

A STUDY OF THE POLITICAL AND EDUCATIONAL IDEOLOGIES
OF TEACHERS AND THEIR RELATIONSHIP TO VOTING BEHAVIOUR
IN PROVINCIAL AND SCHOOL BOARD ELECTIONS

by

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A Study of the Political and Educational Ideologies of Teachers

and Their Relationship to Voting Behaviour in Provincial and

School Board Elections

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ABSTRACT

A STUDY OF THE POLITICAL AND EDUCATIONAL IDEOLOGIES OF TEACHERS AND THEIR RELATIONSHIP TO VOTING BEHAVIOUR IN PROVINCIAL AND SCHOOL BOARD ELECTIONS.

The problem undertaken in this study was twofold: (1) to investigate the relationship between the educational ideologies and political ideologies of a random sample of teachers in the Vancouver school district, and (2) to examine the relationship between the educational and political ideologies of these teachers and their voting behaviour in the 1972, 1975, and 1979 provincial elections and in the 1980 Vancouver school board election. Demographic information was also examined for relationships with the above variables. Data were obtained from 202 respondents to a three part questionnaire mailed to a stratified random sample of 500 teachers residing in Vancouver, British Columbia. Data were analysed using appropriate parametric and nonparametric statistics.

The Educational Scale VII developed by Kerlinger was used to measure educational ideology along the two dimensions traditionalism and progressivism. The Political Ideology Scale developed by Kornberg was used to measure political ideology in terms of left/right political orientations. Certain demographic information was also examined for relationships with educational ideology, political ideology and voting behaviour.

The results of the study showed that teachers who were progressive in their educational ideology scores were leftist in their political ideology scores. The voting preference of these teachers in the provincial elections studied was predominantly for the New Democratic Party and for the Committee of Progressive Electors (COPE) in the school

board election studied.

Teachers who were traditionalist in their educational ideology scores were rightist in their political ideology scores. The voting preference of these teachers was for the Social Credit Party in the provincial elections and for the Non-Partisan Association (NPA) in the school board election.

Few significant differences were found between the personal characteristics of teachers and their educational ideologies, their political ideologies or their voting behaviour.

"To live effectively is to live with adequate information."

Norbert Weimer

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CHAPTER I
THE PROBLEM
INTRODUCTION

The educational system can be understood as a subsystem of a more general political system. The political nature of this institution would rest on a continuum near the "less political" end of the scale since the educational system presents an orientation that is not primarily related to politics. Of all the consequences that flow from the activity of the educational system, political consequences may not be the most important. Yet, it is obvious some of the acts of the educational system have implications for the political process (Zeigler, Tucker and Wilson, 1977). As members of the political system and the educational system, teachers have a complex role. They are citizens, parents and voters in the more general political system and have a responsibility to participate in elections at all levels of government. As educators, teachers have a particular responsibility for the education of the young. Cistone (1972) points out:

The political system and the educational system in a democracy are highly interdependent. The political system is dependent upon education to impart to its citizens the knowledge and skills that determine the societies essential capabilities. Education also performs other imperative functions that are central to the integrity and continuity of the political system including the socialization of youth into the political culture and selection and training of political leaders. At the same time education is dependent upon the political system, the attitudes and sentiments of people toward education are shaped by the nature of the political order. It is the political system that determines the scope and character of education, allocates its costs and benefits, and defines the modes of representation that link citizens and educational officials (p. 1).

If these views are valid, it is reasonable to expect that politics and education are inseparable. The teacher's role in the classroom may be

viewed as a political one. Teachers may follow a traditional role and implement standards and prescribed courses or they may prefer to lead a progressive role and adapt material to anticipated needs of students. Either approach may be exhibiting a political preference. Does a relationship exist between teachers educational and political ideology?

The level of commitment to a person's occupation may not only colour their attitude but also their perception of their occupation and the extent to which the occupation is functional in maintaining an integrated personality. To some persons, the commitment to occupation is a major component of their identity. Others look upon their occupation in a much more casual fashion, viewing it primarily as a moneymaking device and not so much a portion of their total lifestyle. It would be expected that a casual commitment to occupation is less likely to produce a cohesive set of values. Teachers on the other hand are firmly embedded in the system having gone from the classroom in the school to the classroom in the university and back to the classroom in the school (Flanders, 1980).

If a relationship exists between an individual's development of political ideology and his/her level of education it would be expected that a relationship should also exist between an individual's development of an educational philosophy and his/her level of education. As the conceptualization of an educational ideology and a political ideology develop concurrently during an individual's socialization, and since teachers are a highly educated group within society, it should be expected that a relationship would exist between these two variables. A measure of political ideology, when compared to a measure of educational ideology, should exhibit a consistency of overall philosophy. Teachers are typically highly influenced, directly and indirectly, by an educational establishment which includes the Ministry of Education, the school board,

the universities, the academic research communities, and the teacher's associations (Flanders, 1980). Each of these entities has an interest in teachers and conversely teachers also have an interest in them. As long as financial support is required for schools through taxation, taxpayers will insist on their right to influence school programs. In our democracy, it is only through elected representatives that the taxpayers can have this influence. The direct influence in the voting system of these interest groups is the school board and the provincial elections.

It would be expected that a consistency in overall philosophy would influence an individuals voting behaviour as they would likely vote for the party perceived to represent their interests in a normal election.

In this study an attempt was made to determine the extent to which teachers have developed a coherent set of ideologies both educationally and politically and to discover if these two ideologies are related. Contingent on this relationship an attempt was also made to discover if a relationship exists between educational and political ideology and teachers' personal characteristics. An attempt was also made to compare teacher voting participation with that of the general electorate. Finally, an attempt was undertaken to discover if teachers voting patterns in three provincial elections and one school board election were related to political and educational ideology.

STATEMENT OF THE PROBLEM

The problem of this study was twofold: (1) to investigate the relationship between the educational ideologies and political ideologies of a random sample of teachers in the Vancouver school district; and (2) to examine the relationship between the educational and political ideologies of these teachers and their voting behaviour in the 1972, 1975, and 1979 provincial elections and in the 1980 Vancouver school board

election. The subproblems related to the study were:

SUBPROBLEM 1

To what extent do the educational ideologies (traditionalism /progressivism) of teachers relate to the political ideologies (left/right) of teachers?

SUBPROBLEM 2

To what extent do the educational and political ideologies of teachers relate to teachers' personal characteristics?

SUBPROBLEM 3

What was the pattern of teachers' voting behaviour in Vancouver's five electoral districts in the 1972, 1975 and 1979 provincial elections and to what extent was this voting pattern congruent with that of the general electorate?

SUBPROBLEM 4

To what extent were the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1972, 1975, and 1979 provincial elections?

SUBPROBLEM 5

What was the pattern of teachers' voting behaviour in the 1980 Vancouver school board election and to what extent was this pattern congruent with that of the general electorate?

SUBPROBLEM 6

To what extent were the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1980 Vancouver school board election?

SUBPROBLEM 7

To what extent was the voting behaviour of teachers in the 1972, 1975, and 1979 provincial elections and the 1980 Vancouver school board

The teachers' personal characteristics in Subproblem 2 were those of age, gender, level of education, career placement and religion.

SIGNIFICANCE OF THE STUDY

The debate concerning the role of education is a complex one. One element of this debate is the organizational structure of education, the model for which may likely be influenced by the educational ideology of the individual. A traditional or progressive ideology has implications for the organizational structure and operation of education including the perceived and actual role of educators. Structurally, a traditional educational organization is a hierarchical, authoritarian bureaucracy in which the perceived role of participants is to act within the authority assigned to its rank. The topdown assignment of authority designed to control and coordinate, places the teacher in the role of compliant implementer. The progressive approach, organizationally, delegates more authority thus decentralizing control and placing the teacher in a more autonomous role.

The traditional hierarchical model and the progressive professional model are ideologies that provide norms of behaviour which guide the conduct of members in relevant situations. The inconsistencies between progressive and traditional ideology give rise to conflict between the teachers' self concept of role and the actual role he/she is obliged to play when introduced into environments which are incongruous philosophically to their perception of role. These tensions are resolved or reduced in two major patterns of accommodation and adaptation: (1) teachers develop role concepts which are compatible with the demands of the organization; (2) teachers affect the form of the organization and influence modifications in its structure in a direction compatible with

their desires. The extent to which these ideological norms have been internalized may have implications for the choice of conflict resolution. The expression of conflict resolution is in the realm of politics. If one responds conservatively, by compliance to the organization, that could be viewed as a rightist political response. If one were to respond by modifying or attempting to modify the structure of the environment, that could be viewed as a leftist political response. If this relationship to the environment is consistent for both political and educational ideology and the ideological norms have been internalized by teachers, one could expect that a relationship exists between these ideologies such that traditionalism is related to rightist philosophy and that progressivism is related to leftist philosophy.

There is reason to believe that school organizations today are being influenced by both the political left and the political right which can be seen in the participation of partisan groups in school board elections (Masson and Anderson, 1972). Hierarchical characteristics are observed in most school organizations today. At the same time there is a growing awareness that teachers and the teaching profession may be emerging from what many consider a semi-professional state. Increasing recognition is being given to the fact that teaching is a unique, essential social service based on particular competencies. This has evolved into the requirement of longer periods of specialized training resulting in the improvement in the professional qualifications of teachers. In addition, teachers are becoming more active in affairs concerning curriculum and professional education and have formed, in many cases, tightly knit professional associations. If progressivism is related to professionalization and can be viewed as a drive for status and an escape from lay control, positive steps toward this end have become apparent in

recent years. The growth of teachers' progressivism thus challenges the traditional ideology of lay control and the hierarchical structure of educational organization.

The trend toward increased political participation in education will pose problems for all concerned. The trend to increase the hierarchical features of the schools will conflict with the professional orientation of teachers. The hope of this study is that an understanding of the extent and nature of educators' commitment to education will provide a frame of reference for teachers and others interested in the role of education in society. From this, perhaps a model may be conceptualized which reconciles the best of traditionalism and progressivism in a system of political participation to the benefit of our youth.

OVERVIEW OF THE REPORT

In the first chapter the problem and the subproblems have been stated and arguments have been advanced to suggest the significance of the study. Chapter 2 is the background to the study relating to the context of the problem. Chapter 3 outlines the research methodology employed in the study. Chapter 4 is devoted to an analysis of the subproblems of the study. Chapter 5 contains a summary of the findings with a statement of the conclusions and implications for further research.

DEFINITION OF TERMS

1. EDUCATIONAL IDEOLOGY

Educational Ideology refers to teachers' perspectives on two fundamental viewpoints on education which can be labelled as "progressivism" and "traditionalism".

In operational terms, "progressivism" and "traditionalism" are measured by teachers' responses to the progressivism and traditionalism scales of Kerlinger's (1967) Education Scale VII (ESVII).

TRADITIONAL IDEOLOGY

A traditional approach to education favours formalism which casts the teacher as a compliant implementer in a hierarchical, authoritarian system which values standards of achievement, individual competition and good behaviour in a teacher-centred classroom where planned activities are conducted in a systematically ordered programme of studies. It is politically conservative and moralistic with the emphasis on conformity and tends to attract a static and closed model of resources and pessimistic attitudes toward the equitable redistribution of resources through programmes of institutional reform (Young, 1980).

PROGRESSIVE IDEOLOGY

A progressive approach favours an active, exploratory, and autonomous role for the student in pursuit of harmonious development of his idealized "needs". There is an emphasis on egalitarianism and the view that the student is responsible for his own actions and capable of independent thought and behaviour and the teacher is in the role of facilitator. It is politically liberal with the emphasis on human rights and tends to view distributable wealth, and educability as capable of almost limitless growth (Young, 1980).

2. POLITICAL IDEOLOGY

Political ideology is viewed as a dichotomous spatial model of a leftist ideology and a rightist ideology at opposite extremes of a unidimensional left/right continuum.

LEFTIST IDEOLOGY

A leftist ideology is based on the fundamental principle of egalitarianism. The existence of a strong central government is necessary to ensure the implementation of an equal distribution of resources.

An operational definition of a left ideology would be indicated by a low score on Kornberg's political ideology scale (KPIS).

RIGHTIST IDEOLOGY

A rightist ideology is based on the fundamental principle of individual competition. Government should be kept to a minimum in all respects and distribution of wealth should be left to enterprising individuals.

An operational definition of a rightist ideology would be indicated by a high score on Kornberg's political ideology scale (KPIS).

VOTING BEHAVIOUR

Voting behaviour refers to the manner (i.e. for what party, for what individuals) individual respondents remembered casting their ballots in the election studied.

COPE VOTING ORIENTATION

Cope voting orientation refers to an individual respondent's preference for COPE candidates in the 1980 Vancouver school board election.

NPA VOTING ORIENTATION

NPA voting orientation refers to an individual respondent's preference for NPA candidates in the 1980 Vancouver school board election.

TEAM VOTING ORIENTATION

TEAM voting orientation refers to an individual respondent's preference for TEAM candidates in the 1980 Vancouver school board election.

CHAPTER II

BACKGROUND TO THE STUDY

INTRODUCTION

This chapter is concerned with the political and educational environments of the teachers. Educational ideology, in terms of traditionalism and progressivism, is characterized by several prominent individuals that have been major influences in education in British Columbia's recent history. The left/right concept of political ideology is also discussed. Finally the political context at the provincial and municipal levels is described.

EDUCATIONAL IDEOLOGY

The British (including English, Scottish, and Welsh) heritage of many early Canadians formed the "mainstream" culture of Canadian society and constituted the background against which the public education system was being modelled (Barman, 1980). British immigration reached its peak in the first decades of the twentieth century, and while most individuals continued to settle in Ontario, well over a third headed west (Reynolds, 1935). The history of a formal education in the "traditional" British schools was so compelling that private boarding schools appeared in British Columbia that were direct replications, founded, as one prospectus emphasized, to facilitate growing up British in British Columbia (Calam, 1962). One such school, the Vernon Preparatory School, flourished from 1914 to 1946 and finally closed its doors in 1972. For many teachers in this province the traditional teacher-centred British system of education has been a major philosophical reference.

A second dominant educational ideology for teachers emerged during the first thirty years of this century which became the countervailing philosophy to traditionalism. The preoccupation with industrialization

influenced the social model as reflected in this statement by H. L. Mazer, a Langley high school principal in 1930 (B.C. Teacher, May, 1930, p.9, cited in Dunn, 1980).

A young life properly 'fitted into' the niche of industry to which it naturally belongs wears soon into an integral and smoothly functioning cog of industrial and social progress. It requires no adjusting, no oiling, no refining. Improperly 'fitted into' as is often the case... this young life becomes a slashing gear, a loose bolt, that soon must drop into the discard of unemployment. Or worse still, it threatens and impedes industrial and social progress, and thereby the peace of mind and well-being of the whole national life (p. 23).

"Efficiency" was considered a panacea for the social ills of the time and was applied to public social policy which included restructuring public schools. Reformers, including politicians, businessmen, teachers, school administrators, and community service people claimed that mass public schooling was the most potent vehicle to deal with the considerable social and economic unrest that accompanied industrial capitalism (Palmer, 1975). To the consternation of the reformers, their task was not an easy one. British Columbia's population increased seven fold, initiated by the Klondike Gold Rush of 1898, to a total population of 694,263 by 1931 (Census of Canada, 1931). Exploitation of child labour, shortage of trained teachers, non-standard curriculum, truancy, financial support, scattered rural districts, reluctant parents, and intolerable classroom conditions were typical problems of the early reformers (Dunn, 1980). However, the idea of reform and revision to design a school system to equip youth for citizenship in an increasingly complex society was firmly established (Dunn, 1980).

Even before 1930 a "new education" was beginning to develop, a child-centred philosophy committed to the development of the worth of each individual child.

The careers of George M. Weir and Herbert B. King, prominent educators in the province of British Columbia from the early 1920s to the mid 1940s, illustrate the development of a progressive education (Mann 1980).

Of the two men G. M. Weir was undoubtedly the more important and influential in shaping the course of educational development in the province. As an early faculty member in education at the University of British Columbia and later Minister of Education during the critical depression years from 1933 on, he was regarded as the province's most authoritative voice on the theory and practice of progressive education.

In 1924 when the B. C. Liberal government of John Oliver made the decision to commission a survey of the provinces educational system, G. M. Weir and J. H. Putman, senior inspector of the Ottawa schools, a leader in the child study movement and a strong advocate of junior high schools, were chosen to head it.

The survey was a comprehensive melange of many of the currently held educational theories of the time which fell under the rubric of progressive education. Although the survey was anti-traditionalist, condemning reactionaries or ultra-conservatives as standing in the way of educational progress, it is essentially a conservative document. Putman and Weir established at the outset that they were opposed to radicalism in education and labelled themselves progressives, those educators who saw it as their duty not only to keep abreast of social and industrial expansion, but to lead the way. This was not to imply, however, that the schools should make it their task to rid society of injustices and show the way to a new, better or radically changed society. The most important role for the educator to fulfill was the age-old one of moral guidance to the young.

The most important concrete recommendation made by the survey was for the establishment of the junior secondary school. The basic argument for its adoption was that the division of schooling into three segments, elementary (grades 1 to 6), junior secondary (grades 7, 8, and 9), and senior secondary (grades 10, 11, and 12) corresponded to the developmental stages of childhood and youth as established by psychology. The child and his needs at every stage of development was to become the chief concern of the teacher, not the subject being taught, although the expansion of the number of subjects taught was crucial to the restructured system at the junior secondary level. Not only was the traditional curriculum to be offered but also commercial subjects, home economics, the manual arts, music, art, and agriculture in rural districts, for it was at this stage that students were to be assisted in making vocational choices.

Putman and Weir thought the chief determining factor was intelligence. They wrote "general intelligence is perhaps the most important, for it is in this that individuals differ most and most significantly" (Putman-Weir, 1924, p. 359). It should be noted that although the emphasis was on individual needs, he/she was viewed within the context of society in that:

any well rounded system of education, while emphasizing individual development, should stress in greater degree the paramount duty and importance of harmonizing such development with social needs and obligations. The development of intellect for the service of others as well as of self...the appreciation of one's duties to one's fellow-men and the body politic-- these aims of education are neither ephemeral nor ornamental (Putman-Weir, 1924, p. 38).

It is interesting to note that the total enrolment of high schools of British Columbia at the end of the 1920's was not more than 12 percent of the total school population (Province of British Columbia, Sessional Papers, 1927, 1928, 1929).

As the depression deepened and British Columbia's export economy suffered severely, public attention once again focussed on schools. Municipal councils, ratepayers' associations, and conservative press and business organizations levelled their sights at the "fads and frills" of education, the inefficient administration and the extent and variety of the curriculum. In 1932 the Conservative government, demoralized by an enormous provincial debt, appointed a committee chaired by Vancouver businessman George Kidd to look into the financial affairs of the province. The Kidd Report recommended curtailed spending in all departments but erupted in a public debate over spending in education. The report attributed the rise in educational expenditure to the failure of schools to collect fees from a considerable number of pupils over 15 years of age. It criticized the politicians who promised educational progress through increased expenditure without regard for consequence (Kidd Report, section 156). The report stated that most children should leave school, "once the elementary stage of education has been passed" and "commence to assist in producing the wealth-lying dormant in our natural resources" (Kidd Report, section 160) and further recommended that free education be limited to the completion of the year at age 14.

Members of the public and the educational community attacked the report as reactionary, anti-democratic, class-biased and a denial of equality of opportunity. G. M. Weir, then head of the Education Department at the University of British Columbia declared it was an attempt to "condemn the youth of British Columbia to intellectual serfdom at the caprice of certain capitalistic parvenus" transforming the higher educational institutions into preserves of the wealthy (Vancouver Province, Aug. 31, 1932).

A new Liberal government was swept into power in 1933 that envisaged

"a new system that would be characterized by wider government control, regulation and direction, individual ownership would be preserved, but capital would be used for the benefit and not the detriment of the people as a whole" (Robin, 1972, p. 11) and "Schools, hospitals and welfare agencies,... must not suffer from lack of funds during the depression" (Ormsby 1971, p. 456).

G. M. Weir was appointed Minister of Education and Provincial Secretary with responsibility for health matters. In keeping its election promises, the new Liberal administration proceeded during its first session to make changes to the educational system of the province, the most important of which was to raise the age limit of free education from 15 to 18, or until the pupil had completed grade 12. From this move there appeared a twofold problem: to make high school courses which would retain and even lure back young people to school, and to find satisfactory occupations for other unemployed youth. The latter was resolved with the introduction of sport and recreation facilities but a widespread revision of the curriculum was not feasible with many school districts bankrupt and other districts with local budgets severely restricted.

In 1934 G. M. Weir set up a commission on school finance whose technical advisor was to be H. B. King. King's (King, 1935) report in summary advised that the provincial government take over complete financial responsibility for education, listed various sources of revenue, the most important being the imposition of an extra two percent tax on those incomes already subject to income tax, and advocated the ultimate abolition of school boards and the creation of large educational areas, each to be administered by a Director of Education under the Superintendent of Education. Most of the important and far-reaching recommendations were not implemented and received mixed public reaction,

however, the abolition of school boards received almost universal condemnation (Vancouver Province, Dec. 13, 1935). Discussing the philosophy of education, King discarded the idea that the purposes of public education were discipline, culture or self-realization. Although the pursuit of any of these goals might be of advantage to the individual, he stated, an education devoted to them would be the "purely personal possession" of the individual, and thus not entitled to state support (King, 1935, p. 31). In eliminating these goals from consideration King showed his rejection of that strain of child-centred progressivism which saw the cultivation of freedom and self-expression in the child as the ultimate guarantee of a healthy society. He concluded that the only justification for the public education was that "education is a public function, necessary both for the safety and preservation of the state and for its progress" (King, 1935, p. 31), that its chief function was to act as an "integrating social influence" (King, 1935, p. 27).

King and Kidd were both essentially conservative and hierarchical in outlook. Their differences were rooted in their perceptions of society and its needs and the role that the school could play in fulfilling those needs. To Kidd and the conservative business and professional community he represented, classical laissez-faire doctrine, whether or not it was defined as such, still held sway. If the economy could be kept buoyant and expansive, a task for the unfettered initiative of the businessman, then the problems of society could be solved insofar as the limitations of human nature would allow. In British Columbia which depended for its prosperity on primary resources, and where industrialization was not generally dependent on an advanced technology, the role of the school was to train those few leaders required, and provide the rest with a rudimentary general education and such commercial and technical education

as was needed for a relatively unsophisticated economy. King and the "liberal progressives" for whom he spoke, had, on the other hand, lost faith in the efficacy and justice of the unseen hand. Also they anticipated that the future needs of the province would call for a much greater degree of vocational efficiency. Two things were needed to ensure that society would remain stable and progressive: greater government intervention in economic life, and an improved and comprehensive educational system, both requiring an expanded bureaucracy with a new emphasis placed on expertise. To the conservative, nothing must be allowed to interfere with flow of capital into economic investment; therefore tax rates must be kept down, and such essential services as schools run as efficiently and economically as possible. To the liberal educator efficiency was also a concept vital to the success of his much more elaborate education system (Mann, 1980).

After the autumn of 1937 little appears to have been spoken or heard about new educational philosophies, character education or social adjustment. The main preoccupation of the educators once again became the perennial ones of finance and the provision of increased vocational and technical training.

In the three decades that have elapsed since that time, education has frequently been a matter of public controversy and debate. To many, both educators and the general public alike, it has appeared as a struggle between the advocates of "progressivism" and those who espouse "traditionalism" with dominance swinging from one side to the other approximately every decade (Katz, 1975).

In Canada, as in the United States, progressivism was a multifaceted movement (Katz, 1975) although child-centredness as opposed to subject-centredness and a commitment to the development of the worth of

each individual child have remained central principles, no two waves of progressivism were identical: each was intimately and intricately related to the economic, political and social conditions of its time and place.

The American "liberal consensus" in education described by Finn (1980) has similar characteristics to what might be called a Canadian liberal consensus or "progressive consensus" which provides a philosophical frame of reference for teachers. Firstly, a commitment to the complete end to involuntary educational segregation by race, economic and physical condition, by language, cultural origin, sex, ethnicity and age. Secondly, the equalizing of educational opportunity, the main thrust of which is compensatory programmes based on "need" at the primary /secondary level and need-based financial aid at the postsecondary level. Thirdly, an emphasis on the production of knowledge and the support of research within and outside educational institutions. Finally, familiar themes arise which can be recognized as extensions of the above philosophy. That is, an emphasis on support for educational "innovation and reform" the most obvious outcome of which is "locally developed courses"; a dedication to lengthening the educational process to "life long learning" from pre-school to senior; and a "reluctance to use standardized tests" in the belief the tests are biased in one way or another and courses should be more individualized.

The careers of Putman and Weir are illustrations of progressivism which favours the commitment to a child-centered, relatively unstructured curriculum allowing a considerable freedom of choice to pupil and teacher alike, expressing a humane, egalitarian, democratic philosophy of education.

POLITICAL IDEOLOGY (LEFT/RIGHT)

The debate from 1957 to 1973 surrounding the spatial concept of a uni-dimensional, left/right continuum on which party competition and political behaviour can be placed is characterized by Kornberg et al (Kornberg, Mishler, and Smith, 1973).

Political commentators, practicing politicians and certain segments of the public, no less than social scientists, have used the concept of a left/right scale to describe political phenomena ranging from voter choices, through party electoral strategies and parliamentary party coalition behaviour, to political stability and integration. More recently, the conception of a single left/right dimension of party competition was elevated by Anthony Downs to the level of formal theory. Downs postulates that political parties occupy distinct positions along a single, issue-oriented, left/right scale, the major dimension of which, apparently, is the degree of government intervention in the economy. A principal axiom in his theory is that both individuals and political parties can be located along the scale, their positions being a function of the degree of government control they favour and/or advocate. According to Donald E. Stokes, "One must admire the ingenuity with which Downs has transformed (Harold) Hotelling's brilliant analogy into a model of party systems". Despite his professed admiration for the model and his acknowledgement that the axioms utilized in a model need not represent the real world exactly, Stokes proceeds to attack Downs' uni-dimensional axiom and two of his major theoretical assumptions, on four grounds. First, he contends, the conception of a single dimension of political conflict cannot be sustained empirically. Second, he argues that the aforementioned uni-dimensional scale (along which individuals and parties can be arrayed) does not have a stable structure. Third, he questions Downs' assumption that there must be at least one ordered set of alternatives of government action that the parties may advocate and voters prefer; he observes that many of the most important issues affecting voters do not involve even a shriveled set of two alternatives of government action. Fourth, he questions Downs' postulate that the public and the parties that seek its support impose a common frame of reference on issues. He goes on to observe that we do not have much evidence about what frames of reference either party leaders or voters use. Various studies of legislatures do suggest at least the political space of legislators has a fairly definite structure although it is typically multi-dimensional (pp. 161-162).

The Kornberg (Kornberg, Mishler and Smith, 1973) study in attempting to discuss the issues raised by the Stokes' analysis collected data to ascertain the extent to which a single left/right continuum underlies perceptions of the location of the four national parties on several fundamental political issues. In doing so, three groups of respondents, (one group of M.P.s from the 28th Parliament, a second group of citizens with a high socioeconomic status (SES) from Vancouver and Winnipeg and a third group of citizens with a low SES from Vancouver and Winnipeg), were asked to place themselves, in addition to each political party, on a left/right continuum reflecting polar positions of a political issue. Five such political issues were presented. The uni-dimensional, left/right continuum associated with the economics theory postulated by Downs was not supported. However, the parties are capable of being ordered in a left/right fashion only on particular issues and that the more knowledgeable and politically sophisticated individuals are, the more frequently they order parties in this fashion which supports Stokes' position. Stokes is supported further in that a lack of congruence exists between elite and mass perceptions of party locations in issue space. Most importantly, the two strata of the public and the M.P.s tended to see the Liberals occupying positions to the centre or slightly to the left of centre on various issues, whereas Conservatives were generally viewed as a right of centre party (Kornberg, Mishler and Smith, 1973). Based on this observation one would expect that the same set of questions presented to an educational elite, such as the Vancouver teachers, would produce a measure of political tendency toward the political left or the political right.

BRITISH COLUMBIA'S POLITICAL CONTEXT

The education system in British Columbia as it is in the rest of Canada is the responsibility of the provincial government. The structure and emphasis of the system is determined by provincial legislation administered by the Ministry of Education. At one time authority was delegated to superintendents appointed to large districts and whose responsibilities included reporting directly to the Ministry of Education. More recently, authority has been delegated to elected school boards who in turn hire a superintendent for the district. The school board then reports to the Ministry of Education while the superintendent is now responsible to the local school board.

Political representatives in British Columbia, once elected, are essentially independent of the voters and are guided in their actions more by party loyalty and discipline than by the views of their constituents. Representatives are elected not by majority but rather by approximately one third of those registered to vote (Boyle, 1982).

Table 1 illustrates that for the elections studied a substantial group elected to the Legislative Assembly was elected by less than 50 percent of the votes cast in their constituencies. For example, during the general election of 1979, 10 of 57 members of the Legislative Assembly were elected by less than 50 percent of the votes cast in their constituency.

During the last dozen years or so, the number of significant political parties in British Columbia has dropped effectively from four to only two. The position of the Liberal and Progressive Conservative parties has deteriorated from holding a small number of seats in the British Columbia Legislature to holding none. The Social Credit Party, and the New Democratic Party, now dominate the provincial political arena.

TABLE 1
 REPRESENTATIVES ELECTED BY LESS THAN 50% OF
 TOTAL VOTES CAST IN RECENT PROVINCIAL ELECTIONS

GENERAL ELECTION YEAR	NUMBER OF SEATS	REPRESENTATIVES ELECTED BY LESS THAN 50% NUMBER	44 55 69 36 18	RANGE IN PERCENTAGE OF VOTES CAST
1966	55	24	44	40 - 50
1969	55	30	55	38 - 50
1972	55	38	69	32 - 50
1975	55	20	36	41 - 50
1979	57	10	18	45 - 50

During the elections of 1966, 1969, 1972 and 1975, the difference in the number of seats held by the two major parties was very substantial. Whichever party was elected could wield power with a comfortable majority in the legislature but the Social Credit party governed from 1979 to 1983 with a margin of less than 10 percent of the elected representatives.

Table 2 illustrates how the four parties have fared over the last six elections. The numbers show that the Progressive Conservatives and the Liberals experienced a decline in their strength to a zero position by 1979. Setting aside the election results of 1972 when the New Democratic party swept the province and more than reversed its earlier position vis-a-vis Social Credit, there has been an erosion of support for Social Credit and a steady gain for the New Democratic party.

During the 1979 term of office the Social Credit party has conducted the government's business with a margin of only five seats in the Legislature.

Thus the narrowing of the balance of power between the two major provincial parties is further confirmed by the trend in swing seats. In the 1979 election, 26 of the 57 seats in the Legislature turned out to be swing seats.

This grouping of forces helped the Social Credit party achieve about one-third of its 15 seat majority following the 1976 election. The remaining two-thirds came from seats which switched from the NDP to the Social Credit, and from the provincial decline in support of the Progressive Conservative and Liberal parties in favour of the two main parties.

The number of voters who hold the balance of power are very few. By 1979 the number of seats required to reverse the election result, had

TABLE 2
THE NUMBER OF LEGISLATIVE SEATS HELD BY THE MAJOR
PROVINCIAL PARTIES IN RECENT ELECTIONS

GENERAL ELECTION YEAR	STANDING OF EACH PARTY				TOTAL NUMBER OF SEATS
	S.C.	N.D.P.	P.C.	LIB.	
1966	33	16	-	6	55
1969	38	12	-	5	55
1972	10	38	2	5	55
1975	35	18	1	1	55
1979	31	26	-	-	57
1983	36	21	-	-	57

dropped to only three in the expanded 57 member assembly. Furthermore, the number of voters required to change these swing seats had dropped to 1,103 or only 1.20% of the 92,082 voters concerned.

The 1983 provincial election was marked by a substantial increase in the number of seats for the Social Credit party to 36, while the N.D.P. retained the 21 remaining seats. The tabulated results were not available at the time of this writing.

URBAN POLITICAL CONTEXT

Local elections in Canada have traditionally been conducted on a non-partisan basis (Kaplan, 1967). Non-partisanism in urban Canadian government can be attributed to the political influence of the American Municipal Reform Movement rooted in the USA to counter corruption and patronage in party politics at the urban level in that country (McCaffery, 1971; Masson and Anderson, 1971).

The American Municipal Reformers held to the beliefs "that urban problems were apolitical, requiring little more than the application of good business practices ... that certain citizens were more fit to govern than others" (Hawley, 1973, p. 9) and "that parties were inherently corrupt" (Masson and Anderson, 1971, p. 3).

The reform spread to Canada "despite the fact that the party system had not been a feature of the politics of Canadian local government" (Masson and Anderson, 1972, p. 4).

(American)...settlers brought with them the anti-party attitude characteristics of the progressive movement in the US and this influence undoubtedly contributed to the non-partisan style of politics in cities that appeared later in the West. (Anderson, 1972, p. 15).

Further contributing to the non-partisan sentiment, the municipal governments in Canada, in contrast to the American system, have very little delegation of power. Lightbody (1972) pointed out that:

First, civic administrations are legitimate institutions only in their positions as subordinate adjuncts of the province. Second, as soon as the normal administration of traditionally municipal functions becomes too great a problem for local government to manage, usually due to the financial burden of the limited Municipal Tax Base, the provincial legislature normally exercises its authority by relieving municipalities of their responsibilities... because of the lack of significant independent authority, the sand box politics of city hall offer little incentive for organized partisan activity or divisions (and) thus, for example, the extraordinary expense incurred in the provision of educational services has occasioned most provinces to expand their administrative intervention in proportion to the direct amount of financial assistance. (p. 196).

Canada's rural emphasis, the small, relatively homogenous urban populations and the predominance of local interests and influences further nurtured the non-partisan tradition (Anderson, 1972; Wickett, 1972).

The party political systems at the urban level has been growing, suggesting an evolution related to urbanization (Masson and Anderson, 1972).

During the past decade there has been a definite trend toward overt party activity in our large urban centres (p. 43).

Proponents of the partisan politics suggest the electorate is better able to "structure their vote" (Fowler and Goldrick, 1971, p. 54) by "providing a minimal level of literacy about contentious issues" (Lightbody, 1971, p. 197) and that proper representation was not possible in a non-partisan system since only the elite were in a position to run for office suggesting this system would serve one segment at the expense of another (W.D.Burnham cited in Hawley, 1973).

Political parties with all their well known human and structural shortcomings, are the only devices thus far invented by the wit of western man, which with some effectiveness can generate countervailing collective power on behalf of the many individually powerless against the relatively few who are individually -- or organizationally -- powerful (p. 2).

During the past decade, there have been attempts by some groups in Toronto, Montreal, and Vancouver (Masson and Anderson, 1972) to promote partisan politics and to run candidates who support a particular platform. In Vancouver, prior to 1968, local elections were dominated by the Non-Partisan Association (NPA). The NPA was formed in 1937 and espoused a non-partisan approach to local politics. According to Miller (1972) the NPA was formed 'to unite local liberals and conservatives in a "free enterprise coalition" against the socialists...' (p. 6). The formation of the NPA has been described by Kaplan (1967) as a "stable but loosely organized alliance..., seeking to elect certain types of candidates (non-socialist, non-labour candidates) but not seeking to become a governing party" (p. 147).

In 1968 two parties, one known as the Committee of Progressive Electors (COPE) and the other known as The Electors Action Movement (TEAM), were formed for the specific purpose of running candidates committed to a party platform at the local level. COPE, according to Easton and Tennant (1969), was "oriented towards socialism, unionism, and the interest of the working class sections of the city" (p. 110). TEAM was considered, at the time of its formation, to be less clear in its ideology but generally liberal or in the middle of the political spectrum. Both TEAM and COPE "emphasized the need for policy formation and responsibility, broad citizen participation, and basic reforms in the structure and style of local government" (Morgan, 1975, p. 15).

In the 1968 election Easton and Tennant (1969) point out:

that while the NPA remained dominant, inroads were made by both TEAM and COPE with each of these parties having members elected to office. The Vancouver school board elections must be viewed in the context that they are inextricably linked with the more general civic election in Vancouver which includes the election of a City Council and a Parks Board. TEAM

elected two aldermen, three school trustees and one Parks Board member, while COPE returned to office an incumbent alderman who had been its (COPE'S) chief organizer (p. 110).

In the Vancouver school board elections since 1968 (Table 3) some interesting changes in voting patterns have taken place. In every Vancouver election since 1968 COPE, NPA, and TEAM have run candidates for office. As well, "in 1970 the New Democratic Party (NDP) contested the election openly under the party banner opposing the "non-partisan" group..." (Anderson, 1972, p. 43). While the NDP has not contested local elections since that time the other three groups have remained active. NPA still dominated the board in 1970 with six members while TEAM maintained its three member minority and COPE did not elect a candidate.

The 1972 election marked a major upset for the NPA monopoly. TEAM elected eight candidates for the 1973-74 term leaving NPA with one lone member. COPE had yet to elect a candidate to the school board. TEAM had campaigned on a platform of increased citizen involvement in decision making. At the first meeting in 1973, the newly elected chairperson announced that the board would commence holding monthly board meetings in schools and community centres and that at these meetings there would be an hour long question period to facilitate public involvement. Citizen attendance at board meetings increased and concern was expressed about discipline, vandalism, class size, and the teaching of English (Morgan, 1975, p. 17).

In 1974 a reform movement began, sparked by a letter titled "Traditional Versus Progressive Education" published in the January 17, 1974, Province newspaper. The premise of the letter was the standard of education had to be improved and that "good traditional education" had been undermined. To blame was the progressive method and poor teacher

TABLE 3
TABLE OF ELECTED SCHOOL BOARD CANDIDATES BY PARTY

PARTY	YEAR OF SCHOOL BOARD ELECTION							
	1968	1970	1972	1974	1976	1978	1980	1982
NPA	6	6	1	3	3	7	3	5
TEAM	3	3	8	6	6	2	0	0
COPE	0	0	0	0	0	0	5	3
INDEPENDENT	0	0	0	0	0	0	1	1
NDP		0						

training which was devoted so much to method and not the "knowledge of the subject".

The reform movement which was formed and came to be called the Genuine Education Movement (GEM) embraced a back-to-basics approach to education. The movement also decided they would field candidates in the next (1974) Vancouver school board election. The political reality of financing a campaign led GEM members to accept the support of the NPA to run a full slate of nine candidates. GEM elected three (GEM/NPA) candidates while TEAM retained six members.

The 1976 Vancouver school board election saw no change in the balance of power. TEAM continued to hold its six members while the NPA maintained its three members.

By 1978, the NPA had re-established its dominance on the school board, and, as Nielsen's (1980) study indicates, were continuing to show signs of partisan commitment. The NPA displayed partisan commitment previously when it supported GEM, an interest group, during the 1974 school board election. Nielsen (1980) points out that a consistent polarization of attitudes existed between NPA and COPE. On a left/right continuum NPA attitudes favour the political right and COPE attitudes favour the political left. TEAM attitudes on the other hand tended to fall in the centre on educational issues but it was not known whether this is an average of individual left/right tendencies or if indeed TEAM members attitudes do aggregate centrally (Nielsen, 1980).

In 1980, the school board election under study, COPE had elected five candidates upsetting the NPA dominance which was further weakened by the election of one independent reducing the NPA to three seats.

Since that election, in 1982, the NPA regained control of the Vancouver school board by the same one vote margin of the previous

election. In our parliamentary style of governance the one member margin and its importance to political emphasis during a term of office is demonstrated by the last two elections.

SUMMARY

In summary, the two prevailing educational ideologies, that of progressivism and that of traditionalism are illustrated by a historical recapitulation of several prominent individuals from British Columbia's past.

The political ideological concept of a left/right continuum is discussed in light of Allan Kornberg's work in this area. The principle underlying a left ideology would be an egalitarian society while a right ideology would espouse free individual competition.

The political context of the study has been described. The two most significant parties are the Social Credit party and the New Democratic party at the provincial level and while the Social Credit party has managed to dominate the political arena for many years its balance of power has been tenuous.

The urban political context was also described, a shift has taken place in local elections from a largely non-partisan process to that of political campaigns.

CHAPTER III

METHODOLOGY

This chapter outlines the procedures followed to examine the problem undertaken in this study.

DATA REQUIRED

The data essential to examine the subproblems of the study related to teachers' educational ideology (traditionalism/progressivism); political ideology (left/right) and specific demographic data. The demographic data were: age, gender, level of education, career placement, religion, membership in a provincial political party, provincial party supported in the 1972, 1975 and 1979 elections, and candidates supported in the 1980 Vancouver school board election.

THE SAMPLE

The population was the 3,316 teachers listed in the Vancouver School Board Directory of Trustees, Officials, Teachers and Other Staff 1980-81 of whom 1,976 (60%) are female and 1,340 (40%) are male. Of those teachers listed 1,931 also reside in Vancouver, of which 1,230 (64%) are female and 701 (37%) are male. The potential sample was 500 teachers selected randomly and to whom questionnaires were mailed. The actual sample was 202 respondents of whom 131 (65%) were female and 68 (33%) were male (three did not indicate gender 1.49%). The chi square test of the sample proportions with the population proportions in terms of gender found on Table 4 indicates the sample closely resembles the population in terms of gender. Seven questionnaires were not sufficiently complete to be included in the results which leave 291 (58%) teachers who did not respond.

The 1980-81 Directory of Teaching staffs by schools indicate 54% of Vancouver teachers are from elementary schools while the remaining 46%

TABLE 4
 CHI SQUARE TEST OF SAMPLE PROPORTIONS
 WITH POPULATION PROPORTIONS IN TERMS OF GENDER

GENDER	<u>n</u>	SAMPLE PROPORTION	<u>n</u>	POPULATION PROPORTION	CHI SQR	p
MALE	68	.342	701	.363	.0019	<.99>.98
FEMALE	131	.658	1,230	.637		

NOTE: Three respondents (1.49%) did not indicate gender. These responses were distributed proportionally between the male and female proportions as follows: 47% (Male) and 93% (Female).

teach at the secondary level. The composition of the actual sample was 111 (55%) elementary teachers and 84 (42%) secondary teachers excluding seven (3%) no responses.

The age distribution of the population from form 2001 Statistics Report January, 1982 provided by the Vancouver school board is summarized on Table 5. The chi square test of the sample proportions with the population proportions in terms of age categories also found on Table 5 indicate the sample closely resembles the population in terms of age.

INSTRUMENTATION

EDUCATION SCALE VII

The Education Scale VII (ESVII) utilized in the study was developed by Kerlinger and Pedhazur (1967). This scale is a 30 item, seven point summated rating scale developed to measure educational attitudes on two main factors, progressivism and traditionalism. The ESVII was developed to extend and improve items from earlier scales to better cover the educational attitude domain and increase the scale reliability.

Factor analysis was used by Kerlinger and Pedhazur (1967) to clarify relationships between attitude variables. The factor solutions had two purposes: to study the content of educational attitudes by indicating how items load on the factors, and to supply the correlations among the factors. The analysis indicated that attitudes toward education were based on two relatively uncorrelated factors (traditionalism and progressivism). These factors were stable over different samples. The scale (ESVII) when tested (Kerlinger and Pedhazur, 1967) showed statistically significant reliability coefficients which averaged values of .80. Bledsoe (1976) further confirmed the validity and reliability of the ESVII.

Empirically, the implications of the scale are that there are two

TABLE 5
 CHI SQUARE TEST OF SAMPLE PROPORTIONS
 WITH POPULATION PROPORTIONS
 IN TERMS OF AGE CATERGORIES

AGE CATEGORIES	\underline{n}	SAMPLE PROPORTION (O)	\underline{n}	POPULATION PROPORTION (E)	$\frac{(O-E)}{E}$
20-24	1	.005	48	.015	.007
25-29	18	.089	316	.099	.007
30-34	53	.262	613	.193	.247
35-39	36	.178	615	.194	.001
40-44	19	.094	444	.140	.015
45-49	25	.124	403	.127	.000
50-54	23	.114	378	.119	.000
55-59	14	.069	233	.073	.000
60-64	11	.054	107	.034	.012
65-69	1	.005	19	.006	.002
No Response	1	.005	0	.00	.000

NOTE

CHI SQR = .3949

df = 10

p = 70.99

main educational attitudes measured by the two general factors mentioned. They account for most of the common variants of educational attitude items. These factors emerged consistently in second order factor analysis yielding two relatively uncorrelated (orthogonal) sets of factors. Naturally, the sub-factors within the two sets were positively correlated.

In summary, though educational attitudes appear multi-dimensional, they can be viewed as two relatively independent underlying factors. The scale (ESVII) to measure these factors developed by Kerlinger and Pedhazur (1967) was shown to be significantly reliable and valid when tested over a variety of different conditions and samples.

POLITICAL IDEOLOGY SCALE

The Kornberg Political Ideology Scale (KPIS) was developed by Kornberg and Mishler (1976) and was used in different forms previously by Mishler, Kornberg, Lindquist and Smith (1974) and Kornberg, Mishler and Smith (1973). This scale is a five item, nine point summated rating scale developed to measure political orientation along the political spectrum from left to right. For each question the respondents were presented with a diagram of a continuum on which there appeared two polar positions (eg., "Quebec should be treated differently from other provinces" and "Quebec should be treated just like all other provinces") and a mid point (Appendix C, p. 156). Although the respondent was presented with only end points and the middle marked, each continuum was divided into nine equidistant points with the subsequent use of a transparent overlay, so that the respondent was really being asked to locate their position on a nine point scale. The nine point scale was arranged so that the leftmost response received the lowest score and the rightmost response received the highest score.

The questions were intended to delineate individual positions on five

salient political issues in Canada. These are:

i) the issue of bicultural character of Canada as reflected in the controversy over special status for the Province of Quebec;

ii) the use of the National government's power and resources to create a more egalitarian society through the provision of social benefits such as health insurance and pensions;

iii) the issue of Canada's federal structure as reflected in the continuing controversy over the power and status of the National vis-a-vis the Provincial governments;

iv) the character of Canada's relationship with the Communist Bloc countries; and

v) the issue of American investment in Canada.

Kornberg et al (Kornberg, Mishler, and Smith, 1973) summarize the rationale for the scale as follows:

At first sight, the designation as left of positions that favour both special treatment for one province (Quebec) and the strengthening of the central government would seem contradictory. But it should be understood that the Quebec problem is not solely or even primarily legal-jurisdictional but rather social. Since somewhat more than 80% of the French Canadians always have lived in the Province, we would argue that "Quebec" generally is interpreted by Canadians, particularly by Canadians in the Western provinces..., as a code word or euphemism for French Canada - much in the same way that in the United States "crime in the streets" is regarded as a euphemism for blacks or black crime. Thus, a left position on Quebec advocates special treatment not so much for a province but for an ethnic minority that has always constituted 30% or more of the national population.

It is less clear that those who advocate strengthening the Federal government even at the expense of the powers of the provinces are taking a left position. Nevertheless, the left-liberal position in Canada, the United States and most other countries with federal structures has generally been - at least for most of this century - that the federal government should be made more powerful. It is easier to assign left or right labels to the positions respondents took on the issue of the expansion of the powers of government. A left position advocates that greater use be made of powers and resources of the national government to

establish a more egalitarian society by providing social services; a rightist position advocates the opposite. Discerning a left/right position on the issue of Canada's relationship with Communist Bloc countries is also not difficult. Historically (i.e., since World War II, at least) the left in Canada and in other democracies has advanced closer relations-cultural, economic and political-with Communist bloc countries, while the right has generally taken the opposite view. Finally, a left position in Canada, as in other countries that have experienced a colonial relationship with another power, is to oppose anything that might facilitate exploitation by a colonizing power or circumscribe national independence. The right might has been less frequently troubled by such considerations (p. 167).

DEMOGRAPHIC DATA

The collection of demographic data were itemized as follows: age, gender, level of education, career placement (i.e., Elementary Teacher, Secondary Teacher, Elementary Principal, Secondary Principal, Elementary Vice-Principal, Secondary Vice-Principal), religion (i.e. Catholic, Protestant, Other), provincial party membership, provincial party voted for in May, 1979, provincial party voted for in December, 1975, provincial party voted for in August, 1972 (provision for not eligible and did not vote was made for the provincial elections), did you vote in the Vancouver school board election of 1980, and finally the respondent was asked to check a maximum of nine candidates voted for in 1980 from a list of the Vancouver school board candidates for that years election.

On May 15, 1981, a questionnaire package was mailed to the sample of 500 Vancouver teachers. Each package contained four parts: a questionnaire (which included an introductory letter, the education ideology instrument, the political orientation scale instrument, the demographic data instrument and instructions for returning the questionnaires, a "please check and return card" to determine who had completed questionnaires on the assumption that those who would take the time to return the card would likely have completed a questionnaire and

two self-addressed envelopes with postage so the card and questionnaire could be returned separately to ensure anonymity. Returns received were 184, including 10 incomplete questionnaires leaving 174 usable responses. There were 155 cards received separately.

A follow-up letter to increase the number of returns was prepared for mailing June 29, 1981. A postal strike prevented the letter from ever being sent.

On October 8, 1981, after teachers had a chance to settle into the new term, a second follow-up letter was prepared and mailed with a questionnaire and return envelope to teachers on the survey list who had not returned a card which suggested they had completed a questionnaire. The result was 35 more returns received, seven of which were incomplete, bringing the total usable responses to 202.

DATA TREATMENT

The data was coded on to an 80 column code sheet accommodating one question per line. Columns one to 30 were dedicated for responses to the Educational Scale VII (ESVII) which allowed respondents six options: -3, -2, -1, +1, +2, +3. The responses were coded using zero for -3 through to six for +3. Columns 31 to 35 were dedicated for responses to the Kornberg Political Ideology Scale (KPIS). The mid point was given a code of four and with the use of a transparent overlay eight equidistant intervals were coded from left to right zero, one, two, three, four, five, six, seven, eight. The demographic data were coded as follows: age required two columns (36 and 37) to accommodate a two digit number from one to 10 since age incremented by five years and needed 10 responses, gender (column 38) was coded one for female and two for male, education (column 39) was coded from one to five with one to code for three years university through to five for a doctoral degree, career placement (column

40) coded one to six with one the code for Elementary Teacher through to six for Secondary Vice-Principal, religion (column 41) was coded one to three with one the code for Catholic through to three for other, provincial party member (column 42) coded one to six with one the code for Conservative through to six the code for none, Provincial Party voted for May, 1979 (column 43) coded from one to seven with one the code for Conservative through to seven the code for did not vote, Provincial Party voted for in December, 1975 (column 44) was coded the same as column 43 as was column 45, Provincial Party voted for in August, 1972, did not vote in the Vancouver school board elections of 1980 was coded one for yes and two for no, column 47 through column 74 each represent an individual candidate as they appear on a list beginning T. Alsbury at column 46 through to P. Weinstein at column 74, one is the code for receiving a vote and a blank signifies no vote, column 75 through 77 were not used while column 78 through 80 indicate the questionnaire number labeled at the time of coding for reference.

INCOMPLETE QUESTIONNAIRES

Some questionnaires were not completed entirely and therefore such questionnaires were not coded. Blanks were left on the computer coding sheets if no response was given to a certain question. Whenever a response was omitted the "n" was adjusted accordingly.

COMPUTER ANALYSIS

The Statistical Package for the Social Sciences (SPSS) was used to obtain frequency distributions, chi square tests, one way analysis of variance, Pearson product moment correlations, t tests, multiple regression analysis and cross tabulation of selected variables. The variable provincial party membership was not included in the analysis.

SUMMARY

In this chapter, the research methodology employed in the study has been reviewed. The data required for the study, the procedures and the instruments used to measure the variables under study have been described.

The sample chosen was a stratified random sample of Vancouver Teachers. Finally, the statistical treatment of the data for these teachers has been outlined.

CHAPTER IV
FINDINGS, ANALYSIS AND DISCUSSION
BACKGROUND

The educational system is a subsystem of a more general political system. Pedagogically, teachers are guided by two quite different philosophical approaches to education. A traditional position exists which states that schools must reflect society. This educational ideology would place the teacher in the role of compliant implementer while the student is directed through prescribed courses. The progressive antithesis suggests that schools should do more, that free compulsory education was intended as an instrument of social improvement. The teacher's role would be that of reformer and the student would be given more responsibility for his/her learning with emphasis on intellectual process rather than course content.

The political system also has two conspicuous ideologies. The leftist view frequently referred to as liberal is based on egalitarian principles which envisions the distribution of resources to the benefit of the collective whole. A rightist view often called conservative is based on individual competition while distribution of resources is through "free enterprise".

Teachers in the educational system must develop a set of beliefs to guide them in proportioning degrees of loyalty to often competing responsibilities to determine their perceived role. The teachers have responsibility to their employer, the elected trustees empowered by the provincial government to set policies within a school district, to their colleagues, to their students, to parents, and to themselves. In determining this role, teachers are typically highly influenced, directly and indirectly, by an educational establishment which includes the

Ministry of Education, the school board, the universities, the academic research communities and the teachers' associations. They are also firmly embedded in this system having gone from the classroom in the school to the classroom in the university and back to the classroom in the school. The most obvious consequence of education is that of socialization and since teachers developed their political and educational ideologies within the educational system the question arises "are the political and educational ideologies of teachers related?". If these ideologies are related do they relate to certain personal characteristics of teachers?

Political ideology can be measured using Kornberg's KPIS scale which will assign a value for the respondent on a scale from leftist ideology to rightist ideology where leftist has the lowest value on the scale. These values may be compared with Kerlinger's ESVII scale which will determine teachers educational preference in terms of a traditional approach or a progressive approach to education.

A second question comes to light, "if these political and educational ideologies are related, do they also relate to a teachers' voting behaviour?". In the last decade political activity in the educational community has increased dramatically. The educational system has been influenced by many interest groups of unequal power with varying degrees of effectiveness. Typical interest groups have been the provincial government whose central concern has been finance, teachers' groups concerned about working and learning conditions, parents' groups promoting special programs for their children, groups associated for special causes such as multiculturalism and nonsexism, and political parties promoting candidates during an election. The focus of this attention has been the school board which has transformed from an apolitical body to a political one. A comparison of the party voted for in the 1972, 1975, and 1979

provincial elections, the 1980 Vancouver school board election and teachers political and educational ideologies should reveal whether a relationship exists between these variables. In this chapter an analysis of the data is presented. The chapter is divided in two major sections which give information about:

i. The relationship between the educational and political ideologies of a random sample of teachers in the Vancouver school district.

ii. The relationship between the educational and political ideologies of these teachers and their voting behaviour in the 1972, 1975, and 1979 provincial elections and the 1980 Vancouver school board election.

THE RELATIONSHIP BETWEEN THE EDUCATIONAL
IDEOLOGIES AND POLITICAL IDEOLOGIES OF
A RANDOM SAMPLE OF TEACHERS IN THE
VANCOUVER SCHOOL DISTRICT

INTRODUCTION

In this section we examine the two subproblems related to the investigation of this relationship. The subproblems are:

To what extent do the educational ideologies (traditionalism /progressivism) of teachers relate to the political ideologies (left/right) of teachers?

To what extent do the educational and political ideologies of teachers relate to teachers' personal characteristics?

ANALYSIS OF SUBPROBLEM 1

To what extent do the educational ideologies (traditionalism /progressivism) of teachers relate to the political ideologies (left/right) of teachers?

FINDINGS

The ESVII scale was used to assign teachers into the educational categories of traditional and progressive. A Pearson test was then used to determine if a relationship exists between these two ideologies. The result (Table 6) is a negative coefficient with a significance of $p < .001$ which suggests traditionalism and progressivism as measured by the ESVII scale are significantly and negatively related.

The KPIS was used to assign a value to the respondent which would indicate tendency toward leftist or rightist political views. A low KPIS would indicate a leftist ideology and conversely a high KPIS a rightist ideology. The Pearson correlation was used to relate KPIS with traditional ESVII scores and progressive ESVII scores. The result reveals that KPIS scores are positively and significantly related to traditionalism, although perhaps weakly, since the positive coefficient .17 has a significance of $p < .01$ and negatively and significantly related to progressivism since the negative coefficient $-.29$ has a significance of $p < .001$ (Table 7). This suggests that traditional teachers are rightist in their political ideology and that progressive teachers are leftist in their political ideology.

DISCUSSION

Kerlinger and Pedhazur (1967) utilizing the ESVII scale determined that attitudes toward education were based on two relatively uncorrelated factors, that of traditionalism and progressivism. They found these factors to be stable over different samples and the ESVII scale showed statistically significant reliability coefficients averaging values of .80. Others (Bruner, Goodnow, and Austin, 1956, chap. 1) mention that although educational attitudes are multidimensional, individuals generally adhere to a process of dichotomous categorizing. The implications of

TABLE 6
PEARSON CORRELATION BETWEEN TRADITIONAL
ESVII SCORES AND PROGRESSIVE ESVII SCORES OF TEACHERS

TRADITIONAL ESVII	
PROGRESSIVE ESVII	-.25***

NOTE

*** $p < .001$

$\underline{n} = 202$

TABLE 7
PEARSON INTERCORRELATIONS BETWEEN KPIS
OF TEACHERS AND TRADITIONAL ESVII SCORES
AND PROGRESSIVE ESVII SCORES OF TEACHERS

	TRADITIONAL ESVII	PROGRESSIVE ESVII
KPIS	.17**	-.29***

NOTE

* $p < .05$

** $p < .01$

*** $p < .001$

these studies are that there are two main educational attitudes and that these factors, traditionalism and progressivism, are two consistently uncorrelated sets of factors. The results of this study reveal these two variables are significantly and negatively related which is contradictory to the Kerlinger and Pedhazur (1967) study. A discrepancy exists then between this study and that of Kerlinger and Pedhazur (1967).

Kornberg, Mishler and Smith (1973) observed consistencies in political ordering on a left/right KPIS on particular Canadian political issues. The left/right continuum of political ideology is a conceptual abstraction that is supported by teachers perceptions in this study which is consistent with the previous work (Kornberg, Mishler and Smith, 1973) and fundamental to the subsequent comparison of educational and political ideologies. The findings reveal that educational and political ideologies are related. A traditional teacher is rightist politically and a progressive teacher is leftist politically which suggests that these ideologies are part of a cohesive integrated philosophy which guide teachers socially and politically. That this relationship exists gives rise to a question about the nature of the relationship. Does it relate to certain personal characteristics of teachers?

ANALYSIS OF SUBPROBLEM 2

To what extent do the educational and political ideologies of teachers relate to teachers personal characteristics.

FINDINGS

Three tests were employed in the analysis of this subproblem. First a t test of significant means on traditional ESVII scores, progressive ESVII scores and KPIS by gender was done. The t test on traditional ESVII scores by gender (Table 8) indicates that males have higher means ($\bar{x} = 3.77$) than females ($\bar{x} = 3.54$). These means are significantly different

TABLE 8
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON TRADITIONAL ESVII
 SCORES BY GENDER

TRADITIONAL ESVII SCORES

	<u>n</u>	\bar{x}	S.D.	t	p
FEMALE	131	3.54	.71	-2.21	< .05
MALE	68	3.77	.66		

NOTE

df = 197

($p < .05$) which suggests males are more traditional in their approach to education than females. A similar analysis (Table 9) for progressive ESVII scores falls within the $p < .01$ level of significance and shows that females have higher means ($\bar{x} = 4.76$) than males ($\bar{x} = 4.50$) indicating females are more progressive than males in Vancouver teachers. The t test result on KPIS (Table 10) produces a probability level higher than the .05 level of significance and thus no statistically significant difference exist between males and females.

Secondly, the Pearson correlation was done between ESVII scores, KPIS, age, gender and educational level of teachers. The results are shown in Table 11. Age and traditional ESVII scores produce a probability greater than the .05 level of significance and thus no significant correlation exists between age and traditional teachers. Age and the progressive ESVII scores have a negative coefficient ($p < .01$) which means a younger teacher tends to be progressive. Age and KPIS have a positive coefficient ($p < .05$) which suggests young teachers also tend to be leftist. Gender and traditional ESVII scores have a positive coefficient ($p < .05$) which can be interpreted as traditional teachers tend to be male. A negative coefficient ($p < .01$) for gender and progressive ESVII scores indicate progressive teachers tend to be female. The relationship between gender and KPIS is beyond the .05 level of significance and therefore no significant correlation was found between gender and political left/right orientation. Level of education was not significant for ESVII scores but KPIS is significant ($p < .01$) and relates negatively indicating the more educated Vancouver teachers were the more likely they were to be leftist.

Thirdly, a one way analysis of variance and test of significant difference of means was done on ESVII scores and KPIS by age, religion and career placement. Significant differences in age do not appear for

TABLE 9
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON PROGRESSIVE ESVII
 SCORES BY GENDER

PROGRESSIVE ESVII SCORES					
	<u>n</u>	\bar{x}	S.D.	t	p
FEMALE	131	4.76	.59	2.87	< .01
MALE	68	4.50	.63		

NOTE

df = 197

TABLE 10
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON KPIS BY GENDER

	KPIS				
	n	\bar{x}	S.D.	t	p
FEMALE	131	3.94	1.68	1.08	n.s.
MALE	68	3.68	1.56		

NOTE

df = 197

A high KPIS indicates rightist ideology

TABLE 11
 PEARSON CORRELATIONS BETWEEN THE TRADITIONAL ESVII,
 PROGRESSIVE ESVII AND KPIS OF TEACHERS
 AND SELECTED PERSONAL CHARACTERISTICS OF TEACHERS

	TRADITIONAL ESVII	PROGRESSIVE ESVII	KPIS
AGE	.07	-.16**	.12*
GENDER	.13*	-.19**	-.04
EDUCATION LEVEL	-.03	.02	-.16**

NOTE

* $p < .05$ ** $p < .01$ *** $p < .001$

A positive correlation with gender indicates a relationship between males and the scores; a negative correlation with gender indicates a relationship between females and the scores.

A positive KPIS correlation indicates a rightist relationship.

traditional ESVII scores (Table 12), progressive ESVII scores (Table 13), or KPIS (Table 14). Significant differences do appear between religious categories. For traditional ESVII scores (Table 15) and KPIS (Table 17) significant differences exist between Catholic and Other and Protestant and Other. Progressive ESVII scores did not show any significant differences between the religious categories (Table 16). Career placement did not show significant differences between the three variables traditional ESVII (Table 18), progressive ESVII (Table 19) or KPIS (Table 20).

DISCUSSION

Behaviour is the outcome of a complex combination of influences. The relationship of teachers' educational and political ideologies to personal characteristics reveals several consistencies. Differences in gender appear to have a basis for differences in philosophical approach to education. The t test and the Pearson test concur that for this sample female teachers tend to be progressive and male teachers tend to be traditional. A similar relationship for gender and political ideology was not supported for this sample.

Age also emerges as a factor in educational and political ideologies in the Vancouver teachers. The Pearson test indicates a negative relationship between age and teachers with progressive ESVII scores. This suggests that for this sample younger teachers were more progressive in their philosophical approach to education. The Pearson test (Table 11) indicates a positive relationship between KPIS and age suggesting that younger teachers were more leftist and older teachers were more rightist in this sample. A one way analysis of variance did not show significant differences within the .05 level of significance between age groups for ESVII scores or KPIS which does not support the Pearson test results. The

TABLE 12
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES BY AGE

AGE	TRADITIONAL ESVII SCORES				F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.				
20 - 24	1	4.20	-				
25 - 29	18	3.60	.62				
30 - 34	53	3.44	.64				
35 - 39	36	3.63	.78				
40 - 44	19	3.78	.82				
45 - 49	25	3.73	.65	1.05	n.s.	None	
50 - 54	23	3.45	.61				
55 - 59	14	3.72	.60				
60 - 64	11	3.93	.98				
65 - 70	1	3.73	-				

NOTE

df = 9,191

* Student-Newman-Keuls Procedure, alpha = .05

TABLE 13
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES BY AGE

AGE	PROGRESSIVE ESVII SCORES				F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	\underline{n}	\bar{x}	S.D.				
20 - 24	1	5.47	-				
25 - 29	18	4.68	.65				
30 - 34	53	4.77	.59				
35 - 39	36	4.72	.62				
40 - 44	19	4.69	.76				
45 - 49	25	4.70	.59	1.32	n.s.	None	
50 - 54	23	4.60	.57				
55 - 59	14	4.24	.58				
60 - 64	11	4.64	.54				
65 - 70	1	4.07	-				

NOTE

df = 9,191

* Student-Newman-Keuls Procedure, alpha = .05

TABLE 14
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY AGE

AGE	<u>n</u>	KPIS		F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
		\bar{x}	S.D.			
20 - 24	1	2.00	-			
25 - 29	18	4.17	1.64			
30 - 34	53	3.57	1.36			
35 - 39	36	3.80	1.62			
40 - 44	19	3.47	1.77	1.52	n.s.	None
45 - 49	25	4.25	1.53			
50 - 54	23	3.74	1.89			
55 - 59	14	4.01	1.45			
60 - 64	11	4.25	2.19			
65 - 70	1	8.00	-			

NOTE

df = 9,191

* Student-Newman-Keuls Procedure, alpha = .05

TABLE 15
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES BY RELIGION

TRADITIONAL ESVII SCORES						SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
<u>n</u>	\bar{x}	S.D.	F	p		
CATHOLIC	21	3.93	.89			
PROTESTANT	106	3.71	.67	8.28	< .001	OTHER/ CATHOLIC
OTHER	55	3.32	.62			OTHER/ PROTESTANT

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 16
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES BY RELIGION

	PROGRESSIVE ESVII SCORES					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
CATHOLIC	21	4.65	.68			
PROTESTANT	106	4.66	.61	.35	n.s.	NONE
OTHER	55	4.74	.57			

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 17
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY RELIGION

	<u>n</u>	KPIS		F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
		\bar{x}	S.D.			
CATHOLIC	21	4.47	1.80			
PROTESTANT	106	4.04	1.48	5.59	< .01	OTHER/ PROTESTANT
OTHER	55	3.31	1.65			OTHER/ CATHOLIC

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 18
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES
 BY CAREER PLACEMENT

TRADITIONAL ESVII SCORES						SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
<u>n</u>	\bar{x}	S.D.	F	p		
Elementary Teacher	105	3.60	.69			
Secondary Teacher	81	3.62	.70			
Elementary Principal	5	3.47	1.06	.94	n.s.	NONE
Secondary Principal	1	3.27				
Elementary V-Principal	1	4.20				
Secondary V-Principal	2	4.55	1.29			

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 19
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES
 BY CAREER PLACEMENT

		PROGRESSIVE ESVII SCORES				SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
Elementary Teacher	105	4.73	.57			
Secondary Teacher	81	4.56	.64			
				1.01	n.s.	NONE
Elementary Principal	5	4.91	.93			
Secondary Principal	1	5.13				
Elementary V-Principal	1	4.93				
Secondary V-Principal	2	4.80	.09			

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 20
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY CAREER PLACEMENT

		KPIS					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p		
Elementary Teacher	105	3.94	1.67				
Secondary Teacher	81	3.68	1.58				
Elementary Principal	5	4.44	2.16				
Secondary Principal	1	4.60		.45	n.s.		NONE
Elementary V-Principal	1	4.60					
Secondary V-Principal	2	3.90	2.12				

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

relationships to age groups may be accounted for by a variety of factors. Teachers may be influenced by the educational environment and become more traditional and more rightist with years of experience. It is also possible that the bureaucratic environment produces more dissonance for the more progressive and leftist teachers and consequently they do not remain as long as their counterparts in teaching. Finally, different conditions may have prevailed during the various periods of recruitment for these age groups which have favoured one ideology over another. It is noted that the relationship is supported by the Pearson test but not the one way analysis of variance which can be explained by the conservative Student-Neuman-Keuls procedure which may not indicate a significant difference between the factors.

A negative correlation between KPIS and level of education suggests that the more highly educated teachers in this group tend to be leftist (Table 11). Kornberg, Mishler and Smith (1973) found "that the parties are capable of being ordered in a left/right fashion only on particular issues and that the more knowledgeable and politically sophisticated individuals are, the more frequently they order parties in this fashion" (p. 184). This point appears to be supported here and in addition that teachers, typically a highly educated group, are more politically left with higher levels of education. This may be an artifact of the group studied but it could also mean that a process of selection takes place as one goes through the different levels of education which favours a leftist ideology or that a teacher becomes more leftist with more education. The possible political implication is that the balance of left/right political ideology may be altered by the process of the education system.

A one way analysis of variance on ESVII scores and KPIS indicate no

relationship with career placement within the .05 level of significance. These results are logical since the differences between individual teachers occupational levels is minimal resulting in a relatively horizontal structure compared to other occupations.

Religion produced logical results in that the means for traditional teachers are higher for Catholics than for Protestants and lowest for Others. KPIS means for religion were also highest or rightist for Catholics followed by Protestants and then Others. This would be expected since the Catholic and Protestant religions have long histories of tradition with Catholicism leading in tradition. The significant differences between both Catholic and Protestant and Other for traditional ESVII and KPIS can also be explained by the homogenous nature of these two religions relative to Other, an unknown mixture.

THE RELATIONSHIP BETWEEN THE EDUCATIONAL
AND POLITICAL IDEOLOGIES OF THESE TEACHERS
AND THEIR VOTING BEHAVIOUR IN THE 1972, 1975,
AND 1979 PROVINCIAL ELECTIONS AND THE 1980
VANCOUVER SCHOOL BOARD ELECTION.

INTRODUCTION

In this section the results relating to five subproblems are examined. The subproblems are:

What was the pattern of teachers' voting behaviour in Vancouver's five electoral districts in the 1972, 1975, and 1979 provincial elections and to what extent was this voting pattern congruent with that of the general electorate?

To what extent were the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1972, 1975,

and 1979 provincial elections?

What was the pattern of teachers' voting behaviour in the 1980 Vancouver school board election and to what extent was this pattern congruent with that of the general electorate?

To what extent were the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1980 Vancouver school board election?

To what extent was the voting behaviour of teachers in the 1972, 1975, and 1979 provincial elections and the 1980 Vancouver school board election related to personal characteristics of teachers?

ANALYSIS OF SUBPROBLEM 3

What was the pattern of teachers' voting behaviour in Vancouver's five electoral districts in the 1972, 1975, 1979 provincial elections and to what extent was this voting pattern congruent with that of the general electorate?

FINDINGS

The pattern of teachers voting behaviour in the 1972 provincial election (Table 21) indicates that Vancouver teachers voted almost three times more often for NDP than for Social Credit and that voting for the Social Credit and Liberal parties received an approximately equivalent number of votes while the Conservatives trailed in popularity. This voting pattern when compared to the general electorate (Table 22) reveals 15% more teachers voted for NDP than the general electorate and 11% fewer teachers voted for the Social Credit party than the general electorate. The general electorate also voted 4% more for the Conservative party than the teachers.

The pattern of teachers voting in the 1975 provincial election (Table 23) indicates that Vancouver teachers voted more for the NDP than for the

TABLE 21
PROVINCIAL PARTY VOTED FOR BY THE SAMPLE OF VANCOUVER
TEACHERS IN THE 1972 PROVINCIAL ELECTION

PROVINCIAL PARTY	<u>n</u>
CONSERVATIVE	7
LIBERAL	28
NDP	84
SOCIAL CREDIT	30
OTHER	1
NOT ELIGIBLE	25
DID NOT VOTE	15
NO RESPONSE	12
TOTAL	202

TABLE 22
 PERCENTAGE COMPARISON OF TEACHERS' VOTING ORIENTATION AND
 GENERAL ELECTORATE'S VOTING ORIENTATION IN THE 1972 PROVINCIAL
 ELECTION IN VANCOUVER'S ELECTORAL DISTRICTS.

PARTY VOTED FOR	PERCENTAGE OF TEACHERS VOTING	PERCENTAGE OF GENERAL ELECTORATE VOTING
CONSERVATIVE	4.66	8.98
LIBERAL	18.66	19.20
NDP	56.00	40.54
SOCIAL CREDIT	20.00	30.95
OTHER	.66	.32

NOTE

TEACHERS \underline{n} = 150

GENERAL ELECTORATE \underline{n} = 354,941

THE ELECTORAL DISTRICTS WERE AS FOLLOWS:

VANCOUVER CENTRE, VANCOUVER EAST, VANCOUVER-LITTLE
 MOUNTAIN, VANCOUVER-POINT GREY, VANCOUVER SOUTH,
 AND VANCOUVER BARRARD.

TABLE 23
PROVINCIAL PARTY VOTED FOR BY THE SAMPLE OF VANCOUVER
TEACHERS IN THE 1975 PROVINCIAL ELECTION

PROVINCIAL PARTY	<u>n</u>
CONSERVATIVE	8
LIBERAL	18
NDP	106
SOCIAL CREDIT	40
OTHER	-
NOT ELIGIBLE	9
DID NOT VOTE	9
NO RESPONSE	12
TOTAL	202

Social Credit. Unlike the 1972 election, popularity of the Social Credit and Liberal parties among teachers is not balanced. The Liberal party has lost approximately 9% of their vote to the NDP (6%) and Social Credit (3%) while the Conservatives still trail with the same level of popularity as in 1972. These patterns compared with the general electorate (Table 24) show some interesting differences. While there was an increase in the teachers NDP voting, the general electorate showed no change in NDP voting. Both the teachers (-9%) and the general electorate (-12%) showed similar declines in Liberal voting behaviour but only the general electorate registered a decline in popularity for the Conservative party (-7%) while the teachers Conservative voting remained unchanged. The Social Credit party showed the most dramatic change with a 25% gain in popularity from the general electorate compared to only a 3% increase from the teachers.

The general electorate in 1979 continued to register the largest swings in voting behaviour. The Liberals losing the last 8% of their vote while the NDP gained 8% (Table 26). The Social Credit and Conservatives remained relatively stable with the Conservatives gaining 2% and the Social Credit losing 2%. Teachers when compared to the general electorate in the 1979 election showed smaller changes in their voting behaviour.

DISCUSSION

The pattern of teachers' voting behaviour in Vancouver's five electoral districts over the 1972, 1975 and 1979 provincial elections was relatively consistent and showed primary support for the two major parties. The NDP are a strong favourite of the Vancouver teachers indicated by the range of 56% to 62% in percentage voting in the three elections. Consistent support for the Social Credit party was also shown by the teachers with a range in percentage voting from 20% to 24%. The

TABLE 24
 PERCENTAGE COMPARISON OF TEACHERS' VOTING ORIENTATION AND
 GENERAL ELECTORATE'S VOTING ORIENTATION IN THE 1975 PROVINCIAL
 ELECTION IN VANCOUVER'S ELECTORAL DISTRICTS.

PARTY VOTED FOR	PERCENTAGE OF TEACHERS' VOTING	PERCENTAGE OF GENERAL ELECTORATE VOTING
CONSERVATIVE	4.65	2.22
LIBERAL	10.47	7.48
NDP	61.63	40.85
SOCIAL CREDIT	23.26	48.21
OTHER		1.24

NOTE

TEACHERS \bar{n} = 172

GENERAL ELECTORATE \bar{n} = 318,707

THE ELECTORAL DISTRICTS WERE AS FOLLOWS:

VANCOUVER CENTRE, VANCOUVER EAST, VANCOUVER-LITTLE
 MOUNTAIN, VANCOUVER-POINT GREY, AND VANCOUVER SOUTH.

TABLE 25
PROVINCIAL PARTY VOTED FOR BY THE SAMPLE OF VANCOUVER
TEACHERS IN THE 1979 PROVINCIAL ELECTION

PROVINCIAL PARTY	<u>n</u>
CONSERVATIVE	14
LIBERAL	14
NDP	109
SOCIAL CREDIT	45
OTHER	1
NOT ELIGIBLE	6
DID NOT VOTE	7
NO RESPONSE	6
TOTAL	202

TABLE 26
 PERCENTAGE COMPARISON OF TEACHERS' VOTING ORIENTATION AND
 GENERAL ELECTORATE'S VOTING ORIENTATION IN THE 1979 PROVINCIAL
 ELECTION IN VANCOUVER'S ELECTORAL DISTRICTS.

PARTY VOTED FOR	PERCENTAGE OF TEACHERS' VOTING	PERCENTAGE OF GENERAL ELECTORATE VOTING
CONSERVATIVE	7.65	3.99
LIBERAL	7.65	.96
NDP	57.37	48.53
SOCIAL CREDIT	23.68	46.26
OTHER	.53	.26

NOTE

TEACHERS \underline{n} = 183

GENERAL ELECTORATE \underline{n} = 352,997

THE ELECTORAL DISTRICTS WERE AS FOLLOWS:

VANCOUVER CENTRE, VANCOUVER EAST, VANCOUVER-LITTLE
 MOUNTAIN, VANCOUVER-POINT GREY, AND VANCOUVER SOUTH.

small ranges in voting behaviour would suggest that teachers may have been primarily a committed vote in that they appeared to have similar voting patterns from one election to the next.

Liberal party support from Vancouver teachers declined steadily over the three provincial elections from 19% to 8%. The main contributing factor in the declining support for the Liberal party by the teachers was likely the abandonment of the B.C. Liberal party by several key figures to join the Social Credit party in 1975.

Weak but consistent support was shown by the Vancouver teachers for the Progressive Conservative party for the three elections studied. The 1972 and 1975 elections each maintained 5% of the Vancouver teachers vote which increased to 8% during the 1979 provincial election.

The general electorate voting behaviour when compared to that of the Vancouver teachers shows some interesting patterns. The general electorate also support primarily the two major parties. The voting for the NDP by the general electorate seems to be consistent over the three elections ranging from 41% to 49%. This consistency was similar to that of the teachers but the level of support was much less.

The general electorate differs markedly from the Vancouver teachers in voting support for the Social Credit party. The range of support by the general electorate was much larger, from 31% to 48%, indicating greater fluctuations in popular support. The level of support for the Social Credit party by the electorate was roughly twice that received from the Vancouver teachers.

ANALYSIS OF SUBPROBLEM 4

To what extent were the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1972, 1975, and 1979 provincial elections.

FINDINGS

In the 1972 provincial election Vancouver teachers with traditional ESVII scores were more likely to vote Social Credit and least likely to vote for the NDP. A one way analysis of variance and test of significant difference of means on traditional ESVII scores by party voted for in the 1972 provincial election (Table 27) reveals the highest mean ($\bar{x} = 3.96$) of traditional teacher scores is for Social Credit voting and the lowest mean ($\bar{x} = 3.45$) of traditional teacher scores is for NDP voting. The means for Progressive Conservative and Liberal voting ($\bar{x} = 3.57$ and $\bar{x} = 3.59$ respectively) are very close and fall between those of Social Credit and NDP voting. Table 27 also indicates there is a significant difference between traditional teacher scores voting for the NDP and traditional teachers voting Social Credit.

In the 1972 provincial election no significant difference could be found between the means of the parties voted for and the progressive scores of teachers (Table 28).

The relationship of political ideology of Vancouver teachers and party voted for in the 1972 provincial election is that teachers with leftist scores voted most frequently for the NDP and teachers with rightist scores voted most frequently for the Social Credit party (Table 29). The political party voting preferences of teachers ordered by their means from the lowest leftist mean to the highest rightist mean are NDP ($\bar{x} = 3.34$), Liberal ($\bar{x} = 3.86$), Progressive Conservative ($\bar{x} = 4.74$), and Social Credit ($\bar{x} = 5.03$) (Table 29). Significant differences were found between the parties at opposite ends of this order. The means of NDP voting were found to be significantly different ($p < .001$) from the means of Progressive Conservative voting and Social Credit voting and the means of Social Credit voting were found to be significantly different ($p <$

TABLE 27
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES BY PARTY
 VOTED FOR IN THE 1972 PROVINCIAL ELECTION

PARTY VOTED FOR	TRADITIONAL ESVII SCORES					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	\underline{n}	\bar{x}	S.D.	F	p	
PC	7	3.57	.73			
LIB	28	3.59	.71	4.10	< .01	NDP/SC
NDP	84	3.45	.65			
SC	30	3.96	.75			

NOTE

df = 3,145

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 28
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES BY PARTY
 VOTED FOR IN THE 1972 PROVINCIAL ELECTION

PARTY VOTED FOR	PROGRESSIVE ESVII SCORES					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
PC	7	4.84	.55			
LIB	28	4.74	.71			
NDP	84	4.72	.54	.31	n.s.	NONE
SC	30	4.63	.65			

NOTE

df = 3,145

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 29
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY PARTY VOTED FOR
 IN THE 1972 PROVINCIAL ELECTION

PARTY VOTED FOR	<u>n</u>	KPIS		F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
		\bar{x}	S.D.			
PC	7	4.74	.98			
LIB	28	3.86	1.37			LIB/SC
NDP	84	3.34	1.55	10.31	< .001	NDP/PC
SC	30	5.03	1.54			NDP/SC

NOTE

df = 3,145

* Student-Neuman-Keuls-Procedure, alpha = .05

.001) from the means of the Liberal and NDP voting (Table 29).

In the 1975 provincial election Vancouver teachers with traditional ESVII scores were more likely to vote for the Social Credit party (Table 30). An identical analysis to the 1972 provincial election was done for the 1975 provincial election. A comparison of the means of traditional ESVII scores of teachers (Table 30) indicates the highest mean ($\bar{x} = 3.93$) is a preference for Social Credit voting followed by a preference for Liberal voting ($\bar{x} = 3.74$), Progressive Conservative voting ($\bar{x} = 3.48$), and the lowest mean ($\bar{x} = 3.43$) for NDP voting.

As in the 1972 election for traditional teacher scores, a significant difference ($p < .001$) was found between the means of the Social Credit voting and NDP voting in the 1975 provincial election (Table 30). The teachers with progressive ESVII scores in the 1975 provincial election (Table 31) in order of preference voted most frequently for the Liberal party ($\bar{x} = 4.85$) followed by the NDP ($\bar{x} = 4.72$) and Progressive Conservative ($\bar{x} = 4.65$) and least often for the Social Credit party ($\bar{x} = 4.53$). No significant difference (Table 31) could be found between the means by party voted for of the progressive scores of Vancouver teachers.

Political ideology of Vancouver teachers and its relationship to party voted for in the 1975 provincial election (Table 32) showed, as in the 1972 provincial election, teachers with leftist scores voted most frequently for the NDP and teachers with rightist scores voted most frequently for the Social Credit party. The order of the political party voting preference indicated by means was the same for the 1975 provincial election as the 1972 provincial election. From the lowest leftist mean to the highest rightist mean, the order was NDP ($\bar{x} = 3.33$), Liberal ($\bar{x} = 3.73$), Progressive Conservative ($\bar{x} = 4.48$) and Social Credit ($\bar{x} = 5.06$) (Table 32).

TABLE 30
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES BY PARTY
 VOTED FOR IN THE 1975 PROVINCIAL ELECTION

PARTY VOTED FOR	TRADITIONAL ESVII SCORES					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
PC	8	3.48	.45			
LIB	18	3.74	.63			
NDP	106	3.43	.65	5.71	< .001	NDP/SC
SC	40	3.93	.76			

NOTE

df = 3,168

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 31
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES BY PARTY
 VOTED FOR IN THE 1975 PROVINCIAL ELECTION

PARTY VOTED FOR	PROGRESSIVE ESVII SCORES				p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F		
PC	8	4.65	.43			
LIB	18	4.85	.71			
NDP	106	4.72	.58	1.44	n.s.	NONE
SC	40	4.53	.66			

NOTE

df = 3,168

* Student-Neuman-Keuls-Procedure, alpha = .05

The significant differences between the means of the parties voted for followed a similar pattern to the 1972 provincial election with the exception of the Progressive Conservative voting which showed no significant differences to the other parties (Table 32). Social Credit voting preference was found to have a significant difference to both Liberal and NDP voting in terms of political ideology.

In the 1979 provincial election Vancouver teachers with traditional ESVII scores were most likely to vote Social Credit. In this election the order of preference for the traditional scores is Social Credit ($\bar{x} = 3.89$), Progressive Conservative ($\bar{x} = 3.62$), NDP ($\bar{x} = 3.49$), and Liberal ($\bar{x} = 3.45$) (Table 33). Here the Liberals have replaced the NDP as last choice of the traditional scores but their means are very close together (Table 33). Another change from the previous two elections is that no significant difference can be found between the means of the traditional scores of teachers (Table 33) where before a significant difference had existed between the Social Credit and NDP voting (Table 27 and Table 30).

The pattern for the progressive scores of teachers voting behaviour in the 1979 provincial election is in the same order as the 1975 provincial election. The Liberals ($\bar{x} = 4.87$) are the most favoured, followed by the NDP ($\bar{x} = 4.78$), Progressive Conservative ($\bar{x} = 4.48$), and the Social Credit ($\bar{x} = 4.50$) (Table 34). Consistent with the previous two elections for the progressive teacher scores no significant difference was found between any of the means (Table 34).

The relationship between political ideology and party voted for in Vancouver teachers for the 1979 provincial election showed the NDP is most favoured by the leftist teachers and the Progressive Conservatives have replaced the Social Credit as most favoured choice of the rightist teachers (Table 35). The ordering from the lowest leftist score to the

TABLE 32
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY PARTY VOTED FOR
 IN THE 1975 PROVINCIAL ELECTION

PARTY VOTED FOR	\underline{n}	KPIS		F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
		\bar{x}	S.D.			
PC	8	4.48	1.80			
LIB	18	3.73	1.14	13.18 < .001		NDP/SC
NDP	106	3.33	1.51			LIB/SC
SC	40	5.06	1.61			

NOTE

df = 3,168

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 33
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TRADITIONAL ESVII SCORES BY PARTY
 VOTED FOR IN THE 1979 PROVINCIAL ELECTION

PARTY VOTED FOR	TRADITIONAL ESVII SCORES					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
PC	14	3.62	.62			
LIB	14	3.45	.52	3.83	< .01	NONE
NDP	109	3.49	.68			
SC	45	3.89	.79			

NOTE

df = 3,178

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 34
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON PROGRESSIVE ESVII SCORES BY PARTY
 VOTED FOR IN THE 1979 PROVINCIAL ELECTION

PARTY VOTED FOR	PROGRESSIVE ESVII SCORES				F	P	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	\underline{n}	\bar{x}	S.D.				
PC	14	4.48	.46				
LIB	14	4.87	.67				
NDP	109	4.78	.58	3.48	< .05	NONE	
SC	45	4.50	.64				

NOTE

df = 3,178

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 35
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON KPIS BY PARTY VOTED FOR
 IN THE 1979 PROVINCIAL ELECTION

PARTY VOTED FOR	<u>n</u>	KPIS		F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
		\bar{x}	S.D.			
PC	14	5.09	1.49	20.11	< .001	NDP/SC
LIB	14	3.66	1.27			NDP/PC
NDP	109	3.17	1.48			LIB/SC
SC	45	4.88	1.25			LIB/PC

NOTE

df = 3,178

* Student-Neuman-Keuls-Procedure, alpha = .05

highest rightist score is now NDP ($\bar{x} = 3.17$), Liberal ($\bar{x} = 3.66$), Social Credit ($\bar{x} = 4.88$), and Progressive Conservative ($\bar{x} = 5.09$) (Table 35). There is one significant difference ($p < .001$) between the parties that had not existed to date and that is the significant difference between the Liberal and the Progressive Conservative voters (Table 35). The other significant differences follow the 1972 pattern with the Social Credit showing a significant difference between each of the NDP and Liberal means and the NDP means are significantly different from the Progressive Conservative means (Table 35).

DISCUSSION

The results support the proposition that teachers educational and political ideologies are related to voting behaviour in the three provincial elections studied.

Teachers with traditional scores teachers consistently choose the Social Credit party in preference to the other parties in the three provincial elections studied. This suggests a consistent voting orientation for the traditional scores of teachers which supports the contention that educational ideology is related to political ideology. The traditional scores of teachers also consistently showed the lowest mean for a leftist party in all three elections.

Teachers with progressive scores who might have been expected to vote most often for the NDP in these elections did not show the NDP as their preferred choice in any one of the three elections. They did, however, show one or the other of the rightist parties as their least preferred choice over all three elections. Interestingly, when the NDP came to power in 1972 and therefore presumably had the popular support of the general electorate, the NDP were third in order of preference by the Vancouver teachers with progressive scores. There is evidence in the 1975

and 1979 elections that progressive scores prefer leftist parties since the NDP and Liberal parties rank first and second interchangeable for these two elections.

Teachers with leftist scores consistently favoured the NDP followed by the Liberal party while teachers with rightist scores favoured firstly the Social Credit party followed by the Progressive Conservative party, with the exception of the 1979 provincial election. Here, Progressive Conservatives were first choice by the rightist scores of teachers followed by the Social Credit party which does not contradict the left/right continuum of the political parties. The Social Credit and Progressive Conservative parties are generally viewed as rightist parties while the NDP and Liberal parties can be viewed as leftist parties. This is supported by the consistent significant difference of the Social Credit party from both the NDP and Liberal parties in all three elections. From the 1979 election the significant differences can be generalized as leftist parties were perceived significantly different from rightist parties by the KPIS scores of Vancouver teachers where Liberal and NDP parties were considered leftist parties and the Social Credit and Progressive Conservative parties were considered rightist parties.

The voting patterns indicated here suggest that the voting behaviour of Vancouver teachers in the three provincial elections studied was very much related to educational and political ideologies.

ANALYSIS OF SUBPROBLEM 5

What was the pattern of teachers' voting behaviour in the 1980 Vancouver school board election and to what extent was this pattern congruent with that of the general electorate?

FINDINGS

Teachers voted more heavily in the 1980 Vancouver school board

election than did the general electorate. Teacher response at the ballot box was 85% compared to only 38% from the general electorate for this school board election (Table 36). Teachers voted most frequently in favour of COPE candidates (Table 37), least frequently in favour of the NPA candidates (Table 38) and gave weak but intermediate support for the TEAM candidates (Table 39). Of the first eleven candidates chosen by the Vancouver teachers nine candidates were COPE with one independent and one TEAM candidate (Table 40). The pattern for the general electorate was quite different. Of the first eleven candidates five candidates were COPE, five candidates were NPA, and one candidate was an independent for the general electorate (Table 41).

DISCUSSION

It is quite evident that Vancouver teachers voted heavily in favour of COPE candidates in the 1980 Vancouver school board election. Only two non-COPE candidates appeared in the first eleven choices of teachers. Both of these individuals had established reputations in local politics were respected by the educational community in Vancouver and had strong connections with public education.

The general electorate on the other hand, is fairly evenly divided in its voting between the NPA candidates and COPE candidates.

Since the teachers turnout is significantly greater than the general electorate and the general electorate voting is evenly distributed, it is possible that the teachers may cast the deciding votes for the ninth trustee if the difference in the number of votes is small. On a nine member board which frequently has five to four majorities this could be important.

ANALYSIS OF SUBPROBLEM 6

To what extent were the educational and political ideologies of

text continued on page 97

TABLE 36
 PERCENTAGE COMPARISON OF TEACHERS' VOTING IN
 THE 1980 VANCOUVER SCHOOL BOARD ELECTION
 WITH PERCENTAGE OF GENERAL ELECTORATE'S VOTING

	PERCENTAGE OF TEACHERS' VOTING	PERCENTAGE OF GENERAL ELECTORATE VOTING
VOTED	84.74	37.47
DID NOT VOTE	15.31	62.53

NOTE

TEACHERS \underline{n} = 196GENERAL ELECTORATE \underline{n} = 354,941

TABLE 37
 TEACHERS' VOTING SUPPORT FOR COPE
 IN THE 1980 VANCOUVER SCHOOL BOARD ELECTION

LEVEL OF SUPPORT	NUMBER OF TEACHERS VOTING FOR
9 COPE CANDIDATE(S)	19
8	7
7	8
6	8
5	17
4	24
3	36
2	19
1	13
DID NOT VOTE/DID NOT RESPOND DID NOT VOTE COPE	51

NOTE

TEACHERS $n = 202$

TABLE 38
 TEACHERS' VOTING SUPPORT FOR NPA
 IN THE 1980 VANCOUVER SCHOOL BOARD ELECTION

LEVEL OF SUPPORT	NUMBER OF TEACHERS VOTING FOR
9 NPA CANDIDATE(S)	0
8	1
7	2
6	2
5	4
4	3
3	7
2	12
1	21
DID NOT VOTE/DID NOT RESPOND DID NOT VOTE NPA	150

NOTE

TEACHERS n = 202

TABLE 39
 TEACHERS' VOTING SUPPORT FOR TEAM
 IN THE 1980 VANCOUVER SCHOOL BOARD ELECTION

LEVEL OF SUPPORT	NUMBER OF TEACHERS VOTING FOR
6 TEAM CANDIDATE(S)	2
5	1
4	1
3	7
2	25
1	47
DID NOT VOTE/DID NOT RESPOND DID NOT VOTE TEAM	119

NOTE

TEACHERS $n = 202$

TEAM HAD A SLATE OF ONLY 6 CANDIDATES

TABLE 40
 TEACHERS VOTING SUPPORT FOR INDIVIDUAL CANDIDATES
 IN THE 1980 VANCOUVER SCHOOL BOARD ELECTION

CANDIDATE	PARTY	NUMBER OF TEACHERS VOTING FOR
P. WEINSTEIN	COPE	137
W. KNAPP	COPE	113
G. ONSTAD	COPE	108
P. RANKIN	COPE	105
T. ALSBURY	INDEPENDENT	96
N. ROBINSON	TEAM	66
M. O'NEILL	COPE	54
C. FOGAL	COPE	45
M. CHRUNIK	COPE	41
M. CHUNN	COPE	36
N. NICOLOPOULOS	COPE	32
W. BROWN	NPA	30
J. BAKER	NPA	24
J. GEMMILL	TEAM	21
P. HEBB	NPA	20
C. JUNG	TEAM	19
U. CALLEGARINI	TEAM	18
K. CAMPBELL	NPA	18
K. ERDMAN	NPA	16
B. HANNAY	NPA	14
K. LIVINGSTONE	INDEPENDENT	9
A. TAPPER	TEAM	9
J. ARLUISON	TEAM	6
K. DENIKE	NPA	4
N. MARTIN	INDEPENDENT	3
M. SEELIG	NPA	3
G. SIM	NPA	3
S. ROGAN	INDEPENDENT	0

NOTE

TEACHERS $n = 202$

TABLE 41
 GENERAL ELECTORATE'S VOTING SUPPORT FOR INDIVIDUAL CANDIDATES
 IN THE 1980 VANCOUVER SCHOOL BOARD ELECTION

CANDIDATE	PARTY	NUMBER OF VANCOUVER ELECTORATE VOTING FOR
T. ALSBURY	INDEPENDENT	44,942
P. RANKIN	COPE	44,697
P. WEINSTEIN	COPE	40,727
K. CAMPBELL	NPA	38,732
J. BAKER	NPA	38,126
M. O'NEILL	COPE	34,519
W. BROWN	NPA	34,338
W. KNAPP	COPE	34,014
G. ONSTAD	COPE	33,842
B. HANNAY	NPA	33,244
K. ERDMAN	NPA	33,179
C. FOGAL	COPE	32,850
P. HEBB	NPA	31,669
K. DENIKE	NPA	31,149
M. SEELIG	NPA	30,806
M. CHUNN	COPE	28,825
N. ROBINSON	TEAM	28,587
M. CHRUNIK	COPE	25,973
G. SIM	NPA	25,809
N. NICOLOPOULOS	COPE	23,798
U. CALLEGARINI	TEAM	20,522
C. JUNG	TEAM	19,029
J. GEMMILL	TEAM	18,972
K. LIVINGSTONE	INDEPENDENT	17,055
S. ROGAN	INDEPENDENT	13,151
J. ARLUISON	TEAM	11,916
A. TAPPER	TEAM	11,834
N. MARTIN	INDEPENDENT	9,934

NOTE

NUMBER OF ELECTORATE VOTING = 109,442

EACH VOTER CAN MARK UP TO NINE CHOICES

teachers related to the voting behaviour of teachers in the 1980 Vancouver school board elections?

FINDINGS

Vancouver teachers with traditional ESVII scores were significantly ($p < .001$) and positively related to NPA voting and significantly ($p < .01$) and negatively related to COPE voting in the 1980 Vancouver school board election (Table 42). Progressive ESVII scores of teachers were found to be significantly ($p < .001$) and positively related to COPE voting in the 1980 Vancouver school board election (Table 42). Rightist ideology scores of teachers in that election are significantly ($p < .001$) and positively related to NPA voting and leftist ideology scores are significantly ($p < .001$) and positively related to COPE voting (Table 42).

TEAM voting did not significantly relate to either educational or political variables in this election (Table 42).

DISCUSSION

The relationship between educational and political ideologies of teachers and voting behaviour in the 1980 Vancouver school board election are logical and consistent with those of the provincial elections. Traditional ESVII scores of teachers were is positively related to NPA voting which is considered a rightist political viewpoint and negatively related to COPE voting a leftist viewpoint. A similar relationship was found in the provincial voting behaviour of teachers with traditional scores (Subproblem 4). Progressive scoring teacher voting was related to COPE voting, a leftist viewpoint, and was not significantly related to NPA voting. TEAM voting was not related to political or educational ideology in this election. TEAM candidates during the 1978 VSB election fell in the centre of the political scale although it was not known whether the candidates viewpoints aggregate centrally or if this was a result of an

TABLE 42
 PEARSON CORRELATIONS BETWEEN TRADITIONAL ESVII,
 PROGRESSIVE ESVII AND KPIS OF TEACHERS AND
 TEACHERS' VOTING ORIENTATION IN THE 1980
 VANCOUVER SCHOOL BOARD ELECTION

VOTING ORIENTATION	TRADITIONAL ESVII	PROGRESSIVE ESVII	KPIS
COPE	-.20**	.21***	-.39***
NPA	.26***	-.09	.34***
TEAM	-.09	.00	.00

NOTE

A POSITIVE CORRELATION WITH KPIS INDICATES RIGHTIST IDEOLOGY

** p < .01

*** p < .001

n = 202

average of left and right attitudes (Nielsen, 1980). This central position would not be expected to relate to the less central positions in political or educational ideology while these positions are expressed in the COPE and NPA parties.

Rightist scoring teachers were positively related to NPA voting, a similar pattern to the rightist voting orientation in the three provincial elections in that the rightist scoring teachers show a consistent positive relationship to the rightist parties. The leftist scoring teachers voting preference was for COPE a leftist party. This pattern of leftist scoring teachers was also similar to the provincial voting patterns.

Both educational and political ideologies are related to voting behaviour in the 1980 Vancouver school board election. Traditional and rightist scoring teachers voted significantly for the NPA, a rightist party, and progressive and leftist scoring teachers voted significantly for COPE, a leftist party.

ANALYSIS OF SUBPROBLEM 7

To what extent was the voting behaviour of teachers in the 1972, 1975, and 1979 provincial elections and the 1980 Vancouver school board election related to personal characteristics of teachers?

FINDINGS

The personal characteristics considered in this analysis are age, gender, level of education, career placement and religion.

A crosstabulation of provincial party voted for in 1972, 1975 and 1979 by age shown in Tables 43, 44, and 45 respectively indicated no significant differences in voting by age groups in the provincial elections studied.

An analysis for gender indicated that the results were significant for the 1972 (Table 46) and 1975 (Table 47) elections but not the 1979 (Table

TABLE 43

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1972 BY AGE

COUNT ROW PCT COL PCT TOT PCT	AGE IN YEARS										ROW TOTAL
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-70	
P.C.	14.3	14.3	28.6				14.3	14.3	14.3		7
	5.6	5.6	5.9				4.8	7.1	10.0		3.7
	.5	.5	1.1				.5	.5	.5		
LIB.	7.1	17.9	10.7	17.9	17.9	10.7	17.9				28
	11.1	10.2	8.8	27.8	20.8	14.3	35.7				14.7
	1.1	2.6	1.6	2.6	2.6	1.6	2.6				
NDP	8.3	26.2	17.9	8.3	13.1	13.1	6.0	7.1			84
	38.9	44.9	44.1	38.9	45.8	52.4	35.7	60.0			44.2
	3.7	11.6	7.9	3.7	5.8	5.8	2.6	3.2			
S.C.	3.3	20.0	10.0	13.3	26.7	13.3	3.3	6.7	3.3		30
	5.6	12.2	8.8	22.2	33.3	19.0	7.1	20.0	100.0		15.8
	.5	3.2	1.6	2.1	4.2	2.1	.5	1.1	.5		
OTHER	100.0										
NOT ELIG.	4.0	12.0	44.0	16.0	4.0		8.0	8.0	4.0		25
	100.0	16.7	22.4	11.8	5.6		9.5	14.3	10.0		13.2
	.5	1.6	5.8	2.1	.5		1.1	1.1	.5		
DID NOT VOTE	20.0	26.7	46.7	6.7							15
	16.7	8.2	20.6	5.6							7.9
	1.6	2.1	3.7	.5							
COLUMN TOTAL	1	18	49	34	18	24	21	14	10	1	190
	.5	9.5	25.8	17.9	9.5	12.6	11.1	7.4	5.3	.5	100.0

NOTE

CHI SQR = 67.60

df = 54

p = .10

TABLE 44

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1975 BY AGE

COUNT		AGE IN YEARS										ROW	
ROW PCT	COL PCT	TOT PCT	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-70	TOTAL
PC					2	1		3	1	1			8
					25.0	12.5		37.5	12.5	12.5			4.2
					4.2	2.9		13.0	4.8	7.1			4.2
					1.1	.5		1.6	.5	.5			
LIB			3	3	1	3	3	2	2	1			18
			16.7	16.7	15.6	16.7	16.7	11.1	11.1	5.6			9.5
			16.7	6.3	2.9	15.8	13.0	19.5	14.3	9.1			9.5
			1.6	1.6	.5	1.6	1.6	1.1	1.1	.5			
NDP			10	26	21	11	13	12	7	6			106
			9.4	24.5	19.8	10.4	12.3	11.3	6.6	5.7			55.8
			38.9	44.9	44.1	38.9	45.8	52.4	35.7	60.0			55.8
			5.3	13.7	11.1	5.8	6.8	6.3	3.7	3.2			
SC			4	9	7	4	4	5	3	3	1		40
			10.0	22.5	17.5	10.0	10.0	12.5	7.5	7.5	2.5		21.1
			22.2	18.8	20.6	21.1	17.4	23.8	21.4	27.3	100.0		21.1
			2.1	4.7	3.7	2.1	2.1	2.6	1.6	1.6	.5		
NOT ELIG.	1			5				1	1	1			9
	11.1			55.6				11.1	11.1	11.1			9
	100.0			10.4				4.8	7.1	9.1			4.7
	.5			2.6				.5	.5	.5			
DID NOT VOTE			1	3	4	1							9
			11.1	33.3	44.4	11.1							4.7
			5.6	6.3	11.8	5.3							4.7
			.5	1.6	2.1	.5							
COLUMN TOTAL	1	18	48	34	19	23	21	14	11	1			190
	.5	9.5	25.3	17.9	10.0	12.1	11.1	7.4	5.8	.5			100.0

NOTE

CHI SQR = 51.40

df = 45

p = .24

TABLE 45

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1979 BY AGE

COUNT ROW PCT COL PCT ROW	AGE IN YEARS											
	TOT PCT	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-70	TOTAL
PC		1 7.1	4 28.6	2 14.3	1 7.1	3 21.4	3 21.4					14 7.1
		5.6	7.7	5.7	5.6	12.5	13.6					
		.5	2.0	1.0	.5	1.5	1.5					
LIB		2 14.3	3 21.4	3 21.4	3 21.4		1 7.1	1 7.1	1 7.1			14 7.1
		11.1	5.8	8.6	16.7		4.5	7.1	9.1			
		1.0	1.5	1.5	1.5		.5	.5	.5			
NDP		1 .9	9 8.3	29 26.6	20 18.3	10 9.2	15 12.8	10 9.2	8 7.3	7 6.4		109 55.6
	100.0	50.0	55.8	57.1	55.6	62.5	45.5	57.1	63.6			
		.5	4.6	14.8	10.2	5.1	7.7	5.1	4.1	3.6		
SC		3 6.7	11 24.4	8 17.8	3 6.7	6 13.3	7 15.6	5 11.1	2 4.4			45 23.0
		16.7	21.2	22.9	16.7	25.0	31.8	35.7	18.2			
		1.5	5.6	4.1	1.5	3.1	3.6	2.6	1.0			
OTHER		1 100.0										1 .5
		5.6										
		.5										
NOT ELIG.			3 50.0		1 16.7		1 16.7		1 16.7			6 3.1
			5.8		5.6		5.6		9.1			
			1.5		.5		.5		.5			
DID NOT VOTE		2 28.6	2 28.6	2 28.6						1 14.3		7 3.6
		11.1	3.8	5.7						100.0		
		1.0	1.0	1.0						.5		
COLUMN TOTAL	1 .5	18 9.2	52 26.5	35 17.9	18 9.8	24 12.2	22 11.2	14 7.1	11 5.6	1 .5	196 100.0	

NOTE

CHI SQR = 62.70

df = 54

p = .20

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1972 BY GENDER

COUNT ROW PCT COL PCT TOT PCT	GENDER		ROW TOTAL
	FEMALE	MALE	
PC	3 42.9 2.4 1.6	4 57.1 6.2 1.2	7 3.7
LIB	20 71.4 16.1 10.6	8 28.6 12.3 4.2	28 14.8
NDP	49 58.3 39.5 25.9	35 41.7 53.8 18.5	84 44.4
SC	17 56.7 13.7 9.0	13 43.3 20.0 6.9	30 15.9
OTHER	1 100.0 .8 .5		1 .5
NOT ELIGIBLE	20 83.3 16.1 10.6	4 16.7 6.2 2.1	24 12.7
DID NOT VOTE	14 93.3 11.3 7.4	1 6.7 1.5 .5	15 7.9
COLUMN TOTAL	124 65.6	65 34.4	189 100.0

NOTE

CHI SQR = 14.04
df = 6
p = .03

TABLE 47

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1975 BY GENDER

COUNT ROW PCT COL PCT TOT PCT	GENDER		ROW TOTAL
	FEMALE	MALE	
PC	5 62.5 4.0 2.6	3 37.5 4.7 1.6	8 4.2
LIB	15 83.3 12.0 7.9	3 16.7 4.7 1.6	18 9.5
NDP	61 58.1 48.8 32.3	44 41.9 86.8 23.3	105 55.6
SC	28 70.0 22.4 14.8	12 30.0 18.8 6.3	40 21.2
NOT ELIGIBLE	7 77.8 5.6 3.7	2 22.2 3.1 1.1	9 4.8
DID NOT VOTE	9 100.0 7.2 4.8		9 4.8
COLUMN TOTAL	125 66.1	64 33.9	189 100.0

NOTE

CHI SQR = 10.88

df = 5

p = .05

48) election. In these elections males appeared more likely to vote than females.

The crosstabulation of provincial party voted for by level of education for the three elections shown in Table 49, Table 50 and Table 51 did not indicate a statistically significant tendency.

The similar crosstabulation for career placement shown in Table 52, Table 53 and Table 54 imply Elementary teachers are just as likely to vote for either party as Secondary teachers, however, this tendency is not statistically significant.

Table 55, Table 56 and Table 57 show the three religious categories, Protestant and Catholic and Other, voted for the two major political parties.

In the 1980 Vancouver school board election the means for age and COPE voting (Table 58) and the means for age and TEAM voting (Table 59) were beyond the .05 level of significance. The means for age and NPA voting (Table 60) were significant ($p < .05$) and indicated no significant differences between age groups for NPA voting.

There were also no significant differences between gender and COPE voting (Table 61) or TEAM voting (Table 62) but a difference did arise for NPA voting ($p < .05$, Table 63). Males appeared to be associated with NPA voting.

In terms of career placement in this election no significant difference was found between career placement and COPE voting (Table 64) or career placement and TEAM voting (Table 65) and significant differences found between the means for NPA voting and career placement (Table 66) were disregarded since the variable Secondary principal had an n value equal to one.

In terms of religion significant differences were found between the

text continued on page 125

TABLE 48

CROSSTABULATION OF PROVINCIAL PARTY VOTED FOR IN 1979 BY GENDER

COUNT ROW PCT COL PCT TOT PCT	GENDER		ROW TOTAL
	FEMALE	MALE	
PC	12 85.7 9.2 6.2	2 14.3 3.1 1.0	14 7.2
LIB	12 85.7 9.2 6.2	2 15.3 3.1 1.0	14 7.2
NDP	66 61.1 50.8 33.8	44 38.9 64.6 21.5	108 55.4
SC	29 64.4 22.3 14.9	16 35.6 24.6 8.2	45 23.1
OTHER	1 100.0 .8 .5		1 .5
NOT ELIGIBLE	4 66.7 3.1 2.1	2 33.3 3.1 1.0	6 3.1
DID NOT VOTE	6 85.7 4.6 3.1	1 14.3 1.5 .5	7 3.6
COLUMN TOTAL	130 66.7	65 33.3	195 100.0

NOTE

CHI SQR = 7.81
df = 6
p = .25

TABLE 49

CROSSTABULATION OF PROVINCIAL PARTY
VOTED FOR IN 1972 BY LEVEL OF EDUCATION

COUNT ROW PCT COL PCT TOT PCT	LEVEL OF EDUCATION					ROW TOTAL
	3 YRS.	4 YRS.	5 YRS.	M.A.	Dr.	
		1	3	3		
PC		14.3	42.9	42.9		7
		3.3	3.3	3.2		3.7
		.5	.5	1.6		
		3	15	9	1	
LIB		10.7	53.6	32.1	3.6	28
		10.0	16.1	16.4	100.0	14.8
		1.6	7.9	4.8	.5	
	5	11	46	22		
NDP	6.0	13.1	54.8	26.2		84
	50.0	36.7	49.5	40.0		44.4
	2.6	5.8	24.3	11.6		
	2	6	11	10		
SC	6.9	20.7	37.9	34.5		29
	20.0	20.0	11.8	18.2		15.3
	1.1	3.2	5.8	5.3		
			1			
OTHER			100.0			1
			1.1			.5
			.5			
	2	6	10	7		
NOT	8.0	24.0	40.0	28.0		26
ELIGIBLE	20.0	20.0	10.8	12.7		13.2
	1.1	3.2	5.3	3.7		
	1	3	7	4		
DID	6.7	20.0	46.7	26.7		15
NOT	10.0	10.0	7.5	7.3		7.9
VOTE	.5	1.6	3.7	2.1		
	10	30	93	55	1	189
COLUMN	5.3	15.9	49.2	29.1	.5	100.0
TOTAL						

NOTE

CHI SQR = 14.76

df = 24

p = .93

CROSSTABULATION OF PROVINCIAL PARTY
VOTED FOR IN 1975 BY LEVEL OF EDUCATION

COUNT ROW PCT COL PCT TOT PCT	LEVEL OF EDUCATION					ROW TOTAL
	3 YRS.	4 YRS.	5 YRS.	M.A.	Dr.	
PC			5 62.5 5.4 2.6	3 37.5 5.5 1.6		8 4.2
LIB		2 11.1 6.7 1.1	10 55.6 10.8 5.3	5 27.8 9.1 2.6	1 5.6 100.0 .5	18 9.5
NDP	5 4.7 50.0 2.6	18 17.0 60.0 9.5	49 46.2 52.7 25.9	34 32.1 61.8 18.0		106 56.1
SC	3 7.7 30.0 1.6	7 17.9 23.3 3.7	20 51.3 21.5 10.6	9 23.1 16.4 4.8		39 20.6
NOT ELIGIBLE	1 11.1 10.0 .5	1 11.1 3.3 .5	4 44.4 4.3 2.1	3 33.3 5.5 1.6		9 4.8
DID NOT VOTE	1 11.1 10.0 .5	2 22.2 6.7 1.1	5 55.6 5.4 2.6	1 11.1 1.8 .5		9 4.8
COLUMN TOTAL	10 5.3	30 15.9	93 49.2	55 29.1	1 .5	189 100.0

NOTE

CHI SQR = 17.44
df = 20
p = .62

TABLE 51
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1979 BY LEVEL OF EDUCATION

COUNT ROW PCT COL PCT TOT PCT	LEVEL OF EDUCATION					ROW TOTAL
	3 YRS.	4 YRS.	5 YRS.	M.A.	Dr.	
PC		3 21.4 9.7 1.5	6 42.9 6.2 3.1	5 35.7 8.9 2.6		14 7.2
LIB	1 7.1 10.0 .5		10 71.4 10.3 5.1	2 14.3 3.6 1.0	1 7.1 100.0 .5	14 7.2
NDP	4 3.7 40.0 2.1	16 14.7 51.6 8.2	54 49.5 55.7 27.7	35 32.1 62.5 17.9		109 55.9
SC	3 6.7 30.0 1.5	10 22.2 32.3 5.1	21 46.7 21.6 10.8	11 24.4 19.6 5.6		45 23.1
OTHER			1 100.0 1.0 .5			1 .5
NOT ELIGIBLE		1 16.7 3.2 .5	3 50.0 3.1 1.5	2 33.3 3.6 1.0		6 3.1
DID NOT VOTE	2 33.3 20.0 1.0	1 16.7 3.2 .5	2 33.3 2.1 1.0	1 16.7 1.8 .5		6 3.1
COLUMN TOTAL	10 5.1	31 15.9	97 49.7	56 28.7	1 .5	195 100.0

NOTE

CHI SQR = 32.96
 df = 24
 p = .10

TABLE 52
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1972 BY CAREER PLACEMENT

COUNT	ELEM	SEC	ELEM	SEC	ELEM	SEC	ROW
ROW PCT	TEACHER	TEACHER	PRINC	PRINC	V-PRINC	V-PRINC	TOTAL
COL PCT							
TOT PCT							
PC	2 28.5 2.0 1.1	4 57.1 5.3 2.2				1 14.3 50.0 .5	7 3.8
LIB	16 61.5 15.8 8.7	8 30.8 10.7 4.3	2 7.7 50.0 1.1				26 14.1
NDP	40 48.2 39.6 21.7	41 49.4 54.7 22.3	1 1.2 25.0 .5		1 1.2 100.0 .5		83 45.1
SC	16 53.3 15.8 8.7	11 36.7 14.7 6.0	1 3.3 25.0 .5	1 3.3 100.0 .5		1 3.3 50.0 .5	30 16.3
NOT ELIGIBLE	19 82.6 18.8 10.3	4 17.4 5.3 2.2					23 12.5
DID NOT VOTE	8 53.3 7.9 4.3	7 46.7 9.3 3.8					15 8.2
COLUMN TOTAL	101 54.9	75 40.8	4 2.2	1 .5	1 .5	2 1.1	184 100.0

NOTE

CHI SQR = 36.68
 df = 25
 p = .06

TABLE 53
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1975 BY CAREER PLACEMENT

COUNT	ELEM	SEC	ELEM	SEC	ELEM	SEC	ROW
ROW PCT	TEACHER	TEACHER	PRINC	PRINC	V-PRINC	V-PRINC	TOTAL
COL PCT							
TOT PCT							
PC	4 50.0 4.0 2.2	3 37.5 4.0 1.6				1 12.5 50.0 .5	8 4.3
LIB	11 64.7 11.0 6.0	4 23.5 5.3 2.2	2 11.8 40.0 1.1				17 9.2
NDP	47 46.1 47.0 25.5	52 51.0 69.3 28.3	2 2.0 40.0 1.1		1 1.0 100.0 .5		102 55.4
SC	26 66.7 26.0 14.1	10 25.6 13.3 5.4	1 2.6 20.0 .5	1 2.6 100.0 .5		1 2.6 50.0 .5	39 21.2
NOT ELIGIBLE	6 66.7 6.0 3.3	3 33.3 4.0 1.6					9 4.9
DID NOT VOTE	6 66.7 6.0 3.3	3 33.3 4.0 1.6					9 4.9
COLUMN TOTAL	100 54.3	75 40.8	5 2.7	1 .5	1 .5	2 1.1	184 100.0

NOTE

CHI SQR = 31.97
 df = 25
 p = .16

TABLE 54
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1979 BY CAREER PLACEMENT

COUNT								
ROW PCT	ELEM	SEC	ELEM	SEC	ELEM	SEC	ROW	
COL PCT	TEACHER	TEACHER	PRINC	PRINC	V-PRINC	V-PRINC	TOTAL	
TOT PCT								
PC	7 50.0 6.8 3.7	6 42.9 7.7 3.2				1 7.1 50.0 .5	14 7.4	
LIB	8 61.5 7.8 4.2	4 30.8 5.1 2.1	1 7.7 20.0 .5				13 6.8	
NDP	53 50.5 51.5 27.9	48 45.7 61.5 25.3	3 2.9 60.0 1.6		1 1.0 100.0 .5		105 55.3	
SC	25 56.8 24.3 13.2	16 36.4 20.5 8.4	1 2.3 20.0 .5	1 2.3 100.0 .5		1 2.3 50.0 .5	44 23.2	
OTHER	1 100.0 1.0 0.5						1 .5	
NOT ELIGIBLE	4 66.7 3.9 2.1	2 33.3 2.6 1.1					6 3.2	
DID NOT VOTE	5 71.4 4.9 2.6	2 28.6 2.6 1.1					7 3.7	
COLUMN TOTAL	103 54.2	78 41.1	5 2.6	1 .5	1 .5	2 1.1	190 100.0	

NOTE

CHI SQR = 16.46
 df = 30
 p = .98

TABLE 55
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1972 BY RELIGION

COUNT ROW PCT COL PCT TOT PCT	CATHOLIC	PROTESTANT	OTHER	ROW TOTAL
		5	2	
PC		71.4	28.6	7
		4.8	4.0	4.0
		2.9	1.2	
	7	19	1	
LIB	25.9	70.4	3.7	27
	36.8	18.3	2.0	15.6
	4.0	11.0	.6	
	6	41	26	
NDP	8.2	56.2	35.6	73
	31.6	39.4	62.0	42.2
	3.5	23.7	15.0	
	2	23	4	
SC	6.9	79.3	13.8	29
	10.5	22.1	8.0	16.8
	1.2	13.3	2.3	
		1		
OTHER		100.0		1
		1.0		.6
		.6		
	2	10	10	
NOT ELIGIBLE	9.1	45.5	45.5	22
	10.5	9.6	20.0	12.7
	1.2	5.8	5.8	
	2	5	7	
DID NOT VOTE	14.3	35.7	50.0	14
	10.5	4.8	14.0	8.1
	1.2	2.9	4.0	
COLUMN TOTAL	19	104	50	173
	11.0	60.1	28.9	100.0

NOTE

CHI SQR = 26.45

df = 12

p = .01

TABLE 56
 CROSSTABULATION OF PROVINCIAL PARTY
 VOTED FOR IN 1975 BY RELIGION

COUNT	CATHOLIC	PROTESTANT	OTHER	ROW TOTAL
ROW PCT				
COL PCT				
TOT PCT				
PC	2 25.0 10.0 1.2	5 62.5 4.9 2.9	1 12.5 2.0 .6	8 4.6
LIB	2 12.5 10.0 1.2	13 81.3 12.6 7.5	1 6.3 2.0 .6	16 9.2
NDP	7 7.4 35.0 4.0	52 55.3 50.5 30.1	35 37.2 70.0 20.2	94 54.3
SC	7 17.9 35.0 4.0	27 69.2 26.2 15.6	5 12.8 10.0 2.9	39 22.5
NOT ELIGIBLE	1 12.5 5.0 .6	3 37.5 2.9 1.7	4 50.0 8.0 2.3	8 4.6
DID NOT VOTE	1 12.5 5.0 .6	3 37.5 2.9 1.7	4 50.0 8.0 2.3	8 4.6
COLUMN TOTAL	20 11.6	103 59.5	50 28.9	173 100.0

NOTE

CHI SQR = 19.30
 df = 10
 p = .04

TABLE 57

CROSSTABULATION OF PROVINCIAL PARTY
VOTED FOR IN 1979 BY RELIGION

COUNT				
ROW PCT	CATHOLIC	PROTESANT	OTHER	ROW
COL PCT				TOTAL
TOT PCT				
	2	10	2	
PC	14.3	71.4	14.3	14
	9.5	9.5	3.8	7.8
	1.1	5.6	1.1	
	2	9	2	
LIB	15.4	69.2	15.4	13
	9.5	8.6	3.8	7.3
	1.1	5.0	1.1	
	8	50	38	
NDP	8.3	52.1	39.6	96
	38.1	47.6	71.7	53.6
	4.5	27.9	21.2	
	7	31	5	
SC	16.3	72.1	11.6	43
	33.3	29.5	9.4	24.0
	3.9	17.3	2.8	
			1	
OTHER			100.0	1
			1.9	.6
			.6	
		2	3	
NOT		40.0	60.0	5
ELIGIBLE		1.9	5.7	2.8
		1.1	1.7	
	2	3	2	
DID	28.6	42.9	28.6	7
NOT	9.5	2.9	3.8	3.9
VOTE	1.1	1.7	1.1	
	21	105	53	179
COLUMN	11.7	58.7	29.6	100.0
TOTAL				

NOTE

CHI SQR = 21.33

df = 12

p = .05

TABLE 58
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON COPE VOTING ORIENTATION BY AGE

AGE	n	\bar{x}	S.D.	F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
20 - 24	1	9.00	-			
25 - 29	18	3.17	3.22			
30 - 34	53	3.47	3.09			
35 - 39	36	3.28	2.73			
40 - 44	19	2.58	2.12			
45 - 49	25	3.20	2.69	.82	n.s.	NONE
50 - 54	23	3.48	3.07			
55 - 59	14	3.86	2.41			
60 - 64	11	3.64	3.41			
65 - 70	1		-			

NOTE

df = 9,191

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 59
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TEAM VOTING ORIENTATION BY AGE

AGE	TEAM VOTING ORIENTATION				SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS	
	n	\bar{x}	S.D.	F		
20 - 24	1	.00	-			
25 - 29	18	.61	1.50			
30 - 34	53	.60	1.08			
35 - 39	36	.81	.98			
40 - 44	19	.68	.75			
45 - 49	25	.84	.94	.44	n.s.	NONE
50 - 54	23	.61	.84			
55 - 59	14	1.00	1.62			
60 - 64	11	.45	.93			
65 - 70	1	.00	-			

NOTE

df = 9,191

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 60
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON NPA VOTING ORIENTATION BY AGE

AGE	NPA VOTING ORIENTATION				F	p	SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.				
20 - 24	1	.00	-				
25 - 29	18	.17	.38				
30 - 34	53	.32	.70				
35 - 39	36	.47	1.32				
40 - 44	19	1.26	2.00	2.28	n.s.	NONE	
45 - 49	25	1.20	1.68				
50 - 54	23	1.35	2.52				
55 - 59	14	.14	.36				
60 - 64	11	.73	1.27				
65 - 70	1	.00	-				

NOTE

df = 9,191

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 61
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON COPE VOTING
 ORIENTATION BY GENDER

COPE VOTING ORIENTATION					
	n	\bar{x}	S.D.	t	p
FEMALE	131	3.13	2.89	-1.38*	n.s.
MALE	68	3.72	2.84		

NOTE

* $df = 197$

TABLE 62
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON TEAM VOTING
 ORIENTATION BY GENDER

	TEAM VOTING ORIENTATION				
	n	\bar{x}	S.D.	t	p
FEMALE	131	.64	1.13		
MALE	68	.78	.94		
				-.86*	n.s.

NOTE

* $df = 197$

TABLE 63
 t TEST OF SIGNIFICANT DIFFERENCES
 OF MEANS ON NPA VOTING
 ORIENTATION BY GENDER

NPA VOTING ORIENTATION					
	<u>n</u>	\bar{x}	S.D.	t	p
FEMALE	131	.50	1.28	-2.15*	< .05
MALE	68	.50	1.75		

NOTE

* df = 197

TABLE 64
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON COPE VOTING ORIENTATION
 BY CAREER PLACEMENT

		COPE VOTING ORIENTATION				SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	n	\bar{x}	S.D.	F	p	
Elementary Teacher	105	3.23	2.81			
Secondary Teacher	81	3.57	3.06			
Elementary Principal	5	2.40	1.82	.68	n.s.	NONE
Secondary Principal	1	2.00	-			
Elementary V-Principal	1	7.00	-			
Secondary V-Principal	2	2.00	2.83			

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 65
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TEAM VOTING ORIENTATION
 BY CAREER PLACEMENT

TEAM VOTING ORIENTATION						SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
<u>n</u>	\bar{x}	S.D.	F	p		
Elementary Teacher	105	.75	1.20			
Secondary Teacher	81	.60	.90			
Elementary Principal	5	.80	1.10	.29	n.s.	NONE
Secondary Principal	1	.00	-			
Elementary V-Principal	1	1.00	-			
Secondary V-Principal	2	.50	.71			

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 66
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON NPA VOTING ORIENTATION
 BY CAREER PLACEMENT

		NPA VOTING ORIENTATION				SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	<u>n</u>	\bar{x}	S.D.	F	p	
Elementary Teacher	105	.54	1.31			
Secondary Teacher	81	.65	1.44			SP/ET
Elementary Principal	5	1.60	2.30			SP/ST
Secondary Principal	1	6.00		5.87	< .01	SP/EP
Elementary V-Principal	1	.00				SP/EVP
Secondary V-Principal	2	4.00	1.41			

NOTE

df = 5,189

* Student-Neuman-Keuls-Procedure, alpha = .05

means of Catholic and other in teachers voting for COPE (Table 67). No significant differences were found between the three religious categories in teachers voting for TEAM (Table 68) or teachers voting for NPA (Table 69).

Table 70 presents the summary table of the separate linear stepwise regression analysis for COPE voting in the 1980 Vancouver School Board election using selected variables. The results indicate that for COPE voting the only significant predictor within the .05 level of significance is KPIS.

A similar regression analysis for TEAM voting did not produce significant predictors within the .05 level of significance.

Table 71 presents the summary table of the regression analysis for NPA voting in the 1980 Vancouver school board election. The results indicate three significant predictors of NPA voting which are KPIS, career level and traditional ESVII scores in order of significance.

DISCUSSION

One might suspect that certain traits may characterize a person's voting pattern. That is, perhaps there exists an overt characteristic which is related to voting behaviour as the dynamics of behaviour and perception interact within an individual.

The results reveal age has shown no significance in predicting individual voting behaviour in the three provincial elections and the 1980 Vancouver school board election considered in this study.

Gender the second personal characteristic considered in this study might conceivably influence an individual to vote for one party in favour of another if a perceived sexual bias arose in one or more of the parties. It appears that one party at the municipal level, the NPA, a strongly stated, rightist party has a large male vote.

TABLE 67
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON COPE VOTING ORIENTATION BY RELIGION

	COPE VOTING ORIENTATAION					SIGNIFICANT DIFFERENCES BETWEEN * PAIRED MEANS
	<u>n</u>	\bar{x}	S.D.	F	p	
CATHOLIC	21	2.19	2.29			
PROTESTANT	106	3.12	2.76	3.34	< .05	CATH/OTHER
OTHER	55	3.98	3.21			

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 68
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON TEAM VOTING ORIENTATION BY RELIGION

	TEAM VOTING ORIENTATAION					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	<u>n</u>	\bar{x}	S.D.	F	p	
CATHOLIC	21	.67	.86			
PROTESTANT	106	.75	1.01	.14	n.s.	NONE
OTHER	55	.65	1.32			

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 69
 ONE WAY ANALYSIS OF VARIANCE
 AND TEST OF SIGNIFICANT DIFFERENCE OF
 MEANS ON NPA VOTING ORIENTATION BY RELIGION

	NPA VOTING ORIENTATAION					SIGNIFICANT DIFFERENCE BETWEEN * PAIRED MEANS
	\underline{n}	\bar{x}	S.D.	F	p	
CATHOLIC	21	.95	1.60			
PROTESTANT	106	.79	1.65	1.09	n.s.	NONE
OTHER	55	.47	1.18			

NOTE

df = 2,179

* Student-Neuman-Keuls-Procedure, alpha = .05

TABLE 70
 SUMMARY OF MULTIPLE REGRESSION ANALYSIS USING FACTOR
 SCORES TO PREDICT COPE VOTING ON SELECTED VARIABLES

VARIABLES	MULTIPLE		INCREASE	b	F
	R	R SQR	IN SQR		
KPIS	.39	.15	.15	-.68	35.31*
CONSTANT			5.92		

NOTE

* p < .05

TABLE 71
 SUMMARY OF MULTIPLE REGRESSION ANALYSIS USING FACTOR
 SCORES TO PREDICT NPA VOTING ON SELECTED VARIABLES

VARIABLES	MULTIPLE		INCREASE		F
	R	R SQR	IN SQR	b	
KPIS	.34	.12	.12	.26	20.78 *
CONSTANT				-.52	
CAREER LEVEL	.43	.18	.06	.43	14.28 *
CONSTANT				-1.18	
TRAD ESVII	.46	.21	.03	.26	6.89 *
CONSTANT				-2.28	

NOTE

* $p < .05$

The third personal characteristic of teachers in this study is that of level of education. There appear to be no significant relationships to level of education and voting behaviour in the three provincial elections and the 1980 Vancouver School Board election considered in this study.

The fourth characteristic that may influence an individual's voting is that of career placement. A person's job role may become part of that person's self image and influence his or her relationship with colleagues and others. In an election one might presume that were a party perceived as favouring one group or another it would be logical that the members of the favoured group would likely vote for the party that would act in their best interests. Teachers voting did not show a significant relationship to career placement in the elections considered in this study.

Religion, the fifth characteristic considered, has evoked strong emotional responses throughout history. The distinction between politics and religion has not always been a clear one. It is clear, that if religion were to form a belief system consistent with a political orientation one might expect voting to follow patterns consistent with that ideology. The only significant results that arose in the findings were not meaningful. The findings do not reveal significant relationships between the three religious groups Catholic, Protestant. and Other and voting behaviour of Vancouver teachers.

The personal characteristics of Vancouver teachers, that of age, gender, level of education, career placement, and religion were not related significantly to voting behaviour in the elections studied. Relationships with these characteristics were uncommon and those that do exist do not offer conclusive information. It is reasonable to assume

that the personal characteristics of teachers in Vancouver do not relate in any practical way to voting behaviour in the elections studied.

CHAPTER 5

SUMMARY AND CONCLUSIONS

SUMMARY

THE PROBLEM

The central problem of this study was twofold (1) to investigate the relationship between the educational ideologies and political ideologies of a random sample of teachers in the Vancouver school district, and (2) to examine the relationship between the educational and political ideologies of these teachers and their voting behaviour in the 1972, 1975 and 1979 provincial elections and in the 1980 Vancouver school board election.

ANALYSIS OF THE PROBLEM

The educational system may be viewed as a subsystem of a more political system. The political system and the educational system in a democracy are also highly interdependent (Cistone, 1972). (The political system is dependent upon the educational system for the socialization of youth into the political culture and training of political leaders while the nature of the political order determines the scope and character of education including its costs and benefits. In our democratic system, it is only through elected representatives that voters can influence the political system. Eligible voters including taxpayers, teachers and parents, would be expected to vote in their own best interests during an election. Two educational ideologies, traditionalism and progressivism, appear to share similar characteristics to two political ideologies, rightist and leftist ideologies respectively. If teachers possess a coherent set of principles it could be expected that a relationship would exist between educational and political ideology. If this is so, it would be logical that a relationship would be reflected in teachers' voting.

SUBPROBLEMS

Subproblem 1 investigated to what extent the educational ideologies (traditionalism/progressivism) of teachers relate to the political ideologies (left/right) of teachers.

Subproblem 2 investigated to what extent the educational and political ideologies of teachers relate to teachers' personal characteristics.

Subproblem 3 investigated the pattern of teachers' voting behaviour in Vancouver's five electoral districts in the 1972, 1975 and 1979 provincial elections and to what extent was this voting pattern congruent with that of the general electorate.

Subproblem 4 investigated to what extent the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1972, 1975 and 1979 provincial elections.

Subproblem 5 investigated the pattern of teachers' voting behaviour in the 1980 Vancouver school board election and to what extent this pattern was congruent with that of the general electorate.

Subproblem 6 investigated to what extent the educational and political ideologies of teachers related to the voting behaviour of teachers in the 1980 Vancouver school board election.

Subproblem 7 investigated the relationship of teachers' voting behaviour in the 1972, 1975 and 1979 provincial elections and the 1980 Vancouver school board election to personal characteristics of teachers.

RESULTS

It was found that traditionalism and progressivism as measured by the ESVII scale were significantly and negatively related in a sample of Vancouver teachers. These two variables, previously considered independent, were also related to political ideology as measured by the

KPIS. Traditional ESVII scores were related to rightist KPIS and progressive ESVII scores were related to leftist KPIS.

Few selected personal characteristics of Vancouver teachers were considered to be significantly related to educational and political ideologies.

Vancouver teachers showed consistent voting patterns that related to educational and political ideology in the elections studied. Traditional scoring teachers preferred the Social Credit party in all three provincial elections and showed significant differences between Social Credit and NDP in the 1972 and 1975 provincial elections. Progressive scoring teachers did not show significant differences between the provincial political parties. When compared with the general electorate, both the general electorate and the Vancouver teachers voted most heavily for the NDP and the Social Credit parties. The general electorate voting support was more evenly divided between the two major parties than the teachers who favoured the NDP.

The rightist scoring teachers preferred the Social Credit and Progressive Conservative parties which are generally considered rightist parties and leftist teachers preferred the Liberal and NDP parties generally considered leftist parties for all three provincial elections. Significant differences were found between the leftist and rightist parties.

At the municipal level teachers voted more heavily in the 1980 Vancouver school board election than did the general electorate. They also voted more heavily for the COPE candidates while the general electorate more evenly supported COPE and NPA.

Both traditional and rightist scoring teachers were significantly and positively related to NPA voting. Similarly, both progressive and leftist

scoring teachers were significantly and positively related to COPE voting in the school board election. NPA is generally considered a philosophically right party while COPE is considered philosophically left.

KPIS was found to be a common significant predictor of COPE and NPA voting at the school board level. No significant predictors were found between the variables and provincial party voting.

CONCLUSIONS

IN RELATION TO POLITICAL AND EDUCATIONAL IDEOLOGY

The results of this study add information regarding the relationship of educational and political ideologies. There is sufficient information to suggest that educational ideology in Vancouver teachers is related to a political ideology. Teachers who were traditional in educational ideology scores were slightly more rightist in their political ideology scores and conversely, teachers who were progressive in their ideology scores were slightly leftist in their political ideology scores. Vancouver teachers expressed a cohesive overall philosophy which guided their behaviour both politically and educationally.

A second significant finding was the relationship between traditionalism and progressivism. Previously, thought to be two independent variables, this study found the variables to be significantly and negatively related which suggests that traditionalism and progressivism can be viewed as a unidimensional continuum. The apparent similarity of the ESVII and KPIS does not agree with Kerlinger's perception of the scale and signals an area for further research. The scale did prove very useful in assigning teachers to an educational philosophy.

Additionally, the KPIS also proved a reliable scale. This scale was designed and adapted by Kornberg et al for use in various studies dealing

with questions such as the comparison of different groups perceptions of their political position and the Canadian political parties positions on a unidimensional continuum. Though not originally designed for a study of teachers political preference, the scale has shown consistent and meaningful results. The scale not only correlated well with the Kerlinger scale, it was also the first ranked significant predictor of NPA voting and COPE voting in the 1980 Vancouver school board election.

IN RELATION TO PERSONAL CHARACTERISTICS

In this study it was shown that educational and political ideologies are related to few personal characteristics of Vancouver teachers. The variables considered in this study were age, gender, level of education, career placement and religion. Of these only career placement showed no relationships to educational and political ideology. The Pearson test indicated a negative relationship between progressive scoring teachers and age suggesting progressive scoring teachers tended to be younger while a positive relationship between KPIS and age suggest leftist scoring teachers were younger and rightist scoring teachers were senior. However, the Pearson test did not indicate a relationship between traditional scoring teachers and age. In addition, a one way analysis of variance did not support the Pearson test results for these variables excluding the non-relationship appeared between traditional scoring teachers and age. That is, no relationship was found between progressive scores of teachers and age or KPIS and age using the latter test. The lack of congruence between the results of these two tests leaves interpretation open to argument. Therefore no conclusion can be drawn between age and political or educational ideology.

Gender offered some interesting results. The t test (Table 8 and Table 9) and the Pearson test (Table 11) both support the proposition that

gender may be related to educational ideology but not related to political ideology. The t test suggests teachers with traditional scores tended to be male and progressive scoring teachers tended to be female. The Pearson test supports the progressive scores relationship to female gender with a coefficient of $-.19$. An interpretation might suggest, albeit weakly, a sociological basis for educational philosophy. That is the male or female gender may favour a traditional or progressive approach to education. If this is true and if it is also true that a student learns more readily in an educational environment that agrees philosophically with their own, we need to reevaluate some assumptions of equality between gender. The difference found here may be particular to the sample in this study and may not apply to the general populous. A study of other groups educational philosophy as it relates to gender would clarify this question.

Level of education showed no relationship to educational ideology and only a weak negative correlation ($-.16$) to political ideology. The correlation suggests that more highly educated teachers tend to be leftist. This relationship may have some implications for the socializing effect of higher education if it could be supported by stronger evidence. On the merits of this weak correlation the result must be interpreted with caution.

In provincial voting the traditional scores of those voting Social Credit were slightly higher than for those expressing other voting preferences. The leftist vote, however, was divided between the NDP and Liberal parties and in addition progressive scoring teachers appeared to have distributed their vote. It is conceivable that during an election if one of the leftist parties showed strong support for education it could aggregate the votes of the leftist and progressive scoring teachers. In a

riding where candidates are elected by small margins and given that teachers vote more heavily as a group than the general electorate a candidate could be elected on an educational issue.

IN RELATION TO VOTING BEHAVIOUR

In provincial voting teachers with traditional scores showed preference for the Social Credit party. The rightist scoring teachers' preference was for both the Social Credit and Progressive Conservative parties. Leftist scoring teachers' most frequent choice was for the leftist parties, the NDP and Liberal parties. Significant differences were found between the leftist and rightist parties in the perception of the teachers and voting was weakly but significantly related to that perception. The teachers with progressive scores voted with more distribution in their choice of party in provincial voting.

At the local level teachers educational and political ideologies related to teachers voting preference in the 1980 Vancouver school board election. Traditional and rightist scoring teachers voted for the NPA party while progressive and leftist scoring teachers voted for the COPE party. At this level it appeared the teachers vote had much influence. Teachers may frequently be familiar with the candidates in a school board election and are frequently more informed about the issues and platforms than are the general electorate. At the school board level teacher representatives must negotiate salaries and working conditions. It is also at this level that decisions about programs, distribution of resources and most other matters of administration and policy making take place. The teacher therefore must consider as a result of experience the educational issues and consequences of decisions at various levels of government. During a school board election teachers would be expected to vote for candidates perceived to be

sympathetic to education. Since teachers vote more heavily than the general electorate and Vancouver's school board has had a five to four majority, the relatively small number of votes needed to elect a candidate suggests teachers may cast the deciding ballot in a school board election in Vancouver.

In relation to voting at the school board level it was found that KPIS was a significant predictor of both COPE and NPA voting. This would confirm the health of partisan politics at the school board level since these parties are perceived as leftist and rightist by Vancouver teachers.

FURTHER RESEARCH

Additional research is needed regarding the relationship of educational and political ideologies and voting behaviour to confirm the results of this study. Though relationships were found the reliability of these interpretations can only be substantiated by much more research.

The effects of political and educational ideology on the socialization of the youth is a question in need of information. Educational ideology appeared to be related to gender. Does this factor influence the learning of females or males in either a traditional or progressive environment. What is learned of political ideology in the traditional and progressive environments. To what extent is political ideology aquired and to what extent is this influenced by our present educational system. To propose that public education be apolitical is to serve a political end. Increasing political interest in education and the interdependent nature of the educational and political institutions require a new level of awareness for the political implications of the educational system.

The results also lead to questions regarding the political ideology

and voting behaviour of other identifiable groups in our society. In an effective democracy representation is crucial. With adequate information in this area improved representation may result for both the political and educational systems.

IMPLICATIONS

The fundamental nature of the questions in this study has implications for individuals at all levels of participation in the political and educational systems.

For the student it is the effect of the learning environment which may be characteristic of the prevailing educational ideology. An understanding of the environment and which methodologically best suits an individuals learning, may ensure enhanced learning from an early age. For the teacher it an awareness of and responsibility for the political implications of philosophical approach. Professions and bureaucracies are ideologies in the sense that they provide norms of behaviour which guide the conduct of members. The role of the educator is one that must be taken in context with the needs of the community, colleagues, the students, the political environment and oneself. It is clear that any action becomes a political position. To strive toward professional autonomy carries the responsibility of leadership which requires forethought and vision. To maintain the status quo carries the responsibility of conformity. In either case, the teachers have a responsibility to articulate their position clearly and strive to offer solutions to their unique position in society. The problems here are not exclusive to the school system and as communicators teachers must articulate their concerns beyond the classroom. Conflict is the expression of differing opinions which has the potential of constructive or destructive results. A more positive method of resolution will enhance

the contribution of the educational system to the community.

For the school administrator, the responsibility is not a new one. As the visible primary interface between the community, the educators and the political administration, the school administrator must deal directly with the concerns expressed by all parties and interpret them into practice.

For the universities, whose responsibility is the recruitment and training of teachers, attention must be given to the "selecting in" or "selecting out" of teachers on the basis of ideology. Attention must also be given to the political nature of educational ideology.

For the educational and political systems the question remains, to what extent does public education serve the individual and to what extent does it serve society. This question, resolved by determining the scope and nature of education, becomes a political question as to who shall decide and by what criteria.

Education is a human endeavour which has existed in its present form of public institutions for roughly a century. The one constant in that endeavour appears to have been change. Technology and its impact on employment patterns and distribution of resources has focused attention on how education should respond to a post industrial era. Immigration patterns over the years have produced a number of ethnic origins and concomitantly the question of how public education should respond to a mix of cultural backgrounds and language. Industrial and economic growth, availability of education, a high standard of living, and rapid communications have contributed to higher expectations of the education system by individuals. Until the early decades of this century schooling was not seen by senior government as being important in that its impact on economics was small. More recently, the economic impact of public

education both in terms of cost to taxpayers and benefit to students in terms of degrees granted which promise various levels of income has meant government could not afford to ignore the scope and nature of education. Because of education's impact on society, political participants at all levels need to be involved be it a cabinet, Ministry of Education, school boards, teachers, parents, taxpayers or employers.

For the political system a vehicle has yet to be devised which is responsive to the concerns of the citizenry, yet able to make informed decisions on long range planning necessary for educational programs. It is conceivable with the present system for the school board to change a political majority every two years while the provincial government could change every four years. The present structure of government offers few inducements for a party to articulate programs beyond those of political necessity.

APPENDICES

APPENDIX A

THE FIRST FOLLOW UP LETTER

Neil Stuart
Faculty of Education
Building #1
Simon Fraser University
BURNABY, B.C. V5A 1S6
June 29, 1981

Dear Colleague:

RE: "A Study of Teacher Voting Patterns"

Recently I mailed to you an envelope containing a questionnaire, two return envelopes and a card.

I have received a substantial number of returns but there are still more to come. Since all responses are anonymous, I have no idea who has responded or not responded. Therefore, I am sending a general letter to everyone on my survey list.

If you have returned your questionnaire - thank you! If you have not, I would be grateful if you would simply complete it and drop it off in the mail as soon as possible. If you have lost your questionnaire, please leave your name with Eileen Mallory at Simon Fraser University (291-4344) and I will see that you receive one.

The returns to date are very informative and I am sure the study is going to reveal some interesting findings about the voting behaviour of teachers.

Sincerely,

Neil Stuart

/alm

APPENDIX B

THE SECOND FOLLOW UP LETTER

Neil Stuart
Faculty of Education
Building #1
Simon Fraser University
BURNABY, B.C. V5A 1S6

October 8, 1981

Dear Colleague:

RE: "A Study of Teacher Voting Patterns"

Last June I mailed to you an envelope containing a questionnaire, two return envelopes and a card.

I have received a substantial number of returns but unfortunately a postal strike interrupted mail service at a critical point. Since all responses are anonymous, I have no idea who has responded or not responded. Therefore, I am sending a general letter to everyone on my survey list.

If you have returned your questionnaire - thank you! If you have not, I would be very grateful if you would complete it and drop it off in the mail as soon as possible.

The returns to date are very informative and I am sure the study is going to reveal some interesting findings about the voting behaviour of teachers.

Sincerely,

Neil Stuart

NS:em

APPENDIX C

THE QUESTIONNAIRE

**A Study Of
TEACHER
VOTING
PATTERNS**

Dear Colleague

I am asking a little of your time today in filling out this questionnaire. You have been randomly selected for participation in this survey because of your status as a teaching professional, your level of education and your place of residence.

The purpose of this questionnaire is to measure the relationship that exists between political attitudes and educational attitudes in the teaching professional, and to then examine to what extent this relationship is maintained by teachers in their personal voting behavior. The questionnaire consists of two measurement scales, Fred Kerlinger's scale of educational attitudes and Alan Kornberg's scale of political attitudes, and a set of questions demographic in nature. All information divulged will be held in the strictest of confidence and as you are not required to give your name anonymity is assured.

It is expected that this questionnaire will help to answer three questions; (a) is the percentage of teachers who vote larger or smaller than that of the general electorate, (b) is there a relationship between teachers educational and political attitudes and the way they vote, (c) is the way teachers vote similar or different from that of the general electorate.

Similar studies to this one have been done on other occupations and groups within society but to the best of my knowledge this is the first study of this nature on teachers as a group. This study is an attempt to fill this void. If you would like a summary of the results of this study please fill in the card enclosed and one will be sent to you.

As a teacher furthering my education at Simon Fraser University, I will be using this study as part of the requirements for the completion of a Masters degree. If you have any questions about this study I can be reached at 734-7217. I certainly welcome any questions that you may have and am free to discuss the study any evening after 5:00 p.m. As there are only a limited number of questionnaires being distributed and the sample size is relatively small your response to this survey will be greatly appreciated.

With thanks,

Neil Stuart

EDUCATION SCALE

Given below are 30 statements on educational ideas and problems about which we all have beliefs, opinions and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. Respond to each of the items as follows:

Agree very strongly	+3
Agree strongly	+2
Agree	+1
Disagree very strongly	-3
Disagree strongly	-2
Disagree	-1

For example, if you agree very strongly with a statement, you would circle +3 in the sequence of digits following the statement, but if you happen to disagree with it, you would circle a -1 following the question. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond then go on.

- Learning is essentially a process of increasing one's store of information about the various fields of knowledge. -3 -2 -1 +1 +2 +3
- The curriculum consists of subject matter to be learned and skills to be acquired. -3 -2 -1 +1 +2 +3
- The learning of proper attitudes is often more important than the learning of subject matter. -3 -2 -1 +1 +2 +3
- It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum. -3 -2 -1 +1 +2 +3
- The true view of education is arranging learning so that the child gradually builds up a storehouse of knowledge that he can use in the future. -3 -2 -1 +1 +2 +3
- What is needed in the modern classroom is a revival of the authority of the teacher. -3 -2 -1 +1 +2 +3

7. Teachers should keep in mind that pupils have to be made to work. -3 -2 -1 +1 +2 +3
8. Schools today are neglecting the three R's. -3 -2 -1 +1 +2 +3
9. Standards of work should not be the same for all pupils; they should vary with the pupil. -3 -2 -1 +1 +2 +3
10. The goals of education should be dictated by children's interest and needs, as well as by the demands of society. -3 -2 -1 +1 +2 +3
11. Each subject and activity should be aimed at developing a particular part of the child's makeup; physical, intellectual, social, moral, or spiritual. -3 -2 -1 +1 +2 +3
12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in. -3 -2 -1 +1 +2 +3
13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children. -3 -2 -1 +1 +2 +3
14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools. -3 -2 -1 +1 +2 +3
15. We should fit the curriculum to the child and not the child to the curriculum. -3 -2 -1 +1 +2 +3
16. Subjects that sharpen the mind like mathematics and foreign languages need greater emphasis in the public school curriculum. -3 -2 -1 +1 +2 +3

17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit. -3 -2 -1 +1 +2 +3
18. The healthy interactions of pupils, one with another is just as important in school as the learning of the subject matter. -3 -2 -1 +1 +2 +3
19. The organization of instruction and learning must be centred on universal ideas and truths if education is to be more than passing fads and fancies. -3 -2 -1 +1 +2 +3
20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage. -3 -2 -1 +1 +2 +3
21. True discipline springs from interest, motivation, and involvement in live problems. -3 -2 -1 +1 +2 +3
22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement. -3 -2 -1 +1 +2 +3
23. Education and educational institutions must be sources of new social ideas. -3 -2 -1 +1 +2 +3
24. Children should be taught that all problems should be subject to critical and objective scrutiny, including religious, moral, economic, and social problems. -3 -2 -1 +1 +2 +3
25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children. -3 -2 -1 +1 +2 +3

26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices. -3 -2 -1 +1 +2 +3
27. Children need and should have more supervision and discipline than they usually get. -3 -2 -1 +1 +2 +3
28. Schools should teach children dependence on higher moral values. -3 -2 -1 +1 +2 +3
29. The public school should take an active part in stimulating social change. -3 -2 -1 +1 +2 +3
30. Learning is experimental; the child should be taught to test alternatives before accepting any of them. -3 -2 -1 +1 +2 +3

OPINION SCALE

Certain things seem to be on the minds of Canadians these days. I would like you to look at these statements one at a time. You will notice that each diagram states two opposing views. Please look at each diagram closely. Now where on each diagram would you place yourself on each of these questions. For example:

Oil company
profits are
excessive.

Oil companies require
large profits to
encourage exploration.

By drawing a line through the diagram close to statement "Oil companies require large profits to encourage exploration" you have expressed your opinion. Now please complete the following questions.

- | | |
|--|--|
| 1. Quebec should be treated differently from other provinces. | Quebec should be treated just like all the other provinces. |
| 2. On the provision of social services the government should take a bigger part. | On the provision of social services the government should take a lesser part. |
| 3. On the question of federalism the Federal government is too powerful. | On the question of federalism the Provincial government are too powerful. |
| 4. On the character of Canada's relations with Communist bloc nations, we should expand relations with Communist bloc countries. | On the character of Canada's relations with Communist bloc nations we should not expand relations with Communist bloc countries. |
| 5. On the issue of United States investment we should take major steps to reduce United States investment in Canada. | On the issue of United States investment we should take no major steps to reduce United States investment in Canada. |

ABOUT YOURSELF

1. Age
- 20-24 ___ 45-49 ___
 25-29 ___ 50-54 ___
 30-34 ___ 54-59 ___
 35-39 ___ 60-64 ___
 40-44 ___ 65-70 ___
2. Gender
- Female ___
 Male ___
3. Education
- 3 years university ___
 4 years university ___
 5 years university ___
 Masters degree ___
 Doctoral degree ___
4. Career Placement
- Elementary Teacher ___
 Secondary Teacher ___
 Elementary Principal ___
 Secondary Principal ___
 Elem. Vice-Principal ___
 Sec. Vice-principal ___
5. Religion
- Catholic ___
 Protestant ___
 Other ___
6. Are you a card holding member of a Provincial Political Party?
- Conservative ___
 Liberal ___
 N.D.P. ___
 Social Credit ___
 Other ___
 None ___
7. Which Provincial Party did you vote for in May, 1979?
- Conservative ___ Not eligible ___
 Liberal ___ Did not vote ___
 N.D.P. ___
 Social Credit ___
 Other ___
8. Which Provincial Party did you vote for in December, 1975?
- Conservative ___ Not eligible ___
 Liberal ___ Did not vote ___
 N.D.P. ___
 Social Credit ___
 Other ___

9. Which Provincial Party did you vote for in August, 1972?

Conservative	_____	Not eligible	_____
Liberal	_____	Did not vote	_____
N.D.P.	_____		
Social Credit	_____		
Other	_____		

10. Did you vote in the Vancouver school board election of 1980?

Yes _____ (If yes, please do question 11.)
 No _____

11. For whom do you remember voting for in the Vancouver school board election of 1980? (Please check a maximum of 9.)

T. Alsbury	(Independent)	_____
J. Arliuson	(T.E.A.M.)	_____
J. Baker	(N.P.A.)	_____
W. Brown	(N.P.A.)	_____
U. Callegarini	(T.E.A.M.)	_____
K. Campbell	(N.P.A.)	_____
M. Chunn	(C.O.P.E.)	_____
M. Chronik	(C.O.P.E.)	_____
K. Denike	(N.P.A.)	_____
K. Erdman	(N.P.A.)	_____
C. Fogal	(C.O.P.E.)	_____
J. Gemmill	(T.E.A.M.)	_____
B. Hannay	(N.P.A.)	_____
P. Hebb	(N.P.A.)	_____
C. Jung	(T.E.A.M.)	_____
W. Knapp	(C.O.P.E.)	_____
K. Livingstone	(Independent)	_____
N. Martin	(Independent)	_____
N. Nicolopoulos	(C.O.P.E.)	_____
M. O'Neill	(C.O.P.E.)	_____
G. Onstad	(C.O.P.E.)	_____
P. Rankin	(C.O.P.E.)	_____
N. Robinson	(T.E.A.M.)	_____
S. Rogan	(Independent)	_____
M. Seeling	(N.P.A.)	_____
G. Simm	(N.P.A.)	_____
A. Tapper	(T.E.A.M.)	_____
P. Weinstein	(C.O.P.E.)	_____

THANK YOU

Now that you have taken the time to complete this survey, I would like to thank you again for your effort.

Please place the completed questionnaire in the return mail in the postage paid, large, self addressed manila envelope.

If you would like a summary of the results of the survey please fill out your name and address on the card provided and place in the small, self addressed envelope and mail separately from the large manila envelope. This procedure will ensure that your anonymity is preserved and will still allow you to receive the summary of the study.

APPENDIX D

PLEASE CHECK AND RETURN CARD

**PLEASE CHECK AND RETURN IN
ENVELOPE PROVIDED**

- I Have Completed And Returned My Questionnaire.
- I Would Like A Copy Of The Results Of This Study.

NAME: _____

ADDRESS: _____

PLEASE PRINT

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