THE PROBLEM OF CHANGE

IN AN ELEMENTARY SCHOOL:

A CASE STUDY OF

SOUTH SHORE ELEMENTARY IN MONTREAL


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ABSTRACT

## THE PROBLEM OF CHANGE IN AN ELEMENTARY SCHOOL:
## A CASE STUDY OF SOUTH SHORE ELEMENTARY IN MONTREAL

### MURRAY SANDELL

This case study examines the problem of change in an elementary school to discover how people belonging to different role groups in a school recognize and describe change. Attributes related to the concept of change and derived from the literature are used to classify the different changes identified by the pupils, teachers, administrators, support personnel and parents. In addition, Stevens' (1976) Classification Scheme is used to sort out the changes according to the organizational element to which they are related. The principal of the school under study is also the participant observer/researcher. A short interview schedule is used to supplement the descriptive material available through school records and principal's notes.

The main conclusion is that school culture should not be treated as a unique case and that one's conception of change in the school is largely determined by one's relationship to it. There seems to be a clear conception of some attributes of change: direction, form, source, agent and magnitude. On the other hand, there is no clear pattern of understanding of target, method of introduction, implementation strategy and extent of diffusion of the changes identified.

A role for anthropologists in the school is recommended. The need for similar detailed case studies is emphasized.

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# CHAPTER I

## BACKGROUND AND METHODS

### THE PROBLEM

This study deals with the question of change and innovation as described and discussed at the elementary school level by the elementary school community. The school community may be said to be made up of four populations: the community at large, the parents, the adults in the school and the pupils. For the purposes of this study, the community at large will not be considered, because it is not one of the groups of people who interact with one another regularly in patterned ways within the organization of the school as compared to the other three populations involved directly in the school.

Educational change is a perennial interest and topic of discussion in educational circles. Some people argue that schools have changed in numerous ways. Some picture a repeated pendulum-like swing in

policy and approach between "progressivism" and "traditionalism". Others insist that schools have remained essentially the same. Having these preoccupations in mind, we decided to concentrate on a particular school to illustrate the occurrence, recognition and discussion of change.

This is, therefore, a case study to illustrate the occurrence, recognition and discussion of change in an elementary school in Quebec over a period of five years. In short, the problem we began with was to discover how people belonging to different role groups involved in an elementary school recognize and describe change.

Students, teachers, parents, administrators may have different ideas about how, when and where educational changes do occur and about who decides on these matters. As groups, they could disagree as to whether most changes have been in structure, product or process to put it in a summary form.

In the research literature dealing with this topic, one can find reports that deal with isolated, compartmentalized aspects of the question of educational change and/or innovation: the administrator and the innovation, the teacher and the innovation; innovation and change im substantive areas, i.e.

reading, science, mathematics, etc., the role of the Department of Education, the parent and school innovation, and so on. Rarely do we find a study where school is considered as an organization or a system and where the perspective of the different groups of people involved is canvassed on the problem of change. (Smith, 1976). By focusing on one school, this study attempts to provide a step in this direction.

## THE CONCEPT OF CHANGE: REVIEW OF THE LITERATURE

Moore has identified six models of change: equilibrium, functional, tension-management, evolutionary, "transition" model of industrialization and cyclical theories. He shows that each model answers some questions about change but inhibits others. (1963).

Some theorists (such as Nisbet, 1973; Stevens, 1976) distinguish between forms of change - the re-adjustment or refining of the equilibrium of a social structure and change of type which involves passing from one type of social structure to another - the re-designing of the very foundations of schools.

Is the source of change in an organization external or internal? Taking the major changes (the latter in type above) in the aggregate, very few of them can be understood save in the terms of the impacts

of external events – events that either create a crisis
or are themselves occasioned in part by already ex-
isting crises (Nisbet, 1972).

Some (Ash, 1969; Haubrich, 1968) argue that
the bureaucratic nature of the schools dictates that
change must come from the top down; that some adminis-
trator, a superintendent or principal, must provide
the impetus for change. Others, (Miller, 1974; Fantini,
1975; Goodlad, 1973) point out that without teacher
support no real educational innovation is possible.
They would argue that only occasionally and sporad-
ically do specific external interventions make much
difference. We might conclude that the source of
change in schools rarely is external, but when it is,
it brings forth a major or significant change. It
follows, therefore, that most school innovations are
transitory or not significant.

Opinions may differ as to what constitutes a
significant change. Quantitative changes are much
easier to ascertain than qualitative changes because
counting is simpler than evaluating character. At
what point in a quantitative change is the qualitative
accomplished? There is no easy answer (LaPierre, 1965)
but a fairly satisfactory rule of thumb is that a
change may be deemed socially significant when the

next generation considers it as an integral part of things as they are or normal.

Some changes are identified as transitory (LaPierre, 1965). The new is adopted with great rapidity until the majority of at least a class of the population have become involved. There is much reporting and comment. Transitory changes may operate as a substitute for socially significant changes.

In a further discussion of the magnitude of change, many theorists (Moore, 1963; LaPierre, 1965) place changes on a continuum with the poles major and minor, the criterion being some measure of the effect of the change. A second continuum against which change can be categorized is that of sudden/gradual. Lastly, changes may be general to the whole social system or particular to a given institution.

The acceptance and implementation by others of innovations that have proven successful (by evaluation) we call diffusion. General practice (Warren, 1970) indicates innovative projects are seldom adopted on a system-wide basis and are classed as "innovative" for one to three years at most. The diffusion or spread of the innovation is important to its survival.

Several methods of change may be introduced

on the basis of certain assumptions. All strategies
may be categorized (Lauer, 1973) as power or attitude
types. With power tactics, substantive concessions
are sought, while with attitude tactics, relationships
are sought.

The target of the proposed change may be all
members of the group or an individual quite indepen-
dent of the group.

Many theories of change are concerned with
direction, sharing an assumption that the course of
man's history has been marked by an "upward trend"
through time. Almost any change may be associated with
motions of progress which is not a scientific concept
but a value judgment. Not all changes are necessarily
directional in any significant sense (Moore, 1963) yet
clearly almost all reformers see their innovations as
progressive.

The cyclical theories essentially argue that
all man's experience has happened before. They do not
deny change but do deny that it leads anywhere.
Spengler's and Sorokin's theories are termed trend-
less cycles. (Moore, 1963). These sweeping views are
likely to be more useful as literary devices than as
scientific representations of change.

In any discussion of the source of change,

elites must be considered. Elites may inhibit as well
as impel, adopt as well as lead, in change. They may
act ambivalently about change; and may be swept along
by currents not of their own making; currents created
by technological developments, man movements, or emer-
gent ideologies. Different kinds of elites may be
effective in different settings. (Lauer, 1973).

The appearance of innovation and the inno-
vator does not automatically result in change in a
social system. The advocate or agent of change (Lauer,
1973) sees the ultimate value of the innovation and
devotes himself to its exploitation.

From the review of the literature and for
purposes of this study, the following attributes and
concepts of change and innovation were isolated for
examination: magnitude (transitory and significant),
direction, form, target, diffusion, method, strategy,
source and change agent.

The role of the elite as a source of change
will not be studied mainly due to the difficulties
implied from the literature review in this area and
the decision to focus on the school population only.
Conclusions as to whether the source of particular
changes were external or internal will suffice.

Change has been defined as: "A succession

of differences in time in a persisting identity."
(Nisbet, 1972).

Innovation has been defined as "The intro-
duction of a novel element, a driving force, a prac-
tical advance that deviates from the established or
traditional forms." (Armstrong, 1973).

Another viewpoint stresses the purpose of
innovation. "Innovation is a deliberate, novel or
specific change which is thought to be efficacious
in accomplishing the goals of a system." (Warren,
1970).

Taking these definitions together, the key
elements in innovation would appear to be novel or
"deviating from the traditional", "deliberate" and
"efficacious."

All innovation does not involve change. Nov-
elties in auto style or toys for example, may mean a
changed pattern of culture but have no impact upon
interaction or interrelationships.

Recognizing the distinctions between the two
terms (mainly it seems in the area of persistency) may
have some value, however, for the purposes of this
study the attributes extracted apply to both inno-
vation and change.

## THE STEVENS' MODEL

To distinguish between different types and efforts of school change and innovation, Stevens proposes a classification scheme using a basic tool of analysis borrowed from those who study organizations. He, therefore, chooses the three prominent components of any organization identified by most theorists (Litterer, 1969) of organizations: structure, product and process. This classification would categorize school changes by the organizational element on which the reform or change would have the greatest impact. The changes and innovations are then classified as structure-related (basic organizational resources, buildings, dollars, teachers, etc. "inputs") product-related (educational prescriptions that schools issue to students, services and polices that schools use to treat students) and process-related (educational decision making and exercise of control).

Clearly this classification scheme is too simplified and contains imperfections. There may result some overlap between categories of change and a certain amount of necessary arbitrariness in classifying some of the change ideas. However, such a classification may prove useful as a checking tool in a subjective type of research methodology as it allows

for an unemotional classification of reform and change initiatives and ideas.

This classification is also proposed by Stevens because "it permits us to draw some conclusions as to what realistically may be expected of any given reform, and what it cannot possibly accomplish even if freely implemented" (Stevens, 1976, p. 377). This seems to be the major reason for failure of change, partial or complete, according to the new body of literature emerging on the culture of the school. Thus, Sarason (1971) thinks that it is wrong to conceptualize the process of change as consisting of means and ends

> "......But these intended consequences
> are rarely stated clearly, if at all,
> and as a result a means to a goal be-
> comes the goal itself, or it becomes
> the misleading criterion for judging
> change. Thus, we have the new math,
> but we do not have those changes in
> how teachers and children relate to
> each other that are necessary, if
> both are to enjoy, persist in, and
> productively utilize intellectual and
> interpersonal experience - and if
> these are not among the intended con-
> sequences, then we must conclude that
> the curriculum reformers have been
> quite successful in achieving their
> goal of substituting one set of books
> for another." (p. 48)

According to Stevens, his classification helps in making this diagnosis early in the game

".....At best, in other words, struc-
ture-related and product-related re-
forms may be expected to make schools
more efficient, more effective, and
more equitable - but in all likeli-
hood at established tasks and in es-
tablished modes of education.  For
there is nothing to indicate that such
reforms are designed, or have a ca-
pacity, to alter the "purposes, forms
and functions" of the schools.
Rather, they are designed to make the
schools perform better at old jobs.
The inverse of this observation ap-
plies to reforms that are process re-
lated.  In short, reforms of this
kind - related to educational de-
cision making - should not be ex-
pected of themselves to inject new
efficiency or effectiveness in the
schools, or even new equity as the
term generally is used, so much as
they should be expected to change
the power relations of people con-
cerned with schooling.  Which is to
say that reform ideas of this kind are
really designed to change the contours
of school control, generally.  These
reform ideas are, thus, the most po-
litically significant by far of the
three reform types considered here."
(p. 372-373).

From the preceding literature review, we can

draw the following three main conclusions:  First, the

bulk of the literature dealing with the issue of

change and emerging from the fields of political

science, sociology, anthropology and history is re-

lated only minimally, if at all, with the school set-

ting.  It will, therefore, be interesting to try and

describe the changes in a particular school according

to the attributes of change as we have summarized in the previous paragraphs.

Second, in the field of organizational theory there is a classification scheme proposed according to the structure, product and process involved. Therefore, using this classification scheme may provide us a case study as to how change occurs in educational organizations.

Third, it is by no means clear that what these fields have produced related to an understanding of the process of change is applicable to the problems of change and the school as a culture or as an organization.

This researcher agrees with Sarason (1971) that one reason for this lack of knowledge as related to schools is because descriptions of the change process in the school setting were very hard to come by. By description, Sarason suggests among other things a presentation that tells the reader or researcher the following:

- Specific conditions giving rise to the need for change
- Individuals and groups associated with these conditions
- Who (individuals and/or groups) formulated

and initiated the need for change

- The action that was considered

- The basis for choosing the course of action

- The degree to which problems were antici-
  pated and vehicles developed for their pre-
  vention or amelioration

- The ways in which the changers were them-
  selves affected by the process of change

- The clarity of and transformations in the
  criteria by which the changers and others
  judged the effort.

The design of this research project was con-
ceived to provide similar information through a de-
tailed description of the cases of change in the school
under study.

THE DESIGN

The first step one takes on the road to de-
scribing and conceptualizing change in a culture or
organization is the clear recognition of where one is
in relation to that setting.  As Sarason has sug-
gested:

> "......the superintendent of schools, a
> regular classroom teacher, the custodian,
> the principal's secretary, the school
> nurse, the members of the Board of Edu-
> cation - how these individuals view the
> school is determined by where they are in

relation to it, and their failure to
recognize this limits the possibility
that one will ever see the larger pic-
ture or comprehend another's reality.
In fact, in many situations it is
likely that one can predict an indi-
vidual's behavior far better on the
basis of knowledge of the social
structure and his position in it than
one can on the basis of his personal
dynamics. (p. 8 and 12).

In this case, this researcher being the princi-
pal of the school has, therefore, a particular per-
spective which may affect the descriptive data on the
ways in which change is conceived, formulated and ex-
ecuted within a school system. Therefore, collecting
the point of view of the other participants in the
process will be very useful in correcting a one-sided
description of the process. The question to be an-
swered at this stage was to what extent is it both
possible and productive to observe the changes in the
school in ways that minimize, if not eliminate the
observer's values, biases and expectations?

Another methodological consideration in this
type of research is also stressed by Sarason (1971,
p. 32).

"The difficulty....is rather in the
fact that we do not possess the security
of the feeling that we have experienced
the problem to the extent that we are
formulating the problem well. By "ex-
periencing the problem" I mean ini-
tiating and engaging in the change pro-

cess in the school setting, using one's
own experience as an object of change,
or being in a position to observe the
change efforts of others. I can, per-
haps, make the point more clearly by
turning to the field of psychotherapy.
Our understanding of psychotherapy -
the ways in which we now can conceptu-
alize the process and those involved
in it - has come from three types of
experience: as a patient, as a ther-
apist, and as an observer. It may
well be that those who contributed
most to our understanding had all
three types of experience. In any
event, the reader should understand
that when I talk about what might be
required for an "adequate description
of the change process in the school
setting", I am merely suggesting what
we ought to be thinking about and ex-
periencing in order to avoid the un-
derstandable but self-defeating ten-
dency to flee from complexity at the
expense of relevance."

Based on similar considerations, it was de-

cided to limit the case study to the years during

which the researcher had actually participated in the

school process. Therefore, the study starts at the

time when the present researcher assumed the princi-

palship of South Shore Elementary.

After limiting the time period for the study,

we then decided that we shall use a modified "partici-

pant observation" technique for recording part of the

descriptive data. As the principal of the school,

the researcher has participated continually and

totally in the life of the school for the period

under study. However, he had not met the other cri-
teria of participant observation like continuous rec-
ord and note keeping day after day. Fortunately,
there are the school records, reports, minutes which
may be used for this purpose. These may approximate
participant observation notebooks in the hands of the
principal while they may only be used as secondary
documents in the hands of a researcher who is an out-
sider.

The boundaries of the participant identity
within an institution are not easily dilineated.
The school principal as participant observer cannot
be a total participant (for he neither has the role
of teacher nor pupil). In this case, the principal
is a parent having two children in the school; he is
also married to one of the staff members.

The researcher (as a stranger) must usually
find or be assigned a role that permits him to obtain
access to sources of information and to people. The
principal already has a role in the school. This
status position is ready-made for entry and has con-
siderable latitude for variable role behavior as well
as a valuable research beginning in identification of
the perimeters of acceptable behavior as locally de-
fined. Most of the extensive interviewing and dis-

cussion will be considered more as "principal's activities" than noted as researcher's role.

To ensure that the research project generates comparable information from the other role group, a short and somewhat structured interview schedule was prepared consisting of nine questions. The questionnaire was prepared in English and French with a paraphrased version for the students.  (Appendix).

Again, to avoid the possible bias because of advantage of access to documents in answering these questions, the principal-researcher self-administered the interview schedule and wrote down his own answers before engaging in the detailed record of the changes which happened in the school during his period of five years.  The results are incorporated with the body of data in Chapter II.

Sample selection for the interviews was the next methodological problem.  Since there are three basic populations considered, the parents, the pupils and the adults, working in the school, the key informants were selected from among these three different groups.  The group of adults may be broken down into sub-groups:  the teachers, administrators, caretakers, secretaries, the nurse, the cook.  The teachers are the most important sub-group and will,

therefore, be given the same representation as the other two major populations. Representatives of certain sub-groups will be sampled; a vice-principal, a secretary, a caretaker. Each major population or role group will be represented as follows:

Pupils (8) from grades four, five and six with a selection of slow, average and above average student for each level.

Teachers (8) five francophone, three anglophone, four teachers who have worked at the school before the present principal was appointed to check on the loyalty effect in their answer. The teachers were selected from each level K-6.

Parents (8) four frequently at the school and four seldom at the school.

Furthermore, the parents and pupils will be matched in parent-child pairs to discuss possible similarities and differences in response on the different changes identified.

This is, therefore, a case study of the different changes which happened in an elementary school

in Montreal over five years during the principalship
of the researcher. The data collected are based on a
retrospective account of the changes in the school by
the principal as a participant observer, supplemented,
by school records and formal individual interviews
with key informants.

The data collected will then be analyzed
according to Becker's (1961) specific suggestions:
(1) Selection and definition of the problems-obser-
vation that a phenomenon does exist and the possible
relation of the behavior to some concept or theory;
(2) Checking the frequency and distribution of phe-
nomena identified that the events are typical; (3)
Construction of social system methods; (4) Final
analysis and presentation of results. This approach
may enable us to arrive at an understanding of the
process of change which may be particular to schools.

However, we are also using two other schemes
for the classification and analysis of the data col-
lected. The first is according to the attributes of
change which have emerged from the literature review
on change in general, and the second is according to
the Stevens model discussed earlier in this chapter.

To describe the advantages and shortcomings
of the participant observer and interview methods of

data collection, a brief literature review is presented
in the following pages to illustrate: participant ob-
servation and distortions, the descriptive narrative,
theory generation and quantification of data, partici-
pant observation and selection of sample, participant
observation and the interview.

## PARTICIPANT OBSERVATION: LITERATURE REVIEW

Participant observation and distortions: Schwartz and
Schwartz (1955) define participant observation as "a
process in which the observer's presence in a social
situation is maintained for the purpose of scientific
investigation." The observer is in a face-to-face re-
lationship with the observed and by participating with
them in their natural life-setting he gathers data.
The role of the participant observer may be formal or
informal, passive or active, concealed or revealed,
an integral part of the social system or largely peri-
pheral to it. In either case, affective involvement
with the observed develops inevitably and may range
from sympathetic identification to projective dis-
tortion. Since the investigator has control over
neither his affective responses nor their effects on
his observations, he must contend with his feelings
as part of his data to counteract their distorting

influences. The writers stress the role of the emotional needs of the investigator and necessity to consider important questions. How much does the investigator need to be right, especially with reference to proving his hypotheses? Will he tend to see what he wants or expects to see in his data? (Schwartz, 1955, p. 351).

Anxiety and bias are sources of distortion and their adequate handling is a major problem in refining the human instrument for gathering data. The observer must (1) be motivated to look for his biases (2) to look for them actively and having come upon a bias explore its meaning and ramifications; and (3) to look upon the uncovering of his biases as an ongoing process to which there is no end. (Schwartz, 1955).

Scott (1963, 1965) contends that the avoidance of bias is particularly vital when different and possibly conflicting groups are being studied. The dilemma is that it is important not to spend too much time with one group yet contacts with certain respondents may prove more rewarding.

The social position of the observer and the observed and the relationship between them at the time, must be taken into account when the data are

interpreted. The background of information which he acquires in time makes him familiar with the psychology of his respondents and their social milieu. With this knowledge he is able to impose a broader perspective on his data and, hence, to evaluate their validity on the basis of standards extraneous to the immediate situation. (Viditch, 1955).

THE DESCRIPTIVE NARRATIVE, THEORY GENERATION AND QUANTIFICATION OF DATA: Smith and Pohland (1976) speak to the relative emphasis a researcher puts on the descriptive narrative, the generation of or verification of theory, and the quantification of data. They illustrate on a continuum of emphasis the range of options available in non-experimental fieldwork of the above dimensions. Since it does not seem possible to rate all four variables high, they prefer a thorough descriptive narrative out of which are generated middle-range theories and in subsequent investigations move toward verification and quantification.

They point to theoretical sampling as the basic rationale for a more general theory of research strategy or decision making in the field. Data is collected for the purpose of generating theory. The analyst jointly collects, codes and analyses his data and decides what data to collect next and where to

find them, in order to develop his theory as it
emerges.

PARTICIPANT OBSERVATION AND SELECTION OF SAMPLE:   To
distinguish what is idiosyncratic, what is a function
of the various social roles present, and what is at-
tributable to cultural or subcultural patterning,
anthropologists try to select informants who come from
the different cultures and subcultures present and
who occupy various statuses in the social system.
(Sindell, 1969).

PARTICIPANT OBSERVATION AND THE INTERVIEW:   Partici-
pant observation has certain advantages or safeguards
over other approaches.  Little is changed in the or-
ganization says Scott (1965).  In the interview situ-
ation, the individual is temporarily separated from
his social context and may distort his comments in
any way he sees fit without fear of retaliation from
his peer groups.  More reliable data may be gathered
in the observation situation because of the sustaining
influence of the work being performed and of the net-
work of interpersonal relations in which the individ-
ual is embedded.

        Janes (1961) sees participant observation
differing from the interview in that the subject

being observed is not aware that the investigator is
using his behaviour as a source of information. In
the interview, the respondent consciously adjusts to
the stimuli offered by the interviewer as a person
known to be seeking information.

Becker and Geer (1957) state that the short-
coming of the interview arises when it is used as the
only source of information about events which have
occurred elsewhere and are described by informants. Dean
and Whyte (1958) point out the susceptibility of the in-
terview technique to a variety of distortions. Infor-
mation from respondents must be viewed within the
framework of ulterior motives, bias to spontaneity, and
informants desire to please the interviewer. The inter-
viewer not just asks questions but recognizes possible
distortions and accounts for them. Participant ob-
servation makes it possible to check descriptions a-
gainst fact and note distortions interviews might not
uncover. The interview on the other hand often pro-
vides information which respondents might not volunteer
while under group pressure.

Leacock (1971) argues that it is sometimes
forgotten that quantification is secondary to de-
tailed, intensive description and analyses of single
entities. Quantification and correlation are not of

themselves analyses. Traits believed to be significant
should be counted of course but highly meaningful in-
cidents or episodes may be lost because of their in-
frequency. Assumptions about significance according
to Leacock are based upon the theoretical framework
within which one approaches a study and according to
the kinds of questions one is trying to answer.

Whyte (1955), in his Street Corner study,
was eighteen months in the field before he knew where
his research was going. All he had was a hunch that
he was "on something important". He had some ideas
but no real pattern. What he did was live with data
and the people until some chance occurrence cast a
different light upon the data. He would then re-anal-
yze his notes and records and gather new data to check
whether the pattern was a product of his imagination.
He learned to answer questions he would not even have
had the sense to ask previous to his participant ob-
servation.

Overhold and Stallings (1976) distinguish
between ethnographic and experimental hypotheses.
The former are used by anthropologists as a set of
theoretical generalizations. Such a hypothesis is
generated only after some set of observations in the
field. These observations are meant to reveal phe-

nomena which are surprising because (a) the context
is generally a foreign culture (b) the theory is suf-
ficiently general to encourage the recognition of phe-
nomena which conflict with the expectations (c) train-
ing guards the anthropologist against ethnocentrism by
refusing to form specific hypotheses prior to going in
the field.

This researcher proposes to take a position
similar to Smith and Pohland (1976) that is midway
between knowing a considerable amount of theory before
moving into the setting (Malinowski, 1922) and concern
that too strict an adherence to existing theory early
in the field research may stifle one's own creative
powers. (Glaser and Strauss, 1967).

# CHAPTER II

## THE SETTING:   SOUTH SHORE ELEMENTARY SCHOOL

### A GENERAL DESCRIPTION

South Shore Elementary is situated in the heart
of the South Shore facing a post office and a park.
This, the oldest school under the South Shore Protes-
tant Regional School Board, was built in 1911, origi-
nally as a High and Elementary School.  Alterations
were made to the building in 1923 and again in 1959.
In 1955, a new High School was completed and opened to
students; the old building became exclusively an ele-
mentary school.

The building is shaped like the letter E with
the middle prong running the wrong direction.  It is a
two storey conventional school building consisting of
twenty-five classes.  Several former classrooms have
been put to special use;  the Music Room, the Audio-
Visual Room, the Math Lab.  Other special teaching
stations include the Gym, the Creative Arts Shop, the
Library; there is a Cafeteria, a Staff Lounge and a

Caretaker's Office.

In 1964/65, the French Immersion classes, called the Bilingual Program, began first at a neighbouring school and the following year at another school both on the South Shore. In 1968/69, the classes (grades Kindergarten to three) were permanently transferred to South Shore Elementary. As the bilingual classes advanced and expanded, the primary English classes were displaced and in effect relocated in the two smaller English schools. Thus, from 1968 to 1973, South Shore Elementary was only a senior elementary school for grades five, six and seven in the English stream. The Bilingual Program advanced a level a year encompassing Kindergarten to grade seven in the 1972/73 school year. At the end of that year, all grade seven's were moved to the High School.

THE SCHOOL BOARD

The St. Lawrence School Board, the sector board, retains responsibility for the building and capital equipment. By and large, commissioners give principals autonomy in operating the schools; they are sensitive about alterations to the building. The sector board has delegated the responsibility for elementary education to the South Shore Protestant Regional School Board. The focus of organizational authority is in

the central office and with the Director General.
School principals answer directly to the Assistant
Director General, but also work closely with the Di-
rector of Personnel.

## THE PARENTS

South Shore Elementary parents, as individuals,
are noted for being very demanding and very active in
the school. They are middle class including many pro-
fessional and highly successful businessmen. The
School Committee is very representative of the type of
parent in the community; four of the eight members of
this committee have Ph.D's. The School Committee, be-
fore the period under study, was notoriously aggressive,
often criticizing administration and teachers. During
the period under study, the School Committee has not
been negative or critical.

## THE STUDENTS

Since 1974, students living in the area have
had the choice of attending (for grades five and six
in the English stream) a school down the road or South
Shore Elementary. As noted previous to this date, the
school down the road had been the primary school (K-4)
and South Shore Elementary, the intermediate school.

Approximately 85 percent of the student body is the Bilingual Program. Students in this program come from several South Shore communities.

In the 1975/76 school year, five Special Education classes were introduced with students bussed from all across the region - the South Shore Protestant Regional School Board. The majority of these children came from St. Hubert and Greenfield Park schools. (See Figure 1.1 for school attendance area excluding Special Education.)

Figure I

| Enrollment for Past Five Years | |
|---|---|
| The enrollment figures for the past five years were as follows: | |
| 1972-73 | 750 |
| 1973-74 | ·550+ |
| 1974-75 | 535+ |
| 1975-76 | 600 |
| 1976-77 | 553 |

+Since the student enrollment for these two school years fell below 600, (the figure required to support a vice-principal) the Principal was assigned the additional responsibility of the French Protestant school of around 165 students in St. Hubert.

Pupils attending South Shore Elementary are organized on an age-graded basis. Children five years old in the month of September who are non-Catholic may attend a Kindergarten class (half day). After seven years, the average student transfers to one of the five Regional High Schools.

## THE STAFF.

The faculty includes twenty-nine teachers, two secretaries, a Principal and a Vice-Principal. In addition to the twenty-five classroom teachers, there are three specialists (primary English, Physical Education and Free Flow); there are two half-time teachers. The cleaning staff consists of a caretaker and three caretaker helpers. The school is assigned a nurse, six days a month. The school also has specialist help available on call from the central office in some subject fields, in psychological and testing services and in family problems.

## THE PRINCIPAL

I was appointed Principal of South Shore Elementary effective July 1, 1972, beginning the 1972/73 school year. Having attended grades six and seven (it was an all English school then) and practice taught there in 1965, I had not been in the building since.

In May, I passed by to visit the incumbent prin-
cipal and my new school. The Principal was out, how-
ever, the Vice-Principal took me on a tour. My first
impression was that of a huge dull dismal place. The
institutional grey or brown and the lists of rules
hanging on the wall was depressing.

The Principal had been moved out in February
1971 and the Language Arts Consultant moved in as in-
terim principal from February to June.

Even before I was appointed principal, this con-
sultant had expressed to me her fears and problems a-
bout being principal of this school. She described a
divided and rift-riden staff and school. The staff
broke down into three main cliques - the European -
French, the English, and the North American - French
speaking teachers. The staff room was dominated by an
English-speaking physical education teacher to the
point that the French were somewhat fearful of speak-
ing their language even though the English were in a
clear minority.

The English staff, and the parents of children
in the English stream, were bitter that the school had
been "taken over" by the bilingual program. (There
were then three English grade fives and three English
grade sixes).

I briefly attended a staff Wine 'n' Cheese Party held in the staff room in June. The above mentioned rifts and divisions were obvious to me. Some staff members chose to remain in their rooms, the French and English congregated together in different areas of the room. A second major observation was that the school required some modernization from the point of view of equipment and teaching methods. For some reason, no capital equipment had been ordered for years. (Items usually over $50.00 ordered by the sector school board.) The audio visual and physical education areas were in poor shape. The teaching methods relied on whole class teaching as opposed to small group or individualized instruction. There appeared to be an emphasis on rote drill and an adherence to the texts.

The staff, according to reports, was dominated by old fashion teaching approaches. It was well known in the region that South Shore Elementary was one of the places to which such traditional types were transferred. Consultants had reported how difficult it had been to introduce any kind of new idea to this staff or to even be given a fair hearing.

The students, reportedly, were dealt with in traditional if not severe ways. Certain teachers were infamous for their yelling and screaming. The

playground, limited in size and virtually barren of any-
thing to interest children, was parceled into areas for
each grade. (This apparently increased the rivalry and
quarreling between classes.) Also on the playground,
there were lines depicting walking areas. One teacher,
in particular, seemed to relish in blowing a whistle
when someone dared to run. (The lunch monitors were
also equipped with whistles.) The students lined up
in rows before coming into the building. Within the
school, some teachers had children walking along the
hall with their arms touching the shoulder of the per-
son in front. The students were expected to wear a
uniform. This discriminated against the girls since
the boys could wear any neat dress slacks.

In short, my major objectives, based on the
above picture, were the humanization and modernization
of equipment and teaching methods of the school. The
humanization objective refers to making the school a
more joyful, pleasant place for parents, teachers and
students. This would involve improving interpersonal
relations and communication skills; making the school
more open to parents and the office open to parents,
teachers and students; the introduction of attractive
and enjoyable activities and programs and building or
material changes to facilitate the above.

In the paragraphs following, I will provide a chronological account of the changes introduced from 1972/73 to the present.

## 1972/73

One sure way of influencing teachers to "open up" in their methods; of stimulating an interest in math and pleasing parents who had complained about math and looked enviously at the math program in my previous school, was to establish a Math Lab.

During the summer, July and August, I began to order and gather math kits and math games. I received permission from a commissioner to bring to South Shore Elementary, from my previous school, the study carrels I had constructed. These I transported in a U-haul during July. During July and August, I was able to intercept the painters before they began painting the halls their institutional colours. The main hall and the downstairs and upstairs halls were painted a lively red and yellow respectively. This move, surprisingly, contributed a great deal to the new atmosphere. One of the two very creative innovative and energetic teachers on staff happened to visit the school in August. I shared some of my plans including the math lab with her. She seemed very enthusiastic

about trying some of my new ideas.

The first staff meeting in September was a very important occasion. To break tradition, I arranged the staff meeting in a classroom on the top floor. The desks were arranged in a circle with certain individuals deliberately kept apart or near me. The circle was to establish that all thirty-two staff members were equal. As a new principal, I introduced myself and discussed my philosophy. Each teacher had been given a folder or kit which included a statement of my likes and dislikes and my expectations. I explained that my likes and dislikes might help them to understand me, but that the expectations were not negotiable. I offered, at this first meeting, suggestions for disciplining in a humane way and that I wanted to see more individualizing of instruction and educational games.

I spoke at length on professionalism and staff relations making it clear that I would not stand for cliques and intrigues. I also stressed that all three streams, English, Bilingual and Immersion VII were equally important and would be treated as such.

The next major intervention was in the form of grade level inservice sessions. National Film Board movies were shown to the children in order to release

the teachers. These inservice sessions included: a math workshop with Mr. J. Grignon and Mr. A. Suffield from the Department of Education ("Activist Math")[1]; discussions with Dr. Lambert's testing team and the staff (levels 3-7) on the implications of the test results of the bilingual students (S.S.E.N., Nov. 20/72); humanizing the school (levels K-2), preparing instructional objectives, "How to get class meetings started", (S.S.E.N., Dec. 18/72), "Teaching Responsibility through Discipline", "Using Elementary Science Study Kits, (S.S.E.N., Feb. 19/73), Packaging Instruction","Weekly Inservice to prepare math levels of specific skills."

Each month, an attempt was made to have a special or "spectacle" for the children in the auditorium. The Pendulum Theatre, (poetry readings), Youth Theatre Treasure Island, The Hear and Now, (folk group), Theatre de Soleil, Charles Albert's Mini Circus, Butcher Vachon, Killer Kowalsi and other professional wrestlers, and the Canada Symphony Orchestra were among the groups to visit the school. (S.S.E.N., Mar. 19/73)

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[1]The South Shore Elementary Newsletter, October 16, 1972. The South Shore Elementary School Newsletter will be referred to as the S.S.E.N.

As a result of the successful Grade VII French
Immersion Experiment of the Protestant School Board of
Greater Montreal, the Director General sought and was
granted permission to conduct a poll of the parents.
Consequently, a Grade VII immersion class was establish-
ed at South Shore Elementary and three high schools.[2]
The following school year, 1973/74, this class and the
bilingual seven were moved to the high school in ac-
cordance with Regulation VII of the Department of Ed-
ucation.

Sewing, conducted by parent volunteers at lunch,
involved around 100 students. Around Easter this was
dropped due to the good weather and the difficulty in
interesting children from Kindergarten to Grade VII
at the same time.

A St. John Ambulance course was conducted for
students from grades six and seven, Friday afternoons
1:00 to 2:00 p.m. (This was continued each year for
grades five and six).

The general meeting (to elect the school com-
mittee) and open house of October 5, 1972, was another
important occasion. I had eliminated school uniforms
as I did not believe in them. The previous School
Committee had conducted a poll of parents on the sub-
ject and reported that 75 percent of the parents

favoured the uniform. The memo that went out asked parents if there were any topics they wished discussed by the principal; several wished me to explain my decision to eliminate these school uniforms. In my talk, I explained this and my intentions to modernize and humanize. I stated publically that the three streams (English, Immersion VII and Bilingual) were equally important and that none would receive favouritism. I showed a thirty minute film of my previous school to give parents an idea of what to expect.

Besides the regular in-service sessions, I attempted to influence the staff through handouts and literature. I found it extremely difficult to find "progressive" literature in French, however, some math material was finally located.

I selected a teacher from the English stream and another from the bilingual stream to act as models or demonstrators for the class meetings as propounded by William Glasser. In the book "Schools Without Failure" (1969), Glasser demonstrated the use of class meetings to establish the warm involvement necessary to correct failure and behaviour problems. I conducted the first three meetings in each of the two classes and encouraged the teacher to take over. I also presented an inservice on this technique for the

staff and invited them to visit or question the two
demonstrators.  This was reinforced by the showing of
Glasser films which were rented.  Some teachers picked
up the idea and followed through.

Around March, one of the spokesmen for the old
guard, (the teacher who had dominated the staff room),
told me that some of the staff were concerned about
-what had been happening in the school, and that chil-
dren no longer respected them.  I very quickly con-
sented to lead a staff meeting on the topic.  The
meeting took place after school in the gym.  The ap-
proach that I chose was to ask individuals to identify
a problem and then have the group "brainstorm" an an-
swer.  This meeting in March was a turning point.  The
message seemed clear that the old way was no longer
"king".  From this point on, the more flexible teachers
seemed to take the lead and speak up more; the tradi-
tionalists became more passive particularly in the
staff room.

In an effort to make children feel more "at
home" in their new classrooms, two programs were in-
troduced.  In June 1973, children who were to begin
Kindergarten in September were invited to a "Tea Party"
where they met their future teachers and classmates,
thus, greatly alleviating first day of school problems.

While the children had milk and cookies and played games with the teacher and some experienced Kindergarten children, the parents were told of the program and given ideas to aid the new students.

During the last week of school, all of the children in the school took part in a Promotion Afternoon, where they met their next year teacher and classmates. The teacher gave a short outline of her program and expectations and the children were able to meet their new friends. Many teachers were opposed to the plan, mainly, it seems, because they did not wish to think of the coming year; they wanted to concentrate on the present class. I insisted that this was best for the children's welfare and went ahead. Interestingly, the same reaction occurred again the next two years. Both the Tea Party and Promotion Afternoon have become annual events because of their success with the children.

Early in September, a chocolate bar drive was conducted by the students to raise money for extra activities and equipment. With money from the two thousand dollars profit, the math lab was equipped with filmstrip viewers, cassette tape recorders and educational games.

Besides working on teacher attitudes, methods, and staff relations, some personnel changes were made.

The gym teacher was a very powerful individual who did not seem likely to change. I was able to convince her to apply for a position in a new elementary school opening up the next year in our region. Another bilingual teacher, who I found to be too severe, although she had improved some, was transferred to this school. This was possible because of a surplus at that level at our school. I was able to transfer a grade two teacher to the French Protestant School for the same reasons. Lastly, a teacher in the English stream, who abused children, (it was difficult to prove), and seemed to sabotage the French class, I was able to exchange for a very quiet, young man who developed into a very warm, creative teacher.

## 1973/74

During 1973/74, the inservice meetings, facilitated by showing films to classes, were reduced due to the establishment of regional pedagogical days.

Besides the deliberate transfer of the teachers mentioned previously, some other key personnel changes occurred. The secretary, who had been in the school for fifteen years, was encouraged to leave due to her fear of the impending bookkeeping system. While she did leave on her own, it was significant as she was

noted for her rudeness to pupils, parents and teachers who were fearful of going to the office.

The Vice-Principal left in May 1972/73 to replace a principal who had died suddenly. The new Vice-Principal was selected mainly due to her strength in the bilingual program. She had been the original kindergarten teacher when the program began and was a French assisting teacher when selected as vice-principal.

The new head caretaker took over when his predecessor was appointed superintendent over the caretakers. (This concerned me as the new caretaker had a reputation for not relating well with people.) On the other hand, this individual was usually tremendous with the students. During lunch hour, two days a week, he conducted judo for some of the very aggressive students.

During 1973/74, the first order of capital equipment in many years came through. It included well needed audio-visual equipment, such as record players, tape recorders, electric duplicator, thermal copier, a colour video tape recorder and a colour television.

A second chocolate bar drive was conducted; the proceeds going towards purchasing a language master, a black and white video camera, video cables and

two black and white televisions. This profit, also, was used to finance "specials" such as youth theatre, feature films, the purchase of games for the playground, such as tetherball, zim-zam, and indoor games, such as tabletennis and bowling.

The Free Flow or Remedial Language Arts teacher was given a whole classroom which was equipped much like the Math Lab with software and hardware (cassette tape recorders etc.)

I requested if any staff members wished to try team teaching. Two grade three teachers volunteered. Unfortunately, the Regional Educational Specialist, who was to have assisted in the experiment, was appointed Vice-Principal in a new school. Also, when the number of pupils increased, a third teacher was added to the team. Personality problems and conflict developed between two of the three. The experiment was a failure as there was little co-operation or "teaming" in the planning and evaluation.

During my first year as principal, (1972/73), a grade five teacher had looked after the library. When she left to complete her Master's Degree in 1973/74, we turned to a parent volunteer program headed by a library technician. This lady was taking a Library Science program at Loyola and was paid less than

three dollars an hour for her work.  This proved to be even more successful.

Some French CEGEP students, who had received a LIP grant from the Federal Government, presented to us the opportunity to participate in à Camp de Jour (Day Camp) at Mount Bruno.  The students would be bussed back and forth each day.  The objective was to expose the students to the outdoors featuring ecology, orienteering, handcrafts and sports.  Our second objective was to enrich the vocabulary of children in our bilingual program.  Senior students attended the camp for at least a week.  Primary grades visited the camp for a day or two.

Towards the end of my first year at the school, a member of the School Committee had "tipped me off" that the new community pool, opening in 1973/76, would be offering swimming time to schools on a first come, first served bases.  As a result, we were able to obtain two hours a day, enabling each class to go to the pool once every two weeks for an hour.  This has continued to the present, although the time has been reduced.

Another lunch hour program conducted, during the winter months, was instruction in Yoga for the same type of student.  I made this arrangement by contacting the Yoga Institute who in turn sent a representative.

The above, and other specials, such as Youth Theatre, feature films, came from the second chocolate bar drive. Other items purchased from this profit included playground games, such as tetherball, zim-zam and balance benches for the gym. After several complaints from parents and the School Committee about chocolate bar drives (mainly on the grounds of nutrition), I decided to discontinue chocolate bar drives.

With the moving of the two grade sevens to the high school, and the opening of a new elementary school in Brossard, (September 1973), South Shore Elementary lost over 100 students.

A very important change was to establish a single specialist to teach the primary English to bilingual two and three students. This also came as a recommendation from the Educational Specialist (in Language Arts) at the Board. I had received complaints the first year about the English teaching and the terribly dull program. The new teacher pushed for a new program - Language Experience in grade two to be followed by Ginn 360 in grade three. She also requested a room where only English would be taught so that the students would not be confused by a French environment. (This was implemented the next year.) After many meetings of the incumbent English teachers, assisting tea-

chers in English, and the Educational Specialist, and after a thorough assessment of the students needs, the above mentioned program was set up.

At the end of the year, the grade two and three English scores, as measured by the Gates-McGintey tests, throughout the region, were higher than all the other schools - English and bilingual. I am convinced that these high scores resulted from the combination of a highly competent teacher, and an excellent program. The English teacher herself, however, gives credit to the quality of the French program in grade one which does not confuse the children yet establishes a phonetic approach to reading.

The idea of having a "metric week", I believe, came from me. Most of the organization I delegated to the Vice-Principal. Involved was calling meetings of teachers to stimulate interest, and ordering of materials from the government and commercial outlets. During the metric week, metric rulers and cubes (donated by the government) were given each child. Each morning a metric weather report was announced over the intercom. Each student's height and weight (in metric scale) was recorded on a tape. The height of the office staff and exceptionally tall visitors was recorded on masking tape in the office. Many classes

were given projects to measure around the school - one
group measured a kilometer outside.

At a school committee meeting, during a discus-
sion about the problem of students throwing away their
lunches (uneaten) in the cafeteria, the idea of having
a nutrition week came up. One member of the committee,
a nutritionist and author of a cookbook, was a big
help in the planning. Posters were placed over the
garbage pails encouraging students to eat their lun-
ches. A nutrition poster contest was held. Each
morning Healthy Harry (actually one of our parents)
gave short nutrition hints and rules. One topic was
healthy snack foods. Several classes conducted nutri-
tious valentine parties, serving cheese and celery,
juices and granola cookies. One day the School Com-
mittee donated to each student a fresh apple for re-
cess. A grade six class conducted a rat experiment
feeding two rats junk foods consisting of empty cal-
ories and two other rats nutritious foods. The changes
in body weight and appearance was recorded each day
for several weeks. The nutrition week was so success-
ful that the following year another school in the
region repeated the project almost identically.

A discussion of the implications of Articles
7 and 10 of Regulation 7 (student life and continuous

progress) was conducted with the staff. This gave the legal stamp of approval for many of the things we were doing to make the school a happy place. .

The report card issue arose at a principals' meeting, when principals (in a reversal of the previous position) expressed the great dissatification of parents and teachers with the government report card. In January 1975, The Home and School Association sent a questionnaire to parents of students under the St. Lawrence (sector) Board. This information was, in turn, channeled to an educational committee consisting of commissioners and parents who consulted with the report card committee made up of principals and teachers. (The final product was to come out only in 1976/77.)

A standing committee on measurement and evaluation had been established consisting of board administrators - one of its mandates was to come up with a standardized report. Meanwhile, at a principals' meeting, a committee was established to come up with a report card to meet the varied needs of schools in the region. Confusion developed when the standing committee and sub-committee each developed completely different types of reports. The issue was shelved for a year.

During this year, the swimming program was continued as was the St. John Ambulance Course and Camp de Jour. This time out to the Camp de Jour, our grade six (bilingual) students went with a grade six from a French school.

## 1974/75

During 1974/75, the primary English room was utilized for the first time. The idea was that the children found it difficult to "switch hats" from French to English and back in the same classroom. It was also a problem for the English teacher to have sufficient aides and varied materials to stimulate the children. The English room was equipped (mainly by the teacher) with a carpet, rocking chairs, cushions, listening station and all kinds of exciting posters and reading materials. This, no doubt, contributed to the tremendous success of this program.

The swimming program was continued this year, however, the time available to the school was reduced. Grade ones were given formal swimming lessons.

This year, an International Cookbook, consisting of recipes from our multi-national staff, was sold as a fund raiser. Only about eight hundred dollars was raised.

## 1975/76

During the 1975/76 school year, a big change was the introduction of five special education classes consisting of elementary age children from all over the region. These children were either two or three years behind academically and included the most difficult discipline cases in the region.

Around February, I was called and informed that the Board was considering starting two or three classes since we had the space. By the time we received the names, the numbers had gone so high to force us to staff for two more classes just before school opening. Out of the five teachers selected for these classes, two left before the half way point of the year, and one, (the most experienced in special education), did not appear to be interested. I had to spend a great deal of time consoling, counseling and working with teachers, besides solving the discipline problems created by these children in the bus, cafeteria, playground and class. It was extremely strenuous but, towards the end of the year, it was going very smoothly.

One of my concerns was that these students (mostly working class) might be discriminated against by the middle class students and parents. I tried to

make it clear that they would be given the same priv-
ileges and rights as every other student in the school.

In May 1976, the School Committee suggested a .
graduation ceremony for the grade six students going
on to high school.  It was further suggested that this
would be an opportunity to give achievement prizes.
One member even suggested that students could vote
for the most popular students.  At first I was reluc-
tant, particularly, when I heard the last suggestion.
I made a rather lengthy speech explaining that my
philosophy was against competition, that students
now proceeded at their own rate in school.  Eventually,
I conceded, provided that the certificate state that
the child had attended the school and followed the
grade six course.  The certificate was also modified
for the senior Special Education students.  The cere-
mony was held; parents served refreshments.  It was
well received by parents and students.

The breakdown in teacher negotiations at the
provincial level resulted in harassment tactics by
the Teacher's Association.  The most devastating
tactic was the sudden walk-out by teachers causing
great problems for myself and the office staff in
getting children safely home.  The ban on extra-cur-
ricular activities began after Christmas and lasted

until more than a year later.

## 1976/77

The school year began with the problems of the
School Board Teacher Negotiations, the possibility of
a lock-out, and the actual ten day teacher strike.
While parents were concerned, no real depression or
morale problems developed until the School Board at-
tempted to turn pedagogical (professional) days into
teaching days to salvage lost time.  This caused a
great deal of tension in schools as the possibility
of walkouts and Board retaliation (such as suspension)
became possible.

The ban on extra-curricular activities contin-
ued affecting mostly the music, creative art and gym
teacher's extra-curricular program in this school.

A Wine 'n' Cheese party in September, just be-
fore the entry of the students, brought the staff
close together.  A Christmas party at the principal's
home served the same function.

This year, student volunteers were used to help
at the office.  Older Special Education children as-
sisted younger students as student tutors.  Both bene-
fited.

A recuperation class for students having diffi-

culty in the bilingual program was established.

Just before Christmas, the students sold peanuts raising over $2,000 for student activities. This time there were no complaints.

Since the math lab did not seem to be well used, or was misused, the principal turned the problem over to the school council. Teachers were not sending their class to the lab as much as before. Many of the games had been broken, filmstrips and tapes were missing. A committee of dedicated and interested teachers was established to handle the problem.

One of the most interesting and successful innovations in the school was the team teaching arrangement by the two teachers of the twenty-eight senior Special Education students. These teachers, at the end of 1975/76, asked if they could team teach in what had previously been the cafeteria for grades one and two - the only area large enough for the program envisioned. I was very excited about this idea but asked the teachers to make a list of all the pros and cons. The teachers, eventually, decided to go ahead with the experiment.

The approach has been very successful. The teachers complimented each other effectively. By creating a warm atmosphere, taking the children places

(movies, skating, field trips) the students blossomed
academically and socially.  However, to go ahead with
the project, several people had to be consoled - the
grade one teachers who resented losing their cafeteria —
and the cafeteria supervisor.  The local (or sector)
Board was not even informed for fear they would in-
terfere.

On March 11/77, the whole school participated
in a Winter Carnival.  More interesting is the fact
that the whole thing was planned superbly by a com-
mittee of teachers.  My role was to merely mention
the idea to a teacher who brought it up at the School
Council.  The great success of the day suggests to me
that this might be the best role for an administrator
interested in introducing change in a school.

# CLASSIFICATION OF THESE CHANGES IN GROUPS

The changes described from 1972/73 to March 1977 may be listed under the following categories:

## AESTHETIC

Painting classes and halls
New English room
Special Education room for team teaching

## TEACHING METHODS

Handouts and literature
New English program and Specialist
Metric week
Nutrition week
Team teaching (bilingual)
Team teaching (Special Education)

## RECREATIONAL

Yoga
Judo
Sewing
Zim-zam, tetherball
Broomball, deck tennis
Swimming
Winter Carnival
Specials (e.g. wrestlers)

## RECREATIONAL-EDUCATIONAL

Camp de Jour
Specials (e.g. Youth Theatre)
Math Lab

## DISCIPLINE METHODS

First staff meeting
In-services
Problem solving meeting with the staff

## ADMINISTRATIVE

New Vice-principal
New secretary, new caretaker
Transfer (out) of students
Transfer (out) of teachers
Setting up Special Ed. Classes
Tea Party
Annual promotion day
Grade six graduation
Wine & Cheese to begin year
Capital equipment
General meeting with parents to announce uniform policy
Math lab committee
New report card
Breakdown in teachers negotiations - ban on extra-curricular activities

## MISCELLANEOUS

Chocolate bar drives
Peanut drive
Cook Book

Figure II

Classification of the described changes according to the selected attributes of change and the Steven s' Model

| | Who had the idea | Most Imp. in Implementation | Source within/outside school | Reception | Duration | Method of Implementation | Strategy Demo./Author. | Target Group/Individ. | Magnitude | Form Steven's Model |
|---|---|---|---|---|---|---|---|---|---|---|
| **Aesthetic** | | | | | | | | | | |
| Painting halls classes | Prin. | Principal | Within | Accepted | 5 yrs. | Power | Both | Group | Low | Struc. |
| New Eng. Rm. | | Teachers | Within | Accepted | Lasting | Both | Both | Group | Med. | Struc. |
| Spec. Ed. Rm. (Team Teach.) | Teach. | Tea./Prin. | Within | Accepted (Some upset) | Lasting | Both | Both | Group | Med. | Struc. |
| **Teaching Meth.** | | | | | | | | | | |
| Handouts & Lit. | Prin. | Principal | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| New Eng. Pro. | Prin./Tea. | Teacher | Within | Accepted | Lasting | Attit. | Demo. | Group | High | Struc. |
| Metric Week | Prin. | Staff | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| Nutrition Week | School Com. | Staff | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| Team Teaching (Bilin. Prog.) | Prin. | Teachers | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| Team Teaching (Spec. Ed.) | Teach. | Teachers | Within | Accepted | Lasting | Attit. | Demo. | Group | High | Struc. |
| **Recreational** | | | | | | | | | | |
| Yoga | Prin. | Prin. | Within | Accepted | Short | Power | Demo. | Group | Low | Prod. |
| Judo | Care. | Care. | Within | Accepted | Short | Power | Demo. | Group | Low | Prod. |
| Sewing | Prin. | Prin. | Within | Accepted | Short | Power | Demo. | Group | Low | Prod. |
| Tetherball etc. | Prin. | Prin. | Within | Accepted | Lasting | Attit. | Demo. | Group | High | Prod. |
| Swimming | Parent | Prin. | Within | Accepted | Lasting | Power | Demo. | Group | Med. | Prod. |
| Winter Carnival | Prin. | Teach. | Within | Accepted | Short | Attit. | Demo. | Group | High | Prod. |
| **Recreat./Educ.** | | | | | | | | | | |
| Camp de Jour | Prin. | Prin. | Both | Accepted | Short | Attit. | Demo. | Group | High | Prod. |
| Specials | Prin. | Prin. | Within | Accepted | Short | Attit. | Demo. | Group | Med. | Prod. |
| Math Lab | Prin. | Prin. | Within | Accepted | Lasting | Attit. | Demo. | Group | High | Prod. |

Figure II

Classification of the described changes according to the selected attributes of change and the Steven's Model (con't)

| | Who had the idea | Most Imp. in Implementation | Source within/ outside school | Reception | Duration | Method of Implemen-tation | Strategy Demo./ Author. | Target Group/ Indiv. | Magnitude | Steven's Model Form |
|---|---|---|---|---|---|---|---|---|---|---|
| **Discipline Meth.** | | | | | | | | | | |
| First staff meet. | Prin. | Principal | Within | Accepted | Lasting | Both | Both | Both | High | Prod. |
| In-services | Prin. | Principal | Within | Accepted | Lasting | Attit. | Demo. | Both | High | Prod. |
| Problem Solving Meet. with staff | Prin. | Principal | Within | Accepted | Lasting | Attit. | Demo. | Both | High | Prod. |
| **Administrative** | | | | | | | | | | |
| New Vice-Prin. | Prin. | Principal | Outside | Accepted | Lasting | Power | Author. | Indiv. | Med. | Struc. |
| New Secretary | Prin. | Principal | Within | Accepted | Lasting | Power | Author. | Indiv. | Med. | Struc. |
| Trans. (out) of Teachers | Prin. | Principal | Within | Accepted | Lasting | Power | Author. | Indiv. | High | Struc. |
| Trans. of Stud. | School B | Principal | Outside | Acc./some reluctance | Lasting | Power | Author. | Group | Low | Struc. |
| Setting up Spec. Ed. classes | School B | Principal | Outside | Accepted | Lasting | Both | Both | Group | Med. | Struc. |
| Tea Party | Prin. | Principal | Within | Accepted | Lasting | Attit. | Demo. | Indiv. | High | Prod. |
| Annual Promot. Day | Prin. | Principal | Within | Acc./some reluctance | Lasting | Both | Both | Indiv. | High | Prod. |
| Graduation Gr. | School C | Principal | Outside | Acc./some reluctance by Prin. | Short | Power | Both | Indiv. | Low | Prod. |
| Wine & Cheese | Prin. | Principal | Within | Accepted | Short | Attit. | Demo. | Both | Med. | Prod. |
| Capital Equip | Prin. | Principal | Within | Accepted | Lasting | Power | Author. | Group | Low | Prod. |
| Math. Lab Com. | Prin. | Teachers | Within | Accepted | Short | Attit. | Demo. | Group | Med. | Struc. |
| Gen. Meet. Par re uniforms | Prin. | Principal | Within | Accepted | Lasting | Both | Author. | Group | Med. | Struc. |
| Report Cards | School B, Parents | School B. | Outside | Accepted | A few years | Power | Both | Group | Low | Prod. |
| Break Tea. Neg. | Union | Teachers | Outside | Acc., rec. | Approx. 2 yrs. | Power | Author. | Group | High | Both |
| Misc./peanut, choco. bar dr. | Prin. | Prin./stud. | Within | Accepted | 7 dys. | Attit. | Demo. | Group | Low | Both |

## Observations of the Classification

In the majority of the cases, the principal originated the idea and was most important in the implementation of the change. Most changes originated within the school. All originating outside the school were administrative in nature.

All changes were accepted although some with reluctance. Most of the changes could be considered to endure; about a quarter of them were short term. What can be confusing is the fact that a change (such as an in-service) may be short term, but the effect long-lasting.

The method of implementation I saw as centering equally around attitudes and power. The strategy, I felt, was more democratic especially in the recreational type activities because students were not forced to participate. On the other hand, the students were not involved in the setting up of the games even though they were for the students.

The attributes of method and strategy appear somewhat confusing in describing school change. The target was frequently the individual or both individual and group, but most often, the group. These were slightly more structure type than product type innovations. There were no process changes. Interestingly,

most of the changes I rated high in magnitude were also product rather than structure changes.

## The Principal's Response

The main purpose of this study is to see how the three populations of the School community selected changes. I shall, therefore, begin with my own description and response to the interview items.

I selected as most important the new English program and English Specialist for grades two and three in the bilingual program implemented in the 1973/74 school year. I selected this over the humanization of the school and improvement of interpersonal relations (one of my major objectives) because the former was much more measurable.

The importance of this change is reflected by the dramatic improvement in test results and in the enthusiasm of pupils and parents. For the past few years the grade two and three bilingual classes have scored equivalent to or above the English stream classes in the region (as measured by the Gates-McGintey tests) although having one year less of English.

## Description

Previous to this innovation, the English program for levels two and three consisted of a phonics-oriented program. Many children were bored; there appeared to be confusion in both French and English.

The new program is based on the premise that speaking and listening must come before reading and writing. As students have been in the bilingual program for two years, their native talkativeness and creativity has been somewhat curtailed. The teacher begins with discussion periods from which first simple sentences and later stories are drawn from the children. The vocabulary they read is the vocabulary they speak and the stories they read are stories they themselves have written. Phonics are not introduced until late in grade two when the French phonics have been completed.

The principal was concerned with the obviously inadequate program. This feeling was reinforced by the lethargic reaction of the children and the complaints of the more vocal parent. A new teacher was hired to handle all of the primary English. Meetings were conducted involving the principal, the teacher, the language arts consultant, the assisting teacher for reading and the free flow (the remedial reading

specialist in the school.) Subsequently, the teacher, in the interest of reforming the program, requested the following:

(1) Implementation of language experience outlined above.

(2) Texts the children would find interesting to follow the language experience program. (Ginn 360 was eventually selected.)

(3) A special English classroom for grade two and three of the bilingual program. The English teacher (or teachers during certain years) had previously gone to the regular classrooms. It was apparently confusing for the children to suddenly "switch" from one language to another in the same environment. The teacher was limited to materials she could transport.

The principal saw the need, got things moving and conceived of parts of the innovation such as the special room. Clearly, the teacher was most important in the implementation although the theoretical concept of postponing phonics came from the language arts consultant. The change was, at first, not accepted by everyone at the School Board. The Director-General questioned the concept of postponing formal phonics to the later half of grade two but he did not interfere.

The change originated within the school community as a result of the observations by the principal and some complaints by disappointed parents. The only possible active participant was the teacher who took the leadership in the innovation. All parties in the school community were very supportive.

The diffusion of this change may be illustrated by the fact that the approach in all its details has been recommended by the Language Arts consultant for the bilingual schools. The other four schools are gradually implementing more and more aspects of this approach.

The method of implementation involved the changing of attitudes towards the subject and toward the teaching, by the students and parents not power or concessions.

The strategy was participative democratic to the extent that the consultant, assisting teacher, teacher, and principal were involved in the theoretical discussions concerning the existing problem and the choice of text. The caretaker was made to feel part of an experiment to establish a warm, exciting atmosphere for the people to learn English. His co-operation was helpful.

To an extent, the individual teacher and her

methods were the target. The discontentment of the
class group and the low individual results were both
targets of the change. The change came gradually;
the implementation came the year after the planning.
There was some publicity in the consultants report
after the second year. The Principal reported, in the
school newsletter, how pleased he was with the results
of the tests; other than this, there was no great
fanfare. The innovation is continuing and expanding
to other schools.

Other changes that I could list as being sig-
nificant during this period would include: the im-
proved interpersonal relations among the staff, the
openness of the school to parents, the warmer atmos-
phere for students; the new staff members more in-
clined toward "child-centered" education; the in-
service sessions with the teachers on discipline and
humanizing; the use of more recent teaching techniques
such as contracts, learning packages and educational
games; the math lab; the lunch hour games and the new
Special Education classes.

The change I would like to see most in the
school is more enthusiasm and involvement by the staff
in school and student life.

Now we shall observe the responses of the tea-

chers, the students, the parents, administrators and
support staff to the interview.

# CHAPTER III

## THE FINDINGS

In this chapter I have described the interviews with the three main populations. Eight students (four boys and four girls) were selected. Three were in grade four, two in grade five and three in grade six. Three of the parents selected seldom visited the school; five mothers worked as volunteers in the school library. Only one of the eight parents was male.

The students and parents were paired with the objective to determine the extent to which the students selection of significant changes might be their parents and vice versa.

All of the interviews were conducted in the principal's office, usually during class time. I had, naturally, received permission from the parents since the mother or father was also being interviewed. I tried to interview the parent and child the same day to prevent any discussion at home prior to an interview. The last question pertaining to the changes the respondent desired I thought of half way through the interviews.

Three of the parents were asked this question on the telephone; the remaining parents I questioned when I happened to see them - usually in the school library. The students and teachers (those interviewed the earliest) I questioned outside the class, in the staff room or on the playground.

## Interviews with the students and parents

Student one is an average grade six (bilingual) student but his eager outlook on learning contributes greatly to his achievement. His work is always done neatly and on time; he is determined to succeed. He enjoys reading, stamp collecting, woodwork and swimming. He dislikes television. Student one is rather quiet but has very close friends.

Student one identified the "games outside and the Math Lab" as the changes most significant. When I asked him to chose between the two, he selected the Math Lab. I was struck by the spontaneity of his responses in reference to the Math Lab. I believe he was more familiar because his mother had been an active school volunteer and member of the school committee for two years. His mother had been one of the parents concerned about Math teaching in the school and impressed with my record in this area at my previous school.

When asked why the Math Lab was a significant change,
he replied, "it gives you a chance to get away and to
learn. It helps you to sort of like the subject more."

To the question of how people reacted to the
change, Student One responded that most (students)
liked it but were not responsible and did not take care
of it. This sounded more like a parental statement.
Interestingly, he gave credit to the school committee
(and some students) for being involved in the imple-
mentation. Few students are aware of the school com-
mittee not to mention its function. Again in re-
sponding, he referred to things getting broken, and
the possibility of the change enduring depended on
"how responsible people below me are."

Student One identified the outside games, the
skating and the brightly painted halls and stairs and
tape recorders as important changes. However, Student
One could not think of any changes he would like to
see in the school.

Parent One is a very well educated, intelligent
and active parent in the school. She was one of the
original parents concerned about the teaching of math-
ematics in the school and was apparently impressed with
my record at my previous school. Obviously then Parent
One was impressed with the introduction of the Math Lab

in the school. She served on the school committee during 72/73 and 73/74; during the last year and the year after she acted as volunteer co-ordinator "lining up" the parent volunteers to meet the school needs. During this past year she has been a library volunteer.

Parent One selected the change in atmosphere as being most important. As a volunteer, she observed that the whole process seemed to be working better. "The change in discipline has been amazing", according to this parent. "Your favourite speech 'halls are not for running in' sunk in" she said.

Parent One believed the ideas originated with the principal who was also 'most important in the implementation. These attitudes spread to the teachers and then the students as they learned responsibility. She was convinced the change originated within the school itself. There were reservations at first but gradually acceptance as various phases proved successful. It was soon picked up in the whole school.

Parent One felt informal meetings, gathering suggestions on how to improve the atmosphere and working relations, were successful. Parent One believed the innovation was implemented diplomatically, not by force. General observations were made that working conditions could be more comfortable. She saw as the

thing expected to change,the school,affecting both in-
dividuals and groups,but more the latter. The change,
she felt, came gradually and quietly during eighteen
months to two years. It would endure she felt.

The other changes listed included lunchroom
activities, playground facilities, the Math Lab, the
special performances and films. Parent One wished to
see an end to the extracurricular ban and the visit to
more of the community resources.

Parent Two and her husband are part of a very
musical family, even having purchased a summer cottage
near a music camp in the Laurentians. Both are mem-
bers of a local church choir and play an active part
in their children's lives. They are concerned with
what is going on at school. Parent Two has been the
school library co-ordinator since 73/74 but has been
most interested in the technical end. She has been
taking a degree in Library Sciences at Loyola. This
year a colleague (parent) handles the volunteers for
her. Parent Two is a cheerful, dependable worker,
paid only a token amount. Interestingly, I always had
perceived her to be a very conservative person yet
nothing in the interview supported this.

Parent Two identified as the most significant
innovation the greater freedom in relations between

staff and children "personified by increased use of
first names." When asked why this was significant,
she saw this as part of the reaction against the old
type of class discipline and part of the new methodology
of teaching. She cited the lesser amount of drill in
the new math as an example. When I asked if this was
a good (or positive) change, she responded, "yes, if it
did not go too far."

Parent Two stated she did not know who thought
of the idea or approach first; she then suggested it
filtered from teacher training from the new psychology
of education. The personal relationship improvement
she imagined came from the general policy of the prin-
cipal who probably (she was not sure), would have dis-
cussed this with the staff. The principal would en-
gage staff sympathetic to his views on such things.
While a minority would disagree, she saw the school
community on the whole accepting the change very well.
On the question of diffusion of the change, she saw
others picking up the change "from the same place as
we did", and saw this as a current general movement.
Parent Two expressed that she did not know enough about
the day to day working of the school to explain how the
innovation was implemented except that the atmosphere
has changed.

As other significant changes, Parent Two listed
the increase in teaching (time) of French in the bi-
lingual program, the advent of the Special Education
classes, the decline in school population (800 to 550),
more equipment, and the use of special rooms such as
the Math Lab and split or combined classes (different
grade levels in one room). The one change or improve-
ment Parent Two wished to see was a return to the Art
Specialists.

Student Two is an above average grade five
pupil. He is in the school choir and orchestra but is
not a sissy. While well-liked, he occasionally appears
to exhibit a superior attitude to everyone including
adults. He is bright but tends to do just enough work
to get by.

Student Two quickly identified tetherball,
broomball (even though he seldom plays) and the current
peanut drive as most significant innovations. He se-
lected tetherball when I asked him to choose because
"it takes a lot of students to one place where they can
have fun."

I was forced to ask him to guess who thought of
the idea (s). He guessed the idea came from someone in
the office, maybe a secretary or a student. He gave

credit to the parents for wanting more activities on the playground. He listed ringtoss, broomball, hockey, the Math Lab and Audio-Visual room as other changes. Student Two could think of no changes he wished to see.

Parent Three runs his own business from his home in Brossard. He has three children attending South Shore Elementary. While seldom in the school, when he has come to pick up his children, he appeared a very friendly, cheerful man, very happy with the school. (Apparently at a previous school he had been a powerful figure on the school committee.) The father is very interested in doing the right thing for his children and has borrowed books from the staff and principal on some of the new approaches.

There was a lengthy pause when I asked Parent Three to identify a change significant to him. At first he said "I haven't noticed any." He eventually selected the (more) freedom children now had to work on their own as being significant. This parent applauded the granting of freedom relative to a child's maturity and ability to cope with it.

He was not sure how the change got started, but, eventually, thought that the idea may have stemmed from child psychologists naming as an example, Dr. Spock. The most important people in the implementation, he

figured, were the principal and his wife (a teacher on staff), both who had loaned him books.

He had difficulty with the question of the change coming from within or outside the school. He felt there must have been some outside influence such as the literature, but when asked to choose he decided the change must have originated more from within the school.

On the question of acceptance, Parent Three seemed to betray some of his own reservations. He felt the teachers had gone along with the change "letting the students be free" but there were mixed feelings (among parents) on this. On the question of diffusion, he said it was not enough to try to get involved, read etc." But some who have kids are "trying to get with it". He said he recommended these books (given by the principal and his wife). He guessed the change was started by making people feel they wanted it and that many were involved in putting it into practice.

As other changes, this parent listed the class meetings, the problem solving method to handle fights, the noonhour recreation activities such as broomball, swimming, and concerts for students at Place des Arts. I believe he knew so much about the class meetings

and problem solving of fights due to the discussions
and literature shared with him. His own interest in
sports is quite apparent. The only change Parent
Three could think of was that he wanted parent moni-
tors on the buses.

Student Three is an average grade five student
in the bilingual program. He is very interested in
sports, playing on several hockey teams. He is a well
behaved and a typical boy.

Student Three appeared somewhat shy when asked
to select the most significant change. He, eventually,
chose the current peanut drive because "it was fun to
do," This student had great difficulty determining
the method of the change. After vacillating, he de-
cided the method centred on attitudes. He listed
broomball, hockey, the ice rink and cafeteria games
as other significant innovations. The only change
Student Three could think of was that he wanted to
have the hockey game moved as it interferred with his
playing.

Student Four is an above average, hard working,
grade six student in the bilingual program. She has
been a close friend of a classmate since the age of
five. Together they are writing a mystery novel (so
far sixteen typewritten pages). This student loves

horses, reading and all sports. She spends many hours playing school at home.

Student Four selected as significant the outdoor recreation games (tetherball, deck tennis, etc.), "because they keep the children from being bored, getting into trouble or coming in the building." She felt the strategy was democratic as "one person could not have done it all." She then stated she was not sure about this because the changes did come one at a time. The other innovations listed were the metric week, the mini-circus, youth theatre presentations, and assemblies.

Student Four paused for a very long time when I asked her to name any change she would like to see in the school. After repeating this two times and receiving no response, I jokingly said "this must mean everything is perfect here." She replied "yuh!" This surprised me as I felt she would be influenced by her mother, who I had perceived as being somewhat critical and negative before the interviews.

Parent four has been a library volunteer for at least three years. During this period, she struck me as being something of a "grouch" and quite hard on the children. She seemed so unhappy around children that I wondered why she worked in the school. She was

also critical of the staff. On one occasion, she ex-
pressed to me how disappointed she was that the girls
basketball team had not practiced as advertized due to
the Union's ban on extra-curricular activities. I had
stepped in to take the practice but she could not for-
give the teacher nor understand why he did not wish to
broadcast the reasons for the cancellation.

At first Parent Four could not think of a
change; finally, she identified the unionized teachers
movement as most significant. She spoke about the ban
on extra-curricular activities again referring to the
canceled girls basketball practice. "Such things",
she claimed, angered the students and "turned them off".
This was clearly, in her opinion, a negative change
originating from pressure from outside unionists in
other schools.

This parent reported the change as being si-
lently but reluctantly accepted and there being only
partial sympathy for the teacher's cause. The parents
did not have the option to participate in this change
according to Parent Four. She saw the method as
centering on power involving concessions and the strat-
egy as elitist authoritarian as one group was "calling
all the shots."

In terms of other changes, Parent Four felt we had been spending more attention in the last few years to spelling and writing. (This surprised me as parents more often state the exact contrary which is probably slightly closer to the truth in my opinion, at least in the case of writing.) This is a good example of an individual selecting something close to her heart.

At first, Parent Four stated she was happy with everything at the school. As an afterthought, she expressed her concern about the full lost and found box. She would like students and parents to take more responsibility for the students clothes.

Student Five is a hard working, average grade six girl in the bilingual program. She is a quiet girl and rather heavy for her age. Her best friend, a popular classmate, seems to help her socialize. Student Five enjoys sports, soap operas and playing school.

Student Five quickly selected the recreation games such as tetherball as being significant since, previously, recess and lunch "had been a bore." When I asked her to list other changes, she seemed stumped. I explained what usually is meant by the term school innovation or change whereupon she selected the Math

Lab, the Audio-Visual and video equipment as being important. Student Five could think of no changes she personally wished to see.

Parent Five is a well educated, pleasant, unassuming lady. During 72/73 she prepared math games for teachers. Since then, she has been a library volunteer, this year taking over the public relations aspects of co-ordinating the library volunteers.

Parent Five saw as significant the general slipping of standards in all domains starting seven or eight years ago. This included academics and attitude toward work. She saw this affecting the whole fabric of our society. She stated "the change came with the idea that education was not a privilege but a right. 'The Parent Report' started the ball rolling", according to this mother. As a result, "we have gone down to educating the lowest common denominator." She also saw this movement as a reflection of the society expressed through the Department of Education in its trend toward centralization. She saw the teachers as most important in the implementation precess when given the scope to do what they wanted. She did not see this as a change originating within the school.

Parent Five felt the change was accepted initially and with a great deal of participation. She

saw this happening everywhere and saw the church taking the same route. It had once been elitist and now was making accommodation for everybody. Some people are having second thoughts about this process, she claimed. The method involved making people want the change and the strategy parent participation. Parents are not as hesitant in approaching administration she claimed.

Parent Five saw the change occurring quickly with a lot of publicity but qualified this by saying that perhaps the general public was not aware of it.

Parent Five lists as other changes during this period, the increased use of audio-visual hardware and the Math Lab.

The change Parent Five wished to see was a return to more structure and discipline for the good of society. She did not, however, wish this to be overdone.

I was impressed by the speed and lack of hesitation in Parent Five's responses.

Student Six is a sweet, tiny, grade four girl of above average ability. She collects horses and is very well liked.

I was surprised when Student Six identified the new (regional) report as the most significant

change. When I questioned the reasons for this choice, the student replied, "I like to read my grades; I understand and I read the report before my parents see it."

She did not know who thought of the idea first, but when pressed, guessed the School Board to be most important in coming up with the idea and implementing it. She did not think the change originated within the school. I was impressed that she saw the target for the change to be the parents.

Student Six, even after I explained what we mean by the term school change or innovation, could not list other changes. The only thing she could think of was a change in teachers (from one class to the next) and that she had more homework. The only change she personally wished for was more games for girls.

Parent Six is very intelligent. She appears more concerned about her children's social adjustment than academic accelleration although both her children are above average. The administration had to convince the parents before moving Student Six's sister up a grade level during the year. When asked to identify a significant change, Parent Six responded, "Have there been changes?"

Eventually, she selected split (or combined
level) classes. She thought it was not a good idea
because she had never heard of it before. She con-
ceded that her daughter's situation (in a combined
class) has not turned out bad. She saw the School
Board as originating the idea in order to meet gov-
ernment norms but the teachers as most important in
its implementation. The origin was outside the
school.

Parent Six said the change was accepted be-
cause they had no choice. Some parents saw this as
an opportunity for their child to skip a grade, others
were worried she said. Parent Six felt this inno-
vation would be used in situations with the same
problems.

In response to the question on the method of
implementation, this parent was not sure how the chil-
dren for such classes were chosen. She saw both atti-
tude and power in the method as the teachers tried
for improved relations to make the split class work
but the boards using force in establishing the classes.

Parent Six listed the ribbon awards on sports
day, the circular and group seating arrangements (re-
placing rows) and swimming (although she saw it ser-
ving no purpose) as other changes during this period.

There was nothing Parent Six wished to see changed as
everything was fine.

Student Seven selected the tetherball games
and skating rink as significant as it kept students
occupied and prevented fights. This student saw the
ideas originating from the principal or caretaker,
but guessed the caretaker to, perhaps, be most im-
portant in the implementation. (Perhaps because he
cemented the receptacle for the tetherball games.)

He felt that the strategy was participative
democratic but, when I asked how students helped
bring about the changes, he was stumped. Surprisingly,
(to me), he saw the games coming quietly and gradually
with little publicity. The only changes he could
think of was the new principal. He could think of
nothing he wanted changed himself.

About Parent Seven I know very little. In
75/76 she helped out in the school cafeteria; this
year she is a library volunteer. She is pleasant
and co-operative even though her son has not done
well academically and used to be in trouble frequently.
Parent Seven has an older son in C.E.G.E.P.

At first Parent Seven was not aware of any
changes, but then, eventually, selected the new
(regional) report just released a few weeks previous

to this interview, as most significant. She felt the
students could now understand the reports. She guessed
the parents were most important in originating and
implementing the change, but felt it originated
within the school. She saw this coming gradually
and quietly. Parent Seven could not list any other
changes. When asked what changes she might wish to
see, she could not think of anything.

Student eight is an above average grade four
bilingual student. She is a nice feminine little
girl; she misses a lot of school due to asthma and
bad allergies. Student Eight seemed puzzled when I
asked her to zero in on a significant change. After
I explained what is usually meant by an educational
change or innovation, she selected the current peanut
drive. She saw this as significant because it was
fun and was a source of revenue to purchase other
enjoyable things. She saw the change starting slowly
and quietly which surprised me as the whole idea of
a short term drive was to "blitz" the customers with
publicity and enthusiasm. She could not list any
other changes, perhaps partially because she was so
young. She also had no thought of things she wished
to see changed.

Parent Eight is a very helpful parent volun-

teer in the library and other areas. She is con-
cerned with her children in the school but is not a
pusher. When she found out the family would be
moving, she sought advice from the staff concerning
the implications of her son leaving the immersion
program and arranged for some English tutoring.
This parent is a member of a local church choir and
has a lot of friends.

Parent Eight identified the introduction of
Special Education classes at South Shore Elementary
as the most significant change. She was pleased
that students with problems would be given attention
and treatment rather than being left to stumble along
in the midst of the others.

She saw the change originating due to a new
awareness of learning difficulties, but guessed the
principal to be the originator and implementer in
this school. (In actual fact these classes were
brought in by the School Board because of the avail-
able space.) She saw the change as originating from
outside the school and thought that the QACLD may have
pressured for special classes.

Parent Eight felt the change was well received
and probably implemented by testing and interviewing
children and then engaging qualified and trained

teachers. This parent had to pause for a long time before listing other changes. She selected the introduction of English at an earlier age in the bilingual program, the team teaching in Special Education, the lower class size, the swimming program as most significant.

In terms of changes, she wished to see more field trips and extra-curricular activities, a better cafeteria system offering hot meals and a paid librarian.

## Summary of the Student Interviews

Recreational related innovations were chosen
by most of the students interviewed. Almost all of
them felt that the change originated in the school
and that they were the thing to be changed.

The principal was seen to be the most impor-
tant in originating the change and the one responsible
for its implementation. They all felt the method of
getting the change started centered around making
people feel they wanted the change. They felt that
many had been involved in putting the change into
practice. Half the students felt the changes oc-
curred suddenly with fanfare and publicity. All felt
it would endure. Most of the other changes listed
(as occurring during the period under study) again
related to games and sports. Most students wished to
see no changes; those who did, selected the game re-
lated ones.

## Summary of the Parent Interviews

Three parents chose the change in the atmosphere (humanization) as the most significant change. Another parent believed the greater freedom of students resulted in a decline in standards - a negative change. There was no pattern or consensus in the items selected beyond this.

The source of change in the school was seen by parents to come from every possible quarter, principal, teacher, government, School Boards, and writers. Half the parents believed the principal to be most important in presenting and implementing the change. Again, half felt the change originated outside the school. Almost all felt that most had accepted and (where possible) had participated in the innovation. Again, almost all believed the implementation method centered around getting people to want to change. More than half of the parents felt many people had been involved in getting the changes started. Two parents, who felt a single person or group had "called all the shots", chose negative changes as most significant. Parents saw the thing to be changed as ranging from improved education, the school, the school community, the teachers and pupils, to government norms. More than half felt the change

was in the group. Almost all parents saw the inno-
vations occurring gradually and quietly with little
publicity. All felt the change would endure.

## The Teacher Interviews

Teacher one began under previous adminis-
tration as a kindergarten teacher during the second
year of the bilingual program. She frequently de-
scribed how pleased she was to leave the very author-
itarian school system in Belgium. Yet, teacher one
is one of the most syndically inclined teachers on
staff. She complains about her work load, board
policies, (such as teachers having to come in on
stormy days when school is closed to students), and
late buses. She is an extremely competent and dy-
namic teacher, the leader of the kindergarten team.
"Her bark is worse than her bite", but she does tend
to be too negative.

I was very surprised when teacher one se-
lected the change in the atmosphere and school re-
lations as most significant. She specifically de-
scribed an improvement in principal-teacher relations,
teacher-pupil and parent-school relations, which re-
sulted in motivation, growth and a feeling of being
at ease by all concerned.

Teacher one gave credit to the principal for
originating and implementing the change, but felt that
all parties must have co-operated. In short, she
perceived the change to be within the school but some

of the ideas may have come from the social context. She felt the change was accepted favourably with happiness.

The change was started from the principal's suggestions and example. The administration/teacher relations change was reached through attitude, the openness to parents (of the principal) by making himself available. The change desired was a new climate of human relations - of voluntary activity as opposed to the military atmosphere.

This teacher listed the new resources such as the extended library, math laboratory, audio-visual equipment and the improved discipline as other significant changes. As far as changes she would like to see, teacher one could only talk about her dream school with a smaller number of children, large rooms, a wealth of materials, garden, animals, a swimming pool, etc.

Teacher two was one of the original Grade one teachers of the bilingual program working in the school under the previous administration. An older teacher (in her fifties), she once expressed to me how uneasy she was when I first came to the school, since I had a reputation for being hard on older teachers. She soon became very secure and comfortable.

Teacher two is a very solid, dependable teacher, flexible enough to have created a warm and delightful learning atmosphere.

Teacher two selected the changed atmosphere, the new spirit and morale. She mentioned the improved relations between teachers, teachers and administration and teachers and students. "The cliques had been broken and the staff brought together", she said. This was important for people to work better for she felt that if relations were tense it would be difficult to function. This teacher stated that the principal proposed the ideas and the possibility of change. She said, "it was up to us to do it. At first I didn't like it."

On how the change was accepted, teacher two stated that at first she was not sure "what we had to do." She felt that the staff had been gradually led so that they became more comfortable. This was done as the teachers were shown new ways to work and deal with children through films and pedagogical days. The change was, eventually, well received by teachers and students, but she did not know about the parents.

The change was implemented through films on such things as the Glasser approach to discipline.

Teachers were told to come and see the principal if they were upset. This seemed to have made an impact on her. The thing selected to be changed, according to teacher two, was the attitude of the teachers which would, in turn, affect the children and school spirit. Thus, she felt the group would be changed and then the individual.

Teacher two listed happy teachers (as proof of this was frequent staff get togethers), increased teaching materials, the Math Lab, increased gym equipment and the outside activities and games such as the rink and tetherball as other changes. There were no changes that teacher two could think of that she desired in the school. This interview proceeded very quickly with almost no pauses.

Teacher three is an older teacher (a grandfather) who had taught Industrial Arts to Grades six and seven under the previous administration. He now is assigned Creative Arts, a kind of fine arts program, and Music to most of the grade levels including Special Education. Teacher three is extremely severe with children, often screaming at them. On two occasions, I had to reprimand him for striking children. He seems to delight in enforcing the more petty rules to extreme lengths. He seems to have a

particular lack of empathy for children with learning problems, often assigning tasks beyond their ability or interest. While many parents object to his rigid program, his one "claim to fame", the school choir and orchestra, provides him with many parent supporters.

This man selected the ban on extra-curricular activities by the Teachers' Union as being significant because this disrupted a very good program, according to him.

Teacher three saw the change originating from and implemented by the Union, which he labeled outside change. (He found it inconceivable that his own staff, also members of the union, were as responsible as anyone.) He saw the change as being poorly accepted by students and parents, but teachers to be in agreement with it because "they had no choice". When asked how the change was implemented, he replied "rigidly" -- he saw it as a power change, an order, as no one would voluntarily give up something they liked.

The thing selected to be changed was the Government and School Boards in order to enlist parental support for the teachers' cause during contract negotiations. He was not sure whether this would effect the group or the individual.

Teacher three listed as other changes more

discipline and enthusiasm, a better attitude, moti-
vation and self discipline among the students as well
as changes in his Creative Arts program. I had for-
gotten during the interview to ask him what changes
he would like to see. I did so about three weeks
later. There seemed to be an interesting contradiction.
He wanted to see a tightening of discipline in general
as the noise level in the school he considered high.
He mentioned that many children were coming inside
during lunch and recess times even when the weather
was not cold. It would appear that either this tea-
cher was trying to please me when he described a
better attitude, motivation and self-discipline orig-
inally, or conditions had deteriorated in the three
week interium. I suspect the former.

This interview proceeded quickly, suggesting
the teacher was talking about something "close to his
heart."

Teacher four was one of the original Grade one
teachers in the bilingual program and taught at South
Shore Elementary School under the previous adminis-
tration. By nature, a very warm, sensitive and hard
working teacher. She welcomed the opportunity to
"legitimately" be personable with the children as I
encouraged. Yet, she does not feel she has adjusted

to the new methodology as quickly as I would have liked. This teacher takes the lead in organizing singing sessions or showing interesting video-tapes and films with the Grade one children. She has been a cheerful influence in the staff room.

Teacher four selected as the most significant innovation the use of an English Specialist for the primary grades and the specialist's program. According to teacher four, the previous approach did not achieve results and do justice to something as important as the children's mother tongue. The old program (Programmed Reading), she described as uninteresting. The new program (Language Experience) she explained, "is based on the children's own vocabulary and, hence, is interesting to them." She felt that this program complemented what she and the other grade one teachers did in French. This fact may explain the real reason why a teacher would select another teacher's program (one not touching her present class) as being the most significant innovation. The English teacher has publically given some of the credit for the success of her program to the work of the grade one teachers who, incidently, have been under pressure (from the School Board and Vice-Principal), to change to another French program. After the interview, this teacher told me that she did

not know whether to select humanization of the school or the Primary English Program.

The teacher doing most of the Primary English was perceived to have had the idea (of a specialist with a new program) and to have been most important in its implementation. The teacher, seeing the weakness in the program, probably presented the idea to the principal.

The change was seen to originate within the school as no other school was doing it. Teacher four stated that the change was well received by the students but she just did not know about the parents. The School Board, the Director General, in particular, was opposed at first, but in general, the change was accepted. As far as the diffusion of the change was concerned, she did not know since she seldom visited other schools. She did state that the English teacher was asked to explain her program to other schools.

Teacher four believed the method of getting the change started involved making people want to change but that one person, the teacher, did it all. Teacher four explained, "she knew what she wanted and how it was to be accomplished." The thing to be changed, she felt, was the old program, thus, influencing individuals more than groups. The change did

not receive much publicity, but was implemented rather
quickly. It was planned at the end of one year and
implemented the next. The results changed radically
in a short time span and should continue according to
this respondent.

This teacher saw the change in atmosphere,
that is the relations between teachers, teachers and
administration and teachers and students, as very
significant. She saw the more motivated students as
easier to discipline. The workshops or inservices for
teachers were interesting and exposed teachers to many
ideas. Teacher four also pointed to the change in the
kind of personnel and the general change to a much more
flexible approach by the staff.

When asked to select changes she desired, this
teacher suggested that the Grade one play area be closer
to their classroom and requested bulletin boards in the
corridors outside the Grade one classrooms in order to
display the children's art work. Teacher four was very
nervous and annoyed with herself when she did not grasp
the meaning of certain questions right away. Even
though she guessed, for example, at how the change was
implemented, she provided ample information.

Teacher five joined the staff during the 1973-
74 school year as a grade one teacher. At first, rather

stiff and rigid, coming from the more conservative schools in Belgium, she was profoundly influenced by the enthusiastic and dynamic grade one teachers. The next year, and until the present time, she has taught the French side of the bilingual grade five. She never complains, is a dependable and reliable worker, but is, perhaps, not as creative as other teachers.

This teacher identified the acquisition of the video-tape recorder as most significant because, "many programs of educational value could be recorded and played." She saw the principal as originating and implementing the idea. She did not see the change coming from outside the school, but stated that the teachers did not ask for the change even though it was a good idea.

The innovation, with all of its cables and cords, frightened the teachers at first, but it was accepted and is used by most teachers. She felt the idea would spread to other schools. Getting the change started was handled by making the teachers want the change and involved many people. The thing to be changed was seen to be pupil expression (the programs would be French) and both groups and individuals would be affected.

She saw the change occurring with fanfare, but it was not imposed; teachers responded gradually. She felt it would last and be used even more. Teacher five listed individualized Mathematics and the addition of French books in the library as other significant changes. She could not think, at first, of other changes she wanted, as teachers have a lot of materials and possibilities. She added that perhaps the staff could work on better use of what they have.

Teacher six joined the staff two weeks into the 1972/73 year when increased student enrollment forced the creation of a combined grade five and six class. This teacher is a young, dynamic man who has created many innovative games and packages in Math, Reading and Social Studies. Frequently, this teacher was found working until seven in the evening in the Math Lab, or playing Social Studies games with several students until after five.

Teacher six identifies the Math Lab and the Video Tape Recorder as the most significant change. When asked to choose between the two, he selected the Math Lab which, he claims, "has helped the students to enjoy math more and provide alternative learning methods through kits, tapes, games, filmstrips, etc."

He believed that the principal originated and implemented the idea. There was resistance to the idea at first, but gradually it was accepted by everyone. At first, certain teachers were encouraged to use the Lab and then others until the ideas spread. In reference to the method of implementation, he thought that, at first, a lot of things were purchased; the board probably had to be pressured to make the purchases, he guessed. Teachers then were encouraged to use the Lab and all the materials were classified.

Teacher six saw as the beneficiaries of the change, the students and teachers, thus, influencing both the group and individuals. He believed the change came gradually and quietly with "gentle persuasion rather than force."

Other changes listed by this teacher included the Video Tape Recorder, the meetings held with the teachers and principal to discuss human relations, the Teachers Resource Centre, plus the encouragement and budget to permit its use, and the outdoor activities such as the skating rink. The only change he could think of was to suggest two teachers in every class rather jokingly.

Teacher seven joined the staff during the 1973/74 school year to teach a bilingual grade five

(both French and English). Since the first year, she has taught the English half of the grade six bilingual. This teacher is an extremely able teacher (potentially one of the best), but can be negative or attracted toward people who are negative or critical. She often, during the first years, reacted to any ideas being discussed with the statement "I don't believe in that." Teacher seven has an extremely good rapport with her class, giving her students a good lesson in responsibility.

This teacher selected the increase in the amount of English at the grade six level of the Bilingual Program as significant, since the mother tongue had suffered. She saw the idea originating with the principal but the teacher being most significant in its implementation within the school. This teacher saw the innovation being well accepted and involving all concerned. She did not understand the question concerning method, but felt a lot of people were involved in getting it started. Most affected by the change were the students, more specifically, individuals through the group.

The change was rather sudden, occurring within a year, but discussed thoroughly first. It was rather

sudden for the students. There was, however, no fanfare, she felt.

Other changes identified during this period were new report cards (several times), a new Primary Program and Specialist, and the Union/Board conflict. When asked to discuss changes she desired, teacher seven suggested a shorter lunch hour and a longer recess. She added at a later date more Physical Education and Creative Arts, and a Grammar Book.

Teacher seven was a little uncomfortable about not being able to answer the question about implementation even when we went back to it at the end. She suggested that my quick questioning might not be the best approach. I agreed that she could be right, but briefly explained the reasons for this approach. Later that day in the Staff Room, teacher seven said she hoped to talk to me some more because she just was not sure about my approach. I suspect she was "grandstanding" or just seeking attention.

Teacher eight began on staff as a grade two teacher in 1972/73. She is a very able teacher, however, her colleagues have sometimes perceived her to be cold with the students and even lazy. I recently spoke to this teacher when a parent complained she

had ripped a page out of her son's notebook. The prob-
lem was subsequently resolved, however, I sensed a
resentment that I had taken the part of a student and
parent over that of a teacher. She is a Separatist,
which has caused a problem only once when she turned
the portrait of the Queen around. I was impressed
when she asked this year to handle the Grade two and
three, a combined class, as a learning experience and
challenge.

Teacher eight selected the change in the rap-
port and relationship between administration and tea-
chers, and teachers and students as most significant.
As a result, she found the school to be less strict and
"prison-like", with the children becoming more confi-
dent and responsible. She saw a more relaxed, flexible
attitude and a concern for student's rights. Teacher
eight saw the principal as most important in origin-
ating and implementing the idea. At this point in the
interview, she smiled and said, "Mais Mr. Sandell, on
vous lance des fleurs!". Surprisingly, she saw this
originating in the community as a new principle and
a new psychology.

This teacher believed everyone accepted the
change, especially the young teachers and the parents.

Asked about the method of implementing the changes, this teacher pointed to the attack on the class structure, the use of tables instead of desks, the individualization.

The change desired was felt to be more openness in communications, but geared toward the individual as opposed to the group. The change came gradually and quietly, according to her. She further pointed to the Audio Visual equipment in the school and the Teacher's Resource Centre as being significant changes. Asked to identify changes she desired in the school, this teacher suggested more French materials and programs (TV) suitable for the bilingual program.

## Summary of Teachers' Interviews

A change in atmosphere was chosen by almost
half of the teachers as the most significant change
during the past four years. Another rated this as a
strong second choice. There appeared a tendency for
teachers, on staff before the period under study, to
select this innovation which might be termed a major
change.

Most teachers felt the principal originated
the ideas. Slightly over half the teachers saw the
principal as most important in presenting and imple-
menting the change. Most saw the change as origin-
ating within the school and not resulting from out-
side pressure. All teachers felt the change had been
accepted (and where possible) participated in by most.
Most teachers felt the method of getting the change
started centred around making people feel they wanted
the change and that many people were involved in put-
ting it into practice. Teachers saw teachers' atti-
tudes, governments and boards, school climate and
communication as the general things sought to be
changed. They were equally divided in discerning in-
dividuals or groups as effected by the change, most
selected both. Half the teachers felt the innovations
occurred suddenly with fanfare and publicity, but all

felt that they would endure.

The teachers who identified the change in atmosphere described it as occurring gradually, with little publicity. Almost half desired no changes -- those that did, desired mainly material things.

## The School Secretary

The secretary began as a part-time (2½ days per week) secretary at South Shore Elementary School in 1970, under the previous administration. On occasion she has "filled in" as full time secretary. She has two sons in university who both attended South Shore Elementary. She became a widow last year and, although well provided for financially, she works to get out of the house and to keep herself alert. She is extremely competent and can be depended upon to conduct the most delicate communications. She is active in the local church and in a local bridge club.

The most significant change seen by her was the humanization of the school because everyone benefits - the children and the staff. She added, "We are here for the children." The secretary stated that the idea originated when the new principal came and was implemented by him. The change was very well accepted, but she did not know if it has spread to other schools.

On implementation, the secretary pointed to "our dealings with the kids" and the frequent meetings with the staff on human relations which she knew about from typing the agendas. People were convinced of the need and desirability of the change; many people were then involved with the principal as the instigator

working it down to the staff and the children.

Affected most by the change was seen to be the children as a group, and the change to have been implemented quietly and gradually. It was interesting to me that she should choose the term "humanization". It is possible that she picked this up from conversations with the principal. It is also possible that the secretary selected this because she knew it was important to the principal.

The secretary listed several changes as significant during the period under study. The attitude of teachers toward the office she saw as changing from hostility to one of friendship. "Parents have been less hesitant in calling or visiting the school", she claims. "The school", according to her, "has established a good reputation in the community as a caring school". She listed the noon hour program, the equipment, such as educational games and video recorder, which have made learning interesting. Lastly, she mentioned the Tea Party held annually for new Kindergarten children and parents in June to acquaint them with the school. She could think of no changes she would like to see.

## The Head Caretaker

This man began as head caretaker after Christmas during the 1972/73 school year. I was opposed to his appointment as I had found him to be irritable when working as one of the cleaners. He takes great pride in the building and its cleanliness. He is usually very good with the children; he even took a Judo class during lunch one year. His weakness is in the area of Public Relations with everyone. He often makes statements such as "That's not my job!" or "There's nothing I can do!" His men detest him. He is not a handyman, but his interest in the school has kept him his position.

The caretaker selected the playground and gym equipment, the painting and new repairs around the building and the acquisition of two new boilers as most significant. When I forced him to choose from his list, he selected, "My two new furnaces as they provided good heating and less trouble for everyone."

The idea, the caretaker perceived to have originated with the Board (Local School Board) which was implemented by the building superintendent who is in charge of all janitors working in the Board. He saw the change as originating within the school. The change was eventually accepted by everyone as a

necessity. The School Board told officials to order the boilers as they were a necessity. Only the experts and commissioners were involved.

Most affected by the change, the caretaker discerned to be himself, but eventually the whole school, staff and children. The change he felt came gradually and quietly. The boilers, he guessed, would last five years without giving problems.

Other changes listed as significant included the painting of the school, the establishment of the Regional Teacher's Resource Centre in the building, the advent of the five special education classes, the new playground and gym equipment, and the co-operation of the staff and students (for example in establishing flower beds each spring). The caretaker wished for more co-operation, trust and help from the School Board.

## The Assistant Director General

The Assistant Director General taught me physical education during my grade eleven. He was Principal of South Shore Elementary School for two years in the early sixties. For several years, he worked for the Department of Education as an inspector for physical education before joining the South Shore Protestant Regional School Board as one of the Directors, when the Regional Board was created around 1967. For the past three years, he has been the principal's immediate superior.

He is a very warm, humane individual. The Assistant Director General has been very interested in management by objectives as a means of evaluation of administrators. Many administrators are convinced that he has a tendency to become preoccupied with trivia. With this in mind, I was surprised by his selection of what was the most important innovation.

The Assistant Director General identified as the most significant improvement "the new interpersonal relationship through the Glasser Workshops and the change in the European teachers from a conservative-traditional approach to a North-American style." "Pupils being treated like people has affected their motivation, discipline and social development", he

explained.

He stated that he was not sure how, but the
principal started it. The ideas originated, he
guessed, with Pestalozzi, but were picked up by the
principal who implemented the change within the school.
The change was accepted gradually; those who did not,
probably left. He felt the impact must have rubbed
off, and listed two administrators influenced by
South Shore Elementary.

On implementation, the Assistant Director
General felt the principal had discussed the change
with teachers and then demonstrated. The strategy of
getting it going was based on participation -- "it
would be a contradiction, otherwise," said the Assis-
tant Director General, "but, the principal was the
driving force."

He saw the teachers and pupils, both group and
individual, being affected. The change came quietly
and gradually. The Math Lab, the Audio Visual equip-
ment, and the community attitude toward the school
(based on a fewer number of complaints) were listed
as significant changes. When asked to state any
change he might wish to see, he suggested some im-
provement in keeping track of pupil progress in the
individualized programs.

## The Vice-Principal

The Vice-Principal joined the staff in 1973/74 when her predecessor was appointed principal of another school. Prior to this appointment, she had served as a French assisting teacher for the bilingual program. She was the first (Kindergarten) teacher when the bilingual program commenced in 1965. She was selected Vice-Principal due to this background and her tremendous artistic and creative ability in preparing teaching materials. In some ways this talent is wasted in administration.

The Vice-Principal identified the different attitude of the adults in the school toward the children as most significant. Previously, there were rules all over the school, detention halls, systematic punishment and records of infractions. "We gave a dignity to the child, treating him properly and honestly", she stated.

The idea originated with the principal and was implemented by him. The principal, she believed, applied what he learned from his readings in the literature and his childhood experience, but it originated within the school. Like in any change, the Vice-Principal saw the teachers going along with it. Most saw it as a good thing. Almost all teachers

implemented it although it took more effort for some to adjust.

Speaking about the implementation, she explained that while working at the Board office the first year, some of her friends of staff had explained how the principal had frequently led meetings to discuss attitudes. There had been an initial shock as teachers accepted the ideas, but found them too idealistic and impractical. It was a very big change.

The strategy was, in part, authoritarian and democratic. The principal knew what he wanted, he set limits, stating what he did not want. There were places where the staff contributed with their ideas. A lot was done by personal example; the Vice-Principal explained how she had learned from this.

The change anticipated was a new form of group relations. The Vice-Principal saw the introduction of the change occurring quickly and suddenly with explanations to staff and parents being rather clear and firm. The rest (the example) came quietly and needed to be worked at gradually. She felt the change would endure.

She listed as significant, the Primary English Specialist and Program and Special Education classes (a challenge and a learning experience).

Other changes mentioned were started the year before
her arrival - the increased use of the Math Lab and
volunteers, the abolition of student uniforms and
the effort to individualize instruction. The immedi-
ate tackling of problems by the principal and the
example of the principal and vice-principal speaking
both languages (breaking down language cliques) were
considered significant by the Vice-Principal.

When asked to identify changes that she may
wish to see, the Vice-Principal referred to Utopean
ideas with such things as a totally different phys-
ical environment, and practical things. In this
category, she spoke of a better cafeteria to provide
better nourishment. She also would like to see the
Kindergarten approach continued in higher grades,
particularly the emphasis on art and creativity.

### The Attributes of Change

In this exploratory study, most students selected recreational type innovations as most important. Even the Math Lab is a recreational, educational innovation. Apart from the three parents selecting the change in atmosphere, a wide range of innovations were selected. Besides the atmosphere change selected by three teachers, teachers selected as important a variety of changes. Two directly pertained to the curriculum. (Fig. III).

Most role groups, except the parents, discerned the principal as having originated the idea of change. For some reason, the parents felt the original idea of the change came from a variety of sources. This might be explained by the fact that parents are in a better position to have a more general knowledge of which groups could be influential. (Fig. IV).

All role groups saw the principal as most important in implementing the change, but only half of the parents gave credit for implementation to the principal. Relatively, the parents have a poorer conception of the principal as innovator and agent of change than do all the other role groups. (Fig. V).

Most respondents from all role groups, except the parents, believed the changes to have originated

within the school. Half the parents felt change originated outside. This might again be explained by the parents knowledge of potential pressure groups. The change was reported by most respondents in all role groups as having been accepted and picked up by others. In short, the diffusion of the change was apparent. (Fig. VI & VII).

Except in the cases of selected negative changes, almost all respondents saw the method of implementation to centre around attitudes and the strategy to be participative democratic. As the innovator in many of the cases described, I am aware that at times the method involved power and the strategy authoritarianism. It would appear that many respondents have been conditioned to believe that power and authority are bad and, hence, could not conceive of positive changes involving this method and strategy. (Fig. VIII).

Most respondents believed the target of the change to be the group, although many selected both. It could be that this attribute is less useful in discussing change in a school. Almost all parents saw the change as being implemented gradually with little publicity. Slightly over half of the students saw the change coming quickly, with great fanfare. The teachers

were split on the issue. All respondents (where appli-
cable) felt the change would endure. (Fig. IX & X).

The changes individual parents desired were
of a wide variety. Some concerned the curriculum,
discipline and others mundane and peripheral functions.
The only two changes desired by students pertained to
games. The changes desired by the teachers covered a
great variety although there was a greater concen-
tration on the curriculum than with the other role
group. The administrators and support staff also
selected a variety of desired changes. (Fig. XI).

The greatest significance appears to be the
high number of respondents (twelve) who could think
of no changes they wanted. Either they were all
happy (particularly the students) or people tend to
only talk about wishing for change.

Almost all other changes listed by students
were sports and games, special shows or the increased
use of audio-visual equipment. A wider variety of
selections occurred among the parents. Three chose
the Math Lab and swimming; two chose special education;
only two selected the lunch hour (sports) activities.

The teachers also selected a wide variety with
more frequent mention of discipline, inservice sessions
and teaching resources. The support staff and admin-

istration appeared to know a great deal about the changes in the school.

Based on the comparison of the selection of changes by the paired students and parents, there appears to be very little evidence of parent's influence on students choice or student's influence on the parent's selection of what was considered significant. In one case, a student was probably very familiar with what was going on due to his mother's involvement in the school.

Individual parents desired a variety of changes. Some concerned the curriculum and discipline, while others pertained to mundane, peripheral functions. The only two changes desired by students pertained to games. The changes desired by the teachers covered a great variety although there was a greater concentration on the curriculum than with any other role group. The administrators and support staff selected a variety of desired changes.

The greatest significance appeared to be the high number of respondents who could think of no changes they desired. Either they were all happy or people only talk about wishing for change.

## Steven s' Model -. The Forms of Change

We have observed that Steven's scheme enables us to classify changes by their organizational components of structure, product or process. Dealing with what was discerned to be the most significant change, parents tended to select slightly more product changes than structure changes. However, when listing other changes, these parents chose slightly more structure changes. Keeping in mind the overlap between the categories and the arbitrariness in classifying the items, the parents concerns seem to balance out between structure and product changes.

The students were evenly concerned with product and structure changes dealing with the change most significant. However, when listing other changes, there was a clear preoccupation with product changes. (The recreation-type activities were classified as such since it related to students rights and equity.)

The teachers, in dealing with the most significant change, were equally divided between product and structure types. With the "other changes" listed, more than half (five) selected structure changes. Two of the teachers selections were classified as both structure and product types.

It would appear that, in this school, at this time, students tended to recognize and cite more product-type changes; teachers more structure changes and parents evenly selected both types of change. The Principal, Assistant Director General and Caretaker, seemed to list both product and structure changes. The Vice-Principal chose more structure-type changes; the Secretary picked product-type changes. None of the role groups even came close to mentioning a process change.

## Figure III

**1. The Innovation or Change Perceived as most Important**

| Role Group | Comment |
|---|---|
| Students | 6 students selected innovations related to recreation<br>1 student selected the Math Lab partly recreational<br>1 student selected the new (regional) report card used in the school |
| Parents | 3 chose the change in atmosphere, a greater freedom for students as a positive change<br>1 slackening of standards as a negative change<br>1 unionizing of teachers<br>1 split class<br>1 special education classes<br>1 new (regional) report card<br><br>(This last parent was not the mother of the student who also selected the report) |
| Teachers | 3 selected the change in atmosphere (humanization as most important<br>2 new English curriculum (primary and grade six<br>1 ban on extra-curricular activities<br>1 the Math Lab<br>1 audio-visual equipment |
| Administrators:<br>Assist. D. Gen.<br>Vice-Principal<br>Principal | 2 selected humanization of the school<br>1 selected the primary English mainly because it was so measurable |
| Support:<br>Secretary<br>Caretaken | humanization<br>new boilers |
| Conclusion | Most students selected recreational type innovations as most important. Even the Math Lab is recreational or fun. Apart from the three parents selecting the change in atmosphere, a wide range of innovations were selected. Besides the atmosphere change selected by three teachers, teachers selected as important a variety of changes. Two directly pertained to the curriculum. |

Figure IV          124

## 2.    Who Originated the Idea?

| Role Group | Comment |
|---|---|
| Students | 5 discerned the principal to have originated the idea <br> 1 the School Board <br> 1 the students <br> 1 did not know and could not guess <br><br> Almost all guessed at this answer |
| Parents | the idea was believed to have originated from every sector imaginable; parents, principal, teacher, government, school board, writers. Two could not guess at all. There was no consensus. |
| Teachers | 6 felt the principal originated the idea (one guessed) <br> 1 teacher <br> 1 teacher's union |
| Administrators | all three selected the principal |
| Support: Secretary Caretaker | the principal <br> the Board |
| Conclusion | Most role groups except the parents, discerned the principal as having originated the idea of the change. For some reason the parents felt the idea of the change to have come from a variety of sources. This might be because most parents tend to have a more general knowledge of which groups might be potentially influential. |

Figure V

2 (b)    Who was most import ant in Implementation?

| Role Group | Comment |
|---|---|
| Students | 6 saw the principal as most important<br>1 caretaker<br>1 School Board |
| Parents | 4 felt the principal most important<br>2 teachers<br>1 parents<br>1 outside pressure |
| Teachers | 5 identified the principal<br>2 teachers<br>1 union executive |
| Administrators | 2 the principal<br>1 the principal and teachers |
| Support:<br>Secretary<br>Caretaker | the principal<br>the superintendent of caretakers |
| Conclusion | All role groups saw the principal as most important in implementing the change. Only half of the parents gave the credit for implementation to the principal. |

## Figure VI

2 (c), (d)    Did the change originate within the school or outside?

| Role Group | Comment |
|---|---|
| Students | 7 thought the change originated within the school <br> 1 outside |
| Parents | 4 felt the change originated within the school <br> 4 outside the school (2 government, 1 Q.A:C.L.D |
| Teachers | 6 teachers felt the change originated within <br> 2 outside (1 community) |
| Administrators | all saw the change originating within |
| Support | all saw the change originating within |
| Conclusion | Most respondents from all role groups except the parents discerned the change to have originated within the school. Half the parents felt change originated outside the school. This might be explained due to parents knowledge of potential pressure groups. |

Figure VII

| Role Group | 3 (a) Accepted and participated in (where possible) | 3 (b) Picked up and tried by others (diffusion) |
|---|---|---|
| Students | 8 thought it was accepted | 6 felt it was not picked up by other schools<br>1 maybe<br>1 did not know |
| Parents | 7 believed it was accepted<br>1 believed there was no participation and it was accepted silently | 6 thought it had been picked up<br>2 did not know |
| Teachers | 8 felt it was accepted | 6 thought it was picked up.<br>2 did not know and would not guess |
| Administrators | 3 belived it was well accepted | |
| Support | accepted | |
| Conclusion | The change was reported by most respondents in all role groups as having been accepted and picked up by others. In short the diffusion of the change was apparent. | |

Figure VIII

| 4 Implementation | | 5. |
|---|---|---|
| Role Group | Method (attitude versus power) | Strategy (participative democratic versus elitist authoritarian |
| Students | 8 attitude | 8 participative-democratic |
| Parents | 6 attitude<br>1 power<br>1 both | 6 participative-democratic<br>2 elitist authoritarian both were judged as negative changes |
| Teachers | 6 attitude<br>1 power<br>1 did not know | 6 participative-democratic<br>2 elitist-authoritarian |
| Administrators | 3 attitude | 1 participative-democratic<br>2 both (seen by principal and vice-principal |
| Support: Sec'y (Caretaker) | 1 attitude<br>1 power | 1 participative-demo.<br>1 elitist-authoritarian |
| Conclusion | Except in the cases of selected negative changes almost all respondents thought the method of implementation to center around attitudes and the strategy to be participative democratic. | |

6 (a)  (b)  The Target of the Change

| Role Group | Undirected Guess | Group versus Individual |
|---|---|---|
| Students | 7 students<br>1 parents | 8 group |
| Parents | 1 school<br>1 improved education<br>1 teachers/students<br>1 school community<br>1 meeting government<br>    norms<br>2 children<br>1 did not know | 5 group<br>2 individual<br>1 both |
| Teachers | 2 new open climate<br>   and relations<br>   attitudes of the<br>     teachers<br>1 government and<br>     boards<br>   students expression<br>   students and teachers<br>   students<br>2 (two spoke of tea-<br>     chers)<br>3 (three spoke of<br>     students) | 3 group<br>2 individual<br>3 both |
| Administrators | 3 teachers and pupils<br>   and their relation-<br>   ships | 2 both<br>1 group |
| Support:<br>Secretary<br>Caretaker | children<br>caretaker-whole<br>   school | group<br>both |
| Conclusion | More respondents saw the target of the change to be the group although many selected both. | |

## Figure X

7 (a) (b) (c)

| Role Group | Implemented suddenly with fanfare and publicity versus gradually and no publicity | Will it last? |
|---|---|---|
| Students | 5 yes - suddenly with fanfare (one of these claimed it was done fast but had little publicity)<br>3 no | 8 thought it would |
| Parents | 1 yes - suddenly, fanfare<br>7 no | 6 thought it would<br>2 did not apply as the change had an expiry date |
| Teachers | 4 yes<br>4 no | 8 thought it would last |
| Administrators | 3 yes | 3 all |
| Support | 2 yes | 2 all |
| Conclusion | Almost all parents saw the change as being implemented gradually with little publicity. Slightly over half of the students saw the change coming quickly, with great fanfare. The teachers were split on the issue. All participants (where applicable) felt the change would endure. | |

Figure XI

8. Other Changes Listed During the Period

| Role Group | Students | Parents | Teachers | Administrators | Support |
|---|---|---|---|---|---|
| | | | | Ass't Director General | Secretary |
| 1 | Outside games, skating. Brightly painted halls and stairs. Tape recorders | Lunchroom activities. Playground activities. Math Lab. Special performances Films | New Resources: - books in library Math Lab Audio-visual equipment Improved discipline | Math Lab Increased use of A.V. Less complaints Improved community Attitude of school Change to North American methods | Teacher attitudes visa the office. Noonhour program Openness of the school Good reputation of the school A.V. equipment and learning games |
| 2 | A.V. room Ringtoss, broomball Hockey Math Lab | Increased time in French (Bilingual program) Special Ed. Decline in school population. More equipment. Math lab. Combined classes. | Increased teaching materials. Happy teachers. Math lab. More gym equipment Outside activities & games | | |

8. Other Changes Listed During the Period (con't)

| Role Group | Students | Parents | Teachers | Administrators | Support |
|---|---|---|---|---|---|
| 3 | Broomball, hockey Ice rink, cafeteria Games | Class meetings Problem solving (to end fights) Neighbour recreational activities -broomball Swimming Concerts | Changes in (his) program Creative arts More discipline and self-discipline Better attitude and motivation | Vice-Principal Primary Eng. Spec. Special Education Uniform ban A.V. Math Lab Increased volunteers Effort to individualize. Problems tackled immediately. Model of principal & vice-principal in speaking the other's language - spread | Caretaker Painting in the school Repair Resource centre Special Education Playground & gym equip. Student & teacher co-operation |
| 4 | Metric week Mini-circus Youth theatre | More attention has been given to spelling & writing | Change in atmosphere & interpersonal relations. In-services for teachers. Change in personnel More flexibility by the staff. | | |
| 5 | Recreation games Tetherball | Increased A.V. hardware Math Lab | Individualized math French books added to the library | | |
| 6 | Change in the teacher. More homework | Ribbon awards on sports day. Swimming. | Voice recorder. In-service-on human relations. Teacher resource centre & a budget to use it. Outdoor activities - skating rink. | | |

8. Other Changes Listed During the Period (con't)

| Role Group | Students | Parents | Teachers | Administrators | Support |
|---|---|---|---|---|---|
| 7 | New principal | Could think of none | Report cards, primary English programs & specialist The Union/Board conflict | | |
| 8 | Could think of none | Introduction of English earlier. Team teaching in Special Ed. Lower pupil/teacher ratio Swimming program | Audio-visual equip. Teachers resource centre | | |
| | **SUMMARY** Almost all changes listed by students are sports and games special shows or the increased use of audio-visual equipment. | **SUMMARY** A wider variety of selections. Three chose math lab and swimming; two chose special ed. Only two selected the lunchhour (sports) activities. | **SUMMARY** A wide variety of selections – more frequent mention of discipline, in-service sessions and teaching resources. | **CONCLUSION** Support staff and administrators seem to know a great deal about the changes in the school. | |

9

| Role Group | The changes respondents wished to see |
|---|---|
| Students | 6 desired no change<br>1 wished the hockey game outside re-located<br>1 wanted more games for girls<br><br>It seems that the students are extremely happy. Perhaps they are not used to changing things or having imput in change. The only two students who managed to think of desirable changes ended talking about recreational (games). Interestingly one of these (student six) had been the only student not to select a recreation type activity as the innovation most significant in question one. It would appear from this evidence that an impetus for change in this school would not likely come from the students. |
| Parents | 3 desired no changes<br>2 wished the ban on extra-curricular activities to end<br>1 more mundane changes desired included a less full "lost and found"<br>1 better cafeteria service. The hope for a return to the use of art specialists, structure and discipline might be seen as more profound.<br>1 wanted to see bus monitors<br><br>Interestingly parents seemed more concerned with the extra-curricular ban (by the union) than the students. The concerns seemed peripherial to the schools function, or at best related to efficiency or effectiveness. (Structure changes in the Stevens Model.) |
| Teachers | 3 desired no changes<br>1 wished for a dream school (animals, gardens, swimming pools)<br>1 a tightening of discipline<br>1 a playground closer to the teaching area; a bulletin board<br>1 more suitable materials and programs for French immersion<br>1 a shorter lunch hour, longer recess, more creative arts and physical education, a grammar book |

Figure XII

9    (con't)

| Role Group | The changes respondents wished to see |
|---|---|
| Teachers | Most of the changes desired deal with material things or resources. (Structure changes in the Stevens classification.) The tightening up of discipline and desire for a grammar book as in the "good old days" represents a structure change dealing with efficiency and effectiveness, as does the desire for more creative arts and physical education. |
| Administration Assit. Dir. Gen. Principal Vice-Principal | a better recording of student progress<br>more enthusiasm and involvement of the staff<br>a utopian school with a different physical environment<br>a continuation of the kindergarten approach especially with art and creativity, to the higher grades |
| Support: Secretary Caretaker | no change<br>more co-operation, trust and help from the sector board |
| Conclusion | The changes individual parents desired were of a variety. Some concerned the curriculum and discipline, while others concerned mundane and peripheral functions. The only two changes desired by the students pertained to games. The changes desired by the teachers covered a great variety although there was a greater concentration on the curriculum than with any other role group. The administrators and support staff selected a variety of desired changes.<br><br>The greatest significance appeared to be the high number of respondents (twelve) who could think of no changes they wanted. Either they were all very happy (particularly the students) or people tend to only talk about wishing for change. The assumption is that respondents with a burning concern would have been able to describe it when given the opportunity. |

Figure XIII

9 Comparison of the selection of changes by the student/parent

| Pair Number | Comments |
|---|---|
| Student/parent One | Student one appeared to have been influenced by his mother - he spoke of students not being responsible or taking care of the Math Lab. No correlation between respondents first choice Both listed the Math Lab among the other changes |
| Student/parent Two | No correlation between respondents first choice Both listed the Math Lab among other changes |
| Student/parent Three | No correlation between respondents first choice Both listed the lunch hour sports and games among the other changes. Given the introduction of both the respondents describing their keen interest in sports perhaps this selection is not surprising. |
| Student/parent Four | No correlation |
| Student/parent Five | No correlation between respondents first choices Both selected the Math Lab and Audio-Visual equipment as other changes |
| Student/parent Six | No correlation |
| Student/parent Seven | No correlation in the most important changes Both could not list any other changes |
| Student/parent Eight | No correlation |
| 8 4 4 | <u>Conclusion</u> No correlation on the most important innovation No correlation on any other listed changes Some correlation - a selection of some of the same |

It may have been unrealistic to expect the respondents to choose the identical change as his/her relative. This choice of the most significant change was based on the perspectives and feelings of the individual at that point in time. (I myself selected the primary English program approach over humanization of which I am most proud because it was clearly measurable.) However, only half of the pairs managed to identify even some of the same innovations in their lists of other changes between 1972-1977. None of the pairs selected identical changes that they as individuals desired.

Based on this information, there appeared to be very little evidence of parent's influence on the student's selections or students influence on the parents selection of what was important. The exception seems to be parent/student number one.

The identical selection (of sports) by student/parent number three might be played down due to a common interest in such activities outside school rather than intense discussions about school.

## The Form of Change

### Steven s' Classification of Changes

Leonard B. Steven s' classification scheme enables us to study reforms from the point of view of structure, product, and process as discussed in the literature review. This approach permits us to draw some conclusions as to what realistically may be expected of any given reform and what it cannot possibly accomplish even if fully implemented.

Structure related and product related reforms may be expected to make schools more efficient and more effective and more equitable, but in all likeihood at established tasks and at established modes of educating.

This classification scheme makes very clear which kinds of school reform ideas are likely to be most controversial and why. Structure changes are least controversial for who is not for quality in education and schools that are efficient and effective? Product changes ( i.e. educational equity) are more debatable especially over what equality means and how to apply it. The issue of educational control (process changes) is the most explosive of all, for who gets what out of schools is largely a function of who gets to make educational decisions.

Steven s suggests that school professionals
tend to have few objections to the more achievable
reforms - those tied to the "structure" and "product"
components of the schools. These seem least likely to
result in changes needed most. School professionals
take a dim view of reform ideas that threaten them or
their dominance. Thus, reforms most difficult to
achieve because they generate the strongest disagree-
ment and opposition - are precisely the "process"
kinds of reforms that might result in some fundamental
educational reform.

Figure XIV

|  | Parents | Students | Teachers | Support Sec'y Care. | Administrators V.P., Principal Ass't D. General |
|---|---|---|---|---|---|
| Structure | 3 | 4 | 4 | 1 | .1 |
| Product | .5 | 4 | 4 | 1 | 2 |
| Process | 0 | 0 | 0 |  |  |

Steven s' Model - Classification of
Innovations (selected as most significant)
by organizational component.

There is some overlap between categories of re-
forms or innovations and a certain necessary arbitrar-
iness in classifying some of the items. The Peanut

Drive (selected by two students) was placed as a structure change since its main function was to expand inadequate resources to do a more effective job. On the other hand, since the children enjoyed it so much and it contributed to the humanisation of the school, it might have been categorized as a product change dealing with the quality or services of the organisation. The recreational games (tetherball, broomball etc.) were seen as part of this humanisation scheme.

Looking at question eight comparing the other changes listed against Steven's Model, again, the students preoccupation with games, (to make school a happier place), suggests product changes. Three students did not select product changes (one of these could list nothing.)

An examination of the other changes listed by parents indicates that three selected primarily product changes and four primarily structure changes - just the reversal of question one. (One parent could not list any changes.) I would conclude that, based on the evidence from questions one and eight, the parents interviewed are almost equally concerned with product and structure changes.

Looking at the other changes listed by the teachers, five selected structure changes, one a product

change, and two both product and structure changes. I would conclude that, based on the evidence from questions one and eight, teachers tend to be more concerned with structure type changes. The Assistant Director General, Principal and Caretaker seemed to list both product and structure changes. The Vice-Principal seemed to list more structure changes while the Secretary picked product type changes.

In summary, it would appear that in this school at this time, students tended to recognize and cite mostly product changes, teachers more structure changes, and parents fairly evenly mentioned both type of change. None of the role groups came close to mentioning a process change.

## Figure XV

| | Parents | Students | Teachers | Support | Administrators |
|---|---|---|---|---|---|
| Structure | 4 | 2 | 5 | | 1 |
| Product | 3 | 5 | 1 | 1 | |
| Process | 0 | | | | |
| No answer given | 1 | 1 | | | |
| Both product and structure | | | 2 | 1 | 2 |

Stevens' Model classifying the other changes listed by the role groups.

# CHAPTER IV

## CONCLUSIONS

### Principal's Conclusions

The evidence obtained from this exploratory study indicates that, given an educational change or innovation identified and selected by the individual, there will be a correlation between the type of change selected (with regard to the factors of change) and the role in relation to the school for certain roles, and little or no correlation for other roles as follows:

We observed that the students predominately selected recreation type games as the most significant changes. This we classified as a product change because it was related to student's rights (equity, equality) and educational services. On the other hand, parents and teachers selected a wide variety of innovations, with teachers tending to select structure type changes (concerned with resources, efficiency and effectiveness) and the parents selecting both structure

and product changes. (Educational Equity)

With one possible exception, there appeared to be little evidence from this research of parent influence on the student's selection of significant changes or of student influence on the parents' choice.

Is it possible that the school is a closed society with all kinds of changes occurring, but that the various generations expect different things? How do we explain the selection of the students of games and sports? Could it be that we have trained them to see only this kind of change? Perhaps the students can concern themselves with recreational changes during the lunch hour, because there is a vacuum with the other two major adult role groups - teachers and parents - not being involved. Furthermore, the lack of any involvement of the students in other areas of the school might explain their ignorance of other changes. The students did participate in the implementation of the math lab and the lunch period games. I, frequently, for example, held assemblies or made announcements to solicit the student's co-operation in putting things away. Some of the profits from the fund raising efforts of the students (eg. the Peanut Drive) were used to purchase some of the games and activities, therefore, the games were a result of their efforts.

Were these activities so popular because the students were no longer under the thumb of the teachers; because it was not work? or could we conclude that children require such freedom and joyfulness in the curriculum and classroom?

Some people argue that the school is the same today as it ever was. Stevens would submit that many of the so-called reforms or changes are only cosmetic. The fact that so many of the respondents had to be coaxed or led to recall changes might suggest that there were no changes. On the other hand, I was able to describe and list many changes as could several respondents. The inability of some respondents to give an accounting might be explained by lack of interest or the absence of process type changes that affect the role relationships most significantly.

If process changes, where the decision making is shared, do not occur, at least the parents, students and teachers could be consulted and involved in school innovations or a continuous dialogue on education. Perhaps more effective publicity of school innovations, particularly, geared toward the students, would increase their knowledge and interest in the changes. I was convinced that change had occurred, but was, frankly, shocked that some people did not know about it.

A major premise of questions one and eight was

that changes significant to a particular individual
would spring to mind on demand. Yet, the memory can
play tricks. I neglected, for example, to include in
the original description the Kindergarten Tea Party
and the Promotion Day - two changes I felt were signif-
icant. On the other hand, I am convinced that when a
respondent really had something on his or her mind,
it was mentioned.

It is possible that there is not as much dialogue
about the school and school change as we think? May-
be people talk about the change or lack of change in
the schools in the same way some talk about the weather -
just to make conversation. Parent number four, for
example, I am convinced, was frequently complaining,
yet when given a golden opportunity during an inter-
view to bring her concerns to the principal, she said
very little.

Apart from the predominance of the recreational
activities in the selections of the students, the other
major pattern of significance was the selection of the
change in atmosphere and interpersonal relations by
nine out of the twenty-nine respondents (three teachers,
three parents, the Vice-Principal, the Assistant Dir-
ector General and the Secretary.) Two others rated it
a strong second choice, myself (principal) and another

teacher. These respondents almost unanimously per-
ceived this change as being implemented gradually with
little publicity and potentially enduring.

The attributes covered by the interview items are
commonly used in the literature to discuss change. An
important question is to what extent can these attri-
butes or qualities be useful in a discussion of school
change?

The question asking respondents to identify the
most significant change and to explain its importance
was well understood. The assumption is that anyone
with clear opinions would be capable of choosing such
an innovation at a moments notice; and anything signif-
icant should be memorable.

Question eight, requesting the respondents to
list other changes, is also easily understood and use-
ful. While responses may have depended on how the in-
dividual respondent felt at that given moment in time,
valuable data was gleaned by having a "second stab at
it".

Some of the literature suggests that major
changes are occasioned by external events that create
a crises or are themselves occasioned in part by al-
ready existing crises. South Shore Elementary was
known for its traditionalism and, to some, for its

rift-ridden staff and conservative administration. The
principal was removed and after an interrim principal,
I took over. Apart from this, I do not believe that
external events had much to do with the changes. I
was not, for example, specifically hired to humanize
South Shore Elementary School, although it is possible
that the Director General expected such changes, based
upon my past record. The research showed that in this
school the source of change was rarely seen as being
external, and when it was, it seemed to be a negative
change. All negative changes are blamed on outside
forces.

This research suggests that _within_ this school,
change came from the top down with the principal
starting the greatest impetus for change. While there
has been considerable discussion in the literature,
among teachers and administrators, about the declining
role of the school principal, clearly all role groups
saw the principal as the most important innovator
(originator of the idea) and agent of change (imple-
mentor).

The acceptance and implementation by others of
innovations that have proven successful, (or diffusion),
might be an attribute too difficult to work with to be
useful in studying school change. With the exception

of a few imposed negative changes, most respondents could not conceive of an unacceptable change. This might be due to the fact that superficial or cosmetic changes do not arouse or disturb people. Most had to guess about the extent to which others picked up the innovations.

The questions pertaining to the method and strategy of implementation were very confusing to the respondents. More important, it appeared that all respondents were raised to believe that methods centering around attitudes were "good"; those centering around power were "bad". Strategy that was recognized as elitist authoritarian seemed to be regarded as distasteful, while that which was recognized as participative democratic was commendable. In implementing several of the changes, I, definitely, at times, turned to power and authoritarian strategy, yet the respondents perceived these as employed only for the negative changes. The whole issue of the target of the change, somehow, appeared inappropriate because all changes seem to effect both the group and the individual.

There seemed to be some validity and value in the question pertaining to the speed and publicity of the innovation. The literature informs us that transitory changes or fads are implemented in a rush with

great fanfare. Such changes also are not supposed to
endure. No respondents could conceive of their se-
lected change not lasting. The one major change.
(humanization) was not perceived to be a fad; all saw
it being implemented gradually with relatively little
publicity.

The question requesting respondents to indicate
changes they desired was useful. The high number of
respondents desiring either no change at all or only
material things surprised me. The students, in partic-
ular, seemed very happy with things as they are. A-
gain, an explanation might be that the respondents
have not been trained to be involved at all in the
change process or were intimidated by the principal as
interviewer.

We observed that form of change attribute as
determined by Stevens' Scheme of Classification proved
quite useful in the discussion of school change. It
appears that most of the school innovations are of the
least controversial kinds (structure and product). It
seems clear that the kinds of changes listed were not
going to result in any fundamental educational reform.

As far as the direction of change is concerned,
almost all respondents felt the significant changes
were "progressive". Only three respondents, two par-
ents and one teacher, selected negative changes. It

might be fair to say that change is more often seen as
a good thing. It was significant that one parent de-
scribed the greater freedom of students as a negative
change. Three other parents picked it as the major
positive change.

The questions isolating the following change
factors or attributes seemed to present problems in the
study of school change: target, method, strategy, and
to some extent, diffusion. The remaining attributes
appear to be easily comprehended and, therefore, useful
in examining change in a school: direction, form, source,
change agent and magnitude.

Two very important lessons about the implemen-
tation of change can be extracted. Gross and Harriet
(1965) suggest that teacher morale is highest when the
principal has involved them in change. They conclude
that the principal's best role in implementing change
is that of motivating the teacher. In establishing the
Math Lab, I did it all. In later years, teachers were
not involved or trained to take any responsibility when
problems developed. It might be of interest to note
that I have learned the lesson. At the very time this
is being written, a committee of interested teachers
has been delegated the whole problem of the Math Lab.

A second important lesson is that the most sig-

nificant changes are well planned and worked at constantly.

Based on the experience of this exploratory study, I would recommend participant observation as a technique of studying a school. There is the possibility of familiarity resulting in an attempt by the respondent to please the researcher. The interviewer, as a participant observer, tends to quickly pick up discrepancies between the data obtained from day to day activity and that gained from the interview. Much additional information, often the most revealing and useful, can be acquired as a result of this approach.

The interview mentioned did not work well with the grade four students; they were, perhaps, too young to understand the questions or to remember back over four years. Used for the older students and adults, a questionnaire might be a very useful instrument to confirm or refute some of the conclusions.

## Conclusions and Recommendations

In this study, as in similar studies in the social sciences, a major decision had to be made about the presentation of data and results. We have decided to remain faithful to the chronological sequence of events from the start to the end of the research project.

We began with the major preoccupation that the more things change, the more they remain the same in the schools. Trying to find an appropriate research design to observe some of the significant variables, led to the conclusion that the literature has already illustrated the pendulum swing-movement of change, based on historical data and case studies, and that most of these cases were related to the political process in a narrow sense. Another way of approaching the problem was, that this feeling of hopelessness in effecting significant change may be because our ways of looking and thinking about schools have not changed. Therefore, it was decided to focus on a case study, and to limit the boundaries of our investigation to the three groups of people who are directly involved in the everyday life of the school, and who are most often dissatisfied with the existing state of affairs, and who complain about the difficulty of changing them.

One expectation about the results, was that the changes observed and discussed, may be due to the role group membership of an individual who is working within the framework of an organization. Another way to conceptualize about the results, was that change is observed and discussed, depending on the personalities of different individuals. At this stage, a decision was taken, centered on much frustration, to go ahead and discuss change with representatives of the different populations involved in the daily life of the school. A short interview schedule was chosen, (Appendix, p. 164), for this purpose, including a couple of open-ended questions to elicit spontaneous answers; then a few more specific questions were formulated to collect comparable data from everyone being interviewed about the several attributes of change found in the literature.

At this point in this analysis, it should be stated that the researcher, who is also the principal of the school, started with a focus that reflects a specific value judgment. The principal/researcher believed that, among all the aspects of the school which may be amenable to change, the most important is the quality of life and interpersonal relations in the classrooms and the school. One of the first

conclusions is directly related to this focus. It is indeed evident, from the data presented, that the role of principal and teacher are obviously crucial in this respect. We can support the contention that any effort to change any aspects of the classroom has to deal directly with the problem of change in the principal. This conclusion is more and more popular with researchers looking at the problem of change in the school (Sarason, 1971). However, this fact does not minimize the importance of other roles as well. Three points should be made clearly in this connection.

First, that the way one experiences and describes the changes in the school is largely determined by one's relationship to it. Thus, pupils, parents, teachers and support personnel emphasized different types of changes as illustrated in Chapter III and related figures. The second point is that there are "certain regularities" or "traditions" that have been established in the schools over the history of their existence, and these regularities are the product of role relationships, interlocking ideas, values, patterns of behavior and expectations that form a culture, in this case, a school culture. (For example, the existence on the part of the bookkeeper to the new method; the resistence on the part of teachers to team teaching;

and many more examples related to new aspects of tea-
ching, being a student, a parent or a board member).
The third, and most important point, is based on the
first two:  one's place in the culture influences one's
conception of change in that culture.  This means that
the above mentioned "regularities" which are used as
"givens" in carrying out the role of pupil, parent,
teacher, principal etc. are far less the product of
the characteristics of individuals than they are the
reflection of a culture and its established patterns
of behavior.  The data presented in this study and
related to a particular school support this conclusion
for this particular case.  This study, furthermore,
makes clear that one cannot study all aspects of this
culture in detail at the same time, and that the human
researcher, specifically a participant observer, is
far from neutrality.

It was, therefore, useful to select some criteria, especially the Stevens' Model, by which one can determine how effective and lasting one's efforts at change are.

The emphasis that any effort at change should involve the "cultural regularities", "built-in ways of thinking and acting", "process changes within the culture", is based on the contention that any meaningful effort at change involves a change in one or more of these "traditions" or "regularities". It should be remembered that it is these regularities which prevent us from recognizing alternatives which are possible in each situation. One also learns, by comparing the culture of the school to the existing literature and body of knowledge about the culture of complex organizations, that the "traditions" or "regularities" that develop are the result of the interaction of structure and process, and that some structural changes may, eventually, lead to significant changes in process. Therefore, we have to realize the importance of the organizational structure on patterns of functioning of the different sub-cultures of the school, which make action alternatives more or less accessible and recognizable to

the individuals involved, and require the use of different tactics and procedures.

Some of these points can be illustrated with the data at hand. For example, there seems to be a clear pattern of understanding about direction, form, source, source agent and magnitude of change. On the other hand, there is no clear pattern of recognition for target, method of introduction and implementation, strategy and extend of diffusion of the change. There were very few implicit or explicit conceptions about how the different changes were introduced, and of the modal process by which a change is accommodated and integrated within the culture of the school. Whenever this was mentioned, it was based on an implicit conviction that, whatever is good for one school is good for another; or, whatever works in one circumstance, will work in another. Thus, the "in-service seminar" training idea was taken to apply to everybody, and, gradually, the individualized training of the one school was moved out of the school and was used at the regional level. When the teachers unionized and went on strike, then "professional" days created a problem instead of providing a solution (p. 42).

The conceptualization of "democratic" versus

"non-democratic" procedure is also very crude, the be-
lief being that, whenever more than one person is in-
volved in the change process, no matter in what ca-
pacity, and in the examples cited, they are there to
be "announced to" or to "be told to" as opposed to
"one person calling the shots". (p. 77). Therefore,
these different concepts related to change, about
which we do not have concrete patterns of understand-
ing, should become the focus of future studies and re-
search.

In this study, the principal seems to be the
only person who has a clear conception about the modal
process of change in the particular changes discussed.
As was made clear in the value statement, implicit in
this study, the principal, in this case, held the con-
ception of change that emphasizes administrative-struc-
tural or power changes as a way of achieving goals of
change. There occurred to him, of course, the con-
ception, as stated in his conclusions, that he should
put the greatest emphasis on the importance of altering
the base of a pyramidally arranged relationship pattern
(i.e. the teachers). However, this should not become a
law, in the mind of the principal, because the culture
of the school is based on a social system; the parts of
which are interacting at all times and, therefore, dif-

ferent changes may be in need of different tactics
and procedures. This brings us to another important
realisation; that the ways of achieving goals of
change, most often get easily confounded with the
goals themselves, and in the short run, we may be
satisfied by structural changes only to complain, in
the long run, that there are no changes happening in
schools, and that the more things change, the more
they remain the same. To end this section we can
quote from Saragon (1971, p. 236):

> "....Objectivity in regard to the school
> culture, or that degree of it which man
> is capable of achieving, is not won by
> wishing or good intentions; it is won,
> to the degree that it can be won, by a
> willing struggle in which the culture,
> often our ally, becomes our adversary.
> Recognizing the adversary, gives one a
> basis for asserting that the problems
> are neither hopeless nor insoluble."

This general conclusion brings forward our first
recommendation at the practical level. To study and
diagnose problems related to change, it is important
to call upon the expertise of a trained, professional
anthropologist. But most anthropologists are out-
siders to the culture of the school, and therefore,
they should either be participant observers on a full
time basis, or the school principal should be trained
in the ethnographic techniques of recording in detail
his day to day observations and tactics in the school

community, and the anthropologist may then be called
in on a consulting basis.

The above observation also raises an important
methodological consideration. One should be aware
that using ethnographic techniques to collect data is
different from being an ethnographer. We have tried
to illustrate this point by the organization and pre-
sentation of data in this thesis. The principal/re-
searcher started as an amateur ethnographer and, there-
fore, his conclusions are quite differently organiaed
from this last section of conclusions. Here, the same
principal/researcher looked back at the data, with the
guidance of an anthropologist (the advisor), and at-
tempted to draw ethnographic conclusions. The dif-
ference in describing regularities and patterns emer-
ging from the data is obvious.

As we should be able to differentiate between
means for implementing changes in the school and the
goals we have in mind, we shall also emphasize that
the contribution of an anthropologist/ethnographer
will be mainly at the diagnosis level. For effecting
changes, other specialists of the educational process
should then be contacted according to the nature of
the problem.

One of the shortcomings of the participant
observer approach, is that the human observer is not

infallible, and this accounts for the fact that the principal did not mention some important changes such as the combined level classes, or the type of literature being circulated to parents (Dr. Spock).

Again, as on the theoretical level, it is also true at the methodological level of this type of research, that one cannot study all aspects of culture at the same time. Therefore, a detailed presentation of data and discussion of findings with its shortcomings and errors is important. It is true that this particular researcher, if he had to start anew, would proceed differently than he did, because of his deeper understanding of how the culture of the school works. However, in such a case, much of the data which is included in a relatively raw form will disappear and will not be available for further analysis. As it is presented here, it is interesting to observe the categorization in Chapter Two where "New English Room", "Special Education Room for Team Teaching" are grouped under "Aesthetic type" changes, while the "Math Lab" is a "Recreational-Educational type" change; where "Yoga" and "Judo" are classified under "Recreational" (although it is specifically stated in the descriptive data that these are used with problem and aggressive pupils as discipline methods); while "Problem Solving

Meetings with the Staff" is classified as a "Discipline type" change. This type of raw data tells the anthropologist/ethnographer about the power relationships as conceived by the principal - pupils can be changed through play — staff problems through disciplinary tactics. When it comes to parents, it is an "Administrative" change, and it consists of merely "announcing to them" that there are changes in school uniform policy (p. 39).

Actually, the language illustrates the process of power flow within the cultural system. "Expectations were not negotiable" (p. 36); "the old way was no longer king" (p. 40); the "powerful gym teacher who did not like change" was "convinced" to move (p. 42); another teacher who "I found to be severe" was transferred (p. 42); a "quiet young man" who developed into a "warm, creative teacher" (p. 42); "deliberate transfer of teachers" (p. 42). The secretary was "encouraged" to leave, she "feared" the new bookkeeping method and parents, teachers, and pupils "feared" her (p. 42). As to whom the principal himself fears?--the Local (or sector) Board was not even informed about team teaching initiated by the teachers "for fear they would interfere" (p. 55). In the same way when report cards were discussed at that level, no decision was reached

(p. 49). The principal is also aware and alert about parents who are reputed to be powerful (p. 73).

Again, an important change which triggered process type changes in relationships, was the transfer of special education classes to South Shore Elementary. The major problem created, is not really discussed at length; the sudden change of SES composition of the clientele brought about structural control devices for sanctioning and sorting out, such as graduation ceremonies, and school committee decisions on achievement prizes, most popular student prizes etc. The principal had also to take over a role of "consoling, counseling etc." (p. 51).

Another type of analysis possible is in terms of role relationships and definitions, as illustrated by the data at hand based on age ("Being hard on older teachers" (p. 91); "solid, dependable teacher" (p. 92); "grandfather" teacher with "claims to fame" (p. 93) based on student culture and sex-role expectations, "he is in the school choir and orchestra but is not sissy" (p. 94); "student three...is well behaved and a typical boy" (p. 75); "student six is a sweet, tiny girl" (p. 80) while "student eight is a nice feminine little girl" (p. 84) ) or based on the ethnic background of people involved in the school (i.e. European

more traditional (p. 112);  separatist "turning the
picture of the Queen" (p. 104); "no progressive ma-
terial available in French" (p. 39); "mother tongue"
for English (p. 96) ).

In terms of our feelings of hopelessness about
the change problem in the school culture, it is worth-
while to end this chapter by the example of trivia that
blind our vision and our informed assessment of alter-
native patterns of action available.  The financially
successful "chocolate bar drive" was objected to, the
"cookbook drive" was not successful financially and,
therefore, a "peanut drive", again financially success-
ful, was not objected to.  In terms of our evaluation
of success and failure, we can be mislead by thinking
that the student librarian alternative was the "more
than successful" choice, because of the little pay in-
volved, or the principal choosing the "New English pro-
gram" as the most important change over humanization
and improved interpersonal relationships "because more
measurable" (p. 58).  Therefore, we may suggest the
need for more detailed case studies, since it is quite
obvious from this study, that our past efforts to change
and improve our school may have failed because we thought
we knew about the functioning of schools as organizations.

# APPENDICES

## Interview Items

1. Looking back to the past four years, I would like you to consider some educational changes or innovations that occurred.

   (a) Try to "zero in" on the one particular change or innovation during the past four years in the school that you consider was most significant. What was it?

   (b) Why was this significant?

2. Let's talk about how the change got started.

   (a) Do you know who thought of the ideas first?

   (b) Who was most important in presenting and implementing the change?

   (c) Did the change originate outside the school as a result of community pressure or some government program?

   (d) Did it originate within the school itself quite apart from what was going on in the community or government?

3. How would you say the change was accepted?

   (a) Did most accept, or where possible, participate in this school innovation? (Discuss)

   (b) To what extent was this picked up and tried by others?

4.    How was the innovation implemented?

(a) Did the implementation method (bringing it
about) center around attitudes - seeking some
new relationships?

(b) Did the method of implementation center around
power and the seeking of concessions (someone
giving up something)?

5.    Which strategy was used to implement (bring
about) the change participative, democratic or elitist
authoritarian?  In other words, was one person or
group "calling all the shots" or were at least some
of the involved parties participating?

6. (a)   Who or what was the target of this innovation?

(b)   Was a change in the individual or the group
expected?

7. (a)   Did the change occur suddenly with fanfare and
publicity?

(b)  Did it come about gradually, somewhat quietly
with relatively little publicity?

(c) Did the innovation last?  How long will it last?

8.    Would you like to list some of the other changes
you thought were important?

9.    Are there any changes you would like to see?

<u>Interview Items</u>   (Simplified for students)

1.      Looking back over the past four years, that is, since you were in Grade ____, I would like you to think about the changes, or "new things" that happened.

    (a)   Try to pick one new thing during the past four years in the school that you think was important; what was it?

    (b)   Why was this important?

2.      Let's talk about how the change got started.

    (a)   Do you know who thought of the idea first?

    (b)   Who was most important in starting the change?

    (c)   Did the change start outside the school as a result of community pressure, or some government program?

    (d)   Did the new thing start in the school itself separate from what was going on in the community or government?

3.      How was the change greeted?

    (a)   Did most accept (agree with) or where possible take part in this change or new thing?

    (b)   Did anyone else do the same thing because <u>this</u> was done here first?

4.    How was the new thing or change brought about? Did everyone think that the new thing came to be because the people wanted the change or because they were told to change by someone above them (e.g. their boss)?

5.    Was one person telling everyone how to do the new thing or did some of the people involved help decide how to bring it about?

6. (a)  Whom did the new thing affect the most?
   (b)  Did the new thing affect one person or a lot of people?

7. (a)  Did the new thing happen suddenly with everyone hearing about it?
   (b)  Did it happen slowly and quietly with not too many people hearing about it?
   (c)  Did the new thing last? How long will it last?

8.    Could you list some of the other new things or changes happening during the past four years you think were important?

9.    Can you think of any change or changes that you would wish to see?

<u>Interview Items in French</u>

1.    Je voudrais considérer quelques innovations qui ont pris place dans l'enseignement au cours des quatre dernières années.

    (a) Essayez de mettre le doigt (d'identifier) sur un change-
ment particulier ou une innovation qui a pris place dans
l'école durant les quatre années passées et que vous
trouvez important.  Qu'est-ce?

    (b) Pourquoi était-ce important?

2.    Parlons de la façon dont ce changement a commencé.

    (a) Savez-vous qui, le premier, a eu cette idée?

    (b) Qui fut le plus important (a joué le plus grand rôle) dans
la présentation et l'implantation de cette idée de
changement?

    (c) Est-ce que ce changement avait son origine à l'extérieur
de l'école (pression exercée par la communauté ou pro-
gramme gouvernemental)?

    (d) Est-ce que ce changement avait son origine dans l'école
elle-même, indépendamment de ce qui se faisait dans la
communauté ou de ce qui était préconisé par le gouvernement?

3.    Comment ce changement a-t-il été reçu?

    (a) Est-ce que la plupart des gens, quand ils étaient
impliqués, acceptaient l'innovation et participaient à
son implantation?  (Exposez votre point de vue.)

(b) Est-ce que tous les autres ont suivi parce que cela
était fait ici en premier?

4. (a) Est-ce que la méthode d'implantation était centrée sur
les attitudes, cherchant à créer de nouvelles relations
entre les individus?

(b) Est-ce que la méthode d'implantation était centrée sur
le pouvoir, cherchant à obtenir des concessions?

5. Quelle stratégie fut employée pour implanter l'idée
nouvelle? La participation démocratique ou la méthode autoritaire?
En d'autres mots, est-ce qu'une personne (ou un groupe) "faisait
tout" ou est-ce qu'au moins certaines personnes concernées
participaient?

6. (a) Quelle était la cible visée par l'innovation?

(b) Est-ce qu'on souhaitait voir un changement chez un
individu ou dans un groupe?

7. (a) Est-ce que le changement est survenu soudainement, avec
"fanfare" et publicité?

(b) Est-ce que le changement s'est effectué tranquillement,
avec relativement peu de publicité?

(c) Est-ce que l'innovation a duré? Combien de temps se
maintiendra-t-elle?

8.	Pourriez-vous faire une liste des autres changements qui

ont pris place durant cette période et que vous trouvez importants?

9.	Est-ce qu'il y a des changements que vous souhaitez?

Lesquels?

# CHARACTERIZATION OF VARIABLES BEING STUDIED

| Change variables | Corresponding items from interview schedule |
|---|---|
| (a) Magnitude (significance) | Question No. 1 (a), 1 (b) |
| (b) Innovator and change agent | Question No. 2 (a), 2 (b) |
| (c) Source | Question No. 2 (c), 2 (d) |
| (d) Diffusion | Question No. 3 (a), 3 (b) |
| (e) Method | Question No. 4 (a), 4 (b) |
| (f) Strategy | Question No. 5 |
| (g) Target | Question No. 6 (a), 6 (b) |
| (h) Transitory change (fad) | Question No. 7 (a), 7 (b) 7 (c) |
| (i) Form | Question No. 1 (a), 1 (b) 8 (a), 8 (b) 8 (c), 9 |

# FOOTNOTES

[2]Minutes of the regular meeting of the South Shore Protestant Regional School Board, February 24, 1972.

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