

THE UNIVERSITY OF MANITOBA

LIFE IN A NEW SCHOOL:  
THE QUEST FOR MEANING.

by

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the University of Manitoba in partial fulfillment of the requirements  
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## ABSTRACT

The objective of the research was to study life in a new junior high school and to discern the influences which affected that life. During the nine month period of observation significant developments took place within the school and within the researcher himself.

The school moved through a number of stages that were recognized by other researchers in the beginning of new, very innovative schools. The three general periods distinguished were:

- (1) Anticipatory stage,
- (2) Action stage,
- (3) Reflective stage.

A relationship was discovered between these stages and the cyclic motion of change proposed by Lewin:

- (1) Movement,
- (2) Unfreezing,
- (3) Re-freezing.

During the study the researcher abandoned the remote observer position to take a place within the action. From this vantage point he endeavoured to translate events into the meanings the actors themselves attached to them. The main difficulties encountered by the participant-observer in this quest were:

- (1) uncovering the anticipations, the constructs which the actors brought with them to the new situation,

- (2) identifying the exact problems which stimulated new meanings ,
- (3) distinguishing meaning which was hidden in the language people used.

An argument was outlined for a new school to be considered a special case of organizational change because it necessitated a culture building process. When people came to the new school they brought with them a vision and a culture developed in other organizations. Within the exciting community of the new school, the former culture was modified and a new shared culture resulted. During this adaptation process, historic decisions were made that affected the growth of the organization and some fatalistic feeling arose that threatened to arrest development.

In examining the part played by various change agents, the principal's role was considered important in determining structure. A group of creative and aggressive teachers, who had worked together previously, appeared to determine the new school culture.

Some recommendations were made to administrators involved in the new schools of the future. The practice of recruiting a sizeable number of teachers from one established school was questioned. It was proposed that new schools be entrusted to recruit additional staff because they were in the best position to assess the needs of the new community. Opening a new school at Easter rather than in September was suggested so that staff may take advantage of the long reflective period available during the long term vacation. The need for pre-

service training of teachers before the school opening was stressed as well as the need for continuing in-service education during the early years of establishment.

A theory, grounded in the experiences of this one school, was formulated about the acculturation process in new schools.

- (1) The vision which people hold about a new school presenting an opportunity for doing something different in education must be cognisant of the actual needs of the real situation.
- (2) The new school's exciting community stimulated the development of a new culture.
- (3) Decisions reached in the early days of the school conditioned the nature of that culture.
- (4) Provided pre-determined guidelines allow all participants to reach some understanding of events, excitement may continue to generate a growth in culture.

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Gerald O'Callaghan

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## CHAPTER I

### THE QUEST FOR MEANING

Futurologists have noted the ever-increasing pressure of technical and social change upon our present day culture (Toffler, 1974). Attention given to the problems of change today contrasts with the lack of interest of a yesterday when "change and innovation were frighteningly dangerous concepts" (Hillson and Hyman, 1971: 3). Some observers have noted that technical progress has resulted in the building of gigantic corporations and the blunting of individual awareness (Reich, 1970). Like the dinosaurs of the past, organizations tend to adapt slowly to change in their environment. Compared to their industrial and commercial counterparts, schools are described as the most tardy in accepting new attitudes and methods. They are relics, claims Katz (1971), of a bygone era, without sign of substantial change in the last one hundred years. Researchers have not been able to keep pace with the multiplication of the new creative forms of schooling which have been attempted. Unfortunately, the stories they tell are generally ones of failure and disillusionment (Levin and Simon, 1973). One might ask if there is something inherent in the structure of organizations in general and schools in particular which resists attempts to change. Individuals may become so enslaved by the requirements of the organization that they are oblivious to the excitement and creativity around them--prisoners of "mind forged manacles" (Gardner, 1974: 53). Until recently research into change in schools has emphasised large

scale research and development programmes like the new math or open space design (Bennis, Benne and Chin, 1966: 667). There is a growing interest today, however, in studying how change is introduced into specific educational organizations (Thomas, 1975; Sarason, 1971a). Very little research has been carried out into the life of new, but not necessarily unconventional organizations, like free or alternative schools. If Sarason's (1971a) prediction "the more things change, the more they remain the same" is true we might expect that schools will reproduce themselves: alike in organizational structure, in staff expectations, in educational programs, etc. With this prediction in mind, the story of a new junior high school is followed in this study. Using the findings of research which have been carried out in highly innovative schools some tentative conclusions have been drawn concerning stages of development of the organization and the outlook of the people who work within.

## I. DEVELOPMENT OF RIEL JUNIOR HIGH SCHOOL

Although a committee composed some educational specifications which were to be considered in the building design of an open space junior high school sometime before the principal was appointed, the educational life of the school really began with the appointment of the principal. Few restrictions seemed to be placed upon him beyond the injunction: "Go make a school." He began his duties a year before the school was opened: planning procedures, recruiting staff and, on occasion, discussing programmes with his newly appointed teachers.

Fundamental to all his ideas were: that he himself should be regarded as an educational leader rather than a business manager; that the staff should be involved in decision-making; and that teachers should work in inter-disciplinary teams.

Initially the principal had the sole power to recruit teachers. Within a short time, he shared the power with the staff. Some involvement of teachers in decisions regarding policy, finance and educational programming followed and led to the formation of standing committees.

After experiencing some building delays, the school opened in September, 1975 with 350 students and sixteen staff members. Once teachers became acquainted with each other and the specific tasks to be accomplished, attempts were made to team teach, but practical difficulties, like shortage of staff, intervened from the outset.

## II. PERSONAL INVOLVEMENT

I carefully negotiated the snow piles in the unfinished car park of Riel Junior High School. I was a visiting Australian unused to snow hazards but familiar from first hand experience as a principal with the problems of new schools. I was interested in this place because it was new, because it provided me with the opportunity for studying the principal's role in establishing new schools and because the grade structure suggested a middle school, (Alexander et al, 1968, Gatewood, 1973), a concept entirely strange

and very exciting to me. In the next nine months the focus of my study expanded to include the whole life of the school.

### III. FOCUS OF THE STUDY

The research endeavoured to focus upon people at work in this organization. In the "buzzing confusion" (March, 1972) of the school opening, uncertainty about roles was felt (Sarason, 1971a) as staff and students struggled to understand the new situation. By observing the interaction of people and by questioning and discussing issues with the actors, I tried to interpret the quality of life within the school and to discern the important stages of organizational development. My insights surfaced at very odd times: during moments of staff hilarity, periods of student restlessness or during outbursts of teacher anger or despair. Within what Benne calls "the crucible of understanding" (Bennis, 1966: 238) common beliefs, values and structures appeared to be shaping. Events, and the meaning people placed upon them, were creating the culture of the school.

The forging process was both uneven and protracted. After the school opening, the organization began to grow in size. The relationship between "pioneers" and new arrivals had an impact upon the character of the infant organization.

The story is primarily concerned with the people who make a school: principal, teachers and students. It is a personal account of my interaction with them and my own search for meaning in the



events that rushed by me. It is an attempt to reconstruct the social reality of the everyday life of the school. To paraphrase Berger and Luckman (1966: 23), "I knew that there was an ongoing correspondence between my meanings and their meanings in this world and that we shared a common sense about its reality."

Fromm (1969: 14) recognised culture as a process of man's reaching out towards man: that new communal activities create "something new in him." In line with this idea of growth my research methodology illustrated a dynamic rather than a static quality.

#### IV. STATEMENT OF THE PROBLEM

My objective was to study the everyday life within a new school and to distinguish important influences that appear to affect the quality of that life.

To sharpen this general objective a number of specific questions were asked:

- (1) What problems could a participant-observer anticipate in his search to gain an understanding of the whole situation?  
The question related to:
  - (a) determining the nature of the culture transferred from other places,
  - (b) identifying the events that trigger new meaning,
  - (c) seeking meaning in language.
- (2) In what ways is a new school an illustration of the change process?

(3) What or who is the change agent in a new school?

In particular the contribution of the following were examined:

- (a) the principal,
- (b) the departmental head,
- (c) the consultant,
- (d) the superintendent,
- (e) the staff or a group of teachers.

#### V. METHODOLOGY

Schutz (1967) described the phenomenological approach in sociology as "an attempt to elucidate the interpretations people put on their actions." By such an approach, I attempted to describe the problems people face in the new school situation as well as the meanings they appear to attach to these problems. During the process I recorded my own search for the meaning behind organizational development generally and the human activity involved in a similar way to Sheehy's (1976) search for the predictability in adult life.

Rather than applying accepted sociological models to empirical data I wrote the story of a school. At intervals I arrested the moving kaleidoscope of events as one would stop a movie to examine the characters in detail and the developing web of relationships (Berger and Luckman, 1966: 2). Smith and Keith (1971) used a similar technique, stopping the story occasionally and showing the action diagrammatically, while Sarason (1971a) used his Martian visitor to

wrestle meaning from what he secretly observed.

Because I commenced working at the school months after it opened, I reconstructed its pre-history from documentary evidence and from interviewing people who were involved in its very early days.

I gathered information by talking informally to principal, teachers, students and parents about developments in the school while they were at work and avoided the formally constructed interview session. Occasionally I devised formal questionnaires to clarify perceptions about particular roles within the school. The aim here was to allow the role incumbent an opportunity to clarify and reflect upon his own role perceptions. I used unofficial notes of staff members and minutes of meetings to supplement and revise my own impressions.

At the conclusion of the narrative, the principal commented upon my interpretation of the school scene, to allow the reader another perspective (Shipman: 1974b).

Assumptions. In conducting the research, I made some assumptions. Firstly that the constant presence of an observer over a period of time would induce the school population to confer upon me the homely status of belonging. Secondly I assumed that my status would not be confused by students with the staff, nor by the teachers with the administration. Because all groups of people seemed to talk with me openly and behave freely in front of me, there seemed to be some justification for making this assumption.

Related to the above, is the assumption that the observer will play a neutral role in the development of the school rather than that of promoter of change. I report humbly in Chapter III that whenever I stepped beyond the observer's role and proffered advice, the opposite appeared to eventuate. Sarason (1971b) and Corwin (1973) suggest that the observer, if anything, activates a negative rather than a positive response and my experience would seem to support this.

Limitations. My project covered the period of time from December 1974, when the school was planned, to November 1976, but my active observation only began in March, 1976. The early period was reconstructed from secondary sources (i.e. documents and interviews). The length of time I spent in the school was insufficient, particularly when the visitations stopped at what may have been a critical "take off" point (Etzioni, 1964: 38).

In an endeavour to balance a desire to be considered neutral with the need to be accepted, I replied to questions about the teacher's performance in a positive reinforcing fashion and tried not to comment disparagingly. Levin and Simon (1973) described the technique as "dampened feedback." While the technique limits the truth, it avoided confusing my observer's role with that of an evaluator's.

There is some evidence to suggest that pressures of work and time are factors which condition the formation of educational settings (Deal, 1975). The quality of my information was probably restricted by the same factors for I questioned teachers while they were "on the run" between periods, or stopped momentarily during lessons or when

they were resting, weary after the school day. Unavoidably, discussions were fragmentary, meanings confused and even perhaps misinformation collected.

Beyond all else, the severest limitations were in myself. The pace of school life is fast at any time, let alone in a new school. By attending to some incident or person at one time, I excluded others. As meanings were constrained by interests, experiences, needs and prejudices of the people around me so were they constrained in me.

An attempt was made, however, to strip away personal bias and interpret the meanings the actors themselves placed upon events. The more participants invited to comment on the observer's account, the more detailed and accurate the account is likely to become. However, space permitted only the principal to comment at the conclusion of the narrative in Chapter III.

Unfortunately, the budget for the investigation was limited. No teaching substitutes were available to enable teachers time to discuss problems and perceptions with me.

Because the study was limited to a single school, findings arising from it apply only to that school at the time of my investigation and cannot be applied "per se" to all new schools.

Delimitations. Some of the problems the new school encountered and some of the solutions applied were generated from outside the school: the Department of Education, local division, neighbouring schools. Time allowed only a superficial recognition of some of these outside influences.

## VI. ORGANIZATION OF THE STUDY

Chapter II describes the dynamic and personal nature of my research. Problems of my acceptance into a self-conscious and fragile situation, my shifts in interest and experimental approaches are recounted here as well as my search of the literature relating to new schools, innovation and change. From this chapter occur a number of questions which provide a framework for the analysis of events which are told later in the "story of the school" in Chapter III. The principal of the school comments upon my interpretation of events at the end of this chapter.

The final chapter summarizes the study and draws conclusions relating to one school at the beginning of its history and the process of change within such a young, uncertain environment. From this experience some tentative recommendations are made to people concerned with establishing new schools in the future.

## CHAPTER II

### RESEARCH AS A DYNAMIC PROCESS

Initially, I came to Riel Junior High School to study the establishment of a new school, the development of a middle school program, and the significance of the principal's role in the successful commencement of a school and the introduction of an extensive innovation.

Within a short space of time, I realized that Riel was not a middle school. I continued to work at Riel because I was intrigued by the growth and development in the quality of life within.

#### I. DEVELOPING A METHODOLOGY

After a preliminary study at Riel, I recognized the significance of the historical context for both the organization and the individual. The act of beginning prompted change. My own ideas changed, grew and developed from the time I arrived at Riel. At first it seemed that I could best study the change in people at the school by measuring in some way various perceptions of their role in the organization. By observing changes in their behaviour, and providing some kind of dampened feedback along the way (Levin and Simon, 1973) I planned to monitor the overall change in the organization. Various readings suggested that the principal was the central person in promoting change within the school. Milton Walker, the principal, welcomed the idea of a formal survey and we constructed together a lengthy questionnaire about his role. The questionnaire was distributed to the school staff

and to a sample of students and parents. A similar exercise for the librarian was carried out, but modifications were made that marked a significant stage in the development of a satisfactory research methodology. This time, the questionnaire was short and open-ended. A third questionnaire about the parents' role in the educative process was projected, but never eventuated. Meanwhile, the school staff were questioned incidentally on how they saw their role, their relationship with the community and the aspirations they had for the new school.

When analyzing the statistics drawn from the principal's survey with Milton one day, it seemed that the results were relatively unimportant to him and even less important to me than I had imagined at first. Later, I conceded that the staff, students and parents were disinterested in role studies. A realization was crystallizing slowly: the pulsating life of a school and the complex forces within could not be measured by a simple external instrument like a thermometer records a temperature. Such an instrument seemed apt to test some formal theory like "under the strain of opening a new school role perceptions are modified," but totally unsuited to a substantive area of sociological enquiry such as the study of the important influences which affect the quality of life in a new school (Glaser and Strauss, 1967: 32). This kind of research was a dynamic rather than a static process. I searched for some research procedure to give "a wholistic view of the setting" (Dodge and Bogdan, 1974: 68). Participant observation was chosen because this procedure sought to interpret the meanings that



people in the situation placed upon events. The research evolved into a pensive, active, learning venture for me, personally. I endeavoured to formulate theory from the meanings people attached to events rather than test any pre-conceived hypothesis about the development of new organizations.

## II. THE IMPORTANT QUESTIONS

If I were to reach some understanding about the life within a new school and to recognize some of the influences which affect the quality of that life, then three questions appeared to be critical:

- (1) What problems could a participant observer anticipate in his search to gain an understanding of the whole situation?
- (2) What is the nature of the change process in a new school?
- (3) What or who is the change agent in a new school?

The history of the school is told in some detail in Chapter III.

Against the background of these questions, the story is analyzed in Chapter IV.

### 1. What problems could a participant-observer anticipate in his search to gain an understanding of the whole situation?

Because a phenomenological study depends upon the observer reducing his personal bias (Gergen, 1968: 214) in order to interpret the common-sense reality, the approach is often described as hazardous.

Selznick (1949: 250) points to the risk of factual error in using "personal interviews, gossip channels, working papers and participation" as methods. Lofland (1971: 99) sees the associate danger of the participant-observer being drawn into disputes that arise between cliques and factions or of being seduced to join the

enterprise. Related to this risk of seduction is the distortion of the common-sense interpretation by a feeling of ecstasy that often arises after an interesting experience (Phillipson, 1972: 140).

Although Milton accepted me as a colleague, I anticipated that my presence in the classroom might be questioned by teachers. Participant observation sometimes is aligned with an investigation of the observed (Ramsey, 1975) or downright spying (Lofland, 1971: 96). Distrust on the part of the observed is only part of the general problem of access. Both Lofland (1971: 131) and Phillipson (1972: 161) advocate that the difficulties of access be considered as data that the observer may use as resource material. Some tactic for easy access is nevertheless required. Alinsky, the political activist, defined a tactic as "doing what you can with what you've got." (Alinsky and Sanders, 1970: 76). In my case, the role of stranger who was curious about schools in Manitoba seemed an honest one to take, and it appeared to be accepted without question. That I spent time talking with the principal in his office was irrelevant to the staff, and students overlooked the fact that I talked to the teachers. In fact, confidences were entrusted to the point where I could be compromised by information leaks that may have occurred elsewhere. The dangers in the methodology were great, but as Phillipson (1972), Griffiths (1959) and Selznick (1949) conclude, the rewards were high. In this approach, I aimed to gather the common-sense knowledge which makes up the social reality of the school.

Following Stebbins (1975: 10 - 15), I anticipated that students

and staff would bring with them a set of "predispositions stemming from their past definitions of situations" of which they themselves would be unaware or only dimly aware. The challenge to a participant-observer then was to explore the belief systems which existed in the parent schools and to allow for educational ideas which may be evolving throughout the school division as a whole. Stebbins adds that nine tenths of this transferred culture is unsuitable for the new situation, Gardner (1964: 33) believed that new meanings were activated by the presence of a challenging problem. My interest was to discern that part of the transferred culture which could be used in the new situation as well as the part discarded. The chaos of a new school opening, I presumed, would trigger the construction of new meanings, but I hoped to define the elements within that chaos which provoked the reconstruction. The development of meanings and their emotional intensity are buried in language (Friedman, 1973, 178 - 9 and Levin and Simon, 1974: 47). Wherever possible, I hoped to capture the actual words that were used in my field notes--but avoid taking these notes in front of people (Lofland, 1971: 76).

On the basis of her experience, however, McPherson (1972: 4) warned that memory sometimes would prove inadequate. Quotations used in the story of the school, I resolved to take without change from my field notes.

By way of summary, the problem of human frailty in the participant-observer himself is related to the search for meaning in

Fig. 1. The question of what difficulties may be experienced in gathering factual material is related to each of the three issues in the search for meaning: i.e. studying the transferred culture, identifying the problems that trigger new meaning, and seeking meaning in language.

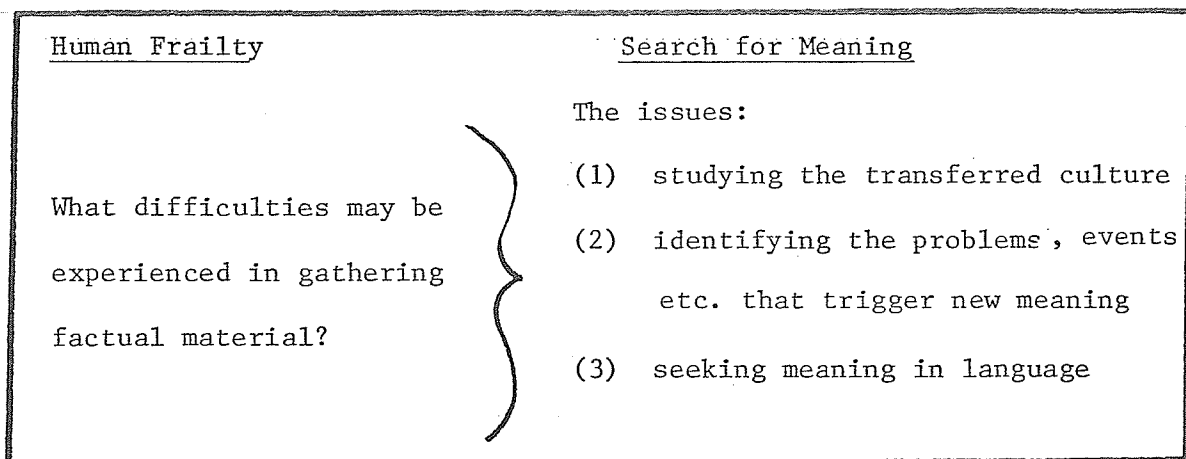


Fig. 1: Human Frailty and the Search for Meaning

2. In what ways is a new school an illustration of the change process?

When established schools adopt an innovation different directions in thought and behaviour can be plotted (Bennis et al, 1966). Because new schools start from the beginning, the change process cannot be followed in quite the same way. They are often described as "special cases of change". Smith and Keith envisaged maturation as an important element in the development of a new school: "All groups and organizations, in the course of their development, build a point of view or perspective about themselves, their problems, their environment" (Smith and Keith, 1971: 21). Sarason likened this building of a point of view to

constitution writing. "The creation of settings is a form of constitution writing in that it involves a clear statement of purpose, a spelling out of the rights and privileges of everyone (Sarason, 1971b: 93). This constitution, he tells us, is "a self-conscious process": it may have to be modified or perhaps discarded entirely and another composed. To Sarason, constitution writing involves more than an individual decision. It is an exercise in group negotiation made turbulent at times by the process of catharsis (Allport, 1954). Sarason appreciated the determining influence the prehistory had upon the organization. The concept of transferred culture derived from Stebbins (1975) seemed to encompass something of Sarason's notion of pre-history. When the teachers and students encountered the problems surrounding the establishment of a new school, the culture they carried with them was re-shaped into some form of shared culture. It was in this individualistic and historical sense that I thought of a new school as a special case of change.

I was anxious to discover the influences which shaped the growth of the new shared culture. Levin and Simon's (1974: 45 - 54) prediction of definite passages (Sheehy, 1976) through which new innovative schools pass appeared to provide a useful framework for my investigation. Gompf (1976) using the same framework in a similar study, called it "the first year syndrome" and saw it as a time which was critical to the survival of the ideas of the founders, whereas I imagined it to be one formative period in a lifetime of the organization.

Levin and Simon's passages are finer classifications of Sartre's three phase plan of the social order (Laing and Cooper, 1971).

"Seriality" was considered by Sartre to be an introductory time when individuals drew together to face a third party. "The Group in Fusion" shared opinions and observed each other's actions. Some mutual feeling was developed at this point. Once the group reached a consensus, it became "the pledged group ." Sartre foresaw the process reoccurring endlessly in a similar way to Mao Tse-tung's concept of the continuous revolution in politics (Mao Tse-tung, 1966). In limiting the passageways to the first movement of Sartre's three phases (Fig. 2), the character of this continuity may be endangered unless the dynamic forces behind the flow are realized.

The first three passageways deal with the problems of preparation: "getting together to define the mission", "defining and obtaining support for the setting" and "planning and assembling the setting". Unhappy with the existing state of affairs, a core group forms. During its deliberations, a common language begins to evolve. Some philosophical statement is drafted, new members recruited, and finance arranged. In planning administrative details, like academic options, materials and procedures, the group is frequently hampered by inadequate information.

"Getting started" is both physically and mentally demanding. Conflict arising from the various interpretations of philosophy, allocation of resources, and misunderstandings about procedures surface almost immediately. Research studies seem to agree that the fault with

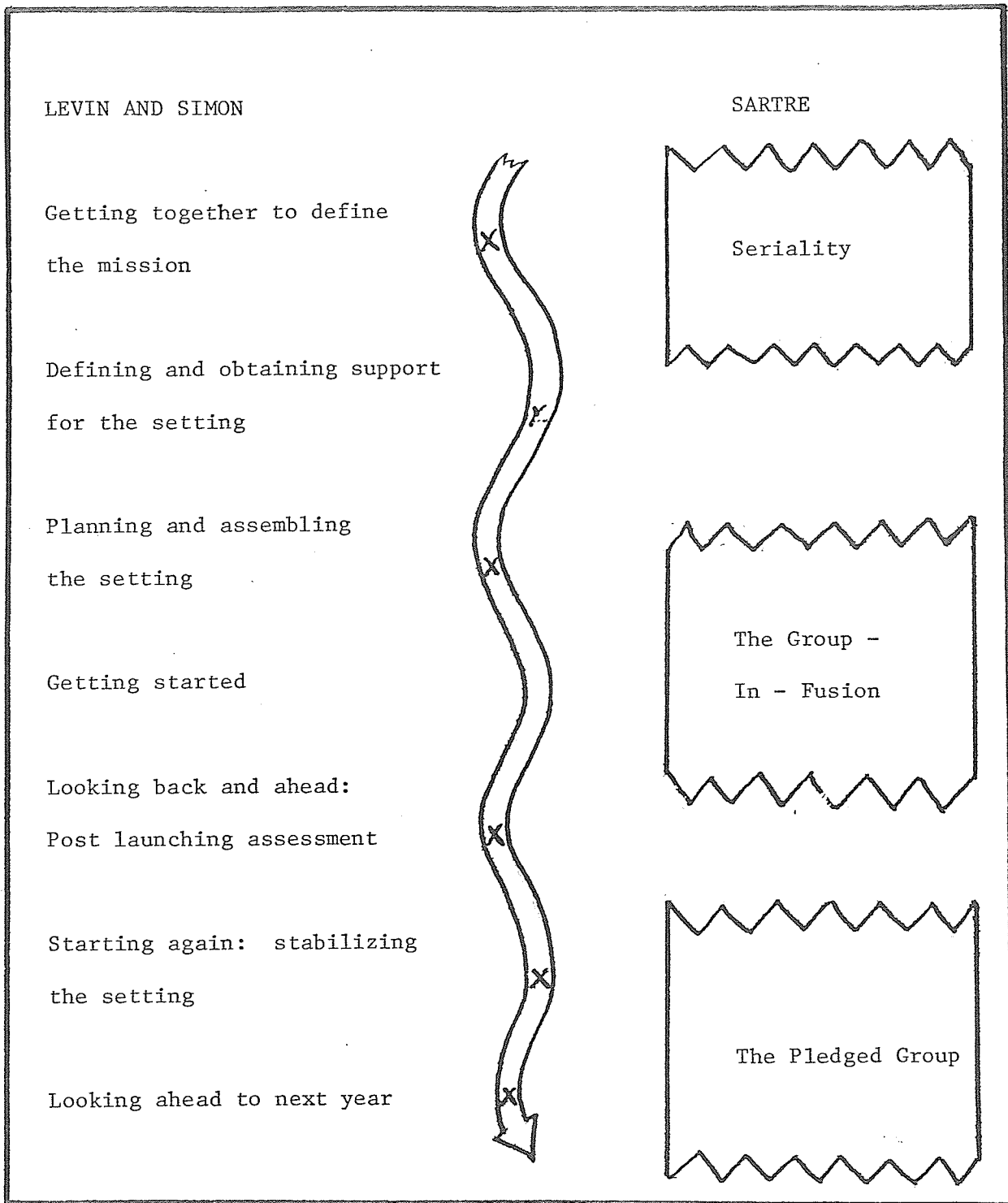


Fig. 2: The First Year Syndrome

most youthful organizations is that inadequate preparation has been given in the former stages to the establishment of adequate guidelines (Berg, 1968; Baldrige and Deal, 1975: 483; Levin and Simon, 1974: 50; Smith and Keith, 1971: 52). In most cases, researchers attribute the frustration and tension observed in staff and students during this period to this omission. Sarason, however, suggests an association between the setting of guidelines and creative problem solving within the group. "I intuitively feel that it should be possible to develop guidelines that would allow for systematic exploration of the particular universe of alternatives" (Sarason, 1971a: 224).

In group laboratory experiments, the phenomenon of "risky shift" has been consistently observed. During the process of discussion, more than decision making or the exchange of information, a choice shift frequently is observed towards a more daring position (Pruitt, 1971: 339 - 360). Therefore, the establishment of guidelines to assist in creative problem solving seemed important.

To date, the on-rush of change within a new organization, in my thinking, was like a merry bubbling confusion: a creative torrent that swept people forward. Gardner (1964: 6) reminded that "death is a form of change." The literature relating to very innovative schools is a veritable graveyard of lapsed intentions, broken spirits, closed institutions. Smith and Keith (1971), Gompf (1976) and others maintain that the fault lies partly in the impossible dream in the first instance--what Niebuhr (1962) calls "the delusion of grandeur"--and partly in impatience to do "too much, too quickly." In contrast to



the grand design that must be implemented immediately, is the gradual approach to change. Development is planned beforehand and each stage is mastered before the next is attempted. Marcuse (1972) argued darkly that little change can be effected unless the social order itself is changed. In repeating the message "the more things change, the more they remain the same," Sarason hoped to emphasize the need for a continuous and open consideration of alternatives by all members of the organization, rather than express any deep fatalism.

If the channel is open for an unrestricted consideration of alternatives, this time of getting started in a new school promised to be a productive period, stimulated rather than restrained by the excitement and confusion. March (1972) and Riffel (1975) thought of creative periods similar to this as a time of "buzzing confusion" when the actors relax the rules to play a little before re-establishing order. The period, for all the tension and lack of structure, appeared as a watershed in the history of the organization. "Taken at the flood....." journeys, which are difficult at other times, can be made.

Events at this time determine the future personality of the organization (Selznick, 1949). If guidelines are established for staff discussion of alternatives or for the involvement of parents in the educative process, the chances are high for it to be continued into the future. "Once a movement", comments Friedman (1973: 37) "...has been started, it cannot be turned back."

When reviewing the problem of social change, Lewin (1952: 471-2) also likened change to a river. He considered the condition of no

change as a state of equilibrium, a river of events travelling within a prescribed time at a given velocity and in a set direction. A social change is a period of disequilibrium, comparable to a change in the velocity or direction of that river.

Getting started--the flood peak in the school's history--appeared to illustrate Lewin's unfreezing period (Fig. 3). When the school begins, teachers work along with teachers for the first time: they encounter students and parents in a melee of events. People try to relate a culture, relevant in a former situation, to new problems, and, as Stebbins (1975) predicts, find nine tenths of it unsuitable. Confusion is rampant, behaviour is described variously as "pure hell" (Gompf: 1976), a "wild time" (Berg, 1968: 70), like "prisoners released from bondage" (Baldrige and Deal, 1975: 489). Given well considered guidelines that enable the people within to share their understandings above the noise and tumult, a new culture can be created.

The final three periods of "Looking back and ahead", "Starting Again" and "Looking Ahead to Next Year" (Fig. 3) are more reflective stages in the history of the organization. From the bubbling confusion, order is sought. The periods merge into Sartre's pledged group in a process that Lewin (1952) would describe as refreezing. Revolutionaries like Alinsky (1970: 35) won time for reflection in gaol, teachers generally in vacations. Gardner (1964: 22) values the reflective process highly in the total programme of organizational renewal. Levin and Simon (1974: 51) observe that teachers see less and less need for

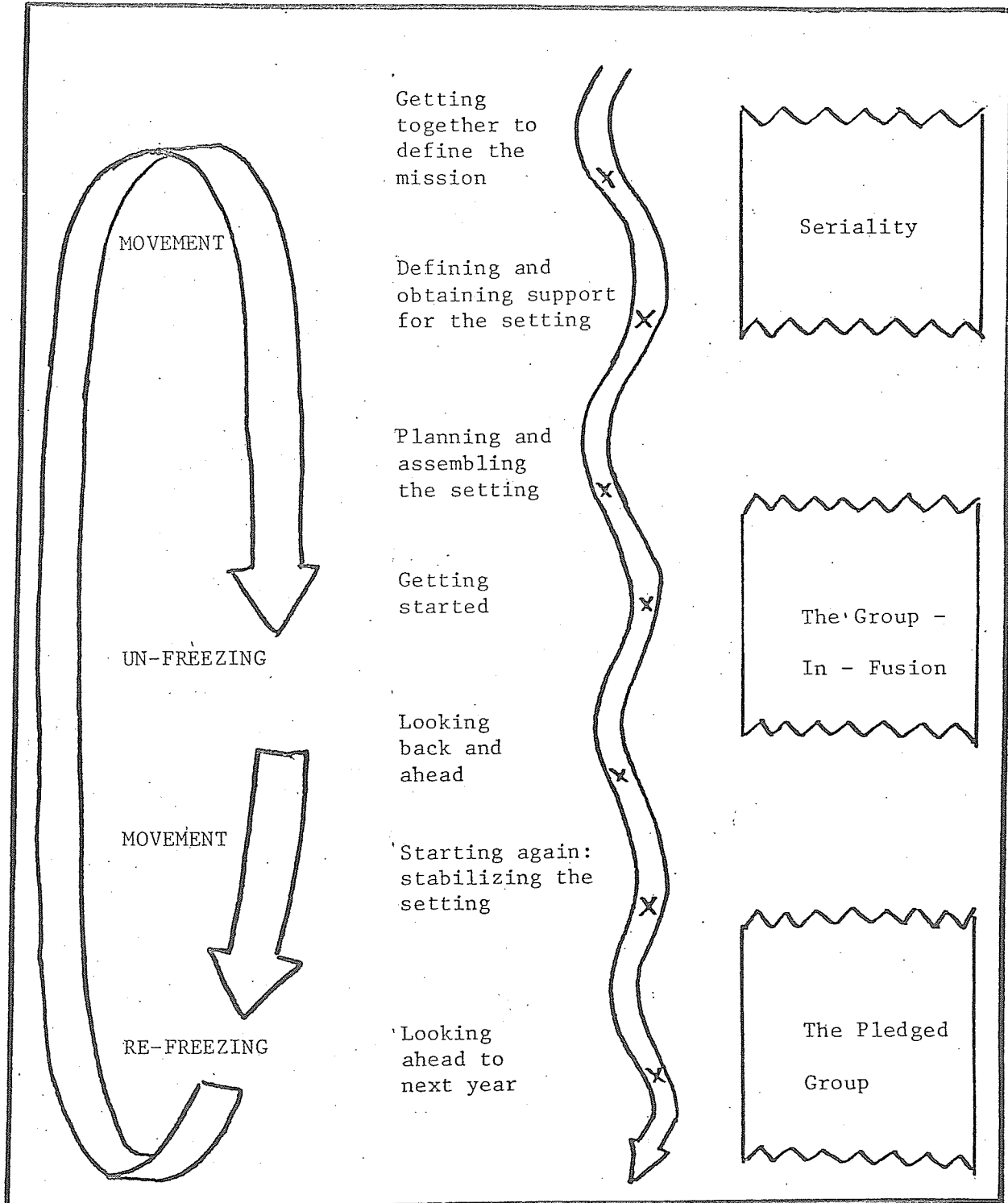


Fig. 3: The Change Process and the First Year Syndrome

meetings during these final stages and give more attention to interacting daily with colleagues and students. At the same time, the efficiency of the executive in implementing decisions is scrutinized.

Some agreement between the various writers about the evolution of change was discovered (Fig. 4). When following the predictable passages mapped by Levin and Simon, I searched for influences which appeared to generate change. The initial propelling force seemed to arise from the individual's attempt to make sense of a new, puzzling and somewhat threatening situation. Provided guidelines had been established in earlier times to facilitate a wide consideration of alternatives, movement continued. When guidelines encouraged open discussion, an element of risk appeared to accelerate the current of change. Later stages enabled some reflective understanding of events, but in turn uncovered further problems to be encountered. In the process of unfreezing, movement and refreezing, a fresh shared culture evolved but the determining role of the early historic decisions was significant in that evolution.

### 3. What or who is the change agent in a new school?

I began my work at Riel, convinced that the principal was the important change agent in a new school. There was considerable support for this viewpoint in the literature (Bentzen, 1974: 27; Berg, 1968: 29; Smith and Keith, 1971: 21).

In the research into new schools, Levin and Simon (1972) and Gompf (1976) stressed the need for the principal to be receptive to

SATRE'S PHASES OF THE SOCIAL ORDER	LEWIN'S PROCESS OF CHANGE	LEVIN & SIMON'S FIRST YEAR SYNDROME	CHARACTERISTICS
1. SERIALITY		<ol style="list-style-type: none"> <li>1. Getting together to define the mission</li> <li>2. Defining and obtaining support for the setting</li> <li>3. Planning and assembling the setting</li> </ol>	<p>development of common language: culture transfer</p> <p>written statement: delusion of grandeur, recruitment, finance</p> <p>administrative details: inadequate information and resources</p>
2. GROUP IN FUSION	<ol style="list-style-type: none"> <li>1. UNFREEZING</li> <li>2. MOVEMENT</li> </ol>	<ol style="list-style-type: none"> <li>4. Getting started</li> <li>5. Looking back and ahead post launching assessment</li> </ol>	<p>excitement</p> <p>importance of guidelines historic decisions</p> <p>reflection</p>
THE PLEDGED GROUP	<ol style="list-style-type: none"> <li>3. RE-FREEZING</li> </ol>	<ol style="list-style-type: none"> <li>6. Starting again: stabilizing the setting</li> <li>7. Looking ahead to next year</li> </ol>	<p>fewer meetings</p> <p>more interaction</p> <p>importance of executive</p>

Fig. 4: Summary: Evolution of the Change Process

ideas and to be authentic in his relationships with people. Given such an attitude, many ideas would be stimulated. Lewin's (1952) notion of unfreezing and the swift flow of change comes to mind. At the same time, however, these researchers of alternative type schools emphasized the setting of firm guidelines in the crucial stage of getting started because it is at this time that differences in philosophy begin to show and guidelines are needed to allow the free and open discussion of alternatives. In the later stages, teachers prefer to attend to classroom interaction rather than spend time in decision-making committee meetings. Nonetheless, this heightens their expectation that the principal will attend to administrative details efficiently.

To balance the emphasis placed upon authenticity and consideration other authors frankly admit the need for manipulation. "Manipulation", say Rothman, et al (1976: 83), "is the business of the profession."

The administrator tries to manipulate people to bring about structural change (Baldrige and Deal, 1975: 4). Power as a strategy for implementing an innovation is realized by Zaltman, et al, (1973: 21) and March (1972: 424). Because the successful implementation of change calls for carefully designed procedures, Halpin's (1966: 39) initiating structure may be more important in the first year of a school than consideration.

Observers generally remark upon the fragility of the new setting, its vulnerability to outside pressures, and the strain produced by growing quickly as if it were a seedling that needed to be

protected until it was rooted in its environment. Allied then with the principal's role as manipulator is that of protector. Given skill in both these areas, the principal seems to be in a position to see that the school does not attempt "too much, too quickly."

If the appropriate structure is to be initiated, the principal needs to be a student of his own organization. Sarason (1971b: 83 - 85) re-tells the fairy story which was created by a staff member within his own Community Health Centre. It describes the sad estrangement of the director from the excitement of the Centre's everyday work (Sarason, 1971b: Appendix A). To overcome such estrangement, Ramsey (1975: 1) goes as far as to suggest that the principal should adopt the methodology of the participant observer. Lewin (1952: 463) notes, however, that "people responsible for social management are deprived of their legitimate desire for reconnaissance."

There are other researchers who do not support the notion that the principal is the change agent. Shipman's (1974a) experience in curriculum innovation suggests, in fact, that the involvement of head teachers actually reduces the chance of success and that the participation of departmental heads is the critical factor. Levin and Simon (1974: 53) conclude that "because of his authority over his staff and his accountability to administrators outside of the setting, the principal may not be the best person to lead the process of programme development." After a detailed study of a principal at work, Wolcott (1973) maintained that the principal is a powerful agent for continuity rather than change

in the system. During my research in the school, I moderated my initial conviction that the principal must be the change agent necessarily and asked, who or what is the change agent in the school?

Some clues are offered in the research literature. There is the persistent suggestion, for example, that some cosmopolitan experience initiates change (Corwin, 1973: 276; Havelock, 1973: 31; Duncan, 1976: 209.) Sarason (1971b) notes that the one appointed as the official leader generally arrives sometime after a number of other people have been involved in the planning. His observation, together with Selznick's (1949) shrewd recognition that the leader is chosen according to the viewpoint others have about the new organization, indicates that the pattern of development may be determined by the criteria used in the selection of the leader's position before the school begins. The district superintendent is identified in much research as the key change agent (Corwin, 1973: 2; Bourne, 1970: 9). Other authorities (Keil, 1973: 3; Havelock, 1973: 8-9; Bennis, 1966: 121) show that the expertise, insight and perhaps sympathy of the outside consultant may have an important influence. There is always the possibility, of course, that if Sarason's (1971b) hypothesis that genuine change only can be effected from the membership of the organization by the free and open consideration of alternatives, that the staff, or members thereof, or the teaching fraternity in the division as a body, may be the change agents.

From my experience in the school, I reconsidered my original



conviction that the principal necessarily is the change agent. Given certain conditions--like a characteristic of cosmopolitanism or an openness in the consideration of alternatives--I realized that a number of people involved in the school, or outside of the school altogether, could be important agents of change.

If the principal accentuated consideration as a dimension in his leadership, the unfreezing period of "getting the school started" may develop into a time when many and varied ideas are tried: a time corresponding to Smith and Keith's (1971) notion of "grandeur" when much is attempted quickly (Fig. 5). Conversely if the principal accentuated the dimension of initiating structure, he might employ the tactics of manipulation or protection to limit the flow of ideas and criticism. His approach to change in this instance might be aligned with the gradualist orientation to change.

### III. SUMMARY

New schools were viewed as a special case of change. The participants applied their previous experience, beliefs and values to the problematic situations which develop when a new school opens, and found that adjustment was necessary. In the adjustment, a fresh, shared culture eventuated.

In a similar way, I found that many of my pre-dispositions were unsuitable to this new situation. My enquiry was re-directed towards three broad areas: developing a suitable methodology to

Role	Leadership Dimension	Characteristics	Organization's Orientation to change	Characteristics
Principal or Departmental Head or Superintendent or Consultant or Teachers	Consideration	Open  Authentic	"Alternative to  Grandeur"	Many & varied  Ideas
Principal or Departmental Head or Superintendent or Consultant or Teachers	Initiating  Structure	Guidelines established  /Manipulation  /Protection	Gradualism	Planned  Development

Fig. 5: Change Agents and Change Strategies

gain an understanding of the whole situation: examining the dynamic nature of the change process, and discovering the influence of a change agent within the change process.

The experience of others warned that the method of participant observation which I had selected was dangerous but rewarding. Previous research into very innovative schools assisted the enquiry by determining predictable passageways through which new schools move. The time of "getting started" appeared to be the most exciting, as well as the most frustrating, for the participants. Decisions, important to the future of the organization, must be made at this time, but their value appeared to depend upon the establishment of firm guidelines beforehand. The role of change agent was not identified at this stage, although some suggestions were made and some change strategies explored.

## CHAPTER III

### THE STORY OF RIEL JUNIOR HIGH SCHOOL

Riel Junior High School opened in 1975--the final stage in the Winnipeg Twin River School Division's plan to provide educational services to a new housing development project which commenced in 1970. Within the same "educational park" was Tartan Regional High School which opened in 1971, and Bethuen Elementary School which commenced a very innovative program in September of 1973 (Fig. 6).

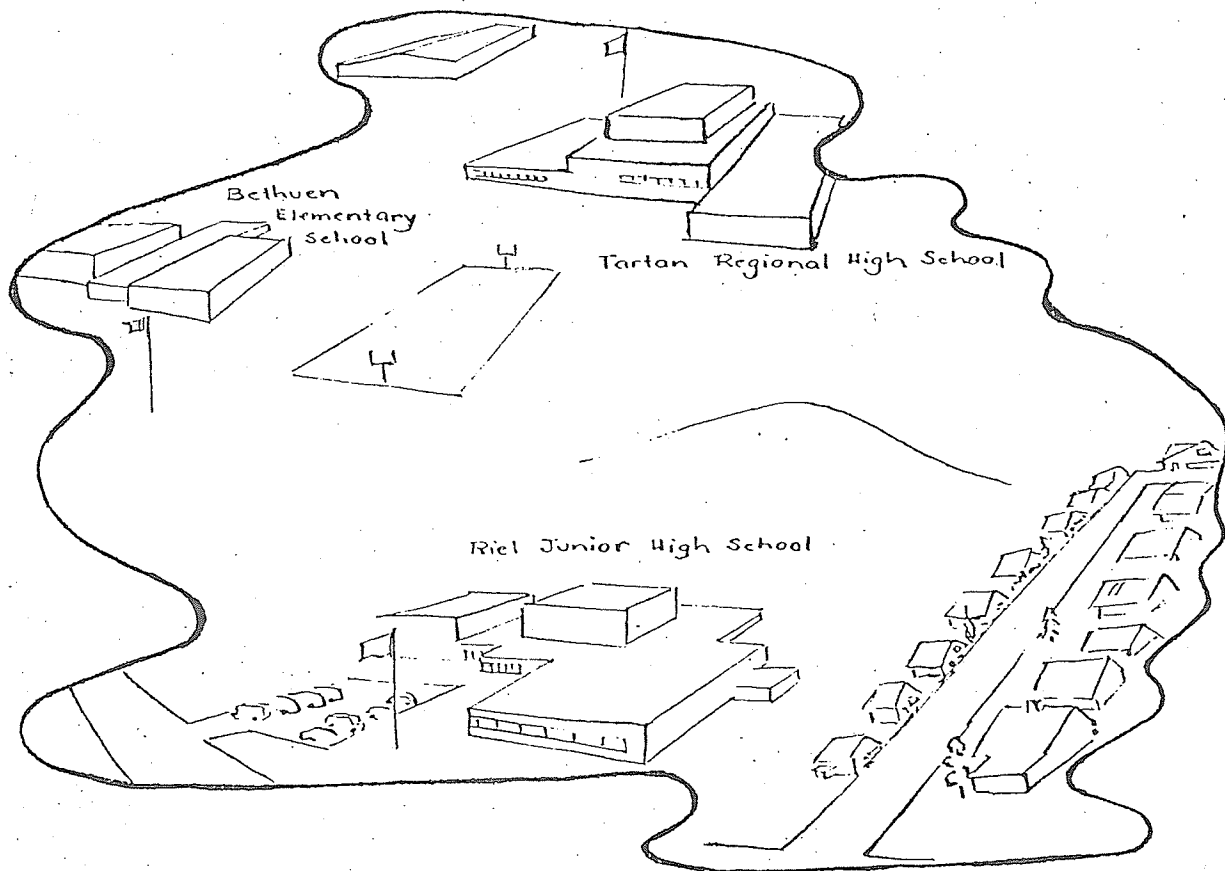


Fig. 6: Riel Junior High School and Its Environs.

To appreciate the work of the staff at Riel, it is necessary to know something of the policy towards new schools in the Division and particularly the experiences of two schools which opened before Riel--Lagimodiere Junior High School or Bethuen Elementary School. Significant, too, is the fact that the future Riel principal, Mr. Milton Walker, was appointed to the administrative staff of the Division in September, 1973. He had worked in the Division for many years before taking a position as Superintendent in northern Manitoba. He was in a position to know the difficulties the two schools encountered as well as being accustomed to viewing the complete picture within the Division.

#### I. THE PRECURSORS

The First Precursor: Lagimodiere. When Lagimodiere Junior High School was mooted in 1967, Superintendent Dr. Don Davidson knew that it would be one of many schools to be built in new housing areas within the next few years. He saw opportunities for new kinds of exciting educational environments and called a planning committee of experienced teachers together, but he was disappointed with the first meeting. The teachers seemed unable to break from the traditional ideas of schooling. The second meeting was a different affair. Ideas just flowed. Don recalls the architect telling him after the meeting, "That was one of the most exciting times I've ever had!" Reminiscing many years later, a teacher recalled that Don himself contributed to some of the magic of that meeting. The school featured a large

materials resource centre surrounded by seminar rooms (Fig. 7). A cluster of rooms was allocated to a discipline, for it was planned that teachers combine in disciplinary teams, sometimes lecturing to large numbers of students, at other times working intimately with small groups. Lagimodiere school opened in 1969. With the benefit of hindsight, Don Davidson admits that the ideas of the planning committee were unrealistic: "The materials resource centre is now partitioned: the disciplinary team teaching procedures were scrapped. We probably attempted too much too soon." Ideas grew out of real experiences at Lagimodiere, even if they were not the ones anticipated by the original planning committee.

These ideas were suggested in the deliberations of a second planning committee that determined the educational specifications of Riel Junior High School (Educational Specifications: 1972, Appendix B). The recommendation to establish interdisciplinary teams, to consider the junior high school teacher as a generalist rather than specialist, to make mini-schools within a school, were growing concepts at Lagimodiere and elsewhere in the Division at that time. But the old enthusiasm for openness with parents and students is still evident even if it is slightly modified by experience. Riel was to be a little less open in design. A group of teachers developed an adventurous outdoor education programme at Lagimodiere and the educational specifications go as far as recommending "the provision of a large van or bus". Value clarification and interpersonal relations courses were explored at Lagimodiere, partly because of

1. Administration
2. Art & Music
3. Home Economics
4. Science
5. Industrial Arts
6. Gymnasium
7. Theatre
8. Materials Resource Centre
9. Seminar Rooms

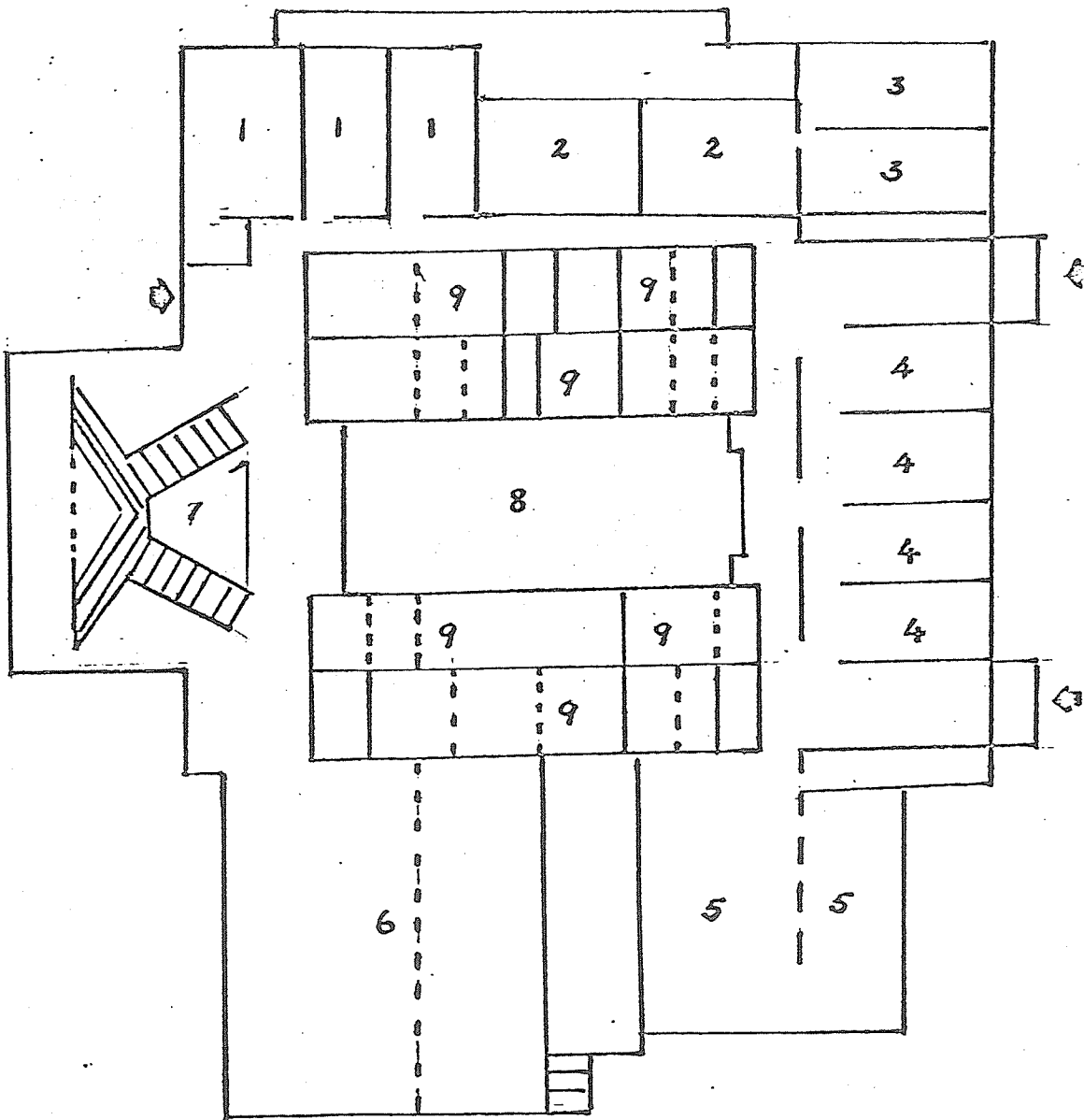


Fig. 7: Floor Plan of Lagimodiere Junior High School

the enthusiasm and expertise of a group of teachers there at the time, and partly because of the growing awareness of the needs of students in their middle years of schooling. Again, these interests re-occur in the specifications for Riel. In preparing for the new school, Milton Walker, the principal designate, studied the development of Lagimodiere, recognized the power and excitement of the initial vision, and appreciated the turmoil the staff endured in reconciling the vision with the real. In the midst of that turmoil, the principal of Lagimodiere resigned to sell life insurance. When Milton and others around him talked about leaving the teaching service, this resignation was recalled. He recruited six teachers from Lagimodiere, almost half his total staff, and described the six to me as experienced, creative and vigorously independent. One pair made the condition, for example, that they must be appointed or they both remain at Lagimodiere. As expected, they transferred the Lagimodiere culture to the new school. Outdoor education camps were planned almost immediately, an attempt was made to implement a personal relations course, a similar form of student council was introduced. The staff was organized as soon as possible into interdisciplinary teams, although they reverted occasionally to the original Lagimodiere concept, i.e. large groups of students under a band of teachers.

In some ways, Riel might be considered a sequel to Lagimodiere. I recall a discussion at Riel just before a committee meeting began: "We were the innovative ones at Lagimodiere," exploded one, "and were



worn out there. Come here, and the wear out turns to burn out! I'm going to be a nine to four man!" I noticed no slackening in his energy afterwards, however. More pervasive than odd explosive comments like this was a deep feeling of pessimism that showed during quieter moments.

"I've had a lot to do with these kind of kids," said another former member of the Lagimodiere staff, "and I really wonder if they can perform any better than they are doing now." Or again the deep sigh I overheard from yet another: "One day I'll kiss it all good-bye."

The Second Precursor: Bethuen Elementary School. A small group of the teachers was encouraged by the Division to submit a proposal to the provincial government to establish a school using a differentiated staffing pattern (Winnipeg Free Press: July 13, 1974). A principal was later appointed and further staff recruited by the group. Teachers visited schools, held conferences, and worked with Division personnel in the design of the school.

Although the building was incomplete when the school opened in 1973, the staffing plan went ahead as scheduled. Families of children of various ages were grouped generally with three teachers, a teacher intern, a teacher's aide, and parent volunteers in a warehouse style open space area. A teacher at the time recalled the initial difficulties with scheduling, the staffing structure generally, and the negative effect they appeared to have on academic standards. Complaints were received from parents at the school and at the Board Office, but the criticism subsided as people became accustomed to the

changes. Staff adjusted their teaching programme, the principal intensified his campaign for positive parental involvement in the educational process, and the student community appeared steadier and more reliable than they were initially.

The children who pioneered Bethuen school were to find themselves in another new school situation in three years time. When Riel was finally ready to open in September 1975, Bethuen was overcrowded. Some 92 grade six children and 12 grade five children were housed in the empty pods at Riel. Three of the four staff members who transferred with the children were veterans of Bethuen's first year. They volunteered because they sought an opportunity to work closely with a junior high school, not because they enjoyed opening new schools. The Bethuen experience contributed to the Riel story in less obvious ways, however. When the staff looked for procedures for reaching a consensus, the teachers from Bethuen were able to outline the decision-making model developed at their former school.

Appointed to work in the Board Office in 1973, Milton was in a position to learn of the early difficulties experienced at Bethuen. In fact, when it became his turn to work in a new school, he probed intermittently at the Board Office to hear if they had received any complaints about his school. That no enquiries at all had been received was reassuring to him in one way, disturbing in another. Both he and the staff felt at times that the children had been off loaded onto the school, that there was no interest in their welfare.

"You can't blame the kids," retorted a teacher one day, "the parents don't care a damn!"

Milton was aware of Bethuen's Community Council where parents had the opportunity to be closely involved in the educational programme but planned no similar venture himself. No parent meetings, dealing with the school programme were held in the first year because the staff wanted to find their feet first.

## II. EARLY HISTORY OF RIEL

Notice of Intent. In April, 1972, the Board of Trustees submitted a carefully documented Notice of Intent to build Riel Junior High School to the Department of Education. Although the projected enrolments tally closely with the opening enrolments, these figures were projected for September, 1974, whereas Riel opened in September, 1975--a year behind schedule. An over-estimation in enrolments, due probably to changes in local circumstances during the one year delay in opening, necessitated a last minute reallocation of three staff members and a complete re-organization of teaching teams on the opening day.

From housing descriptions received from building developers and forwarded to the Department of Education by the Division in July of 1972, Riel appeared to be a middle class suburb. As time went on, however, a greater proportion of low rental housing eventuated. Some areas on the fringe of the sub-division were allocated to resettlement of families in the Winnipeg Inner Core district.

The principal and staff were later to be surprised by the type of student they received: many were ill-mannered, undisciplined, and their educational attainment in the basics particularly seemed low. Some frankly admitted to me that they expected students from middle class homes.

When the staff recovered from the shock of receiving an unexpected type of student, careful investigations into the nature of the district were carried out to support the principal's application for additional staff (November 18, 1975, Appendix C). It was at this time that the principal and others began to realize that their situation called for an empathetic response from teachers rather than an insistence upon rigid work and behaviour standards. At that time of year, however, the appointment of additional staff is conditioned by scarcity in teacher supply generally, by the pressing need to plug gaps in the academic timetable, and by the opportunity to balance the total staff (e.g. male, female; experienced, inexperienced, etc.)

Planning Committee. The Riel Planning Committee followed the pattern established by the first Lagimodiere Planning Committee. The excitement had moderated a little since the first heady days. As the superintendent himself said, "I suppose there's a limit to creativity, especially when you are using the same people." The planning committee was made up of practising teachers and administrators with some student and community representatives. In the planning team were two future staff members: one from Lagimodiere, the other from a nearby junior

high. The committee completed the educational specifications for the architect's consideration in 1972 (Appendix B).

The plan, eventually accepted by the Division, included three large open teaching areas, each designed to accommodate four classes of approximately thirty students ranging from grades seven to nine. Provided with substantial ancillary space, the school could accommodate 600 students comfortably. In addition the building included two home economics rooms, two industrial art workshops, three science laboratories, drama and music rooms, a spacious gymnasium, and a community recreation building (Fig. 8).

Appointment of Principal. It is the practice of the Division to build a school and find a man to match the demands such a school will probably make. Nowadays, the principal is appointed a year before the school opens and probably about a year after the planning committee has done its work. By fortuitous circumstances, Milton Walker was appointed in January, 1974, 21 months before the school actually opened. For three months previously, he had assisted in the task of restructuring the Division.

For a man 41 years of age, Milton was an experienced administrator. He had been principal of primary and junior high schools in Twin River School Division, assistant superintendent and superintendent in northern Manitoba, and still found time to complete course work for a Master's degree. In recent years, he had reconsidered his personal philosophy. He believed that a professional person should give more time to his

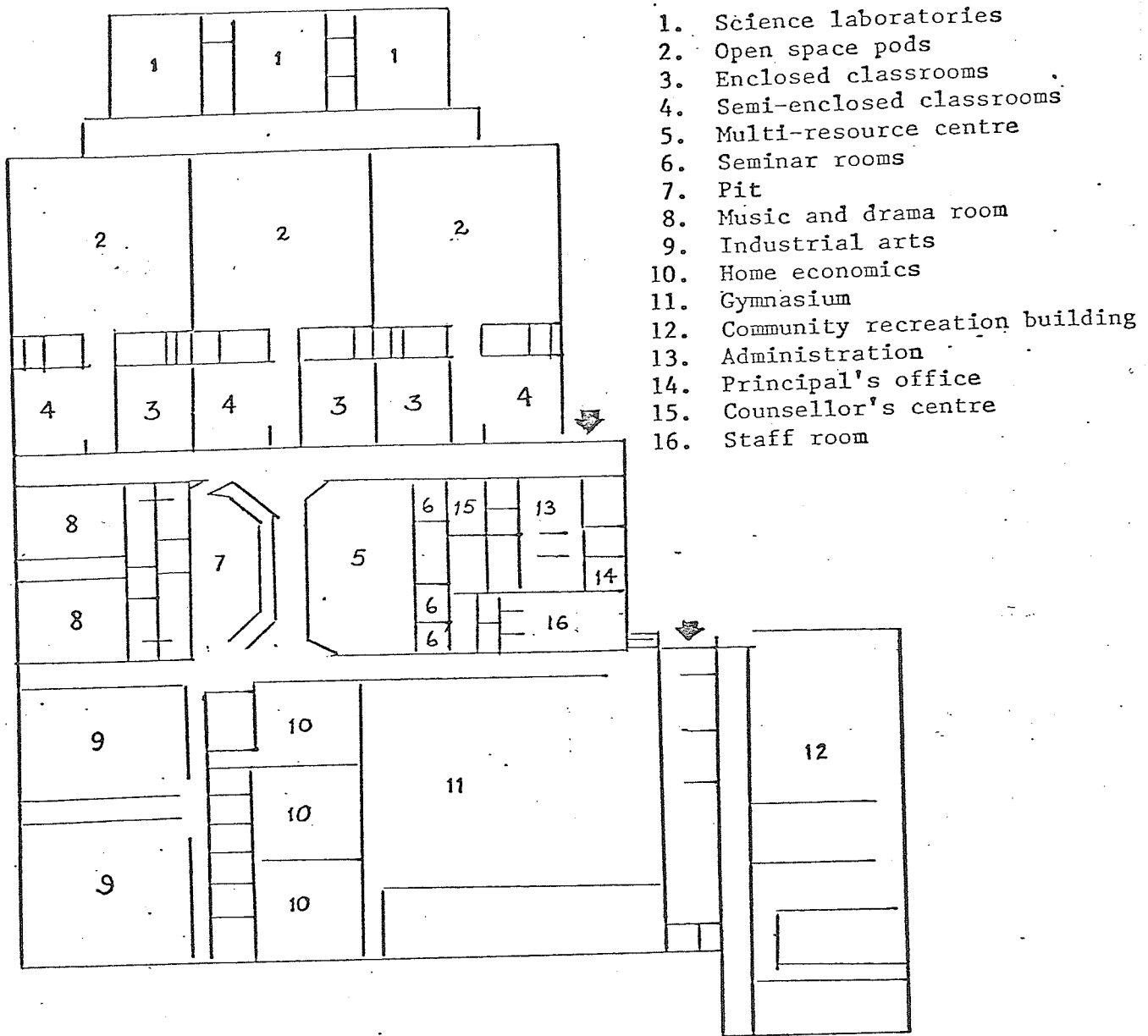
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Fig. 8: Floor Plan of Riel Junior High School

family than probably he had given in the past, or was able to do while he was busy establishing a new school. He had changed his authoritative organized leadership style in favour of a more democratic one, firmly believing that groups of teachers generally make better decisions than a person who is removed from the classroom. However, he believed that a principal should be involved in the business of education rather than in the duties of administration. He aimed to be an educational leader in his school, and in fact to get into the classroom. Milton's talents in leadership were recognized by his colleagues. He was President of the Twin River Principals and Vice-Principals Association and sat upon the committee which recommended administrative appointments to the Board. He was a member of the Department of Education's curriculum planning committee for the middle years. Milton believed that the study of the middle years of schooling had been neglected: that the restless, challenging young adolescent needed an educational programme which took account of his personal and social development. With other principals of junior highs in the division, he explored the possibilities of special remedial services and a divisional work experience programme. During his first year at the school, Milton often regretted the time that his professional activities took him away from school, and occasionally some staff members commented casually about his absence.

Milton set about his task of ordering school supplies and recruiting staff. Because the cost of the school considerably exceeded the government grant, partitioning walls were deleted in the building

of the open space pods. At a later time the staff blamed excessive noise in the teaching situation upon the absence of the walls, and Milton spent a great deal of time negotiating with various authorities before they were finally installed. Despite his care in ordering equipment, some arrived late and this added to the confusion of the opening.

The school librarian began duties a year before the school opening, for Milton aimed for the materials resource centre to be at least ready for action as soon as the school opened. It was ready on time but the librarian claimed that the staff made insufficient use of it. To begin with, the materials resource centre had not operated efficiently at Lagimodiere, and teachers from that school seemed to place little confidence in materials resource centres generally. Furthermore, no clear guidelines on the use of the centre nor the role of the librarian in the teaching teams were established until the second year of the school.

While we talked of those early times over a drink one day, Milton wondered about the wisdom of appointing two staff members, both involved in ordering supplies, before the school opened. In retrospect, he placed more importance on becoming familiar with the needs of the future students and the methods used by the contributing schools than on supplies. Given the opportunity again, he would probably appoint a student counsellor. In the case of Riel, this was impossible; the school counsellor was on teaching service overseas and arrived just



prior to school opening, but Milton's point for the future was there nonetheless. He wondered why he allowed himself to become preoccupied with ordering or with curricula evaluation in other parts of the Division, rather than spending his time in contributing schools "getting to know the kids."

Staff vacancies were advertised within the Division some time before they were advertised generally. When he interviewed prospective applicants, he meticulously explained his vision: that he hoped the school would be divided into families of three or four teachers who would follow the students each year, and that he expected staff to be intimately involved in decision-making. Everyone appointed was interested in his proposal and he understood they agreed to work in interdisciplinary teams. The re-organization of staff on the first day and the emergence of a large group of difficult students caused the scheme to be postponed temporarily. Before it was finally implemented in the second year, the initial staff agreement was called into question during a full staff discussion. So important was that debate, that it is described in some detail at a later time. A few staff members doubted whether any commitment was made towards a policy of outdoor education at the initial interview. Milton feels that he did mention the possibility--and recognizes the influence the Lagimodiere group had upon him. The staff recruited might be described as predominantly male, married and resident outside of the school district. Generally, they were experienced, well-qualified, and from schools within the Division (Fig. 9).

	Living within 2 mi.	Married with M. Chn.	B.A., B.Sc.	B.Ed.	M.Ed.	Age -30 +40	Income +20,000	Within Div.	Newly Appt'd	Experience -10 yr.	On committees of Educ. Dept. or Division
M	3	11	11	10	1	1	2	10		5	3
F		1	4		4			2	2	4	

Fig. 9 Statistical Description of Riel Staff: September 1, 1975

The female staff tended to be younger and less experienced. It was this imbalance which Milton tried to redress when applications for additional staff were advertised in the following January. It must be mentioned in passing that Milton was thrilled to answer his inquisitive colleagues in the Principals Association with the news that only one teacher had left the staff at the end of the year, and then only for study purposes. He was aware, however, that the critical employment situation restricted teacher transfer in the Province generally. It seemed that although not many were clamouring to join a new staff, even fewer wanted to leave it.

Milton met after school hours with the successful applicants on two occasions to decide the composition of the teaching teams and, to settle text book requirements. He informed the gathering that \$1,800 had been granted by the Division for any in-service purposes, such as visiting schools, familiarization conferences, etc. Because of their commitments in existing schools, the staff felt unable to accept the proposal. Before the excitement of the first few months is related, it may be of interest to stop the action at this point where Milton meets with the staff, and survey the events to date.

In the "still" frame (Fig. 10), the creation of a new school setting within a Manitoba school division is under discussion. This particular Division is widely recognized as open in attitude and progressive in outlook. The superintendent is in the background of the frame, but his vision of a new era and his "touch of magical"

inspiration have been recognized. Milton is in the centre of the frame: respected for his experience and detailed working plan which is based to a very large extent upon the experience gained in Lagimodiere and concepts developing in the Division generally. Scattered around him are the staff designate.

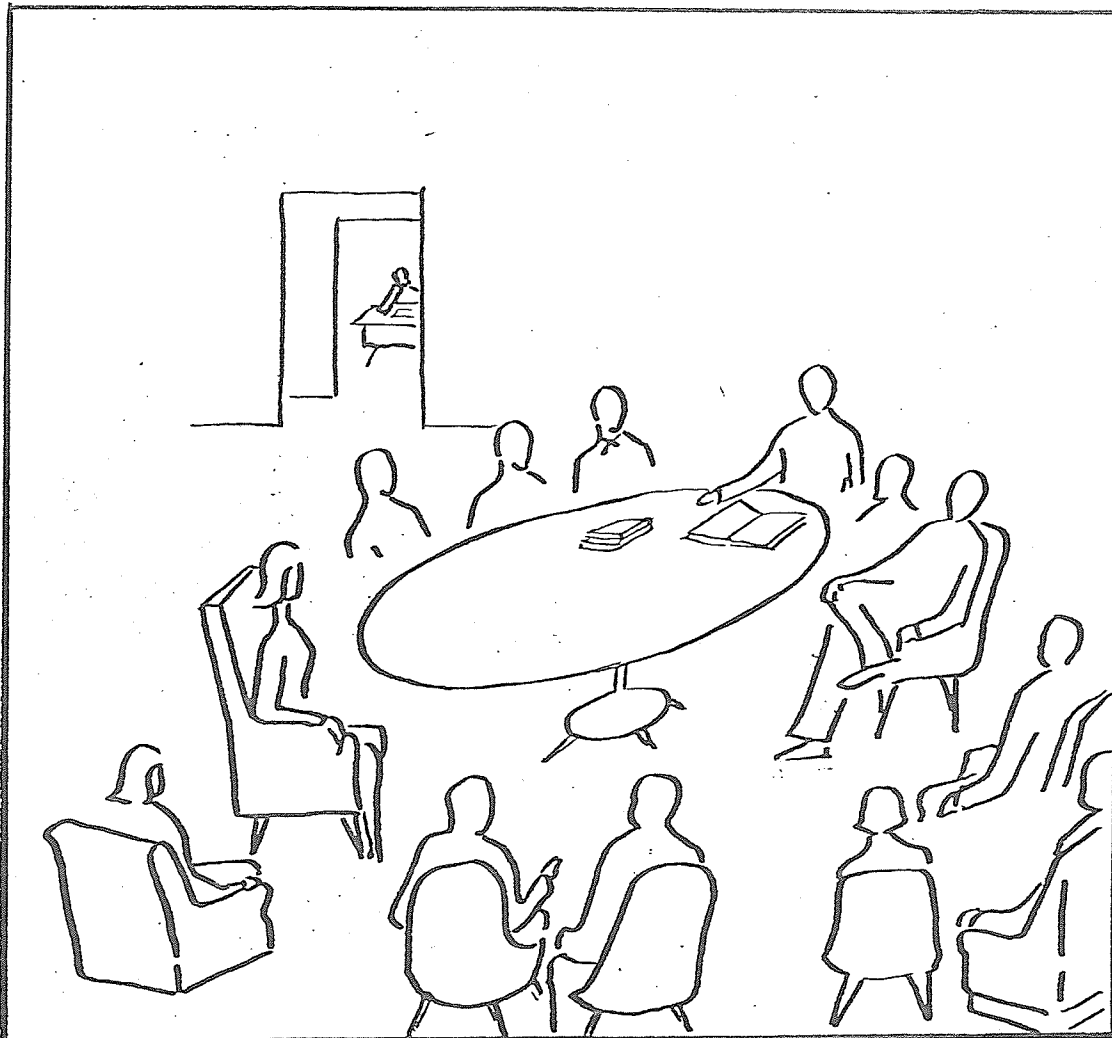


Fig. 10: Meeting of New Staff with Principal

Teachers from Lagimodiere and Bethuen are not grouped in blocs--for, as people who were there recall, that kind of power grouping was not obvious at either meeting. However, the outdoor education faction at Lagimodiere--a group of three--may have had a small amount of influence in the planning and recruitment stages. What is suggested is that the teachers who came from Bethuen had survived an exciting and difficult period already. They participated in a complicated team teaching experiment, designed group decision making procedures, and joined in an extensive parental involvement programme. Out of all those present at the meeting, they alone knew something about the 100 odd students they would teach in the following year at Riel as well as most of the students in the other grades. The staff of Lagimodiere make up more than half of the academic department present. They not only survived a difficult, frustrating, readjustment at their own school, but contributed to some original thinking about junior high school education in the Division during the process. Two members of the original planning committee are present: one teacher from Lagimodiere, another from a junior high school inside the Division. The student counsellor, naturally expected to play a prominent role in the initial adjustment of the student community, is not at the meeting because he is teaching overseas. Except for the few women present perhaps, they are an experienced band. Their fore-knowledge of the students, the dreams of the planners and the difficulties associated with new schools generally suggest that the opening of the new school will go smoothly.

### III. OPENING OF SCHOOL

The First Few Months. Staff describe the time at the Riel school from September to December 1975 as "pure hell." I have alluded to some of the reasons already, but when I surveyed the staff, they volunteered many more. Teachers did not expect this type of student in the first instance. A large, socially maladjusted group disrupted attempts to team teach and appeared to demand special attention. Because the enrolment was lower than anticipated, three teachers were transferred elsewhere just prior to the school opening. The pre-planning collapsed and teachers found themselves in unexpected groupings and with unfamiliar teaching responsibilities. The student counsellor was employed as a teacher and therefore unable to help teachers rectify irresponsible student behaviour. Not only was behaviour "wild", but the standard of work in the basics was estimated to be well below average. The staff felt themselves alone in an unfriendly environment with no support from parents.

The new staff was not a tightly co-ordinated unit. People from that same school knew one another but some had not worked together before. Teachers from Lagimodiere and Bethuen did not know each other. One hundred and four grade five and six students (almost a third of the new student community) and four staff members were transferred from the over-crowded Bethuen Elementary School to occupy a spare open space teaching pod at the junior high school. Unfortunately, there appeared to be some doubt as to whom the Bethuen school group was responsible:

Milton or the principal of Bethuen. The question was resolved amicably in Milton's favour, but the hesitancy dampened the participation of the elementary section in the all important beginning of the school. Riel never developed any middle school direction despite the similar age structure. The staff at the time, though, were aware of the possibilities. Following a full staff meeting, a proposal for a departmental outdoor education grant was outlined. One reason given for the grant was that "we are in effect a middle school" (November 1975, Appendix D).

The fact that the Bethuen staff knew that the duration of their stay was limited to two years only, after which time they could either elect to join the Riel Junior High staff, or return to an elementary school in the Division, probably reduced their role in policy making. Their limited participation tended to emphasize the Lagimodiere influence.

Individual teaching styles appeared to range from the permissive to the authoritarian. Furniture was used to partition the open space. In their struggle against noise and recalcitrant students, teachers sought refuge in the separate class rooms and science laboratories, rather than the open area spaces. Hostility was expressed over shortage of materials and the omission of walls rather than attention directed to the techniques of open space teaching. Sometime later, however, teachers talked about the threat open space seemed to pose at the time.

Students too were disconcerted when they arrived. Some complained about the lack of "things" (e.g. no timetable, caused by the last minute

transfer of teachers), others that they missed familiar faces of classmates and teachers. A teacher accounted some of the poor attendance at school dances to the fact that their friends remained at the old schools. It would be completely erroneous to give the impression of unhappiness however, for the prevailing response was one of excitement. They missed familiar faces and places, but looked forward to learning about the new ones. Romance was in the air and work took low priority. I recall observing a French lesson where a mixed grade eight class was to find a mystery partner to practice pronunciation. Even eight months after the school opening, they did not know each others' names and the apprehension about becoming acquainted was electrifying. On another occasion, twelve months after the opening, a young grade six student complained to his teacher that he had been at the school a week and "didn't know what it all looked like." There were uglier corridor exchanges to test physical superiority or to identify a school harlot. Student life was vibrant, fearful and tremendously interesting.

The Library Gathering. Staff spirits seemed to be low, however, Teachers, and Milton included, openly discussed alternative careers-- like car salesman, life insurance or whatever. One day, the staff gathered in the library to discuss what was worrying them. The atmosphere was informal and teachers talked freely. The guiding hand of the student counsellor skilfully directed the exchange so that teachers realized their common concerns: disruptive student behaviour, heavy and unaccustomed teaching loads, and some professional loneliness.



From that session emanated a request for more staff, supported by a detailed description of the district (Appendix C), the forming of some staff committees to decide professional development, etc. The most important result, however, was the fact that the staff knew something of each other, decided upon some guidelines for action, and had been able to discuss their personal concerns together and with Milton. When Milton or others described the staff as open, they traced this openness directly to this occasion.

From that point onward, Milton sought opportunities to discuss events with the counsellor. He had the confidence of a good proportion of the staff and a little time after the library gathering, was relieved firstly of some classroom duties and eventually, of all regular teaching periods. Therefore, he was in close contact with the critical disruptive element in the school and familiar with classroom problems generally. Whenever the principal was away--and meetings made some heavy demands on Milton's time--he preferred to leave the counsellor in charge. Around about this time, I arrived at the school. So often in the next few months, I tended to think of the counsellor as deputy principal despite the fact that Milton reassured me that the counsellor avoided administrative responsibilities in case his credibility as counsellor be damaged with students. I discovered later that the counsellor was also concerned lest he lose the confidence of the staff and there was some evidence to suggest that this might be happening. Both Milton and the counsellor hoped that the position would be alleviated in the new year with the appointment of a deputy principal.

The Class Meeting: and the Life in Classrooms. Sickness, tension (Milton's smoking dramatically increased, for example) and irritability reduced staff effectiveness even after Christmas, despite the library meeting. One staff member, who was stricken by a complaint not associated in any way with the school situation, returned to duty some weeks after I had commenced work at the school. He had taken ill very soon after the library gathering, and therefore was in a position to recognize the increased staff solidarity and student steadiness. Nevertheless, he personally had difficulty in adjusting to school life. The students were as trying to him now as they were when he first arrived at the school. "God! I feel like a substitute!" he exclaimed. With that, he turned to me and invited me to supervise his class meeting so that the problems could be thrashed out. To this point, I had endeavoured to remain in the background, primarily because I did not wish to be aligned with any teacher interest lest the students stop talking freely to me. Secondly and perhaps unconsciously, at this time--I suspected my ability to control a rambunctious crowd of grade eight strangers with whom every staff member in the school, even their competent and popular teacher, had difficulty. I accepted the invitation because every one of the teachers appointed after Christmas had complained of students playing games with them and that they felt like substitute teachers.

The teacher began the discussion by expressing his concern about the class's unruly behaviour, the general quality of their work, and

their apparent unhappiness with his methods of correction. A few class members joined in fiery verbal combat immediately--and I had my hands full as the facilitator of the discussion. The problem for me was many sided: the unpleasant disagreements expressed were between students rather than between students and teacher. The teacher, as a person, seemed to be respected in fact. Some kind of leadership struggle appeared to be in progress within the group. Some searching for rules and a method of enforcement seemed genuinely concerning many. There was, however, a large section of the class who had difficulty in recognizing that any problem existed at all. To my way of thinking, the teacher reacted more to this apathy than to the ill-tempered confrontation between individuals, as if they had to see there was a serious problem. Seemingly connected to the issue of apathy was a lack of relevancy in the social science subject which was being taught despite the teacher's widely-recognized attempt to present it in an interesting fashion. They saw him as doing what he had to do to the best of his ability, but they were not really very interested in his job.

Some six months after this incident, a newly appointed teacher who identified personally with the socially disadvantaged in the community, described the exciting night life some of these kids enjoy in downtown Winnipeg. From his stories, I appreciate the dullness of the official social science course. At the same time, I understand the powerful interest they have in each other. In a grade six class,

again some time after this class discussion, I listened spellbound as the students sat cross-legged in a circle questioning each other about their interests and preferences. My idea that people in a new school make up "an exciting community" probably was prompted by my experience as a facilitator in the class meeting. It was reinforced by other observations in the classroom and by the risk taking I witnessed during the big staff meeting which is described in some detail at a later time. The attraction of people to one another has been researched as well as the ingenious ways created on the spur of the moment to explore the attraction (Berne, 1975). A new situation, whether it be people brushing shoulders in the crowd or students assembled to make a school, seemed to me to heighten the excitement associated with creativity. Once I acknowledged this fact, I appreciated more fully the problem of teaching and the separation of academic learning from real life experience. After the class discussion was over, the teacher invited students to submit any requests, comments or questions in a box he left upon the table. The few received (Appendix E) illustrate in juvenile and outrageous ways, the attraction people have for each other.

The quality of separation--if not of irrelevance--of academic learning was borne out for me in another classroom encounter. The incident occurred during the Canada Cup world series. Ice Hockey had dominated staff room and student corridor conversations for the entire week. When observing the introductory lesson in grade six Canadian Studies on the migration of the Indians, from my vantage point at the

back of the room, I overheard an intelligent but whispered comparison of the two teams playing that night--Sweden and Russia. The class was noisy and restless and the lesson satisfying to neither the students nor teacher. According to my observations in the school that week, the Canada Cup was mentioned only once, and that was in a mathematics lesson on set theory!

I was considered in the role of facilitator on other occasions, but it tended to lend an expert status with which I personally felt uncomfortable and to which I felt the creative and competent on the staff objected. The staff and student disharmony may be suggested in the orderly arrangements of an empty class space in the "still frame" (Fig. 11) but not the idea of the exciting community, unfortunately. For that the frame has to be crowded with people, disturbed by noise, interwoven with gesture, motive and intrigue. However, the teachers' attempt to partition and order the space can be shown and the varying teaching styles can be conjectured.

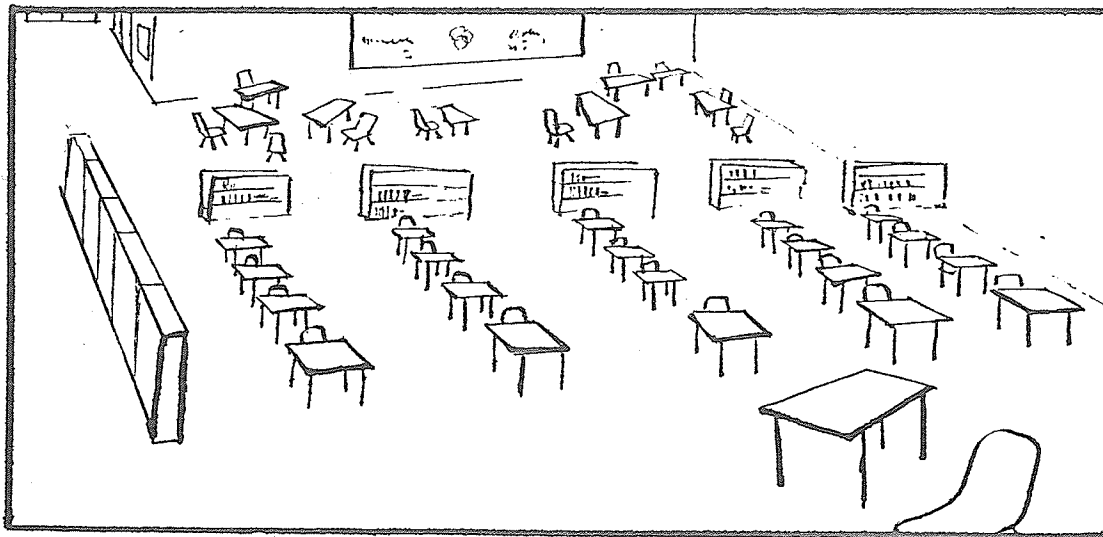


Fig. 11: Classroom Arrangement

The Principal's Role. Before I arrived at Riel, I was convinced that the principal played an important role in forming the culture of the school. An earlier study (O'Callaghan, 1975) indicated that the principal's role was uncertain and disturbed by conflict. People around the principal demanded attention to aspects that he rated as the least important. In the actual performance of his job, the principal complained that he was captured by trivial concerns and unable to attend to the issues that he considered really important. When I discussed these matters with Milton, I discovered that he was particularly interested at this juncture. The staff had talked about decision-making committees in the library gathering and they were concerned about the relationship of the duties of these committees with his own. He had submitted, just a few days prior to my arrival, to a detailed role observation conducted by a graduate student of the University of Manitoba. A survey to his mind would provide additional evidence that would be useful to him. Finally, he believed a principal should be involved in the work of the school, not imprisoned in the office. So far, he was unable to spend the time he wanted in classrooms and a survey might provide some suggestions. The questionnaire listed broad functions generally associated with the principal's role: administrating, evaluating, disciplining, influencing, planning, supervising, communicating, co-ordinating and decision-making. It listed specific behavioural examples--and a further detailed explanation (if it was required) was attached to the questionnaire (Appendix F). The respondent

was asked to prioritize the functions and to indicate the amount of time per week that should be allocated to each. Questionnaires were distributed to all the staff, to a random sample of students and parents. Milton himself completed a questionnaire but estimated the time he actually spent on each function as well as the time he would like to spend. The results for principal, staff, students and parents are shown in Tables I - IV (Appendix F).

I extracted the results (Table V: Appendix F) and discussed them with Milton. The poor rate of return disappointed both of us. He noted the similarity of his responses to those of the male staff, especially when we allowed for his natural tendency to include what others thought of as disciplinary cases under the heading of counselling. We considered arranging meetings with the various groups to discuss the results. Despite their earlier interest in the principal's role, the staff were disinterested in the survey.

A meeting was called for parents because 60 percent of the parents who responded said they would like an opportunity to discuss the results. If this meeting had been well attended, Milton planned to suggest a more extensive survey about the parents' role in the educative process. The idea was mine and Milton had suspected at first that I was attempting to push the school into a direction that the school community had not decided for itself. The meeting was attended by only two parents, and the matter ended there. Even before this time, however, I had begun to question the worth of the project.

I had the feeling when I was discussing the results with Milton that I attached more importance to them than he did. I had imagined that the tabulated results would pose questions about the reality of the school while Milton knew of the common-sense reality without the help of statistics. No matter how hard he had tried since the school opened or how hard he was to try in the next six months, he could only spend a little time in the classrooms. He continued to be harassed by supervisory and administrative duties; to play the rôle of disciplinarian with students sent to the office by the young inexperienced teachers. He realized more as time went on that these students needed a warm, supportive response rather than to be confronted with a strict, authoritarian stance. Further demands for clarification of his role came from a small vocal section of the staff. The pressure appeared to arise more from a desire to clarify the class teacher's autonomy than to assist the principal in his rôle as educational leader.

The Librarian's Role. From the early days of the planning committee, the librarian was considered to be an integral part of the teaching team. The library had not worked effectively at Lagimodiere, but it was beautifully prepared from the very first day at Riel. Yet the librarian was overlooked when teams planned their academic programme and the centre was thought more a dumping ground rather than an instructional nerve centre. Soon after the review of the principal's rôle, the librarian and I discussed ways of clarifying his position, for



he was discontented with the way the centre was viewed by the staff. The questionnaire was brief, directed to the class teachers and sought ways to integrate the services of the centre with class teaching (Appendix G). Conducting such an enquiry was deemed unnecessary by a small group in the staff meeting and I began to wonder if the group suspected some manipulation on my part as Milton wondered at first when the question of the parents' role was considered. The librarian replied forcibly to the criticism, stating that he wished the survey to be conducted because he did not know what people expected of the Centre and what procedures they wished him to adopt. As was the case with the principal's return, there was only an average response, but it proved sufficient for the librarian to draw up a constitution for the use of the library. The constitution was eventually accepted by the whole staff and reduced the misunderstandings and misuse that previously undermined the effectiveness of the Materials Resource Centre.

The Big Meeting. An administration day was planned in April to review the problems of the school in general, and to determine ways in which they could be overcome. The final decision to establish interdisciplinary teams or leave the time table divided into specialist areas had to be made this day. Because the meeting took up the greater portion of the day, it became known among the staff as "the big meeting".

From the outset, Milton adopted a daring approach. Firstly, he pushed to the vote the plan for interdisciplinary team operation that he understood everyone had accepted at the employment interview;

secondly he retired to the general body of the meeting, leaving the student counsellor in charge of the meeting. He made it known that he was interested in any difficulties they experienced, that he was prepared to accept any policy decision the staff might make. The vocal group from Lagimodiere responded to this challenge and explored many possibilities. Eventually, others risked their opinions and toyed with alternatives. I was reminded of the class interaction that had prompted the idea of the exciting community, but now I recognized that a certain element of risk-taking contributed to the intensity of the excitement. Sometimes meeting procedures were unable to keep pace with the rip and eddy of ideas and some annoyance and distrust were expressed. With the same difficulty that I encountered as facilitator, the Counsellor kept the meeting open and people enjoyed the social interaction, the cut and thrust of debate, the boldness in thinking. It was resolved that interdisciplinary teams be formed, and that core studies be explored to extend the gifted as well as occupy the uninterested. A number of standing committees like policy, curriculum and professional development were filled by volunteers: enthusiasm was so high during the big meeting that people barely recognized that what had become peripheral groups, like the old Bethuen and the specialists teams, had either been neglected or co-opted to work on the problems of others.

To stop the action at any high point is tantalizing, but an interesting structure was observed (Fig. 12). When the group was

exposed to an attractive, open situation, creative thinking was stimulated.

A leadership struggle threatened to divide the group, but the confrontation heightened the awareness of the uncommitted to a point which depended, in part, upon the skill of the facilitator. The element of risk coloured a situation that became entangled occasionally in legal niceties. It may have happened that in the process of reaching out for solutions, the interests of some people were annexed by those of more powerful others, where in fact their original interests may have been relevant to the search for the most satisfactory solution.

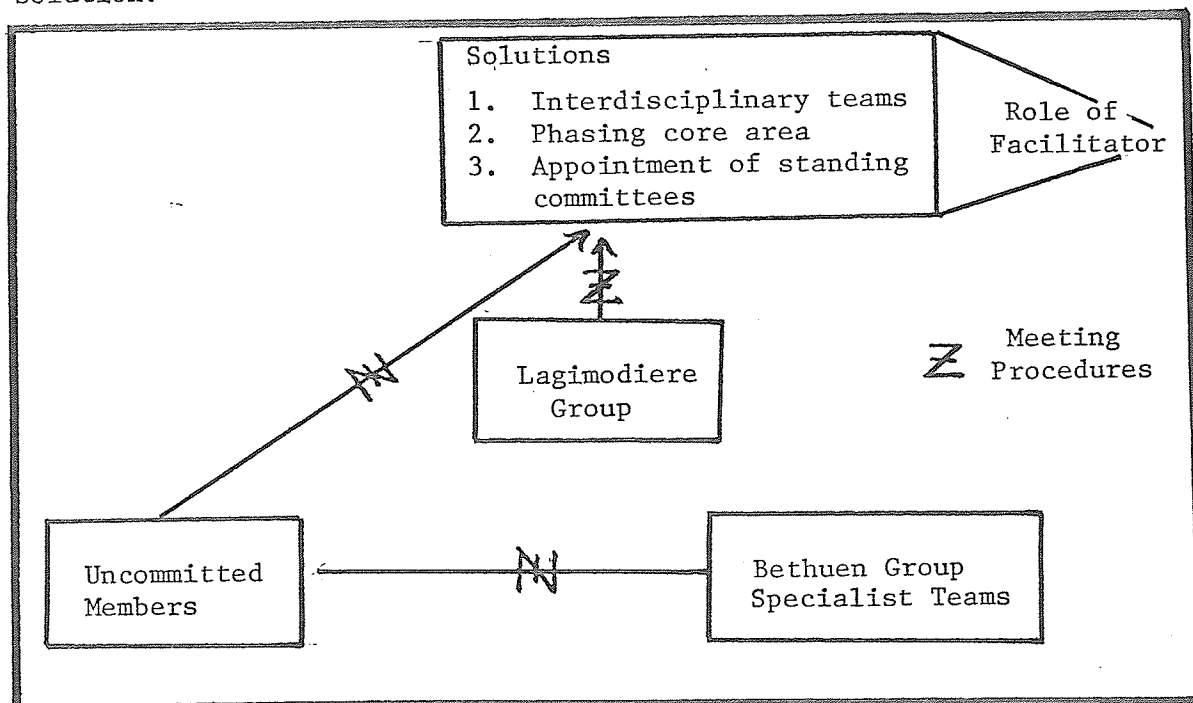


Fig. 12: The Dynamics of the Big Meeting

The New Order. From the time of the "Big Meeting" the staff appeared more confident. The library gathering was reported to have a similar effect in earlier days. There was some lobbying, it is true, to join specific teams or to take certain grades or to press for certain budget lines, but the guidelines were now clearer. It was at this time that one of the Bethuen teachers decided to join the permanent Riel Junior High School staff. His familiarity with the students and his generalist rather than specialist perspective were recognized with some surprise by his colleagues. The planning for the next year preoccupied the staff. Teaching teams were selected and details of a plan to phase students in the core subjects were decided before the year finished in some jocularly at a staff barbecue at the principal's house.

Following his policy when the school opened in 1975, Milton made no demands upon the staff or upon the teaching teams to meet before school began in the new year (1976), although he was on duty at the school himself some weeks before. At the same time, most teams met in the holidays and some had determined their strategies in some detail beforehand.

That reflection had been given to the work ahead was symbolized to some extent by the dress of the staff on the first day. Usually they dressed in neat, workmanlike fashion. On the first school day, without exception, they were formally attired. The significance of the observation may have eluded me if a staff member hadn't drawn my

attention to it some time later. "No one mentioned it beforehand. It just happened and we giggled a little when we realized what we meant by it. We were going to show everyone that we were relaxed, in perfect control of the situation."

Good reports were received from every quarter. Milton himself breathed more freely, for example. "I feel really good about the things that are happening, the co-operation of the staff and the students is just wonderful." I found the grade six teachers--the ones who had been through trying times at Bethuen and then at Riel--marvelling at the improved attitude of their new classes. A young female teacher, who had been visibly unnerved by the rebellious attitude of her students the previous year, attempted more daring teaching techniques. Student election campaigns, guided by the creative Lagimodiere element on the staff, were stirring the body politic to think about issues: like smoking, student punishment, and the like. Not only did the "take-off" point appear to be at hand, but there appeared some mechanism developing whereby the school could remain new. My impression did not fade because misbehaviour began to re-occur (particularly when new students were admitted) or when Milton expressed concern that some staff members remained insensitive to the problems of the adolescent. It was reinforced rather than abrogated by the panic which followed the bomb scare. It seemed to me that the exciting community had the potential for creating a powerful learning climate.

## IV. PRINCIPAL'S COMMENTS UPON THE INTERPRETATION OF THE SCHOOL SCENE

The opportunity to comment upon the interpretation of events in this chapter is indeed welcomed and appreciated. In reviewing the narrative presented, an attempt has been made to separate the presentation of a sequence of events from the writer's interpretation of these events. However, one must keep in mind that what follows is again only one other person's interpretation from another perspective.

To my knowledge, the sequence of events as presented is correct and one must admire the ability of O'Callaghan to piece together information from a variety of sources in a non-sequented manner into a coherent story. There are, however, two events which have been omitted that, I believe, merit inclusion.

The first is that prior to the opening of the school the entire staff met for two days to discuss and agree on school procedures, rules, and regulations. These meetings were held on the Thursday and Friday just prior to school opening. Staff were not paid to attend and thus attendance could not be demanded. However, all staff did attend and this perhaps indicates the professional attitude held by them. It was at the beginning of these meetings that staff was informed of the necessity to transfer three teachers due to enrolment being lower than anticipated. It was also at this time that reorganization of the teams was done and reconsideration of the timetable was begun.

The second event considered to be of significance was a special staff meeting called early in June, 1975. Organizational plans for the

next school year were being formulated by a committee of teachers, counsellor, and principal as a result of decisions reached at "the big meeting." Apprehension and uncertainty were becoming apparent in some staff members. The principal called the special meeting to discuss several implementation alternatives and to get a consensus of the direction to be followed. After considerable debate and a thorough review of alternatives available the "phasing" plan was agreed upon and final details were left to be worked out by the committee.

In respect to O'Callaghan's interpretation of events, there are three that, I feel, require elaboration or other perspective.

On two occasions he refers to the serious consideration the principal and teachers gave to leaving the teaching service and engaging in alternative careers. One cannot deny that at times staff morale declined and reached some very low points. Certainly, there were days that many of us considered the relative strains and stresses of other occupations as opposed to teaching. However, from my perspective, I do not believe that more than one or two teachers gave "serious" consideration to alternative careers.

O'Callaghan's narrative on the "library meeting" suggests that it was after this meeting that the principal sought opportunities to discuss events with the counsellor. Indeed it was as a result of several discussions between the two that the "library meeting" took place. The principal and counsellor, although acquainted with one another, met prior to the opening of school to discuss philosophies

and role expectations. Their compatibility and openness was apparent to each of them from the start and discussions on a variety of events and matters took place prior to the "library meeting".

The narrative makes reference to the responsibility of the teachers from the neighbouring Bethuen Elementary School who were teaching the grade five and six students housed in Riel. The narrative does not make clear who was in doubt as to whom the Bethuen group was responsible nor who resolved the question amicably. Some clarification, I believe, is required. In the spring of 1975, it was apparent that Bethuen would not be able to accommodate its expected enrolments in September, 1975. After consultation with the principal of Bethuen and Riel, the Superintendent's Department made a decision to house students from Bethuen in Riel Junior High until a new elementary school was built in the area. (This school is presently under construction and projected opening date is September, 1977.) The staff to be transferred were selected by the principal of Bethuen. A meeting between the two principals and the selected staff was held in June, 1975. At this meeting it was agreed that the teachers and students housed in Riel would be responsible to and under the jurisdiction of the principal of Riel. When Riel ceased to house elementary students, these teachers would have the option of returning to Bethuen or applying for any other vacant position in the Division. The Bethuen group of teachers was included in the August pre-opening meeting and has been totally involved in all school faculty activities since that time. The students are an



integral part of the student body participating in all school activities such as student government, and extra-curricular athletic activities. A very concentrated attempt was made to ensure that the Bethuen teachers and students were not perceived as a discrete group.

Footnote by the Researcher. While I recognize Milton's continuous concern for the involvement of the Bethuen staff, I tried to report how the teachers themselves perceived their position on the opening of the school.

To my mind teachers and students from Bethuen were co-opted into the junior high school structure rather than recognized as equals with some valuable contributions to make.

Typical of Milton's openness was his reaction to the study. As time went on his initial concern for over-statement in particular areas appeared less important than the implications which the research held for new schools in the future. In re-thinking the Riel experience, he appreciated, perhaps for the first time, the acculturation process. Milton accepted the inference that the Lagimodiere group were dominant but felt that the influence was weakening as new staff were added. I wondered then how much he agreed with my observation that the culture of a school was largely determined by the nature of the decisions made in the early stages of the school's development.

My conversations with him and the final report on the study we made together to the staff, illustrated how fortunate I was to work with open and essentially happy people.

## CHAPTER IV

### AN ANALYSIS OF EVENTS

Earlier in Chapter II three questions were posed. The first related to the suitability of the methodology and the development of an awareness in the observer himself :

"What problems could a participant-observer anticipate in his search to gain an understanding of the whole situation?"

The second and third looked at the nature of change from the perspective of grounded theory:

"What is the nature of the change process in a new school?"

"What or who is the change agent in a new school?"

These questions were used to examine the events related in Chapter III so that some understanding of the quality of life within a new school could be reached as well as some knowledge gained about the forces that affect that quality. In turn the detection of these forces or influences, may have some implications for the establishment of new schools in the future.

#### I. WHAT PROBLEMS COULD A PARTICIPANT-OBSERVER ANTICIPATE IN HIS SEARCH TO GAIN AN UNDERSTANDING OF THE WHOLE SITUATION?

Three main issues were distinguished in the search for meaning in Chapter II. These were: studying the transferred culture, identifying the problems and events that trigger new meaning, and seeking meaning in language.

The procedure adopted for analysis was to refine the question into the more specific sub-question:

What difficulties may be experienced in gathering factual material?

and to match this sub-question with the issues concerned with the search for meaning as shown in Fig. 1.

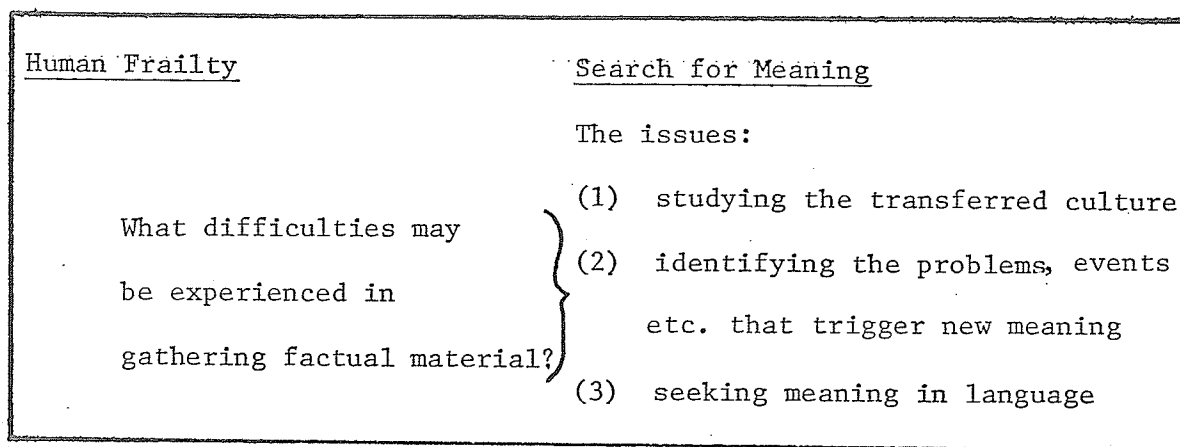


Fig. 13: Human Frailty and the Search for Meaning

(a) What difficulties may be experienced in gathering factual material? The question relates firstly to the issue of studying the transferred culture.

Knowledge of modern school design and a decision-making process whereby practising teachers recommended new educational developments were evolving in the Twin River School Division when Lagimodiere was planned in 1971. In Chapter III it was suggested that teachers found it difficult at first to think beyond the traditional, but that an attitude of openness and creativity was accepted over the years. The struggle to adopt the Lagimodiere design to everyday usage encouraged

the point of view that the junior high school teacher should be a generalist rather than a subject specialist. Teachers advocated grouping students in families or mini-schools and emphasized open human relationships in the classroom. At the same time the impractical openness envisaged at the planning stage was moderated. Undoubtedly, the creative group of teachers at Lagimodiere and a dynamic superintendent contributed significantly to the development of these ideas, but similar thoughts were entertained fairly widely during this period.

In the "running discussion" between present and past (Glaser and Strauss: 1967) documentary evidence merged imperceptibly with the researcher's inference to build up the concept of transferred culture. It was inferred, for example, that some of the staff carried their dissatisfaction with the materials resource centre at Lagimodiere with them to Riel. The complexity of the issues surrounding the original problem was irrelevant to the observation that a feeling had been taken from one place and attached to another.

Similarly, it was inferred that the turmoil of the first year at Lagimodiere and the sensation caused when the principal resigned to sell life insurance were remembered at Riel around the time of the library gathering. Milton's cautiousness in developing parental involvement at Riel was attributed, in part, to the early concerns that Bethuen had in relating to their community. When former students from Bethuen were greeted with a situation which resembled their first new school

experience, it was inferred that the old feelings of alienation and excitement were re-kindled. Berg (1968: 82) observed the occurrence of ebullient behaviour when inner London students were rehoused on two occasions within a short time, implying that the second outburst was almost a replay of the first.

The evidence suggested that a culture developed in the Division generally and particularly in the two contributing schools, conditioned the response to early events at Riel.

(b) What difficulties may be experienced in gathering factual material? The question relates to the issue of identifying problems and events that trigger new meaning.

The search for meaning at this point appeared critical to the understanding of the new school situation. If the problems that trigger new meaning could be identified then there was a possibility of discovering that part of the transferred culture which was thought to be redundant as well as the part which was re-cycled to fit the new situation. The general problem which initiated new meanings was presumed to be the chaos which greeted the school population when school opened. Specific problems within the confusion are more difficult to identify and they may be perceived differently by sections of the population. That Riel appeared disorganized on the first day: (no timetable, uninformed teachers, shortage of materials) may have led students into believing that the scene was similar to the earlier one

they had experienced at Bethuen when the building was unfinished and staffing arrangements were uncertain. The story suggests that the freedom allowed by the novelty and perhaps the disorganization at Riel released a creative restlessness, a pressing need to become acquainted. The suggestion results from observations of situations which occurred some months later, as well as impressions gathered from talking to students and staff about those first few weeks at school. The excitement in most cases seemed to have erased some, though not all, of the loyalties to the parent school, and to former classmates. Early in the second year, this excitement was harnessed during a school election campaign to form an integrated student body.

This same student restlessness seemed to be interpreted by the staff fairly generally as "pure hell." At one time or another, it was equated with insubordination, rudeness and an inability to pay attention. It may have contributed in some measure to the conclusion that academic standards were below what is required for the grade. If the story is followed, new meanings appeared to be triggered by this problem of uncontrolled excitement which faced the staff. They conducted some research into the composition of the community and it showed a wider socio-economic range than they had expected (Appendix C). Student counselling assumed a higher priority in the minds of most teachers. Staff generally began to realize that they must adopt empathetic approaches suited to the needs of individual students. This reasoning appeared to strengthen the belief of the Lagimodiere group that

interdisciplinary teams and generalist approaches were required to meet the problem and at the same time, it may have weakened the belief of others that high academic standards must be pursued. Such an interpretation could be used to explain the conversion of the uncommitted to the interdisciplinary philosophy at "the big meeting" but such an interpretation should be used cautiously. Conversion is a different process to acquiescence. To an observer, recording the result of a vote at a meeting is a simple matter, but tracing a change in attitudes is a complex and difficult operation. That Milton continued to be concerned about the unbending attitude of some teachers towards the problems of the adolescent suggests that no deep change was effected. In the episode of "the big meeting" the phenomenon of "risky shift" may have accounted for the swing of the uncommitted. Once outside of the influence of the Lagimodiere group, attitudes may have lapsed to those held formerly. Because the element of risk was present in both the library gathering and the big meeting, there may be some implication for the form continuing in-service sessions should take for the staff of new schools. At Riel, the outdoor education program and the work of teachers in decision-making committees may have provided some reinforcement to maintain the new meanings accepted at the two meetings. Dewey's policy of providing time for teachers to talk with him or with their colleagues about students is an example of another form of reinforcement (Mayhew and Edwards, 1966).

In the story, some similarity was found between the big meeting

and the class discussion. In the latter case, a number of students had difficulty in seeing that a problem existed at all. A parallel could be drawn between this group and the band of uncommitted teachers, and again the phenomenon of risky shift might be recognized.

To date, the argument outlined has been that a culture is transferred from the previous setting, is tested against the problems of the new setting and undergoes some change. Some aspects of the culture may be reinforced or rejected. In facing a common problem, like the unexpected behaviour of the students, a shared culture is built up (Stebbins, 1975: 15). The story alludes to the interesting fact that the former Bethuen teachers were the only ones who knew the students before the school opened and yet they played no significant part in identifying student problems in the first hectic days. Their interests and needs and indeed their technical expertness in academic areas like number skills and word knowledge appeared to be submerged in the interests of the more powerful others. They did contribute in important ways to the formation of a decision-making committee structure but their experience in this area coincided with the needs of the more powerful others. In the early stages of the school, some misunderstanding existed about their official inclusion in the Riel staff. All knew that their stay at the school was limited to two years and there was never a serious attempt to include grades five and six into a co-ordinated middle school structure. Because of these circumstances, the culture of the elementary faction assumed some of the characteristics



of a latent culture rather than a transferred one. Becker and Geer (1960: 311) note: "Groups with greater prestige or power will be more able to mould the manifest culture."

The Bethuen group saw no reason for contention. No hostility or unhappiness between the two groups was recorded. However, when a teacher from the Bethuen group joined the junior high grade seven team at the end of the year, they realized with some surprise, that his background knowledge of the students and his technical skills would be valuable to the team.

A discussion of the relationship between the difficulties in gathering material, identifying problems and the formation of new meaning proposed that when people meet a problem, meanings are shared and a new culture results. However, there appears to be some evidence in the story to suggest that there were obstacles which prevented the sharing of meanings and the elementary teachers' expertise may have been lost to the group because of it. In the sharing process, the phenomenon of risky shift was used to explain the adventurous thinking of the uncommitted among both students and teachers. Confronting the problem of adjusting to a new school seemed to release excitement and energy in the students and this, in turn, created a control problem for the staff.

(c) What difficulties may be experienced in gathering factual material? The question relates lastly to seeking meaning in language.

Copying the actual words used in the situation often gave a clue to meaning but presented practical difficulties. Events, like the class discussion, moved so rapidly and were followed by so many other happenings that considerable time elapsed before they were copied onto paper. Then the dramatic comment like, "We were the innovative ones at Lagimodiere!", or "God! I feel like a substitute!" tended to be remembered in preference to more gentle musings, like the superintendent's "I suppose there's a limit to creativity...." or the pessimistic muttering "I have a lot to do with these kids and I wonder if they can perform any better...." Always, one had to be certain that the comment was serious. So often when checked against other comments or the performance of the speaker, it was apparent that some kind of game was being played. For example, the threat to be a nine to four man by the former Lagimodiere teacher was not carried out. However, behind the disillusioned aside, "One day I'll kiss it all good-bye," was hidden a feeling of being curbed by others into following accepted practice to the extent that tentative arrangements were being made at the time to take another occupation. Many of the phrases quoted above can be regarded as examples of teacher "burn-out," but they were not supported by complementary observations of fatigue. There seemed to be an increase, if anything, in activity, even if it was nervous activity in some instances. Comments often suggested some impossible struggle: the belief that they cannot reasonably do the things they wanted to do. Or, if they continued to try, the precious thing of self would be endangered.

The challenge to act as a facilitator in the class discussion was accepted after the epithet, "God! I feel like a substitute!" because so many newly appointed teachers had made a similar observation. A meaning evolving among the staff generally was that the students would test newly appointed teachers in the same way as they tested the whole staff when the school opened. The implication was that the staff had learned to adjust: that the transferred culture had been reconciled with the needs of this particular student body.

The class meeting revealed that the students understood their teacher was required to cover the course in Social Science, but their discussion showed that they considered this same course did not coincide with their interest in the exciting community around them.

At the beginning of the new year, the language of staff and students revealed a refreshed, positive outlook. Milton expressed the general opinion with, "I really feel good about the things that are happening...." Perhaps the regenerative effect vacations have upon the construction of meaning has not been appreciated nor fully utilized in education. Given the value of a reflective period like the end of year vacation the most appropriate time to open a new school may be at Easter rather than at the beginning of a school year in September.

Language as a clue to meaning had to be supported by a study of behaviour, to separate the casual and sign indicators from the serious intent. Evidence of the exciting community appeared in students' language. A somber, fatalistic kind of feeling that their beliefs and

practices were being influenced by formidable, shapeless forces that were beyond their control was apparent in the expressions of the staff. Signs of inner conflict and of frustration were detected. After the long vacation spirits revived, prompting the suggestion that the opening of new schools might be timed to take advantage of a reflective, re-creative period.

From a study of the data, the categories of transferred culture, exciting community and fatalistic feeling have been abstracted. It remains to weave such categories into a form of grounded theory that adds meaning, in some way, to life within a new school.

## II. WHAT IS THE NATURE OF THE CHANGE PROCESS IN A NEW SCHOOL?

The passages predicted by Levin and Simon (1974) can be recognized in the story of the school, although not in the sharply defined steps of the authors. The first three stages are summarized in Fig. 14, under the heading of anticipation. Some idea of Sartre's series of events is intended in listing the happenings that led up to the opening of the school. When the Superintendent called the first planning committee together to design Lagimodiere, dissatisfaction with the existing school system was expressed. His vision that new schools present an opportunity for a change in the design of schools and ways of learning generally can be detected in the meetings of the other committees which followed this one, and even in the proposal Milton put to his newly appointed staff. The vision was both a prelude to, and a characteristic of, the exciting

<u>Stages of Development (Levin &amp; Simon)</u>	<u>Characteristics of the Stage</u>	<u>Development of Riel Anticipation</u>	<u>Growth of Concepts</u>	<u>Process of Change</u>
Getting together to define the mission	Developing a common language culture transfer	1967 - 1969: The establishment of Chief Peguis 1972 - 1973: Establishment of Bertrun E. Glavin Various educational developments at Peguis or within the Division generally Notice of Intent Valley Cdms 1972 Planning committee Valley Gardens Junior High School 1972 Educational Specifications 1973	Transferred culture outdoor education resistance to Materials Resource Centre Interdisciplinary teams	Unfreezing Movement Re-freezing
Defining and obtaining support for the setting	Written statement, delusion of grandeur, recruitment, finance	Appointment of Principal 1974 Recruitment of librarian (1974) and staff for 1975 Meetings with staff designate	Principal's concern with administration	Movement Re-freezing Movement
Planning and assembling the setting	Administration details, inadequate information or resources	Meetings with staff designate		
Getting started	Excitement, importance of guidelines, historic decisions	Action School opened: September 1975 Library Gathering The Class Meeting The Big Meeting	Exciting Community Historic decision making: to form interdisciplinary teams staff decision making creative restlessness risk taking Fatalistic Feeling	Unfreezing Movement
Looking back and ahead Post launching assessment	Reflection			
Starting again: stabilizing the setting		Interdisciplinary teams Phasing of students The New Order		Re-freezing
Looking ahead to next year		Reflection Anticipation? The library consultation, student elections, the bomb scare	Reflection Vision?	Unfreezing?

Fig. 14: The Stages in the development of a new school and their conceptual relationships

community, but it was continually modified by real experience. The concept of Lagimodiere in its original form did not work but the ingenuity of teachers amended the concept to make it work. Something of the same process occurred in Bethuen school except that the visionaries in this case were a group of teachers who eventually worked in the school. When Riel opened, cultures rich in creative experience, had been composed in both Lagimodiere and Bethuen schools, and teachers from these places made up most of the Riel staff. Neither culture meshed with the needs of the new situation, but this factor was only dimly realized by the participants. The open teaching spaces were subdivided by temporary partitions, the materials resource centre was excluded in the scheme of integrated teaching, teachers insisted upon accustomed academic standards. At the same time, they struggled to understand the restlessness that characterized the whole student body as a whole and particularly the hard-core disruptive group of 15 to 20 students. That this restlessness was the natural expression of the exciting community and that it could be exploited in learning activities was not clear at first.

Experience and some expertise were needed to understand the student reaction. The counsellor provided some expertise once he was freed of his teaching duties but the gathering of experience was a longer and more personally troublesome venture for many staff members.

Initially, teachers had been recruited to fulfil a vision that was more related to an educational methodology than to the needs of an

identifiable student population. Little attempt was made to discover the needs and the backgrounds of students, as Milton later regretted. However, statistics relating to housing may have indicated a type of student community as early as the planning stage. Once the character of the student population was recognized, however, teachers who showed an empathy for this type of student were recruited. The right of the school to select staff, at this point, seems crucial to the success of the new school. Gompf (1976) reaches a similar conclusion. The concern in this case, however, is not so much to ensure mutual philosophical agreement among the staff, but rather to make sure that teachers meet the needs of students at a particular time.

Both cultures related poorly with the needs of the situation and also with each other. Bethuen teachers were in a position to assist in identifying the needs of the student population but played no significant role. The drawing of indecisive guidelines in the planning stage has been listed as a possible cause, but there appears to be some evidence to suggest that the Bethuen group together with the band of uncommitted teachers were persuaded to adopt the risky perspective of the more powerful Lagimodiere faction. Their own needs and talents may have been neglected in the process. However the element of risk, together with the vision and creative restlessness, stirred the exciting community in this action time of getting the school started.

Historic decisions concerning staff involvement in school decision making and the formation of interdisciplinary teams were made that would

be difficult to reverse in future times. Historic indecisions were made too, like the hesitancy to involve parents and to include the grade six in some kind of a middle school structure. In the incidents included under "action" in Fig. 14, the transferred cultures were remodelled. Some heat was generated in a process, described by Sartre, as "the group in fusion".

A by-product that appeared to result from the process has been called "the fatalistic feeling". After creative, exhausting labour, some teachers expressed disenchantment: as if the effort was not worth the cost. Others feared that in the daily confrontation in the classroom their own individual identity was threatened. Levin and Simon (1974) and Wacaster (Charters, 1973) record disillusionment and frustration at a similar time in the history of alternative schools. The glamour in the exercise had faded. Teachers and students realized that the initial dream--"the delusion of grandeur"--was unrealistic and adopted corrective procedures that frequently resulted in the new school being little different from conventional ones.

Something of this reaction accounted for this fatalist feeling at Riel, although the initial vision was cautious and the principal moved gradually in adopting innovations that were familiar to the Lagimodiere staff and generally recognized in the Division.

In describing the group negotiation involved during the rewriting of the constitution, Sarason (1971a) distinguishes turbulence and inner conflict that resembles Allport's (1954) concept of catharsis. It may



be that the transfusion of cultures within the heat of the exciting community and particularly by using the open but politically orientated guideline of group discussion, is made at some personal cost to individuals. Such a conclusion, however, must be supported by more research than this study provides.

On the other hand, the germ of the fatalistic feeling can be detected in the early visionary stages of the preparation. The vision of the Lagimodiere planners was pressed into some kind of working arrangement by classroom practitioners. The theory behind Bethuen was redrawn in practice. The staff of Riel was enlisted according to criteria based upon the experience of the other schools rather than upon the needs of the students they would encounter. At the student level, it was the same old social science or Canadian Studies. The frustration may not be due so much with the gap between the ideal and the real as Levin and Simon indicate, but between the exciting real and the unrelated and stereotyped ideal.

Once differences are settled and procedures are understood, the phase of Sartre's pledged group is reached. Levin and Simon have noted the importance of reflection at this time, but the real benefit of such a process was observed at Riel after the long vacation. Difficulty was experienced in confining the chain of events within a "one year syndrome". The library constitution was decided early in the new year at the same time as student elections, misbehaviour from newcomers, and a bomb scare promised to re-charge the community with the same kind of restless

excitement observed earlier. The influences which had pushed events to this stage continued their forward thrust to the point where another period of anticipation could be predicted.

In observing Levin and Simon's stages under the three broad divisions of anticipation, action and reflection, the development of a number of concepts was examined. The uneasy relationship which tends to exist between vision, transferred culture and the exciting community indicated a possible cause of the fatalistic feeling which threatens to reduce the onward rush of change. Early in its second year, the change process at Riel appeared to take the cyclic motion suggested by Lewin and Sartre (Fig. 14) but with the qualification that historic decisions (and indecisions) were determining a consistent form of culture.

### III. WHAT OR WHO IS THE CHANGE AGENT IN A NEW SCHOOL?

To date, new schools have been considered special cases of change. The change process has involved the remodelling of the culture transferred from other situations to enable the participants to cope with new and threatening situations. In passing through a number of critical passageways, a new culture suited to the situation began to form. In analyzing events, the tendency is to abstract, to conceptualize related happenings like change or culture and to overlook the fact the concepts identified happen to and within people. They may, in fact, be caused by people. In asking the question "Who or What is the change agent," the role played by people or by collectives or

institutions is considered. In Chapter II, a number of possible individuals, or groups, were identified: the principal, departmental heads, superintendent, or teachers separately or collectively (Fig. 5: p. 30). Because of the researcher's early interest, the principal was considered first.

Principal's Role as Change Agent. A questionnaire (Appendix F) was designed by the researcher in consultation with the principal to provide background information for any direction the principal himself may wish to take in the future. The survey was then, more a private than a public study, more sampling opinion than extensive polling. The results (Tables 1 to 3, Appendix F) outlined people's perceptions of a typical principal: one who takes a leading part in the school, devotes his attention to curriculum development and to general planning and disciplinary concerns. The principal himself (Table 4) indicated that he wanted to give more attention to professional leadership in the classroom than he was allowed at the present time by his administrative and disciplinary duties. The results tended to suggest, in a superficial way, that the principal, like Sarason's Knight (Appendix A), was imprisoned in his own castle so that "he couldn't always hear the laughs and cries anymore." However, the evidence from the life of the school (Chapter III) when arranged to meet the pre-determined criteria (Fig. 15) portray a more vital contribution.

Consideration with its emphasis upon authenticity and openness, has been recognized as an important leadership dimension (Halpin, 1966). The principal's influence in the library gathering and "the big meeting"

Leadership Dimension	Characteristics of the Dimension	Developments at Riel	Organization's orientation to change	Characteristics
Consideration	Open Authentic	Library Gathering The Big Meeting The New Order: Independence of teaching teams beginning of 2nd year	-	Some variation in ideas within classroom and within teams
Initiating Structure	Guidelines established Need for Guidelines	Democratic decision-making committees Procedure: Open discussion of difficulties, e.g. Library Gathering The Big Meeting Exploring nature of student community Exploring staff abilities etc. at In-Service before school opened Responsibility for Gr. 5 and Gr. 6 teachers Employment of progressive staff	Gradualism	Planned Development: (1) Interdisciplinary teams (2) Staff Committees (3) Student Involvement
	Manipulation	Introduction school program (teams, etc.) Outdoor Education No Parent meetings		
	Protection			

Fig. 1.5: The Principal as Change Agent

demonstrated the use of this dimension. In openly confessing to feeling troubled by the student restlessness, he encouraged other teachers to admit their private concerns. In both meetings, he joined the ranks and the student counsellor acted as chairman, a further encouragement for people to be open and suggest alternatives. Although many decisions were made at the library gathering, like the resolutions to analyze the socio-economic composition of the school community, to make a written submission to the Division for additional staff, to relieve the student counsellor of some teaching duties and to establish decision-making committees, the general direction for the school, set by the principal before he recruited staff, was not questioned. Future organization was debated, however, at "the big meeting." Here the policy direction was re-affirmed with some enthusiasm largely because of the persuasive influence of the Lagimodiere group. Noteworthy is the fact that open discussion to which all staff contributed to a greater or lesser extent was developing as an accepted procedure for exploring alternatives within the organization. The principal gambled on his fore-knowledge of the teachers whom he recruited and their commitment to the accepted policy when he promoted discussion on his own position (in reference to powers of decision-making committees) and school policy generally. To bring matters to a head in such a way may be construed as a manipulative manoeuvre as well as establishing guidelines for action.

The story reveals the need for firmer guidelines in some areas. Rather than during the busy action period, the principal recommended in

the light of his own experience, that guidelines for determining the nature of the student community should be determined in the anticipation period. To level the criticism entirely at the principal is unfair, however. The principal did suggest well before the school was opened that in-service funds be used to arrange staff meetings and visit other schools, and his suggestion was not accepted by the staff. Because the Bethuen teachers were uncertain to whom they were responsible, some enthusiasm and expertise may have been lost to the Riel venture as a whole. The successful establishment of adequate guidelines or, on the other hand, the failure to develop the framework necessary to assist change seemed to be attributed to the principal: a factor which gives some credence to the belief that he is the critical change agent within the school, as well as emphasizing the leadership dimension of initiating structure.

That no parent meetings were held to discuss the school programme support the opinion that the principal endeavoured to shield the fledgling culture from criticism and conflicting demands. In relation to change, then, a policy of gradualism was adopted with the school following a programme of planned development. The organization of teacher teams was accepted in the first instance. Later, some staff involvement in decision making was organized. Finally, the interest stimulated by student elections, suggested that some student involvement in decision making might be encouraged.

The principal's cosmopolitan, executive-type service in the field

of education won widespread respect. He remained personally open but professionally cautious in his approach to change.

Counsellor's Role. Because of the relatively small number of students, no deputy principal nor departmental heads were appointed to the staff. The student counsellor reluctantly assumed the role of deputy on occasions, and played a significant role in the library gathering and the "big meeting." While the principal was busily engaged in administration, the counsellor visited classrooms and discussed problems with both the staff and the students. The role of participant-observer that Ramsey (1975) recommended for the principal was adopted comfortably by the counsellor whereas the principal's presence may have caused some concern (Appendix F, Table 5). After the library gathering, a close relationship developed between principal and counsellor. The principal's initial vision of a school operating along interdisciplinary lines was enlarged significantly to include as a high priority the appointment of teachers who were empathetic to the needs of socially disadvantaged students. There is some evidence to suggest that the counsellor was the first to be aware of the diverse nature of the school community and to diagnose the need for a closer interpersonal relationship between teacher and student. However, it is also clear that the counsellor himself, some students and teachers, viewed his role as one of support and influence which was endangered, to some extent, by an association with administration.

Teacher's Role. The influence of the progressively-minded group from Lagimodiere is obvious throughout the story. In the first instance, they played a prominent role in developing curricula at Lagimodiere. Their influence was detected in the anticipation stage with, among other things, the inclusion of outdoor education in the educational specifications and the principal's mention of outdoor education when interviewing prospective staff. Their persuasive role in keeping the staff true to the original design at the big meeting has been described. In more recent times, the student election, promoted by some members of the Lagimodiere group, stirred the restlessness again and forecast some kind of organizational renewal. The group's purpose was single-minded: vigorously pursuing change in some areas while restricting change in others (e.g. use of the materials resource centre and utilization of the elementary teachers' expertise). Such an approach generates within the people themselves and their colleagues excitement at one time and frustration and fatalism the next: action at one point and reaction at the next. Sarason (1971b) found a similar action group within the Health Clinic and sought to establish adequate guidelines where points of view could be discussed. The initiative for such a design would seem to rest, however, more with the principal than with the participants.

Superintendent's Role. The impetus towards change at Riel might be accredited to programmes developed previously at Lagimodiere or within the Division as a whole. To varying degrees, the staff shared the superintendent's vision that new schools presented opportunities



for bringing out exciting educational environments. Some years before Riel was built, the superintendent stimulated teachers' thinking about new kinds of environments and he authorized innovative experiments at both Lagimodiere and Bethuen schools. The new school programme provided a learning experience for the division. The argument could be made that Riel should be seen within this perspective. The design of the school was deliberately more restrained than Lagimodiere and the opening arrangements less rushed than Bethuen. Because the principal was selected to match the anticipated needs of the school, the division or the superintendent in particular, might be identified as the agent of change. The principal's interest in enquiring from the Board Office about the receipt of local complaints may be cited as an example of some kind of official expectation. The evidence does suggest that change in a new school is related to developments elsewhere, but more research than this small study is needed to show that change in a new school is a segment of the change process within a larger educational unit. The inference has been made that because the official vision of the new opportunity was related to the experience of other schools and to some educational methodology like open space or team teaching, it may have prevented the staff from understanding the excitement and the needs of their own student population. The vision then may have contributed in some small way to the fatalistic feeling. What this study does indicate, is that the culture transferred from the last school is a critical factor in acclimatization to a new school situation.

The complication in this particular case, is that the principal was a former superintendent and had been working closely with his own superintendent before the school opened.

Consultant's Role. No consultant played any prominent part in the establishment of the school, though there was some indication that an outsider's expertise and insight may have been appreciated. The researcher's involvement as a facilitator in the classroom discussion, the principal's and librarian's interest in an opinion about their own performance, the loneliness of the young uncertain teachers may be examples of opportunities where a consultant's services may have been gainfully employed. Within the health clinic that Sarason describes (1971b), a visiting university psychologist provided a useful service to the organization as well as giving an objective viewpoint. A consultant who was recognized as technically competent in a valued field, such as outdoor education or learning programmes for the middle years of schooling, would be of some value in the independent atmosphere of Riel, but more to service change that had commenced than to create it.

No matter who was considered as change agent: principal, department head, a creative group of teachers, the superintendent or a consultant, the cosmopolitan characteristic is dominant. Experience in other exciting situations appears to be a pre-requisite if one is to have an impact upon change in an organization.

Within the narrow circle of this one school, the influence of the principal appeared to predominate in matters relating to the school's organizational structure. Once planning and the principal's appointment were completed, the superintendent's influence seemed limited to encouragement although his vision of "the new opportunity" was a motivating force that may have been related to a complex fatalistic feeling that developed at a later time in the school. The student counsellor took the role of departmental head or deputy principal on occasion, but it was an undesired role. In this particular position, however, he was able to wield considerable influence particularly in the areas of student-teacher, principal-teacher relationships and has been accredited with re-orientating school policy towards the needs of the student population. In the organization of learning and the creation of a school atmosphere, the Lagimodiere group were dominant. However, it must be borne in mind that the principal was aware of their unique talents and went to some lengths to hire them in the first instance. No consultant existed although the experiences of the researcher suggested that an independent consultant who was qualified to supplement the staff's work in special areas, may have been useful in the development of the school.

#### IV. SUMMARY

When analyzing events that happened at Riel, some kind of grounded theory in relation to new schools was formulated. Three

distinct stages were recognized: the periods of anticipation, action and reflection. The visionary element distinguished during the period of anticipation motivated some excitement when the school opened but contributed as well to a feeling that efforts were not related to the situation. Some tension and emotional drain subscribed to this fatalistic feeling as well. During the action stage, the restlessness of the student body suggested the concept of the exciting community. Later in the second year, this excitement was employed in learning situations, but initially it posed a serious threat to the staff. Their transferred culture did not match the new situation and a new culture was slow to evolve. By initiating structural guidelines to assist this evolution the principal was to play a prominent role in bringing about change, but many others played important parts in related areas. There remains an intuitive feeling that the dynamic flow of events generated a momentum that brought about change almost independently of the people involved.

## CHAPTER V

### THE JOURNEY RE-TRAVELLED

The central proposition of this thesis is that the culture of a new school does not materialize from nothing nor does it develop into maturity by a simple process of cumulative experience. A new school illustrates a special case of organizational change. People bring with them a vision of what the school will be like. They bring with them a culture developed in other organizations. In meeting an unorganized situation that bubbles with excitement and unfamiliar people, the participants hastily re-appraise the culture they carried with them. In the re-appraisal a personal change takes place and a new culture is born.

In a similar way, my ideas were re-shaped by the investigation. I had commenced work at the school believing that a middle school programme would be implemented and that the principal's role in such an innovation would be predominant. My interest shifted to an enquiry into the quality of life within the school generally and the influences which shaped that life. From a formal role survey approach, I moved to the less obtrusive but the more dynamic phenomenological orientation of participant observation. Such a shift was equivalent to moving away from the calm vantage point of an objective observer to join the crowd and attempt to describe the meaning in events as the crowd understood them. As the story describes the sometimes tortuous journey of the

people in the school, so does it tell of mine. The investigation was a deeply personal crossing: from my internalized, trusted and accepted view of reality to the reality of the people "out there."

#### I. STAGES IN THE DEVELOPMENT OF CULTURE

The story of very innovative schools has been mapped step by step by Levin and Simon. Although not denying these often turbulent passageways in the first year of an organization, I preferred three generalized stages that coincide with the three phases of Sartre's view of the social order and Lewin's concept of social change. The same idea of continuing change which they suggest was inferred also in my model.

Anticipatory Stage. The anticipatory stage had about it the air of exciting apprehension. The prime-mover for such a feeling was the superintendent of the forward looking division in which the school was to be built. He shared his vision of new schools as "the new opportunity" with a committee who planned an earlier junior high school some eight years before the one under study was built. Some of the teachers who laboured to make the committee's vision work, later moved to the new junior high school. They were joined by another group who had opened a new elementary school only a few years before. On this occasion they had refashioned their own vision of a school to conform with the demands of the situation. Based upon the experience of others, this junior high school was designed cautiously,

but again the bright vision had to be related to the reality. The case has been put, however, that the reality itself was not a dull sameness but rather a bubbling, exciting river of events. The early vision which advocated a type of educational methodology like open space or team teaching actually paled in comparison to the needs of the real students, and may have blinded people from seeing learning possibilities in the real situation. The implication for school planners was that housing and enrolment statistics from contributing schools may enlighten planning committees about the nature of the real situation, and a more detailed picture can be drawn later by the staff designate when they visit the contributing schools before their own school is opened. This study was limited to the growth and development of a culture within a new school. Some evidence was presented to suggest that it may be a learning experience that will contribute to the growth of a more comprehensive culture within the school division. This issue, however, was beyond the limitations set in this research.

Action Stage. The second growing stage, that of action, commenced the first day school opened. The excitement was so evident in the creative restlessness of the student body and the visionary activity of the staff that I called it "the exciting community." But this restlessness which seemed to have a powerful learning potential, surprised teachers at this school and teachers at other new schools described in the literature. No learning programme was designed to utilize it and even the conventional one was limited by the inevitable

shortage of materials. This was an emotional testing time for both staff and students. New relationships, personal strengths and weaknesses were tested. People focused their former culture upon the problems and only dimly perceived that it was no longer relevant. Cultures, too, engaged with others, and, in the engagement the bold, adventurous type of culture dominated to become the manifest culture of the school and the overwhelmed culture became latent.

In the process, some experience was lost to the problem solving exercise. In this situation, the former junior high school culture dominated to such an extent that the school in its early stages was described as a sequel to the former junior high school in the division. But the situation was more complex than this description suggests. The school studied took the overflow of students from the neighbouring elementary school. Often new schools provide spare space for on-going activities that are not related to the nature or philosophy of the new school. It was sometime before guidelines could be established to include the staff of the elementary as a part of the junior high school and the opportunity for them to make a useful contribution was lost. It was recognized too that the power of the creative, aggressive group added an element of risk to the adventure. In the light of this study, one may question the wisdom of selecting the greater proportion of the new school staff from an established school. The group at Riel provided imaginative and vigorous leadership early in the history of the school because they supported each other. In doing so they also excluded the



possibility of other alternatives. The danger was not that they knew each other or that they were adventurous and aggressive: these qualities were in tune with the exciting community. The threat the group posed to change being developed in the new school was that they appeared to carry on the work they had began at Lagimodiere school unmindful of the fact that new needs and new opportunities existed.

Somewhere a pessimism, a frustration, a feeling of fatalism threatened to obstruct the free flow of change. It has been attributed in part to the possible effects of the vision: a realization that a vision does not work in practice; an impatience that visions cannot be translated quickly and effectively into action; that visions are overwhelmed by other more powerful ones. In part, it has been thought to be the result of the emotional struggle to find meaning in people and events. Group discussion and decision-making committees were exploited successfully by the principal and student counsellor as procedures to evoke some common understandings within the staff. At the same time, this achievement may have been made at some personal cost to individuals. The relationship between emotional drain and the transfusion of cultures in the action stage of a new school was suggested as an area for future research for it appears to be fairly widely observed during this action period in new schools.

When discussing the role of change agent, it was apparent that the principal was expected to construct, and even manipulate, some kind of effective organizational structure. He established some effective

guidelines but generally, he designed them during this hectic action period rather than in the more thoughtful period of anticipation. What was decided or undecided during this period appeared to determine future growth. For example, staff involvement in decision making became an accepted procedure that promised to flow over into some student involvement, but it was mentioned as an aim when the principal first recruited his staff. Parental involvement, which had disturbed the early development of the contributing elementary school, was not stressed in the early stages of the new school. The principal rated it low in priority deliberately, for he wished to ensure that the new fragile environment flourished before it was exposed to powerful external forces. While this protective function of the change agent was recognized, it seemed likely that parental involvement would never be included as a vital element in the school's policy unless a fresh and powerful force was introduced into the setting.

As the principal played an important role in modelling the organizational structure, a pressure group within the staff determined the direction of the educational programme. The influences were complementary rather than opposed, for the principal went to some trouble in the first instance to recruit the group. However, administrative concerns weighed heavily upon the shoulders of the principal to the point where he had little influence upon the design of the classroom programme. The student counsellor played both an initiating and a supporting function. In a pseudo-administrative role,

he directed attention to the needs of the disadvantaged student and supported the principal and staff during critical adjustment periods. So much did one role interfere with the other that some attention to the automatic appointment of support administrative personnel to new schools might be given in the future.

Through the alertness of the student counsellor, the principal and staff became aware of the nature of the student community. Although it was not possible to recruit staff that were empathetic to the needs of disadvantaged students during the mid-year, this became the most important criterion when recruiting staff for additional positions in the new year. Therefore, the firm recommendation must be made to staffing officers in school divisions that new schools be permitted to recruit their own staff, not so much to establish a common philosophy of education within the school, for the lack of conflict on the staff may have produced some insensitivity to the real situation, but more to meet the newly identified needs of students.

The possibility does exist for the use of an outside and independent consultant to assist principal and staff in an assessment of needs and to act as a support for less confident staff members. The services of such a person, however, need to be seen as valuable to the classroom programme by teachers rather than as an adjunct to the administration.

When considering the role of change agents, the characteristic of cosmopolitanism was common to all. If experience in other situations

is conducive to change, then further support is given to the recommendation that principals of new schools should include some type of pre-service experience for their teachers as well as planning some continuing in-service while the staff are adjusting to the new school demands. In the school studied, opportunities to discuss common perceptions of problems and committee meetings provided some opportunities to go beyond a narrow personal perception, but other diverse ways of widening "the universe of alternatives" to include student and community viewpoints may be devised.

Reflective Stage. The final stage observed was the reflective period. During this time, experiences were reviewed and materials gathered for the ensuing year. The long vacation assisted in making the period a time of re-creation so that teachers were able to determine new approaches away from stress. A suggestion was made that the re-creative effect of holidays be used to assist the easing of the tense, new school situation. The school opening could be planned in Easter, thereby allowing a short settling-in time before progress is assessed either personally or co-operatively, in the long break.

Before the study finished, there were indications that the restlessness which marked the exciting community might be revived and used to effect in learning. The new school, after fourteen months, appeared prepared for a confident "take-off" into a further dynamic cycle of change.

## II. REFLECTIONS TOWARDS A THEORY OF DEVELOPING

### A CULTURE WITHIN A NEW SCHOOL

As I reflect upon my experience at Riel Junior High School in the spirit of Glaser and Straus's notion of grounded theory, the dominant concept seemed to be the formation of a common culture. I attempted to identify the influences which shaped the building of that culture.

In the first instance the participants reacted to the excitement that surrounded them when the school opened, by reviewing their predispositions, constructs and former practices. They attempted to share their understanding of the new situation with others.

As well people carried with them a vision of the new school as an opportunity for doing something different in education. The relationship between this vision and a growing awareness of the needs of the real situation contributed to the excitement as well as to the growth of the new culture.

However, uncontrolled excitement seemed to threaten that growth and to encourage a feeling of fatalism. There was a need to establish guidelines whereby people could arrive at a common understanding of their new environment. Any recommendations for the future that I might draw from this study are not intended to extinguish the excitement, but rather to reveal the qualities of innocence, energy and creativity within it. Provided people can share their understandings at a

satisfactory level of anxiety, it would seem to me that adventurous journeys can be undertaken at this time, which at other periods, may be extremely difficult. By the establishment of suitable procedures the element of excitement may be preserved even after the school has "settled down," so that change in the future may be generated.

Not only did the significant events which occurred at this school illustrate a growth in culture, but they showed that some process of conditioning was at work also. Decisions made, or neglected, in this early formative period, determined the kind of culture which eventuated.

### III. SUMMARY

A new school culture grew from the interweaving of many other cultures. The new school journeyed through three stages: anticipation, action and reflection. Recent school happenings suggested that the stages may be repeated in the future. Using the participant-observation method, the researcher's own ideas changed, so that it became a personal search for common-sense meaning. Recommendations were made to people involved in a new school venture about:

- (1) the relation of vision to the practical situation,
- (2) the right of a new school to recruit staff,
- (3) the pre-service and continuous in-service education of teachers in a new school,
- (4) the timing of the opening of new schools to coincide with the re-creative period of the long vacations.

The observation was made that the influence of a strong group of teachers from an existing school determined in part the culture of the new school. If such a group introduced a former culture without due consideration of the demands of the new situation, the opportunity for change may not be fully exploited.

Two areas for further research were suggested by the study.

They were:

- (1) the contribution a new school's learning experience may make toward the growth and development of a culture within a school division,
- (2) the relationship between emotional drain and the interaction of cultures upon a fatalistic feeling which may threaten to obstruct the development of a shared culture.

Arising from the experiences of this one school some grounded theory pertaining to the acculturation process within new schools generally was formulated.

- (1) The new school's exciting community stimulated the development of a new culture.
- (2) The relationship between vision and awareness of reality was critical to the development of the school's culture.
- (3) Provided established guidelines allow all participants to reach some understanding of events excitement may generate a growth in culture.
- (4) Decisions reached in the early days of the school, condition the nature of that culture.

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APPENDICES

APPENDIX A

THE KNIGHT IN THE MISTED CASTLE: A FAIRY STORY

## THE KNIGHT IN THE MISTED CASTLE: A FAIRY STORY

Once upon a time in a far-off land called Denimer there came a tall, tall knight. He drove into the land in a dusty, black car that bumped and crunched over the ruts and rattled and shook over the pebbled drive. There, in the mist just before him, he lifted his eyes to the tarnished majesty of his new castle. All around him there was no one. Visions of a splendid new kind of castle filled his head. Visions of a splended new kind of castle people excited him. Visions of a splendid new way to know and help the people of Denimer made him restless.

And over the hill there came a group of excited talkers clothed in brightly colored ideas. And they surrounded the knight who welcomed their presence. And they sipped great quantities of coffee from enormous silver urns and they smoked many cigarettes from huge multicolored cartons. Slowly, in the mist, they planned the menage of their great, earthen-colored castle. And the excitement was everywhere. The knight, in his dusty black car, tightly gripped the wheel in expectation. Oh, it would be grand.

And over the hill trickled a line of people. They had heard about the great castle and the tall, tall knight and they wanted to be there. They had heard about the cloth of brightly-colored ideas and they wanted to have some for themselves. And the knight was pleased because it seemed that the castle would be excellently cared for by

this trickling-in line of workers. Their faces were so different. They talked so many ways. They laughed and cried with feeling. And the knight thought: "They will be a good family and together we will make this strange castle the talk of the land. And no problem will be so troublesome that the well-being of the family will be threatened." All was fine.

And the trickle grew to be a steady stream that bubbled faster all the time. And the knight was pleased that the family was growing. And the citizens of Denimer were looking more and more to the misted castle. Even the black-robed merchants of the North, from the county of Fordhart, were lifting their sleepy lids and thoughtfully stroking their aged beards. "Hmmm," was their skeptical, but interested comment.

The tall, tall knight grew busier. Matters of the castle took him more and more from his home. He couldn't always hear the laughs and the cries anymore. He couldn't always see the different faces and hear the different talkings. He wanted to, he knew, but when could he do it? Now, he thought, No, now, he corrected himself. Why was he becoming irritated? Why was he walking just a little bit faster through the halls of the castle and the paved streets of Denimer. Why did he seem to know less about the many-faced stream and why did the talking in the mist seem to rumble louder with only occasional subsidings? It was a great puzzle to the knight. He often grew angry and broke a sword or two. He often issued a decree with great sweeping of the arm



and a great steeling of the brow. But, the rumbling grew. And mismanagement of the castle happened. How could it happen? The castle people were young and all wore a piece of the cloth of brightly colored ideas. How could it happen? And a boat arrived from Fordhart filled with appraising-eyed Northern merchants. They looked everywhere--inside the castle and out. There was dust here and there. There was a crack in the alabaster ceiling. Many of the pathways through Denimer were still under construction. Several merchants got splinters. Others got logs in the eye. There was much growling and gnashing of the teeth. The tall, tall knight smiled bravely but he was very displeased. Why didn't the castle people perform their daily tasks--they believed in the misted castle as much as the knight did. Or were they just saying that? Or, maybe he should try to visit them in their chambers more often--maybe over a goblet or two? Or, maybe he should have chosen another bubbling stream to tap--maybe all this one did was bubble. Or, maybe the castle people were puzzled--looking for a way. But, just how long should it take to find a way? And what about his small council of wise men. Should they just be called men?

The tall, tall knight was feeling stopped. The plume on his helmet was in disarray. A film on his eyes and an anger in his heart prevented him from appreciating the cloth of brightly colored ideas. It was bright, he knew, but why did it so often seem faded? Standing in the mist near to the earthen-colored castle, the knight leaned tiredly on his sword--the handle end. What should he do?

Softly, from the background, the castle people came forth.  
They surrounded the knight standing a little apart.

(Sarason, 1971b: 83 - 85)

APPENDIX B

RIEL JUNIOR HIGH SCHOOL  
EDUCATIONAL SPECIFICATIONS, 1972

## TWIN RIVER SCHOOL DIVISION NO. 99

RIEL JUNIOR HIGH SCHOOLEDUCATIONAL SPECIFICATIONSA. Premise

That deliberations focus on:

1. developing a framework of programs to meet the expectations of the five developmental areas outlined in the proposed Statement of General Aims and Objectives.
2. suggesting space requirements to accommodate the programs in #1.

B. Basic Concepts

1. The "school" be designed to accommodate 600 boys and girls--ages twelve to fifteen--for the purpose of providing public school education intermediate of elementary schooling and a broad choice of high school programs.
2. A home base building should be provided. This building should accommodate any number of students, up to the maximum 600, as well as the people that work with the students. Careful consideration should be given to location and adequacy of entrance and exit areas, traffic areas, storage of personal and program materials, and washroom facilities. The building should be adequate for comfort of its inhabitants, simple in design, flexible in terms of how space may be used, and, in so far as is possible, create an environment which does not exclude the outdoors.
3. The program should be developmental--developed by the professional staff as they work together and with students and their parents. The program, then, should recognize the characteristics of the adolescent age group for which it is planned, and attend to variations in degrees of social maturity, cognitive and physical development, intellectual capacity, interest, ability to work independently and in groups and the intricate dimensions of students' peer and adult relationships.
4. The program should provide opportunities for students to extend beyond the home base building for schooling, not for doing things that could be done well in the building but rather for doing those things that could not be done in the building, or could be better done elsewhere.

5. The program (within and without) the home base building, should facilitate the ease at which the following can happen:--direct communication, teacher (adult?)--student interaction, individual careful planning by the professional staff, cognizance of what is happening in so far as the student is (or is not) learning, and an awareness of priority issues relevant to the student(s)' progress.
6. In addition to consideration of a home base building, planning people should focus on ways and means of using areas outside the building--the immediate areas of the building, community facilities and removed areas for which student transportation is needed. A suggestion is the provision of a large van or bus. (This item may be inappropriate here, as a van or bus could be classified as equipment).

C. Considerations re: The Program

Having accepted the five developmental areas of the Statement of General Aims and Objectives as valid and of equal importance the following general framework for program is recommended. (Inadequate time and magnitude of the task influenced the limited degree of consideration of most items).

1. A major consideration (subject to student need) should be commitment of continuing the development and strengthening of the "tools of learning".
  - reading skills
  - computational skills
  - ability to use reference materials
  - ability to think logically and solve problems
  - ability to listen and observe
2. The program should provide a broad, diverse scope in terms of the things with which it deals, in order that students are exposed to a variety of relevant experiences prior to entry into senior high school. This is not to say students should be exposed to everything possible, but rather they have experience in those areas that have realistic value for them.
3. The program should offer opportunities for students to deal with human values, moral issues and society norms in order that they may have opportunities to study, discuss, think through, and arrive at responsible decisions based on valid information. (Programs should go beyond the fact finding, data collection and compilation stages and include understanding and application of those things learned, when possible).
4. The total program should take on a more interdisciplinary approach than the present generally accepted departmental

type program. This would suppose a team approach by the instructional staff and divergence from the hard lines of "subject" classifications. This should not dispose the content of disciplines to insignificance, but rather demonstrate how information is necessary and useful when looking at larger or related issues.

It is also recommended that there be more opportunity for liaison or interdisciplinary approaches between teachers of "core type subjects" (e.g. Language Arts) and "specialty subjects" (e.g. Home Economics) when working with students and their program(s).

5. Stress should be placed on interpersonal relationships and the implications of "people working with people" to assist students in communications. Each teacher is viewed as "somewhat of a counsellor", as well as a facilitator for students.
6. The program should provide students with many opportunities to receive information (from various means of direct communication), to interact, to work toward independent critical thinking and to be creative.
7. Actual programs, though not developed here, might include the following:
  - a. A core area dealing with Language Arts and Mathematics, aligned or integrated directly or indirectly, with Social Science studies and Environmental Science studies.
  - b. "Special area" studies (again aligned or integrated with the core area) such as the following:
    - i) Physical Education
    - ii) Fine Arts Studies
    - iii) Arts, Crafts and Hobbies
    - iv) Sociological Studies
    - v) Ethnic and Language Studies
    - vi) Student Research
    - vii) Guidance Centre (part of iv?)

APPENDIX C  
APPLICATION FOR ADDITIONAL STAFF  
(NOVEMBER 1975)

Riel Junior High  
110 James Road  
Winnipeg, Manitoba

November 18, 1975

Mr. J. T. Hiebert  
Assistant Superintendent  
Personnel & Resources  
Twin River School Division #99  
58A Rich Street  
Winnipeg, Manitoba

Dear Mr. Hiebert:

As you are aware, the original organizational plan for this school was to have teams of teachers at a grade level working with a group of students in all aspects of the curriculum except for specialty areas such as physical education, industrial arts, home economics, and music. We had planned to have two grade seven teams of three and two teachers respectively, one grade eight team of three teachers, and one grade nine team of three teachers. Lower enrolments than those anticipated caused us to lose three teachers, one from each grade level. We still attempted to maintain the teams and at present have two two-teacher teams at grade seven, one two-teacher team at grade eight and one two-teacher team at grade nine. However, we must use some of these teachers for specialty areas so that one of our grade nine teachers is teaching all the French, permitting him to be with the team for only half time, our music teacher is only with the team less than 1/3 time, and our Guidance Counsellor is with the team half time. In addition one of our grade seven teachers is teaching the literature program at grade nine and one other is teaching grade eight mathematics. In short we have had to combine some departmentalization with our teaming concept.

However, we are experiencing some difficulty with this due to the make up of our student population. According to the Winnipeg Regional Housing Authority we have within our school area three low income or welfare areas: Mercedes, Valiant, Ford with the following numbers of children in these age groups:

6 - 9 yrs.  
50

10 - 13 yrs.  
53

14 - 16 yrs.  
24

You will note that we potentially have 77 children in the 10 - 16 yr. age group that could be attending our school. This is approximately 22% of our total student population.



In these three housing areas there are 40 families on Social Allowance as opposed to 16 families which are self-supporting and 41 one-parent families as opposed to 20 two-parent families. These situations present with them a host of additional problems such as: adjustment problems because of the transient nature of the population, instability in the home situation, lack of a mental frame of mind conducive to learning, poor attendance, lack of basic skills, problems with glue-sniffing, drugs, and alcohol. It is interesting to note that the Child Guidance Clinic case load last year at Bethuen was 11% of the total case load, double that of any other elementary school.

In addition 31.4% of our school population is one or more years overage for its grade placement. The following is a breakdown by grade level on overage students:

Grade 5 & 6	- 23.3%
Grade 7	- 34.4%
Grade 8	- 36.6%
Grade 9	- 33.3%

Of the 31.4% average, 22.2% are 1 year overage, 7.8% are two years overage, and 1.4% are three years overage.

As well as attempting to cope with the accelerated adjustment problems which any new school faces we are attempting to meet very special needs (academic as well as personal and social) for about 1/3 of our total student population. This, of course, is increasingly difficult with the size of classes we have. For example, 103 students at grade 5 & 6 with three teachers and an instructional aide; 125 students at grade seven in four classes, an average of 31.3 per class; 71 students at grade eight in two classes, an average of 35.5 per class. Of the approximately 1/3 of our student population with very special needs we have 15 - 20 students who could be categorized as severe "crisis" cases, students who just can't operate in regular class situation because of severe personal and/or learning problems. In addition about another 10 students have cultural problems with special needs in speech, reading, comprehension, and vocabulary. These are students with a cultural background of East Indian, West Indian, native Indian, European or South American.

In terms of attempting to meet the five developmental goals of the Division, we are in a position of not even being able to think about something developmentally yet until we can get a "handle" on some of these other problems. We are concerned that this school not develop a negative reputation as is so often the case with a new school and that we prevent the disillusionment of parents, students, and the community.

Consideration has been given to several alternatives to attempt to meet the needs of both students and staff of this school:

1. The development of a resource team to include one full-time guidance counsellor, one full-time resource teacher to assist teachers with special programming, and one full-time remedial teacher. This team would develop into a self-sufficient team providing most of the services provided by the Child Guidance Clinic. The implementation of this alternative would require the addition of three personnel.
2. The provision of full-time guidance and counselling services and the creation of an additional class at the grade eight level. The implementation of this alternative would require the addition of two staff members.
3. Regrouping present classes to provide full-time guidance and counselling services and to set up a "crisis" classroom without engaging additional staff. The implementation of this alternative would be a problem because of lack of expertise on staff presently in dealing with a "crisis" room. Isolating students with problems provides some solutions to immediate problems but does not really offer meaningful long-range solutions and has an additional disadvantage of "labelling" students. No additional staff would mean creating larger classes than presently exist, in some instances an untenable situation.
4. Regroup present classes, cut MRC and guidance services, and assign these teachers full-time classroom responsibilities. These are vital services in our situation and the cutting of them does not provide any long-range solutions. Implementation of this alternative would in all likelihood create additional problems.

In consideration of the alternatives our priorities would be in the order listed in terms of our professional commitment as teachers, i.e. to provide a learning atmosphere conducive to the development of all students. Alternatives three or four, although possible, would militate against the very thing we are trying to do and are not viewed as satisfactory solutions at this point in time.

In addition to additional staff requested, we are also requesting an additional clerical person for typing and duplicating duties. At present, our one school secretary is able to perform very minimal services for teachers in these areas, given the general office responsibilities she has. Teachers are preparing a great deal of written materials and having to assume responsibility for their typing and duplicating places additional stresses on teachers.

In summation, we are requesting the addition of at least two teachers to staff as well as an additional clerical person. Your early attention to these requests would be appreciated since consideration to regrouping and retimetabling should be given as soon as possible in order to effect changes immediately after the Christmas recess. I would be pleased to meet with you to discuss these requests or to elaborate on this presentation if necessary.

Thank you for your attention.

Yours truly,

M. Walker  
Principal

MW/t

cc Dr. D. Davidson  
Mr. P. Karmel

APPENDIX D

PROPOSAL OUTLINE FOR AN OUTDOOR EDUCATION GRANT

NOVEMBER, 1975

FROM MINUTES OF STAFF MEETING, HELD 5th NOVEMBER, 1975.

In a proposal to obtain funding from the Department of Education, the following strong points should be observed:

1. We are a new school looking for "seed" money
2. We have a qualified staff for outdoor purposes
3. We draw our enrollment from the low rental area
4. We are a middle school concept

APPENDIX E

REPLIES RECEIVED FROM STUDENT SUGGESTION BOX

I would like a vote on ideas of getting rid of this kid C.....  
in class.

We want more field trips. Can you take action now?

We want to get to know the girls.

We want excitement all day.

Mr. ....;

I know you have been sick, but come up and see me sometime.

APPENDIX F  
SURVEY OF THE PRINCIPAL'S ROLE



QUESTIONNAIRE ABOUT THE SCHOOL PRINCIPAL'S ROLE

This questionnaire has been prepared as a part of a Canadian survey into the different roles people play in a school.

You are invited to give your views in this questionnaire on:

- (1) How much time should be spent on their duties. (Your total number of hours does not have to equal a working week).
- (2) What duties you consider the most important. (The time spent on a job does not necessarily mean it is the most important).

An attempt has been made to describe each duty in simple language and the kind of jobs meant listed in brackets. However, a more detailed description is given on the accompanying circular should you need it.

BACKGROUND INFORMATION ABOUT YOU

Please check the appropriate line

I am answering this questionnaire as:

a teacher (male) \_\_\_\_\_

a teacher (female) \_\_\_\_\_

an instructional aide (male) \_\_\_\_\_

an instructional aide (female) \_\_\_\_\_

a parent (male) \_\_\_\_\_

a parent (female) \_\_\_\_\_

a student (male) \_\_\_\_\_

a student (female) \_\_\_\_\_

HOW TO ANSWER THE QUESTIONNAIRE:

Each duty has four boxes suggesting an amount of time that could be spent on that duty per week. Put a check in the box that shows the amount of time you think should be spent on that duty.

EXAMPLE (A make-up one)

Less than 2 hrs.	2 to 4 hrs.	4 to 6 hrs.	More than 6 hrs.
------------------------	----------------	----------------	------------------------

FIXING THINGS UP:  
(e.g. maintenance;  
school buildings;  
settling arguments; etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
--------------------------	--------------------------	--------------------------	-------------------------------------

The check indicated that you feel more than 6 hours per week should be spent by the principal on FIXING THINGS UP.

If you do not understand the duty cross through the question.

FIXING THINGS UP:  
(e.g. maintenance;  
school buildings;  
settling arguments; etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Put a check ( ) in the appropriate box:

TIME THAT SHOULD BE SPENT

Less than 2 hrs.	2 to 4 hrs.	4 to 6 hrs.	More than 6 hrs.
------------------------	----------------	----------------	------------------------

FINDING OUT HOW WELL

THINGS ARE GOING:

(Evaluating: e.g.  
testing student's  
progress, questioning  
the success of the  
teacher's ability  
in the classroom, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

DISCIPLINING:

(e.g. Making sure  
rules are obeyed,  
seeing that children  
do good work, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

DECIDING WHAT

CHILDREN WILL

LEARN: (Developing  
the Curriculum:

e.g. Planning  
student's study,  
introducing new  
ideas into the  
school. Keeping  
up with professional  
reading.)

_____	_____	_____	_____
-------	-------	-------	-------

TAKING A LEADING

PART: (Influencing

e.g. showing ways  
that things can be  
done in the classroom,  
solving learning  
problems, explaining  
how parents can help  
the school, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

TIME THAT SHOULD BE SPENT

Less than 2 hrs.	2 to 4 hrs.	4 to 6 hrs.	More than 6 hrs.
------------------	-------------	-------------	------------------

LOOKING AHEAD:

(Planning, e.g. working out needs for the school buildings, staff, inservice education of teachers, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

SUPERVISING: (e.g. caring for school property, equipment, ensuring the safety of students, assessing the teachers chances for promotion, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

TEACHING: (e.g. working in classrooms, demonstrating sound teaching techniques, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

RUNNING THE SCHOOL

(Administrating and Managing: e.g. budgeting, ordering books, sports gear, maintaining school equipment, buildings, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

COUNSELLING: (e.g. listening to student's troubles, sorting out difficulties with teachers and parents, suggesting remedial help for students in trouble, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

TIME THAT SHOULD BE SPENT

Less than 2 hrs.	2 to 4 hrs.	4 to 6 hrs.	More than 6 hrs.
------------------	-------------	-------------	------------------

GETTING THE MESSAGE ACROSS:  
 (Communicating: e.g. sending newsletters home, meeting new parents, explaining educational ideas at parent's meetings, representing the school in the community, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

FITTING EVERYTHING TOGETHER:  
 (Co-ordinating: e.g. harmonising one teacher's work with that of another, working with teams of teachers, arranging school activities like outdoor education events, working with parent organizations, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

MAKING DECISIONS: (e.g. deciding aims of the school, making out school rules, putting children into classes, ordering new teaching equipment, etc.)

_____	_____	_____	_____
-------	-------	-------	-------

Are there any other duties you would like to add?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now look over the duties again and decide which four are the most important to you.

Most Important \_\_\_\_\_

Second Most Important \_\_\_\_\_

Third Most Important \_\_\_\_\_

Fourth Most Important \_\_\_\_\_

Decide which one is the least important \_\_\_\_\_

The following explanations are offered to those people who seek to know more about the principal's duties than were shown on the questionnaire. It need not be read.

1. Finding out how well things are going: Evaluating.  
Examining the complete educational programme offered by the school to determine whether the programme and the people working in it are working at their best.
2. Discipline:  
Maintaining of good work standards and firm but friendly control over student behaviour.
3. Deciding what students will learn: Curriculum Development  
Planning courses of study to suit student needs as well as introducing new educational ideas.
4. Taking a Leading Part: Influencing.  
(Leadership is a form of influence). Showing ways that things can be done in the classroom, solving learning problems, explaining how parents can help the school.
5. Looking Ahead: Planning.  
Both long range planning in terms of buildings, future enrolments and educational trends, as well as short term planning like school inservice work and staffing arrangements are included under this heading.
6. Supervising:  
The idea of overall school responsibility is intended.  
Responsibility ranging from the simple (caring for property) to the complex (development of staff).
7. Teaching:  
The meaning ranges from being directly responsible for a group of students in a subject area to occasional involvement which might be used to demonstrate a method or participate in a teaching team, or simply to use the opportunity to get to know students or the actual learning situation.
8. Running the school: Administrating & Managing:  
are those activities which maintain the school in good running order.

9. Counselling:  
An advisory or listening function: intended to show either an open door policy to anyone (students, teachers, parents) who seek advice on a mediating role between people who might disagree on an issue whether it be a disagreement between teacher and teacher or student and teacher, student and student, teacher and parent, etc.
10. Getting the message across: Communicating:  
To inform or explain educational developments.
11. Fitting everything together: Co-ordinating:  
Synchronizing the activities of all people involved in the work of the school and harmonize the educational programmes between different grades.
12. Making decisions:  
The everyday issues that face the principal from the relatively minor like buying of equipment to ones of major importance like the educational aims of the school.



TABLE I

THE PRINCIPAL'S RESPONSES SHOWING HIS APPROXIMATE AVERAGE TIME (HRS. PER WK.) THAT IS SPENT (ACTUAL TIME) AND THAT SHOULD BE SPENT ON EACH FUNCTION IN ORDER LISTED ON QUESTIONNAIRE AND THEIR ORDER OF IMPORTANCE OR UNIMPORTANCE

	Approx. Actual Time (hrs.)	Approx. Time that should be spent (hrs.)	Order of Importance	Least Important
1. Finding out how things are going	1	3		
2. Discipline	5	3		1
3. Deciding what students will learn	3	7	3	
4. Taking a leading part	1	7	2	
5. Looking ahead	5	5	4	
6. Supervising	5	3		
7. Teaching	1	5		
8. Running the school	7	5		
9. Counselling	7	3		
10. Getting the message across	3	3		
11. Fitting everything together	3	7		1
12. Making decisions	3	3		

TABLE II

STAFF RESPONSES SHOWING APPROXIMATE AVERAGE TIME (HRS. PER WEEK) THAT SHOULD BE SPENT BY THE PRINCIPAL ON EACH FUNCTION IN ORDER LISTED ON QUESTIONNAIRE AND THEIR ORDER OF IMPORTANCE OR UNIMPORTANCE

FUNCTION OF PRINCIPAL	TYPE OF STAFF			ORDER OF IMPORTANCE			LEAST IMPORTANCE					
	Male Teachers	Female Teachers	Ancillary staff	Average total staff	Male Teachers	Female Teachers	Ancillary staff	Average total staff	Male Teachers	Female Teachers	Ancillary staff	Average total staff
1. Finding out how things are going	3.3	2.3	2.0	3.0								
2. Discipline	3.3	4.5	4.0	3.8		1	3	2				
3. Deciding what students will learn	5.6	4.5	6.0	5.3			1		1			
4. Taking a leading part	5.6	4.5	3.0	4.8	1			4				
5. Looking ahead	5.3	4.0	5.0	4.8	2	2	2	1				
6. Supervising	3.1	2.0	2.0	2.3								
7. Teaching	3.6	1.5	2.0	2.6						1	1	1
8. Running the school	3.0	3.5	1.0	2.8								1
9. Counselling	4.6	3.5	2.0	3.8								
10. Getting the message across	5.0	3.0	1.0	3.8								
11. Fitting everything together	5.0	4.0	3.0	4.3	3	3	4	3				
12. Making decisions	3.3	3.5	1.0	3.0	4	4	4					

Note \* indicates equal choice

TABLE III

STUDENT RESPONSES SHOWING APPROXIMATE AVERAGE TIME (HRS. PER WEEK) THAT SHOULD BE SPENT BY THE PRINCIPAL ON EACH FUNCTION IN ORDER LISTED ON QUESTIONNAIRE AND THEIR ORDER OF IMPORTANCE OR UNIMPORTANCE

	TIME THAT SHOULD BE SPENT			ORDER OF IMPORTANCE			LEAST IMPORTANCE		
	Male	Female	Total Average	Male	Female	Total Average	Male	Female	Total Average
1. Finding out how things are going	3.6	4.0	3.8						
2. Discipline	3.0	3.6	3.3	2	2*	2			
3. Deciding what students will learn	3.8	3.5	3.6						
4. Taking a leading part	3.3	3.7	3.5						
5. Looking ahead	5.1	4.6	4.8						
6. Supervising	3.5	3.8	3.6						
7. Teaching	2.8	3.6	3.2						
8. Running the school	4.4	4.6	4.5	1*	2*	1	1	1	1
9. Counselling	3.0	3.7	3.3		1				
10. Getting the message across	3.1	3.9	3.5						
11. Fitting everything together	4.3	4.4	4.3	1*		3			
12. Making decisions	3.5	3.3	3.4	3		4			

Note \* indicates equal choice

TABLE IV

PARENT RESPONSES SHOWING APPROXIMATE AVERAGE TIME (HRS. PER WEEK) THAT SHOULD BE SPENT BY THE PRINCIPAL ON EACH FUNCTION IN ORDER LISTED ON QUESTIONNAIRE AND THEIR ORDER OF IMPORTANCE OR UNIMPORTANCE

	TIME THAT SHOULD BE SPENT			ORDER OF IMPORTANCE			OF LEAST IMPORTANCE		
	Male	Female	Total Average	Male	Female	Total Average	Male	Female	Total Average
1. Finding out how things are going	4.0	3.7	3.7		2	2		-	-
2. Discipline	3.0	4.4	4.1	1	1	1		-	-
3. Deciding what students will learn	4.5	4.0	4.1	2		4		-	-
4. Taking a leading part	3.5	3.1	3.2	4				-	-
5. Looking ahead	3.5	3.4	3.4				1*	1*	1*
6. Supervising	2.0	3.0	2.7						
7. Teaching	3.5	3.4	3.4		4		1*	1*	1*
8. Running the school	2.5	3.5	3.3						
9. Counselling	6.0	4.4	4.7		3	3		-	-
10. Getting the message across	5.5	2.3	3.0					-	-
11. Fitting everything together	4.0	3.2	3.4	3				-	-
12. Making decisions	3.5	3.2	3.3					-	-

Note \* indicates equal choice

TABLE V  
COMMENTS MADE ON QUESTIONNAIRE RESULTS TO PRINCIPAL BY RESEARCHER

Item on Questionnaire	Principal (Table 1) Actual Time	Principal (Table 1) Time that should be spent	Staff (Table 2) Rate of return 60% (average)	Students (Table 3) Rate of return 76% (often completed in school)	Parents (Table 4) Rate of return 31% (Questionnaire taken home by students)
1. Finding out how things are going	Very low	Low	*	Moderate	Moderate
2. Discipline	Moderate	Low in time. Lowest priority	Emphasized by females	Moderate	High in time priority
3. Deciding what students will learn	Low	High. 3rd priority	*High in time and priority	Moderate	High in priority
4. Taking a leading part	Very low	High. 2nd priority	*High in time and priority	Moderate	
5. Looking ahead	Moderate	Moderate. 4th priority	High	High	
6. Supervising	Moderate	Low	*	Moderate	Moderate
7. Teaching	Very low	Moderate	*No high expectations for principal to teach		
8. Running the school	High	Moderate	Low in time	High	High in time
9. Counselling	High. Interpreted as a type of discipline	Low		Moderate	
10. Getting the message across	Low				Moderate
11. Fitting everything together	Low	High. 1st priority	High in time and priority	High	
12. Making Decisions	Low	Low			

\*Females appear to regard the principal's role in classrooms generally with some caution

APPENDIX G

SURVEY OF THE LIBRARIAN'S ROLE

## TEACHER LIBRARIAN'S ROLE

## RIEL JUNIOR HIGH SCHOOL

This open-ended questionnaire has been devised to assist in developing the library's facilities. You may prefer to answer the questionnaire as an individual--or as a member of a teaching team.

A report will be circulated to all staff members but individual answers will remain confidential.

A posting box for completed questionnaires has been set up in the staffroom. All forms are due before April 30th.

Gerry O'Callaghan

Name \_\_\_\_\_

Grade(s) taught \_\_\_\_\_

Subject(s) taught \_\_\_\_\_

(1) How can the library be integrated with your team's teaching program?

(2) In what ways can the library assist you personally, in your teaching?

### TEACHER LIBRARIAN'S ROLE

A 58% return, suggests that findings should be interpreted cautiously. Of the 5 teams covered by the questionnaire (specialist's areas were covered as a separate team) 3 out of 5 recorded a 66% return with one of those reaching 80%.

Some teachers experienced difficulty in answering the team teaching section because they were not, as yet, operating in a team. However, it was also that the library was viewed as a place where students could:

- (1) find a wide range of enjoyable fiction
- (2) pursue research in particular subject fields
- (3) select suitable audio-visual materials

Except for the mention of some kind of remedial assistance, the first was taken for granted by respondents and attention was focused on the latter two. Social Studies was the most popular area quoted for research. There appears to be a need for the librarian to be involved with teachers in planning all research topics at a very early stage so that materials can be available when required. A need was felt for bibliographies in certain areas. Teachers saw research being completed by students in either small or class groups. Therefore an understanding between teacher and librarian about supervision beforehand was felt necessary.

Some library teaching programme and the use of periodicals and audio-visual materials was thought useful. Although the questionnaire was not considered an evaluation of the teacher's performance in any way, teachers generally recognized Jim's pioneer work in developing the library. Schemes suggested often implied additional staff and certainly more finance.

Over and above research activity carried out in the library generally some suggested that a special area be set aside for use of students to carry out their own research projects. Teaching centres could be created in the specialist fields (e.g. P.E. or I.A.) when curricula became fully operational.

One thought to be beneficial was the introduction of a formal procedure whereby staff could be informed about the library's resources. Teachers wanted to know about the arrival of new materials in their subject areas.

Requests were made for students to be instructed in the making and operating of AV material. Generally it was thought that the library should act as a "clearing house for the media and hardware of teaching" and again some uniform procedure was anticipated. There were requests



for more materials: tapes for French, attractive posters and teaching aids.

When viewing the library from a personal help point of view, teachers looked for suitable advice on reference or audio-visual material. A professional teaching section would be appreciated. An interesting suggestion was that a seminar room be converted to a mini-teachers centre and provided with construction materials and display facilities.