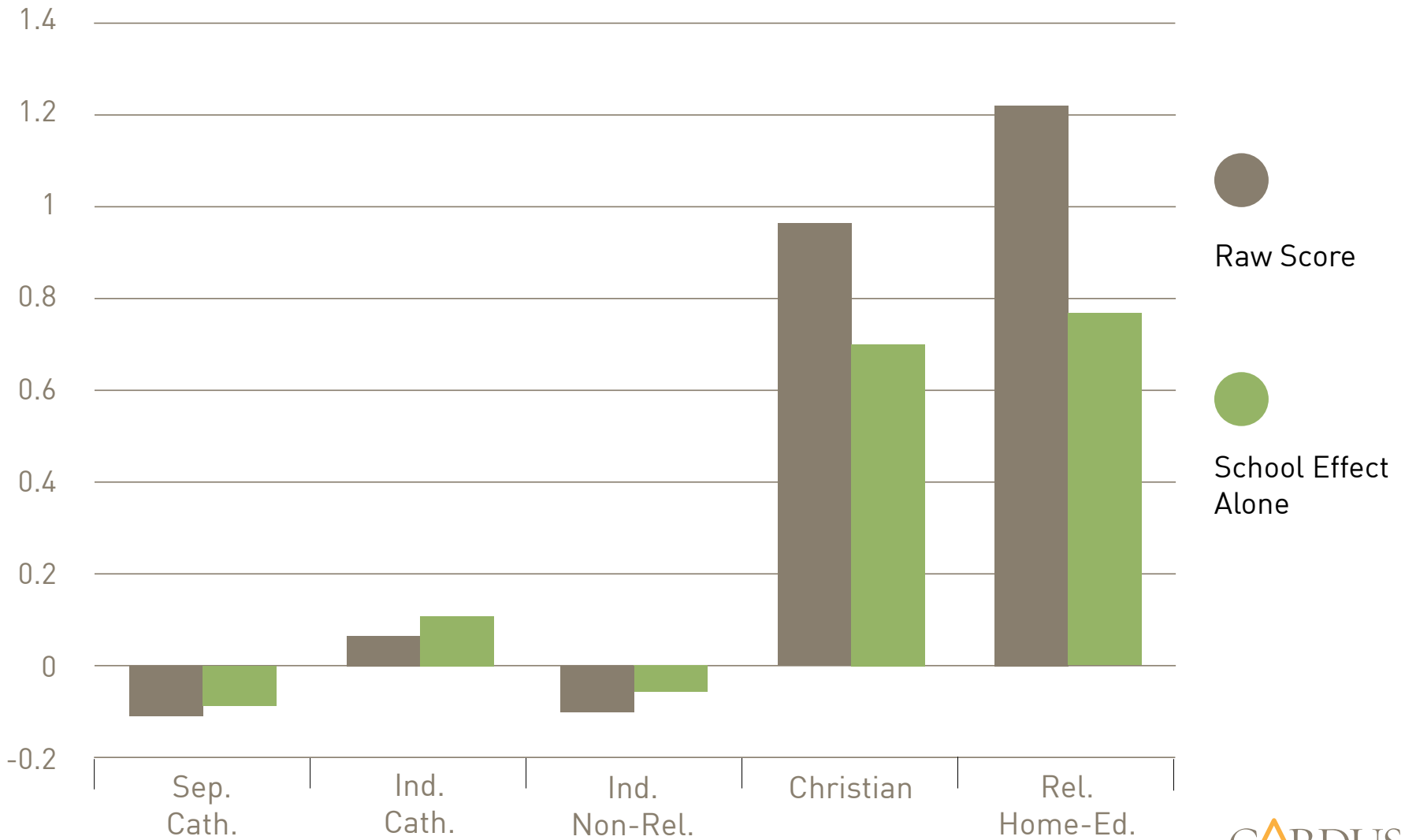


FIGURE 33: God has Called Me to the Particular Line of Work I am In

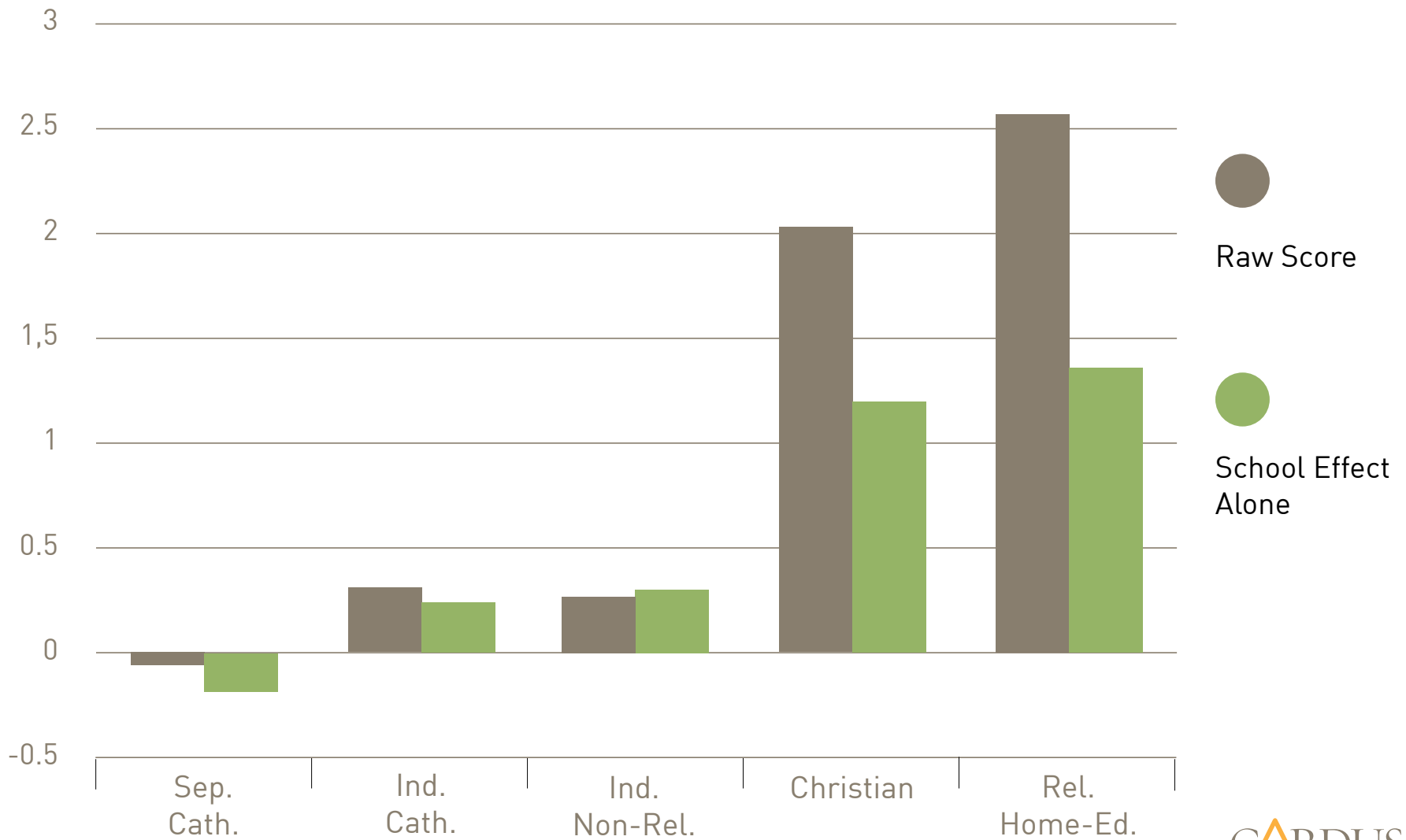


FIGURE 34: Desire Job that Gives Opportunity to be Directly Helpful to Others

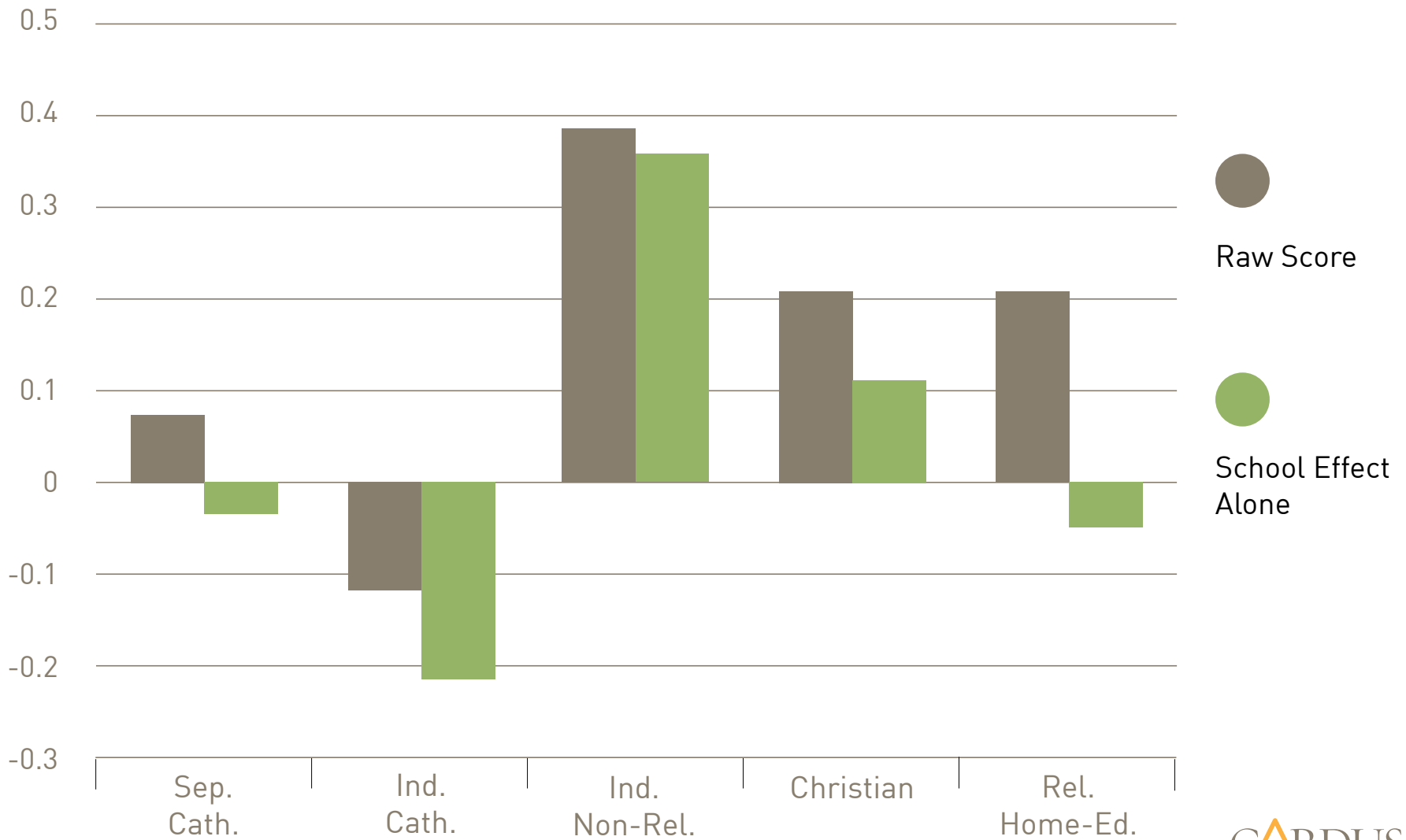


FIGURE 35: Desire Job with Chance to be Creative

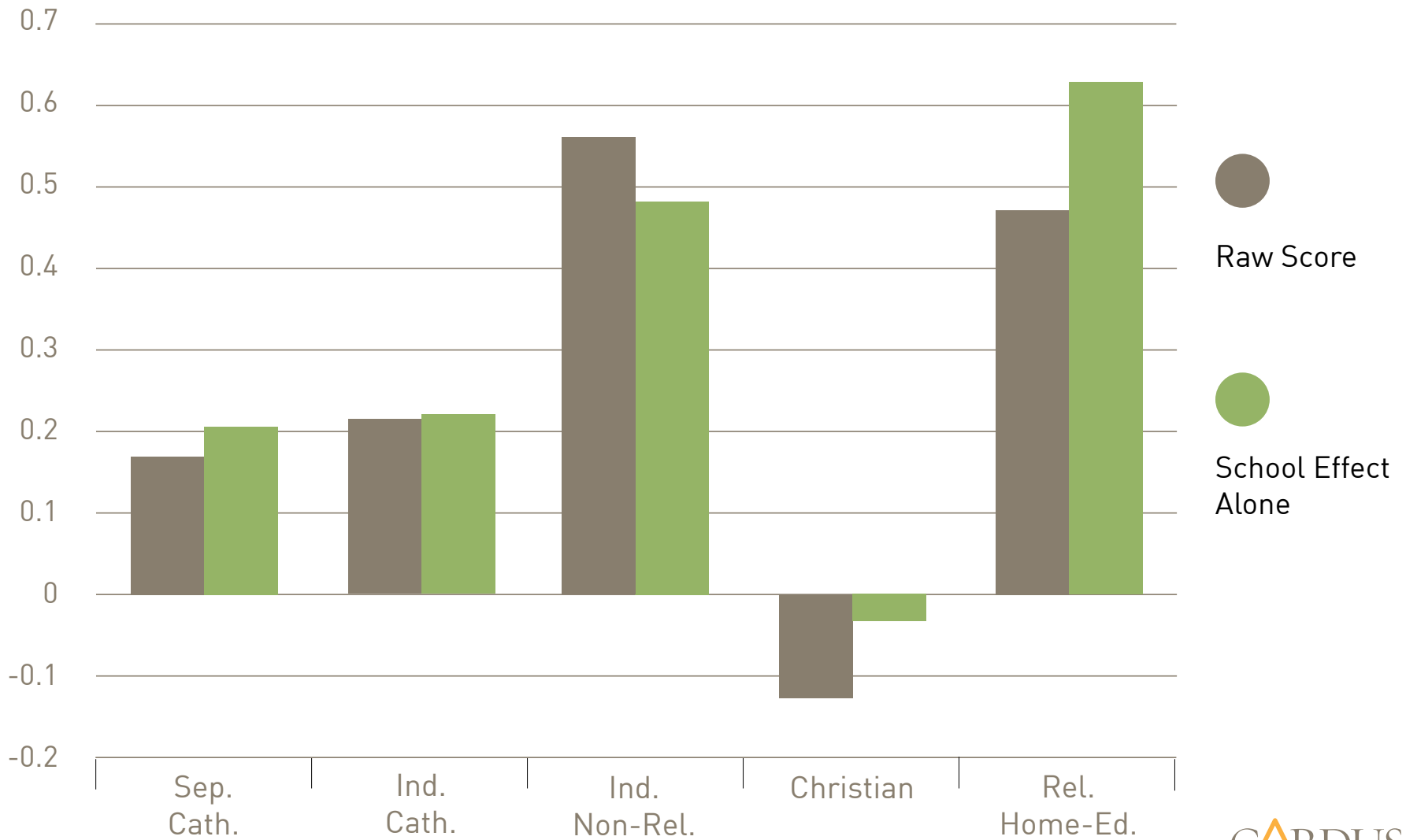


FIGURE 36: Desire Job that is Worthwhile to Society

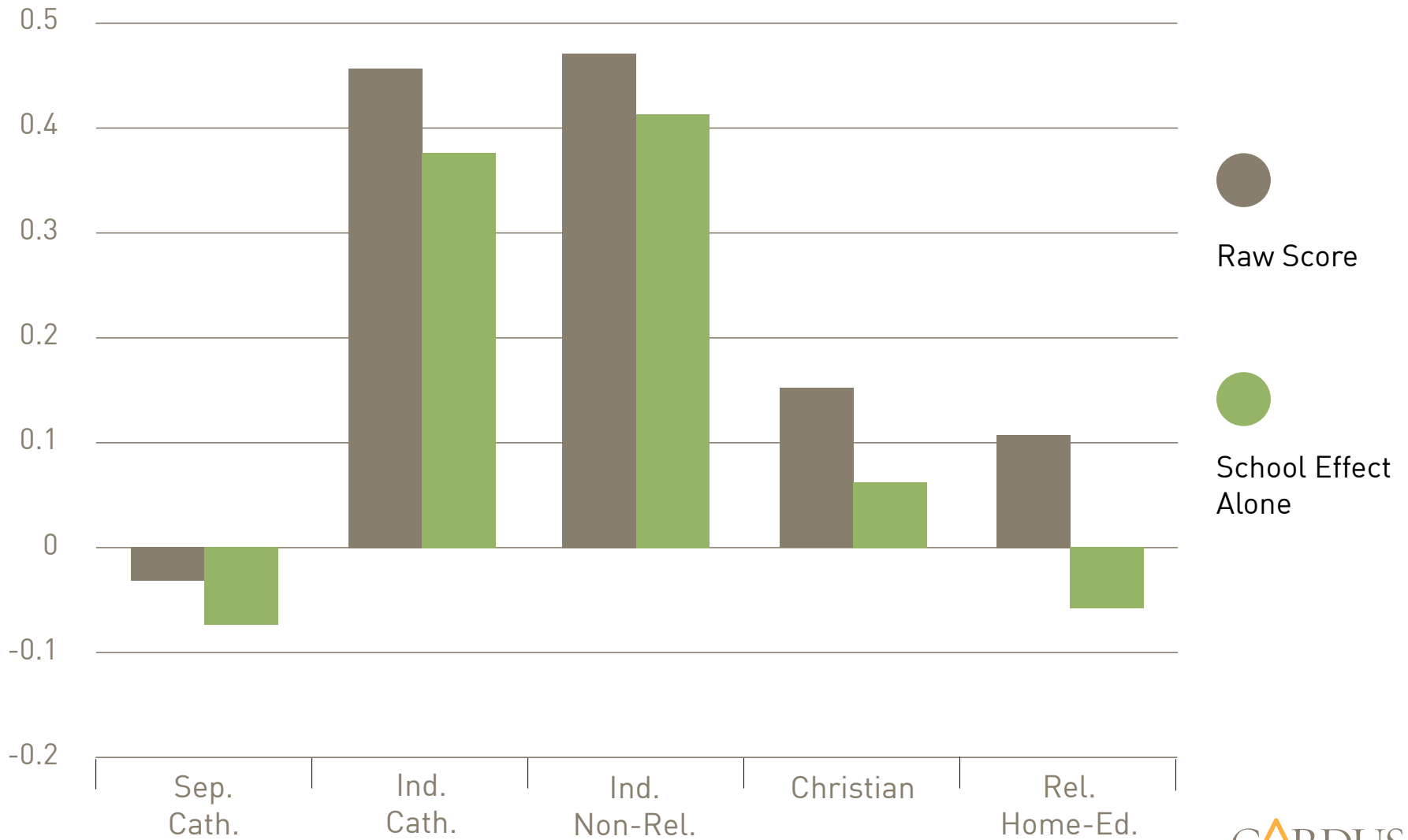


FIGURE 37: Desire Job with Chance to Make Friends

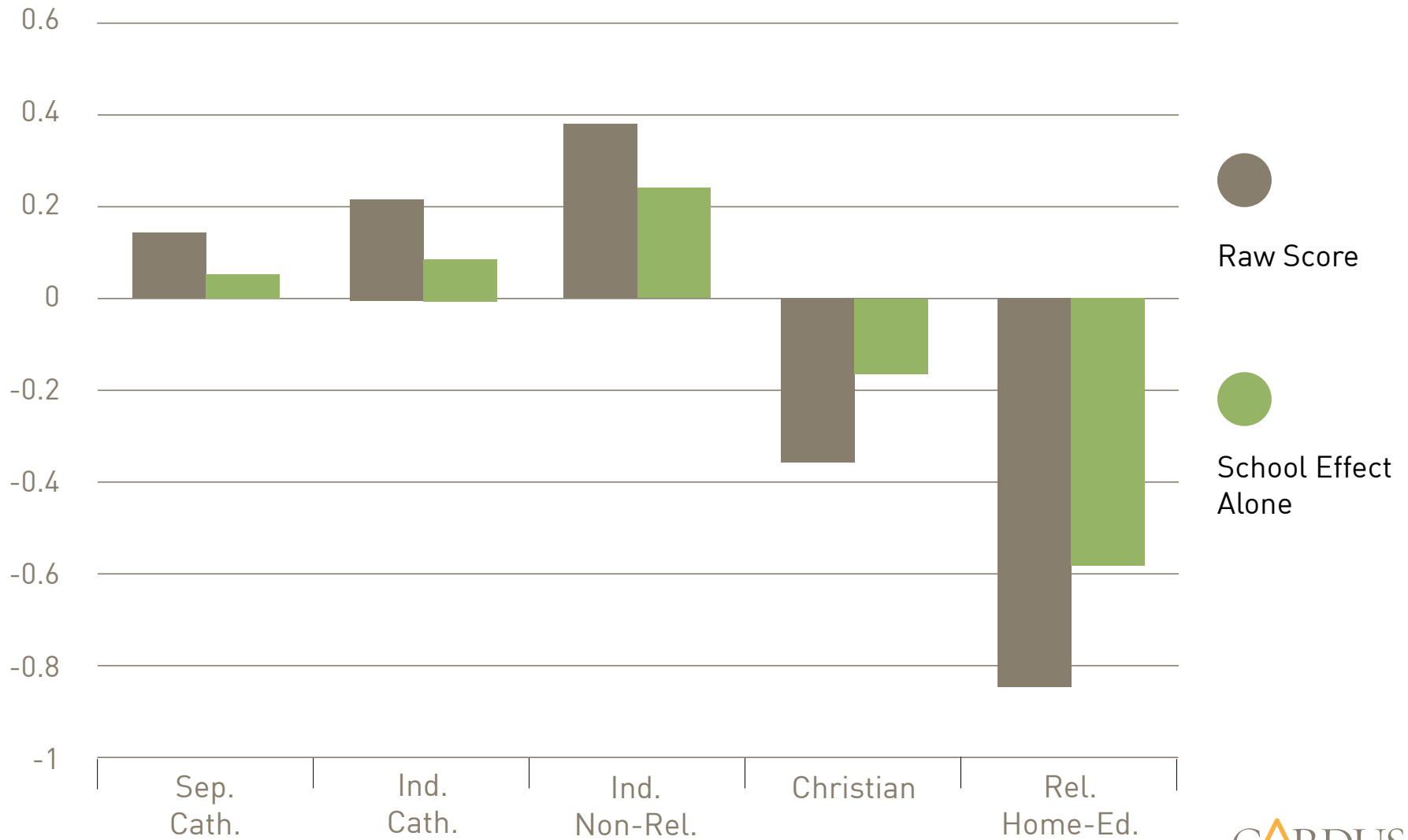


FIGURE 38: Desire Job which Allows Establishing Roots in Community, not Moving Place to Place

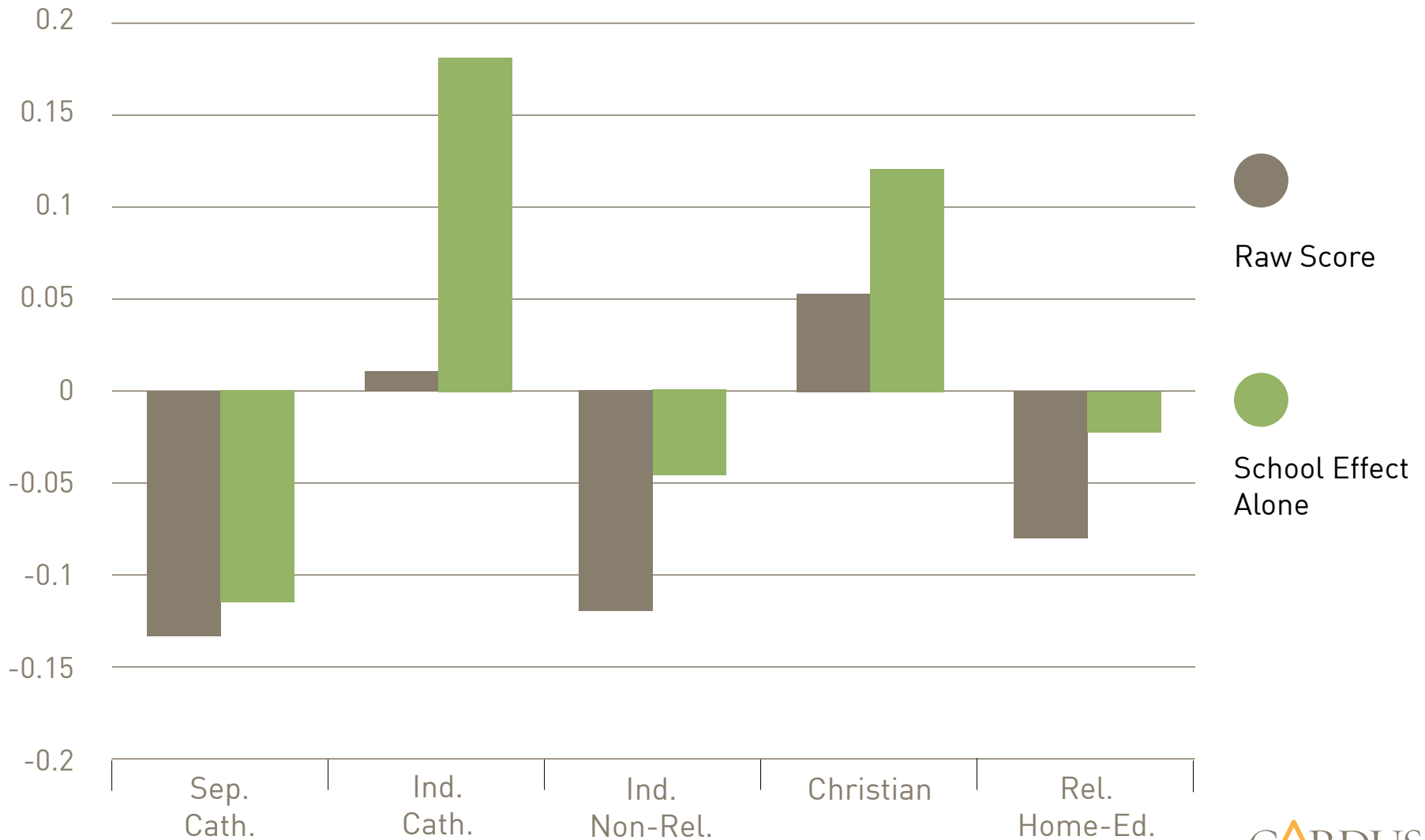


FIGURE 39: Desire Job that Pays Well

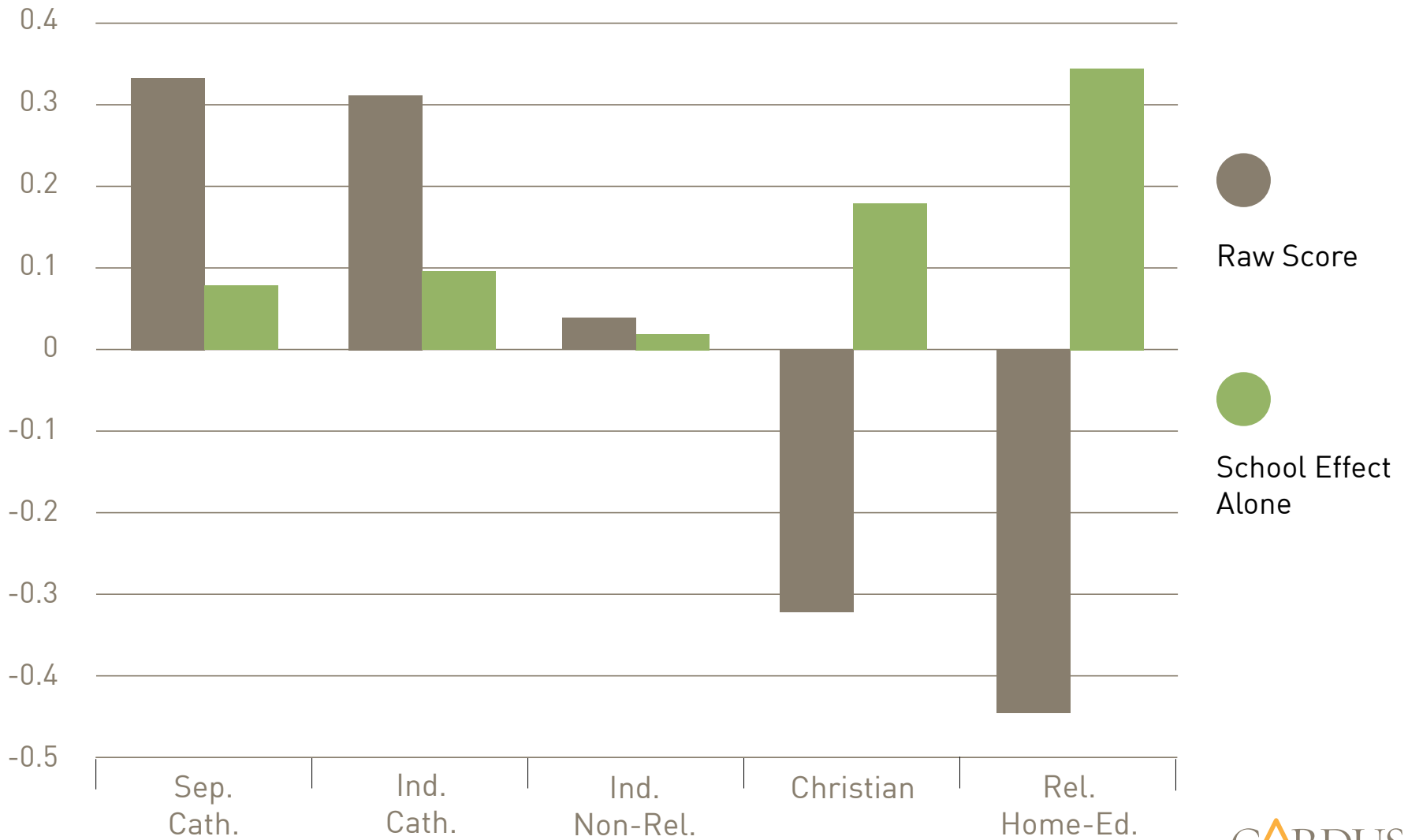


FIGURE 40: Desire Job that Fulfills Religious Calling

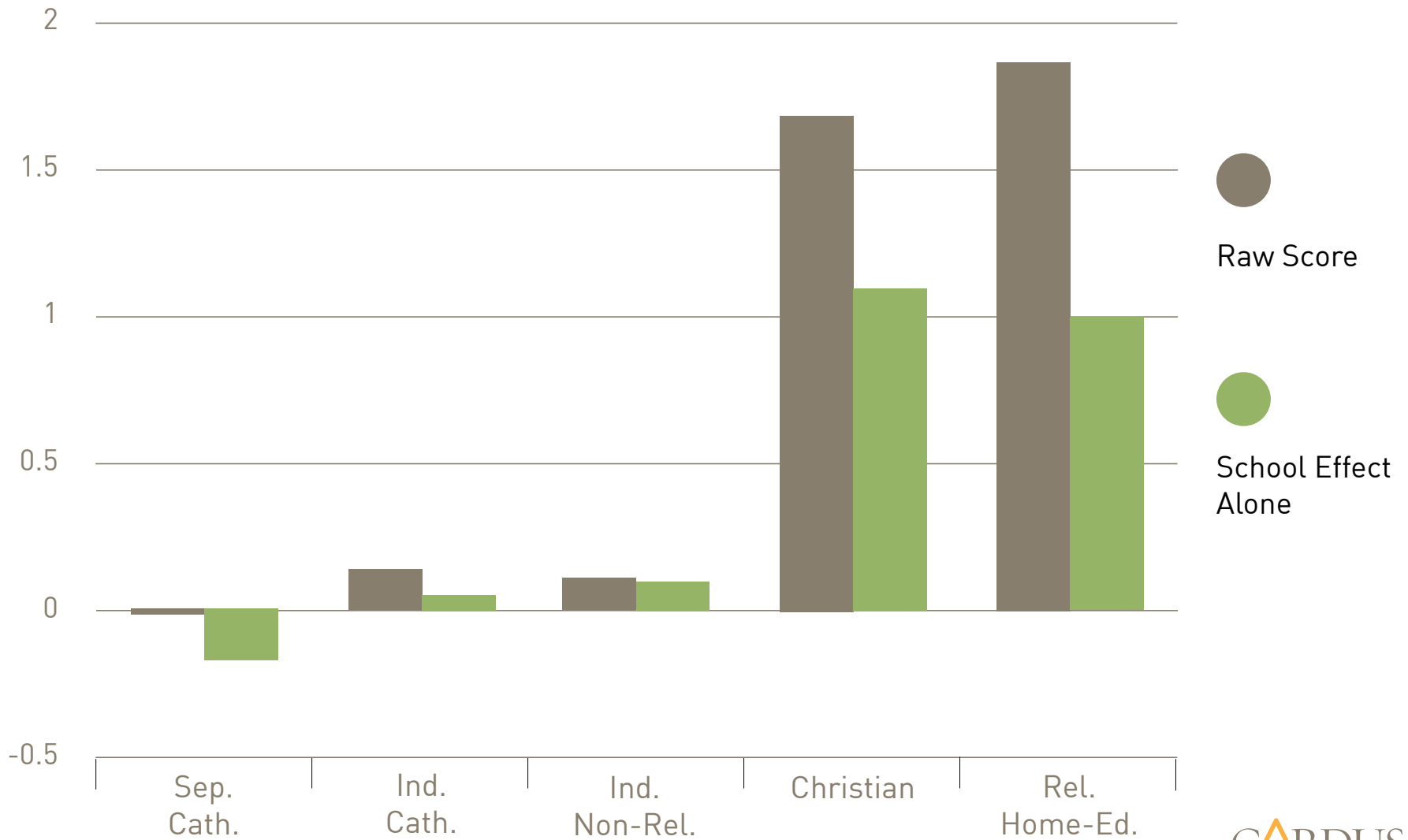


FIGURE 41: I Have an Obligation to Actively Work to Make Sure that the Policies and Practices of Business or Employer are Fair and Just

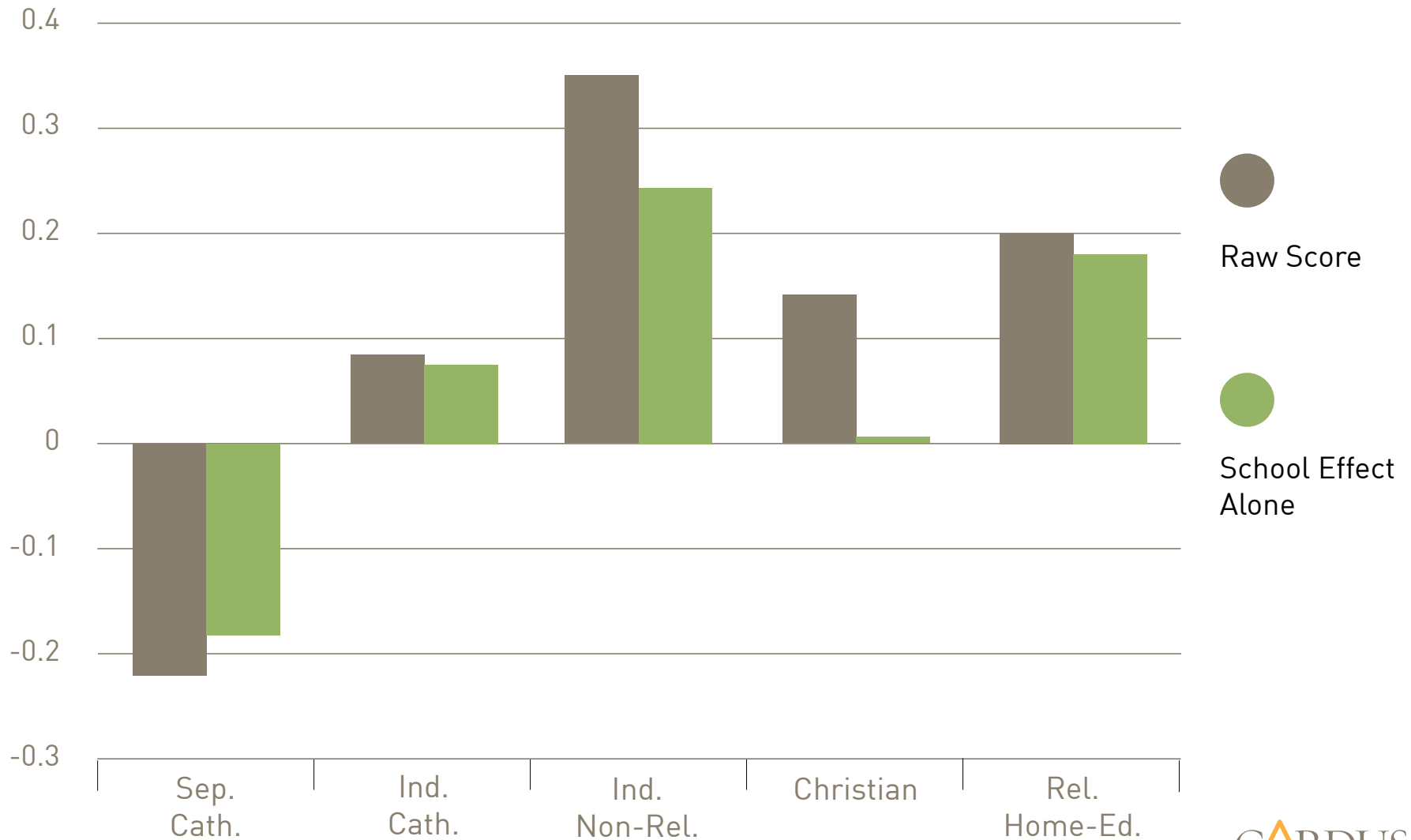


FIGURE 42: I Have an Obligation to Make Sure Others I work with Behave Ethically

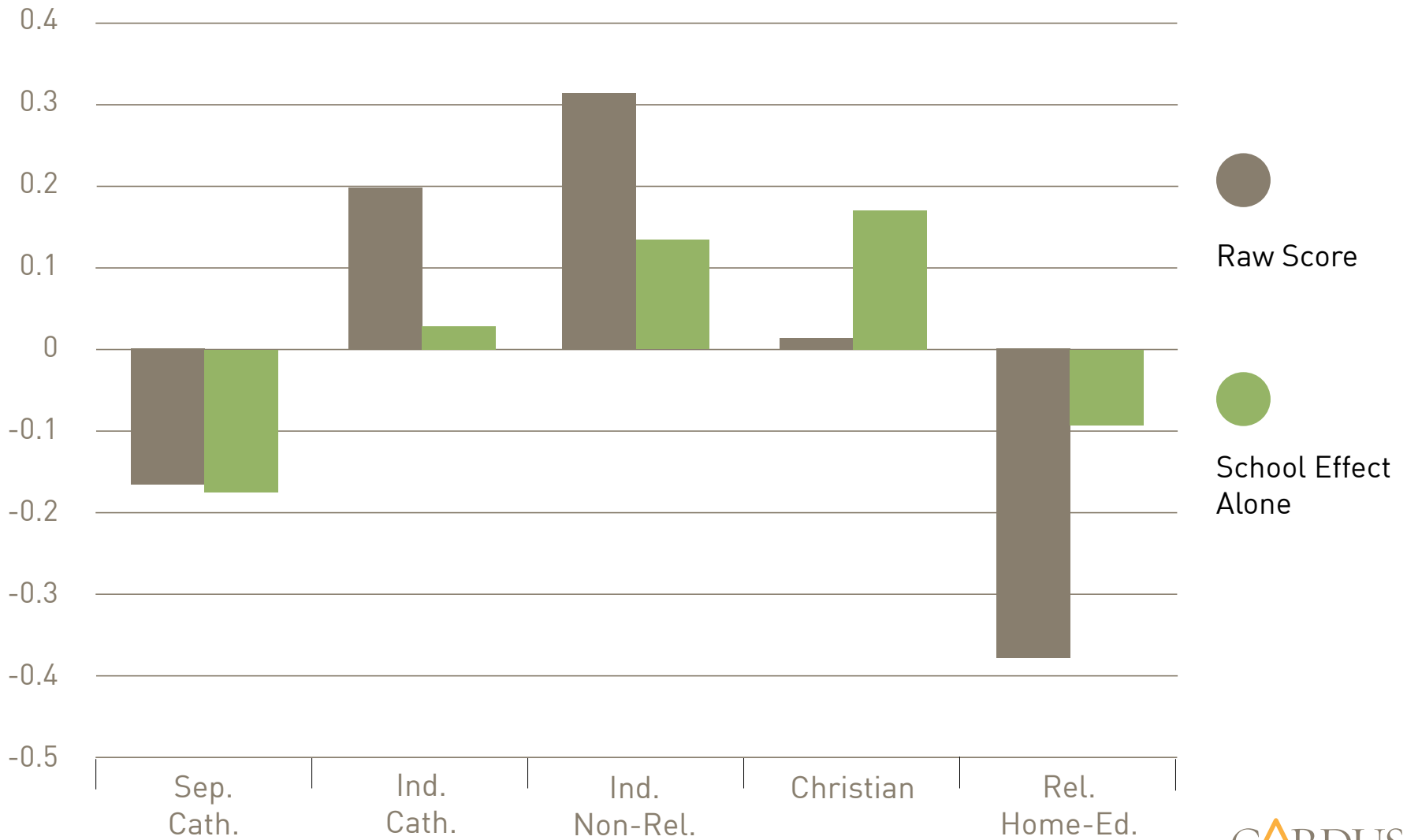


FIGURE 43: I Have an Obligation to Work Hard and Efficiently for an Employer, even if Personal Relationships at Work Suffer a Bit

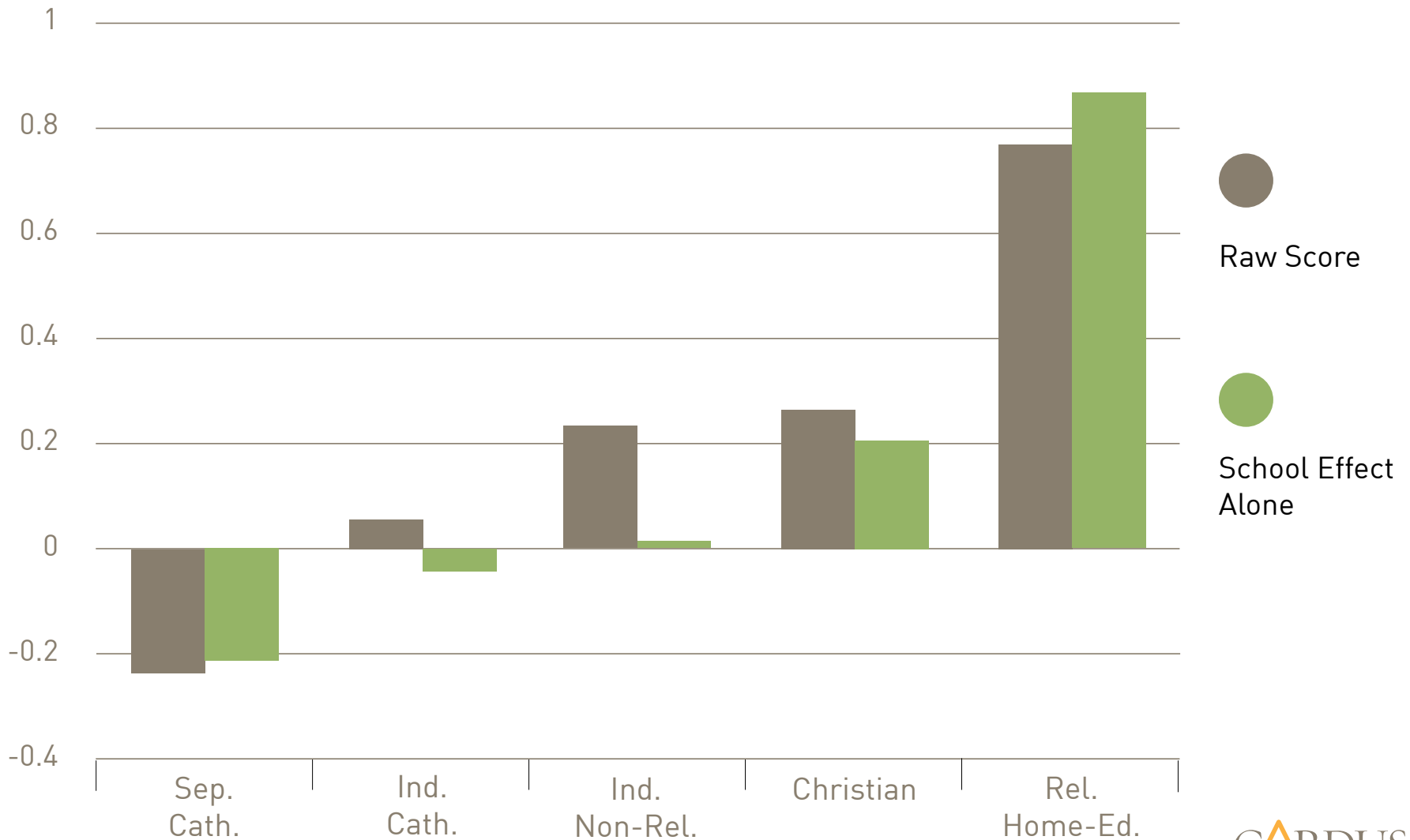


FIGURE 44: I Have an Obligation to Participate in Politics, such as Voting or Supporting Candidate or Party

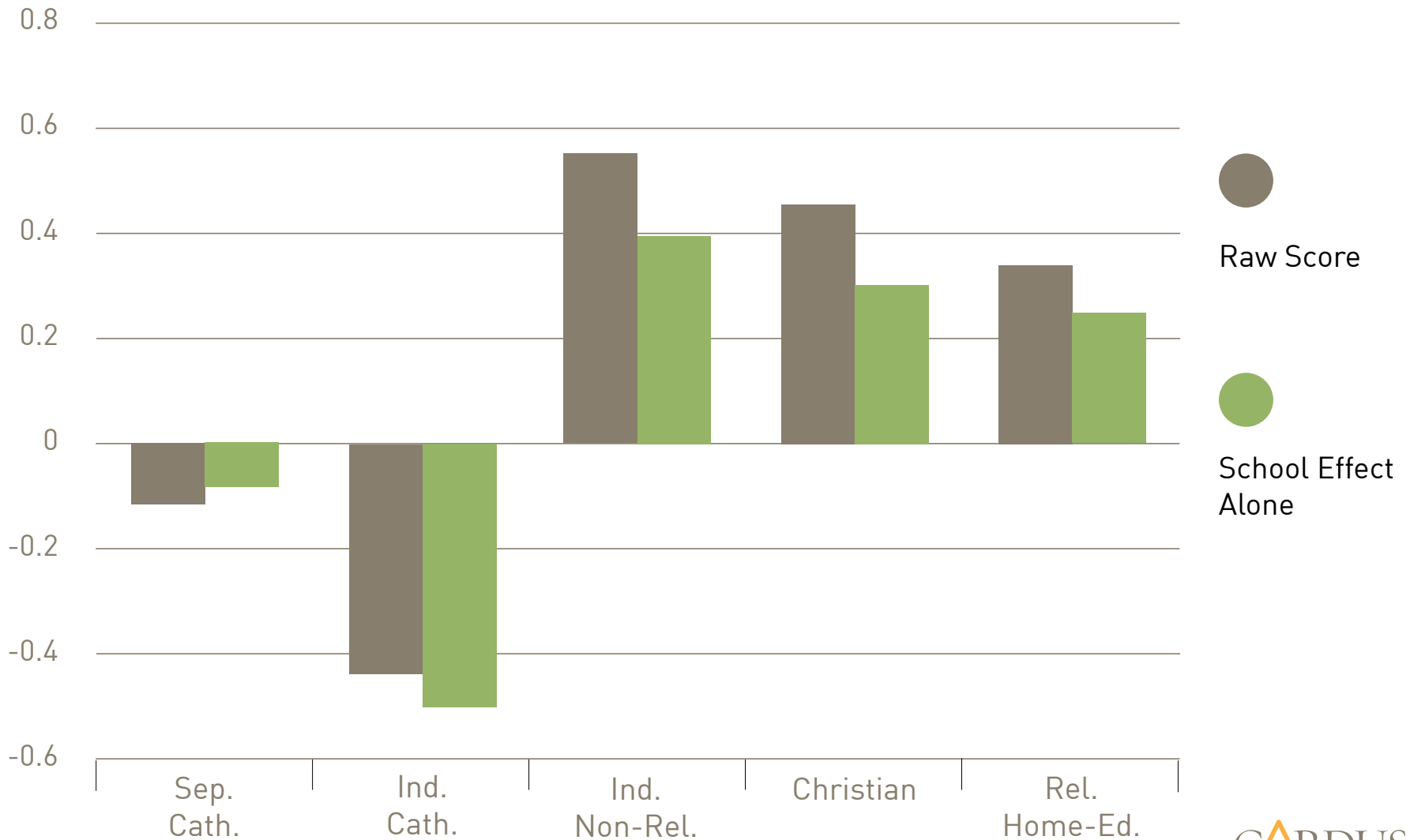


FIGURE 45: Frequency of My Receiving Political Information from Radio

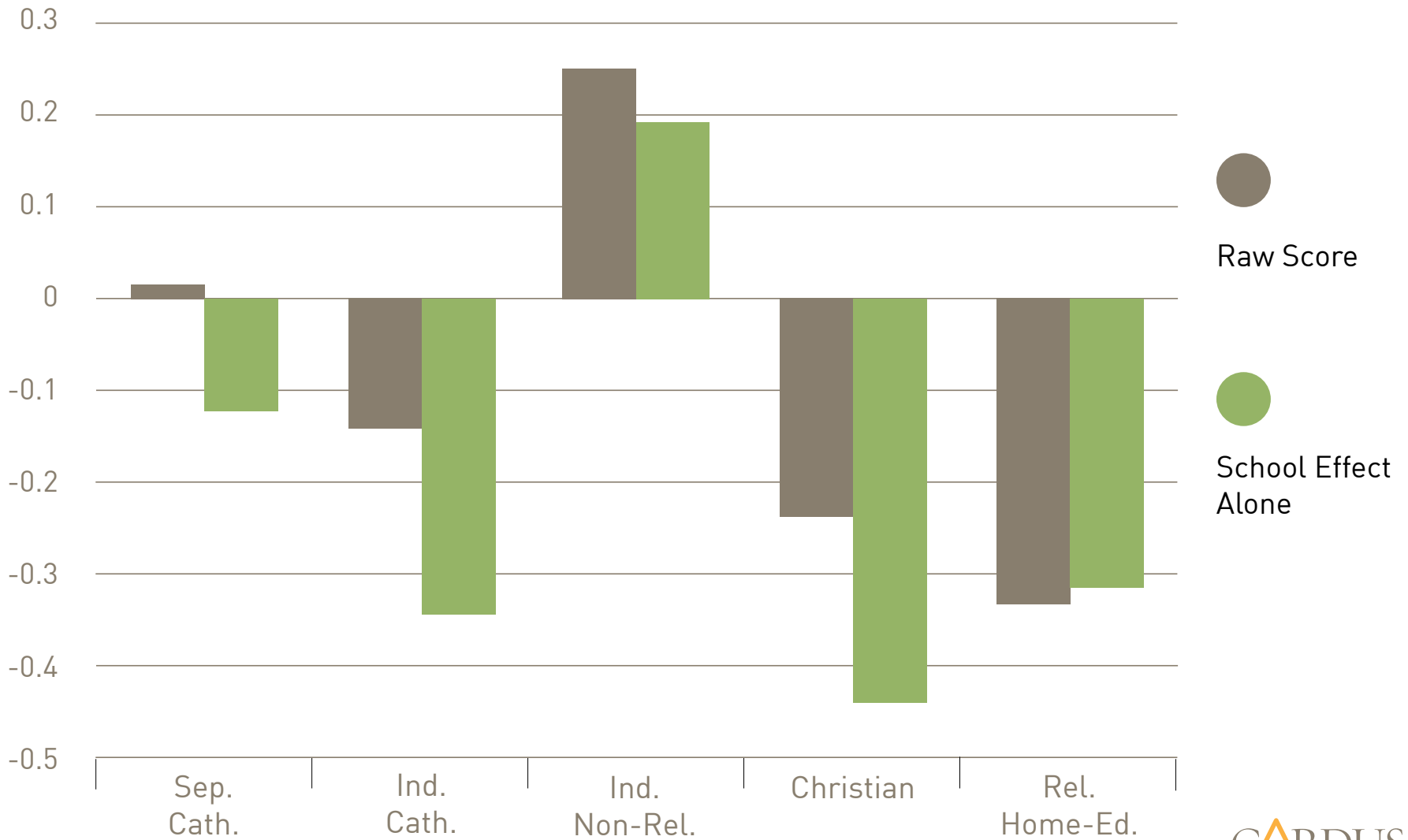


FIGURE 46: Frequency of My Receiving Political Information from Television

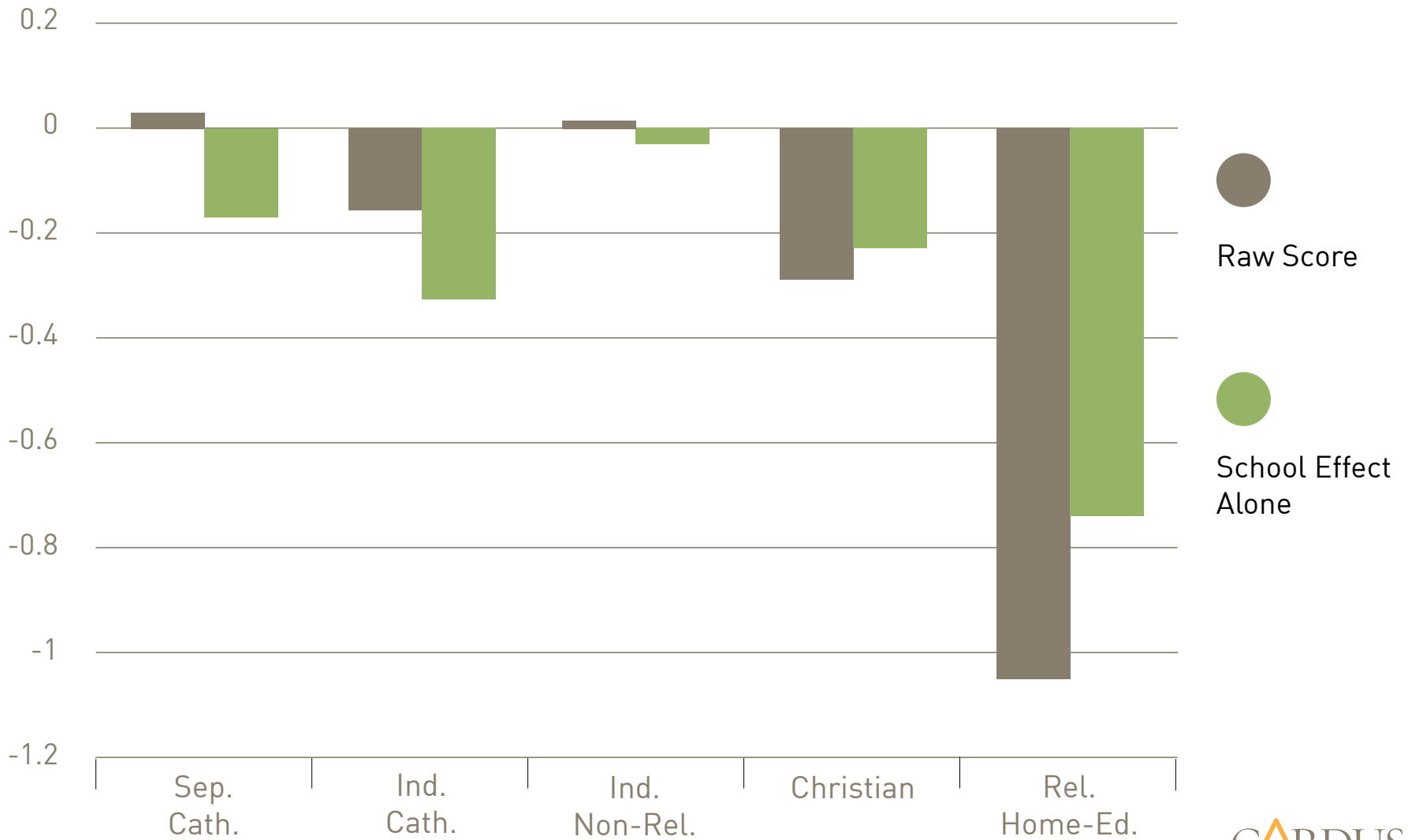


FIGURE 47: Frequency of My Receiving Political Information from Paper Newspapers

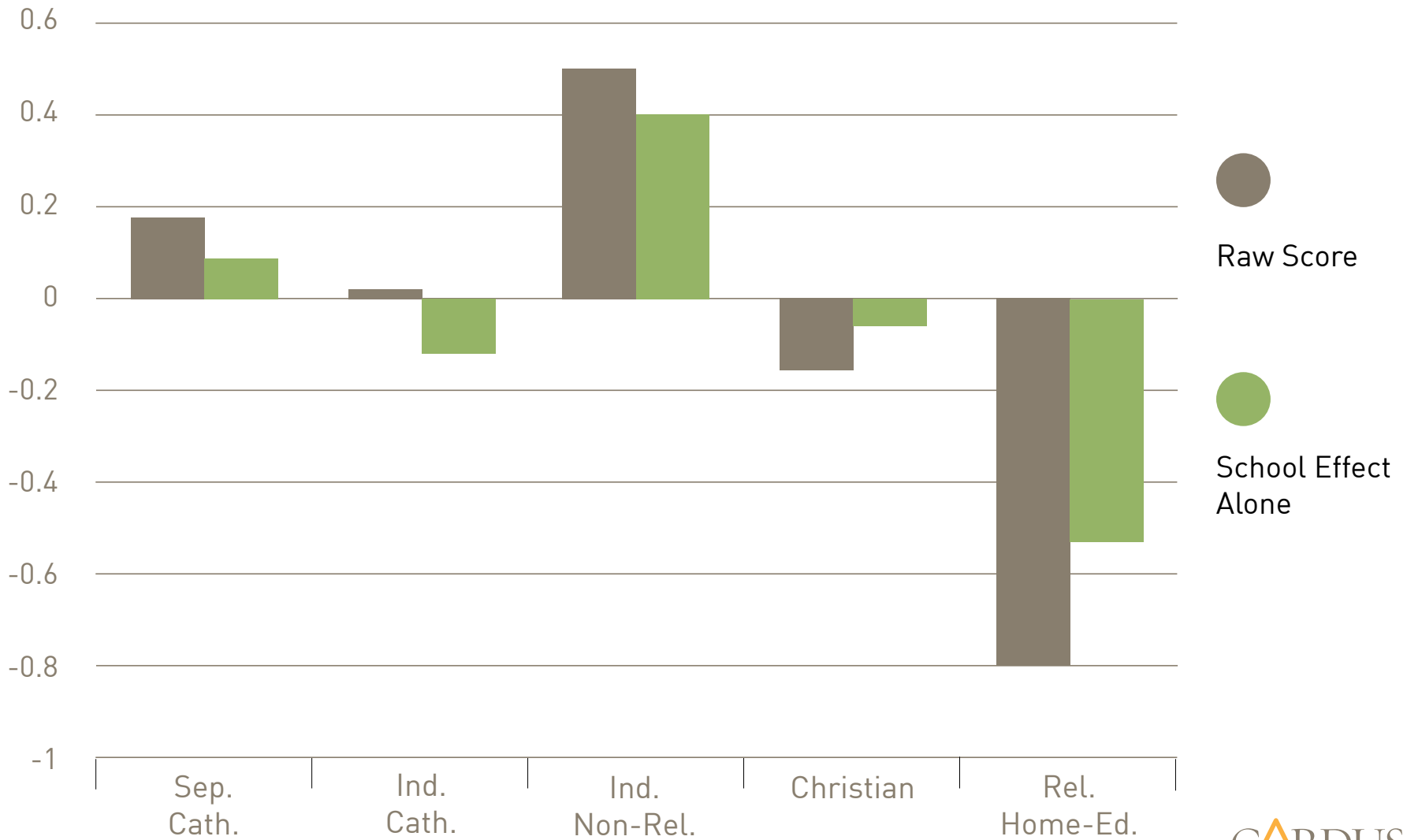


FIGURE 48: Frequency of My Receiving Political Information from Magazines

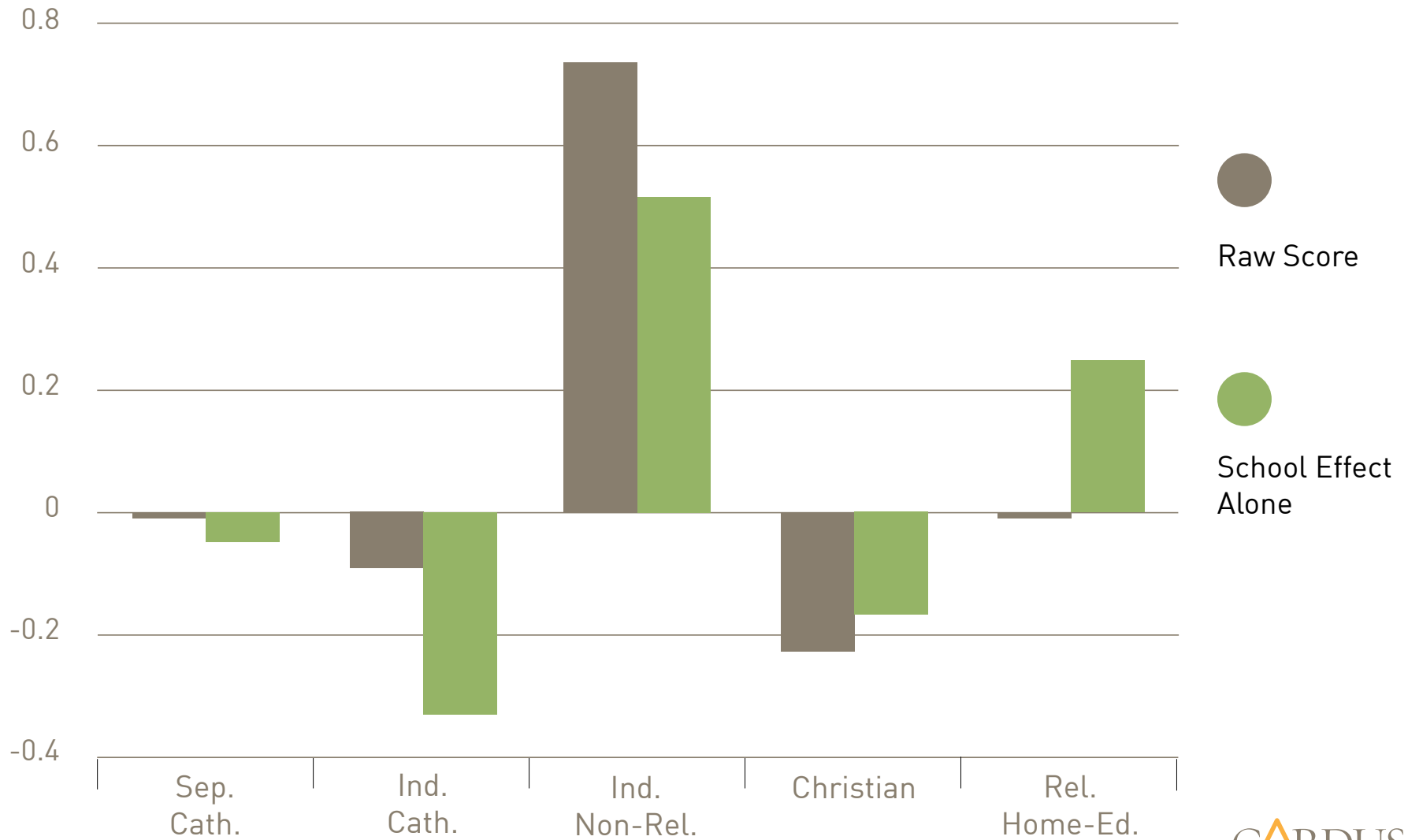


FIGURE 49: Frequency of My Receiving Political Information from Internet News Sites

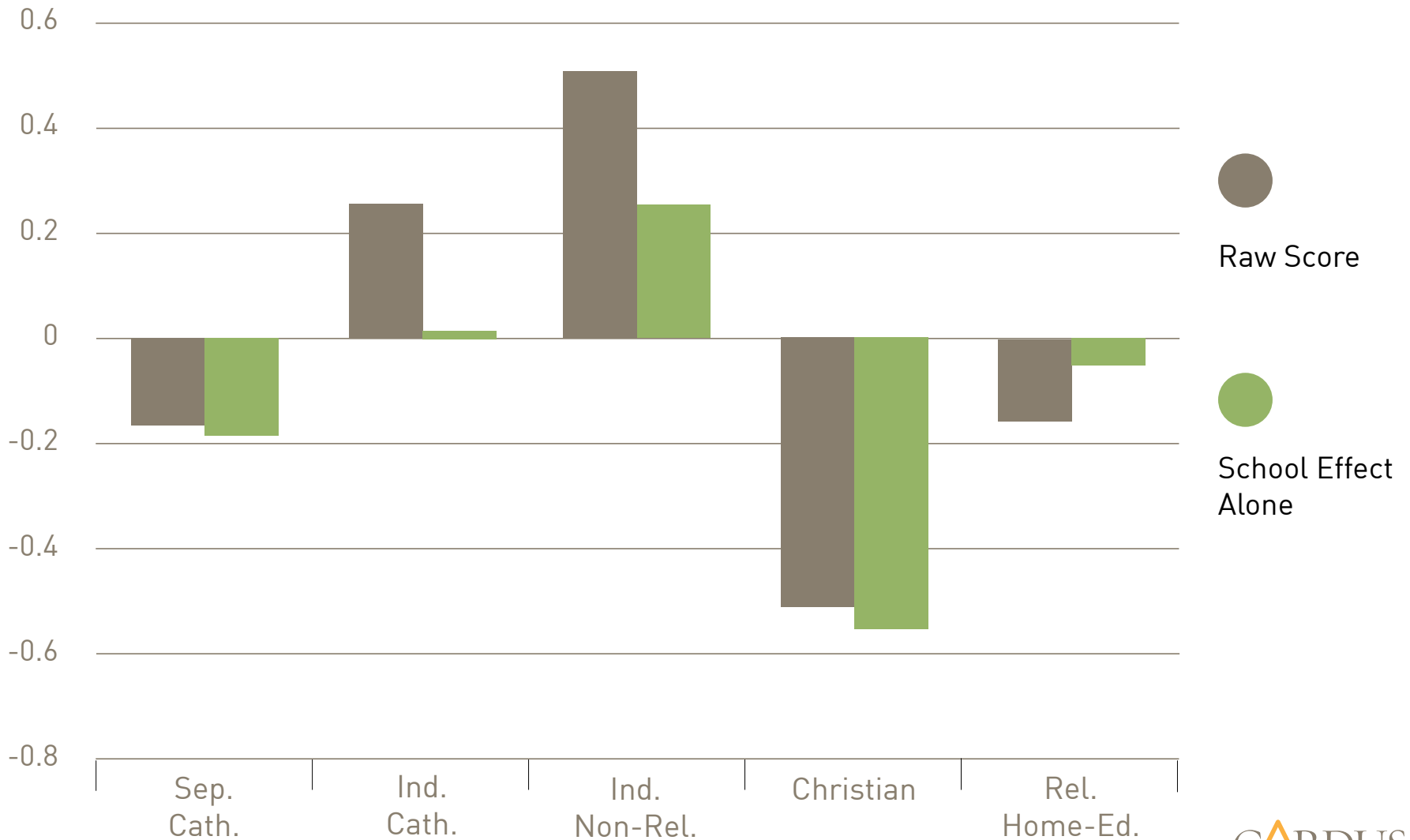


FIGURE 50: Frequency of My Receiving Political Information from Internet Blogs

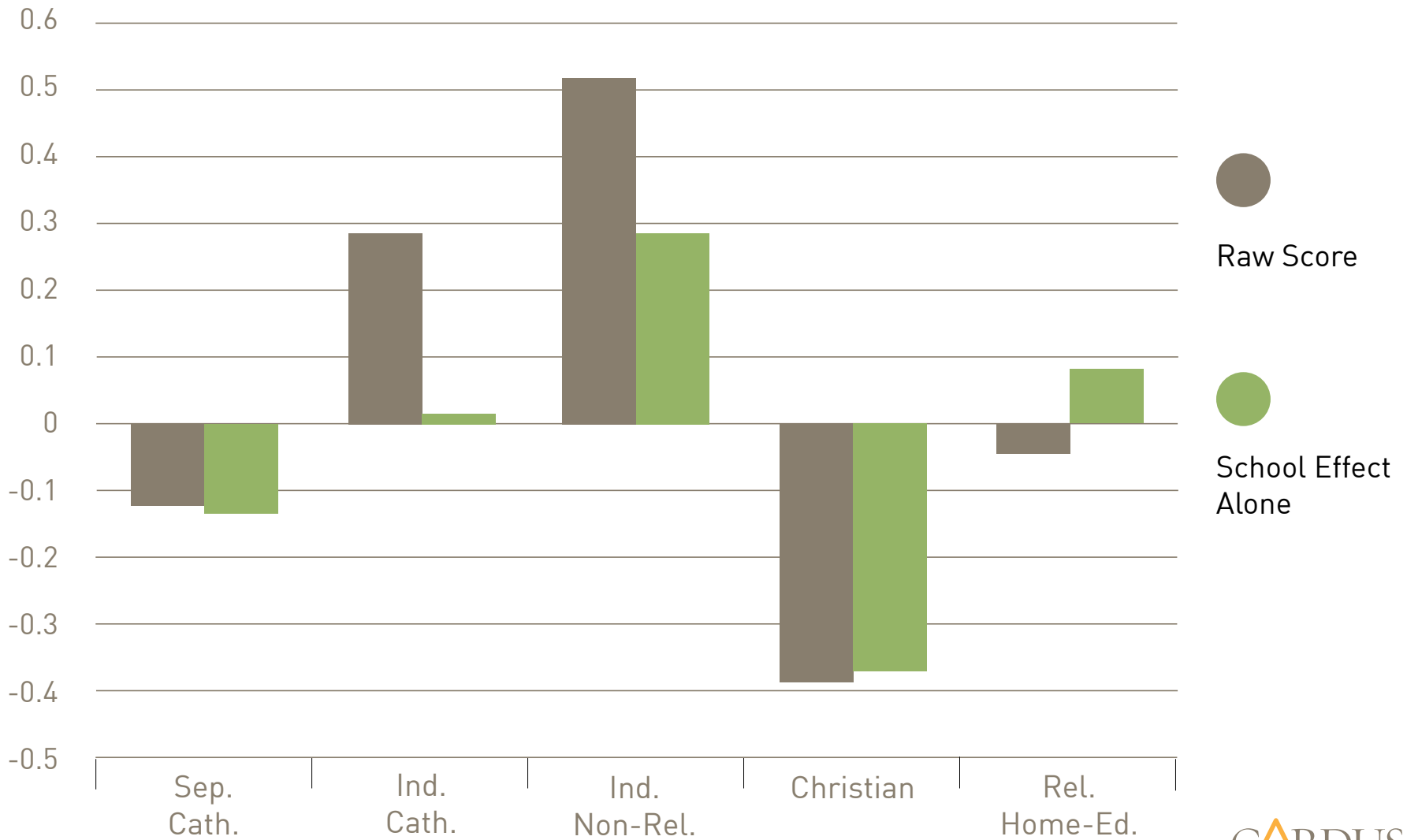


FIGURE 51: Frequency of My Receiving Political Information from All Sources

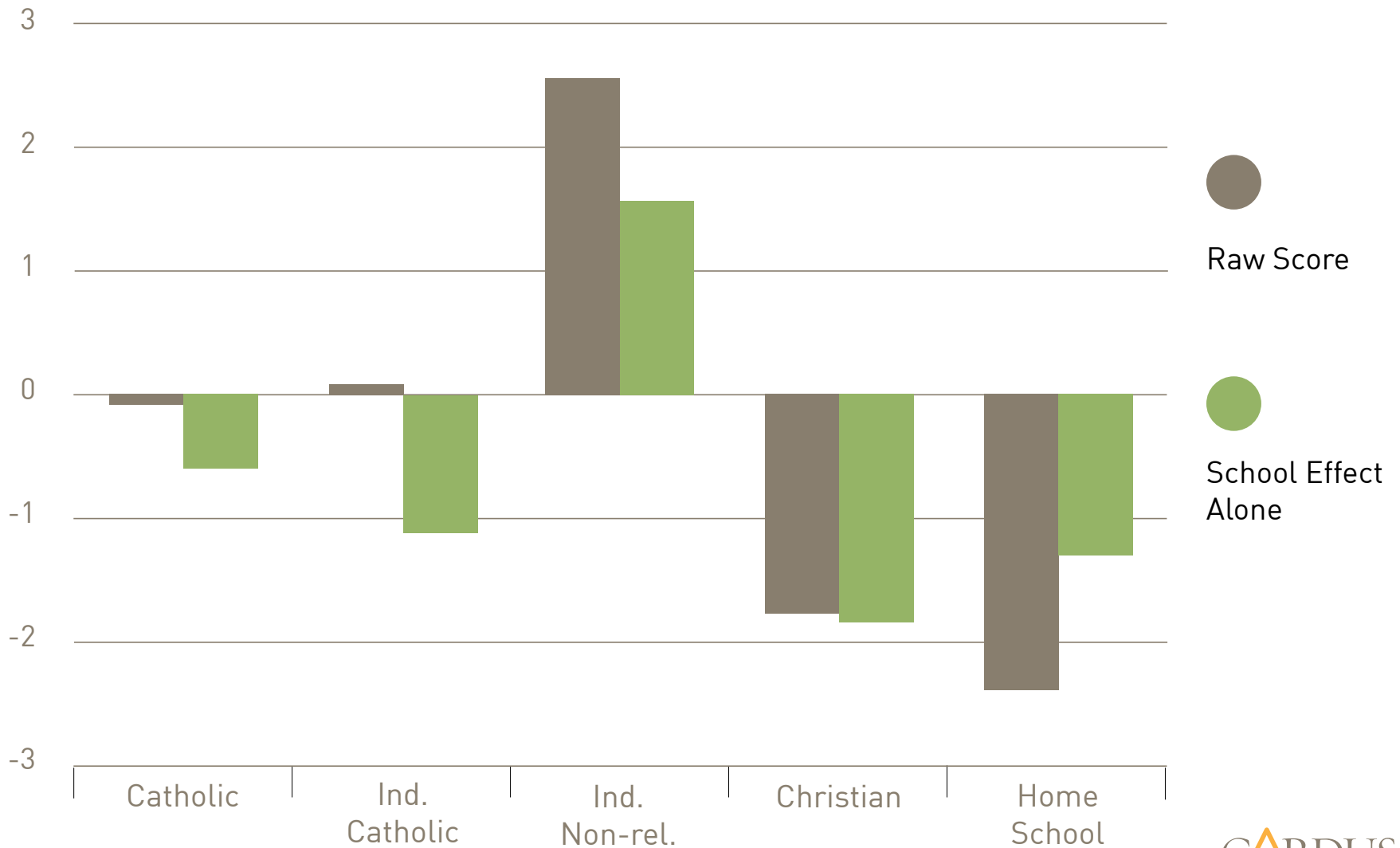


FIGURE 52: How Often Politics Comes Up at Work

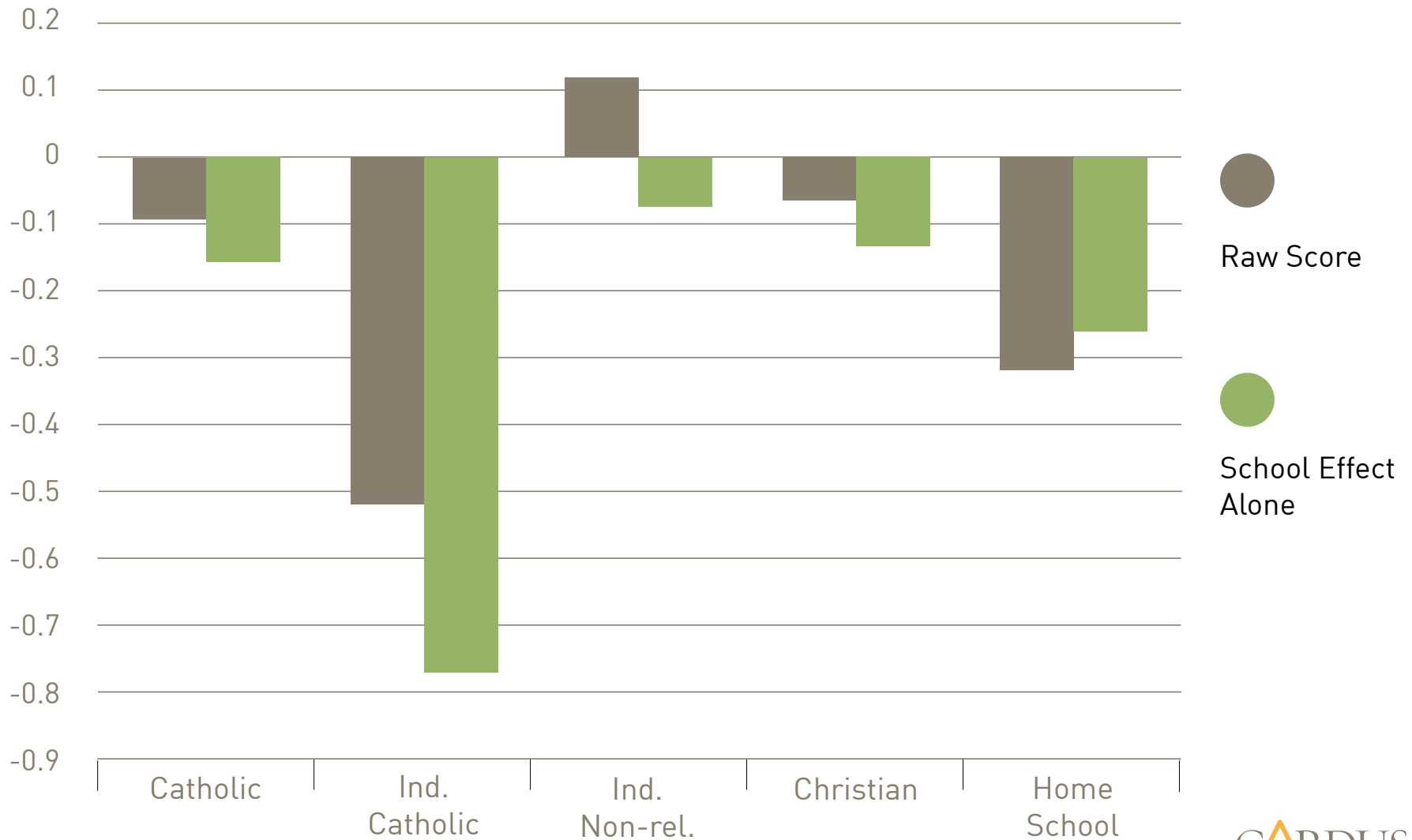


FIGURE 53: How Often Politics Comes Up with Friends

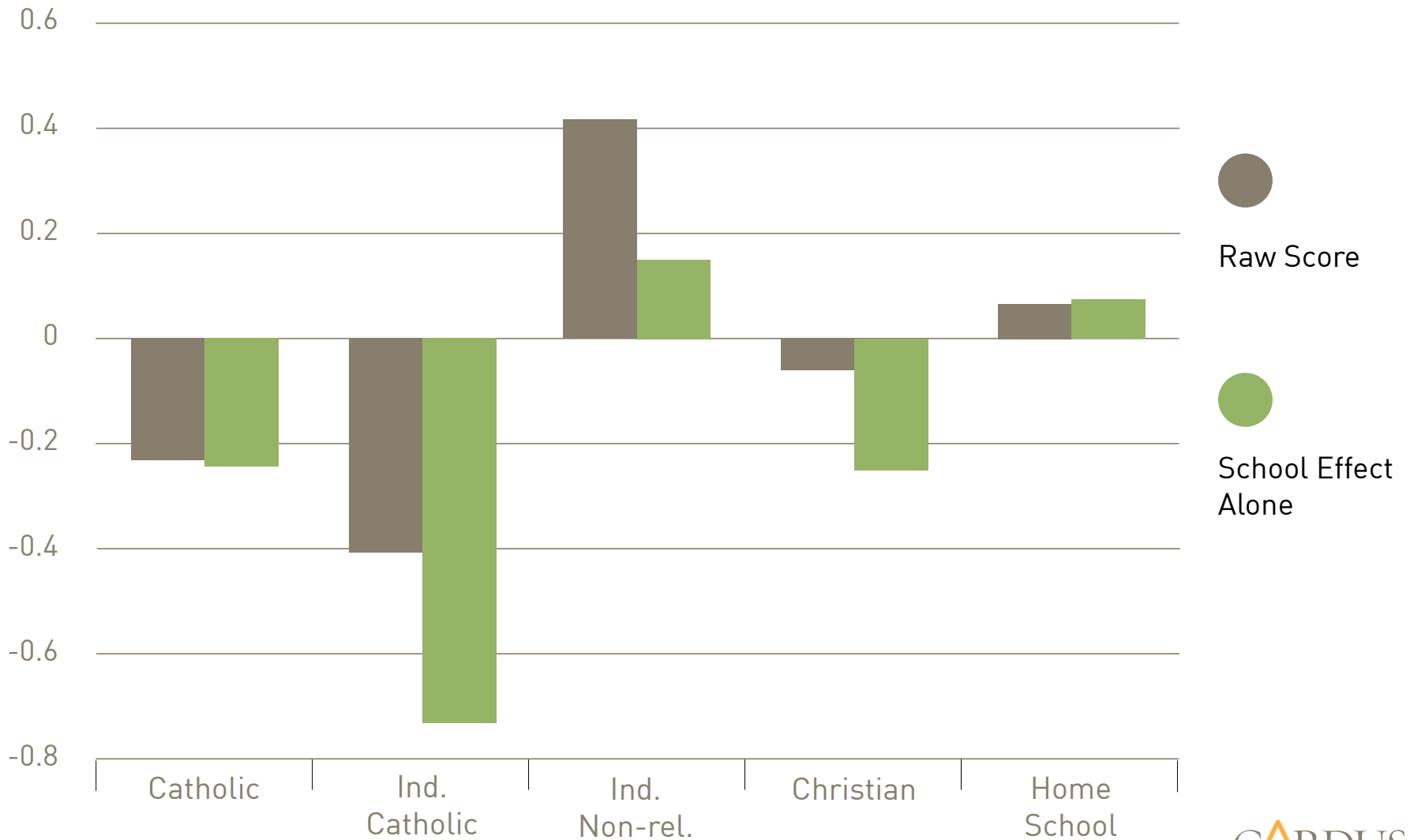


FIGURE 54: How Often Politics Comes Up with Family

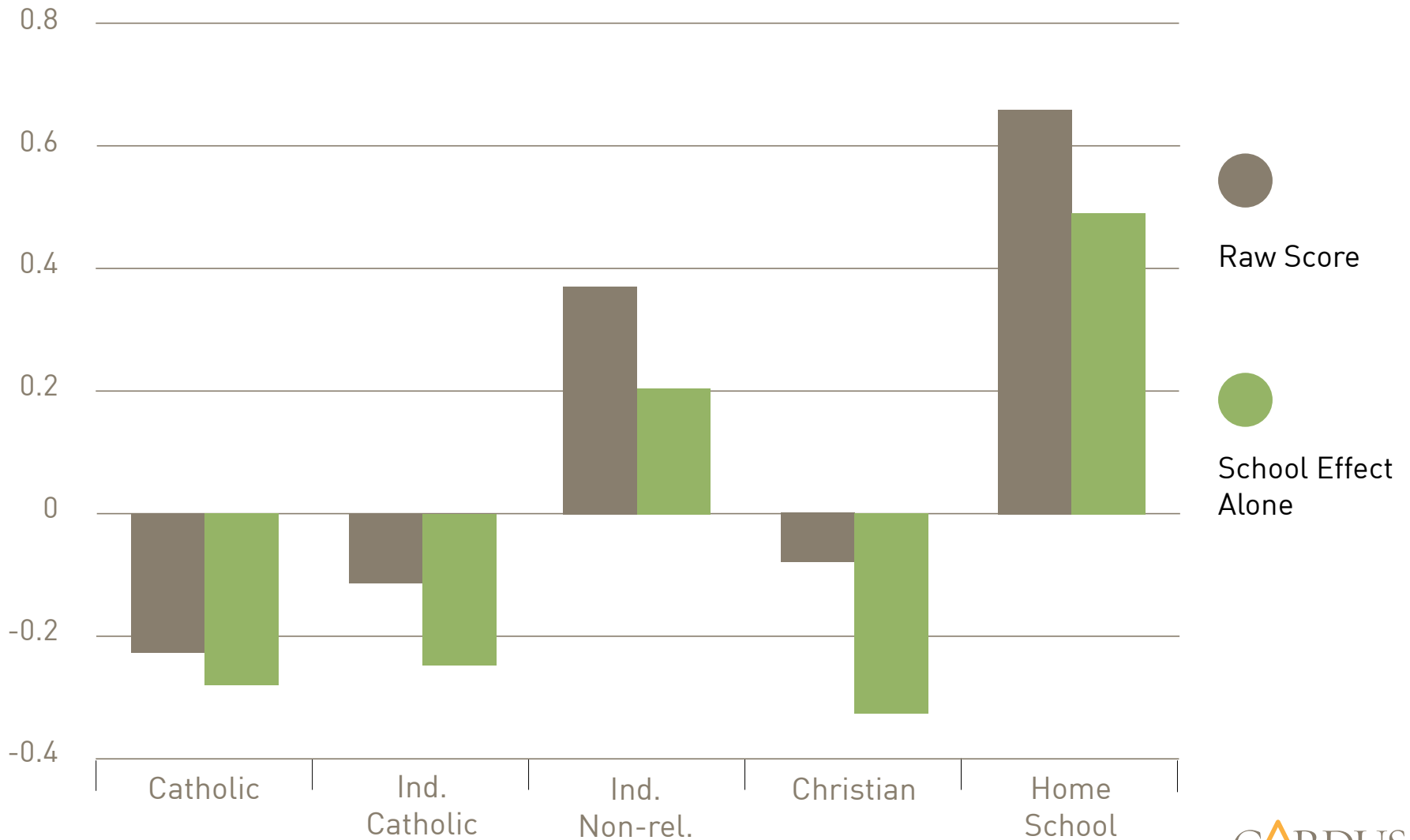


FIGURE 55: How Often Politics Comes Up at Church or Place of Worship

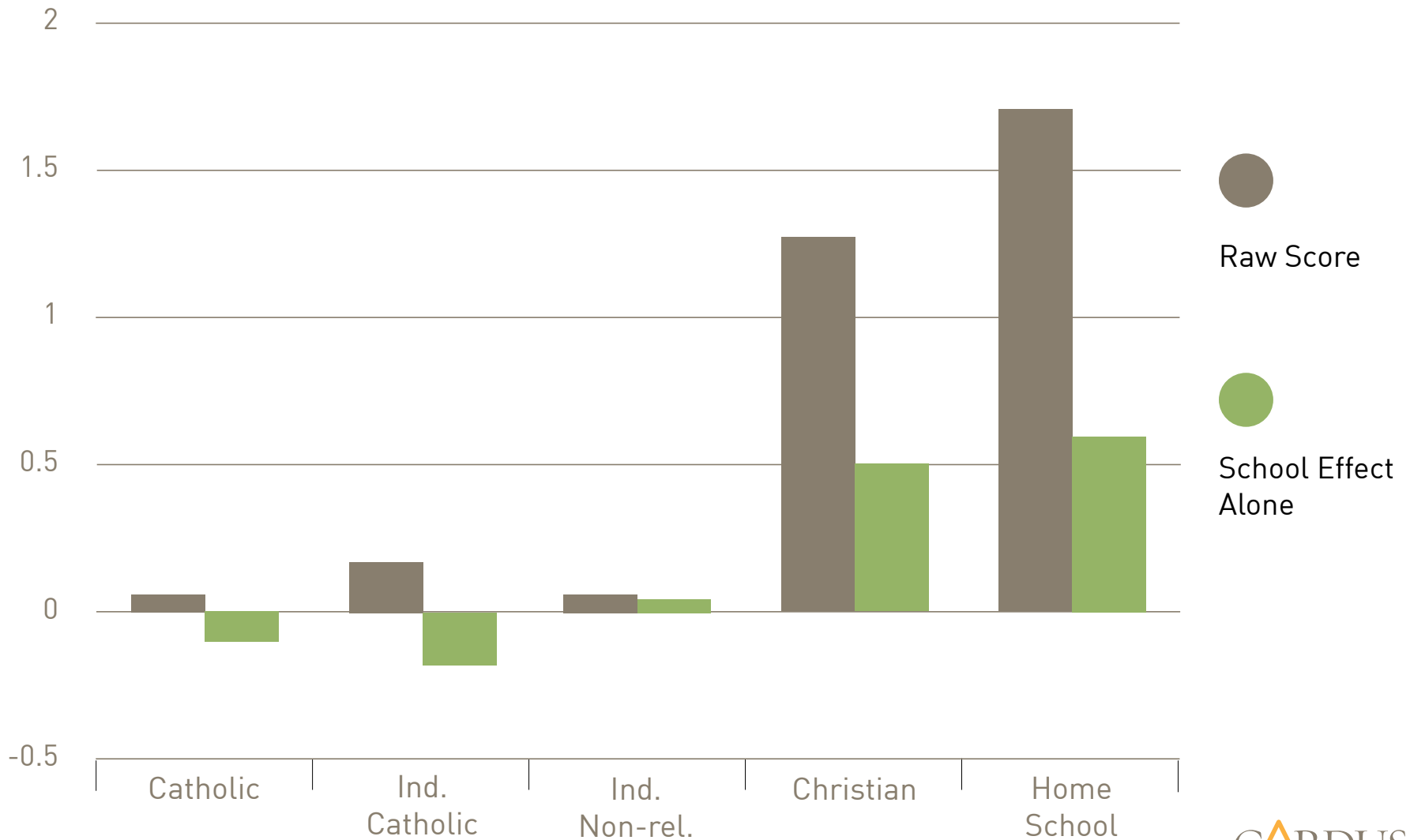


FIGURE 56: How Often Politics Comes Up on Internet Message Boards or Blogs

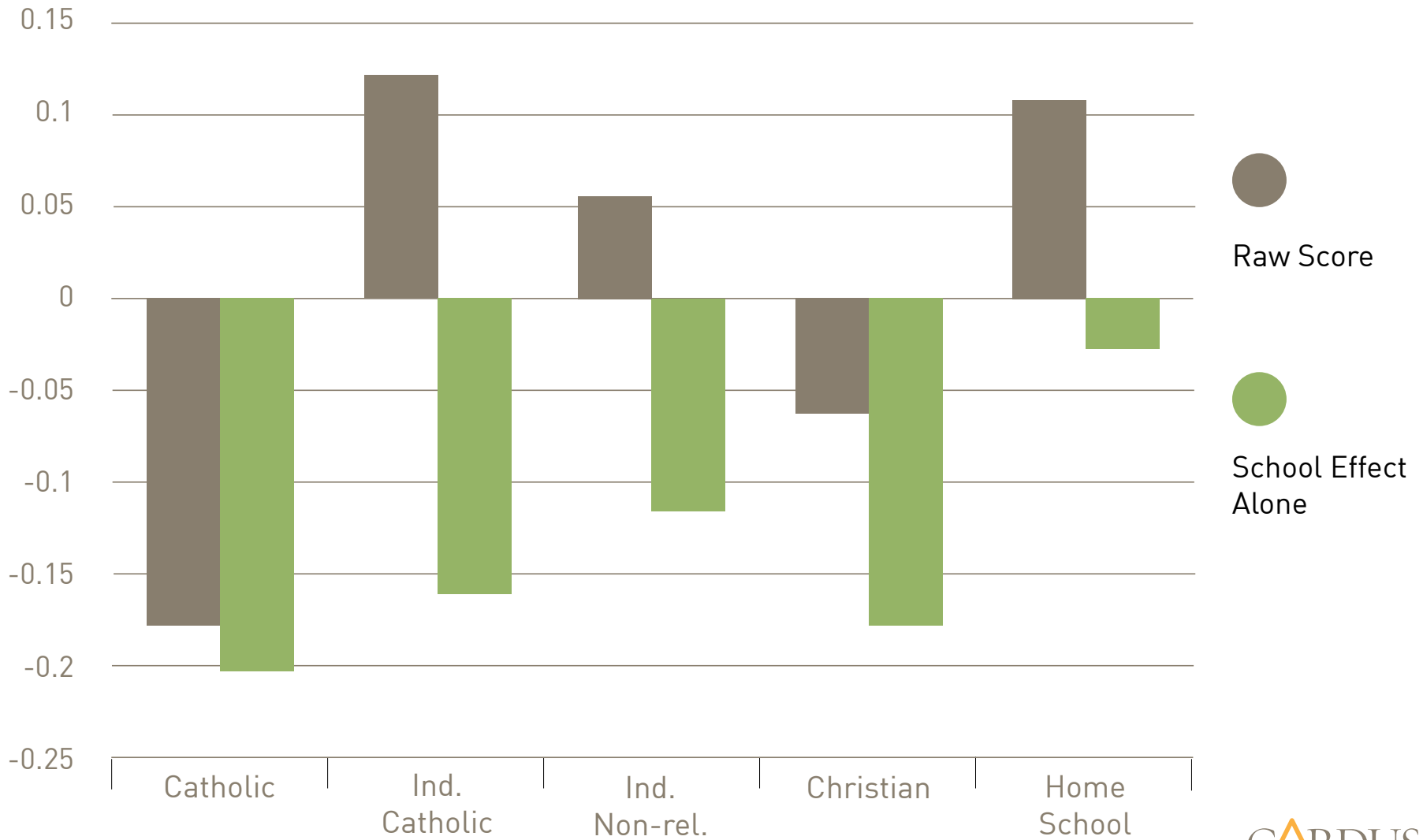


FIGURE 57: Actively Campaigned for Political Party or Candidate

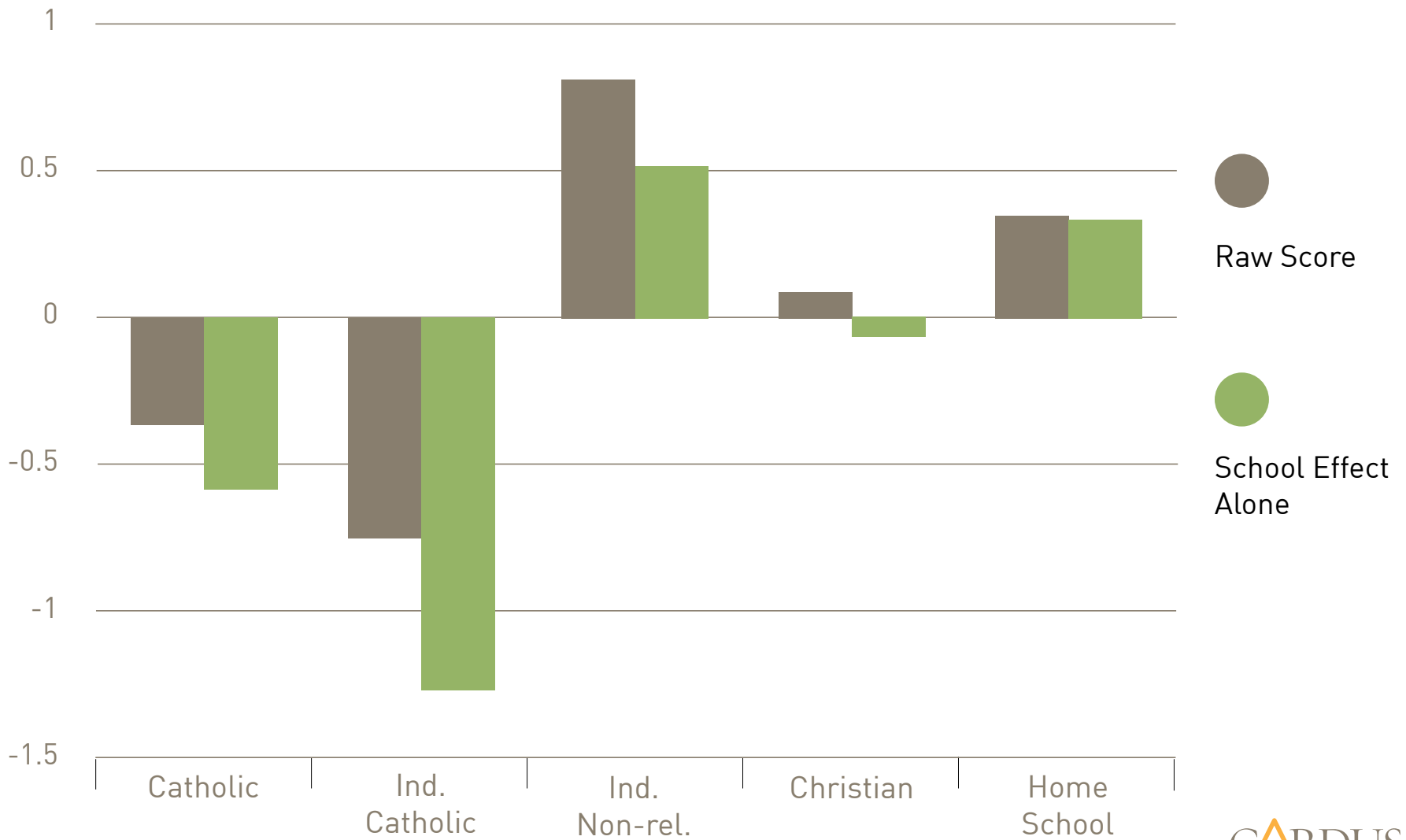


FIGURE 58: Bought or Boycotted Certain Product or Service because of Company's Social or Political Values

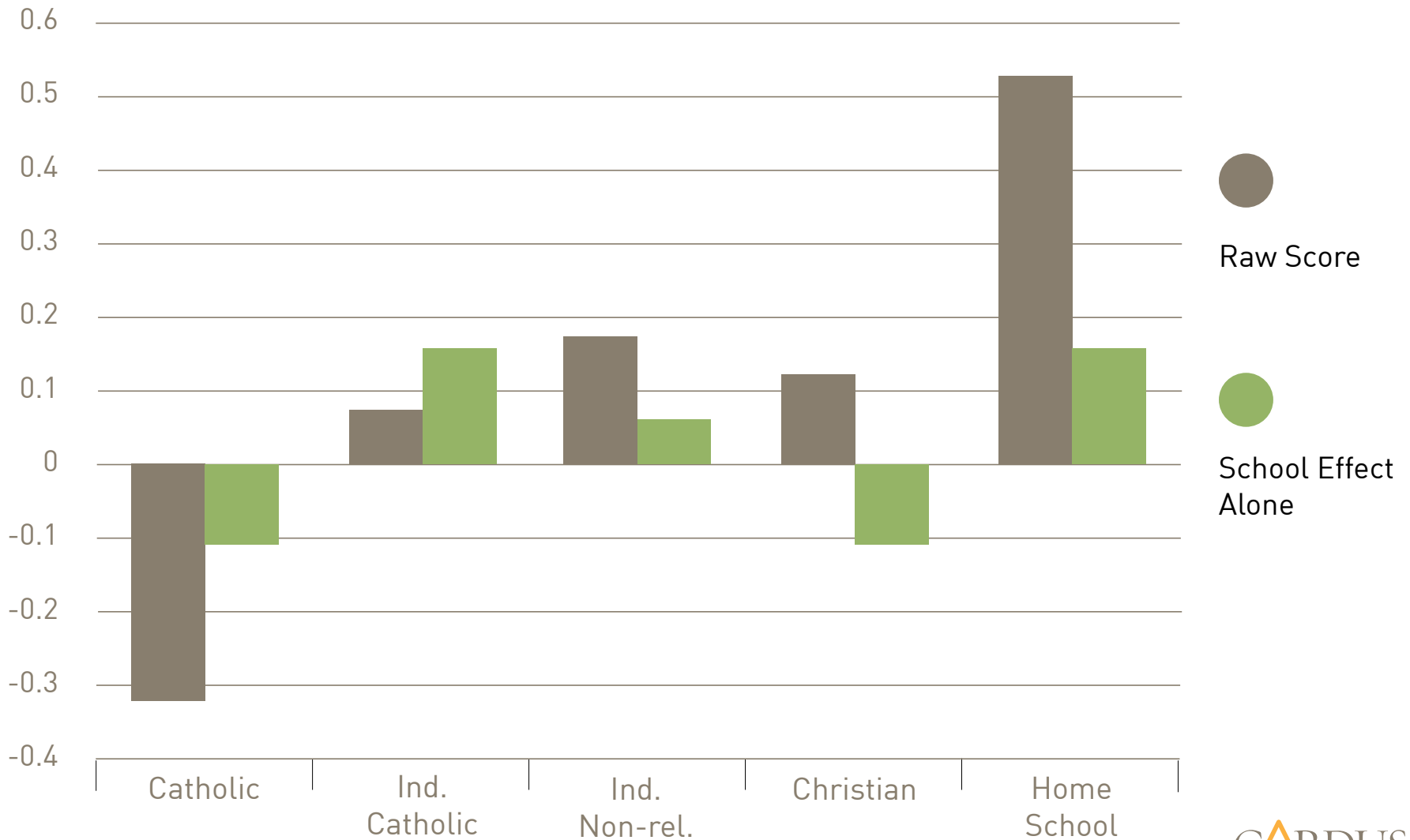


FIGURE 59: Participated in Protest, March, or Demonstration

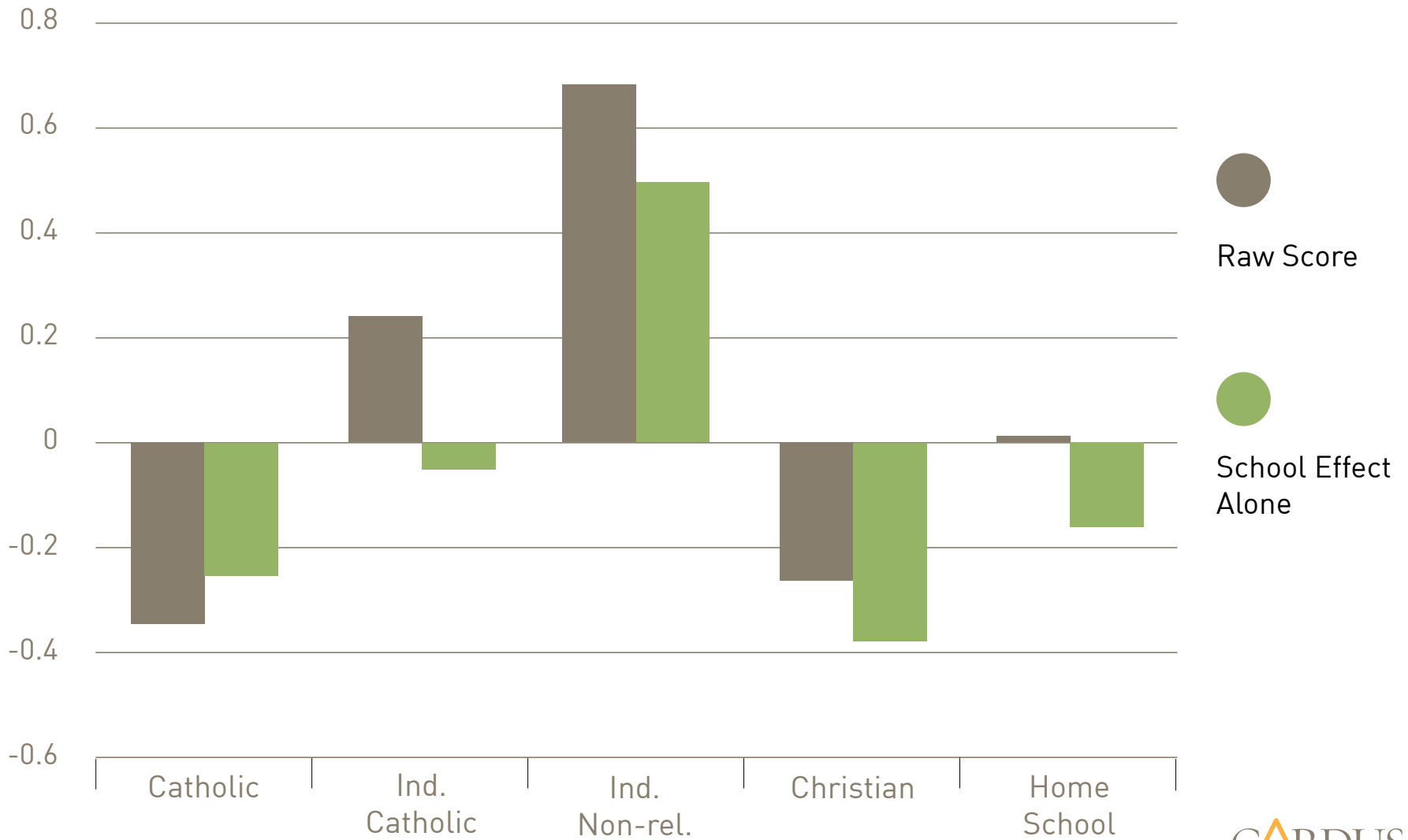


FIGURE 60: Participated in Political Movements, such as Environmental or Peace Movements

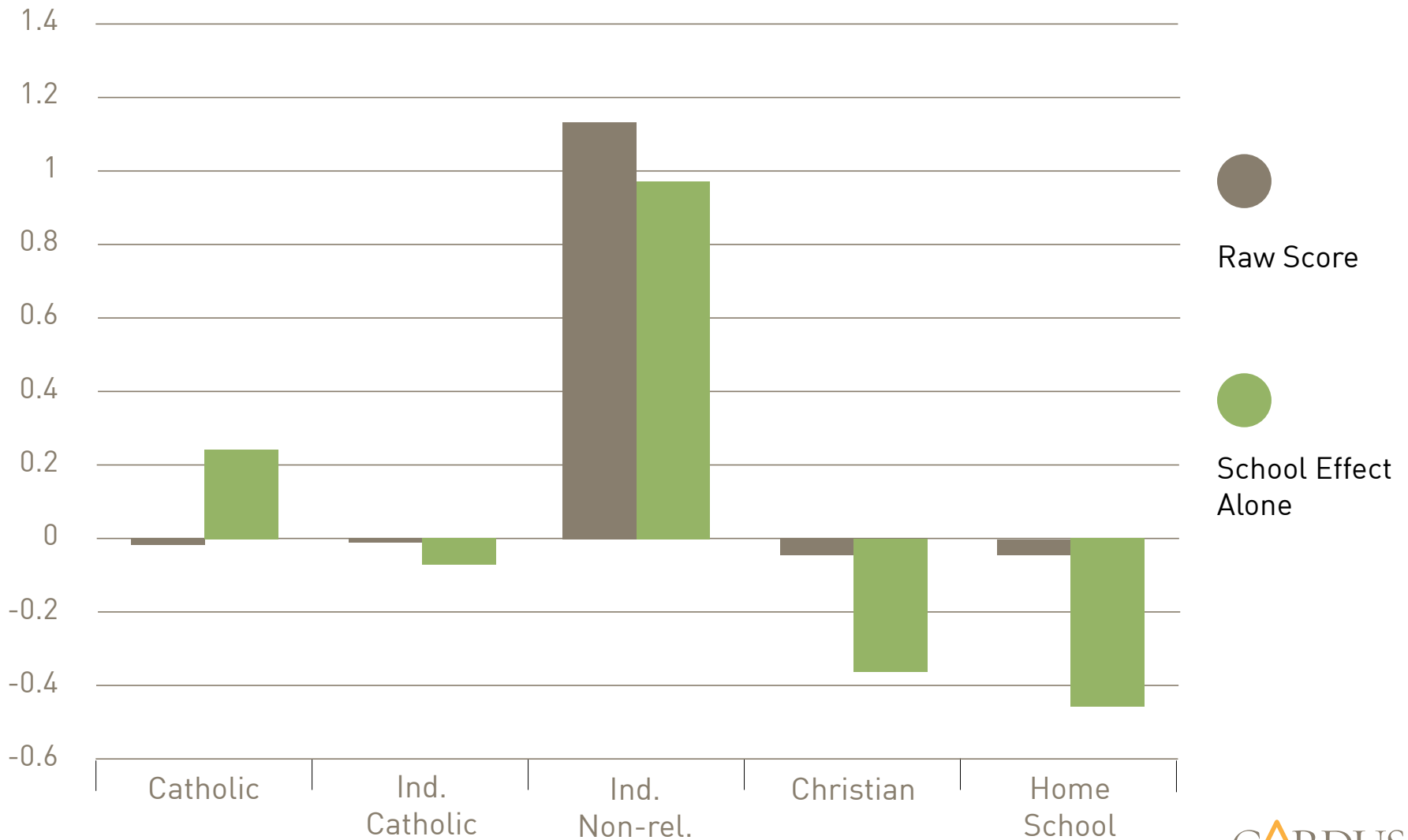


FIGURE 61: Know An Elected Public Official

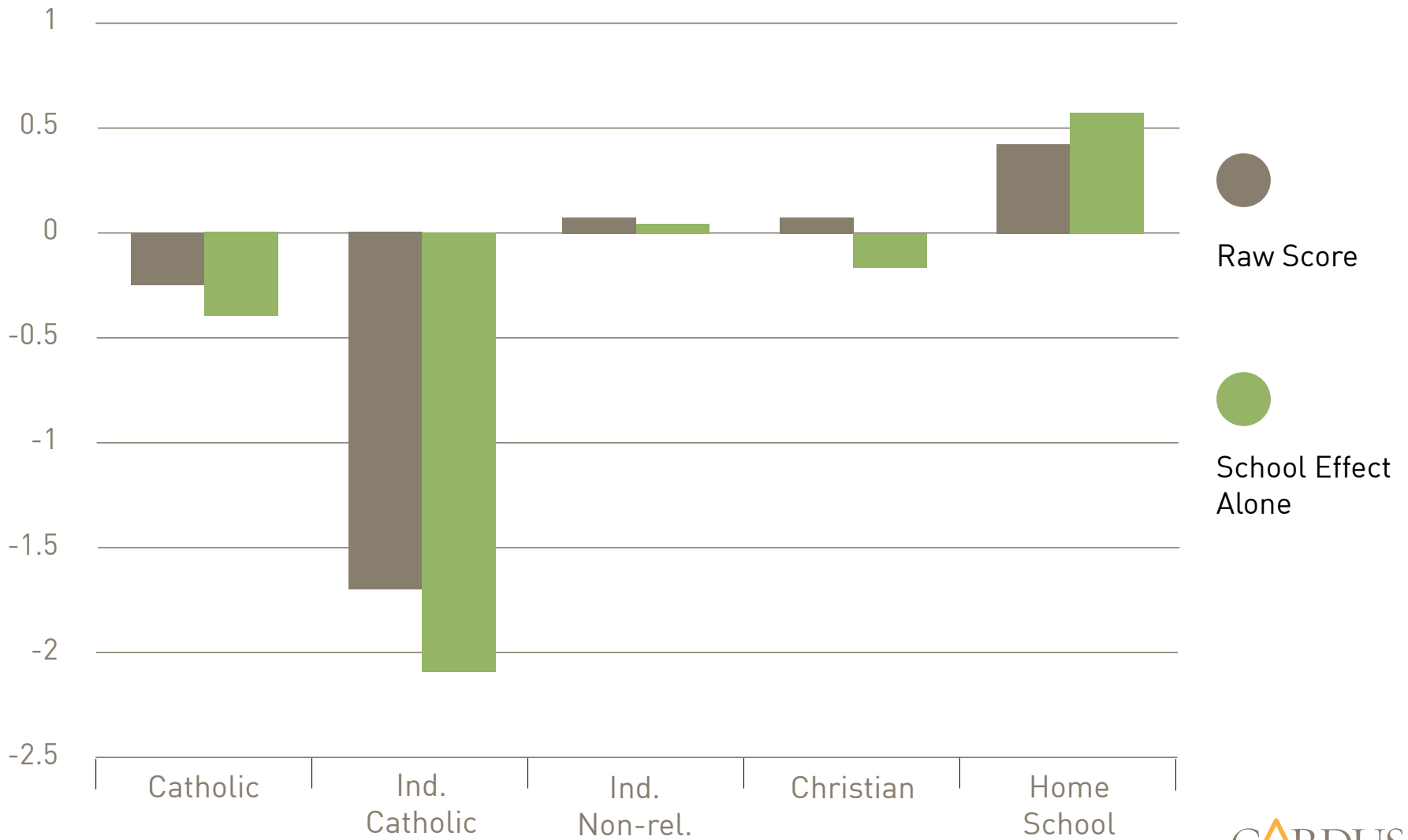


FIGURE 62: Know a Corporate Executive

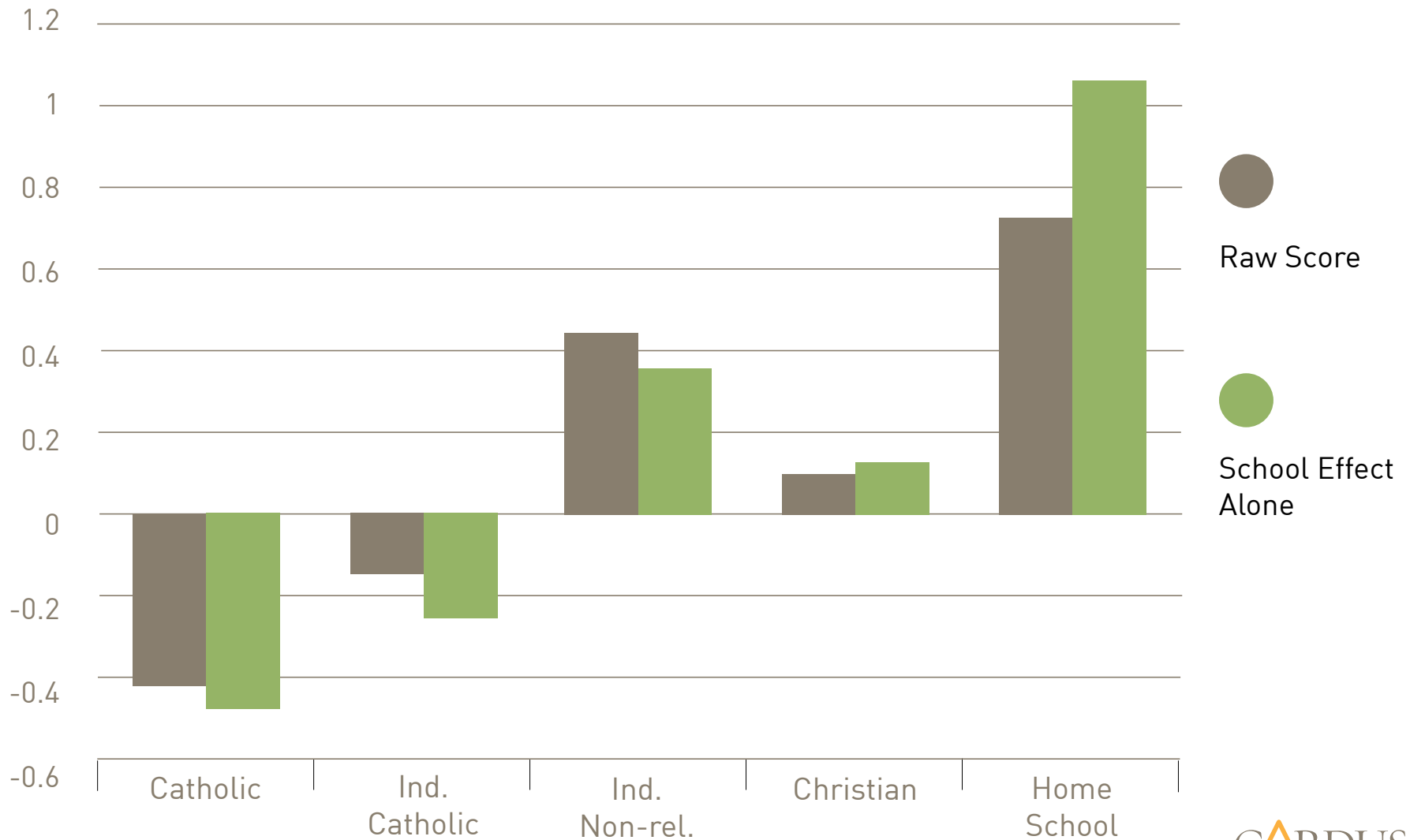


FIGURE 63: Know a Community Leader

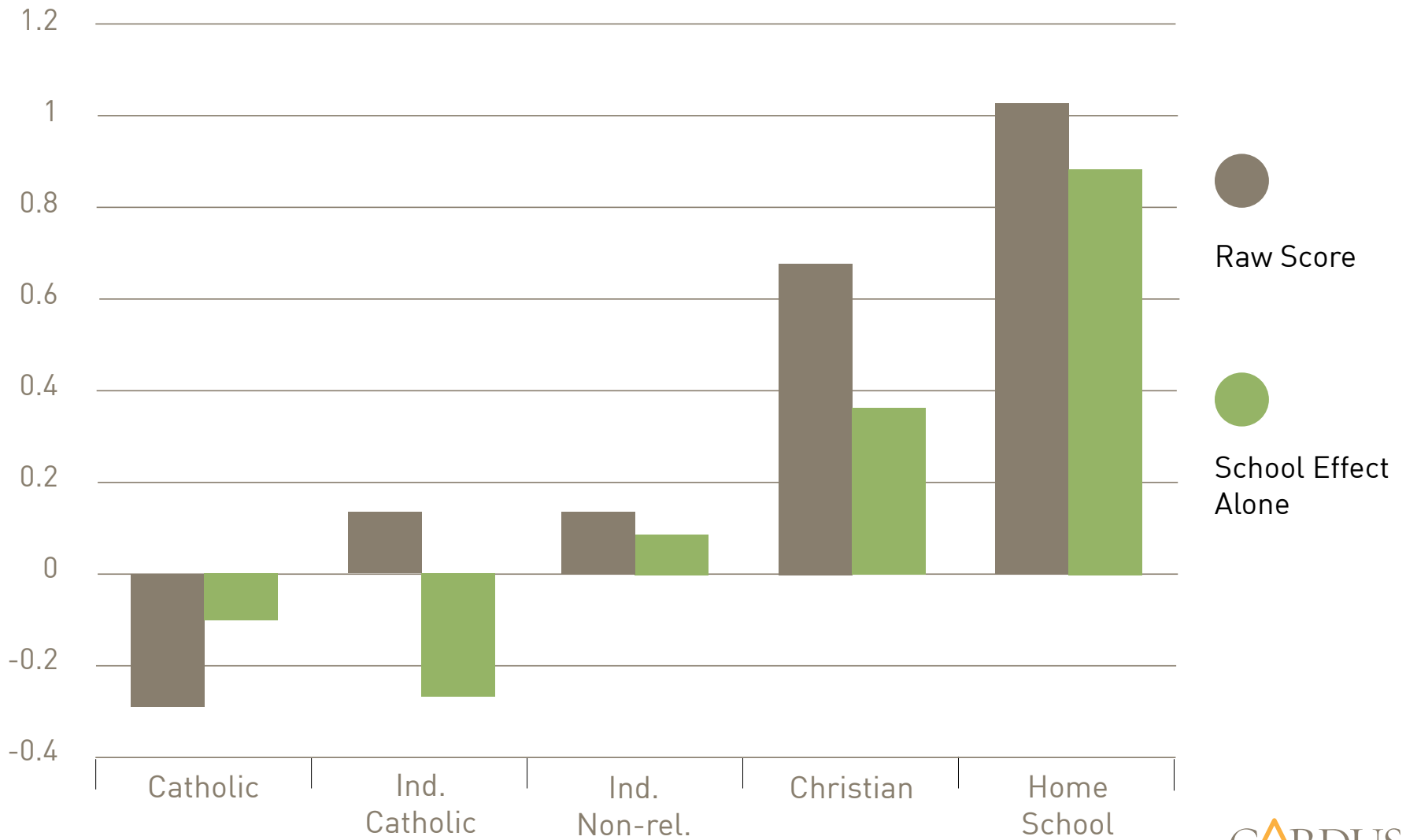


FIGURE 64: How Often I Read Daily Newspaper Online or Print

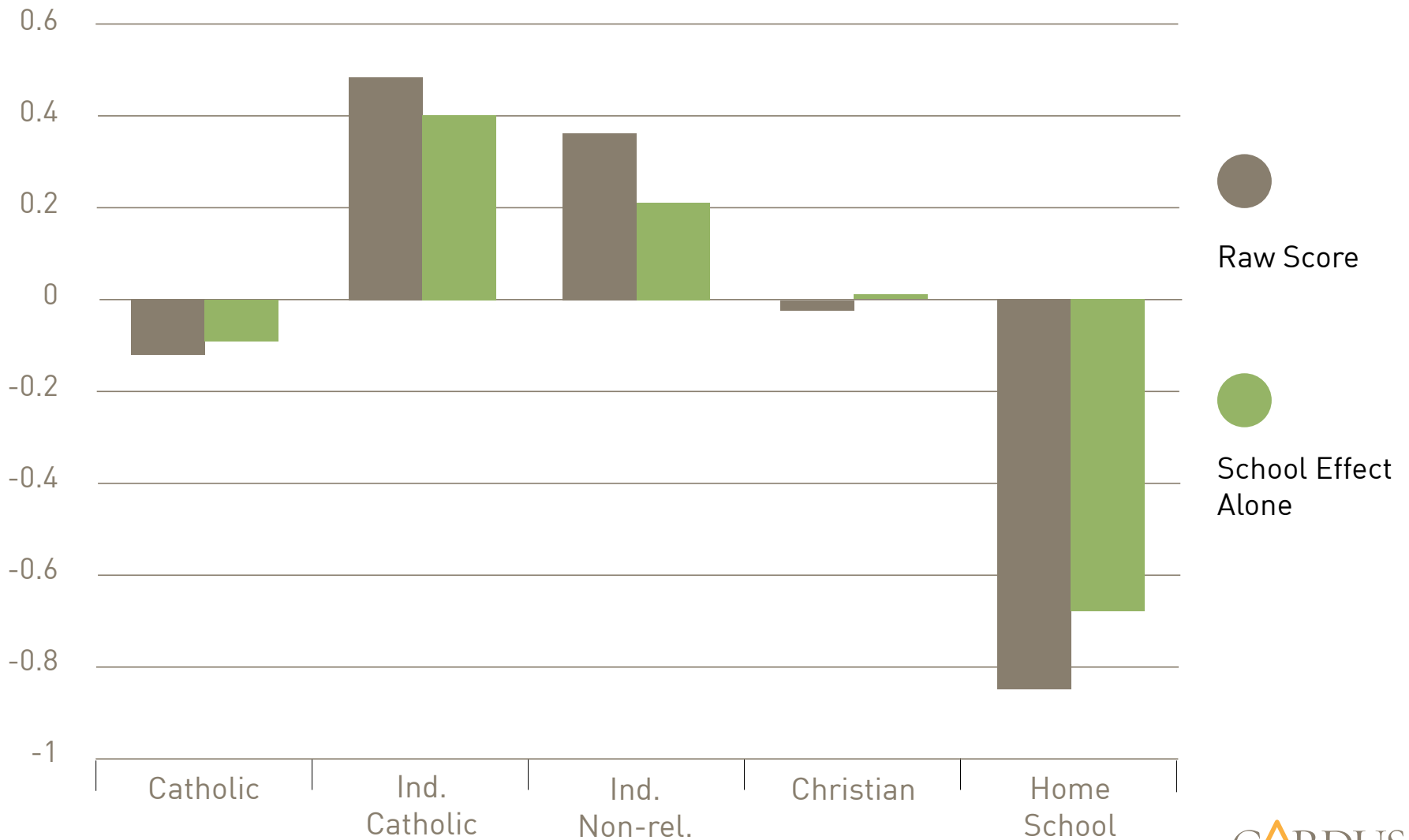


FIGURE 65: How Often I Read Non-Religious Book

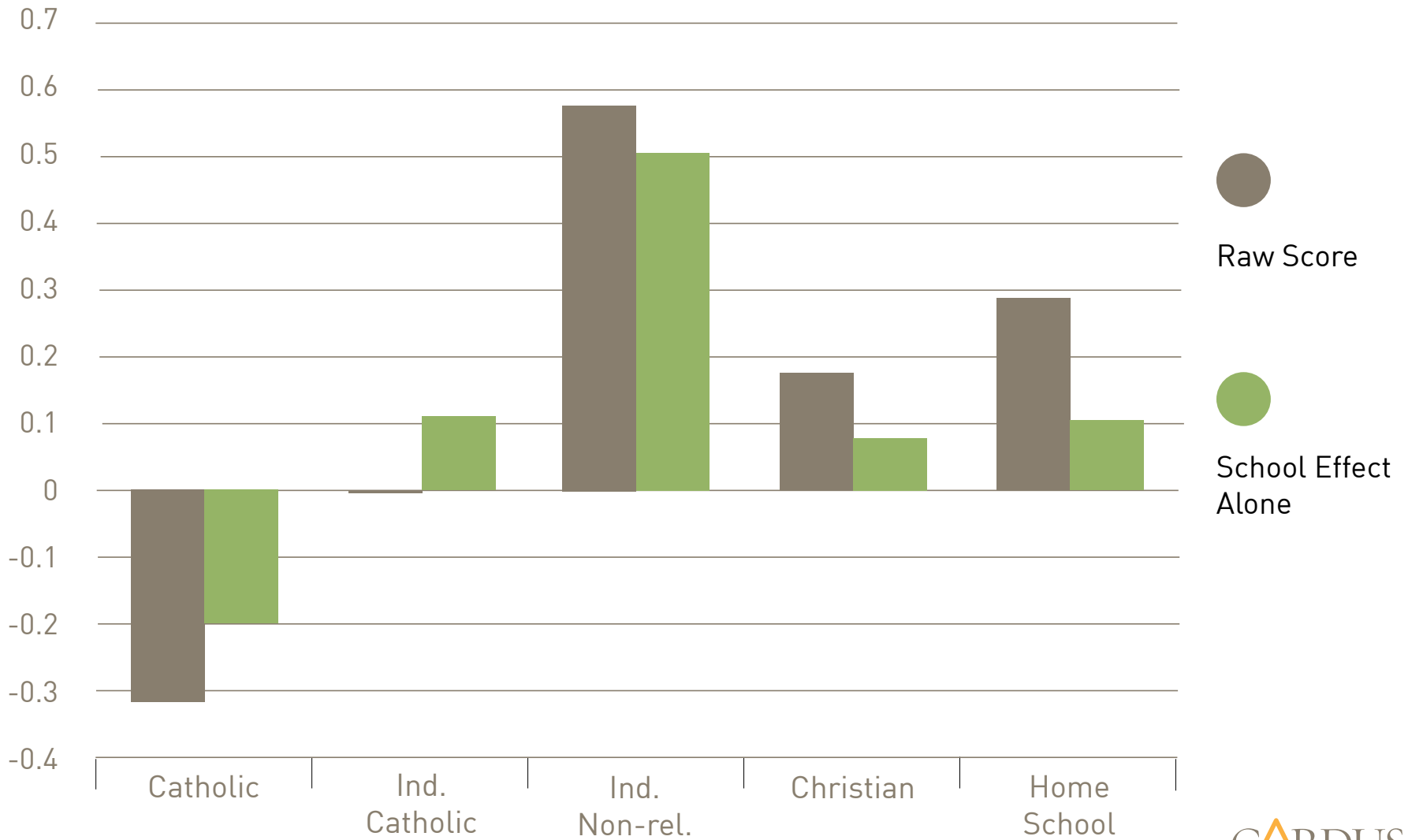


FIGURE 66: How Often I Read Bible Alone

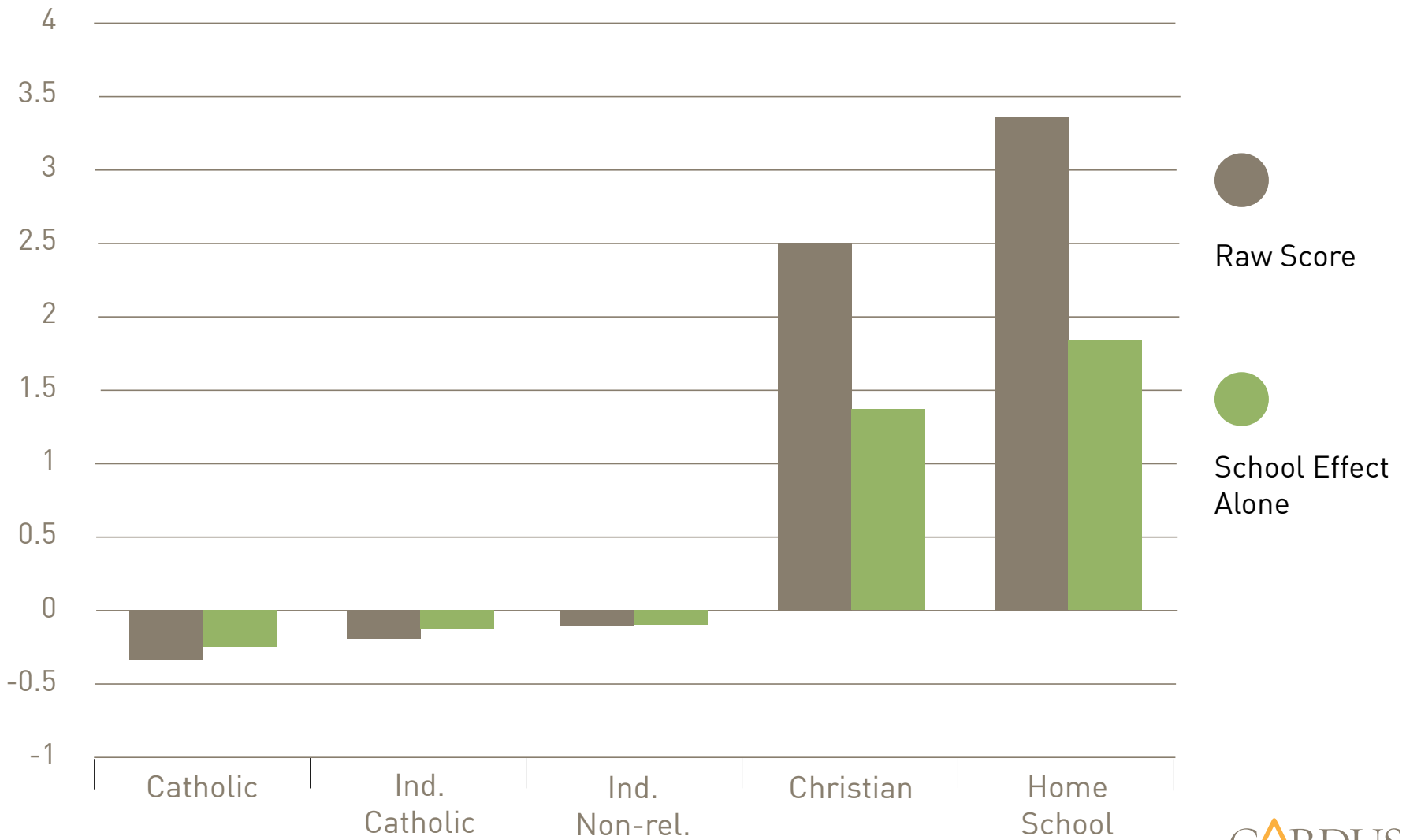


FIGURE 67: How Often I Read Religious or Spiritual Literature (excluding Bible)

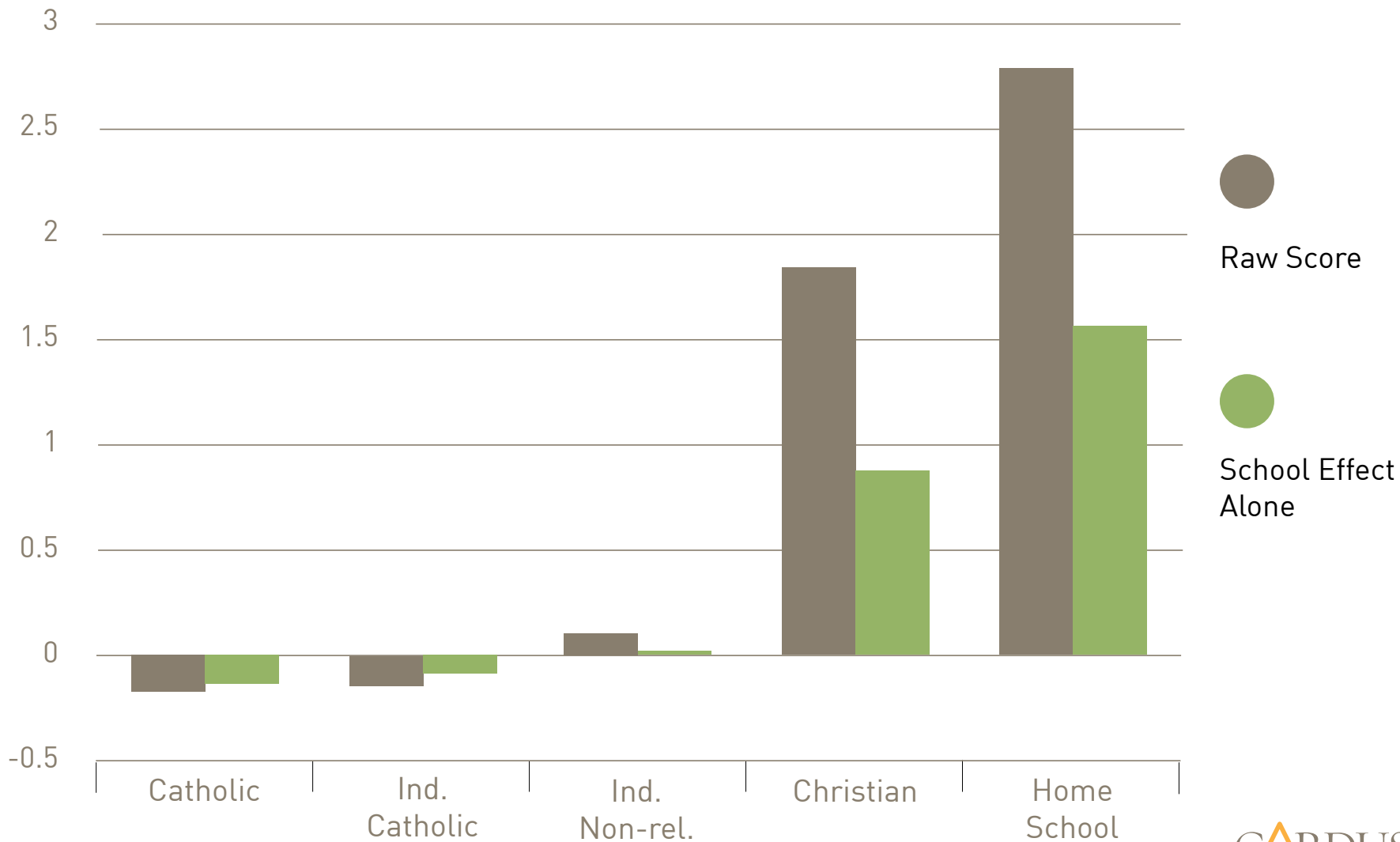


FIGURE 68: How Often I Play Musical Instrument

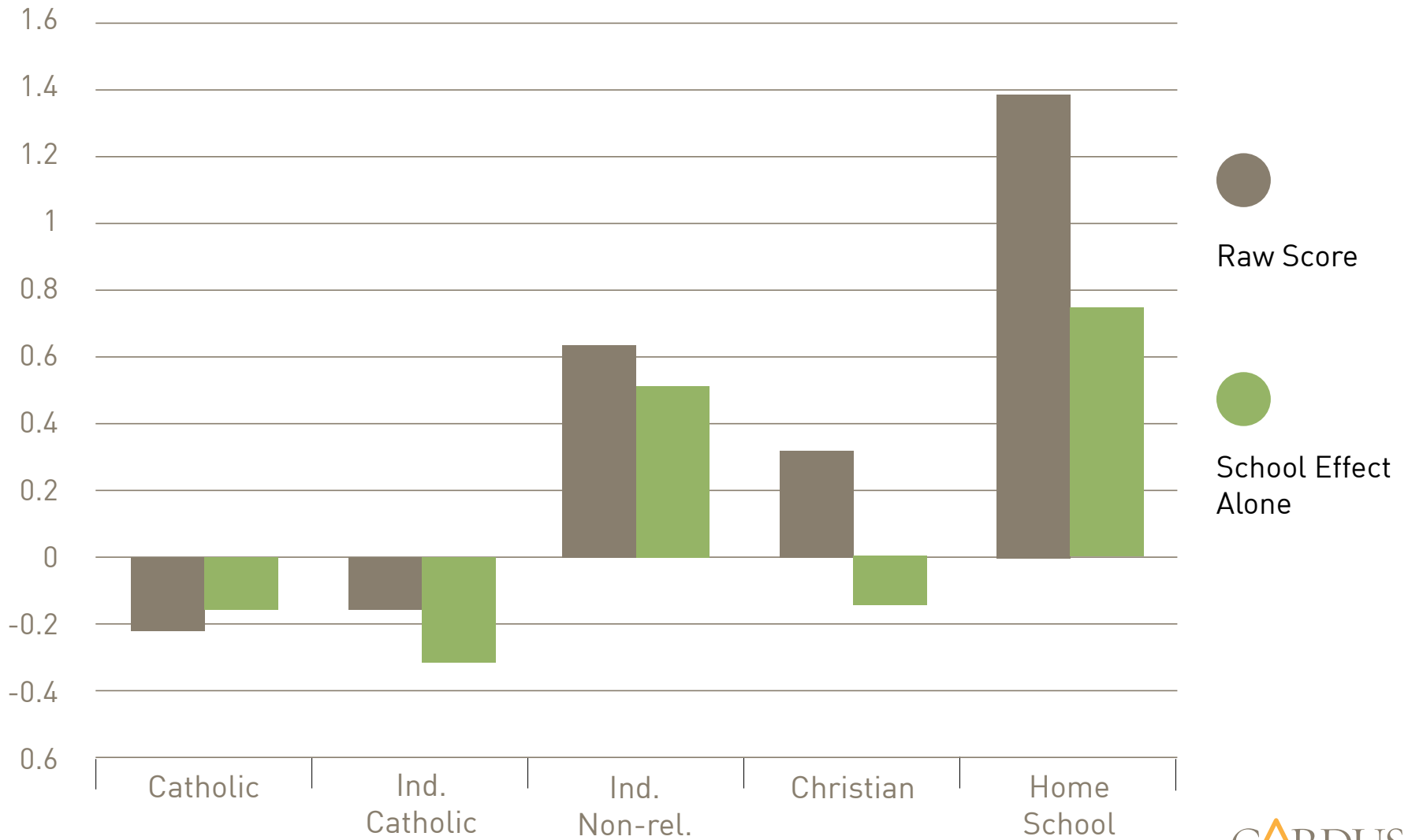


FIGURE 69: How Often I Participate in Choir or Singing Group

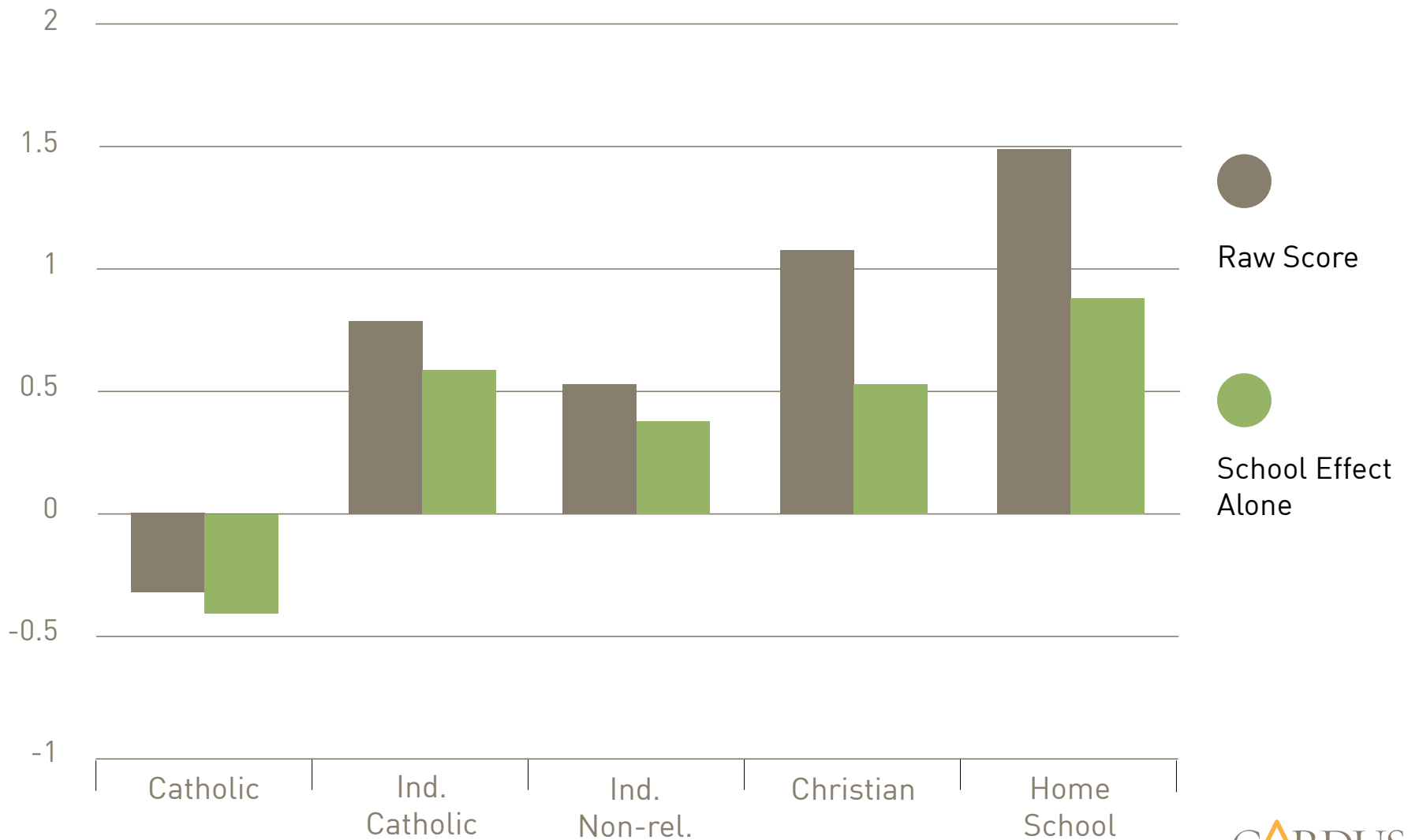


FIGURE 70: How Often I Attend Live Concert or Opera

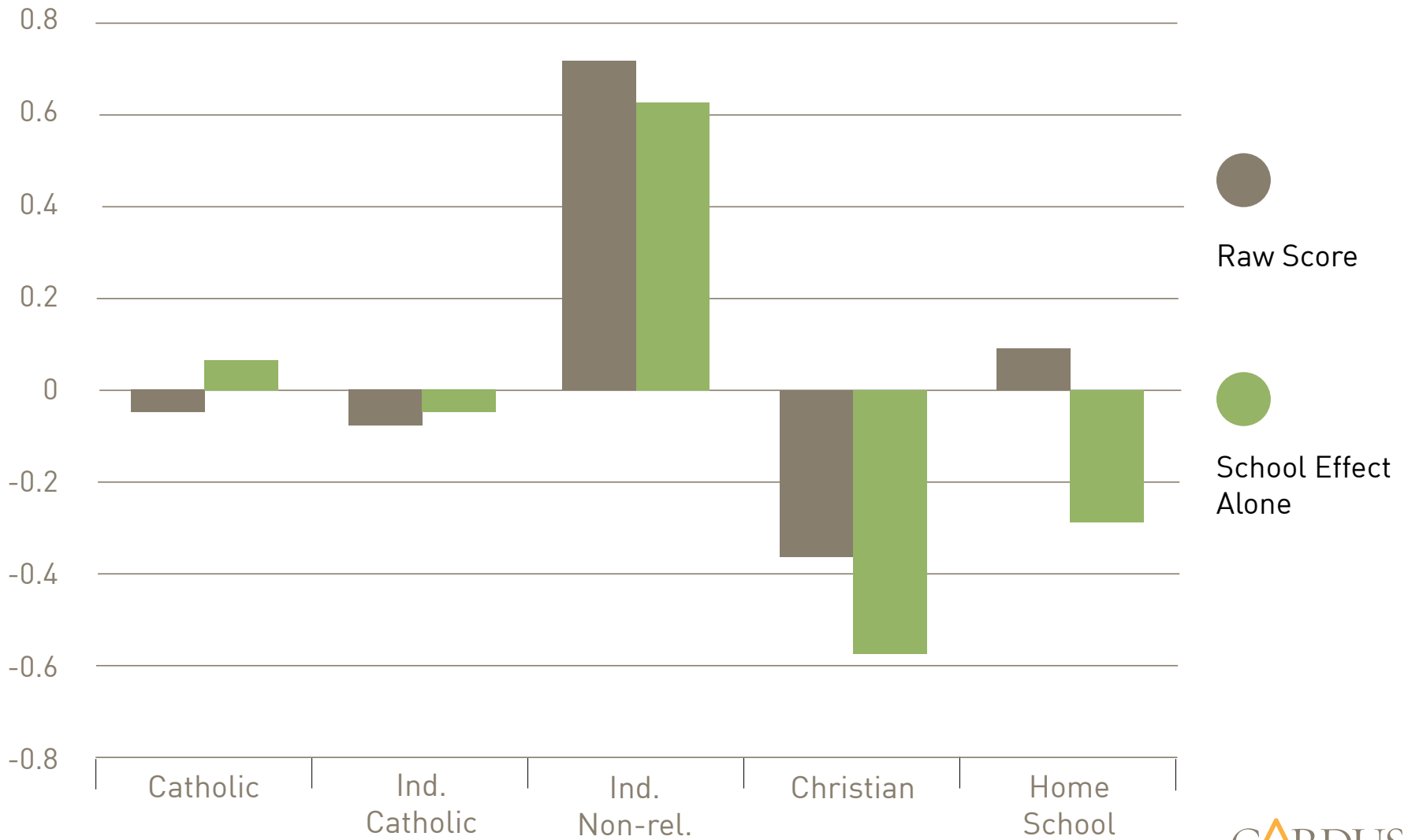


FIGURE 71: How Often I Make Art or Craft Objects

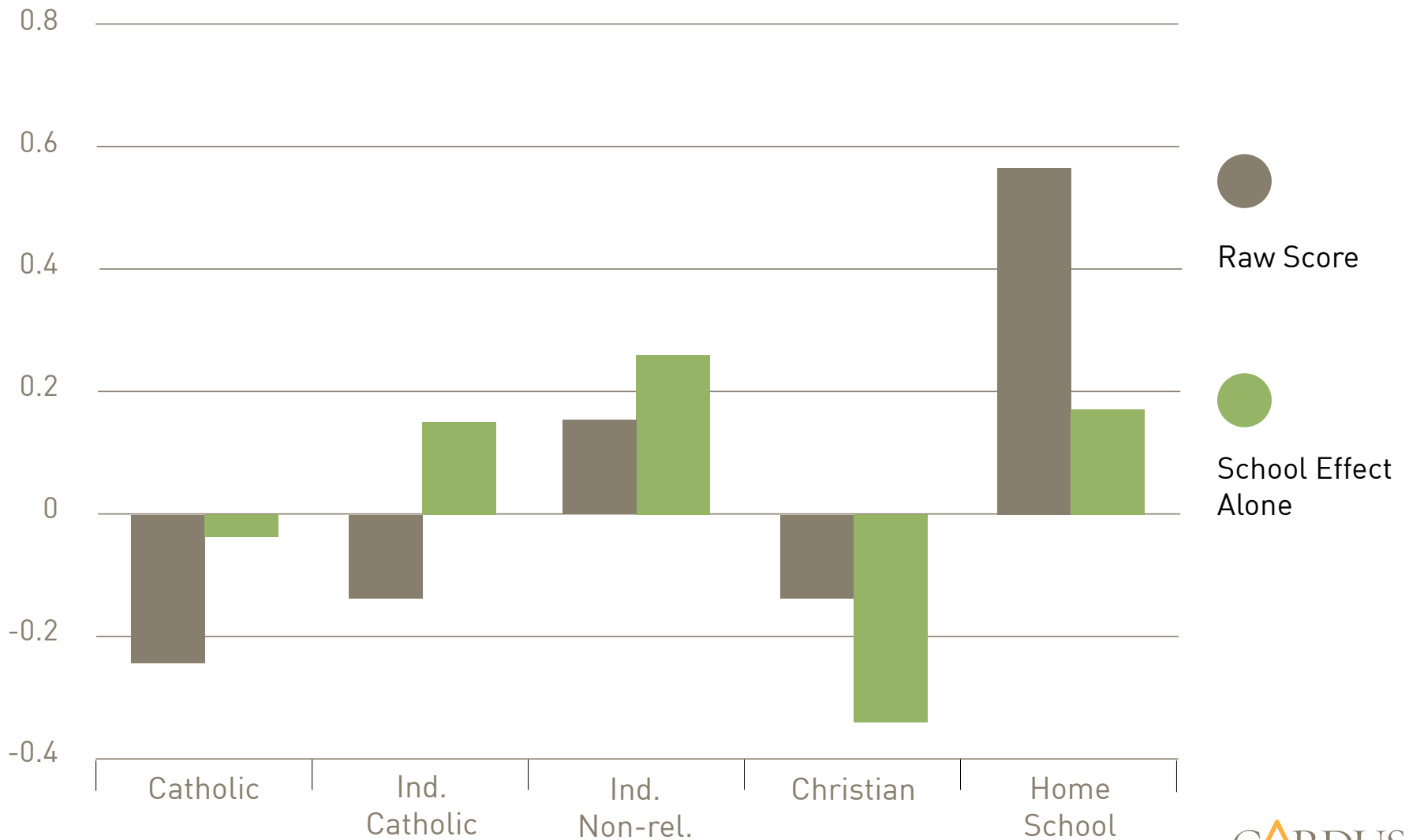


FIGURE 72: Mission Trips During Elementary, Middle, or High School

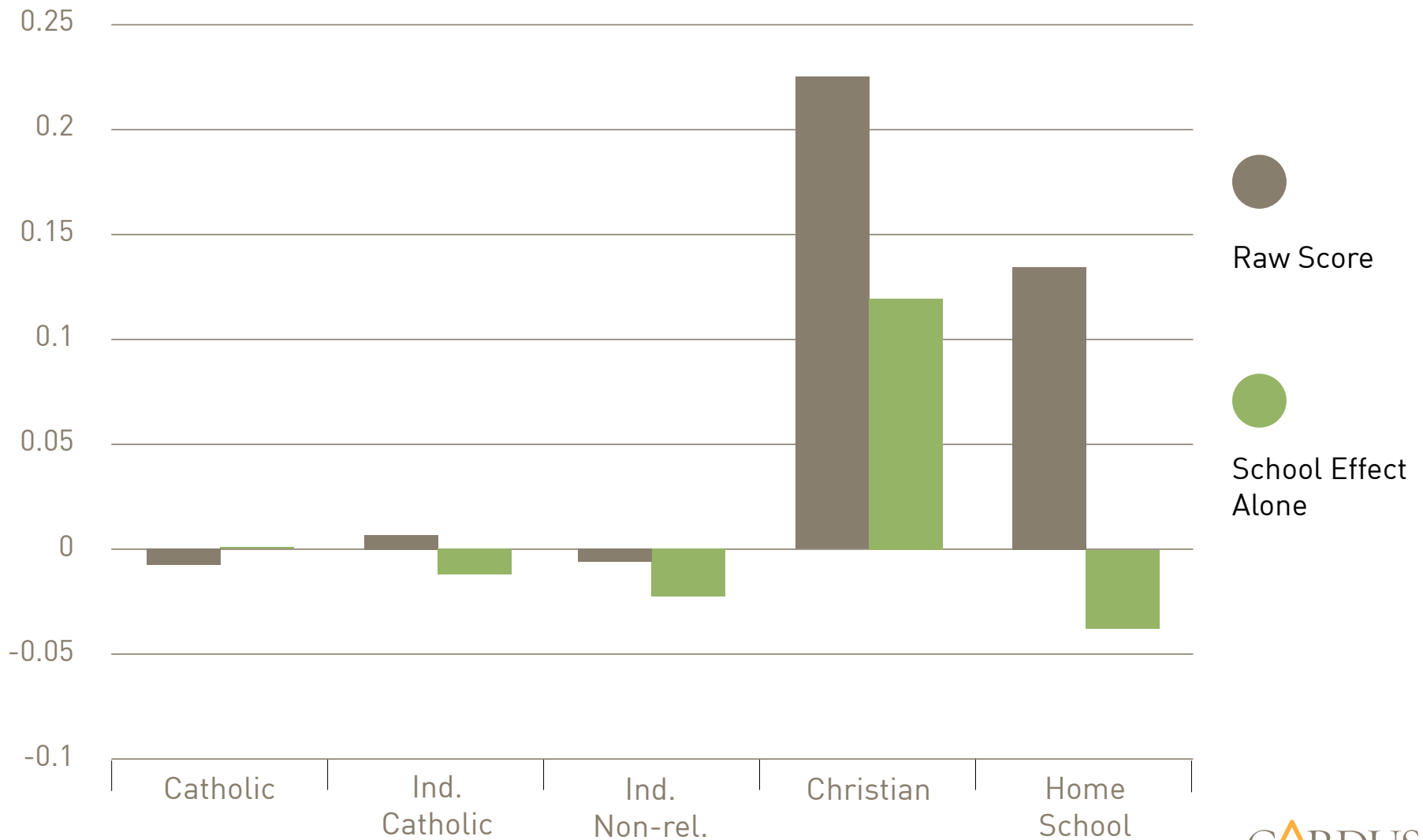


FIGURE 73: Mission Trips Since High School

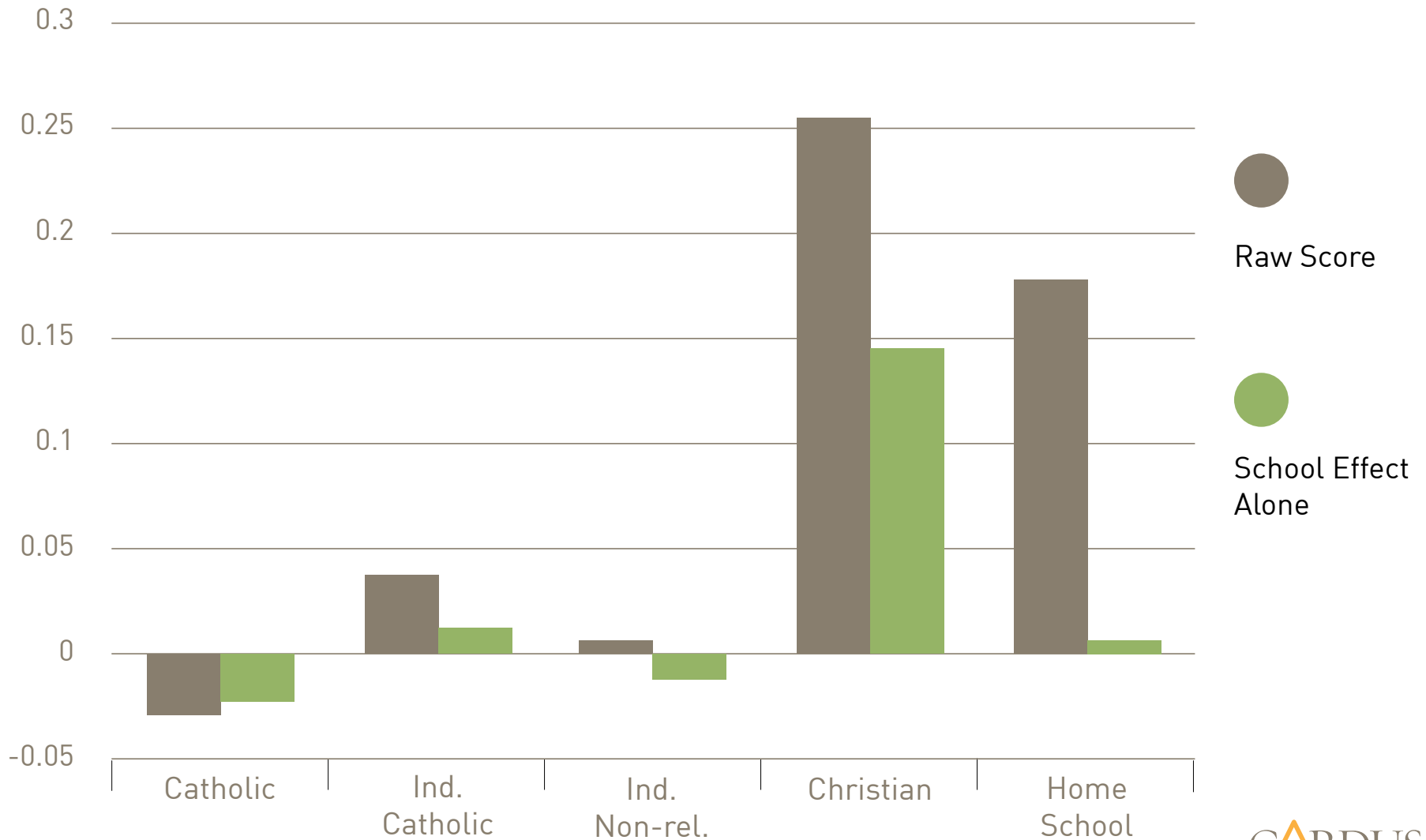


FIGURE 74: Mission Trips Outside U.S. and Canada

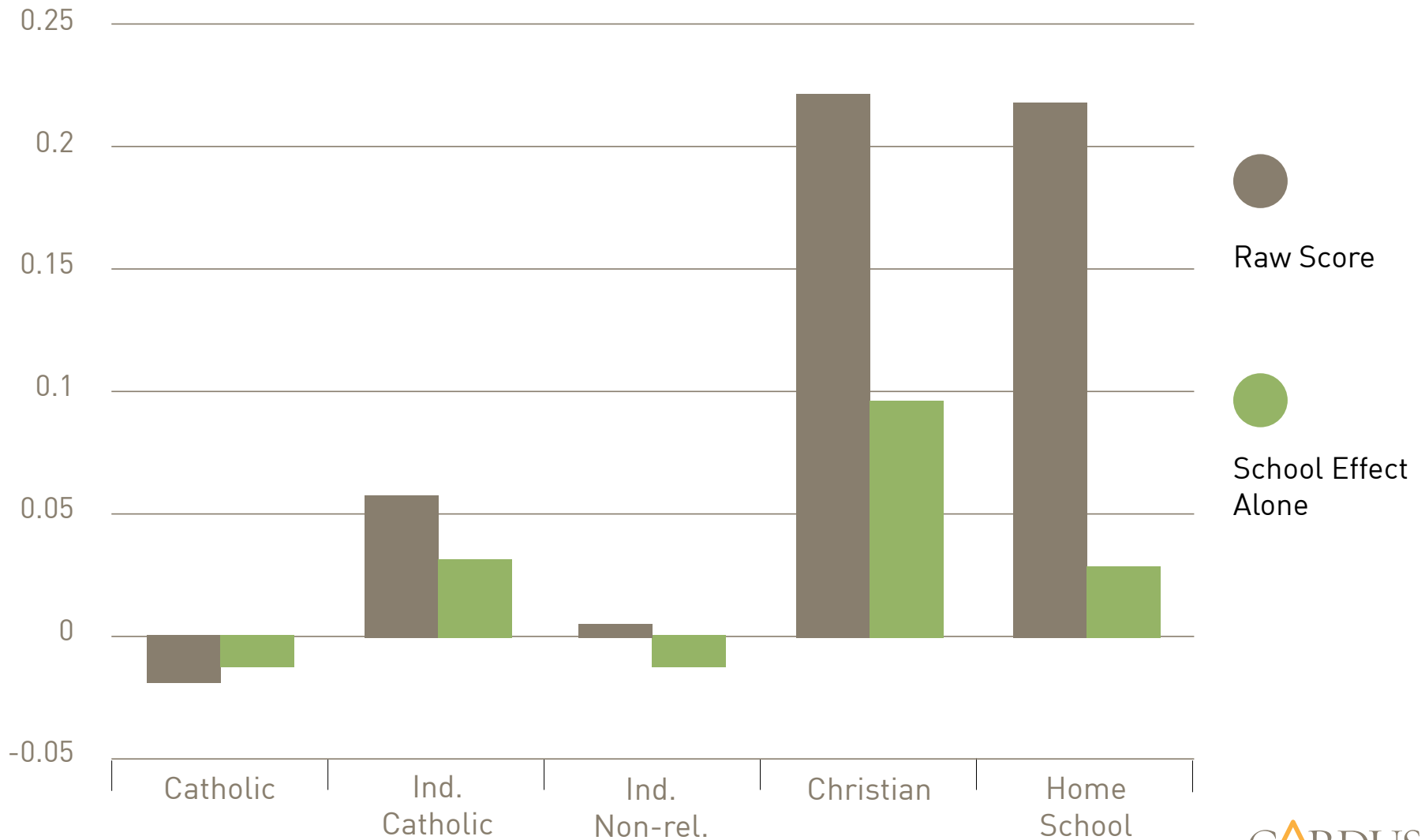


FIGURE 75: How Much I Trust Neighbours

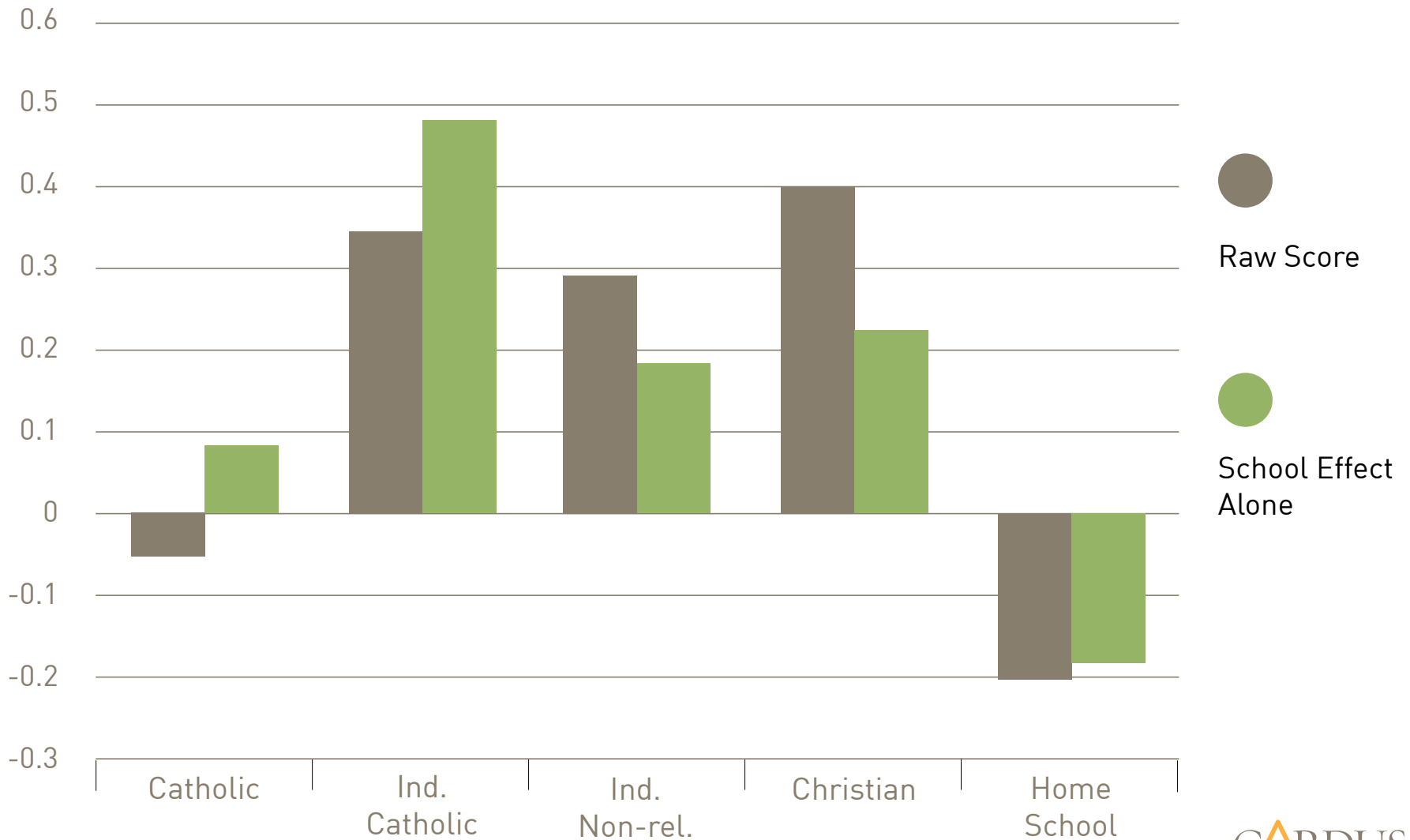


FIGURE 76: How Much I Trust Strangers

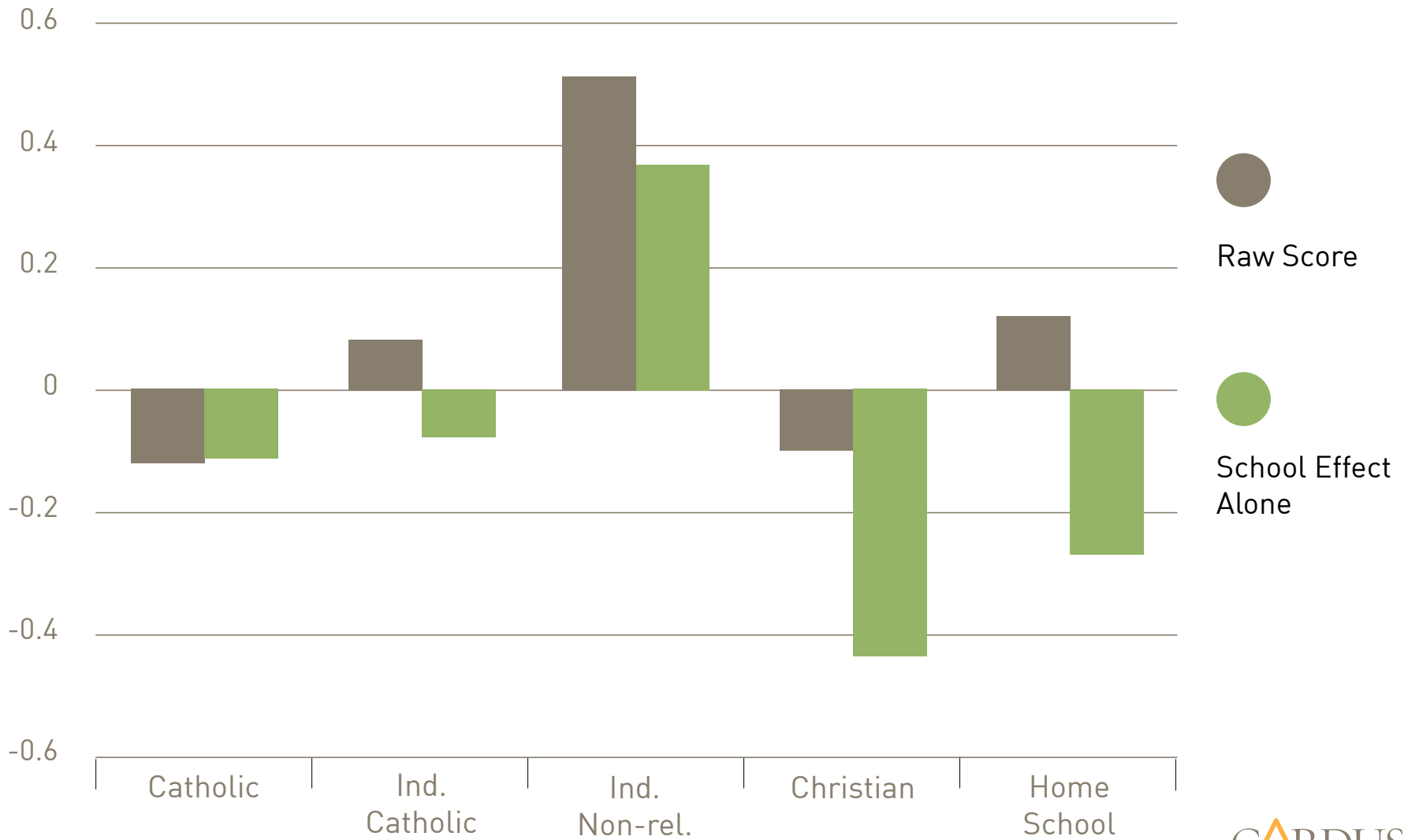


FIGURE 77: How Much I Trust Co-Workers

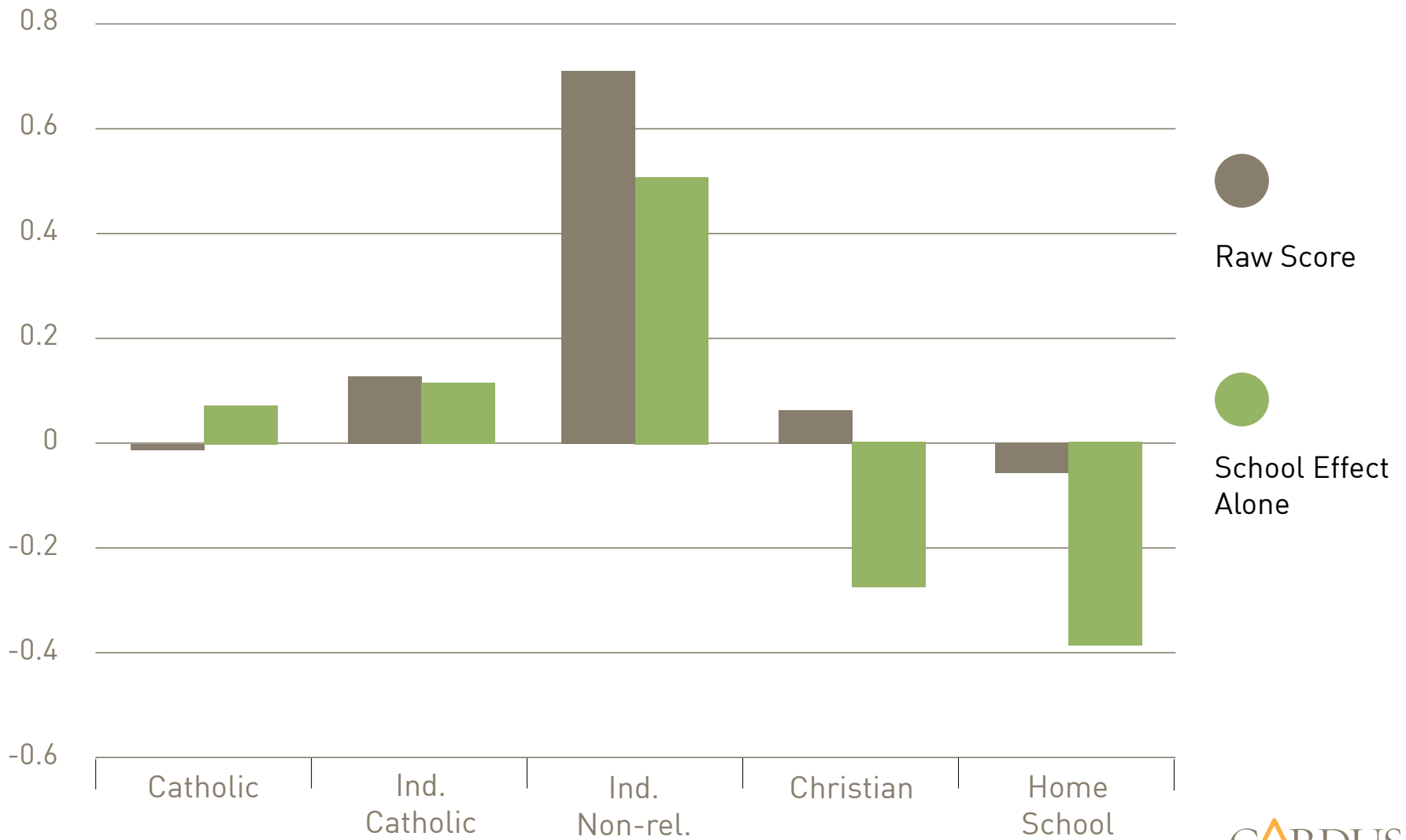


FIGURE 78: How Much I Trust my Religious Congregation

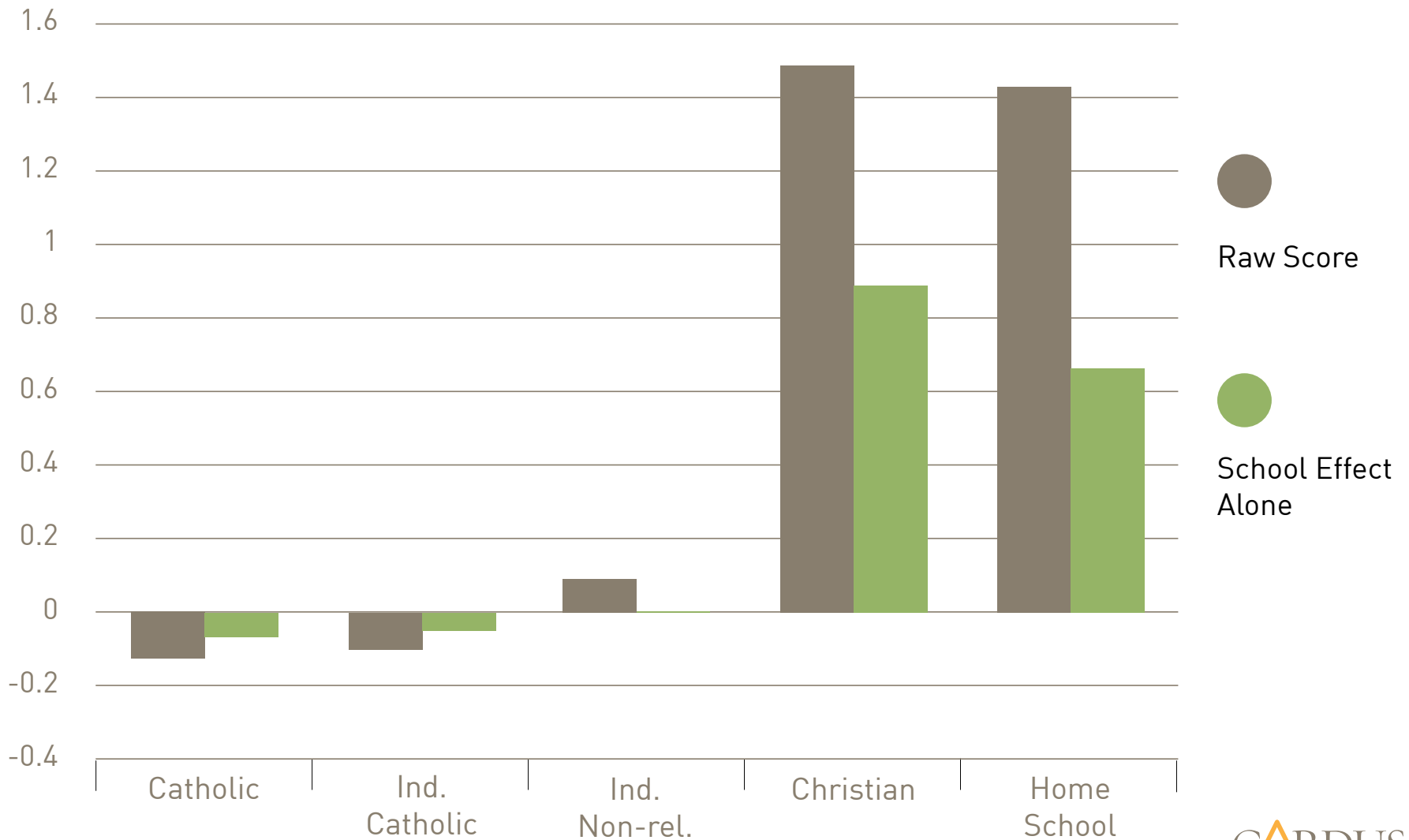


FIGURE 79: How Much I Trust People who Do Not Believe in God

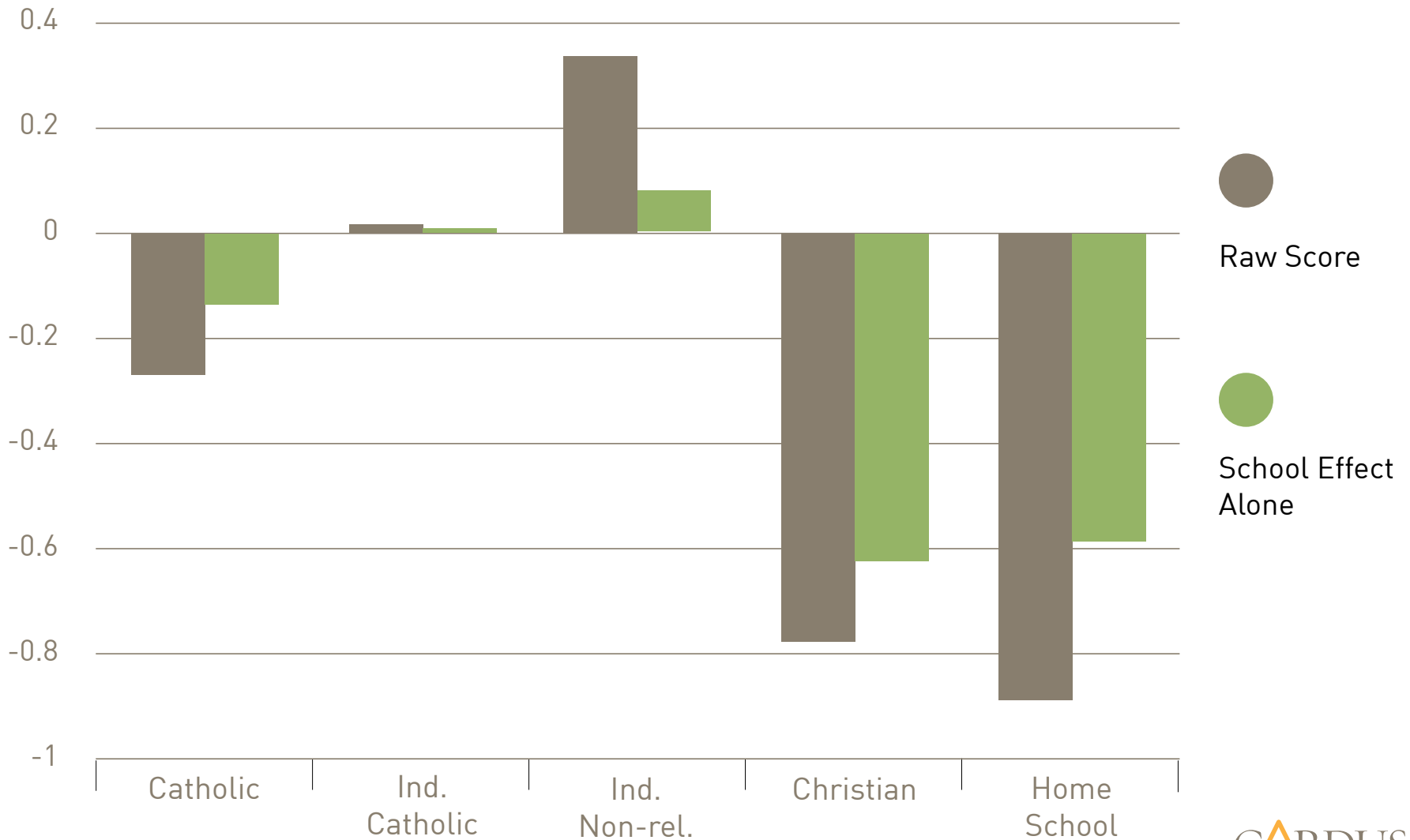


FIGURE 80: How Much I Trust Scientists

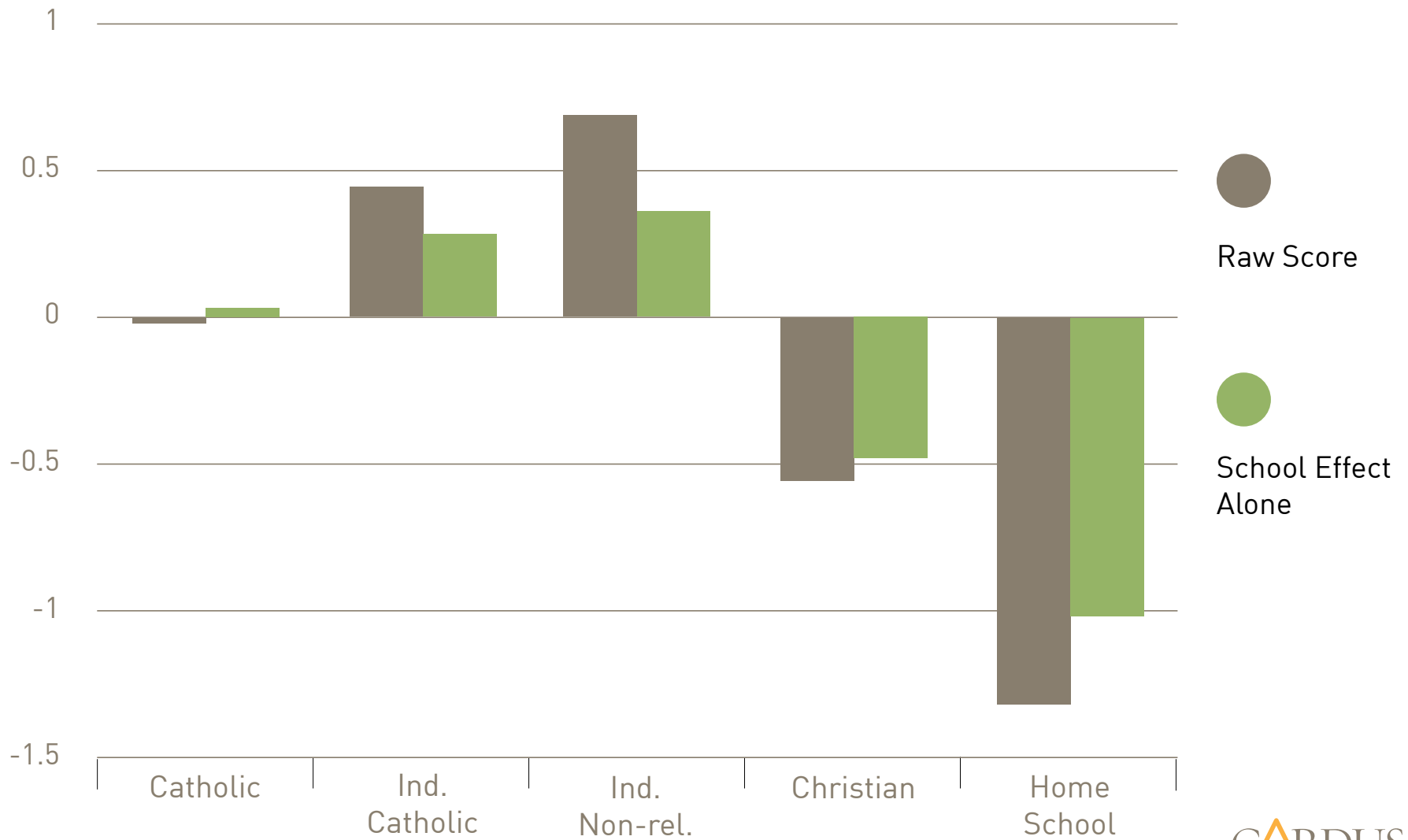


FIGURE 81: How Much I Trust Public School Teachers or Administrators

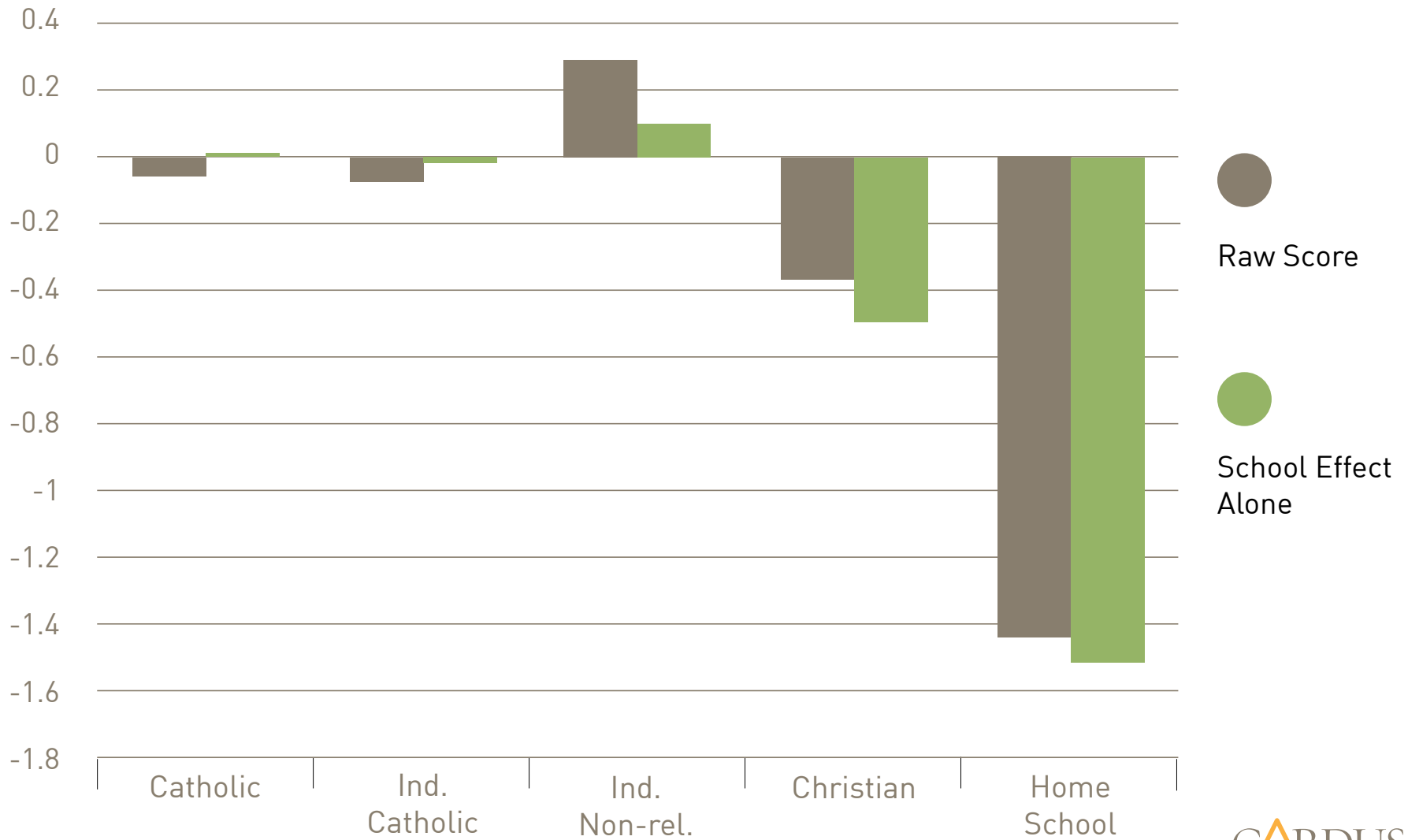


FIGURE 82: How Much I Trust Federal Government

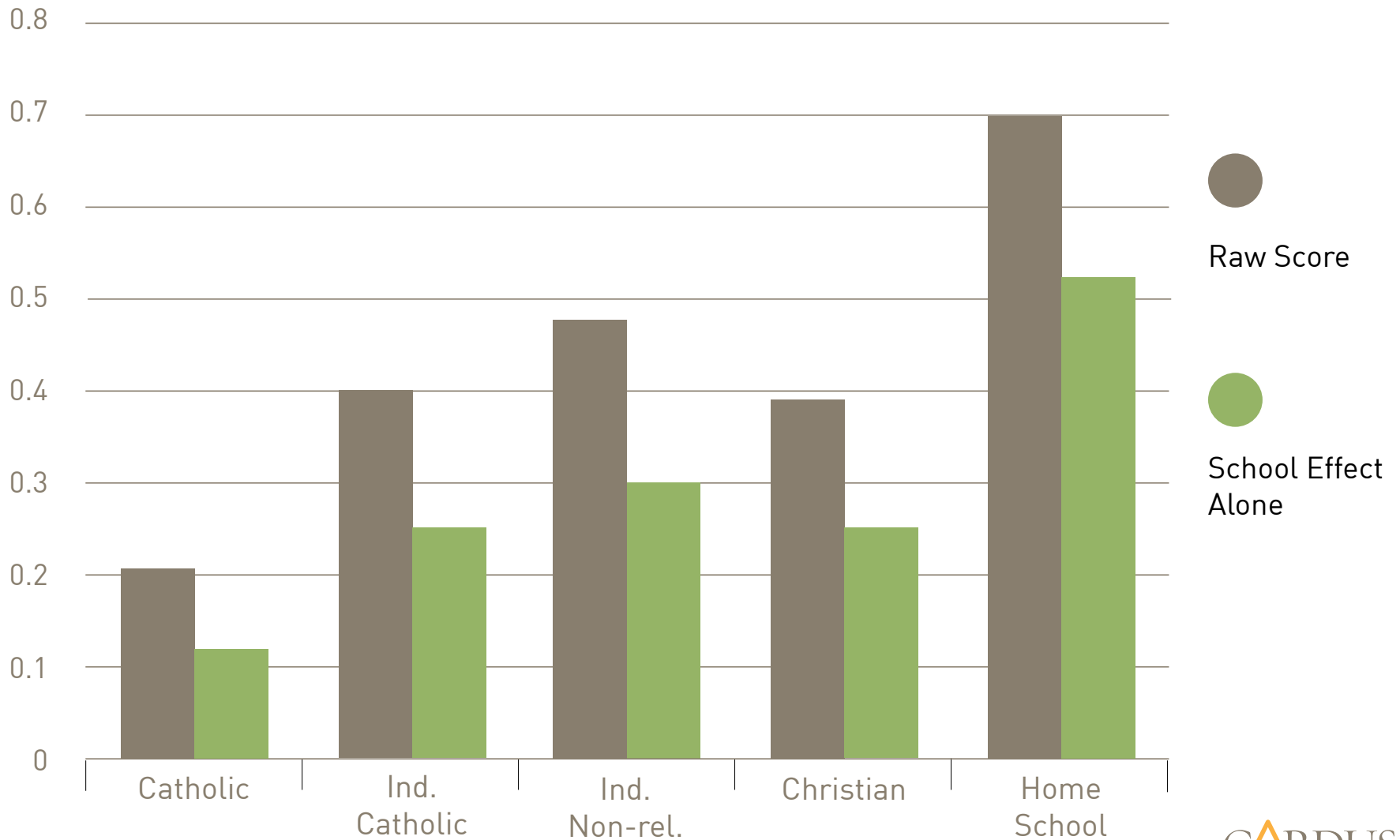


FIGURE 83: How Much I Trust Mass Media

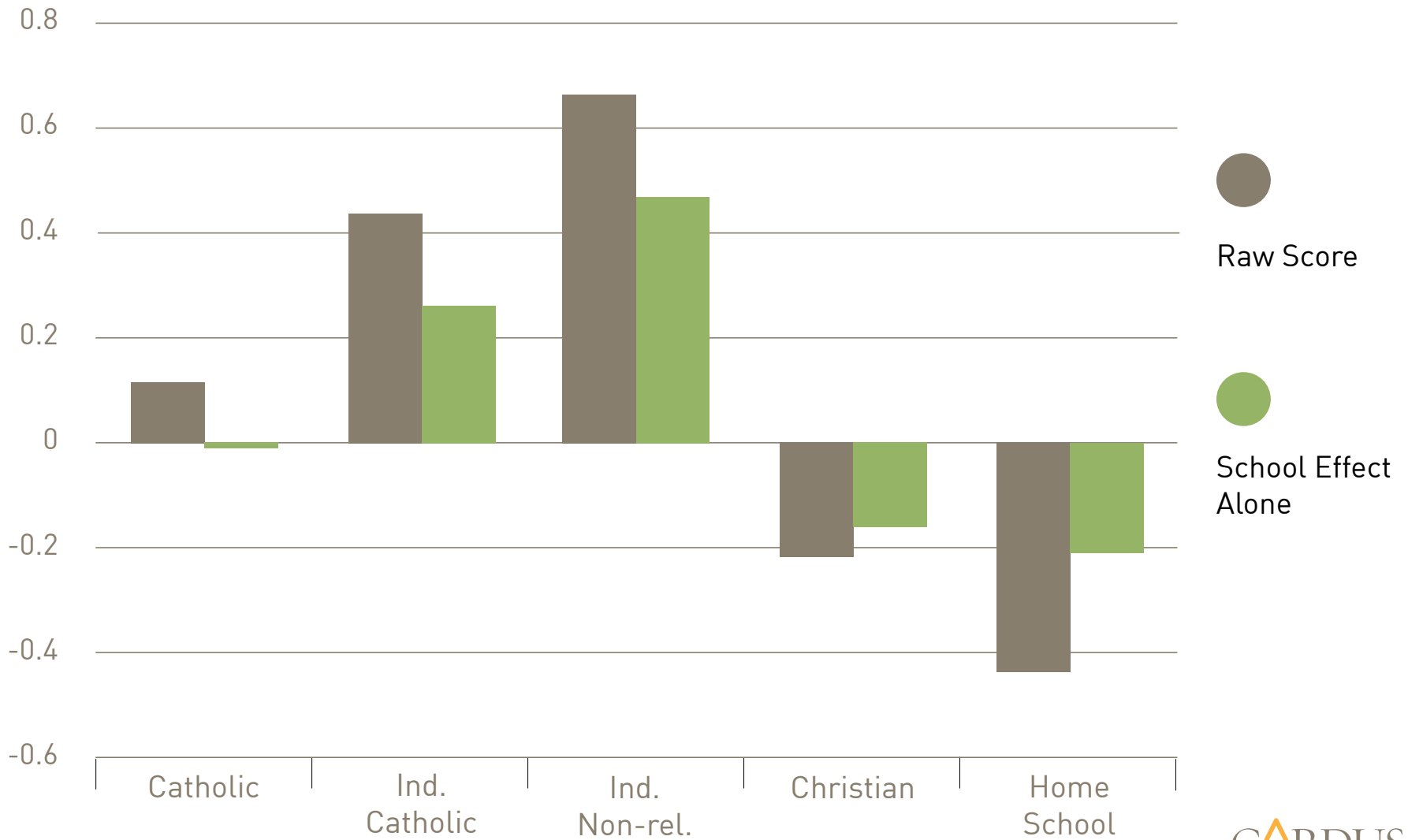


FIGURE 84: My Confidence in Organized Religion

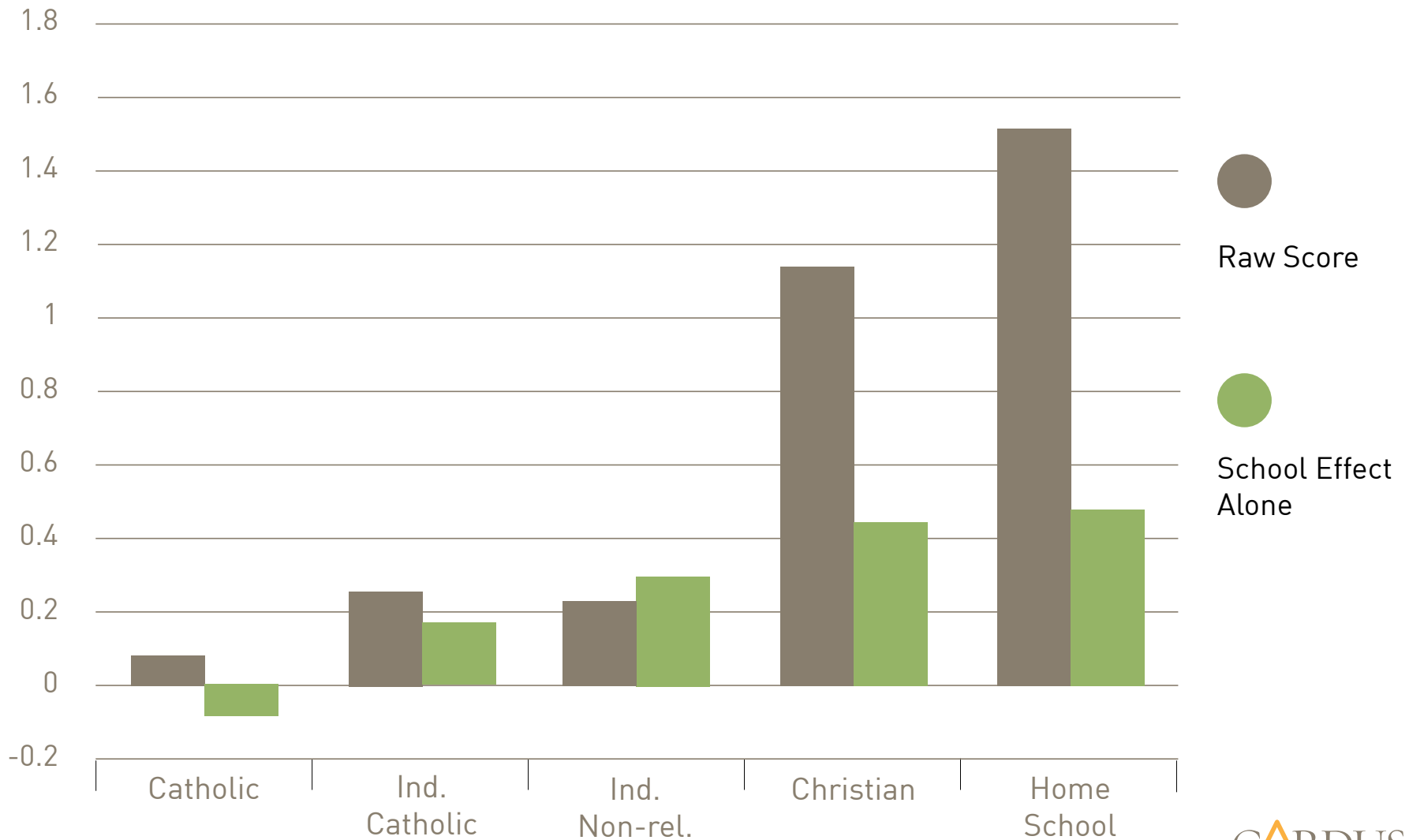


FIGURE 85: My Confidence in Education

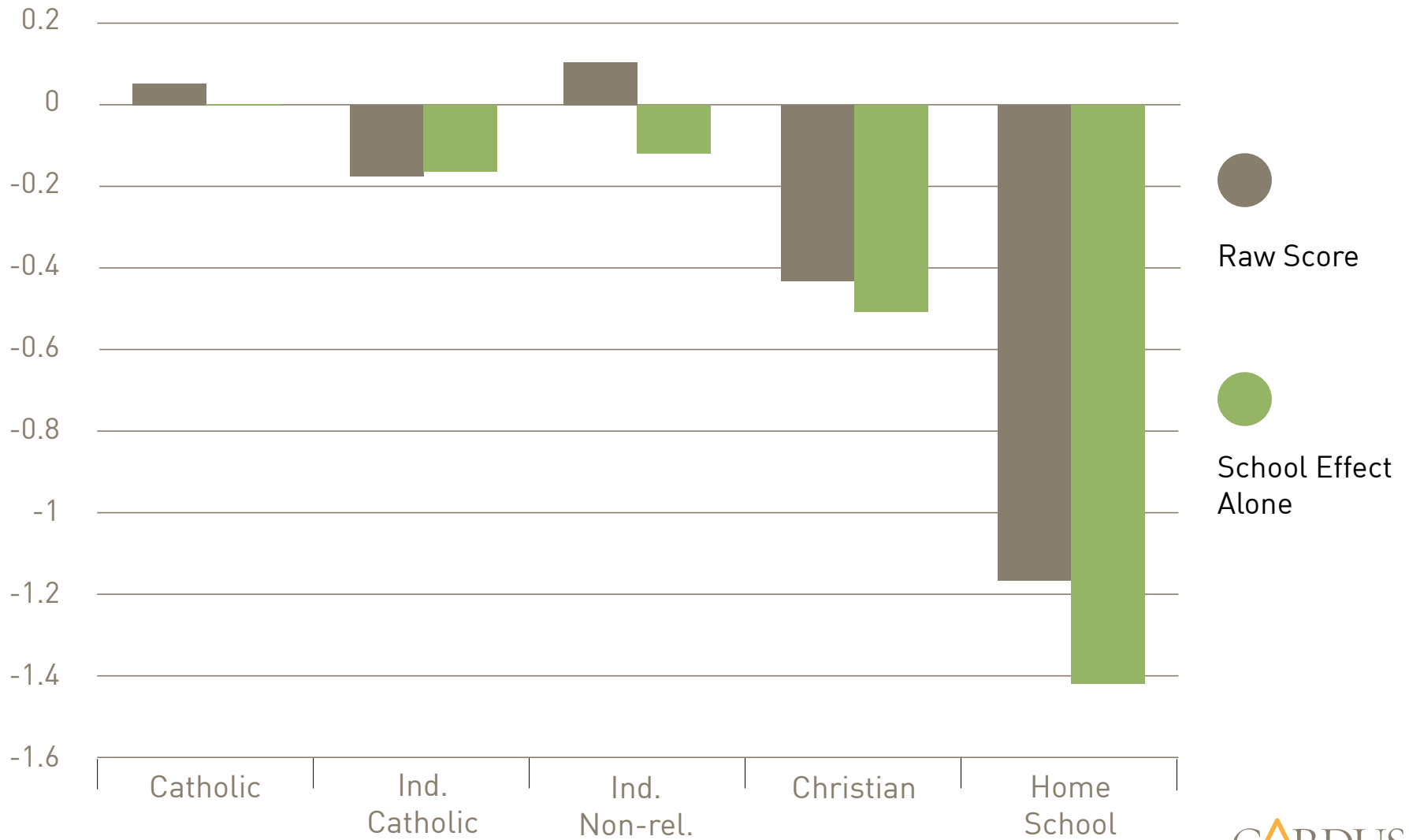


FIGURE 86: My Confidence in Prime Minister and Federal Cabinet

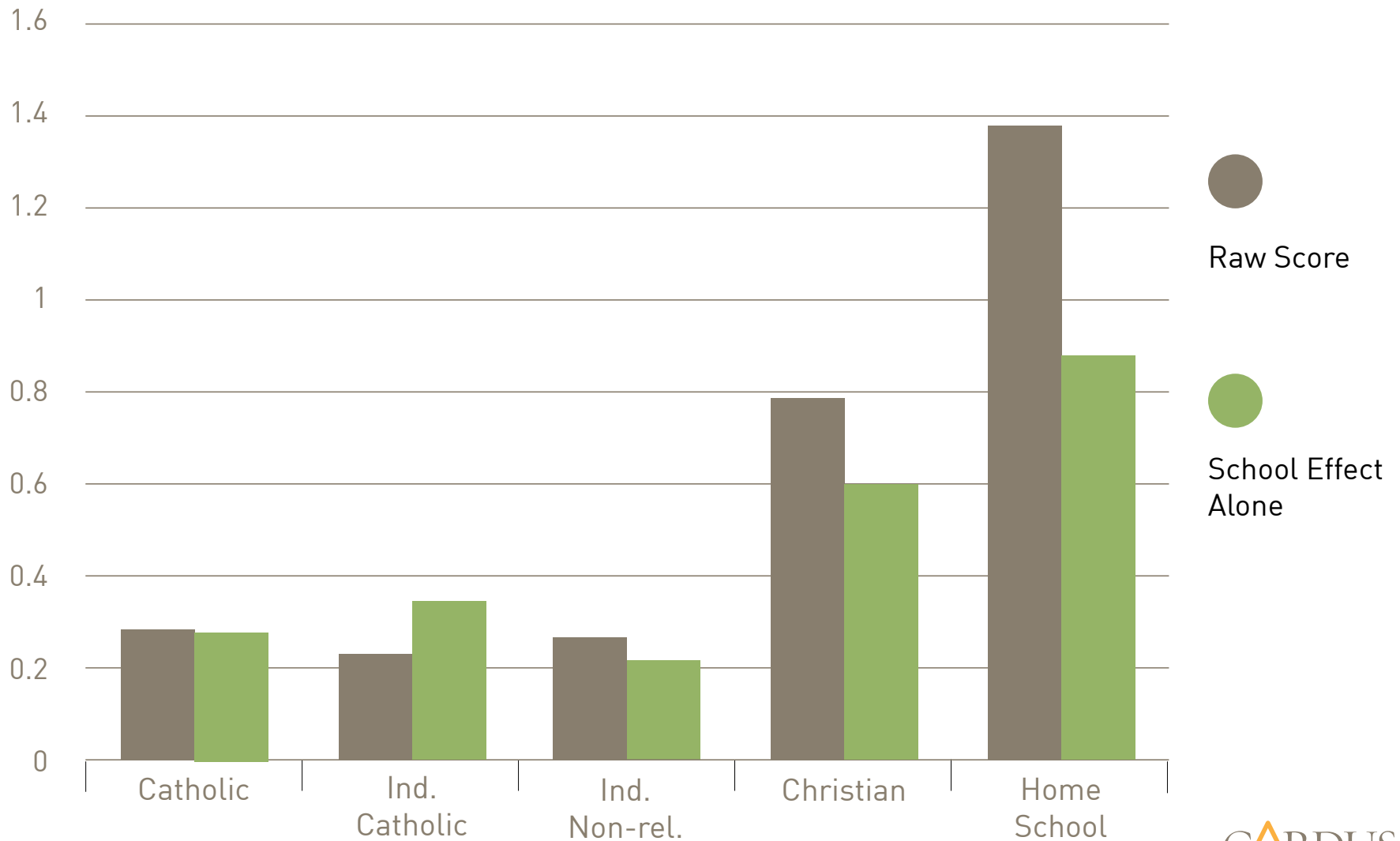


FIGURE 87: My Confidence in Federal Parliament

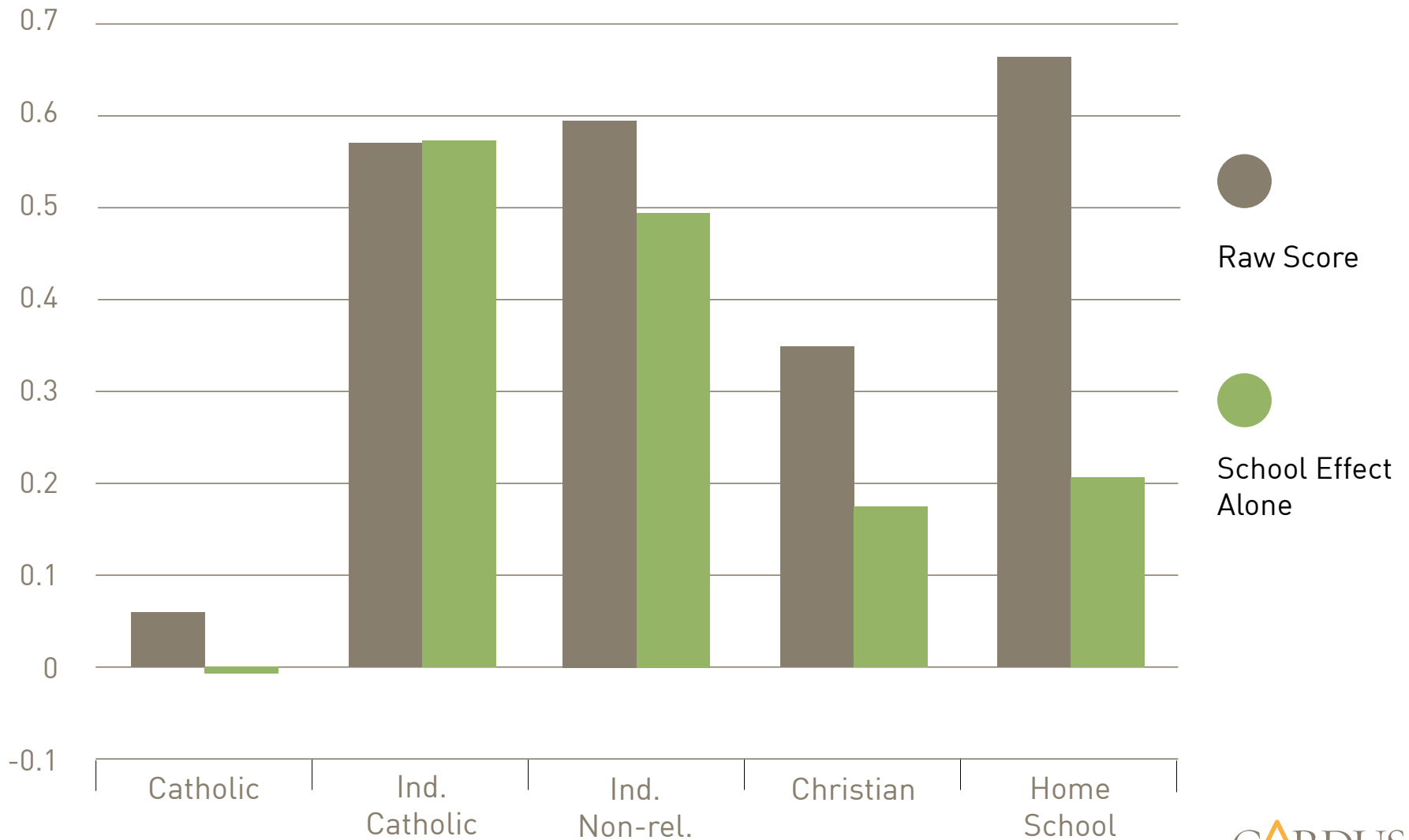


FIGURE 88: My Confidence in Supreme Court of Canada

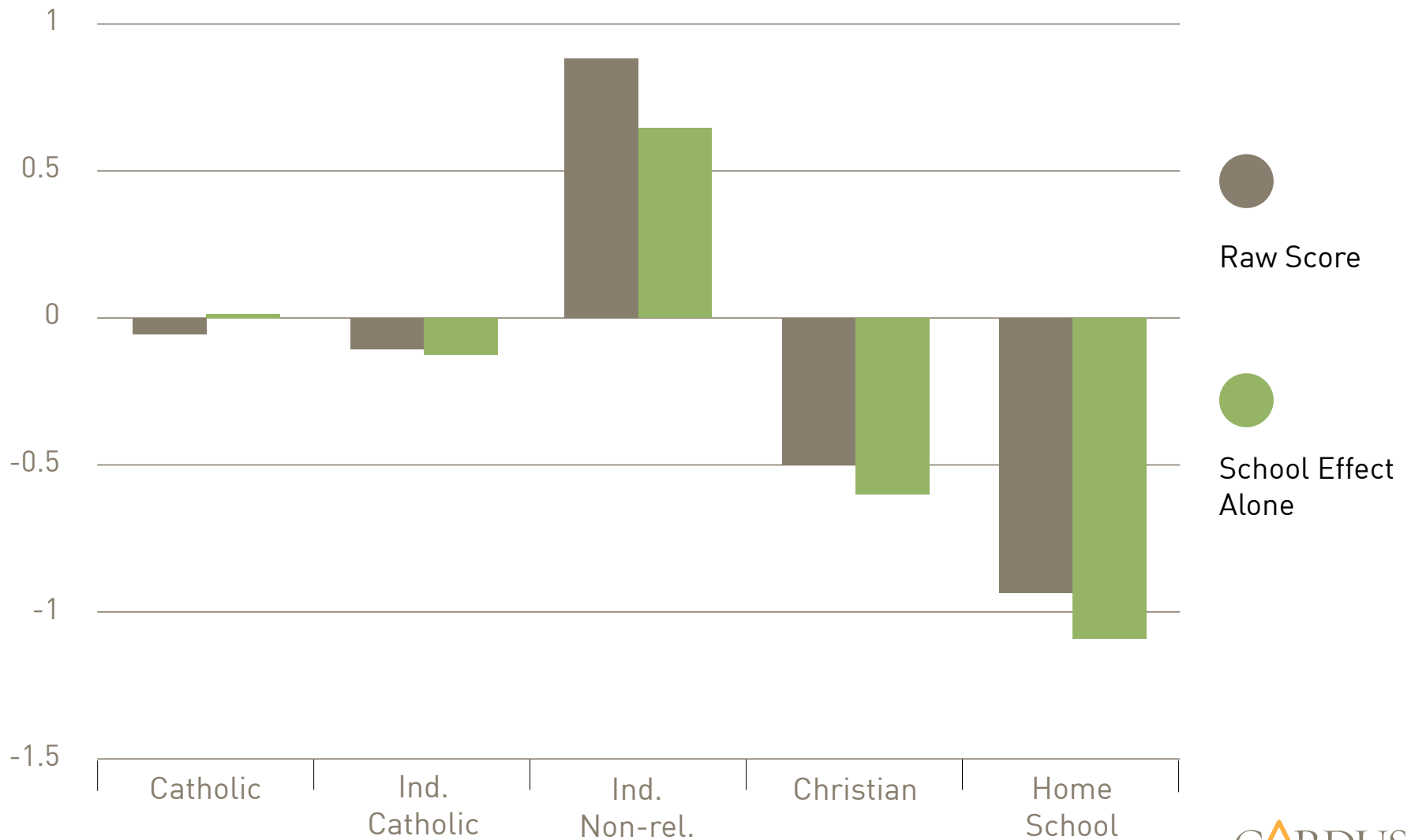


FIGURE 89: My Confidence in Organized Labour / Unions

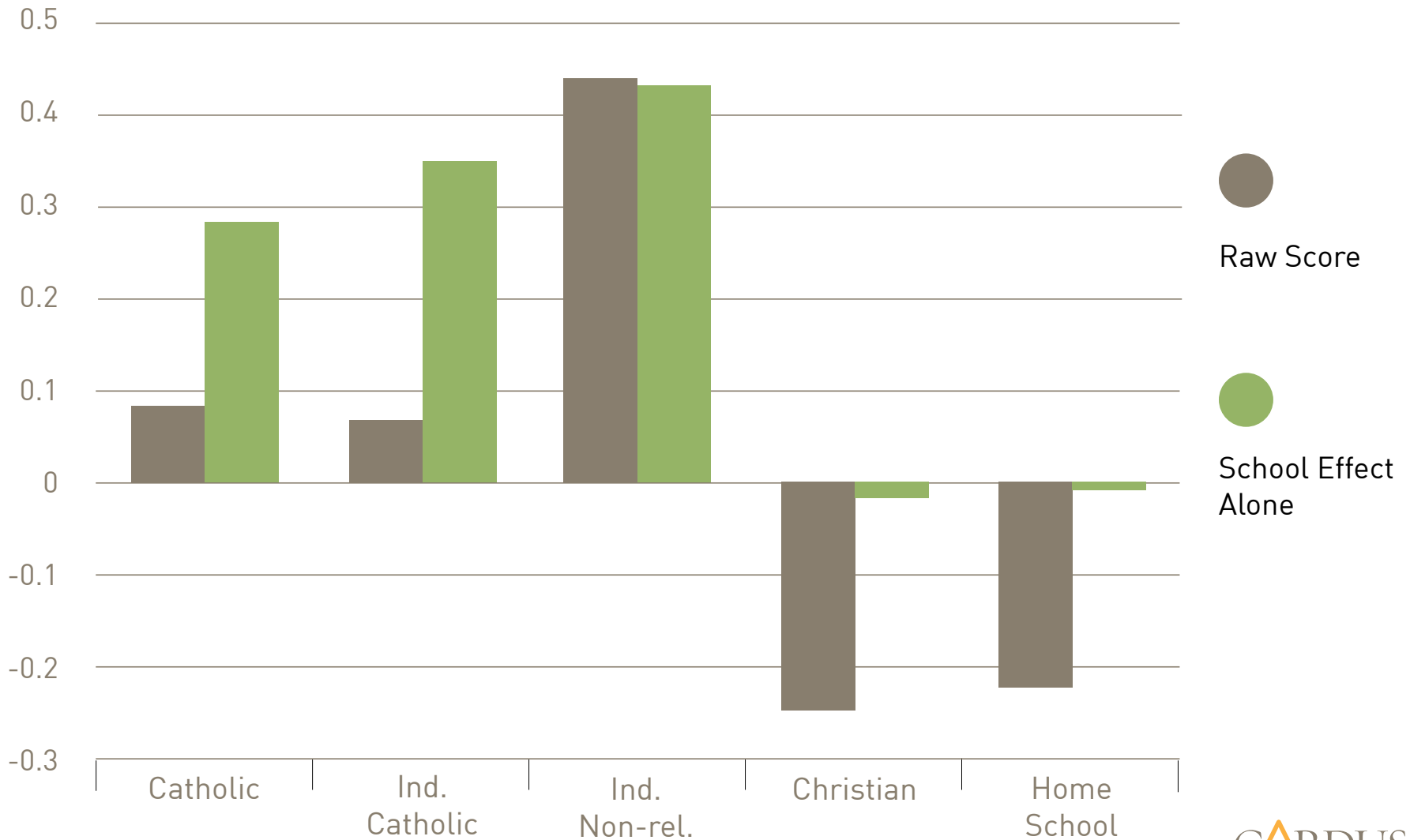


FIGURE 90: My Confidence in Press and Media

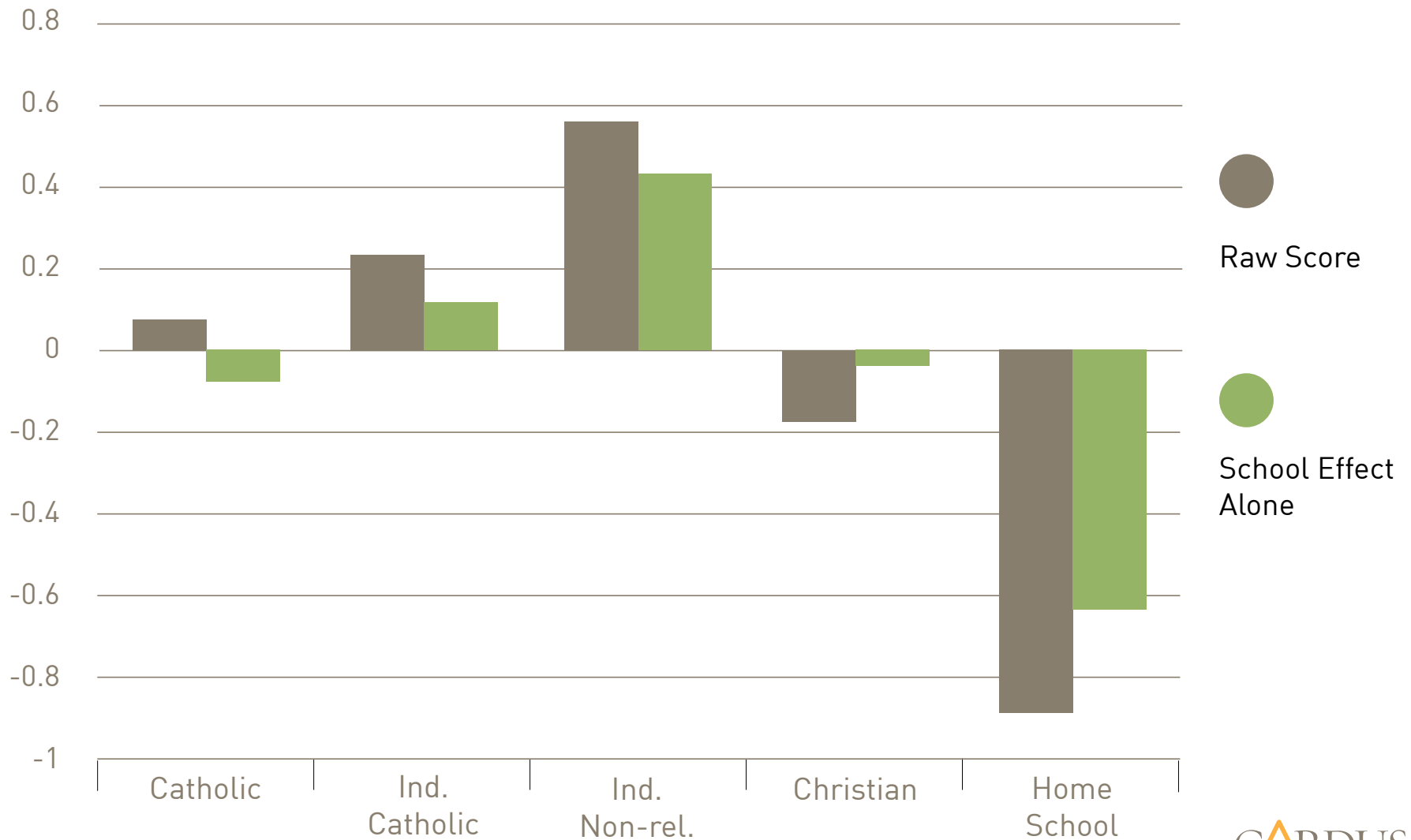


FIGURE 91: My Confidence in TV

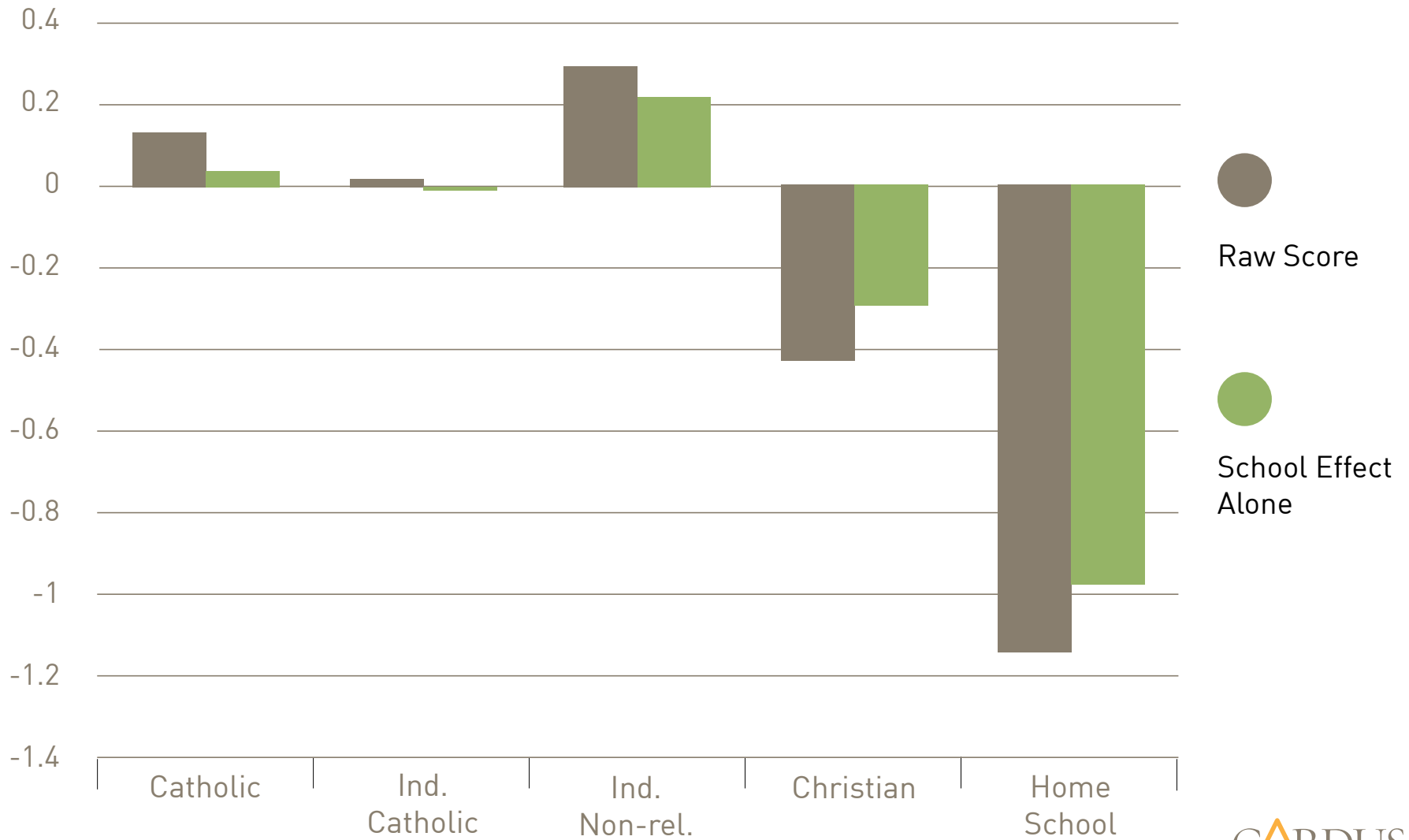


FIGURE 92: My Confidence in Medicine

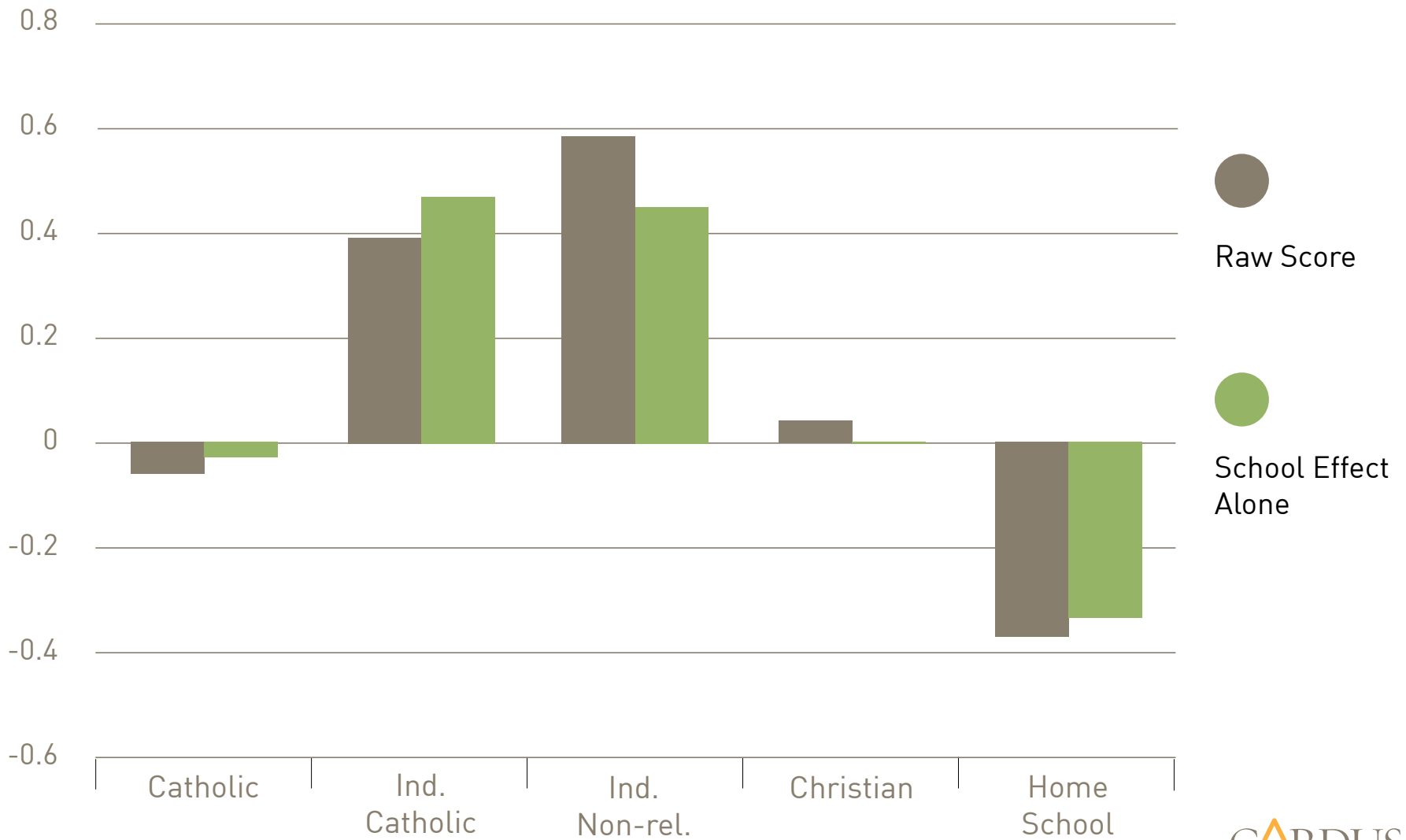


FIGURE 93: My Confidence in Scientific Community

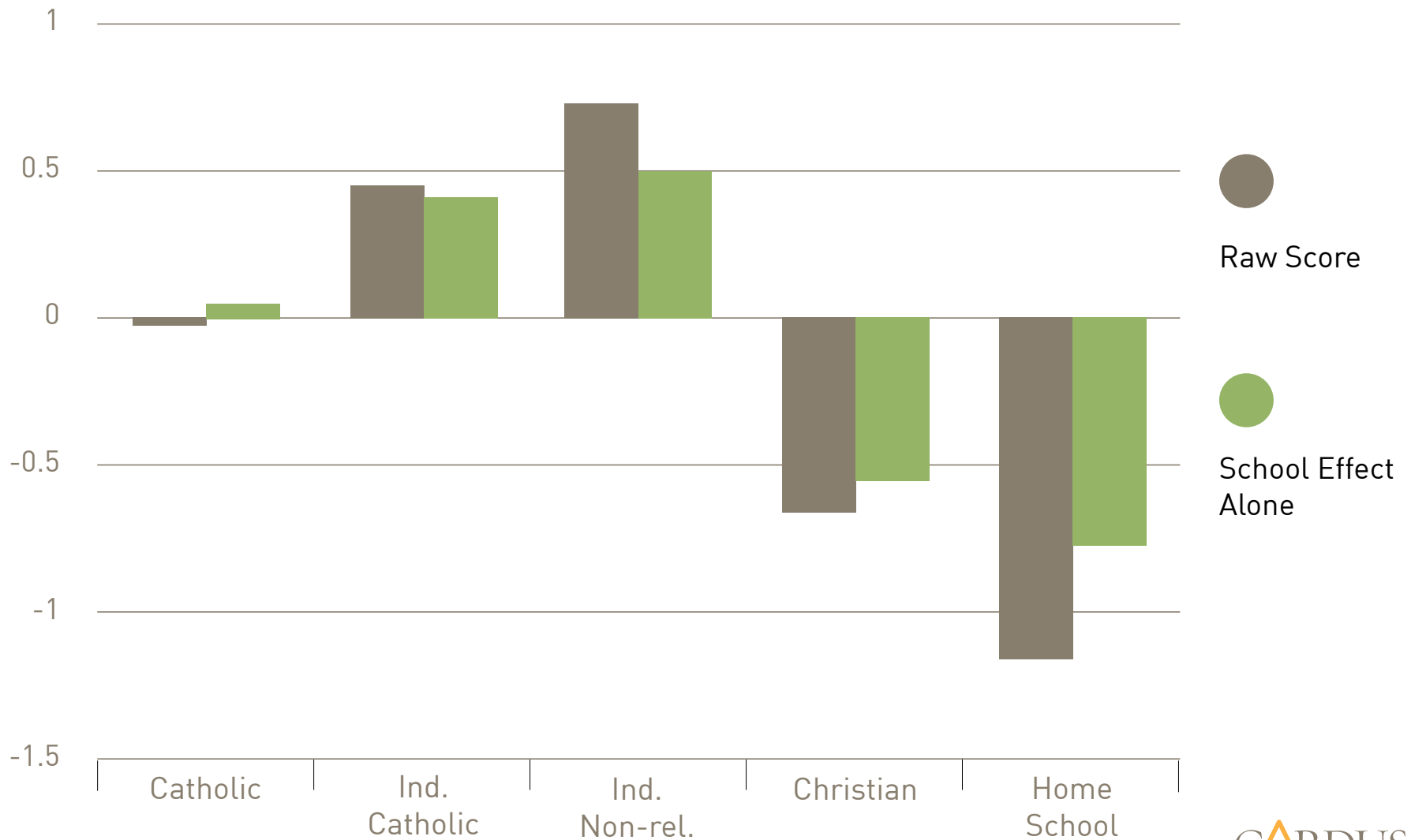


FIGURE 94: My Confidence in Major Companies

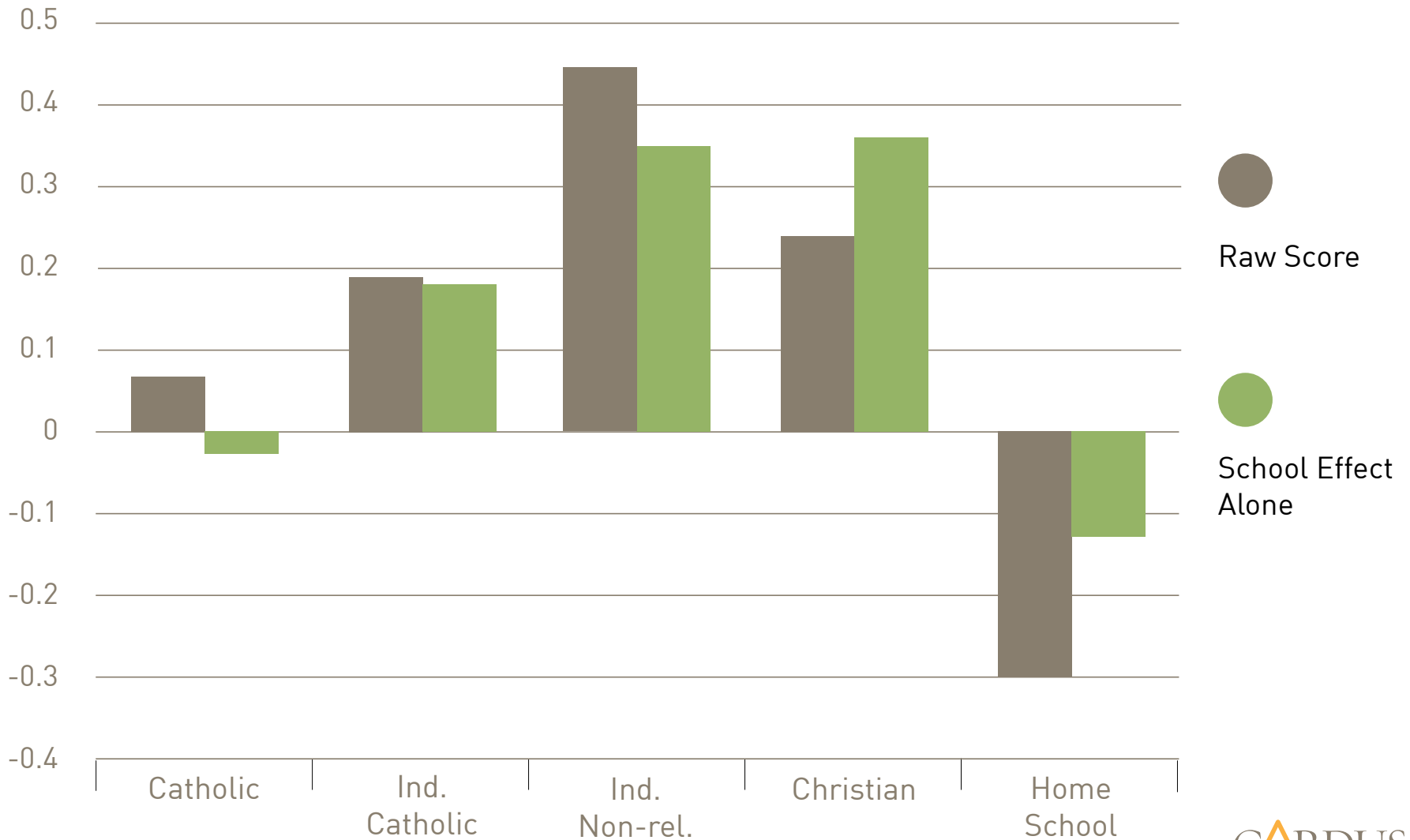


FIGURE 95: My Confidence in Banks and Financial Institutions

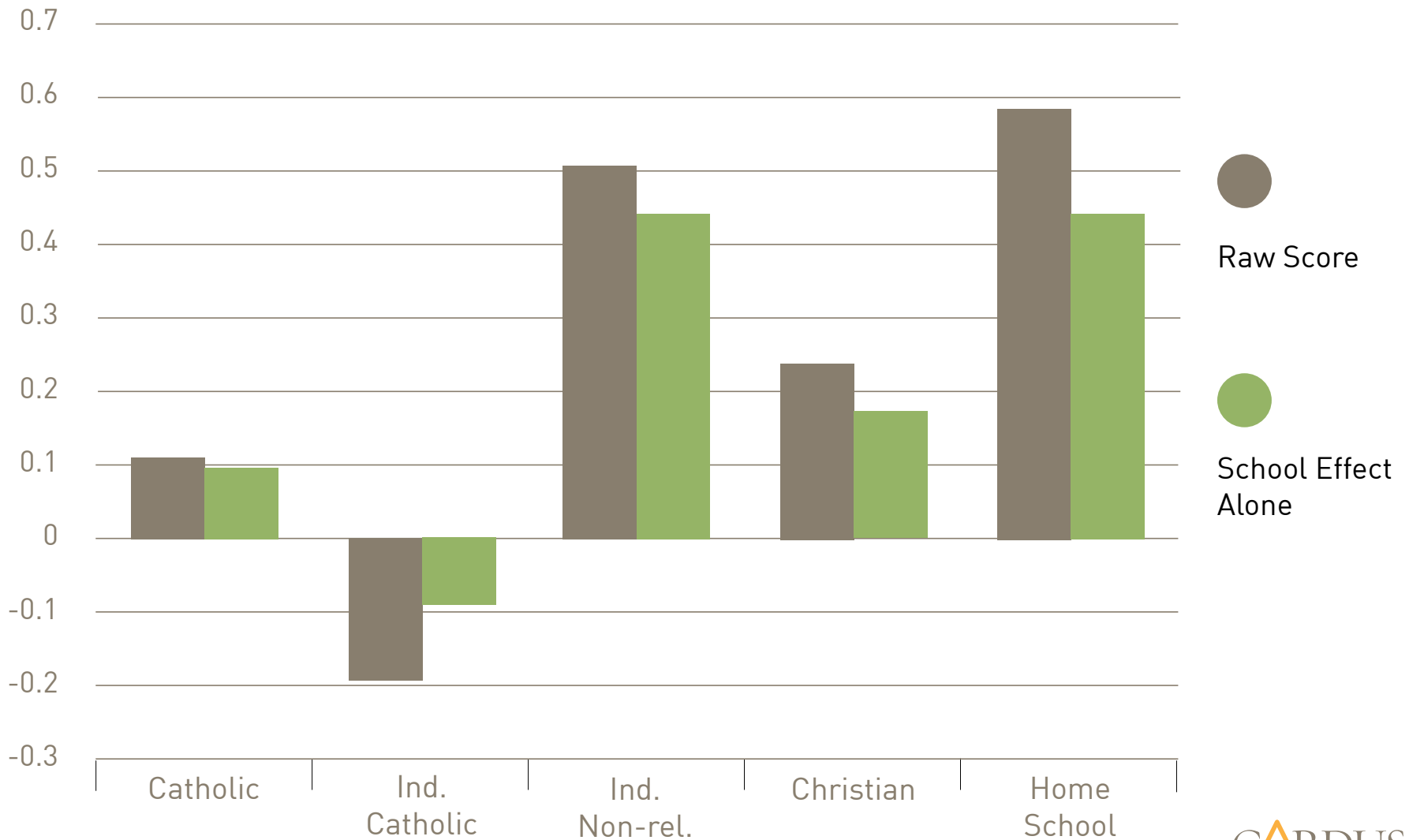


FIGURE 96: My Confidence in Canadian Armed Forces

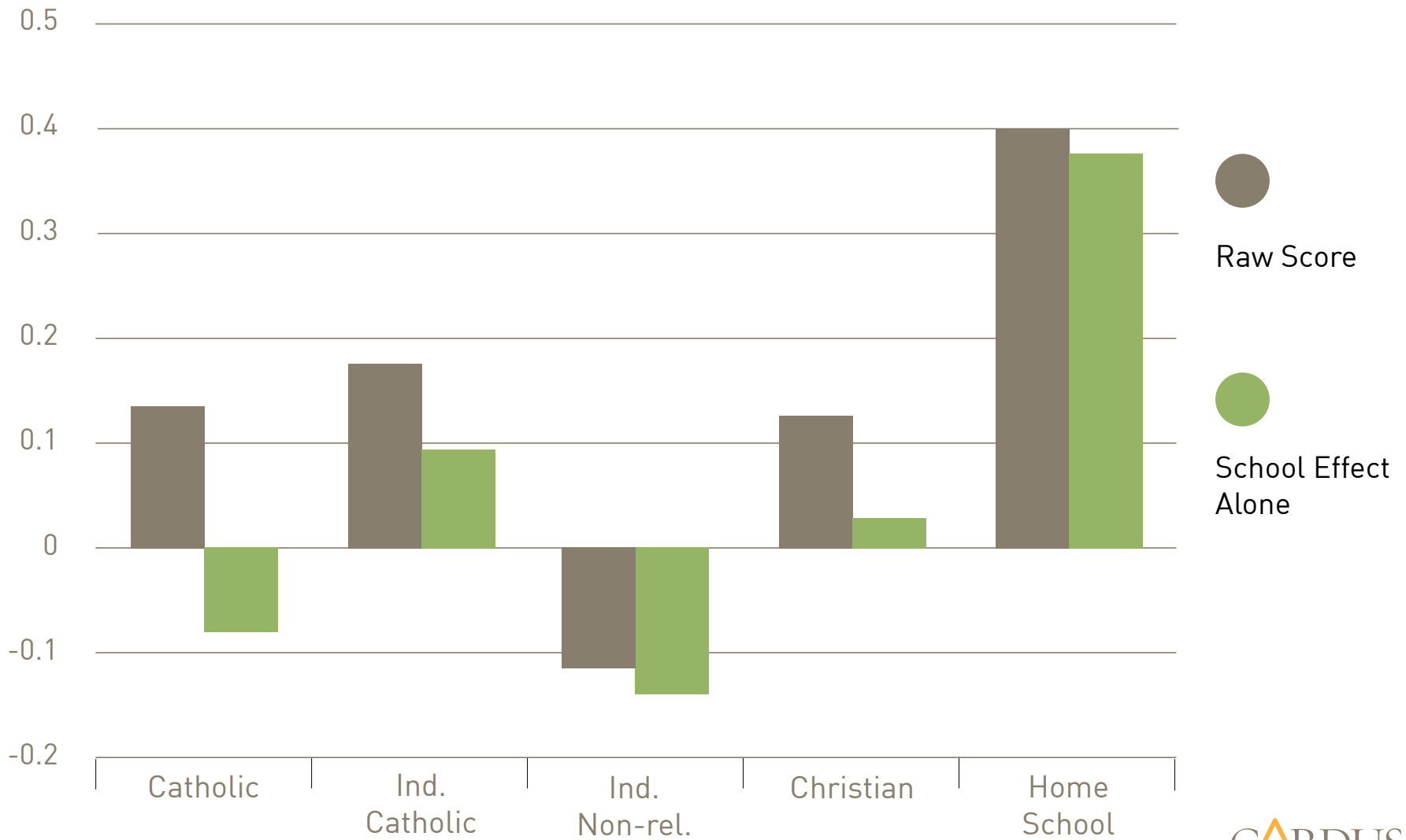


FIGURE 97: Voted for Liberal Party (BASELINE Conservative)

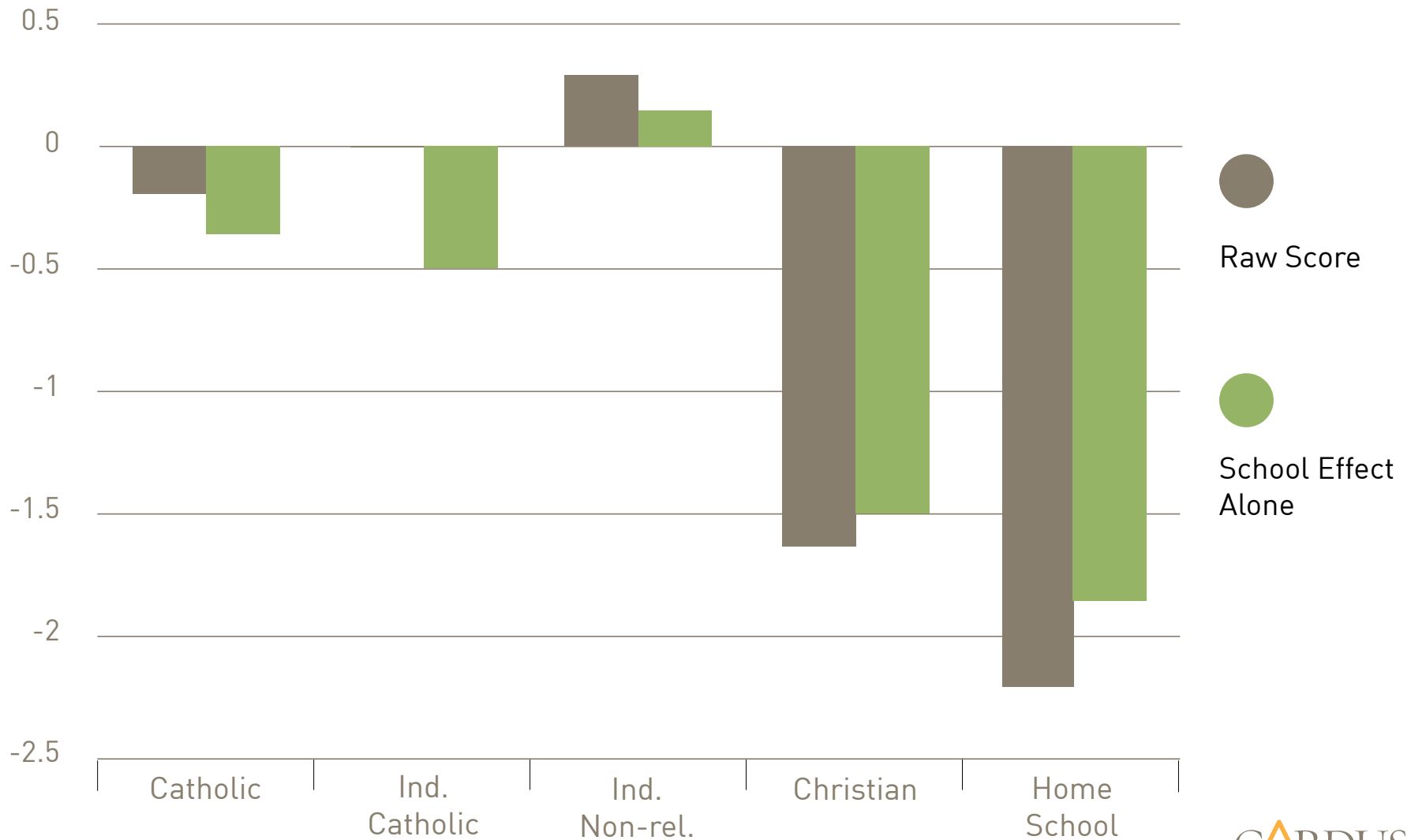


FIGURE 98: Voted for New Democratic Party (BASELINE Conservative)

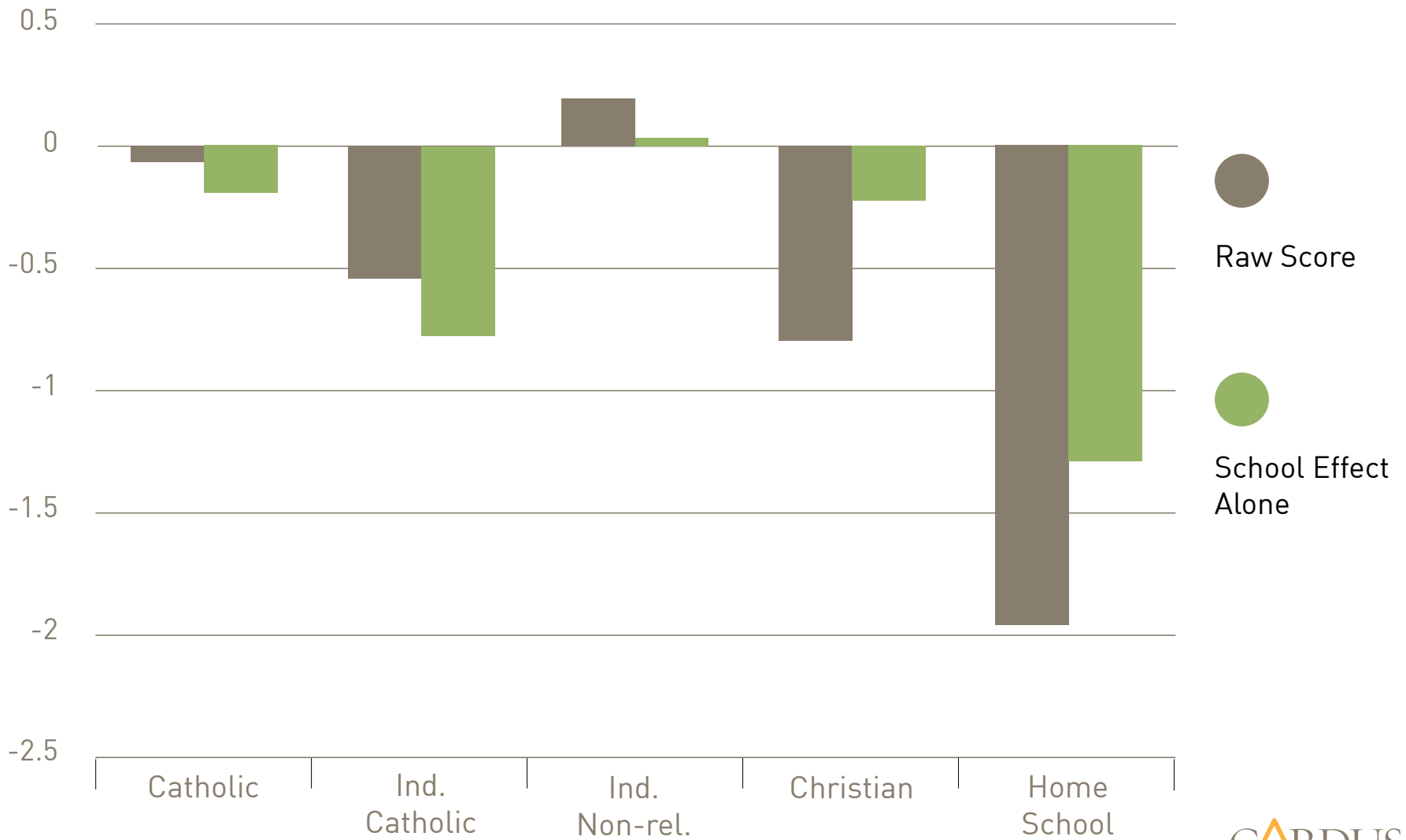


FIGURE 99: Voted Green Party (BASELINE: Conservative)

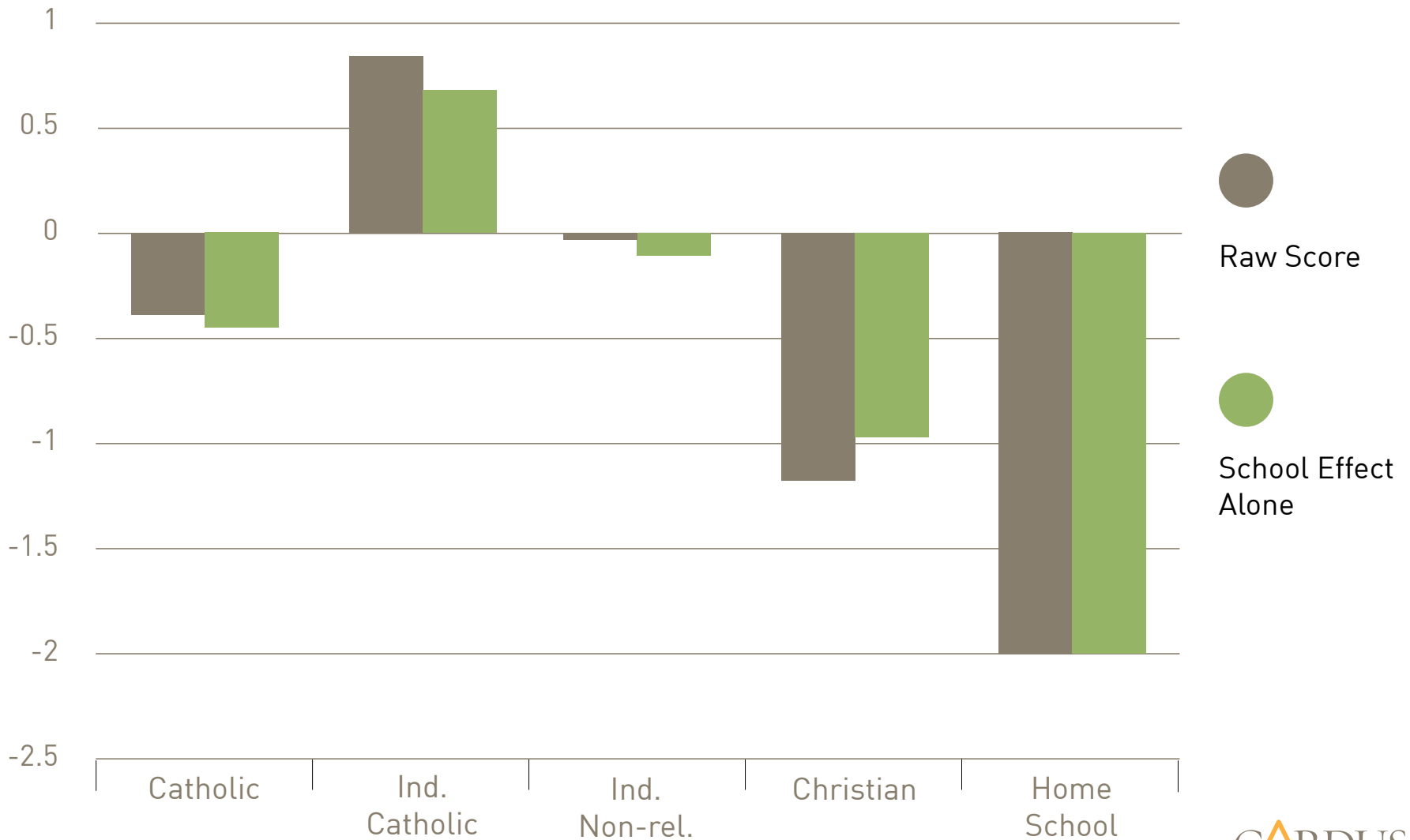


FIGURE 100: Voted for Other Party, excluding Liberal, NDP, or Green (BASELINE Conservative)

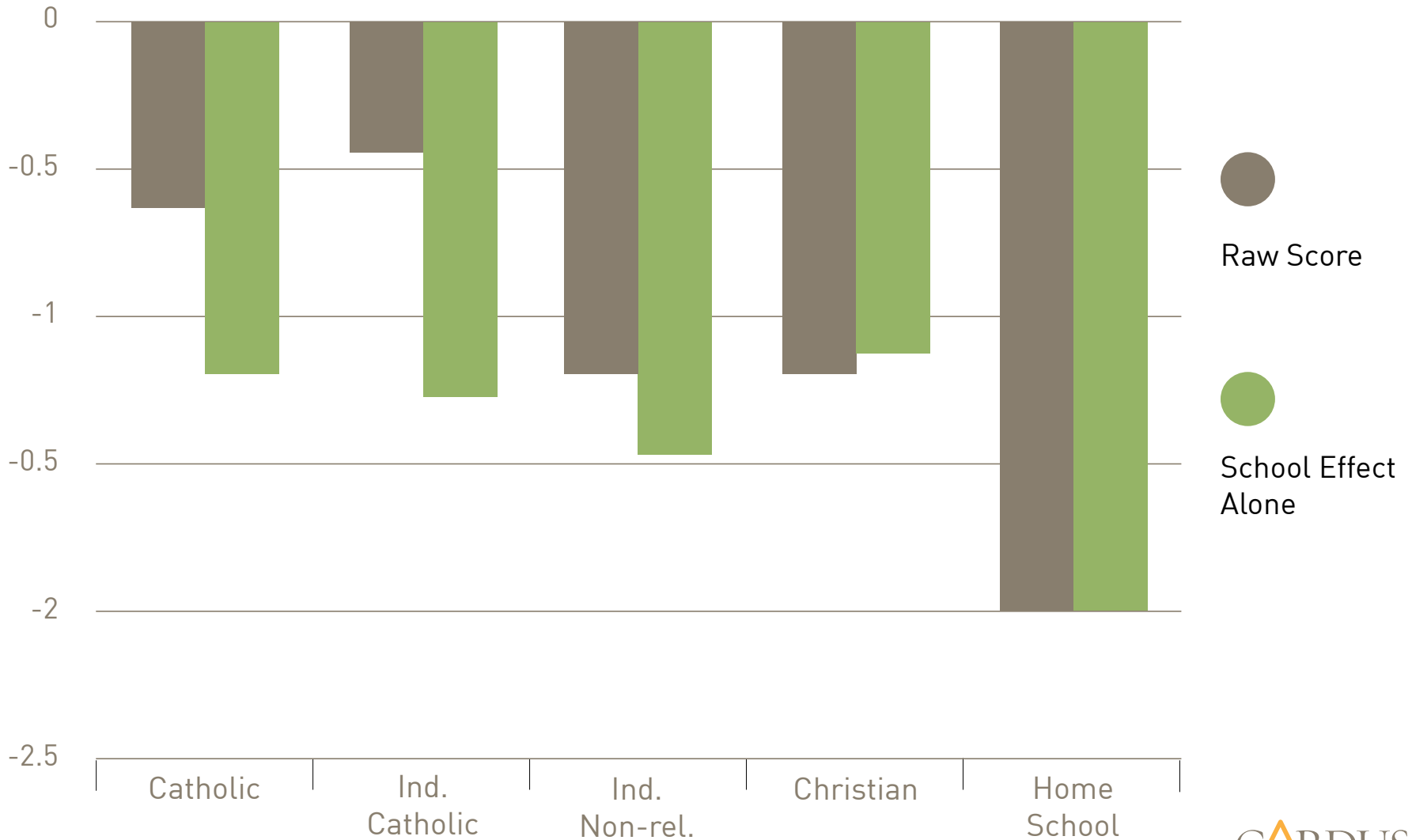


FIGURE 101: The Federal Government should do More to Solve Social Problems, such as Unemployment, Poverty, and Poor Housing

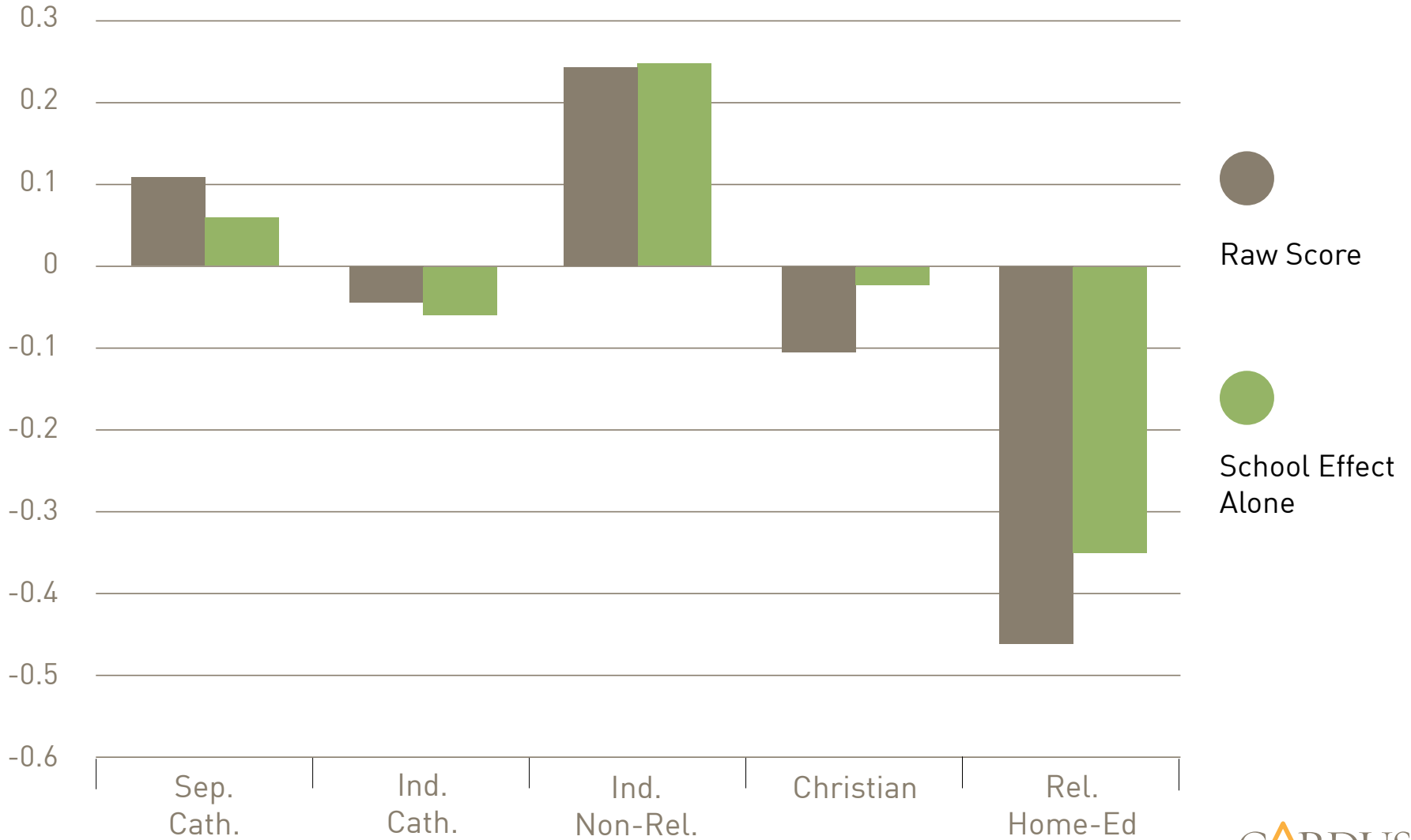


FIGURE 102: Gasoline Taxes should be Substantially Increased to Encourage Drivers to become Less Wasteful

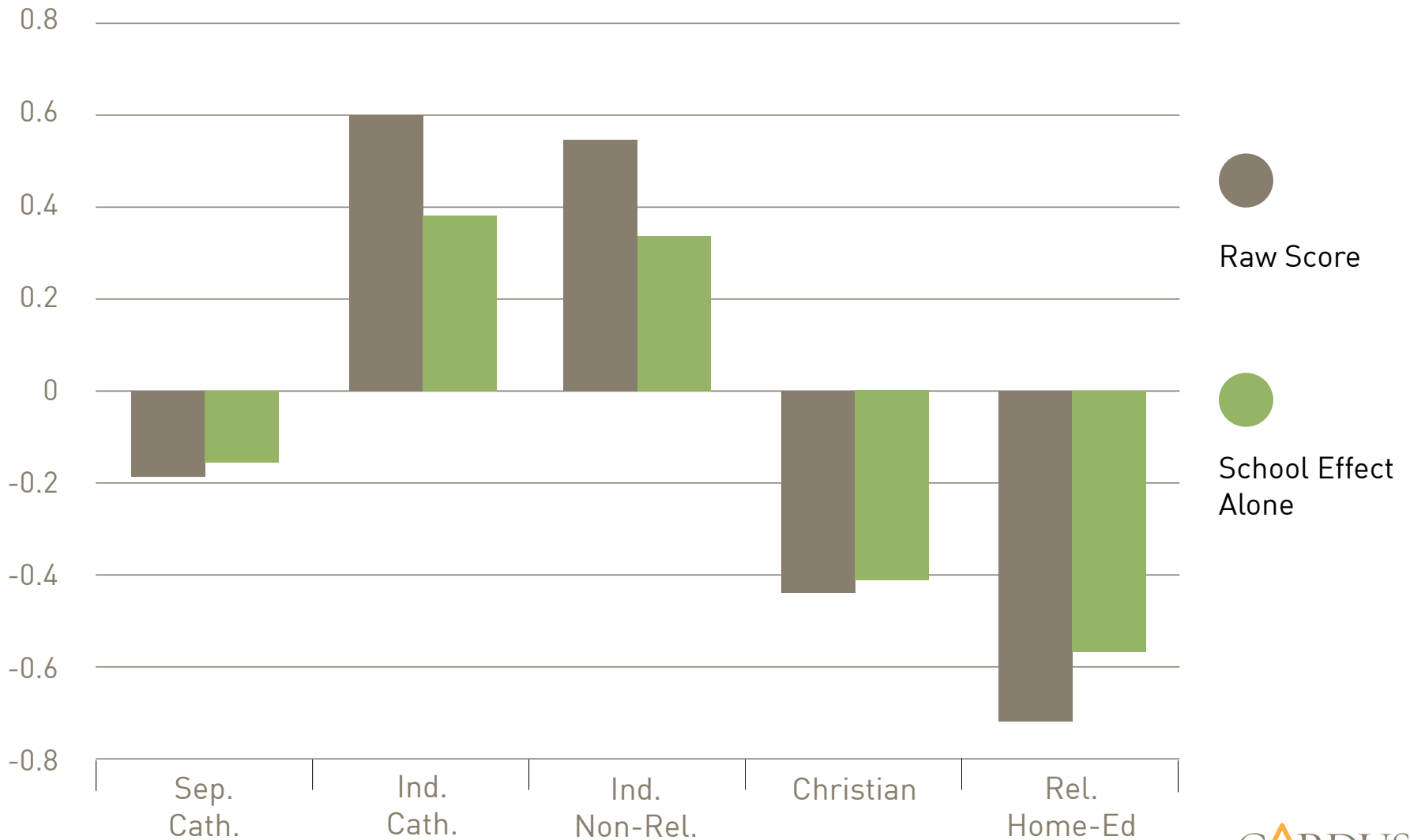


FIGURE 103: National Identity Cards should be Issued to My Country to Help Fight Terrorism

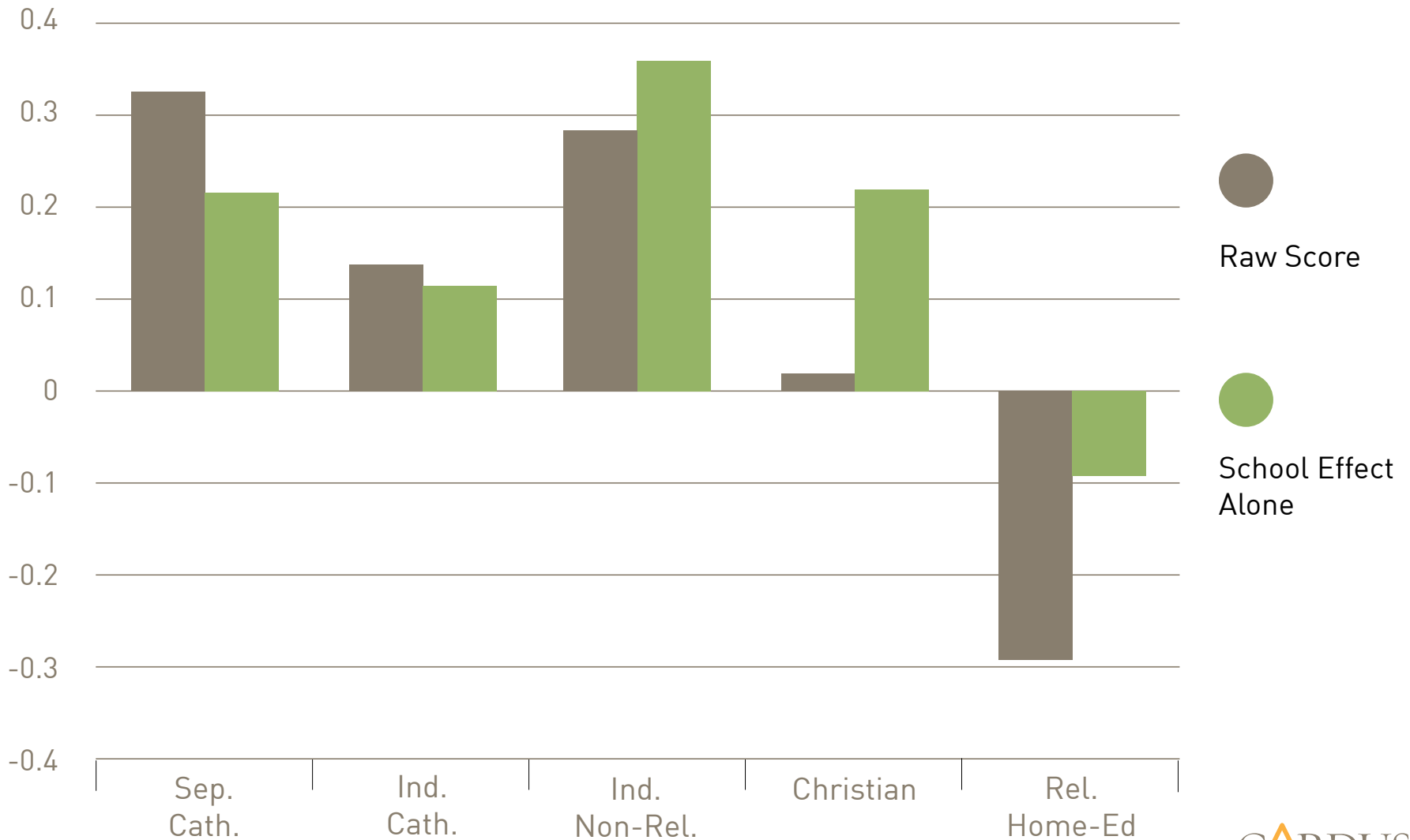


FIGURE 104: I Trust the Private Sector more than Governments to Ensure Economic Well-Being

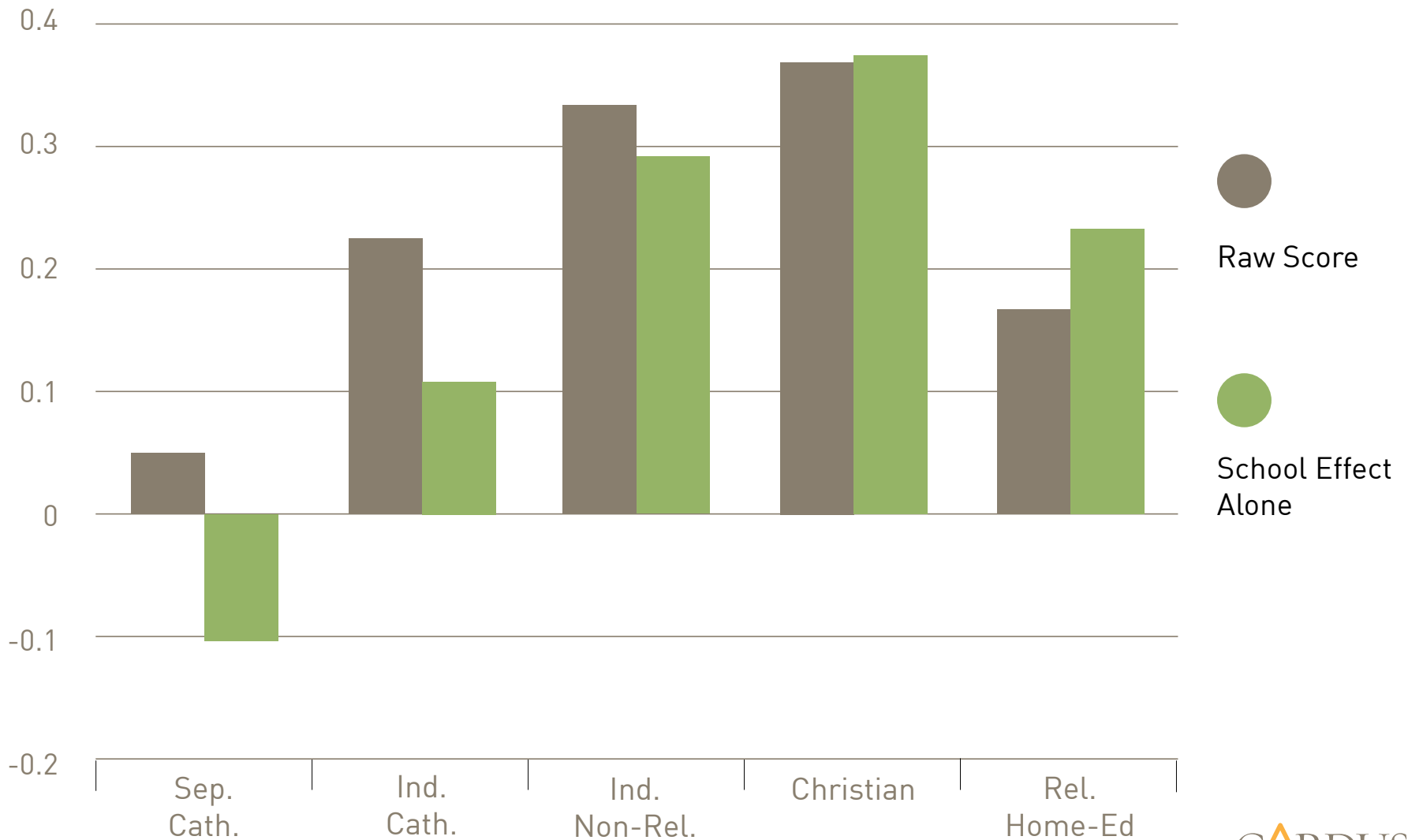


FIGURE 105: When Businesses Make a lot of Money, Everyone benefits, Including the Poor

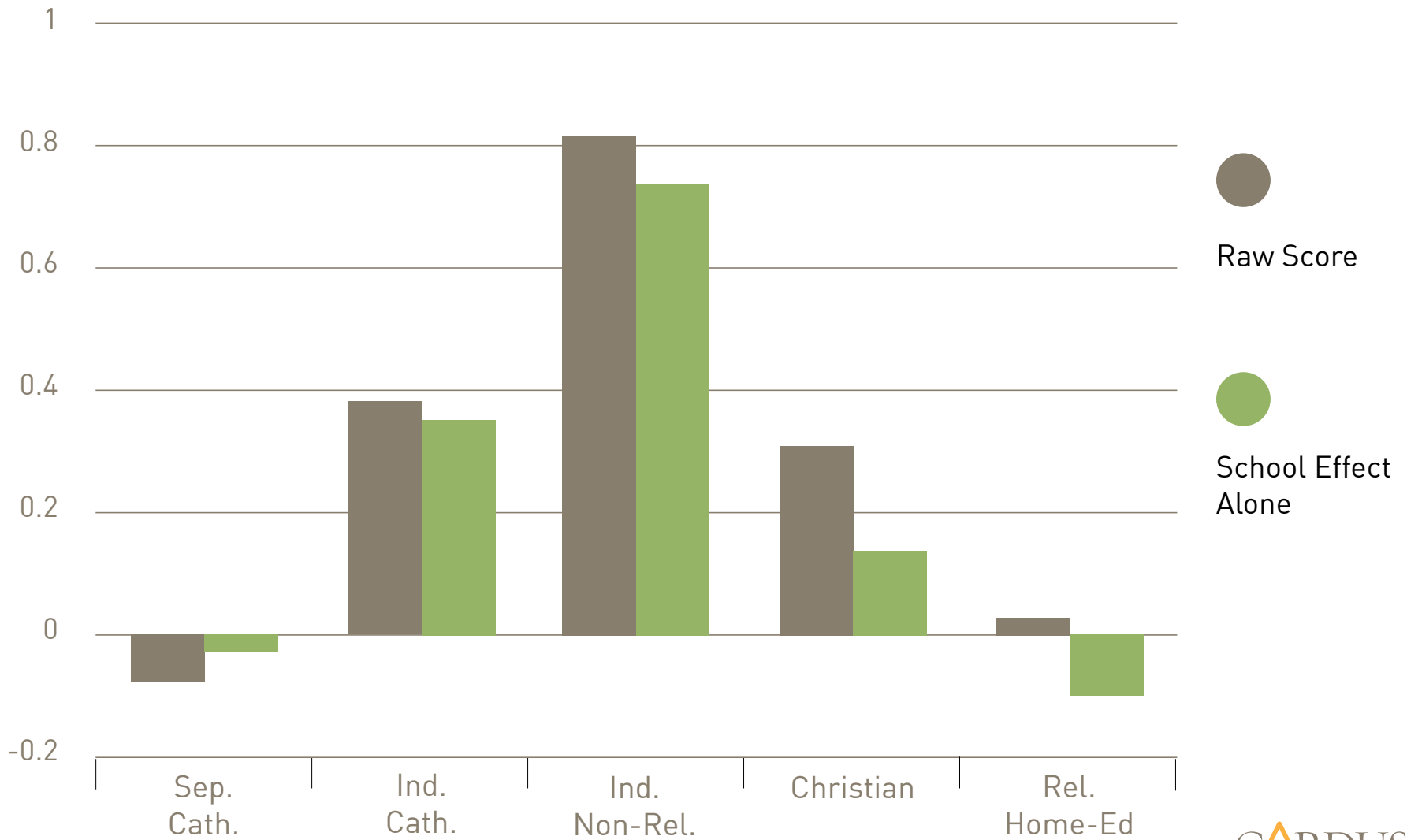


FIGURE 106: Those Who Can Afford It should have the Right to Higher Standards of Health Care

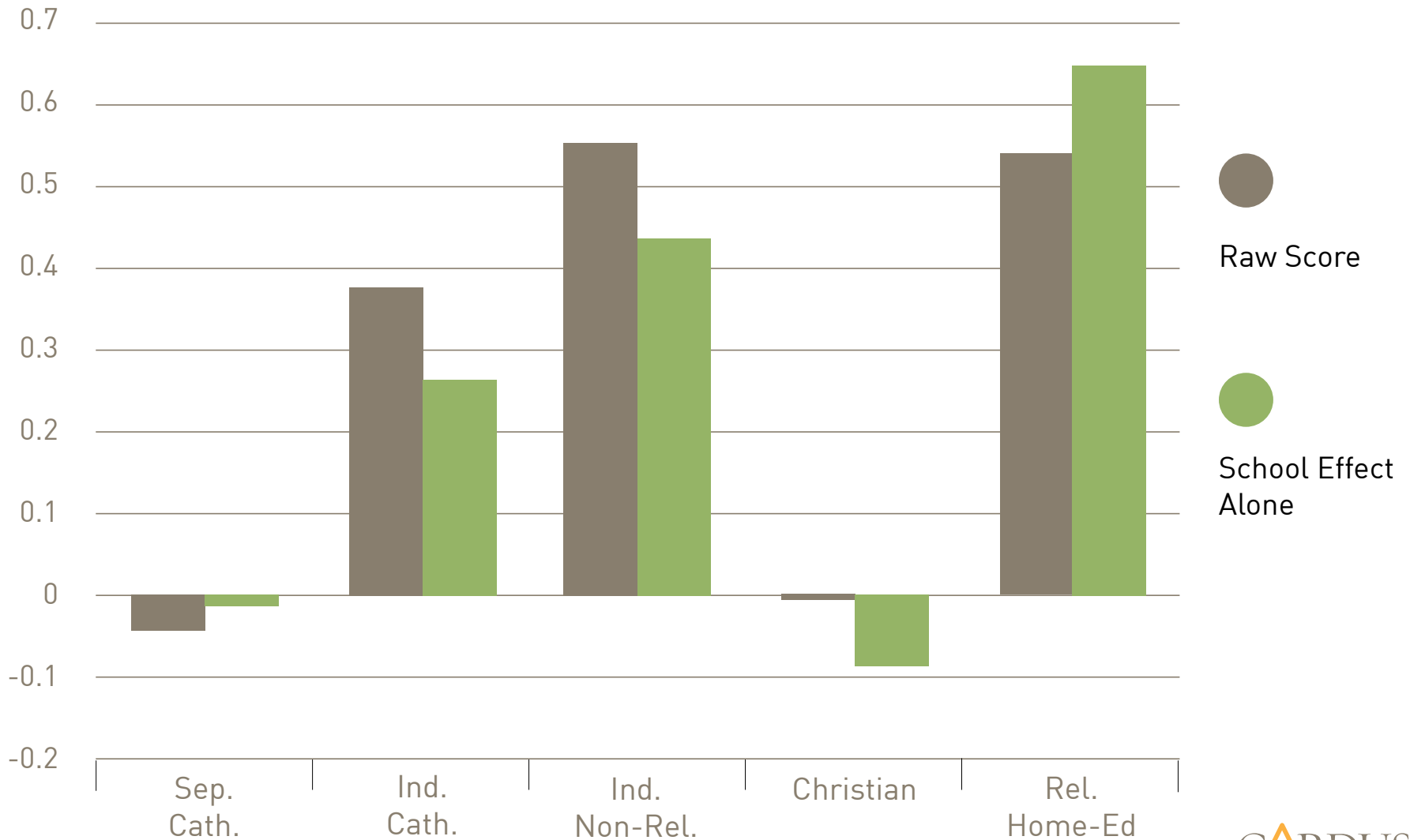


FIGURE 107: I have an Obligation to Care for the Environment

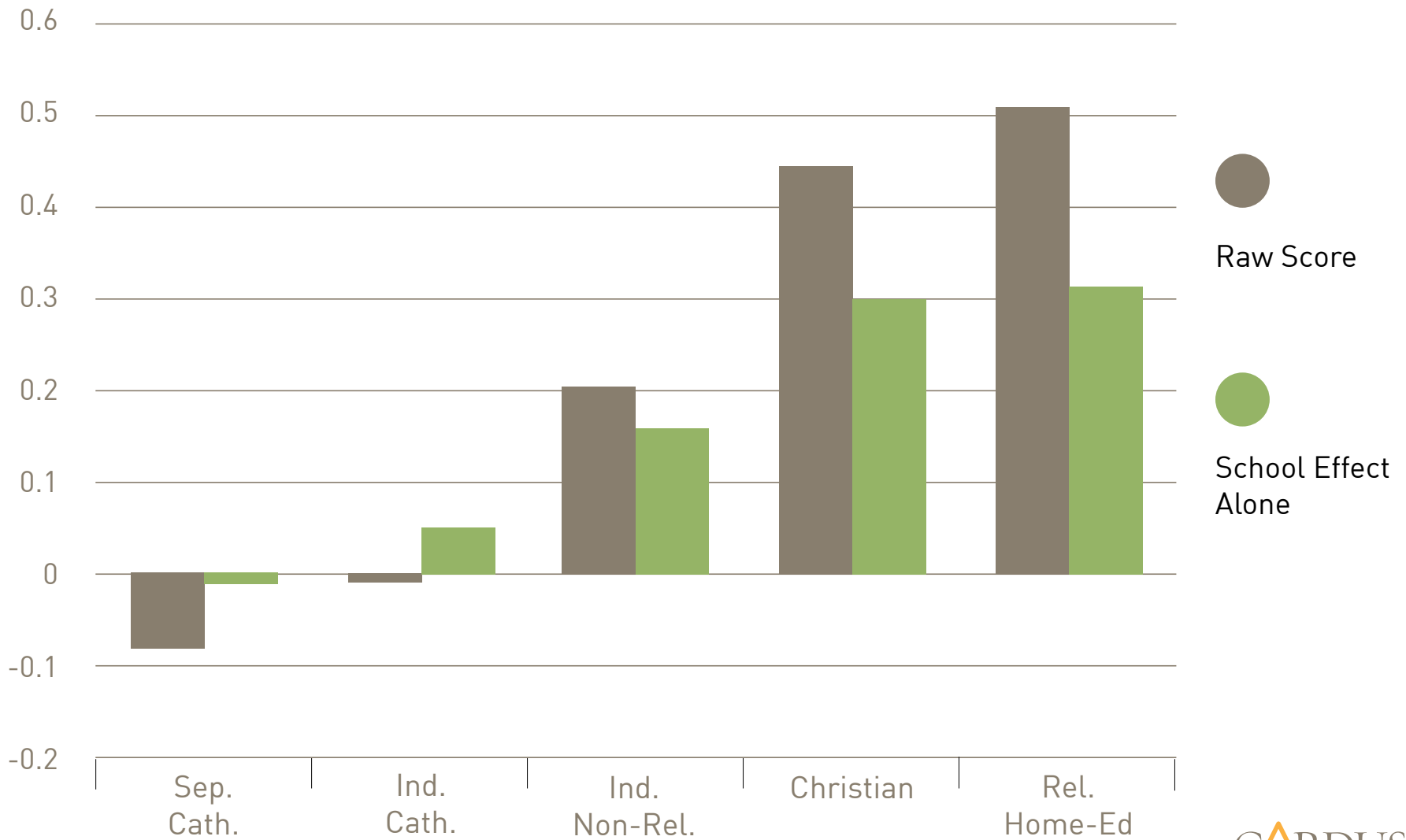


FIGURE 108: I have Participated in Environmental Rights Movement

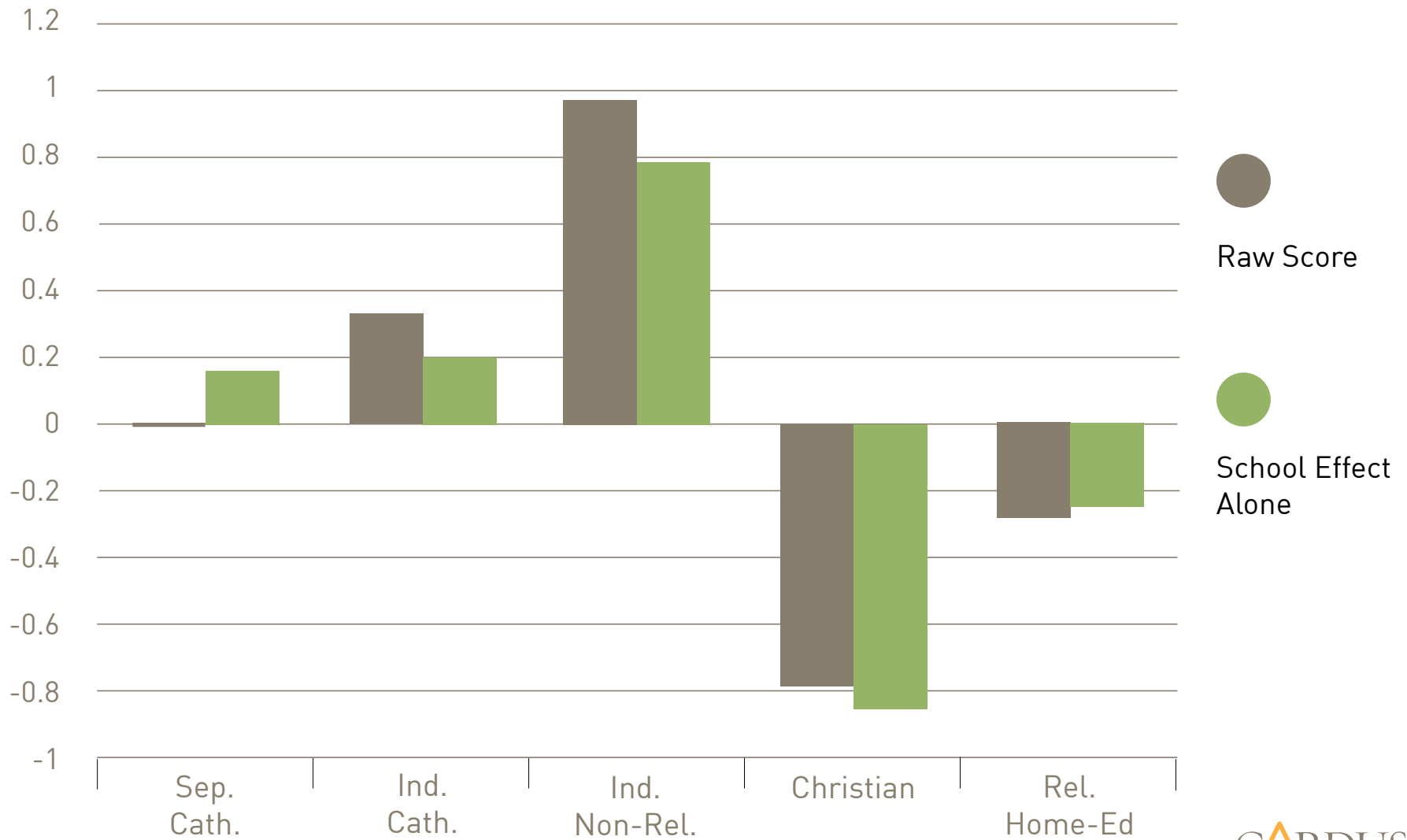


FIGURE 109: I Would Describe Myself as an Environmentalist

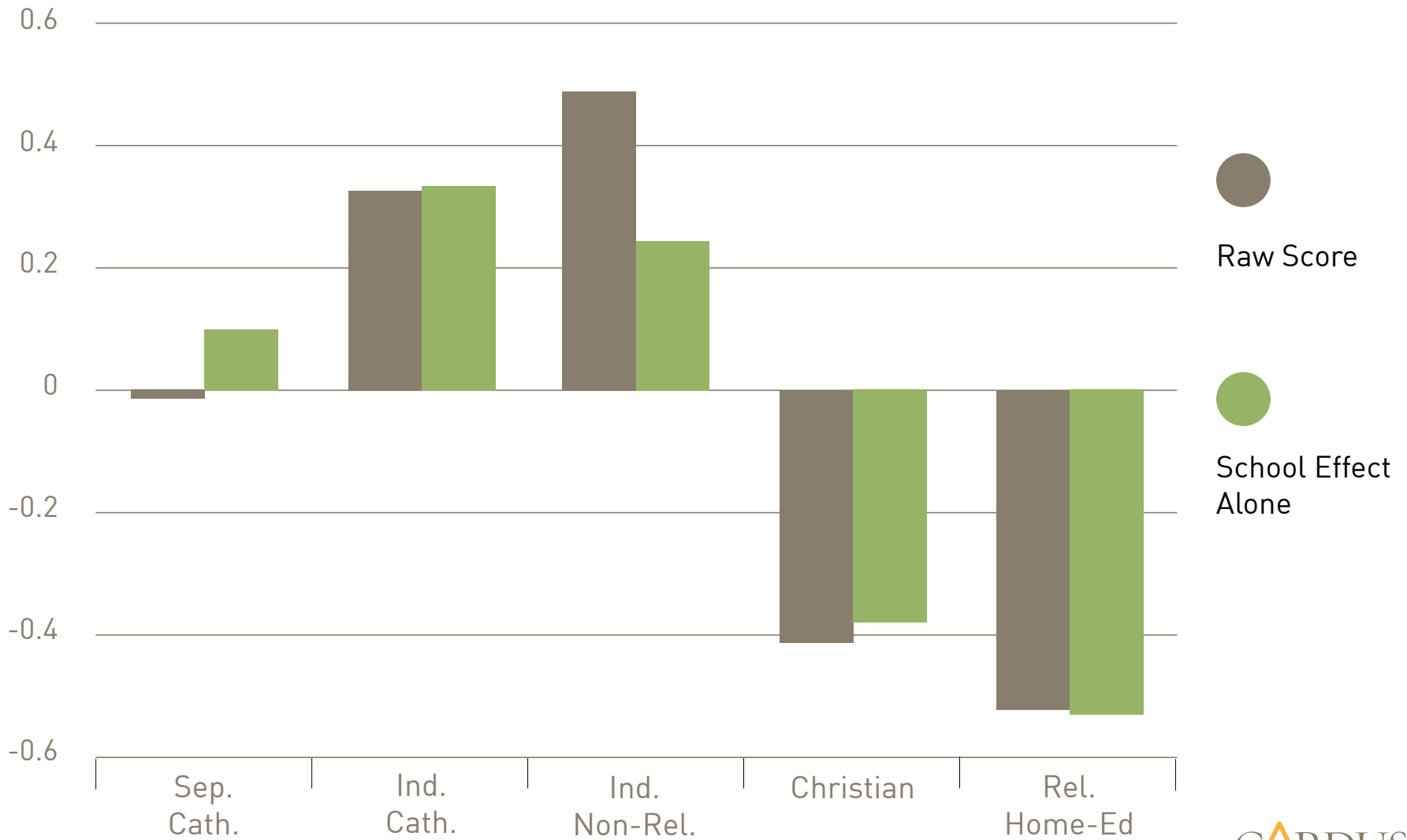


FIGURE 110: I have So Much in Life to be Thankful For

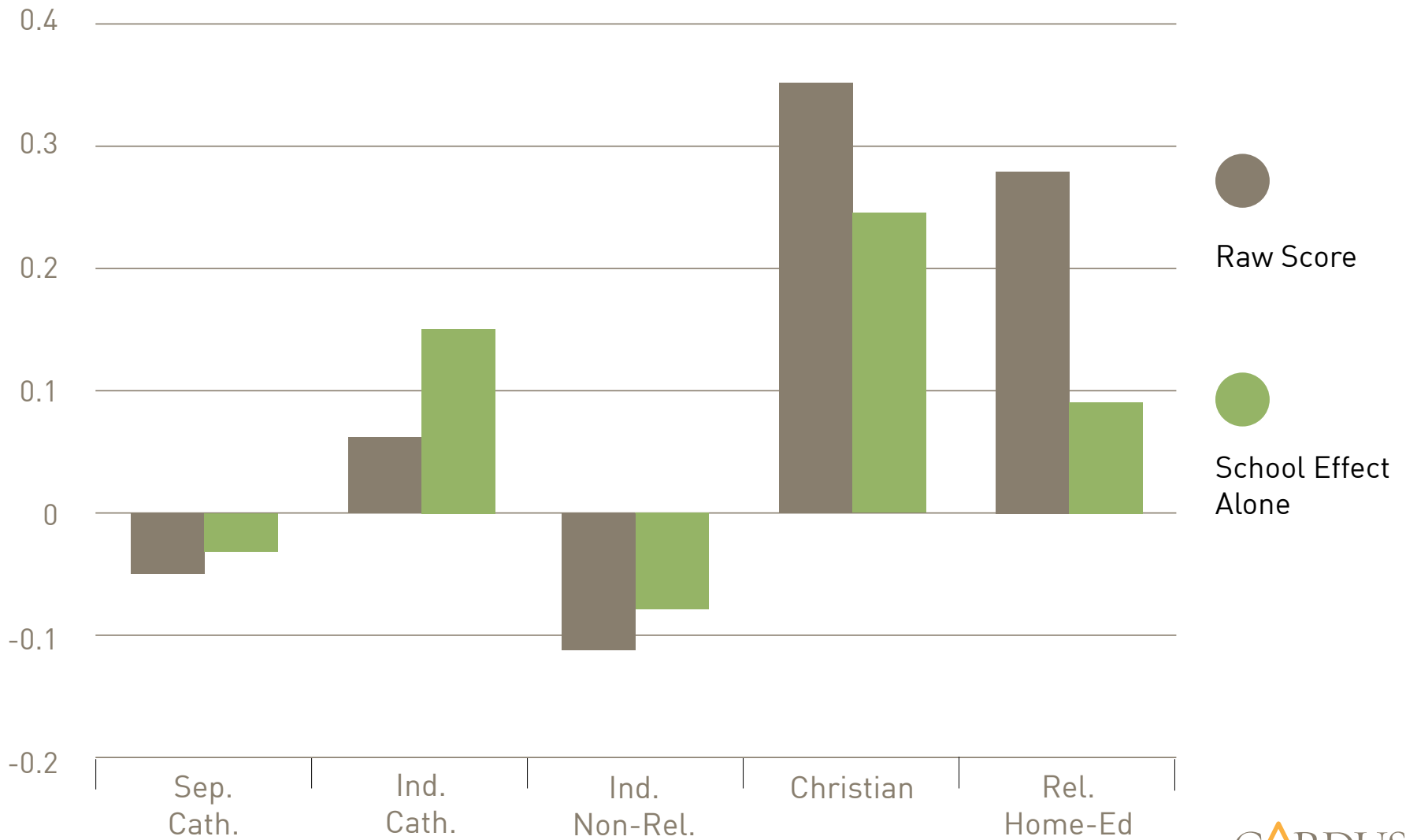


FIGURE 111: I often Feel Helpless in Dealing with the Problems of Life

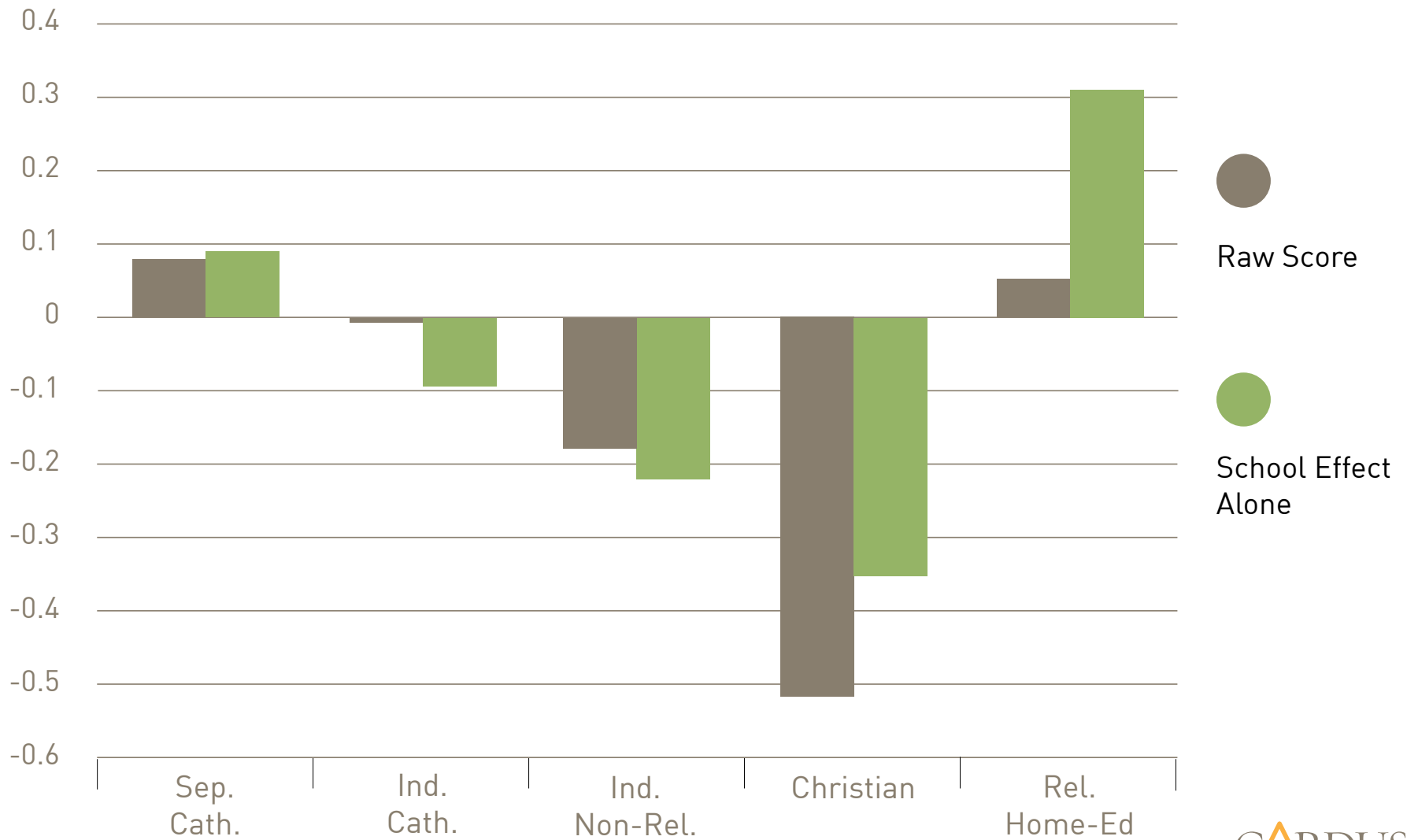


FIGURE 112: My Life often seems to Lack any Clear Goals or Sense of Direction

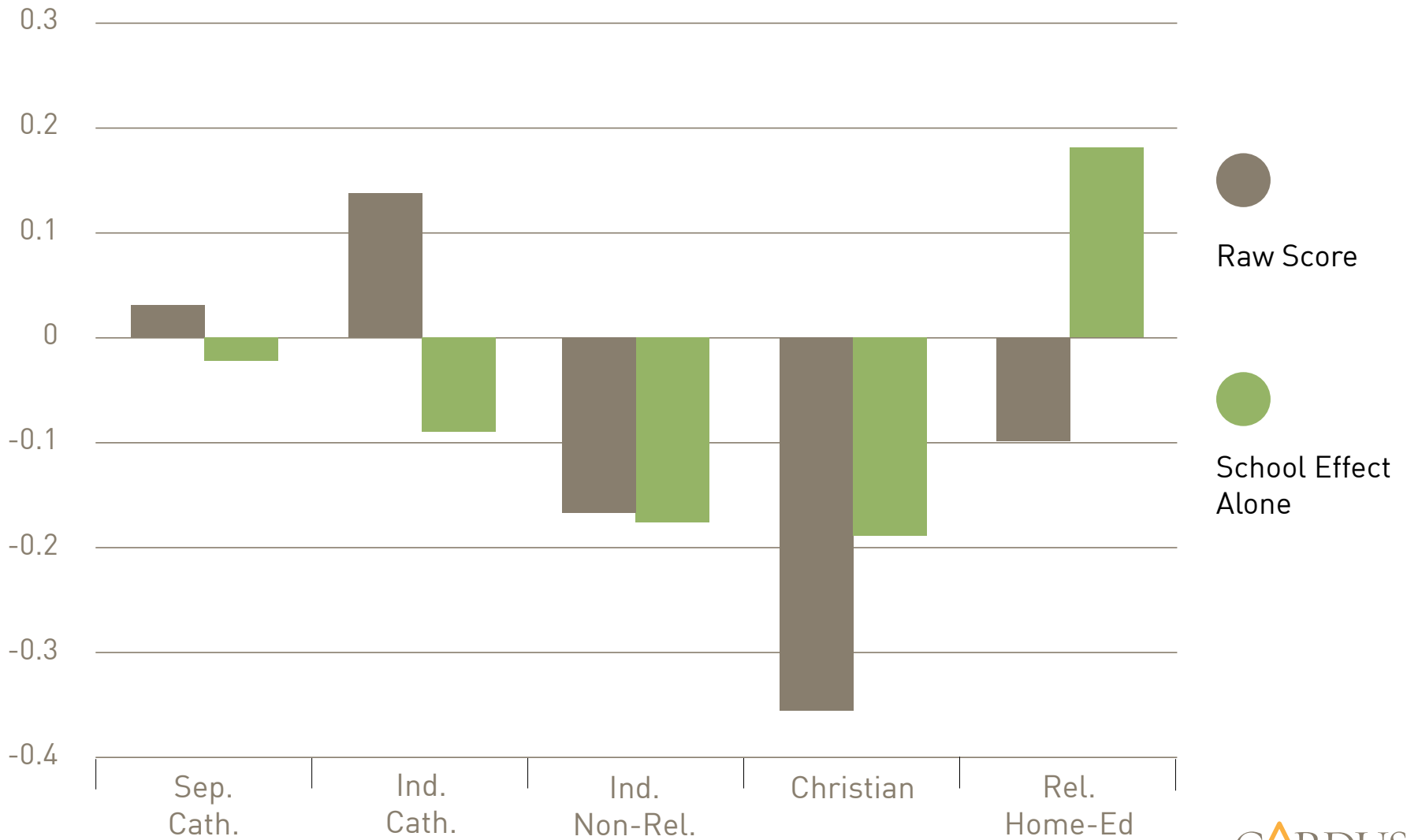


FIGURE 113: How Much Satisfaction I Feel from my Family Life

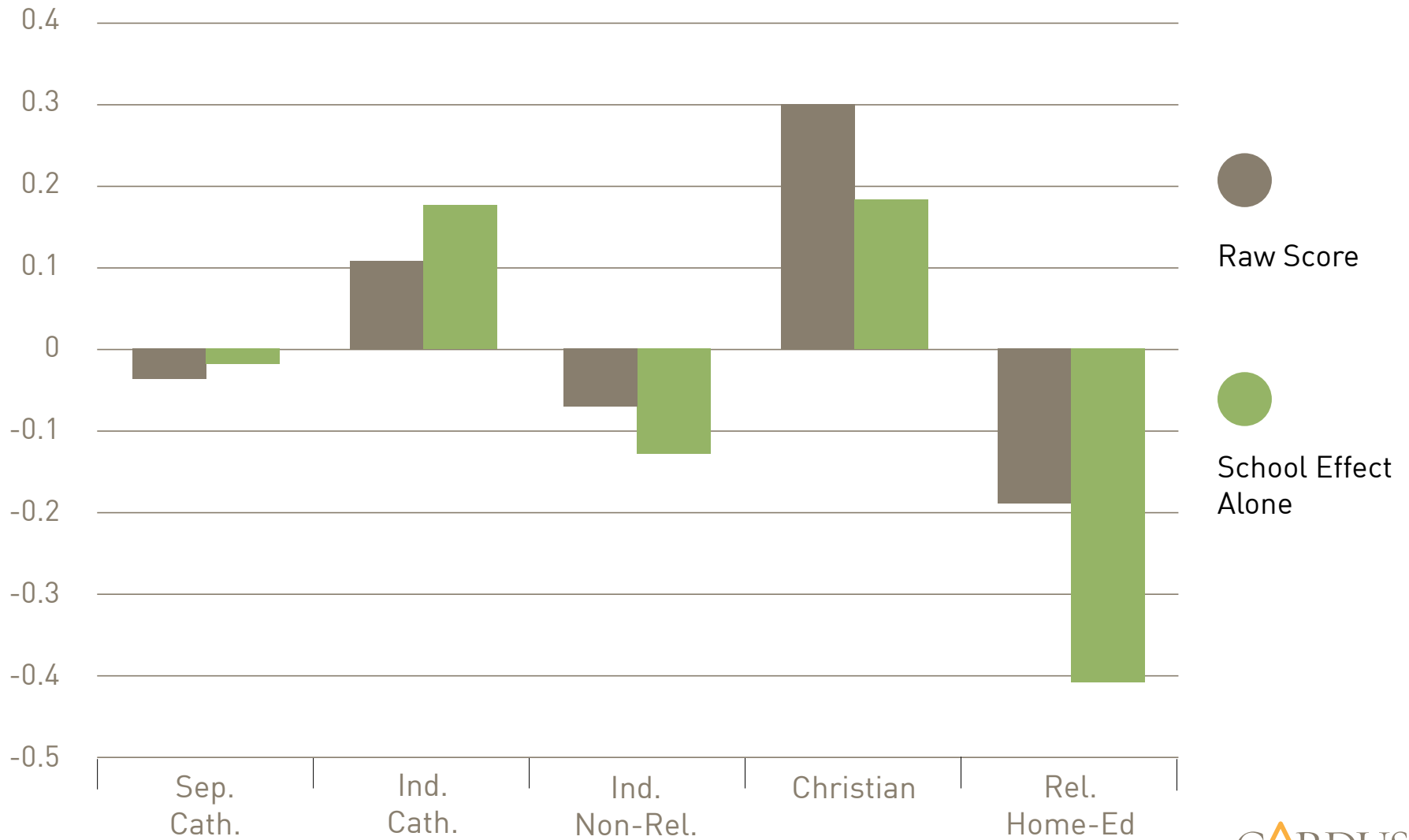


FIGURE 114: How Much Satisfaction I Feel from my Friendships

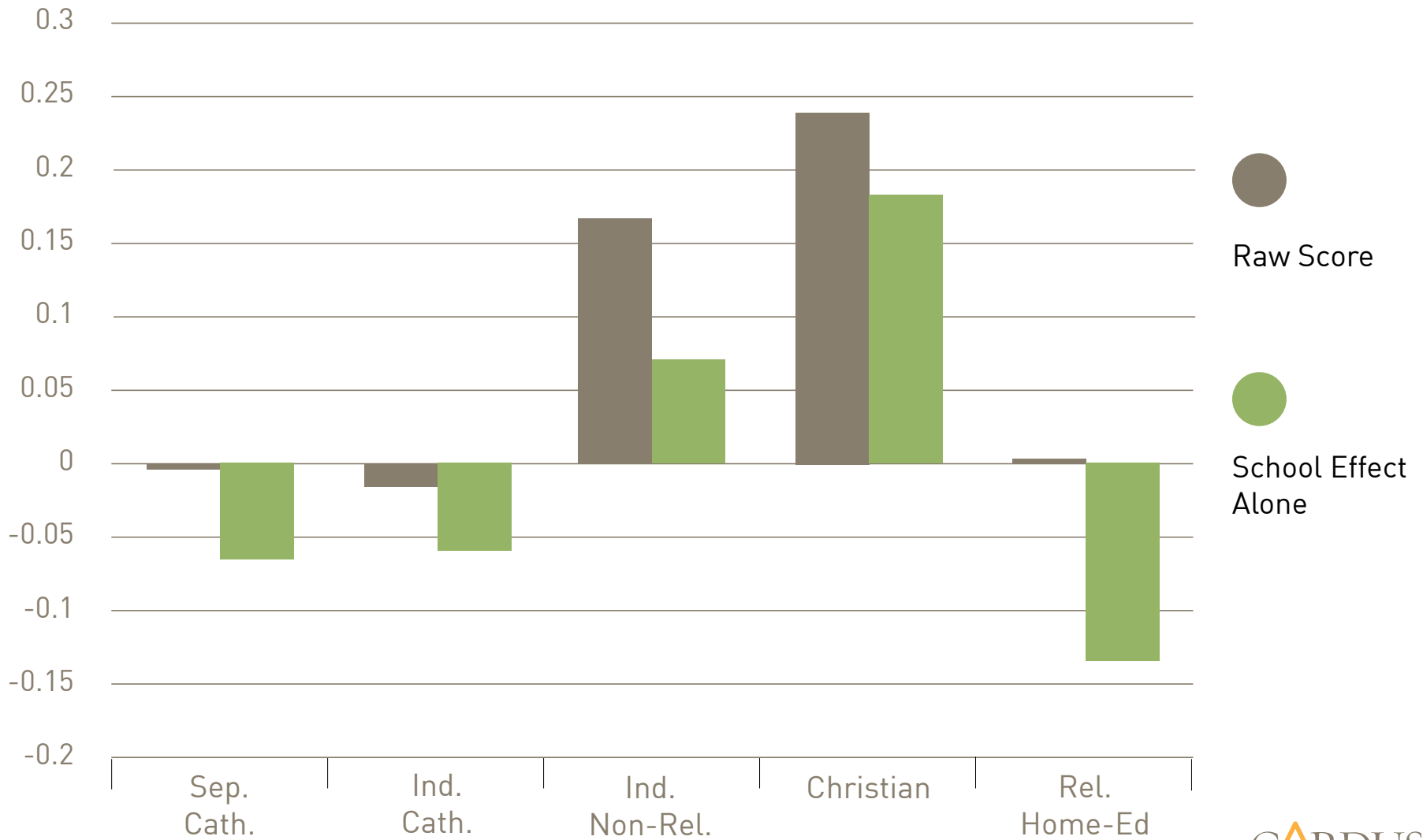


FIGURE 115: How Much Satisfaction I Feel from my City or Place I Live In

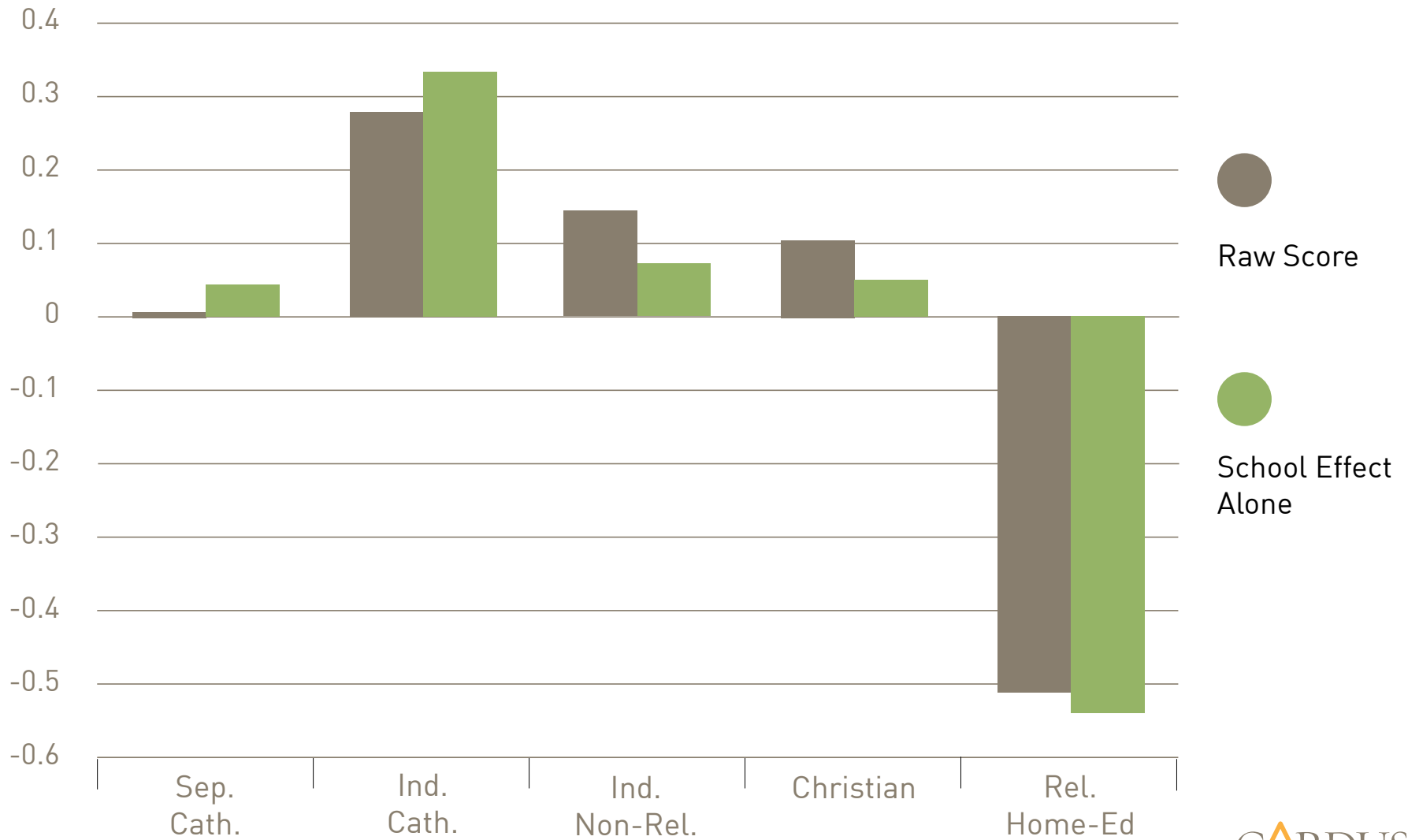


FIGURE 116: How Much Satisfaction I Feel from my Non-Working Activities, Such as Hobbies

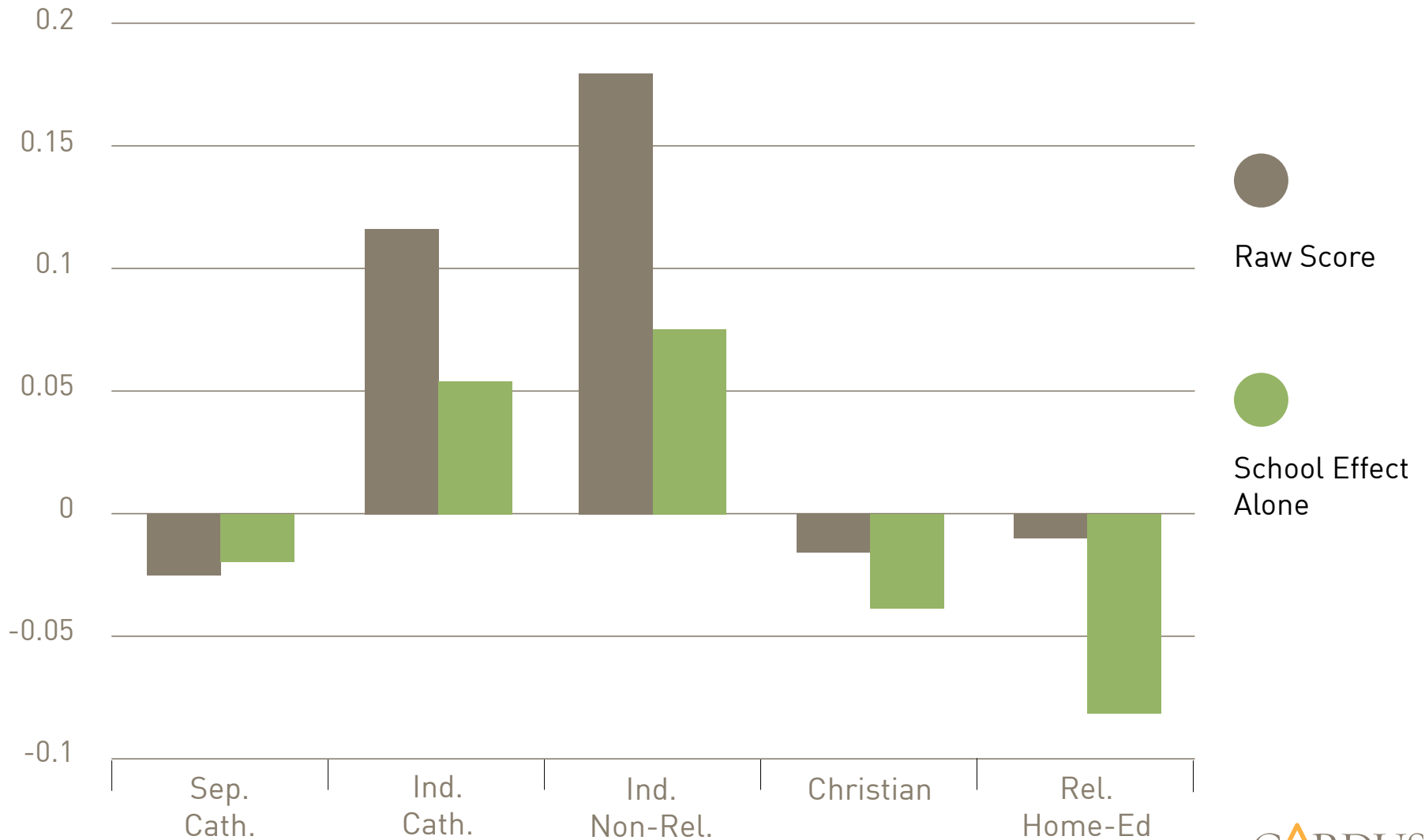


FIGURE 117: How Much Satisfaction I Feel from my Health and Physical Condition

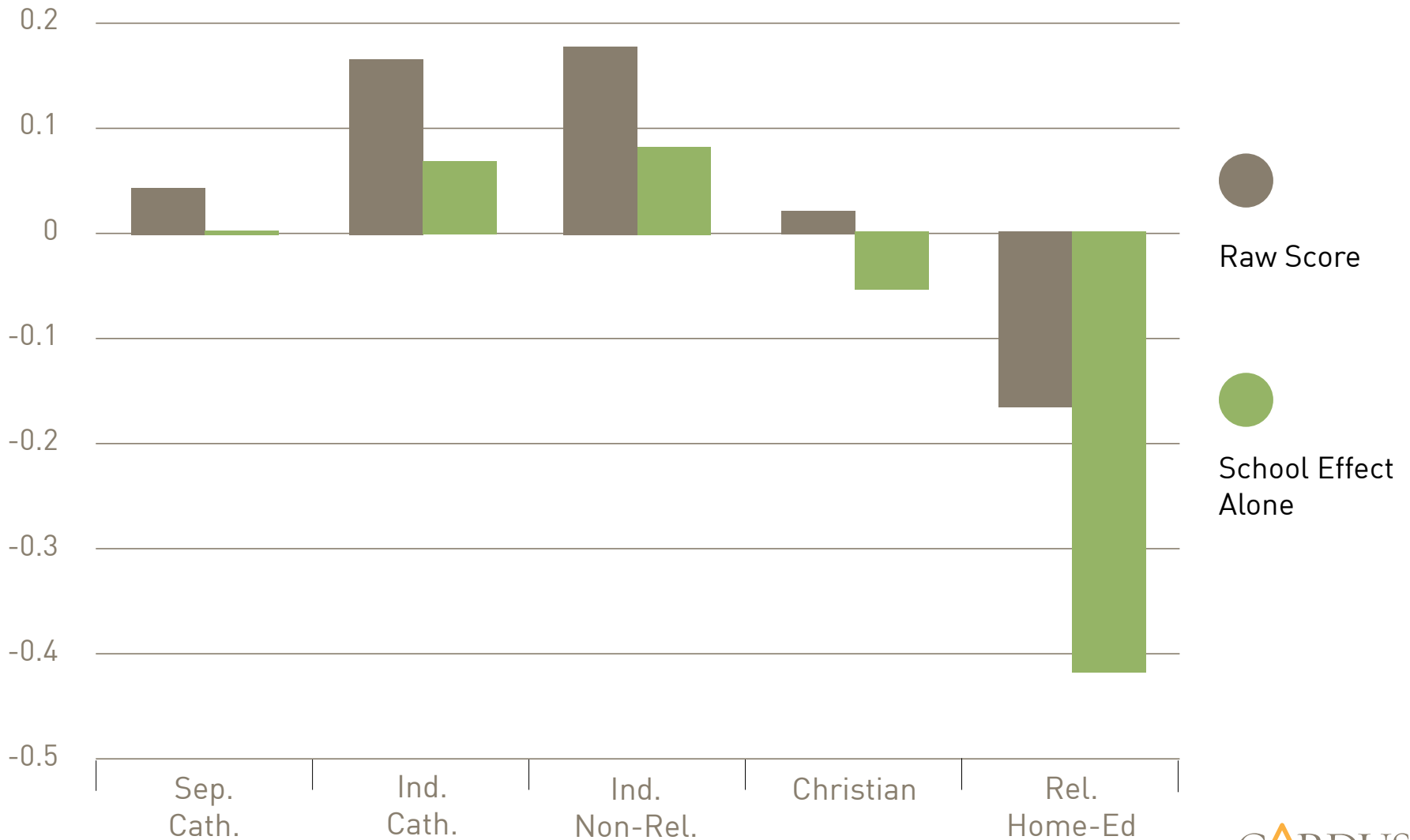


FIGURE 118: I like New and Exciting Experiences, Even if I Have to Break the Rules

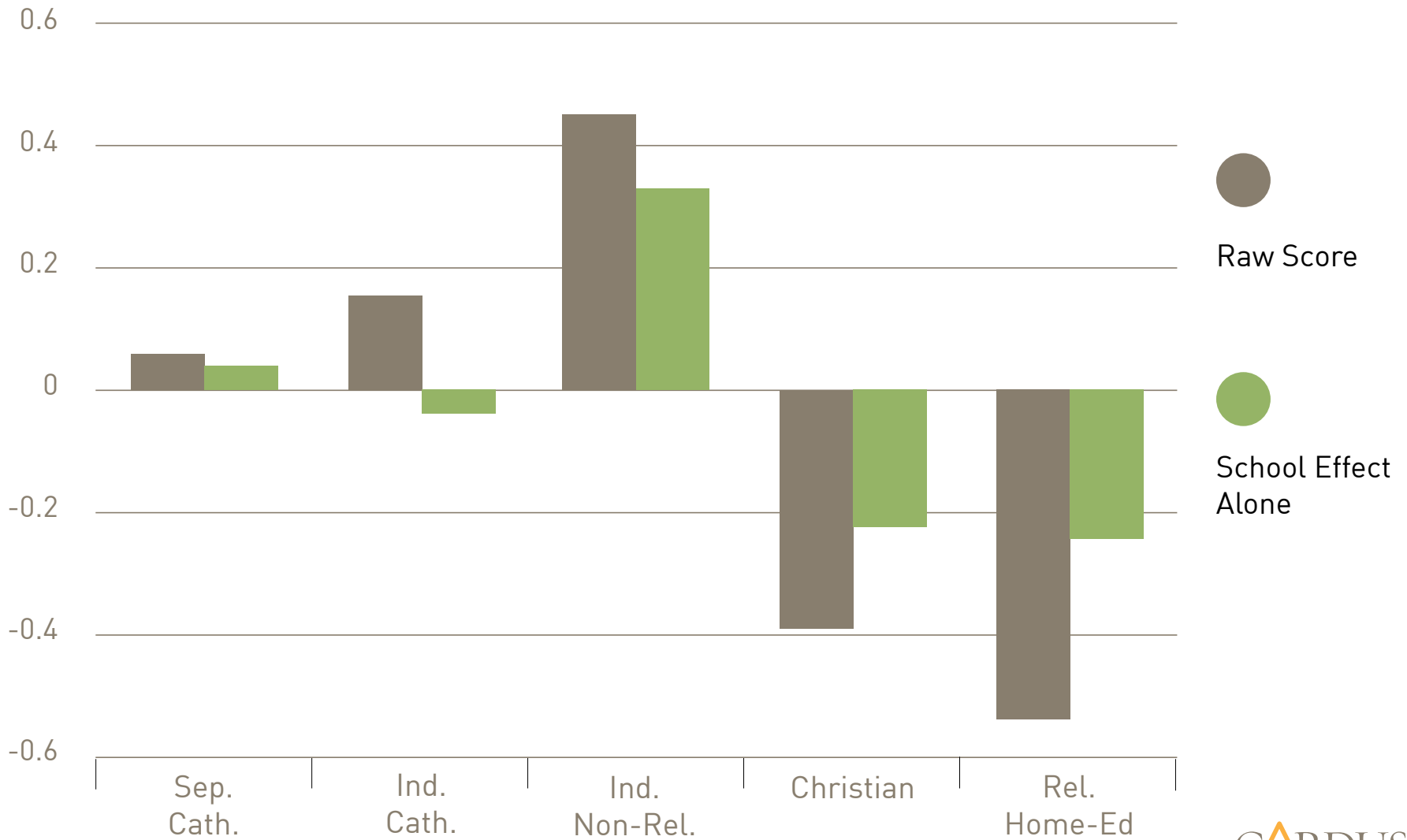


FIGURE 119: I'm Usually the First Among my Friends to Buy New Product or Try Something New

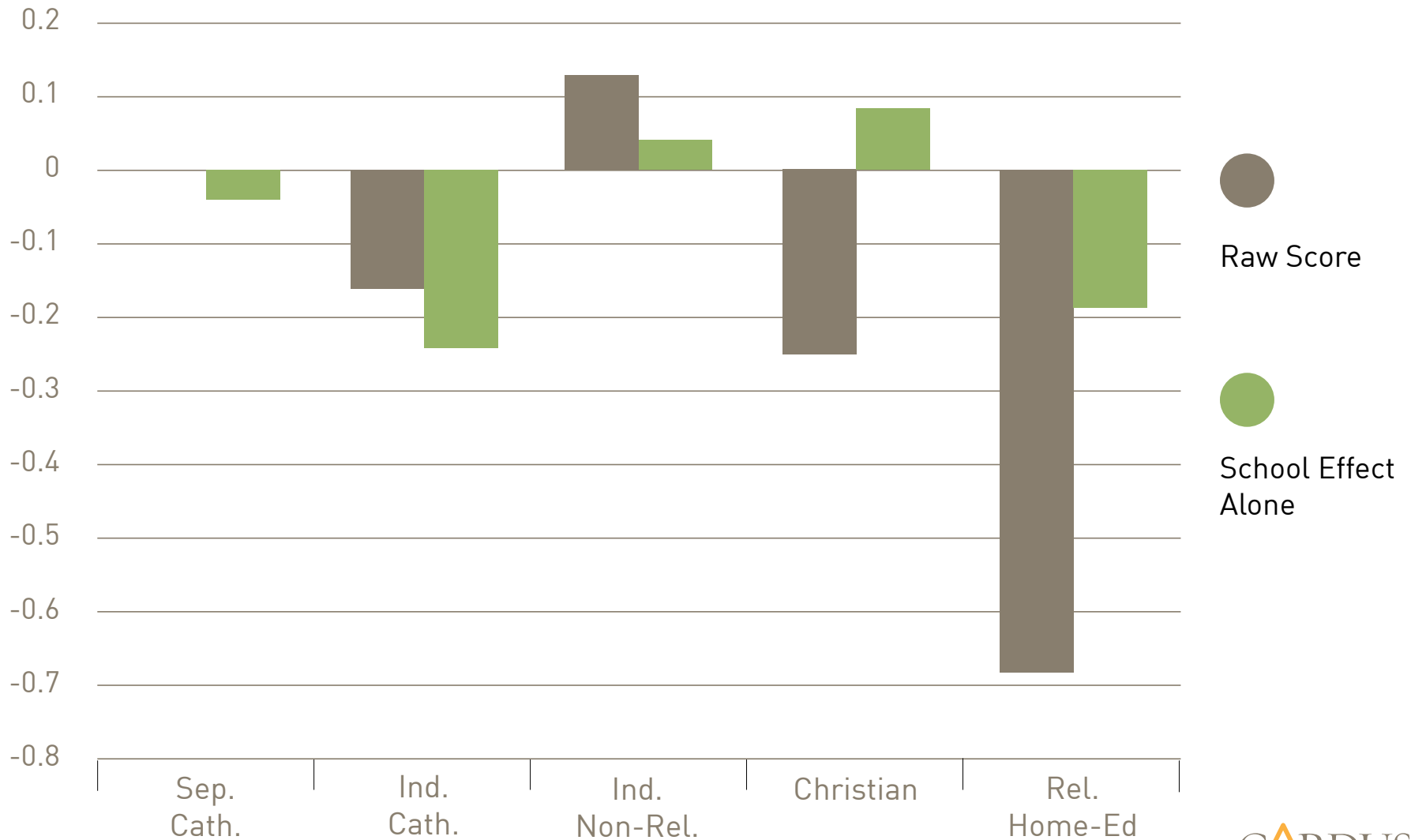


FIGURE 120: My School Prepared Me Well for Interacting with Society and Culture Around Me

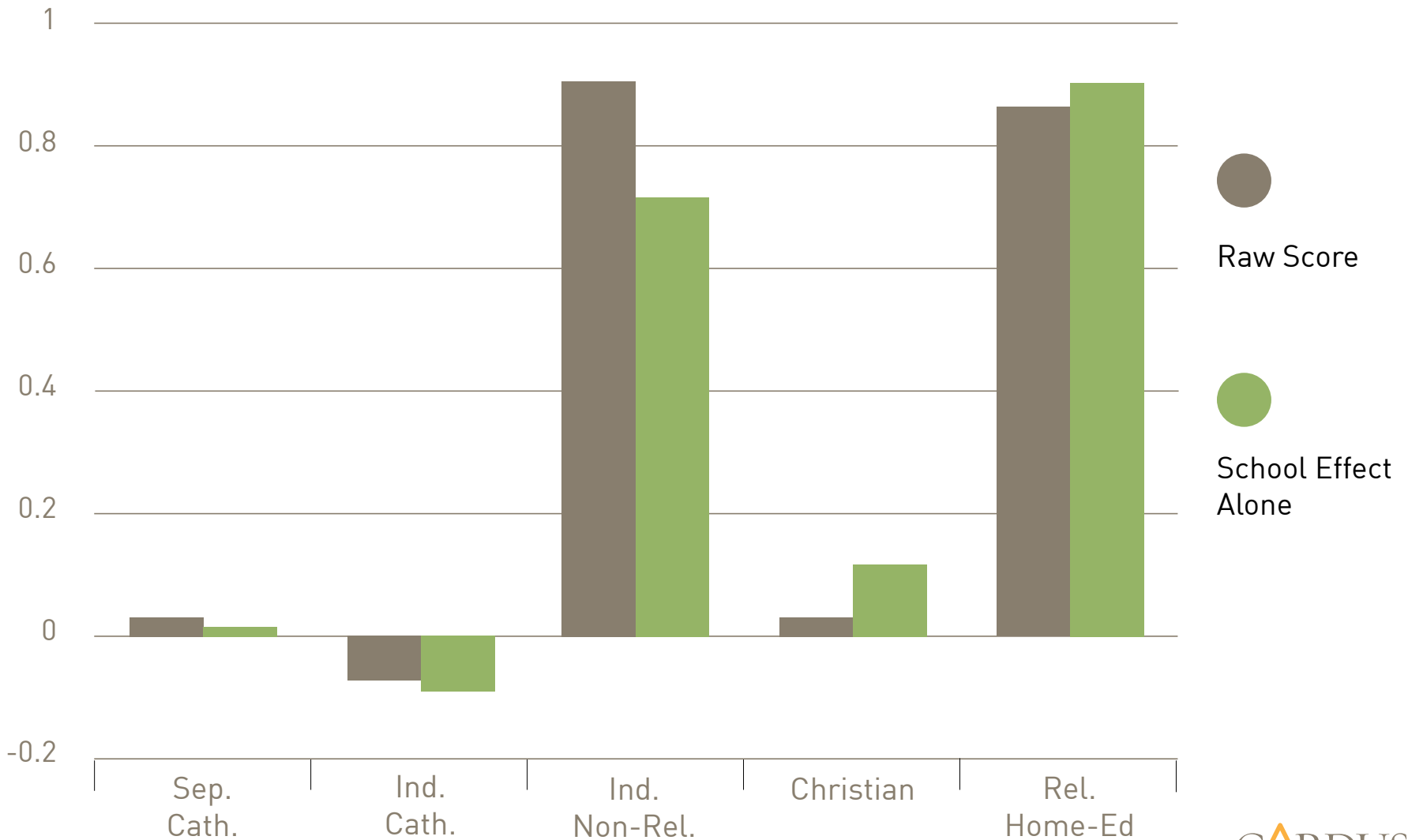


FIGURE 121: My Total Years of Education

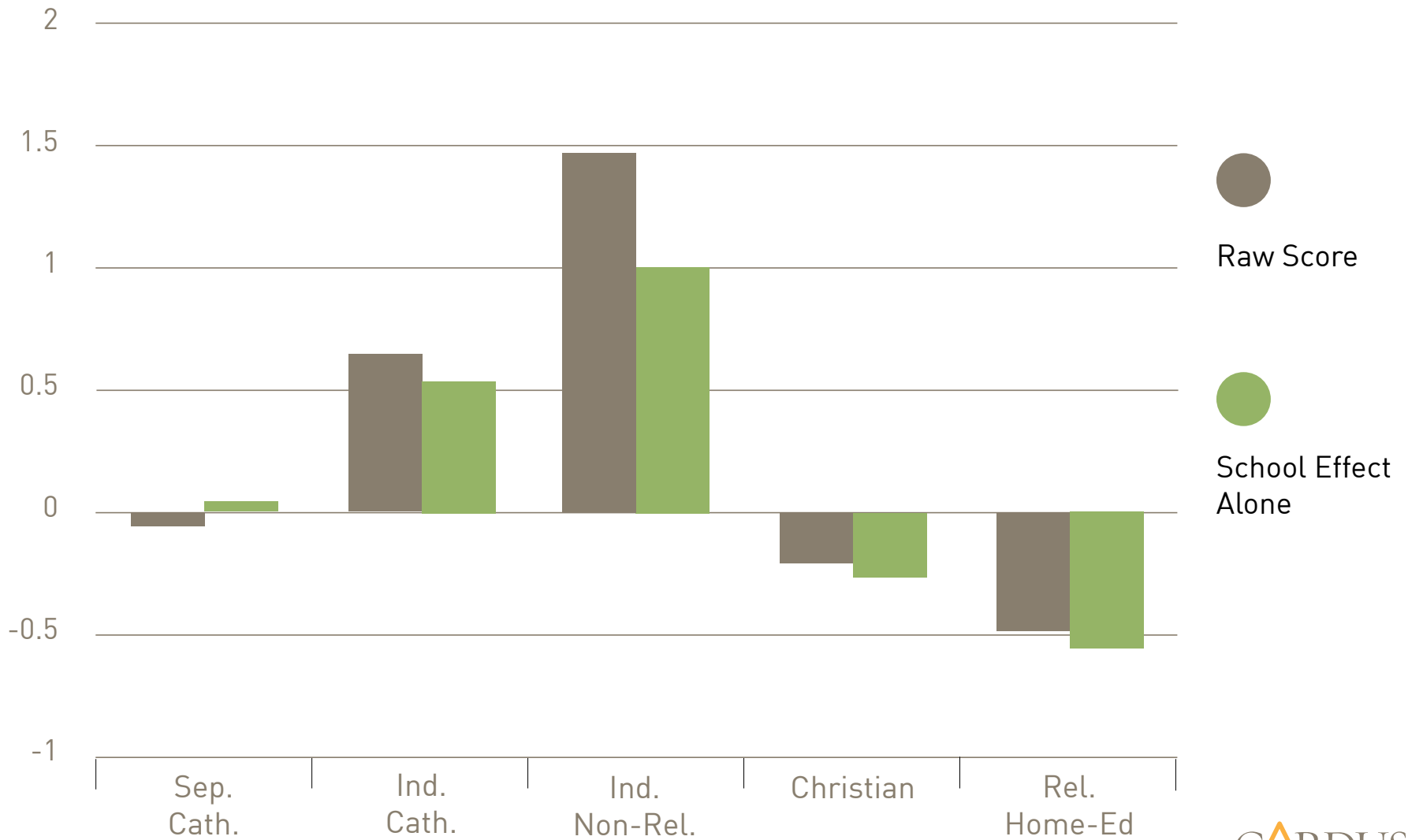


FIGURE 122: Highest Level of Formal Education I Completed

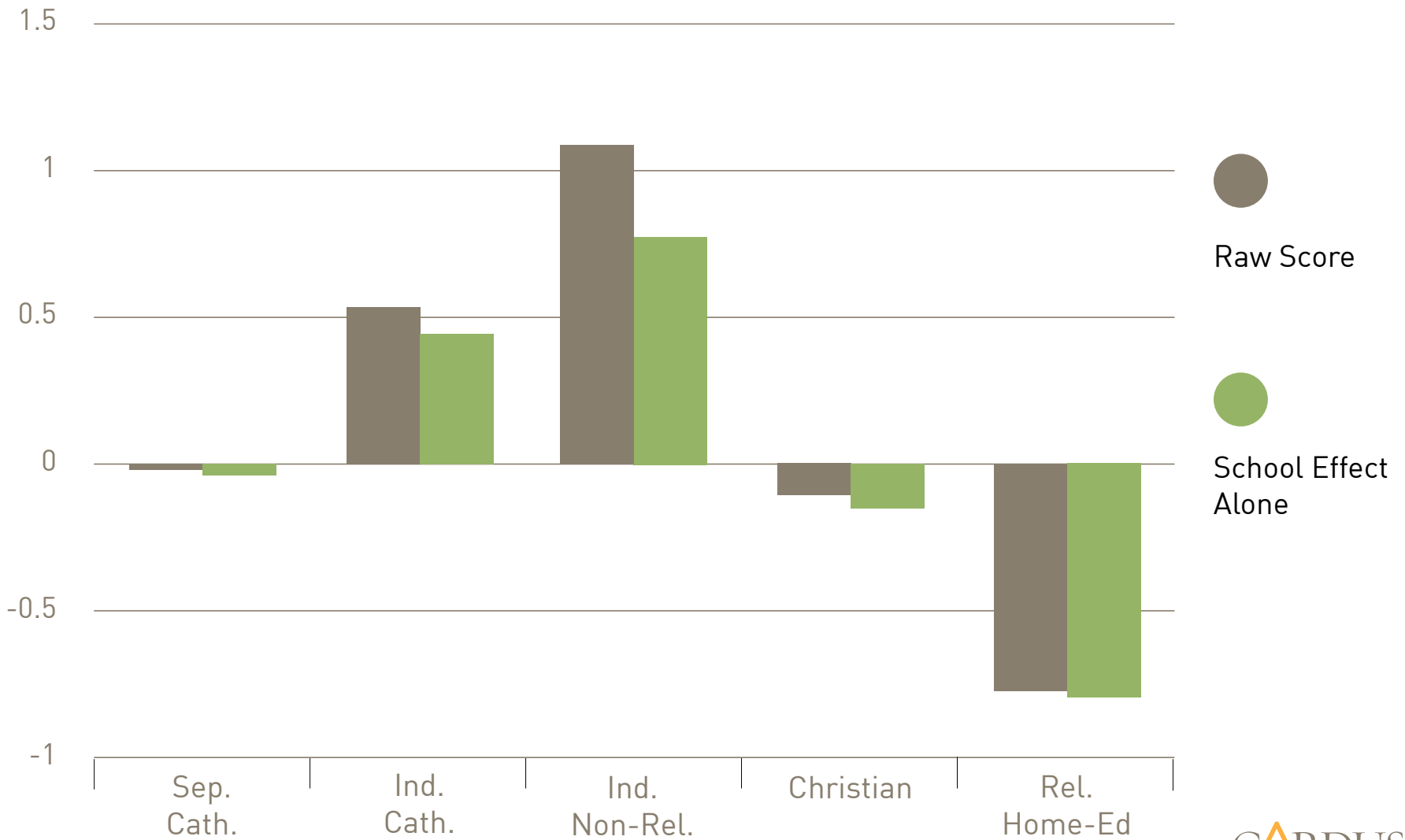


FIGURE 123: I Achieved High School Diploma (BASELINE University Degree)

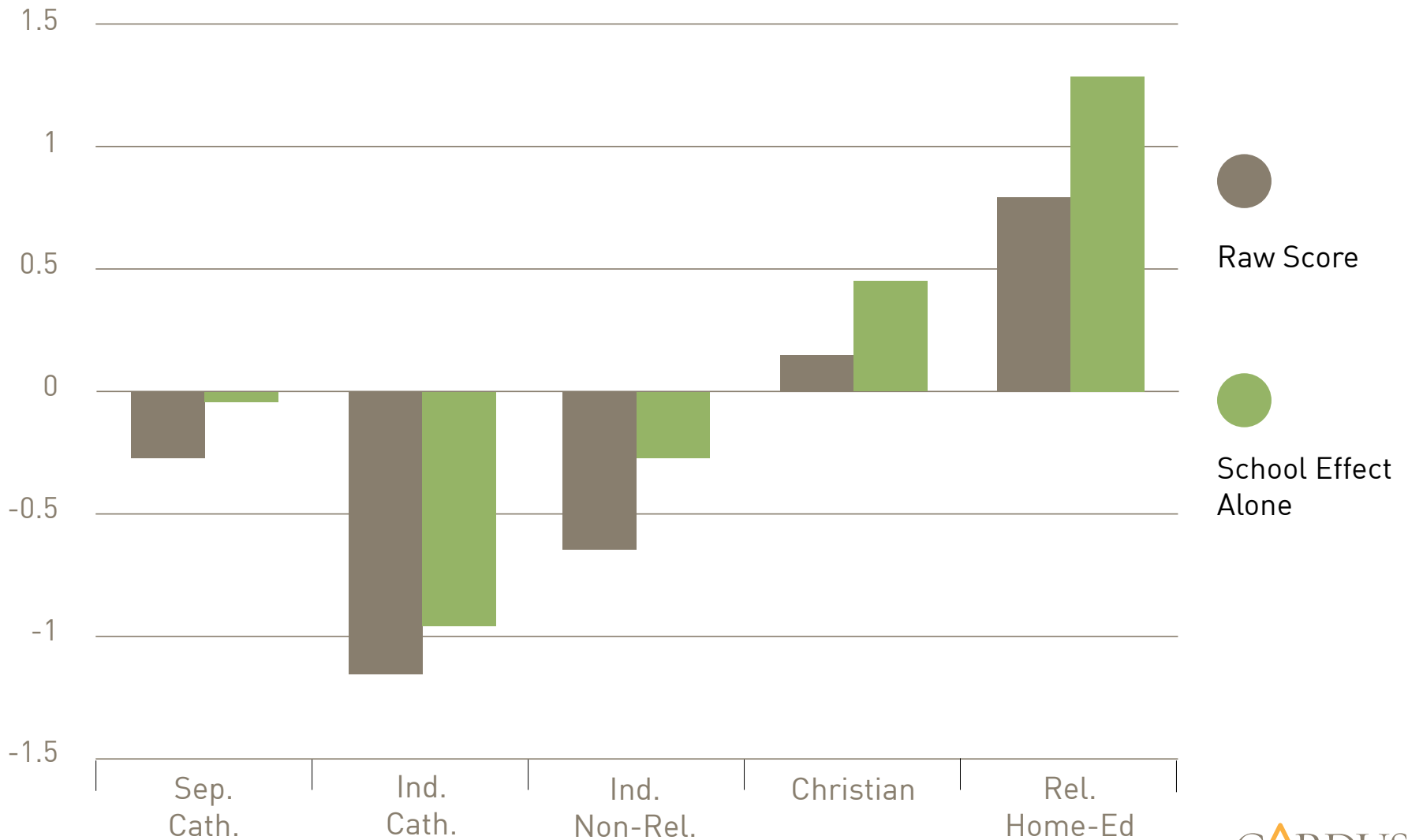


FIGURE 124: I Achieved College Diploma (BASELINE University Degree)

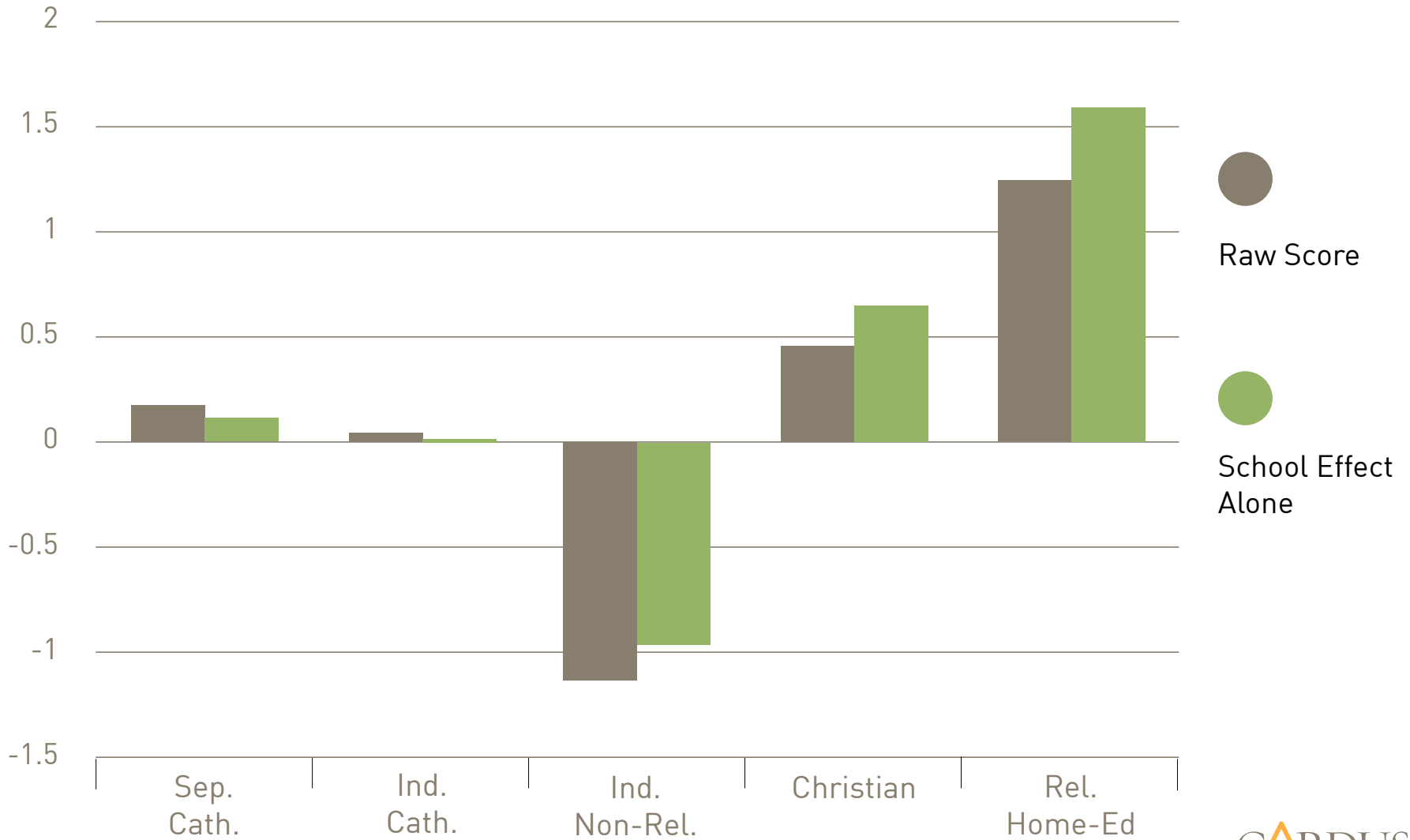


FIGURE 125: I Achieved Master's Degree (BASELINE University Degree)

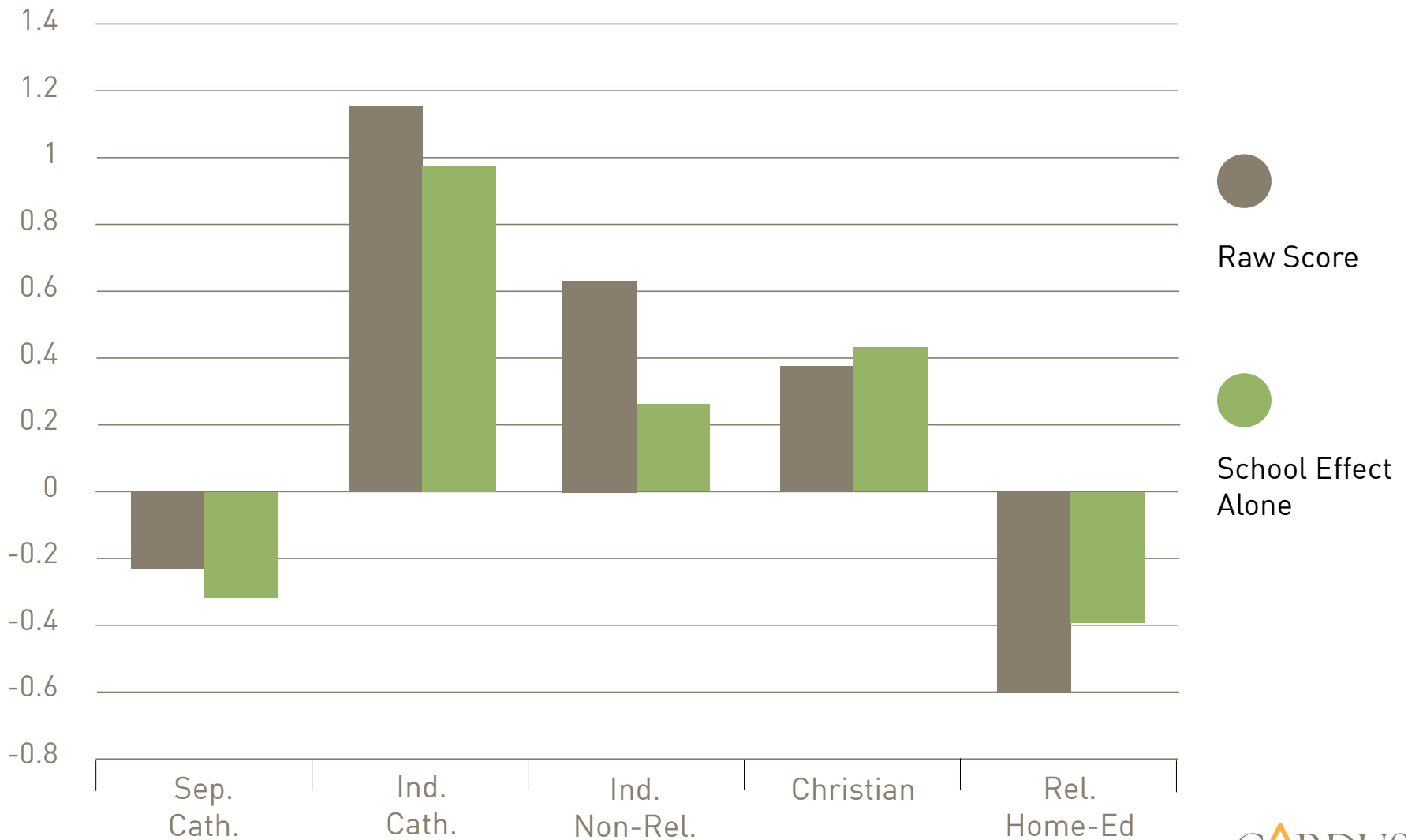


FIGURE 126: I Achieved Ph.D. or Professional Degree
(BASELINE University Degree)

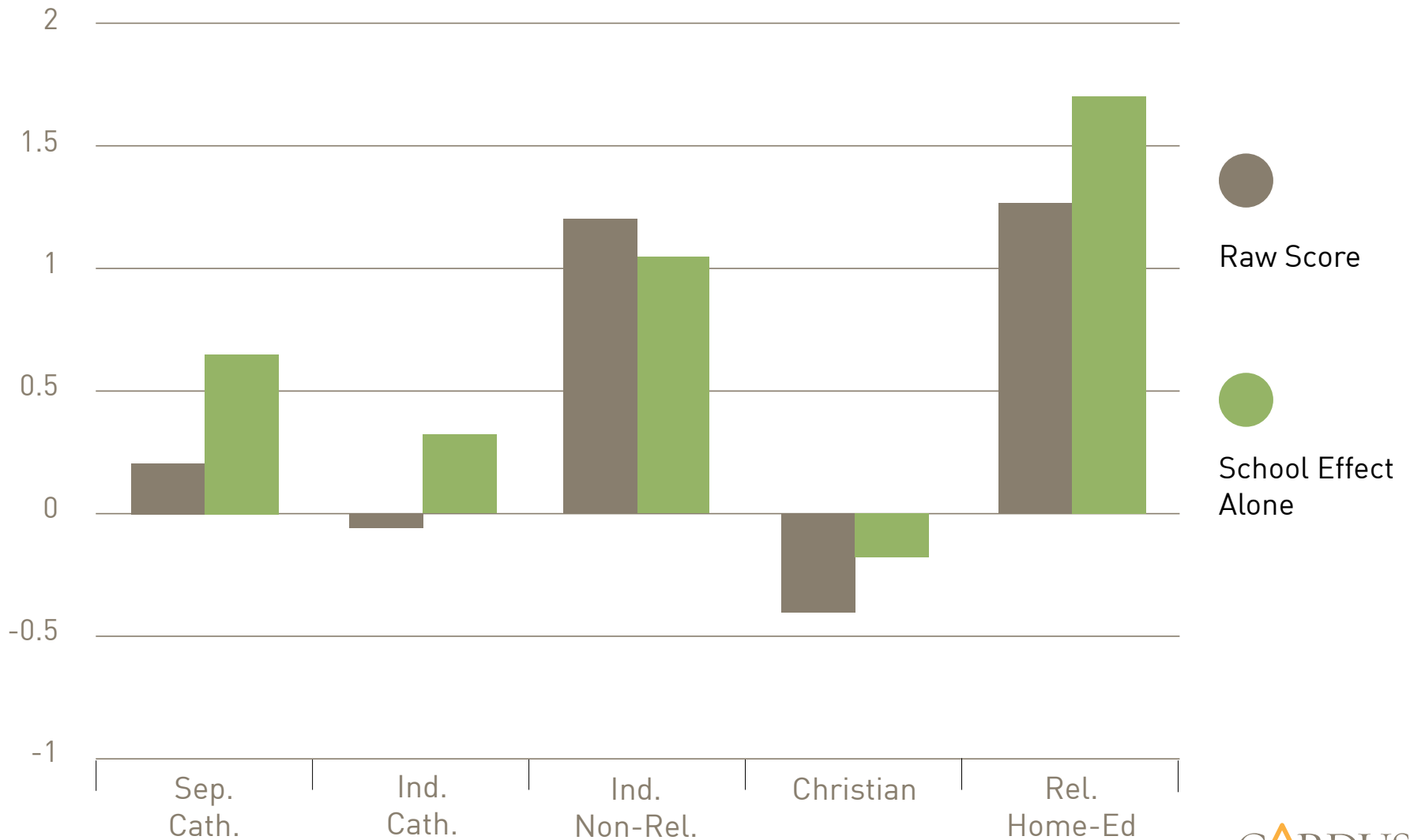


FIGURE 127: My Evaluation of High School Experience in General

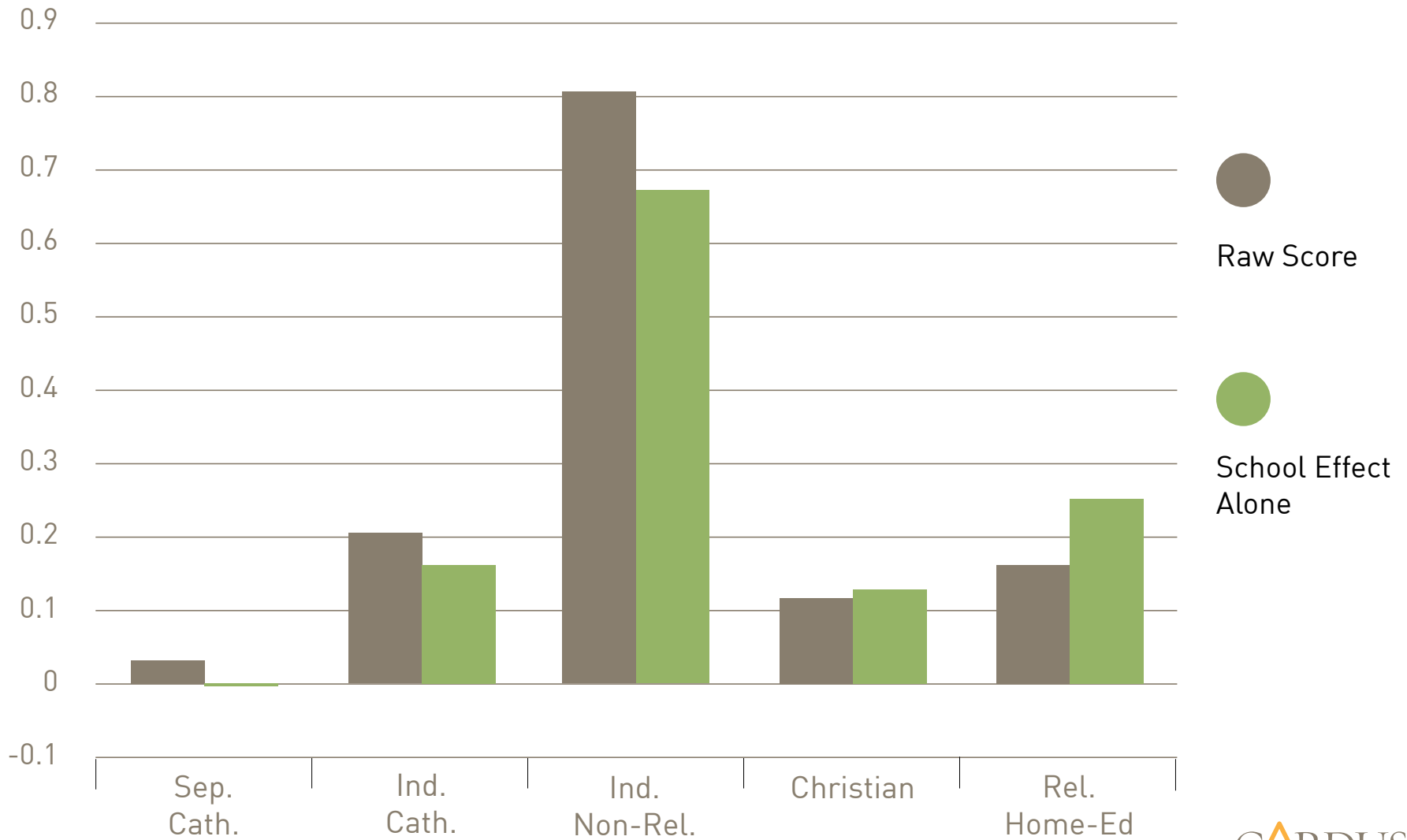


FIGURE 127: My Evaluation of High School Social Scene

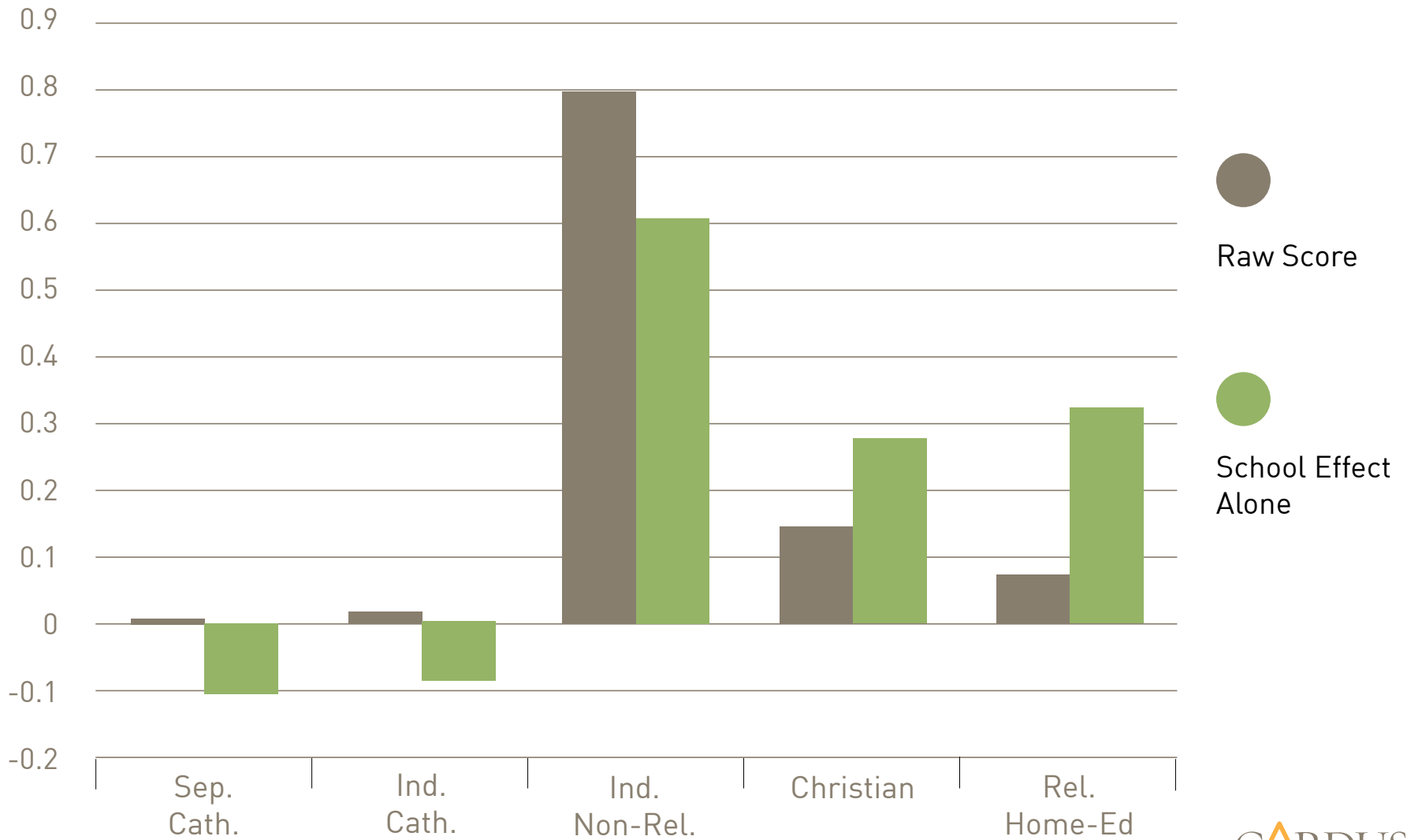


FIGURE 129: My Evaluation of High School Teachers

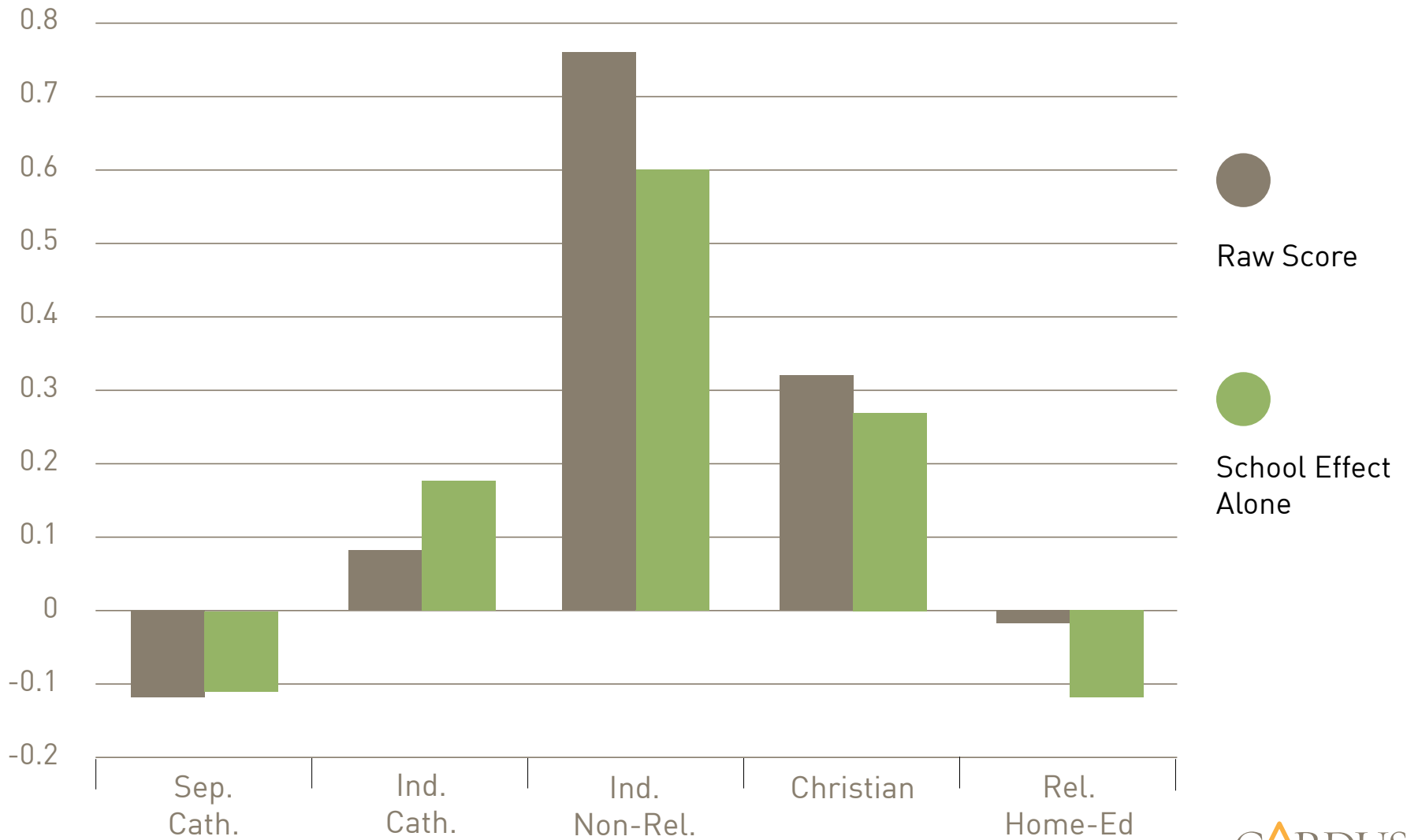


FIGURE 130: My Evaluation of High School Students

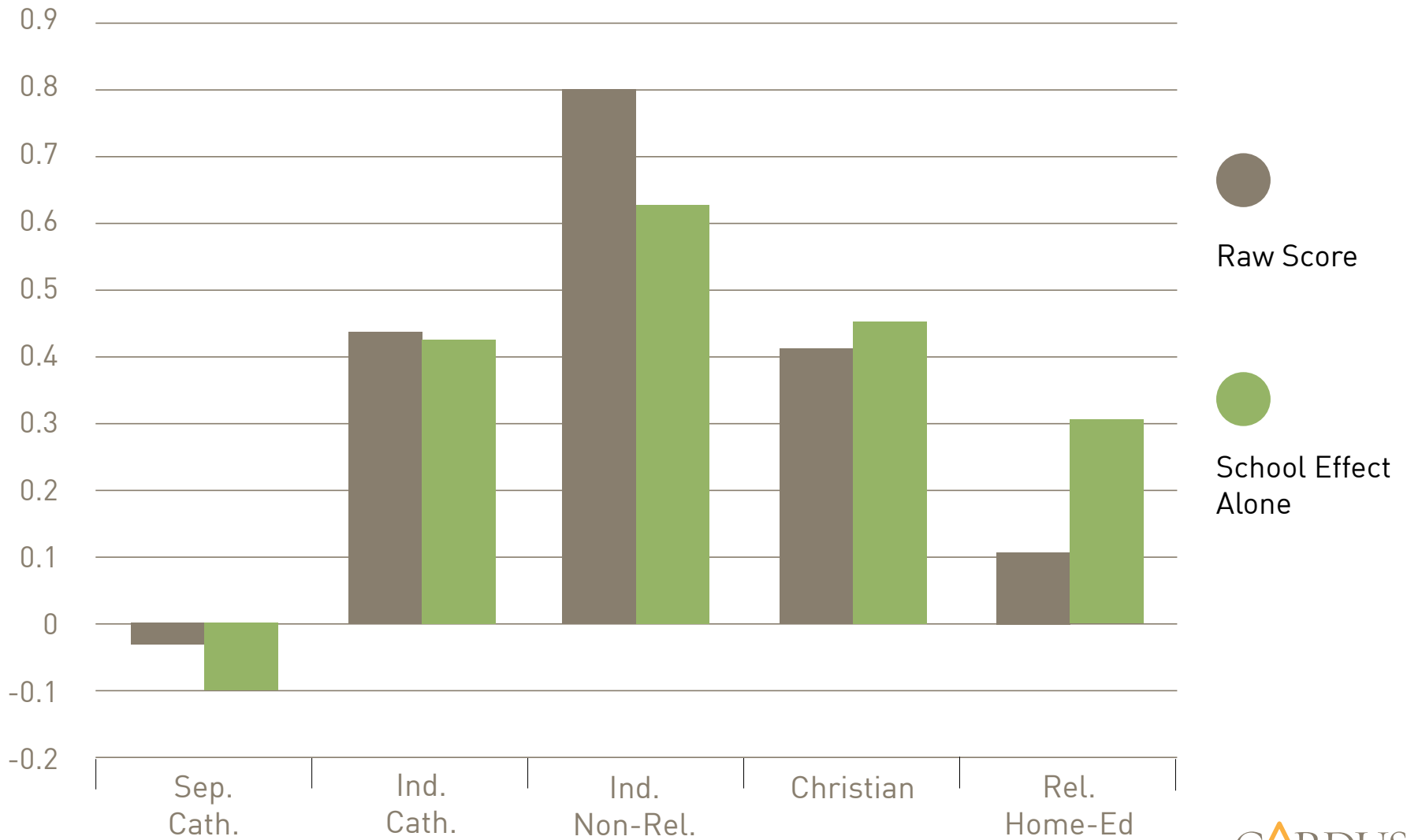


FIGURE 131: My Evaluation of High School Administrators

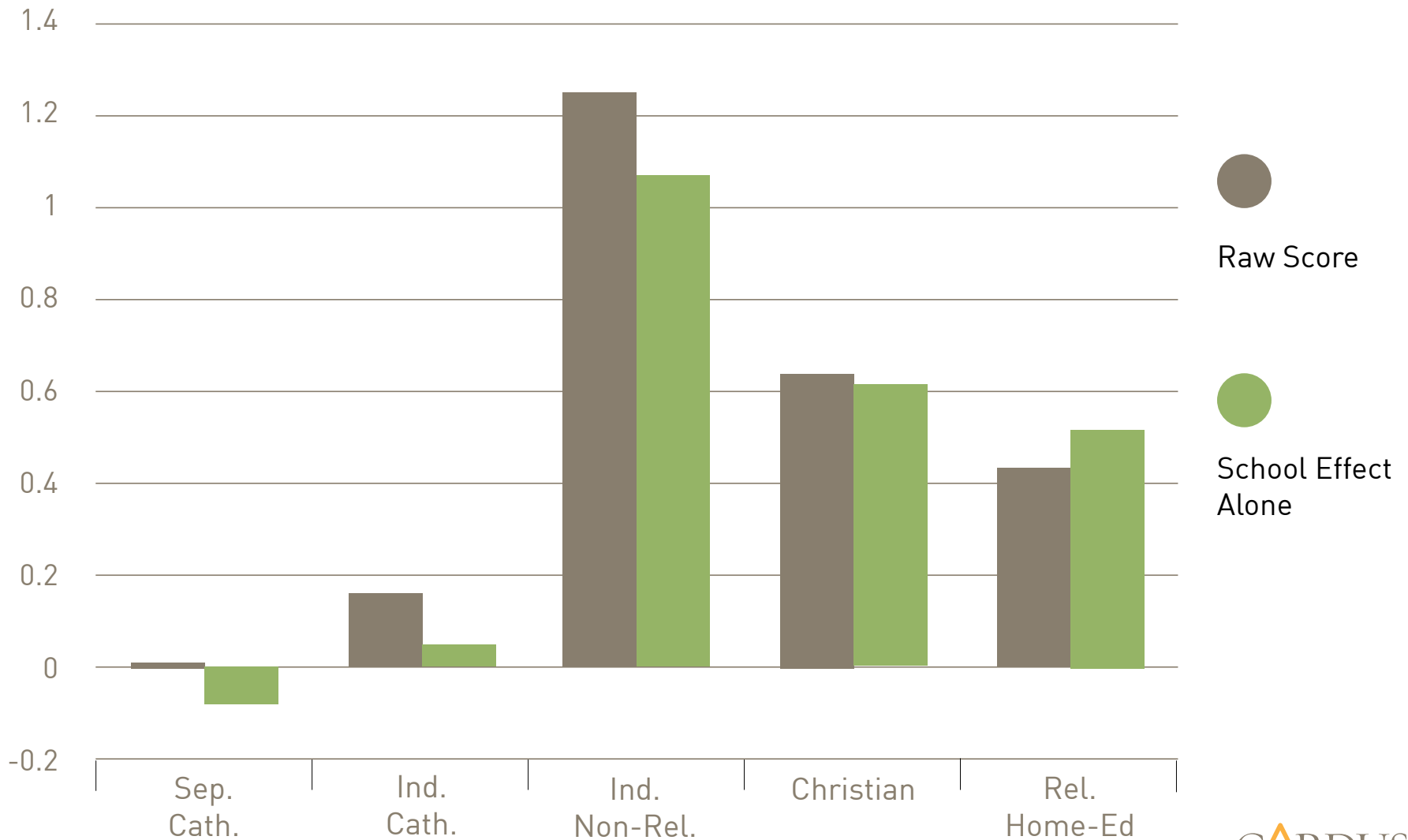


FIGURE 132: My Evaluation of High School Athletic Opportunities

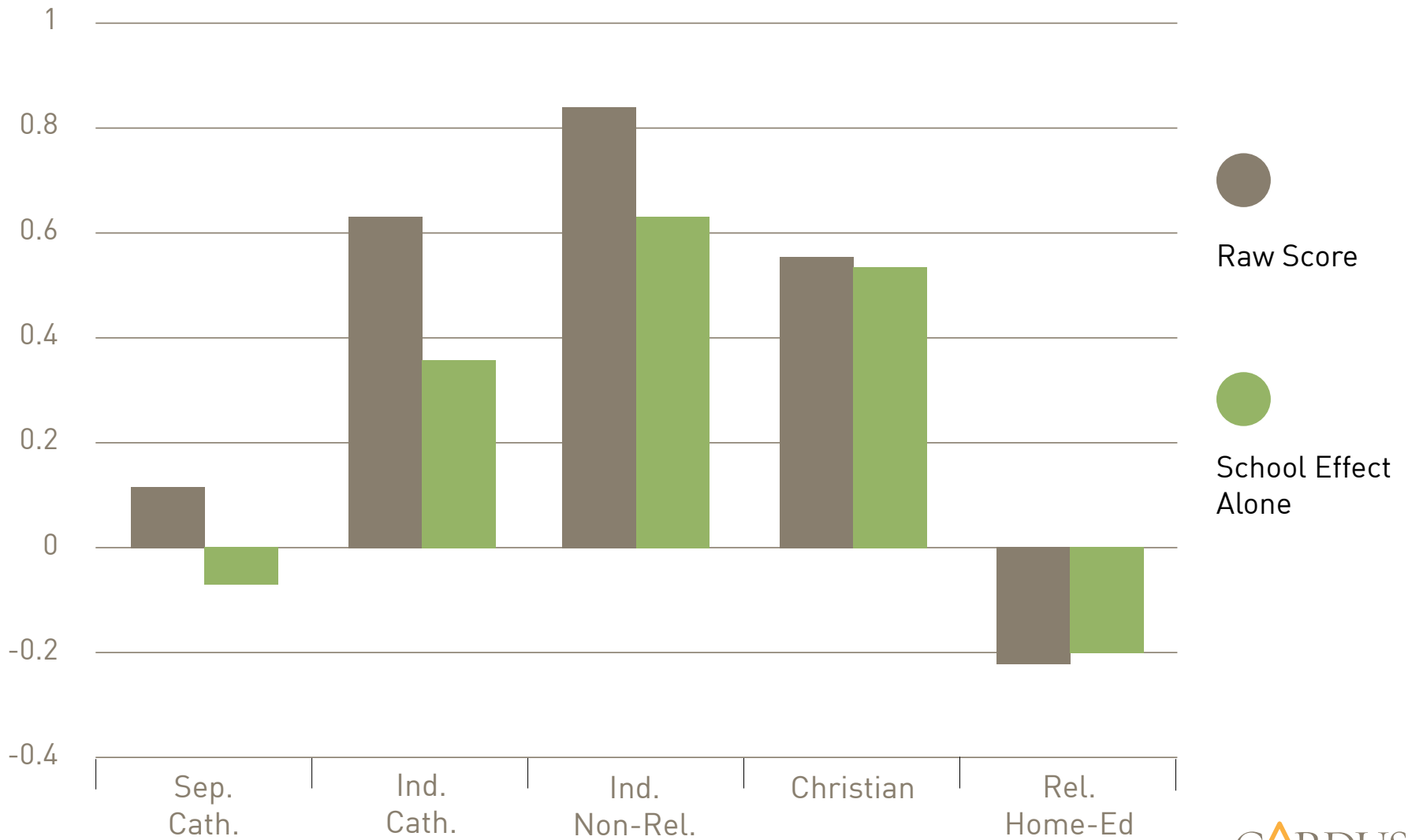


FIGURE 133: My Evaluation of High School Educational Quality

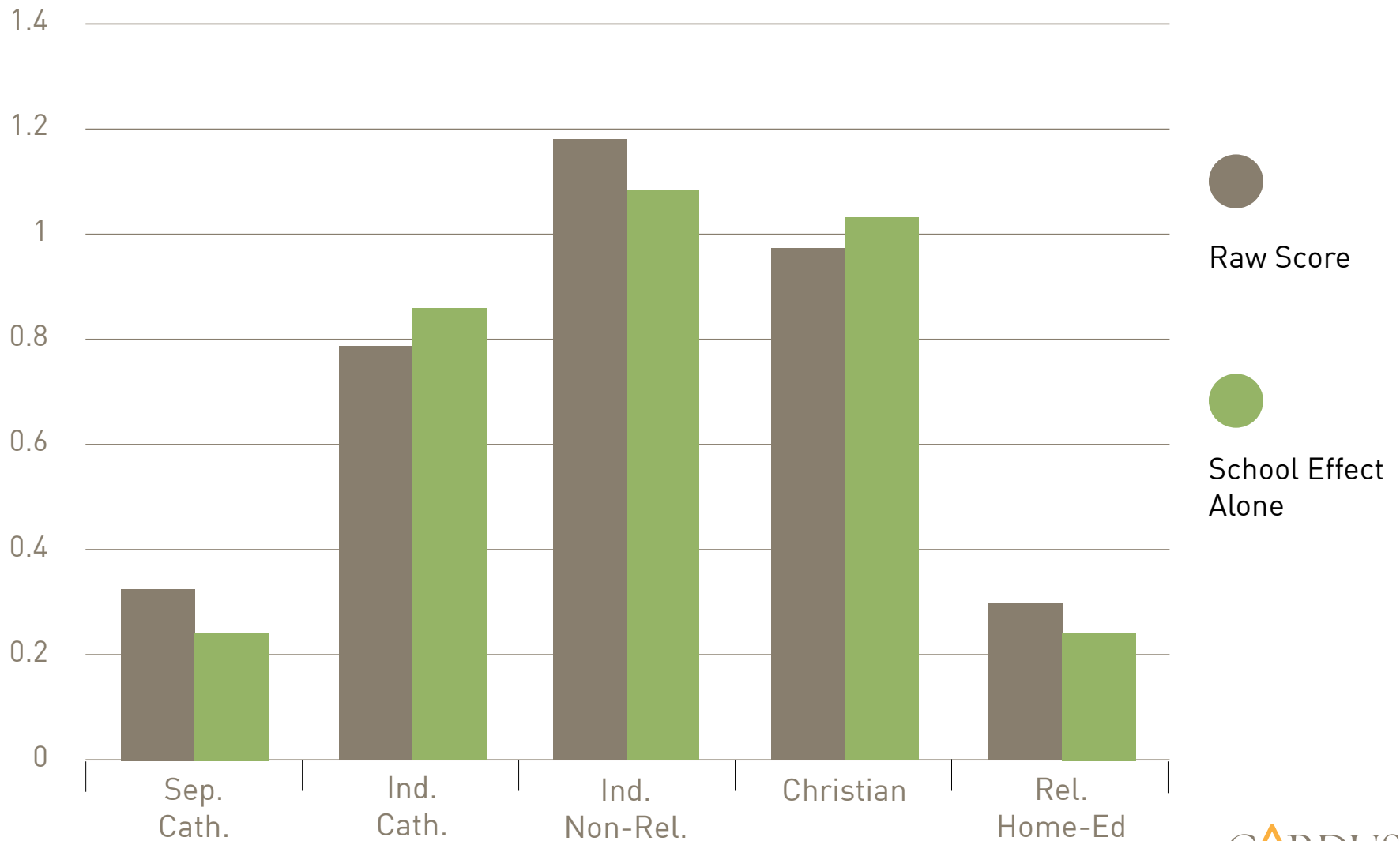


FIGURE 134: My Evaluation of High School's Handling of Religious and Spiritual Matters

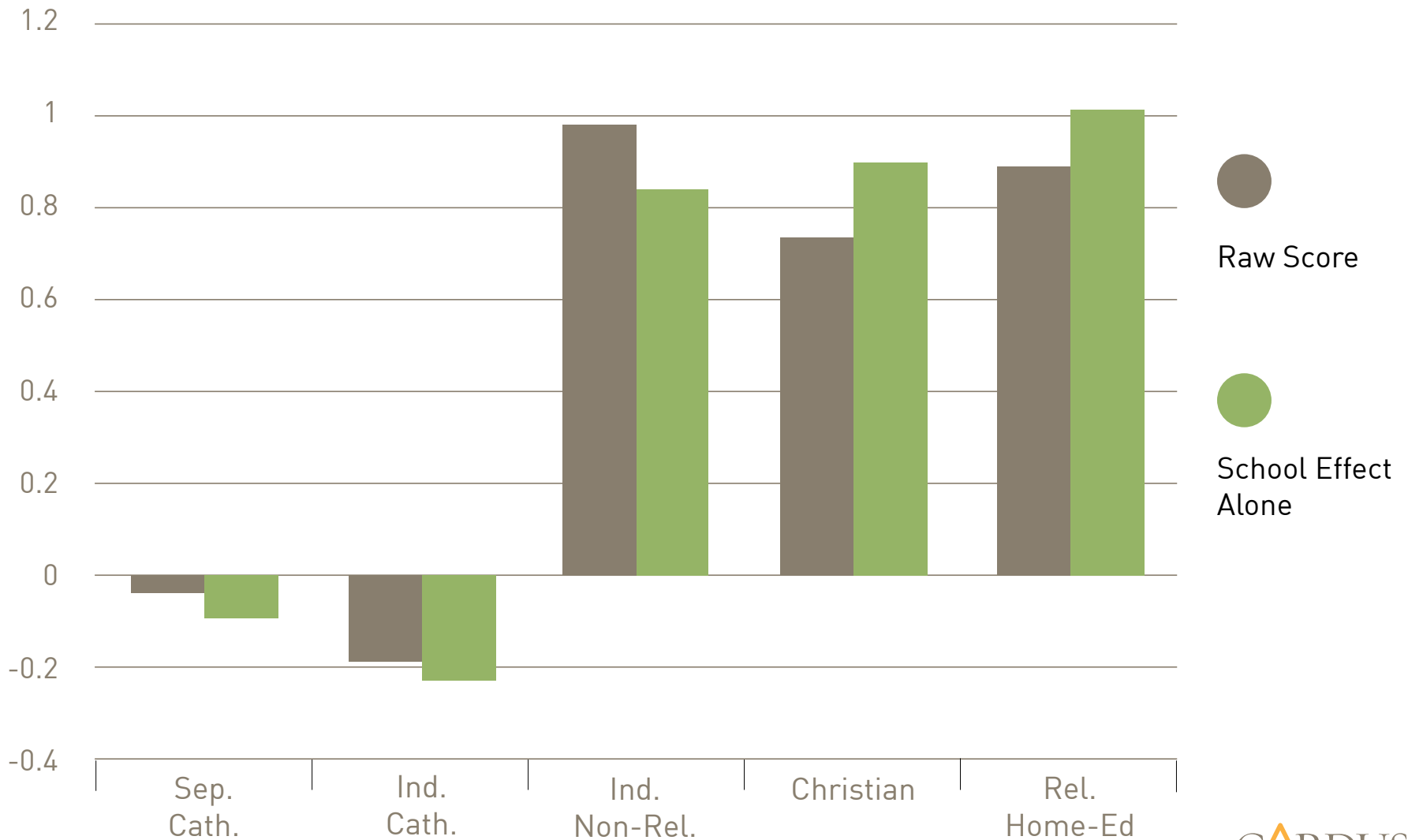


FIGURE 135: My High School was a Close-Knit School

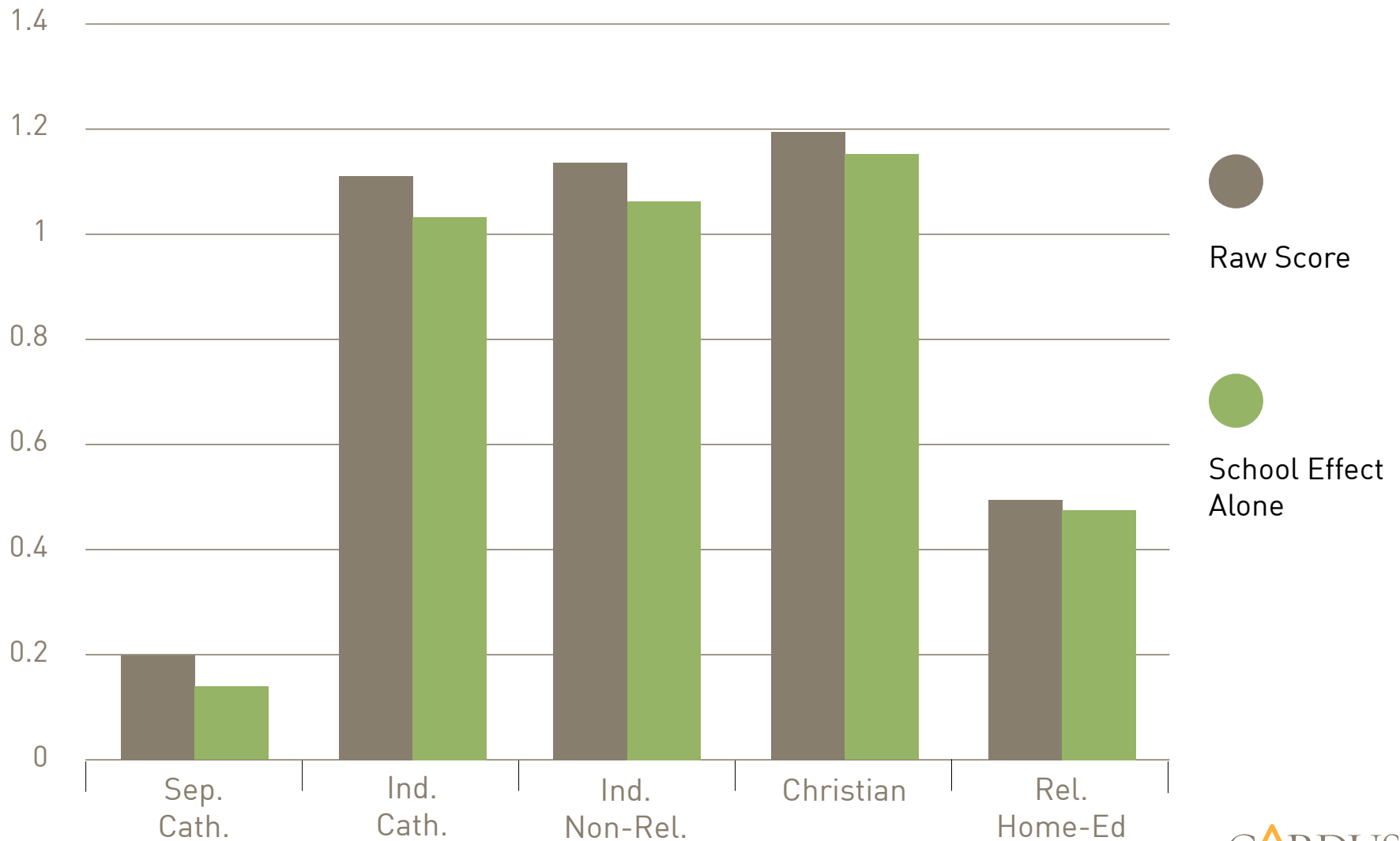


FIGURE 136: My High School's Students Generally Got Along with Each Other

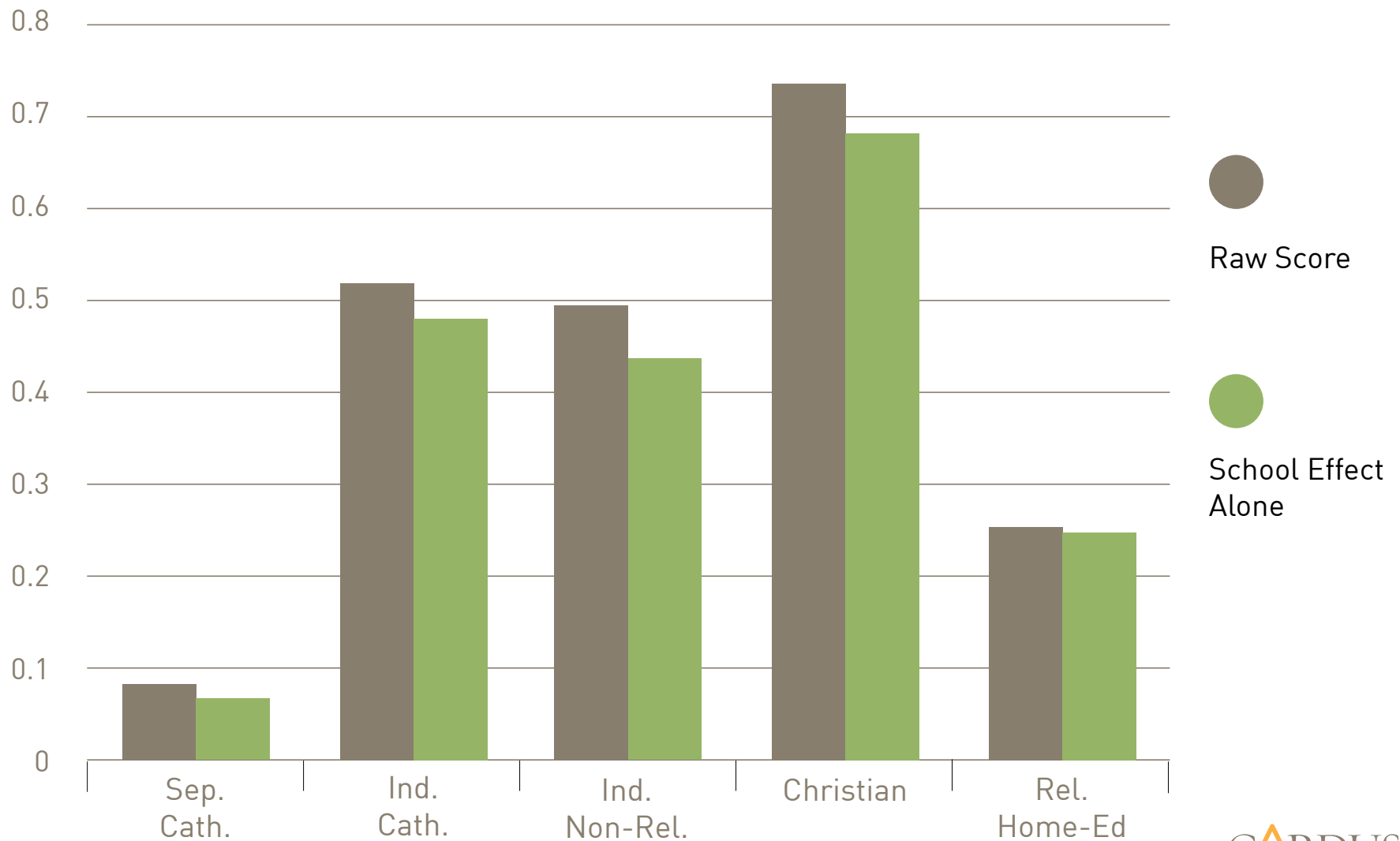


FIGURE 137: My High School's Teachers Really Cared about Students

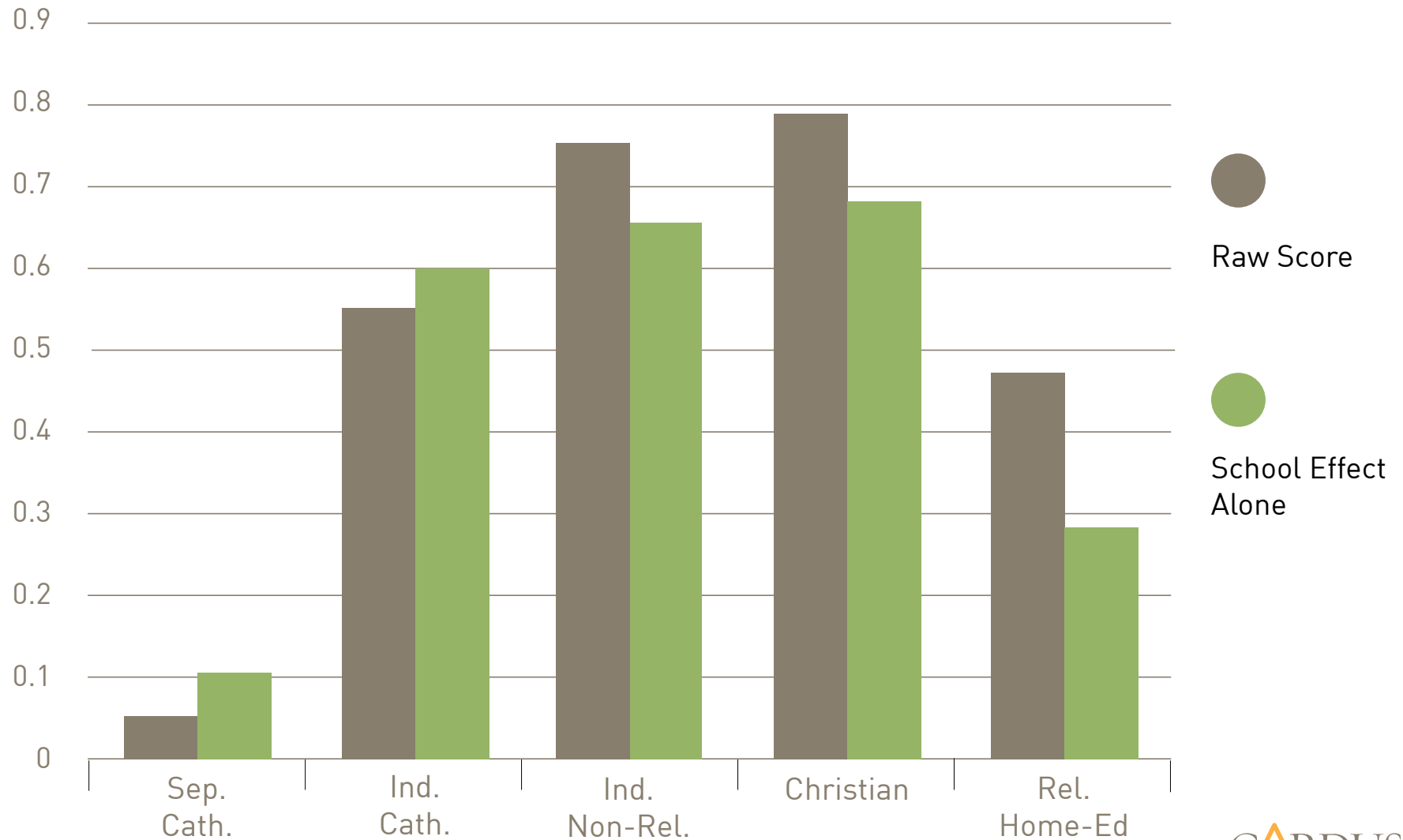


FIGURE 138: I Enjoyed Going to my High School

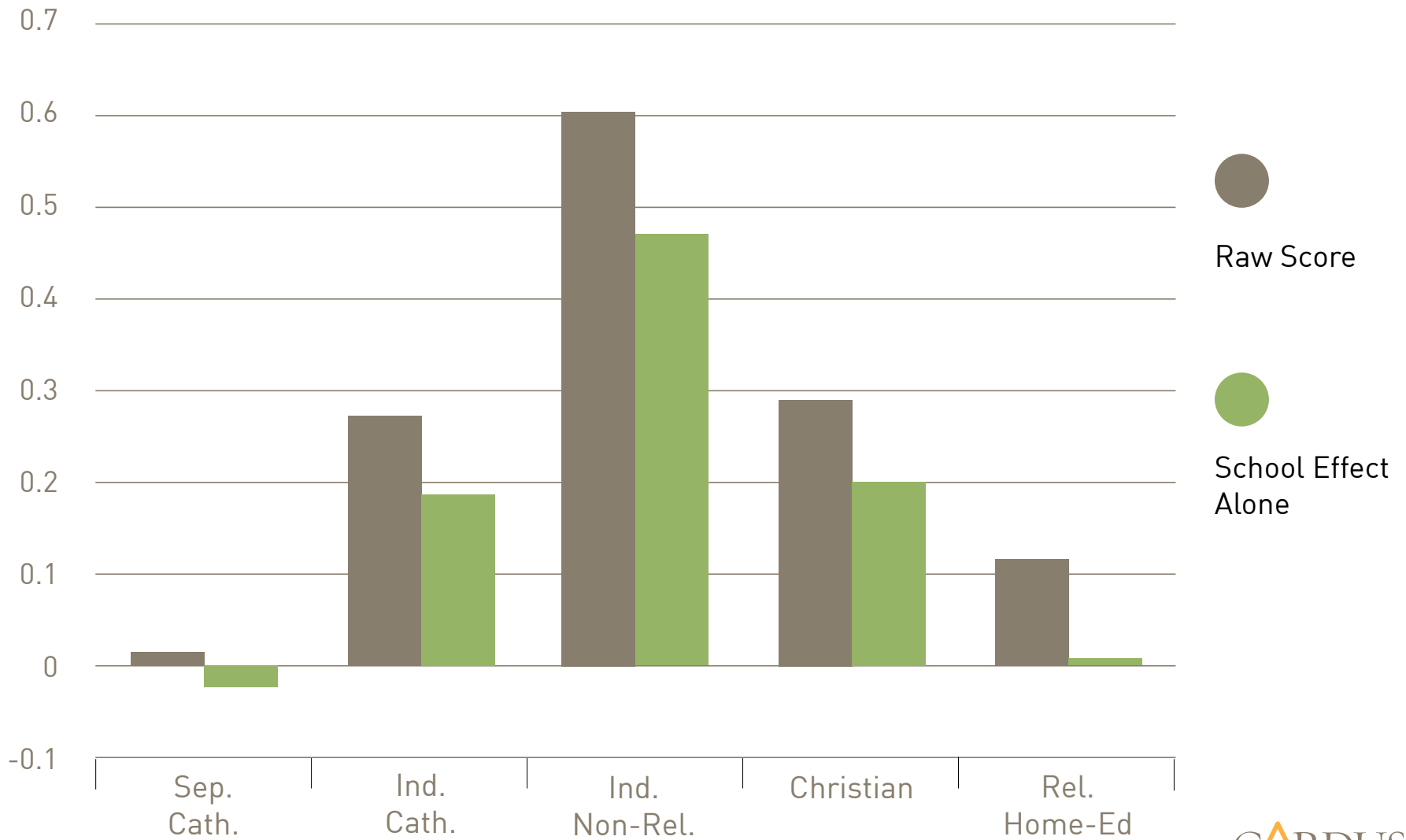


FIGURE 139: I Am Proud to Have Graduated from my High School

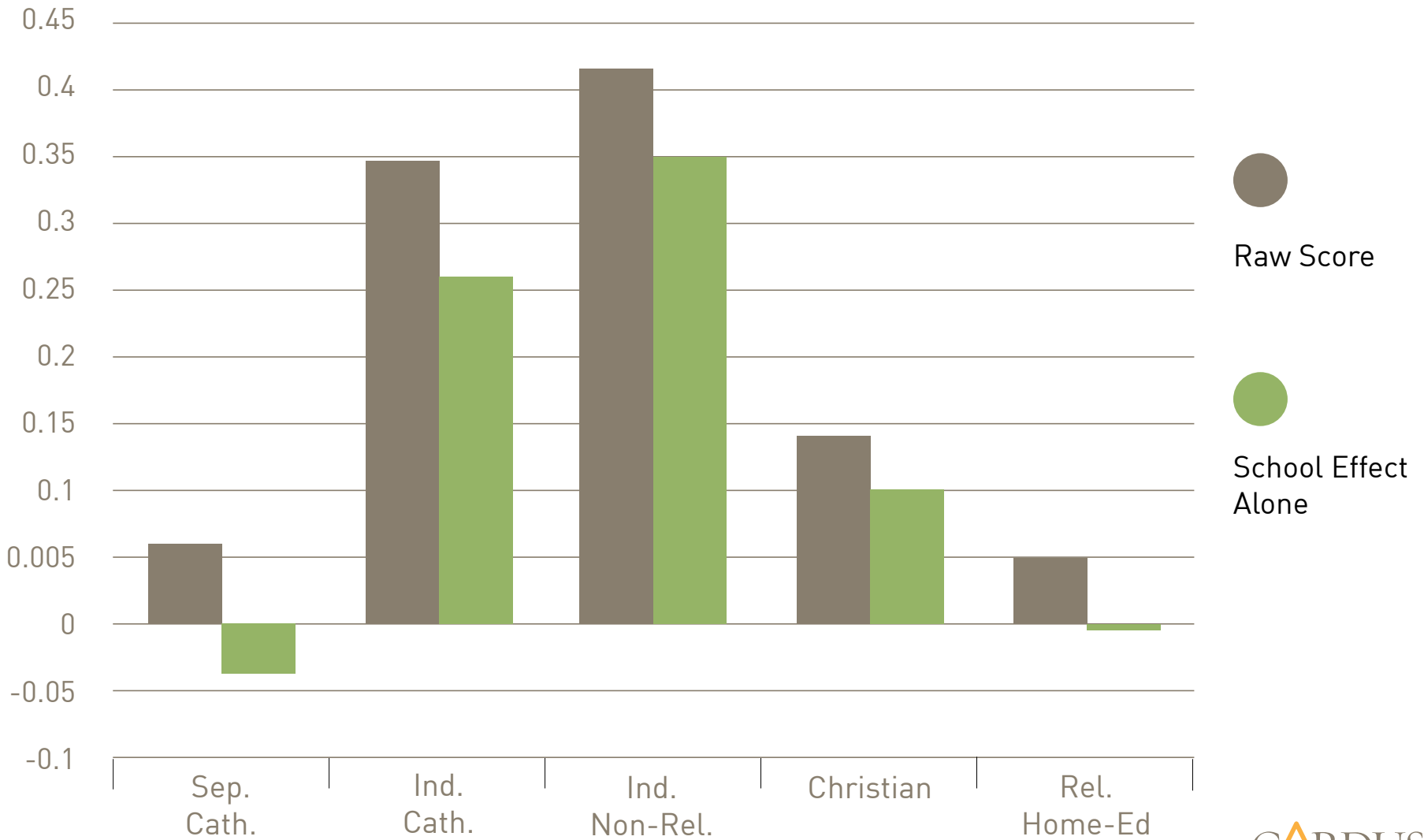


FIGURE 140: My High School's Rules were Too Strict

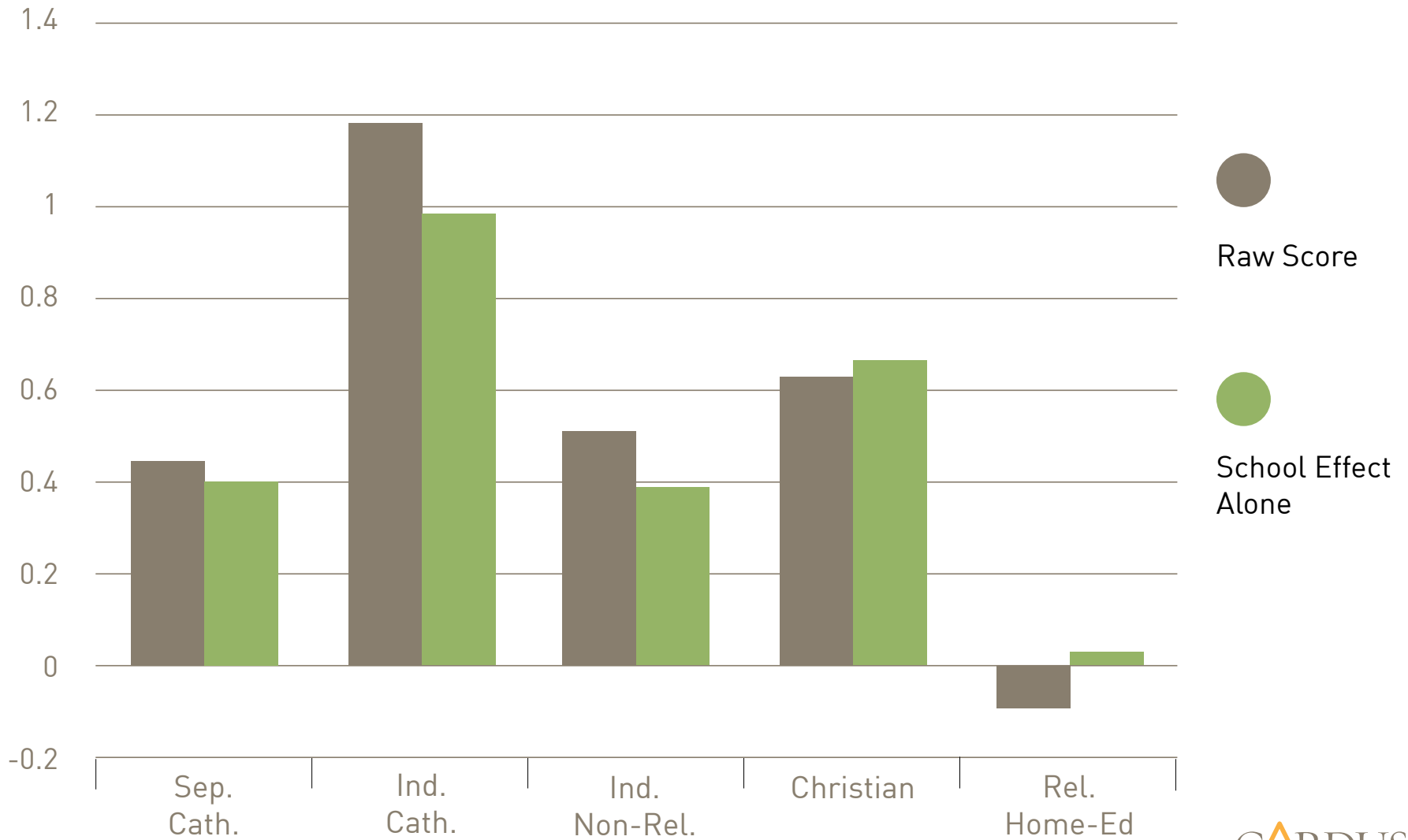


FIGURE 141: My High School Sheltered Me Too Much from the Rest of the World

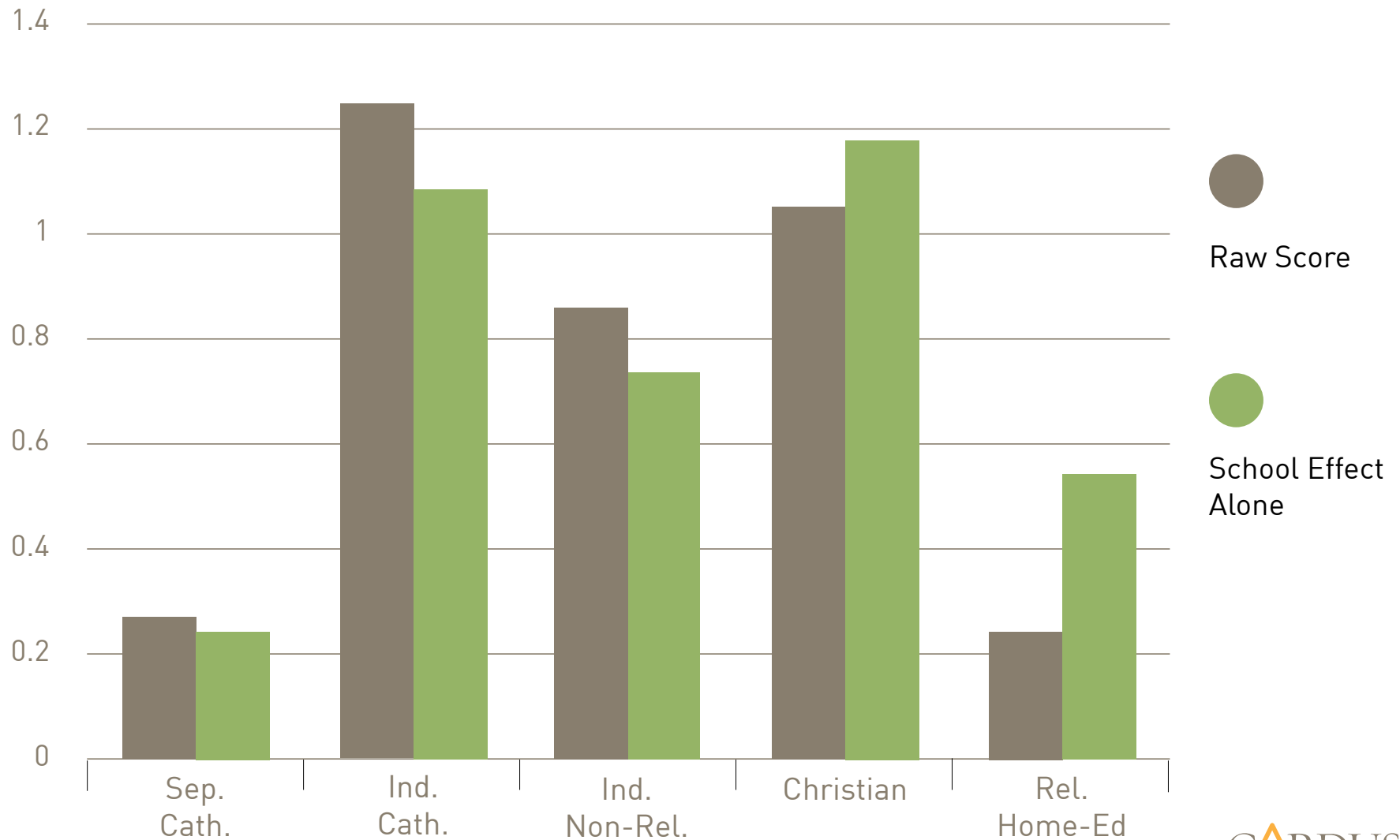


FIGURE 142: My High School Prepared Me Well for Academic Success in University

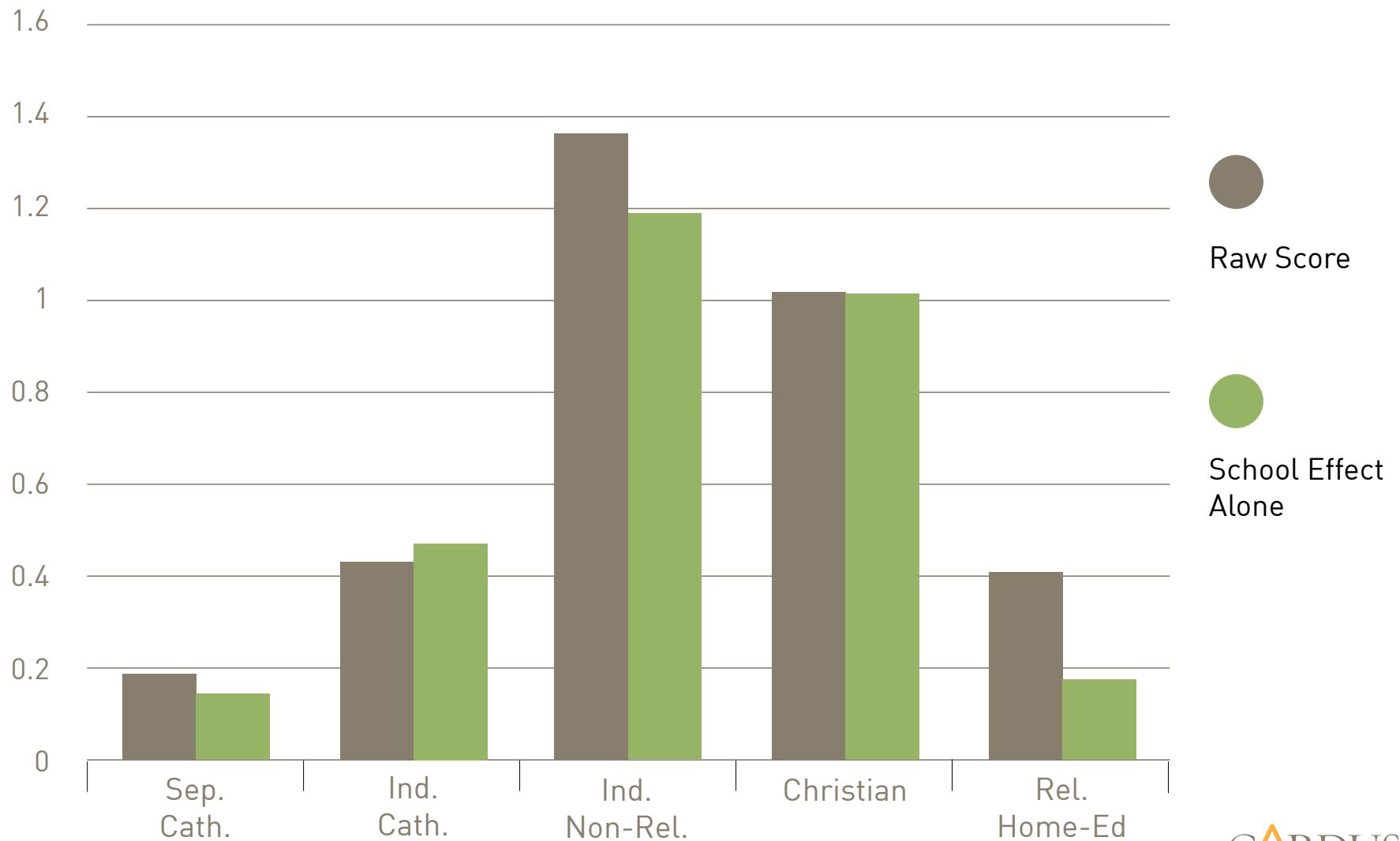


FIGURE 143: My High School Prepared Me Well for Success in my Job or Career

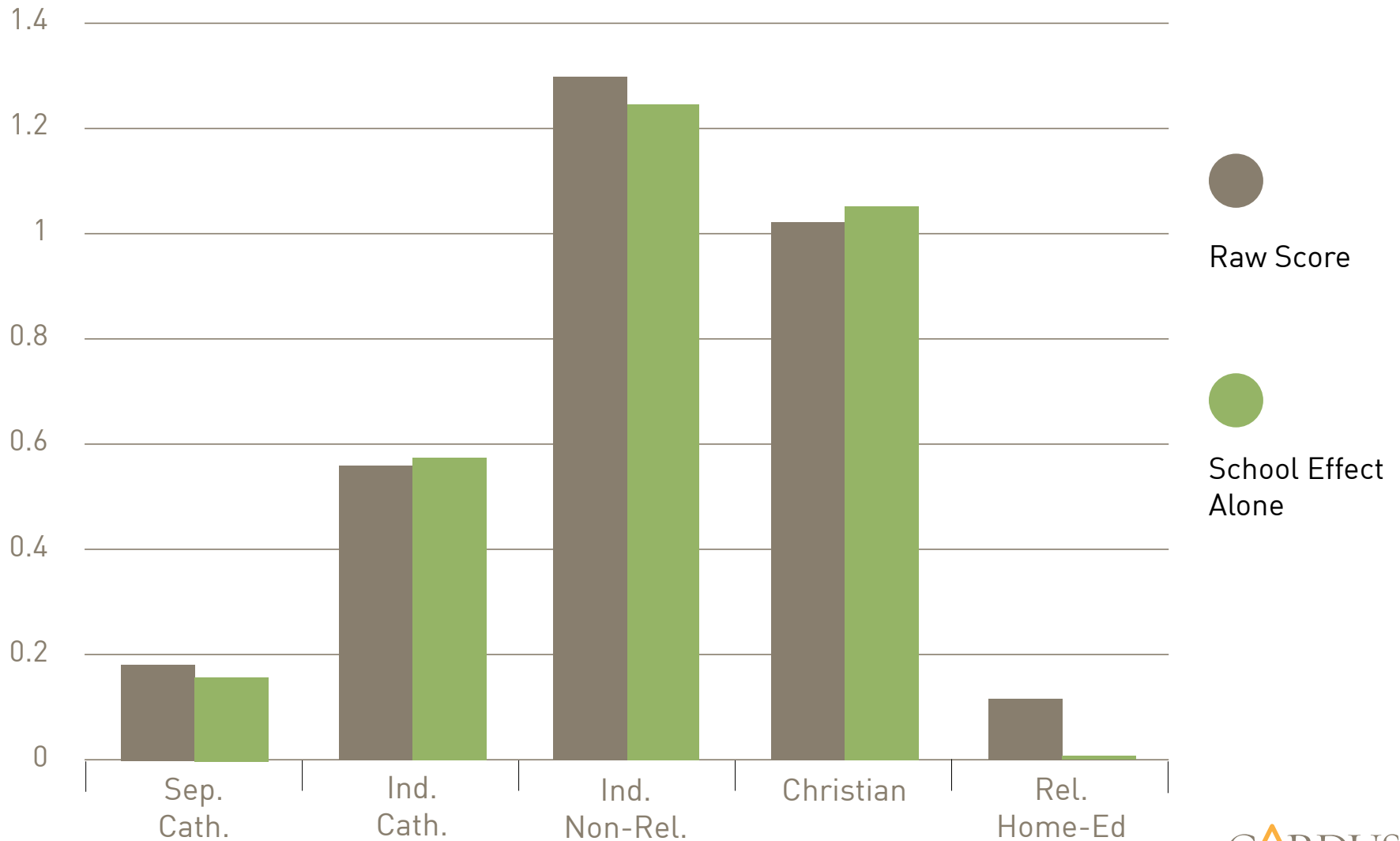


FIGURE 144: My High School Prepared Me Well for Dealing with Personal Relationships

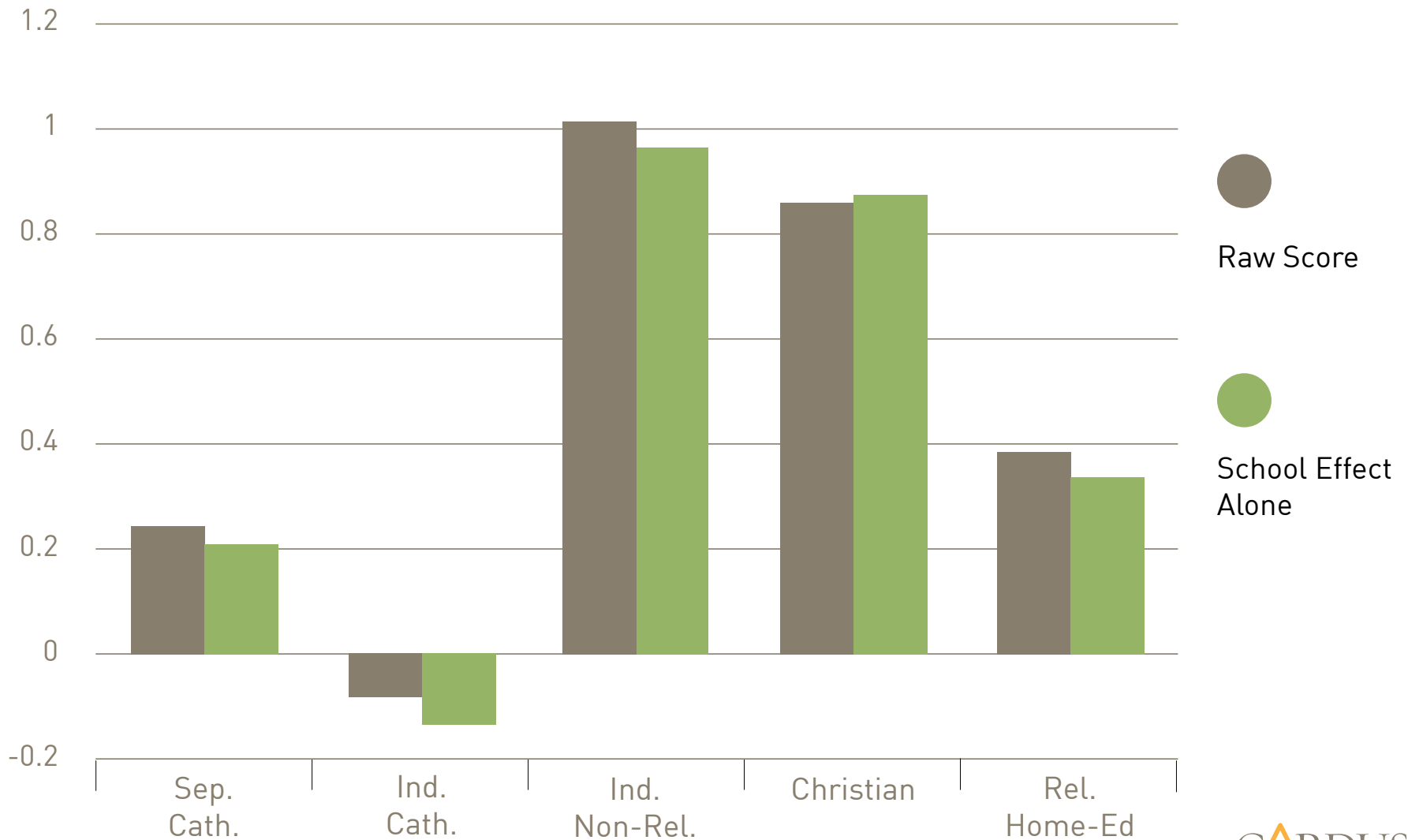


FIGURE 145: My High School Prepared Me Well for Having a Vibrant Religious or Spiritual Life

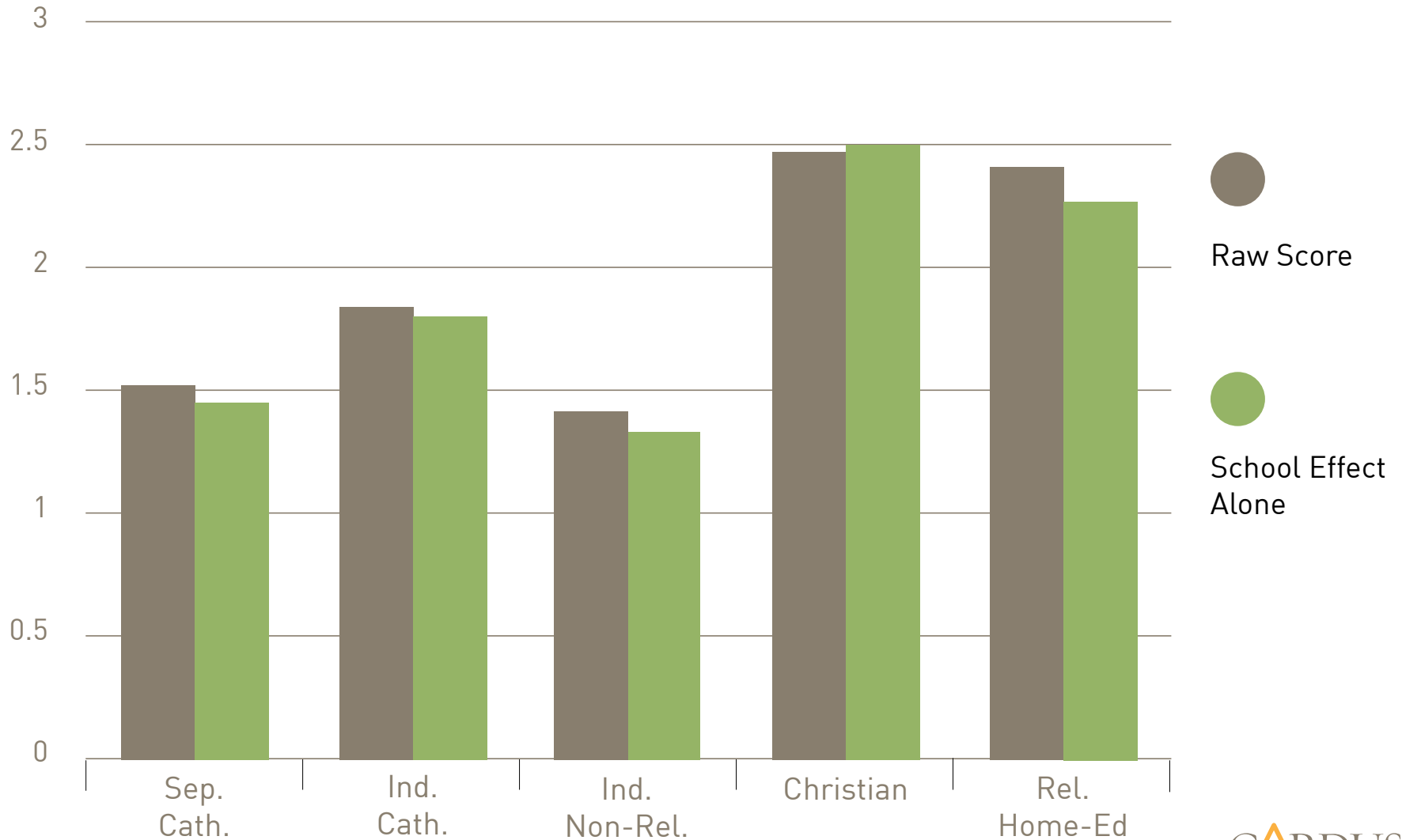


FIGURE 146: Religion plays an Important Role in my Day-to-Day Life

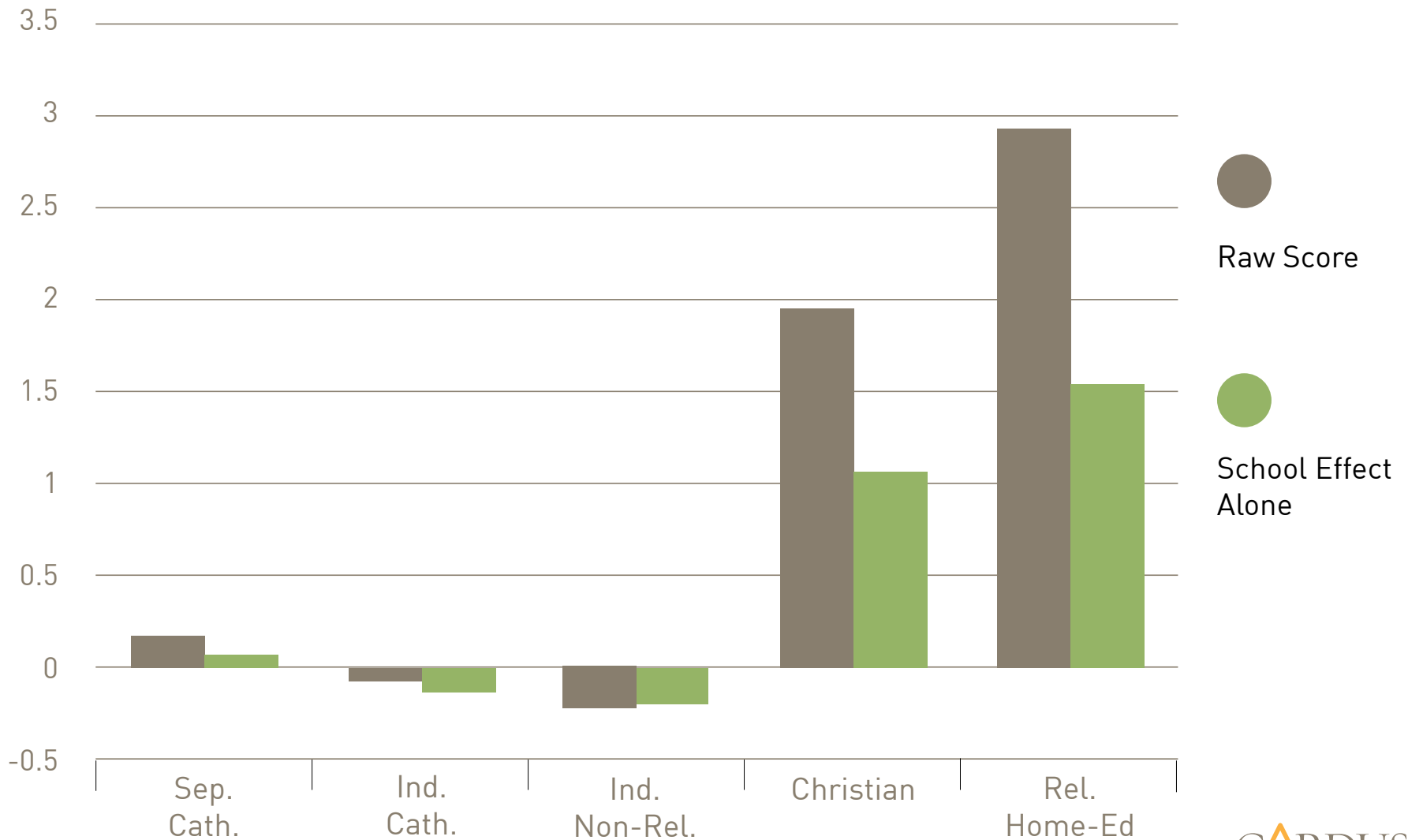


FIGURE 147: I Currently Identify as Non-Religious

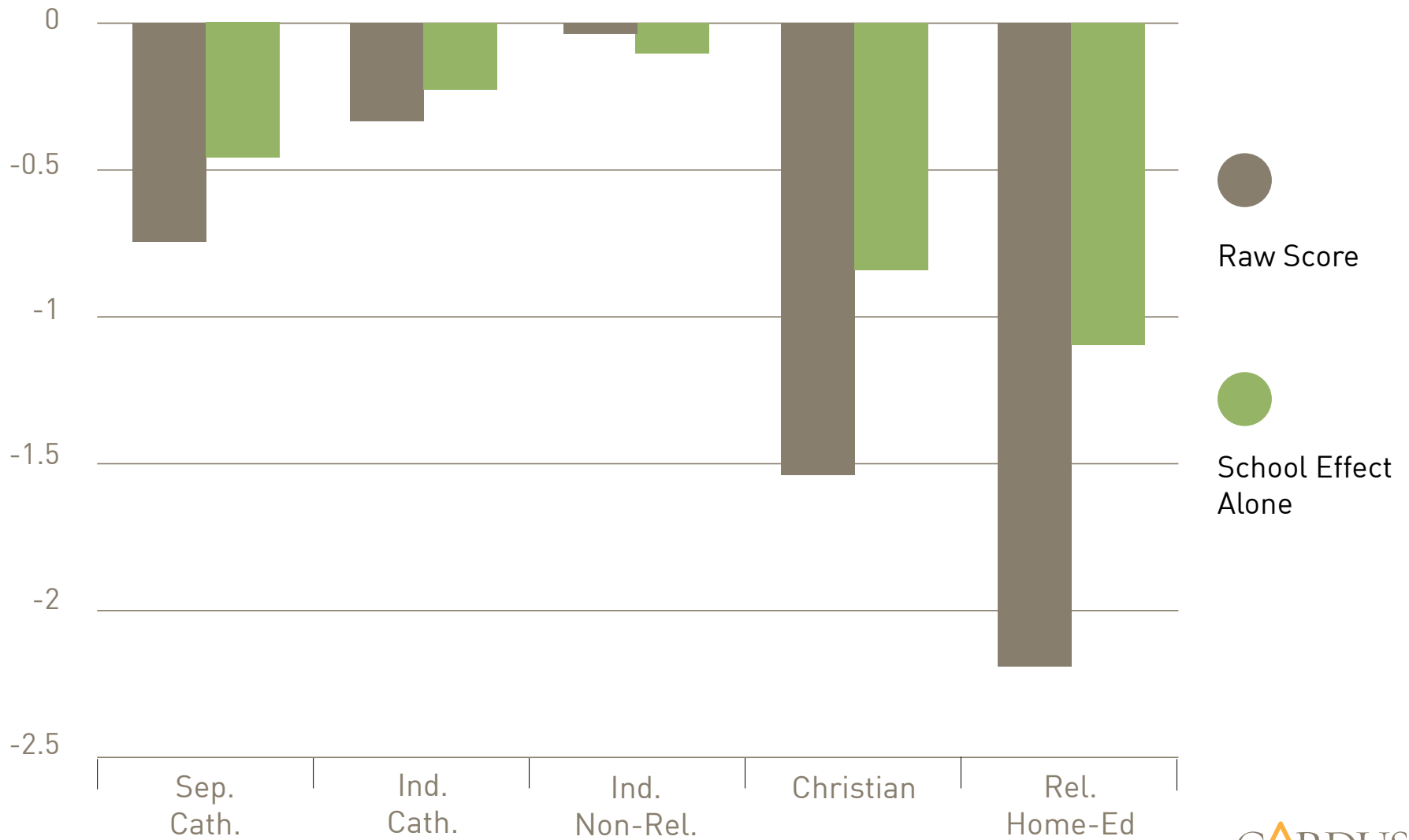


FIGURE 148: I Have an Obligation to Accept Authority of Church/Church Leadership

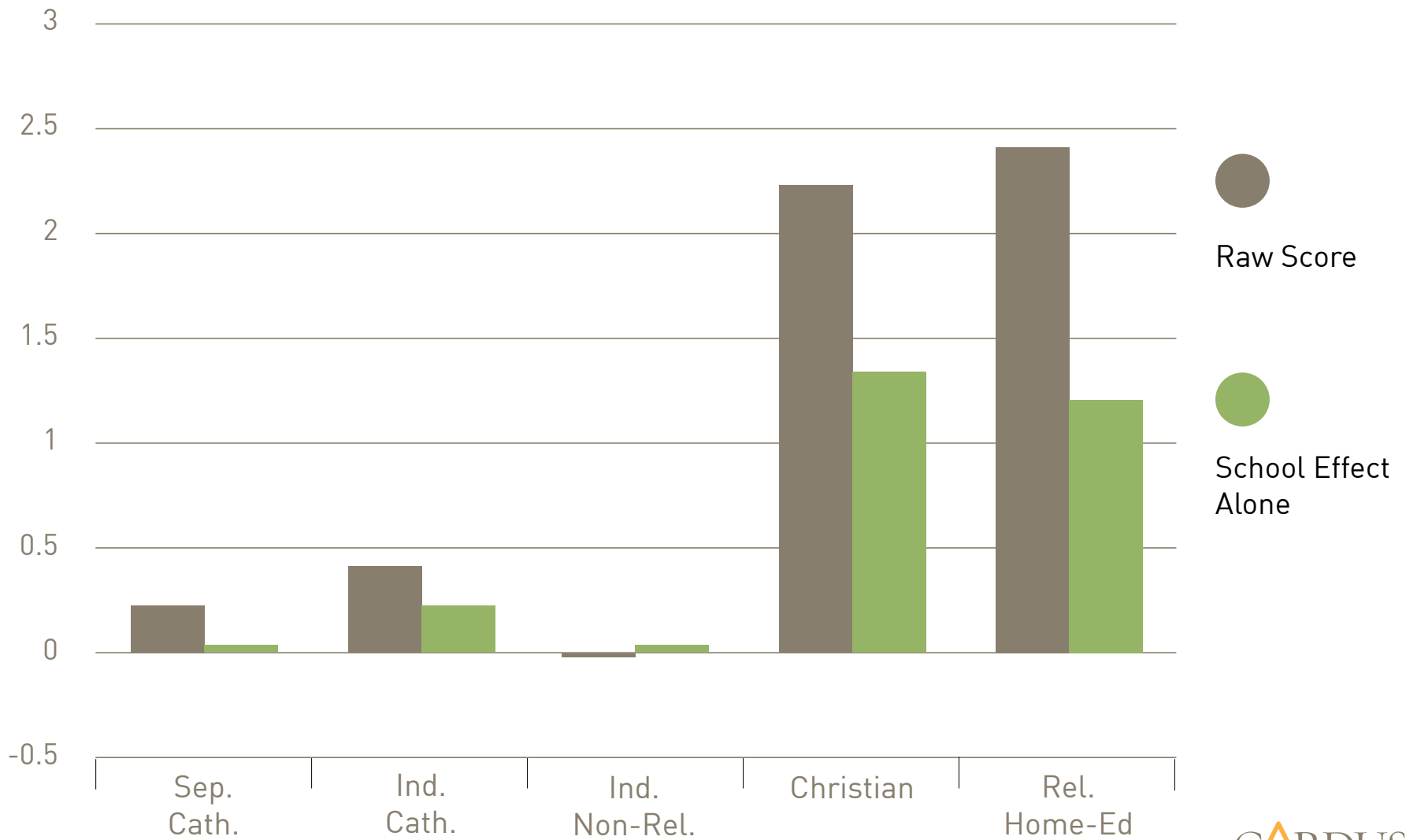


FIGURE 149: I Had a Turning Point when I Became MORE Committed to Religious Tradition, Faith, or God

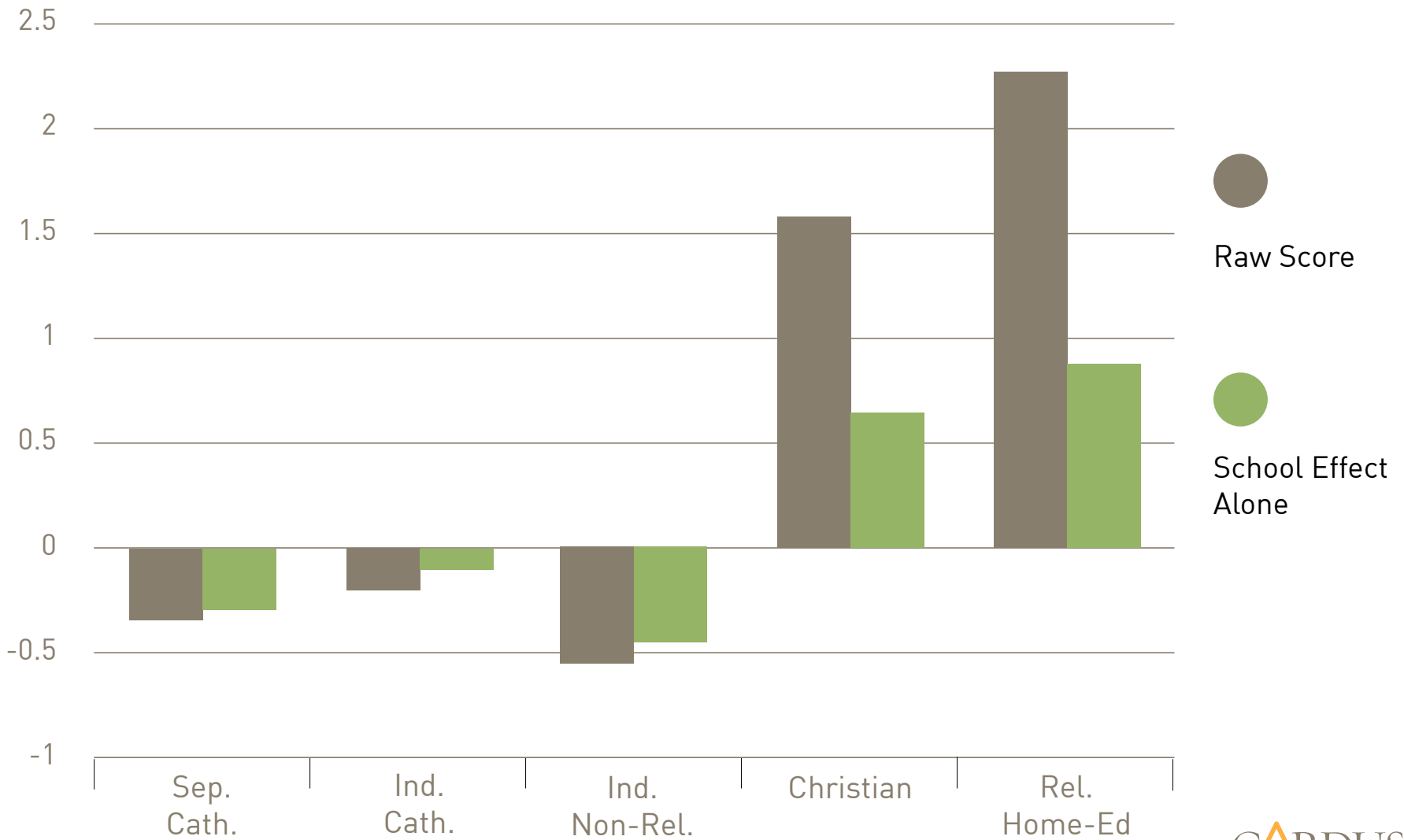


FIGURE 150: I Had a Turning Point when I Became LESS Committed to Religious Tradition, Faith, or God

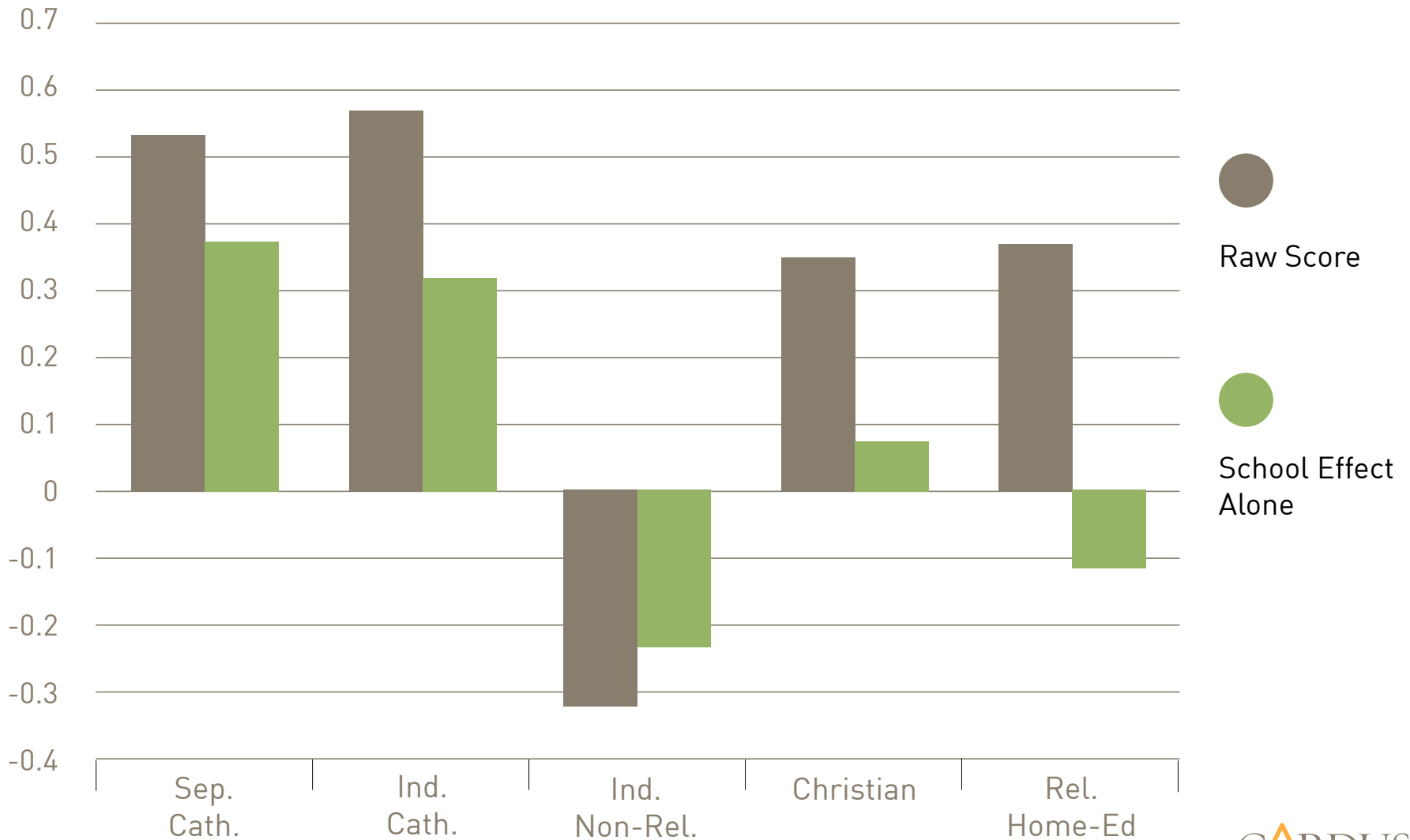


FIGURE 151: I Have Doubts about Whether my Religious Beliefs are True

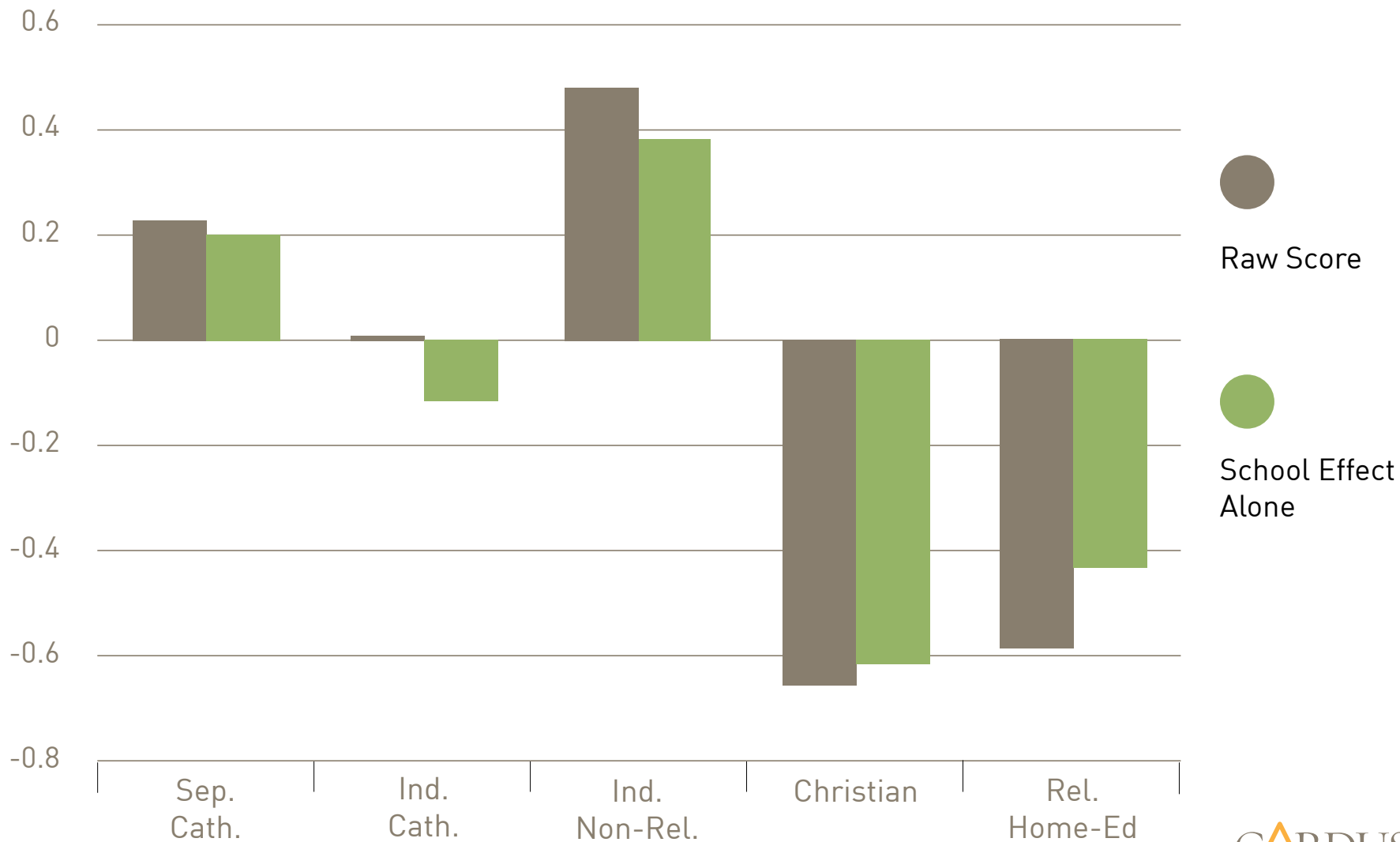


FIGURE 152: God is a Person

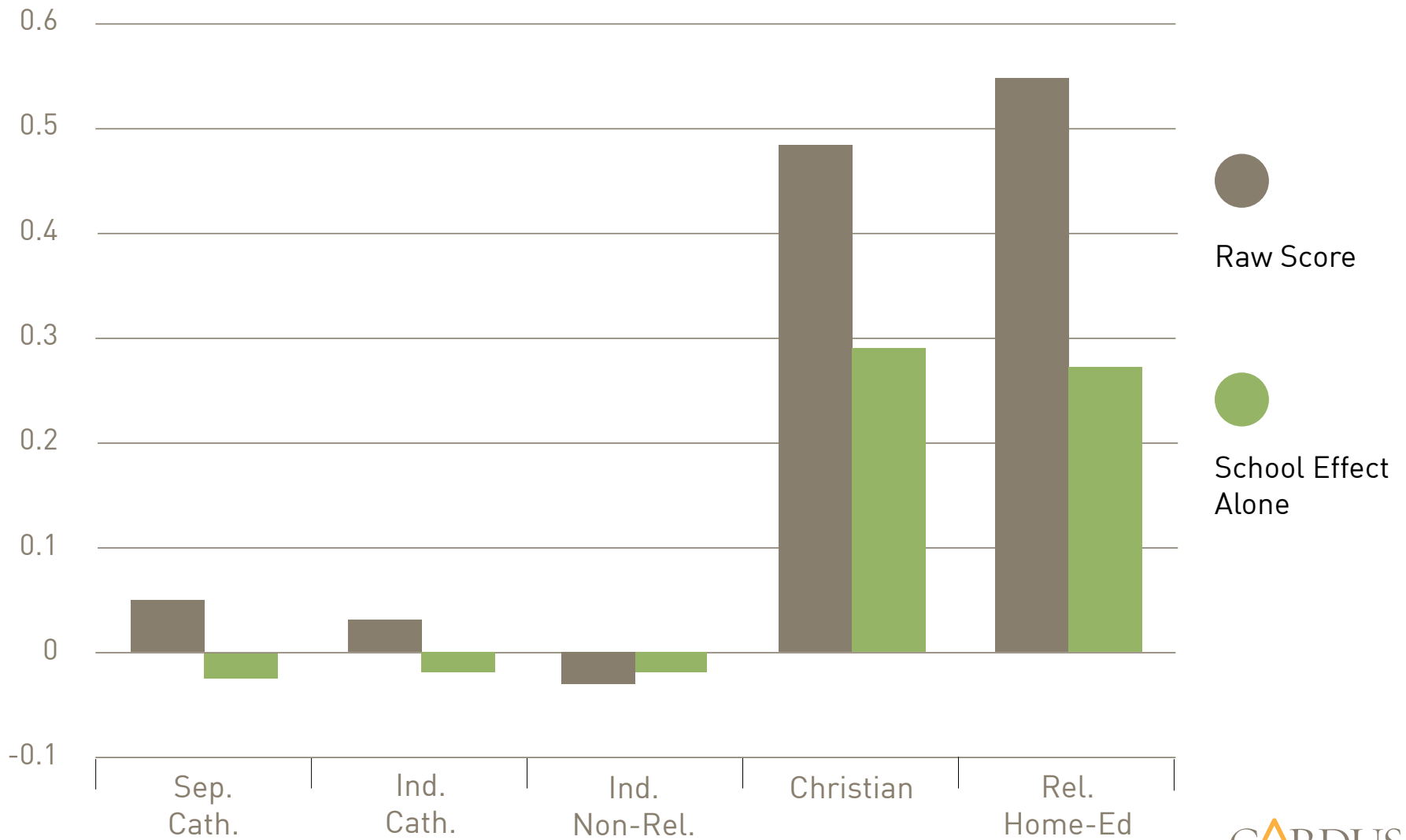


FIGURE 153: My Spirituality gives me a Feeling of Fulfillment

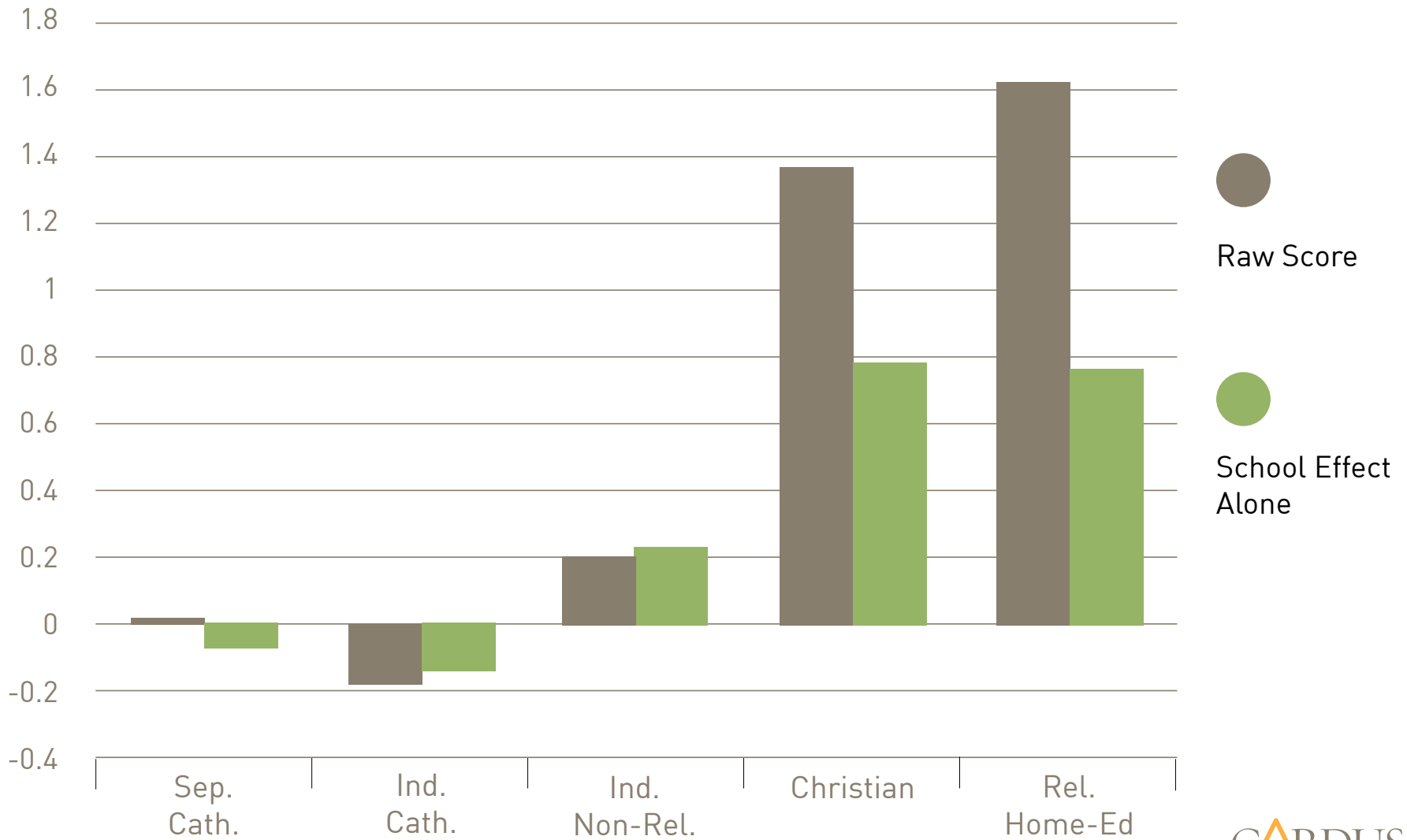


FIGURE 154: Even When I Experience Problems, I can Find a Spiritual Peace Within

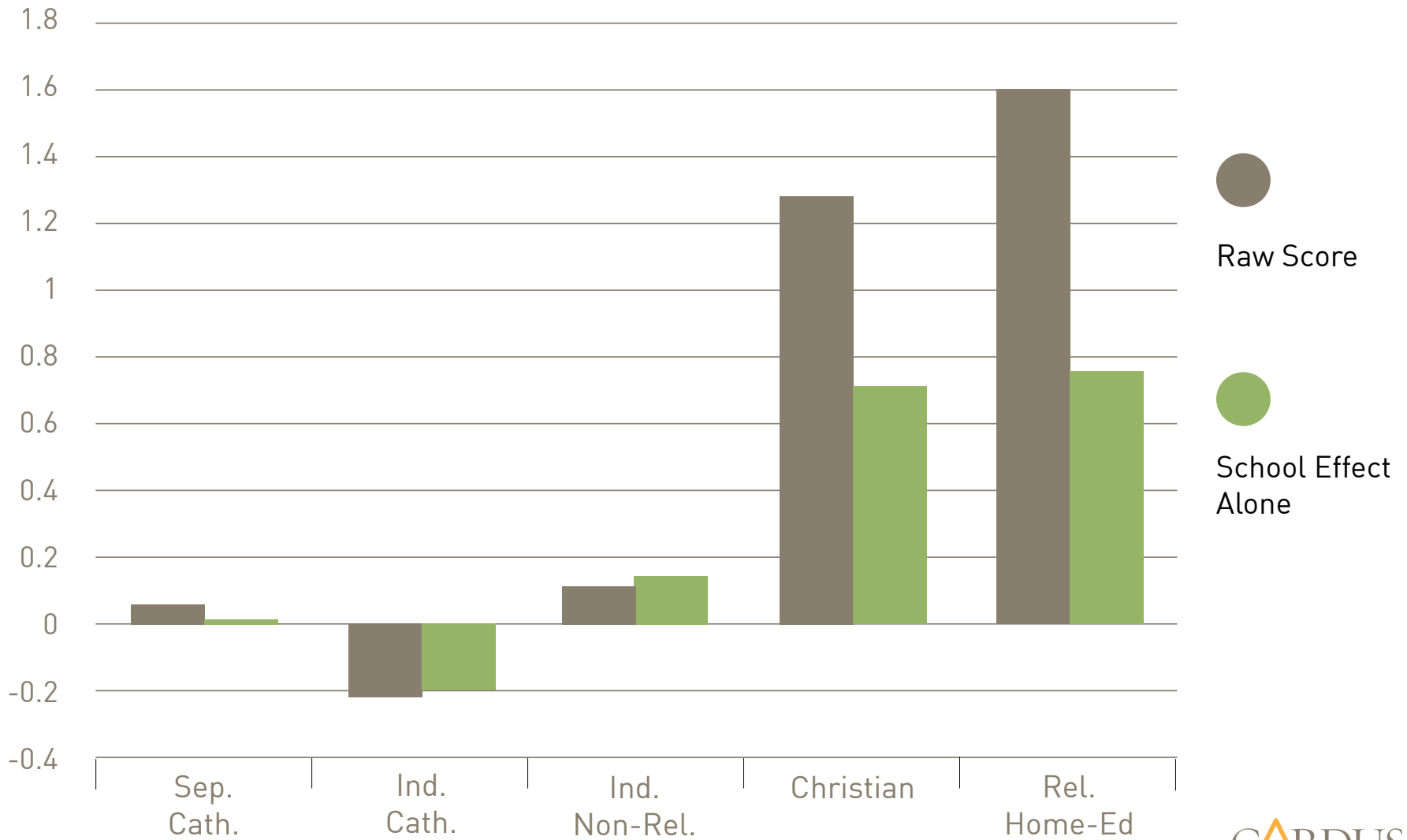


FIGURE 155: I Try to Strengthen my Relationship with God

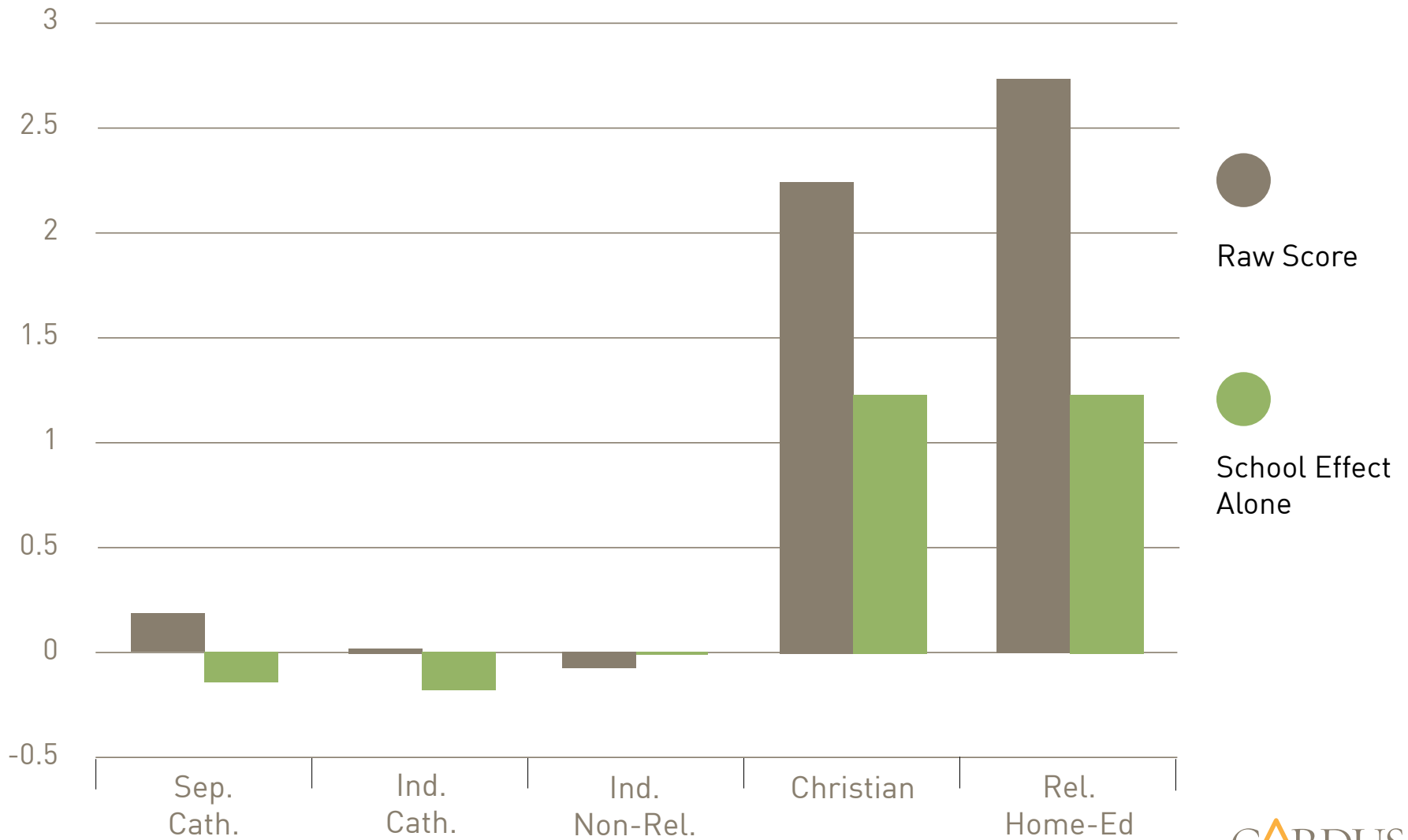


FIGURE 156: I Experience a Deep Communion with God

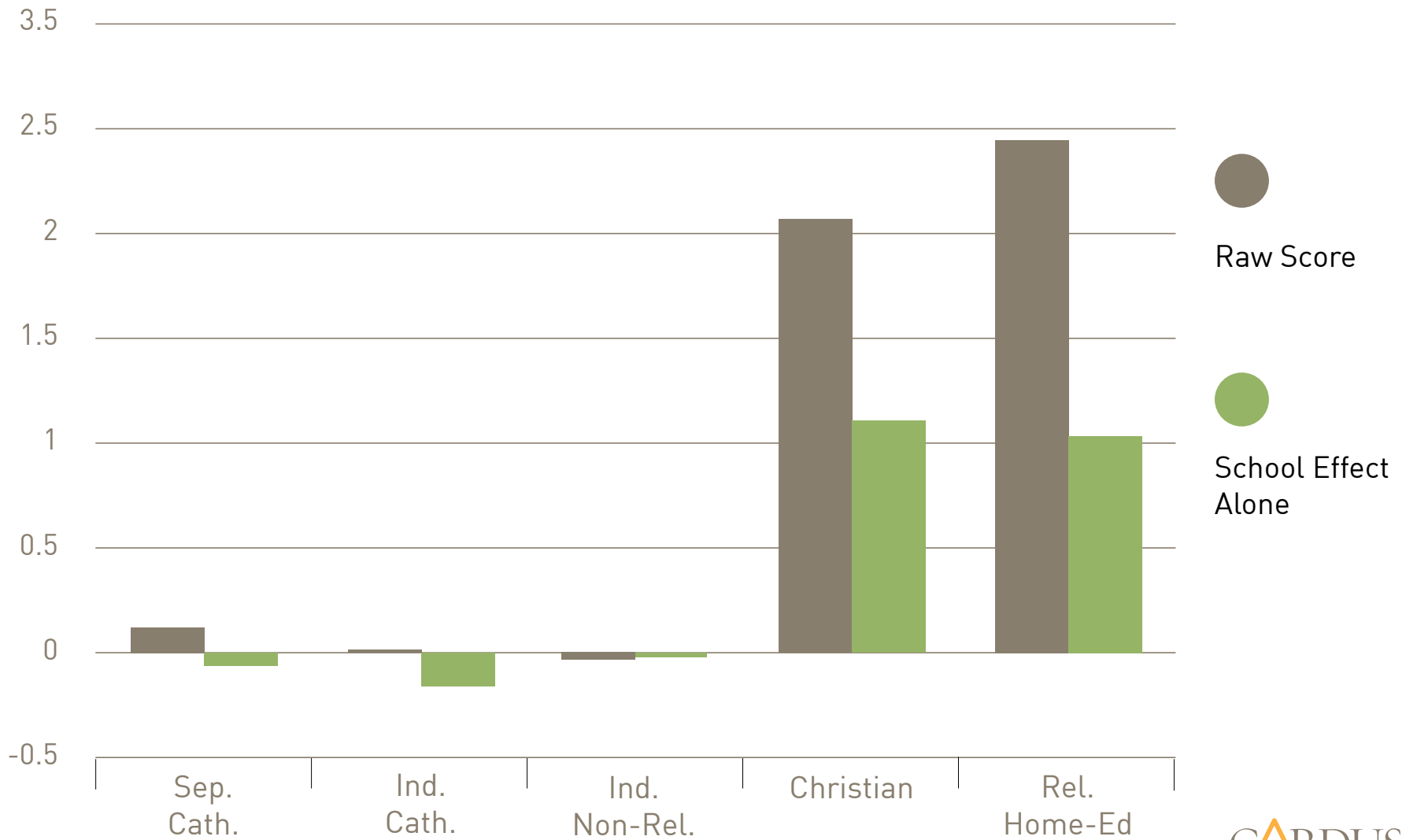


FIGURE 157: I Believe that Everything that Happens to Me, Including Suffering, is Part of God's Plan for Me

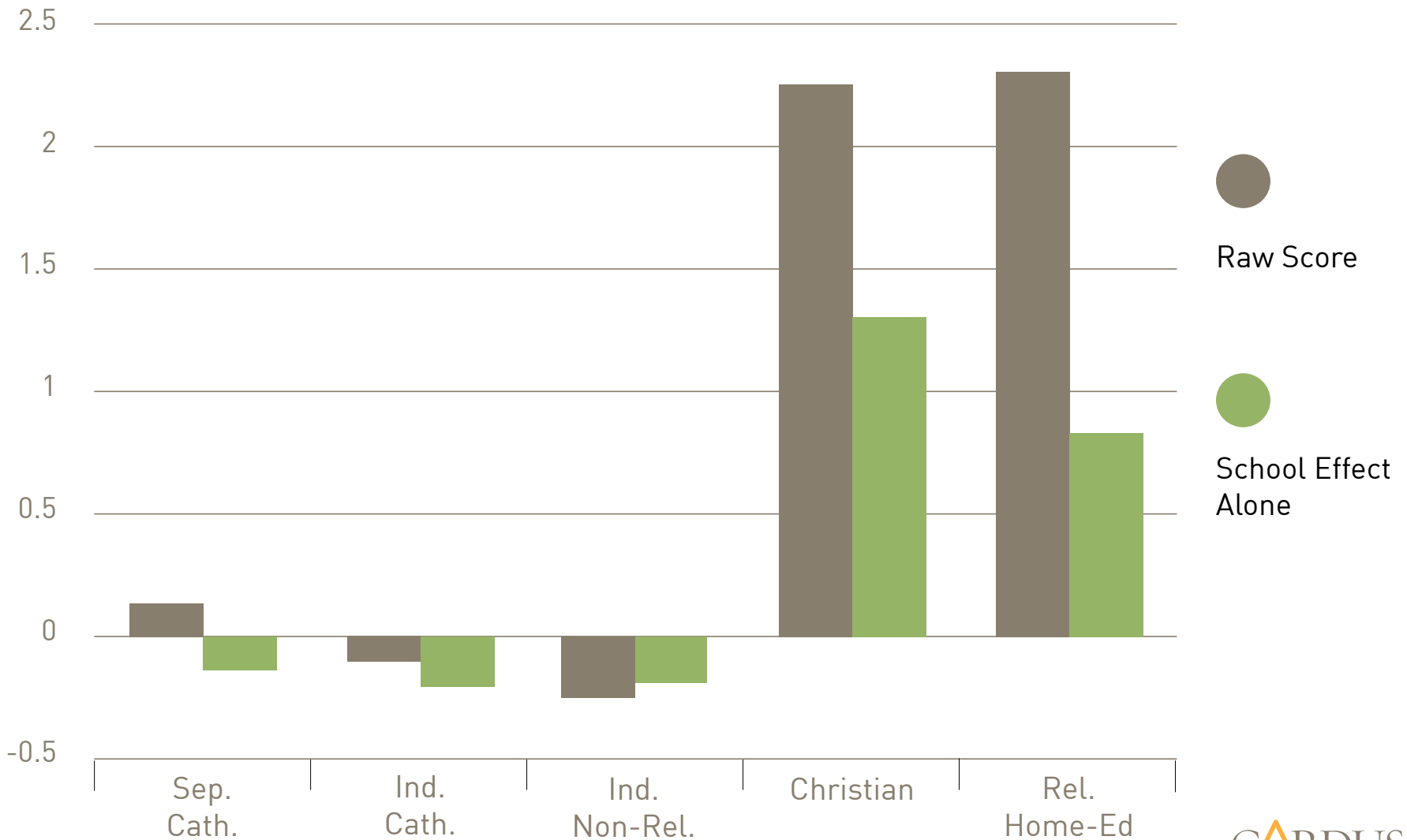


FIGURE 158: I Share my Faith with Friends or Family

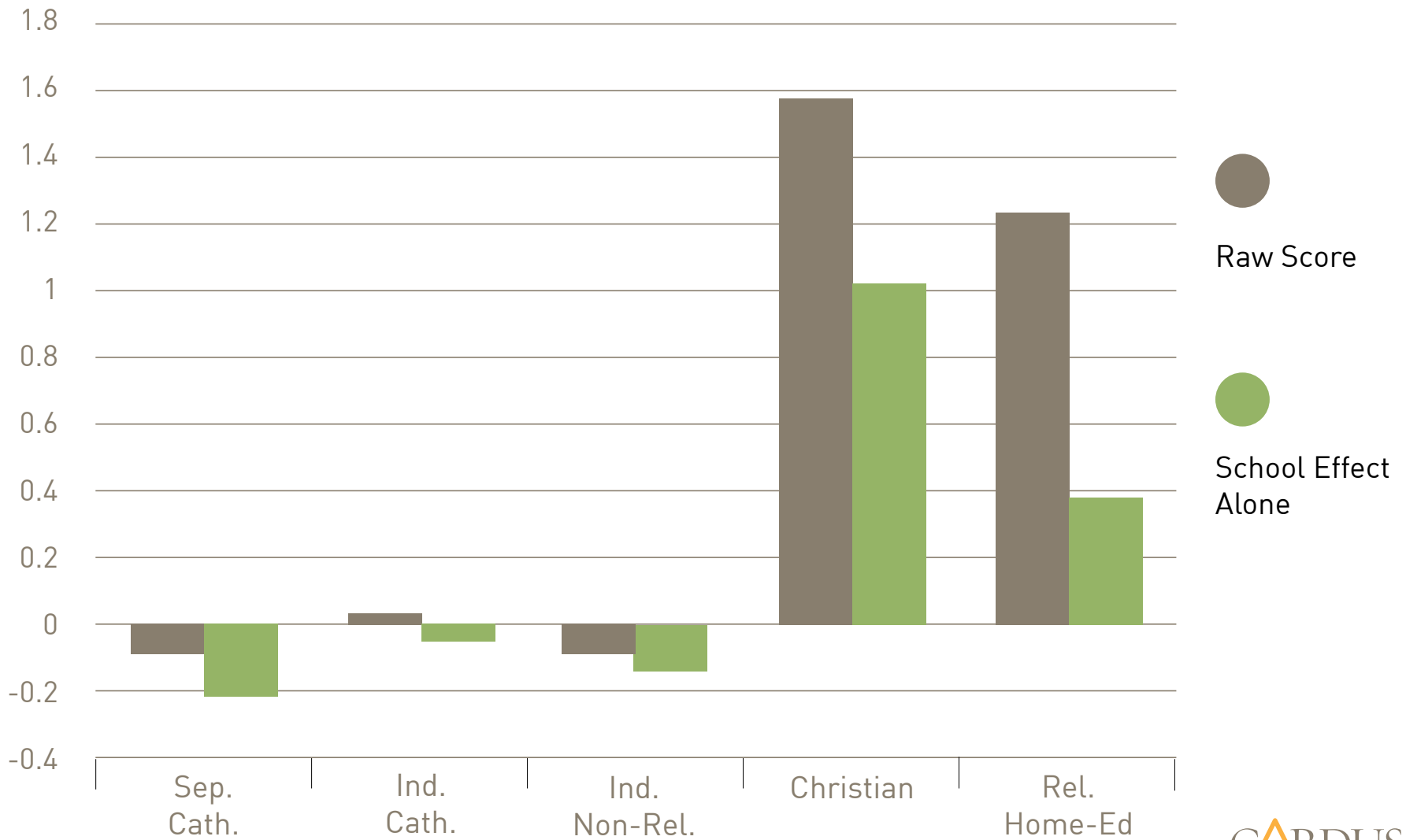


FIGURE 159: I Share my Faith with Acquaintances or Strangers

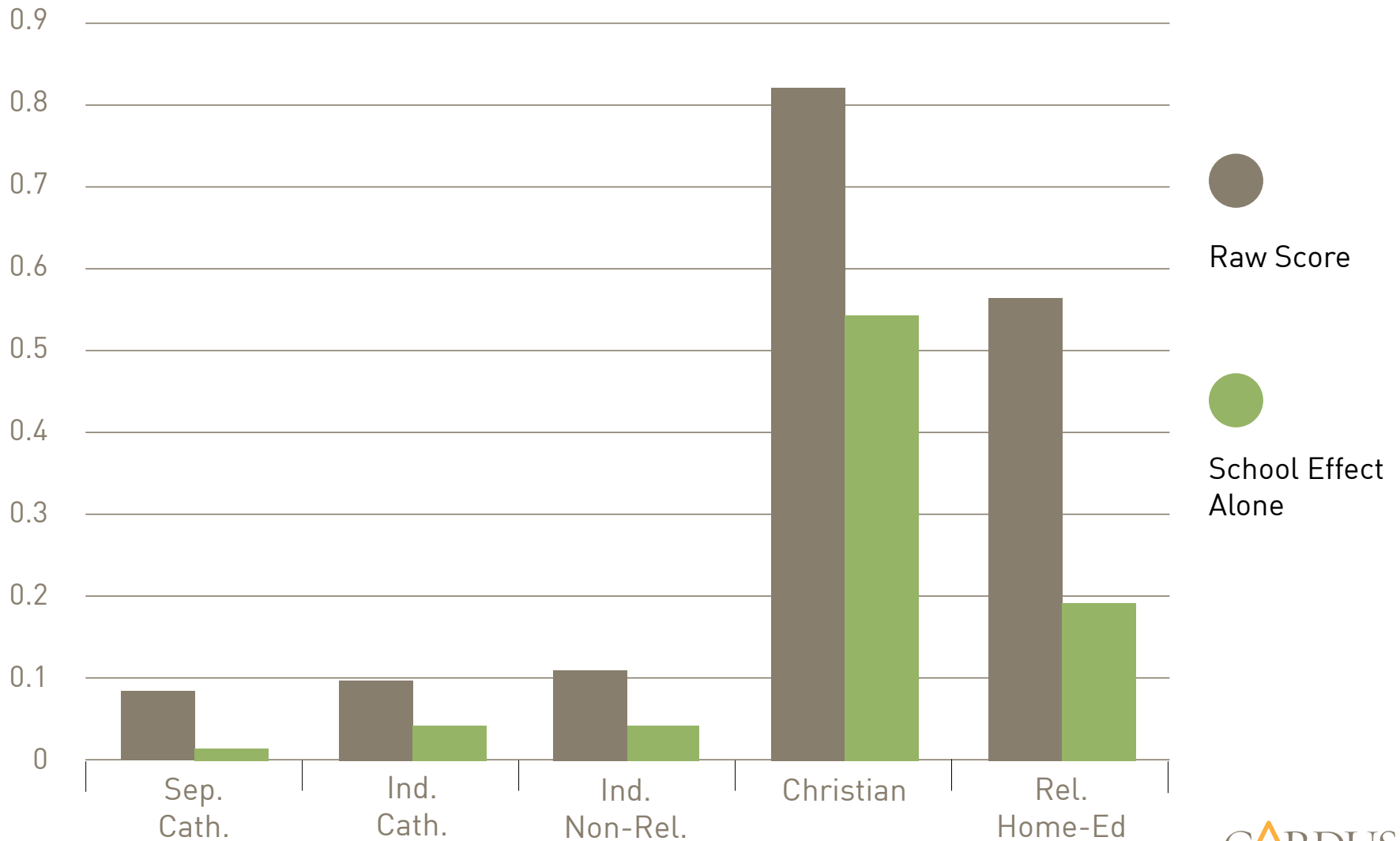


FIGURE 160: People should be Allowed to Say Things in Public that might be Offensive to Religious Groups

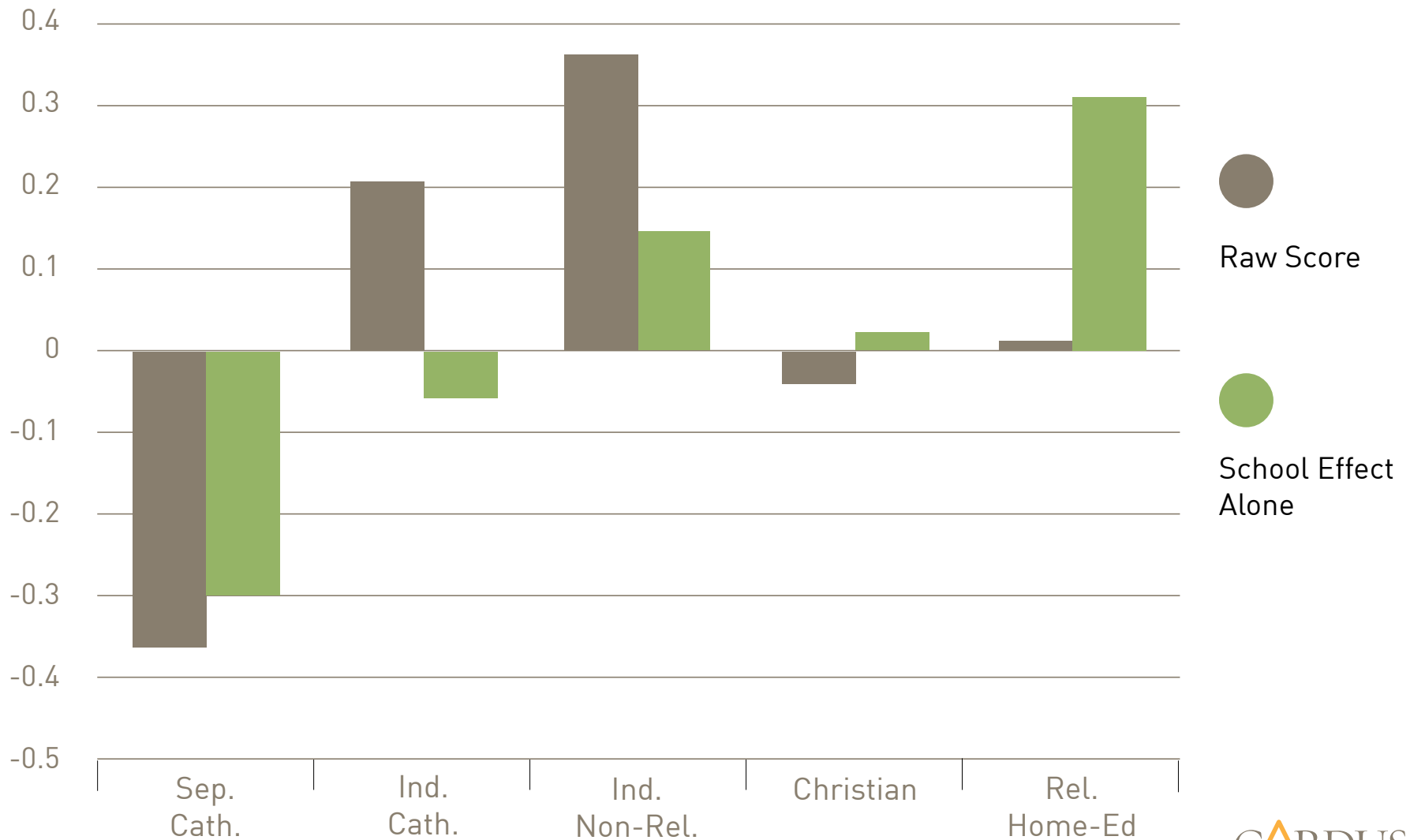


FIGURE 161: Religion is a Private Matter that should be Kept Out of Public Debates about Social and Political Issues

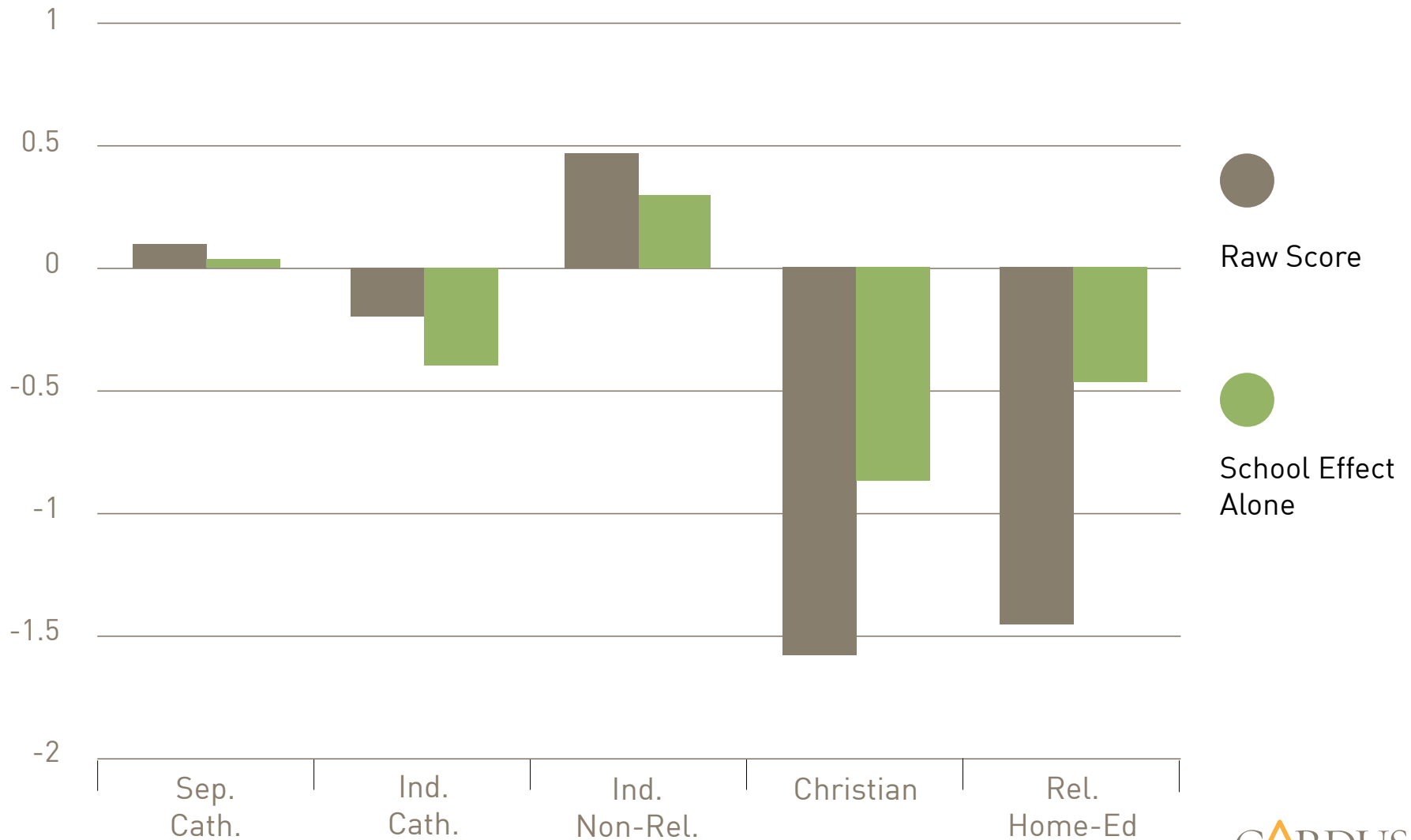


FIGURE 162: Society should be More Tolerant of Non-Christian Religions

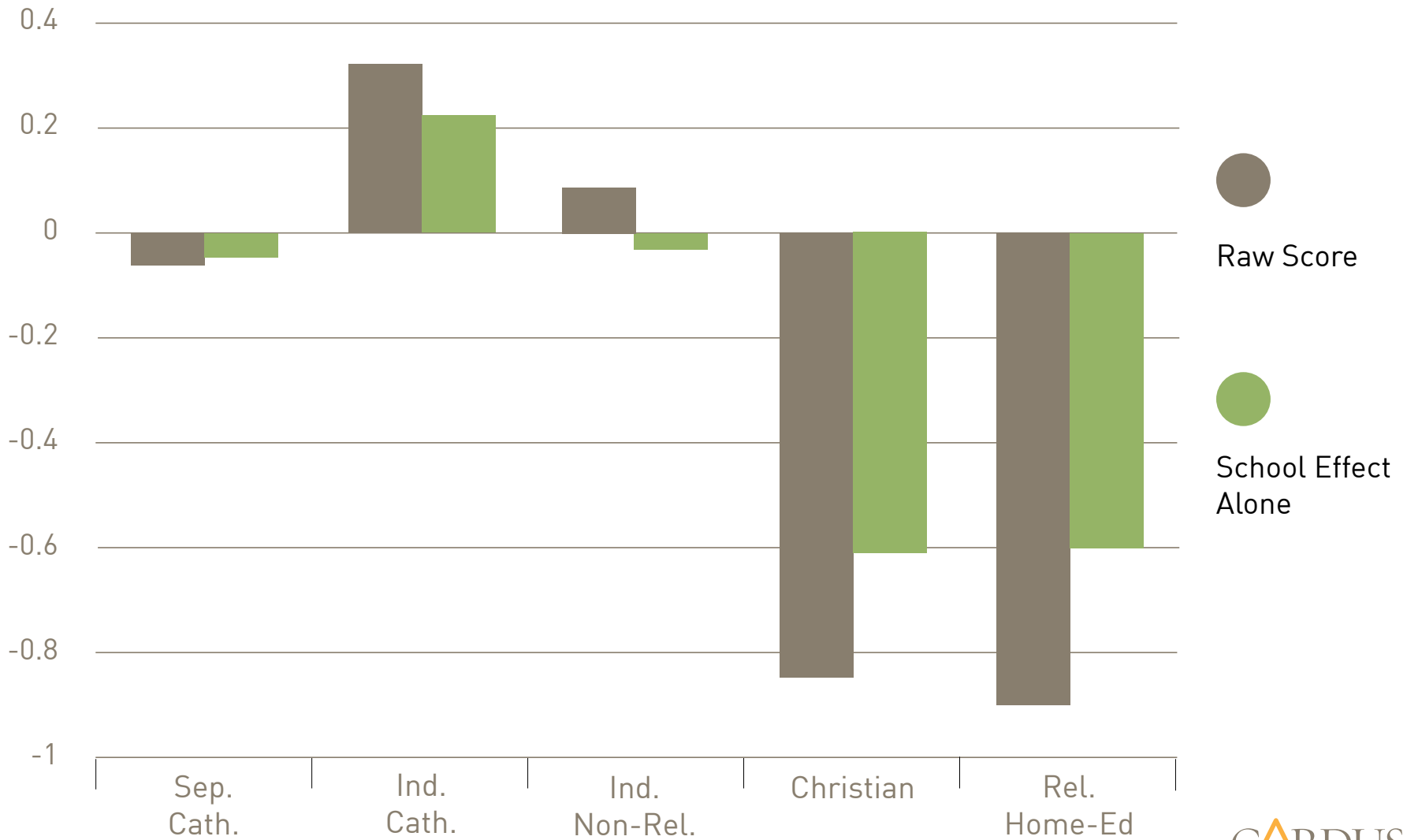


FIGURE 163: The Dominant Culture in Canada is Hostile to my Moral and Spiritual Values

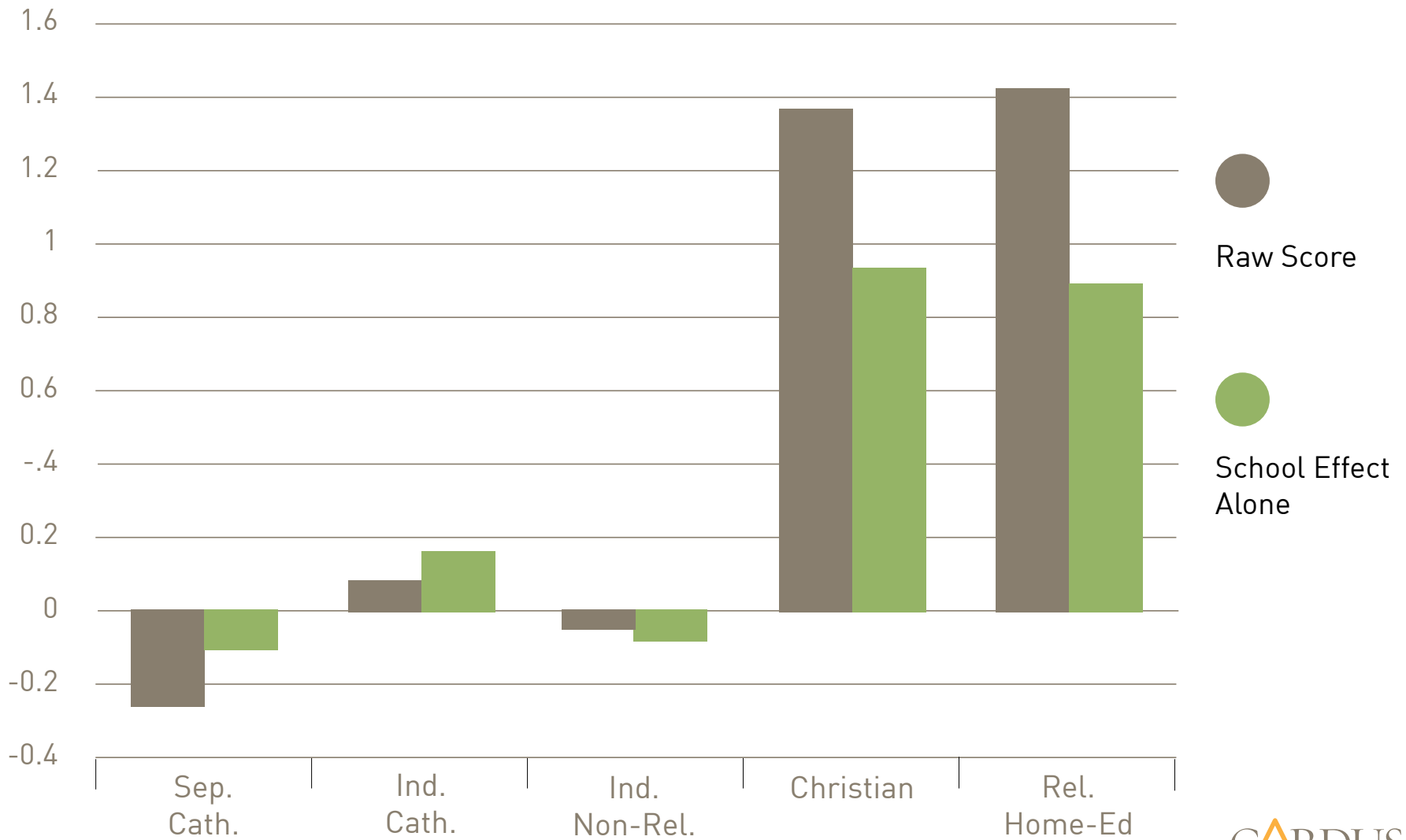


FIGURE 164: God or the Bible Help Me Decide what is Right and Wrong

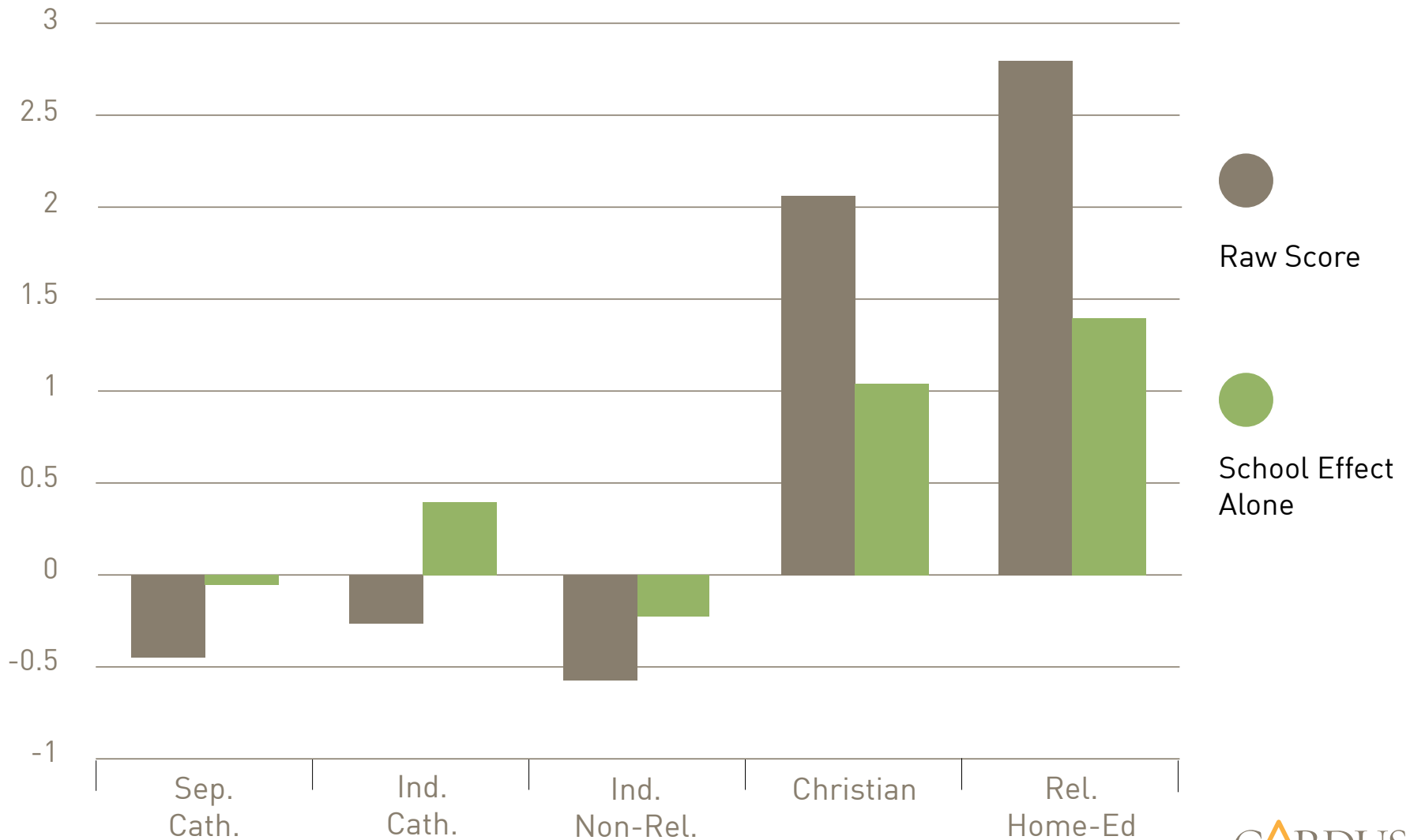


FIGURE 165: There is No Other Way to Salvation but through Belief in Jesus Christ

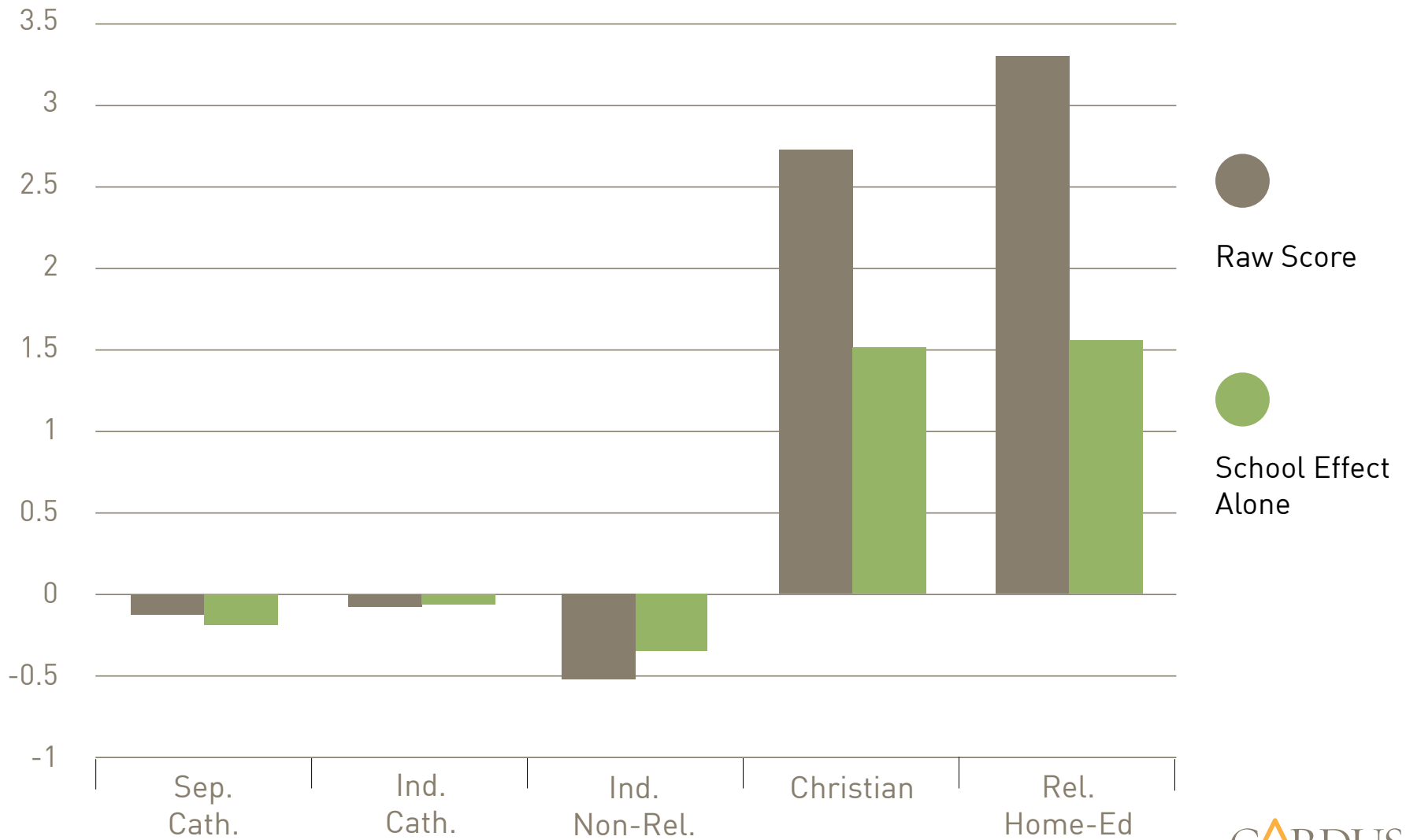


FIGURE 166: God Created the World in Six 24-Hour Days

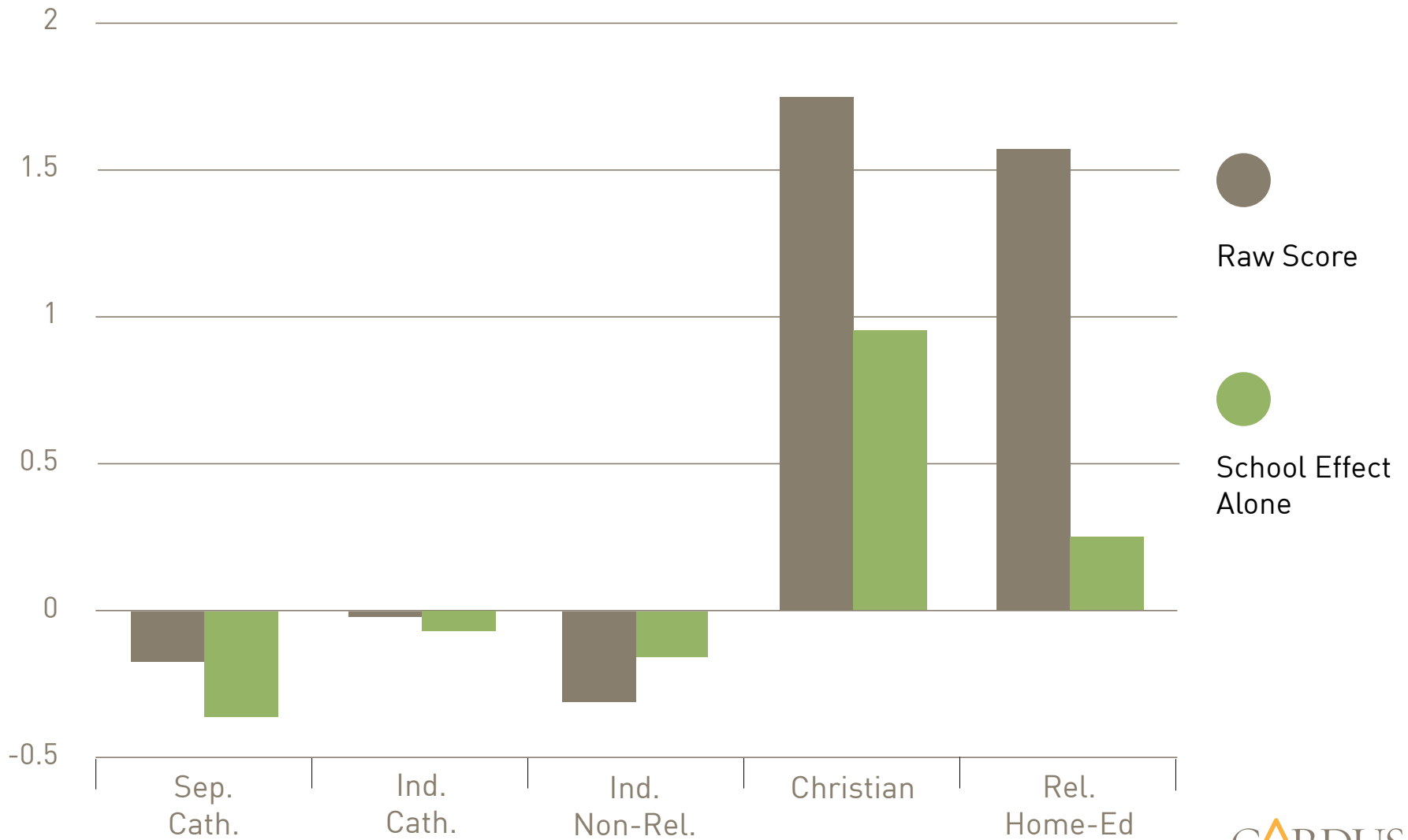


FIGURE 167: There are Errors in the Bible regarding Science or History

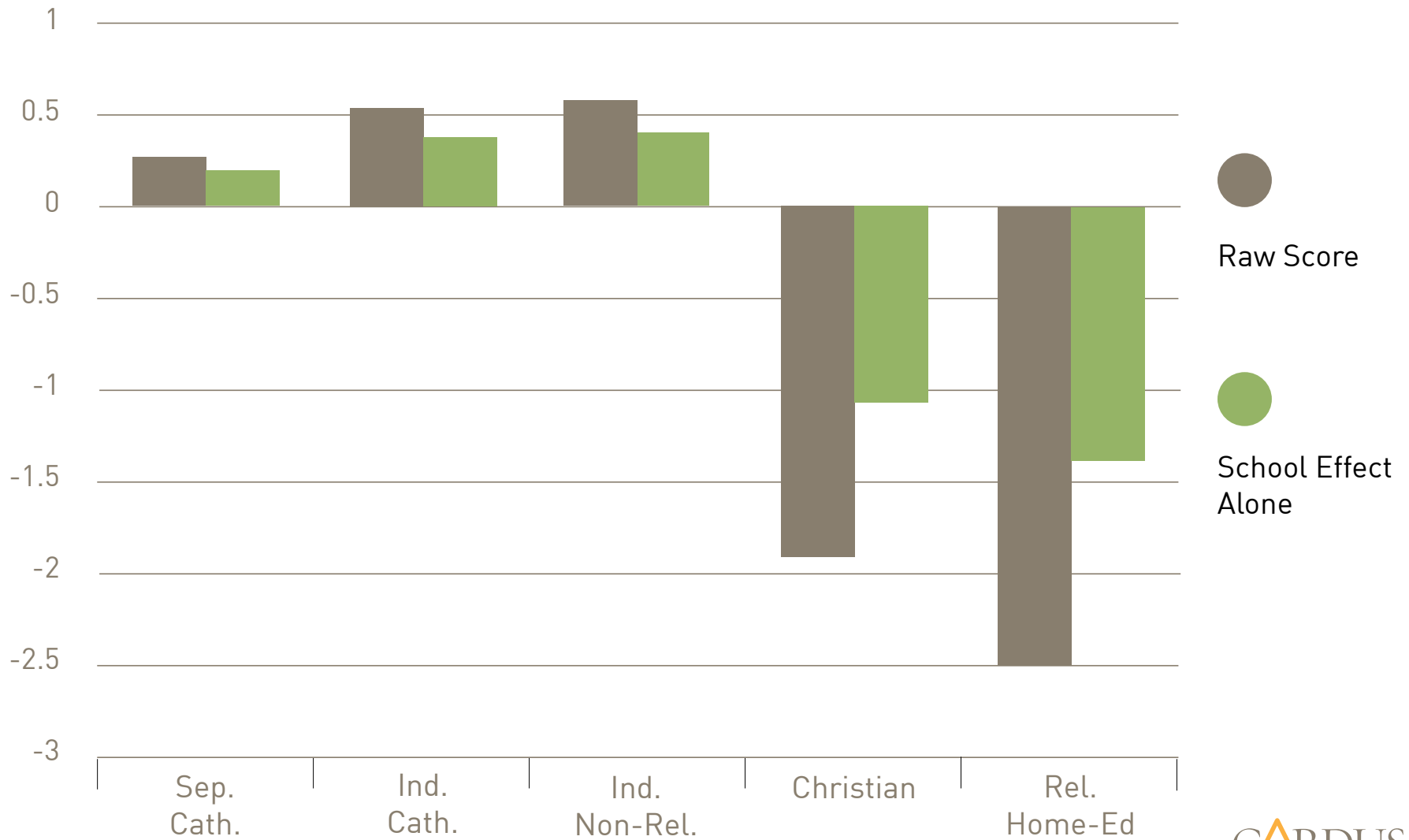


FIGURE 168: The Bible is an Infallible Guide for Personal Faith and Behaviour

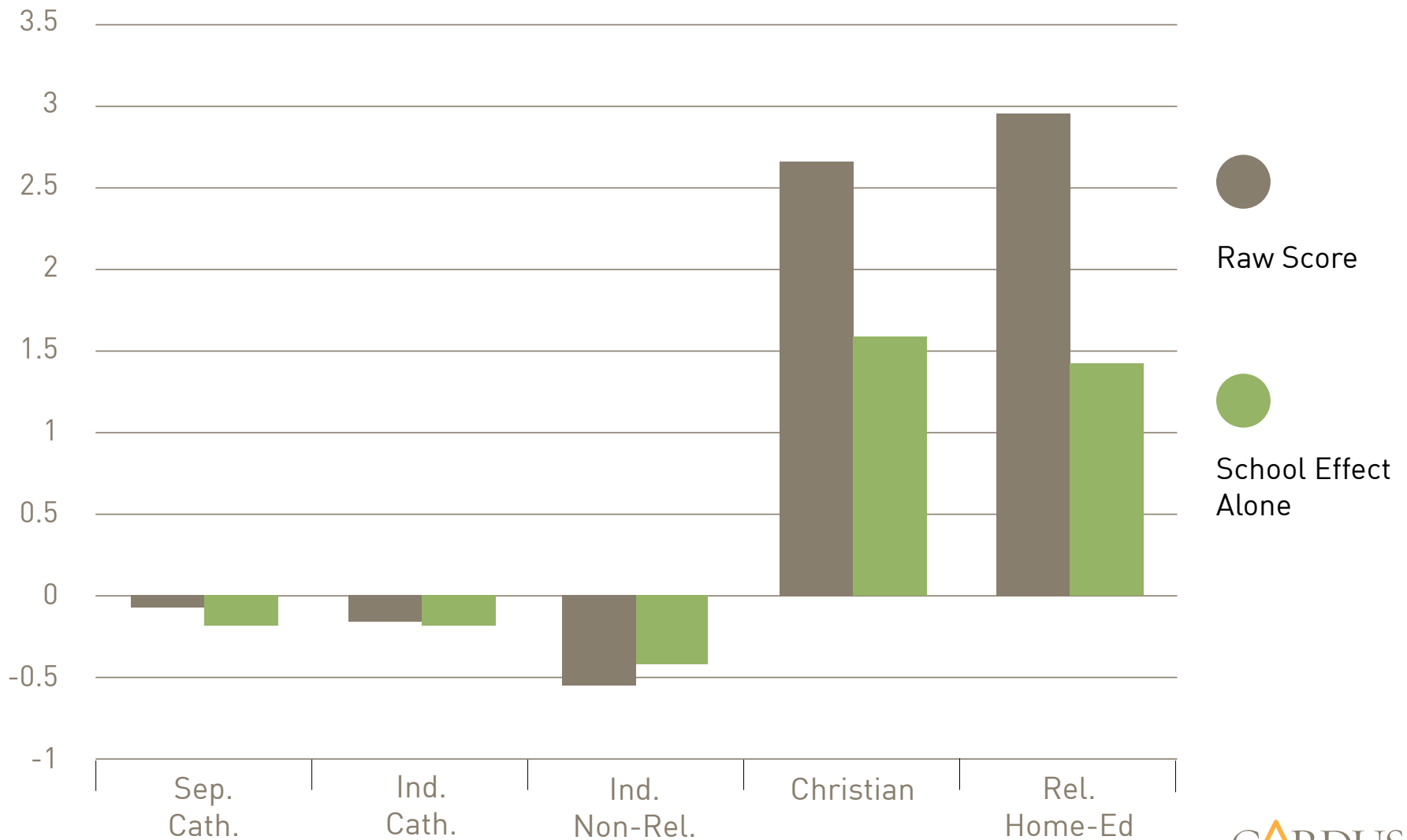


FIGURE 169: Religious Faith was Important in Shaping How I Lived as a Teenager

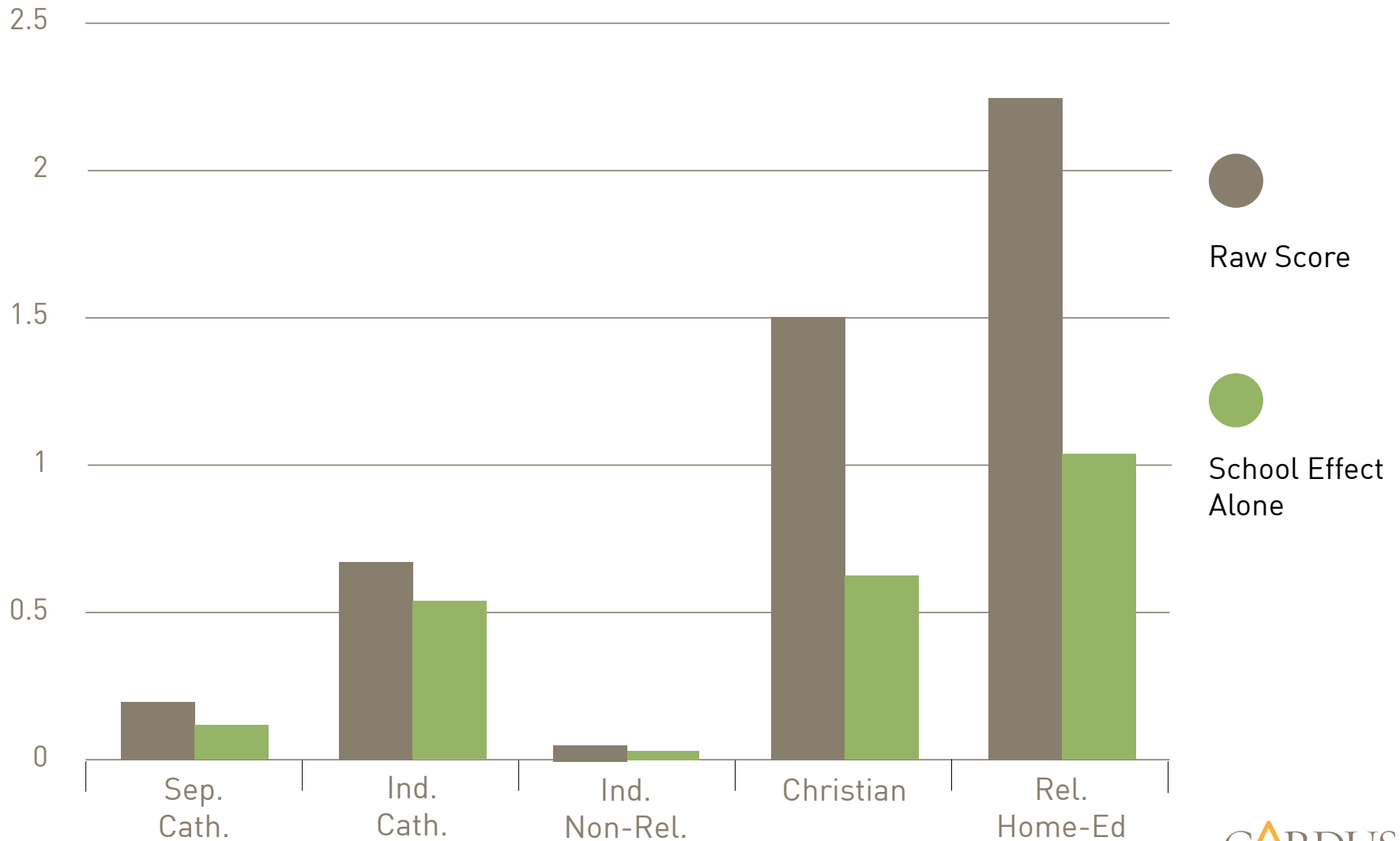


FIGURE 170: My Family Often Talked About God, the Scriptures, or Other Religious or Spiritual Things when I was a Teenager

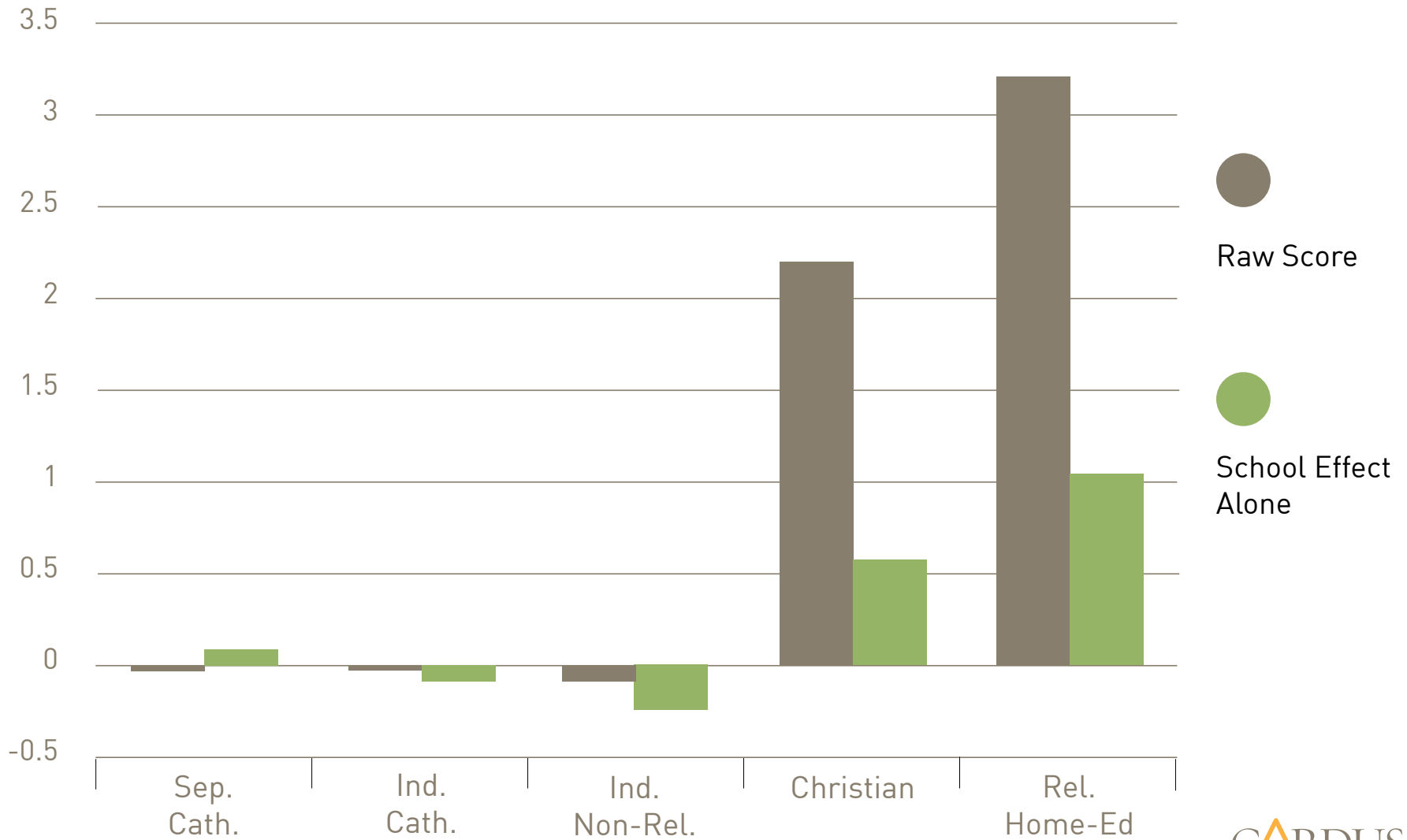


FIGURE 171: I have an Obligation to Regularly Practice Spiritual Disciplines, such as Prayer or Reading Scripture

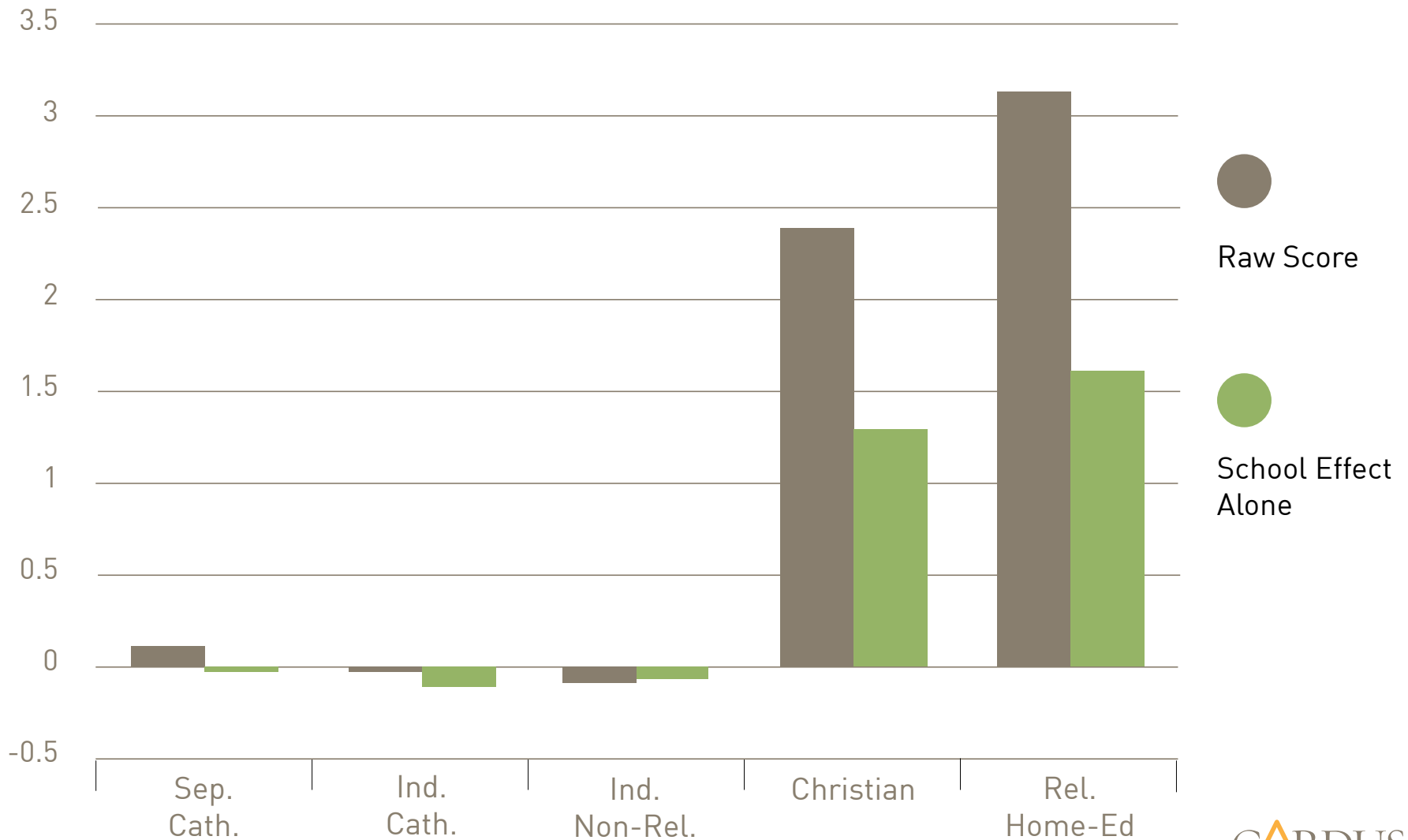


FIGURE 172: I Pray by Myself

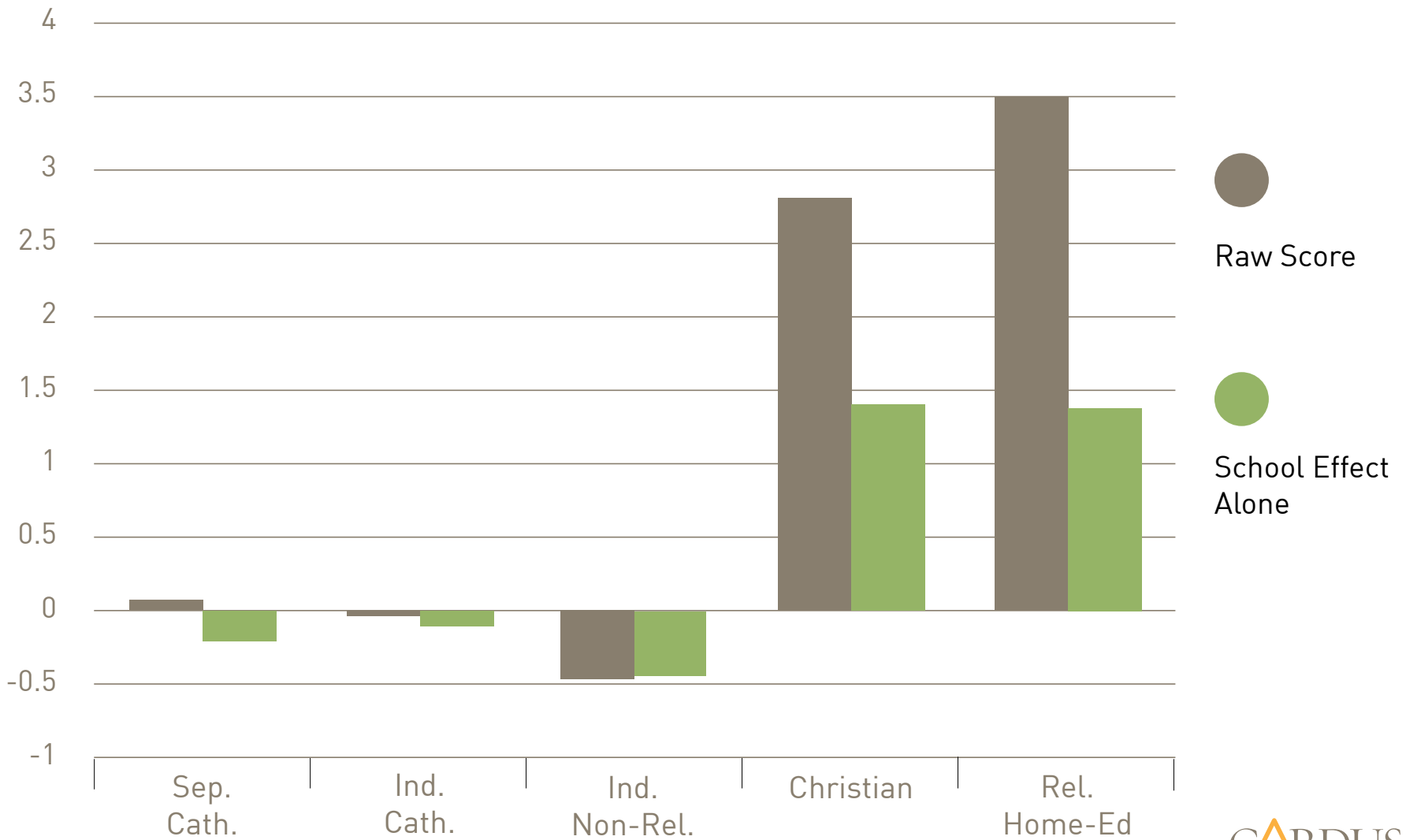


FIGURE 173: I Attend a Small Group Dedicated to Spiritual Support, Discipleship, or Prayer

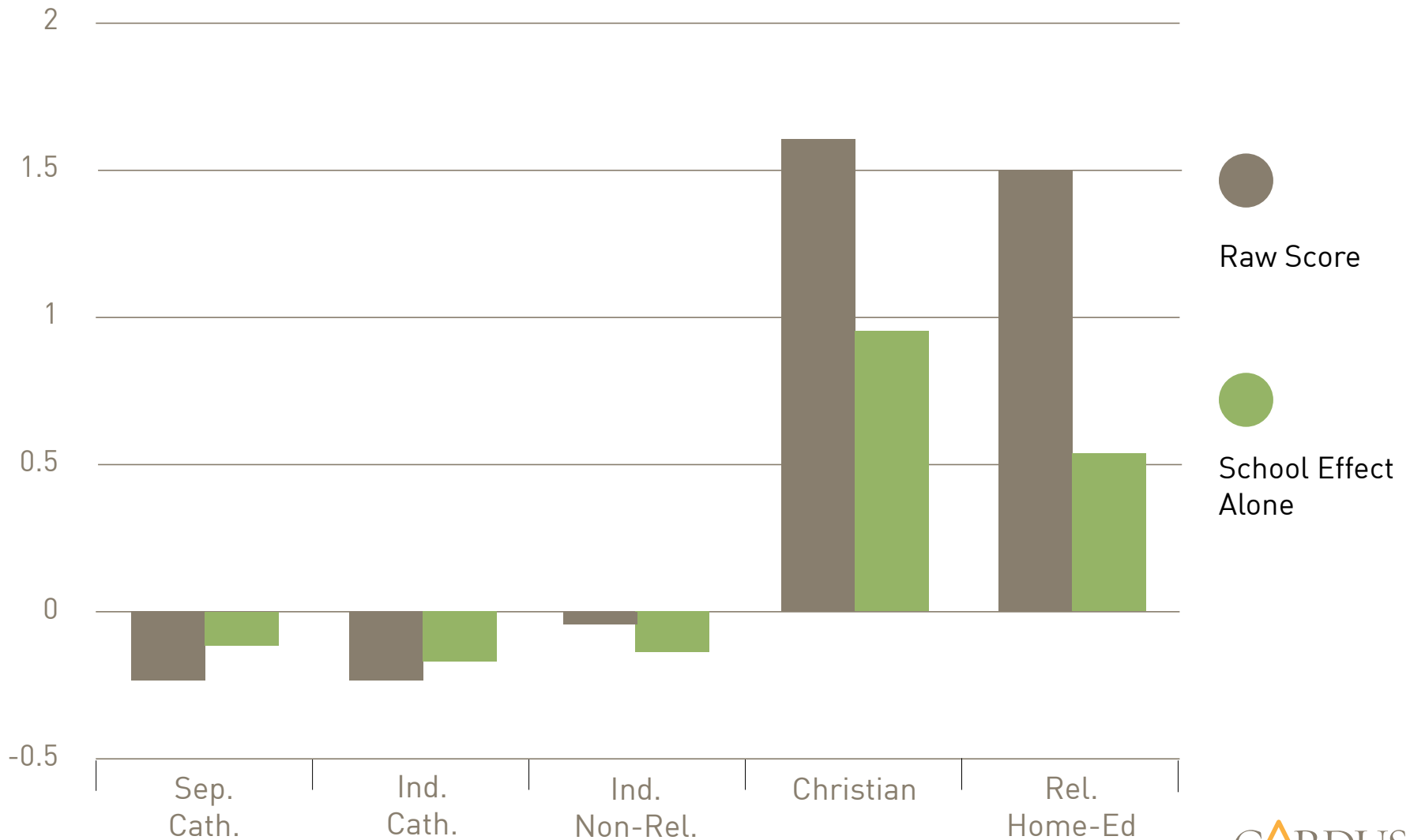


FIGURE 174: I Often Read the Bible to Myself Alone

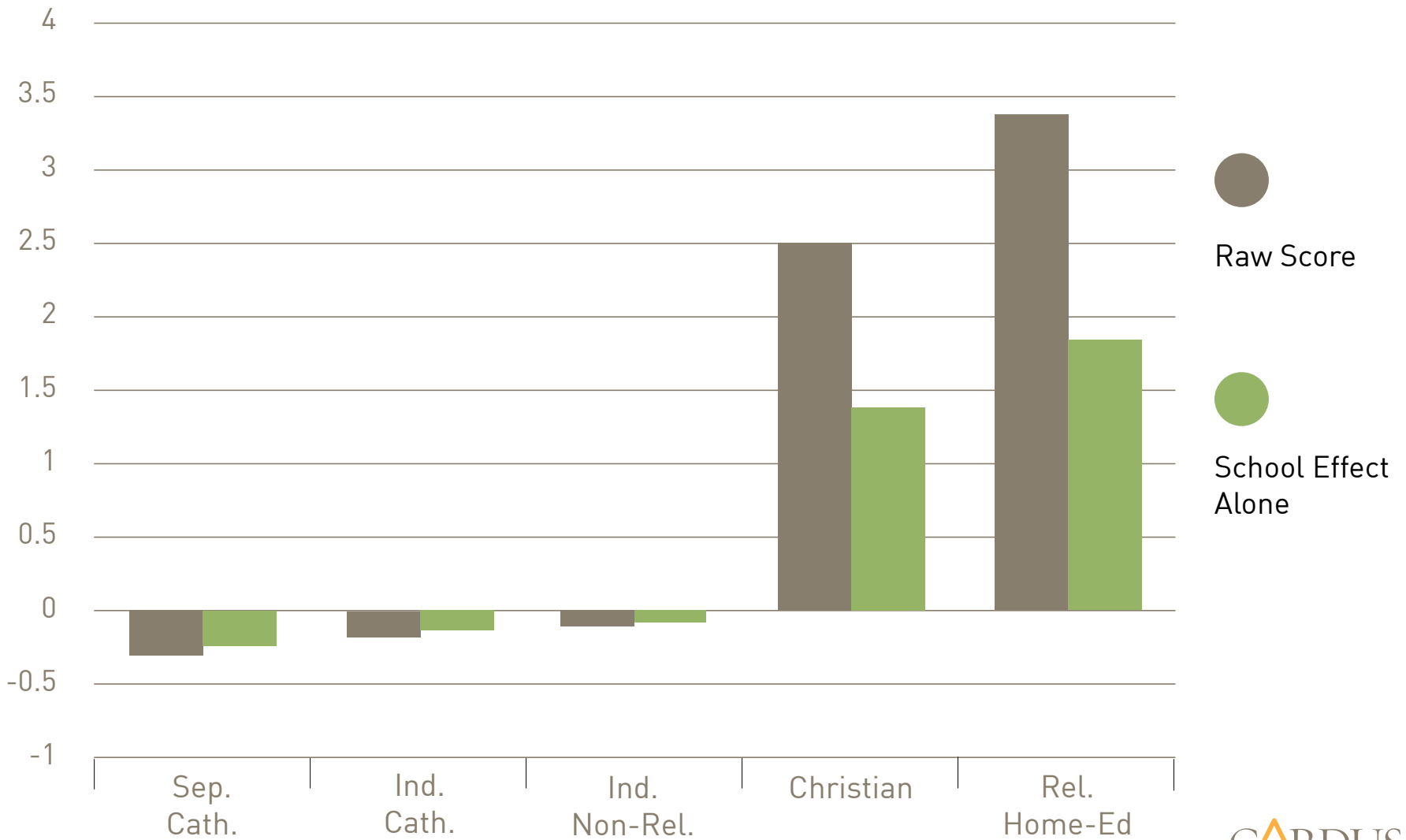


FIGURE 175: I Normally Attend Religious Services (excluding Weddings, Baptisms, and Funerals)

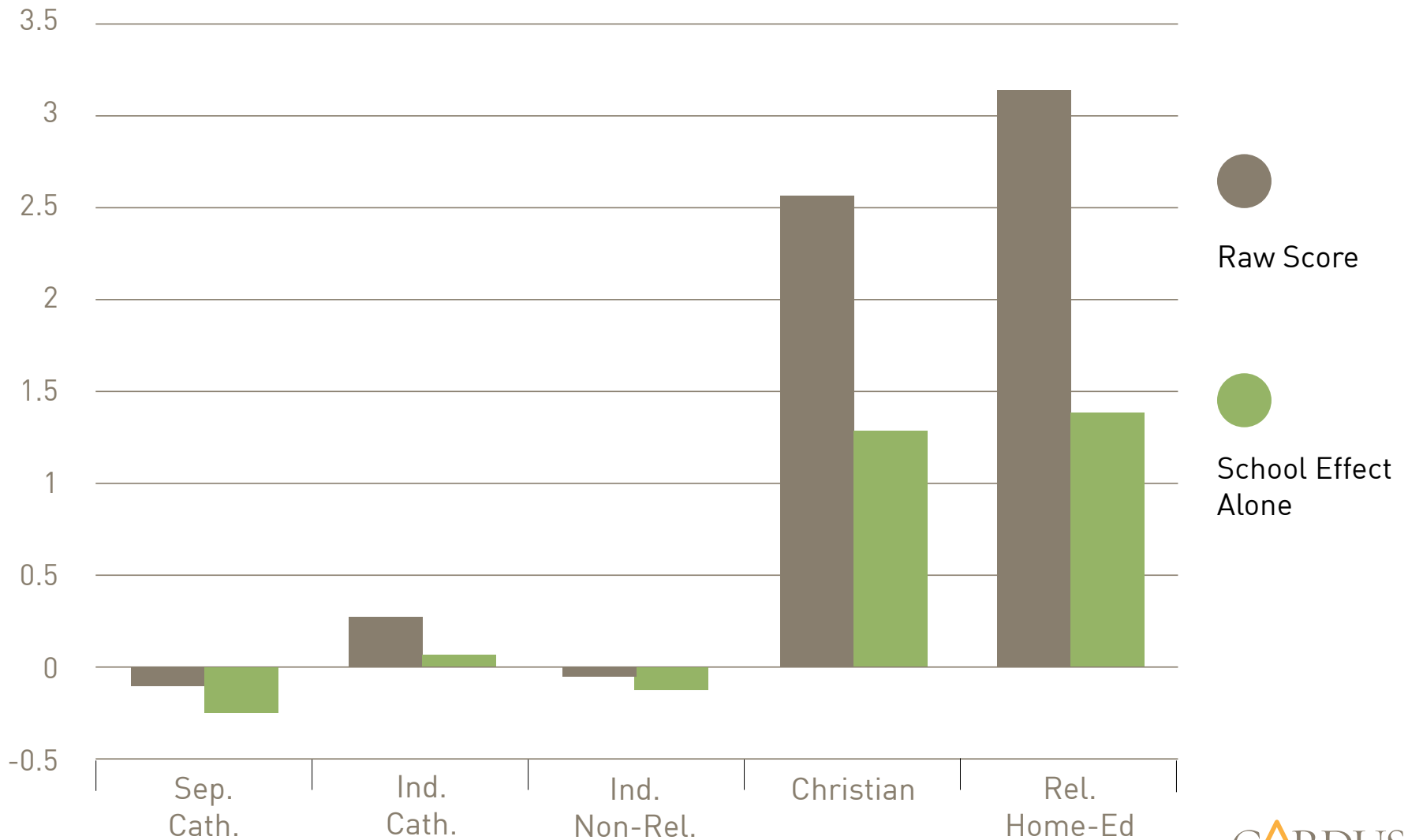


FIGURE 176: Frequency Per Week or My Family Praying Together

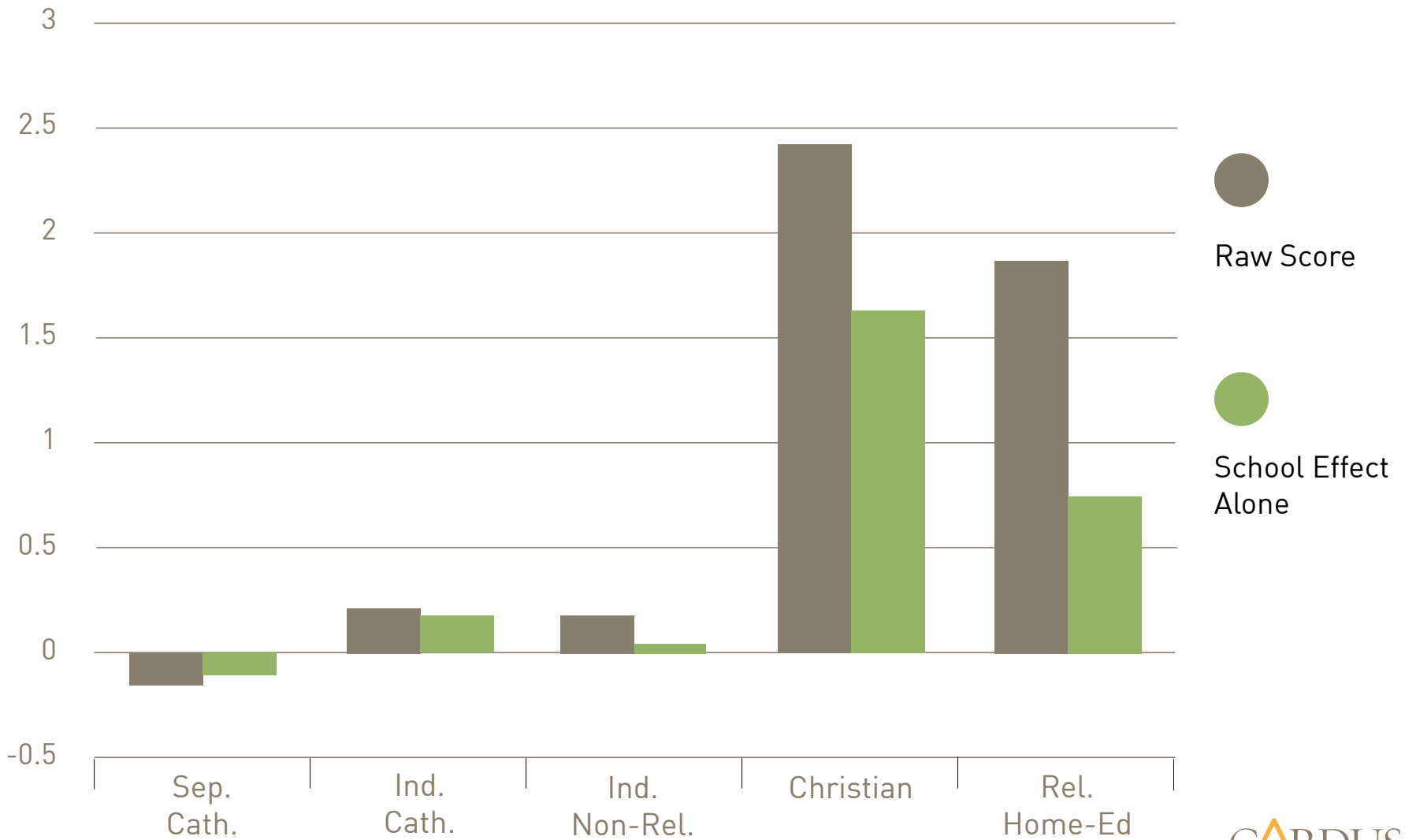


FIGURE 177: Frequency Per Week or My Family Reading or Studying the Bible or Sacred Scriptures

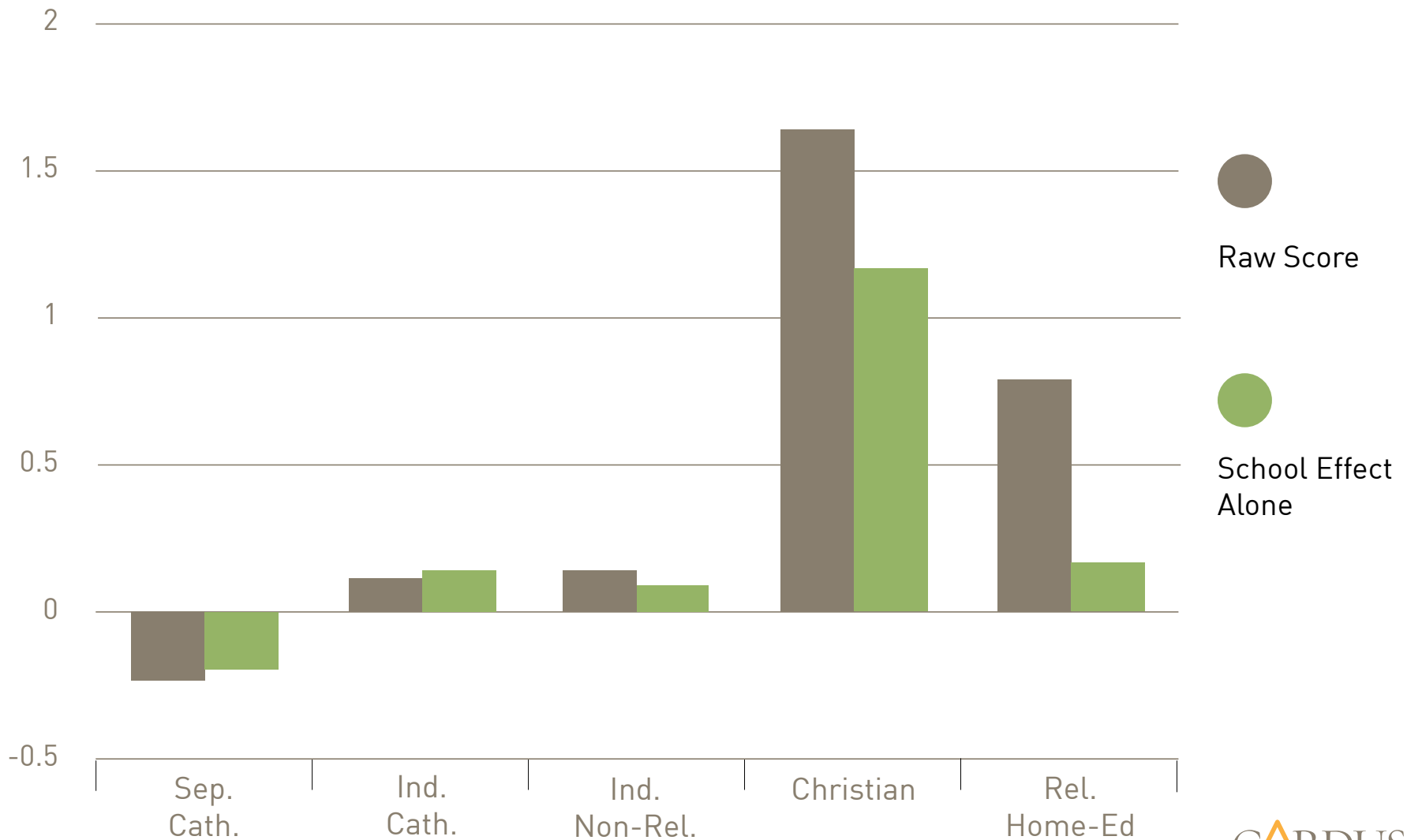


FIGURE 178: Frequency Per Week or My Family Eating a Meal Together

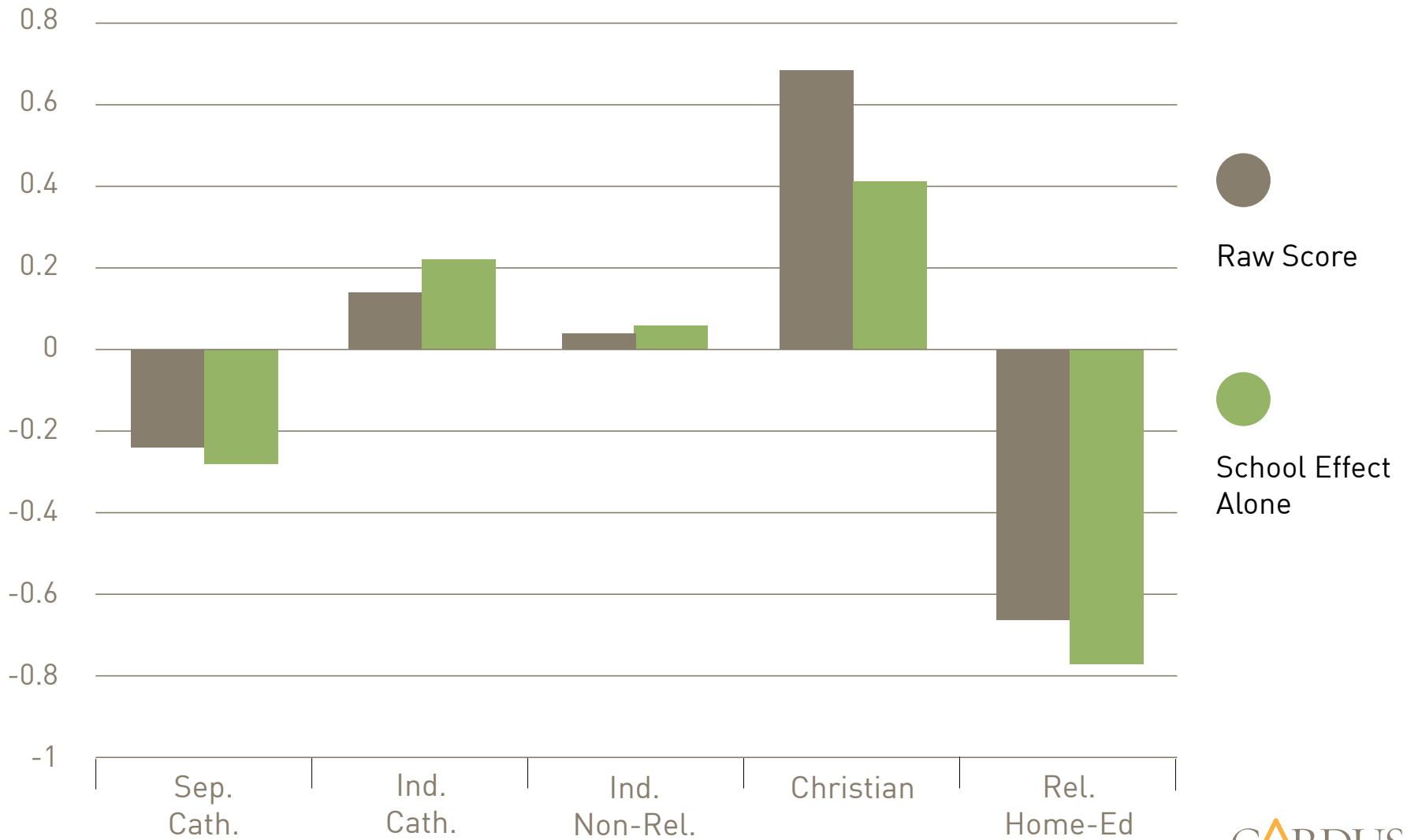


FIGURE 179: I Personally Think Divorce is Immoral:

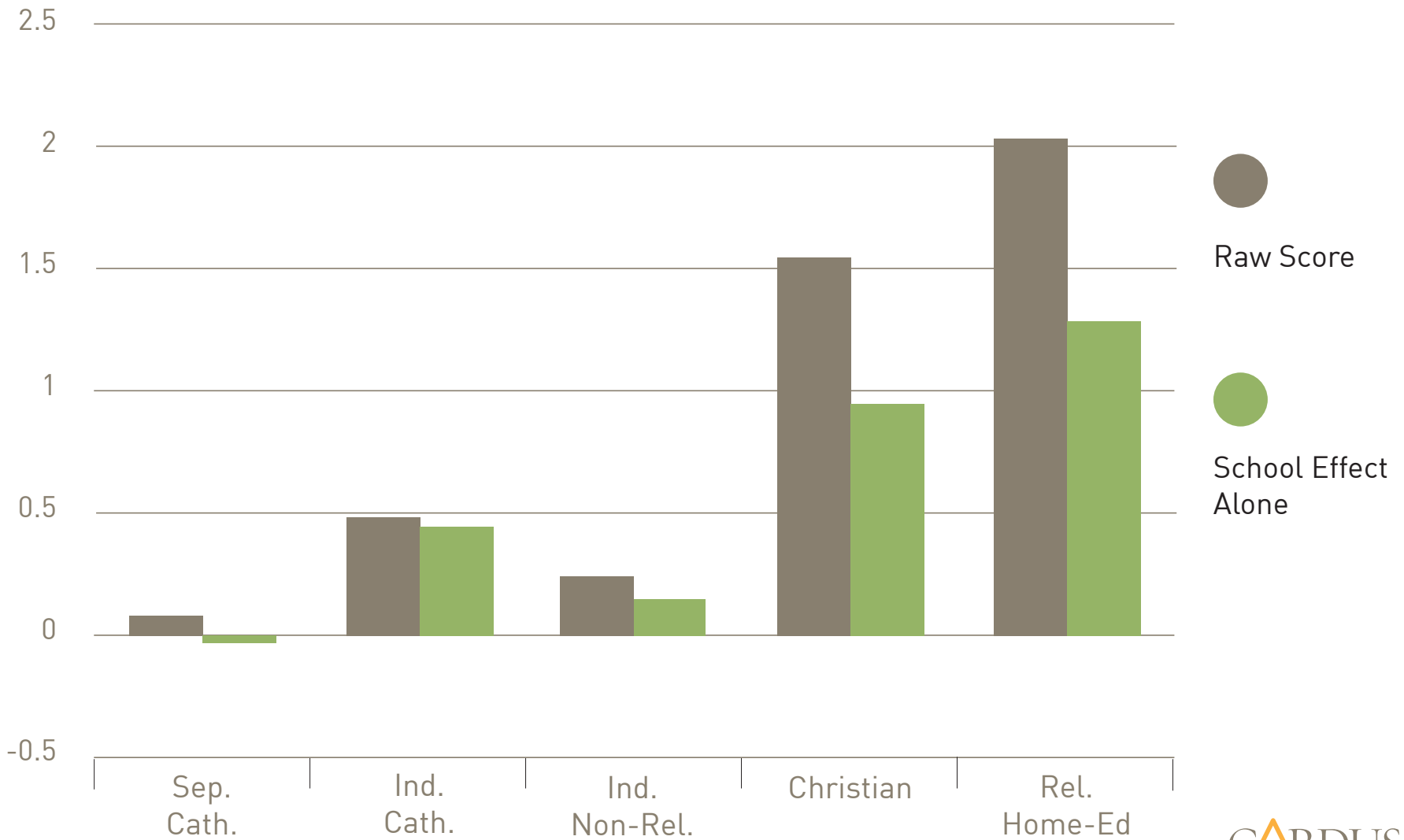


FIGURE 180: I Personally Think Living with a Partner Before Marriage is Immoral:

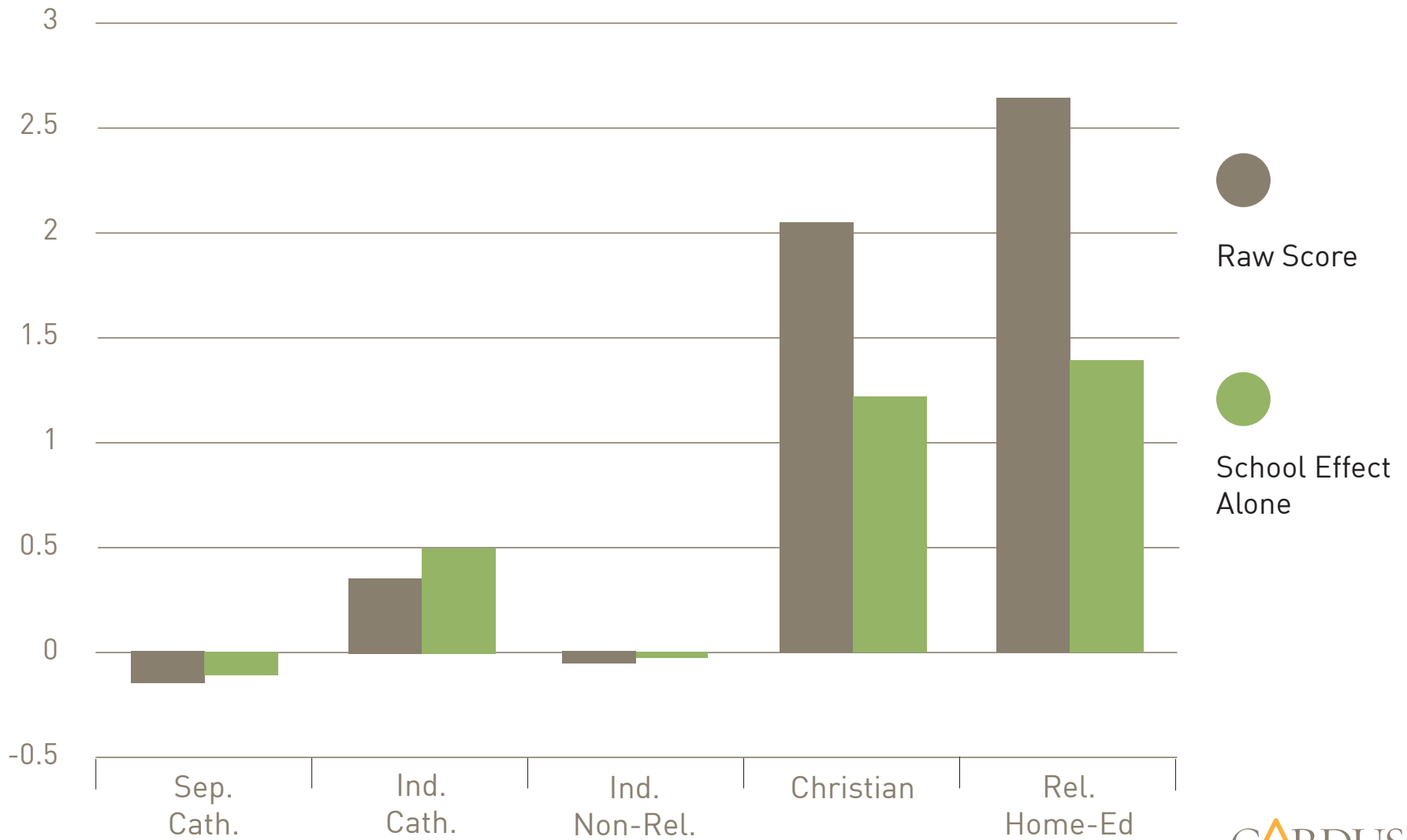


FIGURE 181: I Personally Think Having Sexual Intercourse Before Marriage is Immoral:

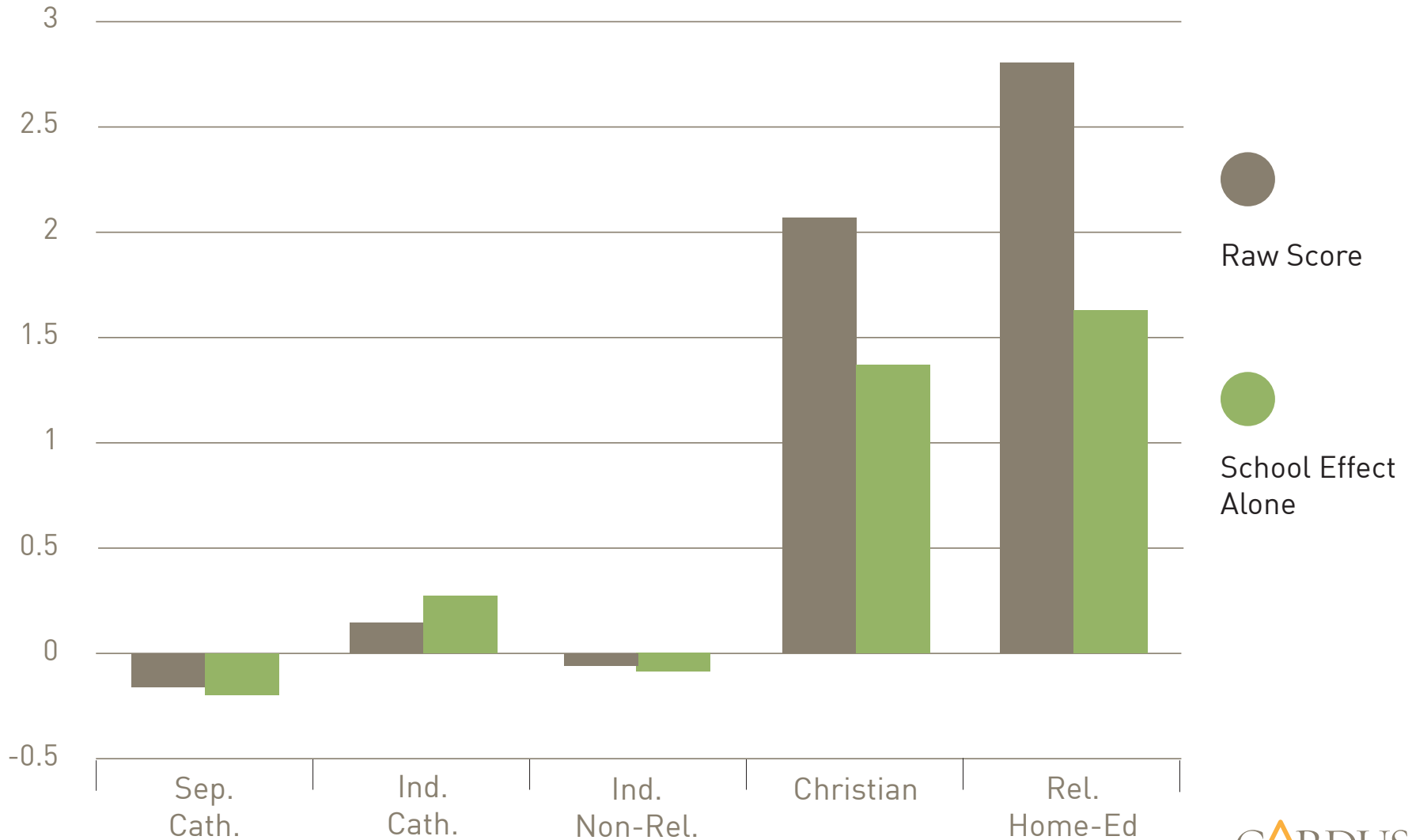


FIGURE 182: I Personally Think Same-Sex Marriage is Immoral:

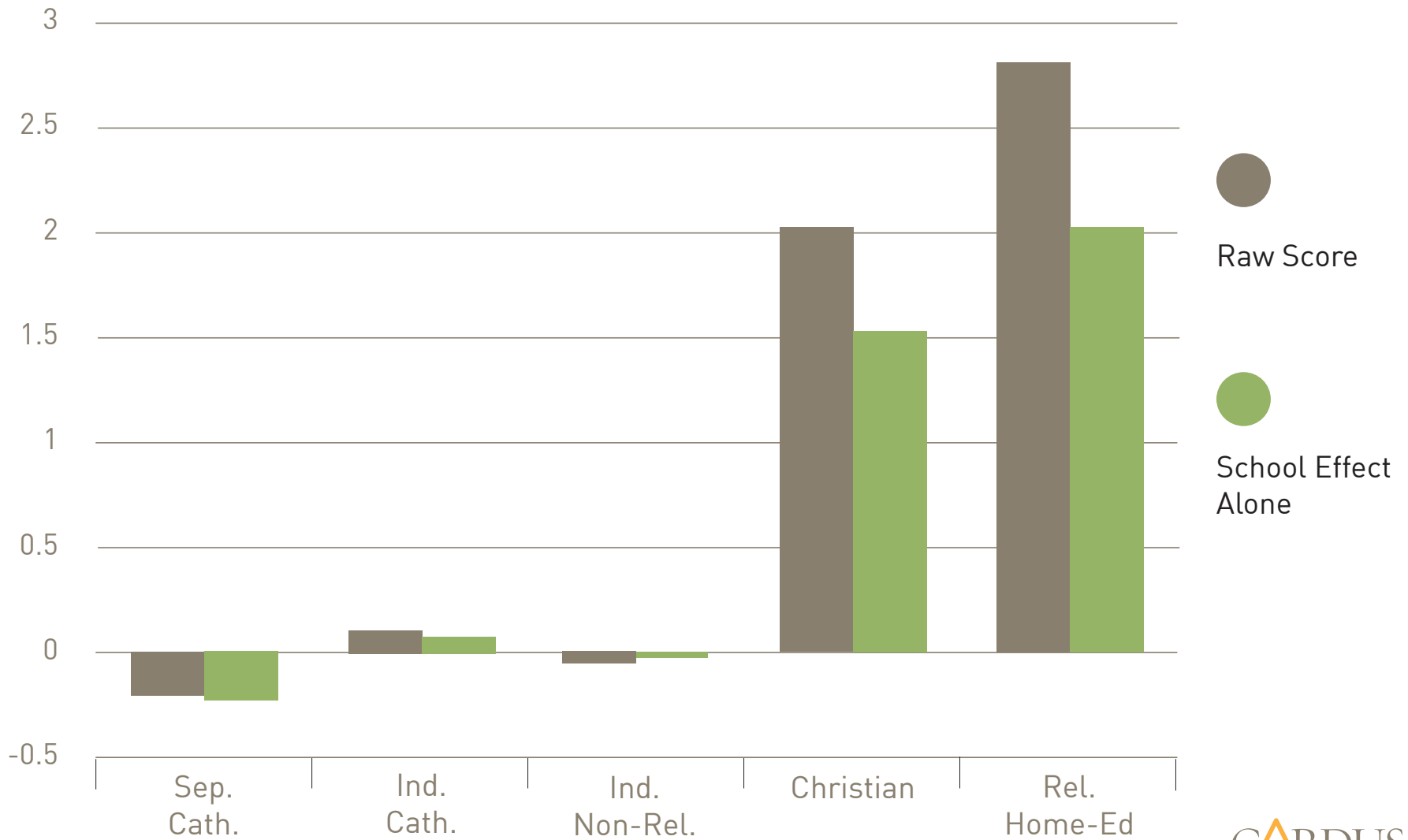


FIGURE 183: Abortion should Always be Illegal, Unless the Woman's Life is Threatened

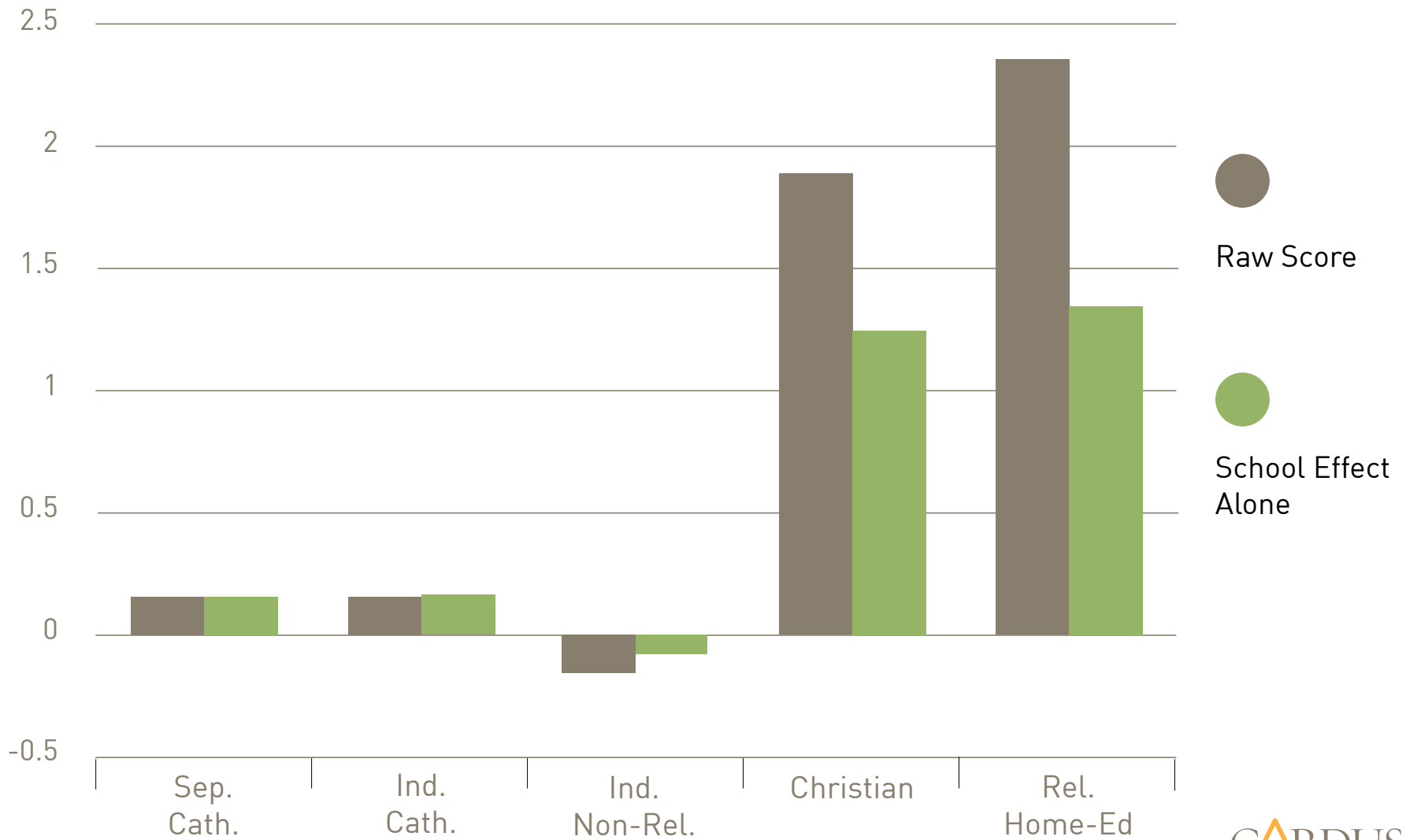


FIGURE 184: If Husband and Wife Disagree about Something Important, Wife should Give In to her Husband

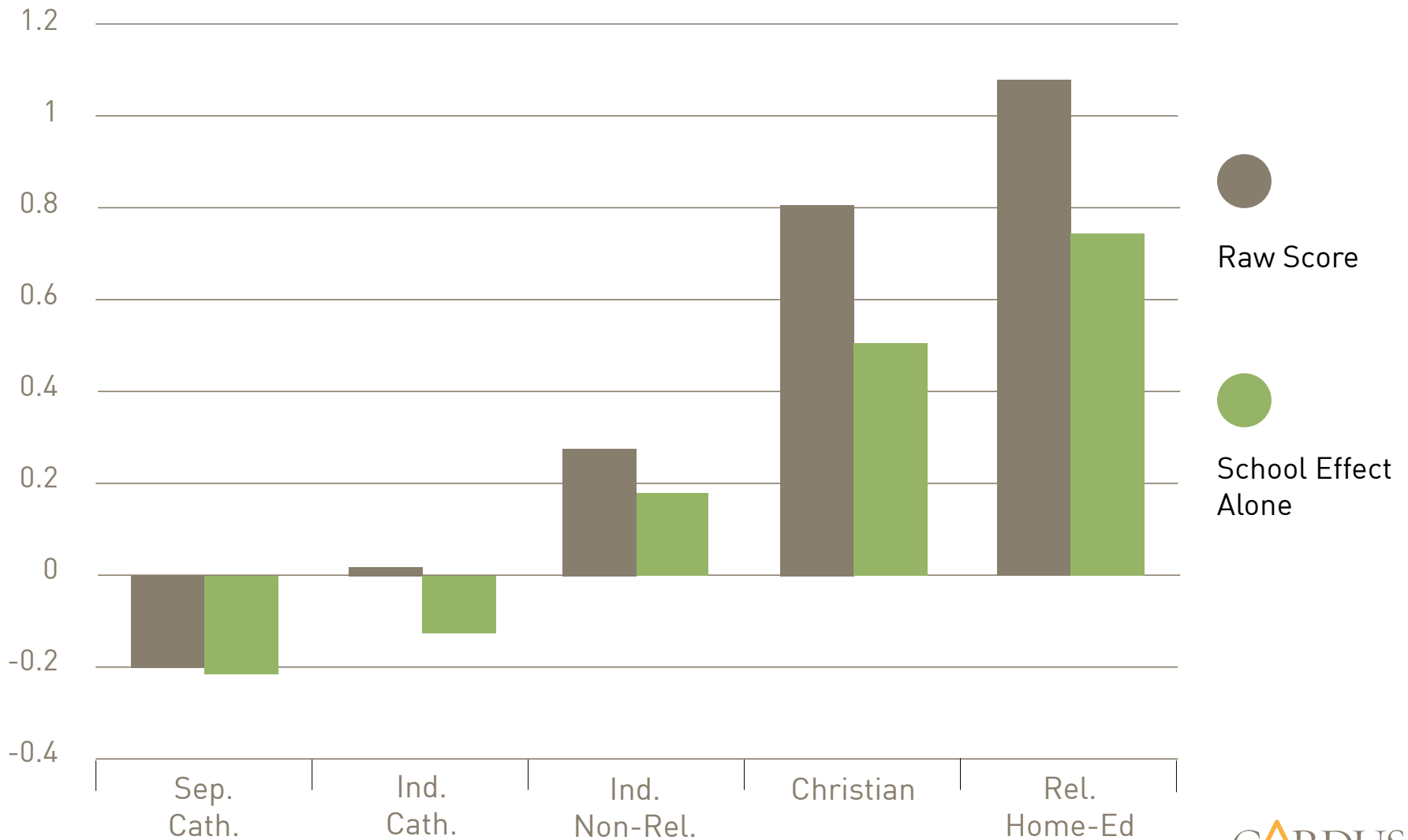


FIGURE 185: Because of Science and Technology, there will be More Opportunities for the Next Generation

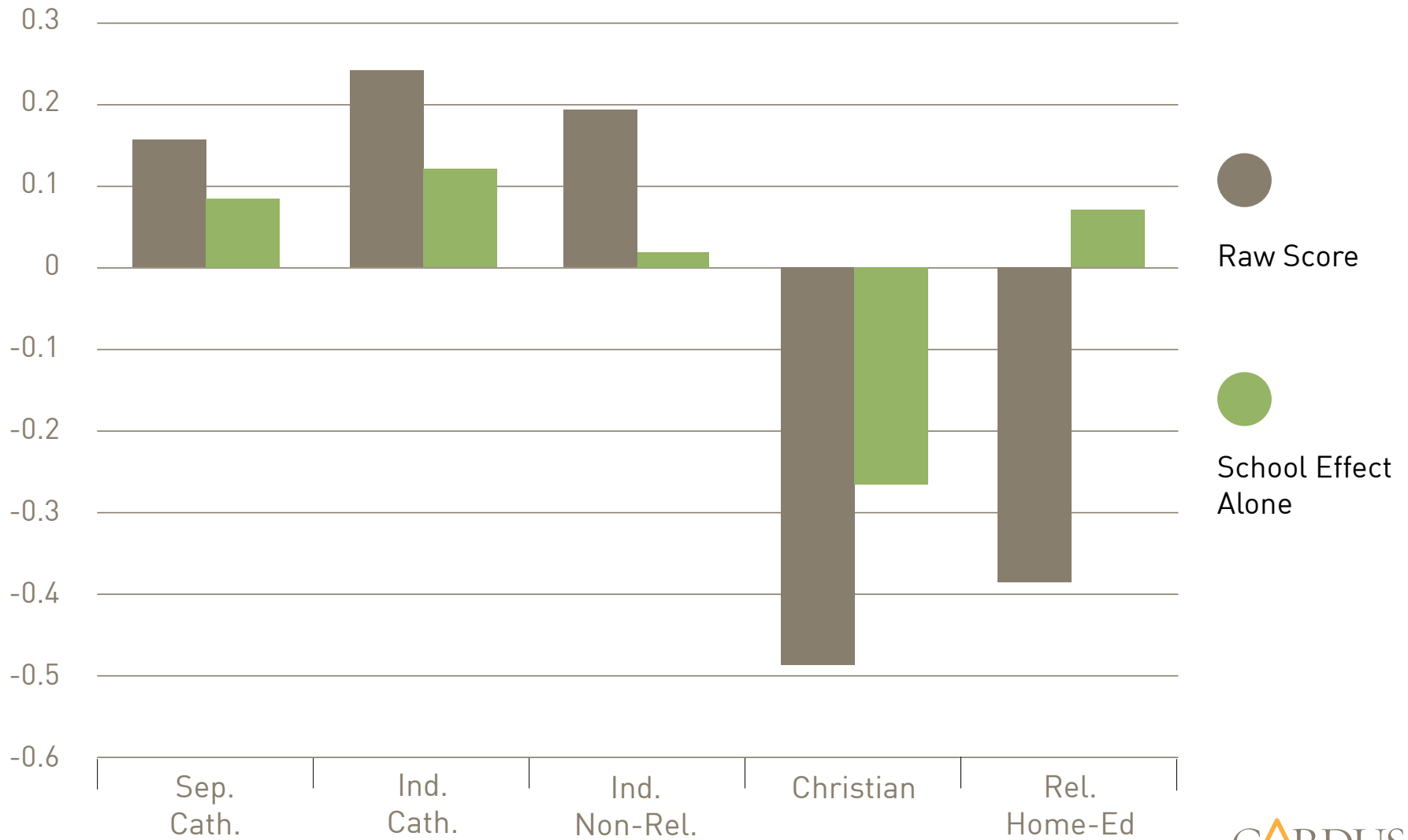


FIGURE 186: Science and Religion are Inherently in Conflict

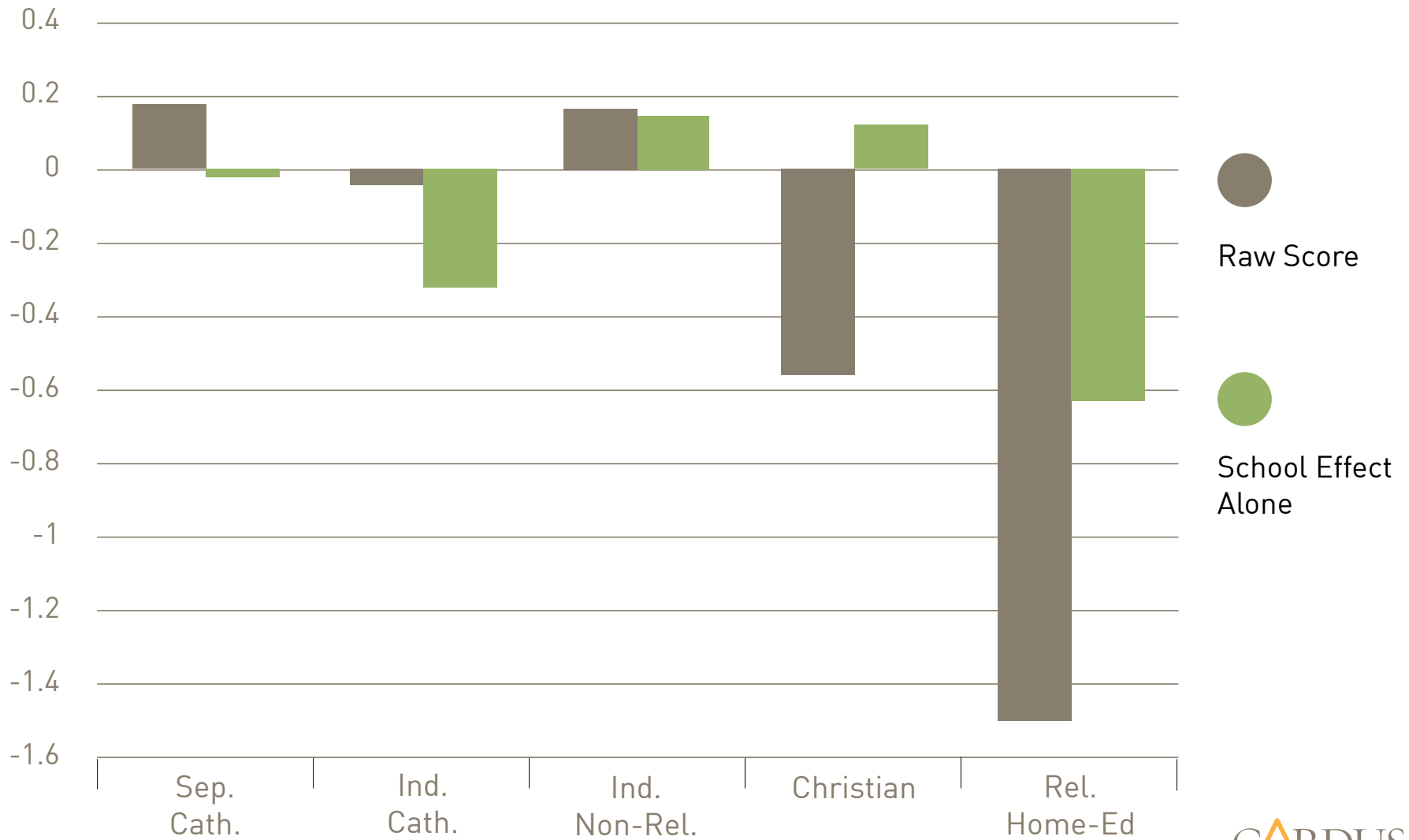


FIGURE 187: Human Beings, as we Know Them Today,
Developed from Earlier Species of Animals

