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THE UNIVERSITY OF ALBERTA

UKRAINIAN BILINGUAL PROGRAMS:
PARENTAL EXPECTATIONS
OF CURRICULUM

BY

C

ANNA ANASTAZIA ELIUK

A THESIS

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April 18, 1983

I dedicate this study to my daughter

Markiana

whose presence and vitality

gave me purpose.

Abstract

This study determined and compared expectations of parents in selected areas of instruction in Ukrainian and opinions with respect to curricular content for a Ukrainian bilingual program and a bilingual/bicultural education. A 62-item questionnaire was developed and mailed to 225 homes of Ukrainian bilingual program children enrolled during 1980-81 in grades 4-6 within five selected elementary schools in Edmonton, Alberta. The items of the questionnaire were re-ordered under the following general headings: population, description, language support, bicultural support and curricular expectations.

The data on the returns of 168 parents/guardians were initially tabulated to determine frequency levels and proportions of opinions for each item of the questionnaire. Secondly, a Chi-Square analysis was used to establish the significance of differing opinions in answering the following questions:

(1) Do the opinion trends of parents from a Ukrainian ethnic background vary significantly from the opinion trends of the respondents from the English and mixed ethnic backgrounds.

(2) Do the opinion trends of parents from the landed immigrant and first and second generation Canadian vary significantly from the third, fourth or more generation Canadian.

The opinion trends of the respondents indicated that a heterogeneous grouping of parents identified by ethnic background, Canadian status and family size is involved in the Ukrainian bilingual program. Secondly, parents have high Ukrainian language achievement expectations while the amount of language support within the home for listening/

speaking skills depend on the parents' language proficiency as well as on their providing language and cultural experiences. Bilingual education support given by parents to their children is not as high as their level of personal expectations. Bicultural support involving out of home activities occur often for the majority of respondents when the activities involve small "c" culture requiring low expenses and language skills. Parents also maintain their desire for an academically oriented bilingual program which should utilize a contemporary Ukrainian-Canadian context involving psychomotor, cognitive and affective activities from a Ukrainian perspective from the early twentieth century to the present within subject offerings.

Statistically significant differences ($P \leq .05$) were found among respondent opinions from three ethnic backgrounds across five generations on a majority of items dealing with the nature of language support. One quarter of the items dealing with the nature of bilingual support recorded significant differences. The landed immigrant and three or more generation Canadian differ in their opinions concerning curricular content for music, physical education and art. The first and second generation Canadians' position to particular social studies content and literature differ significantly from all other groups in the (high) degrees of positiveness.

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CHAPTER I

Introduction

Background to the Study

Ever since the arrival of Ukrainian immigrants in 1891 Ukrainian has been taught through home practice and the oral mode (Skwarok 1958:11). Later, in 1901, more formal classes were established as "evening classes for Galician girls" (Skwarok 1958:35). These classes were often called "Ukrainian School" which suggests language teaching and the use of the Ukrainian language as the teaching medium. However, bilingual education was not official in Alberta until 1970. As a result the subjects in the Ukrainian School were taught in English and the curriculum was similar to the one used by Alberta public schools (Czumer 1981:65). The name for the aforementioned classes was coined with reference to the participants - Ukrainian immigrant pupils - and to the teacher who was most often either a priest or a nun and a Ukrainian speaker. Ukrainian however, was utilized only through informal teaching of songs and poetry (Skwarok 1958:35).

Ukrainian was taught in day schools as early as 1905 east of Mundare, Alberta. Skwarok notes that these classes served the educational needs of Ukrainian children and operated as a private school under the auspices of the Catholic Church. As was common during the 1900's, the church or chapel also served as the room for Ukrainian school children. These classes operated on a daily basis and were

attended by children of the local and outlying districts. There were up to sixty children attending this particular school east of Mundare and thirty of them lived and boarded at the home of Sister Servants of Mary Immaculate (Skwarok 1958:36). These classes operated until 1911, then resumed in a two storey building which was completed in 1913 in Mundare, under the auspices of the Catholic Church. Similar private schools were also in operation under the auspices of the Orthodox Church in the district of Shandro north of Andrew, Alberta in 1905.¹ In 1913, however, fears that Ukrainian immigrant children would not learn English if non-English instructors were employed created disputes with the Department of Education and all possible means of in-school language maintenance was curtailed (Czumer 1981:107).

In the early fifties, following the third immigration of Ukrainians, Saturday day classes operated in Edmonton and Ukrainian was used as a language of instruction for subjects such as Ukrainian grammar, literature, history and geography.² These particular classes operated under the name of the Ivan Franko School and emphasized patriotism, freedom for the Ukraine, and Ukrainian Studies. Initially the pupils who attended this school were children of Ukrainian refugees who arrived after World War II. The first class was offered to 36 pupils in 1956 at UNO Building in Edmonton, Alberta.³

1 Західноканадський збірник, Едмонтон, 1973.

2 Програма навчання, курси українознавства ім. Івана Франка, Едмонтон, 1978.

3 Курси українознавства ім. Івана Франка, Протокол, 1956.

Ukrainian as a subject of study was introduced in Alberta public schools in 1956 (Savaryn 1973:73). Rural districts characteristically holding large concentrations of Ukrainians were the first propagators of this second language study. Rural schools in Thorhild (1958), Smoky Lake, Andrew and Mrynam were some of the first to offer Ukrainian as a second language (Goretzsky: 1982). The actual instruction of other subjects in Ukrainian (as a language of instruction) did not exist in the Alberta Public or Catholic school systems until appropriate legislation was passed in 1970 through the School Act, Section 150(1)(b) which states:

- (1) A board may authorize
 - (b) that any other language be used as a language of instruction in addition to the English language, in all or any of its schools (School Act, 1978:71).

This Section of the School Act became the backbone of minority language bilingual programs in Alberta. Furthermore, Section 12 of the School Act specifies the powers of the Minister with respect to instructional regulations (Appendix A). The School Act pursuant to Section 12, subsection (1) clause (b1), 1979 confirms the political agreement between Minister Hyndman and the Ukrainian-Canadian Community in 1973:

- 1(1) A board shall not commence a program that offers instruction in any language other than English or French in a school unless it:
 - (a) passes and delivers to the Minister a resolution authorizing the use of any language other than English or French as a language of instruction, and
 - (b) makes provision satisfactory to the Minister for the use of English as the language of instruction for all pupils who would normally attend the school and whose parents desire such instruction.

(2) The courses of study and instructional materials for the program shall be those materials prescribed or approved by the Minister pursuant to Section 12(2) of the School Act.

2(1) A board shall ensure that English is used as the language of instruction for not less than fifty percent per day for each pupil.

The above statements indicate that the Ukrainian bilingual program was founded as a cooperative venture between the Ukrainian Community and the Department of Education.

As an effort to abide with the commitments, in 1975 the Ukrainian-Canadian Community initiated the foundation of a Ukrainian Bilingual Association (U.B.L.A.), an organization of parents. In the past, input for programs in early schools (1905) was provided by the clergy who emphasized religious instruction as the core of the early Ukrainian school programs. During the fifties input came from groups of community personnel in the form of educational committees and educational councils. The Ukrainian Canadian Committee and the Ukrainian Teachers' Association, a former chapter of the present Modern Language Council, are examples of the more concerned group or groups who maintained the mandate of overseeing Ukrainian language programs. Other examples are groups such as: the Ukrainian Catholic Brotherhood, Ukrainian Catholic and Orthodox Women's Leagues and R.U.S.H. (Rada Ukrainskoyj Shkoly).

The Parent Advisory Committee, similar to the Ukrainian Bilingual Association was founded in 1975 under the auspices of the Catholic School Board of Edmonton. Over the years these groups have

been functional in providing community support in areas of transportation, teacher aides and pupil supervision. Some support has also been evidenced through parent representation on the Ukrainian Language Education Curriculum Coordinating Committee under the auspices of Alberta Education, from March 1977 until January, 1980.

Since its inception, the Ukrainian bilingual program has had a public status and thus enrollments are encouraged from all parent groups regardless of ethnic extraction or language loyalty. As a result of the recruitment and publicity campaigns, parents involved in the programs form a heterogeneous participatory group which entails a variety of parental interests and divergent expectations in some areas of bilingual and bicultural education. This social situation seems to indicate a need to find out what parents wish and/or expect from the Ukrainian bilingual program.

The Need for the Study

By September, 1982 the Ukrainian bilingual program will have celebrated its ninth anniversary within the two greater Edmonton school systems. Considering the background of the groups of people involved in the Ukrainian bilingual program and the fact that the program is being developed to cover from kindergarten to grade nine and will probably be extended to grade XII, it appears that a survey should provide comprehensive information concerning the needs for the future curriculum model, or content of the curriculum for the program, as well as a clear description of parental expectations for a grade one to twelve education for their children.

Four basic areas have determined the following study. First, this study will provide information on the nature of the population served by the program with respect to (a) the language background of the parents, (b) the attitudes of the parents towards the Ukrainian language, cultural loyalties and second language identity. Second, the study will provide valuable insights into what parents of Ukrainian background expect of the Ukrainian bilingual program in terms of (a) the linguistic and cultural emphasis within the curriculum; (b) the extent of language skills proficiency; (c) the extent of parent support in areas of language and cultural reinforcement. Third, the study will gather data which should enable teachers, administrators and curriculum developers to better understand the expectations and the needs of the present population of participating parents, enabling them to respond appropriately to the involved public. Fourth, the study will gather information about desired cultural content and bicultural education that will serve as a guide for decision makers at various levels of education and for interested public agencies involved in developing learning resources and curricular materials for the program.

Rationale and Purpose

One of the determinants of curricula for a program is the expectations held by parents whose children are clients of the program. If discrepancies exist between expectations concerning levels of language skill proficiency and the nature of content to be used in the process of skill acquisition, the implications may be significant to educators and various public sectors. In the absence of a body of literature

concerning parental expectations of curriculum for instruction in Ukrainian or Ukrainian bilingual schools in Alberta, it appeared worthwhile to explore this area empirically through this study.

This study proposes: to describe population characteristics of parents whose children are clients of the Ukrainian bilingual programs in the Edmonton schools of Alberta; to describe the nature of language support maintained by the parents or home of the child; to describe the extent of parental support for bicultural education; to ascertain the expectations of Ukrainian, non-Ukrainian and mixed background parents with regard to skill proficiency levels of the four communicative skill areas and to ascertain whether there are any significant differences in the expectations of parents in the selection of cultural content or input (traditional versus international) for curriculum development of subjects taught in Ukrainian.

Overview of the Study

The first chapter outlines the historical setting and need for the study. The second chapter discusses relevant educational theory and presents a survey of literature. The statement of the problem, the purpose of the study, definition of terms, the design of the study, assumptions, delimitations and limitations will be included in Chapter III. Chapter IV will present details regarding the population surveyed, the development of the instrument, the research procedure and the statistical methods used to analyze the data. The statistical results of the study will be presented and discussed in Chapter V. The final

chapter will include a summary of the findings, a discussion of implications for decision makers, program developers and teachers as well as suggestions for further research.

CHAPTER II

Survey of Related Literature

This chapter is divided into three parts--the first section relates theory relative to the selection of content and the determination of the scope and sequence of learning activities during the curriculum development process. The second section presents research in the attempt to explain the views of the Ukrainian communities with regard to the nature and quality of Ukrainian language education which pose problems for curriculum decision making. The third section will present a survey of literature regarding the evolution of the Ukrainian bilingual program up to the present date and the need for this study.

Factors Determining Curriculum

Numerous comparative factors determining the selection of content and activities of a curriculum become apparent as more communities take advantage of the opportunity given to them by legislation Section 150(1)(b) of the School Act. However, at the outset, program implementation should follow an assessment of the needs of a community so that the curriculum would attempt to answer these needs. Failing this, a curriculum developer could and/or would rely on recorded information or needs assessment studies conducted for other languages or bilingual programs.

Andersson (1970) outlined several factors which determine the curriculum of bilingual programs in the United States. Some of the more prominent and/or relevant factors to this study are:

1. Program goals - type of bilingualism.
2. Cultural objectives of the community.
3. Needs and aspirations of the community.
4. Entry level programs - age of children.
5. Socio-economic status of clients (pupils).
6. Stage of educational advancement of pupils.
7. Balance between the two languages of media.
8. Language differences.
9. Order of learning and organization.
10. Motivation and support.

(Andersson 1970: 59-113)
(Andersson 1970: 63-86)

The majority of the identified factors suggest that curriculum is not determined in isolation and that parents should have the greatest influences on curriculum decision making. Similar statements have been made by Lamoureux (1970) while affirming the need for public input and public support of a bilingual program so that its success can be assured:

"In our schools and in our communities, before engaging in or pursuing all kinds of experiments and before purchasing teaching materials it appears to me that we should first of all agree on the objectives that we wish to attain in our bilingual schools. Once we have agreed on the objectives, we must take all the means at our disposal and commit ourselves completely to bilingual education. This agreement must be the result of a cooperative effort on the part of teachers, schools, principals and parents whose children we teach. Without a unanimous agreement with respect to the objectives of the bilingual schools, there is little hope for effective teaching" (1970:34).

Several studies (Tomko 1975, Ewanyshyn 1977-78, 1978-79, Muller et al., 1976-77, Lamont et al., 1977) reflect findings of parental agreement with and support of program objectives outlined by Alberta Education. These objectives suggest only outcomes and not operations to be used to achieve the outcomes. In examining what the major determiners of curriculum (parents and community) desire as the "operations" for the objectives, one would need to take into consideration two other essential elements namely "actors" or students, teachers or individuals directly involved and "artifacts" or subject matter with a purpose (Jarvis 1975:12). While teachers are also "actors" research regarding their expectations is not relevant to this study.

Recent studies concerning pupils or "actors" in the Ukrainian bilingual programs indicate that the fluent bilingual pupil is able to analyze ambiguities in sentence structure and performed better than unilingual groups in semantic analysis of English (Cummins 1977:1869). While this investigation suggests high achievement no effort has been made to explain the "operations" or the means through which the skills were acquired nor were the "artifacts" - the content of the curriculum - analyzed. Petryshyn ventured further by trying to explain the success rate through an examination of socio-economic factors and parental motivation as possible explanations for the achievement rates. Petryshyn indicated that out of 217 parent respondents 21.2 percent reported that they expected their children to perform "above average" and 76.0 percent felt that their children should maintain "average" performance rates (1978:107). The difference in the parental expectations with respect to achievement may be representative of the parental aspirations for their

children's education and parental views for the content of the curriculum. The findings of this study imply a need to re-examine parental expectations in light of content.

Views of the Ukrainian Community

Since the inception of the Ukrainian bilingual program in 1974, concerted efforts have been made by parents, teachers and administrators in operationalizing the broad mandate of offering a Ukrainian language education to one thousand two hundred and seventy four pupils from kindergarten to the end of grade nine within six school jurisdictions in Alberta.

Table 1 shows the enrollment break-down per grade level.

TABLE 1
ENROLLMENTS IN UKRAINIAN
BILINGUAL CLASSES
ALBERTA SCHOOLS

YEAR	GRADE LEVEL										
	*ECS	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TOTAL
1974	101										101
1974/75	86	120									206
1975/76	152	113	105								370
1976/77	116	135	101	99							451
1977/78	152	148	127	86	93						606
1978/79	125	160	140	126	80	90					729
1979/80	120	144	153	128	107	73	87				812
1980/81	185	159	170	137	112	94	74	67			998
1981/82	166	222	156	149	122	103	95	53	65		1,131
1982/83	170	204	217	153	144	112	96	66	52	60	1,274

*ECS - Early Childhood Education (Kindergarten)

During the first three years or pilot stage of operation, the program was evaluated yearly by both the Edmonton Public and Catholic School Boards. Work conducted by the Edmonton Catholic School Board suggests high levels of functional bilingualism and average to high academic achievement without a cost to first language (English) competency on the part of the students (Ewanyshyn 1976-77-78). Similar findings have been reported by the Edmonton Public School Board (Lamont et al., 1977:184 and Mueller et al., 1976-77:484). Surveys report that parents are "happy with their child's participation and the majority wished to see the program continue as is or with slight changes" (Lamont et al., 1977:184). This finding suggests a need to more closely examine the curriculum content of the program so as to learn where and what kind of changes should take place.

Tomko (1975:13) reported that parents strongly supported the objectives of the bilingual program and felt they were being met. More recently, the Edmonton Catholic School Board conducted a survey in March, 1980 so as to determine the content needs for Junior High programs. The survey findings indicate favor for a program which offers four core subjects in Ukrainian (language arts, social studies, physical education and health) and a number of options offered in Ukrainian in addition to those offered in English or French (art, religion, arts and crafts, drama, home economics, Ukrainian literature).⁴

⁴ Summary of Results: Parent Questionnaire On the Extension of the Ukrainian Bilingual Program to grades 7, 8 and 9 and the Centralization of the Program at the Secondary Level Only. March, 1980. Edmonton Catholic School Board.

Prior to the implementation of a new program and before the content or curricular expectations for a new program are identified, common practice among educators and curriculum developers is to conduct a needs assessment so as to guide decision making in the selection of curriculum content. No research exists that indicates that a needs assessment of this nature was done prior to the implementation of the Ukrainian bilingual program in 1974. The research conducted during the implementation years or during the three-year pilot of the bilingual program clearly indicated what subjects parents desired to be taught in the program. However, there is no evidence as to the nature of the content or the cultural perspective which should abound in the subject areas described.

A comparison of curricular and program guides used by private Ukrainian Saturday Day Schools with those developed by the Department of Education and used for implementation during 1974-77 suggests that the cognitive, affective objectives and content emphasized cultural perspectives found within the Ridnyj Shkoly Curriculum. It appears that these objectives and content were integrated with the Alberta Education goals and objectives prescribed for public schools.

The implementation of the Ukrainian bilingual program was a political decision which allowed only minimal before-hand preparation by curriculum developers, teachers and administrators. As a result the curriculum content and objectives of the bilingual program were pre-determined by a reliance on tradition, knowledge, expectations and values of a select few, in this case the initiators of the program, rather than by reliance on the expressed needs and desires of parents

whose children were and are receiving the education. The extent to which the two perspectives are compatible is investigated in the present study.

A review of the curricular materials utilized in the implementation of the program (1974-77) suggests that existing objectives from Ukrainian Saturday Day Schools were selected and incorporated with the regular Alberta School Program of Studies (Teacher's Handbook PART I and II, 1975). The latter does not present a problem as curriculum of a public institution must adhere to policy or to that prescribed by the Goals of a Basic Education (Program of Studies, Alberta Education, 1979). A survey of parental expectations should indicate whether any problems exist with respect to the content or "accidental, hidden curriculum" which has been selected from Ridnyj Shkoly or Saturday Day Schools. As was described in Chapter I, Saturday Day Schools served the needs of children of homogeneous groups of parents, a situation which no longer holds in the current Ukrainian bilingual program.

Since the founding of this province and the three immigration waves of Ukrainian peoples, the Ukrainian Canadian Community in Alberta has fluctuated in its composition, philosophy and needs (Lupul et al. 1978:76). Petryshyn (1978:117) indicates that program registration during 1974-78 has occurred irrespective of social characteristics such as age, socio-economic class rank, fluency and parent participation in the Ukrainian Community. Parents from outside the Ukrainian Community view the program as an opportunity to learn a second language and, since this involvement is encouraged, their expectations with respect to desired cultural perspectives and skills and knowledge will have implications on

future curriculum models. This certainly indicates the possibility that the expectations of the present population (as mentioned by Petryshyn) involved in the programs may differ in several ways from that of parents who sent their children to Ridnyj Shkoly program schools.

The elementary school curriculum content has frequently been influenced by tradition, need, understanding of the nature of the learner, and the explosion of knowledge (Jones 1979:8). However, in Alberta studies indicate (Petryshyn et al. 1978, Ewanyshyn 1978) that pupils come from various ethnic and socio-economic backgrounds thus creating heterogeneous groups with a diversity of traditions, needs, and understandings of the nature of the learner. In view of the variations in the population to be instructed, reliance on tradition or on the content used by Ridnyj Shkoly programs, Saturday Day Schools (Протокол, 1956) and programs within Youth Organizations (SUMK or SUM) does not seem advisable as such a decision generalizes common needs and aspirations (Fraser 1962:291). Petryshyn et al., have identified differences among parents who participate in the bilingual program as compared to parents who send their children to other previously mentioned Ukrainian language programs. Similarly, the participants of the bilingual program might also vary in the extent and nature of aspirations they have for their children and in the nature and extent of knowledge they view as a necessary and/or as a desirable component (or outcome) of education.

Skwardk (1958) described in great detail the "grass roots" aspirations of Ukrainian people prior to World War II as being the need for language maintenance, the need for cultural preservation and the need for the development of skills and information. These same aspects

were also stressed by the 1971 Bilingual and Bicultural Commission Report. While these very aspects have given impetus to demands for legislative assurance for minority language rights, there does not appear to be a consensus on what the order of priorities should be for learning objectives and for the nature of content of the curriculum.

Upon examining the handbook of Saturday Ukrainian schools one can see a definite stress on literacy, development of grammatical skills and the acquisition of knowledge concerning the evolution of the Ukrainian Orthodox Church, ancient history of Ukraine and physical geography of Ukraine (Шкільні про. 1965:13). Programs of Studies for other Ukrainian schools such as the Ivan Franko school support the above emphasis with the addition of concentration on the development of patriotic values and cultural knowledge of ancient Ukrainian traditions, historical evolution of Ukrainian people and literacy in the Ukrainian classics.

School program evaluations have indicated that parents outlined expectations on a broad perspective from the aforementioned emphasis to less ambitious or moderate expectations of seeing their children gain enough skill and ability to be able to converse with Ukrainian grandparents. The differences in the nature and level of expectations is another reason for the present study of parental expectations of curriculum in the Ukrainian bilingual program.

Ukrainian Bilingual Program: Present State

The Ukrainian bilingual program is being offered in Alberta within six school boards and involves sixteen schools. The 1982-83

enrollment statistics indicate that a total of one thousand, two hundred and seventy four pupils have been enrolled in the program. Fifty per-cent of the school day is conducted in Ukrainian, the following subjects are taught in Ukrainian: language arts, social studies, health, music, and physical education. The Catholic School Boards also offer religion in Ukrainian.

In October, 1980, the County of Lamont implemented the program in grades one and two. The evident expansion of programs outside Edmonton suggests the need for the development of program models incorporating materials to meet the needs of rural settings. This also implies a need to re-examine the curriculum objectives and content.

Since 1977, the Department of Education has attempted to encourage citizen participation and involvement of communities in curriculum development and selection. Evidence of this action is the formation of the Curriculum Policies Board where parents and other lay representatives have been actively expressing their opinions and outlining what the "operations" and "artifacts" for a child's education should be. This participation appears necessary also from parents involved in Ukrainian bilingual education. There is a need to survey expectations for curriculum content, cultural emphasis and skill proficiency particularly because the program has become one of an ongoing education to the end of grade nine and will likely be extended to grade twelve.

Of particular interest to curriculum developers is the fact that the Department of Education has taken an active role in program evaluation through the establishment of the Student Evaluation and Assessment Branch. One of the roles of the Branch is to provide content.

specification for schools whose students will be assessed. This task brings to focus the topic of the study--nature of content and levels of language (psychomotor, cognitive and affective) skills. No research assessing needs gives information as to what cultural content should be presented in the program though cultural objectives have consistently been integrated in the curriculum materials used in schools. Present program materials range from an emphasis on content as did those of Ukrainian Saturday Day Schools - to a duplication or translation of regular school content. The latter choice may be questioned as to its educational value in terms of bicultural education and/or second language learning. It is hoped that the parental expectations identified through this study will provide some direction to all "actors."

CHAPTER III

The Problem

Statement of the Problem

The problem to be studied can be stated as follows: first, to determine if there are any significant differences in the expectations of subgroups of parents determined by (a) language background and Canadian Status; (b) sex of the respondent; (c) school system and (d) the proportion of Ukrainian spoken at home and second, to ascertain the expectations of Ukrainian and non-Ukrainian parents of children enrolled in the Ukrainian bilingual program with regard to bilingual and bicultural education.

The Purpose of the Study

The purpose of this study corresponds to the following specific objectives:

1. To describe the present population of parents with respect to expectations/attitudes held for:
 - (a) language support;
 - (b) cultural support;
 - (c) program involvement (knowledge of program content, activities and goals).

2. To describe the expectations of parents of the Ukrainian bilingual program with respect to:
 - (a) the cultural dimension of the program;
 - (b) language use and linguistic competence;
 - (c) curricular orientation of the program.
3. To compare parental expectations by groups and subgroups with respect to long range curricular objectives.
4. To compare parental expectations by groups and subgroups with respect to content and specific cultural objectives.
5. To provide information about desired cultural content and bi-cultural education for decision makers at various educational levels and for interested public agencies involved in developing learning resources and curricular materials.

Definition of Terms

The following terms are defined in the context of this study:

Attitude

This term shall be used as defined by Heidenreich (1970:15); . . . an orientation toward or away from some object, concept or situation. A readiness to respond in a predetermined manner to an object, concept, or situation.

Bilingualism

The term "bilingualism" shall be used as defined by Gaarder (1967:110). "The concurrent use of two languages as media of instruction for a child in a given school in any or all of the school curriculum except the actual study of the languages themselves."

Bilingual Program

This term shall refer to a program in a number of Edmonton Catholic and Public elementary and junior high schools in which both English and Ukrainian are used as media of instruction for approximately fifty percent of the school day. This program operates under Section 150(1)(b) of the School Act for Alberta Schools.

Core

This term shall refer to courses of study that are prescribed as mandatory for the child's education by the Minister of Education.

Curriculum

This term shall refer primarily to: "(1) what is studied - the "content" or "subject matter" of instruction; (2) how the study and teaching are done - the "method" of instruction and (3) when the various subjects are presented - the "order of instruction" as defined by Phenix (1968, p. 9).⁶ Although, this study will not be describing or assessing methodology this term will refer also to a plan of expectations or intentions and learning outcomes to be achieved through the offerings of the program in terms of learning activities and cultural perspectives considered within subject areas which are supplemented by learning resources in the form of print and non-print materials.

Culture

This term shall reflect the definition provided by the Webster

⁶Maurritz Johnson, "Appropriate Research Directions in Curriculum and Instruction," Curriculum Theory Network, Ontario Institute for Studies in Education, University of Toronto, Winter 1970-71 (No. 6), p. 25.

Dictionary. "The concepts, habits, skills, acts, instruments, institutions of a given people in a given period," (Webster's New World Dictionary of the American Language: College Edition, 1957:358-359).

Culture, International

This term shall refer to small "c" culture as defined by Chastain (1976:388). "The way of life of the people in a given country, including their habit patterns and day to day activities." Politzer (1971) maintained a similar definition.

Culture, Traditional

This term shall refer to large "C" culture as defined by Chastain (1976:388). "The major contributions and outstanding individuals associated with a given country, the emphasis is on the civilization of a country--literature, music, history, geography, religious thought, politics, economics, art, values of the given society."

Ethnic Background

This term shall refer to the ancestral language tie of a parent or pupil involved in the Ukrainian bilingual program.

Expectations

This term shall refer to "what one thinks is going to happen in matters of bilingual and bicultural education" within the following subject areas: language arts, social studies, health, physical education, music, art and home economics. In this study an expectation is a statement in which the degree of probability of occurrence of the situation or event in question is perceived by the parent or guardian as being

relatively high or low. For interpretative purposes the rating of high expectation was given to the responses (1) often, (1) very important (1) very often and a rating of low expectation was given to responses of (3) never, (3) not important, (3) rarely. This term shall also include ratings of opinions or expressed attitudes.

Expectation of Performance

This term will refer to the (high-low) perceived degree of probability that a pupil will be able to execute certain cognitive, affective and psychomotor skills within the five communication skills in Ukrainian: listening, speaking, reading, writing and viewing.

Expectation of Bilingual Competency

This term shall refer to a statement of the perceived degree of probability of being able to perform certain skills in Ukrainian upon completion of nine years in the program.

Homogeneous Groups

This term will refer to participating parents of the program who are of the same language background (Ukrainian), and of the same immigration status that is, same generation of Canadian.

Ukrainian Parents

This term shall be interpreted to mean both male and female parents, couples who have ancestral ties with the Ukrainian language and culture; that the parents or their parents can speak Ukrainian before program entry is not implied.

Design of the Study

This study involved homes of pupils enrolled in the Ukrainian bilingual program within the Edmonton Catholic and Public School Boards where a complete grade one to six grade level stream was involved in the Ukrainian bilingual program. The sample population consisted of all parent homes of pupils in grades four, five and six in the Public and Catholic Schools in Edmonton. Each home received a parent questionnaire along with a self-addressed and stamped envelope and two letters (one in Ukrainian and one in English) which provided instructions outlining the purpose of the study.

The study instrument is a questionnaire made up of sixty-two items divided into five categories according to sought information. The categories are:

1. Descriptive information about respondents concerning: ethnic background, family size, immigrant or Canadian status, language competence and use as well as parental encouragement of language.
2. Descriptive information related to cultural dimensions of Ukrainian language learning with respect to Ukrainian language and cultural experiences of the home and reinforcement of learning within the home.
3. Curricular information concerning parent expectations of various knowledge, value and skill activity situations taught in Ukrainian and the scope and nature of cultural perspectives utilized for teaching subjects in Ukrainian.

4. Information about parental aspirations for their child related to degrees of pupil achievement in the five language skills areas: viewing, listening, speaking, reading and writing.
5. Information concerning parental language preference and overall opinion of the survey questionnaire.

Assumptions

For the purpose of the study it is assumed that:

1. Parent expectations are measured by using a rank order or Likert scale (5 or a 4 point scale).
2. The items are worded in a manner which will be meaningful to parents completing the questionnaire.
3. (a) Parents record their perceptions as what should be rather than what they feel the investigator would have as the desired response.
(b) Thirty returns are sufficient to be representative of the views of the population of parents.
4. The investigator's bias as a teacher, civil servant and curriculum developer has been overcome by seeking professional advice in the preparation of the questionnaire.

Delimitations

1. The study's generalizability will be limited to the population surveyed as no other schools have offered the Ukrainian bilingual program for six years in the urban setting.

2. The survey does not seek an evaluation of what is actually happening in programs offering Ukrainian as the language of instruction, but rather of what should be with respect to the curriculum content of subjects taught in Ukrainian.
3. The survey does not seek opinions on the general task of public education at the schools offering the Ukrainian bilingual program but on the bilingual and bicultural nature of Ukrainian language programs as they are reflected in the five categories of the sought information.
4. The study's generalizability will be limited to the information gathered about expectations/attitudes of parents of upper elementary children in Ukrainian bilingual programs of the urban setting or greater Edmonton school boards. No attempt will be made to apply these findings to other student age levels or to other parent linguistic and cultural groups.

The survey findings are gathered at a given point in time. It is expected that as social and historical conditions change, the applicability of the findings will be affected.

Limitations

In this study the following limitations must be recognized:

1. The collection of most of the data was through a mail survey. As parents of these homes receive numerous surveys from various administrators and other researchers, the information recorded

may have reflected a more casual view than would be revealed by other techniques e.g., personal interview. The use of a return time-line may also have affected the way they responded

(conscientious versus marginal carefree efforts).

2. Some of the data were collected through a pick-up service after the two week deadline had passed and after the homes were called and asked to return the survey by placing it in the mailbox for pick-up. The fact that parents spoke with the investigator and knew that she or one of her assistants would be picking up unreturned questionnaires may have affected the way they responded (sincere versus indifferent response).
3. Although the parents were assured of anonymity through the Ukrainian and English letters of request and introduction to the questionnaire, comments written on questionnaires indicated a certain apprehension which also might have reflected on the nature of responses recorded.
4. Parents might not be knowledgeable about activities that may be taught in school or their rights for their child's education according to Section 150(1)(b).
5. Although a great deal of professional advice was obtained for the selection and working of the items, certain items may reflect the investigator's bias due to her commitment to Ukrainian bilingual education within a Canadian context and due to her personal aspirations as a parent, teacher and curriculum developer.

6. The investigator is well known to most parents participating in this study through previous introductions at various seminars, conferences and activities involving her role as a curriculum developer since 1977. It is impossible for the investigator to determine the effect this may have had on the parents' responses. However, as was explained in the letter enclosed with the questionnaire confidentiality has been totally respected. It is thus hoped that the parents will have answered honestly and not attempted to answer according to their interpretations of what they think the investigator appeared to be seeking.
7. The use of the five-point scale and rank order scale may have resulted with response sets such as the choice of the uncommitted position of "agree" or "disagree" rather than "strongly agree" and "strongly disagree" as well as "somewhat important" rather than "very important" (Cronbach, 1946:477).

CHAPTER IV

Design of the Study

The Population

Since the purpose of this study is to identify the parental expectations of curriculum within the Ukrainian bilingual program, the survey included those homes of parents whose children are enrolled in grades four to six. This decision was taken for two reasons, first it was felt that parents required at least three years of experienced involvement before they could accurately express their feelings and/or expectations about what should be taught in the program. Second, it was felt that three years of involvement would have allowed the parents to overcome the fears of seeing their children not achieving and would thus possess sufficient confidence to complete the survey.

In order to compile a list of qualifying homes, the superintendents of the two Greater Edmonton School Boards were contacted with the request for names and addresses of pupils enrolled in the five selected elementary schools. From the lists obtained, the investigator compiled a list of 243 homes. When the questionnaires were distributed by mail, ten homes received two questionnaires because they had two children within grades four to six. After a week, eight questionnaires were returned bearing incorrect addresses. The resulting sample population consisted of 225 homes.

The Questionnaire

The investigator's main concern in designing the questionnaire was to develop items which would entail cultural and linguistic elements present in learning activities within the subject offerings.

The following procedures were used in the development of the questionnaire.

1. Cultural and linguistic content within curriculum guides of the private Ukrainian language education programs and the Alberta Education Curriculum Guides and Handbooks were reviewed. An item bank of 100 questions was developed with reference to the following sources: Nogue (1973), Ewanyshyn (1978), Tardif (1978), Booth (1978), Program of Studies, Ivan Franko School (1978), Orthodox Ridnyj Shkoly Program (1963) and literature concerning bilingual programs in minority settings.
2. Through discussion with parents, teachers and administrators, approximately seventy items were selected within the five major areas of concern: (a) curricular orientation of the program, (b) parental attitude with respect to language and cultural support and program involvement, (c) long range objectives, (d) parental expectations of content and cultural objectives, (e) nature of content in Ukrainian learning resources.
3. Through the assistance and suggestions of School Board bilingual program supervisors, university professors, colleagues at Alberta Education the questionnaire was reduced to sixty-two items.
4. The questionnaire was administered to a pilot group of 20

parents from the Edmonton Catholic Parent Advisory Committee (PAC) in January, 1981.

5. The questionnaire was revised to incorporate the comments and suggestions made by supervisors, parents and colleagues.

As a result, a five-part questionnaire of sixty-two items distributed over the five areas of concern was prepared. A discussion of the positive and negative features of each item could go on indefinitely. What is important however, are the intents of the items and the fact that they do not state what is happening in the Ukrainian bilingual program or what could be taught in the program. Rather the intent of the variety of items is to allow parents to indicate what they expect their child to learn and what knowledge, skills and attitudes their children should possess upon completion of nine years of continuous involvement in the program. The questionnaire is included in Appendix D.

Part I

The first thirteen items concentrate on personal information concerning the home of the pupil. Item 1 indicates the sex of the respondent and is taken as a broad indication of the level of interest of guardian in the program. Who are the parents/guardians interested in the program? Are the parents concerned males, females or both? Items 2-10 further detail information about the home which enables one to categorize or group the respondents, be they parents or guardians.* Items 11-13 reflect parental behavior and opinion with respect to the support they give the program in their own home as well as their child's (children's) involvement in it.

* in the remainder of the report both parents or guardians will be referred to as parents or simply as respondents.

Part II

The twenty-five items in this section suggest possible parent or family experiences that would reflect program support in the five language skill areas within the cognitive, psychomotor and affective learning domains. The frequency of occurrence indicated would suggest high or low levels of cultural and linguistic exposure.

Part III

This section consists of eight items that are designed to elicit parental opinion and to show the levels of importance parents place on learning experiences involving various cognitive and affective content reflecting learning situations which propose a particular cultural perspective. The opinions noted for each item would suggest parental feelings about bicultural education.

Part IV

This section contains fourteen questions related to the selection of content and development levels of language skills within the scope of cognitive, affective and psychomotor domains of subject areas taught in Ukrainian. Items 2, 3, 5, 9, 10, 11 are intended to gather information which would indicate parental aspirations with respect to the degree of language fluency their child should achieve in terms of the language skill areas: listening, viewing, speaking, reading, writing, and with respect to the nature of knowledge - content preferences or perspectives for subject areas: language arts, social studies, health, music, physical education and fine arts as well as options within Junior High grades. Items 1, 4, 6, 7, 8, 12, 13 and 14 suggest

parental terminal expectancy or levels and nature of pupil bilingual and bicultural achievement upon completion of nine years. These items suggest long range objectives within the skill areas and described subject offerings.

Part V

This section consists of two items. The first indicates overall language preference and competency of the parents. Response to this question will provide additional support to Part I. Item two is open-ended requesting reaction to the questionnaire. It is hoped that this question will elicit responses regarding areas that may have been overlooked or viewed as equally important by the parents. These responses should be examined in view of the five areas of concern identified for this study.

Validity of the Instrument

The validity of the instrument was established through a pilot study involving twenty parents within the Ukrainian bilingual program offered by the Edmonton Catholic School Board. The purposes of this pilot study were: to verify whether questions and responses to the questionnaire were comprehensible; to ascertain whether the manner of distribution selected would be favored by school systems and parents.

Other indicators of validity were obtained in consultation with professional educators who were asked to judge whether the questions and response items were relevant to the identified areas of concern of publics involved in the Ukrainian bilingual program.

The following suggestions were gained from consultation with professors from the University of Alberta.

1. A letter in English and in Ukrainian explaining the purpose of the study should be with the questionnaire.
2. Some items needed to be rewritten for clarity.
3. Items should be examined for overlap and changed for correlation within sections.
4. Example questions and responses should be added to the questionnaire sections.

These suggestions were followed.

Collecting the Data

Two alternatives were possible for collecting the data: to distribute the questionnaire in person through the children of each school or to mail the questionnaires to the parents. In either situation arrangements for pick-up could have been made by phone after the two-week return deadline. The latter alternative was adopted because:

1. Teachers expressed that reliance on children to deliver questionnaires to the home was not advisable as this responsibility is often ignored by children.
2. Parents could claim not receiving questionnaires and might resent the disruption of classes for the distribution of questionnaires.
3. No time-line could be estimated for receipt and return of questionnaire by the home.

4. Personal contact might prompt biased returns.

To accomplish the tremendous task of mailing the necessary survey components and self-addressed return envelopes the investigator was assisted by two individuals. Daily return checks were completed with cross reference to parent addresses and anonymous survey numbers. Upon two and a half weeks after mailing, evening phone calls were made to homes so as to remind parents to return the questionnaire. Within four weeks after the date of mailing, March 14, 1981, parents were requested by phone to place unreturned questionnaires in their mail boxes for personal pick-up service.

With the assistance of additional friends, addresses of parents were plotted on the map of Edmonton and approximately 49 surveys were picked up. The assistants were advised not to make any personal contacts and none was made.

Although the data collection period was set to terminate six weeks from the date that the surveys were mailed, delinquent returns kept arriving up to the end of May, 1981. Two parents requested to personally return the completed questionnaire at the home of the investigator.

From the 225 homes that qualified and received the questionnaire 169 or 75.1%, were gathered or returned by mail. However, one was returned uncompleted. Thus 74.6% of the total population sample participated in the study.

When the phone calls were made as reminders for the return of the questionnaire the following reasons for the delay were volunteered by parents:

1. My husband wants to answer but he is too busy so it is likely that the questionnaire will not be returned (three responses).
2. We have been very busy at the office (approximately 10 responses).
3. I've answered too many questionnaires--one more will not improve the program (three responses).
4. We like the program as is. Our opinion will not change anything (three responses).
5. Nobody really cares about what is written, I have complained many times about what is being done and about the kind of teachers in the school, nobody cares so I have given up (one response).

Approximately ten calls were unanswered. From the responses received, it appears that the missing 10% of the questionnaires might correspond to any of the above five categories.

Tabulation of Data

Scoring

After the completion of the data collection, the questionnaire survey numbers were changed to make a sequential number order identification on computer file cards. In order to make the transfer of information from the questionnaire on to key punch file cards possible, the response items for each question were given a numerical rating (Appendix D). In instances where multiple responses could have been made,

a code was set up with a numerical rating. In sections of the questionnaire where response indicators were other than rank order, the record of one check mark given to only one of the response items for the question was interpreted as a rating of (1). Where responses were recorded as an order of preference, the order number of responses was adjusted to fit the original plan of rank order ratings from 1-4 or 1-3. Similarly, each response item that was indicated with a check mark by the respondent, was interpreted as a rating of (2) or "important". Each subject was recorded on two file cards. Information for Part I-III of the questionnaire was recorded on file card 1 and Part IV was recorded on file card 2.

Statistical Treatment

The Student Evaluation and Data Processing Branch of the Department of Education was consulted in making the decision to use two types of statistical analysis. The first was a nonparametric statistical procedure for determining frequency counts and proportions for each item of the questionnaire. These results are presented in Appendix D. The second analysis was used to determine a theoretical frequency distribution of proportions and frequency counts based on the results of the first statistical analysis.

To allow for greater clarity and ease of analysis the questions and items were re-categorized according to the research questions of interest in this study and the gaps of information concerning the nature of curriculum content. Table 2 presents the results of the re-ordering.

TABLE 2
 ITEMS FROM PARENT QUESTIONNAIRE ACCORDING TO
 FOUR CATEGORY DESCRIPTIONS: POPULATION,
 LANGUAGE AND BICULTURAL SUPPORT,
 CURRICULAR EXPECTATIONS

CATEGORY	Question Number	Item* Response
**P1. Population - Description		
- questions concerning immigrant status, language use in the home, family size, number of child participants in program, school systems, sex of respondent from the <u>Ukrainian, English and mixed</u> ethnic backgrounds.	P1 #1	a-f
	" #2	a-d
	" #3	a-d
	" #4	a-e
P2. Language Support		
- questions concerning support for the language program of the parents of <u>English, mixed and Ukrainian</u> , ethnic backgrounds (attitudes, self-awareness, reinforcement).	P1 #4	a-e
	" #11	a,b,c
	" #12	a,b,c,
	" #13	a,d,g
	P2 #1,	
	" #5	
	" #8	
	" #9	
	" #10	
	" #13	
	" #15-19	
	" #21-25	
	P3 #1	
	" #5,6,8	
	P4 #14	c-d
P3. Bicultural Support		
- questions concerning support for Ukrainian culture or bicultural education answered by parents across five generations (cultural attitudes, awareness, reinforcement).	P1 #4	a-e
	P1 #13	e,f
	P2 #2-9	
	" #11-14	
	" #20	
	" #22	

* Item response refers to the number of category of choice per question.

**Parent category

TABLE 2 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE ACCORDING TO
 FOUR CATEGORY DESCRIPTIONS: POPULATION,
 LANGUAGE AND BICULTURAL SUPPORT,
 CURRICULAR EXPECTATIONS

CATEGORY	Question Number	Item Response
P4.a Curricular Expectations - questions concerning <u>Ukrainian English and mixed parent home</u> expectation levels of skill proficiency in oral comprehension and verbal fluency (speaking).	P4 #1	b,c,d
	" #5	a,b,c,d
	" #6	d
	" #8	c,e
	" #13	a
	" #14	a,b,c
P4.b Curricular Expectations - questions concerning <u>Ukrainian, English and mixed parent home</u> expectations levels of skill proficiency in levels of reading and writing proficiency.	P1 #4	a-e
	P4 #1	a,b,d,
	P4 #3	b,c,d
	P4 #4	a,b,c,d
	P4 #6	a
	P4 #7	a,b,c,d
	P4 #11	b,c.
P4 #14	h	
P4.c Curricular Expectations - questions concerning traditional cultural content expectation levels of parents across five generation groups.	P1 #5	a,b,c,d
	P4 #2	a
	" #6	a,b,c,d
	" #8	a,c,d
	" #9	a,b
	" #10	a,b,c-d
	" #11	a,b
	" #12	a-f
	" #13	b,c,d
" #14	e,f,g	
P4.d Curricular Expectations - questions concerning Canadian/ international content expectation levels of parents across five generation groups.	P1 #5	a-e
	P4 #2	b,c,d
	P4 #8	b,e
	P4 #9	c,d,e
	P4 #6 " #11	c c

To facilitate making comparisons between the responses of possible groups and subgroups of parent respondents, the Chi-Square statistic was calculated to test for significant differences between the responses of the groups on the items analyzed. The details of the comparisons will be elaborated upon below:

The intent of this study was to describe the opinions of parents concerning curricular content for the Ukrainian bilingual program. The need for some means of establishing the significance of the differing opinions recorded soon became apparent. The "Chi-Square test for two independent samples" was selected. Siegel suggests that "when the data of research consist of frequencies in discrete categories the Chi-Square may be used to determine the significance of differences between two independent groups" (1956, p.104). The Chi Square (χ^2) test for two independent samples provides a measure of the discrepancy between the observed and theoretical frequencies with which the members of the two independent groups fall into various categories.

The data for this study are arranged in two way tables. The expected frequencies for each of the tables were computed by multiplying the two marginal totals common to a particular cell and by dividing by the total number of cases, N. If the observed frequencies are found to be in close agreement with the expected frequencies, the differences between the two would also be small, resulting in a small Chi Square. Larger differences would result in relatively larger Chi Squares. The larger the Chi-Square, the more likely it would be that the two groups differ with respect to the item being tested (Siegel 1956: 106)

CHAPTER V

Results and Discussion

Introduction

To establish whether the responses of parents favor certain curricular content for subject areas taught in Ukrainian (bicultural education) and for Ukrainian language skill development, the original results recorded in percentages of relative frequency for the total number of valid cases for each question and each response item in the questionnaire are listed and examined. This allows for the discussion of data indicating favor for content -- the (scope) acquisition of language skills, knowledge and (perspective) activities to be used for obtaining achievement -- as well as of data describing the nature of the parent involved in the Ukrainian bilingual program.

Having obtained a frequency measure of the overall parent opinions concerning Ukrainian language learning and bicultural education, some measure of opinion differences between the various groups of respondents was desired and was arrived at by means of the calculation of the Chi-Square statistic. A discussion of these results will be provided using the categories created through the re-categorization of items of the questionnaire.

A. The Opinion Trends of the Parent Respondents

Item Categories

The items of the parent questionnaire were re-categorized under headings as follows:

Category P1 -- Population Description

Category P2 -- Language Support

Category P3 -- Bicultural Support

Category P4 -- Curricular Expectations

A more detailed explanation of these categories was presented in Chapter IV.

Analysis of Data

A discussion of the data will be presented through the above described categories and each questionnaire item.

1. Category P1--Population - Description. Out of the total sample of 168 respondents more than half of the total parent responses or 57.7% (97) were from the Edmonton Catholic School System. While 42.3% (71) of the parent responses were from the Edmonton Public School System.

Part I Question #1: WHO IS COMPLETING THE QUESTIONNAIRE?

The majority of the respondents or 74.4% (125) were mothers. The total of father respondents was 19.6% (33). Seven (4.2%) of the questionnaires were answered by both parents. The remaining respondents were "guardians" 4.2% and one questionnaire was answered by guardian and mother.

In total 134 mothers completed the questionnaire. This suggests that mothers are the overseers of the education being received by children in the Ukrainian program. However, other factors such as the amount of time available to male parents to attend to school matters such as the completion of questionnaires may account for the majority of mother responses as frequently they are the parents who remain at home.

Another factor could be the importance attached to returning questionnaires by each parent. While this responsibility might be delegated to the mother in most cases, definite explanation can not be given on the basis of the data collected in this study.

Question #2: HOW MANY CHILDREN DO YOU HAVE?

Most families involved have three children (64 or 38.1%). It is interesting to note that 18.5% or thirty-one respondents indicated having "four or more" children. According to the most recent Canada Census (1971) figures, 56.6% or more than one half of the respondents would be in the large family category when compared to the present average family size of two or less children. This finding suggests socio-economic implications that may be of interest for further research. For this purpose, the investigator wishes to briefly discuss the results of this question - family size - when cross tabulated with the results of question number four, family background.

Figure 1 reveals that: 177 children come from a mixed ethnic background home; 153 children come from an English ethnic background home and 130 children come from a Ukrainian ethnic background home. These results have definite implications for the nature of the curriculum to be presented at the entry grade levels of the Ukrainian bilingual program. Suggestions concerning these implications will be presented in Chapter VI.

Question #3: HOW MANY OF YOUR CHILDREN ARE IN THE BILINGUAL PROGRAM?

Out of 168 questionnaires (46.4%) 78 respondents indicated that only one child is involved in the program. It appears worthy to note that while in question 2 results suggest that large family homes are involved in the program only two respondents indicated that "four or

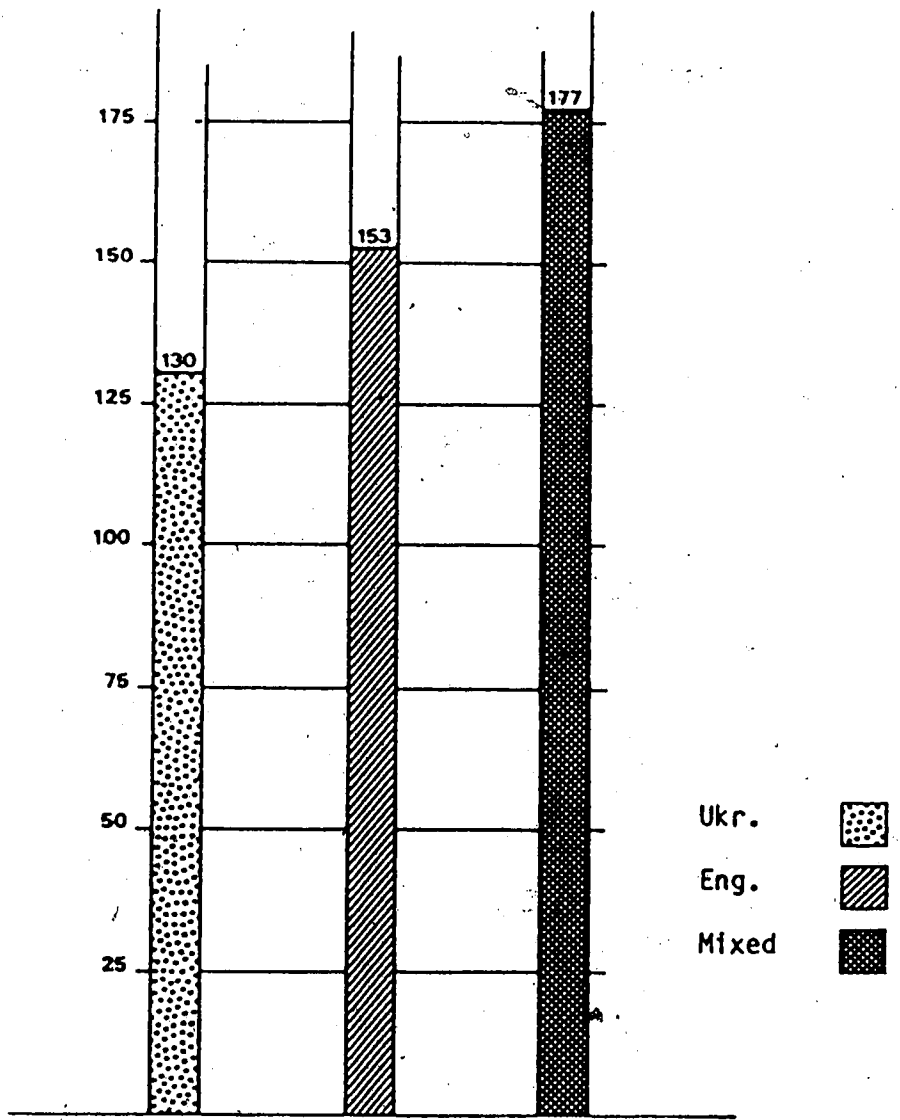


FIGURE 1
FAMILY SIZE* VERSUS ETHNIC BACKGROUND

* using 4 children as a maximum family size
(answer to "4 or more").

more children" are in the program. Twenty-three respondents or 13.7% indicated that three children are involved in the program. The discrepancy concerning the size of family supporting the program suggests: a) that all other children of the large family are over thirteen years of age and have missed out in the opportunity of being enrolled in the program; b) that only the first of the "large family" children have entered the program and that possibly, if parents are satisfied, school systems could anticipate the continued support of thirty-three families.

As for question number two, Figure 2 yields information which has implications concerning the nature of pupils involved in the program and of the curriculum that should be offered in the Ukrainian bilingual program. Figure 2 clearly illustrates which ethnic family has the above average family size and also which families support the program with the largest enrollment. Within the 168 homes there are a total of 460 (approximately) children. It appears that the majority of them would come from the "mixed" family home (109). While the proportions of ethnic families involved in the program appear to differ significantly, Ukrainian (44), English (58) and mixed (66), the difference in totals of child units per ethnic background involved in the program is small (103: 44, 98: 58, 109: 66, respectively). By noting the proportion of children involved in the program from each of the three categories; one could suggest that the Ukrainian family-home is the home of young parent families as the enrollment is nearly three times greater than the number of homes.

Question #4: WHICH OF THE FOLLOWING DESCRIBES YOUR FAMILY OR ETHNIC BACKGROUND?

The majority or 39.3% (66) of the respondents come from a "mixed" (Ukrainian and other ethnic background) background. With

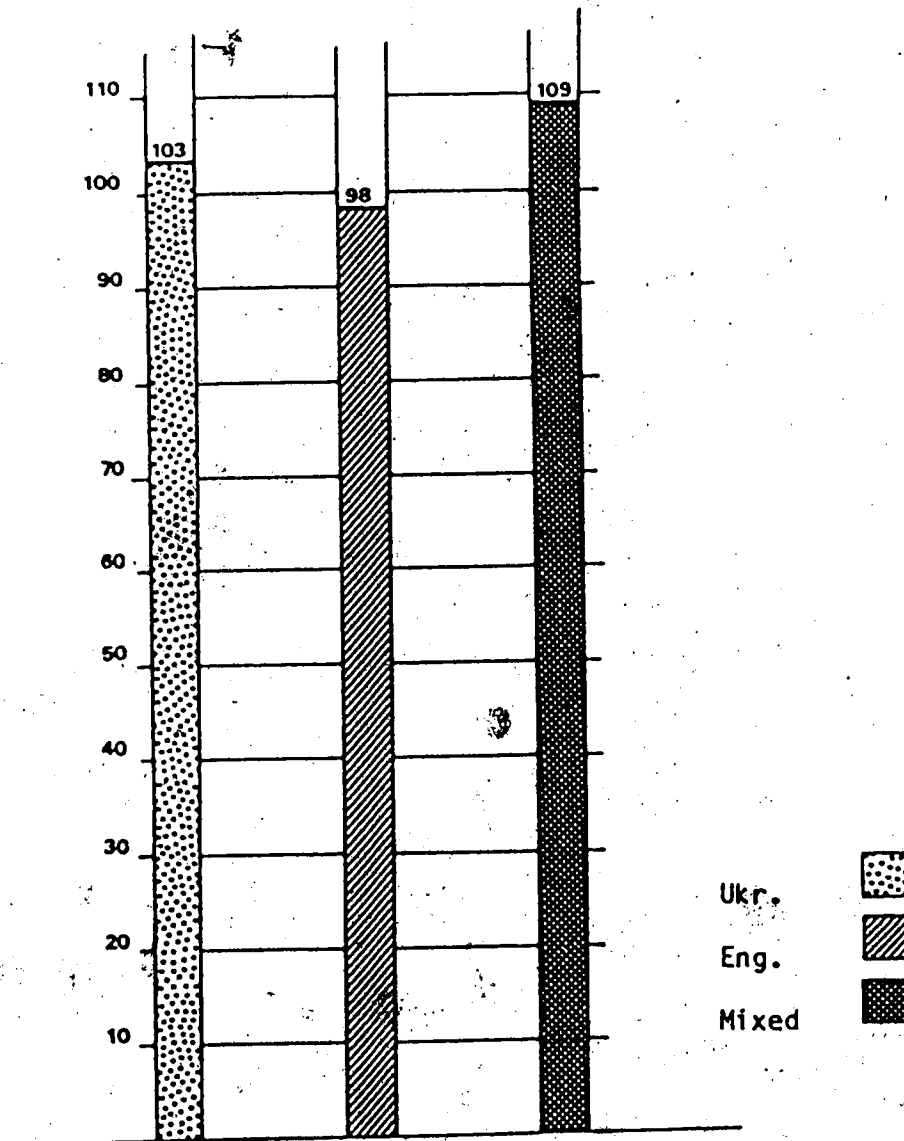


FIGURE 2
NUMBER* OF CHILDREN IN PROGRAM VERSUS ETHNIC BACKGROUND

* using 4 children as a maximum family size
(answer to "4 or more")

respect to the total respondent sample the public status of the program has attracted fifty-eight families (34.5% of respondents) of English ethnic background. The totals of the above two groups of the sample (73.8%) suggest that the Ukrainian bilingual program is recognized first as an opportunity for acquiring a second language and a bicultural education. Enrollment for the sake of language maintenance or of language loyalty appears to rank as a second motive in choosing the Ukrainian bilingual program. The number of respondents from Ukrainian ethnic background (both parents are Ukrainian) is 44 (26.2%).

Question #5: HOW LONG HAS YOUR FAMILY LIVED IN CANADA?

Out of 167 valid cases 17.4% (29) of the respondents indicate that they arrived to Canada (landed immigrant). The majority of respondents or 46.4% (78) indicated that their family has been in Canada for two generations (respondent and parents were born in Canada). Of interest to this study is the fact that while Ukrainians have celebrated the 90th anniversary of their settlement in Canada, 44.9% of the respondent program supporters - are "recent Canadians"; only 8.4% of them descend from the first Ukrainian immigrants or Canadian Pioneers. The (urban) setting in which this survey was conducted may account for this small percentage as concentrations of the descendants remain in the rural communities east of Edmonton, e.g. Lamont. (Isajiw:1977)

Question #6: WHAT IS THE CHILD'S (REN'S) FATHER'S (MALE GUARDIAN) LANGUAGE?

Out of 166 respondents 72.9% (121) indicated Ukrainian as the father's language, 20.5% of the parents considered English as the father's native language. Only 1.8% of the respondents indicated the

father's language to be French and 1.8% indicated German as the father's language. The above figures (20.5%, 1.8%, 18%, respectively) show that the Ukrainian bilingual program draws approximately twenty-three percent of its enrollment from a population that could be sending its children to other existing immersion or bilingual programs. Many combinations of factors such as program proximity, community composition, family size and community spirit could be responsible in influencing parents (non-Ukrainian) to enroll their children in the Ukrainian bilingual program.

Question #7: WHAT IS THE CHILD'S (REN'S) MOTHER'S (FEMALE GUARDIAN) LANGUAGE?

As illustrated in Figure 3, the numbers correspond to those found for question number six with the exception that mothers of ethnic backgrounds other than Ukrainian, English and German are virtually not involved in the program. Out of 168 respondents 64.3% (108) indicated that the mother's language is Ukrainian while 31.0% indicated that the mother's language is English and 4.2% indicated German as the mother's language. The incidence of the German mother home involvement might be related to the fact that the German bilingual program was not operating until 1979. The fairly high (35.8%) incidence of non-Ukrainian language mothers involved perhaps suggests that the home provides little program support in terms of language reinforcement. However, respondents were not asked to indicate whether or not either parent remained at home with the children. This lack of information (number of Ukrainian mothers at home) creates a vague picture as to the nature of linguistic support provided by the home. This assumption will be further discussed in category P2.

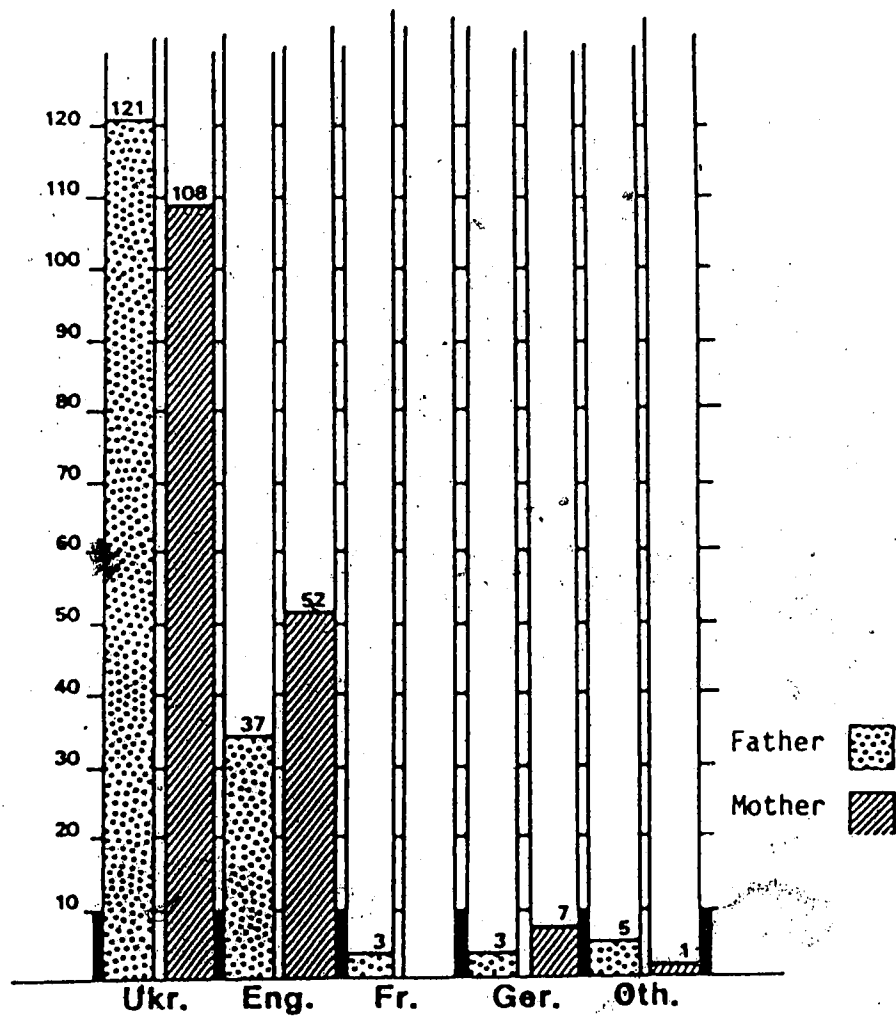


FIGURE 3

FATHER'S ETHNIC LANGUAGE VERSUS MOTHER'S ETHNIC LANGUAGE

Figure 3 presents a comparison of the totals of proportions calculated for questions above. Examination of these results suggests that the father's language (72.9%) appears to be a decisive factor in selecting the program for the child's education.

Question #10: WHAT GRADE IS YOUR CHILD IN?

The enrollment distribution of pupils coming from the 168 respondent homes is presented in Table 3 below.

TABLE 3
PUPIL ENROLLMENT DISTRIBUTION

Grade	ECS*	1	2	3	4	5	6	7
Totals**	14	14	20	21	75	68	49	23

* Early Childhood Education

** N = 384

There appears to be a discrepancy in the enrollment figures with the results to question three which reported 460 children. The fact that the questionnaire made no allowances for situations where two children were enrolled in one grade and did not include Ukrainian play school (sadochok) enrollment, information might account for the discrepancy of results (less 86 children).

A comparison with the most recent enrollment statistics from Alberta Education (Sept. 30, 1982) suggests: a) that some of the 168 respondent homes have since the date of this survey discontinued enrolling their children beyond grade six or b) that possibly the respondents are very young homes and that increased enrollment could be anticipated in the future for Junior High.

2. Category P2 -- Language Support. The results of items of this category will be discussed to reveal levels of home support of the program and parent expectations of language support within the community and school environment.

Part 1 Question #8: IF YOU HAVE CHECKED (a) OR (d) IN QUESTION 4, PLEASE SPECIFY THE AMOUNT OF UKRAINIAN SPOKEN IN THE HOME?

Out of 167 respondents 11.4% (19) found this question non-applicable. The discrepancy with figures in answer to question 4 where 34.5% of the respondents indicated that English is their ethnic background must be stressed. This difference suggests that perhaps respondents of this "English" group have a Ukrainian language tie but have assimilated to the extent that they now consider that they have an English background. However, to this question 20.4% of the respondents indicated that no Ukrainian is spoken at home. The totals of the "non-applicable" and the "none" figures is 31.8% which is a close approximation to the results obtained in question 4. More significant to this study are the results indicating language support within the Ukrainian and mixed background homes.

Out of 167 respondents 19.8% indicated that Ukrainian was spoken from 50-100% of the time at home. Nearly the same proportion or 20.4% indicated that no Ukrainian is spoken at home. The majority of respondents or 48.5% indicated that Ukrainian is spoken for 25% of the time at home. These results differ markedly from the results obtained in the study by the Edmonton Catholic School Board (Ewanyshyn 1978: 45) where approximately 11.3% out of 120 respondents indicated that Ukrainian was "not at all" spoken at home. This discrepancy suggests: a) that a larger assimilated group is involved in this study or b) that a larger non-

Ukrainian (English) population is enrolling children in the Ukrainian bilingual program. Either of the two suggestions has definite implications as to responsibilities concerning the nature of the teaching of the language in the school environment.

Question #9: WHICH LANGUAGE IS SPOKEN MOST OF THE TIME AT HOME?

Out of 168 respondents 87.5% indicated English as their main language. It is striking that only 11.3% of the respondents indicate that Ukrainian is their main language. This percentage takes into account all groups of parents including the 17.4% of them who claim having arrived to Canada. One could have expected that all of this group could use Ukrainian as the main language. However, this difference could be related to the survival value placed on learning this country's (Western-Canadian) national language English—perhaps ultimately even at the expense of their native language. The implication suggested by this point is that only a few children in the program speak Ukrainian fluently. This further suggests that the pupils in the present bilingual program are very different from those who were enrolled at the Ivan Franko school and at the Ridnyj Shkoly Saturday day classes during the mid-fifties (who apparently spoke Ukrainian at home).

Question #11: DO YOU ENCOURAGE YOUR CHILD TO SPEAK UKRAINIAN AT HOME?

Out of 168 respondents 66.7% indicated that they "sometimes" encourage the child to speak Ukrainian. Only 30.4% indicated that they "often" encourage the child to speak Ukrainian. A small percentage 3.0% indicated that no attempt is made to encourage the child to speak in Ukrainian.

Question #12: DO YOU ENCOURAGE YOUR CHILD TO LISTEN TO UKRAINIAN
BROADCASTS AT HOME?

There are now three radio stations broadcasting in Ukrainian thus a child could be daily exposed to three and a half hours of Ukrainian music, advertising and oral literature. In response to this question 15.6% out of 167 respondents stated that the child is "often" encouraged while 8.1% indicated that they "never" encourage the child to listen to Ukrainian broadcasts. Slightly more than half of the respondents or 56.3% indicated that they "sometimes" encourage the child to listen to such radio broadcasts. These results could be interpreted to mean a) that parents are not aware of the existence of the broadcasts or do not realize their importance in reinforcing language learning b) that the broadcasts are not aired during prime listening time (in relation to children) and c) other more attractive forms of media take precedence in most of the homes.

Question #13: SOME REASONS EXPLAINING WHY PEOPLE MAY ENROLL THEIR
CHILD/CHILDREN IN THE BILINGUAL PROGRAM.

Table 4 presents the results in terms of levels of importance and of adjusted frequency of percentage as each item had a different response sample. This table illustrates that three reasons namely, language maintenance, language challenge and understanding of another culture stand out as being "very important" for nearly two thirds of the total "respondents". The next largest proportion or nearly one half of the respondents indicated "mental exercise" as a very important reason. The items of this question could be re-grouped into three prime categories for more significant discussion: second language acquisition (items c,e,f), language loyalty (items a,g), political/economic

TABLE 4
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 BILINGUAL/BICULTURAL SUPPORT
 (Category P2 and P3)

Item #	Reasons For Enrollment	Results	N*	%
a	because it is important to maintain language, culture	very** somewhat not	162	62.3 32.1 5.6
b	because bilingualism in Canada opens a greater number of career opportunities	very somewhat not	156	25.0 57.7 17.3
c	because learning another language sharpens the mind	very somewhat not	158	46.8 39.9 13.3
d	because the Ukr. speaking minority applies a certain amount of pressure through its organizations	very somewhat not	147	2.1 30.8 67.1
e	because bilingual education is challenging and rewarding to my child	very somewhat not	160	66.9 30.6 2.5
f	because learning two languages prepares one to better understand people of other languages and cultures	very somewhat not	161	60.2 34.8 5.0
g	because the children should be able to speak in Ukr with grandparents	very somewhat not	155	18.7 44.5 36.8
h	other (please specify and rank)	very somewhat not	16	81.3 12.5 6.2

*N = total number of valid cases

** levels of importance e.g. very = very important

security (items b,d). The comparison of the high frequency levels illustrated in Table 4 suggests that the main reason people enroll children in the Ukrainian bilingual program is for the acquisition of the second language, a point already made with reference to question four.

3. Category P3 -- Bicultural Support. Responses for all of Part II questions 1-25 have an overlap with Category P2 due to the nature of the definition of the word "culture". Thus tables illustrating the results will also include category P2 in the headings.

Part II Questions #1-25: DURING 1980 HAVE YOU:

For purposes of discussing opinion trends questions which refer to categories P2 and P3 (bicultural support) and include activities which could occur as a family experience and which expose family members to language and bicultural education have been re-grouped into four tables.

According to Table 5 which presents results involving out of home activities only 10.8% of the respondents indicate that they "very often/often" have eaten in a Ukrainian restaurant. The low frequency level for this item might be due to the fact that very few restaurants (according to City telephone directory) specialize in Ukrainian food. Delicatessens located at shopping malls may not have been viewed by the respondents as restaurants. Similar results are evident with item 4 - films with subtitles - and suggest that this opportunity seldom exists in the respondents' vicinity. Research through telephone directories and cinema theatre programs indicate that only three centres in Edmonton present ethnic film programs. The discussions of the above three items suggest that the opportunity for the activities is on the whole infrequent, making the low participation rates reasonable.

TABLE 5
ITEMS FROM PARENT QUESTIONNAIRE CONCERNING OUT OF
HOME ACTIVITIES (Category P2, P3)

ITEM No.	ACTIVITY	N*	R A T I N G (%)			
			very often	often	rarely	never
2	eaten at a Ukr./Canadian restaurant	167	2.4	8.4	47.3	41.9
4	seen a Ukr. film (with Eng. sub- titles)?	167	1.2	2.4	22.2	74.3
5	been to the Ukr. cultural or youth centres?	165	11.5	26.7	38.2	23.6
8	attended a Ukr. celebration?	167	35.3	35.3	25.1	4.2
9	seen/heard a Ukr. opera or ensemble?	165	11.5	23.0	38.8	26.7
10	purchased Ukr. literature (books or magazines) for home use?	167	9.6	26.9	40.1	23.4
12	seen a statue or monument which commemorates the Ukr. pioneers in Canada?	166	9.0	23.5	50.6	16.9
14	been to a Ukr./Canadian rural settlement?	165	9.1	28.1	43.0	18.8
15	been to the Ukr. bookstore?	167	13.8	44.9	32.9	8.4
16	purchased Ukr. records for home use?	167	16.2	31.7	38.9	13.2
17	asked for Ukr. books at the public library?	167	3.6	15.0	29.3	52.1
21	visited a Ukr. speaking senior citizen?	166	27.7	33.1	27.1	12.0
22	seen performances presented by pupils in the Ukr. bilingual program?	167	29.3	55.7	15.0	

*N - no. of valid cases

However, according to the Edmonton City Telephone Directory 1981-1982 there are 29 Ukrainian affiliated centres in the Edmonton area which serve communities by providing youth and cultural activities. The large proportion of low frequency ratings within this item suggests that the respondents are "home bodies" probably for economic reasons such as family budget restrictions as suggested by the answers concerning "large family" (question 2) and "recent Canadians" (question 5). Other reasons could be that parents are neither attracted to these centres (assimilation) nor are discriminating in their selection of places for community involvement. Factors such as proximity, convenience, and awareness might account for the results obtained.

An overall examination of Table 5 indicates that a large proportion of high frequency levels tend to correspond to activities which incur small or minimal budget implications (items 8, 21, 22) while activities which entail travelling out of the province, the city - from one place to the opposite extremity of the city, or entrance fees, have large proportions of respondents indicating low frequency (rarely/never) of experience (items 9, 12, 14, 15, 16). This comparison would tend to support the assumption that the respondents during 1980 have not been frequently involved in activities which have family budget implications.

In support of the aforementioned assumption, Table 6 outlining results for "at home" activities reports large proportions within the "very often" and "often" ratings. Item 24 results show that out of 167 respondents only 30% have often watched television programs about the Ukrainian bilingual program. The explanation for this discrepancy may be due to the fact that only one station or channel (cable T.V.) offers.

TABLE 6
 ITEMS FROM PARENT QUESTIONNAIRE
 CONCERNING IN HOME ACTIVITIES
 (Category P2 and P3)

Item No.	Activity	N*	R A T I N G (%)			
			Very Often	Often	Rarely	Never
3	had Ukr. food at home?	167	52.7	40.1	6.6	0.6
23	read newsletters about the Ukr. bilingual program?	166	30.1	54.2	12.7	3.0
24	watched television broadcasts about the Ukr. bilingual program?	167	7.8	22.2	44.3	25.7
25	listened to radio broadcasts delivered in Ukr.?	167	19.2	30.5	34.1	16.2

*N = no. of valid cases

programs in the Ukrainian language. Other channels rarely (once a year) offer Ukrainian programs. The result for this item compares closely with the results for question 12 of Part I "radio broadcasts" of the parent questionnaire.

Table 7 presents low language skill activities (listening, viewing and speaking) and illustrates that the majority of respondents do not frequently engage in activities which are in areas of low language skill competency levels or levels involving listening, viewing or speaking although such exposure provides stimulation (cultural) and language reinforcement. Two exceptions can be noted for activities involving listening (item 1) and speaking (item 19). These exceptions, however, do not involve proportions greater than seventy percent. This result compares closely with the results for question 8, Part I - amount of Ukrainian spoken at home. It appears that on the whole audio/visual language reinforcement is infrequently experienced in the homes of most pupils within the Ukrainian bilingual program.

Table 8 illustrates that large proportions of the respondents indicate that they have infrequently engaged in activities involving higher language skill levels-reading, writing-in Ukrainian. These results imply low levels of reinforcement involving two of the "basic" skills within the Ukrainian language. The parent's knowledge or level of language fluency may have influenced these results (results of question 8 and question 4, Part 1).

Part III Questions #1-8

The results for Part III, questions 1-8 are illustrated in Table 9. The questions deal with matters concerning parental expectations in terms of outcomes or long range language services and cultural benefits

TABLE 7
ITEMS FROM PARENT QUESTIONNAIRE CONCERNING LOW
LANGUAGE LEVEL SKILL ACTIVITIES
(Category P2 and P3)

Item No.	Activity	N*	R often very	A often	T rarely	I rarely	N never	G (%)
1	heard Ukr. spoken for more than one hour?	164	32.9	36.6	25.6	4.9		
6	viewed a Ukr. religious ikon of St. Nicholas or the Madonna?	164	18.3	30.5	28.0	23.2		
7	examined a Ukr. folk instrument?	165	7.3	15.8	43.0	33.9		
19	sang a Ukr. song?	167	21.0	33.5	35.3	10.2		
20	played a Ukr. card game?	165	3.6	14.5	24.2	57.6		

*N = no. valid cases

TABLE 8
ITEMS FROM PARENT QUESTIONNAIRE CONCERNING HIGH
LANGUAGE SKILL LEVEL ACTIVITIES
(Category P2 and P3)

Item No.	Activity	N*	R often very	A often	T rarely	I rarely	N never	G (%)
11	read translated versions of Ukr. literature in English (short stories, poetry).	167	8.4	10.2	34.1	47.3		
13	read accounts discussing Ukr. Canadian lifestyle or history in Canada?	166	6.0	21.1	50.6	22.3		
18	used a typewriter with a Ukr. letter keyboard?	167	.0	3.6	6.0	89.8		

*N = no. of valid cases

TABLE 9
ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
BILINGUAL/BICULTURAL EXPECTATIONS
(Category P2, P3)

Item No.	Expectation	N*	R SA	A A	T N	I N	N G	D SD	%
1.	Ukr. bilingual program should serve language and cultural needs of Ukr. speaking families in Edmonton.	167	37.7	41.9	13.8	-6.6	-		
2.	Ukr. bilingual program should provide students from non-Ukr. speaking groups an opportunity to understand the Ukr. speaking community.	165	23.6	50.9	23.6	1.8	-		
3.	Ukr. bilingual program should provide students opportunities to participate and become a part of the Ukrainian speaking community.	167	31.7	50.9	17.4	-	-		
4.	Students graduating from schools offering the Ukr. bilingual program should be able to assume a meaningful role in any Ukr. speaking community in Canada.	167	30.5	47.9	19.2	2.4	-		
5.	Students attending Ukrainian bilingual programs should be encouraged to participate in Ukr. linguistic and cultural contests.	167	22.2	49.1	23.4	4.8	.6		
6.	Students attending Ukr. bilingual programs should be invited to participate with other Ukr. Canadian groups & organizations outside of school activities.	166	34.3	50.6	13.3	1.8	-		
7.	Ukr. bilingual programs should strive to make students bi-cultural.	166	38.6	50.6	10.2	.6	-		
8.	The student graduating from the Ukr. bilingual program should be fully bilingual.	165	43.6	41.2	9.7	4.8			

*N = no. of valid cases

resulting from the enrollment of children in the program for nine consecutive years.

It should be noted that at the time of the survey, program enrollment was possible from kindergarten to the end of grade nine. The present enrollment possibilities are as of June, 1982 to the end of grade twelve. Of particular interest to this study is the fact that under the former conditions large proportions of parents, 84.8% agreed that the student should be fully bilingual (item 8) upon program completion. Similar results have been obtained for the nature of Ukrainian bilingual program that should be offered in schools (item 7). Out of 166 respondents 89.2% agreed that the program should strive to make the students bicultural. These results indicate that parents are in favor of content which would promote high or academic language skill achievement and cultural education (covering the psychomotor, affective, cognitive, domains). Questions 2-6 provide additional support to the above assumption as large proportions of respondents (70% and over) indicated agreement to the proposed outcomes of bilingual and bicultural education.

Questions 1-2 results confirm attitudes or comments received from respondents: "We are Ukrainian, we are proud of our ancestral language and culture and we want our children to learn their native language and become equally proud of their ancestral heritage"; "second languages bring people closer together and create greater understanding". It is worthy to note the significant percentage (approximately 15-20%) of "in between" responses for questions 1-4. These levels of indecision could be related to high proportions of mixed and non-Ukrainian ethnic backgrounds involved in the program (Part I questions 6-7).

A significant proportion of indecision (23.4%) is evident in the results obtained for question 5 which suggest that parents place secondary importance on the value of competition. This result appears to be in opposition to the views of parents of Ukrainian Saturday Day Schools during the mid-fifties when numerous competitions in the form of concerts, festivals, speak-off-debates were looked upon with great enthusiasm and importance. While the discussed trend is evident, a fairly large proportion of respondents (71.3%) still agree with the value of participation in linguistic and cultural competitions. The discussed trends could stem from the fact that competition opportunities are limited and frequently restricted to high school levels.

4. Category P4 -- Curricular Expectations. The results of items related to this category should indicate which content or what activities parents favor for achieving the anticipated levels of language skills.

Part IV Question #1 UPON COMPLETION OF 9 YEARS IN THE UKR. BILINGUAL MY CHILD SHOULD BE ABLE TO:

The over-all results within Table 10 indicate that a high level (20% and over) of importance is placed on all four skills: listening, speaking, reading and writing. When one compares the above percentages with those obtained for the nature and level of language used by parents (Part I, questions: 4,6,7, respectively) as well as to those concerning the amount of encouragement received (Part II questions 1,2,5 respectively), one is faced by the realization that language presentation, reinforcement and mastery are wholly dependent on the school environment and its staff.

TABLE 10
 ITEMS FROM PARENT QUESTIONNAIRE
 CONCERNING SKILLS
 (Category P2-4)

Item	Skill	N*	R VI	A T I	I N S T	G Z NI	N/A
a	read and write fluently	166	23.5	42.2	15.1	7.2	12.0
b	speak and read "	165	24.2	49.1	12.7	1.2	12.7
c	understand and speak "	165	37.0	40.6	7.9	3.6	10.9
d	be fluent in all of above	161	47.8	31.1	14.9	5.0	1.2

*N = no. of valid cases

Part IV Question #2: IN LANGUAGE ARTS MY CHILD SHOULD BE EXPOSED TO:

The results of this question are presented in Table 11. The results are indicated by the variables: number, very important, important, somewhat important, not important.

A review of elementary Ukrainian readers suggests that item "a" would rank the highest as important content for Ukrainian language arts within the bilingual program. However, only 34.7% out of the total number of valid cases (150) rated classic literature as important while 25.3% of the parents indicated that exposure to this content is not important. Forty percent of the responses indicated that classic literature is "somewhat important". Western - Canadian Ukrainian literature (63.3% of the respondents) and Ukrainian stories about Canadian pioneers (71% of the respondents) appear to be the most favored content for language arts. Less than sixty percent (58.8%) of the total respondents (158) indicated "all forms of Ukrainian literature" as important for language arts. Thirteen percent of the parents indicate that the latter content is not important for language arts.

Part IV Question #3: UKRAINIAN LANGUAGE ARTS SHOULD STRESS:

Table 12 illustrates the high or academic nature of parental expectations in areas of language skill acquisition. Responses for item (a) 79.9% and (c) 75.4% suggest that parents favor the development of functional skills in the areas of the cognitive and psychomotor domains over skills that are categorized in the affective domain. This suggests also that parents hope that children would be utilizing Ukrainian language skills within the larger society in the future (as defined by Bloom "Levels of Characterization" and interpreted by Valette and Discick).

TABLE 11
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT
(Category P4)

Item	Content	N*	R A T I N G				%
			VI	I	ST	NI	
a	reading alot of Ukr. classical literature e.g. Ivan Franko, Shevchenko, Ukrainka	150	8.7	26.0	40.0	25.3	
b	reading Western Canadian literature (depicting contemporary scenes/experience)	150	23.3	40.0	32.0	4.7	
c	reading Ukr. stories about Canadian pioneers	152	29.6	41.4	25.7	3.3	
d	reading all forms of literature written or translated in Ukr.	150	20.7	28.7	31.8	18.8	

*N = no. of valid cases

TABLE 12
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING SKILLS
(Category P4)

Item	Skills	N*	R A T I N G				%
			VI	I	ST	NI	
a	functional written language skills	159	44.7	35.2	17.6	2.5	
b	writing skills for creative expression	148	16.9	41.9	35.8	5.4	
c	skills for recording thoughts	154	32.5	42.9	22.1	2.6	
d	writing for enjoyment	148	20.9	26.5	33.1	13.5	

*N = no. of valid cases

Part IV Question #4: UPON COMPLETION OF 9 YEARS, MY CHILD SHOULD BE ABLE TO:

Table 13 suggests a lack of support for the previous high academic level of parental expectations in the area of written skills. Item (b) refers to skills which encompass high levels of critical thinking and abilities to extrapolate information from references. It has been rated as the lowest (34.5%) in comparison to the levels of importance placed on written skills that rely on assimilated information and quality of human experience (item (c) 83.8%). Equally significant is the result for item (b) that indicates that parents are not entirely convinced whether this ability should be apparent or inherent upon completion of nine years in the program. Nearly 10% (30.1%) out of 151 valid cases indicated that the ability to write a research report is somewhat important. This suggests that there exists an area where parents could be persuaded perhaps by other more or less ambitious parents to either become in favor of or against an academic program that emphasizes oral program.

Part IV Question #5: HUNGARIAN LANGUAGE ARTS SHOULD STRESS THE DEVELOPMENT OF ORAL SKILLS. UPON COMPLETION OF 9 YEARS MY CHILD SHOULD:

Table 14 illustrates that parents favor the development of general functional skills as opposed to oral skills which are part of academic studies or professions. Out of 150 respondents 74% indicated the skills of operating second hand information (general conversation) to be important. While nearly 15% (11.3%) indicated that oral skills

TABLE 13
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING WRITING SKILLS
(Category #3)

Item	Skills	N*	R A T I N G %			
			VI	I	SI	NI
a	write a short story	152	26.3	44.1	22.4	7.2
b	write a research report	151	12.6	21.9	39.1	26.5
c	write 3-4 paragraphs on a familiar topic	151	42.9	40.9	14.9	1.3
d	write a letter of request	155	34.2	42.6	17.4	5.8

TABLE 14
FROM PARENT QUESTIONNAIRE
CONCERNING ORAL SKILLS
(Category #4)

Item	Skills	N*	R A T I N G %			
			VI	I	SI	NI
a	participate in public debates	147	14.3	21.8	42.0	21.1
b	prepare/deliver effective speeches	151	21.2	39.7	31.1	7.9
c	participate in drama/fine arts	153	16.3	35.9	34.0	13.7
d	create a good hand in formatives	150	32.7	41.3	21.3	4.7

*No. of valid cases

for participation in fine arts (music, drama) are not important. This same item also has a response of 42.9% "somewhat in favor". The high levels of responses in the aforementioned category for items (a) and (c) suggest an openness for re-consideration or for perhaps a more academic orientation as was supported in Question 3.

Part IV Question #6: UPON COMPLETION OF NINE YEARS A CHILD SHOULD BE ABLE TO:

Table 15 clearly illustrates that literary content which has been translated (English into Ukrainian, French into Ukrainian) is not important. One could thus assume that literature by authors such as Robert Burns, Rudyard Kipling or Guy De Maupassant are not important as content within the Ukrainian bilingual program. The over-all results indicate that parents desire that children be able to recognize various forms of literature (short story, free verse, essay) but do not feel that this ability should be developed through the restrictive study of classical literature.

Part IV Question #7: UPON COMPLETION OF NINE YEARS IN THE PROGRAM THE CHILD SHOULD BE ABLE TO:

Table 16 illustrates that parents favor the study of traditional grammar within the programs (item (a) 84.8% and item (b) 92.2%). Literary fluency skills which are accomplished through subject areas such as social studies and composition are rated significantly lower by more than 40% as illustrated by the result for item (d) where only 37.1% of the respondents indicated this skill to be important.

TABLE 15
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT
(Category P4)

Item	Content	N	R VI	A I	T SI	I NI	G NI	%
a	recognize all forms of literature	147	26.5	42.2	27.2	4.1		
b	recognize literature of writers of classic literature	148	21.6	34.5	38.5	5.4		
c	recognize literature of non-Ukr. authors (translation)	142	3.5	23.2	50.0	23.2		
d	recite or write out Ukr. poetry	147	18.4	29.3	35.4	17.0		

*N = no. of valid cases

TABLE 16
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING SKILLS
(Category P4)

Item	Skills	N*	R VI	A I	T SI	I NI	G NI	%
a	determine parts of speech	151	45.7	39.1	13.2	2.0		
b	place sentences in sequence	154	54.5	37.7	5.8	1.9		
c	think critically, detect persuasions	143	14.0	37.8	40.6	7.7		
d	recognize various kinds of letters written in Ukr.	143	9.8	27.3	39.9	23.1		

*N = no. of valid cases

Part IV Question #8: UPON COMPLETION OF NINE YEARS IN THE PROGRAM THE CHILD SHOULD BE ABLE TO:

Table 17 illustrates that out of 154 respondents 52.6% feel that the ability to sing traditional Christmas carols is very important whereas appreciation of classical Ukrainian music is rated as "very important" by only 11.6% out of 147 respondents. There may be several reasons for this result. One could be due to the composition of the parent population or 17.4% "recent Canadians" who most likely have immigrated from countries where there is a lack of freedom of religion. A second reason may be that of nostalgia for an art that has been assimilated due to the fact that liturgy in most Ukrainian churches is in English (Hobart: 187). In comparing the columns of "important" and "very important" it appears that the second most important area would be the skills of social Ukrainian singing (69.2%) and recognition of various kinds of Ukrainian/Canadian music (68.9%). Again as with questions concerning literary content, items of a more academic nature (items a,d) have been least favored.

Part IV Question #9: AS PART OF THE SOCIAL STUDIES COURSE, CHILD SHOULD STUDY:

According to Table 18, out of 143 respondents, 35% indicated that content concerning the study of ancient history of Ukraine is not important. On the other hand, 81.9% out of 155 respondents indicated that the study of history concerning the immigration of Ukrainian peoples is important content for social studies. Nearly thirty percent out of 139 respondents (28.8%) indicate disfavor to the same content as outlined for the regular (English) social studies program (translated). These results are similar in content emphasis described for language arts (Part IV, question 2).

TABLE 17
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT/SKILLS
(Category P4)

Item	Content and Skills	N*	R VI	A I	T I	I SI	N SI	G SI	% NI
a	enjoy music by famous composers (Lysenko)	147	11.6	41.5	33.3	13.6			
b	recognize kinds of Ukr./Canadian Music	154	22.7	44.2	24.7	8.4			
c	sing traditional Xmas carols	154	52.6	29.9	13.6	3.9			
d	participate in social singing (Ukr.)	153	33.3	35.9	20.3	10.5			

*N = no. of valid cases

TABLE 18
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT
(Category P4)

Item	Content	N*	R VI	A I	T I	I SI	N SI	G SI	% NI
a	ancient history of Ukraine before 988 A.D.	143	7.7	20.3	37.1	35.0			
b	history of Ukraine before 20th century	153	21.6	34.6	26.8	17.0			
c	only Ukr./Canadian history	144	19.4	34.7	33.3	12.5			
d	history about the immigration of Ukr. peoples	155	40.6	41.3	16.1	1.9			
e	same content as in English without emphasizing a Ukr. point of view	139	18.0	25.9	27.3	28.8			

*N = no. of valid cases

Part IV Question #10: IN SUBJECTS TAUGHT IN UKRAINIAN MY CHILD SHOULD
LEARN ABOUT:

The results in Table 19 present some interesting implications. Again, content orientated on topics related to the first Ukrainian pioneers have been rated as important (79.1%). In reviewing the composition of the parent backgrounds one would assume that item (b) would have rated as important however, 22.8% of the respondents viewed this content as not important. The above content is one of the more stressed content areas within the Ukrainian Saturday Day Schools such as the Ivan Franko School and parochial Ridnyj Shkoly. The reasons for this result may be related to the high proportion of mixed parents and of English background parents involved in the program. These results do not appear to be bound to the variety existing in the backgrounds of the parent population (generations).

Part IV Question #11: SUBJECTS TAUGHT IN UKRAINIAN SHOULD STRESS:

The results in Table 20 for this question suggest that out of 152 responses parents favor Ukrainian folklore content within subject areas (75.6%). This result suggests a need to re-examine present program objectives and curriculum content in light of skill expectation levels anticipated by parents (question 8 Part III; questions 1-8, 12, Part IV).

Part IV Question #12: UPON COMPLETION OF NINE YEARS, MY CHILD SHOULD
BE ABLE TO:

The results of Table 21 suggest high frequency levels of indecision for content activities which could serve as bicultural education, within subjects such as fine arts, music and physical education. Many

TABLE 19
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT
(Category P4)

Item	Content	N*	R A T I N G %			
			VI	I	SI	NI
a	values first Ukr. poineers brought to Canada	158	39.2	39.9	19.6	1.3
b	meaning of Ukrainian Independence Day	149	16.8	34.9	25.5	22.8
c	symbolic meaning of colors, patterns, designs (Ukr. architecture, embroidery, ceramics)	150	26.7	45.3	25.3	2.7
d	historic influence of the Byzantine church on Ukr. people's lifestyle	152	23.0	40.1	28.3	8.6

*N = no. of valid cases

TABLE 20
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT
(Category P4)

Item	Content	N*	R A T I N G %			
			VI	I	SI	NI
a	folkore (short stories, nursery rhymes)	152	32.2	43.4	22.4	2.0
b	literature (historical) novels, drama, essay	154	23.4	34.4	35.1	7.1
c	literature, science-fiction, plays, narrations	148	6.8	24.3	54.7	14.2

*N = no. of valid cases.

TABLE 21
 ITEMS FROM PARENT QUESTIONNAIRE
 CONCERNING CONTENT/SKILLS
 (Category P4)

Item	Content/Skill	N*	R	A	T	I	N	G	%
			VI	I	SI	NI			
a	make Ukrainian design ceramics	148	8.1	20.9	40.5	30.4			
b	write and create pysanky	157	23.6	35.0	29.9	11.5			
c	do Ukrainian dancing	149	20.8	27.5	32.9	18.8			
d	make simple wood sculptures	145	4.8	13.8	44.8	36.6			
e	play a Ukrainian instrument	147	6.8	21.8	36.1	35.4			
f	paint ikons and glass murals	146	4.1	17.8	43.8	34.2			

*N = no. of valid cases

reasons such as: a lack of knowledge of present school program offerings, indifference, confusion could have been responsible for the high rates of indecision in selecting activities which are desired within the program.

Part IV Question #13: UPON COMPLETION OF NINE YEARS IN A UKRAINIAN PROGRAM MY CHILD SHOULD PASS ON TO OTHERS:

According to Table 22, out of 153 responses 67.3% of the parents selected the ability to maintain knowledge of Ukrainian folklore (item a) as an important end or outcome after completion of nine years within the program. Maintenance of knowledge of Ukrainian cooking is second within the order of priorities.

Part IV Question #14: UPON COMPLETION OF NINE YEARS IN A UKRAINIAN BILINGUAL PROGRAM MY CHILD SHOULD MAINTAIN UKRAINIAN LANGUAGE AND CULTURE BY:

The over-all frequency results in Table 23 suggest that parents strongly favor (78.3%) the school to be responsible for the maintenance of Ukrainian language and culture. The nature of bicultural education that should be promoted by the future parents (graduates of Ukrainian-bilingual program) according to the results (of items a, b and h) is Ukrainian literature (stories/song). These results support previous question findings of high parental expectations concerning verbal fluency and knowledge of Ukrainian folklore.

TABLE 22
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING CONTENT/SKILLS
(Category P4)

Item	Activities	N*	R A T I N G			% NI
			VI	I	SI	
a	Ukrainian nursery rhymes	153	32.0	35.3	25.5	7.2
b	Ukrainian children's games	149	24.2	34.9	32.9	8.1
c	traditional Ukrainian recipes	151	25.2	37.7	27.8	9.3
d	traditional Ukrainian diet patterns	146	10.3	15.8	34.9	39.0

*N = no. of valid cases

TABLE 23
ITEMS FROM PARENT QUESTIONNAIRE
CONCERNING OUTCOMES
(Category P4)

Item	Outcome	N*	R A T I N G			% NI
			VI	I	SI	
a	teaching nursery rhymes and card games	145	22.8	35.9	29.0	12.4
b	teaching songs	151	37.1	41.1	17.9	4.0
c	constant use of Ukrainian	146	31.5	25.3	28.1	15.1
d	sending (his/her) future children to bilingual program	157	45.2	33.1	16.6	5.1
e	teaching embroidery & weaving	146	12.3	30.1	37.7	19.9
f	teaching planning of Ukr. traditional meals and preparation of foods	150	32.4	34.0	24.7	8.7
g	teaching various Ukr. arts and crafts	143	15.4	31.5	24.5	10.5
h	reading Ukrainian stories	151	27.2	41.7	24.5	6.6

*N = no. of valid cases

B. Measurement Of Opinion Differences

The previous section outlined and compared the opinion trends of the parents concerning each item of the parent questionnaire. In this section it will be determined, by means of the calculation of the Chi-Square statistic, if the differences noted in the opinions of the parents are statistically significant. As shown in Chapter IV, the population sample involved is heterogeneous. Respondents may be grouped according to ethnic backgrounds, to Canadian status (no. of generations in Canada) and to family size. The differences within the respondent population suggest that it would be meaningful and interesting to see if the expectations of parents concerning curricular matters varied significantly from one group to another. Thus the analysis of the data was carried out to answer the following questions:

1. Do the opinion trends of parents from a Ukrainian ethnic background vary significantly from the opinion trends of the respondents from the English and mixed ethnic backgrounds?
2. Do the opinion trends of parents from the landed immigrant and first and second generation Canadian vary significantly from the third, fourth or more generation Canadian. /

The responses of the parents were re-grouped into the categories described in Chapter III. With the exception of question 8 and 9 of Part I all questions were re-grouped. These particular questions were omitted because the variables would not have assisted in answering the

above questions. For clarity and brevity the tables presented will contain the items in condensed form, along with the calculated Chi-Square and associated probability for each item. Since a moderate sample of 168 respondents was involved and because of the interest in detecting simply the existence of groups or sub-groups of opinion differences, the level of significance accepted in all cases was $P \leq 0.05$.

Hypothesis 1

Question 1 above concerning the comparison of the opinions of parents from the three ethnic backgrounds will be dealt with by indicating whether the results of each item show acceptance or rejection of the following null hypothesis:

HYPOTHESIS 1: There are no significant differences among the opinions of the parents, across three ethnic background groups surveyed, on each of the items of the questionnaire concerning language support.

Category P2--Language Support. Table 24 presents the results of the Chi-Square analysis of the items from the parent questionnaire concerning the degree of language support of the home. An examination of Table 25 reveals the following:

1. Hypothesis 1 was rejected for all items except for P2, Q9, 10, 13, 18 and 23. Thus there are significant differences among the opinions of the parents concerning degrees of language encouragement within the home and degrees of active "seeking out of home" language experiences.

TABLE 24
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 HOME SUPPORT ACTIVITIES OF THREE
 ETHNIC BACKGROUNDS
 (Category P2)

Item No.	Activities	N*			χ^2	P
		1	2	3		
P1, Q11	encourage child to speak Ukr. at home	44	58	66	22.64	<.0001
P1, Q12	encourage child to listen to Ukr. broadcasts	44	57	66	30.79	<.0001
P2, Q1	heard Ukr. spoken for more than one hour	43	56	65	34.19	<.0001
P2, Q5	been to Ukr. cultural or youth centre	44	57	64	15.28	<.02
P2, Q8	attend a Ukr. celebration	44	57	66	28.02	<.0001
P2, Q9	seen or heard a Ukr. opera	44	55	66	3.86	.70
P2, Q15	been to the Ukr. bookstore	44	57	66	16.96	<.01
P2, Q10	purchased Ukr. literature	44	56	66	11.68	.07
P2, Q16	purchased Ukr. records for home use	44	57	66	29.09	<.0001
P2, Q13	read Ukr. lifestyle or history in Canada	44	57	66	5.79	.45
P2, Q17	asked for Ukr. books at public library	44	57	66	20.16	<.003
P2, Q18	used a Ukr. typewriter with Ukr. keyboard	44	57	66	6.02	.26
P2, Q19	sang a Ukr. song	44	57	66	22.17	<.001
P2, Q21	visited a Ukr. speaking senior citizen	43	57	66	11.14	<.03
P2, Q22	seen performances by pupils of Ukr. program	44	57	66	9.37	.05
P2, Q23	read Ukr. program newsletter	44	57	65	7.81	.25
P2, Q24	watched Ukr. program T.V. broadcast	44	57	66	25.23	<.0003
P2, Q25	listened to radio broadcasts in Ukr.	44	57	66	22.73	<.001

N1 = no. of valid cases, Ukr.
 N2 = no. of valid cases, Eng.
 N3 = no. of valid cases, Mixed

Discussion. Significant differences in parent opinions were found on thirteen out of the eighteen items concerning language support from the home. Examination of the complete results (in Appendix D) reveals that there was close agreement between the Ukrainian and non-Ukrainian groups on items concerning language support which may be provided by the home. However, there were significant differences among all three groups with respect to situations which reveal whether or not the home is actively seeking language experiences. The Ukrainian group in most situations was the group that had the highest frequency proportion in the support areas.

Items Q11, 12 and Part 2, Q1 confirm the common sense assumption that is, parental Ukrainian language proficiency would parallel the degree and nature of language reinforcement or support given to children within the home. These results also concur with the implications regarding the tasks of the school environment as discussed in section one (Part I, questions 4,6,7) of this chapter. Items from Part 2, questions 5,8 indicate results which support that active seeking of "out of home" language and bicultural activities is carried through by respondents within the English group. However, again the large proportions within the high frequency levels are within the mixed and Ukrainian ethnic groups. Items from Part 2, Q9,10,13 represent elements of large "C" culture. The results indicate that all three groups have similar frequency of experience levels as large proportions concentrate within the "rarely" and "never" categories.

Table 25 presents results of the Chi-Square analysis for items from the parent questionnaire concerning the nature of language support within the community and the school environment. An examination of Table 25 reveals the following:

2. Hypothesis 1 was rejected for all items except for Part 3, Q6, 8. Thus again there are significant differences among opinions of the parents concerning degrees of language support to be provided by the community and the school.

Discussion. Significant differences in parent opinions were found on four out of six items concerning language support activities within the community and the school environment thus rejecting the null hypothesis. Results for Part 3, question one indicate close agreement between the Ukrainian and mixed groups while there appears to be a significant proportion of respondents from the English groups within the indecision category (14 out of 57). Reasons for the latter may be due to the discrepancy of size of groups (English group is second largest 57/167) particularly, with the English group which would most likely be the least bicultural group neither understanding nor empathizing or assessing the needs of the Ukrainian speaking population. However as was evident in Table 24 the Ukrainian proportions are greater than the mixed group within the agreement categories. Proportions of agreement amongst all three groups for Question 5, Part 3 are close (Ukr. 77%, Eng. 61%, mixed 76%). Similarly, the proportion of indecision is just as significant amongst all three groups (from 20-25%). The difference of opinions

TABLE 25
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 COMMUNITY SUPPORT EXPECTATIONS OF
 THREE ETHNIC BACKGROUND PARENTS
 (Category P2)

Item No.	Expectation	N*			χ^2	P
		1	2	3		
P3, Q1	program serves Ukr. speaking family needs	44	57	66	13.17	<.04
P3, Q5'	students participate in language culture contests	44	57	66	20.59	<.01
P3, Q6	Ukr. program students participate with other Ukr. groups	44	56	66	10.20	.12
P3, Q8	Ukr. program students should be bilingual	43	57	65	6.90	.55
P4, Q14c	maintain language & culture by constant use/child rearing	40	46	60	20.23	<.003
P4, Q14d	maintenance of lang. by sending child to Ukr. prog.	41	51	65	12.67	.05

N1 = no. of valid cases, Ukr.

N2 = no. of valid cases, Eng.

N3 = no. of valid cases, Mixed

seem to relate to the proportion of disagreement within the English group. The reason for this result (14%) may be due to the realization of the difficulty of tasks that face their children, keeping in mind the nature of assistance that can be provided or is provided by the homes of the English group. The significant proportions evident within the column of "neither" support the assumption suggested in section one of this chapter that is, a changing trend or view of the value of competition. No significant opinion differences were found for Part 3, Q6 as all three groups strongly agreed that Ukrainian bilingual program students should participate in extra-curricular activities (cultural/language) with other Ukrainian-Canadian groups. Results for Part 3, Q8 indicate close agreement proportions in favor of the proposed goal of the Ukrainian bilingual program (84%, 79%, 89%, respectively). While the opinions do not vary significantly, it is interesting to note that the mixed group has the largest percentage of respondents in favor of the goal. A discrepancy in opinions is noted for Part 4, Q14. The English group has a proportion of one third of the respondents placing no importance on language maintenance activities to be supported by graduates within their daily lives. Only 57% of the mixed group have indicated that their children should continue to maintain the Ukrainian language through constant use within their homes/child rearing. Seventy percent of the Ukrainian group concur with the item. These results seem to relate to the "like father, like son" expression, meaning that parents visualize similar language activities occurring within the homes of their children. The nature of language support activities has been discussed within the first section of this chapter. The last item in Table 25

Part 4, question 14d has large concentrations of proportions from all three groups within levels "very important" and "important" (88%, 63%, 85%, respectively). This result indicates that respondents are convinced that language maintenance should be the role of the institution or school. Again over one third of the respondents from the English group (27.5%) or 14 out of 51 respondents comprise the indecision column of "somewhat important". On the whole the results of this item appear to imply high program satisfaction on part of parents.

Hypotheses 2-6

Questions 1 and 2 concerning the comparison of opinions regarding curricular expectations of parents from the three ethnic backgrounds and the five generation groups will be dealt with by indicating whether the results of each item show acceptance or rejection of the following null hypotheses:

HYPOTHESIS 2: There are no significant differences among the opinions of the parents across three ethnic backgrounds on items concerning curricular expectations.

HYPOTHESIS 3: There are no significant differences among the opinions of parents (Ukrainian, English, mixed) across five generation groups on items concerning curricular expectations.

HYPOTHESIS 4: There are no significant differences among the opinions of parents (Ukrainian and mixed) across five generation groups on items concerning curricular expectations.

HYPOTHESIS 5: There are no significant differences among the opinions of parents (Ukrainian) across five generation groups on items concerning curricular expectations.

HYPOTHESIS 6: There are no significant differences among the opinion of parents (mixed) across five generation groups on items concerning curricular expectations.

Category P4 -- Curricular Expectations. The results of Chi-Square analysis of the items on the parent questionnaire concerning the nature of parent expectations of curriculum of the Ukrainian bilingual program will be discussed for this category. Table 26 presents the results of analysis which used the item questions and the variables: Ukrainian, English and mixed groups. An examination of Table 26 reveals the following:

1. Hypothesis 2 was accepted for all items except for item Part 4, question 14C. Thus there are significant differences among the opinions of parents from the Ukrainian, English, and mixed groups concerning levels of skills to be achieved and the curriculum content to be used for the achievement of skills.

Discussion. No significant differences in parent opinions were found on twenty-eight out of twenty-nine items concerning the level and nature of Ukrainian language skills achievement and the nature of curriculum content activities to be used in meeting the skill and knowledge objectives. An examination of the item that rejected the hypothesis or "upon completion of nine years in the Ukrainian bilingual program graduates should maintain the Ukrainian language and culture by raising their future children through the constant use of the Ukrainian language"

TABLE 26
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF THREE
 ETHNIC BACKGROUNDS
 (Category P4 a, b)

Item No.	Skill/Content	N*			χ^2	P
		1	2	3		
P4, Q1b	speak and read after Ukr. prog.	44	55	66	4.79	.76
P4, Q1c	understand and speak after prog.	44	55	66	10.76	.22
P4, Q1d	fluent in all above after Ukr. prog.	41	55	65	5.30	.72
P4, Q5a	can public debate after Ukr. prog.	41	45	61	7.02	.32
P4, Q5b	can deliver speeches after Ukr. prog.	43	46	62	3.39	.76
P4, Q5c	can participate in Drama	42	50	61	7.53	.27
P4, Q5d	relate 2nd hand information after Ukr. prog.	41	48	61	5.32	.50
P4, Q6d	recite or write Ukr. poetry after prog.	38	48	61	4.86	.56
P4, Q8c	sing traditional Xmas carols after prog.	42	50	62	3.56	.74
P4, Q8e	participate in songs after Ukr. prog.	41	48	64	2.24	.90
P4, Q13a	pass on Ukr. nursery rhymes after prog.	41	49	63	5.79	.45
P4, Q14a	pass on children's games	38	46	61	10.24	.12
P4, Q14b	pass on Ukr. songs to children	39	48	64	5.53	.48
P4, Q14c	pass on Ukr. language through constant use	40	46	60	20.23	<.003
P4, Q1a	read and write after Ukr. prog.	43	57	66	6.70	.56
P4, Q3b	lang. arts stress creative expression	41	47	60	8.14	.22

TABLE 26 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF THREE
 ETHNIC BACKGROUNDS
 (Category P4 a,b)

Item No.	Skill/Content	N*			χ^2	P
		1	2	3		
P4, Q3c	lang. arts stress skills for recording thoughts	41	51	62	9.05	.17
P4, Q3d	lang. arts stress writing for enjoyment	41	47	60	1.80	.94
P4, Q4a	write a short story after Ukr. prog.	42	49	61	10.24	.12
P4, Q4b	write a research report after Ukr. prog.	40	48	63	4.46	.61
P4, Q4c	write 3 or 4 paragraphs after Ukr. prog.	40	49	65	5.14	.53
P4, Q4d	write a letter of request after Ukr. prog.	42	51	62	1.4	.96
P4, Q6a	recognize forms of lit. after Ukr. prog.	39	48	60	4.47	.61
P4, Q7a	determine parts of speech	42	49	60	3.71	.72
P4, Q7b	place sentences in sequence	43	48	63	3.23	.78
P4, Q7c	think critically after Ukr. prog.	38	46	59	2.92	.82
P4, Q7d	recognize different kinds of letters	36	46	61	4.52	.61
P4, Q11b	lang. arts should stress Ukr. lit/stories	42	50	62	4.61	.59
P4, Q11c	Ukrainian lang. arts stress Ukr. literature/plays	39	48	61	4.48	.61
P4, Q14h	pass on Ukr. stories to children after Ukr. prog.	39	48	61	5.93	.43

N1 = no. of valid cases, Ukr.
 N2 = no. of valid cases, Eng.
 N3 = no. of valid cases, Mixed

shows that 57% out of a total of 60 respondents from the mixed group consider "constant use of the Ukrainian language" as important while 70% out of 40 respondents from the Ukrainian group placed importance on this activity. Out of 46 English respondents 54% feel that language maintenance through constant use is "somewhat" and "not important". This result appears to clash with results obtained for question 8 of Part II of the questionnaire as discussed in section one of this chapter and also with item Part 4 question 1d where high consensus on "very important" and "important" for "fluency in all four language skills" is evident (83%, 71%, 83%, respectively).

There may be several reasons for the acceptance of hypothesis two. In examining the overall results one can notice large proportions within categories of "somewhat important". This observation could imply that the respondents have been indifferent to the proposed curricular items. Another reason could be a lack of knowledge and experience as to their rights, as clients of the program, to solicit particular curriculum content activities. Since the inception of the program these decisions have been made by a select few (Chapter I).

Table 27 presents the results of the Chi-Square analysis of the same items from the parent questionnaire utilized in Table 26 with the exception that the analysis considered the five generation groupings. An examination of Table 27 reveals the following:

2. Hypothesis 3 was accepted on all items of Table 27 except for items: Part 4, questions 8c, 9a, b, c, and 12c. Thus there are significant differences among opinions of parents across five generation Canadians concerning traditional and international

(large "C" and small "c") cultural content activities and levels of language skills to be achieved by the "actors" or pupils.

Discussion. Significant differences in parent opinions were found on five out of thirty five items concerning skills and knowledge (Politzer 1971, Chastain 1976, definition of large "C" and small "c" culture) as content favored for the Ukrainian bilingual program. An examination of the complete results (Appendix D) reveals that there are significant differences among opinions of first and second generation Ukrainian-Canadians when compared to the opinions of the landed immigrant (arrived to Canada) and the four or more generation Ukrainian Canadian. Item Part 4 question 8c reveals that the activity of being able to sing traditional Christmas carols is declining in perceived importance by the third and fourth or more generations. The landed immigrant on the other hand, appears to favor this activity (73% out of 26 respondents). Responses to Part 4, question 9, item (a) and indicate conflicting views concerning the degree of importance for the study of Ukrainian history whether before 988 AD. and/or before the 20th century. More specifically, the results concerning the former activity indicate that there is a decline of importance from the high proportion in favor of the content (landed immigrant 50%, first generation 28%) to the third and fourth or more generation parents who are not in favor of this content. Item Part 4, question a,b or the latter content reveals nearly a complete reversal of opinions. The third and fourth or more generations proportions are strongly in favor of the content (4th generation, 100% out of 3 respondents - 3rd generation, 38% out of 8 respondents). The landed immigrant also concurs with the latter two groups (73% out of

TABLE 27
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF PARENTS
 ACROSS FIVE GENERATIONS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q2a	lang. arts should include Ukr. classical literature	25	43	71	8	3	11.69	.47
P4, Q6b	recognize literature by Ukr. authors	25	43	71	7	2	18.75	.09
P4, Q8a	enjoy music of famous Ukr. composers	25	41	71	8	2	16.57	.17
P4, Q8c	sing traditional Xmas carols after prog.	26	44	72	8	4	27.72	.01
P4, Q8d	understand history of songs	26	42	74	8	3	16.69	.16
P4, Q9a	should study ancient history of Ukraine before 988 AD.	24	39	71	7	1	20.96	.05
P4, Q9b	should study history of Ukr. before 20th C.	26	43	73	8	3	24.32	.02
P4, Q10a	should study values brought by Ukr. pioneers	27	43	75	8	5	4.35	.98
P4, Q10b	should study meaning of Ukr. Independence Day	24	41	72	8	4	12.04	.44
P4, Q10c	should study symbolic meaning of color, patterns, designs	25	42	71	8	4	18.61	.10
P4, Q10d	should study historic influence of Byzantine rite or church	24	42	74	8	3	18.10	.11
P4, Q11a	stress Ukr. folklore	26	40	74	8	4	13.49	.33
P4, Q11b	stress Ukr. literature/short stories	26	44	71	9	4	14.57	.27
P4, Q12a	design Ukr. ceramics after Ukr. Prog.	25	41	71	8	3	19.77	.07
P4, Q12b	design Ukr. Easter eggs after prog.	27	44	74	8	4	9.65	.65

TABLE 27 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF PARENTS
 ACROSS FIVE GENERATIONS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q12c	do Ukr. dancing after Ukr. prog.	25	42	71	8	3	24.73	.02
P4, Q12d	make simple wood sculptures after Ukr. prog.	24	41	71	7	2	19.36	.08
P4, Q12e	play Ukr. instrument after prog.	26	41	70	8	2	13.21	.35
P4, Q12f	paint ikons and murals after prog.	25	40	71	7	2	14.07	.30
P4, Q13b	pass on Ukr. child's games after prog.	24	39	74	8	4	14.27	.28
P4, Q13c	pass on Ukr. recipes after prog.	26	42	71	8	3	9.41	.67
P4, Q13d	pass on Ukr. diet patterns after prog.	25	41	71	7	2	12.88	.38
P4, Q14e	pass on Ukr. embroidery and weaving	23	42	71	7	3	7.31	.84
P4, Q14f	pass on Ukr. cooking to children	24	43	72	8	3	13.52	.33
P4, Q14g	pass on Ukr. arts and crafts to children	23	40	69	8	3	18.04	.11
P4, Q2b	lang. arts should include W./ Canadian literature	24	40	73	9	4	17.72	.12
P4, Q2c	lang. arts should include Ukr. Pioneer studies	25	43	73	8	3	14.51	.27
P4, Q2d	lang. arts should include literature translated (Ukr.)	28	42	75	8	4	5.88	.92
P4, Q8b	recognize various Ukr. music after prog.	25	42	74	9	3	6.82	.87
P4, Q8e	participate in songs after Ukr. prog.	24	44	75	7	3	10.16	.60
P4, Q9c	should study only Canadian-Ukr. history	23	38	72	8	3	20.93	.05
P4, Q9b	should study history of Ukr. immigrants	25	43	75	8	4	15.07	.24
P4, Q9e	should study same content as Eng. prog.	22	40	66	9	2	9.12	.69
P4, Q11c	stress Ukr. literature (plays)	24	41	71	8	3	11.83	.46
P4, Q6c	recognize literature by non-Ukr. authors (translated into Ukr.)	25	40	69	7	1	9.71	.64

N1 = total respondents of landed immigrant
 N2 = total respondents of first generation
 N3 = total respondents of second generation
 N4 = total respondents of third generation
 N5 = total respondents of fourth generation

26 respondents). Results of item Part 4, question 9c indicate strong support for content involving only Ukrainian-Canadian history by the second generation group (75% out of 72 respondents) and the fourth or more generation group (67% out of 3 respondents). As for the other generations their answers generally fall into the undecided or "somewhat important" category. As a point of interest item Part 4, question 9e was compared to the aforementioned results concerning history content and a split of proportions was found. This situation may be interpreted to mean that the respondents are not certain of or may even be indifferent to the nature of content to be studied within subject areas taught in Ukrainian.

Examination of Item Part 4, question 12c reveals that respondents view this content as perhaps romanticized culture as majority concentrations are evident in the "important" and "somewhat important" columns. The landed immigrant appears to oppose the activity Ukrainian dancing as content for the Ukrainian bilingual program (44% out of 25 respondents). There may be several reasons for this result. The landed immigrant might perhaps be in the lower socio-economic bracket and traditional culture would be secondary in importance as compared to the attainment of academic skills for the procurement of employment and abilities needed to overcome language barriers. The fourth or more generation Canadian no longer is faced with these dilemmas. In summary, the review of all results aiming or explaining the non-significant differences which appear statistically, seem to indicate that in most instances the studied populations are favorable to the proposed content in the questionnaire. When examining the content more critically one may

find that significant proportions (30-50%) of responses appear in categories "somewhat important" which may mean that many of the respondents may have been indifferent to the questionnaire items. Both of these reasons are supported by the comments (see section 1 of this chapter and Appendix D).

Table 28 also presents the results of the same items as for the previous two tables with the exception that the Chi-Square analysis considered only the Ukrainian and mixed ethnic backgrounds across five generation groups. An examination of Table 28 reveals the following:

3. Hypothesis 4 was rejected by eight items: Part 4, questions 8c, 9a, 9b, 10c, 12a, 12c, 14g and 2b. Thus there are significant differences among opinions of parents from the Ukrainian and mixed backgrounds across five generation Canadians concerning traditional and international (large "C" and small "c") cultural content activities and levels of language skills to be achieved by the pupils.

Discussion. Table 28 reveals significant differences in parent opinions on eight out of thirty-five items concerning skills and knowledge as content favored for the Ukrainian bilingual program. An examination of the complete results reveal that the responses made by the first and second generation Ukrainian-Canadian and mixed groups are very similar with respect to the degree or percentage of positive or negative opinions. Distinct differences appear with responses from the landed immigrant and the three, four or more generation groups. As was found

TABLE 28
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF
 UKRAINIAN/MIXED PARENTS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q2a	lang. arts should include Ukr. classical lit.	19	31	47	5	-	8.47	.49
P4, Q6b	recognize literature by Ukr. authors	20	31	47	4	-	11.85	.22
P4, Q8a	enjoy music of famous Ukr. composers	20	29	47	5	-	11.36	.25
P4, Q8c	sing traditional Xmas carols after prog.	20	31	48	5	-	21.80	<.01
P4, Q8d	understand history of songs	21	29	50	5	-	15.48	.08
P4, Q9a	should study ancient history of Ukraine before 988 A.D.	19	27	47	5	-	19.39	<.02
P4, Q9b	should study history of Ukraine before 20th C.	20	30	49	5	-	22.23	<.01
P4, Q10a	should study values brought by Ukr.	21	30	49	5	-	8.84	.45
P4, Q10b	should study meaning of Ukr. Independence Day	19	28	48	5	-	9.67	.38
P4, Q10c	should study symbolic meaning of color, patterns, designs	20	30	47	5	-	18.62	<.03
P4, Q10d	should study historic influence of church or Byzantine rite	19	29	50	5	-	12.70	.18
P4, Q11a	stress Ukr. folklore	20	28	50	5	-	9.32	.41
P4, Q11b	stress Ukr. literature/short stories	21	30	48	5	-	10.05	.35
P4, Q12a	design Ukr. ceramics after Ukr. prog.	20	29	47	5	-	20.19	<.02
P4, Q12b	design Ukr. Easter eggs after Ukr. prog.	21	31	49	5	-	6.88	.65
P4, Q12c	do Ukr. dancing after Ukr. prog.	20	30	47	5	-	19.14	<.02

TABLE 28 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF
 UKRAINIAN/MIXED PARENTS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q12d	make simple wood sculptures after Ukr. prog.	19	29	47	5	-	14.16	.12
P4, Q12e	play Ukr. instrument after prog.	20	29	46	5	-	11.29	.26
P4, Q12f	paint ikons and murals after prog.	19	28	47	5	-	4.37	.89
P4, Q13c	pass on Ukr. recipes after prog.	21	30	46	5	-	15.31	.08
P4, Q13d	pass on Ukr. diet patterns	20	29	47	4	-	11.37	.25
P4, Q14e	pass on Ukr. embroidery and weaving	18	28	47	5	-	6.37	.70
P4, Q14f	pass on Ukr. cooking to children	19	29	47	5	-	8.87	.45
P4, Q14g	pass on Ukr. arts and crafts to children	18	28	45	5	-	19.34	<.02
P4, Q2b	lang. arts should include Western/Canadian lit.	18	30	49	5	-	18.43	<.03
P4, Q2c	lang. arts should include Ukr. pioneer studies	19	31	48	5	-	16.58	.06
P4, Q2d	lang. arts should include literature (translated)	21	31	49	5	-	6.09	.73
P4, Q8b	recognize various Ukr. music after prog.	20	29	49	5	-	7.229	.61
P4, Q8e	participate in songs after Ukr. prog.	19	31	50	5	-	8.862	.45
P4, Q9c	should study only Canadian - Ukr. history	18	26	47	5	-	13.87	.13
P4, Q9b	should study history of Ukr. immigrants	20	31	50	5	-	13.51	.14
P4, Q9e	should study same content as Eng. prog.	17	28	42	5	-	7.65	.57
P4, Q11c	stress Ukr. literature (plays)	19	29	47	5	-	14.65	.10
P4, Q6c	recognize literature by non-Ukr. authors (translated)	20	28	45	4	-	4.17	.90

N1 = no. of landed immigrant respondent
 N2 = no. of first generation respondent
 N3 = no. of second generation respondent
 N4 = no. of third generation respondent
 N5 = no. of fourth generation respondent

for Table 27 Part 4, question 8c rejected the hypothesis. While a majority of responses of the first and second generation Canadian indicate that the ability to sing traditional Christmas carols after program completion is important (26 out of 31 respondents and 43 out of 48 respondents, respectively) there is evidence of a discrepancy between two groups on the one hand the landed immigrants and third generation groups; on the other the first and second generation groups. The former two do not indicate any opposition to the skill as an outcome of the program whereas the latter appear to have other priorities in mind. Again as in Table 27 item Part 4, question 9a rejected the hypothesis. The third generation group does not favor this content for study in the Ukrainian bilingual program. Nearly half of the respondents from the second generation (20 out of 47 respondents) also feel that the content "ancient history before 988 AD." is not important. More than half of the landed immigrant group (11 out of 19 respondents) and nearly half of the first generation Canadian group (10 out of 27 respondents) feel that this content is important. It is interesting to note that significant numbers of responses appear in the undecided or "somewhat important" category (35 out of 99 respondents or 35.7%). This discrepancy appears to stem from the want for content related to the present as was explained for Table 27. Item Part 4, question 9b also rejected the hypothesis. Strong support in favour of content concerning the study of history of Ukraine before the 20th century is found with the landed immigrant, first and second generation Canadian. The third generation group also view this content as important (2 out of 5 respondents). In comparison to item Part 4 question 9a smaller numbers appear in the

"undecided" category (24 out of 104 respondents) which supports the previous explanation "want of content involving the more recent history or Ukrainian Canadian history".

Item Part 4, question 10c does not show significant probability results in Table 27 (entire population) however, the mixed and Ukrainian groups have significant differences in opinions regarding this content. More than half of the respondents from the first, second and third generation groups view this content as important (21 out of 30; 36 out of 47 and 4 out of 5 respondents, respectively). Within the landed immigrant and the first generation Canadian groups significant numbers are evident in the "undecided" category (19 out of 20 and 9 out of 30 respondents, respectively). The results indicate that the Ukrainian and mixed groups are in favor of content that identifies the nature of human expression throughout the daily lives of people of Ukrainian origin. These elements are some of the first to be assimilated into the prevailing culture and language. While no significant differences are found with a similar item Part 4, question 10d, "historic influences of church", the results are favorable (more than 50%) and stronger support is evident with the second and third generation groups—from 60 to 95% (47 out of 50 and 3 out of 5 respondents, respectively). There is a significant result concerning the nature of skills that pupils should possess upon completion of the nine-year Ukrainian bilingual program. Large numbers or proportions exist in the "not important" category and perhaps strikingly so with the more recent Canadians or the landed immigrants and first generation Canadians (12 out of 20 and 7 out of 29 respondents, respectively). This result seems to support the discussions

presented in section one of this chapter concerning the need for skills necessary for the procurement of employment and the creation of economic stability. As in Table 27 item Part 4, question 12c rejected the hypothesis. All generation groups view this item as being important 52.9% (102). However, nearly 30% (18 out of 102 respondents, respectively) of the responses remain in the undecided category and strong opposition is evident in responses from the landed and first generation Ukrainian-Canadian (8 out of 20 and 5 out of 30 respondents, respectively). There may be several reasons for this discrepancy. The first reason may be due to the lack of knowledge or curriculum experience. The parents may not know that it is possible to teach Ukrainian dancing either in physical education or its elements within subject areas such as: art, music and social studies.

As with most items, the first and second generation respondents concur in either both agreeing or disagreeing. With item Part 4, question, 14g which rejected the hypothesis significant proportions are present in the "important" category for the aforementioned groups (15 out of 28 and 21 out of 45 respondents, respectively). It is interesting to note that the third generation which would probably be economically secure has opposed this outcome "pass on Ukrainian arts and crafts to my children" (20%). There may be several reasons to explain this result:

a) these respondents come from an ancestral background where few skills other than skills for economic survival were either known or deemed important by individuals (Ukrainian pioneers), b) this group may be the most technology-conscious of the four groups and skills concerning arts and crafts would be viewed as frivolity. Another item in which

results reject the hypothesis is item Part 4, question 2b. The second and third generation Canadians strongly favored the study of "Western Canadian literature for language arts" (71.5% out of 49, 60% out of 5 respondents, respectively). Large proportions of responses of landed immigrants and first generation Canadians fall in the undecided category (38.9% and 50%, respectively). There are two possible interpretations for this result: a) the landed immigrant faces a conflict of curricula i.e. that of his/her acquired education outside of Canada which thus entails a lack of knowledge for deciding which content is important, b) both the landed immigrant and the first generation Canadian still possess strong feelings or nostalgia for a context through which they acquired their education.

It is interesting to note that the analysis of the results for item Part 4, question 2c indicates a rejection of the hypothesis when considering the three ethnic groups together but when the mixed and Ukrainian ethnic groups are isolated the Chi-Square results reveal acceptance of the hypothesis. A review of the results shows that all four generation groups favor the study of Ukrainian pioneers (40 to 80% approximately) however, the landed immigrant and second generation groups are opposed to the aforementioned study. A large proportion of responses from the landed immigrant and the third generation groups appear in the undecided category (42.1%, 60%, respectively). Both of the latter total samples are small (19, 5, respectively) thus one could assume that the reason for parental indecision may be due either to a lack of knowledge or to discomfort concerning Ukrainian pioneers as a topic/theme through which concepts, skills and knowledge may be taught

and/or acquired. The use of such context resulted from the controversy of multiculturalism in the mid-seventies and is a new trend (Werner: 1979).

Table 29 presents the results of the Chi-Square analysis of the same items concerning curricular expectations utilized in Tables 26-28 with the exception that the analysis considered only Ukrainian ethnic background parents across five generation groups. Table 29 reveals the following:

4. Hypothesis 5 was rejected for seven items: Part 4, questions 6b, 8c, 12f, 13c, 14g, 9c, and 11c. Thus there are significant differences among opinions of parents from the Ukrainian ethnic background across five generation groups concerning traditional and international (large "C" and small "c") cultural content activities and levels of language skills to be achieved by the pupils.

Discussion. Table 29 reveals significant differences in parent opinions on seven out of thirty-five items concerning skills and knowledge favored for the curriculum of the Ukrainian bilingual program. An examination of the overall Chi-Square results shows that the Ukrainian population sample is small and is distributed even more sparsely through the cells for the four generations (the fourth or more generations were not represented). Since the inception of the program was due to the efforts of only a few Ukrainian individuals, (see Chapter 1) it appeared worthwhile to examine the responses of the Ukrainian parents. Out of a

TABLE 29
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF UKRAINIAN
 PARENTS ACROSS FIVE GENERATIONS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q2a	lang. arts should include Ukr. Classical Lit.	15	10	12	4	-	14.28	.11
P4, Q6b	recognize literature by Ukr. authors	16	10	11	3	-	18.41	<.03
P4, Q8a	enjoy music of famous Ukr. composers	16	9	12	4	-	9.51	.39
P4, Q8c	sing traditional Xmas carols after prog.	16	10	12	4	-	23.31	<.01
P4, Q8d	understand history of songs	17	9	13	4	-	13.84	.13
P4, Q9a	should study ancient history before 988 A.D.	15	9	12	4	-	12.16	.21
P4, Q9b	should study history of Ukraine before 20th C.	16	10	12	4	-	12.72	.18
P4, Q10a	should study values brought by Ukr.	17	9	12	4	-	5.40	.80
P4, Q10b	should study meaning of Ukr. Independence Day	15	8	13	4	-	6.33	.71
P4, Q10c	should study symbolic meaning of color, patterns, designs	16	9	12	4	-	12.99	.16
P4, Q10d	should study historic influence of church	15	8	12	4	-	13.78	.13
P4, Q11a	stress Ukr. folklore	16	8	13	4	-	4.21	.90
P4, Q11b	stress Ukr. literature/short stories	17	9	12	4	-	11.68	.23
P4, Q12a	design Ukr. ceramics after Ukr. prog.	16	8	12	4	-	8.59	.48
P4, Q12b	design Ukr. Easter eggs after Ukr. prog.	17	9	12	4	-	6.39	.70
P4, Q12b	do Uk. dancing after Ukr. prog.	16	9	12	4	-	13.56	.14
P4, Q12d	make simple wood sculpture after Ukr. prog.	15	8	13	4	-	7.28	.61
P4, Q12e	play Ukr. instrument after prog.	16	8	12	4	-	12.22	.20
P4, Q12f	paint ikons and murals after prog.	15	8	12	4	-	13.49	<.04
P4, Q13b	pass on Ukr. children's game after prog.	15	8	12	4	-	6.90	.65

TABLE 29 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF UKRAINIAN
 PARENTS ACROSS FIVE GENERATIONS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q13c	pass on Ukr. recipes after prog.	17	8	12	4	-	19.78	<.02
P4, Q13d	pass on Ukr. diet patterns	16	8	13	3	-	12.33	.20
P4, Q14e	pass on Ukr. embroidery and weaving	14	8	12	4	-	8.54	.48
P4, Q14f	pass on Ukr. cooking to children	15	8	12	4	-	7.51	.59
P4, Q14g	pass on Ukr. arts and crafts to children	14	8	12	4	-	19.22	<.02
P4, Q2b	lang. arts should include Western/Canadian lit.	14	9	12	4	-	13.83	.13
P4, Q2c	lang. arts should Ukr. pioneer studies	15	10	13	4	-	7.72	.56
P4, Q2d	lang. arts should include literature (translated)	17	9	12	4	-	7.12	.63
P4, Q8b	recognize various Ukr. music after prog.	16	9	12	4	-	6.73	.67
P4, Q8e	participate in songs after Ukr. prog.	15	10	12	4	-	7.62	.57
P4, Q9c	should study only Canadian Ukr. history	14	9	13	4	-	18.95	<.03
P4, Q9b	should study history of Ukr. immigrants	16	10	12	4	-	9.84	.36
P4, Q9e	should study same content as Eng. prog.	13	9	12	4	-	11.95	.22
P4, Q11c	stress Ukr. literature (plays)	15	8	12	4	-	17.71	<.04
P4, Q6c	recognize literature by non-Ukr. authors (translated)	16	9	11	3	-	7.55	.58

N1 = no. of generation Ukr. (landed immigrant)
 N2 = no. of generation Ukr. (first)
 N3 = no. of generation Ukr. (second)
 N4 = no. of generation Ukr. (third)
 N5 = no. of generation Ukr. (fourth)

total of forty-four respondents there are 17 landed immigrants, 10 first generation, 13 second generation and four third generation Canadians.

Item Part 4, question 6b rejected the hypothesis. It should be noted that while in section one of this chapter it appeared that respondents feel that content in the Ukrainian bilingual program should not be restricted to any particular literary era. One hundred percent of the third generation Ukrainians feel that "recognition of literature written by famous Ukrainian authors (Ivan Franko) after the completion of the program" is important (3 out of 3 respondents). A similar result is evident with the landed immigrant group (81.3%). There appears to be a split of results with the first and second generation Canadians, i.e. nearly the same proportions are seen for "important" as for "somewhat important" and "not important". While 54.5% out of 11 respondents from the second generation group feel that the above content is "important" nearly 30% (3) view it as "not important". This suggests that the door is not closed on other classes of literature as content for the program. The large proportions within the undecided category seem to confirm the former statement (18.8%, 40%, 18.2%, 0%, respectively). Item Part 4, question 8c reject three hypotheses (as seen in Tables 27-29). The third, second and landed immigrant groups strongly favor the skill of being able to sing traditional Christmas carols upon completion of the program (75%, 91.7%, 78.8%, respectively). Nearly one third however, of the landed immigrant group remains in the undecided category. While this figure is small (5 out of 16 respondents) it appears that there is some opposition from the landed immigrant and the first generation group. Reasons other than the economic priorities mentioned earlier are

difficult to establish. The Ukrainian traditional singing of Christmas carols is slowly dying as is also the traditional Christmas meal. One of the more influential factors is probably the breakdown of the extended family; furthermore other factors which may account for this change are: the pace of society, working mothers, mixed marriages, convenience food (Christmas carols are associated with the festivity of a Ukrainian meal), break away from the church, loss of language in daily life and in church liturgy (Hobart pp. 187, 328). This state of affairs may have "awakened" the third and second generation Canadians and thus a trend for a revival of traditions might be forthcoming. The landed immigrant may be viewing this art as a rare opportunity since many who arrived have fled from countries where freedom of worship did not exist. Of interest to resource developers and educators is the fact that item Part 4, question 10b "study meaning of Ukrainian Independence Day" has accepted the null hypothesis. An examination of the Chi-Square reveals that a large proportion of the landed immigrants favor this content (86.7%) whereas the second and third generation groups are not as interested. It must be remembered that samples are small (13:8:2, respectively). The first generation distribution results are split (4:4) equally. These results suggest that while this content is losing its level of importance it still is viewed as a valuable learning experience by the Ukrainian group. Item Part 4, question 12f had a low respondent sample (39 out of 44 respondents). However, it also rejected the hypothesis. An examination of the complete analysis reveals that on the whole this activity as an outcome is viewed negatively. Only one quarter of the respondents of the second generation group and third

generation group view this skill as "important" (3/12, 1/4, respectively) while none of the landed immigrants and first generation groups indicated that this activity is "important". One must keep in mind that respondents come from both the Edmonton Catholic and Public School Boards. Within the latter system religious activity or instruction is discouraged. Painting of ikons while it can be an interesting learning experience in fine arts, may have been viewed as a religious experience or activity. It should also be noted that large proportions remain in the "undecided" category. More open and direct communication with curriculum developers could likely persuade parents to respond positively.

Item Part 4, question 13c reveals interesting results for the retention of small "c" culture. All four (generation) groups are favorably disposed to "the ability to pass on traditional Ukrainian recipes and the ability to prepare Ukrainian food" as an outcome of the program (7/17, 7/8, 8/12, 3/4, respectively). However the level of importance is smaller for the first generation Ukrainians. Very little opposition is shown by the second and third generation groups (in total 2/16) whereas the landed immigrant and the first generation groups indicated stronger opposition to this outcome (3/17, 1/8). The first generation group does not have any responses within the undecided category whereas the landed immigrant has over forty percent (7/17) within the undecided category. This result may be interpreted negatively. On this basis one could suggest many reasons for the overall split of results between the landed immigrant and the second and third generation groups. One of the more likely reasons may reflect the socio-economic status. For the former group, importance is placed on survival and traditional foods become

a delicacy difficult to afford because there is a restriction on preparation time, mothers are most likely working, and on the family budget (sausage meats are very expensive in comparison to other luncheon meats whereas pork hocks are not sold in every store and garden vegetables are seasonal and very expensive in the winter). Another reason may be that the landed and first generation Canadians do not feel that this element of their heritage is threatened seeing that the ties within the extended family relationships (economic reasons) are stronger within these groups than they are for the second and third generation Canadians. For most items the third generation Ukrainian-Canadians express similar opinions to those of the landed immigrant. Evidence of this is seen in the result for item Part 4, question 14g. Although there is a discrepancy in the sample size of these two groups, both maintain the same level of importance for "teaching arts and crafts to future children of the graduates of the Ukrainian bilingual program (4/14, 2/4, respectively). A proportion of the second and first generation respondents indicate that this skill is "very important". The reasons for these results would be similar to those given for Table 27.

Item Part 4, question 9c "study only Canadian-Ukrainian history" has rejected two hypotheses. Fifty percent of the third generation Ukrainians felt that this is important content while the same percentage of respondents are opposed to the content. Nearly the same result is evident with the landed immigrant group with the exception that 50% remain in the undecided category. The first generation group appears to be the one most in favor of this content followed by the second generation group (6/9, 9/13, respectively). It appears that the second generation group strongly identifies with Ukrainian-Canadian pioneer history

and feel that it is valuable for the Ukrainian bilingual program. Item Part 3 question 11c also rejected the previous hypotheses. Only 29.2% of the total Ukrainian group (39) feel that this content is unimportant. More than half of the population indicate undecided (56.4%) as their response. On the whole the above results suggest that the groups are not favorably disposed towards plays. Plays may have been viewed as a fine art (option) or drama rather than as an element of literature by the respondents. While the landed immigrant has the largest proportion in favor of studying plays the rest do not appear to approve of science-fiction and plays as valuable language and/or cultural content. One of the more obvious reasons for this is that there is a scarcity of appropriate reading materials for children. This limits the scope and depth of achievement of skills (Evaluation Reports: Edmonton Catholic and Public School Boards).

Table 30 presents the results of the Chi Square analysis of the same items concerning curricular expectations utilized in Table 29 with the exception that the analysis considered only mixed ethnic background parents across five generations. An examination of Table 30 reveals the following:

5. Hypothesis 6 was rejected by five items: Part 4 question 8c, 9a, 9b, 10b, 9b. Thus there are significant differences among opinions of parents from the mixed (Ukrainian and other) ethnic group across five generations concerning traditional and international (large "C" and small "c") cultural content activities and levels of language skills to be achieved by the pupils.

TABLE 30
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF MIXED PARENTS
 ACROSS FIVE GENERATIONS
 (Category P4 c,d)

Item No.	Skill/Content	N*					χ^2	P
		1	2	3	4	5		
P4, Q2a	lang. arts should include Ukr. classical lit.	4	21	35	1		9.33	.41
P4, Q6b	recognize literature by Ukr. authors	4	21	36	1		6.63	.68
P4, Q8a	enjoy music of famous Ukr. composers	4	20	35	1		4.36	.89
P4, Q8c	sing traditional Xmas carols after prog.	4	21	36	1		17.90	<.04
P4, Q8d	understand history of songs	4	20	37	1		10.33	.32
P4, Q9a	should study ancient history before 988 A.D.	4	18	35	1		17.91	<.04
P4, Q9b	should study history of Ukraine before 20th C.	4	20	37	1		18.56	<.03
P4, Q10a	should study values brought by Ukr.	4	21	37	1		6.06	.42
P4, Q10b	should study meaning of Ukr. Independence Day	4	20	35	1		17.79	<.04
P4, Q10c	should study symbolic meaning of color, patterns, designs	4	21	35	1		7.73	.56
P4, Q10d	should study historic influence of church or Byzantine site	4	21	38	1		8.30	.50
P4, Q11a	stress Ukr. folklore	4	20	37	1		8.80	.19
P4, Q11b	stress Ukr. literature/short stories	4	21	36	1		5.90	.75
P4, Q12a	design Ukr. ceramics after Ukr. prog.	4	21	35	1		8.77	.46
P4, Q12b	design Ukr. Easter eggs after Ukr. prog.	4	22	37	1		14.77	.10
P4, Q12c	do Ukr. dancing after Ukr. prog.	4	21	35	1		13.03	.16

TABLE 30 (continued)
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 CURRICULAR EXPECTATIONS OF MIXED PARENTS
 ACROSS FIVE GENERATIONS
 (Category 4 c,d)

Item No.	Skill/Content	N ^a					χ^2	P
		1	2	3	4	5		
P4#12d	make simple wood sculptures after Ukr. prog.	4	21	34	1	-	8.89	.45
P4#12e	play Ukr. instrument after prog.	4	21	34	1	-	5.74	.77
P4#12f	paint ikons and murals after prog.	4	20	35	1	-	5.93	.75
P4#13b	pass on Ukr. Children's games after prog.	4	19	37	1	-	6.18	7.22
P4#13c	pass on Ukr. recipes after prog.	4	22	34	1	-	12.93	.17
P4#13d	pass on Ukr. diet patterns	4	21	34	1	-	12.96	.16
P4#14e	pass on Ukr. embroidery and weaving	4	20	35	1	-	7.18	.62
P4#14f	pass on Ukr. cooking to children	4	21	35	1	-	9.21	.42
P4#14g	pass on Ukr. arts and crafts to children	4	20	33	1	-	9.14	.42
P4# 2b	lang. arts should include Western/Canadian lit.	4	21	37	1	-	7.87	.55
P4# 2c	lang. arts should Ukr. pioneer studies	4	21	35	1	-	12.17	.20
P4# 2d	lang. arts should include literature (translated)	4	22	37	1	-	7.08	.63
P4# 8b	recognize various Ukr. music after prog.	4	20	37	1	-	15.90	.69
P4# 8e	participate in songs after Ukr. prog.	4	21	38	1	-	13.93	.12
P4# 9c	should study only Canadian Ukr. history	4	17	34	1	-	9.41	.40
P4# 9b	should study history of Ukrainian immigrants	4	21	38	1	-	16.93	.05
P4# 9e	should study same content as Eng. prog.	4	19	30	1	-	8.19	.52
P4, Q11c	stress Ukr. literature (plays)	4	21	35	1	-	5.03	.83
P4, Q6c	recognize literature by non-Ukr. authors (translated)	4	19	34	1	-	2.78	.97

N1 = no. of valid cases (landed immigrant)
 N2 = no. of valid cases (first generation)
 N3 = no. of valid cases (second generation)
 N4 = no. of valid cases (third generation)
 N5 = no. of valid cases (fourth generation)

Discussion. Table 30 reveals significant differences on parent opinions on five out of thirty-five items. As the first five items listed have been previously discussed only general comments will be made. Item Part 4 question 8c rejected the above hypotheses. A review of the results shows that both the second and first generation groups favor the skill however, a large percentage of the landed immigrant (2/4) and the total (1) of the third generation group is undecided. The latter result can not be explained as only a small population is represented. For item Part 4, question 9a there are large proportions in the undecided category for all generation groups except for the landed immigrant (4/18, 14/35, 1/1, respectively). Again the expressed reason of "wanting to study the history of the prevailing Ukrainian-Canadian history and culture" seems to be a sufficient explanation. However, this reason does not appear to be the most appropriate one for item Part 4 question 9b "study history of Ukraine before the 20th Century". The results on this item suggest that the first and second generations may be more politically astute and feel that this content - representing the background of their ancestors - is important enough to be studied (Isajiw: 1977). Nearly 60 percent of this population indicated that this content is important (37/62). Similar reasons can be evoked based on the results for item Part 4, question 10b "study meaning of Ukrainian Independence Day". Only 18.3% of the mixed Ukrainians oppose this content while 48.4% are in favor of the content. No support for the latter result was given by the landed immigrant and the third generation mixed population. The group that is most in favor of this content is the first generation group (15/20). There is virtually no opposition to the

"study history of immigration of Ukrainian peoples" (1/38-second generation). The first and second generations have the largest percent in favor of this content (15/21, 34/38, respectively). The landed immigrant and the third generation groups have large proportions of undecided (3/4, 1/1, respectively) parents.

Hypotheses 7-10

Question 2 concerning the comparisons of parent opinions regarding bicultural education from the three ethnic backgrounds across five generation groups will be dealt with by indicating whether the results of each item show acceptance or rejection of the following null hypotheses:

HYPOTHESIS 7: There are no significant differences among the opinions of parents from the Ukrainian ethnic background across five generation groups on items concerning bicultural education and bicultural support.

HYPOTHESIS 8: There are no significant differences among the opinions of parents from the mixed ethnic background across five generation groups on items concerning bicultural education and bicultural support.

HYPOTHESIS 9: There are no significant differences among the opinions of parents from the Ukrainian and mixed ethnic backgrounds across five generation groups on items concerning bicultural education and bicultural support.

HYPOTHESIS 10: There are no significant differences among the opinions of parents from the Ukrainian, English and mixed ethnic background across five generation groups on items concerning bicultural education and bicultural support.

Category P3--Bicultural Support. A discussion of the opinion differences of parents revealed by the results of the Chi-Square analysis of the items from the parent questionnaire concerning the nature and levels of bicultural education that should abound within the Ukrainian bilingual program and the nature of bicultural support provided by the home will be presented. Table 31 illustrates the results of the Chi-Square analysis which used the Ukrainian ethnic group across five generations. An examination of Table 31 reveals:

1. Hypothesis 7 was accepted for all items except for Part 2, question 4. Thus there are significant differences among opinions of Ukrainian parents across five generation groups concerning the nature of bicultural activities (or education) that take place within the home experiences of the Ukrainian bilingual program children.

Discussion. No significant differences were found in the levels of parent bicultural support on fifteen out of sixteen items. An examination of the item that rejected the hypothesis reveals that only 6.8% out of 44 Ukrainian respondents have "often" seen Ukrainian films with

TABLE 31
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 BICULTURAL SUPPORT OF UKRAINIAN ETHNIC
 BACKGROUND ACROSS FIVE GENERATIONS
 (Category P3)

Item No.	Activity	N*				χ^2	P
		1	2	3	4		
Part 1, Q3e	enroll for challenge	15	8	12	4	.77	.86
Part 1, Q13f	enroll to understand another culture	16	8	12	4	9.30	.16
Part 2, Q2	eaten at Ukr. restaurant	17	10	13	4	6.36	.38
Part 2, Q3	had Ukr. food at home	17	10	13	4	6.04	.42
Part 2, Q4	seen Ukr. films with Eng. subtitles	17	10	13	4	17.69	<.01
Part 2, Q5	been to Ukr. cultural or youth centre	17	10	13	4	11.88	.22
Part 2, Q6	viewed Ukr. religious ikon of St. Nicholas	15	9	13	4	12.19	.20
Part 2, Q7	examined a Ukr. folk instrument	17	10	12	4	9.08	.43
Part 2, Q8	attended a Ukr. celebration	17	10	13	4	7.70	.26
Part 2, Q9	seen or heard a Ukr. opera	17	10	13	4	8.65	.47
Part 2, Q11	read translated versions of Ukr. literature	17	10	13	4	13.15	.16
Part 2, Q12	seen a statue which commemorates Ukr. pioneer	17	10	13	4	11.97	.22
Part 2, Q13	read Ukr. lifestyle in History in Canada	17	10	13	4	13.36	.15
Part 2, Q14	been to a Ukr. rural settlement	17	10	13	4	5.39	.80
Part 2, Q20	played a Ukr. card game	17	10	12	4	8.65	.47
Part 2, Q22	seen performance by pupils of Ukr. prog.	17	10	13	4	3.86	.70

N1 = no. of valid cases of landed immigrant respondents
 N2 = no. of valid cases of first generation respondents
 N3 = no. of valid cases of second generation respondents
 N4 = no. of valid cases of third generation respondents

English subtitles". This result suggests that a very small percentage of the Ukrainian population is actively seeking audio-visual experiences in the Ukrainian language. Nearly thirty percent of the respondents (27.3%) indicated that they "rarely" had this experience during 1980 while almost sixty-six percent (65.9%) "never" experienced this activity. The individuals who appear to be actively seeking audio-visual experiences are from the first and second generation groups (2/10, 1/13, respectively). As was mentioned in section I of this chapter, very few centres present ethnic films thus the results may be due to a lack of awareness. However, it does appear that the landed immigrant and the third generation Ukrainian-Canadian groups are preoccupied with other activities. The third generation may be assimilated to the point of not desiring audio-visual experiences whereas the landed immigrant is more interested in establishing economic security and is ready to be assimilated into the prevailing culture. An overall review of the items indicates that "in home activities" involving the large "C" culture or Ukrainian language are being maintained by twenty to fifty percent of the first, second and third generation Ukrainian-Canadians (items Part 2, questions 11, 13). "In home activities" which constitute low language levels and are elements of small "c" culture occur in more second and third generation Ukrainian homes (item Part 2, question 20 "Played a Ukrainian card game" 3/12, 2/4, respectively). The landed immigrant and the first and second generation groups may be the least secure. Thus the amount of time available when compared to factors such as economic security and family size might be the logical reason for the cited differences. However, this study does not contain the information

concerning the financial and educational background of the parents which would be useful to empirically substantiate the above explanations.

"out of home activities" which indicate active social contact with Ukrainian-Canadians (items Part 2, questions 5, 8) is "often" maintained by over fifty percent (52.3%, 84.19%) of all generation groups (44).

For explanations already given in Section I of this chapter ninety-five percent (95.5%) of the total Ukrainian respondents have "rarely/never" eaten in a Ukrainian restaurant. When comparing this result with that on Item Part 2, question 3 "had Ukrainian food at home" nearly all of the population (97.7%) indicate that this happens "very often/often" in their homes. Thus one could suggest that the more economically secure groups would more likely be seeking variety and would be consuming other foods whereas the less secure (financially) home (see section I of chapter V) would not frequently dine outside of the home or perhaps they are attracted to less expensive cuisine.

Table 32 presents the results for the same items concerning bicultural education used in Table 31 with the exception that only mixed background parents across five generations were considered for analysis.

An examination of Table 32 reveals:

2. Hypothesis 8 was accepted for all items except for item Part 2, question 13e,f. Thus there are significant differences among opinions of mixed ethnic background parents across five generation groups concerning the nature of bicultural activities or education supported by the home.

TABLE 32
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING
 HOME BICULTURAL SUPPORT OF MIXED
 BACKGROUND PARENTS
 (Category P3)

Item No.	Activity	N*				χ^2	P
		1	2	3	4		
Part 1, Q13e	enroll for challenge	4	22	38	1	17.88	<.01
Part 1, Q13f	enroll to understand another culture	4	22	39	1	18.68	<.01
Part 2, Q2	eaten at Ukr. restaurant	4	22	39	1	7.83	.55
Part 2, Q3	had Ukr. food at home	4	22	39	1	6.14	.73
Part 2, Q4	seen Ukr. films with Eng. subtitles	4	22	38	1	4.40	.88
Part 2, Q5	been to Ukr. cultural or youth centre	4	22	39	1	11.40	.25
Part 2, Q6	viewed Ukr. religious ikon of St. Nicholas	4	22	39	1	5.87	.75
Part 2, Q7	examined a Ukr. folk instrument	4	22	39	1	5.39	.80
Part 2, Q8	attended a Ukr. celebration	4	21	39	1	4.23	.65
Part 2, Q9	seen or heard a Ukr. opera	4	22	39	1	6.65	.67
Part 2, Q11	read translated versions of Ukr. literature	4	22	39	1	8.54	.48
Part 2, Q12	seen a statue which commemorates Ukr. pioneer	3	22	39	1	5.91	.75
Part 2, Q13	read Ukr. lifestyle in history in Canada	4	22	39	1	5.22	.82
Part 2, Q14	been to a Ukr. rural settlement	4	22	39	1	16.17	.06
Part 2, Q20	played a Ukr. card game	3	22	39	1	13.69	.13
Part 2, Q22	seen performance by pupils of Ukr. prog.	4	22	39	1	1.58	.95

N1 = no. of valid cases of landed immigrants
 N2 = no. of valid cases of first generation
 N3 = no. of valid cases of second generation
 N4 = no. of valid cases of third generation

Discussion. No significant differences were found in the levels of parent bicultural support on fourteen out of sixteen items. An examination of the item Part 2, question 13e which rejected the hypothesis indicates that 100 percent of the third generation mixed group (1/1) considers "enrollment for challenge" as very important. In comparison to the second smallest group (4) or landed immigrant, fifty percent of the respondents indicate the item as "somewhat important" and the other fifty percent chose "not important". Over sixty-five percent of the entire mixed population consider this item to be "very important". The first and second generation groups (16/22, 27/39, respectively) constitute the largest proportion in favor of the item. A related item Part 2, question 13f also rejected the hypothesis. The results of this analysis indicate that nearly sixty-five percent (64.6%) out of 65 respondents feel that "enrollment to understand another culture" is very important. It is interesting to note that results for the landed immigrant group are more favorable to this item as compared to the former one. One quarter (1/4) of the respondents feel that this item is "very important" while the same proportion feel that the item is "not important". The remaining proportion (2/4) is undecided or indicates this to be "somewhat important". Again the first and second generation groups comprise the majority of parents who feel that this item is "very important" (15/22, 26/38, respectively). The reasons for these results remain the same as proposed in section I of this chapter for each of the items described above. An over-all view of the results indicates support for the comments made in section I of this chapter i.e., the activities which occur frequently (day to day patterns of the Ukrainian

lifestyle) and have few implications on family budget are supported positively by all generation groups. Activities which require high language level skills reflect similar results within the landed immigrant and the third generation group. However, the explanations for the statistically similar results are most likely quite different.

Table 33 presents the results of the Chi-Square analysis using the items of the previous Tables 31-32 with the exception that the variables Ukrainian and mixed ethnic groups were considered. Table 33 reveals the following:

3. Hypothesis 9 was accepted for all items except for item Part 2, question 13f. Thus there are significant differences among opinions of parents from the Ukrainian and mixed ethnic backgrounds across five generation groups concerning the nature of bicultural activities or education supported by the home.

Discussion. Table 33 reveals that no significant differences were found in the levels of parent bicultural support on fifteen out of sixteen items. An examination of the item that rejected the hypothesis shows opposite results for the landed immigrant groups when compared to Table 31. Forty percent of this group (5/20) consider the item to be "very important". This is due to the overlap of the Ukrainian population statistics which according to Table 31 were more supportive of the item than were the "mixed" landed immigrant groups (7/16, 1/4, respectively). The results indicating the proportion of third generation

TABLE 33
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING HOME
 BICULTURAL SUPPORT OF UKR./MIXED BACKGROUND
 PARENTS ACROSS FIVE GENERATIONS
 (Category P3)

Item No.	Activity	N*					χ^2	P
		1	2	3	4	5		
Part 2, Q13e	enroll for challenge	19	30	51	4	-	6.19	.40
Part 2, Q13f	enroll to understand another culture	20	30	50	5	-	14.41	<.03
Part 2, Q2	eaten at Ukr. restaurant	21	32	52	5	-	10.47	.31
Part 2, Q3	had Ukr. food at home	21	32	52	5	-	8.37	.50
Part 2, Q4	seen Ukr. films with Eng. subtitles	21	32	52	5	-	15.22	.09
Part 2, Q5	been to Ukr. cultural or youth centre	21	31	51	5	-	12.87	.17
Part 2, Q6	viewed Ukr. religious ikon of St. Nicholas	19	31	52	5	-	9.60	.38
Part 2, Q7	examined a Ukr. folk instrument	21	32	50	5	-	6.92	.65
Part 2, Q8	attended a Ukr. celebration	21	32	52	5	-	4.01	.68
Part 2, Q9	seen or heard a Ukr. opera	21	32	52	5	-	5.22	.82
Part 2, Q11	read translated versions of Ukr. literature	21	32	52	5	-	8.20	.51
Part 2, Q12	seen a statue which commemorates Ukr. pioneer	21	31	52	5	-	7.88	.55
Part 2, P13	read Ukr. lifestyle in history in Canada	21	32	52	5	-	11.89	.22
Part 2, Q14	been to a Ukr. rural settlement	21	32	52	5	-	13.80	.13
Part 2, Q20	played a Ukr. card game	20	32	51	5	-	10.23	.33
Part 2, Q22	seen performance by pupils of Ukr. prog.	21	32	52	5	-	4.39	.63

N1 = no. of valid cases, landed immigrant group
 N2 = no. of valid cases, first generation group
 N3 = no. of valid cases, second generation group
 N4 = no. of valid cases, third generation group
 N5 = no. of valid cases, fourth generation group

Ukrainian and mixed ethnic background parents' position on this item is nearly the same as found in Table 32. The second and first generation Ukrainian and mixed background Canadians appear to be those most in favor of bicultural education (20/30, 34/50, respectively). It appears that the third generation parents (4/105) consider that "enrollment for the challenge" provided by the bilingual program the "most important" reason for their children's participation in the program.

Table 34 presents the results of the Chi-Square analysis using the previous question items with the exception that all three ethnic variables across five generations were used. An examination of Table 34 reveals the following:

4. Hypothesis 10 was accepted for all items except for Part 2, question 13f and Part 3, question 2. Thus there are significant differences among opinions of parents from the Ukrainian, English and mixed ethnic backgrounds across five generation groups concerning the nature of bicultural activities or education supported by the home.

Discussion. Table 34 reveals that no significant differences were found in the levels of parent bicultural support on fourteen out of sixteen items. An examination of the item that rejected the hypothesis reveals that "program enrollment for the purpose of understanding another culture" was perceived as having least importance by the landed immigrant group (15 out of 27 respondents). Whereas the first and second and the fourth or more generation groups perceived it as important (29

TABLE 34
 ITEMS FROM PARENT QUESTIONNAIRE CONCERNING HOME
 BICULTURAL SUPPORT OF THREE ETHNIC GROUPS
 ACROSS FIVE GENERATIONS
 (Category P3)

Item No.	Activity	N _i					χ^2	P
		1	2	3	4	5		
Part 2, Q13e	enroll for challenge	26	43	77	9	4	7.25	.51
Part 2, Q13f	enroll to understand another culture	27	43	76	9	5	26.25	<.001
Part 2, Q2	eaten at Ukr. restaurant	28	46	78	9	5	22.68	<.03
Part 2, Q3	had Ukr. food at home	28	46	78	9	5	9.68	.64
Part 2, Q4	seen Ukr. films with Eng. subtitles	28	46	78	9	5	16.45	.17
Part 2, Q5	been to Ukr. cultural or youth centre	28	45	77	9	5	19.14	.09
Part 2, Q6	viewed Ukr. religious ikon of St. Nicholas	26	45	78	9	5	12.94	.37
Part 2, Q7	examined a Ukr. folk instrument	28	46	76	9	5	5.97	.92
Part 2, Q8	attended a Ukr. celebration	28	46	78	9	5	15.82	.20
Part 2, Q9	seen or heard a Ukr. opera	28	46	76	9	5	15.12	.24
Part 2, Q11	read translated versions of Ukr. literature	28	46	78	9	5	10.24	.60
Part 2, Q12	seen a statue which commemorates Ukr. pioneer	28	45	78	9	5	11.16	.51
Part 2, Q13	read Ukr. lifestyle in history in Canada	28	45	78	9	5	15.01	.24
Part 2, Q14	been to a Ukr. rural settlement	28	44	78	9	5	18.30	.11
Part 2, Q20	played a Ukr. card game	27	46	77	9	5	15.23	.23
Part 2, Q22	seen performance by pupils of Ukr. prog.	28	46	78	9	5	4.27	.83

N1 = no. of valid cases, landed immigrant group
 N2 = no. of valid cases, first generation group
 N3 = no. of valid cases, second generation group
 N4 = no. of valid cases, third generation group
 N5 = no. of valid cases, fourth generation group

out of 43 respondents, 51 out of 76 respondents and 4 out of 5 respondents, respectively): Again, as with results found for question 9 "which language is spoken most of the time at home" discussed in section I. of this chapter, it appears that the main task of the landed immigrant is to assimilate into the prevailing culture while for the generations which are better established socially and economically, the reverse is important. However, no definite reason can be given through the findings of this study to explain the opposite findings concerning the opinions of the fourth and the third generation Canadians who indicate this motive to be of lesser importance (7 out of 9 respondents). Item Part 3. question 2 also rejects the hypothesis. The results reveal that only a small proportion of second generation Canadians indicate that they have "very often or often" "eaten in a Ukrainian restaurant" (14 out of 178 respondents) which could mean that this group is actively seeking bicultural activities. The third and fourth generations also on occasion rarely have eaten at a Ukrainian restaurant. In comparing the answers of the three groups another explanation could be offered. The Chi-Square analysis contains variables "English ethnic background" and "mixed background" population statistics on all results. A cursory examination of the data indicates that the English background population is either first or second generation Canadian. One would assume that the English ethnic background population particularly of the first or more generation groups would not be faced with socio-economic restrictions and would be eating variety in their diets as well as in their experiences.

There are several reasons for the low rejection of the hypotheses. One obvious reason is that which was indicated for most items of Part III in the first section of this chapter: "opportunity seldom exists in the vicinity of the respondent" the aforementioned explanation is reflected in the results of the analysis for items Part III, questions 4, 9. Other reasons are: parents lack the awareness and skills needed to be motivated to participate in the proposed activities. These considerations seem to support the overall negative results obtained for items Part III, questions 7, 11, 12, 13, 20. Results for items concerning activities related to history (questions 12, 13) also suggest that importance is given to activities which are part of the daily lives of the respondent families. The Chi-Square analysis had three distribution concentrations i.e. results were nearly all positive for several items, negative for others and for a few, split results were evident thus no significant results were obtained. The reasons for the various concentrations have already been discussed within the first section of this chapter.

Summary Of Chapter V

The purpose of this chapter was to report in detail: a) the opinion trends or expectations of parents concerning the psychomotor, cognitive and affective levels of language acquisition and bicultural education as well as expectations concerning content and activities that should be reflected in the curriculum for the achievement of the aforementioned levels, b) to determine if there were any statistically significant differences among parents of the various ethnic backgrounds and among parents across five generation groups for each ethnic background.

In dealing with the opinion trends of the parents the adjusted frequency percentage was considered for each response item. The response to a particular item was considered to be positive toward the content, activity or language proficiency level if the percentage of the total respondent sample answering positively was greater than the percentage responding negatively. The questionnaire items were divided into four main categories. Three of the categories dealt with matters concerning the nature of curriculum that should be offered in the Ukrainian bilingual program and the fourth category included items that served to identify the nature of the population involved in the Ukrainian bilingual program.

Chapter VI will present a summary of the results obtained in this study. A discussion of the implications arising from the findings will lead to generalizations and suggestions.

CHAPTER VI

Summary, Generalizations and Suggestions

Summary of the Study

The main purpose of this study was stated as follows: first to determine if there are any significant differences in the expectations of groups or subgroups of parents according to ethnic background and number of generations in Canada and second to discover what expectations of Ukrainian and non-Ukrainian parents (of children enrolled in the Ukrainian bilingual program) are held with regard to bilingual and bicultural education. Five specific areas were identified to determine the nature of the present population of parents and their expectations of bilingual and bicultural education:

1. To describe the present population of parents with respect to expectations/attitudes held for:
 - (a) language support;
 - (b) cultural support;
 - (c) program involvement (knowledge of program content, activities and goals).
2. To describe the expectations of parents of the Ukrainian bilingual program with respect to:
 - (a) the cultural dimension of the program;
 - (b) language use and linguistic competence;
 - (c) curricular orientation of the program.

3. To compare parental expectations by groups or subgroups with respect to long range curricular objectives.
4. To compare parental expectations by groups or subgroups with respect to content and specific cultural objectives.
5. To provide information about desired cultural content and bicultural education for decision makers at various educational levels and for interested public agencies involved in developing learning resources and curricular materials.

To achieve the purpose of this study and the corresponding specific objectives a survey questionnaire was designed to elicit the opinions of parents of the Edmonton Catholic and Public School Systems concerning their expectations of the curriculum for the Ukrainian bilingual program with respect to bilingual and bicultural education. Moreover, an attempt was made to determine whether or not groups or subgroups of parents exist and to determine whether or not significant opinion differences exist among the groups and subgroups of parents whose children are enrolled in the Ukrainian bilingual program. Questionnaires were sent to all homes of children enrolled in grades four to six of two Catholic and three Public schools in Edmonton (N=243). Problems of homes receiving more than one questionnaire and of incorrect addresses created a sample population of (N=225) of which (N=168) participated in the survey.

The analysis of the results initially involved a frequency analysis of the opinion trends to ascertain whether or not groups and subgroups of parents existed and to establish whether or not there were

overall positive or negative feelings towards proposed Ukrainian language and cultural content and activities within the psychomotor, cognitive and affective domains. Secondly, to establish whether or not significant differences were present in the opinions of groups of parents the Chi-Square analysis was used.

The questionnaire items were re-categorized into four main categories to simplify the reporting of results: Category P1-- Population Description; Category P2-- Language Support; Category P3-- Bicultural Support; Category P4-- Curricular Expectations. The reporting of the results was carried out under two main headings, namely "The Opinion Trends of Parents" and "Measurement of Opinion Differences".

The opinion trends of the parents were outlined, compared and discussed for each item within the four categories. The opinion differences were dealt with by testing each item of the following categories: P2-- Language Support, P3-- Bicultural Support and P4-- Curricular Expectations against the following ten hypotheses:

Hypothesis 1: There are no significant differences in the opinions of the parents, across three ethnic background groups surveyed, on each of the items of the questionnaire concerning language support.

Hypothesis 2: There are no significant differences among the opinions of the parents across three ethnic background groups surveyed, on each of the items of the questionnaire concerning curricular expectations.

Hypothesis 3: There are no significant differences among the opinions of the parents (Ukrainian, English, mixed) across five generation groups surveyed on items concerning curricular expectations.

Hypothesis 4: There are no significant differences among the opinions of the parents (Ukrainian and mixed) across five generation groups surveyed on items concerning curricular expectations.

Hypothesis 5: There are no significant differences among the opinions of the parents (Ukrainian) across five generation groups surveyed on items concerning curricular expectations.

Hypothesis 6: There are no significant differences among the opinions of the parents (mixed) across five generation groups surveyed on items concerning curricular expectations.

Hypothesis 7: There are no significant differences among the opinions of parents from the Ukrainian ethnic background across five generation groups on items concerning bicultural education and bicultural support.

Hypothesis 8: There are no significant differences among the opinions of parents from the mixed ethnic background across five generation groups on items concerning bicultural education and bi-cultural support.

Hypothesis 9: There are no significant differences among the opinions of parents from the Ukrainian and Mixed ethnic backgrounds across five generation groups on items concerning bicultural education and bicultural support.

Hypothesis 10: There are no significant differences among the opinions of parents from the Ukrainian, English and mixed ethnic backgrounds across five generation groups on items concerning bicultural education and bicultural support.

Review and Discussion of the Findings

A. Opinion Trends of the Parent Responses

1. Category P1--Population Description. The results of the items in this category reveal that 97 parents from the Catholic School System and 71 from the Public School System participated in the survey. Out of the total respondent sample (N=168) 134 were mothers (female guardians) and 42 were fathers (male guardians). Eight surveys were completed by both male and female guardians. Three ethnic background groups of parents have children enrolled in the Ukrainian bilingual program. Forty-four Ukrainian, 58 English and 66 mixed background parents across five generation groups participated in the survey. They have approximately 460 children of whom approximately 307 are enrolled in the program and comprise 30.76 percent of the total pupil enrollment in the

Ukrainian bilingual program from early childhood to grade seven (1980).

Out of the total sample 121 father's and 108 mother's language is Ukrainian. The following languages were reported for the male and female guardians: English was reported for thirty-four fathers and fifty two mothers; French was reported for three fathers; German was reported for three fathers and seven mothers; two fathers and one mother had languages other than Ukrainian, French, English or German. Twenty-nine out of the total respondent sample indicated "landed immigrant (arrived to Canada) status while nearly thirty percent indicated "first generation" and the majority of respondents or over forty-five percent indicated "second generation" (46.4%) as their Canadian status. Slightly less than ten percent of the respondents indicated that their family had been in Canada for three or more generations (8.4%).

The responses received from the total of 168 parents indicate that a heterogeneous grouping of parents is involved in the Ukrainian bilingual program. The groups can be identified by their ethnic backgrounds, Canadian status and family size.

2. Category P2 -- Language Support. The answers to items in this category reveal that less than fifteen percent (11.3%) of the total population speak Ukrainian as the main home language. While over eighty-five percent (87.5%) indicate English as the main language. Less than five percent (4.2%) of the parents indicate Ukrainian was the spoken language at home one hundred percent of the time. Nearly ten percent of the respondents indicate that Ukrainian is spoken fifty percent of the time; twenty percent of the respondents indicate that no Ukrainian is spoken while nearly fifty percent (48.2%) of the parents indicate Ukrainian is spoken for a quarter of the time.

Children are encouraged to "often" speak Ukrainian at home by thirty percent of the parents while over sixty-five percent of the parents indicate that they "sometimes" encourage their child to speak Ukrainian. Less than five percent (3.0%) of the parents make no attempt at encouraging their child to speak Ukrainian at home. With regard to Ukrainian radio broadcasts, children are "often encouraged to listen" by fifteen percent of the parents while slightly more than half of the respondents indicate that they "sometimes" encourage their children to listen to them. Nearly thirty percent (28.1%) of the parents stated that they never encourage their children to listen to Ukrainian radio broadcasts at home. Slightly over sixty percent of the parents (162) consider that a "very important" reason for enrolling their children in the Ukrainian bilingual program is: "to maintain language, culture and Ukrainian heritage". Slightly more than forty-five percent of the parents (158) indicate that "learning another language sharpens the mind" is a very important reason for enrolling their children in the program. Political and economic reasons were supported favorably by twenty-five or less percent of the parents.

Results concerning activities which reinforce the Ukrainian language skills reveal that out of 164 respondents nearly seventy percent of the parents state that they "often" hear Ukrainian spoken for more than one hour. With respect to "out of home activities", findings indicate that seventy percent of the parents "often" attend a Ukrainian celebration. However, the frequency for the occurrence of "out of home" activities (which imply spending money and involve literary or language proficiency) is small. Less than fifty percent of the parents reported that they had often experienced the following:

- a) been to a Ukrainian cultural or youth centre,
- b) seen/heard Ukrainian opera or ensemble,
- c) purchased Ukrainian literature for home use,
- d) read accounts discussing Ukrainian lifestyle or history in Canada,
- e) been to a Ukrainian bookstore,
- f) purchased Ukrainian records for the home,
- g) asked for Ukrainian books at the public library,
- h) listened to Ukrainian television/radio.

While on the other hand, activities entailing limited expenses, and involving socialization are said to be "often" experienced by 50% to 80% of the population:

- a) sing a Ukrainian song
- b) visit a Ukrainian speaking senior citizen
- c) see performances presented by Ukrainian bilingual program pupils
- d) read newsletters about the Ukrainian bilingual program

Results for the items concerning parental expectations of Ukrainian bilingual education in terms of long term benefits and long range objectives reveal that over eighty percent of the parents agree that:

- a) students should be invited to participate with other Ukrainian Canadian groups and organizations outside of the school activities (84.9%)
- b) students graduating from the program should be fully bilingual (84.8%)
- c) the Ukrainian bilingual program should serve the language

and cultural needs of Ukrainian speaking families in Edmonton (79.6%).

Seventy-eight percent of the parents (157) feel that "upon completion of the Ukrainian bilingual program their children should maintain language and culture by sending their own children to the Ukrainian bilingual program". Slightly over fifty-percent of the parents feel that the aforementioned should be maintained by graduates through constant use of Ukrainian language when raising their future children.

The overall responses to the items in this category indicate that the parents have high Ukrainian language achievement expectations while the amount of language support within the home for listening/speaking skills depend on the parents' language proficiency as well as on their providing language and cultural experiences. The support given by parents to becoming bilingual is not as high as their level of their expectations.

3. Category P3 -- Bicultural Support. The results of items in this category reveal that over sixty percent of the parents feel that the following reasons concerning bicultural education are important in deciding to enroll their children in the Ukrainian bilingual program:

- a) because bilingual education is challenging and rewarding to my child;
- b) because learning two languages prepares one to better understand people of other languages and cultures.

More than seventy percent of the parents (167) indicated that they often engaged in the activity "Ukrainian celebration". The most frequent "in home activity" was "having Ukrainian food at home". This item was rated as "often" by over ninety percent of the parents (167). Only a few

homes engage in activities which require high language skills (reading, writing). Less than twenty percent of the parents (167) often read translated versions of Ukrainian literature. Similar results are evident with other forms of literature about Canadian Ukrainian lifestyle in history of Canada as slightly over twenty-five percent of the parents (166) indicated that this activity often occurs in their homes. Surprisingly, low level language skill activities such as "playing a Ukrainian card game" also occur "often" in less than twenty-percent of the homes. On the other hand "out of home activities" involving the school are indicated as "often" by over ninety-percent of the parents (167).

The overall results for items in this category indicate that "out of home activities" concerning bicultural support occur often for the majority of parents if they involve small "c" culture requiring low expenses and low language skills. It should be noted that, other activities requiring low language skills occur "often" in the homes of the majority of respondents only if they are currently popular i.e. card games are not fashionable today but video games are.

4. Category P4 -- Curricular Expectations. The results for the sub-categories concerning curricular expectations of oral skills in language arts indicate that over seventy percent of the parents feel that the following are important skill outcomes of the Ukrainian bilingual program:

1. ability to narrate or relate second-hand information
2. prepare and deliver effective speeches

Nearly eighty-five percent of the parents indicate that the ability to sing traditional Christmas carols is also important. Over sixty-five

percent of the parents feel it is important that: (a) pupils recognize contemporary Ukrainian Canadian music, (b) "sing at social functions", (c) understand the history of Ukrainian folklore music upon completion of the program. On the other hand, slightly more than fifty percent of the parents indicate that it is important for pupils to be able to enjoy the music of Ukrainian classical composers. The ability to pass on Ukrainian nursery rhymes to progeny is rated as important by nearly seventy percent of the parents. Furthermore, between 70-80 percent of the parents feel it is important that graduates of the program maintain the Ukrainian language and culture by teaching their progeny nursery rhymes, card games and songs. Approximately fifty-seven percent of the parents feel that it is important that graduates maintain the Ukrainian language and culture by raising their children through the constant use of the language.

Results concerning curricular expectations of parents in areas of skill proficiency (reading and writing) indicate that nearly eighty percent of the parents feel that it is important that graduates be able to understand, speak, read and write fluently while seven percent of the parents indicate that it is not important that graduates be able to read and write fluently. Nearly eighty percent of the parents feel that it is important that the language arts program stress functional language writing skills and seventy five percent of the the parents feel that this subject should stress "skills for recording thoughts accurately". On the other hand, slightly over fifty five percent of the parents feel that it is important that the language arts program stress writing for creative expression and enjoyment. Nearly seventy percent of the

parents feel that it is important that graduates be able to recognize forms of folkloric literature. Over ninety percent of the parents feel that it is important that graduates be able to place sentences in sequence and eighty-five percent of the parents indicate that it is important that graduates be able to determine the parts of speech. On the low end of the scale were abilities to think critically, detect persuasion and recognize various kinds of Ukrainian correspondence (letters). Critical thinking was rated as important by slightly more than half of the respondents and "recognition of various kinds of Ukrainian letters" was rated as important by thirty-seven percent of the respondents. Nearly twice as many parents or sixty percent feel that it is important that subjects taught in Ukrainian stress literature such as historical novels, drama, essay as compared to science fiction, plays and narrations.

Results regarding curricular expectations of parents concerning traditional cultural content or large "C" culture indicate that slightly over fifty-five percent of the parents feel that it is important that graduates be able to recognize Ukrainian classical literature. Less than forty percent of the parents feel that it is important that the child be exposed to this type of literature in language arts. Slightly over fifty five percent of the parents indicate that it is important that their children study history of Ukraine before the 20th century as part of social studies. A strikingly low percentage of 37% of the parents indicate that it is important for the children to study "ancient history of Ukraine before 988 A.D." in social studies. Nearly eight percent of the parents indicate that it is important for children to learn about the values that the first Ukrainian pioneers brought to

Canada while slightly more than fifty percent of the parents indicate that it is important that the meaning of Ukrainian Independence Day be taught through subjects instructed in the Ukrainian language. Study of content concerning the symbolic meaning of colors, patterns, designs visible in Ukrainian architecture, embroidery and ceramics is considered as "important" by over seventy percent of the parents. According to sixty-three percent of the parent respondents, subjects taught in Ukrainian should include content concerning the historical influence of the Byzantine church on the Ukrainian people's lifestyle. Less than thirty-percent of the parents feel that it is important that their children possess the abilities to:

- a) make Ukrainian designed ceramics
- b) play a Ukrainian instrument
- c) paint ikons and glass murals

as an outcome of nine years in the Ukrainian bilingual program. However nearly sixty percent of the parents feel that it is important that graduates be able to "write" and create "pysanky". Over sixty-five percent of the parents feel that it is important that graduates pass on to others Ukrainian children's games. The same percentage of parents also feel that it is important that graduates pass on to others traditional Ukrainian recipes. However, a majority of parents (over seventy percent) do not consider that it is important that their children pass on "traditional Ukrainian diet patterns" to others upon completion of nine years in a Ukrainian bilingual program. Over sixty-five percent of the parents indicate "that graduates should maintain the Ukrainian language and culture by teaching their children how to plan Ukrainian traditional

meals and prepare traditional Ukrainian food. Less than fifty percent of the parents indicate that graduates should maintain the Ukrainian language and culture by teaching various Ukrainian arts and crafts, embroidery and weaving to future generations.

Results concerning curricular expectations of parents regarding Canadian/international and small "c" cultural content indicate that slightly over seventy percent of the parents feel that in language arts the children should be exposed to Ukrainian stories about the Ukrainian Canadian pioneers. Over sixty percent of the parents (158) feel that in language arts the child should be exposed to all forms of literature in Ukrainian. Nearly seventy percent of the parents indicate that the children should be able to participate in social singing (Ukrainian) upon completion of nine years in the program while over sixty-five percent of the parents feel that it is important that the children be able to recognize various kinds of Ukrainian Canadian music. Over eighty percent of the parents feel that the children should study history about the immigration of Ukrainian people while slightly less than fifty-five percent state that the children should study only about Ukrainian - Canadian history. The majority of parents feel that it is important for the program to offer bicultural content as less than forty-five percent of the respondents indicate that the children should study the same content as is being offered in the English or regular program. Similarly, nearly thirty percent feel that this content is not important. Bicultural wants are also supported by the fact that only twenty-seven percent of the parents (142) indicate that children should be able to recognize literature (translated) of non-Ukrainian authors.

The results of the sub-categories of this section reveal that parents maintain their desire for an academically oriented bilingual program but feel that the skills, knowledge and values should be acquired through a contemporary Ukrainian-Canadian context using activities (psychomotor, cognitive, affective) which involve content with a Ukrainian perspective (history, literature, music) from the early twentieth century to the present. The results rating from fifty to sixty percent which were usually found in favor of traditional and large "C" cultural content seem to indicate that content of the prevailing culture takes precedence over traditional content which was emphasized in the Ukrainian Saturday Day Schools. However, contemporary cultural content can not be taught without some reference to the past which involves language skills and cultures of people of Ukrainian origin of at least the beginning of the 19th century.

B. Measurement of Opinion Differences

In the first section of the analysis of data over-all opinion trends of parents were synthesized and compared. To decide whether the specific differences recorded were statistically significant, Chi-Squares using the variables: ethnic background and Canadian status were computed and associated probabilities were calculated for each item within the three categories: language support, bicultural support, curricular expectations.

The results of Category P2 -- language support, reveal that significant differences among the parents' opinions were found on seventeen out of twenty four items of this category. Close agreement of opinions of Ukrainians and non-Ukrainians are found on items concerning language

support provided by the home. However, there were significant differences among the Ukrainian, English and mixed groups which reveal whether or not the home is actively seeking Ukrainian language experiences. Significant discrepancies of opinion were found among the Ukrainian and English groups with respect to language support within the community and the school environment. For several items large proportions of the English population remain in the "undecided" category. It appears that this group recognizes that the program will instill knowledge and values which will eventually detract the child from the "like father like son image". The latter group thus has difficulty in determining the nature of home life which their children will have as adults.

The results of Category P3 -- bicultural support reveal that there are significant differences on four out of sixteen items of this category. The results for Chi-Squares that do not show significant probability differences reveal that negative results occur irrespectively of ethnic background and generation background group for items involving large "C" culture and high language skill proficiency (reading and writing). Thus no significant differences could be recorded. On the other hand, activities involving "in home situations" and low language proficiency are rated positively by parents (irrespective of ethnic background and generation group) if they are currently popular. When a "split" of results occurred, significant differences also could not be recorded. To overcome these situations four tables containing the data referring to: a) the entire three ethnic backgrounds across five generations, b) the Ukrainian, c) the mixed and d) the Ukrainian and mixed backgrounds were developed. This strategy presented another

problem which was not overcome. Stratification created small parent samples for the various cells invalidating the formulation of conclusions on the current data.

The results of Category P4 -- curricular expectations reject hypotheses 2-6. The Chi-Square analysis uses the same variables as for bicultural support and nearly the same problems arise. The items however are different and significant differences are found on sixteen out of thirty-five items. Five items have repeated significant probabilities on two tables. The landed immigrant and the three or more generation Canadian differ in their opinions on items concerning music, dance and arts and crafts. The first and second generation Canadians' position to particular social studies content and literature, differ significantly from all other groups in the degree of positiveness. All groups appear to favor an academically oriented program. The over-all results of this category also indicate that the curricular items proposed in the questionnaire are favored by the parents thus a difficulty arises in ascertaining significant differences. This problem was slightly overcome by dividing the population into four groups: based on their ethnic backgrounds i.e. Ukrainian, Ukrainian and mixed and the entire population sample.

Generalizations

The generalizations which follow are derived from the evidence gathered through the analysis of the data contained in this study.

Category 1 -- Population Description. On the basis of the results obtained after analyzing the questionnaire concerning the nature of the

parents involved in the Ukrainian bilingual program (elementary), the following generalizations were drawn about the nature of parents involved in the Ukrainian bilingual program:

1. There are three groups of parents: Ukrainian, English and mixed ethnic backgrounds involved in the bilingual program. The primarily Ukrainian ethnic background group is the smallest of them; a larger percentage of landed immigrant subgroups than the third or more generation subgroups are involved in the program.
2. The majority of parents have two or more children or above average families.
3. The father's language is the decisive factor or statistically most significant correlation determining enrollment in the Ukrainian bilingual program.

Category P2 -- Language Support. The nature of language support and the expectations/attitudes that parents hold towards bilingualism are established through the analysis of the opinion trends and on the basis of the testing of the null hypotheses:

1. There are significant differences among the expectations/attitudes held vis-a-vis language support across the three ethnic backgrounds (Ukrainian, English, mixed).
2. The amount of Ukrainian language support that is provided by the home reflects the language proficiency of the parents.
3. This study shows that there is a larger parent population speaking no Ukrainian in the bilingual program than was

indicated by the studies conducted by the Edmonton, Catholic School Board (Ewanyshyn 1978).

4. Parents are not aware of the media that could help contribute to language learning, they do not realize the importance of their parental role in reinforcing and/or supporting and expanding language learning.

Category P3 -- Bicultural Support and Category P4 -- Curricular

Expectations. The nature of curricular expectations of parents in terms of curricular orientation (skill and cultural activities and long range curricular objectives) of the Ukrainian bilingual program is described in function of the evidence gathered through the analysis of data and the testing of the null hypotheses:

1. There are significant differences among the opinions of the parents of the three ethnic backgrounds across five generations concerning the five language skills (viewing, listening, speaking, reading, writing)
2. There are significant differences among the opinions of the parents of the three ethnic backgrounds across five generations concerning the traditional cultural content.
3. There are significant differences among the opinions of the parents of the three ethnic backgrounds across five generation groups concerning Canadian and international content.

The rejection of the null hypotheses and the opinion trends confirm that the Ukrainian bilingual program is attempting to meet the

needs of a heterogeneous population. The expectations of each ethnic group and subgroup vary significantly. Some of the expectations are similar to those mentioned by Skwarok (1956), Czumer (1981) and Isajiw (1977) and are retained by the landed immigrant of the Ukrainian and mixed background (Ukrainian and other) Canadians. Skills involving content related to the history, music, literature of the prevailing Ukrainian Canadian culture is deemed as "important" when compared to content which includes Ukrainian dance, arts and crafts, ancient history of Ukraine, classical Ukrainian music, and classical literature which are not considered as important. Content involving elements of Ukrainian culture and skills which are being threatened by forces of assimilation are also considered important by the three or more generation groups. The overall results indicate that parents expect their children to be fully bilingual and bicultural upon completion of nine years in the program.

Suggestions For Curriculum and Research

The findings of this study lead to several suggestions with respect to research and to the future curriculum of Ukrainian bilingual programs from the perspective of continuing education:

1. Literature identifying support for the present objectives of the Ukrainian bilingual program is apparent in studies carried out by Tomko; 1975, Ewanyshyn 1977-78, 1978-79, Muller et al., 1976-77, Lamont et al; 1977. However the opinion trends detected through the present study vary significantly from the former research thus suggesting a need for further investigation that would entail a review and/or modification of achievement objectives of the program.

2. Research points out that the child's ability to read is often related to the type of language spoken at home (which may greatly differ from that of text books)(Simoes 1976). In fact, economic status as well as former education and experiences influence the type of language used in the home. Therefore the reading materials designed for readers of Ukrainian (mother tongue) are often too difficult for children who have a limited knowledge of written structures and who lack formal vocabulary. The high expectations of parents and teachers are often due to their overlooking of the level of Ukrainian language used at home and the levels used in the materials. The results of this study vary significantly which suggests that it is necessary to review textual material as well as curricular content and activities used to teach concepts and skills in subjects such as: language arts, social studies, music, health, physical education and arts.

3. This study reveals content and activities which are considered important by Ukrainian, English and mixed ethnic background parents across five generation groups. The opinion trends and measures of opinion differences could be used in coordinating the desires of the parents with the curriculum being used within the program for grades one to nine.

4. This study identifies areas of language and cultural support which may not be reflected in the home environment. It appears that parents may not be fully aware of activities in which the home can engage to reinforce bilingual and bicultural education. Further, they may not perceive the use of certain language and cultural activities as being useful in acquiring certain skills and knowledge. This is the

case for traditional Christmas carols which may have been considered as exclusively religious rather than a context for learning Ukrainian music and the language. In the same way Ukrainian dancing seems to have been viewed as a subject per se rather than a cultural activity for one of the dimensions of the physical education program or subjects such as social studies and music.

5. More parent involvement in curricular development seems to be needed so that they become aware of what is being taught in school, of what language/cultural experiences can be offered in this frame and of how they can help their children by incorporating language and cultural activities within the home and thus reinforcing and/or expanding what children learn at school. Furthermore, it would seem that more communication between curriculum developers and parents would entail a closer correspondence between parental expectations, content and school experiences.

6. This study attempts to identify parental opinions within the urban setting. Presently there are four school jurisdictions which have clients from the rural setting. Further studies might attempt to correlate the expectations of parents of the rural areas with those of the urban setting.

From the view point of curriculum as a continued problem resolving process the results of this study at best can be considered as a tentative perspective which bring to surface other unanswered questions: Do parents of adolescents in Ukrainian bilingual programs hold the expectations evidenced by the results of this study? Do adolescents continuing in the Ukrainian bilingual programs reflect these or other

expectations of curriculum? Finally, what expectations do other "actors" or individuals involved directly with the programs - teachers - have with regards to the curriculum of the Ukrainian bilingual program?

This study concerned itself with the curricular expectations of parents of upper elementary children in Ukrainian bilingual programs within the urban setting. Continued studies following the above suggestions - considering other essential elements as determiners of curriculum - would yield information necessary to guide decision makers at various levels of education as well as public agencies interested in developing curricular and learning resources to meet remediation and program extension needs (see Appendix C).

In conclusion, it is recognized that the articulation and development of school curriculum in a democratic, pluralistic society such as ours is a complex process involving many stakeholder groups in political, values-oriented deliberation. What is considered by one sector of the population as appropriate or even desirable at any given point is inevitably subject to controversy and change.

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навчання відповідно до параграфу 150 (1)(b), в School Act,
Міністерство освіти, 1981.

Шкільні програми, українських шкіл та курсів українознавства,
Українська православна церква в Канаді, Торонто, 1965.

APPENDIX A

APPENDICE A1

LEGAL BASIS

Ukrainian As the Language of Instruction
The School Act, 1970

Section 12

- (1) In addition to his other powers specified in this Act the Minister may make regulations
 - (b1) Governing the use of any other language other than English or French as the language of instruction
- (2) The Minister may
 - (a) prescribe
 - (i) Courses of study or pupil programs or both, and
 - (ii) instructional materials, and
 - (b) approve any course of study or pupil program submitted to him by a board, but instruction in the course of study or pupil program shall not commence without the prior approval of the Minister in writing.

Section 150

- (1) a board may authorize
 - (b) that any other language be used as a language of instruction in addition to the English language, in all or any of its schools.

Instruction in a Language Other Than English or French Regulations.

The School Act pursuant to Section 12, sub section (1), clause (b1), 1979

- 1. (1) A board shall not commence a program that offers instruction in any language other than English or French in a school unless it:
 - a. passes and delivers to the Minister a resolution authorizing the use of any language other than English or French as a language of instruction, and
 - b. makes provision satisfactory to the Minister for the use of English as the language of instruction for all pupils who would normally attend the school and whose parents desire such instruction.
- 2. The courses of study and instructional materials for the program shall be those prescribed or approved by the Minister pursuant to section 12(2) of the School Act.
- 2(1) A Board shall ensure that English is used as the language of instruction for not less than 50% per day for each pupil.

APPENDIX B



APPENDICE B1

EDUCATION

460270 13

Office of
the Minister323 Legislative Building
Edmonton, Alberta, Canada T6C 2G5
February 13, 1974

Dear Mr. Falconer:

I understand that members of the Ukrainian Canadian Committee have made submissions to your Board concerning Ukrainian schooling, and that your Board has approved this concept in principle.

Pursuant to a recent meeting arranged by Dr. Lupul, inviting officials of the Edmonton Public and Separate School Boards, and of the Department of Education, the said Department is prepared to assist in the initiation and development of a three-year experimental pilot program for Ukrainian youngsters as follows:

The Department will commit a total of \$50,000 per year for three years (total \$150,000) to the project, said monies to include the following:

1. Curricular development -- the Department will:
 - (a) hire a Ukrainian curriculum specialist, on a contract basis, immediately;
 - (b) begin immediately to devise a curriculum for language arts, to commence in Grade 1 this fall;
 - (c) develop other curricula for Grades 2 and 3, as time and resources permit;
 - (d) prepare appropriate curricular materials;
 - (e) pay honoraria to the teachers to be employed by the Edmonton School Boards, for curriculum development work in July and August of 1974.

- 2 -

2. Payment by the Department to School Boards of up to \$10,000 per year for three years, to defray the cost of supervisory services needed to initiate and implement the program. This \$10,000 per year is included in the abovementioned \$50,000 per year support.
3. Support transportation in an amount per pupil as provided by existing regulations.
4. Pay 80% of the cost of evaluation of the program at appropriate times. This is over and above the \$50,000 per year.

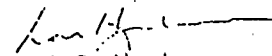
The Department makes these commitments on certain conditions:

- A. Provided the Edmonton Public and Separate School Boards:
 - (a) employ appropriate teachers for the classes;
 - (b) are the operating authorities for the program;
 - (c) provide a school or schools for the program;
 - (d) provide ancillary learning materials (other than curricular materials).
- B. Provided the Ukrainian Canadian Committee:
 - (a) guarantees no fewer than 100 students in Grade 1 this fall, from within the boundaries of the City of Edmonton;
 - (b) ensures parent support and continuing commitment to the pilot program, by parents.

I understand that your officials can provide you with further details.

As soon as possible, I would appreciate your providing me with a statement as to your position on this proposed program.

Yours sincerely,


Louis D. Hyndman
Minister of Education

Mr. Jim Falconer, Chairman
Edmonton Public School Board
10010 - 107A Avenue
Edmonton, Alberta

cc: Dr. M. Lupul
Mr. G. Brosseau

APPENDIX C

IMPLEMENTATION OF SECTION 150(1)(B) OF THE SCHOOL ACT

ALBERTA SCHOOL SYSTEMS

TOTAL ENROLLMENTS IN UKRAINIAN LANGUAGE CLASSES

YEAR	GRADES									TOTAL	
	ECS	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT		NINE
1974	101										101
1974/75	86	120									206
1975/76	152	113	105								370
1976/77	116	135	101	99							451
1977/78	152	148	127	86	93						606
1978/79	125	168	140	126	80	90					729
1979/80	120	144	153	128	107	73	87				812
1980/81	185	159	170	137	112	94	74	67			998



APPENDICE C3

Office of the Minister

EDUCATION

319 Legislature Building, Edmonton, Alberta, Canada T5K 2B6 403/427-2025

February 15, 1983

Mr. Hugh Tadman, Chairman
 Board of Trustees
 Edmonton Catholic School District #7
 9807 106 Street
 EDMONTON, Alberta
 T5K 1C1

Dear Mr. Tadman:

The government has had under consideration the request to extend the Ukrainian bilingual program to the High School level. I herewith approve the extension on the following terms and conditions:

1. The Department of Education will develop and approve a Ukrainian Language Arts program 10, 20, 30 over three years. Ukrainian 10 will be available in September 1983.
2. The Department of Education will adapt Drama 10 for instruction in Ukrainian. Drama 10 will be available in September, 1983. Drama or another appropriate option will be provided for grades 11 and 12.
3. The Department of Education will encourage Work Experience programs for which Ukrainian would be the language of the workplace, provided that the other requirements for Work Experience programs are met.
4. The Ukrainian Bilingual program must be operated by a school board, which must employ certificated teachers proficient in Ukrainian language.
5. The operating board must provide classrooms for the program, and must provide ancillary learning materials other than curricular materials.

May I take this opportunity to advise you of concerns that the Department of Education and your government must now address.

1. The extension of the program, first to the junior high school level and now to the high school level, was not on the basis of a minimum required enrollment (as was required in grade 1). I anticipate that, with sufficient lead time, we may require a

certain minimum enrollment (i.e. 80 for grade 7, and 60 for grade 10) for the operation of the junior high school and high school program. You may wish to respond to this idea, given the reality that programming is relatively more expensive at the secondary level.

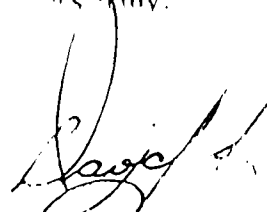
2. From an educational point of view, we consider it more important to direct additional resources toward the improvement of the elementary program (first), and the junior high school program (second), rather than to any further extension of the high school program.

The introduction of the program did not consider adequately the impact of the scarcity of learning resources and skilled bilingual educators. Much developmental work needs to be done.

- * I am also aware that parents are now requesting special education and remediation, in Ukrainian, at the elementary level.

In the next few months, the Department of Education will be considering a long-term program on the development of bilingual education, including Ukrainian. Long term objectives are very important given the increasing demand for programs in other languages and the fact that we wish to be able to meet this demand.

Yours truly,



David King
Minister of Education

- Dr. Bosetti, Deputy Minister, Education
- Mr. Alex Cholak, Chairman, County of Lamont
- Mr. Harry Chomik, Chairman, County of Minburn
- Mrs. Iris Evans, Chairman, County of Strathcona
- Mr. Eugene Ewanyshyn, Edmonton Catholic School District
- Dr. Phil Lamoureux, Director, Language Services Education
- Dr. Dennis Leonard, Ukrainian Bilingual Advisory Committee
- Dr. Jan Stefanski, Chairman, St. George's Catholic School District

APPENDIX 1

March 14, 1981

Dear Parent (Guardian):

I am a student completing a Master's Program at the University of Alberta. For my research project, I have decided to study what parents or guardians expect their children to learn through the Ukrainian Language Program.

To this end I am enclosing a five part questionnaire. Your answer to each question will show what you as parent or guardian feel your children should learn in the program.

I need your help and ask you to be kind enough to answer each question. Your answers will show what you think your child/ren should learn in the program. Obviously, all replies will be kept confidential. I am only trying to learn what you as parent expect to be known about Ukrainian language and culture.

Please return the questionnaire to the following address:

Mrs. Anna Elick
6821 - 83 Ave. S.E.
Edmonton, Alberta
T6C 1K5

Thank you for your help and cooperation.

Sincerely,
[Signature]

APPENDIX 2

APPENDICE D2

14 березня /31 р.

Шановні Батьки /Опікуни/!

Я студентка в магістерській програмі при Альбертському Університеті, і незадовго закінчу свої студіювання. Наміром моєї науково-дослідної праці є довідатися, що батьки або опікуни сподіваються щоб їхні діти навчилися в двомовній програмі.

Висилаю Вам запитник, який складається з п'ятьох частин. Ваша відповідь на кожне питання покаже, що Ви, як батьки або опікуни, хочете щоб Ваші діти навчалися в цій програмі.

Мені потрібно Вашої помочі і я прошу Вас щоб Ви ласкаво відповіли на кожне питання. Ваші відповіді покажуть, що на Вашу думку, Ваші діти повинні вивчати в цій програмі. Очевидно, всі відповіді залишаться конфіденціальними. Я тільки пробую довідатися, що Ви як батьки сподіваєтесь щоб Ваша дитина знала про українську мову і культуру.

Прому вислати цей запитник на нижче подану адресу:

Mrs. Anna Eliuk
5828 - 83 Avenue
Edmonton, Alberta
T6B 0G5

Через три тижнів після поданої дати висилання.

Щиро дякую Вам за Ваш час, зацікавлення і співпрацю.

З повагою,

Анна Елюк
Аспірантка

APPENDICE D3

Survey No. _____

PARENT QUESTIONNAIREPART I

Directions: Please check the response that applies to your situation.

Example:

A. How many rooms does your house have?

 a. four b. three c. two d. oneThe person's response in this question is a.

1. Who is completing the questionnaire?

 a. mother b. father c. guardian

2. How many children do you have?

 a. one b. two c. three d. four or more

3. How many of your children are in the Ukrainian Bilingual program?

 a. one b. two c. three d. four or more

4. Which of the following describes your family or ethnic background?

 a. Ukrainian: both guardians' or parents' (your spouses' and your) language used at home is Ukrainian.

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- _____ b. English: both guardians' or parents' (your spouses' and your) language used at home is English.
- _____ c. French: both guardians' or parents' (your spouses' and your) language used at home is French.
- _____ d. Mixed: both guardians' or parents' (your spouses' and your) language used at home is Ukrainian and another language.
- _____ e. Other: guardians' or parents' language used at home is other than Ukrainian, English, or French.
5. How long has your family lived in Canada?
- _____ a. landed immigrant (you arrived to Canada)
- _____ b. one generation (your parents arrived, and you were born in Canada)
- _____ c. two generations (your parents and you were born in Canada)
- _____ d. three generations (your grandparents were born in Canada)
- _____ e. four or more generations (your great grandparents were born in Canada)
6. What is the child's (ren's) father's (male guardian) language?
- _____ a. Ukrainian
- _____ b. French
- _____ c. German
- _____ d. English
- _____ e. Other, please specify _____
7. What is the child's (ren's) mother's (female guardian) language?
- _____ a. Ukrainian
- _____ b. French
- _____ c. German
- _____ d. English
- _____ e. Other, please specify _____

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8. If you have checked (a) or (d) in question 4, please specify the amount of Ukrainian spoken in the home?

- _____ a. all the time (100%)
 _____ b. about 75% of the time
 _____ c. about 50% of the time
 _____ d. about 25% of the time
 _____ e. none at all

9. Which language is spoken most of the time at home?

- _____ a. Ukrainian
 _____ b. English
 _____ c. German
 _____ d. French
 _____ e. Italian
 _____ f. Others, please specify _____

10. What grade is your child in? (If you have more than one child in the Ukrainian Bilingual program, check appropriate grades for each child)

- _____ a. kindergarten
 _____ b. one
 _____ c. two
 _____ d. three
 _____ e. four
 _____ f. five
 _____ g. six
 _____ h. seven

11. Do you encourage your child to speak Ukrainian at home?

- _____ a. often
 _____ b. sometimes
 _____ c. never

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12. Do you encourage your child to listen to Ukrainian broadcasts at home?

- _____ a. often
 _____ b. sometimes
 _____ c. never

13. The following represents some reasons explaining why people may enroll their child/children in the Ukrainian Bilingual Program.

Please rate each of these according to the following scale:

- 1 = very important
 2 = somewhat important
 3 = not important

Example:

- 1 a. a growing child needs plenty of milk daily
 3 b. it is important for children to watch television daily
 2 c. it is important for children to brush their teeth daily
 3 d. it is important for children to have a bath daily

A person could rate this question as "1" to be very important, "3" as not important, "2" as somewhat important and "3" as not important.

-
- _____ a. because it is important to maintain the Ukrainian language, the Ukrainian Canadian culture and the Ukrainian speaking heritage
 _____ b. because bilingualism in Canada opens up a greater number of career opportunities
 _____ c. because learning another language is a form of mental exercise - it sharpens the mind
 _____ d. because the Ukrainian-speaking minority applies a certain amount of pressure through its organizations
 _____ e. because bilingual education is challenging and rewarding to my child
 _____ f. because learning two languages prepares one to better understand people of other languages and cultures
 _____ g. because the children should be able to speak in Ukrainian with grandparents
 _____ h. other (please specify and rank)
-

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PART IIDirections: Please check the response that applies to your situation.

During 1980 have you:

	very often	often	rarely	never
1. Heard Ukrainian spoken for more than one hour?				
2. Eaten in a Ukrainian Canadian restaurant?				
3. Had Ukrainian food at home?				
4. Seen a Ukrainian film (with English sub-titles)?				
5. Been to the Ukrainian cultural or youth centres?				
6. Viewed a Ukrainian religious ikon of St. Nicholas or the Madonna?				
7. Examined a Ukrainian folk instrument?				
8. Attended a Ukrainian celebration (religious or other)?				
9. Seen or heard a Ukrainian opera or ensemble?				
10. Purchased Ukrainian literature (books or magazines) for home use?				
11. Read translated versions of Ukrainian literature in English (short stories, poetry or novels)?				
12. Seen a statue or monument which commemorates the Ukrainian pioneers in Canada?				
13. Read accounts discussing Ukrainian Canadian lifestyle or history in Canada?				
14. Been to a Ukrainian Canadian rural settlement?				
15. Been to the Ukrainian Bookstore?				

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16. Purchased Ukrainian records for home use?
17. Asked for Ukrainian books at the public library?
18. Used a typewriter with a Ukrainian letter keyboard?
19. Sang a Ukrainian song?
20. Played a Ukrainian card game?
21. Visited a Ukrainian speaking senior citizen?
22. Seen performances presented by pupils in the Ukrainian Bilingual Program?
23. Read newsletters about the Ukrainian Bilingual Program?
24. Watched television broadcasts about the Ukrainian Bilingual Program?
25. Listened to Radio broadcasts delivered in Ukrainian?

	very often	often	rarely	never
16. Purchased Ukrainian records for home use?				
17. Asked for Ukrainian books at the public library?				
18. Used a typewriter with a Ukrainian letter keyboard?				
19. Sang a Ukrainian song?				
20. Played a Ukrainian card game?				
21. Visited a Ukrainian speaking senior citizen?				
22. Seen performances presented by pupils in the Ukrainian Bilingual Program?				
23. Read newsletters about the Ukrainian Bilingual Program?				
24. Watched television broadcasts about the Ukrainian Bilingual Program?				
25. Listened to Radio broadcasts delivered in Ukrainian?				

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PART IIIDirections: Please circle your response as one of the following:

5 - I strongly agree (SA)

4 - I agree (A)

3 - Neither agree nor disagree (N)

2 - I disagree (D)

1 - I strongly disagree (SD)

	SA	A	N	D	SD
1. The Ukrainian bilingual program should serve the language and cultural needs of Ukrainian-speaking families in Edmonton.	5	4	3	2	1
2. The Ukrainian bilingual program should provide students from non-Ukrainian speaking groups an opportunity to understand the Ukrainian-speaking community.	5	4	3	2	1
3. The Ukrainian bilingual program should provide students opportunities to participate and become a part of the Ukrainian-speaking community.	5	4	3	2	1
4. Students graduating from schools offering the Ukrainian bilingual program should be able to assume a meaningful role in any Ukrainian-speaking community in Canada.	5	4	3	2	1
5. Students attending Ukrainian bilingual programs should be encouraged to participate in Ukrainian linguistic and cultural contests (Alberta Cultural and Linguistic Awards a public speaking event for students of modern languages in Alberta schools).	5	4	3	2	1
6. Students attending Ukrainian bilingual programs should be invited to participate with other Ukrainian Canadian groups and organizations outside of school activities (festivals, exchange trips, choirs).	5	4	3	2	1
7. Ukrainian bilingual programs should strive to make students bicultural, ie. make students feel comfortable in both their own and acquired culture.	5	4	3	2	1
8. The student graduating from the Ukrainian bilingual program should be fully bilingual; that is, he should be able to read, write, and speak equally well in both languages studied.	5	4	3	2	1

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PART IV

Directions: Please rank the responses to each question in the following order of importance:

- e.g. 1 = very important
 2 = important
 3 = somewhat important
 4 = not important

You may use the same ranking more than once.

1. Upon completion of nine years in the Ukrainian bilingual program, my child should be able to:
 - a. read and write fluently.
 - b. speak and read fluently.
 - c. understand and speak fluently.
 - d. be fluent in all of the above.

2. In language arts my child should be exposed to:
 - a. reading a lot of Ukrainian classical literature (Ivan Franko, Taras Shevchenko, Lesia Ukrainka).
 - b. reading Western Canadian-Ukrainian literature (stories depicting contemporary Canadian scenes and experiences)
 - c. reading Ukrainian stories about Canadian pioneers.
 - d. reading all forms of literature written or translated in Ukrainian.

3. The Ukrainian language arts program should stress:
 - a. skills which would enable pupils to function in the written language.
 - b. writing skills for creative expression.
 - c. skills necessary to record thoughts accurately.
 - d. writing for enjoyment.

4. Upon completion of nine years in the Ukrainian bilingual program my child should be able to:
 - a. write a short story.
 - b. write a research report.
 - c. write three or four clear paragraphs on a familiar topic.

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- _____ d. write a letter requesting certain information or wishes.
5. The Ukrainian language arts program should stress the development of oral skills so that children completing the program can:
- _____ a. participate in public debates.
- _____ b. prepare and deliver effective speeches.
- _____ c. participate in drama, theatre or fine arts.
- _____ d. relate second-hand information or narrate.
6. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:
- _____ a. recognize forms of literature written in Ukrainian (fable, short story, ballad, novellette).
- _____ b. recognize literature written by famous Ukrainian authors such as: Ivan Franko, Lesia Ukrainka, Taras Shevchenko.
- _____ c. identify literature written by authors of non-Ukrainian descent which is translated into Ukrainian.
- _____ d. recite or write our favorite Ukrainian poetry.
7. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:
- _____ a. determine the parts of speech of words in a sentence written in Ukrainian (noun, pronoun, adjective).
- _____ b. place sentences in a sequence to make a coherent and well developed paragraph.
- _____ c. to think critically and detect various forms of persuasion in literature.
- _____ d. recognize different kinds of letters written to publics in Ukrainian.
8. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:
- _____ a. enjoy music of famous Ukrainian composers such as Lysenko.
- _____ b. recognize the various kinds of Canadian-Ukrainian music.
- _____ c. sing traditional Christmas Carols.
- _____ d. understand the history of various seasonal or ritual songs.
- _____ e. participate in the singing of songs in various social situations e.g. weddings, church gatherings.

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9. As part of the Social Studies course, my child should study:
- a. ancient history of Ukraine before 988 A.D.
 - b. history of Ukraine before the 20th century
 - c. only Ukrainian-Canadian history.
 - d. history about the immigration of Ukrainian peoples.
 - e. the same content or topics as in English without the addition of topics emphasizing a Ukrainian point of view
10. In subjects taught in Ukrainian, my child should learn about:
- a. values brought to Canada by people from Ukraine during early 1900's.
 - b. the meaning of Ukrainian Independence Day.
 - c. symbolic meaning of colors, patterns and designs found on Ukrainian embroidery, ceramics and architecture.
 - d. the historic influence of the Byzantine church on Ukrainian people's lifestyle.
11. Subjects taught in Ukrainian should stress:
- a. folklore such as: short stories, nursery rhymes and poetry.
 - b. literature such as: historical novels, essays and historical dramas.
 - c. literature such as: science-fiction, plays and narrations.
12. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:
- a. make Ukrainian designed ceramics.
 - b. write and create Ukrainian designed Easter eggs.
 - c. do Ukrainian dancing.
 - d. make simple wood sculptures.
 - e. play a Ukrainian instrument.
 - f. paint ikons and glass murals in the Ukrainian tradition.
13. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to pass-on to others:
- a. Ukrainian nursery rhymes.
 - b. Ukrainian children's games.

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- _____ c. traditional Ukrainian recipes.
 - _____ d. traditional Ukrainian diet patterns.
14. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to maintain the Ukrainian language and culture by:
- _____ a. teaching his/her future children nursery rhymes and Ukrainian card games.
 - _____ b. teaching his/her future children to sing Ukrainian songs.
 - _____ c. raising his/her future children through the constant use of the Ukrainian language.
 - _____ d. sending his/her future children into a Ukrainian Bilingual Program.
 - _____ e. teaching his/her future children how to do Ukrainian embroidery and weaving.
 - _____ f. teaching his/her future children how to plan Ukrainian traditional meals and prepare traditional Ukrainian food.
 - _____ g. teaching his/her future children how to do various Ukrainian arts and crafts.
 - _____ h. teaching his/her future children _____

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PROXY

Directions: Please check the response that applies to your situation.

1. Would you have preferred to complete a questionnaire in Ukrainian?

a. yes

b. no

2. Please comment on questionnaire

APPENDIX D4
RESULTS OF
PARENT QUESTIONNAIRE

PART I	<u>N</u>	<u>X</u>
1. Who is completing the questionnaire?	168	-
a. mother		74.4
b. father		19.6
c. guardian		1.2
d. mother and guardian		.6
e. father and guardian		-
f. mother and father		4.2
2. How many children do you have?	168	
a. one		7.1
b. two		36.3
c. three		38.1
d. four or more		18.5
3. How many of your children are in the Ukrainian Bilingual Program?	168	
a. one		46.4
b. two		38.7
c. three		13.7
d. four or more		1.2
4. Which of the following describes your family or ethnic background?	168	
a. Ukrainian		26.2
b. English		34.5
c. French		-
d. Mixed		39.3
e. Other		-
5. How long has your family lived in Canada?	167	
a. landed immigrant		17.4
b. one generation		27.5
c. two generations		46.7
d. three generations		5.4
e. four or more generations		3.0
6. What is the child's (ren's) father's (male guardian) language?	166	
a. Ukrainian		72.9

	<u>N</u>	<u>%</u>
b. French		1.8
c. German		1.8
d. English		20.5
e. Other		3.0
7. What is the child's (ren's) mother's (female guardian) language?	168	
a. Ukrainian		64.3
b. French		-
c. German		4.2
d. English		31.0
e. Other		.6
8. If you have checked (a) or (d) in question 4, please specify the amount of Ukrainian spoken in the home?	167	
a. all the time (100%)		4.2
b. about 75% of the time		6.6
c. about 50% of the time		9.0
d. about 25% of the time		48.5
e. none at all		20.4
f. question is not applicable		11.3
9. Which language is spoken most of the time at home?	168	
a. Ukrainian		11.3
b. English		87.5
c. German		.6
d. French		.6
e. Italian		-
f. Other		-
10. What grade is your child in? (If you have more than one child in the Ukrainian bilingual program, check appropriate grades for each child)	168	
a. kindergarten		
b. one		8.3
c. two		7.3
d. three		11.9
e. four		12.5
f. five		44.6
g. six		40.5
h. seven		29.2
		13.7
11. Do you encourage your child to speak Ukrainian at home?	168	
a. often		30.4

b. sometimes					66.7
c. never					3.0
12. Do you encourage your child to listen to Ukrainian broadcasts at home?	167				
a. often					30.4
b. sometimes					56.3
c. never					28.1
13. The following represents some reasons explaining why people may enroll their child/children in the Ukrainian Bilingual Program. Please rate each of these according to the following scale:					
		<u>N</u>	<u>VI</u>	<u>SI</u>	<u>NI</u>
a. because it is important to maintain the Ukrainian language, the Ukrainian Canadian culture and the Ukrainian speaking heritage	162	62.3	32.1	5.6	
b. because bilingualism in Canada opens up a greater number of career opportunities	156	25.0	57.7	17.3	
c. because learning another language is a form of mental exercise - it sharpens the mind	158	46.8	39.9	13.3	
d. because the Ukrainian-speaking minority applies a certain amount of pressure through its organizations	146	2.1	30.8	67.1	
e. because bilingual education is challenging and rewarding to my child	160	66.9	30.6	2.5	
f. because learning two languages prepares one to better understand people of other languages and cultures	161	60.2	34.8	5.0	
g. because the children should be able to speak in Ukrainian with grandparents	155	18.7	44.5	36.8	
h. other (please specify and rank)	16	81.3	12.5	6.3	

PART II

Directions: Please check the response that applies to your situation.

During 1980 have you:

	NO.	VO%	O%	R%	N%
1. Heard Ukrainian spoken for more than one hour?	164	32.9	36.6	25.6	4.9
2. Eaten in a Ukrainian Canadian restaurant?	167	2.4	8.4	47.3	41.9
3. Had Ukrainian food at home?	167	52.7	40.1	6.6	.6
4. Seen a Ukrainian film (with English sub-titles)?	167	1.2	2.4	22.2	74.3
5. Been to the Ukrainian cultural or youth centres?	165	11.5	26.7	38.2	23.6
6. Viewed a Ukrainian religious ikon of St. Nicholas or the Madonna?	164	18.3	30.5	28.0	23.2
7. Examined a Ukrainian folk instrument?	165	7.3	15.8	43.0	33.9
8. Attended a Ukrainian celebration (religious or other)?	167	35.3	35.3	25.1	4.2
9. Seen or heard a Ukrainian opera or ensemble?	165	11.5	23.0	38.8	26.7
10. Purchased Ukrainian literature (books or magazines) for home use?	167	9.6	26.9	40.1	23.4
11. Read translated versions of Ukrainian literature in English (short stories, poetry or novels)?	167	8.4	10.2	34.1	47.3
12. Seen a statue or monument which commemorates the Ukrainian pioneers in Canada?	166	9.0	23.5	50.6	16.9
13. Read accounts discussing Ukrainian Canadian lifestyle or history in Canada?	166	6.0	21.1	50.6	22.3

	<u>NO.</u>	<u>VO%</u>	<u>O%</u>	<u>R%</u>	<u>N%</u>
14. Been to a Ukrainian Canadian rural settlement?	165	9.1	29.1	43.0	18.8
15. Been to the Ukrainian Bookstore?	167	13.8	44.9	32.9	8.4
16. Purchased Ukrainian records for home use?	167	16.2	31.7	38.9	13.2
17. Asked for Ukrainian books at the public library?	167	3.6	15.0	29.3	52.1
18. Used a typewriter with a Ukrainian letter keyboard?	167	.6	3.6	6.0	89.8
19. Sang a Ukrainian song?	167	21.0	33.5	35.3	10.2
20. Played a Ukrainian card game?	165	3.6	14.5	24.2	57.6
21. Visited a Ukrainian speaking senior citizen?	166	27.7	33.1	27.1	12.0
22. Seen performances presented by pupils in the Ukrainian Bilingual Program?	167	29.3	55.7	15.0	-
23. Read newsletters about the Ukrainian Bilingual Program?	166	30.1	54.2	12.7	3.0
24. Watched television broadcasts about the Ukrainian Bilingual Program?	167	7.8	22.2	44.3	25.7
25. Listened to Radio broadcasts delivered in Ukrainian?	167	19.2	30.5	34.1	16.2

PART III

Directions: Please circle your response as one of the following:

	NO.	SA	A	N	D	SD
1. The Ukrainian bilingual program should serve the language and cultural needs of Ukrainian-speaking families in Edmonton.	167	37.7	41.9	13.8	6.6	-
2. The Ukrainian bilingual program should provide students from non-Ukrainian speaking groups an opportunity to understand the Ukrainian-speaking community.	165	23.6	50.9	23.6	1.8	-
3. The Ukrainian bilingual program should provide students opportunities to participate and become a part of the Ukrainian speaking community.	167	31.7	50.9	17.4	-	-
4. Students graduating from schools offering the Ukrainian bilingual program should be able to assume a meaningful role in any Ukrainian-speaking community in Canada.	167	30.5	47.9	19.2	2.4	-
5. Students attending Ukrainian bilingual programs should be encouraged to participate in Ukrainian linguistic and cultural contests (Alberta Cultural and Linguistic Awards a public speaking event for students of modern languages in Alberta Schools).	167	22.2	49.1	23.4	4.8	.6
6. Students attending Ukrainian bilingual programs should be invited to participate with other Ukrainian Canadian groups and organizations outside of school activities (festivals, exchange trips, choirs).	166	34.3	50.6	13.3	1.8	-
7. Ukrainian bilingual programs should strive to make students, bicultural, ie. make students feel comfortable in both their own and acquired culture.	166	38.6	50.6	10.2	.6	-

8. The student graduating from the Ukrainian bilingual program should be fully bilingual; that is, he should be able to read, write, and speak equally well in both languages studied.

<u>No.</u>	SA	A	N	D	SD
165	43.6	41.2	9.7	4.8	.6

PART IV

Directions: Please rank the responses to each question in the following order of importance.

You may use the same ranking more than once.

	<u>NO.</u>	<u>VI</u>	<u>I</u>	<u>SI</u>	<u>NI</u>	<u>N/A</u>
1. Upon completion of nine years in the Ukrainian bilingual program, my child should be able to:						
a. read and write fluently.	166	23.5	42.2	15.1	7.2	12.7
b. speak and read fluently.	165	24.2	49.1	12.7	1.2	12.7
c. understand and speak fluently.	165	37.0	40.6	7.9	3.6	12.7
d. be fluent in all of the above.	161	47.8	31.1	14.9	5.0	1.2
2. In language arts my child should be exposed to:						
a. reading a lot of Ukrainian classical literature (Ivan Franko, Taras Shevchenko, Lesia Ukrainka).	150	8.7	26.0	40.0	25.3	-
b. reading Western Canadian-Ukrainian literature (stories depicting contemporary Canadian scenes and experiences).	150	23.3	40.0	32.0	4.7	-
c. reading Ukrainian stories about Canadian pioneers.	152	29.6	41.4	25.7	3.3	-
d. reading all forms of literature written or translated in Ukrainian.	158	29.7	29.1	27.8	13.3	-
3. The Ukrainian language arts program should stress:						
a. skills which would enable pupils to function in the written language.	159	44.7	35.2	17.6	2.5	-
b. writing skills for creative expression.	148	16.9	41.9	35.8	5.4	-
c. skills necessary to record thoughts accurately.	154	32.5	42.9	22.1	2.6	-
d. writing for enjoyment.	148	20.9	36.5	29.1	13.5	-
4. Upon completion of nine years in the Ukrainian bilingual program my child should be able to:						
a. write a short story.	152	26.3	44.1	22.4	7.2	-
b. write a research report.	151	12.6	21.9	39.1	26.5	-
c. write three or four clear paragraphs on a familiar topic.	154	42.9	40.9	14.9	1.3	-

	<u>NO.</u>	<u>VI</u>	<u>I</u>	<u>SI</u>	<u>NI</u>	<u>N/A</u>
d. write a letter requesting certain information or wishes.	155	34.2	42.6	17.4	5.8	-
5. The Ukrainian language arts program should stress the development of oral skills so that children completing the program can:						
a. participate in public debates.	147	14.3	21.8	42.9	21.1	-
b. prepare and deliver effective speeches.	151	21.2	39.7	31.1	7.9	-
c. participate in drama, theatre or fine arts.	153	16.3	35.9	34.0	13.7	-
d. relate second-hand information or narrate.	150	32.7	41.3	21.3	4.7	-
6. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:						
a. recognize forms of literature written in Ukrainian (fable, short story, ballad, novellette).	147	26.5	42.2	27.2	4.1	-
b. recognize literature written by famous Ukrainian authors such as: Ivan Franko, Lesia Ukrainka, Taras Shevchenko.	148	21.6	34.5	38.5	5.4	-
c. identify literature written by authors of non-Ukrainian descent which is translated into Ukrainian.	142	3.5	23.2	50.0	23.2	-
d. recite or write our favorite Ukrainian poetry.	147	18.4	29.3	35.4	17.0	-
7. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:						
a. determine the parts of speech of words in a sentence written in Ukrainian (noun, pronoun, adjective).	151	45.7	39.1	13.2	2.0	-
b. place sentences in a sequence to make a coherent and well developed paragraph.	154	54.5	37.7	5.8	1.9	-
c. to think critically and detect various forms of persuasion in literature.	143	14.0	37.8	40.6	7.7	-
d. recognize different kinds of letters written to publics in Ukrainian.	143	9.8	27.3	39.9	23.1	-

	<u>NO.</u>	<u>VI</u>	<u>I</u>	<u>SI</u>	<u>NI</u>	<u>N/A</u>
8. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:						
a. enjoy music of famous Ukrainian composers such as Lysenko.	147	11.6	41.5	33.3	16.6	--
b. recognize the various kinds of Canadian-Ukrainian music.	154	22.7	44.2	24.7	8.4	-
c. sing traditional Christmas Carols.	154	52.6	29.9	13.6	3.9	-
d. understand the history of various seasonal or ritual songs.	153	27.5	40.5	22.2	9.8	-
e. participate in the singing of songs in various social situations e.g. weddings, church gatherings.	153	33.3	35.9	20.3	10.5	-
9. As part of the Social Studies course, my child should study:						
a. ancient history of Ukraine before 988 A.D.	143	7.7	20.3	37.1	35.0	
b. history of Ukraine before the 20th century.	153	21.6	34.6	26.8	17.0	
c. only Ukrainian-Canadian history.	144	19.4	34.7	33.3	12.5	
d. history about the immigration of Ukrainian peoples.	155	40.6	41.3	16.1	1.9	
e. the same content or topics as in English without the addition of topics emphasizing a Ukrainian point of view.	139	18.0	25.9	27.3	28.8	
10. In subjects taught in Ukrainian, my child should learn about:						
a. values brought to Canada by people from Ukraine during early 1900's.	158	39.2	39.9	19.6	1.3	
b. the meaning of Ukrainian Independence Day.	149	16.8	34.9	25.5	22.8	
c. symbolic meaning of colors, patterns and designs found on Ukrainian embroidery, ceramics and architecture.	150	26.7	45.3	25.3	2.7	
d. the historic influence of the Byzantine church on Ukrainian people's lifestyle.	152	23.0	40.1	28.3	8.6	

	<u>NO.</u>	<u>VI</u>	<u>I</u>	<u>SI</u>	<u>NI</u>	<u>N/A</u>
11. Subjects taught in Ukrainian should stress:						
a. folklore such as: short stories, nursery rhymes and poetry.	152	32.2	43.4	22.4	2.0	
b. literature such as: historical novels, essays and historical dramas.	154	23.4	34.4	35.1	7.1	
c. literature such as: science-fiction, plays and narrations.	148	6.8	24.3	54.7	14.2	
12. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to:						
a. make Ukrainian designed ceramics.	148	8.1	20.9	40.5	30.4	
b. write and create Ukrainian designed Easter eggs.	157	23.6	35.0	29.9	11.5	
c. do Ukrainian dancing.	149	20.8	27.5	32.9	18.8	
d. make simple wood sculptures.	145	4.8	13.8	44.8	36.6	
e. play a Ukrainian instrument.	147	6.8	21.8	36.1	35.4	
f. paint ikons and glass murals in the Ukrainian tradition.	146	4.1	17.8	43.8	34.2	
13. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to pass on to others:						
a. Ukrainian nursery rhymes.	153	32.0	35.3	25.5	7.2	
b. Ukrainian children's games.	149	24.2	34.9	32.9	8.1	
c. traditional Ukrainian recipes.	151	25.2	37.7	27.8	9.3	
d. traditional Ukrainian diet patterns.	146	10.3	15.8	34.9	39.0	
14. Upon completion of nine years in a Ukrainian Bilingual Program my child should be able to maintain the Ukrainian language and culture by:						
a. teaching his/her future children nursery rhymes and Ukrainian card games.	145	22.8	35.9	29.0	12.4	
b. teaching his/her future children to sing Ukrainian songs.	151	37.1	41.1	17.9	4.0	
c. raising his/her future children through constant use of the Ukrainian language.	146	31.5	25.3	28.1	15.1	
d. sending his/her future children into a Ukrainian Bilingual Program.	157	45.2	33.1	16.6	5.1	

	<u>NO.</u>	<u>VI</u>	<u>I</u>	<u>SI</u>	<u>NI</u>	<u>N/A</u>
e. teaching his/her future children how to do Ukrainian embroidery and weaving.	146	12.3	30.1	37.7	19.9	
f. teaching his/her future children how to plan Ukrainian traditional meals and prepare traditional Ukrainian food.	150	32.7	34.0	24.7	8.7	
g. teaching his/her future children how to do various Ukrainian arts and crafts.	143	15.4	31.5	42.7	10.5	
h. reading Ukrainian stories to his/her future children.	151	27.2	41.7	24.5	6.6	

APPENDIX D5

SUMMARY OF PARENT COMMENTS (N = 73)

I. COMMENTS RELATED TO QUESTIONNAIRE:

<u>N</u>	<u>COMMENT</u>
9	- a pleasure to reply, all aspects covered, thorough.
7	- Part IV impossible to rank (all are important).
1	- questionnaire too difficult, lengthy, repetitive.
6	- good questionnaire (very good), easy to understand, not time consuming, want results.
3	- questionnaire offered too much content, detailed which can not be covered in depth in program.
3	- slanted, opinionated, "Ukrainian nationalistic".
1	- items should have only one possible answer.
1	- questions 12, 14 are parent responsibilities.
1	- makes program appear to be extra-curricular, questions are misplaced.
2	- structured for Ukrainian not non-Ukrainian parent opinions, some parts too rigid.
2	- questionnaire difficult as program experience is brief.
1	- Part II should have additional category "some of the time".
1	- many questions are not relevant to English-Canadian context - fact of life.
1	- questionnaire indicates close monitoring (Program).
1	- questions 4, 6, 7 are poorly worded.
1	- some activities proposed should be pursued in High School and University (critical analysis of Ukrainian literature, ikon painting).
1	- the value of bilingual education in relation to Canada's multi-cultural society could have been questioned.

II. COMMENTS RELATED TO POPULATION NEEDS

<u>N</u>	<u>COMMENT</u>
1	- student curriculum (present) should be explained to parents.
1	- not aware of present curriculum content for language arts and social studies.
1	- not aware of amount of time spent teaching in Ukrainian.
4	- English is most important, not to be Ukrainian scholars ("English taking a beating").
3	- importance of another language should stress that Ukrainian is not the only language but one other way of expanding one's mind.
2	- Program needs to eliminate politics and nationalistic bias.
1	- too much emphasis given to cultural setting.
2	- culture and religion should be taught at home (Catholic, orthodox prejudices abound).
1	- program provides great opportunity.

N COMMENT

- 1 - lower elementary teachers good - need to maintain similar quality teaching at upper levels.
- 4 - Program improvement is necessary (continue).
- 2 - Program is excellent, children happy.
- 2 - Non-Ukrainian children can not possibly become bilingual in skill areas - bilingualism not possible in English environment.
- 1 - not qualified in language to know what to expect.
- 1 - children spend too much time riding a bus.
- 1 - Ukrainian program should not be centralized for junior high grades.
- 2 - parent Ukrainian program should be available.
- 1 - program should be extended to grade 12.

III. COMMENTS RELATED TO PROGRAM (SKILLS/CONTENT)
CURRICULAR EXPECTATIONS

N COMMENT

- 3 - content concerning Ukrainian pioneers to present/future important.
- 1 - past history (rites, customs) not important.
- 1 - same content as taught in English should be taught in Ukrainian.
- 3 - functional content, basic skills.
- 1 - language standard used is too high and not used in everyday life.
- 2 - emphasis on language fluency.
- 1 - Ukrainian studies should be taken beyond grade school.
- 1 - stress general culture (pysanka, food, music, drama).
- 5 - stress academics, best of culture should be emphasized, less desirable elements (political, religious propaganda, elitism, stratification of Ukrainian peoples) to be eliminated - guard against "pseudo-science" and "pointless intellectualism".
- 1 - present content exceeds ordinary curriculum.
- 1 - more field trips and cultural activities (Ukr. dancing in phys. ed.; embroidery and sewing of Ukrainian garments for Home Ec.).
- 3 - cultural understanding, differences/appreciation.
- 1 - fine arts should be taught in junior high or as extra-curricular activities.

APPENDIX D6

CODE FOR COMPUTER CARDS

PART I

Question #1

- 1 = Mother
- 2 = Father
- 3 = Guardian
- 4 = Mother and Father
- 5 = Guardian and Mother
- 6 = Guardian and Father

Question #2

- 1 = one
- 2 = two
- 3 = three
- 4 = four or more

Question #3

- 1 = one
- 2 = two
- 3 = three
- 4 = four or more

Question #4

- 1 = Ukrainian
- 2 = English
- 3 = French
- 4 = Mixed
- 5 = Other than Ukrainian, English or French

Question #5

- 1 = landed immigrant
- 2 = one generation
- 3 = second generation
- 4 = third generation
- 5 = fourth generation or more

Question #6

- 1 = Ukr.
- 2 = French
- 3 = German
- 4 = English
- 5 = Other

Question #7

- 1 = Ukr.
- 2 = French
- 3 = German
- 4 = English
- 5 = Other

Question #8

- 1 = 100%
- 2 = 75%
- 3 = 50%
- 4 = 25%
- 5 = none
- 6 = N/A (if did not answer a or d in #4)

Question #9

- 1 = Ukr.
- 2 = English
- 3 = German
- 4 = French
- 5 = Italian
- 6 = Other

Question #10

- 1 = K
- 2 = grade 1
- 3 = grade 2
- 4 = grade 3
- 5 = grade 4
- 6 = grade 5
- 7 = grade 6
- 8 = grade 7
- 9 = no children at particular grade level

Question #11

- 1 = often
- 2 = sometimes
- 3 = never

Question #12

- 1 = often
- 2 = sometimes
- 3 = never

Question #13 a, b, c, d, e, f, g, h

1 = 1 very important	1-3
2 = 2 somewhat important	4-5
3 = 3 not important	6-8

PART II (1-25)

1 = very often
2 = often
3 = rarely
4 = never

PART III (1-8)

1 = SA
2 = A
3 = N
4 = D
5 = SD

CARD II PART IV

Column 8 - 71

1 = very important/1-2/
2 = important/3-4/
3 = somewhat important/5-6/
4 = not important/7-8/
5 = N/A (answered d as #1) in question #1