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

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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.
# TABLE OF CONTENTS

## CHAPTER I

### BACKGROUND AND METHODS

(a) The Problem 

(b) The Concept of Change:
   - i. Review of the Literature  
   - ii. Steven’s Model

(c) The Design

(d) Participant Observation:
   - i. Literature Review

(e) The Descriptive Narrative, Theory Generation and Quantification of Data

(f) Participant Observation and Selection of Sample

(g) Participant Observation and the Interview

## CHAPTER II

THE SETTING: SOUTH SHORE ELEMENTARY SCHOOL

(a) A General Description
   - i. School Board
   - ii. The Parents
   - iii. The Students
   - iv. The Staff
   - v. The Principal

## CHAPTER III

THE FINDINGS

(a) Interviews with the Students and Parents
   - i. Summary of Student Interviews
   - ii. Summary of Parent Interviews

(b) The Teacher Interviews
   - i. Summary of Teachers’ Interviews

(c) Interviews with Administrators and Support

(d) The Attributes of Change

(e) Steven’s Model - The Form of Change

<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER I</strong></td>
<td></td>
</tr>
<tr>
<td>BACKGROUND AND METHODS</td>
<td>1</td>
</tr>
<tr>
<td>(a) The Problem</td>
<td>1</td>
</tr>
<tr>
<td>(b) The Concept of Change:</td>
<td>1</td>
</tr>
<tr>
<td>i. Review of the Literature</td>
<td>3</td>
</tr>
<tr>
<td>ii. Steven’s Model</td>
<td>9</td>
</tr>
<tr>
<td>(c) The Design</td>
<td>13</td>
</tr>
<tr>
<td>(d) Participant Observation:</td>
<td>20</td>
</tr>
<tr>
<td>i. Literature Review</td>
<td>22</td>
</tr>
<tr>
<td>(e) The Descriptive Narrative, Theory Generation and Quantification of Data</td>
<td>23</td>
</tr>
<tr>
<td>(f) Participant Observation and Selection of Sample</td>
<td>23</td>
</tr>
<tr>
<td>(g) Participant Observation and the Interview</td>
<td>23</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong></td>
<td>27</td>
</tr>
<tr>
<td>THE SETTING: SOUTH SHORE ELEMENTARY SCHOOL</td>
<td>27</td>
</tr>
<tr>
<td>(a) A General Description</td>
<td>28</td>
</tr>
<tr>
<td>i. School Board</td>
<td>28</td>
</tr>
<tr>
<td>ii. The Parents</td>
<td>29</td>
</tr>
<tr>
<td>iii. The Students</td>
<td>30</td>
</tr>
<tr>
<td>iv. The Staff</td>
<td>31</td>
</tr>
<tr>
<td>v. The Principal</td>
<td>31</td>
</tr>
<tr>
<td><strong>CHAPTER III</strong></td>
<td>66</td>
</tr>
<tr>
<td>THE FINDINGS</td>
<td>67</td>
</tr>
<tr>
<td>(a) Interviews with the Students and Parents</td>
<td>67</td>
</tr>
<tr>
<td>i. Summary of Student Interviews</td>
<td>87</td>
</tr>
<tr>
<td>ii. Summary of Parent Interviews</td>
<td>88</td>
</tr>
<tr>
<td>(b) The Teacher Interviews</td>
<td>90</td>
</tr>
<tr>
<td>i. Summary of Teachers’ Interviews</td>
<td>106</td>
</tr>
<tr>
<td>(c) Interviews with Administrators and Support</td>
<td>108</td>
</tr>
<tr>
<td>(d) The Attributes of Change</td>
<td>117</td>
</tr>
<tr>
<td>(e) Steven’s Model - The Form of Change</td>
<td>121</td>
</tr>
</tbody>
</table>
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

(a) Principal's Conclusions 142
(b) Conclusions and Recommendations 152

APPENDICES 164
FOOTNOTES 171
BIBLIOGRAPHY 172
# LIST OF TABLES AND CHARTS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Enrollment for Past Five Years</td>
<td>30</td>
</tr>
<tr>
<td>II</td>
<td>Classification of the Described Changes According to the Selected Attributes of Change and the Steven's Model.</td>
<td>57</td>
</tr>
<tr>
<td>III</td>
<td>The Innovation Perceived as Most Important.</td>
<td>123</td>
</tr>
<tr>
<td>IV</td>
<td>Who Originated the Idea?</td>
<td>124</td>
</tr>
<tr>
<td>V</td>
<td>Who was most important in implementation?</td>
<td>125</td>
</tr>
<tr>
<td>VI</td>
<td>Did the Change Originate Within the School or Outside?</td>
<td>126</td>
</tr>
<tr>
<td>VII</td>
<td>(a) Accepted and Participated in where possible.</td>
<td>127</td>
</tr>
<tr>
<td></td>
<td>(b) Picked up and tried by others</td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Implementation</td>
<td>128</td>
</tr>
<tr>
<td>IX</td>
<td>The Target of the Change</td>
<td>129</td>
</tr>
<tr>
<td>X</td>
<td>Implemented Suddenly with Fanfare and Publicity Versus Gradually and no Publicity.</td>
<td>130</td>
</tr>
<tr>
<td>XI</td>
<td>Other Changes Listed During the Period</td>
<td>131</td>
</tr>
<tr>
<td>XII</td>
<td>The Changes Respondents Wished To See</td>
<td>134</td>
</tr>
<tr>
<td>XIII</td>
<td>Comparison of the selection of Changes by the Student/Parent.</td>
<td>136</td>
</tr>
<tr>
<td>XIV</td>
<td>Steven's Model - Classification of Innovations.</td>
<td>139</td>
</tr>
<tr>
<td>XV</td>
<td>Steven's Model - Other Changes Listed.</td>
<td>141</td>
</tr>
</tbody>
</table>
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 in 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 Misbet, 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 existing crises (Misbet, 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 administrator, 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 sporadically 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 (Lapiere, 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; Lapiere, 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 independent 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 notions 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 trendless 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 emergent ideologies. Different kinds of elites may be effective in different settings. (Lauer, 1973).

The appearance of innovation and the innovator 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

Innovation has been defined as "The introduction of a novel element, a driving force, a practical 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. Novelties 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 innovation 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 becomes 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 consequences, 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, structure-related and product-related reforms may be expected to make schools more efficient, more effective, and more equitable - but in all likelihood at established tasks and in established modes of education. For there is nothing to indicate that such reforms are designed, or have a capacity, 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 applies to reforms that are process-related. In short, reforms of this kind - related to educational decision making - should not be expected 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 concerned 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 politically 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 related only minimally, if at all, with the school setting. 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 anticipated and vehicles developed for their prevention or amelioration
- The ways in which the changers were themselves 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 conceived to provide similar information through a detailed description of the cases of change in the school under study.

THE DESIGN

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

"....the superintendent of schools, a regular classroom teacher, the custodian, the principal's secretary, the school nurse, the members of the Board of Education - 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 picture or comprehend another's reality. In fact, in many situations it is likely that one can predict an individual'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 principal of the school has, therefore, a particular perspective which may affect the descriptive data on the ways in which change is conceived, formulated and executed 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 answered 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 "experiencing the problem" I mean initiating 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, perhaps, make the point more clearly by turning to the field of psychotherapy. Our understanding of psychotherapy—the ways in which we now can conceptualize the process and those involved in it—has come from three types of experience: as a patient, as a therapist, 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 experiencing in order to avoid the understandable but self-defeating tendency to flee from complexity at the expense of relevance.

Based on similar considerations, it was decided 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 principalship of South Shore Elementary.

After limiting the time period for the study, we then decided that we shall use a modified "participant 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 criteria of participant observation like continuous record 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 outsider.

The boundaries of the participant identity within an institution are not easily delineated. 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 considerable latitude for variable role behavior as well as a valuable research beginning in identification of the perimeters of acceptable behavior as locally defined. Most of the extensive interviewing and dis-
discussion 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 (6) 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—observation that a phenomenon does exist and the possible relation of the behavior to some concept or theory; (2) Checking the frequency and distribution of phenomena 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 collected. 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 observation and distortions, the descriptive narrative, theory generation and quantification of data, participant observation and selection of sample, participant observation and the interview.

PARTICIPANT OBSERVATION: LITERATURE REVIEW

Participant observation and distortions: Schwätz 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 relationship 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 peripheral to it. In either case, affective involvement with the observed develops inevitably and may range from sympathetic identification to projective distortion. 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 attributable 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: Participant observation has certain advantages or safeguards over other approaches. Little is changed in the organization says Scott (1965). In the interview situation, 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 network of interpersonal relations in which the individual 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 shortcoming 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 interview technique to a variety of distortions. Information from respondents must be viewed within the framework of ulterior motives, bias to spontaneity, and informants desire to please the interviewer. The interviewer not just asks questions but recognizes possible distortions and accounts for them. Participant observation makes it possible to check descriptions against fact and note distortions interviews might not uncover. The interview on the other hand often provides information which respondents might not volunteer while under group pressure.

Leacock (1971) argues that it is sometimes forgotten that quantification is secondary to detailed, 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 incidents or episodes may be lost because of their infrequency. 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-analyze 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 observation.

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-
nomina which are surprising because (a) the context is generally a foreign culture (b) the theory is sufficiently general to encourage the recognition of phenomena which conflict with the expectations (c) training 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 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 Protestant Regional School Board, was built in 1911, originally 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 elementary 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 Director 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 professional 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, before 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

<table>
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<tr>
<th>Enrollment for Past Five Years</th>
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<td>The enrollment figures for the past five years were as follows:</td>
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<td>1972-73</td>
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+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 principal and my new school. The Principal was out, however, 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 walls was depressing.

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

Even before I was appointed principal, this consultant had expressed to me her fears and problems about being principal of this school. She described a divided and rift-ridden 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 speaking 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 anything to interest children, was parcelled 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 person 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 Théâtre, (poetry readings), Youth Theatre "Treasure Island", The Hear and Now, (folk group), Théâtre de Soleil, Charles Albert's Mini Circus, Butcher Vachon, Killer Kowalski and other professional wrestlers, and the Canada Symphony Orchestra were among the groups to visit the school. (S.S.E.N., Mar. 19/73)

\(^1\)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 established at South Shore Elementary and three high schools. The following school year, 1973/74, this class and the bilingual seven were moved to the high school in accordance with Regulation VII of the Department of Education.

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 committee) 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 subject 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 children no longer respected them. I very quickly consented to lead a staff meeting on the topic. The meeting took place after school in the gym. The approach that I chose was to ask individuals to identify a problem and then have the group "brainstorm" an answer. 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 traditionalists 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 introduced. 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 pédagogical 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 a 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 discussion 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 lunches. 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 nutritious valentine parties, serving cheese and celery, juices and granola cookies. One day the School Committee donated to each student a fresh apple for recess. A grade six class conducted a rat experiment feeding two rats junk foods consisting of empty calories 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 successful 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 dissatisfaction 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 privileges 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 reluctant, 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 ceremony 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-curricular 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 attempted 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 continued affecting mostly the music, creative art and gym teacher's extra-curricular program in this school.

A Wine 'n' Cheese party in September, just before 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 assisted younger students as student tutors. Both benefited.

A recuperation class for students having diffi-
faculty 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 interfere.

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 committee 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 extracurricular activities
| 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 | Prin. | Principal | Within | Accepted | 5 yrs. | Power | Both | Group | Low | Struc. |
| New Eng. Rm. | Spec. Ed. Rm. | Teach. | Tea./Prin. | (Some upset) | | | | | |
| **Teaching Meth.** | | | | | | | | | |
| Metric Week | Prin. | Staff | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| Team Teaching | Prin. | Teacher | Within | Accepted | Short | Attit. | Demo. | Group | Low | Struc. |
| (Bilin. Prog.) | Team Teaching | Teachers | Within | Accepted | Lasting | Attit. | Demo. | Group | High | Struc. |
| (Spec. Ed.) | | | | | | | | | |
| **Recreational** | | | | | | | | | |
| Judo | Care. | Care. | Within | Accepted | Short | Power | Demo. | Group | Low | Prod. |
| Recreation/Educ. | | | | | | | | | |
### Figure II

**Classification of the described changes according to the selected attributes of change and the Steven's Model (cont')**

<table>
<thead>
<tr>
<th>Classification of the described changes</th>
<th>Who had the idea</th>
<th>Most Imp. in Implementation</th>
<th>Source within/ outside school</th>
<th>Reception</th>
<th>Duration</th>
<th>Method of Implementation</th>
<th>Strategy Demo./ Author.</th>
<th>Target Group/ Indiv.</th>
<th>Magnitude</th>
<th>Form Steven's Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Meth.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>First staff meet.</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Both</td>
<td>Both</td>
<td>Both</td>
<td>High</td>
<td>Prod.</td>
</tr>
<tr>
<td>In-services</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Attit.</td>
<td>Demo.</td>
<td>Both</td>
<td>High</td>
<td>Prod.</td>
</tr>
<tr>
<td>Meet. with staff</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Attit.</td>
<td>Demo.</td>
<td>Both</td>
<td>High</td>
<td>Prod.</td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>New Secretary</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Power</td>
<td>Author.</td>
<td>Indiv.</td>
<td>Med.</td>
<td>Struc.</td>
</tr>
<tr>
<td>Trans. (out) of Teachers</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Power</td>
<td>Author.</td>
<td>Indiv.</td>
<td>High</td>
<td>Struc.</td>
</tr>
<tr>
<td>Setting up Spec.</td>
<td></td>
<td>School B</td>
<td>Outside</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Both</td>
<td>Both</td>
<td>Group</td>
<td>Med.</td>
<td>Struc.</td>
</tr>
<tr>
<td>Ed. classes</td>
<td></td>
<td></td>
<td>Outside</td>
<td>Acc./some</td>
<td>Lasting</td>
<td>Attit.</td>
<td>Demo.</td>
<td>Indiv.</td>
<td>High</td>
<td>Prod.</td>
</tr>
<tr>
<td>Annual Promot.</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Acc./some</td>
<td>Lasting</td>
<td>Both</td>
<td>Both</td>
<td>Indiv.</td>
<td>High</td>
<td>Prod.</td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
<td>Outside</td>
<td>Acc./some</td>
<td>Lasting</td>
<td>Power</td>
<td>Both</td>
<td>Indiv.</td>
<td>Low</td>
<td>Prod.</td>
</tr>
<tr>
<td>Graduation Gr.</td>
<td></td>
<td>School C</td>
<td>Outside</td>
<td>Acc./some</td>
<td>Lasting</td>
<td>Power</td>
<td>Both</td>
<td>Indiv.</td>
<td>Low</td>
<td>Prod.</td>
</tr>
<tr>
<td>Capital Equip.</td>
<td>Prin.</td>
<td>Principal</td>
<td>Within</td>
<td>Accepted</td>
<td>Lasting</td>
<td>Power</td>
<td>Author.</td>
<td>Group</td>
<td>Low</td>
<td>Struc.</td>
</tr>
<tr>
<td>Report Cards</td>
<td></td>
<td>School B</td>
<td>Outside</td>
<td>Accepted</td>
<td>A few</td>
<td>Power</td>
<td>Both</td>
<td>Group</td>
<td>Low</td>
<td>Struc.</td>
</tr>
<tr>
<td>Misc./peanut, choco. bar dr.</td>
<td>Prin.</td>
<td>Principal/stud.</td>
<td>Within</td>
<td>Accepted</td>
<td>2 yrs.</td>
<td>Attit.</td>
<td>Demo.</td>
<td>Group</td>
<td>Low</td>
<td>Both</td>
</tr>
</tbody>
</table>
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 grades 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 significant during this period would include: the improved interpersonal relations among the staff, the openness of the school to parents, the warmer atmosphere for students; the new staff members more inclined toward "child-centered" education; the inservice 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 implementation. Few students are aware of the school committee not to mention its function. Again in responding, 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 mathematics 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 individuals 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 members 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 principal who probably (she was not sure), would have discussed this with the staff. The principal would engage 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 bilingual 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 improvement 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 selected 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 monitors 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 decided 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 interfered 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 "yuHu!" 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 expressed to me how disappointed she was that the girls basketball team had not practiced as advertised due to the Union's ban on extra-curricular activities. I had stepped in to take the practice but she could not forgive 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 silently 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 strategy 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 process 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 acceleration 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 conceded 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 government norms but the teachers as most important in its implementation. The origin was outside the school.

Parent Six said the change was accepted because 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 innovation 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 children for such classes were chosen. She saw both attitude 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 (replacing rows) and swimming (although she saw it serving 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 important 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 concerned 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 available space.) She saw the change as originating from outside the school and thought that the QAQDL 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 important 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 occurred 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 related 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 innovations occurring gradually and quietly with little publicity. All felt the change would endure.
The Teacher Interviews

Teacher one began under previous administration as a kindergarten teacher during the second year of the bilingual program. She frequently described how pleased she was to leave the very authoritarian 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 dynamic 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 selected the change in the atmosphere and school relations as most significant. She specifically described an improvement in principal-teacher relations, teacher-pupil and parent-school relations, which resulted 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, motivation and self-discipline among the students as well as changes in his Creative Arts program. I had forgotten 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 teacher was trying to please me when he described a better attitude, motivation and self-discipline originally, or conditions had deteriorated in the three week interim. 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 administration. 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, teacher's 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 program 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 fan-
fare, 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 sev-
en 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 implementa-
tion 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, how-
ever, 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 problem 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 rapport and relationship between administration and teachers, 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 confident 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 originating and implementing the idea. At this point in the interview, she smiled and said, "Mais Mr. Sandell, on vous lancer 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 implementing the change. Most saw the change as originating within the school and not resulting from outside 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 putting it into practice. Teachers saw teachers' attitudes, governments and boards, school climate and communication as the general things sought to be changed. They were equally divided in discerning individuals 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 in 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 Elasser Workshops and the change in the European teacher’s 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 Assistant 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 equipment, 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 improvement 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 immediate 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 Utopian ideas with such things as a totally different physical 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 applicable) 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 concentration 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 student's 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.

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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

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>6 students selected innovations related to recreation</td>
</tr>
<tr>
<td></td>
<td>1 student selected the Math Lab partly recreational</td>
</tr>
<tr>
<td></td>
<td>1 student selected the new (regional) report card used in the school</td>
</tr>
<tr>
<td>Parents</td>
<td>3 chose the change in atmosphere, a greater freedom for students as a positive change</td>
</tr>
<tr>
<td></td>
<td>1 slackening of standards as a negative change</td>
</tr>
<tr>
<td></td>
<td>1 unionizing of teachers</td>
</tr>
<tr>
<td></td>
<td>1 split class</td>
</tr>
<tr>
<td></td>
<td>1 special education classes</td>
</tr>
<tr>
<td></td>
<td>1 new (regional) report card</td>
</tr>
<tr>
<td></td>
<td>(This last parent was not the mother of the student who also selected the report)</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 selected the change in atmosphere (humanization as most important</td>
</tr>
<tr>
<td></td>
<td>2 new English curriculum (primary and grade six</td>
</tr>
<tr>
<td></td>
<td>1 ban on extra-curricular activities</td>
</tr>
<tr>
<td></td>
<td>1 the Math Lab</td>
</tr>
<tr>
<td></td>
<td>1 audio-visual equipment</td>
</tr>
<tr>
<td>Administrators:</td>
<td>2 selected humanization of the school</td>
</tr>
<tr>
<td>Assist. D. Gen.</td>
<td>1 selected the primary English mainly because it was so measurable</td>
</tr>
<tr>
<td>Vice-Principal</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Support:</td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>humanization</td>
</tr>
<tr>
<td>Caretaker</td>
<td>new boilers</td>
</tr>
<tr>
<td>Conclusion</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Figure IV

2. **Who Originated the Idea?**

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Students   | 5 discerned the principal to have originated the idea  
1 the School Board  
1 the students  
1 did not know and could not guess  
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)  
1 teacher  
1 teacher's union |
| Administrators | all three selected the principal |
| Support: Secretary Caretaker | the principal  
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 important in Implementation?

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>6 saw the principal as most important</td>
</tr>
<tr>
<td></td>
<td>1 caretaker</td>
</tr>
<tr>
<td></td>
<td>1 School Board</td>
</tr>
<tr>
<td>Parents</td>
<td>4 felt the principal most important</td>
</tr>
<tr>
<td></td>
<td>2 teachers</td>
</tr>
<tr>
<td></td>
<td>1 parents</td>
</tr>
<tr>
<td></td>
<td>1 outside pressure</td>
</tr>
<tr>
<td>Teachers</td>
<td>5 identified the principal</td>
</tr>
<tr>
<td></td>
<td>2 teachers</td>
</tr>
<tr>
<td></td>
<td>1 union executive</td>
</tr>
<tr>
<td>Administrators</td>
<td>2 the principal</td>
</tr>
<tr>
<td></td>
<td>1 the principal and teachers</td>
</tr>
<tr>
<td>Support: Secretary Caretaker</td>
<td>the principal</td>
</tr>
<tr>
<td></td>
<td>the superintendent of caretakers</td>
</tr>
<tr>
<td>Conclusion</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Figure VI

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

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Students    | 7 thought the change originated within the school  
1 outside |
| Parents     | 4 felt the change originated within the school  
4 outside the school (2 government, 1 Q.A.:C.L.D) |
| Teachers    | 6 teachers felt the change originated within  
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

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Accepted and participated in (where possible)</th>
<th>Picked up and tried by others (diffusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>8 thought it was accepted</td>
<td>6 felt it was not picked up by other schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 maybe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 did not know</td>
</tr>
<tr>
<td>Parents</td>
<td>7 believed it was accepted</td>
<td>6 thought it had been picked up</td>
</tr>
<tr>
<td></td>
<td>1 believed there was no participation and it was accepted silently</td>
<td>2 did not know</td>
</tr>
<tr>
<td>Teachers</td>
<td>8 felt it was accepted</td>
<td>6 thought it was picked up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 did not know and would not guess</td>
</tr>
<tr>
<td>Administrators</td>
<td>3 believed it was well accepted</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>accepted</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
Figure VIII

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Method (attitude versus power)</th>
<th>Strategy (participative democratic versus elitist authoritarian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>8 attitude</td>
<td>8 participative-democratic</td>
</tr>
<tr>
<td>Parents</td>
<td>6 attitude, 1 power, 1 both</td>
<td>6 participative-democratic, 2 elitist authoritarian both were judged as negative changes</td>
</tr>
<tr>
<td>Teachers</td>
<td>6 attitude, 1 power, 1 did not know</td>
<td>6 participative-democratic, 2 elitist-authoritarian</td>
</tr>
<tr>
<td>Administrators</td>
<td>3 attitude</td>
<td>1 participative-democratic, 2 both (seen by principal and vice-principal)</td>
</tr>
<tr>
<td>Support: Sec'y (Caretaker)</td>
<td>1 attitude, 1 power</td>
<td>1 participative-democratic, 1 elitist-authoritarian</td>
</tr>
<tr>
<td>Conclusion</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
## Figure IX

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

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Undirected Guess</th>
<th>Group versus Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>7 students</td>
<td>8 group</td>
</tr>
<tr>
<td></td>
<td>1 parents</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>1 school</td>
<td>5 group</td>
</tr>
<tr>
<td></td>
<td>1 improved education</td>
<td>2 individual</td>
</tr>
<tr>
<td></td>
<td>1 teachers/students</td>
<td>1 both</td>
</tr>
<tr>
<td></td>
<td>1 school community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 meeting government norms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 children</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 did not know</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>2 new open climate and relations</td>
<td>3 group</td>
</tr>
<tr>
<td></td>
<td>attitudes of the teachers</td>
<td>2 individual</td>
</tr>
<tr>
<td></td>
<td>1 government and boards</td>
<td>3 both</td>
</tr>
<tr>
<td></td>
<td>students expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students and teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 (two spoke of teachers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 (three spoke of students)</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>3 teachers and pupils and their relationships</td>
<td>2 both</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 group</td>
</tr>
<tr>
<td>Support: Secretary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caretaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>children</td>
<td>group both</td>
</tr>
<tr>
<td></td>
<td>caretaker-whole</td>
<td>both</td>
</tr>
<tr>
<td></td>
<td>school</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>More respondents saw the target of the change to be the group although many</td>
<td></td>
</tr>
<tr>
<td></td>
<td>selected both</td>
<td></td>
</tr>
<tr>
<td>Role Group</td>
<td>(a) Implemented suddenly with fanfare and publicity versus gradually and no publicity</td>
<td>(b) Will it last?</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Students</td>
<td>5 yes - suddenly with fanfare (one of these claimed it was done fast but had little publicity)</td>
<td>8 thought it would</td>
</tr>
<tr>
<td></td>
<td>3 no</td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>1 yes - suddenly, fanfare</td>
<td>6 thought it would</td>
</tr>
<tr>
<td></td>
<td>7 no</td>
<td>2 did not apply as the change had an expiry date</td>
</tr>
<tr>
<td>Teachers</td>
<td>4 yes</td>
<td>8 thought it would last</td>
</tr>
<tr>
<td></td>
<td>4 no</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>3 yes</td>
<td>3 all</td>
</tr>
<tr>
<td>Support</td>
<td>2 yes</td>
<td>2 all</td>
</tr>
<tr>
<td>Conclusion</td>
<td>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 fanfares. The teachers were split on the issue. All participants (where applicable) felt the change would endure.</td>
<td></td>
</tr>
</tbody>
</table>
### Figure XI

8. Other Changes Listed During the Period

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outside games, skating, brightly painted halls and stairs. Tape recorders</td>
<td>Lunchroom activities. Playground activities. Math Lab Special performances Films</td>
<td>New Resources: books in library Math lab Audio-visual equipment Improved discipline</td>
<td>Ass't Director General</td>
<td>Teacher attitudes via the office. Noon hour program Openness of the school Good reputation of the school A.V. equipment and learning games</td>
</tr>
</tbody>
</table>
8. Other Changes Listed During the Period (cont')

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Broomball, hockey, Ice rink, cafeteria, Games</td>
<td>Class meetings, Problem solving (to end fights), Noonhour recreational activities - broomball, Swimming, Concerts</td>
<td>Changes in (his) program, Creative arts, More discipline and self-discipline, Better attitude and motivation</td>
<td>Vice-Principal, Primary Eng. Spec., Special Education, Uniform ban, A.V. Math lab, Increased volunteers, Effort to individualize. Problems tackled immediately. Model of principal &amp; vice-principal in speaking the other's language - spread</td>
<td>Caretaker, Painting in the school, Repair, Resource centre, Special Education, Playground &amp; gym equip., Student &amp; teacher cooperation</td>
</tr>
<tr>
<td>4</td>
<td>Metric week, Mini-circus, Youth theatre</td>
<td>More attention has been given to spelling &amp; writing</td>
<td>Change in atmosphere &amp; interpersonal relations. In-services for teachers. Change in personnel More flexibility by the staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Recreation games, Tetherball</td>
<td>Increased A.V. hardware, Math lab</td>
<td>Individualized math French books added to the library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Change in the teacher. More homework</td>
<td>Ribbon awards on sports day, Swimming</td>
<td>Voice recorder. In-service on human relations. Teacher resource centre &amp; budget to use it. Outdoor activities - skating rink.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8. Other Changes Listed During the Period (con't)

<table>
<thead>
<tr>
<th>Role Group</th>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
<th>Administrators</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>New principal</td>
<td>Could think of none</td>
<td>Report cards, primary English programs &amp; specialist The Union/Board conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Could think of none</td>
<td>Introduction of English earlier Team teaching in Special Ed. Lower pupil/teacher ratio Swimming program</td>
<td>Audio-visual equip. Teachers resource centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>SUMMARY</td>
<td>SUMMARY</td>
<td>SUMMARY</td>
<td>CONCLUSION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almost all changes listed by students are sports and games special shows or the increased use of audio-visual equipment.</td>
<td>A wider variety of selections. Three chose math lab and swimming; two chose special ed. Only two selected the lunchhour (sports) activities.</td>
<td>A wider variety of selections - more frequent mention of discipline, in-service sessions and teaching resources.</td>
<td>Support staff and administrators seem to know a great deal about the changes in the school.</td>
<td></td>
</tr>
<tr>
<td>Role Group</td>
<td>The changes respondents wished to see</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>6 desired no change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 wished the hockey game outside re-located</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 wanted more games for girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It seems that the students are extremely happy. Perhaps they are not used to changing things or having input 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>3 desired no changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 wished the ban on extra-curricular activities to end</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 more mundane changes desired included a less full &quot;lost and found&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 better cafeteria service. The hope for a return to the use of art specialists, structure and discipline might be seen as more profound.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 wanted to see bus monitors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interestingly parents seemed more concerned with the extra-curricular ban (by the union) than the students. The concerns seemed peripheral to the schools function, or at best related to efficiency or effectiveness. (Structure changes in the Stevens Model.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>3 desired no changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 wished for a dream school (animals, gardens, swimming pools)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 a tightening of discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 a playground closer to the teaching area; a bulletin board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 more suitable materials and programs for French immersion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 a shorter lunch hour, longer recess, more creative arts and physical education, a grammar book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Group</td>
<td>The changes respondents wished to see</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>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 &quot;good old days&quot; represents a structure change dealing with efficiency and effectiveness, as does the desire for more creative arts and physical education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>a better recording of student progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assit. Dir. Gen.</td>
<td>more enthusiasm and involvement of the staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>a utopian school with a different physical environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal</td>
<td>a continuation of the kindergarten approach especially with art and creativity, to the higher grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support:</td>
<td>no change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td>more co-operation, trust and help from the sector board</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caretaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>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. 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair Number</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent One</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Two</td>
<td>No correlation between respondents first choice. Both listed the Math Lab among other changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Three</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Four</td>
<td>No correlation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Five</td>
<td>No correlation between respondents first choice. Both selected the Math Lab and Audio-Visual equipment as other changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Six</td>
<td>No correlation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Seven</td>
<td>No correlation in the most important changes. Both could not list any other changes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/parent Eight</td>
<td>No correlation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

- No correlation on the most important innovation.
- No correlation on any other listed changes.
- Some correlation among 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 likelihood 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 disagreement and opposition - are precisely the "process" kinds of reforms that might result in some fundamental educational reform.

Figure XIV

<table>
<thead>
<tr>
<th></th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
<th>Support</th>
<th>Sec'y</th>
<th>V.P.</th>
<th>Principal</th>
<th>Care.</th>
<th>Ass't D.</th>
<th>General</th>
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</thead>
<tbody>
<tr>
<td>Structure</td>
<td>3</td>
<td>4</td>
<td>4</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Product</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>Process</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

There is some overlap between categories of reforms or innovations and a certain necessary arbitrariness 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 categorised 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**

<table>
<thead>
<tr>
<th>Structure</th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
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<tr>
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<td>2</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Process</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No answer given</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Both product</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>and structure</td>
<td></td>
<td></td>
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<td>2</td>
</tr>
</tbody>
</table>

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 (e.g., 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 significant. 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? Maybe 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 interview 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 Director General and the Secretary.) Two others rated it a strong second choice, myself (principal) and another
teacher. These respondents almost unanimously perceived 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 attributes 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 significant should be memorable.

Question eight, requesting the respondents to list other changes, is also easily understood and useful. While responses may have depended on how the individual 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 already 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 interim 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 (implementor).

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 selected 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 particular, seemed very happy with things as they are. Again, 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 parents 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 described 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 implementation 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-
significant 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 resistance on the part of teachers to team teaching;
and many more examples related to new aspects of teaching, 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 recognising 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 organisations, 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 realise 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 recognisable 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 belief being that, whenever more than one person is involved in the change process, no matter in what capacity, 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 understanding, should become the focus of future studies and research.

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 conception of change that emphasizes administrative-structural or power changes as a way of achieving goals of change. There occurred to him, of course, the conception, 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 Sarason (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 assenting 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 outsiders 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 presentation of data in this thesis. The principal/researcher started as an amateur ethnographer and, therefore, his conclusions are quite differently organized 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 attempted to draw ethnographic conclusions. The difference in describing regularities and patterns emerging 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 short-comings 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 material 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 worthwhile to end this chapter by the example of trivia that blind our vision and our informed assessment of alternative 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 successful, 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 involved, or the principal choosing the "New English program" 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?
Interview Items (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 this 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?
Interview Items in French

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 changement 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 programme 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 planter 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 importantes?

9. Est-ce qu'il y a des changements que vous souhaitiez? Lesquels?
<table>
<thead>
<tr>
<th>Change variables</th>
<th>Corresponding items from interview schedule</th>
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<tbody>
<tr>
<td>(a) Magnitude (significance)</td>
<td>Question No. 1 (a), 1 (b)</td>
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<tr>
<td>(b) Innovator and change agent</td>
<td>Question No. 2 (a), 2 (b)</td>
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<td>(c) Source</td>
<td>Question No. 2 (c), 2 (d)</td>
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<td>(d) Diffusion</td>
<td>Question No. 3 (a), 3 (b)</td>
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<td>(e) Method</td>
<td>Question No. 4 (a), 4 (b)</td>
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<tr>
<td>(f) Strategy</td>
<td>Question No. 5</td>
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<tr>
<td>(g) Target</td>
<td>Question No. 6 (a), 6 (b)</td>
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<tr>
<td>(h) Transitory change (fad)</td>
<td>Question No. 7 (a)</td>
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<td>(i) Form</td>
<td>Question No. 7 (b)</td>
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<td>Question No. 8 (a), 8 (b)</td>
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<td>Question No. 8 (c), 9</td>
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Minutes of the regular meeting of the South Shore Protestant Regional School Board, February 24, 1972.
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172


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